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AN INVESTIGATION AND EXPERIMENTAL STUDY  
OF THE CORRELATION OF MANUAL ACTIVITIES  
WITH RELIGIOUS EDUCATION

by

Helen F. Van Fleet

B.R.E. The Biblical Seminary  
in New York

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## INTRODUCTION

AN INVESTIGATION AND EXPERIMENTAL STUDY  
OF THE CORRELATION OF MANUAL ACTIVITIES  
WITH RELIGIOUS EDUCATION

INTRODUCTION

I PRESENTATION OF THE PROBLEM

A. Statement Concerning the Interest in the Problem

"What are we going to do to-day?" This question is natural with the child, so full of life and energy as he comes to his school or club, and the emphasis is on the "do". Since the beginning of the history of man he has been doing - not alone because of necessity but as an expression and

"gratification of instincts and feelings which only find their sphere of exercise where material needs are satisfied." <sup>1</sup>

The children of Israel at Mount Sinai, while waiting for Moses, in expression of a spiritual need built a golden calf; but later, guided by Moses, they brought their offerings for a tabernacle to God.

"Every one whose heart stirred him up . . . and all the women that were wisehearted did spin with their hands . . . them hath he filled with wisdom of heart to work all manner of work,

. . . . .

1. Brown, G. Baldwin, The Fine Arts, P. 2.



of the engraver, and of the cunning workman, and of the embroiderer, in blue, and in purple, in scarlet, and in fine linen, and of the weaver, even of them that do any work, and of those that devise cunning work." I

And the people took part in the erection of a tabernacle to the glory of God.

In modern education, the training of the hand in industrial pursuits along with the development of intelligence and morals was an experiment made by Pestalozzi. Though he did not make any connection between the occupational and formal elements, this first attempt showed that the two could be combined.<sup>2</sup> From this idea of Pestalozzi's Froebel developed the method of "self activity", and the principle of "motor expression" in education, making the child the center and unifying all subjects around him.<sup>3</sup> While Herbart felt the need of the unification or "correlation" of all subjects,<sup>4</sup> it is perhaps Dewey who, in this twentieth century has given an impetus to the theory of activity by using the ordinary experiences of life in the school curriculum. He developed them along the lines of shop work, weaving, sewing, and cooking.<sup>5</sup> His idea of correlation is

.....

1. Exodus 35:20,25,35.
2. cf. Graves, Frank Pierrepont, A Student's History of Education, P. 276-279.
3. cf. Ibid. P. 333.
4. cf. Ibid. P. 340.
5. cf. Ibid. P. 429-432.

expressed in a quotation from School and Society.

"I do not mean, of course that all art work must be correlated in detail to the other work of the school, but simply that a spirit of union gives vitality to the art, and depth and richness to other work." 1

This industrial side of education along with the fine arts has become a part of all educational systems. In the course of time it was felt by the teachers of these special branches that they should be related to the regular class studies. This tendency has grown until such statements as the following may be found:

"Handwork as manual training is most effective when taught in relation to the other work of the grade, so that there is unity and a harmonious development." 2

"Handwork for the sake of the thing to be made is one thing. Handwork for the sake of being able to make i.e., skill, is another. Handwork for the sake of the personal effect upon the worker is still another, and is always important, if not the most important." 3

Subjects such as these are found in art magazines:

"A Sixth Grade Correlation of Reading and Art",<sup>4</sup>

.....

1. Dewey, John, School and Society, P. 104.
2. Sage and Cooley, Occupations for Little Fingers, P. VIII.
3. Dobbs, Ella Victoria, Illustrative Handwork for Elementary Schools, P. 6.
4. School Arts Magazine, January 1924.

"

"Correlating Elementary Subjects with Art."<sup>1</sup> Thus it is evident that the thought of the day is in terms of correlation or unity of program.

Religious education has, for the most part, followed the improved and tested methods in secular education. As the

"notion of the process (in education) has changed from that of bestowing something upon a passive child to that of providing means whereby the child may actively and freely express himself."<sup>2</sup>

so this idea of activity has been introduced in religious education and the children have done handwork. There has sometimes been an objection to the use of handwork. Miss Wardle begins the preface to her book Handwork in Religious Education by saying,

"Handwork in Religious Education has the unfinished task of creating for itself a legitimate place in the thought of many Christian workers."

Perhaps there have been several reasons for these objections. In daily vacation Bible school work it has been called a "bait", or the statement has been made that children come just to make something that they can take home and show off at the end of the session. In opposition to the schools where

. . . . .

1. School Arts Magazine, June 1931.

2. Coe, George Albert, Education in Religion and Morals, p. 83.

handwork is used, A. L. Latham has advertised his schools as "The All Bible School that uses no Hand-craft". In one church the idea of doing anything with the hands - such as clay-modelling - in the Sunday School on Sunday would be thought of as sacrilegious. Further than these reasons for the objections to handwork, namely, that it is a bait or that it is inappropriate for Sunday, is the objection that in some places it is used merely as a means to keep children busy - it is an occupational method. There is the possibility that lack of correlation with the whole program's aim may be the real reason for these objections.

On the other hand, in the more venturesome schools of religious education, there is a decided trend toward basing the teaching process around activity. In one of the recent daily Vacation Bible Schools the plans worked out by the teachers were discarded and the director stated that the children should not conform to any plans other than that they should start by building a small chapel. It was his hope that worship and religious teachings would develop through this activity.

"Recent developments have been in the direction of an integration of the three phases (worship, instruction, activities) into a more unified program..... The emphasis has been transferred from the learning of lessons to participation in vital experiences..... Some-

times the entire period is devoted to such an activity as planning a party, or making a notebook, or writing or rehearsing a play." I

Danielson and Perkins in Teaching Without Text-books advocate this plan of an activities curriculum.

It is evident, then, that this matter of activity should have consideration. Therefore, in view of the educational interest in the question, it is the purpose of this study to investigate the manner and the extent to which manual activities are correlated with religious education, and to experiment in various phases of activities to show possibilities of correlation in religious education.

.....

I. Lotz and Crawford, Studies in Religious Education,  
P. 253.

## B. Explanation of Terms Used

### 1. Manual Activities

In the foregoing statement many words, which might connote different things to different people, have been used to denote practically the same thing. Art, handwork, activity, projects, occupational work, and manual activities comprise the list. Thus the principle of using an activity has been in mind. Although the term expressional activity is used in religious education courses, this would seem to limit the activity to expression of a lesson taught or of a child's desire. Moreover, it may include singing, prayer, giving, or dramatization. These are beyond the sphere of this subject since its purpose is to deal with the activity using the hand. Another term used frequently in religious education is that of projects. Gertrude Hartley defines this as

"impression projected into expression, or the arousing of the pupils own mental activity and his participation in the work of the class."<sup>1</sup>

However, the contents of her book, Use of Projects in Religious Education, take up the use of some type of manual activity. Generally a more inclusive use is made of the project method, and as E. L. Shaver says, "It is

. . . . .

1. Hartley, Gertrude, Use of Projects in Religious Education. P. 15.

the learning through purposeful activity".<sup>1</sup> Thus manual activities may be only a phase of the project method. The term manual activities is used to include all constructive, illustrative, decorative, and written work, which divisions, in turn, include all mediums of expression or tools which need to be used. Not every type of manual activity, however, is suited to the needs of religious education.

## 2. Religious Education

The aim of religious education is revealed through seven questions stated by Blanche Carrier.

1. Does our program of religious education lead the pupils into a personal relation with God?
2. Do we give the pupil an understanding and appreciation of the life and teaching, lead him to accept Christ as Saviour, Friend, Companion, and Lord, and lead him into loyalty to Christ and his cause?
3. Does our teaching program lead to a progressive and continuous development of Christlike character?
4. Does our program lead to the enthusiastic and intelligent participation in the building of a Christian community and world?

. . . . .

1. Shaver, E. L., "Project Principles in Teaching Religious Education," Religious Education, October 1926.

5. Does our program develop the ability and desire to participate in the life and work of the church?

6. Are we giving a Christian interpretation of life and the universe?

7. Does our program give a knowledge, understanding, and love of the Bible and an intelligent appreciation<sup>1</sup> of other records of Christian experience?

This may be summed up by saying that the aim of religious education is to help the child to know God through all avenues of approach, especially through Jesus Christ, to help the child to be his best through this knowledge of God and relationship to Him, and to give the child a desire for and opportunity of service to others in the name of the Father. Those activities, then, which are most effective in furthering these aims, whether in making the Bible more real to the child or in providing a medium for the expression of his desire to do something for someone, are the activities to use. In such a procedure the idea of correlation is achieved. "Religious education", says Coe, "must be religious<sup>2</sup> in point of process as well as in point of purpose."

.....

1. Cf. Carrier, Blanche, How Shall I learn to Teach Religion? Chap. 4.
2. Coe, George Albert, Education in Religion and Morals, P. 87.



## II METHOD OF PROCEDURE

The problem, then, is to discover the way in which manual activities are best used in relation to religious education. In order to make a thorough study and to find the extent to which manual activities may be correlated with religious education, an investigation will be made, and an experiment will be conducted.

The investigation will include the examination of religious education courses of study in popular use, and the observation of certain schools of religious education in Greater New York. The experiment which will be conducted in the Lieutenant White Neighborhood House, will consist in using opportunities to correlate the activities with the religious program, thus attempting to make a unified whole. The findings of this experiment will then be recorded.

PART I

AN INVESTIGATION IN THE PRESENT DAY RELIGIOUS  
EDUCATION COURSES FOR THE USE OF CORRELATED  
ACTIVITIES

## PART I

AN INVESTIGATION IN THE PRESENT DAY RELIGIOUS  
EDUCATION COURSES FOR THE USE OF CORRELATED  
ACTIVITIES

Religious educators have realized the necessity of planning activities to correlate with the lesson material or with the desired outcomes in the life of the child. Marion Thomas, for example, says,

"Whatever is done should bear a relation to the lesson. It should illustrate some detail or impress the truth." 1

The same idea is involved in Miss Munkres' statement,

"Handwork is valuable because it provides an avenue of expression, clarifies concepts, deepens impressions, and vitalizes truth in such a way that it motivates conduct." 2

It is in the planning - or lack of planning - by the class teacher that this activity has been given the wrong emphasis, and has had no meaning other than that it is something to do. In order to discover what is actually being done today to carry out the principle of correlation, an investigation of certain courses has been made with definite factors in mind. These

.....

1. Thomas, Marion, Bible Stories for Sunday School and Home. Preface.
2. Munkres, Alberta, Primary Method in the Church School. P. 155.

factors are: the objectives set up for the activities included, the type of activities used, and the variety of activities suggested for different age groups.

#### A. List of Courses Examined

Six of the best known courses in religious education have been chosen. Of these the primary, junior, and intermediate years were, for the purpose of this study, thought to be best fitted to give the material for the research. Only the second year of each department was examined, since this would give the scope necessary for the study. The courses examined are here listed. The findings of the investigation follow.

