1961

Character Development Through Guided Activities for Kindergarten and Primary Children

Marie Francine. Verpas

Loyola University Chicago

Recommended Citation
https://ecommons.luc.edu/luc_theses/1718

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.
Creative Commons License
This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © 1961 Marie Francine. Verpas
CHARACTER DEVELOPMENT THROUGH GUIDED
ACTIVITIES FOR KINDERGARTEN
AND PRIMARY CHILDREN

by

Sister Mary Francine Verpas, S.S.C.

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

May

1961
Sister Mary Francine Verpas was born in Northampton, Massachusetts, March 3, 1911.

She was graduated from Saint Casimir Academy, Chicago, Illinois, 1931, and from Marywood College, May 28, 1950, Scranton, Pennsylvania, with a degree of Bachelor of Science. She began her graduate studies at Loyola University, Chicago, Illinois, 1957.

The writer has taught kindergarten and primary grades; was elected secretary for the Illinois Catholic Kindergarten Association in 1952; served a two-year term as President of the National Catholic Kindergarten Association; has given numerous demonstrations at regional meetings and at the National Catholic Educational Convention; conducted two workshops for kindergarten teachers: one at Villa Joseph Marie, Newtown, Pennsylvania, and the other at Saint Casimir Normal College, Chicago, Illinois.

The writer is the author of readiness material for kindergarten teachers and readiness material for kindergarten pupils. The former is entitled My Kindergraph Kit; the later, My Kindergraph Workbook, Chicago, Illinois, 1946, 1952, 1960. The writer has originated a series of religious posters for all grades: Series One, 1954; Series Two, 1956; Series Three, 1958, and Series Four, 1959. She has also originated and directed the production of three filmstrips: The Lily of Israel; The Babe of Bethlehem; and the Boy Jesus, Chicago, Illinois, 1961. As part of the Master's thesis, the writer has published a religion workbook entitled We Love God, Chicago, 1961.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. CHARACTER DEVELOPMENT</strong></td>
<td>1</td>
</tr>
<tr>
<td>1. Introductory remarks</td>
<td>1</td>
</tr>
<tr>
<td>2. Purposes of the study</td>
<td>1</td>
</tr>
<tr>
<td>3. Review of related literature</td>
<td>2</td>
</tr>
<tr>
<td>4. Method</td>
<td>3</td>
</tr>
<tr>
<td>4. Techniques</td>
<td>3</td>
</tr>
<tr>
<td>B. Understanding human nature</td>
<td>4</td>
</tr>
<tr>
<td>C. Education and philosophy of life</td>
<td>6</td>
</tr>
<tr>
<td>D. Psychology and education</td>
<td>10</td>
</tr>
<tr>
<td>1. General psychology</td>
<td>10</td>
</tr>
<tr>
<td>2. Educational psychology</td>
<td>11</td>
</tr>
<tr>
<td>E. Social and psychological drives</td>
<td>12</td>
</tr>
<tr>
<td>F. Character education</td>
<td>13</td>
</tr>
<tr>
<td>G. Building character in the home</td>
<td>14</td>
</tr>
<tr>
<td><strong>II. THE TEACHING OF RELIGION.</strong></td>
<td>17</td>
</tr>
<tr>
<td>A. Presenting religious truths to children</td>
<td>17</td>
</tr>
<tr>
<td>B. The art of prayer for little ones</td>
<td>18</td>
</tr>
<tr>
<td>C. The use of the Bible in religious education</td>
<td>21</td>
</tr>
<tr>
<td>D. Moral instruction</td>
<td>22</td>
</tr>
<tr>
<td>E. Christ our model</td>
<td>24</td>
</tr>
<tr>
<td><strong>III. TEACHER'S GUIDE FOR WE LOVE GOD</strong></td>
<td>26</td>
</tr>
<tr>
<td>A. The purpose of the teacher's guide</td>
<td>26</td>
</tr>
<tr>
<td>B. Division of contents</td>
<td>26</td>
</tr>
<tr>
<td>C. Units</td>
<td>26</td>
</tr>
<tr>
<td>D. Methods of approach</td>
<td>27</td>
</tr>
<tr>
<td>E. The meaning of symbols</td>
<td>27</td>
</tr>
<tr>
<td><strong>IV. FEASTS OF THE BLESSED VIRGIN MARY AND PRACTICES IN VIRTUE</strong></td>
<td>30</td>
</tr>
<tr>
<td>A. Nativity of the Blessed Virgin Mary—To thank God for creating Mary</td>
<td>30</td>
</tr>
<tr>
<td>B. Queen of the Most Holy Rosary—To pray for all members of the family</td>
<td>34</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>C.</td>
<td>Presentation of the Blessed Virgin Mary—to pray for all religious</td>
</tr>
<tr>
<td>D.</td>
<td>Immaculate Conception and Miraculous Medal—to pray for a pure heart.</td>
</tr>
<tr>
<td>E.</td>
<td>Our Lady of the Snows—to pray for the Catholic Church, Holy Father, bishops, and priests</td>
</tr>
<tr>
<td>F.</td>
<td>The Annunciation—to thank God for Jesus.</td>
</tr>
<tr>
<td>G.</td>
<td>Our Lady of Fatima—to pray for sinners</td>
</tr>
<tr>
<td>H.</td>
<td>Queen of Spring—to be grateful for physical and spiritual gifts</td>
</tr>
<tr>
<td>V.</td>
<td>Life of Christ and Daily Living</td>
</tr>
<tr>
<td>A.</td>
<td>Childhood of Jesus—to make the children aware of the fact that Jesus was once a young child</td>
</tr>
<tr>
<td>B.</td>
<td>Christ the King—to infuse into the children's hearts loyalty to their King</td>
</tr>
<tr>
<td>C.</td>
<td>Infant of Prague—to advise them to pray to the Infant.</td>
</tr>
<tr>
<td>D.</td>
<td>Christmas—to spread the religious significance of Christmas</td>
</tr>
<tr>
<td>E.</td>
<td>Epiphany—to convince them that God does not necessarily want expensive gifts, but He does want their love</td>
</tr>
<tr>
<td>F.</td>
<td>Christ Present in the Tabernacle—to help the children realize that Christ truly dwells in the tabernacle</td>
</tr>
<tr>
<td>G.</td>
<td>Easter—to introduce the Holy Bible to the children</td>
</tr>
<tr>
<td>H.</td>
<td>Sacred Heart of Jesus—to inspire devotion to the Sacred Heart</td>
</tr>
<tr>
<td>VI.</td>
<td>The Teaching of Moral and Spiritual Values</td>
</tr>
<tr>
<td>A.</td>
<td>Saint Theresa—to awaken a desire in little children to receive Jesus sacramentally</td>
</tr>
<tr>
<td>B.</td>
<td>Blessed Martin de Porres—to inspire love for all mankind, especially the poor</td>
</tr>
<tr>
<td>C.</td>
<td>All Saints—to inform the children that heaven is peopled with saints</td>
</tr>
<tr>
<td>D.</td>
<td>Saint Francis Cabrini—to foster the practice of praying for missionaries</td>
</tr>
<tr>
<td>E.</td>
<td>Saint John Bosco—to enkindle zeal for apostolic work</td>
</tr>
<tr>
<td>F.</td>
<td>Saint Valentine—to convince the pupils of the need for showing their love for their mothers and fathers</td>
</tr>
<tr>
<td>G.</td>
<td>Saint Joseph—to teach the children that Joseph was the foster father of Jesus</td>
</tr>
<tr>
<td>H.</td>
<td>Blessed Joseph Herman—to encourage the children to make sacrifices by imitating Blessed Joseph Herman</td>
</tr>
<tr>
<td>VII.</td>
<td>Biblical Stories Come to Life</td>
</tr>
<tr>
<td>A.</td>
<td>Saint Michael—to encourage the children to invoke Saint Michael the Archangel</td>
</tr>
</tbody>
</table>
B. Creation—to instill gratitude and love towards God for creating this beautiful world.

C. Saint Joachim and Saint Anne—to introduce the parents of Mary.

D. Noah—to explain through the story of Noah that sin is abominable in the eyes of God.

E. Joseph—to impress upon the children the fact that God watches over us.

F. Moses—to illustrate the efficacy of prayer.

G. David—to stimulate a desire to learn more about Old Testament stories.

H. Daniel—to review the articles of faith which state that there is but one God.

VIII. CONCLUSION

A. Summary of findings

B. Organisation

C. Integration

D. Observer's check list for evaluation

BIBLIOGRAPHY
CHAPTER I

CHARACTER DEVELOPMENT

Introductory Remarks

The Church has been endeavoring for a long time to convince and to make educators aware of the decisive character of early religious influence. Pope Pius X not only urged but insisted on the right of children to receive Holy Communion as soon as they were able to distinguish Eucharistic Bread from ordinary bread.

Pope Pius XI in his encyclical letter, "Christian Education of Youth" quotes the words of the Divine Master: "Suffer the little children to come unto Me." Our Lord had a special tenderness and affection for children. He beckoned them to come to Him. We, catholic educators, should by our care and timely instruction try to form Christ Himself in those regenerated by Baptism. The treatise on Christian education of Youth states two main objectives of Christian education: To form the true Christian and to form useful citizens.

Pope Pius XII possessed a rare knowledge relative to early Christian formation. His writings are replete with aphorisms which psychology and pedagogy sustain, for example, "a man's education begins in the cradle,"...that Christian education must be continuous, permanent, progressive undertaking.²

1Mark X, 14.

Those who bear the weight of responsibility in early training are not often conscious of the difficulty of their task. Many are still of the opinion that serious educational activity should begin only after the age of reason. Nevertheless, a moral life, and all the more a Christian, cannot bear fruit when training in this field has been neglected. On the other hand, the sciences, practical and concrete human experience and religious faith are in agreement unanimously on the major importance of the early years of life. The biologists, psychologists, students of character, philosophers, pedagogues, theologians, and the popes reaffirm this statement.3

Purposes of the Study

This thesis has for its aim the goal which Pope Pius XI had in mind when he defined the purpose of Christian education, "that the child be formed to live a supernatural life in Christ...and to display it in all his actions."

A series of guided activities in religion called WE LOVE GOD has been originated for kindergarten and primary children to serve as an instrument for conveying to the child's mind the lessons, in logical sequence, which must be learned in preparation for the reception of religious truths.

The Guided Activities in Religion are meant to serve as a vital link between the teacher and the child, and his home, for they are intended to help give parents a positive interest in the religious practices of their children.

Every instruction and activity in the workbook endeavors to show bearing of some point of doctrine upon the life of the child, and suggests how he is to integrate it into his daily thought and conduct.

3Ibid., pp. 156-157.
Review of Related Literature

Investigation correlated with teaching religion to kindergarten children has been undertaken. Sister Mary Agnes Therese, IHM, has written a book for parents and teachers. It contains not only a rather complete life of Christ, but also an explanation of familiar prayers, the rosary, the Mass, and many points from the Catechism. The Rev. Aloysius Heeg's, S.J., contribution consists of picture rolls illustrating Picture Meditations. Sister Marie Imelda is the editor of monthly publications including stories, poems, songs and activities which children dearly love. The Rev. Daniel Lord is the author of brief, well-told, and colorfully illustrated paper-cover booklets. In general there are books, charts, filmstrips, magazines, and pamphlets to aid mothers or teachers in imparting religious instruction to small children.

Method

In method and purpose, We Love God, Guided Activities in Religion, differs from any other published material. Guided Activities in Religion takes into consideration the fact emphasized by great educators, that children have eyes, tongues, hands and feet, as well as ears; intellect and will as well as memory. The beautiful illustrations in the workbook of Guided Activities appeal to the eye; making-and-doing activities give life and variety to the religion class. And telling the story aloud provides the shy child with an opportunity to lose himself in a character. Finally, the constructed projects are carried into the home where they are shared with the family and friends—thereby indirectly spreading the Word of God.

Techniques

1. Checking various devices which serve as incentives for practicing virtue
2. Coloring certain illustrations to indicate practice in virtue
3. Making Booklets
4. Cut-outs and stand-ups with three dimensional effects
5. Mobiles and figures
6. Constructional projects
7. Coloring pictures
8. Panorama set-up
9. Manipulative moveable figures and objects
10. Surprise boxes
11. Triptychs
12. Center pieces
13. Pop-ups
14. Cutting and folding
15. Retelling and dramatization

**Understanding Human Nature**

His Holiness, Pope Pius XII, delivered a scientific and theological speech before the members of the Fifth International Congress on Psychotherapy and Clinical Psychology, and vigorously brought out the idea that man must be considered as a whole. Four main points stressed the vital unity of the natural and supernatural in man: Man is a psychic unit, a structured unit, a social unit, and a transcending unit.

The psychologists, biologists, sociologists, and psychoanalysts have expressed their views about the development of the human offspring. By virtue of the undeniable parallelism existing between psychological evolution and the organic evolution, or the influence of environment, these scientists have claimed
priority upon one of the psychic dynamisms. These dynamic forces may be in the
soul, or in man; they are definitely not the soul and not the man. These ener-
gies are comprised of considerable intensity and exert pressure on a given activ-
ity, but this does not mean that they compel it. It must be remembered that
nature has entrusted their direction to the spiritual soul. Man, who is a psy-
chological unit, is endowed with intelligence and will. Normally man is capable
of governing these energies. To deprive the soul of its central position would
be to deny onthological and psychic reality.

Man is a unit structured in itself: "Man concrete and real; not as man in the
abstract." We can establish a certain parallelism between organic evolution
and psychological and social evolution. But this quality of similarity does not
denote identity. The active principle is superior to all we meet in animal
life. A child's intellectual development does not belong in the same category
of training which consists in strengthening in him conditioned reflexes. The
child's action anticipates the efforts an adult makes to help him acquire cer-
tain knowledge. His imitation is not mechanical. It consists of free, intell1
gent action, his spiritual soul, on which the structure of the whole man depends.

