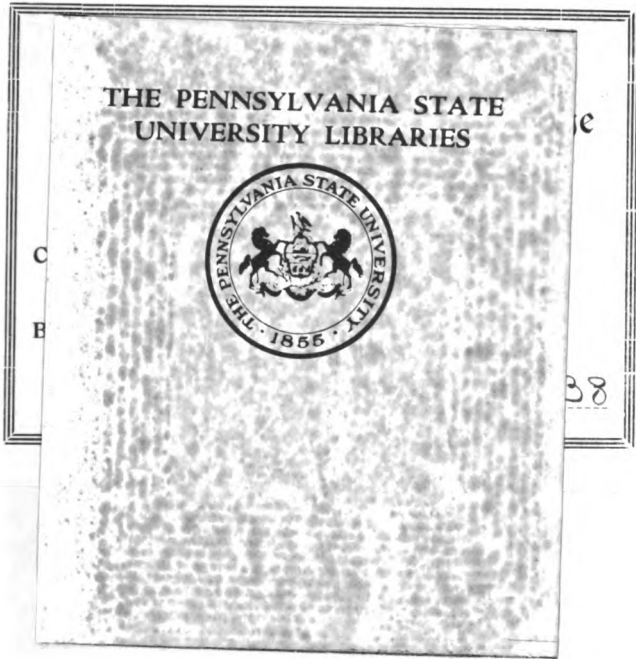


CATHOLIC EDUCATION SERIES



FIRST BOOK

2526





JESUS AND HIS COUSIN ON THEIR WAY TO SCHOOL
Pinturicchio

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Catholic Education Series



FIRST BOOK

THE CATHOLIC EDUCATION PRESS
WASHINGTON, D. C.

THE
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Archbishop of Baltimore

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1908

**ENTERED AT
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PREFACE

While the Church has at all times realized the importance of training children from their earliest years in the knowledge and practice of Religion, her concern in regard to such instruction is just now specially manifest. The growth of school systems which, for one reason or another, exclude Religion, can bode no good to Christian interests. The more efficient these schools become in teaching secular branches, the greater is the need of insisting upon thoroughness in the teaching of Religion. That our Catholic schools also have been influenced by the general advance in educational theory and practice and that they readily adopt whatever is found helpful in teaching the ordinary school subjects, is an additional reason for bringing religious instruction to the highest possible degree of efficiency.

57538

The Holy See with its wonted insight into the needs of the Church at large has made the duty of the Catholic school quite clear. Since the Sovereign Pontiff himself has not only emphasized the need of religious instruction, but has also given specific directions on the subject, it is imperative that the best means should be employed to render the work perfect. The example set by Pius X is an encouragement to every Catholic teacher; at the same time it shows that in a task of such vital

importance. neither the utmost care in planning nor the finest skill in execution can be spared. It may truly be said that in the whole range of the Church's teaching activity no undertaking is fraught with such consequences as that of giving to the child its first ideas of God.

In the teaching of Religion, as in all other educational work, right method is essential. Its importance indeed is greater in proportion to the value of the truth that is taught; and the need of it is all the more urgent when that truth has to be brought within the reach of minds that are just beginning to unfold. A method that may be successfully used with adults is not always the best for children. The order of presentation, the language and the various devices employed by the teacher, must be suited to the capacity of the learner.

This principle finds its best illustration in the teaching of Our Saviour. His constant use of parables and His care in adapting each lesson to the special circumstances of His hearers, shows that He was concerned not only about the truth which He imparted, but also about the way of imparting it. He thus rendered intelligible even to untrained minds the sublimest of doctrines and won His disciples to the observance of the "new commandment."

Following the example of her Founder, the Church has always cast her teaching in forms that meet the various needs of mankind. Her worship

abounds in appeals to sense, in symbols, actions and artistic effects. Each of the Sacraments is an outward sign of inward grace; and each prescription of the Ritual is meant to quicken the spiritual life through the medium of organic perception.

The wisdom of this method is recognized by those who understand the laws of mental development and shape their teaching in accordance with those laws. This psychological basis underlies all real teaching of the subjects usually found in the school curriculum. The teaching of Religion, in order to be vital, must likewise conform to psychological laws. Religious truth, if it is presented to the mind as something quite apart from other knowledge or foreign to the child's everyday thinking, is not likely to exert any lasting influence upon character, habit or conduct. It should rather enter the mind along with other items of knowledge and grow with them into the very fibre of the soul. Only by such easy and natural processes of assimilation can it become permanent and effective.

The course in Religion, of which this is the First Book, keeps in view the principles outlined above. It aims at giving the child year by year just what the growing mind can take up and hold fast. The same truths recur again and again, but each time in a new setting. The advance, then, is not merely from generalities to details, nor chiefly from simpler forms of knowledge to those that are more complex. It is essentially a growth; and at each

stage religious truth is presented in the form that is suited to the phase of development which the mind has reached. Beginning with an appeal to the child's instincts the course deals successively with the imitative tendency and with the use of symbols as exhibited in the liturgy of the Church. The later books set forth explicitly the formulas of belief whose essential meaning has already been grasped, the history of the Church and her organization, and finally her dogmatic and moral teaching in statements which the maturer pupil is able to understand.

The knowledge that comes by hearing and seeing is vitalized and strengthened by doing. In the early years, especially, the mind expresses itself in countless ways; and one of these is song. An idea that has been aroused by the teacher's voice, the picture and the printed word, is finally and thoroughly assimilated when it finds utterance in musical form. Rhythmic action, a general law of Nature, is also a spontaneous mode of mental expression. And as the songs of childhood are remembered through years of adult life, the thought which they embody remains not simply as a portion of knowledge, but also as an influence for upright living.

In the preparation of these Books the authors have been guided largely by the suggestions received from teachers experienced in elementary work; and it therefore seems reasonable to hope that the course will be helpful to all who are

engaged or interested in Religious Education. In any case, the result must depend to a considerable extent upon the teacher's individuality and insight. To leave these their proper scope is obviously better than to lay down rigid rules or to prescribe in detail how the book should be used.

The music for all the songs has been rewritten for the present edition and in some instances the wording of the songs has been changed so as to adapt them to the new music. "O Come All Ye Faithful" has been replaced by an old German carol of the fifteenth century. "Broken Wing" has been replaced by "A Story." It will be found that these changes make a decided improvement in the character of the music and in its adaptability to the capacity of the children; they were rendered necessary, moreover, to adjust the work in Religion, First Book, to the music course of The Catholic Education Series which is now being prepared for the press.

The revision and rearrangement of the music has been carried out under the direction of Justin B. Ward. The adaptation of the words to the new music has been in charge of Elizabeth W. Perkins. We take this opportunity of expressing our thanks to Mr. Carl Hauser for writing the accompaniments to several of the songs.

EDWARD A. PACE.

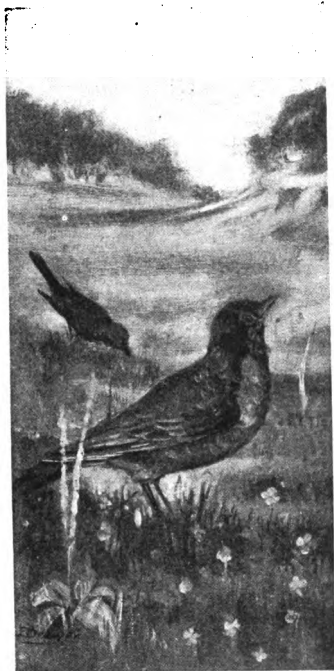
THOMAS E. SHIELDS.

The Catholic University of America,
June, 1913.



THE MADONNA—*Raphael.*

LOOKING FOR BREAKFAST



Here are Mr. and
Mrs. Robin.

They are on the
grass.

They give three
hops.

They give three
chirps.

