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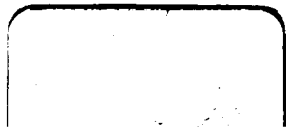
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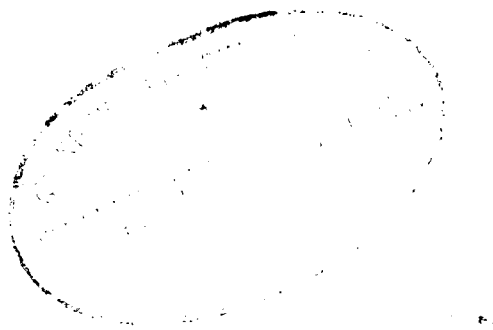
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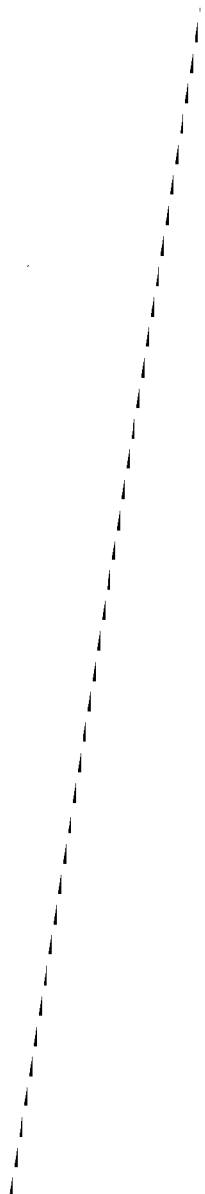


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THE ELEMENTARY
WORKER AND
HIS WORK

(Treating the Beginners' and Primary
Departments only.)

By

ALICE JACOBS *and*
ERMINA C. LINCOLN

AUTHORIZED AND ISSUED BY THE BOARD OF SUNDAY
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PREFACE

WITHIN the compass of the text on the Beginners' Department it is not possible to give an exhaustive treatment of the subject. It can only be suggestive. At the end of each chapter will be found the titles of books which offer further help along the lines intimated. There will be noticed a certain amount of repetition, which seems necessary, as the same things must often be considered in relation to the various chapter subjects.

Trusting that these pages may be fruitful in your work
for Christ with little children, ALICE JACOBS.
Chicago, February, 1911.



INTRODUCTORY CHAPTER
THE GRADED SUNDAY-SCHOOL

BY WADE CRAWFORD BARCLAY,
Educational Director of the Board of Sunday Schools.

I. Standard of Organization

1. **The purpose of organization.** Organization is simply a means to an end. Given a certain situation, the Sunday-school should adopt such form of organization as will best enable it to adapt itself to that situation, and to accomplish the ends for which it exists. If the school meets in a little country schoolhouse, has one teacher, one class, and an enrollment of fifteen persons, it will not be aided in doing its work by adopting the complicated organization demanded by the city school of a thousand members. But even the smallest and weakest frontier school may, in a simple organization suited to its situation and its needs, recognize the fundamental principles which make its big brother of the highest educational and religious efficiency. Conditions vary so widely in different schools that it is impossible to suggest a form of organization suited to all. Each school will do best by acquainting itself thoroughly with the highest ideals in Sunday-school work; then, having adopted a working plan suited to its situation, it may gradually advance toward the ideal.

2. **The ideal standard.** So far as possible, every Sunday-school should attain to the following ideal of organization:

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8 ELEMENTARY WORKER AND HIS WORK

- (1) The Sunday-school fully graded. (For complete statement on graded organization, see pp. 12, 13.)
- (2) A Cradle Roll.
- (3) A Home Department.
- (4) A Teacher Training Department.
- (5) Organized Adult Classes.
- (6) A Sunday School Missionary Organization.
- (7) A Sunday School Temperance Organization.
- (8) Regular Meeting of the Sunday School Board.

3. Officers necessary to realize this ideal. We suggest as advisable, in order to realize this ideal of organization and all that it implies, to have at least the following officers: Superintendent; an Assistant Superintendent, who shall be Director of Graded Instruction; a second Assistant Superintendent, who shall be Director of Teacher Training; in large schools superintendents of various departments, as Superintendent of the Primary Department, Superintendent of the Junior Department, etc.; Superintendent of the Home Department; Superintendent of the Cradle Roll; Secretary; an Assistant Secretary, who shall be Secretary of Enrollment and Classification; Treasurer; Organist; Chorister; one or more Librarians; Ushers, and various committees, of which one should be the Quarterly Conference Committee on Sunday-schools required by the Discipline, and another a Committee on Sunday School Evangelism.

4. The relation of the pastor to the Sunday-school. Since the Sunday-school is integrally a part of the Church, the pastor is as truly pastor of the Sunday-school as of the Church itself. Methodist Episcopal Church polity recognizes this and makes the pastor the executive head of the Sunday-school, and clearly defines his prerogatives as such. This relation should be cordially recognized by officers and school, and every facility afforded the pastor to exercise a helpful and fruitful ministry in that department of the Church which offers him his largest spiritual opportunity.

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II. The Graded School

1. What is a Graded School? There are few schools but what have from the beginning made some approach to grading. Seldom, indeed, is a school found which does not separate the gray heads from the curly locks. Not only are classes formed, as a rule, with more or less successful attempt to group together those of approximately the same age, but the lesson helps commonly furnished bear titles such as Intermediate Quarterly, Senior Quarterly, which thus by name recognize the different departments from beginners to adults. Thus it would seem at first glance that the average school has been graded, both as to pupils and as to lesson materials. But as a matter of fact, this is only a seeming gradation. Age alone is not a proper basis for grading pupils. As for the curriculum, since all lesson helps of the uniform series use the same lesson material for all ages, and presuppose almost entirely the same teaching methods for all, they can be said to be graded only in name.

In order that a school may be properly and successfully graded there must be, in both theory and practice, full recognition of the following principles:

(a) The members of the school must be separated into general divisions suggested by the natural periods of human life; and, secondly, into classes upon the basis of age, physical development, and mental capacity.

(b) The curriculum must be so planned as to offer lesson material suited to the mental powers, the interests, and the spiritual needs of the pupils.

(c) The teaching methods used must likewise be determined by and suited to the mental development and spiritual needs of the learners.

(d) Promotions from class to class and from department to department must be upon the basis of a standard which has regard both to proficiency in the curriculum and to age and physical, mental, and spiritual development.

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2. The necessity of grading. If the Sunday-school is to realize its highest possibilities, grading is not a matter of opinion or choice, but a necessity. This by no means declares other methods a failure; "it recognizes the good already attained, while it seeks a higher good." Grading rests upon these established principles:

(a) *Human life is by nature marked off into certain clearly defined periods.* A human being is a developing creature with needs different in different periods of his developing life. Grading is the recognition of this fact. **God** No Sunday-school consists of pupils all of one **First Graded** age; rather, it is made up of people of all ages **Human** and in all stages of physical, mental, and spir- **Life** itual growth. Grading is the means of adaptation to these existing facts. It is a commonplace of child study to-day that at one period play is a dominating interest; at another, memory power reaches its culmination; at another, biography makes its strongest appeal; at still another, "the chivalric ideals and great altruistic principles of Christianity appeal with almost irresistible force." The aptitudes, the needs, the interests of the different periods can only be met and taken advantage of by a graded system.

(b) *In all teaching the mind of the learner is now the point of departure.* Teaching has to do with two principals: the learner and the truth to be taught. In the Sunday-school **Teaching** in the past almost all emphasis has been placed **Has Regard** upon the body of material to be taught. The **First to the** lesson system has been planned almost entirely **Being who is** with regard to the Bible. But the science of **to be Taught** pedagogy has been coming more and more to hold that effective teaching must regard first the mind of the learner, and consider the teaching material as a means of reaching desired ends. As soon as this point of view is adopted, grading of the lesson material becomes necessary. Only this secures the presentation of the different parts of the Bible at the time at which they severally make their

strongest and most effective appeal. The application of this principle would make forever impossible the presentation to the minds of little children of lesson material which is fitted to test the intellectual acumen of college graduates.

(c) *The Bible itself is best studied in the order of its development.* The uniform lesson system ignores both the fact that the Bible is a body of sacred literature which developed slowly through long centuries, and that it is a gradual and progressive revelation of the purpose and will of God concerning men.¹ The graded system is fitted to give due emphasis to both of these facts. A graded course of study presenting the Bible practically in the order in which it came into existence, which order is singularly fitted to the periods of mental growth, will give to the person who takes the course complete and connected knowledge of the Scriptures and their teaching quite impossible of impartation by means of the fragmentary, patchwork method of the uniform system.

3. Objections to grading. It may be well to consider briefly the most common objections made to grading the Sunday-school. It is objected that:

(a) *Grading will do away with uniformity,* that is, the use of the same lesson by the whole school and by all schools throughout the world. There can be no doubt that the uniform lesson system was at the time of its inauguration a great improvement over the previous lack of system, and that it has been attended by many benefits and advantages. It marked a distinct stage of advance in Sunday-school development, but it has served its day and must now give way in order that the Sunday-school may become still more efficient. We can afford to discard a good for a still greater good. The uniform lesson idea appeals to sentiment,

¹"If the Bible is the history of a progressive revelation, and if, for this reason, it yields its best results alike intellectually and religiously when it is studied with due reference to the relation of part to part, and to the unfolding of the great divine truth and revelation that runs through it, then we shall give our suffrages to the graded curriculum in preference to the system of uniformity."—*Burton and Mathews, Principles and Ideals for the Sunday School, p. 130.*

but it is easily discernible that the strongest influence in its favor at present is that growing out of the fact that it has been financially remunerative. Surely all will concede that neither mere sentiment nor financial gain should be allowed to stand in the way of the Sunday-school becoming a greater power for religion and morals.

(b) *Grading requires specialists.* This objection, frequently made, is not valid. The untrained teacher has at least as much chance of doing good work in a graded as in an ungraded school. The lesson material making a stronger appeal to the interests of the pupils is easier to handle. Moreover, the assignment of the teacher to a certain grade makes it possible for him to become a specialist by attaining mastery in that particular field.¹

(c) *It is too difficult to effect a change.* The difficulties are likely to be unduly magnified. A graded system may be introduced so gradually as to occasion little notice or difficulty. When the advantages of a graded school are fully realized, ways may be found to overcome what difficulties really exist. It is only necessary that the plan be clearly understood by those intimately concerned in necessary changes and that they be brought to realize the force of the reasons demanding the changes.²

4. Plan of the graded organization.

(a) *The natural divisions of human life.* The great primary divisions of human life have always been recognized—childhood, the period of subjection, imitation, receptivity; youth, the period of awakening powers; manhood, the period of developed powers. Psychology, and especially child-study, has made equally clear secondary natural periods, which, ex-

¹ "See how the primary teachers grow; they are head and shoulders above the rest in organization, in printed helps, in sheer pedagogic efficiency—why? Because they have accepted a narrow location, an age limit of pupils, and maintained it through the years. They have done the same kind of work over and over again; of course, they have grown efficient."—*E. M. Ferguson*.

² "Failures have come only when the attempt has been made to force on the school some mechanical contrivance in a mechanical manner. Let the principle and plan be fully understood by all workers."—*H. F. Cope*.

THE GRADED SUNDAY SCHOOL 13

pressed in terms of age, are from one to three, three to seven, seven to nine, nine to twelve or thirteen, thirteen to sixteen or seventeen. The age division differs with the sexes, the male sex developing more slowly. Even within sex limits the periods vary with individuals, dependent upon the rapidity or tardiness of the physical, mental, and spiritual development. This fact makes the age standard alone an unsatisfactory one. These natural divisions or periods of human life form the basis of the organization of the graded Sunday-school.

(b) *The divisions of the Sunday-school.* On the foregoing basis the graded Sunday-school has the following divisions:

	Age.	Public School Grade.
Cradle Roll.....
ELEMENTARY DIVISION.	3	..
Beginner's Dept.....	4	..
.....	5	..
.....	6	1
Primary Dept	7	2
.....	8	3
.....	9	4
Junior Dept.....	10	5
.....	11	6
.....	12	7
SECONDARY DIVISION.	13	8
Intermediate Dept...	14	9
.....	15	10
.....	16	11
.....	17	12
Senior Dept.....	18	..
ADULT DIVISION.	19	..
Adult Dept.....	20	..
.....	Over 20.	..

With Organized Adult Bible Classes.
 Teaching Training Department.
 Home Department.

(NOTE.—Though the Teacher Training Department is here named as a part of the Adult Division, it should be clearly recognized that young people of senior age may be included. Often a Senior Department class forms an ideal group for Teacher Training.)

III. Administration of the Graded School

In administration, again, to a certain extent, each school must work out its own problems. Only general principles can be enunciated here. These should be regarded in practice to the largest extent which local conditions allow.

1. **The departmental organization of the school should be recognized in administration.** An ideal arrangement would be for each department of the school to constitute a separate assembly. It is believed that the most effective school work can be accomplished in this way.

The Beginner's Department should meet by itself. There is no reason why it should form a part of an assembly made up of older scholars. When assembled separately the entire service may be adapted to young children, an impossibility where the majority of those present are persons much older. The same reasons hold for the Primary Department. Other reasons quite as cogent favor a separate assembly for each of the more advanced departments.

Where it is entirely impracticable to assemble the school entirely by departments, owing to a lack of proper facilities, certain departments may be grouped together. If five assemblies can be provided for, let the Beginner's, the Primary, and the Junior Departments each form a separate assembly, the Intermediate and the Senior Departments be combined into a Secondary Division Assembly, and the Adult Classes be brought together into an Adult Assembly. If only four assemblies can be arranged for, probably the best plan is to bring together the Primary and Junior Departments into an Elementary Assembly.

If it is impossible to have more than two assemblies, as is often the case to-day owing to the lack of a building suited to school work, it may be necessary for the Beginner's, Primary, and Junior Departments to be assembled together, and the Intermediate, Senior, and Adult Departments together.

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Some suggestions may be made as to the work within the separate departments. The Beginners may be kept together in one group throughout the session. If too many for this, they may be separated, after the opening, into two classes, one of four year old children and one of five year olds. In some large departments even more classes may be deemed advisable.

It is well for the Primary Department to have at least three classes, one class for each year or grade, boys and girls together. If the department is large, two classes, one of boys and one of girls, may be formed for each of the three grades.

In the Junior Department boys and girls should be in separate classes. Small classes should be the rule. Six to eight pupils are enough. If possible there should be one class of boys and one of girls for each grade, making eight classes in the department. In small schools pupils of two grades may be combined in a single class. That is, fourth and fifth grade (nine and ten year old) boys in one class, fourth and fifth grade girls in another, sixth and seventh grade (eleven and twelve year old) boys in one class, and sixth and seventh grade girls in another.

In some schools an entirely different plan is being tried with good results; namely, dividing the entire Junior Department into four classes according to grades, boys and girls together.

In the Intermediate Department let there be, if possible, at least eight classes, one class of boys and one class of girls for each grade. Small classes are a decided advantage.

In the Senior Department it may be well to have one or more mixed classes. Here natural social groups should be observed in forming classes.

In the Adult Department there should be, without fail, at least one organized Men's Class, and another organized Women's Class. In addition it may be well to have one mixed class.

2. Separate class rooms should be provided. It is quite impossible for the class to do its best work without a separate class room. The separate room is most important for Junior and Intermediate boys' classes. As far as practicable every class should be provided with a room of its own. When this can not be, each class should be isolated by portable screens or by curtains.

3. In general, teachers should remain in charge of the same grade. This enables the teacher to become a specialist in some one particular field. Sunday-school teachers are busy people and can neither be required nor expected to thoroughly acquaint themselves with the entire field of Sunday-school instruction and life. They may, however, reasonably be expected in time to become adept in the field of some one department or grade. The objection is made that under the old system the class became attached to the teacher and thus by the bond of personal affection were held to the Sunday-school. But did it always work out so happily? As a recent writer puts it: "Suppose the teacher goes into heaven, into matrimony, or elsewhere. Where will the class go? They will go—be very sure of that." Whatever weight this argument has is counterbalanced by the fact that passing from one teacher to another aids in giving to the pupils a distinct sense of advance and by so doing promotes interest and effort.

An exception to this general rule may be made in the Intermediate and Senior Departments. Here a teacher who has shown himself capable of interesting and influencing the boys or girls should be allowed to continue with the same class through the three grades of the department. Confidence of the pupils in their teacher, personal friendship, and intimate acquaintanceship of the teacher with the pupils are at this period indispensable. These can only exist as teacher and class may be together more than one year. But this continuance of the same teacher with the class should not extend beyond the limits of the department.

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How important, in view of the light shed in recent years upon the period of adolescence, that the teacher who is to be entrusted with the moral and religious guidance of young people of this age have an intimate acquaintanceship with the most important literature on the subject—such an acquaintanceship as can only be attained by giving exclusive attention to this one department! The age is by common consent difficult to deal with. How important, again, that a man who has come through experience to understand and sympathize with adolescent boys, and has attained power to lead and mold them, be allowed the opportunity to exercise continuously this much needed ministry!

4. The best possible facilities and equipment should be provided. Altogether too little attention has been paid in the past to adequate facilities for the work of the Sunday-school. In plans of architects and committees, the requirements of the Sunday-school have been ignored or given, at the best, slight consideration. Along with increased interest in the Sunday-school and improved methods must go better facilities and more complete equipment. Sunday-school workers themselves have a right to be heard upon this subject, and should insist on the Sunday-school being provided for in accord with its importance to the Church and the kingdom. Some large Sunday-schools now have a building all their own, especially designed for Sunday-school work and elaborately equipped. This is as it should be. No longer should any Sunday-school be compelled to carry on its work in one room of a large church, and that a dark, damp, illy furnished basement.

Careful consideration should be paid to securing graded equipment, proper text-books in sufficient number, and teachers who have been prepared for their work. It would be unwise for any school to endeavor to introduce a graded curriculum without attention being paid to these essentials.

18 ELEMENTARY WORKER AND HIS WORK

Lesson Outline:

- I. STANDARD OF ORGANIZATION.
- II. THE GRADED SCHOOL.
 1. What is a graded school?
 2. The necessity of grading.
 3. Objections to grading.
 4. Plan of graded organization.
- III. ADMINISTRATION OF THE GRADED SCHOOL.

Topics for Special Study:

1. Sunday-school architecture.
2. Some successful graded schools.

Topics for Class Discussion:

1. To what extent can a standard of organization be fixed for all schools?
2. State the ideal standard.
3. What officers are essential?
4. What is the relation of the pastor to the Sunday-school?
5. What principles must be given recognition in the fully graded school?
6. What reasons make grading necessary to the best work?
7. State and answer the common objections to grading.
8. Name the divisions or departments of a graded school.

PART I
THE BEGINNERS' DEPARTMENT
By ALICE JACOBS

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CHAPTER I

THE BEGINNER

The Beginner himself must be the starting point in any study of work to be done with him. Unless we know his needs, we shall not know what to do for him; unless we know his interests, abilities, and limitations we shall not know how to do that which we desire. Therefore, "Come, let us live with our children" in the very outset of our study, that we may know how to plan rightly for them, organization, program, lesson, and method.

**Necessity
of Knowing
the Child**

I. General Characteristics of the Early Years of Life

The early years of life are pre-eminently years of impression and absorption. The child absorbs ideals from persons and actions about him. He constantly receives impressions from everything in the little world in which he lives. These ideals and impressions find expression as life develops, and remain into eternity. Hence, the child's environment largely determines his whole future life. How great care should be exercised, therefore, to see that in atmosphere, influence, and ideals it gives to the little, unresisting life those impressions which we would wish to have flower into expression in later years!

**Impression
and
Absorption**

II. Specific Characteristics of Beginners

1. **Hungry senses.** Through the gateway of the senses, the child is becoming acquainted with the facts of the world around him. Indeed, in these early years he receives knowledge in practically no other way. The pictures or images

carried to the mind through the senses form sense perceptions. With these the child does his thinking. Much, therefore, depends upon the number, accuracy, and sort of sense perceptions received at this time.

Sense Perceptions

(a) *Interest.* The child is supremely interested in things upon which he may exercise his senses, especially the senses of sight and touch.

(b) *Limitation.* The child can not grasp an abstract idea in this period.

(c) *Needs.* The work of the senses means so much to all future living and thinking that their training is highly important. This is secured through giving the child opportunity to use his senses as fully and accurately as possible. The training is made easy through the child's interest in the things which he can taste, smell, touch, hear, see, and do, as illustrated in his enjoyment of the Kindergarten Sense Games, when, for instance, with blinded eyes he feels of an object and guesses its name.

Training the Senses

The child also needs instruction which is made concrete through something visible, or its likeness to something he has previously seen. For example: He can learn what love is only through seeing what one who loves him does for him. He learns God's love through its likeness to mother and father love in its expression.

Teaching Through the Concrete

2. *Activity or restlessness.* Self-activity is the law of development. If a child is to develop, he must be active. Every one who knows little children knows that they are examples of perpetual motion. They not only move constantly,

Aimless Movement

but they can not help it. The activity of a little child is more accurately termed restlessness, since it is largely undirected movement. He moves for the sake of moving, without the direction of his will, while his older brother thinks of something definite he wants to do or accomplish, and directs his activities toward that end.

(a) *Interest.* Since the child enjoys action himself, he is greatly interested in movement outside of himself. Action of people and things anywhere attracts him. **Interest in Action** "What will it do?" is his question, and if it won't do anything he loses interest in it. He is particularly interested in animals and wants living pets as his companions.

(b) *Limitation.* Every impulse of the child is toward movement at this time, and self-control or the power to hold back a desire is undeveloped. We **Lack of Self-control** must, therefore, conclude that God's law for the child at this period is free movement, and that, if he be normal, he can not keep still.

(c) *Needs.* Because the activity of a child is his means of learning, he needs opportunity for action. **Direction of Activity** He also needs parents and teachers who can make his activity and his interest in it count in his development, through directing the activity rather than repressing it.

3. *Imitation.* One way in which the activity of the child shows itself is through his instinct of imitation. He imitates sounds and movements of everything about him. Sometimes we underrate the educational value of this imitative instinct.

Value of Imitation In reality, the child is trying to put himself, for the time being, into the place of the person or thing he imitates. He is trying to understand, and he better understands that which he imitates. The supreme significance of this instinct, however, lies in this fact: what the child imitates he builds permanently into himself.

(a) *Interest.* He is interested in life about him, in what people say and do, and how they say and do it. **Imitable Things** He is interested in the movements and speech of animals, and he attempts to reproduce these. He is also interested in seeing how things work, and then trying to make the same motions.

Imitation of External (b) *Limitation.* He sees now only the external, simply what the person is doing, not the

character or motive back of the action. Yet in imitating the external he catches something of the spirit of the action.

(c) *Needs.* He needs the right sort of parents, teachers, and friends to imitate. He needs the right persons and deeds in stories to imitate. He needs to have **Right Models** Jesus Christ presented as the One to pattern after, not by precept and exhortation, but through stories of the things He did. If these are told attractively the child will desire to imitate Christ's action.

4. **Imagination or fancy.** The child puts on mother's bonnet. Imagination supplies the other articles of clothing, and the child is a lady making a call on an imaginary friend. O, the kindness of a Providence that provides a childish imagination, which with the fairy wand turns rags to satin gowns for children! The imagination of a little child is perhaps better termed fancy, since it is marked **Power of Imagination** by wild flights, which know no bounds. Nevertheless, let us not underestimate the value of the imagination. It is one of God's good gifts for the building of ideals, which shall beautify and uplift life. The imagination furnishes the vision of what may be which lures on the artist, the inventor, the statesman, the reformer. Progress and art follow in the wake of the ideal furnished by the imagination. This originating imagination of later life finds its beginning in the fancy of the little child.

(a) *Interest.* The child is interested in the **Building Air Castles** play and in the story which gives range to his fancy. He finds joy in his air castles, and he who never built invisible air castles never built the visible castle later.

(b) *Limitation.* Often the child is limited in **Seeming Untruthfulness** his power to distinguish between fact and fancy; hence, children are frequently blamed unjustly with untruthfulness.

(c) *Needs.* The child needs wholesome and sufficient food for his imagination. This is furnished largely by good stories. He needs sympathetic friends, who will appreciate

his viewpoint. He needs patient friends to bear with his lack of discernment, and help him to see the difference between the real and the imaginary. He needs close observation and tactful handling to correct fancy by fact. The imagination of some children needs curbing. The imagination of other children needs cultivating. The imagination of all children needs directing.

Food and Training 5. **Animism.** Closely allied to the imagination is the child's tendency to attribute life and man's emotions to everything. In this he is like primitive man. For him a spirit resides in every tree and running brook. Even a chair or a stone has feelings and thoughts. Everything lives.

Life in Everything (a) *Interest.* This animism gives to the child an interest in nature which older people may have lost. Myths, stories of elfs and driads, and stories of animals that parallel his experiences have a great fascination for him. He loves Bible verses containing personification, such as, "The trees of the field shall clap their hands."

Nature (b) *Limitations.* He is limited by his inability to see the world from the viewpoint of older people, who have forgotten they ever had these tendencies themselves. He is limited by his failure to discern between what has life and what has not.

Child Viewpoint (c) *Needs.* He needs patient dealing and direction. His thoughts need sympathetic hearing. His is the poet soul in embryo.

Patience in Dealing 6. **Faith or credulity.** "The faith of a little child," is an expression we often hear. Yet real faith has some basis of knowledge, and since the child believes without any such basis, we might better speak of the child's credulity: his readiness to believe everything told him, until he finds that he has been deceived. How sacred a trust we have! Shall we be worthy?

Limitless Belief (a) *Interest.* He is a truth seeker. He wants to know the truth, and hence listens eagerly to learn it.

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(b) *Limitation.* His own knowledge and experience are limited. He must depend upon those about him for the truth.

**Meager
Knowledge**

(c) *Needs.* He needs truth. He needs true men and women worthy of confidence and respect, safe to believe and follow. He needs promises kept, unbroken. He needs a God to trust. He needs to have his faith centered in Jesus Christ, the true friend of little children.

**Keeping
Faith**

7. *Reverence.* The little child is naturally reverent. He comes into the big world helpless, a stranger. He is surrounded by great forces which he does not understand, and, like primitive man, he is awed by them. Alas! that anything should ever alter this child reverence; yet in our day the spirit of reverence is sadly lacking. As a people are we coming to know so much that we think we know it all and thereby lose reverence? One problem of education is to foster, and not hinder, the child's reverent spirit as his knowledge increases and he becomes more and more master of himself and his surroundings.

**Fostering
Reverence**

(a) *Interest.* He is interested in the sublime, the wonderful, the powerful, and the mysterious.

**Objects of
Reverence**

(b) *Limitations.* The child may be ignorant of the true God, the loving Father, to whom reverence should be directed. He always has the limitation of inexperience, which confuses things worthy of reverence. He may be limited in the opportunity and example of reverence by the irreverence of people about him.

**Ignorance
and In-
experience**

(c) *Needs.* He needs people worthy of respect, since respect and reverence are closely akin. He needs to be taught to respect the things and the rights of others. He needs the atmosphere of reverence, for reverence is less imparted than absorbed. Like character, it is "caught, not taught." He needs his reverence directed toward God, through stories which show His great-

**Cultivating
Reverence**

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ness and power, through the hush of worshipful music, the majestic rhythm of the words of Scripture itself concerning God, and through the attitude of the teacher.

8. Curiosity. A small child has aptly been called a walking interrogation point. "Mother, where are you going? Mother, why are you going there? Mother, what will you do when you get there? Mother, when will you come back? Mother, can I go with you? Mother, will there be any children there? Mother, why won't there be any children there?" And so it goes on from morning till night. Why

do children ask so many questions? Because they want to know. Curiosity is mental hunger, and is as necessary for mental growth as physical hunger for the growth of the body. The child comes into the world ignorant. He needs to begin at once to learn. Curiosity keeps him at his great task of learning, that he may be made ready for life. The brighter the child, the more curious he is concerning everything about him. Curiosity is the mother of interest, and interest is the mother of attention. Curiosity is the forerunner of investigation, which plays so important a part in world progress.

(a) Interest. The child is curious about the things which touch his life personally and contribute in any way to his pleasure or pain. In other words, he is curious about whatever satisfies any of the characteristics we have noted, as, for example, he is curious about the moving objects which satisfy his interest in action; the friend who gives him the love he craves.

(b) Limitation. The child's power of attention is weak. Through an appeal to his curiosity the attention may be roused and strengthened.

(c) Needs. He needs patient friends to answer his questions and answer them truthfully, whatever they may be. He needs tactful friends to excite and direct his curiosity along helpful lines. He needs teachers who will study his interests to know what he is curious

to learn. He needs trained senses, through which to satisfy his curiosity.

9. Affection. The emotional life is dominant in children. A conspicuous emotion, characteristic of every child and capable of highest service in the world, is love. Little children are naturally affectionate. They love any one who is kind to them, and in turn they crave love.

Universality of Love

Expressions of Love

Unspoken Love Unrecognize

Training in Love

Child Self-centered

Self

(a) *Interests.* They are interested in observing manifestations of love in all living beings in the animal world, as well as among people.

(b) *Limitation.* The child is unable to realize love which is never spoken, and which is shown only in matter-of-fact ways. He does not know without instruction that the providing of food and clothing and necessities by his parents is the evidence of love, if there be no smile, nor tenderness, nor caress as an accompaniment.

(c) *Needs.* He needs love as much as a plant needs sunshine. He needs evidences of love. He needs to be taught that real love shows itself in service. He needs to be led to love aright, to be loving toward all, and to show his love in service. He needs Jesus Christ as his loving Friend and the One to love and serve.

10. Self-Interest. The little child is egoistic and self-centered. He is more interested in himself than in any one else, and he desires recognition. This is natural and right at the outset of life. The child must find himself, and see the world in its bearing upon his life, before he can begin to think of others.

(a) *Interest.* His interest in things and people depends largely upon their relation to him: how closely they touch his life, and what they contribute to it. The universe is a very personal matter to Willie. Sun, moon, and stars shine for Willie.

Personal Interest (b) *Limitation.* The child's horizon is bounded by his self-interest; hence, it is difficult to secure interest in what does not personally concern him.

(c) *Needs.* He needs to be gently led out of the mere thought of self to the consideration of others.

Training in Unselfishness This may be done through giving him opportunities of helpfulness and kindness to those about him.

In addition to the more prominent characteristics of little children already noted, there may be mentioned light-heartedness or buoyancy, love of the beautiful, a sense of rhythm, a sense of justice, and a social instinct which gives the desire to be at one with people and things about them. Further limitations also appear in their dependence upon others, limited physical strength and mental vigor (they are babies in mind as well as body), meager vocabulary, lack of experience, scanty knowledge, narrowed vision, slight power of attention or of reasoning, and inability to do abstract thinking.

Additional Characteristics

III. Types of Children

While these characteristics with the interests, limitations, and needs growing out of them are present in greater or less degree in all young and normal children, they do not in consequence make all children alike.

Two types may be found in every group of children: the motor minded and the sensory minded, the difference in type being based on difference of conditions in the nervous system. The sensory minded child loves to receive, the motor minded child would rather do. To the one the messages brought to the brain by sense organs and nerves mean most; to the other the messages of action that go out from brain and nerve to the muscles mean most.

Haslett in his "Pedagogical Bible School" sets forth very clearly the differences in the two types, and the treatment

each type requires: "Some children are more sensory minded in their neural activity than motor minded. That means that some children are more sensitive, more receptive, passive, and impressionable than others. The sensory minded child is often thoughtful, quiet, bashful, slow to act, repressive, not very suggestible. He is apt to be sullen, slow to forgive, slow in revealing his feelings, easily impressed, and not very practical. Such children are apt to become good counsellors but not capable leaders. The poets, painters, thinkers come from this class, but not the reformers, philanthropists, rulers. The sensory minded child should be led to express himself as frequently as possible, and given tasks to perform requiring motor activity. Serious truths or those tending to self-reflection should not be taught to this child. He should be encouraged to get out and go and do and accomplish something visible.

Sensory Minded Children "The motor minded child is more active, impulsive, practical, energetic, than reflective. He is very responsive to suggestion. He is quickly impressed by his environment. He is apt to 'jump' at conclusions and is anxious to know in order to act. Such a child is largely a creature of habit.

Motor Minded Children This child needs restraint. He should be taught truths that tend to make him think more before acting. He requires an environment that is less exciting and more even. The motor minded child should be encouraged to listen more while the sensory minded child should be led to ask questions. The motor minded child needs fewer incentives to action, the sensory minded child requires more. The motor minded child seems brighter and smarter but this is not necessarily true. He is more expressive and appears to be brighter."

IV. Significance of These Facts to the Beginners' Teacher

If the teacher of Beginners is to help them, she must plan all her work in accordance with their life as it is now. She **Love, the** must make use of their characteristics. She **Key to Suc-** must watch their interests, deal wisely with their **cessful Work** limitations, and supply their needs. She must have the right attitude toward the children, the attitude of loving appreciation bound up with sympathy, for *love* is the key to successful work with Beginners.

Lesson Outline:

- I. GENERAL CHARACTERISTICS OF EARLY YEARS OF LIFE.
 1. Impressibility and absorptiveness.
- II. SPECIFIC CHARACTERISTICS OF BEGINNERS.
 1. Hungry senses.
 2. Activity or restlessness.
 3. Imitation.
 4. Imagination.
 5. Animism.
 6. Faith or credulity.
 7. Reverence.
 8. Curiosity.
 9. Affection.
 10. Self-interest.
 11. Additional Characteristics.
- III. TYPES OF CHILDREN.
 - Sensory minded.
 - Motor minded.
- IV. SIGNIFICANCE OF THESE FACTS TO THE BEGINNERS' TEACHER.

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Topics for Special Study:

1. The abnormal child.
2. Classification of certain given children under types.

Topics for Class Discussion:

1. What is the value of the early years for character formation?
2. How may teaching appeal to the hungry senses?
3. How shall children's activity be directed in Sunday-school?
4. What shall be done with an over-imaginative child?
5. How may reverence be fostered?
6. How may children be trained in unselfishness?
7. How shall a sensory minded child be trained?
8. How shall a motor minded child be trained?

CHAPTER II
THE ORGANIZATION OF THE BEGINNERS'
DEPARTMENT

I. The Need of a Beginners' Department

When a child between the ages of three and six is enrolled in the Sunday-school, he becomes in Sunday-school terminology a Beginner. Before the age of three his Sunday-school membership is in the Cradle Roll, **The Beginner** even though he may attend the Beginners' Department with quite a degree of regularity. (For such Cradle Roll children some schools provide a special class in the Beginners' Department, under the supervision of the Cradle Roll Superintendent.)

In the study of the early years of a child's life we have noted some of his characteristics, interests, limitations, and needs. We recognize that these differ radically from those of older children. In the matter of physical **Physical Needs** nourishment the little child requires food especially prepared for him, easily digested and assimilated. His mental and spiritual nourishment needs the same adaptation, in order to be real food.

The secular school has long recognized these differences and has separated pupils of various ages and capacities, **Intellectual Needs** graded the instruction, and adapted the method in order to meet the physical and intellectual needs of all. Shall the Sunday-school be less eager to meet the spiritual requirements of a little child? Surely the teaching of arithmetic and reading is not more important than the teaching of religion.

In the separation of the pupils the secular school has provided the kindergarten for the child under six, where all the instruction and plans of work are especially adapted to the characteristics, interests, and needs of that period. The wise Sunday-school will provide for this same child a Beginners' Department, where instruction in spiritual things, and plans and methods necessary to this instruction may be adapted with equal care to the conditions which obtain in his life.

II. Relationship of the Beginners' Department to the Whole School

The Beginners' Department is an integral part of the school, and not an independent organization. The superintendent of this department and all her helpers are under the general direction of the Superintendent of the main school. All plans should be submitted to him before being put into operation, and in case of difference in judgment his decision should prevail. This submission, however, does not preclude the right of the teacher to quietly work for the superintendent's conversion to her point of view.

III. The Housing of the Beginners' Department

There are two plans in use in the matter of providing a meeting place for the Beginners' Department.

i. Entire separation from every other department. Where a suitable room is available, this plan returns the best results. Many will agree that a separate Beginners' Department can thus do the best work in the best way with the least waste of time and effort, who are not ready to advocate a separate room for the department. On the other hand, there are reasons against having the Beginners in the same room with the rest of the school.

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(a) They are apt to be a disturbing element to the older pupils. They are too young to understand and conform to all the customs and ways of the school, and their non-conformity attracts attention.

