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A HISTORICAL SURVEY OF AVAILABLE MATERIAL
FOR MISSIONARY EDUCATION OF CHILDREN

By

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To my Father and Mother who through their lives of
devotion to God have inspired me to give
my life in service to Him.

HISTORICAL SURVEY OF AVAILABLE MATERIAL
FOR MISSIONARY EDUCATION OF CHILDREN

CHAPTER I

INTRODUCTION

A. The Purpose of This Present Study.

It is a readily recognized fact that missionary education today is very different from what it was when first attempted. The purpose of this study, then, is to make an historical survey of the available periodicals from the year in which we have the first extant materials to the present year with the purpose of discovering what the growth and development have been. It is a matter of interest to note the changes that have occurred, the frequency of such changes, the forces which caused them and the results in the nature of the materials.

B. The Importance and Interest of the Problem.

It is of value to religious educators to know what the progress has been in their particular field of study. Because missionary instruction is different from what it was a century ago, and because much of the materials used during that period are still available, the writer considered it of sufficient importance to make this study in order that it may be known what the development has been.

There were certain experiences which led to the writer's interest in this subject. While conducting a demonstration class with junior children at the Missionary Conference of Northfield, the writer's great interest in missionary education of children was stimulated by the remark of an observer, to the effect that she wished she had had the type of missionary instruction when she was young that children are enjoying today. The writer at once wondered just what her instruction had been.

Again this year, in endeavoring to interest a class of senior girls in missions, the writer was forced to stop and question what the former method of instruction had been, that it should cause a member of the class to say, "But I hate missions; I've never read any interesting missionary stories. They are all dry." It was found upon questioning the girl that she had not tried to read any missionary books, but had been told by her father that all missionary books were uninteresting, that he had never read any which were worth reading, and that the stories were the same now as they were when he read them. This again caused the writer to question what there was about the early presentation of missionary work which resulted in negative interest in missions. Thus when the librarian in the Missionary Research Library at Union Theological Seminary, New York City, discovered the missionary interest of the writer, and suggested that such a study be made because the materials

were available, she was ready at once to enter upon it.

The Missionary Research Library, which is housed in the Brown Memorial Tower of the Seminary, is the result of the efforts of many mission boards of America to assemble materials on all phases of missionary work, and it is perhaps the most complete collection of its kind in existence. It is rich in historical source materials and is well equipped with documents, books, bound reports, periodicals, and pamphlets.

It is astonishing that with so vast an amount of material available such a study had not been made. It is hoped that this survey will be of assistance to missionary leaders, enabling them to see that this great enterprise has been one of steady growth, and providing data for use in greater improvement in the field of missionary education in the future.

C. Preliminary Investigation and Findings.

1. Findings of a Preliminary Survey.

The writer found that there are at least two libraries in the city which have materials available for such an historical survey, the one mentioned above, and the Foreign Missions Library at the Presbyterian Headquarters in New York City. Both of these libraries have material dating back to 1843. The same series are found in both, though some are more complete in the Union Library, and others in the Presbyterian. The materials at the

Foreign Missions Library are all in bound form while many found at the Missionary Research Library are not. The former library has carefully catalogued their materials and access to them is easily made, but those found in the latter library are unorganized and unclassified. These two libraries have materials published both in England and America, however those recently published in America can not be obtained at the Missionary Research Library, for the reason stated by the librarian that such materials can be found in any missionary library and their interest is in those which are not so common. Of the twenty series surveyed, ten were found to be English publications, and ten American. The writer surveyed many of the denominational magazines published for the women's societies to discover if reference was made to their respective church periodicals for children. This survey assisted in determining the denominational character of many of the periodicals, and it was concluded from it that all of the American publications are denominational.¹ As a complete survey of the periodicals is desired, the writer is not limiting herself to the study of the publications of any one denomination.

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1. Cf. Bibliography at end of present study.

2. The Method of Delimiting the Field of Study.

A survey of all materials presented during these years would be too extensive for one study. It is seen that from the earliest available publications to the present, there are certain times of definite changes, but within each of these periods the materials are similar. Therefore those will be analyzed, which will be representative of that particular period. Examples will be presented in order to illustrate the types of material used, and the progressive changes. Missionary study units or courses will not be considered, but only the periodicals which were put into the hands of the child to read. Study units are of very recent date. The study materials of missionary societies will not be included, being outside the purpose of the present study. In the use of the term "children," the writer refers to that period of development covering the ages six to eleven, inclusive.

D. Proposed Method of the Survey.

1. Factors to be Observed in Surveying the Materials.

In a preliminary investigation the writer found these materials differed so greatly in their methods of presentation that there would have to be certain factors by which the periodicals can be surveyed. The determination of this survey standard will be reported in the succeeding chapter.

2. Analysis of the Materials.

A survey analysis of the materials will then be made in the light of the survey factors suggested. As the earliest periodicals were published in England, the first part of the analysis will be given to these materials. A survey then will be made of the American publications right up to the present year. A summary indicating the growth and development of these materials will conclude this survey.

CHAPTER II

**FORM OF ANALYSIS FOR THE SURVEY OF AVAILABLE MATERIALS
FOR MISSIONARY EDUCATION OF CHILDREN**

CHAPTER II

FORM OF ANALYSIS FOR THE SURVEY OF AVAILABLE MATERIALS FOR MISSIONARY EDUCATION OF CHILDREN

A. Introduction.

As a background for this study, four books of recognized authorities were read.¹ It was found from this reading that there are certain essential factors which must be considered in determining the value of religious education materials. Two of these educators consulted have contributed score cards which are well known for their use in evaluating the curricula of religious education.² These score cards will not be used as means for evaluating the missionary materials for this study, but have been used to determine the factors to be observed in the present survey.

B. Factors To Be Observed in Available Materials for Missionary Education of Children.

The analysis of the above sources to determine the features of missionary materials which should form the basis of the present survey revealed that the following

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1. Athearn, Walter S.: Indiana Survey of Religious Education, Vol. II, Part III.
Betts, George H.: The Curriculum of Religious Education.
Gates, Herbert R.: Missionary Education in the Church School.
Trull, George H.: Missionary Studies for the Sunday School.
2. Athearn, Walter S.: Indiana Survey of Religious Education, Vol. II, pp. 110-114
Betts, George H.: The Curriculum of Religious Education, pp. 343-349

factors should be considered; the mechanical features of the book, the content of the materials, and the style in which they are presented

If a child were given his choice of two books, would he not without a moment's hesitation decide on the most attractive one? Or, if there were no difference in outward appearance, what child would not readily select the one which attracted because of the arrangement of the pages, the interesting looking stories, or the appeal of the pictures? In studying missionary materials, though they be small periodicals, these features are of no less value. If missionary education is an essential part of developing Christian character,¹ then the method by which this education is presented is also of importance.

1. Mechanical Features.

a. The Type.

Is the size of the type desirable for a child, the print clear and distinct, the words placed far enough apart to be easily read and the leading wide or narrow?²

b. The Organization and Attractiveness of the Page.

The organization and attractiveness of a page mean

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1. Cf. Trull, George H.: Missionary Studies in the Sunday School, p. 51.

2. Leading is used to mean the distance from the bottom of a small letter in one line to the top of a small letter in the next line.

much in a child's book. How often a child is observed picking up a book and glancing through it, and because the pages do not look attractive, put it down and not read any of the stories. Therefore the arrangement of the pages is of importance. The appearance of the page will be considered, the margins, whether they are wide or narrow. Notice will be taken as to whether there are paragraph headings, spacing between paragraphs, and whether the titles of the stories are such as to attract attention because of their type and wording.

c. The Make-Up of the Publication.

What is the impression one receives from one's first glance at the periodical? Is the color pleasing to the eye? Is the booklet the size a child would like to handle? Is there something about the very appearance of the book which would give the desire to open it and read? Is there a picture on the cover, and if so, is it one which would appeal to the child? What is the quality of the paper used? These are all questions to be considered in analyzing the make-up of these publications.

2. Content of Materials.

This perhaps is the most important phase of the analysis, for though the mechanical features and the make-up were all they should be, and the content failed to impart the information and the instruction which would meet the needs of the child and create in him a love for and

interest in the children of other lands, the periodical would be better left unpublished. Therefore the following factors will be considered as the content of the periodicals is analyzed.

a. Materials for Information.

The features which will be considered here will be those which are presented to give information, such as reports of meetings, incidents recorded, and facts concerning missionary life. These will be surveyed to see if the knowledge they give is accurate, if it is within the interest of the child, if presented in a concise way, or in long paragraphs which the child would tire of reading. It will be of interest to note if the information given is that which the child should be told in order that his knowledge of missions be such as a child should have, or if it is beyond his realm of understanding.

b. Materials for Instruction.

