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CHURCH GUIDANCE FOR THE CHRISTIAN NURTURE  
OF THE NURSERY CHILD IN THE HOME  
IN THE UNITED PRESBYTERIAN CHURCH

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To  
Dr. Emily J. Werner  
for her  
patient guidance  
this thesis  
is  
gratefully dedicated

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Gift of Author

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## INTRODUCTION

CHURCH GUIDANCE FOR THE CHRISTIAN NURTURE  
OF THE NURSERY CHILD IN THE HOME  
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INTRODUCTION

A. Significance of the Subject

"Train up a child in the way he should go: and when he is old he will not depart from it."<sup>1</sup> This admonition is well applied to the Christian training of the child because, as it has been said, the baby begins learning as soon as he is born.<sup>2</sup> The formative years of a child's life are during the nursery period. Therefore it is not too early to begin Christian training of the child in the home.

The home is the center of the young child's life, and there the child receives his first impressions of religion. In the words of one psychologist,

"Even today, amid all the disintegrating influences of modern times, the home is overwhelmingly the strongest influence in the child's life."<sup>3</sup>

Therefore the parent has a responsibility which cannot be taken lightly.

The church has given much attention to the train-

. . . . .

1. Proverbs 22:6.
2. Swift, Edgar James: Psychology of Childhood, p. 20.
3. Taylor, Florence: Their Rightful Heritage, p. 5.

ing of children in the church school, and some attention has been given to the homes of those children. However, many churches do not include in their church school provision for the nursery child. Therefore a lack of emphasis is seen upon the Christian education of the child of this age. For those churches which do provide for the nursery child it is necessary to keep in touch with the home and to guide the Christian training there. Many religious habits which should be formed early in the child's life have to be dealt with in later years. Therefore for the benefit of the church itself it is important to consider the Christian nurture of this early age in the home.

In the United Presbyterian Church the importance of home training has been felt, but it is desirable to emphasize it in relation to the nursery child specifically. By strengthening this work of the church the educational program will be affected and should be improved.

#### B. Statement of the Problem

Granted that the life and work of the church rest upon the home to a large extent and that the duty of the church is to guide in the Christian training in the home, then the part which the church has in the Christian nurture of the nursery child in the home is of great importance.

"Unless the home that has a Christian background pro-



duces children who are remarkable for their sanity and balance, the church is not fulfilling its function."<sup>4</sup>

It is, therefore, the purpose of this study to suggest ways in which the United Presbyterian Church may be able to guide parents more effectively in the Christian nurture of the nursery child in the home.

### C. Definition of Terms

With the nursery child the terms "training" and "nurture" are closely related. "Training" may be defined as direct instruction or purposeful, religious teaching of the child whether in ideas, habits, or skills. But the term "nurture" has a broader meaning. Christian nurture is guiding the child, directly or indirectly, into a growing knowledge of God through Christ, toward acceptance of Christ as his Saviour, and stimulating him to continuous growth in Christ-like living. With the nursery child this involves mainly the indirect or unconscious contact. The term at times, however, may be used in this study to designate direct teaching or "training" of the child.

In this study the term "nursery" child will mean the child from birth through three years.

### D. Method of Procedure

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4. Holt, Rev. Harold: Building Family Foundations, p. 40.

In the first part of the study the factors involved in the Christian nurture of the nursery child in the home will be considered. Included will be a study of the nursery child, his parents, and the church as related to Christian nurture in the home. The child's needs and the needs of the parents in meeting his needs will receive special emphasis. Because little investigation has been done to discover what the churches of the denomination are doing as they carry out their educational program, the second step will be to consider the present emphases of the United Presbyterian Church in the Christian training of the nursery child. A questionnaire entitled "The United Presbyterian Church and the Home Training of the Nursery Child" was sent to the ministers of the Synod of Pittsburgh and of the Second Synod, and to selected ministers of the United Presbyterian churches in other sections of the United States. These were chosen as representative of the denomination including both large and small congregations as well as the city and rural churches. The replies given to each question will be considered separately and tables will summarize the data. Finally, with the findings in both of the above areas as background, indicating the needs to be met, suggestions will be made for further church guidance in this field. Materials will also be included for the use of parents and leaders.

At this point the writer wishes to acknowledge her grateful appreciation to the Board of Christian Education of the United Presbyterian Church for its hearty cooperation and to the ministers who made reply to the questionnaire sent.

#### E. Sources of Data

The sources to be used in this study are the works of various experts in the field of Christian family education and nursery education in relation to the home. The questionnaire mentioned above will be employed to discover what is now being done in the denomination as well as to glean suggestions for work that might be carried on to promote the training of the nursery child in the home. As a basis for final suggestions, materials and programs sponsored by the Baptist, Lutheran, Methodist, and Presbyterian denominations as well as The Federal Council of Churches of Christ in America and The International Council of Religious Education will be examined.

CHAPTER I  
PRIMARY FACTORS IN THE CHRISTIAN NURTURE  
OF THE NURSERY CHILD IN THE HOME

## CHAPTER I

### PRIMARY FACTORS IN THE CHRISTIAN NURTURE OF THE NURSERY CHILD IN THE HOME

#### A. Introduction

Certain basic factors are involved in the nurture of the nursery child. An understanding of these is essential if such nurture is to be effective. It is, therefore, the purpose of this chapter to consider these and determine what can be done for the home by the church in this field.

The first concern is the nursery child himself. More is learned by the child of two to six years than at any other four-year period in his life.<sup>1</sup> During the first three years the foundations of personality are laid, for great and lasting impressions are made at this period. In all aspects of the child's life habits are being formed. It is, therefore, important that the religious habits of the young child be carefully guided at an early age.

Although many religious habits and attitudes as such come later in the child's life it is at the early age that their foundations are laid since the first experiences of the child continue to influence later experi-

. . . . .

1. McLester, Frances Cole: A Growing Person, pp. 73-86.

ences.<sup>2</sup> Therefore, it is well to consider first the religious implications, for much of the nursery child's activity may have religious meaning when it is properly directed.

The home is where these first experiences take place, and for the nursery child the home is the center of his life. The parents of the home are the first individuals whom the child knows, and are, therefore, important when considering his Christian nurture.

The 1940 White House Conference on children in its report declared:

"The primary responsibility of the religious development of the child rests upon the parents. In the family he is first introduced to his religious inheritance as he is introduced to his mother tongue. Here the foundations are laid for the moral standards that are designed to guide his conduct through life. A child's religious development is fostered and strengthened by participation in the life of the family in which religion is a vital concern."<sup>3</sup>

Leaders in other fields, too, are constantly calling attention to the importance of the home and to the responsibility which it has in the training of children. Hence the second important factor to be considered is the needs of parents themselves in relation to the religious needs of the nursery child.

However, though primarily responsible for guid-

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2. McCallum, Eva B.: Guiding Nursery Children in Home and Church, p. 15.
3. As quoted in "Your Child and God" by Trent, p. 5.

ing the Christian nurture of the little child, parents alone cannot do the work. They need help in seeing their responsibility and in meeting it. Here the church should be ready to give specific guidance in interpreting and furthering the religious experience of a nursery child, in providing materials, and in suggesting definite procedure. The fact that "Christianity is essentially a religion of ideal family life",<sup>4</sup> gives the church a vital part in making the family strong to fulfill its task. Thus the role of the church constitutes the third factor to be studied in this chapter.

B. The Basic Needs of the Nursery Child and Their Implications for Christian Nurture

In considering the basic needs of the nursery child it has been found that these are fundamentally the needs of all children. Authorities recognize that meeting these needs at the early age of the nursery child prevents problems which may arise later. Sherrill, in his discussion of delinquency, refers to investigations made by Healy and Bronner, who in their case studies of delinquents, which included remedial procedure, found the basic needs to be four: security, affection, recognition, and new adventure. These studies show that correction of the

. . . . .

4. Cope, Henry F.: Religious Education in the Family, p. 43.

delinquency among children becomes effective in proportion to the meeting of these basic needs of the child.<sup>5</sup> Since prevention is better than cure, it is important to recognize and meet these needs at the beginning of the child's life.

Writers in the field of Christian Education were found to agree that the need of security is one of the most important for the nursery child. Most of them also emphasize the second, the need of affection, though some speak of it as love. Sherrill in using the term "response" means the same. He also includes the remaining two, recognition and adventure or new experience.<sup>6</sup> These last are not discussed as such by the writers in the field of nursery education although their equivalents are stressed in varying terms.

#### 1. The Need of Security

As indicated by authorities mentioned, the importance of a sense of security for the child is no longer questioned and is emphasized by the very lack of it as seen in the lives of so many children. Thus it is recognized as imperative for parents to help each boy and girl to achieve a sense of security.<sup>7</sup> Mrs. McCallum has in-

. . . . .

5. Cf. Sherrill, Lewis J.: Understanding Children, pp. 179-181.

6. Cf. Ibid., pp. 73-88.

7. McLester, op. cit., p. 85.



cluded this as one of the religious needs of the nursery child,

"To feel a sense of security in the regularity of their daily schedule, because they have the same requirements and the same discipline and know what to expect. This is needed not only for emotional stability but also as a beginning of a realization of fixed laws and a higher authority regulating the universe."<sup>8</sup>

Security, then, is essential as a foundation for emotional stability.

The first place for the child to gain security, writers commonly point out, is in the home. The "little world of home" is the only one with which he is acquainted in the beginning. Therefore his parents are the ones to provide him this sense of security. Lloyd corroborates Mrs. McCallum's view, as quoted above, when she says, "The Christian home in which consistent standards of living are established undergirds the child's security."<sup>9</sup> The home which is regulated so that the child knows that there is a time and place for everything is providing help in gaining a sense of security. Regularity in meals and definite places for toys help to give the child a sense of orderliness as well as building good habits.

However, this regularity in habit formation is not the only means by which security can be obtained.

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8. McCallum, op. cit., p. 9.

9. Lloyd, Mary E.: Religious Nurture of the Nursery Child, p. 143.

Consistency in discipline and in the setting of standards of right and wrong is another important factor in developing security. Although the conditions vary as to the correction of children it is important that the child feel confidence regarding his behaviour. If a certain action is right to do today and wrong at another time because the parent does not feel well, the child is puzzled and cannot understand such action.<sup>10</sup> The parents who are most consistent in the discipline of the child are helping him to gain stability and a sense of security.

The absence of fear in the life of the child is also a factor in maintaining a sense of security. This is made easier if there is also the absence of fear on the part of the parents. The parent whose voice portrays fear and whose actions indicate fear passes it on to the child, while on the other hand, the parent who conquers his own fear can best aid the child to overcome whatever fears trouble him. Of this Strang has said,

"Fortunate is the child whose early years are serene and secure--a serenity and security based upon active conquest of natural fears and frustrations, rather than protection from all sources of fear and danger."<sup>11</sup>

Through his Christian nurture the nursery child is able to find security. The child who is led to feel

. . . . .

10. Cf. Bro, Margueritte Harmon: When Children Ask, pp. 20-23.

11. Strang, Ruth: An Introduction to Child Study, p. 187.

God's presence in the dark, and so learns not to be afraid, is finding security in a Christian sense. As the child experiences fellowship with God he is helped gradually to shift his final dependency from his parents to God.<sup>12</sup> All humans are fallible and the child needs a sense of the infallible. Trent says, "Above all else, he needs a sense of security, a security whose ultimate is God."<sup>13</sup>

## 2. The Need of Affection

Closely related to the need for security is the need for affection. In fact the two can hardly be separated. As has been pointed out, the lack of affection or love in the life of the child leads to difficulty later on. The child's behaviour is often caused by the lack of attention or love, or by too much attention.<sup>14</sup> It is necessary for the child to have affection in order that he may gain a feeling of belonging to the group, and that he may be able to express his love for others.

Just as the child is freed from fear by gaining a sense of security he is also released from fear through love shown to him. Mrs. McCallum states one religious need as being "to experience love and care and to be protected from fear and doubt."<sup>15</sup> The child who is afraid

. . . . .

- 12. Trent, op. cit., p. 3.
- 13. Ibid., p. 3.
- 14. McLester, op. cit., pp. 73-86.
- 15. McCallum, op. cit., p. 9.

of the dark or of strange people and places is relieved of that fear when someone whom he loves reassures him.

When the child is deprived of affection a negative behaviour pattern may result. The small child who has received all attention until the baby brother or sister came feels left out now that so much attention is given to the baby. In feeling the lack of attention given to him he may behave in such a way as to call attention to himself, or he may strike the one who is receiving the attention. This action may be avoided by preparation before the arrival of the baby. After the baby's birth, the parents can assure the child of their continued love by giving him special attention for short periods of time.

It is well to give warning against overaffection toward the child, because that is equally as harmful as the lack of it. Although the young child needs much attention he also needs to be growing in independence as he is able. The child who is given too much attention will not grow gradually toward that independence which he should eventually achieve in adolescence.

Again Christian nurture contributes to the satisfaction of affection in the life of the child. It is said that knowledge almost of necessity goes hand in hand with love.<sup>16</sup> By knowing God as the giver of his food and

. . . . .

16. Cf. Mumford, Edith E.: Dawn of Religion in the Mind of the Child, pp. 7-17.

the happy times which he has, the child comes to know God's love for him and his thanks comes as a natural expression.

As the child gives spontaneous expression of his love he is led to pray. This expression of love is the basis for the child's life of prayer because it is the foundation of prayer.<sup>17</sup> Therefore in the Christian nurture of the nursery child as the child is loved and loves, he is led into fellowship with God through prayer.

