A COURSE FOR BEGINNERS IN RELIGIOUS EDUCATION
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A COURSE FOR BEGINNERS IN RELIGIOUS EDUCATION

With Lessons for One Year for Children Five Years of Age

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PREFACE

In sending this little book out to teachers of Beginners, I wish, first of all, to express my deep appreciation to Professor Hill, whose inspiration and help have made possible the writing of a Beginners' Course; also to Dr. George A. Coe, and to Mr. H. A. Sherman of Charles Scribner's Sons, both of whom have had a clear vision of the purpose of the book and have made many valuable suggestions and criticisms.

For assistance in the selection and arrangement of the music I am very much indebted to Miss Margaret Gillette.

M. E. R.
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INTRODUCTION

Several years ago some prominent leaders in religious education requested the co-operation of the Department of Kindergarten Education, Teachers College, in working toward a better curriculum for young children which it was hoped might be of practical benefit to Sunday School workers of all denominations. A group of young children was provided for the experiment, and a teacher from the department selected to work out the plan, under the supervision of leaders in both religious and secular education. Miss Mary Rankin was chosen, not only for her deep interest in religious education, but because of a wide experience and success in two other fields which, it was felt, had given her a rare opportunity to study children at work and play under conditions which made it possible for them to reveal their real nature and needs. At the time, Miss Rankin was teaching in the kindergarten of the Horace Mann School, and was director of the open-air playground in the afternoon. It was believed that such varied experience should be brought to bear upon the problems of religious education, since we are all too prone to forget that the young child brought to the church for religious instruction on Sunday is one and the same as the child who goes to school, or works, and plays about the home and neighborhood on week days. In other words, the same active mind and body which drive the child to restless investigation and play on Saturday are just as insistent in their demands for incessant use on Sunday. The whole child goes to Sunday School to be fed and nurtured—not merely the religious aspects of his nature.

The nervous system makes no exception in favor of the day associated with so many sacred memories to the Christian adult. We forget this, making impossible demands for the inhibition of many natural and healthy instincts; and, as a consequence, many children grow up in Christian homes and churches hating the day which might mean as much to them as adults, if we understood children better.
While we are right in utilizing this day for the purpose of throwing our emphasis upon the nurture and guidance of the religious tendencies in child nature, we must not forget that these are bound up with all the others, and any premature attempt to separate them from child nature as a whole suggests the dissecting skill of a surgeon rather than the nurturing processes of the gardener.

It is an interesting fact that the most delicate and subtle problem in the education of young children has been the last to yield to the demands of child psychology. It is a difficult art, indeed, to meet wisely and sympathetically the religious needs of little children. Yet the parent who takes great care to select the best available teacher for secular instruction will often place her child under the tutelage of an absolutely untrained or unprepared Sunday-school teacher, hoping that religious fervor will somehow compensate for lack of preparation on the part of the religious instructor. While it is readily granted that no amount of training and preparation can be substituted for religious zeal, here, as elsewhere, zeal works on its highest level of productivity and efficiency when it has placed at its disposal the best that present-day psychology and knowledge can offer.

In the lesson plans presented in this volume the attempt has been made to use the best that Froebel’s rare insight into the nature of childhood has left us as a tradition. Wherever the conception of child nature held by Froebel runs contrary to the best interpretations of the child offered at present, the letter has been cast aside and the spirit only preserved.

It is hoped that the lessons will be followed as a suggestion for adaptation to different groups of children, which must vary in every locality. As the lessons now stand, they are the outgrowth of several years of careful use, the lessons being modified each year in the light of the experience of the preceding year.

It should also be said that the lessons have been planned with both trained and untrained teachers in mind. For this reason lessons are sometimes given with too great detail for the highly trained teacher, but with the novice this detail may serve as the saving grace, if not followed too rigidly.
Child study experts have been consulted from time to time, as it is a well-known psychological fact that the specific characteristics of any given stage of the child's nature vary necessarily from both the preceding and succeeding stages.

It is these characteristics, physical and spiritual, which must be utilized and transformed if we are to succeed. These characteristics must be recognized and respected as the humble beginnings of the spiritual life. They are both our machinery and our motive power. Until we can set the child in our midst and learn of him, "before we attempt to teach him, we are in no position to help him to "grow in wisdom and stature and in favor with God and man."

Economy of time and effort demands that we teach that which the child needs — that upon which his nature can work most effectively rather than that which we wish or will that he shall learn. It may be said of the spiritual life more than any other that you can take the horse to water but you cannot make him drink. We must provide that for which the spiritual life of the child hungers and thirsts. Then, and then only, have we reason to hope that he will eat of the bread of life and drink of the water of life.

The effort has been to adapt the lessons to the thoughts, feelings and actions of child life. It is these that must be used and, when we have once discovered and utilized them, we have truly hitched our wagon to a star.

Every Sunday-school teacher should make a careful study of the spiritual problems and temptations of little children in the home, the playground, the neighborhood, the church. What are the sins which so easily beset them even in baby life? Puerile as these may seem to us who have mastered them, they are very real and vital in the character building of the little ones on their upward way. These are the humble beginnings of the spiritual life and character. We must start on the lowest round of the ladder, no matter how high we may climb later.

In these lesson plans the children's lives have been carefully studied, their aspirations, their ambitions, their faults and temptations, their problems and plans. The desire has been, not to give religious instructions at large, not to moralize, but to give facts and principles
in such a simple, telling form that *ideals* are inspired which will, in turn, inspire daily conduct, Sunday or week day.

To maintain health of spirit, ideals and action must be kept in close relations. It means much to want the right and fail. It means more to desire the right and act on it with success; but to know and see the right, and fail to turn this vision and knowledge into action is the beginning of spiritual decay. Also to be forced into a right act without inspiring the self to co-operate, may leave the spiritual nature untouched and undeveloped. It is, therefore, the essence of wisdom to keep vision, desire and action in close relation.

It will be evident to even the casual reader that the effort has been made to avoid crowding too much material into any one lesson. The purpose has been to present the old idea in some new aspect, or from some new approach. Old material and ideas seen again and again from new vantage points have a goodly opportunity for becoming a daily working principle in forming the habits of Christian living in these dim beginnings of the Christian life.

The social point of view has been consciously planned, so that the children may have every normal opportunity for helpfulness and co-operation. It is not a healthy state of mind when sympathy is divorced from action. When sympathy is stirred, the opportunity to help should follow. Sentiment must be turned into action, or we or others are not lifted to a higher plane. Then, like the quality of mercy twice blessed, "it blesseth him that gives, and him that takes." The word, the truth must become flesh, as with the Divine Child. So great care must be taken that religious feeling once stirred is not allowed to evaporate. The spirit of service or nurture, whether bestowed upon a flower, an animal, or human being, must become active before character gets its real "set." The life of childhood may become gradually and almost unconsciously transformed by Christian ideals at work in such small matters as watering a thirsty plant or protecting a dumb animal.

For these reasons Christian ideals stirred on Sunday should enter into the bone and marrow of daily living, in the home through the week — not through moralizing or in self-conscious right-living, but
through ideals which inspire the self to act, and through guidance from above. In order to secure this end, there must be a common conviction and understanding between teacher and parents. To get the ideal of the teacher carried over into the hearts and minds of the parents as guiding principles in the home, the author has resorted to the idea of a weekly letter. Through this medium it is hoped that parents may be kept informed as to the ideals or actions the teacher is endeavoring to stimulate in the children.

If this co-operation is once established between the child-church and the child-home, the child will be helped on his onward and upward way, seven days in the week. With an intelligent, sympathetic guide at each end of the line, both inspired by one common aim and purpose, the little feet cannot wander far astray from the path of righteousness, and the beginnings of Christian living will have been started in the small, as well as in great affairs of life.

If this little volume can be the means of stirring the humblest beginnings in this direction, those who have planned it will feel more than repaid for all the time and effort which have been so freely bestowed upon it.

PATTY SMITH HILL.

New York City, May, 1917.
THE GENERAL PLAN OF THIS COURSE

In planning this course of lessons, the first and most vital problem kept constantly in mind has been the five-year-old child and his characteristics, physical, mental and spiritual, his interests and problems.

The material for this Beginners’ course has been selected in the light of experience and experiments made with many groups of Beginners, and years of contact with young children, not only on Sundays but in weekday kindergartens and on playgrounds. The stories, songs, prayers, pictures used have not only stood the test of appealing to the interest and appreciation of five-year-olds on Sunday, but the ideas and ideals gained during the hour on Sundays have been taken home and relived in their experiences during the week. Again and again the children have come back and told us quite naively and all unconsciously how in actions or occurrences they have lived the truth or ideal we had talked about the week before. Concrete instances of this will be given in connection with the lesson plans. And so we have tried to have our material not only simple and good in itself, but of such a nature that its teachings will be carried into the daily life of the pupils at home, at school, on the playground and elsewhere, and will help them to form right habits of thinking, feeling and doing in everyday life, and to solve the problems that arise in the life of every child at this period.

The habits that are being formed in the immature little child are the foundation of the strong, self-reliant Christian we hope will develop later on.

This plan of lessons aims at continuity between the pupil’s weekday experiences and his experiences in the class on Sunday. Unless the procedure on Sunday is close to the daily experiences of the five-year-olds it cannot be meaningful enough to carry over into weekday feeling, thinking and doing.

Too often in our anxiety to give the pupils all the songs, stories,
prayers, etc., which we, from our adult point of view, have felt that they ought to have, we have forgotten the immature little child and his needs at this particular time. So much has been out of his range of experience and beyond his point of view that the appeal made has been very slight.

On the whole, little children are very accommodating! Especially if we have a pleasing personality they are willing to sit on Sundays and listen to our stories and to try to sing our songs; so we are often deceived unless we know what is best. Recently a student of mine visited a Sunday Beginners' class and came back with the report of a class of twenty-five or thirty children, all of whom were sitting quietly and listening to the telling of several stories in rapid succession by the teacher. The stories were altogether beyond the children's understanding. I remember that the last one was a graphic account of the stoning of Stephen. The next day my young friend asked two or three of the children, who were in her weekday kindergarten, about the stories they had heard on Sunday, and the children frankly replied that they didn't know what the stories meant. That teacher undoubtedly was a good, conscientious teacher, but she was thinking more of the material than of her pupils' needs. Our first and supreme responsibility is to keep constantly in mind our children's experience and their point of view.

Provision must be made for plenty of free expression on the part of the children. An elderly minister came to visit our class one Sunday and, when I had an opportunity to talk with him, he said, with a twinkle in his eye, "It seems to me the children are doing most of the talking." He referred to our conversation period. But I am sure he appreciated that the pupils were getting more because they were contributing so much.

The teacher's plan must be a flexible one, providing for the children's contributions, their responses and questions, and accepting even their cruder ideas. For we can have no adequate impression without expression. Even if the conversation is at times irrelevant to the special topic, or if the special topic must be changed, it is far more worth while than if the children are sitting and passively
accepting what they are told. Digression there must be, but any
teacher can become skillful in training children to keep to one topic
if she holds them only a few minutes at a time, and if the interest
is deep to begin with. (See page 117.)

Our plan, as given in this book, is a very flexible one, and aims
to allow freedom for testing and experiment in each group of chil-
dren with whom it may be used.

Comparatively few stories, songs, or pictures, for the year
are suggested, but reasons for their use and methods for using them
are given. It is expected that, having been given principles and
standards for selection of material, each teacher will constantly be
searching for material best suited for use in her own group.

As will be seen, no elaborate apparatus will be required to carry
out this plan. Lists of materials and the sources are given, with
suggestions for even simpler and less expensive things.

A teacher who has not had a professional kindergarten training
may nevertheless learn what to do, how to do it, and why it is done.

It is hoped that this course will prove to be not only a course of
lessons for Beginners, but a course for training the teacher of Beginners.

A letter to the parents has been written in connection with
each of the lessons. It is felt that these letters as they are taken
home each Sunday may help very materially to create a stronger
bond between the home and the school, and may increase the interest
of parents in the work of the Beginners’ classes by letting them know
what our aim has been each Sunday. These letters also give sug-
gestions by which the parents may help the children to live the
truths and ideals gained on Sunday.

A blank page is left on each of the letters so that the teacher may
insert any personal communications she wishes to send to the parents
from Sunday to Sunday.

It is hoped that before using the lessons in this book teachers
will carefully read over the chapters telling how to use each part
of the program, and will often refer to them during the year. If
possible go over the lessons for the whole year in advance to get
an idea of what lessons are to be taught. It may sometimes be
better to change the order of lessons when the children's interests and needs suggest a change. For instance, if the question of obedience comes up, those lessons may be used earlier in the year. The only lessons that necessarily should not be changed are those leading up to Thanksgiving, Christmas and Easter.
CHARACTERISTICS OF FIVE-YEAR-OLDS

Two of the most important characteristics of this period are the child's constant activity and his strongly individualistic and impulsive tendencies.

Both body and brain are growing rapidly and the larger muscles are developing. Under these conditions the child is driven to constant activity and is made restless when kept still for more than a few minutes.

These facts we must keep in mind in planning our program. We must provide for plenty of change and plenty of bodily activity.

Since the larger muscles are developing, no handwork requiring the use of the small muscles should be included in the plan.

The five-year-old is beginning to develop a social consciousness, but at this age he is legitimately much more concerned with himself and his own interests. But the fact that a five-year-old is still too impulsive to think long at a time about the pleasures and pains of others does not render him incapable of responding with sympathy and generosity.

Because of his limited background of knowledge and experience he is very credulous and believes anything that is told him. Therefore he has great capacity for fear and for faith.

He is curious, imaginative and emotional. Laughter and tears lie near the surface, ready to break out at any time. The child at this period has little power of inhibition, that is, it is difficult for him to repress or restrain his impulses. He is impulsive and reacts quickly and spontaneously to any situation.

He lives in a world of fancy and play from morning till night — is very dramatic and is constantly trying on and playing out the grown-up world he sees about him.

He is strongly susceptible to influences and environment, and is capable of unconsciously absorbing much of good or of evil. Im-
pressions gained now often last through life. The impulse to imitate whatever is seen or heard is strong.

We must begin now to help our pupils to form right habits in connection with impulses that are beginning to appear — the impulse to be kind, to obey, to share — for these are the legitimate virtues of this period. One of the laws of habit formation especially important at this period is to make the reaction pleasurable. Thus, when a child obeys, have a pleasure naturally result; when he disobeys, let pain or an unpleasant result be the natural outcome. One of the first laws of his nature drives him to avoid unpleasantness and pain, and the habit of obeying rather than disobeying will result.

The teacher must work with the growing impulses and tendencies, helping her pupils to strengthen those that work for good, and helping them to restrain impulses that are injurious to mind and body.

The teacher must constantly keep in mind, not a set of ideas to be taught, but the present needs of the active, restless, impulsive and sensitive little pupils in her charge. "All great things start in small, almost imperceptible beginnings, which are not the less important because of their humble origin."

We want to help to socialize and to Christianize our Beginners in the little everyday experiences of child life, and so lay the foundation for larger virtues and ideals later.
MUSIC FOR BEGINNERS

Why do we include music in our service of worship for Beginners? Why do we sing? Why do we listen to music? We have music for expression, for interpretation and for appreciation.

Music is the oldest of the arts, one of our great, fundamental race experiences, and so it is the birthright of every child to be given the best in music.

Music is essentially a language of the emotions; it belongs with the things that lie deepest in the soul of man. Its great power to soften, ennoble and uplift makes it stand in close relation to character building.

Through music all that is highest and noblest in human life may be expressed. The best music increases the power to enjoy uplifting pleasures and ideals; while the opposite is true, music may in form and appeal be indifferent or even degrading. "Ideals put in musical form in early life strike deep in memory and leave an almost indelible impression."

Music, too, is more socializing than the other arts. It has great power in unifying a group. "When people sing together a sort of social rapport is established."

We know that very young babies respond to music and are stimulated or quieted when melodies are gay or soothing. Children under two years of age are often able to hum a simple melody correctly.

Since music makes such a strong appeal to young children, and since it may become an uplifting and permanent power through life, how important it is that the music used in the Beginners' Department should be well chosen and should meet the needs of children of this age mentally and emotionally. Unless we meet children on their own plane in giving them songs and hymns to learn, how can we expect them to worship the Heavenly Father in their singing?

Too often music in the Beginners' Department of the Sunday School is poor in quality, too long, and unsuited to children's voices.
Too many songs are sung, and they are poorly sung, because there are too many, and because they have not been properly learned.

It is well to remember that children's voices are naturally pitched high and are light. Beginners should not be expected to sing the lower tones at any time. Positive and permanent injury to their voices often results when children are asked to sing songs that are pitched too low. The vocal cords are still immature and unstable and an unnatural strain on them results in irreparable injury.

The principles on which we should base our selection of songs and hymns and which may be easily applied as a test in selecting songs for young children are:

1. All songs and hymns should be short.
2. The ideas expressed in verse should be good and should be within the experience and understanding of the pupils.
3. The music should be simple in form and good.
4. Songs and hymns should always embody a wholesome mood or feeling.
5. Care should always be taken to have songs and hymns written in the right key.
6. Ordinarily the compass should be between E or Eb and F#.
7. Use few songs during the year, not more than ten or twelve.

Encourage the children to sing earnestly and with interest, but never vociferously. Aim to have the words sung sweetly, clearly and distinctly, but never in loud tones.

The children who are musical will quickly learn the hymns, especially if the words are printed or written out and taken home to be learned. Let those who are able to sing words and music correctly sing together and have the others listen. Let more children join this little choir as they learn the hymns; also let different children sing alone to the others, taking care to keep them unconscious of themselves. (See first lessons.) Alternate standing and sitting during the singing periods will prevent restlessness and bad posture, which make good tone production impossible. It is usually not well to have the children sing while marching or during other rhythmic exercises. However, the teacher may sing to them with great benefit.
When the teacher herself is musical, much may be done without a piano, but much more may be done with one. The pianist should have sufficient skill to accompany the children’s voices easily and naturally. All of the music used in the Beginners’ Department should be simple, that it may be well played.

The songs, hymns, selections for quiet music, and rhythms included in this course (pages 41-52) have been successfully used in our Beginners’ classes, and it is hoped that they may be suggestive and useful to other teachers of beginners.

Other songs to which reference is made in the course are:

“Good Morning to All” (“Goodbye to All” may be sung to the same music);
“Weather Song.”
Both of these are in “Song Stories for the Kindergarten” by Mildred J. and Patty S. Hill.

“Can a Little Child Like Me?”
“Little Lambs so White and Fair.”
Both of these are in “Songs and Games for Little Ones” by Walker and Jenks.

Quiet music and rhythms:
“Church Bells.”
“Flying Song.”
Both of these are in “Song Stories for the Kindergarten,” by Mildred J. and Patty S. Hill.

“To a Wild Rose,” MacDowell.
“Spring Song,” Mendelssohn.
“Largo,” Handel.
“Traumerei,” Schumann.
“Theme and Variations in B Major,” Schubert.
“Wedding March,” Grieg.
HOW TO TEACH A HYMN

Have the assistant play the hymn two or three times, either for quiet music at the opening of the session or directly after the little service of worship. Let the children first simply listen to the music. Then ask if they would like to hear the story the music tells. Repeat the words, to let the children get the content, just to find what the story tells about. Then converse about the hymn until every child gets the meaning. Then the teacher may sing the hymn. The right kind of song or hymn will be short and it may be repeated several times. Be perfectly sure that the meaning of every word is understood, and that the children are pronouncing the words correctly as they repeat them after you. Spend only a few minutes at a time on a hymn, and then go back to it again later in the session.

A few songs and hymns, ten or twelve at the most during the year, well chosen and well learned are a really valuable asset for the children. They do not get tired of them. It is we teachers who get tired of the old songs and want to teach new ones. Because we have the children only once a week, there is not, as a rule, time to teach more hymns sufficiently well to have them well learned.

Several songs and hymns have been reprinted in this book. Experience has shown that they not only meet the requirement as to music and words, but also that they make a strong appeal to the children.

No one book can be recommended as containing many hymns that are adapted to Beginners, but many kindergarten song books do contain a few that are worth while.

Among those that may be suggested are:
First Year Music. Hollis Dann.
Song Stories for the Kindergarten. Mildred J. and Patty S. Hill.
SONGS FOR OUR LITTLE ONES. Walker and Jenks.
SONGS FOR LITTLE PEOPLE. Frances Weld Danielson and Grace Wilber Conant.

Many other kindergarten song books contain a few suitable songs or hymns.
STORY-TELLING IN THE BEGINNERS' CLASS

Why do we tell stories in the Beginners' class? First of all, just because of the pure joy the children have in listening to stories. It is as natural for children to listen to stories and to tell them as it is for them to breathe. They live in a world of dramas and stories. Jingles and rhymes as well as short stories make an appeal very early.

We well know that the quickest way to win our pupils is to tell them stories. Even the hostile or shy child cannot long withstand an alluring story.

Children not only love to listen to stories, they like to retell them, to illustrate them with drawings and to dramatize them, and great value lies in this means of reproducing them, as will be seen later.

Story-telling is one of the oldest of the arts. It has been practiced and enjoyed through countless generations, even back in primitive society, by old and young alike.

It has always been one of the most concrete ways of teaching. Long before there were schools, story-telling was practiced in the home and community, as a means of teaching. Our many legends, myths, folk tales and fables have come down to us through generations, because it has seemed worth while for each generation to pass them on to its youth.

The race has realized that "in story-telling is the earliest, the simplest and, as far as moral influence is concerned, the most universally effective means of impressing upon a new generation the lessons that have been learned by those who have gone before."

The greatest of all story-tellers is Jesus. Yet "from time to time prophet and sage, preacher and statesman have made it their tool for shaping human conduct and character."

Jesus used story-telling as a means of teaching old and young, and the appeal of his parables and their influence on life and character in his time have grown and strengthened with their use through the generations that have followed.
Story-telling has always been one of the most effective ways of enlarging and interpreting experience. We adults interpret our experience and enlarge it in many ways through literature of all kinds—history, biography, fiction, etc. An adult has a large background of knowledge and experience which gives meaning to imagined situations of which he has not directly been a part. For this reason he can give intelligent appreciation to a wide range of stories.

It is not so with a little child. His experience is very limited. He has come in contact with comparatively few persons, places and situations. His sense of and control of language also are weak. The stories he hears must have elements common to his relatively narrow life if they are to have meaning.

Not only does the experience of a little child differ from that of an adult, but experiences of children differ. There are children who come from homes of laborers and children who come from homes of employers, children who have city experiences and children who live in the country, American and foreign-born children. All of these facts must be taken into consideration in telling stories. Again, this does not mean that every fact must be a familiar one; a child's imagination and the help of pictures go a long way toward creating a real bond between the child and what is unfamiliar in the story, but there must be a general correspondence between the life portrayed in the story and the child's life. There must be a familiar and known element as well as an unknown one.

Mr. St. John, in his book on stories and story-telling, groups stories for use in moral and religious education under two heads: Idealistic and realistic stories. The important forms of idealistic stories are fairy and folk tales, myths, legends, fables and allegories. The last four are for the most part suited to older children only. Mr. St. John says that idealistic stories are sometimes considered unsuited to use in teaching morals because they are not literally true to fact. However, most fairy and folk tales, either modern or those of early origin, have this moral quality in that virtue is always rewarded and wrongdoing receives its punishment. In fairy tales retribution comes quickly, in contrast to a longer time elapsing in
realistic stories. Therefore a fairy tale may point a moral more effectively than a story drawn from real life. "Such stories need never mislead the children, for they are capable of realizing that a story may be fictitious without being false. If told with emphasis upon the inner meaning and with no insistence upon literal fact or correctness of detail, they will carry their messages more effectively than exact records of actual happenings of life. So the teacher may seek with confidence for valuable material among stories of this class."

Realistic stories are drawn from history, biography, personal reminiscences and true stories of animal life. "Besides suggesting a principle, they indicate how it may receive specific application in life."—"Stories must not only be true, they must seem to be true. It is not the startling, but that which does not test credulity, that is impressive here."

To narrow our problem of story-telling for five-year-olds in the Beginners' class, material must be chosen, keeping in mind the experiences and problems of five-year-olds in our group. The material for stories in this book has been successfully used with different groups of five-year-olds in the Sunday School.

How shall we determine what Bible stories to include in our Beginners' course? Many people say that we may tell five-year-olds all the Bible stories to which they will listen. But surely we must know why the children listen before we can ascertain what the effect upon character will be, and this is as true of Bible stories as of other stories. Children enjoy all kinds of stories and will listen attentively sometimes to stories that are beyond them—stories the meaning of which they cannot possibly take in until they are much older. The point is that we may be deceived when children listen to our stories. They are such accommodating little creatures that they want to please us. Moreover, they enjoy mere movement and "go," regardless of meaning. This is especially true in Sunday School, where there is greater formality and therefore we may not as easily know what is going on in their little minds.

Not long ago I heard of a little boy who is very fond of reading
to his younger sister at bedtime. This winter he has been reading the Book of Psalms night after night, beginning with the first Psalm. Both children said they did not understand very well what the Psalms mean. The reader said he liked the sound of the words. Lois, being somewhat younger, could have understood very little, but her devotion to her brother, and that alone, made her listen night after night to his reading.

So we must not be deceived into thinking that, just because the pupils are listening to our stories on Sunday, they are necessarily effective ones and are producing the desired fruitage. The definite aim must be to choose for each Sunday a story that has a direct relation to the particular child-life problem with which we deal on that particular day. If we always follow this principle, we shall not hesitate to draw stories from many different sources. Most of the Bible was not written for Beginners, but for older people. It contains a few stories for children as young as this. These stories will be found in the present series. Other Bible stories are as interesting to Beginners. But the ones we have included, taken in connection with their family experiences and the seasonal interest, will enter more vitally into the five-year-old’s efforts to be obedient, helpful and kind. If we postpone telling the other wonderful Bible stories until the child is a year or more older he will greet them with greater delight because they come to him as something new and fresh.

Experience has shown that one telling of a story on Sunday is not sufficient for the children to get it and make it their own. The repetition the second Sunday not only gives the children pleasure, but helps them to master the story we have felt it worth while to tell the first Sunday. The time intervening during the week gives the truth or ideal emphasized on Sunday a better opportunity to enter into the life of the children in different ways. The second Sunday you will get a reaction from them. They will be glad to tell how they “have been kind” or how they “have obeyed.” Retelling the story will impress the truth still further.

Professor Patty S. Hill says, “We would suggest fewer stories, more
closely related to and interpretative of child life and child problems, well told, and so frequently told that the child comes to possess them not only in the content, but in the literary form.”

Though the children’s expression in retelling the story may be crude, it seems to me that there are times when it is worth while for the pupils to dramatize the stories, retell them verbally and illustrate them with drawings, for only through these crude expressions can the child get control of the idea, and only so can we know just what impressions the children are getting, how to make them clear, and how to raise their ideas and ideals to a higher plane. (See “Handwork,” page 28, and “Playing the Stories,” page 20.)

Some of the ethical values of stories depend upon:

1. The joy they afford the listener, which makes him open to the good influences embodied in the story.

2. The wholesome emotions they stimulate, the pleasure and pain which may enrich the child’s life just in passing, without being unduly prolonged.

3. Their tendency to create attitudes of mind toward what is right and good as well as toward what is evil.

4. Broadening the sympathy by seeing in the stories other lives, different, yet like our own.

5. Specific activities promptly induced in the child whereby these attitudes are expressed, confirmed and wrought into habits.

6. If we have chosen the story wisely and have told it well, there is every reason to believe that it will go home with the pupils, and there be retold to parents, brothers and sisters, and relived in thought and play during the week.
SUGGESTIONS FOR STORY-TELLING

1. Be sure of your story, that it is good in itself, and suited to the needs and experience of your particular group of children. "The story must include a beginning which stimulates interest, a succession of events orderly and complete, a climax, the story's point, and an ending that is satisfying."

2. Know your story well, and ordinarily tell it, do not read it. You can live your story better with the children if you tell it. It is not always necessary to memorize stories absolutely, but remember that the words and phrases may have been chosen, and the repetitions introduced, for specific purposes.

3. Take your story seriously when you are telling it. Story-telling is an art and one must always enter into the spirit of it. There must be as deliberate control of each detail of a story as there is in a painting or a piece of sculpture. "A story is a work of art. Its greatest use to the child is in the everlasting appeal to beauty by which the soul of man is constantly pricked to new hungers, quickened to new perceptions, and so given desire to grow."

4. Tell your story simply, naturally and directly. Try to forget yourself. The images must be vivid in the mind of the story-teller and the language simple and well chosen.

5. Use direct discourse. Allowing the persons in the story, and even animals and plants, to speak for themselves gives reality to the situation, and makes the personality of the story-teller less intrusive.

6. Take time to tell your story. Never hurry. Children are weak in their control of language, so that they need to hear every word. To hurry through a story takes from the impressiveness of it.

7. If you make a mistake or forget part of your story, go on with it as though an error had not been made.

8. Do not moralize. If the story is suited to your children they will spontaneously draw their own conclusions and form their own moral judgments.
9. Have the story groups small and have the children sit as close to you as is comfortable for them and for you. A group of twelve or fifteen is large enough for social effectiveness. A group of twenty to thirty is too large for adequate attention to be given to individual children.

10. Repetition of the moral keynote in the story is effective, for it gives the children pleasure, and it gives them a feeling of control.

REFERENCE BOOKS ON STORY-TELLING AND STORIES TO TELL

How to Tell Stories to Children. Sara Cone Bryant.
Stories to Tell to Children. Sara Cone Bryant.
Best Stories to Tell to Children. Sara Cone Bryant.
Story-Telling: What to Tell and How to Tell It. Edna Lyman.
Telling Bible Stories. Louise Seymour Houghton.
Stories and Story-Telling. Angela M. Keyes.
The Story Garden. Maud Lindsay.
Mother Stories. Maud Lindsay.
More Mother Stories. Maud Lindsay.
Tell Me a True Story. Mary Stewart.
Once Upon a Time Tales. Mary Stewart.
The Castle of Zion. George Hodges.
When the King Came. George Hodges.
Child's Christ Tales. Andrea Hofer Proudfoot.
All About Johnny Jones. Caroline Verhoeff.
For the Children's Hour. Carolyn S. Bailey and Clara M. Lewis.
Andersen's Fairy Tales. Mrs. Turpin.
SUGGESTIONS FOR STORY-TELLING

The Children's Book of Thanksgiving Stories. Asa D. Dickinson.
The Story Hour. K. D. Wiggin.
In the Child's World. Emilie Poulsson.
Children's Stories and How to Tell Them. Esenwein and Stockard.
PLAYING THE STORIES

Little children constantly play the stories that have been told to them; they even originate and play stories of their own.

The Sunday-school experiences are very frequently taken home and relived by “playing Sunday School,” or the story is dramatized at home. Try to find out from the parents just how the plays have been worked out. You will then know in part what the story or the Sunday School means to these children.

The way may easily be opened for such free self-expression during the Sunday sessions. “Dramatizing a story involves nothing formal, nothing cut-and-dried, nothing theatric, no training at all, but only a naive outward expression of the main points of the story as the children understand and feel it.”

An inexperienced teacher may easily use this method by following the simple directions given below; the children will do the rest.

Any attempts the children make to dramatize stories or verses on Sunday will be spontaneous, never planned for except as they want to play them again to play them better or as suggestions are made by teacher or children to this end.

Experience has shown that it is not well to have any dramatization when there are visitors in the room. The children must be perfectly free from self-consciousness when they are playing, and this will not be possible when they are being observed by strangers or even by members of their families. We put up a “no visitors” sign when we wish to be alone for any special purpose.

Only a few suggestions can be given here, but others will be included in the lessons, and teachers and children can work out many more for themselves.

Early in the year, when we are talking about our families, the children enjoy playing family, as has been suggested in the first lessons. One child is chosen for the father, another for the mother, and a brother, sister and baby are usually necessary to complete
the family. Sometimes the family just stands up in the circle in a row, and as we sing our "Family Song" (see "First Year Music," Hollis Dann), each member of the family in turn bows to us.

On one occasion the mother in the family said, "Let's play we live over on the other side of the room and get ready to go to church." She was a very energetic little mother and a very dramatic little person. She quickly went through the motions of getting her children washed, dressed, then gave them their breakfast, so that when we in the circle played we were ringing the church bells, the family was ready to start for church. There may be two or three families at a time, if each member plays his part well and there is no confusion. Unless the play is carried on properly, it should be stopped immediately. Other ideas for family plays may be worked out by the children.

Playing shepherd and sheep is another suggestion that comes when we have had the story of the shepherd. One child is chosen for a shepherd and he chooses his sheep. The circle of children may be the sheepfold, and the shepherd and his sheep start out through the gate. Before the play begins we talk about what a shepherd must do and what sheep must do. A shepherd must watch his sheep and take them to safe places and green pastures and where there is water. The sheep must "listen and obey, following where he leads the way." The shepherd will take them perhaps to a watering trough (a child holding his hands clasped before him for the enclosure), or they may all go and lie down under trees (other children standing with arms outstretched for branches). Then at night they all come back to the sheepfold. This play will take only a very few minutes, and many children of the group may participate in it.

Again, in the fall when the birds are flying south the children may play that they are flying off toward the south. This may be done to music. For the spring the making of a garden of children is an exercise that may be used for the rest time. We dig imaginary holes inside the circle; then the children who are chosen to be seeds are put in the holes and carefully covered with imaginary earth
and watered by raindrops (children in the circle reaching high above their heads, then letting their fingers come dancing down to the floor and making a pattering sound). We have soft music which sounds like pattering raindrops. Slowly the plants grow and flowers open. Sometimes we just enjoy them in the garden, and again we pretend to pick them to give away.

Another story that may be dramatized is a story of a father and mother bird and the little ones in a nest made for them by the parent birds. The story of “How Twelve Ducklings Learned to Hide” (see lessons XX, XXI) is another that the children ask to play. This story has been played over and over at hofne. In one small family father and mother have to help out by being ducks.

