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A COMPARATIVE STUDY OF
DENOMINATIONAL PERIODICALS FOR JUNIORS

By

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A Thesis

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INTRODUCTION

A COMPARATIVE STUDY OF
DENOMINATIONAL PERIODICALS FOR JUNIORS

INTRODUCTION

A. The Problem Stated and Explained

The problem of this thesis is to investigate current denominational weekly periodicals published for juniors. This study involves a twofold approach. First it requires an analysis of content for the purpose of discovering the aims of the publishers of these materials and the underlying educational principles used in achieving these aims. Secondly, on the basis of the analysis, a study will be made of the teaching values inherent in these materials and of the possibility of closer correlation between them and the program of Christian education in the various denominational church schools.

B. The Significance of the Problem

Eight years ago Miss Cole made this statement:

"At no earlier time have so many undesirable books been so easily and cheaply accessible to so large a proportion of the adolescent population."¹

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1. Luella Cole: Psychology of Adolescence, p. 426.

Today this is no doubt true in even greater measure and applies to younger children as well, for the modern child is doing considerable reading. Much of what he finds in school and public libraries is carefully chosen. Often it is educational and wholesome and serves to broaden horizons of experience. On the other hand the increasing popularity of "Superman", of mystery thrillers, of "funnies", and of other forms of detrimental variety found in corner drug stores and in loan libraries would seem to imply that much of the children's reading is harmful. Too little of the literature to which they are exposed is aimed at producing character development and certainly a far smaller percentage aims at the development of Christian character. This, the denominational juvenile periodicals attempt to do. There is no doubt as to the need for this type of literature.

The significance of the problem is further evident when one considers the tremendous publication of these papers each week, the widespread use of the papers in the church schools throughout the denominations, and the number of actual readers among children all over the country. Since these papers have such a wide circulation, it is pertinent that a study of their content and purpose be made. Further light is thrown on the significance of the problem when these papers are considered not merely valuable as

wholesome reading material but as potential supplementary teaching materials for the church school. Their popularity among children may be assumed from the fact that in the average church they often detract attention from other types of teaching. The boy or girl who has a paper while attending church is often overcome by a tremendous desire to read it in spite of the orders of the church school superintendent not to do so. Usually the papers are preferred to the sermon and in many cases to the Sunday-School lesson itself. This alone is sufficient to warrant a study to discover what teaching values there may be in these papers and how the papers may play a vital part in creative teaching.

C. The Sources of Data For This Study

The sources of this study consist of the denominational weekly periodicals for juniors published by The American Baptist Church, The United Lutheran Church in America, The Methodist Church, and The Presbyterian Church in the United States of America. The choice of these specific denominational papers was determined by the following factors. The original intention was to discuss the papers of the five largest denominations, which would include the four mentioned above and The Episcopalian Church. Upon investigation, it was found that the latter does not

publish papers of this type. The study will therefore be limited to the papers of the four denominations indicated.

While the juvenile periodicals published by these denominations include all ages from primary through young people, this study, as indicated, will be restricted to those papers published for juniors, that is, for boys and girls from nine through eleven years of age, unless otherwise specified. Five sets of junior papers, it was discovered, are published by the four denominations. The analysis of these papers, it was determined, should proceed on the basis of a year's study, but because of the vast amount of detail involved, a plan of representative selection was followed, whereby one paper a month, namely that of the third Sunday, would be analyzed. It was decided that an analysis of twelve issues would give a fair picture of the year's work of each set of papers.

The sources of this study, then, consist of sixty papers, twelve papers of each of the five sets of periodicals, those selected being the papers published for the third Sunday in every month for the year January, 1943, through December, 1943.

D. The Method of Procedure

This study is of an objective nature, its chief aim being to investigate the papers themselves. This in-

volves a careful study of their content. In preparation for the presentation of the findings which appear in the body of this thesis, two elementary steps preceded the final analysis of data.

First a work chart was set up for each individual set of papers; on this was recorded in three columns, as they were discovered, the actual content, the evident aims, and the basic underlying educational principles, as generally accepted by modern educational authorities, found used. Secondly, these data were grouped under headings, which grew out of trends and emphases in the material itself, and were compiled into lists from which evolved the analytical tables in their final form.

The presentation of the material will proceed as follows. For each periodical a discussion of the general appearance and structure of the paper will be presented first; this will be followed by the analysis and discussion of the possible teaching values inherent in the papers. The analysis and discussion of the papers of one denomination will be confined to one chapter; at the end of each chapter there will be a summary of findings, and where there are two sets of papers within one denomination, these will be compared. The first four chapters will consider individually the papers of the four denominations. The fifth chapter will present a comparative study of the findings of the previous chapters.

CHAPTER I

THE JUNIOR PERIODICAL OF THE
AMERICAN BAPTIST ASSOCIATION

CHAPTER I

THE JUNIOR PERIODICAL OF THE AMERICAN BAPTIST ASSOCIATION

A. Introduction

The American Baptist Association publishes one junior periodical, entitled Juniors, written for both boys and girls, ages nine through eleven. This chapter, as a preliminary step, will present a description of the appearance and structure of the paper. Then analytical tables of the content and aims will be discussed, followed by a study of the educational principles found. A discussion of the teaching values of each paper will conclude the study.

B. A Study of Juniors

1. General Appearance and Structure

In appearance an issue of Juniors is neat and attractive. The paper is about 9" by 12" in size, consists of eight four-column pages of smooth-surfaced paper with half inch margins. The print is medium in size for stories and articles and is smaller for the "Junior Journal" contributions. A suggestion of school-day informality is seen in the unique titles, which are printed as though

written by hand. All illustrations are in black and white. There are usually two illustrations to a story, plus diagrams for instructions in handwork. Attractive photographs of nature and of children accompany the various articles.

The number of features in an issue varies from seven to thirteen. Some are permanent features, such as the story columns, handwork articles, the devotional section, "Junior Journal", and "Junior Society". Others are alternate features, such as poems, true sketches, prayers, Bible readings, and illustrated story strips.

For example, the front page of the issue for January 17, 1943, has an attractive snapshot of children making a snow man to illustrate the story, "So That Gapped the Peace". On the next page the illustration of a bobsled filled with merry children meets the eye and beneath it is the poem, "The Bobsled Ride". "The Lost Cave" is the second story, illustrated by a picture of a treasure chest with trinkets hanging over its edges. An article entitled "Hobbies that are Fun" is surrounded by snapshots of children demonstrating their various hobbies. The "Thinking of God" column has a story sub-titled "Thoughtfulness of Others", and at the end of this is a prayer-poem. In the top corner of the page a snow scene accompanies a poem entitled "Winter". This issue also contains articles on

soap trees, states with Indian names, and directions for making bird gliders. The topic for "Junior Society" is "Friendly Neighbors - the Americas", and the materials are interspersed with photographs of exteriors and interiors of South American government buildings. A cartoon about pigs and chickens takes up a lower left hand corner, and on the last page are articles, poems, and puzzles by the juniors themselves, some most interesting and imaginative.

Throughout the year, the issues vary in minor details, as determined by seasonal changes and special holidays. A current theme is reflected in not more than three or four types of writing. For instance, Thanksgiving is mentioned in only one story, a poem, devotional materials, and one suggestion for handwork. Not everything in the issue reflects Thanksgiving, because the continued story and series of topics in the "Junior Society" material follow the regular course without interruption. The papers are consistently alike in general structure and in emphasis on certain types of materials, several features being permanent.

2. Analysis of the Content¹

ANALYTICAL TABLE I	
CONTENTS OF <u>JUNIORS</u>	
STORIES	<p>Location: America, Mexico, India, England</p> <p>Scene: Farm, country, cities, home, school, woods, ball parks, city apartments, stable, airplane, antique shop on Madison Avenue, New York, Mexican Mission</p> <p>Characters: American boys and girls, Mexican family of wealth, low caste Hindu, English boy and grandfather, New England boy and girl of 1776, George Washington, animals - bears, pigs, horses, cats, dogs</p> <p>Plots: Children overcome a disappointment. Boys forgive and forget. Team loses because of honesty but earns sponsor anyway. Stray cat finds a home. Children work to give mother vacation. Children discover hidden cave. Boy rescues Washington from trap. Hindu finds way to tell Gospel. Families help each other in Gold Rush. Children help persecuted women. Boy struggles to be honest. Mexican boy saves American boy's life. Old horse saves others in fire. Mother bear rescues cub from campers. Boy rescues friend's pigs at sacrifice of own chances to win contest. Arthur rents his lot when no one else could. Boy seeks for owner of mysterious packet.</p>

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1. In the tables this distinction will be made: Lists of titles will be capitalized. Lists of subjects treated will not be capitalized. Quotation marks will be used only when general headings in the left hand column are titles to features in the papers.

ANALYTICAL TABLE I (Continued)

POEMS	The Bobsled Ride; Down a White Path; It's Spring; My Birdhouse; The Elmtree; Fireflies; All The World's Working; I Look; Apples for Thanksgiving; Mountain Tops Are Chilly; Winter; A Musical Boat
SUGGESTED ACTIVITIES	Photograph display; pine-cone pets; ringo; wooden shoes; handcraft books; potato pets; magic eggs; spring flower place cards; fun with walnuts; nail kegs; magician stunts; scarfs; hat racks; snapshot books; checker boards; clothespin dolls; oilcloth bags
EDUCATIONAL ARTICLES	Colt's protection; Norsemen; color; book reviews; possum; toads; cats; giraffes; history of printing; photographs of paintings; soap trees
"THINKING OF GOD"	Christ's claim on one's life; children applying helpfulness; children's thoughtfulness of their mother; helping migrants to be better Americans; learning how to use the Bible in Sunday school; seeing God in Creation; Jesus visiting the homes; making yourself worth meeting; willingness to serve; The Lord's P Prayer, the world's prayer; Micah, a man who worshipped God; the Pharisee and the publican
"JUNIOR SOCIETY"	Friendly neighbors in South America; workers with God; leaders who serve; men of courage; stewardship; Easter; Christian citizen; praise service; prayer; worship; the world's need of Jesus
"JUNIOR JOURNAL"	Home and family; pets; nature - seasons, heavens, and snow; special holidays; fairies; religious - God, prayer, chapel; patriotic; personal experiences - adventures, incidents, travels; fantasies
BIBLE CONTENT	Stories from the Bible - Paul's preaching and persecution and escape from Damascus; his work in Antioch and the origin of the name "Christian" Bible Thoughts - attractive introductions to Scripture passages To Read This Week - suggested references to specific passages

ANALYTICAL TABLE I (Continued)	
MISCELLANEOUS	Prayer - for fathers Puzzles: Cross word, American cities, seasons, groceries, Old Testament men, Bible names, orchards, flowers, words

It is necessary to explain a few of the features listed in the Table. The "Junior Society" materials include suggestions for procedure, worship service outlines, and materials for leaders. The topics are set up to be worked out in a real situation. The "Junior Journal" is the section of creative writing by the Juniors themselves. The rules for writers include homesty, accuracy, and neatness. The rate of payment for stories is fifty cents and for all other contributions twenty five cents. "Stories from the Bible" is an illustrated story strip, much like the modern comic strip and takes up one whole page.

On the basis of this analysis of the content of Juniors a few general statements may be made. In the first place, in this analysis it was found that certain features deal with specific types of subjects. The seasonal and holiday emphasis is seen in poems and stories primarily, and sometimes in the suggestions for activity. The missionary element appears in stories and in topics for the "Junior Society". Secondly, it is evident from this study that there is overlapping in the distribution

of subject matter, especially in the case of Scripture and prayers. "Thinking of God", "Junior Society", poetry, and miscellaneous features contain both Scripture passages and prayers. In the third place, it may be said that the papers cover a wide scope in the types of material presented, in the areas of life touched upon, and in the quality and depth of the meaning of the content. An analysis of the content reveals that the publishers of the papers use a well-rounded approach.

3. Analysis of the Aims

ANALYTICAL TABLE II	
AIMS OF JUNIORS	
GENERAL AIMS	<ol style="list-style-type: none">1. To cultivate good reading taste by offering constructive reading material.2. To broaden interests through wider reading, through new handcraft, through attending places of interest such as zoos and museums, through developing powers of observation, and through the stimulation of hobbies.3. To broaden horizons of social relationships through personality studies.4. To create the desire to put into action and life the things learned; to create unrest if things learned are not being used.5. To deepen appreciations and understanding of nature, peoples of all times and their contributions to civilization, missions and the work with natives, worship and the helps of worship, history, and art.6. To develop Christian character through wholesome activity, through the establishment of good habits and attitudes.7. To stimulate a personal relationship between the individual and God through surrender to Christ, and to stimulate growth of the devotional life.
SPECIFIC AIMS	<p><u>-KNOWLEDGE</u></p> <p>To develop Christian character by presenting factual information upon which attitudes can be built:</p> <ol style="list-style-type: none">1. <u>Concerning the Christian life:</u> Reality of God because of creation God's providence in nature for his creation God's faithfulness Man's part in helping God answer prayer Missions, hardships and work Important people who served God

ANALYTICAL TABLE II (Continued)

Elements in real worship
Needs of the migrants; home missions
Secret of happiness in living for others

2. Concerning wild life:

Horses, possum, birds, insects, toads,
bears, fireflies, cats, dogs, giraffs,
homing pigeons

3. Concerning cultural and historical subjects:

Political relations of United States with
South America; Norsemen and their boats;
book reviews; how to use a concordance;
personalities - Fritz Kreisler, Louis
Pasteur, Jacob Reis, Jane Adams, Glad-
stone, Carey, Carver; medical missions;
artists; parts of a church service; Sar-
gent's frieze of the prophets in Boston;
life of a low caste Hindu; murals in New
York Public Library; work among migrants,
Hungarians, and Indians in the United
States; Gold Rush days

4. Concerning miscellaneous subjects:

States with Indian names; travels and ex-
periences of others - geography and history;
trailer life; rich Mexican family life;
making of soap; Bible names and characters;
kinds of orchards; coal and dye; names of
foods; a sixteenth note; American cities;
helpful jobs to do; leaves; vocabulary

5. Concerning skills developed in creative-
writing, drawing, and handwork

-ATTITUDES

To develop Christian character through specif-
ic attitudes:

1. Attitudes towards God:

Love for God as Father
Continual surrender to Christ as Saviour
Dedication to His service
Desire to seek His will in all of life
Recognition of stewardship of time, money,
and talent
Desire to imitate Jesus in social life

2. Attitudes towards self:

Desire to be humble, to see faults
Desire to put self last
Desire to be wholehearted

ANALYTICAL TABLE II (Continued)

- Desire to be the best you know
Desire to attempt the impossible and to be inventive, creative, thoughtful
Desire to overcome disappointment
3. Attitudes towards others:
Love for brothers and sisters
Love for strangers and foreigners
Love for enemies
Friendliness, neighborliness
Unselfishness - sacrifice of self
Willingness to help
Forgiveness, kindness
Fair play, justice
Desire to share, generosity
Desire to look for good in others
Desire to contribute to lives of others
Desire for racial equalities
4. Attitudes towards Church and Bible:
Desire to go to Sunday School
Desire to have a beautiful church
Desire to read the Bible
Recognition of Bible as guide to life
5. Attitudes towards world and life:
Desire to fit into universe by using and obeying God's laws of creation
Desire to bring God's Kingdom in
Desire to raise standards of others
Desire for international good will
Desire to be busy - always at work
Desire to see God's best in all His creation and to see His purpose in all of life and to fit into it
6. General miscellaneous attitudes:
Patriotism, loyalty, bravery, Christian citizenship
7. Attitudes towards missions:
Desire to help at home by giving
Positive interest towards all missions
Desire to be missionary at home to tell others about Christ

-HABITS

To develop Christian character through the formation of good habits:
Courage, cheerfulness, neatness, accuracy, Bible reading and prayer daily, application of Bible to every day situations

ANALYTICAL TABLE II (Continued)

-SKILLS

To develop Christian character through wholesome activity:
Mounting shells, buttons; having a hobby show; making shade pulls, bird gliders, games, pipe cleaner dolls, shoes out of clay, potato pets

From the analysis of the aims of Juniors, it was found that a distinction should be made between specific and general aims. The broader general aims are found largely in the nature of the content as a whole. For example, the activities suggested are most valuable in the realm of the development of Christian character. There is a cultural emphasis upon which attitudes leading towards Christian beliefs and action can be built. This is in terms of broadening appreciation and understanding of all of life as seen in the scope of historical, social, economical material presented in the papers. The aim to broaden horizons of social relationships is seen in the wide variety of characters, fictitious and real, which are presented in the papers. The aim for transfer into real life situations of the things being learned is obvious in the true sketches and discussion stories where the children actually do the thing learned. Running through it all is the ultimate goal for a personal relationship with Christ.

