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HIGH-SCHOOL CREDITS FOR BIBLE STUDY IN KANSAS

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They will find teachers willing co-operators in any reasonable enterprise.

The churches ought to encourage the formation of parent-teacher associations or clubs.

It is possible to organize in any community what might be called "A Council of Moral and Religious Education." This holds, in a voluntary capacity, the same relation to the moral welfare of the young as a village or city council holds to civic affairs. It should consist of all pastors, public-school officers and teachers, Sunday-school superintendents and teachers, librarians, Young Men's Christian Association and Young Women's Christian Association employed officers, social workers, leaders in women's clubs, etc. It would lead in the study and organization of community plans for week-day instruction in religion.

HIGH-SCHOOL CREDITS FOR BIBLE STUDY IN KANSAS

H. B. WILSON, M.A.

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While there may be other sporadic attempts to stimulate the study of the Bible by determining school standing in part upon the basis of such study, at this time there are but three plans which have been put adequately before the country in printed form. Many plans are extant for the promotion of Bible reading in the schools and for the encouragement of some type of religious instruction in the schools. This discussion, however, is confined to a statement of the practice which has sprung up in the giving of credit toward graduation from high school for Bible study work done outside of the school, no attempt being made to discuss plans for Bible reading or general religious instruction.

That the interest in these plans is extending throughout the United States is evident in many ways. In January, 1914, the Indiana State Board of Education officially adopted a plan based upon the North Dakota and Colorado plans, allowing school boards to give high-school credit for outside study of the Bible. Similar action was taken in the state of Washington. The State Sunday School Associations in the following states are

reported to be working for the adoption of corresponding plans: Alabama, California, Connecticut, Kansas, Michigan, Mississippi, Nevada, and Texas. So far as I have been able to learn, these plans in actual operation have met with no insurmountable obstacles which have been raised by any denominational or legal interest. At the session of the Kansas State Teachers' Association in the fall of 1914 the following resolution was passed: "We wish to commend the giving of high-school credit for the study of the Bible outside of the school under competent teachers; and to promote and standardize such work, we recommend the appointment of a committee of five from this association." Recently this committee was appointed, and their plans are well under way.

It may be of service to those who wish information in regard to the details of administering Bible study for credit with high-school students, to have the following statement, which I quote from the circular issued to the Topeka, Kansas, high-school students, explaining to them how they take Bible study work which will lead to credit.

"Credit toward graduation from High School will be allowed for Bible study under the following conditions:

"I. The work offered for credit must have been taken either in the Bible study course offered by the Topeka Training School for Sunday School Workers, or with an approved teacher working in some Sunday school, or in the Young Women's Christian Association or the Young Men's Christian Association. Work successfully carried on in either of the courses announced upon pages 15 and 16 of the catalogue for 1914-1915 of the Topeka Training School for Sunday School Workers may be offered for credit. Other alternate equivalent courses, if such are proposed, will be considered, but thus far only those announced in the Training School catalogue have been suggested.

"The Executive Committee of the Topeka Training School for Sunday School Workers will pass upon the qualifications of teachers who may be assigned to teach Bible study courses which are intended to qualify high-school students to offer the same for credit. The teachers of these Bible study classes shall conform approximately to the recognized standard for high-school teachers, namely: 'Minimum scholastic attainment of high-school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools.'

"2. Only pupils eligible to membership in the high school should be enrolled in these Bible-study classes. Such pupils should conform to the high-school standards concerning attendance, deportment, general attitude, and character of work done. Any high-school student wishing to offer Bible study work which he has done for credit toward graduation shall file a certificate (blanks will be provided for this purpose and may be secured of the high-school principal) signed by the teacher with whom he has done this work, indicating the number and length of the lessons taken and the amount of time required in the preparation of each lesson and such other information as may be asked. This statement shall also evidence the scope of the work covered in the time certified. This certificate shall be countersigned by the superintendent of the Sunday school in which the instruction is given and also by the pastor of the church.

