

**STORIES OF THE
BEGINNINGS:
JUNIOR DEPARTMENT,
SECOND YEAR, PART I**

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Stories of the Beginnings: Junior Department, Second Year, Part I by Ethel Wendell Trout

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ETHEL WENDELL TROUT

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By
ETHEL WENDELL TROUT

The Westminster Textbooks of Religious Education
For Church Schools Having Sunday, Week
Day, and Expressional Sessions

Edited by JOHN T. FARIS, D.D.



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Preface

The Westminster Textbooks of Religious Education are planned to meet the needs of churches seeking to unify their educational program. The informational, devotional, and expressional phases of religious education have been, heretofore, to a large extent, independent of one another. This lack of correlation has been detrimental to educational efficiency. Time and effort have been lost through duplication. Valuable information has failed to register itself in conduct because of the lack of suitable opportunities for expression. Many of our churches have been feeling their way toward better educational standards. It is in response to the requests and needs of these churches that the series of lessons has been undertaken.

These textbooks are planned for church schools having a Week Day Session, a Sunday Session, and an Expressional Session meeting either on Sunday or on a week day. An absolute differentiation of the three phases of the educative process is neither possible nor desirable. The lessons are so arranged, however, that the Week Day Session is mainly informational, the Sunday Session more largely devotional, and the third session of the week largely expressional.

Since the course is a unity, it is not necessarily confined to the plan suggested. It would be equally suited to a week-day church-school system having three sessions a week and unrelated to the Sunday-school program of the community. The course could be adjusted to any local condition, provided the sequence of the lessons were maintained.

Forty-two lessons of three sections each are provided for each grade, or year. It is thought that this will furnish material for a church-school program with three sessions per week throughout the public-school year. It is also believed that many schools will find the material sufficient for the use of the Sunday Session during that part of the year when Week Day Sessions are discontinued. Much of this sum-

mer season might be spent in a rapid review of the work covered during the other part of the year. No exact adjustment to any particular circumstances is attempted because of the fact that church schools differ widely in the matter of their summer sessions. Some are practically closed all summer; some continue on as extensive a basis as during other parts of the year. The whole matter of adjustment is best left to the local church-school administration. If a church school practically closes at the beginning of summer, it would be well for the authorities of that school to plan for a completion of each year's course at that time. If the school runs on through the summer with undiminished attendance, more time may be taken for the lessons, a part of each book being left for completion in the summer sessions. Where this is done, the section intended for the week-day lesson may be taken on one Sunday of the summer period, the Sunday lesson related to this week-day lesson for next Sunday, and the expressional lesson on a third Sunday.

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SUGGESTIONS TO THE TEACHER

In preparing to teach the lessons in this book, the teacher should, in the first place, read the selections from the Bible given at the beginning of each lesson. You should then read through the lesson, noting points which will be of interest to your particular class, and hunting up all information possible in your available reference books. Naturally the limits of space make it impossible to give everything that is given in larger books, which perhaps devote an entire volume to a subject here treated in only a few words.

With each lesson you should try to find a point of contact for your own class. The lessons are prepared with the thought of children nine, ten, and eleven years old, in mind, but if your class consists of nine-year-olds, or eleven-year-olds only, you will of course need slightly different treatment. Stories are suggested which the teacher may find of use in teaching the lesson. Oftentimes a modern missionary story will bring the lesson home to the class.

The Week Day Session of the school is to be largely devoted to informational material. The Junior is at an age when his memory is keenly alert, and facts mastered now will become lifelong possessions. So, during this period, the geography and history of the Holy Land are given in brief form. Handwork, too, is useful for this session. Map-drawing is suggested; a map of plasticine may be completed during the sessions. A large blackboard map of Palestine may be started, and filled in as the lessons progress. It will be well to have, also, a large wall map of Palestine to use in connection with the lessons.

As the Week Day Session of the school is intended to appeal to the intellect, the Sunday Session is intended to appeal to the heart. The week-day lesson is a background of fact, on which the Sunday lesson is to be built. The Expressional Session is intended to give the pupils themselves an opportunity to put into words what they have gotten out