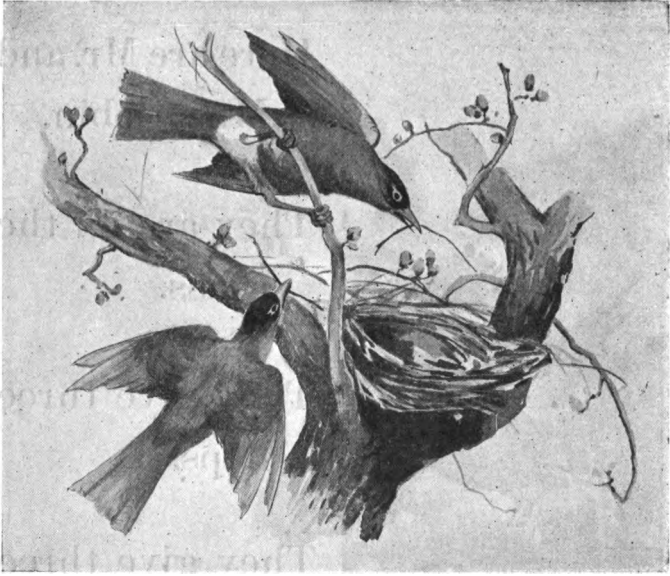
They look around and begin again.

Good morning, Mr. Robin.

Good morning, Mrs. Robin.

Are you looking for your breakfast?

BUILDING A NEST



Last March the snow went away.

**Then the grass peeped up to see
the sun.**

**The flowers peeped up to see if
Spring had come.**

Spring laughed and said, I come
with Mr. and Mrs. Robin.

The flowers laughed and said,
Mr. and Mrs. Robin are here.

The Robins came with Spring.

They were looking for a home.

They came to this apple tree.

They made their nest here.

The nest is the home of the Robins.



THE ROBIN'S PRAYER

Here are Mr. and Mrs. Robin at home.

The baby Robins are asleep under mother's wings.

They are cozy and warm.

Their father is on the branch beside the nest.

He does not want their mother to be lonely.

When the day's work is done, he sings a song.

It is his evening prayer.



THE NEST OF MOTHER'S ARMS



The home of
the Robins is
beautiful.

But your home
is better than
the softest
bird's nest.

The little birds are rocked to
sleep by the breezes.

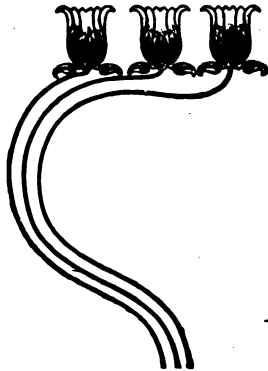
But it is sweeter to be rocked
to sleep in mother's arms.

The Robin sings of Spring and
of the flowers.

But his songs are not so sweet as
the songs that mother sings.

The mother bird loves her little
ones and takes them under her
wings.

But she does not love them half
so much as your mother loves
you.



FATHER'S WELCOME HOME



See how happy these children are.

Their father has just come home
from work.

He loves to gather his little ones
around him and tell them stories.

They climb on his knee.

They tell him every thing they did
all day.

They ask him for every thing they
want.

They tell him, over and over again,
how much they love him.



THE HOME OF JESUS

The birds have a pretty home in
the trees.

They are happy and sing sweet
songs.

We have a happy home with
father and mother.

We love it better than the Robins
love their nest.

But the home of Jesus is more
beautiful than our home.

It is Heaven.

Jesus came from Heaven where
His Father lives.

He came to show us the way there.

**When Jesus was on earth He lived
in Nazareth.**



A WELCOME TO JESUS

**The birds welcome Jesus because
His Father gives them their
sweet songs.**

**His Father teaches them how to
fly and how to build their nests.
He fills the hearts of the birds
with love.**

The trees wave a welcome to Jesus
because His Father makes them
big and strong.

The roses and lilies open their
hearts to Him.

They fill the air with sweet smells
because His Father sends them
the sunshine and the rain.

Jesus loves the sunbeams and the
breezes.

He loves the sky and the stars.

He loves the birds and the flowers.

He loves the sheep and their
shepherd.

He loves all who work for others.

No one is so kind and gentle as
Jesus.



JESUS TEACHING FROM A BOAT—*Hofmann*

A SECRET

Wherever Jesus goes the people
follow Him.

They are made glad when ever
they hear His voice or look into
His face.

He gives the secret which He
brought from Heaven to every
one who loves Him.

When we learn this secret we love
one another.

Then joy grows in our hearts like
a beautiful flower.

It fills our lives with sweetness.

THE TIRED TEACHER

Jesus loves little children.

One day, long, long ago, Jesus
taught the people until he was
very tired.

Then His friends made Him rest.
Jesus is sitting under the big
tree.

The grass is green.

The sun shines brightly.

The birds sing sweetly.

There are pretty flowers every
where.

The children play and sing with
their mothers.

Some of them pick flowers to give
to their fathers when they come
home from work.

After a while they all go to
where Jesus is resting.

His friends tell them to go away
and not to trouble Jesus.

But Jesus hears them and says,
let the little children come unto
Me and forbid them not.



THE LITTLE CHILDREN

Jesus smiles and calls the children
to Him.

He tells them that He loves them.

They crowd around Him.

One little boy is sitting on Jesus'
knee, resting his curly head on
His heart.



JESUS BLESSING LITTLE CHILDREN—*Plockhorst*

A little girl is giving Him the
flowers she has picked.

He places His hand on her head
and blesses her.

This makes her very happy.

All the children love Jesus very
much.

They want to be as near Him as
they can.

They put their arms around Him.

They want to stay with Him
always.

Jesus talks to them.

They clap their little hands with
joy.

He tells them stories about His
Father.

He tells them about His beautiful
home in Heaven.

A SWEET LESSON

They all ask Jesus to take them
to see His Father and His home.

He tells them they must wait
a while and do some work for
Him on earth.

He tells them to be good to every
one.

He tells them to love their parents.
And then He will take them and
all they love to His Father's
home.

And they can stay with Him and
His Father for ever and ever.

He teaches them to say:

Our Father who art in Heaven.

Hallowed be Thy name.

Thy kingdom come.

Thy will be done on earth as it
is in Heaven.

Give us this day our daily bread.

Forgive us our trespasses as we
forgive them that trespass
against us.

And lead us not into temptation.

But deliver us from evil. Amen.



IT IS LOVE

I know the song that the mother bird sings
To the dear birdies safe under her wings.

I know the song that the mother bird sings,
It is love, it is love, it is love.

I know the song that my own mother sings
Softly when birdies are folding their wings.

I know the song my own mother sings,
It is love, it is love, it is love.

In her sweet song I can hear Jesus' call:
"Come to me, children, oh come one and all."

I know the reason for Jesus' sweet call,
It is love, it is love, it is love.

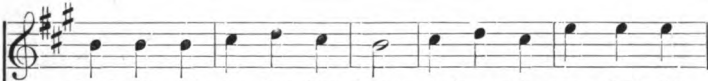
It is Love

Words, Sr. DE SALES

Adapted from a theme by MOZART



1. I know the song that the mo-ther bird sings To the dear
2. I know the song that my own mo-ther sings Soft-ly when
3. In her sweet song I can hear Je - sus' call: "Come to me,



bird-ies safe un - der her wings. I know the song that the
bird-ies are fold - ing their wings. I know the song that my
chil-dren, oh come one and all." I know the rea - son for



mo-ther bird sings, It is love, it is love, it is love.
own moth-er sings, It is love, it is love, it is love.
Je - sus' sweet call, It is love, it is love, it is love.



Jesus' Love

Words, Sr. M. ANTONINE

Folk Song

1. A lit - tle bird sat on a tree, On a green tree,
2. Ah, Ro - bin, Je - sus loves me too, Je - sus loves too.

And sang his sweetest song to me, Sang his song to me.
He gave me parents kind and true, Gave them as to you.

