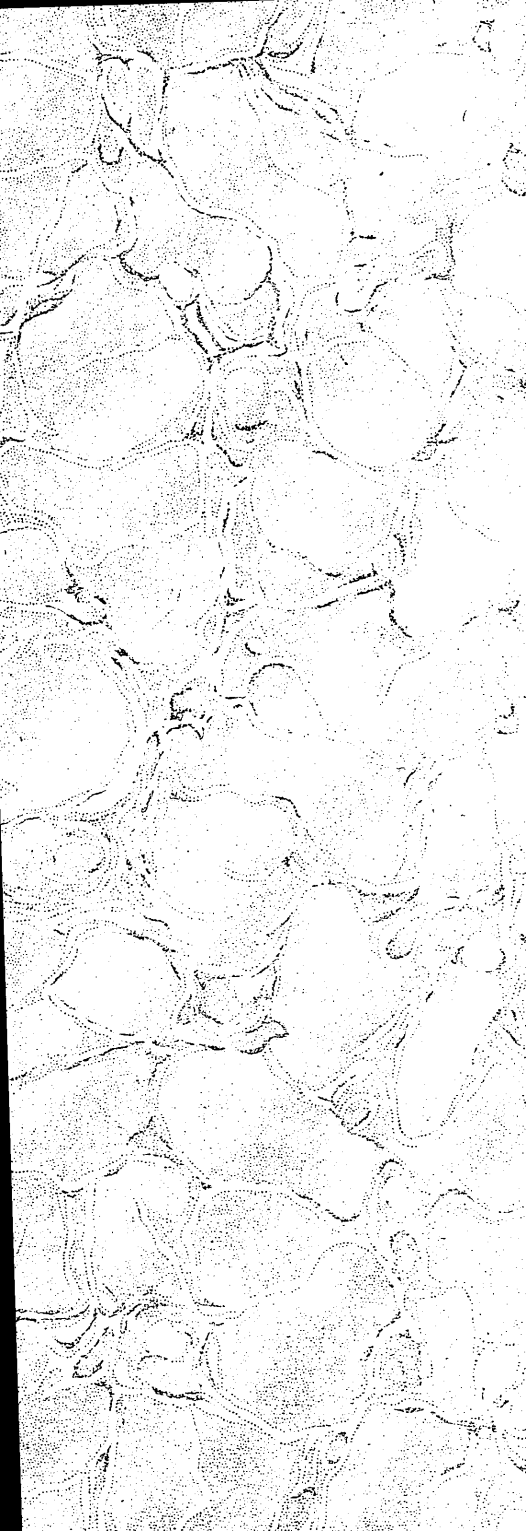


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# A CHURCH VACATION SCHOOL GUIDE



BERTHA MARILDA RHODES

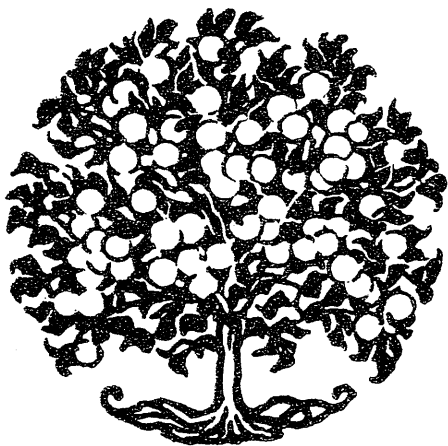
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# A Church Vacation School Guide

FOR USE WITH

*Religion in the Kindergarten*

By

BERTHA MARILDA RHODES



THE UNIVERSITY OF CHICAGO PRESS  
CHICAGO · ILLINOIS

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FOREWORD

In adapting *Religion in the Kindergarten* for the Vacation Church School two five-week courses have been outlined.

Course I deals primarily with the child himself—his body, food, clothing, needs, the things he sees and loves, and the ways in which he can become strong and may serve others.

Course II is chiefly concerned with things outside of himself. The child learns of the world in which he lives and finds his place among the things which God has created. He builds and worships with others and glimpses lessons of co-operation, responsibility, fair play, loyalty to one's country, and world-fellowship.

Both courses suggest God as the kind Heavenly Father and Jesus as the Christmas child, ideal playmate, and friend of little children.





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*We must remember anew that play is the keynote of the kindergarten. It is the great contribution of the kindergarten to education. Withdrawn from the children we will judge, weigh and digest. But when we are with them we will play and become as little children and so enter the kingdom of heaven.*

JULIA WADE ABBOT

## DIFFERENCES TO BE CONSIDERED

Differences between the Vacation Church School and the Church School itself must be considered in adapting a Sunday program to vacation work. Weekly periods of more than twice the length are held five days a week instead of one. It is primarily a vacation school, held at a time when warm days are not conducive to unusual effort for which the kindergarten child is entirely unprepared. A visitor near the end of the term may hear such remarks as: "The children enjoyed it so much at the beginning; they are tired now. This is the last week." Something is wrong if the close of the School finds the children tired out. What is it?

In many cases children in the kindergarten are held more closely than in other departments, there being less difference between the concentrated one hour of Sunday work and the Vacation School than there is in any other department. The child in the grades finds an unusual amount of freedom in workshop and excursion, while the child in the kindergarten meets a restraint to which he is unused. He misses the freedom of the home. In many vacation schools he is directed continually from the time he enters until he leaves. To be sure, the activity is changed from story to march, to game, to table-work and so on, but the restraint is not lifted. An adult in the home freely changes occupation and position, rises, glances out of the window, telephones, returns to his work. There are types of activity which the kindergarten child may pursue that do not call for such restraint. These are found

in free play and in self-imposed work. The kindergartner should recognize and eagerly accept these facts, for they mean a purposeful living together, an opportunity to look into the child's mind when he is freely expressing himself and of helping him individually just where he most needs help.

The important problems of the kindergarten child are those of self-expression, interest, adaptation to the group, and the formation of constructive attitudes toward life about him. These are indicated through story and song but are best learned as they appear in the many natural situations arising through everyday contact with others. The teacher, through suggestion, request, and criticism, may help the child to raise his standards of behavior and form ideals for future conduct. To this end the kindergarten should more nearly approximate the home in freedom from restraint; and the program, while being definitely planned, should be adaptable throughout its development to the child's interests and suggestions. Help the child to find himself, help himself, adapt himself; and through all assume a happy summer play-spirit.

## OBJECTIVES OF THE VACATION CHURCH SCHOOL

### **Cultivation of Attitudes**

Someone has said, "The whole child goes to school." This is essentially true of the kindergarten child who has but recently awakened to a consciousness of his own individuality and is struggling with the problems of "me and thee," "thine and mine." The Vacation Church School may bring

to him a recognition of his strength, a consciousness of his powers, holding before him ideals of conduct and especially ideals found in a portrayal of the character of the child Jesus. Many little children form wrong conceptions of God. "I do not like God," said a little boy, recently. "God has long arms with eyes that reach way down in the dark and see you when you do wrong and Mother shuts you in the closet." The Vacation Church School teacher has opportunity to lead the child to see God in everyday life as the kind Heavenly Father who is back of all we possess and desire, continually providing for our physical needs, giving beauty and friendship, caring for all people, hearing us when we speak to him, and letting us help him by helping those about us.

The Vacation Church School should help the child to form the habit of constructive thinking—a thing which the world of adults so greatly needs. The child readily learns that good and beautiful things are the only ones worth telling about or listening to (unless, of course, it is something which needs our attention). Again the child must be led to adapt himself to the social group and to life about him. He must form right attitudes toward home, school, Sunday school, parents, laborers, teacher, policeman, and all those who help make up the community life. This list may be broadened to include country and world, race, color, creed. All this may be taught through simple, childlike play bringing first impressions which will leave effects in the child's mind and emotions. It should be remembered that in after-years one responds most readily not to what has been learned by the intellect but to what one has acquired through the emotions—to tastes, prejudices, loves, formed unconsciously in early childhood. It becomes at once apparent how im-

portant it is to help the child to play constructively, and to lead him to respond to what is true and good during his first impressionable years.

### Prayer

The question is sometimes asked, "Is it wise to teach the young child to pray when so many of his requests are unanswered? Will it not lead him to think that God does not hear or cannot answer?" A four-year-old child was visiting on Long Island while his father remained in New York. Every night the child prayed, "Take care of Father." One day word was received that his father had fallen and hurt himself. "Why wasn't that God-man tending to his business!" exclaimed Freddy. Again the child may ask, "Why is it that some children have much while others lack almost everything?" It is not, as one little child said, because "the people with money are good, the people who are not so good haven't as much money, and bad people haven't any." Even a young child can be led to understand that mother carries the tiny baby. When he is older she helps him learn to walk; she does not walk for him. The trouble with Freddy's father was that he did not walk carefully. God gives us feet; we must use them. God gives the good seed and sends sun and rain to make it grow. He does not plant the seed nor make the bread. Like a large family in the home, we must each do our part for ourselves and for each other. A little child begins to understand this when he traces things back to their sources, asking, "Why may we thank the Heavenly Father for our bread?" "Why may we thank Him for the little toy automobile?" "How does the

Heavenly Father plan that we may have clothing?" "Who sends night that we may rest and day that we may work and play?" "Help us to be good children" also implies that we will do our part. In such simple ways as these the child begins to link up his life, its necessities and pleasures, with the Heavenly Father, and is more able to understand, when an occasion arises, that God gives bountifully and we must do our part. The child's prayer thus becomes an expression of his living together with the Heavenly Father.

### FREE-PLAY PERIOD

It is better that the kindergarten children enter as they arrive, each little guest being received as he might be in the home of a friend. In this way the group gradually grows in number and the children naturally choose their own activities, some playing house, others train, or whatever proves to be of special interest to them. For this purpose dolls, bed, table, dishes, cupboard, chairs to be freely used, and a strong box, large enough for a child to sit in, should be supplied. A suggestion that Dolly would like to be taken up is usually enough to start things going. Some may need the suggestion that the father also cares for the children.

Brothers and sisters in the other departments of the School are giving much time to dramatization. The kindergarten child may like to dramatize some of his stories, but he is especially interested in himself. He loves to imitate life in the home—mother, father, child, and maid. He likes to impersonate characters about which he has learned—engineer, fireman, Indian. He likes to be the character himself. He is not so much interested in the story as in the "being."



Perhaps two or more groups are co-operating. Father is the engineer, or the family go for a trip on the train. Whatever the play, it will not have proceeded far before opportunities arise for adjustment; two children each wish to be engineer at the same time or the conductor is too exacting. Gradually they learn to co-operate, habits of self-control and of consideration are formed, and the play develops from a simple beginning to an intelligent, resourceful activity which may continue a number of days or even weeks, the only requirement being that the children progress in knowledge and in co-operation. In such play suggestions come from the child and occasionally from the teacher.