“The Selfish Giant” (see lesson XXVII) may be dramatized easily. Children at this age care very little for things to use as setting or properties. Anything and sometimes everything may be imaginary, or whatever is at hand may be used with satisfaction.

Always let the suggestion as to how these stories shall be played come from the children. They will think of ways and means that will not occur to you, though at times they will need and gladly accept a suggestion from you.

The plays will be short and crude; they necessarily must be. But each child must do his part as well as he can. Otherwise he must go back to the circle and some one else be chosen in his place.

One more suggestion may be given in regard to dramatizing the stories told from Sunday to Sunday. Never let the children try to play a story until they know it well, and do not include too many children at a time, or hopeless confusion may result.

Not all the stories we tell lend themselves easily to dramatization. Some are to be carefully avoided; for example, the birth of Christ. Nor have we always time for dramatizations. But we may well make a place on our program for this form of expression, for by living the story in action as well as in thought the child is making not only the story, but the ideal or truth it contains, more a part of himself.
Some of our children come to us from homes where prayer is a natural and habitual part of the daily life, being participated in and discussed quite naturally by all members of the family; but other pupils in the Beginners' Department come from homes where prayer is never heard, perhaps never mentioned. Any ideas that these latter children have regarding prayer have been acquired from household servants, from other children or from people outside the home.

Children from both kinds of families reflect their home experiences and the attitude of the father and mother toward prayer. In the Beginners' class, then, we have in the one case to develop a habit already started, but in the other case to start a habit that may encounter varying degrees of indifference at home. Not long ago the mother of one of my pupils told me quite frankly that there was absolutely no religious interest in their family life, but she said, "My little girl is beginning to ask me questions, and I thought I'd better send her to your Sunday School to have them properly answered."

Our problem is to take the children as they come to us on Sunday from whatever kind of homes and in the short hour a week to try to make prayer something more than the repetition of words we choose to teach them. We want to establish conscious fellowship between our pupils and the Heavenly Father, a relationship that will grow and strengthen as the pupils grow in experience and knowledge.

Our aim must be to help the children actually to worship, "to have the experience, not merely the form," and so to develop the habit of prayer. "Children so easily adopt a mechanical routine that our special object must be to make worship an inner attitude and experience at all stages of growth."

It is through their knowledge of the love and care of earthly parents that we are able to bring to them the love and care of the
Heavenly Father. Dr. Coe says: "When God is presented as Father, it is, in my opinion, the parental instinct that chiefly responds. We love God by getting his point of view. In order to teach four-year-olds to trust the Heavenly Father, the Sunday School teacher of today is likely to use as material, among other things, the care of father and mother bird for their offspring. How does such material lead toward the desired result? Does the child-mind construe Divine Fatherhood analytically by means of an analogy with bird parenthood? Or does an induction from cases of parental care lead the heart up to Universal Fatherhood? Far different from either of them is the emotional logic of a four-year-old. Central to the process of his mind is the fact that he himself instinctively assumes a parental attitude toward the helpless birdlings that have been brought to his attention. This helps him, by direct sympathy more than by analysis, to enter into the divine purposes. Without illegitimate stretching of terms, we may say that he 'learns by doing,' he learns to love the Father by nascently performing fatherly functions."

And so it is through the love and care bestowed by earthly parents and through the children's natural desire in their turn to help and protect what is more helpless than themselves that we may bring to them the love and care of the Heavenly Father.

Mrs. Mumford says: "Until the child loves, he is not ready himself to pray. For prayer is not merely asking for things, even though that asking is for help in his efforts to be good, and for God's blessing upon those he loves. Prayer is communion with an unseen Father, and when the child prays, that which matters most is his attitude towards God, and not the form of his petition."

It is natural for children to respond to the idea of a Heavenly Father, whom they cannot see, no matter what the home training has been. If the home training has been a normal and wholesome one the pupil responds more readily, perhaps, but in any case you must take the children as they come, know their respective needs, and meet them just where they are.

On the first Sunday, after the informal conversation and offering,
the greeting and hymn will be sung. The hymn, perhaps, will speak of the things our Father sends us. You will ask what Father it is who gives "all things bright and beautiful." Let the children tell of many things He has given us. You may find a child who thinks it is his own father. Never take anything for granted with five-year-olds. The teacher's part is to help the children to understand. That she cannot do by talking to them. There must be plenty of opportunity for the pupils to express their ideas, crude though they may be.

Then on this first Sunday ask the pupils if they would now like to say "thank you" to the Heavenly Father for all the beautiful things He has made and given to us.

The pupils will imitate the teacher's attitude of reverence and will stand and fold their hands as she does.

"And now before my prayer is said
I'll close my eyes and bow my head,"

repeated by the teacher, helps to have all eyes closed and heads bowed. A short prayer may then be repeated. If the prayer is a short one and expressed in a childlike, natural form the children will easily follow it and will quickly learn it.

"Father of all in heaven above,"

which is given in full in the first lesson, fulfils these requirements.

Another Sunday I should introduce the subject of prayer again and find out how many of the children pray at home. In our group this year I found that all the children said a prayer at home each night, and all but one child insisted that night was the only time you could pray. After a little more questioning one child said, "But you don't have to always pray in New York, you can pray in the country at night"; some one said, "And you can pray on a boat, because I have," and another, "And when you are riding on a train"—but always at night. I then asked them if the Heavenly Father is glad to have us talk to Him. They all agreed that He is. Then why can't we pray any time in the day? I dropped the subject,
and told them all to think about it during the week, first telling them of a little girl I knew who said "Thank you" to God before each meal.

After talking about prayer several Sundays we came to the conclusion that God is glad to have us talk to Him at any time. These little pupils had been taught to pray at night, but the idea that they might pray at any other time had never before been suggested to them. A few Sundays after these discussions the question came up of praying for help when we had something very hard to do, and Francis said "And you don't have to wait till night to pray, you can pray at school or when you are playing or anywhere."

We have taught our groups of Beginners the Lord's Prayer, so that they may have a part in the service of worship when they go to chapel with the whole school. The Lord's Prayer may have significance for children as soon as they have had the experience of "father" and of "bread."

After the middle of the year I begin to suggest that we try to make a prayer of our own. The suggestion does not always meet with a response the first Sunday or the second. I never press it, but drop the subject, telling each child to think during the week of something he would like to say to the Heavenly Father. One Sunday after a lapse of several weeks every child said he had something he would like to say to God, and each in turn told what it was. The suggestions thus received were woven into the following composite class prayer, which was used during the remainder of the year:

"Heavenly Father, we thank Thee for the springtime, that brings the warm sunshine and the rain, the green grass, flowers and birds. We thank Thee for watching over us. Help us to be kind, and to share with our friends everywhere the good things that Thou hast given to us." Amen.

Another time the prayer was simply "Heavenly Father, we thank Thee for the springtime, for the birds, flowers and green grass. Help us to be good children." Amen. Our aim, then, in teaching the pupils in our care to pray, is to help them to have a real feeling of
fellowship. Let the ideas be crude, as they may be at first, and crudely expressed. They will now, as later on, express trust and happiness, gratitude, loyalty to God’s purpose and repentance for wrongdoing. Since a little child lives in a world of realities, what he wants he wants so very much, therefore asking God for some private benefit or toy may come to be a spiritual thing with him. He is taking his request to the highest court of appeals. The child, however, should be taught to petition wisely in the spirit that Jesus showed when he said, “Thy will, not mine, be done.”

The thought of the children in our classes has been directed toward the expressing of thankfulness and aspiration in their prayers. And so we may lead our pupils by developing in their minds the thought of how much the Heavenly Father has already done for us, and how glad He is to have us share with others.

Let us, then, help the children to have the right attitude in prayer, let them express what they want to say in as intimate a way as they like at first. We can later on help to more dignity of form.

In conclusion, I want to say that we have found it necessary to ask visitors not to enter our room during the service of worship. They may come in before the opening of the session, but not during the first twenty minutes. We have sometimes had a notice outside the door. If there are ushers we ask them not to bring visitors during the opening exercises. It is impossible to have the service mean anything to the children or to us when people are coming in at that time.
HANDWORK IN THE BEGINNERS' DEPARTMENT

It is a question what kinds of handwork really need to be included in the Beginners' course program. Handwork is usually limited by the short periods of time which may be used for work at the tables. A lack of money to provide the more expensive materials, such as the blocks, clay, other materials for constructive work, as well as painting materials, all commonly used in the week-day kindergarten, is another consideration.

But after all, are these more expensive things necessary or important? It seems to us that it is better not to use them in the Sunday classes.

Free drawing, with colored crayons; mounting pictures which illustrate the lessons and are taken home by the pupils; mounting pictures brought by teacher and children and sent to a children's hospital; free cutting and mounting, or cutting from simple outlines; making Christmas or Easter cards to send to parents or friends, and possibly making very simple flower baskets of paper and filling them with flowers to send to other children or friends who are ill—are suggestions for handwork which it seems to me may be done by the children with profit. These kinds of handwork may be used during short periods with good results, and the expense in providing the materials will not be great.

Lists of materials are given under "Materials for Pupils" and "Teachers' Equipment and Materials." (Page 34).

These kinds of handwork may be done during the short periods of time allotted, not more than fifteen or twenty minutes, and this will include allowing the children to pass the materials and to put them away. The children may get results that to them are satisfactory, and results that are worth while from the teacher's point of view; whereas in using blocks, paints and clay much more time
will be needed and the results will not justify their use nor carry out our plan as well as the simpler ones.

All children are charmed to have crayons and drawing paper given to them, and at the five-year-old period they are quite willing to attempt to draw anything. It makes no difference what may be asked of them.

When they know a story well enough, they are delighted to try to tell it with the crayons, or make “pictures of the stories.” Even if crude, these drawings are often very interesting and suggestive. By allowing the children to illustrate the stories we find out what stands out to them as most important.

Give them perfect freedom in their drawing, only as far as possible hold them to what they plan in the first place to draw.

If there is time, let the children criticize one another’s drawings when they go to the story circle. Each one may tell which part of the story he has drawn, and after a time they will be able to tell which children have told the story best. At first each is concerned only with his own picture.

The first results may not seem to be worth while, but if drawing is practiced once or twice a month, great improvement during the year will be noticed. Further suggestions will be given in connection with the lesson plans.

The mounting of pictures should be done as well as possible, the children always being encouraged to do neat and careful work. As a rule, only the corners of pictures need paste to hold them securely to the mounts. Be sure that the children use blotters to keep the mounts from getting soiled.

The pictures we have mounted to send to a children’s hospital have usually been brought by the pupils. An appeal to the mothers helps to have attractive pictures brought, and the children themselves make good selections when told to be sure to bring pictures they would enjoy looking at. Pictures may be gathered from various sources. Attractive ones may be cut from magazines, or colored post cards may be used. Colored scrap pictures may be purchased. Also Perry or Cosmos pictures may be mounted. Last
year in our group we talked the matter over with the children, and from Sunday to Sunday they brought pictures. Many of them were charming. Most of them could be used. And in most cases they had been selected by the children themselves. There were pictures of animals, birds, flowers and groups of children. A few children had cut out paper dolls to bring. In homes where the children do not have access to pictures, the teacher will have to provide them. We have found that our pictures were more acceptable at the hospital if mounted on separate leaves rather than tied together, because weak little hands can more easily hold them.

If many of the children are not in week-day kindergarten where they are making Christmas or Easter cards for parents, the making of these cards in Sunday School may be planned by the teacher. For instance, one Sunday the children may spend the handwork period making these cards. A simple way to make a card would be to give each child a piece of drawing paper about 4” x 6”. Let them draw pictures. For a Christmas card a Christmas tree might be drawn, or let them think what they want to put on the card. For an Easter card they might draw pictures of flowers. Several trials may be necessary before they have satisfactory drawings. These may be mounted on brown, green or gray mounts; or Perry or Cosmos pictures may be mounted as gifts for parents.

Free cutting (simply giving the child paper and scissors and no outline) is more difficult for five-year-olds and in some groups would not be worth while in the short time. But the teacher may draw an outline and, if it is a simple one, the children may cut out the object themselves. Groups of five-year-olds differ widely in experience and in muscular control. Further suggestions will be found in connection with lesson plans. Many other ideas for handwork with these materials may be worked out.

Let the pupils always be responsible for passing of materials and, if possible, for putting them away in a closet or cabinet. One child may be selected each Sunday to see that each thing has been put in its proper place.
THE ROOM AND ITS EQUIPMENT

The sunniest, most airy, clean and attractive room in the church school should be reserved for the youngest group of children. And the room should in size be in proportion to the size of the group of children. There are many reasons for this.

Children at this period are particularly susceptible to influences and environment. Also they are very susceptible to diseases, commonly called “children’s diseases,” the results of which, as we know, are often serious at their age. The danger of passing on and contracting colds and other ills can be lessened, if the room is well-lighted and ventilated, warm, dry and clean. Too often the youngest pupils are tucked off in a small, dark corner. The danger of eye-strain in connection with any handwork done in a poor light is an additional point to be remembered.

First of all kindergarten chairs, preferably the saddle seat chairs sold by Milton Bradley Co., should be obtained. These should be in two or three heights to fit the different children. Chairs ten, twelve and fourteen inches high would be needed for Beginners. Plain kindergarten tables, (not ruled in squares), also to be obtained from Milton Bradley Co., should be used, and a small table for the teacher. A piano, too, is almost a necessity, for instrumental music, songs and rhythms.

A small three-part screen (each part about $1\frac{1}{2}' \times 4\frac{1}{2}'$), covered with brown or green burlap, is very useful. It affords a convenient place on which to hang the pictures that are used every Sunday, and it may be moved near the group of children. A cabinet for the materials to be used, such as pictures, paste and paste dishes, crayons, drawing paper, mounts and nature materials, is another necessity.

A few good pictures for the wall are most desirable. They should be chosen with the idea of their appealing to the children’s interests and appreciation. Suggested subjects are, “Feeding Her
Birds,” Millet; “Holy Night,” Correggio; “Christ Blessing Little Children,” Plockhorst. These may be obtained from Cosmos Company, New York City, in large sizes. Plain, dark wood frames are usually most effective; black frames for the pictures of gray and dark brown for those of sepia.

Provision must be made for a place where the pupils may hang their wraps. Confusion will be avoided before and after the session if the wraps can be left outside the classroom.
A SUGGESTED PROGRAM

This suggested program in outline form is included to show the order of exercises that in our experience has worked out most successfully. The service of worship should always come first while the children are fresh. If the offering is taken care of first the children can more easily attend to the rest of the service. Otherwise, the money will be a disturbing element until it has been collected. The rest period may be changed from Sunday to Sunday, putting it where it is most needed. It may sometimes be better, too, to change the order of story and handwork periods.

We have found it well to encourage the children’s coming ten minutes early and letting them have that time for an informal visiting time before the class opens.

SERVICE OF WORSHIP

1. Quiet Music (see page 53).
2. Offering (see page 53).
   Prayer: "Heavenly Father, bless our offering, We bring it all for thy children." Amen.

3. Greeting (see page 56).
   Song: "Good morning good morning, Good morning to you; Good morning, good morning, We’re glad to see you."

4. Hymns (see page 56). One of these:
   "All Things Bright and Beautiful."
   "Sing a Song of Gladness."
   "Guard Thy Children, Lord, We Pray."
   "Little Lambs so White and Fair."

5. Prayer (see page 56).
   "Father of all in Heaven above, We children thank Thee for Thy love, Our food, our homes and all we wear Tell of Thy loving care." Amen.
6. **Review** of verses already learned, new verse or hymn (see page 64 or 72).

7. **Conversation Period** (see page 56).
   - Review of story, or conversation about what the children have done during the week, directed toward the applying of what was talked about the week before, and introducing a new **topic**.
   - Dramatizing old story.
   - Looking at new and old pictures.
   - Rest exercises.

8. **Table Period** (see page 57). Either:
   - Mounting pictures for book.
   - Drawing.
   - **Free** cutting.
   - Other handwork.

9. **Story Period** (see page 58).

10. **Dismissal** (see page 60).
    - Good-bye song.
    - Prayer (sentence prayer by teacher).
    - Letters to parents.
    - Instrumental music while good-byes are said.

**MATERIALS FOR PUPILS**

The pupils' equipment, furnished by Charles Scribner's Sons, consists of sixteen art reproductions of photographs taken especially for this course; sixteen sheets of mounting paper 9 x 12 inches for mounting the pictures; thirty-six sheets of drawing paper to be used by the pupils for drawing pictures, and crayons (Rubens' Crayola six colors in a box). Optional pupils' material is suggested in connection with each lesson. The art reproductions of photographs provided for this course are:

1. **Story Time**.
   - This picture shows a mother reading to her children.
   - This particular situation was chosen because it represents one of the things that almost universally mothers do for their children, and children may be led to show their appreciation through seeing in another family group a situation similar to one in their own home.
2. FEEDING THE SHEEP.
This is a picture of a modern shepherd and a little boy feeding the sheep. The idea brought out in the picture is that weaker life constantly needs our care and protection and shows one way that children may help care for animals.

3. THANKS GIVING.
This picture shows a small group of children giving thanks by packing a basket to send to a needy family. The idea that may be brought out here is that it is not enough to say “Thank you.” We must do something to show our gratitude.

4. THE CHRISTMAS TREE.
This picture shows a group of children in a Beginners' Class decorating a tree which they have bought to send to the children in a Day Nursery. The picture represents one way that children may come to know the joy of Christmas giving.

5. PRAYER.
This picture of a little boy praying is a remarkable picture, and the spirit of reverence expressed cannot fail to make an impression on little children.

6. CHILD HELPING HIS MOTHER.
In this picture a little boy is helping his mother by carrying a tray of dishes from the lunch table. The idea of this picture is to suggest one of the little acts of service which even young children may render in the home.

7. NIGHT.
The beauty and mystery of the night are represented by wind-blown poplars in the foreground and lights shining through the darkness in the distance.

8. A CHINESE FAMILY.
This is a picture of a Chinese woman and her two children. The children are in native Chinese costume. This picture will help to stimulate an interest in children of another country.

9. SHARING.
The picture shows a little boy sharing his apples with his sister. The idea in this picture was purposely made very obvious for the children's appreciation.

10. SPRINGTIME.
A blossoming apple tree, a meadow through which a stream runs, with a farm in the background bring a message of spring.

11. A CHURCH.
The beauty and dignity of a little church in the country give very well to five-year-olds the church idea.
12. BIRDS.
This picture suggests springtime and shows several birds that have lighted on reeds in a swampy place. This picture may be used to awaken an interest in the birds that come back in the spring.

13. CHILDREN PLAYING TOGETHER.
- This picture shows children at play in a sand box.
  Playing in the sand was chosen because it may involve a difficult situation. It is hard not to quarrel over the sand and there is always a temptation to throw sand. Little children will readily appreciate the difficulties involved in playing together in a sand box.

14. AN ITALIAN FAMILY.
This is a picture of an Italian mother and her four children taken in the doorway of their home. This picture will be used in connection with the lesson, the aim of which is to interest the children in new comers to this country.

15. GARDENING.
This picture shows two little boys digging in the garden with rake and hoe. While children five years of age are too young to take responsibility in caring for a garden, they may be encouraged to plant seeds and help to care for them.

16. CHILD HELPING HERSELF.
This picture of a little girl dressing herself shows a child, who, every morning has struggled to put her clothes on and fasten buttons. It has been a very serious matter for her each day and the picture will be appreciated by other children who are learning to dress themselves.

THE TEACHER'S EQUIPMENT AND MATERIALS
A weekly letter to the parents of each child informs them as to the work of the class, and shows in specific detail how the home and the Sunday School can work together, each supplementing the other. These letters are furnished by Charles Scribner's Sons.
In addition to the materials for pupils given above, each class should be provided with a large jar of paste, individual paste jars, individual paste brushes, and blotters to use when mounting pictures to keep the mounts from being soiled. These can be secured from any stationer. Individual pairs of small scissors for cutting and colored and white cutting papers may be purchased in small packages.
at a shop where kindergarten supplies are sold or in large sheets at any stationery store.

Large pictures to be used by the teacher for illustration of the talk and story each Sunday may be obtained and mounted if the teacher is constantly on the lookout for them. By selecting pictures from The Westminster, The Berean, The Augsberg, and The Keystone Beginner's Series, and by collecting pictures from other sources, such as magazines, old books, and odd pictures, the teacher will soon find that she has a good collection.

A collection can be made of nature and other illustrative materials such as birds' nests, cocoons, seeds, bulbs, and objects of different kinds. For example, objects in common use in the foreign country talked about.
AIM OF THE COURSE

To guide the pupil's thought, feeling, and conduct in his immediate human relations in the family, at school, at play and elsewhere; emphasizing most of all ideal relationships in the family life, so that he will begin to realize himself as a member of God's family.

Changes in conduct and character hoped for are:

- More kindness in thought and action.
- Gratitude expressing itself in love and service for others.
- Obedience.
- Sharing — unselfishness.
- Helpfulness and happiness.
- Truthfulness.
- Bravery — courage.
- Loving and giving.
- Learning to play with other children.
- Reverence.
- Self-control.
- Responsibility in caring for self and in helping others.
- Habits of prayer.

TOPICS FOR THE YEAR

SEASONAL ARRANGEMENT

October, November, December

1 Introductory Lesson.
2 Learning to be Kind.
3 God's Care.
4 God's Care.
5 How Children May Care for Others.
6 How Children May Care for Others.
7-9 Thanksgiving Lessons.
10-13 Christmas Lessons.
TOPICS FOR THE YEAR

January, February, March*
14 Jesus’ Boyhood.
15 Jesus’ Boyhood.
16 Jesus Blessing Little Children.
17 Jesus Blessing Little Children.
18 The Gift of Day and Night.
19 The Gift of Day and Night.
20 Learning to Obey.
21 Learning to Obey.
22 Helpfulness and Happiness.
23 Helpfulness and Happiness.
24 Little Friends Far Away.
25 Little Friends Far Away.
26 Review.

*April, May, June
27 Learning to Share.
28 Learning to Share.
29 Easter Lesson.*
30 Easter Lesson.*
31 Gardens, Their Need of Care.
32 Gardens, Their Need of Care.
33 Birds, Their Need of Care.
34 Birds, Their Need of Care.
35 Jesus the Good Shepherd.
36 Jesus the Good Shepherd.
37 Learning to Be Truthful.
38 Learning to Be Truthful.
39 Review.

July, August, September
40 Learning to Be Brave.
41 Learning to Be Brave.

*When Easter is in March the Easter Lesson should be used at the appropriate time.
TOPICS FOR THE YEAR

42 Learning to Play With Other Children.
43 Learning to Play With Other Children.
44 Other Little Friends.
45 Other Little Friends.
46 Learning Self-Control.
47 Learning Self-Control.
48 Another Lesson on Kindness.
49 Another Lesson on Kindness.
50 On Learning to Take Care of Yourself.
51 On Learning to Take Care of Yourself.
52 Review.
Good Morning Song

Good morning, good morning, Good morning to you! Good morning, good morning, Oh, how do you do?


Copyright, 1917, by Charles Scribner's Sons.
Let the Merry Sunshine in

Sing a Song of Seasons
God's Work

Mrs. C. F. Alexander

Reverently

1. All things bright and beau-ti-ful, All things great and small,
2. Each lit-tle flower that o-pens, Each lit-tle bird that sings,
3. He gave us eyes to see them, And lips that we might tell

All things wise and won-der-ful, Our Fa-ther made them all.
He made their glowing col-ors, He made their ti-ny wings.
How good is God our Fa-ther, Who do-eth all things well.

From "Song Stories for the Kindergarten," by Mildred J. and Patty S. Hill.
By permission of Clayton F. Summy Co., owners of the copyright.
Cradle Hymn

Martin Luther

1. A-way in a man-ger, No crib for a bed, The lit-tle Lord
2. The cat-tle are low-ing, The ba-by wakes; But lit-tle Lord

Je-sus Laid down his sweet head. The stars in the heav-en Looked
Je-sus, No cry-ing he makes. I love thee, Lord Je-sus, Look
down where he lay, The lit-tle Lord Je-sus a-sleep on the hay.
down from the sky, And stay by my cra-dle Till morning is nigh.

44
God's Love

Tranquilly

God our Father made the night, Made the moon and stars so bright,
God our Father made the skies, Bees and birds and butter-flies,

All the clouds far, far a-way, The shining sun and golden day.
Tiny flow'rs and trees that wave: These lovely gifts our Father gave.

From "Song Stories for the Kindergarten," by Mildred J. and Patty S. Hill.
By permission of Clayton F. Summy Co., owners of the copyright.
Nature's Easter Story

Reverently

The seeds and flow'rs are sleep-ing sound, Till East-er time, Till

East-er time; And then they rise a-bove the ground, At hap-py East-er

time; And then they rise a-bove the ground, At happy Eas-ter time.

From "Song Stories for the Kindergarten," by Mildred J. and Patty S. Hill. By permission of Clayton F. Summy Co., owners of the copyright.
Guard Thy Children

Guard thy children, Lord, we pray, Thro' the long hours of the day, While we work and while we play.

Praise Him, Praise Him

1. Praise Him, praise Him, all ye little children, He is Love, He is Love:  
2. Thank Him, thank Him, all ye little children, He is Love, He is Love:

Praise Him, praise Him, all ye little children, He is Love, He is Love.  
Thank Him, thank Him, all ye little children, He is Love, He is Love.

Copyright, 1908, by Eleanor Smith, American Book Company, publishers.
Theme from Mozart Sonata in A major

Beethoven Andante Op. 57
March from Aida
Rain Pitter Patters

_Brightly_

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LESSON I

INTRODUCTORY LESSON

Aim: To become acquainted with the children; to make them feel at home in the room with the teacher and with one another, and to begin to link home and school together.

A SUGGESTED PROGRAM IN FULL

Service of Worship

The few minutes while the children are gathering, before the time for opening the class hour, may be used for informal conversation between children and teachers about their interests and the happenings of the past week. Also the children may at this time assist in getting out any materials (pictures, crayons, papers, etc.) that are to be used during the hour. Try always to be prompt in beginning, from the first impressing upon the children that their tardiness disturbs the rest of the group, and make the point with both mothers and children that they are to come on time every Sunday, so as not to miss any part of the service.

Quiet Music. A few bars of music on the piano will announce to the children that it is time to stop talking and listen. Experience has shown that this is the best way to secure attention. Have the music simple, well chosen and short, and played quietly but with reserve force. Use only the very best and have it as well played as possible. Later on this time may be used to have the children listen to the music of a new hymn.

A list of selections appropriate for quiet music will be found on page 9.

Offering. The first thing that the teacher will observe will be that the children sitting in front of her are tightly clasping coins, or
are playing with them and dropping them on the floor. On asking why the money has been brought she will get a number of answers, such as: “I don’t know,” “Father gave it to me,” “To put in a basket,” and probably a more sophisticated child will say: “To send to the heathen.” Upon the teacher’s inquiring who the heathen are, the answer will be, “They are poor children,” or “People who live far away.”

The money has been brought by the children, and it is most important that they know right away why it has been sent from home and where it is going. On this first Sunday there has thus come an opportunity for training in service. Never merely tell the children that they are “making a gift to God.” “The cattle on a thousand hills are His,” why should he need a few pennies?

In our Beginners’ Department recently, where the children had been sending money to a day nursery, a little girl came into the class several Sundays after the school had opened in the fall. She had a nickel tightly held in one little fist. On being questioned she only knew that her mother had given it to her, but had no idea why, or what she was to do with it. The other children in the group also had their money, and they were more than willing to explain to Jean in detail just where they had decided to send it. But the teacher said, “Jean doesn’t know what a day nursery is, or why there are babies there.” So the full explanation, given by the children themselves, followed. They explained to Jean that there are families where the fathers have died or are ill. Mothers must go away from home each day to earn money to buy food and clothing. And so there is a place in — Street where there is a nursery, and there the mothers may safely leave the babies with nurses to take care of them. “And my mother goes there and sends money,” Alan interposed. “And so does mine,” said Margaret, “and we can help those mothers by sending money to buy milk for the babies’ luncheons.” With the children in this group the responsibility had come to be a very real one, and the interest in it never flagged.

Each Sunday throughout the year be sure that the pupils know why they bring money and where it is to be sent. If possible let
the children themselves decide where they shall send the offering, after suggestions of possibilities within their experience and interest have been made. The decision need not be made the first Sunday. Tell the children to think about it. Let the object be something within their understanding and experience, even if their gift does not always go to the object for which the remainder of the school is giving. If interest in service is to be continued through life it must be very real and vital from the beginning.

Suggested objects are: To buy milk for a day nursery; flowers or food for children in a hospital; clothing, food, or toys for children in needy homes, etc. Every community offers opportunity for the service of even very little children. More will be said later of reaching out to include within the children’s Christian service those who are farther away.

On the very first Sunday, after the preliminary discussion, when perhaps you have asked the question as to what they would like to do with the money, and told them to think about it until next week, have a child pass the basket or box. Never pass it yourself even to save time. In the school on Sunday, as at all other times, never do for the children the things they can and should do for themselves.

Have the children stand while the basket or box is being passed. When the offering has been gathered let the child who has passed the basket hold it, standing in his place in the circle, while an offering prayer is repeated, such as:

"Heavenly Father, bless our offering,
We bring it all for Thy children." Amen.

The money may then be counted and the amount put on the class record, if the children are able to help to count it, or the teacher may count it herself if she thinks best.

On the first few Sundays the children will be interested in counting to see how many children there are in the class and in learning their names. At this time a point can be made of coming every Sunday and of trying always to be on time.
Then should follow a song of greeting. Any one of the following may be used:

A "good morning" or "good afternoon" song. See page 41.
"Good Morning to You." SONG STORIES FOR THE KINDERGARTEN. Patty S. & M. J. Hill.

Hymn. "All Things Bright and Beautiful."
"Guard Thy Children."
"Sing a Song of Gladness."

Use only one hymn; and see page 10 for method of teaching hymns.

If "All Things Bright and Beautiful" is used, repeat the words:

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

Be sure to ask the children which father is meant. Occasionally a child is found who confuses his own father with God. Let the children tell of the "bright and beautiful" things the Heavenly Father has made, and ask whether they would like to thank Him for all the things He has given to us. Then say:

"And now, before my prayer is said,
I'll close my eyes and bow my head."

Prayer.

"Father of all, in Heaven above,
We children thank Thee for Thy love.
Our food, our homes, and all we wear
Tell of Thy loving care." Amen.

The children will respond to, and imitate, your own attitude of reverence as you repeat the words of the prayer.

Conversation Period. An informal talk may now follow about the children's homes, and who live there. Ask what wakened them, who helped them to get ready for Sunday School. Find out whether they can help themselves. Suggest that they do. Bring out the
idea that in each home there is a family, large or small, and as far as possible let the children talk about their own families and members of the household, including the employed helpers.

**Rest Period.** Use a finger play in this way: Everybody hold up one hand and with the first finger of the other hand point to the members of the finger family.

"This is the mother (the thumb),
This is the father (the first finger),
This is the brother tall (middle finger),
This is the sister (the third finger),
This is the baby (the fourth or little finger),
Oh, how we love them all."

Or have five children represent a family, letting the children choose the father, mother, sister, brother and baby. The teacher must keep herself free from self-consciousness and that will prevent self-consciousness on the part of the children.

If the family (the five children) would like to take a walk, or walk to church or Sunday School, let some one ring an imaginary church bell. If there is any dramatization (see page 20) let it be spontaneous, and necessarily it will be short.

When the children are all seated again ask what the mothers in our families do for us. You will get a few answers, but close the talk with the question, "What do our mothers do for us?" asking the children to think about it and tell you next time.

**Table Period.** Suggest drawing houses, homes or members of family.

(Let the children pass materials, one box of crayons, one sheet of paper to each child, and be responsible for putting them away when they have finished. See page 28 for suggestions as to children's drawings and their purpose and part in the plan.)

If there is time, take a few minutes while the children are still at the tables to let them hold up their drawings to enjoy and perhaps to criticize them a little.
THE STORY FOR LESSON I

**Story Time.** Tell the following story, showing how kindness and gentleness help to make happy lives and homes.

*The Little White Dove*

There was once upon a time a white dove that lived next door to a growly, grizzly bear.

The dove had a voice as sweet as music, but the bear had a terrible growl. He was always snarling and growling and quarreling, till the white dove said: "I cannot stand it any longer. I must find a new home."

So early the next morning she started out to find the new home. First she went to the creek and dipped her wings in the shining water till they were as white as snow. Then away she flew over the hills and the valley.

"Coo, coo! I should like to live with a good child," she said as she flew. By and by she came to a small white house by the roadside, and there on the doorstep sat a little girl who looked so much like a good child that the dove lighted on a tree by the gate and called with her voice as sweet as music, "Coo, coo! May I come in? Coo, coo! May I come in?"

But the little girl did not hear, for just then her mother called from the kitchen:

"Little girl, come here! I want you to rock the baby to sleep." And before the dove had time to call again the little girl began to cry as loudly as she could: "Boo-hoo! I don't want to come in! Boo-hoo! Boo-hoo!"

"Coo, coo," called the white dove. But it did no good, so she spread her wings and flew away.

"I should rather live next door to a growly, grizzly bear," she said to herself, "than in the house with a child who cries like that."

On and on she flew, over the tree tops and roofs till she reached a big house that had a great many doors and windows. The windows

*"The Little White Dove" from "More Mother Stories" by Maud Lindsay, by permission of the author.*
were open and, looking in, the white dove saw half a dozen boys and girls playing together.

Oh! What a noise there was! The baby had waked up long before he was through with his nap, and he was crying about it, and the nurse was singing to him, and all the rest were running and jumping and screaming, till altogether there was such a din that the white dove could not make herself heard, although she called many times.

At last, however, somebody spied her, and then what a terrible time she had!

Every child in the room began to push and scramble to get her.

"She's mine!" "She's mine!" "I saw her first!" "You didn't!" "I did!" they cried, all talking at once, till the white dove spread her wings and flew away.

"It would be almost as bad as living next door to a growly, grizzly bear to live in the house with children like that," she said as she flew away.