The child, the adolescent, the youth, and the adult are all influenced by
environment. However, we must be on guard against those who tend to exaggerate
the importance of society in relation to the human person. Soviet pedagogy ex-
emplifies this exaggeration. It proclaims the incomparable effectiveness of
the social factor upon moral education as the end in view for both the family
and the individual. The social unit as a moral criterion is a false conclusion.

The tendency of man as a "transcending unit" is a mysterious dynamism. The
natural and supernatural knowledge of God do not proceed from the unconscious
or subconscious, but from a clear and certain knowledge of God by means of His 
natural and supernatural revelation.

The death and resurrection of Christ were absolutely necessary to merit the 
life we receive at Baptism. This life must complete the conquest of our wounded 
nature. While striving to put on Christ, we remain the offspring of man 
tainted by original sin.

It is imperative that educators know about the growth of a body to which 
soul is united, about the various forces of the soul; that they possess suffi-
cient knowledge of the structured, individual, and social units to be able to 
cooperate with the sanctifying action of the Holy Spirit. 4

**Education and a Philosophy of Life**

The goal of intellectual and moral formation is: To be acquainted with 
God, to know Him, to be conversant with His ways, and to share His outlook. In 
order to achieve these goals we must impart a proper understanding of God, His 
ways, and His purposes. We will then see the world right, for we will have the 
views of God. It is part of the educational process to impart such a philoso-
phy. The true educator aims to acquire the art of imparting to his students 
this acquaintanship in order to develop and deepen it. It does not necessarily 
mean that one is acquainted with God when the words of the catechism are learn-
ed by heart, or even the science of theology has been mastered. Knowledge of 
the truths of faith comes to us in a thousand subtle ways. Right knowledge of 
things is necessary. A sound philosophy of life will determine whether one's 
views of God are right or wrong. 5

---

4Broyer, pp. 150-160.

In our modern terminology, philosophy of education connotes the application of the principles of a philosophy of life to the work of education. It is the deliberate and systematic influence exerted by the mature person upon the immature through instruction and discipline. It offers a definite set of principles and a scale of values for each division of the entire field of education. It seeks the ultimate cause of all things. Since material things are subject to change, education has a need of guideposts by which to direct its activities. For these guideposts it must go to philosophy. However, the human mind, being confined within certain limits is exposed to many errors and is ignorant of many things. The Christian faith is the unfailing mistress of truth, and those who, to the study of philosophy unite obedience to the Christian faith, are philosophers indeed.

It is true that from one's philosophy of life comes philosophy of education. By his own philosophy one will measure the values and estimate the significance of man, nature, reality, society, morality, and democracy. Unconsciously our own philosophy influences those with whom we come in contact. It is for us to choose the principles which will enable us to reach our goal and destiny—and to help others to reach their goals. Our theology informs us that contemplation is the highest form of prayer. Meditation involves reflection; concentrated attention to an idea made the saints. All these terms mean thinking—a philosophy of life that may be applied to education. The Guided Activities, at the formative stage, aspire to inculcate reflection and to initiate the child to this beautiful form of prayer.

Education that is Christian is education for life. Individual growth is developed through education whose processes bring changes which make us what we
are. It is the result of self-activity. It does not result from mere listening to what someone is saying. Nor is it brought about by the process of stern and strict discipline. It is the exercise of one’s own powers to acquire a fuller measure of the truth and a deeper love of God. Education is not confined to classrooms. It goes on constantly through life under all possible circumstances. It is an active, not a passive, process; it is something that the learner does for himself under the direction and guidance of teachers. It is accomplished by means of self-activity; therefore, as the child lives with his teachers and friends in a stimulating environment, he matures and is in need of experiences that challenge his thinking and stimulate creative responses in words and in manual skills. Through active participation in the group, he develops appreciation for his own work and for that of others. There is a need for an organized, pre-planned program which will provide available materials that can stimulate interest in and develop readiness for later learning. That is why most of the objectives chosen for the Guided Activities include a variety of group activities. Among the most valuable study techniques at any level are recognition of a purpose, analysis of a problem, individual or cooperative planning of means and solution, judging material and ideas, carrying through a plan decided upon. All these should be a part of most activities on any level.

The second point to consider is social progress. Character manifests itself in the manner in which a person acts in respect to the situations that present themselves in daily living. Our conduct in various relations with others proves and indicates the scope of our knowledge, our attitudes and habits. The various relationships make constant demands on our thinking, feeling, and capacities for action. If we profess to be Christians, we must respond to the
basic relationships which condition our life as Christ did. We must also in-
still this ideal into those entrusted to our care. It is our obligation to im-
part knowledge of God in such a way as to reveal the love of God for His crea-
tures and His title to their affection. The younger the child is, the more
successful is the attempt.

At an early age the children should be taught to acquire the habits, the
ideas, and the attitudes they need for life in society. They must come to
understand social living and what it demands of the individual. Of course, the
home and the Church lay lasting foundations for this practice. However, the
school has a major part in guidance. In a Catholic school the first duty of the
teacher is to open to the child the fields of divine knowledge of God and the
truths of faith. The school also helps to master a number of skills in the pur-
suit of knowledge. Yet, we are not concerned with knowledge alone. The teacher
must attempt to strengthen the will. She does this by her own example and sets
up ideals by examples of Christlike living. The teacher is a powerful influence
in forming the child's love for the true, the good, and the beautiful. Her in-
terpretations, comments and behaviour bear witness to her own feelings, which
are assimilated by the child. This is why a sound philosophy is essential.

The first five years of the child's life are most important. The train-
ing is so enduring that in that time teachers are able to determine how pupils
will get along with others. Since emotional maturity does not come automati-
cally when childhood is left behind, the teacher should be aware of the import-
ance of training. Knowledge, self-control, and breadth of mind may increase
with added years, but the ability to acquire them and the proper acceptance of
such growth have their beginnings in the nursery. Since emotional maturity is
not inborn but developed, the teacher has a tremendous responsibility. School
can provide vital experiences for children to acquire emotional maturity and to
absorb proper attitudes toward individuals and society. For this reason most
of the objectives chosen for the Guided Activities deal with participation,
activity, and social contact.

PSYCHOLOGY AND EDUCATION

General Psychology

Psychology in its widest sense is a study of the laws of mental life applic-
cable to educative process. It concentrates and lays special emphasis on the
process or emotional, intellectual, and moral development. It is concerned
with the behaviour problems and habits which are significant for educational
progress. This process aims at developing an individual, involving all that
goes on in life, inside and outside of school. It is concerned with the method
of learning—especially during school years and under school conditions. It is
not identical with the problems of teaching—it is problem is how to learn. In
this phase it is concerned with reasoning, memory, and perception. Summarizing,
we would say that this includes the activity and development of mind to attain
ends prescribed by educational psychology.

Since the child is entrusted to us at a formative stage, the instructional
procedures and methods of learning procedures will guide us in molding the indi-
vidual according to the established principles of Catholic education. This
science will aid us in understanding individuals and groups. It is therefore
imperative that the teacher have knowledge of the problems of behaviour and
learning, especially of individual differences. Yet, wherever the development
of the individual is studied, it should be in terms of his social situation.
The purpose of education is to promote the development of the well-integrated person, capable of exercising such responsibility in society as his powers allow. This implies that there is a need to study the psychology of personality in order to understand the development of individual differences, and social influence.

Educational Psychology

The primary concern of educational psychology is the application of the scientific knowledge concerning human personality to the process of teaching. Accordingly, it seeks to provide an understanding both of the learning and of the process of instruction and training by which the growth and development of the learner are directed. This involves the selection and organization of materials, techniques, and principles within the entire field of psychology which have a practical bearing upon the development of children.

It is not enough to have materials alone. To be creative, children must have ideas to express. They have to get impressions before they can interpret them. They will feature the things they know best. A common experience, such as a walk in the park, will produce a wide variety of responses. This is because each child interprets this experience in the light of his own background.

Regardless of what the children produce, they must feel that the adults and the older children in their life sincerely appreciate their efforts. Obvious disapproval, amusement, or criticism expressed by adults can kill the child's enthusiasm for his work. Tensions can arise because of the intense effort applied in trying to produce something too difficult for him.

Children should find their experiences in activity groups with the teacher extremely satisfying. The children working independently should not disturb
the others and should find real pleasure and satisfaction in completing a planned project. It is with these ends in view that the Guided Activities were organized, planned and developed.

Social and Psychological Drives

Social and psychological motives are seemingly behind most of the behavior patterns among people whose physical needs are well satisfied. The craving for affection, for a feeling of personal worth, for social approval, for a respected place in a group provide direction for striving. Prescott groups psychological needs into two classes.

These needs are classified as social needs, the need for a unified personality, and the need for a healthy self-picture. These needs together with the psychological needs determine what we do and also what we will learn most readily. Consequently, we will readily learn that which helps us to meet our various needs and be indifferent to those which do not. Emotional and behavior disorders result when we fail to develop the kinds of behavior that satisfy social, ego, and integrative needs. Thus by aiding children to learn positive, constructive ways to meet their needs, teachers prevent discipline problems.

Social approval is one of the most predominant motives which results from a desire of parental approval. Later this motive is generalized to a desire for approval from his age mates in school. Gregariousness, another psychological motive, is closely related to the motive of social approval. The motive for dominance or prestige is based on the need for social status and is closely allied to both the gregarious motive and the tendency to appeal to a superior agent. Conformity is the end product of social motive.6

The philosophical, psychological, and sociological aspects discussed prove that a man is not just a bundle of motives or drives. He is always an organism, a unity. He behaves as a whole. It is imperative for the teacher to be aware of this so that she may not set a higher aspiration than the individual can normally achieve.

CHARACTER EDUCATION

Definition

What he does helps us to know and appreciate the character of a man. We are prone to assume that the words in which he expresses his views, aims, and sentiments, will conform with his actions. However, experience teaches us that many men fail to act in accordance with their declared principles. The true dispositions and thoughts are really terminated with his deeds. It includes all movements, gestures, expressions, looks, postures, and his behaviour in various situations—in short, all the factors that go to make up the general term "conduct", for the basis of the estimation of character.7

Natural Virtues and Character

There is a theological principle that the supernatural is not opposed to the natural, but presupposes it, perfects it, and elevates it. The supernatural always implies the natural, and necessitates natural virtue as the medium through which it functions. All virtues, even the supernatural, are in root and in function, natural virtues. We begin with the natural virtues, and build upon them.8

For character formation we are to encourage our youth to cultivate the natural virtues, and upon these to engraft the corresponding Christian virtues. Virtue, whether it be natural or supernatural, needs definite instruction. It

8 John T. McMahon, Building Character From Within (Milwaukee, 1940), p. 25.
is also important that the child be in a state of readiness or interest for the acquiring of the good habit. In the Guided Activities, motivation and presentation aim to serve this purpose. These two phases aim to interest the child and to make him eager to follow the saints in imitation, for he sees that the ideal is possible. If the child desires, voluntarily accepts, and strives to live out the virtue, character is formed. An important point to remember is that all religious education is self-education, and all self-education demands personal liberty and freedom to make a choice. The next step requires practice and exercise. Knowledge is necessary, but it is not sufficient. 9

Character Building in the Home

Most parents desire their children to possess characteristics that would bring forth worthy citizens for God and country. They do not desire the material goods of wealth, fame, and power as the primary end. Rather they want them to experience the joy of a congenial home, of clean and wholesome recreations. They wish their children to be worthy participators in the welfare of their community and country. These plans may be realized through character formation.

Trustworthiness, cooperation, and a desire to share responsibilities are qualities that can become habits when the child is young. Trustworthiness and reliability can be developed in homes where fair dealing and straightforwardness are accepted as standard in every day living. Parents can foster these traits by being patient and sympathetic. Cooperation is gained through practice in helpfulness, sharing, in learning to work with others. The very organization of the home demands that he share responsibility and cheerful cooperation in all family activities. He learns that love, obedience, and sacrifice are essential.

---

9 Ibid., pp. 26-30.
to his own happiness and that of others. The foundations of the practice of charity and justice to all men is learned in his own family. He notes the practice of justice, courtesy, patience, and other desirable habits by parents, brothers, and sisters in every day circumstances, and thus finds a pattern for his own living. Lessons in democracy merge and expand from cooperation in family life to relations with each member of the school. The lessons extend further where he is taught to have no prejudices against any class of people. He gains a desire to promote the spiritual and physical welfare of others.

Courtesy is one of the attributes of the true follower of our Blessed Lord. The little ones are never too young to learn the courtesies of deportment that produce good manners. Little kindnesses shown to others are the essence of politeness. This is inculcated when parents encourage courtesy to members of the family. Life is made up, not of great sacrifices or duties, but of little things. 10

The work in character education must be a cooperative affair. Ideals acquired in the home must function in the school. Children do not acquire habits without direct help; they acquire them through daily practice. For this reason, an opportunity between school and home is provided in the projects and Guided Activities. These are brought home and shared by the family.

For the feast of the Nativity of the Blessed Virgin Mary, the children are urged to show the picture of Mary to their parents, to tell the story, and to sing the Happy Birthday song to Mary. After constructing a picture of Christ the King, the children are asked to take the picture home and to place it on

10Agnes Boysen, First Things First (Chicago, 1938), pp. 135-149.
the television set, radio, or table. The motive behind this is to remind them all of Christ the King. The Infant of Prague cut-outs provide not only a construction for the child, but also two extra holy cards: One for the mother and the other for the father. At Christmas time, three decorations depicting the Christ Child are cut out to be hung on the tree with instructions to place the Christ Child in the middle of the tree where all may see it. Noah's ark suggests that they not only tell the story to their parents, but also show them how the elephants marched in, how the bears walked in, and how the birds flew into the ark. A tryptych represents a tabernacle whose doors may be opened and closed. Mother and father are asked to open the tabernacle door to see Jesus smiling and then to close it. Father will also want to open the door in order to see Jesus.

