LESSON STORIES FOR THE KINDERGARTEN GRADES OF THE IBLE SCHOOL
Lesson Stories for the Kindergarten Grades of the Bible School

General Subject: GOD THE WORKMAN
The Creator and His Works

ALL NATURE REVEALING GOD'S POWER, WISDOM, LOVE, RULE,
BASIS FOR REVERENCE, TRUST, LOVE, THANKFULNESS, UNITY, OBEDIENCE

By
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Kindergartner

Outline by
PROF. GEORGE WILLIAM PEASE

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To

THE SUNDAY SCHOOL
OF THE
FIRST PRESBYTERIAN CHURCH
BUFFALO
AND TO THE MEMORY OF
PROFESSOR GEORGE WILLIAM PEASE
"And a little child shall lead them"
PREFACE

This book is the outgrowth of an experience gained through many years work with little children in the kindergarten of the day school and Sunday-school. In the beginning of the Sunday-school work, the pastor gave me permission to feed the little ones not with the meat of God's word, but with the milk found in His Word and Works. Always with a little child to lead us, we have been seeking the simple truth found in His Word and Works.

It is our belief that the basic principles of reverence, trust, love, thankfulness, unity and obedience, are the ones to be first presented to the young child's mind; that these principles are best suggested by means of God's Works—Nature, and by simple stories from the Bible and Nature; that songs and short memory verses help to fix the truth in the child's mind, and that the printed memory verse preserved in an album with a picture illustrative of the lesson will tend to hold the truth before the child as he ponders over his own album.

If the lesson can be so given as to touch the feelings and arouse the desire for the truth, the child will soon be acting upon these fundamental principles. May the principles of "reverence, trust, love, thankfulness, unity and obedience, based upon all nature revealing God's power, wisdom, love and rule," be so rooted and grounded into the very
being of the child that they may be with him through the storms and stress of life, to its culmination in a greater and better life with "God the Creator and Provider for us all."

To Professor George William Pease, author of the Outline, I owe much. To Dr. Susan F. Chase, my friend and critic, and to the friends who have watched the development of the lessons and believed in their power for good in the lives of the little ones, to all these I express my gratitude.


Lois Sedgwick Palmer.
A word of explanation of the lesson plan may help the parent, teacher or kindergartener in the preparation of the lessons.

From one to eight lessons are placed under each topic bearing upon one general principle, as under the topic "God the Creator," there are four lessons and the review. Each lesson has its own subject for the teacher to keep in mind.

The Memory Verse is for the child. It should be printed or typewritten that each child may have a copy on his card or in his album. This memory verse is developed in the lessons and may be read with the child in the home.

Sometimes a bit of Literature is added to the lesson. If the lesson seems simple and the story short, this verse or story may be read to the child. When from the Bible it will add to the child's love and reverence for the Book.

The Song has been carefully selected for each lesson, the words embodying the story or truth of the lesson, set to appropriate music. For the music of the songs, refer to the song book itself. A list of the books referred to will be found in the appendix. Most kindergartners own these books, but a music note book could be compiled for oneself. Comparatively few songs have been selected, as these lessons are for very young children not yet
able to read, and educators are pleading for more simple work for the little ones and for more play.

The Home Work includes observations by the children on the lesson subject and the bringing of illustrative material to the class. When the parents become interested, they can do much to add to the interest of the lesson and to the enjoyment of the children. Many beautiful shells and stones have been brought by the children, and one little boy brought a small hop-toad found in his own garden. The little creature was tenderly cared for and returned to the garden. This was the Sabbath following the lesson with the memory verse, "And God created great whales and every living creature that moveth." Work with the microscope or magnifying glass may be done at home, giving pleasure to parents and children. Under Home Work the Sunday-school provides the picture and memory verse for the child to paste in his album or onto his card. It is of greater value when this work can be done under the parent's guidance. At this time the parent may learn from the child the lesson story and recite with him the verses and songs. A list of the pictures needed for this series of lessons will be found in the appendix. The picture is more artistic if the whole of the margin is cut off before mounting upon the card, or heavy paper or upon cloth. They may be fastened together each week with a cord or with Magill fasteners. The object of the picture and memory verse is to recall to the child's mind the lesson and its story, therefore means should be taken for the permanent preservation of
Suggestions

the cards in book form. In some Bible Schools it seems wise not to give a picture when the child is absent. On his return paste the memory verse upon the card or in the album, leaving the space vacant where the picture should be. This keeps a record of the Sundays present and absent by which the child must sooner or later learn the principle of cause and effect. A flower or some other remembrance may be kept ready to send to a sick child when absent.

The Illustrative Material is easily gathered. It would be well to go over the lessons as a whole, note what will be needed for the year’s work and gather the nature material as the seasons bring it. Most of it can be easily preserved. In the fall a few bulbs planted by the children and placed in a cool, dark room will be a joy at Easter-time, or at any time the Easter lesson may be needed. Daffodils give good results.

The Study Material is for the teacher’s own pleasure and growth. “It takes more than religious teaching to create a religious atmosphere. Religious teaching may create an irreligious atmosphere,” and Froebel revealed the truth, that “feeling is the basis of thought.”

The Story Material simply indicates where the material may be found upon which the story of the lesson is based. After a careful study of both study and story material, the teacher will often enjoy writing out and telling her own story.

The Lesson Treatment comprises the Connecting Links, or short review of the previous lesson, the
Preparation which is to open the child’s mind to the new thought to be presented, and the Presentation of the new truth by means of illustrative material, story, prayer and song.

After leading up to the feeling or thought of gratitude, the attitude of prayer may be won by asking the children to say “Thank you” with folded hands, with feet placed in front of chair, with head bowed, and closed eyes. Then repeat the words of the prayer, one line at a time. When the children have memorized it, reverently repeat it together.

These lessons are elastic. That is they may reach up to Thanksgiving, to Christmas and to the Easter thought, by looking ahead, and if necessary by inserting an extra review lesson or by leaving one out. For this reason the Thanksgiving, Christmas and Easter lessons are placed at the end of the book. No review lessons are planned for the Christmas and Easter lessons, as the essential spirit of the celebrations would be lost in such a review.

The Opening Exercises may be varied. Sometimes the form used “God’s House,” see page 7, “Primary and Junior Songs for the Sunday-School,” by Mari R. Hofer. The children may stand and repeat, then sing the words:

“I was glad when they said unto me
Let us go into the house of the Lord.”

Before repeating and singing, question if the children were not glad that Sunday had come again, with the time to go to church, or “Into the house of the Lord” as it used to be called. Sometimes a
clock song and play may be introduced to arouse the desire to "Come on time."

Before taking the collection make sure that the children know for what purpose they bring their money, whether it be to help the sick children of their own town, or to send a teacher to tell the Christmas story to children across the great ocean, who never yet have heard the story of the little Lord Jesus, and have had no Christmas day.

Hasten on to the lesson before the class has become restless and weary. Then have the songs and plays to rest tired bodies. The aim should be to keep the room as peaceful as possible, not allowing visiting and unnecessary interruptions by friends and officers.

In the appendix will be found a list of books referred to in the study and story material, and a short list of books as helps in child-study and storytelling.

It is a fascinating study and work. May it be found so to the joy and growth of parent, teacher, and child.
LESSONS FOR GRADE A.

*Grade Subject:* God the Creator Providing All Things for All His Creatures.

There is after all no house like God's out-of-doors.

—*Robert Louis Stevenson.*

From every point, from every object of nature and life, there is a way to God. . . . The things of nature form a more beautiful ladder between heaven and earth than that seen by Jacob, not a one-sided ladder leading in one direction, but an all-sided one leading in all directions. . . . The inspired singer, David, praises and glorifies it.

—*Froebel's "Education of Man."*

The heavens declare the glory of God.
And the firmament sheweth his handiwork.

Psalms 19:1.

Behold the birds of heaven.
Consider the lilies of the field.

Matt. 6: 26 a. 28 b. R. V.
OUTLINE OF THE COURSE FOR GRADE A.

(For children from four to five years of age.)

Abbreviated and adapted by Lois S. Palmer.

Grade Subject: God the Creator Providing All Things for All His Creatures.

Topic 1.—Creating.
The Creation Story.
The great round ball on which we live.
The coming of plants, trees and flowers.
The coming of fishes, birds and animals.
The coming of man.

Topic 2.—Providing food for all.
For the animals of the field and forest.
For the birds of the air.
Food for us.

Topic 3.—Providing drink for all.
The story of the rain-clouds.
The story of the spring and mountain stream.

Topic 4.—Providing clothing for all.
Feather clothing—for the birds.
Fur clothing—for the rabbit.
Children's winter clothing—wool.

Topic 5.—Providing shelter for all.
Homes in the earth—fox.
Homes in the trees—birds.
Homes for us.
Topic 6.—Providing rest for all.
   The winter rest of the earth.
   The winter rest of animals.
   The nightly rest of birds.
   The nightly rest of the workman.
   The nightly rest of children.
   The beginning of the Sabbath rest.
   Jesus teaching about the Sabbath rest.

Topic 7.—Providing Pleasure for all.
   Pleasure through light.
   Pleasure through color.
   Pleasure through music.
   Pleasure through activity—service.

Special Lessons

Topic.—Thanksgiving.

Topic.—Christmas.
   Preparation for the Christmas lesson.
   The first Christmas night.
   The first Christmas night and the Christ Child legend.

Topic.—Easter.
   Preparation for Easter—Nature's awakening.
   The first Easter morning.
   God the loving Giver of a Heavenly Home.
LESSON I

THE CREATION STORY

The Great Round Ball On Which We Live

Memory Verse.
In the beginning God created the heaven and the earth. Gen. 1:1.

Song.
God's Work, verse 1, from "Song Stories for the Kindergarten," page 71.

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

—Mrs. C. F. Alexander.

Prayer.

"A Morning Thanksgiving."
For this new morning with its light,
For rest and shelter of the night,
We thank the Heavenly Father.
For health and food, for love and friends,
For everything His goodness sends,
We thank the Heavenly Father. Amen.

—M. J. Garland.

"Holiday Songs," page 73. By special permission.

Home Work.
Pasting in the album the memory verse and the picture,
Home of the Sea Bird, Mumford 359.
Ask the children to bring to class next Sunday, some-
thing that was created in the beginning; as, a stone, a piece of clay, or different kinds of sand. (If the parents become interested many beautiful specimens may be brought.)

Illustrative Material.
Stones, sand, clay, earth, water.

Study Material.
"Dod's Genesis."
"Hours With the Bible," Geikie, Vol. I, page 60.

Story Material.
Gen. 1: 1-10.

LESSON TREATMENT

Preparation:—Introduce the subject with a sense play.

Touch a pebble, some sand, a few drops of water. (Have these objects hidden under a handkerchief. Call one child at a time to touch.)

Question the children about their out-of-door experiences. Have they played in the sand, water? Have they dug in the earth or made a garden? Who made the great earth we walk upon? The hills, the sand, the water?

Would you like a story that for many years has been told of the sand and clay, the clouds and water?

Story:—Long ago in the beginning, God created the Heaven and the earth. There was only clouds and darkness, but God said, "Let there be light; and there was light."
Slowly the clouds parted, and the clouds were lifted up into the sky. Then there was water below, and sky and clouds above. But sky and water were not enough. There must be something besides sky and water in this out-of-door home that God was creating for little children. (Hold up a stone.) There must be solid rock and clay, and the earth or soil to stand and walk upon. So God said, ‘‘Let the dry land appear .... and it was so.’’

Slowly, so slowly, the waters were rolled together, and there came up from the water dry land, earth, clay, rocks, stones, pebbles and sand. Then there was a place for God’s little children to walk and to play.

“And God saw that it was good.’’

Shall we thank God for this new morning with its light and for every thing His Goodness sends?

Prayer:

(First let the children say ‘‘thank you’’ with folded hands, feet placed in front of chairs, heads bowed and eyes closed. Then children repeat together, after the kindergartner, one line at a time. When the prayer is learned it may be repeated with the teacher.)

For this new morning with its light,
For rest and shelter of the night,
We thank the Heavenly Father.
For health and food,
For love and friends,
For everything His goodness sends,
We thank the Heavenly Father.

In Jesus’ Name. Amen.

Song:—For quiet music, the piano may first
play the song for the children, several times. Then repeat the words together, and sing together. Or the teacher may first sing it for the class.

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

—Mrs. C. F. Alexander.
LESSON II

THE CREATION STORY

The Coming of Plants, Trees and Flowers

Memory Verse.
And God said, Let the earth bring forth grass—and fruit trees yielding fruit. (Gen. 1:11.)

Song.
Each little flower that opens,
Each little bird that sings,
He made their glowing colors,
He made their tiny wings.

Home Work.
Pasting into the album the picture Trees, Mumford’s No. 273. Peaches No. 287 may also be used. Ask the children to bring next Sunday something that grows: grasses, flowers, leaves, fruit.

Illustrative Material.
1. Plant life without stems; a bit of moss, lichen or seaweed.
2. Plant life with stems, grass or a weed showing roots.
3. Plant life with flower and seed developing, as nasturtium.
4. Plant life in shape of fruit and seed.

Study Material.
"First Book of Geology," Shaler, Chapter 9, Lesson 1.
Gen. 1: 11-19.