Disturbance to Others

(b) They receive little or no good from a session planned for older pupils, and time and opportunities are too precious to waste. The element of worship may sometimes be fostered if the Beginner is with his elders, but the element of worship is only one of the things for which the Sunday-school must plan. In point of fact, that is better emphasized in the Church services than in the exercises of most Sunday-schools. All too frequently the child receives ideas of irreverence from being with the older boys and girls, while a Beginners' Department, rightly conducted, promotes true worship.

Waste of Time

(c) They can be taught most effectively by themselves. The Beginners need brief exercises, with plenty of variety and movement. They can not sit still long at a time, hence must have an opportunity to move about. This is possible only when they are in a separate room, where their marches and other exercises will not disturb others. Their power of attention is weak and needs fostering and protecting. This is well-nigh impossible in a room with others. The exercises adapted to the older children are tiresome and unintelligible and unprofitable for the little people. These peculiar conditions can be met most satisfactorily only in a separate room.

Effective Teaching

(d) Some will object that the spirit of unity will be destroyed if this department of the school is segregated, but this has not proven true in the public school, nor in Sunday-schools where it has been tried. To guard against any tendency to this, however, it is desirable for the whole school to meet together occasionally. Special days furnish a natural occasion for such assembling, and each department should be considered in ar-

Unity not Lost through Segregation

ranging the program. Holidays, however, are not for every day of the year, nor is regular teaching expected at such times.

2. Partial separation from other departments. In this plan the Beginners meet with another department or the entire school for the opening and possibly the closing exercises, but are separated for the lesson teaching.

Merging with Primary Department When this is found necessary, the merging should be with the Primary Department, preferably, since the interests and needs of the Beginner and Primary child are akin. Even with this arrangement the needs of the younger children must be considered. Curtains or screens will make much distinctive Beginners' work possible.

IV. Officers

The Beginners' Department, or class, will require a superintendent, director, or teacher, and assisting her as many helpers as the size of the department may demand. This subject is so important that a subsequent chapter is given to its discussion. (See Chapter III.)

V. Records

The keeping of records, whether they be simple or complex, is essential to any organization. Five classes of records are desirable in the Beginners' Department.

1. Record of new pupils. Enrollment blanks, to be sent home and filled out by the parents, are found helpful in the case of new pupils, as little children can not give satisfactory information. These blanks may call for: Name of child; name of parents; parents' Church membership; address; age; birthday; date of entering the department; class assignment (first or second year's work); miscellaneous information. This information should be tabulated, either in a book, or on cards, if the card system is preferred.

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2. Record of attendance. Some method of recording the attendance is necessary. A class book or card system is desirable, the record to be quietly made by the secretary or helper early in the session. As a rule, a roll call is not only without interest but a serious waste of time, especially if the school last but an hour. There are many simple devices which enlist the interests of the children in being present, and punctual as well. For example, the names may be written on a sheet of cardboard with spaces after each name, and gilt stars attached to indicate attendance. The children who come early may be allowed to place their own stars. There is always pleasure in any plan which permits the child to assist in keeping his own record.

3. Record of absentees. The secretary gathers the list of absentees from the attendance record weekly. Cards with the names of the absent children upon them, and containing spaces for stating the cause of absence are put into the hands of those responsible for the children in question. These cards are to be filled out from information secured through call or letter, and returned to the secretary by the following Sunday.

4. Record of birthdays. This is a help to the teacher who plans ahead for the birthday. The record may be kept in a birthday book with separate pages for each month. The child's name is entered under the proper month and day. This enables the teacher to mail the birthday letter, so that it shall reach the child on time.

5. Record of visitors. A visitors' register extends a pleasing courtesy to those who come into the department. In the course of time it will be a much prized and valuable possession of the school.

VI. Supplies

A fully equipped department requires certain supplies, to be provided by the school.

1. **Teachers' supplies.** Teacher's text-book or quarterly; pictures; material needed for teaching; song books from which suitable music may be secured; stationery; postage.

2. **Secretary's supplies.** Record books; blank cards; stationery; postage; manifold.

3. **Children's supplies.** Lesson papers; birthday cards; cradle roll cards.

VII. Finances

The expenses of the Beginners' Department should be met in the same way as those of the other departments of the school. Preferably, this would be by the Church.

The Church and the Expenses of the Sunday-school A stipulated allowance for the Beginners' Department is a good thing, since the teacher then knows how to plan more wisely. If the expenses are paid by the Church, the offerings of this department can be used with those from the rest of the school for the Church and for benevolent causes. All money received from every source should be accounted for to the treasurer of the school.

Lesson Outline:

- I. THE NEED OF THE BEGINNERS' DEPARTMENT.
- II. THE RELATIONSHIP OF THE BEGINNERS' DEPARTMENT TO THE WHOLE SCHOOL.
- III. THE HOUSING OF THE BEGINNERS' DEPARTMENT.
 1. Entire separation from other departments.
 - (a) To avoid disturbance of others.
 - (b) To most wisely utilize time.
 - (c) To adapt method to Beginners' special need.
 - (d) Does not destroy school unity.
 2. Partial separation from other departments.
- IV. OFFICERS.

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V. RECORDS.

1. Record of new pupils.
2. Record of attendance.
3. Record of absentees.
4. Record of birthdays.
5. Record of visitors.

VI. SUPPLIES.

1. Teachers' supplies.
2. Secretary's supplies.
3. Children's supplies.

VII. FINANCES.

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Topics for Special Study:

1. The absentee problem.
2. Sunday-school finances.

Topics for Class Discussion:

1. What is the need of a separate Beginners' Department?
2. What should be the relation between the Beginners' Superintendent and the General Superintendent of the school?
3. Why is a separate place desirable for the department?
4. How may this separate place be secured where no room is available?
5. What is the best plan for recording attendance?
6. How shall the record of absentees be made valuable?
7. What supplies will make the work most effective?
8. What are the arguments for and against the Church defraying the expenses of the Sunday-school?

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CHAPTER III

THE TEACHER AND HER HELPERS

I. The Teacher of the Beginners' Department

1. Her value. The most approved plans of organization can not make a successful Beginners' Department. The best equipment in the world can not do it. It is a matter of the teacher. She is always the chief factor in the work. Whether she be called the Superintendent of the Beginners' Department, or the director, or the teacher is a matter of minor importance. She is the power that makes the

**The Teacher
Makes the
Department**

department. If she be a good teacher, she will make a successful department, even under most unfavorable conditions, and with almost nothing in the way of equipment. She will find some way to override the difficulties. She will build a class about her. Therefore, secure the right teacher, give her a fair chance, and the result is a good Beginners' Department. When once such a teacher is found, value her enough to keep her. Do not permit her to break down because of hard conditions, which could be changed. Do not force her to give up the work because she has not the chance to which she is entitled. Do not discourage her through lack of consideration. Be merciful, be sympathetic, be helpful.

2. Her Personality. At the session for primary teachers in a great Sunday-school convention several fine-looking, attractive women spoke and captured the audience. A very plain, ordinary little woman also spoke. There was a small child in the audience, sitting beside her mother. After the meeting a lady said to

**Subtle
Sympathy**

the child, "Which of the speakers did you like best?" "Miss Blank," was the reply, "she is so pretty when she smiles." Miss Blank was the plain little woman! What was there in her face which so attracted this little stranger? It was the presence of a subtle sympathy which defies analysis, but which children always recognize.

This is not dependent upon a pretty face, according to the world's standard of beauty, nor is it a matter of dress, although children love pretty clothes. It certainly is not gush, for children at once suspect insincerity. It is not forcing one's self upon the child's acquaintance. This children dislike as truly as grown people do. It is not playing with the child a little while, nor is it a superficial attempt to "get down to his level." (Rather, we need frequently to come

up to his level.) This subtle magnetism which attracts a child's love is a love for childhood, genuine and deep; it has real enjoyment in the society of little children, real and sympathetic appreciation and understanding of their lives, and a real mother-heart that reaches out and brings them close. A teacher with such a love will win the love, trust, response, and obedience of the children. Tact, patience, and wisdom which are born of love will be there. Those not knowing the secret will say, "It is wonderful how Miss Blank gets on with the children."

Nevertheless, not all the natural fitness in the world, not all the training and advantages possible can by themselves fit a woman for the position of teacher of Beginners. She must live close to God, and her spiritual life must be the manifestation of that close communion with Him. Nothing can take the place of this. Study of the Word, prayer, daily fellowship, and a real, not feigned, acquaintance with God must characterize the teacher of Beginners. If her relationship to God and to the child is what it should be, the teacher's personality will create the right atmosphere in the Sunday-school, since children tend to become like their teacher. This per-

**Spiritual
Equipment
Necessary**

sonality, God-filled and child-loving, will help to make the children what they ought to be.

3. Her training. If a teacher can have a regular course in kindergarten training, she will find it invaluable in any sort of work with little children, especially in the Beginners' Department of the Sunday-school. If a kindergarten course be impossible, other lines of training are open through observation, study and practice.

Value of Kindergarten Training (a) *Observation.* Beginners' Departments and kindergartens should be visited for the purpose of observation. The work done in these places should be carefully studied, points of success or failure noted, and, if possible, reasons given for the success or failure.

Value of Instruction (b) *Study.* There are many books and articles on teaching, and the growing teacher is the reading teacher. Conventions and conversations with successful teachers are helpful, but nothing will take the place of determined application to a course of study arranged for teachers of little children.

Value of Practice (c) *Practice.* It is very helpful to a young teacher to be an assistant to some one of experience, thus practicing under supervision. After a certain amount of such training, the test of efficiency may be made in assuming the whole responsibility of a Beginners' Department.

4. Her purpose. To make any work a real success there must be purpose in it. Every part of the work will be colored by it. Indeed, the final achievement will probably be in proportion to the strength and quality of the purpose.

If the Beginners' teacher purposes to slide along without personal inconvenience and effort, she will undoubtedly succeed in doing that thing; but of course the department will be a failure. If she purposes to give the children a good time, probably they will have it, but we would not recommend that

Sunday-school. If the teacher wills to lead the children to love God, His house and His Book, and to seek to serve Him, this purpose will influence the character of her whole work. Therefore in a sense we may say everything depends on the purpose back of the work.

Then let the purpose be worthy of the priceless opportunity. A purpose to do her best for Christ and the children committed to her care will lead the teacher to observe, study, and pray, and to use every opportunity to fit herself for efficient service. This high purpose will also control the preparation of program, lesson, and method in each specific Sunday's work.

5. Her privilege in training others. The one in charge of the Beginners' Department should consider it both a privilege and a duty to train one or more helpers, who may in time themselves become efficient teachers. In addition to the training gained from observation, there should be a definite time and plan for the superintendent and her helpers to read and study together. If possible the willingness to do this training work should constitute one of the requirements for admission to the rank of helpers.

II. The Helpers in the Beginners' Department

1. Number. The number needed will depend upon the size of the department and the work planned.

2. Personality. The personal characteristics required in the superintendent of the department are as necessary in her assistants. The same high purpose to do the best work should actuate them. This will show itself in a desire to be true helpers, not only in doing what they are asked, but in being alert to discover needs and meet them. The assistant who waits to be told is not truly an assistant.

The right purpose will show itself also in a lively interest in all that pertains to the department, a readiness to render

any assistance, a willingness to learn and study to become efficient, and a realization of the importance of little details which might be unnoticed by the casual observer. Some helpers think if they do not teach they are of no vital importance, and consequently need not inconvenience themselves to attend Sunday-school. But no Sunday-school can be a success unless there are people willing to do the little and seemingly unimportant and unobserved things.

3. Duties of Helpers. In a department of any size there are some general duties which may belong to all the assistants, and other duties which require assignment to special helpers.

(a) *General duties.* Beginners need much help, because of their lack of experience and judgment. They need assistance with their wraps, putting them off and on, and disposing of them for the Sunday-school hour. They require help in marching and in taking a part in the exercises.

Assisting the Children They must be directed in handwork, if used, and aided in listening. They must be kept friendly with their neighbors, as, for example, Johnny's wandering feet removed from Willie's inhospitable chair. In the kindergarten these many general duties are performed by all the assistants, each caring for the little group of children especially assigned to her. This plan works equally well in the Beginners' Department.

(b) *Specific Duties.* (1) *Duties of a secretary.* The importance of complete records has already been emphasized. That they may be had, a good secretary is a necessity, especially if the department be of any considerable size. Aside from keeping the records mentioned in the previous chapter, the secretary may grade and assign new scholars, provide them with enrollment cards (often these need to be pinned to the child's clothing), see to the folding and distributing of papers, take charge of the offerings, and fill out the absentee cards for group teachers before the close of the session. During

Various Tasks of the Secretary

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the week she may attend to the manifolding of any letters or announcements to be sent to the child or his parents.

(2) *Duties of a pianist.* Music fills such an important place in work with Beginners that the best musician obtainable is none too good for the position of pianist. The way in which the quieting music is played may do more to evoke the spirit of reverence than any other one part of the opening exercises. The clear, bright tone of the piano may put sunshine into a whole hour's work. There should be such close sympathy between pianist and superintendent that a word or even a look will suffice to convey instantly to the pianist the superintendent's desire.

**Effect of
Music upon
the Children**

While there can not be great variety in songs in this department, the pianist should secure suitable music to be available as occasion demands. She should also have her Song Scrap-Book, containing all music used in the department, that the work may not be crippled in case of her absence.

(3) *Duties of a superintendent's assistant.* The Cradle Roll superintendent may be used most effectively in this position, provided she does not have a Cradle Roll class. If she can not assume these duties, some one else should be appointed to look after the countless little details, which belong to no one in particular. This assistant should courteously welcome visitors, showing them to seats, answer their questions, and guard against any disturbance in the program. She should also secure their names in the Visitors' Register.

**Attending
to the Odds
and Ends**

She should attend to the door, detaining tardy children until the proper time arrives for them to take their seats. David thought it a privilege to be a doortender in the House of the Lord. She should save needless noise and interruption during prayer and teaching of the lesson. Supervision of ventilation and temperature should also be included in her duties.

This position would be an admirable one for the initiate to

occupy as she enters upon her training for Beginners' work. In a very small department one assistant may be found who can assume many or all of these specific duties.

III. The Teacher Enlisting Helpers

This is a problem if, as in some cases, the Beginners' Superintendent is not closely connected with other lines of work in the particular Church where she teaches, but comes from another Church or neighborhood just for the Sunday-school. If, however, she be intimately connected with the Church, attending its Sunday and week-day services, she will know the young people on whom to call for assistance.

If she is as attractive to young women as she is to the children, she will have no trouble in securing helpers. Many young women in a Church would be glad to help some one they liked, if they were asked, and the task assigned seemed possible. But not every one who would like to help is fitted for this important work. The most careful selection must be made. Prayer has much to do with it. The right people can be prayed into the department, and the wrong ones prayed out of it as well. Yet, although prayer holds such a vital relationship to the selection of teachers, the superintendent has her part to do personally. She should try to know young women whom she thinks may make good helpers. When a certain one is being considered, the superintendent should quietly study her qualifications and fitness, and after being satisfied as to her ability, she should lay the matter before the young woman, telling her frankly what will be expected in the matter of attendance, study, and the special duties of the department. The standard should be set high, and the privileges of the work be emphasized. If in addition to helping in the department a young woman can be led to see the responsibilities and privileges of Beginners' work, and then given the opportunity for training, there is no work which will be more alluring to her ardent, eager young life.

Care in Selecting Helpers

Lesson Outline:

- I. THE TEACHER OF THE BEGINNERS' DEPARTMENT.
 1. Her value.
 2. Her personality.
Love for the child the secret of winning.
Fellowship with God the secret of power.
 3. Her training.
 - (a) Observation.
 - (b) Study.
 - (c) Practice.
 4. Her purpose.
 5. Her privilege in training others.
- II. THE HELPERS IN THE BEGINNERS' DEPARTMENT.
 1. Number.
 2. Personality.
 3. Duties.
 - (a) General.
 - (b) Specific.
 - (1) Duties of secretary.
 - (2) Duties of pianist.
 - (3) Duties of superintendent's assistant.
- III. THE TEACHER ENLISTING HELPERS.

Bibliography:

- Slattery, "Talks to the Training Class."
Brumbaugh, "The Making of a Teacher."

Topic for Special Study:

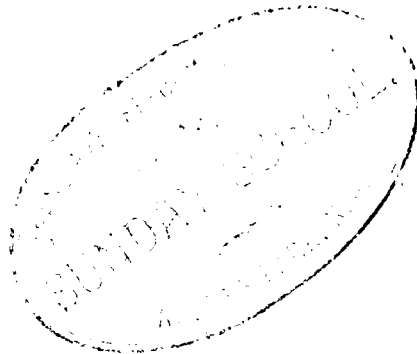
1. The personal qualities of the best teacher of children you know.

Topics for Class Discussion:

1. How may the personality of the teacher influence the whole department?
2. How help a teacher who loves children but is spiritually deficient?

48 ELEMENTARY WORKER AND HIS WORK

3. How will observation help in training a teacher?
4. How may assistants be found?
5. How may the secretary perform her duties without disturbing the department?
6. Should non-Christian helpers be used in a Beginners' Department for teaching, or other duties?
7. How many children should be in a group under one teacher?
8. Should very young helpers be used in a Beginners' Department? Give reasons for your answer.



CHAPTER IV

THE ROOM AND ITS EQUIPMENT

I. Environment and Atmosphere

Much is said in these days upon the influence of environment. We are realizing more and more how surroundings affect life. This is true in every case, but particularly so with a little child. Attention has already been called to the fact that the early years of a child's life are the years of absorption and impression, and that unconsciously ideas and ideals never to be wholly lost are coming into his mind from everything about him.

The largest part of the teaching in the Beginners' Department is done in this unconscious way; unconscious, however, only to the child. The teacher should clearly know what she desires the child to acquire, and the way in which it may be given. What should she desire that the child may get in the Sunday-school? Certainly not less than ideas of worship, reverence, order, and the beauty of religion growing out of the Bible stories themselves, and the whole setting of their presentation: a real love for the Sunday-school and everything for which it stands, supreme above all the awakening of love for the Lord Himself and His worship and service. Anything less than this is unworthy of being a goal for a consecrated Beginners' teacher. How then shall it be reached?

It is largely a matter of atmosphere, that subtle, indefinable thing produced by all that is about the child. A right Sunday-school environment will always produce a right atmosphere; a wrong environment—never! The two principal factors in

the environment of the Beginners' Department are the teacher and the room. We have already discussed the teacher and her influence upon the child. It remains then to consider the room which shall contribute towards the right atmosphere.

II. Adaptation of Room to Needs of Beginners

Broadly stated the room must meet three classes of needs in the Beginner's life: physical, mental, and aesthetic and spiritual.

1. **Physical needs met.** The little child's power of attention is very weak, and he is lacking in self-control. He is keenly sensitive and responsive to physical discomforts.

Avoiding Physical Discomforts He can not keep still for long at a time. Therefore, unless provision is made for movement and physical comfort, some assistance given his power to attend, and some allowances made for his lack of self-control, the Sunday-school lesson will have little chance to gain an entrance into his thought and feeling. Let us note therefore some of the arrangements necessary to meet these conditions.

(a) *Accessibility of the room.* The room for the Beginners should be on the ground floor, if possible, that the danger and difficulties of stairs may be avoided.
Room on Ground Floor A separate entrance for the children, so arranged as not to disturb the other departments of the school, is a great advantage.

(b) *Partitions.* Partitions shutting away all sight and sound should separate this department from others, wherever possible. Neither glass nor wooden shutters are satisfactory, since they do not sufficiently deaden the sound. Screens and curtains help the eyes, but not the ears. However, any sort of partition is better than none at all. An ideal arrangement will permit the Beginners' and Primary rooms to be thrown into one when desired, while providing also for a complete separation.

(c) *Space.* Space is one of the physical demands: space for the child to be comfortable, and to move without interfering with his little neighbor. The method of "packing sardines" is not a desirable model for seating little children. The room should be large enough to allow the desirable activity described in Chapter V.

(d) *Light, air, heat.* The room should be well lighted, heated, and ventilated. Some people think that little children can be tucked off into any corner, gallery, kitchen, closet, or basement. Any of these places may be better than no place to themselves, but the best is not too good for those who are absorbing their lasting impressions from their surroundings. The small child who cried and refused to go into a Beginners' class was justified, for, accurately speaking, the place was a dark hole, and the baby was afraid of the dark. Sunshine, the right temperature (68°), and good air add to the comfort of the body, help the mind to work, and the soul to respond.

(e) *Seating arrangement.* The seating arrangement must meet the needs of Beginners. Little chairs, not fastened together, which enable the feet of the three-year-old to touch the floor, are necessary for the best work. Some teachers prefer to arrange the chairs in a circle, kindergarten fashion; some prefer to have the semi-circle. If two rows are required, it is well to have space enough between the rows to prevent small feet from touching the chair in front. That arrangement is best which enables the children to see and hear without interfering with others. There should also be seats provided for parents and visitors.

(f) *Floor covering.* A floor covering of linoleum is very satisfactory from a sanitary standpoint. It is also attractive if secured in unobtrusive colors and chaste design. If the floor must be bare, rub-

ber tips on the legs of the chairs will help in the matter of quiet.

(g) *Hooks for wraps.* Removing the children's wraps adds to their comfort and also takes away one source of distraction. Some arrangement must be made to care for these wraps in an orderly manner, that those belonging to one child may not be confused with those of another, as children often do not know their own clothing. A separate hook for each child is desirable. Clothespins with the names of the children upon them will help in the care of the rubbers.

**Disposing
of Wraps**

(h) *Tables.* Low tables will be of great assistance, if the children are to do handwork. Some departments, however, have done excellent work by using the seats of the chairs in lieu of tables. Still others have used a shelf placed at the side of the room, and adjustable as needed.

**Provision for
Handwork**

2. **Mental needs met.** Whatever equipment will serve to make the direct teaching work of the Beginners' Department more attractive will help in that proportion to meet the child's mental needs. A well-furnished Beginners' room may contain:

(a) *Materials*, such as crayons, blunt scissors, pictures and colored papers, to be used in teaching and in the children's handwork.

(b) *Class boxes*, in which all materials and work of each group may be kept.

(c) *Cabinet or closet*, in which may be kept all secretary's supplies, Cradle Roll accessories, birthday supplies, receptacles for offerings, papers and cards for children.

**Equipment
for Teach-
ing Work**

(d) *A blackboard*, which shall be long and low, so that the children can use it.

(e) *A sandtable* is sometimes a help in making the story real, but never under any circumstances whatever is it to be used in teaching Bible geography to children of Beginners' age.

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(f) *Curios*, including models from Oriental life and some missionary curios within the child's plane of experience, will be both interesting and instructive.

3. **The æsthetic and spiritual needs met.** There is a subtle connection between the æsthetic sense and religious emotions. The orderly, the beautiful, and the sublime which appeal to the æsthetic sense suggest the God of sublimity, of beauty, and of order.

Great cathedrals call to worship. They represent worship in architecture, and are the products of man's desire to worship God fittingly. Reflexively, they suggest worship to all who behold or enter them. The worshiper feels their power; it seems easy to be reverent within their walls. Yet men and women can worship anywhere. The spirit of the man may rise above his surroundings. Not so with a little child. Like a chameleon, taking color from its surroundings, he is for the time, at least, like the people and things about him. A harmonious, beautiful Sunday-school environment not only appeals to the child's æsthetic sense, giving a feeling of satisfaction, but it also touches his spiritual consciousness in a subtle way. The room itself may suggest the thought of God to his sensitive heart. How important then that on the side of beauty the Beginners' room and its equipment be conducive to the spirit of joyous and reverent approach to the Heavenly Father, giving the child an uplift that shall help him to live nearer to God! What shall we seek, therefore, in furnishings to secure this high end?

(a) *A harmonious treatment of the room itself.* The walls should be tinted a quiet, restful color, preferably green or brown. Windows may be curtained with pretty, inexpensive material, softening the garish light that some stained glass produces. The floor covering should harmonize with the walls in color. Any cabinets or cupboards should be made attractive, at least by being kept in good repair, free from dust without and or-

**Connection
Between the
Æsthetic
Sense and
Religious
Emotions**

**A Beautiful
Room**

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derly within. Sometimes a simple, gathered curtain behind the glass door will change a piece of ugly furniture into a real contribution to the beauty of the room.

(b) *Pictures*. Pictures have an unconscious but great power over children. This does not mean pictures of former pastors and officers, but pictures that represent a child interest, such as, "Christ Blessing Little Children," Carl Mueller's "Nativity" and "The Good Shepherd." Pictures not distinctly religious, but which convey a thought that may help in spiritual teaching, also have a place in the Beginners' room. Those expressing parental love and care, and pictures of child helpfulness are especially desirable for this purpose. It is possible, however, to have too many pictures, even of the best, so that the room seems confused and crowded.

Whatever pictures are used should be of the choicest, make their appeal to the child's interest, and be hung where they can easily be seen.

(c) *A Piano*. This is the most satisfactory instrument for the Beginners' Department, the distinct notes being followed by the children more readily than the blended tones of an organ. (The discussion of music and its place in the spiritual life of the child requires the space of a full chapter for presentation, Chapter VII.)

(d) *A Bible*. A large Bible belonging to the Department, and having its own place, is a silent yet eloquent teacher. It should be used every Sunday in the most reverent way and never be covered over by other books and papers.

(e) *Flowers*. Growing vines and plants in the windows, and cut flowers which the children themselves may bring, add greatly to the beauty of the room and afford a constant object lesson of God's love and goodness.

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Lesson Outline:

- I. ENVIRONMENT AND ATMOSPHERE.
- II. ADAPTATION OF ROOM TO NEEDS OF BEGINNERS.
 1. Physical Needs Met.
 - (a) Accessibility of the room.
 - (b) Partitions.
 - (c) Space.
 - (d) Light, air, heat.
 - (e) Seating arrangement.
 - (f) Floor covering.
 - (g) Hooks for wraps.
 - (h) Tables.
 2. Mental Needs Met.
 - (a) Materials.
 - (b) Class boxes.
 - (c) Cabinet or closet.
 - (d) Blackboard.
 - (e) Sandtable.
 - (f) Curios.
 3. The Æsthetic and Spiritual Needs Met.
 - (a) Harmonious treatment of the room itself.
 - (b) Pictures.
 - (c) Piano.
 - (d) Bible.
 - (e) Flowers.

Bibliography:

- Huntington, "Unconscious Tuition."
Beard, "The Kindergarten Sunday School."
DuBois, "The Natural Way in Moral Training."

Topics for Special Study:

1. Good pictures for little children.
2. Effect of a Church service upon a little child.

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Topics for Class Discussion:

1. What can be taught the Beginner through atmosphere?
2. Why does physical discomfort make attention difficult for the child?
3. What is the best way of ventilating a Sunday-school room?
4. How may a sandtable be helpfully used in a Beginners' Department?
5. What use may be made of a blackboard with little children?
6. What is a test for suitable pictures for Beginners' Departments?
7. How may a Bible be used in a Beginners' Department?
8. How may a suitable room be secured for the Beginners' Department?

CHAPTER V
THE PROGRAM FOR THE BEGINNERS'
DEPARTMENT

I. Essential Elements

In planning the program for any department of the Sunday-school, three elements should always be included: the element of *fellowship*, the element of *worship*, and the element of *instruction*.

The element of fellowship is that which deals with the social side, contributing to the spirit of good-will, and manifesting friendliness. Kate Douglas Wiggin speaks of the **Fellowship** "Magic of together." It is just that need which this element of the program is designed to meet. Since it is the teacher's aim to win lives for Christ, not by force, but by love, there must be in every Sunday-school some expression of personal interest. Accordingly in the Beginners' Department there are greetings and good-byes and the informal conversation. Birthdays, new pupils, the return of absent pupils, new babies, are recognized and everything is done to give the children a happy time.

A kindergartner once visited the Beginners' Department of a friend of hers. At the close of Sunday-school the Beginners' teacher said, "Well, I do n't know as the children learn much, but they have a happy time and love to come." The kindergartner replied, "They have learned something this morning; but even if they had not, it would be worth while for them to come to have a happy time, for they are gaining a love for the Sunday-school and forming the habit of attendance."

The element of worship fosters reverence through bringing the thought of God directly to the child. It is aided by

the right atmosphere, as we have seen, and especially by the teacher's manner and spirit. Worship includes prayer, Scripture, and certain songs. Great care should be exercised in

Worship these prayers and songs of worship that the children may really worship "in spirit and in truth."

The offering also should be a part of the worship. The children should recognize that they are giving to God, but "God loveth a cheerful (hilarious) giver;" so it is not necessary that solemnity characterize the giving service.

Since the Sunday-school is a school for the study of God's Word, the element of instruction is very important.

Instruction This phase of the work includes not only the lesson of the day, but the teaching of texts and songs and prayers and instruction relative to prayer and praise, missions and giving.

II. Adaptation

The adaptation of a program to the interests and needs of those for whom it is planned is always a vital consideration. In view of our study of the Beginners, certain characteristics should mark the program of the Beginners' Department.

Simplicity is essential because of the limited knowledge, experience, ability, and vocabulary of the child. Everything must be planned with reference to the plane of his experience. **Simplicity** forbids the teacher both to attempt too much and to bring too much that is new at one time.

Owing to the child's limited power of attention and his inability to sit still long, there must also be variety. **Variety** It is well to change the program frequently, for sameness is monotonous and wearisome.

The program of the Beginners' Department should allow freedom of movement and freedom of thought and expression. **Freedom** Think how much liberty these little children have in a well-regulated home or kindergarten!

This does not mean that order and plan are not necessary. It does mean, however, that too great rigidity should be avoided; that allowance should be made for spontaneity; that the program should include opportunities for freedom of movement, informal conversation, and other forms of expression, and that it should be sufficiently elastic to meet the unexpected.

It is needless to say that the program of the Beginners' Department should be interesting. These little people have not the power to give voluntary attention. Their attention **Interest** must be called forth by the teacher, and this is possible only through interest. Knowledge of the child's general interests and recognition of any immediate interest, such as Christmas or Valentine's Day, will aid the teacher in planning her program.

Certain things in a program bear a relationship to certain others. This relationship will be felt if the parts of the program are properly articulated. When they have been thus put **Articulation** together, the program should proceed in an orderly, natural way, without sudden transitions or loss of time and energy, and with a smoothness and deliberation which give a feeling of rest. When things are done in the right order and in the right way, there is always a sense of leisure and quiet. It is the program whose parts are illogical in their placing and wrong in their execution which produces unrest and confusion in the room.

III. A Suggestive Program

The following program is suggested as a type of those adapted to a Beginners' Department. It is presented first in outline—as the Superintendent of the department would arrange it prior to the session, and then elaborated—as it might be used with the children.

1. Program outlined.

Pre-session preparation.

Quiet.

March with chairs to circle.

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Morning circle.

Greetings and Good Morning song.

Informal talk.

Counting children.

Welcome to new children.

Welcoming back of absentees.

Birthday recognition.

Cradle Roll recognition.

Prayer.

New song introduced, or

Talk, story or exercise preparing for thought of
the day.

Offering.

Texts about God's day or God's house.

Song, "Church Bells."

Playing going to church.

Prayer.

Songs.

The lesson.

Prayer.

Song.

Handwork.

Circle games and Good-bye song.

2. Program elaborated.

(a) *Pre-session preparations.* At least fifteen minutes should be allowed before the opening of the Sunday-school to make preparations for the session.

The *room* should look its best, that order and attractiveness may give the children a pleasant feeling as they enter. The ventilation and temperature should also receive proper attention.

The *pianist* should arrange the songs and marches desired by the Superintendent in order that no time be wasted later in hunting for music.

The *secretary* should attend to the boxes for the offerings, the birthday book, bank and cards, the blanks for the new

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scholars, the children's papers, the attendance record, visitors' book, and cradle roll supplies. There will usually be new children for her to enroll, and she must also oversee the marking of the day's attendance, provided little fingers are to help in making their own record.

The *teachers* should welcome their own children, help with the wraps, and bring out the material to be used in the day's work.

The *Superintendent* should oversee everything, welcome children, parents, and visitors, and make ready whatever she will need to use during the session.

The *children* may be busy visiting and helping. The older ones may help the little ones with their wraps, some may carry things for the teacher, some arrange the chairs. The time just before Sunday-school is the time for spreading the spirit of good cheer and helpfulness.

All should be ready by the time the clock points to the hour for beginning. (A Sunday-school which does not begin on time will fail in many other ways. Promptness is as essential in religion and religious services as in the business world. While the Beginner can not be blamed for coming late since he is dependent on others to bring him, yet he can be encouraged to come early.)

(b) *Program conducted.* Soft music from the piano tells every one to be in his chair, quiet, and ready for the signal. A chord from the piano tells Miss Annie's children to rise, take their chairs, and march on the circle. Thus each group of children will come in turn till the circle is complete.

When all are seated quietly the teacher says, "Good morning, children." And the children reply, "Good morning, Miss **Greetings** Smith." Then the children have their individual greetings. Mary may come to the center of the circle and bow to the child of her choice; when this child comes to the center, they shake hands with a pleasant "Good morning," and Mary takes her seat. The other child then

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chooses a little friend, and so on till all have been greeted. Then together they sing,

"Good morning to you,
Good morning to you,
Good morning, dear children,
Good morning to all."

"This is such a beautiful morning. I wonder if you saw some things that I saw this morning? Did you notice the trees as you came to Sunday-school? What did you notice, Harold? Yes, the little new leaves. Who else noticed something beautiful this morning? The grass, yes; and even some flower buds. Who made all these beautiful things? God, the loving Heavenly Father. Let us sing about the things God has made."

"All things bright and beautiful,
All things great and small,
All things wise and wonderful,
Our Father made them all."

In this informal conversation, which makes every one feel at home and comfortable, the children may tell about their pleasures, such as new shoes or a ride in an automobile or a party. The more they love the Sunday-school teacher, the more they will have to tell her, and possibly some child will have something to show her.

"I wonder how many children we have here to-day. Jack, help me count them." Taking Jack by the hand the teacher goes round the circle, Jack touching each child lightly, as all the children count aloud with the teacher. (The children enjoy being counted.)

"Have we any new children to-day? Two? Isn't that nice? Fred and Jennie, bring your little friends to me that we may welcome them." As they stand by the teacher, if not too timid, the children sing a welcome song,

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PROGRAM FOR BEGINNERS' DEPARTMENT 63

"A welcome to you,
A welcome to you,
A welcome, dear children,
We're glad to see you."

(Sung to same tune as the "Good Morning.")

"Nellie is here this morning. She has been away so many Sundays. Come, Nellie, we all want to sing our welcome to you."

All together,

"A welcome to you,
A welcome to you,
A welcome, dear Nellie,
We're glad to see you."

"Did any one have a birthday this week? John had a birthday. How old is John? Now every one be ready to count as he drops his pennies in the bank. One, two, three, four! Four years old. Shall we clap for him? All the hands, one, two, three, four, and one to grow on. And we want to sing our birthday song to John,

"Happy birthday to you,
Happy birthday to you,
Happy birthday, dear John,
Happy birthday to you."

(Sung to the same tune as the "Good Morning.")

"All together, let us say our birthday wish:

"Many happy returns of the day of thy birth,
May sunshine and gladness be given;
And may the dear Father prepare thee on earth
For a beautiful birthday in heaven."

The birthday child is then given a birthday card. If there is a new name for the cradle roll, the children are told about the baby, and as the name is placed in a tiny cradle, tied with pink bows, the children say together:

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"Little cradle, do you think,
With your pretty bows of pink,
You can faithful be and true
To the name we trust with you?"

"As we lay it gently there
We will add a little prayer
That the little baby face
In our class may find a place."

Prayer is offered for the new children, the birthday child, the new baby, and all the babies on the cradle roll.

A new song may be introduced here, or some exercise, familiar song or game, suggestive of the thought of the lesson for the day. This will in a measure prepare for the lesson and give the children relaxation and rest.

A Look Toward the Lesson For instance, some of the children may be trees, with their spreading branches (arms extended); others flowers or bushes, with their buds opening (hands to represent opening buds), and some the whistling wind blowing the trees and flowers. The rain may come (children tapping with fingers on the floor), and then a rain song follow. This time may occasionally be used for the review of some previous lesson or possibly the telling of a favorite story.

The offering boxes are now brought, the objects for which the money may be given are discussed briefly (sometimes a simple missionary story may be told), and then the children drop their money in the boxes as they choose.