The parent-teacher relationship is strengthened, for the school is the extension of the home. It is the place where, by building on what the parent has begun, we continue to cooperate with divine grace in forming truly perfect Christians. The teacher has the most intimate share in the first mandate given by Christ to the first bishops of His Church to go and teach.
CHAPTER II

THE TEACHING OF RELIGION

Presenting Religious Truths to Children

The method used in the Guided Activities presents the matter in a manner conformable to the learning process that goes on in the child's mind, and it resembles somewhat the Munich Method. The instruction is divided into (1) the presentation of the doctrine or the facts involved, (2) their explanation or meaning, (3) their particular application to the lives of the particular group of persons addressed. Its three teaching steps correspond, respectively, to the three learning steps: (1) apprehension through sight, hearing, etc., (2) understanding through the intellect and (3) the moral practice or effort of the will, including a motive for action.\(^\text{11}\)

For a concrete example, we illustrate a lesson procedure relative to the dogma of the Immaculate Conception. An interesting introduction leads into the first step, the presentation of the matter. The little ones become acquainted with Bernadette, and at this point the teacher displays a picture depicting the saint at the grotto. The fact that Mary loved Bernadette is also brought out. However, another important phase is made clear to the children. Bernadette also loved Mary. She often thought of the heavenly Queen and gave Her a gift by saying the rosary. The feeling is mutual and reciprocal. In the direct presentation the explanation correlates with the understanding when the incident of the apparition is explained. The dogma is set forth in simple words

\(^{11}\text{John K. Sharp, Teaching and Preaching Religion to Children (New York, 1936), pp. 47-48.}\)
easily comprehended by small children. "I am the Immaculate Conception" means Mary was born without original sin. For emphasis and clearer conception, the story of Catherine Laboure is presented. The words that Catherine saw in a frame around Mary were: "O Mary, conceived without original sin, pray for us who have recourse to Thee." It is then explained that these words mean the same as: "I am the Immaculate Conception."

The particular application, consisting of the moral practice and motive for action, culminates in a practical application where the child is encouraged to look at the large medal which he has constructed and to think how Mary came to Bernadette and Catherine. They are also instructed to circle a star at each invocation to indicate that a prayer has been recited. The instruction ends with: "Love Mary and Mary will love you too."

The Art of Prayer For Little Ones

What is prayer? The catechism defines it as "the raising of our minds and hearts to God" for four purposes: to adore Him; to thank Him for benefits; to ask His forgiveness; to beg of Him all the graces we need, whether for soul or body. One may wonder if it is possible to explain prayer and the four purposes to a little child.

Prayer is conversation with God. Children do not find it difficult to talk to their parents, to tell them their joys, sorrows, and the happenings of the day. They are eager to relate in minute detail the events of the day in school, and the happenings in the family circle. Usually Father has to sit down and listen to an eager recital of everything that has happened in the last twenty-four hours.

So in like manner prayer ought to be fun too, because here we have an
opportunity to talk as we like.

This is a wonderful opportunity to utilize the child and father relationship in explaining what prayer is: talking to God, our heavenly Father. The four affections of prayer: love, thanksgiving, sorrow, and petition, are found in the child's daily intercourse with his parents. When prayer is explained in this manner and concrete examples given, the erroneous conclusion that prayer is a concentration of petition is prevented.

There are numerous incidents which occur during the day expressing a child's love for its father and the father's love for the child that may be correlated in teaching love of our heavenly Father. Little words of courtesy like "Please" and "Thank You" blend harmoniously in practicing thankfulness to God. Sorrow for having offended a good father with a sincere promise to amend, correlates with the act of contrition and amendment for having offended God. In fact, night prayers with an examination of conscience, and a promise to do better the next day, is putting the theory into practice.12

These beautiful sentiments are presented to the child on his own level, and for a practical application we add: Mary thanked God for everything. Do you ever thank God for the birds, flowers, trees, fruit, and vegetables; for the sky, moon, stars, hills, and mountains? Do you ever think of thanking God for Mother and father, sisters, and brothers; for your dear Guardian Angel; for your beautiful soul that will never die?

Provoking thought questions makes the child aware that God is his loving Father Who provides for all his needs. This gives him a sense of dependence of loving confidence in God. The most natural and spontaneous outburst is sorrow

and repentance when we hurt such a good God.

Praying for various intentions and including everyone plays a vital part in aiding a child to understand his part in the Mystical Body of Christ. Mary Reed Newland effectively illustrates this point with the following statement: "Gradually the child will begin to see himself as a member, to see that on him also...rests the burden of continuing the work of redemption, saving souls of all men and restoring the world to Christ."13

The projects in the Guided Activities aim to cultivate familiar intercourse with God. We build the supernatural on the natural. A practical example is cited from St. Therese's life. The pupils are told that Little Therese is known as the Saint of Love because she loved God very much. When she was only three years old, she began to practice loving God. She repeated, "God I love you...God, I love You." We explain that God is very pleased with this kind of prayer. We encourage them to say it over and over until their whole idea of God is bound inseparably to their love for Him.

"And thank you for..." each time a different blessing is mentioned to make the children aware that their world is full of blessings straight from the hand of God. The very first lesson introduces Mary because it is through Her that God gave the world Jesus Christ, the Redeemer. Gratitude is due to God for the twofold benediction: the root of Jesse and her unblemished Offspring.

The surprise packages contain gifts for Mary. Each gift is presented by thinking of Mary and expressing gratitude: "Thank You, God, for creating Mary." A special practice is devoted to instilling gratitude. In the Queen of Spring

unit, Mary, Mother of the Creator, brought forth into the world the Creator Himself. In return, His masterpiece, the Queen, glorified God in the work of His creation. St. John of the Cross has a beautiful tribute to Mary: "The woods and thickets, meadow of verdure enameled with flowers, creatures great and small, reminded Her of Him who scattered a thousand graces and His glance alone clothed them with beauty." 14

The Use of the Bible in Religious Education

We cannot do better than use the words and events of scripture to teach. Therefore, we should use stories from the Bible to illustrate God's love for them and as examples of how we should live. The Old Testament must be studied because it is the tutor leading us to Christ.

The Guided Activities seek to develop various principles, practices, attitudes, and effective conduct in daily living. They aim at the developmental or functional approach whose aim is to effect actual adjustments of personal and social living in some definite respect. The stories and illustrations present activities which are appropriate and evoke corresponding performance. Their teaching values are focused upon effecting the personality. Their goal is to help all to live the Bible way, and to promote growth toward the objectives of Christian education.

The Bible is a storehouse of teaching values where leaders and learners are aided at redirecting human experience in the Christian way; means of transmitting and receiving particular grace; and transfusing Spirit into spirit.

The traditional or factual type of education also plays a vital part, for

---

it emphasizes transmissive preparation for life. This approach is important because it deals more largely in racial heritage. It endeavors to transmit the achievements of race in knowledge, practice, and value—aesthetic, moral and spiritual.

These two types of education differ as to the use each makes of content. Developmentalists are more concerned with techniques than content; traditionalists deal primarily with substance. Consequently, these outlooks determine procedures as well as objectives. The former use content in a functional form by more or less immediate utilization. The latter use it in a logical form, to be mastered and later utilized when the need arises. However, each approach has in view its helpfulness for Christian faith living.\textsuperscript{15}

In the Guided Activities emphasis is placed on the factual approach which takes on the character of the workshop way where learning is accomplished by actually doing under guidance. The focus is upon the pupil's learning and performing activity. The major principle of procedure is to use the biblical teaching values in the actual experience of living.

\section*{Moral Instruction}

The Church is the great moral teacher of mankind. She was sent by Christ Himself to teach all nations to lead them to salvation. Since the moral law treats of man's actions, its duty is to lay down principles of conduct. It is like a compass which directs our actions and enables us to work out our last end. We are particularly concerned with moral teaching or moral theology, because in our character formation the emphasis is on cultivating virtues in

order to direct us to serve God and to show us how to live with our fellowmen. It is of interest also because moral teaching pertains only to the free-will actions of man and to the Christian virtues. In the Guided Activities all practices are on a voluntary basis.

Besides presenting the positive approach in treating morals, teaching is utilized. In addition to setting forth the moral truth, explanations and instructions are provided. Principles of philosophy are applied to make the moral truth clearer. Stories have been chosen to fit particular moral truths. The story of Joseph and his coat of many colors helps the children realize the truth that forgiveness is pleasing to God. Finally it proves how God watches over those who love Him. To reinforce this teaching the story of Moses illustrates the efficacy of prayer and shows the children how God takes care of all those who call on Him for help.

The teacher's attitude toward ethics is very important. It should be animated and confident, so that her classes can abound in animation and in confidence. Many have false impressions that moral lessons are given to reform children because they are bad. The opposite is true. The teacher tries to find out and reverence the characteristic goodness of each child in the classroom, because each child is a child of promise. However, this requires intimate knowledge of the child. It is also essential to know the characteristics of a given age of the individual boy or girl. Consequently, a study of the interests of this age level underlies the ethical teaching in the Guided Activities. The aim of ethical teaching is to give and to control the motive-power;

to make what is best for the child so inviting that he will be eager to participate in the various activities. Finally, this desire terminates in actions in school and outside classes because the right act is what he truly wants.

Among the best in ethical meaning are the Bible stories. For example, the stories of Daniel, Moses and Noah are better ethical teachers than any sermon, for they are the character in action. Equal in value are the graphic incidents from the lives of the saints. These portray loyalty, self-control, and heroism. What child does not grasp the conviction that Blessed Joseph Herman made a great sacrifice to prove his love for Mary when he took out his big red apple, the only food he had for his dinner, and lifted the shiny fruit for Mary to take as he knelt in front of the statue? The children are breathless with joy at the thought that Mary stooped down and took the apple from Blessed Joseph Herman. His heart sang with happiness, even if he did not have an apple for lunch that day. Truly, moral teaching is as wide and thrilling as life itself.17

Christ Our Model

In the encyclical Christian Education of Youth, Pope Pius XI says: "The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is to form Christ Himself in those regenerated by Baptism...in accordance with the example and teaching of Christ." Who is more worthy of imitation than Christ Himself? Therefore, it is imperative that the teacher try to instill a personal love for Jesus in the hearts of her pupils. In order to accomplish this we must try to give them an intimate knowledge of Jesus, for this leads to a personal love of Him.

17 Ella Lyman Cabot, Ethics For Children (Chicago, 1910), pp. XIV-XIX.
A kindergarten or primary teacher makes good advantage of pictures to illustrate her point. Children may look at a picture without observation unless we set them to something to observe. In the Guided Activities we encourage discussion, help them to feel the atmosphere, and project them to the day and place, and join those who surround our Lord. In the story of the Childhood of Jesus, we try to make the children aware of the fact that Jesus was once a young child. The entire story is told in pictures. The child follows the sequence of the story by examining the illustrations, commenting upon incidents, and drawing conclusions. We cite a few examples: What do you suppose Jesus put into His pan to feed the little chickens? What did Jesus cut out? Guess where they found Him? What was he doing? The project correlates with Saint Joseph actually makes one feel as if he were a witness at the carpenter shop. Note the following demonstration: Let us put Saint Joseph here and Little Jesus a little to the side. I will pretend that I am Saint Joseph speaking to Jesus. "Little One, may I please have a hammer?" "Yes, here is your hammer," Jesus answers. Can't you almost hear Saint Joseph say, "Thank you, Jesus."? 

18 McMahon, pp. 98-102.
The Purpose of the Teacher’s Guide

Each lesson plan in the Teacher’s Guide is designed to help the teacher use WE LOVE GOD in such a way that every child may achieve the richest possible learning and understanding from these four units. The many suggestions for group and individual activity can be adapted to meet the needs of varying degrees of maturity.

Division of Contents

Two distinct divisions comprise the guided activities: Practices in Virtue and Constructional Projects. The former endeavors to instill Christlikeness in the child, while the latter provides cut-out stand-ups to portray vividly religious stories and to bring the word of God into the home. For this reason simple passages from Sacred Scripture are frequently quoted.

Each plan is divided into four parts:

- Objectives
- Motivation
- Presentation
- Practical Application

Units

Four units: Life of the Blessed Virgin, Life of Christ, Lives of the Saints, and Old Testament Stories were selected to aid the child to know, love, and live his religion. The major feasts of the Blessed Virgin Mary are correla-
live his religion. The major feasts of the Blessed Virgin Mary are correlated with the aim of implanting virtue; events from the Life of Christ are arranged according to the Liturgical cycle; incidents appealing to little children have been considered in selecting lives of the saints; and stories chosen from the Old Testament are those within the comprehension of the child.

Methods of Approach

Methods of approach and technique are in imitation of St. Theresa, and prescribe playful, attractive means by which to initiate the children in the ways of sanctity. The charming Saint writes: "Every day, therefore, I made a number of sacrifices and acts of love, which were to be transformed into so many flowers; violets, or roses, cornflowers, daisies, or forget-me-nots; in a word, all nature's blossoms were to form within me a cradle for the Holy Child."

The Meaning of Symbols:

HEAVY BLACK LINE cut
BROKEN LINE fold
HEAVY BLACK DOT punch for hanging
PERFORATED LINE ON PAGE tear out
We Love God

my name
Nihil obstat:
Rt. Rev. Msgr. John A. McMahon
Censor Deputatus

Imprimatur:
Albert Cardinal Meyer
Archbishop of Chicago
April 19, 1961

WE LOVE GOD

Guided Activities in Religion

by

Sister Mary Francine, S.S.C.

Illustrated by

Jeanne Dekan
CHAPTER IV

VIRTUES IN PRACTICE--FEASTS OF THE BLESSED VIRGIN MARY

Nativity of the Blessed Virgin Mary Instructions for Pages 1 and 2

Practice: To thank God for creating Mary.

Subject: "The nativity of Mary hath heralded joy to the world; for from her hath risen the Son of Justice, Christ our Lord."¹

The child Mary was born to two holy people, Joachim and Anne, both of whom were faithful observers of the Jewish law.

The feast of the Nativity is of ancient origin, dating as far back as the fourth century.

It is through Mary that God gave the world Jesus Christ, the Redeemer. Gratitude is due to God for the twofold benediction: the root of Jesse and her unblemished Offspring.