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LESSON TREATMENT

Connecting Links:—As the children enter the class, look at the stones, the different kinds of sand or whatever they may have brought to illustrate the story of last lesson. Arrange the material on a table for all to see and learn where these treasures were found.

Preparation:—Allow one child at a time to tell of the things seen out of doors besides the stones, earth, sand or water. Could they think of this "out-of-door home" with no flowers, no trees, no grass? That was the way it was "in the beginning" when God created the Heaven and the earth and said, "Let the waters under the Heaven be gathered together into one place, and let the dry land appear." There was sky, there was water, there were the rocks and stones, the sand and the clay, but no colored flowers, no green grass and trees.

Shall we see how God gave us light and color, and all things bright and beautiful?

Story:—Nature story using nature material.
Open box with mysterious air. Use magnifying glass if convenient.
1. Show lichens. Question as to where they grow and what they cover. (With a glass they are made more wonderful. This work should be given in a manner to inspire wonder and reverence, so much needed in our American children.)
2. Moss on a stick. Question as to its growth and what it covers.
3. Tuft of grass, note the roots and ask what grass was made to cover.

4. A flower showing the seed. Call attention to this bit of bright color among the grass. Is the world more beautiful now with moss and grass to cover the earth and flowers to brighten it than before they were made?

5. Fruits with seed, food for the children. Note the color of the fruit. It is both good to eat and beautiful to see.

*Bible Story.* (Tell this story with the Bible in hand of the teacher. Nature and the Bible side by side.)

Shall we have the story told in the Bible, how in the beginning God created the Heaven and earth? (Review and tell exactly as in the last lesson, then add the creation of vegetable life.)

Now to make the earth a beautiful out-of-door home for His children, God said, "Let the earth bring forth grass, and trees yielding fruit." Not only grass, but lichens, mosses, ferns, flowers, everything to make it a comfortable place for His little children. "And God saw that it was good." Then God saw that there must be more light. So God said, "Let there be lights . . . in the Heaven to divide the day from the night." And God made two great lights, the greater to rule by day (the sun), the lesser to rule by night (the moon). He made the stars also. And God saw that it was good, for it made the earth a bright, beautiful place and God knew that some day His little children would
live here and grow strong and helpful in this beautiful out-of-door home.

Shall we say "thank you" to God for his goodness to us?

Prayer:— (See Lesson I.)

Song:— "God's Work" verses one and two.

Sense Play or Game:— This may be used with the natural objects. Blindfold one child and let him tell by the sense of touch, smell or taste the object placed before him. In the same way the objects could be rearranged for a blindfolded child and then allow him to place them as they were.
LESSON III

THE CREATION STORY

The Coming of Fishes, Birds and Animals

Memory Verse.
And God created great whales, and every living creature that moveth. (Gen. 1: 21, a.)

Song.
See Lessons 1 and 2.

Home Work.
Pasting into the album the picture of a whale, Mumford No. 462. Ask the children to bring next Sunday some living creature that moveth. (Children have sometimes brought a fly, spider, earth-worm or hop-toad carefully placed in a glass or box with screen over the top.)

Illustrative Material.
1. A sponge.
2. A snail, an oyster or clam shell.
3. An earth-worm, spider or bug.
4. A globe of fish or a canary bird.

Study Material.
"First Book of Geology," Shaler, Chap. 9, Lessons 2 and 3.

Story Material.
Lesson Treatment

Connecting Links:—Again look at the flowers, fruits, bits of grass or weeds brought by the children. Place them with the material of the last two lessons, keeping the classification of the two lessons distinct.

Preparation:—Question the class about the things they have seen the past week in this "out-of-doors" home. What have they seen besides the stones, water, sky, trees and fruit? Have they seen "living creatures that moveth?" Would they like the story of these creatures?

Nature Story:—Let us learn something about the story of the first living creatures that came into the water.

1. Open box and take out a sponge. This was made by many tiny little jelly-like creatures living in the water. They grow together and make a great sponge. They cannot swim or move about, but they just grow and live.

2. Oyster or clam shell. Living creatures live in these shells and cannot move about. They lay eggs and take care of them. Snails move about but these creatures have no voice and are speechless.

3. Earth-worm. The earth-worm moves about and is speechless. Insects, a fly, a spider or ant. These lay eggs and care for their young.

4. A globe of fish or tadpoles. Note the gills for breathing in the air from the water.

5. A canary bird or a picture of a bird. Note the feathers for covering.
Bible Story with the Book in hand:—Again review the last two stories as told before and add the creation of ‘‘living creatures that moveth.’’ Now the ‘‘out-of-doors’’ was ready, but if you could have been here, not a sound would you have heard, for there was not a living creature to fly or buzz or sing. The wind was here to move the trees, and the water was here to dash up against the rocks, but that was all the music or sound. Then God saw that this world was a good place and ready for living creatures to enjoy, so God said, ‘‘Let the waters bring forth abundantly the moving creatures that hath life, and fowls that may fly above the earth. And God created great whales and every living creature that moveth.’’ The waters were ready for the fish, the air was ready for the birds, and the trees were ready for the birds to live in and build their nests. And God saw that it was good.

Then God said, ‘‘Let the earth bring forth living creatures . . . . cattle and creeping things, the beasts of the earth. And it was so.’’ The sheep and the oxen, the horses and cows, even the worms of the earth. ‘‘And God saw that it was good.’’

Shall we thank God for all these living creatures?

Prayer.
LESSON IV  

THE CREATION STORY  

The Coming of Man  

Memory Verse.  

"God made . . . every living creature . . . and man."

Song.  

"God's Work"—Verse 3.  

He gave us eyes to see them,  
And lips that we might tell  
How good is God our Father,  
Who doeth all things well.

Home Work.  

Can't you Talk, Holmes, Perry No. 1063.

Illustrative Material.  

A family picture, the father, mother and children.

Study Material.  

See Lessons 1, 2 and 3.

Story Material.  


"Hours With the Bible," Geikie, Vol. I, pp. 68, 69

LESSON TREATMENT

Connecting Links:—Review briefly the illustrative material classified according to the three lessons.
Preparation:—The great out-of-door home is now made ready. It is comfortable and beautiful. But could the fishes, or the birds, or the sheep and oxen, dogs and horses know how beautiful it was? No. It needed the little children and their fathers and mothers to enjoy and care for it.

Shall we have the whole story now, with the best part of it, the coming of God’s little children into this out-of-door home?

Story:—(Summary, tell it slowly with pauses that the children may see the pictures.)

In the beginning God created the Heaven and the earth. All was clouds and darkness. Slowly, so slowly, the clouds parted, and God said, ‘‘Let there be light . . . . and there was light.’’ The clouds separated; and there was sky above and water beneath.

And God said, ‘‘Let the waters be gathered together and let the dry land appear’’ and it was so. Very slowly, the land, hills, valleys, rocks began to appear, and God saw that it was good.

But yet the out-of-door home was not ready for God’s children. Earth, air, sky, water, was not enough to make His children happy. So God made two great lights, the sun to rule by day, and the moon to rule by night with the stars.

And God said, ‘‘Let the earth bring forth grass and trees,’’ fruit and flowers, and it was so; and God saw that it was good.

Now was it ready for his children? No. There must be living creatures for them to care for. So God created the birds of the air, the fish of the sea,
and all animals of the field and forest; every living thing that moveth. And God saw that it was good.

Now the great out-of-door home was ready, and God said, I will make fathers and mothers and little children I will make them to love as I love, to think as I think, to work as I work. When they love and work as I love and work, they will be truly my children. So God created man in his own image, to think, to love, to help and to work. "And God saw everything that he had made and behold, it was very good."

Shall we thank Him that we are His children and for this out-of-door home He has made for us?

Prayer.

"A Morning Thanksgiving."

For this new morning with its light,
For rest and shelter of the night,
We thank the Heavenly Father.
For health and food, for love and friends,
For every thing His goodness sends,
We thank the Heavenly Father. Amen.
LESSON V

THE CREATION STORY

Review

Memory Verses.

In the beginning God created the heaven and the earth. Gen. 1: 1.
And God said, Let the earth bring forth grass...and fruit-trees yielding fruit. Gen. 1: 11.
And God created great whales, and every living creature that moveth. (Gen. 1: 21a.)
"God made...every living creature...and man."

Prayer.

"A Morning Thanksgiving."
For this new morning with its light,
For rest and shelter of the night,
We thank the Heavenly Father.
For health and food, for love and friends,
For everything His goodness sends,
We thank the Heavenly Father.

—M. J. Garland.


Song.

God’s Work verses 1, 2, 3, from "Song Stories for the Kindergarten” by Hill. Copyrighted by Clayton F. Summy Company, Publishers. Used by special permission.

Hand Work.

Allow each child to choose one of the pictures given on
this topic. It may be the one he likes best, to hang in his room, or to give to a friend, or if he has been absent a Sunday and received no picture, this review Sunday gives an opportunity to choose the missing picture.

**Illustrative Material.**

The material used during the topic, may be arranged on different tables or chairs, classified according to each Sunday’s lesson; as, the sand, stones, clay, etc., on one table, forms of vegetable life upon another table. If the class is large, divide it into groups, an assistant with each group and have a progressive party, the groups moving from one table to another looking at the things collected by teachers and children, during the past four weeks. A sun-glass may be used to examine objects more closely.

The children naturally will repeat the verses and songs, as they go from one table to another.

**LESSON TREATMENT**

*Preparation:*—After the informal work with the Nature Material, let the kindergartener or teacher gather the class about her. One child at a time may select the nature object he likes best to bring the teacher.

*Story:*—Encourage different children to tell parts of the Creation story, adding whatever may be necessary for its completion.

Repeat together the Memory verses and the Prayer. Sing the song “God’s Work.”

*Note:*—“The truth is emphasized by repetition, and reviews test what the scholar has learned.”

The reviews may be informal, and the children given opportunity for expression. It will be in a
sense the children’s day, more truly than the days when a new lesson is being presented by the teacher.

**Desired Result:**—If the teachers are imbued with a spirit of reverence for God’s works, it seems that in presenting the nature material, the stories, songs, pictures and memory verses, the children must catch the spirit of wonder, awe, reverence for God’s works, leading to love for the Creator.

"There was once a child, and he strolled about a good deal and thought of a number of things. He had a sister who was a child too, and his constant companion. These two used to wonder all day long. They wondered at the beauty of the flowers, they wondered at the height and blueness of the sky, they wondered at the depth of the bright water, they wondered at the goodness and the power of God who made the lovely world."

"A Child’s Dream of a Star."

—Dickens.
LESSON I

PROVIDING FOOD FOR ALL

For the Animals of the Field and Forest

Literature.

He causeth the grass to grow for the cattle. Psalms 104: 14.

Song.

Winter Fore-Thought.—Chorus.

Whisk, frisk, run, storing nuts away,
Whisk, frisk, run, this glorious autumn day,
Whisk, frisk, run, while storing nuts away,
Whisk, frisk, run, for summer days are past.


Home Work.

Brittany, Mumford, 342.
Piper and Nutcrackers, Landseer, Perry 903.

Illustrative Material.

A tuft of grass, nuts, oats, or corn.

Study Material and Story Material.

"The Life of Animals, Mammals."—Ingersoll.

This Historical Geography of the Holy Land Chapter on "The Poetry of the Bible,"—George Adam Smith. Psalms 104.

LESSON TREATMENT

Connecting Links:—Repeat together the mem-
ory verse, In the beginning God created the heaven and the earth, and review the story of creation.

We have seen that there was plenty of food for the living creatures when they came, food for the birds of the air, for the fish of the sea, and for the cattle upon a thousand hill-tops.

Preparation:—What does your horse eat? What do the squirrels find to eat? How do they keep the nuts for winter? Where do the cattle find their food? God causeth the grass to grow for the cattle. Who can tell what the bears find to eat? Sometimes a bear wades out into the river, stands and catches a fish, then tosses it to the cub on the bank. Sometimes the bears find wild honey in tree-trunks. Again their food is berries and wild grapes, or insects that they find under some old logs. So there is food in abundance for the bears.

Story:—A story is told of a boy named David who long ago took care of his father’s sheep. It was a country of stones and rocks. Often David led the sheep far from home to find grass for them. David living out of doors, days and sometimes nights, saw many beasts of the field creep forth seeking their food. One night David killed a bear, and another night a lion came roaring after its prey, but David took care that his sheep were all safe. Often the rabbits and conies and foxes came out of their holes among the rocks, seeking their food, so David knew that the beasts of the field creep forth at night seeking their food, and that God causeth the grass to grow for the cattle.
Prayer:—Let us thank God for food and loving care.

"A Morning Thanksgiving."
For this new morning with its light,
For rest and shelter of the night,
We thank the Heavenly Father.
For health and food, for love and friends,
And every thing His goodness sends,
We thank the Heavenly Father. Amen.
LESSON II

PROVIDING FOOD FOR ALL

For the Birds of the Air

Memory Verse.
Behold the birds,—
Your Heavenly Father feedeth them. Matt. 6:26 a. c.

Literature.
Some seeds fell by the wayside, and the birds came

Home Work.
The Goldfinch, Mumford, 92.
Ask the class to bring the seeds that grow by the way-
side; fruit or grain that birds eat.

Study Material.

