

REACHING CHILDREN

By

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CHAPTER TWO

MAKING MEMORY WORK INTERESTING

IN THIS changing world we need something to which we may cling, something which is sure and steadfast, something which never changes. Little children are caught in the whirl of a swiftly moving age; and may be swept over the edge of some dangerous precipice unless they have something constant in their lives. What could be better than the sure Word of GOD, the Word which is "**settled in Heaven**," that Word which shall never pass away.

It will help them in their youth to remember their Creator, and will in their old age point them to a loving Father who cares for them. It will never be wasted, for it will be brought to mind by the ever-present HOLY SPIRIT, who makes the Son of GOD real to us.

What a great privilege belongs to the teacher of little children; she is in partnership with the Trinity.

- GOD gave the Word,
- JESUS is the Word, and
- the HOLY SPIRIT reveals the Word.

Surely there is no greater honor than to endow a spiritually poverty-stricken child with precious nuggets of GOD's Word which shall never grow dim. [48]

Not only is the child enriched, he becomes enthusiastic about learning Scripture passages. It is a challenge to him, and engages all the powers of the most brilliant members of the class who are sometimes apt to lose interest and cause trouble.

Little Richard was a child whose powers needed to be engaged, or the result would be that some other child about to sit down would find himself on the floor instead of in his seat. He was always disrupting the class, until a new memory work contest was started and stars were awarded for each verse learned, with a New Testament as an award when the course was completed.

He was tremendously interested from the very first. But since he was only eight, and since his

grandmother with whom he lived was blind, we thought that he would not be able to do a great deal of memory work. The next Sunday we were surprised. He had learned twenty verses perfectly! After that we never had any trouble with discipline. Richard was intent on earning stars, and was too busy to be naughty.

Memory work presents a challenge to the child. Very often children feel that it is impossible for them to learn Bible verses.

One teacher appealed to the spiritual side of the saved children. She showed them the great value of having GOD's Word hidden in their hearts. She then told them that JESUS had promised **"whatsoever ye shall ask in my name, that will I do."**

"Now, children, whenever a task confronts you that is too hard for you to do by yourself, just ask GOD in JESUS' name to help you, and He has promised that He will."

She gave to each child memory sheets which had ten verses to be memorized, with the Gospel of John as an award for learning them.

After the class was over a little girl just seven whose mother had visited the class said to her mother, [49]

"Oh, mother, I don't know what to do. This nice teacher expects us to learn these verses, and I can't. I just know I can't. What will I do next week at the Bible Club when she asks me and I haven't learned them?"

"Why don't you do what the teacher said? Ask JESUS to help you."

Little Mary took the memory sheet, went into her bedroom, shut the door, and was quiet for two hours. When she came out she ran to her mother. "Oh, mother, JESUS did help me. Just think I have learned five whole verses, and I didn't think I could learn any."

If you appeal to the spiritual side of the child it will help him to put into practice what he learns in the story time.

Many teachers believe in teaching the children verses from GOD's Word, but have been unable to make it interesting, and for this reason have given it up. It is for those who wish to make memory work attractive to children that this chapter is written.

There are many ways to teach Scripture verses which appeal to the boys and girls to such an extent that they will love to memorize and to repeat GOD's Word.

TEACHING THE VERSE

As it is much easier to learn something with which we are familiar than something absolutely strange, it is well to acquaint the children with the verses even before they attempt to learn them.

The teacher may quote them in telling the Bible story to bring out a salient point, she may use

them in connection with a song or with another verse. [50]

If she is familiar with the verses which are to be taught in the future she can without much effort find many places to use them. Unconsciously the boys and girls will be a little more familiar with the memory work when they come to learn it.

That excellent Bible game, *the Sword Drill*, lends itself to this in a remarkable manner. As it consists of looking up verses in the Bible, the teacher merely chooses those verses which are to be memorized. This drill may also be used to teach the books of the Bible. You will find that the children will enter into it with glee, and care will have to be taken that they do not become too hilarious.