Motivation: Here is a picture of Little Mary. What is the girl bringing Mary? How many candles do you see? What does this mean? Do you think that Mary is happy and pleased? Why? Let us celebrate Mary's birthday by singing Happy Birthday to her. When you go home today, tell your mother and father about this picture, and ask them to sing the Happy Birthday song with you. Perhaps your mother may even get a small cake. Put some candles on it just as you would for a birthday party. Mary will smile and be very happy to see you celebrate her birthday.

¹(Mass of the Nativity of the Blessed Virgin Mary--Gradual.)
Presentation: Mary was and will be different from all other children. You see, she was born without original sin. God planned it that way because He knew that some day Mary was to be the Mother of God. Later on, you will hear the story of how Mary left her father and mother and went to live in the Temple. The other girls, living in the Temple learned to love Mary because she was always kind, cheerful, and helpful.

On Mary's birthday, her friends surprised her with a gift, and sang the birthday song to her. This made Mary happy.

All the angels were happy and said, "Look, there is the child Mary. She will be our Queen. She is as 'fair as the Moon.' She is as 'bright as the sun.' We greet you and wish you a happy birthday."

Practical Application: I shall teach you how to play a little game with this picture. During the day try to think of Mary and say, "Dear God, I thank You for creating Mary." You may say this prayer any time and anywhere—for instance: walking home, while playing outside, at school, or when you are resting. Each time that you remember to do so, color one of Mary's birthday presents, or put a check mark near any box. This will mean that you have thought of Mary.

2 (Cant. 6:9.)
Queen of the Holy Rosary Instructions for Pages 9 and 10

Practice: To pray for all members of the family.

Subject: For generations Mary has pleaded for and recommended the recitation of the Rosary. "We beseech God that meditating on these mysteries of the most Holy Rosary of the Blessed Virgin, we may both imitate what they contain and obtain what they promise." Lovingly wreaths of lasting roses are placed upon Mary's brow by obeying her plea.

Motivation: Our Heavenly Mother has many different names. Sometimes she is called Mother of Fair Love; other times, Queen of Heaven, or Morning Star. Do you know which name is very pleasing to her? It is: Queen of the most Holy Rosary. Let me tell you a story of how she first happened to be called by this name.

Presentation: Once there lived a girl who became very ill. The best doctors could not make her well. One day she said, "Mother, let us say the rosary to Our Heavenly Mother. I am sure that if we pray she will cure me."

Soon after this, the sick girl saw a Queen seated upon a high throne. On her lap the fair lady held the Child Jesus, and in her hand she held a rosary. The little girl looked at the kind lady and said, "Queen of the most Holy Rosary, please cure me." Mary heard these words, smiled, and then said "Child, you shall be cured because you have called me by the name that is very dear to me." Shortly after this, the sick child became well. She was happy to be able to run and play again with other children. And her heart felt very thankful to Mary for having cured her.

(Mass of the Most Holy Rosary—Collect)
Practical Application: (The teacher may show a rosary and briefly explain the procedure of reciting it.)

When your mother and father recite the family rosary, be sure to be there and pray with them. Sometimes you may hear these words: "The family that prays together stays together." This means that if a mother, a father, and their children say their prayers together, they will surely obey God and love one another.

Open your rosary case. On each bead you will say, "Queen of the Holy Rosary, pray for me." Now let us all say this little prayer together. Mary will be pleased to hear you say this prayer. After you say the ejaculation three times, for that is what this little prayer is called, color the two roses—the one next to the cross and the one next to the medal. Say the ejaculation ten more times, once on each bead, and then color another rose. Repeat the little prayer ten more times, and color another rose. Continue doing this until all the roses are colored. You will then have said fifty-three ejaculations. When you get older you will also say the rosary, but then you will recite a Hail Mary on each bead. Show the rosary case and the rosary to your parents and tell them about your gift to Mary.
Presentation of the Blessed Virgin Mary

Practice: To pray for all religious.

Subject: Mary entered the temple a spotless virgin. By her vow, unheard of before, the pure Virgin consecrated her body and soul to God.

"You have not chosen Me, but I have chosen you" is applied to all who consecrate their lives to live in union with and for Christ. The need and tremendous importance of beseeching the Heavenly Father for guidance is evident. Little children are encouraged to pray for all who have heeded the words, "Come, follow me."

Motivation: Mary grew lovelier day by day. Suddenly she was no longer an infant but a little girl of three.

Saint Anne and Saint Joachim loved their daughter, but they knew she would soon leave them. They had promised God to have Mary live in the temple with other girls called Almahs.

Presentation: On Mary's third birthday Joachim and Anne took their holy child to the temple. Although Mary loved her parents, she was very brave when the time came for her to leave them. Yes, she loved her mother and father, but she loved God more. These words, "Come, my dove, my love, my beautiful one," were meant mostly for Mary. This sweet child looked lovingly at her parents, and then kissed them both good-bye. Her eyes sparkled as she walked up the temple steps, where the High Priest and the Almahs waited for her.

1(St. John 15.16.)
2(Cant. 2.10.)
What did Mary do in the temple? Mary rose early in the morning to the song of a bird. Her first thought was of God. Can you picture Mary as she knelt with head bowed in prayer? The young girls were taught to read, sing, and sew. During the day, Mary often told God how much she loved Him. Even when the sun sank in the west, and her eyes were heavy with sleep, her last thought was of God.

Oh, Mary, teach me to live for God, for I, too, want to be like you.

Practical Application: Mary, living in the temple, reminds us of many girls who leave their fathers, mothers, brothers, sisters, and friends to follow Christ as Sisters. Some pray most of the time and remember you in their prayers; others teach children in order to bring souls closer to Christ; nursing sisters take care of the sick for Christ's sake; missionary sisters go to different lands because they wish to tell people about God who made them—about One who is so good and kind.

We should pray for these Sisters because their work is not easy, and prayer will help them.

Besides Sisters, there are missionary priests and brothers who also teach others about God. Let us remember them too in our prayers.

Each time you pray for the sisters, priests, or brothers, put a check mark near the doll to show that you have prayed for them. Color the pictures and give your Sister dolls a name.
Practice: To pray for a pure heart.

Subject: Prayers are said in union with the Holy Catholic Church: "O God, Who by the Immaculate Conception of the Virgin didst make her a worthy habitation for Thy Son and didst by His foreseen death preserve her from all stain of sin, grant, we beseech Thee, that through her intercession we may be cleansed from all sin and come with pure hearts to Thee." ¹

Motivation: Once there lived a poor girl whose name was Bernadette. She did not have any pretty clothes to wear. She did not live in a fine house. But she had a beautiful soul. Mary, our Heavenly Mother, loved her dearly. Do you know why? You see, Bernadette loved Mary. She often thought of her Queen and gave her a gift by saying the rosary.

Presentation: One day something wonderful happened to Bernadette. This good child went to the woods to gather dry branches for the fire. She had to pass a little brook and began to take off her stockings to wade across. All of a sudden the wind began to blow. Bernadette looked about. What was this strange sound? She turned her head, and there in a little cave she saw a beautiful lady. Her veil and dress were as white as snow; she wore a blue girdle at her waist. The beautiful lady's hands were folded as if in prayer, and over her right arm hung a long rosary. Two roses rested on her feet. As the lovely lady smiled, she touched her rosary as if to say, "Will you pray with me?"

It was in this cave that Mary said to Bernadette: "I am the Immaculate Conception." This means that she was born without original sin.

¹(Mass of the Immaculate Conception—Collect.)
Here is a story about Sister Catherine Laboure who also loved the Blessed Virgin dearly. One evening Catherine was praying in the chapel. All of a sudden Catherine looked up at the altar and saw the Blessed Virgin Mary. She was standing on the globe of the world. Mary lowered her hands and a stream of rays fell upon the globe. Mary did not speak to Catherine. However, she saw these words as if in a frame around Mary: "O Mary, conceived without sin, pray for us who have recourse to Thee." These words mean the same as "I am the Immaculate Conception." After Catherine read those words, the picture changed. She now saw a cross and the letter M. Below the cross, and the letter M, were two hearts: the heart of Jesus and the heart of Mary. Mary spoke and told Catherine to have a medal made with Mary's picture on one side and the two hearts on the other.

Mary promised to bless all those who would wear the medal and say the prayer: "O Mary, conceived without sin, pray for us who have recourse to Thee."

Many miracles have happened to those who have worn the medal, and this is why it is called the Miraculous Medal.

Practical Application: Say this prayer after me. "O Mary, conceived without sin, pray for us who have recourse to Thee." Shall we all repeat it three or four times? Now who would like to recite this prayer alone? Fine! First of all, color the beautiful picture of Mary. Cut on the dark lines to make a large medal. On the opposite side, we have a cross, the letter M, the two hearts, and the twelve stars. Each time that you say, "O Mary, conceived without sin, pray for us who have recourse to Thee," circle a star. Try to say this prayer twelve times and circle all the stars. When you look at the large medal, think of how Mary came to Bernadette and Catherine. Love Mary and Mary will love you, too.
O MARY CONCEIVED WITHOUT SIN, PRAY FOR US WHO HAVE RECOURSE TO THEE.
Our Lady of the Snows  Instructions for Pages 33 and 34

Practice: To pray for the Catholic Church, the Holy Father, bishops, and priests.

Subject: Mary and the Church are inseparable. The church is the Mystical Body of Christ Himself. To continue the sacrifice of the Mass, the High Priest and Victim ordained that we should pray to God through the person of the Pope, the bishops, and the priests. Since Mary is the Mother of Priests, we ask her to guide, protect, and strengthen those official intermediaries.

O Mother of the Eternal Priest, deign to hear the prayers of your innocent ones who beg you to protect the privileged ones—your priests.

Motivation: The name of this picture is "Our Lady of the Snows." Do you like it? This story will tell how Our Lady was first given this name.

Presentation: In Rome, there once lived a very holy man named John who had a special love for Our Lady. John and his wife were rich, but since they both loved Mary more than anything in this world, they wished to spend all their money in her honor. These two good people did not know what gift Mary would like best. So they prayed to her.

One summer morning, a hill close by was covered with snow. It was the month when flowers bloomed and birds flew about in the warm sunshine. No one had ever seen snow at this time of the year.

That night John and his wife saw Mary in a dream. She was as bright as the sun. She told them what she would like for a gift.

John went to see the Holy Father, the Pope, and told him all about his dream. The Pope was surprised to hear this, for he had had a dream just like it. Mary had also asked him for the same thing, that is, to build a church on
the snow-covered hill.

The Holy Father, John and many people walked in a procession to the top of the hill. Here they made plans to build a new church. When the church was finished, they called it "Our Lady of the Snows."

Practical Application: See how Mary loves the Church. A church is a place where Jesus lives, but the word "church" has another meaning. All people who are baptized, believe in Christ, and have the Pope as their head belong to the Holy Catholic Church. How wonderful! Do not forget to thank God for this favor. The head of the Church is Christ Himself. After Christ died, He wished others to help Him with His work. He chose men who became priests. A priest is a special friend of God for he takes Christ's place.

Catch the dainty snowflakes by praying in these words: "Mother of Priests, pray for our priests." Say this short prayer. "Help of Christians, pray for us." These prayers will be for all who belong to the Catholic Church. After you say a prayer for priests or for the church, you may check one of the snowflakes. Mary will be pleased to know that her child prays for the church because we are all dear to her. How many flakes will you catch?
Practice: To thank God for Jesus.

Subject: An important message has just been conveyed. Mary in all humility consents to become the Mother of God by abandoning herself entirely to the Divine Will. The Word was made Flesh and dwelt among us.

The mystery of the Incarnation was wrought at the moment of her fiat. God born of God, conceived in the womb of His Virgin Mother by the power of the Holy Ghost, assumed human nature for the redemption of man who had been ensnared.

The little ones are instructed to thank Our Heavenly Father for giving us His only Begotten Son to redeem mankind.

Motivation: Adam and Eve were put out of the beautiful garden called Paradise because they disobeyed God. The gates of heaven were now closed to them and their children. However, our Heavenly Father promised that some day His own Son Jesus would come to save all people.

Many years passed. God wanted Jesus to become man and live on earth. This was to take place as soon as Mary said yes to God's wish. Listen carefully to this wonderful story.

Presentation: One day, while Mary was talking to God, the Archangel Gabriel stood before her and said, "Hail, full of grace, the Lord is with thee; blessed art thou among women."¹ "Full of grace" meant that God loved her and that her beautiful soul had never been touched by sin. Mary was surprised at these words, for she never had such thoughts about herself. The Archangel

¹(St. Luke 1:28.)
then asked Mary whether she was willing to become the Mother of God. She humbly bowed her head and said, "Behold the Handmaid of the Lord; be it done to me according to thy word." This was her answer: Let God do with me whatever He wishes. I want only what God wants. I wish to do only what God wishes me to do."

At last, the day that people had waited for for thousands of years had come. Mary said yes to the Archangel, and it meant that very soon the Babe Jesus would be born—to save us from sin.

O my loving God, thank You for Your Son. Once more I wish to say, "Dear Father, my Heavenly Father, thank You for Jesus."

Practical Application: See how Mary kneels in prayer. She has been asking God to send Jesus, and God has heard her. For the rest of her life, Mother Mary thanked the Heavenly Father for the gift of Jesus. You, my little ones, should do the same by saying, "Dear God, thank You for Jesus."

Yes, Jesus is still with us and lives among us. Each time that you remember to say, "Dear God, thank You for Jesus," draw a circle around one of Jesus' pictures.

I'm sure you will enjoy playing this game, and Baby Jesus will smile as you check the different pictures that the artist painted.

---

2 (St. Luke 1.38.)
Our Lady of Fatima

Instructions for Pages 49 and 50

Practice: To pray for sinners.

Subject: In this narrative our Lady of Fatima's request is made known to the little ones. May their invocations, united with all fervent petitions, save souls from the fire of hell. The very words uttered by the Lady of the Rosary, "O my Jesus, pardon us," are used to pray for sinners.