A brief outline of what is taking place in a kindergarten group may be helpful. On the first morning the children made an engine (large wooden box standing on end in a low wooden homemade chair, Mission style with wide arms). The engineer sat in the box while other children stood on the arms. The second morning several chairs surrounded the engine and a line of chairs extended back for the passengers; blocks were used for coal. The third morning a baggage car was added at the side of the engine. The teacher's suggestion that it was too wide had no effect, but when tunnels and bridges were mentioned the engine was made uniform with the rest of the train. The following morning two chairs facing each other formed the engineer's cab with seats for fireman and engineer. An antique foot-warmer, with a few blocks for coal, was placed in the engine. Another morning someone suggested a mail coach, a post-office was created, and mail service started. Express, baggage cars, and sleeper followed. Next came a dining car with toy table and dishes, and chef. A little mother with her baby,

the "breakable doll," and friends, all attired in scarfs and draperies, took dinner in the dining car. Felix, the toy dog, was fed in the baggage car. The brakeman polished the engine and oiled the wheels, a large peg from an easel serving as oil can. The conductor called "All Aboard!!" The signal man set the signal, the conductor gathered up the tickets, the engineer set the train going. Occasionally a child would slip over to the victrola and start our "train music."

They have learned that the engine must be in good running order, the engineer must obey orders and is responsible for the safety of the passengers, the conductor must be obliging, all the crew must co-operate, and passengers must be courteous and helpful. They have heard the story of Jacob who traveled on foot, have studied pictures of the old covered wagon in which the pioneer braved the wilderness, and have learned about the stagecoach by which passengers were transported across the country. They have learned something of what may be found in other parts of the country: California, Florida, New York. One little girl's ambition is to see the Goddess of Liberty.

Sometimes the train carries milk from the farms to the children in the city; sometimes it carries clothing and toys from the city to the country. They are very much interested in an explanation of the sanitary transportation of milk. Each child is mastering his own individual problems. One little girl has learned to wait her turn, another to share the "breakable doll" with others, and the little boy who specially disliked to put things away not only starts when asked but helps the others. And so we grow. Sometimes the train is a busy, bustling place; sometimes the children simply sit and

ride, a look of contentment upon their faces, until one wonders how they can be so quiet. One morning upon entering the room they noticed holiday decorations.

"Are we going to have a party today?"

"We are."

"Oh!" with a look of disappointment, "We'd rather play train!"

If some morning the wooden box suddenly changes to a boat, later discovered to be an Indian canoe, do not be alarmed, simply follow the children. They have probably carried the train as far as they can. Our present-day artificial life in apartments and crowded streets, where many of the children are found, with its multiplicity of demands and haste, places a greater tax upon the child than upon the adult. These things throw him largely into a negative world. "Don't jump!" "Don't make so much noise!" "Don't ask so many questions!" "Don't touch that!" mean physically, mentally, emotionally—"Do nothing!" The child must either submit to a sort of stagnation or be considered unruly. The teacher who can supply for him an atmosphere where he can ask questions and freely work out his own designs, learning not to trespass upon the rights of others, is doing him a service of inestimable value.

Certain things will always be found true of the free-play group. One can never know just what the next move will be since original ideas will be continually presenting themselves. There will be times of commotion because of unusual enthusiasm, and probably frequent disagreements. It is just because of these things, and because the group will grow in order, self-control, and understanding, that it is worth the doing.

The children may be called together for consultation

when real differences arise, and thus a consciousness of fair play be developed. The selfish child may learn that at home, playing alone, he may have all the toys and his own way but that in the group he has something better—play-mates and friends. If a child insists on being unruly and annoying others, he should be kindly and firmly removed from the group for the time being or until he is ready to cooperate, explaining that of course he wants to do what is fair when he understands. So many times the child needs lifting by our faith in him. One should never take the attitude that he is “bad” but only that he is “not ready” or “not yet strong enough.” In this way the teacher always leaves an open door of invitation to better things.

The writer well remembers the case of a mission child nine years of age. She was forewarned that he would give trouble and that the only thing to do was to refuse to admit him. He was admitted. Trouble followed. He was sent from the class. At the close of school the following conversation took place:

“Why don’t you try to be good?”

“Oh, I’m bad. I want to be bad. Everybody knows it; the policeman, the Juvenile Court officer, my teachers, my mother, all know it.”

“That’s all right. We won’t talk about it. What are you going to do when you grow up?”

“I’m going to drive an automobile.”

“Oh, I see; one that won’t start when you want it to, nor stop, bolts and wheels loose, so that it finally throws you into the ditch.”

“No!” said the child in disgust, “I’m going to drive a good car, a new Packard.”

“But how can you drive a good car when you can’t drive

yourself? You ditched yourself this morning.” The child sat silently a few moments, then looking the teacher in the face for the first time, said, “I’m going to be good.” He was good, from the moment of the new conception, as good as he was “bad” before.

The Free-Play Class will demand of the teacher:

**CLOSEST ATTENTION**—not only the group as a whole but what is quietly taking place in every little part of it must be watched.

**WISEST JUDGMENT**—since the teacher represents the ideal of true judgment.

**KINDEST CO-OPERATION**—since she must give the vision of Jesus’ way of living, and, if necessary,

**FIRM DISCIPLINE**—that the ends in view may not be frustrated.

## SUGGESTIONS FOR CONSTRUCTIVE PLAY

Lead the children to play only that which is positive, good, constructive, remembering that through the emotions while at play they are forming habits of love or selfishness which will influence later years.

### Housekeeping

The play of housekeeping is the best understood and one of the most valuable of plays, teaching mother’s and father’s care and responsibility for the child. The mother who speaks in a quiet, gentle voice is the one the child should imitate. Obedience of little children and hospitality to friends are part of this play. Care should be taken that all children have an opportunity to be mother or father at some time, also that no child always takes the part of a younger sister

or baby, for in that case one child may unintentionally become domineering while another child misses the initiative she should develop. In this case they might play that all are grownups and only the dolls are babies.

Dolls, doll bed, and table dishes make the play real to little children. A few veils, hats (anything with which they may "dress up"), add greatly to their enjoyment.

### **Engineer and Conductor**

In this play the child may learn responsibility, care, promptness, obedience to orders and signals, co-operation, and courtesy.

The children will want chairs, a signal box, and whatever objects they find to represent different phases of the play. Victrola record will be found on page 24 of this *Guide*.

### **Boat Captain**

Same as foregoing with thought of *exchange of produce*.

### **Policeman**

One of the watchmen of the city, he protects property, directs people who wish to know the way, orders traffic, and especially aids little children who should have confidence in and co-operate with him. *Do not allow playing of jail, holdup, and burglary*. One may say to the children, "There are such things but we do not need to play them. Let us think of the things that are good, like the good automobile, the beautiful flower, the person who can be depended upon. Our days are too short for these other things."

**Indian**

Emphasize Indian art in legend and decoration, love of nature, woodcraft, the Indian guide, obedience and respect for elders shown by little children. *Do not play killing.*

Tent and headdress are described on page 30 of this *Guide*.

**Cowboy**

Children confuse the cowboy with the "holdup man." The child who so plays the part is given the idea from the movie, or from cowboy suits and paraphernalia. He is out of date in his play, and when he learns this will reconstruct his methods. The real cowboy was noted for his honesty and hospitality. He once carried a gun to protect his cattle from wild animals. These animals have been exterminated and he no longer carries a gun.

Besides free play and impersonation of characters, which are the simplest forms of play, there remain dramatization, games of sense, and formal games.

**Dramatization**

This is suggested in the lessons of *Religion in the Kindergarten*.

**Sense Games**

Those which train the child's senses are described in *Religion in the Kindergarten*, feeling (p. 70); seeing (p. 43); hearing (pp. 66, 114). Also the following may be added:

Place several articles in a row. Blinding one of the children, change the order. Let the child who is blinded look and see if he can restore the original order.

When out walking look in at store window for two or three minutes; withdraw and see how many articles can be recalled; return and find what was forgotten.

### Formal Games

The value of formal games lies in fostering the play-spirit, teaching co-operation, fairness, obedience to the rules of the game, and willingness to do one's part, to lead, likewise to follow, taking success or defeat philosophically.

There are many formal games such as "Round and Round the Village," "The Farmer in the Dell," "A Nickle for a Spool of Thread," "Hide and Seek," and "Drop the Handkerchief." These games are especially adapted to out-of-door play but may serve inside where there is plenty of room. (For music see this *Guide*, p. 22.)

A more quiet game is "Magic Music." Children seated in circle, hands together. One child blinds while the teacher or a child hides shell or button in another child's hand. The piano plays softly while the child, with eyes now open, walks slowly around the circle listening to the music. When he reaches the one who has the button the piano sounds one note more loudly and continues as before. The child, recognizing the signal, finds the button, after which the one who held it takes his turn at guessing while another is chosen in his place.

The "Hiding Game" may be played in several ways. One of the simplest is as follows: Children sit in circle; one child closes his eyes while another hides anywhere in the room. At the singing of the following words to the music of "Family Song" (p. 225) the first child begins searching for the hiding child.



There's a little playmate hidden here;  
 Where he is you cannot see;  
 Search and find where he [or "she"] may be;  
 There's a little playmate hidden here.

"Ball Game" (1) (played with large ball if possible): Children stand in a row. The teacher serves the ball to each child in turn by bouncing it on the floor, and the child returns the ball to the teacher. This is done to the slow, measured recitation of "Jack and Jill Went up the Hill," the ball striking the floor, the child's hand, the floor, and the teacher's hand, upon the accented syllables. When a child misses he takes the next place below in the line.

"Ball Game" (2): Children in circle upon floor or grass. Ball is rolled from one to another. If a child talks he must turn around. The one who is last to turn wins. (Some little child may not be willing to turn at first; then some other child may be asked to turn with him, which often makes it easier, or the game may be cheerfully changed to another form in which all may talk, "until he understands that that is the game." Sometimes a graceful postponement of the play helps the child understand more quickly than insistence upon enforcement of the rule could do.

"Blinding Game": Children stand in a circle. Blindfolded child in circle holds stick. Children pass around. When the child in center taps with stick on floor all stop. Child holds out stick and advances. The child nearest end of stick takes hold. Child in center says, "Good morning!" Other child repeats "Good morning!" This is repeated until child in center recognizes voice or gives up. If he guesses, the other child goes to the center.

## REST

Children need to learn to relax and rest. Lying flat upon the floor or grass, if clean, warm, and dry, is best. Otherwise they may sit in a relaxed position. A restless group may be made quiet with some thought of rest and relaxation such as the following: "Do they leave autos running all night in the garage?" "Why not?" "Do we need to rest also?" Then let's "turn off the steam," as one little boy expressed it. If a victrola is at hand, quiet music is always restful.

