

V TH
357

THE USE OF CREATIVE ACTIVITIES
IN THE CHRISTIAN EDUCATION OF PRIMARY CHILDREN

by

Joan Van Riper

B. S. in Ed., Newark State Teacher's College

A Thesis

Submitted in Partial Fulfillment
of the Requirements for
THE DEGREE OF MASTER OF RELIGIOUS EDUCATION
in
The Biblical Seminary in New York

New York, N. Y.
March 1955

BIBLICAL SCHOOL OF
THEOLOGY LIBRARY
HATFIELD, PA.

22263

TABLE OF CONTENTS

Chapter	Page
INTRODUCTION.	v
A. Statement of the Problem	v
B. The Problem Delimited and Defined.	vi
C. The Method of Procedure.	vii
D. Sources of Data.	vii
I. THE USE OF CREATIVE ACTIVITIES IN MEETING THE GENERAL NEEDS OF PRIMARY CHILDREN	1
A. Introduction	1
B. The Place of Creative Activities in Meeting the Needs of the Children.	1
1. The Use of Creative Activities in Meeting the Child's Physical Needs.	2
2. The Use of Creative Activities in Meeting the Child's Intellectual Needs.	3
3. The Use of Creative Activities in Meeting the Child's Social Needs.	4
4. The Use of Creative Activities in Meeting the Child's Spiritual Needs	6
C. Summary.	8
II. THE USE OF CREATIVE ACTIVITIES IN SPECIFIC LEARNING SITUATIONS FOR PRIMARY CHILDREN.	9
A. Introduction	9
B. Factors Underlying the Selection and the Use of Creative Activities.	10
1. Five Major Steps to be Considered in Using Creative Activity	10
a. Preparing.	10
b. Purposing.	11
c. Planning	11
d. Executing.	11
e. Judging.	12
2. Two Important Factors in the Creative Experience.	12
a. The Teacher.	12
b. The Time Element	14
C. A Report on the Activities Which the Authors Recommend for Primary Children in Christian Education.	15
1. Recommended Activities for Primaries.	16
2. Activities Which the Authors Unanimously Recommend	17
a. Use of Charts.	17
b. Use of Books	18
c. Use of Dioramas and Peepboxes.	19

Gift of author

34612

May 1955

Chapter	Page
d. Use of Modeling.	20
e. Use of Murals and Friezes.	21
f. Use of Moving Picture.	22
g. Use of Dolls and Figures	23
h. Use of Puppets	23
3. Activities Which Do Not Receive Unanimous Recommendation	24
a. Use of Maps.	25
b. Use of Blue Printing	25
c. Use of Drawing	26
d. Use of Painting.	26
e. Use of Finger Painting	27
f. Use of Lettering	27
g. Use of Weaving	28
h. Use of Sand Table.	28
i. Use of Gift Making	29
j. Use of Free-hand Cutting	30
k. Use of Transparencies.	30
l. Use of Timelines	31
D. Summary.	31
III. AN EXPERIMENT IN THE USE OF CREATIVE ACTIVITIES WITH THIRD GRADERS	33
A. Introduction	33
B. The Plan Followed in Using Creative Activities in Teaching the Unit, The Life of Christ.	34
1. The Purpose of Using Creative Activities.	34
2. The General Procedure	34
a. Determining the Aims for the Group	35
(1) Social Aims.	36
(a) To Provide Happy Experiences.	36
(b) To Increase Appreciation for One Another	36
(2) Intellectual Aims.	37
(a) To Increase Knowledge	37
(b) To Clarify New Concepts	37
(c) To Stimulate Mental Activity.	37
(3) Spiritual Aims	38
(a) To Promote Desirable Attitudes.	38
(b) To Promote the Feeling of Working With God.	38
(c) To Provide A Healthy Basis for Future Religious Experiences.	38
b. Determining the Aims for Individuals	39
(1) To Awaken Interest in Child A.	39
(2) To Develop Self-Control in Child B	39
(3) To Provide Means for Adjustment in Child C.	40
(4) To Help Develop Leadership in Child D.	40
c. Determining the Types of Activities and Their Placement in the Plan.	40

Chapter	Page
C. A Report on the Use of Selected Activities	41
1. Use of Notebooks.	42
a. Basis for Selection.	42
b. Procedure Followed	42
c. Achievements of the Group.	43
d. Achievements of Individuals.	43
2. Use of Drawings	43
a. Basis for Selection.	43
b. Procedure Followed	44
c. Achievements of the Group.	44
d. Achievements of Individuals.	45
3. Use of Maps	45
a. Basis for Selection.	45
b. Procedure Followed	45
c. Achievements of the Group.	46
d. Achievements of Individuals.	46
4. Use of Gift Making.	46
a. Basis for Selection.	46
b. Procedure Followed	47
c. Achievements of the Group.	47
d. Achievements of Individuals.	47
5. Use of the Diorama.	48
a. Basis for Selection.	48
b. Procedure Followed	48
c. Achievements of the Group.	48
d. Achievements of Individuals.	49
D. An Overall View of the Progress Made in Attaining Goals.	50
1. Progress of the Group	50
2. Progress of Individuals	53
a. Interest in Child A.	53
b. Self Control in Child B.	56
c. Adjustment in Child C.	57
d. Leadership in Child D.	59
E. Summary.	61
SUMMARY AND CONCLUSION.	63
BIBLIOGRAPHY.	65

INTRODUCTION

THE USE OF CREATIVE ACTIVITIES
IN THE CHRISTIAN EDUCATION OF PRIMARY CHILDREN

INTRODUCTION

A. Statement of the Problem

God has created children with the restlessness of curiosity, the joy of experimentation, and the anxiety of discovery. Educators have discovered that much can be gained from utilizing these basic characteristics in the planning of their program.

Jean Jacques Rousseau has said that there can be no thinking¹ without activity. Today modern educators and leaders of children recognize the importance of "learning by doing". This educational theory is being employed by many school systems today and seems to be resulting in meaningful learning experiences for children.

Since this type of learning experience proves valuable in secular schools it would seem that it should be used more extensively in Christian education where adequate learning situations are so vital for the child and his spiritual growth. However, much protest has come in the form of such statements as: "There is no time in Sunday School. I don't feel capable of doing such work", or "It takes too much planning and extra work."

.

1. Cf. Nell I. Minor and Emily F. Bryant: Through the Church School Door, p. 1.

It will be the problem, therefore, of this study to become acquainted with the different opinions and recommendations of the experts in the field of creative activities, to see what type of activities they suggest, and to discover how they may be adapted in Christian education so as to provide learning experiences which are both satisfying and meaningful for the primary child. Its further purpose will be to show how creativity in Christian education takes on deeper significance when it is centered on God.¹

B. The Problem Delimited and Defined

Creative activities is a term which covers large areas of activity such as dramatization and creative writing, as well as all types of handwork. Elizabeth Lobingier gives the reasons for not using the word "Handwork" and shows why creative activities is a more appropriate term to use:

"Handwork" is much too general and ambiguous a term to be used by educators indiscriminately, for it simply implies activities performed with the hand, regardless of the educational value involved. For this reason it is more appropriate to indicate specifically the kind of handwork by describing it as creative handwork or creative activities.²

This thesis will be limited to activities, performed with the hand, which involve the constructive and creative imagination of the primary child.

.

1. Cf. Atha S. Bowman: You Can Do It, p. 1.
2. Elizabeth Lobingier: Activities in Child Education, p. 1.

C. The Method of Procedure

The first consideration will be to determine the place of creative activities in meeting the general needs of primary children. After this there will be an investigation of the various principles behind the use of creative activities in Christian education. The third step will be to discover the types of activities which are recommended by three experts on creative activities for children. From their books a further examination will be made regarding the occasions and values of selected activities. The final step in the procedure will be a report on an experiment conducted by the writer in the use of selected activities with third graders.

D. Sources of Data

In making this study three books written recently on the use¹ of creative activities will be used as the basic sources. These particular works were selected because they are outstanding in the field of creative activities in the specific area of Christian education. They have been recently written and are up to date, giving a thorough, well-organized coverage of different techniques to be used with primaries. They are especially written for teachers and leaders of children and thus give much pertinent information. At the same time other books in the field of Christian education for primary children will be examined

.

1. Elizabeth M. Lobingier: Activities in Child Education
Armilda B. Keiser: Here's How and When
Rebecca Rice: Creative Activities

to discover the needs and interests of the child. The data for the final chapter will be from actual experience in using creative activities with third graders at Brick Presbyterian Church, New York City.

CHAPTER ONE

THE USE OF CREATIVE ACTIVITIES

IN MEETING THE GENERAL NEEDS OF PRIMARY CHILDREN

CHAPTER ONE
THE USE OF CREATIVE ACTIVITIES
IN MEETING THE GENERAL NEEDS OF PRIMARY CHILDREN

A. Introduction

It is impossible to teach something well unless the teacher knows the pupils whom she is to teach. She must know their makeup and needs before she attempts to teach facts which she wishes them to make their own. If the message of Christian education is so important that we wish children to learn it and to put it into practice in their way of thinking and living, then it is important that we know the general makeup of the child. We must know his makeup, see his needs, and teach accordingly.

This chapter, therefore, will aim at seeing the needs of the primary child as the experts in the field of Christian education view his physical, intellectual, social, and spiritual requirements. A brief investigation will be made to determine what thoughts certain outstanding writers in Christian education have in regard to the use of creativity in meeting the child's needs.

B. The Place of Creative Activities

In Meeting the Needs of the Children

Each child, of course, has his own special needs and each need varies with each child but taken as a group, primary children all

have the same general basic needs. To discover the authors' view of the child's needs and to determine what they suggest to meet them, is the aim of this segment. Special emphasis will be given to their opinions on the use of creative activities to see whether the authors are in agreement in using such techniques in a Christian education program.