"My par - ents built my nest so warm
I rest with - in His arms for He

Jesus' Love

To save me from the wind and storm. My mother
Said "Let the children come to Me." He fills my

The first system of musical notation for the song 'Jesus' Love'. It consists of a vocal line on a single treble clef staff and a piano accompaniment on two staves (treble and bass clefs). The key signature is one sharp (F#) and the time signature is 4/4. The vocal line begins with a rest, followed by the lyrics. The piano accompaniment provides harmonic support with chords and moving lines.

folds me in her wings, In her soft wings And tells her
life with His dear love, With His dear love, And calls me

The second system of musical notation. It continues the vocal line and piano accompaniment from the first system. The lyrics describe being folded in wings and being called by Jesus. The piano accompaniment features a steady harmonic accompaniment.

love while fa - ther sings, While dear fa - ther sings."
to His home a - bove, His bright home a - bove.

The third and final system of musical notation. It concludes the vocal line and piano accompaniment. The lyrics describe loving while the father sings and being taken to his home above. The system ends with a double bar line and repeat dots.

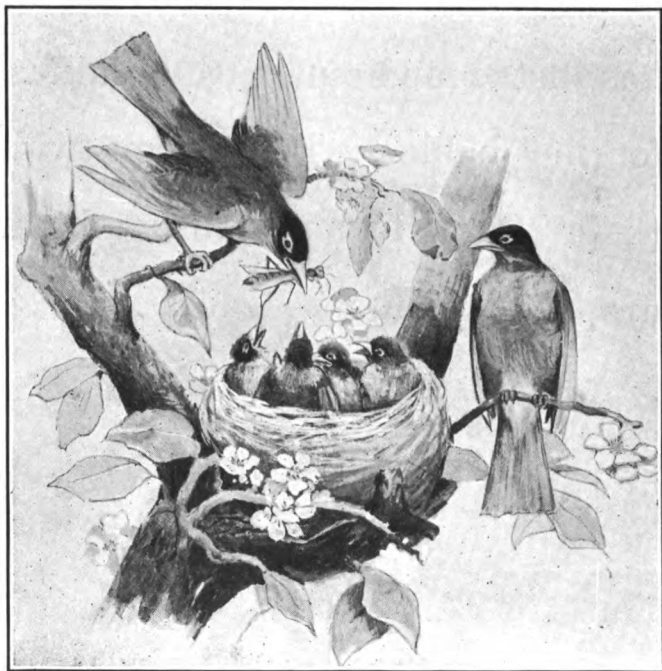
THE BABIES' BREAKFAST



What a pretty dining-room this is. The little birds are in their cradle. In this cradle they were rocked to sleep by the wind. The pink and white apple blossoms

hide them from the sunbeams.
The air is full of the sweet smell
of May blossoms. Mother Robin
has just come home with breakfast
for her babies. They open wide
their big yellow mouths and she
drops a worm into each.





HOME FROM MARKET

HOME FROM MARKET

Father Robin is coming home, too. He has a mouthful of grasshoppers for his hungry babies. Mr. and Mrs. Robin do not get tired working for their little ones. They have learned that it is sweeter to give than to take.

THE TWO MOTHERS

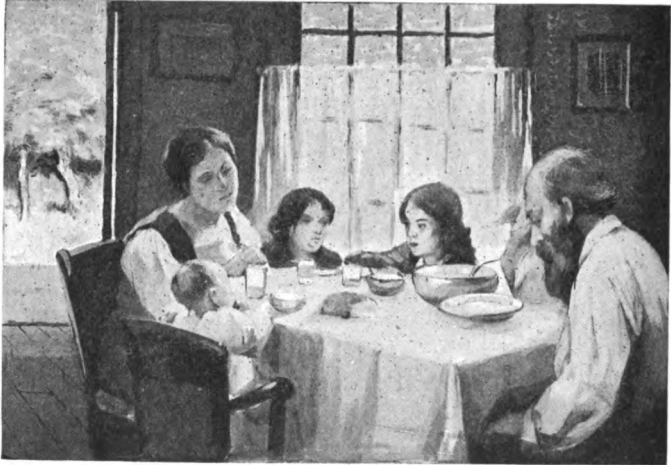


This pretty little boy gave some
of his bread to the mother hen.

She calls her tiny chicks to share it. He asks, mamma, does the hen love her little chicks? Do the chicks love their mother as much as I love you?

His mother says, the hen loves her little ones and gathers them under her wings. Mothers love their children and gather them to their hearts. Jesus loves all of us and keeps us under His care.

A FAMILY BREAKFAST



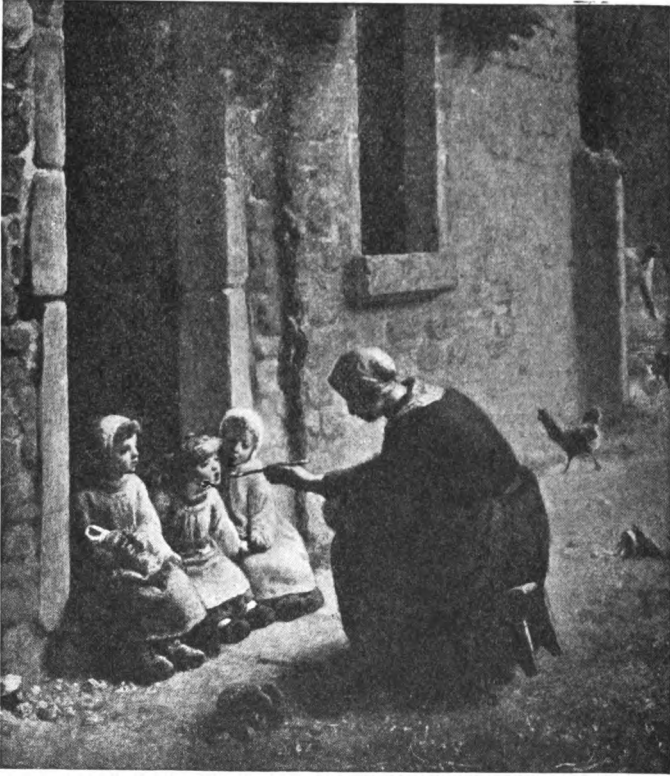
Every morning mother calls us to breakfast and father asks a blessing on what we are to eat. No apple tree is as cozy as our home. The best breakfast mother Robin brings her babies is not so

good as the breakfast mother gets ready for us.

The Robins take care of their children until they are old enough to take care of themselves. They bring them food until they learn to fly.

Our fathers and mothers will always feed us and care for us and love us. They give us all they have and we love them so much that we give them all we have. We are happy when we do as they tell us.

FEEDING HER BIRDS



The day is warm. Mother lets the children sit on the door step. It is cool there in the shade of the rose vine.

The yard is full of sunshine. The children are happy for they can see father working. Mother called them from play.

The boy left his cart and his little sister dropped her basket of apples.

The big girl is playing mother. She keeps her dolly in her arms. She wants dolly to get some of the good things, too.

And look at the old mother hen. She knows there will be crumbs for her breakfast. Mother is feeding the baby boy.

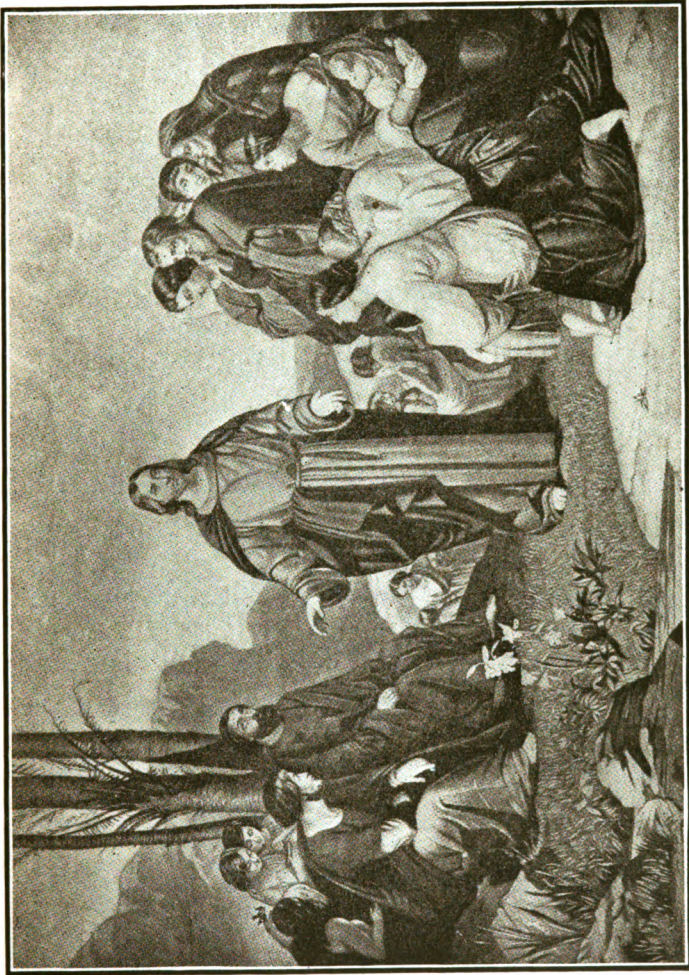
The little girl is glad. She holds his hand and has one arm around his neck. Her turn will come next. They are all happy.