Her wings were weary and she began to think she would have to turn back, when she heard a sound as sweet as her own voice. It came from a brown house near by, and the white dove made haste to the door to find out what the sound was.

When she put her head in at the door she saw a little girl rocking her baby brother to sleep in his cradle; and it was this little girl who had the voice like music. As she rocked the cradle she sang:

"

All the pretty little horses,
White and gray, black and bay;
All the pretty little horses
You shall see some day, some day,
All the pretty little horses."

"Coo, coo! may I come in?" called the little white dove softly at the door, and the little girl looked up.

Now the child had often thought that she would rather have a white dove than anything else in the world, and she whispered back:

"Dear dove, come in." Then the white dove went in and lived there all the days of her life and never had to go back to live by the
growly, grizzly bear any more, for she had found a home with a good child, and that is the best home in the world.

A minute or two may be given for the children's comments and suggestions about the story, this having far more effect than if the teacher tries to point out a moral.

**Dismissal.** Children standing for prayer and good-bye song. Closing prayer, by teacher: "Our Father, help us to try to be kind and loving this week." *Amen.* Good-bye song (see page 9).

**Music.** (See page 7). Let the assistant play quietly while the children march around to say good-bye, one at a time, to the teacher. These individual good-byes are an opportunity many times for a last word of suggestion or help to children.

(The letters to parents may be given out during the closing exercises. It probably will be best to have them given as the children say good-bye to the teacher, or the assistant may give them out as the children leave the room. A blank page is left on some of the letters to give an opportunity to the teacher to add an occasional personal message to the parent, in her own handwriting. The first letter is reproduced below. These letters are furnished in printed form by Charles Scribner's Sons.)

I

TO THE PARENTS

Each Sunday during the year, a letter will be sent to you from our Beginners' class. By means of this letter it is hoped that our Sunday School will keep in close touch with you.
We want you to know what we are trying to do with your child each Sunday. We feel sure that you will approve of our general aims, and that you will help him to put into practice day by day, in his home life and in his play life, what we try to teach him on Sunday. We need your help also that we may understand your child and know better just what problems he is meeting in his everyday life, and how successfully he is solving them. You can tell us in what ways we might perhaps help him to be more kind, helpful and obedient.

As a result of this year's work we hope that our pupils will begin to realize that they are members of God's family. In short, we want to join with you in helping your child to learn the great lessons that make for his present happiness and future character.

Our aim for the year is clear and definite. It includes instruction, training in worship, and training in service. The plan for each Sunday aims at a definite result in conduct as well as in
INTRODUCTORY LESSON

feeling and in thought. Our purpose is not merely to give religious instruction but also inspiration, that will immediately affect the everyday activities of the children. And so each Sunday our program will be planned with reference to some one of these child problems. Each week our letter will tell just what the aim of that Sunday has been. Five-year-olds are unable to tell to any great extent what lesson is given them. We think, therefore, that this plan of sending you letters will be a great help in linking home and Sunday School more closely together.

The aim on this first Sunday has been to get acquainted with the children and to make them feel at home in the room with each other and with the teachers through our service of worship, conversation, song and story, and to take the first step in bringing home and Sunday-School experiences close together. We talked about our homes and the different members of the families who live in them, closing with the question "What do our mothers do
for us." The children are to think about it and come back to tell us next Sunday what their mothers do for them. You will understand the reason for this simple question. The great truth of the fatherhood of God and the brotherhood of men is best learned through the experience and practice of love in our relations with each other and first of all in the family. "He that loveth not his brother whom he hath seen, how can he love God whom he hath not seen" (I John 4:20). "If we love one another, God abideth in us" (I John 4:12).

You are cordially invited to visit our class as often as you can. We hope that each pupil will, as far as possible, come every Sunday and be on time.
LESSON II

LEARNING TO BE KIND

Aim: To make the pupils appreciate and respond to the care bestowed on them at home, at school, by parents and teachers, as a preparation for bringing to them the knowledge of God’s care of them at all times.

Verse. “Be ye kind one to another.” Eph. 4:32.

SERVICE OF WORSHIP

Quiet Music. A few bars from an instrumental piece or “All Things Bright and Beautiful.”

Offering. (Children and teacher stand while basket is being passed by one of the children. Repeat the offering prayer while standing.)

Ask the children again why they have brought money. As a rule a young brother or sister of a child who was in the class last year will know what was done with some of the money the year before. Otherwise have suggestions ready for the children. Then let them decide what shall be done with the offering. Their interest and responsibility will be much greater if the decision is their own. (Suggest to parents that children have their own allowance—and that if possible they earn it. See letter to parents.)

Greeting. Good morning song.

These songs of greeting the children will learn quickly. By the second or third Sunday let one child sing the song of greeting to the others or to a new child or to one who has been absent. Encourage the children to look at each other as they sing, and try to have the song really a friendly welcome each Sunday.

Hymn. Repeat the words of the hymn sung last Sunday, and let the children listen to the music before they try to sing it. Be sure that the children are repeating the words correctly.
"All things bright and beautiful,
All things great and small,
All things wise and wonderful,
Our Father made them all."

Again let the children tell what bright and beautiful things the Heavenly Father has given us. Trees, flowers, sunshine, birds, etc. Shall we say, "Thank you" to Him?

"And now, before my prayer is said,
I'll close my eyes and bow my head."

Prayer.

"Father of all in Heaven above,
We children thank Thee for Thy love.
Our food, our homes, and all we wear
Tell of Thy loving care." Amen.

Conversation Period. Do our food, our homes and all we wear tell of God's loving care?

Do you remember that last Sunday we talked about the people who live in our homes? What do we call them all together? Yes, we call all the people in our home a family. Shall we sing again about our finger family — or a family of children?

Again let the children choose each member of the family and, if they want to dramatize some phase of family life, let them have a few minutes for playing whatever they have chosen.

Then recall the question you left with them at the end of last Sunday's session. Can you tell some of the things our mothers do for us? To this question there will be a great variety of answers. Let the children talk freely, but from the first train them to wait politely for one another. "This is a difficult habit for little children to form, for they are by nature driven to talk rather than listen. One must be patient while forming the social habit, but firm also." When you have several children talking at once, simply stop all conversation and ask how many people should speak at once. When the answer comes, "Only one person," ask why one person should
speak at a time, to get the answers, "Because it isn't polite" and
"Because no one can hear what is being said," etc. This conversa-
tion may have to be repeated several times; but politeness should
be insisted on from the first, for if these children in your group are
four or five years old they are not too young to be polite and
thoughtful.

Yes, our mothers take care of us, make clothes for us, read to us,
play with us, cook for us, put us to bed, etc. Why do they do so
many things for us? Yes, because they love us. What can children
do for mothers? Is there anything you can do to help your mothers,
to show that you love them or are really grateful to them for all
they do for you? You will get some answers that are true and some
that are fictitious, because children at this age are very imaginative
and they are quite ready to tell you they have done an impossible
thing for mother. Try to help them distinguish between fact and
fancy. Simply pass over the fanciful answers at first, but gradu-
ally from Sunday to Sunday help them, perhaps in this way, by saying
in reply to John who has told you he filled lamps for his mother,
"Little boys do not take care of lamps, think of something you
really did do for mother."

How about our fathers? What do they do for us? The other
day I heard of a little boy who said to his father: "Father, you do
so many things for me, and it seems as though I can't do anything
for you." Don't you think there are many kind things a little boy
can do for his father? What can you do for your fathers? Let
the children tell what their fathers do for them and what they
can do for their fathers. "Be ye kind one to another." Let us all
repeat this verse together, for I want you to learn it and remember
it.

Who is glad when we are kind and helpful? Yes, our fathers and
mothers and the Heavenly Father, too, is glad. Try to remember
all the week to be kind, and next Sunday come and tell us if you
have remembered.

Rest Period. If the children seem to need a rest have a short
march and then have them carry their chairs to the table.
Table Period. Have the children pass paste jars, brushes, blotters, mounts. Then let them mount the picture "Story Time" provided for this lesson. Have each child place it carefully on the paper the way he thinks it looks best. Tell the children that they will mount more pictures during the year and that these mounts and the pictures drawn by them will finally be tied together to make a book of their own which they may take home at the end of the year, to remind them of all they have been thinking and talking about during the year. The verses and hymns, that the children will learn during the year, may be typewritten and included in the book.

After the pasting has been finished let the children put away the materials and have the assistant put names of the children on the mounts. Try to have everything done by the children and in as orderly a way and as quickly as possible.

Story Period. Repeat last Sunday's story (see page 58), "The Little White Dove." At the end of the story repeat again, "Be ye kind one to another." This is what God asks us to do. Ask the children what they are to remember all the week.

Dismissal. Close with prayer and good-bye song.

Music. Quiet, steady music for marching around while good-byes are said to the teacher.

(The letters for parents should be given out just before the dismissal.)
LESSON III

GOD'S CARE

Aim: To make the pupils appreciate and respond to the care bestowed on them at home, at school, by parents and teachers, as a preparation for appreciating God's care of them at all times.

SERVICE OF WORSHIP

Quiet Music.

Offering. Prayer. "Heavenly Father Bless Our Offering."

Greeting. Song of Greeting.

Hymn. "Guard Thy Children."

Prayer. "Father of All."

Conversational Period. In the talks of the past Sundays we have endeavored to bring to the pupils the idea of the care of the father and mother for them. In connection with concrete things done for them we have shown how constant and loving is the care of parents and friends in the home. Today we wish to emphasize, in our conversation, God's care. We do it by telling the story of how a mother cared for her baby. For it is through the known parental care that we can bring to the child an idea of God's care and love. He readily responds to the idea of the Heavenly Father's care and protection through his experience and appreciation of love and care in his home and his happy relationships there. Just as the child is willing to reach out and include within his care and protection younger children, dolls, animals, birds, so he comes to have a feeling and appreciation of a Heavenly Father's love and care and, more than that, a feeling of fellowship with God.

Preparation for the Story. Ask questions about getting ready for winter, what we do at home, the need for fires, warmer clothing, work of father and mother to provide things to make us comfortable.
What changes take place out of doors with trees, grass, flowers, animals, buds. Who cares for them? How?

Rest time for flowers, plants and trees. Warm coats for animals. What do birds do when cold weather comes? Do any of them stay here? Can we do anything to help care for them? How can we feed them? Does the Heavenly Father like to have us help him? Who has remembered the verse we learned last Sunday? Does any one think he has remembered to be kind?

Suggested Verses. “Be ye kind one to another.”

“He careth for you.”

Rest Period. March.

Story Period. “A Mother’s Care of Her Baby.” (Exodus 2:1-10.)

In another country long ago and far away, there lived a mother to whom God sent a wee little baby boy. Now this mother wanted to take the very best care of her baby so that he would grow up to be a strong, good man, who would care for all who needed help.

In that same country there lived a wicked king who didn’t love little boy babies and who wanted to have them all destroyed.

The little child’s mother knew about the king and knew that she must not let him know where her little son was. At first she took care of him in the house and kept him hidden there, but after a time she felt that she must find another and a safer hiding-place. I suppose she thought a great deal about the best place and asked God to help her. Finally she decided what to do. She went to work and made a little basket bed for him, and shaped it so carefully to make it comfortable. Then she filled the cracks with pitch (pitch is a kind of sticky gum), so no water could get in. Now why do you suppose she did that? I’ll tell you. That mother lived near a river; and she had decided that the safest place for her little son was away from the house, down by the river’s edge among the tall grasses called bulrushes. So when the little basket boat was finished “she put the child therein and laid it in the bulrushes at the river’s bank.”
Now the baby had a big sister, Miriam, who loved her little brother very much and wanted to help in the care of him. So, when the mother had laid the baby in the boat and covered him up, Miriam stood far away from him, but not too far to see if any one went near him.

Presently the king's daughter came down by the river with her maidens to bathe. She soon saw that curious little basket boat among the bulrushes and sent her maid to get it. When the basket was opened, you can imagine how surprised she was to find a little baby. The baby woke up and began to cry. Now when the king's daughter saw that the little baby had been hidden away, she knew it was one of the boy babies her father, the king, wanted to destroy. Just then the baby's sister, Miriam, came to see what was going to happen to her little brother, and when she saw that the princess wanted the baby for her own she quickly said, "Shall I go and call a nurse that she may nurse the baby for you?" And the king's daughter said, "Go." Now whom do you think Miriam called? She went and called the baby's own good mother.

And the king's daughter said, "Take the baby away and nurse it for me." So the mother took her boy baby home and nursed it for the king's daughter.

And the baby grew up well and strong and when he was older the mother took him back to the king's daughter, and he was her son, and she called his name, Moses.

Do you think that the Heavenly Father cares for us? How?

Yes, He gives us fathers and mothers, homes and friends, a beautiful out-of-doors and sunshine and play time, night and rest time, our food and clothing; so many beautiful and wonderful things.

Our prayer says:

"Our food, our homes and all we wear
Tell of Thy loving care."

Shall we stand up and sing "Sing a Song of Gladness."

Table period. Drawing of pictures by the children, illustrating the story. If the teacher prefers to have the children mount a
picture, "Moses in the Bulrushes" (Wilde pictures) can be secured from the New York Sunday School Commission, 73 Fifth Avenue, New York.

Carry chairs back to the circle.


Music for marching around while good-byes are said.
LESSON IV

GOD'S CARE

Aim: To make the pupils appreciate and respond to the care bestowed on them at home, at school, by parents, teachers and friends, as a preparation for appreciating God’s care for them at all times.

SERVICE OF WORSHIP

Quiet Music. Music of "Guard Thy Children," or instrumental music.

Offering. Prayer.

Again ask why the money has been brought and, for the sake of any newcomers, let the children explain what is to be done with it. Also find out whether any of the children earn the money they bring. Suggest that they do try to earn it.

Greeting. "Good Morning, Good Morning to You."

Hymn. "All Things Bright and Beautiful." Repeat the words of "Guard Thy Children."

Listen to the music again. It is often better just to hear the melody a few times before trying to sing.

Then say: "And now, before my prayer is said,
I'll close my eyes and bow my head."

Prayer. "Father of all, in Heaven above." (See page 56)

Verses. Ask who remembers one of the verses we have learned. Repeat together and let different children repeat: "Be ye kind one to another," "He careth for you."

Conversation Period. Have you remembered the verse about being kind this week? Has any one been kind to you? Have you seen any one doing a kindness for some one else? If you think you have remembered to be kind and loving to father and mother, would you like to stand up and tell us when you have remembered? (When the children all stand up and each has something to tell, be sure that each speaks in his turn. If some children insist on speaking

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out of turn, help the children make a rule about what shall be done with those who are not willing to wait for others. However, this probably will not often be necessary.) Find out through this informal talk what thoughts the children have taken home with them and what they have remembered through the week.

Speak again of preparation for winter out of doors. Ask the children to tell what they have seen that makes them think that winter is coming.

Repeat to them:

"Clouds of gray are in the sky,
Flocks of birds are passing by,
Trees all dressed in faded brown
Send their leaves all fluttering down.

Little flowers downward creep,
Hide their drowsy heads and sleep,
All the world must say good-night
Till spring comes back with sunshine bright."

God gives us fathers and mothers to take care of us and so many things out of doors to enjoy. Isn’t He a very kind Heavenly Father?

Rest Period. Be quick to notice signs of restlessness or fatigue and, when they appear, have the pupils change position, or exercise, or rest in some way. It is impossible for children of this age to sit quietly in their chairs and give attention for more than a few minutes at a time.

Table Period. Drawing. Suggest drawing pictures of autumn scenes. (Have the children pass materials, one box of crayons and one sheet of drawing paper to each child.)

Story Time. Repeat story of "Moses in the Bulrushes."
(The children may help tell the story or one child perhaps will volunteer to tell it alone, or it may be best for the teacher to repeat the story as it was told last Sunday.)


Music for marching out.
LESSON V

HOW CHILDREN MAY CARE FOR OTHERS

Aim: To make the children desire to help care for younger children, animals and all living things, and to show how they may help.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting.
Hymn. "Guard Thy Children," or "All Things Bright and Beautiful."
Prayer. "Father of All."
To say, each Sunday, before the prayer,
"And now, before my prayer is said,
I'll close my eyes and bow my head,"
will help to center the attention on the words the children are repeating. We sometimes ask the children why we close our eyes and get the answer, "Because we can think better about what we are saying."

Conversation Period. (In planning the talk, more suggestions have been given than would probably be used in one morning's conversation period.) What time of the year is it? Where are all the birds that sang to us in the summer time? Do you see them any longer? Where are the flowers? Yes, the birds have flown away to a warmer country where they can find plenty of food, and the trees and plants and flowers are having a rest time for the winter. The Heavenly Father has made out-of-doors all ready for a long winter's sleep.
Do all the birds fly south in winter? Who knows the names of some of the birds that stay all through the cold weather? Sparrows, pigeons, chickadees and snow birds; can they always find enough to eat? We can help take care of them. For after the fall time winter and snow will surely come and then the birds do need our care, and the squirrels, too, are glad of nuts. Do you think the Heavenly Father is glad to have us feed the birds and squirrels? Do the animals get ready for winter, too? Yes, just as we said that we wear warmer clothes, so the animals have longer, thicker fur coats in the winter. So you see in this way the Heavenly Father takes care of the animals, too, and makes them warm and comfortable. Next time you see a kitty or a dog you look and see whether he hasn’t a nice, thick, warm coat. Perhaps you have a pet dog or kitten or bird — have you? If you have, do you ever help take care of him? Do you feed him? Are you kind to him or do you tease him? Do animals need good care just as children do, to be fed every day and to play and rest? Yes, of course they do. What are our warm clothes made of? Where do we get wool? Yes, the sheep give us wool. You know every spring when it gets warm the sheep’s wool is cut off and is used to make us warm clothes for winter. Be sure that the children understand that the sheep are not killed or hurt when the wool is cut off. I wonder if any one has anything made of wool to wear in cold weather — coats, suits and mittens and caps are made of wool sometimes.

Do you know who takes care of the sheep that live out in the fields in the country? There usually are a good many of them and they need a great deal of care.

Show pictures of shepherd and sheep.

I know a little hymn, too, that I think you would like to learn.

"Little lambs, so white and fair,
Are the Shepherd’s constant care,
Now he leads their tender feet
Into pastures green and sweet."
What does "constant" mean? What does "tender" mean? (Note: Never use a word in talk, story or song, without being sure that the children know the meaning.)

**Table Period.** Mount the picture "Shepherd and Sheep" provided with this course.

(Let children pass materials, and as far as possible be responsible for putting them away.)

**Story.**

**THE LITTLE SHEPHERD.***

The shepherd was sick and the shepherd’s wife looked out from her door with anxious eyes. "Who will take the sheep to the pasture lands today?" she said to her little boy, Jean. "I will," cried Jean. "I will. Mother, let me."

Jean and his father and mother lived in the country, where there were quiet fields and meadows. Every morning, as soon as it was light, Jean’s father was up and away with his sheep. He had never missed a morning before and the sheep were bleating as if to say, "Don’t forget us today."

The sheep were Jean’s playfellows, for he had no brothers and sisters. There was nothing he liked better than to wander with them in the pleasant pastures, and already they knew his voice and followed his call.

"Let the lad go," said the old grandfather. "When I was no older than he I watched my father’s flock." Jean’s father said the same thing, so the mother made haste to get the little boy ready. "Eat your dinner when the shadows lie straight across the grass," she said as she kissed him good-bye.

"And keep the sheep from the forest paths," called the sick father. "And watch, for it is when the shepherd is not watching that the wolf comes to the flock," said the old grandfather. "Never fear," said little Jean, "the wolf shall not have any of my white lambs." There were white sheep and black sheep and frolicsome lambs in the shepherd’s flock and each one had a name of its own.

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*Adapted from story by Maud Lindsay in "More Mother Stories."*
There were Babette, and Nanette, and Pierrot and Jeanot,—I cannot tell them all, but Jean knew every one. "Come, Bettine and Marie, come, Pierrot and Croisette. Come, pretty ones all," he called as he led them from the fold that day. "I will take you to the meadows where the daisies grow."

"Baa," answered back the sheep as they followed him over the hills to the pasture lands where there was plenty of green grass to eat and water to drink.

The other shepherds were there with their flocks, so Jean was not lonely. He watered his sheep at the dancing brook and led them along its shady banks to feed in the sunny fields beyond, and not one lambkin strayed from his care to the forest paths.

The forest lay dim and shadowy on one side of the pasture lands. The deer live there, and the squirrels and many other animals that love the woods, where the trees grow thick and dark. There had been wolves in the forest, but they had been driven away and the shepherds feared them no longer, except the old men like Jean's grandfather, and little boys like Jean, talked about them still.

Jean was not afraid, oh, no! He sang with the birds and ran with the brook as he watched the sheep from early morning till noon, and when the sun was high over his head it was time for him to eat his dinner. There were little cakes in Jean's dinner basket. He had seen his mother put them in, but he had not tasted a single one before.

Then out in the road beyond he heard the sound of men marching, and there was a band of music.

The other shepherds heard, too, and they began to run. "The soldiers are coming," they cried. "Come, let us see them as they pass by."

"Who will take care of the sheep?" asked Jean, but nobody answered, so he, too, left his dinner and ran with the rest up the hillside toward the road.

"How pleased my mother will be when I tell her I have seen the king," he said to himself as he was hurrying over the hilltop, when all at once he remembered the forest, and the wolf and his grandfather's words.
"Come on," called the others.
"I must stay with my sheep," answered Jean; and he turned and went back, though the pipes and the drums all seemed to say, "Come this way, come this way." He could scarcely keep from crying as he listened.

There was nothing in sight to harm the sheep, and the pasture lands were quiet and peaceful, but into the forest had come that day a gray, hungry wolf. His eyes were bright, his ears were sharp, and his four feet were as soft as velvet, as he came creeping, creeping, creeping under the branches and through the tanglewood. He put his nose out and sniffed the air, and he put his head out and spied the sheep left alone in the meadows. "Now's my chance," he said, and out he sprang just as little Jean came down the hill.

"Wolf, wolf, wolf!" shouted Jean. "Wolf, wolf, wolf!" He was only a little boy, but he was brave and his voice rang clear as a bugle call over the valley and over the hill, "Wolf, wolf, wolf!"

The shepherds and soldiers came running to answer the cry, and as for the gray wolf he did not even stop to look behind him as he hurried back to the forest without even touching a lamb. He ran so fast and so far that he never was seen in that country again, although the shepherds watched for him day after day.

When evening came Jean led his sheep home, white sheep and black sheep and frolicsome lambs—not one was missing. "Was the day long? Did you get tired?" asked his mother, who was watching for him, from the doorway.

"Are the sheep all in?" called the sick father. "Did the wolf come?" said the old grandfather; but you can guess what Jean said, and what a story he had to tell them.

You don't have a chance to help take care of sheep, do you? "Yes, I do," said Donald, one time. "When I go to see my grandfather in the summer, I help take care of his sheep, for I help to feed them." "What did you feed them?" we asked. "I give them salt," said Donald. Are there any pet animals in your homes? Do you feed them yourselves? Always remember that the pet birds and dogs
and kittens get hungry and cold and tired just as you do, and they need to be taken care of every day.

And how about the babies and little sisters and brothers? Can you help take care of them? Try this week to remember that the Heavenly Father wants you to help to take care of the little children and the pets in your homes.


Music for marching while good-byes are said.
LESSON VI

HOW CHILDREN MAY CARE FOR OTHERS

**Aim:** To make the children desire to help care for younger children, animals and all living things.

**Service of Worship**

*Quiet Music.* New hymn.

Have the melody only of "Little Lambs so White and Fair" played two or three times while the children listen without humming.

*Offering.* Prayer.

(It is well each Sunday to recall what is to be done with the offering, to help the children keep it in mind. There are always some children who have forgotten. The interest, joy and responsibility of bringing money each Sunday will be in proportion to the understanding of and interest they have in the cause for which it is to go.)

*Greeting.* Song of Greeting.

*Hymn.*

"All Things Bright and Beautiful."

"Guard Thy Children."

"And now, before my prayer is said,
I'll close my eyes and bow my head."

*Prayer.* "Father of all, in Heaven above."

How many children talk to the Heavenly Father at home? "I say a prayer every night," says Helen. "And so do I," say several other children. And "We say a prayer in kindergarten every morning." Let the children talk freely and express the ideas they have about prayer. An excellent book for the teacher to read is "The Dawn of Religion in the Mind of the Child," by E. E. R. Mumford.

Listen again to music of new hymn, "Little Lambs so White and Fair." Let the children go over to the piano, if the class is not too large, and hum the music. See if the children remember
the words without telling them. Repeat the words, and be sure that the meaning of unfamiliar ones is understood. Sing one verse, and repeat two or three times, leaving the second verse until another Sunday.

**Rest Period.** If the children need a rest this might be a good time to let them dramatize a play of shepherd and sheep, or perhaps a march or other exercise would be better. It is possible to give suggestions only, for in every group of children the plan will work out differently.

**Conversation Period.** Last week we talked about getting ready for winter, indoors and out of doors, and how the Heavenly Father takes care of flowers, birds, seeds, animals, and we said that we can help, too. We can help take care of the birds, and of our pets at home. I wonder if any one has remembered this week,

"Be ye kind one to another."

"He careth for you."

Has any one tried to help care for some one else, a little brother or sister, or a little friend, or pets or birds?

On one occasion a little boy said, "I was very kind to my baby this week. When he knocked my block houses down I didn’t say anything. I just let him do it." Another took care of his baby sister when she was in a carriage out in front of his home, and so on. We want the talks and stories of our Sunday, with the thoughts and feelings that have been awakened, to carry over into the conduct of the week. That is the only way the teaching on Sundays can have any lasting meaning to the children. Unless action follows promptly, the feeling evaporates.

**Table Period.** Drawing, shepherd and sheep. Passing of materials to pupils, one sheet manila drawing paper.

**Story Time.** Tell again the story of "The Little Shepherd."

**Dismissal.** Prayer by teacher. Good-bye song. Giving out letters for parents.

**Music** while children march around to say good-bye, or teacher walks around the circle to say good-bye to each child.
LESSON VII

THANKSGIVING LESSONS

Aim: To make the children conscious of care received, and to encourage a feeling of gratitude, leading up to the idea that the best evidence of gratitude is to do helpful acts for others.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting.
Hymn.

"Thank Him" (see page 47).
"Guard Thy Children."

Prayer.

Conversation Period. When some one does some very kind thing for you or gives you something you need, what do you do or say? Yes, if you are polite you will always say "Thank you." To whom should we say "Thank you"? Yes, our fathers and mothers, brothers, sisters, friends, teachers, all are doing things for us every day. Do you remember the little boy who said to his father, "Daddy, you do so many things for me, and it seems as if I can't do anything for you"? Do you think that little boy could do anything for his father besides just saying "Thank you"? What can you do for your fathers and mothers and friends?

I wonder if any one knows what holiday is coming this month? Yes, Thanksgiving Day. Why do we have a Thanksgiving Day? Does anybody know? I know a verse that says:

"Oh, come, dear little children, come,
Our grateful thanks to bring,
For all the harvest gathered in
Ere winter storms begin."
THANKSGIVING LESSONS

What is the harvest? Do you remember last spring when the farmers planted seeds in their fields and when there were buds and blossoms on the fruit trees? In the gardens, and fields and orchards ever since last spring grains and fruits and vegetables have been growing all through the summer and early fall, until now when it is almost winter we have ever so many kinds of food, grains and vegetables and fruit all ready for winter, when it will be cold and snowy and things cannot grow out-of-doors. Who made all the things grow? Yes, the Heavenly Father sent rain and sunshine to make things grow, and now we are all ready for winter, and that's the reason we have a "Thank-you Day," to give thanks to the Heavenly Father. The church bells ring on Thanksgiving Day and people go to church as they do on Sunday.

Show pictures of harvest, for example, the farmer and his store of fruits and vegetables, Jessie Willcox Smith's picture of two little children giving thanks, or any other pictures suitable for Thanksgiving. These can easily be found in magazines and weekly periodicals.

Hymn. (One of the following:)

"Sing a Song of Gladness."
"Thank Him, Thank Him."
"Oh, Come, Dear Little Children, Come."

Rest Period. Ring church bells. Each child may pull the rope of an imaginary church bell keeping time with the music (see page 9).

Table Period. Mounting the picture "Thanksgiving" provided with this course.

Story Period. Today I am going to tell you a "thank-you" story. First I want to know whether you have ever been sick or known any one who has been sick? Did you like it? Is it nice to be sick? Did you ever have to stay away from other people? (Listen patiently to children's tales of their own ills, for they are quite as serious and important to them as the ills of grown-ups.)

Are you glad to be well and able to run and play? Is that really something to say "Thank you" for?
Now listen to my story. [First explain, if necessary, who Jesus is.]

HEALING THE TEN LEPERS

(Luke 17: 11-19)

One time when Jesus was going on a journey he came to a little village where there were ten very sick men. They were called lepers because they had a very dreadful disease. It was so bad that they were not allowed to stay in their homes in the village. They had to live far away out in the fields and beg for food by the roadside because everyone was afraid to go near them, and no one knew how to make them well. These poor men were very sad and lonely, and I suppose they were always looking for someone to come who wouldn’t be afraid of them and could help them to get well.

When they saw Jesus coming and noticed what a kind, loving face he had, they stood way off and called to Him and said, “Jesus, Master, have mercy on us,” and I think that meant “Please come and help us.”

And when Jesus saw them he wasn’t afraid of them, and he was very sorry for them, and he told them what to do and where to go to get well. Then they did just as he told them to, and every one of them became well.

One of those men was so glad to be well that he turned around, and went straight back to Jesus to say “Thank you,” and to tell him how happy he was that the Heavenly Father had sent Jesus to make them well.

Then Jesus said, “Were there not ten men who were made well? Where are the other nine?” What do you think he meant when he asked this? Yes, the others all forgot. Aren’t you glad you are well today? Every one stand up. Now each child in turn may tell if he has something for which to say thank you. When you have told us, sit down. Shall we try this week to remember always to be very polite and kind? Come next week and tell if you have remembered.
Before we sing good-bye, let us all thank the Heavenly Father for all the things He has given us, and for keeping us well.

Prayer. Our Father, we are glad to be well, and we are thankful for all the things Thou hast given to us. Help us this week to remember to show our thanks by doing something for some one. Amen.

Dismissal. Good-bye song. Giving out letters for parents.

Music as the children march around to say good-bye.
LESSON VIII

THANKSGIVING LESSONS

Aim: To develop thankfulness, expressing itself in helpfulness and loving service toward others.

SERVICE OF WORSHIP

Quiet Music
Offering. Prayer.
Greeting.
Hymn. "Sing a Song of Gladness," or "Thank Him."
Prayer. "Father of All in Heaven Above."
Verses.

"Be ye kind one to another."
"He careth for you."

"Oh, come, dear little children, come
Our grateful thanks to bring
For all the harvest gathered in
Ere winter storms begin."


To God for His care of us, of birds, of animals, of flowers, and for the preparation for winter.

Last week we talked about the harvest. What is the harvest? Yes, all the ripe vegetables, fruits and grains that have been stored away for winter are the harvest. Early in the spring they were planted and all through the spring and summer months they have grown, helped by the rain and sunshine. Who sends the rain and sunshine? Yes, the Heavenly Father takes care of all the growing things as well as the birds and animals. Does he take care of us, too?
What did we say last Sunday that we were going to try to remember all this last week? Yes, we were going to remember to be very polite.

I wonder who has remembered to be polite this week and say, "Thank you" when things have been given to you or done for you. Every one who can remember one time when he has said "Thank you," stand up. (Let the children tell you when they have remembered to be polite. Never forget to help the children to form the habit of courtesy.) Is it always easy to remember to say "Thank you"? No, indeed, it isn't. You just have to stop and think, don't you? You like to have people polite to you, don't you? So it must make your parents and your friends, teachers and the Heavenly Father glad when you remember.

But is there anything else beside just saying "Thank you"? I know a verse that says:

"Politeness is to do and say
The kindest thing in the kindest way."

Introduce the idea of either giving part of your money, or sending a Thanksgiving dinner for a family in your community. Let the children decide what they want to do about it. Talk over what should be sent in a Thanksgiving dinner basket. Let the children make suggestions, and later be sure to see that the parents know what is expected of the children.

If you are really thankful to all your good friends, you will try to do something to show it, by being kind and helpful and loving to all of the people who do so many things for you, and to others who need help. After we have a march, would you like to hear again the story of the "Ten Lepers"?

Rest Period. March.

Story Time. Repeat the story of the "Ten Lepers."

Don't you suppose, after those men were made well, they wanted to go and do something to make some one else glad? Try to remember all this week not only to say "Thank you," but to do a "thank you" each time. What can you do for father and mother and your friends?
Let the children suggest what they can do at home.

**Table Period.** Drawing, harvest picture.

**Dismissal.** Prayer. Heavenly Father, help us all this week to show in what we do our thankfulness to our friends and to Thee. 

*Amen.*

Good-bye song. Giving out letters for parents.

**Music** for marching out.
LESSON IX

THANKSGIVING LESSONS

Aim: To develop the idea of thankfulness into helpful acts for others. To make pupils realize that action is the best proof of gratitude.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Hymn.

"All Things Bright and Beautiful."
"Thank Him, Thank Him" (see page 47).

Prayer. "Father of All in Heaven Above."

Verse.

"Be ye kind one to another."
"Oh, come, dear little children, come."

"Politeness is to do and say,
The kindest thing in the kindest way."

Conversation Period. Who remembers what we talked about last Sunday? Did any one remember the little verse about politeness?

"Politeness is to do and say
The kindest thing in the kindest way."

Who remembered to do polite, helpful things as well as to say "Thank you"? Give opportunity for the children to tell you. Why, John, didn’t you have a chance to do anything for any one? Did no one do anything for you? I’m sorry you forgot. Try this week very much harder to remember. What if your mother and father should forget to take care of you? Does the Heavenly Father ever forget to take care of us? No, indeed. Let’s all try much harder to remember, not only this coming week, but every week.

What day is coming very soon? Yes, Thanksgiving Day. Why
do we have a Thanksgiving Day? All over the country, the church bells ring to call the people to church to say “Thank you” to God for the harvest that is ready for winter, and afterwards so many families have a glad and happy time together.