Under this topic will be considered the purpose of journals, exhortations, and short articles which are used not so much to inform and interest the child as to instruct him. The questions will be asked as to whether this instruction given is correlated with the rest of the material, if it is related to missionary interest, if the exhortations used are those which children would understand and appreciate and which would have significant meaning to them.

c. Materials for Appreciation.

Here will be considered the stories, biographies, and letters which, though they may inform and instruct, are told particularly to interest the children. In analyzing the stories, it will be remembered that they should not be just stories, but told for a definite purpose, that of acquainting the boys and girls with their friends of other countries, of creating within them a love for these children, and producing in them the feeling that God is the Father of all and thus leading them to the experience of wanting to share Him with others. The writer in surveying these stories will seek to know if they meet these requirements. The question will be asked if they create feelings of mutual friendliness and respect, or if they arouse pity and condescension. The question will be kept in mind as to whether the good qualities of the people are stressed and as to whether care has been taken to avoid the use of stories which would tend to make persons of other lands objects of amusement, ridicule, or contempt. It will be noted if the stories emphasize the best in all peoples, or if they magnify the differences in dress, speech, living conditions and other non-essentials which would tend to cause the reader to feel superior to children of whom he is reading. The stories will be considered as to whether they are true to life, accurate, and create right impressions. Do the stories show the dark side of conditions, leaving the

child with the feeling of depression and sadness, or do they hopefully present the brighter side? In general,

Will the story help to give the child a sense of spiritual fellowship with the characters it portrays and stimulate a desire to work with them in carrying out God's purpose for His children?¹

Concerning biographies, it will be of interest to note how extensively they are used, and if they are such as would be of interest to children. Do they give the dark, hard side only of a missionary's life, and thus make the child feel he would not want to be a missionary, or are they such as would make the child feel there is also joy in being a missionary, and perhaps create in him a desire to be one. Is death prominent in the stories and biographies?

One is interested to know if letters are used, and if so for what purposes? Are they letters from children to children and thus easily understood by the child, or are they letters which have been written by adults and therefore contain words and terms which the child can not understand?

d. Pictures.

Since "good pictures are a great help toward clearer visualization of the scenes and incidents of mission work,"² special attention will be paid to the pictures used. Are they large or small? Are they colored, and if so,

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1. Gates, Herbert R.: Missionary Education in the Church School, p. 94.
2. Gates, Herbert R.: Op. Cit., p.101.

is it coloring which adds to, or detracts from, the purpose of the picture? Are they pictures which are true to life, or do they establish wrong ideas? Are they used as illustrations only? Are they artistic in their nature? Do they present awful and gruesome scenes which will make harmful lasting impressions on the mind of the child? Do they arouse the emotions? Are they pictures the value of which would depend on the understanding and interpretation of symbols? Are they pictures which aid the presentation of the facts?

e. Poems.

It will be of interest to note what use of poems is made, and with what results. Are they correlated with other materials? Do they have any definite contribution to make to the purpose of the periodical itself? Are they written in the language of the child? What pictures do they present? Are they poems, which, because of their beauty and simplicity, the child would want to learn? Do these poems tend to moralize or preach down to the children?

f. Supplementary Material.

As these periodicals are surveyed, the use of any supplementary material will be noted. Are any suggestions given for activities, such as handwork service projects? And is any Bible memory work suggested? Are there helpful suggestions offered for group leaders? Is all of the supplementary material correlated with the rest of the materials?

3. Style.

In all the written material the question will be asked, is it written for children, and for what age? Will the child of the particular age for which it is written be able to understand and appreciate the materials, whether it be stories, biographies, letters, or poems? Are the words used those which a child can understand? Are the phrases and sentences arranged in such a way as to make them easy for the child to read? Are the titles and subjects written in a large attractive style so as to create interest on the part of the child reader? Are the facts presented made more forceful because of the manner in which they are presented?

4. A Summary of the Factors to be Observed in Available Materials for Missionary Education for Children.

In the survey analysis of the available missionary materials which will be made in the following chapters, the factors as outlined below will be considered:

1. Mechanical Features.
 - a. The Type
 - b. The Organization and Attractiveness of the Page
 - c. The Make-Up of the Publication.
2. Content of Materials.
 - a. Materials for Information
 - b. Materials for Instruction
 - c. Materials for Appreciation
 - d. Pictures
 - e. Poems
 - f. Supplementary Material.
3. Style.

CHAPTER III
HISTORICAL SURVEY OF AVAILABLE MATERIALS
FOR MISSIONARY EDUCATION OF CHILDREN
PUBLISHED IN ENGLAND, 1843-1935

CHAPTER III

HISTORICAL SURVEY OF AVAILABLE MATERIALS FOR MISSIONARY EDUCATION OF CHILDREN PUBLISHED IN ENGLAND, 1843-1935

A. Analysis of Periodicals Published in England Between 1843 and 1890.

A careful and thorough survey of all available materials of English publications was made. It was found that all of these materials were so similar in the factors considered in the analysis, that one series was taken as typical of the early English publications.¹ The 'Church Missionary Juvenile Instructor' therefore was analyzed, since it dates back to 1843, the earliest date of any available materials, except only one publication in 1813.² During the period of seventy-two years, this particular series, which was discontinued in 1914, as far as the investigator can ascertain, underwent many notable changes. These will be recorded as the analysis of the materials is made.

1. Mechanical Features.

a. The Type.

The type in these books is unusually small. The print is smaller than an adult would choose to read. The words are placed close together and the leading is narrow.

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1. Cf. Chapter I, p. 4.

2. The only available publication in 1813 is The Missionary Registrar.

The print however is clear.

b. The Organization and Attractiveness of the Page.

The pages of these books have a crowded appearance. This is because the type is small and the leading narrow. There is no wasted space on any page. One story follows very closely upon another. The titles of the stories or incidents are in the same sized type as the stories themselves. Often the first sentence of a paragraph is on the same line with the subject; an example of this is:

Cumberland Station.-This out-post is situated at a distance of 500 or 600 miles from the headquarters or the Mission, and the only labourer has been a native schoolmaster, Mr. Henry Budd.¹

There is nothing startling about the appearance of this paragraph which would arouse the child's interest to read. Usually the story is headed with a title, but often it is not one which would appeal to children. For instance, "The Affghan Missionaires in Kafirestan," and "Brief Memoir of Charlotte Bell".² Some of the paragraphs are very long. A few of the stories, even the longest ones, are one paragraph in length. The pictures, of which there are few, are found on the page opposite the written account.

c. The Make-Up of the Publication.

Although some of these books are bound, they were not presented to the children in bound form, so that the

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1. Church Missionary Juvenile Instructor, 1845; p. 65.

2. Ibid, 1843; p. 97.

consideration of the type of binding will not be made. The periodicals of these early years were all very small. The first, published in 1843, were the smallest. The growth in size during this period of years was gradual. During the forty-seven years there was a change in size from 3" by 4½" to 6" by 7½". The investigator assumes that the covers of the bound copies were characteristic of the covers of the monthly periodicals as they appeared.¹ These were very unassuming in appearance. They were mostly green in color and were often referred to as "The Little Green Book." The titles of these early publications were not such as would appeal to children. What would the words "Juvenile Instructor" mean to a child? The picture on the cover is indistinct and can not be made out, but is described in a later number as "A missionary in a kind of swallow-tail coat standing under a palm tree and preaching to a crowd of black people".²

2. Content of Materials.

a. Materials for Information.

The word 'information' is here used to designate the material which is presented for the purpose of giving the facts concerning mission stations and missionaries, other than that imparted by the stories which are told more to entertain the children. It is found that there is a great

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1. The Round World, 1907; p. 3.
2. Ibid, p. 2.

a great amount of such material. The analysis shows that no one country was chosen for study throughout the year, but during the course of one year information was given with reference to many mission stations. In 1845, for instance, facts were presented concerning missions in West Africa, East Africa, Calcutta, Madras, Bombay, Ceylon, New Zealand, British Guiana and North West America. These were not presented each, a month at a time, but information regarding them was given all through the year. This method of presenting information appears confusing for children.

The information given concerning the mission stations is not that which would particularly interest children, such as the customs of the people of a particular field, their modes of living, and other interesting phases of their lives. Children were presented with facts which are of interest only to adults. This may be seen in the following:

The Niger Mission is now under the care of Bishop Samuel Crowther. The Niger Mission was undertaken in the year 1857. Two native clergymen and five native teachers from Sierra Leone, were then enabled to establish themselves at Onitsha, at Gbegbe, and at Rabba. The Mission at Rabba, has since been relinquished. In 1861, Akassa was occupied, and the bishop has arranged to commence a Mission at Idda.¹

It is evident that such information is of little interest to young children.