There are many by-products which result from these general aims, such as knowledge of specific activities, of animals and birds, of cultural and historical facts, and of scientific and geographical matters. A further by-product is the development of skills in creative writing and drawing and handwork.

The specific aims are parts of and contribute to the achieving of the general aims. They are listed under the headings of knowledge, habits, and attitudes, as these appear to be natural classifications. Knowledge is necessary as a factual foundation upon which to build attitudes. Attitudes stimulate the formation of habits which get into actual conduct. For example, the knowledge of basic facts such as the character of God as seen in relation to His creation and to men of all history, including Bible characters, modern missionaries, and great religious personalities of all ages is invaluable as a foundation stone upon which to build for Christian decision. The analysis of attitudes as it is set forth in the Tables reveals, besides those which aim for development of worthwhile character, those which are more basic to the Christian: surrender to Christ, the realization of His sovereignty, and the putting of all of one's possessions, time, and talent, into His hand to do His will. Because of the difficulty of distinguishing

between habits and attitudes, as an attitude may become a habit, the habits listed are only those which are specifically mentioned in the papers.

On the basis of this analysis, it may be said that the aims of Juniors are practical, vital, and of a wide scope, thus pointing to the development of Christian character in all its fulness for the junior boy and girl.

4. Analysis of the Education Principles

An analytical study of Juniors reveals certain underlying basic educational principles which appear consistently throughout the papers but which manifest themselves in various forms and methods of approach. Upon an examination of these methods and types of approaches it was found that the same few principles were basic in all of them.

The life-centered approach is seen from the analysis of content. The plots, places, and persons of the stories are within the possible experiences of junior boys and girls, and are therefore related to their own life situations. The illustrations, the methods of approach to the Bible, the "Thinking of God" column, and the story method for imparting instruction demonstrate this principle of life-centered teaching. This same principle is seen in the methods used. For the simple imparting

of information or instruction, the story form takes the place of the article. The directions for handwork are given in a story in which a boy and girl make something together. The knowledge of the varieties of cats and their characteristics is given in a story in which a father and his two children discuss their cat and other cats while sitting around their cozy fire.

Closely related to this principle is the principle of enriching the experiences of the reader by providing vicarious experiences into which he may enter, experiences in which he may learn a new attitude or habit which effects a change in his own personality. The identification of the reader with the characters in the stories stimulates vicarious experience. This is seen in the method used with Scripture passages. A verse is often made the focal point of a discussion, of a meditation, or of a prayer, and is related to a real life situation in which a solution to a conduct problem is given. The enrichment of experience for the reader lies in the fact that he enters into the solving of the problem with the character in the story. Another prominent method illustrating this principle is the "Junior Journal" in which the sharing of experiences through creative writing offers further opportunity for the enrichment of the child's experience vicariously.

The principle of apperceptive learning is seen in the treatment of Scripture in "Stories from the Bible". The Biblical material is presented in cartoon form, the illustrations being vivid and the stories made more thrilling by the addition of imaginary details. Children who delight in the detective stories of our American "funny papers" and who frequently attend the movies, where they are confronted by secret murder plots in dark sections of large cities, will find in Paul's escape from Damascus, as presented in these cartoons, a murder plot with just as much thrill and adventure.

Actual experience is stimulated in the emphasis on "doing" or pupil participation, as evident in the "Junior Journal", which contains the stories and poems of the juniors themselves, and in the "Junior Society" plans in which activity is predominant. Further suggestions are given in story form, for the working out of that which has been learned.

The principle of intrinsic motivation predominates for the characters within the stories as well as for the reader. Outward motivation is seldom used. The appeal is to interest, not effort. The love of Christ and the innate attractiveness of the attitudes or bit of knowledge taught are the main sources of motivation. In the stories the principle of suggestion operates to motivate the reader

to action. However, in the devotional articles the challenge is more pointed and is presented openly.

The fundamental principles of learning are all operative in these papers. For instance, the law of readiness is seen in the preparation for the introduction of a new theme. The law of recall is used in Bible quizzes, and the law of repetition is especially noticeable in the way an idea appears over and over throughout one or more issues.

On the basis of this study, it may be said that the educational principles underlying the content of Juniors are those considered basic to sound educational procedure.

5. Teaching Values

The preceding analysis of the content, aims, and educational principles of Juniors reveals several things. The content is of a wide range; the aims are social and religious; and the principles employed are those of modern education. These three facts would seem to indicate that these materials are readily adaptable for use in the church school program.

From a practical standpoint the content is easily adaptable for use as supplementary teaching material. In the first place, the stories deal with problems

from life situations. Since a reading of the story does not necessarily mean an application to life of the point of the story and since therefore much constructive value may be lost, discussion of these stories in informal groups the Sunday after the papers are out would be invaluable. It is the church school's opportunity to clinch the appropriation by the reader of the desired attitudes and habits, through discussion and by offering life situations for experimentation. Some of the vital subjects handled in the story such as racial problems, social relationships, bravery and honesty in school life, and missionary activity hinge on religious experience and are therefore the teacher's field. Even the telling of the stories by the children on certain occasions or the working out of a special activity based on the story make the teaching more real to the juniors themselves.

The following suggestions for using these materials are often already implied by the titles. The "Junior Society" materials are set up for first-hand use. They include suggestions for actual procedure before and during the meeting, a plan for a worship service including names of hymns, litanies, and Scripture references to fit the chosen topic, and actual discussion material, stories, and articles for the leaders. The topics are organized around a theme for a definite period of time, usually not

longer than two or three months. A variety of activities is suggested to accompany the topics, such as special notebook studies, missionary displays, the writing of litanies, and projects for the church or for those outside. These materials are the only source for the Baptist Junior Society and are used widely in Baptist churches.

"The Stories from the Bible", which were discussed under principles, may be worked in as supplementary to Sunday-school lesson materials if possible. If not, this source of additional knowledge may be discussed at Junior Society or at a midweek meeting. The midweek meeting for juniors may be a fine time for an informal discussion of any of these materials which have not worked their way into the program on Sunday.

The materials in the column entitled "Thinking of God" may be used in many ways, both in Sunday-School and in the Junior Society. Here, too, the story form is often used to teach, although the simple meditation predominates. In the joint session of the Junior Department on Sunday morning, the devotional challenge may be taken from this column, and in the individual class the teacher may use it in opening to set the tone of the class period or as a climax at the close.

Throughout the papers the accent on missions is repeated. In its various forms as a story, and in the

article for the Junior Society, this missions content is usable in either Sunday-School or Junior Society.

Moreover, the possible use of the activities suggested in Juniors is manifold. Besides the work at home, use can be made of them in local missionary enterprises and in helpful contributions to the needs of the local church. Working together in a group rather than alone at home presents more opportunities for character building. The leader may transfer the making of animals out of potatoes to a project on Noah's ark, or the making of clothespin dolls to a Bible scene. The materials and methods suggested can easily be incorporated into constructive handwork in a unit centered around the Bible.

The practical values of these papers for the untrained teacher are limitless. In the first place, the picture presented in the stories of the problems and life situations of the junior deepens the teacher's understanding of the children themselves. Secondly, these materials may be used in the other ways such as: (1) the collection of poems written by juniors themselves which are worthy of illustrating, (2) the use of puzzles and games at parties for juniors, and (3) the collection by the teacher herself of stories, poems, illustrations, and activities usable for Weekday Schools and Daily Vacation Bible Schools. Surely the creative teacher will find endless opportunity

for the use of these materials.

On the basis of this study it may be said that every church school teacher and leader should be aware of the content and aims of the materials in these papers.

C. Summary

In the analysis of the contents, aims, and educational principles of Juniors the following facts were found. It was discovered that in general appearance the papers are attractive, offering a variety in pictures, in types of literature, and in subject matter, that seasonal and holiday themes are prominent, and that the structure is static. Upon an investigation of content it was seen that certain types of features deal with specific subjects, that some materials overlap by way of emphasis, and that a well-rounded approach is used. The analysis of aims revealed that broader aims may be broken down into specific aims such as knowledge, attitudes and habits, all of which build Christian character, and that these aims are of a comprehensive and broad scope relating to all areas of the life experience of the junior. In the study of educational principles it was discovered that this periodical incorporates the principles considered basic to sound educational procedure, and finally, in the study of the possible teaching values inherent in these papers it was found that

Juniors is most useful and adaptable in the suggestion for activity and in its power to motivate creative activity, that there is unlimited opportunity for correlation of these materials with the church school program, that every church school leader and teacher should use them as supplementary material, and that the content, aims and principles are so consistent and inclusive that they offer a possible standard for the average program of Christian education in the local church.

CHAPTER II
THE JUNIOR PERIODICAL OF THE
UNITED LUTHERAN CHURCH IN AMERICA

CHAPTER II

THE JUNIOR PERIODICAL OF THE UNITED LUTHERAN CHURCH IN AMERICA

A. Introduction

The United Lutheran Church in America publishes one periodical for boys and girls of the junior age. For many years entitled Lutheran Boys and Girls, its name has been changed in recent years to Pilot.

In the body of this chapter a discussion of the general appearance and structure of the papers will be presented first. Following a discussion of the analytical tables of the content and aims discerned, an examination of the underlying educational principles will be made. The chapter will conclude with a discussion of the teaching values inherent in the papers.

B. A Study of Pilot

1. General Appearance and Structure

Pilot is an eight-page paper made attractive in appearance by generous one-inch margins, illustrations and photographs, and large attractive titles. The print is of medium size; photographs and illustrations are in black and white; and the three-column pages are of smooth-sur-

faced paper. The devotional article is outlined or boxed in by a heavy black line. An inviting feature is the "Club Corner" on the last page which is capped by a cozy illustration of boys and girls reading and writing in a library.

The number of features varies from eight to ten in different issues. Permanent features are the stories, usually about three or four, the articles, the devotional column, the comic strip, "Continuously Yours", and the "Club Corner". Additional features are poems, quotations, and jokes.

The issue for January 16, 1943, opens with the story "Thomas McKat and the Mystery Box", accompanied by the illustration of a cat on a table turning on a radio. Inside the first page photographs of Chinese stamps illustrate an article on the growth of the Chinese republic. "Games from South America" and the devotional article, "Thoughtfulness of Others" take up the center section. The poem, "When the Sandman Comes", fills a corner, and one more story, "Brenda of the Brown Tent", the comic strip, "Continuously Yours", and "Club Corner" with an animal jigsaw puzzle complete the issue.

Seasonal emphasis is carried out in the poetry and stories, and a holiday theme is reflected in most of the features of one issue. The general structure is

flexible but simple.

2. Analysis of the Content¹

ANALYTICAL TABLE III	
CONTENTS OF <u>PILOT</u>	
STORIES	<p>Location: America, Scotland, Africa, Japan, Honduras, Asia Minor, Korea, Arabia, Palestine, Japan, India, China, Alaska</p> <p>Scenes: Home, school, boat, back yard, mountains, farm, jungles, monastery, Indian reservation, desert, swamp, street, church</p> <p>Characters: Modern boys and girls in America, girl of 1776 and Washington, cat and his master, Laplander family and dog, trained crow, Jenny Lind and her grandmother, Chinese and Japanese families, teachers and parents in America, girls' club and a bear, English refugee children, Japanese boy, Chinese herb doctor African boys and missionary, Navaho Indian children and family, boy of 1771 and Washington, priest, American Indian boy, white men, and chief, missionary family in Japan, Chinese boy, Boy Scouts, Roman Soldiers and Lydia of Thyatira, refugee boy from Denmark, Korean family, Abdul, Wise men, and Christ</p> <p>Plots: Cat turns on radio and is saved from starvation. Barbara learns Jesus loves Japanese, too. Laplander family journeys up river. Brothers find lost sister through her hospitality. Trained crow gets into neighbors' yards. Mountain folks help new family. Boys take prize picture during storm. Children hold temper and return good for evil.</p>

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1. Ante, p. 11, footnote.

ANALYTICAL TABLE III (Continued)

Jenny Lind sings for grandmother.
Children become peacemakers.
Boys and family try to tame wolf dog.
Tom finds Americans are all foreigners.
Girls accidentally take prize winning photo.
English children are surprised by parents.
Boy finds refuge in friendly chinaman's home.
Boy does father's chores for Father's Day.
Lame boy gives shirt for gift to Bwana.
Children rescue Washington from plot.
Boy finds Missions is not "sissy work".
Family discuss root and onion family.
Indian boy rescues white men from death.
Missionary family are separated by war from friends in Japan.
Arthur serves rival, but wins election.
Chinese boy is invited to join Boy Scouts.
Girl finally buys shoes to go to school.
Adriel is captured by Romans while helping Paul.
Jen's wishes come true for Christmas.
Navajo girl returns home to help grandmother.
Korean girl makes Christmas happy for all.
Arabian boy gets Frankincense for Wise men.
Boys forgive and forget jealousies.
Sacrifice of Indians makes boy want to give to missions.
Korean girl wants to go to school but cannot.

DEVOTIONAL ARTICLES

Thoughtfulness of mother; friendliness to all races; how to use the Bible; God in nature; seeing the best in people; looking for place to help; meeting the need now; willingness to serve; Bible characters who worship; stories of Jesus; the Pharisee.

MISSIONARY ARTICLES

How the Gospel Came to South America; Lutheran Missions in South America; He Builds Hospitals in Africa; Testaments for Life Boats and Rafts; On a Houseboat in India; How the Good News Came to South Africa; A Girl Guide Rally in India

EDUCATIONAL ARTICLES	Chinese history; Washington's knife; geese; an English preacher; Madam Chiang Kai-Shek and husband; gold dust seekers of China; the Mohammedan test for honesty; share croppers; White House Christmas tree; tame elephants; likes and dislikes of horses; South American games
"CLUB CORNER"	-in the form of quizzes, puzzles, and questions Bible: books of the Bible, names of people, places, events, pairs of characters, general information Vocabulary: general words, mottos, girls' names, word hunt in Merry Christmas Questions on content in the paper: Thanksgiving stories and missionary articles Wild life: animals, flowers, birds Letters of request and appreciation Recognition of winners and awards given Lists of wrong answers
POEMS	When the Sandman Comes; Thinking; On Thanksgiving Day; Clickity-Clack (Main ideas of those with no titles): Jesus made stars and still cares for me. Save extra smiles when sun shines for rainy day. God cares for me in the night. Birds are in my Christmas tree.
MISCELLANEOUS	Quotations: Selected. Main ideas; our strength to please Jesus comes from Him. The most perfectly built nests are by small birds. Activities: Easter eggs for favors, invitations, greetings, bouquets, etc.; potted plants; sundial Comic Strip - "Continuously Yours"

The analysis of the content of Pilot reveals only four regular features, namely, stories, articles, the comic strip, and the "Club Corner". Quotations, poems and activities are used only on special occasions.