Do you remember what we thought last Sunday we might do to make one family glad? (Note to the teacher: Tell the children about some one that needs help. For example:) I have found out about a family that just needs our help. The father has been sick and they haven’t money to buy a good Thanksgiving dinner. Would you like to send a dinner to them? So to-day we must plan just what we are to send them.

It is desirable to explain what children could bring for the basket, i.e., oranges, vegetables, canned goods (anything that will not spoil), and explain why it is usually better to buy the balance.

There are some small communities where there are no families to whom a dinner could be offered without embarrassment. In that case, the money could perhaps be sent to a neighboring town.

(If the parents have been notified, it may be possible to have the food brought by the children. But it is usually better to let the children bring part, and take money from the children's fund to buy the balance.)

**Rest Exercise.** March or other exercise.

**Table Period.** Let the children draw a Thanksgiving picture.

**Story Period.**

Today I am going to tell you a Thanksgiving story. It is a long story, so shall we make ourselves very comfortable before we begin? Be careful not to crowd your chairs too close together.

**A Thanksgiving Story**

Once upon a time a little boy who had always lived in the country went with his father and mother to live in the city. Now the city was a very crowded place. Bobby didn't like it at all. There were so many people and so many houses crowded close together that there were no yards to play in. There just wasn’t any place for little boys to play but the streets. And the streets were so full of
people and wagons and automobiles that it wasn't safe to play there. So Bobby could only go out walking every day with his mother. Each day he used to say, "Oh, how I wish I had a place where I could play! I'm tired of just walking along the street."

One day they were taking their afternoon walk when he suddenly spied, through a high fence, a group of children playing. Some were running and laughing and shouting, and some were using hammers and nails and seemed to be working on some little wooden houses in the playground.

"Let's go inside," Bobby said to his mother. "That is a place where I could really play."

"But," his mother replied, "there are so many children and that playground isn't very large, and I'm afraid there wouldn't be room for you."

Just then a little girl inside the high fence saw Bobby, and she must have seen how much he wanted to go in, for she ran to ask a grown-up person who played with the children if they might have the little boy come to play with them.

The grown-up person smiled at Bobby and told Lois to go and bring him in. Bobby was delighted with everything he saw. The little wooden houses and stores, big enough for children to go inside, were arranged like a village street. Bobby walked up and down and Lois took him in her house, and he said to her, "If I could come here every day to play, I could put a slanting roof and chimney on your house."

When Bobby's mother asked the grown-up person if there would be room for him, she said, "We haven't room for very many children here, but I think there is room for just one more little boy." And how happy that made Bobby!

You see, he wasn't very well and he couldn't go to school. A good many days he had to stay in bed and keep very quiet. On the bright sunny days after that, when he was well, he and his mother hurried to the playground so they wouldn't miss a minute of the two hours of play.

Bobby always took his tools and helped Lois work on her house,
and he did, with the help of one of the big boys, build a roof and put a chimney on it.

He watched the other children, but it took him quite a long time to get to know them, for he was very quiet and not strong enough to play as hard as some of the others did. He liked Lois best, because she was always gentle and kind. Sometimes he just stood and watched, and saw older ones helping little ones, or some of the boys and girls playing in their houses and sharing their toys or playing games. And then again, he saw some of them quarreling and snatching tools and toys and saying, "That's mine; you can't have it," or "Go away; you can't play in my house," and how cross their voices sounded! Bobby couldn't see how they could be so cross when they were all so well and strong, and when they had such a good place to play. Each afternoon when it was time for the children to say good-bye to the grown-up person and go home, Bobby would always say to her, "Thank you; I've had such a good time."

One afternoon, when Bobby didn't feel well enough to play, he was standing and watching the others. Some of them were painting their houses, and some were making things out of wood, and still others were planting bulbs that would bloom the next spring in the little garden.

Presently Bobby looked over toward the fence, and there, standing in the very spot where he had stood before he was invited to come inside, were two little boys, both looking just as he had, as though they would like to go in. Quickly Bobby ran to the grown-up person and asked if he might invite the children in. But she shook her head and said, "No," they couldn't invite any more children to come in to play, for they were already too crowded.

Sadly Bobby went back to the fence. "Have you any place to play?" he asked the children outside. They shook their heads. "Haven't you any things to play with at home?" Again the children said, "No." But the oldest boy said, "I'd like a wagon like that," pointing to a wagon on the playground. It had just been finished by one of the older boys and was being painted red.

"Why don't you buy one or make one?" Bobby asked again.
"I haven't any money to buy one or anything to make one of," the boy replied.

Bobby was soon called away from the fence, for it was time to pick things up and get ready to go home. It was late in the fall and near Thanksgiving, and he and his mother had been talking about Thanksgiving Day that was coming and why we have a "Thank-you Day." You see he knew about the harvest, for before he came to the great city he had lived in the country and had seen the barns and cellars stored with grains and fruits and vegetables, all ready for winter. He and his mother had talked about all the things they had to say "Thank you" to the Heavenly Father for, and every night, when he said his prayer, Bobby told all the things he was thankful for. But his mother said, "If we are really thankful, we do something for some one to show it. Just to say the words isn't enough."

Bobby had asked his mother what he could do for some one, but his mother had said she would rather have him think of something himself.

That night, after he had gone home from the playground, he thought again of the two hungry-eyed little boys outside the fence and of the cart they wanted.

The next day he went to the playground bright and early and hurried to the grown-up person who played with the children and helped them, and asked her if he could make a cart and paint it red to give to the children who had to stay outside. She thought it a fine idea, and went with him to the carpenter shop near by where they got boards, axles and wheels to make the cart. But carts are not easy to make. Bobby never had made anything so hard. Some big boys were very glad to help him, however, and it wasn't long before the cart was finished and painted red. While he was finishing it, Lois came along and said, "Wouldn't it be fine if we could all bring things and fill the cart with a Thanksgiving dinner for those children?" You see, she knew for whom he was making the cart.

Bobby was so pleased with Lois' idea that he jumped up and down
and waved his red paint brush, and then all the other children came running to see what was the matter. Then Bobby and Lois told them their plan for a Thanksgiving surprise.

"I'll bring nuts," said Walter, and "I'll bring candy," Henry said. Some one else promised to bring apples, others thought of vegetables, and the grown-up person was sure she could get a turkey, and they were almost afraid the cart wouldn't hold all of their things.

You see the grown-up person had found out where those little boys lived and had found out, too, that the mother would be very glad to have the Thanksgiving dinner, for there wasn't a father in that family to help earn one.

The next day the two children came back and looked through the fence. Bobby ran over to them and said, "Come back here the day before Thanksgiving and we'll have a surprise for you."

The children looked as though they didn't quite believe it, but the afternoon before Thanksgiving, back they came, and Bobby and Lois proudly brought them into the playground, and there was the red cart, just as full as it could be, for every one had brought what he said he would.

"It's all for you," Bobby said to the boys.

"For us, and the cart to keep?" asked the older boy, as he picked up the handle and started off.

The little brother said "Thank you," and the big boy looked around at all the children and smiled his "Thank you," and then the boys hurried off, both drawing the cart.


Music as the children march around to say good-bye.
LESSON X

LOVING AND GIVING

Aim: In talks and stories of Christmas, let the aim be to fill all with the spirit of Jesus, the spirit of loving and giving. Emphasize with the children the part they may have in making their friends happy, and not only their friends at home. Try to have them give to a group of less fortunate children gifts of toys and clothing.

SERVICE OF WORSHIP

Quiet Music. (New Christmas hymn played through two or three times.)
Offering. Prayer.
Hymns.
   "Thanksgiving Hymn."
   "Sing a Song of Gladness."
   "All Things Bright and Beautiful."
Prayer.
   "Father of All."
Suggested Hymns.
   Begin to learn new Christmas hymn.
   "The Little Lord Jesus," Luther (see page 44).
   "Once a Little Baby Lay."
See page 10 for method of teaching a new hymn.

Conversation Period. When we came back to Sunday School what time of the year was it? Yes, it was fall. And all the fall we have talked about getting ready for winter. Last week we had a Thanksgiving Day, when all the harvest is gathered in, and we remembered to say "Thank you" to the Heavenly Father because he has helped us to get ready for the winter that is coming.
Now what month is it? Yes, December. And what great holiday will come in December? What is Christmas Day?

(Listen to suggestions and stories of Christmas, and what the children want for Christmas, asking why Santa Claus comes to bring them presents.)

Would you like to know why we have stories of Santa Claus, and why we have a Christmas every year? I am going to tell you a story about the very first Christmas. There was a time when year after year evergreens grew in the woods, but no one gathered them, no one paid any attention to the red holly berries. Boys and girls never heard of a Christmas carol, tree or gift, for that was before the first Christmas, when Jesus came.


Verse. "Glory to God in the highest, and on earth peace, good will toward men." (Luke 2: 14.)

**Story of the First Christmas**

There was once a beautiful young woman named Mary, who lived with her husband, Joseph, in a little town called Nazareth in a long-ago and far-away time.

One day in the springtime, when Mary was alone, she suddenly saw that the room was filled with a strange and wonderful light, and, turning, she saw an angel standing near by. It all seemed so strange and unusual that Mary was frightened. But the angel said unto her, "Fear not, Mary," and then the angel told his message. He told her that God was going to send her a little son, a little boy baby whose name should be Jesus, and the angel said, "He shall be great and shall be called the son of the Highest." And when the angel had gone Mary felt very happy, thinking of what he had told her.

After that, the springtime changed to summer and summer to fall time when the harvest is gathered in, and it came time for all the
people in that country to go on a journey to be taxed or counted, each to his own village where he had been born. Now Mary and Joseph had to go to a little town called Bethlehem. It was a long journey, and traveling was slow in those far-away days. Mary rode on a donkey and Joseph walked by her side and carried a stout, strong walking stick to help him over the rough roads. It was night when they finally came to Bethlehem and they had traveled so slowly that many people were there ahead of them, so many that there was no room for them to stay in the little inn or hotel. Even the yard outside the inn was filled with men and animals, camels, donkeys, sheep and cows. Joseph knew that he could sleep out of doors, but Mary was so weary that he wanted to find a place where she could be warm and rest well. So he finally found a cave back of the inn on the hillside. It was used for a stable where the cows and donkeys and nice woolly sheep slept, and there on the soft, sweet hay Mary and Joseph rested, and that very night the little baby Jesus was born. Mary wrapped him in swaddling clothes and laid Him in a manger. Mary hadn’t a cradle, so she put Him in a box filled with soft, sweet hay. Wasn’t that a strange bed for a little new baby? I think, though, that He was happy and comfortable there. Out on the hills in the darkness the shepherds heard that Jesus was born.

That was the first Christmas and it was such a very happy night that the angels sang a beautiful song:

“Glory to God in the highest,
And on earth peace, good will toward men.”

For you see that little baby Jesus wasn’t always a little baby. He grew to be a little child, then a big boy and a man and always He was so kind that all people who were sick, or poor, or in trouble of any kind crowded around Him for help. He healed the sick, helped the blind to see, the deaf to hear, and the lame to walk. He helped more people than any one who lived before or since, and for this reason every year we celebrate His birthday and this is Christmas day, the happiest, gladdest day of all the year.
Begin today to plan with the children some enterprise of Christmas giving. The stories of Santa Claus with all their embellishments are brought to our children each year, and too often Santa Claus means simply some person, or a good fairy, who is just waiting to bestow upon each child the gifts that he wants most.

At this time the teacher may suggest that each child may be a Santa Claus, by saying, perhaps: "Did you know that each one of you can be a Santa Claus? Why, any one can be a Santa Claus! All he has to do is to plan a surprise for some one, a surprise that will make some one very happy. For you know that is just what a real Santa Claus does. Could each child in this class be a Santa Claus this year?"

Suggested plans are:
1. To fill stockings with toys and send to a needy family.
2. To make decorations for a Christmas tree and send small tree and decorations to a family that would otherwise have no tree.
3. To have the children bring gifts for children in a nursery or hospital. Suggest that they select from their own toys at home those that are in good repair and that they enjoy still, but would like to give away. Also suggest gifts of clothing.

Suggestions for Christmas tree decorations are: Chains made of gold, silver, red or green paper. Chains may be made of strips of paper cut five by three-quarters inches, the ends lapped over each other and one link slipped within the other before the ends are pasted. Strings of popcorn and cranberries make attractive decorations. Also gilded nuts. Small stockings made of tarletan and sewed over and over with bright colored worsted may be filled with sugar popcorn and a candy cane. Gold, silver, red or green lanterns may be made from five-inch squares of paper.

**Directions for Making the Lanterns.** (These directions are given for clearness for the teacher, not as a way of procedure with the children.)

Place the five-inch square of paper with an edge toward you. Fold front and back edges together to form an oblong. Cut slits on the folded edge one-quarter to one-half inch apart. Open the paper with
slits running up and down and after lapping the edges over, fasten

the corners at the top together and the corners at the bottom together with paste. Use a narrow six-inch strip of paper or a thread for a handle.

A large star of gold or silver may be put at the top of the tree. Squares of paper and materials for chains may be purchased from Milton Bradley Co. or any stationer.

**Table Period.** Mounting Christmas picture "The Christmas Tree," provided with this course.


**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music** as the children march around to say good-bye.
LESSON XI

CHRISTMAS LESSONS

LOVING AND GIVING

Aim: To make the Christmas experience of the children that of joyful giving as well as joyful receiving, and to extend this interest to persons outside the family circle.

SERVICE OF WORSHIP

Quiet Music. Christmas hymn.
Offering. Prayer.
Greeting. Good-morning song.
Hymn. Christmas hymn.
Prayer. "Father of all, in Heaven above."
Verse. "Glory to God in the highest, and on earth peace, good will toward men." (Luke 2: 14.)

Conversation. The children will by this time be full of plans and ideas for their own Christmases. What each child wants for himself will greatly concern him. But after letting them talk a minute or two bring them back to the story told last Sunday.

Who remembers the story we had last Sunday? Yes, it was about the little baby Jesus. Did we ever have a Christmas before the Christ-child came? No, he brought with him the spirit of love that makes people each year want to make their friends happy on Christmas Day. Yes, and Santa C'aus comes to fill children's stockings and bring Christmas trees. Do you remember that last week we said that each child could be a Santa Claus? How can you be a Santa Claus? All of these little children who go to weekday kindergartens — John, Mary, Helen, Ruth, Alan, etc., are making surprises for their fathers and mothers there, and the others are planning surprises at home. And you know each one of us can play Santa Claus by bringing gifts to send to ——— Hospital
CHRISTMAS LESSON

or ———— Day Nursery for the little children there. Will each one of you surely bring something? A toy, or perhaps mittens or a nice little cap or coat? And what kind of things will you bring? Perhaps John will speak up quickly and say, "Old things that we don't want any more." Then appeal to the others to see what they think, and then ask them if a real Santa Claus would be satisfied to give merely broken or worn-out things. No, indeed, a real Santa Claus would give away something that he himself enjoyed very much looking at and playing with. So look your things over and pick out something that you think another little child would enjoy and that you would like to give away. (Name place and time when things may be brought to the school.)

Rest Exercise. Ringing imaginary Christmas bells. Trimming imaginary Christmas trees.

Table Period. Making Christmas cards for parents (see page 30), or drawing Christmas pictures. (Simply ask the children if they would like to draw a Christmas picture.) Sometimes Christmas trees with their decorations are drawn, and underneath are put pictures of the gifts the children bring to give away.

Again, we draw pictures illustrating the first Christmas. For example, I have in mind two pictures — the first the outline of a stable with a window and a closed door. Overhead was a dark blue sky, "for night," Katherine said. She explained that Joseph, Mary and the baby were inside and could not be seen. On the window was drawn a yellow star. She explained that Mary and Joseph were looking through the window and saw a beautiful star.

The other picture was also the crude little outline of a stable, with marks in one corner indicating Mary, Joseph and the baby. Overhead were the blue sky and stars. And leading up to the stable was a "slanting path, because it was on a hillside," Sanderson explained. On the path were drawn three or four sheep, "all going home to rest." The finishing touch put on the picture was apparently an afterthought, a room was added to the stable and in it were several unintelligible lines, "his playroom and his toys," Sanderson said. Surely these the little Jesus should have had.
These pictures were drawn by five-year-olds, and we have had many more equally interesting.

**Story Period.** Repeat the story of the first Christmas.

**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music** as the children march out.

References for other Christmas stories:

- **A Story of the Christ Child.** Elizabeth Harrison. Chicago Kindergarten College.
- **Why the Chimes Rang.** Raymond McAlden. Bobbs, Merrill Co.
- **The Candles.** Hans Anderson. The best version of this story is in "Fairy Tales" by Edna H. Turpin.
LESSON XII

CHRISTMAS LESSONS

LOVING AND GIVING

**Aim:** To show the children that the spirit of Christmas is the spirit of loving and giving, and to encourage them to have a part in Christmas giving at home and to friends outside.

**SERVICE OF WORSHIP**

**Quiet Music.** Music of the Christmas hymn.

**Offering.** Prayer.

**Greeting.**

**Hymn.**

- "All Things Bright and Beautiful."
- "Sing a Song of Gladness."
- "Thanksgiving Hymn."
- "Guard Thy Children."

**Verse.** "Glory to God in the highest, and on earth peace, good will toward men." (Luke 2: 14.)

**Prayer.** "Father of all."

Continue learning the new Christmas hymn, listening to the music first; then repeat the words, before trying to sing the hymn. Be sure that the pupils know each word and what it means.

**Conversation.** Let one of the children tell the story of the first Christmas and the first Christmas present. Who was the first Christmas present? Follow this with an informal conversation about preparations for Christmas at home, at kindergarten and in the Sunday School. Emphasize the part the children are to have in giving and making others happy. Too often they are encouraged to think only about the things they themselves are to receive. These
little children are not too young to feel the real joy that comes from giving to others, not giving of things bought and planned by older people, but things they have made or earned the money to buy. If the pupils are not planning to make gifts for parents in day kindergarten or to buy them, the teacher may help them by preparing Christmas cards which they can make for parents at the handwork period. A card easy to make would be a Madonna picture (Cosmos or Perry picture), pasted on a mount (see page 30).

When the question of giving away toys of their own comes up, help them to want to give toys that are in good repair, things they still enjoy playing with, not old, broken and cast-off things, but toys that will be enjoyed by other children as much as the original owners have enjoyed them.

**Rest Time.** March or other exercise.

**Table Period.** Drawing of pictures by the children. If the teacher prefers to have the children mount a picture “Good Tidings of Great Joy,” or “Madonna” (both Cosmos pictures) may be secured from the New York Sunday School Commission.

**Story Time.** Story of the Shepherds. (Luke 2: 8-20.)

In the same country where this little baby Jesus was born, and that same night, there were some shepherds out in the fields taking care of their sheep. In that country fields are green and sheep can feed all winter. It was necessary for the shepherds to watch over the sheep at night as well as in the daytime, for sometimes wolves would come creeping down from the woods and carry off sheep and little lambs.

The shepherds were watching the sheep out on the hillsides that night. It was very dark and still, with just the stars overhead to give light, when suddenly there came a very bright and wonderful light, so bright that the night became like day, and the shepherds fell on their faces and were very much frightened. But an angel’s voice spoke to them and said, “Be not afraid, for behold, I bring you good tidings of great joy [good news] which shall be to all people.” And then the angel said, “For unto
you is born this day in the city of David [another name for Bethlehem], a Saviour which is Christ the Lord. And this shall be a sign unto you: Ye shall find the babe wrapped in swaddling clothes, lying in a manger.” And suddenly a great many angels sang a beautiful song, “Glory to God in the highest, and on earth peace, good will toward men.”

After the singing had stopped and the sky had grown dark again the shepherds said one to another, “Let us go to Bethlehem and see this baby.” And leaving some shepherds to watch the sheep, the others hurried to Bethlehem and there in the stable they found Joseph and Mary and the baby Jesus just as the angel had said. And the shepherds knelt down and thanked God for sending Him. And they went away and told the good news to every one they met, for you see before Jesus came people had heard that He was coming and knew that He was to bring good and happiness into the world when He came, and so they were glad. And every year, when Jesus’ birthday comes, we have a happy Christmas time.


Music while good-byes are said.
LESSON XIII

CHRISTMAS LESSON

Aim: To confirm the Christmas spirit in the children by letting them review the Christmas stories, and by letting them tell about their own experiments in giving and receiving. This expression from the pupils will help the teacher to understand each individual, and to judge how effective the preceding lessons have been.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting.
Hymn. Christmas hymn.
Verse. "Glory to God in the highest, and on earth peace, good will toward men." (Luke 2: 14.)
Prayer. "Father of all, in Heaven above."
Singing hymns already learned or rest exercise. Marching or ringing imaginary Christmas bells.

Conversation Period. This lesson will come on a Sunday very near Christmas Day, either just before or just after. If it comes before Christmas, the children will still be talking of their plans for Christmas. Possibly they will this morning have brought toys or clothing that are to be sent to children in a family in the community, to a day nursery or hospital or a home missions barrel. These gifts may be looked over if there is time, and those that are in very good repair admired. In our class each year the children take great pleasure in bringing the clothing and toys themselves, and we are all very much interested in looking over the mittens, caps, dolls and other soft toys, for we usually provide for the youngest children in a day nursery in our neighborhood.

If this lesson is given after Christmas, perhaps you will be able
to tell of the pleasure the children's gifts have given to the children to whom they have been sent. And the pupils will tell of the gifts they have given and received. Emphasize with them the idea of giving. In most homes the emphasis is far too much on what the children themselves are to receive. Each little child may, even at five years of age, know the joy of "being a Santa Claus." Let the children review the Christmas stories.

Close the talk by again bringing to the pupils the idea that with the coming of the little baby Jesus the thought of loving and giving came, and now all over the world at Christmas time we try to make our friends happy on His birthday.

Repeat "Glory to God in the highest, and on earth peace, good will toward men."

**Table Period.** Drawing Christmas pictures.

**Story Period.** Today I am going to tell you a story of Christmas bells.

**LOVING AND GIVING**

High up in the steeple hung the Christmas bells. They had hung there many, many years. On each Christmas day they had always rung such beautiful music.

One day one of the little bells cracked and could ring no more. A little new bell hung in its place. Christmas was coming very soon.

"What shall I do? I do not know how to play the Christmas music. I do not know what to ring," said the little bell.

"Never mind," said the other bells, "you will know when the time comes. Just wait and listen. You will know."

So the little bell waited and listened. The street below was full of people, many people, some coming this way and some going that. At night time the street was full of lights. Some were in the trolley cars and some were in the store windows, and on automobiles.

But the little bell liked best to watch the people passing, and to hear what they said, for he was waiting to learn what to ring on Christmas Day.

An old man was passing, somebody's grandfather. His arms
were full of bundles. The little bell could hear him saying, "Now I have something for little John, and for the baby, and won't they be surprised!" and he laughed.

Then came some boys and girls hurrying home from school, talking and laughing together.

"Oh, I have something to give to mother and to father," said one. "And I have something for grandmother," said another.

The little bell could hear them each telling of what they were going to give.

Soon came a good mother, walking past with such a happy look on her face. There was something for every one at home, father, mother, sisters and baby.

The little bell watched them all and listened and thought.

At last Christmas Day came and the Christmas bells began to ring. All the people stopped to listen to the beautiful music of the ringing.

Then the little bell knew what to say, and it rang out:

Loving — giving
Loving — giving

And all the other bells rang the same story:

Loving — giving
Loving — giving

Wasn't that a beautiful message to ring? If you hear Christmas bells ringing see if you can tell what they say.*

Dismissal. Prayer. Good-bye song. Giving out the Christmas cards the children have made for parents, and letters for parents.

Music for marching out.

*This story was kindly furnished to the author by The Brooklyn Free Kindergarten Association.
LESSON XIV

JESUS’ BOYHOOD

Aim: To influence the everyday life and conduct of our pupils by showing them something of what Jesus’ life as a little boy may have been, emphasizing His thoughtful, kind and loving nature, and His happy, helpful childhood.

SERVICE OF WORSHIP

Quiet Music.
Offering.

If at this time the children are ready to choose new objects to which the weekly offerings shall be sent, ask them for suggestions. They may know of people whom they may help by sending money. In our Beginners’ class recently, several dollars had been sent to a Day Nursery to buy milk for the babies, and it was time to decide where our next offerings should be sent. Several suggestions came from the children, such as continuing to send milk to the Nursery; to send pictures and flowers to a hospital; and one little boy said he would like to send part of our money to a Japanese kindergarten. When Alan was asked about the kindergarten he said, “It is a kindergarten in a country called Japan, and it is far away. My mother knows about it, and my brothers and I send money there.” And so an opportunity opened for us to be interested in little friends far away. We followed up Alan’s suggestion and found out from Alan’s mother about the kindergarten. A later lesson tells how our interest in the Japanese kindergarten grew.

In another group the children insisted on sending money to the Nursery all the year, “because babies need milk every day.” They also wanted to send money for Belgian babies, “because they haven’t anything,” and to China because of the interest of the rest of our
school in a project in Nanking about which the Beginners heard
during a chapel service in which they were joining with the whole
school.

In still another group the interest in foreign missions came through
a child whose grandmother and aunt had been missionaries to Japan.
And so we have found it possible many times to take the children’s
suggestions, follow them up, and use them.

As has been said before, unexpected opportunities for training in
service at home and farther away will come, and the interest and
responsibility will be the greater when the objects for service are
within the children’s experience, and the decision as to where the
money shall go has been their own.

Hymn. Christmas hymn.

“Happy New Year to You,” may be sung to the music of the
Song of Greeting.

Prayer. “And now, before my prayer is said,
I'll close my eyes and bow my head.”

“Father of all, in heaven above,
We children thank Thee for Thy love.
Our food, our homes, and all we wear
Tell of Thy loving care.” Amen.

Singing. One of these songs may be sung:

“Rain Song, “Rainy Day.” SMALL SONGS FOR SMALL
SINGERS. Neidlinger.

“Snow Song,” page 89, SONGS FOR LITTLE PEOPLE,
Danielson and Conant, Pilgrim Press.

“Sunshine Song” (see page 42).

“Weather Song” (see page 9).

If there is snow on the ground, ask the children what it is covering.
Yes, it is covering the grass, the seeds and flowers. I know a verse
that says: “He sendeth His snow like wool.” (Ps. 147: 16a.) Who
sends the snow? Yes, our Heavenly Father sends it. Last fall we
said that wool was warm. Is snow warm? It doesn’t seem warm
when we touch it, but the snow blanket does protect from the cold all of the things under the ground that are sleeping and resting.

Shall we sing a snow song?

“Snow Song,” page 89, SONGS FOR LITTLE PEOPLE. Danielson and Conant.

Review of verses already learned.

Conversation Period. Do you remember the Christmas stories we heard about the little baby Jesus? Could any one tell us about Him? Let the children tell the Christmas story. Do you suppose He stayed a little baby? No, indeed, He grew and grew just as the little babies in your homes grow. What makes them grow? Yes, the sunshine and fresh air, and food and sleep make them grow just as these things make you grow. And so Jesus’ mother took such good care of Him that He grew to be a bigger baby and then a little boy. Do you remember the beautiful song the angels sang the night Jesus was born? Let the children repeat “Glory to God.”

I have some pictures that artists have painted of Jesus. They painted pictures as they thought He may have looked. They never saw Him.

If possible, show these pictures (Cosmos Picture Co.):

“Head of Christ.” Hoffmann.

“Jesus with the Doctors in the Temple.” Hoffmann.

“Christ in the Carpenter’s Shop.” Muller.

“The Boy Jesus in the Carpenter Shop.”

Or any other good pictures of the boy Jesus.

Now would you like to go to the table and mount a picture for your books? Afterward I am going to tell you a story of Jesus when He was a boy.

Table Period. Mount fifth picture in series, “Prayer.”

Rest Exercise. Ringing church bells.

Story time. Would you like to hear a story about Jesus when He was a little boy?

In a little town called Nazareth, Jesus lived with His mother and father and His brothers and sisters. Nazareth was a beautiful
place, and all about there were hills and trees and gardens with flowers and birds.

But, oh, how different Jesus' home was from the house you live in! It was a small, white house with perhaps vines growing over it, and a garden with roses, mignonette and other sweet-smelling flowers. There was only one room and not even one window, and not very much furniture. On the outside of the house there was a stairway that led to the flat roof. Sometimes in good weather all the family slept on the roof, not in beds, but right on the roof, each rolled up in his blanket.

Sometimes, when Jesus had grown old enough to do errands, His mother would call to Him and say, "Jesus, will you go and bring some water for dinner?" And He would say, "Yes, mother," and go quickly. Now where do you suppose He had to go to get the water.

No, not to the faucet in the kitchen, for there wasn't any water in the house. Each time the family wanted water some one had to take a pitcher and go to a well or spring in the center of the town. So that day Jesus took His pitcher and ran down the hill to the well, and there He met other people who had come with their pitchers for water.

As Jesus hurried home to His mother, the little sisters came running down to meet Him, and when they all went back together they helped the mother. When the dinner was ready the father came in from His work and they all sat down on the floor together, not at a table as we do. Sometimes they had bread baked in loaves that looked like crackers, and milk and honey or porridge with fruit for dessert.

What a busy family they must have been, for there were so many to take care of. As soon as they were old enough, each brother and sister had his work to do.

Jesus' father was a carpenter and I suppose Jesus was very glad, for all little boys like to learn to use tools and to make things with wood. Joseph, Jesus' father, worked at his bench in front of the house all day. At first Jesus only played with the scraps of wood,
but, as soon as He was older and His hands were strong enough, it
was necessary for Him to help His father earn money to buy food
and clothing for the children. And so Jesus and His father made
yokes or collars for the oxen, benches, chests and other things, and
sold them. And so sometimes, when Jesus would much rather have
played, His father called Him to help work, and He always went
quickly, because He thought quickly and knew that His father
needed Him.

But when He did play, what a good time He had! No one could
run faster or play harder than He, and He shouted and danced and
sang with the other children. They liked to play with Him, because
He always seemed to be a friend to everybody. He shared His
things and showed the other children how to play, and he helped the
little children and the children who were frightened or hurt, and so
the children never had as good a time when Jesus was not playing
with them.

The days were very full, for beside helping His father and mother,
and playing, Jesus went to school and learned His lessons and heard
Bible stories and learned Bible verses, and on Saturday He went to
the synagogue, for that was the church.

And so day after day and year after year Jesus grew taller and
stronger, and He loved the Heavenly Father and He loved and helped
His friends.

Some day you will hear many stories of the things Jesus said and
the things He did and of how many people love Him and try to be
like Him.

Dismissal. Good-bye song. Prayer: "Heavenly Father, help us
to be kind and helpful as Jesus was when He was a little boy." Amen.
Giving out letters for parents.

Music.
Aim: To influence the everyday life and conduct of our pupils by showing them something of what Jesus’ life as a little boy may have been, emphasizing His thoughtful, kind and loving nature and His happy, helpful childhood.

Service of Worship

Quiet Music.

Offering.

Prayer. Talk with the children again about the money they have brought. Have suggestions as to where they may send it, ready for them, if they do not make any. A decision may be postponed for two or three Sundays.

Song of Greeting.

Hymn. Let the children choose a hymn.

Prayer. “Father of all.”

Let the children choose songs to sing, by letting one child at a time whisper to the pianist the song he would like to sing.

When the pianist has played the song, all of the children who know which one she is playing may stand in front of their chairs. In this way the teacher may find out how many children know words and music.

Conversation Period. Now that winter and cold weather and snow have come, where are all the flowers, grass, and plants that we see growing in the summer? Yes, they are having a rest time and are hidden away under the snow and leaves. (If as yet there is no snow the conversation can be left till a snowy Sunday comes.) Did you know that the snow is very good for plants? Although it seems very cold to us, it is a very good covering for the grass and plants, for it keeps them warm.

How about all the birds that we saw last summer? Where are they? Yes, a good many have flown away to the south. But do
you see any birds flying around? (Let children tell of birds they see.) There are pigeons, and sparrows, and chickadees, and other birds that stay all winter. Do you ever remember to feed them? I know a little boy who helped take care of the winter birds. He filled some little baskets with seeds and crumbs, and tied them on the branches of one of the trees in a park near his house and then he tied pieces of suet and meat to the branches, and really made a Christmas tree for the birds. Wasn’t that a good way to help take care of them?

You children could do that, couldn’t you, or you could throw crumbs on the ground near your houses? For sometimes the little birds that stay all winter have a pretty hard time to find enough to eat, and they need our help. If you could build a bird house and put it in a tree or on a pole in your yard perhaps some little birds might like to live in it all winter. For some of the birds would stay all winter if they could find warm places and plenty of food.

Do you remember the story we had last week? Have you thought about the little boy Jesus this week, and remembered to be kind and thoughtful as He was? (Let the pupils tell if they have remembered.)

After we have had a march I am going to tell you the story of Jesus again.

Rest Time. March.

Story Time. Repeat the story of Jesus’ boyhood told last Sunday.

Table Period. Drawing winter pictures, or making baskets for seeds or crumbs for birds.

(Strong wrapping paper may be used. Corners may be cut on four or six inch squares and pasted and handles, one inch pasted on.)
LESSON XVI

JESUS AND THE LITTLE CHILDREN

Aim: To show the love of Jesus for children so that it shall awaken in these pupils an answering love toward Him.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.
Greeting. Song of greeting.
Hymn. Christmas hymn.

"Away in a Manger," Luther, or
"Guard Thy Children."

Prayer.

How many of you know the Lord's Prayer? (Probably a few children will know it or part of it.) Do you know who thought of that prayer? It was Jesus' prayer. When He had grown to be a man He had some good friends, who went about with Him doing good, and Jesus taught His friends this prayer to say to the Heavenly Father. Would you like to learn the Lord's Prayer? I am going to tell you the words, and then shall we all bow our heads and close our eyes while we say the prayer together?

The teacher may repeat the Lord's Prayer and then let the children repeat it with her. (See "Teaching Beginners to Pray," page 26.)

