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THE
LUTHERAN
KINDERGARTEN

A MANUAL OF INFORMATION AND GUIDANCE FOR
THE ESTABLISHMENT OF LUTHERAN KINDERGARTENS

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Introduction

Friedrich Froebel opened the first kindergarten in Blankenburg, Germany, in 1837. Mrs. Carl Schurz, a pupil of Froebel, established the first kindergarten in America in 1855 in Watertown, Wis.

Since then the kindergarten has become recognized as an integral part of American education in public, private, and church-related schools. Froebel predicted correctly that the kindergarten would find its greatest development in the United States. Kindergarten attendance today is not compulsory in any state, but all states, except Arkansas, have permissive legislation for the establishment of kindergartens. During recent years the number of books which have been published on kindergarten and early childhood education has increased. The Department of Kindergarten-Primary Education of the National Education Association and the Association for Childhood Education International actively promote the establishment of kindergartens.

Many congregations of The Lutheran Church—Missouri Synod also recognize the value of an early Christian education. In 1960—1961, 728 congregations of The Lutheran Church—Missouri Synod maintained kindergartens, with a total enrollment of 17,948 pupils.

The purpose of this bulletin is to provide guidelines and suggestions which will help congregations establish Lutheran kindergartens. The information contained in this bulletin will answer many questions for principals, pastors, parish boards of education, and congregations as they establish Christian kindergartens.

Purposes and Benefits of the Kindergarten

God has placed the responsibility for Christian training on parents and the church. The value of early training is indicated in these words from Proverbs 22:6: "Train up a child in the way he should go, and when he is old, he will not depart from it." A Christian home gives a child his first Christian instruction and training. The church shares the responsibility of providing a thorough Christian instruction and training for children, and the church strengthens and supports the home in its efforts. The Christian kindergarten can play an important role in a child's early Christian training.

The kindergarten provides an opportunity for five-year-olds to learn of God's Law and love, of their Savior Jesus Christ, and to acquire other essentials of the Christian religion in terms that a child can understand. Working and playing together in the informal atmosphere of a kindergarten, under the guidance of a Christian teacher, provides an excellent opportunity to apply Bible truths to Christian living. A Christian atmosphere permeates the entire kindergarten day.

A Christian kindergarten benefits the congregation in that it:

- provides thorough Christian training during a highly impressionable age
- serves as a mission agency for the congregation
- promotes the development of the elementary school
- aids parents in the development of the whole child
- provides more Christian training than is possible in a part-time agency
- provides opportunity for close home-school relationships

A Christian kindergarten benefits a five-year-old child in that it:

- provides opportunity for a thorough early Christian training

- promotes learning through work and play in a Christian environment, under the guidance of a trained Christian teacher
- aids in understanding life situations in terms of God's Word and will
- prepares a child for future schoolwork
- assists in a gradual adjustment from home to school life
- helps a child learn how to cope with life situations at his own level of maturity
- develops creative abilities by providing materials and experiences for such activities
- broadens the child's interests and opens many "doors of learning" for him

Administration of the Kindergarten

A Lutheran kindergarten is established by a local congregation and supported by it. The congregation delegates the supervision of Christian education to its board of parish education, which is responsible for the kindergarten and all other agencies of Christian education. The board of education, therefore, also guides the kindergarten toward the goals of Christian education, and it is responsible to the congregation for its conduct.

The board of education, on the recommendation of the principal of the school and after careful study, recommends to the voters' assembly that the congregation establish a kindergarten. An affirmative decision gives the board of education the authority to carry out the plans to organize a kindergarten. The board delegates much of the work of organizing and supervising of the kindergarten to the principal if there is a day school in the congregation. If the congregation does not have a principal, the pastor or a member or committee of the board may be appointed to serve in this capacity.

Relation of the Kindergarten to the School

If the congregation maintains an elementary school, the Christian kindergarten is an integral part of the school. Some congregations operate a school with kindergarten to grade 6, kindergarten to grade 8, or kindergarten to grade 9. Regardless of the number of grades in a school, the kindergarten is the beginning of elementary education for the child. This is the pattern of American education.

Many congregations have chosen to begin a Lutheran school with a kindergarten, adding one grade a year or as they are able to expand financially.

Some congregations sponsor a kindergarten only, even though they feel that for the foreseeable future, they cannot expand further. Such a congregation provides valuable daily Christian training for at least one year to an impressionable age group.

