

THE SUNDAY SCHOOL ANNIVERSARY

BY

ERNEST
H. HAYES

METHODIST SUNDAY SCHOOL DEPARTMENT
LUDGATE CIRCUS HOUSE, LONDON, E.C. 4.

Price - Fourpence.

“Anniversary Hymns that are
different—and better” says the
Rev. J. ARNOLD QUAIL, M.A., B.D.

“These eight selections from School Worship each consist of twelve or thirteen—or in one case fifteen—numbers, of which both words and music in both notations are clearly printed on good paper, making them pleasant to handle and easy to use.

And the very cheap price of each set with music is 3*d.* net, words only being 2*s.* per hundred net. What strikes one in going through these hymns is that in respect of both words and music they are vastly different. One breathes a purer air and moves in another world.

There is nothing in any of these hymns or tunes of which any teacher, superintendent, choirmaster or organist, however highly cultured and sensitive, need be in the least ashamed, or fearful lest it injure the tender souls or debase the unformed taste of the children to whom it is taught.

The language is correct and chaste, the themes are dignified and the music is competent and worthy. They excel in the direction of variety, for within each selection the numbers are so pleasantly varied and contrasted in theme, metre and general effect, and as between the eight selections there is such variety too, that between them they appeal to a very wide range of tastes and requirements. Schools of every size and sort which are seeking something different and better for the anniversary, may hope to find it here.”

The set of Eight Selections will be sent on approval to any Sunday School Officer, post free, on request to METHODIST SUNDAY SCHOOL DEPARTMENT, LUDGATE CIRCUS HOUSE, LONDON, E.C. 4.

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ERNEST H. HAYES

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Author of

"THE CHILD IN THE MIDST," "THE CONCISE GUIDES."

"THE PIONEER SERIES," ETC.

This booklet has been compiled in collaboration with a Committee of the Council of Christian Education,, and the author has thereby had the benefit of the suggestions of a group of Sunday-School Leaders of wide experience.

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I

THE AIM AND THE PLAN

IT is surely a very wise step for every school to consider well in advance what is the real object in holding the Anniversary, as well as to discuss the *general plan* that will best achieve that object. It needs no arguing that if we aim at everything in general we shall hit nothing in particular ; therefore a clear-cut aim is necessary.

Too often one looks through anniversary programmes in vain for any indication that this annual celebration will be of any real permanent value. Too often the idea seems to be merely to have a good time, or to get a record collection, and nothing more. Yet, if the anniversary is worth holding at all, it should mark a turning-point in the work of the school and leave a permanent improvement behind it.

We suggest that the *aim and object* of the anniversary is to provide a red-letter day for the children, a time of inspiration and re-dedication for the teachers an occasion for setting " the child in the midst " of the Church, and an opportunity for bringing parents into close relationship with the School. It may also provide an occasion for thanksgiving on the part of the children for their Sunday School and their Church.

The *general plan* of the anniversary should be carefully drawn up, and it should definitely exclude certain elements ; namely, any attempt to exploit the children for a mere money-making purpose, or to provide a well-rehearsed religious performance (in which the

children have a prominent part) in place of the usual Sunday worship.

Every effort should be made to prevent the special nature of the day spoiling the necessary atmosphere for worship. Whatever is done to make the services appropriate for the day, such services should be not less devout or worshipful than those of an ordinary Sunday.

The reason for this is simple. This special day may be the only Sunday when a number of the scholars enter into the worship of the Church, and great care must be taken to show them worship at its best, so that they—particularly the older ones—will be attracted and encouraged to attend the ordinary services regularly.

Thus the real aim of the anniversary should be to make the day's services spiritually impressive for all taking part. To the younger children it should be the day when they realise a deeper meaning in worship than ever before. For the older scholars it may well be the memorable day when they make the great decision to serve Jesus Christ. For the teachers it may be a time of re-dedication, and a means of better equipment for their work. For the congregation in general, and for the parents in particular, it should result in a deepened and more intelligent interest in the work of the school, and an endeavour to co-operate with the officers and teachers more fully.