Let the children choose one or two of the hymns already learned.

Conversation Period. Have any of you remembered this last week to feed the winter birds? (Take a few minutes to find out if the children have remembered and what they did.)

(Note.) Here is an instance of how all of the children tend to fly
off when one child is suddenly diverted by something and of how they may be brought back to the original conversation.

Suddenly Marion looked toward the tables. "What are we going to do today?" she asked. "I want to paste a picture," Helen said. Then John called out, "But I want to take my pictures home every Sunday." "So do I," chimed in one or two others. "My brother got a picture book for Christmas. It is about Robinson Crusoe." "We have a book about Robinson Crusoe, too," etc. All of the questions and statements came in rapid succession. Then Helen and one or two others reiterated that they wanted to take pictures home. The teacher waited patiently for a moment and listened to what was being said, then explained again the reasons for leaving the pictures until the end of the year.

The children were then ready to resume the conversation.

Recall briefly the stories of Jesus already told, letting the children tell them, and show the pictures, Christmas pictures and pictures of Jesus' boyhood. Repeat the angels' song, "Glory to God in the highest and on earth peace, good will toward men."

When Jesus grew to be a man He did not stay at His home in Nazareth, but went about the country helping people who were in trouble, talking to them and telling them stories, and making sick people well. So that wherever He went crowds of people followed Him and were glad to see Him.

If available show picture of "Jesus Blessing the Little Children," by Plockhorst.

Would you like to paste a picture of "Jesus and the Little Children" for your books? While you are pasting it look very carefully at the picture. Then at the story time I will tell you a story about it.

**Rest Time.** Short march.

**Table Period.** Drawing, or, if the teacher wishes, the children may mount the picture, "Christ Blessing Little Children," Plockhorst, Cosmos Picture Co.

**Story Time.** "Jesus and the Little Children," (story material, Mark 10:13-16.)
Verse. "Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God." (Mark 10: 14.)

Jesus AND THE LITTLE CHILDREN

In that long ago time when Jesus lived on the earth, in that same country there were fathers, mothers and children, big boys and little boys, big girls and little girls and babies.

Everywhere people were talking about Jesus and many people had seen Him and heard Him. The mothers told their children stories about Him and about the wonderful things He did — how He helped the sorry and sad people to be happy; how He helped the sick people to get well and how He talked with the people and told them stories, stories they liked so well to hear that great crowds of people used to gather together wherever Jesus went. When He talked to them they kept very quiet and listened.

Now some mothers told their children that if ever Jesus came near enough they might go to see Him, and perhaps He would talk to them, and they could talk to Him.

Oh, how happy those children were, for children like to go to see people who are going to be glad to see them. Every day I suppose they asked their mothers when they might go and every night they wanted to hear stories about Him.

At last one day Jesus did come near enough so the children could be taken to see Him. They got up early and dressed so carefully in their best clothes, and were all ready before it was time to go. The babies all had to be carried and the little children took hold of the mothers' hands. The big boys and girls ran on ahead and wondered who would see Jesus first.

Presently they came to a place where there were a great many people all standing very quiet and listening to some one who was talking. Then one of the children cried, "There He is!"

And they heard Jesus' voice and saw His kind face as they pushed through the crowd of people to get to Him. And how glad they were to have found Him.

But just then some men stepped up and spoke very crossly to
the mothers and children, and said, "Go away from here, Jesus is busy with grown-up people, He cannot be bothered with children. You cannot stay here."

The mothers and children were all ready to cry, they felt so badly to be so near Jesus and then to have to go away without having Him speak to them.

Then they heard Jesus speak. He was not pleased with the men who had spoken unkindly to them. And He said, "Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God."

What do you think that meant? Yes, "Suffer the little children," etc., meant, "Let the little children come to me, don't send them away, for they are a part of God's family."

And so Jesus went towards the frightened mothers and children and talked to them and took the children in His arms. Even the shyest one was not afraid of Him, for He knew just how to talk to them and perhaps He told them stories. The children were very happy and they gave Him the pretty flowers they had picked on the way. And don't you think they may have invited Him to visit them?

Shall we say again, "Suffer little children"? Repeat the verse with the children. Shall we try this week to make some one happy by being kind and helpful?


Music while good-byes are said.
LESSON XVII

JESUS AND THE LITTLE CHILDREN

Aim: To tell again of Jesus' loving relationship to the children and His way of showing that all children are part of God's large family.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.
Greeting.  Song of greeting.
Hymn.
Prayer.  Lord's Prayer.

Again repeat the words for the children and ask them who thought of the prayer. The children can understand just a little of the meaning of the prayer.

Tell them that "Thy kingdom come" means that the Heavenly Father wants love and kindness to be everywhere in the world in His family. "Give us this day our daily bread" will have meaning for them. Explain that trespasses are the wrong things we do every day, and in this prayer we tell the Heavenly Father that we are sorry that we have done them. Do not try to explain more than they can take in. The meaning of the prayer must grow with them as they grow in years and experience. Be sure that every word is understood. "Hallowed be thy name" was understood by one child as "Harold by Thy name!" Another child interpreted "Forgive us our trespasses," "Forgive us our fusses as we forgive those that fuss against us." "Deliver us from evil." "Deliver us from eagles."

Sing a rain, snow, or sunshine song, depending on the weather which it shall be, and sing other hymns.
Conversation Period. At this time of the year it may be well to suggest to the pupils that they bring pictures to mount to send to the sick or crippled children in a hospital. Earlier in the year there are the Thanksgiving and Christmas gifts to be thought of and planned for. The teacher may have a few pictures to show to the children. Tell them to be sure to bring pretty pictures, colored ones—pictures that they themselves would enjoy looking at. (See page 29.)

This year our children brought a most interesting and attractive collection of pictures. Each Sunday a few children remembered to bring pictures. The collection was large enough so that for several Sundays we mounted them at the handwork period. (See “Handwork for Beginners,” page 28.) Late in the spring we had enough to send to a children’s hospital, where they were greatly appreciated by the little invalids.

Spend a little time talking about the pictures, where the children may find them—in magazines, postcards, etc. A special message may be sent to the mothers in the weekly folder telling them of the plan.

Do you remember a verse we had last Sunday? It began “Suffer little children.” Could any one say all of it? (Since it was sent home on the folder last Sunday perhaps some of the pupils have learned it at home.) After the verse has been repeated, ask who said these words and what they mean.

Show the Plockhorst picture of “Christ and the Little Children.” Have you tried to be kind and loving this week, and helpful as Jesus said that the Heavenly Father wanted all children to be?

See if the children have thought about the story during the week. Ask them if they told it to some one at home.

At the story time would you like to hear that story of Jesus again? When we go to the table, would you like to draw a picture of one of the stories of Jesus?

Rest Period.

Table Period. Drawing. (Pictures as suggested above.) To the adult the pictures will be crude, but the children will draw them
with interest and sincerity. In illustrating by drawings the stories told to him, the child is clarifying his images and ideas. He draws things as he knows they are, while the adult draws things as they appear. For example: A person in a house is drawn and shown regardless of the wall. The child's sense of the beautiful is very primitive and crude. Mr. Earl Barnes says that what is joy to the child is artistic agony to the adult. Let us keep in mind the child's point of view in the drawing as in everything else. The teacher may help sometimes by a suggestion as to colors, proportions, etc. Often the child himself is dissatisfied with a first effort. In this case give him another sheet of drawing paper so that he may try again. Or the criticism may come from other children in the group when they compare drawings. In these ways the pupils will grow in power to think and to express more clearly in their drawings.

Story Time. Repeat story of Jesus and the little children. At the end let the children repeat the new verse: "Suffer little children to come unto me, and forbid them not, for of such is the kingdom of God."


Music for marching out.
LESSON XVIII

THE GIFT OF DAY AND NIGHT

Aim: To bring to the pupils’ consciousness the Heavenly Father’s care as shown by His gift of day and night.

SERVICE OF WORSHIP

Quiet Music. Cradle Song (see page 48).
Offering. Prayer.
Greeting. Song of greeting.
(Usually new pupils or children who have been absent are made very happy by having a special good morning sung to them. It may be sung in this way):

"Good morning, good morning,
Good morning to you,
Good morning (dear Helen),
We’re glad to see you."

Hymn. "Sing a Song of Gladness."
Prayer. Lord’s Prayer.
Shall we listen to the music of a new hymn? Then repeat the words:

"God our Father made the night,
Made the moon and stars so bright," etc. (See page 45.)

Repeat the words of the hymn, then let the children try to sing it with you.

Let the children choose other hymns.
Whenever two or three hymns are sung let the children stand to sing one or two and remain seated for the next, in order to prevent weariness or restlessness from staying in one position too long.
Conversation Period. What does the new hymn tell about? (Let the children name the things.) Yes, it tells about the sun, the moon, the stars, and the clouds. And who gave us all of those things? Yes, our Heavenly Father.

When do we see the sun? Does it shine every day? (Most of the children may say that it does not shine every day, but surely some one will know that it is still shining and gives us light even when the clouds hide it from us, and we cannot see it.)

When do we see the moon and stars? Yes, at night, and sometimes we see the moon in the daytime. Do you know why we never see the stars in the daytime? Yes, because the sun is so much brighter.

Which do you like better, daytime or nighttime? Why do you like daytime better? Yes, because you can work and play and go to school. But aren't you glad to have a nighttime when we can rest? Think how tired we should be if we never had a nice, quiet, dark rest time!

Does every day bring a light time and a nighttime? Yes, each day brings both, and each day we need a time to work and play and a time to rest.

Think about it every day this week and see if you are not always glad when morning comes, and just as glad when nighttime comes, "that brings the time for rest," and let's remember that the Heavenly Father gave us both each day because He knew it was best for us. I know a verse that says, "The day is thine, the night is also thine." (Psalm 74:16a.) Let's remember that the Heavenly Father has given us both day and night and that He is watching over us whether it is light or dark.

Rest Time. March.

Table Period. Make a night picture. Use any dark blue paper cut to seven inches by nine inches.

Let the children paste on small gold stars which may be purchased in small boxes at any stationer's. A moon cut from gold paper by the teacher may be pasted on the blue mount, also, to com-
plete the night picture. These smaller mounts may be pasted on those to be used for the books.

**Story Period.** How many children have ever been out of doors in the night? Can you see to walk around? What gives you light? Yes, the street lamps make it light along the streets. Have you ever been out of doors in the country in the evening where there are no street lights? What gave you light then? Yes, if it was a clear night you could see the stars and perhaps the moon and in the city you can see the moon and stars, too.

Did you ever hear these verses:

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"Twinkle, twinkle, little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.

When the blazing sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle all the night."
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Now I am going to tell you a story about a little boy who watched for the night to come.

"Mother, I've never seen the night come," a little boy said to his mother one day. "Mayn't I stay up to see the dark come sometime?" And his mother said that he might.

You see, Dick always went to "bed by day" like the little boy in the story. To be sure he had often wakened in the night or early in the morning when everything was dark and still. Sometimes he had felt a little afraid of the dark, but his mother always told him that it was God's night and that he was just as safe at night as when it was light, for the Heavenly Father was always watching over him.

One very hot day in summer Dick's mother said to him, "If you will take a long nap today you may stay up to see the night come."
"May I stay out of doors to watch for it?" Dick asked.

"Yes," said his mother, "and just as long as you want to."

Dick slept so long that afternoon that it was nearly his supper time when he woke up. After supper he went out in the garden to help his father water the lawn and the flowers, for grass and flowers were thirsty after the long, hot day.

When his father went back to the porch to finish reading his paper Dick sat down on the steps to watch for night to come. While he sat there he heard some robins, in their nest in a low tree near by, talking to each other before they went to bed.

Presently he saw some little sparks of light flitting about over the lawn and through the bushes.

"What are they, dearie?" he called to his mother.

"They are fireflies," she answered.

"They are playing hide and seek with me," Dick said as he chased them in and out and round and round. Suddenly he looked up through the trees and saw something bright in the sky.

"What is that bright little thing that has horns?" he called.

"That's the moon," his mother said.

"Oh, and there are some little lights in the sky, what are they?"

"They are the stars," his mother said again.

"And there are more stars and more stars," Dick cried, as he ran about looking at all the sky he could see.

"Who made the moon and stars, dearie?" he asked.

Then his mother told him that they are the Heavenly Father's moon and stars and that He made them.

It was so dark now that Dick couldn't see his father and mother on the porch, but he knew they were there.

He danced up and down and clapped his hands and called, "Oh, I love the night, I love the night, it's beautiful, it's beautiful!"

By this time his neck had grown so tired from trying to look up at the stars that he thought he would lie down on the grass.

"There are so many stars I can't count them," he said. "Does the Heavenly Father know how many stars He has?"

"Yes, He knows every one," his mother said.
Then his mother heard him say, "I love the Heavenly Father's night, I shan't be afraid any more."

The air was so soft and cool and dark and the grass such a soft bed that before he knew it Dick had gone to dreamland. He never knew when his father carried him upstairs and put him to bed. In fact, he didn't know anything more until the sun waked him up the next morning.

"Dearie," he said as soon as he saw his mother, "may I watch for the dark to come again? There were so many things to see that I had never seen before that I forgot to watch for night to come."

Shall we try all this week to remember that "the day is thine, the night is also thine," and that whether it is dark or whether it is light God is taking care of us?


Music while good-byes are said.
LESSON XIX

THE GIFT OF DAY AND NIGHT

Aim: To bring to the pupils' consciousness the Heavenly Father's care as shown by His gift of day and night.

Service of Worship

Quiet Music.
Offering.
Prayer.
Greeting.
Hymn. "God our Father Made the Night." (See page 45.)
Prayer. Lord's Prayer.
Let the children choose one or two other hymns.
Verses. "He careth for you."
"The day is thine, the night is also thine."

Conversation Period. Have you remembered this week what we talked about last Sunday? I wonder if you thought one night or one morning, when you got up and were ready for work or play, that the Heavenly Father gives us every day and every night and is watching over us all the time. How many children thank Him at night or in the morning for taking care of you? (Let the children tell you if they do say a prayer at home night or morning.)

"I am not afraid," John says. "When my mother puts me to bed every night I let her put the light out just as soon as I am in bed, for I can go to sleep better when it is dark."

Has any one seen the moon or stars this week?
"I can see some stars through my window when I am in bed," and "I sometimes wake up so early that I can see the sun just coming over the hill," says Ned.

Is it a good thing for children to go to bed early and have a long rest at night? Oh, yes indeed, it is! Why is it good for you to go
to bed early? Yes, because a good rest at night helps you to keep well and grow big and strong. And then, too, think how much more you feel like working and playing in the daytime if you have a long sleep. Show night picture.

Repeat.

"Every day the shining sun,
Rising in the east,
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.

Every night the shining sun,
Setting in the west,
Takes the light from land and sea,
Takes the light from you and me,
Brings the time for rest." *

Let the children help you say:
"Twinkle, twinkle, little star."

Rest Period. "Cradle Song" (see page 48), played by the assistant. Children rock imaginary babies to sleep and put them in their cradles.

Table Period. Mount the sixth picture in the series, "Night."

Story Time. Would you like to hear again the story of the little boy who had never seen the night come? Repeat last Sunday's story.

Dismissal. Prayer: "Heavenly Father, help us to remember that the day is Thine and the night also is Thine." Amen. Good-bye song. Giving out letters for parents.

Music while goodbyes are said.

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LESSON XX

LEARNING TO OBEY

Aim: Using faith in and love for parents, teachers, and others as motives for helping the child to obey quickly and willingly.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.

Where did we decide to send our money this time? Yes, to ——. Let's try to remember each Sunday to bring our money.

Greetings.


Prayer. Lord's Prayer.

Shall we sing "Little Lambs so White and Fair"? Who could say the words first, all alone? (Let one child repeat the words of both verses.)

What does "obey" mean?
"It means 'to go where the shepherd says to go,'" says Frances. Yes, it does. Why is it well for the sheep to obey? Perhaps Mary will say, "Because the shepherd knows a better way than the sheep do." Of course he does, he knows the safe way and the places to find green grass and fresh water.

Now shall we all stand up and sing the hymn?

Rest Exercise. Suggest that the children play shepherd and sheep. (See "Playing the Stories," page 20.)

Conversation Period. I think most of the sheep we have just had in this room followed their shepherd very well, don't you? One
or two lambs went rather slowly and might have been lost, and besides they kept the others back and that wasn’t fair, was it?

Now I want to ask you a question. Every one please put your thinking caps on and listen. If you think children ever have to obey, don’t say a word; just stand up in front of your chair. Then ask different children in turn whom they have to obey. Yes, we have to obey fathers, mothers, older sisters, brothers, aunts, uncles, teachers, and nurses. Why do we have to obey all of these people? Yes, because they are older and wiser and they know what is best for us better than we can know ourselves.

John says he has to obey his father when he tells him to get up in the morning, and Helen says she has to obey mother when she calls her to put her toys away. So many times a day we have to obey people who love us and who know what is best for us.

Mary, when your nurse calls you to come to dinner, what do you think is a good way to obey? And perhaps Mary will say, “I run quickly when she calls me.” That is the very best way to obey—to answer pleasantly and obey right away, quickly.

Is it always easy to obey? No, indeed, it sometimes is very hard. Whom can we ask to help us to obey quickly? Yes, we can ask the Heavenly Father to help us, and He is glad when we obey our fathers and mothers. Will you try to remember all this week to obey? And come next Sunday and tell us whether you have remembered.

**Table Period.** Mounting pictures to be sent to a hospital or nursery. (See “Handwork,” page 28.)

**Story Period.** Now I am going to tell you a true story about a mother duck and her twelve ducklings. Have you ever seen ducks? If possible, show a picture of ducks.

**How Twelve Ducklings Learned to Hide**
**George A. Coe**
*(By permission of the author)*

Once upon a time, at Lonely Lake, a mother duck had twelve little ducklings. Ducklings are ducks’ little children. Each little duckling was about as big as your two hands when they are clasped together.
Every morning, mother duck went out with her twelve ducklings to get a dinner for herself and her little ones. She would swim along on the top of the water, and the twelve ducklings would swim after her. Whenever a duckling got tired — for they were not used to swimming very far — what do you think happened? Mother duck just let the tired duckling get on her back and ride.

One day, when they were all swimming along by the shore of Lonely Lake, mother duck looked back and she saw a great Big Thing coming toward her and the ducklings as if it were going to catch them and eat them up. "Children," she said, "there's a great Big Thing coming after us! We must hide ourselves. Come with me, every one of you!" Then the little ducklings went after her exactly as she told them to. Not one of them said, "I don't want to!" Not one of them hung back, but every one just went. They all went and hid themselves under a maple tree by the shore of the lake. "Children," said mother duck, "don't one of you stir! Don't one of you make a sound! Don't even whisper!" And not a duckling stirred, not one of them made a sound, not one of them even whispered.

Then mother duck looked out from under the maple tree to see where the Big Thing was. And there it was, coming right toward her and the twelve ducklings. "Children," she said, "it's coming! We must run! Follow me, every one of you!" Then the little ducklings went after her, exactly as she told them to. Not one of them said, "I don't want to!" Not one of them hung back, but every one just went. They were not old enough to fly through the air yet, but they partly flew and partly swam, and they went very swiftly, trying to get away from the Big Thing.

But the Big Thing was very strong and swift, and when mother duck looked back again, there it was, still coming after her and the twelve little ducklings. "Children," she said, "it's coming after us again! We must hide once more. But this time we won't hide under the maple tree, but we'll hide among the rocks under the pine tree in the bay. Come with me, every one of you!" Then the little ducklings went after her exactly as she told them to. Not one
of them said, "I don't want to!" Not one of them hung back, but every one just went. So they hid themselves this time among the rocks under the pine tree in the bay.

Then mother duck looked out from among the rocks under the pine tree in the bay to see where the Big Thing was. And there it was, coming right toward her and the twelve ducklings again. "Children," she said, "it's coming again. I must run, but you must stay here. Don't one of you make a sound! Don't one of you stir! Don't even whisper until I come back!" And not a duckling stirred, not one of them made a sound, not one of them even whispered. Not one of them said, "Let me go, too!" But they all did just as mother duck had told them to. And that's the reason why the Big Thing couldn't see them and couldn't hear them, and so couldn't find them.

But mother duck herself came out where the Big Thing could see her. She started right out into the lake, partly flying and partly swimming, just as if she were only a duckling and couldn't yet fly in the air. So the big thing went after her, on and on out into the lake, far away from the ducklings who were hiding among the rocks under the pine tree. This is just what mother duck wanted. For she was fooling the Big Thing, and when she had led it way out into the lake, far away from the ducklings, she just rose in the air and flew away.

So the Big Thing didn't get either her or the twelve ducklings.

When the Big Thing was far away and out of sight, mother duck flew back toward the pine tree in the bay. The twelve little ducklings looked out and saw her coming, and they wanted to go and meet her and to shout out loud. But not one of them stirred, not one of them made a sound, not one of them even whispered, because mother duck had told them not to. When mother duck saw that they had all obeyed her, she said, "You've all been good children. Not one of you has stirred, not one of you has made a sound, not one of you has even whispered. And it's well you didn't. For if the Big Thing had seen you move or heard you speak, he would have found you. But the Big Thing didn't find any of you, and he's gone now, so we can have a good time together again. Let's all go down the shore of the lake and see if we can catch a fish for dinner."
The children will doubtless try to guess what this "Big Thing" is. They will guess everything from "a large fish" to "a giant who can walk on the water." They may have to be told that it is a boat. Give a few minutes for their comments and suggestions, but let them make the application of the story themselves.

Dismissal. Prayer: "Heavenly Father, help us all this week to remember to obey quickly and willingly those who are older and who know better than we do what is best for us." Amen. Good-bye song. Giving out letters for parents.

Music for marching out.
LESSON XXI

LEARNING TO OBEY

Aim: Using faith in and love for parents, teachers, and others as motives for helping the children to obey quickly and willingly, also showing that adults as well as children must obey.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. Let a child choose hymn.
Prayer. Lord's Prayer.
"Rain Song," "Snow Song," "Sunshine Song." Let the children decide which they shall sing.
Choices of other songs or hymns.

Rest Period. March — following leader (one of the children) and doing just as he does — clapping, or marching and obeying the music — stopping when the music stops. Let the assistant play a few bars, then stop: continue a few more bars — and then stop again, etc., until the children are rested. March back to chairs. (Note.) This rest may come in better after the conversation period.

Conversation Period. Who remembers what we talked about last Sunday? Doesn't any one remember what we were to try to do every time and quickly? Yes, we were going to remember to obey father, mother, teacher and nurse, quickly and pleasantly. How many children thought about it at home last week? If you think you did, stand up. Let each in turn tell when he did remember to obey quickly.

In our class Francis very shyly said, "I picked up my playroom quickly when mother called me and told me it was supper time."
And "I stopped drawing another time when she told me to, but I didn’t want to stop." Jean said, "I went to the store to do an errand when my mother asked me to." And so on. Many of the children had taken the thought home with them and they had carried it into the work and play life of the week.

In one case the story of "How Twelve Ducklings Learned to Hide" was taken home, and dramatized by the whole family after it had been told to them by Adele. The mother afterward told me that she simply had to say "Quack, quack," to have her little girl come quickly when she called, and she said, "Playing that story has helped us over some hard places when it was not easy to obey."

Isn’t it well to let the children realize that adults have to obey? Let them see that children and grown-ups share the problem of obedience together and that parents have to obey those who are over them just as children do. They have to obey the traffic policeman and the laws. And that children and parents together may learn to love and obey the Heavenly Father. Ask your pupils whether they think fathers and mothers have to obey. Children sometimes think obedience is an imposition put upon them.

Let them discuss the question, telling them to find out when they go home.

**Story Time.** Repeat the story, "How Twelve Ducklings Learned to Hide."

**Table Period.** Drawing. Illustrations of the story just told.

Our children’s illustrations of this story have been most varied and interesting. The ducks all carefully arranged in line, the “Big Thing,” the trees, and rocks all being represented in very original ways.

**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music** while good-byes are said.
LESSON XXII
HELPFULNESS AND HAPPINESS

Aim: To encourage cheerful loyalty in home duties and service.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. "Little Lambs."
"Sing a Song of Gladness."

Prayer. (If the Lord’s Prayer has been learned, ask the children which prayer they would rather use. Also begin to talk about making your own prayer.) Can we think of anything we should like to say to the Heavenly Father in our own way? (The first time this is suggested to the children it may meet with no response. Drop it then, but ask the children to think about it.)

Verse. The teacher may repeat:

"I wonder if any one knows
On a cloudy day where the sunshine goes?
I have heard that it chooses the queerest places,
The hearts of good children, and shines in their faces.
In their eyes it dances all the while,
On their lips it lingers, a loving smile."—Anon.

Conversation Period. A few minutes ago we sang, "Sing a Song of Gladness." What does gladness mean? Yes, happiness. How many of you are happy this morning? Why are you happy? One time these were the answers: "Because the sun shines."
"Because it is going to snow again."
"Because on the back porch there is ice cream for dinner."
"Because my mother was nice to me today."

Are you ever unhappy? Yes, they had all been unhappy, when various things had gone wrong, mostly concerning wrong things
they had done or things they couldn’t have, or do, or when people had been unkind to them.

"It makes me unhappy when I have to stay home from kindergarten," says Helen. "It makes me unhappy when I can’t go out of doors to play." "Sometimes I want to have a new toy, and my mother doesn’t get it for me, and that makes me unhappy." Why do mothers keep us home from kindergarten, and in the house? Yes, when we are not well or when they know it won’t be good for us to go out-of-doors. Do you think it is very sensible to be unhappy and make other people unhappy by crying? Why, no, just find something to do in the house and be happy playing there.

"My brother grabs my blocks away and makes me unhappy," says John. Are you always kind to him? If he is a little brother, perhaps he doesn’t know any better; you will have to be very patient with him.

Do you ever make any one happy? What do you do? (Some children did not know whether they had or not.) "I let my sister play with my doll sometimes." "I help my father." "I gave my brother some of my candy."

How many children can dress themselves and fasten all the buttons? Try this week to make your mothers happy by waiting on yourselves and by obeying quickly.

Then followed a talk about how in the home when every one is helpful and does his part every one is happy, and how we may pray to God for help.

**Table Period.** Mounting seventh picture in the series, "Child Helping His Mother."

**Rest Exercise.** March or clapping to music and learning to stop with the music. Let the assistant play a few bars of a march, then stop, etc., as was suggested in last week’s lesson plan.

**Story Time.** When night comes and it is dark out of doors, what is there to give us light? Yes, when it is clear, the moon and stars give us light, and street lights out of doors help to make the streets bright so we can see our way.
Do you know how boats sailing on the seas and lakes and rivers find their way and know how to keep off the rocks near the shore? Have you ever heard of lighthouses? How many children have seen a lighthouse? (Have a picture of a lighthouse. In one group after the talk two children brought pictures of lighthouses from home; one of them brought a picture of a lighthouse which was near his home in Beirut, and sent its light into his window at night.) Lighthouses, you know, are very often way out in the water, sometimes built on rocky islands, and they stand high so the light shines far out over the water. Would you like to hear a story about a little girl who lived in a lighthouse?

Once upon a time there was a little girl who lived with her father in a lighthouse far out in the ocean. The lighthouse was built on a rocky island and there was water, water on all sides.

Some one always must live in a lighthouse to take care of the big lamps and keep them burning brightly every night, so the ships will know the way to go and so keep off the dangerous rocks. The little girl I am going to tell you about, and her father, the lighthouse keeper, lived alone in the lighthouse. Emmy had no mother to take care of her and she couldn't go to school, for school was too far away. But she loved to work and she loved to play, although there was no one to play with. And she was very happy every day. She helped take care of the rooms where they lived and helped cook the meals. Every day she played out of doors on the rocks in the sunshine. At night, as soon as the sun had gone, she went with her father up the steps that led to the light and watched the great light when it began to shine far out over the water.

One day her father said, “Today I must go in my boat to the land to buy some things for us to eat, and a pair of shoes for my little girl. You can play in the sand out-of-doors and watch for my boat to come back, for I shall not be gone very long.”

Not long after her father had gone, Emmy looked up and saw that clouds were gathering in the sky, and presently some big drops came splashing down. Soon they came so fast that she had to run into the house. The rain came faster and faster and the wind
blew the water into great waves, and when Emmy looked through
the windows she couldn't see her father's boat coming. She then
went to get the table ready for supper, for, you see, she had to be
the little housekeeper and had many things to do that most little
girls don't have to do. But she was a busy, happy little girl, even
though she had to work and play alone so much.

After she had made the table ready for supper she found that
it was beginning to grow dark and quickly she thought of the light
which must shine for her father and the sailors, so she climbed the
stairs but found she wasn't tall enough. The light was higher than
her hands could reach. So down she went to get a chair to make
her tall enough to reach the light. A second time she climbed the
stairs and soon she made the big light shine far out over the water.
She sat down and watched it and waited a long time and listened
to the rain that beat against the windows.

Presently something else came with the storm and shut the light
in so that it could be seen only a little way off. It was a heavy
fog and Emmy knew that the fog bell must ring so the sailors could
hear even if they couldn't see. It was hard to ring that bell, but
Emmy pulled the rope for a long time, until it got so heavy that
she fell asleep.

When the moon came out and the waves went down, Emmy's
father made his boat hurry over the water as fast as he could to get
home to his little girl. He found her fast asleep with the bell rope
still in her hands, and the big light burning brightly.

How did you like that story? Yes, Emmy was a good helper
for her father and she was very happy, too. Let's see if this week
we can remember to do the things we have to do every day on time
and so make the people in our homes happy. See how many helpful
things you can do. A very good way to be happy yourself is to make
some one else happy.

Dismissal. Good-bye song. Prayer; "Heavenly Father, make
us want to be helpful and happy all this week." Amen. Giving out
letters for parents.

Music for marching out.
LESSON XXIII

HELPFULNESS AND HAPPINESS

Aim: To encourage cheerful loyalty in the home duties and service.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.
Greeting.
Hymn. “Sing a Song of Gladness.”
“God our Father Made the Night.”
Repeat: “Every day the shining sun,
Rising in the east,
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.

Every night the shining sun,
Setting in the west,
Takes the light from land and sea,
Takes the light from you and me,
Brings the time for rest.”

Does the sun come every day and go away every night? Yes, and it goes at just the right time always.
Shall we sing “Let the Merry Sunshine In”? Doesn’t it make you feel happy to have the sun shine? After some cloudy days how good it seems to have the sun shine again!
Do you remember the verse I told you once before? Repeat, “I wonder if any one knows.”
Review of Bible verses already learned.
Conversation Period. Do you remember the story we had last week about the little girl who lighted the big lighthouse lamp at just the right time?

None of you have anything like that to do, but you do have a good many other things to do. “I have to get up when my mother calls me,” “I have to get ready to go to kindergarten on time because when we go in late it disturbs everybody,” “I have to go to my lunch quickly when I’m called,” and “I have to go on errands for my mother when she asks me to,” may be some of the suggestions.

And wouldn’t it be a help to all the people in your home if you did all the things you have to do just at the right time and were happy when you did them? Is it always easy to do what we have to do? No, indeed, many times it is very hard. Who will help us when it is hard? Yes, the Heavenly Father will always help us if we ask Him.

I know something else that is very hard sometimes, and that is to wait patiently. Don’t you think it is? Sometimes we have to wait when we are in such a hurry — and if we can be happy and patient then that is a very good way to help.

“T have to wait sometimes for my mother to get my baby ready to go out,” “I have to wait till my father comes home for some one to read to me,” “I have to wait for my bread and butter lunch in the morning when I am very hungry,” and “I have to wait for my brother to get through playing with our cart sometimes, for we have only one,” etc. And if you would wait patiently each time, what a help that would be.

Rest Exercise.

Table Period. Drawing. Suggest drawing pictures of lighthouses. Have pictures of lighthouses if the children have not seen one.

Story Time. Repeat story told last Sunday.


Music.
LESSON XXIV

LITTLE CHILDREN OF JAPAN

Aim: To interest the pupils in the children of another environment in this or another country and to show how they can help their little friends far away.

(Note.) The lesson given this time must be simply suggestive and it probably could not be followed in detail by other groups.

SERVICE OF WORSHIP

Quiet Music. Instrumental music.

In our Beginners' Department a Japanese kindergartner sang a Japanese song to the children.

Offering.

Prayer.

As has been said before, a child in our Beginners' group suggested sending part of the money to a Japanese kindergarten in which his mother and brothers were interested, and for which they had been saving and earning money at home. The suggestion was followed up and we all became interested in the kindergarten. Later it was possible to bring a Japanese kindergartner to the class one Sunday morning. She came in her native costume and sat in the circle with the children. In most groups this might not be possible, and many times the children's special interest would not chance to be Japan. If one is not able to have a native of the country in which the interest has centered talk to the children story material and pictures which will be suggestive and helpful may be found.

The Little People Everywhere Series, by Etta B. McDonald and Julia Dalrymple, Little, Brown & Co., contains stories of children in many countries which may be adapted for use in the Beginners' Department. It includes "Umi in Japan," "Boris in Russia,"
“Manuel in Mexico,” “Donald in Scotland,” “Chandra in India,” and others. Suggestive material will also be found in Everyland, a magazine published monthly by Everyland, 156 Fifth Avenue, New York City.

**Greeting.** Song of greeting.

**Hymn.** Let the children choose a hymn which they want to sing.

**Prayer.** “Father of all, in Heaven above.”

Is the Heavenly Father we pray to the Father of those children way off in Japan? Yes, indeed, He loves and cares for those little children, too.

Repeat with the children:

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"Every day the shining sun,
Rising in the east
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.

Every night the shining sun,
Setting in the west
Takes the light from land and sea,
Takes the light from you and me,
Brings the time for rest."
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Does the same sun that brings the light to you and me bring the light to the children in Japan? Yes, and when the sun brings us the light in the morning, it is dark and bedtime and night time over in Japan.

**Rest Period.** Would you like to have a march now? And then Miss T——— is going to tell us about her country way over in Japan, and what the little children do there.

