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CERTAIN EFFECTS OF AESTHETIC DEVELOPMENT
UPON FIRST-GRADE PUPILS IN THE TRAVIS
SCHOOL OF MINERAL WELLS, TEXAS

THESIS

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
The Problem and Its Purpose	
Sources of Data	
Definition of Terms	
Limitations of the Study	
Method of Procedure and Treatment of Data	
Related Studies	
II. STATUS OF THE GROUPS AT THE BEGINNING OF THE INVESTIGATION	11
III. ADMINISTRATION OF THE TRADITIONAL-TYPE PROGRAM AND THE EXPERIMENTAL CURRICULUM WHICH EMPHASIZED AESTHETIC DEVELOPMENT	25
The Traditional-Type Program	
The Experimental Curriculum, with Em- phasis on Aesthetic Development	
IV. STATUS OF THE GROUPS AT THE CONCLUSION OF THE EXPERIMENT	57
V. CONCLUSIONS AND RECOMMENDATIONS	74
Conclusions	
Recommendations	
APPENDIX	79
BIBLIOGRAPHY	89

LIST OF TABLES

Table		Page
1.	Scores Made on the <u>Pintner-Cunningham Primary Ability Tests</u> , Form B, by Pupils in the Control Group and the Experimental Group . . .	12
2.	Scores Made on the <u>Haggerty-Olson-Wickman Behavior Rating Schedules</u> by Pupils in the Control Group and in the Experimental Group	17
3.	Scores Made on the <u>Metropolitan Reading Readiness Test</u> by Pupils in the Control Group and the Experimental Group	21
4.	Grades Made on the <u>Metropolitan Reading Readiness Test</u> by Pupils in the Control Group and the Experimental Group	23
5.	Scores Made by the Control Group and the Experimental Group on the <u>Harlow Achievement Test</u>	58
6.	Distribution of Grade Equivalents Made by the Control Group and the Experimental Group on the <u>Harlow Achievement Test</u>	63
7.	Scores Made on the Test, "Basic Reading Skills Developed Through Art," by Members of the Control Group and the Experimental Group	65
8.	Comparative Scores Made on the <u>Haggerty-Olson-Wickman Behavior Rating Schedules</u> by Pupils in the Control and Experimental Groups in September and in May	69

CHAPTER I

INTRODUCTION

The Problem and Its Purpose

Broadly speaking, the present investigation involved a comparison of pupil progress in two types of school programs—the traditional subject-matter curriculum, and an experimental program which emphasized aesthetic development. Specifically, the problem was to determine the apparent effects of the experimental or aesthetic program, as indicated by the educational growth and the behavior development of first-grade pupils in the Travis Elementary School of Mineral Wells, Texas. The purpose of the study was to determine whether emphasis on aesthetic development appeared to foster educational growth and desirable behavior development to a greater degree than did participation in a traditional-type program.

Sources of Data

Background information on aesthetic development was obtained from books and periodicals. Data on the participants' pre-and-past educational status and their pre-and-past behavior rating were obtained from administration of the Metropolitan Reading Readiness Tests, the

Haggerty-Olson-Wickman Behavior Rating Schedules, and the Harlow Achievement Test, together with an original test entitled "Basic Reading Skills Developed Through Art."

Definition of Terms

Three major terms were used often in the present problem—the "traditional-type program," the "experimental curriculum," and "aesthetic development." Since each of these phrases holds many implications, the following definitions were accepted as being most appropriate for interpreting the meaning of concepts included in all succeeding discussions:

1. The traditional-type program refers to classroom activities which are closely related to books and adult planning. In other words, it is an evolution of the early conception of "reading, writing, and arithmetic." Pupils participate little in carrying on this type of program, except to be the recipients of the teacher's teaching. The classroom itself is the major environment, and few outside experiences are brought into it. The children sing songs, undergo the routine morning health inspection, have reading lessons, play number games, and carry on activities similar to the way their parents did several years ago. Stated concisely, the traditional-type program places emphasis on academic

learning rather than on the child's personality development through reconstruction and extension of desirable experiences.