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1. Church Missionary Juvenile Instructor, 1865; p. 137.

Only the dark side of missionary life is revealed, and death is very prominent. No child would want to be a missionary if he knew no more concerning missionary life than the information given in these books. They are told of the perils through which missionaries must pass before they can even reach their field, and the only picture presented of their lives on the field is that of danger and hardship. This may be seen in the following which is illustrative of the information given concerning the lives of missionaries:

How great the honour of those missionaries who dwell among the Africans, to point them the way of Heaven. But how great the hazard to their lives! Their success is full reward, but now we will tell you of their dangers. In 1823, twelve missionaries of the Church Missionary Society died within the space of eight months. During the first nineteen years of the society's labours in Sierra Leone, there died 54 out of 89 missionaries. At some seasons indeed death has so thinned the ranks of these Christian labourers, that their flocks were again and again like sheep without a shepherd. Still, since they were successful in bringing many souls to Christ, though their lives were shortened by the diseases of the climate, they did more for Christ in the short space allotted them in Africa than is done by multitudes who spend almost a century of years in the midst of Christian society at home.¹

If missionary life were not made any more attractive than that portrayed in this, any child would shrink from the thought of being a missionary. This is but one of many references which could be cited.²

One other bit of information presented each month

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1. Church Missionary Juvenile Instructor, 1844; p. 203
2. Ibid, 1865; p. 153. 1855; p. 277. 1864; p. 213

was that of the financial situation. It was presented as illustrated by the following:

Juvenile Society Reports.¹

St. Andrew's Juvenile Missionary Society.- The sixth annual Meeting was held in the Secession Church, on Friday the 30th of January, when the funds were allocated as follows:-

To the Mission to Old Calabar-----	100.
To the Synod's Home Missions-----	100.
To the Mission to the Jews, (Free Church)-----	100.
Balance on hand-----	<u>16.</u>
	316.

Attention is called to the word 'allocated', which a child would not be apt to understand, One wonders how such a report could be of interest to children. Nothing is said as to how the money was raised, nor any suggestions made to the readers by which they could raise money.

b. Materials for Instruction.

It is of interest to note how much space is given in a monthly missionary periodical for instruction pertaining to that which is foreign to the subject to missions. It is evident that every opportunity was taken advantage of to instruct the child in religious teaching. This was accomplished by the use of journals and short articles, including exhortations. Examples of each of these will be presented, the characteristics of which will then be discussed.

Excerpts from a diary usually prove to be of

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1. Church Missionary Juvenile Instructor, 1846; p. 237.

great interest, but one wonders how much interest a child would have in a diary which was used only for the purpose of instructing. This seems to be true of all the journals found in these early publications. For example, a short article on the subject "Cast Thy Bread on the Waters", contains a journal used to illustrate the point that the Word once preached would not return void. From the journal the reader learns that the Rev. J. Smitherst is relating an experience he had when journeying alone. He found a group of Indians eager to see him and hear him speak, and upon inquiring found that a missionary had sometime before been passing through this territory, had preached a little and gone on. However, two young boys had understood enough to know that the Gospel was a new message, and became eager to learn more. They had tried to live changed lives but knew little of the new way. Thus when another missionary arrived, they eagerly grasped what he had to say.¹ The application made was that the children, members of the Juvenile Society, should do all they could to preach "The Word", and that sometime, somewhere it would bear fruit.

The exhortations made are interesting only to us as adults because of the teachings presented to children. Often there were series running for several months on the subjects of prayer, influence, and the right kind of living.

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1. Church Juvenile Missionary Instructor, 1843; p. 73.

The story is told of the unusual influence one girl had and of what she was able to accomplish before her untimely death. This is followed by a paragraph entitled, "I Want Influence", in which the children are told they have influence, and the point made is that they use it for God. It is as follows:

Say not that you want influence. You have it. You must dwell in the desert, silent and alone not to have it. You have more than you think. Ah! you complain of the want of it: consider whether some may not complain of your evil use of it. Correct yourselves on this subject, and hold what you have as stewards for God. All possess this invaluable talent. I have known a child of seven, the instrument of converting one parent, and of bringing both under the means of grace.¹

The children are often urged to work for and give to missions, not because of the joy it will give them in helping others, but rather from a sense of fear as expressed in the following:

Children ought to do something to spread the Gospel. If they do not, they are as surely guilty as if they were lying, or stealing, or taking the name of the Lord in vain. You have many, many neighbors at home and abroad who, every day of your life, are losing their souls forever, and if you are not doing what you can to save them, how will you meet them when 'we all appear before the judgement seat of Christ'?²

To tell a child that it is as wrong for him not to spread the Gospel, as it is for him to take the name of the Lord in vain, is to make him feel that he is continually sinning, for what little child feels that he can actually do much to

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1. Church Juvenile Missionary Instructor, 1845; p. 70.
2. Ibid., 1846; p. 6.

spread the Gospel, or that he can be the means of his neighbor's salvation? Those who were taught thus must have lived in fear that they would be held responsible for that which they could not actually do.

For several months a series of exhortations would be given on such subjects as 'The Truth about Christ the Means of Conversion', '--of Peace', '--of Sanctification', and '--of Happiness at Death'. Each of these present splendid truths, and would be sources of great inspiration to adults, but they are all beyond the spiritual comprehension of the child. In the message on Sanctification, for instance, difficult passages in Romans are quoted, and the children are urged to read and study them. The exhortation as presented would be difficult for adults to understand, and one can scarcely believe that such truths were taught to children.

It is then seen from the analysis of the material for instruction that every opportunity was seized to 'preach' to the children, and that private journals were often used to 'drive home the point'. It was found that the instruction given was beyond the understanding of the child, and that the motive for service was fear, rather than love.

c. Materials for Appreciation.

In speaking of materials for appreciation, the writer refers to such which does not particularly instruct, or inform, as that above, but which through the stories, letters, and biographies, furnish reading which will inter-

est the child, and entertain him as well.

(1) Stories.

An analysis of the stories told reveals two prominent characteristics; first, that practically all of them are stories concerning death, and in the second place, that from most of them a moral is drawn. Some of the subjects and parts of the stories would be of interest to the children, but to most of them is added enough of death, or of the moralizing element that the child might soon lose his interest. There is very little conversation used. Many of the stories are of such value that if they could be read by adults and told by them to the child, they would be benefitted, but written as they are, they would be difficult for a child to read and understand. Few stories were told which could not be included in the sections previously analyzed, either materials for instruction or for information. Stories for appreciation were few in number. There were no serial stories during this period of years.

(2) Biographies.

Although incidents in the lives of the missionaries are often quoted, few actual biographies appear. Those which are given are of the lives of the natives, and usually of the young girls and boys who died in their youth. An example of this is seen in the following:

Brief Memoir of Charlotte Bell

At the early age of fifteen years, this poor African girl, was called from this early scene.

She was not long ill. Consumption laid its hand upon her, and soon her form wasted, and her strength departed. Previous to her illness, she manifested no religious feeling; but when afflicted the Lord brought all her sins to her remembrance, and she saw and felt her pressing need of her Savior. She was a thoughtless girl, of a lively disposition, and fond of dress, and who seemed to be far from the Kingdom of God: but God who was rich in mercy had given her pious parents, and placed her under religious instruction, and at length sent affliction to humble her, and prepare her for a better world. -- Her Bible was her constant companion during her affliction. From the first it seemed to be impressed upon her mind that she should not recover, and therefore by God's grace she prepared for the worst. She assured her parents that though weak in body she was strong in the Lord and that the sting of death had been taken away.

All of the biography will not be given here, but it should be observed that it closed with the following words:

Early in the morning she called her parents to her and said she was going to a happy place and that they should not mourn for her. She repeated four favorite lines, then was silent; and after a few moments ceased to breathe. The next day she was committed to the grave, "in sure and certain hope of a joyful resurrection to eternal life;" amid a vast multitude of relatives, young companions, and schoolfellows lamenting her loss.¹

This was followed by a lengthy paragraph urging the boys and girls to give their hearts to God while young, in which is revealed the purpose of the frequency of such biographies.

(3) Letters.