The general plan of the anniversary arrangements should include four features :

- (a) A Teachers' Conference or devotional meeting ;
- (b) Special Sunday Services, graded so as to provide worship for the three main sections of the school ;
- (c) An Afternoon Departmental Service in which parents and visitors participate ; *or* a Rally of all departments, each taking some part, to demonstrate school unity ; *or* a Promotion Service for teachers and scholars.

(d) A Week-night Demonstration of some aspect of modern Sunday-school work, or a tableau, Bible scene or play.

Some such plan should be definitely set out before any preparations are made, since it will simplify the work of outlining the programme. It will automatically rule out certain undesirable elements that often creep into anniversary celebrations. With this aim in view there will be no place for some of the doggerel verses and poor music sometimes used at anniversaries. Nor will the day be a kind of glorified religious concert ; nor will the church or chapel be turned into a sort of entertainment hall where the chief feature is a huge platform upon which children perform. Moreover, if the aim of worship for children is to be realised, they will not be submitted to weeks of wearisome practice of special hymns, that must automatically make the anniversary services mechanical. It will certainly include a devotional or prayer season, with possibly a communion service and re-dedication service for teachers as part of the celebration.

If this four-fold plan is worked out, it will be seen that it has met the aim and object of the anniversary as set out above. The inclusion of (a) ensures that the teachers shall be enheartened and inspired to do better work in the new school year just beginning. The careful arrangement of (b) will ensure that the day will be full of inspiration and blessing to the children, as well as to the ordinary adult congregation. Any of the suggestions under (c) will bring parents, teachers and children into a happy relationship that cannot fail to help the school forward. The suggestion under (d) should not merely demonstrate to parents and church members the varied nature of the work in a modern Sunday school but also assist the money-raising side of the anniversary.

II

THE ANNIVERSARY PREACHER

THE choice of the anniversary preacher is closely related to this subject of aim and plan. If the purpose of the day is to draw a great crowd of adults in the hope of getting a bumper collection, then the "star" preacher may have a rightful place.

If, on the other hand, we are anxious to make the day a blessing to the children, the first qualification for the anniversary preacher is the gift of speaking to children and of inspiring young people. Some other way should be found of raising money for the school, so that the collection will occupy a relatively insignificant place—the object will not be so much to get a crowded congregation as to get an interested one.

Since the minister of a church is usually the president of the Sunday School and leader of its work, it is not well that he should *always* be absent on such an important day. If some change in the ordinary pulpit arrangement is necessary, he might exchange with a neighbouring minister for one of the services. If one of the objects of the day is to increase the interest of the scholars in their Church and its history, a former minister or officer might be invited to take the services.

Where the morning service is of a special character (see Section VII of this booklet), it can be more suitably conducted by a Sunday School leader or leaders.

III

THE ANNIVERSARY SERVICES

IT will be seen that one of the essential features of the school anniversary is the gathering of the scholars in the church so that they worship together as a school. To achieve this purpose the children should sit together, but as part of the congregation, not as performers. The front pews should be reserved for them in departments, with the younger children on small chairs in front where space permits ; and every child should be able to see the minister.

The hymns should be taken from the ordinary Sunday-school worship. This means that the leaders of the various departments should make a practice during the year of introducing new hymns to the children, so that the hymnody of the school is steadily growing in range. These new hymns need not be special productions every year ; indeed, sometimes they can be taken from either the church or the school hymn book (only about one-fifth of the hymns in any book are known to the children in the ordinary way !). The scholars can sing these new hymns as their contribution to the anniversary services. In any case any new hymns included in the anniversary day should be introduced and taught at suitable occasions during the school year.

On no account whatsoever ought the bad old custom of spending three to six or even more Sunday afternoons in "practising" the anniversary hymns be tolerated. We are convinced that these anniversary

hymn practices are *not* worth while, and are largely a waste of a most valuable opportunity. Under the best conditions they mean a very serious interruption in the Sunday School courses and the teaching work of the school. But more often than not they mean that both teachers and scholars get utterly bored, not only with the set of hymns being practised, but with the anniversary itself. Their reaction to this is slackness of interest in the Sunday School generally, resulting in irregularity in attendance. Moreover, such interruption to the ordinary routine of Sunday School life makes the settling-down again after the anniversary very difficult ; and, where the holiday season follows almost at once, the disorganisation in the school life spread over two or three months, is so serious as to have grave effects on the whole work.