The Sword Drill

Introduce it to the children in a way similar to the following: "Today we are having a war. In wars different weapons are used. I am thinking of a weapon which was used in wars a long time ago. Can anyone think of what it might be?" Let the children guess, but give them a hint or two if they do not guess it soon.

"When men fought with swords they had to drill to learn how, just as the soldiers drill with their guns now. GOD has given us a wonderful weapon to use against the worst enemy we have ever known, Satan. It is the '**Sword of the Spirit**,' and is sharper than any two-edged sword. It is the Bible. Just as there are two sides in a war, we will have two sides. Those on this side of the room will be the Reds, and the ones over there will be the Blues. I'll write that on the board and will keep score."

Later on be sure the sides are evenly divided as to ability. The following orders are given in a military manner before each verse is located.

Attention: Children sit erect. [51]

Sword in Hand: They place Bible on outstretched left hand. Matthew 4:19: Teacher repeats slowly.

Charge: They look for the verse.

The first one to find the verse stands and reads it.

Just to stand first is not to win, but to stand and read the correct verse. (The others may stand after the first one starts to read when they find the verse if the teacher wishes. In case of error, the second child to stand should be given a chance to read the verse. The teacher must watch carefully in order to be absolutely fair. In some cases she may need a helper to watch with her. The following are references to be used in the sword drill on successive days. Suggestions will be given later in the chapter for memorizing the verses. You will notice that some are listed more than once; this will make the children familiar with the words.

First Day - John 10:9, Matthew 4:19, John 10:10, Romans 3:23, Romans 10:9, John 10:9,

Matthew 4:19.

Second Day - Matthew 4:19, John 10:9, John 10:27, Romans 3:23, Revelation 3:20, John 10:28, John 10:10, John 10:29, Revelation 3:20, John 3:16.

Third Day - Romans 3:23, I Corinthians 15:3, John 10:9, Revelation 3:20, John 10:27, Revelation 3:20, Romans 10:10, I Corinthians 15:3, Romans 10:9, Romans 3:23, I Corinthians 15:4, Psalm 51:7.

Fourth Day - I Corinthians 15:4, John 10:9, John 10:30, Revelation 3:20, John 10:27, Matthew 4:19, Romans 10:9, I Corinthians 15:3, John 10:28, Romans 10:10, John 10:11, Revelation 3:20, Matthew 4:19, John 3:16.

Fifth Day - John 10:30, John 10:9, Revelation 3:20, John 10:27, Matthew 4:19, I Corinthians 15:4, Revelation 3:20, Romans 10:10, I Corinthians 15:3, John 10:28, John 10:10, Romans 10:9, John 10:30, Revelation 3:20, Romans 3:23, Psalm 51:7.

This drill will not only make the children familiar with many Bible verses, with the use of their Bibles, and provide activity which will fascinate them, but will also add a highlight to any children's program. [52]

As the sword drill serves to introduce the verse without the children's knowledge, so the picture and story serve to introduce it with their knowledge.

A picture of the crucifixion for I Corinthians 15:3, 4; Holman Hunt's "*The Light of the World*" (CHRIST knocking at the door) for Revelation 3:20; a picture of a shepherd and his sheep or "*The Good Shepherd*" for John 10:9-11 and John 10:27-30; and a picture of Bible fishermen for Matthew 4:19 will help to indelibly impress the meaning of these verses on the hearts of little children.

When a verse is to be taught and no picture is available, a story may be used instead.

The alert teacher will collect both pictures and stories against a possible "rainy day."

Teaching With the Blackboard

Colors, always appealing to children, may be employed in chalk to teach the meaning of the verse.

GOD, JESUS, or Heaven, may be indicated with gold; eternal life, green; sin, dark brown (to make it visible on black); died or blood, red. The balance of the words are printed in white. The meaning of the verse should always be explained to the child before he attempts to memorize it.