LESSON TREATMENT

Connecting Links:—Question about the animals
seen the past week and the food they were eating.
Lead some child to tell how the bears find their
food; how the squirrels put away food for cold
weather; what the cattle find to eat. Retell the
story of David.

Preparation:—We have seen that there is food
in abundance for the animals of the field and forest.

How about the birds, what do they find to eat?

See if the children know how the robin gets its food—fruit and earth-worms.

The goldfinch—seeds.

The crow—corn.

Flocks of sparrows picking up food in our streets.

Swallows, skimming through the air, snapping up flies and mosquitoes.

Humming birds, after the honey in the honeysuckle blossom.

A few or all of these the class may know about.

Story:—They tell us that in a far-away country, there lived a boy, who grew to be a great Teacher. He took long walks in the country and watched the birds. Sometimes He saw the pigeons on the house-tops eating the corn that had been given them. Sometimes the sparrows in the streets were picking up wild oats. Sometimes the birds were on a mustard-tree after the mustard-seed, and the Great Teacher, sitting upon the hillside, with a crowd of people about Him said:

Behold the birds,

Your Heavenly Father feedeth them.
LESSON III

PROVIDING FOOD FOR ALL

Food for Us.

Memory Verse.
Your Heavenly Father feedeth them. Matt. 6:26 c.

Literature.
Give us this day
Our daily bread.

A Prayer for Grace.
"Come Lord Jesus
Be our guest
And let this food
To us be blest."

Song.
"Harvest Song."
O sing a song of harvest,
Of fruit that's gathered in,
Of corn in golden plenty,
And wheat that's in the bin.

"Primary and Junior Songs for the Sunday-School."
By special permission.

Home Work.
A Bunch of Grapes, Mumford, 246.

Illustrative Material.
A nut, fig, bunch of grapes.
Study and Story Material.

LESSON TREATMENT

Connecting Links:—Review with the children the different kinds of food provided for the horses, cows, squirrels, bears, lions.

Allow the children to tell their stories of the birds they have seen picking up their food, and the birds they have fed. Question as to the bird that feeds upon earth-worms, cherries, seeds, mosquitoes, honey in the flower, grubs in the tree-bark, corn.

Preparation:—Place a walnut or chestnut in some child’s hand. Let the child name it. Look at the nut and find out what is stored away inside the hard shell. Is it good for us to eat?

Another child may taste a fig. Learn upon what the fig grows. Also a grape.

We see there is plenty of food provided for men, women and children.

Story:—There is a story of a boy who grew to be a man, living out of doors most of the time. He took long walks in the country.

One day He came to a field of wheat, ripe and ready to be cut. Men were needed to cut the wheat, but there were none there. Where are the harvesters? said He. The harvest is ripe and the laborers are few.

He climbed a hill to sleep. There were trees, some with figs growing upon them, others with olives.
He came to a vineyard. Men were picking the grapes from the vines.

He watched a farmer cut his grain and gather it into barns, but the barns were too small for that great crop of wheat. What did the farmer do? He pulled down the old barns and built large new ones.

The Lord Jesus went to a friend who was living in a rocky, stony country, and there was wild honey for his friend to eat.

It was the Lord Jesus who said, Your Heavenly Father feedeth you, and He taught us to pray,

Give us this day, our daily bread.

Does God give us this day our daily bread? Do we have plenty to eat each day?

Prayer:—Let us thank Him for our food.
LESSON IV

PROVIDING FOOD FOR ALL

Review

Memory Verse.
Behold the birds,—
Your Heavenly Father feedeth them. Matt. 6: 26 a. c.
R. V.

Literature.
He causeth the grass to grow for the cattle. Ps. 104: 14.

Some seeds fell by the wayside, and the birds came and

Give us this day
Our daily bread. Matt. 6: 11.

"Come Lord Jesus
Be our guest
And let this food
To us be blest."

Songs.
Winter Fore-Thought Chorus.
"'Song Stories for the Kindergarten,'" page 85.
The Harvest Song, page 36.
Mari R. Hofer, "'Primary and Junior Songs for the
Sunday-School.'"
Permission granted by Clayton F. Summy and Co.,
Publishers.

Home Work.
Again allow children choice of pictures.

34
Illustrative Material.

Place the nature material used in the lessons of this topic upon a table. The children may spend the time before class and at opening of the lesson, sorting the foods; those used by animals, birds, man.

LESSON TREATMENT

Show a picture of a bear. Call some seemingly absent-minded child to tell what the bear finds to eat. Call another child to tell what he has seen the sheep eating; the cows, the horses. Let another tell squirrel stories and repeat the song.

Look at robin or goldfinch picture. Encourage one child at a time to tell of the birds they have seen eating, and lead to the story of Jesus and the birds. Jesus finding the field of wheat, the grapes, the olives and praying “Give us this day our daily bread.”

Close with prayer and songs.

Note.—This would be an opportunity for a closer acquaintance with the children. A teacher might, during the week, invite the children to her home for games and songs, serving a simple lunch and using the grace:

“Come Lord Jesus
Be our guest
And let this food
To us be blest.”

Desired Results:—To arouse the feeling of dependence upon God, the Giver of “Our daily bread.”
LESSON I

PROVIDING DRINK FOR ALL

The Story of the Rain-Clouds

Song.

The Rainy Day.

"Patter, patter, goes the rain."


Home Work.

A Shower, Langee, Perry, 616.

Illustrative Material.

Water changed into steam and converted back to raindrops.

Study Material.

"Fairy Land of Science," Buckland.

LESSON TREATMENT

Connecting Links:—With the help of the children, briefly retell the stories of Creation and God providing food.

Preparation:—Many wonderful things, that we cannot see, God created in the beginning. Let us find out what some of these things are.

Lesson Experiments:—Give this lesson near an open fire, or use an alcohol burner.

Send one child after another to the fire. What do they feel? Do they see the heat?
Open the window and let in the cold wind. What do they feel? Do we see the cold?

Here is a basin of water. From where did the water come? Trace it to the river or well, then to the rain and clouds. Let us try to send some of the water in this basin up into the air, to help make the clouds.

Place the basin containing a very little water over the fire or an alcohol burner. Watch the water boil and rise in steam. The children may watch until the basin is dry. We see that the water has all changed into steam or water-dust and gone into the air. Shall we bring it down again in rain-drops?

Again boil a larger quantity of water and catch the steam upon a cold plate. Watch the water form into tiny drops, run down the plate and fall.

So the great hot sun sends the heat to draw the water from our lakes up into the sky, making clouds of water-dust. Then the cold winds come, touch the clouds of water-dust, and change them into water-drops and we say it rains.

Some day we may go to a country where the high hills or mountains reach up into the sky through the clouds. We can climb those high mountains until we are above the clouds. Then instead of looking up to see the clouds we look down upon them resting upon the mountains.

When at home and the clouds come to hide the sun we say, it is going to rain.

"Patter, patter goes the rain."

Prayer of gratitude for "everything His goodness sends."
LESSON II

PROVIDING DRINK FOR ALL

The Story of the Spring and River

Memory Verse.

He sendeth forth springs. . . .
They run among the mountains. Psalms 104:10 a.

Home Work.

Sources of Jordan, Wilde, 305.

Illustrative Material.

Black board sketch: Sand and clay.

Study Material.

"First Book of Geology," Shaler.

Story Material.

"Historical Geography of the Holy Land," Smith, page 473, 481.

Connecting Links:—Review the story of the rain-drops.

Preparation:—With questions, lead the children to tell what happens to the water that falls upon the earth when it rains. Some falls upon the sidewalks and the heat draws it up into the clouds.

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Some runs down the hills in little streams or into the city gutters. Some soaks down into the earth.

What becomes of the water when it soaks into the earth? When in the country, from whence comes the water that we drink? How does the water get into the spring or well?

*Experiment with clay and sand:*—Let us try to make a little spring in this basin.

Place in a basin, a layer of earth and sand. Sprinkle with water and watch the water soak through the sand. Dig down and see if the water went through the clay. Pour enough water so that it will collect in the clay. This makes a spring, and a pump would draw it up, as they pump it up from the wells in the country.

If the water goes through the sand and then flows until it comes out of the ground and stands in a stone or clay hollow, we have a spring of water from which to drink. Who has ever taken a drink from a spring of cool water?

*Story:*—There is a story of Jesus, in the country, walking from place to place. Sometimes He came to wells of water and drank from these wells. Again at the foot of a hill a spring would burst forth and spread into a pool of water, and from out this pool would flow a stream of water.

Always, way off in the North, a high hill or snow-capped mountain could be seen, and once Jesus came near this mountain. Looking, He saw it reaching up into the sky, covered with snow, and all about Him at the foot of the mountain were
green meadows. Springs of water gushed out from the hills and rushed headlong through the meadows, over rocks and stones. Four of these streams came together, and made a river called the River Jordan. (This could be illustrated by the blackboard.)

So Jesus knew how springs of water are sent forth from the earth and that God who in the beginning created the Heaven sendeth forth the springs.

*Memory Verse:*—He sendeth forth springs . . . . they run among the mountains.

*Prayer.*—Let us thank God for every thing His goodness sends.
LESSON I

PROVIDING CLOTHING FOR ALL

*Feather Clothing—for the Birds*

**Memory Verse.**

God so clothes the birds.

**Literature.**

Behold the birds of Heaven. Matt. 6: 26 a. R. V.

**Song.**


**Prayer.**

"Thanks For Daily Blessings."

Father of all, below, above,
We thank Thee for Thy love,
Our food, our homes, the clothes we wear,

(Adapted).


**Home Work.**

Water Lilies, Mumford, 270.

**Illustrative Material.**

Feathers and a bit of swan’s or eider-down.

**Study Material.**

Story Material.

"‘First Book of Birds,'" Miller.

LESSON TREATMENT

Connecting Links:—You have watched and learned how some animals and birds find the food that is stored away for them and we have seen how nuts, fruit and grain grow for us. We must have food, and we must have clothes.

Let us now have stories about how clothing is given. What kind of clothing have the birds? Note the different kinds of feathers, their beauty of color and lightness of weight. See this eider-down from a duck. Would you like a story of this eider-down and how it clothes the ducks?

Story:—Once there was a man who lived in the country and watched the ducks. One day old mother duck was just coming off her nest with ten little ducklings. One duckling was pecking its way out of the shell. The man picked up the egg and there was a peck, peck, peck—until out stepped a duckling. Was it dressed? Just covered with fine hairs, and while he held it in his hand, the hairs turned to soft white down, thick, warm and beautiful. So the duckling was clothed and ready for a walk or a swim.

As the duckling grew, feathers came, and then she had a soft downy under-coat, and a thick, warm overcoat of feathers. The feathers were not heavy but light and warm. She could swim in the water or fly in the air.

So wisely does God clothe the birds.
Verse:—Repeat God so clothes the birds.
Prayer:—Let us thank Him for His goodness.

"Father of all, below, above,
We thank Thee for thy love,
Our food, our homes, the clothes we wear
Tell of thy loving care. Amen."
LESSON II

PROVIDING CLOTHING FOR ALL

_Fur Clothing—for the Rabbit_

**Memory Verse.**

God so clothes the animals.

**Song.**


**Home Work.**

Rabbit, Mumford, 174.

**Illustrative Material.**

A live rabbit and kitten. These have been used in Sunday-school.

**Study Material.**

"'The Life of Animals, Mammals,'" Ernest Ingersoll, pages 3 and 404.

**Story Material.**

Squirrels and Other Fur-Bearers," John Burroughs.

**LESSON TREATMENT**

Connecting Links:—Look at a picture of a downy chicken just out of the shell, clothed and ready for a walk. Lead some child to tell the story of the duckling, clothed, ready for a swim. Look at the different kinds of feathers brought. Note their fine quality, light weight and colors.
Preparation:—If God so clothe the birds, how does he clothe the animals? Have a kitten or a rabbit. Let each child come quietly and touch its fur. Note the tiny hairs; these make a warm coat.

Story:—Mr. Burroughs tells a story of finding a nest full of young rabbits. The nest was out on the lawn and mother rabbit had dug a hole under the grass, then covered it over with the same grass. One could walk over the nest and never know it. One day a man with sharp eyes found it and called Mr. Burroughs to come and see. He saw nothing until his friend said, "Lift up that tuft of yellow grass." Mr. Burroughs lifted it—and sure enough, there were four or five young rabbits curled up fast asleep, snug and warm.

The mother rabbit was away hunting food but the babies were warm, for before she left them she had plucked the soft, downy fur from her own breast, lined the nest and covered them up warm with it. That is the way they were cared for until clothed in fur themselves and old enough to leave the nest.

Prayer:—Let us thank God for His loving care.
LESSON III

PROVIDING CLOTHING FOR ALL

The Children’s Clothing

Memory Verse.
If God so clothe the grass of the field... Shall He not much more clothe you? Matt. 6:30 a. e.

Literature.
The lambs are for thy clothing. Prov. 28:26.

Home Work.
Domestic Sheep, Mumford, 479.

Illustrative Material.
A picture of sheep, a piece of wool, woolen yarn and mitten, perhaps a woolly toy sheep.

Study Material.

Story Material
Matt. 6:30.

