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THE USE OF MUSIC IN
REPRESENTATIVE CHURCH SCHOOL QUARTERLIES

by

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

A. The Problem and its Significance

There is a conviction among the leaders of Christian Education that the retention of information is greatest when conveyed through the medium of music. For example, Mrs. Milton Fish of the National Bible Institute in New York City discovered from a survey of her Christian Education class that the majority of the group recalled the songs learned in the Beginners and Primary departments of the Church School more than any other instruction received there during that period.

Since the song makes such a deep impression upon the children of the Beginners and Primary departments of the Church School, it is significant that the leaders in the Church School use music effectively. The importance of the use of music is stressed by Miss Elizabeth Shields in the following statement:

"Sometimes it seems that the method of using a song is almost as important as the song itself, for the experience of which it is a part may be enriched or rendered valueless according to whether or not the leader is able to use the music as a stimulus to thinking or acting or feeling."¹

The above consideration leads one to ask the

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1. Shields, Elizabeth McE.: Music in the Religious Growth of Children, p. 40

question, "Are the leaders in the Church School using music most effectively?" This naturally suggests a second question: "From what source are the leaders receiving their instruction?" In general, the answer is the Church School quarterly. Therefore, it is evident that in order to determine whether the leaders in the Church School are using music effectively, it is necessary to examine the use of music in representative Church School quarterlies. However, what the leader does with this material depends entirely upon the individual and will not be a problem for discussion in this thesis.

B. The Sources of Data

It was originally planned to limit the study to publications of the five leading denominations of the United States. However, since many of the quarterlies could not be obtained because of the paper shortage, and since the United Lutheran Church was making a complete change in their lesson materials, it was decided to procure whatever could be obtained and proceed accordingly. On further investigation it became evident that an adequate picture of the use of music with primaries could be gained from a more limited study.

Thus the materials finally chosen for this study are a sample set of closely graded quarterlies for seven-year-olds published by the Methodist Church, a sample set of departmental graded quarterlies for primaries

for the Church School year 1943-44 published by the Presbyterian Church U. S., and as a representative of a non-denominational quarterly, a sample set of department graded quarterlies for the primaries for the calendar year 1944 published by the Scripture Press. The difference in the period of time covered is due to the fact that it has been impossible to obtain a complete set of the departmental graded quarterlies for primaries for the Church School year 1943-44 published by the Scripture Press. Therefore the calendar year 1944 has been substituted.

C. The Method of Procedure

Therefore an investigation of this nature requires as its first step a preliminary examination of the material to be analysed in order that the study may be properly directed and the findings systematically recorded. For this purpose a working chart will be made and used as the basis of both the study and the presentation.

The findings in the quarterlies of each of the representative denominations will be recorded on identical chart forms and discussed in detail in separate chapters. Since the discussion in each case will consist of an explanation, an elaboration, and a summary of the chart, it is obvious that the chapters will correspond exactly in organization. Four points will be under consideration in each: the songs used, the purposes discovered, the

correlation of the music with other materials, and the teaching methods suggested.

The first step will be a classification of the songs used. Both the nature of the songs and their use in the session will determine this. In many instances the song will be classified under more than one heading. Arabic numerals will be the symbols employed to designate this information. Thus the first song in any unit will be numbered one, the second, two. Except for the offering songs, the numerals will vary for a particular song according to the unit in which it is used, since the songs are renumbered for each unit.

The second step will be to discover the purposes underlying the use of the song. It is recognised that in such an attempt to discover purposes which sometimes are not stated, absolute objectivity is difficult to maintain and differences of opinion are inevitable. To overcome this a standard set of objectives* will be set up in order that the study may be guided, though not in the sense of restriction. The purpose discovered will be recorded and discussed respectively under the following headings: stimulus to other activity, enrichment of other activity, expression of worship, and personal application of teaching.

As stated above, this study will also include

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* These were finally determined after much preliminary analysis and trial classification.

a tabulation of the correlation of music with other phases of the program. Since such correlation should be quite closely related to the purposes underlying the use of the song, and since it may indicate in many instances the motive behind the use of the song, it is evident that much of the investigation in the second and third step will be done simultaneously.

The fourth step will be an examination of the teaching methods suggested. The findings will be recorded and discussed as suggestions for study of the song, suggestions for learning the song, and suggestions for making the song a part of experience.

A summary of the findings in the three sets of quarterlies examined will be given in terms of a comparative study. From this certain conclusions will be drawn.

CHAPTER II

THE USE OF MUSIC IN THE PRESEBYTERIAN CHURCH U.S.

PRIMARY DEPARTMENTAL GRADED QUARTERLIES

CHAPTER II

THE USE OF MUSIC IN THE PRESBYTERIAN CHURCH U. S. PRIMARY DEPARTMENTAL GRADED QUARTERLIES

A. Introduction

The Presbyterian Church U. S. published for its primary department a series of departmental graded lessons, which follow a three year cycle. The Year 1943-44 is the third year. In each of these quarterlies there are thirteen sessions. In the first these sessions are divided into three units; in the second into two units; in the third into three units; and in the fourth into three units. The units are numbered from one to eleven beginning with the fall and continuing through the year. These, then, will form the basis of the study of this chapter. The data discovered concerning the use of music will be charted and discussed in accordance with the procedure outlined above. As indicated this will include a consideration of the songs used, of the purposes discovered, the correlation of the music with other phases of the program, and the teaching methods suggested.

B. Songs Used

An investigation of the primary quarterlies for the year 1943-44 of the Presbyterian Church U. S. reveals that fifty different songs and one instrumental selection

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were suggested for use during the year. Seventeen of this number are used in more than one unit; two are found in as many as five units. This wide selection of songs covering a variety of experiences consists of songs concerning God, the Father, Jesus Christ, the Church, the Bible, God's day, God's world, Bible characters, social relations, prayer, giving, and the nation. There are prayer songs, songs of praise, offering songs, and a benediction song.

Since most of the songs are taken from the song book Worship and Conduct Songs for Beginners and Primaries by Elizabeth McE. Shields, the majority of these contain elements of both worship and conduct. There are no nature songs which do not emphasize God as Creator, and there are no conduct songs which do not emphasize either Jesus as Teacher, or God as Helper for daily Christian living.

The words of only one of these songs in this group are composed of a Scripture verse.

Of the four offering songs, two are a prayer. One of the prayer songs is used in five units; in three of these it is employed throughout the unit.

C. Purposes Discovered

1. Stimulus to Other Activity

a. To Initiate the Unit

Three of the eleven units are introduced by a

song and one by a prelude. The following are citations of these:

The songs, "Friends," introduces the unit, "Being Christian With Our Friends," by presenting the thought of friends and the atmosphere of friendship about which the session and the unit hinge.¹ Since this song is introduced as being familiar to all the children, it would create an immediate response from them though it is the first session of the year.

The unit, "Jesus, Friend of All," is introduced by the song, "Jesus, Our Friend."² This was learned in the last session of the Christmas unit and serves as a link between the two since it tells about Jesus' manhood as well as his birth and boyhood. It is, therefore, a review of former teaching and a preparation for the new unit which is to be studied. In the session it serves as a basis for the prayer and as an introduction to the conversation.

"Come to Church" initiates the unit "Going to Church in Our Land."³ It plays only an inconspicuous part, however, since it merely suggests the thought and is not especially correlated with any other activity of the session.

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1. Quarterly of November, October, December, 1943, p.9
2. Quarterly of January, February, March, 1944, p.8
3. Quarterly of April, May, June, 1944, p.24

A prelude of Christmas music introduces the unit, "When Christmas Comes." The teacher links the music with a prayer of thanksgiving and petition that includes the outstanding purposes of the unit.¹

b. To Initiate the Session

In a sense all of the sessions are initiated by a song since the music played to assemble the group is always a song chosen for that particular unit and containing some thought emphasized throughout the unit and in the immediate session. Following, however, a more exacting criterion, there are but fourteen sessions, whose theme is introduced by a song. One of the best examples of this is found in the third session of unit four.²

The singing of "Jesus, Our Friend," is followed by the reading of the memory verse, Matthew 9:35, which is associated with the third stanza of the song. A three-panel screen illustrating the Scripture verse is then discussed, followed by a prayer embodying the preceding thoughts. Though the song is not used again in the session, the Scripture verse with which it is connected is used throughout.

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1. Quarterly of October, November, December, 1944, p. 43
2. Quarterly of January, February, March, 1944, p. 13

c. To Create Desired Atmosphere

Music is used to create the desired atmosphere in most of the session. The children are always assembled and reassembled during the playing of their songs and usually this song is selected with the thought of creating the desired atmosphere. Very often the song used either to initiate the unit or the session serves also as a means of creating the selected setting.

In the third session of Unit V ("God's Children Live in Many Lands"), the song, "Children of One Father,"¹ is used to create the atmosphere for the review of the previous study as well as to assemble the children in the opening of the session.² It is used again in the worship service to create the atmosphere for the appreciation of a picture of Jesus and the children placed in the worship center.³

Though "Friends" is primarily used to initiate Unit I, ("Being Christian With Our Friends"), it is also used to create an atmosphere of friendliness and welcome for the beginners who have come into the session for the first time.⁴ The worshipful atmosphere which closes this session is captured at the beginning of the next by playing

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1. Quarterly of January, February, March, 1944, p. 13
2. Quarterly of January, February, March, 1944, p. 37
3. Quarterly of January, February, March, 1944, p. 38
4. Quarterly of October, November, December, 1944, p. 9

the prayer song used to conclude the former session.¹

The Christmas Carols are employed into the Christmas unit to create the joy and spirit of this season.

d. To Prepare for Story

There are very few instances in the quarterlies of the Presbyterian Church U. S. of direct preparation for a story by a song. In the year's work only four instances can be found and two of these involve the same song.

"Why Do Bells for Christmas Ring?" is closely correlated with the stories of the first three sessions of Unit VI (When Christmas Comes). The three stanzas relate respectively to the story of each session. The first stanza is introduced and learned in the activity preceding the story. Immediately after this the teacher introduces the story of Jesus' birth by stating that they have been singing about the first Christmas, and now they are to hear the Bible story about it.² In the second session this stanza is used as a means of review in preparation for the story, "The Song of the Angels."³ Though the last session of this unit is about Jesus' boyhood, the three stanzas of "Why Do Bells for Christmas Ring?" are sung as a background for the story, "When Jesus Was A Boy."⁴

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1. Quarterly of October, November, December, 1944, p. 12
2. Quarterly of October, November, December, 1944, p. 44
3. Quarterly of October, November, December, 1944, p. 47
4. Quarterly of October, November, December, 1944, p. 55

Stanzas one and two of "The World is a Wonderful Home," are interpreted to the group as a reference to children in this country in order that the group may be sensible to the experience of the mountain girl in the story, "Bettina Hears About God."¹

The fourth stanza of "Jesus, Our Friend," is sung with the intention learning to lead the children's thoughts and conversation to an appreciation of Jesus as their friend. Though this is aided through the use of pictures, the song is the starting point in preparation for the story, "Finding the Best Friend."²

e. To Motivate Discussion

Only a few discussions suggested in these quarterlies are motivated by a song, though when played and employed in this way, the songs are very effective, especially in furthering discussion. Unit I uses two songs for this purpose. "Neighbors Like Jesus" is sung in order to recall Jesus' friendliness to all whom he met. This is followed by group reports of ways in which they may show Christian friendliness.³ "Lord I Want to Be A Christian," is used to stimulate recall during a discussion in session three.⁴

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1. Quarterly of January, February, March, 1944, p. 43
2. Quarterly of January, February, March, 1944, p. 8
3. Quarterly of October, November, December, 1943, p. 12
4. Quarterly of October, November, December, 1943, p. 15

In Unit II (Worshipping God Long Ago and Now), the song, "Let Us Worship and Bow Down," gives the atmosphere for a recall of the worship of Abraham stimulated by the study in the previous session.¹

In one session of Unit IV the fourth stanza of "Jesus, Our Friend," is used to motivate conversation which serves as an introduction to the story and the third and fourth stanzas are used to foster a recaptive mood for the reports from the group.

"Helping in God's World" is used in the early part of the third session of Unit IX in relation to the children's own experience of working with God to make things grow; then, later in the session the same song is used as a preparation for a discussion of ways of working with God for healthful living.

f. To Motivate A Project

No good examples of a project specifically motivated by music are presented in the Primary quarterly for 1943-44 of the Presbyterian Church U. S. However, since the activities of Unit II (Worshipping God Long Ago and Now) center upon worship, "Any Time, Anywhere" and "Let Us Worship and Bow Down" are used to create a thoughtful mood for this work.¹

At the same time that "Helping in God's World" personalizes the moral of the story in session two, Unit

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1. Quarterly of October, November, December, 1943, p. 27

X, it assists in the motivation of activities which put into practice the principles taught.¹

g. To Recall Previous Learning

Considerable use of songs is made in these quarterlies to stimulate the recall of previous lessons. Nine of the eleven units are used with the music for this purpose. In the majority of the units only one song is employed as a part of the review during the study of the unit. In Unit I (Being a Christian With Our Friends) "Lord I Want to Be a Christian" is used in session two and three.² In Unit II (Worshipping God Long ago and Now) "Enter Into His Gates with Thanksgiving" is used in the fourth session.³ In Unit III (When Christmas Comes) "Why Do Bells for Christmas Ring?" is used in the second and fourth sessions.⁴ This song is particularly helpful in reviewing Jesus' birth and is used as a preparation for the lesson concerning his boyhood. The following session is the first session of Unit IV (Jesus, Friend of All), it begins the study of Jesus as a man. The leader uses the song "Jesus, Our Friend" to help the children relate the birth and manhood of Jesus.⁵

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1. Quarterly of July, August, September, 1944, p. 39
2. Quarterly of October, November, December, 1943, p. 12
3. Quarterly of October, November, December, 1943, p. 34
4. Quarterly of October, November, December, 1943, p. 47

In Unit VI (Easter With Jesus' Friends), an informal review is planned for the children in the closing session. "Tell Me the Stories of Jesus" is proposed as the means for motivating the review of favorite stories of Jesus.¹

Three songs are used to stimulate recall in Unit V (God's Children Live in Many Lands). Appropriate stanzas of "The World is a Wonderful Home" are sung in session three as the countries studied are recalled.² In session five "Children of One Father" is employed to stimulate the group to recall children studied in previous sessions.³ "Jesus Loves Me" is sung in the language of the children of the nation recalled.⁴

In the last session of Unit X (Children of the Bible) "Helping in God's World" and "My Work" are suggested as suitable songs to use between the stories of the unit that are reviewed in the period allotted for recall.⁵

Session one of Unit XI (Learning to Use the Bible) is a review of the stories about Jesus. "Tell Me the Stories of Jesus," "Jesus, Our Friend," and "Jesus, My Friend" are suggested as appropriate songs to use in the review.⁶ In the second session "Tell Me the Story of

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1. Quarterly of April, May, June, 1944, p. 20
2. Quarterly of January, February, March, 1944, p. 37
3. Quarterly of January, February, March, 1944, p. 43
4. Quarterly of January, February, March, 1944, p. 46
5. Quarterly of July, August, September, 1944, p. 46
6. Quarterly of July, August, September, 1944, p. 52

Jesus" is used to encourage the children to name their favorite stories of Jesus.¹

2. Enrichment of Other Activity

a. To Enrich the Story

In this series of quarterlies the song is employed to a considerable extent for the enrichment of the story.

In the first session of Unit I (Being Christian With Our Friends) "Neighbors Like Jesus" is sung by the leader as the class comes to the close of the story.² The first stanza is a summary of the principal thought in the story "Jesus Makes New Friends."