Realizing children's love for receiving letters, even in an impersonal way, such as through periodicals, one is happy to find to what extent letters were used. But an

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1. Church Juvenile Missionary Instructor, 1846; pp.101-105.

analysis of them causes one to wonder how much they could have been appreciated by the children for whom they were intended. Often they were written by adults, and thus like the stories, journals, and articles, related facts which were totally foreign to the interests of the child. Letters from missionaries to their families were often presented telling of the difficulties under which they worked, and of the conditions of the field. The following extract of a letter is typical of the letters so often found in these early periodicals.

In 1844 I entered upon the charge of the Paneikullam and Panneivilei districts. At that date there were in Paneikullam district 400 native Christians, and in Panneivilei district 800 native Christians. Heathen in various parts of the district have been persuaded to destroy upwards of forty devil temples, and all the idols in them. I have been permitted, at different times, to establish sixty schools for the instruction of Christian, heathen or Mohammedan children. I have built sixty-six churches of different sizes.

The following lines are added at the close of the letter:

Surely the Lord hath wrought mightily, for His Name's sake, that it might be honoured by the heathen among whom the missionaries dwell. And, dear children, He will do greater works than these, and we--we, His people--shall rejoice.¹

A few letters were written by children and yet it seems incredible that such letters could be attributed to them. They clearly indicate the type of teaching they had and the terminology with which they were taught. The

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1. Church Juvenile Missionary Instructor, 1864; p. 211.

following was written by a girl thirteen years of age, who had been in school in Sierra Leone, to a missionary who had been called to another station:

I am very sorry to say that you are going, now Mam; but as you are not sent to teach only few, but to every one we can not help it. We are not able to stop you Mam; but by God's assistance I shall remember you in prayer, and I hope I shall see you again. But the instruction you have instructed me may take deep root in my heart; and may God bless the teaching and increase the learning more and more: and as I am not able to thank you Mam, may the Lord prosper you in your work, and I hope you will remember me in your prayer. I cannot forget you, and may God add His blessing for Christ's sake! ¹

Such a letter may have been of interest to girls of the same age, but it is doubtful if young children for whom the periodicals were also written would be interested.

d. Pictures.

Few pictures were used during these early years. In 1843 there was none, two years later there were five. There was a gradual increase in the use of them until 1890 when there was an average of at least one a month. Most of them are full sized, but at best are small, because of the size of the pages. None of them are colored. They are all purely illustrative, and are placed on the page opposite the story they illustrate. However, most of them are such that the child looking at the picture would not care to read the story. Many of them are bloody scenes, such as missionaries

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1. Church Juvenile Missionary Instructor, 1843; p. 165.
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being devoured by animals. The awfulness of idol worship is vividly portrayed. There is no beauty in them, nor is there anything about them which would enrich the life of the child. Many of them are repulsive and would leave undesirable impressions on the child's mind. None of the pictures show the interesting phases/of the lives of those studied, but all reveal the terrible conditions in which they live. Considering the type of picture used it is well that they were not more abundant.

e. Poems.

The analysis of these materials show that poems were used considerably. On the last page of each periodical there is found a poem of five or six stanzas in length. Occasionally other poems of perhaps four lines are used. The first feature one notices in surveying the poems is the titles. They are of such a nature that one wonders after reading them if the children would care to read the poems, for most of them are such as would not attract the interest of a child. A few examples are: "To Whom Shall I Go?"¹ "Blessed are the Dead Who Die in the Lord"²; "The Second Advent"³; "The Broad and Narrow Way";⁴ "The Way of the Cross"⁵ and "Send Us the Bread of Life".⁶ One wonders if such titles could possibly have meaning to children. What could the

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1. Church Juvenile Missionary Instructor, 1855; p. 144.
2. Ibid. 1845; p. 191.
3. Ibid. Ibid; p. 352.
4. Ibid. 1844; p. 231.
5. Ibid. 1856; p. 160.
6. Ibid. 1864; p. 192.

word "Advent" or the expression "the Way of the Cross" mean to them?

The next characteristic one observes is the length of the poems. All of those, the titles of which are quoted above, are five or more stanzas in length. These would be very difficult for very small children to try to memorize.

One cannot read the poems without noticing the abstract words and expressions used. Many of them a child would have to skip over and thus lose much of the meaning of the poem. Such words and expressions as the following are typical: redeemed, vale of tears, holy incense rise, ransomed throng, covet, guilty conscience. To the average child these words would have little if any meaning, and he would not be interested therefore in reading poems he could not understand.

Some of the poems are suggested for use in singing. Many of the thoughts are fine, but so worded that as the children sang they would have no idea what they were singing. The following is given as illustrative of the songs:

Lord! can a simple little child like me
Assist to turn the world to Thee,
Or send the bread of life to hands
Stretched out for it in heathen lands.

Will this poor mite I call my own,
Lead some lost Hindoo to Thy Throne,
Or help to cast the idols down,
Which 'midst the groves of Java frown.

Oh! yes; although this gift be small,
Thou'lt bless it since it is my all,
And bid it swell the glorious tide,
By thousand of Thy saints supplied.

Yon mighty flood which sweeps the plain,
Is fed by tiny drops of rain;
And ocean's broad unyielding strand,
Consists of single grains of sand.

Thus may the offerings children bring,
Make Gentiles bow to Israel's King,
If owned to that resistless power,
Which curbs the sea, and forms the shower.¹

The purpose of the poems seems to be two-fold: to preach a sermon to the children in the form of verse, and to present the need of those across the waters. Often in a short paragraph a sermon is preached or an exhortation made, and is followed by a poem on the same subject. For instance, there is a sermon given on the subject of children being saved. The words "Let Him that heareth say, come" are used as a basis for the sermon. The story is told of a little two-year-old boy who was dying, and who repeated over and over again the words, "Come, children, come!" He said it to each member of the family as he kissed them and when asked where they were to go, he replied, "To heaven." The words were still on his lips as he "uttered his last breath and the fluttering spark of life went out."² At the close of the little message the following poem is given.

Come, little children, come,
Why will you stay away,
And listen to the hum
Of folly day by day,
When Jesus' voice is heard to tell
That He will save your soul from hell?

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1. Church Juvenile Missionary Instructor, 1844; p. 200.
2. Ibid. 1855; p. 191.

Come, little children, come,
Because the time is short:
No matter where or how
You find your idle sport,
In Jesus Christ are pleasures more
Than all you ever found before.

To Christ, the Lamb of God,
Bid heathen children come,
For His most precious blood
Hath their salvation won.
Since such a price for sin He paid,
Oh, let them come, nor be afraid!

Come children, all and learn
The riches of His grace,
Lest at the Lord's return
You weep to see His face,
Instead of welcoming with songs
That Friend, to whom all praise belongs.¹

The poem just quoted is typical of many. Fear is made very prominent, as suggested in the lines, "because the time is short", and "lest at the Lord's return you weep to see His face." The thought of hell is found in many of the poems, as suggested in the last line of the first stanza of this poem. Throughout all of the poems the children of other lands are referred to as "heathen", as is found in the second line of the third stanza. Attention might also be called to the difficult expressions found here, such as, "save your soul from hell", "His most precious blood hath their salvation won", and "the riches of His grace".

There are several features to be noticed in the poems which are of particular missionary interest. Nothing is said about the children as friends of other countries, or

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1. Church Juvenile Missionary Instructor, 1855; p. 192.

of brothers and sisters across the waters, but they are always referred to as the heathen children; there is no beauty pictured; instead, all is dark and gruesome. Death is very prominent, and is usually presented in such a way as to make the children fear it. The following portions of poems are characteristic of these facts:

Helpless through lack of vision,
The heathen nations lie;
And through our indecision
We're leaving them to die.¹

'Tis the moan of millions dying;
Lost in sin's dark gloom they stray.²

A summary of this survey of poems shows that at least one poem was presented each month, that the titles are hard to understand and that there are many words and phrases used which children can not comprehend. It was found that most of the poems were quite long, that some of them were introduced as songs. The poems seem to fall into two groups, those which have a missionary appeal, and those through which sermons were presented. There are certain characteristics of both groups apparent: fear and death are very often emphasized, the dark side of missions is presented and the word "heathen" occurs often. From the survey of these poems it is felt that they are beyond the comprehension of the average child.

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1. Church Juvenile Missionary Instructor, 1865, The Heathen,

p. 128.

2. Ibid. 1864, "Come Over and Help Us." p. 120.

f. Supplementary Materials.

The survey revealed that there were no supplementary materials offered during this period of time.