- a. ABINGDON
  - 1. Primary                      Second year
  - 2. Junior                        Second year
  - 3. Intermediate                Second year
- b. COMPLETELY GRADED
  - 1. Primary                      Second year
  - 2. Junior                        Second year
  - 3. Intermediate                Second year
- c. CONSTRUCTIVE SERIES
  - 1. Primary                      Second year
  - 2. Junior                        Second year
  - 3. Intermediate                Second year
- d. INTERNATIONAL GRADED SYSTEM
  - 1. Primary                      Second year
  - 2. Junior                        Second year
  - 3. Intermediate                Second year

## e. NEW INTERNATIONAL GRADED

1. Primary	Second year
2. Junior	Second year
3. Intermediate	Second year

## f. WESTMINSTER

1. Primary	Second year
2. Junior	Second year
3. Intermediate	Second year

B. Method of Analysis of Courses

The method of analyzing these courses was as follows: Each book was examined, the author and title were listed, each lesson was numbered and named, and the activity which was suggested for each lesson was written down just as stated in the course. If any aims for activities were stated or any comments about manual activities were given, these were also recorded. These records were then used as a basis for finding the types of activity, the variety in manual activities, and the aims for the activity. There were two objectives underlying the finding of the types of activity: The relative amount of the manual activities to other activities must be known; and the relative amount of pupil-centered to material-centered activities should be recorded.

The second step in this analysis was to select the five possible divisions of activities in order to get the relative amount of manual activities. These were found to be manual activities, other activities,

choice of activities, combination of activities, indefinite. The activity for each lesson was examined and checked in the proper column, as shown by the tables following. The same method was used in getting the relative amount of pupil-centered to material-centered activities. In this case four divisions were necessary; Biblical-centered activity, non-Biblical-centered activity, life-centered activity, both life and material-centered activity.

The materials were examined the third and fourth times in order to get the variety in the activities, and to bring together the aims of each course.

### C. Findings in Courses Examined

#### I. Type of Activity

##### a. Analysis of Suggested Activities to Determine the Relative Amount of Manual Activities

The term "manual activities" is used in the accompanying tables to cover those activities mentioned heretofore, such as pasting, writing, drawing, and sand table work; "other activities" to denote dramatization, prayer, and answering questions; "choice of activity" to denote the inclusion of both of the above as alternatives; "combination of activities" to denote the inclusion of

two or more types of activities. In a few cases no definite activity was given. This has been recorded so that the sum might tally with the number of lessons in the year.

### TABLE I

ANALYSIS OF ACTIVITIES ACCORDING TO TYPE  
INCLUDED IN THE  
ABINGDON SERIES



TABLE II

ANALYSIS OF ACTIVITIES ACCORDING TO TYPE  
INCLUDED IN THE  
COMPLETELY GRADED SERIES

[illegible]

**JUNIOR**

Each pupil makes a "Junior Bible".

Manual Activity

Paste pictures and write answers to questions  
each Sunday.

Other Activity

## Reading

Bible drill - each Sunday

<u>INTERMEDIATE</u>	- 48 Lessons	"Notebook work"	
		"Directions for study"	
		"Memory work"	
Manual Activities	IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII		37
Other Activities			0
Choice of Activities			0
Combination of Activities	IIIIIII		10
Indefinite I			1
			48

## TABLE III

ANALYSIS OF ACTIVITIES ACCORDING TO TYPE  
INCLUDED IN THE  
CONSTRUCTIVE SERIES

PRIMARY - 36 Lessons "Application"

Manual Activities	IIIIIIIIIIIIIIIIII III	23
Other Activities	IIIIIIIIII	13
Choice of Activities		0
Combination of Activities		0
Indefinite		0
		36

JUNIOR - 42 Lessons      "Homework"  
"Memorize", "Read", "Tell"

(Pupils' book in outline form with blanks to be filled in and pictures to be pasted during class)

Manual Activities IIIII	6
Other Activities IIPIIIPIIIPIIIPIIIPIIIPIIIPIIIPIIIPIIII	33
Choice of Activities	0
Combination of Activities II	2
Indefinite I	1
	42

INTERMEDIATE - 35 Lessons "Written review"

Manual Activities	IIIIIIIIIIIIIIIIIIIIII	23
Other Activities	II	2
Choice of Activities		0
Combination of Activities	IIIIII	7
Indefinite	III	3
		35



TABLE V

ANALYSIS OF ACTIVITIES ACCORDING TO TYPE  
INCLUDED IN THE  
NEW INTERNATIONAL GRADED SYSTEM

[illegible]

<u>JUNIOR</u>	- 52 Lessons	
Manual Activities	IIIII	6
Other Activities	IIIIIIIIIIIIII	16
Choice of Activities	IIIIIIIIIIIIIIIIII	23
Combination of Activities	II	2
Indefinite	IIII	5
		52

<u>INTERMEDIATE</u> - 52 Lessons	
Manual Activities IIIIIIIIIIIIII	17
Other Activities IIIIIIIIIIIIIIIIIIIII	27
Choice of Activities II	2
Combination of Activities I	1
Indefinite IIII	5
	52

TABLE VI

ANALYSIS OF ACTIVITIES ACCORDING TO TYPE

INCLUDED IN THE

WESTMINSTER TEXT BOOKS

<u>PRIMARY</u> - 42 Lessons	"Suggested Activities"
Manual Activities IIIIIII	8
Other Activities	0
Choice of Activities IIIII	7
Combination of Activities IIIIIIIIIIIIIIIIIIIIIIIII	27
Indefinite	0
	42

<u>JUNIOR</u> - 42 Lessons	"Handwork"	"Notebook"	"EXpression"
Manual Activities IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	38		
Other Activities	0		
Choice of Activities	0		
Combination of Activities IIIII	4		
Indefinite	0		
	42		

<u>INTERMEDIATE</u> - 2 Parts, 42 Lessons	1. Expressional service Putting the truth of the lesson into prac- tise.	2. Notebook
Manual Activities IIIIIIIIIIIIIIIIIIIIIIIII	23	
Other Activities IIIIIII	10	
Choice of Activities IIIII	4	
Combination of Activities IIII	5	
Indefinite	0	
	42	

The above analysis thus reveals the following facts. In five of the six courses examined the emphasis is on manual activities, the one exception being the New International Graded System. In this, the second year primary and second year junior courses give the greatest number of periods to a choice of activity which means that there are as many manual as other activities suggested, but it would depend upon the class, the teacher and the circumstances, as to which would be carried out.

Of the six courses, five of the primary year give the majority of lessons to manual activities, the New International Graded System again being the exception, where a choice is given in thirty one out of the fifty two lessons. In the second year primary Westminster Course, thirty eight lessons are given to manual activities and thirty to a combination.

There is a different result in the junior year. In three and one half courses (one junior year is in two books) the manual activity has the emphasis, one and one half a combination of activities, one a choice of activities. The Constructive Series in this case has the majority of periods given to other activities, although this also has a notebook with blanks to be filled in and pictures pasted, thus providing manual work.

It is interesting to see that in the intermediate courses, four give the majority of lessons to manual activities and two to other activities. Four of these courses suggest using notebooks, although not the same four that use the manual activities.

This shows that manual activities are given a place in correlation with religious education.

SYNTHESIS OF FINDINGS IN RESPECT  
TO AGE GROUPS AND TYPE OF ACTIVITIES

	Primary Courses	Junior Courses	Intermediate Courses
Manual Activities	5	3½	4
Other Activities		1	2
Choice of Activities	1	1½	
Combination of Activities			
Indefinite			

b. Analysis of Suggested Activities to Determine  
the Relative Amount of Pupil-Centered to  
Material-Centered Activities

It has become a problem to-day to know how to find a "happy medium" between the material-centered program and the child-centered program. The first tends to teach facts without the thought of the needs of the child in his religious life, while the latter, getting away from the Biblical material and the spiritual growth,

is apt to become merely ethical or social. As this problem has been felt in the lesson material, it likewise has influenced the type of activity. In the correlation of the activity with the lesson story, will the activity "tie up" with the material or the situation? Will the idea of service be a basis for a part of the activities planned, or will the facts of the lesson material form the suggestions for the handwork?

To indicate what amount of the activities is based on the facts of the Biblical material, in the table which follows, the material-centered activities have been divided into two groups, Biblical and non-Biblical. The non-Biblical material is based on nature, missions, or biographies. The third and fourth divisions of the table are the life-centered activities, and those activities which contain both the life-centered and the material-centered situations. The following illustrations will serve to show what is meant by activities which include both types of interest. These examples have been taken from the three different years of three different courses.



### Lesson 34. Livingstone.

Offering for missions.

Send gift to missions.

Tint the outline sketches of African life.

Make an African hut of painted pulp.<sup>1</sup>

or

### Chapter XVIII. Jesus and Four Fishermen.

Suggested Activity. Learn memory verse.

On the sand table make an imaginary picture of the Sea of Galilee and Capernaum. Cut out miniature ships from paper. Try to bring a new pupil to Sunday School.<sup>2</sup>

or

### Lesson I. Abraham a Pioneer of the Olden Time.

#### Notebook

1. Draw outline map, Asia.

Trace journeys of Abraham.

2. Select picture to illustrate lesson.

Paste in book.

3. Write underneath, Hebrews 11:8-10.

4. Write Abraham's traits of character you would like for yourself.<sup>3</sup>

.....

1. cf. Baldwin, Josephine L., Hero Stories and Being Heroic.

2. cf. Brown, Florence M., Pleasing God by Right Doing.

3. cf. Gates, Herbert Wright, Heroes of the Faith.

In five of the courses studied, there is at least one year in each of the three years of the course, in which the activity is centered in the Biblical material. The exception is the New International Graded System in which each of the three books has life-centered activities. It is also of interest to know that in four of the courses studied the emphasis of at least one year is in life-centered activities. The Westminster Intermediate Course<sup>1</sup> devotes one half of the lessons to Biblical material, and the other half to life-centered activities.

.....

1. Squires, Walter Albion, New Testament Followers of Jesus.



ANALYSIS OF ACTIVITIES ACCORDING TO EMPHASIS  
INCLUDED IN THE  
COMPLETELY GRADED SERIES

[illegible]

JUNIOR

INTERMEDIATE

[illegible]

18589

## TABLE IX

ANALYSIS OF ACTIVITIES ACCORDING TO EMPHASIS  
INCLUDED IN THE  
CONSTRUCTIVE SERIES

PRIMARY

Biblical-Centered Activity	IIIIIIIIIIIIIIIIIIII	24
Non-Biblical " "	IIIIIIII	10
Life " "	I	1
Both Life & Material " "	I	1

JUNIOR

Entirely Biblical - "Life of Christ".

**INTERMEDIATE**

Biblical-Centered Activity	IIIIIIIIIIIIII	14
Non-Biblical " "	"	0
Life " "	IIIIIIIIIIII	15
Both Life & Material " "	III	3

### TABLE X

ANALYSIS OF ACTIVITIES ACCORDING TO EMPHASIS  
INCLUDED IN THE  
INTERNATIONAL GRADED SYSTEM

PRIMARY

Biblical-Centered Activity	IIIIIIIIII	15
Non-Biblical " "	IIIIIIIII	12
Life " "	IIIIIIIIIIIIIIII	21
Both Life & Material " "	II	2

## Service

JUNIOR

[illegible]

Service Activities suggested.

INTERMEDIATE

Biblical-Centered Activity	IIIIIIIIIIIIIIIIIIII	23
Non-Biblical " "	IIIIIIIIII	13
Life " "	IIIIII	7
Both Life & Material " "	IIII	6

No Service Activities.