JESUS FEEDS THE PEOPLE

Jesus had been teaching the people all day. He wanted to rest, so He crossed the lake in a boat. He was looking for a quiet place.

But the people saw Him going and followed Him around the shore of the lake to meet Him when He landed. They were in a hurry and forgot to take food with them. They were very tired and hungry.

Jesus talked to them for a long time. Then His friends wanted Him to send the people away to buy food. But Jesus knew how tired they were and told them to sit down on the green grass. He asked His friends how much food



Lejune

“CONSIDER THE LILIES”

they had. St. Philip said a boy had five loaves and two fishes, but that was not enough for so many.

Jesus took the bread and blessed it and gave it to St. Andrew to pass around. He also blessed the fishes and gave them to the people.

He fed five thousand men and there were twelve baskets full left. Jesus did this to feed these hungry people and they were very thankful.

No Robin ever made her hungry babies so happy, no mother ever made her children so glad as Jesus made these poor tired people. They join the Robins in their vesper song of praise. They say, Dearest Lord, we thank you.



THE MIRACLE OF THE LOAVES AND FISHES—Murillo

The Father's Love

Words, C. M. BRENNAN

Music, BEETHOVEN

1. Sweet winds from the South are blow - ing,
2. New nests cling where boughs are bend - ing,
3. In our home each child is dear - er,

Ten - der flow'rs and grass - es grow - ing. All earth like a
Mo - ther bird her brood is tend - ing. Fa - ther bird his
Mo - ther's arms make all love near - er. Sing then, chil - dren,

child is show - ing Joy in the Fa - ther's love.
sweet song end - ing, Safe in the Fa - ther's love.
sweet - er, clear - er, Joy in the Fa - ther's love.

DEAREST LORD, WE THANK YOU

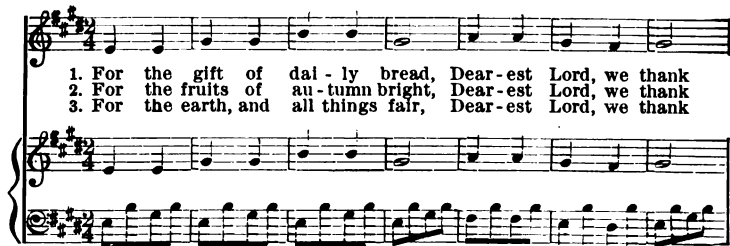
For the gift of daily bread,
Dearest Lord, we thank you.
For the gifts of heart and head,
Dearest Lord, we thank you.
For the homelife held so dear,
For the parents we revere,
Dearest Lord, we thank you.

For the fruits of autumn bright,
Dearest Lord, we thank you.
For the summer filled with light,
Dearest Lord, we thank you.
For the harvest, for the spring,
For the birds that sweetly sing,
Dearest Lord, we thank you.

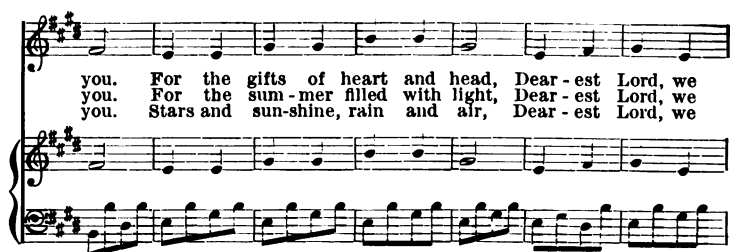
For the earth and all things fair,
Dearest Lord, we thank you.
Stars and sunlight, rain and air,
Dearest Lord, we thank you.
For the tiny seed that grows
Into wheat or into rose,
Dearest Lord, we thank you.

Dearest Lord, We Thank You

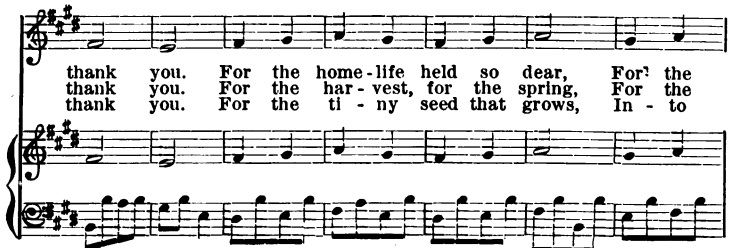
Words, Sr. M. ANTONINE Adapted from German Folk Song



1. For the gift of dai - ly bread, Dear - est Lord, we thank
2. For the fruits of au - tumn bright, Dear - est Lord, we thank
3. For the earth, and all things fair, Dear - est Lord, we thank



you. For the gifts of heart and head, Dear - est Lord, we
you. For the sum - mer filled with light, Dear - est Lord, we
you. Stars and sun - shine, rain and air, Dear - est Lord, we



thank you. For the home - life held so dear, For' the
thank you. For the har - vest, for the spring, For the
thank you. For the ti - ny seed that grows, In - to



par - ents we re - vere, Dear - est Lord, we thank you.
birds that sweet - ly sing, Dear - est Lord, we thank you.
wheat or in - to rose, Dear - est Lord, we thank you.

SUMMER

It is now June time. The roses whisper that summer is here. The Robins sing their sweetest songs to welcome her. The brooks run



through the green fields singing
June time, tune time. The sun-
beams dance with the cool shadows
in the woods to the bluebirds'
music. The whole earth is full of
joy. The winds tell the news far
and wide. Little boys and little
girls are glad. They sing June
time, play time.

The baby Robins up in the apple
tree hear the news. All the pretty
pink and white blossoms are gone.
One day the wind played with
them and coaxed them to fly away
with him. The baby Robins miss
the apple blossoms that hung

around their nest. They want to fly away like the flowers, but they are afraid. Baby birds feel afraid when the time comes to leave the home nest.



THE FIRST VENTURE

BREAKFAST ON THE GRASS

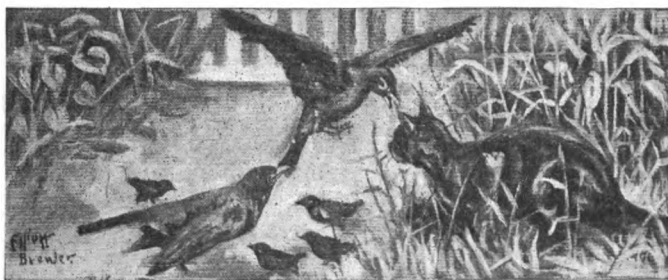


To-day Mr. and Mrs. Robin left the apple tree early with their four little ones. The little family will take breakfast on the grass for the first time this morning. Father Robin called his family to breakfast. Mother Robin is busy feeding one of her little ones.

THE RESCUE

There is a noise in the nearby bush. While their mother is not looking, two naughty babies hop away to see what is there.

A sly cat is slowly creeping behind them. She almost has one of them in her jaws. They are sorry that they ran away from mother. In their fear they cry



out, save us! save us! Mr. and Mrs. Robin fly to the bush ready to fight a big bird or an old cat, or even a snake.