Gradually the children's thought is led to the fact that this is God's day and God's house. The children may say together some such text as this, "I was glad when they said unto me, let us go into the house of the Lord." Or, "This is the day which the Lord hath made. We will rejoice and be glad in it." The children like to sing about the church bells calling people to church:

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PROGRAM FOR BEGINNERS' DEPARTMENT 65

"Come! Come! People, come!
This is the bells' message to me, to you;
Come! Come! All may come!
Fathers and mothers and children, too."

With their arms they can represent the ringing of the bell. After the song they may play going to church by walking quietly about the room.

When they have reached the church, all sit quietly till the piano suggests the prayer, and then a prayer song follows.

Lesson Story Some other songs may also be sung. Then the lesson story is given. Usually it will be well to follow the conclusion of the lesson with a simple prayer directly bearing on the lesson, and perhaps a song may express the truth taught.

(c) *Handwork.* If time and equipment permit the children may now do some simple handwork, which will emphasize the lesson taught. Pasting and crude drawing are often possible in connection with the lesson. For instance, if the Beginners' lesson was on helpfulness, the children may paste or draw something suggestive of helpfulness, such as a broom, indicative of a way that a child can help mother. Any handwork which is planned for the Beginners must be extremely simple.

(d) *Circle games and good-bye.* The lesson may further be emphasized by other activities. As previously indicated, some phase of the lesson may be dramatized. If the lesson has suggested things in nature, such as birds or flowers, the children may be birds or flowers, the birds with spreading wings, flying among the flowers. If the lesson is on helpfulness, the children may play "house," each member of the family having some specific work to do, perhaps to help in making ready for going to church. Whatever form of expression is used, it must be in line with the thought of the lesson.

After a good-bye song the children put on their

wraps and quietly pass out, receiving papers and cards as they go.

(e) *General suggestions.* The high lights of the program should be on prayer and on the teaching of the lesson.

If the room is too small and the session too short to admit of handwork, or other exercises suggested in the above, a program may be arranged to suit the existing conditions. In very crowded quarters the only opportunity for marching may be to take the children out into the hall and back again. Yet this may be made interesting, perhaps by connecting it with the giving service. Where any marching at all is impossible, the children can at least stand and mark time. They may also stand for songs and other exercises.

Finger games and motion songs offer physical relief and interest to the children, and can be used helpfully oftentimes. For instance, if the lesson has to do with the springtime and the awakening of nature, this finger song may be used:

"In my little garden bed, raked so nicely over,
First the tiny seeds I sow, then with soft earth cover;
Shining down, the great round sun smiles upon it often;
Little raindrops pattering down help the seeds to soften."

The child's lap will be the garden, where he plants the imaginary seeds; his own smile is the sunshine, and with his fingers he represents the pattering rain.

Some of these finger games or songs may be introduced just before the lesson, closing with this, which will secure quiet for the lesson:

"Where do all the fingers go?
I know. I know.
Into each child's lap they creep,
And they lie there fast asleep.
That is where they go!"

As far as possible make the rest exercises expressive of some thought, rather than mere mechanical movement.

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The threefold aim in arranging a program for the Beginners' Department is to direct the physical and mental activities of the Beginner in such a way as to aid his spiritual growth; to adapt religious thought so that even the smallest child may come to know and love the Heavenly Father; to interweave the elements of fellowship, worship, and instruction so that the children will love to come, will learn that which will truly help them, and will worship the Father "in spirit and in truth."

[NOTE: The songs and exercises referred to in this program may be found in these books:

1. Beginners' Teachers' Text-Book. First Year. Part 1.
2. "Song Stories for the Sunday School," by Patty Hill. Price, 15 cents.
3. "Carols," by Leyda and Burgener. Price, 25 cents.
4. "Finger Plays," by Emilie Poulsson.

These may be ordered from the Methodist Book Concern, New York, Cincinnati, or Chicago.]

Lesson Outline:

- I. ESSENTIAL ELEMENTS.
Fellowship.
Worship.
Instruction.
- II. ADAPTATION.
Simplicity.
Variety.
Freedom.
Interest.
Articulation.
- III. A SUGGESTIVE PROGRAM.
 1. Program outlined.
 2. Program elaborated.

Bibliography:

- Wiggin and Smith, "Kindergarten Principles and Practice."
Darnell, "Blackboard Work."
Thomas, "Supplemental Lessons for Beginners."

Topics for Special Study:

1. The problem of directing activities.
2. Critical study of programs of the Beginners' Department of various Sunday-schools.

Topics for Class Discussion:

1. What three elements should be in every Sunday-school program? Why?
2. Give some essential characteristics of a Beginners' program.
3. How closely should the teacher follow a set program?
4. What should be done before the Sunday-school session?
5. Suggest some ways of helpfully directing children's activities in the Beginners' Department.
6. What should be done with a restless child during the lesson story?
7. What handwork may be done in a Beginners' Department?
8. What is the threefold aim in arranging a program for the Beginners' Department?

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CHAPTER VI

THE LESSON FOR THE BEGINNERS

I. The Lesson Selected

1. **The necessity of adaptation.** In our previous study we have considered some of the characteristics, interests, and limitations of the Beginner, and have realized how the needs growing out of these conditions differ from the needs of older people. Yet granting these differences in the realm of food, clothing, sports, and instruction, there is sometimes a disposition to ignore any difference in need between the child and the adult when it comes to spiritual things. Because both the child and the adult require the Word of God to feed the spiritual life, these ignorers of differing needs say, "Give all the Bible to every one." Yet these same people who ignore difference in souls recognize difference in the requirements of different occasions, and the appropriateness of Scripture for them. No one of them would read the account of the death of Ananias and Sapphira at a funeral service, nor that of the stoning of Stephen at a Christmas celebration. They would not use the story of Elijah's translation when a lesson on obedience was needed, neither would they consider the tables of genealogy and migration in Genesis valuable as a Bible reading in an Epworth League meeting when the subject was prayer. Is it consistent to adapt Scriptures to times and seasons and not to souls?

All parts and truths of the Bible are not equally helpful

to every age and capacity. The Epistle to the Romans is a treasure house to a mature mind, but only a verse here and there can have any meaning for the little child.

The Bible Story for the Child This same thing is true of many sections of the Bible. The story portions of the Bible are of chief interest to the children, and furnish them with spiritual food which they can assimilate.

This fact has been partially recognized in the selection of International Uniform Lessons. Great sections of the Bible have never been touched by these lessons, sections which contain valuable help for mature minds, but with

Fitting the Scripture to Individual Needs one consent are withheld from children. More and more as we study the Bible, and as we study human needs, we realize that one passage fits one need, while another passage fits another need.

It is, therefore, the business of the Sunday-school worker teaching the Bible to ascertain definitely the pupil's need, and the particular passage of Scripture which will meet that need.

Much good work has been done in *adapting* passages so that they may be used for the Beginner as well as for the adult, but why all this effort when there is a wiser solution of the situation? That solution is to select Scripture for the Beginner's lesson which is already adapted to his need. So

Beginners' Courses strong has been the conviction among teachers of little children that this is the thing to do that several excellent Beginners' courses have made their appearance within the past few years. The course, however, which is coming into greatest prominence now is that which forms a part of the International Graded Lesson series. In framing this Series the special needs of each particular age from the Beginner to the Adult were carefully considered, then Scripture fitted to meet these needs was selected.

2. **Graded Lessons for Beginners.** The course for the **Length of** Beginners covers two years in time, and includes **Time Covered** various themes suited to the child's needs, with several lessons upon each theme.

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The aim of the Beginners' course is crystallized into the following statement of purpose, which appears in connection with the lessons:

Aim of Course

"To lead the little child to the Father by helping him:

"1. To know God, the Heavenly Father, who loves him, provides for, and protects him.

"2. To know Jesus, the Son of God, who became a little child, who went about doing good, and who is the Friend and Savior of little children.

"3. To know about the heavenly home.

"4. To distinguish between right and wrong.

"5. To show his love for God by working with Him and for others."

The following themes found in the first year's work will serve to illustrate how wise has been the understanding of the need of the little child, and how apt the choice of Scripture to meet his need:

"The Heavenly Father's care" (seven lessons), taught by stories of Samuel, Moses, Elijah, and God's provision in Nature.

Illustration of Themes in Graded Lessons "Thanksgiving for care" (three lessons, coming at Thanksgiving time), taught through Miriam's song of thanksgiving, and the story of the widow's gift. "Thanksgiving for God's best Gift" (three lessons, coming at Christmas time), taught by stories of the Baby Jesus and the visit of the Wise Men.

"Love shown by kindness," taught by the stories of the room built for Elisha and the sick boy, the story of Rebecca, David and a Lame Prince, the Shepherd and his sheep, and the Good Samaritan.¹

¹Full information regarding the course, together with description of the splendid helps provided for teachers and pupils, may be had from the Methodist Book Concern, New York, Cincinnati, or Chicago.

II. The Lesson Prepared

The lesson is the pivotal point of the Sunday-school session. It is this which more than anything else makes demands upon the earnest purpose discussed in connection with the work of the teacher. The Word of God to be imparted, and the children in need of that Word! Surely no one dare be careless or negligent in preparing the Word for engrafting.

The Lesson, the Pivotal Point of Program

1. **Lesson helps.** Nothing can take the place of direct and original study of the Bible in beginning the preparation of a lesson. Valuable as lesson helps are, particularly in the new Graded Lessons, the teacher who uses them as substitutes for personal, direct contact with the Word of God is crippling herself. The helps become crutches, and both teacher and class will be the losers. After the original study, it is legitimate to look in as many other directions as possible for suggestions. No reversing of this order is permissible, however, if a teacher really wants to learn to teach and to do the honest, faithful work which deserves results.

2. **Steps in lesson preparation.** Three simple steps outline the teacher's preparation:

A Plan of Study

(a) Study of the assigned lesson material for facts.

(b) A deeper study of the lesson material for its truths.

(c) A plan for presenting the selected truth.

Passing over the first two steps, which are self-explanatory, a few hints may be given concerning the third step.

A definite plan for teaching the lesson is essential. Its absence means lack of clearness in presentation, and lack of definite impression after the lesson is taught. One truth should be selected, and then the lesson plan best adapted to teach that truth be outlined.

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There are three parts to be considered in every lesson plan:

- (1) The introduction or approach to the lesson.
 (2) The presentation of the lesson.
 (3) The conclusion of the lesson, or its significance to the pupils taught.

III. The Lesson Presented

Since the lesson presentation is the expression of the lesson plan, we may consider the three parts of the plan as they appear in the teaching of the lesson.

1. The approach. While the whole program bears a part in making ready for the lesson, the introduction or approach to the lesson is the specific preparation. After the truth has been selected, the teacher asks herself, "What experience of the children is like this truth?" This experience must be the starting point to lead the child into the new thought of the lesson. To illustrate, one of the

**Introduction
 from Child's
 Experience**

themes in the Graded Lessons for Beginners is "Thanksgiving for care." The first lesson under the theme is "A Song of Thanksgiving." The Scripture assigned is Exodus 13: 15, or the song of Moses and of Miriam and the children of Israel. The Memory Verse embodying the truth to be taught is, "Let us sing unto the Lord." A suitable introduction would be a talk with the children about their singing when they are glad, or saying "Thank you" to those who do something for them. This will prepare the children for the lesson on thanking God, and will secure their attention through their interest.

2. The development of the lesson story. The Bible material must be woven into story form for presentation. This involves the whole subject of story preparation, which is obviously too large for specific discussion here. The student is referred to the list of valuable books upon the subject mentioned in the Bibliography at the close of the chapter. It is possible in passing merely to note certain

of the fundamentals in story work for very little children.

The story for the little child must be largely the putting together of simple word pictures stripped of all cumbersome details. These pictures must be logically arranged, proceed to a climax with the conclusion immediately following. For a Beginner, the story must always deal with an action, and be told largely in terms of nouns and verbs, not adjectives or adverbs.

Little children do not care for descriptions to any extent, especially descriptions of thoughts and feelings. The simplest recital of the action suffices. The story which the child himself tells is a guide to what he enjoys hearing. It is a help to a teacher to listen to the story telling of a child and note especially what he omits.

3. **The conclusion.** The most difficult part of the lesson is the conclusion. Perhaps one reason teachers feel the difficulty is that they attempt too much. They endeavor to make an application which is all too apt to be didactic. The children do not like to be told what they ought to do, directly, neither do they like moralizing. What then shall the conclusion be? No two lessons call for exactly the same ending. If the story has been rightly told, the child already desires to imitate the action it has described. The conclusion may show him how to do it, sometimes through a song, a word of prayer, the teacher's expression as to what she is going to do, or his own personal expression regarding it. Again, the conclusion may simply round the story out, so that the child will draw a long breath of satisfaction, and go home to live the action over in imagination, and finally work it out for himself.

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IV. The Lesson Emphasized

1. Stories. In addition to the lesson story from the Bible, other stories may sometimes be used to emphasize the thought, or to suggest its application to the child's daily life. Not too many stories, however, should be told in connection with one lesson.

2. Pictures. Pictures may make the story more clear and real. The large pictures, prepared for use with the Graded Lessons, are particularly good. Other pictures may often be used to advantage. A wise teacher will be on the alert to gather pictures to use as she may require.

3. Objects. Objects sometimes help to make the lesson more interesting, clear, and helpful, but they should never be used in this period to teach truth symbolically. They should only be used to make facts in the lesson more clearly understood.

4. Songs. Songs can be selected that bear on the lesson. It is often helpful to have a song sung by the teacher during the telling of the story. Then the children may sing together at the close a stanza which gathers up the thought of the lesson.

5. Handwork. Handwork has been introduced into many schools. This term is used for any sort of manual work which the children can do that will emphasize the lesson. For instance, in the lesson mentioned from Exodus, the children might draw or paste pictures of things for which they thank God, *e. g.*, the sun, rain, flowers, and birds. Where this work is done the children sit together in the circle while the lesson is taught, then arrange themselves for the handwork at its conclusion. In connection with each lesson in the graded series, suggestions for handwork are given, so that the teacher may have wise guidance in planning her work.

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6. Dramatization. In kindergarten the children often play their stories. Children like to act whatever they are thinking about, and to do so helps them to understand it better. In one kindergarten in Chicago the teacher had told the story of the lost sheep. Later the children played the story. They made the fold of chairs. One child was the shepherd, another child was the wandering sheep, and the other children were the sheep who followed the shepherd safely back to the fold. When the shepherd realized that one sheep was missing he started out to hunt for it. He looked behind great rocks (chairs), and in all dangerous places until he found the lost sheep and took him home. Will those children ever forget that story? Certainly, the child who took the part of the little lost sheep will not forget. In such a simple way the Beginners in Sunday-school may act out the story, or something relating to the lesson.

**Playing
the Story**

7. Children's folders. In connection with the Graded Lessons, the child's folder emphasizes the lesson taught that day. Thus the lesson is carried into the home.

**Children's
Papers**

The more ways in which the lesson can be taught to the child, the more clear will be his understanding of it. As many of the sense gates as possible should be used. The teacher must not be content with the ear gate alone.

V. Results

The lesson has its setting in the program. All that precedes makes ready for it. All that follows emphasizes it. Surely, if this is wisely done the Father's message will find lodgment in the hearts of His little children, and under the Holy Spirit's nurture bear fruit in their lives.

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Lesson Outline:

- I. THE LESSON SELECTED.
 1. The necessity of adaptation.
 2. The Graded Lessons.
Length of course.
Aim.
- II. THE LESSON PREPARED.
 1. Lesson helps.
 2. Steps in lesson preparation.
 - (a) Study for facts.
 - (b) Study for truths.
 - (c) Study for lesson plan.
 - (1) Introduction or approach.
 - (2) Presentation.
 - (3) Conclusion.
- III. THE LESSON PRESENTED.
 1. The approach.
 2. Development of the lesson story.
 3. Conclusion.
- IV. THE LESSON EMPHASIZED.
 1. Stories.
 2. Pictures.
 3. Objects.
 4. Songs.
 5. Handwork.
 6. Dramatization.
 7. Children's folders.
- V. RESULTS.

Bibliography:

- St. John, "Stories and Story Telling."
Bryant, "How to Tell Stories to Children."
Houghton, "Telling Bible Stories."
Brown, "How to Plan a Lesson."
DuBois, "The Point of Contact in Teaching."

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Topic for Special Study:

1. How to tell a story.

Topics for Class Discussion:

1. Why is it better to use Scripture material already adapted to the child than Scripture which needs adaptation before using?
2. How large a knowledge of lesson facts does the teacher of a Beginners' class require?
3. Why should only one truth be given in a lesson to little children?
4. Give points of a good story.
5. In what part of the lesson should the children be encouraged to talk?
6. What handwork can Beginners do?
7. What influence is most effective in leading the child to work out the lesson?
8. How may a teacher become a good story teller?

CHAPTER VII

MUSIC FOR THE BEGINNERS' DEPARTMENT

I. Music a Force in Life

Baby Ralph was tempestuous one afternoon. Nothing suited him. His brow was troubled. He threw things and stamped his small foot. He was so cross that nearly every word came from the realm of tears. His aunt tried one way after another to turn the tide, but everything failed. Finally, going into the parlor, she sat down at the piano and softly began to play and sing. Soon she heard little feet pattering down the hall and became conscious of a baby presence at the parlor door. Not daring to look around, lest she break the spell, she continued singing. Quietly the baby listened, then crossed the room and stood with cheek pressed against the window pane, absorbed in the music. As song followed song, the scowls gradually vanished till suddenly like a burst of sunshine the little face lighted up with a heavenly smile "as an angel dream passed o'er it." The baby was a sunbeam the rest of the day. The demon had been vanquished by the angel of music.

The power of music from an æsthetic standpoint has long been recognized, but modern experiment is revealing the fact that music influences in far more potent ways than the mere giving of delight. It touches the soul at its center and affects thought, feeling, and will. Many a fine, right decision has been made under the power of song, and many a temptation has been triumphant through the intoxicating witchery of seductive music. Few people are insensible to its effect, and

these unresponsive folk are rarely little children. Almost invariably they love music and respond to whatever it suggests. So deeply does it enter their souls that the songs of childhood are remembered when formal instruction is forgotten. These songs help to form ideals and to rouse ambition. They also greatly influence the musical taste of later years. A little child familiar with the best in music can not as a man enjoy even Sunday-school ragtime. The high-class religious music of a good Sunday-school may be the only elevating music which many of the children hear. The only gospel message ever spoken in some homes is that which falls unconsciously from childish lips as they sing the Sunday-school hymns. Considered from any standpoint whatever, æsthetic, inspirational, educational, or religious, the deduction is the same: only the best music is worthy a place in the Sunday-school.

II. Music in the Beginners' Department

1. **The selection of songs.** Two things must be considered in the selection of songs for the Beginners' Department: First, the purpose for which the song is desired; and second, the worth of the song.

(a) *The purpose of the song.* The question, "What song shall I teach my class?" is largely dependent upon the question, "What use do I want to make of the song?" We have many uses for songs in the Beginners' Department. There are the greeting and goodbye songs, songs of welcome, birthday, and cradle roll songs. There are also the songs of the seasons and special days, such as nature songs, songs for Thanksgiving, Christmas, and Easter. There are the worship songs of praise and prayer, and there are songs for teaching some special Bible truth other than these already suggested. The wise teacher will try to keep a right proportion among these different types of songs, not having too many of one sort and too few of another.

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(b) *The worth of the song.* The words of the song must answer satisfactorily the searching questions: Is the thought of the song desirable for little children? Is the thought well expressed? Is the language simple, such as a child would appreciate? Is the poetry good? Is it worth remembering?

The music also must be tested by the question: Is it good from the standpoint of composition? Does the music express the thought of the words? Is the range right for the children's voices? Is the song written in the proper register?

Music There is a diversity of opinion upon this matter of register in the voices of little children, some advocating music written for high tones, others that written for low. Neither extreme is desirable. The music should lie between the high and the low, and include few tones with simplest harmony.

The following words as set to music by Reinecke ("Carols") fulfill all the conditions laid down for Beginners' songs:

"Jesus loves the little children,
For He said one day:
Let the children come unto Me,
Keep them not away.

"There are many little children
Who have never heard
Of His love and tender kindness,
Of His holy word.

"I would tell these little children
If they all could hear,
How He spoke to His disciples
With the children near."

2. **The teaching of songs.** The children should become familiar with the music of a song by hearing it played fre-

quently, as, for instance, at the opening of Sunday-school, or while they are putting on their wraps. In this way they will unconsciously absorb the music. The thought of the song

Absorbing the Music should be given before teaching the exact words. This can be done in an informal talk or by story or pictures.

When the thought has become the children's own, gradually introduce the exact poetic expression. Then sing the song to the children, while they listen. This is a great help to accuracy. Do not attempt to have the children sing the words with the music at first. They may hum the tune a few times, then after the tune and words are both familiar they may put them together.

Thought before Exact Words Teaching songs is slow work in a Beginners' Department, even if those selected be simple. Therefore, too many songs should not be attempted. It is better to have a few songs carefully chosen, wisely taught, and thoroughly learned. Children love the songs they know, and never tire of singing them.

Learning Songs Thoroughly In teaching prayer songs it is best to use merely the words as a spoken prayer week after week, until the children know it without any drilling. Then they may sing the prayer.

A Smiling Voice 3. **The singing of songs.** Children's voices are small and should not be strained. The children should be encouraged to sing softly. Loud singing will strain the vocal chords and impair the voice for later years. Harshness also hurts the vocal chords. To avoid this, and to produce the proper results, the children must sing with what may be termed "a smiling voice." This can be secured by making the singing attractive and enjoyable to them. Many a sweet child voice might have been saved to bless the world if parents and teachers had been less solicitous for noise and more careful to secure this high, soft, smiling voice.

4. **Accompanying and leading.** A good piano is the

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best instrument to accompany children's voices. In lieu of this a violin is very effective. Where these can not be had a baby organ may be used. The instrument must lead but not drown the children's voices. Its tones must be distinct, but not loud.

Piano

The price of a good accompanist for a Beginners' Department is "above rubies." She must be in sympathy with the children. She must play the words of the songs. If she does this, her playing will be expressive and the singing will be good.

The Accompanist

The leader must have a voice which will lead but not overpower the children's voices. A voice which might be splendid for leading a big school might be unsuitable for the tiny, soft voices of little children. Beating time is altogether out of place in a Beginners' Department. The leader should make only such gestures as she desires the children to imitate.

III. Motion Songs

The children in the Beginners' Department are both imitative and rhythmic, and it is natural to express feeling through the body. This does not imply, however, that they are to be drilled in all sorts of mechanical motions to be performed at intervals in a song. The value of motions to the child lies largely in their spontaneity. When the motion expresses something which the child desires to express, it has justification. No child ever felt any irresistible impulse to cross his arms upon his breast to indicate prayer, when he sang a prayer song, or to extend a finger toward the sky when he sang the name of his Heavenly Father. He will naturally want to express through his body, in a song, only those things he imitates elsewhere. He copies movements about him and he may like to imitate those movements, when they are suggested by a song. But only when he feels the desire and gives it his own natural expression, is it of value to him. There is danger,

however, that the child may be so absorbed in making the motion as to lose the thought which is back of it, if he tries to sing and go through the motion at the same time. Motions can be very helpfully used in teaching the song, and the children enjoy making them, as the teacher sings the song or the instrument plays it. When, however, the song is sung by the children, the use of motions must be carefully guarded both for their effect upon the voice, while singing, and for the sake of the impression desired from the words.

Points to be Guarded in Motion Songs

IV. Instrumental Music

Music other than the songs is needed in the Beginners' Department. Soft music for quieting, and clear, distinct music, with marked rhythm, for marching, have a necessary place. The very best music may be chosen for these purposes, since children can feel the influence of rich harmony and beautiful tones, when they can not at all comprehend it intellectually. Such masters as Mozart, Beethoven, Hayden, Schubert, and Rubenstein have messages for the emotions, if not the intellect, of even a little child.

Best Composers to be Chosen

V. Sources of Good Music for Beginners' Departments

Every Beginners' teacher, as has already been suggested, should make her own song book, if she desires the best. Songs culled from different sources will, in time, make a valuable collection of children's music. New books of varying degrees of excellence are constantly appearing, and a complete list of even the best is well-nigh impossible to give.

The following books, however, are suggested as illustrating high standards in children's music, by which other collections may be judged:

- Songs for Little People.....Frances W. Danielson
- Song Stories for the Sunday School...Mildred and Patty Hill

Childhood Songs.....Mabel and Myra Rowland
CarolsLeyda and Burgener

Lesson Outline:

- I. MUSIC A FORCE IN LIFE.
- II. MUSIC IN THE BEGINNERS' DEPARTMENT.
 1. The selection of songs.
 - (a) The purpose of the song.
 - (b) The worth of the song.
 2. The teaching of songs.
 3. The singing of songs.
 4. Accompanying and leading.
- III. MOTION SONGS.
- IV. INSTRUMENTAL MUSIC.
- V. SOURCES OF GOOD MUSIC FOR BEGINNERS' DEPARTMENT.

Bibliography:

Howard, "The Child Voice."

Topics for Special Study:

1. The effect of music upon a child.
2. Critical study of certain selected songs for children.

Topics for Class Discussion:

1. What themes are not suitable for Beginners' songs?
2. How often should a new song be taught little children?
3. How should a new song be taught?
4. What points should be guarded in the use of motion songs?
5. How may motion songs be helpfully used?
6. What qualities should the leader of singing in the Beginners' Department possess?
7. What is the danger to a child voice in overstraining?
8. Why is the best music needed in a Beginners' Department?

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CHAPTER VIII

SPECIAL OCCASIONS

There are certain days which stand out from all others, such as Church days and National days. These come with special interests, each bringing its own message and its peculiar opportunity.

I. Why Should the Sunday-school be Concerned with These Special Occasions?

The Church days stand for great facts and truths of Christianity, as Christmas for the birth of our **Church Days** Lord, and Easter for His glorious resurrection.

The National days recall the significant dealings of God with our Nation; either directly, as Thanksgiving Day, or indirectly, through commemorating the anniversaries of men whom He raised up to lead us. All these days hold common interest for people, and any day of common interest comes with a special opportunity. To use this common **National Days** interest, make strong "the tie that binds." Such interest contributes to unity in the school, unity between the teacher and pupil, and unity between the home and the school. It increases the interest of both children and parents in the Sunday-school. It helps the spirit of the school and promotes fellowship. It seizes an immediate interest, and turns it to account for God.

II. Which Special Occasions are Valuable to the Sunday-school?

They are of two sorts: those celebrated on Sunday and those which call for a gathering on a week day.

1. Sunday Celebrations. These usually occupy the regular hour of the Sunday-school. Briefly mentioned they include:

(a) *Rally Day.* Many schools are somewhat depleted during the summer months. Rally Day is observed, as its name indicates, to rally the Sunday-school forces, to awaken the Church to the opportunity and significance of the school, and to inaugurate vigorous work again. This day is observed in the early fall, the exact date depending upon the time when the majority of the members of any particular Sunday-school return from their summer vacations—from the first of September to the last of October.

(b) *Thanksgiving.* The Sunday immediately preceding or following Thanksgiving Day is fittingly observed in Sunday-school as a time of thanksgiving.

(c) *Christmas.* The Sunday preceding or following Christmas Day should certainly be a time for remembering the day our Lord was born in Bethlehem.

(d) *Promotion Day.* Some schools have their Promotion Day the last Sunday of the calendar year. Others use the last Sunday before the vacation period, and still others the opening Sunday of the fall session. With the adoption of the Graded Lessons, promotion will naturally come at the end of the year's work.

(e) *Easter Sunday.* Easter Sunday should stand out in the thoughts of the children not as the day for new hats and dresses, but as the greatest day of the Christian Church—the day of our Lord's resurrection.

(f) *Children's Day.* Children's Day, usually observed in June, has no such historic roots as Christmas and Easter, and yet may be made significant in recalling Jesus' relation to the children, both as he invited them to come to him (Mark 10: 14) and as they sang his praises (Matthew 21: 15, 16).

(g) *National Days.* The Sunday nearest to such National days as Memorial Day, Independence Day, or Washington's birthday may be fittingly made of special significance in the

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Sunday-school, thus teaching Christian courage and patriotism, and recalling God's wonderful dealings with our Nation.

2. Week-day Celebrations. These usually partake more of a social nature and mean much in binding teacher and pupil together, and in interesting the parents. Generally speaking, they are the parties and picnics. There may be a party during Rally Week, a Thanksgiving party, a Christmas entertainment, an Easter party, and picnics in the summer. Some Sunday-schools have held a Thanksgiving service of worship on the morning of Thanksgiving Day or on the afternoon previous.

III. How Observe These Special Occasions?

I. General Suggestions. It is profitable to have the whole Sunday-school meet together on some of these occasions. The Beginners are dear just to look at, and may be seated on or near the platform among the decorations, for they certainly are decorative. But they must not be forgotten in arranging the program. While individual recitations by the little ones or exercises which will make them self-conscious are not to be advocated, the program should be interesting to them. A song from the Beginners' Department as a whole would be a delightful addition to the program and avoid the danger to the child from unwise people who say, "You were just too cunning for anything."

These special days in the school should be educational and inspirational. The program should always emphasize the message of the day; as for example, the Christmas exercises joyfully proclaiming the birth of Jesus. The program should not center around Santa Claus when held on Sunday in the church. The question should ever be how to make the day meaningful.

Appropriate songs and stories are helpful in answering the question. The program must be full of life and interest, with sufficient variety to make weariness impossible.

Special effort should be made to have every pupil present

on these occasions. Let them all know of the event, and have the joy of anticipation and preparation. Effort should also be made to have the parents present at these times. They should receive invitations of some sort, written or verbal, and should be made welcome when they come. Enlisting the mother's help will make the affair more successful. Sometimes it is better to let the Beginners celebrate by themselves in their own room.

**Invitations
to Parents**

2. Specific Suggestions.

(a) *For Religious Services.* On Rally Day it is well to have all the school together, each department showing in some way how it has rallied. This is an occasion when there is inspiration in numbers. Preparation should be made for it, aiming toward the presence of every member of every department of the school, from the Cradle Roll to the Home Department. Attractive invitations should be sent out, and in other ways the occasion should be thoroughly advertised. The work of The Board of Sunday Schools should be presented on Rally Day and an offering taken. The Board provides an attractive Rally Day program which should be used wherever possible.

**Entire School
Together**

Thanksgiving should be a season not only for recalling God's mercies and offering thanks, but also showing thanks by helping those less fortunate. Like most of the special days, it requires preparation for at least two or three weeks in advance. The children should know definitely what is to be done with the Thanksgiving, that they may give and work intelligently. Every child as far as possible should have an individual part in the gifts. Even in a Mission Sunday-school each Beginner could bring at least a potato, to help make a Thanksgiving dinner for some needy family. A Thanksgiving program for the Beginners' Department should include an enumeration of things for which they are thankful: Thanksgiving prayers, songs, Bible verses, and a Thanksgiving story.

**Thank-
Offering**

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The *Christmas* season should be pervaded by the spirit of love and giving. A giving Christmas brings the deepest joy, for it is the Christlike Christmas. Definite plans should be made for its celebration in this way, even with the smallest children. The Beginners may bring toys for the children in some hospital or orphanage or home of poverty. Let the object of their gifts be something in which they will have a natural and definite interest, not some abstraction like "the poor" or "missions." The Christmas program should be of the choicest. Nothing is better than the Christmas story in song, Scripture, and picture. If the pictures and music are wisely selected, the Bible verses distinctly given, the songs well rendered, and the whole program carefully arranged and conducted, a spirit of reverence and inspiration will come to all, even the older ones, who may be present.

The same is true of the *Easter* program. It, like the Christmas program, should be vital with its message. The service should be significant, beautiful, worshipful, and inspirational. Its setting in the church auditorium with flowers and music and happy faces will help the children to catch the spirit of the day.

Promotion Day is one of the occasions when it is well for the whole school to be together. In some formal way a class should be promoted from each department into the next. In succeeding departments some definite work may be required for promotion, but Beginners can scarcely be required to commit anything to memory, unless it be a few very simple Bible verses. These the children may recite, and this, with a song, will suffice for their part of the program.

(b) *For Social Festivities.* Children's parties are a source of delight, if well managed. Care should be taken that these little people know the exact time of the party. It is always better to have a written invitation, as details are so hard to remember at this age. The invitations may be made attractive

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with children's faces or stenciled figures, and the effort required to prepare them is well repaid. The program may be very simple. Plenty of games, for children tire of same-
Parties ness; songs and a story, preferably one appropriate to the season or special occasion, and simple refreshments will fill the afternoon delightfully. This latter point of refreshments is important from the children's standpoint. At a children's party, when the children were playing games and having a good time together, one little girl whispered in her teacher's ear, "When's going to be the party?" "Why, this is the party, dear," replied the teacher; "Aren't you having a beautiful time?" "Yes, but when's going to be the party?" To her the party and the refreshments were synonymous terms, and she is not alone in her conception.

The Beginners should have their social gatherings by themselves, and not with other departments of the school, else the purpose of the occasion is defeated. A picnic for the
Picnics whole school is very well, but the little people need picnics of their own in addition. Of course, the mothers should be invited, and it is both wise and helpful to use their assistance as much as possible. Mothers, teachers, and children can have a beautiful time together in "God's out-of-doors." Freedom and food are the two requirements. The children get *so* hungry playing. They may need direction in their play, but if they can go where they can pick flowers—particularly the little city children, who rarely see a flower growing—no further entertainment is needed.

All of these things take time, but anything worth while
Goal of Effort takes time, and all these help to win the little children for Jesus Christ. They are worth all it costs, and He is worthy of our best and greatest effort.

(Some suggestive programs for special occasions may be found in the Appendix.)

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Lesson Outline:

I. WHY CELEBRATE SPECIAL OCCASIONS?

- Great lessons.
- Value of a common interest.

II. WHICH SPECIAL OCCASIONS ARE VALUABLE?

1. Sunday Celebrations.

- (a) Rally Day.
- (b) Thanksgiving.
- (c) Christmas.
- (d) Promotion Day.
- (e) Easter.
- (f) Children's Day.
- (g) National Days.

2. Week-day Celebrations.

III. HOW OBSERVE THESE SPECIAL OCCASIONS?

1. General Suggestions.

2. Specific suggestions.

- (a) Religious.
- (b) Social.

Bibliography:

Curtis: "White Gifts for the King."

Topics for Advanced Study:

- 1. Social means in religious work.
- 2. Christ and the Christmas program.

Questions for Class Discussion:

- 1. Why have special occasions in Sunday-school?
- 2. Name several days worth observing in Sunday-school.
- 3. When and why should the whole Sunday-school meet together?

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4. How can the special days be made meaningful?
5. How may Christ come to His own at Christmas time?
6. Why have Sunday-school parties?
7. Should parties for little children be held in their Sunday-school room?
8. What points must be guarded in having Beginners take part in a public program?



CHAPTER IX

HOME CO-OPERATION

I. Value of Home Co-operation

In Sunday-school work much depends upon the attitude of the home toward the Sunday-school. If this attitude be unfriendly the teacher will find her work checked, or even counteracted at many a point. If the attitude be one of mere indifference, the children are apt to be tardy and irregular in attendance at Sunday-school. If it be one of antagonism, the children will be discouraged from attending, or even forbidden to go. Any of these conditions lessen the interest of the pupil in the school and also in the lesson, and render the work of the teacher much more difficult.

If, on the other hand, the home is friendly to the Sunday-school, the teacher's work becomes easier and more satisfactory. There may be different degrees of friendliness, however. The first degree only lessens the number of barriers in the way of the pupil's attendance. The second degree of friendliness removes the barriers altogether. The third degree means the encouragement of the teacher and sympathy with her desires, at least in the outward things of regular attendance and general welfare of the school. The fourth degree of friendliness means real co-operation and desire to aid the teacher in every way. Yet the teacher's work is not necessarily a failure, if the home does not co-operate. Many splendid teachers have achieved great things single-handed and alone, but the work is greatly augmented by the co-operation of the home, and better results can be expected. It should be the definite aim,

therefore, of every Sunday-school to gain the *co-operation of the home*.

II. How to Secure Home Co-operation

1. Through the entrance of the Sunday-school into the Home.

(a) *Means*. A Sunday-school can not gain the co-operation of the home unless it send its messengers and messages into the home. Of these messengers no one counts for so much as the teacher herself. A call helps her to know the children as she can in no other way, and it means more to the home than possibly she realizes. One requisite for gaining the sympathy of the mother is to meet her on her own plane, and always sympathetically. The teacher must try to see life from each mother's point of view, in order to be able to give the mother later her own viewpoint. The mother will judge this viewpoint not so much by what the teacher says as by what she sees the teacher to be.