Motivation: Not many years ago, the Mother of God came from heaven and spoke to three little children. Mary did this because she wants all her children to be good. Listen carefully to this story so that you may tell it to others.

Presentation: One Sunday afternoon in a little country place called Fatima, Lucy, a shepherd girl, and her two cousins Francis and Jacinta were taking care of their sheep. Suddenly they saw a bright flash in the sky. Thinking that it was lightning, the children began to run home. Another flash followed, which made them run faster, and then a bright light shone in front of them. On a little evergreen bush stood the most beautiful Lady in white. In a soft voice she said, "Do not be afraid. I will not hurt you." Where do you come from?" asked Lucy. "I come from heaven. I want you to pray for sinners and for those who hurt my Immaculate Heart." The beautiful lady asked them to say the rosary every day, and promised them that in the month of October she would tell them who she was and what she wanted.

In a short time many people heard about this beautiful lady and came to Fatima, for they too wanted to see her. On the promised day, the lady came. "Who are you?" asked Lucy. The answer was, "I am the Lady of the Rosary." She told Lucy that the people should make sacrifices, pray for sinners, and say
the rosary every day.

Practical Application: The beautiful lady asked us to pray for sinners, for those who hurt God. We are going to pray in Mary’s own words: "O my Jesus, pardon us." See, we are asking God to forgive all who have sinned. Try to remember this prayer and say it often during the day.

Do you see the little boy looking at the crowns in the window? These are the crowns he will take to Mary. Each time you make a sacrifice or pray for sinners, a crown is yours to give to Mary. Check your crowns and see how many of these you will give to your Heavenly Mother.
Practice: To instill gratitude.

Subject: Mary, Mother of the Creator, brought forth into the world the Creator Himself. In return, His masterpiece, the Queen permeated with gratitude, unceasingly glorified God in the work of His creation.

"The woods and thickets, meadow of verdure enameled with flowers, creatures great and small reminded her of Him who scattered a thousand graces and His glance alone clothed them with beauty."—St. John of the Cross.

Presentation: One afternoon Mary and Jesus went for a walk. Now and then Jesus clapped his hands as He picked the wild blackberries along the road. "Mother, isn't God good to give us delicious blueberries, cherries, apples, peaches, and oh, so many, many things?" Mary smiled and walked on as the soft breeze of Spring kissed her cheeks. "Heavenly Father, thank You for the gentle breeze that cools me when it is very warm."

In a few moments Mary and her Son reached the cool, green meadow and stopped to rest near a running brooklet. The happy birds chirped: "Listen to our music as we sing a song to God." A little squirrel ran about and seemed to say, "Welcome, welcome." In no time Jesus was off to the daisy field of white and gold. Mary sat and watched her Little Boy pick the white flowers. "Mother, will you weave a chain from these daisies," cried Jesus. "Yes," said Mary, "I will be glad to." After she had finished weaving, Jesus smiled and said, "Mother, I shall crown you Queen of Spring, and someday I will crown you as Queen of Heaven." Gently He placed the wreath on her head and added, "Mother, you must wear it until we get home to show Father how pretty you look." Mary kissed him and whispered: "Thank You, little King."
During the meal Jesus had much to tell. Joseph listened to every word, for he, too, was very proud of Mary. Joseph said, "I agree with You, Mary is a great Queen. I, too, shall call her the Queen of Spring."

Practical Application: Flowers remind us of spring. Do you see these beautiful spring flowers in the vase? Can you name these flowers? (Tulips, daisies, and forget-me-nots.) After you finish coloring the tulips, say: "Dear God, thank you for the tulips." Color the daisies and say: "Dear God, thank you for the daisies." Do the same after you have finished coloring the forget-me-nots. This is what Mary did. She thanked God for everything. Do you ever thank God for the birds, flowers, trees, fruit, and vegetables; for the sky, moon, stars, hills, and mountains? Do you ever think of thanking Him for mother and father, sisters, and brothers; for your dear Guardian Angel; for your beautiful soul that will never die? Last of all say, "Dear God, thank you for the Queen of Spring."
CHAPTER V

IMITATION OF CHRIST—LIFE OF CHRIST AND DAILY LIVING

Childhood of Jesus  Instructions for Pages 3 and 4

Objectives: To acquaint the children with Little Jesus.

To make the children aware of the fact that Jesus was once a young child.

Motivation: Look! Here is a book that tells you something about your very best friend. The name of the story book is "The Childhood of Jesus." You yourself will be able to read it because it is told in pictures.

Presentation: The picture on the cover shows Jesus saying His morning prayers. Mary woke Jesus. Perhaps at times He would have liked to sleep longer, but as soon as His Mother called, He hurried out of bed. See, Jesus is saying Good Morning to God, His Heavenly Father.

There was much to be done. Jesus helped willingly at home and in the carpenter's shop. At times He would go to visit His little pets. What do you suppose Jesus put into His pan to feed the little chickens?

After the work was finished, Jesus took some scrap paper and a pair of scissors. What did Jesus cut out?

The children loved to play with Jesus because He was such a good, happy child. One day His friends called for Him, but Mary told them that He was not in. Guess where they found him? What was He doing.

Practical Application: Watch as I take this sheet of paper and fold on the dotted lines. Surprise! What do I have? (A book.) Be sure to show your mother and father your lovely new book. Tell them the picture stories about Jesus.
Objectives: To acquaint the child with the feast of Christ the King.

To infuse into the children's hearts loyalty to their King.

To pray that Christ the King will reign supreme.

Motivation: Sunday we will celebrate a very important feast. It will be the feast of Christ the King. Jesus whom you love, is a King. Yes, He is the King of all Kings. So you see, Jesus, Who loves you, is a King.

Sunday you will see beautiful flowers on the altar. The choir will sing: "Sing praise to our King, for He is the great King over all the earth." Although you do not belong to the choir, raise your heart to Jesus and whisper, "Christ, the King of Kings, be the King of my heart." Jesus will hear your prayer and bless you.

Presentation: This is why we celebrate the Feast of Our Lord Jesus Christ as King. Pope Pius XI, who loved little children, wanted to explain to all people that Jesus is the true King of heaven and earth. Many people of today do not want Jesus for a king. Instead of loving God and their neighbor they choose to love themselves. This will never do, because there is only one King and that King is Christ.

You have often heard stories about Kings. Christ the King is the best King. He is the richest King of all. Heaven and earth with all their treasures belong to Him. He does not need treasures, nor does He want them. Do you know what He really wants? The greatest treasure that you have is your heart, and He would be very happy if you gave it to Him. Imagine, you—little you—can make a very rich King happy, and you—little you—can give Him something. This is what He wants from you: your heart and your love. Will you give it to Him? Then say,
"Jesus, I want to make You happy. I offer my heart and my love to You. May I love You today and always. Please teach me to love You more and more. Be the King of my heart."

Practical Application: You will be very happy to make and own a picture of Christ the King. Cut on the heavy lines; fold on dotted lines; stand up the picture. (Teacher demonstrates.) When you take the pretty picture home, place it on your television set, radio, or table. It will remind you of Christ the King.
**Infant of Prague**  
**Instructions for Pages 19 and 20**

**Objectives:**  
To acquaint the children with the Infant of Prague.  
To instill into their hearts a love for the Infant.  
To advise them to pray to the Infant.

**Motivation:**  
Did you ever see a statue of Baby Jesus dressed in pretty clothes? We call that statue the Infant of Prague. The little Infant once said, "The more you honor Me, the more will I bless you." This is how it happened.

**Presentation:**  
One day a princess gave a statue to some priests and said, "Fathers, I bring you my dearest gift. Honor this statue and you shall never want." The Infant really blessed the priests and heard the prayers of all who prayed to Him.

After some time the priests moved to another home. Those who were left did not pray to the Infant, so Jesus stopped blessing them. Shortly after this an army marched into the city of Prague and took most of the churches. Some bad men threw the statue of the Infant behind the altar, and while doing so, broke both its hands.

Seven years later, Father Cyrillus, who loved the Infant, came back to Prague. He searched every corner until he found the statue. Then as he cleaned off the dust and the dirt, big tears fell from the holy man's eyes. He could not understand why anyone would treat Jesus so shamefully.

One day Father Cyrillus heard these words, "Give me My hands and I will give you peace." Father Cyrillus was surprised to hear the voice, but he was more surprised to learn that he had not noticed the broken hands.

Father Cyrillus had the hands mended and the statue was brought to church...
where others could see the Infant. This made the Father very happy. Pray to the Infant; He will bless you also.

Practical Application: Now, I have a big surprise for you! Today we will all make a paper statue to take home. There is something nice about this picture. It will stand up if you cut carefully.

Watch me as I cut on all the heavy lines. Now I will fold my paper on the dotted lines like this.

Here stands our Little Prince. Isn't He the nicest Prince that you have ever seen? Give the other two pictures to your mother and father and tell them the story of the Infant.
Objectives: To teach the true meaning of Christmas.

To spread the religious significance of Christmas.

To provide religious Christmas tree decorations.

Motivation: Did you know that the entire world celebrates Baby Jesus' birthday? Christmas is celebrated not because Santa comes with his gifts and toys, but because Jesus was born on this day.

Presentation: Caesar Augustus, the Emperor, said that all the people should have their names written in a big book. Since Joseph belonged to David's family, he had to go to Bethlehem. Mary and Joseph looked at each other and said, "God wishes us to go, we shall obey." Joseph helped seat Mary upon their mule while he walked along holding the bridle.

It was late when Mary and Joseph reached Bethlehem; the town was crowded with many people. Of course, the rich soon found places in which to stay. But at every door that Joseph knocked, the answer was the same, "No room." Up and down the streets they went. Bright lights shone from the windows, but no one let them in.

Joseph and Mary went away from the town, and there in a cave which was used for a stable, they stopped for the night. And here at midnight in the cold stable, the Son of God was born.

The young mother laid Jesus in the manger on a bed of straw. Then she knelt, bowed her head, and adored the newborn Babe. Joseph fell on his knees before the tiny Infant. The Little One slept with a heavenly smile upon His lips, while the angels sang the sweetest songs ever heard by mortal ears.

Practical Application: Here are some Christmas tree decorations for you
to make. After we cut them out we will put a ribbon or string at the top so that you can hang them up on your Christmas tree. Be sure to put the biggest one in the middle of the tree where all your friends may see it.
Objectives: To acquaint the children with the significance of the Feast of the Epiphany.

To convince them that God does not necessarily want expensive gifts, but He does want us to give Him our love.

Motivation: This story will show you how the three Kings loved Jesus. They came from far away to adore Him. In our times, Jesus lives in every Catholic church. If you wish to visit Him, you do not have to go for miles and miles as these Wise Men did.

Presentation: The Magi, or Wise Men, looked up into the sky to study the stars. One the first Christmas night a bright star appeared. The three Wise Men said, "This is the wonderful star of the great King. Let us go to visit this Newborn King."

The three Kings called for their servants and told them to prepare for a long journey. As soon as the Kings and their servants were ready, the bright star began to move. It seemed to say, "Come, follow me."

On and on they went across streams and sandy deserts. At last they came to the City of Jerusalem. Here the bright star stopped and disappeared. "Now what shall we do? Where shall we go?" they said to one another. When the three Kings asked the people of Jerusalem where the New King was born, they looked at one another and did not know what to answer. The three Kings were very disappointed.

King Herod was living in his palace at Jerusalem. When he heard about the Newborn King and the Wise Men, he did not like it at all. King Herod wrinkled his forehead and stared with cruel eyes because he was very angry and jealous.
He shouted, "I am the king. This Child must die." Herod then called for the Magi and told them to find Jesus because he too wanted to bring Him gifts.

As the Magi left the palace, the bright star appeared. Once more they followed it, for the star went before them until it came and stood where the Child was. "And entering into the house, they found the Child with Mary, His Mother." As soon as they saw Jesus, they knew He was the Son of the living God, so falling on their knees they adored Him. "Opening their treasures, they offered Him gifts."2

During the night, an angel told the three Kings not to return to Herod. In the morning the three Kings started for home, but they took another road as the angel had told them.

Practical Application: Here are three trees to cut out. This is the way you are to arrange them: Place the tallest one in the center and the other two on each side. (Teacher demonstrates.) These pictures will remind you of the three Kings. They will remind you to offer your heart to Jesus.

1 (St. Matthew 2:5.)
2 (St. Matthew 2:11.)
Objectives: To help the children realize that Jesus truly dwells in the tabernacle.

To encourage the pupils to visit Jesus in their parish Church.

To lead the pupils to appreciate God’s love for and goodness to us.

Motivation: After having lived on earth for thirty years, Jesus was ready to go home to His Heavenly Father, and yet He planned to stay with us. How could this be? It was a big secret. He told it to the twelve Apostles who were to take His place in teaching the people.

Presentation: At the Last Supper, Jesus took bread, blessed it, and said, "Take ye, and eat. This is My Body." He then took wine, blessed it and said, "Drink ye all of this, for this is My Blood." He told the Apostles that after He had gone they should change bread and wine into His Body and Blood in remembrance of Him.

During Mass, the priest does as Our Lord asked Him to do. The bread and wine become the Body and Blood of Christ as soon as the priest says the words that Christ told the Apostles to say. Jesus comes down from heaven and truly lives with us, for He is present in every white host, or bread, which the priest consecrates. The consecrated Host is placed in the tabernacle. The tabernacle is Jesus’ little home and here He lives night and day waiting for you and me. He thinks of you and waits for you to come to visit Him. Why not visit Jesus and talk to Him as you would to a friend? Tell him that you came to say hello.

1(St. Matthew 26.26)
2(St. Matthew 26.27, 28.)
Ask Him to bless your mother, father, sisters, and brothers. Do not forget to pray for your grandmother and grandfather. Pray for those who teach you. Pray for priests. Pray for your country and all the people in the world. Ask Jesus to make you a good child. Ask Him to help you with your school work. Tell Him your little secrets. When you have finished talking, say, "Good-bye, Jesus. Bless me. I'll be back again to see You."