An old method, but an excellent one to teach the verse in class, is to print the verse on the board, tell the children you are going to see if they are smart enough to read something that isn't there. Erase one word at a time and have the children read the verse after each erasure. They are delighted when only one or two words in widely scattered places appear on the board, and they

can "read" the whole verse. [53]

This way there is some change before each repetition, and the children do not tire of saying the verse repeatedly, which is, of course, necessary for them to learn it.

A verse would appear thus in the various stages of "reading" it. For example:

Romans 3:23: **For all have sinned and of glory of GOD.**
Romans 3:23: **all short GOD.**

A child may be chosen to erase the next word, or one child may conduct the whole exercise. The verse is read once by one section of the group, again by the whole group or an individual each time an erasure is made.

Teaching with the Flannelgraph

The same principle may be used with the flannelgraph by printing the verse on cardboard, pasting flannel on the back, and cutting it into separate words. Remove the words one by one as the children read the verse over and over.

Another method with the flannelgraph is to divide the verse into sections and illustrate each section with a picture or drawing. Flannel is pasted on the back of each, and as the verse is repeated by the teacher at the proper place the symbol is placed on the flannelgraph board. The pictures may be made into a book if the board is not available. Always be sure that the reference is included with the pictures. Thus the children look at it each time and it helps them to connect the verse with the reference. Some suggestions follow for certain verses. More may be worked out by the teacher herself. Every verse does not lend itself to this treatment. [54]

If pictures cannot be secured, a simple line drawing may be made with crayon, black show-card color, or India ink and lettering pen.

These may be secured from a stationery store. Each picture should be mounted on flannel, and likewise the reference, which should always be put up first. Each set should be clipped together, for quick use. An alert child may be permitted to place the pictures on the board while he or another child quotes the verse.

The children will love to take turns at this - which means that there is lots of repetition and the verse is learned without much effort.

After these pictures are prepared they may be used again and again, and the teacher herself will find new uses for them. Never throw away a magazine without first removing all the good pictures.

Combined with the flannel graph they make an excellent aid to Scripture memorizing.

Teaching With Motions

Motions, for teaching verses a different way, are given in the following chart.

Little children love motions, and they are profitable in memory work as well as in songs. If the teacher always uses the motions when presenting the verse, that thought will be brought to the mind of the child when he sees the corresponding motion.

Thus when the child is trying to repeat a verse and gets "stuck," the teacher makes the motion, and he can generally finish the verse.

Even an older child may be thus helped through a difficult place, but he need not give the motions at other times if they seem babyish to him.

It is especially helpful in large classes to have the children do their memorizing at home. For this the child should be furnished with the references and the verses written out. [55]

John 10:9-11	Reference printed	
I am the door: by me if any man enter in	Door Man going in door	Point upward Hands together close to chest, spread out wide
He shall be saved,	White heart	
And shall go in and out, and find pasture,	Meadow, or sheep grazing	Finger pointing on each word from left to right
The thief cometh not, but for to steal,	A thief, or lion or bear with sheep	Crouching position, hand over eyebrow as if to see if someone is coming.
And to kill, and to destroy; I am come that they might have life, and that they might have it more abundantly.	Picture of CHRIST	Move finger across throat Point upward
I am the good shepherd: The good shepherd giveth his life for the sheep.	Picture, "The Good Shepherd" Cross Sheep	Point upward Arms stretched outward simulating cross

Matthew 4:19	Reference printed	
And he saith unto them, Follow me, And I will make you Fishers of men pole	A picture of CHRIST Man catching fish	Point upward Walk a few steps Hands in front as if holding fishing

John 10:27-30	Reference printed	
My sheep hear my voice, and I know them, and they follow me and I give them eternal life;	Sheep following shepherd, or an Ear Someone giving gift, or an ever- green tree (Explain that as this tree is green when others are dead, so we have life when others do not,)	Hand to ear Move right hand as if to put some- thing in left hand