1. The Use of Creative Activities in Meeting the Child's Physical Needs

Children of primary age are full of activity. They have difficulty in remaining quiet for any length of time. They need to move around; to be kept busy physically. Energy abounds and they¹ often feel an urge for real strenuous activity.

To channel this desire for activity into expressional creativity is one means of harnessing excess energy to produce worthwhile results and also to allow the child to have a meaningful learning experience along with his action. One author amusingly suggests that:

We have always had expressional activity in the church school. Sometimes it takes the form of wiggling, of giggling, of poking neighbors, and tilting tables, of various forms of disorder and naughtiness, all for want of directing along the right channels. 2

So it is seen that it is important to utilize the activeness of the child and direct it so that the desired results will be produced.

Furthermore, primary children enjoy constructing and since the power to create is one of the most powerful drives of human nature

.

1. Cf. Ethel L. Smither: Teaching Primaries in the Church School, p. 16.
Ethel L. Smither: Primary Children Learn at Church, p. 49.
Lois E. Lebar: Children in the Bible School, p. 123.
2. Minor and Bryant, op. cit., p. 4.

it seems well that they be given something to do which is in harmony¹ with their natural tendencies and which will satisfy their needs.

Creative activities give the child an opportunity to use his hands in a constructive way as he paints, models, or draws. Busy activity replaces annoying activity. Activities give the child a legitimate excuse for moving around; for example, he assists in getting materials, setting up tables, and passing equipment. Arms and legs, hands and feet, which ordinarily yearn for movement, are now able to move as much as the activity warrants; accomplishment is seen, and² tensions are reduced.

2. The Use of Creative Activities in Meeting the Child's Intellectual Needs

The primary child enjoys having his intellectual abilities challenged. His interests are beginning to broaden and his curiosity is great. It is important, therefore, to meet these interests but also to give the child the opportunity for real learning experiences. Such experiences should help to clarify matters in his mind, bring about³ good thinking habits, and introduce new and interesting facts to him.

These desired results can be accomplished by agreeable means through the use of creative activities which provide meaningful experiences. They help the child to make the story or lesson his own. If he has a chance to express the meaning of the story in some concrete way,

.

1. Cf. Smither: Teaching Primaries in the Church School, p. 14. Bowman, op. cit., p. 1.
2. Cf. Ibid.
3. Cf. Lebar, op. cit., p. 135. Bowman, op. cit., p. 1.

perhaps in a drawing, or making a scene, it helps him to have a better association with the new facts and it tends to become more fixed in his¹ memory.

Activities are an aid in clarifying erroneous or fuzzy ideas and conceptions that the child might hold. In constructing a Palestinian house, for example, he has a much better concept of its structure² than if he just listens to descriptions or sees pictures.

Such work arouses and stimulates mental activity. It gets the child to do some real thinking about the best ways to express himself through his work. It helps him to plan and organize thoughts and actions. The child, in being faced with creative activities, cannot "soak in" knowledge but must put forth real effort into his learning before the new knowledge becomes truly meaningful to him. He learns because he is interested in what he is doing, he has a definite purpose in the work and in the process, and if carried out properly he³ will find satisfying results from his efforts.

3. The Use of Creative Activities in Meeting the Child's Social Needs

The child has a natural desire to be with people, especially those of his own age. He likes to be in the company of others but he needs to learn many things about getting along with the group and still maintain his individuality.

.

1. Cf. Smither, op. cit., p. 226.
2. Cf. Smither: Primary Children Learn at Church, pp. 45-46.
Alberta Munkres: Primary Method in the Church School, pp. 155-156.
3. Cf. Mary Alice Jones: Guiding Children in Christian Growth, p. 77.

Absorbed in some type of group activity, it becomes a simpler process for the child to learn how to act and how to get along with others than if he is just told how to accomplish the art of group living. One author succinctly says it this way:

We can no longer depend upon external authority. Our children must discover the reasons why an act is Christian or un-Christian; must develop within themselves a desire to live at their best and to help others to live the most abundant life. ¹

Group activities help the child to learn to work unselfishly. He has to share equipment and ideas with others and he is able to see the pleasant and constructive results as he does so. Such activities tend to encourage him to become more helpful and perhaps even sympathetic toward others as he learns to consider their feelings and helps adjust his own selfish desires to the group's needs. He sees that cooperation and kindness enable the group to make better progress toward their ² goal.

Such group experiences can provide the individual with worthwhile Christian principles which he has actually seen and experienced and which he knows will work. A child's philosophy begins to form from all of his experiences and the knowledge he gains from group living will have a definite effect upon his manner of thinking and living in ³ the adult world which lies before him.

.

1. Blanche Carrier: How Shall I Learn to Teach Religion? p. 8.
2. Cf. Bowman, op. cit., p. 2.
Smither, op. cit., p. 124.
3. Cf. Bowman, op. cit., p. 1.
Carrier, op. cit., pp. 8-10.

4. The Use of Creative Activities in Meeting the Child's Spiritual Needs

The child, at the primary level, has vague spiritual insights which need to grow bit by bit into clear understandings. It is important that he develop a sense of God's presence, a relationship to Christ, a personal experience in Christian living, and an appreciation of the Bible as God's word.¹ The more practical experience he has, the clearer his insights and ways of acting will be.

Activities can be helpful in securing religious values for the child if the teacher chooses activities to accomplish religious growth and motivates them spiritually. Making things, however, will not be so important as the religious truths he learns from participation in the activity. Karen Anderson brings clarity to this fact when she says:

The objects themselves may be unimportant except in so far as the children value them. It's what happened to the children as they made them that really counts.²

Creativity becomes filled with religious significance when it centers on working with God either as an individual or as a group. It teaches the child to work unselfishly, lovingly, and sympathetically because God is love. It can help to change undesirable attitudes into Christian ones, for Christ has given His example.³

.

1. Cf. Emma Pettey: Guiding the Primary Child in the Sunday School, pp. 59-60.
Cf. Smither: Teaching Primaries in the Church School, pp. 22-30.
2. Karen Anderson: Ways of Teaching, p. 104.
3. Cf. Bowman, op. cit., p.2

Smither says:

Activities nurture children religiously first, when they help them to carry out strong social purposes, doing for and sharing with others. In other words, an activity is religious when it helps a child to practice Christian conduct toward others and to grow in Christian attitudes toward them. 1

Service to others can be emphasized in the making of gifts or cards for members of the class who may be ill. Such service, through creative activities, might also extend outside of the child's classroom environment to the church members and then still further to hospitals or orphanages whose people would appreciate such tokens of thought.

This type of activity produces concern for others. It gives the child an opportunity to become less interested in himself as the maker and become more interested in the one who will receive the gift. Such activity creates attitudes of interest for others and a love for sharing and making others happy which is so important for the full² development of Christian character.

An appreciation of spiritual truths and beauty can come from activities which will help form the basis for a more abundant life in later years. From happy experiences of working together in an activity very often come causes to rejoice. These may be expressed in songs of praise or prayers of thanks. The recognition of God helping to complete a task or helping to make an experience a joyful one is of great value for the child's spiritual growth. This sheer joy that children can

.

1. Smither, op. cit., p. 107.
2. Cf. Bowman, loc. cit.
Pettey, op. cit., pp. 88-89, 98.

find in an activity in a religious atmosphere has a great effect upon¹
their feelings for future religious experiences in adulthood.

C. Summary

In this chapter books dealing with Christian education for primaries were studied to determine the child's basic needs. The following was found to be true in regard to creative activities for primaries in a Christian education program. It was discovered that there are four major areas of need; the physical, the intellectual, the social, and the spiritual. The authors' views as to the use of creative activities were investigated to see how they thought that each need could be met by the use of such activities. This study revealed an agreement among the authors that the physical, intellectual, social, and spiritual needs of the primary child can be met, in part, by the use of creative activities in a Christian education program since creativity involves the use of all aspects of the child's makeup and since it can be motivated spiritually.

.

1. Cf. Smither, op. cit., pp. 227-228.
Bowman, loc. cit.

CHAPTER TWO

THE USE OF CREATIVE ACTIVITIES IN
SPECIFIC LEARNING SITUATIONS FOR PRIMARY CHILDREN

CHAPTER TWO
THE USE OF CREATIVE ACTIVITIES IN
SPECIFIC LEARNING SITUATIONS FOR PRIMARY CHILDREN

A. Introduction

According to Lobingier it is of the utmost importance for the teacher to use the most effective methods in any unit of activity to reach her goal, the development of Christian personalities in her¹ children.

There is such a wealth of creative activities which might be used in Christian education that it is necessary to choose the most effective ones so that they will yield the best results. Blanche Carrier says that a creative experience must be one that can be of real value for the pupil's development. The teacher must see, before she begins, whether or not the activity she wishes to use has possible² outcomes of real value for her children.

The first part of this chapter, therefore, will point out the views of some recognized writers of Christian education regarding the principles and factors underlying the choice and the use of activities. Following this there will be a chart and report on the recommendations for activities made by three noted authors in this field; Rice,

.

1. Cf. Lobingier, op. cit., p. 207.
2. Cf. Carrier, op. cit., pp. 124-125.

Lobinger and Keiser. This will be done by showing the occasions for and values of, first, the activities which all three authors suggest and then those which are not unanimously recommended.

B. Factors Underlying the Selection and the
Use of Creative Activities

It is important to keep in mind the fact that no activity or its results are so important as the method used, or the child's approach to the activity. The important fact is the manner in which the child develops in his Christian attitudes, his ability to work and play with¹ others, and his increasing knowledge and understanding of the Bible.

To use the best activities in the best ways it is necessary to have guiding principles so that one's efforts will be able to produce the greatest values. Therefore, it will be the aim here to discover principles which the authors suggest in using activities.