Steps in Organizing a Kindergarten

1. The principal with the board of education formulates detailed plans for establishing a kindergarten. If there is no principal, the pastor and the board of education formulate plans. The plans which are eventually proposed to the congregation should include information on at least these points:

- the Scriptural basis for a thorough Christian education at an early age
- a judgment on the interest for a Christian kindergarten in the congregation

- the potential enrollment of children of members, unchurched, and children from other churches
- available room and adequacy of the room for the kindergarten class
- available equipment and equipment to be purchased
- cost of providing room, equipment, salary, and social security or pension
- possible development of the kindergarten into an eventual school

2. The board of education presents the plan to the voters' assembly for approval.

3. The board of education and the principal (or pastor) execute the plans approved by the congregation:

- building or renovating a room in school or church for the kindergarten
- securing the kindergarten teacher
- equipping the room
- preregistering the kindergarten pupils
- purchasing the supplies (paper, etc.) for the year

Type of Enrollment

The kindergarten is established by the congregation first of all for its own children. But a kindergarten can also serve others. A priority for enrolling children can be established by the board of education, preferably in this order: members, unchurched children, children from sister congregations, children from other churches.

The kindergarten can serve as an active mission agency of the congregation. Through neighborhood canvasses, or through local publicity, interested parents who are not members may be visited at home or interviewed at school. Frequently parents come under the influence of God's Word and become Christians through contact with the kindergarten attended by their child. Parents are, of course, informed previous to enrollment that the prime purpose of the Christian kindergarten is to bring the Word of God to the young child. They are informed also that all children are expected to participate in the entire kindergarten program.

If the kindergarten enrollment is not filled to capacity, children whose parents are members of sister congregations having no kindergarten or members of other churches may be enrolled.

Age Requirement

Each state has a law regulating the age requirement for school entrance. The law for the state in which the kindergarten is to be established should be consulted. In states which give the entrance requirement for first grade and not kindergarten, the entrance age is one year earlier. The age requirement for entrance ranges from four to five years.

Financing the Kindergarten

All members of a congregation which operates a school as part of its parish education program are responsible for the adequate maintenance and financial support of the school. Therefore the cost of equipping and maintaining a kindergarten, including the teacher's salary, is assumed by the congregation. Contributions for home purposes are used to support the school, including the kindergarten.

The congregation usually charges the members whose children attend kindergarten no additional tuition.

Member and nonmember parents, as well as members of sister congregations, are informed on the annual per-pupil operating cost of the school. This information serves them as a guide for adequate contributions.

Some congregations charge parents who are not members a monthly tuition fee—whether they are mission prospects, members of sister congregations, or members of other churches. Some congregations do not charge mission prospects a specific tuition fee. The amount of the tuition is usually based on the cost of educating one child a school year.

Registration charges, paid at the beginning of the school year, include an amount to help defray the cost of supplies used during the school year. Thus all supplies used are furnished by the school, and they are uniform. The amount varies with the cost and amount used. The fee for supplies usually ranges between \$5 and \$10 per pupil a year.

The cost of establishing a kindergarten is dependent upon many factors. The costs vary from year to year. The cost of equipping a room can be estimated by securing current prices of equipment suggested elsewhere in this bulletin. The cost of equipping a room for about 20 children may total approximately \$1,000. If the kindergarten is part of an elementary school, some of the equipment can be shared with other teachers. If some of the equipment is built by skilled members, the cost will be slightly less. After the first year the annual cost of equipment and supplies will be about \$200. The nearest school supply company can furnish an estimate of current costs of equipment and supplies.

After the kindergarten room has been equipped, the main cost is the teacher's salary. A kindergarten session comprises a half day, usually in the morning. If the kindergarten teacher teaches one session, she is salaried accordingly. If the congregation maintains two sessions a day, the teacher is engaged on a full-time basis, on the same salary scale as the other teachers. Congregations which have a half-day kindergarten session may employ the teacher on the full-time basis and have her do other parish work in the afternoon.

Length of the Kindergarten Session

The kindergarten session comprises a half day of school, generally a 2½-hour session. In some congregations a three-hour session, which is also educationally sound, may be feasible.