3. Style.

The style in which these materials were presented may be seen from the illustrations given. Words, terms and phrases beyond the knowledge of the child were used, also facts told which would be of little interest to them, and incidents related which they could not understand. Little can be said concerning the appropriateness of the material to the age of the child, for it is not stated for what age group it is intended. It is apparent that these periodicals were not graded. The readers are often referred to as, "my dear little child", which might indicate the books were intended for the very young, but the style, as well as the materials, would lead one to feel that they were meant for those of at least intermediate age.

4. Summary of Analysis of Materials.

An analysis of the available periodicals published in England between 1843 and 1890 revealed that the type and leading is poor, the material not well organized, the pages not attractive, and the general make-up of the book not desirable.

It was found that the material may be classified under the following topics:

- a. Materials for Information
- b. Materials for Instruction
- c. Materials for Appreciation
- d. Pictures
- e. Poems.

There were few stories for appreciation, and those presented for instruction and information were beyond the understanding of the child both in material and ⁱⁿ the style of presentation. The poems quoted were not within the realm of the child's thinking, and death was a characteristic note. The pictures used were all illustrative and not interpretative, and they contained no beauty, but rather presented dark and awful scenes.

B. Analysis of Periodicals Published in England Between 1890-1935.

It is both surprising and interesting to note that the transition in these periodicals was not a gradual one, but quite sudden. Between the years 1843 and 1890 they had increased slightly in size, but the print remained practically the same, and also the content. However, in 1890 the periodicals took on new form, having changed in size, color, and content, and now being called The Children's World. There are no materials of this particular series available since 1921. This may indicate that they ceased to be published in that year. Running parallel with the Church Juvenile Missionary Instructor was another series, called the Juvenile Missionary Herald, the publication of which began a little later. In 1909 it also was transformed,

becoming practically the same size as the Children's World. It is still being published. Therefore, because the Children's World is a continuation of the periodicals previously analyzed and because the Wonderlands brings us up to the present time, these two series will be presented as materials typical of the period 1890 to 1935.

1. Mechanical Features.

a. The Type.

In 1890 the type was much larger than that previously used and the print more clear. However, since that time there has been a gradual improvement in the type, print, and leading, so that now they are of the best, the type being clear and the leading such that the page is easily read.

b. Organization and Attractiveness of the Page .

Beginning in 1891 the double-column pages were used which has continued up to the present. The same width margins in use now began then. Stories for the first time were headed in such a way as to attract attention. There was progress in the attractiveness of the page, as they took on a less crowded appearance. Extra sketches and little pictures were added not only as illustrations, but to add to the appearance of the pages.

c. The Make-Up of the Publication.

Since the first abrupt change the periodicals have gradually grown until now they are of a desirable size for

boys and girls to handle, not small and insignificant in appearance, nor too large for convenience. Some years there was a different picture on the cover each month, and then, again, the same one was used throughout the year. The attractiveness of the periodical was greatly improved by these pictures which were large, clear, and distinct, and sometimes colored. The first colored ones appeared in 1919. The paper is smooth and white. The changes in the names of the periodicals have been interesting, from the Church Juvenile Missionary Instructor, which could have little or no meaning to children, to Children's World, then the Round World, and finally to Wonderlands. In the editorial of the first number each year, after the change was made, the children were told why and how the change had been selected. Beginning with the Wonderlands in 1909 advertisements on the inside of the front cover and on the back were seen. These are also found in the present issues.

2. Content of Materials.

The difference in the amount of material published each month during these two periods is very noticeable, The periodicals being so much larger would lead one to think that there would be an increase in material, but analysis shows there is less material published monthly than before. The same subjects as were seen in the first period were covered, and supplementary material was added, but there was not so much material given under each subject.

a. Materials for Information.

The information imparted during this period was not through the stories as previously done, but through short articles often confined to just three or four sentences. Each month there was a page devoted particularly to information, which was given under such subjects as, 'At Home and Abroad', 'Here and There', and 'Many Things'. Here in a concise manner are stated facts concerning missionaries, mission stations, and interesting information given in regard to the customs of the people. This information is all of interest to children and told in such a way that they would enjoy it. In the early years of this period death is still quite prominent, but it gradually becomes a subject of the past. An example of this information as stated above is given as follows:

Miss Goodell, of the Female Institution at Lagos, now to be called the C. M. S. Seminary for girls, tells of such delightful afternoon parties she has been having for the parents of her African pupils. The ~~boards~~ made the cakes, and waited on the company. Miss Goodell showed the mothers needle-work of their daughters. She asked them to come to a party like this every month, and they answered in their own language they would like to come every week. They have Bible reading and prayer, and sometimes singing. ¹

Here is another illustration of a still later year:

Agra is a large and beautiful city, with a long established mission; Angul is a small town with a new work only just begun. The workers at

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1. The Children's World, 1891; p. 29.

both these stations have the same end in view and the same hope of success. They will be glad to know that you are thinking of them. Perhaps you will search for those places on the map of India, and learn more about them. Then in preparation for next month try to think of some of our stations whose names come under "B".¹

b. Material for Instruction.

The space devoted to instruction is comparatively small. The journals of which there were few, were not presented for this purpose, but merely to give interesting information concerning events in the life of missionaries. Nor were exhortations used as before. Each month one lesson was presented and always in a very interesting way which would appeal to the children. For instance in 1891 the story of the "Five Loaves and Two Fishes" is told, and an application made at the end, but it is related in such a way that the boys and girls would not feel they were being preached to, but rather were being told an interesting story. The story was approached from the arithmetic point of view. The facts were stated which told of Jesus and the disciples and how the people came in great crowds and were hungry; this was referred to as 'addition'. Then it was told that a small boy appeared who had a little lunch and who gave what he had to Jesus; this was 'subtraction'. Jesus blessed it, which 'multiplied' it, and 'divided' it with all who were there.² This was a story told for a purpose of spiritual instruction,

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1. Wonderlands, January 1931; p. 10.
2. The Children's World, 1891; pp. 34-35.

and yet done in an effective way. Nothing like this had been seen in any of the earlier years.

In January 1931, there appears the interesting article entitled "What are You Going to Be?" This title would attract any enthusiastic boy or girl. The lives of great heroes and of missionaries are told in a fascinating way and then the question asked, "What are You going to be?" In this most interesting presentation the children are urged to give their hearts to God while young and decide to live for Him. They are not frightened into it as is the case in the earlier numbers, but made to feel it is the big and noble thing to do.

The instruction given on prayer is concrete. Beginning in 1901, at the close of each monthly periodical, are given suggestions for prayer based on the stories which had been told in the same issue. Thus the children were familiar with the subjects for prayer. This has not been continued up to the present, but helpful talks on the subject of prayer appear. During the year 1934 a portion of a page was devoted each month to The Wonderland's Prayer Corner in which are found short articles on prayer. Prayers appropriate for children are also given. The following is a prayer for boys:

Oh God, give me clean hands, clean words, and clean
thoughts;
Help me to stand for the hard right against the easy
wrong;
Save me from habits that harm;
Teach me to work as hard and play as fair in Thy sight
alone as if all the world saw.

Forgive me when I am unkind, and Help me to forgive
Those who are unkind to me;
Keep me ready to help others at some cost to myself;
Send me chances to do a little good every day, and so
Grow more like Christ.¹

Such prayers and helpful talks on prayer, as found during this period of years, were not found previously.

c. Materials for Appreciation.

(1) Stories.

The transition of the stories used has been more gradual than some of the other material presented. It was 1907 before the stories were presented for appreciation as well as for instruction and information. It was 1920 before the same type of stories as is told today was used to any extent. Here also began the first serials. These stories are headed with such titles as would appeal to boys and girls, as for example, 'The Fairfax Family and the Twins', 'The Haunted House at Huxtable' and 'The Brown Box'. Death is no longer prominent, and though the stories are of such a nature that morals can be drawn, they are not, and thus the former type of preaching stories is past. Much conversation is used and is interesting. Most of the stories told would be of interest to boys and girls of junior age, but in each of the recent publications are found pages for the smaller children. The serial numbers are all of interest, holding suspense and not running too long.

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1. Wonderlands, November 1934; p. 170.

(2) Letters.

Few letters are found except those from the editor to the children, and their replies to him. Occasionally letters from missionaries appear. There are no letters from children to children.

(3) Biographies.

It is found that there were no biographies used in the later period of years.

d. Pictures.

One of the most interesting changes has been in the type of pictures presented. In place of the unattractive pictures, portraying danger and bloodshed, are found pictures of beauty, full of action, and which tell of the customs and lives of the people. All of the stories are well illustrated. There is a picture on nearly every page instead of one a month. None of these pictures are colored. The pictures are so interesting that a child looking at them would at once want to read what was said concerning them. There are pictures of boys and girls, of animals, nature scenes, and views which reveal the living conditions of the people. Most of them are full-sized, but some are used to fill in the corners of the pages and do not in any way detract from the appearance of the page. The number of the pictures used and the character of them are such, that if the children had only pictures, they would secure a fair idea of the countries which they represented. The pictures

of the children would cause those looking at them to love them rather than to create a feeling of unfriendliness.

e. Poems.