1. Five Major Steps to be Considered in Using Creative Activity

The five steps that are suggested to be followed in order for a teacher to be prepared adequately in using creative activity² are preparing, purposing, planning, executing, and judging.

a. Preparing

The teacher must discover the problem around which an

.

1. Cf. Lobingier, op. cit., p. 207.
2. Cf. Carrier, op. cit., pp. 126-129.
Smither, op. cit., pp. 82-92.

experience is to be built and to have her main purpose clearly in mind. With these facts before her she should list as many possible types of activities and choose one in which her group will be able to have the most interest and which would also offer the greatest possibilities. She may also choose two or three types and suggest them to the group and allow them to select the one which they are most interested in.

b. Purposing

The children should sense some value in the activity and know their own purposes in undertaking the work. Much error is made when the teacher tells the children the purpose and gives them her plans. They should discover their own purposes and work accordingly to achieve their own goals for here is where the real value lies.

c. Planning

If there is to be real value in the activity it is necessary for the entire group, both teacher and pupils, to plan the work together. There is no value when the teacher makes all the plans and has the children follow them. If the children are so young that they cannot do long-range planning they can plan one or two steps at a time and as they progress continue their planning until they reach their goal.

d. Executing

In the carrying out of the actual work it is important that the group constantly see the activity in the light of its Christian purposes. The teacher must be able to maneuver discussions and make suggestions which will help the children see the direction toward which

they should be going. Unpleasant attitudes, indifferences, or carelessness must be seen and the teacher's duty then is to keep directing the activity so that its relation to Christian purposes can be seen and experienced.

e. Judging

Lastly there should be values derived from an evaluation of the experience. The group should go over their experience and judge it according to its fruitfulness, its learnings, and its failures. Here again it is up to the teacher to continue to suggest and question, to encourage and to get the most from the children in this evaluation. This is the time to learn those things which will improve the next learning experience.

2. Two Important Factors in the Creative Experience

Two other important factors which play a great part in creative work are the teacher and the time element.

a. The Teacher

It has been shown how creative activities are to be carried out, and in carrying them out one can see the important part the teacher plays in the child's experience. She must help him select and carry out the activity but she must be a guide to the child's thinking and performance, never a dictator. Rice says that a good teacher has her goals in mind and has suggestions to offer but each child should be

encouraged to decide upon and carry out the various activities himself.¹

She must always think of the activity in the light of the underlying motive. It is not what the child does but why he does it and unless it has real value in developing some area of the child's life² it has no place in Christian education.

Furthermore she must see the many types of activities and not limit the children to drawing and coloring. They should be enriching experiences which supplement the work in the class and never should be³ extraneous to the curriculum. She must try always to keep the child's interest from being scattered so that he can pull things together in proper relationship so he can see the whole.

She must provide many rich and vivid experiences along with an interesting variety of materials to arouse the child's emotions so⁴ that he can express himself adequately and satisfactorily. The material must be the type that the child can manipulate easily and find enjoyment in using.

The teacher must always keep the child in mind. Keiser says:⁵ "Keep your standards in proportion to the child's ability." She must try to estimate what she and her children can do together in their situation. She should be able to recognize and be willing to drop any activity which involves too much time, skill or work or if the children

.

1. Cf. Rice, op. cit., p. 8.
2. Cf. Pettey, op. cit., p. 86.
Lobingier, op. cit., p. 3.
3. Cf. Ibid., p. 212.
4. Cf. Smither: Primary Children Learn at Church, p. 128.
5. Keiser, op. cit., p. 112.

show no interest in it. Above all she must remember that activity is not an end in itself but only a means to an end and its use can only be justified when it can bring about a desirable end.

Another factor to remember is that once a teacher becomes convinced that there is some value in creative activity as an expressive experience she must be careful not to overuse it. That is, she should use discretion in its use and should restrict it to only those lessons which seem to lend themselves to the particular form of work she might be considering.²

b. The Time Element

Of great importance too, is the time element. So often time enriches or destroys the activity. The class might be interested in the work but insufficient time, which leads to rushing or incomplete work, does not permit the best results in a learning experience. Rice suggests that if time does not permit a finished product, then the children should take it home and work on it or the class should meet during the week to complete its work.³ Meeting during the week would not only help in completing the activity but would help the teacher and pupil to meet in a more informal manner outside the classroom and enable them to become better acquainted. The informality of participating in an expressional activity gives the teacher a chance to know her pupils and know how to work with them more satisfactorily.

.

1. Cf. Pettey, op. cit., pp. 93,96.
2. Cf. Alberta Munkres: Primary Method in the Church School, p. 157.
3. Cf. Rice, op. cit., p. 6.

On-going activities are sometimes more rewarding than those that are begun and completed in one session. These long-term activities cause increasing interest and their value grows during the week as the children wait for Sunday.¹ A teacher must simplify her activities, also, as far as it is practicable so that the class does not spend too much time or too much energy in any one activity.²

To conclude this investigation of the different factors underlying the choice and use of creative activities it is well to note that many lessons do not lend themselves to expression or illustration through activities performed by the hand. Alberta Munkres says:

The heart of the lesson may be so spiritual that it is nothing short of sacrilegious to step in with scissors and paste, in an attempt to bring it down to the level of the child's understanding.³

C. A Report on the Activities Which the Authors Recommend For Primary Children in Christian Education

A report will be made on the types of activities which Rice, Lobingier, and Keiser recommend. This will be done by, first, discovering the values of the activities which all three authors suggest. This will be followed by a report on the values of activities which the authors do not unanimously recommend. To begin this section, a chart will show an over-all view of their recommendations.

.

1. Cf. Smither, op. cit., p. 129.
Pettey, op. cit., p. 96.
2. Cf. Ibid., p. 92.
3. Munkres, op. cit., p. 158.

1. Recommended Activities for Primaries¹

	Lobingier	Rice	Keiser
1. Charts	x	x	x
2. Books	x	x	x
3. Diorama - Peepbox	x	x	x
4. Modeling	x	x	x
5. Mural	--2	--2	x
Frieze	x	x	x
6. Moving Picture	x	x	x
7. Dolls - Figures	x	x	x
8. Puppets	x	x	x
9. Maps	--	x	x
10. Blue Printing	--	x	x
11. Drawing	x	x	--
12. Painting	x	--	x
13. Finger Painting	x	--	x
14. Lettering	x	--	x
15. Weaving	x	--	x
16. Sand Table	x	--	x
17. Gifts	--	x	x
18. Free-hand Cutting	x	--	--
19. Transparencies	--	x	--
20. Timeline	--	--	x

1. Recommended Activities are marked x, those not recommended by --.
2. Rice and Lobingier do not mention murals.

Note:

Rice recommends slides for older primaries and juniors, p. 102.
 Keiser recommends slides for junior high, p. 85.
 Lobingier does not mention slides.

Rice recommends spatter painting for juniors, p. 30.
 Keiser gives no age recommendation, pp. 75-76.
 Lobingier does not mention spatter painting.

2. Activities Which the Authors Unanimously Recommend

This chart shows that the first eight activities listed are recommended by all three authors, Lobingier, Rice, and Keiser. A report of these particular activities will be made here.

a. Use of Charts

Lobingier says: "A chart is a record of events, or a series of items which may show progress. A chart may be incomplete at the beginning, and added to from time to time."¹ Charts can be made often for they can be used in connection with many activities but they must never be made unless there is a genuine need for them and unless the children do the work themselves.²

Rebecca Rice agrees that the chart is an important activity for the child and says that it speaks louder than words, for it expresses things graphically. It also aids to stimulate the child's interest as he works on it each week and his appreciation for it deepens as he gives himself up to the task.³ She mentions, especially the song chart which helps to clarify the meanings of words in a child's mind. She says: "The child who sees 'goodness and mercy' written out will not interpret it as 'good Mrs. Murphy' as one child did in learning the twenty-third psalm."⁴ She also recommends making class and departmental charts to show the work which is accomplished through the

.

1. Lobingier, op. cit., p. 99.
2. Cf. Ibid., pp. 98, 100.
3. Cf. Rice, op. cit., pp. 51, 55.
4. Ibid., p. 51.

offering; and birthday charts to give recognition to the children.¹

Keiser, too, tells about the many uses for and values of charts. She thinks that they are most valuable as "reminders" to keep words of songs and Bible verses before the group. They are good "organizers", bringing specific materials before the group in certain ways. Charts also are good "illustrators" picturing songs, stories, ideas, and sharing information with the group in an organized pleasant² manner. She says that charts may be made for many occasions in many ways when a group has discovered and collected enough material or ideas so that they have a need to select and organize them for their³ own specific purposes.

b. Use of Books

Lobingier has the following to say about bookmaking:

"Because of a genuine need for. . .books, and because children at all ages can make their own satisfactorily, book making is popular and becomes an indispensable activity."⁴ Notebooks, scrapbooks, and record books of many kinds may be made by individuals or by groups. Group books become a wonderful way to get cooperative thinking, planning, and working. Individual as well as group work results in problems of organization and assembling so as to get an attractive usable⁵ book.

.

1. Cf. Ibid., p. 53.
2. Cf. Keiser, op. cit., p. 64.
3. Cf. Ibid.
4. Lobingier, op. cit., p. 108.
5. Cf. Ibid., pp. 108-109.

Rice limits her recommendations to the class book and says that it is one of the most valuable activities because it makes things tangible, it shows progress, and it helps to make the goals clearer.¹ It also can be used as a reference book. It becomes of special personal value to the child because it tends to encourage individuals to develop their aptitudes. Some may draw beautifully and help out with the art work while others may write well and lend their talents in that direction. Thus, each one finds his place and is able to use his special talents where they are most needed.²

Keiser agrees that books should be made by primaries especially to help the child to check, organize, and share the information he has gained. These books may be used to give pleasure to someone else, or they may be made for the individual himself, or for the group. These books are particularly valuable when a unit of work is near completion and the group wants to organize and show the accomplishment of their study.³

c. Use of Dioramas and Peepboxes

Lobingier recognizes dioramas and peepboxes as offering interesting creative experiences to the child because cutting, pasting, constructing, and modeling all enter this activity. There is variety in learning as a scene in a box is made.⁴

.