A half-day session is desirable because children of kindergarten age fatigue quickly and do not benefit a great deal from a longer period. Studies show that young children learn and retain more through a spaced continuous attendance program than through a longer period of nonspaced attendance.

An all-day kindergarten session is the exception. If there is no other way of working out attendance, transportation, and other related problems, then an afternoon rest period on cots (an hour or more) is included in the program.

A morning session may begin at the same time the other grades begin and close at 11:30 A.M. or noon. The afternoon session may begin at 1 o'clock and close at half past three or 4 o'clock.

An enrollment of 20 to 25 children per session is a normal teacher load. If more than 25 kindergarten children are enrolled, it is desirable to conduct two sessions a day.

Transportation

Parents of kindergarten children who do not live within walking distance of the school will have to provide some means of transportation. In some cases kindergarten children can accompany older brothers or sisters by car in the morning, or they can return home with them in the afternoon.

The kindergarten teacher can be of service in helping parents plan car pools, in which parents in a given area share the transportation duties. If two sessions are conducted, the teacher can assign the children to the session which will facilitate car pools. In some cases a parent who cannot share in the driving is willing to pay another for transporting his child.

A school bus or a station wagon is another means of transportation. This method is feasible if the congregation is financially capable to purchase a bus or station wagon and can secure and pay a reliable driver.

Congregations that operate school buses for the children in the grades also include the kindergarten children in transportation planning. However, it will be necessary for the bus to make an extra trip for each kindergarten session. The cost of bus transportation per child a month is approximately \$6. The mileage and the number of children affect this estimate. A half-filled bus is expensive to operate.

The Kindergarten Room and Equipment

Room.—For safety and health reasons the ideal kindergarten room is one housed on the ground floor and provided with its own entrance. The steps to a second-floor room can be hazardous for five-year-olds. A basement room is the least desirable. If a basement room must be used, it should have adequate floor covering, a warm floor, light-colored flat-finish painted walls, adequate artificial lighting and ventilation, and bathrooms conveniently located.

Adequate floor space is necessary to house the equipment and to provide for physical activity and social interaction. Approximately 30 to 40 square feet of floor space should be provided for each child.

Criteria for Selecting Equipment.—The equipment for a kindergarten room will get hard wear. When purchasing or making equipment, apply the following criteria:

- durability
- cost
- number of children who benefit from the equipment
- educational value
- need
- amount of space required
- contribution to creative thinking
- attractiveness
- frequency of use
- safety
- mobility (storage units may be built on wheels)
- washable quality
- contribution to development of large muscles

Room Equipment.—Adequate equipment is necessary for good instruction and training of the kindergarten class. Complete and detailed lists of equipment appear in *Living in the Kindergarten*, by Wills and Stegman, and in *Recommended Equipment and Supplies for Nursery, Kindergarten, Primary, and Intermediate Schools*, published by the Association for Childhood Education International. (For details on these volumes see the bibliography.)

Some interested members of the congregation will be happy to give equipment to the kindergarten. Care should be taken so that the equipment accepted serves a purpose in the kindergarten. A list of equipment which could be used by the kindergarten and criteria for such equipment given to interested members is helpful. Some of the equipment can also be built by willing members. The books by Morella Mensing and Wills and Stegman (see bibliography) include suggestions for making equipment. Room equipment:

- sink for the numerous art and cleanup activities
- a section of chalkboard placed on the eye level of the child
- bulletin board space placed on the eye level of the child
- shelves to store equipment
- electrical outlets above the reach of children
- place to hang wraps
- religious and secular pictures
- bathroom with child-size fixtures
- easily accessible chairs which children can carry
- tables—four to six children per table—which can be grouped in several ways
- rug for listening activities
- library corner with books (including religious books), bookshelf, table, chairs

Play Equipment.—Outdoor play space, with a grassy area and a hard-surfaced area, is more desirable than a great deal of stationary equipment. Large play equipment may include a sandbox, walking boards, jungle gym, climbing equipment, packing boxes, balancing board, several sizes of rubber balls, and a wagon. Equipment should be selected which will provide for free and creative movement.

Indoor equipment may include wooden building unit blocks, beanbags, wooden puzzles (also religious puzzles), playhouse toys, transportation toys, building sets, and cardboard hollow blocks. The cardboard hollow blocks are sturdy, yet inexpensive. They are available from:

Blockbuster Blocks, Brrr, Inc., Hasbrouck Heights, N. J., and Whopper Blocks, 940 Wealthy, S. E., Grand Rapids, Mich.

