

**A Departmental Graded
Summer Bible School Course**

PRIMARY II

**TOPICAL STUDIES FROM THE SCRIPTURES
SERIES IV**

A Manual for the Teacher

MENNONITE PUBLISHING HOUSE
Scottsdale Pennsylvania

A Departmental Graded
Summer Bible School Course

PRIMARY II

For pupils, age 7 years

TOPICAL STUDIES FROM THE SCRIPTURES
SERIES IV

A Manual for the Teacher

Prepared by the
SUMMER BIBLE SCHOOL COMMITTEE

Milo Kauffman, Chairman

Clayton F. Yake, Editor

Paul Erb

Under direction of the
GENERAL SUNDAY SCHOOL COMMITTEE OF THE MENNONITE CHURCH

MENNONITE PUBLISHING HOUSE

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PREFACE

With the rapid growth of the Summer Bible School movement in our congregations there has come an ever-increasing demand for an all-Bible course of study that could be used throughout the Church. Responding to this demand and need the Mennonite Publishing House published a Summer Bible School Manual in 1928. This departmental graded course was arranged by a committee, under the direction of the General Sunday School Committee of the Mennonite Church. The manual has supplied a real need in the work of Summer Bible Schools, but many have felt the need of more help for the teachers, and that the publication of teachers' manuals would be very beneficial.

Accordingly, in August, 1931, the General Sunday School Committee appointed a Summer Bible School Committee, composed of Milo Kauffman, C. F. Yake, and Paul Erb, to arrange for the preparation of manuscripts for teachers' manuals, with a view to having them published in coöperation with the Publishing Committee of the Mennonite Publication Board. One of the first duties of this committee, after a careful, prayerful planning of the scope of the work, was the securing of experienced teachers and writers to prepare the manuscripts. The following writers were secured and, with the aid and supervision of the above named committee, furnished the bulk of the manuscripts for these manuals: Paul Erb, Alta Mae Erb, Ruth Bender, Mary Miller, Katy Collins. Special credit is due these writers for their painstaking care in the preparation of the material.

Besides these writers, the undersigned committee also wishes to express its appreciation to the following for their contributions toward these publications: The Lancaster Conference Summer Bible School Committee—J. Paul Graybill, D. Stoner Krady, and J. W. Hess—for their advice and coöperation; J. F. Bressler, C. K. Lehman, J. Paul Graybill, and Milo Kauffman, who provided material for supplementary books to be used in connection with the Bible courses referred to but not included in this series of teachers' manuals; the Publishing Committee and many others whose encouragement and counsels we greatly appreciate.

The work was a task of magnitude, but through the faithful coöperation of many people we are now presenting to our Summer Bible School workers the result of our labors. It is our fond hope that these courses will prove of real worth to our Summer Bible School teachers, and a worth while contribution to the cause of Christian education in our Church. All suggestions or criticisms

that any, who have used these manuals, may have to offer, should be submitted to the editor, C. F. Yake, Scottdale, Pa., as these may be helpful in producing improved courses when new editions are needed. That God may bless and use these courses to His glory in the great cause of Christian education is the wish and prayer of your humble servants,

Summer Bible School Committee.

INTRODUCTION

AIM AND PURPOSE

The subject material is arranged, adapted to, and planned for use with second grade pupils who have completed second grade work in the public schools prior to this session of Summer Bible School. Normally, this will mean pupils of about seven years of age, but ages may vary; safety in grading lies in giving this work to pupils who have completed second grade in public school.

The lesson material, as in Primary I, is topical, based on interesting Scriptural incidents and stories. One week is devoted to the study of one topic which reaches a climax of emphasis in the last lesson of the week. This climax is centered in Jesus. The teacher will carefully plan her work to make this emphasis pronounced to the children. It may be very well to show to the children this progressive development in the study of these several topics by listing them simply and effectively on the blackboard.

Effort has been made to provide the best possible in Christian pedagogy and at the same time make the Bible the textbook throughout. The teacher will need to bear this in mind. All that is given herein is done so as directly or indirectly to teach the Word and its message to the children in the most effective way possible. The expressional period is provided to give expression, not for play. Great care should be exercised by the teacher properly to control and direct this work so that this end may be effectively attained.

THE GIST OF THE COURSE

The Devotion Period consists of song, Scripture reading, and prayer, the Scripture being chosen from the lesson scope of each day. Roll Call is usually responded to with Bible verses. In the Bible Memory Period, Matthew 5:1, 2, 13-20; and Psalm 1 are memorized, while in the Second Memory Period, later in the morning, the memory work of Kindergarten II and Primary I is reviewed. The Rest and Music Period indoors and the Playtime outdoors amply provide for necessary relaxation. In the Bible Story Period, the topical studies are presented through Bible stories told in language adapted to children seven years old. For the Expressional Period notebooks are to be made. Pictures illustrating each day's Bible story are to be pasted into these notebooks, and brief and simple descriptions are to be written underneath the pictures. (See Appendix for further information.) Additional forms of expression are sometimes suggested; as posters, and so forth, which may also be worked out if time permits. In the Music Period songs taken from "Songs of Cheer for Children" are used. The missionary stories are all on the subject of India. These missionary stories consist almost entirely of personal experiences of our own missionaries to India. Along with these stories, additional opportunity for expression is given by the "Life in India Panel Posters," described in the Appendix.

MATERIAL NEEDED

Sufficient sets of the lovely four-color art pictures to supply each pupil with a set will be needed for the expressional work of the Bible Story period. See Appendix.

“Life in India Panel Posters” for use in connection with the simple expressional work that follows the Missionary Story will be needed. The posters come in a complete set, with directions. One set only is needed for the course.

Other miscellaneous materials will be found listed in the Appendix.

HOW TO USE THIS MANUAL

It is strongly urged that the teacher read through the entire Manual before attempting to teach, in order that she may get a grasp of the work as a whole and may come to see the goals for which she should strive. Teaching suggestions are found at the beginning of each lesson which are applicable throughout the course, and it will be found helpful to become acquainted with all of these suggestions before proceeding with the first day's lesson.

This Manual is especially prepared for the Summer Bible School teacher's guide and help. It does not contain all the teacher will need to teach well in the classroom. The Bible is the basis of this Manual and the Bible should be the teacher's textbook as well. Much is left to the discretion of the teacher. Besides, some songs are to be selected; some review tests are to be worked out; some methods of teaching memory work will need to be devised; and so on. Nor are the Bible stories and missionary stories as found in the Manual to be necessarily used verbatim; they may need elaboration, but using these stories as a basis the teacher will be enabled to know and thus come down to the child's level.

PROPER PREPARATION

It goes without saying that it is necessary for the teacher thoroughly to prepare each day's lesson. The Bible needs to be studied diligently so as to master the details of the Bible story and so as to imbibe the spirit of the Biblical narrative. The material for the Expressional Period needs to be got together. Every period on the day's schedule needs adequate preparation each day. But all these things, essential as they are, are not of primary importance. Summer Bible School work is the Lord's work. Hence the teacher must be empowered by the Divine Teacher in order to teach the things of God. The important thing for the teacher, then, is to keep in active, daily, personal touch with God. Lacking this communion with God, the most efficient teacher will certainly fail.

A SUGGESTIVE DAILY PROGRAM

Below is given the daily schedule used in this Manual. This may of course be revised and adapted to the particular needs of the class and school. The time allotted for each period may readily be changed, but if periods are rearranged, care should be exercised that there be

proper placing of quiet and activity periods so as not unduly to tire the child.

- 9:00 ~~Devotion~~ (10 minutes)
- 9:10 Roll Call (5 minutes)
- 9:15 Bible Memory Period (10 minutes)
- 9:25 ~~Rest and~~ Music Period (10 minutes)
- 9:35 Review (10 minutes)
- 9:45 Bible Story (30 minutes)
- 10:15 Expressional Work (30 minutes)
- 10:45 Playtime (10 minutes)
- 10:55 Rest Time (5 minutes)
- 11:00 Music Period (10 minutes)
- 11:10 Second Memory Period (10 minutes)
- 11:20 Missionary Story (20 minutes)
- 11:40 Closing Period (5 minutes)
- 11:45 Dismissal

Course of Study

Topical Studies from the Scriptures—Series IV

Primary II

Age 7 years

AIM: In Primary II, as in Primary I, the subject matter is topical, and all Biblical. It is to be noted that an entire week is devoted to the study of one topic, different phases of it forming the subjects for the daily lessons. An important feature of these studies is that each week's theme is progressive, culminating in the highest spiritual application of the theme in Christ. The object has been always to have each week's theme reach its climax in Jesus Christ, the Savior.

FIRST WEEK

Theme: DEPENDENCE

- ✓ MONDAY: *God's Care for the Birds and Flowers.*
Matthew 6:25-34.
- TUESDAY: *Hagar and Her Little Son.*
Genesis 21:14-20.
- ✓ WEDNESDAY: *David and the Lion.*
I Samuel 17:32-37.
- THURSDAY: *Hezekiah's Trust in God.*
II Kings 18, 19.
- ✓ FRIDAY: *The Lost Man.*
Luke 23:39-43.

SECOND WEEK

Theme: KINDNESS

- ✓ MONDAY: *Abraham's Kindness to Others.*
Genesis 18:1-10.
- ✓ TUESDAY: *The Woman's Kindness to Elisha.*
II Kings 4:8-17.
- WEDNESDAY: *David's Kindness to Jonathan's Son.*
II Samuel 9.
- ✓ THURSDAY: *Kindness of Jesus.*
Luke 18:35-43; Mark 10:46-52.
- ✓ FRIDAY: *Kindness Rewarded.*
I Kings 17:8-24.

THIRD WEEK

Theme: REVERENCE

- MONDAY: *Reverence for the Word of God.*
II Kings 22:1-23:25.
- ✓ TUESDAY: *Reverence for the Worship of God.*
John 2:13-22.
- WEDNESDAY: *Worshiping God in the Home.*
Acts 10:1-48.
- THURSDAY: *Reverence and Obedience.*
Isaiah 6:1-13.
- FRIDAY: *Review and Practice for Closing Program.*

MEMORY WORK

REVIEW: *Matthew 5:3-12; Psalm 100; Matthew 28:18-20; Psalm 24.*

NEW WORK: *Matthew 5:1, 2, 13-20; Psalm 1.*

SUPPLEMENTAL: *Psalm 19.*

THEME: DEPENDENCE

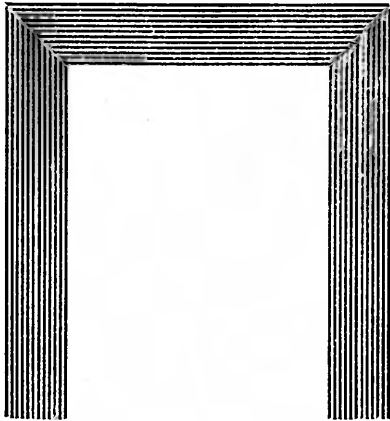
God's Care for Birds and Flowers

(Matthew 6:25-34.)

Materials: Small pictures for each pupil—The Garden of Eden; flowers for study; drawing paper; crayons.

TO THE TEACHER

In limited space, the Primary II class may be most conveniently grouped about a worktable. This may be constructed of smooth boards on trestles. The most efficient arrangement would no doubt be the open square, in the fashion shown. The children are seated around the outside of the table and the teacher sits in the open end. This brings the children in a close group about her, with no one in anybody's way, for the stories, pictures, and memory work. During the expressional period every child is within easy reach for any necessary demonstration or assistance. If possible, the chairs should be of a comfortable height for the children and the table at the proper height for the chairs.



Behind the teacher should be the blackboard. If there is no regular blackboard in the room, a move-

able one of the easel type, or a chart blackboard to hang on the wall, may be used. It would be well to place it a little to one side of the center of the worktable so that when the teacher is in her place, she need not be between it and the children.

At one side of the room may be a set of shelves or a row of chairs where the supplies may be kept. The different kinds of paper should be supplied by the school. The school may also supply pencils, crayons, and scissors, or each child may bring his own supply of these. Paste, paper clips, and similar supplies will no doubt be furnished by the school.

There should be some provision for separate shelf spaces where each child can keep his personal belongings. The children should be taught to take care of their own property and keep things tidy and in good order. In most cases this should present no problem. If any reminder is necessary, a businesslike report to the class by an inspector chosen from the group will be of more value than the teacher's admonition.

Moving quietly about the room, when there is purpose for it, should be the accepted procedure, rather than rigid adherence to a

routine. If the children sit quietly at their table for a prolonged period of time, it should be because they are held by their interest rather than by a rule. An atmosphere of informality and freedom is by no means inconsistent with the best of order and attention.

With a little ingenuity and effort almost any building can be made to yield some corner for the little children which will provide them with adequate working space and equipment. If, however, the class must be seated on benches or desks arranged in fixed rows, the teacher can still do a great deal toward creating a happy informal atmosphere in her classroom.

An informal, outgoing attitude on the part of the teacher; a pleasant, sincere smile; a natural, conversational tone of voice; and a spirit of genuine understanding and fellowship with the children will go a long way toward surmounting any obstacles that may appear to stand in the way of having the most efficient sort of class.

DEVOTION

Opening Song

The class may open their worship with a song, which is a prayer in itself. The same song should be used every morning for the opening, and should be memorized as soon as possible. One which is on the children's level, and is in the spirit of devotion is "Heavenly Father, Hear Thy Children" (Songs of Cheer, No. 10).

Scripture Reading: Matthew 6:25-34.

The brief passages selected for these readings usually include some part of the lesson story. In this way the children will become familiar with the phraseology of the King James Version of the Bible, while it will at the same time be given meaning for them by the story which will be told not long after the reading. These passages should be read reverently, with a natural inflection, and with little or no explanation. The general meaning of the passage will be interpreted in the Bible Story Period.

Prayer

If the children have not been accustomed to praying, the teacher may lead the prayer herself for the first several mornings, being careful to have her prayer brief, simple, and of the type that the children themselves might offer. Later on it may be well to ask the children to take their turns. It might be helpful to discuss each prayer before it is offered, allowing the children to suggest subjects for petition and thanksgiving.

Offering

To teach a child to give cheerfully and happily is not difficult, but to teach him to give intelligently is more difficult and also more important. For this purpose, the ceremony of the offering should be made a matter of careful thought and planning. The frequency with which the offering is taken will depend somewhat on the policy of the whole school. It would seem best that all the children bring their offering on the same day, however often that may be.

At the very beginning the class should decide for what the money is to be used. It may be best to use all of the offerings from the school to contribute to a common cause. If it can be correlated with the subject of the missionary lessons, so much the better. In any case, the

teacher and children should discuss frequently the purpose for which the money is being collected.

It will be noted that mention is made every day of an offering. This does not mean that an offering be lifted daily, but is simply a reminder that you may have planned to take the offering that day. Twice a week may be often enough—possibly on Tuesdays and Thursdays.

ROLL CALL

The roll call should be responded to by the child, standing or sitting, as his name is called, and repeating a Scripture verse. Encourage the learning of new verses; the pupil is not benefited by repeating, "Jesus wept" every day.

Occasionally it might be well to vary the routine by having a response with the books of the Bible, the naming of Bible characters, and so on.

BIBLE MEMORY PERIOD

There being two memory periods on the day's program, this one is devoted entirely to the learning of new Scriptures and the second period to reviewing the memory work of the past two years. For this year Matthew 5:1, 2, 13-20, and Psalm 1 are listed to be memorized. This may be more than can be learned. It is important to earnestly endeavor to cover the memory work assigned, but it is more important to see that what is taught is taught and learned thoroughly.

Specific suggestions for teaching each day's memory work are not given. Methods of procedure should be drawn from the teacher's experience and must be adapted to the type of pupils with which she is dealing. A few general suggestions might be in order.