### 3. The Need of Recognition

The nursery child needs recognition as an individual. Often the child is thought of only as a possible adult without taking into consideration that he is an individual and needs to be thought of as such. This does not mean that he should be allowed to dominate others, but his desire should be considered regarding matters in which he is able to make decisions. The difficulty lies in the fact that adults are aware that the child needs guidance and orientation, but not sufficiently aware of the inner life of the child.<sup>18</sup>

Another type of direct recognition is that which the child should receive in relation to some achievement. The joy which he has in the success attained better en-

. . . . .

17. Cf. Ibid., pp. 7-17.

18. Cf. Werner, Hazen G.: And We Are Whole Again, p. 60.

ables the child to try for higher attainments. In this the child is free to express his creative abilities. For example, the child who is encouraged when he is learning to talk progresses much faster than when no encouragement is given.

The nursery child is beginning his social development. His first need is to be accepted by those with whom he associates. In his companionship with those his own age he must be enough like them to be socially acceptable.<sup>19</sup> Strang says,

"The socialization process is achieved through daily association with other children at approximately the same age. The desire to play an adequate part in a group of one's own age is more effective in developing self-discipline than the admonitions and logic of parents."<sup>20</sup>

Correct behaviour of children is therefore developed by the child's association with other children.

The very young child's association with other children is described by Strang as follows:

"The two-year-old likes to be with other children, though he does not like interference with his activities. Generally he prefers to play with material rather than with other children. This is the age of parallel play in which he plays near other children rather than with them. Even with other children available, the two-year-old child may be expected to play alone more than half the time. When he does play with other children, it is usually with a single child."<sup>21</sup>

. . . . .

- 19. Dixon, C. Madeleine: Children Are Like That, p. 5.
- 20. Strang, op. cit., p. 204.
- 21. Ibid., p. 180.

Although the child's association with others at this age is meager it is important because through this method he comes to know what others like and dislike. In this way he is learning how to be acceptable in the group.

Ilse Forest has said that "the child's capacity for social behaviour gives him the desire and the power to imitate the activities of others."<sup>22</sup> The small child is a great imitator and imitates those of his own age as well as adults. His social attitude is a reflection of the thoughts and actions of older persons.<sup>23</sup>

By the child's association with others he is also learning to share with others, to be more thoughtful of others, to be willing to share attention with others, and to find satisfaction in doing things for others.<sup>24</sup> In such social contact the child's deepest needs are being met.

Through his social development the child is able to overcome much of his self-centeredness. Since he is naturally self-centered he must be provided experiences and guidance to make possible wholesome growth in sharing, taking turns, and playing happily with others.<sup>25</sup> In the child's social contacts he is better able to express his

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- 22. Forest, Ilse: Child Life and Religion, p. 21.
- 23. McCallum, Eva B.: Learning in the Nursery Class, p. 14.
- 24. Cf. McCallum, Eva B.: Guiding Nursery Children in Home and Church, pp. 9-16.
- 25. McCallum, Eva B.: Learning in the Nursery Class, p. 14.

individuality. Therefore in many ways indirectly the social life of the nursery child helps him to gain recognition.

As the child gains recognition in his social development he is unconsciously becoming aware of the worth of personality as a basic Christian tenet. Although he does not know it as such the recognition which he gains as an individual makes an impression upon him. He learns that God is aware of him as a person and cares for him. In all the child's experiences in living he is led in right Christian behaviour and in formation of Christian attitudes. These great values are found as the need of recognition is met in the Christian nurture of the nursery child.

#### 4. The Need of New Adventure

The need for new adventure is satisfied in the nursery child's play which is one of the great adventures which he has. Forest states,

"To understand and catch the spirit of pure play is to solve the problem of guiding little children, in religion, or in any other field of education."<sup>26</sup>

The social life of the child is all play; therefore it is important to make the most of companionship with the child in his play.

. . . . .

26. Forest, Ilse: Child Life and Religion, p. 24.



The nursery child has a great imagination which he employs in his play. The great imaginative life of the child is productive and of value to individuals and to society.<sup>27</sup> As the imagination of the child is used it should be directed in the right channels. Stories may be employed to direct the imagination as related to the experience of the child.

In gaining achievement the child also has new adventure. When the little child first learns to walk, to talk, to be of help to his parents, to learn how to help himself, and to accomplish the many little things which a child learns to do, he has had new adventures in each one.

The curiosity of the little child is also valuable as he learns from that avenue. The child's interest can be detected by his curiosity as he points to objects and to pictures. Some children at this age begin to ask questions which indicate curiosity. Valuable opportunities of teaching about God and the Christian life can be utilized as the child's curiosity is satisfied.

The characteristic response of wonder in the child can be directed into meaningful experiences that become real adventure. It is said that basic to the child's re-

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27. Wilson, Dorothy F.: Child Psychology and Religious Education, p. 51.

ligious development is the sense of awe and wonder.<sup>28</sup>  
In the child's wonder at the mysteries of nature he can be led to associate God with the out-of-doors. Since the child learns entirely from the seen world, nature is one of the best ways to teach him about God and to lead him into an experience with God. The emotional response of wonder during the second and third years of the child's life are close akin to awe which is the foundation of worship.<sup>29</sup> Strang has said, "By giving the child rich experiences with nature and with people, she (the mother) lays a basis on which a satisfying idea of God can be built."<sup>30</sup> Therefore through play and experiences in nature the child's need of new adventure is met.

### C. Parents' Needs in Relation to the Christian Nurture of the Nursery Child in the Home

#### 1. Personal Needs

The parents are the first teachers of the child. In the case of the nursery child the most important training is received by example. The lives which parents live are reflected in the child even if no manifestation is seen immediately. The example of the parent who is kind and is honest in his dealings with others makes a far

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28. Sweet, Herman J.: Opening the Door for God, p. 43.

29. Baker, Edna Dean: Parenthood and Child Nurture, p. 39.

30. Strang, Ruth: A Study of Young Children, p. 74.

greater impression upon the child than does the mere use of words. Truthfulness, kindness of speech, constancy, consideration and unselfishness in lives of parents are valuable assets absorbed by the nursery child.<sup>31</sup> All actions whether good or bad are imitated by the child because he is a great imitator. Therefore the influence of the parent cannot be minimized.

The religious life and beliefs of the parents are caught by the very young child. The parent cannot hide his attitude toward God, Jesus, the Bible, or the church. The tone of the voice when speaking of these reflects the feeling and attitude of the parent. True sincerity and reverence are detected by the little child. One who uses the name of God or Jesus in anger teaches the child irreverence.

However when the names are used lovingly in prayer the child senses the feeling or respect for them. As Mumford has said, ". . . a child is capable of religious feeling before he is capable of religious thought."<sup>32</sup> The parent who prays sincerely with and for the child teaches him much more by this example than by direct teaching.

The parents' attitude toward the Bible also

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31. Fox, Henry Watson: *The Child's Approach to Religion*, pp. 17, 18.

32. Mumford, *op. cit.*, p. 12.

makes an impression upon the little child. The Bible spoken of as the Word of God and used in family devotion helps the child to grasp the place it should have in the Christian life. However, the most important use which can be made of it is by living the precepts found within its pages.

The parents' attitude toward the church is also gradually reflected in the child. The importance of the church should be stressed and reference should be in terms of happy experiences. The church should be referred to as the house of God and those at the head of the church respected as God's helpers. Therefore it is the part of the parent to guide the child by his own attitudes in the various aspects of religion. It is aptly said that parents cannot guide children into experiences which they have not had themselves.<sup>33</sup>

Furthermore, the attitude of the parents toward the child and toward each other are vital factors. Of this Dr. Stanley Blanton has said,

"Our idea of God is to a great extent derived from our relationship with, and our attitude toward, our parents. Tender care, patience, fairness, dependability, and a bond of love that cannot be broken--these are of inestimable worth in the religious foundations of a child's life."<sup>34</sup>

In The Family Lives Its Religion the importance of the

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33. Sweet, op. cit., p. 30.

34. As quoted in Sweet, op. cit., p. 28.

parents' attitude and life is stressed. The parents who create the family should have one purpose and one goal, doing the will of God. When this is the case there is a unity between the parents which gives the child a sense of security.<sup>35</sup> Such harmony in the home creates a quiet atmosphere conducive to Christian nurture.

Since, then, "the child can but read into divine parenthood, the characteristics of human parenthood as he knows it," the life of the parent is of supreme importance in the Christian nurture of the child. Parents should have had a vital religious experience which makes them true Christians whose lives reflect the teachings of their Saviour. When the lives of parents vibrate with the love of Christ, in that is the greatest teaching found.

## 2. The Need of Understanding the Child

It is believed that the religious growth of children cannot succeed unless it is based on a thorough understanding of children themselves.<sup>36</sup> Each child is different and must be dealt with individually. Therefore it is well for parents as well as the child's other teachers to understand him as an individual. However, there are certain general characteristics of the nursery period

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35. Wieman, Regina: *The Family Lives Its Religion*, pp. 3-24.

36. Taylor, Florence: *Their Rightful Heritage*, p. 1.

which parents need to know, for when the physiological and psychological development of the child are understood, both from the standpoint of assets and limitations, parents are more ready to adapt their training to the child.

Throughout the entire nursery period there is rapid physical growth; during this time, too, the child is most active.<sup>37</sup> He is constantly moving from one interesting place to another. The small child cannot sit still for a long period of time.

That play is a means of teaching the child must be realized by parents. Dramatic play for the child is important to him. He plays helping mother or teacher and being the doctor or milkman.<sup>38</sup> In this way he sympathetically enters into an understanding of others. Because the nursery child does not have good coordination of his smaller muscles, it is best to use large objects for his play. Blocks, dolls, pull toys, and such articles make the little child happy.

The nursery child learns much about control during these first three years. He learns to walk and to use his hands in many ways.<sup>39</sup> His habits of eating, sleeping, and elimination are formed during this period. It is the task of the parent to guide the child in the correct

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37. Cf. Baker, op. cit., pp. 10-22.

38. Cf. Lloyd, op. cit., p. 198.

39. Cf. Baker, op. cit., pp. 10-22.

formation of these habits. As discussed in relation to security, such habits correctly formed will help the child in his Christian nurture. In the process of forming these skills the child develops emotionally. Quietness and steadiness on the part of the parent help the child to be quiet and emotionally stable. Frustration and irregularity make the child nervous and unhappy. Therefore parents need to realize the importance of consistency in their care and management of the child.

It is a characteristic of the child to want to handle things and to feel what he sees. His interest is readily attracted by objects from which he learns. Large colorful pictures arouse his curiosity; from these stories can be told to him. When the child sees flowers he likes to feel and to smell them. These and other firsthand experiences with the things of nature offer a natural approach to teaching him about God as the Creator.

During the first three years of his life he is learning to talk. Children vary as to the time at which they first learn this skill. It is, therefore, necessary for parents to be patient with the child who is slow in expressing himself. When the parents do not force or hurry him, the child gains emotional stability. Talking and the mental development of the child go hand in hand. At first the child expresses himself by the use of single words--mainly nouns and verbs. He thinks concretely and

in terms of activity. Therefore any efforts to teach him must be adapted accordingly and must take into account his limited experience.

Closely related to his development of language is the retention of the nursery child. He retains little that is told him; therefore it is necessary to use much repetition which he loves, in fact demands.<sup>40</sup> The child retains much more by the experience which he has than by the use of words. Since his attention span likewise is short he cannot be expected to listen to long stories or to concentrate on one activity for an extended period.

The child of this age is beginning to be able to mingle with other children his own age. Reynolds explains the beginning of the social development as,

"It is a time . . . when horizons are being widened to include more than the home."<sup>41</sup>

As has been pointed out, the child should have this social contact to meet his need of recognition and it is in the home that opportunity can be given for the child to have happy experiences in sharing and helping. Therefore it is necessary for the parent to understand this aspect of the child's development.

In consideration of the spiritual aspect of the

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40. LeBar, Mary E.: Patty Goes to Nursery Class, p. 17.

41. Reynolds, Martha May: Children from Seeds to Saplings, p. 109.



child's development, there is little which the child gains specifically. Abstract words mean little to the nursery child; he judges and measures things by the physical things he sees.<sup>42</sup> Through his experience the child learns about God and through prayer he has a vital relationship with Him. It has been said,

"There are certain spiritual pathways in which the child walks quite naturally. If we adults would walk these ways with children, it might be easier for us to share with them our fellowship with God and thus lead them naturally and easily to pray."<sup>43</sup>

Therefore it is evident that if the parent is to be effective in promoting the Christian nurture of the three-year old, he must understand the development of the child physically, emotionally, and mentally in order to help him grow spiritually.

### 3. The Need of Understanding Christian Concepts to be Developed

As already indicated, training of the nursery child is informal. There is no set time for instruction. In this we see the advantage of the home as the best place for nurture of the nursery child. It is in the child's everyday experiences that religious needs can be met. As the child plays in the out-of-doors he can be brought into a sense of worship with the heavenly Father. Thanks

. . . . .

42. LeBar, op. cit., p. 25.  
43. Trent, op. cit., p. 82.

to God for food may be a spontaneous prayer of the little child. Care for toys, sharing with other children, taking turns in play, and doing something to make someone happy are the experiences out of which Christian standards are gradually built.

The nursery child's concept of God is acquired largely from the attitude of others, especially his parents, but beyond this parents can directly mold the child's thinking about God by seizing natural opportunities to speak of Him. In conversation, stories, suitable songs, and simple expressions of prayer the child will associate God with those things in his experience--food, toys, happy times and other gifts of God. Beyond this the child can know what God is like by telling him of Jesus. Stories of Jesus' kindness, friendliness, and love for people, including the children, give the child a concept of God.<sup>44</sup> Out of these experiences should grow a love for Jesus as his Friend and Guide.