2. The terms "experimental" and "aesthetic" are used interchangeably in connection with the program administered to the experimental group. They involve all activities and experiences which touch the pupil's life—with special emphasis on the beauty attached to or inherent in such experiences. The classroom is only one source of these activities and experiences. In this type of program, everything that contributes to the child's personality development is considered to be important curriculum material. Boys and girls have the privilege of living in an atmosphere which is characterized by a minimum of tension, unhappiness, and frustration and a maximum of freedom, happiness, and success. They are provided with a variety of experiences in enjoying beautiful things, such as great literature, music, art, the natural world, and people—all, of course, within their range of experience and understanding. The chief function of the teacher is the growth process, as the children explore, investigate, express ideas, ask questions, feel successful, render services, contribute to the group,

experience self-control, and experience harmony in planning, carrying out their plans, and evaluating the results. In other words, the child's personal development, his contribution to society, and the beauty involved in both areas are the key words in the experimental or aesthetic curriculum.

3. Aesthetic development is not restricted to the world of art.

It is related to beauty in everyday experiences and materials—a appreciation of food and clothing and the men, plants, and animals that supply them; satisfaction in work well done; appreciation of the world about us; people working and playing together harmoniously; clean, tidy homes; well-kept lawns; lovely pictures; beautiful music; and friends.

All of these, and everything else that contributes to the sum total of human happiness, constitute aesthetic development.

Limitations of the Study

The present investigation was limited in participants and location. Only twenty first-grade pupils in each of two schools were used in the study. These boys and girls were all pupils in the locality of Mineral Wells, Texas. Also, the measurable outcomes of the investigation were limited to the children's educational growth and their behavior development.

No effort was made to evaluate any other effects of participation in experimental curriculum, with emphasis on aesthetic development.

Method of Procedure and Treatment of Data

The first step in the development of the present problem was to obtain the co-operation of a first-grade teacher in the Houston Elementary School of Mineral Wells, Texas, to assist in the experiment. Her group of twenty children was designated as the Control Group, while the investigator's twenty pupils in the Travis Elementary School were the Experimental Group.

The second step in the procedure was to equate the two groups as to mental ability, reading readiness, and behavior rating. This was accomplished by the administration of the Pintner-Cunningham Primary Ability Tests, the Metropolitan Reading Readiness Test, and the Haggerty-Olson-Wickman Behavior Rating Schedules.

The third step in the development of the problem was to set up a nine-months' program for the two groups. Arbitrarily, it was decided that the Control Group would participate in traditional-type activities, while the Experimental Group's program would be an experimental curriculum, with emphasis on aesthetic development.

The fourth step in the procedure was to carry on the programs in both groups for nine months. This was accomplished by each teacher,

in accordance with her own plans and philosophy of teaching and learning.

The fifth step in the study was to administer tests at the end of the experimental period for the purpose of determining each group's status as to educational growth and behavior development. For this purpose, the following three tests were employed: the Harlow Achievement Test, "Basic Reading Skills Developed Through Art" (a test designed by the writer), and the Haggerty-Olson-Wickman Behavior Rating Schedules.

The sixth step in the development of the problem was to make a comparative study of the academic programs and the behavior status of the two groups. From this comparison, it was possible to draw conclusions as to the apparent effects of the experimental curriculum and its apparent superiority over the traditional-type program.

The final step in the development of the problem was to organize the data. The following arrangement was chosen:

Chapter I: Introduction.

Chapter II: Status of the Pupils at the Beginning of the Investigation.

Chapter III: Administration of the Traditional-type Program and the Experimental Curriculum.

Chapter IV: Status of the Pupils at the End of the Investigation.

Chapter V: Conclusions and Recommendations.

Related Studies

In so far as it was possible to determine, no previous study has been made specifically on the effects of emphasizing aesthetic development in the first grade. However, various investigations of related problems have been reported. Many of these involve reading readiness, sociability, and emotional stability, all of which play a part in the aesthetic curriculum.

Lane investigated the effects of an enriched and concentrated program on children's progress in learning to read in the Richland Springs School in 1950.¹ The first part of her study is devoted to a discussion of reading readiness and the factors involved. The last part includes an analysis of the readiness program carried on in two groups of the first grade during the first semester of 1949-1950.