Since the stories and articles take up most of

the paper, it is necessary to discuss the function of these two types of writing. The story in Pilot does many things besides presenting exciting adventures. Very few of the stories contain only entertaining or educational values. Primarily they teach a specific lesson, and secondarily they offer rich background material which broadens experience vicariously, geographically, historically, and socially. For this reason it is hard to distinguish between the function of the story and of the article in Pilot, because in many cases the article becomes an exciting story by the addition of characters and a plot. Likewise the story turns into a glorified article, by the subtraction of action and details of a plot and by the prominence of discussion which often contains a problem and some moralizing. The percentage of true stories is very large. Many of the stories are centered in real life situations and universal problems of the average junior boy and girl of any country. The outstanding emphasis throughout the articles and stories is that of missions, and consequently many stories do two things. They present the work at a specific mission station and also work out solutions of problems in social relationships, thus contributing to the building of Christian character.

The Bible has a central place in the devotional article. It is usually the basis for the thinking and

solution of a problem and is suggested for reading material during the week. A prayer is always included with the article and the Scripture references.

On the basis of this study, then, it may be said that there is a threefold emphasis in the content of Pilot: the educational element, the missionary element, and the devotional element. The content of Pilot is of wide scope dealing with nature, with all races and classes of people, and with life in all parts of the world.

3. Analysis of the Aims

ANALYTICAL TABLE IV	
AIMS OF <u>PILOT</u>	
GENERAL AIMS	<ol style="list-style-type: none">1. To cultivate good reading taste by offering constructive and educational reading material.2. To develop mission consciousness by giving as much factual information as possible about all races, nations, and classes of people, and to bring to an acceptance of the great commission, to preach the Gospel to all nations.3. To broaden the sympathy and understanding and appreciation of all peoples by showing their problems, background, resources and living conditions.4. To broaden the appreciation of the contribution of all races and nations to America and to show that all Americans were once foreigners.5. To broaden background for greater appreciation of all of life by the knowledge of

ANALYTICAL TABLE IV (Continued)

history, geography, plant and animal life, and current events, and to stimulate the desire to be well informed.

6. To arouse the desire to live solely for God and therefore to serve others, and to stimulate the growth of the devotional life.
7. To develop Christian character through the formation of right attitudes based upon knowledge and through the stimulation of good habits.
8. To stimulate loyalty to the Lutheran Church in all phases of its work.

SPECIFIC
AIMS

-KNOWLEDGE

To develop Christian character by presenting factual information upon which attitudes can be built:

1. Concerning the Christian life:

God is with me always.
God answers prayer if we help Him.
God is a Living God seen in nature.
Jesus is loving and kind.
Jesus cares for me and will help me.
Christ, the Creator, loves me.
Jesus loves Japanese children.
I can please the Lord Jesus only in His strength.
He who serves becomes leader.
Happiness comes from serving.

2. Concerning missions:

Countries: Korea, India, China, Indian reservations, South America, Honduras, Navajo, South Africa
Missionaries: Albert Schweitzer, George Schmidt, Robert Moffatt, David Livingstone, Alexander Mackay, Mary Slessor
Miscellaneous: Indian travel by houseboat, Girl Scouts in India, Catholic, Protestant, and modern Lutheran missions in South America

3. Concerning cultural and historical subjects:

China's history from her stamps; revolutionary war period; life of the pilgrims in Plymouth; Jenny Lind's home in Scotland;

ANALYTICAL TABLE IV (Continued)

California history; Carver, Washington, and Tuskegee University; Thomas Campbell and his work with negroes; the national Christmas tree at the White House; Bible text used by Mohammedans; gold dust seekers in China; source of Frankincense and myrrh; games for Argentina and Chili; midsummer in the Arctic; Laplanders' life; Chiang Kai-Shek and wife; good governments serve the people; food, onion and root families and pumpkin

4. Concerning miscellaneous subjects:

Suggestion for Father's Day gift; migrants and their living conditions; flash bulb photography; National Bible Society work in the Army; Concentration camps in the United States; Japanese Christians await peace, too; animals; cats, crows, elephants, horses, stray dogs; birds: eagle and humming bird; vocabulary: animals, flowers, names; activities: sundial, Easter eggs, potted plants

-ATTITUDES

To develop Christian character through specific attitudes:

1. Attitudes towards God:

Love, praise, worship towards God
Love for Jesus as Creator
Dependence upon Him for caring for you and for strength to do His will
Faith that with God all things are possible and desire to pray
Desire to help God answer prayer
Desire to give of your best to Him
Desire to help bring His Kingdom in
Recognition that nature reflects Him
Desire to be like Jesus
Desire to preach Gospel to all the world
Desire to show love to God by service
Recognition of His ownership-surrender

2. Attitudes towards self:

Desire to do the hard thing, right thing
Recognition of need of God's strength
Desire to do best - nothing halfway
Recognition of own faults
Desire to overcome grudges

ANALYTICAL TABLE IV (Continued)

- Desire to control temper
Desire to make most of what you have
3. Attitudes towards others:
Desire to be interested and friendly to all
Desire to be peacemaker and to be an example
Generosity, hospitality, thoughtfulness,
willingness to help, patience, understand-
ing, fairness in opinions
Obedience and respect to parents and elders
Desire to share, to sacrifice self
Love for little brothers and sisters
Desire to give sacrificially
Desire to look for best in people and to
contribute to others' happiness
Friendliness to Negro, Japanese, Mexican,
all races and to handicapped people
Desire to help less fortunate
Love for enemies
4. Attitudes towards Church and Missions:
Consciousness of Missions - positive feel-
ing for them
Desire to give in money and service, at
home or on the mission field
Desire to join the local missionary society
Appreciation of trials and life of mission-
ary
Respect for missionaries - a 'He-Man' job
Respect for the ministry as a noble calling
Loyalty to Lutheran Church
5. Attitudes towards the Bible:
Reverence and love for God's Book
Desire to read of the Old Testament Hebrews
Desire to know Bible to apply to life
Recognition that it is as valuable to
soldier as food rations
6. Attitudes towards life:
Overcoming, triumphant over handicaps
Desire to hear God's voice in all of life
Nature is God's school - at home in the
universe
Desire to be busy always
War: fighting for enemies' freedom, too
7. Miscellaneous attitudes:
Patriotism, tolerance, kindness to animals,
courage, trustworthiness, loyalty
Love for beauty
Appreciation of family life of normal home

ANALYTICAL TABLE IV (Continued)

Sharing responsibility
Desire to get ideals into action
Thanksgiving for food, school, paper and pencils, automobiles, and all blessings

-HABITS

To develop Christian character through the formation of good habits:

1. Mental awareness, keenness; developed powers of observation
2. Accuracy in spelling
3. Daily prayer and Bible study
4. Applying Bible to every day situations
5. Constructive use of leisure

-SKILLS

To develop Christian character through worthwhile activity:

Making sundials, Easter eggs, potted plants

This analysis of the aims of Pilot reveals that the general aims¹ are of a comprehensive nature and of wide scope. Among the specific aims an outstanding emphasis is upon factual knowledge of historical, cultural, social, geographical, racial and religious information. Among the aims in attitudes, those towards others and God dominate. Life philosophy is not stressed. However, the following emphases in the aims do stimulate for the growth of a Christian philosophy of life.

The first of these is the emphasis on racial understanding and equality. This is the most dominant aim

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1. Ante, p. 18.

throughout the papers. In the stories and articles dealing with conditions at home in America and those dealing with foreign countries, the contributions and the values of the culture of all peoples are continually put before the reader. The specific aims coming out of this are many, but the outstanding ones are first, to arouse understanding and love for different racial groups in the United States who make America what it is; and, second, to stimulate the desire to support actively through giving and serving, the work of missions. Here we find the aim for loyalty to Lutheran missions, particularly.

The second of these major emphases is the emphasis on social relationships in terms of conduct, attitudes and principles. The acceptance of the responsibility of each person for the welfare and growth of his associates and friends is the aim here. The accent is not only on the individual's being kind and helpful to others but on his helping others to help themselves. The junior's problem is now not only to help others but also to get others to follow his example.

A third emphasis is seen in the aim for obedience and respect for parents and elders. This is an indirect aim, perhaps, but an obvious one, because in many of the stories, mothers and fathers give advice, and children are found obeying not only advice but commands.

The analysis of these aims of Pilot reveals that the educational emphasis is found in the accent on factual knowledge, which forms the basis for the building of attitudes and habits¹ of conduct. The aims for the major attitudes and habits of conduct are in the realm of social relationships with all classes and types of people. The motivation for achieving these aims is primarily centered in the Bible which is mentioned in most of the stories and which is the center for the meditation of the devotional column. On the basis of this study it may be said that Pilot aims to develop well-informed, socialized, missionary-minded Christian boys and girls who seek their inspiration and guidance from God and His Word.

4. Analysis of the Educational Principles

An investigation of the educational principles underlying the contents of these papers reveals the following facts. First, throughout the stories and articles the life-centered principle operates. The setting or background is constructed from familiar life situations of the average junior boy or girl. The home, the school, the church, the typical family groups and their problems welded together make up a familiar life-centered situation

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1. Ante, p. 19.

in which the reader feels at home. The life-centered principle is evident also in the method whereby the story is used to impart factual information or to teach a moral. Here the story is in the form of a discussion with a simple plot. In the treatment of the Bible, the same method is used. A story involving a vital life situation is built around the passage teaching the devotional message for that day, and the Bible verse or passage is related to it.

A second principle is the principle of enriching experience vicariously which is associated with the life-centered principle. Because the characters in the stories and articles move in a realm which is familiar to the reader, the reader identifies himself with the character and experiences the same things he experiences. In this way new attitudes and habits of conduct are learned as solutions are worked out within the story situation, for, as was mentioned above, the problems in the stories in Pilot are character-building in nature, and they involve a moral. In the stories of boys and girls of other races and in other countries the value is obviously increased, because not only does the child enter into the experience of solving the problem of the story, but he finds himself thinking and acting and speaking from the viewpoint of the child of another race. Thus his own

experience is enriched by vicarious experience, and changes in attitudes and habits are effected within his own personality. The operation of this principle is seen also in the use of the Bible. In the first place, the emphasis in the stories on memorizing verses in order to have a working principle in mind whenever the need arises stimulates the reader to desire to do likewise. Stories and devotional articles incorporate Scripture verses as the motivation of right conduct so that along with this motivation to learn Scripture, the reader's experience is enriched vicariously as he enters into the experience of the characters of applying Scripture to solve a problem. For instance, the boys and girls in the Kentucky Mountain stories¹ often quote verses to one another in explanation of conduct and to help each other to know how to act in the future. There is a further appeal to memorize verses not only in the stories where the characters know verses but in the request, in a devotional article, to memorize the verses of the Great Commission at the end of Matthew's Gospel.² Another method used in the papers, which demonstrates this principle, is a quiz on the stories and articles which appear in the same issue, thereby pointing

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1. Henson, E. G.: "Marshmallow Mystery", February 20, 1943, p. 5.
2. Henson, E. G.: "On Persimmon Creek", March 20, 1943, p. 6.
2. "Thinking of God", August 21, 1943, p. 5.

up the theme and bringing out the aims of the particular stories. For instance, in the Thanksgiving-Day issue questions such as these are asked in the "Club Corner":¹ "For what was Chad's friend, Mr. Clark, thankful? Bob Potter told a story of the thank offering of a boy in India. What was it? What good idea of her brother Bang's was Charan thankful for?" These questions stimulate the reader to seek an application to his own life, thereby enriching his own experience. They also show how the Thanksgiving-Day emphasis was made in these stories and how thoroughly the theme penetrated every part of the issue.

The principle of apperceptive learning is found in the stories where the problems of the average American boy or girl are also the problems of a Chinese or a Japanese boy or an Indian girl. Here the problem itself is a stepping stone into an understanding of boys and girls of other races; the stories not only show that these foreign children are just like the juniors who read the papers but they work out the proper solution to the problem involved.

The principle of "doing" is not strongly emphasized. However, it is seen in the stories and articles

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1. "A Thanksgiving Quiz", November 20, 1943, p. 8.

in the form of stimulation to put into practice the ideals and lessons learned. Within the plots of the stories, the desire to carry out in real life the principles and teaching of Jesus form the motivation for the solution to a problem. Thus, the reader experiences vicariously the solving of real life problems by following these Biblical teachings, which have been incorporated into the stories or articles. The handwork suggested is purposeful, its value being chiefly in the fact that it provides for constructive use of leisure time, a factor in the development of Christian character.

Motivation is largely intrinsic for the readers as the stories have interest enough within them to keep the juniors' attention. However, within the stories, motivation is sometimes extrinsic. The children in the Kentucky Mountains are eager to be peacemakers because they promised their teacher they would be her helpers for good will in the town. In a few cases loyalty to a teacher and to a church are substituted for loyalty to a personal Christ. However, in most cases the Bible plays such a vital part that a Scripture verse is the basis for the action.

Throughout the papers the fundamental laws of learning are used. The law of readiness is evident in the relationships between articles and stories of the different

issues. The law of repetition is constantly used to teach morals and to stress a specific theme or topic. The quiz section is based upon the law of recall.

From this analysis of the educational principles employed in Pilot, it may be said that the principles which underly the methods of presentation of these materials are fundamental to sound teaching and that the emphasis is upon the life-centered principle and the principle of enriching the life of the reader through vicarious experience, both of which make Pilot a vitally interesting paper for junior boys and girls.

5. The Teaching Values

The lack of variation in the types of features in Pilot limit to some extent the correlation between the materials and the church-school program. However, there are many possibilities for the use of the materials by way of discussion, dramatization, the retelling of stories, and creative activity.

For use in discussion the stories and articles are valuable, for the real life situations presented offer typical problems of juniors. The stories in the devotional articles are simple and could be used as the basis of dramatic play. The articles and stories on missionary life may suggest activities of various types, such as the

making of scrap books, the collection of articles of different countries for a display, and the choice of a project or a specific missionary activity to which the juniors contribute. In club work these activities may be expanded, and a local service project may be adopted as well as a foreign one.

Devotional articles may be used in Sunday School for the worship service, or as the basis for the class discussion. The Bible passages and prayers may be made vital if the teacher is aware of their content and relates them to her teaching. The "Club Corner" offers quizzes which may be used for parties. The quizzes are of an educational nature, as the Analytical Tables reveal, and are profitable for activity in the Junior Club or in Sunday school. The handwork suggestions are accompanied by instructions and can be used effectively in the church school.

The value of Pilot as resource material contributing to background knowledge can not be overestimated. It is in this fact that the greatest teaching values of the papers lie. The teacher who is acquainted with the material of the stories and articles may draw upon the rich descriptions of other races, countries, and their culture, upon the historical information, and upon the devotional material to increase her own understanding, to enliven her

teaching, and to enrich the experience of her pupils.

C. Summary

In the analytical study of Pilot it was found that the general structure of the papers is flexible but simple, and that in appearance they are made attractive by illustrations and photographs which keep the pages from monotony and which reflect seasonal and holiday themes. The analysis of content revealed that the subject matter is of wide scope, with a three-fold emphasis on educational, missionary, and devotional elements, and that the Bible is a motivating factor throughout the stories and articles. It was evident in the study of the aims that factual knowledge and examples of application of principles to real life situations are the primary methods used for developing character, and that outstanding goals in character development are right social attitudes, habits, missionary consciousness, and denominational loyalty. In the analysis of the educational principles it was discovered that the outstanding principles used are the principle of life-centered teaching and the principle of enriching experience vicariously. The study of the teaching values of these papers indicated that the outstanding contributions are in the possibilities of motivation for project activity and further study and in the values of the information presented for use as resource material, to enrich the teaching as well as the experience of the children.