And they shall never perish, neither shall any man pluck them out of my Father's hand	Flames of fire Cupped hand	Shake head from side to side Cup hand
My Father, which gave them me, is greater than all; and no man is able to pluck them out of my Father's hand I and my Father are one	Cupped hand A printed figure, "1"	Point hand upward Cup hand Point upward twice Raise left forefinger

John 3:13 For God so loved the world making that he gave his only begotten Son, that whosoever believeth in him should not perish but have everlasting life	Reference printed Picture of globe Cross Picture of CHRIST Man, woman, boy, girl Flames of fire Evergreen tree, see John 10.	Point upward Fingers together above head, circle for "world" Arms stretched outward Left finger raised (only once) Hands together near chest, stretch out Point upward Shake head side to side Point on each word, starting on left
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Romans 3:23 For all have sinned, and come short of the glory of God	Reference printed Boy, girl, man and woman Brawl, or boys fighting or girls cheating Ruler	Hand outstretched, palm down, Move from side to side (all under the sun) Shoulders dropped, hands at one shoulder simulating carrying load Palms of hands facing each other, signifying "short" Point upward
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I Corinthians 15:3, 4 For I delivered unto you first of all that which I also received, how that Christ died for our sins according to the scriptures; and that he was buried, and that he rose again them the third day according to the scriptures.	Reference printed A delivery boy Person receiving gift Cross (may be cut from paper) A Bible Tomb with stone in doorway Tomb with stone rolled away Figure "3" A Bible	Both hands cupped; move right hand to left hand as if putting something in it on word "de- livered" Cross Hands together, palms toward face as if reading book Right hand moving downward Both hands low, palms up; raise Hold up three fingers Hands together as if reading
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Revelation 3:20	Reference printed
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Behold I stand at the door, and knock: if any man hear my voice, and open the door,	A door Hands knocking at door or heart A large ear An open door	Hand knocking in air Hand behind ear Right hand over heart, move out- ward as if opening door Point upward; then to self Hand to mouth as if drinking from cup
I will come in to him, and will sup with him, and he with me.	A set table	

Psalm 51:7 Wash me and I shall be whiter than snow.	Reference printed Picture of baby in bath Large snowflake	Move hands as if washing Raise hands above head, move fin- gers up and down and lower hands
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Romans 10:9, 10 That if thou shalt confess with thy mouth the Lord Jesus and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved.	Reference printed A large mouth Picture of CHRIST Heart An open tomb A white heart	Point to mouth Point upward Point to heart Both hands law, palms upward Raise them Finger pointing on each word, starting from left to right
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References are not sufficient as many do not have Bibles at home. Even if they do, they will not always go to the trouble of locating them.

We found that fastening the typewritten sheet to a colored sheet of construction paper greatly reduced the number which were lost. The children could keep track of something colored more easily than a white sheet of paper. A couple of staples in one end, or a bit of yarn may be used to fasten the pages together.

Fold the sheets crosswise and the child has a booklet.

A light colored paper may be used to write the verses on. A hectograph which makes duplicate copies in purple ink may be secured reasonably from a mail order house or stationery store, and will materially lessen the work of making the copies for each child. It is not necessary to have a typewriter to use these.

Always make some extra ones as some will be lost. When the memory work is done at home, the verse may be recited to someone at a table at the entrance. This gives individual attention to all but does not take valuable class time. A child should never be given credit for a verse until he can recite it perfectly with the reference. For the little children a rule that they must say the verse twice perfectly helps them to overlearn it before trying to say it.

One thing we can never get away from in the learning process is repetition.

It takes unfailing patience to urge a child to say again and again a simple verse. We must realize

that two or three times will not suffice, but that it must be over and over again.

Before the meeting begins, or after it is over, the teacher can often help the child who has difficulty.