1. Cf. Rice, op. cit., p. 55.
2. Cf. Ibid., p. 57.
3. Cf. Keiser, op. cit., pp. 86-89.
4. Cf. Lobingier, op. cit., pp. 90, 192.

Rice thinks a diorama is a much better medium to work with, in making a scene, than a sand table. She says it is cleaner to handle, it takes up less room, and it is much more finished in appearance. She also emphasizes the variety of activities it involves and the fact that it is a good group project.¹ Peepboxes are good activities² for the same reasons as dioramas.

Keiser says dioramas are excellent because: "Scenes cannot be made in one session but must grow. Watching an idea start from scratch and grow into something satisfying is one of the exhilarating experiences of life."³ Both peepboxes and dioramas help clarify ideas and make incidents and people come alive. It also sends the teacher and child to various source materials and reference books to check details.

These are activities which require arranging and rearranging⁴ in order to illustrate most effectively the purposes of the group.

d. Use of Modeling

Lobingier has the following to say about modeling: "Modeling with clay offers one of the finest opportunities for creative expression. The experience of molding a recognizable object with one's hands brings a genuine thrill."⁵ She says that it is not used often because it is too messy and parents object to dirty clothes but she

.

1. Cf. Rice, op. cit., p. 69.
2. Cf. Ibid., p. 82.
3. Keiser, op. cit., p. 25.
4. Cf. Rice, op. cit., pp. 25, 31, 33.
5. Lobingier, op. cit., p. 118.

says this can be remedied with aprons made by the children or brought
from home.¹

Modeling is really drawing in three dimensions and much can be done with this type of activity. The children may make the characters and figures and move them about and speak for them so that an entire story may be told. The value of modeling is that one can tell if he has a clear mental picture of the object he has modeled.² It is recommended because of the fun it provides for the child and because of its variety of uses.

Rice and Keiser both recommend modeling but they concentrate on the different types of modeling materials which can be used, rather than stressing the values of modeling or occasions for its use.³

e. Use of Murals and Friezes

Murals are not mentioned by Lobingier but she does speak about friezes. A frieze is a series of pictures drawn on a strip of paper to illustrate a story. A mural is specifically for wall decoration. Friezes are good activities for group work where each child contributes toward the finished product.⁴

Rice suggests a frieze because the making of it extends over several weeks and it helps to increase interest as a child adds to it each week. It helps to remind them of the lessons learned because it pictures everything for them. It serves to give something tangible

.

1. Cf. Ibid.
2. Cf. Ibid., pp. 126-127, 138.
3. Cf. Rice, op. cit., pp. 91-95.
Keiser, op. cit., pp. 151-152, 156.
4. Cf. Lobingier, op. cit., pp. 89-90.

to visitors when they ask what is being taught. It gives the room a cheerful look and represents accomplishment.¹

Keiser says:

A frieze is a splendid cooperative activity. Children who come from over-competitive public schools have been observed to drop completely their defensiveness and urge to dominate while at work with a group on an activity like this.²

Murals and friezes are excellent ways to get the child to break away from the tiny and too concentrated work which he tends to do and gives him the joy and freedom of making large things. They are also splendid activities to help illustrate well-loved stories or some interesting information that they have learned. They help the child to organize materials and ideas so that he may put them down in an illustrative way to express himself.³ She goes on to say:

These are selecting, organizing, recalling, and sharing activities and will be educationally valuable only when children have been exposed to and have learned much that is fresh, new, interesting, and valuable to them.⁴

f. Use of Moving Pictures

The value in the making of a moving picture, according to Lobingier, is that all ages from kindergarten up may make the reels of pictures to be shown on the "machine". Simple "machines" can be made, by primaries or older children, from boxes with large illustrated pictures on slips of paper which can be turned on wooden rollers to pass through an opening or "screen".⁵

.

1. Cf. Rice, op. cit., pp. 40, 51.
2. Keiser, op. cit., p. 78.
3. Cf. Ibid., p. 72.
4. Ibid.
5. Cf. Lobingier, op. cit., p. 203.

Rice says:

Making a 'movie' is an activity which has many uses and can be adapted to many situations. Bible stories, stories of world friendship, life in other lands, and work done by missionaries at home and abroad may well be depicted in this fashion. 1

Since it is a work which can involve the efforts of as many children² as there are in the group it becomes a good cooperative activity.

Keiser gives no stress to the values or occasions for the making of a moving picture but she gives many suggestions on how to³ make one.

g. Use of Dolls and Figures

All three authors agree that dolls and figures should be made and that they are particularly useful in scenes such as dioramas, sand tables, and peepboxes. They tell how to make different dolls and figures⁴ from materials such as clay, paper, clothespins, and pipecleaners.

h. Use of Puppets

Lobingier has the following to say about puppet making:

Once a person, be he a child or adult has made a puppet, it will nevermore seem like a bag, or a box, or a lump of papier mache. Instead it will become a person and its creator will find himself really loving it, laughing at it, playing with it, and delighting in it.

Simple puppets or marionettes operated with one string are suggested.

.

1. Rice, op. cit., p. 97.
2. Cf. Ibid.
3. Cf. Keiser, op. cit., pp. 78-79.
4. Cf. Lobingier, op. cit., pp. 146, 191, 199-200, 202.
Rice, op. cit., pp. 77, 89.
Keiser, op. cit., pp. 35-39, 53, 117-120.
5. Lobingier, op. cit., p. 51.

The figures can be made from clay, clothespins, or pipecleaners and the making of one includes many experiences such as drawing, painting, modeling, and manipulating it after it is done. It is, therefore, important that the teacher be most careful in adapting only that phase of the process which adds to the accomplishment of her aims in Christian education. She is not to teach a craft or a skill.¹

Rice mentions fist puppets only and she recommends them to be used for portraying characters from the Bible and stories about world friendship.²

Keiser suggests many varied forms of puppets to be made from materials such as sticks, bags, papier mache, or the type which is built around the child's own fist.³ She says the following about the emotional release a puppet can bring to a child:

Many a shy and withdrawn child has been helped to establish contact with his fellows by means of puppets. A child who would suffer agonies if asked to make up a conversation or deliver a speech for a character in a dramatization will find it possible and even easy to make a puppet become active and vocal.⁴

An aggressive child can release some energy or perhaps hostility as he manipulates a puppet. He feels a sense of power, a joy in the making and playing with a puppet which helps contribute to good mental health.⁵

3. Activities Which Do Not Receive Unanimous Recommendation

The chart which precedes this segment shows that the last

.

1. Cf. Ibid., p. 200.
2. Cf. Rice, op. cit., p. 99.
3. Cf. Keiser, op. cit., p. 51.
4. Ibid., pp. 51-52.
5. Cf. Ibid., p. 52.

twelve activities do not receive the unanimous recommendation of all three authors. The opinions and recommendations of the authors for these activities will be reported here.

a. Use of Maps

Map work usually takes place in the junior department but primaries also enjoy making simple ones. Both Keiser and Rice recommend decorative maps such as neighborhood maps, where the missionaries work, and the Christmas journey. These are favorites in the primary department and help to add much to the children's basic understanding of Bible lands and places that they may be interested in.¹

b. Use of Blue Printing

Lovely pictures can be made with the blue printing technique and it is recommended especially for capturing the beauty of the delicate leaves and flowers in God's creation. It aids in giving the child a sense of wonder about nature and God's work.²

Rice especially approves of this activity because:

Some children have difficulty in making things with their hands. They never make anything that they can be proud to take home, and where there can be no satisfaction in a completed piece of work the child soon learns to dislike handwork.³

Therefore, blue prints, which can almost never fail to produce a pleasing effect, are approved for creating a joy and wonder in the

.

1. Cf. Rice, op. cit., pp. 59-68.
Keiser, op. cit., pp. 80-82.
2. Cf. Ibid., op. cit., pp. 92-93.
Rice, op. cit., p. 33.
3. Ibid., p. 34.

child and at the same time for giving him a sense of satisfaction and accomplishment.

c. Use of Drawing

Lobingier says:

Historically, drawing was, perhaps, the first activity to be used in connection with the Sunday School lesson. It was an 'easy' activity, for children draw readily and they amuse themselves with crayon and paper without guidance from the teacher. ¹

This led to "busy work". Therefore, it is stressed that drawing should not be used unless it is related to the course of study with a definite purpose behind each drawing. ²

Rice recognizes drawing as an important medium of expression that children use often and enjoy, but she also stresses the fact that they must know the purpose in back of what they are doing and that every drawing must have a definite use. ³

d. Use of Painting

There is joy and freedom in painting which children enjoy. Painting may be used by primaries in illustrating stories, decorating the room, and for making posters. ⁴

Keiser stresses the fact that painting helps the children to express themselves. Their lack of facility with language often does not permit them to talk out their ideas and thoughts but they can do this in painting. ⁵ She emphasizes getting rid of tensions: "Getting

.