In the administration of the program, Group A participated in an average-type program, while Group B was given many additional enriched experiences. At the end of the first semester, both groups were tested, and it was concluded that the enriched program participated in by Group B appeared to be more effective in developing reading readiness than the average-type program participated in by Group A. Since pupils with the highest intelligence quotients in both groups did not show

¹Bertie Cade Lane, "The Significance of an Enriched and Concentrated Reading Readiness Program on Children's Progress in Learning to Read in the Richland Springs School," Unpublished Master's Thesis, Department of Education, North Texas State College, 1950, pp. 1, 45.

the highest gain in total readiness, it also was concluded that the extension and enrichment of experiences seemed to determine the degree of readiness more than the intelligence quotient, except in cases of the lowest intelligence quotients.

Maxcy made a study of the social development of two hundred primary pupils in the public schools of Albany, Texas, with special attention given to insecurity.² The following conclusions were reached:

(1) It is possible for classroom teachers to locate and aid certain cases of social maladjustment which handicap the child's socialization; (2) insecurity in children does not mean a marked tendency to low educational achievement; and (3) the school is the best agency for assisting each pupil to develop security socially, educationally, and economically. These conclusions hold many implications for the administration of an enriched program.

In 1946, Henley made a study to determine to what extent a child's readiness to read is the cause of his being a good or poor reader.³ A first-grade group of thirty pupils was used in the investigation. The

²Rachel M. Maxcy, "Discovering the Extent to Which Feelings of Insecurity Can Be Eliminated in Children of the Third Grade," Unpublished Master's Thesis, Department of Education, North Texas State College, August, 1940, pp. 2, 90.

³Bertha Roser Henley, "Developing a Reading Readiness Program in Douglas School, Tyler, Texas," Unpublished Master's Thesis, Department of Education, North Texas State College, 1946, p. 14.

children came from low-income homes, with undesirable social and cultural environments and, therefore, they had not been given many aesthetic or enriching experiences. They participated in an enriched program for nine weeks. Test results then indicated that all the pupils except four were ready for formal instruction. At the end of the school year, additional test results showed that the scores of all the pupils, except those of the four who had low intelligence quotients, were above the normal. The writer, therefore, concluded that the reading-readiness program appeared to be beneficial.

In 1949, Almy reported the results of an experiment relative to the relationship existing between the child's success in beginning reading and his experiences prior to school entrance.⁴ Participants included 106 first-grade children in three schools of Elmont, New York, and their parents. The writer concluded that the investigation indicated a positive relation between the child's pre-school experiences and his success in beginning reading. In other words, his enrichment contributed to his educational growth.

Dyer reported an investigation of the effects which resulted from participation in a democratic program by first-grade children in 1950.⁵

⁴Millie Corrine Almy, Children's Experiences Prior to First Grade and Success in Beginning Reading, p. 114.

⁵Laura Lilly Dyer, "The Effects of a Democratic Program on the First-Grade Children, Houston School, Mineral Wells, Texas," Unpublished Master's Thesis, Department of Education, North Texas State College, 1950, pp. 1, 55-56.

The purpose of the study was to determine the educational outcomes and the children's behavior rating. Through participation in this enriched program the pupils developed creative abilities which enabled them to do reflective thinking; learned how to solve their problems more effectively; developed understandings and desirable attitudes; became more self-reliant, emotionally stable, unselfish, generous, kinder, more friendly, more co-operative, more self-controlled, more secure, and happier. The writer concluded that a program that produced the previous results could be said to motivate learning and develop desirable behavior.

CHAPTER II

STATUS OF THE GROUPS AT THE BEGINNING OF THE INVESTIGATION

As soon as a first-grade teacher in the Houston Elementary School of Mineral Wells agreed to co-operate in the present investigation, the Control Group and the Experimental Group were equated as accurately as possible. An effort was made to match them evenly with respect to number of participants, mental ability, behavior rating, and reading readiness.

Since the teacher-load in Mineral Wells was equated largely by the schools' administrative personnel, little difficulty was experienced in solving this problem. However, at the opening of school, the first grade in the Travis Elementary School enrolled a few more pupils than were enrolled in the Houston Elementary School. By the time the investigation was initiated, certain families had moved away, and twenty first-grade pupils were attending each of the two schools considered in the study.

Evidence of the equality of the two groups in general mental ability was obtained by the administration of the Pintner-Cunningham Primary Ability Tests, Form B, during the third week of school. This test

contains the following seven major parts: Common Observation, Aesthetic Differences, Associated Objects, Picture Completion, and Dot Drawing. The material in each section requires an understanding of language. The tests are verbal in nature and provide measurement in skills and abilities of mental ability. Results of the test appear in Table 1.