LESSON TREATMENT

Connecting Links:—Review briefly the stories of the birds and animals; the clothing given them.
Preparation:—With a sense play, allow one child at a time to touch a woolen mitten or stocking, then a ball of woolen yarn, then a bit of wool or a
toy woolly sheep. Look at picture of sheep. Show how the wool taken from the sheep is spun into yarn and knitted into warm mittens. So the lambs are for our clothing.

*Story*—We have had a story of One who lived much out of doors and took long walks in the country.

Sometimes He wandered in the fields where the grass and lilies grew, and the people thronged about Him. Sick people came to be healed. Blind people came to be made to see. Hungry people came to be fed. People poor, and in rags, came to be clothed.

Jesus took care of them all. He healed the sick, made the blind to see, fed the hungry, and then turning to the poor people, He said, ‘‘Consider the lilies of the field.’’ Pointing to the grass of the field, He said, ‘‘If God so clothe the grass of the field . . . . shall He not much more clothe you?’’

If we work, we shall be clothed. There are the sheep, take the wool, spin it into yarn, knit it into mittens, weave it into cloth, ‘‘The lambs are for thy clothing.’’

So we know that God clothes the birds, the animals, the lilies and the grass of the field. And the lambs are for our clothing.

*Memory Verse*—

If God so clothe the grass of the field—
Shall He not much more clothe you?
LESSON IV

PROVIDING CLOTHING FOR ALL

Review

Memory Verses.
God so clothes the birds.
God so clothes the animals.
If God so clothe the grass of the field—
Shall He not much more clothe you? Matt. 6:30 a. c.

Literature.
Behold the birds of the Heaven. Matt. 6:26 a. R. V.
The lambs are for thy clothing. Prov. 28:26.

Prayer.
"'Thanks For Daily Blessing'"
Father of all, below, above,
We thank Thee for thy love,
Our food, our homes, the clothes we wear
Tell of thy loving care. Amen.
"'Song Stories for the Kindergarten,'" Hill, page 17.

Songs.
Little Yellowhead. "'Small Songs for Small Singers.'" Neidlinger.
Footprints. "'Small Songs for Small Singers,'" Neidlinger.

Home Work.
Choice of pictures.
Illustrative Material.

Feathers, a bit of eider-down, fur, wool, yarn, woolen clothing, mittens, etc.

LESSON TREATMENT

Introduce with a game, sense of touch. Let blindfolded child touch feather, then open eyes and tell story of the bird's feather clothing.

Another child touch piece of fur, and with teacher's help name some animals that are clothed in fur, where they live, and why they need such warm clothing. Repeat the story of the rabbit.

Again, touch wool and learn how it is "for our clothing."

Close with the story of Jesus and "If God so clothe the grass of the field, shall He not much more clothe you?"

Desired Results:—To deepen the impression of God's goodness.
LESSON I

PROVIDING SHELTER FOR ALL

Homes in the Earth—Fox

Memory Verse.
The foxes have holes. Matt. 8: 20.

Home Work.
Little Foxes, Carter, Perry, 1062, or Mumford, 182.

Illustrative Material.
Blackboard sketch.

Study Material.
"Homes Without Hands," Wood.
"The Historical Geography of the Holy Land," Smith.
Prov. 30: 26 Psalms 104: 18.

Story Material.
The Gospel.

LESSON TREATMENT

Connecting Links:—We have been finding out how water, food and clothing are given us. We all need a place in which to live.

Preparation:—When men and women and children are caught out of doors in a storm where do they go to find a shelter? Where do we sleep and rest? We need homes. Where do our cats like to sleep on a cold night? Dogs? Who knows where the rabbits sleep?
Show picture of Carter's "Little Foxes." Here is a picture of foxes. Where do they live? Have the children ever been in the country and found a hole in the ground? It may have been the home of a fox. Sometimes these holes are dug deep down into the earth with long passage-ways and a snug nursery lined with fur at the bottom. Illustrate with blackboard sketch. See "Home Without Hands," Woods, page 16. Sometimes a sly fox comes along and finds a small hole under the bushes that a rabbit has dug. This he steals and goes to work digging a long hallway, then the nursery, then another long passage-way with a door up through a tree, so there are two doors to this earth home. Sometimes this same fox digs another hole under a stone, and the wise old fox has many holes in which to live and hide.

**Story:**—We have another story of a child, who long ago played out upon the hills among the trees and rocks. As the child grew to be a man He was often out alone, early in the morning in quiet places. He knew the foxes and their holes, for He had seen them creep into their holes with food for their fox kittens and He had seen them peep out from their holes in the trees. One day when He had grown to be a great teacher this man, (you know His name), Jesus, was sitting among the rocks upon a hillside. Crowds of people were listening to His stories and that day He said to the people, "The foxes have holes," for well He knew that living creatures must have a shelter
from the storms, and that foxes have holes in which to live and hide from danger.

Let us repeat together, "The foxes have holes."

*Prayer.*

"Thanks For Daily Blessings."

Father of all, below, above,
We thank Thee for Thy love.
Our food, our homes, the clothes we wear,
LESSON II

PROVIDING SHELTER FOR ALL

Homes in the Trees—Birds

Memory Verse.
The foxes have holes and the birds of the air have nests. Matt. 8: 20 a.

Literature.
The birds of the air come and lodge in the branches thereof. Matt. 13: 32 b.

Prayer.
"Thanks For Daily Blessings."
Father of all, below, above,
We thank Thee for Thy love,
Our food, our homes, the clothes we wear,

(Adapted.)

Song.
What Robin Told Me.

Where do the robins build their nests?
Robin redbreast told me.
Up among the leaves so deep,
Where the sunbeams rarely creep,
Long before the winds are cold,
Long before the leaves are gold,
Bright-eyed stars will peep and see
Baby robins, one, two, three,
That's what robin told me.
Home Work.

Field Sparrow, Mumford, 442.

Illustrative Material.

A sparrow or robin's nest, or pictures of nests.

Study and Story Material.

The Gospels.

Psalms 104, Revised. "A description of Palestine."

LESSON TREATMENT

Connecting Links:—With blackboard sketch, review briefly the foxes' earth home.

Preparation:—Question about the different places the birds find for shelter; in hedges, in thick trees, in the grass, in sand banks, in barns.

Question about the nests the birds make for their young, and where they are placed.

Story:—Stories we have heard about the little Lord Jesus, grown to be a man and a great teacher, so that crowds of people followed to hear His words.

Much of the time, we have heard, He lived out of doors, walking from one city to another, on the country roads and through the green fields. The flowers, the trees, the animals, the birds were His friends.

Sometimes He saw a bird making its nest in a mustard-tree or bush. Sometimes He saw their nest holes in an earth bank. Again, right in front
of Him were thick bushes and trees, full of sparrows’ nests. So the Lord Jesus knew where the birds found their shelter, and how they worked to build their nests.

Sitting one day upon the hillside, among the rocks and the trees, He saw the nests and the holes in the trees, and he said to the people all about Him, ‘‘The foxes have holes, and the birds of the air have nests.’’ The people, that night, on their way home, could see for themselves the different kinds of homes that the birds and the animals made.

Prayer:—Let us thank God, that Jesus lived and saw this beautiful world of ours.
LESSON III

PROVIDING SHELTER FOR ALL

Homes for Us

Memory Verse.
Is not this the carpenter? Mark 6:3 a.

Song.
The Carpenter.
"Songs and Music of Froebel's Mother Play," Blow, 236.

Busy is the carpenter, at his work he stands,
Oh, the wonders he can do with his skilful hands.
Sawing now the long boards shorter soon he makes,
And the rough is quickly smoothed when the plane he takes.

So the carpenter at last all together brings,
Nails the boards and timbers fast. How his hammer rings.
Thus a cosy house he builds, where the child may live,
And for this the grateful child love and thanks will give.

Home Work.
An Oriental House, "House of Simon the Tanner."
Wilde's Bible Pictures, No. 302.
Ask children next Sunday to bring pictures of houses, their own homes, if possible.

Illustrative Material.
Building material, a stone, brick, glass, piece of board.
A picture of an oriental house and a gable-roofed house.
Providing Shelter for All

Study Material.

"Froebel's Mother Play," Commentary on the Carpenter, Blow.
"Life of Christ," Farrar.

Story Material.
The Gospels.

LESSON TREATMENT

Connecting Links:—Repeat together the memory verse: "The foxes have holes and the birds have nests." Listen as the children tell, one at a time, the stories of the birds they have seen and then the story of the birds Jesus saw, as He walked about the country.

Look with awe at any nest that may have been brought. Often old nests are blown down in the fall and we can have them. No one would touch a new nest.

Preparation:—We have seen how the birds and the animals all need homes. What kind of a home do we live in?

Hide under a handkerchief a piece of wood, or any building material and let one child at a time touch and tell what it may be.

Look at the picture of a gable-roofed house and note the pointed roof, made so rain and snow will slide off. Then study the picture of an oriental house. Notice the flat roof with stairs going up from the outside. This makes a place to rest and to sleep when nights are warm.

So men build for themselves houses. Houses
for cold, snowy countries and houses for warm countries.

**Story:**—The Child Jesus must have lived in one of these flat-roofed houses for that is the kind they build in the warm country.

They tell us that when the Lord Jesus was a young baby, Mary, His Mother, and Joseph took Him upon a long journey into a far country. Nights and days they traveled, often sleeping out of doors. When the child was older they came back home and dwelt in Nazareth. There they lived in a little white cube-shaped house of one or two rooms, a court in front, and best of all, stairs on the outside leading up to the roof.

Can you not see the Child learning to climb those stairs and laughing with glee when at last He reached the top and could play upon the flat roof? Then the joy of being there upon the roof with Mary, His Mother, at night-time and watching the stars and the moon, the same old moon and stars that we see. Often on a still summer night they sat there, Mary telling Him stories, and when late, they laid themselves down upon their blankets and went fast asleep, with the stars overhead.

So Jesus waxed strong; He went to school. At home He learned to work with His hands and became a carpenter. The roof of their own little house needed mending, and Jesus mended it. Then His neighbor’s roof needed mending and they sent for Jesus. Sometimes it was the stairs, and again the door, until Jesus was able to build a house.

When He became a great teacher, and came
back to His old home at Nazareth, the people said: "Is not this the carpenter?" Of course he was the carpenter, and used to make the boards fit, for He loved His little home with Mary His Mother, and He wished all people to have homes of their own—a place in which to rest, a place to work and play, and a shelter from the storms.

Let us thank Him for our homes and then sing the Carpenter song.

**Prayer.**

**Song.**

Busy is the carpenter, at his work he stands,
Oh, the wonders he can do with his skilful hands.
Sawing now the long boards shorter soon he makes,
And the rough is quickly smoothed when the plane he takes.

So the carpenter at last all together brings,
Nails the boards and timbers fast. How his hammer rings.
Thus a cosy house he builds, where the child may live,
And for this the grateful child love and thanks will give.
LESSON IV

PROVIDING SHELTER FOR ALL

Review

Memory Verses.

The foxes have holes.
And the birds of the air have nests. Matt. 8: 20 a.

Is not this the carpenter. Mark 6: 3 a.

Literature.

The birds of the air come and lodge in the branches thereof. Matt. 13: 32 b.

Songs.

What Robin Told Me.
"'Nature Songs for Children,'" Fanny Snow Knowlton, Milton Bradley Company.
The Carpenter.
"'Songs and Music of Froebel's Mother Play,'" Blow, page 236.

Home Work.

The choice of pictures used in this topic.

Illustrative Material.

Blackboard drawing.
"'The use of the blackboard is one of the best forms of reviews, as it appeals to the eye.'"

LESSON TREATMENT

Gather the children about the blackboard, or a
large sheet of paper. When all are ready, a blackboard story may be given.

1. Sketch in broad lines the home of the fox. When finished call upon some child to come and tell about it.

2. Sketch a tree, hedge, barn, and call a child to place a nest in the tree, another to draw a nest under the eaves of the barn, etc.

3. Draw the Oriental flat-roofed house. Retell the story of Jesus the Carpenter; it may be the children will be able to add details to the picture after the story has been recalled.

Sing and play the Carpenter and Robin songs.

Desired Results:—It will be interesting for the teachers and parents to make notes of results seen; if there be an increase of interest in nature, better care given to pets, an awakening reverence for all living creatures.
LESSON I

PROVIDING REST FOR ALL

The Winter Rest of the Earth

Memory Verse.

The whole earth is at rest and is quiet. Zech. 1: 11.

Song.

Waiting to Grow, by Amanda Turner.
Page 20, "Song Echoes," Jenks and Rust. Oliver Ditson, Publisher. By special permission.

Little white snowdrops, just waking up,
Violets, daisies and sweet buttercups,
Are under the leaves, and the ice and the snow,
Waiting, waiting to grow.

Think what a host of queer little seeds,
Soon to make flowers, and mosses and weeds,
Are under the leaves, and the ice and the snow,
Waiting, waiting to grow.

Nothing so small, or hidden so well,
That God can not find it and presently tell
His sun where to shine and His rain where to go,
Helping,—helping them grow.

Home Work.

Snow Bunting, Mumford 98.
Encourage the children to bring twigs showing leaf-buds.
Place them in water and watch them develop or waken.
Illustrative Material.
Branches from trees, showing buds in winter condition. Seeds and bulbs "waiting to grow."