1. Lobingier, op. cit., p. 8.
2. Cf. Ibid.
3. Cf. Rice, op. cit., pp. 47-48.
4. Cf. Lobingier, op. cit., pp. 45-49.
5. Cf. Keiser, op. cit., pp. 69-70.

it out' is the important thing. Feelings that children would be ashamed or afraid to verbalize; they are able freely to paint if given the opportunity and the proper materials."¹

Painting, then, gives many releases and helps the child when used in the appropriate situations with appropriate motivations.

e. Use of Finger Painting

Lobingier says that finger painting is appropriate for primaries because of the bodily freedom involved in it. They have fun in spreading the color and receive the same pleasure they would get if they were making mud pies.² She also says:

This activity is a valuable kind of free play and has a place in the church school to the extent that any other form of free play has - but no more than that. Like any other free play, the lack of intent is evident and the results are due to coincidence.³

Keiser also recommends it to be used for releasing tensions and giving opportunity for movement and messiness without having guilty feelings.⁴

f. Use of Lettering

Lobingier does not treat this technique fully for she thinks it unnecessary to the purpose of her book since lettering is not a creative activity but is only a tool which should be used. She realizes its need in connection with other activities in the church and

.

1. Ibid.
2. Cf. Lobingier, op. cit., p. 43.
3. Ibid., p. 44.
4. Cf. Keiser, op. cit., p. 71.

recommends that children learn to make good letters for posters, charts,¹ and booklets. These may be drawn and cut or cut free-hand.

Keiser suggests cutting letters free-hand without the use of patterns and suggests that a supply be made and kept to be used for books and charts as the need arises.

g. Use of Weaving

Keiser suggests the relaxing quality of weaving as well as its usefulness in furnishing rugs and mats for dioramas and peepboxes.³

Lobingier says the following: "Rug weaving is one of the many activities necessary to the representation of the desert encampment."⁴ She says that the child, through the process of weaving, can see the importance of this work in the lives of the Hebrew people and it helps him to have an understanding of Bible stories.⁵

h. Use of the Sand Table

Lobingier, in discussing the use of the sand table, says: "The sand table. . . may be one of the finest channels for the creative approach in teaching."⁶ She goes on to suggest that it must be made an integral part of the course of study if it is to be used so that the child's experience may be enriched. The value of working cooperatively with the group at the class sand table is that an "I" project

.

1. Cf. Lobingier, op. cit., p. 63.
2. Cf. Keiser, op. cit., pp. 63-67.
3. Cf. Ibid., pp. 115-116.
4. Lobingier, op. cit., p. 186.
5. Cf. Ibid.
6. Ibid., p. 143.

becomes a "we" project.¹

Keiser mentions the fact that the sand table has not been used as much as it had been in the past for it was too unsanitary. She suggests keeping the sand clean by sifting and wetting it and allowing its use, for it is an important expressive activity and is especially valuable in releasing tensions.²

i. Use of Gift Making

Rice says the following about gift making in the church school:

Many of the activities of the church school center about giving, sharing, or making something for others. 'God loveth a cheerful giver', 'It is more blessed to give than to receive'. . . They must be learned by heart and the only way to learn them by heart is to practice them.³

The child realizes the fun of giving gifts and this expression of friendliness should be encouraged or developed if it is not present. Gift making should be kept simple and be an expression of love and concern and should give the child a feeling of happiness in working for someone else instead of himself.⁴

Keiser stresses making simple gifts and she gives many suggestions throughout her book for gift making.⁵ She especially suggests a joy box which is to be filled with gifts that the children make and

.

1. Cf. Ibid., pp. 159-163.
2. Cf. Keiser, op. cit., pp. 33-34.
3. Rice, op. cit., p. 142.
4. Cf. Ibid., pp. 142-148.
5. Cf. Keiser, op. cit., pp. 10-14, 77, 86-89, 112, 114-117, 120-122, 134.

which should be given as surprises to visitors, new class members, or children on the sick list. This is an ongoing activity which has love¹ and concern for others as its underlying motive.

j. Use of Free-hand Cutting

Lobingier is the only author who recommends the use of free-hand cutting. She says that there is much cutting in church schools but very seldom is it used creatively. She suggests free-hand cutting as the better activity than cutting around patterns, for the child lacks muscular coordination at primary age and guide lines are too difficult² for him to follow.

She also mentions free-hand tearing which can be used for the same purposes and is just as valuable. Free-hand cutting or torn pictures may be made with each child contributing to a large group picture³ which is a good activity for cooperative work.

k. Use of Transparencies

Transparencies are recommended only by Rice. She does not elaborate their values or their uses but mentions the making of the stained glass window and Christmas transparencies. This activity involves free-hand cutting and much practice is needed before the⁴ finished product is achieved.

.

1. Cf. Ibid., p. 112.
2. Cf. Lobingier, op. cit., p. 82.
3. Cf. Ibid., p. 90.
4. Cf. Rice, op. cit., pp. 114-116.

1. Use of Timelines

Keiser, alone, suggests the use of the timeline. This activity is especially good when children are learning about people or events of long ago. The making of a timeline helps them to relate the facts to themselves.¹ She says: "A timeline may be simple or elaborate. It may cover the lifetime of just one person or it may show the passing events of centuries."² The timeline has its value in its helping the child to feel his relation in point of time to the things he is learning.

D. Summary

Since it has been determined that creative activities can help a child in his over-all development in Christian education it was the aim of this chapter to discover the underlying factors in the selection and use of activities. It was found that there are five major factors to be considered: preparing, purposing, planning, executing, and judging. Two other important factors in the creative experience are the teacher and the time element.

Following this it was the purpose to see the type of activities which three experts in the field of Christian education recommend and why they do so. It was reported on a chart that there are twenty main areas of work which the authors recommend. Eight of these activities are recommended unanimously and those were reported on with regard to each author's particular recommendation as to the occasions for and

.

1. Cf. Keiser, op. cit., pp. 82-83.

2. Ibid., p. 82.

values of them. Twelve of these activities were not recommended unanimously and a report was made of the authors' opinions of them.

From this investigation it was discovered that there are many interesting and challenging activities and that the authors agree, to a large extent, upon the occasions for and values of them in a Christian education program. Rice, Lobingier, and Keiser agree that creative activities can be of much value to both the child and the curriculum if they are carried out with the proper emphases and motives. Mainly, a genuine need for the work must prevail and the work must be done by the children with a definite purpose in mind to achieve a group or individual goal. The teacher should be a guide to stimulate thinking and help to direct the experience to become an enriching integral part of the child's learning process whether it is a short or long term project.

CHAPTER THREE

AN EXPERIMENT IN THE USE OF CREATIVE ACTIVITIES

WITH THIRD GRADERS

CHAPTER THREE
AN EXPERIMENT IN THE USE OF CREATIVE ACTIVITIES
WITH THIRD GRADERS

A. Introduction

In being placed with a group of twelve third graders at Brick Presbyterian Church, New York City it was the writer's opportunity, as a teacher, to use creative activities in the teaching of the unit, The Life of Christ.

The purpose of this chapter will be to report on the experiment carried out with the Sunday School class using creative activities. The first part of this chapter will be devoted to the plan for using creativity in the unit. There will be a section pointing out the purpose of using activity. A report will be made of the general procedure the writer used for determining the goals set for the individuals and the group, and for determining the type of activities. A detailed report will follow on the type of activities used, with special reference to the basis for their selection, the procedure followed in using them, and the results which came about from their use. An overall view of the progress made in attaining goals will complete this chapter.

B. The Plan Followed in Using Creative Activities
in Teaching the Unit, The Life of Christ

In any teaching situation it is essential to have a plan, and so it was in this experience. It was necessary to refer constantly to the plan to see if the procedure was progressing toward the attainment of the goals. Thus, the plan became not simply an outline of the work, but it helped to keep all the proposed steps related to each other, it determined the best sequence of work, and it challenged the writer to meet the goals. The plan which the writer used for the experiment will follow.

1. The Purpose of Using Creative Activities

It was the aim of the writer to see the children, not only as a group, but to know them as individuals, to know their special needs, to see their abilities, and to help them grow socially, intellectually, and spiritually, into a real knowledge of God and Jesus through the unit, The Life of Christ. In the first chapter of this study it was discovered that, according to the experts, creativity can help, to some extent, in bringing about these results. Therefore, it was the writer's purpose to discover whether the experts' views concerning activities could actually be seen in a real situation.

2. The General Procedure

Before any definite aims could be set for the class and before any detailed creative work was begun, the writer spent the month

of October in observing the class. This left seventeen Sundays with which to work. Careful observations were noted about individuals and the group as they came in before classtime and as they participated in the worship, assembly, and lesson periods. Further detailed information was found from office records and from brief talks with parents which helped to view the child in the light of his past Sunday-School experiences and his home environment. With this information, the aims for the group and for the individuals were formed.

In deciding upon suitable activities which could be used in the unit, a survey of the lessons and of the experts' recommendations for activities was made. Activities were selected that could bring about the greatest learning in a particular lesson, and that could also provide means for growth in various areas. The program of instruction, worship, and activity was a unified one and usually twenty minutes was the time allotted to the activity. Sometimes, however, the full forty minutes were given to the activity and it became the learning experience.

The writer kept a notebook complete with the information about the child, the aims set for him, and a weekly report on observing him at work, his accomplishments and sayings so that progress could be noted.

a. Determining the Aims for the Group

Through observations, records, and talks with parents it was discovered that this group of children were from a high income group and many of them had privileges above the average child. Many children,

however, came from broken homes and many parents were professional people who did not have time to spend with their children. The boys and girls were of high average or above average intelligence and many of them were not interested in Sunday School. It was difficult to hold their attention or to challenge them. Their attitudes toward one another were mostly competitive in spirit, each one trying to do better than the next. They were not faced with fatigue because they received sufficient bodily activity as they changed rooms for the worship, lesson, and assembly periods, and they had enough variety of activity to ward off tensions. Therefore, the writer's aims for the group did not extend particularly to the physical needs of the group but to their social, intellectual, and spiritual needs.

(1) Social Aims

(a) To Provide Happy Experiences

Because some of the children had parents who were divorced, separated, or who were professional people who did not have time to spend with their children, it was the writer's aim to try to make the Sunday School experience a joyful one. This was hoped to be accomplished through the joy of working and learning together in a cooperative spirit. It was hoped that the children would feel free, comfortable, and accepted by the teacher and by one another.