Various Kinds of Desirable Equipment.—The general equipment needs are summarized below:

- Dramatic play equipment: toy telephone, various kinds of dolls, puppets, scarves, strips of cloth, dress-up clothes for boys and girls
- Equipment for religion: altar, religious pictures for teaching, flannel-graph, filmstrips, religious books, large religious picture for wall
- Art equipment: clay and modeling materials, painting supplies for tempera and finger painting, aprons (furnished by children), large crayons, various kinds of large paper, blunt and sharp scissors. Sew-

ing, weaving, and woodworking equipment may be used, but is not essential.

- Science equipment: cage for animals (pets), jars for insects, aquarium and terrarium supplies, equipment for growing plants, equipment for measuring, magnets, materials gathered from the outdoors
- Music equipment: piano or another instrument for music accompaniment, record player with a variety of records, rhythm band instruments, book of songs
- Lunch supplies: napkins, straws, white milk, usually paid for by the children on a monthly or semester basis, snack furnished by school funds or the Parent-Teacher League
- Rest equipment: cots may be purchased, large washable mats or rugs may be furnished by children, mothers may cover foam rubber with heavy material.
- Housekeeping equipment (for use by children): broom, brush, dustpan, sponge, small pail, dustcloth
- Audio-visual equipment: filmstrip, movie, and opaque projectors available to kindergarten teacher
- First-aid kit and cleansing tissues

The Kindergarten Program

The kindergarten program is planned to give the child many kinds of experiences: spiritual, physical, mental, and social. Activities must be Christ-centered — showing God's love and guidance in all areas of living. The program is flexible, permitting the teacher to plan activities for the needs and abilities of the particular children in the class. Provision is made also for experimentation and creative activities in many areas of the program.

The kindergarten program will include the following:

1. Religion — the strength and center of the program — devotions, Bible stories, Bible verses, hymns, prayers (outlined in *The Christian Kindergarten*, by Morella Mensing. See bibliography)
2. Outdoor and indoor play activities — free play, supervised games, outdoor play equipment, dramatic play
3. Centers of interest — topic around which activities are planned
4. Rest time — a 10- to 15-minute period for rest on the floor
5. Work period —
Art activities, crayons, paints, clay, and other art media
Manipulative activities — puzzles, pegboards, hammer-and-nail sets, reading-and-number readiness sets, etc.
Construction activities — blocks, boxes, building sets, etc.
6. Lunch or snack time —
Refreshments — milk or fruit juice with crackers, cookies, carrot and celery sticks, raisins, fruit, small sandwiches, etc.
Prayer before and after lunch
7. Storytime — a variety of stories and poems
8. Music — singing, rhythms, listening, singing games, instruments
9. Science — observing, experimenting, exploring, solving problems, nature, plants, animals

10. Health and safety—simple health and safety rules
11. Readiness for more formal learning activities in first-grade reading readiness (not reading), number readiness, speech and oral language readiness activities
12. Evaluation—guidance in continuous evaluation of progress by child and teacher

The Kindergarten Teacher

The balanced development of a kindergarten child revolves largely around the competencies of the kindergarten teacher. Therefore the teacher's role in assisting the five-year-old child to make the adjustment to his new environment is of utmost importance.

A successful teacher in a Lutheran kindergarten must possess the qualities of patience, love for children, emotional stability, ability to identify self with children, and others. But foremost a kindergarten teacher must be a sincere Christian, interested in leading the "lambs" to Christ.

A well-trained teacher is highly desirable. Almost all the states require a bachelor's degree for one to be eligible for certification. To uphold high educational standards, Lutheran teachers should also qualify for state certification. This does not deny the fact that many with lesser training are excellent teachers. A kindergarten teacher's training should include courses in religion, methods of teaching (especially religion), kindergarten-primary education, psychology, student teaching, music, children's literature.

The synodical teachers colleges at Seward and River Forest train kindergarten teachers who meet the foregoing requirements. These teachers are secured through the placement services of the church.