## LUNCH

If the children are undernourished a glass of milk with a graham cracker broken into it and eaten with a spoon is especially good. If the children do not need the food, two or three animal crackers (purchased in bulk if so desired) and a glass of water are best. The children never tire of these. Each morning the teacher may say how many crackers will be taken (the number varied each day). The child may count them out as they are passed and thus get a concrete example of numbers. If more are asked for, it is sufficient to say that a larger number might spoil the luncheon mother will prepare for him at home. Let the children serve and clear away the lunch if possible. Grace should always be sung or said, and no child should begin to eat until all are ready. (For music see p. 223.) During the lunch period food can be traced back to its original sources; the child may learn what is good for him to eat and why (telling what he had for breakfast "to make him strong"), the Heavenly Father's part in giving never being forgotten. Habits of cleanliness and politeness may be instilled. The table talk should always be spontaneous, happy, and constructive.

Give the children the idea that there is not time to talk about things that are not good or beautiful, unless, of course, it is something that needs their attention.

### STORIES

There are many stories that can be used. "The First Easter," "How Miriam Helped Her Baby Brother," "Marie, the Stranger in America," "The Lighthouse Child," "The Little Boy Who Was Strong to Tell the Truth," "The Still, Small Voice," are not given in the courses as planned because of lack of time, but may be substituted at any time they meet the needs of the children. Besides these there are many beautiful stories that the teacher may know, the one requirement being that the story is positive rather than negative, holding an ideal before the child and giving a happy impression. For this reason any story which pictures cruelty or wrong-doing, or leaves a feeling of sadness and depression, should not be told.

### TEXTS

The child memorizes most easily at about nine years of age. Before six he is forming habits of thought and attitudes of life. For this reason only two texts, those sung in the "Responses," are given. Others may be added if the teacher desires.

### PROJECTS

The projects suggested are those arising out of the free-play hour—nature-work play, saving of milk pennies, care of the birds, making a bird bath (see p. 26 of this *Guide*), care of property, and gifts for others, also parades and pageants.

## MOTHERS

The vacation period presents many opportunities for interesting mothers and fathers in the children's religious development. Less strenuous demands, warmer weather, and the fact that the children are cared for may make it possible for a larger number of mothers to visit the kindergarten, or attend special child-study meetings held for them. A guestbook in the kindergarten, in which each visitor signs his name, may arouse an interest in the child so that he will insist that his parents attend. It will also contribute to a feeling of welcome when they arrive. The child who has guests may present the book and invite his guests to sign.

## NATURE MATERIALS

Nature materials with which the children love to play are as follows:

Acorn cups and leaf dishes; shell dishes.

Sand for hills and digging wells; leaves for crowns or wreaths, and woven into baskets for berries.

Houses, churches, marked off by stones.

Summer squashes representing family, or children in school.

Acorn rings (cut off each side as far as the round end leaving narrow band in center to slip over finger); gardens and forests planted with flowers, twigs for trees.

Rabbits, goldfish, turtles, and live animals which the children can care for and make comfortable.

A tray landscape may be made in a large tray by building banks of smooth stone, and filling in with dirt, covered with moss if possible, leaving a winding river through the center made of yellow sand and real water. Tiny boats (half-shells

of hickory-nuts with folded paper sails) may be placed upon the water; short twigs with tiny green leaves, for trees; a mill may be constructed out of a wooden box by attaching the fans; garden, pergola, or whatever is desired may be added. The couplet,

Dark brown is the river,  
Golden is the sand, . . . . ,

taken from "Where Go the Boats," found in *A Child's Garden of Verses*, by Robert Louis Stevenson may be repeated with the children.

## PAGEANTS

The "Window Pageant" is a simple pageant for Course I and is described in "Activity" (p. 35 of this *Guide*). A pageant arranged for Course II follows:

### THE HAPPY FAMILY

Enter SUMMER (stands in center of stage). Teacher repeats the following:

"SUMMER comes with rain and sunshine; flowers blossom, birds sing, and butterflies flutter among the flowers; all things are good and beautiful. The Heavenly Father sends day and night, work and play, that his children may be happy."

SUMMER calls names only (adapting words of "Calling," see p. 234); the teacher or group sings the phrases, while flowers, birds, and butterflies give the final answer, "We are here!"

#### FIRST STANZA

(Summer)	(Teacher or Group)
Daisy! Bluebell!	Through the sunshine calling.
Wild Rose! Cowslip!	Calling soft and clear.
Daisy! Bluebell!	It is Summer calling.
(Teacher or Group)	(Flowers, Butterflies, or Birds)
Little flow'rets, wake to answer,	We are here!

(Flowers, wearing simple frills suggesting color and shape of flower, enter, bow before SUMMER, and answer, then take places in semicircle at either side.)

SUMMER, in like manner, calls the birds, using:

SECOND STANZA

Bluebird! Bob White!	Through the sunshine calling.
Robin! Bobolink!	Calling soft and clear, etc.

(Birds fly in, bow, and answer. Colored breasts may be used as suggestive of birds.)

SUMMER calls butterflies, using the one word:

THIRD STANZA

Butterflies! Butterflies!	Through the sunshine calling.
---------------------------	-------------------------------

(Butterflies have larger wings which meet above the head in flying.)

SUMMER calls the family, using "Family Song" (p. 225) chorus, or teacher may sing with her.

The family enter as named, bow to SUMMER, and turn toward audience. Second, third, and fourth stanzas are the same as first with exception of first lines.

Second stanza: "Now the Happy Family goes to work." As each member is mentioned he begins illustrating with motions some appropriate work, as mother, using carpet-sweeper; father, sawing wood; brother, filling woodbox; sister, ironing; baby, following mother with suggested toy sweeper.

Third stanza: "Now the Happy Family joins in play." Each one illustrates appropriate play.

Fourth stanza: "Now the Happy Family goes to church." Each dramatizes putting on hat as name is called, mother fastening on baby's bonnet, and all start walking as though going to church.

A tall child enters and with raised arms represents steeple (at one side of platform). Three children close about her represent bells (making motions of swinging bells with hands and singing "Ding! Dong!" in time to "The Steeple" [p. 222], sung by all). Family then stands facing steeple while child enters as minister. Family

and minister (representing books with hands placed side by side, palms open) sing "Thanksgiving" (p. 223), "bells" accompanying them. (Steeple and bells may be omitted in small class.)

The children should learn the songs and games through occasional singing and dramatization. The pageant can then be brought together and very slightly costumed. In this way simplicity and sincerity which are its charm will not be lost.

### KINDERGARTEN PARADE

Children may join in a short parade with others. Dolls, doll cabs, and doll carts are decorated. Children wear fancy hats, caps, chains, and carry umbrellas and flags. Band leads. This is sometimes done to create neighborhood interest in a school.

### MISSIONS, HOSPITALS, HOMES

Every child should be allowed to give something for someone. Used, colored post cards, backs pasted together, are of use to missionaries when making trips into surrounding districts. Picture-books showing what we like to do, wear, see, play, where we like to go, etc., might be interesting to schools, giving our little foreign brothers and sisters a more natural and real idea of us. Clothespin dolls, rattles, harnesses, and transparencies showing flowers of our country could also be easily sent.

### SUMMER CHRISTMAS

#### A Co-operative Tree

Each department in School has a small tree decorated and bearing gifts. Each tree is presented by a child dressed in the costume of the country in which that special depart-

ment is interested, who tells where the gift goes. The tree is then placed on a standard of three tiers (having necessary number of holes for trees) which, when completed, form a large Christmas tree. A single tree could be used for the kindergarten alone.

### **White Christmas**

This may be made by painting any little tree (leafless) white and covering with salt while wet. Trim with Christmas icicles, lights, and childrens' gifts (small ones) wrapped in white paper; large ones arranged at bottom of tree.

### **Christmas Ship**

Represent large ship (pasteboard front and sail, boxes behind). Captain in native costume leaves ship and tells where it is going. Gifts in ship.

### **Manger Service**

Have an ordinary manger with slats and suspended star. Cut five-pointed star in box large enough to contain safely light-globe when lit; paste oiled paper over opening. Through round hole in top pass end of electric cord and attach globe from inside box. Add cover and suspend from ceiling. (The box should be covered or painted so as to blend with background. This is to be used in darkened room.) Tell the story of "The Three Kings" after which let the children march in processional and leave gifts in manger. If the gifts are for a nearby community or for home missions, used toys and clothing may be given with the thought that they have given joy and service to the givers and may now do the same for others, never with the thought of not being wanted longer.



## MELODIES FOR GAMES AND PROJECTS

Where offering of pennies to be sent to needy children is one of the projects, the milk bottle may be used (cut slip in top of bottle into which children drop pennies). To stimulate interest each child may be given a little bag with draw-string; or, if for Christmas gift, a tiny red tarlatan stocking with draw-string to be used as purse. Attach a milk top to end of draw-string and paste upon it the face of a happy child. The following music may be used, the children dropping pennies during the first stanza and standing with bowed heads during last part of second stanza.

## MILK SONG

Melody: "Polly Put the Kettle On"



1. We will put the pitch-er on, We will put the pitch-er on,
2. Jul - ia is our wel-come guest, Jul - ia is our wel-come guest,



We will put the pitch-er on With fresh, sweet milk,  
Jul - ia is our wel-come guest And drinks fresh milk.



That an - oth - er lit - tle child, That an - oth - er lit - tle child,  
Bow our heads and thanks we'll say, Bow our heads and thanks we'll say,



That an - oth - er lit - tle child May have fresh milk.  
Bow our heads and thanks we'll say For bread and milk.

## A NICKEL FOR A SPOOL OF THREAD

A musical score for the song "A Nickel for a Spool of Thread". It consists of three staves of music in G major (one flat) and 4/4 time. The melody is simple and consists of quarter and eighth notes. The lyrics are: "A nick - el for a spool of thread, A pen - ny for a nee - dle, That is the way the mon - ey goes, Pop goes the wea - sel."

A nick - el for a spool of thread, A pen - ny  
for a nee - dle, That is the way the  
mon - ey goes, Pop goes the wea - sel.

Children stand in circle with upturned palms, child in center skips around circle and taps the hand of another child on word "pop"; the two children join hands, skipping, while stanza is again sung and second child chooses a third in like manner. The three children then form a circle dancing round, and on the word "pop" the last child chosen passes under hands of other two and is *It*. The other children return to the circle.

## ROUND AND ROUND THE VILLAGE

A musical score for the song "Round and Round the Village". It consists of two staves of music in G major (one flat) and 4/4 time. The melody is simple and consists of quarter and eighth notes. The lyrics are: "Round and round the vil-lage, Round and round the vil - lage, Round and round the vil-lage As you have done be - fore."

Round and round the vil-lage, Round and round the vil - lage,  
Round and round the vil-lage As you have done be - fore.

Circle of children taking hold of hands, child passes around outside circle during singing of first stanza. Goes in and out under raised hands during second stanza, faces

partner of choice during third stanza, walks around circle followed by partner during last verse, and returns to circle while partner begins the game anew.