Beyond the living of its precepts, the use of the Bible with the nursery child is limited. The most valuable direct use of it with the child is to tell incidents from it. A few well chosen ones are best told over and over again, since all are not in the child's ex-

. . . . .

44. Cf. Ibid., pp. 27-35.

perience.<sup>45</sup> The child's story book of the Bible is hardly advisable to use at this age because of his limited understanding and because he retains so little. However, books with large clear pictures may be helpful in connection with incidents told to him.

The important teachings for the nursery child seem to be summed up well by Miss LeBar in the following:

"The little child who has a loving earthly father finds it easy to think of a loving, unseen heavenly Father called God, who provides flowers, birds, and animals, and who sent the Baby Jesus at Christmas. This very special Baby grew to be the Man who is the children's best Friend, who loves them dearly. We cannot see Jesus today, but we can talk to him. We have the Book God gave us, to tell us about Him and about what we should do. God wants us to love each other, to help and to share, and when we do, He is pleased. These concepts are not too difficult for the little child to absorb through story, song, prayer, and attitude throughout the year. Although he is unable to express them, they may be shaping his basic philosophy of life."<sup>46</sup>

Simple though this seems, parents need help in clarifying their own ideas of what constitutes Christian training for the child of two or three.

D. The Responsibility of the Church in the  
Christian Nurture of the Nursery Child  
in the Home

Authorities in the past few years have come to realize that the church cannot do its work successfully

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45. Cf. Smither, Ethel L.: The Use of the Bible with Children, pp. 62-72.

46. LeBar, op. cit., p. 30.

apart from the home. In the above discussion also this has surely been evident. In the words of Dr. Grove:

"If the church treats the family with indifference or looks upon the home as a rival, antagonistic because of its competition, it shows clearly a misinterpretation of its own mission."<sup>47</sup>

Again this author says:

"The idea that the home is a nursery where Christian character may get its start is much less frequently realized."<sup>48</sup>

Granted, then, that the church needs the home, the church's responsibility lies first in relation to the parents who are the controllers of the home. The reverse, however, is also true and has been pointed out above. The home, if it is to live up to its great opportunities, needs the church. It is to the church that the parents must look for guidance and help. Without influence on the parents little can be done for children.

One leader of children says of this:

"The first contribution of the church to the children in the home is to enrich the religious experience of the parents through the channels of corporate worship and fellowship, through guided reading, through the encouragement of private devotional life, through participation in the ministry of service, and through education in schools of Christian living."<sup>49</sup>

Especially in relation to the nursery child is the church's influence on the parents themselves important.

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47. Grove, Ernest R.: Christianity and the Family, p. 26.

48. Ibid., p. 77.

49. Taylor, op. cit., p. 37.

It is not only for the parents that the church should take this responsibility but for the nursery child also. In helping parents to understand the child the church has opportunity to guide in the formation of right habits and in putting Christian emphasis upon the experiences of the child. By furnishing parents with sufficient information and guidance the needs of the child can be met in the home.

In the child's Christian nurture in the home Christian concepts are being formed. The child's concepts of God, Jesus, and the Bible have been pointed out as related to the responsibility of the parent. It can be seen, therefore, that the church's duty is to help parents to understand concepts that the child may be directed in the right way. Ways in which the church may be able to meet these tasks so important to its mission will be discussed in a later chapter.

By building and guiding the Christian nurture of the nursery child in the home he is brought into relationship with the church. This may be the foundation upon which the church school is able to build. As the church furnishes leaders who understand the child and the Christian concepts which should be built the foundation is laid for the child to accept Christ as his Saviour later in his life.

In this study the primary factors influencing the Christian nurture of the nursery child in the home have been discussed in relation to the child, the parent, and the church as it faces its responsibility to the home. The basic needs of security, affection, recognition, and new adventure have been discussed in relation to the Christian nurture of the nursery child. The child's need of security and the ways it can be obtained were found to be (1) regularity in habits, (2) consistent discipline, (3) absence of fear, and (4) Christian nurture. The close relationship of the child's security and the need for affection is seen as the child is freed from fear and gains love. The proper amount of attention will avoid the child's negative behaviour. In the Christian nurture of the child the spontaneous expression of prayer is a result of his love. The child's social development through which he begins to find his place as an individual in the group helps to meet his need for recognition. Through the Christian nurture of the child he is made conscious of God's care for him as an individual. As the child's experiences and his wonder and curiosity are given religious meaning the need for new adventure can be met.

The ones to meet the needs of the child are his parents. The personal needs of parents as well as their need of an understanding of the child and of the Christian concepts which he should develop were discussed.

In considering the needs of the parents so that they may help the child, it was found that personally they should have right attitudes toward God, Jesus, the Bible, and the church. There is need for a genuine Christian love which is felt by all in the family group. Most of all parents should have a Christian experience which makes the whole life a demonstration of Christian principles. Furthermore it was seen that parents need to understand the child. A knowledge of the child's physiological and psychological growth enables the parents to understand the limitations and possibilities of the nursery child. The religious needs of the child can also be met when the parent understands the Christian concepts which should be developed. Much of the child's Christian nurture is informal but more direct means can be used to guide his thinking about the Christian life.

Finally, the responsibility of the church was briefly considered. The importance of the church and home relationship is being recognized by religious leaders of our churches. The church must face its responsibility toward the parent, and first of all meet his personal needs. It is through the church too, that the parent must be helped to understand the child and the Christian concepts to be developed. By meeting these needs of the parent the child's need for security, affection, recognition, and new adventure are also met. With these empha-

ses there are great opportunities for the church in this phase of its program to help build the kingdom of Christ in the hearts of men.



CHAPTER II

PRESENT EMPHASES IN THE UNITED PRESBYTERIAN CHURCH  
IN RELATION TO THE CHRISTIAN NURTURE OF THE NURSERY CHILD

## CHAPTER II

### PRESENT EMPHASES IN THE UNITED PRESBYTERIAN CHURCH IN RELATION TO THE CHRISTIAN NURTURE OF THE NURSERY CHILD

#### A. Introduction

Christian education in the family and the church's relation to it is an ever growing problem for the church to face. More leaders are recognizing this and are making attempts to solve it in their own churches. Special attention is being given to the efforts of ministers in the United Presbyterian Church of North America by its Board of Christian Education. By the sanction of this Board one hundred ninety-seven questionnaires were sent to ministers in the denomination, including all ministers in the Second Synod and the Synod of Pittsburgh, and selected ministers of the denomination in other parts of the United States representing twenty-seven states.<sup>1</sup> These represent congregations ranging from forty-nine to twenty-seven hundred in membership. The one hundred twenty-four questionnaires which were returned will furnish the basis for determining the emphasis placed upon

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1. A copy of the questionnaire will be found in the appendix.

Christian nurture of the nursery child in the home.

Although the questions are not all directly pertaining to the nursery child they are related to his Christian nurture in the home, since the child as part of the family is affected by the whole. Most of the questions deal with the church's relation to the parent and with the ways in which the church is helping the parent fulfill his responsibility. Some answers in the questionnaires were found to be irrelevant to the subject and therefore have been omitted. Many were vague in the meaning but the writer has attempted to interpret them fairly. The results as they have been summarized in tables will be found following the discussion of each.

## B. Analysis of Replies to Questionnaire

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### 1. Recognition of Special Occasions

#### a. Family Week<sup>2</sup>

As has been pointed out the church has a continuous responsibility to the family. However it has been found feasible for churches to put special emphasis upon education of the family and to stress the importance of

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2. Cf. Table I, p. 34.

it at a particular week in the year. This has been called Family Week and is observed the week preceding Mothers' Day.

Although this particular occasion does not deal directly or only with the nursery child there is a relationship which is valuable. By seeing what is done for the family group much is revealed concerning the Christian nurture of the nursery child. Therefore it is well to include such an occasion in the study of ways to help in the child's Christian nurture.

In the questionnaires which were returned there are many replies indicating emphasis placed upon the family both at this time and throughout the year. The most common recognition of the week, as reported by seventy-one ministers, is through sermons. Of these several modify their answers by saying, "frequent emphasis in sermons," "some year", "preach twice per year on Family Religion", and two indicate "occasionally". The next main emphasis on Family Week is through pamphlets, used by twenty-eight ministers as contrasted with only three who use books. Two ministers mention specific kinds of literature such as a church letter and family week observance programs sent to their church families. Family

socials are held by sixteen, while three others name their special event Family Recognition Sunday, Family at Church Night with dinner and speaker, and Family Night once a month. In a more general way, one mentions a special day during the year with no indication of the way in which it is emphasized. One minister specifies urging family worship, memorizing scripture, and church attendance. There are two who designate home visitation and pastoral work being done during the week. Of all the answers there are thirty-six who indicate that nothing is being done. Nevertheless this leaves more than three-fourths of the ministers who at some time during the year call attention to the family as related to the church.

b. Christian Education Week<sup>3</sup>

Just as special attention has been called to the family through Family Week, so attention has been drawn to Christian education by setting aside a week known as Christian Education Week. During this week the various avenues of Christian education are recognized and aided. In this way the family as the first educator of the child can be emphasized. Therefore, though in-

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3. Cf. Table II, p. 37.

Table 1

Question 1 a--Do you recognize in any way in your church:

-Family Week? By providing pamphlets\_\_books\_\_  
family socials\_\_sermons\_\_any other\_\_\_\_\_

. . . . .

Number checked:

Pamphlets . . . . .	28
Books . . . . .	3
Family socials . . . . .	16
Sermons . . . . .	71

Any other:

Literature:

- Church letter
- Family Week observance programs
- Tracts

Special occasions

- Family recognition Sunday
- Family at church night--dinner and speaker
- Family night once a month
- Special day during the year

Urging family worship, memorizing scripture,  
church attendance

Home visitation

Pastoral work

. . . . .

Total number recognizing Family Week . . . . 88

Number answering "no" or leaving the question  
blank . . . . . 36

directly, the Christian nurture of the nursery child is influenced by the emphasis put upon the part the family plays in Christian education.

The constant efforts of the church in Christian education is not to be forgotten. There is the education carried on in the Bible School throughout the year and furthered by means of other definite programs sponsored by the church. However at certain times it is well to center the attention of the people in the churches on the whole program of Christian education and to stress its importance in the building of the Kingdom.

The answers to the questionnaire indicate that much of the activity during Christian Education Week is related to Christian education in general rather than to any specific field. The largest number of ministers, sixty-three, use sermons as a means of setting apart this week. Of these one specifies that "some years" this way is used and other years literature. Those using literature during this week are thirty-four. Special types of literature mentioned are a note in the local church bulletin and in relevant denominational bulletins. Other means of publicity are attention in the pulpit and by placards. Those pertaining to the work of the minister

are his pastoral work, pulpit prayers for families, and prayer.

In many instances attention during this week is given to groups rather than individuals. The activities relating to the youth of the church are given by four ministers as youth at church night, youth week (with salvation and dedication of life emphasis), youth special program, and youth sponsored service. Those which relate to the Bible School are a special program or "exercise" in the Bible School, and reference to the week in the worship service. One relates that his teachers join with other churches in the Sunday School Institute, and another has consecration of teachers and officers of the Bible School. Indirectly related to the Bible School, mention is made by one of the city-wide school of Bible.

It is significant to note that the only activity directly related to the family is that of pulpit prayers for families. Of the papers received there are forty-three which indicate that nothing is done relating to Christian Education Week. However, about two-thirds recognize it in some way.



Table II

Question 1b--Do you recognize in any way in your church:

-Christian Education Week? By providing literature \_\_\_\_\_ sermons \_\_\_\_\_ any other \_\_\_\_\_

. . . . .

Number checked:

Literature . . . . . 34

Sermons . . . . . 63

Any other:

Related to youth--

- Youth at church night
- Youth week with salvation and dedication of life emphasis
- Youth special program
- Youth sponsored service

Related to the Bible School--

- Exercises
- Special program
- Consecration of teachers and officers
- Join with other churches in S. S. Institute
- Take note in Bible School worship service
- City-wide School of Bible

- Pastoral work
- Pulpit prayers for families
- Prayer

. . . . .

Total number recognizing Christian Education Week . . . . . 81

Number answering "no" or leaving the question blank . . . . . 43

## 2. Provision for the Nursery Child<sup>4</sup>

One of the most direct ways in which the church is able to meet the needs of the nursery child is through the Bible School or Sabbath School. When classes are formed for children of this age the child's relationship is broadened enabling teachers and parents to meet his needs more adequately.

The two main provisions which the church makes are through the cradle roll and the nursery class. The questionnaires received show that one hundred six churches use the Cradle Roll as a means of establishing an early contact with the child in his home. This contact with the home would obviously vary according to the activity of the Cradle Roll Superintendent in the individual church. Some may do little visitation while others may be active. The same may be true of the nursery class, because much depends upon the nursery teacher. The questionnaires reveal that seventy-four maintain a nursery class in the Sabbath School, and ten indicate that there is a nursery program during the church hour. One of these states that little instruction is given.