(b) To Increase Appreciation for One Another

It was the writer's aim to increase the children's appreciation for one another as they planned and worked together. It was the

aim that they should have an increased understanding of each other, that they would lose their competitive spirit, and that they might work toward common goals. It was the goal of the writer to try to get each child to see his own worth and see what he could contribute to the group as well as recognizing and appreciating other children's talents and their contributions.

(2) Intellectual Aims

(a) To Increase Knowledge

In reviewing work, in asking questions, and in discussing certain subjects it was found that there were many facts of the Bible, facts of past lessons, and basic truths that the group did not know. It, therefore, became the writer's purpose to fill in the gaps and to increase and expand the knowledge of the group.

(b) To Clarify New Concepts

In order to bring forth new knowledge the writer aimed at helping the children to clarify new concepts in their own minds using whatever means would prove most profitable in their particular situation.

(c) To Stimulate Mental Activity

Because most of the children had high average or above average intelligence and because the children were not using the abilities they had, it became the goal of the writer to stimulate mental activity in order that the child might do some real thinking and questioning so as to bring about a more satisfying experience.

(3) Spiritual Aims

(a) To Promote Desirable Attitudes

In viewing the children from all angles, it was clearly seen that in order for them to have happy experiences, to appreciate one another, and to increase their knowledge, it was necessary for a change of attitudes to occur. This change had to come by providing different experiences which would bring about changes. The aim was to change undesirable attitudes to desirable ones; competition to cooperation, selfishness to love, laziness to activeness, carelessness to appreciativeness, and ignorance to knowledge.

(b) To Promote the Feeling of Working With God

In order that the aims for change could occur it was felt that the children must feel that they were working with God in every experience. Since they had an understanding of God and His love it was the aim that through the feeling of working together with and, sometimes for God, some of the changes would take place.

(c) To Provide A Healthy Basis for Future Religious Experiences

It was the aim of the writer, through all of these situations, to provide a healthy basis for future religious experiences. That their religious experience in Sunday-School might be fruitful and satisfying, that it would help meet their needs, and that it would provide happy memories so that they would not shrink from future religious experiences was one of the major aims of the writer.

b. Determining the Aims for Individuals

In observing the group of twelve boys and girls it was discovered that there were four outstanding children who especially needed attention. In studying these children more thoroughly through observation, office records, and through short talks with the parents, the aims for the individuals lay in four major areas; stimulating interest, developing self-control, helping adjustment, and developing leadership.

(1) To Awaken Interest in Child A.

Child A was a bright boy with above average intelligence who showed no interest in Sunday School or the children about him. He would sit in a quiet but bored fashion taking little or no part in any class activity. In speaking with A's mother and the director of education at the church it was discovered that he should have been doing better work. Therefore, the aim was to get A interested in Sunday School and its work so that not only could he have a more satisfying experience but that he would use his abilities and contribute to the group's experience.

(2) To Develop Self-Control in Child B

Child B spent six months with one parent and six months with another. She talked, acted silly, and had no self-control in any activity, and was generally a disturbing element in the class. Her former teachers reported the same type of behavior. The aim for Child B was to help her to develop self-control.

(3) To Provide Means for Adjustment in Child C

Child C had two women guardians, one a psychiatrist and the other a teacher. He came from Australia and had to make many adjustments. He disliked Sunday School and said he was ill in order to be taken away from the situation. Nothing is known about his parents but his guardians said that C was reverting to babyish mannerisms at home and would not take care of his simple needs. The aim for Child C was to help him adjust to this new situation and to help him realize that he was loved.

(4) To Help Develop Leadership in Child D

Child D was a girl with above average intelligence who showed maturity in her social, intellectual, and spiritual development. She had qualities of leadership and used them in acceptable ways. The aim for this child was to help her develop these leadership qualities and encourage her to be of help to others in the class.

c. Determining the Types of Activities and their Placement
in the Plan

The problem in selecting the activities which were to be used was to select activities which would help accomplish the aim of the lessons as well as achieving results for the individuals through concomitant learnings. The writer studied the quarterly plans with reference to the activities which the experts recommend. Two or three activities were selected in some cases so that the children could pick the ones that they would enjoy.

The next step was to see where they should be placed in the plan so as not to overuse activity but to make it most effective and also to give opportunity for the use of other techniques. The following plan was drawn up and used in the unit.

NOVEMBER		DECEMBER		JANUARY		FEBRUARY	
Day	Activity	Day	Activity	Day	Activity	Day	Activity
7	Litany of Thanks	5	Christmas Maps	2	Teacher's Vacation	6	Make Notebook Covers
14	Drawings of Thanks	12	Finish Maps	9	Group Planning and Evaluation	13	Assembly Program with Dioramas
21	Group Planning and Evaluation	19	Christmas Cards	16	Background for Diorama	20	Finish Notebook Covers
28	Primary Thanksgiving Worship Service	26	Teacher's Vacation	23	Figures for Diorama	27	Informal Dramatization
				30	Finish Diorama Plan Assembly Program		

C. A Report on the Use of Selected Activities

It was the writer's aim to select some activities which all three experts, Rice, Lobingier, and Keiser recommend and others which they do not unanimously recommend.

The first activities that were chosen were simple, short term, individual activities. Gradually, activities which required more skill,

more time, a greater variety of techniques, and more people to work on them were used.

1. Use of Notebooks

a. Basis for Selection

Both the writer and the children were faced with the problem of deciding what to do with the coloring sheets that the Sunday School gave out each week. They had good illustrations of the people of Biblical times, the objects they used, and homes they lived in, but the writer felt that there was no time to spend on a useless activity such as coloring and none of the children seemed to want to take them home uncolored. In discussing this problem, it was decided that the sheets were too valuable not to be used and on this basis the group suggested that they be put in notebooks, "and when we want to find out what something looks like we can look at it."

b. Procedure Followed.

The writer allowed the children to do just what they suggested. They took plain paper and made covers and added their sheets to it each week. Now that the sheets were kept in their own notebooks the children thought more of them and several began to come early to straighten out the material in them and to color them. As children, throughout the weeks, wrote poems or prayers they were added to the books also, therefore, the books began to grow both in quantity and in meaning.

When the booklets had come to mean much to the group, the writer held one of them up and asked the children to look at the

covers. "Make new ones", was the response from the group. Three suggestions were offered to the children for making covers; drawing, painting, or tearing a cover. "What's tearing a cover mean?" Before an answer could be given the group was interested in how to "tear a cover". Therefore, free-hand tearing was used to depict a country scene which Jesus might have passed.

c. Achievements of the Group

The group showed genuine interest in an activity which grew from a simple notebook for holding coloring sheets to a beautiful book holding a variety of things representing the individual's learnings. They did some actual thinking as they arranged the notebook, and in making the cover they discovered certain facts about the topography of the land and the type of houses that were built in Jesus' time.

d. Achievements of Individuals

Child A, who was bored with Sunday School, came early with three other children to work on his notebook. Interest was occurring, and from this group a "Come Early Club" was begun for those who wanted to work before class. Child C, in deciding to color a sheet for his notebook before class time said, "Ah, this is what I like to do." A real ease and enjoyment was appearing in this child who had difficulty in adjusting to a new situation.

2. Use of Drawings

a. Basis for Selection

With Thanksgiving a few weeks off it was the writer's aim to

get the children to do some thinking about God's gifts. The past week, the class composed a litany thanking God for Himself, for Jesus, for prayer, and Sunday School. It was the aim, this week, to motivate the child to give thanks for food. Drawings were planned to get the child to express his thanks in picture form.

b. Procedure Followed

As the children entered the room they found many pictures showing children saying grace, food being planted, and the gathering of fruits. On the table in the worship center were three red apples and a poem about God's care for growing things. The lesson was based around the apples. The children discussed God's care for the apples, how man helped in growing them, and how they benefited from these gifts. Finally the apples were cut, a prayer of thanks was given, and children and teacher enjoyed a piece of fruit. With this background, the children drew pictures to show God's good gifts.

c. Achievements of the Group.

The group worked with interest and they showed happiness as they drew. They related most of their drawings to fruit trees growing vigorously in sunshine. Many of them wrote the theme of the lesson on their pictures, "We Thank Thee For All Things." This showed the child's grasp of the lesson without the teacher pressing it upon him. At the close of the period they came together with their pictures, explaining them, singing the hymn, "Come, Ye Thankful People Come", and ending with prayer. This was an experience of joy felt in a worshipful situation. Singing, praying, and showing their thanks through their own pictures gave them three ways in which to express their thanks and helped

prepare them for a Thanksgiving worship service to be given in a few weeks.

d. Achievements of Individuals

One child came in the following week and said that she had told her father all about the class activities, and that he suggested she write a poem about her Thanksgiving learnings. The following poem speaks for this child's learning experience:

This is the day that we give thanks for all things great and small
For happiness and loving friends who come if we should call.
We give thanks, too, for sun and rain, rich soil, and seeds that grow
For joyful play and restful sleep, and days that come and go.
Thanksgiving isn't just a day for turkeys, pies, and dressings,
But it's a time for thanking God for all our many blessings.

3. Use of Maps

a. Basis for Selection

In preparing for the Christmas story which the children had heard over and over again it was the purpose of the writer to approach the topic with a different emphasis. In discussing the names of places in the Christmas story a large map was used to enliven the lessons. The children were fond of placing their fingers on certain locations and even fonder of tracing routes. At the suggestion of making their own maps of the Christmas journey everyone agreed.

b. Procedure Followed

Stressing the importance of making a map as perfect as one can, a trial map was made first, so that the child did not have to feel badly about mistakes. The next week the final map was made. These were drawn with crayon and illustrated each week according to the

different events in the birth of Jesus.

c. Achievements of the Group

The group felt that "This is a good job." They felt it to be a real challenge and not something "babyish". They worked with care and were proud of their results.