## TABLE XII

## ANALYSIS OF ACTIVITIES ACCORDING TO EMPHASIS

INCLUDED IN THE

## WESTMINSTER TEXT BOOKS

PRIMARY

Biblical-Centered Activity			
Non-Biblical " "	"		12
Life " "	"		10
Both Life & Material " "	"		25

JUNIOR

Entirely Biblical.

INTERMEDIATE

First 21 lessons life-centered.  
Last 21 lessons Biblical-centered.



This analysis reveals that the Biblical-centered activities cover the majority of lessons if looked at by grades. In the second year primary, three of the six courses are given largely to Biblical-centered activities, one to non-Biblical activities, and two to life-centered activities. In the second year junior courses, four of the six are given to Biblical material, one to life interests, and one to non-Biblical material. The same general proportion is true in the second year intermediate courses.

SYNTHESIS OF FINDINGS IN RESPECT  
TO AGE GROUPS AND MATERIAL OR BIBLICAL-  
CENTERED ACTIVITIES

	Primary Courses	Junior Courses	Intermediate Courses
<u>Biblical</u>	3	4	3
<u>Non-Biblical</u>	1	1	1
<u>Life</u>	2	1	2

Although the stress, in some cases, is laid on both material and pupil activities, it is seen that the Biblical material up to this present time has had the greater emphasis.

## 2. Variety in Manual Activities

### a. Age Interests and Form of Manual Activities

#### Primary

There is greater variety in the manual activities for children of primary age than for either the junior or the intermediate years. In each of the primary courses examined, cutting and pasting, either in making posters, doing free-hand work, pasting pictures, or making cut-outs, figure largely. Writing is used in connection with some other feature, and often-times consists in no more than the memory verse or title of the lesson. The sand table is used many times in the Westminster and Constructive Courses, including construction work, for use with the sand table, of models illustrating the stories. Clay-modeling is introduced at times. While this covers the bulk of the manual activities in some courses, others are found to use every kind of work of which one could think.

#### Junior

In the junior courses the notebook is the medium for manual activities. This ranges from a pupil's notebook bound and printed with set spaces to be used for writing and pictures, to a blank page, loose-leaf journal to be used at the discretion of the pupil and

teacher. The New International Graded System is the only course which does not even suggest notebook work. With juniors the written assignments have a large place, and map work seems to dominate the field. This is sometimes simply indicating places on a printed map, while in other courses the maps are sketched free hand. Map modeling is suggested, and in one course an electric map is made. Pictures are used and mounted in the junior, as well as in the primary years, and drawing or sand table work is a feature in some of the courses.

#### Intermediate

In the intermediate second year, the activities seem to dwindle. If there are numerous activities, the weight is on the side of the activities other than manual activities. When manual work is suggested, it is of this type: writing, map drawing, and in a few cases, mounting, construction, drawing, spinning. The notebook is suggested in every course.

To summarize the age interests and form of manual activities, the greatest variety is found, as a whole, in the primary year. There is not much difference in the junior and primary years except that the notebook is used in the junior year. This confines the materials to pencils, crayons, and pictures. In several cases there is only monotony, as the notebook is already prepared and is the only form of activity suggested. The reason for this is obvious. The intermediate is self-conscious. If he makes things at all, they must be accurate, and this takes a great deal of time. There are not many teachers trained to do this exacting type of work, and therefore, there is interest in other fields than that of manual activities.

In the following tables are listed the activities found in the different courses. These activities are arranged in the order of their frequency. One may thus find the trend of the type of activities used, by examining the list. There is also a very brief estimate of the activities given, determined by the general impressions made.

TABLE XIII

TYPE OF ACTIVITIES LISTED ACCORDING TO RANK AS FOUND IN  
THE ABINGDON SERIES

## PRIMARY

Manual Activities

- 1 Writing
- 2 Paper folding
- 3 Mounting
- 4 Clay modeling
- 5 Decoration
- 6 Poster making
- 7 Designing
- 8 Sewing
- 9 Wet string drawing
  - Dressing clothes pin dolls
  - Repairing Sunday School Books
  - Making pop corn blossoms
  - Planting seeds
  - Drawing and coloring
  - Picking flowers for friends

Other Activities

- Dramatization
- Broom drill
- Discussion
- Carol singing
- Marching
- Prayer
- Mothers' Day Program
- Picnic

Estimate

Good variety, interesting to the child, and within the range of his experience. Extremely life-centered.

JUNIOR  
(2 parts)Manual Activities

- 1 Writing
- 2 Drawing
- 3 Mounting
- 4 Maps
- 5 Designing
- 6 Bookmaking
- 7 Construction
- 8 Blue printing
- Weaving
- Painting

Other Activities

- Observation
- Reading
- Telling stories
- Making collections
- Memorizing
- Dramatization
- Reference work
- Discussion
- Helping needy
- Game
- Spelling contest

Estimate

Both parts are interesting. Somewhat material - centered. Good variety in activities.

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## INTERMEDIATE

Manual Activities

Draw map  
Spin

Other Activities

Thought questions  
Reading  
Reference work  
Memorizing

Estimate

There are "Study questions" at the end of each lesson.  
There is not much variety in method. Interesting  
sketches and pictures of Hebrew life.

## TABLE XIV

TYPE OF ACTIVITIES LISTED ACCORDING TO RANK AS FOUND IN  
THE COMPLETELY GRADED SERIES

## PRIMARY

Manual Activities

- 1 Writing
- 2 Copying illustrations
- 3 Mounting
- 4 Modeling
- 5 Paper tearing and cutting
- 6 Sand table
- 7 Drawing

Other Activities

- Memorizing  
Giving

Estimate

Notebooks are provided for class work. Cards with outlines for coloring are to be done at home. Much of the activity is too symbolical for this age. There is monotony in that the same sort of thing is done each week.

## JUNIOR

Manual Activities

- 1 Writing
- 2 Picture mounting

Other Activities

- Bible drill

Estimate

A notebook is prepared, making a "Junior Bible" when finished.

## INTERMEDIATE

Manual activities

- 1 Writing
- 2 Mounting
- 3 Map work
- 4 Drawing

Other Activities

- Reference work  
Story telling  
Reading  
Tests

Estimate

Material-centered, though the expression reaches out to the life of the person studying this course. The greatest emphasis is on writing.

TABLE XV

TYPE OF ACTIVITIES LISTED ACCORDING TO RANK AS FOUND IN  
THE CONSTRUCTIVE SERIES

## PRIMARY

Manual Activities

- 1 Drawing
- 2 Sand table
- 3 Mounting
- 4 Writing
- 5 Weaving
- 6 Designing
- 7 Modeling
- 8 Cutting
- 9 Poster making
- Spinning thread

Other Activities

- Dramatization  
 Reading  
 Memorizing  
 Planning  
 Puppet show

Estimate

This is a good project on shepherd life, with interesting activities.

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## JUNIOR

Manual Activities

- 1 Writing
- 2 Map drawing
- 3 Picture mounting

Other ActivitiesEstimate

Based entirely on a ready-made notebook where blanks are filled in, maps drawn, and pictures pasted.

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## INTERMEDIATE

Manual Activities

- 1 Writing
- 2 Map drawing
- 3 Drawing

Other Activities

- "Tell, ask, or do"  
 Debating

Estimate

Activities are based on notebook work. They are Biblical-centered with written opinion on the part of the pupils so that it makes an application to life. Interesting if pupils enjoy writing.



TABLE XVI

TYPE OF ACTIVITIES LISTED ACCORDING TO RANK AS FOUND IN  
THE INTERNATIONAL GRADED SYSTEM

## PRIMARY

Manual Activities

- 1 Writing
- 2 Drawing
- 3 Paper construction
- 4 Mounting
- 5 Poster making

Other Activities

- Prayer  
 Memorizing  
 Planning  
 Discussion  
 Reading  
 Singing

Estimate

Not very definite as to activities but provides a good choice of them.

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## JUNIOR

Manual Activities

- 1 Mounting
- 2 Writing
- 3 Map - places
- 4 Answer questions
- 5 Review puzzle

Other ActivitiesEstimate

This is all notebook work with no variety. Extra work suggested is an illustration of the hymn "From Greenland's Icy Mountains".

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## INTERMEDIATE

Manual Activities

- 1 Writing
- 2 Map work

Other ActivitiesEstimate

Notebook - no variation except in the material.

TABLE XVII

TYPE OF ACTIVITIES LISTED ACCORDING TO RANK AS FOUND IN  
THE NEW INTERNATIONAL GRADED SERIES

## PRIMARY

Manual Activities

- 1 Book making
- 2 Drawing
- 3 Paperfolding construction
- 4 Writing
- 5 Mounting
- 6 Paper cutting
- 7 Chart Making
- 8 Designing
- 9 Constructing
- 10 Decorating
- 11 Poster making

Estimate

There is great variety in the activities which are the center for knowledge. Additional enterprises are given.

Other Activities

- Planning  
 Party  
 Singing  
 Playing games  
 Presenting gifts  
 Sharing  
 Planting  
 Praying  
 Caring for room  
 Visiting  
 Bringing money  
 Arranging flowers  
 Hiking  
 Dramatization  
 Worship program  
 Discussion  
 Pantomime  
 Tell story  
 Make poem

## JUNIOR

Manual Activities

- 1 Writing
- 2 Designing
- 3 Bookmaking
- 4 Poster making
- 5 Illustrating songs
- 6 Constructing
- 7 Sand table work
- 8 Paper cutting
- 9 Electric map  
Chart

Estimate

This is extremely life-centered. A great many service activities and a great variety are given. There are many suggestions for one lesson.

Other Activities

- Planning  
 Discussion  
 Visiting  
 Giving to mission  
 Praying  
 Dramatization  
 Planting  
 Memorizing  
 Pledge  
 Membership in Red Cross  
 First Aid

## INTERMEDIATE

Manual Activities

- 1 Writing
- 2 Test
- 3 Diagram
- 4 Code

Other Activities

Dramatization  
Finding out  
Committee work  
Hiking  
Making collections  
Discussion  
Praying  
Reading  
Listen to speaker  
Visiting

Estimate

The only manual activity is writing in various forms. Projects are left to the discretion of the class and teacher. Investigation of problems forms part of the activities. All lessons are on a Biblical basis but the last quarter. Activities grow out of lesson material but treat of the church and nation.

## TABLE XVIII

TYPE OF ACTIVITIES LISTED ACCORDING TO RANK AS FOUND IN

THE WESTMINSTER TEXT BOOKS

## PRIMARY

Manual Activities

- 1 Paper cutting
- 2 Writing
- 3 Sand table
- 4 Constructing
- 5 Drawing
- 6 Weaving

Other Activities

- Dramatization
- Being helpful
- Giving
- Offering
- Playing Game

Estimate

A great deal of repetition is used, i.e., in nine lessons a book mark is suggested to be made, in six lessons an oriental house, and in five lessons sheep and shepherds. Otherwise this is a good course.

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## JUNIOR

Manual Activities

- 1 Writing
- 2 Sand table
- 3 Map
- 4 Drawing
- 5 Mounting
- 6 Constructing
- 7 Modeling
- 8 Sewing

Other Activities

- Prayer
- Dramatization

Estimate

There is not so much variety as might be, but it is very good on the whole. There are no service activities.