CHAPTER III
THE JUNIOR PERIODICAL OF THE
METHODIST CHURCH

CHAPTER III

THE JUNIOR PERIODICAL OF THE METHODIST CHURCH

A. Introduction

Trails for Juniors is the title of the junior periodical published by the Methodist Church. The study will proceed with a discussion of the general structure and appearance of the papers, followed by an analysis of the content, evident aims, and underlying educational principles. In conclusion, a consideration of the teaching values inherent in these papers will be presented.

B. A Study of Trails for Juniors

1. General Appearance and Structure

Trails for Juniors is a two-column, eight-page paper of 8" by 11", with large print and three-quarter-inch margins. It is made colorful by the bright full-page picture which constitutes the first page of nearly every issue, the colors used fitting the general tone of the season which the picture depicts. Inside the paper, however, the illustrations are in black and white, and there are many of them, accompanying stories, articles, and poems. The placing of

the illustrations is particularly interesting and invites attention immediately.

Including the front-page picture, which is important in its relation to the stories and poems of the issue, there are from four to nine features in an issue. The set-up is flexible and few features are permanent. Stories and articles are regular features, but the poems and other contributions, including the juniors' own page of creative writing, alternate. A seasonal and holiday emphasis is evident in every paper, as seen in the front-page picture, stories, articles, activities, and poetry.

Glancing through the issue for January, 1943, one is confronted with a cool blue and white illustration of snow, sky, and tall pines and two very small children dragging a sled behind them while looking up at the top of the trees. The stories are entitled "The Purse from Peru", and "The Llama That Would Not Get Up", both illustrated by large drawings of Mexican and Peruvian scenes. The poem "If it Were Always Summer" reminds one of God's wisdom in giving the seasons; an illustration of two clowns beating drums caps the joke page on which appear riddles, illustrations, and poems. A series of five photographs of life in Peru stimulates interest in South American neighbors. On the last page the article entitled "Trees that Grow Along the Way to School" invites attention. In this

issue, as is typical of all the issues, the poetry and the front-page picture set the tone for the paper.

The attractiveness of the papers, both in the use of color and large print, make them suitable for older primary as well as junior boys and girls.

2. Analysis of the Content¹

ANALYTICAL TABLE V	
CONTENTS OF <u>TRAILS FOR JUNIORS</u>	
STORIES	<p>Location: Mexico, Peru, America, Scotland, Puerto Rico, Belgian Congo, Philippine Islands</p> <p>Scenes: Mexican mountain road, home, pond, back yards, sea shore, palace and underground passages, farm houses, fields, jungles, African villages, Monastery of 1776, school, swamp in Louisiana, pioneer cabin, English hovel</p> <p>Characters: American boys and girls and parents, Mexican boy, Peruvian boy and girl, French boy, tame crow, Jenny Lind, cat and master, four animals: hen, pig, dog, fowl and Puerto Rican family, African boy and friends, boy of Revolutionary period and Washington, Philippino girl and mother, French and Indian girls, pioneer family and Indians, English boy and grandfather</p> <p>Plots: Mexican boy keeps his Llama. Purse from Peru is given to American child. Boy learns that French boy is famous skater. Tame crow causes trouble in neighbor's yards. Boy discovers thief and gives him second chance. Jenny Lind sings for grandmother. Boy and cat find ancient anchor.</p>

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1. Ante, p. 11, footnote.

ANALYTICAL TABLE V (Continued)

	<p>Four animals run away so won't be eaten. Girls' club wins photo contest. Kabala paints picture of Jesus for missionary. Boy rescues Washington from plot. Boy visits grandparents on farm. Boy worries family by running away. Philippino girl's mother sings for Americans. Boy helps rival and is elected himself. Two girls explore swamp in Louisiana. Pioneer family is rescued from Indians. Boy and girl hang up Christmas stockings, after boy learns to be honest. Boy hunts owner of the mysterious pack,</p>
POEMS	<p>If it Were Always Summer; Skating; Climbing the Windmill; Treasure Chest; Autumn Thoughts; Oh For The Days; Goodby to the Birds; Wind in November; poems for Thanksgiving and Christmas; Prayer for Courage</p>
FRONT-PAGE PICTURE	<p>Two children, trees, and snow; boy and girl bandaging dog; children skating; flowers and names; children making things of wood; family painting summer yard furniture; barnyard in the fall on the farm; children picking berries; children and autumn leaves; two children and Christmas wreath</p>
ARTICLES ON OTHER COUNTRIES	<p>Photographs of ancient cities in ruins - Peru; photographs of life in Panama; Spanish elements in our English language</p>
ARTICLES ON NATURE	<p>Kinds of trees and how to tell them apart; Victory garden instruction; a coca grove; flowering trees; the meaning of rocks like conglomerate and sandstone; types of wood and how to use them; picking nuts; different kinds of Christmas trees</p>
BOOK REVIEWS	<p>Make Believe and Really True - books on animals and pioneer days; Books in Spring; Courage and Glory in Books</p>
MISCELLANEOUS ARTICLES	<p>Home made first-aid kits; dogs in the Service; author of the story of the Belgian Congo; For My Worship Time - devotional poems, Scripture passage written in full, and a prayer</p>

ANALYTICAL TABLE V (Continued)	
BIBLE	Friends of Jesus - illustrated story strip of incidents from the life of Christ including the Resurrection morning Story of the Bible - illustrated story strip of how the Old Testament came to be
ACTIVITIES	Directions for making First-Aid Kit, planting a Victory garden, Easter cards, paper fans, games, a checkerboard, Halloween pumpkin, napkin rings
JUNIOR WRITERS CONTRIBUTIONS	Jokes, riddles, puzzles, and poems Subjects: birds, spring, winter, farm, Piggy bank, stoves, Easter eggs, rain, violets, baby brother, animals, Egyptian pyramids, bats

From this analysis of the contents of Trails for Juniors several conclusions may be made. First, the two-fold emphasis of the stories and articles is upon the social relationships of nations and races of people and upon nature. Second, the use of poems and of the front-page picture is prominent in developing the seasonal themes, and third, the juniors' own contributions have an important place in the paper. Activity is not a prominent feature, but the activities suggested usually reenforce a seasonal emphasis. The juniors' section is not a regular feature, but appears often. Features of minor importance are the illustrated story strips of the Bible and the book reviews.

3. Analysis of the Aims Revealed

ANALYTICAL TABLE VI	
	<u>AIMS OF TRAILS FOR JUNIORS</u>
GENERAL AIMS	<ol style="list-style-type: none">1. To broaden horizons of experience and to develop world mindedness by cultivating appreciation and understanding of children of other countries and their race's contributions to the progress of mankind.2. To develop the ability for discrimination and appreciation in reading taste, and to stimulate the desire to read further in the realm of history, science, and the social sciences.3. To stimulate the sense of being at home in a friendly universe by showing God's love and care for each created thing through His provision in nature.4. To broaden experience by sharing the experiences of other boys and girls in America through creative writing and by typical family and personality sketches within the materials.5. To offer opportunity for character development through the suggestions for worthwhile creative activity and through the stimulation of good habits.
SPECIFIC AIMS	<p><u>-KNOWLEDGE</u></p> <p>To develop worthwhile character by presenting factual information upon which attitudes can be built:</p> <ol style="list-style-type: none">1. <u>Concerning the Christian life:</u> God's power in creation reveals Him. All goodness in other people is God. Jesus was a carpenter, a skilled workman. People of other races love Jesus.2. <u>Concerning social sciences and history:</u> Life in the following countries: Belgian Congo, Puerto Rico, Mexico, Peru History of these countries and personalities connected with them: Columbus, Drake, Ponce de Leon

ANALYTICAL TABLE VI (Continued)

History of the opening of the Northwest in Pioneer days; the Revolutionary period

3. Concerning nature:

Swamp life, alligators, trees, woods, birds, seasons, flowers, crows, dogs and their use in the Army, floods, nuts, geese, geography, geology, rocks

4. Concerning miscellaneous subjects:

Modern relationships between the Americas; defense stamps; Jenny Lind's home in Stockholm; Spanish influence on American vocabulary; the international church; Milton and Beethoven, handicapped men

-ATTITUDES

To develop worthwhile character through specific attitudes:

1. Attitudes towards God:

Thankfulness for His creation: seasons, flowers, animals, trees, growth of it all
Recognition that Jesus is living

Desire to love Jesus

Desire to look for God in others

Desire to help God answer prayers

Desire to worship in the best of places as He deserves the best

2. Attitudes towards self:

Desire to do the best with what you have

Desire to be resourceful and creative

3. Attitudes towards others:

Desire to serve others - to give life to them

Friendliness, politeness, kindness, understanding, tolerance, fairness, courage, loyalty, dependability, helpfulness, consideration of others, unselfishness, patience

Desire to look for best in others; not to judge hastily

Desire to share

Desire to obey parents

4. Attitudes towards nature:

Affinity with nature - a oneness with it
Desire to see wonders of God and to love them

Love of outdoor life, farm, seasons, trees, flowers, rocks

Awareness of joy of life

ANALYTICAL TABLE VI (Continued)

5. Attitudes towards the Church and Bible:

Love of international church
Desire to have beautiful church
Desire to read the Bible
Consciousness of missionary activity

6. Attitudes Miscellaneous:

Desire to improve the world
Patriotism: desire to help the war effort
by gardening and by First-Aid work;
thanksgiving to ancestors who worked for
freedom to work, worship and play
Cooperation
Desire to keep low voice and to be courteous
Kindness to animals
Recognition that goodness is outside church
members as well as in
Appreciation of blessings: home, family,
safety, shoes, churches, peace, paper,
pencils, and schools

-HABITS

To develop worthwhile character through
stimulating good habits:
Mental awareness, observation of all of life;
prayer; economy; cheerfulness; neatness

-SKILLS

To develop worthwhile character through useful
activity:
Photography, Easter cards, Victory garden,
fans, games, checkerboard, pumpkin invita-
tions, napkin rings, first-aid kit

From this analysis of the aims of Trails for Juniors it may be said that the twofold emphasis of the papers is upon the educational and social aims. The general aim¹ to broaden experience by presenting stories and articles from a wide variety of worldwide situations

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1. Ante, p. 18.

is basic to the more specific aims for tolerance and understanding of all peoples. The specific attitudes listed reveal that the emphasis is upon attitudes towards God as He is seen in nature, upon attitudes towards nature itself, and upon attitudes towards others. The outstanding emphasis in the sphere of habits¹ is upon a mental awareness, especially of nature and its relation to human life. These aims are suitable for the late primary child as well as the junior child, especially the aim of stimulating the concept of the universe as a friendly place and that of love for God as Father and for Jesus as an example. The simplicity of the aims is an outstanding fact in this analysis, showing again that the papers serve well for the late primary child.

On the basis of this study it may be said that although the attitudes towards God show a religious emphasis in the purpose of the papers, the aims for Trails for Juniors are primarily educational and social.

4. Analysis of the Educational Principles Applied

In the study of the educational principles in these papers, it was found that several predominate. First, the principle of life-centered teaching is seen in the

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1. Ante, p. 19.

pictures and the poems which are centered around the life experiences of the junior boy or girl. Skating, playing, studying, and making things are subjects of the front-page illustrations and the poems which accompany them. The setting of the stories is also taken from the natural and familiar scenes of American life. In the stories of other countries, the characters are either junior boys and girls with like problems or animals which think and talk like juniors and which can laugh at humans and their funny ways. The fact that articles which impart information accomplish this through the story form in which a real life situation is central demonstrates this principle also.

The principle of enriching experience vicariously is important in these papers as every story offers an opportunity for the reader to enter with the character into the same experience. If the experience is purely one of adventure, values are in terms of broadening social contacts and geographical and cultural background. If the story involves a character-building problem as well, the child may experience a change in attitude along with the character in the story, his own personality thus being affected. The contributions of the juniors themselves provides opportunity for the sharing of experience and consequently for further vicarious enrichment of experience. The principle of apperceptive learning is seen in the use

of the Bible. When used, it is related to the life situation which constitutes the known element and provides the stepping stone to the new material.

Another principle at work is that of visualization. Stories which have definite aims are told in the front-page picture. A series of photographs with a few words of explanation take the place of an article on South America.¹ Activities are always accompanied with illustrations.

The emphasis on "doing" is seen in the suggestions for activity, these suggestions often being in the nature of directions for carrying out projects discussed in preceding articles or in the front-page picture. For instance, the front page of one issue² consists of a picture of a boy and girl bandaging their dog. The story inside the cover concerns boys rescuing their dog who has fallen through the ice, and on the last page two articles appear, "Dogs for Defense" illustrated by a photograph of a famous police dog, and "Your First-Aid Kit", which gives directions for making a handy first-aid kit. Throughout this issue, the emphasis is upon the value of dogs and upon the necessity for a first-aid kit. The practical application is found

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1. Armstrong, M. C.: "Our South American Neighbors - Peru", January 17, 1943, p. 7.
2. February, 1943

in the instructions for the kit and the front-page picture, and the story demonstrates its need and use.

Motivation is largely intrinsic for characters and readers, the appeal being made to the natural, lovable nature of the child as he comes to understand the love of God as seen in the friendly universe. The motivation for social attitudes is through the same basic appeal to the child's lovable nature. The natural result of the feelings within the child of awe, wonder, and love for God is assumed to be love for all of God's creation and, therefore, love for mankind.

The laws of learning play an important part in the papers. The child is made ready for the Thanksgiving issue by the element of thanksgiving in the stories in the preceding issues and by the references to the fall season. The law of repetition is often applied. In one issue,¹ for example, the same country is the scene for both the story and an article. The part that the front-page picture plays in suggesting the whole tone of the paper has already been mentioned, namely, that throughout the issue there is repetition of the theme introduced in the front-page picture.

The educational principles at work in Trails for

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1. January, 1943

Juniors are thus varied and educationally sound.

5. Teaching Values

There are many possible uses for these papers in the church school. Besides the use of the stories for the discussion of problems, the background material may be used in connection with a missionary project. The information in the articles on other countries may be used in the same way. The nature study materials could be made the center of a club project in gardening or in caring for the motivation for beautifying the rooms of the church itself by keeping fresh flowers and greens in attractive corners. The scientific information may be used as supplementary material for a study of God's creation which would be profitable in stimulating further study, perhaps leading to hobbies and vocational interests. The poems and front-page pictures would make attractive collections for the juniors themselves. The creative poems, many of which are very fine, could be illustrated and posted for a display.

The wise teacher may gain an insight into the needs of junior boys and girls through these papers. She may also relate the educational information to her own teaching, thus making it more vital and thereby enriching the experiences of her pupils. And finally, the papers

are valuable as a means of stimulating creative activity and further study.

C. Summary

In the analytical study of Trails for Juniors the following facts were found. In appearance it was seen that the papers are colorful, with large print and only two columns to a page; that the colored front-page picture is the distinguishing feature and the chief means of expressing seasonal and holiday themes; and that the structure is flexible. In the study of content it was discovered that the emphasis is upon social relationships and appreciation of nature, and that the poems and front-page picture set the tone of the issue. An investigation of the aims revealed that the emphasis is upon tolerance and understanding of all peoples, the outstanding aims in attitudes being those towards God as seen in nature and those towards others; and that educational and social goals predominate. In the analysis of educational principles it was seen that though there is variety in the principles at work those most evident are the life-centered principle, the principle of visualization, and the law of repetition. The analysis of teaching values inherent in the materials revealed that an outstanding value is in the motivation to further study and creative activity. In addition, though much of the

material is educational rather than religious in nature, the consecrated teacher may enrich her own teaching by relating the educational information to her teaching content. And finally, she may gain a deeper insight into the needs of junior boys and girls through the papers themselves.

