

**STORY-TELLING,  
QUESTIONING  
AND STUDYING,  
THREE SCHOOL ARTS**

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Story-telling, questioning and studying, three school arts by Herman Harrell Horne

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THREE SCHOOL ARTS

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To  
JULIA, BETSY, BILLIE, AND IDA  
WHO LOVE STORIES  
ASK QUESTIONS, AND ARE LEARNING  
HOW TO STUDY

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## PREFACE

IN 1900 Colonel Parker spoke before the National Education Association on "Art in Everything."

Art is a fundamental need of life. It is a mode of self-expression. It is one of the secrets of growth. It is a source of joy in work. It takes the sting out of drudgery. It makes something sing in the heart. It, and not money, is that by which the souls of men live; by money the body lives, or dies. It removes tedium and delays fatigue. Not merely to enjoy works of art, but to make life in some sense an æsthetic accomplishment is a requisite to complete living.

We need to socialize art. We have allowed a class in society to express itself in art forms and to joy in the expression. This is what all members of society should do, each in his own

way. Social conditions will in time be changed to allow it.

Each type of artist contributes a new pleasurable quality to life. The painter, the poet, the musician, the sculptor, the architect, the landscape gardener, the actor, the dancer, the story-teller, — each in his own way increases the sum of human happiness.

The teacher, too, is an artist, or may be. His part is to make living itself complete, beautiful. In his address on "The Art of the Teacher," given when United States Commissioner of Education, Chancellor Brown said, ". . . the fine art of the teacher deals with real things on their ideal side."

Every child is an artist. The teacher opens the door to æsthetic enjoyment and expression for the child. This he does by living art in the presence of his pupils. His methods have the æsthetic stamp. His achieving is beautiful. Through æsthetic teachers life itself will in time become beautiful, harmonious, spontaneous, free, organized. Beauty is the foe of injustice, evil, error, ugliness, disease, and war.

As teachers we need to awaken to the fact that life in the making is in our hands. If we are the artificers of life we ought to be, not again after one generation will the face of humanity be marred. Had we been a voice and not an echo for the past generation, the present world-tragedy could not have been.

Three main school arts are story-telling, questioning, and studying. Story-telling belongs in the upper grades and in the high school as well as in the lower grades and in the kindergarten, where it is domiciled at present. Questioning belongs in college and university, if the classes are fortunately small enough in size, as well as in secondary and elementary schools, where it has been the teacher's staff since the days of printing. Studying aright belongs in the lower grades and even in the kindergarten, for young children have to face their little problems and try to solve them, as well as throughout the subsequent stages of learning and living. In fact, these three are universal school arts. They are a part of the technique of all teaching as a craft.