How good their voices sound to the little truants as they sing, cheer-up, cheer-up, cheer, sweet, sweet, sweet. The sly old cat steals away.

Mother Robin soothes her babies, smooths their feathers and tells them not to fear. Father Robin is busy pulling a fat worm out of the ground for his little ones.

A VISIT TO THE COUNTRY



*Copyright, 1897, by Photographische Gesellschaft.
By permission of the Berlin Photographic Co., New York.*

May is a little girl who has always lived in the city. She has come with her mother for her first visit to the country. Every thing

is new and strange to her. She has never seen real live chickens, or ducks, or geese before. She is just a little bit afraid of them.

Her cousins, Bessie and Frank, have taken her out to the grove to play. Bessie is sitting on a log in a cool shady place. She holds May on her knee.

Frank has just brought a tiny chick and placed it in May's hand. She seems to be afraid to touch the downy thing, but Frank tells her it can not hurt her. He holds his hand so it won't fall and get hurt for he loves his little chick.

After a while May sees that it will not hurt her and she thinks

it would be nice to have a chick
to keep.



REFUGE

Soon May's mother comes out to see how her little girl is getting along. They start back to the house for it is almost supper time.

On the way back they pass the barn yard. May sees some little yellow balls and thinks they are little chicks. She runs to pick one up when she hears a dreadful hiss.

The old gander was trying to save his goslings. May is so frightened she cries out, mamma, mamma, save me!

Her mother hurries and takes her frightened little girl in her arms. She tells her that the gander did not mean to hurt her. He was only taking care of his family.

THE SAVIOUR

Baby Robins and little children are not the only ones that get frightened. Grown-up people often need some one stronger than themselves to save them. Even St. Peter and the other friends of Jesus were some times afraid.

The evening Jesus fed the people with the loaves and fishes He sent His friends in the boat to the other side of the lake. Then He went alone up into the mountain to pray. It grew very dark.

Jesus knows that the boat has not reached the other side. He knows that the men are tired row-



LORD, SAVE ME

ing and that the winds are against them. He is sorry for them and goes to them.

They are busy with the oars. They see some one walking on the waters and are frightened. Then they hear a sweet voice saying, Be of good cheer, fear not, it is I.

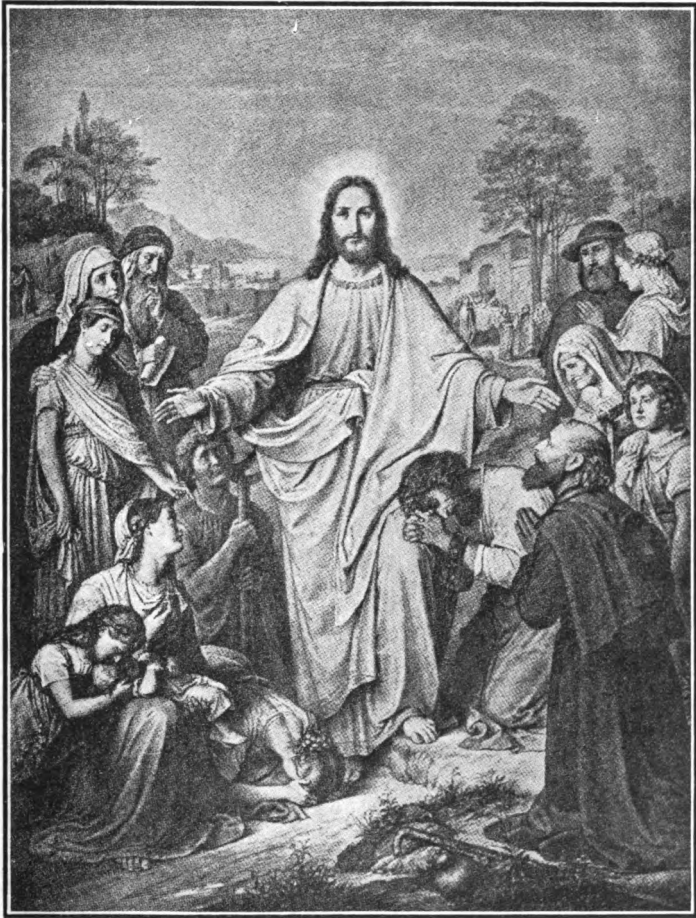
St. Peter says, If it be you, Lord, bid me come to you. Jesus says to him, Come to me. Then St. Peter goes down out of the boat.

He is as safe as if he were walking on land because he is thinking only of obeying Jesus. All at once he feels that he is walking on the waves. This makes him look from

Jesus to the troubled waters beneath his feet. He is frightened and begins to sink. Terror lays hold of him and he cries out to Jesus, Lord help me! Then Jesus reaches out His hand to him and saves him.

Another time Jesus had been teaching the people all day long. In the evening He went into the boat to cross the lake. He was so tired that he fell asleep at once.

There is a gentle breeze blowing. The men set the sails. The boat dances upon the blue waters. There is no sound but the lapping of the waves against the side of the boat. The red, gold and purple lights die out of the western sky.



CHRIST HEALING THE SICK

Schönherr

The night grows dark. Black clouds cover the moon and the stars. A great storm arises. The waves beat into the boat. It is filling with water and beginning to sink. The men cry out in terror, Lord, save us, we perish!

Jesus wakes and says to His friends, Why are you afraid, oh ye of little faith? Rising up He rebukes the winds and He commands the waves to be still. The winds and the waves obey Him at once.

The next moment the men are looking at the moon and the stars in the quiet lake. They whisper to each other in wonder because even the storm obeys Jesus.



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PEACE, BE STILL—*Dietrich*

Come to Me

Words Sr. M. C. Adapted from a melody by HUMPERDINCK

1. "Come to me," the mo - ther sings As she
2. "Come to me, my lit - tle one," Mo - ther
3. "Come to Me," the Sa - viour mild Whis - pers

hides be - neath her wings All the ba - by
says at set of sun. "In my arms a
to His lit - tle child. "Come and nev - er

birds so dear ; No - thing have they now to fear.
co - sy nest Lined with love a - waits thy rest."
let us part, Make thy home with - in My heart."

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LITTLE ROBIN, NEVER FEAR

Little Robin, never fear,
The mother's wings enfold you, dear;
The Father's love is always near;
Then never, never fear.

Little children, never fear,
The mother's arms will hold you, dear;
The Father's words are full of cheer;
Then never, never fear.

Ye of little faith, why fear,
Our Jesus, though asleep, is near;
His "Peace be still" again we hear;
Then never, never fear.

Little Robin, Never Fear

Sr. M. ANTONINE

Folk Song

1. Lit - tle Ro - bin, ne - ver fear, The
 2. Lit - tle chil - dren, ne - ver fear, The
 3. Ye of lit - tle faith, why fear, Our

mo - ther's wings en - fold you, dear ; The Fa - ther's love is
 mo - ther's arms will hold you, dear ; The Fa - ther's words are
 Je - sus, though a - sleep, is near ; His "Peace, be still" a -

al - ways near ; Then ne - ver, ne - ver fear.
 full of cheer ; Then ne - ver, ne - ver fear.
 gain we hear ; Then ne - ver, ne - ver fear.

THE BROKEN WING



Birds are so happy they fill the whole world with their songs. But some times they get into trouble. Their parents hurry to protect them in danger. But when a little bird breaks a wing he does not cry or call for help.

He crawls in among the weeds to die alone. This is not because his parents are unkind. But they do not know what to do when their babies are hurt or sick.

The little Robin has no one to go to when he gets hurt. Every little boy knows where to go when he cuts his finger. And every little girl knows where to go when she bumps her head.

THE SICK CHILD



This little girl is sick, but her mother holds her in her arms and she feels better. Her mother's cool cheek is pressed against her hot brow. She will sing a sweet song and the little girl will fly away to dream land on the wings of sleep.