CHAPTER IV
JUVENILE PERIODICALS OF THE PRESBYTERIAN CHURCH
IN THE UNITED STATES OF AMERICA

CHAPTER IV

JUVENILE PERIODICALS OF THE PRESBYTERIAN CHURCH IN THE UNITED STATES OF AMERICA

A. Introduction

The Presbyterian Church in the United States of America publishes two juvenile periodicals written for junior and intermediate girls and written for boys of the same age groups.

This chapter will present a discussion of the structure and appearance of the papers, an analysis of the content, evident aims, and underlying educational principles, and a consideration of the teaching values inherent in the two sets of periodicals. The study will conclude with a summary and comparison of the facts found in the analysis.

B. A Study of Queens' Gardens

1. General Appearance and Structure

In appearance an issue of Queens' Gardens is inviting. Its colorful, three-column pages of smooth-surfaced paper are filled with attractive titles which vary in size and type of print. The paper is about 8" by 12" in size and consists of eight pages. The illustrations are in black and white with the addition of one

color, and they are largely of the cartoon type. Photographs appear frequently and sketches of activities fill up odd spaces.

The number of features in an issue varies from five to nine. The structure follows no set form, and the articles and the stories being the only permanent features. The devotional and character building articles alternate. Other occasional features are personality columns, articles on sports, on activities, on history, and on science, and quizzes.

For example, the issue for January 16, 1943, begins with the story "Ride Out the Storm", illustrated by a large black and white picture of a teen-age girl standing by an oil burner looking at a young man who has just entered the room. Turning the page one finds a picture of two girls in orange bathrobes studying in bed while the moon and stars shine brightly outside, illustrating the story entitled "The Strike that Never Was". On the next page a cartoon of one child taking another's doll away while the latter sheds huge tears illustrates an article entitled "The Giving Personality". At the bottom of the following page appear the answers to puzzles, found at the end of the issue, about flowers and types of money. The articles, "The Swimming Star", illustrated by a photograph of a young woman, and "Built by a Mutiny", which tells of the

founding of Washington, D. C., conclude the issue.

Throughout the year holiday themes are reflected in the papers, but the seasonal emphasis is shown in the type of activities suggested and in the setting of the stories rather than in poems or articles on nature itself. Queens' Garden, then, is flexible in structure, is made attractive by color, suggestive cartoons, and appealing titles, and has stories and articles as its only permanent features.

2. Analysis of the Content¹

ANALYTICAL TABLE VII	
CONTENTS OF <u>QUEENS' GARDENS</u>	
STORIES	Location: United States, India, Nantucket, Sicily Scenes: Home, school, shoe store, back yards, high-school stage, class room, Jewish home, aspen grove, Arizona town, girls' dormitory, club house, ten-cent store, frozen pond, trailer camp, California hills, Concord, cliff in Sicily, farm, rich home Characters: Boys and girls in high school and junior high school, Mexican family, dogs, Spanish family, Jewish family, cast for high-school play, teachers, store manager, Swedish girl, old sailor, cowboy, two Mohammedans and judge, English girl and American reporter Plots: Boy and girl help stranger to find father. Cooking class goes to Jewish home. High School group put on a play. Homesick girl finds all of America is home. Mexican girl changes name and is sorry. American girl helps Mexican family. Girl gives up honor for favorite pup.

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1. Ante, p. 11, footnote.

ANALYTICAL TABLE VII (Continued)

Girls find teacher is their friend.
Girls have mixer for racial groups.
Girl is rescued from drowning by friends.
Girl sacrifices to help old sailor.
Girl gives up own room to be with parents.
Girl helps in solving town politics.
Girl rescues cowboy.
Girl visits Concord, Thoreau's home.
Two Mohammedans play jokes on each other.
Boy and girl compete for delivery business.
English girl rescues American reporter,
who helps her to take woodcarving lessons.
Girl shows favorite dog in dog show.
Ida Lewis was the first woman lighthouse
keeper.
Two girls fight worms on their farm.
Mexican family migrate to Denver.
Girls take iron fence and win contest.

DEVOTIONAL ARTICLES For My Body I Give Thee Thanks; That Thy Way
May Be Known; And So I Pray; I Am Your Home;
As School Begins - prayer for wisdom and
friends; Lord Bless My Enemies; Make Me Great
Enough - gratitude for all things; And So I
Pray - humanity of the baby Jesus

EDUCATIONAL ARTICLES Stamps of Queen Victoria; foundation of Wash-
ington, D. C.; Palestine's trees; girls doing
summer farm work; the importation of Chin-
chillas to California; games, history, and
hobbies of buttons; tradition of evergreen
for Christmas

CHARACTER-DEVELOPMENT ARTICLES The Giving Personality - friendliness; Outward
Bound - out of self and interest in others;
Washington Had One Too - temper to control;
Who's Afraid - exaggeration of language; Letter
from Big Sister - folly of boredom and gambling
in nickle machines; Guard Your Health - tem-
perance; Copy Kitten - be in step but be indi-
vidualistic; Be a Sport - independence and
common sense, too; Important You - important
in service at home; Try That on First - check
the words you speak; Always the Same - your
disposition; Against the Grain - be natural

ACTIVITIES	Church:	Problems of a President - young people's society; One Class Tried This - making pins for club emblems; About the Class That Made Pins
	Sports:	Swimming Star - champion swimmer
	Parties:	Give a Kitchen party
	Handwork:	Cheer for Passers-by - outdoor decorations for Christmas; Boudoir Gifts for Christmas - sachets, pin-cushions, pillows, laundry bag, covered hangers, bureau compartments
MISCELLANEOUS	Poems:	Rain at Night; God's Care; Express
	Quizzes:	Vocabulary - flowers, cats, coins, Bible names
		Information in Bible cryptograms - Miles Coverdale's English Bible, American Bible Society
		Advertisements for stories in the next issues
		Jokes

From this analysis of content several conclusions may be drawn. First of all, the major emphasis in content is upon the character-development material as seen in the nature of the stories and in the great number of character-development articles. Tied for second place in emphasis are the devotional and educational articles making for a balance in the content.

Though the papers are written for junior and intermediate girls, the stories are for the most part about the average American high-school girl. In a few stories the boy-girl interest is developing slightly but on a friendship basis. Continued stories run often. The racial element is introduced through contact with the foreign groups in America rather than through contact with groups

outside of America. Animals, especially dogs, are favorite characters. The devotional sections are made appealing and suggest worship to the reader by the accompanying picture or photograph of a girl in prayer, either in the quiet of a church sanctuary or by her own bedside. Silhouettes are used effectively with poems; one of a girl standing on a high hill looking at the stars accompanies the poem, "God's Care".¹ Throughout the papers there is a mixture of frivolity and carefree fun on the one hand and reverence and worship on the other. The quizzes and jokes appear often, but take up only a fraction of space in the paper. Now and then in heavy dark print a paragraph is devoted to advertising a coming feature.

To summarize, the content of Queens' Gardens emphasizes character-building materials primarily; secondary emphasis is placed upon devotional and educational material; and in scope, the subject matter is largely limited to America.

3. Analysis of the Aims Revealed

ANALYTICAL TABLE VIII	
AIMS OF <u>QUEENS' GARDENS</u>	
GENERAL AIMS	1. To cultivate good reading taste by providing attractive and worthwhile reading material.
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1. Thorson, Inez C.: "God's Care", June 19, 1943, p. 8.

ANALYTICAL TABLE VIII (Continued)

2. To deepen love for and to broaden understanding of God as the source of all truth, love, and gifts in the world; to arouse the desire to work out in real life situations the bringing of of His Kingdom; and to stimulate the habit of daily prayer and meditation.
3. To broaden experience in social relationships by providing typical situations in which the reader may experience vicariously Christian solutions to specific problems; and to develop interest and understanding of other people and their problems.
4. To cultivate appreciation and understanding of racial groups within American society; and to arouse the desire to help them and to accept their contribution to life.
5. To develop Christian character by stimulating good habits and participation in wholesome activity.

SPECIFIC
AIMS

-KNOWLEDGE

To develop Christian character by presenting factual information upon which attitudes can be built:

1. Concerning the Christian life:
God is source of wisdom and good gifts.
God cares for each person, our enemies also.
Jesus was actually born in the flesh.
Jesus is the best friend anyone can have.
Bible is the greatest book in the world.
2. Concerning racial, cultural, and historical subjects:
Mexicans in Denver, their living conditions;
Jewish family, their food, history, Succoth;
Mohammedans - personalities and their god;
history of Thoreau and Alcott in Concord;
traditions of Holly and Mistletoe; games,
history, and hobbies of buttons; currency
of other countries; founding of Washington,
D. C.; politics in a small town
3. Concerning geographical and scientific subjects:
Flowers, trees in Palestine, crops and worms;
dogs, pups, Chinchillas, horses, and cats;

ANALYTICAL TABLE VIII (Continued)

- health habits - right foods, and sleep
4. Concerning miscellaneous subjects:
Vocational - photography, farming, wood-carving; life principle - no success without work; activities; famous swimmer and qualifications for winning records; Psalm 1; Miles Coverdale's translation of the Bible; American Bible Society Testaments

-ATTITUDES

To develop Christian character through specific attitudes:

1. Attitudes towards God:

Trust in God's character, thanksgiving for all His gifts, home, parents, stars, food, schools, and friends
Love for Jesus as the living friend
Recognition that wisdom comes from God
Recognition that the body belongs to God, and desire to keep healthy, pure, and to use it to His glory
Desire to keep Christmas the right way - remembering Christ
Desire to pray for enemies
Desire to glorify God in small things
Desire to serve Him by making His ways known in everyday life right now

2. Attitudes towards self:

Humility, ability to see one's faults
Desire to check language, striving for sincerity, self control, truthfulness
Desire to be best self, natural, not a fake
Desire to be interested outside of self
Determination to succeed, no discouragement
Desire to make the best of what you have
Desire to do one thing well, not many poorly
Desire to be honest about race, not ashamed
Desire to master temper during hard situation

3. Attitudes towards others:

Love, generosity, unselfishness, cooperation, kindness, patience, gentleness, understanding, tolerance, tact, fairness, open mindedness, consideration, helpfulness, willingness, compassion and sympathy, friendly competition, resourcefulness, truthfulness

Desire to share and serve others

ANALYTICAL TABLE VIII (Continued)

- Desire for racial and class equality
Desire to help defense workers in new areas
Desire to be slow in criticism, not hasty
Desire to help others develop standards
Appreciation for friends and their influence
Appreciation of teachers
Recognition of dependence on others
Desire to help those who are bashful
Desire to love and understand enemies
4. Attitudes towards Church and Bible:
Desire to go to Sunday school and Church
Desire to read and bring Bible to Church
Faith in Bible as compass in life
Love for Bible as greatest book in the world
5. Attitudes in social relationships:
Desire to be natural in boy-girl relationships, to base friendships on common interests
Desire to be a good sport but to use good judgment and still be an individual
Desire to be original, not a copy cat
Bravery to face new people and circumstances
6. Attitudes towards world and life:
Faith in the world, and desire to enjoy life to the full - against boredom
Recognition that the people, not surroundings make life worthwhile
Recognition that hardship prepares one for job in life - turns to good
Desire to build a new world
7. Miscellaneous attitudes:
Desire to do what boys can do
Desire to have a pet - love for dogs
Desire for family unity and fellowship
Appreciation of significance behind the holly, mistletoe, and desire for friendliness and warmth at Christmas
Desire to reason logically from the specific to the general and to apply principles universally - against gambling
Desire to be sane, sensible, to evaluate results of the use of leisure time
Desire to share responsibility
Appreciation of violin music

ANALYTICAL TABLE VIII (Continued)

Appreciation of all the little things in life

Desire to join a club - motivate group spirit

-HABITS

To develop Christian character through the formation of good habits:

Economy, thrift; cleanliness, neatness; cheerfulness; mental awareness; honesty; courage; daily prayer and meditation; attention to attendance in Church on Sunday; temperance

-SKILLS

To develop Christian character through worthwhile activity:

Making Christmas door decorations - curtain tie backs, window box decorations, paper snow flakes; making Christmas gifts - pin-cushions, sachets, boudoir pillows, laundry bags, covered hangars, bureau compartments

From this analysis of the aims of Queens' Gardens it may be said that the primary purpose in the general aims¹ of the papers is to develop Christian character in individuals who are already Christians. That is, no approach is made to the non-Christian girl. A secondary purpose is to develop the devotional life of the junior and intermediate girl and to strengthen and deepen the love and understanding of God as a heavenly Father. A third dominant purpose is to cultivate an understanding, appreciation, and love for the racial groups in America, as is seen in the story,

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1. Ante, p. 18.

"Terisita Carmelita Jones",¹ the story of a Mexican girl who moved with her family to Denver, Colorado and attempts to enter into the normal high-school life of the city.

Among the specific attitudes, those towards God and towards others are the most outstanding. The emphasis on attitudes in social relationships is an attempt to lay the foundations for habits² of good judgment and temperance and so to prepare for the complex problems of morals and leisure to be faced later. The group of attitudes found in the miscellaneous list dealing with mental development indicate the stress on reason, which is evident throughout the papers. The development of the capacity to reason deductively and inductively and to apply principles as well as to formulate principles which guide in conduct situations is a significant purpose of these papers. It is significant because the late junior is just developing logical reasoning power, and the seeing of relationships is a step which ordinarily comes in early adolescence. These papers cover both these age groups and effectively bridge this gap by stressing mental development and by providing opportunities for reasoning and for seeing relationships. Another outstanding aim in the papers is the aim for full personality development. The emphasis is placed upon the importance of natural-

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1. Means, F. C.: "Teresita Carmelita Jones", September 18, 1943, p. 1.
2. Ante, p. 19.

ness as opposed to sophistication, and selflessness and interest in others as opposed to self-centeredness.

From this analysis it may be said that the aims in Queens' Gardens are primarily religious and social; that an outstanding aim is to help the junior girl to make the transition easily into the adolescent age group; and that the underlying purpose is the development of Christian character and the preparation of junior and intermediate girls for specific problems they must face in later adolescent years.

4. Analysis of the Educational Principles Applied

An investigation of the educational principles underlying the contents reveals that various principles operate within the papers, but that the outstanding principle is the principle of enriching experience vicariously. This principle is seen in the fact that the stories are full of problems in conduct and social relationships and usually involve a change in attitude and conduct for the solution. The reader enters into this experience with the character, and it is in this vicarious experience that learning takes place. In the case of racial problems, the enrichment of experience is not only in terms of learning new attitudes but in expanding knowledge of races and their culture. For the junior the vicarious experience is even greater

than for the intermediate because of the difference in his age and the age of the characters in the stories he reads. This principle of enriching experience vicariously is seen in the method of presenting educational materials through articles which contain the germs of vocational guidance. The dominant emphasis here is not vocational, but cultural. However, vocational information is a by-product. For example, the article, "Roving Camera Woman",¹ tells how Margaret Bourke-White became America's most famous woman photographer. This is presented from the standpoint of a personality sketch, and for the purpose of showing who is important in modern photography, but incidentally, the article is valuable in stimulating vocational interest in photography.

The principle of life-centered teaching operates to a greater degree in regard to the intermediate girl, for as the stories concern high-school age boys and girls and their problems, joys, and interests, it would seem that this principle is not so effective for the junior. However, in many respects the settings of the stories are familiar to juniors; the home, church, and community life typical for the average American family all constitute a situation in which the junior is as much at home as is the intermediate.

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1. Philpy, J. F.: "Roving Camera Woman", April 17, 1943, p. 1.

Moreover, the average junior girl is vitally interested in the affairs of older boys and girls, especially if she has older sisters and brothers. Therefore, even for the junior, the principle of life-centered teaching is to a certain extent operative. This principle is also seen often in the articles which relate a theme with a vital need in a life situation of the girls who read the papers. For instance, the issue which celebrates Washington's birthday begins with the article appropriately entitled "Problems of a President",¹ in which the typical difficulties and problems of the average president of a young peoples' society are discussed in a humorous manner, such as stubbornness of his cabinet, indecision on the part of the group, or the lack of faithfulness in the members.