The Teacher Calling in the Home When the teacher of the Beginners' class can not go herself into the home, she may be able to send a substitute—one of her assistants, or the Sunday-school Visitor. The call of the Cradle Roll Superintendent or the Home Department Visitor can do much to stimulate home co-operation.

The children themselves make splendid messengers from the Sunday-school to the home, taking flowers to the sick and papers to the absent. Letters, cards, and papers bearing messages from the Sunday-school may be used to strengthen the cable that binds the home to the school. Any attention shown to the children will arouse the interest of the parents.

Children as Messengers (b) *Occasions for entering the Home*. (1) When *new pupils* enter the Sunday-school the parents should know by some means that they are welcomed. A cordial note with the enrollment blank enclosed, in the case

of the Beginner, will be greatly appreciated by the father and mother. Yet even this will not have the value of an immediate call by the teacher.

(2) *Absent pupils* should always be sought after, to learn the cause of absence, and if possible to hasten the return. A personal letter to the child, telling him he was missed and **Absentees** assuring him of a welcome upon his return, will be prized beyond words by both the child and his parents. This may be used after an absence of one Sunday. In case of two consecutive absences a call should be made. Enough personal interest should be shown in the child to see that he receives his Sunday-school papers during absence, either through the mail or by messenger.

(3) *Times of trouble* in the home furnish the Sunday-school an especially favorable opportunity for entering the home. A call, a flower, or a card may comfort a sick child or a sad mother. Further, the Sunday-school **Times of Trouble** should stand ready to render any practical assistance possible to those in trouble. Food and clothing may be tactfully provided in cases of need. Employment may be sought for the father or mother. Medical aid may be furnished, and in cases of sorrow and death, help and comfort may be given. Any need in the home is the Church's opportunity to be neighbor and thus most effectively show the spirit of her Lord.

Times of Joy (4) *Times of joy* afford as valuable opportunity for the Sunday-school to enter the home as times of sorrow.

(5) *The child's birthday* is a peculiarly favorable time to **Birthdays** touch the home by some personal attention to the child, even though it be slight. The birthday letter never loses its charm for the child, nor its potency over the parent heart.

New Baby (6) *The arrival of a new baby* in the home of a Sunday-school pupil is a splendid opportunity for a call from both the Superintendent of the Cradle

Roll and the older child's teacher. It not only will gain the baby's name for the Cradle Roll, but it helps to bind that home more securely to the school.

2. Through the entrance of the Home into the Sunday-school. This includes not only securing the presence of the parents in the sessions of the Sunday-school itself, but also their attendance upon other gatherings held under the auspices of the Sunday-school or in connection with it.

(a) Invitations to the Services. Frequent invitations should be extended to the parents to come to the Sunday-school and other regular services of the Church. They should be made to feel that they are always welcome, and the teacher should make a particular point of greeting them when they do accept the invitation and come. They should always be invited on any special occasion, such as Rally Day, Christmas, and Easter, and to the picnics and parties as well.

(b) Mothers' Class. A mothers' class is a help in bringing mothers to Sunday-school with their children. In this class the problems of the home are discussed, and the hour is not only profitable but most interesting as well. This class should always be led by a mother.

(c) Mothers' and Parents' Meetings. Mothers' meetings once a month, or even less frequently, are both delightful and of real practical help to mothers. Occasionally it is well to vary these with a parents' meeting, held in the evening, to enable the fathers to come. A suggestive program for such a meeting may be found in the Appendix.

(d) Parents' Service. The parents' interest and co-operation is always assured when they are persuaded to undertake some work for the Sunday-school. The work may be helping during the Sunday-school session or in the parents' meeting or upon some special

occasion. What is done matters less than the fact of the doing, for interest always accompanies service.

The real secret of gaining the co-operation of the home, however, lies not in method but in the teacher's ability to be a friend. As she proves herself to be such, she will have the co-operation of the home. It will require time and effort, real sympathy, and tact; but ultimately she will win. She must not obtrude her views where they will antagonize; but she can live her religion, and life tells.

Miss Allen had often called at a certain home, since she had two of the children in her kindergarten and Sunday-school. She had tried to be a friend to the mother, but had never had any distinctly religious talk with her. Early one morning little Dora came to Miss Allen's home. She was crying, and could only say, "The baby's dead, and mamma wants Miss Allen." As the teacher hurried into the home the mother threw her arms around the teacher, saying: "O! Miss Allen! God had to take away my baby to make me think." Then and there the mother pledged her life to God, and not long after joined the Church and proved her loyalty to Christ in many ways. Why had she not sent for the minister? Why had she not turned to neighbors or relatives in her grief? Why did she at once send for the teacher? Because that teacher had proved herself a friend, and the mother knew that she best could comfort her in her hour of need and help her to know God.

Lesson Outline:

I. VALUE OF HOME CO-OPERATION.

II. HOW TO SECURE HOME CO-OPERATION.

I. Through the Entrance of the Sunday-school into the Home.

(a) Means:

Personal calls.

Messengers.

Messages.

- (b) Occasions:
 - Entrance of new pupils.
 - Absences.
 - Times of trouble.
 - Times of joy.
- 2. Through the Entrance of the Home into the Sunday-school.
 - (a) Invitations to Regular Services.
 - (b) Mothers' Class.
 - (c) Mothers' and Parents' Meetings.
 - (d) Parents' Service to the Sunday-school

Bibliography:

Chapman: "The Moral Problem of the Children."

Periodicals:

"The Child Welfare Magazine," Philadelphia, Pa.
"Kindergarten Primary Magazine," Manistee, Mich.
"Kindergarten Review," Springfield, Mass.

Topics for Special Study:

1. Reasons for the lack of interest in the Sunday-school on the part of the home.
2. Practical plans for enlisting the co-operation of the parents.

Topics for Class Discussion:

1. Of what value is home co-operation?
2. What can a Sunday-school teacher accomplish by a visit in the pupils' homes?
3. By what other means can the Sunday-school get into the homes?
4. What special occasions furnish opportunity for special touch upon the homes?
5. How may parents be brought to the Church?
6. What is the secret of winning home co-operation?

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CHAPTER X

THE RELIGIOUS LIFE OF LITTLE CHILDREN

I. Religious Instincts and Inclinations

The child is naturally religious. By this we mean he has a capacity for God, unconsciously reaches out after God, and will never be satisfied until he finds Him. As Augustine said, "Thou hast made us for Thyself, and our soul is restless until it rests in Thee." There is in every child that dormant possibility of a spiritual life which, when touched by the Spirit of God, will burst into life and grow into the Divine Image as it is nourished day by day. The child has an interest in spiritual things which, though not manifested as the adult would manifest it, is vital and real.

The child comes to us innocent, but with tendencies toward both good and evil. He will not inevitably do right, even in the best environment. We are largely responsible for his wrong-doing, however. We induce much that is evil by our wrong treatment of him and by our unchristlike living. Accordingly it becomes easy for him to do wrong, and often hard for him to do right.

How are little children religious? They do not sit for hours poring over the Bible. They are not solemn, if healthy. Prayer-meetings do not interest them. But listen to their questions concerning life and nature about them, even concerning death and the hereafter. They touch the deep things of philosophy and theology in their questions—things that you

and I can not answer. Helen was five years old. She had enjoyed her geranium plant very much, but at last it withered and died. "Mother, where is my geranium plant?" "Why," said the mother, "it died and you know we set it down cellar, because it is n't pretty to look at now." "No, mother; I mean, where is my geranium *now*?" She was not questioning concerning the withered stock, but concerning the life of the plant. Watch the children's faces as they try to fathom life's mysteries, or as something beautiful appeals to them. The Spirit of God is stirring the heart and inspiring the thoughts.

Manifestations of Religious Interests

We have already seen that trust, reverence, love, and sincerity are characteristics of little children; that their curiosity makes them hungry to know about life, and how things come to be; that they look to some one greater and stronger than themselves for provision, protection, and guidance. Are not all of these essential elements of religious life? Were not these some of the characteristics that Jesus had in mind when He said, "Except ye become as little children, ye shall in no wise enter the Kingdom?"

Elements of Religious Life

To a scribe—a man familiar with all the law, a teacher to whom men looked up in religious affairs—Jesus said, "Thou art not far from the Kingdom of God" (Mark 12:34). But of the children Jesus said, "Of such is the Kingdom of heaven." "Their angels do always behold the face of My Father." For Jesus' thought of little children read the following passages: Matthew 18:1-14; 21:15, 16; Mark 10:13-16. These statements of the Master are the warrant, according to Methodist authorities, for the declaration of the Methodist Discipline concerning the spiritual status of the child. "We hold that all children by virtue of the unconditional benefits of the atonement are members of the Kingdom of God."

Jesus' Statements Concerning Children

II. Fostering the Religious Instincts of Children

These religious instincts must be fostered if they are to grow and bear fruit. Neglect will distort, dwarf, or kill in the spiritual realm as truly as in the physical. We recognize the importance of caring for the bodies and minds of the children, but too often the spiritual nature is neglected. How shall we foster the religious instincts of children?

1. By Creating the Right Atmosphere. "Atmosphere is a condition of life and growth." (W. A. Brown.) Because childhood is the time of impression and absorption, the soul of a little child is easily touched for good or evil. We have spoken of the effect of environment, of the power of the teacher's personality, of the influence of music, and the appeal of the beautiful to the little child. All these help to create atmosphere which does so much toward the nurturing of his religious life. As his physical life is dependent for proper growth upon air and sunshine, so his spiritual life needs the sunshine of sympathy for its growth. The lives of those about the child constitute one of the most important parts of his environment. They help to form his standards as he watches and imitates them. A most serious question therefore is, "Are those whom the child sees day by day helping to create the atmosphere that shall minister to his life and growth in spiritual things?"

The Sunday-school and the Church service should definitely contribute to this nurturing atmosphere. The little child will not comprehend the sermon, and probably will understand little or nothing of the entire Church service, and yet he may obtain lasting impressions from the service. In its last analysis the greatest thing which the Sunday-school can give to a little child is a Christ-charged atmosphere.

2. Instruction. Aside from the right atmosphere, the child needs instruction. It is natural and easy for a little

child to love the Heavenly Father, but he can not find his way to God alone. Born with a capacity for God, and with a longing for the Infinite that never can find satisfaction elsewhere, he is not born with a knowledge of God.

Helping the Child to Know God How shall he know Him? Through the centuries God has been trying to reveal Himself to men, since they could not by their own efforts know and understand Him. Such revelation of His as we possess should be shared with the wondering child, who finds himself in a world full of mystery, which can only be understood through faith in God.

As food is necessary for the development of the physical life, so it is equally necessary for the spiritual life. Truth is the food for the souls of men. "As new-born babes desire the sincere milk of the Word, that ye may grow thereby."

"The Bread that comes from Heaven needs finest breaking,
 Remember this,
 All ye who offer for the children's taking,
 Nor give amiss.
 The desert manna, like to coriander
 With honey taste,
 Was gathered at the word of the commander
 With cautious haste.
 A small round thing, and not in loaves for eating,
 The manna fell.
 Each day the wondrous miracle repeating,
 As records tell.

So make it small—this Bread of God, life giving,—
 The child is small,
 Unskilled in all the strange, great art of living,
 Which baffles all.
 Be mindful of the little ones, and feed them
 With living bread;
 But break it for them, as you gently lead them
 To Christ, the Head.
 With skill and pains and loving forethought tender,
 Provide the fare.
 Remember that their powers at best are slender,
 For whom you care.

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Young souls, immortal, claim your constant tending;
 To these be true.
 Be sure to give the Bread from Heaven descending,
 Naught else will do.
 Mix not with earthly things which cause distraction,
 This bread divine,
 The Word itself has infinite attraction,
 So break it fine.
 Nor let them lose for any selfish reason
 Their measure due;
 Remember, for their portion in due season
 They look to you." (Julia H. Johnston.)

How shall the instruction be given that will thus foster the religious life? Much of it informally, by the way, as the child is interested in nature and the happenings of life. It is easy to lead his thoughts from the beauty of the flower to the God who made it. Stories, songs, and pictures may direct the thought to God and give the truth so that the child can receive it. These, however, do not take the place of the Bible story given aright in the Sunday-school hour.

By some means of instruction, formal or informal, Jesus Christ and the Heavenly Father must be made real to the child. It is as easy for a child to love Jesus Christ as to love his mother; but he would not love his mother if he knew nothing about her. When the stories of Jesus' love and compassion are told, the child heart naturally goes out in love for Him. When the love of the Father for the little child is interpreted to him and his attention is called to the daily evidences of God's loving care, his heart responds. Even the Beginners have burdens and sorrows, too great for them to bear alone. Tell them of the "Friend for little children beyond the bright, blue sky." Yet not by one or even an occasional feeding shall they be satisfied and have sufficient for growth. It must be day by day, again and again, "here a little, and there a little."

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3. Expression. The child needs not only air and food, but exercise as well, for physical strength. Exercise is likewise necessary for spiritual development. It furnishes the means by which the soul may express itself. First, the impression, then the expression. Prayer is one form of expression, service another.

Ralph was such a little fellow—only two and a half years old, just learning to talk. No one had thought of trying to have his baby lips say a prayer. To be sure, he knelt with the rest morning and evening at family worship. Occasionally he went to Sunday-school or Church. But as yet his vocabulary was very limited and his sentences contained only the emphatic words. So when bedtime came he was tucked in bed without any attempt to have him repeat a prayer. One night the children were not taken upstairs until it was time for five-year-old Huber to undress. He could do most things for himself, but his aunt preferred to be with him for his prayer. This night she thought best to go to Hubert's room for the prayer before undressing Ralph. As Hubert knelt at her knee and offered his prayer, Baby Ralph came and stood at the door. This was a new sight to him. He stood there quietly taking in the situation. When Hubert rose, Ralph looked into his aunt's eyes and said in his baby way, "Waf have pwayer." So the dear baby knelt and repeated, phrase by phrase, the simple words:

"Dear God,
Bless Waf.
Make me good boy,
Jesus' sake,
Amen."

Every night after that he had a little prayer. So simply and naturally did he enter into the prayer-life.

The Beginners' teacher should remember that the only prayer heard in many homes will be the one the child learns in Sunday-school. Two are suggested as both suitable and beautiful to be taught in the Beginners' Department:

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MORNING PRAYER.

"Father, we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care
And all that makes this world so fair.
Help me to do the things I should,
To be to others kind and good,
In all I do, in work or play,
To grow more loving day by day."

EVENING PRAYER.

"Now the light has gone away,
Savior, listen while I pray,
Asking Thee to watch and keep,
And to send me quiet sleep.
Jesus, Savior, take away
All that has been wrong to-day;
Help me every day to be
Kind and loving, more like Thee."
(Frances R. Havergal.)

The expression of the religious emotions in service is vital to the growth of the spirit. This service needs to be suggested to the Beginner as well as directed after it is undertaken. Little acts of kindness and helpfulness in the home and in the narrow circle in which he moves will do much to strengthen a child's religious inclinations.

III. Results

Can little children be Christians? Yes, child-Christians; not adult-Christians. The Beginner will probably feel no great burden of sin. His religion will not express itself in prayer-meeting speeches, in long prayers, nor a long face. But he may know and love Jesus Christ as his personal Friend, and seek to please Him because he loves Him. As naturally as the plant opens to the sunshine, so does the child-heart respond to the love of God in the face of Jesus Christ. The child should not need to be conscious of the time when he began to love Jesus. That be-

ginning should have been so early and so natural as not to have left a distinct mark on consciousness.

It is all wrong to leave Christ out of the life of a child, and let him grow up without the Savior, to wander into sin. If this is done, with what longing the Shepherd goes to seek

Sin of Neglect His lamb! For "it is not the will of your Father that one of these little ones should perish." But, O, the sin of making the Shepherd's search necessary! "Whoso shall cause one of the little ones to stumble, it is profitable for him that a great millstone should be hanged about his neck, and that he should be sunk into the depth of the sea."

Step by step lead the child to know the dear Lord, to love Him, to speak to Him, and to serve Him. Then his fears

The Work of the Beginners' Teacher will be turned to reverence for God, his credulity lifted to faith and trust in the Heavenly Father, his love centered in Christ, and his life made sweet, pure, joyous, and helpful. He may not talk much about his religion, but it will be genuine and, like the sunbeam, by its shining make the world a better and a brighter place.

Lesson Outline:

- I. RELIGIOUS INSTINCTS AND INCLINATIONS.
 - Naturally religious.
 - Tendencies toward both good and evil.
 - Interest in spiritual things.
 - Christ's words about children.
- II. FOSTERING THE RELIGIOUS INSTINCTS OF CHILDREN.
 1. By Creating the Right Atmosphere.
 2. By Instruction.
 - Informal.
 - Formal.
 3. By Expression.
 - Prayer.
 - Service.

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III. RESULTS.

A child-Christian.

Bibliography:

McFarland, "Preservation vs. Rescue of the Child."
Bushnell, "Christian Nurture."
Trumbull, "Hints on Child Training."
Slattery, "The Seed, the Soil, and the Sower."

Topics for Special Study:

1. The spiritual status of the child.
2. The nurture of the child-Christian.

Topics for Class Discussion:

1. How does a child show he is naturally religious?
2. What is Jesus' attitude toward children?
3. How does the right atmosphere help the spiritual life of a little child?
4. How may a church service be really helpful to a child?
5. How shall a child be led to know God?
6. How shall children be taught to pray?
7. What kind of service should be expected from child-Christians?
8. What results should the Beginners' teacher seek?

PART II
THE PRIMARY WORKER AND HIS
WORK

By **ERMINA C. LINCOLN**

PREFACE.

It is my desire to acknowledge my debt of love and gratitude to all who have in any way aided me in securing a knowledge of the work of the Primary Department, and especially to acknowledge my indebtedness to those who through difficulties, discouragements, and opposition have raised the standard of the Primary Department until it has reached its present efficiency. We but mount the steps carved for us with infinite painstaking by those who have preceded us on the road, content if we may but add a single mallet-stroke toward the preparation of a more perfect way for those who shall follow us.

E. C. L.

Attleboro, Mass., February, 1911.

CHAPTER XI

THE PRIMARY CHILD

I. A Knowledge of Child Nature Necessary to Good Teaching

1. Why knowledge of child nature should be acquired.

The little child comes to earth with the divine touch upon him. He comes without knowledge, but with infinite capacity to acquire knowledge. It is the privilege of the mother first, then of the teacher, to bring to the child the knowledge which he needs and to train and develop the powers of the soul that he may acquire knowledge for himself. The better the teaching, the better the equipment of the soul for growth. How necessary it is that the mother and the teacher shall feel the divine touch upon their own lives if they are rightly to teach and train the little child. The child under nine is in the most impressionable and plastic period of his life. There is no other period so rich in opportunity for the mother and teacher as this, for by frequent tests it has been proved that impressions received thus early in life have been long remembered and have had the most active influence in molding character. The facts, then, are these: the child comes to earth with capacity to acquire knowledge; it is the mother and teacher who largely determine what knowledge he shall acquire; the mother and teacher also train him to use his own powers that he may acquire knowledge for himself; theirs is the privilege of making the early and lasting impressions which mold his character. Consideration of these facts leads to the conclusion that the largest possible knowledge of child nature should be acquired by all who directly influence children under nine

years of age that skill and love may combine in the molding of character.

2. How knowledge of child nature may be acquired.

It is necessary that the teacher should know as thoroughly as possible the physical, mental, and spiritual possibilities of the child in the various stages of his development.

Book Knowledge and Experimental Knowledge It is not enough that the Sunday-school teacher should study the child's spiritual characteristics only—for the physical and mental are so intertwined with the spiritual and so react upon it that the spiritual can not be thoroughly understood without a knowledge of the physical and mental. This complete knowledge is gained by studying the child himself and by learning from the experiences of others through books on child study. Most mothers and teachers know the child to a certain extent, but the knowledge is apt to be fragmentary—it comes to them in bits and is in a way intuitive. They know facts, not reasons, causes, and results.

3. Meeting the objections. Some have objected to the study of laws governing child growth on the ground that love is enough to teach them all that it is necessary to know in guiding the child. G. Stanley Hall says, "Love **Knowledge vs. Intuition** and study in this field as in that of science go hand in hand, each strengthening the other." And Horace Mann says, "For what grander, holier purpose under heaven does a human being need knowledge than the training of childhood?" It is true that a teacher may know all the laws governing child growth and yet fail in her teaching if she lack the one essential of love which illuminates all these laws and gives her a peculiar insight into the individual need of each child. It is equally true on the other hand that a teacher may by the very force of her love for the child unconsciously follow the laws of his growth, having only an intuitive knowledge of these laws. What such a teacher does is of necessity done experimentally, without certainty of result.

4. The successful teacher. The goal of the teacher is

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the spiritual nurture of the child. The teacher most successful in rightly training the powers of the soul and in deepening the content and capacity of the soul is the one who while loving the child with a love akin to the divine, studies the laws governing his growth and regulates her teaching not only by her deep love, but also by her knowledge of these laws. In this way uncertain instinct becomes sympathetic insight and the teacher's love for the child is able to accomplish more because guided by her knowledge of the laws which determine his growth.

II. Characteristics of the Child Under Three Years of Age

During the first three years of a child's life he is almost entirely body and mind, with the physical predominating. He is first a creature of instinct and impulse, without conscious mind control, but gradually the mind begins to control movement in a constantly increasing degree. The knowledge accumulated during this period of a child's life is largely gained through his senses. He is the product of the heritage which his parents have given him and the home influences which surround him. Character is formed through indirect teaching. It is the sense of reverence more than the teaching of reverence which these little children need. Just as the child unconsciously imitates the manners and language of those in the home, so he unconsciously absorbs the spiritual atmosphere and imitates the religious customs of the adults about him. Froebel has said: "Religious nurture must begin in early infancy: long before religious instruction can be apprehended, the unfolding soul is susceptible to religious impressions and there the atmosphere of a child's life is of first importance."

III. Characteristics of the Child Between Three and Six Years of Age

The characteristics of Beginners have already been treated at length in Part I of this text, to Chapter I of which the

reader is referred for a detailed statement. Here a very brief statement must suffice.

Between the ages of three and six the child passes from home instruction only, to the period of kindergarten instruction in the public school and the Beginner's Class in the Sunday-school. It is a time of such rapid physical growth that the fatigue point is easily reached. The broadened environment of the child's life which comes through the kindergarten causes an enlargement of his mental capacity. He is still governed by his feelings and can not yet give voluntary attention. His imagination is very active, as is also the instinct of imitation. The spiritual development during **Spiritual De-** this period becomes noticeable. When the child **velopment** hears the story of God's love and care and **Becomes** understands His willingness to help him, when he **Noticeable** learns lessons of obedience and service, he interprets the story or the lesson by that which he finds in the home. The properly impressed lesson truth which has been understood by the child will find expression in the home life of the child. We must expect the lesson truths to be expressed in a child-like way; one of the great errors in dealing with children in this period is to expect in them mature ways of doing right. We ought not to expect of the child what we would of the adult; children need sympathy and help when they have done wrong, and ready forgiveness for the wrong just as much as they need correction. Too often a child's natural expression of the spiritual trust which he has absorbed is ridiculed and his desire to give expression to the truth becomes deadened. These are a few of the reasons why the Beginners' Department is so necessary to the Sunday-school.

IV. Characteristics of the Child Between Six and Nine Years of Age

1. The change which influences these characteristics.

In studying the development of the child between six and nine we come to the period in his life when the Primary

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teacher directly influences him. We must now take into consideration the fact that a great change has been made in his environment. In the former period we knew only the home life and the constant guiding care of the mother. **Dawning** Possibly also in that period he had been to **Independ-** kindergarten, but even so he was constantly under **ance** the protecting care of some one older than himself, probably being conducted to and from the kindergarten. The care of the kindergartner has been very much like that of the mother. All the plays he learned were at the suggestion or under the care of some older person. It is truly a great change in his life when he begins to take care of himself. He goes to and from school alone; he makes friendships unknown to his parents; he is held responsible for his own conduct. There is very little suggestion as to his plays, and many of them he learns from children on the school grounds. Early in this period he finds that he has duties to perform and that these must be given first place and play second place in his program of life. The necessity of obedience to a teacher has taken a place in his consciousness alongside of obedience to his parents. In many ways there are distinct differences between the child in the former period and the child we now consider.

2. Physical characteristics. Physically he is much sturdier and stronger than in the preceding period. We find that his growth still continues to be rapid, particularly in height. He seems to shoot straight up into the air, and rapidly outgrows his clothes. If we **Period of** watch a child at play we see that all the favorite **Rapid** plays consist in running, jumping, kicking, turning **Growth** somersaults,—all plays which demand strength of muscle rather than skill. In this way the muscles rapidly become stronger. The child's endurance is much greater now, but his activity makes it difficult for him to be still even for a short time, and the Sunday-school teacher should not insist upon absolute and sustained quiet.

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The physical fatigue point is still quickly reached; more quickly in the first part of the period than in the last. To demand that the child sit still for any considerable length of time is positive cruelty, for all his muscles seem to be **Physical Fatigue Point** demanding exercise. The lesson period in the Primary Department must be short or else the boy and girl will become restless and the class unruly. Physical reasons are often responsible for disorder or inattention in the class. The pent-up energy of the child demands legitimate expression, and if the teacher finds no outlet for this energy the child will. More often the child becomes mischievous through restlessness than through desire to annoy.

Some of the most usual causes of restlessness in Primary rooms are uncomfortable clothing, uncomfortable position, impure air, poor light, or ill-health. The remedies for these things which so disturb the order of **Some Causes of Restlessness** the Primary room, in as far as they can be applied by the Primary Superintendent, will be discussed in the chapter on equipment. It requires extreme patience to deal with Primary children, but if the teacher will strive always to remember that most of the trouble springs from physical discomfort rather than from desire to annoy, and if she be one who has real love for the children, she will not find it so difficult to maintain her patience.

3. Mental characteristics. The change in environment between the last period and this one we are now studying affects the child mentally, for it requires a rapid mental **Mental Effect of Change in Environment** adjustment when so large a world opens to his vision. Just as the eye must adjust itself to a change of light, so his brain must adjust itself to a change of environment. The sight and hearing become especially acute and record many new impressions on the brain.

The child now knows feeling of two kinds, sensation and

emotion. Sensation is the effect upon the brain of the messages brought to it from the outside world through the senses. Emotion is the response of the soul to the world outside itself. Sensation is in the realm of the physical only, emotion in the intellectual and spiritual realm. In the previous period the child learned largely through the senses. Sensation was his first great teacher; through it **Sensation and Emotion** he discovered the meaning of words: he learned to know the word "cold" by the effect upon his brain produced by touching an object which was cold; through sensation he formed likes and dislikes: he learned by taste to avoid the things which were bitter. Then emotion began to teach him and he learned to avoid people and things which he disliked and to seek the companionship of those he loved. Since emotion must always find an outlet in expression, the teacher when she has aroused the feelings must give opportunities for their expression, whether the emotion be directed toward her or toward some object or person of whom she is teaching. Constant appeal to the feelings without a provision for their outpouring through service tends to weaken the power of action. Wounding a feeling will deaden it, and too often ridicule of children causes this deadening. The proper cultivation of the emotions will result in enlarged intellectual and spiritual powers.

We find the power of willing and action developing in the pupil in the Primary Class. Before now feeling has governed all choices of the child, and it will continue to **will** govern most of them. At some time, however, during this period the teacher will find that certain judgments as to the right and wrong are being formed by the developing power of reason, and she will try to help the child form the right judgments and act upon them.

The memory power is gaining strength, but it is found to be largely a memory for general truth rather than exact facts; for action rather than names. Many Sunday-school teachers become discouraged because the pupil in the Primary Depart-

ment can not remember the facts which they taught nor the names of the people in the lesson story which they gave. In the lesson on the Good Samaritan it is far more essential that the pupil should remember that the one whom we can help is our neighbor than that he should be able to relate the exact location described and the offices of those who passed the injured man without giving assistance. What is true of this story is also true of the other Bible stories to be taught. There is little or no memory for the sequence of events and no historical sense. This is shown by the wildness of a child's guess as to a person's age or the length of time it takes to perform a service. All this means that the Sunday-school teacher will not strain the memory power of the child by requiring too much of it in exact reproduction of facts or words, remembering that the golden memory period comes later. She will carefully present the action and the truths of a story as the chapter on "Lesson Presentation" will show. Then she will seek the expression of the child's emotion in acts rather than memorized words.

The powers of imitation are still very strong, but are largely conscious now and have a definite object in view. An illustration of this is the delight which is taken at this age in playing school, keeping house, and in playing games in which imitation of an adult forms a large part. The imagination is strong, but is more limited by possibility than in the earlier years. If a story is not true, it must at least be possible. The child is willing to accomplish hated tasks for the sake of the approval of an adult. This is a strong help in discipline, and while it grows from the love of self, it can be made to become a virtue rather than a vice. The boy will try to win the teacher's approval by his politeness and thoughtfulness, and the girl by work neatly done, and they will tell at home with great self-complacency of the teacher's approval.

4. **Spiritual characteristics.** The spiritual and the moral

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are so closely interwoven and have such a reaction one upon the other that it is practically impossible to speak of them separately. With a child the spiritual is the motive power of the moral. That great authority Felix Adler said of moral education, "Moral education includes two things—the formation of right ideas and the formation of right habits." With a child it is but a step from the spiritual to the moral. The little child belonging as he most certainly does to the Kingdom of heaven, needs no great spiritual change in his life as does the adult, who has grown out of the Kingdom. The child needs only a spiritual awakening. He needs only to come to a realization and acknowledgment of God's love for him and his love for God. The teacher should help this realization into being, give the child opportunities for acknowledgment, and should foster the spiritual growth of the child, watching for manifestation of such growth, commending the acts which have indicated such growth, and putting clearly before the child those opportunities which will lead to still greater growth.

The child now begins to know the difference between right and wrong. We find that he readily confesses wrong-doing unless he has lost confidence in the reception of such a confession. Oftentimes he will come to us with his confession before we have even discovered the need of one.

He now begins to form habits. The ease with which habits are formed will differ according to the different dispositions of the children, and as Sunday-school teachers we should realize that right habits are as easily formed as wrong ones, and should try to have right habits formed as soon as possible. Professor James says, "We must make habitual as early as possible as many useful actions as we can." One thing which is a great help to us is that the children in the Primary Department have not yet formed any deep-seated objectionable habits.

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Because the child receives impressions readily we should strive to make the training that of heart rather than of head; it is not so much the texts as the truths that the child learns which will help him. Our greatest effort is to build character rather than to increase knowledge.

Obedience and Self Control Now that the child begins to recognize authority we can teach him lessons of obedience, first to visible authorities and then to the invisible Authority. His recognition of authority also helps to strengthen his self-control.

All these aids the Primary teachers have in guiding the child in a normal spiritual development. In addition to the characteristics mentioned, the child's entire lack of doubt will help him to turn as trustingly to the Heavenly Father and with as little affectation as a flower turns its face to the sun. It is possible for the teacher to bring to the child such a conception of the All-wise Father that the child feels an out-reaching of his heart toward Him, and this desire will express itself in a childlike Christian life. (See Chapter X.) May the time soon come when all Primary teachers in the Sunday-school shall realize this as their privilege!

Lesson Outline:

- I. A KNOWLEDGE OF CHILD NATURE NECESSARY TO GOOD TEACHING.
 1. Why knowledge of child nature should be acquired.
 2. How knowledge of child nature may be acquired.
 3. Meeting of the objections.
 4. The successful teacher.
- II. CHARACTERISTICS OF THE CHILD UNDER THREE YEARS OF AGE.
- III. CHARACTERISTICS OF THE CHILD BETWEEN THREE AND SIX YEARS OF AGE.

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IV. CHARACTERISTICS OF THE CHILD BETWEEN SIX AND NINE YEARS OF AGE.

1. The change which influences these characteristics.
2. Physical characteristics.
3. Mental characteristics.
4. Spiritual characteristics.

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Kirkpatrick, "Fundamentals of Child Study."
Murray, "From One to Twenty-one."
Horne, "The Psychological Principles of Education."
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Lamoreaux, "The Unfolding Life."

Topics for Advanced Study:

1. The early dependence upon sense contact.
2. The feeling and the will.

Topics for Class Discussion:

1. What great privilege have mothers and teachers?
2. How is a knowledge of child nature gained?
3. What makes a teacher successful?
4. Give three characteristics of the child under three.
5. What power of the soul governs the child between three and six?
6. How does the change in environment affect the child of six?
7. Which of the physical characteristics of the child between six and nine most affect his Sunday-school life?
8. What are the strongest mental characteristics of the child of Primary age?
9. What would you consider a normal spiritual development for a child between six and nine?

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CHAPTER XII

THE ORGANIZATION OF THE PRIMARY DEPARTMENT

I. The Grading of the Pupils

1. Ages included in the Primary Department. It was once usual to find in a Primary Department pupils of all ages from three to twelve years. Children of these ages are now divided into groups in small schools, and **Past and Present** Departments in larger schools, known as Beginners', Primary, and Junior Departments, respectively. In many Primary Departments there are still found children under six years of age who more properly belong in a Beginners' Department. The first step, then, for such a school is to put these little children in a class by themselves, and if possible in a room by themselves known as a Beginners' Room. This will then leave in the Primary Department only those children six, seven, and eight years of age. In this book it will be taken for granted that the children in the Primary Department are all of strictly Primary age, that is, that they have passed their sixth birthday and have not yet reached their ninth. Those Primary Superintendents who have the problem of providing for children who are either younger or older than those with whom this book deals should study carefully the Beginners' part of this book, or "The Junior Worker and His Work," in this same series.

2. Grade divisions. A perfectly graded Primary Depart-

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ment will be divided into three grades: the first grade composed of classes of six-year-old children, the second grade of classes of seven-year-old children, and the third grade of classes of eight-year-old children, in each case classes being small. The number of classes in each grade will of course depend upon the number of the children in the Department. On the Promotion Day nearest the ninth birthday the children will pass from the third grade of the Primary Department into the first grade of the Junior Department. By this plan there is an annual promotion for the children of the Primary Department from one grade to the next higher. When the children of the second grade pass into the third grade and the first grade children into the second grade this leaves room for the entering class from the Beginners' Department in the first grade. In the case of children who are not qualified to be graded with pupils of their own age let them be placed in the class with pupils in whose class they are in the public school. Any system used in the Sunday-school needs to be elastic, for very much better results will be obtained than would be possible with no system at all or with a rigid system.

According to Age

3. **Class divisions.** The best results are obtained by dividing the children of each grade into small classes, but even when there are only pupils enough for one class in each grade it is better to still maintain the three grades. Much more can be accomplished with only six or eight pupils in a class than would be possible in larger classes. Small classes are a great help to discipline. From the grading of classes in the Department there arises the question of allowing the teachers to remain with the grade or to pass on with the class through the successive grades of the Department. Unless there is an entirely separate room for each grade, it is probably best that the teacher remain with the class for the three years that the class is in the Department.

**Small
Classes
Desirable**

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II. Lesson Grading

1. **Where the Graded Lessons are taught.** If the Graded Course is used in the Primary Department it becomes more necessary than ever before to have the Department well graded, for the lessons are so arranged that the six-year-old pupil will have in the first year's Primary lessons those truths which he can best understand and which are most helpful to him in that stage of his development. The lessons as arranged for the second year are those most helpful to the seven-year-old pupils; that is, **Recognizing Each Stage of Development** the second grade; and the third year lessons are those which will best help the eight-year-old or third grade pupils. If there be some slight indications of a separation of the grades it will be almost as great a delight for the children to be promoted from grade to grade as from Department to Department. This delight which children take in work accomplished and recognized is a great incentive to home study.

2. **Where the Uniform Lessons are taught.** If the older International Lessons (the Uniform System) are used in the Primary Department, then there should be taught also a course of supplemental lessons which shall be made one of the bases of promotion. If the **Supplemental Lessons** Department is graded as outlined above, then all the children of a certain grade will be studying the same supplemental lesson. It is much easier for both teachers and pupils when the time for the promotion to the next Department is at hand if the pupils shall have taken a certain amount of supplemental work each year, especially if this supplemental work has been made the basis of promotion from grade to grade. If a pupil enters the Department during the year and would naturally belong to the second grade, but has never taken the supplemental work of the first grade, or should enter the third grade but has not taken the supplemental work of the other two grades, then that

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work may easily be made up outside of the Sunday-school hour, as would be done in the public school.