## INTERMEDIATE

Manual Activities

- 1 Writing
- 2 Constructing
- 3 Notebook work
  - Map work
  - Letter writing
  - Mounting
  - Chart making

Other Activities

- Planning
  - Self denial week
  - Mother's meeting
  - Quiet time
- Visiting
- Pledge
- Praying
- Discussion
- Service
  - Flowers to sick
  - Care of orphan child
  - Hospital room furnished and decorated
  - S.S. mission supported
  - Young people brought to communion
  - Department increased 10%
- Social
- Dramatization
- Debate

Estimate

The first half of the year is given to projects connected with church, homes, community, and missions - centered in service.

The last part of the year is given to a study of Paul's life. A notebook with letters, maps, etc. is used with a study of the material.

In reviewing the variety in manual activities, one is impressed by certain things. There is no chance for creative thought in many of the courses, and there is lack of any service activities in some. It is found that monotony is due to lack of variation in the materials used, as well as to sameness of method.

The courses to which the above criticisms do not apply are those which suggest a number of things to do in order that a choice may be made, not only on the part of the teacher, but also on the part of the pupil. The best courses of those examined with respect to the variety of activities, are the Abingdon, primary, the Constructive, primary, and the New International Graded, primary and junior years.

### b. Place in the Program

There may be variety in the place the activity has in the program, as well as in the type of the activity. There is a statement in the preface to one of the courses which shows the place the activity may have; it may introduce the story, be used as a lesson expression, or as homework, and occasionally as a lesson review.

"There should be no definite period for doing the handwork. It should be done when the teachers and pupils are ready for it and when it will serve the best interest of the lesson." <sup>1</sup>

In the majority of courses the activity comes after the lesson, either expressing the lesson or fixing the facts in mind by notebook work. In a few cases it is used as homework, or else this is in addition to the after-lesson activity. In the second year primary of the Constructive Course, the application has a vital part in the lesson material and "bears its part in working out of the project." <sup>2</sup> This is true also in the New International Graded System where the activity seems to be the center for the lesson period.

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1. Thomas, Marion, Stories for Sunday School and home, preface.
2. Lobingier, Elizabeth Miller, Stories of Shepherd Life, Introductory statement.

### c. Materials

Materials for manual activities involve expense. Whether or not this may be the reason that there is scarcely any variety in the materials used in some courses, or whether there are other reasons, it remains a fact that in some courses all the materials available are used, while in others materials are restricted to paper, pencils, and crayons.

The Completely Graded Courses, on the one hand, suggest very few materials for manual activities, and the Abingdon Courses, on the other hand, include the greatest variety, especially in the primary year.

Aside from the paper, crayons, scissors, and those other materials ordinarily used, the following list is gathered from the several courses examined: stamps, napkins, match boxes, chicken leg rings, string, clothes pins, pop-corn, magazines, cones, pads, cloth, beans, old Bibles, seeds, sponges, electric bulbs, dyes and eggs, thread, loom, dolls, wool, twigs, stones, grass, knife, flour and salt, paper pulp, and cocoanut shells.

### 3. Aims for Activities

It is now generally accepted that to have an aim for the activities of a lesson or course is as important as to have an aim for the lesson itself.



The activities aim, however, is dependent on the lesson or course aim.

In all but four of the courses examined there is a stated aim for the activities; in the others the aim may be implied from the type of activity suggested. The course aims follow.

#### ABINGDON

Primary - The hope is that a certain proportion of the expressional activities planned for use in these lessons will in their very nature easily be carried over into some form of vital expression.

Junior - Part I - To learn by doing; to add purpose. To work towards a common goal; to help unify the learning process.

Part II - To give contact with reality, satisfaction of achievement, sense of personal power through creativeness, interest, and social awareness.

Intermediate - (Implied) To give knowledge of Hebrew life and times in comparison with our own.

.....

1. cf. Colson, Elizabeth, A Second Year Primary Book in Religion. P. 22.
2. cf. Hutton, Jean Gertrude, Our Wonderful World, P. 10-12.
3. cf. Hanson, Helen Patton, A Travel Book for Juniors. Introduction.
4. cf. Hunning, Harold B., Hebrew Life and Times. Study topics.

### COMPLETELY GRADED

Primary - (No aim stated) To interest the pupil and give something to do.<sup>1</sup>

Junior - To make a "Junior Bible".<sup>2</sup> Learn by doing.

Intermediate - To give opportunity for expression and to help build character.<sup>3</sup>

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### CONSTRUCTIVE

Primary - To bring the children into appreciation of the lives of the Hebrew people at the primitive stage of their civilization. To give sympathetic and intelligent appreciation.<sup>4</sup> To serve as a mode of expression, to clarify mental imagery.<sup>5</sup>

Junior - To give occupation for hand and eye, to increase interest, and to help maintain order.<sup>6</sup>

Intermediate - (implied) To give opportunity for an expression of the lesson.<sup>7</sup>

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1. cf. Cutting and Walkley, God's Loyal Children, Introduction.
2. cf. Kent and Hunting, The Junior Bible, Kings and Prophets, P. VII.
3. cf. Gates, Herbert Wright, Heroes of the Faith, P. VI.
4. cf. Lobingier, Elizabeth Miller, Hebrew Home Life, P. VII.
5. cf. Ibid, PP. 3,4.
6. cf. Gates, Herbert Wright, The Life of Jesus, P. XIV.
7. cf. Soares, Theodore Gerald, Heroes of Israel, Written Review.

## INTERNATIONAL GRADED

Primary - To give the child an opportunity to express himself.<sup>1</sup>

Junior - With each lesson suggestions are made of ways in which the child may do something definite as an expression of the truth impressed upon his mind. To give opportunity for service.<sup>2</sup>

Intermediate - To deepen the impression of facts. For instruction.<sup>3</sup>

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## NEW INTERNATIONAL GRADED

Primary - To give means of gaining knowledge, the pupil activity engaging the whole life. To enrich religious growth.<sup>4</sup>

Junior - To solve problems and develop projects of investigation and service.<sup>5</sup>

Intermediate - To give expression, to master facts, to aid in class discussion.<sup>6</sup>

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1. cf. Thomas, Marion, Stories for Sunday School and Home, P. 15.
2. cf. Baldwin, Josephine L., Hero Stories, P. 15, 16.
3. cf. Littlefield, Milton S., Leaders of Israel, P. 10.
4. cf. Smither, Ethel L., Working with the Heavenly Father, P. 13-16.
5. cf. Baldwin, Josephine L., Hero Stories and Being Heroic, P. 11.
6. cf. Harris, Hugh H., Leaders of Israel, P. 10.

## WESTMINSTER

Primary - To make permanent the thought developed.<sup>1</sup>

Junior - (Implied) To emphasize the lesson  
<sup>2</sup>  
 material.

Intermediate - To help make truths learned a  
<sup>3</sup>  
 part of the daily life and conduct.

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In summarizing, the aims may be gathered under four heads: life conduct, pupil development, information, and occupation. Life conduct and information hold the largest place in these aims for manual activities, while mere occupation is the aim in only two of the years - the primary Completely Graded and the junior Constructive.

.....

1. cf. Brown, Florence M., Pleasing God by Right Doing, P. XI.
2. cf. Trout, Ethel Wendell, Stories of Beginnings.
3. cf. Squires, Walter Albion, New Testament Followers of Jesus, P. IX.

#### D. Estimate of Courses

To give an evaluation of the courses as such is not satisfactory, because each year varies in its type of activity, the variety of the activity, and the aim for the activity; therefore an estimate will be given, regarding the activity of each book which has been examined. This is based upon the factors listed on page 13.

#### ABINGDON

##### The Second Year Primary Book - Colson

This has a list of activities well distributed in type, interesting to the child, and centered in life. The majority of the activities are not correlated with the material of the story but with the expression of the objective of the lesson.

##### A Travel Book For Juniors - Hanson

This project is very interestingly worked out, though there is not much chance for life situations. Though the activities are varied they are quite material-centered.

##### Our Wonderful World - Howe

The activities are dependent upon the content, which is entirely about nature. The religious idea comes only through a few references to the Bible and some memory verses.

### Hebrew Life and Times - Hunting

This book naturally centers about the Hebrew life. The aim of the activities is to give information. There are very good plates throughout the book showing objects used in Bible times.

### COMPLETELY GRADED

### God's Loyal Children - Cutting and Walkley

A good many of the activities are too old for children of this age. For example, symbolisms are used, and there is one statement to the effect that if the children do not make the application, the teacher should repeat and make the points clear.

### The Junior Bible - Kent and Hunting

The entire activity is <sup>the</sup> making of a "Junior Bible". This limits the activity and there is no variety in method or material, nor is there chance for creative expression.

### Heroes of the Faith - Gates

If the pupils are real students they will enjoy the activities suggested. There is an aim at life conduct through suggestions such as the following, "Write a short description of the character you most admire".

## CONSTRUCTIVE

### Stories of Shepherd Life- Lobingier

The activities suggested are most interesting and varied. Although the theme is shepherd life, the material used brings in the outstanding Biblical characters. This makes the activities primarily material-centered.

### Life of Jesus - Gates

Although the activity aim in this book is to give the pupils "something to occupy their minds and so to maintain order", the type of activity is such that it would become monotonous. The pictures to be pasted in the notebooks are very good prints and include a fine selection of subjects.

### Heroes of Israel - Soares

The activity in this course is written work for the most part. There is an opportunity for creative writing in the type of suggestions given.

INTERNATIONAL GRADEDStories for Sunday School and Home - Thomas

As whole there is a good variety in the activities. However there is usually only one suggestion given for a period, with very little help for the teacher as to materials or method of procedure. The idea of using the activity in such a place as will strengthen the story is very well brought out.

Hero Stories - Baldwin

The activity centers in the pupils' notebook. There is no variety, nor anything interesting to the child's own life.

Leaders of Israel - Littlefield

There is no variety or choice in the activities, which consist in writing and map work.



NEW INTERNATIONAL GRADEDWorking with the Heavenly Father - Smither

The activity is the method used to gain new knowledge, with the thought that the pupil acts and the teacher guides. Many helpful suggestions are made which center in the life of the child. The trend is away from the Biblical material.

Hero Stories and Being Heroic - Baldwin

In this there is a wealth of activities suggested. Whereas in the former hero book the emphasis is on the study of the hero, in this it is on being heroic.

Leaders of Israel - Harris

The suggestion in every session is to write in the notebook, the emphasis being on the material. These suggestions follow this thought: "Write what Gideon did for his country".

WESTMINSTERPleasing God by Right Doing - Brown

The activities are interesting except for the fact of repetition. Sheep and shepherds, oriental houses, and bookmarks are made so many times that one wonders what would be done with all the bookmarks. The idea of the activities is to make permanent the thought which has been developed.

Stories of the Beginnings - Trout

The suggestions for the activities are too elaborate and for that reason do not carry out the aim of the story. Some of the suggestions are too old for most children of this age, however it would be possible to modify the activity so that it would be fitting.

New Testament Followers of Jesus - Squires

The activities center in problems of the church, home and community, with the religious element and service the dominating features. The last half of the year covers a study of Paul's life and the activities center in the material.

As a result of the study of these courses, from the viewpoint of the activities suggested, the following are found to be best.