The principle of apperception is found throughout the papers, operating with the principle of life-centered teaching and the principle of enriching experience vicariously, as is seen wherever a familiar situation or fact is the stepping stone to a new attitude or bit of knowledge. The principle of adaptation to individual needs is prominent in the character-development articles, most of them dealing with personality problems based on individual needs. The aim of independence and individuality also substantiate the working of this principle. The law of repetition is seen at work in

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1. Sheridan, A. S.: "Problems of a President", February 20, 1943, p. 1.

the development of holiday themes in an issue, and in the recurrence of a subject throughout an issue. The law of recall operates in the quiz sections. The emphasis on "doing" is seen in the devotional sections primarily, where the prayers are for courage and strength to do immediately the things that have been learned in order to bring in God's Kingdom.

Motivation is intrinsic for the reader as for the characters in the stories. The natural working out of friendliness, love, and helpfulness is the result of love of God and the desire to build a new world. An important principle used is the principle of suggestion seen in the use of photographs or illustrations accompanying the devotional articles and prayers. These serve to suggest immediately an atmosphere of quiet and worship which affect the reader as he reads the meditation and prayer.

This study of the educational principles of Queens' Gardens reveals that though the principle of enriching experience vicariously predominates, the principles of life-centered teaching and of adaptation are also prominent in the presentation of the materials in these papers.

5. Teaching Values

There are many ways in which these papers may be used to contribute in actual content and purpose to the con-

tent and purpose of the church school program.

In the first place, the stories provide fine discussion material for the girls' Sunday-school class or club. As the motivation is largely intrinsic for the characters in the stories themselves, the motivation for the readers will likewise be intrinsic, and they may experience vicariously the same changes in attitudes. The desire for application to real life would be increased if a discussion of the life situations in the stories had vitalized the moral taught. Furthermore, the class may also provide opportunity for application of new attitudes. The devotional articles provide meditations and prayers for both Sunday school and expressional meetings. As the content is compact and meaningful, discussion of these meditations and prayers should precede their being used in a group. The prayers are so inclusive that they may be memorized by the group and used as a monthly prayer for united action in a specific line of activity. To illustrate, the prayer entitled, "For My Body I Give Thee Thanks",¹ may be the basis for a month's study of health habits, and should be supplemented by concentration upon the development of these habits at home, as well as by a consideration of how the body may be used specifically for God's glory at home, at school, and at church. The prayer, "As School

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1. Hayward, P. R.: "For My Body I Give Thee Thanks", July 17, 1943, p. 4.

Begins",¹ may be the basis for a month's study in September on the best ways of getting lessons and making friends and on being a worthwhile person. The character-development articles may supplement this study as they stress the personality of the attractive girl. These articles should be discussed in a midweekly meeting or at Sunday school if time allows. They also may be related to Scripture and made even more vital. In all of this the wise teacher may use these materials to train the girls in the habit of daily worship. The educational articles often have something of interest to the Bible-study group, such as the article on trees of Palestine,² which is connected with the first Psalm and likens a Christian to a tree. Specific activities, such as the kitchen party,³ constitute attractive suggestions for girls' classes and clubs. Suggestions which other groups turn in to the publishers, are also valuable to all groups.

The wise teacher may also find in these materials a fine picture of the problems and personalities of the girls whom she teaches. She should therefore know these papers in order to relate them vitally to her teaching and to use them to the greatest advantage in helping her girls grow out of childhood into young womanhood.

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1. Hayward, P. R.: "As School Begins", September 18, 1943, p. 4.
2. Crawford, V.: "Behold the Trees", May 15, 1943, p. 4.
3. McCully, V. G.: "Give a Kitchen Party", March 20, 1943, p. 6.

C. A Study of Pioneer

1. General Structure and Appearance

In general appearance Pioneer has all the signs of being a boy's paper, from the dashing captions of the articles and stories to the lines of action in the large illustrations. Pioneer consists of eight three-column pages of smooth-surfaced paper about 8" by 12" in size, with half inch margins. The illustrations are in black and white with one color added which changes with every issue. Photographs and sketches of activities appear frequently.

The number of features in an issue varies from five to eight. The structure varies from week to week, the only permanent features being the stories and articles. Other features include quiz sections, jokes and cartoons, and prayers.

For example, the January 16th issue of 1943 begins with the story, "The Devil and the Deep", illustrated by the breathtaking picture of two boys fighting, one on top of the other, on board ship. The story, "Something Bigger", meets the eye on the next page, accompanied by the picture of three boys in a close play on a basket ball court. "Shall We Fight? Or Be Friends?", with pictures of Scotty dogs, is the article on the next page. Facing it, in dark print is a prayer entitled "Evening Thanksgiving". In the corner appears a cartoon of a group of chickens looking at a freshly baked cake sitting on a window sill. The articles, "The Zoo

Takes An Air Raid", illustrated by photographs of zoo life, and "Night Flight", accompanied by a sketch of a plane soaring into the sky, complete the issue.

It may be said that the general structure of Pioneer is flexible; that the story and the article are the permanent features; that one type of subject matter, such as stories from the sea, or of horses, or of sports, dominates an issue; that the masculine appeal is obvious from the illustrations and the titles; and that holiday themes are reflected throughout the papers.

2. Analysis of the Content¹

ANALYTICAL TABLE IX	
CONTENTS OF <u>PIONEER</u>	
STORIES	<p>Location: United States, Arctic Ocean, Arctic, Italy</p> <p>Scenes: Farm in winter, forest trail, trading post, Roman palace, high-school class room, on ship board, high-school gym, snow trail, small-town newspaper office, football field, Boston, sail boat, desert, woods, sea shore, tennis courts, track meet, mountains in winter, Saint Louis, Mississippi River, Hudson River trail</p> <p>Characters: Junior-high and high-school boys, teachers and parents, sailors, explorer and dog team, Jewish boy and reporter, football and basketball teams, Indian boy, birdbanders, sea gulls, coyotes, fir trappers and Indian chief, coes, Hamilton and Washington, two Army boys, slave boy and princess of first century, pioneer family</p> <p>Plots: Cross of ice saves two boys lost in storm.</p>

1. Ante, p. 11, footnote.

ANALYTICAL TABLE IX (Continued)

Slave boy gets into palace to see princess.
Boy confesses and withdraws from contest.
Boy sells carved bowl and saves family.
Two boys bury their family feud.
Boy sacrifices record for good of team.
Faithful dog rescues master from freezing.
Family overcome prejudice against Jews.
Boy sacrifices for the good of the team.
Boy prays bell will ring and it does.
Boy learns to fear and to love the sea.
Boy finds birdbanding is not an easy job.
Indian boy solves theft mystery.
Boys rescue oil soaked sea gulls.
Boy through sportsmanship wins tennis match.
Mother coyote rescues baby.
Boys discover plot to take Gram's ranch.
Boy attempts impossible and wins race.
Mother cow and baby survive winter in Sierras.
Boy searching for father finds him not dead, but tricked by fur traders.
Boy runs risks to take money to Hamilton.

EDUCATIONAL
ARTICLES

The zoo during an air raid; new flight record in U.S. mail; carrier pigeons; feeding animals at the zoo; workers under Hudson Tunnel; training dogs; in a helicopter; Deep Sea Disaster - sinking of the Titanic; habits of the ostrich; eyes of animals, birds and fish; lumber in a paint mine; teaching dogs tricks; first flight of Blanchard's balloon, 1793; roof passengers on early locomotives; Underground Railroad to freedom; how Chinese make shoes; discovery of Northwest passage by the mounties; suggestion to write postcards home to keep record of travels; dog photography

CHARACTER-
DEVELOPMENT
ARTICLES

Chip on shoulder; manners; changing your own ways and conditions around you; never give up trying; the importance of your influence; necessity of work to win; thinking before you act; no chewing in public; conscience-lie detector; laws of sportsmanship

ANALYTICAL TABLE IX (Continued)	
DEVOTIONAL MATERIALS	<p>Prayers:</p> <p>Evening Thanksgiving - for parents and friends</p> <p>I Give Thanks - for traits in Washington that gave Americans their country</p> <p>I Give Thee Thanks - for body and strength</p> <p>A Boy's Prayer - make me great enough for gratitude</p> <p>Article at Christmas with poem and prayer: The Star Went Before Them - meditation on following ideal of Jesus' teaching to do God's will</p>
MISCELLANEOUS FEATURES	<p>Poems:</p> <p>Wings Against Wings - for peace</p> <p>Mesa in the Snow</p> <p>Quizzes:</p> <p>Word play, fish, dogs, history, holidays, anniversaries, and general (Answers are always in same issue.)</p> <p>Boy'Corner - letters and answers to letters on problems</p> <p>Comics and cartoons:</p> <p>Jokes, one a large unfinished cartoon of a baseball game which the reader is to finish</p>

This study of the content of Pioneer reveals that the story and the article are the primary vehicles of expression, and that the main emphasis in content is on character-building material. Educational materials, which include those articles on nature and history, receive secondary emphasis. A third emphasis is on devotional material which is largely in the form of prayers, instead of meditations or articles.

The plots in the stories concern real life situations of modern American boys, some historical figures,

and a few animals. Two stories deal with characters outside the life of the average boy, the Alaskan trapper, and the Indian boy on the reservation. In the articles the element of science suggests the possibility of vocational guidance. The subjects in these articles, inventions, training dogs, interesting animals, and geology, are all those which would vitally interest boys. The few poems have a masculine touch, and the quizzes also deal with boys' interests. "Boys' Corner" offers a prize of one dollar or a lapel button for worthy letters which may be either questions to be solved, answers to questions of others, or a suggestion for ways of improving a Sunday-school class. This section is the 'expressional feature' of the paper.

Thus, in the content of Pioneer, the emphasis is primarily character building, the scope is confined to America, and the educational and devotional help to round out the approach. Altogether the papers are attractive to junior, as well as to intermediate, boys.

3. Analysis of the Aims Revealed

ANALYTICAL TABLE X	
AIMS OF <u>PIONEER</u>	
GENERAL AIMS	1. To cultivate good reading taste by providing interesting, educational, and character-building reading material.

ANALYTICAL TABLE X (Continued)

2. To broaden horizons of social experience by providing opportunity for vicarious experience in stories of real life situations, by sharing problems, and through biographical materials.
3. To broaden appreciation and understanding of racial groups in America; and to cultivate an appreciation of their contribution to American life.
4. To broaden background for greater appreciation of all of life by the knowledge of history, geography, plant and animal life, and current events; and to stimulate the desire to be well informed.
5. To cultivate Christian character and to train worthwhile citizens of the world through the formation of right attitudes based upon knowledge and through the stimulation of good habits.
6. To stimulate the growth of devotional life and the desire to seek God's will and to serve Him by serving others; to deepen love for God as the source of all blessings in life and to arouse the desire to work out in real life the bringing in of His Kingdom.

SPECIFIC
AIMS

-KNOWLEDGE

To develop Christian character by presenting factual information upon which attitudes can be built:

1. Concerning God:
God is source of blessings of health, home, parents, teachers, food, and friends.
Jesus is a living friend, able to help now.
2. Concerning historical and racial subjects:
Roman civilization and Christian activity;
Revolutionary period - Boston's bell;
trappers in Northwest in 1850; Underground Railroad during the Civil War; frontiersman's lack of appreciation for beauty; pioneer travel and trade post; culture and graciousness of some Jews; Chinese shoes made by hand; life on an Indian reservation

ANALYTICAL TABLE X (Continued)

3. Concerning scientific subjects:

Geology - umber in a paint mine; first balloon to fly - 1793; helicopters and airplanes; U.S. Forestry work with bird migration; wild life: pigeons, eagles, cows, sea gulls, ostrich, leopards, fish, lions, eyes of all creatures, coyote, and wolves; geography: Sierras, western plains, Alaska and the dangers of snow storms; early locomotives

4. Concerning miscellaneous subjects:

U.S. Mail Service and International Ice Patrol; life at sea on fishing boats; boatman's philosophy of life; workers underground that dig Hudson Tunnel; Canadian Mounties and Northwest passage; sports: tennis, basketball, football, track; training dogs, methods; caring for dogs; dog photography; modern war conditions; distinction between playing for fun or in earnest; how to read character; vocabulary: sports, science, prayer; manners

-ATTITUDES

To develop Christian character through specific attitudes:

1. Attitudes towards God:

Thanksgiving for friends, teachers, food, car, parents, and for body

Recognition that body belongs to God and desire to keep it pure to do His will

Desire to do God's will in bringing new world

Recognition that God is behind great men, and gratitude to Him for a free country

Love and loyalty to Jesus as friend

Desire to follow life and teachings of Jesus

Desire to fit into God's plans for world

Sensitivity to all of nature to sense God

Dependence upon Jesus for strength to do right

Desire to make Christmas a happy time for others

Faith in God and desire to pray

2. Attitudes towards self:

Desire to be creative, inventive in leisure and in hobbies

Desire to do all things well, and to seize

ANALYTICAL TABLE X (Continued)

every opportunity to learn new experiences
Determination to succeed, never beaten
Courage in defeat to rise and work hard
Modesty in victory; humility; see own faults
Desire to find own good points and be
natural

Strive after highest - goals that seem im-
possible

Desire to think before acting - check im-
pulses

Courage to face self examination

Self control and patience

Honesty in facing chip on shoulder

Desire to be resourceful - use Bible

Recognition that self does little

3. Attitudes towards others:

Sportsmanship: courtesy to opponents, good
loser and generous winner, fairness,
honorableness

Tolerance and understanding, cooperation,
willingness to help, consideration,
friendliness

Forgiving, self sacrifice, love for enemies

Appreciation of the value of human life

Appreciation of contributions of all races

Desire to influence others for good, and
to help

Desire to help others solve their problems

Desire to help the unfortunate and under-
privileged

Teamwork, self sacrifice for good of group

Courage to face someone you've wronged, and
to accept the responsibility to right the
wrong

4. Attitudes towards life:

Recognition of the importance of every
little act

Desire to build for the Kingdom in small
things

Desire for peace and racial equality

Recognition of beauty in all of life

Recognition of dependence upon others

Desire for national cooperation - inter-
national

5. Attitudes towards Bible and Church:

Appreciation of what early Christians went
through to bring us our modern Church

Desire to go to Church and Sunday school

ANALYTICAL TABLE X (Continued)

- Desire to read Bible
Desire to be a better Christian
6. Miscellaneous attitudes:
Understanding and love for the Indian, Jew, negro
Appreciation of Washington's contribution to U.S.
Love of animals and wild life - desire for a pet
Appreciation of courage and work of men to give world modern conveniences - Hudson Tunnel
Courage, bravery, frankness, loyalty, sense of responsibility, sincerity, appreciation for freedom to think, fair judgment

-HABITS

To develop Christian character through the formation of good habits:
Cleanliness, honesty, carefulness, keen thinking, restraint, use of common sense, and neatness

-SKILLS

To develop Christian character through worthwhile activity:
Sports, photography

In this analysis of the aims of Pioneer it is evident that the primary general aim¹ is to develop Christian character traits in junior and intermediate Christian boys who will later be facing more difficult problems in high school. A secondary aim is to stimulate study and a desire to be well informed on science, history, and current events. A third aim is to cultivate a sensitivity to God's will and a desire to serve Him by helping

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1. Ante, p. 18.

to bring in His Kingdom.