On an average, one new verse is taught every day. The child should first be led to understand what the verse means. Sometimes this can best be done by means of a picture illustrating the truth taught by the verse. The two-cent size Perry pictures or the W. A. Wilde pictures may be used, or advertisements cut from good magazines are often very appropriate. However the picture **MUST** illustrate the verse, or the distraction will be greater than the good accomplished. Telling a brief story that brings out the point of the verse is also an excellent method of procedure, and one that will well repay the time and thought that must necessarily be expended in preparation.

Once the meaning of the verse is clear to the child, much has been accomplished toward memorizing it. There yet remains, however, the task of fixing that truth permanently in the mind and heart. It seems that a very effective means of doing this is by repetition. If the child repeats a verse over and over, not thoughtlessly but understandingly, an impression will be made that can never be eradicated. Giving the children opportunity to use the truths learned will through self-activity and expression help to further impress the verses learned. The truth fixed indelibly in the mind and heart of the child will certainly bring forth fruit.

In order to secure sustained interest and enthusiasm in memorizing Scripture it is essential to have various methods of drilling. If at all possible have the passage to be memorized written on the blackboard so that all can read it easily. You might have the class read the verse in concert a number of times; then call on certain groups to read

it—girls, boys, rows, etc.; have the class say it without looking at the board; and as soon as they think they can say it alone, have individual pupils try. It is a good thing to have short study periods of a couple minutes each. Arrange the pupils in class form, after a number of verses have been learned, and have them trap each other; or have two rows of pupils on opposite sides of the room and have a contest in spelling-match form. Use all the known methods of drill and devise new ones of your own.

Matthew 5:1, 2 is to be taught to-day. This is not a particularly inspiring portion of Scripture but it gives the setting both for the Beatitudes, which are to be reviewed in the Second Memory Period, and for Matthew 5:13-20, which constitutes the principal memory work of the term.

REST AND MUSIC PERIOD

After the more or less strenuous work of the Memory Period you will have much better attention for the Bible Story work if you first have a period of relaxation. This period is doubly necessary because of the fact that the recess period comes quite late in the morning.

There are numerous methods of conducting this period. Part of the period each day might well be devoted to light calisthenics. Then, too, there are a number of indoor drills that will be found suitable for this period, such, for example, as are given in Appendix of Primary IV Manual. The singing of hymns familiar to all the pupils should occupy the latter part of the period, as this will afford true recreation, at the same time being inspirational and getting the pupils in the proper frame of mind for the next part of the program.

BIBLE STORY

GOD'S CARE FOR BIRDS AND FLOWERS

(Matthew 6:25-34.)

Since there is no specific story connected with these references, the teacher may teach the meaning of them to the children by means of a nature study lesson which will illustrate some of the marvelous workings of the Creator in the things He has made. To do this, she should secure a number of fresh blossoms of simple structure, such as the lily, morning-glory, harebell, or nasturtium. Having acquainted herself thoroughly with the parts of the flower and their purpose, she may dissect one for the children, explaining the wonderful way in which it is planned. If she can have a whole plant, root and all, so much the better. When she has shared with them the beauty and wonder of it all in a way that is simple enough for them to comprehend, she should tell them the words of Christ in reference to the Father's care.

Did you ever see how a flower is made? Here is a nasturtium (or whatever plant is available). The roots go down deep in the ground. They are the mouths for the plant. They take food and water out of the ground. Then it soaks up through the stem and the leaves and makes them grow. The leaves take food and water out of the rain and sunshine. That soaks up through the stem again and makes it grow. It grows and grows until at last a wee, little bud begins to show. The bud grows and grows. After awhile the petals open and it is a flower.

This is the way the flower is made: Here is a ring of tiny green leaves we call sepals. Inside of that is the ring of beautiful petals.

Now we shall pull them apart and see what is inside. Down through the center is a long tube, with a tiny room at the bottom. That is the pistil, and in the tiny room at the bottom are the wee baby seeds.

The baby seeds want to grow into big seeds, so that we can plant them and grow more plants and flowers. But they can not grow all by themselves. They can not grow unless they have some pollen to grow with. And the pollen grows up here on top of these stems that we call stamens. How will it get down to the baby seeds that need it?

The heavenly Father planned for that when He made the flowers. Down in this long pocket (the spur of the nasturtium blossom) is some sweet juice that is called nectar. The bees make honey out of it, and the butterflies and humming birds like it, too. (If there are plenty of nasturtiums, each child may be allowed to bite off the tip of a spur and taste the sweet nectar.) Along comes a honeybee. He notices the bright colors of the flower petals and comes to see. He smells the sweet nectar in this little pocket. Down he goes, head first into the blossom. His long, hairy legs brush against the pollen on the stamens and it sticks fast to him. Away he goes to the next flower with yellow pollen hanging to his legs. When he stops on that flower, some of the pollen on his legs brushes off and goes down the long tube of the pistil until it reaches the baby seeds in the little room below. Now the little seeds can grow into big seeds.

When the big seeds are grown they are all ready to be planted and grow into more plants.

The heavenly Father takes care of the birds, too. He has taught them how to build their nests and take care of their little baby birds. He has given them beautiful coats of feathers. When winter comes and the wind is cold, some of them grow warmer coats of feathers so that they will be warm for the long winter, just as we put on warmer clothes when cold weather comes. Do you know what birds stay here during the winter? (Let the children help name a few of the most common winter residents.)

The birds who do not have warmer winter coats take a long trip when winter comes. They go south, where the weather is warm. The heavenly Father must teach them how, because they always know where to go when fall comes, and they always know the way. Whole flocks of them fly together for days and days, across the land and across the ocean, until they reach a warm country. There they live all winter long where the weather is warm and there is food for them to eat. When spring comes back to our country, then the birds come back, too. The little brown wrens that like to build in our bird houses are only about so big (show $4\frac{3}{4}$ inches) but they find their way back to the same little houses every spring. The tiny green humming birds are only about so big ($3\frac{1}{2}$ inches) but they fly all night long across the water of the ocean without stopping to rest.

Jesus said that the heavenly Father loves the little birds and flowers. If the heavenly Father loves the little birds and flowers and takes such good care of them, how much more will He love us and take care of us!

EXPRESSIONAL WORK

The children will enjoy making notebooks for this course. They may be made a leaf at a time, day by day, and the whole book bound together at the close of the course. There should be a set of shelves

or pigeonholes, or some similar place, in the classroom where the children may put each sheet as it is completed, keeping them all together and in good order until the book is ready to be bound.

The notebook should be of the large size listed in the Appendix. For posters, the regular construction paper on which the poster is mounted may be bound in the notebook in the same manner as the notebook sheets.

As each sheet is ready to be filed, the child should write his name neatly and inconspicuously in the lower right-hand corner and the number of the page in the upper right-hand corner.

Each day's work should pass the approval of the teacher before it is filed away for the notebook. This should be done informally and the teacher must remember to judge the work by the standards for a second-grade child and not by adult standards.

When the books are all completed, the children may make attractive covers for them of construction paper, punch holes in the sides and tie them with brightly colored cord or ribbon. The holes should be reinforced with linen gummed rings to prevent tearing out. (For source of supplies, see Appendix.)

For this expressional period a set of fourteen, four-color pictures, on cards 3" x 4", has been especially prepared and printed. Pasting these pictures in the notebooks and copying from the blackboard brief descriptions underneath them constitutes the main expressional work for the year. Suggestions for other forms of expression are also given, which may be used if time permits. A set of pictures should be procured for each child. The child should be given only one picture a day, however.

To-day the first picture of Series IV, entitled "The Garden of Eden," is used. This picture portrays the beauty of the birds and flowers and at the same time affords opportunity for a bit of additional teaching concerning God as the Creator and Sustainer of all things.

Show the children how to paste the pictures neatly on the notebook sheet and see that they center them properly near the top of the page. Write a few simple sentences on the blackboard in large handwriting and have the pupils copy this explanation underneath the picture.

PLAYTIME

This recess should, if possible, be spent out of doors, in active, happy games, with the whole class, including the teacher, playing together as one group. Unless the classes are small, it is usually best to have the lower grades have their recess together at a separate time from that of the upper grades. After the playtime, the children should be given time for drinks, and then return to their places in the classroom.

REST TIME

After a strenuous period of play on a warm summer day the children need to be given a few minutes time to relax and quiet down before proceeding with the work of the next period. A rest period of a few minutes will work marvels. The Rest Time may be made a good preparation time for the Music Period which follows. If the teacher is a fairly good singer, she may sing softly while the children listen. Such a period affords a splendid opportunity to teach a new song or

hymn. While the teacher sings, the children listen and rest, and their spirits and bodies are prepared for further work.

MUSIC PERIOD

If there are enough books for the children to use, they may sing a number of songs each day. The children should be allowed to choose some of the songs they wish to sing. The teacher should also have in mind for each day one or two songs which repeat the lesson theme. If the children can find songs illustrative of the lesson, so much the better.

For to-day's lesson the following songs would be good: "God Sees the Little Sparrow Fall" (Songs of Cheer, No. 73); "The Lesson of the Lilies" (Songs of Cheer, No. 96); "A Father's Care" (Life Songs, No. 239).

SECOND MEMORY PERIOD

In this period the following passages learned in Kindergarten II and Primary I are reviewed: Psalm 100; Psalm 24; Matthew 5:3-12; and Matthew 28:18-20. If these passages are new to most of the pupils, it is not expected that all this work be covered. In that event pick out the portions you think should be taught and concentrate your efforts on these, disregarding the assignments appearing daily under this caption. If the assignments given are followed, an average of two verses will be reviewed each day.

A procedure similar to that presented in the previous memory period may be followed. Write the memory work for the day on the blackboard. Call upon the children to read the verses in concert and individually until they have them quite well in mind. Then the verses should be erased, and recited from memory, repeatedly, until they are thoroughly memorized. When the new verses for the day have been learned, the children should always repeat the whole passage of which they are a part, including the new verses. This serves to retain the whole passage by review and also to link the new with the whole, making of it a unit. This is important and should never be omitted.

Teach verses three and four of Matthew 5 to-day.

MISSIONARY STORY

GOD'S LOVE FOR ALL THE LITTLE CHILDREN OF THE WORLD

(The children in this class no doubt have some acquaintance with our mission work in India. The teacher should make sure of this before proceeding with the story. A visit to the missionary sand tray of Kindergarten I and the map of Kindergarten II would be helpful and interesting.)

Late one evening, in the rainy season, a man appeared at the south Sundarganj Mission bungalow. He had a large stick in his hand for protection against wild animals and snakes and a pole across his shoulders with a big round basket hanging from each end. Who could it be and what might he have in these baskets, coming through all this rain? His clothing was wet and he was cold and hungry. Falling on his face at the feet of the missionary, he said, "Maha Raj," which means "Great King." (This is a common salutation from an Indian to an European.) "I am in trouble. Please help me. I have here a tiny baby a week old. His mother died when he was born and there is no one to give him proper care. I am his father. I have walked

all the way from Sihawa, forty-two miles from here. The missionary lady at Ghatula gave me a can of condensed milk, a bottle, a spoon, and a pot of clean, boiled water with which I could prepare food for this baby on the way. Please, won't you take my little boy into your baby home and care for him for me?"

Arrangements were made by telephone with the manager of the baby home to take the little baby. The baby and his father were made comfortable for the night at the mission bungalow. How the missionary's own children were interested in this poor, thin, motherless baby, unclothed on a disagreeable, cool, rainy night.

The next morning early the father walked seven more miles to the place that was to be home for his baby. Was it hard to leave him with strangers and go back home nearly fifty miles away? Yes, but he was satisfied that his child would have good care, because the missionaries knew a God that he did not know. They loved little brown children, and they would love his baby.

All this was not easy for the missionary lady. The baby had been given opium, a kind of medicine, to make it sleep. This made trouble with its feeding. The missionary spent many a night with little sleep, taking care of the little sick baby, until he was well and strong. But she loved the little brown boy, and was glad to see him grow stronger every day.

—Mrs. M. C. Lehman.

Missionary Poster Work. The children will derive a great deal of education and pleasure from the building up of the "Life in India Panel Posters." See Appendix for procuring this. The simple directions which accompany the posters will enable the teacher to direct the children in their work with little difficulty. The children should do the cutting and pasting, but the teacher should keep the large panel under her own supervision. When a piece has been cut, it should be brought and fitted to the picture before the paste is applied, in order to make sure that it will fit.

Since it is impossible to predict the rate at which different classes will be able to work, no further directions will be given for the poster work. The teacher can easily plan how much will fit into her schedule time. She should not attempt to hurry the work in order to finish all the posters, but rather do as much as her class can accomplish well, and leave what is not done, for another time.

CLOSING PERIOD

The children may sing in closing "Closing Prayer" (Songs of Cheer, No. 33).

Following the song the teacher may then dismiss the class with a brief, simple prayer.

DISMISSAL

See that the pupils leave the building quietly and in order, so as not to disturb the classes not yet dismissed.

THEME: DEPENDENCE

Hagar and Her Little Son

(Genesis 21:14-20.)

Materials: Small pictures for each pupil—Hagar and Ishmael; construction paper; scissors; paste.

TO THE TEACHER

The term of Summer Bible School is very short indeed. For this reason the teacher should earnestly strive to make use of every moment of time and to improve every opportunity within her reach. She should see her task as being one of contributing to the spiritual growth and mental development of the children in every way possible, in order that they may be better fitted for service for the Lord. If this wider point of view is kept in mind, she will not go far wrong in administering the details of the daily program. Anything that will contribute to her fuller understanding of the children she is teaching will also contribute to her efficiency in getting across to them the information that is to be taught. In the final analysis it is children more than subject matter that she is teaching, though it is exceedingly important that the right subject matter be chosen. The proper curriculum having been determined, it is the child himself who is of chief importance. It is for his welfare that the program has been arranged.

A most excellent means of arriving at a proper understanding of the children is to visit them in their own homes and to become familiar with their environment. The school should be organized and the teachers chosen far enough in advance of the opening of the school that the teacher will have opportunity to visit the homes of her pupils before her work begins. That will give her a good beginning for the first day, both in the children's acquaintance with her and in her acquaintance with them.

If it is impossible to do this, the teacher should make it a point to become acquainted with the homes of her pupils as soon as possible after her school has begun. To know the home environment of her children will help immeasurably in her understanding of each child. His habitual reactions will necessarily be somewhat different if he be an only child, the oldest, the youngest, or an in-between member of a large or small family. It makes a difference whether he comes from a home where there is much freedom or one in which there is much supervision. Are his parents religiously inclined or ungodly and indifferent? All of these things the teacher will need to take into thoughtful consideration in dealing with each pupil. She therefore is duty bound to acquaint herself as thoroughly as possible with the background of every one of the pupils in her charge.

In addition to learning to know her children by these visits, the teacher will enlist the active friendship, interest, and cooperation of the parents in the work of the school. Furthermore, the teacher who is receptive and wide-awake to possibilities will be able to learn something constructive from every father and mother on her list.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children" (Songs of Cheer, No. 10).

Scripture Reading: Genesis 21:14-20.

Prayer

Offering

A good song will add greatly to the ceremony of the offering. The following would be appropriate: "Little Children Far Away" (Songs of Cheer, No. 120); "We Are But a Band of Children" (Songs of Cheer, No. 123).

ROLL CALL**BIBLE MEMORY PERIOD**

Teach Matthew 5:13 to-day.

REST AND MUSIC PERIOD**REVIEW**

This period is to be occupied in reviewing the Bible Story of the preceding day's lesson. This may be done with the aid of the picture. It would be fine to have individuals take turns at standing in front of the class and tell the story. Afterwards the teacher could supply the details omitted, make applications, and so on. It would be well also to prepare simple objective tests, several examples of which are found elsewhere in this Manual.

BIBLE STORY**HAGAR AND HER LITTLE SON**

(Genesis 21:14-20.)

Ishmael and his mother, Hagar, were part of Abraham's family, but now they were to go away and live by themselves.

Abraham got up early in the morning to help them get started. He gave them some bread for their lunch and a bottle of water to drink. He lifted the water bottle for Hagar and set it on her shoulder where it would be easy for her to carry. Then Hagar and Ishmael started off on their trip.