They became familiar with places, which before were only names, and now had real meaning to them. They knew more about the distance and drudgery of the Christmas journey, and the background for the birth of Jesus.

d. Achievements of Individuals

Child A who had such a lack of interest in the beginning came to class one Sunday and said, "I want to take my map to school." Upon asking him the reason for his request, he said that the class had been discussing the Christmas Story and that they wanted to know where Bethlehem was. A said he would bring the map he made in Sunday School to show them. This was a real learning experience for A in that he could, with confidence, explain the facts he learned in Sunday School to another group.

4. Use of Gift Making

a. Basis for Selection

In the planning session, it was pointed out that there was a great deal to do during the month of December and that time was precious. Therefore, in talking about gifts and the spirit of giving at Christmas time it was decided by the children that since they made their parents gifts at school it was not necessary to do it again.

Christmas cards were mentioned by one of the girls and this suggestion was accepted.

b. Procedure Followed

First, the content of the message for the card was discussed. It was decided, by the group, that since the cards were for Christmas they should tell about the Christmas story. "We could use some of our memory verses", said one child. Therefore, "For there is born to you this day in the city of David a Savior who is Christ the Lord" and "Glory to God in the highest, and on earth peace, good will toward men" were decided upon as messages. The cards were simple folded pieces of paper with a free-hand cutting picturing the manger scene.

c. Achievements of the Group

The group did good thinking and planning in deciding that they should spend time on another activity rather than repeating one which they had done in school. They did some further thinking as they applied their memory work to a real situation. They received much joy in writing the messages from memory. "I don't even have to look", said a few of the children, as they wrote the greetings on the cards.

d. Achievements of Individuals

One of the boys said, "This is the first thing that I did real good." One of the girls replied, "Ooh! look at what a nice card he made." This brought other comments for a job well done. The boy went home with a happy face knowing that he had done something worthwhile which not only he was proud of, but which also received the group's approval. This was the first instance of appreciation

for one another.

5. Use of the Diorama

a. Basis for Selection

In studying the Life of Christ there were many scenes that stood out in the child's mind but since the big topic of the month's study was discipleship, the scene of Christ calling the fisherman was the outstanding one. "I wish we could draw a picture of the boats", said one boy. The writer took this up and suggested that they show the scene in a different way. At the mention of dioramas or peepboxes the children said they made dioramas in school and they would like to try one again. The scene of the fisherman was decided upon.

b. Procedure Followed

The procedure began as a very simple one. Some wanted to work individually, others wanted to work in groups. Therefore, there were three groups of three working together and three children working individually.

As the work progressed, the writer was asked to lead the primary department's assembly program in just about the time when the dioramas would be completed. It then, became the aim of the writer to let the class lead the program, with their dioramas, around the theme of discipleship.

c. Achievements of the Group

The group learned the meaning of discipleship in a vivid manner as they made the scene, and the Sea of Galilee became more than

just another name. They were anxious to get to Sunday School to work on their scenes and they began to use resource materials for certain details. They were able to find the story in the Bible and read it with pleasure.

In planning for the assembly period the class had the opportunity of sharing their class experience with the rest of the primary department. They took their responsibility seriously and received satisfaction from a dramatic ending of their work.

The finished dioramas were placed in front of the room and each child told about some portion of the story of Christ calling the fishermen relating it to the theme, Are You A Disciple? The writer then questioned the department with questions the class had formulated and the period ended with the group leading the department in a prayer which was sung softly. This was a new and pleasant experience for all involved.

d. Achievements of Individuals

Child B took the role of leader for her group. She did excellent work and suggested many ways to make the diorama effective. She was busy and enjoyed the work and there was no problem of self control.

Child C adapted very well to the group he was in and was appreciated by the others for his contribution of excellent trees for the scene. There was no problem of adjustment while he was busy at work with others.

D. An Overall View of the Progress Made
in Attaining Goals

To show the progress of the group is a difficult task, for so many of their weekly achievements were intangible ones which could be felt, but which were difficult to express in words. Therefore, a report will be made based upon the writer's records of weekly achievements, attitudes, and sayings, in an attempt to give an overall picture of the attainment of goals.

1. Progress of the Group

A brief description of the highlights of the lessons will be given to show how attitudes were changing, how new concepts were occurring, and how a better understanding of God and Jesus was taking place.

November 14 - Drawing

The children worked happily and with interest. A freedom was seen within the group and active participation was occurring. The drawings enabled the children to have a joyful experience at the end of the period by sharing their pictures with each other and expressing their thanks to God for all His gifts.

November 21 - Group Planning

The Christmas plans included definite thinking and wise planning. The recommendation was made that the group make Christmas cards instead of gifts since they had made gifts in school. Attitudes of good participation and active thinking were seen.

November 28 - Primary Thanksgiving Worship Service

The class entered into the spirit of worship and appreciated what it meant to give thanks. They used their class litany but one girl said afterwards, "We should have brought our drawings so we could show our thanks too."

December 5 - Christmas Maps

The mood during this activity was that of feeling grown up in doing such work. They had satisfaction in saying the names of places and printing them in the proper places on their maps. One boy said, "Oh, this is where Bethlehem is."

December 12 - Christmas Maps

There was a familiarity with the topography of the country which had not been experienced in such a real way before. "There were lots of mountains and hills in this place," said one. "Yeh, even a donkey would have trouble traveling over this land," was the reply.

December 19 - Christmas Cards

The use of their memory work was a satisfying experience. Many wrote the verses with confidence, not having to look at them printed on the blackboard. "I'm going to give my card to my mother to tell her about Jesus," said one girl. An appreciation for the birth-place of Jesus was shown as they cut out their manger scene. Remarks about the poorness and uncomfortableness of the place were made.

January 9 - Group Planning

The writer was unaware that the scene that had impressed the children the most was that of the fishermen being called by Jesus. The class had spent time talking about discipleship and the meaning of

it, and to them the fishermen summed up the meaning of following Jesus. This was the first instance of depth or concentrated feelings about a lesson. A diorama was planned to show the scene that meant so much to the children.

January 16 - Diorama

Excellent group work was in progress. Cooperation was good and the children themselves delegated their own jobs. "Gee, you make good trees; you make trees and I'll make the grass." "I can't make a boat but I can make the man, okay?" "No one can make men, only God," said one. "Oh, I know that," answered another, "we're making paper men." There was seriousness and busyness among the groups.

January 23 - Diorama

Self discipline was seen within the groups. "Don't be silly or we won't be able to make a good scene." "Anyway," said someone else, "this is Sunday School and we don't have time to fool."

January 30 - Diorama

Resource materials, such as books and pictures were put about the room but no special mention was made as to their using them. In making the boats two girls walked over to the pictures, stood quietly looking at them, and with confidence went back to their tables to begin work on a boat resembling those that were pictured. Remarks this day were: "Jesus must have been very kind if the fishermen wanted to follow Him right away." "Sure He was kind because He was God's Son," was the reply.

February 6 - Notebook Cover

In order to make a scene of the country that Jesus worked in,

it was necessary for them to observe maps and pictures. From their study and observation they discovered something about the climate and land. "I guess it was a hot country. There weren't many trees. What kind of trees were there? It was a hilly country." These were some of the outstanding remarks.

February 13 - Assembly Program

The group took serious responsibility for leading the primary department in an assembly period. This was one of the main instances of trying to do their best work. One girl said, "We know what it's all about, but we have to get others to know the story too."

February 20 - Notebook Cover

Comments about the good work was the main achievement of this day. "Look at his cover, isn't that good?" "That's a good job for her, isn't it?" Another attitude shown was that of sharing. "Here, we'll split this piece of red paper." "You can have the paste while I'm cutting this out."

2. Progress of Individuals

The same method will be used to show the individuals' progress as was used to show the group's progress. Highlights of each session will be given briefly.

a. Interest in Child A

A was the boy with above average intelligence who did not participate in the class activity with any interest.

November 14 - Drawing

Child A drew a picture showing God's trees growing in an orchard with an airplane dusting them from above. In talking about the picture he said that God made steel and gave men ideas to build planes and to use them. This was the first day that A took interest in the class work.

November 21 - Group Planning

Child A took little part in the planning. He seemed to agree with what was being said but made no individual contributions.

December 5 - Christmas Maps

An enjoyment and a freedom was found in A's attitude. He enjoyed being definite and accurate about his map and thought it was "a big job".

December 12 - Christmas Maps

Child A asked to take his map to school so that he could explain it to his class. He smiled a great deal and worked industriously on his map. He offered to help the teacher set up the room before class and was generally alive to all the activities of the day.

December 19 - Christmas Cards

Child A worked with interest as he did his free-hand cutting for his card. He announced that he would give it to his cousin to tell him about Jesus for he did not come to Sunday School.

January 9 - Group Planning

A was the one who suggested making a picture of the boats in the fishermen scene and from this grew the plans for the diorama. He began to come to Sunday School early and from his interest others came

which helped form the "Come Early Club" which five children have joined.

January 16 - Diorama

He took the role of leader in his group. He delegated duties according to the children's talents and took on responsibility for himself. "If you two will start the grass and trees, I'll make the background and cut these box lids off."

January 23 - Diorama

A worked with vigor and was the first one to get busy each Sunday. He prodded the other two workers to do their best. "That's a good tree but don't paste it there or you'll hide the boat."

January 30 - Diorama

A said that he would like Child C to take the diorama home since he felt it would be nice to give it to the new boy. "Let C take it home, he's new in our class."

February 6 - Notebook Cover

Child A said that he didn't like to tear pictures for a cover but, "It's a good idea."