In the specific aims, the larger groups of desired attitudes are those towards God, self, and others. Especially important is the aim for sportsmanship, for the traits which make up sportsmanship are those which go into the making of an all-round Christian gentleman and good citizen. This aim is seen in the great number of stories concerning high-school sports. Another important aim is to cultivate habits of quick thinking, to think squarely, sanely, and without bias in every situation in life, and to face honestly and courageously the consequences of wrong doing. The aim for determination to succeed, coupled with the recognition of the fact that success depends on hard work, appeals to the love of the heroic in the junior. This aim also meets their need of motivation for concentrated effort on one job. The aim for enriching experiences is found in the sharing of experiences and problems in the "Boys' Corner".

The aims, then, of Pioneer are social, educational, and religious, and the dominant goal is to aid boys in the transition from boyhood to young manhood by the development of Christian character in the junior and intermediate period.

4. Analysis of the Educational Principles Applied

For the most part the principles operating in Pioneer are the same as those in Queens' Gardens. The one

most prominent is the principle of enriching experience vicariously, the reader being stimulated to identify himself with the characters of the stories and thus to learn new attitudes and habits. This applies also to the scientific and historical articles. Since the plots and situations concern high-school boys, the junior boy, especially, is given opportunity for expanding experience in social situations and in finding solutions to problems. This principle is also seen in operation in "Boys' Corner", where the sharing of problems and solutions offers an opportunity for vicarious experience. An important by-product as a result of this principle is found in materials which are culturally valuable for broadening horizons and appreciations which also contain vocational suggestions. In this way the reader, by entering into the experience involves in the life work of another, may be challenged to investigate that particular field for himself.

The principle of life-centered teaching is seen in the settings of the stories which are centered around a life situation, usually in a typical high-school setting concerning average high-school boys. The character-building articles teach a moral through examples from life in which the desired attribute is manifested. The life situation makes it vital and attractive to the reader, so that the approach is a positive one, making the attitude or habit desirable and challenging the reader to apply the lesson to himself. The

familiar sports, the scientific and historical subjects which are a part of the average high-school curriculum, as well as the family, school, neighborhood, and church situations all contribute to make the background of these papers a familiar one to either the junior or intermediate boy.

The emphasis on "doing" is found in the aim behind the prayers and the character-building articles, these being pointed toward action in the present, an immediate transfer of things learned into action in life. The motivation for this immediate action and for the application of any of the lessons taught is the attractiveness of the character trait itself or the desire to bring God's Kingdom in as soon as possible. This intrinsic motivation is also seen in the plots of the stories, the characters themselves obeying principles which solve their problems because of the desirableness of the principle itself.

The law of repetition is evident in the use of cartoons, photographs, and illustrations to unify an issue around one subject or theme which appears several times in an issue through these visual aids. The stories and article also repeat the theme, each supplementing the other. Thus, a story of animals and articles about the zoo appear in one issue;¹ in another,² a story of a family feud is accom-

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1. March 20, 1943.
2. January 16, 1943.

panied by an article entitled "Shall We Fight? Or Be Friends?" Even the quiz sections reflect the dominant subject in the issue. In addition, there is repetition in the objectives found in the stories and different features.

The law of recall is prominent in the quizzes, which are based upon historical information that the average boy has just had in school. Beneath much of the educational material and the quizzes is the principle of suggestion, for these materials stimulate the desire to refer to source books for further knowledge on a subject or to look up information which the publishers assume that the reader knows.

An analysis of the educational principles, then, reveals that there is variety but that the principle of enriching experience vicariously and the law of repetition are the outstanding principles found in the papers.

5. Teaching Values

For the church school the teaching values inherent in Pioneer are to be found especially in the character-building materials and in the prayers. The other materials are educationally valuable in the contribution of secular information.

The stories which aim at specific attitudes provide excellent material for discussion, and their life centered approach may make them vital supplementary teaching material for the Sunday-school class or the boys' club. A discus-

sion of the meaning of the prayers would be necessary before using them with juniors, as their content is often beyond the understanding of boys of that age, both in depth of meaning and breadth of scope. However, when seen in the light of some revealing Bible passage they may be used effectively by junior boys. These prayers may be made the basis of actually learning to pray, or they may be memorized by the group for use in an expressional meeting or as the focal point of a series of meetings. As some of these prayers correspond with the prayers used in Queens' Gardens, there would be no problem about having both boys and girls use them in a mixed expressional group. The educational articles are valuable primarily because of their power to motivate activity of all types. Scout groups or nature-study groups organized among the boys may use some of these articles as the background of a study on animals, birds, or geology. Boys interested in science will find the articles on airplanes and inventions interesting. Scrapbooks and files may be started to which other materials may be added, thereby setting up a system of collecting resource information to which the boys may refer at any time for use in Sunday-school, expressional meetings, or in club work. The character-development articles should be discussed informally in Sunday school or at any time when they can be related to Scripture material and thus used to focus the Biblical truth upon present day situations. The quizzes in Pioneer

are educational rather than entertaining in nature and are particularly attractive and of valuable use in stimulating study, primarily in the line of history. They may be used in club work also.

The boys' teacher or leader may increase the effectiveness of his teaching by providing opportunity for the boys to put into practice the attitudes and rules of sportsmanship which they find in the papers. As a result of these stories the gymnasium at church or at the high school may become a vital teaching situation, for the stories are closely related to the life problems of the sportsman. They deal for the most part with school sports, track, football, and baseball. The boys' leader may capitalize the values of the papers in the gymnasium situation by providing opportunity for all boys to participate, since boys who lack the opportunity of taking part in these sports are handicapped in realizing personally what the attitudes or rules of fair play involve.

By reading these stories himself, the teacher or leader can appreciate to a greater extent than ever before the problems of the boys between the ages of nine and fourteen; and he can vitalize his own teaching by correlating these materials with those of the church school.

D. Summary and Comparison

1. Summary of Queens' Gardens

In the analytical study of Queens' Gardens the following facts were found: First, the study of the structure revealed that the papers are flexible; that the story is the only permanent feature; that color and suggestive cartoons increase its attractiveness; and that holiday themes are reflected in the general appearance. In content it was found that the emphasis is upon the character-building, devotional, and educational material, and that the American girl is the center. In aims it was discovered that the emphasis is upon the social and religious attitudes; that a dominant purpose is to aid the junior girl to make a normal transition into the intermediate age group; and that the underlying purpose is the development of Christian character. The principle of enriching experience vicariously and the life-centered principle were found to predominate but the principles of suggestion and adaptation were also seen to be prominent. A study of the teaching values revealed that the materials are valuable for discussion in class, for firsthand use in expressional groups, and for the enrichment of the teacher's own understanding of her age group.

2. Summary of Pioneer

The study of Pioneer revealed these basic facts: In structure Pioneer is flexible, the two permanent features being the story and the article; an issue usually reflects one theme such as boats, horses, sports; and the masculine appeal is seen in illustrations and titles. In content the scope is American and the emphasis is on character-building material, the educational and devotional emphasis being secondary; the most outstanding setting is high-school sports. The study of aims revealed that the dominant aims are social, educational, and religious; the purpose underlying all the materials is to cultivate Christian character and to aid the junior boy in his transition from boyhood to young manhood. The outstanding educational principles are the principles of enriching experience vicariously, of life-centered teaching, and the law of repetition. The materials are valuable for discussion in class and for first-hand use in expressional groups; and the teacher may find a new insight into the problems of his pupils as well as enrich his own teaching by correlating these materials with his lessons.

3. Comparison of Queens' Gardens and Pioneer

In general structure the papers are much alike; the main features are the story and the article; holiday

themes are reflected in the issues; illustrations and cartoons are abundant, one color being added to the black and white; in appearance and size the papers are the same. However, they differ in that Pioneer is masculine in appeal, as seen both in pictures and titles, and in that there are more jokes and cartoons in the boys' periodical.

In content the emphasis is the same in both papers character-building, devotional, and educational articles being the major emphases. However, in Pioneer the character development is in the realm of sportsmanship and adventure, while in Queen's Gardens it is in the realm of the pleasing personality. In the girls' periodical the devotional material receives greater emphasis than in the boys' periodical. Furthermore, in the educational articles the scientific emphasis is found in Pioneer, while in Queens' Gardens the emphasis is upon nature. However, all these elements are to be found in both periodicals at one time or another. Queens' Gardens contains the boy-girl interest in most of the stories; in Pioneer the characters of the stories are always boys. The former also presents suggestions for activities which are almost entirely lacking in the boys' paper. Both sets deal with the average American boy and girl in the typical American school.

The underlying aims of both papers are the same, namely, to develop Christian character in growing boys and girls and to make the transition from the junior age to the adolescent group a natural and normal one; to stimulate

growth in the devotional life; and to cultivate the habit of sound reasoning and the desire to be well informed. However, the aim in character development for Queens' Gardens is for a well-rounded personality with stress upon naturalness in social situations; while in Pioneer the aim is for the cleancut sportsman who is determined to play fair in all phases of the game of life. The aim of racial understanding and appreciation is stronger in the girls' periodical. The aims in these papers recognize the fact that the girls are approximately two years ahead of the boys in maturity. This is seen in the fact that normal relations between boys and girls form the basic structure of the society in which the girls move. In addition, the wider social contacts in the girls' papers, including the emphasis on other races and classes of people, give rise to the list of specific social-relationship attitudes which appears in the tables of aims for Queens' Gardens. This fact demonstrates that the papers reflect in their aims the advanced maturity of the girls.

From the standpoint of educational principles the papers are alike. The most common principles include the principle of enriching experience vicariously, the principle of life-centered teaching, and the laws of repetition and recall. The emphasis on "doing" is of minor importance, and motivation is always intrinsic. However, there is a slight difference in the papers in that Queens' Gardens

stresses the principles of suggestion and of adaptation. The latter is not discernible in Pioneer, further evidence of the fact that the girls are ahead of the boys in maturing, since the principle of adaptation to individual needs is particularly prominent in meeting adolescent problems. Pioneer, on the other hand, is dominated by the law of repetition in both content and aims.

In teaching values, the papers have much in common. They may be used to supplement Sunday-school materials, in expressional meetings, and as the basis for further study. However, in some respects the girls' materials are more adaptable in that there are activities which a group may use. Then, too, the types of devotional articles and prayers in Queens' Gardens lend themselves more easily to many situations, formal or informal. The devotional material in Pioneer is primarily in the form of a prayer and thus limited in use. Both papers should be known by the teachers of the boys and girls who read them in order to make more effective and vital the teaching in the church-school program and to increase the teachers' own understanding of junior and intermediate boys and girls.

CHAPTER V

SUMMARY AND CONCLUSION:

A COMPARATIVE STUDY OF FINDINGS

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A COMPARATIVE STUDY OF FINDINGS

A. Introduction

In the preceding chapters the five sets of junior periodicals published by four major denominations were analysed for the purpose of determining the general appearance and structure of the papers, the nature of their content, the evident aims, the basic underlying educational principles, and the practical teaching values inherent in the materials themselves. The results of this study will be presented in this chapter.

A summary of the findings will appear first, followed by a comparative study of the emphases in the different papers. A discussion of the values of the papers to the church school program will conclude the study.

B. Summary of Findings

The analytical study of Juniors, published by the American Baptist Association, revealed that the papers are attractive in appearance, offering a variety in types of features and pictures and reflecting seasonal and holiday themes, and that the structure is static. The content is of wide scope in subject matter and presents a well-rounded

approach to the junior child. The evident aims are practical, vital, and of great variety, their primary emphasis being the development of Christian personality in all its fullness. The educational principles were found to be those generally considered basic to sound teaching, those most evident being the principle of life-centered teaching and the principle of enriching experience vicariously. From the standpoint of practical values, Juniors is most useful in its suggestions for activity, in its power to motivate creative activity, and in its adaptability for use in all parts of the church-school program.

The study of Pilot, the periodical published by the United Lutheran Church in America, revealed that the structure is flexible but simple, that the papers are attractive with illustrations and photographs, and that to a degree the seasonal and holiday themes are reflected. The three-fold emphasis found in the content demonstrates the accent on factual knowledge in the realm of educational, missionary, and devotional material; the Bible also has a prominent place in the papers. In the analysis of the aims it was seen that factual knowledge and examples of application of the Bible to real life were outstanding general aims and that the specific aims stressed social attitudes, obedience to parents, missionary consciousness, and denominational loyalty. The most prominent educational principles found are the principles of enriching experience vicariously and the life-centered

principle. The main contributions in the realm of teaching values are in the possibilities of motivation for project activity and further study and in the use of the information as resource material.

Trails for Juniors, published by the Methodist Church, was discovered to be attractive to both primary and junior boys and girls because of its brightly colored front-page picture expressing seasonal and holiday themes, its large print, and its simple structure. Prominent subjects covered are nature and people of other races and nationalities. The story and article are the main features. The educational and social emphasis in the content is reflected in the aims in terms of attitudes towards nature and attitudes for tolerance and understanding of all peoples. The dominant educational principles are the life-centered principle, the principle of visualization, and the law of repetition. The outstanding value for teaching is in the use of the information presented to stimulate study and activity and to enrich the teacher's own experience.

The analysis of Queens' Gardens, the periodical for junior and intermediate girls published by the Presbyterian Church in the United States of America, revealed that the paper is made attractive by the addition of color in the illustrations, and that the structure is flexible, the permanent features being the stories and articles. Holiday themes are emphasized; the stories stress the American

girl; and the devotional and educational elements are primarily found in the character-building material. Aims reveal that social and religious attitudes dominate and that the underlying purpose is to develop and strengthen Christian character for the facing of problems of later adolescent years. The principle of life-centered teaching is predominant, and the principles of suggestion and adaptation are also prominent. The materials are usable in discussion groups, expressional meetings, and as suggestions for activities.

Pioneer, the periodical for junior and intermediate boys published by the Presbyterian Church in the United States of America, was seen to be similar to Queens' Gardens in appearance and structure, with the exception that the masculine note is obvious in the titles and the illustrations. In content, one type of subject matter dominates an issue and holiday themes are reflected. Characters are for the most part American high-school boys. The major subjects are sports, history, and science, with a secondary emphasis given to devotional material. The outstanding aims found are social, educational, and religious, all of them directed towards the development of Christian character. The educational principles used most are the principles of enriching experience vicariously and of repetition. The teaching values are primarily in the firsthand use of the materials in expressional meetings for discussion and worship and for stimulating further study or activity along educational lines.

C. Comparative Study of Findings

1. A Comparison of the General Appearance and Structure

A comparison of the papers in appearance reveals that in many points they are similar. All the papers consist of eight pages. Juniors and Pilot are approximately the same size with black and white illustrations, while Trails for Juniors and the two Presbyterian papers are approximately an inch smaller in size and use color in the illustrations, on the front page only in Trails for Juniors and in all the pictures in Pioneer and Queens' Gardens. The size of the print is the same in all, except in the case of Trails for Juniors which is in larger print. Another difference is that the last-named has a two-column page, Juniors has four columns per page, and the others have three columns. All five sets contain many illustrations. However, those of Pilot consist of photographs and the more formal type of illustration, while the other papers supplement these two types with sketches and cartoons of an informal nature. Holiday themes are reflected in all the papers; seasonal themes are emphasized most in Trails for Juniors, to a lesser degree in Pilot and Juniors, and little in the Presbyterian papers.

The structure of the papers varies from the extreme static arrangement of Juniors, in which nearly all the features are permanent or regular alternates, to the flexible organization of Trails for Juniors in which no one

feature is permanent except the stories. The Presbyterian and Lutheran papers present regularly, along with the stories, educational and devotional features, thus giving them an element of permanency within the structure. On the whole Juniors leads the others with an average of ten features in an issue; Pilot is next with an average of nine; the Presbyterian papers vary from five to nine features an issue, and Trails for Juniors contains from four to nine, averaging approximately six per issue.

Thus, Pilot and Juniors have much in common, while Trails for Juniors, Queens' Gardens, and Pioneer are alike in appearance and structure.