Abingdon

Primary- The Second Year Primary Book - Colson

Constructive

Primary - Stories of Shepherd Life - Lobingier

International Graded

Primary - Stories of the Sunday School and Home - Thomas

New International Graded

Primary - Working with the Heavenly Father - Smither

Junior - Hero Stories and Being Heroic - Baldwin

Westminster

Intermediate - New Testament Followers of Jesus - Squires

PART II

AN INVESTIGATION OF THE USE OF MANUAL ACTIVITIES  
IN TWELVE CHURCH SCHOOLS OF RELIGIOUS EDUCATION  
IN GREATER NEW YORK

## PART II

AN INVESTIGATION OF THE USE OF MANUAL ACTIVITIES  
IN TWELVE CHURCH SCHOOLS OF RELIGIOUS EDUCATION  
IN GREATER NEW YORKA. Report of observations

In the preceding study it was seen that the activities suggested in the various courses were planned to correlate with the lesson facts or the lesson aims, that the majority of activities were manual in type, and that the best courses gave a variety of suggestions for use in relation to the program aim. The purpose of the second part of the study is to investigate what is being done in actual work with children. To this end twelve schools of religious education were visited. Convenience of day and hour were determining elements. These schools which were observed in Greater New York will give an insight as to the type of work being done. It must be taken into consideration, of course, that a visit at one session is not a fair estimate of the work as a whole. It does, however, give an impression that is valuable in suggestions, and interesting in studying the reactions of the children. The reports center about the activity observed rather than about the whole program. The following items were kept in mind while observing the groups.

1. Type of activity
2. Place in the program
3. Pupil response
4. Correlation

The observations are given in chronological order because of the fact that there may be a seasonal element in some of them.

PARK AVENUE PRESBYTERIAN CHURCH  
Primary Department  
Sunday Session

Report

The superintendent had prepared a sheepfold of bristol board and had cut out a shepherd and a few sheep, which she arranged on a table. As the children arrived, tracings of sheep were given them to cut out. After the children had finished the cutting they placed the sheep beside the shepherd. The children were keenly interested and wanted to play with the sheep but it was time for pre-session work to stop. As the pianist played "I think when I read that sweet story", the children took their places and learned the song of "how he called little children as lambs to His fold". The worship story was that of the "Lost Sheep". In the midst of it one little girl wanted to know how many sheep they had - "were there ninety-nine?" After the story, pictures were shown of sheep and shepherds in Palestine.

Estimate

The purpose of the pre-session period was to give the children a better knowledge of and interest in sheep. It also made an introduction to the story. This was very well taken care of, but because the children had not had an opportunity to play with the sheep they were not satisfied and it was hard for the teacher

to get their entire attention. In this case it might have been advisable to have told the story or to have talked about the shepherd's care when the children stood around the table, or it could have been possible to satisfy the children by telling them they might play with the sheep after they were told more about them. Then, as a medium of expression after the story and songs, the sheep could have been used with an element of dramatization.



FIFTH AVENUE PRESBYTERIAN CHURCH  
Junior Class  
Sunday Session.

Report

The teacher, after telling the story of Jacob Riis to her class of four boys and four girls, distributed new notebook covers and loose leaf paper. Each child was also given a pencil of a different color and was told to remember his color, for this would be for his use at future times. The memory verse for the year, "Be ye doers of the word and not hearers only", was written in the directed place. While they were writing the verse, the teacher suggested that someone tell its meaning, which a volunteer finally did. The teacher dictated all of the work that followed and the children seemed to take the directions with effort. She had suggested that they write carefully so that their work could be exhibited at the end of the year. One child asked if they might take the notebooks home, but Miss F. suggested that if they forgot these as they had forgotten their quarterlies that morning, it would be hard to do their work without their books.

Estimate

There was no opportunity whatever for choice in this exercise or for an expression on the part of the children. They enjoyed having the new notebooks

and pencils, and the blank pages would have inspired the boys and girls to use their own initiative if the teacher had given an incentive for some original form of expression.

Two features observed might be noted in passing. There was occupational work for the children during the church service. This was the making of an Arabian Village. When the children were asked how many could stay for this, no one responded in the affirmative. The second feature observed was the closet with shelves, just off the class room, which held all the handwork materials for the class.

MADISON AVENUE PRESBYTERIAN CHURCH  
Primary Department  
Sunday Session

Report

This was a large department with ninety-five children present this Sunday. The fact that classes were very close together made individual class work hard to observe. However, it could be seen that many of the teachers were conducting a short period of hand-work after the story. One first-year class went to tables in an adjoining room and pasted magazine pictures on colored sheets of paper. The pictures had been cut out by the teacher, and both picture and color of paper were chosen by her and given to the children to paste. These were to be made into scrap books, as the department provides them for a hospital each year.

The pre-session work in this department was copying hymns or verses used by the department as a whole.

On Friday afternoons at "Friday Hour Club", the children were to meet the superintendent for stories and expressional work. The superintendent had planned for them to make large group posters. Previously the story of the Baby Moses and the Sleeping Beauty had been dramatized. The scenery was made by the children and the costumes <sup>were</sup> planned with their help.

In talking about materials for use in religious

education, the superintendent mentioned that she thought clay was a medium which should be used by children of this age, and that she wanted her children to make pottery.

The superintendent was very desirous that her teachers have some training in methods of using handwork and in the underlying principles of art. For this purpose she hoped to have a teacher training class in the future.

#### Estimate

The activities were planned so that the department was working together along some dominant departmental interest. For instance, Thanksgiving baskets had been sent to poor families, and a report of this was included in the worship service. Very good correlation was achieved in this respect, but the impression was that the ideas were superimposed on the children rather than coming from them.

Real educational value was lost on the part of the children who were pasting pictures, because they were not permitted to choose their own pictures and paper.

It was a very worthwhile project for the children in the "Friday Hour Club" to plan their costumes and make the scenery. They also chose their own plays. Might they not have been guided to choose a story they

had heard in the Sunday session, rather than one which was extraneous to Christian character building?

WEST END PRESBYTERIAN CHURCH  
Week Day School

Report

A visitor to the Junior Department found four or five children interested in a song one of the teachers was writing on the board. Later the teacher gathered ~~ed~~ the children about her and drilled them on the words. The session opened with a worship service, after which the children went to separate classes for Bible and handwork. One class of junior girls was painting picture frames and "glorifying" glass with silhouettes. The teacher said there had been poor attendance since her absence and she had chosen this to stimulate new interest. The girls seemed interested in handling paints and brushes, but painting the silhouette proved a bit too hard for them to do well.

The junior boys had heard about Indian children at some previous time and knew that they like trinkets and jelly beans. They were very busy with saws and were preparing wood for boxes to hold these things. The teacher tried to encourage them to use their own ideas in creating the box.

The intermediate boys were elated over a ping-pong table they were making for some colored boys. The materials had been bought with some of the offering.

This money was used for service projects, but when making something for themselves or for their homes, the pupils brought extra money or bought material especially for that purpose.

The primary class had been correlating the handwork with the Bible story or lesson of the day. The story of Elisha brought forth a folded room, table, bed, and chair.

#### Estimate

There seemed to be pupil interest in the classes observed. The purpose of the junior girls' work was weak and because the work was too hard, discouragement on the teacher's part was beginning to set in. The service projects of the junior and intermediate boys were very fine because the purposes for which they were working were kept in mind, and each group was made to feel that the project was its own. The lack in all but the primary group was in the failure to link the Bible period with the other activities.

BEEKMAN HILL REFORMED EPISCOPAL CHURCH  
Week Day Session

Report

This school met in a house because the new church building was under construction. This was a handicap for the school, but everything went smoothly in spite of the fact that all materials were tied up in boxes. After the pupils helped take these out, they assembled for worship. In closing, a request hymn was sung by one of the classes while the other pupils left for the class rooms.

There were three separate class rooms, kindergarten and primary, junior, and intermediate. The junior boys and girls listened attentively to a story illustrating the meaning of a phrase of the Lord's prayer. Then the teacher brought out a miniature wooden bookcase containing the first three books of the Bible which were made out of safety match boxes covered with red crepe paper and labeled with the names of the books. The aim of this was to help in the learning of the books of the Bible. One of the boys was asked to make the label for the fourth book, Numbers, and paste it on a covered box given him, while the others recited the books of the Old Testament. After this the teacher told in brief form the story of Numbers. When she



asked why the tribe of Levi was placed in the midst of the camp, one little boy suggested, "So they could preach to all the others". Each child was given a Bible, found Numbers very quickly, and then at random found a verse from this book to write on a small piece of paper. These were to be put in the book to tell what it was about. The teacher censored the verses after they were written and often suggested new ones.

The youngest children had learned a song and prayer and had heard the story of the boy who learned to be unselfish. As a bird was one of the features in the story, they had been given the outline of a small bird to color. The assistant in this department prepared the handwork each week. For the most part it consisted of outline drawings of some feature of the story.

The aim in this school was to teach the Bible. The pupils, on the whole, seemed most eager and interested to learn.

#### Estimate

Even though there seemed to be a lack of variety and pupil initiative in the school as a whole, there was a fine spirit and response in the children, and a splendid basis of Bible teaching which is not always found in schools to-day. There was an interesting correlation

of activities with the story material. However, in the junior class, there was a waste of time and effort when the teacher let them choose a verse at random. It would have been better to have asked each child, after the story, what he would like to write about, and then to have told him in which chapter to find an appropriate verse.

CALVARY PROTESTANT EPISCOPAL CHURCH  
Week Day Session

Report

Four "class artists" were at work at this session on Wednesday afternoon, for each had been appointed by his or her class on the preceding Sunday at the church school, to represent the class for that week. The responsibility of these class artists was to illustrate, with the help of special teachers, the Sunday class lessons. As the children arrived, the two teachers in charge questioned them individually about the stories they had heard at church school, and led each to think of a part he would like to picture. Closing their eyes they thought of what the incident would include and imagined how the scene would look. The medium for the picture was chosen by the children. The two little boys used pastels and the girls drew on large sheets of egg shell board, after which they painted in tempera. On this occasion the lessons for the past Sunday had been about Moses. One boy pictured the Israelites coming to the Red Sea, the other boy the crossing. He started to make the sea red thinking it was named for its color. One of the girls pictured Moses' hands being upheld, while the battle in the desert progressed and sword clashed against sword. The

other girl drew, very carefully, Moses about to throw the commandments to the ground as he saw the Israelites dancing about the golden calf. These illustrations were to be taken to class the next Sunday and the story reviewed by referring to them.

It is interesting to note that in this Sunday school the lesson material is always Biblical and this activity is always an illustration of the lesson.

The personnel of the group was rarely the same because of the selection of different class artists. None of these pupils had been present before at this session. For this reason one boy was quite self conscious, at first, in his attempt to picture the scene, but all of them finally lost themselves in their attempt.

#### Estimate

The strong points of this type of teaching were: the choice of the part of the story to be illustrated; the choice by the pupils of materials to be used; the emphasis on the spirit of the thing attempted rather than on the effect produced; and the fact that the teachers allowed the children to do their own work. In this method details must be thought out and worked out, thus fixing the story in the minds of the pupils. Two factors that contribute to this type of creative activity are

plenty of time, and plenty of good materials with which to work. In fact it would be almost impossible to do this type of thing without the above.