After the story "Worship in the Temple Church," in the third session of Unit II (Worshipping God Long Ago and Now), the children are led to a further appreciation of the temple worship through a picture of a worship service in the temple and through a verse from the Bible song book. They are then told about another song, a song which the people sang while going up to the Temple for the first time. While they are imagining the marching of the Hebrew people as they sang, "Enter Into His Gates With Thanksgiving," they are told that if they also feel

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1. Quarterly of July, August, September, 1944, p. 54

2. Quarterly of July, August, September, 1944, p. 39

glad when they think about coming to church they may respond by singing the song. Though "Enter Into His Gates With Thanksgiving" does not follow directly after the story and though it may at first seem to be too far removed in the session to be associated with it in the children's mind, recognition must be given to the fact that it is the children's culmination of an activity which has served as an enrichment to the story.¹

"Why Do Bells for Christmas Ring?" enriches the story of all three sessions of Unit III, though the first stanza of the song primarily prepares for the story in the first session and is not used again until just before the children go home, it is closely allied to the story that its place of enrichment can hardly be denied.² There is no question concerning this in reference to the second and third stanza, for they are introduced immediately after the story to which they pertain. In the second session the leader does this by saying, "We have heard another part of the Christmas story. Shall I add it to our song?"³ After the children have had an interesting drill on this stanza, both the song and story are enriched by the soft singing of the second stanza

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1. Quarterly of October, November, December, 1943, p. 31
2. Quarterly of October, November, December, 1943, p. 44
3. Quarterly of October, November, December, 1943, p. 47

of "Holy Night" at the close of "Why Do Bells for Christmas Ring?" The story, "The Song of the Angels," is also enriched by a rendition of Handel's "Glory to God in the Highest."¹ Since this follows the reading of the Scripture passage associated with the story, this might be considered an enrichment of the Scripture rather than the story. The Scripture passage itself, however, could be termed an enrichment of the story. The third stanza of "Why Do Bells for Christmas Ring?" is introduced after the story, "The Wise Men Visit the Baby Jesus" in words:

"We have this same story in another way in a new stanza of the song we used last Sunday. We have sung of the Baby in the manger bed, and now we have sung of the angels and the shepherds. Today we have a new stanza about the Wise Men. Listen, and I will sing it for you."²

In Unit VII (Going to Church in Our Land) special effort is made to master the song, "In the Father's House." It is suggested in session three that the third stanza of this song would follow the conversation and story very appropriately.³ Since the story is short and would have little meaning for the children without the conversation to introduce it and the song to complete it, the song in this case becomes almost a necessity. In contrast to this the story, "Donald Visits a Sunday School Under a Tree,"

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1. Quarterly of October, November, December, 1943, p.48
2. Quarterly of October, November, December, 1943, p.51
3. Quarterly of April, May, June, 1944, p. 32

which seems to need no embellishment is nevertheless, made more impressive through the use of the song, "Surely the Lord Is in This Place," for it reiterates in another way the thought that the Lord is with His children wherever they meet to worship Him.¹

The characters in the story, "On the Way Home," add a new stanza to the song "Friends," which expresses effectively the teaching of the story. Since this ends the story, the children are immediately given an opportunity to sing the song themselves.²

The story, "Timothy and His Bible," is not followed directly by the song, "The Bible," but in view of the fact it is to be related to it in the minds of the children, it should be regarded as an enrichment of the story. A suggestion is made in the session plans that if the children have not been given the conception of the close connection between Timothy's Bible and their's, this relationship should be discussed as an introduction to the song "The Bible."

b. To Enrich Picture Study

The song is seldom used to enrich a picture study in the quarterlies under examination. When the song is so employed, it makes a definite contribution to the child's

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1. Quarterly of April, May, June, 1944, p. 35
2. Quarterly of April, May, June, 1944, p. 62

experience within the session.

In session one of Unit VI, the fifth stanza of "Tell Me the Story of Jesus," is suggested as a song the children would enjoy while looking at the picture of Jesus and the children in the temple.¹

"Baby Moses" is sung by one of the adults in the first session on Unit X as a part of the picture study of the Baby Moses. The children are encouraged to imagine the conversation between Miriam and her mother as they placed Moses in the "basket-boat." This is concluded by the song. The words are:

"Who will take little baby?
'I' said the water deep,
'Baby will float in his cradle boat
And I shall rock him to sleep"

"Who will watch over baby?
Miriam whispered 'I',
'I'm sure to hear if the baby dear
Gives even a tiny soft cry."²

c. To Form a Climax

In these quarterlies, the music plays a very important part in leading the discussion to a climax. Its use is not so noticeable as a climax to the story, though occasionally the song acts as a climax at the same time that it provides enrichment for the story. The instances that follow are related to the discussion.

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1. Quarterly of April, May, June, 1944, p.10
2. Quarterly of July, August, September, 1944, p. 34

"Neighbors like Jesus," followed by a prayer personalizing the content of the song, not only climaxes the discussion and group reports, but it is the climax of the entire first session of unit two.¹ This session, however, has another important climax and the song in this case may be in itself even more of a climax since it is the prayer song "Lord I Want to Be a Christian,"² which serves as a personal application of the teaching both in the group and in the work where it acts as a climax and in the unit.³ It is again used in the sixth session of the unit as a climax at the close of a meditation.

In session three of Unit IV the leader sings "Being True" as a climax to the group reports on "Ways of Being Friendly" and thus expresses in song what the children have been giving in their reports. The children are prepared for the new tune by a rendition of the music while reassembling for the reports.⁴

The song is used both as a climax to the discussion and as a climax to reports from the children in a worship service in Unit VIII. In the first session the leader sings "Back of the Loaf" as a climax to the conversation in which the children trace back to god, the Giver of

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1. Quarterly of October, November, December, 1943, p. 13
2. Quarterly of October, November, December, 1943, p. 12
3. Post, p.
4. Quarterly of January, February, March, 1944, p. 14

every good gift.¹ The closing session is a service of praise conducted by the children. An appropriate song is used as a climax to each of the three summaries of what they have studied during the unit.²

In the fourth session of Unit X "Helping in God's World" is the climax to a discussion on how the children may use their talents as they seek to share their knowledge of God.³

3. Expression of Worship

a. To Heighten Prayer Experience

There are two types of songs used in these quarterlies to heighten the prayer experience. They are the prayer song, and the song which motivates prayer.

"Lord I Want to Be A Christian" is introduced in the first session of Unit I as a song written in the form of a prayer song and is used throughout the unit and in subsequent units as a prayer song. As pointed out above, it sometime brings the discussion to a climax in prayer.⁴ Usually it motivates a personal application of the teaching.⁵

"Father, Hear Thy Little Children," is sung as a closing prayer in the last three sessions of Unit II

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1. Quarterly of April, May, June, 1944, p. 45
2. Quarterly of April, May, June, 1944, p. 53
3. Quarterly of April, May, June, 1944, p. 46
4. Ante, p. 22
5. Post, p. 28, 29

(Worshipping God Long Ago and Now).

"Father in Heaven, We Thank Thee," is used as a prayer of thanksgiving in conjunction with a litany, a poem, or a prayer offered as an expression of gratitude from the group for the gifts of spring.¹

In Unit IX (Working With God) three prayer songs are used: the benediction, "The Lord Bless Thee and Keep Thee,"² and "A Prayer for Help"³ are sung as closing prayers, and "Father We Thank Thee" is used as an opening prayer.⁴ The fourth stanza of the last named is sung on one occasion to encourage spontaneous prayer from the boys and girls.⁵

"A Prayer for Help" is also employed in the last two units as a closing prayer. The intent for which this is used is to conclude the session on a thoughtful note.⁶

Such songs as "Neighbors Like Jesus"⁷ and "Jesus, My Friend"⁸ are employed to motivate prayer.

b. To Make Offering Worshipful

Every session is planned with the thought that the offering song should be an experience of worship

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1. Quarterly of April, May, June, 1944, p.9
2. Quarterly of July, August, September, 1944, p. 12
3. Quarterly of July, August, September, 1944, p. 16
4. Quarterly of July, August, September, 1944, p. 15, 19
5. Quarterly of July, August, September, 1944, p. 23
6. Quarterly of July, August, September, 1944, p. 35, 39, 46
7. Quarterly of July, August, September, 1944, p. 3
8. Quarterly of January, February, March, 1944, p. 9

correlated with the other activities of the department. The songs used are either related to the offering prayer or are the prayer itself. One of the two offering prayer-songs, namely "Father, Bless Our Gifts Today" is suggested for more than half the sessions of the year 1943-44.

The following is an example of the contribution of the offering song to a worshipful experience in giving, correlated with the teaching in the session. After the children have heard the story "The Tent Church," repeated Psalm 113: 1-4, and studied a picture of the tabernacle, the leader suggests the offering by saying, "Today we bring gifts of money when we worship God -- just as the Hebrew people of long ago brought their gifts.¹ The song, "Our Gifts" is then sung reverently. Its words are:

"Our Heav'ly Father gives us gifts,
Each day brings something new:
And so today we bring our gifts
To help His work to do."²

The service is completed by a spoken prayer from the leader.

c. To Center Thoughts on God's Goodness

There are a number, in these quarterlies, of instances of songs used to express praise to God for His goodness to the children of men. These songs convey His goodness for giving them friends, for sending the Lord

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1. Quarterly of October, November, December, 1943, p. 27

2. Shields, Elizabeth McE., Worship and Conduct Songs, p. 45

Jesus to earth, for His love for all people, for His provision for every need of man, and for His loving care of them. In most cases the activities of the session prepare the child to voice such praise from his heart. Occasionally the songs themselves are the motivation for this worship experience.

In Unit I (Being Christian With Our Friends) the children are given the opportunity to thank the Heavenly Father for their friends through the singing of the song poem, "Thanks for Friends," to the music of "Thank You, Father." They are prepared for this through a directed discussion suggested in the pupil's leaflets. The discussion and song are a part of the study in individual groups.¹

Handel's "Glory to God in the Highest" is used in the second session of Unit III (When Christmas Comes) to direct praise to God for His goodness in sending the Lord Jesus to earth.²

As used in Unit V, (God's Children Live in Many Lands) "The World is a Wonderful Home" motivates spontaneous worship of God for His goodness and love in providing a desirable and suitable home for the children of all races. In the same unit, "Jesus Loves Me" is used to relate God's love to children everywhere.³

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1. Quarterly of October, November, December, 1943, p.15
2. Quarterly of October, November, December, 1943, p. 48
3. Quarterly of January, February, March, 1944, p. 38

In the first session of Unit VI (Easter With Jesus Friends) "God's Love is Everywhere," "Praise Him, Praise Him," and "Father in Heaven, We Thank Thee," are used to connect the gifts of spring with God's goodness and to express the thankfulness for His gifts to us. Also, a new stanza is added to the offering song, "Gifts of Love," to express the same thought.¹

In the Unit IX (Working With God) "We Plough the Fields" is correlated with the Parable of the Sower and I Corinthians 3: 9a, "We are God's Fellow-workers," to convey man's part and God's part in making things grow. This direction of the child's appreciation to God's goodness in His provision for our every need.²

In Unit VIII (Learning How God Cares for Us) most of the songs impart the thought of God's goodness in His loving care for us. "Back of the Loaf" is sung in connection with God's provision of our food.³ "Lord, Thy Glory Fills the Heavens,"⁴ and "All Things Bright and Beautiful"⁵ are related to God's goodness in giving the beautiful to enjoy as well as the necessities of life. God's care for the individual is emphasized in "God Who Made the Earth," and "How Strong and Sweet My Father's

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1. Quarterly of April, May, June, 1944, p. 9
2. Quarterly of July, August, September, 1944, p. 16
3. Quarterly of April, May, June, 1944, p. 45
4. Quarterly of April, May, June, 1944, p. 47
5. Quarterly of April, May, June, 1944, p. 47, 54

Care."¹

"Enter Into His Gates With Thanksgiving" is used throughout the year both to motivate and to express praise to God for His goodness. Its introduction in session three of Unit II (Worshipping God Long Ago and Now) renders it particularly effective for this use.² In three session of Unit XI (Learning to Use the Bible) it is used as a part of the worship experience in conjunction with Psalm 100.³

"Let Us Worship and Bow Down" is used in much the same way as "Enter Into His Gates With Thanksgiving." In session three of Unit X (Children of the Bible) it also is used with Psalm 100, which has been learned previously by the children. In this instance the second verse of the Psalm is emphasized.⁴

4. Personal Application of Teaching

Throughout these quarterlies consideration has been given to the considerable use made of the song as a vehicle for the child's expression of the desires which the teacher has sought to instill within his heart. This is true of every unit except the third and fifth. In them, it is sought to create a deeper appreciation respectively of

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1. Quarterly of April, May, June, 1944, p. 54
2. Quarterly of April, May, June, 1944, p. 51, 53
3. Quarterly of October, November, December, 1943, p. 31
4. Quarterly of July, August, September, 1944, p. 42

the Lord Jesus and of the children of other countries.

"Lord I Want to Be a Christian" is an especially fine examples of a song employed to convey the aspirations of the pupil that are a result of a particular study. In Unit I (Being Christian With Our Friends) this song is introduced as a prayer growing out of the child's experience in the session.¹ That experience is recalled in the second session through the singing of the song after the review of the last week's emphasis; it is enriched and further emphasized by the soft singing of the song at the close of each individual group study. In the group work they have been discussing "Christian friendliness (1) in the church, (2) in school, (3) in our homes, (4) in our neighborhood."² For the words, "In my heart," are substituted the words, "In my home," "In my school," "In my Church," or "In my play."² The following session contains this emphasis by the use of the song in the review near the beginning of the period.³ For the closing worship service of the unit the song is played as a perlude and sung as a prayer after the meditation, "Thinking About Jesus' Ways of Friendliness."⁴ In one session it is suggested as a helpful song to remember while working and playing with others during the week.⁵

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1. Quarterly of October, November, December, 1943, p. 10
2. Quarterly of October, November, December, 1943, p. 12
3. Quarterly of October, November, December, 1943, p. 15
4. Quarterly of October, November, December, 1943, p. 18
5. Quarterly of October, November, December, 1943, p. 13

In Unit IV (Jesus, Friend of All) "Lord I Want to Be a Christian" is used in the sixth session as a prayer at the close of a litany with the response, "Lord, help us to be like Jesus,"¹ and in the seventh session the song precedes a prayer asking God to help them show friendliness as Jesus did.²

Three songs are used to personalize the application of teaching in Unit II (Worshipping God Long Ago and Now). They are the offering song, "Our Gifts," "Enter Into His Gates With Thanksgiving," and "Let Us Woship and Bow Down."³

"Jesus, My Friend," "Being True," and "Lord I Want to Be a Christian" are instruments for the direct application of the teaching in Unit IV (Jesus, Friend of All).⁴

In session one, Unit VI (Easter With Jesus Friends) "Father in Heaven, We Thank Thee" is used with a prayer or litany of gratitude as a personal expression of praise for God's goodness to us.⁵ Session three stresses God's nearness. After a prayer has been written by the children, asking for help them to live lives pleasing unto Him, the words of the song, "God is Near"

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1. Quarterly of January, February, March, 1944, p. 23
2. Quarterly of January, February, March, 1944, p. 25
3. Quarterly of October, November, December, 1943p. 24
4. Quarterly of January, February, March, 1944, p. 9
5. Quarterly of April, May, June, 1944, p. 9

are read.¹

"This is Our Father's House," and "In the Father's House" tell about the children's experiences in the Church School with emphasis upon their relationship to God, which is one of the major features of Unit VII (Going to Church in Our Land).²

The closing worship service of the last session of Unit VIII (Learning How God Cares for Us) includes "How Strong and Sweet My Father's Care." This song offers an opportunity to express personally the fundamental teaching of the unit.³

In Unit IX (Working With God) "The Lord Bless Thee and Keep Thee," "A Prayer for Help," "Father We Thank Thee," "Helping in God's World," and "The Bible" serve as a channel for the application and expression of the lesson taught. "Father We Thank Thee" is sung at the opening of session three as a song of thanksgiving for God's provision for healthful living and "Helping in God's World" is sung near the close of the session as a statement of ways that they may help. Near the beginning of the succeeding session the second stanza of "Father We Thank Thee" is used to encourage prayer for help in

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1. Quarterly of April, May, June, 1944, p. 16

2. Quarterly of April, May, June, 1944, p. 25

3. Quarterly of April, May, June, 1944, p. 19, 20

Christian living and "Helping in God's World" concludes a discussion on practical ways they can use their talents to share the knowledge of God with others.¹

"My Work" follows a review of previous lessons in Unit X and is a means for the children's expression of their desire to cooperate in God's plan for them, just as Miriam and Samuel did.²

Unit X (Learning to Use the Bible) is related to the children's lives through the singing of the song, "The Bible."³

D. Correlation of Music with Other Phases of Program

1. Correlation with Specific Materials

An examination of the entire church program planned for the primary child by the leaders of the Presbyterian Church U. S. for the year 1943-44 discloses sessions and units so well correlated that it would be difficult to find examples where the music is not correlated with other materials of the session. Ample evidence of this is contained in illustrations given above.

In general there is correlation between the music and such phases of the program as the story, the picture, the prayer, or the litany, the Scripture verse, and the poem.

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1. Quarterly of July, August, September, 1944, p. 23
2. Quarterly of July, August, September, 1944, p. 42
3. Quarterly of July, August, September, 1944, p. 46

Specifically there is definite correlation between the music and some material in the lesson plans of every session. Frequently there is marked correlation between the music and most of the material used in the session. This is especially true throughout Unit III, (When Christmas Comes).

The music is correlated with the story in forty of the fifty-two sessions. About half of this number indicates cause in which more than one song is correlated with a particular story. A good example of this is found in the first three sessions of the Christmas unit.

The percentage of pictures correlated with the music is much lower than the percentage of stories correlated with the music, though the picture is usually closely related to the story. This is answered by the fact that the picture often illustrates points in the story not emphasized in a song. Sometimes, however, the song has a more significant bearing on the picture than on the story. The song "Baby Moses" as it is used in the first session of Unit X is an illustration of this.