The Christian education of the children is the first task of the Sunday School. It is for that purpose that the school is organised and accommodation is provided on Church premises. It is, or ought to be, for this purpose that the children are sent to Sunday School ; and it is the main objective of the Sunday School teacher. To waste one-tenth of the year's Sundays in practising hymns is, therefore, completely unjustifiable, however good the hymns may be, or however successful the anniversary Sunday may prove.

The best plan of all is to make the anniversary hymns *grow out of the year's work*. By this is meant the introduction of a new hymn from time to time into the school sessions, to be taught as part of the ordinary work. These new hymns should be selected for the valuable contribution they make to the worship side of the school, or for their bearing upon the lessons being taught. Any hymn which does not definitely contribute to the spiritual value of the worship, or to the spiritual education of the scholars, is unworthy a place in the anniversary programme.

The practice still obtains of wasting a great deal of good school money on the special printing of words and music of anniversary hymns, in some cases in defiance of copyright law. This practice is defended on the ground that no available selection is suitable for a particular school. Often, however, this is a purely arbitrary decision; common-sense and a practice of proper economy should have the last word in these matters. The National Sunday School Union and the Denominational Young People's Departments publish selections of anniversary hymns mostly taken from existing books, which provide a sufficiently wide selection for all ordinary tastes. It is obviously cheaper to print one selection for a large number of schools than for each school to print its own special set.

Our advice and practice is to get the majority of the hymns for Anniversary Sunday from those that are known to the children and some that are known by the congregation, so that everyone can worship fully and intelligently. Two hymns of a special character at each service are quite enough to provide novelty, and to mark the day as different from ordinary Sundays.

The publication of the *Hundred and Twenty-Five Best Junior Hymns* in large type at 6d. each (by the N.S.S.U. and the denominational Young People's Departments) makes it possible for schools to have good hymns sung by the children at the cost of a few pence. In most churches these large hymn-sheets could be displayed where the children can read the words, without obtruding the sheet too much upon the congregation. Among these, "125 Best" hymns are many that are very suitable for anniversary occasions, such as :

"All creatures of our God and King."

"All things which live below the sky."

"As all the thoughts of our hearts."

"Come ye people, lift your voices."

"Far round the world."

"For peace and for plenty."

"God has given us a book full of stories."

"Hail to all the heroes."

"Jesus and Joseph, day after day."

"O Father above us, our father in might."

"Oh all ye works of the Lord."

"Praise to the Lord, the Almighty."

"Thou perfect Hero-Knight."

Full reference of these and the other hymns available in large-type form, together with suggestions about selecting and using hymns, will be found in the pamphlet, "*A Guide to Junior Hymns*, price 4½d. post free from the publishers of this booklet.

A valuable feature of worship which is coming more and more into use in Sunday Schools, and which provides a welcome change from the ordinary service on anniversary days, are verses that call to praise or worship (in some quarters called an introit or sanctus). The use of these is described in the pamphlet to which we have just referred.

No better start could be made for an anniversary service than to have the children singing softly such a verse as "Here we tread with hallowed feet," or "We bow in prayer before Thy throne, O God." In this way we can set the atmosphere for worship from the beginning; and this is as much appreciated by adults as by the scholars themselves. Or a happy note can be sounded for the day's worship by the children singing a call to worship such as "Come ye people, lift your voices" (verse one) or, "Lord of life and power and grace." After the offering has been received (not "the collection taken"), let the children sing a dedicatory song-prayer such as "Master, bless the gifts we bring Thee." Immediately after the service is concluded, let them sing a little parting song, such as "Hark, hark, hark to the music." These features are very simple, very appropriate to worship, and very acceptable to the congregation.

IV

THE ANNIVERSARY AFTERNOON

TIME was when the anniversary afternoon service was a massed meeting of scholars of all ages, and the unfortunate speaker had to give an address that aimed to interest all the scholars, but which—in the very nature of things—often failed lamentably to interest more than a few.