The weak points of this type of teaching were: the idea of having a class artist, interesting in itself, but weak in that it does not give the other children in the class an opportunity for free expression; and the fact that the emphasis is on factual content without relationship to the life of the child.

FLUSHING REFORMED CHURCH  
Primary Department  
Sunday Session

Report

Ninety-four children were present here, but the superintendent was absent. This latter fact may have contributed to the general disinterest of the department as a whole. The opening songs and prayers were recited with no thought of what was being said. Some memory work was given by individuals and classes. For the lesson period, an observation was made of a second year class where the story from a leaflet was read by the girls in turn. After the teacher tried to explain what had been read, outline drawings of the good Samaritan were distributed. This story was not discussed but the girls haphazardly filled in the outline with color. This held no meaning whatever for them. The other classes did not seem to have any manual activity.

Estimate

This report is rather negative as far as teaching values are concerned. The second year teacher was not prepared and pupils reacted accordingly. In reference to the activity, the teacher realized the children should do something but did not know what to give them

to do. The outlines were merely for occupation with no reference whatever to the story which the outlines depicted.

CENTENARY M. E. CHURCH  
Week Day School

Report

This school session was divided into three periods - handwork, worship, and the lesson. The classes all met in one room, but were divided by partitions so that each class had a separate place, open on one side. The kindergarten children were coloring an outline of a Japanese girl. The picture of "Christ and the Children" was displayed, as the story was of a Japanese child who was one of His little ones. The primary children were coloring a design - evidently from dictation. This, the teacher said, was a card to take to the mothers. The junior girls were making hat-stands of cardboard decorated with envelope linings, and the junior boys were making figures of thin wood-coping saw work. The children did not seem to know what they would do with the finished pieces, but the teacher said they would use them as gifts. The intermediate boys worked at constructing small air-planes (using razor blades for the whittling). The intermediate girls each wrote a verse and used a symbol connected with the lesson. These were mounted on sheets of red paper and were to be bound into individual booklets.

After a half hour of handwork the classes came



together for a worship service. This was interesting, due to the fact that one of the junior boys took charge and an intermediate girl led in prayer.

The lesson story for the junior girls was that of the children of Israel building the tabernacle. The teacher introduced the story by asking how many of the girls went to church. As they all responded affirmatively she spoke of the way to act in church and brought in the idea of reverence. The second story was that of a little girl ("Heidi") who took her grandfather to church.

#### Estimate

A more unified program would be interesting to an observer, if not more helpful to the pupils. There was evidence, on the part of two of the classes, of the correlation of the handwork with the lesson. In the other classes the handwork was in no way a part of the lesson unit. In the case of the junior girls, they might have made a small model of the tabernacle, or even the ground plan, or have drawn the candlesticks and lavers. Evidently the aim for the activities was to give the children something to do at the beginning of the session.

CENTRAL PRESBYTERIAN CHURCH  
Primary Department  
Sunday Session

Report

The following interesting program was enjoyed by the fifteen children of the primary department.

Practise - (Easter song)  
Worship  
Games  
Story read  
Free period  
Lunch  
Handwork

The session was about three hours in length, so that there was time for a varied program. The children were together until the last period when they separated into two groups. The older ones had begun a "village", clay being the medium used. Before they began working, the leader asked one of the girls to criticize the work done the previous week, to tell how it might be improved, and to suggest other things to make this week. This project, the teacher hoped, would develop the idea of worship. She was trying to approach the Bible through poetry. The children had learned the Shepherd's Psalm, had voluntarily recited verses they had learned else-

where, and were asked to read at home one of David's "poems". This idea of worship would probably be brought about through the temple which two of the children worked at this day. With this it was possible that the "village" would turn out to be Jerusalem.

The younger children seemed very much interested in what they were doing. When finished they showed a sheep fold with the sheep, and the shepherd's home. This was done by paper folding and cutting, and was mounted on cardboard so that the figures stood upright. At some previous time the children as a group had constructed, from paper and card board, Manhattan Island. At another time when the subject was the Negro, they had each made a little figure of black yarn and placed it among bits of cotton. A church or cabin completed each representation.

#### Estimate

An announcement of this department stated that the period was so interesting that it had to be extended.<sup>1</sup> The personality of the leader undoubtedly has much to do with this interest. She was not present at this session visited, but her substitute had a very pleasing attitude towards the children and showed that she not only under-

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1. In an announcement of "the Graded Union" meeting where Miss Kingsley, head of the department, would speak.

stood them but knew what methods to use with them. However, she felt there was not the usual cooperation.

With just one visit it was difficult to see how the program was unified but from statements made in the previous section of this report it may be seen that it evidently was correlated in the plans of the leader. Here the activities were initiated and carried on by the children with the teacher guiding, a fine illustration of the suggestion made by Smither and referred to<sup>1</sup> in the first part of this investigation.

The thing of note was the fact that the children seemed more thoroughly and unitedly interested in the manual activities than in any other part of the program. This might be due to the division of the group by ages, and also to the understanding of the pupils developed through their own purposing and planning of activities. Another aid was that there ~~there~~ were only one or two working at small separate tables.

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1. cf. Smither, Ethel L., Working with the Heavenly Father. Foreword.
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HOLY TRINITY LUTHERAN CHURCH  
Week Day School

Report

A goodly company of Negro children gather here each Tuesday afternoon. The nine or ten second grade children present on this particular day were listening to a Spring story as the visitors entered the classroom. After the story the children asked to play "the mother and her little boy" - the story they had heard the previous week. After talking about Hannah and Samuel, for the benefit of those children who did not know about them, the teacher selected corners of the room for the home, the temple, and the place where the "voice of God" should stand. The children who had heard the story very readily chose to be the mother, Samuel, and Eli, while the others prepared to listen. The children enjoyed playing their parts, but the teacher carried the dramatization through by telling the girls what to do and say. At the close of the dramatization the teacher stated that this showed the way one little boy had learned to pray. As this was an unexpected procedure in the plans of the teacher, there was not much time left for working on a scrap book which was in the process of being made. As the pages were distributed one girl suggested they send the book to Porto

Rico, while another thought it might better be given to a hospital. This had been discussed previously. The pages were made up of outline Bible pictures which they had colored and now pasted on a sheet. The closing note was played on the piano before all the materials were passed, so this was necessarily a hasty process. One child, when asked if she knew the story of her picture, which was the "Sower", said, "Yes, it is the little boy we played about."

The classes gathered for a closing service of worship at which time pictures of Christ and the Resurrection were thrown on a screen. While the leader told the story of Jesus the boys and girls listened very attentively.

#### Estimate

In observing the second grade class, it was seen that all the lesson showed preparation and the teacher's attitude toward the children was particularly pleasing. The limited time left for the service activity was very unfortunate. Under the circumstances, it should not have been attempted at all, especially as the children did suggest the dramatization and had had this opportunity for expression. The stories of most of the pictures used for the scrap book had been told sometime previously, but they had little meaning

to the children at this time. Ideally it would have been well to have the children choose the pictures they knew, in order that the teaching value might not be lost.

RIVERSIDE CHURCH  
Junior Department  
Sunday Session

Report

"You can see that our program is spontaneous." This was the remark of the secretary as the visitor left. The whole session was divided into three periods, the opening assembly, the group activities, and the closing assembly. The first period centered about friends of other nationalities. The story of Booker T. Washington, as the representative negro, was told by one of the girls. Five or six other girls were dressed in costumes of other lands, and as each arose to introduce her country, the children named a friend from that place.

The group activities were varied. Dramatization of the Joseph story took the interest of the fourth grade; another group was making stained glass; a third was sketching windows to make a church book; others were out on the balcony having their pictures taken. These activities continued for about an hour and a half with almost entire freedom on the part of the children.

At 11:30 o'clock the children gathered as an augmented choir and the music director helped them in some songs they would sing at their May Day program.



The department leader gave them a thought for each song or stanza. By the time the music director had left, all the children had assembled. Reports from each group as to where they wished to send money were given by a representative of each group. This was interrupted by the unexpected entrance of a florist - a foreigner - whose arms were filled with flowers for the children. He was warmly greeted as a friend, and the children sang for him "This is my Father's World", and "Fairest Lord Jesus". Then they went to the balcony out-of-doors where he gave them each a flower. This concluded the morning session.

#### Estimate

Learning through activity seemed to be the aim of this department's program, for there was no definite "instruction" period as such. In one or two groups this aim was not realized because the pupils were apparently uninterested and consequently unwilling to cooperate. It seemed as though the lack of interest was due to the length of time that had been spent on the project. Though members of some groups were busy for the entire period, others were quite restless, and as the children were not confined to certain places this freedom was very evident to an observer. However, the teachers were tactful and were not bothered by inter-

ruptions and other distractions.

The new church building was evidently the basis for the various activities. This conclusion was drawn from the observation of the activities of the various groups: one group had sketched scenes from the church windows and were making them into a "church book"; another group was making stained glass, the design of which was taken from one of the windows; the group dramatizing the Bible story planned to present it at the May Day program which the minister would attend; the choir practised songs which were to be used at the same time. All the groups chose money gifts which would become a part of the church budget. In this way the department, through its activities, was wisely helping the children to build up church loyalties.

FOREST AVENUE CONGREGATIONAL CHURCH  
Junior Department  
Week Day School

Report

The director was handicapped on this day by the absence of two teachers and the secretary. Because of this, all the children were together for a half hour of games. A handwork period for the juniors had sometimes been substituted for games, the visitor was informed. However, they had had but one project involving manual activities, this year. This was at Easter time when a poster or frieze was made from Dennison's paper cut-outs. The juniors and primaries separated after the game period. The junior worship, story, and drill periods were continuous without any pause between them.

Estimate

There was a fine attitude on the part of the children during the game period. The beginning of the worship included singing and sentence prayers. Aside from this there was a listening period for about three quarters of an hour. This was entirely too long, even though the Bible drill at the end provided some activity on the part of the children. There was no correlation between the various parts of the program.

## B. Summary and Conclusions

In summarizing the preceding reports of visits to twelve religious education schools of Greater New York, a number of facts are evident regarding manual activities.

The aims vary: Several schools seemed to aim to give information through activity. In several others the expressions, through free activity in creating, or through service, were the outstanding objectives. In three the only evident aim seemed to be to give occupation.

Even though the cry of the day is for a life-centered program, the majority of the activities observed centered in the material studied. The estimate is that two thirds of the schools put the emphasis on this latter, while only one third put the emphasis on the child-centered program. There was more interest, however, in some cases where the material-centered program was used, than in others where the activity was centered in life. This leads to the following question, Is it not possible to use Biblical material and still center the activity in the child life? The whole problem seems to center in the part the child actually has in the activity. Has the teacher planned it or has the child a real part in choosing, and a purpose that is his own?

Correlation, in the schools visited, was achieved in various ways. In three cases it seemed to be emphasized through the department - that is, the activity was correlated with the departmental interest, and the program of the whole department was unified in this way. In at least half of the lessons observed the activity was correlated with the Bible lesson. In the rest of the cases the activity was unrelated to anything.

The majority of activities observed were manual in type. Only a few places used other than manual activities or a combination of both.

The importance of the time in using manual activities was very evident. In two cases an extra session was used for the activities. While usually the session was divided into specific periods with one especially devoted to activities, in several cases the manual work was used as a pre-sessional activity or directly after the lesson.