They walked and walked until they came to a wild, lonely country where no one lived. After awhile they had drunk all the water they had in the bottle, and could not find any more. They were very thirsty. They walked around awhile longer, but they could not find any water and they were getting thirstier all the time. Ishmael was so thirsty that he began to be sick. Hagar helped him as long as she could. At last she laid him down under the shade of a little bush. Then she went away from him a little way and sat down. She thought her son was going to die, because he was so thirsty and she could not help him. It made her very sorry to see her poor little boy suffer and die, and she did not even want to see him, when she could not help him. So she left him lying under a bush and sat down away from him and cried.

But the heavenly Father had heard Ishmael. He sent an angel to talk to Hagar. The angel called to her, "What is the matter, Hagar? Do not be afraid, because God has heard the boy, where he is. Get up and take care of the boy. God is going to help."

Then Hagar looked around, and God showed her a well of water close by. When she saw that, Hagar was glad. She hurried and filled her water bottle with water and carried it to Ishmael and gave him a good drink of water.

After he had had a good drink, Ishmael felt better. He soon was strong enough again to help his mother. He and Hagar made a home for themselves there in that country. As Ishmael grew older he went hunting with his bow and arrows to get meat for his mother, and they lived together in the wild, lonely country. The heavenly Father helped Ishmael and took care of him.

EXPRESSIONAL WORK

The children will be attracted by the beauty of to-day's picture of Hagar and Ishmael in the desert. Have them paste this picture in their notebooks as they did yesterday, and prepare a simple description for copying underneath the picture.

In the Appendix will be found an illustration showing how water bottles used in oriental countries are made from animal skins, usually goat skins. The teacher may allow the children to examine this picture to get a clear idea of the shape of some of these bottles.

The bottle used by Hagar was likely made of some animal skin such as these shown. She carried the bottle on her back, or shoulder. The fact that this leather bottle was something like a bag made it practical for her to carry it in this manner. The teacher might carefully sketch a drawing of this type of bottle on the blackboard and let the children copy a free-hand illustration for their notebooks, if there is sufficient time.

PLAYTIME

REST TIME

MUSIC PERIOD

"He Cares for Me" (Songs of Cheer, No. 78).

SECOND MEMORY PERIOD

Review Matthew 5:5, 6 to-day. Be sure that the children understand what the verses mean, especially those pupils who are learning the Beatitudes for the first time.

MISSIONARY STORY

GOD LOVES THE BOYS AND GIRLS ALIKE

After early breakfast one Tuesday morning, three Bible women, with a missionary, started on their day's work. Among the several homes visited this morning, they came to one where the mother was giving her baby his daily bath. In fact, she had just completed this work and was happy to place her clean, well-oiled baby in the missionary's lap. He was now six months old. He had just had a good bath, a good rubbing with oil, and a good feeding, and he was ready for a jolly time. The mother was very happy because her baby was a boy.

The missionary was delighted to hold this darling baby and play with him. He smiled and cooed. He was so active that it was difficult to hold him, for he had just been well oiled and was as slick as butter, and he was in his "birthday clothes," as all Indian babies are,

It was soon noticed that this mother was loved by her mother-in-law, who was also happy about this grandson. Such a nice boy must surely have a nice name. But, no! He was called "Mahatar," meaning "sweeper," to keep off the evil spirits. The Indian mother thinks that if she gives her baby an ugly, worthless name, the evil spirits will think he is an ugly, worthless baby, and will not bother to hurt him.

The missionary told the mother and grandmother a Bible story; then she and her Bible women went on to the next house.

The scene in the next house was quite different. Here were several children. There had been ten, but only five were living. Those five were all girls. The mother was thin and sad. Her mother-in-law was very cruel to her, and her husband beat her and cursed her. She worked hard and tried to please them, but it did no good. They hated her because her children were all girls, and the Indian people think that boys are worth more than girls. Her family thought that this mother must be very wicked because she had no sons.

Here the missionary tried to tell the poor, unhappy mother and her family about God, who loves girls and boys alike.

—Mrs. M. C. Lehman.

Missionary Poster Work: Continue the work begun yesterday.

CLOSING PERIOD

Sing, "Closing Prayer" (Songs of Cheer, No. 33), and close with prayer.

DISMISSAL

THEME: DEPENDENCE

David and the Lion

(I Samuel 17:32-37.)

Materials: Small pictures for each pupil—David and the Lion; drawing paper; crayons.

TO THE TEACHER

The fact that a child remembers ninety per cent of what he himself does, seventy per cent of what he says, fifty per cent of what he sees, and only ten per cent of what he simply hears, speaks for itself as to the importance of the expressional work in fixing in the minds of the children the facts which the teacher has attempted to give them.

To be really expression, the action must come from within the child, and should neither be forced upon him against his will, nor dictated to him without his will. Thus it might seem best to allow the children some choice in their means of expression. With enough time and equipment, this method would be the most effective in the end, but the limited time and often limited equipment of the Summer Bible School seem to make it advisable to have a little more fixed program of expressional work than would be necessary otherwise. This need not mean any lack of efficiency in the results of the expressional work. A teacher who is tactful and understanding can have her class as whole-heartedly with her in the directed work as in the free work, and that is the important element. Besides, the children have now reached the age when they are becoming more critical of the amateurish appearance of their work, and will welcome suggestions from the teacher which will help them in producing a more finished product.

Notebook work has been suggested for this year, with something of a balance among the relative degrees of free and directed work represented by drawing, poster-making, and written work. This should satisfy the needs of different types of children in the class, and give a pleasing variety to their notebooks as well.

Lovely four-color art pictures on cards 3 x 4 inches, illustrating each day's Bible Story, are provided for the children's expressional work. The pasting and arranging of the pictures will furnish desirable activity and will at the same time make an interesting and worth while notebook. The pictures will be an effective means of enabling the child to call to mind the stories they represent. Simple written work, describing the picture, is requested of the children. In most instances, however, the teacher should have the children copy a simple description from the blackboard.

Construction paper will serve very well for the making of posters. It is available in a variety of colors (see Appendix for source) and it will usually serve the same purpose as Bogus Bristol, manila paper, and oak tag, which are more expensive.

The teacher should carefully avoid comparison of one child's work with another, or choosing the "best" in the class. Each child should be encouraged to do his best work every day and more than that can not be expected of him.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children" (Songs of Cheer, No. 10).

Scripture Reading: I Samuel 17:34, 35.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL

BIBLE MEMORY PERIOD

Matthew 5:14 is to be taught to-day.

REST AND MUSIC PERIOD

REVIEW

BIBLE STORY

DAVID AND THE LION

(I Samuel 17:32-37.)

When David was a boy he used to take care of his father's sheep. They did not have fences around their fields in those days, so that they could just chase the sheep into the pasture and shut the gate. Some one had to take the flock far away, out into the wild, lonely country, and find places where the grass grew green for them to eat. Then he had to watch the sheep all day long so that the bears and lions would not come and eat them. A man who took care of sheep was called a shepherd.

David was a shepherd boy. He loved the sheep and took good care of them. In the morning he would take them out of the pen where they slept at night and lead them away to pasture. But he did not chase them in front of him. He walked out ahead and called to them. The sheep knew David and knew that he would take good care of them, so they followed him wherever he went.

David walked out across the hills and through the little valleys, looking for good pasture for his sheep. Behind him the sheep came running along. They were not afraid as long as David was taking care of them.

One day while David was out in the field with his sheep a lion came by. The lion was hungry. He wanted some meat for dinner, and a young, tender lamb looked good to him. So the lion slipped into the flock and caught a little lamb.

But David saw the lion and heard the little lamb cry. He ran after the lion and hit him, and took the little lamb out of the lion's mouth. Then the lion turned around to bite David, but David caught hold of the lion's beard and hit him again and killed him.

Another day a bear came by. He slipped into the flock and caught a little lamb, too. But he did not get away with the lamb either, because David was right there. David saved his little lamb from the bear, too.

EXPRESSIONAL WORK

The picture to be pasted in the notebooks to-day is entitled, "David and the Lion"—a vivid picture, indeed. While the children are busy pasting the pictures, write a concise statement on the blackboard for them to copy.

If time permits the children may wish to draw with their crayons, free-hand pictures of the story. They should be able to make very satisfactory scenes, with earth and sky meeting in the background, and the flock of sheep pictured in the field. They should be allowed full freedom in making their own interpretation of the scene.

PLAYTIME**REST TIME****MUSIC PERIOD**

"Thou Art My Shepherd" (Songs of Cheer, No. 95).

SECOND MEMORY PERIOD

Teach verses seven, eight, and nine of Matthew 5 to-day, if possible.

MISSIONARY STORY**GOD PROTECTS HIS OWN**

Over thirty years ago, on the other side of the world, a dreadful thing happened. There was almost no food for the people to eat and thousands of people starved to death. What food there was in that country was owned by people with money, and they sold it at such big prices that the poor people could not afford to buy it. After their own small supply was used up, they would trade in their jewelry, and then their brass dishes, until nothing was left.

One of these poor people was Ramoti Dai. "Ramoti" was her name and "Dai" means mother. Her husband had already died from lack of food, and she and her two little boys were left. When there was nothing more to eat at home she traveled miles and miles to the mission kitchen, where she had heard there were white people who fed poor hungry persons at a famine kitchen. Weak, thin, hungry, she slowly made her way to this place, taking her two little boys with her. One day they came to a large market place and the oldest of the little boys was lost in the crowd. At first the mother thought he was with relatives and did not worry, but soon she knew that he was really lost. She was very, very sorry.

One night she and her other little boy slept out beside the road. A tiger came sniffing around and nearly buried them in the sand that he pawed up, but he went away without hurting them. The mother said, "We were not fat and juicy enough for him, so he went away and left us."

When she and the little boy at last reached the famine kitchen, they were both so sick that the helpers at the mission were afraid that they could not help them. The little boy died, but the mother grew better.

When she was well and strong again, Ramoti Dai helped to take care of the missionary's children; but she never forgot about her little boy who was lost. The missionaries tried to find him for her, but they could not find anything about him for a long time. For years and years they kept asking and looking for Ramoti Dai's boy.

Then one day, when he was a grown man, they found the boy who had been lost so long ago in the market place. He and Ramoti Dai were very, very glad to see each other. The son moved his family close to the mission. Soon they learned to love the same Jesus that Ramoti Dai had learned to love.

Missionary Poster Work: Insist that the children do careful and neat work.

CLOSING PERIOD

Sing "Closing Prayer" (Songs of Cheer, No. 33), and close with prayer led by the teacher.

DISMISSAL

THEME: DEPENDENCE

Hezekiah's Trust in God

(II Kings 18, 19.)

Materials: Small pictures—Hezekiah Praying; paper; pencils.**TO THE TEACHER**

To become an accomplished story-teller requires a great deal of preparation and practice. In the Bible school, and especially in the Primary classes, the story is the heart of the lesson about which the whole day's program centers. Since the story is so important a part of the day's work, it is good to consider what ends are desired to be accomplished by the story.

First of all, the teacher wishes to teach the children the facts of the Bible narrative, and teach them in such a way that they will remember these facts. She wishes these facts all to point to one certain fundamental theme which is the theme of the day's lesson.

Then, too, the teacher should desire to further the development of the child. With all these things to be accomplished it is obvious that the more convincingly she tells her story, the better her success will be.

First of all, the story must be properly constructed. It should begin compellingly, with an appeal that will catch and hold the children's attention from the very first. It should not be necessary to tell the class to pay attention. If she tells the story skillfully and interestingly she will have her audience with her so completely that they will not think of being restless.

Once begun, the narrative of the story should move on rapidly, passing smoothly and logically from one event to the next, each event contributing definitely to the building up, step by step, of both action and interest to the climax. The climax should be brief and concise. After that the conclusion should be very brief and restful, really closing the events of the story and not suggesting or introducing any new element.

Even though the story may be well planned, there are yet a number of things essential to the effective telling of it. In the first place, the story-teller must know her story. Not only must she be familiar with the sequence of events so that there need be no repetition or hesitation in her telling, but she must also know the spirit of the story and the lesson it teaches. More than that, she must put herself in the mood of the story and really appreciate it herself. If she cannot do this, she should choose another story.

It is much better to tell the story than to read it. In telling the story, the teacher is free to face the children and can tell as much by her expression as with her lips. She will find the interest and attention of her pupils twice as great when she tells the story, looking right in their eyes, as when she is bound to a book. This will of course mean thorough preparation of the text of the story. It does not mean,

however, that the story is to be memorized. In reciting a memorized story the teacher is again bound. In her effort to recall words she forgets the idea she wants to get across. This is the ideal: The teacher should know thoroughly the sequence of the story, the spirit of the telling, a few significant recurring phrases, and then tell it, eagerly, whole-heartedly, in her own words and manner, and from the depth of her own experience.

In telling the story the story-teller should use a natural conversational tone and speak in a low, pleasant voice. If there is any disturbance in her audience, she will sooner regain quiet by lowering her voice than by raising it. She should also be careful to avoid any nervous mannerism or any detail of dress that might detract the attention of the children from the story.

It is a common fault to speak "over the heads" of children. The story must be expressed in language that is in the range of the children's vocabulary and experience if they are to get its meaning. In preparing a story the teacher must take into account the range of experience of her pupils. If she is speaking to city children and uses a country word, she should give some sort of explanation. Often it can be done without interrupting the thread of the narrative. She may come to the word "shepherd" and add in a parenthetical tone of voice, "Shepherds are men that take care of sheep," and then go swiftly on with the action. An occasional new word may thus be introduced to the children's vocabulary, but the teacher should be careful that it does not interfere with the chief aim of the story-telling—the meaning of the story.

The teacher's best guide as to the efficacy of her story-telling methods is the reaction of her pupils. By watching the children's faces, paying thoughtful attention to their subsequent comments and reactions, and by unceasing study and effort, anyone should be able to make the Bible Story Period both pleasant and profitable.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children" (Songs of Cheer, No. 10.)

Scripture Reading: II Kings 19:14-20.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL

BIBLE MEMORY PERIOD

Matthew 5:15 is to be taught this morning. This verse will lend itself very well to literal illustration if candles are available. See that the children get the practical application.

REST AND MUSIC PERIOD

REVIEW

BIBLE STORY

HEZEKIAH'S TRUST IN GOD

(II Kings 18, 19.)

Hezekiah was king of Judah. He was a good king, who loved the heavenly Father and tried to please Him. He tried to teach the people

how to please the heavenly Father, too. King Hezekiah broke up the idols which the people had been praying to and cleaned up the beautiful Temple. Then he sent for all the people to come together to the Temple and have a big church meeting and pray to the heavenly Father.

The king of Assyria made the king of Judah pay a tax to him every year. It was a big tax and the people of Judah were poor. Besides, the land did not really belong to the king of Assyria. The people of Judah paid the tax only because they were afraid of the king of Assyria.

So King Hezekiah said to King Sennacherib, who was king of Assyria, "We won't pay your tax any longer."

When King Sennacherib heard that he was very cross. He gathered together a large army of soldiers and came to fight against King Hezekiah. King Hezekiah built up the walls of Jerusalem higher and stronger and waited for King Sennacherib.

King Sennacherib and his great army came down through Israel toward Judah. Everywhere he went he fought against the cities and took them for his own. His soldiers went into the cities and took anything they wanted. They took the people, too, and sent them far, far away to another country where they were scattered around and separated from their friends. And all the time he kept coming closer to Jerusalem.

When King Hezekiah knew the big, strong Assyrian army was coming, he was afraid because he had offended King Sennacherib. He saw that when King Sennacherib reached Jerusalem he would take it too, and carry the people away from their homes to a far country. Hezekiah was very sorry, because he did not want that to happen to his people, so he sent word to King Sennacherib and said, "I'm sorry I said I would not pay the tax. Tell me what the tax is and I'll pay it all."

So King Sennacherib asked for a bigger tax than ever before. King Hezekiah had a hard time finding enough money to pay the tax. He took all he could find out of his own house, and he even had to take some from the Temple to make enough. He sent it all to King Sennacherib.