In fact it is a good idea for the teacher to consider herself occupied for fifteen minutes before the opening time; and fifteen minutes after the time for closing. Those few minutes can be very profitable, and some child who is too backward to try in class will be persuaded to attempt learning a verse when a loving teacher is giving all her attention to him. [60]

While the teacher must be loving she must also be fair, and not wink at mistakes and award the child who stumbles through a verse equally with one who has said it perfectly. Maintain a high standard.

Insist that a verse be repeated correctly with no help from you before it is counted.

I know it is hard to do this. Some little child not quite so brilliant as the others has forgotten to learn his verse at home and hearing the others say it several times he can get through it, if you help him three or four times. Should this verse be counted as memorized? Absolutely not. Do not discourage the child, but help him individually all you can. If he cannot say it at the close of the time allotted, encourage him to come back the next time and earn his star then.

If a child tries to say a verse and almost succeeds, he should be encouraged, helped by the teacher, or an older child, until he can say it, but should not be given credit until he has come up to the standard. At first, children will try to slip by with shoddy memory work, but if a high standard is maintained, they will learn their verses more carefully.

One class increased its attendance by having each child teach the memory verse to some other child who was not present.

The one who taught the verse received extra training on it; the other child became interested in the class through the memory work. [61]

When a list of verses is being memorized as in a contest, the child may be given a star each time he says a verse, and then required to review that verse on a different day, which accomplishment is indicated by a check mark after the star. Then, at the close the verses should all be said at one time. By making individual charts for each child and posting them on the bulletin board only after the child has earned two stars, real interest can be awakened and maintained.

	NAME OF CHILD	
	<u>Stars</u>	<u>Check Mark</u>
Romans 3:23	*	V
Romans 10:9, 10 (2 stars)	**	V
Revelation 3:20	*	
I Corinthians 15:3,4 (2 stars)		
John 10:9-11 (3 stars)		
John 10:27-30 (4 stars)		
Matthew 4:19		

John 3:16
Psalm 51:7

The child whose chart is given above had recited the first three passages, and had reviewed the first two. The stars or check marks should be given immediately after the child recites the verse. Professionals tell us that this attaches a satisfying reaction to the effort of learning the verse. [62]

The next time he will be ready and willing to learn.

In one class the teacher strung symbols on ribbon immediately after the child said a verse, with 100% results.

In another class the same teacher used the same symbols, and same verses, but strung them after class. Although the children saw their memory strings the following week the percentage of verses learned was only 50-75%. The immediate reward is most effective.

The following system may be used as a guide in memory work.

<u>Number of verses</u>	<u>Award</u>
one verse	one silver star
ten silver stars	one gold star
two gold stars	Bible story book
five gold stars	New Testament

A Gospel of John may be awarded when the first gold star is earned.

The teacher will find that a ceremony making a special occasion of the giving of the awards will add greatly to the zeal of the children in future memory work.

The room may be arranged in a specially attractive way. Teacher might wear her prettiest dress, and the children earning awards could sit in special seats. The teacher could give a little speech before presenting the awards.

Even if it be something very inexpensive, homemade, or costing one cent, the value of it to the child is enhanced immeasurably by the ceremony that accompanies it.

Remember it is not the money you spend on awards that counts, it is the value that you endue them with in the mind of the pupil that matters. Do not spoil your children by starting out with expensive awards. Pick something that a child will like, even if it costs only a few cents. I still recall the pleasure we as children received from a ten cent top one Christmas while expensive presents went unheeded. It is not the amount of money spent that counts. [63]

Once during a memory contest select several of the children who have done especially good work, and ask them to tell how they memorized their verses. Some will say they learn their verses right after school, some just before they go to bed, and others will have an unusual method of memorizing. Such a service will encourage the others to go on with their work with

greater vigor.