Study Material.
"Winter," Thoreau.

Story Material.

LESSON TREATMENT

Connecting Links:—Sing the songs, "Where do Robins build their Nests?"
"Busy is the Carpenter."
Review the story of Jesus the Carpenter, returning home at night to sleep and rest.

Preparation:—We have seen that we all need homes. Everything needs to rest and some things rest all winter. Question: Who has made a garden? What did you find in the earth when spading and digging? What were the earth-worms and bugs doing? Why can you not dig in the garden in the winter? The soil is frozen; it is resting.

Look at a bulb or a seed. How do we know there is life in the bulb? Is this bulb growing, or is it quiet and at rest? How could we coax it to grow?

Study a twig taken from a tree in winter. Note the arrangement and the covering of the buds. So we find in winter the earth is at rest and the trees
and seeds are resting, waiting to grow. It is a long winter's nap the earth is taking.

*Song Story:*—There is a song telling us that the little snow-drops are just waking up, but the violets, daisies and sweet buttercups are still sleeping, under the leaves, the ice and the snow, waiting to grow.

Then the song story says to us, "Think what a host of queer little seeds" (a host of seeds, hundreds and hundreds of seeds, more than we can count).

"Think what a host of queer little seeds
Soon to make flowers, and mosses and weeds,
Are under the leaves and the ice and the snow,
Waiting to grow."

The children may mention different seeds that are waiting to grow.

But the best part of the story is,

"Nothing so small, or hidden so well,
That God cannot find it and presently tell
His sun where to shine, and His rain where to go.
Helping, helping them grow."

Let us all tell the story. Repeat together, and then sing. The music may have been played for several previous Sundays as quiet music, at the beginning of the Sunday-school.
LESSON II

PROVIDING REST FOR ALL

The Winter Rest of Animals

Memory Verse.

The whole earth is at rest and is quiet. Zech. 1:11.

Home Work.

Black Bear, Mumford, No. 397.

Illustrative Material.

Cocoons and spider’s nests found in trees and upon old fences.
Pollywogs and frogs or pictures of them.

LESSON TREATMENT

Connecting Links:—Remembering that there is life hidden away, look tenderly at sleeping bulbs, seeds or branches that may have been brought.

Let us repeat together the song story about the sleeping seeds. Repeat and then sing the song, “Waiting to Grow.”

Preparation:—We have found seeds and buds asleep. Have any of us ever found a living creature asleep for all winter? Look at the cocoon. What is sleeping in this cocoon? Look at a spider’s nest. What is asleep in this nest? Tiny spiders may awaken if the room is warm. This once happened in Sunday-school one cold winter’s day when the class were sitting before an open fire.
Have you seen the toads hopping about on warm summer nights? Where are they in winter? Where are the black bears when the berries are all gone? Where are the frogs when they stop croaking and all is still in the country? Look at the picture of frogs and pollywogs.

*Story:*—Once a boy found some pollywogs and brought them home in a pail of water. They grew and they grew until they were changed from pollywogs swimming in the water, to frogs with legs. Then they could jump and live better out of the water than in the water.

Then Leon brought them to the kindergarten and the children put them in the sand table and let them jump about catching flies to eat. It was fun watching these three, bright, little fellows hop about snapping up the flies. But one cold morning the frogs were gone. The children hunted and hunted. At last under a big flat stone in the sand, they found the three froggies as still as still could be, fast asleep. And the children left them there sleeping.

**Memory Verse.**

The whole earth is at rest and is quiet. Zech. 1:11.

(Repeat with hushed voices)
LESSON III

PROVIDING REST FOR ALL

*The Nightly Rest of Birds*

**Memory Verse.**

The whole earth is at rest and is quiet. Zech. 1: 11.

**Song.**

Bye, Baby, Bye, from "Song Stories for the Kindergarten," Hill. Clayton F. Summy, Publisher. By special permission.

Bye, baby! night is come,
And the sun is going home,
    Bye, baby bye!
    Bye, baby bye!
All the flowers have shut their eyes
On the grass a shadow lies,
    Bye, baby bye!
    O Bye, baby bye.

Bye, baby! birds are sleeping;
One by one, the stars are peeping,
    Bye, baby bye!
    Bye, baby bye!
In the far off sky they twinkle,
While the cows come tinkle, tinkle,
    Bye, baby bye!
    O Bye, baby bye.

**Prayer.**

*A MORNING PRAYER*

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

"'Kindergarten Chimes,'" page 9, Clayton F. Summy.
By special permission.

Home Work.
Mumford, 500.

Illustrative Material.
Blackboard drawings with story.

Study Material.
"'Story of the Birds,'" Baskett.

Story Material.
Miller's "'First Book of Birds,'" Chap. 2.

LESSON TREATMENT

Connecting Links:—We have had stories of the earth and the trees resting all winter. A story of the tiny frogs taking "a long winter's nap." There are many living creatures who sleep only at night.

Preparation:—How about your canary bird; have you seen him asleep? Have you seen the chickens go to roost? Where do the little chickens sleep? What about the robins—where do the young ones sleep, and where are the old ones when they have no little ones to care for?

Story:—There was once a man named Mr. Audubon who found out many things about birds. While others were sleeping in their beds, Mr.
Audubon was out in the fields, and in the woods, with the lantern looking for sleeping birds. One night he was in a forest of Christmas trees, and he found the robins nestled up on the branches of the trees, way in by the trunk where it was warmest. Another night, with his lantern, he was looking—and there they were in a hedge snug and warm. He found some birds asleep in little mouse-holes in the ground, and snow-birds asleep in a hole in the snowdrift. But one day Mr. Audubon was watching a flock of swallows flying, until suddenly they were gone! Where were they gone, was the question. Over the fence he went into the field where he last saw them. There stood a great old hollow tree, and he said: “I believe those swallows are in that tree; gone to bed for the night! We’ll see.” So next day he came early and sawed a piece out of the old hollow tree and put a stool in to sit upon. At night he went into the tree with a dark lantern, sat on his stool, and waited. In came the birds like the wind and hung onto the tree. When all was still, he turned on his dark lantern—and what a sight! The tree was black with sleeping birds!

And so we know birds sleep in trees, on the branches, in hedges, on the ground, in snowbanks, and in nests under their mothers’ wings.

“How good is God our Father, who doeth all things well!”
Prayer:

Father we thank Thee for the night,
And for the pleasant morning light,
For rest and food and loving care
And all that makes this world so fair.’’ Amen.

Song:—The lullaby may be sung by the kinder-
gartner, and the second verse repeated by the chil-
dren.

Review the song, “God’s Work,” found in
Topic I, and the Robin’s Song.
LESSON IV

PROVIDING REST FOR ALL

The Nightly Rest of the Workman

Memory Verse.

Song.
Play the music of the "Bedtime Song." See next lesson.

Home Work.
Galilee, Fishing-Boat on Sea of Tiberias. Wilde's Bible Pictures No. 308.

Study Material.
"The Living Temple," Kellogg.

Story Material.

LESSON TREATMENT

Connecting Links:—Review briefly the story of the birds, where they sleep.

Preparation:—At night after a hard day's work, what do we all do? We sleep. Then ask children to place their hands upon their hearts and feel them beat. How does the heart beat when we run? When we lie down and keep very still? All day long while we work or play the body is wearing out in places. Then we lie down and sleep, that the worn out places may be mended. When we sleep, the heart
beats slowly and pumps the good, red blood down through our limbs to the tired feet, out through the arms to the hands and sends the blood to all parts of our bodies, mending all the worn-out places. Morning comes, we waken and are rested, ready for another day's work and play.

It was so long ago; people worked, then slept and awoke rested.

*Story:*—We have had stories of Jesus, living when a boy in a little house and on a warm night sleeping out of doors up on the flat roof. When He was older He became a carpenter and repaired old houses and built new ones. Glad at night to go home and rest.

We know that He came to be a great Teacher. He taught in church and people followed Him out of doors to hear His stories. They tell us, that one day, down by the lake, the people crowded upon Him so He stepped into a boat and pushed out from the shore. All that warm afternoon He sat in the boat, and taught the people. When evening was come He said, "Push out into the lake. Let us go over to the other side." Leaving the multitude, they took Him even as He was. And Jesus laid himself down in the stern of the boat, upon a pillow, and went fast asleep.

While He slept, a great storm arose. The wind blew, the waves dashed into the boat and the boat was sinking. Then they came to Jesus crying "Master, awake." And He awoke, rebuked the wind and said unto the sea, "Peace, be still." And the wind ceased, and there was a great calm.
LESSON V

PROVIDING REST FOR ALL

The Nightly Rest of Children

Memory Verse.

"All are softly sleeping,"

—Harriet L. Grove.

Song.

Bedtime Song.

"Tick-ity-tock, Hark to the clock."

—Harriet L. Grove.

See "Holiday Songs," by Poulsson, page 103.

Home Work.

Madonna, Feruzzi, Perry 112

Illustrative Material.

See pictures in "Holiday Songs," page 103.

Study and Story Material.


"The Living Temple," Kellogg.

Bedtime song, "Holiday Songs."

LESSON TREATMENT

Connecting Links:—Briefly review the work done by the body while sleeping, and retell reverently the story of the Lord Jesus, after a day’s work, asleep in the boat.

Preparation:—If a strong man needs to sleep, if even the Lord Jesus must sleep when tired,
should little children have a time to sleep? When does your baby sleep? How large was the baby when it came? How large is it now? What did mother do to help the baby grow so fast? She gave him plenty of food, kept him out of doors in the fresh air. When did he sleep? A well baby sleeps nights, and he also sleeps days for he grows so fast while he sleeps. While baby sleeps, the tiny heart beats, pumping the pure, red blood down into those little feet, and they stretch and grow. The heart sends the blood into arms and hands, into back and head, and baby grows so fast during these long naps and long nights, that if we go away for a few weeks, we hardly know our own baby when we come back.

So mothers who wish their children to grow into strong, splendid men and women, tuck them away in bed very early.

*Story:*—I know of a family, father, mother, brother Teddy, sister Mary and the baby. Down stairs in the hall is an old fashioned clock, saying: "Tickity tock," and every night at 6 o’clock mother rocks the baby and puts him to bed.

At 7 o’clock mother calls Teddy to get ready for bed, and he is soon sleeping. When the clock strikes 8 o’clock, Mary is tucked away, so as to be happy and strong the next morning. Then the old clock in the hall keeps right on; "Tickity tock," and by nine o’clock all the children are "softly sleeping."
Song:—Repeat the words as given in the Bedtime song and sing with the children.

Prayer:

"Father we thank Thee for the night,
And for the pleasant morning light,
For rest, and food, and loving care,
And all that makes this world so fair.

Help us to do the things we should,
To be to others kind and good,
In all we do in work or play
To grow more loving every day."

Amen.

Note.—The song may be used as a play, first rocking the baby to sleep, then for a moment, all softly sleeping, with closed eyes.
LESSON VI

PROVIDING REST FOR ALL

The Beginning of Sabbath Rest

Memory Verse.

Six days shalt thou do thy work, and on the seventh
day thou shalt rest. Ex. 23:12 a.

Home Work

Mumford, No. 340, or Perry, 1985.

Study Material

Hours with the Bible, Geikie, Vol. II.
The Exodus and the Wanderers in the Wilderness,
Edersheim.

Story Material.

Ex. 16:20.

LESSON TREATMENT

Connecting Links:—Lead the children to tell of the time they go to bed and when the baby sleeps and if the baby is growing. Sing the Bedtime song with the rhythmic movements, rock-a-bye, and clock.

Preparation:—Question about the Sabbath day, how it differs from weeks days, what the children do on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Do the fathers and
mothers work in the same way on Sunday as on Monday, Tuesday or Wednesday?

The Bible tells us, that long ago in the beginning when God created the Heaven and the earth, fathers, mothers and little children, God saw that it was good. And God saw that His children would work and grow tired so they must sleep nights. One day in seven they should rest from the work they do six days.

*Story:*—There is a story of a family of children who for many years had been working seven days without rest, making brick and building great buildings day after day. They were tired. So tired that they were unhappy.

This large family left the place where they were so unhappy, and one night they took their food, their cattle and their sheep, crossed a great lake or sea of water, and started upon a long journey into a faraway country. Many days those children traveled over sand and stones, among the hills and rocks. Sometimes hungry and thirsty and glad indeed to rest when they found a spring of water and trees, near which they could pitch their tents.

Once when they were hungry, they wished they had never left the old country, Egypt; but when they awoke one morning, they tell us that they found a wafer of sweet bread, or manna, lying upon the ground with the dew. They picked up the manna and that was food for the day. Again, the next morning, the manna was upon the ground, food for the day. The third day, the fourth day,
the fifth day, there was food for each day. The sixth day there was twice as much manna as any other day, but when the seventh day came, there was none, then they remembered that the day before there was enough for two days.

All day Sunday they rested and Monday, the manna was again upon the ground. Through all that long journey the manna was upon the ground each morning, for six days, and they gathered enough upon the sixth day to last them the seventh day.

So those tired children out there in their tents among the hills and stones, learned to rest upon the seventh day.

There is a verse in the Bible that says, "Six days shalt thou work, and on the seventh day thou shalt rest."

Let us repeat it and take it home.
LESSON VII

PROVIDING REST FOR ALL

Jesus Teaching about the Sabbath Rest

Memory Verse.