Practical Application: What is a tabernacle? Today we will make a tabernacle. You will notice that in this project, all I have to do is fold on the dotted lines. See, the tabernacle is completed. I can open or close the tabernacle door. Do you see Jesus smiling at you?

When you take this project home, say, "Mother, I have a surprise for you." Ask her to open the tabernacle door. She will be happy to see Baby Jesus smiling at her also. When father comes home, ask him to do the same thing. When he opens the door, he too will see Jesus. Tell him all you know about Jesus living in the tabernacle. Your friends will be happy to see what you have made. Show them Who is inside, and ask them to close the door because you will want someone else to open it again.
Objectives: To introduce the Holy Bible to the children.

To arouse interest in stories about God.

Motivation: My dear little ones, after Jesus suffered and died for our sins, He was taken off the cross and placed on Mary's lap. Big teardrops rolled down His Mother's cheeks as she looked sadly upon her beloved Son. Then she and a few kind men and women wrapped His sacred body in linens and laid Him in a tomb. The Holy Bible, or Sacred Scripture, tells us how Magdalen, one of the women, saw Jesus on Easter morning. (The teacher reads the account from the Holy Bible.)

Presentation: "But Mary Magdalen was standing outside weeping at the tomb. So, as she wept, she stooped down and looked into the tomb, and saw two angels in white sitting, one at the head, and one at the feet, where the body of Jesus had been laid. They said to her, "Woman, why art thou weeping?" She said to them, "Because they have taken away my Lord, and I do not know where they have laid Him."

When she had said this she turned round and beheld Jesus standing there, and she did not know that it was Jesus. Jesus said to her, "Woman, why art thou weeping?" She, thinking that He was the gardener, said to Him "Sir, if Thou hast removed Him, tell me where Thou hast laid Him and I will take Him away."

Jesus said to her, "Mary." Turning to Him, she said, "Master."  

Yes, Jesus rose from the dead on Easter morning. Mary Magdalen did not recognize Jesus until He called her by name. You can imagine how happy she was.

1(St. John 20, 1:16.)
Mary Magdalen hurried to tell the apostles that Jesus had really risen from the dead.

Practical Application: In processions you have often seen people carrying banners. Some of them are very beautiful. This one here is for you to make and keep as your own.

Instead of first cutting on the heavy lines, this time I will fold on the dotten lines at the top of the banner. Now I am ready to cut on the heavy lines like this. (Teacher demonstrates.) My banner is completed. Ask your father to find you a nice long, thin stick. Put this stick in back of your banner near the two dots. Scotch tape will hold your handle so that you can carry it around just as people carry big banners in processions.
Objectives: To inspire personal consecration to the Sacred Heart of Jesus
To promote devotion to the Sacred Heart.
To provide an opportunity to bring the picture of the Sacred Heart into every home.

Motivation: You may have heard your mother speak of the Sacred Heart of Jesus. Our Lord really came and spoke to a Sister whose name was Margaret Mary. I shall tell you the story so that you may tell it to others.

Presentation: Margaret was only a little girl of four when she made up her mind to love God in a very special way. She kept her promise, and after many years became a sister. Her new name was Sister Margaret Mary. "Now that I live in the convent so close to God, I will try to become a saint," said Sister Margaret Mary. Although she had always loved Jesus, her love now grew day by day. Jesus was pleased.

One evening while Sister Margaret Mary was praying, Jesus came and stood before her. His hands, feet, and Heart that had once been pierced were now shining as brightly as the sun. Flames were coming from His Heart. In a sad voice, Jesus told Sister Margaret Mary that His Heart was in pain because many people do not give Him their love.

Jesus came to visit Sister Margaret Mary often and told her many things. This is one of the things He said, "I will bless the homes in which the image (picture or statue) of My Sacred Heart shall be honored." Do you have a picture of the Sacred Heart in your home? Very well, hang it up where it can be seen, because in that way Jesus will bless all the people living in your family.

Practical Application: Here is a picture of the Sacred Heart. We cele-
brate this feast during the summer months. Since we are not in school then, we shall make our project today.

In this set-up, I will cut on the heavy lines and fold on the dotted ones. There! The cut-out heart is able to stand.

When you get home, ask your mother to put your cut-out away until the Feast of the Sacred Heart. Your mother will be glad to do this for you. On the day of the feast, place it on the table. Jesus will bless you.
OBJECTIVES: To awaken a desire in little children to receive Jesus sacramentally.

To inform the children that the Little Flower is a saint of our own times.

To instill in their hearts a love for God, our Father.

Motivation: You have often heard the names of Saint Theresa or Little Flower, haven't you? Little Theresa is known as the Saint of Love because she loved God very, very much. When she was only three years old, she began to practice loving God. This is how she talked to Him, "God, I love You. God, I love You." Now listen carefully, and I will tell you more about this Saint of Love.

Presentation: When Saint Theresa was a tiny girl, she made up her mind to become a saint. A saint is one who loves God very much and tries to keep away from all sin, great or small. For Saint Theresa, God was a good Father Who loved her, and so she wanted to love Him as He was never loved before. The Little Flower, as this saint is called, often said, "Please, God, make me a saint. I love You. Help me to think about You, because You are all love."

You should have seen Saint Theresa's pretty, happy face when she received her First Holy Communion. Theresa loved Jesus, and Jesus loved Theresa. This was the happiest day of her life.

When Saint Theresa was a flower girl in a procession, she did not think of her beautiful, white lace dress, her long golden curls, or the wreath of flower-
ers on her head. Her only thought was Jesus, and she tried to toss her flowers high, high up to her little King. Her heart was filled with gladness when a few of her petals touched the monstrance wherein Jesus was placed.

Practical Application: Some day when you are in a procession, ask Saint Therese to help you think only of Jesus while you are strewing or carrying flowers. On the day of your First Holy Communion try to be a loving child of God. Say this prayer often: "Dear God, please make me a saint. I also want to love You very much. You are my good Father, I want to be Your good child."

This project will show you how beautiful the Little Flower looked when she strewed flowers, and on her First Holy Communion day. Would you like to watch as I cut on all heavy lines and fold on dotted lines? (Teacher demonstrates.) When I fold the paper back on the dotted lines, the Little Flower is able to stand up. Like this. Saint Therese is now ready to march down the aisle. Let's place the pris-dieus, one on each side. (Teacher demonstrates.) Look, here comes our Little Flower.
Objectives: To inspire love for all mankind, especially the poor.
To encourage kindness to animals.

Motivation: Here is a story about a Negro lad named Martin de Porres who became very pleasing to God. You, too, will love him after you have heard how good and kind he was to all. Why, even little mice knew that Martin de Porres would protect them. Did you ever hear of a dog, a cat, and a mouse having a meal together? Once this really happened.

Presentation: After dinner Martin de Porres would go into the kitchen, take the left-over food, fill his basket, and hurry to the gate where his ragged friends waited for him. As soon as the gate was opened, the poor people crowded around Martin begging him for something to eat. No matter how many people came and no matter how little food there was in the basket, there was always enough for everybody. Can you guess what was happening? Yes, God kept putting more food into the basket. Martin did not seem to notice this. He did not even look into the basket to see how much food was left. He just kept on passing the food to his hungry friends. After they had been fed, Martin would hurry to the barn to his animal friends.

One day while Martin was feeding a dog and a cat, they heard a squeak. They looked up, and there in the corner was a tiny mouse. The cat and the dog started toward the corner, but Martin called them back and said, "Now listen, you two. God made that creature. The little mouse is just as good as you. Can't you see that it is hungry? Come here, mousey, and help yourself." Can you believe that the tiny mouse ran right up to Martin's foot and waited for some food? Blessed Martin smiled as he watched the dog, the cat, and the mouse
enjoying their dinner together.

Dear Blessed Martin, pray for me and help me to be kind. I want to be like you.

Practical Application: Here is a picture of a poor, hungry boy waiting for Blessed Martin. Watch as I cut on all the heavy lines and fold on the dotted lines. (Teacher demonstrates.) After I open the door, you will see Blessed Martin. What does he have in his hands? Do you think that the little boy is happy to see Blessed Martin? On the other side you will find another picture that will help you to remember the story about the dog, the cat, and the mouse.
Objectives: To inform the children that heaven is peopled with saints.
To help the little ones to realize that they too must become saints.

Motivation: Tomorrow we shall celebrate the beautiful feast of All Saints.
This means that these people have reached their true home in heaven and now see
God Face to Face.

God has also created you to become a saint. You have heard that saint
means one who loves God dearly. You must grow in this love day by day until
your heart is all love.

Presentation: The saints that are in heaven were once little boys and
girls living in this beautiful world as you are living now. They ate, slept,
went to school, said their prayers, and also had a good time. They became
saints because they did everything to please God. Again and again, these people
tried to be good, and with the help of God became great heroes.

Some of these people died when they were young, others were not so young,
and then there were some who died after having reached a very old age. Among
them were farmers, bakers, doctors, nurses, priests, popes, sisters, mothers,
fathers, and even little children.

Perhaps you are wondering what you will do in heaven. You will have many
joys. Your body will be very beautiful and different from the one you have now.
You will never feel tired, never be sick, and will never die. In heaven all
will love one another. There will be nothing to make you sad. Everyone will
be happy forever and ever. In this Holy City you will live with Mary, the
Queen of All Saints. Just to see her will make you happy. Your greatest joy
will be to see God Face to Face, and to love Him always.
Practical Application: Watch me as I cut this piece of paper on the heavy lines and fold on the dotted lines, to make one long picture.

(Teacher displays the completed set-up for the Feast of All Saints.) This is called a panorama. Try pronouncing it. The word means that you see many pictures which make up one big picture. In the center you see three circles which stand for the Three Persons of the Blessed Trinity: God the Father, God the Son, and God the Holy Ghost. Do you see our Blessed Mother kneeling near the center? Do you see the other saints?

Do not lose the panorama. At the end of the year, you will be acquainted with all these saints, for all these pictures are in your workbook. It will be fun to name them and know something about each one. Don't you think so?
Objectives: To make the children aware that saints were ordinary people who loved God very much.

To illustrate Mother Cabrini’s love for humanity.

To foster the practice of praying for missionaries.

Motivation: Saint Francesca Cabrini lived in our own times. She tried to prove her love for God by praying that all people would learn to love Him. You, too, can become a little missionary by praying for those who are teaching other people to love God.

Presentation: One bright sunny day, some farmers in a little village saw a few white doves flying about the Cabrini home. On this day a tiny child was born. Her parents had her baptized the same day. Now she had a Christian name and was a child of God. Our Heavenly Father, the angels, and all the saints were happy when the priest baptized her and said, “Francesca, I baptize thee in the name of the Father, and of the Son, and of the Holy Ghost.”

Francesca Cabrini was a pretty little girl with large eyes, an oval face, and golden hair. She was pretty not only in body, but her soul, too, was beautiful because she loved God dearly.

One day Francesca Cabrini went to the country on a picnic. The sun was shining brightly; and as she watched the white clouds roll by, she thought about missionary priests and sisters. Soon she had a bright idea. She ran to her picnic basket and took some wax paper. From this paper she made boats. Then she picked some violets and forget-me-nots and put them into the paper boats.

Her heart felt glad as she gently pushed the little boats and said, “Sail, sail on, my little missionaries. Sail on to China and teach the people about
Francesca Cabrini, or Saint Frances X. Cabrini as she is called today, loved to play this game. Again and again she would sail her boats and send them to all parts of the world. Her heart wanted every one in the world to know and love our dear Heavenly Father.

Practical Application: (Display a complete cut-out project.) See how Francesca is placing some violets in her little boats. Cut out the picture of the little golden-haired child. Cut out the water and the boats and fold them on the dotted lines to make them stand. Arrange the pictures in such a way that they will show Francesca placing flowers in the boats. (Teacher demonstrates.) They are now ready to sail away. As you play this game, say, "God, bless all the missionaries in the world. I want to be a missionary by praying for those good people who work for You."
Objectives: To acquaint the children with Saint John Bosco.

To enkindle in their hearts a zeal for apostolic work.

Motivation: John Bosco was a little boy who loved God, and he wanted everyone in the world to love God also. He tried his very best to be good, and felt that in this way he could get others to love God too. He was a clever little fellow. Wait until you hear this story, and you will agree with me.

Presentation: Saint John Bosco was a poor little farmer boy. Every day he helped his mother at home or took care of the animals in the field. Some of his playmates used to fight and say bad words. This hurt John very much because he knew that by being naughty they offended God.

One day Mama Margaret took John to the Fair to see the traveling show folks like the ones you see in the Ringling Brothers shows. He stared and watched. Then and there he made up his mind to be a circus man. After he had learned all the tricks, he put up a show stand near a big tree, spread out a carpet, tied a rope from one tree to another, clapped his hands and called the boys. To get in the boys had to say the rosary. Some boys did not like this at all, but they had to pray, or else they could not see the magic show. After the prayers were said, John walked on his head, twisted and tumbled, took eggs out of hats and out of people's noses. He even pretended to make a dead chicken walk again. The boys were so surprised. They could hardly get their breath. Before Act Two would start, they had to sing a hymn to Our Lady. The boys also had to listen to stories about God.

One day Saint John told his mother a secret. "Mama, I want to be a priest and teach little children. I will love them and they will love me." This really
happened because Saint John did become a priest, and all the children loved him very much.

Saint John Bosco, pray for me.

Practical Application: Look what we have here: a picture of our friend John Bosco when he was a child. Wasn't he really a clever little fellow? You will enjoy the cut-out and have fun with it. Saint John Bosco will like that because he always loved happy children.

See, I cut on the heavy line and fold on the dotted ones. Watch for the surprise! (The teacher takes the rabbit, holds it behind the box, and says:) Guess what is in the hat? (She slowly lifts the rabbit to pretend that it is popping out of the hat. Teacher says:) Look! Look! Look! Look at the birds fly about. (Place birds behind the box and then slowly raise the picture.) Quack, quack, how do you do? (Do the same with the duck picture.)