There are twenty-seven sessions in which the music is correlated with the prayer or litany, not including the offering prayer nor the prayer songs.

Although only one song has a verse of Scripture for its words, thirty-four of the sessions consist of music correlated with the Scripture. Some examples of

this are "Jesus, Our Friend," and Matthew 9: 35;¹ and "God, Who Made the Earth," and Psalm 136: 1, 4-9.²

There are few poems suggested for the class use by the editors of the Primary Church School quarterlies for the Presbyterian Church U. S. The only instance in which a song is correlated with a poem repeated in the class session is the first session of Unit five. On this occasion the poem, "Brothers Just the Same," is read to the children and followed by "Jesus Loves Me," which is introduced as a song sung by children everywhere. An example of a poem not used in the session, but conveying the import of a song sung by the group may be found on the leaflet Primary Bible Lessons for June 4, 1944. The poem and song to which reference is made are respectively, "A Thank You" and "Back of the Loaf."

2. Correlation with Experience

The experiences that are considered are the discussion and the project. There is a marked difference between the number of times the music is correlated with the discussion and the number of times it is correlated with the project; for the discussion the number is thirty-four and for the project it is thirteen.

In many of the sessions two and three songs are

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1. Quarterly of January, February, March, 1944, p. 13
2. Quarterly of April, May, June, 1944, p. 44

correlated with the discussion. This does not necessarily mean that they are related to the same discussion, since it is intended that the term discussion should include group discussion, group reports, and directed conversation in the department as a whole.

Projects are aided by correlated songs both in their introduction and development, though usually not directly. In the Unit IV a project entitled "Ways of Being Friendly" is motivated through a prayer that is closely related to the song, "Jesus, My Friend,"¹ and is promoted in the remaining session through the song, "Being True." An activity consisting of making posters illustrating both songs and lessons taught during the unit includes "All Things Bright and Beautiful," "Back of the Loaf," and "How Strong and Sweet My Father's Care" among songs interpreted.

E. Teaching Methods Suggested

1. Suggestions for Study of Song

a. The Approach

In these quarterlies the approach to the new song is closely related to other activities in the session.

The brief approach to "Lord I Want to Be a Christian" is merely the statement "That as the song writer thought about Jesus and how kind and friendly he was, he

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1. Quarterly of October, November, December, 1943, p. 9

wanted to be like him," and "has written this song as a prayer."¹ This is sufficient since the foregoing experience of the session are planned with the thought of stimulating the children to a desire to emanate Christian friendliness.

"Enter Into His Gates with Thanksgiving" is introduced by saying,

"We have learned a song based on another one of the songs used in the Temple worship. It is thought to have been one they sang as they went up to the Temple for the first time. It begins, 'Enter into his gates with thanksgiving.' Can't you almost see the Hebrew people marching toward the Temple singing their song? Do you feel glad when you think about coming to our church? If you do, let's sing the song now."²

The approach is made on the supposition that the song was used the previous week in the expanded session, though no suggestions were given for learning the song at that time.

The approach to "Why Do Bells for Christmas Ring?" is through the story "The Christmas Bells," which is told at the close of a discussion in answer to the question "Why do we have Christmas?" After the story the leader says, "The question 'Why do we have Christmas?' is thought of a song we want to learn to sing together. We shall sing a part of the song today."³ The song is

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1. Quarterly of October, November, December, 1943, p. 10
2. Quarterly of October, November, December, 1943, p. 31
3. Quarterly of October, November, December, 1943, p. 44

sung with the piano thought it is stated that this is not the customary procedure. In this case it is played for the purpose of accentuating the chime of the bells. The remaining stanzas of the song are approached through the story related to each particular stanza.

No introduction is given to "Jesus, My Friend" except what may be indirectly received through group reports culminating in the listing in parallel columns of "Ways Jesus Was Friendly," and "Ways We Can Be Like Jesus." The song is sung by the leader at the close of the discussion, serving as a preparation for a prayer experience asking for help to show Christian friendliness and love.¹

The children receive their first impressions of "Being True" through appropriate use in the session by the leaders. The words are read by the leaders of the small groups at the close of their discussion of ways of being friendly like Jesus. The music is played for the group to reassemble and sung by the same subject.²

Since the session activities of Unit V, are planned with the purpose of leading the children "to realize that Jesus loves all children of all races, and that God wants all children to know him as their heavenly Father" is introduced near to the close of the session,

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1. Quarterly of January, February, March, 1944, p. 9
2. Quarterly of January, February, March, 1944, p. 12

there is little need for an approach to the song other than through the activities of the session. The only suggestion given in the Primary Leader's Guide is for the leader to sing the first stanza after which she may encourage the children to point out those who come from "sunny lands," "island strands," or "beneath the northern star" in their picture for the day.¹ The second stanza of the song is introduced in the following session through a brief discussion concerning the fact of God's wanting to be the heavenly Father of children in every land.²

No special suggestion is given for the approach to "The World is a Wonderful Home." It is proposed that the children learn it in connection with a discussion regarding the homes of the children of different lands.³

"God is Near" is introduced as a part of the work in small groups. After the children have written a prayer asking for God's help in remembering that Jesus is always near, the words of the song are read by the children.⁴ No mention is made of a suitable time to sing the song to the children, but it is suggested in connection with the distribution of Primary Bible Lessons that the children find someone to sing it with them at home. This

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1. Quarterly of January, February, March, 1944, p. 32

2. Quarterly of January, February, March, 1944, p. 35

3. Quarterly of January, February, March, 1944, p. 36

4. Quarterly of April, May, June, 1944, p. 16

may be accounted for by the fact that the song is not used in any other session.

No approach is suggested for the new song "In the Father's House." However, the story told by the departmental leader just before the song is introduced may be considered sufficient preparation. for the song.¹

"Come to Church" is introduced in the following manner: the leader begins by saying,

"I feel sure that God knew it was not easy for some people to find a quiet time and place to talk to him. He knows, too, that people like to do things together; and so he put it into the minds of people to build churches where they may come together to talk to him and plan helpful things to do. Sometimes churches have bells that ring so people will know it is time to come to church. I am going to ask Miss to play the first part of a song, and see if you can tell what those bells might be saying."²

After the pianist plays the prelude to "Come to Church," the children are encouraged to suggest words fitting for the sound of bells. If the song is unfamiliar to the children the song should be sung slowly and distinctly by the leader.

b. The Interpretation

The songs learned in these quarterlies are so closely correlated with the other experiences and activities of the session that it is usually necessary to give added

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1. Quarterly of April, May, June, 1944, p. 25

2. Quarterly of July, August, September, 1944, p. 38

information regarding the interpretation. Very often the interpretation. Very often the interpretation is included in the approach and sometimes the use of the song suggests further interpretation.

Both the approach to the song and the actual use of the song, "Lord, I Want to Be a Christian," informs the children that the song is a prayer.¹ The previous activities in the session give them enlightenment concerning the conduct of a Christian and stimulate them to desire to be like Jesus in their relationships with their friends. In the second session the words, "In my heart" are given a clearer interpretation by the substitution of the words, "In my Home," "In my school," "In my Church," or "In my play."²

After the children have sung the song, "Enter Into His Gates with Thanksgiving," for the first time, they are aided in the interpretation through an activity that is encouraged by saying,

"Shall we perhaps repeat the Hebrew Psalm of praise that we have been learning from the Bible? Isn't it good that these beautiful poems and songs of praise of long ago still say what we feel when we think of God's great love?"³

"Why Do Bells for Christmas Ring?" interprets itself, but it is made more meaningful by the story with

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1. Quarterly of October, November, December, 1943, p. 10
2. Quarterly of October, November, December, 1943, p. 12
3. Quarterly of October, November, December, 1943, p. 31

which each stanza is correlated.

Though "Jesus, My Friend" is interpreted through the group study and the prayer that follows the singing of the song, an additional explanation is recommended. The instruction given to the leader as a guide in this situation are as follows:

"The leader may sing the first stanza of "Jesus, My Friend," No. 90, without comment at the close of the reports. Talk with the children about the fact that Jesus' love and concern for people is still real today. It has lived on and on, and we can have a part in it by what we do. We speak of our past as being Christlike--that is being like Christ, the living Jesus. If the children know the song, they will join in singing as you use the first stanza again. Follow with a prayer asking for help in remembering to show Christlike love and friendliness today."¹

The words of "Being True" are read by the leader as a conclusion to the group study, and sung by her at the close of the group report. Following this, she introduces a prayer with these suggestions:

"Isn't it wonderful that God lets people keep right on showing the kind of love Jesus showed for others? It is Jesus' spirit of love alive in people today that makes this so. Shall we thank God and ask him to help us be more like Jesus every day?"

Thus, the song is given interpretation in relation to the children's experience before they are given opportunity to sing it. Further enrichment by a discussion

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1. Quarterly of October, November, December, 1943, p. 9
2. Quarterly of January, February, March, 1944, p. 12

on ways of being friendly for which they need God's help is suggested in a later session.¹

"Children of One Father" is introduced at the close of a session which has indirectly made the song meaningful. It, therefore, needs no explanation other than a concrete illustration of the phrases "sunny lands," "island strands," and "beneath the northern star," which is accomplished by having the group point to children in the picture for that day that represent people in the lands described in the above phrases.² The second stanza is understood and appreciated through a discussion related to it.³

It is suggested that the group discuss the different homes of the children throughout the world as they learn "The World Is a Wonderful Home." This should be an interesting review since this is the third session of Unit V (God's Children Live in Many Lands).⁴ In the following sessions stanzas related to the country studied are introduced.

The children are helped to understand the song, "God is Near," through the Scripture verse, "I am with you always," a prayer written by the children asking help to remember that Jesus is with us at all times, and a poster

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1. Quarterly of January, February, March, 1944, p. 20
2. Quarterly of January, February, March, 1944, p. 32
3. Quarterly of January, February, March, 1944, p. 35
4. Quarterly of January, February, March, 1944, p. 36

illustrating the second stanza.¹

Regarding the interpretation of the song, "In the Father's House," it is suggested that the leader discuss with the children the experiences suggested by the words.² Though all the sessions of Unit VII (Going to Church in Our Land) give interpretation to the song, the correlation between the song and the preceding activities of the session is specifically mentioned in the session following the introduction of the song.³ In an expanded session of the unit, a conversation about experiences in the church school when God seemed very near is recommended as a preparation for singing the song.⁴

The approach to "Come to Church" in the second session of Unit X (Children of the Bible) also interprets the song.⁵ In this instance it seems to serve more as an enrichment of the experience in the session than as an aid to learning the song, since this song has been used in three previous units of this year.

c. The Preliminary Learning

Every song taught in these quarterlies is first heard on the piano for either the assembling or reassmebling

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1. Quarterly of April, May, June, 1944, p. 16
2. Quarterly of April, May, June, 1944, p. 25
3. Quarterly of April, May, June, 1944, p. 29
4. Quarterly of April, May, June, 1944, p. 30
5. Quarterly of July, August, September, 1944, p. 38

of the group. Usually a new song is sung by the leader as a part of an activity in the session before any attempt is made to teach the song to the children. The song "Being True" is and especially fine example of this.¹ The words are repeated to conclude the group study and the music is played immediately afterward to reassemble the group. As a climax to the group reports, the leader sings this song, making a brief statement relating the song to the previous activity and to the prayer that follows. Primary Bible Lessons are then distributed and attention is called to "Being True" on the back. No opportunity is provided in the session for the children to sing this song.

For one of the songs, "In the Father's House," it is suggested that either a chart of the words be made or that the words be written on the blackboard.² In learning "Being True" the children are premitted to follow the printed copy on Primary Bible Lessons.³

The only song for which specific drill is mentioned is also the most difficult song learned during the year. In teaching this song, "Why Do Bells for Christmas Ring?" the leader sings the first stanza once, and then asks the children to sing the two questions at

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1. Quarterly of January, February, March, 1944, p. 12
2. Quarterly of April, May, June, 1944, p. 25
3. Quarterly of January, February, March, 1944, p. 16

the beginning of the song. The answer, which includes the remaining lines of the stanza, is sung by the leader. Following this, the children are divided into two groups to sing the question answer interchangeably.¹

2. Suggestions for Learning Song

a. To Drill the Group

No provision is made for the drill of new songs during the session, but the possibility of mastering the song during either the pre-session period or a weekday session is frequently mentioned. However, there is indication that such drill is to be voluntary on the part of the child.

Help from the parents in learning the new songs is suggested on the first lesson leaflet for the year. This is the only mention of this in "Primary Bible Lessons for the year 1943-44. The suggestion is as follows: "There is a song on this leaflet which tells us how to be a good friend. Ask your mother or teacher to help you to understand the words and learn to sing them."²

b. To Use the Song Meaningfully

Miss Elizabeth McE. Shields states the following in her book Music In the Religious Growth of Children:

"Using a song with children is teaching it."³

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1. Quarterly of October, November, December, 1943, p. 44
2. Primary Bible Lesson 1, p. 4
3. Shields, Elizabeth McE.: Music in the Religious Growth of Children, p. 48

In these quarterlies, the only provision for learning the songs in the Sunday Church School session is through the meaningful use of the songs.

"Why Do Bells for Christmas Ring?" is used in the session following its presentation as a preparation and introduction to the story. The leader sings:

"Why do bells for Christmas ring?
Why do little children sing?
Christmas Chime and Christmas bell
Ring the story we shall tell."¹

Before permitting the group to sing the story that follows, she asks one of the children to tell the story corresponding to the stanza that was told the previous Sunday. When the children have sung the stanza and concluded it with the first stanza of "Holy Night," they are ready to hear the new story, "The Song of the Angels."²

"Lord, I Want to Be A Christian" is used to heighten the prayer experience, to personalize the teaching, to motivate discussion, and to form a climax.³

"Enter Into His Gates with Thanksgiving" is employed in one session to aid the group to recall previous learning,⁴ and in another to prepare them for the review.⁵

Not only does "Jesus, My Friend," lead to prayer,

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1. Quarterly of October, November, December, 1943, p. 47
2. Quarterly of October, November, December, 1943, p. 10
3. Quarterly of October, November, December, 1943, p. 34
4. Quarterly of October, November, December, 1943, p. 36
5. Quarterly of October, November, December, 1943, p. 15

but the third stanza of this song is used as a prayer. In one instance it is used as a closing prayer.¹

"Children of One Father" is correlated with a picture,² prayer,³ Scripture verse,⁴ or poem⁵ as it is sung in all six sessions of Unit V (God's Children Live in Many Lands).

"Being True" is employed to lead the children to ask God to help them to be friendly. This is encouraged by discussions related to the song.⁶

"The World is a Wonderful Home" serves as an enrichment to the reports from the various groups regarding the countries they have been studying.⁷

3. Suggestions for Making the Song a Part of Experience

a. The Activity Motivated by Song

None of the songs taught in these quarterlies are used to motivate an activity such as a project. The use of "Lord I Want to Be a Christian" after it is introduced in session one, Unit I, approximates this. Since it is introduced as a prayer, it immediately suggests a prayer asking for God's help to be friendly and kind to others. The children may word this prayer with the assistance of

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1. Quarterly of January, February, March, 1944, p. 12
2. Quarterly of January, February, March, 1944, p. 32
3. Quarterly of January, February, March, 1944, p. 35
4. Quarterly of January, February, March, 1944, p. 43
5. Quarterly of January, February, March, 1944, p. 46
6. Quarterly of January, February, March, 1944, p. 20
7. Quarterly of January, February, March, 1944, p. 41

the leader.¹

b. The Carry-over Into the Home

There are few suggestions in these quarterlies or in the pupil's leaflets for the use of the new songs in the home. Though the words of nine of these songs are printed on the pupil's leaflet and seven of these are printed with the music, only four are accompanied with suggestions for use in the home.

"Neighbors Like Jesus" is printed on the folder for session two, Unit I, and for session six, Unit IV. In the first instance the words are printed with the suggestion:

"Here are some verses about friends that help us to think of how friendly Jesus was. They will help you to know how to be like Jesus. You may learn to sing them in our Sunday School."²

On the second occasion the words and music are printed together with instructions: "Find in this song friendly things to do."³

"Lord I Want to Be a Christian" is printed on the leaflet for session one, Unit I. It is preceded by the statement:

"There is a song on this leaflet which tells us how to be a good friend. Ask your mother or teacher to help you to understand the words and learn to sing them."⁴

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1. Quarterly of October, November, December, 1943, p. 10
2. Quarterly of October, November, December, 1943, p. 13
3. Primary Bible Lessons, Lesson 2
4. Primary Bible Lessons, Lesson 19

In the second session of Unit I, it is proposed that the leader make the following suggestion regarding the above song:

"It will help us to be Christian with our friends if we think of the words of this song when we work and play with them."¹

The words to the song "Thanks for Friends" are preceded by the statement:

"You may want to sing the prayer verse that follows. Perhaps you will make other stanzas for this prayer-song. If you like you may put in the word "work" or "play" for the word "live."²

Since "Enter Into His Gates with Thanksgiving" is introduced in the seventh of the Church School year 1943-44 and is printed on the folder for session fifty of that year, it is familiar to the children when they receive it in printed form. Accompanying the song is the statement:

"We do not know just what tunes Jesus used when he sang the Psalms. Many people have thought about what would be good music to use with those Bible words. One man made up the tune that is printed below for part of the words Psalm 100.