## VICTOR RECORDS FOR VICTROLA

### QUIET MUSIC AND MUSIC APPRECIATION

To a Wild Rose (EDWARD MACDOWELL).....	No. 17691-A
Drink to Me Only with Thine Eyes (OLD ENGLISH)...	No. 17691-B
<i>Le Cygne</i> ("The Swan") (HANS KINDLER).....	No. 45096-A
Melody in F (RUBINSTEIN) .....	No. 45096-B
Morning ( <i>Peer Gynt Suite No. 1, Part 1</i> ) (EDWARD GRIEG).....	No. 35470-A
Silent Night, Holy Night (FRANZ GRUBER).....	No. 18389-A
Christmas Hymns.....	No. 18389-B
Rock-a-By Baby; Sweet and Low; Lullaby (BRAHMS) ...	No. 18664-A
<i>Adeste Fideles</i> (Bell Solo), The First Nowell, Nazareth..	No. 18664-B
Waltzing Doll (FRITZ KREISLER).....	No. 1029-B

### BABY BAND

Badinage (Bell Solo).....	No. 20164-A
Melodies for Children.....	No. 20164-B
Amarylis.....	No. 20079-A

### MARCH

Soldiers.....	No. 19881-A
Nutcracker Suite.....	No. 19881-B
March Religioso ("Onward Christian Soldiers").....	No. 35227-A
Soldiers' Chorus.....	No. 35227-B
King Cotton March.....	No. 19895-A
Officer of the Day March.....	No. 19895-B

### RHYTHMS

Rhythm Medley No. 1 (skipping, flying, wheelbarrow motive, etc.).....	No. 18548-A
Rhythm Medley No. 2 (trotting, running, high-stepping horses, etc.).....	No. 18548-B
Pop Goes the Weasel (used in playing game).....	No. 20151-A

(Horseshoes, struck with large nails, make a good substitute for triangle. These can be used in connection with the blacksmith song.)

## HANDWORK

The teacher may select what best meets the needs of the class. Sometimes the work is an expression of the morning thought, and again it is entirely unrelated, being, rather, an outgrowth of the spirit of the kindergarten, which is one of freedom, play, happiness, and service. Holding the same thought for too long a time may become irksome to the child while he may unconsciously carry with him and express in terms of living that which he has gained through the morning thought.

**Materials Which May Be Donated**

By feed stores: Wheat, in heads if possible.

By drygoods stores: Empty pasteboard spool boxes. Each child can use several of these boxes. Also corrugated paper for headdresses (one side stiff only).

By job printer: Narrow strips of cardboard of different colors (trimmings from posters and showcards, usually thrown away). For use in making checkerboards and frames.

By tailor and hemstitcher: Empty spools; to be used in making rattles for babies in homes, hospital wards, and missions.

By dealers in wallpaper supplies: Sample-books; to be used in making caps and for covering doll cradles and thread-box furniture.

By Sunday schools, mothers, and ladies' working clubs: Pictures from magazine covers and magazine cutouts; to be used for scrapbooks to be sent to missions or made to keep by children in poorer districts. Pieces for dressing clothespin dolls.

Notification of these needs in advance will insure getting them on time.

### **Bird Bath**

A simple bird bath can be constructed by making a pyramid of large stones, bricks, or pieces of cement flattened at the top to hold large-sized flowerpot saucer; a garden hose is fastened to the saucer so that the spray rises and falls into the saucer. Vines may be planted to cover the stones. Care should be taken either to make it high or to place it where it will be out of the reach of stray cats. Humming birds bathe in the spray and larger birds in the bowl. This makes a rustic bath of which the birds are not afraid.

### **Books**

Use stout paper, with no raw edges. Fold through center lengthwise and cut twelve-foot strip of wrapping paper twenty-four inches in width, making two twelve-foot strips twelve inches wide. Each strip makes a nine- by ten-inch book having eight double, or sixteen single, pages. Fold back an inch on either side the entire length of strip. Begin at one end and fold strip back nine inches (making first double page). Measure eighteen inches from the fold (the entire width of open book). Continue to fold back and forth in eighteen-inch folds to end of paper (as though book were open). The last nine inches doubles the last page. The outside pieces may be turned in and pasted down. Sew book or tie with raffia or cord through center and close. Picture cutouts may be then mounted and at the same time any loose edges resulting from inch turn may be pasted down. (Books should be prepared in advance by teacher.)

**Boats**

Make boats of wood or boxes where children can have access to hammer and nails.

**Blocks**

(The larger the better.) Boards one or two feet in length will help out surprisingly as roofs, floors, seats, etc. Let children build on floor or out of doors. Make table and chairs for doll party or build houses, stores, churches, trains. Careful building, with thought of responsibility, should not be overlooked.

**Caps**

(Of crêpe paper, two colors; or may also be made of wall-paper material.) Cut front of dark paper eleven or twelve inches wide at headband, flaring above and round at top, fourteen inches at widest place and seventeen inches high. Cut back of light paper three inches wider along sides and top. Sew front piece on back piece, flat, the edges of back extending beyond front. Turn up lower edge and let children fringe sides to within a short distance of sewing. They may add a "surprise cutting" for decoration in upper center of front. (Caps should be prepared beforehand.)

**Checkerboards**

Eight eight-inch strips of dark cardboard one inch wide woven into eight eight-inch strips of light cardboard and pasted at ends. Twelve dark buttons and twelve light buttons complete the set. To make into garden cut small pictures of trees and flowering bushes from catalogue, turn lower edge, and slip under loose edges of strips to make stand. Animals may be used in same way.

## Clay

If possible use natural clay. Have clay soft enough so that it is easily molded. Give the child the conception of transformation of mass into whatever he wishes. Inform him that if he pounds the clay it becomes too dry for use. If he breaks off pieces and sticks them together they fall apart when it becomes dry. Show him how to pinch out and shape clay into desired forms. Animals, flowers, people, things that live and grow, are the best for self-expression. Let the children work in large masses without detail. Save the best work, when possible, that all may see as this will encourage better work.

## Cornucopias

Make surprise cutting from square of colored paper; mount on contrasting color and draw edges together from one corner and paste. Thread with ribbon at upper corner for hanging. These may be filled with leaves, grasses, or flowers.

## Cradle for Doll

Cut out one-half of round pasteboard Quaker Oat or coffee box as far as bottom; paste top on open end and cover with wallpaper or paint with opaque colors. Tick and covers may be added. This makes a durable cradle which will rock.

## Daisy Chains

Soak and cut straws into inch lengths and string between one-inch circles of colored paper. Lemonade straws are more substantial and may be obtained from drug store or ice-cream parlor.

## Dolls

(Clothespin.) Place a wad of cotton the size of a hickory nut in the center of a square of white cloth the size of a lady's handkerchief; stand clothespin, head down, upon the batting and draw the four corners of the cloth back. Tie firmly around the neck of the clothespin with cord, making doll's head. Fold front and back corners of the handkerchief together and fasten below foot of clothespin as baby blanket. Turn each side corner under to the neck, gathering up folded edge and tying with cord for hands. Take semicircle of colored cloth about eight inches on straight side and put over head as bonnet and cape. Tie around neck and wrists with ribbon. Finish top of bonnet in front with few gathers and ribbon bow. Mark eyes, nose, and mouth with blue ink, or paint if desired. The doll is then ready for the cradle. This doll may be converted into a rattle by cutting longer cape and sewing little inclosed bells into the hem by machine so tightly that there would be no danger of their coming out in the baby's mouth. (This would need to be done beforehand by teacher or helper.) The feet should be padded with cotton so the baby cannot hurt its mouth with the end of the clothespin.

## Flags

Cut white paper-cambric into pieces six by eight inches, nine by twelve, or twelve by sixteen according to size of flag. Mark off two-fifths of length of flag in upper right-hand corner and a little over half in depth and outline blue field. (This is to be done in preparation for the lesson.) Have children place oblongs on table or painting boards cautioning them not to move them as the paint sinks through and the



white stripes would become blurred. Paint a red stripe at lower edge and one at top to blue field, also one even with lower edge of field. Paint two stripes in each space. (If this is difficult for some of them let them put the stripes in without regard to number.) Pin five pointed-star, about two inches in size, in center of field, one point up, and let children fill in dark-blue field, after which the paper star may be removed. When dry the flags may be mounted on sticks. (Dowel rods one yard long can be obtained from supply-houses and cut in lengths, or sticks from trees and bushes gathered by the children may be used as substitute.)

### **Folded Mount**

Decide on size of mount for picture; cut strip of heavy paper of desired depth, multiplying width by number of pictures to be used, which gives the necessary length of strip; fold back and forth into desired width and mount pictures. It may be used standing or put away folded.

### **Headdresses**

(Indian.) Cut bands of corrugated paper, firm on one side only, to fit head. Cover outside with strip of colored paper; decorate with colored circles; stick feathers, dipped for color, into holes in edge of corrugated paper. (Chicken feathers may be obtained from meat market.) Mayflower crowns may be made in like manner, using flowers in place of feathers.

### **Harness**

Piece of Seine (or Fisherman's cord) three-and-one-half times desired length of harness; start with loop at one end and crochet loosely with fingers, in chain stitch; draw end

through last loop to make secure; add bells in front. Shorter length as neckpiece may be added, if desired, and harness dipped for color. Soft reins may be obtained by using an old pair of silk or other stockings. Cut off foot and begin cutting inch strip around ankle, continuing until whole stocking is cut. Cut both stockings and join two strips thus obtained at heavy or top ends; proceed as above.

### **Hats, Caps, and Umbrellas**

Cut bottom from ordinary-size paper pie plate. Turn rim bottom side up and cover with paste (paste made from boiled flour and water or regular clothes starch will be inexpensive and satisfactory). Drape paper napkin over rim, leaving edge for frill and puff in center for crown; add paper ties. For caps: Cut the center of pie plate as for eight pieces of pie; turn pieces up and paste on band of desired height forming sides of crown. Add circular top; cover brim. If used by band a surprise cutting may be added at front, lower edge forming visor and upper edge resting against crown.

### **Jumping Ropes**

These may be made from Fisherman's cord crocheted with finger in chain stitch. Old broom handles cut into four-inch lengths with hole bored lengthwise through center form handles.

### **Painting**

Let the children paint with opaque colors using large paper and brushes. If paper is dipped quickly through water before placing on table or board and then wiped with dry cloth it will give softer effects, eliminating hard edges, and

will also remain in place, which greatly helps the children in keeping themselves clean. Let the children express their own ideas.

### Parquetry

Give the children as much freedom as possible in cutting and pasting. Crude efforts, often unintelligible to others, are worth more to the child than any amount of pattern cutting, since one leads to thought and originality and the other encourages dependence on someone else's thought. Neatness is a factor, though by no means the aim, of parquetry work. Call attention to magazine covers and book pages showing that margins are always left around pictures and printing. Explain that this is called the "thumb margin" because it is where we thumb or handle the page, and it is left to preserve the picture or printing.