Have a short march, then go back to the circle.

**Conversation Period.** When the children are seated, if you have not been fortunate enough to secure some one to talk to the children about the country they are interested in, do it yourself with the help of pictures and objects and the telling of incidents about children in that country.
In the class where the Japanese kindergartner was the visitor and story teller, Japanese children were brought very close to the American children. Miss T—brought pictures of her kindergarten children in Japan, a doll dressed as they dress, Japanese shoes, chopsticks, a Japanese umbrella, a flag and other objects of common use. Her stories of the kindergarten in Japan showed that children over there and children in America have many experiences in common. Miss T's songs and hymns sung in Japanese, but with familiar melodies, were very interesting. And then we learned to make a low bow and say good morning in Japanese.

**Table Period.** Mounting eighth picture in series, "A Far-away Family."

**Story Time.** Have a story of Japanese children, or whatever other children you have chosen, told by your native visitor or yourself.

Our Japanese visitor told a story of her kindergarten children in Japan. The kindergarten included American children, which created an added bond between the Japanese children and us. Miss T—told us of their kindergarten room, their playground, the games they play, and sang for us some of their songs, the music of which was familiar to us. Pictures of Japanese children at play made it all more real to us and several of the incidents told made us realize that little Japanese children are after all very much like us. Miss T—also told us how much the Japanese children need some of our money to buy materials for their kindergartens and how much just a small amount of money will help. This made the children feel more than ever responsible for bringing money each Sunday for Alan's Japanese kindergarten. When Miss T—came to visit us a second time she told a Japanese story, "Story of Momotaro (Peach Boy)." (See illustration facing page 146.)

**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music** for marching out.
Lesson XXV

Little Children of Japan

Aim: To emphasize again the interest the pupils may have in other children farther away, and to show how the interest may be practical and helpful.

Service of Worship

Quiet Music.
Offering. Prayer.
(Ask the children where the money brought today is to be sent.)
Greeting. "Good morning, good morning."
(We also remembered to say good morning in Japanese, as Miss T——— had taught us the week before.)
Hymn. Let the children choose a hymn.
Prayer. The Lord's Prayer.
Repeat all together:

"Every day the shining sun,
Rising in the east,
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.

Every night the shining sun,
Setting in the west,
Takes the light from land and sea,
Takes the light from you and me,
Brings the time for rest."

Conversation Period. Do you remember the stories we heard last Sunday about the children in another country far away? One Sunday Alan told us about some children in Japan that he and his
mother knew about, and last Sunday Miss T——— told us about her kindergarten in Japan. What did she tell us about the children in Japan? Do they live in houses with their fathers and mothers? Yes, and every day they work and play and go to kindergarten. Do you remember the chopsticks they use instead of knives and forks? Yes, and they have rice to eat just as we do over here in America. Are their beds like ours? No, they sleep on little mattresses right on the floor, and Miss T——— says they sleep just as well as we do in our beds.

We know just how little Japanese children dress, don't we? Because we saw a doll dressed just as little Japanese children dress, with a kimono and sash. Yes, John, we did think those little shoes must be very hard to keep on. But Miss T——— says little Japanese children know how to wear them and don't lose them off.

What can we do to help those children who are our little friends, even though they are far away?

"We can send them some of the money we bring on Sundays," says Helen. Why do they need our money, Jean? Yes, the teachers need money to buy more things for their kindergarten — perhaps some blocks, or pictures, or books, or perhaps to buy some food for their kindergarten lunches. Let's remember to bring money every Sunday. Earn some extra pennies if you can, and save them to bring on Sunday.

Rest Period. March.
Table Period. Mount pictures for children in a hospital.
Story Period. Repeat story told last week.
Dismissal. Good-bye song. Prayer: "Heavenly Father, may we remember that the little children far away need our help as well as the children at home. Help us to be kind and loving this week."
Amen. Giving out letters for parents.
Music for marching out.
LESSON XXVI

REVIEW

Aim: To deepen the impressions of the past weeks by repetition of stories, songs, and verses, in order to find out how many have been remembered and which have made the strongest appeal.

Quiet Music.
Offering.
Prayer.
Greeting. Sing a special greeting to newcomers or children who have been absent.

Hymn. Let one child choose a hymn.
Prayer. Lord’s Prayer or “Father of All.”

Today we are going to sing the songs and stories we have been hearing and learning these last weeks. (Have the pianist play, one at a time, the hymns and songs sung during this quarter. After the music of each one has been played, have the children who know which song story the music is telling stand. In this way the teacher may find out whether the children know words and music.)

For instance, have the music of “Little Lambs so White and Fair” played. Then say: “All of the children who know which hymn Miss G— played stand up. Be sure you know before you stand up, and wait until I ask you to tell me.” After the children have been questioned, sing the hymn. They will be interested in listening to the music of several hymns and guessing before singing them.

Rest Period. What kind of a rest would you like to have today? The children may suggest a march, or ringing church bells. Or this may be a good time to dramatize one of the stories that have been told. See page 20, “Playing the Stories.”
Conversation Period. Who remembers one of the verses we have learned this winter? Yes, "Suffer little children" is one. Can you say all of that verse, John? Who said "Suffer little children to come unto me," and what does it mean?

Let the children repeat the different verses learned.

Then the teacher might show the pictures used in connection with the lesson stories, giving individual children opportunity to retell some of the stories.

These review Sundays have seemed to us to be very worth while. Last year in one group when these lessons were reviewed several children wanted to retell the stories. During the conversation period they told again some of the stories and held the attention of all of the group, so well were the stories told.

Table Period. Let children choose what they would like to do.

Story Time. Let the teacher tell the story the children want most to hear again.


Music for marching out.
LESSON XXVII

SHARING

Aim: To influence the children’s feeling and thought so that they may learn to enjoy sharing the good things they have with others.

SERVICE OF WORSHIP

Quiet Music. “The Seeds and Flowers.” (Easter hymn, see page 46.)
(The music of this hymn may be played so that the children will become familiar with it before the words are taught.)

Offering. Prayer.
What are we bringing our money for these Sundays? (In our group the answer would have been — for the children in a Japanese kindergarten, to buy flowers to send to a hospital, and to buy milk for the babies in our nursery. Once a little girl came into our group with her penny, having no idea why she had brought it. Yes, she had been to another Sunday school, and had taken money, but had no idea why she had taken it.)

We are going to share our money with other children — children far away and children near by. Won’t they be glad when they get the things that our money will buy? By and by, we are going to talk about some of the other things we can share with our friends.

Hymn. “Guard Thy Children,” or
“Little Lambs,” or
“All Things Bright and Beautiful,” or
“Sing a Song of Gladness.”

Prayer. “Father of all,” or
Lord’s Prayer.

We have said many times that our Heavenly Father is glad to have us talk to him, and that we can talk to him at any time. Do
you suppose we, in this class, could make a prayer of our own that we would like to say to the Heavenly Father? (Perhaps again there will be no response or only a negative one when the question is asked! If so, drop it after telling the children to think all through the week about it and come back next Sunday to tell if they have something they would like to say to Him.)

Rest Exercise. March or dramatization of song or story or rhythmic exercise.

Conversation Period. What do you mean when you say you share something? Yes, you give some one else part. We have just said that we share the money we bring. What else can we share? Yes, our toys and playthings, our playtime. (In our group the children spoke of sharing fathers and mothers with others. One little girl said: "I let my mother go, but my sister cries and wants to keep her at home." A talk then followed on the pleasure of sharing blocks and dolls, games and plays and that it is when you don’t think that you keep everything for yourself.) Did you know that you can share your hands and feet, and your eyes and your ears? What can you do? Yes, by running to do errands and by being helpful whenever you can.

What do we call people who never want to share with any one, who want to keep everybody and everything all to themselves? Yes, we say they are selfish. Do you know of any people who are selfish? Are you ever selfish? (There will be some "yeses" and some "noes.") Is it hard to share? Yes, very hard sometimes. (Let the children talk freely and tell them to think all the week about it.)

In our group after the children had been carrying out a plan to give pleasure to a family in the neighborhood who needed help Elinor said, "It feels good to share."

Today I am going to tell you a new story about some one who at first wouldn’t share. But now shall we carry our chairs over to the tables and get ready to mount some pictures for the children down at ——— Hospital?
A Selfish Giant

Once upon a time, in a city of which I've heard, there was a beautiful garden. Now this garden was the only one in the city, and it belonged to a selfish giant. He was so big and so strong that, as the city grew more and more crowded with people he had been able to keep a garden around his home, while all the other people had to live in houses so close together that there was no place for flowers and grass and trees. So the children had only the streets to play in. Now, not only had the selfish giant kept a garden, but he had built a high wall around it, so that no one could even see inside, and no one could know how the garden really looked.

The children passed the high wall every day on their way to and from school, and wondered and wondered how it looked inside, until finally one day some one discovered a place in the wall where a large stone had fallen out. One daring little child looked through. Oh, how beautiful it was inside! By pushing hard he found he could get through the hole and soon all the children followed. The garden was bright and sunny and there were grass and flowers and birds everywhere. The children danced and played and sang. But they did not harm anything. When it was time to go home one by one they crept through the hole in the wall.

* Again and again they stopped on their way home from school to play in the garden. And what a good time they had! It was the play they enjoyed most every day. But one day when they were all inside playing so happily, the big door of the giant's house opened, and out walked the giant himself. He had been away on a journey when the children first went into his garden, but now he was home and he called to them in a very loud voice and said, "Go away from here, go home!" Then he said to himself, "This garden belongs to me and not to those children," and this was perfectly true. The children were terribly frightened, and they rushed pell mell through the hole in the wall and ran home as fast as they could.

* Adapted from "The Selfish Giant" by Oscar Wilde.
go. But the giant wouldn’t have hurt them, oh, no! It was just that he was very selfish and thought he didn’t want to share the garden with any one.

So after that the children played in the street again. And the giant kept his beautiful garden to himself. But he grew so selfish and cross that all the people who lived in his house, his servants, couldn’t stay there and they left him to take care of himself. Presently even the tradespeople who brought his food left it outside the gate and never took it inside. Winter time and cold weather came and brought snow, and the giant stayed most of the time indoors. Day after day passed without his seeing any one, and he was very lonely. But he had all of his things to himself. Then a strange thing happened. When springtime came to the world outside, it didn’t come to the giant’s garden! The sun didn’t melt the snow in there, everything stayed frozen and hard and cold for a long time.

One morning when he was lying in bed, not even caring to get up, it was so cold and lonely, the selfish giant heard a very sweet little call outside his window. A little bird had flown into his garden and was trying to find some seeds to eat on one of the bushes. The giant got up quickly and watched it and listened and soon threw out some crumbs and helped the little bird get his breakfast. Presently more birds came to share the crumbs. The next day the birds came again; and again the giant fed them. That day the sun shone very brightly and a dripping sound was heard. The snow had begun to melt and it grew warmer inside the high stone wall.

One day the giant walked out of doors and he saw that green grass was coming through the snow, and buds were beginning to grow on bushes and trees. He found himself enjoying the birds that came every day to be fed. And strangely enough, he thought about the children and wondered where they were. All through the cold winter he hadn’t given them a thought.

One day in the spring when they were going home from school, the children stopped at the hole in the wall and peeked to see how
the garden looked. Spring was coming in there and the children thought perhaps the giant had gone away again, for he was nowhere to be seen. So in they went one by one. They danced and played and sang again and were as careful of everything as they had been before, for they were good children. Once when they were all running very fast a little child fell into a bush that had sharp thorns on it. He not only scratched himself but his clothes got caught in the thorns and he couldn’t get away. Just then, what do you suppose happened? The door of the giant’s house opened and out he walked. He had been in his house all of the time watching the children. They were terribly frightened again, and ran pell mell toward the hole in the wall. But when they turned to look back there was the giant helping the little boy out of the bush as carefully as he could, for he was a big, clumsy giant. Slowly the children all crept back again. Sure enough the giant was going to let them stay; he even talked with them. When it was time for them to go, he went to the wall and took out another stone so they could get out more quickly and easily. You see he was beginning to find out how nice it was to share his garden with children.

After they had gone the garden seemed very quiet and lonely, and the giant began to think of the homes outside in the city and of all the children and the fathers and mothers who had to work every day, and go to bed and wake up in the morning without seeing grass and trees and flowers.

He had found out how nice it was to share his garden with the children and quite suddenly he said to himself, “I will share my garden with all the people in the city.”

So what do you suppose he did? With his great axe he broke down that high stone wall and carried the stones away and built a fence that people could see through when they walked by and gates so they could walk into the garden. Yes, and he even allowed them to pick the flowers very carefully. And every day after that there were happy children laughing and dancing and playing there and tired fathers and mothers could sit in the garden and watch the children at play.
Dismissal. Good-bye song.

Prayer. "Dear Heavenly Father, help us to be kind and loving. May we want to share with our friends everywhere the good things Thou hast given to us." Amen.

Giving out letters for parents.

Quiet Music for good-bye time.
LESSON XXVIII

SHARING

Aim: To influence the children’s thought and feeling so that they may learn to enjoy sharing the good things they have with others.

SERVICE OF WORSHIP

Quiet Music. "The Seeds and Flowers." (See page 46.)
Offering.
Prayer.
Greeting.
Hymn. "God’s Love." (See page 45.)
Prayer. Lord’s Prayer.

Have you thought this week about making a prayer of our own? Who has thought of something he would like to say in our prayer? (Perhaps only one or two children will be ready to tell something. "I would like to say thank you for the warm sunshine" said John, "and for the green grass," said Helen. Keep the suggestions that are made, ask the children to think about it another week.)

Conversation Period. Repeat together, "Every day the shining sun."

What time of year is it now? Yes, it is springtime. What kind of sun is shining now? Yes, we are having warm spring sunshine. Would you like to sing "Let the Spring Sunshine In"? After singing, repeat:

"God sends His warm spring sun
To melt the ice and snow,
To swell the green leaf buds
And make the flowers grow."*

*From "Song Echoes from Child Land." By permission of Oliver Ditson Co.
Have you seen any signs of spring out of doors? Yes, robins, and the bluebirds are coming back. Where have they been? And there are buds on the trees, and grass is getting greener every day. Every time you go out to play this week watch for the birds, and look at all growing things. Show the picture "Sharing."

Who remembers what we talked about last Sunday? Yes, we talked about sharing. Has any one thought about it this week and remembered to share? Let one child at a time tell when he has remembered to share. Is it hard to share your things sometimes when you very much want them yourself? Can we ask the Heavenly Father to help us to be willing to share when it is easier to be selfish?

(In one group it was suggested that in our class prayer we could ask God to help us to be willing to share.)

**Rest Period.** Marching, stopping with the music.

**Story Period.** Repeat "The Selfish Giant."

**Table Period.** Mounting ninth picture in the series, "Sharing."

**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music** for marching out.
LESSON XXIX

EASTER LESSON

Aim: To bring a part of the meaning of Easter to the children through the awakening of nature.

(Plan to have these lessons come the Sunday before and on Easter Sunday, unless the Beginners’ Class meets with the rest of the school on Easter Sunday, in which case the second lesson may be omitted or used the Sunday after Easter.)

Quiet Music.

Offering.

Prayer.

Greeting. Song of greeting.

Hymn. “All Things Bright and Beautiful,” or “Sing a Song of Gladness.”

Prayer. “Father of all.”

Conversation Period. Several children at different times had suggested sending some of our money to a hospital, and so on the Sunday before Easter we asked if they would like to buy a plant to send to the children’s ward in ———— Hospital. Flowers or a plant might be sent to a home in the community where there is illness.

Would you like to learn a new and very beautiful Bible verse? Repeat: “For, lo, the winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come.” (Songs of Solomon 2:11).

What time of the year is it now? Yes, it is spring. Have you seen anything out of doors that tells you spring is coming? Yes, the grass is growing green. The buds on the trees and bushes are growing into leaves. The birds have come again. Where have they been all through the winter? Yes, far away in the South. Has any one seen any birds that have come back? “I saw a robin” and “I saw
a bluebird.” Now would be a good time for you to make bird-houses and put them up in trees or on poles in your yard. “My brother would help me make one,” said Henry. Then perhaps a little mother bird and a little father bird would go to live in it.

What makes the flowers and grass grow again? And why do the birds come back? Yes, the warm sunshine and rain help buds and flowers to grow. Who sends the rain and sunshine? And the birds always seem to know when it is time to come back to the North again. “I think God tells them when to come,” one of the children said, and we all agreed that he does.

Repeat: “God sends His warm spring sun
To melt the ice and snow,
To swell the green leaf buds
And make the flowers grow.”*

Do you know what day is coming soon? “Easter is coming and we are going to have rabbits and chickens, not real ones, just toy ones to play with,” perhaps some one will say. “I saw some little chickens that had just come out of their shells and a mother hen.” “The Easter bunny is going to bring us eggs, and we will have to hunt for them for they will be hidden in the house.” These suggestions and others will come with the mention of Easter if the children live in communities where some of the shops are full of Easter eggs, cards, rabbits and chickens, and we may tell the children that all of those things are suggestions to make others happy.

Then ask again, What is Easter time? Yes, it is a wake-up time. Last fall, so long ago, the flowers, trees, buds and grass were made ready for a long rest time. All through the winter they slept. They were not dead, were they? The trees looked very brown and bare and dead. But now we know they were just sleeping, for the seeds, the buds, the grass are growing again. The Heavenly Father took care of them all through the winter, and now is sending his warm spring sun and rain to make them grow. Isn’t it wonderful out of doors when all of the things that have been sleeping wake up?

*From “Song Echoes from Child Land.” By permission of Oliver Ditson Company, owners of the copyright.
Shall we stand up and say the words of our Easter hymn?

"The seeds and flowers are sleeping sound
'Til Easter time, 'til Easter time,
And then they rise above the ground
At happy Easter time."

Shall we try to sing it? But let's listen to the music first.

Rest Time. Let the children play they are birds, flying back from the South. (For music, see page 9.)

Table Period. Making Easter cards for parents. (See page 28.)

Drawing springtime pictures.

Story Period. If possible, before telling the story, show the children a bulb. Any kind of a bulb will do, but preferably have a lily bulb. First see if they know what it is. Also have a picture of an Easter lily, or other flowers that grow from bulbs.

**AN EASTER STORY**

Once upon a time in a florist's shop there was a little brown lily bulb. All about it were bright and beautiful flowers. There were lilies, daffodils, tulips and roses and ever so many other flowers growing straight and tall. Some were in the florist's window, and some were on shelves in the shop, but the little brown lily bulb was tucked away in a tray with the other bulbs. It couldn't see very well and no one seemed even to notice it at all, and it was very unhappy.

"How I wish I could be beautiful so some one would want me!" it said to itself. For, you see, every day the little brown lily bulb saw people coming into the shop to buy flowers to send to their friends.

One day one of the men in the florist's shop came over to the tray where the lily bulb was, and looked all of the bulbs over. Presently he took out the unhappy little bulb. It was very much excited and wondered where it was going. But what do you suppose the florist's man did with it? Why, he carried it into the greenhouse near the shop and put it way down in a flower pot in some soft brown earth, and then put the pot in a dark place under a shelf where no light could get in.
"Oh," said the little brown lily bulb, "why couldn't they let me stay where I could see all the beautiful flowers that are making other people so happy?" It couldn't understand at all why it was tucked away in a dark place.

Bye and bye the little brown lily bulb grew drowsy and it went to sleep. What a long, long sleep it had, for days and even for weeks it rested.

One day it was dreaming about the beautiful flowers in the florist's shop, when suddenly it heard the voice of the florist's man, and felt itself being lifted up and put in another place, but still it was down in the brown earth and covered up so tight.

"What good did it do to move me?" said the little brown lily bulb. "I don't believe I'm ever going to be of any use to any one. I don't see what I was made for."

But the new place was different. The little bulb couldn't tell why, until one day something warm came down through the brown earth in the pot and said, "Wake up, little brown lily bulb, it's time to grow!"

"I don't know how to grow," replied the little bulb. "We'll help you," said a little stream of water that came trickling down through the brown earth, "Come."

But the something warm said, "You will have to try yourself."

So the little brown lily bulb did try. It pushed and pushed, and presently it's brown coat burst and it sent little roots down into the earth, and soon green leaves pushed out and up into the sunlight. The little brown lily bulb didn't know it, but all that long rest time had been making it ready to grow.

When the florist's man came along again he said: "What a sturdy little plant this is. I must give it plenty of light and water and perhaps it will bloom by Easter."

The lily plant then tried harder than ever to grow, and one day it sent out from its straight green stalk some beautiful white buds, and then it was carried back to the shop.

How happy it was to be back there again with all the beautiful flowers! It was so busy growing and opening its white blossoms and
seeing the other flowers that it forgot all about itself until one day
some children came dancing into the florist's shop. They said to
the florist, "We have some money, and we want to buy a lily to send
to some children who are sick in a hospital, to make them glad on
Easter day."

Then the florist looked, and the children looked, and they couldn't
find a more beautiful plant than our little brown bulb, grown to be
a green plant full of leaves and white flowers.

Dismissal. Good-bye song. Prayer. Giving out letters for
parents.

Music.
Aim: To bring a part of the meaning of Easter to the children through the awakening of nature.

Quiet Music.  
Offering.  
Prayer.

(Speak of the flowers that were bought with some of the children's money and sent to ————.) (If possible, give some concrete evidence that they brought pleasure.)

Greeting. Song of greeting. "Happy Easter to You." (Sing to music on page 41.)


Prayer.

After the prayer has been said, ask the children if they have thought this week about making our own prayer. (See page 26.) What are some of the things that make us glad at Easter time? "I would like to say thank you for the flowers," "I would like to say thank you for the rain and sunshine," and "I would like to say thank you for the birds that have come back," "and for the blue sky," etc. In one group one time, one child suggested that we ask God to make us want to share "our things with everybody." The prayer on page 26 was the result of the children's suggestions. Perhaps only two or three suggestions will be given. Use these, and later let them make another prayer.

Verse. "For, lo, the winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come." (Songs of Solomon, 2: 11.)

Let the children choose other hymns to sing,
Conversation Period. If this lesson is being given on Easter Sunday, let the children talk about Easter experiences at home; the flowers, cards, eggs, etc., that they have received and have given. Help them to see that these gifts are given to them because of some one’s love and thought for them, and that their gifts to other people show their love.

Then ask the children whether they have seen any changes out of doors this week. Are the leaves beginning to grow on the trees? Have you seen any flowers coming up through the ground? Have any more robins or bluebirds come this week? Has any one thought about feeding the birds or building a house for them?

(If possible, bring to the class twigs with growing buds, cocoons, and growing bulbs. It is possible for us sometimes to have cecropia or other cocoons and the moth to show the children.

Cecropia cocoons are to be found on common trees in the fall and may be kept through the winter, and the reward of seeing the moth emerge in the spring is a very joyous one. If one cannot bring a moth to the class, a cocoon and a picture of a moth may be shown to the children.

At all events bring to the children’s attention as many of the growing things out of doors as possible, and without making too many explanations, or at least more than the children ask for, let them enjoy the wonder and the beauty of the springtime.

A little child’s knowledge of God and love for Him come first through his home experiences and the love of father and mother. Next God is revealed to a little child through nature. A different element enters into this relationship, more of reverence and wonder. When children ask questions to which a scientific answer is possible, let us answer from a scientific standpoint as far as the children are able to comprehend. But the scientific answer will by no means rob nature of its wonder or of its beauty.

Try to have the children see the flowers in the church on Easter Sunday. Go with the class into the church either before or after a service when there are no people there. I remember one experience of taking a group of children to a very beautiful Gothic chapel.
nearby on a week day morning. The children went quietly in and walked around looking at everything, the beautiful windows, the chancel, the organ, rows of pews, and asked many questions. As we started to come out, one of them said, “When you go to church you ought to sing a hymn.” So they all went into the pews and sang their Easter hymn. Another child said he knew a hymn that grown-up people sing, and while we listened he sang “Onward Christian Soldiers,” and then we all walked quietly out. The children get something from going into an empty church that they cannot get when they go to a church service.

Rest Period. Let the children choose.

Table Period. Finish Easter cards for parents, or mount pictures of a church (tenth picture in the series).

Story Time. Repeat last Sunday’s story.

“We made ———— happy this Easter with our flowers, too, didn’t we?” Yes, indeed we did, and now shall we take our Easter cards home to surprise our fathers and mothers? And shall we try to remember all this week when we go out of doors that our Heavenly Father has made us especially happy by giving us a wonderful springtime, and that He wants us to make our friends happy in everything we say and do?


Music.
LESSON XXXI

GARDENS AND THEIR NEED OF CARE

Aim: To show how children may have the experience of helping to care for plants and flowers, and so may help God.

Quiet Music.
Greeting. Song of greeting.
Offering. Prayer.
Hymn. "Sing a Song of Gladness, or "The Seeds and Flowers."

Prayer. Use the children's prayer if they have made one. Here is another prayer we used one year after the children had made suggestions.

"Heavenly Father we thank thee for warmer weather that brings sunshine and rain, birds and flowers. Even we little children can help to take care of the birds and the flowers. Help us to remember all this summer to do our part." Amen.

Let the children choose one or two hymns to sing.

Conversation Period. Shall we say "For lo, the winter is past, the rain is over and gone, the flowers appear on the earth; the time of the singing of birds is come." (Songs of Solomon 2:11.)

I know another verse that says, "Truly the light is sweet, and a pleasant thing it is for the eyes to behold the sun." (Ec. 11:7.) and "He will cause to come down for you the rain." (Joel 2:23.)

Who sends the rain and the sunshine? Yes, God sends the rain and the sunshine. Do you think we need both?

"The sunshine makes me feel good," said Helen. "And it makes the flowers grow," said John.

Why do we need the rain too? "The rain makes the flowers
and grass grow." "And it gives us water to drink." Yes, and the
birds and animals need water to drink, too.

Do flowers and grass need any care besides the sunshine and
rain? "Yes, you have to get the weeds out," says Henry. Yes,
you do. Gardens have to be weeded, or flowers cannot grow
well.

Have you ever seen any one get a garden ready for the seeds and
plants?

"You have to hoe the garden," "and rake it too."

Can any one show us how you hoe a garden? Play you have a
hoe, Helen.

Yes, that is the way to hoe. In the spring the earth is hard,
and it has to be broken up and made soft before seeds can be planted,
and then it has to be made smooth.

How do you plant the seeds? Yes, you make little holes in the
ground and drop the seeds in.

"We go to the country in the summer and have a garden," said
Marion. "We plant lettuce and radishes and corn and beans."

"And we have a flower garden."

"We don't go to the country, but my mother lets me have a window
box outside our window, and we plant seeds in it and I water them," and "I help my father water our garden and the grass," said John.
"Some day I am going to have a garden of my own," said Janet.

Can children really help take care of gardens, and help the plants
to grow? Yes, indeed they can. Children can water the flowers
when they are thirsty. Yes, and pull the weeds out.

Show pictures of gardens, or of children watering plants.
Would you like to have a garden right here in this room?

Rest Period. Making a garden. (See page 22.)

Story Period. The Little Pink Rose.
To be found on page 1 in Stories to Tell to Children, Sara
Cone Bryant. Houghton, Mifflin Co.

Table Period. Drawing. Suggest drawing pictures of flowers
or gardens.
We have sometimes given each child in our class an envelope containing a small piece of sponge and some flax seeds. When the seeds are put on the sponge and the sponge kept well soaked in a dish of water, the seeds will grow quickly, especially if they are kept in a sunny window.


Music for marching out.
LESSON XXXII

GARDENS AND THEIR NEED OF CARE

Aim: To show how children may have the experience of helping
to care for plants and flowers, and so may help God.

Quiet Music.
Greeting.
Offering. Prayer.
  "Heavenly Father bless our offering.
   We bring it all for Thy children."  Amen.


Prayer. Who would like to choose another hymn to sing? "I
would like to sing 'Away in a Manger'." "I would like to sing
'Guard Thy Children'," or "I would like to sing 'Little Lambs',"
may be some of the quick responses. When only a few hymns are
learned and learned well, the children choose them again and again,
and enjoy singing them because they are known so well.

Conversation Period. Who remembers one of the verses we have
learned this year? "I remember the one we learned first," Edward
said, months after we had learned "Be ye kind one to another."
Another child remembered, "He careth for you." Another "Suffer
little children," another "The day is thine, the night also is thine."

These verses make us remember that the Heavenly Father wants
us to be kind, and that He is taking care of us all the time.

Shall we say,

"Every day the shining sun,
Rising in the east,
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.

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Every night the shining sun,
    Setting in the west,
Takes the light from land and sea,
    Takes the light from you and me,
    Brings the time for rest.''

Does any one remember our new springtime verse?

"For, lo, the winter is past, the rain is over and gone; the flowers
appear on the earth; the time of the singing of birds is come."

"Truly the light is sweet, and a pleasant thing it is for the eyes
to behold the sun. He will cause to come down for you the rain."

Have the rain and sun helped the growing things out of doors
this week? Did any of you find out from your mothers or fathers
whether you may have a little garden and may help to take care
of it? How are you going to take care of your gardens, whether they
are in flower pots or window boxes or out of doors? Let the chil-
dren tell again about carefully planting, watering, and weeding.

I know another way we can help to take care of God's flowers,
and that is by being careful when we pick them not to hurt the
plant, but to take the stem off gently. You know, sometimes if
you just pull flowers off in a hurry you are apt to pull the plants,
roots and all, right out of the ground, and many times they can't
be put back so they will grow again. Let's try to be very careful
all summer to take the very best care of all the plants and flowers.

There are places where wild flowers used to grow in the woods,
but the flowers are not to be found there any more because children,
and sometimes grown up people too, have pulled them up by the
roots. Let's try always to help the plants to grow.

Rest Period. Would you like to have a garden again this morn-
ing?

(After the flowers [the children] have grown, let other children
pretend to pick them, and let each child tell what kind of spring
flower he is picking.)

Table Period. Mounting eleventh picture in the series, "Spring-
time."
Story Time. Let the children choose which one of the last three stories that have been told, they would like to hear this morning.

Dismissal. Good-bye song.
Prayer. "Our Heavenly Father we thank Thee for giving us a beautiful springtime. Help us always to remember to take care of the flowers." Amen.

Giving out letters for parents.
Music for marching while good-byes are said.
Aim: To awaken an interest in and sympathy with bird life by starting children in the observation and the care of birds.

Service of Worship


In our group, one spring morning, our pianist, who is not only an expert, but who appreciates a child's point of view, played a simple composition that suggested springtime.

When the children were asked what the music told them, they responded in these ways:

"It is summer music." "It tells about flowers." "It tells about birds." "It tells about sunshine." E said, "It has 'pep' in it," and explained that "pep" meant "life." All of which made us feel that when we provide suitable music, the children will respond in some way. Not always have they words to express what they feel, nor are they always asked; the response in attitude may be enough. A few phrases of beautiful but simple music well played will certainly have an uplifting effect on little children.

Offering.

Prayer.

Greeting. Song of greeting. (Sing a special greeting to children who have been absent.)

Hymn. "All Things Bright and Beautiful."

Prayer.

Verse. "For, lo, the winter is past, the rain is over and gone; the flowers appear on the earth; the time of the singing of birds is come."

I wonder if any one has planted some seeds? Are they beginning to grow? "My radishes are beginning to grow." "My beans are...
growing.” “The corn and pumpkins in my father’s garden are growing.” “I pulled some weeds out of my garden.” “I watered my flower seeds in the window box.” (These or similar ones may be the responses if the parents have been co-operating and helping the children to have gardens.)

Do you remember our Thanksgiving verse last fall?

"Oh come, dear little children, come,
Our grateful thanks to bring
For all the harvest gathered in
Ere winter storms begin."

What was the harvest? Yes, it was all of the fruits, and vegetables and grains that were gathered in and were ready for winter. We said “thank you” to the Heavenly Father then because he had sent rain and sunshine to make them grow all through the spring and summer.

And now it is springtime and planting time again.

Has any one seen any blossoms on the trees? “I have seen apple blossoms on our apple tree,” and “I have seen cherry blossoms.” Be sure to watch the trees that have blossoms and see what happens when the blossoms go.

Has any one seen any birds this week? “I have seen robins and “I have seen sparrows,” “I saw a bluebird.” Yes, the birds are coming back from the South. Do you know what they are doing? Have you seen any birds flying around in the trees?

Yes, they are looking for places to build their nests.

(Show pictures of common birds. Colored pictures may be purchased from the Perry Picture Company at two cents each. Also show pictures of the birds building their nests. Suggested picture, "Orioles Nest Building," in International Beginners’ Series. Have, if possible, several birds’ nests for the children to examine.

Why do the birds build nests? Yes, nests are little houses for the baby birds. Don’t you think they are wonderful? How do you suppose the birds make them? Yes, they use twigs and leaves and mud and straw, and use their bills and feet to weave and shape the nests.
Have you heard the birds sing while they are working? Listen to them and see how sweetly they sing and talk to each other as they work. Each little father-bird and mother-bird make their own nest and, oh, how busy they are until the nest is finished.

Can children help the birds when they are making their nests? How can you help? Yes, you can throw out pieces of string or worsted or cotton for them to use, and beside, you can be very careful not to frighten them when they are working. Yes, you can help feed them, too. "And we have a bird house, and two bluebirds are building a nest in it," said Donald.

At story time I am going to tell you another way that a little boy took care of a bird.

**Rest Period.** Music. (See page 9.) Let the children pretend they are birds flying about the room.

**Story Time.** "Out of the Nest." *More Mother Stories*, by Lindsay. (By permission of the author and Milton Bradley Co.)

The idea in telling the story is to deepen the impression made during the conversation period, and the children will see that the devotion of the little father-bird and mother-bird to their family is not unlike the care and devotion the children themselves receive.

**Out of the Nest**

Once upon a time a mother-bird and a father-bird built a nest in a tree.

It was made of straw, and leaves and all sorts of wonderful things, and it even had lace trimmings on it.

Soon after the nest was finished, the mother-bird put two eggs in it, and then she and father-bird thought of nothing but keeping those eggs safe and warm.