The Synod has not been able to meet the demand for teachers for Lutheran schools. Many women have been contracted to teach kindergarten who have been trained in other than Lutheran colleges or who have limited professional training. Unless a teacher has an adequate Lutheran background and training, the pastor and/or principal have the responsibility to provide the necessary orientation. Sometimes mothers who were formerly teachers may be interested in teaching kindergarten. Some women become interested in kindergarten teaching through serving as Sunday school or vacation Bible school teachers. The congregation might consider sending such a person to summer school and paying the expenses. Such a person should also seek guidance from others who have training for teaching and for teaching kindergarten. If the District employs an Executive Secretary of Education, he can be helpful to the teacher.

It is possible for a well-trained kindergarten teacher to serve neighboring congregations, teaching a morning session in one congregation and an afternoon session in another.

A kindergarten teacher who makes teaching a career may be employed for 12 months, serving the congregation in other capacities during the summer months.

If a congregation has only one kindergarten session, the teacher can serve in these areas during the other half day: teaching another grade, serving as school librarian, teaching physical education for girls, teaching released-time classes, or doing secretarial work. As in the case of all teachers the board of education should consider the workload, see to it that the teacher engages in other parish work according to time and ability, but still allow sufficient time for proper preparation for teaching.

A professional teacher becomes a member of professional organizations, at-

tends teachers conferences, and keeps abreast of the books and periodicals published in the field.

Kindergarten and Home Co-operation

The kindergarten parent displays a great interest in school when his child first enters. A close relationship can develop between the home and the school via the kindergarten and can continue during the child's elementary education.

Some suggested contacts between the parents of kindergarten children and teacher and/or principal:

1. In the spring of the year a letter should be addressed to all parents who have children of kindergarten age for the fall term, inviting *both* parents to a pre-registration evening meeting to be held in the kindergarten room.

2. The pre-registration meeting, usually held in April, is designed to inform the parents about the kindergarten and its policies. The pastor, principal, and members of the board of education may speak at this meeting. The unique purpose of early Christian training in the Lutheran kindergarten is stressed at this time.

A handbook of several mimeographed pages, prepared by the kindergarten teacher, is given to the parents and serves as the basis for discussion. Included is information on time of sessions, what children are to furnish, visiting day, what parents should tell the teacher about the child, age entrance requirement, registration procedures and date, what happens the first day of school, lunch program, health regulations, the kindergarten program, the personal needs the child should be able to meet, Christian training in the home which will make the transition from home to school easier, support of kindergarten and parents' responsibilities, and names, addresses, and telephone numbers of the pastor, principal, and kindergarten teacher.

The parents fill out pre-registration forms which will enable better planning for the fall term.

3. One day is designated on which both the children for the following year's kindergarten and their parents are invited to visit school for about half an hour. This helps acquaint the child with the kindergarten room and teacher. Visiting day may also be organized so that the pastor meets with the mothers while the present kindergarten children entertain the next year's class.

4. Visits to all the homes of the next kindergarten class are made by the teacher during the summer months. By becoming better acquainted with the child and the home, the teacher will learn to understand the child's background and needs. The principal and board of education visit the homes of kindergarten prospects who are not members and make decisions as to their acceptance for enrollment.

5. Parents come to the school on registration day and for the opening church service, which officially opens the school year. The parents accompany their kindergarten children to the service. A coffee hour after the service, sponsored by the PTL, offers a fine opportunity for parents to become acquainted with one another.

6. The parent-teacher conference takes the place of a formal report card because of the type of kindergarten activities. Any written report is informal and indicates the progress of the individual child. Conferences are usually held two to four times a year, arranged by appointment. The work of the child, a topical discussion sheet, and the teacher's anecdotal record (a brief diary of the child's activities), form the basis for discussion.

7. The kindergarten teacher can help build a close relationship between herself and the parent, so that either party will feel free to make an appointment to discuss problems as the need arises. Serious problems can usually be prevented through early discussions.

8. During the school year the kindergarten children can present several programs for the parents. These programs should be informal and require a minimum of preparation. The closing of a unit provides an opportunity for a program for parents the last 20 or 30 minutes of the daily session, with little additional time needed for learning and rehearsing. Such a program can include hymns, prayers, and telling or dramatizing Bible stories which the children have learned in the religion period. Other programs may be arranged for organizations which meet at school during the day or for other rooms in the school. At times the kindergarten children can also participate in some special way in the school and Sunday worship services.

9. Mothers of kindergarten children can assist with purchasing or preparing food for snack time, arranging for field trips, and preparing a special snack for holidays. A committee of room mothers can function for each session, under the sponsorship of the PTL.