But King Sennacherib was still not satisfied. He decided that he would come and take away King Hezekiah and all the people of Jerusalem. So he wrote a letter to King Hezekiah, telling him this,

"I'm going to come and take your people away. You don't need to think that your God can protect you and save you from me. Look at all the countries around you. Their idols could not help them. I burned up all their idols and took the people away. That is the way I am going to do to Jerusalem and your God can't help you. You had better not try to fool yourself that He can."

King Hezekiah received the letter and read it. Then he went to the Temple and spread out the letter and prayed to the heavenly Father about it. He said to Him,

"O Lord God, Thou art the God who made heaven and earth. Listen to us, Lord, and see what Sennacherib says about Thee. We know that Sennacherib has burned up the idols of the other countries, but they were not really gods, but only idols. We know that Thou art the only God and that Thou canst help us. Now, please, Lord God, save us from King Sennacherib."

The heavenly Father heard King Hezekiah's prayer. He sent the preacher, Isaiah, to King Hezekiah to say to him,

"Don't be afraid, because the heavenly Father has heard your prayer about King Sennacherib. He says about King Sennacherib, 'He shall not come into your city, nor shoot an arrow against it. He shall go away by the same way he came and shall not come into this city. I will defend the city and save it.'"

So King Hezekiah did not worry any longer. That night the heavenly Father sent an angel from heaven down to the camp where King Sennacherib's army of soldiers was sleeping. When the army got up in the morning a great many of them were dead. So King Sennacherib went away and never came back to bother King Hezekiah again.

EXPRESSIONAL WORK

To-day's picture is one of Hezekiah praying. Follow the usual procedure of having the children copy the simple story underneath the picture they have pasted in their notebooks.

PLAYTIME

REST TIME

MUSIC PERIOD

If you have ready access to "Songs for Little People" you might teach the children the song, "Night and Day" (No. 40).

SECOND MEMORY PERIOD

Review verses ten and eleven of Matthew 5 to-day.

MISSIONARY STORY

MY FIRST VISIT TO AN INDIAN VILLAGE SCHOOL

"Father, what are you going to do this week?" I asked.

"I am planning to spend this whole week out among the village schools."

"Then may I go along, too?"

"All right. Go get your things ready."

And so the bargain was made. I was going with father to visit the Indian village schools in his charge.

We started out that noon at twelve. It made a person sweat to push his bicycle along over all sorts of roads, even over fields. When we got there, instead of finding a nice, big stone building, it was simply a little mud shanty with one big classroom and two little rooms where the master and his wife stayed. In India a teacher is called a master. Instead of a lovely, big campus this village school had about a quarter of an acre inclosed by a wall made out of wood and stone.

This is where a school of about forty boys is held. It is divided into four different classes. First there are the small boys in one class, with the master's wife for their teacher. The second class is in charge of another master; and the third and fourth are taught by the head master.

The first thing that they have on their school program is prayer. After that they go to their classes and stay there from about eight o'clock until twelve o'clock. Then they go home and have their

“bassy” (rice water and a little rice left over from the night before), and then they go out to the fields.

To get the boys to come to school is a matter quite different from that in America. In the first place the parents do not care if their children go to school or not, because when the children do not go to school they are supposed to help their parents in the field and the father does not have to do so much work. So the schoolmaster has to go around to all the different villages and bring the children to school.

In the evening father and I went out to some of the villages from which our boys come to the school and we had them get up and repeat the Ten Commandments in front of their Hindu parents and sing some of the songs they had learned in school. This is the way we spent our evenings. We also had three boys who had been taking Bible lessons in one of our schools get up and speak to the people. In this group of people were their own father and mother. The boys told the people that Hinduism was wrong and that they should become Christians and accept Christ.

We also tried to help the farmers to raise better crops. One of the projects was to show the villager what he could gain by having a silo—not the kind of silo you might be thinking about, but just a hole dug in the ground in which is placed the last green grass that can be had. The missionaries have such silos. In the hot season, when there is no green grass, they call in the villagers and open this in front of them and feed the grass to some cows to show them that the cows actually eat it. Now a few of the Indians have silos. Another project is to teach the boys how to build better houses.

I enjoyed the week with father very much.

—Waldo Lehman.

Missionary Poster Work: Continue this as usual.

CLOSING PERIOD

Sing “Closing Prayer” (Songs of Cheer, No. 33), and close with prayer.

DISMISSAL

THEME: DEPENDENCE

The Lost Man

(Luke 23:39-43.)

Materials: Small pictures—The Son of God Who Died for Me; paper; pencils.

TO THE TEACHER

Most children love to sing, and they should be allowed to choose songs they love. They should be taught to sing in quiet, pleasant tones, placed high in the resonance cavity rather than down in the throat or chest. There is no virtue in singing loudly, and it strains the children's voices and produces harsh, unpleasing tones. The teacher should strive for quality rather than volume. This can best be done by example. If the teacher sings in a pleasant, well-modulated voice the children will be likely to imitate her. In teaching a new song, she should teach it as a whole, rather than a line at a time. First, she may sing through the whole stanza several times to give the children a feeling of the melody. They should be taught to listen until the time comes for them to sing, rather than to snatch at bits of the melody before they have had a chance to hear it well. Then the teacher may ask the children to sing with her, singing the whole song through again. If there is any particular phrase that gives difficulty, she should sing it over, calling attention to the correct way, rather than repeating the incorrect notes. The children should repeat the difficult phrase until they have mastered it, and then sing the whole song through again. A new song should be sung again and again, until it has sung its way into the very hearts and lives of the children.

The songs chosen for little children should be simple and understandable, both in words and music. Two or three musical phrases, repeated throughout the song, is much better than a more intricate melody. Little children often form absurd, meaningless conceptions of the words of a song that is above their comprehension. The teacher should carefully think through the words of a song she is choosing and analyze what meaning they will have for the children of her class. In doing this she should remember that a seven-year-old child still does little interpreting of abstract symbolism (words). If a child is really to worship as he sings, he must have some notion of what he is singing.

Singing is a natural, spontaneous means of expression for a child. The music period should be one of the happiest times of all the day, with the children singing whole-heartedly, because they love it.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children" (Songs of Cheer, No. 10).

Scripture Reading: Luke 23:39-43.

Prayer

Offering: To be lifted now, if desired and planned for.

ROLL CALL**BIBLE MEMORY PERIOD**

Verse sixteen of Matthew 5 constitutes the new work for to-day.

REST AND MUSIC PERIOD**REVIEW**

The teacher may prepare copies of a list of questions similar to the following, and give the children each a copy. Then she may read the questions slowly and distinctly while the children follow on their papers. At the end of each question she should wait while the children write the answer "Yes" or "No" in the space left for that at the end of the line.

Grading should not figure much in a project of this kind. When the questions have all been answered, the teacher may go over them again, allowing the children to answer them orally. She should make sure that every child understands the correct answer. If a child has answered one wrong, he may draw a line through the wrong answer and write the correct one above it, and that is all the grading that will need to be done. Each child can see for himself how many he had right and how many he had wrong.

This sheet may then be put into the notebooks.

1. Was King Hezekiah a good king? (Yes)
2. Did King Hezekiah love God? (Yes)
3. Did King Hezekiah pray to idols? (No)
4. Did King Sennacherib love God? (No)
5. When King Hezekiah paid the tax, was King Sennacherib satisfied? (No)
6. Did he bring his soldiers to fight against King Hezekiah? (Yes)
7. Did King Hezekiah fight him? (No)
8. Did King Hezekiah pray to God to help him? (Yes)
9. Did God help him? (Yes)
10. Was Isaiah, the prophet, a friend of Hezekiah's? (Yes)

BIBLE STORY**THE LOST MAN**

(Luke 23:39-43.)

Wicked men who did not love Jesus sent soldiers one night to take Him prisoner. They brought Jesus to court and pretended to have a trial for Him. It was not a real trial, because no one could find anything wicked that Jesus had ever done; but they did find some men who lied about Jesus and said He was wicked. Then the wicked men all called out, "Crucify Him."

The worst thing that they did to a criminal in those days was to crucify him. They would make a large cross of two pieces of wood nailed together like this (show with pencils or sticks). They would put the man on the cross with his arms stretched out on the cross-piece, and nail his hands fast to the wood. Then they would nail his feet fast to the other piece of wood. The cross would be placed upright in the ground like a post, and there the poor man would hang by the nails in his hands and feet and suffer until he died.

That was the way they crucified Jesus. On either side of the cross

where He was hanging they set another cross, each with a robber fastened to it.

As Jesus was hanging on the cross, the wicked men walked by and made fun of Him. They said, "If you are the Son of God, save yourself and come down from the cross."

One of the robbers, who was hanging on one of the crosses beside Jesus, said to Him, too, "If you are the Christ, save yourself and save us."

But the other robber said to this robber, "Don't you know that we are being punished for the wrong things we did, but this man has done nothing wrong?"

This man knew that he had done wrong, and he was sorry. He knew, too, that he could not get to heaven by himself, but Jesus could help him. So he said to Jesus, "Lord, remember me when you come into your kingdom."

Jesus saw that the poor man was sorry for the wicked things he had done, and He forgave him. He said to him, "To-day you shall be with me in Paradise."

So the poor robber was happy, because he knew that when he died he would go to heaven and be happy with Jesus.

EXPRESSIONAL WORK

Have the children paste the picture "The Son of God Who Died for Me" in their notebooks. Then write on the blackboard the request of the thief on the cross and the answer of Jesus, and have the children copy this beneath the picture.

"Lord, remember me when thou comest into thy kingdom."

"To-day thou shalt be with me in Paradise."

PLAYTIME

REST TIME

MUSIC PERIOD

"The Children's Friend Is Jesus" (Songs of Cheer, No. 76).

SECOND MEMORY PERIOD

Take up verse twelve of Matthew 5 to-day and review thoroughly the whole of the Beatitudes.

MISSIONARY STORY

TRAVELING BY CYCLE AND OXCART

According to agreement I brought the bicycle with me, and our fellow missionaries camping in Nagri took an extra oxcart or "chakra" (pronounced chukra), and with them went our American guest. It was arranged between us that I should ride by bicycle to their camp from ours and bring our guest back with me in the "chakra." I do not know just why it is called a "chakra" unless it is because it is a sort of overgrown Indian cart with no springs and "chucks, chucks" over the roads, almost "chucking" the riders out of it at times.

Well, to get the "chakra" and return with our American friend I had to go to Nagri, thirty miles away, on the bicycle, and I counted on the whole day for the trip. Although it was winter in India, yet in that country the noonday sun is hot, and one has to be careful not to overdo oneself on a bicycle ride.

Early in the morning I got up, ate a fair helping of eggs and toast and bacon, and sipped my tea. Mother packed the lunch, while I saw that the bicycle was in good condition and that I had plenty of patches and cement to mend the tires. The rifle was strapped to the frame, the lunch to the handlebars, and a blanket to the carrier on the rear, and by half-past six the farewells were given and I was off. For six miles the road led through fields and little villages. At every village a number of men, women, and children came out to gaze at this white traveler, wondering, of course, where he was going and where he had come from. At several places women had brought ropes from their houses and stretched them across the street to stop me and beg for money. I did not know it then but I learned later that there was a marriage and that they with their friends wanted more money to buy liquor.

At eleven o'clock I was fifteen miles from home in a forest village. I hunted out the main house in the village and asked for permission to eat my lunch on the front porch. The request was readily granted, and I sat down on the bed which was brought for me by my host, unwrapped my lunch and spread it out on some paper, set the water bottle beside it and prepared to eat. The host sat at a respectful distance away and ordered the curious men, women, and children who had gathered, to sit back. Everything was painfully quiet while I ate and they all watched me. But I had to have my lunch and a nap, so I ate and then lay down and slept, while the natives sat and watched me.

Then I was off again, riding through a heavy jungle along a cart road lined by such tall grass that I was often hidden from any man or animal that might have been standing among the trees. Once I smelled a tiger but he did not molest me, and I did not stop to make his acquaintance. Then I heard a "Wush, wush" and quickly alighted from my bicycle and unstrapped the gun, hoping to get some of the wild pigs that were lurking near, but they dashed off into the depth of the undergrowth and were gone. Monkeys chattered on my left, but I returned to the road and went on.

At evening time I rode into the camp of my missionary friends. The next morning we were soon ready for the return journey in the "chakra."

We rode for an hour over the same road I had traveled the day before. There was a huge deer standing a hundred yards ahead of us. He stood quietly gazing at us, and we got our rifles ready for a shot. Within about eighty yards we stopped the cart. My friend raised his gun and took aim while I quietly released the safety catch of my rifle. The slight click was heard by the deer and he was off like a shot.

At sundown our tired oxen pulled us into the camp. We were glad to be at home and ready for a good supper.

—George J. Lapp.

Missionary Poster Work

CLOSING PERIOD

Close with a stanza or so of song and prayer.

DISMISSAL

THEME: KINDNESS

Abraham's Kindness to Others

(Genesis 18:1-10.)

Materials: Small pictures for each pupil—Abraham and the Three Strangers; construction paper; paste; scissors.

TO THE TEACHER

Visualization is one of the most effective means of conveying ideas to children. A very convenient and efficient means of visualization is the use of pictures. The teacher of little children should train herself to study pictures and use them much.

For this course beautifully four-colored art pictures on cards 3 by 4 inches are planned as an integral part of the expressional work. The value of these pictures in expressional work may readily be noted. In the first place they are of the highest possible quality that may be had. The art of the pictures is the best that can be had from modern printing. The subjects are usually reproductions of the paintings of some of the masters of Biblical art, or of paintings specially prepared by modern artists. These pictures illustrate some particular section of the lesson story and are therefore a real aid to the child in visualizing the story and in reproducing it in simple writing in the notebook. A notebook of fourteen pages with such a lovely art picture at the top center of each page will be exceptionally attractive when completed neatly. The child will ever cherish this treasure from Summer Bible School.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children."

Scripture Reading: Genesis 18:1-8.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL**BIBLE MEMORY PERIOD**

Teach Matthew 5:17 to-day.

Supplemental Memory Work. If the regular memory work as given is insufficient it is suggested that you also teach Psalm 19 sometime during the course.

REST AND MUSIC PERIOD**REVIEW****BIBLE STORY****ABRAHAM'S KINDNESS TO OTHERS**

(Genesis 18:1-10.)

One day, about noon, when the sun was hot, Abraham was sitting in the doorway of his tent. He looked out across the plain and saw

three men coming down the road. When Abraham saw these three strangers walking along in the heat and dust, he ran out to meet them and said to them,

"Won't you, please, stop with me a little while? I will bring some water to wash your feet and get a little lunch for you to eat; then when you have rested under the tree and had your lunch you can go on again."

The three strangers said they would stop with Abraham for a little while. In that country people did not wear stockings or shoes like ours. They wore sandals on their feet, and when they took long walks their feet became hot and dusty. So the men were glad to sit down in the shade of Abraham's tree, out of the hot sun, and wash their dusty feet in cool water.

Abraham hurried to the tent and said to Sarah, "Quick, get ready enough fine flour for three people and stir it up and bake pancakes."

Then Abraham ran to the field where the cows were and got a calf—one that was fat and good. He gave the calf to one of his hired men to butcher. The hired man hurried to butcher the calf and get some of the meat ready to cook.

When the meat was done and the pancakes were baked, Abraham took the lunch out to the men. Besides the meat and cakes he took them some butter and milk. He placed the lunch out in front of the three strangers, and while they ate it he stood beside them under the tree to see that they had everything they needed.

The men ate the good lunch. When they had finished they said to Abraham, "Where is Sarah, your wife?"

Abraham said, "She is in the tent."

Then one of the men said, "You and Sarah will have a baby boy some day."

Abraham and Sarah were very much surprised to hear that, because they had wanted a little boy for years and years and none had come.