Other comments made on the questionnaires re-

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4. Cf. Table III, p. 41.

veal particular activities of the Cradle Roll Superintendent and contacts with the home made in various ways. Contacts made with the home are indicated by two as personal calls, another mentions that the visitor takes literature to homes, and still another reports "parents contacted". Specific literature given include letters and a Mothers' Magazine. In connection with the nursery classes certificates of enrollment are used by two, birthday cards by three, and promotion certificates by one. The kind of group meetings held are a party twice a year in the church for mothers and children, a cradle roll party and gospel meeting each year with mothers, and a missionary "Light Bearers" meeting monthly.<sup>5</sup> One indicates that a picture album of all babies is being made by the nursery visitor. Another states that the nursery child is recognized on special days. Several note that they have plans for the future. One plans to send out letters to parents of new babies, another to start a nursery class, and a third to have a cradle roll visitor to supplement the pastor.

Six questionnaires indicate that there is nothing done in the Sabbath School for the nursery child. For the most part provision for the nursery child consists in the

. . . . .

5. A United Presbyterian missionary organization for young children.

Cradle Roll with an increasing interest in the nursery class both in the Sabbath School and during the church hour. However, possibilities of further provision for the child through the home visitation are most important.

### 3. Provision for Parents

#### a. In the Sabbath School<sup>6</sup>

Although the Cradle Roll deals directly with the home it is first of all a part of the Sabbath School; thus it meets the twofold purpose of providing both for the child and the parents. Through visitation in this connection there is teaching of parents; however, in addition, the church should provide direct training for parents of the nursery child in the Sabbath School or through some other organization intended for parents. Therefore much emphasis in the questionnaire has been placed upon training of the parents.

Weekly classes provide opportunities for individual help for the parents. In the study of the Bible the adult is helped to grow spiritually, and in turn this helps him to be a better Christian parent. Such classes are reported by thirty-four ministers. Another type of

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6. Cf. Table IV, p. 43.

Table III

Question 2 a--What provision is made in the Sabbath School:

-for the Nursery child (2-3 yrs.)? Cradle Roll \_\_\_\_\_

Class \_\_\_\_\_ any other \_\_\_\_\_

. . . . .

Number checked:

Cradle Roll . . . . . 106

Class . . . . . 74

Any other: (Answers given only once unless otherwise indicated)

Nursery program during church . . . . . 10

Group Meetings--

- Twice a year party in the church
- Cradle Roll party and gospel meeting each year with mothers
- Light Bearers meeting monthly

Contact with home--

- Personal calls . . . . . 2
- Visitor takes literature to homes
- Parents contacted
- Literature--Letters
  - Mothers' Magazine
  - Certificate of enrollment . . . . . 2
  - Birthday cards . . . . . 3
  - Promotion certificate

- Recognized on special days
- Picture album of all babies

Plans for the Future--

- Letters to parents of new babies
- Start nursery
- Cradle Roll visitor

. . . . .

Total number making provision for the nursery child . . . . . 118

Number answering "no" or leaving question blank 6

class provided for the parents of the young child is one which will help them to understand the nursery child and the Christian training he should receive. Six indicate that a class with special emphasis on home training is held. The course which Mr. J. R. Miller uses in this connection will be discussed in the section designated as "Additional Suggestions from Ministers in the United Presbyterian Church".<sup>7</sup>

Other notations are more specific in nature. One reports that short courses are given and another has occasional groups. In one case no single class is held but Christian training in the home is emphasized in all classes. Other emphases are on the content of baptismal vows and the significance of baptism and, in lessons and in sermons, on the tie between the church and home. In one place speakers are brought to talk to parents. In another, pamphlets regarding child training are distributed. There are three instances in which a class is being planned or is about to start. Seventy-two give no indication of anything being done in the Sabbath School for parents of the nursery child. But the value of classes for parents is appreciated by one-third of those responding.

. . . . .

7. Post, p. 59.

Table IV

Question 2 b--What provision is made in the Sabbath School:

-for parents of young children? Weekly Class \_\_\_\_\_

Class with special emphasis on home training of

children \_\_\_\_\_ any other \_\_\_\_\_

. . . . .

Number checked:

Weekly Class . . . . . 34

Class with special emphasis on home training of children . . . . . 6

Any other: (Answers were given only once unless otherwise indicated)

Relating to content--

No single class but emphasize this in all classes

Emphasis on content of vows and significance of baptism

Emphasis in lessons and sermons on tie between church and home

Short courses given

Speakers brought to talk to parents

Distribution of pamphlets regarding child training

Occasional group

Class planned or starting . . . . . 3

. . . . .

Number making provision for parents . . . . . 52

Number answering "no" or leaving question blank 72

b. Organizations<sup>8</sup>

In some church groups it is advantageous to have clubs or other groups consisting of parents who are especially interested in discussion on home training. Organizations such as Mothers' Clubs and Parents' Groups meeting during the week make possible important social contact as well as give help in understanding the psychological, physiological, and spiritual development of children.

In the replies to the questionnaires little seems to be done with organizations of this nature. In fact one hundred four indicate that nothing is done. Only eight of the returned forms report Mothers' Clubs. One of these is designated as a monthly study group. Seven report Parents' Groups, two of which meet once a month. Comments which accompany the answers involve variations of these groups. Two referred to neighborhood organizations outside of the church such as the Parent-Teachers' Association in the public school. These organizations contribute much to the understanding of the child through the study of such subjects as nursery child psychology or the social development of the child. However groups within the church, even though studying these same subjects

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8. Cf. Table V, p. 46.



and not dealing with specific Christian training, yet are able to make Christian emphasis. Of those groups which meet only for a season, such as a meeting for the study of religion in the family during Family Week, or for the study of baptism for children, there are none. One indicates that there is a parent-training class in the institute for the Christian training of teachers and parents. Another distributes to parents tracts dealing with their part in the spiritual training of children. It is stated by two that the organization of a church group is being planned. However, the large number who do nothing suggests that the churches are too small to make such a group advantageous or that the need is not felt.

c. Literature<sup>9</sup>

Churches may provide literature for parents through a library or through the distribution of shorter forms of reading matter. In the questionnaires returned it is revealed that less than one-fourth of the churches have a library while ninety-three answer "no" or leave the question blank. Several indicate that their library is small or that there are a few books of this kind, while

. . . . .

9. Cf. Table VI, p. 49.

Table V

Question 3--Is there a group, meeting occasionally, with special emphasis on home training for children?

Mothers' Club \_\_\_\_\_ Parents' Group \_\_\_\_\_ Seasonal course for parents \_\_\_\_\_ any other \_\_\_\_\_

. . . . .

Number checked:

Mothers' Club . . . . .	8
Monthly evening study group	
Parents' Group . . . . .	7
Meet once a month. . . . .	2
In connection with neighborhood PTA in Public School	
Seasonal courses . . . . .	0

Any other:

Being planned . . . . .	2
Parent training class in institute	
Tracts distributed to parents on their part in spiritual training of children.	

. . . . .

Total number having a group with special emphasis on home training . . . . . 20

Number answering "no" or leaving the question blank . . . . . 104

another states that there are no such books. Two relate that there is a community or village library from which parents can receive help. In one church the library is provided by the Sabbath School, in another it is used largely by teachers, and in a third it is seldom used. Two pastors note that their own libraries are used. Two others report that a library is now being assembled; one of these is designated as incorporating the list of books suggested in Mr. Miller's Handbook for Parents.<sup>10</sup>

Other types of literature<sup>11</sup> furnished by the church are in various forms. Forty-one indicate the use of pamphlets and eleven the use of letters. The type of letter used may be one pertaining specifically to the nursery child or a general letter concerning Christian education in the home. There are thirty-four who use the church paper as a medium for this purpose, either one of the denominational papers, Christian Union Herald and The United Presbyterian, or one published locally by the congregation. Mention is made of the use of The Pilot, The Christian Herald, and Olive Plant in the Sabbath School. Church literature for the home is listed by one pastor,

. . . . .

10. Miller, J. R.: Handbook for Parents. Board of Christian Education, United Presbyterian Church of North America, Pittsburgh, Pa., 1947.
11. Cf. Table VII, p. 50.

but the type is not specified. Tracts for parents and sermons are each reported by one minister. Only one notes that literature on Family Worship is furnished. This low number, however, is offset by replies received for the questions regarding help and instruction for Christian training in the home<sup>12</sup> and additional suggestions regarding the Christian training of the nursery child in the home.<sup>13</sup> In many of the replies more than one item is checked, but fifty-six indicate that there is no other type of literature provided by the church.

d. Instruction

(1) Before Marriage<sup>14</sup>

In order that the home be adequately prepared to carry on Christian nurture the parents who control that home must be made aware of their responsibility. Therefore the best time to train for this is before the marriage takes place so that the home may be started on a Christian basis.

The questionnaires reveal that various methods are used for this instruction. Sixty-five, or over half,

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12. Cf. Table X, p. 60.

13. Cf. Table XI, p. 60.

14. Cf. Table VIII, p. 53.

Table VI

Question 4 a--Does your church have a library in which there are books to help parents in the home training of their children? \_\_\_\_\_

. . . . .

Number checked . . . . . 25

Comments:

Community or village library . . 2  
Some indicated few or small  
Seldom used  
Provided by S. S. (not too many)  
No such books  
Pastors . . . . . 2  
Used mostly by teachers  
Now assembling . . . . . 2

. . . . .

Total number having a library . . . . . 31

Number answering "no" or leaving question  
blank . . . . . 93

Table VII

Question 4 b--Do you provide any other literature for this purpose? Pamphlets \_\_\_ letters \_\_\_ church paper \_\_\_ any other \_\_\_\_\_

. . . . .

Number checked:

Pamphlets . . . . . 41

Letters . . . . . 11

Church paper . . . . . 34

Any other:

The Pilot and The Christian Herald

Olive Plant in S. S.

Church literature for home

Tracts for parents

Sermons

Family Worship literature

. . . . .

Total number providing other literature. . 68

Number answering "no" or leaving question blank . . . . . 56

use the private conference, the nature of these conferences necessarily differing with the pastor and the situation. Several modify their use of the conference with such phrases as "very little", "always", "sometimes", "a few cases", "as much as possible", and "required before the ceremony". Special instruction in class is indicated by three, one of these specifying that the class is in the Sabbath School. Emphasis in preaching and pastoral work is reported by one and another mentions an Annual Wedding Bells Sunday in June. Others indicate efforts made after marriage by calling and by trying to get the young couple in a class.

Another means of instruction used by twelve is that of literature. One of these indicates that literature is given when it is sought or when it is felt to be appreciated, and another states when possible. Still another points out that care should be taken to have the literature clean. One urges couples to read Mr. Miller's book and gives them one on the wedding day, but none of the others specify the type of literature used, whether books or pamphlets.

Aside from the use of the private conference, very little instruction is being done. With forty-two,

this time for instruction in Christian training does not seem important enough to be used in any way.

(2) At Baptism<sup>15</sup>

The baptism of the child is one of the greatest opportunities for direct teaching of the parents. Various means of instruction have been included in the questionnaire. Over half the answers indicate private conferences, one stating "in some cases". It may be suggested at this point that obviously the effectiveness of these conferences depends upon their content, length, and frequency. Less than half the pastors instruct parents through sermons which, by two, are used occasionally or sometimes. One pastor uses public exhortation and instruction and another makes frequent pulpit emphasis. The number of ministers designating literature as a means of instruction at baptism are thirty-four. Of these three state it is used occasionally or sometimes.

Among answers indicating "any other" means of instruction are those used preceding and at baptism. Those grouped under preceding baptism are talking, literature mailed, and instruction, but no particular type

. . . . .

15. Cf. Table IX, p. 55.



Table VIII

Question 5 a--Do you as pastor give special instruction:  
 -to young couples before marriage regarding Christian  
 training in the home? By private conference \_\_\_\_\_  
 class \_\_\_\_\_ literature \_\_\_\_\_ any other \_\_\_\_\_

. . . . .

Number checked:

Private conference . . . . . 65  
 Class . . . . . 3  
 Literature . . . . . 12

Any other:

After marriage  
 try to get them in a class by  
 calls

Emphasis in preaching and pastoral  
 work

Urge them to read and give Mr. Miller's  
 book on wedding day

Annual Wedding Bells Sunday in June

. . . . .

Total number giving instruction before  
 marriage . . . . . 82

Number answering "no" or leaving the  
 question blank . . . . . 42

is mentioned. At baptism as vows are taken, the means of instruction employed include stress of parents' responsibility, emphasis upon content of vows and their significance, and on the baptismal pledge.

By these figures given it is seen that the majority in some way give instruction at the baptism of children. However there were found to be sixteen who do nothing at that time.

4. Other Help or Instruction for Christian Training in the Home<sup>16</sup>

Gleaned from the questionnaires, answers concerning other ways of providing help or instruction for Christian training have been classified under topics relating to their content. Many of these answers have been used by others in reply to the questions which preceded, but are further emphasized here. It is significant to note that seventeen made mention of the use of devotional material and the emphasis placed upon it. Seven of these specify the use of The Garden of Prayer or The Upper Room. In many cases the church furnishes books or makes provision for obtaining them. Mid-week prayer meeting is listed by two and another states that a United Presbyterian study

. . . . .

16. Cf. Table X, p. 60.

Table IX

Question 5 b--Do you as pastor give special instruction:

-to parents at the baptism of their children? By

private conference \_\_\_\_\_ literature \_\_\_\_\_ sermons \_\_\_\_\_ any

other \_\_\_\_\_

. . . . .

Number checked:

Private conference . . . . . 66

Literature . . . . . 34

Sermons . . . . . 53

Any other:

Preceding baptism--

- Talk
- Literature mailed
- Instruction

At baptism--

- As vows are taken
- Responsibility of parents stressed
- Emphasize content of vows and significance
- Baptismal pledge

Public exhortation and instruction

Frequent pulpit emphasis

Occasionally family worship programs

. . . . .