It is lawful to do good on the Sabbath day.
Matt. 12:12 b. R. V.

Song.

The Lord’s Day.

This is the Lord’s day,
This is the Lord’s own day.

Home Work.

Christ Before the Doctors. Hoffman, Perry 797 G.

Study and Story Material.

"Life of Christ," Farrar, Chapter 17.

LESSON TREATMENT

Connecting Links:—Allow one or two children to give the story of how those children out among the hills and rocks learned to work six days and rest the seventh day. Repeat the verse, "Six days shalt thou do thy work, and on the seventh day thou shalt rest."
**Preparation:**—Question the children about their Sabbath rest. Do they feed their cat, dog or bird upon the Sabbath day? Are the horses cared for? If a horse or a sheep should fall into a pit on Sunday, would we go to work to pull it out, or would we leave it there to die, just because it was Sunday? Jesus said, if any need help, you must help them, for “It is lawful to do good upon the Sabbath day.”

**Story:**—Jesus had many friends who went about telling of the things He did. They say that one Sabbath, Jesus was staying with his friend Peter. Peter’s house was down by the lake and when Jesus awoke that quiet Sabbath, He looked out upon the water.

Up on a hill was a marble church or temple and that Sabbath morning Jesus went to church, as his custom was. In the church, He was a teacher—so good a teacher, that the people crowded to be near Him. A miserable man came into the church, and Jesus looking at him, said, “Hold thy peace,” and the man became quiet and peaceful, well and strong.

From the church, Jesus went home with Peter and they found Peter’s mother sick. Straightway they told Him of her, and He came, took her by the hand and raised her up, and the fever left her and she arose and busied herself about the house.

How quiet it was in that little house by the lake that Sabbath afternoon while Jesus and the family were resting, but at evening as the great red sun was setting, Jesus stepped out of the door.
What did He see coming up the street? Men and women bringing their sick fathers and mothers, children and friends to Him to be made well. All the city seemed coming to Peter’s door, and He laid His hands upon every one of them until all was quiet, and the people went back to their homes hushed and well, strong and glad, for they had been with Jesus.

That night Jesus slept, but in the morning a great while before day, He rose up and went out of the house into a quiet resting place far from people, and there prayed, for He too, must rest and pray, as well as work.

That is the story of just one of the Sabbaths when Jesus rested and did good upon the Sabbath day.

Let us repeat His own words.

“'It is lawful to do good on the Sabbath day.'”

Prayer:

Help us to do the things we should
To be to others kind and good,
In all we do in work or play
To grow more loving every day.
For Jesus’ sake. Amen.
LESSON VIII

PROVIDING REST FOR ALL

Review

Memory Verses.

The whole earth is at rest and is quiet. Zech. 1:11.


Six days shalt thou do thy work, and on the seventh
day thou shalt rest. Ex. 23:12 a.

It is lawful to do good on the Sabbath day. Matt.
12:12 b. R. V.

"'All are softly sleeping.'" Harriet L. Grove.

Prayer.

Father we thank Thee for the night,
And for the pleasant morning light,
For rest and food and loving care
And all that makes this world so fair.

Help us to do the things we should
To be to others kind and good,
In all we do in work or play
To grow more loving every day. Amen.

A MORNING PRAYER

Page 9, "'Kindergarten Chimes,'" Kate Douglass Wig-
gin. Used by special permission from Oliver Ditson

Songs.

Waiting To Grow, page 20 "'Song Echoes,'" Harriet
Jenks and Mabel Rust. Oliver Ditson, Publishers.
Providing Rest for All


Bedtime Song, page 103, "Holiday Songs" Poulsson.
The Lord's Day, page 7, "Primary and Junior Songs for the Sunday School, Mari R. Hofer.

Home Work.
Choice of pictures by the children as in Topic 1.

Illustrative Material.
Branches of trees, seeds, bulbs, cocoons and pictures of animals that hibernate.

LESSON TREATMENT

Briefly recall the lessons on Nature's Rest, the sleeping buds, seeds, animals rest.
Man’s rest, the night when "All are softly sleeping."
Sabbath rest, then allow the children to choose the story they wish retold.
Sing the lullaby songs and close with a prayer of gratitude for rest.

Father we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care
And all that makes this world so fair.

Desired Results:—May there come into the lives of the little ones a sense of peace and quietness, a resting in God's love by day and by night. May there be aroused a feeling of reverence for "The temple not made with hands," and a desire to keep it pure.
LESSON I

PROVIDING PLEASURE FOR ALL

Pleasure through Light

Memory Verse.

He made the sun to rule by day: ....
The moon and stars to rule by night. Ps. 136: 8a, 9a.

Song.


Peek-a-boo, peek-a-boo light,
Shining so clear through my window bright,
Down from the sky, softly you fly,
Peek-a-boo beautiful light, beautiful light.
Peek-a-boo beautiful, beautiful light.

Peek-a-boo, peek-a-boo light,
Making the fields and meadows so bright,
Flowers in the grass smile as you pass,
Peek-a-boo light, beautiful light,
Peek-a-boo beautiful, beautiful light.

Home Work.

Sun Rising in a Mist, Turner, Perry 885 B.

Illustrative Material.

Blackboard, draw a picture of the sun. Allow the children to draw pictures of the sun, houses with windows and doors through which the light enters.
Study Material.
The "Light Songs" in Froebel's Mother Play.

Story Material.
Review the Creation Story, Lesson 1, Topic 1.
1 Samuel 16; Psalms 8, and 19.
"The Life of David as Reflected in the Psalms," MacLaren.

LESSON TREATMENT

Connecting Links:—Return to the Creation Story and tell the first part, when all was clouds and darkness, then sky and water, land and rocks. Was that world of darkness, a pleasant place to live? What did God do to take away the darkness? He said: "Let there be light" and there was light.

He made the sun to shine by day and the moon and stars to shine by night.

Preparation:—Have you ever been in the dark? Have you been out of doors on a dark night when there was no moon nor stars to give light?

Story:—There was once a boy whose brothers went off to war in the king's army. This boy, David, was the youngest and stayed at home to help his father. David took care of his father's sheep. It was he who led them into green pastures, where there was plenty of food. It was he who led them when thirsty, beside the still waters.

Many a day David led the sheep out on the hills, too far from home to return at night, and then David would stay out all night and watch that no harm came to his sheep while they were asleep.

Those long nights in the darkness! Sometimes
the stars were shining, and they made him glad with their light and their beauty. But it was the morning for which David waited and longed. When the great sun came up red and glorious in the east, flooding the earth with light, David stood up and shouted for joy, and sang a song: "The Heavens declare the glory of God."

So night after night, David, out in the darkness, sang for joy when the stars came out, and when the great sun came up in the morning bringing light to the earth.

*Song:*—Develop song with the blackboard drawings, then use finger-play making the windows with fingers crossed, for the light to shine through. Repeat words, "Peek-a-boo, peek-a-boo light."
LESSON II

PROVIDING PLEASURE FOR ALL

Pleasure through Color

Memory Verse.
Who giveth us richly all things to enjoy. II Tim. 6:17.
He made the sun to rule by day: . . . .
The moon and stars to rule by night. Ps. 136: 8a, 9a.

Home Work.
Mumford’s Mountain Laurel, No. 415.
Ask the children to bring some beautiful bit of color;
as a flower, shell, stone for next Sunday.

Illustrative Material.
Hang a prism in the sunshine for the prismatic colors.
Bring colored stones, gems, flowers, fruit, feathers.
Bathe the children in color, play with it, catching the sunbeams or trying to catch them.

Study Material.
“The Light Bird” Froebel’s Mother Play.
Genesis 8th, 9th Chapters, Story of Noah and the rainbow.

Story Material.
Creation Story, See Lesson 3, Topic 1.

LESSON TREATMENT

Connecting Links:—Review briefly the story of David out upon the hills in the darkness of night, his joy when a star peeped out, his song of gladness when the sun came up in the morning.
Providing Pleasure for All

Preparation:—The children may try to close their eyes and think of a place where all is blackness, not a green tree, not a flower, no blue sky. Would they like to live in such a world?

Sense Game:—Blindfold a child and bring out colored objects, let the child name the object by sense of touch, then open eyes to get the color. Use illustrative material.

Story:—Repeat the Creation story. This seems a fitting review sealing the year’s work.

Slowly tell the Creation Story, until God said, “Let there be light,” and then there was color, sunshine, and blue sky. But God said, The world can be more beautiful. I will cover the brown earth with green grass, the trees with moss and leaves. Flowers of red, yellow, violet, blue, shall be sprinkled all over. To the fish and birds He gave colors and even to the insects. “And God saw that it was good,” a beautiful place for mothers and fathers and little children to live.

Prayer:—Shall we thank Him to-day
“‘For this new morning with its light?’”

Song:—The peek-a-boo song.

Allow one child at a time to try to catch the sunbeams and bring them to you.
LESSON III

PROVIDING PLEASURE FOR ALL

Pleasure through Music

Memory Verse.

"Who giveth us richly all things to enjoy." II Timothy 6:17.

Song.

Review the songs of the year.

Illustrative Material.

Musical instruments; a music box, triangle, violin or piano.
The human voice. Listen to the wind, insects, running water, birds.

Home Work.

Mumford's Bluebirds, No. 21.
Ask the children to listen for music and tell us about it next Sunday.

Study Material.

Browning's Saul.

Story Material.


LESSON TREATMENT

Connecting Links:—Call the children one by one to show some of the colored objects they have
brought. Review briefly the thought of God's love expressed in filling the world with beauty for us to enjoy.

Preparation:—Light and color give us pleasure but there is something else that God in the beginning thought of to make us glad, something we can not handle, or touch or see. Blindfold a child and play the piano softly, what do you hear? Blindfold another child and play the violin, a music-box, a triangle. Let a child sing a song, or have some good singer sing for the class. Then open window and listen for the out-of-door music, the wind, or the rain, singing birds, or bees humming. Question, would the children like to have lived in that long ago time before there was light, color or music? No, so God waited until it was finished and saw that "it was good." The world full of light, color, music. Then He gave us eyes to see and ears to hear.

Story:—The boy David had eyes to see the light, and color and he had ears to hear the music. For those days when he was out upon the hills caring for the sheep, he listened to the wind. One day a storm came up. David was far from home, so he called his sheep to him under a rock or big stone that made a roof, coming out from the hillside. There, while under the rock, with the sheep huddled close about him, he looked out and saw the rain coming down and the lightning flash. Then he listened, while the thunder rolled, and the wind blew, breaking down the trees. But it was all music to David, and he sang out "Hark, 'tis the
voice of God.’ God speaking in the rain, and the wind, and the thunder.

After a while David made a harp and played upon the harp and sang his own sweet songs, while the sheep were quietly feeding or sleeping. So David made music, and enjoyed music in God’s beautiful world, He knew that God “giveth us richly all things to enjoy.”

Let us say it together, God “giveth us richly all things to enjoy.” Let the children name the things they enjoy and would like to thank Him for.

Prayer:

For everything His goodness sends
We thank the Heavenly Father.

Songs:—Sing

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

Allow the children to choose songs and sing them with the soloist for the day or with a violin softly played. Make this a musical day long to be remembered by the little folks, for He “giveth us richly all things to enjoy.”
LESSON IV

PROVIDING PLEASURE FOR ALL

Pleasure through Activity ... Service

Memory Verse.

Therefore my heart is glad. Psalms 16: 9 a.

Songs.

Review.
The "Good Shepherd" Christmas song, and other songs.

Home Work.

David the Shepherd, Elizabeth Gardener (Mme. Bouguereau). Perry, No. 438.

Story Material.

"The Song of the Syrian Guest." William Allen Knight.

LESSON TREATMENT

Connecting Links:—Let us repeat together our verse (God) Who "giveth us richly all things to enjoy." Lead the children to name the things they have enjoyed the past week, the moon or starlight, sunshine; a beautifully colored bird, insect, flower, stone, music of the birds, insects, wind or rain, mother's song, or musical instruments.

Preparation:—There is another kind of pleasure of which we may learn to-day.

Show me something you like to do. Let a child
express himself by some activity, as running, flying like a bird or butterfly. Then add to mere activity the joy of motion for a purpose, a service, as, “John, will you bring me my purse?” Who likes to gather the pennies? To pick up mother’s handkerchief? We like to do these things because it is helping or serving.

There was once a boy who sang “My heart is glad” because there were so many things he could do to help. It was our friend David.

*Story:*—David, you know, was the smallest boy in that large family. His brothers could go off to be soldiers but David’s father said, “You are the youngest and must stay at home and help me.” So David went out on those quiet hills with the sheep. He chose green pastures where there was plenty of grass and a good place for the sheep to rest. When the sheep were thirsty, he led them down beside the still waters. Sometimes it was to cisterns of water and often he drew the water up out of the cisterns for the sheep to drink.

Then David must never let his sheep stray off and wander into other people’s fields. If he did, he would lose his sheep for they would be kept by the people who owned the fields. So he led the sheep in right paths, away from dangerous precipices. If too near the edge of a precipice and in danger of falling over and down, down, down, many feet, the shepherd boy called “Ta-a-a, Ho-o-o,” and back would come the sheep, cuddling close beside their shepherd for comfort.