Then the three strangers got up to leave. So Abraham went with them down the road a little way. After awhile two of the men went on toward the city, but one stayed behind to talk to Abraham. Then Abraham found out that the three strangers to whom he had been so kind had come from heaven. Two were angels and the one who stayed to talk with him was the Lord Himself.

EXPRESSIONAL WORK

The picture to be pasted in the notebooks to-day is entitled, "Abraham and the Three Strangers."

In addition to this regular expressional work, the teacher may wish to have the children make a poster similar to the one illustrated in the Appendix. The background is a sheet of blue construction paper for the sky. The grassy plain and the tree are green. These are made by holding the paper closely between thumbs and forefingers of both hands and tearing a very little bit at a time, moving the fingers along with the direction of the tearing. The tree trunk is brown, the tent, tan, and the sun, bright red. These are cut free-hand, as is the figure of Abraham, which is a lighter tan than the tent.

The children should not be expected to make their posters identical with the teacher's, but should be allowed to arrange things in

their own way. If they wish to add the road and the three strangers, they may do so.

Having completed this poster with their own hands, they will never forget how Abraham sat in his tent door in the heat of the day, nor the tree under which the three strangers ate their lunch.

PLAYTIME

REST TIME

MUSIC PERIOD

SECOND MEMORY PERIOD

The next passage to be reviewed is Psalm 100. Since some of the pupils may be learning this psalm for the first time, and others have no doubt forgotten, it would be well to spend some time introducing the author and the psalms in general. Following this, teach verses one and two.

MISSIONARY STORY

AN AMERICAN GIRL AND AN INDIAN GIRL—SISTERS

When the mission work was first begun in India a little Indian girl was brought to our mission. Her parents had starved to death at the time of the famine, and some relatives brought her to the missionaries.

Bro. J. A. Ressler, one of the missionaries at that time, wrote to a man in America asking him to send enough money to India to take care of this little girl. He said he would do this and asked that they send him a picture of the baby. He had a daughter of his own about the same age. He often called her his American daughter and the other little girl his Indian daughter.

When they grew older these two little sisters often wrote letters to each other. After they were grown they both married. The Indian girl married a fine young Indian Christian. She made a happy home for her husband and several babies were born to them.

The American girl and her husband decided to come to India as missionaries. When the two "sisters" met and learned to know each other better, they were very good friends.

A few years later the father back in America wrote to India saying that he was coming to see his two daughters. How happy they all were to hear that. The Indian friends were almost as excited and happy as the American daughter and her family. When the father arrived they were all very glad to see each other.

—Andrew W. Bean.—Adapted from "Youth's Christian Companion."

Missionary Poster Work

CLOSING PERIOD

It may be desirable for this week to use a hymn other than the one used last week in closing. The teacher should close with prayer as always.

DISMISSAL

THEME: KINDNESS

The Woman's Kindness to Elisha

(II Kings 4:8-17.)

Materials: Small Pictures—Elisha's Chamber ; construction paper ; scissors ; paste.

TO THE TEACHER

The pupil who has spent two years in public school has had ample opportunity to adjust himself to getting along in a group of children. If the teacher is careful to keep the proper atmosphere in her classroom, she should have little difficulty in securing the desired responses from the children. They are already accustomed to association with their equals and to a certain amount of coöperation. In an atmosphere of cheerful, friendly fellowship, guided by a tactful, sympathetic teacher, there should be little occasion for emotional disturbances.

An appreciation, however, of the importance of the emotional life will be of help to the teacher in her efforts.

The pleasant, happy emotions are beneficial both psychologically and physiologically. The child who is happy and contented is in position to learn much more readily than the one who is disturbed or distressed. The unhappy emotions not only create a disturbed mental attitude, but, through the medium of the endocrine glands, they also pour into the blood stream of the child a powerful drug, which serves as an excessive stimulant, dilating the blood vessels and whipping up the whole organism to an unusual pitch of activity. This must be paid for physiologically in as real a way as would the administering of drugs externally. It is a well-known fact that these emotions hinder and retard the digestion of food. Just as actually do they hamper mental activity and retard the assimilation of facts.

The effect of such an upheaval on a child's nervous system is tremendous. Its effect on his psychological and moral development is still more far-reaching and detrimental. Knowing these things, the teacher will do all in her power to keep her little children happy and contented.

No matter how excellent a teacher may be, occasions will arise when the pupils will give undesirable emotional reactions. In such a situation the teacher should remain calm and unexcited and should try to find out and remove the cause underlying the undesirable reaction.

Suppose one of the children is a boastful little fellow, unable to meet failure, becoming angry or sulky whenever another child surpasses him. No doubt the boy is really fighting against a sense of inferiority and weakness. Possibly he has always been domineered and compelled to fight for his own rights, and this is his way of trying to assert his own importance. To attempt to suppress him and ignore his demands for attention would obviously be making a bad matter

worse. He should not, however, be allowed to secure attention by means of his misbehavior or he will merely be encouraged in it. He should be recognized and given attention and opportunity to succeed before he needs to ask for it. His accomplishments should be praised freely and his ill manners ignored, if possible. If some reminder is necessary for the sake of the rest of the class, he may be told casually, "Yes, I'll help you with your poster when your turn comes, but I never choose the child who pushes. I choose the child who is polite and waits for his turn."

When he comes to see that he is accorded the recognition and attention that he deserves, and that he is given his rights with the others, and as he grows in the feeling of security which comes with consistent treatment, he will gradually leave off his undesirable reactions and cultivate those which bring him the desired results.

It is essential that the children, as they come to Bible school day after day, have a feeling of security. If the children never know what to expect in the teacher's attitude, finding her in good spirits one day and depressed the next, impatient at a misdemeanor at one time and ignoring it at another, and in general inconsistent in her treatment of them, it is only to be expected that they will be irritable, restless, and hard to control. If, on the other hand, they can come day after day, secure in the knowledge that they will find their teacher cheerful, calm, well-poised, always ready to help, always to be depended upon, they will usually fit themselves happily into the serene atmosphere of the classroom. It is largely within the teacher's power to create such an atmosphere.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children."

Scripture Reading: II Kings 4:8-11.

Prayer

Offering: To be lifted to-day, if so planned for.

ROLL CALL

BIBLE MEMORY PERIOD

Teach verse eighteen of Matthew 5 to-day.

REST AND MUSIC PERIOD

REVIEW

BIBLE STORY

THE WOMAN'S KINDNESS TO ELISHA

(II Kings 4:8-17.)

Elisha was a preacher who went about working for the heavenly Father. He often went through a town called Shunem, as he traveled about. In Shunem lived a woman who saw Elisha going by and asked him to come in and eat dinner at her house. This Elisha did. After that whenever Elisha went through Shunem he stopped at this lady's house for dinner. If he was staying over night, she took care of him for the night, too.

Elisha came to Shunem quite often and the kind lady wanted him to have a comfortable room and feel at home. So she said to her husband, "Let's build a little room on the wall for this good preacher

and put in it a bed, a table, a chair, and a candlestick. Then he can have a room of his own when he stops here at our house."

In that country, a house did not usually have an upstairs, and the roof of the house was flat. Along the outside of the wall were steps going up to the roof. The roof was used for a porch. Sometimes an extra room would be built up there on the roof, and that was where the lady wanted to build a room for Elisha.

So the room was built, up on the roof of the house, where there was a quiet place, with a cool breeze in the evening. The lady put into it a bed, a table, a chair, and a candlestick, where she could put a candle for a light for Elisha. It was a very good, comfortable room.

The next time Elisha came by he found this delightful room all ready for him. So he slept in it. Then he wanted to do something for the good woman who was so kind to him. He sent his helper to call the lady. When she had come, Elisha said to her,

"You have been kind to us and taken such good care of us, now what can we do for you? Shall I speak to the king about you? or would you like something that the captain of the army can do for you?"

But the lady did not ask for anything. She said, "I am living among my friends."

Then Elisha said to his helper, "What can we do for her?"

Elisha's helper said, "She has no children."

Then Elisha knew what the lady would like. He called her again and said to her, "In a year from now you will have a baby boy."

The lady was so pleased and happy that she could hardly believe the good news. But the next year she had a baby boy.

EXPRESSIONAL WORK

"Elisha's Chamber" is the picture that is to be pasted in the notebooks to-day. Write the gist of the story on the blackboard, in a few short paragraphs and have the pupils copy it.

If you desire, in addition, to make posters the children may furnish Elisha's room, by means of cut-out silhouettes in black construction paper, mounted on any suitable background of contrasting color. The photograph of an actual poster, found in the Appendix, will be found helpful.

PLAYTIME

REST TIME

MUSIC PERIOD

SECOND MEMORY PERIOD

Teach verse three of Psalm 100 to-day.

MISSIONARY STORY

THE MAD JACKAL

The missionary gave his brother this message over the telephone early in the morning, "My wife and I and two Indian girls will have to take the train to-morrow morning for a village in the mountains to be treated for the terrible bites we received when we were attacked by a mad jackal during the night."

This is the way it happened. The missionary's wife called her husband during the night and told him that they must go out to the

girls' orphanage to find out what all that terrible screaming was about. Both got up and took a lantern and went to the quarters where the girls were sleeping on the porches because it was too warm to sleep inside. The matron was sleeping with them on the porch. With her was a half-blind girl who helped in the hospital. About two o'clock in the morning, a jackal, which looks like a small grey wolf with a short tail, came rushing into the orphanage yard, foaming at the mouth. When he ran near the sleeping girls he pounced down upon those he first saw and bit them in the faces. He tore deep gashes in their cheeks and noses. He only had time to bite the matron and the half-blind girl when their screams drove him into the dark.

When the missionary and his wife came they soon saw what had happened. As the missionary stooped over the girls to see how badly they were hurt, he was suddenly attacked from behind by the same animal. The jackal had made a circle in the dark and had come back over his former tracks. He bit the missionary in the leg. The missionary had only his lantern for a weapon, but he whirled it quickly around and struck the jackal, knocking him away and sending him off into the dark again.

By this time all the orphanage girls were in their rooms and had shut the doors and windows. The missionaries helped the hurt girls to get inside and sent some one quickly to call the other missionary who was sleeping in a bungalow close by. He came with his shotgun, and when the jackal came again he shot and killed him.

Then the missionary and the girls who had been hurt went to a hospital in the mountains, where the doctors could take care of bites from mad dogs or jackals. They all had their bites healed and were soon well again.

—George J. Lapp.

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

THEME: KINDNESS

David's Kindness to Jonathan's Son

(II Samuel 9.)

Materials: Small pictures—David and Mephibosheth; drawing paper; crayons.

TO THE TEACHER

The matter of discipline should not present such a harassing problem to the good teacher. A happy, friendly atmosphere and plenty of absorbingly interesting occupation will keep most children out of mischief. If a teacher has continual disorder in her class she should look first to her own methods for the cause.

Perhaps the daily program needs to be rearranged. It may be that the teacher is expecting more of the pupils than they are capable of doing. On the other hand, the teacher may be dealing with them below their level of development and may thus be failing to occupy their time and interest fully. Any of these situations will result in restless, uncontrolled children. Correcting the underlying cause by providing properly graded work and alternating quiet and activity in reasonably spaced intervals will usually correct the trouble, with no recourse to any specific disciplinary measures.

Discipline should not be an end in itself, but rather a means to an end. Its only excuse for being is that the child may be helped to better habits of self-control. Only when it accomplishes this purpose is it good discipline.

Self-control is a difficult task even for adults, so too much can not be expected of little children. Their failures should be handled with sympathy and understanding rather than blame. An offense should never be taken as a personal matter against the teacher. She is always only the impersonal arbiter in matters that concern the good of the whole group.

If the matter is one which really concerns the whole group, then it is often good to discuss it with the group as a whole, letting them work out the solution to the problem.

If, however, the misdemeanor is an isolated offense, it should be dealt with promptly and decisively, but with gentleness and sympathy, by the teacher herself. She may say, quietly and impersonally, "Alexander, you know that crayolas are to be used to draw with and not to throw about the room. We can't let you do any more drawing until you have learned what crayolas are to be used for."

The teacher must continually strive to be just and consistent in her dealings with her pupils. To allow her own moods to influence her class attitude is obviously unfair both to herself and to the children. She should consider it unforgivable in herself to exhibit any impatience in handling a child. In all situations she should maintain a calm, outward poise, which can be accomplished only if she keeps her own poise within. The infliction of punishment is usually beyond the

scope, or wish, of the Bible school teacher. At best it is a negative means to be used only as an emergency measure when no higher appeal will serve. If the teacher has found it necessary to resort to punishment, let her strive to find how she may, the next time, find a better method of dealing with the situation. If she cannot find the answer in her classroom situation, she should seek for it in the child's background outside of the Bible school, always remembering that the little child himself is not primarily to blame for any undesirable attitude that he may exhibit. There is always a reason for his attitude.

Rewards, while more commendable than punishment, should nevertheless be used as little as possible. To reward a child for good behavior is a poor thing to do because it places a false value on his conduct. It should be taken for granted that every child is expected to do what is best for himself and for the group. This attitude of confidence is the best possible stimulus toward the expected conduct, while the social approval resulting from such conduct is its natural and most effective reward.

If the work required of the children is suited to their needs, no rewards will be necessary to persuade them to accomplish it. The achievement itself is their best reward and the one for which they will strive the most eagerly. Offering some external reward only serves to confuse the purpose of the work.

The chief objection to the reward system is the effect rewards have upon the children. If rewards are given for work accomplished the child who is bright and quick by nature will carry off one gold star after another for work that has taken little effort, while the slower child, whose painstaking, earnest efforts deserve far more credit, must sit wistfully back, unrecognized. The effect on both children is detrimental. The brighter child develops an exalted notion of his own importance and of the ease with which he may expect rewards from the world. The slower child, on the other hand, develops unhappy feelings of inferiority and discouragement which serve to retard him still farther. Thus a grave injustice is done to both children.

If the teacher finds it impossible to keep her class up to the level of work she has outlined for them without the use of rewards, possibly her presentation is not adequate or the work is not suited to the children's needs.

Any disciplinary situation, no matter how impersonally and kindly handled, creates a tense atmosphere that is detrimental to the best work of both teacher and children. Therefore let the teacher strive earnestly to keep her classroom such a happy, friendly, busy place that there will be no room nor time for problems to arise.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children."

Scripture Reading: II Samuel 9:1-7.

Prayer

Offering: If desired and planned for.

ROLL CALL

BIBLE MEMORY PERIOD

Start teaching Matthew 5:19 to-day. This verse being quite long two days will be spent on it.

REST AND MUSIC PERIOD

REVIEW

BIBLE STORY

DAVID'S KINDNESS TO JONATHAN'S SON
(II Samuel 9.)

When Saul was king of Israel his son Jonathan was prince. After a king was dead his son, the prince, was usually king after him. So Prince Jonathan should have expected to be the next king of Israel. But King Saul was not a good king, and so God said that the kingdom should go to another family. He sent Samuel to find David, the shepherd boy, and tell him that he should be the next king of Israel.

After David came to live in King Saul's house, he and Prince Jonathan were very good friends. Prince Jonathan knew that David was to be the next king, but he did not mind. He loved David anyhow, and David loved Prince Jonathan. When David was in trouble he could always depend on Prince Jonathan to help him.

Years afterward, when they were both grown men, there was a war. King Saul and Prince Jonathan were both killed. Of course now God gives us salvation by grace (explain). Christians do not fight or go to war. When the news reached the family of Prince Jonathan, they were afraid, and ran to hide from the people who had killed the prince. Jonathan's little son, Mephibosheth, was only five years old, so he could not run very fast. His nurse picked him up and carried him. She hurried so fast that she dropped the little boy, and he was hurt so badly that he was lame in both feet for the rest of his life. But they found a place across the Jordan River where he could stay with a kind man named Machir, and be safe.

Then David became king. He lived in the same house that King Saul had lived in when he was king. King David often thought about his friend, Prince Jonathan, and wished he could do something for him. One day he said, "Is there anyone left of the family of King Saul? I would like to be kind to him for Jonathan's sake."