III. Officers of the Department

1. **In schools without a separate room.** When the Primary class in the small school is obliged to meet in the same room with the rest of the school, the teacher's office must needs be combined with that of Department Superintendent and often with that of dividing secretary. She will find it a great help, however, if some other adult will meet with the class every Sunday, acting as secretary and general helper and taking her place when she is obliged to be absent. In a school where there are several classes of Primary age meeting with the main school, these classes had best be grouped together in the same section of the room, each class being composed of pupils of approximately the same age and attainments. One teacher could then be elected as Superintendent of these classes, a part of whose duty it would be to direct the work of each class. To her the Superintendent of the Sunday-school may come for specific knowledge of the work done in those classes and to her the teachers may look as their leader.

2. **In schools having a separate room.** The officers of such a Primary Department may consist of a Superintendent, Assistant Superintendent, Secretary, and Pianist, with their assistants. Some schools find it helpful to appoint also a Missionary Superintendent, a Superintendent of Classification, a Supervisor of Handwork, and a Director of Music. There are cases where it is best to combine the offices, or to have other officers than those named. In many Departments one of the class teachers is Assistant Superintendent; in other schools one of the class teachers acts as pianist, and sometimes the Assistant Superintendent can act as pianist. In large Departments it is always best that those officers should not

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have duties other than those naturally pertaining to their office. If they have several duties to perform the duties will sometimes conflict in the matter of time, or if the class teacher has other work to do in the Department her class may become disorderly. If each of the officers performs her duties faithfully she will find enough to do without other work.

3. The Superintendent. The Superintendent of the Department is elected by the Sunday School Board of the local Church, with the approval of the pastor. The other officers of the Primary Department are also elected by the Sunday School Board, usually on the nomination of the Primary Superintendent.

It is well to look for a moment at the qualifications of a successful Primary Superintendent. First, she should possess deep spirituality. She must be in constant touch with the Great Teacher to lead His little ones aright. **Deep Spirituality** The children have implicit trust in those who are chosen to lead them, unless these leaders by some word or act forfeit that trust. The teacher to them represents the Christ; they expect to see in her all the Christ-like characteristics, and this means that she needs to possess a deep and sincere spirituality. It will not do to assume a spirituality, for who is quicker than a child to detect any insincerity.

The second qualification is that of love for the children, for it is out of this love that there will grow the necessary virtues of patience, cheerfulness, tact in dealing with the children, and insight into their lives. There are, **Love and Knowledge** however, Primary Superintendents possessing these two qualifications who do not make a success of their position for the reason that they do not place themselves on the child's plane of thought. This lack is shown in their inability to use language which the child can understand, or in a lack of sympathy with a child's troubles—they can not reach the child's heart. This shows

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that a knowledge of children goes a long way toward making a Primary Superintendent successful. Until we know something of the laws of mind growth we can not be called well-equipped Primary teachers. There are those who seem to know instinctively how to teach and train little children—we call them born teachers—they do by instinct what others must learn to do; but there are more teachers who can teach because of acquired knowledge than those who teach by instinct. The Superintendent who has studied psychology and pedagogy in their simpler forms can do with certainty what one without this knowledge must do experimentally. It is invariably those whose instinct for teaching is strong who earnestly seek the opportunity to study the laws of mind growth and the principles of teaching.

Because of the many duties devolving on the Superintendent of the Primary Department, it is well if she have some executive ability so that she shall not be overwhelmed with the numerous things which seem to press upon her for instant attention. The Superintendent who becomes too excited to see her duties in their relative importance has an unruly room to restore to order. The Primary Superintendent is responsible to the Superintendent of the main school for the work of the room as a whole. It is she who has charge of the opening and closing services of the Department. The teachers of the room look to her as their leader. If changes seem necessary, either of pupils from one class to another or of the work of teaching in the class, the Superintendent must be consulted and her decision accepted. The success or failure of the Department will depend largely upon her. The position of the Superintendent of the Primary Department is one of the greatest honors within the power of the Sunday School Board to grant, and one which is attended with great responsibility.

4. The Assistant Superintendent. The Assistant should possess if possible all the essential qualities of the Superin-

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tendent. She stands second to the Superintendent of the Department, as her name implies, and ought to be depended upon for any service that the Superintendent shall ask of her. In addition, she should be allotted some part in the regular program. In the absence of the Superintendent she will act as Superintendent for the day. She must be alert to help in the many little necessities which occur during every session, such as opening or closing a window, raising the curtain, helping the pupil late in arrival, greeting the visitor—these little duties which help the work of the Department to run smoothly. She is a poor assistant who must always have her duties pointed out to her. Whenever any need arises in the department she should be ready to meet that need, whatever it may be.

5. The Secretary. The Secretary should have charge of all the records of the Department. Among the necessary qualifications of an efficient Secretary are punctuality, regularity, and accuracy. A helpful Secretary will be in the room long before the first child enters, will be there every Sunday, or if unable to be there, will have some one to take her place; will keep all records of the Department as accurately as if she were accountable to some large business concern. The Secretary should have on record a correct list of the pupils of the Department, their addresses, the date of their enrollment, the number of the class to which they belong, their birthdays, the calls made upon them, and letters written. Enrollment cards may be given the child on the first Sunday of his attendance at the school to be taken home and filled out by the parents. These cards should have blanks for the parent's name, child's name in full, address, and date of birth. Some schools also add a question concerning the parents' Church membership. These enrollment cards are particularly helpful in larger towns or cities, where children sometimes drift from the school to another without the parents' consent.

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6. **The Pianist.** The duty of a Pianist is implied in her official title. Together with the Superintendent, she should arrange the music for the following Sunday. She should be alert to find new songs which would be suitable for the Department, suggesting them to the Superintendent. In the teaching of new songs her work is particularly important. A good pianist will emphasize the melody of a new piece or play the melody alone until the children have become familiar with it. Happy indeed is the Primary Superintendent who has as a helper a pianist who can quickly transpose or improvise to suit the children's voices.

7. **Other officers.** Great care should be used in the selection of a *Missionary Superintendent* for the Primary Department. It is not enough that the one elected should have a knowledge of missionary endeavors and accomplishments; she must also know the story interests of childhood and be prepared to so adapt the missionary material that the child's interest is awakened. It is the duty of the Missionary Superintendent to secure the interest of the children in missions, to instruct them in missionary methods, and to direct their missionary activities.

In order that the Primary Superintendent may be relieved of the duty of assigning new pupils to their classes and adjusting the personnel of the classes, some schools elect a *Superintendent of Classification*. The Superintendent of Classification should be an able judge of the child's nature, and should possess tact and sympathy. Possessing these three qualifications she will be able to assign pupils to classes and adjust difficulties arising in classes with a minimum of friction and a maximum of harmony. She should have absolute authority in her department of work.

The *Supervisor of Handwork* should be an enthusiast regarding the possibilities of handwork, but discriminating

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concerning its quality and quantity. Not all handwork emphasizes the lesson truths, and not all which is helpful of itself is practical in every school. The Supervisor of Hand-
Supervisor work must sift the good from the poor and then
of Hand- determine just how much of the good is prac-
work tical in her own school. Having determined this, it becomes her duty to plan the work, secure the necessary materials, and assist the class teachers as they direct the work in their classes.

Many of the larger schools elect a *Director of Music* in the Elementary Departments—some one who is accustomed to the teaching of songs to children. This relieves the pianist
Director of of all the duties prescribed except that of accom-
Musicpanying the children as they sing. The Director of Music selects, adapts, and teaches all the songs used in the Primary Department. Great care should be exercised in the selection of this officer that she and the Superintendent of the Department should have harmony of thought concerning the quality of the songs which should be taught.

IV. The Teachers of the Department

1. **The selection of teachers.** When we come to the question of who shall teach in the Primary Department, we find one of the greatest problems which we have to face.
Available Some Primary Superintendents find that young
Material mothers make the best teachers. Others say their best teachers are girls of high school age. Sometimes we are vexed with the problem of what to do with those who seek places as teachers in the Primary Department for the sole reason that they think little children "are so cute." Some of these girls who are so anxious to teach will develop into good teachers with training. Persuade them to take a training course, and when we need more helpers in the Primary Department they will be ready for the work.

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If there is a teacher training class in the school the Primary Superintendent will secure efficient teachers from its list of graduates. Usually the teacher of the training class will know which members are best fitted for work with little children and will recommend such to the Primary Superintendent. With no training class the problem is difficult. Select from the adult scholars in the school those best fitted for teaching children, cultivate their acquaintance; if they are at liberty, take one of them with you when you call on the pupils of the Department; visit the first grades of the public school and see what comments she makes on the work done there; study in every possible way her attitude toward children. This sifting process will greatly reduce the list of possible teachers, but you will have found the elect few who will be efficient Primary teachers. This method of selection will take time, but it will in the end be time gained for it will mean that the children will have as teachers those who love and understand them.

Processes of Selection
For the Teachers of One School Only

2. A training class for Primary teachers. In schools where there is no training class meeting during the week, and in some schools where there is one, the Superintendent of the Primary Department holds a weekly teachers' meeting and as a part of its program teaches a training class, or secures some one else to teach it with her assistance. A supper preceding it, at a minimum price, makes it possible for teachers employed to come directly from business. The social side of such a gathering welds the teachers of the Department together and helps to develop an *esprit de corps*. All the officers as well as the teachers should desire to be present in such a meeting. It is possible to make this Primary teachers' meeting interesting and helpful, and sometimes to include in it those who desire training with the thought in mind that they may become teachers in the Department. Some special study might be taken up as a supplement.

tary text-book at these meetings as a part of the training course; such books as Elizabeth Harrison's "Study of Child Nature," "The Making of a Teacher," by Dr. M. G. Brumbaugh, "The Unfolding Life," by Mrs. Lamoreaux, or "Stories and Story-telling," by Professor St. John. Several evenings might be spent in acquiring the art of story-telling; papers could be prepared by the teachers upon subjects which are not fully discussed in the text-book. Some public school teacher might be asked to give a short talk on the topic under discussion for the evening. A variety of ways to make the evening interesting as well as profitable will occur to the leader of such a class.

In small towns it is sometimes thought best to have all the Primary teachers of the town come together for a teachers' meeting, as in any one school there would be too few Primary teachers to make the discussions practical.

When Several Schools Combine

Many towns are meeting this need by a Graded Union of Sunday-school Workers, in which there is an opportunity for the teachers of each Department in any one school to meet with the teachers of the same Department in other schools of the town. In places where there is no such Graded Union let the Primary workers of all the Churches come together for such a teachers' meeting as is outlined above and elect a leader from their own ranks, who will assume charge of the meeting and make all plans for it. The Graded Union, however, does not eliminate the necessity of a Primary teachers' meeting in the local Church, for very many teachers in the Department will be unable to attend a union meeting in the central part of the city. Let those who can, attend the Graded Union and bring to those who can not the fresh impetus and original suggestions which they have received there.

3. The duties of teachers.

Teachers should be punctual. When they come to the school late they are more or less hurried and are unfitted

for ready and harmonious response to the program of the Superintendent. Besides this, they have lost the opportunity for a few minutes' quiet talk with the children before the opening of the session, and this is a precious opportunity to be treasured by every teacher. When the teachers are late in coming the Superintendent is placed under great nervous strain as she attempts to do her own work and that which belongs to several teachers at one and the same time. In schools where the Graded Lessons are taught the class teachers teach the regular lesson for the day, but in schools where the Uniform Lessons are taught the class teachers usually teach the supplemental lesson only. When handwork is done in the Primary Department it is usually based upon the lesson of the previous Sunday, therefore the Primary Department handwork should precede the regular lesson and should be under the direction of the class teachers.

Teachers Should Assume Responsibility One of the chief duties of the teacher is to *call regularly upon the children of her class in their homes.*

Of these very definite duties it is easy for the Superintendent to remind her teachers, but there are other ways just as definite in which the teachers may aid the Superintendent, but which the Superintendent may sometimes hesitate to suggest. We have said in the previous chapter that children imitate readily—how much depends upon the reverent attitude of every teacher in the Department! If the children are asked to sing heartily, is it too much to expect that the teachers will do the same? The Superintendent's work becomes a joy instead of a drain upon her strength when all the teachers of the Department give ready response to her requests and suggestions. It is in these numberless little ways that the teachers of the Department are enabled to make the entire work of the Department harmonious and complete.

Lesson Outline:

- I. THE GRADING OF THE PUPILS.
 1. Ages included in the Primary Department.
 2. Grade divisions.
 3. Class divisions.
- II. LESSON GRADING.
 1. Where the Graded Lessons are taught.
 2. Where the Uniform Lessons are taught.
- III. THE OFFICERS OF THE DEPARTMENT.
 1. In schools without a separate room.
 2. In schools having a separate room.
 3. The Superintendent.
 4. The Assistant Superintendent.
 5. The secretary.
 6. The pianist.
 7. Other officers.
- IV. THE TEACHERS OF THE DEPARTMENT.
 1. The selection of teachers.
 2. A training class for Primary teachers.
 3. The duties of teachers.

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Topics for Advanced Study:

- Programs for a Primary teachers' meeting.

Topics for Class Discussion:

1. What should be done with a Primary Department ranging in age from three to twelve years?
2. Name the desirable grade divisions.

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3. Why are small classes more desirable than large ones?
4. What are the advantages of the Graded Lesson over the Uniform Lesson?
5. How may some grading be done when the Uniform Lesson is taught?
6. What are the qualifications of a good Primary Superintendent?
7. What are the secretary's duties?
8. Why is a training class for Primary teachers desirable?
9. In selecting teachers what do you consider the chief characteristic for which to look, and why?

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CHAPTER XIII

EQUIPMENT

I. In Schools Where the Department Has No Separate Room

1. **How to make the best of the situation.** While all that is absolutely necessary in the way of equipment for Primary work is a place in which the children who come to the Sunday-school may meet, there is much that is **Improving Present Conditions** helpful and without which we can not do the best work. Teachers who have no separate room in which to teach the Primary class are handicapped, but they will find opportunities for improving their conditions if they search for them. If the corner of the room in which the class meets is dark, try to secure a lighter corner; if the class is at the front of the room and the parents interfere with the Primary teacher's discipline, try moving into the back corner of the room. If the Church is not willing that curtains should be used to separate the class from the rest of the school, perhaps a screen could be used during the session of the school and then put away. In a school where there were side seats near the platform, in which the Primary class met, the Church was not willing to allow the corner to be either curtained or screened. The inventive Primary Superintendent therefore moved the piano to form a screen between the class and the main school and also obtained the consent of the Church to have the pews in that corner sawed off so that the children could touch their feet to the floor.

2. **How to augment the lesson teaching.** Although the teacher is only screened from the rest of the school, she may

use the blackboard, have handwork done, and have rest exercises without interfering with the other pupils in the room. The screen itself may be made of blackboard cloth or of denim, with a blackboard to form the top. The little chairs or the pew seats may form the handwork tables, the children kneeling in front of them to do their work, using cardboard to rest their work upon. Where a separate room has seemed impossible, some teachers have used a vestibule. In one school the teacher has an entirely separate session of the Primary Department in this way: she locks the outside door and the pupils of the school all come in at another entrance. In other schools the Primary class sits in front during the opening services, but goes into the vestibule during the lesson teaching. There is at least one school where the Primary Department meets in an unused choir gallery at the back of the room, and in another school the Primary class meets on the school steps during the warm weather. In the summer Primary classes have been known to meet in a tent on the lawn. Where there is a will there is usually a way.

II. In Schools Where the Department Has a Separate Room

1. The room itself. Very few Primary Superintendents can have exactly the kind of room best suited to the needs of the Department, but there are many ways in which the room they feel obliged to use may be made attractive by adapting the equipment of an ideal Primary room. Because building committees are realizing the needs of the Primary Department as they did not in the past, they will more frequently consult with the Primary Superintendent before allowing the architect's plans to be executed. It is always best to have the Primary room on the first floor of the church building, with a separate entrance, if possible. If the Primary Superintendent is consulted about the planning of the room she will almost in-

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variably say, "Make the room large enough to allow for the growth of the Department." The Departments are hampered by lack of room. Whenever possible, the room should be on the side of the church which gets the sun in winter at the hour when the school meets.

It should have a good number of windows, all of which can be opened at the top. These windows should have plain glass and shades. There should be a good system of ventilation. Prof. Kirkpatrick says that more teachers fail in discipline because of improper and poor ventilation than from any other cause. Tinted walls are much better than plain white. Many schools have a large blackboard built into the wall. When this is done the placing of it should receive attention, for the blackboard, however expensive, is of no value if the child can not see it to advantage. See that the board is either opposite the windows or at the end of the room, never between the windows. A level floor is found to be best in the Primary Department, or in the case of a large Department, one very slightly raised.

It seems best to have a room entirely separate from the main school because of the interference which the singing of one Department makes with the quiet of the other. A great many Sunday-school workers, desiring to throw the two rooms into one for special services, advocate having the room separated by a rolling partition or large folding doors. This is a question which each local school must decide for itself, but the weight of opinion among Elementary Grade workers is upon the side of having the room entirely separated that the greatest amount of help may be given the pupils while they are in Sunday-school. Whenever possible, there should be a separate toilet room for the exclusive use of pupils in the Beginners' and Primary Departments.

In the Sunday-school the rich and poor children should meet and mingle freely without distinction of social standing. In order to promote this feeling of comradeship and equality,

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the outside wraps must be removed before the Sunday-school session begins. The contrast in the quality of the outside clothing is quite marked, but contrast is less noticeable when the children remove their outside wraps.

Provision of a Place for Wraps As a matter of comfort also, the children should not sit in the clothing which they wear outside, for this will make them uneasy and very liable to take cold. If a separate coat room is impossible, hooks for the clothing may be placed in the vestibule leading to the Primary room.

2. The arrangement of the room. In a large Department it is usually necessary for the Superintendent to have a slightly raised platform on which to stand if she is to look into the faces of all the children. This platform should

Determining Considerations be placed at the side of the room away from the windows or at the end of the room. The best place for the platform depends largely upon where the entrance to the room is. If possible, the entrance should be opposite the Superintendent's platform or desk, but it should never be back of the Superintendent. The chairs should be arranged in groups facing the platform. They should be arranged with aisles between the grades. This will bring into the front row the chairs of the children in the first grade, in the center of the room the second grade children, and back of them the third grade children. The secretary's table or desk should be at the entrance door. On the platform should be a table or desk for the use of the Superintendent, and at the side of the platform a piano. If a song roll is used it should be hung where the pupils can see it without straining their eyes.

3. The furnishings of the room. For sanitary reasons some teachers prefer an uncarpeted room, in which case rubber tips should be placed on the chairs that the noise may be deadened. Most teachers believe that the Primary room should be carpeted whenever possible. The influence of an uncarpeted room upon the children is not in-

spiring. In visiting two schools on the same day, one where a carpet is provided and one without a carpet, the difference in the order of the school and the noise made by moving about is very evident. Reverence and noise are seldom found together, and a carpetless room is a noise-breeder.

Every Primary Department should have small chairs for the use of the children. These chairs may be purchased in slightly varying heights, the smaller ones for the six-year-old children and larger ones for those seven and eight years old. Chairs should also be provided for the adult visitors, and there are some Sunday-schools which provide two or three rocking-chairs at the back of the room for the use of mothers who visit the Department with the Cradle Roll babies in their arms. It is found that many more mothers with babies visit the Department when rocking-chairs have been provided.

In many Primary Departments will be found an old organ instead of a piano. There are so many reasons why a piano is to be preferred that if the school does not provide one, it is worth while for the Department to secure one by its own efforts. It is much easier for the children to learn a new hymn after hearing it played upon the piano than it is after hearing it upon the organ or any other musical instrument. The piano emphasizes the melody as the organ does not. The children's voices are much more distinct with the piano, and the children sing with more animation than they do with the organ accompaniment.

The Primary room should be provided with a good blackboard. There are very few Superintendents who are artists, but there is not one in the world who will not find many occasions to use the blackboard in connection with her lesson teaching. It makes a vast difference to her what kind of a blackboard is provided, and the school which provides the Primary Department with a good slate board is doing the Department a great service. A poor blackboard has led in many Departments to a neglect of blackboard

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work. The school should also provide chalk and an eraser for the blackboard and not leave it to the Superintendent to provide them from her own purse, as is often done.

The Superintendent should be provided with a desk or table with drawers. There are always illustrative pictures, curios, and simple devices for gaining or holding the attention, and many other little things which the teachers or Superintendent have used in the class and which will again come into use with some future lesson. Often Superintendents are obliged to carry these back and forth from home to school for the lack of some suitable place under lock and key where they may be kept in the school-room. Then, too, there will be the Superintendent's own memorandum of changes to be made before the next week and suggestions which she wishes to make to one or another of the teachers. These are her own property and should not be left lying loose for any chance visitor to read, nor should she feel obliged to carry them home with her.

If handwork is to be done in the class, it is very necessary that either shelves, stout cardboards, or tables be provided upon which the children may work. If it is decided to use tables, small round ones are best for the purpose, and there should be a drawer to each table in which the handwork material may be kept. If there is no drawer in the table when purchased, a carpenter may easily put one there, and the advantage of having one will more than repay the expense. In lieu of the drawers, a cupboard with compartments for the property of each class should be provided. Some Sunday-schools will find it more convenient to have shelves built around the walls of the room low enough so that the children may be seated at them. This does away with the necessity of having tables; and oftentimes the tables, which are most helpful in the period for handwork, are decidedly in the way during the other work of the session. These shelves may be supported by folding brackets, so that when the period for handwork is over the

brackets may be folded against the wall, allowing the shelf to drop. If given a finish corresponding to the woodwork of the room the shelves will not detract from its appearance. When the shelves are used, each class should have its box in which handwork materials are kept. In Primary Departments where every foot of space is needed the shelves often solve the chief difficulty in the way of having handwork done. In schools having neither the tables or shelves, the children rest their work upon stout cardboards.

There ought to be a clock in every Primary Department placed in such a position that the Superintendent and teachers can see it easily. If the Superintendent depends upon her watch to regulate the time given to each part of the program she will often find that her watch differs from the clock in the main school. It is the duty of the one who regulates the clock in the main room to see that the clock in the Primary room agrees with it. The teacher and the secretary will need to depend upon the same timepiece as the Superintendent if the program is to be carried out with clocklike regularity throughout the entire school.

Whenever possible, there should be flowers in the Primary room. The children love to have them there, and surely flowers are a great help in making the room attractive to those who come into it. If it is impossible for flowers to be provided for the use of the Primary Department exclusively, sometimes the Church bouquet may be borrowed for the time of the Sunday-school session. The best plan is to have flowers which can be sent to sick members of the Department at the close of the school. In the spring and summer it is not difficult to have these, for the children will gladly keep the room supplied with the flowers which they have picked, both wild and cultivated. Some Primary Departments have a fund for the purpose of buying flowers to be sent to the sick; the teachers of the Department are the contributors to the fund. These flowers are sent to the school before the session, brightening the room until the close,

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when they are taken by one of the pupils or one of the teachers to the member of the Department who may be ill.

4. The supplies for the Department. All the supplies necessary to the Department should be provided by the school with a place where they may be safely kept. Aside from the

Handwork lesson supplies there must be supplies for handwork, such as pencil, paper, crayons, and paste; sheets or books of music, and the helps for the teachers.

The pictures to be used while teaching the lesson may be kept in good condition by slipping them into a frame made especially for the purpose, the frame to be used Sunday after

Lesson Pictures Sunday. One such frame is made by taking an ordinary picture frame of the right size, cutting a cardboard back to fit the frame securely and

fastening it in with tiny cleats. To change the picture, all that will be necessary is to turn the cleats, remove the cardboard, put another picture in the place of the one already used, and fasten it in by putting the cardboard back in place. Another kind of frame for the same purpose is made by passe-partouting a picture mat to a cardboard of the same size, leaving an opening at the top to put the picture in as it is used. If the pictures are not strengthened in some such way they will become worn with handling, and as they are to be used year after year they should be kept as clean and flat as possible. If they are mounted on cardboard they will soon become soiled, but using a frame will protect them in every way. The lesson pictures should not be shown until the Sunday they are used or else they will lose in interest.

Among other necessary supplies for the Department are **a Bible**, which should be the property of the Department and should have a place on the desk of the Superintendent; **Additional Supplies** a record book and card index for the secretary; a birthday bank to receive the birthday money brought by the children—glass is to be preferred, for the children like to see the money accumulate; and boxes or baskets for the offering.

It is unquestionably true that the pictures upon which we look unconsciously influence our thought and motives. This is especially true of children for the reason that they are in the formative period of their lives, when everything about them is influencing them. There is need of having good pictures upon the walls of the Primary room, pictures which will give the children a love for the beautiful, pictures so true to life that the children will find themselves in studying them. The story is told of a little Jewish girl in a New York kindergarten who for the first time saw a picture of the Madonna and Child. She looked long upon it and finally said, "I just love that Baby; who is He?" For the first time she heard the story of the Christ-child, and it was the picture which made her want to know about Him. Madonnas, pictures of the Christ-child, beautiful nature pictures, pictures of home life, and others of the same nature are particularly helpful for the Primary room. It is a good idea for any Church to have the pictures of its former pastors, but the place to hang them is not in the Primary room. They mean nothing to the children, while to the Adult Department they will be full of meaning.

Lesson Outline:

- I. IN SCHOOLS WHERE THE DEPARTMENT HAS NO SEPARATE ROOM.
 1. How to make the best of the situation.
 2. How to augment the lesson teaching.
- II. IN SCHOOLS WHERE THE DEPARTMENT HAS A SEPARATE ROOM.
 1. The room itself.
 2. The arrangement of the room.
 3. The furnishings of the room.
 4. The supplies for the Department.

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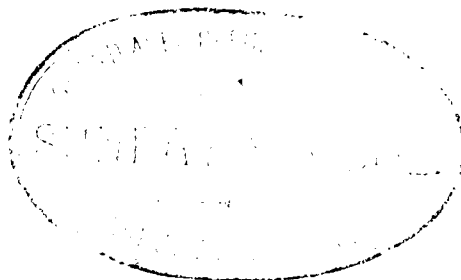
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Topic for Special Study:

Sunday-school architecture with special reference to the Primary Department.

Topics for Class Discussion:

1. Suggest ways in which a Primary class, meeting in the same room with the adult school, may better its conditions.
2. What is the best location for a Primary room?
3. Make a diagram of the best arrangement for a Primary room.
4. Give reasons for and against having a carpet in the Primary room.
5. What furnishings relate especially to the work of the Superintendent?
6. What provision is necessary for handwork?
7. Give plans for preserving the lesson pictures.
8. Why should there be especially good wall pictures in the Primary Department?
9. Who should furnish the supplies for the Department?



CHAPTER XIV

THE LESSON: MATERIAL AND IMPORTANT TRUTHS

I. The Chief Source of Material

1. The Book. The most important part of the session in any Primary Department is the lesson. About it all the other work of the session is grouped. To the lesson the Primary teacher gives her best thought, for it is her opportunity to teach directly the Bible truth. As Sunday-school workers our chief material is in the Bible. There are some teachers who think that Biblical material is difficult to teach to children, but Dr. H. H. Horne has said: "The Bible is the child's own Book, for in it are children, talking animals, moving narration, dramatic action, and vivid imagination. In it, too, is the story, the best vehicle of truth for the mind of a child. The problem is only one of selection. Give the Bible a chance to attract children through its children and you will not have to prescribe its reading." It is this wonderful Book which furnishes the material for the lessons of the Sunday-school.

2. The lesson. The lesson is that portion of the Bible material which is selected for special study. There are two courses of lessons now in general use, the International Graded Lesson Course and the International Uniform Lesson Course. While the Uniform Lessons come first in point of age, the Graded Lessons have excelled them in merit, and so throughout this book Graded Lessons will be given the precedence. The difficulty of adapting the Uniform Lessons to the spiritual needs of the pupils

in the Beginners' Department brought about the authorization of a special Two-year International Course of Beginners' Lessons. This was the first step toward the complete course of Graded Lessons. Finding this Beginners' Course practical and helpful, at the urgent request of many Sunday-school workers and educators the International Lesson Committee were authorized to prepare a Course of Graded Lessons for the entire school. Primary teachers are now availing themselves of this Course of Lessons for use in their Department. This Course of Graded Lessons does not do away with the Uniform Lessons for those who desire them, but is a substitute course provided for those schools which prefer to use it. The purpose of the Graded Lessons, as stated, is "To meet the spiritual needs of the pupil in each stage of his development."

II. Graded Lessons

1. **Their scope and purpose.** In the Lessons which the Graded Course provides for the Primary Department no historical sequence of events is preserved, but instead a general theme is selected and several lessons are taught with but one central truth. The themes selected are those which make their own appeal to the child. For instance, under the general theme, "God the Protector," are lessons on "The Baby Jesus Saved from Danger," "The Story of the Baby Moses," "Hiding a Boy King," "Review," "A Lonely Hiding Place," "Led by a Pillar of Cloud and Fire," "The Story of Jacob's Ladder," "Review." Pupils of the Primary Department are able to apply in their own lives the truths of the lessons selected for this course, and this means greater spiritual development. Having several lessons grouped under one theme leads to the constant review of the one truth, helping to impress that truth on the mind of the child as is not possible when a different theme is presented each Sunday. Superintendents and teachers in schools where this Course of Graded Lessons is

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being taught are enthusiastic about it and the children find greater delight in the lessons and learn more from them than before.

A Primary teacher may visit any other Primary Department using the Graded Lessons and find the same lesson being taught in that Department as is being taught on the same Sunday in her own school. Although at the teachers' meeting the exposition of no one lesson will help the teachers of the entire school in their lesson preparation for the next Sunday, the introduction of the Graded Lessons will be likely to lead to a discussion of principles and methods. These lesson principles can then be applied to the teaching of any lesson in any Department of the school. This will be in the end far more helpful to the teachers than the exposition of any one lesson could possibly be. (For the further treatment of the Graded Lessons read Leaflet 14 of the Sunday School Series Leaflets, published by The Board of Sunday Schools.)

III. Uniform Lessons

1. Advantages claimed. Many Primary Departments have been using the International Uniform Lessons, and some schools still continue to use them. In these lessons the same material is used in all Departments of the school. The advantages claimed for this system are: the children in the home are studying the same lesson that the older members of the home study, in this way the older members of the home may help the younger ones without any special study; a visitor to the Sunday-school finds the same lesson taught in all of its Departments; if a review is desired in the school, the whole school may assemble and be reviewed on the one lesson; in teachers' meetings the discussion of the lesson for the next Sunday is helpful to the teachers of all Departments.

2. Disadvantages. The Uniform Lessons have their dis-

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advantages, especially in the classes of younger children. A lesson which is very well suited to the needs of the adult portion of the school may have little in it which is suited to the needs of the younger children; this makes it very difficult for the teacher to adapt the lesson to the spiritual needs of the child. It has been the method of the Lesson Committee in preparing the Uniform Lessons to cover the Bible in six years' lesson study, spending almost equal time between the Old Testament and the New Testament. By this method it has been necessary to omit many Bible incidents and narratives, so that after a study of several years on the Uniform Lessons a pupil has little knowledge of the consecutive events of the Bible; his knowledge consists rather of a number of poorly related facts and truths. With a different lesson truth to be learned each Sunday, the children in the Primary Department can not master it, and they also find it difficult to remember for any length of time.

IV. Supplemental Lessons

1. **Their value and arrangement.** Supplemental Lessons are now in general use where the Uniform Lessons are taught. These Supplemental Lessons have been arranged to meet the varied needs of the children in the Elementary Grades particularly. Leaflet 11 of the Sunday School Series Leaflets published by The Board of Sunday Schools gives a further treatment of "Supplementary Lessons for Elementary Grades." The lessons are planned for a certain amount of work to be accomplished each year, and this is intended to be made the basis of promotion from grade to grade and from Department to Department. For the Primary Department these lessons consist of Bible verses which the children learn after they have been carefully explained by the teacher. These verses are selected because they embody certain fundamental

**The Basis
for Promo-
tion**

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truths which the pupils need to know, and the teacher should not only teach the words of the verse, but should see that the explanation of the meaning of the verse is clearly understood by the children. Usually these Supplemental Lessons are taught by the class teachers of the Department. This course for the Primary Department is followed by a course of supplemental studies for the Junior Department which aims to give a more specific knowledge of the Bible in general and the books of the Bible and their contents in particular. With this course of Supplemental Lessons in the school it is possible to give the pupil a far more systematic and specific knowledge of the Bible than is possible when the Uniform Lessons alone are in use. The essential truths and almost all of the texts used in the Supplemental Lessons referred to have been incorporated in the new Graded Lessons, thus making the Graded Lessons complete in themselves.

V. Material Other Than from the Bible

1. **Stories for special occasions.** While the Bible material is the material used principally in the Primary Department of the Sunday-school there is other material which may most helpfully contribute to the child's understanding of the Bible truths. Where the Graded Lessons are taught by the class teachers the Superintendent will find it possible to do more story-telling than formerly. Let every patriotic occasion be noticed in the Primary Department by a well-told story. Holidays and special days give the Superintendent another opportunity to connect the Sunday-school with the vital interests of the child's life. Since the day when school opens and the day it closes are very great occasions for the children, let an appropriate story be told in the Primary Department of the Sunday-school on the Sunday preceding them. On other days the Superintendent may tell a missionary story, a nature story, or some other story which is either in line with the child's special interest at the time or in line with the lessons to be taught that day.

**Stories by
the Super-
intendent**

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2. Stories that illustrate lesson truths. Stories other than the lesson story will come into the lesson presentation, for sometimes the point of contact with the children will be through a story like the truth of the lesson. Possibly the application will be made by the story of another child who applied the lesson to his life. Children try to see themselves by comparison and they are constantly comparing themselves with the children in the story. The Primary teacher teaches the children during the period when they are especially fond of stories, and she may use the story as an instrument for the building of character. It is said of a little girl that she told her mother she loved her Sunday-school teacher because she was "such a great story-er." In the public school opportunity is given the child to re-tell the story to the teacher, thus fixing it firmly in mind; in the Sunday-school the same thing is accomplished when the children re-tell the lesson story as a review. Special opportunity for the re-telling of stories by the pupil is given during the study of each general theme in the Graded Course.

3. The selection of stories. There are certain things which the teacher should keep in mind in her selection of stories for use in the Sunday-school. Children are more interested at the Primary age in stories of other children than in stories of adults. All stories must be upon the plane of the child's experience. When a story is used in connection with the lesson story for the purpose of adding clearness it must suggest the same truth as that embodied in the lesson story. The same is true when a story is used as an introduction to the lesson. Two unrelated stories will only add to the child's confusion, but sometimes two stories clearly setting forth the same truth will aid in giving the child a better conception of that truth.

4. Where to find good stories. Many teachers ask where they can find good stories to tell the children. Many beautiful Bible stories may be found in the Berean Graded Primary Lessons by Marion Thomas. Other excellent collections are,

"Kindergarten Bible Stories," Cragin; "Children's Treasury of Bible Stories," Gaskoin; "The Garden of Eden," Hodges.¹ Of course many of these stories will have to be adapted to the particular class to which they are to be told, but that is not difficult for the teacher after a little practice. True stories of mission fields are easily adapted for telling to children and are of never-failing interest to them.

VI. Missionary and Temperance Material

1. The need of missionary and temperance teaching.

The subjects of Missions and Temperance need special teaching in the Primary Department. To the Primary teacher comes the first great responsibility in teaching these subjects, and if her work is faithfully and carefully done it is her privilege to sow early the seeds of interest in these two great causes.

It is generally accepted as the first of the laws of teaching that the teacher must know that which she would teach. Without knowledge on the subjects of missions and temperance it will be well-nigh impossible to interest the children in these subjects; the converse is fortunately true, however, for a knowledge of these subjects makes it easy to interest the children in them.