Very careful David had to be when the time
came to lead the sheep into fresh pastures. Often he would go ahead, look all about in the grass to see if there were poisonous plants. Then too, with his rod he would poke about looking for holes. Snake holes were dangerous. If lions and wolves had dens near by, they must be closed up. So the shepherd boy was busy preparing a table or new pasture for his sheep.

After such a busy day, David stands at the door of the sheepfold, and the sheep one at a time pass under his rod and he looks at each sheep before it enters the fold for the night. He has a horn filled with oil and a cup of cedar-tar. One lame sheep he bathes and carefully rubs. Another has walked too far and the shepherd boy bathes his face, pours oil upon his head, then gives him a drink from a cup brimming full of cold water.

It is when all this service is ended and David sits alone under the starry sky that he sings ‘‘Therefore my heart is glad,’’ glad because he can serve.

Prayer:—Let us ask God to ‘‘Help us to do the things we should.’’
MEMORY VERSE.
Serve... with gladness. Psalm 100:2.

SONG.
Review of the songs of the year.

HOME WORK.

STORY MATERIAL.
I Samuel 16:14-23 and 17:15.

LESSON TREATMENT

Connecting Links:—Review the story of David’s service to his father’s sheep, the drawing of water, going before and preparing a new pasture, the care of each sheep upon entering the fold at night. This service gave David pleasure, the best kind of happiness.

Preparation:—There was more work for David to do than just caring for the sheep. There were men who needed David’s help.

Story:—Away off there in the king’s army where David’s brothers were soldiers, the people heard of David taking care of his father’s sheep.
They heard of his harp and the songs he sang while playing his harp.

Now Saul, the king, fell sick. He was not only sick but he was miserable and unhappy, and his servant said, “Music would do you good. There is a boy, David by name, strong and happy, who plays and sings and makes sweet music.” So Saul sent a messenger to Jesse saying, “Send me David thy son, who is with the sheep” . . . . “And David came to Saul and stood before him and Saul loved him greatly.” When Saul was miserable and unhappy “David took the harp and played with his hands,” so Saul was refreshed and was well. “Now David went to and fro from Saul to feed his father’s sheep at Bethlehem. So David served with gladness both his father and the king. Let us say the verse that David himself loved. “Serve with gladness.”

Prayer:—Let us ask God to help us to do the things we should.
LESSON VI

PROVIDING PLEASURE FOR ALL

Thanksgiving for these Things:—Shelter, Rest, Pleasure

Memory Verse.
Serve the Lord with gladness, be thankful unto Him.
Psalm 100: 2, 4 b.

Songs.
Review

Home Work.
Infant St. John, Wilde, 419a; Perry, 689.

Study Material.
"'A Festal Anthem'" Psalms 145-150. The Psalms, Moulton's "'Modern Bible Reader.'"

Story Material.
"'Wee Gibbie.'" George Macdonald.

LESSON TREATMENT

Connecting Links:—Review briefly the story of David, the pleasure he received from light, music, service for his father and for King Saul.

Preparation:—Question the children about their pleasures. In what place do they rest and sleep? Where do they work? Where do we have most of our good times? Do the children know of any child without a home? There is a story of a little boy without a home and how he found one. Would you like it?
Story:—Once upon a time a little boy named Gibbie, lived in a great city. He was ragged and barefoot, and the only home he had was the streets of a city, where he trotted back and forth all day, and at night slept curled up in some dark corner. Everybody knew Gibbie, and the policemen called him Wee Gibbie, he was so small. If a lady dropped her purse, it was Wee Gibbie who often saw it first, and picked it up and gave it back to the lady, or to the policeman.

One day Wee Gibbie said, "I'll go to the country and find a home. I want a home like other people." So off he trotted, across a bridge, and soon found himself in the real country, picking daisies and buttercups. That night he slept in the clover-field, with the starry sky for a roof. Next day, on, on up the hills he went, the second night sleeping in a dog-kennel, beside a warm, shaggy dog.

The next day Wee Gibbie came to a stream of water flowing down a hill. "I'll find where the water comes from," he said. So up the steep hills he climbed, until he was so tired and hungry he could hardly take another step. "Oh, but there is a house, a wee, little house!" and he crawled up to the step, and fairly fell into the door." Janet, the good mother, gathered the poor child in her arms, fed him bread and milk; then she washed him so tenderly, and put him to bed. It was the best place Wee Gibbie had ever found—too good to be true. When he woke up, there by the fire sat the mother Janet, with a young lamb she was feeding,
while a big watch-dog stood by her side, wagging his tail, for the dog had brought the lamb home to Janet.

Robert, the father, worked all day out on the hills, watching the sheep, and it was not long before Wee Gibbie was out on the hills to help Robert. If a sheep were lost, it was Wee Gibbie's strong little feet that ran and brought it back. It was Wee Gibbie who fed the sheep and brought them home safely at night. So Wee Gibbie served with gladness, and was thankful all the day.

Prayer:—For what have we to be thankful? Lead the children to express themselves.—

"For this new morning with its light,
For rest and shelter of the night,
We thank the Heavenly Father.
For health and food, for love and friends,
And everything his Goodness sends,
We thank the Heavenly Father.

Help us to do the things we should,
To be to others kind and good,
In all we do in work or play
To grow more loving every day. Amen."
LESSON VII

PROVIDING PLEASURE FOR ALL

Review

Memory Verses.

He made the sun to rule by day: ....
The moon and stars to rule by night. Ps. 136: 8a, 9a.

Who giveth us richly all things to enjoy. II Timothy 6: 17.
Therefore my heart is glad. Ps. 16: 9 a.
Serve....with gladness. Ps. 100: 2.

Songs.

The Little Window, page 229.
"Songs and Music of Froebel's Mother Play."
Review the songs of the year.

Home Work.

The choice of pictures.

Illustrative Material.

Allow the children to play with the colored objects collected during this topic. Try to catch the prismatic colors.
Choice of music and songs.

LESSON TREATMENT

As the children are gathering, allow them to enjoy the beautiful objects brought for this topic's work. Then gather about the piano for a short concert, using different musical instruments,
perhaps in sense games, and give an opportunity to choose songs of the year.

Question for stories of service, things the children may have seen people doing for others, simple acts of every day life.

Close with the prayer:

"Help us to do the things we should,
To be to others kind and good,
In all we do in work or play
To grow more loving every day."

*Desired Results:*—A richness and fullness of life, in pleasure and service.
LESSON I

THANKSGIVING

Memory Verse.
Let every thing that hath breath praise the Lord.

Song.
"'Praise Him, praise Him,
All ye little children
God is love, God is love.'"

Home Work.

Story Material.
Psalms 105-150. "'Psalms and Lamentations,'" Moulton. Making others thankful. "'Little Men and Women.'" Kindergarten Review, Nov., 1907. By special permission.

LESSON TREATMENT

Connecting Links:—Review briefly the lessons the class may have had, God the creator, providing food, drink, shelter or clothing.

Preparation:—Question the children about the things in this great out-of-door world they like to play with, look at, listen to.

Story:—Long ago the people lived much of the time out of doors. They loved the sun and moon, the stars, the blue sky or "'Heaven of Heavens.'"
Sometimes, on Sunday, or Thanksgiving day, they formed a procession and marched through the streets, up the hill to a great church or temple. They had music as they marched, and music in the temple. Sometimes there would be a chorus of men singing one part of the song, and another chorus of men answering them. They sang about the stars, the sun and moon and about God who made them all. It was a song of praise or thanks to God. "Let everything that hath breath praise the Lord. Hallelujah."

Praise the Lord, sun and moon,
Praise the Lord, all ye stars,
Let everything that hath breath praise the Lord.
Hallelujah.

Shall we repeat their song? Repeat together.
Our Thanksgiving day is coming this week. How can we have a happy Thanksgiving day? The children may tell how they are to keep the day.

There was once an old gentleman who said,

"On a Thanksgiving day,
If you want a good time, then give something away."

Would you like the story how he made a good time?
MAKING OTHERS HAPPY

Said old gentleman Gay, "'On a Thanksgiving day,
If you want a good time, then give something away,'"
So he sent a fat turkey to Shoemaker Price,
And the shoemaker said, "'What a big bird, How nice.'"
And since such a good dinner's before me I ought
To give Widow Lee the small chicken I bought.'"
"'This fine chicken, oh, see,'" said the pleased Widow Lee,
"'And the kindness that sent it, how precious to me.
I would like to make some one as happy as I—
I'll give Washwoman Biddy my big pumpkin pie.'"
"'And, oh, sure,' Biddy said, "'tis the queen of all pies.
Just to look at its yellow face gladdens my eyes.
Now, it's my turn, I think, and a sweet ginger cake
For motherless Finigan children I'll bake.'"

Said the Finigan children—Rose, Denny, and Hugh—
"'It smells sweet of spice, and we'll carry a slice
To poor, little, lame Jake, who has nothing that's nice.'"
"'Oh, I thank you, and thank you,'" said little lame Jake,
Oh, what a bootiful, bootiful, bootiful cake.
And, oh, such a big slice. I will save all the crumbs,
And will give them to each little sparrow that comes.'"
And the sparrows they twittered, as if they would say,
Like old gentleman Gay, "'On a Thanksgiving day,
If you want a good time, then give something away.'"

"'Little Men and Women.'" See Kindergarten Review,
Nov., 1907. By permission.
LESSON I

CHRISTMAS

GOD THE LOVING GIVER OF A FRIEND AND HELPER

Shepherd Life. David the Shepherd Boy

Memory Verse and Song.

The little lambs who follow
Their shepherd in the way,
Are free from every danger
And happy all the day,
And when the darkness comes at night,
Safe in the fold are they.


Home Work.

Divine Shepherd, Murillo. Perry, 683.

Study Material.

"'The Life of David as Reflected in the Psalms.'" Maclaren.
"'The Syrian Shepherd.'"

Story Material.


LESSON TREATMENT

Connecting Links:—We have had stories of how "'God in the beginning created the Heavens..."
and the earth.' Now, if you listen, we will have some stories of how the world was made better and happier by a little child who came to 'teach all people how to help and how to love.'

*Preparation:*—To-day our story is of a boy who helped at home. Show the picture of the child and the lamb. What does this boy seem to be doing? How do shepherds care for their sheep—what must they do for the sheep if the sheep are to live and be strong?

*Story:*—Long ago there was a boy who was busy sometimes nights and sometimes days taking care of his father's sheep. He was a bright, happy little fellow. In the morning he led the sheep out into the fields, into green pastures where there was plenty of food. At noon they were thirsty and he led them down by the still waters to drink. When the grass was eaten in one pasture, this shepherd-boy led them by a straight path into fresh fields. The shepherd-boy's name was David and he was full of fun and play. While the sheep were quietly feeding, he was running, jumping, leaping across the brook. Sometimes he picked up the smooth pebbles or stones from the bottom of the brook, and threw them to see how far he could throw, or to see if he could hit a tree.

One day David took a piece of leather, cut a hole in the leather, fitted a stone into it and with a string tied to the leather he began to hurl it round and round, until out flew the stone and hit the mark. Then David tried another and another stone, until he learned to hit a mark almost every time.
Once David was leading the sheep up a steep, rocky path and a great thunder and wind storm arose. David hurried along until he came to a big stone that projected out over the path and under that stone he crept, with his sheep huddled about him, safe from the storm. But David looked out and saw the trees blowing, the branches whirling about on the ground. The rain came down, the lightning flashed and the thunder rolled. All the time David was glad and sang

"Hark, it is the voice of God,
The voice of God thundereth."

Sometimes David and the sheep would stray far from home and stay out on the hills all night, David watching that no harm came to the sheep.

Late one night, when all was still, and the sheep were sleeping, David saw a lion creep out of the woods and up the hill after his sheep. Then David leaped up, his sling at his side. He was ready, and as the lion came near he hurled his stone, Whiz, it went. The lion was dead and the sheep were safe.

Another night a great bear came after the sheep and David rose up against him and killed the bear.

So it was that night and day out upon the hills David cared for and saved his father’s sheep.

Prayer:

Help us to do the things we should,
To be to others kind and good
In all we do in work or play
To grow more loving every day. Amen.
LESSON II

CHRISTMAS

GOD THE LOVING GIVER OF A FRIEND AND HELPER

Story of the First Christmas Night

Memory Verse and Song.

Away in a manger, no crib for a bed,
The little Lord Jesus laid down His sweet head.
The stars in the heaven looked down where He lay,
The little Lord Jesus, asleep on the hay.

The cattle are lowing, the baby awakes,
But little Lord Jesus, no crying He makes.
I love Thee, Lord Jesus, look down from the sky,
And stay by my cradle till morning is nigh.

—Martin Luther.

Cradle Hymn, Martin Luther, Page 41, "Primary and Junior Songs for the Sunday School," Mari Hofer. Clayton F. Summy, Publisher. By special permission.

Home Work.

Arrival of the Shepherds, Le Rolle. Perry 620.

Study Material.

"The Life of Christ," Farrar, Chapter I.

Story Material.

LESSON PRESENTATION

Connecting Links:—Retell the story of David caring for the sheep.

Preparation:—Without further preparation tell the story.

Story:—Long ago out on the hills where David had watched his sheep, shepherds were watching their sheep by night. All was still. The children were asleep and only the stars were shining.