A better method that is followed in some places is to make one or all of the department sessions special in character, and invite parents and members of the church and congregation to attend, to see the children at their worship, and possibly join in parts of it.

This "birthday afternoon" is considered by many as the best possible time to demonstrate the unity of the whole school by a Rally of all departments in the church. In this "School Rally" each department has some part. The Beginners and Primaries sing their own hymn, the Juniors recite one of their Scripture memory passages, the Intermediate Department sing a special hymn or read a Psalm, while the Senior Department takes over the work of stewarding in the aisles, distributing Bibles and hymn books, taking the offertory, or conducting some part of the service.

Another method of providing for all departments at a Rally is to have two speakers, or rather a story-teller and a speaker, in place of the usual address. Early in the afternoon, get someone to tell a story of a fairly simple character that will appeal to the Primary and younger Junior children. Later on—possibly after the

Primary children have gone to their departments for a brief session of their own—a speaker can address the remainder of the scholars.

Experiments have been made from time to time to introduce novel features into the afternoon service, with more or less success—such as dramatic Bible readings, Biblical tableaux, a short missionary scene or a simple pageant. Everything depends on the spirit in which such things are undertaken, but where proper safeguards are made against providing a mere "show," they have a powerful religious contribution to make.

Some simple Biblical tableaux can be presented, without undue preparation beforehand, by the younger children; or Intermediate scholars could present in dramatic form such Biblical scenes as David and Jonathan, Paul and Timothy, etc. A short missionary scene, if presented as a part of the service and not as a mere entertainment, can be made very effective, and will give colour and life to the anniversary programme. A Missionary Celebration of a simple character will also provide a suitable anniversary afternoon. The idea of a Celebration is to present, chiefly by readings, the story of a great man's life-work, illustrated by musical items. Musical authorities in the school will also be aware of the possibilities of presenting a simple cantata, where there is a good choir to sustain it adequately.

V

IDEAS FOR WEEK-EVENINGS

IN some schools a Saturday afternoon *Departmental Demonstration*, followed by a tea-table conference and an evening lecture, has been included with great success in the anniversary programme. Other schools arrange a Teachers' Conference on the Monday evening following "the Day."

There are many aspects of Sunday-School work that can fruitfully form the subject of a special lecture by an expert, followed by questions and discussion, so that the ideal way presented by the visitor can be applied to the actual conditions faced by the school workers themselves. If we cannot realise our ideal in these matters, we can at least idealise the real. The Adolescent Problem, Week-night Activities, Worship in the Sunday School, the Training Class, Expression Work, and a host of other subjects spring to the mind as suitable for conferences of this sort. Such a feature of an anniversary has proved the turning-point in the development of many a Sunday school towards spiritual prosperity.

A *Reunion of Old Scholars* is often included in the anniversary arrangements, and has the double advantage of renewing old associations with past scholars (who may now be parents of scholars in the school) and of encouraging the teachers by showing them what may be the ultimate result of the work being done week by week in the classes. Sometimes a former minister of the church presides at such a gathering, and past officers and teachers make a point of attending.

Time was when what was called "*The Annual Meeting*" was the sole arrangement made for the anniversary apart from the "Sunday Sermons." The "meeting" often consisted of a long speech by a visiting chairman, the secretary's and treasurer's reports, the distribution of prizes for regular attendance during the preceding school year, and one or more addresses by special speakers.

We have attended many such meetings in the past, and are sure that most of them were not worth while. The speakers were in a quandary, since the audience was a very mixed one, consisting of scholars from Primary age upwards, teachers and parents, and a sprinkling of the more interested members of the church and congregation. This type of meeting still survives in some places, but most schools desire something more effective to round off the anniversary day.

The aim of an *Anniversary Meeting* should be to provide information about the work of the school in an interesting way, and to demonstrate its value to the Church and the School. Some place ought to be found for a brief but interesting report, or series of reports, about the ordinary work of the year. Once in a while the meeting could be conducted and carried through by the scholars, one of the Seniors taking the chair and calling upon a member of each department to report on the work done. In the case of the younger scholars, some coaching would, of course, be necessary; while in the case of the older scholars speaking for the Intermediate or Senior Departments, the report could be the actual work of the scholar, previously approved by the members of the department concerned.