We all have as sweet pictures as this in our own hearts. We will never forget all that father and mother do for us when we

are sick. Day and night they watch over us and nurse us until we are well. The touch of mother's strong, cool hand takes away every pain. The sound of father's voice drives away all fear.

JESUS HEALS THE SICK

A poor woman lived up in the hills alone with her child. She had no one but her little boy. He was the joy of her life. He brought her the first blossoms of Spring. She told him stories about the flowers and the birds.

One morning he was too sick to leave the house. His mother nursed him for many days. She

did every thing for him that she knew how to do, but he grew sicker every day.

One day she looked out at the lilies he loved and at the sparrows he used to feed. Then she remembered what she had heard about Jesus. He had cured the blind and the lame. He had made the dumb to speak. He had healed the sick. She remembered how he loved and blessed little children.

That day a neighbor told her that Jesus was coming to their town. The sick were being carried there from all the country around. She knew that she could do nothing more for her sick boy. And



Bida

CHRIST HEALING THE MAN WITH THE PALSY

so she picked him up and carried him to the town. While she waited for Jesus to come she saw many whom He had cured. Her own faith grew stronger.

At last Jesus came. She was waiting by the roadside. As He passed along, the people who had brought their sick to be cured crowded around Him. He sees her with her sick child and comes over to her.

Her eyes full of faith, speak for her. Jesus lays His beautiful hand on the sick child's head and the fever leaves him. Love for Jesus fills to overflowing the thankful hearts of the mother and the child.

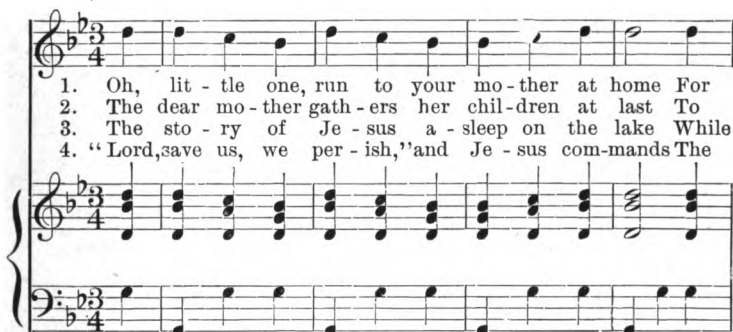


JESUS HEALING THE SICK—*Hofmann*

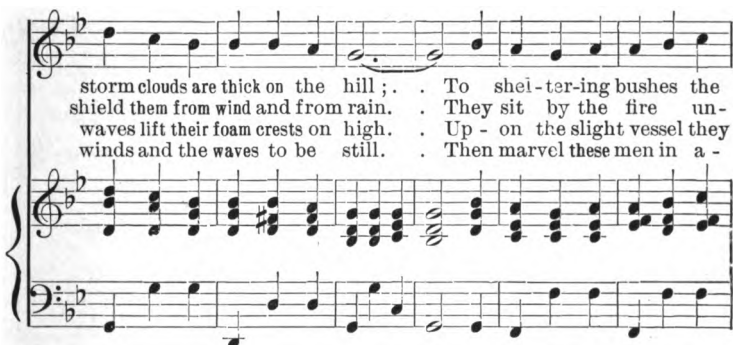
A Story

Words ELIZABETH W. PERKINS

Music SAMUEL W. COLE



1. Oh, lit - tle one, run to your mo - ther at home For
2. The dear mo - ther gath - ers her chil - dren at last To
3. The sto - ry of Je - sus a - sleep on the lake While
4. "Lord, save us, we per - ish," and Je - sus com - mands The



storm clouds are thick on the hill ; . . To shei - ter - ing bushes the
shield them from wind and from rain. . . They sit by the fire un -
waves lift their foam crests on high. . . Up - on the slight vessel their
winds and the waves to be still. . . Then marvel these men in a -



ti - ny birds come ; The lambs in the sheep - fold lie still . . .
til storms are passed, And welcome this sto - ry a - gain . . .
threaten to break ; In ter - ror the tim - id ones cry . . .
maze as He stands The tempests ful - fill - ing His will . . .

THE MOTHER'S PRAYER

Were you a lamb that strayed away
Far from the shepherd's fold,
How gladly would I search all day
To save you from the cold.

Were you a bird with broken wing
That could no longer fly,
Because you praise Me while you sing,
I would not let you die.

But you are more, my child, to Me
Than lamb or singing bird,
From fear and pain I set you free,
Your mother's prayer is heard.

The Mother's Prayer

Words SEDE SALES

Folk Song

1. Were you a lamb that strayed a - way, Far from the
you a bird with bro - ken wing, That could no
you are more, my child, to me, Than lamb or

shep - herd's fold, How glad - ly would I search all
lon - ger fly, Be - cause you praise me while you
sing - ing bird; From fear and pain I set you

day, To save you from the cold. 2. Were
sing, I would not let you die. 3. But
free, Your mo - ther's prayer is heard.



THE DIVINE SHEPHERD—*Murillo.*

THE APPLE TREE



You remember the stories we read about the sweet spring days when every thing was waking up to new life. The April showers had washed the skies clear and blue. The old brown tree awoke. It was so glad spring had come.

It felt the baby buds climbing all over it.

The buds nestled close in their mother's arms. They made the whole garden sweet with their breath. There were no green leaves to shade the baby blossoms from the sun. The winds played around the tree and kept the cradles cool.

At night the mother crooned a lullaby to her pretty flower children. She took good care of them because she wanted them to grow into apple trees. Some days the old tree told them stories of the time when she was a tiny blossom.

The baby Robins in their nest love the old tree. They know her pretty song but their own mother's lullaby is sweeter to them. They were given to their father and mother to make them happy.

Our baby brothers and sisters come into our home to make it



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happy. No blossom with its silk covers and sweet breath is so dear as baby sister. No baby Robin with his soft feathers and glad voice is so loved as baby brother.

Buds grow into apple trees. Nestlings grow into Robins. What will baby brother grow into?

Mother holds him in her arms and sings him to sleep with her pretty bye-lo baby. She prays that he may grow to be a strong man like father.

Father leans over the cradle to kiss him good night. He prays that his boy may grow up good and pure like mother.

All boys and girls like to hear stories about the time when they were small. But they like better to hear of the time when father and mother were children. This is almost the best story ever told.

When a boy wants to know the right thing to do, he tries to think of what father did when he was a boy. Little girls love to play they are like mother.

Children are like their parents. Jesus wants them to grow like them. He wants them to learn all that is good and true from them. By doing this they learn how to live in this world.

OUR HOME IN HEAVEN

Jesus does not want us to live on earth always. He says to us, My little children, love one another as I have loved you. He says, be ye perfect as your Heavenly Father is perfect.

Our Heavenly Father loves us so that He wants us to be ready to live with Him. He knows that we cannot be happy in Heaven until we have learned how to live there.

He sent His only Son to us for our model. Jesus became a little babe and grew into a man to show us how to live. If we try to be like Him we shall learn how to live in Heaven.

THE MOTHER OF JESUS

For many years our Heavenly Father promised to send His Son to us. He promises the beautiful spring flowers in the buds that cling to the branch. Long before spring comes He gets the world ready for the flowers and the birds.

Long before Jesus came to us His father was getting the whole world ready for Him. He chose a beautiful Mother for Him. Her name was Mary. He gave His angels charge over her. He gives to every child a Guardian Angel.

Mary loved her parents and filled their lives with joy. When she grew up to be a woman St. Joseph was given to her to protect her.



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THE FIRST CHRISTMAS—*Walter Firlé*

THE FIRST CHRISTMAS

One cold winter day Mary and St. Joseph had to go to Bethlehem. It was night when they reached the town and there was no room for them in the inn. They went to every door in the town. At every door they heard the same words, there is no room.

At last they found a cave in the side of a hill where some oxen were sleeping. The stars never seemed so bright to the Blessed Virgin as on that night when she went into the cave.

While she was resting the whole cave was lighted and warmed.

The sweetest music floated around her. In her arms lay the Christ Child, the little Jesus. She wrapped Him up in swaddling clothes and laid Him in a manger. She and St. Joseph tell their love to Him.