There was an old man named Ziba, who had worked for King Saul. They brought him to King David, and King David asked him, "Is there anyone left of the family of King Saul? I would like to be kind to him."

And Ziba said to the king, "There is a son of Jonathan's, who is lame on both feet."

The king said, "Where is he?"

Ziba answered, "He is in the house of Machir."

So King David sent some one to Machir's house to bring Mephibosheth. Mephibosheth came to King David and bowed down to him.

King David said to Mephibosheth, "Don't be afraid of me, because I am going to be kind to you for your father Jonathan's sake and give you back all the land that used to belong to your grandfather, Saul. And you are to eat at my table every day."

But Mephibosheth was lame and could not take care of the farm David had given him. So the king called Ziba and said to him, "I have given Mephibosheth all the land that once belonged to his grandfather, Saul. Now I want you and your sons and your hired men to

plow the farm for him and gather the crops, but Mephibosheth shall eat at my house."

And Ziba said to the king, "We will do everything you say."

So after that lame Mephibosheth had everything he needed. And every day, when they set the table for dinner in the king's house, they put down a plate for Mephibosheth, too.

EXPRESSIONAL WORK

To-day's picture, "David and Mephibosheth" is to be handled in the customary manner.

If time permits the children may enjoy drawing a picture from the story of Mephibosheth with crayons. They may be allowed to make any of the scenes they wish. When the pictures are complete each child may take his turn in showing his picture to the class and letting them tell what it represents.

PLAYTIME

REST TIME

MUSIC PERIOD

SECOND MEMORY PERIOD

Verses four and five, completing Psalm 100, are to be reviewed to-day.

MISSIONARY STORY

A ROW OF INDIAN JEWELS

"Yishu Masih mero prana bachiya," (Jesus Christ, the Savior of my soul) repeated the teacher in her snow-white sari, seated on the mud veranda of an India hut. Most of the twenty-five little children facing her opened their brown mouths and with smiles that revealed rows of beautiful white teeth, repeated the same words. If these little mouths said this phrase once then they said it a dozen times. Two more verses of the song were gone over in the same way, and that was enough for the little children to store up at one time.

Then while the little tots sat, some with folded hands, others with chins on knees, they listened to the story of the Lost Sheep. The largest boy in the group, who had a characteristic peaked nose and wore a long strand of hair in the middle of his head with the remainder cut short, was fingering a songbook which had been given him from which to sing. He was the spokesman of the little group (there always is one) who said the "hans" (yes) at every pause in the story.

One little sweet-faced girl with no clothing but having a nose badly needing attention and receiving none (as so many little noses do here) was sitting in the lap of her sister. Beside the girls sat their round-faced brother whose black eyes sparkled with interest; he it was who kept on singing when every one else had stopped and broke the silence with "Yishu ma—."

As the story went on grown-ups from here and there gathered shyly to listen and look on. There were mothers with baskets on their heads, a boy hugging the veranda post, and a man in the doorway.

At the end of the story the teacher taught the children a Bible verse. Sunday school cards sent from America were then put into the eager little hands. One of the women standing by became very much interested in the picture on one card, and so the teacher told that story.

By this time the precious little children, whom Jesus loves, were scattering here and there, carrying the pretty picture cards in their hands and the messages in their hearts.

—Esther Vogt.

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

THEME: KINDNESS

The Kindness of Jesus

(Luke 18:35-43; Mark 10:46-52.)

Materials: Small pictures—Jesus Heals a Blind Man; paper; pencils.

TO THE TEACHER

The teacher's personality is a most important factor in the success of a school. Her inner attitude will determine, much more than she is aware, the success or failure of her work.

First of all the teacher must be constantly growing, for in no other way will she be capable of leading growing young minds. She must bring to her work a compelling sense of responsibility, a living faith in her message, a sincere love for the children, and a boundless enthusiasm for the work.

The successful teacher must also have a measure of understanding of child nature. Having this, there will be little temptation to impatience or severity with childish mistakes, but there will be a constant, daily prayer for guidance and better understanding. She will ask no greater reward than the humble, deep-felt joy which will be hers when she sees the results of her patient, sympathetic efforts in the blossoming growth of the little children and in their better adjustment to life and its problems. Her criterion of success for the children will be, not the measure of skill which they have attained, nor the amount of information they have absorbed, but the extent of their spiritual growth.

The good teacher will welcome and give heed to constructive criticism of her teaching. She must, however, also have faith in herself, and must adapt the suggestions offered to the best advantage for her particular situation.

If the teacher remembers that children are personalities, entitled to the same courtesy as adults, she will get along very well. She should never hesitate to admit a mistake with the same sincerity and courtesy that she would in an adult group. Far from losing the respect and trust of the children by this attitude, she will find herself rising in their estimation. Treated fairly, children are the most obliging and forgiving of friends.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children."

Scripture Reading: Luke 18:35-43.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL**BIBLE MEMORY PERIOD**

Finish teaching Matthew 5:19 to-day and review verses one to nineteen.

REST AND MUSIC PERIOD**REVIEW****BIBLE STORY****THE KINDNESS OF JESUS**

(Luke 18:35-43; Mark 10:46-52.)

One day Jesus was going along the road out of Jericho and a great crowd of people was following Him. There was a blind man named Bartimaeus sitting beside the road, begging. Because he was blind, he could not see to work, and the only thing he knew to do was to beg. So he sat beside the road, and people who went by and felt sorry for him gave him a little money that he could use to buy food.

Bartimaeus could not see the people going by, but he could hear their feet go "tramp, tramp" on the street and could hear them talking to each other; so he knew that there was a large crowd. He asked some one what all this meant. They told him, "Jesus is going by."

When Bartimaeus heard that it was Jesus, he began to call out, "Jesus, take pity on me."

The people in front told him to be still, but he called out all the louder, "Jesus, take pity on me."

When Jesus heard him He stood still and said, "Bring him to me."

Then the people said to the blind man, "Cheer up; come, get up. Jesus is calling for you."

Bartimaeus jumped up, threw off his coat, and came to Jesus.

Jesus said to him, "What would you like me to do for you?"

Bartimaeus answered Him, "Lord, give me eyes to see."

And Jesus said, "You shall see. Because you believe in me, you shall be well and see."

And right away Bartimaeus could see as well as anyone else. How happy he was! He was very thankful to Jesus, too.

EXPRESSIONAL WORK

After the children have pasted in their notebooks the picture of Jesus healing Bartimaeus, have them copy underneath the following dialogue between Bartimaeus and Jesus.

Bartimaeus—"Jesus, thou son of David, have mercy on me."

Jesus—"What wilt thou that I should do unto thee?"

Bartimaeus—"Lord, that I might receive my sight."

Jesus—"Receive thy sight: thy faith hath saved thee."

PLAYTIME**REST TIME****MUSIC PERIOD****SECOND MEMORY PERIOD**

To-day begin the review of Matthew 28:18-20, The Great Commission. Teach the first two verses this morning.

MISSIONARY STORY**VICTOR—GONE!**

"Victor went to the tank with the oxen and has gone under. We do not know whether he is alive yet or dead."

This sad news went like lightning through us one bright, sunshiny morning. As the news passed from ear to ear, men and women ran from every direction to the tank—the men to immediately throw off their coats and shirts and dive into the peaceful waters of the small but deep tank that kept its precious victim so securely hidden. The women gathered under a shade tree, helpless to do anything but speak a few words of comfort to the grieving mother and to whisper a prayer to God that His will might be done.

Victor was the eight-year-old son of our deacon, Mukut, and our faithful nurse Sonai Bi. These parents had always been such good helpers when anyone else had sickness or grief. Now they were face to face with grief themselves. Victor was such a pleasant little boy, handsome, with smiling and sparkling eyes and very fair for an Indian. Every one loved him, and in the home he was beginning to be useful.

It seems that in the morning, after playing in a tree near home, Victor, with his two younger brothers, went along to the tank with the man who cares for the oxen. Because it was a very warm day, as most days are in the hot season, Victor decided to take a bath. He could not swim, but he could play around the edge of the water. Somehow he got too far from the bank. Realizing it, he called for help. The man with him at once tried to save him and had even caught him by the hand, but as he also could not swim and the deep water seemed to be pulling them both under, he let go his hand and ran for help.

And now help had come from all directions, but still the boy could not be found. About an hour afterwards he was found in water far deeper than over a man's head, but it was too late. There was nothing that could be done for Victor.

We all tried to do what we could for the poor father and mother. Just what God wanted us to learn from all this we do not know, but we pray that He will help us to learn whatever it might be. It accomplished at least this—two families who had not been very kind to Mukut and his family now came and tried to be kind and help them.—Esther Vogt.—Adapted from the "Youth's Christian Companion."

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

THEME: KINDNESS

Kindness Rewarded

(I Kings 17:8-24.)

Materials: Small pictures—Elijah Restores the Widow's Son; paper; pencils.

TO THE TEACHER

The recess period, or playtime, enables the child to work off surplus energy. A child seven years old cannot be expected to sit still for any great length of time without getting restless. His nerves and muscles are in such a stage of development that keeping quiet very long is almost a physical impossibility. What he needs is action, and he should be given opportunity to act. To compel him to keep quiet when his little body is crying out to move is almost an act of cruelty. Besides, it is quite futile, for such a child is not in condition to assimilate very many facts. This is why the program should be arranged so as to have a balance of quiet and active situations. For this reason also the session should be broken once, in the middle or a little later, by a recess period or playtime.

If at all possible, the playtime should be spent outdoors. The fresh air and sunshine will add to the benefits received by the children. The teacher should enter freely into the playtime, playing happily with the children and keeping the group together under her supervision. To accomplish this end group games with a certain amount of organization are necessary. The seven-year-old child is ready for a little more elaborate organization than he was a year ago. Games should be chosen which give a maximum amount of physical activity. Pure activity, however, is no longer enough. There should also be an element of purpose and imagination in the games, but the element of competition should be kept at a minimum. To play a good, fair game, everybody having a good time, is far more important than seeing who can win the game. The teacher will be doing much for the happiness of her pupils if she can teach them to play for the sake of the game and the pleasure of the playing rather than for the sake of the contest.

This period of play presents to the alert teacher a real opportunity to guide the character development of the children. Here as in no other activity do they learn fairness, courtesy, generosity, the ability to win or lose graciously, and many other virtues. All this they receive in addition to being refreshed and rested, and being ready once more to meet the demands of the more restraining mental activities on the program with keen and willing minds.

If it is impossible to play outdoors, the children should have a recess period indoors, with as much freedom as is possible under the circumstances. Games are listed in the Appendix. These can be used in a small space indoors. The children should be given all the opportunity possible for exercise in the space available. Whatever is done should be done in the happy, spontaneous spirit of play. The

mental relaxation afforded by this spirit will be as beneficial as the physical exercise afforded by the games.

DEVOTION

Opening Song: "Heavenly Father, Hear Thy Children."

Scripture Reading: I Kings 17:8-16.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL

BIBLE MEMORY PERIOD

Teach verse twenty of Matthew 5 to-day and review the nineteen preceding verses. The work to-day will conclude the study of Matthew.

Supplemental Memory Work. If it is desired to teach more memory work than listed, Psalm 19 may also be taught.

REST AND MUSIC PERIOD

REVIEW

BIBLE STORY

KINDNESS REWARDED

(I Kings 17:8-24.)

There had been no rain in the land for a long, long time, and so the crops did not grow and the people did not have enough food to eat. Elijah, the preacher, had been living beside the brook, Cherith. There he could drink water from the brook, and the heavenly Father sent ravens to bring him bread and meat every morning and every evening.

But at last even the water of the brook dried up; then the heavenly Father said to Elijah, "Get up and go over to Zarephath, in Zidon. There is a widow lady there who will take care of you."

So Elijah got up and walked across the fields until he came to Zarephath. Outside the city he saw a lady gathering sticks.

Elijah said to her, "Please, bring me a little drink of water."

The lady started off at once to fetch the water for the stranger. As she was going, Elijah called after her, "Please bring me a little piece of bread, too."

Then the lady turned around and said to Elijah, "I haven't any bread at all, but only a handful of flour in a barrel and a little oil in a bottle. I was just gathering a couple sticks so that I could go in and bake it for myself and my boy to eat; then there will be nothing left for us but to die."

But Elijah said to her, "Don't worry. Go and bake your pancakes, but make a little cake for me first. Then you can bake cakes for you and your boy, because the heavenly Father says that your flour won't get all and your bottle of oil won't get empty until God sends rain again."

The lady did as Elijah said. She stirred up her flour and oil and baked pancakes, but she had enough for three people instead of two. When the next mealtime came, she went to see how much flour and oil she had, and there was still enough for three people. Every day, whenever it was time to cook a meal, there was always enough flour

in the barrel and enough oil in the bottle to make enough dinner for all three of them. So Elijah stayed with the kind lady and her boy.

One day the boy took sick. He was so sick that he soon died. The poor mother was very, very sorry because her son was dead. She sat holding his body in her arms and told Elijah about her trouble.

Elijah was sorry to see her unhappy. He said to her, "Give me your boy."

So he lifted the body of her dead son out of her arms and carried him up to his own room upstairs and laid him on the bed. There Elijah prayed to the heavenly Father, "This lady who has been so kind to me is unhappy because her son is dead. Please, Lord God, let his soul come back to him so that he will be alive again."

The heavenly Father heard Elijah's prayer, and made the little boy alive and well again.

Then Elijah took the little boy and brought him downstairs to his mother, and she was very happy to have her son back again.

EXPRESSIONAL WORK

To-day's picture is entitled "Elijah Restores the Widow's Son." Have the children paste the pictures in their notebooks in the usual manner while you write on the blackboard a short description for them to copy.

PLAYTIME

REST TIME

MUSIC PERIOD

SECOND MEMORY PERIOD

Review Matthew 28:20 to-day, completing the study of the Great Commission. If this is new to most of your pupils you may need to spend a little more time on it.

MISSIONARY STORY

THE PEEPUL TREE

The peepul tree is a large, beautiful tree that grows in India. I wish you might see the most beautiful specimen of this tree I have yet seen. I first noticed it last week. It is near the road between Dhamtari and Sankra, close by the village of Kumhar Khan. It had just gotten its new crop of bright green leaves. The leaves taper down at the tip to a long sharp tail which is as long as the leaf itself. The weaver birds were making a terrible racket up among its branches. Its trunk is a gnarled mass of twisted roots and branches, grown and twisted into all manner of strange shapes and figures. Its branches spread out perfectly parallel with the ground to a distance of thirty-five feet. (The teacher should give some concrete illustration of this distance, such as the length of the school building or a house.) What wonderful branches for hanging swings, I thought as I looked up at them.

But I was interested in some cocoanut shells lying to one side of the great trunk. They were offerings to the gods, for the people of India think that gods live in the branches of the peepul tree. Perhaps they think so partly because it is such a large, beautiful tree. Perhaps the strange, twisted shapes of the trunk make them think so, too.

There is a story about the beginning of the idea that gods live

in the peepul tree. A farmer, they say, planted one of these trees in this yard. In play his children began to beat the young sapling with sticks until they had beaten off almost all its leaves. The farmer wanted to protect his tree, and so he told his children a lie. He said, "On every leaf of the tree there sits a god, and if you beat off the leaves the gods will become angry and will surely punish you."

The children believed their father's story, and from that day to this Indian people believe that gods live in the peepul tree. So they bring offerings and lay them by the peepul tree to please the gods. They bring the gods cocoanuts. I also saw some small black bracelets of glass tied together in pairs by strings of hemp dyed a bright red. The parents bring this offering when a baby is born, so that the gods will not harm the new baby.

—J. D. Graber.—Adapted from the "Youth's Christian Companion."

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

THEME: REVERENCE

Reverence for the Word of God

(II Kings 22:1-23:25.)

Materials: Small pictures—Josiah's Devotion to God; paper; paste; toothpicks; scissors.

TO THE TEACHER

One of the reasons for having a public program at the end of the school year is to show to the parents and friends something of what has been accomplished by the children in the Bible school. A second purpose of a program is thereby to enlist the support of the parents for next year's Summer Bible School.