Where there are Brigades, Scouts, Guides, etc., connected with the School, this type of meeting could include a demonstration of the educational work done through these week-night activities. Parents and

church members should be made specially welcome at such a meeting, and time for social intercourse should be provided to enable teachers, scholars, parents and minister to get into personal touch. This form of demonstrating the activities of the school at an annual meeting can be varied and adapted in almost endless ways, according to the nature of the actual work being done, local conditions and talent, etc.

Another valuable week-night feature for an anniversary is a *Departmental Demonstration* of one of the Sunday afternoon sessions. Parents and adults can often attend such a demonstration better on a week-evening than on Sundays. Great care should be exercised that, if departmental worship is demonstrated in part or in whole, it becomes a real demonstration and not a show. The audience should be kept in the background as much as possible, and should not be allowed to applaud or make their presence felt in any way while the actual demonstration is in progress. Anything that brings the Sunday School before the attention of the rank and file of our churches, and thereby gives them a more intelligent interest in its work is of value. Unfortunately, in too many cases the very people one wants to attend a demonstration of this character are conspicuous by their absence.

A *Joint Social Meeting* of the Sunday School teachers and church members might be arranged one year, to include short addresses on "What the School owes to the Church," and "What the Church owes to the School." Short expositions on the work of each department are also very appropriate for such a meeting, since the extent of the ignorance of the average church member as to what is being done in the Sunday School of to-day is amazing. To listen to some of them talk—and to hear occasional references made to our work even by prominent preachers—makes one wonder where

such people have been during the last twenty years. In other words, the popular idea of Sunday School standards of work in some quarters seems often to be on a par with the bad old days of 20 or 30 years ago, when a Sunday School was often a bear-garden, and teaching was a byword for "goody-goody" talk that failed either to interest or inspire.

To dispel prejudice and ignorance, and to show how the modern Sunday School works, we would recommend a Demonstration of Graded Methods, such as is provided in *The Golden Staircase* (N.S.S.U., 4d.). This shows in a most convincing way how each department develops out of the others, and all lead to membership with the Church.

Another form of demonstration evening could show the story-method of teaching. Adults as well as children love a story, and a story-hour at which the leader or a teacher from the Beginners', Primary and Junior Departments each tell a story would be most useful to parents as well as interesting to others. Such an evening could be made even more valuable if a brief exposition of the story-method for each grade were given first.

A concert by the scholars is a never-ending source of interest to parents, provided it is properly done, and does not exhaust the energies of the teachers too much in its preparation. There is also room for endless experiment and local enterprise in the arranging of tableaux, Bible plays, really good services of song, and worth-while recitations, etc. "The Life of Jesus in Story and Song," "Songs of the Seasons," "A Calendar of Nature," "In God's Garden," "Heroes of the Cross"—are titles taken from anniversary programmes, and explain themselves. There is abundant scope with a Bible and a hymn-book for working out a programme under one of these headings, consisting of hymns (or verses of hymns), action-songs, Bible

readings, or brief Bible stories that may make a very powerful spiritual impression if carefully and reverently presented. The addition of costumes and scenery of a simple character adds to the effectiveness of this kind of presentation.

A *Bible Play* or *Scene* might also be considered as an item occasionally in the anniversary programme. There may be a difference of opinion among teachers as to the extent to which we are justified in dramatising Bible scenes, and presenting Bible characters in costume, with scenery and other effects. These are matters that must be left to personal conviction, but those with scruples about the dramatic method should not blind their eyes to the fact that many of the Bible stories, even if only read in dialogue form, without special costume or scenery, have very great educational and religious value. Anything that helps to make the Bible a living real book, and shows how true to modern life are its characters and scenes, is most useful.

There is no need to go to the length of staging a Bible play in the style of the professional actor—that can be attempted by an ambitious set of amateur players with very good effect if done in the right spirit; the Bible scene can be simple in the extreme and, generally speaking, the simpler the more effective!