### Rattles

Boil empty spools in water and a little common baking soda to remove ink at ends. (No coloring is perfectly safe, so leave natural color of wood.) String three or four spools close together on a bright ribbon with little inclosed bells between spools; knot ribbon securely and tie in bow. (See "Doll-Rattles," "Dolls," p. 29 of this *Guide*.) Little babies in homes and hospital beds are usually overlooked as far as amusement is concerned and rattles are of inestimable value to them.

### Screens

(For window or lamp.) See "Window Transparencies."

### Signal Box

Cut circle size of milk-bottle top in center of bottom of box about four by six inches in size. Cut out a narrow

three-inch slip in either end near bottom of box. Mount three squares of paper, red, orange, and green, at center of heavy strip of paper eleven by two-and-one-half inches. Pass strip through slits in box, colors next to round hole. Add box cover and join two ends of strip at back. It can then be worked back and forth, giving the desired signal.

### **Spaghetti Chains**

Paint spaghetti sticks solid with water-color, different colors, or cover with dashes and dots leaving original ivory color as ground. Break in inch lengths and string. Beads may be strung between pieces. Or string tiny spaghetti stars (found at five- and ten-cent stores) between small beads. Only older children in kindergarten can string stars, as they are too small for the blunt kindergarten needle and require the use of a regular sewing needle.

### **Surprise Cutting**

Fold five-inch square in half; without opening, fold into smaller square; fold diagonally from closed corner. Cut out triangles, circles, hearts, leaves, or other forms, along folded sides; unfold paper and the cutouts repeat themselves in symmetrical design. This may be mounted on square of contrasting color. It may be used as hat or cap decoration, for mat, or, by separating, as four corners and center of rug. By trimming loose edges round and cutting as above, a circle may be obtained which can be used as rose window transparency.

### **Threadbox Furniture**

Very serviceable furniture can be made out of pasteboard spool boxes with brass brads for fastening. A box cover with

four milk-top wheels makes a little *cart* for the baby doll. Cover cut across the center from front to back and fastened on ends of box makes a *table*. Table with card fastened at back where mirror would be makes a *dresser* (a circle of silver paper from wrapped candy represents mirror). Two boxes, bottoms together, placed on cover at one end and half-cover at other end, the remaining half-cover fastened to top as canopy, makes a *bed*. Blue tarlatan or lace may be used for hangings. For making a *piano*, fasten inverted box in two halves of cover, making body, sides, and legs. Fasten box cover on top one-half inch back from front (leaving keyboard) and secure by paper covering of sides. Attach strip of white paper as sheet music. *Roll top desk*: Fasten box on top of table, flat; remove front side of box and round corners. Cut top and back from corrugated paper; fit and fasten at back. *Chair*: Cut two box corners one inch on each side and one inch square on top. Fold one side of one corner down and place this corner upon other inverted corner so as to make chair with a back and with three sides of bottom inclosed. Paste strip of paper round bottom to hold in place. *China closet or kitchen cupboard*: Cut slit across top of box at one end to within a quarter of an inch of edge on each side. Do the same a third of the way down, two-thirds of the way down, and a quarter of an inch from bottom; cut down each side of the first slit at about a quarter of an inch from the edge of box and turn back as shelf; repeat for other shelves. Cut a piece of white paper with scalloped edge and paste over front and across top of shelf. Add box cover with corresponding slits, pass edge of white paper through slit, and paste at back making shelves secure.

Spool-box furniture may be covered with plain paper or

wallpaper if desired. Children will enjoy seeing a sample of finished work made by teacher, such as piano, cupboard, etc. (If the work is directed it can be planned and cut beforehand.) Children will often wish to plan their own furniture, which will be of the simpler designs. If the cutting seems hard for any of the little hands, let the teacher assist.

### **Wallpaper Caps**

Fold sample of wallpaper, seventeen by fourteen inches, through center; at one-half inch from center turn folded edge back at right angles with lower edge. Do the same with other side. Turn lower edge back to fold, making rim.

### **Window Transparencies**

Mount pressed flowers, seaweed, grasses, or paper transparencies between squares of oiled paper heavy enough to hide until held before light or window. Fold heavy paper twice the size of desired frame in center. Cut opening, round or square, in center through both pages the size desired. Put paste around inside edge of lower half and add transparency; paste down upper side. Ribbon or cord may be added for hanging.

## DAILY PROGRAM

The morning program may in general be as follows, though absolute freedom should always be exercised in this as well as in adapting other parts of the day's work to the special needs and opportunities of the group.

Free play . . . . .	9:00- 9:35
Worship . . . . .	9:35- 9:50
Thought for the day . . . . .	9:50-10:05
Expression . . . . .	10:05-10:15
Activity . . . . .	10:15-10:30
Rest . . . . .	10:30-10:40
Lunch . . . . .	10:40-10:55
Handwork . . . . .	10:55-11:25
Suggestion and dismissal . . . . .	11:25-11:30

Notice that in every case the School opens with a free-play period preceding the worship period with which lessons in the manual begin, and that the expression period indicated in the manual is expanded by activities, rest, and lunch, with handwork just before dismissal.

Some kindergartens will require a fuller program than others. Select such activities and handwork as advance the needs of the special group of children. Omit others rather than hurry the children.

No use is made of the suggestions in the manual designed for the second hour of the Sunday school unless specially designated.

## COURSE I

### THE CHILD AND THE HEAVENLY FATHER'S CARE

This course develops the thought of the Heavenly Father's care for nature and for his people, of the child growing strong physically, mentally, and spiritually, and of Jesus the ideal child and children's friend. These thoughts are summed up in the closing lessons of praise to God.

#### FIRST WEEK:

	Lesson	Page
The Heavenly Father Feedeth Them . . . . .	I	3*
The Sun's Awakening . . . . .	II	11
The House of Myself . . . . .	III	16
Clothing the Body House . . . . .	IV	21

#### SECOND WEEK:

Strong To Be Orderly and Clean . . . . .	XIX	104
The Awakening of Day . . . . .	XXVII	139
Awakening of Flowers and Return of Birds . . . . .	XXVIII	144
The Transformation of the Caterpillar . . . . .	XXIX	149
Awake To Love Others . . . . .	XXX	154

#### THIRD WEEK:

Birthdays . . . . .	XIII	75
Christmas, the Christ-Child's Birthday . . . . .	XIV	80
The First Christmas . . . . .	XVI	89
The Child Jesus Grew . . . . .	XVIII	99

#### FOURTH WEEK:

Strong To See Quickly . . . . .	XX	107
Strong To Hear Quickly . . . . .	XXI	111
Strong To Speak Gently . . . . .	XXII	115
Strong To Care for Mother . . . . .	XXIV	124



FIFTH WEEK:	Lesson	Page
Strong To Love Little Children .....	XXV	129
Ready To Do What He Could .....	XXXV	175
Remembering To Praise .....	XLII	207

\* Unless otherwise indicated, all lesson and page numbers in Courses I and II are references to *Religion in the Kindergarten*.

### FIRST WEEK

#### THE HEAVENLY FATHER'S CARE FOR HIS CHILDREN AND FOR NATURE

MONDAY (Lesson I, p. 3)

#### THE HEAVENLY FATHER FEEDETH THEM

##### MODIFICATIONS

1. It is presupposed that the teacher has studied with great care the subject of free play as outlined in the preceding pages of this *Guide*, and will persist in the practice of allowing such a period to precede the more formal work of each day even though at first it seems to her difficult and without constructive results. Suggestions concerning the basis of activity, rest, lunch, and handwork should be frequently reviewed.
2. The offering service and song may be omitted if desired.
3. Postpone table work (p. 9) and interpose the following:
  - a) Activity: If possible a short walk out of doors, noting trees, flowers—growing things; or play such games as “Little Sally Waters” and “Round and Round the Village.”
  - b) Rest: Play being children resting after long trip to baker’s shop, grocery, mill, farm, and home again.
  - c) Lunch: Play eating cake which Ralph brought. Talk about flour from which bread, cake, and cookies are made, tracing all to the Heavenly Father who gives the good seed and sends sun and rain to make it grow.

4. Choose handwork from following suggestions:
- a) Paint things the sun helps grow or whatever child wishes.
  - b) Cut or tear round sun from orange paper, and mount on square of construction paper; a strip of green below may represent grass or one of yellow a wheatfield. (Accept the child's effort even though the sun does not appear round, as by this simple beginning, if encouraged, he may learn to do original work which will be worth far more to him than following directions.)
  - c) Threadbox furniture.
  - d) Build house out of doors of packing boxes and boards, or with rooms marked off with stones; play house.
  - e) Clay—self-expression: Make cakes with candles; tile with impression of leaf, or hand. This can be allowed to harden and then be painted by the child. A little hole at top will serve for hanging when dry. Each child's name can be etched at side for identification. (If biscuit fired and painted with enamelac they make permanent gifts.)

## TUESDAY (Lesson II, p. 11)

## THE SUN'S AWAKENING

## MODIFICATIONS

1. Let the song (p. 12) follow immediately the quiet music.
2. Omit offering.
3. Under "Expression" omit handwork.
4. Introduce:
  - a) Activity: Second suggestion ("Second Hour," p. 15), or games if preferred.
  - b) Rest: Play at being flowers asleep.

- c) Lunch: Sing grace (music, p. 223) or some other before each day's meal.
5. For handwork choose from previous suggestions.

## WEDNESDAY (Review)

1. After free play followed by quiet music and the song "Open Wide the Windows," give thanks according to the children's suggestions after talking it over.
2. The conversation may be opened by the pulling exercise (manual, p. 7).
3. The story of Ralph may be repeated.
4. For expression the children may, if they wish, dramatize the story very simply.
5. Appropriate activities would be rhythms and march (p. 21), skip greeting (p. 218), humming-bird's song (p. 244), floating butterflies (p. 243).
6. While resting children may play at sleeping garden, some representing flowers, others, birds or bees.
7. If possible eat lunch out of doors in garden, or on grass, or on doorstep.
8. Handwork may be chosen from previous suggestions.
9. Suggest that the children may watch for things on the way home which the sun helps to grow.

## THURSDAY (Lesson III, p. 16)

## THE HOUSE OF MYSELF

## MODIFICATIONS

1. Omit handwork (p. 19) and interpose:
  - a) Activity: If suitable take the children for a walk; notice houses, windows, doors. Find a house that is

well cared for. If weather unsuitable have rhythms or games indoors.

- b) Rest.
  - c) Lunch.
2. Handwork named Monday or building houses, etc., with blocks, or if a parade is to be held the beginning of the next week, two days may be necessary for making hats or umbrellas (see p. 25 ff. of this *Guide*.)