Total number giving instruction at baptism 108

Number answering "no" or leaving question blank . . . . . 16

course, Christianizing the Home, is used in this meeting. Another mentions that a one month's series is given annually in the prayer meeting. The Family Altar is emphasized in two cases and the pastor establishes family altars in two other cases. Private and public emphasis upon family prayer, family worship encouraged, and the use of daily devotion are each noted by one. The nursery child as part of the family is influenced through the family worship.

Another great emphasis is put upon literature. Answers reveal that there are thirteen who use pamphlets, tracts, circulars, letters, articles, booklets, papers, books, leaflets, or devotional literature. One notes that new material is evaluated and recommended each week. Accompanying one questionnaire is a copy of a letter sent to parents following "Family Night" at the church. Contained in the letter are comments about the program and suggestions of what a "religious home" is and does.

Another phase of instruction referred to twenty-four times is work pertaining directly to the Pastor. Of these, sermons are mentioned seven times and other references qualifying them are emphasis in general preaching, the use of exegetical sermons which should often suggest

such application, and "liberal doses of 'The Way' for parents". Another important part of the work of the pastor is pastoral visitation, which is used by five ministers. Closely related to this are conducting devotions on pastoral calls, occasional remarks in conversation or visits in homes, and questions which arise in calling and in prayer. All of these may furnish opportunity for indirect instruction which is often more valuable than direct efforts. Others refer to interviewing in the study, counseling with parents on special occasions, and heart to heart talk to new members. The importance of pastoral work is seen by three who feel that much may be done in this area.

Other ways and types of instruction, directly and indirectly related to Christian nurture in the home are mentioned by several. Definite instruction in catechism, and special Bible reading, scripture, and memorizing texts are given by two. Group meetings noted are Women's Missionary Society and youth group, speakers on children and homes in Sabbath School Class socials, and a Wednesday Evening Youth Training Program. The last program mentioned is maintained for young people from the fourth grade through the tenth grade of high school in

the Westminster United Presbyterian Church in Des Moines, Iowa. The program includes instruction in Bible, recreation, and handicraft.

Among the miscellaneous remarks made, two give example and precept emphasizing the unconscious training of parents. One states that frequent emphasis is put upon the home and family without dividing the home into too many pieces. Another relates without further explanation, "This subject is very important and as opportunity comes I have emphasized it but not along lines you suggest."

The areas, then, which are proving to be the most helpful to these ministers relate to devotional material and emphasis, to the use of literature, and to work pertaining directly to the pastor such as sermons, visitation, and counseling. The last of these receives the most stress.

Much of the above instruction seems intended for youth and therefore far removed from the nursery child. However, as the child is a part of the family unit he is benefited by the use made of these helps in the family. The effect that such helps have upon the members of the family extends also to the nursery child since he is influenced by the attitudes and habits of those about him. Therefore the Christian nurture of the nursery child is

influenced indirectly.

5. Additional Suggestions Made by Ministers<sup>17</sup>

Suggestions for Christian training in the home were found to be under many of the same topics as were help or instruction for the Christian training of the nursery child in the home. Twelve answers pertain to instruction relating to both parents and children. Several mention a class for young married couples with definite emphasis on home training and one specifies a class under the direction of the Cradle Roll Department which would offer definite and regular help. A parent-teacher group was found to be successful in one case.

The desire to see publicity given in the Christian Union Herald, one of the denominational papers, to Mr. Miller's class work and books is expressed by one.<sup>18</sup>

. . . . .

17. Cf. Table XI, p. 60.

18. Mr. Miller graciously replied to a request by the writer for information concerning his classes. He states, "I made my own curriculum basing it upon the needs and interests of the group. We spent eight months, forty minutes per Sabbath on the Christian training of children in the home. For part of the course, I used Miss Trent's as a text book. Naturally I put a great deal of emphasis upon the fact that basic attitudes, habits and emotional patterns are formed in the first few years of life." In addition to this statement he gives a number of books from which he drew help. These will be listed in the appendix B, p. 103.

Table X

Question 6 a--Do you in any other ways provide help or instruction for Christian training in the home? \_\_\_\_\_

.....

Pertaining to devotional emphasis and material .	17
Pertaining to literature . . . . .	14
Pertaining directly to the Pastor . . . . .	24
Pertaining to specific types of instruction . .	5
Miscellaneous remarks . . . . .	6

.....

Table XI

Question 6 b--Do you have suggestions regarding the Christian training of the nursery child, or any other age, in the home? \_\_\_\_\_

.....

Pertaining to the Pastor's work . . . . .	4
Pertaining to materials . . . . .	9
Pertaining to family worship . . . . .	4
Pertaining to instruction . . . . .	12
Various opinions expressed . . . . .	9



Reference is made by another to "Cal" Rose's plan and adoption of it is suggested wherever possible.<sup>19</sup>

The types of instruction suggested for children are for both the nursery child and older children. One kind mentioned is religious education through week-day youth club which is for older children. Another is a church nursery school which meets daily throughout the year for three to four and a half year old children. Some churches have such a program, but as a rule only the larger churches are able to carry it on. Another advocates a class to meet at the same hour as the morning worship service. As seen in Table III<sup>20</sup> a number of churches are carrying on such a program. It is suggested by one that an alert Cradle Roll secretary is needed.

Types of material suggested are those for use in the home as well as for the use of the church. Vos' Story Bible is specified and reference to Mr. Miller's work is again made. One suggests that material should be

. . . . .

19. The writer was unable to obtain detailed information on the plan referred to. However in the reply from Mr. Rose mention is made of an annual meeting of all parents with children under 12 years and of encouragement in the use of religious literature. He also refers to six or seven sermons each fall on "Courtship, Love, and Marriage".

20. Cf. Table III, p. 41.

secured from a publishing house rather than picking up material from some store. This would make it necessary for the church to keep its people informed of the Christian publishing houses, and to have available a well selected list from the denominational book store. One states, "Our church should have a series of books for mothers." Good books on prayer and worship are also thought to be helpful in the home.

Several pastors express the desire for more literature to help them in their work. Although the United Presbyterian Church does not handle a great quantity of literature recommendations could be made from other sources. Such sources will be discussed in the following chapter.

One type of literature prepared by a minister to be sent to parents before infant baptism accompanies the questionnaire returned. On this mimeographed sheet are answers to the following questions: Why have an infant baptized? Does baptism of infants imply salvation? Can any child be baptized? When have a child baptized? Where have a child baptized and by whom? How go about having infants baptized? These are each answered simply, and at the conclusion is a copy of the vows to be taken. A similar sheet may be prepared by other ministers, or such a one may be made available to ministers by the Board of

Christian Education.

The value of letters to be sent to the home is seen by others. The use of letters has been noted in Tables I, III and VI.<sup>21</sup> An occasional pastoral letter is specified by one. Another suggests a series of letters to be worked out to follow the development of the child from Cradle Roll to Junior. Such a series might be a continuation of or be similar to the Nursery Packet which many churches are using. Letters are valuable as a means of contact with the home and may be composed by the local church to fit its situation and need. However they cannot take the place of personal contact.

Suggestions relating to the pastor's work are noted by some. Need is seen for more pastoral visits and teacher visits. Reference is also made again to sermons and to frequent pastoral messages in bulletins.

Closely related to the pastor's work is emphasis on family worship. One minister suggests urging upon parents the duty and privilege of family worship, giving small children a part. When children are permitted to take part there is a closer tie in the family unit. An-

. . . . .

21. Cf. pp. 34, 41 and 43, respectively.

other suggests having singing as part of family worship. The more families do things together the closer the tie becomes.

Caution is given that the family unit should not be broken up by overemphasizing individuals. This may be avoided by emphasis on family worship. When the family as a whole is recognized the nursery child will be included and become a part of this primary group, thus being indirectly an influence on his Christian nurture.

The value of the church's planning for Christian training in the family is emphasized by some, but others do not see the need for it. These others are of the opinion that pastors have a plan already. It is evidenced, however, by the questionnaires which were returned that most pastors do not have a satisfactory program; in fact many desire more material to help them further Christian education in the family. Another pastor says that special techniques are not needed so much as getting parents to be faithful to attend church meetings where they learn to bring up their children. To get parents to be faithful is the end result desired, but the church is concerned with the problem of the way to teach parents concerning Christian training in the home.

Of the opposite opinion is one who does not think too much is being done along this line. What is done is just ordinary rather than planned and methodical work. Without a plan which is faithfully carried out there is little done. The denomination may present plans and furnish helps of various kinds but in the final analysis it is for the individual church to adapt the material and plans to fit the needs for that particular situation.

#### G. Summary

This study has dealt with replies to the questionnaire which was sent to United Presbyterian ministers. While the response to the questionnaire was unusually good, the answers, it was found, reveal that in many churches there is little or no emphasis on Christian nurture in the home. Directly for the nursery child there seems to be less than for the family as a whole.

Two special weeks during the year were first examined and related to the nursery child, Family Week and Christian Education Week. Of those recognizing the former, it was pointed out, most use sermons as the chief means of emphasis on this week, and literature comes next in

importance. Other ways are mentioned as means to recognize this important unit. It was seen that less attention is given to Christian Education Week than to Family Week. Here too the main emphasis was seen to be upon sermons and it was shown that most of the answers relate to other ages of children. However both of these are important to the Christian nurture of the nursery child as he is a part of the family and any Christian education given a place in the family unit will affect him indirectly if not directly.

Provision made for the nursery child in the church proved to be more encouraging. There are more who check the Cradle Roll and the Nursery Class and fewer give no answer than for any other question. References are also made to the duties and responsibilities of the Cradle Roll Superintendent. Although there are some who have plans for the future, much can be done for those already carrying a nursery program. The value and effectiveness of this work in the church lies in the contact which the church has with the home.

As was noted, many of the questions have to do with the provision made for parents. The importance of the parents' Christian training was found to be the least rec-

ognized of any area in the educational work of the church. Many report no class for parents in the Sabbath School, but a few are planning to have one. Special emphasis on home training receives less attention than the regular weekly parents' class. Regarding organizations which relate to the Christian training and family life it was seen that the least is being done in this field.

Another provision for the parent, it was discovered, is through literature made available in the library and in other forms. From the number who reported libraries and from the various remarks made about them it was seen that little use is made of them even when available. Other forms of literature are used more than the library; pamphlets are used the most. In the suggestions made a need is expressed for more literature.

Special instruction given by the pastor before marriage and at baptism was found to be used by many in various ways. The private conference is used most in both cases, but as it was pointed out the effectiveness of these depends upon the situation, content, frequency, and pastor.

Ways of providing help or instruction for Christian training in the home were seen to be related to topics pertaining to devotional emphasis and material, to liter-

ature, to the work of the pastor, and to specific types of instruction. In addition a miscellaneous group of topics was found. The emphasis placed upon the first three topics indicates their value and usefulness to those ministers. The most frequent mention of the work pertaining to the pastor signified its importance.

The additional suggestions made by ministers of the United Presbyterian Church were seen to be varied in subject matter. These suggestions pertain to the pastor's work, to materials, and to instruction. Various opinions concerning the church and Christian education in the home are also expressed. It was discovered that instruction of children and parents was mentioned most often--a fact which thus indicates the need felt by ministers in this area. Needs in other areas were also evident. Differences of opinion concerning Christian training in the home were apparent, but it was found that there was more indication of a definite need for help and for more work to be done in this phase of Christian education.

From the questionnaires it is evident, then, that there is particularly a lack in the training of parents, and in literature made available to parents. Such



a need was also expressed by ministers themselves. However, there was also found to be a growing interest in the Christian nurture of the nursery child on the part of many.

CHAPTER III  
SUGGESTIONS FOR FURTHERING CHURCH GUIDANCE IN  
THE HOME TRAINING OF THE NURSERY CHILD

## CHAPTER III

### SUGGESTIONS FOR FURTHERING CHURCH GUIDANCE IN THE HOME TRAINING OF THE NURSERY CHILD

#### A. Introduction

In the study thus far the programs as carried on by United Presbyterian Churches have been considered in the light of the needs of the nursery child and his parents. It is now the purpose of this chapter to present practical suggestions and materials for the use of the church in the promotion and guidance of the Christian nurture of the nursery child in the home. The work related to the Cradle Roll Department and to the Nursery Class of the Sabbath School will be discussed from the standpoint of the home training of the nursery child. Besides the part which the superintendent and teacher of these departments may play, suggestions will be made regarding the program of each.

As has been pointed out in the preceding chapter whatever affects the family has an effect upon the nursery child. Therefore suggestions pertaining to organizations and literature may prove helpful. Some of these organizations were suggested in the preceding chapter, but at this point more ideas will be given regarding the program as it pertains to the nursery child in particular. Sug-

gestions concerning particular kinds of literature helpful to parents, as well as ways of using this material, will also be included. A few suggestions given in answer to the questionnaire will be further discussed. Finally, particular work related to the pastor himself in contact with the family and the nursery child will be considered. Here, too, practical suggestions will be made.

The sources for the ideas and materials suggested include programs carried out and printed matter provided by other denominations, by The Federal Council of Churches of Christ in America, and by The International Council of Religious Education. The writer has not attempted to exhaust the material available in these various areas, but has chosen those which seemed of greatest value for the United Presbyterian Church. Other helpful books, pamphlets, leaflets, and magazines are listed in Appendix B.