Perhaps you used this song in Sunday School. If you did not, maybe you would like to hear it played, or even learn to play it for yourself. Ask someone at home to help you do this."³

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1. Quarterly of October, November, December, 1943, p. 17
2. Primary Bible Lessons, Lessons No. 3, 5
3. Primary Lesson Leaflets, No. 50, p. 4

F. Summary

It was found in this investigation of the departmental graded quarterlies of the Presbyterian Church U. S. that the songs used totaled fifty and covered a variety of experiences. They were employed to stimulate other activities in such ways as initiating the unit, initiating the session, creating the desired atmosphere, preparing for the story, motivating discussion, motivating a project, and stimulating recall of previous learning. Some of the songs, served as an enrichment to the story or the picture study, and to other materials by forming a climax. Songs used as an expression of worship heightened the prayer experience, made the offering worshipful, and centered thoughts on God's goodness. Much of the teaching was personalized through songs sung by the children.

The music, it was discovered, was closely correlated with other phases of the program. In materials, the song was correlated most frequently with the story. It was correlated with the story forty times, with the picture study nineteen times, with the prayer twenty-seven times, with Scripture thirty-four times, and with a poem one time. In experiences, the number of times the music was correlated with the discussion greatly exceeded the number of times it was correlated with the project.

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The study of the song was found to be so closely related to other activities in the session that in the majority of instances the approach to the song, the interpretation of the song, and the preliminary learning of the song were included in other activities. Since the new songs were learned as they were used meaningfully in the session, no provision was made for the drill of new songs. Though the new songs were not used to motivate an activity and few suggestions were given for the use of the new song in the home, many of these songs became a part of the child's experience through use as a prayer or as a means of heightening that experience.

CHART 1

FINDINGS IN THE PRESBYTERIAN CHURCH U.S.
PRIMARY DEPARTMENTAL GRADED QUARTERLIES

Unit	I				II					III		
Session	1	2	3	4	1	2	3	4	5	1	2	3
SONGS USED												
Songs of Prayer	4				5							
Songs of Praise					6					6		
Songs about Church					1							
Songs about the Bible												
Songs about Nature												
Songs about Social Relations	3	5										
Songs of Offering	1				2					3		
Songs about God	3				3	4	7			1, 4, 5		
PURPOSES DISCOVERED												
Stimulus to Other Activity										1		
To Initiate the Unit	2									1		
To Initiate the Session		4	3									
To Create the Desired Atmosphere	2	4	3	4	1	3	1	7	2	1	5	1
To Prepare for Story										4	4	
To Motivate Discussion		3	4			3						
To Motivate a Project						4	3					
To Recall Previous Learning			4				6				4	
Enrichment of Other Activities												
To Enrich the Story	3					6				4	4	4
To Enrich Picture Study									6			
To Form a Climax		3	4									
Expression of Worship												
To Heighten Prayer Experience	4	4	4	4		5	5	5				
To Make Offering Worshipful	1	1	1	1	2	2	2	2	2	3	3	3
To Center Thoughts on God's Goodness			5									6
Personal Application of Teaching	4	4	4	4	2	2	2	3	3	6		
CORRELATION OF MUSIC WITH OTHER PHASES OF PROGRAM												
Correlation with Specific Materials												
Story	3	4	3	5	3	2	6	3	5	4	4	4
Picture Study	3	4	3	3	3				6	4	4	4
Prayer	4	4				2				4	6	
Poem												
Scripture Verse	4	4	3	3	3		6			4	4	4
Correlation with Experience												
Discussion	3	4	4	3	3	3		6				
Project		3			3						3	5
TEACHING METHODS SUGGESTED												
Suggestions for Study of Song												
Approach	4				3		6			4	4	4
Interpretation	4	4					6			4	4	4
Preliminary Learning										4	4	4
Suggestions for Learning Song												
To Drill the Group		4	3							4	4	4
To Use the Song Meaningfully	4	3	5									
Suggestions for Making the Song a Part of Experience												
Activity Motivated by Song	4	2					6	4	5			
Carry-over into Home												

[illegible]

KEY TO NUMBERS ON CHART 1*

UNIT I: BEING CHRISTIAN WITH OUR FRIENDS

1. Love Gifts
2. Friends
3. Neighbors Like Jesus
4. Lord, I Want to Be a Christian
5. Thanks for Friends

UNIT II: WORSHIPPING GOD LONG AGO AND NOW

1. Come to Church
2. Our Gifts
3. Let Us Worship and Bow Down
4. Any Time, Anywhere
5. Father, Hear Thy Little Children
6. Enter into His Gates with Thanksgiving
7. Holy, Holy, Holy, Lord God of Hosts

UNIT III: WHEN CHRISTMAS COMES

1. Carols
2. Away in a Manger
3. Father, Bless Our Gifts Today
4. Why Do Bells for Christmas Ring?
5. Bethlehem Lullaby
6. Glory to God in the Highest
7. Jesus, Our Friend

UNIT IV: JESUS? FRIEND OF ALL

1. Jesus, Our Friend
2. Jesus, My Friend
3. Being True
4. Father Bless Our Gifts Today
5. Lord, I Want to Be a Christian
6. Neighbors Like Jesus
7. Tell Me the Stories of Jesus

UNIT V: GOD'S CHILDREN LIVE IN MANY LANDS

1. Love Gifts
2. Jesus Love Me
3. Children of One Father
4. The World is a Wonderful Home
5. God's Children Live in Many Homes

UNIT VI: EASTER WITH JESUS' FRIENDS

1. God's Love is Everywhere
2. Praise Him, Praise Him
3. Father in Heaven, We Thank Thee
4. Tell Me the Stories of Jesus
5. Gifts of Love
6. When Morning Gilds the Skies
7. For the Beauty of the Earth
8. Let Us Worship and Bow Down
9. Lord, Thy Glory Fills the Heavens

UNIT VII: GOING TO CHURCH IN OUR LAND

1. In the Father's House
2. Come to Church
3. This is Our Father's House
4. Enter into His Gates with Thanksgiving
5. Gifts of Love
6. Surely the Lord Is in This Place
7. Meditation Music
8. God's Love Is Everywhere
9. Friends

UNIT VIII: LEARNING HOW GOD CARES FOR US

1. In the Father's House
2. God Who Made the Earth
3. Back of the Loaf
4. All Things Bright and Beautiful
5. Lord, Thy Glory Fills the Heaven
6. Comes the Day of Rest and Gladness
7. How Strong and Sweet My Father's Care
8. Enter into His Gates with Thanksgiving

UNIT IX: WORKING WITH GOD

1. All Things Bright and Beautiful
2. Father, We Thank Thee
3. My Country 'Tis of Thee
4. Father, Bless Our Gifts Today
5. The Lord Bless Thee and Keep Thee
6. Helping in God's World
7. We Plough the Fields
8. A Prayer for Help
9. Come to Church

UNIT X: CHILDREN OF THE BIBLE

1. Father, We Thank Thee
2. Our Gifts
3. Baby Moses
4. Father, Bless Our Gifts Today
5. When My Mother Calls Me
6. Home and School and Play
7. A Prayer for Help
8. Come to Church
9. Helping in God's World
10. Let Us Worship and Bow Down
11. My Work
12. The Bible

*Numbers on chart refer to numbers in respective units in the above to indicate songs used.

NUMBERS ON CHART 1*

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UNIT VII: GOING TO CHURCH IN OUR LAND

1. In the Father's House
2. Come to Church
3. This is Our Father's House
4. Enter Into His Gates with Thanksgiving
5. Gifts of Love
6. Surely the Lord Is in This Place
7. Meditation Music
8. God's Love Is Everywhere
9. Friends

NOW

UNIT VIII: LEARNING HOW GOD CARES FOR US

giving
sts

1. In the Father's House
2. God Who Made the Earth
3. Back of the Loaf
4. All Things Bright and Beautiful
5. Lord, Thy Glory Fills the Heaven
6. Comes the Day of Rest and Gladness
7. How Strong and Sweet My Father's Care
8. Enter Into His Gates with Thanksgiving

UNIT IX: WORKING WITH GOD

1. All Things Bright and Beautiful
2. Father, We Thank Thee
3. My Country 'Tis of Thee
4. Father, Bless Our Gifts Today
5. The Lord Bless Thee and Keep Thee
6. Helping in God's World
7. We Plough the Fields
8. A Prayer for Help
9. Come to Church

UNIT X: CHILDREN OF THE BIBLE

NDS

is

1. Father, We Thank Thee
2. Our Gifts
3. Baby Moses
4. Father, Bless Our Gifts Today
5. When My Mother Calls Me
6. Home and School and Play
7. A Prayer for Help
8. Come to Church
9. Helping in God's World
10. Let Us Worship and Bow Down
11. My Work
12. The Bible

UNIT XI: LEARNING TO USE THE BIBLE

1. Come to Church
2. Our Gifts
3. The Bible
4. Father, Bless Our Gifts Today
5. Tell Me the Stories of Jesus
6. Jesus, Our Friend
7. Jesus, My Friend
8. Enter into His Gates with Thanksgiving
9. The Lord Bless Thee and Keep Thee
10. Let Us Worship and Bow Down

respective units in the above to indicate songs used.

CHAPTER III

THE USE OF MUSIC IN THE METHODIST CLOSELY GRADED QUARTERLIES FOR SEVEN YEAR OLDS

CHAPTER III

THE USE OF MUSIC IN THE METHODIST CLOSELY GRADED QUARTERLIES FOR SEVEN YEAR OLDS

A. Introduction

The Methodist Church publishes both a departmental graded and a closely graded series for its primary department. Only the closely graded series, however, is to be used in this study. Since the second year should be the most representative of the three years in the Primary department, this investigation will be confined to a study of the material prepared for the seven-year-olds by Ethel Smither and copyrighted by her in 1936. This year's work is designated as Course II and entitled Work and Worship in the Church. The course is divided into four parts corresponding with the four quarters of the year, beginning with the fall quarterly as Part I. Each part includes at least two units and is divided into thirteen sessions. In part one, two, and three, there are two units; in part four, there are three units. It is the purpose of this chapter to analyze these materials for the use of music. Following the general outline indicated in the general introduction, there will be a discussion of the findings charted with regard to the songs used, the purposes discovered, the correlated music with other phases of the program, and the teaching methods suggested.

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B. Songs Used

The music used in Course II, Work and Worship in the Church, consists of twenty-eight songs for the children to sing, and two songs and three instrumental selections for the children to hear. These songs are about God, Jesus Christ, prayer, the church, home, friends, social relations, food, and the seasons. Many of the songs are used as prayers, most of these are prayers of praise to God for His good gifts to us. In these songs, God's love and care are especially emphasized.

"I Will Sing to the Lord" is used in every unit except the fifth of the first three quarters of the year. "Tell Me the Stories of Jesus" is used in five units; "Morning Hymn" and "Friends of All" are used in three units; "The Home God Gave to Me" and "Every Morning Seems to Say" are used in two units. Brahms's "Lullaby" is used as instrumental music in two units.

C. Purposes Discovered

1. Stimulus to Other Activity

a. To Initiate the Unit

A synopsis preceding each unit of these quarterlies contains a list of activities that are suitable for the introduction of the unit. From this list the leader is expected to select one for use in her group.

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In the synopsis of each unit of these quarterlies except the last, one or more suggestions for the use of music to initiate the unit are included. The music in most instances is the most interesting and easily adapted activity suggested.

In Unit I (Work and Worship in the Church) teaching the song, "What the Church Bells Say" is suggested as a way of initiating the unit. Since this unit is an introduction to the course as is indicated by its theme, the activity employed to introduce the unit also initiates the course.

Music is included in four of seven activities that are suggested as appropriate introductions to Unit II (We Keep Christmas). Those dealing with music are as follows:

"2. Using the song, "Giving Thanks," stanza 3,

"Thank God for all the bounties
His love and goodness send;
Thank God who gave us Jesus,
Our teacher, helper, friend."

accompanied by conversation about why we think of Jesus as a teacher, helper, friend. (Based on carry-over from kindergarten and first-grade learnings.) 'Why do we think of Jesus at Christmas time? Why do we keep Christmas anyway? What do we do to keep Christmas?' --Recall home and school activities. Associate the observance with giving as well as getting. Speak of Christmas carols (the group will already know 'Away in a Manger' and 'Silent Night'), to introduce the nativity story. Say: 'Our songs called carols tell the story of why we keep Christmas just as much as a told story could.'

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"4. Introducing the song, 'Why We Keep Christmas.' The teacher associates the song with the carrying-on activities and with stanza 3 of the song 'Giving Thanks.' This may be used as a prayer. The teacher talks about differences that Jesus' coming into the world has made, and asks pastor to describe the work of a certain center, or plans to visit as institution supported by the church to see one way the spirit of love and good will work today. The third grade sings 'Friends of Jesus' to show ways Jesus taught people to act.

"5. Asking in connection with the carrying-on activities and the carol, 'Silent Night,' 'How could you share the Christmas story about Jesus as a baby with the children at? How could we show why we keep Christmas?

"7. Having the curtains drawn as the children enter and a red candle lighted. The musician softly plays 'Silent Night,' and the group sings it. Conversation about why we have Christmas will follow naturally."¹

In Unit III (Our Homes and Bible Homes) the study of the song, "The Home God Gave to Me," may be employed to initiate the unit.² The tune to this song is the familiar Londonderry Air. It is printed on the pupil's folder for the first session of this unit. Above the song is the question, "How can you help to make your own home full of love and happiness and cheer?"³ This may be used as a part of the introduction to the unit.

Another approach to Unit III employing music

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1. Part I of Course II, p. 94-96
2. Part I of Course II, p. 141
3. Primary Bible Folder, No. 14

is a conversation suggested by the music of "Silent Night" and a picture of the Madona and Child. This leads to an interest in the home of Jesus when a boy.¹

One of the suggestions for initiating Unit IV (Learning that God is Dependable) is the introduction of the song, "God Gives the Year."²

In Unit V (From Sea to Shining Sea) two songs are included in the list of ways to initiate the unit. Stanza two of "Tell Me the Stories of Jesus" is sung by the children and the story, "Jesus the Friend of Children," is told by the leader in order that the group may study about children whom Jesus loves of other backgrounds in the United States. "Friends of All" is sung to encourage the children to think of different kinds of children with whom they would like to be friends.³

Each of the songs, "For a Smiling Baby"⁴ and "The Home God Gave to Me,"⁵ are suggested as a suitable song to initiate Unit VI (Helping God to Care for Little Children).

Three songs are proposed as possible ways of introducing Unit VII (God Knows and Meets Our Daily Needs).

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1. Part II of Course II, p. 140
2. Part II of Course II, p. 221
3. Part III of Course II, p. 281
4. Part III of Course II, p. 354
5. Part III of Course II, p. 355

The song "God Who Made the Earth" may be recalled;¹ the third stanza of "God Gives the Year" may be sung;² or "The Song of the Bread" may be used in conjunction with an examination of the grain in sheaf, the kernel, flour, and bread.³

Unit VIII (Enjoying Some Stories Jesus Told) is initiated through singing "Tell Me the Stories of Jesus." The song linked with the unit by the suggestion that some of the stories about Jesus relate stories that he told. This approach may be used either to lead the group to a decision to explain these stories, or to a desire to learn some new stories to share in a proposed project of the unit.⁴

b. To Initiate the Session

Music is seldom used in this course to initiate a session, the twenty-first session of the year is the first time that it is employed. In this instance, "Silent Night" is sung to help the children recall Christmas in order that they may be prepared to appreciate the "Feast of Lights" celebrated by the Jewish people.⁵ In the session following, session nine of Unit III (Our Homes and Bible Homes), "The Home God Gave to Me" is sung

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1. Part IV of Course II, p. 393
2. Part IV of Course II, p. 393
3. Part IV of Course II, p. 393
4. Part IV of Course II, p. 430
5. Part II of Course II, p. 205

at the beginning of the period to encourage the children to think about things they learned during the unit concerning their home and homes of people in the Bible, and about ways they learned to help at home.¹

Session two of Unit V (From Sea to Shining Sea) is entitled "Friends of All We'd Like to Be." The song, "Friends of All" is used to introduce the session.²

Unit VIII (Enjoying Some Stories Jesus Told) is introduced by the song, "Tell Me the Stories of Jesus." The session is initiated, however, by the song, "Every Morning Seems to Say." In connection with this the children are encouraged to draw pictures illustrating what the song means to them.³

c. To Create the Desired Atmosphere

Both songs and instrumental selections are used in this course to create the desired atmosphere. Unit II (We Keep Christmas) uses music to the greatest extent for this purpose.