2. A Comparison of the Content

In the comparison of content it is interesting to note first of all that these papers vary in the age group to which they appeal. That is to say, it would appear that Juniors alone speaks to juniors only. Pilot is written for juniors but would be suitable for intermediates in the type of educational articles presented and in general appearance. Queens' Gardens and Pioneer are expressly written for juniors and intermediates, while on the other hand Trails for Juniors, because of its appearance and subject matter, has appeal for the late primary as well as the junior child.

The common literary types used in all the papers are the story and the article, the poem, the quiz, and the

comic. The illustrated story strip is used in all the papers except Pilot, the most popular being the "Stories from the Bible" found in Juniors and Trails for Juniors. Several stories are found in more than one paper. Five stories found in Pilot are also in Trails for Juniors. Two stories are in Pilot, Juniors and Trails for Juniors. The Presbyterian papers have no stories in common with the others. From the standpoint of devotional material, duplication is found in Juniors and Pilot in that Pilot, also, contains a few of the articles in the "Thinking of God" column in Juniors.

Certain emphases are found in the content of a number of the papers. All contain a definite emphasis upon social relationships with different races, nations, and peoples. A part of this is the missionary emphasis particularly noticeable in Pilot and, to some extent, in Juniors. The Methodist paper compensates with an increased emphasis upon world-wide social relationships. In the Presbyterian papers the missionary element is omitted as well as the foreign racial and social relationships. An explanation for this is found in the fact that the Presbyterian Church publishes monthly magazines on missions for these specific age groups.¹ The emphasis within their papers is character building; the characters are for the most part American girls and boys except for those of other racial groups in America.

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1. "Missionary Mail" , published for children; "Five Continents", for adolescents.

The educational emphasis is found greatest in Pilot and to a large extent in Trails for Juniors. Juniors and the Presbyterian papers contain an educational element, but it is not a dominant emphasis. The devotional emphasis, including the use of the Bible in suggestions for weekly readings predominates in Juniors and Pilot, Queens' Gardens and Pioneer containing this emphasis to a lesser degree. Trails for Juniors compensates with the emphasis on nature as the revelation of God, instead of on the use of the Bible, prayer, and the devotional article. Juniors and Trails for Juniors contain the greatest number of suggestions for activities, and also sections for contributions by juniors.

A few unique features characterize the papers. Juniors is known by its special sections, "Junior Journal", "Junior Society", and the "Thinking of God" column, though contributions from the latter appear in Pilot. Pilot is unique for its wealth of factual information which is found in all of its articles and stories, for its great number of missionary articles and stories, and for its "Club Corner". Trails for Juniors contains, like Juniors, a section for contributions by the children, and is full of stories of animals and peoples of other countries. Photographs and illustrated story strips are used here more than in any other paper. The difference between Queens' Gardens and Pioneer is striking, the former being distinctly feminine and the latter masculine in appeal. The girls' periodical

contains activities and devotional articles which Pioneer does not have; the boys' paper substitutes articles on history and science for the activities and limits the devotional material to prayers.

It may be said, then, that the age-group appeal varies slightly for the papers, but that all are for juniors. The types of literature are the same. In stories Pilot and Trails for Juniors have most in common. The emphases in content are different, Pilot and Juniors stressing missions in their interracial emphasis, Trails for Juniors emphasizing friendly relationships with all countries and races, while the Presbyterian papers ignore the foreign and concentrate on the American problems of race relationships. Bible content and the devotional emphasis predominate in Juniors and Pilot. Nature and the educational emphasis are found most evident in Pilot, Pioneer, and Trails for Juniors. All the papers have distinguishing elements which make them unique.

3. A Comparison of the Aims Revealed

The comparison of the general aims in these papers reveals that there are two which are fundamental to all; the first is to provide worthwhile reading matter which meets a vital need of juniors and, by substituting constructive literature for destructive material, to cultivate good reading taste; the second is to broaden the horizons of experience by enriching background and enlarging the boundaries of histor-

ical, geographical, scientific, and social information and through stimulating vicarious experience. The underlying purpose of Pilot, Juniors, Queens' Gardens, and Pioneer is the development of Christian character; the emphasis in Trails for Juniors being upon God in nature, it would seem that in these papers the purpose is the development of what one may term religious character.

The love for God as Father and Creator and the cultivation of the devotional life are specific aims common to all the papers. Special emphases are found in some papers and not in others. In specific attitudes towards God, Juniors and Pilot emphasize relationship to Christ, Juniors appealing both to Christians and to non-Christian boys and girls for the surrender of their lives, time, and talent to Jesus Christ as Lord and Saviour, Pilot appealing primarily to Christians for surrender of everything to Jesus Christ. Both stress being in harmony with God's will. On the other hand, the Presbyterian papers seek to develop a love for God as Father and for Jesus as Example and Friend. Trails for Juniors seeks to cultivate a sense of security in God's friendly universe for the religious attitude. In attitudes towards missions, Pilot, more than Juniors, seeks to develop a consciousness of missions, but the world-wide need of the Gospel of Christ is presented strongly in both. Trails for Juniors attempts to cultivate racial tolerance and understanding as the basis for international good will rather than for reach-

ing out with the Gospel to all the world. The Presbyterian papers stress social relationships with racial groups within America. The educational aim is particularly emphasized in Pilot, in Trails for Juniors, and Pioneer. The aim for application of the Bible to life and for the transfer into real life of the things learned is most prominent in Juniors and Pilot.

Specific goals which are common to all papers are the developing of attitudes towards God and others and of habits of cheerfulness and mental keenness. Juniors and Pilot emphasize attitudes towards self, the church, and life. The others emphasize social and group attitudes. Trails for Juniors stresses attitudes towards nature, and Queens' Gardens emphasizes personality development while the accent in Pioneer is upon sportsmanship. Vocational education is a by-product in the two latter periodicals, while in the other sets of papers it does not appear at all except potentially as the educational or missionary content arouses interest in special fields. The Presbyterian papers also attempt to develop the habits of mental alertness and the powers of logical reasoning to a greater degree than the other papers. In the devotional realm Pioneer, especially, stresses being sensitive to God's will in the universe, while Queens' Gardens emphasizes the development of a prayer life and the habit of meditation. Both these papers attempt to help the junior make the change into the adolescent group as easily and naturally as possible.

The aim of patriotism is found in Trails for Juniors, Queens' Gardens, and Pioneer. An aim not prominent in the others papers but strongly emphasized in Pilot is obedience to parents. The cultivation of the desire to be well informed on current scientific and economic affairs is emphasized in Pilot, Pioneer, and Trails for Juniors. All the papers stimulate to some degree interest and desire to study in the fields of science, history, and current events. The aim of denominational consciousness is found to a greater degree in Pilot than in any other paper.

This study, thus reveals that Juniors and Pilot are alike in their emphasis upon Jesus Christ as Saviour and upon missions as the solution to the problem of world relationships. Trails for Juniors emphasizes God, the Creator of a friendly universe, while the Presbyterian papers stress God as Father and Jesus as Friend and Example. On this basis it may be said that Trails for Juniors seeks to develop religious character and that the others cultivate Christian character. The aims common to all papers are the aims for the cultivation of reading taste and the broadening of experience.

4. A Comparison of the Educational Principles Applied

A comparison of the five papers reveals that two educational principles are at work in all sets. These two are basic to the operation of many of the other principles.

The first, the principle of life-centered teaching is basic in all papers because the life situations, the backgrounds and experiences, are those familiar to the child for whom the papers are written. The home, the school, the church, and the community life, whether it is that found in the country or the city, is typical. In Pilot, however, this principle is active not so much in the selection of background or setting as in the type of character portrayed. That is to say, the many stories of foreign countries have an unfamiliar background, but the characters are typical boys and girls of the junior age facing experiences basically similar to those in America. The principle of apperception is closely related to the principle of life-centered teaching and is found in all the papers wherever previous experience is the point of contact in teaching new factual information or new attitudes and habits.

The principle of enriching experience vicariously operates in all papers. Every story enriches the experience in some way; it may be in the development of an attitude or another character-building trait; it may be in the addition of factual knowledge or in the excitement of adventure in other lands. Perhaps it is in the realm of social relationships or in the area of religious growth. Anyone of these or more than one may be found in all stories and articles.

The motivation in the papers is primarily intrinsic for both readers and characters. Extrinsic motivation for

characters is found a few times in Pilot and for readers in Juniors. The aims in these papers are of wide scope, a fact which may account for these two types of motivation. To a certain extent in Juniors and Pilot, and usually in the other papers, the character, and consequently the reader, through vicarious experience, desires to form a habit, do a deed, or change an attitude because of the value in the thing itself. In Queens' Gardens and Pioneer the motivation is specifically the desire to bring God's Kingdom into the world as soon as possible. Juniors and Pilot, more than the others, use Bible verses as the basis for changing character, and usually these papers develop a love for Christ as the strongest type of motivation.

A variety in emphasis is found in the application of the principle of "doing". Juniors and Pilot are alike in stressing putting Bible verses into practice in everyday living. Trails for Juniors stresses types of activity and skills, as seen in the relationship between the stories and articles, where the story arouses the desire to make something and the article following tells how to make it. In Queens' Gardens the emphasis on "doing" is seen primarily in the devotional sections in terms of religious action for a better world.

The laws of learning operate in all of the papers, in some more effectively than in others. The law of repetition is most outstanding in Trails for Juniors and Pioneer.

The law of recall is most prominent in the quiz sections of Pilot and Pioneer. The law of readiness is effective in all papers wherever seasonal and holiday themes are stressed and therefore are most prominent in Trails for Juniors.

A few principles are unique to specific papers. For example, the principle of adaptation, though in the broader sense relates to the life-centered teaching principle, is found in all papers in the adaptation of setting and subjects to the needs and interests of a specific group; however, it operates in a special way in Queen's Gardens where personality problems of growing girls are discussed and where the needs of individuals are specifically met. Here, also, the principle of suggestion operates in the use of worshipful pictures to stimulate a worshipful attitude in the reader as he reads the meditation. In Pioneer it is also found in the quiz sections where by suggestion interest is aroused to look up additional information. The principle of visualization, though basic in the illustrations of all papers, operates uniquely in Trails for Juniors where whole articles consist of photographs and where the front-page picture plays such an important part in setting the tone of the issue.

Basic educational principles, then, are common to all the papers. Some, however, are more prominent in specific papers according to the methods used to reach the age group to which the paper appeals and according to the dominating purposes behind the periodical.

5. A Comparison of Teaching Values

The five sets of papers have much in common in their inherent teaching values. It was seen that all of them provide excellent discussion material for use in either the Sunday-school class or in a club meeting, because of their life-centered approach to everyday problems. In addition, all the papers contain devotional materials in one form or another which may be used in expressional meetings, although some provide more than others. Furthermore, the educational values in factual information are present in each periodical, and lastly all of them provide the teacher or leader with a picture of the personalities, needs, and interests of the boys and girls of that age group.

Several of the papers are similar in special emphases. For instance, Juniors and Pioneer are alike in containing devotional meditations, prayers, and Scripture which are usable in an expressional meeting or in Sunday school. Both papers provide materials for topics in society meetings, Juniors containing the "Junior Society" materials and Pilot providing ample mission study materials. On the other hand, Pioneer and Queens' Gardens contain prayers and meditations without Scripture passages, which are usable in group worship. In this respect, the poems in Trails for Juniors could be used for devotional purposes. In addition to their use in group worship, the materials in Juniors, Pilot, Queens' Gardens, and Pioneer may be used to train children in habits of daily private worship.

The wide variety of materials in these papers makes them valuable for resource material for the teacher. Collections of comics, jokes, poems, stories, activity suggestions, devotional meditations, and educational articles are usable in Daily Vacation Bible Schools, Week-Day schools, and summer conferences. Pilot especially provides excellent factual knowledge and is a source of supply for study in many educational fields. Poems are plentiful in Trails for Juniors and Pilot. The more educational quizzes are found in Pilot and Pioneer, while the shorter fun quizzes are found in all the papers.

From the standpoint of educational values and the motivation to further study, Pioneer, Trails for Juniors, and Pilot have much in common. In these papers articles on scientific, historical and current subjects present attractively factual knowledge which could be used to stimulate study, the making of scrapbooks for resource information, or the undertaking of some project or other creative activity in club work or in the church school.

The missionary education material is limited but ready for use in Juniors in the "Junior Society" feature. In Pilot it is much more abundant, but the materials need preparation for use in reports by the children themselves. The teacher may use the information to enrich her own teaching. The international and interracial emphasis in Trails for Juniors makes some of its material valuable as resource

material for studies in missions.

Usable activities are most prominent in Trails for Juniors and Juniors where a great variety of suggestions, simple and complex, are presented. Pilot suggests fewer activities but those given are more difficult and are presented in great detail. These activities may easily be incorporated into the church school program. Queens' Gardens also contains a few suggestions for handwork for the individual or group. The poems and shorter stories in Juniors, Pilot and Trails for Juniors are especially suitable for dramatic play.

In summary it may be said that educational values are primarily found in Trails for Juniors, Pilot and Pioneer. The greatest choice of activities may be found in Juniors and Trails for Juniors, Pilot and Queens' Gardens containing a few. Devotional materials are found mainly in Juniors and Pilot, Queens' Gardens and Pioneer also presenting some devotional materials. Missionary materials are at their best in Pilot and next in Juniors. The creative teacher may find countless ways of using these materials which have much to contribute to the curriculum of the church school.

D. Conclusion

The preceding study and comparison revealed that the subject matter of these papers, being centered in the experiences of junior boys and girls, is of vital interest to them and is social, religious, and educational in nature.

It was also discovered that, generally speaking, the aims are of wide scope, touching the needs in many areas of life, and that on the whole their primary stress is on the building of Christian character. Furthermore, the educational principle operating in the papers are those generally accepted by modern authorities as basic to sound educational procedure. And finally it was found that the teaching values inherent in the materials are manifold.

These facts would seem to indicate that the correlation of these papers as supplementary teaching material with the program in the local church school would without question be desirable. This correlation would have a twofold result. In the first place, it would enrich the church school curriculum, for these materials would contribute not a little to the factual content of the teaching materials already in use. In addition, the life-centered approach to junior problems, as found in the periodicals, would prove of inestimable value as a means of vitalizing both the Biblical materials and teaching procedure. Furthermore, the aims of the papers would supplement inadequate phases of the church school's goals. Then, too, the various methods of approach would give variety to the methods used in the church-school program, and finally, the supplementary use of these papers would result in an increase in the teacher's own knowledge of the pupils as well as an enriching of her teaching experience.

In the second place, a correlation of these papers

with the church-school program would improve the effectiveness of the papers themselves. Mere reading of the stories or articles does not guarantee their application in the daily life of the juniors. However, another contact with the material through reports, discussion or actual use in worship or other group activity - where group opinions are expressed and the material is seen in the light of personal experience - all of this would serve to increase its meaning and effectiveness. Some of the materials in the papers would be made more meaningful by being related to Scripture passages; others, by being discussed and summarized in the form of outstanding principles for conduct, could be made more practical. In those materials where little or no Biblical content is found, such as in Queens' Gardens, Pioneer, and Trails for Juniors, the consecrated teacher, by relating them to spiritual truth in selected Biblical passages and by adding aims which lead more directly to the child's relationship with God through Jesus Christ, may increase the effectiveness of the materials and give new and powerful meaning to this content which otherwise may lack the dynamic to develop Christian character in junior boys and girls.

In conclusion, then, it may be said that the teacher or leader of the boys and girls who read these papers should know their content in order to capitalize the teaching values inherent in the papers, thereby supplementing and enriching her own teaching as well as gaining an insight into the interests, needs, and personalities, of the children;

and that such a use of these papers would increase the effectiveness of the periodicals themselves and would generally improve and vitalize the program of Christian Education for juniors in the local church.

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