Illustrations

to accompany a master's thesis

on

"Aesthetics, A Force in Education",

by

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The Pictures in This Book

The pictures in this book were collected from various sources, many of them being taken from the artistic catalogues of some of the leading publishing houses. In selecting the pictures the purpose was to take those which would naturally group under the following headings:

(a) Social, (b) Simple Beauty, Adventure,
(d) Romantic, (e) Humanitarian, (f) Comic,
(g) Childhood, (h) Mythical.

They were mounted as they are in the book on separate sheets and exhibited to three hundred children, each child having ample opportunity to see and make his choice. One group was exhibited at a time, and the vote taken by the children giving their choice in a whisper to the teller, so that they would not influence one another. The pictures were shown to one hundred first and second grade pupils, one hundred fifth grade, pupils, and one hundred eighth and ninth grade pupils. The result of the votes here recorded with each picture. In a group of eight pictures the average vote would be about twelve, with six pictures the average would be seventeen, and with ten the average would be fifteen. This enables one to see at a glance the ratio of preference.

The question asked in each case was: Which do you like best; which is the prettiest? In this work I have sought points and not endeavors to confirm ideas.

The children of the first and second grades, average eight years of age, the fifth grade average eleven and a half, and eighth grade fourteen.
The results on another test might not confirm all the ideas suggested by the facts made, but there are some points reasonably well substantiated by the vote and the circumstances to be mentioned in the explanations.

(a) There are two fifth-grade rooms with fifty pupils in each. In one had a picture of Washington. Of the 61 votes for Washington 42 were from the room where the picture change, after the first vote, in the 51st grade a short sketch was given concerning each of the eight men and a second vote taken upon the question which is the nicest-looking man (4).

The favor for the large dog and fox increases with older pupils while the favor for kittens (6) decreases. The favor the smaller children have for kittens is also shown in group (c).

Of the 19 fifth-grade votes for No. 6 in this group 17 were from the half of the grade that had read the story of Hiawatha in school. A similar thing is shown by No. 5 of group (f).

(d) This group may suggest interest in people of one's own age.

So decided a choice is not shown in many other group except in (a) for Washington. Two points are here obvious: that children love birds as is also shown in (b) and that Christ's love for the young is a delight to the children. This humanitarian sentiment suggested by the pictures of this group contrasts well with the rigorous action ethics of group (4).
The kinds of humor exemplified in group f differ very widely. The flippant of the lady in No. 1, due to her unwarranted fear, her prej udicial delicacy concerning the exposure of her ankles, her proximity to the acholic statue, and the contrast of positions make it a more complex humor than the others. And for this reason perhaps it is not a favorite with children. Seven of eight adults to whom this group was shown chose it.

A boy two years old, to whom this book was shown, manifested the greatest delight at 8, f, the picture which is the choice of the children. He talked about the animals, laughed at i.e., was delighted with 29, but wanted to see 8, as was shown. By trying to turn the leaves until this was reached he also showed some pleasure at hand 4 of group f.

That children like babies even manifested by the delight shown when a group of was shown. There is doubtless some significance to the contrast shown by the decreasing favor for 1 and 2 and the increasing favor for 4.

After the vote on v was taken the question was asked: "Why did you vote for the one you did?" care briefly taken to prevent them influencing one another. Two points were made by this: First those who voted for Ceres and Hera with one exception thought the sixth were the goddess of liberty or consecrated her. One little girl knew a pretty story of Hermes and Jove which she told ending by saying "I like seven." Second, except for the story of the gods and goddesses and all who did not vote for the one they knew about.
Summary

I. True stories should be told to the pupils concerning the pictures upon the school walls.

II. Pictures which need no description or story will be of less educational value towards aesthetic culture.

III. Pictures should be chosen for specific purposes with special reference to the age of the children in the room, where the pictures are to hang, and should be be adapted to their ability.

IV. For school purposes pictures should foster true beauty and also some valuable truth, lessons, information. It should be both aesthetic and moral in its contents. For instance, if the picture to be a picture of dogs let it be an example of a dog helping some person, for the true hero of the dog that took the wounded dog to the dog hospital—etc.

V. The little children show special fondness for babies, birds, flowers, kittens, good people that they know about.

VI. For the grammar grades flowers and animals in general—men and women of honored fame for various deeds or literary merit, pictured—
deeds of bravery and kindness, especially those connected with
important events in history, literary scenes and subjects,storied
statues, etc.

The high school should contain fine art in general which
contains the element of moral
value. Art should not be
introduced into school for
less than the highest purpose.

The taste for art is capable
of cultivation, and should
not be neglected.

The grade of conduct
should be related to the
ability of the child that it
may lead his taste
A Child Study

This experiment described was made in

The 12th, 2nd, 5th, 6th, 7th, 8th, and 9th Grades

of

The Public Schools of Abilene, Kans.

by

Warren C. Hill, Supt.

March 1876.
HE GENTLY TOUCHED THE ANIMAL WITH THE TOE OF HIS BOAT AND CRIED, "ALL BY MY OWN SILENCE."
THE MARCH LITTLE STEPHANIE OFTEN CHOSE TO BE CARRIED ON JULIAN'S SHOULDERS.