"3. Upon the basis of the work covered by those asking for credit, an examination will be arranged, the same to be conducted by a disinterested, competent student of the Bible, by which to test the thoroughness of the student's mastery of the work offered for credit. Only those students will be admitted to the examination whose signed credentials, notebooks, and other evidences required are such as would entitle them to credit, provided the examination is successfully passed. It is estimated that the courses outlined in the catalogue referred to above would require a semester and a half of work in a high school, the classes meeting daily for a total of one hundred and thirty-five days. Such work in other subjects in high school would entitle the student carrying it successfully, to one and one-half credits toward graduation. This amount of credit will be given to students carrying these courses satisfactorily as specified. Since such classes will meet normally but once per week, three years will be required to complete this course in Bible study. Students carrying these courses should present their credentials for credit on Tuesday of the last week the high school is in session. Only those students who present evidence of sufficient work to entitle them to a half-credit should ask for credit. No student whose record does not show that he has been in attendance upon at least forty class recitations need present any credentials for credit.

"4. The following standards should be observed by teachers giving this course in Bible study:

- (1) A classroom where uninterrupted, thoughtful teaching may be expected must be provided.

- (2) The recitation hour must be forty to forty-five minutes in length.
- (3) The room should be properly lighted, heated, and ventilated, and should be equipped with a blackboard.
- (4) The student should have access to the following reference books, or their equivalent:
 - Hastings' One-Volume Bible Dictionary (\$5.00)
 - Standard Bible Dictionary, published by Funk & Wagnalls; Authors, Jacobus, Nourse, and Zenos (\$6.00)
 - Young's Analytical Concordance (\$5.00)
 - History of the Hebrews, by Frank K. Sanders (\$1.25)
 - Ottley's Short History of the Hebrew People (\$1.25)
 - Holy Land in Geography, by MacCowan (50c).
- (5) They should also have the use of Kent & Madsen's Historical Maps for Bible Classes, or the equivalent of the same (with metal tripod and eight maps. This may be purchased of the Methodist Book Concern for \$5.00.)
- (6) It is suggested that each student use the following 5½"x8" maps in his notebook work. (The same may be had at 12 cents per dozen or 2 cents per map, of the Methodist Book Concern.)
 - Ancient World
 - Journeyings of Children of Israel
 - Canaan as Divided among Twelve Tribes
 - Kingdoms of Israel and Judah
 - Empire of David and Solomon
 - Journeyings of Jesus in the Holy Land
 - Journeyings of St. Paul
 - Jerusalem in the Time of the Gospels
 - Outline Map of Palestine."

At this time, eight different teachers in Topeka are conducting courses in Bible study for high-school students leading to high school credit toward graduation. Something over one hundred students are enrolled with these teachers. By resolution of the Board of Education, high-school students may receive not to exceed a total of three credits toward graduation for work done outside of the high school. Not more than two of these credits may be in any one subject. Heretofore Catholic students entering the high school, who have been students in the Catholic high school where religious instruction is a part of their daily lessons, have been unable to receive any credit toward graduation for the work done in the courses in religion. It will now be

possible to recognize the credits brought by these students just as the credits brought in other subjects are recognized. The priests are also taking steps to provide courses in Bible study and in other phases of religious instruction for the Catholic high-school students who attend the public high school.

It seems rather clear that any community which is interested in the serious instruction of its children in the Bible may find sufficient suggestions in the plans above reported to enable it to establish such instruction. The woeful ignorance of most high-school students with reference to the history and literature of the Bible should certainly arouse us to an interest in providing ways to supplant this ignorance with reliable information.

THE UNIVERSITY AND RELIGIOUS LIFE*

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American colleges and universities have not solved fully the problem of their relations to the moral and spiritual life of their students, of the right balance between the things that make for the higher and truer values in life and those that make for the utilitarian and materialistic side. They must learn that education alone can not solve all of our problems, that a sound religious and moral life is fundamental to a nation. They have failed to perceive as they should, that for institutions either officially or unofficially through their spirit and discipline to set themselves against the rising tide which demands a higher standard of personal life and conduct, a greater freedom from the vices of college men, is to endanger all higher education, for our institutions of learning must be leaders in the strong social and moral movements that make for the betterment of the race. If they can not be leaders in the moral and spiritual life of men, they have lost their strongest claim to support.

On the other hand, the American public has to learn that it must not expect the impossible from its schools. If the American people are seriously disappointed in the public school system as a whole they are themselves to blame, for they have expected the impossible, have thrown the solution of the moral and religious problems that ought to be taken care of in the home almost

* From an address before the National Council of Education at the Oakland Meeting of the National Education Association. Reprinted, by permission, from *School and Society*.