The poems were not found to be used any more extensively than before, but they are of an entirely different nature than those of the first period studied. This was found to be true in the first year of this period, 1891. For some time the wording of the poems was too advanced for children, and terms used which would be difficult for them to understand, but their character was very different from what had been seen previously. There was a gradual change from the very serious type to that which is now found, poems which have beauty and meaning and are simple enough for children to understand and appreciate. The following poem is illustrative of those found early in this period:

We are children of the King,
And His praises we will sing -
The Saviour-King who died:
While His love we gladly own,
How we long to make it known
Throughout the whole world wide!
'Twas for His life He gave,
Shed His precious blood to save,
Brought peace and pardon freely down;
And to those who trust His word,
And accept Him as their Lord,
He'll give a glorious crown.¹

Though this is very different from those previously analyzed, there are still aspects of it which would make it difficult

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1. The Children's World, 1891; p. 148.

for children to understand. In contrast, the following poem, of very recent date is written in words and terms familiar to children, and is very personal.

Heavenly Father, day is done,
And the quiet night begun.
Thou hast kept me through the day,
Keep me through the night, I pray,
And dear Father, while I share
In Thy tender, loving care,
Help me every day to be
More and more a child to Thee.¹

f. Supplementary Material.

In 1891, the first year of this period of our study, is found the first supplementary material. One page was given each month to this material. The chief characteristic of this interest was that of competitions. Questions were asked concerning the facts told in the stories, the answers of which were to be mailed and sent to the editor. Those who had won were then mentioned in the next month's issue. Supplementary Bible work was also suggested. Gradually other types of material were offered, such as scrap books, painting pictures, ways of making toys and games which are used in other countries. In some were suggested programs which could be used in a missionary service. This material is all well correlated with the subjects discussed in the same month in which the material is found. In some numbers were given the names and addresses of many of the missionaries and suggestions made that the children

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1. Wonderlands, August 1934; p. 122.

write to them. Such material is a helpful addition to the periodicals.

3. Style.

The style of presentation differed considerably from that of the former period. Words, terms and phrases which are more familiar to children were used. The material was appropriate for children of junior or intermediate age, and there is also a page or two each month devoted to very young children.

4. Summary of Analysis of Materials.

An analysis of the available materials published in England between 1890 and 1935 reveals that the change in type, print and leading was sudden, all being much larger than that previously used, but from then on a gradual development was seen, until about 1920, when the present style was first used. The periodicals are a desirable size, with an attractive cover; the names given to the periodicals are the type which would appeal to children, and beginning in 1909 the periodicals had advertisements on the covers.

The materials for instruction and information are not found in story-form, but in short paragraphs, with facts presented in a concise manner. There are many stories for appreciation, but few letters and biographies. The first story serials were presented during this period. The pictures are attractive, full of life, and splendid for

presenting the customs of the people. The poems still contained words and phrases difficult for children to comprehend, but the character had undergone a complete change. They contained beauty and were of such a nature that children would enjoy reading them . There is a large amount of supplementary material suggested. As a rule, words, terms and phrases were used which were familiar to children.

CHAPTER IV

ANALYSIS OF AVAILABLE MATERIALS FOR MISSIONARY EDUCATION
OF CHILDREN PUBLISHED IN AMERICA FROM 1876 to 1935

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ANALYSIS OF AVAILABLE MATERIALS FOR MISSIONARY EDUCATION OF CHILDREN PUBLISHED IN AMERICA FROM 1876 to 1935

A. Introduction.

An analysis of the materials published in America reveals that the first series which was published for a long continuous period of time began in 1876. There were a few series earlier than this which were published for only two or three years and then discontinued. These were included in order that a complete analysis might be made. However, due to the fact that they were so soon discontinued, they will not be presented as typical material of the American publications. The series which began in 1876 is still being published although its name has been changed three times. It appears respectively under the following titles: "Children's Work for Children", "Over Sea and Land", and is now called "Missionary Mail". The analysis of these materials will be presented. As this is a complete series, it will be helpful to note the changes which have occurred during the period under consideration.

B. Analysis of Materials on the Basis of Factors Observed.

1. Mechanical Features.

a. The Type.

The study of the type and print of this series is of interest. In 1876 when the first magazine was pub-

lished the type was very large, almost too large for children of junior age to enjoy. The print was clear and the leading excellent. This continued for four years and then the magazine suddenly appeared with much smaller type, and with the print less clear. In 1890 after a period of fourteen years, there was a slight increase in the size of the type. During the next two years an effort was made to publish a much better magazine, which resulted in the type being very large and the print unusually clear. This was perhaps the most notable change in the magazine during these two years. However, a magazine of this quality apparently proved to be too expensive, for the series now called Missionary Mail appeared in a four page paper with very small type, although the print was clear. The small type in this large sheet gave it a very "grown up" appearance. The present form of publication which began in 1931 is the most satisfactory as far as type and print are concerned. The type is not large as compared with the series of 1876, but it is somewhat larger than any other series since that time. The same type is now used which appears in all magazines for children. The print is very clear and the leading most desirable.

b. Organization and Attractiveness of the Page.

The pages of the earliest numbers, even of the 1876 series, were attractive and well organized. The margins were wide, the stories were headed with dark letters,

and there were frequent pictures. Except for the change in the type which was stated previously, the first notable change occurred in 1919. On each page appeared an attractive border. The pictures, of which there were many, were large, and the headings to the stories were in large clear type. The four-page paper which then appeared had an additional attractive feature. Near the top of each first page were small pictures of children of all nations. In the midst of these pictures were the words, "Missionary Mail From World Children to World Children". This same picture was used throughout the ten years of the paper.

The present form of the paper which began in 1931 has improved greatly in the attractiveness of the pages. There is a picture on nearly every page, and the stories are headed in large attractive letters.

c. The Make-up of the Publication.

Though the earlier numbers are now bound, their covers have been retained, so that feature of the magazines may be presented. The "Children's Work for Children", which contained thirty-two pages, was 5 3/4 by 8 inches in size. The pages were heavy and the paper rough. Each month there appeared on the cover a large picture which was often very difficult to interpret. From 1893 to 1920, when the magazine was called "Over Sea and Land", it was larger. The dimensions of the magazine during that period were 6 by 8 1/2 inches. It then contained only twenty pages. Little

can be said concerning the make-up of the four-page paper called "Missionary Mail". There was no outside cover. The border at the top of the page, which has previously been described, made it very attractive. This paper was too large for children to keep in good condition as they would naturally want to fold it.

The Missionary Mail magazine of the last five years is most interesting. It is of a desirable size being 6 1/2 by 9 1/2 inches. The cover is very unusual and fascinating. The center space where the title of the magazine occurs is surrounded by small pictures of scenes typical of many countries such as lanterns, fans, and wig-wams. A different color is used each month, but the picture remains the same. There are no advertisements on any of the American publications. This is significant as compared with the British materials.

2. Content of Materials.

The writer has found it difficult to analyze the material of the American publications in the same manner as those published in England, because the presentation of the materials proved to be very different. For example, it was found that the preaching type of instruction which was observed in the English materials was not introduced in the American. Also the information given was often contained in the stories told for appreciation in the English publications. Thus it is difficult to distinguish between the two

types of stories. However the same plan of analysis will be followed as that used with the English materials. It was also found that the changes made in these materials were not sudden, as those previously analyzed, but gradual. It will be remembered that the series analyzed began in 1876; over thirty years later than the first English materials for children. This may account for the difference in the content of the materials as well as of the style in which they are presented. It also explains the fact that the change is not so sudden because of the manner in which they were first presented.

a. Materials for Instruction.

The analysis revealed an absence of this type of material, as compared to that found in the English publications. No journals were used, and there were no exhortations such as had been seen before. It will be remembered that in the former series the children were led to give and pray because of fear. This idea is totally absent in this series. Occasionally an article such as the following was found:

"Perhaps not one reader of the Children's Work for Children ever knew what it is to be truly hungry and thirsty. We have all known the feeling of being hungry enough to enjoy a good meal. But when it comes to aching, gnawing, famishing hunger, such as the poor Laos have been suffering this year, we happily know little about it. And what then about another sort of hunger? Dear owners of dusty, unopened Bibles, come, draw close to me, and let me whisper a question. Do you know what it is to be hungry for God's Word? It makes us ashamed to answer that question

honestly, when we read the following account.¹

The story is then told of a woman in Mexico who sold Bibles. She related some of the stories of sacrifice on the part of the native women in order that they might procure a Bible. Some sold their household furnishings; others took the money which they should have used for food. Still others who had to buy their drinking water were willing to do without it for a time in order that they might purchase a Bible.

