

**THE DRAMATIZATION OF BIBLE
STORIES, AN
EXPERIMENT IN THE RELIGIOUS
EDUCATION OF CHILDREN**

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The Dramatization of Bible Stories, an Experiment in the Religious Education of Children by
Elizabeth Erwin Miller

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ELIZABETH ERWIN MILLER

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A SHEPHERD

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**THE DRAMATIZATION
OF BIBLE STORIES**

**AN EXPERIMENT IN THE RELIGIOUS
EDUCATION OF CHILDREN**

By
ELIZABETH ERWIN MILLER

*The School of Education
University of Chicago*



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TO MY LITTLE FRIENDS, THE CHILDREN IN THE
DRAMATIC CLUB OF THE HYDE PARK CHURCH OF DISCIPLES,
THIS BOOK IS LOVINGLY DEDICATED

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GENERAL PREFACE

The progress in religious education in the last few years has been highly encouraging. The subject has attained something of a status as a scientific study, and significant investigative and experimental work has been done. More than that, trained men and women in increasing numbers have been devoting themselves to the endeavor to work out in churches and Sunday schools the practical problems of organization and method.

It would seem that the time has come to present to the large body of workers in the field of religious education some of the results of the studies and practice of those who have attained a measure of educational success. With this end in view the present series of books on "Principles and Methods of Religious Education" has been undertaken.

It is intended that these books, while thoroughly scientific in character, shall be at the same time popular in presentation, so that they may be available to Sunday-school and church workers everywhere. The endeavor is definitely made to take into account the small school with meager equipment, as well as to hold before the larger schools the ideals of equipment and training.

The series is planned to meet as far as possible all the problems that arise in the conduct of the educational work of the church. While the Sunday school, therefore, is considered as the basal organization for this purpose, the wider educational work of the pastor himself and that of the various other church organizations receive due consideration as parts of a unified system of education in morals and religion.

THE EDITORS

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