In the second session, Unit I (Work and Worship in the Church), "What the Church Bells Say" is suggested as an appropriate song to sing while the children are working in friendly groups.⁴

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1. Part II of Course II, p. 210
2. Part III of Course II, p. 303
3. Part IV of Course II, p. 434
4. Part I of Course II, p. 37

In Unit II (We Keep Christmas) it is suggested that the children sing Christmas carols softly and spontaneously as they work.¹ Miss Smither's reason for the spontaneous use of Christmas carols is stated in the following quotation:

"Christmas should be a singing time, the children not only singing in special service, but spontaneously as they work."²

While the creche, "He is Sleeping in a Manger," is viewed the group sings either "Why We Keep Christmas," "Away in the Manger," or "Silent Night."³ Christmas carols are sung joyously as the group gathers around the Christmas tree on the Sunday preceding Christmas.⁴

In Unit III (Our Homes and Bible Homes), "For This, My Home" is played while the children are resting from their work to prepare them to use the song as a prayer of thanksgiving for their home.⁵

During the preparation for worship in Unit IV (Learning that God is Dependable) the children sing the spring stanza of "God Gives the Year" while they place flower's in a vase.⁶ "In the Early Morning," which speaks of God's care for the flowers, is sung as the

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1. Part I of Course II, p. 111
2. Part I of Course II, p. 117
3. Part I of Course II, p. 96, 119
4. Part I of Course II, p. 119
5. Part II of Course II, p. 162
6. Part II of Course II, p. 251

garden group place flowers they have raised themselves in the Church sanctuary.¹

Brahm's Lullaby is used in Unit VI (Helping God to Care for Little Children) to suggest a lullaby to put baby to sleep.² In Unit VII (Learning that God Knows and Meets Our Daily Needs), it is employed to suggest rest and quiet in preparation for a conversation connecting pleasant things with darkness.³

d. To Prepare for the Story

A song is used in seven sessions of these quarterlies either as a preparation for the story or as a part of the preparation for the story. In three instances, each of which is in a different unit, the song employed is "Tell Me the Stories of Jesus."

"What the Church Bells Say," as it is employed in session six of Unit I (Work and Worship in the Church), is an example of a song used as a part of the preparation for the story.⁴ The song in this instance is used at the close of a discussion that has suggested worship as one reason for having the church. After the song is sung it is suggested that we have the church for another reason, too. The story is then told in order to discover another purpose of the church.

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1. Part II of Course II, p. 252
2. Part III of Course II, p. 363
3. Part IV of Course II, p. 414
4. Part I of Course II, p. 72

Several approaches to the story of the birth of Jesus are suggested in session two of Unit II (We Keep Christmas). One of these is through Christmas carols. The songs, "Wind Through the Olive Trees" is recalled from Course I, followed by the new song, "Why We Keep Christmas." The children are encouraged to compare the story in "Why We Keep Christmas" with the account in Luke 2: 8.¹

On Easter, "The Story of Jesus" is approached through music as follows:

"The teacher repeats or sings "Tell Me the Stories of Jesus," stanza 1. 'We have been hearing many stories of Jesus this year. Shall we put them together to make one story of his life?' Then, after singing softly, "Silent Night," begins the story."²

In the session one of Unit V (From Sea to Shining Sea) "Tell Me the Stories of Jesus" is used to introduce the story, "Jesus and the Children." Since the second stanza is about this story, the leader follows the singing of this stanza by a suggestion that the children might enjoy hearing this story in a new way.³

"Tell Me the Stories of Jesus" is also used in Unit VIII (Enjoying Some Stories Jesus Told). The singing of the first stanza is the only introduction to

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1. Part I of Course II, p. 106
2. Part III of Course II, p. 271
3. Part III of Course II, p. 291

the story, "The Forgiving Father,"¹

The story, "Dobry," is approached through the song, "A Seed Song," followed by the statement:

"But God has given people something just as wonderful, their minds, so that they can think of better ways of making food grow. Jesus said that God knows we need food. 'Your Father knows you need these things even before you ask him.' I think God is waiting for men to work with him to give his children even better things than we have now and to think of ways to give everyone food."²

In session two, Unit VII (Learning That God Knows and Meets Our Daily Needs), a new song, "Every Morning Seems to Say" is introduced. The introduction to the song serves as a preparation for the story, "Water in a Desert." These activities are connected by the statement: "Some tired and thirsty people found a sign of God's love one day."³

e. To Motivate Discussion

There are few instances in these quarterlies in which music is used for the purpose of motivating a discussion.

In session two of Unit I (Work and Worship in the Church) "Very Softly We Will Walk" motivates a discussion of worship through an effort to understand the meaning of the song.⁴

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1. Part IV of Course II, p. 445
2. Part IV of Course II, p. 401
3. Part IV of Course II, p. 410
4. Part I of Course II, p. 37

Two songs in session one of Unit II (We Keep Christmas) motivate a conversation explaining why we keep Christmas. After the leader has repeated the third stanza of the song, "Giving Thanks," she asks two rhetorical questions: "Why do we think Jesus especially at Christmas time? Why do we have Christmas anyway?"¹ Either "Silent Night" or "Away in a Manger" is recalled to aid the group to remember that Christmas is the birthday of Jesus. Stanza three of "Giving Thanks" is later repeated and followed by the question, "Why do we think of Jesus as teacher, helper, friend?" in order that they may be lead to think of another reason for keeping Christmas.²

The song, "The Father's Care," is sung during a conversation about different kinds of children in the United States to motivate a discussion of the opportunity we want to give them in these groups.

f. To Motivate an Activity

In this course music is used considerably to motivate activities. It is employed for this purpose on three occasions in Unit I (Work and Worship in the Church). A visit to see the chimes played is suggested by the song, "What the Church Bells Say."³ Plans to share at Thanks-

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1. Part I of Course II, p. 101
2. Part III of Course II, p. 337
3. Part I of Course II, p. 37

giving are motivated by a song learned in the kindergarten:

"On Thanksgiving Day,
On Thanksgiving Day
If you want to be happy,
Give something away."¹

In connection with plans to make Christmas calendars of snapshots of the church, the children sing the song responses, "I Will Sing to the Lord" and "Enter Into His Gates With Thanksgiving."²

In the expanded session of session one, Unit II (We Keep Christmas) the music group conducts a worship service consisting almost entirely of music. "Silent Night" creates the desired atmosphere for the service; "Why We Keep Christmas" assists in the interpretation of the Scripture passage; and "Giving of Thanks" serves as a prayer to close the service.³

The hymn, "The Home God Gave to Me," is a part of the motivation of the unit project purposed in the second session of Unit III (Our Homes and Bible Homes). However, the stories, Scripture verse, and picture studies all contribute toward this interest.⁴ In this fourth session of this unit, the song, "For This, My Family," is used as a basis of a dramatization which depicts the duties of the various members of a Palestinian family.⁵

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1. Part I of Course II, p. 64
2. Part I of Course II, p. 88
3. Part I of Course II, p. 104
4. Part II of Course II, p. 157
5. Part II of Course II, p. 179

In session one (God Gives the Year) of Unit IV (Learning that God is Dependable), the song, "God Gives the Year," suggests a frieze "to tell about God's gifts at each season of the year."¹ It also motivates a trip out-of-doors to look for the signs of spring.²

Occasionally music itself constitutes the activity. On Palm Sunday, one interest group is encouraged to write a song of gladness about Palm Sunday, and another group is asked to detect the sounds of new life in nature as they listen to a selection of spring music.³

The tune "Here We Go 'Round the Mulberry Bush" is used for a tooth brush drill to stimulate the group to bring tooth brushes and paste for a box for Migrant children.⁴ Included in the same box is an illustration collection of songs made by the group for the children's leader in this camp.⁵ The procedure followed in this project is:

"Some of the children at (the place to which the box is to be sent) will probably like to sing the same songs that you enjoy. Shall we think of all the songs we have used this year and choose the ones we should like to share with them?

"Gather the group around the piano and sing the songs, or if this is impossible, go out of doors and have a session on the church steps or lawn,

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1. Part II of Course II, p. 230
2. Part II, of Course II, p. 231
3. Part III of Course II, p. 267
4. Part IV of Course II, p. 311
5. Part IV of Course II, P. 299

or sing them softly in their own place in the room. Hum the first phrase of the music to help the children recall the song. One by one, the songs will be enjoyed. Moments of worship are likely to result. Pictures will be chosen either from old story papers or old pupils' folders to illustrate each song. There should be a discussion of which picture best illustrates each song."¹

After the box is packed and ready for mailing, the children sing "Friends of All."²

g. To Recall Previous Learning

Previous lessons are seldom recalled in these quarterlies through the use of songs. The closing session of Unit I and V, and the closing Unit of the course are the only instances of music used for this purpose.

"What the Church Bells Say" and "I Will Sing to the Lord" are used to stimulate the group to recall their project of sharing at Thanksgiving and to express the joy of sharing.³

"Friends of All" and "The Father's Care" are sung as the children complete and review their project for Unit V (From Sea to Shining Sea).⁴

In Unit IX (We Complete a Year of Work and Worship), music has an important place in the review of the year's work. It is suggested that a game may be

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1. Part III of Course II, p. 326
2. Part III of Course II, p. 348
3. Part I of Course II, p. 86
4. Part III of Course II, p. 348

played by associating the songs of the year with a list of what has been done.¹ "Friends of All" is sung to encourage the group to recall friends they have made at church this year.² The program relating the things that have been learned during the total year includes a number of songs.³

2. Enrichment of Other Activity

a. To Enrich Story

The songs used to enrich the stories in this course are closely correlated with the lesson of the story. The song directly follows the story in two instances; in three instances it is preceded by a prayer and other activities.

The application of the lesson taught by the story, "David Helps His Father," is reinforced through singing "For This, My Home" with emphasis upon the lines:

"Boys and Girls who do not shirk
Each one helps the other."⁴

The second stanza of "In the Morning" embodies the same teaching as the parable in the story. The prayer preceding the song gives opportunity for a personal application of this truth.⁵

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1. Part IV of Course II, p. 459
2. Part IV of Course II, p. 475
3. Part IV of Course II, p. 479
4. Part II of Course II, p. 178
5. Part II of Course II, p. 237

The story, "Jesus Rides Into Jerusalem" is followed by a prayer, by a picture study of "The First Palm Sunday," by imaginary play of waving palms while repeating "Hosanna in the Highest," and by the singing of the third stanza of "Tell Me the Stories of Jesus" by the teacher.¹

"The Father's Care" is sung to give further stress to the lesson which Peter learned through his experience at the home of Cornelius.²

b. To Enrich Picture Study

The song contributes definitely toward the enrichment of the picture studies in Course II, Work and Worship. Though it is seldom used, it is used effectively when employed.

The second stanza of the carol, "He is Sleeping in a Manger," is sung or repeated by the leader while the children are looking at the picture of the Wise Men.³

During the study of the picture, "A Happy Home," the children are encouraged to imagine a story about this family. After the story has been told, they are asked if the picture reminds them of a song. If "For This, My Home" is chosen, the leader may suggest that they sing it as a prayer.⁴

In session two of Unit IV (Learning that God is

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1. Part III of Course II, p. 266
2. Part III of Course II, p. 319
3. Part I of Course II, p. 116
4. Part II of Course II, p. 198

Dependable) "In the Early Morning" is sung before and after the picture study. Since the picture portrays the scene described in the story, the song serves simultaneously as an enrichment of the story and as an introduction to the picture. The first and second stanza of the song are sung before the picture study; the second stanza, which reiterates the truth taught in both the story and the picture study is sung again after the picture has been studied.¹

It is suggested in session two of Unit VI (Learning that God is Dependable) that the group will enjoy finding and placing on a screen illustrations of events in the life of Jesus. The hymn, "Tell Me the Stories of Jesus," is used to enrich this activity.²

"For a Smiling Baby" is sung by the leader at the close of the study of the picture, "Caring for a Baby," and the picture, "The Family." While the group is looking at the picture, "The Family," the leader introduces the song with the question, "Do you think this would be a good song for them?"³

The first stanza of "Tell Me the Stories of Jesus" is sung at the close of a study of the picture,

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1. Part II of Course II, p. 237
2. Part III of Course II, p. 274
3. Part III of Course II, p. 369

"The Good Shepherd," and a picture study of the picture,
"The Good Samaritan."¹

c. To Form a Climax

In this course, songs are used more often as a climax to an activity than as a climax to a story, picture study, or discussion.

"I Will Sing to the Lord" is used three times to form a climax to an activity in Unit I (Work and Worship in the Church). It is sung as an expression of joy at the conclusion of plans for a chest to contribute to the needs of the church.² The garden group uses it to conclude activities consisting of a visit to their garden, a discussion of new life, and the composition of a litany with the refrain "We Thank Thee, O God."³ A conversation evaluation of activities of the unit stimulates thankfulness for these experiences. This is voiced by using verses of Psalm 122, and the response, "I Will Sing to the Lord."⁴

The third stanza of the song, "Tell Me the Stories of Jesus," forms a climax to activities associated with the prayer following the story.⁵

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1. Part IV of Course II, p. 435
2. Part I of Course II, p. 57
3. Part I of Course II, p. 61
4. Part I of Course II, p. 80
5. Part III of Course II, p. 266

In Unit W (From Sea to Shining Sea) the study is about the different kinds of children in the United States. The group is encouraged to make a poster of Jesus and these children to conclude their work in this unit. The second stanza of "Tell Me the Stories of Jesus" is sung at the completion of the poster to aid the children to a deeper understanding of the truth they have been seeking to portray.¹

"God Who Made the Earth" is sung as a climax to the story, "Water in a Desert," and to the picture study of that experience.²

3. Expression of Worship

a. To Heighten Prayer Experience

Five different songs are used as prayer songs in Course II (Work and Worship in the Church). They are: "Giving Thanks," "For This, My Home," "Lord of the Sunlight," "Morning Hymn," and "For a Smiling Baby." "Giving Thanks" and "For This, My Home" are used as closing prayers. In most instances these songs are sung as an expression of praise in a spontaneous worship experience. It is usually stated that the songs may be used if the children feel the thankfulness and joy expressed in the song. This moment of spontaneous worship seems to be the goal of many of the activities.

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1. Part III of Course II, p. 349

2. Part IV of Course II, p. 412

During the introduction of the song, "The Song of the Bread," in session one of Unit VII (Learning That God Knows and Meets Our Daily Needs), the first stanza of the "Mornign Hymn" is sung softly as a prayer.¹

In making plans for an Easter worship service the children discover that they lack something in their plans for the service. When the leader sings "Lord of the Sunlight," they recognize that this meets their need and insert it in their program as the closing prayer. Later, while the group is checking their plans for this service, the leader helps them to understand why they think this song is suitable for use as a prayer in their service.²

"Why We Keep Christmas" is not used as a prayer, but it is sung immediately after a prayer expressing appreciation for the experience at Christmas and for Jesus who gave us Christmas.³

"Every Morning Seems to Say" is not a prayer song, but it is used to motivate a prayer of gratitude for clothes.⁴

b. To Center Thoughts on God's Goodness

Songs are used to center thoughts on God's goodness more than for any other purpose in this course.

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1. Part IV of Course II, p. 400
2. Part II of Course II, p. 242, 252
3. Part I of Course II, p. 119
4. Part IV of Course II, p. 419

"I Will Sing to the Lord" is employed throughout this course as a means of lifting a response of joy and appreciation to the level of worship. In the second session of Unit I (Work and Worship in the Church), it is suggested as a appropriate song to use for spontaneous worship during an activity of that unit.¹ It is printed on the pupil's Primary Bible Folder for session three and introduced to the music group during that period.² However, another group is already singing it for spontaneous worship in their activity. It is sometimes sung by this group as they work.³ The words to this song are from Psalm 104: 33. They are:

"I will sing to the Lord as long as I live!
I will sing to the Lord as long as I live!"⁴

These words are sung to express the joy of sharing at Thanksgiving⁵ and other times;⁶ to express happiness as the group gathers around the Christmas tree;⁷ to express gladness in the realization that the Jewish children love and worship God, too;⁸ and to express appreciation for God's plan for homes.⁹

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1. Part I of Course II, p. 43
2. Part I of Course II, p. 52
3. Part I of Course II, p. 48
4. Folder No. 3
5. Part I of Course II, p. 86
6. Part III of Course II, p. 382
7. Part I of Course II, p. 119
8. Part II of Course II, p. 206
9. Part II of Course II, p. 200

"God Gives the Year" is used three times to center thoughts on God's goodness in Unit IV (Learning That God is Dependable). Though this song is not learned by the group until the spring, the stanza concerning autumn leaves is sung by the leader in the fall to the group working on autumn leaves.¹ In the spring, this song is sung by the children as they work on a frieze suggested by the song and as part of a prayer experience.³

c. Gives Experience of the "Worship of Quietness"

In session one of Unit I (Work and Worship in the Church), suggestions are given for the general procedure that should be followed in a Church School session. These suggestions, however, are adapted particularly to this session. One of these recommendations is a "time for quietness." In this instance music is used to give the experience of "the worship of quietness."