2. **Missions.** The ways in which missions may be taught interestingly in the Primary Department are only limited by the willingness of the Superintendent and teachers to adapt to the understanding of the children the numberless stories and devices which are easily procured. The question of how often missions should be presented in the Primary room is frequently

¹ Two good general collections of stories are found in "How to Tell Stories to Children" and "Stories to Tell Children," both by Sarah Cone Bryant. A good bibliography of lists of stories is found in "Helps in Library Work with Children," published and supplied free by the State Board of Education, Hartford, Conn. Consult especially a list of "Good Stories to Tell Children Under Twelve" (5 cents), Carnegie Library, Pittsburg.

asked. The Methodist Episcopal Church makes definite provision for missionary teaching, for it organizes every Sunday-school into a missionary society. One Sunday a month is set aside as Missionary Sunday and should be observed as such in the Primary Department as it is in the other parts of the school. In the Graded Lessons there are certain distinctively missionary lessons in the second year's course, as also elsewhere in the series. These will be taught by the class teachers as are the other lessons of the course. Aside from this regular teaching, there will be many times when a missionary story may be told to illustrate the lesson, or a missionary song be sung or mention made of the missionary use of the offering. In schools using the Uniform Lessons the program may be varied on Missionary Sunday by having the class teachers teach the regular lesson for the day, taking about fifteen minutes to do so and letting the Superintendent teach the missionary lesson in place of the Supplemental Lesson. Do not limit the missionary teaching to that of either the Home or Foreign Field. The children should have an interest in and give toward both Home and Foreign work. Remembering that the child's interest aroused by the impression made must lead to expression on his part, ways in which his interest may express itself in service should be provided by the teacher.

3. Temperance. There are a great many teachers who question the advisability of teaching temperance in the Primary Department, but perhaps a little thoughtful consideration

of the subject would convince them of the need.
The Need and How to Meet It But—you ask—does the child under nine, that little innocent child, need temperance teaching?

What of the crimes committed by children of which the newspapers are so willing to keep us informed? What of the boy of nine who told his teacher that he missed the saloon after it was burned because he always had a glass of beer on his way home from school? What of the Junior boy who came drunk to Sunday-school one Sunday? What of the methods in vogue with saloon keepers of treating the

boys whenever they have a chance? When will the temptation come to children in your class—can you tell? With the children in the Primary Department the positive rather than the negative side of the matter must be presented. Teach the virtues of temperance rather than the woes of intemperance. Do not dwell with these little children on the horrible picture of the man who reels in intoxication so much as upon the manly, clean-looking fellow who neither drinks, smokes, nor uses tobacco in any form. The Primary child needs lessons on self-control and the making of right choices as a foundation, and such lessons are very strongly given in the Graded Lessons. Give them an ideal toward which to look, for they are all great imitators at this period in their life. For those teachers who are looking for good temperance material there is a book by Miss Mabel Freese, "Temperance Helps for Primary Teachers," which, although written for the help of the public school teacher, is full of good material for temperance teaching in the Sunday-school and is strong in its positive truths. Another book is by Miss Belle Brain, "Weapons for Temperance Warfare." The Sunday-school Department of the W. C. T. U. issues in leaflet form helps for Sunday-school teachers on the same great problem. The Primary Superintendent or teacher who systematically teaches temperance soon finds it her joy to do so, and she will find that even in the Primary class there is opportunity to press home its truths.

Lesson Outline:

- I. THE CHIEF SOURCE OF MATERIAL.
 1. The Book.
 2. The lesson.
- II. GRADED LESSONS.
 1. Their scope and purpose.
- III. UNIFORM LESSONS.
 1. Advantages claimed.
 2. Disadvantages.

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- IV. SUPPLEMENTAL LESSONS.
 - 1. Their value and arrangement.
- V. MATERIAL OTHER THAN THE BIBLE.
 - 1. Stories for special occasions.
 - 2. Stories that illustrate lesson truths.
 - 3. Selection of stories.
 - 4. Where to find good stories.
- VI. MISSIONARY AND TEMPERANCE MATERIAL.
 - 1. The need of missionary and temperance teaching.
 - 2. Missions.
 - 3. Temperance.

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Griggs, "The Children of Mission Lands."

Topics for Special Study:

- 1. The advantages of the Graded Lessons.
- 2. A missionary program for the Primary Department.

Topics for Class Discussion:

- 1. What makes the Bible the children's Book?
- 2. What is the purpose of the Graded Lessons and how is it accomplished?
- 3. Of what value are the Supplemental Lessons?
- 4. How should the Supplemental Lessons be taught?
- 5. Name four uses of the story.
- 6. How should stories be selected?
- 7. How may the missionary and temperance topics be made interesting to children?
- 8. What method should be used in presenting the temperance question to children?

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CHAPTER XV

THE LESSON: PREPARATION AND PRESENTATION

I. Lesson Preparation

1. **The teacher's necessary equipment.** There are three things which should be a part of every teacher's equipment: first, knowledge of the child, or the activities of the soul through which the child learns; second, knowledge of the subject matter to be taught—in the case of the Sunday-school teacher, general and specific Bible knowledge; third, knowledge of the laws and processes of teaching. The teacher may know the child and know the subject, but she must also know how to transmit her knowledge to the child so that its truths may become living realities in the child's life. Her knowledge of the child and of the subject is of little value to her as a teacher unless she is able to become the connecting medium between the two.

2. **Educational principles.** Underlying all educational principles are psychological laws, the laws which God has fixed for the growth of the human soul. A study of these laws should, then, precede the study of the educational principles based upon them. These laws have been only hinted at in the first chapter of this book, but further study will aid the teachers in seeing them more clearly. From a study of these laws educators have enunciated educational principles upon which the teacher bases her teaching processes either consciously or unconsciously. For instance, in the first chapter it was stated that knowledge is largely gained during the first years of a

**Knowledge
of Three
Subjects**

**Laws Upon
Which They
are Based**

child's life through sense contact. This is a statement of a psychological law. As the child handles objects he gradually learns the names by which the adult refers to the object. As he begins to distinguish the qualities of the object he learns to apply to these qualities the names which are given them by adults. For example: the child is given an apple, and as he handles it hears it called an apple; later when shown an apple he recognizes it as very similar to the object which he has handled, and so gradually he learns to know and name an apple when he sees one. As he feels the surface of the apple he finds it smooth as compared to the surface of other objects which he handles, and by hearing the word "smooth" applied to the surface of the apple and to other objects having the same quality of surface he grows able to recognize that quality, giving it the name applied by the adult. In this way the child acquires the language of the adult. This method of teaching reaches its largest use in the kindergarten. Again, we stated in the first chapter that children live largely in the realm of feeling. From this law Pestalozzi draws the conclusion that "I had to arouse in my pupils pure, moral, and noble feelings so that afterwards in external things I might be sure of their ready attention, activity, and obedience." Therefore, instead of trying to suppress the feelings of the child, teachers follow the method of Pestalozzi and try to train and cultivate those feelings that they may produce right action on the part of the child, an illustration of one of the greatest of educational principles. There is not sufficient space in this chapter for an adequate discussion of the subject, but the teacher will find such discussion in any good book on the subject of pedagogy.

3. General method. With some knowledge of the educational principles which are based upon the psychological laws of soul growth, we come to the general method of lesson preparation. The teacher must have a general knowledge of the lesson material which she is to teach. She must prepare her own heart-life for the great task before her of

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reducing the material and truths of the lesson to terms of a child's understanding and appreciation. If the teacher selects certain hours of the week and reserves them for lesson planning she will not be left Saturday night with no idea of what she will teach on the morrow. To set aside a time for lesson planning and to strictly adhere to that time will save the teacher no little trouble. If the time set for the lesson preparation is early in the week, then each day will bring a wealth of illustration for the lesson truth. The teacher should read the lesson passage from the Bible itself, following out the marginal references and supplementing with original study from other sources. Many teachers make the mistake of going directly to the lesson development as found in some lesson help, and this hinders them in original and unhampered lesson preparation. Some teachers think it not necessary to study so broadly when preparing to teach in the Primary class, but surely all the material possible must be thoroughly studied if the teacher would see the truth in all its lights and present to the children a clear, forceful story of that truth. It is hardly possible for the teacher to get too much knowledge of her subject if she is to prepare an interesting lesson story.

4. Special method. We now come to the special method of lesson preparation. Taking the text as it is given us we fit it for the child's understanding. If the truth is negatively expressed in the text we must make our statement of it positive, if it is abstract we must make it concrete, and then plan how the impression received through the teaching may lead to expression in the life of the child. In the Uniform Lessons it often happens that the Biblical material selected contains the negative or abstract statement of the lesson truth. If, for example, the lesson should be found in Matthew 11:20-30, a lesson of warning and invitation, the teacher should dwell upon the concluding verses so that the child would go home with the invitation emphasized in his mind instead of the wrongs

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which made the warning necessary. Or, if the lessons of temperance be taught, do not impress the woes of intemperance, but rather the blessings of temperance and let those blessings be enumerated in concrete form. In the Graded Lessons special care has been taken in the selection of texts, that each shall contain a truth suited to the child's need and expressed in positive and concrete form. The teacher will need to go carefully over the material which she has gathered on the lesson theme and select that which she needs to illustrate the truth for the day. Everything must be made subordinate to this truth if it is to be clearly presented. All descriptions and detail must serve to make plain the truth which the child should be able to see clearly through the entire lesson.

The story is the best form in which to present the lesson. Horne says, "The story is the best vehicle of truth for the mind of a child." After having the lesson truth clearly in mind and having gathered the material which is best related to that truth, this material must be woven into story form about the truth.

There are four parts to every well constructed story: (a) an introduction, selected from the child's experience; (b) a logical progression of the facts in the story; (c) a climax; (d) a conclusion.

(a) *The Introduction.* This is the point of contact which the teacher will use in preparing the mind of the child for the particular truth for the day. The child can not understand nor can he retain in memory isolated facts or truths. Only as the truth presented has some association with his present fund of knowledge can he add it to that knowledge. The lesson which we present will bring to the child a new truth or a new phase of the old truth. He can only be interested in it and remember it as it becomes associated with knowledge he has already acquired. The bridge which we use to connect the old knowledge with the new and prepare the mind for the new truth is called the point of contact. The best point of contact is

**Point of
Contact**

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one which is like the truth to be taught. It may be a picture about which the child can tell us some things, and about which we can tell him many things which will add to his store of knowledge. Again, it may be a story drawing upon some experience of the child, linking that experience with the experience of the characters in the lesson story, thus bringing a new truth to the child. One of the simplest points of contact comes through the review of the lesson of the previous Sunday. If the teacher waits until she comes to the class before deciding her point of contact it is likely not to be so well adapted to its purpose as when thought out beforehand, and it may also be faulty in the words so hastily selected. This part of the lesson story should not, however, be too rigidly fixed before coming to the class, for it is far more helpful to the child if he introduce the point of contact in something he shall say or do than if the teacher find that contact for him.

(b) The Progression of Facts, or Development of the Story.

Every story is made up of a series of word pictures which sustain a certain relationship to one another. **Development of Story** Some naturally precede others and should be so arranged. If these word pictures do not appear in their logical order the continuity of the story is interrupted and the interest of the listener wanes.

(c) The Climax. There is always some part of a lesson story which reveals most clearly the truth to be taught. This is the climax of the story and should be its goal; without **The Climax** it the story would be "flat" and uninteresting. Decide which word picture contains this climax and lead up to it. It may be made to appear as the climax by the way in which it is told, the tone of voice, the expression, the dramatic intensity, or the fuller elaboration of detail. Be sure that it comes in its proper place—just before the conclusion of the story, else the interest will abate in the anti-climax.

(d) The Conclusion. The conclusion of a story should

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follow very quickly after the climax. It should be brief—for if the story has set forth the truth as it ought in the telling, the children already desire to do what it has suggested. They should find it impossible to listen to the lesson without knowing how it may be applied in their lives. The purpose of the conclusion is to help them see how they can do something rather than to try to make them want to do something. Indeed, sometimes the conclusion may not attempt anything more than the rounding out of the story, so the children shall draw the long breath of content and satisfaction. Many of Jesus' stories ended in this manner, yet so wonderfully were they told that the listeners saw clearly without a special application what their duty was. Sometimes a song or word of prayer, or the teacher's announcement of her own purpose in the matter of action, will make an effective close.

II. General Suggestions Upon Lesson Presentation

Children are not interested in long descriptions, therefore the descriptive element of the story must not be prominent. Neither are they interested in explanation, nor in morals. They are intensely interested in action. Let the lesson story, then, have in it as much action as possible. Let the facts of the story be grouped about the action of one or two persons—children lose interest in a story involving too many people. Get the logical sequence of the happenings of the story well in mind. Study well the words in which you tell the story, letting them always be so simple that they will not need explanation. Children enjoy repetition in a story, so the teacher may repeat certain phrases or sentences without injury to the story. It has been found by observation in the first grade of the public school that the stories the children enjoyed most were those in which there was a large element of repetition, and repetition will help to fix the truth in the mind of the child. In repeating, however, be sure that it is the important phrase that is repeated rather than the unim-

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portant, for what is repeated the children remember longest, and this repetition should be closely associated with the truth you are teaching.

In addition to the care of preparation, teachers should remember that much depends upon the way in which a story is told. Some very beautiful and carefully planned stories are spoiled by poor telling. Stories read are of not nearly so much interest as stories told, for the reason that the appreciation of the story teller adds such great interest to the story. Tell the story in your own words. If the story is memorized the teller of it feels handicapped, but if she has made the sense of it her own she need not stop to think of the words to use. Try to forget yourself; tell the story simply; if two words occur to you either one of which will express the thought equally well, choose the simpler word. Do not have any studied motions; if the story lives in you, you will have no need of elocutionary gestures. Do not make or allow any interruptions during the telling of the story. Many teachers make the mistake of constantly interrupting themselves to ask the children questions. This breaks the continuity of the story and it loses interest for both the listener and the teller of it. If a child make a suggestion during the telling of the story, the teacher may nod and perhaps make the suggestion a part of the story in the very next sentence, but must not stop then to discuss the matter with the child. If the story is to have zest the teller of it must thoroughly enjoy it herself. It must be a part of her, she must live in it, and let it live in her. Sara Cone Bryant says, "Possess the story and let it possess you." This is the secret of good story telling, which like other arts may be acquired.

Teachers are constantly saying, "But I can not put the lesson material in story form for I am not a good story teller." There is but one way to become a good story teller—by practice. The first time that a teacher attempts to tell the children a story she is usually very much embarrassed.

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When she is through telling it it seems to her she has left out half of what she intended to say, and the best part at that. It is characteristic of some teachers to want never to tell another story; of others it is characteristic to keep on trying until some degree of success is attained. The first kind of teacher will never become a good story-teller; the second will become one of the favorites of the children, for all children love a teacher who can tell stories well. There are some teachers who with apparent ease stand before a large class of children and tell a story, but back of it all there is usually practice, both alone and before smaller groups of children. One who is willing to pay the price will reap the reward in proficiency in a delightful art.

Lesson Outline:

I. LESSON PREPARATION.

1. The teacher's necessary equipment.
2. Educational principles.
3. General method.
4. Special method.

II. GENERAL SUGGESTIONS UPON STORY PRESENTATION.

Bibliography:

St. John, "Stories and Story Telling."
 Bryant, "How to Tell Stories."
 Hervey, "Picture Work."

Topics for Special Study:

1. Method in lesson presentation.
2. Story telling in principle and practice.

Topics for Class Discussion:

1. Name three subjects of which the teacher should possess knowledge.
2. Knowledge of which of these three subjects is most necessary to the teacher and why?

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3. How are educational principles formed?
4. Name the parts of a well-constructed story.
5. What is meant by a point of contact?
6. What is the value of the lesson application, and how may it be brought before the class?
7. Give some general rules about preparing a story.

CHAPTER XVI

THE PROGRAM

I. The Arrangement of the Program

1. **Necessity for careful planning.** The necessity of carefully planning the lesson for the Primary Department is realized by most Primary Superintendents, but there are many who neglect to plan the program. The hour which the teacher spends with the children in the Sunday-school room is in point of time so brief and in opportunity so great that it requires most thoughtful and careful program planning. The children learn through the indirect teaching contained in song, prayer, fellowship, and giving services almost as much as through the direct lesson teaching. Having well in mind the truth to be impressed, every part of the program is planned to emphasize that truth. It is the truth which determines the songs to be used, the stories to be told, and the prayer service for the day. The length of time given to the Primary session is usually an hour; we must so arrange the details of the work that they will come within that time. The lesson teaching usually occupies fifteen minutes in the Primary Department, so that the remainder of a session must come within a period of about three-quarters of an hour.

2. **An outline program.** The following is a general outline program in use in many Primary Departments; this is, of course, to be considered as suggestive rather than absolute:

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Quiet music and opening service	5 min.
Prayer service	5 "
Fellowship service	5 "
Offering service	5 "
The Division Handwork — Story period — Supplemental	
of Time Lesson	10 "
Song	5 "
Lesson	15 "
Putting on wraps	5 "
Closing prayer and song	5 "
Total	<u>60 min.</u>

It was stated in the first chapter of this book that the physical and mental fatigue point was quickly reached by the child of Primary age. For this reason the lesson period must not be long and at various intervals throughout the program provision must be made for an outlet through activities. In the suggested outline such provision is made. The making of records and the distribution of papers may be done before and after the session in order that every minute may count for the most. The period suggested for handwork or as a story period may in a school where the Uniform Lesson is taught be used for the Supplemental Lesson. If this period is not used for handwork, possibly the handwork may be done before the school session. Let the session open with quiet music rather than the ringing of a bell. There is no need of a bell in the Primary Department for any part of the session. After the opening song and again after the prayer service there should be opportunity given for tardy pupils to enter. Do not allow the tardy pupils to come into the room during the opening service for that will make confusion.

3. Giving variety to the program. There is need of variety in the program of the Primary Department, but some

people construe this to mean that every Sunday or two the entire program should be changed. It is best to preserve the same general order of program Sunday after Sunday so that teachers and pupils may be thoroughly familiar with it. Let variety be given by a new song and by changing the parts of a service rather than the order of the service.

II. The Detail of the Program

1. General statement. Since the way in which the Superintendent may avail herself of story-telling opportunities, and the matter of the lesson itself have already been spoken of, and because the Praise Service will be treated later under the chapter on "Music," and Birthdays under the chapter "Outside Activities," little will be said about them in this chapter. In the chapter on "Handwork" will be found suggestions pertaining to that portion of the school work. The Primary teachers should always hear the notices for the week, but as these notices will not be of interest to the children of the Department, they should be given immediately at the close of the session if orally given. If the notices are printed on a Church calendar, the calendar should be sent into the homes of the children together with the lesson papers which are given out at the close of the session.

2. Records. It has been stated that in order to save the time of the session the matter of records should be attended to before the session opens. The secretary should be seated at the door or just outside the door when each child enters the room. As the child passes her desk on his way into the room he will leave his offering with her and she will indicate his presence in her records. A card index is much better for the purpose than a record book. The cards should be arranged in the box alphabetically with the names of the children showing distinctly. As each child passes the desk the Secretary will

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record his presence by taking the card from the box and putting it on the desk; then the offering in an envelope may be laid upon the card. In this way the records are quickly and easily made, both of attendance and the amount of offering. If the teacher takes the record of attendance in her own class, as much as possible of the work should be done before the session opens. Let there be a definite time for collecting the record books—before the lesson story begins, that the class may not be interrupted during the teaching. Offering envelopes will ensure the safekeeping of the money with which the child left home until he reaches the school and will also enable the secretary to make an accurate account of the money brought by the individual child each Sunday. This with the record of attendance may be reported to the parents once a quarter if desired. The cards remaining in the box will bear the names of the children who are absent. Each card should have on it also the number of the class of which the child is a member. During the session the secretary should make a list of the absent scholars, giving to each teacher a list of those absent in her class. The teacher visits the scholar during the week and the next Sunday leaves on the secretary's desk the record of the calls made or letters written to the absent ones. This information the secretary then transfers to the permanent records.

3. Pre-session work for the children. In almost every school there are some children who reach the school building long before the Primary session. Unless the Superintendent provides some legitimate outlet for their activities, these children may occupy the time in ways which can not be approved. Preserving order by preventing disorder is much the easier task. Have some busy work for the children when they first reach the school—looking at pictures, writing out the story of last Sunday's lesson—anything which will keep their minds and hands busy. Many teachers find this the best time to do the regular handwork. If the Assistant Superintendent be

**Its Value
and Arrange-
ment**

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a good story-teller she may be very helpful in the time before the session opens by telling the children stories which are suggested by the pictures on the picture table. New songs may be taught to the children who come early. Let them gather at the piano and learn the new songs with the help of the pianist so that when the song is taken up as a part of the session some of the children will be familiar with it.

4. The opening service. The session should be opened with quiet music followed by an opening service. This opening service varies in different schools. With some schools it consists only of an opening song and a greeting from the Superintendent to the children, with a response by the children. In other schools a word of greeting by the pastor is given; sometimes a Scriptural service is used. Teachers who desire helpful Scriptural responsive services for use in the Primary Department will find many in Mari Hofer's "Primary and Junior Songs."

5. The prayer service. The next division of the program is that of the prayer service. In the prayer service are included all prayer songs, sentences leading to prayer, questions concerning the meaning of prayer, and expressions of desire or thankfulness on the part of the children as well as the prayer itself. Of course if there is a Scriptural response as a part of the opening service then one should not be used on the same Sunday in connection with the prayer service, for the children will tire of too many such services. Children are naturally reverent, and if they seem not to be so their irreverence is usually found to have sufficient cause. There are several causes of irreverence in the Primary Department. Perhaps chief among them is lack of preparation for prayer. It is always unwise to sing a stirring song or a marching song immediately before prayer. It is physically and mentally impossible for the child to become immediately quiet after being so aggressively active. Either a little quiet music, a talk concerning the meaning of prayer, or the singing of a

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prayer song will produce an atmosphere of reverence in the room. Another very common cause of irreverence on the part of children during prayer is the length of the petition and the use in it of words which the children can not understand. Let all prayers in the Primary Department be short—better far two or three short prayers during the session than one long one. Prayer in the Primary Department should express the desires, needs, and gratitude which the child can really feel and should be offered in terms and expressions which the child can understand. For these reasons it is best that the prayer should be thought out before the session. If the Superintendent comes to the class not knowing what the prayer shall be, in all probability it will be much longer than it should be and the Superintendent will unconsciously use words which the children do not understand.

6. The fellowship service. In the outline program suggested the next division is that of the fellowship service. The fellowship service includes the welcoming of visitors, new scholars, and Cradle Roll visitors; the recognition of birthdays, and the remembrance of the sick. Children come to our Sunday-schools from all classes of homes, and in the older Departments of the school there is sometimes difficulty in securing a unity of feeling in the classes. The Primary Department by its use of a fellowship service will bring about the beautiful spirit of democracy which is an essential of good Sunday-school work. In the Sunday-school there should be as hearty a welcome accorded the child from the poor home as the child of wealth. Sometimes Sunday-school is the only place in which these classes mingle, and the Primary Department is their first meeting ground.

The Superintendent and all the other officers of the Department should be on the constant lookout for new scholars. If the new scholar is not noticed until he has strayed into one of the classes it will be difficult to induce him to go into another class better suited to his age and attainment.

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If the secretary is at the door she will probably be the first to notice the new child. She should find out his name and age and call the attention of the Superintendent to the new member. In large schools it is well to have an enrollment secretary. During some part of the fellowship service introduce the new scholar to the school, also any visitor or Cradle Roll member who may be present. The Superintendent may greet them and welcome them to the school in a few words, or better yet, let the children of the Department greet them with a welcome song.

The Welcome As a part of the fellowship service the children having had birthdays during the week will come and put their birthday money—a penny for each year of their age—in the birthday bank at the front of the room. In most schools a pretty birthday card is given each child. Let the birthday child himself count the pennies as he drops them in the bank, or let them be counted in unison by the other children of the Department. This giving of birthday money may be followed by a birthday song or greeting, either sung or repeated by all the members of the Department. In one school the Superintendent asks the child having the birthday to choose whether there shall be a birthday prayer by the Superintendent or a song or greeting by the school. When there are several children whose birthdays are to be recognized, let each one be recognized separately; it will take more time, but the spirit of the occasion will be observed. Other suggestions for the birthday service will be found in the chapter, "Outside Activities."

If any of the members of the Department or teacher in it are ill, prayer should be offered in the Department for them. One child might be asked to take the flowers to the sick one, and another might be supplied with paper and a stamped envelope and asked to write to the sick member, telling him all about the Sunday-school session and how much he was missed. This service of remembrance is of great value for two reasons:

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it gives the pupils in the Department a feeling of responsibility toward the sick and it helps the sick ones to feel that they are missed when they are not able to be out.

7. The offering service. In many schools the offering service is known as the "giving exercise" and is valued more as an exercise for the children than as a service of worship.

As a Feature of Worship Help the children to feel that they can "Worship the Lord by giving." Do not cheapen the service by the singing of any song which is not reverent and the music or words of which detract from the thought of worship. If the Church is to have large givers in the future let the Primary Superintendent train the children in the Department to give heartily and gladly. Do not cheapen His cause by singing such a song as "Hear the Pennies Dropping." The children should be taught what the Bible says about giving; they should be told what becomes of their gifts; they should know that if they have not much money to give they can give other things, as kind words, praise, love, and service. If they have earned the money which they bring and the teacher knows this, they should be commended for it—never because of the amount brought, but because of the service which it represents. If the envelope system of offering is used in the Primary Department the offerings will greatly increase in most schools for two reasons: one, the children will not lose or spend it on the way to Sunday school, and, secondly, the parents are willing to give the children more when they see the accurate account kept of all money brought.

If the secretary receives the offering at the door it may be brought to the front of the room by one or more of the children, and as the children holding the offering stand before the Superintendent, prayer may be offered that the money may be blessed in helping others to know about Jesus the children's Friend. Sometimes a responsive offering service is used, closing with prayer by the Superintendent. If the offering is not taken

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at the door, the children may march during the offering song and as they pass a basket held by the secretary or Superintendent, may place their offering in the basket. In many schools the offering is taken up in the classes and a representative of each class brings it to the Superintendent during the offering service. All of these methods are good, and a great many schools vary the program from year to year by varying the form in which the offering is received.

8. Recognizing special days. The recognition of special days is a strong point of contact between the every-day life and the Sunday-school life of the child. In the utilization of such opportunities the Sunday-school gains added interest from the child and increases its influence upon him. In the separate room special days may be marked by the singing of a special song, the introduction to the children of a few new pictures bearing upon the subject of the day, a change in the regular order of service by the use of one or two well-selected recitations or by the teaching of the lesson by a teacher from another Sunday-school. The lesson if taught by the Superintendent instead of the class teachers will add variety. Let the lesson story be written by the pupils in their own words during the period usually given to story-telling or supplemental work. Small reproductions of some famous painting on the subject of the day might be given the children to take home. Let there be special decoration of the room suggestive of the special day.

9. The closing service. To avoid the disorder which often follows the closing service let the Superintendent allow time for the putting on of wraps before the session closes that she may have a dignified and reverent closing service. As is suggested in the outline program, the time to be allowed for this is five minutes. Let the class teachers help the children on with their things while the pianist plays soft music. When the pupils have their wraps on, let them come back to their

**A Helpful
Point of
Contact**

**Making It
Orderly and
Reverent**

places in the class. Chords may be struck on the piano as a signal for them to stand, and a song follow, or the closing prayer repeated by the school or offered by the Superintendent. After this let the pianist begin a march and let the children, led by the Superintendent and secretary, march about the room and out of the door at the rear. The secretary, who has halted near the door, will hand each child the papers to be taken home. The children will then pass the Superintendent, who will shake hands with each child and wish him good-bye, or if she desires a word with any pupil she may ask him to remain a moment. If any child desires to remain and wait for some one older he can pass on around the room instead of out of the door. This will insure the orderly and reverent dismissal befitting a Sunday-school session.

Lesson Outline:

- I. THE ARRANGEMENT OF THE PROGRAM.
 1. Necessity for careful planning.
 2. An outline program.
 3. Giving variety to the program.
- II. THE DETAIL OF THE PROGRAM.
 1. General statement.
 2. Records.
 3. Pre-session work for the children.
 4. The opening service.
 5. The prayer service.
 6. The fellowship service.
 7. The offering service.
 8. Recognizing special days.
 9. The closing service.

Bibliography:

- Mead, "Modern Methods in Sunday School Work."
 Poulsson, "The Child's World."
 Kennedy, "Special Songs and Services."

Topics for Special Study:

1. A comparative study of Primary programs noting economy of time.
2. Original research on the subject of records.

Topics for Class Discussion:

1. Why is there need of carefully planning a program?
2. Give an outline program. (Not necessarily the one in the chapter.)
3. What characteristics of the child as spoken of in Chapter I must be considered in planning a program?
4. Suggest ways of giving variety to the program.
5. When and how is the matter of records to be given attention?
6. Why should pre-session work be provided for the children, and what may it be?
7. Give three causes of irreverence and tell how to overcome each.
8. What is the value of the fellowship service?
9. Of what three parts does the fellowship service consist?
10. Why should special days be recognized, and how may this recognition be given?

CHAPTER XVII

HANDWORK

I. Reasons for Handwork

1. **Manual expression is self teaching.** In the first chapter of this book it was stated that the child comes to earth without knowledge, but with infinite capacity to acquire knowledge. There are three ways in which this knowledge is acquired: by direct teaching and training; by indirect teaching, which includes influence, and by self teaching. There are many methods of self teaching, but those with which the Sunday-school principally deals are two—the expression in life of the impression of truths received in the lesson teaching, and the work of the hands by which the impressed truths and facts are given visible, tangible form. This last is called handwork.

2. **Manual expression is natural.** Throughout the entire life that which the brain and heart understand the hands are eager to express. Notice the little child at play and see how well his hands are expressing the thought of his brain. Walter Sargent says: "Small children use drawing to express ideas which are in their minds. They use marks as they use words, and note down their ideas often with slight regard for the facts of appearance." Notice the man who is describing something to his friend and see how natural it is for him to use pencil and paper as an aid to verbal explanation. Everywhere and in all periods of life there seems to be a spontaneous desire to give manual as well as verbal expression to the well-understood thought.

3. **Manual expression deepens impression.** The manual

expression of a truth not only fixes that truth more firmly in the memory, but frequently leads to a clearer and more definite understanding of it. The teacher may repeatedly impress upon the child the truth of God's care, the teaching may have been emphasized by story, picture, and song, yet the child will more clearly understand that truth, it will be more a part of his life if he has drawn a bird's nest to express one phase of God's care.

4. Manual expression is less limited than verbal expression. There are many children in the Primary Department for whom verbal expression is very difficult. Not only the abnormal child suffering from some impediment, but the normal child can give only partial verbal expression of the truth which he really knows, sometimes from bashfulness, but more often because of the limitations of his vocabulary. In giving manual expression to the same truth the child is much less embarrassed and finds delight in expressing himself.

5. Summary. From the foregoing we see that there are four excellent reasons why handwork should be used in connection with the lesson teaching: first, because handwork is one form of self teaching; second, because of the spontaneous desire of the child to give manual expression of the truths which he understands; third, because such expression leads to a more thorough understanding of the truth, and fourth, because the child is not embarrassed by limitations in such expression. For a fuller development of these reasons than can be given here the teacher should read "Handwork in the Sunday School," by Milton S. Littlefield.

II. The Forms of Handwork

1. How limited. There are two things which limit the forms of handwork done in the Primary Department: first, the selection of the lesson material, and second, the child's

ability to express himself through handwork. The lessons in the Primary Department are topical rather than historical or geographical. They are so developed that they teach truths rather than facts, and are usually presented in story form. This makes the handwork of the Primary Department very different from that done in the other Departments of the school. Map work, which forms so large a part of the handwork of the other Departments, is never attempted in Primary classes, nor is attention given to historical or chronological order of events, as in note-book work; decorative drawing is never expected from Primary pupils.

No attempt is made in Sunday-school to teach the child ways of expressing himself through handwork; that is done in the public schools. The Sunday-school takes the child with the knowledge which he already has and allows him to express his knowledge of spiritual truths in the same way as in the public school he expresses the material truths which he comprehends. For this reason the work done will oftentimes be very crude.

2. Practical handwork. Since the child is just learning to write in the public schools, not much writing is expected in the Sunday-school. The writing, especially in the first grade of the Primary Department, will be largely copying texts or verses, while in the older classes the children may write the same without a copy. With drawing, the child is far more familiar. His knowledge of the art of picture making dates back to a time before his school days. A large part of the handwork of the Primary Department will therefore be picturing the concrete examples which occur to the child illustrative of the truth he has learned. The pasting of a picture which he has selected from among many pictures as the one which embodies the truth taught is one of the most natural forms of handwork for the child. Paper cutting and paper tearing, which he has learned to do in the public school, may also be a part

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of the Sunday-school handwork. Since the object of handwork in the Sunday-school is to lead to self-expression on the part of the child, the wise teacher will not seek to dictate as to the kind of pictures to be drawn, but will be ready with suggestions for the child who can not readily think of a suitable picture. Give the children as much liberty as possible in any kind of handwork and in so doing you will come to a new understanding of the ideas of the individual child.

III. Time for Handwork

1. **During the session.** Some schools find that the best time to have the handwork done is at the opening of the session, but there is no time which can be said to be the

best for every school. Most Superintendents select the time for handwork with the thought in mind that the children need a change after giving their attention to the lesson exposition, some time about the middle of the session. The time which had best be given to handwork depends somewhat upon the kind of handwork. If it is used in connection with the Supplemental Lesson, as it is in many schools which use the International Uniform Lessons, then the period for supplemental teaching and handwork may be combined, letting the pupil spend the latter part of the period in expressing what has been taught during the earlier part of the period. Sometimes the handwork is used as an introduction to the Supplemental Lesson, and in this case the children will put on paper the teaching of the Sunday previous. In schools using the Graded Lessons the handwork will be helpful in reviewing the truth taught on the previous Sunday, making a good preparation for the regular lesson.

2. **Outside the session.** As has already been suggested in the chapter on "Program," there are some schools which have the handwork done before the session, putting the children to work as soon as they enter the room. In one school the work is done at the close of the session for the

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reason that most of the children wait for the older children in the other Departments. Formerly during the fifteen minutes between the dismissal of the Primary Department and that of the other Departments the children made more or less confusion. As it is now, the children who wish may leave at the close of the Primary session, but those wishing to stay are given handwork to do for the next fifteen minutes. Many teachers seem to think that the handwork is something to be tacked on the lesson teaching, while, in fact, it should be recognized as a part of the teaching. If it is so recognized the teachers and Superintendent will try to find time for it as a part of the regular work of the session.

When handwork is not done in the school session some schools give the children handwork to be done at home. In instances of this kind the home work suggested will be related to the lesson most recently taught in the session. Many parents testify that they are glad to have home handwork provided for the children to do on Sunday after the Sunday-school session, for they wish the children to occupy themselves with pleasures which befit the day. This work done at home may be brought back to school the next Sunday for inspection, or may be kept by the mother until the end of the quarter and then brought back for inspection. The majority of teachers who follow the plan of home occupation find that having the work brought back each Sunday is the better way. The class teachers are provided with portfolios for keeping the work, and at the end of the quarter at a social gathering the children make covers for their work and either take it home or add it to a permanent collection kept by the school.

IV. Objections to Handwork and How They Are Overcome

1. **The objection to the unusual.** There are some obstacles to the introduction of handwork in a school where

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it has never been done, and so a little time may profitably be given to a consideration of the methods which may be used in overcoming these obstacles. First, there is the great obstacle of prejudice against the unusual. There are in most schools teachers and officers who are afraid to attempt anything which has not been done in that particular school before. Possibly if samples are shown of the work done by the pupils where handwork is used it might aid to a better understanding of the purpose and scope of the work. The opposition is usually because the work is not well understood.

2. Fear of secularizing the Sunday-school. The most valid objection against handwork is that it may tend to secularize the Sunday-school, and so it may unless it is wisely directed. Handwork should never be used simply that the children may be amused or kept busy, but should teach or strengthen the teaching of the lesson. To give the children splints and let them play, or crayon that they may draw any picture they choose is a great detriment to the whole session. Those who advocate handwork believe in its educational value. If the advocate of handwork in the school is fully convinced herself of the instructional value of the handwork proposed she will be able to help others to see that it may be used as a legitimate part of the lesson teaching. Prejudice against the introduction of handwork into the school may sometimes be overcome by assigning the work to be done at home instead of in the class. This will show those interested the kind of work it is proposed to have done, and when they find that it is entirely educational they may be willing later to have it done during the session.