VI

SHORT LIST OF PLAYS

THE following, among many others, can be recommended for Anniversary use :—

Moses in the Bulrushes, for 12 speaking characters (N.S.S.U., 4d.)

Joseph and his Brethren, for 20 speaking characters (N.S.S.U., 3d.)

David and Jonathan, for 18 speaking characters (Nat. Society, 2d.)

Scenes from the Prophets, for 23 speaking characters (Nat. Society, 4d.)

Stories of the Master, for 20 speaking characters (N.S.S.U., 6d.)

The Dawn of the Kingdom, for 25 speaking characters (Carey Press, 6d.)

The Gospel in Britain, for 8 speaking characters (N.S.S.U., 4d.)

The Pageant of Praise, for 5 speaking characters (Methodist Missionary Society, 2d.)

The Pageant of the King's Children, for 50 speaking characters (N.S.S.U., 8d.)

The Pageant of the Sunday School, for 18 speaking characters (N.S.S.U., 6d.)

The Seekers, for 27 speaking characters (London Missionary Society, 2d.)

Where Love is, God is. for 7 speaking characters (Nat. Adult School Union, 6d.)

Most of these plays can be inspected at Sunday-school and denominational book-rooms, or can be secured through the post "on sale or return," if kept clean and properly packed for the return journey.

VII

SPECIMEN ANNIVERSARY PROGRAMMES*

No. 1.—PROMOTION AND DEDICATION SERVICES

AS PART OF A SCHOOL ANNIVERSARY AND YOUNG PEOPLE'S
FESTIVAL.

9.0 a.m.—Breakfast for Staff and Senior Scholars.

10.0 a.m.—Devotional Service for Staff and Senior
Scholars.

11.0 a.m.—Morning Worship with Promotion Service
(*see below*).

3.0 p.m.—United Rally in the Church (*see below*).

4.30 p.m.—Tea and Conference for Teachers.

6.30 p.m.—Dedication Service (*see below*) followed by
Holy Communion.

7.45 p.m.—Social Gathering for Parents and Teachers.

PROMOTION SERVICE.—This Service should be well thought out by the Leaders' Executive, and detailed plans made, so that points of organisation are clear to those taking part, and the service runs smoothly. A definite theme should run through the Order of Service, and the choice of hymns, readings and the address be in accord with it. Suitable themes are: Praise (*as below*) Worship, Power, Citizenship, Comradeship, Building, Service, Joy.

The School should occupy the body of the church, and the congregation be asked to sit in the side seats or in the galleries. Vacant seats in front of each Department group must be left for the scholars to be promoted.

It adds to the solemnity of the service if the minister who officiates gives a charge or message to the leader who receives a group of scholars—a verse from the Bible will be sufficient. During the promotion of one group of children, the leader

* Based on actual services held in well-known schools.

from the department from which they go, and the leader into whose department they are to be received, will stand on either side of the minister. The former will read from a roll—which he afterwards hands to the other leader—the names of those to be promoted. Each scholar will come to the front as his name is called.*

Call to Worship. Psalm 100, verses 1, 2, 4.

Hymn. 'All creatures of our God and King' (S.W. 141)

Prayer.

Bible Reading. Psalm 148.

Story for the Little Ones.

Hymn by Beginners and Primary. 'All things bright and Beautiful.'

Offering and Dedication.

Introduction to Promotions.

Promotion of Beginners to Primary.

Promotion of Primary to Junior.

Hymn by Juniors. 'Angels holy, high and lowly.'

Promotion of Juniors to Intermediate.

Hymn by Intermediates and Seniors. 'Lord of all being.'

Promotion of Intermediates to Senior.

Promotion of Seniors as teachers to Primary, and of other teachers to their new departments.

Prayer.

Voluntary, during which the Beginners and Primary go out.

Address.

Hymn. 'We build our school on Thee. (S.W. 85.)

Benediction.

AFTERNOON RALLY—all Departments uniting and taking part in the Service.

Call to Worship. 'Lord, again we meet before Thee.' (C.W., p. 85.)