The suggestions are:

"The teacher may speak of one reason for liking the church, that it makes us rested, quiet and peaceful inside just to be quiet there. Gounod's "Angelus" may be played as the children sit for a few brief moments with hands and bodies relaxed in the worship of quietness."⁴

4. Personal Application of Teaching

The title of this course indicates that much

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1. Part I of Course II, p. 43
2. Part II of Course II, p. 237
3. Part II of Course II, p. 344
4. Part I of Course II, p. 33

of the teaching shall seek to direct the children to an experience of worship. The discussion preceding this has revealed that music has been used effectively toward accomplishing this end. The song, "I Will Sing to the Lord," and the prayer songs have aided the children to worship spontaneously in their daily experience. However, these songs which have been designed as an expression of worship have not been listed as a personal application of the teaching.

"Freinds of All" is the song most frequently used to voice a personal application of the teaching.

The words are:

"Friends of all we'd like to be
In our work and play;
Each one giving of his best,
Each one sharing with the rest
In a friendly way,¹
In a friendly way."

The song is printed on the pupil's folder with a suggestion that they "try to find new friends and new ways to be friendly."² It is sung to personalize the application of two stories and to stress the personal application of projects in three units.³

In session six of Unit I (Work and Worship in the Church), "What the Church Bells Say" is sung to aid the children to do the work of the Church together.⁴

"For This, My Home" is used as a "petition to

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1. Primary Bible Folder, No. 29
2. Part III of Course II, p. 331
3. Part III of Course II, p. 360
4. Part I of Course II, p. 74

make home a loving, happy place."¹ It is sung at the close of Unit III (Our Homes and Bible Homes).

The second stanza of "Morning Hymn" is sung prayerfully to personalize the teaching of the story.²

D. Correlation Music with Other Phases of Program

1. Correlation with Specific Materials

a. The Story

The songs used in this course are correlated with the story in twenty-three sessions of the year; in three instances two songs are used in one session. Thirteen cases are of songs that have been used either to prepare for the story or to enrich the story. The remaining instances are of songs that have been used to motivate activity, to center thoughts of God's goodness, and to personalize the application of the teaching.

Fifteen different songs are correlated with a story in these quarterlies. "Tell Me the Stories of Jesus" is correlated with six stories; "Friends of All" is correlated with four stories; "Every Morning Seems to Say" is correlated with two stories; the following are correlated with one; "What the Church Bells Say," "Why We Keep Christmas," "He is Sleeping in a Manger," "The

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1. Part II of Course II, p. 213
2. Part IV of Course II, p. 450

Father's Care," "A Seed Song," "God Who Made the Earth," and "Morning Hymn."

b. The Picture Study

In this course there are twelve instances of the correlation of the song and the picture study. These songs are used to introduce the picture study, to enrich the picture study, to prepare for the story, and to motivate a project. In one case the picture is part of the approach to the song used to motivate a project. The first stanza of "Tell Me the Stories of Jesus" is correlated with a picture study more often than any other song. It is correlated with a picture study five times while the other songs are correlated with a picture study one time. These songs are: "What the Church Bells Say," "He is Sleeping in a Manger," "I Will Sing to the Lord," "For This, My Home," "The Home God Gave to Me," "God Gives the Year," "In the Early Morning," and "Friends of All."

c. The Prayer

The five songs used as prayer in this course will not be considered as correlated with a prayer when they are themselves used as the prayer. However, there is no instance when these prayer songs are correlated with a spoken prayer.

The songs which are correlated with a prayer

are hereby listed according to the number of times they have been correlated with a prayer. The first is three times, the second, is two times, and each of the others is one time. In order they are: "Friends of All," "Every Morning Seems to Say," "The Father's Care," "God Gives the Year," and "Why We Keep Christmas." Each of these contains the same ideas incorporated in the corresponding prayers and thus tends to make the prayer more meaningful.

In this course there are five instances of the correlation of a song with a Scripture verse. A different song is used in each case.

The song, "Giving Thanks" is correlated with verses of Scripture that tell us Jesus is our teacher, helper, and friend. This thought is introduced to the group through a conversation concerning two lines of the third stanza of "Giving Thanks." They are:

"Thank God who gave us Jesus,
Our teacher, helper, friend."¹

After the Scripture passages are read, the song is sung as a prayer.²

"The Home God Gave Me" is correlated with a verse of Scripture stating a principle that it is necessary to follow in order to achieve the love and

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1. Part I of Course II, p. 101
2. Part I of Course II, p. 102

happiness mentioned in the song.¹ The verse is:

"Be at peace among yourselves." (I Thessalonians 5: 13)

"God Gives the Year" is correlated with Genesis 8: 22: "While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease."

"Tell Me the Stories of Jesus" is sung to introduce the application of the story. Following this a Scripture verse stating the same teaching is used.

The song, "I Need God's Help," and the Scripture verse, "It makes one happier to give than to be given to," are used to motivate discussion concerning the joy of giving.

e. The Poem

Music is correlated with one poem in this course. In session four of Unit II (Why We Keep Christmas) the song, "I Will Sing to the Lord," and the poem, "When Christmas Time is Here," are used together to express Christmas joy.²

2. Correlation with Experience

a. The Discussion

Though music is seldom used to motivate a discussion in this course, it is correlated with the discussion in a number of instances.

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1. Part II of Course II, p. 157

2. Part I of Course II, p. 119

Music that is correlated with the discussion is used for the following purposes: to initiate a unit, to create the desired atmosphere, to prepare for the story, to motivate simple discussion, to form a climax, to center thoughts on God's goodness, and to personalize the application of the teaching.

Songs that are correlated with the discussion are: "What the Church Bells Say," "I Will Sing Unto the Lord," "The Home God Gave Me."

b. The Project

Music is correlated with projects in each of the nine units. These songs and musical selections are used for the following purposes: to center thoughts on God's goodness, to motivate activity, to personalize the application of the story, to stimulate recall of previous teaching, to initiate the session, to initiate the unit, and to form the climax.

The songs are: "I Will Sing to the Lord," "God Gives the Year," "What the Church Bells Say," "Away in a Manger," "The Home God Gave to Me," "Spring Song" by Mendelssohn, "Friends of All," "Here We Go 'Round the Mulberry Bush," "Tell Me the Stories of Jesus," and "Every Morning Seems to Say." However, any of the songs used during the year may be included since an illustrated song book is made.

E. Teaching Methods Suggested

1. Suggestions for Study of Song

a. Approach

In session one of Unit I (Work and Worship in the Church), "What the Church Bells Say" is introduced as the children receive the Primary Bible Folder. The leader asks if their family has a piano and calls attention to the song on the folder. She suggests that the song gives ideas of why we have churches and that she would like a report on these next Sunday.¹

"Why We Keep Christmas" is introduced in the first session of Unit II (We Keep Christmas) as follows:

"We have a new song that tells the same thing we have been talking about today. Repeat the entire song as if you were telling a story. 'I shall sing it now. See if you think the music fits the song's words.' "²

No special approach is needed for the song, "The Home God Gave to Me." All the activities preceding the introduction of the song have both interpreted and stimulated the spirit of the song; the music is the familiar Londonderry air. After a conversation about homes, the song is sung to the children.³

The approach to the song, "For This, My Home,"

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1. Part I of Course II, p. 30
2. Part I of Course II, p. 102
3. Part II of Course II, p. 150

is connected with the story, "Ruth in Bethlehem," by the following introduction:

"Ruth worked hard to make her home a happy one. A home is a happy place, when each one does his part and is happy to do it. There are other things which make a home a happy place, too. Families may have good times together so long as they are kind in their fun. Can you think of other things that make a happy home?"¹

The song, "God Gives the Year," is introduced in a session entitled "God Gives the Year." The two stories, the discussion, the project, and the folder emphasize God's gift of the season. After the group has discussed the stories they are given the Primary Bible Folder and asked to repeat Genesis 8: 22. Then the leader sings or repeats the four stanzas of "God Gives the Year." The children are asked to match each of these stanzas with its corresponding section of the frieze on pages and two of the folder.²

After the story about Peter's experience at the home of Cornelius, the leader introduces "Friends of All" by saying:

"We wish to be friends of all just as Peter learned to be. You see, Peter had always thought that God interest was just in people like himself. He had learned that God was interested in all kinds of people."³

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1. Part II of Course II, p. 169
2. Part II of Course II, p. 230
3. Part III of Course II, p. 319

"For a Smiling Baby" is approached as follows:

"Talk about how hard it is to wait for a baby to be big enough to play and how one must understand what the baby needs rather than what the older child wished from the baby. Stress, 'The baby is weak, the little child gets tired quickly. He needs to sleep, to be quiet and to be cared for gently.' Use the Bible verse, 'We must help those who are weak.' Talk about being brothers and sisters. 'Show me one way a big brother and sister helps. I'll try to guess what you are doing.' The children act out helpful ways and the teacher guesses. 'You can be big brothers and sisters to the nursery class at church. Show me how.' The play is continued.
'Sing the prayer hymn "For a Smiling Baby."¹

As the children arrive at the first session of Unit VII (Learning That God Knows and Meets Our Daily Needs) they are encouraged to examine the different stages of the product from which bread is made. These objects or pictures of them are held up as "The Song of the Bread" is sung to the group. Following this, "Morning Hymn" is sung as a prayer.²

"Every Morning Seems to Say" is introduced by reading the first stanza to the children and encouraging them to mention something happy on the way for them.³

The second stanza to the above song is approached through showing a picture of a night scene and telling a short story about it. Then the second

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1. Part III of Course II, p. 370
2. Part IV of Course II, p. 400
3. Part IV of Course II, p. 409

stanza is sung.¹

b. Interpretation

After "What the Church Bells Say" has been sung to the children, its meaning is discussed with them. Attention is called to the purpose of the church and to the people that are welcome there. In order to appreciate more fully the meaning of the phrase, "friendly bells are chiming," a visit to hear and see the chimes is planned.²

The introduction to "Why We Keep Christmas" succeeds a conversation that interprets it. They are connected by the statement, "We have a new song that tells the same thing we have been talking about today."³ Also, it is interpreted by the activity which it motivates.⁴

"The Home God Gave to Me" is interpreted through the picture study, story, and conversation preceding the introduction to the song.⁵

In addition to the interpretation included in the approach to the song, "For This, My Home," the first group is led to discover through its musical setting that

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1. Part IV of Course II, p. 414
2. Part II of Course II, p. 150
3. Part I of Course II, p. 102
4. Part I of Course II, p. 103
5. Part II of Course II, p. 150

it is a prayer.¹

The song, "God Gives the Year," is interpreted through all the activities of the session. It is made especially meaningful through the Scripture and frieze.²

The children are helped to understand "Our Father's Care" through the explanation following the story, the prayer following the song, the project and the following statement: "Our country is a big one with many kinds of children in it. God is interested in everyone of them."³

In the song, "Every Morning Seems to Say," the words "something happy on the way" are interpreted by requiring the children to trace the way in which each thing that has been mentioned as "something happy on the way" is an evidence of the planning of God.⁴

A night scene accompanied by a suitable story, Brahm's "Lullaby," a discussion of pleasant things connected with the dark, the second stanza of "Night Magic," the question, "Why do we have night?" and the Scripture verse, "The day is thine, the night is thine," are used to interpret "something happy" in the second stanza of "Every Morning Seems to Say."⁵

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1. Part II of Course II, p. 169
2. Part II of Course II, p. 230
3. Part III of Course II, p. 319
4. Part IV of Course II, p. 409

c. Preliminary Learning

"What the Church Bells Say" is playing first in order that they may see if it sounds like bells ringing. Then the words are sung by the leader. After a discussion of the words the song is sung again by the leader. A game is played by "recalling a phrase and then singing it until the entire song is reproduced by the children."¹

The words of "Why We Keep Christmas" are repeated by the leader as though a story were being told. They are sung by her as the children listen to see if the music fits the words. Following this, they attempt to tell the story by accompanying her the second time she sings the song. A game is made of the drill that follows. The leader asks them to choose their favorite part of the song. As they choose, the stanza containing this part is sung.²

The words to the prayer hymn, "For This, My Home," are repeated and sung by the leader before the children are asked to sing it with her. A brief discussion of the nature of the song leads the group to use it as a prayer.³ The words are used as a prayer in the preceding session.

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1. Part I of Course II, p. 31
2. Part II of Course II, p. 102
3. Part II of Course II, p. 169

Since each of the four stanzas of "God Gives the Year" are equally important, particular attention is given to the words. In addition to matching the stanzas with corresponding sections of a frieze, the group interested in music finds Bible verses to match each stanza and pantomimes seasonal activities in turn for the group to guess.¹

"Friends of All" is sung twice by the leader before the group is asked to play the game of recalling the song phrase by phrase until the entire song has been sung. An explanation of the words is given after the song is sung once.²

The words to "The Song of the Bread" are printed on a poster with objects replacing some of the words.³

The second stanza of "Every Morning Seems to Say" is read to the group and they are asked to name "something happy on the way" for them. After the song is sung the first time, they are told to trace these to an evidence of God's plans. The song is sung once more.⁴

2. Suggestions for Learning Song

a. Drill

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1. Part II of Course II, p. 231
2. Part III of Course II, p. 319
3. Part IV of Course II, p. 400
4. Part IV of Course II, p. 409

No drill is suggested for learning the songs in this course other than the game of recalling phrases included in the preliminary learning. The music group acts as a choir to assist the others in learning the new songs.¹ The children are given the opportunity to gather around the piano during the pre-session period to sing the new songs in the unit.²

b. Meaningful Use of Song

The songs introduced in this course are learned as they are used meaningfully during the session. The psalm response, "I Will Sing to the Lord," is used for spontaneous worship during a group activity before it is introduced to the entire group.³ It is used all through the year in connection with various activities "to lift the emotional response to the level of worship."⁴ Frequently throughout the session, the prayer songs are used as a prayer in the session that they are taught. Occasionally they are used as a prayer before they are introduced as a song.⁵ Since the new songs in a unit are closely related to the emphasis of that unit, they are often sung by the children as they work on the project.⁶

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1. Part I of Course II, p. 52
2. Part I of Course II, p. 41
3. Part I of Course II, p. 43
4. Part I of Course II, p. 45
5. Part I of Course II, p. 163
6. Part I of Course II, p. 37, 110, 112, 114

These songs are used for special occasions such as a visit to the minister,¹ a visit from the church grandmother,² and a trip-out-of-doors.³

3. Suggestions for Making Song a Part of Experience

a. Activity Motivated by Song

A visit to see and hear the chimes played,⁴ booklets made by the music group,⁵ and the poster, "What a Church is For,"⁶ are motivated by the song, "What the Church Bells Say."

The song, "Why We Keep Christmas," motivates a visit to an institution such as a hospital to see a work of mercy that is in the world today because Jesus came to earth.⁷

A dramatization of the activities of the various members of the family is suggested by the song, "For This, My Home."⁸

The children are stimulated to make a frieze of the seasons through the study of the song, "God Gives the Year."⁹ In the process of planning the frieze the group decides to take a trip out-of-doors to see the

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1. Part I of Course II, p. 58
2. Part II, of Course II, p. 193
3. Part I, of Course II, p. 79
4. Part I of Course II, p. 31
5. Part I of Course I, p. 44
6. Part I of Course I, p. 52
7. Part I of Course II, p. 103
8. Part II of Course II, p. 179
9. Part II of Course II, p. 230

evidences of new life.¹

A frieze illustrating the song, "Friends of All," is made by the music group.

Suggestions are given for an activity to help the children learn the song, "For a Smiling Baby." Pictures of babies including the large teaching pictures of the unit are arranged on a picture rail or screen. Above the collection of pictures is placed a long strip of manila paper on which the group have printed the words of the songs with crayon.²

The words of "A Song of Bread" are printed on a large sheet of cardboard by the children. Some of the words are replaced by objects such as a bag of flour or a slice of bread.³

b. Carry Over Into Home

The new songs are printed on the Primary Bible Folder for use in the home. Coupled with many of the songs are suggestions for the children to follow. Usually these assist the children to apply the teaching in the song to their everyday experience.

The children are told to draw pictures to illustrate each line of the song, "What the Church Bells

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1. Part II of Course II, p. 231
2. Part III of Course II, p. 375
3. Part III of Course II, p. 400

Say." The lines are:

"The friendly bells are chiming
In church tow'r tall and gray;
'Come, fathers, mothers, children,
To church' they seem to say.