The above is not the type of exhortation which was seen in the early English series. It is typical of the early American series. It was not found after 1900.

b. Material for Information.

Beginning in 1876, the first year of this series, the material for information was presented in a very interesting way and the information given was that which would appeal to children. There were short articles telling the children what was going on in various missionary societies, of how money was raised for missions, and of how the children might earn money to give to missions. Interesting and worthwhile facts were told concerning the country to be studied. For instance, in 1876 there appeared an article on the "Land of the White Elephant". This was not written in story form but certain facts were stated about Siam in such a way that the children would be interested. Other topics of in-

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1. Children's Work for Children, 1893, p. 50.

terest found are: "What Our Circle Did", and "Traveling in India". This last article was accompanied by a map which showed in large letters the places mentioned.

The presentation of the information did not change considerably, as the following examples taken from different years will indicate.

"By the new treaty between the United States and Japan entire religious freedom and protection is guaranteed to missionaries, and every part of the country is opened for travel or for business." 1

In the next example which is taken from a magazine devoted entirely to the study of Alaska, the facts are presented in an attractive and interesting way.

"Alaska means 'great country'.
Long ago in 1867, the United States bought Alaska from Russia for the small sum of less than two cents per acre.
Alaska has a larger white population than native.
Southeastern Alaska is mostly made up of a great chain of islands.
Kayaks are canoes.
Alaskan natives are not like the Indians of the more southern parts of the United States." 2

During the years from 1921 to 1931 when the paper was reduced to four pages, most of the material was informational; yet it was of an intensely interesting nature. There was usually one short story in each paper, but most of the material was factual. The September number of the "Missionary Mail" for 1925 is typical of all of the informational material during this ten year period, and so it will

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1. Over Sea and Land, 1896, p. 94.
2. Ibid, 1919-1920, p. 5.

be presented as an illustration. A few of the titles which appeared are: "Visiting Day at San Juan", "A Letter to Juniors", "A Letter From Sitka", "Field Day at Sheldon Jackson", and "Changes at Tooker Home."

The information given in the following article, which is a narrative written by a young Indian girl, is typical of that presented in the articles mentioned above.

"When I was small I did nothing but herd sheep all the time. My parents never stayed long in one place. They taught me some things which were not true. But I thought they were true then. They said I should not let a whirlwind pass over me, because it was the spirit of someone's mother. If it passed over me it would pass through me. Now I know these things are not true and I do not fear them as I did because I have found Jesus as my Saviour." 1

There appeared several pictures of the places mentioned in the article. The topics above reveal the nature of the materials presented during this decade. Few stories for appreciation were included as most were for the purpose^{of} information, and yet they were presented so as to be of interest to children.

c. Materials for Appreciation.

Although missionary facts for information and instruction were often presented in story form, the stories for appreciation did not appear until 1882. Practically all of the stories during the next five years were in serial form. Many children delight in serial stories. However, if all of the stories in a number are of this nature they may soon weary of them, for it is natural for a child to desire a short

1. Missionary Mail, September, 1925, p. 2.

story which can be read quickly. Most of these serials ran through many numbers. None of the stories presented facts which would arouse sympathy for children of other lands, nor did they portray the conditions under which these children lived as dark and horrible. Only a few of the stories told of deaths. The heathen were seldom mentioned. These facts are of interest as they are contrasted with the early English stories. Many of the stories related concerned children, and were often written in first person as though the child were telling them. Though they did not have the moralizing element as did the early English stories, they usually did have a religious tone. Even the stories which were told by children were often of such a nature. Expressions were used which would be unthinkable in talking to children today.

In one number in 1882, a story appeared entitled "Dasie's Story Told by Herself." It was written in an interesting manner and most of the words are such as children can understand. The little Indian girl tells how she was married when but a child, and of the awful treatment she received from her new parents. Her husband died while very young, and she had to work for his family. One day when passing a room she heard some one speaking in kinder tones than she had ever heard before. She stopped to listen and she heard the kind voice say: "This life is for every one, and it will bring you joy and happiness." She waited until the speaker came from the room, and approaching her asked what

she could do to make herself happy. The missionary offered to take her back to the mission to live. As the girl's mother-in-law was glad to get rid of her, she went and her new life began. Later she was married to a native minister. One day when calling on some sick people she found her own mother. She did not recognize her at once for she had not seen her for many years. She told her mother of Christ and of His power to save. In a marvelous way she was instrumental in leading her mother to Christ. She closed this story with these words:

"He had used me as the instrument to prepare my loved mother for the home of 'many mansions', into which an abundant entrance was ministered unto her." 1

This is an example of the stories told which contained facts which would be of great interest to children. Perhaps to the average child, however, the closing words might have little meaning. The words "instrument", and "ministered", and the expressions "many mansions", and "abundant entrance" might not add to their appreciation of the story.

The nature of the stories has not changed radically. However, during the course of time they have gradually lost the words and expressions which made them seem more appropriate for adults than for children.

It was found that the serial stories continued in 1894, but were fewer in number; and that there were also more short stories. For the first time there appeared con-

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1. Children's Work for Children, 1882, p. 60.

siderable conversation in the stories. The analysis showed that during the next ten years there was an average of one good short story in each number.

The story entitled, "What Hazel Thought About It", found in the December number of 1894, is typical of the stories of this period. It is a true story. Hazel's mother was having difficulty with her small daughter. She was not willing to give up anything of her own. Having failed in many ways to cause her to be glad to give, she approached her in a new way. She told her a story of a missionary who had lost all of his money in a bank which had failed. He had four small children and no money with which to buy clothes for them. After listening with interest to the story the daughter asked: "Did he have to go west to be a missionary, why didn't he stay here and do the same work daddy does?" The mother explained that he went to tell the people about Jesus. After a few moments, Hazel replied: "Then if he is doing God's work won't God take care of him? We shouldn't worry, should we?" To this the mother answered: "I think we should, because one way that God takes care of us is by putting into our hearts the love for each other that makes us want to take care of them." "Then", said Hazel, "write a check, that is all you need to do." Hazel had seen her mother write checks many times when the call had come for money, and she did not see why it could not always be done. The mother saw that she had not yet succeeded in getting Hazel to understand the point she was trying to make.

She then spoke of a new dress which she had been wanting and said that perhaps she could get along without it. Immediately Hazel responded: "Yes, and daddy can give up the new desk he is going to buy." She felt satisfied that these two sacrifices were all that would be necessary, and she went on with her play. Nothing more was said for over a week. One day she came to her mother's room with a five-dollar gold piece in her hand. Tears were running down her face as she held it out to her mother and said: "Please take it for Mr. Bright. I prayed and prayed to God to make me forget about the missionary, and He only made me remember all the harder. I didn't want to do it at first, but now I do, and I am truly very glad." Hazel started to leave and then turned and said: "Mother, do you suppose God was taking care of those missionaries by making me care?" 1

As has been stated previously, there were few stories of this type found during the first decade of the Missionary Mail. Some of the papers had no stories told just for appreciation, and those which were presented were very short.

The more recent numbers are noted for the fact that most of the material presented is in story form. There are lessons to be learned and facts to be known, but these are presented through stories. The story for appreciation is one of the most interesting features of the present Mis-

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1. Cf. Over Land and Sea, 1894, p. 221.

sionary Mail. The titles are appealing. The stories are short and well told, and contain facts which are of interest to children. Much information is presented in these stories, but in such a way that the children do not realize that they are learning facts. They feel rather that they are being entertained with thrilling stories. Although there are no serial stories in the recent magazines, the same children are mentioned month after month. Thus the readers are made to feel that they are really becoming acquainted with the children. Each story is complete in itself; and yet the same children are referred to from month to month. Thus the boys and girls wait eagerly for the new magazine.

Analysis has shown that there have been few letters used at any period. They were presented occasionally in the early numbers; and were usually written by foreign children thanking the children in America for gifts which they had sent. During the years from 1921 to 1931, there were no letters; but in practically all of the numbers published during the last four years there is at least one letter. In the April number of this year there are two letters. One is from a missionary who had received Christmas gifts for her station. The other is from the children of the Ningpo Kindergarten. Both of the letters are full of interest and would make the children feel they had received a personal letter from the children across the sea.

d. Pictures.