FRIDAY (Lesson IV, p. 21)

CLOTHING THE BODY HOUSE

MODIFICATIONS

1. Note that the object of the theory is to lead the child to see God back of this and all processes, teaching him that the final and greatest thanks belong to God.
2. Expression:
  - a) Activity: Suggestions from "Second Hour"; hiding game or rhythms.
  - b) Rest: Play at being lambs asleep. Quiet music while resting.
  - c) Lunch.
3. Handwork: Same as preceding days.

## SECOND WEEK

### CARE OF THE BODY HOUSE; AWAKENING OF NATURE AND OF CHILD TO LOVING SERVICE

MONDAY (Lesson XIX, p. 104)

STRONG TO BE ORDERLY AND CLEAN

#### MODIFICATIONS

1. Omit picture, text, and song at close of story.
2. Expression:
  - a) Follow suggestion in first paragraph only of "Expression."
  - b) Rest: Play sleeping children.
  - c) Lunch: Emphasize cleanliness of hands in touching food, glasses, etc.
3. Handwork: Choice or continuation of work suggested previous week. If cradle or bed has been made, clothespin doll may be added. Cleanliness, sleep, and right feeding can be emphasized through play with doll, which may be kept in kindergarten until end of the week.

TUESDAY (Lesson XXVII, p. 139)

THE AWAKENING OF DAY

#### MODIFICATIONS

1. Use song (p. 139) "We'll Open Wide the Windows" (music, p. 222).
2. Expression:
  - a) Activity: Omit handwork (p. 142) but play "Twinkle, Twinkle, Little Star" and "Wake! Oh Wake!" as sug-

gested, adapting the words of the latter as follows and using one verse only.

Wake! Oh wake! to greet the day!  
 Filled with happy work and play;  
 Little children wake to say,  
 "Thank you, Heavenly Father."

- b) Go for a walk, or march, rhythms, or games.
  - c) Rest: Sleep as little birds in nest.
  - d) Lunch.
3. Handwork: Paint waking things; prepare for doll parade or work on dolls and cradles;

WEDNESDAY (Lesson XXVIII, p. 144)

AWAKENING OF FLOWERS AND RETURN OF BIRDS

MODIFICATIONS

- I. Expression: Modify pp. 147-48 as follows:
  - a) Activity: Dramatize first stanza of "Bird Song" (p. 244). Child may float as cloud with outspread arms, while another child as the wind runs after, blowing (circular motion of hands, palms down, fingers forward, as though pushing). At mention of bird, child representing bird flies in, going wherever he wishes. Cloud, bird, and wind can be played separately at first. (A rose-colored veil stretched lightly between the hands of child representing cloud may signify the morning cloud and adds to the ease with which the child floats.) This dramatization forms a part of exercises which may be used at the end of course and should be played frequently.
  - b) Rest.
  - c) Lunch.

2. Handwork: Daisy chains or, if out of doors, wreaths of leaves may be made as decorations for doll cabs during parade; or choice of previous suggestions.

THURSDAY (Lesson XXIX, p. 149)

THE TRANSFORMATION OF THE CATERPILLAR

MODIFICATIONS

1. Quiet music: Let the children listen to the music of "I Live within a Little House" and also "Butterflies" (p. 243), and ask the children to guess what the last piece is about. Is it something that lives in a heavy body house, like an elephant, or a light body house such as a bird has?
2. For response sing "We Love Him" (p. 220).
3. Expression:
  - a) Omit handwork and introduce games.
  - b) Rest: Play being caterpillars waiting for the time to come out as butterflies.
  - c) Lunch.
4. Handwork: Any of the previous suggestions or checkerboards, or garden; if out of doors, bird bath.

FRIDAY (Lesson XXX, p. 154)

AWAKE TO LOVE OTHERS

MODIFICATIONS

1. Substitute for response and song those already given.
2. Conversation: Omit special reference to Easter.
3. Expression:
  - a) Activity: Dramatize as in first suggestion under "Expression," or, if possible, gather flowers to give to someone as a happy surprise, or games. Omit handwork (p. 156).

- b) Rest: Emphasize the thought that children who go to bed early and rest well are strong to work and play the next day.
  - c) Lunch.
4. Handwork: Cut butterflies, birds, or flowers from printed crêpe paper and mount; any previous suggestion.



### THIRD WEEK

## BIRTHDAYS AND THE BIRTH OF JESUS, LEADING TO THOUGHT OF CHILD GROWING STRONG IN BODY AND IN CHARACTER

MONDAY (Lesson XIII, p. 75)

### BIRTHDAYS

#### MODIFICATIONS

1. Quiet music, "Cradle Hymn" (p. 228; music only).
2. Expression:
  - a) Activity: As far as "Handwork," also march or game.
  - b) Rest: Play being babies fast asleep.
  - c) Lunch.
3. Handwork: Clay; play making birthday toys, dolls, animals, balls; or paint a picture for mother or friend. If so planned, work on books illustrating things which waken, or mount magazine pictures.

(If rattles, clothespin dolls, scrapbooks, pictures, or post cards are to be sent to missions, ask the children to bring the necessary things.)

TUESDAY (Lesson XIV, p. 80)

### CHRISTMAS, THE CHRIST-CHILD'S BIRTHDAY

#### MODIFICATIONS

1. Conversation: Adapt the conversation to summer vacation, explaining why Christmas gifts must sometimes be planned months beforehand that they may reach far-away places in time.

## 2. Expression:

a) Activity: As far as "Handwork."

b) Rest: Play being children asleep on Christmas night.

c) Lunch.

3. Handwork: Cut out pictures for books to be sent to hospitals, homes, or missions. (If in community where there is a scarcity of magazines try to have pictures collected by other schools or churches to be made into books for the children to keep, planning something different that the children can do for others. Post cards for missions are always in demand.) Work on any gifts for others.

WEDNESDAY (Lesson XVI, p. 89)

CHRISTMAS LESSON—THE FIRST CHRISTMAS

MODIFICATIONS

1. For quiet music substitute "Away in a Manger."

## 2. Expression:

a) Activity: Substitute dramatization of "Shepherd Boy's Gift" (p. 82), and march as shepherd children going to Bethlehem to see the Christmas child. Omit mounting of picture. Add game if desired.

b) Rest: Play being sleeping sheep watched by shepherds.

c) Lunch.

3. Handwork: Work on picture-books or gifts.

THURSDAY (Review)

1. Quiet music; song and response are the same as for the preceding day.

2. For conversation: Draw from the child the answers to the following questions:
  - a) Why does the mother care for the tiny baby?
  - b) In what ways does she care for him?
  - c) Talk again of the child's growth and what he can do at different ages. Would the child Jesus remain a little baby or would he grow and become strong to help his mother and father as other little children do?
3. Review stories of Jesus' birth, telling of journey to Bethlehem, birth of Jesus, the appearance of angels to shepherds, and finding of the baby Jesus.
  - a) Activity: Dramatize Nativity and shepherd children; march, rhythm, or games.
  - b) Rest: Suggest playing doves in loft above while angels watch over the baby Jesus.
4. Handwork: Carry out foregoing suggestions.

FRIDAY (Lesson XVIII, p. 99)

THE CHILD JESUS GREW

MODIFICATIONS

1. Quiet music, "Away in a Manger."
2. Expression:
  - a) Activity: As suggested as far as mounting of pictures, or omitting dramatization of well; let children pull testing strength as described in conversation (p. 7).
  - b) Play being travelers from a far country resting beside well.
  - c) Lunch.
3. Handwork: Follow previous suggestions.

## FOURTH WEEK

### GROWING AND BECOMING STRONG TO HELP; JESUS THE IDEAL CHILD

MONDAY (Lesson XX, p. 107)

STRONG TO SEE QUICKLY

#### MODIFICATIONS

1. Expression:

- a) Activity: Follow "Expression" as far as "Handwork."
- b) Rest: Eyes closed, think of beautiful things of which children may tell at lunch period.
- c) Lunch: Let children tell of beautiful things they have seen.

2. Handwork: As previously suggested.

TUESDAY (Lesson XXI, p. 111)

STRONG TO HEAR QUICKLY

#### MODIFICATIONS

1. "Family Song" may be substituted if so desired.

2. Expression:

- a) Activity: Follow suggestions as far as "Handwork."
- b) Rest: Play being little children in bed listening to raindrops falling on roof or windowpanes.
- c) Lunch.

3. Handwork: Make rattles or clothespin dolls to be given to little brother, sister, or friend or to be sent to home or mission. If desired, begin reins for horses, or paste pictures in book or on folded mount.

WEDNESDAY (Lesson XXII, p. 115)

STRONG TO SPEAK GENTLY

MODIFICATIONS

1. Expression:
  - a) Activity: Follow suggestions as far as "Handwork." Blindfold game may also be used.
  - b) Rest.
  - c) Lunch.
2. Handwork: Follow suggestions of previous days.

THURSDAY (Review of Lesson XVIII, p. 99)

THE CHILD JESUS GREW

MODIFICATIONS

1. Substitute for conversation the following:
  - a) Have any of you younger brothers or sisters at home?
  - b) How can a "big brother" or a "big sister" help smaller ones in the home?
  - c) How can children help others of their own age?
  - d) Draw from the children the thought of the happy playmate with whom we all love to play as the one who is fair in games, generous to others, and helpful in every way. He does not always wish to be first or leader. He wishes others to have a chance also. He looks out for the younger ones and the weaker ones.
  - e) What kind of a playmate do you think the child Jesus was?
2. Expression: Omit all and substitute:
  - a) Activity: A walk out of doors or games, emphasizing thought of helpfulness and fairness.

- b) Rest: Quietly so as not to disturb others.
  - c) Lunch: Out of doors when practicable, emphasizing thought of sharing in home, with friends, and with those who need.
3. Handwork: Cut and mount or paint picture for younger brother, sister, or friend; previous suggestions.

FRIDAY (Lesson XXIV, p. 124)

STRONG TO CARE FOR MOTHER

MODIFICATIONS

- 1. Sing "Family Song" (p. 225) in place of one suggested.
- 2. Expression: Omit all.
  - a) Activity: Follow suggestion for "Second Hour" as far as "Handwork."
  - b) If it is desired that the children take part in simple exercises for mothers, organize the following "Window Pageant":

Two high-backed chairs placed side by side represent window. A group of two or three children open chairs out, making window, and sing "We'll Open Wide the Windows" (p. 222). At the first stanza of "Bird Song" (p. 244), cloud, wind, and bird enter as described in "Activity," "Awakening of Flowers and Return of Birds" (p. 18 of this *Guide*). Wind and cloud rest at one side and bird near window. Pigeons enter at the singing of "The Dove," and children at window dramatize feeding them. All softly sing last stanza of "Bird Song" (or it may be sung by teacher) and fall asleep.