#### B. Suggestions Related to Sabbath School Organizations for the Nursery Child

In many denominations the term "Nursery Department" is used to designate the work of both the Cradle Roll Department and the Nursery Class. In this plan all children from birth to four years of age or until their entrance in the Kindergarten Department are included. However, in the United Presbyterian Church the Cradle Roll Department and Nursery Class are still in use.

## 1. Cradle Roll Department

The Cradle Roll Department as a part of the Sabbath School makes direct contact with the home and is therefore important to both the church and home. As in other departments a superintendent is in charge and may have several helpers. Often this person is the child's first contact with the church because she represents that organization. Therefore in this way the child is introduced to the church by being enrolled in its school. Parents are also helped to fulfill their duties through the friendly guidance of the superintendent. There is also maintained for the parent contact with the church and interest in its activities; without the Cradle Roll Department these are often lost during the period when the children are young.

### a. The Superintendent

The person chosen as superintendent determines the value and success of the department. She should be a friendly person who is sympathetic and ready to meet young mothers and to know them outside the home. Since she is a representative of the church in the home she should be ready with help and suggestions for the parent concerning the child. Often problems and needs such as health or discipline are not directly related to the work of the church; nevertheless these should also be met. Beside being interested in the parents and helping them,

she should have a love for little children which will enable her to win them to herself.<sup>1</sup> Because she is often the first person from the church who has contact with the child it is essential that a friendly relationship should exist. Since so many records must be kept, accuracy and alertness are important qualifications of the superintendent.

b. Her Duties

One of the main tasks of the Cradle Roll Superintendent is to keep strict records of all children to four years of age, and to have these records ready for the use of others who may need them in the church. Data concerning the child should be kept on cards which are filed, in a birthday book, and on a wall roll. From the birthday book recognition of birthdays should be made each year by card or letter. Letters may be sent to parents every three or four months if desired. Such occasions may be at Christmas, Easter, and at the baptism of the child. Telephone calls may be used to show the parents that the church is interested in helping and in making them a part of the church.

Through such records the pastor is kept in touch with these homes. The superintendent should also inform him of any who need his assistance for any reason. In coopera-

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1. Cf. Curtiss, Phoebe: How to Conduct a Cradle Roll Department, pp. 13, 14.

tion with the pastor those who wish baptism for their children may be contacted. The superintendent may do much to prepare the parents for baptism by explaining their responsibility and by furnishing printed material for them.

Since the superintendent keeps in touch with the children from their birth through the time they enter the Sabbath School, it is important that she prepare the child for coming to church. However, the parent should also be helped to prepare the child for this new adventure. In order to do this the superintendent should know the program and procedure of the Nursery Class if there is one. The child and parent should be introduced to the Nursery teacher if the Cradle Roll Superintendent is not that person. By such a procedure she is helping the parent to meet the needs of the child.

Another important duty of the superintendent is to arrange meetings for mothers. Such meetings may include an inspirational and devotional service, the study of certain topics of interest to young mothers concerning the Christian nurture of the child, and a social hour to enable them to become acquainted and to share their problems and joys. During this hour provision should be made for the children to be cared for in a room near by.

In order for the superintendent to carry out some of these duties it is important that visitation be

made in the homes of the children enrolled. Personal contact with the home is one of the most valuable contributions of the superintendent. The first visit should be to the mother expecting the child. The friendship formed at this time will help the mother in her spiritual preparation. Many helpful books and pamphlets which are listed in Appendix B, may be recommended for use of the parents.<sup>2</sup> In the annotated book list also found in Appendix B a section is given to materials which will help these parents.<sup>3</sup> Prospective young parents are most interested and have more time to read and prepare themselves for the coming event in this period than later. There should be a visit as soon after the baby's arrival as possible, and in each case it is wise to notify the parent beforehand, preferably through a telephone call shortly before, so that the visit will not interfere with the duties in the home. A card showing the enrollment of the baby in the Cradle Roll Department may be given to the parent. Each time hereafter there should be a purpose in the visit. It may be to introduce a leaflet, to explain the church's program for nursery children, to tell parents of the next baptismal service or to make suggestions of children's books. A few books for nursery children will

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2. Cf. Appendix B, p. 106.

3. Cf. Appendix B, p. 104.



be found in Appendix B.<sup>4</sup> On all visits, four or more times a year, the visitor should have ready pamphlets and other literature for helping parents.

c. Suggested Aids

On one of the questionnaires returned and discussed in the preceding chapter, the suggestion was made that a more alert Cradle Roll secretary was needed. To help meet this need a short guide has been prepared to give briefly the reasons for the office, the qualifications of the superintendent, and her duties. A printed form such as this will enable the busy superintendent to check herself and will also furnish information concerning the office for the new superintendent. A sheet for recording the activities of the superintendent for each three months' period has been prepared. In this way the pastor as well as the superintendent herself will be able to see progress made. It will also furnish a check on the duties. The guide and record of activities will be found in Appendix C.<sup>5</sup> More complete discussion of this work may be found in a handy booklet for the superintendent, How to conduct a Cradle Roll Department;<sup>6</sup> and the leaflet, The Nursery Home Visitor at

. . . . .

4. Cf. Appendix B, p. 111.  
5. Cf. Appendix C, p. 112.  
6. Curtiss, op. cit.

Work,<sup>7</sup> gives concretely the duties of this officer.

## 2. Nursery Class

The replies on the questionnaires revealed that a number of churches are planning to conduct a nursery class during the church hour. The nursery class which has a planned program is usually for children of two and three years of age and may be a part of the Sabbath School or may be held during the church hour. Often, however in the latter case, this class includes a wider range of ages, possibly from infancy up to six or even older. In such a situation those children who are not able to stay alone in the class or to listen to a story for a few minutes should be separated and allowed to play alone.

As has been suggested it is important that the Nursery Class be closely associated with the Cradle Roll Department. The Cradle Roll Superintendent should prepare the child as well as help the parent to prepare the child for his first time at the church school. The tie between the class at the church and the home should be a close one, and it is the teacher who is able to make this relationship helpful.

. . . . .

7. Kramer, Emma Jane: The Nursery Home Visitor at Work.

a. The Nursery Teacher

The Nursery teacher should possess some of the same qualities as were mentioned for the Cradle Roll Superintendent, such as friendliness, readiness to help parents, and love for children. As she works with children, her manner should be quiet and reassuring so that the child feels the security which he needs. These qualifications should be found in the Nursery Class assistants as well. The number of helpers needed is one for every five children.

Love for children is especially important for the teacher since the child is left in her care, but just to love children is not enough. Unless she understands the child and how he learns at this age little beneficial training will result. The teacher should know the limitations and possibilities to which the child may attain in order to meet his needs adequately.

Besides work with the child in the class, the Nursery teacher's visits in the homes of her pupils are most helpful. Some contact is made with mothers as they bring their children to the class, but there is too little time to be of much help then. In her visits the teacher is becoming acquainted with the child's back-

. . . . .

8. Cf. Lloyd, Mary E.: Religious Nurture of the Nursery Child in the Home, pp. 159-163.

ground and is able to help the mother understand the program as it is carried on in her class at the church. There may be times in which she is able to help with problems concerning the child in the home; therefore it is important that she be familiar with relevant printed material that will be beneficial.

b. Equipment

In order that the child may benefit most from the Nursery class it is imperative that the church furnish a place adequate for the child to live, because to him that room is his church home. This necessitates that the room be large, light and cheerful, heated to the proper temperature, and well ventilated; it is especially important that the floor be warm enough. Space for hanging wraps should be provided and the hooks should be low enough for the children's use. Furnishings for the room should include a large story rug, small chairs, a low table, and piano. If the period is more than an hour in length, mats or blankets should be furnished for resting. Toys for the children need to be of sturdy construction, durable materials, and colored with vegetable dyes. Such toys may include various sizes of blocks, dolls, and balls. The standard for judging toys is: Is it strong enough for hard use? Is it safe and sanitary?<sup>9</sup>

. . . . .

9. Cf. Lloyd, op. cit., pp. 184-195.

For the teacher there should be a large cabinet in which to put supplies used in the lesson period. These supplies would include crayons, paper for drawing, mucilage, pictures, and picture books. Children should be allowed to handle the pictures they see; therefore it is necessary that they be mounted well. Screens or similar equipment for hanging pictures should be not more than 25 inches from the floor. The type of furnishings and supplies will necessarily vary with the situation, but in any case they should be adequate enough for the child to be kept busy and to be guided in his experiences.

c. Program

The use of the equipment plays no small part in the program which is to be carried out. The kind of books and pictures which are furnished for the child to look at lead his thoughts. It is therefore important that these deal with subjects within the child's experience so that he may receive the greatest benefit therefrom.

It is desirable that the program for the Nursery class in the church school help him in his Christian training. An exceptionally fine course, in the opinion of the writer, is Patty Goes to Nursery Class by Mary E. LeBar.<sup>10</sup> Both excellent method and content are to

. . . . .

10. LeBar, op. cit.

be found in this book. The beginning teacher would find it most helpful because of the practical and detailed suggestions given. Helps are distributed throughout the book, with short book reviews as suggestions for the teacher's reading. Many of these may be used by the parents also.

The program is flexible and includes many activities; yet there is the needed repetition for the nursery child. Each lesson is used two to four weeks with the activity varying within the unit. The emphasis in the stories is Biblical, yet with specific application to the child's own life. He is led to appreciate God's love for him, and experiences sharing, thankfulness, helping, giving, and praying to God. Throughout the book are suggestions to the teacher of ways to help the parent. A set of 52 cards is furnished for home use in connection with the course.

Thus, through these two avenues, the Cradle Roll Department and the Nursery Class, the church is able to guide the Christian nurture of the nursery child in the home. Regardless of size, every church is able to have a Cradle Roll Department. All ought also to make provision for a Nursery Class. If the membership is small, the two may be handled by the same leader. Great opportunities for helping the home to make more effective the Christian nurture of the nursery child are inherent in these two organizations of the Sabbath School.

## C. Suggestions for Direct Guidance of Parents

### 1. Organizations

In the preceding chapter it was seen that organizations for parents are the least used by the United Presbyterian Church of any of the possible types of work among parents. Other denominations, however, are stressing these. Suggestions have come from various churches in the Presbyterian Church in the U. S. A. specifying their organizations and the tasks which they undertake. One of the oldest of these organizations is the "Mariners' Club" which was founded twenty years ago in a church in California. The plan has spread, and several hundred clubs have been organized in twenty-seven states. The threefold purpose of the club is stated: (1) A Safe Voyage (no shipwrecks); (2) Happy Decks (virile social fellowship); (3) Cargo (service rendered to the Church). It is said, "The most important goal of Mariners is the building and the establishing of Christian homes."<sup>11</sup>

Other organizations for both parents are known as "Couple's Club" and "Parents-Teachers Association." One of the Couples' Clubs has its meeting at the manse; babies are brought and enjoy sleeping while the parents have their meeting. Of this one it is said, "This group

. . . . .

11. Young Adult Times, Spring, 1947.

felt that somewhere along the line they had failed to catch the significance of the great truths of religion." As a result this group is discussing chapter by chapter James M. Smart's What Can a Man Believe?<sup>12</sup> Other groups may see their need and in a similar way strive to meet it. Study of the Bible or of some other book may be the basis for discussion.

Another "Couple's Club" has as its project a nursery for little children during the morning service. A different couple takes charge each Sunday so that the work does not become burdensome and high school girls assist. The suggestion is made that painting and equipping a nursery is a fine project for the club. Still another secures subscriptions to The Christian Home, aiming at one in every home. Other literature for the home is furnished or sold.<sup>13</sup>

In one church which prints A Program of Parent Education plans are given for a "Parents-Teachers Association" of parents and Sunday School teachers, counsel hours for mothers of the Nursery Department children, a class for elementary school parents, and mothers' meetings for mothers of young people of both junior- and senior-high age. Open-house programs, a Church School

. . . . .

12. Christian Homes Don't Just Happen!  
13. Ibid.



library, and demonstration nights in the various departments are also suggested.<sup>14</sup>

One church has a Parents' Committee which is made up of parents from each age group in the Sunday School and the pastor. The membership rotates so that new parents are put to work and new ideas are brought. Seven meetings of the committee are held each year to plan activities. Each fall a study series of four weekly meetings for all parents is planned by the committee after a preliminary discussion to determine the area of greatest need. Pre-Christmas and pre-Easter meetings are held to discuss how these special days may be made significant both in the home and in the Church. Children's Day is planned by the Parents' Committee, the teaching staff of the Sunday School, and the Student Council. The approach to parents is "How may we help you?" The value of this school is stated thus, "Insight into the objectives, program, and methods of the school on the part of parents has brought closer co-ordination between the religious instruction in the home and in the Sunday School."<sup>15</sup>

Two groups are organized for mothers only. A Mothers' Class was formed as a result of the anxiety expressed by a few mothers over how to teach religion to

. . . . .

- 14. Christian Homes Don't Just Happen!
- 15. Ibid.

their children. They meet near the Beginners' Department. The group has grown large since its beginning, and "the results in the life of the Church and in the homes of the mothers who attend cannot be measured." The second organization is known as the Young Mothers' Group, which is a part of the Women's Association. Three such groups held discussions with the pastor on the subjects, "The Need for Christian Education in the Home," "Motivations and Materials," and "Techniques for Teaching Religion in the Home." The present plan is for five meetings based on Walter M. Horton's book, Our Christian Faith, for husbands and wives.

16

All such organizations are meeting the needs of the parents, who are helped to grow as Christians, to understand the child better, and to understand the Christian concepts which the child should have. In some cases more than one of these needs is met.