The angels have come from Heaven to kneel at His feet. Their happy faces make the cave bright and warm. The Blessed Virgin's heart is full of love and wonder.



THE GUARDIAN ANGEL

CHRISTMAS CAROL

When Christ was born to set us free
And lay on Holy Mary's knee
Angels sang with mirth and glee
In excelsis, gloria.
Angels sang with mirth and glee
In excelsis, gloria.
In excelsis, gloria, gloria.

The Shepherds saw the angels bright
They shone with such a heavenly light.
God's dear son is born to-night
In excelsis, gloria.
God's dear son is born to-night
In excelsis, gloria.
In excelsis, gloria, gloria.

We thank thee, Lord, for thy great grace
The heavenly bliss to see Thy face,
Standing in this Holy Place
In excelsis, gloria.
Standing in this Holy Place.
In excelsis, gloria.
In excelsis, gloria, gloria.

Christmas Carol

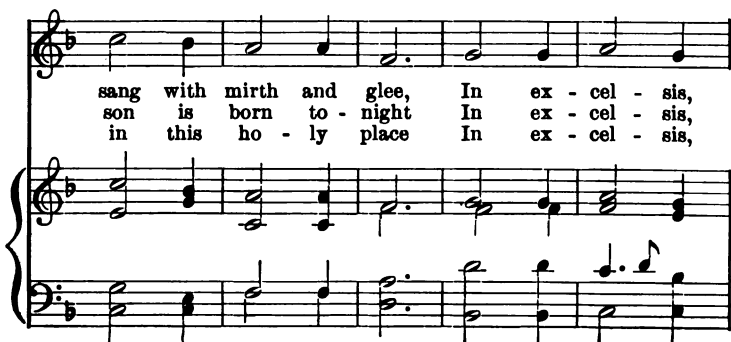
German Carol, 15th Century



1. When Christ was born to set us free, And
2. The shep - herds saw the an - gels bright They
3. We thank Thee, Lord, for this Thy grace, The



lay on ho - ly Ma - ry's knee, An - gels
shone with such a heav'n - ly light. God's dear
heav'n - ly bliss to see Thy face, Stand - ing



sang with mirth and glee, In ex - cel - sis,
son is born to - night In ex - cel - sis,
in this ho - ly place In ex - cel - sis,

Christmas Carol

glo - ri - a. An - gels sang with mirth and glee,
glo - ri - a. God's dear son is born to - night,
glo - ri - a. Stand - ing in this ho - ly place,

In ex - cel - sis, glo - ri - a, In ex -

cel - sis, glo - ri - a, glo - - - ri - a.

LULLABY

Bye low, baby flower,
In your little bed,
Wrapped in silken covers,
By the dew drop fed.
Kissed by golden sunbeams,
Washed by showers kind,
Sail away to dreamland
On the Summer wind.

Bye low, baby Robin,
In your pretty nest,
Swinging in the tree tops,
Mother loves you best.
Sweetly singing bye low,
Cheer-up, cheer-up, chee,
'To her baby Robins,
In the apple tree.

Bye low, baby brother,
Close your sleepy eyes,
Whisper to the angels
Dream of Paradise.
Mother loves to feel you
Cuddled to her breast,
Father loves to see you
In her arms' soft nest.

Bye low, little Jesus,
Let me learn to be
Gentle, true, and always
Mary's child like Thee.
Lullaby, my Baby
Bye low, Baby sweet,
Angels watch your slumbers
Kneeling at your feet.

Lullaby

Words, Sr. M. ANTONINE

Music, HAYDN

1. Bye - low, ba - by flo - wer,
2. Bye - low, ba - by ro - bin,
3. Bye - low, ba - by bro - ther,
4. Bye - low, lit - tle Je - sus,

In your lit - tle bed Wrapp'd in sil - ver
In your pret - ty nest Swing - ing in the
Close your sleep - y eyes, Whis - per to the
Let me learn to be Gen - tle, true, and

cov - ers By the dew - drops fed.
tree - tops Mo - ther loves you best.
an - gels, Dream of Pa - ra - dise.
al - ways Ma - ry's child like Thee.

Lullaby

Kiss'd by gold - en sun - beams
Sweet - ly sing - ing bye - low,
Mo - ther loves to feel you
Lul - la - by, my ba - by,

Wash'd by show - ers kind, Sail a - way to
Cheer up, cheer up chee, To her ba - by
Cud - dled to her breast, Fa - ther loves to
Bye - low, ba - by sweet, An - gels watch your

dream - land On the sum - mer wind. . .
ro - bins In the ap - ple tree. . .
see you In her arms' soft nest. . .
slum - bers Kneel - ing at your feet. . .

SUGGESTIONS TO TEACHERS

It is rightly expected that the children during their first year in school should make a reasonable beginning in the difficult art of reading. At the close of the year they should be able to recognize without difficulty from six to eight hundred words. They should also be able to write and spell correctly a large proportion of these words, but it must not be supposed that this constitutes the entire work of the first grade or even the most important part of it. The ability to read and write and spell correctly usually constitutes a new line of development for the first-grade child. His conscious life has been unfolding along several lines previous to his advent in school. It is far more important that the teacher should minister to the urgent needs of the child's unfolding life than that she should initiate him into a specific art, no matter how valuable that art may be.

Religion, First Book, is designed to serve as the child's first reader, but, as its title implies, it has a far more important function than this to perform. It is, in fact, the child's first book along all the lines of his development. It is a reader, a nature study book, a book of instruction on home life, an elementary text-book of religion, and an art book dealing with the three-fold root of the aesthetic faculty, viz., form, color, and rhythm. These five lines are not dealt with separately but are woven into organic unity.

The teacher who would use this book to the best advantage must work in sympathy with its aims and in harmony with the method upon which it is

constructed. Good results cannot be achieved when there is a conflict in aim or method between the teacher and the text-book which is placed in the pupils' hands. This is true throughout the entire educational process, but it is more painfully obvious in the first grade than in any subsequent phase of the child's development. It is to be expected, therefore, that the teacher who undertakes to use this book will make a careful study of the Teachers Manual of Primary Methods, which was written for the express purpose of setting forth the aims and methods of the Catholic Education Series of primary text-books.

As a first reader, Religion, First Book, presupposes from six weeks to two months' work with blackboard and chart. During this time the children should be taught through the action method to recognize without hesitation the eighty-three words given in the list in The Teachers Manual (1st ed., p. 266; 2d ed., p. 323). These eighty-three words have been chosen as the basis of the vocabulary employed in the First Book, consequently, none of them may be omitted with impunity, nor may any considerable addition be made to this list without serious loss of time and still more serious interference with the accuracy of the work which is to follow. This is not less true because another set of words might with equal propriety have been chosen as the basis of the child's vocabulary. As a matter of fact, the words given have been employed as the nucleus of the vocabulary in the First and Second Books and hence, where these books are to be used, there is no freedom of choice in the make-up of the preliminary word list.

The action method is not new; the necessities of the case have driven efficient primary teachers to

employ it in the initial phase of teaching children to read. Among the most important features of this method the following may be mentioned: (a) The foundation is laid in the association established between the visual and motor areas of the brain. To accomplish this, an action word is written on the blackboard and made to serve as a signal for the children to perform the action. They are then required to write the word, after which they pronounce it. (b) Through association, a group of words is associated with the action word, care being taken that the bonds of association lie between the thought elements and not between the word forms. (c) The script form is used first; the printed form is not employed until the child has completely mastered the script form. Chart sentences may be used with profit to bring about the transition from the script form on the blackboard to the printed words in the book. (d) As the work proceeds, the context begins to be effective in leading the child to recognize the new printed word. By the time the child begins to use the book the context method is available and may be used to a notable extent. The action method with blackboard and chart work should be continued in a secondary capacity for some months. For the poorer visualizers among the children it may be necessary to continue blackboard and chart drills throughout the first year.