In 1876 there were found to be very few pictures in missionary materials for children. Those which did appear were small and hard to interpret. However, none of the pictures were gruesome and awful as had been seen in the early numbers of the English publications. Most of them were illustrative, but did not interpret the story well. The first notable change was in 1896 when the pictures became much larger, although they were of the same type. During the two years, 1919 and 1920, when the entire magazine was different, the pictures were greatly improved. They were large, clear, and typical of the scenes in the various countries. Many were of children. Each month the periodical was devoted to the study of one particular country; and on the outside of the magazine there appeared a picture of that country. In the four-page paper the pictures were again very small but clear. The pictures which are now found in the Missionary Mail are of the best. They are clear, illustrative and typical of the country studied, and are up to date. Enlarged snapshots are often used which are splendid. Often there are pages devoted to pictures alone. There has been a gradual improvement in the pictures until now they are of the highest type, and make a strong appeal to children.

e. Poems.

An analysis of the materials revealed that there

has been a gradual decrease in the use of poems. In 1876 there were many used. They were usually quite short and of such a nature as to be easily understood by children. Even in the earliest poems of this period there was no preaching. Some of the words used would be difficult to comprehend, but the main idea would be of interest to children. The following is typical of the early poems used:

Tell Him all the failures,
Tell Him all the sins;
He is kindly listening
'Till His child begins.

Tell Him all the pleasures
Of your merry day,
Tell Him all the treasures
Crowning all your way. 1

In 1883 hardly any poems were quoted. There was one occasionally, and it was usually an added attractive feature to the magazine. The poems which appeared were often in keeping with the season of the year. In the spring, for instance, most of the poems were concerning the trees, the grass, and the birds. A few times during the year poems were presented which had been written by children. The following poem was written by a girl of nine:

Jesus, Shepherd, near me stay,
Keep me from all harm today.
Through the night and through the day,
I will love thee all the way.

Jesus, love me as Thou wilt,
Oh, for me Thy blood was spilt.
O, Christ Jesus, love me now,
O, Christ Jesus, help me now.2

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1. Children's Work for Children, 1876, p. 46.
2. Over Sea and Land, 1919-1920, p. 21.

It may seem incredible that this could have been written by a child; and yet the terminology used may indicate the terms with which the child was taught. Though it may not all have been understood by children, the fact that it was written by a child would interest them.

During the decade from 1921 to 1931 there were no poems used, and from then on there have been comparatively few. Occasionally some are found appearing in dialogues which are in the suggested supplementary material.

f. Supplementary Material.

Analysis shows that the first supplementary materials of this series appeared in 1895. A page was given each month to the subject of "Home Mission Work" on which were suggestions for a missionary program. The theme was not only given but often the entire program was outlined. Following the program, a period for practical suggestions was to be observed. The questions asked were to be based on the reading presented in the magazine during the previous month. This supplementary material was well correlated with the material presented in the rest of the magazine.

It is of interest to note that in 1919 and 1920, when every effort seems to have been made to publish a magazine better than any previously published, no supplementary material was offered. It is of equal interest to note that during the next ten years, after the magazine had changed to

the four-page paper, one entire page was devoted to supplementary material. Suggestions were made for leaders of Christian Endeavor groups. There were also presented mission study programs, and brief book reports.

Such suggestions are still offered, and added to them are dramas which are well correlated with the material of the month. In the issue for September of 1931, a short article urging children to save their pennies for missions was followed by a suggested drama in the supplementary material. This drama was called "Coins in Action". It was told in the first person. The pennies were speaking and they told how they make the dollars. Such dramatization would appeal to children. Having read the article asking them to save their pennies, the drama would have added meaning for them.

Maps have been used to some extent throughout all of this series. However, they were small during the first years, but they have now become larger and more attractive. In the March number for 1935, there is a large map showing the important sea-ports and cities of the largest countries. This is accompanied by an interesting picture of buses and boats. The buses are called "Gay-Way, and the boats the "Friendly S.S. Line"; the suggestion being that a friendly relationship should exist between the countries.

3. Style.

The change in the style of presentation was gradual, as was the change in the materials themselves. The com-

parison of a magazine published in 1935 with one published in 1876 shows there has been considerable change, but an analysis of the intervening years reveals that the change has been gradual. The terminology used was at no time entirely beyond the realm of the child's thinking, but in recent years simple words, terms, and phrases have been substituted for the more difficult ones. Wide margins have always been used. The pages have always been well organized, but at first they appeared crowded. The present page organization is attractive, with interesting headings and beautiful pictures.

4. Summary of Materials.

Thus the above analysis reveals that there have been gradual changes and improvement in the mechanical features. It was seen that the materials for instruction have not been unduly stressed, and that exhortations to give and to pray were never presented on the basis of fear, but rather love. It was seen that materials for information were always presented in an interesting way, first through short articles, and later in story form. Stories for appreciation did not appear until 1882. For the next five years most of them appeared as serials.

Some of the earlier stories did contain words and phrases which were difficult for children to understand, but there has been a gradual change in this respect. During the decade from 1921 to 1931 there was a scarcity of these materials, but since then the magazines have been composed

almost entirely of this type of story.

The large, lovely pictures which are now used take the place of the small and rather uninteresting ones which first appeared. There are few poems used now compared with those used in the earlier years. There has been an increase in the amount of supplementary material, and today it is one of the most interesting features of the magazine.

CHAPTER V

GENERAL SUMMARY AND CONCLUSION

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The only knowledge many children have of the real meaning of missions is that which they receive from their reading. Many are not members of missionary groups, and have little contact with missionaries. Some children have grown up thinking only of the "heathen" in far off lands, and have known little about them. Others have, through their reading, formed wrong ideas of children of other countries, thinking of them as being queer, and besides have received wrong conceptions of their ways of living. Such does not seem to be general today. Children have a fair knowledge of their friends across the seas, and are made to love, rather than to pity them. Thus, it was the purpose of this investigation to analyze the available monthly missionary periodicals read by children, to discover what the development has been which has caused this changed attitude.

Before making an analysis of the materials, factors to be observed in the analysis were considered. These factors related to the mechanical features, the content, and the style of presentation of the materials. This study is reported in chapter two.

The analysis of the materials followed. As it was found that the earliest materials were published in England and used in America for at least twenty-five years, it

was considered sufficiently important to devote a chapter to the analysis of the English materials. This was followed by an analysis of the American publications from their beginning up to the present.

As it was impossible to analyze all of the available materials as well as unnecessary, for they were found to be similar, certain series from each of the English and American publications were selected as typical. It was of interest to note the comparison of the periodicals of these two countries. It was found that in every way the early numbers of the American series surpassed those of the English series. The periodicals were larger and more attractive. The print was clearer and the type considerably larger. The pages did not have a crowded appearance, and were well organized.

The purpose of the early English periodicals seemed to be two-fold; to preach as well as to inform. It was found that much of the material was presented by means of exhortations. Children were spoken of as sinners and urged to repent before their souls should be lost. This was not characteristic of the early American numbers. There were occasionally short articles urging the children to pray for others, and to save their pennies to help carry the Gospel to those who had not heard, but even these preachments were not of the type found in the English materials.

Those reading the English periodicals would no doubt feel a sense of pity and condescension for the children

of whom they were reading; while love and friendliness would be aroused in the hearts of the children who read the American publications.

The information imparted through stories and articles in the American issues were found to be those which would have a greater interest for children. Death was very prominent in the early English stories. Many were told concerning the death of children, and also of missionaries who suffered martyrdom for Christ.

One outstanding difference was found to be the pictures used. Although they were small and not clear in the early numbers of the series of both countries, the type of picture was quite different. Those in the English periodicals were scenes which were gruesome and horrible. This did not characterize the American numbers.

It was found that the style of presentation also differed greatly. Words, terms, and phrases difficult for children to understand were not found in the American numbers but were in the English. It was also found that in the English publications for 1890 there was a sudden change in the type of materials and the style of presentation. In the American series the change was not sudden, but there was a gradual development and improvement. Following an abrupt change in the English materials, they have developed gradually until the present. The present current English and American issues compare favorably.

Thus the investigation has shown that missionary education for children as presented through monthly periodicals is entirely different from what it was nearly a century ago. The survey reveals that if a child received missionary information from no other source than his current monthly periodical, he would have the proper knowledge of children of other countries, as well as develop right attitudes toward them.

In these conclusions, as well as in what the present investigation has suggested regarding further necessary study in this field, lie the justification of this historical survey of available material for missionary education of children.

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