

**CHILDHOOD'S MORNING:  
FOR KINDERGARTEN USE  
IN SUNDAY SCHOOL AND  
HOME**

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Childhood's Morning: For Kindergarten Use in Sunday School and Home by Elizabeth G. Mumford

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**ELIZABETH G. MUMFORD**

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ELIZABETH G. MUMFORD



SECOND EDITION

BOSTON

UNITARIAN SUNDAY-SCHOOL SOCIETY

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IN MEMORY  
OF  
THREE LITTLE LIVES VERY DEAR TO ME.

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*"Of such is the Kingdom of Heaven."*

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## HOW TO TEACH THE LITTLE ONES.

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### A SUNDAY KINDERGARTEN FOR TEACHERS AND MOTHERS.

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[If you are a trained kindergartner, or having a natural gift for teaching, have studied the methods of kindergarten work, you will not require a book of this description. It is for the enthusiastic but inexperienced teacher.]

**G**ATHER the children about you in a room furnished with little chairs, and if possible, a musical instrument. Teach them from *objects*. Jesus taught his disciples in this way, and drew lessons from the object or the circumstance at hand. He might be said to be the first kindergartner. Follow his method and you will not fail. It means that you must think and observe and work, — that you must be sympathetic, skilful, inventive, religious.

You cannot go to your class without preparation. Know, beforehand, just what you are going to say ; and ask the spirit of God to guide you in preparation. You have not forgotten your own childhood ; become as a little child yourself, and gently lead your little flock. Remember that the whole interest depends upon yourself, your tact, your devotion ; and do not undertake the work unless you love it, and are willing to give to it much time and thought. All these I know you will give in the interest of humanity. Tact must be used in guiding the talk into profitable directions.

**ORDER** is said to be God's first law. So is it the first law of the Sunday-School room. Teach the children to respect the place, the occasion, each other, themselves, and God. Never proceed with a lesson till you have the respectful attention of each one. This is always obtained through the ear by the tap of a pencil or the sound of a bell, or what is better, a chord struck upon the piano or organ. Then hold it with the eye, while your face is lighted up with a kindly smile. Suggest listening for the ticking of the clock, or the dropping of a pin. When all is quiet, begin by repeating together the Lord's Prayer, first asking the children to fold the hands and bow the head. Then, after singing something of your own selection, begin the lesson, not forgetting that the review comes first.



## Lesson of the Hand.

### I. OPENING SERVICE.

### II. TEACHING OF TOPIC.

*Blessed is the man that keepeth his hand from doing any evil. — ISA. lvi. 2.*

*The Jews, except they wash their hands, eat not. — MARK vii. 3.*

**I** WONDER how many hands there are in this room. Let us count. Now all hold up your hands. One, two, three, . . . nineteen!

Why, how does this happen? Hasn't each one two hands? or, has some one three?

Let us count again. How many children are there? Yes, ten! Then some one has only one hand. All two hands? Well, did you all hold up your two hands? Ah, no! Henry held up only one; this accounts for it. So there are really twenty hands in the room, twice as many as there are children; and if you count my two, then there will be — how many? Yes, two more than twenty, — twenty-two.

Just look at your hands. What wonderful things they are! How soft and tender and warm! [Here pass around, taking some of the little hands in your own.] What beautiful nails with the little white half-moon at the bottom!

Are the nails of any use? Yes; they protect the fingers which have to do very hard work. If there were no nails at the ends how many hard knocks and sharp cuts the tender flesh would get!

Bend your finger slowly, one finger at a time, very slowly; now shut the hand; now open it and see what a curious thing it is.

What can this little hand do? Think of something. Yes, it can use a knife, it can write with a pencil or piece of chalk, it can paint beautiful pictures, it can use a hammer, it sews with a fine needle and makes such even little stitches! And when it is larger and stronger, like a man's, it may build huge engines and high bridges and great mills and the tall church spires; or it may run over the keys of the piano so nimbly that you can hardly see the fingers as they fly.

But does the little hand ever do wrong? Can you think of any wrong things it does? Yes, sometimes it strikes; sometimes it takes things which do not belong to it; sometimes it is very unclean. Could your dear little hand do these things?

Now there is something in this wonderful book about hands. Open and read: "The Jews eat not with unwashed hands." "Blessed is the man that keepeth his hand from doing evil."

Now will you all repeat these words with me. Now one or two—naming them—repeat it; then again, all together, until the words are fixed in their memories. Then ask them to go home and repeat them there and bring them back next Sunday.

Now let us sing (one stanza, page 54) :—

“Oh, what can little hands do,” etc.

And this other hymn about hands (page 53) :—

“Beautiful hands are those that do,” etc.

#### CLOSING EXERCISE.

NOTE.—In each of the six following lessons a new member of the body is introduced, and the corresponding verses are sung, adding them one by one to those already learned, until the entire poem is committed. The teacher should bear in mind that the lessons of this book are merely suggestive,—that she is expected to enlarge and emphasize. The lesson is to be studied by the teacher at home, not *read* to the class.

## Lesson of the Foot.

### I. OPENING SERVICE.

### II. REVIEW.

### III. LESSON.

*Feet was I to the lame.* — JOB xxix. 15.

TO-DAY we are going to talk about *feet*; but before we begin, we will see how many remember about last Sunday's lesson. How many? No, do not speak, for when you all speak at once I cannot understand you, but raise the right hand if you remember about the lesson. Well, Jamie, what was it about? "Hands." That is correct. Can you repeat the lesson texts? Not all? I am sorry for that. I had hoped you all would learn them. Well, Mary, you may repeat one. "The Jews, except they wash their hands, eat not." Are we always so careful and neat? It is a good example, and I hope you will all be little Jews just before you come to the table.

There was another text. Does n't any one remember it? It begins, "Blessed —" "Oh, yes, I know it now!" said William, "Blessed is the man that keepeth his hand from doing any evil." Right again. I trust we all shall be blessed in this respect.

Now you all know that we have as many feet as hands. How many children here? Then, how many feet?

What a pity if all these feet should wander away and be lost! But I do not believe you mean to let them.

Do feet ever do anything wrong? Yes, they kick, just as naughty horses do sometimes. They run away, too, just like horses. Often they run into bad places, — into the mud and wet.

Sometimes when they are told to go one way they will go another, and stray far from home, and get lost. Then, they are disobedient feet.

When horses run away and kick, how do we teach them not to do so? Yes, some people whip them, because a kicking or running-away horse is a very dangerous animal, and might kill or hurt many people and little children. Because they cannot understand what we say they have to be taught by the sense of touch, though it would be far better to strap them so firmly to the shafts that they could not kick, and control them with such strong bits and reins that they could not run away. This is much better than whipping, for horses do not know that they are doing any harm to others when they get frightened.

But boys and girls can understand and do know that it is wrong to kick and run into wrong places, and so they should not do it.