In conclusion it is seen that the actual work with the children varies in the different schools. However, the manual activities play an important part in the program. How much they contribute to the religious development of the child depends on the objectives motivating their use, and on the principles underlying the procedure.

PART III

AN EXPERIMENT IN THE LIEUTENANT WHITE  
NEIGHBORHOOD HOUSE IN CORRELATING MANUAL  
ACTIVITIES WITH RELIGIOUS EDUCATION

## PART III

AN EXPERIMENT IN THE LIEUTENANT WHITE  
NEIGHBORHOOD HOUSE IN CORRELATING MANUAL  
ACTIVITIES WITH RELIGIOUS EDUCATION.A. Description of the Background for the Experiment

The Lieutenant White Neighborhood House is under the directorship of the Biblical Seminary in New York. The leadership is drawn from the first year Seminary students. It is a laboratory in which they may get practical experience in teaching the Bible and in applying the theories and principles of religious education. On the other hand, it is felt that the spiritual growth and character development, on the part of the members of the Neighborhood House, should be a supreme motive for its existence. To help reach this end, every person who becomes a club member not only has a period each week in which the club interests, music, games, and manual activities may be a part, but also has a period of Bible study. Besides this an "R. E. Club" or school of religious education is held each Saturday morning with worship and Bible study as the primary elements in its program. Thus it may be seen that The Lieutenant White Neighborhood House is not simply a settlement house, but is more typically a religious education center.

Its constituents range from those of kindergarten

age to mothers. The majority come from the East side of the city and are of foreign descent. The predominating faith is Catholicism.

Although one can see that the immediate aims are not entirely the same as those of a church school, nevertheless, it is possible to experiment in correlating manual activities with religious education and to use the same principles which underlie any other religious education program.

## B. Report of the Experiment

### 1. Review of Determining Factors in Correlating Activities with Religious Education

#### a. Principles of Correlation

This experiment was based on the theory that the religious development of the child through manual activities depends upon the objectives motivating their use and upon the principles underlying the procedure.<sup>1</sup> To test this theory those factors found in the investigations previously considered that seemed to promote the idea of religious development through activities, became the basis for the experiment.

All of the principles found governing the use of manual activities with religious education are funda-

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1. cf. P. 94.



mentally based on the one principle that activities should bear a relation to the lesson.<sup>1</sup> All the other principles are related to this underlying principle.

(1) Principles Governing the Aims for Activities

There should be an aim for the use of activities.

The activities aim should be one with the program aim.

(2) Principles Governing the Choice of Activities

There should be a variety of activities suggested for use in relation to the program aim, determined by the ability and age interests of the children.

There should be opportunity for a choice of activity on the part of both teachers and pupils, this to involve cooperation in purposing and planning as well as in the execution of the activity.

There should be some opportunity for creative thought.

There should be variation in the materials selected as well as in the method used.

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1. cf. Page 12.

### (3) Principles Governing the Type of Activities

Those activities should be used which are best related to Biblical material or life interests.

Manual activities should not be the only type of activity used.

### (4) Principles Governing the Place in the Program

The activity should have that place in the program where it will serve the best interest of the lesson or when the pupils and teachers are most ready for it.

Thus the principles may be summarized in the thought expressed by these quotations:

"Whether handwork is valuable educationally in a program of Christian education depends on the degree to which the pupil is conscious of a service or a religious purpose as he carries out his enterprise." 1

An art educator has felt this same appeal for he said,

"All children have something to express..... and it is the effect on them and on their development that is important and not the finished product." 2

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1. Forsyth, Nathaniel F., Week Day Church Schools, P. 44.
2. "Glimpses of Prof. Cizek's School in Vienna", School Arts Magazine, December 1930.

## b. Delineation of Aims

Another determining factor in religious education is the aim underlying the use of manual activities. The attempt has been made, in the Lieutenant White Neighborhood House, to keep the activities aim a part of the purpose which is "to lift nearer God the children, youth, and parents of the neighborhood".<sup>1</sup>

From a variety of sources the aims for manual activities are found to be as follows:

- To make more permanent the thought developed.<sup>2</sup>
- To clarify and stimulate the lesson.<sup>3</sup>
- To clarify impressions and solidify ideas.<sup>4</sup>
- To deepen an impression, strengthen a thought, cultivate an emotion.. To form or strengthen a habit.<sup>5</sup>
- To give opportunity to do something creative.<sup>6</sup>
- To give a means of expression.<sup>7</sup>

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1. Biblical Seminary Bulletin, January 1932.
2. cf. Brown, Florence M., God the Loving Father, P. XI
3. cf. Pelikan, A. G., "Why Teach Art?", Every Day Art, October 1931.
4. cf. Hartley, Gertrude, The Use of Projects in Religious Education, P. 35.
5. cf. Minor, Nell I, and Bryant, Emily F., Through the Church Door, Preface.
6. cf. Sweet and Fahs, Exploring Religion with Eight Year Olds, P. 15.
7. cf. Piper, Lucy H., "The Industrial Arts as a Developing Influence", School Arts Magazine, October 1925.

To provide an avenue of expression, clarify  
 concepts, deepen impressions, vitalize truth -  
 thus motivating conduct.<sup>1</sup>

To give a means whereby the child may actively  
 and freely express himself.<sup>2</sup>

To render service to others.<sup>3</sup>

To help integrate the personality.<sup>4</sup>

These very definite aims, even by the nature  
 of their statement, show the possibilities of relating  
 the manual activities to the religious program. They  
 may be gathered under four heads which would read thus:

1. To help make more permanent the information received.
2. To give opportunity for expression.
3. To satisfy the creative instinct.
4. To render service.

In returning to the definition of the aims of  
 religious education as found on page 8 there is provid-  
 ed<sup>a</sup> scope which seems to coincide with and make possible  
 the use of the aims for manual activities as a means  
 of developing the religious life.

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1. cf. Munkres, Alberta, Primary Method in the Church School. P. 131.
2. cf. Coe, George Albert, Education in Religion and Morals. P. 83.
3. cf. National Girls' Work Board of the Religious Education Council of Canada, Handcraft. P. 7.
4. cf. Blai, Boris, "Working in Wood, Stone and Clay", Progressive Education, February, 1931.

Statements of these aims are again listed to show the correlation between these and the aims for manual activities as listed above.

To lead the pupil into a personal relation to God.

To give the pupil understanding and appreciation of the life and teaching of Christ and to lead to the acceptance of Him as Saviour, Friend, Companion, and Lord, and to lead him into loyalty to Christ and His cause.

To lead to a progressive and Christlike character.

To lead to the enthusiastic and intelligent participation in the building of a Christian community and world.

To develop the ability and desire to participate in the life and work of the church.

To give a Christian interpretation of life and the universe.

To give a knowledge, understanding, and love of the Bible, and an intelligent appreciation of other records of Christian experience.

It is with these underlying aims as a basis that the activities of the Lieutenant White Neighborhood House are planned.

c. Method of Planning.

The experiment on correlating manual activities with religious education has covered a period of two years. Before this concentration on the unification of the program, the greatest deficiencies in the activities were the last minute planning by the club leaders, the lack of suggestions for handwork, and the lack of aim in doing manual activities. As formerly carried on, it was often only an occupational process instead of a purposeful activity.

Several factors in planning have helped to overcome this situation. At the beginning of the year plans are made for the year's activities. This is but a tentative program for the Neighborhood House as a whole. To work out definitely the plans for each club, conferences are held with each club leader and possibilities for activities within the interest, need, and ability of the club members, are discussed. These activities are planned to correlate with the Neighborhood House program, some phase of the club work, the life of the club members, or possibly with the aim of the Bible study.

Pupil participation enters into the planning. The club members with the leader discuss the plans and choose, from a number of possibilities, the specific thing they wish to undertake.

The progress made in using this method of planning has been that of rising from the necessity of individual work - each person doing something for himself - to that of group activity. Service activities also have found a place of interest. Heretofore there had been little attempt to undertake such activities, but it has been seen that these new ways are as interesting as, and more profitable and Christian than the old ways. This progress has been due to definite planning with pupil participation and to using the principle of correlation.

" Education is primarily a process of transmission of the old, not as so many enthusiasts have supposed, a way of creating the new. . The creation of an illusion of freedom, in which the child follows the road upon which his feet have been planted since birth, under the pleasant impressions that he has chosen it, is undoubtedly a valuable aspect of the modern educational movement." <sup>1</sup>

## 2. Record of Three Specific Phases of Activities Showing Possibilities of Correlation

With the determining factors of principles, aims, and methods in mind, three phases of activities have been used during the past two years in the Lieutenant White Neighborhood House, which show possibilities of correlation in religious education. These activities are as follows: a junior course in religious education; two dramatizations; and a "studio plan"

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1. Mead, Margaret, " The Meaning of Freedom in Education," Progressive Education, February 1931.

using class artists.

Three aspects of correlation are revealed in these activities. The junior course shows some types of activities best used in religious education. The dramatizations show the values of the correlated program from the standpoint of the group. The "studio plan" shows the values of manual activities in religious education from the standpoint of the individual.



### a. The Junior Course

#### Resume

This course was used with a group of junior girls. The New International Graded Course<sup>1</sup> and the Bible were used as source material. It was planned to have the activities related to the lesson aim.

The class met on Saturday mornings. The session from ten-thirty to twelve was divided into three periods.

10:30 - 10:45	Assembling in class rooms.
10:45 - 11:15	Worship with entire group.
11:15 - 12:00	Lesson in class group.

Three problems were faced: (1) How to use the first fifteen minutes to advantage as the children assembled; (2) how to relate the worship period to the rest of the program; (3) how to keep the pupil-centered outlook with Biblical-centered material.

The first problem was met by having some activity planned into which the girls might enter as soon as they arrived. Here the correlated activity was used beneficially. Sometimes a game was planned which was related to the lesson for the day, or as a review of previous lessons. With a lesson on cleanliness "Here We Come" was adapted so that a health habit was shown in the action. At another time the pre-session game was

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1. cf. At Work in God's World, Junior Course IV.

"Crossing the Jordan". Here again an adaptation was made so that the game provided a means of review. For example, some of the questions were:

1. Name the man who shared with his nephew.
2. What verse in the Bible did he live out?
3. What is the first commandment about?
4. What did Jacob hear God say to him?

Another pre-session activity which brought the girls both enjoyment and profit was the fitting together of simple puzzles made by printing Scripture verses, which had been discussed previously, on construction paper, which was then cut into odd shaped pieces.

Another activity used in this fifteen minute period was that of finishing, or starting the preparation for some manual activity. At one time a group health poster was finished in this period. Most of the girls were anxious to do work of this type.

Other activities were the looking up of Bible references (familiar verses), discussing pictures of the lessons, or simply conversing.

The second problem, that of relating the worship period to the rest of the program, was met in part by using a hymn, sung in the worship period, in connection with the lesson. At Christmas time when "O Little Town of Bethlehem" was used, and the thought for the lesson was the Gift of Jesus, the girls made a booklet of the hymn and the discussion centered around the meaning of the verses. In a lesson on sharing eyes, and ears, banks

were made to hold the offering given during the worship period for blind children in Japan. When in the spring "Fairest Lord Jesus" was being sung, the girls listed on the board those things said about Jesus. "Ruler of all nature", helped to introduce the story of the Emmaus disciples' walk in the spring.