February 13 - Assembly Program

He took responsibility for forming many of the questions which were asked of the primary department during the assembly program. He took part in the program with seriousness.

February 20 - Notebook Cover

A said he liked his notebook cover now that it was done. He added, "I'll never forget what these houses look like." (Houses were included in the country scene which was pictured on the covers.)

b. Self Control in Child B

Child B was the girl who came from a broken home and who needed to develop self control.

November 14 - Drawing

B was silly during the lesson and activity period. She chattered busily and didn't seem to enjoy or take her drawing seriously.

December 5 - Christmas Maps

B worked very well. There was no silliness and she was quite serious in her work.

December 12 - Christmas Maps

B continued to work industriously on her final map and she made good progress. Her map was well done and there was no evidence of silliness. She made no remark when the writer commended her for her good work.

December 19 - Absent

January 9 - Group Planning

She chose to make the diorama in a group. She seemed eager to begin and lapsed into silly talk and behavior.

January 16 - Diorama

She made excellent contributions to the group. She worked well and took on the role of leader, giving hints on how to work. "If we put the tree on this way it will stand up."

January 23 - Diorama

She worked quietly and patiently on a boat for the scene. She was serious and when she was through, had one of the best boats in the class.

January 30 - Absent

February 6 - Notebook Cover

B was silly and played with a trinket she brought from home. She had no desire to do the work before her, and she annoyed those around her.

February 13 - Absent

February 20 - Notebook Cover

"I like to do this work", were B's remarks as she settled down to work. She finished her cover and had good results. She said at the end of the period, "If my mother got me ready for Sunday School every week, I could do a lot more."

c. Adjustment in Child C

C was the boy who came from Australia and needed help in adjusting to new situations.

November 14 - Drawing

This was the first Sunday in the writer's class. (He had been in another class for several weeks but had said he was ill to get away from the situation.) This week he showed no interest in drawing. He sat idle, and when books were offered to him he refused them. He said he did not want to come back the following week, but he made no attempt to get away from the class this day. As he talked he clung to the writer's hand.

November 21 - Group Planning

C did not take any interest in what was going on. He sat next to the writer and pressed his hand on her arm. When asked if he

would like to take the offering up to the basket he said no.

December 5 - Christmas Maps

He began to work with much interest and great seriousness. He told the writer that, "This is what I like to do. I'm coming back next week to finish." This was the first sign of any interest shown.

December 12 - Christmas Maps

C finished the map, and although it was crude, he was proud and satisfied. As the maps were hung up on the bulletin board, he said, "That's mine."

December 19 - Christmas Cards

He worked patiently and steadily on his card. He enjoyed making the free-hand cutting but was very perfectionistic. He wanted his star to be perfect and asked for a pattern. When told that his star looked almost like the real stars and that they did not have points he was content with the one he made.

January 9 - Group Planning

C began to sit with the boys in the group and broke away from sitting near the writer. During the planning session he offered no suggestions but showed an interest and a relaxation that had never appeared before when he was with the group.

January 16 - Diorama

C participated with eagerness in the making of the diorama. He first got the box in readiness for the background and he cooperated with all the suggestions given. He volunteered to take the offering at the worship service.

January 23 - Diorama

He began to give suggestions as to how to make different trees. "Instead of drawing flat trunks let's roll them this way and then they'll look real." On asking him if he was beginning to enjoy Sunday School he said, "I like to do stuff like this."

January 30 - Diorama

On finishing the diorama C said, "That was fun. Jesus had a beautiful country to work in." He came to Sunday School early the first time in order to work on the boat.

February 6 - Notebook Cover

He said he liked to work with a "bunch of people because it's more fun." C had no trouble adapting to his situation in Sunday School from this time.

February 13 - Absent

February 20 -

The director of education at the church said that C's guardians reported that C had a great interest in Sunday School and loved to come. "He hates to leave", were their descriptive words.

d. Leadership in Child D

Child D was the girl who had matured in many areas but who needed to develop her leadership qualities.

November 14 - Drawing

D worked well and happily as usual. She worked carefully and seriously.

November 21 - Group Planning

She decided that since gifts were made at school the time should be spent on making Christmas Cards instead. She also suggested that the messages be the memory verses the class had learned.

December 5 - Christmas Maps

Two people sharing crayons had a little argument but D, over-hearing it said, "You shouldn't argue, you should love your neighbor as yourself."

December 12 - Christmas Maps

She helped several individuals in spacing their locations appropriately on their maps.

December 19 - Christmas Cards

D complimented several individuals on the cards they made and seemed happy at their results.

January 9 - Group Planning

In deciding to make the diorama, D's remark was: "The fishermen really showed what it meant to follow Jesus for they left right away and followed Him. That's what a disciple means." She drew the discussion and planning together with this remark.

January 16 - Diorama

Child D wanted to work alone.

January 23 - Diorama

D went to look at the pictures to see just how the boats were made so that she could make one. She suggested that some of the other girls do the same "to get it in your mind."

January 30 - Diorama

D, on finishing her diorama, went on her own volition to other tables asking them if they needed help.

February 6 - Notebook Cover

The group, finding free-hand tearing difficult, complained about this new technique. D said, "If we are going to do something we should do our best, even though it is hard." This began a conversation of Jesus' work, preaching among the people.

February 13 - Assembly Program

Some of the group became silly and restless before the program began. D whispered to one of the girls, "This isn't silly, we have a lot to do."

February 20 - Absent

E. Summary

It was the purpose of this chapter to report on the experiment which was carried out with third graders using creative activities in the unit, The Life of Christ.

The selection of goals for the group and individuals were shown and the basis for selecting activities was given along with a report on their use. A report was made of both the group and individual achievements. Following this, the progress of both the group and the individuals was shown by reporting on the highlights of each lesson. These highlights were from weekly notes on observations, accomplishments, and conversations of the children while they worked on activities.

Through this experiment it was discovered that the views of

the outstanding writers in the field of Christian education concerning the significance and values of creative activities bear results in a real situation. The group had experiences of happiness, they were stimulated mentally, and attitudes were changing. Progress in interest, self control, adjustment, and leadership was taking place in the individuals. The use of creativity, in all cases, helped to some extent, in achieving both the goals set for the individuals and the group in this Christian education experience.

SUMMARY AND CONCLUSION

SUMMARY AND CONCLUSION

The purpose of this study has been to determine the significance and use of creative activities in the Christian education of primary children. Creative activities were limited to those performed with the hand using the constructive imagination of the child.

It was seen that the child has four major areas of need; the physical, intellectual, social, and spiritual needs. That these needs must be met in order for the child to develop in all areas of his life was made evident by the authors. According to them, creative activities can help to meet these general needs in a Christian education program.

With this information, an investigation was carried on to determine how to use creativity in Christian education. There were five definite principles to be followed which are preparing, purposing, planning, executing, and judging. Two other important elements mentioned by the authors, were the teacher and the time element.

Following this, a study was made of three recently written books by Rice, Lobingier, and Keiser, experts on creativity in the field of Christian education. A report was made on the values of twenty activities which they recommended for primary children. It was discovered that all three authors recommended eight activities unanimously including: charts, books, dioramas or peepboxes, modeling, murals or friezes, moving pictures, dolls or figures, and puppets.

It became the writer's purpose, after this study was

concluded, to discover whether the views of the authors in the field of Christian education in regard to creativity could bear results in a real situation. Therefore, an experiment involving third graders studying the Life of Christ, was carried out using creativity. In working closely with the children, in seeing their needs, and in laying out aims for them, certain activities recommended by the authors were selected to be used during seventeen Sundays. A plan was made and followed and weekly notes were kept on each Sunday-School session to note the progress of the individuals. A report at the end of the period revealed that creative activities helped, to some extent, to meet each aim set, and made the Sunday-School experience an enjoyable one for both the pupils and the teacher.

Out of this study the conclusion has emerged that if creative activities can bring on results that help to meet the aims of a Christian education program, then Christian educators will have to do some re-thinking in regard to their programs. They will have to give thought to the needs of the children and see how they can meet them in ways which are in harmony with the child's makeup. Since creativity is pleasant and natural for the child and since it does help to bring about results which Christian education strives for, it would seem that educators would use this technique in situations which would best profit from them.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. Primary Sources

- Keiser, Armilda B.: Here's How and When. Friendship Press, New York, 1952.
- Lobingier, Elizabeth M.: Activities in Child Education. Pilgrim Press, Boston, 1950.
- Rice, Rebecca: Creative Activities. Pilgrim Press, Boston, 1947.

B. Secondary Sources

- Anderson, Karen: Ways of Teaching. Muhlenberg Press, Philadelphia, 1952.
- Beck, Ruth Armstrong: Aim Your Activities at Teaching Religion. National Council of the Churches of Christ in the United States of America, 1951.
- Bowman, Atha S.: You Can Do It. Judson Press, Philadelphia, 1943.
- Carrier, Blanche: How Shall I Learn to Teach Religion? Harper Brothers, 1930.
- Hall, Arlene S.: Teaching Children in Your Church. The Warner Press, Indiana, 1951.
- Jones, Mary Alice: Guiding Children in Christian Growth. Abingdon-Cokesbury, New York, 1949.
- LeBar, Lois E.: Children in the Bible School. Fleming H. Revell Company, New Jersey, 1952.
- Munkres, Alberta: Primary Method in the Church School. The Abingdon Press, New York, 1929 Revised Edition.
- Minor, Nell I. and Bryant, Emily F.: Through the Church School Door. The Abingdon Press, New York, 1929.
- Pettey, Emma: Guiding the Primary Child in the Sunday School. Broadman Press, Tennessee, 1936.

Smither, Ethel L.: Primary Children Learn at Church. Abingdon-Cokesbury Press, New York, 1944.

Teaching Primaries in the Church School. Leadership Training Publishing Association by Methodist Book Concern, New York, 1930.