* The sources of hymns, etc., in this and the following Orders of Service are not given if well-known and found in all hymn-books. Special hymns in newer collections are acknowledged as follows:—

S.W.—*School Worship*

C.S.—*Child Songs.*

C.W.—*Children's Worship and How to Conduct It.* By E. H. Hayes.

Prayer.

Hymn. 'Summer suns are glowing.'

Cradle Roll Ceremony.

Primary Story.

Hymn by Primary Department, 'Dainty wee daisy.' (C.S., 47.)

Voluntary, while Beginners and Primary march out to own departments.

Hymn by Junior Department, 'All things which live below the sky.'

Bible Reading by Intermediate Department.

Offertory.

Dedication.

Hymn. 'Lord of all being.'

Address.

Hymn. 'Father of all, we come to Thee.' (S.W. 303.)

Notices—Prayer—March out.

EVENING WORSHIP AND DEDICATION SERVICE. At the Evening Service, teachers and officers enter with the Choir and occupy the front pews.

Hymn. 'For the might of Thine arm.' (S.W. 317.)

Scripture Sentences.

Prayer-verse (sung kneeling). 'Dear Lord, here in Thy house of prayer.' (S.W. 3.)

Prayer and Lord's Prayer (sung).

Hymn. 'True-hearted, whole-hearted.'

Scripture Lesson.

Hymn. 'Lift up your heads, ye gates of brass.'

Offertory on behalf of Sunday School.

Offertory Prayer.

Sermon.

Consecration Hymn. 'Take my life, and let it be.'

Teachers' Re-dedication. After the last hymn, the teachers and workers should come out from their pews and collect in a group around the minister by the communion table. They should have in their hands typed copies of the Order, and join in the responses.

Minister : 'Now ye are the body of Christ and members in particular. . . . Now there are diversities of gifts, but

the same spirit . . . and God hath set some in the church, first apostles, secondly prophets, thirdly teachers.' (From 1 Cor. xii.)

'You, who are set as teachers have a great work to do ; therefore covet earnestly the best gifts. Have joy in the performing of big and small tasks, might and steadfastness in your striving.'

Response : *I will go forth in the strength of the Lord.*

Minister : 'Use the gifts that God hath given you : the gifts of the spirit of love and of power and of a sound mind.'

Response : *I will go forth in the strength of the Lord.*

Minister : 'Have patience and tolerance in your fellowship with others and let the joy and radiance of Christ shine in your hearts.'

Response : *I will go forth in the strength of the Lord.*

Prayer (repeated by all) :

'Teach us, good Lord, to serve Thee as Thou deservest and not to count the cost ; to fight and not to heed the wounds ; to toil and not to seek for rest ; to labour and not to ask for any reward, save that of knowing that we do Thy will ; through Jesus Christ our Lord.' Amen.

Benediction.

Vesper. 'God be in my head.' (S.W. 59)

No. 2.—ANNIVERSARY SERVICES

DESIGNED TO PROVIDE HYMNS THAT THE CONGREGATION KNOW, INTERSPERSED WITH SPECIAL HYMNS SUNG BY THE CHILDREN ONLY.

The ordinary church hymn books are used, supplemented by large-type hymn sheets for the scholars' own hymns.

MORNING.

Call to Praise (School only). 'Lord of Life, and power, and grace.' (C.W., p. 85.)

Scripture Sentences (the congregation to rise with the Minister).

Hymn. 'Angel voices, ever singing.'

Prayer and Lord's Prayer (sung).

Primary Hymn. 'Buttercups and daisies.' (C.S. 233)

Scripture Reading.

Hymn. 'We thank Thee, Lord, for this fair earth.'

Children's Story.

School Hymn. 'God has given us a book full of stories.'
(S.W. 43.)

Prayer and Notices.

Offertory and Dedicatory Song-Prayer. 'Master, bless the gifts we bring Thee.' (C.W. p. 71.)

Hymn. 'Brightly gleams our banner.'

Sermon.

Hymn. 'Land of our birth.'

Benediction.

School Hymn. 'Green the hills.'

EVENING.

Call to Worship (School only). 'Here we tread with hallowed feet.' (S.S.H. 402B.)