REVIEWING MEMORY WORK

Reviewing is just as important as memorizing. The verses should become so fixed in the mind and heart of the child that they will never be forgotten, and there are many excellent methods to accomplish this end. Remember that each time a verse is said in your class it will help to fix it in the minds of the children. The problem is to see that the verses are said many times and yet maintain interest. The devices suggested will help.

Flannelgraph Ships

By use of the flannelgraph an interesting way of review for primaries may be devised.

Find in a magazine or make two ships identical except for color. Paste flannel on the back. Make two identical sets of big waves which may be strips of blue flannel about four inches wide, reaching clear across the flannel, graph. Cut waves with scissors. Divide the class in two groups.

First one side, then the other, is given an opportunity to say the verse.

Each successful attempt causes the ship to move forward one wave. [64]

After each unsuccessful one, it moves backward. The children's desire is to get their ship across the board first. Yours is to get them to repeat the same verse correctly many times without tiring of it.

For variety, on another day use airplanes with varying heights in altitude; or autos with miles marked, bicycles with city blocks, or train engines with different cities designated.

The Popcorn Drill

When the children know as many as three verses you may begin to use this drill, which they dearly love.

The drill might be introduced as follows:

"How many of you have ever watched your mothers pop corn? Of course you have. Just what happens when she does it? First, she puts some grains of corn in a kettle, then she turns on the fire; and then what happens? Pretty soon, we hear, 'Pop, pop, pop, pop' almost faster than you can count.

Now we are going to have a popcorn drill. Each one of you will be a grain of popcorn.

When I say 'Ready' that will be turning on the fire; and you will 'pop' by standing and saying a verse of Scripture. If someone says the verse that you know, just say it anyway. Grains of popcorn are often alike. What is in the bottom of the pan after your mother is through popping the corn? Yes, some grains that didn't pop. There will be some here who will not 'pop.' They are

just like those grains. I hope you aren't like them."

This drill may be used for a short period each meeting, and will furnish a good review of previous memory work. [65]

Puzzles

An activity which is useful in reviewing memory work for the early-comers is found in puzzles.

On strips of cardboard print the reference and words of the memory passage in letters 1/2 or 3/4 of an inch high. Use different colored crayon, or showcard color for each passage to facilitate assembling if they should become mixed. Then cut between each word, and the child can have the job of putting them in the proper order on a table or on the flannel graph if flannel is used on the reverse side of the cards.

If two sets are available on the same verse, the children love to race to see which one can finish first. Boys and girls from eight to twelve are in the puzzle age. Why not use that for the Lord?

One youngster wanted me to make a puzzle of the whole twenty-third Psalm, but I drew the line at that. Perhaps I should have had more patience.

A sample of a puzzle follows:

[Romans 3:23]

[For] [all] [have] [sinned] [and] [come] [short] [of] [the] [glory] [of] [God]

The longer passages may include several words in one piece, and the children be permitted to use their Bibles.

Later the Bible is excluded, and the cardboard cut into a piece for each word.

Riddles

Children of Junior age like riddles as well as puzzles.

Verses may suggest simple ones. To guess, the child must state the reference and quote the entire verse before told whether or not he has chosen the right verse. [66]

The group may enter in as a whole, or may be divided into sides, and points given for each one correctly guessed. Remember each time a verse is repeated it is traced deeper on the heart and mind of the child. Our job is to make that repeating interesting. Given below are samples. Make up your own.

It isn't hard.

Romans 3:23 - I am thinking of a verse that tells something about everyone in the whole world. It isn't about their hair, or about their eyes, and it isn't very nice. What verse is it?

I Corinthians 15:3, 4 - I am thinking of a verse that starts with something sad, and ends with something glad. The glad part happened three days after the sad part.

Revelation 3:20 - I am thinking of a door, and Someone is making a noise at the door. What verse does that remind you of?

Romans 10:9, 10 - I am thinking of a verse which says something about a mouth, and a heart, and tells how to be saved.