At the sound of the morning bell all awake, rise,

and sing "Wake! Oh Wake! To Greet the Day" (music, p. 241; words, p. 43 of this *Guide*).

c) Rest.

d) Lunch.

2. Handwork: Surprise cutting, making a mat for mother, or previous suggestions.

## FIFTH WEEK

### JESUS, THE MAN, WELCOMING LITTLE CHILDREN; PRAISE TO THE HEAVENLY FATHER

MONDAY (Lesson XXV, p. 129)

STRONG TO LOVE LITTLE CHILDREN

#### MODIFICATIONS

#### 1. Expression:

a) Activity: Follow suggestion as far as "Handwork," or show by motions ways children can help smaller children, old people, animals, with the thought that Jesus was always kind to those who were not strong or were dependent upon him. March or dramatize pageant if desired.

b) Rest.

c) Lunch.

#### 2. Handwork: Folded mount; add picture of "Jesus Blessing Little Children," painting, clay, picture-books, or gifts if desired.

(If children are to have "White Christmas" [see this *Guide*, p. 21], send notes home by them explaining to parents and asking them to send gifts during the next three days.)

TUESDAY (Lesson XXXV, p. 175)

READY TO DO WHAT HE COULD

#### MODIFICATIONS

#### 1. Expression:

a) Activity: Follow as far as "Handwork." Add games, or, if practicable, substitute a walk for the entire period.



- b) Rest: Play being travelers resting after long journey.
  - c) Lunch: Out of doors if possible.
2. Handwork: Choice of suggestions already given.

## WEDNESDAY (Review)

1. Conversation: Recall story, "Ralph's Birthday Gift to His Mother" (p. 7), and retell steps briefly. See if children can tell how the Heavenly Father provides bread for us. What grows for our food besides wheat? What does the Heavenly Father leave for us to do in the field? in the orchard? in the garden?
2. Retell yesterday's story and emphasize thought given under "Second Hour."
3. Expression:
  - a) Activity: Play (with motions) gathering in things which the Heavenly Father gives us that we may fill our baskets, to the melody of "We Will Put the Pitcher On" (this *Guide*, p. 22), adapting whatever the children suggest.

We will gather apples red,  
 We will gather apples red,  
 We will gather apples red,  
     Apples red.

Bow our heads and thanks we'll say,  
 Bow our heads and thanks we'll say,  
 Bow our heads and thanks we'll say,  
     For apples red.

"Purple grapes," "yellow corn," "golden grain,"  
 "peaches sweet," "purple plums," "berries ripe," etc.,  
 may be used.

Also sing in like manner:

We will rake the meadows green,  
For fresh sweet hay.

A walk out of doors observing green grass and growing things.

- b) Rest: Out of doors if practicable.
  - c) Lunch: With the thought that work gives us good appetites.
4. Handwork: Cornucopia made from surprise cutting (to be filled with flowers or leaves and taken home Friday if so desired). Any unfinished work.

THURSDAY (Lesson XLII, p. 207)

REMEMBERING TO PRAISE

MODIFICATIONS

1. In conversation omit references to Samuel and Elijah.

[NOTE.—This story is not one which the child may understand in detail or be able to repeat. If it pictures to him a child praising God and stimulates in him a desire to do likewise, it has accomplished its end.]

2. Expression:

- a) Activity: Suggestions given in "Expression" as far as "Handwork" (p. 209); or march, rhythms, or dramatization of "Window Pageant."
- b) Rest: With thought that all living things which the Heavenly Father has made take rest, especially little children, that they may be strong to do many things.
- c) Lunch.

3. Handwork: Unfinished work or arranging gifts for "White Christmas."

## FRIDAY (Review)

1. For conversation substitute thought developed in "Second Hour," letting the children tell how they will spend the remainder of the summer. Emphasize suggestion given after closing song.
2. Expression:
  - a) Activity: Walk; games; or, if desired, pageant.
  - b) Rest.
  - c) Lunch.
3. Handwork: Completion of work.

If mothers are to attend a part or all of the morning the children may dramatize for them the "Window Pageant."

[Note.—Should it seem necessary that the children take part in the closing exercises of the entire school, let them enter at the time of their part in the program and retire at its close. The audience may be requested beforehand not to make any demonstration for any reason whatsoever, either by clapping or laughing, during the children's presence in the room. Ask the children if they would like to show, in a beautiful way, to their friends, what the Heavenly Father does for us.]

If a summer Christmas tree is planned, the pageant may be omitted.

## COURSE II

### THE CHILD IN THE HEAVENLY FATHER'S WORLD

This course would help the child find his place in God's world among those things which the Heavenly Father has created. It develops the thought of the House of God, where, as God's child, he may offer praise, and of Jesus, the child of God, who became true playmate and friend. It closes with the thought of care of our country and love for people everywhere.

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## FIRST WEEK

CLASSIFICATION OF THINGS CREATED; MAN, THE  
HEAVENLY FATHER'S CHILD, ABLE TO  
LEARN OF AND TO LOVE HIM

MONDAY (Lesson V, p. 31)

LIGHT

## MODIFICATIONS

1. Quiet music; instrumental only.
2. Develop the thought of prayer, letting the children begin simply as in first lessons of manual.
3. Response: "We love Him" (p. 220).
4. Expression:
  - a) Activity: Follow "Expression" as far as "Handwork" and also, if practicable, follow suggestions for walk under "Second Hour." If desired, play blindfold game ("Second Hour," p. 39) using things made of minerals as well as other things.
  - b) Rest: Play it is night and the stars are shining above. During rest "Twinkle, Twinkle, Little Star" may be played softly (p. 217).
  - c) Lunch: Taken out of doors if possible. Notice sun and shadows.
5. Handwork: Several courses of handwork are suggested, any of which may be chosen by the teacher. Fold book

(see "Books," this *Guide*, p. 26) and follow directions through the week as outlined with the lessons in manual. Paint the sun; arrange light and dark colors of parquetry in succession and mount. Show spectrum through prism or beveled mirror letting the children see that light contains the rainbow colors in order: red, orange, yellow, green, blue, and violet. Paste or paint rainbow colors. Make signal box and learn the signs: "*red*: stop"; "*yellow*: change"; "*green*: go."

## TUESDAY (Lesson VI, p. 35)

## VEGETATION

## MODIFICATIONS

- i. Expression: Substitute:
  - a) Activity: Play blindfold game described in "Second Hour"; go out of doors and gather leaves and grasses; march, rhythm, or games.
  - b) Rest: With the thought of sleeping flowers.
  - c) Lunch: Taken out of doors if possible.
2. Handwork: Choice of following: book; daisy chains; press flowers, which may have been gathered during activity or otherwise supplied, or leaves and grasses for mounting in transparency. Paint flowers with rainbow colors.

## WEDNESDAY (Lesson VII, p. 40)

## THE EARTH HOME—FISHES, BIRDS

## MODIFICATIONS

- i. Expression: Substitute:
  - a) Activity: March as procession of animals, each couple showing by movement or gait what animal is repre-

sented. Dramatize story emphasizing bird which helped Noah by becoming his messenger.

*b)* Rest: Play being animals asleep in ark.

*c)* Lunch.

2. Handwork: Choose from the following: books: direction in manual; clay: birds and animals; make doll cradle or threadbox furniture.

THURSDAY (Lesson VIII, p. 44)

THE EARTH HOME—ANIMALS

MODIFICATION

1. Expression:

*a)* Activity: Follow suggestions as far as "Handwork," or, if possible, go out and find a horse, perhaps a policeman's or grocery boy's horse, to which the children can carry an apple or grass. If this is impossible, borrow a kitten, rabbit, or dog.

*b)* Rest: Play being sheep asleep in the fold, or kitty asleep before the fire.

*c)* Lunch.

2. Handwork: Cut and mount animals in book; or clay: make animals; or begin harnesses or signal boxes.

FRIDAY (Lesson IX, p. 50)

THE EARTH HOME—MAN

MODIFICATIONS

1. Expression:

*a)* Activity: Use first suggestion under "Expression"; play "Calling" (p. 234), as game described in note accompanying music. Dramatize little children going to the House of God today.

[NOTE.—This song will be used in "Happy Family Pageant" and should be played frequently.]

*b*) Rest: Rest quietly as Samuel rested on his little bed.  
(Explain to the children that in that country all sleep on mattresses or mats spread on the floor.)

*c*) Lunch.

2. Handwork: As in manual (p. 54); or clothespin dolls (may be kept in the kindergarten until cradles are made); dollshouses or threadbox furniture.



## SECOND WEEK

### GIVING PRAISE IN THE HOUSE OF GOD

MONDAY (Lesson X, p. 59)

#### A HOUSE OF GOD

##### MODIFICATIONS

1. Omit song under "Conversation."
2. Expression:
  - a) Activity: As far as "Handwork" (p. 61); visit the church auditorium, the children entering in an orderly manner, sitting quietly for a moment or two, and then rising quietly and passing out. Take a walk or play games.

[NOTE.—Thanksgiving song forms a part of "Happy Family Pageant" to be used at close of course and should be sung frequently.]
  - b) Rest.
  - c) Lunch.
3. Handwork: Walk out of doors noting things to be painted next day; or paint God's great out-of-doors—blue sky, green grass, etc.; or use any suggested work which meets the desires and needs of the class.

#### TUESDAY (Review)

1. Under "Conversation" adapt the second stanza of "Thanksgiving" as follows:

For flowers that blossom gaily,  
For happy birds that sing,  
For father, mother, playmates,  
And every happy thing.

2. Expression:

- a) Activity: Walk, rhythm, or games.
  - b) Rest: Play sleeping after long journey such as Jacob took.
  - c) Lunch: If possible serve out of doors on ground in manner of travelers in Jacob's country.
3. Handwork: Choice of suggestions given in preceding lessons.

WEDNESDAY (Lesson XI, p. 63)

BUILDING A HOUSE OF GOD

MODIFICATIONS

1. Expression: Substitute:

- a) Activity: Give Thanksgiving thought not as related to a special time of year but as a continual expression of gratitude to God. Visit church; children's band, rhythms, or games.

[NOTE.—Steeple song; precedes Thanksgiving song in "Happy Family Pageant" and should be retained in children's memory.]

b) Rest.

c) Lunch.

2. Handwork: Omit "Handwork" (p. 65) and make church-window transparencies, or build churches with blocks. If preferred, make Indian headdresses (incidentally give thought that all races, all peoples, belong to the Heavenly Father, and all thank him since he cares for all).

THURSDAY (Lesson XII, p. 68)

THANKSGIVING IN THE HOUSE OF GOD

MODIFICATIONS

1. Expression: Substitute:

- a) Activity: Build towers of blocks or boxes; co-operate in building large tower. Walk or rhythms and march.

- b) Rest: Teacher walks among resting children lifting hands, feet, seeing if they are relaxed.
  - c) Lunch.
2. Handwork: Suggestions already given.