Can you guess what else may be in John's hat? (She places the cut-out near the hat and while raising it says:) One, two, three, four balls.

You will be able to play with this magic hat after you finish cutting and arranging your pieces. Tell the story to father, mother, and your friends. Ask them to watch as you take out the rabbit, duck, birds, and the balls.
Saint Valentine Instructions for Pages 45 and 46

Objectives: To convince the pupils of the need for showing their love for their mothers and fathers.

To provide an opportunity to make a religious valentine for their parents.

Motivation: Today is Saint Valentine's Day. You know that on this feast people send valentines to those they love. Your mother and father should be remembered in a special way. Here is a lovely greeting you can make for your dear parents. But first let me tell you why people send valentine cards to one another.

Presentation: Saint Valentine was a holy bishop who lived many years ago. He spent all his time teaching people, helping the poor, and visiting the sick. Bad men who did not love God, put him into prison. "I must find a way to tell people about God," thought Saint Valentine. He saw some pigeons flying near his prison window and suddenly he had a bright idea. The holy bishop wrote to his friends and tied the letters to the little birds' feet. They flew happily away and returned to carry other messages. This way Saint Valentine was able to remind people to love God.

Practical Application: Color your valentine greeting very carefully; cut on the heavy lines, and fold on the dotted lines. Your card will stand up. Do you like it? When you go home today, hide your valentine by holding it behind your back, and say, "Mother, guess what I made in school for you today?" Then show her the valentine and give your mother a big kiss.

The other side is for your father. As soon as your father comes home, run to him and say, "Father, guess what I made for you in school today?" Show the valentine to your father and give him a kiss too. Now place the valentine in the center of your table while you eat your evening meal.
Dear Mother, God Loves You.
Dear Father, God Loves You.
Objectives: To teach the children that Saint Joseph was the foster father of Jesus.

To show how obedient Jesus was to Joseph in all circumstances.

Motivation: Saint Joseph was the foster father of Jesus. You see, Jesus' real Father was God, but He wanted Saint Joseph to take care of Jesus and Mary. Our Heavenly Father chose this holy man because He knew that Saint Joseph would always do what was asked of him.

Presentation: Saint Joseph worked in a carpenter shop to earn money for Mary and Jesus. Although Joseph was a poor man, at the same time he was very rich; for with him lived Jesus, the Lord of heaven and earth. Here also lived Mary, the most beautiful and holiest of all women. Mary loved Saint Joseph and did many things to make him happy.

Practical Application: Here is a picture of Jesus helping Saint Joseph. Should I cut on the heavy lines and fold on the dotted lines to see what kind of set-up this project will give me? (Teacher demonstrates.)

I shall pretend that I am Saint Joseph speaking to Jesus. "Little One, may I please have a block of wood?" "Yes, here is a block of wood," Jesus answers. (Teacher raises the block of wood which has been folded on the dotted lines.) "Can't you almost hear Saint Joseph say, 'Thank You, Jesus'?"

You will be able to play this game with your own set-up. Pretend that you are Saint Joseph asking for a block of wood. Lower and then raise the wood in the hand of Jesus to pretend that He is handing it to Saint Joseph. Wait until your friends see this new project. They, too, will want to play with it. Don't you think so?
Objectives: To encourage the children to make sacrifices by imitating Blessed Herman Joseph.

To deepen the conviction that great gifts are not necessary to make Mary happy.

Motivation: Blessed Herman Joseph was a poor boy, yet he gave a gift to Mary which made her happy. I wonder if you can guess what he gave to our Heavenly Mother?

Presentation: Blessed Herman Joseph's mother gave him a big red apple for lunch. You see, they were very poor, and to get an apple for lunch instead of a piece of bread was a treat. Herman Joseph looked at the delicious apple, jumped up and down for joy, and said, "Thank you, mother."

That morning the little boy whistled, skipped, sang, and ran part of the way to school. Herman Joseph stopped at the church and said Good Morning to Jesus. When he knelt at the foot of Mary's statue and looked into her eyes, he said, "Mary, I wish I had something to give you." His Guardian Angel must have whispered to him, because the boy quickly took something out of his pocket. Yes, it was the big red apple. Slowly he lifted the shiny fruit and held it out to Mary. Herman Joseph almost stopped breathing, because Mary stooped down and took the apple from him. Then in return she gave him a beautiful smile. The little boy smiled back at Mary. Of course, he did not have an apple for lunch, but that did not matter. His heart was singing with joy.

Many years later Herman Joseph was working in a garden. Suddenly he lifted up his head, and there stood before him the most beautiful lady. This is what she said, "Herman Joseph, when you were a little boy, you gave me a gift. Do
you remember the apple that you did not eat for lunch but gave to me instead? This time, I come to bring you a gift." She bent down and gently took Herman Joseph's hand. Then she put a ring on his finger. This was her gift to Herman Joseph. Herman Joseph kissed the ring many times and never grew tired of telling Mary how much he loved her. Blessed Herman Joseph, teach me to love Mary.

Practical Application: After I cut on all heavy lines, and fold on the dotted ones, there will be two separate pieces. (Teacher demonstrates.)

Let's put the statue of Our Blessed Mother in the center, and Blessed Joseph Herman in front of her--like this. Do you like these lights? Now our set-up is completed.

Your mother and father will be delighted to see such a lovely project, so try your best to cut straight on the lines. This will help to make your project look beautiful.
Saint Michael Instructions for Page 7

Objectives: To acquaint the children with the story of Saint Michael.

To recommend and encourage the children to invoke Saint Michael, the Arch-angel.

Motivation: God made the angels before He created Adam and Eve, our first parents. He created many, many beautiful angels. These angels are spirits. Spirits do not have bodies, and for this reason we cannot see them. Some of these angels are called archangels. This story will tell you how Lucifer, a proud archangel, and Michael, the good archangel, fought in a battle.

Presentation: Lucifer was a very wise and beautiful archangel, but he was not happy. Lucifer wished to be like God. Another archangel named Michael did not like this idea at all and said, "Who is like God?" This meant no one can ever be like God.

Then there was a terrible battle in heaven. Lucifer and all the proud angels fought against Michael and all the good angels. Michael and his army of angels won the battle. God rewarded Michael and all the good angels. Heaven became their home; they saw God face to face. Lucifer and all the proud angels were punished. They became devils, or bad angels, and were driven out of heaven.

Saint Michael is a heavenly champion who drives away the bad angels. Pray

---

1The Hebrew meaning of Michael.
often to Saint Michael. He will be glad to take care of you.

Saint Michael, protect me.

Practical Application: Here is a beautiful picture of Saint Michael. It will help you to think of and pray to this wonderful archangel.

Watch me as I cut on all heavy lines. See I place my thumbs on the large arrows and fold the paper backwards. Now I follow the arrows until the two large ones meet. Surprise! The archangel is able to stand up. When you take this picture home, place it somewhere so that all may see it. Pray to Saint Michael and ask him to protect you.
 Creation  Instructions for Pages 15 and 16

Objectives: To narrate the story of how everything came to be.
To provide practice in aiding the children to remember the story of creation.
To instill gratitude and love towards God for creating this beautiful world.

Motivation: Did you know that a long, long time ago, there was no heaven? There was no earth. There were no angels. There was only God, the Blessed Trinity. God the Father, God the Son, and God the Holy Ghost were very, very happy. But God the Father wanted you and everyone to be happy with Him in His heavenly home. That is why God created the world—and you.

Presentation: "In the beginning God created heaven and earth." ¹ But it was dark and empty, so He separated the light from the darkness. "He called the light Day, and the darkness Night." ²

God said, "Let there be a firmament. And God called the firmament Heaven." ³

Then God separated the land from the water. "He called the dry land earth and the water seas." ⁴ Fruit and grass were to grow upon the earth.

God also created two great lights: the sun and the moon. He told hundreds and hundreds of stars to twinkle at night.

God made the fish of many colors and every size to swim in the waters. He made the birds, large and small, to fly in the air.

¹ (Genesis 1.1.)
² (Genesis 1.5.)
³ (Genesis 1.8.)
⁴ (Genesis 1.10.)
When all these things were created, God made the animals. Last of all, when the world was created, God made a man named Adam and a woman named Eve. He placed them in a beautiful garden called Paradise.

Practical Application: Today we are going to make a booklet on the creation. Cut on the heavy line. Now you have two strips of paper. Find the picture with the three circles. This is the sign, or symbol, for the Blessed Trinity: God the Father, God the Son, and God the Holy Ghost. Next to the three circles, you see the name of the booklet. It says, "Creation." Take this page and turn it to the opposite side. Now you see the picture of night and day. Place this page on your desk.

Find the picture showing land and water on one side, and the sun and moon on the other side. Place this sheet on top of the page that you had placed on your desk. Fold your papers. We are ready to read our picture booklet. Open your booklet to page number one and say, "Dear God, thank You for creating night and day." Continue with: "Dear God, thank you for the heavens, for land and water, sun and moon, birds and fish, beasts and man. You may also say this prayer: Night and day, bless the Lord; All the heavens, bless the Lord; Land and water, bless the Lord; Sun and moon, bless the Lord; Birds and fish, bless the Lord; Beasts and man, bless the Lord; All creation, bless the Lord."
Objectives: To introduce the parents of Mary.

To explain their longing for and anticipation of the Redeemer.

To stimulate in the children a desire to cultivate a cheerful disposition.

Motivation: The story that you will hear today will tell you about Mary's mother and father. Since you love Mary so much, I am sure you will want to hear something about her dear parents.

Presentation: Long, long ago there lived a very holy man named Joachim, who had a wife named Anne. Joachim and Anne often prayed for a little child. They would say, "Dear God, bless our home and send us a little child."

Many years passed and Joachim and Anne were now old. It seemed that God had not heard their prayers, for their home was not blessed with children. This made them sad.

One bright, sunny day Anne was in the garden. Something wonderful happened that made Anne very, very happy. She learned that God had heard her prayers and would grant her wish.

On September eighth a little child was born to them. "She is our joy and love," cried Anne. "We shall call her Mary," said Joachim.

Mary grew as all children grow, and before long she was learning to talk and walk. Anne taught her to pray as soon as she was able to speak.

Mary always had God in her little heart, for she saw God in all things around her. She saw Him in fleecy clouds, in high mountains, in shady trees, in running brooks, in birds and flowers, for everything reminded her of the One who made them all.

Can you picture the child Mary walking lightly along the garden path water-
ing the pretty flowers? She seemed to smile at them, and they to smile back at her.

Little Mary, teach me your gentle ways.

Practical Application: After I cut on all heavy lines, I will have two separate pieces with which to make a lovely set-up. (Teacher demonstrates.)

I take the long narrow strip, fold it on the dotted lines, and place my thumbs on the large arrow. If I follow the arrows and slide the cut part until the two arrows meet, I will have a garden with pretty flowers. I take my other piece and fold it on the dotted lines. Now I place Mary in the center. Watch Mary as she waters the flowers. I am sure you will be happy to have such a lovely picture of Mary. If you look on the other side of Mary's picture, you will see a picture of her parents. Do not lose the pieces. Put them away in a scrapbook so that you may show them to your friends.
Noah Instructions for Page 31

Objectives: To explain through the story of Noah that sin is abominable in the eyes of God.
To stimulate a desire to be a friend of God by keeping away from sin.

Motivation: Many years after God created this world, people did not live as they should. Yet these people were not sorry for being so wicked. Only Noah and his family tried to obey the laws of God. This story will prove to you that God must punish sin, and that He takes special care of those who love Him.

Presentation: One day God spoke to Noah and told him to build an ark with little rooms. He told him just how high, how long, and how wide it should be. The great ark would have to be very strong and large, because all kinds of animals and birds were to stay in it for many days. You see, God told Noah that there was going to be a terrible flood if man did not stop sinning. When Noah told the people what God had said, they just laughed and did not listen to the holy man's words.

Noah and his sons began to build the ark. It took them a long time, but finally it was finished. Very soon, many, many animals were seen coming to the ark. Some crawled; others hopped or ran; birds of every size flew into the ark. Noah and his family were the last to go in. An angel of the Lord closed the door.

Suddenly it began to rain. "And rain fell upon the earth forty days and forty nights. Soon the earth was covered with water." All the wicked people were drowned, but God took care of the ark. It floated on and on, but when the

1 (Genesis 7.12.)
rain stopped, the ark rested on a high mountain top.

After some time, Noah sent out a raven to see if the water had gone down, but the raven returned. Next, he sent a dove but it also returned. He waited seven more days and sent the dove out again. In the evening it came back carrying an olive branch with green leaves in its mouth. Noah now knew that the waters were going down but he waited seven days more and then sent the dove out again. This time it did not come back.

God spoke to Noah and said, "Go out of the ark." The first thing the family did after leaving the ark was to kneel down to thank God for saving them from the terrible flood. Suddenly they saw a beautiful rainbow in the sky. This was a sign and a promise that God would not punish the whole world with another flood.

Practical Application: Here is the picture of the ark that Noah build. I fold back both sides of the ark, open the side door, and put the plank near the doorway. Place the animals near the ark. (Teacher demonstrates.) When you go home today, tell the story to your mother and father. Show them how the elephants marched up; how the bears walked into the ark; how the birds flew in.

Tell the story to your friends. I am sure everyone will enjoy the story of Noah and his ark. Keep all the pictures, for some day you may want to play with the ark and the animals.

---

2 (Genesis 8:16.)
Objectives: To impress upon the children the fact that God watches over us.
To help the children realize the truth that forgiveness is pleasing to God.
To illustrate this truth with examples from the life of Joseph.

Motivation: The story that you will hear today will show you how God watches over those who love Him.

Presentation: Many years ago there lived a man named Jacob who had twelve sons. The father gave Joseph, his youngest son, a coat of many colors. This made the boy very happy, but when his brothers saw the new coat of pretty colors, they were jealous.