Selected References

Books on the Christian Kindergarten

Doederlein, Gertrude. *Living with Our Children*. Minneapolis: Augsburg Publishing House, 1941.

The author wrote this book for Christian parents and teachers of young children. The book outlines the fundamental principles essential to growth of Christian character.

Jahsmann, Allan H. *Teaching Little Amalee Jane*. St. Louis: Concordia Publishing House, 1954.

A booklet written specifically for Sunday school teachers of young children. Many of the procedures are applicable to teaching religion in kindergarten.

Mensing, Morella. *The Christian Kindergarten*. St. Louis: Concordia Publishing House, 1959.

This book is written specifically for teachers of Christian kindergartens. The Christian viewpoint in guiding the kindergarten child is evident throughout the text. The kindergarten child, the room, and the techniques and procedures of teaching kindergarten are treated. The chapter on religion is particularly helpful. An essential book for every congregation planning to establish a kindergarten.

Standard Books on the Kindergarten

Foster, Josephine, and Neith Headley. *Education in the Kindergarten*. New York: American Book Company, 1959.

Heffernan, Helen, and Vivian E. Todd. *The Kindergarten Teacher*. Boston: D. C. Heath and Company, 1960.

Wills, Clarice, and William Stegeman. *Living in the Kindergarten*. Chicago: Follett Publishing Company, 1950.

These are basic books, covering all aspects of the kindergarten. All are written by well-known educators who are experienced in early childhood education. The book by Foster and Headley is complete, a revision of an earlier edition. The one by Heffernan and Todd is a recent publication. The title is misleading, since the book includes all areas of the kindergarten. Wills and Stegeman best meet the needs of

the Lutheran kindergarten. Included are ideas on building equipment, and on ways to plan a kindergarten room where the situation is not ideal.

The Kindergarten Curriculum

Association for Childhood Education International. 3615 Wisconsin Avenue, N. W., Washington 6, D. C.

Bibliography of Books for Children. 1958. \$1.50.

Selected list of books—annotated, classified, priced; age levels. 132 pages.

Kindergarten Teachers Portfolio. 1951 Revision. 75 cents.

Program; what four- and five-year-olds are like; science experiences; music; dramatic play. 12 leaflets.

The ACEI also publishes other valuable booklets ranging in price from 75 cents to \$1.50 each.

National Education Association, Department of Kindergarten-Primary Education. 1201 Sixteenth Street N. W., Washington 6, D. C.

Let's Look at Kindergartens. 1959. 25 cents.

Why Kindergarten? 1959. 10 cents.

Both leaflets show the need for providing a kindergarten education.

State Kindergarten Curriculum. Most state departments of education publish a kindergarten curriculum or provide other guidance for kindergartens.

Kindergarten Equipment and Supplies

Association for Childhood Education International. 3615 Wisconsin Avenue, N. W., Washington 6, D. C.

Equipment and Supplies for Nursery, Kindergarten, Primary and Intermediate Schools. 1957 Revision. \$1.50.

This booklet contains a complete itemized list of equipment and supplies for a kindergarten of 20 children. The classified lists include only tested and approved products. Age level and sources for equipment are also included. Not every item listed is essential. However, a kindergarten teacher or principal can readily select the items which are essential for a Lutheran kindergarten. Equipment for teaching religion is not included.

Creative Playthings Inc., P. O. Box 1100, Princeton, N. J.

Publishes four catalogs: academic aids, toy catalog for parents, furniture, and playground equipment.

Childcraft Equipment Company, Inc., 155 East 23d Street, New York 10, N. Y.

Equipment and supplies for the kindergarten-primary age.

Booklet for Parents

National Education Association, Department of Elementary School Principals. 1201 Sixteenth Street, N. W., Washington 6, D. C. *Happy Journey: Preparing Your Child for School.* 1953. 40 cents.

This handbook was prepared for parents whose child is ready to enter kindergarten or first grade. Information about the child, his school, and his curriculum is included. Helpful in preparing for the preregistration meeting with parents.

Materials for Promoting Christian Schools

See the "Check List of Publications" distributed annually by the Board of Parish Education in connection with Lutheran Education Week. The listing includes tracts, service bulletins on various subjects, a filmstrip, and other materials.