"Come, pray and sing with gladness,
Come, learn of God's work to do;
Come, all good friends and playmates.
A welcome waits for you."¹

Above the song, "I Will Sing to the Lord,"
are printed the words:

"You can sing this song when you are very happy
and when you think of God and his goodness and
his plans for people. You can sing it as you
are busy and happy at church. You can sing it
when someone makes you happy. The words come
from the Bible. It is what we call a song of
praise to God."²

The question, "How can you help to make your
own home full of love and happiness and cheer?" is asked
in connection with the song "The Home God Gave to Me."
The words to the song are:

"I know a place, no other one is quiet so dear,
'Tis filled with love and happiness and cheer,
And in that place I'm thankful and content to be,
For it is home, the home God gave to me."³

Appropriate Bible verses and pictures of children's
activities corresponding with the four seasons of the year
are printed on the folder with the song, "God Gives the
Year," for the children to match.⁴

The words to the song, "Friends of All," are:

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1. Primary Bible Folder, No 1
2. Primary Bible Folder, No 3
3. Primary Bible Folder, No 14
4. Primary Bible Folder, No 23

"Friends of all we'd like to be
In our work and play;
Each one giving of his best,
Each one sharing with the rest
In a freindly way,¹
In a friendly way."

Printed above the song under the caption "Something to Do" are the words: "Try to find new friends and new ways to be friendly."

Space is allotted above the song, "Every Morning Seems to Say," for the children to draw something "happy on the way" for them.²

F. Summary

From this study of the closely graded series for seven-year-olds published by the Methodist Church, it was found that the songs used included twenty-eight songs for the children to sing, and two songs and three instrumental selections for the children to hear. Though these songs covered a variety of experiences, special emphasis was placed upon praise to God for his goodness to us.

It was discovered that music was used for the purpose of stimulating other activities, enriching other activities, expressing worship and personalizing the application of the teaching. Other activities were stimulated by employing music to initiate the unit,

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1. Primary Bible Folder, No. 29
2. Primary Bible Folder, No. 41

to initiate the session to create the desired atmosphere, to prepare for the story, to motivate discussion, to motivate a project, and to recall previous learning. Activities enriched by the song were the story and the picture study in particular. Through using the song to form a climax in a session or in an activity of a session other activities such as the project were enriched. Music was used to express worship through employing it to heighten the prayer experience, to center thoughts on God's goodness, and to give the experience of "worship of quietness."

Music was found to be closely correlated with other phases of the program. In materials used, it was correlated with the story in twenty-three sessions, the picture study in twelve sessions, the prayer in eight sessions, and the Scripture in five sessions. In the realm of experiences, music was correlated with the discussion in ten sessions and with the project in twenty-five sessions.

In the teaching methods suggested for learning a new song, it was discovered that in each instance the study of the song either enriched or stimulated other activities in the session and was not a separate entity in itself. Suggestions for the study of a new song provided for the approach to the song, the interpretation of the song and the preliminary learning of the song. They

were made a part of experience through activities motivated by the songs and through suggestions printed on the Primary Bible Folder for the use of the songs in the home.

FINDINGS IN THE METHODIST CLOSELY GRADED QUARTERLIES
FOR SEVEN YEAR OLDS

Unit	I										II				
Session	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SONGS USED															
Songs of Prayer						10									
Songs of Praise		3	3	4		6	7				1		8		
Songs about God											3	5			
Songs about Jesus											2	6			
Songs about Church	1				5										
Songs about Nature															
Songs about Social Relations	2				9										
PURPOSES DISCOVERED															
Stimulus to Other Activity															
To initiate the Unit	1									1	2				
To initiate the Session															
To Create the Desired Atmosphere		2									6	6	5	1	
To Prepare for the Story							1				2				
To Motivate Discussion										1					
To Motivate an Activity	1			9			3			1	2				
To Recall Learning							5			3					
Enrichment of Other Activity															
To Enrich Story															
To Enrich Picture Study												7			
To Form a Climax				3			3								
Expression of Worship															
To Heighten Prayer Experience										1	1	2			
To Center Thoughts on God's Goodness		3	5				7	3				3			
Gives Experience of the "Worship of Quietness".	11														
Personal Application of Teaching															
CORRELATION OF MUSIC WITH PHASES OF PROGRAM															
Correlation with Specific Materials															
Story	1										2	7			
Picture Study											7		3		
Prayer													3		
Poem													3		
Scripture Verse						6									
Correlation with Experience															
Discussion							1	3							
Project		2	3		1, 9			3					4		
TEACHING METHODS SUGGESTED															
Suggestions for Study of Song															
Approach	1	2									2				
Interpretation	1	2	4								1				
Preliminary Learning	1										2				
Suggestions for Learning Song															
To Drill the Group		1		3											
To Use the Song Meaningfully	1		3	3	3	3					6	6			
Suggestions for Making the Song a Part of Experience															
Activity Motivated by Song	1	2	1		3						2				
Carry-over into Home	1		3	3											

II				III					IV					V					VI					VII					VIII										
1	2	3	4	5	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4

KEY TO NUMBERS ON CHART II*

UNIT I: WORK AND WORSHIP IN THE CHURCH

1. What the Church Bells Say
2. Very Softly We will Walk
3. I Will Sing to the Lord
4. Enter Into His Gates
5. The Church
6. I Was Glad
7. The Pilgrims' Chorus
8. God Gives the Year
9. On Thanksgiving Day
10. Giving Thanks
11. Gounod's "Angelus"

UNIT II: WE KEEP CHRISTMAS

1. Giving Thanks
2. Why We Keep Christmas
3. Silent Night
4. Away in a Manger
5. Wind Through the Olive Tree
6. Christmas Carols
7. He Is Sleeping in a Manger
8. I Will Sing to the Lord

UNIT III: OUR HOMES AND BIBLE HOMES

1. The Home God Gave to Me
2. For This, My Home
3. Hallel Hallelujah
4. Silent Night
5. Tell Me the Stories of Jesus
6. I Will Sing to the Lord

UNIT IV: LEARNING THAT GOD IS DEPENDABLE

1. God Gives the Year
2. In the Early Morning
3. Lord of the Sunlight
4. Tell Me the Stories of Jesus
5. I Will Sing to the Lord
6. Song of Praise (written by children)
7. Rubenstein's "Melody in F" or Mendelssohn's "Spring Song"
8. Silent Night

UNIT V: FROM SEA TO SHINING SEA

1. Tell Me the Stories of Jesus
2. Friends of All
3. Morning Hymn
4. Here We Go 'Round the Mulberry Bush
5. "The Father's Care"
- X. Songs used during the year

UNIT VI: FROM SEA TO SHINING SEA

1. The Home God Gave to Me
2. For a Smiling Baby
3. Brahms' Lullaby
4. Friends of All
5. I Need God's Help
6. I Will Sing to the Lord

UNIT VII: HELPING GOD TO CARE FOR LITTLE CHILDREN

1. The Song of the Bread
2. Morning Hymn
3. A Seed Song
4. Every Morning Seems to Say
5. God Who Made the Earth
6. Friends of All
7. God Gives the Year
8. Brahms' Lullaby

UNIT VIII: ENJOYING SOME STORIES JESUS TOLD

1. Tell Me the Stories of Jesus
2. Every Morning Seems to Say
3. Morning Hymn
- X. Familiar songs that tell about God's love and care.

UNIT IX: WE COMPLETE A YEAR OF WORK AND WORSHIP

1. Friends of All
- X. Songs used during the year

*Numbers on chart refer to numbers in respective units in the above to indicate songs used.

CHAPTER IV

THE USE OF MUSIC IN THE SCRIPTURE PRESS
PRIMARY DEPARTMENTAL GRADED QUARTERLIES

CHAPTER IV

THE USE OF MUSIC IN THE SCRIPTURE PRESS PRIMARY DEPARTMENTAL GRADED QUARTERLIES

A. Introduction

The material to be investigated in the study of this chapter will be the primary quarterlies for the year 1944 of the All Bible Graded Series of Sunday School Lessons, published by the Scripture Press. This examination will begin with the quarterly for January, February, and March and continue through the year.

The facts found concerning the use of music in these quarterlies will be presented in the form of a chart and will be discussed in terms of the songs used, the purpose discovered, the correlation with other phases of the program, and the teaching methods suggested. In this course separate sessions are organized about certain themes, there being thirteen themes throughout the year. These are not numbered. However, on the chart and in the following discussion, they will be referred to as first, second, third, etc.

B. Songs Used

In the primary quarterlies published by the Scripture Press for the year 1944, a total of twenty-one different songs are suggested. Twelve of this number are employed in more than one unit: "My Friend" is used

in eight of the thirteen units planned for the year; "Gathered in His Name" is used in seven units; "That's Why I Love Him" and "Holy is the Lord" are used in six units; "He Cares for Me" is used in five units; "Enter Into His Gates" and "This is the Day" are used in four units; "All Things Bright and Beautiful" and "When You Pray" are used in three units; "Praise Him," "Every Good Gift" and "Bethlehem Lullaby" are used in two units.

The songs selected for the year 1944 do not cover a variety of experience. The Christian experience of salvation is especially emphasized while there is no mention of social relations. Though there is a song of three long stanzas about prayer, only two songs may be sung as a prayer and they are inadequate for most situations. Other songs employed are songs about Jesus, about God, about His creation, and quotations of Scripture.

C. Purposes Discovered

In these quarterlies the only mention of music is during the worship service at the beginning of the session. It has been difficult to determine the purpose for which each song has been employed since in many instances several songs have been listed at either the beginning or the close of the worship service. However, in some cases it is evident that the song or songs are sung at the beginning to call the group to worship.

Songs used for this purpose are: "The Lord is in His Holy Temple," "This is the Day," and "Gathered in His Name." The discussion during the worship service is frequently either motivated or enriched through the singing of a song. Psalm twenty-four is enriched through the song, "Who Shall Ascend?" An activity motivated by this Psalm is enriched through the singing of the song, "All Things Bright and Beautiful."

Since the remaining purposes for which the songs are used in the worship service do not consist of examples outstanding enough to merit discussion, they will merely be listed. They are: to enrich the Scripture passage, to heighten the prayer experience, to center thoughts on God's goodness, to impart information, to personalize the application of the teaching, to really recall previous learning, to aid the individual to accept Christ as his personal Savior, and to heighten the worship experience. The purpose mentioned last has been included in order to designate a purpose for those songs that seemed to be used with no other intention.

D. Correlation of Music With Other Phases of Program

Since the songs in these quarterlies are used only in the worship service, they are seldom correlated with material or experiences other than those included

in the worship service. This service usually consists of a conversation enriched by music, Scripture, pictures, or a story. Occasionally the service is centered in a story, picture study, or Scripture passage. In the majority of instances the songs used are correlated with at least a part of the worship service and on a few occasions they are correlated with other materials and experiences in the session. though not directly. The song, "He Cares for Me," is correlated with both the worship service and the lesson material in the six sessions of the unit in which it is introduced.

E. Teaching Methods Suggested

1. Suggestions for Study of Song

a. The Approach

In most instances the leader is given a definite approach to use in teaching the new songs suggested in these quarterlies.

The song, "He Cares for Me," is introduced at the close of the worship service in the first session of the unit designated by the theme, "God the Protector." The approach to this song is through a discussion of the Heavenly Father's Care for the birds. The leader holds a picture of a robin and another teacher holds a picture of a sparrow as they speak the following words for their respective birds:

"Said the Robin of the Sparrow,
'I should really like to know
Why these anxious human beings
Rush about and worry so.'

"Said the Sparrow to the Robin,
'Friend, I think that it must be
That they have no heavenly Father
Such as cares for you and me.'"¹

Then two children are premitted to hold the pictures and speak for the birds. Following this the leader describes how sparrows are caught and sold in Palestine for food at the low price of ten sparrows for a penny. By connecting this with the Scripture passage, Matthew 10: 29-31, she leads the children to a deeper realization of God's care for them, and prepares them to sing, "He Cares for Me" from their hearts.

The song, "Holy is the Lord," is introduced through two questions asked by the leader. They are: "Is anyone here in this room perfectly holy?" Who and what are holy? This new song will tell you."²

The approach to the song, "When You Pray," is a discussion of what one would say to God in connection with specific experiences during the day, which are pictured for the children.³

"Who Shall Ascend" is approached through a review of the story, "Bringing the Ark to Jerusalem," a

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1. Quarterly for January, February, March, 1944, p. 6
2. Quarterly for January, February, March, 1944, p.39
3. Quarterly for April, May, June, 1944, p. 38

flannelgraph lesson on the twenty-fourth Psalm, and the song, "Holy is the Lord."¹

"The Lord is in His Holy Temple" is introduced by the statement: "The piano is playing the music of a Bible verse that you know. Can you guess which verse it is?"²

The introduction to the song, "If God Be For Us, " is as follows:

" A regiment of American troops was marching down Main Street, step-step, tramp-tramp, step-step. To the crowd gathered along the streets all the men looked alike, standing straight and tall in their khaki uniforms. But as God looked upon them and saw their hearts within, they were very different. He saw three kinds of men. First He saw those who felt bitter and cross, who thought, "What's the use of living anyway?" Then there were those who thought, "I wish I knew God, and that He would take care of me." But there were also those who were singing to themselves this song. (Sing the new song as far as the final response, "No one, no one, no one.") As the piano plays the end of the song, can you guess what the words might be? We hear two little words repeated three times. This, then, is the whole song which the Christian soldier boys were humming to themselves. (Sing it in its entirety.)"³

"This is the Day" is sung to call the group to worship in the first session of the fall quarter. After the verse, "I was glad when they said unto me, Let

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1. Quarterly for July, August, September, 1944, p. 17
2. Quarterly for July, August, September, 1944, p. 37
3. Quarterly for July, August, September, 1944, p. 58

us go into the house of the Lord," is repeated by the leader, the group is led through conversation to an appreciation of the Lord's day.¹

The approach to the song, "Every Good Gift," is as follows:

"As one class after another comes to the front to give your offering to the Lord, each of you may tell us for which of His good gifts you are especially thankful this morning. After each class has deposited your money, I shall give you an offering verse from God's Book.

(Repeat the six offering verses from the memory course on the first page.) George, will you find the largest coin that was placed in the basket? To us this quarter dollar seems like the largest piece of money; to God a dime or a nickle or even a penny may seem larger. How can you explain that riddle? God's ways are higher than our ways; we look on the outside, but He looks on the heart. Perhaps, this quarter was not given cheerfully, or perhaps the boy had lots more to spend on himself. Can you figure out how this dime might have seemed larger than the quarter to God?

"Which of these six verses do you think has been made into a lovely song for us to sing? Can you find these words in your Bibles? (James 1: 17a.)"²

b. The Interpretation

In these quarterlies special attention is given to the interpretation of the new songs.

In addition to the interpretation provided in the approach to the song, "He Cares For Me," this song is interpreted by leading questions during the preliminary

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1. Quarterly for October, November, December, 1944, p. 5
2. Quarterly for October, November, December, 1944, p. 37

learning of the song. This discussion proceeds as follows:

"Could these words be used to speak about our earthly father's care? No, his care is not like the air. Why is our heavenly Father's care like the air? Can you think of anything else that is always with us? Which words of the song do we sing twice?"¹

These words are: "Is with me always, ev'rywhere."²

Further interpretation is given to this song through the Bible stories, and a game used in this unit.

The song, "Holy is the Lord," is introduced in the session following its interpretation. The worship service at the beginning of the session is introduced by an explanation of God's holiness:

"God desires to care for and bless all of His children; but when they will not obey Him, He must punish them because He loves them and because He is Holy. Being holy, God hates sin. Sin is exactly the opposite of holiness. I have made two cards--one which says "sin," and one which says "holy." I tried to make the cards show what the words mean. Which should be beautiful? Which should be ugly? What colors would represent each word? The letters for the word "holy" are most carefully cut out of expensive silver paper and pasted neatly on sparkling gold paper. It is hard to read the letters on the card; they are an ugly dark color, and they are placed crooked on a dirty paper which is pasty and torn. Now can you feel how holy God is, and how He hates all sin?

"On the board are several words and phrases (happy, unhappy, selfish, unselfish, wicked, pure, clean, beautiful, evil, ugly, perfect, God loves, God hates). As we read each one,

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1. Quarterly for January, February, March, 1944, p. 6
2. Quarterly for January, February, March, 1944, p. 79

let us match it with either the card that reads "holy" or the card that says "sin." Aren't we glad that Jesus loves us and came to save us from our sin! Sing "That's Why I Love Him" and "I'm Not Too Young."¹

Though "When You Pray" requires no direct interpretation, it is made meaningful through stories told by the leader during that unit.²

The interpretation to the song, "Speak, Lord," is provided through the story of Samuel told in the previous session.³

The word, "ascend" in the song, "Who Shall Ascend?" is replaced by the words "go up" in order that the group may grasp the meaning of ascend. In learning the song, "Who Shall Ascend?" "go up" is used in place of the word "ascend." Each time the song is sung a picture of a child doing something right is held in front of the hand used in the flannelgraph lesson.⁴ The flannelgraph lesson on the twenty-fourth Psalm and the story, "Bringing the Ark to Jerusalem," provide a background for the song that makes it unusually meaningful.⁵

"The Lord is in His Holy Temple" is made meaningful to the children by the following statement

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1. Quarterly for January, February, March, 1944, p. 44
2. Quarterly for April, May, June, 1944, p. 39, 43, 49
3. Quarterly for April, May, June, 1944, p. 58
4. Quarterly for April, May, June, 1944, p. 18
5. Quarterly for July, August, September, 1944, p. 14, 17

before the song is sung: "Pretend you are an orchestra softly calling God's people to worship as they enter His house.

