

"Tick!" Said The Clock

E♭

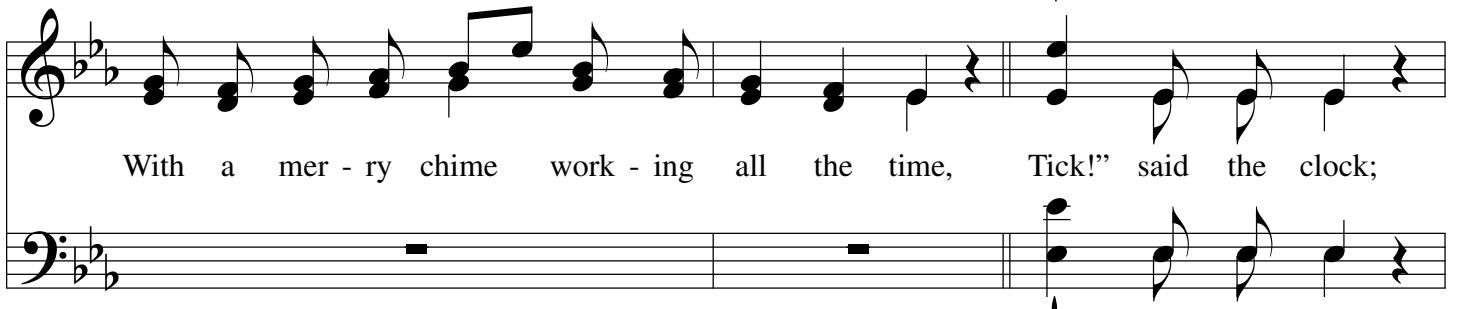


1. C - L - O - C - K- "The world is like a shelf, Do you ev - er think
2. C - L - O - C - K- "My *face* is clean and bright, Hon - est all the time,
3. C - L - O - C - K- "What is it makes me do?- I've a hid - den *spring*;
4. C - L - O - C - K- "What keeps the main - spring right? I've a trust - y *guide*;
5. C - L - O - C - K- "My *wheels* you can - not see, But they mind the spring;
6. C - L - O - C - K- "I heed my mak - er's plans; Sure - ly you should know
7. C - L - O - C - K- "And I've a loud a - larm; Con-science says, "Wake up!



You should be like my - self? For I tick, tick, quick, quick,
 And tells the truth at sight; O be true, true, you, you,
 Let God put one in you; It is love, love, love, love,
 You have one day and night, 'Tis the Book, Book, look, look,
 How ver - y like are we! You have tho'ts, tho'ts, tho'ts, tho'ts,
 My wheels con - trol my *hands* As they go, go, so, so,
 Sin wants to do you harm; Keep a - wake! wake! wake! wake!

Chorus



Illustrate with clock and Bible, teaching one or two stanzas every week, or twice a month, until the entire clock is understood and the comparison plain to all the children. The right arm of each child swings continuously as a pendulum, except in chorus. The left hand - points to shelf, face, heart, Bible, brain, hands, and ear (in which conscience rings its warning), as these are mentioned in the song, the leader meanwhile calling attention to the corresponding part of the clock. Half of the department may sing "Tick," says the clock," and the other half, facing about, should respond, "What," said I;" all joining in the conclusion of chorus and using both hands to indicate the part of their persons referred to, When the song is well learned, the alto may be added by teachers or children. As mainspring, wheels and hands are introduced in the song, they should be shown and their relation explained, also the "regulator," or "guide," representing God's word which directs our motives aright. The clock lets its maker put the mainspring inside; the spring lets the "guide" govern its motion; the wheels lets the spring move them, the hands lets the wheels keep them going. A clock without a spring is worthless; a spring without a regulator is not to be trusted. Without God's love as our motive power and His word as our guide, we are no better than a clock case full of wheels. We are worse, for by nature we have Satan's mainspring, selfishness, and "go" to please ourselves, not to help others, the only purpose for which a clock is made. Let God change the spring, then study His guide, then the hands go right. When teaching the younger children, do not introduce many comparisons in one lesson.



“What?” said I; “You can learn a les - son from my *tick* if you try.”
“What?” said I; “You can learn a les - son from my *face* if you try.”
“What?” said I; “You can learn a les - son from my *spring* if you try.”
“What?” said I; “You can learn a les - son from my *guide* if you try.”
“What?” said I; “You can learn a les - son from my *wheels* if you try.”
“What?” said I; “You can learn a les - son from my *hands* if you try.”
“What?” said I; “You can learn a les - son from my *‘larm* if you try.”