Suddenly there shone round about them a bright light, so bright that the shepherds were sore afraid. Then came a soft voice saying "Fear not, for behold I bring you glad tidings of great joy.' That is, good news to all people, and the glad tidings are, that yonder in the city of David this very night, a child is born.

"It is true," said the voice, "and you will find the child if you look for him." Then there were heard many voices singing: "Glory to God in the highest, and on earth peace, good will toward men."

The shepherds heard and listened to the music: "Glory to God in the highest, and on earth peace, good will toward men." And it came to pass as the light was gone and the music ceased, that the shepherds said: "Let us go and find this baby, this wonderful child." So they left their sheep and went with haste down the hill, across the valley, up into the little city. Through the streets they wandered, looking for the baby, but they found him not in any house.
At last "Away in a manger, no crib for a bed" where the sheep and oxen were, there they found the "Little Lord Jesus."

Then the shepherds sang praises and returned to their homes, telling their friends and their children all they had seen and heard, and of the Little Lord Jesus whom they had found.

That was the first Christmas night, the birthday of the Lord Jesus. Since then we have been telling the story of the First Christmas Night and children and grown people who hear the story have a Christmas day.

*Prayer.*
LESSON III

CHRISTMAS

The Christ-Child Legend

Memory Verse and Song.
‘‘The Cradle Hymn,’’ Luther.

Home Work.
Sistine Madonna, Raphael. Perry 322.

Study Material.
The Christ Child, ‘‘Christ Child Tales,’’ Andrea Hofer.

LESSON PRESENTATION

Connecting Links:—The story of last lesson will be retold at the close of this lesson.

Preparation:—To-day we will have a story of how one Christmas night two children shared their home with a little barefooted boy.

Story:—In a faraway country, one Christmas night, a barefoot child was wandering through the streets of a great city. It was cold. The wind was blowing, and the snow came down in tiny flakes. All were hurrying home with packages in their hands.

House after house the little child passed, saying ‘‘surely some one will share their Christmas with me.’’ There was music in one of the great houses. The child stopped to listen. Through the
window he saw children playing about a Christmas-tree, and children singing and dancing. "Surely" said the child "there is room in that great house for me." Up the marble steps he climbed and rang the bell. A tall footman opened the door, but when he saw the child he shook his head and said, "Go away, little boy, there is no room for you here" but he was sorry for he thought of his own children at home safe with their mother.

On, and on, the child wandered. It seemed colder than ever. He came into a street not quite so broad, the houses not quite so large. Soon he stopped, for there in the window was a Christmas-tree, with a white woolly lamb on the top. Right in the window it stood and a little girl was playing near it. "Surely," said the child, "they will share their Christmas with me here," so he tapped gently upon the window. The little girl came to the window but when she saw the child, she shook her head and said, "Go away little boy, come again some other day. We have no time for you to-night."

Sadly the child turned away. "Will no one share their Christmas with me?" he said. Only a few people were now left in the street and they were hurrying home to their children.

On and on the child walked, until he came to a narrow street and straight ahead, at the end of the street stood a house. Through the window the child saw that all the Christmas-tree they had was a little branch standing in a cup, beside a burning candle. In front of the fire, sat a mother with her baby upon her lap. A little girl played upon the
floor. "'Surely'" said the child, "'they will share their Christmas with me here,'" so he tapped softly upon the door. "'Mother'" said the little girl, "'some one is knocking at the door, shall I open it?'" "'Yes,'" said the mother, "'no one must be left out in the cold on this our glad Christmas night.'" So the girl opened the door and there stood the child. Then she reached out her hands and drew the child into the warmth and the light. The baby slipped off his mother's lap, and the mother took the child in her arms, and warmed him, and fed him and clothed him.

Then when they were all happy together the mother said, "'Children, would you like me to tell you the real story of the first Christmas night?'"

Then she told them that story we all know, the story of the shepherds who were watching their sheep by night, when suddenly there was a bright light, and the shepherds were sore afraid and they heard a sweet voice say "'Fear not, for behold I bring you good tidings of great joy which shall be to all people, for unto you is born this day in yonder city a child, He has come to show all people how to help and how to love.'" That is the good tidings.

Then there were many voices singing

"'Glory to God in the highest
And on earth peace, good will unto men.'"

When the music had ceased and it was again dark the shepherds said, "'Let us go up to the city
and find this child that is born to-night.' So they left their sheep and went down the hill, across the valley and up into the city. Through the streets they wandered looking for the baby, but they found Him not in any house. At last "Away in a manger, no crib for a bed," they found the little Lord Jesus with Mary, His mother.

When the mother in the little room before the fire had finished telling the story, behold the child was gone, but she said, "Children, I believe we have had the Christ Child with us to-night."
LESSON I

EASTER

Nature's Awakening

Memory Verse.

"'Father of all, below, above,
We thank Thee, for thy love,'
The seeds, the bulbs, the lilies fair,
'Tell of thy loving care.'" Amen.

Adapted. Thanks for Daily Blessings, page 17. "Song Stories For the Kindergarten," Hill. By special permission of Clayton F. Summy, Publisher.

Song.

Nature's Easter Song. "'Song Stories for the Kindergarten,'" Hill. Permission of Clayton F. Summy, Publisher.

The seeds and flowers are sleeping sound,
Till Easter time, till Easter time,
And then they rise above the ground,
At happy Easter time,
And as they rise from sleep they say,
That we shall wake some day,
(Or that we shall live alway).

Home Work.

Easter Lily, Mumford, No. 506.

Illustrative Material.

Bulbs planted by the children. In the autumn, plant
with the children in jars, a few crocus, or daffodil bulbs and put in a dark place to rest. Bring them into the sunshine in January or February and watch them grow. Use these for the lesson. Also an Easter lily if possible.

**Study Material.**


**LESSON TREATMENT**

*Preparation:*—Let the children tell of the glad Easter day that is coming, and of its pleasures and gifts.

Look at the Easter lily, and note its fragrance. Bring into the class the bulbs planted by the children in the fall. We remember the hard little seed or bulb that we put into the ground or earth. What has happened to the bulb down there in the earth? It has grown soft and fallen to pieces, as the flower comes out.

William, what was in the bulb, to make it grow? Yes there was life in the bulb, that we could not see, but it was there, and we see it now, coming forth, in stem, leaf, flower.

*Story:*—Here is the Easter lily. Not long ago, a gardener placed a bulb in this jar. It rested in the dark many days, and then was brought into the sunshine and given plenty of water. What happened? We see this lily, we smell its odor. How did this lily plant come to live? Not until the bulb in the earth died, as we call it, did we
have the lily. It was then that the glorious life in all its beauty came forth, leaf, bud, flower.

Once there were two little girls who played in a kindergarten every day. They planted bulbs and helped to carry them into a dark place to rest. One day Margaret was sick and could not come to kindergarten. In a few days people said, "Margaret is dead," but they only meant that her little body had died. Like the lily bulb it had been laid away, and the glorious life of Margaret had gone home to live and grow and blossom unto a perfect life with God. We say "Margaret has had another birthday, a birthday into God's home that was ready for her."

Mary Maude knew that sister had gone home, and sometimes she wanted to be with sister. Now they send us word that Mary Maude has gone too. The little body we shall not see again, but the glorious life of Mary Maude, the part that said "I love you" has gone home to live, and love, and be with God. She too, has had another birthday.

It was so with Edward's father, and Wallace's sister. They have had another birthday, and let us all thank God for His love, and that we too, shall live alway.

Prayer:

"Father of all below, above,
We thank Thee for thy love,
The seeds, the bulbs, the lilies fair,
Tell of Thy loving care." Amen.
Sing:

The seeds and flowers are sleeping sound,
Till Easter time, till Easter time,
And then they rise above the ground,
At happy Easter time.
And as they rise from sleep they say,
That we shall live alway.

Note:—This Easter lesson may be given not only at Easter time, but whenever the children are brought to face the fact of the death of the body, and must be led to the truth of the 'Life everlasting.'
LESSON II

EASTER

The First Easter Morning

Memory Verse.

He is risen, He is not here. St. Mark 16:6c.

Home Work.

Appearance of Christ to St. Peter, Lodovico Ligoli. Wilde 272.

Illustrative Material.

An Easter lily and bulb.
A tuft of grass, a wild flower, a leaf branch, any life illustrating the spring awakening.

Study and Story Material.

The gospels.
"Life of Christ," Farrar.
I Corinthians, 15.

LESSON TREATMENT

Preparation:—Look at the lily bulb and note the care given the bulb that the life hidden away in the bulb may come forth and show itself to us in stem, leaf and flower.

The Easter lily story may be retold or omitted.

The Easter story is another story that we all like to hear. It is about the little Lord Jesus when he had grown to be a man.

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Story:—The Bible tells us the little Lord Jesus grew and waxed strong. He was gentle, and brave and kind. Just by a touch he made sick people well and by a word he made the blind to see. People followed Him that they might listen to His stories. Mothers brought to Him their children, and he took their babies in his arms and blessed them, but the people near by said, “There is no room here for children.” Then Jesus rose up and said, “Stand back, make a path, and let the children come to me.” And he took them in his arms and blessed them.

Men, women and children loved Him and followed to be near Him. But there were some who said: This will never do. They love this man more than they love us. We will put him out of the way. And they killed his body; but they could not touch or hurt the part that smiled and loved and helped. And then the story tells us, friends laid his body away in a tomb dug out of a hill, in one of their beautiful gardens, and a stone was carefully rolled against the door of the tomb. There He slept, and on the first day of the week, at early dawn, women came into the garden and found the stone rolled away from the tomb, and the Lord Jesus was not there. While they were sore perplexed, two men stood by them in dazzling apparel and said “He is not here, but He is risen.” And the women left the garden and went and told His friends, “He is risen.” They could not believe such good news, but Peter arose and ran into the
garden and stooping looked in, and saw that the Lord Jesus was not there.

That is the story of the first Easter morning, and since then we have had our happy Easter day and have sung the good news, "He is risen."

Prayer:—Let us thank God for this glad Easter day.
LESSON III

EASTER

God the Loving Giver of a Heavenly Home

Memory Verse.

I go to prepare a place for you. John 14: 2 c.

Home Work.

An Easter card may be given.

Illustrative Material.

Again use the Easter bulb and lily, or some flowering bulb and plant.

Study Material.

‘Life of Christ,’ Farrar, Chapter 62.

Story Material.


LESSON TREATMENT

Preparation:—Use the lily bulb and plant, as in previous lessons. With the spirit of reverence review the story of the first Easter morning.

Many more beautiful stories they tell of how glad Jesus made his friends after that first Easter morning.

Story:—That very day, toward evening, two of his friends were walking together, and as they walked, Jesus drew near and went with them, telling them Bible stories.
Again, one morning, He was with them. The night before, Peter, John and others entered a boat and went fishing. All night long they toiled and took nothing. Morning came. They were tired and hungry. As they drew up to the shore, Jesus stood there by the lake. A fire was burning and there was fish thereon and bread. Jesus said, come and have breakfast, and Jesus Himself passed the bread and fish to His friends. There by the lake they sat about the fire and had a quiet visit.

Often Jesus said, "I go to prepare a place for you, that where I am, there ye may be also."

Soon He was taken to live with God, and now at this Easter time we are happy because He said, "I go to prepare a place for you." We know that some day we shall be with Him.

Prayer:—Let us say thank you to God, for Easter and for the Heavenly home that Jesus has gone to prepare or make ready for us, and for all who love Him.

"And the child grew, and waxed strong in spirit."

May this be the Desired Result for the study of these lessons.
APPENDIX

A Complete List of Pictures Referred to in the Lessons under "Home Work."

David the Shepherd, Elizabeth Gardener (Mme. Bouguereau)
No. 11866. The Cosmos Picture Company, 296 Broadway, New York City. (Sold, 10 for 25 cents or 50 for $1.00).

A Mountain River, No. 340.
Black Bear, No. 397.
Bluebirds, No. 21.
Brittany, No. 342.
Easter Lily, No. 567.
Forest, No. 273.
Fox, No. 182 (or Perry, 106, may be used.)
Goldfinch, No. 92.
Grapes, No. 246.
Home of the Sea Bird, No. 359.
Mountain Laurel, No. 415.
Rabbit, No. 174.
Sheep, No. 479.
Snow Bunting, No. 98.
Sparrow, No. 442.
Violet, No. 500.
Water Lilies, No. 274.
Whale, No. 462.

These are the Mumford or Perry Colored Pictures, purchased of the Perry Company, Malden, Mass., for two cents apiece.

A Madonna, No. 1112.
A Shower, Holmes, No. 616.

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Arrival of the Shepherds, Le Rolle, No. 620.
Can't You Talk, Holmes, No. 1063.
Cloister Boys, Anderson, 1016.
Divine Shepherd, Murillo, No. 681.
Foundling Girls, Anderson, No. 1017.
In the Temple With the Doctors, Hofmann, No. 797 G.
Little Foxes, Carter, No. 1062. (or Mumford's colored 182, or use both.)
Piper and Nutcracker, Landseer, No. 903 (or Mumford No. 342).
Sistine Madonna, Raphael, No. 322.
Sun Rising in the Mist, Turner, No. 885 B.

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