Mother-bird sat upon them day and night; and even when father-bird would say, "You really must fly about a little and let me take care of the eggs," she did not like to leave them.

After a while two little birds came out of the shells — which was just what she had been hoping for all the long time. The baby-birds were both so weak and small that they could do nothing at all.
for themselves but open their mouths very wide and call "Peep, peep! Mother dear, peep!" Mother-bird and father-bird were busy all day getting them something to eat.

Bye and bye they began to grow; and then they had soft feather clothes to wear, which are the best clothes in the world for baby-birds.

Mother-bird said to them one day, "You are almost ready to fly," and then they felt very large.

That same day mother-bird and father-bird flew away together to get something for dinner; and while they were gone the little birds heard a very queer noise which seemed to come from a pond near their tree. This is the way it sounded: "Kerchunk! Kerchunk!"

"Oh! What can it be?" said the sister-bird. "I'll peep over the side of the nest and see," said the brother.

But when he put his head out he could see nothing, although he heard the sound very plainly: "Kerchunk! Kerchunk!" Then he leaned out a little farther and a little farther, till his head was dizzy.

"Peep, peep! You'll fall!" cried the sister-bird; and sure enough, she had scarcely said it before he tumbled out of the nest, down, down, to the ground.

He was not hurt, but oh, how frightened he was! "Peep, peep! mother dear, peep!" he cried. "Peep!" cried the sister-bird up in the nest; but the mother and father were too far away to hear their calls.

The brother-bird hopped about on the ground and looked around him. He was near the pond now, and the sound was very loud: "Kerchunk! Kerchunk! Kerchunk!" "Peep, peep, peep!" called the birdie; and in a moment up hopped a big frog.

This was an old school-teacher frog, and he had been teaching all the little frogs to sing.

He hopped right up to the brother-bird. "Kerchunk! Kerchunk!" said he. "How can I teach my frogs to sing when you are making such a noise?"

"Peep, peep! I want my mama," said the baby-bird.
Then the big frog saw how young the birdie was, and he was sorry for him.

"Come with me," he said, "and I will teach you to sing."

But the baby-bird only cried louder than ever at this, and a mother-dove, who was singing her babies to sleep in a neighboring tree, flew down to see what could be the matter.

"I can't begin to get my children to sleep in all this fuss," she said to the frog; but when she saw the little bird she was just as sorry as the frog had been. "Poor, dear baby," she cried, "I will fly right off and find your mama for you." So she told her children to be good and quiet, and then away she flew.

Before long she met the father and mother and they all flew back in a great hurry.

Then they tried to get the baby-bird into the nest again.

"He's entirely too young to be out of the nest," cried his mother, "and he must get in again at once."

"Spread your wings and fly as I do," said the father-bird.

So the baby-bird spread his wings and tried to fly; but try as he would he could not reach the nest in the tree.

"Put him into my school and I will teach him to swim," said the frog; "that's better than flying and a great deal easier to learn, I'm sure."

This was so kind in the frog that the mother-bird thanked him; but she said that she had to be very careful with her children, and that she was afraid the water might give the little bird a cold.

While they were talking they heard somebody coming, whistling the jolliest tune!

"Dear me! Dear me!" cried the birds, "There comes a boy!"

"He's apt to have stones in his pocket," said the frog.

"He will carry my darling off and put him in a cage! Oh, fly! fly!" begged the mother-bird. But before the baby-bird even had time to say "peep!" the boy came in sight.

Then the father-bird flew over the boy's head and the mother-bird down in front of him. The frog croaked and the dove cooed, but none of them could hide the little bird from him.
"If you hurt him I'll peck your eyes out!" cried the poor mother, who hardly knew what she was saying; but the boy picked the little bird up just as if he did not hear her.

"Oh! what shall I do!" cried the mother-bird.

Then the boy looked at her and at the baby-bird and up in the tree where the nest was.

"Coo, coo, coo! I think I know what he's going to do," said the dove.

"There's no telling," croaked the frog, and they all watched and wondered while the boy put the bird in his pocket and began to climb the tree.

He swung himself from branch to branch, climbing higher all the time, until at last he reached the pretty nest where the sister-bird waited for her mama to come home.

Mother-bird and father-bird flew to the top of the tree to watch the boy.

"Suppose he should take her, too," said the mother-bird. But what do you think he did? Yes indeed! He put the brother-bird back in the nest, as well as the mother-bird could have done it herself.

"Thank you! Thank you!" sang the mother and father, as the boy scrambled down again.

"Peep, peep! Thank you!" called the little birds from the nest.

"Coo, coo! I knew," cried the dove.

"Kerchunk! Kerchunk! I should like to have him in my school," said the frog as he hopped away to the pond.

And that is the end of my story.

Table Period. Mounting picture of birds, twelfth in the series.


Music for marching out.
LESSON XXXIV

BIRDS: THEIR NEED OF CARE

Aim: To awaken an interest in and sympathy for bird life by starting children in the observation and the care of birds.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. “Guard Thy Children,” or “All Things Bright and Beautiful.”

Prayer. Would you like to learn another verse of “All Things Bright and Beautiful”? These are the words.

“Each little flower that opens,
   Each little bird that sings,
He made their glowing colors,
   He made their tiny wings.”

What does “glowing” mean? Yes, it means very bright and beautiful. Who made their glowing colors and tiny wings? Yes, our Heavenly Father made the birds and takes care of them, and He wants us to help to take care of them, too.

Shall we sing this new verse? Now what other song would you like to sing today?

“I would like to sing “The Seeds and Flowers,” said Helen.
“And could we have a garden afterward?” asked Margaret.

If the children want to, let them have a garden, — choose some one to plant the seeds, first digging imaginary holes in the circle. Have each child who is to be a seed curl himself up as closely as possible.

Be careful not to crowd your seeds too closely together, Margaret, or they won’t have a chance to grow well.”

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After the seeds have grown into plants and flowers, let two or three children play they are picking the flowers.

"What are you going to do with the flowers you picked, John?"
"I am going to keep mine," said John.

"What are you going to do with yours, Ruth?"
"I am going to give mine to my sister," replied Ruth.
"I will send mine to Elsie" (a child who has been absent. There may be several suggestions similar to these).

Has any one thought about watching for the birds this week? Ask different questions to find whether the children have been observing the birds, and have seen them getting material to build their nests. Also find out whether they know the names of any of the birds they have seen. Ask whether they have remembered to feed the birds and have put threads and pieces of cotton and wool for them to weave into their nests.

Do you suppose you could sometime learn the songs of some birds? Perhaps you can learn to tell what bird it is just from hearing it sing. Next time you hear a robin sing listen very carefully. Fatherbird sings a great deal while mother is sitting on the eggs in the nest. When the little birds come out of the eggs, both father and mother are busy all day feeding the little birds.

Do you know what they feed them? Yes, worms, berries, and seeds. The father and mother take very good care of the little birds so that they will grow, and until their wings become strong enough for them to fly and take care of themselves. There are so many things you can find out about the birds if you watch them closely, and sometimes you can coax them to come near you if you are very gentle and quiet and do not frighten them.

If you go out walking in the woods or in the parks with your mothers and fathers, perhaps they will help you to learn about the birds.

The Heavenly Father's birds are such wonderful little creatures that besides taking care of them we want to learn all we can about them.

Rest Period. Let the children choose.
Table Period. Mounting bird pictures for the children in a hospital. Suggested pictures are the colored bird pictures sold by Perry Picture Co., Malden, Mass., at two cents each. These pictures may be purchased by using some of the money brought each Sunday, or bird pictures may be cut from magazines and brought by the children.

Story Time. Repeat the story told a week ago, "Out of the Nest," Maud Lindsay.

Drawing. Good-bye song. Prayer: "Heavenly Father, may we this week remember to be kind and gentle to the birds, and do our part to help take care of them." Amen. Give out letters for parents.

Music while good-byes are said.
LESSON XXXV

THE GOOD SHEPHERD

Aim: To emphasize again the care needed by weaker life, and to develop still further an attitude of helpfulness toward weak things, whether younger children, birds, or animal pets.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.
Greeting. Song of greeting.
Hymn. "Guard Thy Children."
   "Little Lambs so White and Fair."

(Repeat the words of the second hymn before it is sung, and ask the children the meaning of the words "constant," "tender," and "obey.")

Yes, the shepherd watches over his sheep all day and night, all the time, because he knows they are helpless without him. And the sheep learn to obey because they know the shepherd is taking care of them.

Prayer. The Lord's Prayer.

Let the children repeat some of the verses learned during the year. We have found that because few verses are learned and well learned the children remember even those learned the first of the year.

Conversation Period. Have pictures of shepherds and sheep to show the children.

Large pictures may be found in the "International Series of Pictures for Beginners."
A good colored picture showing green pastures, shepherd, and sheep is to be found in the Ladies' Home Journal, March, 1917.

If the teacher is constantly on the lookout for pictures, she will find many to supplement her collection for use with Beginners.

How many children think they have seen sheep? Stand up if you think you really have seen live sheep. Let the children tell of their experiences when they have seen sheep.

Do you remember the story we had last fall about a little boy who took care of his father's sheep? And do you remember the story of the shepherds who went to find the little baby Jesus?

When Jesus had grown to be a man He went about doing good, and sometimes He used to tell stories to His friends. Today I am going to tell you a story that Jesus told so long ago about a shepherd and his sheep.

"Could we play the sheep story?" some one may ask.

You may play it, but wouldn't you rather hear the new story first, and then next week try to play it?

Rest Period. March.

Who would like to lead the march today? "I would," "I would," several children will say.

But I couldn't choose you, William, for you haven't been taking very good care of yourself today, and I'm afraid you wouldn't know how to lead the other children.

Jack is all ready. I think he would be a good leader.

Be sure to follow the child ahead of you so you won't get lost.

Story Time.

The Good Shepherd

(Luke 15: 3-6.)

Once upon a time there was a shepherd who had one hundred sheep. There were father sheep and mother sheep and little lambs; little lambs with feet so tender that they had to be carried over the rough roads.

The shepherd knew the name of each one of his sheep. At night
when he took them back to the sheepfold, or barn where they slept, after he had opened the little door, he let just one sheep at a time go inside. As they went in he counted them to be sure that not one was missing and that they were all right.

If any of the sheep or a lamb had scratched or cut himself the shepherd put oil on the hurt places and bound them up. Then he fastened the door of the sheepfold so that the sheep would be safe all through the night.

"Sometimes wild animals came after the sheep," Teddy contributed.

Yes, they did, and then the shepherds were all ready to drive the wolves away.

In the morning the shepherd opened the door of the sheepfold and he led the sheep out again to green pastures and to streams of water where they could drink.

The little lambs played about in the sunshine and then lay down to rest under the trees with the sheep.

When it was time to start on again the shepherd called and all the sheep followed him.

One day, when the shepherd had started to lead his sheep back to the sheepfold it grew very dark and windy. Presently the shepherd felt something tugging at his cloak. When he looked down he saw a mother sheep. She was trying to tell him something, he knew, and he felt sure something was wrong. So he counted his sheep, and found that one was missing, a little lamb. There were only ninety-nine, and the shepherd said, "I must leave my sheep and go to find the one that is lost."

"Why didn’t he take them all with him?" Donald asked.

You see, he knew the sheep could not hurry as fast as he could, and so he started back alone to find the lost lamb. The wind was making a great deal of noise but after he had gone a long way the shepherd heard a faint little "ma-a-a," and then he found the lamb caught by its wool in some thorny bushes. The lamb hadn’t followed the shepherd’s call and so it had gotten lost. But the shepherd picked the lamb up and carried it back on his shoulder to the
place where the rest of the flock was waiting. He was very tender with it, even though it had made him a great deal of trouble.

When they finally reached the sheepfold the shepherd called his friends and neighbors and said, "Rejoice with me, for I have found my sheep that was lost."

I wonder if any of you have remembered this week to help take care of the birds? Have you fed them or put water out for them to drink? Who has helped to take care of or played with a little brother or sister? Or have you helped to feed and take care of your pet kitten?

**Table Period.** Drawing or mounting picture of "The Good Shepherd," by Plockhorst. Cosmos Picture Co.

**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music.**
LESSON XXXVI

THE GOOD SHEPHERD

Aim: To retell the story of the good shepherd, emphasizing again the care needed by weaker life, and to help the children to feel their responsibility to protect younger children, pets, birds, and flowers.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.
Where are we going to send the money? (The answer in one group would have been: “To buy milk for the babies at ——— nursery.” And so we are really helping to take care of those babies, aren’t we?)

Greeting. Song of greeting.
Hymn. Let the children choose two hymns. (When asked to choose the hymn, our children go back again and again to “Away in a Manger.”)

Which prayer would you like to say today?
Prayer. Repeat the prayer the children choose.
Shall we all say:

“Every day the shining sun,
Rising in the east,
Brings the light to land and sea,
Brings the light to you and me,
Wakens bird and beast.

Every night the shining sun,
Setting in the west,
Takes the light from land and sea,
Takes the light from you and me,
Brings the time for rest.”

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Those verses help us to remember that the Heavenly Father is always taking care of us. He gives us a daytime and a nighttime. Do you remember the other verse about the day and night? Yes, "The day is thine, the night also is thine."

Conversation Period. Have the pictures of the shepherds and sheep on the screen again. Shall we sing "Little Lambs so White and Fair"? If last week the children decided to play shepherd and sheep, today some one probably will remember it. Then ask how they are going to play the story. Yes, you will have to have a shepherd. I think John would be a good shepherd. And shall we let him choose a few sheep? "He couldn't have a hundred sheep," said Helen. No, I think five or six would be enough. "We ought to have a sheepfold." How could you make a sheepfold? "We could use chairs and have a little place for the door," said Donald. Well, Donald, you find some one to help you make the sheepfold and put it on one side of the room. "Then we can have the pasture on the other side." "I will be a tree in the pasture." "And so will I," and so on.

Do not take too much time in planning, but plan enough so the children will have some idea of what they are going to do, and then let them go ahead and play the story their own way.

When the play is finished let the children comment on it, and make some constructive suggestions yourself if suggestions are needed, always bringing out the attitude of the shepherd toward one that needed help.

Table Period. Mounting pictures to send to the hospital. Drawing.

Story Time. Repeat story of the good shepherd. Our children asked to hear again the story of the little boy who took care of his father's sheep, which was told last fall. After the story has been told again ask the children whether they have remembered during the past week to help take care of the children, birds and flowers. Let them tell what they have done.

"I played blocks with my little brother," or "I remembered to
feed the birds," or "I helped water my mother's flowers," or "I didn't tease our kitten, and my sister did."

Try again this week to remember that little children can help so many times if they just think. Let's think again this week of "Be ye kind one to another."

LESSON XXXVII

LEARNING TO TELL THE TRUTH

Aim: To help the children to discriminate between fact and fancy, and to act and tell the truth.

While realizing that this period of childhood is one in which the imagination is most active, and that it is often difficult for children to distinguish between fact and fancy, to encourage the impulse to think, speak and act the truth.

This subject is a difficult one to handle with five-year-olds. Truth and fiction are confused in their minds much of the time, because of the fact that they live in a world of fancy and play, and also because of their limited experience. It takes infinite and prolonged patience to deal with children’s falsehoods, and it is much more difficult when dealing with some children than with others. The problem is simple with children who are less imaginative and more phlegmatic, but complicated with those who are sensitive, high-strung and very imaginative.

But we know that children of five years of age should begin to distinguish between truth and falsehood, and to be truthful in their relations with persons.

Here again children reflect the home influences, in that if parents and others in the home are truthful and open in dealing with them, they will more naturally respond in the same way. On the other hand, if children see little practices of deceit going on among people about them, their reaction will naturally be to respond in the same way.

Ideally the time to have this lesson would be when a concrete situation where telling the truth was involved had come up, either in the group or when a member of the group had brought such an experience to the others. There is always a danger that lessons given apart and not in connection with specific life experiences of the children may be
artificial, but this is especially true in connection with learning to tell the truth. And we must guard as always against its being a mere abstraction to the children. We want our children to begin to learn the social effect of a lie. "Just as the larger muscles must be exercised before the smaller, so must the larger and less analytic forms of a virtue." If "truth" is too large a conception for a little child, he can nevertheless learn to become trustworthy in typical relations, and will respond to an appeal to keep his promises. He can also begin to learn to take the results of his own wrongdoing courageously and not cover it up with deceit and falsehood.

References which deal with so-called "children's lies" are:

STUDIES OF CHILDHOOD. Sully, pp. 251-266. THE CHILD. Tanner, chapter VII. EDUCATION IN RELIGION AND MORALS. Coe, pp. 56-57.

SERVICE OF WORSHIP

Quiet Music.
Offering.
Prayer.
Greeting. Song of greeting.
Hymn. Let some one choose a hymn.
Prayer. "Father of all."
Church bell music. (See page 9.)

(Let all the children pull imaginary bell ropes or let one child ring the bell and the others play go to church. Whenever this play is used it is well to speak of going to church, Sunday School or school on time, and of why we should be on time. Bring out the idea that we disturb others when we go in late, and also that we miss a great deal ourselves.)

Let the children choose two or three other hymns to sing.

Conversation Period. How many children have thought this last week about trying to take care of some one?

One time these were the replies in our group: "When my father came home and his shoes were wet, I went and got his slippers for him." Then we asked Elinor if she couldn't do it every night.
"But," she said, "almost always I am in bed when my father comes home." When we asked if she could get the slippers, anyway, she said she hadn't thought about that.

Another child said he had helped to take care of the bird in kindergarten, by getting its bath ready and giving it part of his apple.

Other children had helped their mothers when they perhaps were tired.

If we are watching and thinking every day there are so many ways we can help to take care of our fathers and mothers.

If we do not tease them for things, and to do things, when they think it is not best for us to have them and do them, and then, too, if we do quickly the things our fathers and mothers ask us to do, we really help them.

Would you like to hear a new story?

If necessary, have a short rest period here.

Once upon a time there was a little girl who was very well and strong. She ran and played from morning till night. Her little hands and feet looked so strong that you would have thought she could do a great many things and do them well. But, sad to say, she was very careless and a great many times she didn't think.

As long as the sun was shining and she could play all she liked, she was happy, but when her mother called and said, "Little girl, will you please come and stay with the baby a minute?" she would say, "Oh, yes, I will," but she would go right on with her play. So sometimes the baby was left all alone, and once he fell out of his crib and hurt himself.

Or when her mother asked her to come straight home from school she would say, "Oh, yes, I will," but would forget all about it, and play by the way, and not get home till her mother was very worried, and all because she didn't think to do as she said she would.

When she went to play with the other children, she did the same things, and they used to say, "Oh, we can't trust Marjorie, for she doesn't do what she promises to," and so they used to run off and leave her.

Of course, she missed a great many good times because people at
her house didn’t wait for a little girl who said, “Oh, yes! I’m coming,” and then didn’t come, and of course she made other people unhappy by not doing what she said she would.

Late one afternoon a dreadful thing happened. Marjorie’s mother called to her and said, “Your toys were scattered all around the porch and the yard; have you picked them up yet? “Oh, yes, I have,” said Marjorie, and then she went right on with her play.

Presently her mother came down all ready to go for a drive, and just then her father drove up to the door.

“Oh,” said Marjorie’s mother, “you said your playthings were picked up, and I thought you were all ready to go for a picnic supper. It wasn’t true, was it?”

“Please let me go,” begged Marjorie. “Oh, no,” said her mother. “It would take too long for you to pick them up. I’m sorry, but we shall have to go without you, because we must get back in time for the baby’s bedtime.” “Why didn’t you tell me we were going for a drive?” Marjorie asked. “That was to be a surprise,” her mother replied.

Poor Marjorie! She knew coaxing would do no good, but how she did love picnic suppers in the woods! She liked them better than anything she could think of.

After her mother and father had driven away, Marjorie lay down under a tree and cried a little.

While she was lying there a very strange thing happened. A little old woman appeared right in front of her. The old woman was very tiny, not as big as Marjorie, and she was all bent over; her clothes didn’t look very well mended and they weren’t very clean, either.

Quickly she said to Marjorie, “Come along with me and see where I live.” Now Marjorie knew she shouldn’t go, but she wanted to go somewhere, so she slowly got up and followed the little old woman.

The little old bent woman led her along a queer little crooked path that Marjorie had never seen before. It wasn’t always very comfortable to walk, for sometimes the branches and vines grew across the path, and you had to bend over to walk under them, and there were stones and roots in the way that you stumbled over, too.
Presently they came to the little old woman’s house, and what a strange-looking place it was. The house was crooked and tumble-down, and so were the windows and doors. The garden was all strewn with things. How disorderly it looked! And around the garden was a crooked, tumble-down fence. The old woman opened the crooked gate and invited Marjorie in.

Then Marjorie noticed for the first time how crooked the old woman’s eyes were. She couldn’t look straight at you, and she didn’t want to for fear you would see the crooked thoughts inside. “Once I was a little girl like you,” said she. “I didn’t do as I promised, and I didn’t always tell what was true. Come and live with me and some day you will be just like me.” “Oh, no!” cried Marjorie, “I don’t want to live here, I want to go home.” Just then she heard some one calling her, and slowly opened her eyes, and there were the yard and the porch all strewn with her toys, and the maid was calling her to get ready for supper.

Marjorie jumped up — somehow all those things made her think of the old woman’s untidy garden — so she hurried to pick everything up, and soon was ready for supper.

When her mother and father came home she was sitting on the steps, waiting. And although for a long time she didn’t tell them about the queer little old woman, thinking of her helped Marjorie to tell what was true and keep her promises.

Ask the children if they ever have heard of a child like Marjorie. Let them talk for a minute or two about the story.

It is a very good thing for children to keep their promises and to tell what is true. Shall we try all this week to remember?

Table Period. Drawing.


Music for marching out.
LESSON XXXVIII

LEARNING TO TELL THE TRUTH

Aim: To help the children to be truthful in their relations with persons, to keep their promises, and to meet the consequences of wrongdoing truthfully.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer. Whenever the children are inattentive during the singing of the hymns and repeating the prayer, take time afterward to talk about it. Ask why we should close our eyes in prayer and just think about the words we are saying.

What shall we sing today? Shall we have that "whispering game" again?

Let several children whisper to the pianist the names of the hymns they would like to sing. As the music of each hymn is played, all of the children who know which story the music is telling may stand.

Conversation Period. Who remembers what we talked about last Sunday? Does any one remember the story?

Yes, it was about a little girl who didn’t think, and didn’t keep her promises, and wasn’t truthful.

Have you this week thought about keeping your promises and doing the things you said you would?

Let the children tell about their experiences during the week. Help them to see the effect on other people when they have been truthful and when they have been untruthful.
Then ask them whether it is hard to keep your promises.

"I told my mother that I would be quiet while she and the baby had their naps, and I was, and she read me a story afterwards," said Helen.

"I broke my sister's doll when she was away, and I told her I broke it when she came back, and she felt very badly because it was broken."

When it is hard to keep our promises and hard to tell the truth, we can ask God to help us, can't we?

When can we ask Him to help us? Yes, any time, and He will always hear us and help us.

**Rest Period.** Mounting pictures or drawing.

**Dismissal.** Good-bye song. Prayer: "Heavenly Father, help us this week to remember to be truthful and to keep our promises."

*Amen.* Giving out letters for parents.

**Music** for marching out.
LESSON XXXIX

REVIEW LESSON

Aim: To recall the conversations of the past Sundays, and to give an opportunity for retelling of stories, verses and songs, in order to fix more firmly the lessons of the quarter.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Let the children tell with whom they have shared the money they have brought these past Sundays. Ask again how many earn the money they bring, and suggest that they try to earn it.

Greeting. Song of greeting.
Hymn. Let a child choose a hymn.
Prayer. Let a child choose a prayer.
Conversation Period. (Have the pictures that have been used during the spring where the children can see them.)
Shall we today sing the hymns and tell the stories that we have had these last weeks? And perhaps by and by you would like to play one of the stories.

Let the children repeat some of the verses learned during the year, and sing two or three of the hymns they choose.
Who remembers the story about the selfish giant? Could any one tell us that story?
What other story that we have had this spring do you remember?
"I remember the story about the bird that fell out of the nest."
"There are some baby birds in a robin's nest in a tree in our yard," said John, "and we can see them from our windows upstairs."
Have you been very careful not to frighten the little mother bird and father bird when they are taking care of their little birds and feeding them?
Who has been watching the seeds and flowers growing out of doors? Have you been helping to take care of a garden? What is the best way to pick a flower?

What other story have we had? Show picture of the "Shepherd and Sheep."

Could some one tell the story about the sheep that got lost? Show the picture of the "Easter Lily."

Does this picture make you think of a story? Who could tell it? When we have our story time shall we tell some of these stories again? Perhaps you can tell them.

Not nearly enough opportunity is given for children to tell stories to the group. We had an interesting experience in our class recently. The Beginners' class had joined with the whole school for the service of worship, had heard the story of Hansel and Gretel told briefly, and had heard the music of Hansel's and Gretel's prayer played on the organ. On returning to our own room we found a little boy feeling very unhappy because through a mistake he hadn't met us in time to go to chapel. So it was suggested that we tell him the story we had just heard.

Elinor said she had the story in her books at home, and could tell it to us. So she stood up before the class and told as charming a version of Hansel and Gretel as I have ever heard. It took her twelve minutes to tell it, and the children listened intently to every word.

Later we found that she had heard the story read from two or three of her books, but no one had heard her try to tell it before.

Rest Time. Let the children choose and, if they want to, let them try to dramatize one of the stories.

Story Time. Retelling the stories by the teacher and the children. There probably will not be time for a table period.


Music for marching out.
LESSON XL

LEARNING TO BE BRAVE

Aim: To eliminate some fears, and to make others intelligent; to help our children to be brave in meeting their childish accidents and the hard things they have to do or to endure.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Here is another suggestion for the use of the children's money: First, an interest may be stimulated in connection with a settlement, or social service league in which there is a kindergarten or nursery composed of little newcomers, perhaps Italians, Poles, Slavs, Bohemians or other children. Or, if the community is small and has no organized social work, there may be a family of immigrants, so that the Beginners may begin to have a friendly and intelligent interest in little newcomers from other lands. A later lesson will show how this may be worked out.

Greeting. Song of greeting.
Hymn. "All Things Bright and Beautiful."
Prayer.
A suggested new hymn is "Can a Little Child Like Me," to be found in SONGS AND GAMES FOR LITTLE ONES. Walker and Jenks, Oliver Ditson Co.

Verse. "I am with thee and will keep thee in all places whither thou goest." (Gen. 28: 15.)

Conversation Period. The question for us adults is, what are we to expect of Beginners in regard to bravery? What sort of things are we to expect them to meet with courage? Are children conscious of needing to be brave?
The following prayer, I think, shows that they may be. Teddy, aged four, had just had his bobbed hair cut, and was feeling very grown up. At night this was his prayer: "Dear Lord, I am glad my hair is cut off. Help me to be brave now, and when I fall and bump my head on the kitchen floor, just to say 'ouch.'"

Very little children are frequently afraid of startling and unusual sounds or objects, strange persons, crowds, animals and the dark. These fears are at first partly instinctive, and with the developing imagination and experience they may increase. A very imaginative child is more apt to be fearful than a child who lacks imagination. Hence the need for dealing very patiently with fears, and for reasoning with children and showing them how groundless their fears are, when their lack of experience makes it impossible for them to know.

We have recently had an experience with a timid child who was frightened by the crowd of children on the first Sunday when we went through the cloister on our way to chapel with the rest of the school. K— was so unhappy at the thought of repeating the experience another Sunday that she refused to come. Her parents at first were severe with her, but that only increased the difficulty. A little patience and explanation for a Sunday or two, and the child had forgotten her fear.

Also we may help a child to be brave when he hurts himself, or when he has anything which for him is very hard to do. A child's willingness to be brave when he is hurt depends very largely on whether he has been encouraged to pay no attention to bumps by adults in the family. If he is pitied each time he is hurt, the habit of making the most instead of the least of each injury will soon be formed.

The question of being brave may very naturally come up in the group of Beginners some time during the year. This would be the best time to use this lesson. Or the teacher may know that one of her pupils is especially timid and lacking in courage, and a discussion of the subject may help not only this child, but the whole group.

As, for instance, in one group a child clung to her mother week
after week, and was afraid to let the mother go. This was the occasion of a lesson of this kind.

A conversation might naturally come about when a child wouldn’t let her mother go.

The teacher might ask the children if they wanted to keep their mothers always with them.

Why can’t mothers always stay with us? Of course, they have so many things to do. And do we need them every minute? Why, no, we are old enough to take care of ourselves.

“I let my mother go and leave me alone in the dark when I go to bed,” John said. “I’m not afraid of the dark.”

No, indeed, we need not be afraid of the dark. Don’t you remember last winter we learned, “The day is thine, the night also is thine,” and we said that our Heavenly Father is taking care of us at night and that we are just as safe at night as we are in the day?

How many children do have the light put out when they get into bed?

When do children have to learn to be brave besides when they let mothers and fathers leave them and at night?

Yes, when they hurt themselves. Is it a good thing to try to be brave and not cry every time you hurt yourself? Let the children talk about it a little. Repeat the new verse, “I am with thee,” etc.

Today I am going to tell you a new story about two little children who were brave when it was hard to be brave.

Rest Time. March.

Story Time. Do you remember that when Miss T—— came to tell us about the kindergarten and about the little children in Japan, she showed us the kind of wooden shoes people wear in Japan? And Donald said, “Children in Holland wear wooden shoes, too.” Would you like to hear a story about two brave little children who lived long ago in Holland?

This is the story of

TWO BRAVE LITTLE CHILDREN IN HOLLAND

Far across the seas there is a country called Holland. This little country has to have high walls built around it, for the land is lower
than the ocean, and the water would soon come in, and cover the streets and houses and gardens, if it were not for the walls, that are called dikes. Even the little children know what a dreadful thing it is for the dikes to break and let too much water in.

Long ago there lived in a city called Haarlem two little children called Hans and Katinka. One day they went to carry a basket of food to an old man who sometimes needed help. On the way back Hans and Katinka were playing along the dike and picking some beautiful little blue flowers to take home to their mother, when suddenly Hans discovered a place where water was coming through the bank,— just a very little, bubbly stream of water — but Hans knew what that meant, and he called to Katinka and said, “The dike must be broken, for water is coming through. What shall we do?” Hans knew the water would soon make the hole larger and he called and called, but no one was near enough to hear. But quickly he decided what to do. Putting his finger in the little hole to keep the water back, he told Katinka to run and tell the people that there was a hole in the dike. At first she didn’t want to go alone, but Hans said, “You must go, and you must hurry.” So Katinka hurried as fast as her little legs could go. Hans watched her, and as she grew smaller and smaller, and farther and farther away, his finger began to feel pinched and stiff being kept in the little hole so long. But he didn’t dare to take it out even for one minute.

By and by he began to feel stiff and cramped all over because he couldn’t move about easily, and it seemed a very long time, and it had grown dark.

Hans could hear the sounds of the ocean. It was pounding, pounding on the other side as if determined to come in.

“No, you shall not come in,” said Hans, and he kept his finger tight in the hole.

It seemed a very, very long time before he heard the sound of voices coming. As the men came nearer he heard them calling to him and heard his own father’s voice.

The men worked with their picks and shovels until the dike was
repaired, and soon they were ready to carry Hans home, for he was very tired and sleepy.

And to this day the people tell the story of the brave little children who saved the dike.

How do you like this story? Do you think Hans really had to be brave? (Let the children talk about the story.)

**Table Period.** Drawing. Let the children draw a summer picture or illustrate one of the stories.

**Dismissal.** Will you try this week to remember to be brave when you have something hard to do, or something you don’t want to do? What other times can you be brave? Yes, when you hurt yourself.

Good-bye song.

**Prayer.** Giving out letters for parents.

**Music** while good-byes are said to the teachers.
Aim: To help our children to meet with courage the hard things they have to do, and to be brave when they meet with childish accidents.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
This is the time to welcome children who have been away, or new children.
Hymn. Let the children choose a hymn.
Prayer.
Continue learning "Can a Little Child Like Me?"
What kind of sunshine are we having now? Yes, it is summer sunshine, and it is very warm some days. But the very warm sunshine is necessary to make the fruits and grains and vegetables grow. Yes, and they need plenty of rain, too. At this time it might be suggested that children bring flowers from their gardens at home to send to children who are ill or to others who would enjoy them.
Sing a rain or sunshine song.

Conversation Period. Do you remember the verse we had last Sunday? "I am with thee and will keep thee in all places whither thou goest." Who is with us wherever we go and whatever we do?

Our Heavenly Father is always watching over us, and He is always willing to help us when we need help.
I wonder if you have thought about the story we had last week. Did you go home and tell it to your mother or father?
Would you like to hear that story again at story time?
Have you had a chance to be brave this week? Or have you seen any one do any thing that you thought was brave?

You may get very interesting replies to these questions. Let the children talk freely, and especially try to draw the timid children into the conversation. It is so easy, unless we are careful, to let the children who have most initiative and are most responsive do all the talking.

Rest Period. Let the children choose whether they want to march, play going to church, or play one of the stories.

Table Period. Drawing.

Story Period. Repeat the story told last Sunday.


Music.
LESSON XLII

LEARNING TO PLAY WITH OTHER CHILDREN

Aim: To help the children to acquire wholesome attitudes toward one another in the situations that arise whenever children play together.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. "Can a Little Child Like Me?"
Prayer.
Let the children choose several songs and hymns.

Conversation Period. What have you children been doing all this past week?
"We went on a picnic up the river and took our boats and sailed them," said Betty.
Have any of you been out for walks in the park or in the woods?
Did you see any birds, or find any flowers? And were you very careful when you picked them?

It is such a long time since we planted seeds in the spring, I wonder if there are any flowers or vegetables in your gardens at home? What has made them grow all through the spring and summer? Who has sent rain and sunshine all these months to make them grow? Yes, our Heavenly Father, and I wonder if you have been able to help by watering the flowers or helping to weed the gardens. It is hard sometimes to tell the weeds from the flowers, and you have to be careful when you are weeding the garden.