One night Joseph had a strange dream. He dreamt that he and his brothers were tying sheaves. Suddenly Joseph's sheaf stood up straight and all the other sheaves bowed before him. When he told his brothers about the dream, they became very angry. They did not like to think that they would have to bow before Joseph.

Soon after this, Jacob told Joseph to go and see how his brothers were taking care of the sheep. One of the brothers who saw Joseph coming said, "Look, here comes the dreamer." As Joseph came closer to them, they took hold of him and threw him into a pit. Later, while the brothers were eating lunch, some men passed who were on their way to Egypt, so they pulled Joseph out of the pit and sold him to these strangers. Poor Joseph begged them not to do this, but their hearts were filled with jealousy, and they did not care to listen.

The brothers killed a goat and dipped Joseph's new coat into the blood. Returning home, they pretended to be sad and said, "Look, father, a wild animal must have eaten Joseph. His coat is spattered with blood." Jacob sat down and cried and cried.
One day Pharoah, the king of Egypt, called Joseph, who was now living in this land, to explain a dream that he had dreamt. Joseph explained the meaning of the dream so well that the king made him the chief steward.

It happened that many people did not have anything to eat. Jacob heard that one could get food in Egypt, so he sent his ten sons to this land. Coming before Joseph, they bowed low and asked for food. Joseph knew them at once, but the brothers did not know him. Sometime later he said, "I am your brother Joseph." They were surprised and frightened. "Do not be afraid, I forgive you," said Joseph. "Go and tell Jacob, my father, that I am alive." It was hard for Jacob to believe this, but soon he was on his way to meet Joseph, whom he had not seen for many years.

Practical Application: See what we have here: a picture of Joseph. You may color his new coat any way you wish. Use your favorite colors, and show us what you think is a beautiful coat. Cut it out and put it on Joseph.
Objectives: To call attention to the fact that God takes care of all who call on Him for help.

To illustrate the efficacy of prayer.

Motivation: After Joseph became ruler of Egypt, many Jewish people, or Israelites, as they were called, moved to this new land. Years later when Joseph died, the kings of Egypt did not like these people. One of them gave his soldiers this order: "Go, search for all the Israelite baby boys, and throw them into the river."

You will hear what happened to a little Israelite baby boy and how God saved him from being drowned.

Presentation: One Jewish mother watched her little child and prayed, "Dear God, please keep my baby safe. Help me to hide him from the bad soldiers." God heard the mother's prayer and gave her a wonderful idea.

She called her daughter Miriam and they both started down to the riverbank. "Now let us get to work and make a basket from these bulrushes," said the mother. In and out they wove the long reeds and before long a basket was made for the little one. They put mud and pitch between the cracks to keep the water from coming in. Then the mother put her little boy inside the basket, and slipped it into the water among the rushes. Miriam hid in the tall grass to watch her baby brother.

Soon a princess with her maids came walking along the river bank. When the princess saw the strange-looking basket, she told the maids to bring it to her. As they lifted the lid of the basket, the little brown-eyed baby began to cry. The princess felt sorry for the tiny child. Just then Miriam ran out from her
hiding place and asked, "Dear Princess, do you want me to find someone to take care of this little boy?" "Yes, I do," answered the lady. Miriam ran home and told her mother what had happened. In no time they were both back at the riverbank. The princess asked, "Will you take care of this child. I will pay you for doing so. When he is older, bring him back to me." As the mother took the child into her arms, she whispered: "O thank You, God, for saving my child."

When the child grew up, the mother took him to the palace. "I will call him Moses," said the princess, "because I took him out of the water."¹ And she did.

Practical Application: Your friends will be glad to hear the story of little Moses, and have a picture of him as a babe in the basket.

Watch me as I cut on all the heavy lines. After I fold on the dotted lines, my picture will stand up. Shall we put the bulrushes in front of the basket? There, now the cut-out is finished. Would you also like to make one of these projects?

¹(Exodus 2:10.)
hiding place and asked, "Dear Princess, do you want me to find someone to take
care of this little boy?" "Yes, I do," answered the lady. Miriam ran home and
told her mother what had happened. In no time they were both back at the river-
bank. The princess asked, "Will you take care of this child. I will pay you
for doing so. When he is older, bring him back to me." As the mother took the
child into her arms, she whispered: "O thank You, God, for saving my child."

When the child grew up, the mother took him to the palace. "I will call
him Moses," said the princess, "because I took him out of the water."1 And she
did.

Practical Application: Your friends will be glad to hear the story of little
Moses, and have a picture of him as a babe in the basket.

Watch me as I cut on all the heavy lines. After I fold on the dotted lines,
my picture will stand up. Shall we put the bulrushes in front of the basket?
There, now the cut-out is finished. Would you also like to make one of these
projects?

1 (Exodus 2:10.)
Objectives: To stimulate a desire to learn more about the Old Testament.

To provide a pop-up cut-out to help the pupils in relating stories from the life of David.

Motivation: Here is an interesting story about David, a poor shepherd boy, who became a king. This is an Old Testament story, and it may be found in a book called the Sacred Scriptures, or the Bible. In this book there are many stories about God. When you grow older, you will be able to read more stories by yourself. You will love this Book because it is here that you will learn how to love God better.

Presentation: David was a little shepherd boy. One day his father asked him to take some food to his brothers who were serving in King Saul's army. As he walked along, he saw the king's army standing on one side of the hill, while the army of their enemy stood on the other side. A big giant named Goliath stood in front of this army and shouted: "I dare anyone of you to come and fight me." David then asked, "Why does not someone go and fight the giant?" He was told that no one dared to go because everyone was afraid. David said, "I will go. Let me fight the giant."

When King Saul heard that David wanted to fight the giant, he said, "David, my boy, you are too young." David answered, "My King, one day while I was taking care of my father's sheep, I killed a bear and a lion that tried to steal a little lamb. Please let me fight this giant."

King Saul took off his own armor and had it placed on David, but these clothes were so heavy that he could not move. Because David knew that God did not want him to wear armor, he took it off. Then the brave lad took his sling-
shot and five little pebbles from his wallet.

When the giant saw David coming to meet him, he said many unkind things to him, but David pretended not to hear. Instead he said, "I come to thee in the name of the Lord." David put his hand into his wallet, took out a little pebble, and shot it with his sling. The pebble struck Goliath on the forehead, killing him. When the enemy saw that their leader had been killed, they began to run away, and King Saul's army won the battle.

Practical Application: After you have colored the picture on both sides of the paper, fold on the dotted lines. Tell your mother and father the story of David. When you come to the part about Goliath, flip back the top of the page. Your mother and father will now see Goliath standing before David. Finish the story by telling your parents how God protected David.
Objectives: To review the articles of faith which state that there is but one true God.

To show how Daniel remained true to his faith.

To point out how God rewarded Daniel by working a miracle.

Motivation: Have you ever heard of anyone who was thrown into a lion's den and then came out alive? No, indeed, not unless God worked a miracle. Let us see what happened in the case of Daniel.

Presentation: King Darius loved Daniel because he was the best officer that he had. Daniel believed in the true God, but Darius and his people, who were called Babylonians, worshipped a huge dragon.

The king said to Daniel, "You cannot say that this dragon is not a living god. Adore him." Daniel said, "I adore the Lord my God for He is the living God. Give me permission and I will kill the dragon without sword or club." The king said, "Yes, I give you permission."

Daniel took pitch and fat and hair, and boiled them together; and he made lumps and put them into the dragon's mouth. This made the dragon die.

The Babylonians became very angry. They came to the king and said, "Give us Daniel, or else we will kill you." The bad men took Daniel and threw him into the den of lions.

During the week, the king could not forget Daniel, and on the seventh day he went over to the den. When Darius looked in and saw Daniel sitting in the midst of the lions, he could hardly believe what he saw. "The king cried out

1 (Daniel 14:23-25.)
2 (Daniel 14:26.)
with a loud voice saying, 'Great art Thou, O Lord the King of Daniel.' " He drew him out of the lion's den.\(^3\)

After Daniel was taken out of the den, the king told all the people to love Daniel's God, Who saved him and did not let the lions eat him.

Practical Application: Here is a picture of Daniel; but wait, a surprise is in store for you. Watch me cut these pieces. See, I cut on all the heavy lines, and fold on these dotted lines near Daniel. I cut out the white strips and place the bars in front of the den. There! Be sure to tell the story to your friends and show them how Daniel looked in the lion's den.

\(^3\) (Daniel 14:40)
CHAPTER VIII

CONCLUSION

Summary of Findings

We Love God has a definite goal which is in total agreement with the mind of Pope Pius XI, who defines the purpose of Christian education, "that the child be formed to live a supernatural life in Christ...and to display it in all his actions." The aim of Catholic education is to build the image of Christ in every soul and to produce the true and finished man of character...who thinks, judges and acts constantly and consistently in accordance with the right reason illumined by daily living."

Heeding this exhortation, the Guided Activities take into consideration the whole child. It considers those philosophical, psychological, and sociological factors that aid in understanding the young child. For developing Christ-likeness, it presents a series of practical virtues to help the child think, judge, and act in accordance with right reason. Christ, His Mother Mary, the Saints, and the Biblical stories are the ideals set before him.

GUIDED ACTIVITIES IN RELIGION is a forward step in enabling the young child to grasp that body of truths which will have a lasting influence on his life and work. The activities in the book are a logical sequence of devices directing the mind of the child for the reception of religious truths.

GUIDED ACTIVITIES IN RELIGION place great emphasis on kinesthetic experiences. The beautiful pictures in the workbook appeal to the eye, making-and-doing
activities give life and variety to the religion class. And telling the story aloud provides the shy child with an opportunity to lose himself in a character.

The book—when used to supplement the religion course—can transform the souls of little ones into the likeness of Christ. The book will achieve untold results when used by a good teacher. It serves as a vital link between the teacher, the child, and the home, for it helps give parents a positive interest in the practice of religion by their little ones.

GUIDED ACTIVITIES IN RELIGION are designed for and adapted to the interest of children in primary grades. The Guided Activities are not intended as a course in religion; they may, however, be used advantageously with any curriculum.

Organization

The general organizing structure is a one year program, planned with specific activities for practicing a different virtue each week. The activities are arranged according to the liturgical cycle and include a story from the Life of Our Lord, the Life of the Blessed Virgin Mary, a life of some saint, and a Bible story for each month. Because of the child's short interest span, the units of work are simple, concise and interesting. Centers of interest are established for the young and based on promoting intellectual, social-emotional, and spiritual growth.

The particular objectives cited in the lessons are consistently aimed at developing Christlike daily living. In order to produce a cumulative effect, the activities devised to promote virtue are organized to reinforce one another. Since character education is intended to promote virtue, practicing the virtues in each activity provides recurrence and continuity. Sequence of practices
correlated with constructional units, story telling, dramatization, and creative activity seek to increase the development of virtuous living in daily life. In the project relative to Mary's birthday, the practice suggests that the children think of Mary and say, "Dear God, I thank you for creating Mary." Each accomplishment brings a reward, and the children are permitted to color one of Mary's birthday gifts. In the creation booklet, the illustrations acquaint the pupils with the story of creation. The pupils are instructed to say, "Dear God, thank you for the heavens," etc. Thankfulness is brought out in other projects and end with the Queen of Spring where the children repeat: "Dear God, thank you for the Queen of Spring." At a higher level, the Guided Activities correlated with other lessons, tend to promote self-expression by means of discussion and planning.

Integration

Integration which refers to the horizontal relationship helps the students to unify the total behaviour pattern. They are not learning and practicing aimlessly, but growing in many ways through meaningful experimentation, observation, and wide experiences. Working independently offers the children an opportunity to think, evaluate, execute, and share. These activities result in group conversation and self-expression not only in religion class but in language arts, in science, in social studies, and in certain number concepts.

The organizing principles which weave these threads increase breadth of application and range of activity. Telling ideas and simple experiences to informal groups will be followed by building techniques of give and take in discussions and conversations which they can later apply to their own life situations. The use of independent work will terminate beyond planning to using
appropriate resources and using scientific approaches culminating in creative writing. We hope and pray that the personality of Christ will influence the conduct and appeal to the generous hearts of adolescence, for that personality with its beauty, charm, and nobility cannot fail to make a living appeal to youth. How rich we are in the examples of saints, where as they live to inspire enthusiastic youth to heroic moral courage and effort in building up their characters. Thus it shows how the major elements are long-range items that develop over the years and provide relationship to various other fields in the school curriculum.

Observer's Check List for Evaluation

Since aims serve a basis for experiences and activities, it is by them that progress is measured. The learning experiences of being acquainted with the Life of our Lord, Mary, the saints, and Biblical stories are associated with virtues. The aims correlated with these learning experiences are development of spiritual strength, character, personality, and self-control. The following check list will aid in determining and evaluating the learning experiences in practicing virtue.

1. Does the child show interest in the story?
2. Were questions asked by the pupil to expand his knowledge?
3. Do the illustrations aid the child's imagination and help him see and feel the truth that is proposed?
4. Is there an awareness of how the virtue may be incorporated into daily living?
5. Does the child spontaneously desire to learn more about God and the saints?
6. Does the child grasp the right principles of conduct?
7. Do parents comment whether the child tries to practice some of the virtues at home?
8. Was there enthusiasm and cooperation in bringing various pictures and other articles relative to the particular constructional project in process?
9. Were the activities discussed with other members and actual participation noted?
10. Were books relating to the saints and God sought from the reading table?
11. Does the exterior deportment give evidence of living close to Jesus?
BIBLIOGRAPHY

I. BOOKS


Newland, Mary Reed. We and Our Children. New York, 1954.


Sharkey, Don. These Young Loves. Chicago, 1950.


II. ARTICLES


BIBLIOGRAPHY

I. BOOKS


Boysen, Agness. First Things First; A Practical Plan of Character Education for School and Home. Chicago, 1938.


II. ARTICLES


APPROVAL SHEET

The thesis submitted by Sister Mary Francine Verpas, S.S.C. has been read and approved by a board of three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

June 1, 1961
Date

Signature of Adviser