3. Class teachers fear extra work. Another obstacle to handwork is that the class teachers object to the supervision of it because it will make them a little additional work. If this obstacle is difficult to overcome the Superintendent should try to make the work at the beginning as

light for the class teachers as possible. In all probability as they become better acquainted with it they will of their own accord give more and more time to its development. Very often the reason the teachers oppose handwork is they fear that if the work is undertaken the children will not fall in with their plans readily and so the teachers will have to do the actual work when the time comes. If a trial lesson is taught in which handwork is introduced the teachers will find that the children are eager for the work and love to be able to express themselves in this form. It might be well for the Superintendent to form the teachers of the Department into a class, teaching them a lesson and then asking them, just as she would the children, to illustrate it. As the teachers recognize their own pleasure in this kind of work they will be able to understand the delight of the children in doing it.

4. The obstacle of expense. Some schools make an obstacle of expense, but reduced to its lowest possible terms the expense will be very slight. The pictures used for the lesson may be clipped from old magazines, the **Reduce Ex-** crayons do not cost much, and it has been found **pense as** that in a class of six children only three sets **Much as** of crayons will be needed. The paper can be **Possible** bought at small cost at a printing office. If the teacher makes known the purpose for which the paper is to be used, sometimes the printer finds waste material which he would otherwise throw away which he is glad to sell for a small sum.

V. Exhibiting the Handwork

1. A permanent exhibit. If handwork is done in the Primary Department and the work is kept at the school the parents and friends of the children and the teachers and officers in the other Departments of the school will all be eager to see what is being done. In some schools an exhibit

of all handwork done in the school is made permanent by a Sunday-school museum. The best work of each kind is selected by a committee and is placed in the museum for permanent exhibition and will also serve as an incentive for good work to be done. The maps and clay models thus kept will often prove helpful in explaining the lesson in an older class where handwork is not done, and the children will be delighted to have their work used in this way.

A Sunday-school Museum permanent exhibition and will also serve as an incentive for good work to be done. The maps and clay models thus kept will often prove helpful in explaining the lesson in an older class where handwork is not done, and the children will be delighted to have their work used in this way.

2. An annual exhibit. In schools where there is no Sunday-school museum each Department of the school may have an annual exhibit of its handwork. To this exhibit the friends and parents of the pupils will all be invited, and possibly the teachers of the Department may serve light refreshments. After the exhibit the work may be given the children to carry home. If the children know that their work is to be exhibited along with the rest of the work done in the Department they will try very hard to keep it looking neat and clean.

VI. Requirements for Handwork

1. A place. There must be a place where the handwork can be done. Some schools provide tables, others shelves, both of which are spoken of fully in the chapter on "Equipment." In still other schools the children kneel before their chairs to do the work, but this is very uncomfortable. In one school the children stand to do the work for the reason that no low tables have been provided. In this case the children march to the dining room of the church for the period of handwork and work upon the ordinary dining tables. There are many schools which, having no room for tables or shelves, provide the children with cover-boards and the children hold these in their laps, resting their work upon them.

2. Materials for work. A list of materials which will

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help in the handwork is given here, not because each school must have all that is mentioned, but because some Superintendents are at a loss to know what to provide for such work. If cutting and pasting are used in handwork, both scissors and paste must be provided. Many teachers, in order to save time, cut the pictures themselves, and of course this does away with the necessity of scissors unless paper cutting is a part of the work. Paste is far better than mucilage for the children to handle. There should be one tube or bottle of paste for each class. Paper for the work may be purchased very reasonably from a printing office, and the teacher may select the kind and grade of paper which she thinks best. The cheapest paper and one which makes an attractive background is bogus paper. Pencils and crayons must be provided for the making of illustrations or the coloring of those already made. It will not be expensive to provide these and the class teachers will be expected to keep them in a condition to be used. The pictures to be used for pasting may be cut from magazines or may be purchased of the Perry or the Brown Picture Company. If the pictures are cut from magazines each teacher should cut her own, saving them in an envelope or box until they come into use. If the children are allowed to choose their own pictures from among many and asked for the reason of their choice, it will develop their conception of the lesson as uniform pictures will not. Many of the suggestions used in the kindergarten and public schools will be of aid to the Primary Superintendent of the Sunday-school.

Lesson Outline:

- I. REASONS FOR HANDWORK.
 1. Manual expression is self teaching.
 2. Manual expression is natural.
 3. Manual expression deepens impression.

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4. Manual expression is less limited than verbal expression.
5. Summary.
- II. THE FORMS OF HANDWORK.
 1. How limited.
 2. Practical handwork.
- III. TIME FOR HANDWORK.
 1. During the session.
 2. Outside the session.
- IV. OBJECTIONS TO HANDWORK AND HOW THEY ARE OVERCOME.
 1. The objection to the unusual.
 2. The fear of secularizing the Sunday-school.
 3. The fear of extra work on the part of class teachers.
 4. The obstacle of expense.
- V. EXHIBITING THE HANDWORK.
 1. A permanent exhibit.
 2. An annual exhibit.
- VI. REQUIREMENTS FOR HANDWORK.
 1. A place.
 2. Materials for work.

Bibliography:

- Littlefield, "Handwork in the Sunday School."
 Wiggin & Smith, "Froebel's Occupations."

Topic for Special Study:

1. Correlating the handwork of the various Departments of the school.

Topics for Class Discussion:

1. Give a definition of handwork.
2. For what purpose do children use drawing?

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3. Give four reasons for handwork in the Sunday-school.
4. What are some of the practical forms of handwork for the Primary Department?
5. When is the best time to have handwork done?
6. State four objections to handwork, and tell how they may be overcome.
7. What advantage is there in exhibiting the handwork?
8. Name the necessary requirements for handwork.

CHAPTER XVIII

MUSIC

I. The Evolution of Primary Music

1. **Music of the past and present.** Progress is nowhere more evident in the Sunday-school than in the Primary Department, and one of the greatest changes there is in the kind and quality of the music. There was a time in the Primary Department when there were very few songs which were adapted to the children. Instead, children were expected to sing the songs which were written for the use of the older people in their prayer-meetings. It is needless to say that these songs were unsuited both in their music and thought to the needs of little children. To-day the music taught in the Primary Department is written especially for the child's understanding and voice and is the result of careful study of the child's nature and needs.

II. The Child's Love of Music

1. **During the Primary age.** The fact that the children love music is undeniable. Now and then we hear of a child who cries during the singing, but such cases are rare and are the result of some inherited peculiarities; such a child is not normal. The children's first idea of music is usually that of the lullaby which the mother sings to them. Later they find that they, too, can make music, and they enjoy doing so. Their love of music is especially great at this time because children of Primary age live in a realm of feeling and music appeals to their

emotions. If the adult, having passed from the realm of feeling into the realm of reason, can still be influenced so strongly by music, with what intense enjoyment children must greet it.

III. The Uses of Music

1. As an aid to memory. Some Sunday-school teachers question the advisability of having much music in the Primary Department, feeling that more time might be given to the lesson if some of the music were omitted. Although the child's enjoyment of music is very great, that in itself is not sufficient reason for the teaching of songs in the Primary Department. If we will look back into our own childhood we will find that the words which were taught us, and then emphasized through the vehicle of music, are those which we have remembered longest. We do not remember so well the lessons taught as we do the songs. If we hear the music the words come flooding back to our memories. By association of words and music we are able to recall and repeat songs which we have not heard since we were children.

2. As a part of the lesson teaching. Many of the songs taught will be really a part of the lesson teaching, for they will emphasize the truth which the Superintendent plans to develop in her talk with the children. This is one of the chief purposes of the songs used in the Department. In planning the program the Superintendent should select from the list of songs which the children know those which are best suited to emphasize the truth of the day; such songs are really a part of the teaching and often the chief part. Kindergartners recognize this fact, and Primary Superintendents are coming more and more to realize it. Some Superintendents make the mistake of letting the children select all the songs used in the Department and almost never plan the songs when planning the program. It is possible for the teacher to

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govern the choice of songs and still allow the children to select which of several shall be used. The songs will naturally be classified by both Superintendent and children as "Rainy Day Songs," "Snow Songs," "Prayer Songs," "Christmas Songs," "Flower Songs," etc. Let the children choose which of one group of songs shall be used that day.

3. The effect of music upon the children. So far in this chapter we have spoken of vocal music only. Instrumental music is also of great value in the Primary Department. A school having no musical instrument is greatly handicapped. A piano is best in accompanying children's voices, but an organ is better than no instrument. In some instances a violin or autoharp has been used. If there is no instrument available the children might hum the piece instead of singing the words. The effect of this is to produce quiet among the children. When the children have become drowsy or listless during the session a bright march upon the piano, allowing them to march about the room while fresh air is let in, will produce both order and attention.

IV. New Songs

1. Selecting the new song. Much care should be given to the selection of new songs for the Primary Department. The value of the song depends upon both words and music and whether or not they correspond. Henry F. Cope says: "It is just as ridiculous to expect a little child to be sincere in singing, 'Out of my bondage, sorrow, and night,' as it is to expect a man to maintain his self-respect while he sings, 'I am a little dewdrop.'" In regard to the words of the new song let the teacher question (1) are the words within the range of the pupil's understanding? (2) does the thought expressed in the song teach a helpful truth? (3) is the child's natural desire and gratitude expressed in the song?

Concerning the melody let the teacher question (1) is the

music of good quality? (2) is it within easy range of the child's voice? (3) does it help to express the thought of the words? Songs which will stand these tests of words and melody will be the ones suited for use in the Primary Department. Sometimes it is possible for the Superintendent or pianist to transpose either words or music so that it may better express the thought, come more largely within the understanding of the pupil, or be more perfectly adapted to the voice.

Testing the Melody

2. **Teaching the words of the new song.** The children will neither enjoy nor be benefited by the teaching of a song the words of which they do not understand. Sometimes we are surprised to find that very simple words are not correctly understood; especially any word which has two meanings. Most teachers find it best to have the words of a new song thoroughly understood before attempting to teach the music. In order that the children may not only know the words, but the meaning, several Sundays may sometimes be needed to teach one verse before the music is introduced. However, as simple songs are best, those which can be taught in a Sunday or two are the most desirable. If it is a prayer song which the Superintendent wishes to teach let her use the words of the song as a part of her prayer for a few Sundays before the children are asked to learn it. Since the songs which the children learn remain in their memories through life, let great care be given that only worthy songs shall find their place in the Primary Department of the Sunday-school.

Explaining the Words

It will help to fix both the meaning and words of the song in mind if the teacher explains them with objects or illustrations of some kind, telling the meaning of the song in a story or drawing it from the children by her questions. A little informal talk of this kind will greatly help in the memorization of the song. As an instance of how this may be done, take the song, "Spring is coming," the first verse of which is:

Illustrating the Songs

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"Spring is coming, Spring is coming; birdies, build your nests;
Weave together straw and feather, doing each your best.
Spring is coming, Spring is coming, flowers are coming, too—
Pansies, lilies, daffodils now are coming through.
Lovely Spring, happy Spring, best of all the year;
Sun and shower, bud and flower tell us God is near."

One Superintendent in teaching this song to her Department brought out the truth that when Spring was coming they saw all the birds beginning to build their nests. From that she led to the thought that the nests are built of straw and feathers all woven together to make it snug and warm for the little baby birds. The children readily responded to questions which brought out the fact that when Spring was coming the flowers, the pansies, and lilies, and daffodils began to come up through the ground to let us know that Spring was almost here. So on through all the lines of the song, closing with the thought that all these things in the Spring tell us God is near. Afterwards the children repeated after her the words of the song, stopping after each phrase to hear the piano play the music of that phrase, and before the children went home they illustrated the song on the blackboard, making their own drawings under her direction. The next Sunday with the help of the illustrations on the board they were able to recall the words of the song exactly as they were given, and the Superintendent began to teach the music.

3. Teaching the music of the new song. In teaching the music let the pianist play only the melody at first until the children have it firmly fixed in their minds. As the children repeat a phrase at a time the words which they have learned, let them listen and hear the piano play those words. The children, after hearing the melody played once or twice in this way, will associate the words with it and it will not be long before they are ready to attempt the song with full accompaniment.

It is a great help to have some one sing the song for the children before they attempt to sing it for themselves. It is not brilliant playing that is needed in the Primary Department, but sympathetic playing. If the music being taught is that of march time, do not expect the children to sit stolidly in their places, for it is with difficulty that they will be able to do so, and if they should the music would have lost much of its meaning to them. Even though it is not best that the children should march about while they are learning a new martial song, they can at least stand erect and in a soldierly attitude such as the piece demands. Consider the natural attitude of the child when singing the song selected, and then allow him to take that attitude while he is learning it. Do not burden the children by too frequent teaching of new songs. Usually one new song a quarter, outside of any special music, is sufficient. Further, do not consume large portions of the Sunday-school session in learning music for special occasions. The children can come during the week for rehearsal or remain after the session on Sunday—but the Sunday-school hour is too valuable to occupy to any extent in this way.

V. Song Roll and Song Books

1. **The use of a song roll.** Many Superintendents use a song roll after the words have once been explained to the children, letting the eye help to fix the words in the mind.

Song rolls can be bought, but are so easily made that most teachers prefer to make their own, using manilla paper or white muslin for the purpose. With the use of a rubber pen the teacher may print the words of a song in letters large enough to be easily seen across the room. Most teachers use stencils or rubber stamps for the lettering. When the song has been printed, provision must be made for it to hang at the front of the room where all the children can see it easily. The suggestion made by Mr. Black in the book, "Practical Pri-

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mary Plans," is one of the best. He says: "For my own use I buy white holland, forty-four inches wide. This is so thick that both sides can be printed. On this I stencil the words in black or red ink, using letters one inch in length. The song is then attached to a spring curtain roller and placed in front of the children. I have found a better way than tacking the holland to the roller, namely, to tack to the roller half a yard of holland which will be permanent, then to this stub pin the songs when the changes are made." Some teachers simply pin the muslin to the wall with thumb tacks while the song is in use. One of the great advantages of a song roll is that when the children look up to read from it they are in the correct position for singing.

2. Song books which are home-made. Many Superintendents have a scrap book in which are pasted copies of songs which are not in the books provided them. When songs are bought in leaflet form or are clipped from magazines or quarterlies, or are copied, it is well to paste them on cardboard that they may be kept in good condition. Gray cardboard cut into sheets nine by twelve inches is often used. Songs preserved in this way have many advantages over those pasted in a book, for they are kept in better condition and it is a great convenience to the pianist to have the songs in this form as she can arrange them upon the piano in the order in which they will be used in the service, not having the bother of turning the pages to find the pieces. If pasted on the cardboard the songs are easily filed under the various headings necessary, so that when the Superintendent wishes to decide which prayer song or welcome song to use she may find it under the general heading of "Prayer Songs" or "Welcome Songs" in the music cabinet.

3. Song books which are purchased. Primary Superintendents all over the world are searching constantly for new songs suitable for teaching in the Primary Department. Most Superintendents find that they must gather from all sources.

There are more books on the market to-day having suitable songs for the Primary Department than ever before, and yet in no one book will be found songs all of which can be used acceptably in the Primary Department. Sometimes the chorus of a hymn may be helpfully taught while the verses of the hymn will be very inappropriate for the Primary children. Oftentimes in the special services prepared for Easter, Christmas, or Children's Day will be found songs which are of permanent value in the Department. It would be almost impossible for the Superintendent to buy a great many books in order that she may use from each one or two songs. It is a good plan to have a library of song books used by the Superintendents of several schools, then these can be passed about, each Superintendent making copies of the songs which she wishes for use in her Department. It is not at all necessary that the children should have song books; some schools have the plan of pasting on small cards mimeographed copies of the words of the song taught, letting the children take these home for further study.

Lesson Outline:

- I. THE EVOLUTION OF PRIMARY MUSIC.
 1. The music of the past and present.
- II. THE CHILD'S LOVE OF MUSIC.
 1. During the Primary age.
- III. THE USES OF MUSIC.
 1. As an aid to memory.
 2. As a part of the lesson teaching.
 3. In its effect upon the children.
- IV. NEW SONGS.
 1. Selecting the new song.
 2. Teaching the words of the new song.
 3. Teaching the music of the new song.

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- V. SONG ROLL AND SONG BOOKS.
1. The use of the song roll.
 2. Song books which are home-made.
 3. Song books which are purchased.

Topic for Special Study:

1. Applying the tests to a Primary song book to discover its strength and weakness.

Topics for Class Discussion:

1. What changes have taken place in the music used in the Primary Department?
2. Why does music appeal especially to the child?
3. Give three reasons why music should be used in the Primary Department.
4. What three tests should be applied to the words of a new song?
5. What three tests should be applied to the music of a new song?
6. How may the words of a new song be explained?
7. How may the memorization of a melody be made easy?
8. Name the advantages in using a song roll.
9. What is the best form in which to preserve loose sheets of music?
10. In what way may the Superintendent obtain a large variety of suitable songs?

CHAPTER XIX
OUTSIDE ACTIVITIES

I. Visitation in the Homes of the Pupils

1. **Reasons for visitation.** With a perfectly organized Primary Department, efficient teachers, and well planned lessons and programs, it is still possible for the Department to fail of its best endeavors if it neglects the work which should be done outside the Sunday-school session. The Superintendents and teachers who spend no time in visiting the homes of the pupils in their Departments are crippling the work of the entire school. It is hardly necessary in these days to state reasons why visitation in the home is a necessary part of Primary work, but for the sake of those teachers to whom the work comes as a new responsibility some of the reasons will be given. First, the Primary Superintendent or teacher can not do the most for the child spiritually until she has seen him under varying conditions. The child in the Sunday-school class, dressed in his best and with his best manners to the front, is not the same child that he is in the home or on the playground or in the public school. Second, the teachers can not fully understand or sympathize with the child until they know the home environment, the parentage, and especially the moral conditions which surround him. Third, both parents and children need to feel the real love and desire of the teacher to become better acquainted. It is a source of great joy to the child that "the teacher has called," and the mother and father are almost

as well pleased as the child. Fourth, a call in the home is one of the links which bind the home and Church more closely together.

2. A systematic plan of visitation. A systematic plan of visitation was suggested in the chapter on "The Program," under the subheading of "Records." Every Sunday the secretary of the Department should make a list of the absent scholars, giving to each teacher a list of those absent from her class. By visitation in the homes during the week or by letter writing the teacher finds out the cause of the absence and reports it in writing to the Primary Superintendent the next Sunday. The teacher hands back to the secretary the list received the Sunday previous with a record of the calls made, "C" meaning call, written after the name. This record the secretary then transfers to the permanent records of the school.

It is usually the plan of the Superintendent to visit the pupils street by street, making a certain number of calls each week and reporting them to the secretary for record.

The Duty of the Superintendent In addition to these calls she should go carefully over the lists handed her by the teachers, note the homes in which her call is especially needed that week, and plan to reach all such homes.

By this system no scholar is neglected and at the end of the year the Superintendent, by consulting the records, can tell just how many calls each individual in the Primary Department has received and how many letters have been written him. This system of calling with its complete records furnishes the very best plan for well distributed work.

II. Birthday Observance

1. The birthday letter. A part of the fellowship service of most Primary Departments is the remembering of birthdays. The notice taken during the school session of the birthdays has already been spoken of in the chapter on

the "Program." It is the custom in most schools to send a birthday letter to the child by mail or messenger so that the child will receive it on the anniversary of his birth. In other schools the child receives this letter on the Sunday when his birthday is recognized in the Sunday-school session. The two cents spent in postage will bring added pleasure to the child, for many of the children in our Departments only receive by mail one letter a year—the one sent by the Sunday-school on their birthday. Whether the letter go by mail, messenger, or be given the child during the school session, never fail to have the child receive such a letter; the time spent in its preparation is very slight in comparison with the child's enjoyment. Some children have for years treasured the letters which they have received from the Primary Superintendent on their birthdays. Among the illustrations in this book will be found a unique birthday letter and we may judge for ourselves of the child's delight in receiving it. The letters are to be written by the Primary Superintendent.

In some schools it is customary to send in each birthday letter a Bible verse to be learned at home and recited in the school on the Sunday when the birthday is remembered there. The verse given is selected because the first letter of the verse is the first letter of the child's given name; thereafter it is the child's own verse. Each year the child will receive a different verse and each year the verse will begin with the first letter of the child's name. If this custom is followed only in the Primary Department it will result in the child's having three very helpful verses to call his own, while if the custom is begun in the Beginners' Department and kept up through the Junior Department or perhaps even longer, the store of these personal verses becomes large.

As these verses will be remembered always, the selection of them is very important; they should be helpful now and helpful during the entire life of the child. For instance, sup-

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pose the child's name is Florence, then the verse for the first year might be, "For Thou, Lord, art good and ready to forgive," Psa. 86:5. All the children in the Department having "F" for the first letter of their name will have this as their verse for that year. The next year the verse beginning with "F" might be, "For this is the message that ye heard from the beginning, that we should love one another," 1 John 3:11; and the following year, "For God so loved the world that He gave His only begotten Son that whosoever believeth on Him might not perish but have everlasting life," John 3:16. A part of the fellowship service in schools where these or similar verses are used is to have the children with birthdays come to the front of the room and each one repeat his birthday verse for that year, giving also the chapter and book where the verse is found.

2. The birthday wall card. Many Primary Superintendents prepare a large birthday calendar each month, designating upon it the birthdays which occur during the month. The calendar is made of gray or white cardboard about 14 x 18 inches for a Department numbering seventy-five members. In some instances one sheet of a large calendar pad is pasted to the cardboard and the dates of the birthdays are designated by pasting a gilt star over the date on the calendar pad. In other cases the names of the children having birthdays during the month are printed upon the card with stencils or rubber stamps in the order in which the birthdays occur, and a gilt star placed after the name when the birthday offering has been brought to the Sunday-school.

These birthday calendars are always decorated with designs appropriate to the month in which the birthdays occur. For example, pink roses might be chosen to remind the pupils of June, the month of roses. The roses are cut from wall paper and pasted to the card after the names are printed upon it. Appropriate decorations for the cards

can be obtained from many sources, and ways will constantly occur to the inventive Primary Superintendent in which to make the cards attractive. Some teachers who are gifted make their own water-color sketches on the card each month, and these are very beautiful. In other schools an appropriate verse is added to the card and the children learn that verse each month—oftentimes it is a part of the song which they are learning. Appropriate decorations are suggested below in the hope that they will aid some Primary Superintendent:

Suggested Decorations
 January.—Icicles cut from glazed white paper, bells on ribbons, snow scene, design of an Eskimo hut, snowflake designs, stars.

February.—Pictures of Washington and Lincoln pasted on crepe paper flags, pictures of Lincoln and log cabin, valentine hearts, cherries and hatchet, colonial caps and swords.

March.—Kites, pussy willows, robins, swelling lilac buds, weather vane, windmill, shamrock.

April.—Cocoon and butterfly, Easter lilies, crocuses, arbutus, flight of wild geese, April showers.

May.—Apple blossoms, violets, anemones, May baskets, dandelions, buttercups, catkins, maple keys.

June.—Roses, azalias, butterflies, blue flag, diplomas, baby birds in nest, pictures of flowering shrubs.

July.—Flags and firecrackers, cannon, picnic party, green trees, picture of partridge with young, farm scene, hay making.

August.—Sea shells, sea weed, sail boats, tents, swings, beach with tin pail and shovel, berry picking.

September.—Bird's nest, goldenrod, fruit, gentian, milkweed pods, bees, children with slates and books.

October.—Autumn leaves, cornstalks, sickle, chestnut burrs, pumpkin and squashes, squirrels.

November.—Bag of wheat and grain, turkeys, Plymouth Rock, the "Mayflower" and Puritans, bare trees.

December.—Evergreen trees and Christmas star, Madonna and Child, holly and mistletoe, fireplace and Christmas stockings, snow man.

Birthday calendars of this kind help to decorate the room and the children watch eagerly to see what the decoration for the month shall be. Do not keep the calendars up but a month at a time as the children take more enjoyment in a new calendar if the old ones are put out of sight. If there is a wall blackboard in the room all of which is not needed for the lesson teaching, the blackboard pictures might take the place of the birthday card. In such cases the picture would be drawn on, instead of pasted, and the names of the children written under the picture. Many artistic designs of this sort of blackboard work will be found in the blackboard suggestions for public school teachers.

III. Socials for the Primary Department

1. When the children entertain. Socials for the children of the Primary Department give the officers and teachers an added opportunity for better acquaintance with the children. The children enjoy acting as hosts and hostesses occasionally to their parents and friends, so once in awhile allow them to entertain their friends in the Sunday-school room or under the name of a Sunday-school Department or class. Invitations may be prepared by the Superintendent in advance and addressed and delivered by the children. Both parents and children seem to enjoy socials of this kind.

One time of the year when this is particularly easy for them is at the Christmas season. They will have learned some Christmas songs in connection with their regular work in the Sunday-school and many of them will have learned pieces to speak in the public school which can be repeated at this social; the children will enjoy meeting some time before the social

Using the Blackboard

Children as Hosts and Hostesses

When Entertaining is Easy

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for work, at which time they will each make a present for mother and father under the teacher's supervision; at this time, too, they will enjoy trimming the tree. It is also very easy for the children to entertain at Thanksgiving time and in June, because at those seasons new songs and recitations have been taught in both Sunday-school and public school and so no additional preparation is needed. The children may also enjoy entertaining their parents at the time of the handwork exhibit, although the officers of the Department usually entertain at that time.

2. **When the children are entertained.** Some schools plan to entertain the children of the Primary Department at least once a quarter. Games for these times are readily arranged, and sometimes light refreshments are served. Very unique invitations may be made by the Superintendent with the aid of the helpers of the Department, and these invitations are greatly treasured by the children. The following are a few names given to such socials which suggest the character of the social: "Thimble Party," "Soap-bubble Party," "Christmas Social," "Animal Social," "Autumn Picnic," "Alice-in-Wonderland Party" (see illustration), "May-day Party," "Patriotic Party," "Birthday Party" (see illustration), "Circle Social," and "Picture Social." In socials for the Primary children it has been found that the children enjoy best the simplest games; even kindergarten games will please Primary children. Many suggestions for games will be found in books written for kindergarteners and public school teachers.

IV. Parents' Meetings

1. **A mothers' organization.** In connection with every fair-sized Primary Department there should be an organization of mothers. Usually this organization includes the mothers of the children in the Beginners' and Junior Departments. The Sunday-school needs the help of the mothers fully as much as the mothers need the help of the Sunday-

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school. There are many ways in which the mothers can help the Primary teachers in their work. Sometimes teachers complain that the parents do not help the children in home work as they might, but usually the reason is that the parents do not know just what the Primary teacher is doing, and so do not supplement her teaching as they would if definite things were asked of them. Always remember that the principal reason for a Mothers' Association is that the Sunday-school teachers and the mothers may help one another, and not that the Sunday-school teachers may give the mothers points on how to bring up their children.

Why Needed 2. **Meeting for mothers.** A Mothers' Association should have regular times of meeting. If there is no Mothers' Association, let the Primary Superintendent arrange for mothers' meetings at regular intervals. The meetings should be in charge of a mother, if possible, and the topics for discussion should often be suggested by the mothers. A simple program is best. Let the Superintendent show how she teaches the lesson in the Primary Department; let there be Scripture reading, prayer, and music in which all can join, and sometimes very simple refreshments. The pastor of the Church may be called upon for an occasional address; some local lady physician may profitably speak on such topics as relate to the physical well-being of the children; often the pianist will enjoy helping the mothers learn the new pieces which the children are beginning to sing in the Primary Department. These suggestions are given in order to show how interesting to both mothers and teachers a simple informal program may be. If it is necessary for many of the mothers to bring little children with them to these meetings they should be relieved of all responsibility concerning them while there. Let some class of girls in the Intermediate Department of the school take care of the children while the mothers have their meeting.

It is helpful to have a mothers' library, either as the property of the school or purchased, a book at a time, by the mothers themselves; the review of a book newly purchased will be much appreciated by the mother who is too busy to read it herself. The Sunday-school is missing a rich opportunity for both profit and pleasure if it has no mothers' meetings.

3. Letting the fathers share the good things. At regular intervals during the year hold a meeting which shall include both fathers and mothers. Let such socials be held in the evening. There are many topics which will suggest themselves as of particular interest to fathers; let them be brought up for discussion at this time. Let a father have charge of the meeting. Do not have tea for refreshments, but have something which can be bitten into, and let the parents sit at a table for their refreshments. If it is an afternoon tea affair the fathers will not come. Let the fathers see the program in advance, and make it so strong that they will realize that if they stay away it will be their loss. If the Sunday-school can help the fathers to realize their joint responsibility with the mothers for the religious well-being of their children a great mission will be accomplished.

Lesson Outline:

- I. VISITATION IN THE HOMES OF THE PUPILS.
 1. Reasons for visitation.
 2. A systematic plan of visitation.
- II. BIRTHDAY OBSERVANCE.
 1. The birthday letter.
 2. The birthday wall card.
- III. SOCIALS FOR THE PRIMARY DEPARTMENT.
 1. When the children entertain.
 2. When the children are entertained.

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IV. PARENTS' MEETINGS.

1. A mothers' organization.
2. Meetings for mothers.
3. Letting the fathers share the good things.

Bibliography:

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Bancroft, "Games for the Playground, School, and Gymnasium."

Topics for Special Study:

1. Suitable Bible verses for birthdays.
2. Programs for parents' meetings.

Topics for Class Discussion:

1. Give four reasons for home visitation.
2. Outline a systematic plan of visitation.
3. What is the value of a birthday letter?
4. What are the advantages in sending a birthday Bible verse to the child?
5. How is a birthday calendar prepared?
6. What times of the year are best for the Primary children to entertain their parents, and why?
7. What kind of games are best for a Primary Department social?
8. Why does every school need to have parents' meetings?
9. How should a meeting with fathers differ from one of mothers alone?

CHAPTER XX

THE GOAL

I. The Goal of the Pupil

1. Promotion from Primary to Junior Department. For the pupil in the Primary Department the goal of three years' faithful attendance is promotion into the Junior Department of the school. To reach this goal he bends all his energies, and to him the promotion from Primary Department to Junior dwarfs all other experiences. His certificate is the visible guarantee of work well done and the badge of his mental and physical growth. He is fast reaching the age when he does not wish to be associated either in play or in school life with children of six and seven years.

Because of the marked differences in the characteristics of the child in the ninth year from the one in the seventh it is almost never wise to keep a pupil in the Primary Department when he has reached the age of nine, the usual age for promotion. If he has not done the work required for the receiving of a diploma he may be transferred without honors to the Junior Department. There are very few instances where this is necessary.

There is no one day universally accepted as promotion day where the Uniform Lessons are used. In some schools promotion day is the first Sunday of the New Year, in others it is on Children's Day, and in still others comes on Rally Day. With the Graded Lessons it should come either the last Sunday in September or the first Sunday in October, since the year's work begins at

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that time. The service should be as dignified as possible and should include all the lower grades of the school. If, however, promotion day is not observed in the other Departments it should always be observed in the Primary Department. If it can not come in any service when the whole Church is assembled, let it come as a part of the opening exercises of the entire Sunday-school, or better yet, as a special service on some Sunday at a time when it will not interfere with the other services of the Church and when the parents and friends of those to be promoted can be present.

Bibles are seldom used by the children themselves in the Primary Department, but in the Junior Department they will be needed as a part of each pupil's equipment. For this reason many schools present a nicely bound Bible to each graduate from the Primary Department. It is quite necessary that these Bibles should have large print, for if it is not one which it is easy for them to read it will not be attractive to the children and Bible reading will become an irksome task rather than a pleasure. If the name of the child is printed in gilt on the front of the Bible it is of increased value to him. Often when the school can not have this printing done an interested individual has had it done. Some schools give a Bible to the children as a reward for regular attendance, but in this way there are likely to be some children who will not put forth the necessary effort to win one, and as all the children in the Junior Department need Bibles of their own, the time for giving them seems logically to be when they graduate from the Primary Department.

II. The Goal of the Teacher

1. **The spiritual nurture of the child.** The goal in the pupil's view may be material, but the goal of the teachers and Superintendent of the Primary Department is spiritual. The conscious duty of the pupil is to acquire a knowledge of certain facts and truths; the conscious duty of the teacher is the

spiritual nurture of the child. All the effort of the teacher, both inside and outside the school, must contribute to that nurture. Great wisdom is needed in caring for these little souls, and only as the teacher is in constant communion with the All-wise Teacher can she properly accomplish her mission. Dr. H. A. Johnston, in commenting on the verse from Colossians, "Christ is all and in all," has said, "Let the rule for every day be, To Christ in everything—from Christ to everything—face to face with Christ in everything." If the Primary teacher shall often talk with the Master concerning her class, and if she shall be conscious of His presence in the class, she will receive the help she needs for Christian nurture.

**The Need
of Great
Wisdom**

The parents and teachers should work together in training the child spiritually, but it is a sad fact widely acknowledged that some parents are very willing to shift all responsibility for the spiritual training of their children to the shoulders of the Church and the Sunday-school. There are children in some so-called Christian homes to whom less of reverence, obedience, faith, and virtue are taught than in non-Christian lands. Since this is admittedly the case, the efforts of the teachers of the Sunday-school toward the nurture of the child are doubly necessary. Nurture implies the giving of food for growth and the training of the child during growth.

**The Respon-
sibility of the
Sunday-
school**

Luther Burbank says that weeds are what they are, "Because they are jostled, crowded, trampled upon, scorched by fierce heat, starved, or perhaps are suffering from cold or wet feet, tormented by insect pests, or a lack of nourishing food or sunshine. There is not a weed alive that will not sooner or later respond liberally to good cultivation." Why is it, then, that the race is so full of human weeds to-day which are a menace to all society? May it not be because in childhood they had not proper care, nourishment, and training? May it not be because in childhood their innate feelings of reverence, desire

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for the good and pure, and love for God were trampled upon, crowded, scorched by scorn and ridicule, starved, and exposed to disease? Almost every one is a member of Sunday-school at some time in his life, and usually he is in Sunday-school during the period from six to nine years of age, if at no other time. The Primary teacher's responsibility is only exceeded by the greatness of her privilege in thus coming in touch with lives during this impressionable period.

Courage or bravery has been found to be the first form of human virtue, with obedience and truth not far behind it.

Spiritual Characteristics of the Primary Child Sympathy is a characteristic of early childhood, also gratitude and reverence. The child's nature is essentially religious, the child's mind is teachable, and his will easily trained. If ours is to be the work of nurture, what more can we desire as a foundation upon which to build?

Only when a child begins to distinguish between right and wrong can he be considered morally responsible. In the Primary Department he is old enough to make general distinctions, but will miss some of the finer distinctions between right and wrong. In his earlier years it has been necessary for an adult to help him in making all distinctions, and even now it is necessary that he should be guided in his judgments. It is the duty of the teacher, first to show him the difference between right and wrong action, then to help him in choosing the right action, and finally to lead him to the plane where he can make right decisions without guidance. His moral nature is strengthened with every right decision or effort which he makes.

From the moral to the spiritual is but a step for the child. The virtue of courage may be fostered by the wise commendation of parents and teachers. In a home where there were two boys, the older six years of age and the younger four, permission was given the older boy to be away from home over night, but the younger boy was told that he must be at home early. The little chap at first puckered up his face

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for a cry, but suddenly his face was straightened and he went off smiling. Upon his return he was commended for his bravery in not crying or teasing to stay with his brother. After a few minutes he looked up with the question, "Does God care whether I am brave or not?" The mother replied, "Yes," and quoted the verse from His Word, "Be thou strong and very courageous," explaining it to the boy,

From the Moral to the Spiritual and he went off to bed with a happy heart. Thus does the moral lead to the spiritual in many cases. The child learns to obey first because he must and then because he desires to please those in authority. By the time he is six or seven we will find that he obeys because he has been taught that it is right for him to do so; obedience will then be rendered without regard to its being found out. So we teach him to obey the Divine Authority even as he already obeys human authority, leading him to know that obedience is a mark of affection. The child's sympathy, gratitude, and reverence are as easily deepened and strengthened as are the other virtues. They will gradually unfold and become the flower and fruit to which we adults give the name of spirituality.

Every Primary Superintendent and teacher should know just what the teachings of his own Church are on the subject of child religion. Let us look briefly at the doctrines which are held by the Methodist denomination on the subject. The Methodist Discipline, in paragraphs 49-54, deals with the subject under the head of "Baptized Children and the Church." **Methodist Teaching Concerning the Religious Status of the Child** A few quotations from these paragraphs are given below: "We hold that all children, by virtue of the unconditional benefits of the atonement, are members of the Kingdom of God, and therefore graciously entitled to baptism. . . . We regard all children who have been baptized as placed in visible covenant relation to God, and under the special care and supervision of the Church. . . . The pastor shall organize the baptized children of the Church . . . into

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Classes and appoint suitable Leaders, whose duty it shall be to meet them in Class once a week, and instruct them in the nature, design, and obligations of Baptism, and in the truths of religion necessary to make them 'wise unto salvation;' to urge them to give regular attendance upon the means of grace; to advise, exhort, and encourage them to an immediate consecration of their hearts and lives to God." . . .