John 10:9-11 - What is the place where cows are driven to each morning? What is a person who steals? And who is the person who takes care of animals, but not cows? The right answer to each question is a word in each one of the three verses in this passage.

John 10:27-30 - I am thinking of a soft little animal, and a part of our body with which we hold things. What verses does this tell about?

John 3:16 - I am thinking of Someone who had something He loved very much. He had only one, and yet He gave it.

Psalms 51:7 - I am thinking of something cold and white which we generally see in winter. [67]

What Verse Could You Tell

This exercise is similar to riddles, but is more on the thought of the verse, and gives good training for personal work. Primary children as a rule are too young for this, but it is excellent training for the Junior and Intermediate child. The procedure is the same as for riddles, the child repeating the reference and whole verse before being told whether or not he is right. Frequently, the child will quote a verse which would apply perfectly, but was not the one you had in mind. Of course, he should be given credit.

Romans 3:23 - One day a boy tells you he has never done anything wrong. What verse in the Bible could you tell him to show that is not true?

I Corinthians 15:3 - A girl tells you that JESUS was just a good man, and that He never did anything for her. What verse could you tell to show her He did, do something for her?

Revelation 3:20 - Someone tells you that it is very, very hard to get JESUS to come into your heart.

They say that you have to be very good, go to church all the time, do lots and lots of good things, and still maybe JESUS won't come into your heart. What verse could you tell which says that it is easy to get JESUS to come into your heart?

Romans 10:9, 10 - A boy says that it is all right to believe in JESUS, but you never need to say anything about it with your mouth. What verse could you tell?

John 10:9-11 - Someone says there are lots of ways to Heaven, and lots of good leaders. If we just follow one we shall be saved and shall have life abundantly. What verse could you tell? [68]

John 10:27-30 - A boy asks you, "If I would put myself in JESUS' hand could anyone ever take me out of it?" What verse could you tell?

John 3:16 - Someone says, "I don't believe GOD has a Son." What verse could you tell?

Psalms 51:7 - Someone says, "I don't believe your sins can be washed away so that you are really

clean." What verse could you tell?

Games

A party for children may be enlivened with games which use memory verses as a background. Pin on the wall pictures which go with the memory verse. Number each picture. Give each contestant a list of the references and have him put the number of the correct picture opposite the reference. Score the individuals or divide group into sides. Bibles should be available for visitors. Of course, one who knows the verses has a distinct advantage but the others will not feel left out.

For a relay race print the verses on one sheet of paper in large letters, and on another sheet print the reference.

Make two sets.

Line the children up as for a relay race some distance away from a table where the verses are spread out in clear view. At the signal the first one in each line runs to the table, picks up the top reference, chooses the verse to go with it, and hands it to one of two adults.

If it is correct, he takes the next reference to the next child in line. If it is incorrect, he must look up the reference in the Bible, and thus choose the correct one. The adult may post the reference and verse together on a bulletin board after they are handed her, for the remaining children in line to study. [69]

Several copies of the verses and references which are difficult for the children to associate may be made, and the very repetition will help the children to remember them.

Use a blackboard to print scrambled verses, the letters of the words being mixed up. With pencil and paper the children may unscramble them. A sample follows:

LLA AVEH NNESID NAD MECO HRTSO FO HET LOYGR FO ODG
(Answer: Romans 3:23)

For variety, the words, instead of letters, might be mixed. One twelve-year-old boy liked this so much that he stayed after class during the time for his favorite radio program, to finish a whole list of scrambled verses.

These helps to learning memory work have all been tried and found to work. But in speaking to teacher training classes the author has found that the teachers do not always try them, thinking that these things would not appeal to their children. All we ask is that you try and see. Perhaps you also, like some who tried them after great insistence, will be amazed at the interest and enthusiasm for GOD's Word that they will arouse. [70]

~ end of chapter 2 ~