## 2. Literature

In the questionnaires reported in the preceding chapter the need for literature was expressed by many. The suggestion was made by one that the church should have a series of books for mothers. A group of books have therefore been selected to represent various phases of the nursery child's life. The Mothers' Book List,

. . . . .

16. Ibid.  
17. Ante, p. 62.

which has been annotated to be of help to the mother,  
will be found in Appendix B.<sup>18</sup> The books have been  
chosen on the basis of their suitability for the nursery  
child, the needs to be met, the value for Christian  
training, and the use which can be made of them in United  
Presbyterian homes. Other publications written for par-  
ents, books, pamphlets, and leaflets, are listed in  
Appendix B.<sup>19</sup>

Various Presbyterian and Methodist churches  
have reported their use of literature in the church. Two  
churches issue an attractive pamphlet four times a year  
for family use. Each contains family worship services,  
graces for table use, a discussion outline on a specific  
theme, and ideas for family fun. Suggestions for books  
and music are also included. In one church there is a  
rack for literature with leaflets and sample copies of  
The Christian Home, an excellent family magazine. In  
another there is a display of leaflets on the Christian  
home; a play for six women, with simple stage setting,  
A Family Forgets God; also a pageant, Mothers of America;  
a four-unit study course, Building a Christian Home, for  
mothers and young adult groups; and sample copies of The  
Christian Home.<sup>20</sup>

.....

18. Cf. Appendix, B, p. 104.

19. Cf. Appendix B, p. 106.

20. Christian Homes Don't Just Happen!

One church makes the suggestion of a parents' bookshelf with significant books helpful to parents. Even if there is sufficient money for books it is best to let the selection grow slowly because the size is not the most important factor. Often the public library will put on reserve certain books for this purpose.

Another church suggests that new books for parents and children be listed in the Sunday bulletin. The plan of a bulletin board which will give notices of books added to the church or community libraries could also include items of particular interest to the family.<sup>21</sup>

Special attention is given by certain denominations to the part that the Board of Education has to play in the selection of literature. It should be aware of the helpful literature for the home and should encourage the use of selected booklets, stories, and tracts.<sup>22</sup>

#### D. Suggestions for the Pastor

The suggestions of special importance to the pastor are related to group meetings for the family, to emphasis upon special occasions, to pre-marital counseling, and to classes for young people. It was found that one church has Church Nights with dinner, convocation, and discussion, closing promptly at 8:30. There is a fireside sing in the next half hour for those who care to

. . . . .

21. Forsyth, Nathaniel F.: Planning the Church Program of Home Religion, p. 16.  
22. Ibid., p. 19.

stay. The courses offered include "The Small Child and His Religion" for parents of children from two to six, book reviews, current events, and social issues. Bible study and missionary study also offer families much that is stimulating.<sup>23</sup> Another suggestion is in terms of "Family Night at Church," an event which offers many possibilities. Families may sit together and the whole group may engage in a few songs and games that can be enjoyed in the family at home. There may be a series of family nights at the church.<sup>24</sup> A variation of this last-mentioned is "Family Night at Home." A certain night of the week is set aside for all the family to be at home. Family fellowship varies with the plans of individual families. There may be games, reading, music, candy-making; but always the evening is ended with a worship service.<sup>25</sup> It may be a way of introducing family worship into some families. Several suggestions may be offered for this service. Some may be usable for families with small children and others for those with no children. Other names may be given to the week often designated as Family Week. These may be "Christian Home Week," "Home Emphasis Month," or "Festival of the Christian Home."<sup>26</sup> Whatever the week is called, there is the emphasis on family fellowship and

. . . . .

23. Christian Homes Don't Just Happen!  
24. Forsyth, op. cit., p. 17.  
25. Ibid., p. 17.  
26. Building the Christian Family, p. 8.

and worship in the family. Home dedication services may be held wherever desired.

Beside arranging such occasions as just described, there is the important task of pre-marital counseling.

It is said,

"One of the outstanding contributions made by many pastors is their premarital counseling. This requires special study and makes possible, when well done, an unusual service to the permanence and security of home life."<sup>27</sup>

The statement of a couple counseled by their pastor verifies the value of this work:

"We were young and in love and wanted to be married. We had received advice from our parents on the 'do's and don'ts' and we wanted the advice of a trusted religious counselor. Dr. N. received us in his study and in order to give the interview solemnity he had us take chairs in the same position we would occupy before the altar. He recited the words of the ceremony and we listened to the vows. He did not lecture us but opened the door for thoughtful discussion by naming problems and giving us examples of workable solutions. We discussed all aspects of marriage: financial, spiritual, physical; parents, in-laws, and children. He gave us helpful literature to read. And now that we are married we have been able to meet some of the problems he listed with understanding because of the insight he gave us. We refer often to the booklets. We realize that, through the help of our pastor, God and not Cupid is making our marriage what we want it to be."<sup>28</sup>

The pastor may find various sources to help himself in this task, as well as literature to give to couples. One has suggested the booklet, Harmony in Marriage, to be

. . . . .

27. Forsyth, op. cit., pp. 24, 25.

28. Christian Homes Don't Just Happen!

given by the pastor and the pamphlets, Father Comes Home and Building Your Marriage. Others may be found in Appendix B.<sup>29</sup>

Some pastors think it advisable to stress the home in their youth organizations. A good study course for this purpose is The Christian Home by P. D. Brown. Youth who study such courses learn to appreciate their homes and at the same time to prepare for their own future home. A recent study book entitled, Your Home Today and Tomorrow,<sup>30</sup> may be used with youth, but is better suited to married couples. It is mainly a Bible study of the home. For studies more devoted to everyday problems of the family and how to solve them, other books will be found in Appendix B.<sup>31</sup> Although one book may be selected for study, others furnish good supplementary material.

#### E. Summary

This chapter has dealt with suggestions and materials related to the church guidance of the nursery child in his home. Organizations within the church which directly affect the nursery child were considered first of all. The Cradle Roll Department and the Nursery Class as they are related to each other and to the Christian

. . . . .

29. Appendix B, p. 106.

30. Askew, Mrs. S. H.: Your Home Today and Tomorrow.

31. Appendix B, p. 106.

nurture of the child in the home were discussed. The qualities of these leaders and their duties pertaining to the home have been pointed out. Materials and suggested forms have been listed and are to be found in Appendixes.

Suggestions relating to the parents were found to deal largely with organizations and literature. Organizations provide for parents of young children within the church and centering their program around the home were suggested. Examples of such organizations as they are carried on in other denominations were included in the suggestions. Various types of literature were cited and ways in which they may be used with parents were suggested.

Further suggestions were seen to relate more directly to the pastor. Special occasions for the family, both in the home and in the church, were mentioned and suggestions made relating to them. Another work of the pastor is pre-marital counseling. The importance of this work was pointed out, and suggestions were made pertaining to literature available. Closely connected with this work is that of training young people concerning the Christian home. Courses of study both for young people and married couples were indicated.

It is evident, therefore, from the suggestions cited and the literature discussed that there are many possibilities for furthering the Christian nurture of the nursery child in the home.



CHAPTER IV  
SUMMARY AND CONCLUSIONS

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A. Summary

Throughout this study attention has been centered upon the various ways in which the church may guide and make more effective the Christian nurture of the nursery child in the home. The primary factors involved in the Christian nurture of the nursery child discussed in the first chapter are the needs of the child, the needs of the parents, and the responsibility of the church as related to these needs. The basic needs of the child were shown to be: (1) the need of security, (2) the need of affection, (3) the need of recognition, and (4) the need of new adventure. In the meeting of each of these needs, Christian nurture was seen to make a vital contribution.

In the consideration of the parents' needs, these were found to be personal needs, a need for understanding the child, and a need for understanding the Christian concepts to be developed. Only as these three needs are met can the home conditions be made suitable for the child's Christian nurture.

As a third factor in the Christian nurture of the nursery child it was indicated that the church has a

responsibility, which is first of all toward the parent. It is the church which must meet the personal needs of the parent, as well as helping him to understand the child and the Christian concepts he should be developing. Thus it is through the help of the church that the needs of the child can be met by the parents.

The second chapter dealt with the replies received to questionnaires sent to one hundred ninety-seven ministers in the United Presbyterian Church. Of this group one hundred twenty-four responded. The results were compiled in eleven tables and placed in the chapter following the discussion of each. As the emphases on Family Week and Christian Education Week were examined it was found that least attention is given the latter. In the recognition of these the nursery child is affected as a part of the family group. The Cradle Roll and Nursery Class receive more attention among the churches.

Much of the questionnaire was devoted to the provision made for parents by the church, but this was found to be least recognized of any division of Christian training. Weekly classes for parents as well as special classes with emphasis on home training are few, but there are some who plan to organize such classes. Still less, the questionnaires revealed, is done regarding organizations for parents of young children.

The library and other forms of literature also

constitute provision made for parents. From comments made it is evident that the library is used the least. Among the other forms of literature pamphlets are used most frequently; yet several indicated a sense of need for more literature.

The pastor's instruction was found to be given in a number of ways before marriage and at baptism. Of the many possible ways of doing this, private conferences are used most often.

Other help or instruction given and suggestions for Christian training in the home were seen to be varied in content. Those helps or forms of instruction most often mentioned are related to the pastor's work, to literature, and to devotional emphasis and material. Among the suggestions made those pertaining to the instruction of parents and children were seen to be most frequent. The emphasis placed upon the help or instruction given and the suggestions made indicates the importance of the work as felt by the ministers. Although opinions varied concerning Christian training in the home there was indicated a definite need for help and growth in the work of this phase of Christian education.

These replies showed the various approaches which may be made to helping in the Christian nurture of the nursery child. The questionnaires gave evidence, however, that the greatest need is in the instruction of

parents and in literature to be made available to them.

To meet the need revealed for literature and for guidance in the nursery program of the church, the last chapter was devoted to practical suggestions for furthering the Christian nurture of the nursery child in the home. The work of the Cradle Roll Department and the Nursery Class as they help in the home training of the child were discussed. Materials and plans were also proposed for use.

Closely related to the work of these organizations is that pertaining to the parent. Concrete suggestions for parent organizations and specific literature to aid in Christian nurture in the home were given.

Finally, suggestions which pertain most directly to the work of the pastor were discussed. Examples of procedure relative to recognition of the family in the church, to pre-marital counseling, and to courses concerning the Christian home were cited. References were made to Appendix B, a classified list of appropriate books for use in parents' classes, for mothers, for study on the home, and for leaders, parents and children.

## B. Conclusions

After a consideration of the primary factors in the Christian nurture of the nursery child, it is concluded that among these the part of the parent is most essential.

Ultimately the role of the parent in Christian nurture in the home is most vital. But it is the church's responsibility to help parents accomplish their task.

The church in many cases has failed to help the parents in this particular task. It is apparent in the replies to the questionnaire that there is a lack of instruction for parents in classes and organizations to help meet their needs. It would therefore seem that the United Presbyterian Church can more adequately meet its task by concentrating upon a program of parent education. This program should begin with emphasis on the nursery child.

However, the family as a whole should not be neglected, since whatever affects the whole has its effect upon each part. In the consideration of Christian Education Week there was seen the lack of emphasis upon family education. By opportunities offered in the recognition of this week the church should give more attention to the family as a center of Christian education. By emphasis upon the home as the school and the parents as teachers the nursery child will be helped.

It is also seen from the questionnaires that many more nursery classes are formed than parents' classes. This fact suggests that opportunity may be provided for correlation between the nursery class and the parents' class. This may be done easily when a more definite program of parent education is worked out in the denomina-

tion. In the examination of material from other sources many helpful pieces of literature were found. Some of these may be usable in the United Presbyterian Churches. Others may not be usable. Therefore there is opportunity for the denomination to prepare materials in this field which will meet its particular needs.

Another means of carrying out this program in the church is through home visitation. Through a system of visitation, promoted through denominational headquarters, with sufficient literature provided the church will be able to carry its program outside the doors of the church. This work of personal contact correlated with the program of education within the church is as important as any phase of its work.

An expanded nursery program closely tied in with the program of parent education will result in more vital Christian nurture in the home and will help not only the nursery child but also the entire family, and ultimately the whole church family.

APPENDIXES



APPENDIX A

COPY OF THE QUESTIONNAIRE SENT TO  
UNITED PRESBYTERIAN MINISTERS.

235 E. 49th St.  
New York 17, N.Y.  
November 15, 1946

Dear Pastor:

Ministers and church leaders today are interested in what is being done in the Christian education of children. With so many children from the ages of one to three in our church families this assumes particular importance. I trust you will consider the following questionnaire carefully in its relation to the growing field of Christian Education in the United Presbyterian Church.

Your response to the questionnaire may serve to encourage others to work with the Christian family. Please feel free to write more than the lines allow for any special work. It is our hope to aid ministers and Christian leaders through the study of what is being done in our denomination for the nursery child. You may obtain the findings from the Board of Christian Education office later.