The opening words of the paragraph show us that the Church believes the children to be already members of the Kingdom of God. The chief concern of the Church is to

An Explanation of These Teachings keep the children from ever drifting away from the Kingdom of God and straying into paths of deliberate wrong-doing. It becomes the duty of

the Church to safeguard these children, and quotation has already been given showing in what way the Methodist Church makes provision for this safeguarding. A writer recently said in the *Sunday School Journal*: "Approximately eight thousand pastors in our Church are asked four times a year: have the rules respecting the instruction of children been observed? Seventy-two thousand times in one year is this question officially asked and answered. No other question relating to the spiritual interests is asked so often. Temperance, liberty, sound judgment, good morals, purity of life, and the overthrow of wrong are within our reach in the little ones, who would soon develop in beauty and bless the world if we would refuse to give Satan what the Lord Jesus gives us."

The Church believes in the text, "First the blade, then the ear, then the full corn in the ear," and so does not look for

Evidences of Spirituality the same evidence of spiritual life and growth in its children as in its adults. This is the only logical ground which the Church can take on the

subject, for in this as in all else evidences grow from experiences, and since the child does not have the same experiences as the adult, we can not expect the same evidences

of growth. It would be an inadequate religion which took away the joy and happiness of a child, substituting in its place contemplation and solemnity. God has given to all healthy children a spontaneous joyousness; is it possible that in serving Him He would have them lose that joyousness? Would He take from them the zest of a hearty, wholesome enjoyment of life? Would He not instead set them in our midst as He did the child of long ago and bid us learn of them in this as in other ways?

What, then, are we to expect of children as we watch for their growth in Christian strength? We may expect to find in their hearts a love for God the Father and a desire **What We** to serve and please Him in their own childlike **May Expect** way. Their love and service will be shown by **From the** their prompt obedience, honest play, kindness in **Children** the home, cheerfulness, and thoughtfulness. These virtues will not spring up of themselves without careful teaching and training on the part of those who are their spiritual guides. If there are indications that the child is constantly trying to do the right and to please the Heavenly Father as well as the earthly parents, we may believe that the child is growing spiritually stronger.

In an article, "The Child and the Bible," Dr. William P. Merrill has said: "Human life is a tangle of complex problems. But there is one thread in a tangle by taking hold of which we may hope eventually to unravel all; that thread is the education of the child. The **The Solution** supreme question for any age, any people, is how **of the** to train the child aright. 'One generation goeth **Problem** and another cometh and the earth abideth;' the only way to make the earth better is that the generation that goes should train rightly the one that comes. Twelve men were debating great questions about the expected Kingdom. The Master set a little child in their midst and said, 'Think of him.' In the midst of our twentieth century life, with its self-importance, its enlarged sense of its responsibility, God sets the

little child and says, 'Think of him; here is at once your greatest problem and the solution of them all.' Find what to do with the little child, and you may leave the rest serenely with God. The world still keeps as the most joyous of days the anniversary of the birth of a little Babe, but do we not treat the child too often as His world treated Him? No room for Him in the inn; little made of Him; little note of His growth; few to heed His eager questions; fewer still to suspect the wisdom that lay beneath them; and at last, when full grown, no place for Him, no chance for Him, nothing better to do with Him than to put Him out of the way! O, how often that tragedy of the life of the Christ-child is repeated in the life of the little child in our midst! . . . If your child asks for knowledge of how to live will you supply every part of education except this one text-book of life? If your child ask bread, will you give him a stone? It may be a precious stone, beautifully cut and set; but he wants the bread. And if you do not give it to him, his soul will not be nourished."

Lesson Outline:

- I. THE GOAL OF THE PUPIL.
 1. Promotion from Primary to Junior Department.
- II. THE GOAL OF THE TEACHER.
 1. The spiritual nurture of the child.

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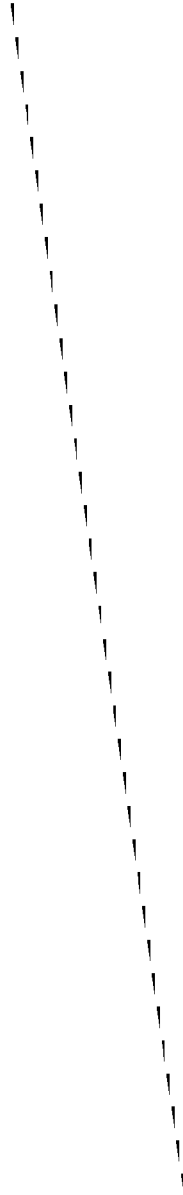
Topics for Advanced Study:

1. Standards for promotion.
2. Methods employed by the Church for the nurture of the child.

Topics for Class Discussion:

1. What does promotion mean to the Primary pupil?
2. Should a pupil pass into the Junior Department if he has not done the required work of the Primary Department? Give a reason for your answer.
3. What gift should the school make to the pupil when promoted, and why?
4. Why is the responsibility of the Sunday-school for the spiritual training of the children so great?
5. Why is the Primary teacher's responsibility especially great?
6. Name three steps which the teacher takes in training the child to make right decisions.
7. How may the teacher or parent guide the child from the moral to the spiritual?
8. What is the Methodist doctrine concerning child conversion?
9. Upon what do evidences of spiritual growth depend?
10. What evidences of spiritual growth may we rightfully expect from primary children?

APPENDIX



APPENDIX A

BEGINNERS' DEPARTMENT

SUGGESTIVE PROGRAM FOR BEGINNERS' DEPARTMENT.

Compiled by Miss Grace Longfellow and Mrs. W. J. Semelroth.

Theme: "Love shown by kindness."

(To those in the Family Circle.)

To develop the thought of thanking God for our homes and "all the blessings there;" what the children may do to help make the home a happy place,—show love to brothers and sisters, remembering to "love one another."

I. Before the Session

Secretary helps early comers place stars on Attendance Roll. Each child might drop his offering in basket on jardenier stand in center of circle, thus taking care of the "troublesome penny."

II. The Circle Program

1. Quiet music.

2. The children's greeting:

"I'm glad to see you,
I'm glad to see you,
I'm so glad to see you,
And you, and you!"

(Tune: "Good-morning to you.")

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I choose Mary and Robert to go around the circle and shake hands with each one, as we sing:

"A greeting to you,
A greeting to you,
Each little friend so gay,
We smile and bow,
To greet you now,
This happy Sabbath day."

(Tune: "The Morning Bright," Primary and Junior Hymnal—Heidelberg Press.)

3. Roll call.

Who's here? Each name is called, and children say, "I am here on time." Blue or gold stars for on-timers; red stars for those who come in after roll call.

4. Greeting to new scholars:

"A welcome to you,
A welcome to you,
A welcome to Harold,
A welcome to you!"

I see Ethel's mother (or a visitor) in our room to-day, and I will choose May to go and shake hands with her—carry our welcome to her.

5. Opening talk leading to prayer and praise.

Who is ready to tell us what day this is? Who will tell us about the bells that ring on Sunday? Who heard them? What say? Where tell us to come? Shall we ring the bells and call the people to come to God's house on His day?

Sing: "Church Bells" . . . Come, come, people, come. (Song Stories.)

Prayer preparation:

Who is glad that Sunday has come? Why glad when Sunday comes? Who stays at home on Sunday; who goes to

work on other days? What else glad for? Tell some of the things at home—mother, brothers, others. So many things to be glad for, so many things that we love, I want to thank the Heavenly Father right now for Sunday and for our Sunday-school and for our homes, etc.

(Children make Prayer Circle by holding hands.)

Prayer:

“Dear Father, we thank Thee for all that makes us happy and all the things we need—for father, and for mother, we give thanks indeed.”

Another way we can say “thank you?” Listen!
What is the piano saying?

(1) Sing:

“Father, we thank Thee for our homes,
And all the blessings there;
O, may we grow more like to Thee
In tender love and care!”

(Song Stories.)

(2) Sing:

“Thank Him, all ye little children—God is love.”

(Carols.)

6. Giving service.

We have spoken softly to God in prayer, and we have sung our happy “Thank you” to Him. Is there something else God’s little children can do in His house to-day? Who brought a gift for Him to-day—a love-gift that would like to go a-helping other love-gifts some good work to do?

Sing:

Many little love-gifts
Gladly now we bring,
While our happy voices
Praises to Him sing.

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APPENDIX

Here are many love-gifts—
 All would like to go
 A-helping other love-gifts,
 Some good work to do.

Chorus: Giving, giving, gladly giving,
 Loving gifts to-day;
 "We would go a-helping,"
 Hear the love-gifts say.

(Tune: "Offering Song" from Songs of the Seasons.)

Children count the money with teacher, placing it in piles of ten each.

Teacher: "Here are many love-gifts—all would like to go a-helping other love-gifts some good work to do. Shall we ask God to give them some good work to do?"

Prayer:

"Heavenly Father, bless our gifts and help them to do some good work for Thee."

7. Fellowship service.

Who is our birthday child to-day?

Sing: "Happy Birthday to You." (Tune: "Good-morning to you.")

Children count birthday love-gifts as they are dropped into birthday bank.

Teacher gives cards, picture, or flower.

Prayer by teacher, holding child's hand:

"We thank Thee, Heavenly Father,
 For our little friend so dear;
 Keep him in Thy loving care
 Each day of this new year."

Cradle Roll name added.

New name added to roll or Cradle.

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Sing:

"There are blessings from God all about us,
We should thank Him for gifts great and small,
But the gift of a dear little baby
Needs the very best 'thank you' of all." (Carols.)

Prayer:

"Heavenly Father, bless this baby,
Guide his tender little feet;
May we older children help him
To be gentle, kind, and sweet."

8. Circle talk to prepare for the lesson.

"The Finger Family" or any finger-family play.

"This is the mother, so busy at home,
Who loves her dear children whatever may come.

This is the father so brave and so strong,
Who works for his family all the day long.

This is the brother, who'll soon be a man;
He helps his good mother as much as he can.

This is the sister, so gentle and mild,
Who plays that her dolly is her little child.

This is the baby, all dimpled and sweet;
How soft his wee hands and his chubby, pink feet!

Father and mother and children so dear,
Together we have them—one family here."

Short story of little brother, who in his play remembered
to "love one another."

Rest exercise:

Stand! Hide hands!

"Where are the merry, merry little men,
Who will help us to work and play?"

Where are the busy, busy little men
 Who can do loving things each day?"
 Show hands!
 "Here are the merry, merry little men," etc.

Thought in action:

Who is ready to show with your hands (without saying a word) something you can do to make mother happy, or father or brother, etc. (Wipe dishes, pick threads from the carpet, or sweep.)

Harold is ready. He may show us and we must guess. When we have guessed, let us all play we are doing that. To make brother or sister happy: help build up blocks, hold baby, help brother to get on rocking horse.

(If the children can not think of these, choose one to come to you and whisper the suggestion.)

Sing:

"Little deeds of kindness,
 Little words of love,
 Make our homes so happy,
 Like the heaven above."

(Tune: "Little Drops of Water.")

9. Lesson for the day.

"Joseph's Coat of Many Colors."

Verse for the child: "Let us love one another."

Sing again: "Little Deeds of Kindness."

10. Good-bye.

Choose Henry to stand in center of circle.

He bows politely to one whom he may choose (Ethel), who comes to him and they shake hands and bow.

Henry then goes to get his own wraps.

Ethel chooses some one, by bowing, who comes and they shake hands. Ethel then goes for her wraps, etc.

τ

All back in circle.

Sing:

“Soon the week will be over,
Fast the minutes will fly,
Till we meet you and greet you,
Good-bye, good-bye, good-bye.”

(Howard's "Songs for Sunday Time.")

Make prayer circle and pray with heads bowed:

“God be with you till we meet again.”

Distribution of papers.

Pass out to music, shaking hands with teacher.

CHRISTMAS PROGRAM FOR BEGINNERS.

(Sunday before Christmas.)

By Miss Grace Longfellow and Mrs. Armatage. Used in the Beginners' Department of the Hennepin Ave. Methodist Episcopal School, Minneapolis.

1. Sing "Happy Christmas to You."

(Tune, "Good-morning to You.")

Choose one to shake hands with all in the circle as we sing:

“A greeting to you,
A greeting to you,
Each little friend so gay,
We smile and bow,
To greet you now,
This happy Sabbath day.”

(Tune: "The Morning Bright," Primary and Junior Hymnal—Heidelberg Press.)

2. Prayer circle.

What do church bells say all the year? "Come, come, people, come."

Just before Christmas they say, "Loving and giving!"

Ring the bells and as we ring them, say, "Loving and giving!"

Talk leading to prayer:

Who is ready to tell about some gifts that are given to everybody in the world? Sun, stars, moon, frost, snow, etc.

Sing:

"For frost and snow we thank Him,
That come in winter wild,
But most of all for Christmas,
And for the dear Christ-child."

(Music in Hofer book.)

Tell more of these gifts leading to PRAYER.

Sing, "Thank Him, all ye little children."

Some gifts that come only to SOME homes: Kitties, puppies, pony.

Only SOME homes have a . . . BABY!

Let us thank our Heavenly Father for the BABIES.

Cradle Roll mentioned.

3. New scholars welcomed.

To our visitors sing, "Happy Christmas to You!"

4. Birthday service.

Sing, "Happy Birthday to You." (Tune: "Good-morning to You.")

Prayer by teacher, holding child's hands:

"We thank Thee, Heavenly Father,
For our little friend so dear,
Keep him in Thy loving care
Each day of this new year."

Candle lighted for child to hold as we sing.

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5. Circle talk.

Another birthday coming very soon. You said that babies come only to some homes, but once a Baby came as a gift to everybody—God's Love-gift to all the people in the world. He gave this Gift because He loved us.

Each make a book with hands while I hold the Bible and we will read, "He loved us and sent His Son." Christmas is His birthday.

On our birthday we have candles. On Christ's birthday we put His birthday candles on the tree. What else on tree? Presents! Presents for whom? Us, and for our "loved ones." But there are some little children who have no father to get them presents. Some whose mothers have no money to buy them gifts. It would make Jesus happy if on His birthday we give presents to some of these children. He says it is just the same as giving a birthday present to Him. Would you like to bring presents for some little babies? (Tell of babies in the "Babies' Home.")

6. Rest exercise.

"Christmas Tree Exercise." (One stands in center and spreads arms for the branches.) Each one may choose what you would like to put on this tree for some little baby. "Dress," "stockings," "hood." Go to "tree" and hang them on.

Sing "Happy Christmas" to the mothers and babies for whom we have given these things.

Choose another to be the "tree." Also four or five to be "mothers," who will take the things from the tree. We will now dress the baby with these. (Motions of dressing a baby.)

Lay baby on arms and sing:

"Rock-a-by, rock-a-by, rock-a-by-by,
For all little children are under the care
Of Jesus who came as a Baby fair."

(From Christmas service, "The Angel's Song," 5 cents. Published October, 1901, by Hope Publishing Co., Chicago.)
Sing very softly so as not to waken baby.

7. "The Christmas Story."

Told, holding picture of "Madonna and Child."

8. Song. "Away in a Manger" from "Songs for Little People."

Teacher recites:

"We know just how He looked that Christmas day,
The little Jesus, on His bed of hay.

We know just how His little downy head
Nestled on that fragrant manger bed.

And then, we know how rosy and how sweet
His tiny hands were, and His small pink feet.

And how He looked up in His mother's eyes
And smiled to her in glad surprise.

When He awoke and found her bending near
We know how very sweet He was, and dear.

We think the little Christ was glad to come
To Mary's arms and Mary's home.

And be her little Babe; then He could show
Us children how dear God would have US grow."

9. Sing as if to the Baby Jesus, "Rock-a-by."

10. Good-bye. "Our Sunday-school is Over."

Pin on each child a "letter" telling of the plan to bring next Sunday something for the babies in the "Babies' Home."

THE SUNDAY FOLLOWING.

(Sunday *after* Christmas.)

On the following Sunday the children place their packages under their chairs until time to talk about them.

Have the Christmas tree exercises as on previous Sunday. Then bring out a pretty box or basket and all place their gifts in this.

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Children are delighted if these can be opened and shown. Talk of the mothers and babies who are to be made happy with our gifts.

"What message shall we send to these babies with our gifts?" Send a "Happy Christmas" with them!

Lesson on "Wise Men Bringing Gifts."

SUGGESTIVE PROGRAM FOR EASTER OR SPRINGTIME.

By Mrs. Armatage and Miss Grace Longfellow. Used in the Hennepin Ave. Methodist Episcopal school.

1. Greeting: "Happy Easter to you!"

(Tune: "Good-morning to you.")

2. Greeting to the Sun:

Good-morning, glorious sun,
Good-morning, glorious sun,
Good-morning, glorious sun,
I love the light of the sun!

God sends His bright, warm sun
To melt the ice and snow,
To start the green leaf buds
And make the flowers grow."

(Found in Hofer, Primary and Junior Songs, page 11.)

3. Circle talk on "Some signs of Spring"—Pussy-willows, birds flying, etc.

Each has a story to tell: Little chick comes out of shell and says, "Once I lived in that shell house, but now I have a NEW LIFE." Little flower says, "Once I lived in that little brown bulb house, but now I am awake—and have a NEW LIFE," etc. Everything is singing, "New Life! New Life!" Let US sing:

7

"All the happy children gladly join our song,
Rising to the Father in a chorus strong;
Birds are brightly singing, leaves are opening wide,
Flower bells are ringing forth on every side."

(No. 57, in "Songs for Little People.")

Or sing the following:

"The seeds and flowers are sleeping sound,
Till Easter time, till Easter time,
And then they rise above the ground,
At happy Easter time,
And then they rise above the ground
At happy Easter time."

(No. 14, from "Song Stories for the Sunday School.")

4. **Prayer** of thanks to our Heavenly Father for all that makes us happy.

5. **Offering Song:**

"More and more for Jesus
We will gladly give;
Giving, giving, giving,
Is the way to love!"

(Tune: "Little Drops of Water.")

6. **Birthday service.**

Who is our birthday child to-day?

Sing, "Happy Birthday to You." (Tune: "Good-morning to You.")

Children count birthday love-gifts as they are dropped into birthday bank.

Teacher gives card, picture, or flower.

Prayer by teacher, holding child's hand:

"We thank Thee, Heavenly Father,
For our little friend so dear,
Keep him in Thy loving care
Each day of this new year."

†

7. "The Bulb Family."

Each one may choose what kind of a bulb you will be: Crocus, tulip, hyacinth, Jonquil, Easter lily, lily of the valley, etc. All go to sleep curled up on floor (except the one who is to be the "sunbeam").

Teacher sings:

"Sleep, little blossoms, down under the snow;
Blow, winds, blow; blow, winds, blow;
While the cold winter is with us you know,
Sleep, little blossoms, sleep."

(Song, "Fast Asleep and Wide Awake," vs. 2.)

Little sunbeam wakens each bulb by lightly touching each. Slowly they open their eyes and begin to rise.

Song:

"Hark," the lovely blossoms whisper
Sweet and low,
"Easter thoughts we bring you,
As we grow and grow."

Chorus:

O, sweet is the message,
Jesus lives, He lives,
And to all His children
Life and love He gives.

(From Tullar-Meredith "Songs for the Sunday School;"
or sing vs. 3 of "Fast Asleep and Wide Awake.")

8. Lesson story for the day.

9. Closing. Give to each child little package of seeds to plant at the proper time.

ADDITIONAL SPRINGTIME SUGGESTIONS.

Give to each child a package of flax seeds and a tiny sponge, with directions to keep moist, and place it in the sun, and then watch it every day to see what will happen.

THANKSGIVING PROGRAM.

By Mrs. Armatage and Miss Grace Longfellow.

1. The children's greeting:

"I'm glad to see you,
I'm glad to see you,
I'm so glad to see you,
And you, and you!"

(Tune: "Good-morning to you.")

I choose Mary and Robert to go around the circle and shake hands with each one, as we sing:

"A greeting to you,
A greeting to you,
Each little friend so gay.
We smile and bow
To greet you now,
This happy Sabbath day."

(Tune: "The Morning Bright," Primary and Junior Hymnal—Heidelberg Press.)

2. Roll call.

Who's here? Each name called and children say, "I am here on time." Blue or gold stars for on-timers; red stars for those who come in after roll call.

3. Greeting to new scholars and parents.

"A welcome to you,
A welcome to you,
A welcome to Harold,
A welcome to you!"

I see Ethel's mother (or a visitor) in our room to-day, and I will choose May to go and shake hands with her—carry our welcome to her.

4. Circle talk to lead up to thought of giving thanks to God for ALL His gifts.

Speak of birthday gifts and Christmas gifts. Our Heavenly Father sends us gifts every day—some things which our Father has given to every little child in the world. Who can guess what I'm thinking of? In the morning something comes right in through my window and wakens me. When I look to see where it comes from I have to close my eyes tight. What is it? *Sunshine*—God's gift to every one. Let us thank Him:

"Dear Heavenly Father, we thank Thee for sending us the bright sunshine."

When little children have played all day—they are very . . . (guess). The Heavenly Father knows all about it and He sends a gift to rest them. What is it? *NIGHT*. Put heads on arms and pray:

"Dear Heavenly Father, I am so glad for Thy gift of night."

Guess another—something that is found everywhere. Sometimes it makes a noise and sometimes it is still. I take it into my body every minute—when I'm awake and when I'm asleep. Guess what it is. The *AIR*. God sends us the air to give us life. Thank God for His gift of life.

We can not see God our Father any more than we can see the air, but He is right here, close to every one of us. He is so good to us—sends us all these gifts. He calls us to praise Him and thank Him.

Sing: "Praise Him, all ye little children."

5. Pictures of more gifts—some gifts of FOOD:

Gifts which grow up in trees. (Apples, etc.)

Gifts which grow near the ground. (Berries, etc.)

Gifts which grow under the ground. (Potatoes, etc.)

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6. Thanksgiving exercise:

For food and clothing, home and friends,
 For all the gifts our Father sends,
 Thank Him!

Sing: "Father, We Thank Thee" (Chorus of "Can a Little Child Like Me—")

For willing work so kind and true,
 That little hands may find to do,
 Thank Him!

For Thanksgiving Day, so glad and bright,
 When in sweet praises we unite,
 Praise Him!

Sing: "Praise Him, all ye little children."

7. Birthday service.

Who is our birthday child to-day?

Sing: "Happy Birthday to You." (Tune: "Good-morning to You.")

Children count birthday love-gifts as they are dropped into birthday bank.

Teacher gives card, picture, or flower.

Prayer by teacher, holding child's hand:

"We thank Thee, Heavenly Father,
 For our little friend so dear,
 Keep him in Thy loving care
 Each day of this new year."

8. Talk leading up to lesson for the day.

Tell of little child who went with mother to a place where there were many trees—something RED up in the trees. What? Child picked them and filled a basket. What did

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he do then? What YOU have done? He ate one. But too many to eat alone. What do you suppose he did? Gave to his mother—and father. Can you think of any one else he might give them to? To some one who has none! And that is just what we are going to do with these apple gifts which we have brought to-day. Let us take them out from under our chairs and put them in this large basket and we will give them to some little children who have had none.

Song:

“Give, little children dear,
 Give, O give, give, O give,
 Give, little children dear,
 With a glad and willing heart.
 Tho’ very small, there is work for all,
 Work for all, work for all,
 Tho’ very small, there is work for all,
 And each can do his part.”

(Tune: “Give, Said the Little Stream.”)

9. Lesson for the day.

10. Closing prayer:

“God be with you till we meet again.”

ADDITIONAL SUGGESTIONS FOR THANKSGIVING.

Give to each child a card on which a spray of wheat heads has been fastened, with the verse:

“All good gifts around us
 Are sent from heaven above;
 Then thank our Father,
 Thank our Father,
 For His love.”

(Wheat spray may be obtained from any florist.)

Give to each child a card to pin up in the dining room containing:

"GRACE AT TABLE."

"God is great and God is good,
And we thank Him for His love;
By His hand must all be fed—
Give us, Lord, our daily bread."

THANKSGIVING PLANS FOR BEGINNERS.

(For the Thanksgiving Offering.)

Show picture of vegetables, and tell of going down into the cellar. What I saw: name them—potatoes, apples, etc.—all ready for winter.

Tell of some homes that have none, for father and mother have no money with which to buy them.

Invite the deaconess of the Church to come and tell the children of some of these homes.

Show the children a bushel basket neatly covered with crêpe paper (pumpkin color) and ask, "Who would like to bring something good to eat and put it in this basket next Sunday to give to these children whom Miss —— has just told us about?"

Pin on each child a letter as he goes home:

"Next Sunday will be Thanksgiving Sunday. Let us bring an offering of fruits, vegetables, and jellies for those who have none."

On the following Sunday ask the deaconess to come and tell how the children's gifts were distributed.

SUGGESTIONS FOR MISSIONARY SUNDAY.

By Miss Grace Longfellow.

Show to the children a flag of our country—then let all give a "salute" to the flag (raising hands to forehead and extending toward the flag). Speak of how we love our flag.

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Show a group of flags of other nations. (These may be purchased in the department stores for ten cents each.) If we go on a great ship to other countries we will find fathers and mothers and children who have different flags from ours. These children (showing a picture of Chinese children) love *this* flag (holding up a flag of China), and the children who live in a country called Japan (showing picture of Japanese children) love *this* flag.

Robert may take the flag of China and go into a corner and hold his flag high. We will call him "our little Chinese brother." Helen will be our "little sister in Japan," and she may go to another corner. Flags of Siam and other mission lands are then taken to different parts of the room. Harold may hold the flag of our own land and stand in the circle.

Does God, our Heavenly Father, love these little brothers and sisters in the far-away lands just the same as He loves us who live in America? Yes, we know He loves us all just the same. And the children may all love Him, too. So let us ALL sing together:

"Love Him, love Him, all ye little children."

Sing it again; this time the children in the circle may sing the first line:

"Love Him, love Him, all ye little children,"

and the far-away brothers and sisters may sing:

"God is love, God is love."

The children may now come back to "our own land" (the circle), and we will gather all the flags into a tall vase and put it in the center of our circle. But only think, children, there are many little children in far-away lands who can not sing, "God is love," because no one has ever told them about our Heavenly Father. There are many little children in Japan who are waiting for some one to come and tell them that Jesus loves them. But you know it takes money to go on a

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great ship so far away, so I want to help by giving some money. Next Sunday I am going to bring just as many "love gifts" (the name by which we always speak of our offerings) as I can. I shall put them in this envelope (holding up a coin envelope) and bring them to Sunday-school. Would YOU like to do that, too?

As each child goes home, we pin on his coat one of the coin envelopes containing a "letter" to help in securing the co-operation of the home: "Next Sunday will be Missionary Day. Let us bring in this envelope a special offering to help to send the story of Jesus to some of God's dear children in far-away lands."

On the following Sunday when the offerings are brought the exercise with the flags is repeated, this time allowing *other* children to take part. Count all the love-gifts, and pray:

"Our Father, bless the gifts we have brought. May they help to tell the little children in far-away lands about Jesus and His love."

Song, "The World Children for Jesus," M. C. Brown.

PROGRAM FOR A CHRISTMAS PARTY.

By Miss May Louise Price.

Used in the Trinity Methodist Episcopal school, Springfield, Mass.

1. **Processional:** "Upon this Happy Morning."
Fancy march with wands. Children and teachers marching and singing.
2. **Encircle the tree and sing:**
"There's a Wonderful Tree."
3. **Find chairs.**
(Previously arranged in two circles in center of room.)
4. **Song:**
"Merry Christmas to You."

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5. **Instrumental music.**
(Pianist play "Holy Night" and one or two other Christmas hymns.)
6. **Hymn:**
"Away in a Manger."
7. **Recitation:**
"And there were in the same country." (St. Luke's account.) Recited by Junior Department.
8. **Recitation:**
By a child.
9. **Song: (with gestures).**
Sung by the teachers to the children.
10. **Recitation:**
By a child.
11. **Song:**
"Up Among the Chimneys." By the children.
12. **Recitation:**
By a child.
13. **Christmas story:**
"Why the Chimes Rang." Told by the Kindergartner.
14. **Distribution of gifts.**
15. **March to tables, where ice cream, cakes, and bonbon snappers are served. Christmas cake in center of each table lighted with candles.**
Party from three to five o'clock Tuesday, December 27, 1910, for the Beginners', Primary, and Junior Departments, children ranging from three and one-half to eleven years; about ten teachers.
The tree is trimmed in the morning, lighted with electricity, with candy and a gift for each child.

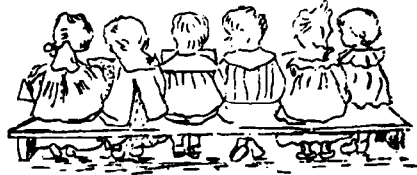
Mothers, fathers, and pastor and Superintendents are the guests. They are also served ice cream and cake, but not at the tables.

We endeavor to make it all as much of a party as possible.

RALLY DAY INVITATION.

Used in St. John's Methodist Episcopal Sunday-school,
Seaford, Delaware.

St. John's Sunday-school



Dear little friend

*Rally Day is coming, and we
hope every one will be in his place*

Lovingly,

*Edwin Brown,
Frances Harbo*

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LETTER TO ABSENT PUPIL.

Used in St. John's Methodist Episcopal Sunday-school,
Seaford, Delaware.



St. John's Sunday School
Dear little friend
We missed you out of the
room this afternoon
Hoping to see you next Sunday
Yours lovingly,
Elsie Brock,
Frances Hunt.

APPENDIX B

THE PRIMARY DEPARTMENT

BIRTHDAY LETTER.

From Bethany Presbyterian Sunday-school, Philadelphia.

Bethany Sunday School
March 21st 1910



Dear Ruth

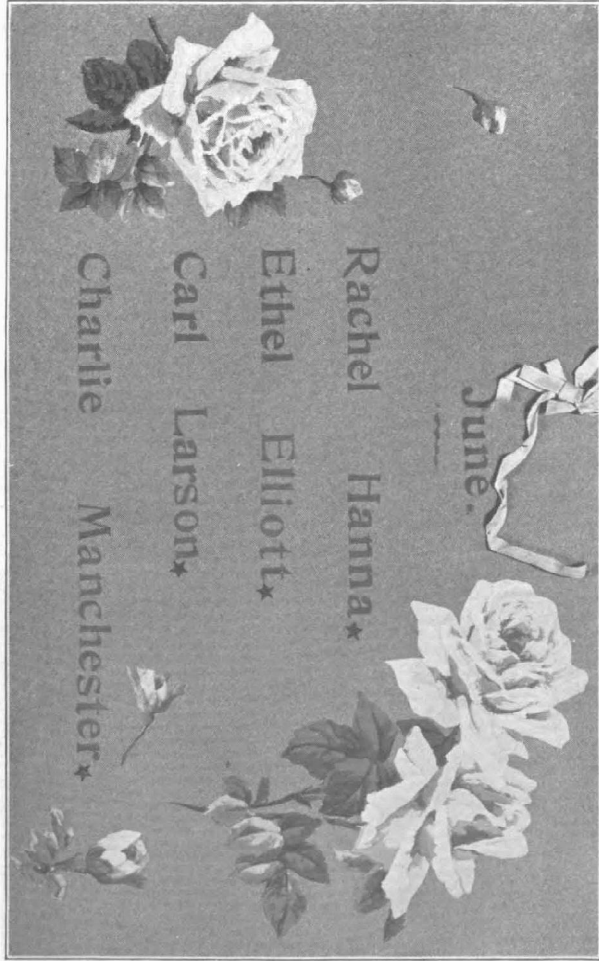
Here are four little people from
the Sunday School whom you love to see. They
come to bring you new year greetings and
they will stay and have a birthday party
with you.

Here are four more just to make the party
a little larger and to make you a little happier.
With love to you and all the family and
wishing you a happy birthday.



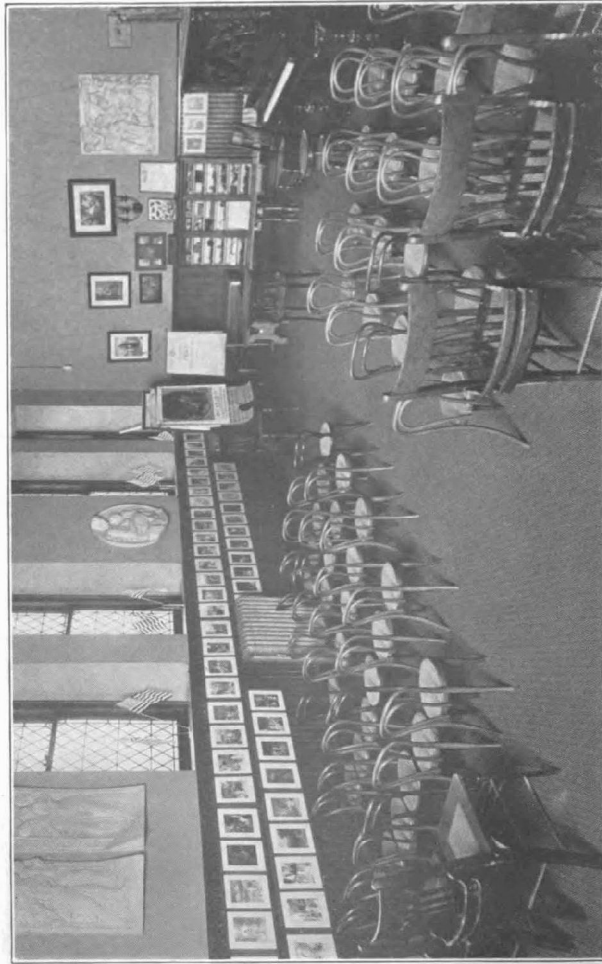
Your loving S. S. Teacher

Annie S. Harlow



BIRTHDAY CARD FOR THE PRIMARY ROOM.

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PRIMARY ROOM, FIRST BAPTIST CHURCH, PHILADELPHIA, PA.

Digitized by Google

Invitation to Picnic

St. John's.
Sept 7, 1909.

The Primary Department of
our Sunday School will picnic
at Otseley, Saturday, September
11th, 1909! The wagons will
leave the church at 2 P.M.



Bring plenty
to eat
for
supper



What fun gathering
in groups and
eating together!

Be sure to bring mother
with you to the picnic
Boys Bring balls and
bats.
Girls bring bean bags!



Having had a
most all
together
after




happy after-
start home
before the
sets


Your sincerely,
Elin Pihon.



INVITATION TO A MOTHERS' MEETING.

From St. John's Methodist Episcopal Sunday-school, Seaford, Delaware.

The mother of every

little  and every

little 
in the Primary
Department
of our Sunday School
is invited to the
parsonage, Saturday
afternoon, September 28th

from  to  o'clock.

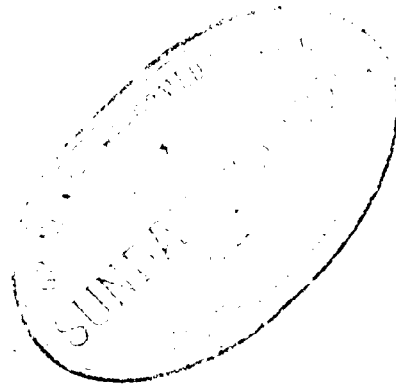
Cordially your friends,
Elice Babcock
Frances Hurst.

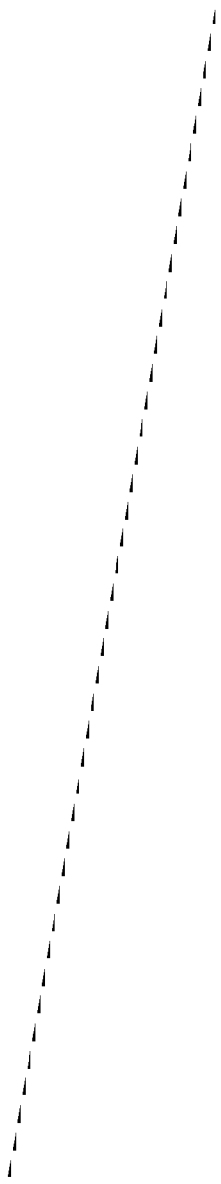
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