In presenting the program the children should be taught to feel that they have a message that they want to share with their friends. This can be the case, even though the subject matter of the course may not be new to the audience. Psalm 1, for example, though possibly familiar to every listener, can nevertheless be presented in such a fresh way by earnest children that it will carry a new message and new inspiration.

Every effort should be put forth to have the children be as natural and free from self-consciousness as possible, on the platform. Emphasizing the message rather than the presentation will help accomplish this. The children must be helped, of course, to present what they have to say in an effective manner, and they will make a real effort to do so if they have a consciousness of the message to be given.

The part of Primary II class on the program will depend on the policy of the whole school, but a few suggestions may be helpful. It would save time and disturbance to have the class give all their numbers at one time, simply arranging and rearranging themselves on the platform as they need a new grouping. For numbers in which only a few pupils participate, these may step to the front of the platform, while the remainder of the class waits quietly in the background. No number should be so long that this will become irksome, for then it will be irksome to the audience as well. Neither should the time occupied by one class be so long that such a method will tire them. In that case the whole program would be too long.

There should be no problem of disorder on the platform, if the proper spirit has been maintained throughout the course, and is still emphasized at the close. The children who are waiting should be interested enough in the work their fellows are doing and in helping them present their message to make themselves as inconspicuous as possible while they wait.

Note the suggestions given in the Appendix for the parts Primary II may have on the program. It is not expected that all the suggestions can be used in the brief time which will be allotted to each class. Those should be selected which will fit in best with the remainder of the program presented by the whole school.

The teacher should know at the beginning of the third week just what her class will do on the program. It would be well to discuss it with the children and let them help decide. This will enlist their whole-hearted support, and make the program really their own.

If the numbers for the program are selected from the regular work of the course there should be no excuse for slighting the regular work to spend time on nerve-straining drill. The work should go cheerfully on until the last day of school.

DEVOTION

Opening Song: For this week you may continue using "Heavenly Father, Hear Thy Children" or it may be well to select and teach another appropriate opening song.

Scripture Reading: II Kings 22:8-10.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL

BIBLE MEMORY PERIOD

After a brief introduction of the entire psalm, teach the first verse of Psalm 1 to-day.

REST AND MUSIC PERIOD

REVIEW

For to-day's review the teacher may present this list of questions for the children to answer. Each child should have a list and follow the teacher carefully as she reads.

1. Was Elijah thirsty? (Yes)
2. Was Elijah hungry? (Yes)
3. Did the lady bring him food? (Yes)
4. Did she have plenty of food? (No)
5. Did she have to go hungry? (No)
6. Did her boy have to go hungry? (No)
7. Did God take care of them? (Yes)
8. Was Elijah sorry for the mother when her boy died? (Yes)
9. Did he ask God to make him alive? (Yes)
10. Did God answer Elijah's prayer? (Yes)

BIBLE STORY

REVERENCE FOR THE WORD OF GOD

(II Kings 22:1-23:25.)

Josiah was made king of Judah when he was a little boy only eight years old. While he was so young, he had older men helping him do his work and rule the kingdom, but when he grew older he began to look around and see how he could do better than he had before in taking care of the people.

One thing that he saw was that the people had forgotten the heavenly Father. They were doing all sorts of mean, wicked things that would not please the loving heavenly Father at all. They were even praying to idols, instead of to God. The beautiful Temple was dirty and broken, and there were idols even in it.

King Josiah did not know so very much about what the heavenly

Father wanted him to do, but he went ahead and did everything he knew. First, he sent men to clean up the Temple.

While these men were cleaning the Temple they found an old Bible in one of the rooms. It had been so long since the people had remembered the heavenly Father that they had even forgotten their Bible.

Shaphan brought the lost Bible to King Josiah and said to him, "Hilkiah gave me this book."

Then Shaphan read to King Josiah out of the Bible. He read how it displeased the heavenly Father when the people prayed to idols, and what awful things would happen to the people who did.

When King Josiah heard this he was very, very sorry, because the people of Judah had been praying to idols. He sent some one to talk to a lady (prophetess) who lived near by. This lady loved the heavenly Father and knew Him well enough that He used to tell her what to say to people. So the king's messengers came to tell her about this Bible, and what Shaphan had read in it, and to ask her what to do.

The lady told the messengers to tell King Josiah, "The heavenly Father is very much displeased because the people have been praying to idols and doing wicked things; but because you are sorry and want to do right, I will help you."

The messengers came back and told King Josiah; then the king sent for all the people to come together to a big church meeting. When they were all there he read to them from the Bible what the heavenly Father wanted them to do.

After he had read from the Bible, King Josiah stood up in front of the people and promised the heavenly Father that he would do what the Bible said. Then all the people stood and promised the same thing.

Then they took the idols that were in the Temple and all over the country and burned them. After that the people prayed to the heavenly Father and He helped them.

EXPRESSIONAL WORK

To-day's picture, "Josiah's Devotion to God" should be pasted in the notebooks in the customary manner and an explanation written below.

If time permits the children may also make scrolls to represent the Bible found in the Temple. They may cut straight strips of white paper, fasten the ends to toothpicks, and roll the scrolls from both ends. On the inside they may copy some favorite Bible verse. If the scrolls are not made too large, they can easily be placed into the notebooks. An envelope may be folded from paper and pasted on a sheet of the notebook paper. The scroll can then be slipped in and out of the envelope at will.

PLAYTIME

REST TIME

MUSIC PERIOD

"Fairest Lord Jesus" (Songs of Cheer, No. 85).

SECOND MEMORY PERIOD

Begin the review of Psalm 24, teaching the first two verses to-day. It will require intensive work to cover this passage this week, especially if it is unfamiliar to your pupils.

MISSIONARY STORY**SITA**

Sita was just about one year old and was very poor and lean, full of sores, and tortured with pain. The mother, carrying her, came out of a small, dingy room and held her out to us. She was grey with dirt and in the center of a swarm of flies. The sores were all over her head and in her mouth and ears. The poor little baby had been sick for months. She was almost all wasted away. She cried only a little above a whisper and opened her eyes only occasionally.

She was sick because her parents did not know how to take care of her. They had fed her opium to make her sleep and to keep her from crying. That made her sick, too. Now they wanted medicine from the missionary.

The missionary looked at the poor, thin, sick baby. She was so sick that he was afraid he could not help her. He told the father and mother that the baby would likely not live more than a few days longer. They did not even care very much. She was only a little girl, anyway. They would rather have little boys. The little boy they had was well and strong, so it did not matter to them if the little girl did not live.

Sita is not the only little girl in India who needs help. The gifts that you are sending to India are used to help such poor babies. Can't you do more to help them?

—Lloy A. and Elizabeth Kniss.—Adapted from the "Youth's Christian Companion."

Missionary Poster Work**CLOSING PERIOD****DISMISSAL**

THEME: REVERENCE

Reverence for the Worship of God

(John 2:13-22.)

Materials: Small pictures—Jesus Cleansing the Temple; drawing paper; crayons.

TO THE TEACHER

The exhibit for this class will consist of their notebooks. These should be neatly finished and securely bound, so that they will bear some handling. Then they should be arranged in some convenient place where the visiting friends may examine them.

A convenient arrangement would be to have them spread out on a table in neat order. They may then be picked up and examined without danger of tearing the books. If there is not enough space for this arrangement, they may be hung from a wire by means of picture clips, or tied with cords. The guests will, of course, be careful to avoid tearing the books when they examine them, but there will be more danger of accidents. Unless there is no other way, they should not be posted by means of thumb tacks, because that will mar the books.

Every child's book should be on the exhibit, even if it is incomplete, unless there is real reason for leaving it off.

DEVOTION

Opening Song

Scripture Reading: John 2:13-16.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL**BIBLE MEMORY PERIOD**

Psalm 1:2 constitutes the new memory work for to-day.

REST AND MUSIC PERIOD**REVIEW****BIBLE STORY**

REVERENCE FOR THE WORSHIP OF GOD

(John 2:13-22.)

It was time for the big church conference in Jerusalem again. Jesus always liked to go to that, so He and some of His friends went down from Capernaum to Jerusalem to go to the conference.

When they reached Jerusalem they went to the beautiful Temple. There Jesus saw things that made Him very sorry. Instead of keeping the Temple clean and quiet, so that it would be a nice place to which people could come and pray, some of the Jews had made a regular market place around the yard and porches.

In those days the Jews still burned cattle and sheep and pigeons for part of their church worship. So here were men with cattle to sell, and they had a pen of cattle right in the Temple yard. Some other men had pens of sheep in the Temple yard, and others had pigeons in cages.

Over in another part were men who exchanged money. People came to Jerusalem from different countries. When they came they were carrying the money from their own country, but they had to get it changed into the money of Palestine to use in the Temple service. So these money changers would trade the money they used in Jerusalem to strangers for their own money. These men, with their tables full of money, were sitting right in the Temple.

When Jesus came to the Temple, instead of finding a quiet, beautiful church place, where He could pray to the heavenly Father, He found a noisy market place, with cattle mooing and sheep bleating and pigeons cooing, and the men who were selling and buying talking loudly about how much things cost. Jesus knew how that displeased His heavenly Father. It displeased Jesus, too.

So Jesus made a little whip of cords and drove all the sheep and cattle out of the Temple yard. He spilled out the money of the money changers and upset their tables so that they could not do business there any longer. To the men who sold pigeons, he said, "Take these away. Don't turn my Father's house into a market."

He did not harm their things, but He drove the people and animals all out of the Temple, because the heavenly Father wants His church house to be a quiet, beautiful place where people can worship Him.

EXPRESSIONAL WORK

To-day's picture, "Jesus Cleansing the Temple," is indeed a striking one. Have the children paste this picture in their notebooks and copy the story you have placed on the blackboard for them.

PLAYTIME

REST TIME

MUSIC PERIOD

"Fairest Lord Jesus" (Songs of Cheer, No. 85).

SECOND MEMORY PERIOD

Review verses three, four, and five of Psalm 24 to-day, if possible.

MISSIONARY STORY

A HINDU HOLIDAY

"Dasahra" is a holiday that is held once a year, early in October, throughout India. A week or so before this holiday a few men are chosen from each village to collect two annas (about four cents) from each family in the village.

When all the money is collected it is given to one of the men of the village. He buys a few goats, a few chickens, and a few cocoanuts and lemons.

During the holiday, in the afternoon, they make their offerings to the gods. The man who has charge of this is called the "Baiga." He takes a group of men and boys to a certain place under a tree about a mile from the village. There many idols are placed, and little clay

models of horses, oxen, and so on. There the "Baiga" kills the goats and chickens, breaks the cocoanuts, cuts the lemons, and places them before the idols for an offering. Then they worship the idols. When they have finished their worship, the "Baiga" takes the meat and cuts it in little pieces and gives each man a small handful. The people all go home and cook it and eat it.

Then the "Baiga" takes another goat, the rest of the chickens, cocoanuts, and lemons and goes to another place to worship the goddess of smallpox. This time the women and girls go with him. He makes the offerings again to the idol. They all worship the idol. Then he cuts up the meat into little pieces and gives the worshipers each some. They too go home and cook it and eat it.

The poor people in India think that by doing these things the gods will not be angry with them and will not harm them. They think too that their crops will grow, and they will not be sick with smallpox and other diseases.

—Sarah Lapp.—Adapted from the "Youth's Christian Companion."

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

Third Week

LESSON XIII

Wednesday

THEME: REVERENCE

Worshiping God in the Home

(Acts 10:1-48.)

Materials: Small pictures—Peter in the Home of Cornelius; paper punch; ribbon or cord.

TO THE TEACHER

The missionary exhibit for this class will consist of the colored posters of the life in India panels which they have made. If these have been carefully made they should make a very attractive and educational feature of the exhibit. They may be posted on the walls behind the tables holding the notebooks and other things. They should not be hung higher than the eye level of the average person, so that the visitors may be able to see them comfortably.

DEVOTION

Opening Song

Scripture Reading: Acts 10:1-6.

Prayer

Offering: To be lifted to-day, if desired and planned for.

ROLL CALL

BIBLE MEMORY PERIOD

Teach verses three and four of Psalm 1 to-day.

REST AND MUSIC PERIOD

REVIEW

BIBLE STORY

WORSHIPING GOD IN THE HOME

(Acts 10:1-48.)

Cornelius was a good man who loved God and tried to please Him; but he did not know much about God nor about what God wanted him to do. In those days the Jews were the only people who knew God very well, and they did not tell other people much about Him. They did not know that God loved everybody and wanted everybody to love Him.

Cornelius was not a Jew, and so he had to do the best he could by himself. He was as good and kind as he knew how to be. He gave a great deal of money to poor people who needed help. And every day he prayed to the heavenly Father.

The heavenly Father heard Cornelius praying to Him, and He saw what a good man he was. One day, about three o'clock in the afternoon, when Cornelius was praying, an angel came to him and said, "Cornelius."

Cornelius said, "What is it, sir?"

The angel said, "God has heard your prayers and has seen the good things you do. Now, send men to Joppa to the house of Simon, who lives by the sea. Ask there for Peter. He will tell you what to do."

As soon as the angel was gone Cornelius called three of the men who worked for him and told them about the visit of the angel. Then he sent them to Joppa to find Peter.

The next morning the three men started out. They walked and walked, down the road along the sea, all that morning. About noon they came to Joppa. There they asked the way to Simon's house. At Simon's house they asked for Peter.

When Peter heard about Cornelius and how he wanted to learn about God, Peter invited the men to come in while he was getting ready to go with them. So they came in and rested and stayed there all night.

The next morning Peter took some of his friends and went with the three men from Cornelius' house. They walked up the long road along the sea again. All day they walked. At about three in the afternoon, they reached Cornelius' house.

Cornelius was waiting for them with some of his friends who had come in to hear about God. Peter was very glad to tell Cornelius and his friends about the heavenly Father and about Jesus. So they had church in Cornelius' house that afternoon, and all that heard the sermon believed in Jesus and were saved.

EXPRESSIONAL WORK

Have the children paste the picture, "Peter in the Home of Cornelius," in their notebooks as usual. After this is done the children may work on covers for their notebooks. Some sort of title may be put on the front, made of cut-out letters. Some children may also wish to make designs of some sort with bits of paper cut in triangles, squares, or other shapes. With pleasing color combinations these covers may be made very attractive.

PLAYTIME

REST TIME

MUSIC PERIOD

"Fairest Lord Jesus" (Songs of Cheer, No. 85).

SECOND MEMORY PERIOD

Review verses six, seven, and eight of Psalm 24 to-day.

MISSIONARY STORY

THE LADY MISSIONARY AND THE TIGER

The oxcart waited at the door of the little bungalow to take the missionary lady to the village. Just as she was about to sit down on the straw of the cart the oxen started. There was no road. The driver started off, driving across the sun-baked fields and through the jungles, in the direction of the village. He kept in that direction regardless of the bumps in the way or the comfort of his passenger.

The missionary lady sitting on the straw in the cart was bumped up and down as the team moved along. After two hours of this she

was suddenly surprised by the approach of a tawny, striped creature that seemed to be in no greater hurry than the oxcart. She was more surprised than terrified at first at the uncommon sight of seeing a tiger in the daytime. Had it been dusk or midnight she might well have expected a visit from the "terror of the jungle", but his appearance at this time of day held for her but one meaning—he was desperately in need of food. Perhaps he was old and his teeth partly decayed, and he could no longer catch the beasts of the jungle or kill the hard-skinned village cattle, and so had taken to eating human beings. Several boys had lately disappeared from the mission school. Perhaps this tiger had gotten them.

The missionary did not know what to do. For a time she watched the tiger, padding softly along behind the oxcart. When he was ready, he would come closer; then he would spring. What should she do?

She prayed to the heavenly Father. At once He made her think of what to do. She remembered that when she was a little girl and had pets, that they could not look in her eyes. Always they would turn their heads away. They seemed to be afraid to meet her eyes.