Gratefully yours in Christ,

Beatrice McClellan  
Biblical Seminary

-----  
PLEASE RETURN BY DECEMBER 14, 1946

QUESTIONNAIRE  
\*\*\*  
THE UNITED PRESBYTERIAN  
CHURCH  
and  
HOME TRAINING OF THE NURSERY CHILD

1. Do you recognize in any way in your church:

-Family Week? By providing pamphlets\_\_\_ books\_\_\_ family  
socials\_\_\_ sermons\_\_\_ any other \_\_\_\_\_

-Christian Education Week? By providing literature\_\_\_

sermons\_\_\_ any other \_\_\_\_\_

2. What provision is made in the Sabbath School:

-for the Nursery child (2-3 yrs.)? Cradle Roll\_\_\_

Class\_\_\_ any other \_\_\_\_\_

-for parents of young children? Weekly Class\_\_\_ Class  
with special emphasis on home training of children\_\_\_

any other \_\_\_\_\_

3. Is there a group, meeting occasionally, with special  
emphasis on home training for children? Mothers' Club

\_\_\_ Parents' Group\_\_\_ Seasonal course for parents\_\_\_

any other \_\_\_\_\_

4. Does your church have a library in which there are books  
to help parents in the home training of their children?

\_\_\_ Do you provide any other literature for this pur-  
pose? Pamphlets\_\_\_ letters\_\_\_ church paper\_\_\_ any oth-

er \_\_\_\_\_

5. Do you as pastor give special instruction:

-to young couples before marriage regarding Christian  
training in the home? By private conference\_\_\_ class\_\_\_

literature\_\_\_ any other \_\_\_\_\_

6. Do you in any other ways provide help or instruction  
for Christian training in the home? \_\_\_\_\_

Do you have suggestions regarding the Christian train-  
ing of the Nursery child, or any other age, in the home?

\_\_\_\_\_

NAME OF CHURCH \_\_\_\_\_

ADDRESS \_\_\_\_\_ MEMBERSHIP \_\_\_\_\_

PASTOR'S NAME \_\_\_\_\_

APPENDIX B

CLASSIFIED BOOK LIST FOR THE CHRISTIAN NURTURE  
OF THE NURSERY CHILD

I. Books Used by Dr. J. R. Miller in His Classes:

- Chalmers, Mary M.: The Home Beautiful. Judson Press, Philadelphia, 1945.
- Fiske, G. W.: Problems of Christian Family Life Today. Westminster Press, Philadelphia, no date.
- Hayward, P. R. and M.H.: The Home and Christian Living. Westminster Press, Philadelphia, 1939.
- Rudisill, Earl S.: Christian Family Life. United Lutheran Publishing House, Philadelphia, no date.
- Sherrill, Lewis J.: Family and Church. Abingdon Press, New York.
- Smither, Ethel L.: The Use of the Bible with Children. Abingdon-Cokesbury Press, New York, 1937.
- Sweet, Herman J.: Opening the Door for God. Westminster Press, Philadelphia, 1943.
- Trent, Robbie: Your Child and God. Willett, Clark and Company, New York, 1941.
- Wiegman, F. W.: Christian Happiness in the Home. Bethany Press, St. Louis.
- Wood, L. Foster: Building Spiritual Foundations in the Family. Judson Press, Philadelphia, 1942.

## II. Annotated Book List for Mothers

Alschuler, Rose H. and Associates: Two to Six. William Morrow and Company, New York, 1937. \$2.00.

This easily read book has many practical suggestions for parents of young children. There are also to be found standards for selecting books, music, toys, and stories for children.

Bro, Margueritte Harmon: When Children Ask. Willett, Clark and Company, New York, 1940. \$2.00.

Recognizing that children have questions concerning religion the author purposes to help the reader give answers which are satisfying to the child. Though all may not agree with what the author says, the presentation of her philosophy is thought-provoking and will stimulate thinking.

Fiske, George Walter: The Christian Family. The Abingdon Press, New York, 1929.

The author discusses the home in general and the part religion plays in its various activities. It deals with the family as a part of the educational process. For parents there is help in seeing how the family, when it is Christian, has a part in meeting the problems in the modern world.

Jones, Mary Alice: The Faith of Our Children. Abingdon-Cokesbury Press, New York, 1943. \$1.25.

In this volume the author attempts to interpret the various aspects of the Christian faith so that parents and teachers will be able to lead children into that faith. Although the theological terminology used is not always definite as to the meaning given, there are good suggestions for teaching children. The parent is able to understand better the child's approach to religion.

Odell, Mary Clemens: Our Little Child Faces Life. The Abingdon-Cokesbury Press, New York, 1939. \$.60.

Mrs. Odell relates in an interesting way the advantage she has taken in everyday situations to guide

her own son's thinking about life and religion. The child's questions about birth and death are dealt with in a natural manner. This readable book gives mothers practical suggestions in answering the small child's questions and in meeting his needs.

Sherrill, Lewis: Understanding Children. The Abingdon Press, New York, 1939. \$1.25.

The extent of this book includes all ages of children and the various phases of a child's life. An attempt is made to help the parent to understand the child's development in relation to his religious life.

Strang, Ruth: An Introduction to Child Study. The Macmillan Company, New York, 1938.

Though this book is complete in its treatment of the psychological and physiological aspects of the child's development, it is non-technical and readable for parents. Much of the book deals with the early part of the child's life and carries through the adolescent period. The book is not religious in its content but is helpful in understanding the child.

Sweet, Herman J.: Opening the Door for God. The Westminster Press, Philadelphia, 1943. \$1.00.

Written for parents, this book helps them to answer children's questions. Concrete suggestions in the way they may guide children in the Christian faith are also included. Practical ideas for Christian practices in the home will aid parents in their own lives as well as in guiding those of their children.

Trent, Robbie: Your Child and God. Willett, Clark and Company, New York, 1941. \$1.50.

Parents will be delighted with this refreshing book. The incidents used as illustrations are happenings from the rich experience of the author. She deals with the various religious concepts and tells how the parent and teacher may guide the child in developing them. The responsibility which the parent and teacher face cannot be missed.

Wood, Leland Foster: Growing Together in the Family.  
Abingdon-Cokesbury Press, New York, 1935. \$.50.

This brief study of the family gives many helpful suggestions for carrying on the home. One chapter in particular deals with the relationship of parents and children, and another with the spiritual foundations of the home.

### III. Study Courses on the Home:

Askew, Mrs. S. H.: Your Home Today and Tomorrow, John Knox Press, Richmond, Virginia, 1946.

Brown, P.D.: The Christian Home. The United Lutheran Publication House, Philadelphia, 1937.

Building a Christian Home. Board of Christian Education of the Presbyterian Church in the U.S.A., Philadelphia.

Chalmers, Mary M.: The Home Beautiful. The Judson Press, Philadelphia, 1945.

Hayward, Percy R. and Myrtle H. Hayward: Achieving a Christian Home Today. Abingdon-Cokesbury Press, New York, 1935.

Hayward, Percy R. and Myrtle H. Hayward: The Home and Christian Living. The Westminster Press, Philadelphia, 1939.

McCulloch, W. E.: Christianizing the Home. The Board of Administration of the United Presbyterian Church, Pittsburgh, 1935.

Wood, Leland Foster: Building Spiritual Foundations. The Judson Press, Philadelphia, 1942.

Wood, Leland Foster: Growing Together in the Family.  
Abingdon-Cokesbury Press, New York, 1935.

### IV. Additional Publications

#### A. For Leaders and Parents

Athy, Mary Poppen: Nursery Packet. Muhlenberg Press, Philadelphia. \$.40.

- Baldinger, A. H.: Infant Baptism. United Presbyterian Board of Publication and Bible School Work, Pittsburgh, 1944.
- Barstow, Robbins Wolcott: Getting Acquainted with God, a book of devotions for families with children. The Federal Council of the Churches of Christ in America, New York, 1944. \$.20.
- Battle, Edith Kent: Christian Living Begins at Home-- Pages of Power for Home Religion. A Pamphlet. International Council of Religious Education, Chicago, 1947. \$.10.
- Buehler, Bernice A.: Children and Our Church. The Board of Christian Education and Publication of the Evangelical and Reformed Church, Philadelphia. \$.25.
- Building a Christian Family: A Program for the Churches. The Commission on Marriage and the Home of the Federal Council of the Churches of Christ in America, New York, 1941.
- Buttrick, George A.: Religion and the Home. A Pamphlet. The Federal Council of the Churches of Christ in America, New York, 1940. \$.05.
- Child Guidance in Christian Living. A magazine published by The Methodist Publishing House, Nashville. \$1.25 per year; \$.25 a quarter.
- Chittenden, Gertrude E.: Living with Children. Macmillan Company, New York, 1944.
- Christian Family Life Education. Educational Bulletin #425. The International Council of Religious Education, Chicago, 1940.
- Christian Home, The. A magazine published monthly by The Methodist Publishing House, Nashville. \$1.25 per year.
- Christian Homes Don't Just Happen! A pamphlet. Board of Christian Education of the Presbyterian Church, Philadelphia.
- Christian Marriage. A Pamphlet. The Federal Council of Churches of Christ in America, New York, 1945. \$.05.

- Church Program for Promoting Christian Family Life, A.  
Board of Christian Education of the Presbyterian  
Church in the U. S. A., Philadelphia, 1940. \$.15.
- Church in Thy House, The. A Pamphlet. The Methodist Pub-  
lishing House, New York.
- Curtiss, Phebe: How to Conduct a Cradle Roll Department.  
The Standard Publishing Company, Cincinnati, 1918.
- Doerderlein, Gertrude: Living with Our Children. Augs-  
burg Publishing House, Minneapolis.
- For Every Child Faith in God. A Leaflet. The Internation-  
al Council of Religious Education, Chicago.
- Forsyth, Nathaniel F.: Planning the Church Program of  
Home Religion. The Methodist Publishing House,  
Nashville, 1941.
- Helping a Child to Find God. A Leaflet. The Parish and  
Church School Board, Philadelphia. \$1.50 per  
100.
- Helping Your Child to Know God.  
Helping Your Children Form Christian Standards.  
Helping Your Child Pray. Leaflets. Board of Christian  
Education of the United Presbyterian Church of  
North America, Pittsburgh.
- Home and Church Work Together. Educational Bulletin #423.  
The Federal Council of the Churches of Christ in  
America, New York, 1946. \$.15.
- Horton, William H.: Our Christian Faith. The Pilgrim  
Press, Boston, 1945.
- How a Child's Idea of God Develops. A Leaflet. Inter-  
national Council of Religious Education, Chicago.  
\$.05.
- If I Marry a Roman Catholic. The Federal Council of Churches  
of Christ in America, New York. \$.05.
- James, Ava Leach: Family Altar Stories for Children.  
Zondervan Publishing House, Grand Rapids, Michi-  
gan, 1944.
- Kardatzke, Carl: Happy Marriage Is for You--If. Gospel  
Trumpet Company, Publication Board of the Church  
of God, Anderson, Indiana, 1946.



- Kramer, Emma Jane: The Nursery Home Visitor at Work. A Leaflet. The General Board of Education of The Methodist Church, Nashville.
- Letters. Set of four for the child. The Pilgrim Press, Boston, 1941.
- Lloyd, Mary Edna: Religious Nurture in the Nursery Class and Home. Graded Press, Nashville, 1942.
- Lloyd, Mary Edna: What Shall I Do with My Baby? A Leaflet. Board of Education of The Methodist Church, Nashville.
- Long, R. Lincoln: Home-Grown Religion. A Leaflet. Parent Education and Family Religion, The Presbyterian Church in the U. S. A., Philadelphia, \$.02.
- MacCartney, Clarence Edward: The Christian Home. (Mother's Day sermon) First Presbyterian Church, Pittsburgh, 1939.
- Manual on Religion in the Home, A. United Presbyterian Board of Publication and Bible School Work, Pittsburgh, 1941.
- Miller, John Reed: A Handbook for Christian Parents. Board of Christian Education of the United Presbyterian Church, Pittsburgh, 1947.
- Milton, Jennie Lou: Teaching a Little Child to Pray. The Methodist Publishing House, Nashville, 1943. \$.10.
- Moore, Jessie Eleanor: The Bible and Little Children. A Leaflet. Board of Education of the Methodist Church, Nashville.
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## APPENDIX C

### FORMS FOR USE IN THE CRADLE ROLL DEPARTMENT

#### I. A Guide for the Cradle Roll Superintendent:

##### Why have a Cradle Roll Superintendent?

1. Often she is the child's first contact with the church.
2. She represents the church in the home.
3. The child should be enrolled in the Sabbath School.
4. Parents need to be kept in touch with the church.
5. Parents need friendly guidance.

##### What are the qualifications of the Cradle Roll Superintendent?

1. Love children.
2. Always be friendly.
3. Be accurate and alert.
4. Be ready with help and suggestions in behalf of the parents and child.
5. Be able to see needs.

##### What are the duties of the Cradle Roll Superintendent?

1. Know of expected babies. Help mothers prepare spiritually.
2. Record births; recognize them by card or letter.
3. Do visitation.
  - a. Notify parent of visit beforehand.
  - b. Visit as soon after the baby's arrival as possible.
  - c. Make visits four times a year or more often.
  - d. Take pamphlets and other literature to homes.
  - e. Visit with a purpose.
4. Prepare parent for baptism of the child. Explain baptism.
5. Keep the pastor informed of families visited and their need for him on occasions.
6. Keep in touch with the homes by telephone and by letter.
7. Prepare the child for entry into the church school. Help the mother to prepare the child for this adventure.

8. Arrange Mothers' meetings of spiritual, educational, and social nature. Have the children cared for in a room near by.
9. Know the program and procedure of the Nursery Class if there is one.
10. Try to become a better Cradle Roll Superintendent.

II. The Cradle Roll Superintendent's Record of Activity:

	Oct.- Dec.	Jan.- Mar.	Apr.- June	July- Sept.	TOTAL
Number of babies registered at the <u>beginning</u> of the period					
Number registered <u>during</u> the period					
Number birthday cards sent					
Number letters sent					
Number visits made					
Number pamphlets given					
Number books read by mothers					
Number baptisms					
Number children transferred to Beginners' Department					
TOTAL registered at <u>end</u> of period					

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