What else have you been doing this week? Perhaps the answers will be, "I have been playing with my brothers and sisters," or "I
have been playing with my friends.” Then ask the children what they have been playing.

Ask whether they always have a good time when they are playing together.

“I don’t always have a good time,” said Janet, “for sometimes my brother wants all of the toys and when I take some of them he hurts me.”

“I don’t have a good time, because when we play house Marion always wants to be the mother.”

Has Marion other brothers and sisters at home? Perhaps, if she hasn’t any one at home to play with, she hasn’t learned how to play with other children. You will have to show her how much more fun it is to share your things and to take turns when you are playing.

Do you ever have a very good time when you are quarreling?

Let the children tell about their play experiences and their quarrels. What verse would be a very good one for you to remember when you are playing together? Yes, I think it would be well to remember “Be ye kind one to another.”


Rest Time. Let the children choose.

Table Period. Mounting pictures. No. 13, “Children Playing Together.”


Once there were three brothers. One brother was a big boy, the next was not so old, and the third was just a little boy. Sometimes when they were playing together the older brothers teased the little brother. They would say, “You cannot run very fast, you cannot jump as far as we can,” and then they said “You are very stupid,” and called him “Dunny.”

One day a traveler who had a wonderful pony stopped at the door of the cottage. The pony could do tricks, and he could be saddled and ridden, and beside he was a very gentle pony.

The three boys were so delighted with the pony that they coaxed
their father until finally he decided to buy it for them. At first they were happy with their new playfellow, but presently they began to quarrel, and the father would hear first one and then the other say,

"He is my pony."
"No, he is not your pony."
"He is more my pony because I take more care of him."

And they would all snatch at his bridle and try to pull him away. Until finally the father would say "Boys! boys! why are you quarreling? The pony belongs to all of you."

But still day after day they quarreled, and finally the father said: "The pony shall belong to the boy who will bring this basket filled full with the water of yonder pond." Now the basket was very old and full of holes, but the three brothers eagerly consented to try the plan.

"You shall try first," said the father to the oldest boy. As the boy walked quickly toward the pond, a little bird hopped along the path in front of him, and in a sweet voice sang:

"Fill it with moss and fill it with clay,  
And carry a basket full away."

The boy did not know what the bird was saying. "Out of my path, you stupid creature!" he cried, flinging a stone at it. But the little bird flew away into the forest, where he was quite safe. When at last the boy reached the pond, there sat a great green frog who croaked in a great hoarse voice:

"Fill it with moss and fill it with clay,  
And carry a basketful away."

But the boy did not know what the frog was saying. "Out of my way, you ugly creature!" he cried, flinging a stone at it. The great frog jumped back into the water, where he was quite safe. The eldest boy covered the bottom of the basket with sand, thinking that would keep the water from running out; then he filled it to the very brim. But though he ran all the way home, not a single drop of water was left in the basket when he reached his father.
Then it was the second boy's turn. As he walked quickly toward the pond, the same little bird hopped along the path in front of him, and in the same sweet voice sang:

"Fill it with moss and fill it with clay,
And carry a basketful away."

The boy did not know what the bird was saying. "Out of my path, you stupid creature!" he cried, flinging a stone at it. But the little bird flew away into the forest, where he was quite safe. When at last the boy reached the pond, there sat the same great green frog, who croaked in the same great hoarse voice:

"Fill it with moss and fill it with clay,
And carry a basketful away."

But the boy did not know what the frog was saying. "Out of my way, you ugly creature!" he cried, flinging a stone at it. The great frog jumped back into the pond where he was quite safe. The second boy covered the bottom of the basket with leaves, thinking that they would keep the water from running out; then he filled it to the very brim. But though he, too, hurried all the way home, not a single drop of water was left in the basket when he reached his father.

Now at last it was Dunny's turn; but the two elder brothers teased him saying, "Of what use is it for such a stupid as you to try, when we, who are so much more clever than you, have failed?"

As Dunny walked quickly toward the pond, the same little bird hopped along the path in front of him, and in the same sweet voice sang:

"Fill it with moss and fill it with clay,
And carry a basketful away."

Now Dunny was very fond of all the wild creatures of the woods and fields, and often spent long hours in their company; and he knew what the little bird was saying, and he was never happier than when he was playing with the frogs and fishes in the pond; so when the great, green frog in his great, hoarse voice croaked:
"Fill it with moss and fill it with clay,
And carry a basketful away."

Dunny knew what the frog was saying. Carefully he gathered moss and clay from the bank of the pond, and stopped all the holes and cracks in the basket. Then filling it with water to the very brim, he carried it safely home to his father and did not lose a drop. So the pony was given to him, and he rode up and down on the pony's back while the other boys watched him. After a time he came back and let each of them have a turn. When it was time to feed the pony and to get his bed ready the brothers found that they could all help, and although the father listened, he never again heard cross voices quarreling about the pony.


Music.
LESSON XLIII

LEARNING TO PLAY WITH OTHER CHILDREN

Aim: To help the children to acquire wholesome attitudes toward one another in the situations that arise whenever children play together.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer.

Let the children choose other hymns. Frequently the children in our group want to sing to the other children little songs or hymns that they have learned at home or elsewhere. This we encourage when there is time. Also when we find that the children are singing too loudly or carelessly, we stop them and have a child who has a sweet true voice sing to the others while they listen.

Let the children repeat some of the verses already learned.

Conversation Period. What did we talk about last Sunday? Who remembers the story? Yes, it was about the three brothers who at first didn't know how to play with the pony. Have you this week played with children who did know how to play together, and all have a good time? Have you seen any children who quarreled, and did not know how to play together? Have you thought about trying to help the other children to have a good time when you are playing together? That is a very good way to have a good time yourself.

(Let the children tell about their play and experiences during the week.)
If you share your things and take turns when you are playing, everybody can have a good time.

Is it hard sometimes to let other people have your things? Yes indeed it is. Whom can we ask to help us? Yes, our Heavenly Father will help us whenever we ask him.

**Rest Period.** Would you like to have a garden today? Dorothy, will you choose some children to be seeds, and plant them? Shall we have the rain come down and water them?

**Table Period.** Drawing.

Could you draw pictures of children playing together? Perhaps you could draw some of their toys.

**Story Time.** Repeat the story told last week.

**Dismissal.** Good-bye song. Prayer. Giving out letters for parents.

**Music** while good-byes are said to the teacher.
LESSON XLIV

OTHER LITTLE FRIENDS

Aim: To develop a sympathetic and helpful attitude toward little newcomers in this country. (As in the case of the lessons on Japanese children, this lesson will have to be suggestive only, for instead of Italian children there may in other communities be other little newcomers from other lands, needing interest and friendship.)

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer. Singing other hymns. Repeat verses.

Conversation Period. If the children have brought flowers from their own gardens to send to little friends in the community who are ill or who have no gardens, this will be a point of departure for the new lesson. Perhaps there will be sick children in your own group to whom the flowers may be sent. Let the children take them if possible. Or they may know of some one by whom flowers would be appreciated.

Otherwise perhaps the teacher will tell the group that there are families in the town or city who have come from a beautiful country called Italy, where there are blue skies, grass, trees and many flowers. These families, fathers, mothers and children, have come to find a new home in our country. The fathers haven't very much money, for it has cost a great deal to take a whole family on a journey across the ocean, and they have to live in a few rooms, with no place for a garden for flowers and vegetables such as they have in Italy.

How many children think they have ever seen any people who
have come from Italy? (Show pictures of Italian family. No. 14 in series.) Yes, we call them Italians. Yes, there are some Italians who have a fruit store, etc. "And they talk a funny way, you can't understand what they say," says Alan.

Yes, and don't you suppose they think we have a funny way of talking because they can't understand what we say?

The Italian children who have come over here are going to go to our schools and they will learn our language, and make this country their home. They are our little friends, and I wonder what we can do for them.

The teacher should have ready some suggestions as to what the children may do. She may know of a family with whom the children may get in touch by sending flowers, toys or clothing; or there may be a kindergarten of Italian children in need of money.

Rest Time.

Table Period. Mounting pictures of Italian family. Fourteenth picture in the series.

Story Time. Did you like the picture of the Italian mother and children? This family came from Italy to our country in a big ship, and they landed in New York City, and that is where they were living when this picture was taken.

Would you like to hear a story about another Italian family? They came over from Italy in a big ship too, and landed in New York, but they didn't stay in the city. They took a train and went to a little town in the country, way up in the hills. You see the Petrellos had loved their own beautiful Italy so much that they would have liked to live there always, but the father felt sure that in our country he could earn more money, and so take better care of his family, and that was the reason they came. This is the story and we shall call it,—

**ANTHONY PETRELLO**

Anthony Petrello was a little Italian boy not five years old. He lived with his father and mother in a home that was called the "Bee Hive" because so many families lived there crowded close together.
Around the house there was a little yard, but not a garden. And at first the Petrellos were very lonely, and they missed their little home and garden that they had left in Italy. And they couldn’t understand what people were saying, nor could people understand them. The two little girls, Victoria and Marian, soon went to school, but Anthony was left at home to play by himself.

One day a lady came to see his mother. Anthony didn’t know what she said, and his mother couldn’t understand very well, but when Victoria and Marian came, they understood that she wanted Anthony to go to a kindergarten near by. The next morning they dressed him and took him to the kindergarten before they went to school. Anthony didn’t know what a kindergarten was or where he was going, and anyway he was a little bit afraid to leave his mother. At the door of the kindergarten he heard the voices of the children inside. They were shouting and playing. He clung to Victoria and Marian, and wanted to go home, but they coaxed him to go inside, and there was the same lady who had gone to his house the day before. In the room there were some little chairs all arranged in a ring, and Anthony was taken to one that just fitted him.

Presently the other children all came to sit down in their chairs. They sang, and Anthony sat very still and listened, for he liked music. Soon they all turned toward Anthony and smiled as they sang, and Anthony couldn’t help smiling at them, although he didn’t know what they were singing.

In the center of the ring there were some bright colored flowers, geraniums and nasturtiums. Anthony liked these, for he loved flowers, and he was made very happy when he was given a flower to hold.

When all the children said a little prayer, Anthony bowed his head with them. He understood what they were doing, for over in Italy he had gone to church and prayed to the same Heavenly Father.

But he was happiest when marching time came and he was given a drum to play on. That he could do, and keep time, too. He didn’t want to stop when it was time to go and sit down at the little tables. But then he was given paper, paints, and a brush, and what a bright
picture he made! When lunch time came Anthony hadn’t any lunch, so a little girl who sat near him shared her lunch with him. But he could hardly wait to get back to the drum again. He played on it every chance he had.

The next morning bright and early Victoria and Marian brought him back to the kindergarten. Again he ran to get the drum, but this time some one else had it, and very soon Anthony learned that the children in the kindergarten must take turns using the toys.

Day after day Anthony came and played, but he never tried to talk. I think he was afraid he couldn’t say English words, and that the other children would laugh at him if he tried. All he ever said was “‘Ba’ May” when he came to say good-bye to the teacher at noon. He meant “Good-bye, Miss Mary.”

One day Anthony didn’t come to kindergarten, and the next day he didn’t come. The third day Victoria and Marian came to say that Anthony had been playing out in the street, where he had been told never to go alone, and had been run into by an automobile. His leg was very badly hurt, and he would have to stay in bed a long time. “He cries because he can’t go to kindergarten,” Victoria and Marian said.

When they were all sitting in the ring that morning, one of the children said “Could we send Anthony something?”

“I’ll bring some flowers for him,” John said.

“I wonder if we have anything in the kindergarten that he would like,” the teacher said.

All the children thought a minute, and then they said “The drum!”

“But we couldn’t spare that for we only have one, and we couldn’t have a band without a drum,” protested Mikey.

“But that is what Anthony would like best,” Rosey replied.

Perhaps he is too sick to play on it.”

“But anyway he could look at it.”

And so they discussed sending the drum to Anthony, until finally the teacher said, “Shall we wait and decide tomorrow morning?”

The next morning they talked about it again, and finally they all
decided that the drum should be taken to Anthony by two of the children.

Wasn't he glad to get it! At first he could only look at it, for he wasn't able even to sit up in bed. It was many weeks before Anthony's leg was well and strong again, but the first day he could he went marching back to kindergarten carrying the drum and playing on it all the way.

That morning when the children sang to him, Anthony tried to sing too, he was so very glad to be back again.


Music.
lesson xlv

other little friends

aim: to develop a sympathetic and helpful attitude toward little newcomers in this country.

service of worship

quiet music.
offering. prayer.
greeting. song of greeting.
hymn.
prayer.

conversation period. repeat "every day the shining sun."
what bible verse have we learned that tells about day and night?
"the day is thine, the night also is thine."
and do you remember another verse we learned a few weeks ago?
"i am with thee, and will keep thee in all places whither thou goest."

who is it who is taking care of us wherever we go, and in the day time and in the nighttime?

yes, our heavenly father is taking care of us, and all of the things we enjoy every day he has given us.

is there anything we can do for him?

"we can say 'thank you.'"

yes, we can, and we can do many things to show that we are thankful.

when we do things at home for our fathers and mothers; when we are kind and loving to our brothers and sisters and our friends and pets; when we help to take care of the flowers and birds; these are all ways of saying "thank you" to our heavenly father for all that he has done for us. there are many more ways beside.
Who remembers what we talked about last Sunday? (Recall last Sunday's conversation about the children who have come to this country to find a new home. Talk again with your group about the suggestions that have been made of ways in which they may show their friendliness toward the little newcomers to this country.

Shall we sing two or three hymns?

Rest Time.
Table Period. Drawing.

Story Time. Repeat the story of "Anthony Petrello."


Music while good-byes are said.
LESSON XLVI

LEARNING SELF-CONTROL

Aim: To establish a habit of self-control as against the impulse to cry, to interrupt, etc.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. "All things bright and beautiful."
Prayer.

Let the children sing other hymns, and repeat some of the verses already learned.

Conversation Period.

Note. A situation during the class hour might easily furnish the point of contact for this lesson, when something like the following occurs. Frequently there are children in the group who are restless and show a very disturbing tendency to move about constantly and to interfere with other children, or there may be children who want to talk all the time.

This lesson may properly come on the very day when such a situation exists.

The teacher should first be sure that the air in the room is all right, that the children are sitting in chairs that are the right height, and that she is not expecting them to stay in one position too long.

Then if William is moving about and disturbing others, ask whether he is old enough to sit quietly in his chair for a few minutes.

Ask Jane if she is not old enough to sit quietly and listen when it is Dorothy's turn to talk.

Speak of the babies who sometimes come to visit, who are not expected to be quiet because they are not old enough.
Then let the children tell why children who are old enough to come
to the class should be able to think when it is time to sit quietly, and
when it is time to talk.

Then ask whether at home and at school there are times when
children must think about not talking. How about children who cry
easily when anything goes wrong, or who get angry and call names?

Let the children talk freely about these questions.

Is it hard not to talk or cry or tease for things sometimes? Yes
indeed it is. Are children who are five years old, old enough not to
cry easily, and not to tease for things, and not to do things that
fathers and mothers think are not best?

Whom can we ask to help us not to cry, or to tease?

Yes, we can ask our Heavenly Father to help us whenever it is
hard to remember.

Note. The above conversation is merely suggestive. The
children will talk of their efforts at self-control, and speak of concrete
situations as "of crying when I cannot go with my mother," or "of
teasing for a piece of cake," or "of calling some one a mean old thing."

Rest Time.

March. Shall we listen very carefully to the music today and
think to step heavily when the music is loud; softly when the music
is soft; and stop when the music stops?

Or the children may stand in front of their chairs and step loudly
and softly or clap loudly and softly.

Table Period.

Drawing.

Story Time.

The Fairy Cap

Once upon a time there were a mother and a father to whom God
sent a little boy baby. Oh, how glad they were to have him, and
while he was little they took the best care of him they could. And
that wasn't very hard to do, while he was a tiny baby lying on his
little bed, or carriage, or on the floor. There his mother always
knew where he was.
But when he grew older and could run about it was different. The mother began to worry, and she would say, ‘‘What if Jack should eat something that would make him very sick!’’ or ‘‘What if he should run away and get lost,’’ or ‘‘What if he should fall and hurt himself badly.’’ All these things she thought about, but there was something else she never did think to worry about. What do you suppose it was?

Why it never occurred to her to think whether he would be a brave, kind, thoughtful little boy because she supposed of course that he would be. But sad to say, as Jack grew older and could walk and talk she forgot to worry about his getting lost, or sick, or hurt, for there were other things that troubled her more. Whenever Jack couldn’t have or do what he wanted he screamed, or he teased and teased till every one in the house was tired, and he not only screamed and teased, but he called people names, so that some days every one in the house felt like sending him away.

After a time Jack’s father and mother decided that they couldn’t tell what to do themselves, and so one day when Jack had been screaming because he couldn’t have a new toy when already he had so many that he never had time to play with all of them, his father and mother sent for his fairy godmother. She came quickly, and at first she said, ‘‘I shall have to take Jack back to fairyland with me.’’ But Jack’s mother said she could not let her little boy go far away, and so the fairy godmother stood leaning on her broomstick while she thought and thought for a long time. Finally she put her hand way down into her pocket and pulled out a tiny package, and when it was unrolled it proved to be a little boy’s cap, but such a very thin one.

‘‘Now,’’ said the fairy godmother, ‘‘Jack must wear this all the time,’’ and quickly she slipped it on his head.

‘‘What good will that cap do?’’ said the father and mother together. ‘‘You shall see,’’ said the fairy godmother, and she jumped on her broomstick and rode away to fairyland.

Now Jack never liked very well to wear hats, but this little cap was so thin and light that he soon forgot about it.
Before long something went wrong again and Jack began to cry. This time it was only because he couldn't have two dishes of pudding for dessert. But suddenly he stopped crying and put his hands up to his head.

"This old cap pinches me," he said. "I'm going to throw it away."

"Oh, no," said his mother. "Your fairy godmother brought that cap for you to wear, and you will have to keep it on."

"But I can't wear a cap that pinches my head," said Jack. But as he stopped crying and began to talk to his mother he realized that the cap no longer pinched.

Presently he jumped down from his chair at the table, and ran out of doors to play.

Now Jack had a large yard to play in, and many toys to play with, so that all the children in the neighborhood came to his house to play whenever they could. And the place they all liked best was a little workshop in the back yard where there were a few tools and pieces of wood. There the children used to go to make their own toys. Now sometimes Jack played very nicely with the other children, but sometimes he wouldn't let them touch one of his things.

This day he was feeling a little cross about the pudding still, when the children came trooping in through the gate. Two or three of them ran to the swing. Others went to the seesaw, one or two others ran to the little workshop.

Another child ran to Jack's own hobbyhorse and started to get on it, when suddenly Jack decided that he wanted it himself, and because the other little boy didn't get off the horse quickly, Jack ran to him, tried to pull him off, and began calling him names. But suddenly he stopped, for the cap gave him such a pinch that he couldn't think for a minute. Then he pulled the cap off his head, threw it on the ground and said, "There, you old cap, I won't wear you any more." The children all turned to look at Jack, but as he started to run away the fairy cap went after him. Round and round he ran, but never could he get away, for it always stayed close to his heels. The children laughed and shouted, and soon Jack decided that he
might as well pick the cap up and put it on, and soon they all forgot about it and went on with their play.

Day after day and many times a day did Jack feel the cap's pinch. Sometimes he threw it off, but it always followed until he put it on again. Sometimes the minute it began to pinch he stopped crying, or teasing, or whining, and then the pinching stopped too.

One day after two or three months had passed, Jack decided that he wouldn't give the cap a chance to pinch even a tiny bit for one whole day. Soon his father and mother noticed that he didn't cry and tease and whine when things went wrong, and they were very glad.

One morning Jack woke up and the fairy godmother's cap was gone. They never knew whether the fairy godmother came and took it back to fairyland or whether it went back by itself. But one thing was sure,— Jack no longer needed it.


Music.
LESSON XLVII

LEARNING SELF-CONTROL

Aim: Establish a habit of self-control as against the impulse to cry, to interrupt, etc.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. “Can a Little Child Like Me?”
Prayer.

Conversation Period. Do you remember a verse I told you a long time ago?

“I wonder if any one knows
On a cloudy day where the sunshine goes?
I have heard that it chooses the queerest places,
The hearts of good children, and shines in their faces.
In their eyes it dances all the while,
On their lips it lingers, a loving smile.”

Have you seen children this week who could keep from crying and teasing when things went wrong?

“My baby screams when we take things away from him,” said Janet.

“And so does mine,” said John.

Of course they do, if they are little babies. You couldn’t expect them not to, for they don’t know any better.

But do you think it is a pretty good thing for children when they are old enough to try to be strong enough and brave enough not to cry and tease?

“I know a little boy who scratches when he cannot have the toys
he wants." That seems like a little kitten or a dog and they don’t know any better, do they?

(Let the children one at a time tell when they think they have remembered this last week that they were old enough and strong enough not to be angry, and speak crossly or cry.)

How are your gardens growing? These days that are so long and so warm help to make the flowers, and fruits, and grains, and vegetables grow. Yes, and the rain, too, is needed. Have you looked at the fruits on the trees to see whether the apples and peaches and pears are growing and beginning to ripen?

If the children have flower gardens at home, suggest that if possible they bring flowers to send to some one who is sick, or to some one who has no flowers.

Rest Time. Let the children choose.
Table Period. Drawing.
Story Time. Repeat the story told last week.

Music.
LESSON XLVIII

ANOTHER LESSON ON KINDNESS

Aim: To increase the children’s thoughtfulness for others.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer. Verse. “Be ye kind one to another.”
Sing other hymns.
(In this lesson it is thought better to let the conversation period follow the story.)

Story Period. Would you like to hear a new story?

THE LITTLE HALF-CHICK

Once upon a time there was a mother hen who hatched a brood of little chickens. As they came out of the shell, one after another, they were as fine a brood as one could wish to see, until the last shell cracked and out came a strange little creature — a half-chick with only one eye, one leg and one wing.

The mother was much distressed, because she thought it wasn’t as strong as the others, and so she tried to take very good care of the half-chick.

But that was difficult, for the little half-chick was very headstrong. He soon began to run away from his mother and the other chicks, and he ran with a funny little hoppity-kick, hoppity-kick. When he was called he pretended that he couldn’t hear because he
had only one ear. His mother grew quite distracted trying to keep him safe.

One day the little half-chick said to his mother, "I'm tired of this dull place. I'm off to Madrid to see the king."

But his mother said, "You foolish child to think of such a thing. You could never go there! And besides, where could you find as pleasant and comfortable a place as this farm yard?"

But the little half-chick would not listen to reason, and off he started hoppity-kick and hoppity-kick across the fields. Soon he came to a brook which had nearly been choked by dead leaves, so it could not flow.

"Little half-chick, little half-chick, help me!" it cried. "Pull out the dead leaves and set me free."

"Set you free, indeed," said the little half-chick. "Set yourself free, for I'm off to Madrid to see the king." And hoppity-kick and hoppity-kick away went the little half-chick.

A little farther on he saw the wind lying breathless on the ground.

"Little half-chick, little half-chick," called the wind, "I pray you, fan me a little with your wing, and help me to gather strength to go on again."

"Help you, indeed," said the little half-chick. "I've no time to help any one. I'm off to Madrid to see the king." And on he went, hoppity-kick, hoppity-kick.

The next day he came to a newly mown field. In one corner he passed a fire that was trying to burn.

"Little half-chick, oh little half-chick," called the fire, "I am dying. Pray bring me a few dry leaves and some sticks in your beak."

"Help yourself," cried the little half-chick, rudely. "I'm off to Madrid to see the king." And away he went, hoppity-kick, hoppity-kick.

After he had gone a very long way the little half-chick came to the gates of the king's palace. He slipped through the gates and went on to the courtyard at the back, hoppity-kick, hoppity-kick. "I will find the chicken yard," he said, "and will rule it myself."
But just then the cook spied him from the kitchen window. “Here is a chick for the king’s dinner,” she said. And she hurried out and seized him by his one leg and threw him into a pot of water.

“Water, water, do not wet me so!” cried the little half-chick.

“Ah,” said the water, “when I was in trouble you would not help me.” And soon the water was bubbling and boiling over the little half-chick.

“Fire, fire, do not burn so hot!” cried the little half-chick.

“Ah,” said the fire, “when I was in trouble did you help me?” And it blazed fiercer than ever, and soon the little half-chick was badly burned.

Then the cook said, “This chicken will never do for the king’s dinner.” And taking him out of the pot, she tossed him out of the window. The wind soon caught him up and started off with him.

“Oh, wind,” murmured the little half-chick, very faintly, “do not be so rough with me!”

“Ah!” cried the wind, blowing harder than ever, “when I was in trouble you did not help me.” Up, up they flew, higher and higher, until they came to the highest tower in all Madrid. There the wind left the little half-chick, standing on his one leg, and looking about with his one eye. And there he stands today and turns which ever way the wind blows.

(Adapted from a Spanish folk tale.)

Conversation Period. After the story has been told let the children discuss it, and let them tell again of the kind and thoughtful things little children can do in return for all the kindness and thoughtfulness bestowed upon them.

Shall we try all of this week to remember “Be ye kind one to another”? Perhaps that will help us remember to do for our friends something that will help them and make them happy.

Rest Period. March.

Table Period. Mounting pictures. No. 15. “Gardening.”
Dismissal. Good-bye song. Prayer. "Our Heavenly Father, we are thankful for all the kind and loving care which Thou givest us each day. Help us this week to be kind and thoughtful of our friends." Amen.

Giving out letters for parents.

Music.
LESSON XLIX

ANOTHER LESSON ON KINDNESS

Aim: To increase the children’s thoughtfulness for others.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer.

Conversation Period. If these lessons are used in September when the children are returning from the summer vacation they will be interested first of all in singing special greetings to one another, then in telling where they have been, and what they have been doing.

Let the children who have been away choose other hymns.
Repeat: "Be ye kind one to another." Let the children tell whether they have thought about being kind this past week and what they have done. Let those who have been away tell whether they have remembered to be kind and helpful. Suggest that they try to be very helpful, especially to mothers, for mothers have so much to do in the fall getting home and children ready for winter.

Rest Period. Let the children choose.
Story Time. Repeat "Little Half-Chick."
Table Period. Drawing.
Dismissal. Good-bye song. Prayer or hymn. Giving out letters for parents.
Music.
LEARNING TO TAKE CARE OF ONESELF

Aim: To increase the children's part in their own personal care and welfare.

Service of Worship

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer.

Conversation Period. Shall we sing "Can a Little Child Like Me?"

Why should we thank our Heavenly Father? Yes, because He takes care of us, and because He gives us so many things to enjoy.

Have any of you tried to take care of any one this week?

Have you thought about taking care of your pets? What can you do?

Yes, you can be very careful not to tease them or hurt them, and you can remember to help feed them, etc.

Has any one helped take care of a garden this week?

Now I want to ask you another question. How many children can do a good many things to help take care of themselves? Are you old enough to play in your yard alone, or cross the street alone?

Who thinks he can do a good deal toward getting dressed in the morning? Find out how many children can dress themselves.

Show picture of a little girl dressing herself in picture series, No. 16.
This little girl has learned to put on all of her clothes and fasten nearly all the buttons.

Do you think it is a good thing for children to learn to dress themselves as soon as they can? Why?
Find out whether the children can do other things independently, and why it is a good thing for them to be able to do as many things as possible for themselves.

**Rest Time.** Clapping to music and high stepping while standing in front of chairs. Marching.

**Table Period.** Mounting picture No. 16, "Child Helping Herself."

**Story Time.** Would you like to hear the story of a little girl who thought she didn’t want to learn to dress herself?

This is the story:

**Lazy Jane**

"You will have to hurry, or you will be late to kindergarten again," Jane’s mother called to her one morning.

And Jane called back, "You will have to help me, for I can’t button my shoes, and I can’t fasten the buttons of my skirt."

Jane’s mother had been up and dressed a long time, and Jane had been awake since early in the morning, but she had, as usual, been poking along and playing instead of trying to dress herself. When her mother went upstairs, there was Jane only partly dressed, and nothing was buttoned; both stockings were twisted; she had only one shoe on, and that was only partly laced up. And this was what happened nearly every day.

"Why has it taken you so long to put on just a few clothes? I should think," Jane’s mother said, "that a little girl nearly six years old was old enough to dress herself every morning."

But Jane said, "I don’t believe I am old enough. It is too hard for me to fasten buttons and lace shoes."

And so again Jane was late to kindergarten, and when she got there she had to sit off by herself for a long time, because the others were singing and playing, and talking, and late comers disturbed them.

This morning when Jane came in the children said, "There comes Jane, and she’s late again," and Jane felt very uncomfortable sitting off by herself until ten o’clock.

But I’m sorry to say the same thing happened again next morning, and the next.
One day Jane came running home from kindergarten and called to her mother, "Oh, mother, Jack has a new little sister, a little tiny baby! I wish we had a little tiny baby!"

"Do you?" said her mother. "It seems to me that it is a good thing that we haven't a little baby just now, for I have to spend so much time taking care of you that I'm afraid I shouldn't have time to take care of a little baby."

Jane didn't say anything, but she thought about it a great deal.

One day, not long afterward, Jane's mother told her that she was going away for a little while.

"Aren't you going to take me?" Jane asked.

"No," her mother said, "this time you are going to stay at home with your father and Annie, and they will take care of you."

"Will you bring me something when you come back?" Jane asked.

"Yes, I will," replied her mother, "and something you will like very much."

"Do you know now what you are going to bring me?" Jane questioned.

"Yes, I think I do."

"Then why can't you tell me?"

"Because," said Jane's mother, "I want it to be a surprise."

The next morning when Jane got up and began to dress, she started to call her mother to help her, and then she remembered that her mother had gone away, and so she called her father, but he was eating his breakfast and was in such a hurry to go to his office that he couldn't possibly stop to help a little girl who knew perfectly well how to dress herself. Annie was busy making toast,— she couldn't stop to go upstairs, so Jane slowly got herself dressed, and Annie helped her to get ready by doing the things Jane couldn't do for herself. But that day she was very late getting to kindergarten.

You see, she missed so much every day that she didn't know the songs the other children learned, and she didn't know the games they played, and then, too, the children made fun of her, and called her "lazy Jane."
"I am not lazy," Jane would reply, but she really knew that she was.

As the days went on Jane missed her mother very much, and kept asking her father when she was coming back, and finally her father said, "In a few days now your mother will be home." And then, too, Jane thought about the surprise and wondered what it could be. "I wish it could be a baby," she would say to herself.

Suddenly one day she remembered that her mother had said that it wouldn't be well to have a baby, when Jane herself needed so much care, and right then she decided that she would try the next morning to dress herself quickly and surprise her mother, and then, sometime, if the baby did come, she would be ready to help take care of it.

The next morning Jane didn't stop once to play with her doll or look at a picture book, but got dressed before her father had finished his breakfast.

After two days she got dressed so quickly that she surprised the whole kindergarten by being on time.

That day, when she went home from kindergarten, she heard a strange little sound which seemed to come from upstairs. She couldn't imagine what it could be, for usually the house was so quiet when she came home, unless Annie was singing in the kitchen.

Jane hurried upstairs to find that the strange little cry came from her mother's room. And what do you suppose she found there? Why, there was her mother, and the surprise,—a tiny baby brother in a little basket bed. Jane jumped up and down and clapped her hands and hugged her mother and tried to look at the baby all at once.

"Mother," she cried, "I have learned to dress myself quickly, and isn't it a good thing that I have, for now we can both help to take care of the baby!"


Music.
LESSON LI

LEARNING TO TAKE CARE OF ONESELF

Aim: To increase the children's part in their own personal care and welfare.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn.
Prayer. Then let the children repeat the verses learned and sing other hymns and songs.

Conversation Period. Ask the children whether they have thought about taking care of themselves this week. Find out whether they have helped their mothers by dressing themselves every day, or whether they can be trusted to cross the streets alone, to do errands, etc. Also ask whether they can amuse themselves when it is necessary for them to play alone.

Ask the children also whether they remember to do such things as washing their hands, going to bed when it is time, coming to meals on time without being told every time.

Our city children tell us with pride that they are old enough to be trusted to play on the pavement in front of their homes without being watched, or that they are old enough to be very careful and cross the street alone.

Rest Time. Would you like to have a bird family today? (See page 20)

Table Period. Drawing.

Story Time. Repeat the story told last Sunday.

Dismissal. Good-bye song. Sing "Guard Thy Children." Giving out letters for parents.

Music.
LESSON LII

REVIEW

Aim: To let the children recall the conversations, stories, songs and verses that have been used during the past weeks or year in order that the ideas and ideals of the lessons may become more firmly fixed in minds and hearts.

SERVICE OF WORSHIP

Quiet Music.
Offering. Prayer.
Greeting. Song of greeting.
Hymn. Prayer.

(This lesson may be developed as the other three review lessons have been, by letting the children choose for each part of the class hour.)

Conversation Period. This time may be used for singing of several hymns, dramatizing stories, etc. If this is the end of the year, the new school year beginning October first, this Sunday may be a review for the whole year.

One time, at the end of our school year, the children were asked how many stories and verses they could remember. Edward said, "I know which story I would like to have again, but you told it so long ago that I don't believe you could remember it." It was the story that had been told the first Sunday. Edward offered to tell it himself, and he told it very well.

Another time the children were asked, "What are some of the things we have talked about here on Sunday and have been trying to think about at home?"

These were some of the responses: "We have been trying to help people."
"We have tried to obey."
"We have tried to help take care of the birds, feed them and not frighten them."
"We have shared our things."
"We have tried to be kind."

Rest Period. Let the children choose.

Table Period. (This period may be omitted if the teacher thinks it better to use the time for a longer story period.)

Story Period. Retelling the stories of the year by teacher and children.)


Music.
Rankin, Mary Everett.

A course for beginners in religious education, with lessons for one year for children five years of age, by Mary Everett Rankin ... with an introduction by Patty Smith Hill ... New York, C. Scribner's sons [1917].

xl, 236 p. front., illus. (music) plates. 21 cm.

"Reference books on story-telling and stories to tell": p. 18-19.