Still praying, she fixed her eyes on the tiger. For an instant her fearless gaze met his, and his eyes lowered. He followed on for a little while, looking on the ground.

The beast raised his eyes again, and met the steady gaze of the missionary. He shifted his glance to the bank at the right of the cart. The missionary looked at him harder than ever. The next time the tiger raised his eyes to hers, he shifted them uneasily from right to left, as if looking for a way of escape. He had also slackened his pace and paused a moment with his paw in midair, as if undecided whether to come on or not.

Finally, he put his paw on the ground and came slowly on. When he again looked up and met the missionary's piercing gaze, he evidently decided that it was a dangerous place for him. Trembling, he glanced from right to left. The only way of escape was to leap twenty feet down the bank into the bottom of the ravine. He preferred this, however, to meeting the eyes of the creature in the oxcart. Without further hesitation he leaped over the bank and down into the valley below, where he was soon lost to sight in the tall grass.

—"Youth's Comrade."—Adapted from the "Youth's Christian Companion."

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

THEME: REVERENCE**Reverence and Obedience**

(Isaiah 6:1-13.)

Materials: Small pictures—Isaiah's Vision; construction paper; paste; scissors.

DEVOTION**Opening Song**

Scripture Reading: Revelation 5:11-14. The word "beast" is better translated "creature."

Prayer

Offering: If desired and planned for.

ROLL CALL**BIBLE MEMORY PERIOD**

Teach the last two verses of Psalm 1 to-day.

REST AND MUSIC PERIOD**REVIEW****BIBLE STORY****REVERENCE AND OBEDIENCE**

(Isaiah 6:1-13.)

The people of Israel had forgotten the heavenly Father. They prayed to idols and did a great many wicked things. Because they were wicked and would not listen to Him, God could not help them. So the kings from other countries came and stole their crops and made them pay taxes. They even stole their children and took them far away to strange countries. Sometimes they took the grown people, too, and carried them away to strange countries.

The heavenly Father was very sorry to see the people so wicked and unhappy. He wanted to send some one to preach to them and help them to do better. There was a preacher named Isaiah, who loved God and was willing to work for Him. So one day God sent him a vision, which is something like a dream. In this vision Isaiah saw God in the Temple. God was sitting on a beautiful throne. Above and around the throne were angels, with wings. The angels called to each other and said, "Holy, holy, holy, is the Lord of hosts."

"Holy" means very, very good and wonderful, like God is. God was so beautiful and so good that Isaiah could hardly look at Him. When Isaiah saw how good and how holy God was, it made him know how very small and wicked he was. Isaiah had tried to be good and do what was right. But when he saw God he knew that he had made a great many mistakes. Isaiah called out and said, "Oh, I am so wicked, I am not fit to work for the Lord."

Then the heavenly Father sent an angel to Isaiah. The angel told him, "Now your sins are forgiven and the Lord has taken away your mistakes."

(It would hardly be wise to give the children the story of the live coal from the altar, because the symbolism would be lost to them, and they would be likely to develop some grotesque conception of magic, or think of it only as a fairy tale. What we wish to emphasize for them is the meaning of the vision.)

Isaiah heard the voice of God, talking about the poor, wicked, unhappy people. He wanted to send some one to preach to them and help them. He said, "Whom shall I send, and who will go for us?"

Then Isaiah said, "Here am I, send me."

So the heavenly Father told Isaiah what He wanted him to tell the people. And Isaiah went out and preached to the people for the heavenly Father and helped them.

EXPRESSIONAL WORK

After to-day's picture, "Isaiah's Vision," is pasted in the notebooks, the children should finish all uncompleted notebook work. Then the sheets should be assembled in the proper order with the help of the teacher and bound with ribbon or cord, threaded through the holes, and tied neatly and securely.

PLAYTIME

REST TIME

MUSIC PERIOD

Review the songs that will be used on the program.

SECOND MEMORY PERIOD

Complete the review of Psalm 24 to-day.

MISSIONARY STORY

BUDDHU

It was a hot hot-season day. A cart arrived at the Balodgahan dispensary. In it was a thin, poorly dressed woman and her two thin, hungry children. Nirasa was the baby and Buddhu was about nine years old. Medicine and food were given them and it was soon found out that Buddhu was his mother's nurse and helper. They had come a day's journey on the train from the tea gardens in Assam. There the father had been working. They were all Hindus. The mother, through sickness, became very weak and entirely lost the use of her hands. When she was no longer able to carry water, cook food, and help in the tea gardens the father no longer wanted her and sent her away. He allowed Buddhu to come with her, because the poor woman was helpless.

Most likely, if Buddhu's mother could have cared for herself, her Hindu son would never have been permitted to come along. The father would have kept such a promising boy, and perhaps he never would have heard the story of Jesus. But he was young, and so the family could spare him. Buddhu showed his love for his mother in a most unselfish way. He prepared her food, brought water, and cared for his little sister.

They ate nothing on the way because they had no money to buy anything. All they had with them was a few pieces of bedding and

some brass plates. These they sold in Dhamtari to pay for the cart to take them to Balodgahan. They knew that the Christian missionaries there would take care of them.

After they had been there only a short time Buddhu looked like a different child. He had good food to eat and was wearing a shirt and a pair of pants sent from America.

The mother, Sukli, was taken into the Widows' Home, and Buddhu lived in the Boys' Orphanage at Dhamtari. His little sister, Nirasa, was taken care of in the Baby Home.

—Ida Beare.—Adapted from the "Youth's Christian Companion."

Missionary Poster Work

CLOSING PERIOD

DISMISSAL

Review and Practice for the Program

The entire time will hardly be taken up by the whole school practicing together, this general practice being no doubt held the latter half of the morning. The time previous to this should be spent in reviewing. This may be done by following the daily schedule and reviewing the work of each period as it comes, or the schedule may be disregarded entirely, except for the Devotion Period, and the review concentrated on those parts that the class will contribute toward the closing program. A few general suggestions for the closing program follow.

The closing program should be representative of the work of the course. The teacher should select for the program things which have been emphasized throughout the course. This will fulfill the purpose of the program, give the children the proper conception of its meaning, and make the work of the program easier for them.

Appearing on the program should be made a privilege. The children will readily understand that they must earn the right to present their favorite part of the work by doing it well. The memory work and songs will likely be largely group work, which will take care of the ones too shy to appear individually.

If the work for the program has been selected from what the children know best, little time need be spent in practice. But the teacher should know that the children in her class are prepared. She will be using the songs and memory material in her regular work.

For the individual projects, she may wish to call to her one child at a time and give him some help on his part, while the other children are busy with the handwork. The general practice will then teach the children the mechanical part of the program, and they should be ready for it with no further difficulty.

On no account should the preparation for the program be allowed to become a nervous strain and spoil the spontaneity of the children. The more informal and at home they can be, consistent with orderliness, the better the program will be.

APPENDIX

MATERIALS NEEDED

A special descriptive circular entitled "Summer Bible School Material," which gives detailed information and prices of materials listed below, may be secured upon writing to the Mennonite Publishing House, Scottdale, Pa.

The following equipment should be secured if possible: small chairs, low tables, scissors, and a blackboard.

As for supplies, these are suggested: picture sets for each pupil (see below); notebook paper and covers, paste, construction paper; thumb tacks; paper clips; picture clips with hooks; modeling material. Construction paper very well answers the purpose of Bogus Bristol, oak tag, and manila paper. It is available in 8" x 10½" sheets and in various colors. Notebook covers made of construction paper and notebook paper to fit have been prepared especially for Summer Bible Schools and may be purchased at a very reasonable price. All the materials listed in this Appendix may be ordered from the Mennonite Publishing House, Scottdale, Pa.

Picture Sets: For the expressional period of this course sets of fourteen four-color pictures on cards 3" x 4" are available. These pictures have been selected and printed especially to illustrate the Bible stories found in this Manual. One set is to be purchased for each pupil. These picture sets should be provided without fail for all the children in the class. Specify "Series IV" when ordering pictures for use with this Manual. Be sure to order enough sets to accommodate late-comers.

Life in India Panel Posters: This set of posters is for use in connection with the Missionary Story Period. All the material necessary is included in the set, together with instructions. The chief work to be done is the cutting out of colored parts and fitting them on to good-sized panels. These posters are splendid expressional work material for the Missionary Period. They may be had at a very reasonable price.

BIBLIOGRAPHY

Books Needed for This Course

Songs of Cheer for Children, Mennonite Church.

Books That May Help the Teacher

BIBLE STORY BOOKS

Bible Story Book by Elsie E. Egermeier.

Story of the Bible by Jesse Lyman Hurlbut.

Fifty Bible Stories by Ella Zook.

CHILD STUDY AND TEACHING

The Use of the Story in Religious Education by Margaret W. Eggleston.

A Study of the Primary Child by Mary Theodora Whitely.

An Introduction to Child Study by Clarence H. Benson.

- A Study of Child Nature* by Elizabeth Harrison.
The Unseen Side of Child Life by Elizabeth Harrison.
Introduction to Child Study by Ruth Strang.
Child Guidance by Smiley Blanton and Margaret Gray Blanton.
How to Tell Stories to Children by Sara Cone Bryant.
Some Primary Methods by Laura Gilmore Slowman.

GAMES

- Games for Playground and Home* by Jessie L. Bancroft.
Play Life in the First Eight Years by Luella Palmer.
The Activities Curriculum in the Primary Grades by Marian Paine Stevens.

SONG BOOKS

- Sheet Music of Heaven* compiled by Clayton F. Derstine.
Life Songs, Mennonite Church.
Little Songs for Little Singers by Mildred Adair.
Songs for the Little Child by Clara Belle Baker and Caroline Kohlsaar.
Songs for Little People by Frances W. Danielson and Grace W. Conant.

REFERENCE WORKS

- Bible Atlas* by Jesse Lyman Hurlbut.

The Mennonite Publishing House, Scottdale, Pa., is in position to supply any of the above-mentioned books.

PROGRAM SUGGESTIONS

Following are a few suggestions from which the Primary II class may select the numbers for their part on the program.

The class may pass to the platform, and, standing in some convenient group arrangement, sing a few of their favorite songs.

The class as a whole, or any selected group, may recite the memory work which has been learned. They should do this clearly and expressively, as they will, if they have a grasp of the message of the passages.

The group may then step to the rear of the platform, and stand quietly, while, one at a time, a few of the children come forward to tell the audience a favorite Bible story, not memorized, but told in their own words.

The missionary posters may be placed on the wall back of the platform. Several children may take turns in telling briefly the activities which the different posters represent.

The class may then assemble again in the foreground and close their part of the program by reverently singing, as a prayer, one of their prayer songs.

FOR THE INTERMISSION

The children will no doubt have a number of their own favorite games which they should be allowed to play whenever they choose them. For interest and variety the teacher may also have her turn at suggesting a new game occasionally. Following are a few simple games that have been found to appeal to children of Primary age.

Japanese Tag

One child is chosen tagger and chases the others. The child who is tagged then becomes tagger in turn, and must keep one hand on the spot where he has been tagged until he catches another child.

Crossing the Brook

Draw two parallel lines on the floor for the brook. The children jump across and those who fall in must run home to change their stockings.

Red Light

One child stands with his back to the group, who are lined up along the goal. While he counts to ten they run for the opposite goal, stopping when he calls, "Red light." If he sees anyone move, that child must return to the first goal and start over.

Giant Steps

Players line up, with a leader in front. The leader tells each one individually how he may go; as, "two small steps forward, one sideways; two skips and hop; four giant steps," etc. Each child must ask "May I?" and the leader must answer, "Yes, you may," before he starts, or he must go back to the beginning.

Circle Dodge Ball

Half of the players form a circle, with the other half in the center. Children in the circle throw the ball, trying to hit the children who are in the center; as a child is hit, he joins the circle. This may be varied by having the children in the circle sit on the floor and roll the ball at the feet of the children in the center.

Three Deep

Players stand in a double circle, all facing in, one couple beginning the game. The first child chases the second, at which the third one in the rear must run. If the second child is caught he changes roles with the first child.

Skip Tag

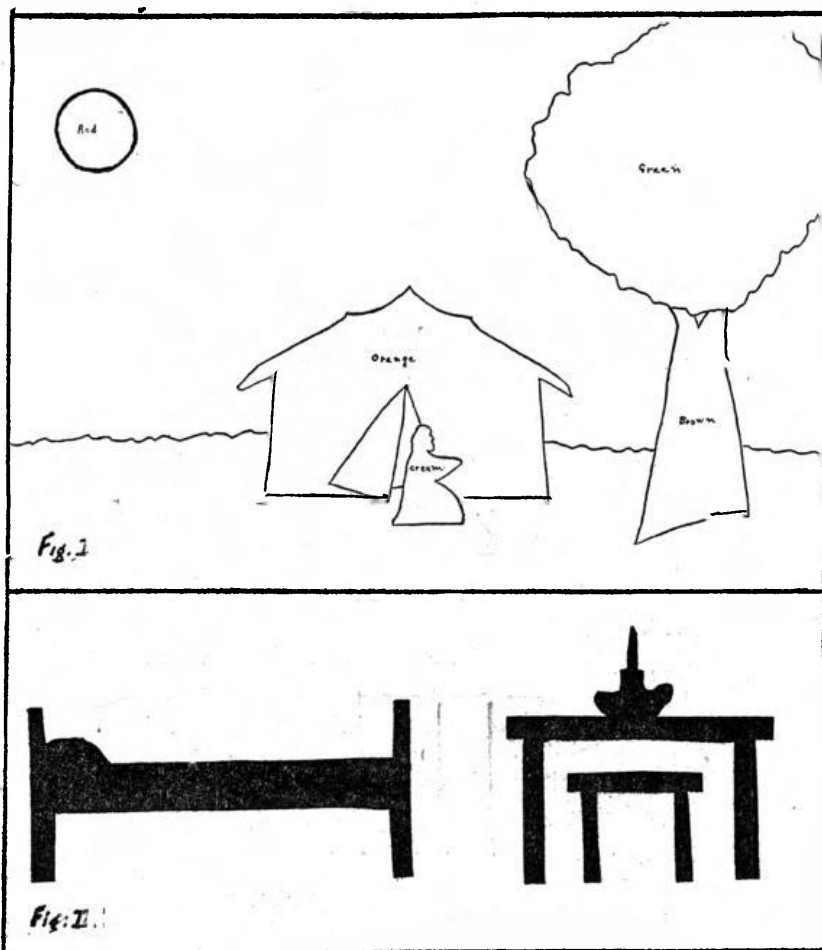
Players form a circle, each child holding out one hand; one child skips around the inside of the circle, taps a child on the hand; the latter chases him, doing as the tagger does, hopping, skipping, etc. If the first child is caught before he reaches his place, he must stand in the center, or "mushpot." To close the game, prescribe the method by which the children in the center may come out, walking on hands and knees, hopping on one foot, etc.

Squirrel and Nut

Players form a circle with their hands cupped behind them; a "squirrel" carries a "nut" around the outside of the circle, dropping it into some one's hand. The second child chases the first around the circle to his place again. If he catches him, they change roles.

I Spy

One child leaves the room or hides his eyes while a small object is hidden. While he hunts for it, the group may guide him by calling "hot" as he approaches the object or "cold" as he goes the wrong way.



POSTERS

Fig. I. This poster shows Abraham sitting in his tent door, and illustrates Lesson VI. Upon a sheet of light blue construction paper, 8" x 10½", paste a strip of dark green paper in the foreground to represent the grass. The sun, tent, man, and tree trunk are made by cutting and the green part of the tree and the grassy plain by tearing. Beneath the tent door paste a strip of paper the color of the tent to represent the tent wall opposite.

Fig. II. This poster of Elisha's Chamber illustrates Lesson VII. The background should be a sheet of construction paper, size 8" x 10½", of a color, such as cream, that will contrast well with the furnishings, which are cut out of black construction paper.



This picture shows water bottles in the process of preparation. It will serve to give some idea of the water bottle Hagar may have carried, though hers no doubt was considerably smaller. See Lesson II.