The third problem, of keeping a pupil-centered outlook with Biblical material, was somewhat overcome by aiming to project the lessons into "the whole of life". The lesson outlines which follow will perhaps indicate the attempt to do this.

## January 17. New Year Plans

Aim: To help the children to know how to be agreeable when they want something for themselves - to be "peace-keepers".

- Procedure: 1. Discuss plans to make a better class.  
                     Suggestions - Come on time.  
                                     Bring offering.  
                                     Have officers (include all girls).
2. Discuss duties of officers.  
     President - Lead in going down to the room for worship.  
                     Tell others of anything that might come up.  
     Vice president - Help the president.  
                             Act as president in her absence.  
     Secretary - Take attendance cards to the office.  
     Treasurer - Remind girls to bring offering.  
     Two helpers - Pass materials.  
     Two helpers - Clean up after class.
3. Read story - Abraham and Lot - Genesis 13.
4. Memory verse - Luke 6:31.
5. Prayer.
6. Assignment - Try to be an Abraham this week by preventing quarrels.

## January 24. Making Rules for the New Year.

Aim: Same as previous week.

- Procedure: 1. Review duties of officers.
2. Discuss, What can we do to have a better class?
3. Question: Who was an "as ye would" or saw someone who was?
4. Story of Abraham - a friend of God.

5. Find and read Genesis 13 - impersonated by girls.

6. Prayer.

7. Activity : Illustrate memory verse (using Abraham).

# January 31. Making Rules for the New Year.

Aim: To help the girls know that rules have always been in existence and to see that they will be happiest by obeying - especially God-given rules.

Pre-session: "As ye would" game.

Class procedure: 1. Discussion of rules or laws.

No gum

On time

Present every time

Etc.

2. Find James 1:22a "Be ye doers of the word and not hearers only."

3. Story: Michael Pupin.

4. Discuss laws of old - Ten Commandments.

5. Activity: Make plastecine tablets of commandments or sand-table representation.

# February 7. Returning Good for Evil.

Aim: To help pupils form habits of self control; to guide them in thinking through plans for dealing with persons who take advantage of them; to help them form the habit of treating others as they would like to be treated.

Pre-session: Finish "as ye would".

Class Procedure: 1. Ask what the Ten Commandments mean.

2. Show and read clipping about Michael Pupin.

3. Question, "What do you think is the best thing to do when someone says ugly things to you? When someone tells a false story about you?"
4. Story of David, I Samuel 26.
5. Discussion.
6. Prayer.
7. Read ISamuel 26:13 to end.  
Assign parts: Saul, David, Abner, Reader.

## Findings

Interest. One of the results seen in this study with junior girls was the assurance that they are primarily interested in doing. They are interested as well, in the activity related to the lesson. This was made evident when one girl asked, "What are we going to do next week?" The answer was, "What do you want to do?" She said, "Make a picture of the story like we did last week". Although the children do not care whether what they do has educational or religious value, the teachers must use this inherent activity in the development of the life of the child.

Best Activities. It was also found that there are many avenues of correlation in using activities in religious education, but that the activities that best emphasize the lesson are not always the manual activities, although these do make a contribution. They are those activities which are closely related to the lesson aim and which grow out of it.

## b. Two Dramatizations

### Resume

The activities which centered the interest of the whole Neighborhood House group more than any other, and thus made for unity in program and group, were the dramatizations at Christmas and Easter.

The Christmas pageant was worked out and presented to the group leaders who in turn discussed it with their groups. These discussions included a study of the Biblical material and the Christmas carols used in the pageant. Needed pageant properties were listed and then various groups volunteered to do these manual activities. All the costumes, sandals, stage properties, and carol books, necessary for the pageant, were thus made by the groups. Pictures by well known artists were used as reference material for costumes and properties.

The Easter dramatization was planned basically by the Neighborhood House groups. They suggested

1. The great Easter scenes,
2. The great Easter Bible references,
3. The great Easter hymns,
4. The great Easter ideas or themes.

These suggestions were used by a committee of leaders in working out the definite dramatization. To help prepare the boys and girls to understand and find the real meaning in the Easter story as presented, the following possible



activities were suggested to the leaders. It may be seen that many of these involve correlated activities.

1. Illustrate an Easter hymn (one used in the pageant).
- \* 2. Study pictures - using some special phase of Easter, e.g., tomb scenes. Look up Bible references.
- \* 3. Study an Easter hymn by looking up Bible passages referred to.
4. Prepare a message of Easter, e.g., Easter Joy, The Living Christ, etc. by using pictures and verses.
- \* 5. Make a book of Easter hymns.
6. Study the events of the Last Week, making a record of each day.
- \* 7. Make a geographical or picture study of the events of the Last Week.
8. Study the life of individuals - Peter, Mary, etc., and use in dramatization.
9. Make a book of Easter Thoughts, using poems, hymns.
10. Investigate how Easter is kept in other countries.
- \*11. Work out an Easter scene in small wire figures - dress.
12. Make puppets.
13. Make a "Movie".
- \*14. Make a sand table representation of Easter.
- \*15. Study stage lighting.
- \*16. Write an Easter scene.
17. Study Biblical costumes, and color interpretation.
- \*18. Make stage properties.
- \*19. Make stage scenery.
- \*20. Make posters to announce pageant.

### Findings

The values of this correlated program were found to be the following:

Integration. The Neighborhood House groups had

.....

\* These suggestions were chosen and used by different groups.

their interest centered upon this one project and became one in planning for it and in giving it.

Cooperation. There was good group work, each group taking part and contributing to the whole.

Sustained Interest. Interest did not lag and was evidenced in various ways, <sup>even</sup> after the presentation.

Knowledge of Biblical Facts. As these dramatizations were entirely of Biblical material, a study had to be made of customs, costumes, and scripture passages.

Motivation of Bible Study. In a number of the groups, the dramatizations and preparations for them proved to be a means of motivating the study of the Bible.

Interpretation of Events. The real meaning of Christmas and Easter is undoubtedly clearer to many of the children, as a result of the dramatizations.

Higher Levels of Response. The best was brought out in the participants.

The dramatization gave the beautiful in place of the sordid. So many of these boys and girls live in a negative environment that their thoughts and words become colored by it. This was an opportunity for replacing the worst by the best and of giving them the finest to think about. Many of them, in the Christmas pageant, particularly, seemed spellbound as they looked at the portrayals and knew that they had had some part in them.



This enables the special teacher to have the background for the pupil's thinking. At the meeting, each child recalls the lesson of the previous week, decides just what he will portray, and chooses the medium with which he will illustrate the lesson.

### Findings

Stimulation of Interest. The children are keenly interested in this activity. The primary children beg to be the next class artist. The time goes all too quickly and some of the children return in the afternoon to complete their work.

Knowledge. Perhaps the most outstanding result has been the realization that the boys and girls by illustrating the lesson truth in this way are gaining factual knowledge. This may not be of spiritual value, yet this factor must enter into Bible study.

Creative Thinking. Another of the achievements of such a course is the development of creative thinking. As that is a chief function of the educational world of today, so it has its place in the world of Christian education. Is this part of a spiritual development? Rudolph Steiner would answer yes, in so far as it involves inspiration:

" He who applied himself to this kind of knowledge was aware that he acquired it by no external perceptions, for in his thinking and knowing he sensed divine life within him, he

felt that spiritual powers were at work in his own creative activity enabling him to raise to greater holiness, all that had been impressed into the particular medium of his art."<sup>1</sup>

If through this creative process a child may feel that God has helped him to do a task, surely it does become a spiritual experience. So far, there has been no evident indication that this has taken place with any of the children. However, this realization of God's help should be made one of the objectives of such a course.

Understanding. Although this experiment is new here, some of the more evident values in this procedure are the help it gives the children in understanding the lesson truths, and the help it gives the teacher in knowing the pupils. The following incidents may show how this is possible. One of the girls was modeling the scene of the Children of Israel worshipping the golden calf. A discussion of worship ensued. She said, somewhat indignantly, "Catholics don't worship money; they go to church to worship God." At another time keeping the Sabbath day had been the lesson background. One of the girls who was drawing her church and showing people going to it, included a man with a shovel working on the street. She explained, "The man who is going to church is telling the man who is working that it is Sunday and that he should go to church."

. . . . .

1. Steiner, Rudolph, The New Art of Education, P.38.

Another incident came from the conversation of two primary boys. They were making crowns after the lesson of Joash Made King. The first asked, "Who is king of the whole world, anyhow?" The second primary boy answered, "Don't you know? — God, of course."

### C. Summary of Findings.

The possibilities of correlation as shown in the three phases of activities may be summarized thus:

The junior course revealed the possibilities of correlation through the use of activities emphasizing the lesson aim. Thus the interest of the group was maintained.

The dramatizations made evident the possibilities, in a correlated program, of the integration and the cooperation of the whole group. They became interested in Biblical material and tended to appreciate the beautiful in life.

The studio plan of class artists showed the possibilities, for the individual, in a correlated activity. The participants were interested in such a course, they gained knowledge of Biblical materials, they entered into a creative experience, and they gained a better understanding of lesson truths.

## CONCLUSION

## CONCLUSION

The conviction which formed the theoretical basis underlying this study - namely, that correlation is achieved when those activities are used which best further the aims, either in Bible study, or in service activities - has been realized in the results of the practical investigation of this problem.

This practical approach to the problem of correlation, as revealed in the study of certain religious education courses, in the observations of certain church schools of religious education, and in the experimental study undertaken, will now be summarized.

Through the examination of six religious education courses, it was seen that many of the activities, though correlated with the basic material, would not be of interest to the pupils because of lack of variety in the types suggested, or else because of lack of relation to the life experiences of the children.

The observations of the church schools of religious education showed that correlation, when achieved, is attained through the relation of activities to the Bible study or through a unifying school interest. Activities, manual in type, played an important part in all of the programs observed. How much they contributed to the religious development of the child thus depended upon the objectives motivating their use.



Through the experiment carried on in the Lieutenant White Neighborhood House, it was proven that children are primarily interested in activities, and that pupil participation is necessary in planning for these. Moreover, it was found that those activities are best which grow out of the aim which is stated for the program. Thus it was shown that the correlated program results in integration, cooperation, interest, service, knowledge, motivation, and interpretation.

In the light of the above findings, it is maintained that correlation is an essential factor in using manual activities in religious education. Yet within this sphere of correlation there are other factors which make the process of using activities either vital or of little value to the religious experience.

The first factor is that there should be guidance by the teacher. If children are not guided in their "doing" in the field of Christian education, they are apt to make, like the Children of Israel, a "golden calf". That is, they do those things nearest their experience. To be sure, this may reveal the true nature of the child to the teacher, but it is the teacher's supreme privilege to guide to the better, the higher knowledge of God the Father. This may be realized when, through the guidance of the teacher, the activity has been made meaningful.

The second factor is that there should be freedom with guidance. Only as there is relation of the activity to the experiences of each individual child will there be real correlation.

When the manual activities are thus related to the aim based on the children's needs, they become a part of a total experience, and contribute, as do other parts of the experience, to the religious development of the child. It is concluded, therefore, that manual activities, through correlation, should become an integral part of the total process of religious education.

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