The children are helped to understand the song, "If God Be For Us," by the following question and its answer:

"How do we know whether or not God is for us? If we decide to accept His Son as our Saviour and live for Him, the Maker of heaven and earth and all His mighty angels are on our side. If the Christian soldiers should be killed, the glories of heaven will be their's immediately! As I sing the song again, think of a time this last week when you needed God to help you overcome that enemy---your own greedy self."²

Though "This is the Day" is interpreted to the group through the conversation following the song in session one of the fall quarterly, it is made more meaningful to them by its use in the following story:

"As I tell this story, every time you hear the Bible verse about the Lord's day, say it with me. "Oh, goody, it's Sunday again," cried Helen as she jumped out of bed. "This is the day which the Lord hath made; we will rejoice and be glad in it." Sunday was different from all the other days. She put on pretty clothes that she seldom wore during the week. "This is the day....." Dinner was better than ever and prepared mostly on Saturday, because, "This is the day....." Only on Sunday did she read her special Bible story book with the large pictures. "This is the day....." At night she went over to Grandmother's house while her parents went to church. "This is the day....."³

1. Quarterly for July, August, September, 1944, p. 37
2. Quarterly for July, August, September, 1944, p. 58
3. Quarterly for October, November, December, 1944, p. 18

Also, verses of Scripture are used to interpret this song:

"I shall read three verses from the Bible. One is about God's day, one about God's house and one about God's Book. (Write these three phrases on the blackboard.) The first time stand quietly when you hear the one about God's day (Pss. 119: 11, 122: 1, 118: 24). This time stand when you hear the one about God's house (Pss. 118: 24; 122: 1). And this time, for God Book (Ps. 119: 11). Now as I say these same words, point to the words written on the blackboard if the verse speaks of God's day; hold up your Bible, if it speaks of God's Book, and stand by one of the doors of this room, if it speaks of God's house."¹

The children learn the meaning of the phrase "Every good gift and every perfect gift" in the song by the same title, through a concrete example of this phrase and the insertion of this example in the verse as follows: "An apple is a good gift and a perfect gift which is from above and cometh down from the Father."²

c. The Preliminary Learning

In general, the preliminary learning is presented in an interesting form of drill.

Motions are suggested for the song, "He Cares for Me." The leader asks the children to follow them with her as she sings the song for the first time. While discussing the meaning of the words she leads them to discover that though the words of one phrase are sung twice they are not a true echo because the melody is changed.

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1. Quarterly for October, November, December, 1944, p. 18
2. Quarterly for October, November, December, 1944, p. 38

Then the entire song is sung by the group with the exception of the repeated words which are played on the piano. The second time the song is sung by the group, one of the classes sing the part that is repeated.¹

As the children listen to the song, "Holy Is the Lord," for the first time, they are expected to notice how many things are spoken of as "holy". The second time, they are told to count the number of times the word "holy" is sung. While the pianist plays one phrase at a time, the children are encouraged to supply the words that go with each phrase. After this, the leader suggests that the group sing the first and last part of the song--the words "holy" three times at the beginning of the song and the word "amen" twice at the end--and she will sing the middle of the song.²

In introducing the song, "Lord Speak," the leader asks the boys and girls on the left half of the room to stand facing the wall while the others act as God's messengers by telling them Bible verses. Those facing the wall are given the opportunity to guess the name of the person who has spoken. Each time a verse is repeated, the leader sings the song, "Speak Lord." After the two groups change places, the same procedure is continued.³

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1. Quarterly for January, February, March, 1944, p.6
2. Quarterly for January, February, March, 1944, p. 38
3. Quarterly for April, May, June, 1944, p. 61

The words to the song, "Who Shall Ascend?" are made familiar to the group through the story, "Bringing the Ark to Jerusalem," told in the session preceding the introduction of the song and the flannelgraph lesson on Psalm twenty-four used in the worship service in which the song is introduced. The children follow the motions suggested for the song before they attempt to sing it.¹

Before the song, "The Lord is in His Holy Temple," is sung by the children, they are given the opportunity to hear the music four times. Their interest is held by the following procedure:

"The piano is playing the music of a Bible verse that you know. Can you guess which verse it is? I am singing this time to Fred, who looks as if he is not thinking about the Lord. The notes in the last part of the song have marks over them (illustrate on blackboard). What do the marks mean? Listen to Miss Hill's violin cut these notes off sharply as she plays the song. Listen for perfect silence in two places near the end. Pretend you are an orchestra softly calling God's people to worship as they enter His house. How can you sing this verse?"²

The song, "If God Be For Us" is sung three times by the leader while she is introducing and interpreting it.³

After the words of the song, "Every Good Gift," are read and interpreted, the leader asks, "Is this new

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1. Quarterly for July, August, September, 1944, p. 14, 17
2. Quarterly for July, August, September, 1944, p. 37
3. Ante, p. 103

song exactly like the Bible words?"¹ She suggests, "This time I shall sing the words exactly as they are in the Bible, and let Miss Needham at the piano finish the song."¹ After the group has sung the Bible words with the leader, they sing the entire song with the assistance of the piano and leader. Then they are asked if they can sing it alone.

2. Suggestions for Learning Song

a. Drill

At the close of the worship service in session following the introduction of a new song, there is a suggestion that the children continue learning the new song. However, the song is usually correlated with the worship service since it is evident that the songs have been chosen with the theme of the unit in mind.

b. Meaningful Use of Song

Nearly half the new songs are learned as they are used meaningfully in the worship service.

"This is the Day," "The Lord is in His Holy Temple," and "Gathered in His Name" are learned as they are sung for a call to worship.²

"Speak Lord" is sung to aid the children to listen to the still small voice of the heavenly Father

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1. Quarterly for October, November, December, 1944, p. 38
2. Quarterly for July, August, September, 1944, p. 46, 51

before they talk to Him.¹

"Every Good Gift" is sung in the session following its introduction to remind the children to thank the heavenly Father for His fine gifts to them.²

3. Suggestions for Making Song a Part of Experience

a. Activity Motivated by Song

In these quarterlies no activities are motivated by the new songs learned.

b. Carry-Over into Home

There are few new songs printed on the pupil's leaflet, "Primary Days" and none of these are accompanied with suggestions for using them in the home. However, on two occasions suggestions are given in the teacher's quarterly for the use of a particular song in the home. "He Cares for Me" is suggested as a helpful song to sing when one feels afraid.³ The children are told that if they sing "Every Good Gift" many times a day at home, it will remind them to thank God immediately for His gifts.⁴

"Holy is the Lord" is brought into the experience of the child through the following conversation:

"How many things can we think of that are holy? Yes, the Holy Bible, the Lord and His name. What does God call it when people use His holy name in swearing? Yes, swearing in

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1. Quarterly for October, November, December, 1944, p. 43
2. Quarterly for January, February, March, 1944, p. 37
3. Quarterly for October, November, December, 1944, p. 43
4. Quarterly for October, November, December, 1944, p. 44

God's sight is sin. What are you going to do this afternoon to make the Lord's day different from week days? Where do you keep your Bible because it is God's holy Word which will not pass away even when heaven and earth are no more? How many times do you read it during the week at home."¹

F. Summary

From the foregoing it was found that the songs used were few in number and limited in variety of experiences offered, in the purposes for which the songs were correlated, and in the material and experiences with which they were employed. Special attention was given to the study of new songs. The approach to the song, the interpretation of the song, and the preliminary learning of the song were clearly defined. Although opportunity for the drill of new songs was provided in many sessions, about half the songs were learned by meaningful use in later sessions. None of the songs were made a part of experience through an activity motivated by them, and few were made a part of experience through carry-over into the home. In some of the teaching instances quoted there tends to be an emphasis upon abstract theological and symbolic teaching, hardly related to the experience of the child.

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1. Quarterly for January, February, March, 1944, p. 44

CHART III

FINDINGS IN THE SCRIPTURE PRESS
PRIMARY DEPARTMENTAL GRADED QUARTERLIES

Unit	I						II						III					
Session	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
SONGS USED																		
Songs of Prayer																		
Songs of Praise																		
Songs about God																		
Songs about Jesus																		
Songs about Church																		
Songs about the Bible																		
Songs quoting Scripture Passages																		
Songs about the Christian Experience of Salvation																		
Songs about Nature																		
PURPOSES DISCOVERED*																		
To Call Group to Worship																		
To Motivate Discussion																		
To Enrich Discussion																		
To Enrich Scripture Passage																		
To Heighten Prayer Experience																		
To Center Thoughts on God's Goodness																		
To Impart Information																		
To Personalize the Application of the Teaching																		
To Recall Previous Learning																		
To Aid the individual Accept Christ as Personal Saviour																		
To Heighten Worship Experience																		
CORRELATION OF MUSIC WITH OTHER PHASES OF PROGRAM																		
Correlation with Specific Materials																		
Story																		
Picture Study																		
Prayer																		
Poem																		
Scripture Verse																		
Correlation with Experience																		
Discussion																		
Project																		
TEACHING METHODS SUGGESTED																		
Suggestions for Study of Song																		
Approach																		
Interpretation																		
Preliminary Learning																		
Suggestions for Learning Song																		
To Drill the Group																		
To Use the Song Meaningfully																		
Suggestions for Making the Song a Part of Experience																		
Activity Motivated by Song																		
Carry-over into Home																		

*Since all of these songs are used as a part of the worship service, no classification is made here.

[illegible]

KEY TO NUMBERS ON CHART III*

I. THEME: GOD THE PROTECTOR

1. Enter Into His Gates
2. Under the Stars
3. He Cares for Me
4. That's Why I Love Him
5. All Things Bright and Beautiful

II. THEME: GOD PUNISHING FOR SIN

1. Holy Is the Lord
2. That's Why I Love Him
3. I'm Not Too Young
4. Praise Songs

III. THEME: GOD'S SON FORGIVING SIN

1. He Cares for Me
2. That's Why I Love Him
3. Holy is the Lord
4. My Friend
5. Follow Me
6. I'm Not Too Young

IV. THEME: CHRIST SAVING FROM SIN

1. My Friend
2. Gathered in His Name
3. Enter Into His Gates
4. All Things Bright and Beautiful
5. That's Why I Love Him
6. Holy Is the Lord
7. He Cares for Me
8. Jesus Loves Me

V. THEME: SPEAKING TO GOD IN PRAYER

1. When You Pray
2. Gathered in His Name
3. That's Why I Love Him
4. My Friend
5. What Must I do to Be Saved
- x. Prayer Songs

VI. THEME: GOD SPEAKING TO HIS CHILDREN

1. Gathered in His Name
2. Holy is the Lord
3. That's Why I Love Him
4. He Cares for Me
5. When You Pray
6. Speak Lord
7. My Friend

VIII. THEME: UNSELFISHNESS

1. The Lord Is in His Holy Temple
- x. Praise Songs

IX. THEME: PLEASING GOD BY RIGHT DOING

1. The Lord Is in His Holy Temple
2. Holy is the Lord
3. Who Shall Ascend?
4. Gathered in His Name
5. My Friend
6. Enter Into His Gates
- x. Praise Songs

X. THEME: GOD'S BOOK, GOD'S HOUSE, GOD'S DAY

1. This Is the Day
2. Jesus Loves Me
3. Praise Him, Praise Him
4. All Things Bright and Beautiful
5. My Friend
6. The Lord Is in His Holy Temple

XI. THEME: PRAYER AND PRAISE

1. This Is the Day
2. The Lord Is in His Holy Temple
3. Gathered in His Name
4. He Cares for Me
5. My Friend
6. Every Good Gift

XII. THEME: GOD'S HELPFUL MESSENGERS

1. This Is the Day
2. Gathered in His Name
3. Holy Is the Lord
4. Every Good Gift
5. Praise Him
6. Bethlehem Lullaby

XIII. THEME: THE CHILDHOOD OF JESUS

1. This Is the Day
2. Gathered in His Name
3. Bethlehem Lullaby

CHAPTER V
SUMMARY AND CONCLUSION

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Since some leaders of Christian Education have had the conviction that music contributes definitely to the Christian education of primaries, the purpose of this study has been to discover the use of music in representative Church School quarterlies in order to determine the effectiveness of the use of music in the Church School during the period of childhood. To this end the closely graded quarterlies published by the Methodist Church, the departmental graded quarterlies published by the Presbyterian Church U. S., and the departmental graded quarterlies published by the Scripture Press were selected for study. These were analysed in turn, the findings being recorded on a chart and discussed in terms of the songs used, the purposes discovered, the correlation of the music with other phases of the program and the teaching methods suggested.

In the quarterlies examined, it was found that the series published by the Presbyterian Church U. S. suggested fifty songs and eight instrumental selections for use during the year, the series published by the Methodist Church suggested thirty songs for use during the year, and the series published by the Scripture Press suggested twenty-one songs for use during the year.

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Except for the Christmas carols, "Enter Into His Gates With Thanksgiving" was the only song suggested in each of the three series. However, the tune was not the same in each case. "Tell Me the Stories of Jesus" was suggested for use in the quarterlies of both the Presbyterian Church U. S. and the Methodist Church. In the quarterlies of both the Presbyterian Church U. S. and the Scripture Press, provision was made for the use of "Bethlehem Lullaby," "Praise Him! Praise Him!" and "All Things Bright and Beautiful." The songs used by the Presbyterian Church U. S. and the Methodist Church covered a variety of experiences and were closely related to the experiences of the child. Those used by the Scripture Press were limited in the areas of experience and many times were not adapted to the age level of the Primary child.

The purpose, it was discovered, were much the same in the quarterlies of the Presbyterian Church U. S. and the quarterlies of the Methodist Church. The most outstanding contrast was in the use of the song to motivate a discussion and in the use of the song to motivate a project. Emphasis was placed on the use of the song to motivate discussion in the quarterlies of the Presbyterian Church U. S. and emphasis was placed on the use of a song to motivate a project in the quarterlies of the Methodist Church. In the series published by the

Scripture Press the purposes for which the songs were used were much different from those suggested by the above quarterlies. Songs were employed by the Scripture Press as a means to either enrich the worship service or to aid in the teaching embodied in the worship service. In use of songs as an experience of worship, the series published by the Methodist Church made the greatest use of the song to center thoughts on God's goodness, and they gave the only suggestion for the use of music to aid the child to experience "the worship of quietness." Though five offering songs were suggested in the quarterlies published by the Presbyterian Church U. S. in order to make the offering more worshipful, none were suggested for this purpose by either of the other series.

It was found that music was correlated with other phases of the program most frequently in the quarterlies of the Presbyterian Church U. S. and most seldom in the quarterlies of the Scripture Press. In the series of both the Presbyterian Church U. S. and the Methodist Church the song was correlated with the story more often than with any other material. In experiences, the song was correlated with the discussion more often than with the project in the quarterlies of the Presbyterian Church U. S. and more often with the project than with the discussion in the quarterlies of the Methodist Church.

The methods for teaching a song, it was found, were clearly defined regarding the approach to the song, the interpretation of the song, and the preliminary learning of the song in the Scripture Press quarterlies, while those same steps were less definite in the quarterlies of both the Presbyterian Church U. S. and the Methodist Church because they were usually closely connected with other activities in the session. In the Scripture Press series drill was occasionally employed in order to learn the song, though it was never employed to a great extent in the other quarterlies. In the quarterlies published by the Methodist Church, the music group acted as a choir to assist the class in singing the songs. Most of the songs in the quarterlies of both the Presbyterian Church U. S. and the Methodist Church were learned as they were used meaningfully in the session and nearly half the songs of the Scripture Press quarterlies were learned as they were used meaningfully in the session. The songs were frequently made a part of experience in the series published by the Methodist Church through using the song to motivate a project and through printed suggestions on the Primary Bible Folder for the use of the song at home. In the series published by the Presbyterian Church U. S. and the series published by the Scripture Press, the songs are seldom made a part of experience though these avenues are open. However,

in the quarterlies of the Presbyterian U. S. they are brought into the experience of the child through effective use of the song during the session.

From the foregoing it is evident that music is used effectively in the departmental graded material published by the Presbyterian Church U. S. and in the closely graded quarterlies of the Methodist Church, in that it is made a vital factor in a unified program, in that it is a means of enriching the meaning of other materials, and in that it is so selected and taught that it becomes a part of the child's experiences of every day life. Furthermore, it has been found that the use of music in a quarterly is a definite indication of the quality of teaching suggested by that quarterly.

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