

**PRIMARY LESSON DETAIL:
INTERNATIONAL
GRADED SERIES; PP. 1-228**

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Primary Lesson Detail: International Graded Series; pp. 1-228 by Marion Thomas & John T. McFarland

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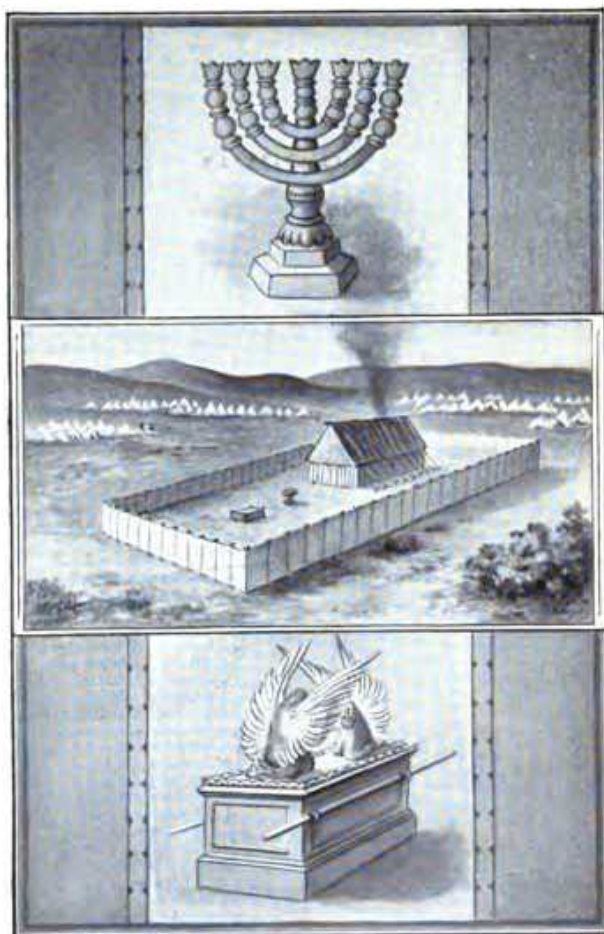
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MARION THOMAS & JOHN T. MCFARLAND

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PRIMARY PLANBOOK SERIES, BOOK I

PRIMARY LESSON DETAIL

INTERNATIONAL GRADED SERIES

PREPARED BY MARION THOMAS



JOHN T. McFARLAND, EDITOR

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FOREWORD

THE PURPOSE OF THE BOOK

This book is planned for primary superintendents. It is the first of a series of planbooks, or guides, for use in a primary department in which the Graded Primary Lessons are taught. By Graded Primary Lessons are meant the primary lessons of the International Course of Graded Lessons. The primary lessons of this course include first, second, and third year lessons. (See chart of the Graded Lessons of the International Course in the appendix.)

To superintend a class session in a department in which these lessons are taught it is necessary for the superintendent to know the lessons and memory verse or verses to be taught in each grade and the requisites necessary for teaching. To study three textbooks to extract this knowledge requires both time and effort. To conserve this time and effort by setting forth in brief and concise form such information as is needed by the superintendent is the purpose of this book.

THE PLAN OF THE BOOK

The lesson detail of the lessons in the Primary Teacher's Text Books is assembled by months and by years or grades. Under each month, beginning with October, there is given, first, the lesson detail of the First Year Lessons for the month; next, the lesson detail of the Second Year Lessons; and, last, the detail of the Third Year Lessons for the month.

Under each lesson will be found the lesson title, the Bible passage or lesson material, the memory verse, the aim or purpose of the lesson, the titles and sources

of pictures for lesson illustration, directions for the pupil's handwork, and if there is a Correlated Lesson, the lesson or Bible verses given for memorization.

Lessons with which missionary instruction may be given in connection with the lesson teaching, through the offering service or as a special feature of the program, are starred.

THE CONTEXT OF THE BOOK

In most primary departments the superintendent conducts the different exercises of the program, guides the class teachers, and supervises their work, with view to helping them accomplish the best results through their teaching.

The most acceptable program or order of exercises for a primary department is one that has for its thought or theme some truth that relates to and supplements or strengthens the lesson teaching. For example, when the theme of the first year lessons is the Protecting Care of God, the Bible responses and songs used for the worship present the same thought. When the second or third year lessons tell of Jesus, the Bible responses and songs used for opening, offering, and closing exercises supplement the lessons. From this it is evident that to arrange a program or order of exercises for a given Sunday or series of Sundays, a knowledge of lesson titles, memory verses, and purpose of the lessons is necessary. This book gives this knowledge in a form for ready reference. (For a year of primary programs see Book II of this Series.)

Pictures are among the most valuable accessories of the primary department. By the correct use of the right picture the child gains knowledge and a perception of truth, for every picture has some message or

truth to convey. Pictures that will be found helpful in illustrating the lessons are listed that superintendents may know what pictures are available for the different lessons, may guide teachers in the use of pictures, and may stimulate interest in picture work by placing selected pictures about the room—on the wall, blackboard, or screen—and by making use of pictures in conducting reviews and story-telling periods.

The handwork suggestions for each lesson are given that the superintendent may understand the work to be done and the preparation that needs to be made for it, and may know what and how well the work is being carried out by the teachers and with what benefit to the pupils.

It is necessary also for the superintendent to know when the correlated lessons occur and what the lessons are, that the extra memorization may be urged upon the pupils and be reviewed and incorporated in the exercises of the department, and therefore such information is given.

THE USE OF THE BOOK

The book is designed for use week by week. By turning to it each week the superintendent will be able to tell almost at a glance what truth or form of teaching should be emphasized in the program the next Sunday, which pictures are appropriate for the decoration of the room and for the use of class teachers, and what models may be used to further illustrate the lessons.

The book is designed also for use in teachers' meetings. By studying it not only week by week for its program suggestions, but also month by month in advance, it will be possible to anticipate the needs of the

class teachers and to acquaint them with the character of the work that is coming and the preparations to be made for it. To help the teachers to look ahead and to understand the preparations they are to make for handwork, story-telling, correlated-lesson teaching, or special activities at the Thanksgiving, Christmas, and Easter seasons is a form of teacher-training.

The superintendent will find it helpful if one copy of the book may be kept at home for use in preparing programs and making necessary notes and another copy at Sunday school for ready reference in directing class work and conducting teachers' meetings. The second copy, if not the first, should be a part of the equipment required for the department and be provided by the school.

In the use of the book it will be found that some statements and explanations of themes and lesson aims or purposes are more briefly stated than in the textbooks. Similarly, there are a few changes in the handwork suggestions.

For the use of class teachers, and more especially for first-year teachers, more pictures are listed under some lessons than are listed in the textbooks. Under some lessons more pictures are given than one teacher will need to use. When they are available, a number of pictures are given under each lesson, that teachers may have pictures from which to choose and that there may be pictures for use in a number of classes.

The differences that will be noted in this book are not contradictory to any of the statements, explanations, or work given in the textbooks. The book is in agreement with the textbooks in all of its detail, for otherwise it would be of no value or use to those for whom it has been prepared.