## FRIDAY (Review)

1. For quiet music and song use "Family Song" (p. 225), with thought that whole family goes to church.  
[NOTE.—This forms a part of "Happy Family Pageant."]
2. Conversation: Tell briefly the story of Noah adding the rainbow of promise in which the Heavenly Father assures Noah that he will send a repetition of day and night, summer and winter, seedtime and harvest (p. 62 and last half of "Second Hour," p. 71).
3. Expression: Substitute:
- a) Activity: Walk, rhythms, or games.
  - b) Rest: Recall how the Heavenly Father gives repetition of night and day and play resting at night.
  - c) Lunch.
4. Handwork: Construct an out-of-door church. (California has a little church in the mountains where only chimes, pulpit, and choir seats are inclosed. The congregation sits outside just before the wide open doors. There are four beautiful stained-glass windows. A piece of tree trunk forms the pulpit.)

Tell the children of a very good man called St. Francis who loved the birds and called them his "little sisters," and the animals his "little brothers," and preached to them out of doors. With paints they may tell the story of the birds as they sat and listened and as they flew away to tree and field.

## THIRD WEEK

### BIRTH OF THE BABY JESUS AND HIS VISIT TO THE HOUSE OF GOD

MONDAY (Lesson XIV, p. 80)

#### CHRISTMAS, THE CHRIST-CHILD'S BIRTHDAY

##### MODIFICATIONS

1. Substitute music of "The Three Kings" (p. 230) for quiet music; also "Family Song" (p. 225) for song.
2. Present thought given under "Conversation" (p. 75 to middle of p. 76); followed by "Conversation" (p. 80), omitting special reference to planning Christmas gifts for family, etc.
3. Expression:
  - a) Activity: As far as "Handwork" (p. 82); rhythms.
  - b) Rest: Play sleeping quietly on Christmas night.
  - c) Lunch.
4. Handwork: Plan gifts for missions, hospitals, or homes. Work on clothespin dolls, rattles, scrapbooks, to be given away, post cards, etc. Every child should have the opportunity of working on some gift, no matter how simple the gift may be. Help the children to understand that it is the love that goes with the gift which makes the gift valuable.

TUESDAY (Lesson XV, p. 85)

#### THE THREE KINGS

##### MODIFICATIONS

1. Make prayer appropriate for summer vacation.
2. Expression:

- a) Activity: Follow as far as "Handwork," or substitute game for dramatization.
  - b) Rest.
  - c) Lunch.
3. Handwork: Choice of handwork previously suggested.

## WEDNESDAY (Lesson XVI, p. 89)

## THE FIRST CHRISTMAS

## MODIFICATIONS

- 1. Expression:
  - a) Activity: Follow "Suggestions" (p. 90) or dramatize "Three Kings" or "Shepherd Boy's Gift."
  - b) Rest.
  - c) Lunch.
- 2. Handwork: Cradles and dolls previously made may be given to home or kept by the children if they lack dolls. Every child, boy and girl, should have a doll and be allowed to play with it in a true motherly and fatherly fashion. Give dolls wherever possible. Choice of work.

## THURSDAY (Lesson XVII, p. 92)

## THE CHRISTMAS BABY IN THE HOUSE OF THE

## HEAVENLY FATHER

## MODIFICATIONS

- 1. Adapt prayer and conversation.
- 2. Expression: Substitute:
  - a) Activity: Dramatize mothers and fathers taking their children to the House of God; games.
  - b) Rest.
  - c) Lunch.

3. Handwork: Work on Christmas gifts for others, emphasizing the fact that needs and desires of little children are much the same the world over.

FRIDAY (Review)

1. Recall the story of the Christmas baby in the House of God.
  - a) "After the visit to the Temple what did the mother do?" (Talk about a little baby in the home, its care, growth.)
  - b) "Did the baby Jesus grow as other little children do?"
  - c) "What do you think he could do at one year of age? at two? at three? at four? at five?"
  - d) "Joseph, his father, was a carpenter. What could Jesus do to help him?"
  - e) "Have any of you ever played with long shaving curls the carpenter makes when he planes the wood to make it smooth?"
  - f) "What could Jesus do to help his mother?"
  - g) "Promise that Monday you will tell them a story of the child Jesus at play."
2. Expression:
  - a) Let children choose activity.
  - b) Rest.
  - c) Lunch.
3. Handwork: Work on gifts; or surprise cutting for rose window transparencies to be used in window or as screen.

## FOURTH WEEK

### JESUS THE PLAYMATE AND FRIEND

MONDAY (Lesson XVIII, p. 99)

#### THE CHILD JESUS GREW

##### MODIFICATIONS

#### 1. Expression:

*a)* Activity: Use "Suggestions" (1 and 2). Substitute dramatization of how child today gets water for birds, for playmate, for mother. Join hands and form stream winding in and out among grasses and trees, giving water for fields, woods, animals, and birds. Dramatize animals going down for drink, each drinking after its own manner.

*b)* Rest.

*c)* Lunch: Talk about the value of water for drinking.

#### 2. Handwork: Make hats, caps, and umbrellas for playing family, or any work previously suggested.

[NOTE.—Plan to invite parents for last day of course during at least part of the morning. The "Happy Family Pageant" may be given by the children (see "Pageants," *Guide*, p. 18). This can be played from time to time during activity period until the children are sufficiently familiar with it.]

#### TUESDAY (Review)

#### 1. Relate story of yesterday.

#### 2. After the story use the following:

*a)* "What kind of a playmate was the child Jesus?"

*b)* "What makes you think so?"

- c) "Do you think the little child played fair after Jesus said he would?"
  - d) "What kind of a playmate do you like to play with?"
  - e) "What kind do you wish to be?"
  - f) Name other ways that a child can help at play: being fair, gentle, unselfish, doing his part of the work.
3. Activity: Play games with the thought of being helpful and playing fair.
4. Handwork: Checkerboards. Emphasize the thought that it takes just as much courage to be a good loser, when one has tried, as it does to be a good winner. Work on scrap-books, etc.

WEDNESDAY (Lesson XXXIV, p. 171)

READY TO ENDURE HARDSHIP FOR OTHERS

MODIFICATIONS

1. Expression:
- a) Activity: As far as "Handwork" (pp. 172-73); or march, game, or walk out of doors.
  - b) Rest.
  - c) Lunch.
2. Handwork: Clay: make sheep, animals; paint spaghetti chains for stringing the next day.

THURSDAY (Lesson XXV, p. 129)

STRONG TO LOVE LITTLE CHILDREN

MODIFICATIONS

1. For quiet music use (music only) "Three Kings" (p. 230).
2. Expression:
- a) Activity: As far as "Handwork," or substitute games, march.



- b) Rest.
  - c) Lunch.
3. Handwork: Paint a picture, cut out, and mount a picture making a surprise for older friend; any unfinished handwork.

## FRIDAY (Review)

1. Look at pictures of "Jesus the Good Shepherd" and "Jesus Blessing Little Children." Talk about ways of helping little children, elderly people, anyone who needs our help, of helping animals, birds, etc. Tell briefly, omitting characters of children, how Jesus received the little children. Recall in like manner the "Feeding of the Five Thousand" (p. 176), showing how Jesus cared for the people as the shepherd cares for his sheep.
- a) Activity: Play games, march, or if possible go for a walk.
  - b) Rest.
  - c) Lunch.
2. Handwork: Same as preceding day. If using pictures mount "Jesus Blessing Little Children."

## FIFTH WEEK

### WAYS IN WHICH WE MAY HELP CARE FOR OUR COUNTRY; HELPING CHILDREN IN OTHER COUNTRIES

MONDAY (Lesson XXVI, p. 132)

STRONG TO HELP CARE FOR OUR COUNTRY

#### MODIFICATIONS

1. Expression:
  - a) Activity: As far as "Handwork" (pp. 134-35).
  - b) Rest.
  - c) Lunch.
2. Handwork: Paint flag.

#### TUESDAY (Review)

1. See if children can tell name of our country; of other countries from which parents or friends have come (see "Second Hour"). Name helpers in our country. Who help that we may have bread? clothing? homes? schools? churches? hospitals? bridges? roads? trains? music? books? pictures? What do people in the country send to people in the city? those in the city to the country?
2. Expression:
  - a) Activity: Repeat flag exercise of yesterday; or games.
  - b) Rest.
  - c) Lunch.
3. Handwork: Mount flags on sticks; or string spaghetti chains as Indian beads; Indian headdresses. While working tell of Indians who were here before the white people came and who were kind to them. Tell the story of

Squanto. Give the children Indian names. Is it fair always to play killing when we play Indian? Would you like it if you were a little Indian child? How can we play Indian?

WEDNESDAY (Lesson XXXVIII, p. 189)

HELPING ALL PEOPLE, EVERYWHERE

MODIFICATIONS

1. Expression: Substitute:
  - a) Activity: Omit first suggestion and carry out any of the three following. Omit handwork.
  - b) Rest.
  - c) Lunch.
2. Handwork: Make paper dolls (already cut out for those who find it difficult) and color dresses with crayolas, representing dolls of different countries; or paint or fold boats, airships, autos, trains, means of communications with other places and lands, with the thought of carrying good will and fair exchange.

THURSDAY (Review)

1. Show pictures of "Jesus Blessing Little Children" and "Jesus the Good Shepherd" with the thought that he cares for children and mothers and fathers in every country. Talk about what little children in each country can give us: In China and Japan the children can give us little bright kimonos, dolls, ivory elephants; they would teach us gentle manners and respect to parents. German children could give us all sorts of toys and pretty customs and Christmas stories; Switzerland, carved animals; Holland, little wooden shoes, gay-colored tulips, races on the frozen rivers past windmills with great arms turning in the wind. The American Indian can teach us about

wild animals and how to live in the woods out under the stars; also how to make pretty beadwork, how to sit quietly and listen when older people talk, and how to obey parents. What can we give to these children? Sometimes they need schools and Sunday schools, just as children in this country sometimes do. They may enjoy learning about us as we do about them. Everywhere little children want to learn about the Heavenly Father.

2. Expression:

- a) Activity: As preceding day.
- b) Rest.
- c) Lunch.

3. Handwork: Completion of work in hand or prepare gifts for summer Christmas tree.

FRIDAY (Review and Closing Exercise)

1. After usual worship service show pictures of Jesus reminding the children that Jesus belongs to children everywhere because every country is God's country. Wherever we go through the remainder of the summer time we can pray to the Heavenly Father and should remember to thank him for food and clothing and all good things which he gives us.
2. Tell any stories the children choose.
3. Expression:
  - a) Appropriate activity, rest, and lunch, etc., may be arranged as usual unless other plans are made.
  - b) If possible, plan to have parents present, and present the "Happy Family Pageant," described in this *Guide* (p. 18). Read notes at close of last lesson, Course I (p. 56).



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