Scripture Sentences (the congregation to rise with the Minister).

Hymn. 'Day is dying in the west.'

Prayer.

Hymn. 'The Lord is rich and merciful.'

Scripture Lesson.

Hymn. 'Onward, Christian soldiers' (*verses 1, 2 and 3 only*).

Prayer.

School Hymn. 'God speaks to us in bird and song.'

Notices.

Offertory and Dedication.

Hymn. 'Lord of the brave.'

Sermon.

Hymn. 'For the might of Thine arm.' (S.W. 317.)

Benediction.

Vesper—

'Smile on our work, our laughter, and our play ;
Lift us at eve to slumber on Thy breast ;
Shine on the praise and worship of Thy day ;
Breathe on our sleep the sweetness of Thy rest.'

Amen.

No. 3.—ANNIVERSARY MORNING SERVICE

PLANNED BY THE PRIMARY AND JUNIOR DEPARTMENTS.

Thought for Primaries—"Praise." For Juniors "Stories of Jesus." both arising out of previous lessons.

Voluntary, during which children and teachers enter Church and occupy chairs in front, and front pews for Juniors.

Call to Worship, sung by Juniors (unannounced), accompanied by the organ to tune of Big Ben striking the hour :—

'Father, this hour, be Thou our Guide,
Then by Thy pow'r, no foot shall slide.'

Hymn (all). 'Angels holy.'

Cradle Roll read, new name enrolled, and *Cradle Roll* hymn sung by Department.

Hymn (all). 'For the beauty of the earth.'

Announcements by General Secretary.

Offertory. A Primary child taking from own Department, Juniors taking from own Department, and from congregation.

Offertory Verse, sung by Primary Department.

Address by Superintendent.

Hymn (all). 'Yes, God is good.'

Junior children sing 'Tell me the stories of Jesus,' and chosen children tell briefly the following stories (unannounced)—(a) The visit of the shepherds; (b) Visit of Wise Men; (c) Visit to Temple at 12 years old; (d) Choosing helpers (call of the four fishermen); (e) A busy Sabbath day.; (f) Blessing the children; (g) Last instructions; (h) How a missionary (Paul) carried on later.

Hymn (all). 'We've a story to tell to the nations.'

Benediction.

Congregation remain standing while children march out.

SPECIMEN ANNIVERSARY PROGRAMMES

No. 4—ANNIVERSARY MORNING SERVICE

PLANNED AS A FLOWER SERVICE, WITH SCHOOL LEADERS
TAKING PART.

Call to Worship.

Hymn. 'All creatures of our God and King.' (S.W. 141.)

Prayer with sung response :

For the glory of Thy sunshine and the clear air of Thine
out-of-doors and for health to enjoy them :

We give Thee thanks, O Lord.

For the shape of the hills and the trees, and for the colours
of the flowers and the sea ; and for sight to enjoy them :

We give Thee thanks, O Lord.

For the songs of the birds and the streams ; for the music
of laughing human voices ; and for hearing to enjoy them :

We give Thee thanks, O Lord.

For the stories and books of all ages, the poems and songs
of the heroes ; and for a mind to enjoy them :

We give Thee thanks, O Lord.

For those who have vanquished evil, for their faith and
hope and courage ; and for power to follow them :

We give Thee thanks, O Lord.

For those who have loved us and cared for us, and asked
only our love in return ; and for a heart to love them :

We give Thee thanks, O Lord.

For Jesus, Thy Son and our Leader, for a heart to love
Him and a life to give Him :

We give Thee thanks, O Lord. Amen. (From S.W.)

Scripture Reading.

Story for the Little Ones by the Leader of the Beginners'
Department.

Hymn. 'Thy word is like a garden, Lord.'

Short Talks on the work of their Departments by the
Leaders of the Beginners, Primary and Junior Departments.

Quartette. 'God be in my head.' (S.W. 59.)

Notices.

Offertory and Dedicatory Prayer.

Hymn. 'O Son of Man, our Hero strong and tender.'
(S.W. 77.)

Address.

Hymn. 'These things shall be, a loftier race.'

Benediction.

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