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Kindergarten Helps for Parents

Articles Issued by the Department of the Interior, Bureau of Education National Kindergarten Association

STORY TELLING

By CAROLYN SHERWIN BAILEY.

Every story, worth while or otherwise, that the little child hears becomes a part of his life. Its characters are alive for him, he puts its incidents into action in his daily work and play and he remembers the story's teachings long after the story teller has forgotten it. There is a new hunger that we ought to satisfy in childhood, this story hunger. Especially in this time of our nation's confusion just now as a means of developing those civic virtues and the love of country that will make the children of today good American citizens of tomorrow.

The story of "The Flag-bearer" has this startling point in patriotic teaching. The primary class had a very beautiful American flag and some child was going to carry it from the schoolroom across the park and into the town hall on the holiday. All the primary children were gathered together, there must be governing laws and obedience to these laws.

All kindergartens have one characteristic in common—the respect which the children show for the individual traits of others. When many little children are gathered together, there must be governing laws and obedience to these laws. In the ideal kindergarten these laws are not feelings that are given. They are spontaneous, almost unconsciously. Thus, even when they are four and five years old, they can be led to a right relation toward their belongings. Count anything be more important?

All children do not live near a kindergarten, but all children have playmates. A wise mother will quickly establish the use of right relationship among the children who play in her home. Even a busy mother—and are not all real mothers very busy?—can with a word now and then impart a feeling for the rights of others, and this, once gained, is never lost through life.

The kindergarten is the most democratic of institutions. The children feel no class distinctions—in fact, they are none in the world of the three-year-old. My Philip; plays joyfully with the little fellow in the public school kindergarten in particular. He is the happiest of all, because he is free and entirely free from self-consciousness. Each little individual contributes his personal traits toward the making of the whole.

But the child's great purpose is in a virtue, and both may serve as mirrors wherein the child sees himself. Under the guidance of the kindergarten, he will see wisely. Absorb Ruling Spirit. Margaret the child soon learn to love the chain of the kindergarten room, and come readily under the influence of the ruling spirit—the denial of self for the good of the whole.

Be one of the playmates yourself as often as possible. Join the little group for a few glorious minutes, and you will see how the children grow among your flowers, eliminate. Join in their Play. Be one of the playmates yourself as often as possible. Join the little group for a few glorious minutes, and you will see how the children grow among your flowers, eliminate.

He took his old shoes under the seat. Peter's father had gone to be a soldier and there were his mother and the two babies and his grandfather, who was blind, at home.

"What have you been doing all the week, Peter?" the teacher asked. "Tending the babies so that mother could go to the factory and sew the soldiers' uniforms," Peter said. "And I can't remember you out for a walk when it was a sunny day."

"Peter got a little flag hanging out of the window," one of the children said, "and he's so careful of it. He takes it in every night and puts it out again in the morning."

"He sat under the flag and took his hat to it when the parade went by the other day," said another child. "So Peter carried the Stars and Stripes across the park and into the town hall, with all the primary children marching like soldiers behind. The wind blew it around him like a cloak to cover up the holes in his jacket sleeves and his old shoes. When he ever he looked he could see the colors; the sky was as blue as the field in the flag, a few snow stars lay on the ground and the first robin redbreast sang on a branch over his head. And the children were so happy that they colored the colors to do for their country—to be brave and good and true at home."

TEACHING SOCIAL VIRTUES

By MRS. RUTH HEPPNER SWAINE.

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SUNDAY SCHOOL LESSON

By Rev. F. B. FITZSWATER, D. D. Teacher of English Bible in the Moody Bible Institute of Chicago. Copyright, 1918, Western Newspress Co., Chicago.

LESSON FOR FEBRUARY 9

JETHRO'S COUNSEL.

LESSON TEXT—Exodus 18:1-7. GOLDEN TEXT—Bar 2: 20 an architect's burden and so fulfil the law. Church—Gal. 6: 2. ADDITIONAL MATERIAL—Luke 10: 1-12; Acts 15: 1-29; 1 Cor. 12: 12-27. PRIMARY TOPIC—Moses chooses helpers. Memory Verse—Ex. 18: 21. JUNIOR TOPIC—Working together. Memory Verse—1 Cor. 12: 27. INTERMEDIATE TOPIC—Team work in religion. SENIOR AND ADULT TOPIC—Co-operation in the work of the kingdom.

1. Jethro's Visit to Moses (18:1-6). 1. The occasion (v. 1). Upon receipt of the news of the marvelous deliverance of the Israelites from the Egyptians Jethro went out to meet Moses and his wife and children (v. 2-4). It was to bring to Moses his wife and children. When God called him to go to Egypt to deliver his people Moses did not deem it wise to take with him his wife and children, therefore he left them with his father-in-law. Now that God had wrought so wonderfully it was deemed wise for his family to join him. 2. The place (v. 5, 6). At Mt. Sinai, where the Israelites were encamped (v. 11). Moses' Reception to Jethro (18: 7-12).

Moses honored him not only as his father-in-law, but as the priest of Midian. Jethro, though outside of the covenant people, evidently retained traditions of the true God. Moses' respect for Jethro is shown in the fact that he brought his wife and children to him, and that he did not do so until he had consulted with the Lord. Moses' respect for Jethro is shown in the fact that he brought his wife and children to him, and that he did not do so until he had consulted with the Lord.

2. Jethro's Counsel (18:13-20). 1. The occasion thereof (v. 13-18). The day after Jethro came to Moses he observed a very complete worship. When he saw the greatness of the work he inquired as to why he was doing the work all alone. Jethro was a wise man, and he saw that a wise man should be a minister of a deity would make a division of labor. Moses explained to him that his law was not merely a matter of judging, but of teaching the statutes and laws of God to the people. Jethro responded to Moses' advice, but insisted that the method was not a good one, as it would result in the wasting away of his strength. Many times one wastes his strength in doing that which ought to be done more important things.

2. Jethro's plan (v. 19-23). (1) Moses to be unto the people Godward—to bring their cases unto God and to show them the way wherein they must do, and the work which they must do. (2) Suitable men should be provided as rulers over thousands, hundreds, fifties and tens. (3) All legal matters should be disposed of by Moses and all subsidiary matters should be adjusted by these judges. 3. Qualifications of these subordinate judges (v. 21). "Able men," that is, men of strength. They must be men of such intellectual power as would enable them to understand the problems presented, and of such will power as to execute the judgments of God and to be faithful to it. (2) "Such as fear God." This is the basis of true strength. Only those are fit to judge and rule men who respect the rule of God over their lives. The true statesman is the man who gives God the rightful place in his life. The one who really trusts and fears God can be trusted to administer the affairs of men. (3) "Men of truth." The one who really trusts and fears God must himself be a lover of the truth. He must be willing to follow after the truth at any cost. His nature must be open to the truth of God's word. He must be a helper of, and not a hinderer of, the truth. He must be a helper of, and not a hinderer of, the truth.

IV. Moses Accedes to Jethro's Counsel (18:24-29). This counsel seems advice not a recognition in Moses' heart. He recognized that God was speaking through Jethro. After all, the knowledge and fear of God was wider than the chosen people. According to the economy of God's plan, the people selected the judges and Moses appointed them.

Like a Stream. All events are like a stream of water flowing in a stream without color and without form. Each one dips in to her little bowl and straightway the water takes on the shape and reflects the color of the vessel.—Masterthink.

Duty for All. I am sure that it is a duty for all of us to aim at. Just appreciation of various points of view, and that we ought to try to understand the other than to persuade them.—A. D. Bowdoin.

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