In children of six years of age the visual areas in the cerebral cortex will be found very unevenly developed. Three or four impressions will leave as deep and lasting results in one child as may be secured in another through eight or ten repetitions, therefore, the teacher who would minister efficiently to the children must group them according to their visualizing power. Some method

must be followed by which each child will be drilled according to his needs on the visual impressions of the words he is learning. In each story of Religion, First and Second Books, a suitable percentage of words which occur for the first, second, third, up to the tenth time, will be found, hence each story provides a drill for each of the groups mentioned above. This matter will be found explained in sufficient detail in the Teachers Manual.

Religion, First Book, is divided into five sections, each one of which has for its aim the transformation of one of the instincts which helps to determine the child's dependence upon its parents. The thought material in each of these parts is developed in a manner resembling a Gospel parable. The work begins with a nature story in which an attempt is made to lead the child into an understanding of some vital phenomenon and thus lay the foundation of his future scientific development. In accordance with this aim great care has been exercised in the selection of themes and in their mode of presentation as well as in accuracy of statement. These nature stories are intended to be dramatized. By this means the children are freed from detail and put into possession of a generalized truth which they may be led to apply elsewhere. The nature story is in every case developed as the basis of a parable which discloses its inner meaning in the lessons immediately following.

The child is a social being and imperatively demands the adequate development of the social side of his nature. He must be taught to adjust himself properly towards the home group. He must be taught to outgrow his selfishness. He must learn the meaning of parental authority and of

parental sacrifice. What he learns in the study of nature must find immediate and practical illustration in his home life. That which he dramatized in his nature study, he must put into actual living in his home.

The truth embodied in the nature story and in the home scene which follows it is developed in the third part of each section in a religious instruction. The thought and the vocabulary developed in the nature story and in the domestic study are utilized in the religious theme which, in every case, revolves around the person of Our Lord. These three parts of each section parallel the three elements usually found in Our Lord's parables. "Behold the lilies of the field" is the analogue of the nature story; "And which of you if your son should ask you for bread would you reach him a stone" is analogous to the domestic story in which parental love is the central theme; finally, "How much more your Heavenly Father knows how to give good things to those who love Him," is the analogue of the religious theme.

In all of Our Lord's parables, as in the several sections of Religion, First and Second Books, there is a progressive development of the central thought from a concrete setting to its abstract formulation, *e. g.*, "Seek ye therefore first the kingdom of God and His justice and all these things will be added unto you."

During the first year especially the teacher must supply the needs of the child's growing mental life by means of stories, oral instructions, etc. The child is not yet in a position to secure adequate food for his mental life from books, but he loves stories and the efficient teacher will know how to supply his needs in this direction. It should be remembered, however, that unity is one

of the child's greatest needs, hence the stories which the teacher tells her pupils should aim at developing the central theme outlined in the child's first book. The nature study, the domestic, or the religious study may be selected for development in this way, but the stories should not introduce unco-ordinated elements into the child's conscious mental life. He needs variety, it is true, but this variety must be confined to form and emphasis so as not to interfere with the unity of his mental development.

Finally, Religion, First Book, is designed to serve as a primer of aesthetics and as such it aims to lay deeply and correctly the foundations of color, form and rhythm. The pictures, with a few unavoidable exceptions, are reproductions of masterpieces. The religious themes are presented in color. No pains or expense have been spared to procure a high degree of excellence in these colored illustrations. The central theme of each section of the book is expressed in two songs. It is believed that by this means all the work of the grade will tend to help the child in his singing and that his singing will help him to retain the best of all that he studies in the other parts of the book. Moreover, the pictures and the music can scarcely fail to develop the aesthetic faculty of the children along correct lines.

VOCABULARY.

The number opposite each word refers to the page on which it first occurs.

	A.			
		asked,	42	big,
a,	10	asks,	37	bird,
about,	26	asleep,	13	birds,
afraid,	51	at,	15	bird's,
after,	24	away,	10	bit,
again,	9	awoke,	81	black,
against,	28			blessed,
ago,	23	B.		blesses,
air,	20	babe,	86	blessing,
all,	17	babies,	33	blind,
almost,	53	babies',	32	blossoms,
alone,	59	baby,	13	blowing,
along,	61	back,	58	blue,
also,	44	balls,	58	bluebird,
always,	26	barn,	58	boat,
amen,	28	basket,	41	boy,
among,	70	baskets,	44	boys,
an,	54	be,	13	branch,
and,	9	beat,	64	bread,
Andrew,	44	beautiful,	14	breakfast,
angel,	87	became,	86	breaks,
angels,	87	because,	19	breath,
another,	22	been,	42	breeze,
apple,	11	before,	56	breezes,
apples,	41	begin,	9	brightly,
April,	81	beginning,	64	bring,
are,	9	begins,	64	broken,
arises,	64	behind,	53	brooks,
arm,	40	being,	73	brothers,
arms,	14	beneath,	62	brought,
around,	9	besides,	13	brow,
art,	27	best,	38	brown,
as,	15	Bethlehem,	89	buds,
ask,	17	better,	14	build,
		bid,	61	building,

father,	13	from,	16	H.	
fathers,	23	full,	33		
father's,	16			had,	10
fear,	53			half,	15
feathers,	54	G.		hallowed,	27
fed,	44	gander,	58	hand,	26
feed,	39	garden,	82	hands,	26
feeding,	41	gather,	16	happy,	16
feeds,	42	gathers,	37	has,	16
feel,	51	gave,	36	have,	18
feels,	61	geese,	56	he,	13
feet,	62	gentle,	20	head,	24
fell,	62	get,	35	healed,	73
felt,	82	gets,	39	heals,	72
fever,	75	getting,	58	hear,	22
fields,	50	girl,	26	heard,	73
fight,	54	girls,	50	hears,	24
fill,	20	give,	9	heart,	24
filled,	87	given,	83	hearts,	19
filling,	64	gives,	19	heaven,	18
fills,	19	giving,	26	heavenly,	86
finger,	70	glad,	22	help,	62
first,	51	go,	24	hen,	37
fishes,	42	God,	92	her,	15
five,	44	goes,	22	here,	9
floated,	90	going,	42	hide,	33
flower,	22	gold,	62	hill,	89
flowers,	10	gone,	50	hills,	72
fly,	19	good,	9	him,	16
follow,	22	goslings,	58	his,	13
followed,	42	grass,	9	hiss,	58
food,	39	grasshoppers,	35	hold,	62
for,	9	great,	64	holds,	41
forbid,	24	green,	23	home,	11
forget,	71	grew,	59	hop,	53
forgive,	28	ground,	54	hops,	9
forgot,	42	grove,	56	hot,	71
found,	89	grow,	82	house,	58
four,	52	grownup,	59	how,	16
friends,	23	grows,	22	hung,	50
frightened,	58	guardian,	87	hungry,	35

hurries,	58	land,	61	makes,	20
hurry,	42	landed,	42	mama,	37
hurt,	56	lapping,	62	man,	84
	I.	last,	10	manger,	90
I,	11	laughed,	11	many,	44
if,	10	lay,	90	March,	10
in,	14	lays,	62	market,	35
inn,	89	lead,	28	Mary,	87
into,	8	learn,	22	May,	33
is,	11	learns,	84	me,	24
it,	13	learned,	35	mean,	58
its,	84	leave,	51	meet,	42
	J.	leaves,	75	men,	44
		left,	41	miss,	50
jaws,	53	lesson,	27	mc del,	86
Jesus,	18	let,	24	moment,	64
Jesus'	24	lets,	40	moon,	64
join,	44	life,	72	more,	18
Joseph,	87	lighted,	89	morning,	9
joy,	22	lights,	62	mother,	13
June,	49	like,	22	mothers,	23
just,	16	lilies,	20	mother's,	13
	K.	little,	14	mountain,	59
		live,	56	mouthful,	35
keep,	57	lived,	19	mouths,	33
keeps,	37	lives,	18	Mr.	9
kept,	82	loaves,	44	Mrs.	9
kind,	20	log,	56	much,	15
kingdom,	27	lonely,	13	music,	50
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