TABLE 1

SCORES MADE ON THE PINTNER-CUNNINGHAM PRIMARY ABILITY TESTS, FORM B, BY PUPILS IN THE CONTROL GROUP AND THE EXPERIMENTAL GROUP

Pupil	Group*	Chronological Age	Total Raw Score	Standard Score	Mental Age	Intelligence Quotient
1	C	64	52	91	9-4	136
1	E	77	54	133	9-8	143
2	C	63	51	90	9-0	134
2	E	75	50	121	8-8	129
3	C	71	53	99	9-8	131
3	E	80	50	121	8-8	124
4	C	84	52	101	9-4	126
4	E	82	47	113	8-0	113
5	C	81	49	97	8-5	121
5	E	77	47	113	8-0	119
6	C	80	48	96	8-3	120
6	E	79	47	113	8-0	115
7	C	81	48	97	8-3	119
7	E	82	47	113	8-0	114

TABLE 1—Continued

Pupil	Group*	Chronological Age	Total Raw Score	Standard Score	Mental Age	Intelligence Quotient
8	C	73	42	87	7-2	116
8	E	83	46	111	7-10	111
9	C	74	42	88	7-2	115
9	E	78	44	107	7-6	112
10	C	75	40	89	6-11	110
10	E	82	43	105	7-4	106
11	C	75	40	89	6-11	110
11	E	77	42	103	7-2	109
12	C	85	42	103	7-10	109
12	E	79	42	103	7-2	107
13	C	76	40	91	6-11	109
13	E	79	42	103	7-2	107
14	C	80	43	97	7-4	108
14	E	76	40	99	6-11	107
15	C	83	41	99	7-0	102
15	E	80	37	94	6-7	99
16	C	78	35	93	6-4	98
16	E	84	36	93	6-6	109
17	C	74	30	88	5-11	97
17	E	82	35	91	6-4	95
18	C	76	32	91	6-0	96
18	E	82	35	91	6-4	95
19	C	76	32	91	6-1	96
19	E	77	34	79	5-7	98

TABLE 1—Continued

Pupil	Group*	Chronological Age	Total Raw Score	Standard Score	Mental Age	Intelligence Quotient
20	C	80	34	96	6-3	94
20	E	83	31	75	5-4	89

*C indicates the Control Group and E, the Experimental Group.

An analysis of data in Table 1 reveals that the highest intelligence quotient was 136 in the Control Group and 143 in the Experimental Group. Each of these ratings was recorded for only one pupil. The lowest intelligence quotient was 94 in the Control Group and 89 in the Experimental Group. As with the highest ratings, the lowest ones were each recorded for only one child in each group.

Further analysis shows that the difference of intelligence quotients in the Control Group and in the Experimental Group was no more than seven points, except in two cases—Pupils Number 4 and Number 16. The difference in these cases was thirteen and eleven points, respectively. Other differences were shown as follows: seven points in two cases; five points in five cases; four points in one case; three points in two cases; two points in five cases; and one point in three cases. Furthermore, an analysis shows that seventeen pupils in the Control Group had slightly higher intelligence quotients than the same

number of pupils in the Experimental Group. The three remaining children in the latter group exceeded by seven, eleven, and five points, respectively.

From the preceding data, it was concluded that in mental ability, pupils of the Control Group slightly exceeded those of the Experimental Group. However, since the differences in intelligence quotients were so small, it was concluded that the two groups could be considered approximately equal in their mental status.

Consideration of the pupils' behavior problems in equating the two groups seemed necessary. These discrepancies between the children's actions and attitudes and the requirements imposed upon them by social forces determine largely the type of program which is needed and the progress which the pupils make.¹ Affirmation of this principle is made by several leading educators. Witty reported that approximately one half of the children who came to his clinic because of reading frustration also had some degree of emotional maladjustment.² Whipple said that emotional problems are, in part, the cause as well as the effect of handicaps in social adjustment. Brooks is of the

¹E. K. Wickman, Children's Behavior and Teachers' Attitudes, p. 151.

²Paul D. Witty, "Causes of Poor Reading," School and Society, LXVII (January 31, 1948), 72.

³Guy M. Whipple, Child Development and the Curriculum, Thirty-Eighth Yearbook of the National Society for the Study of Education, Part I, p. 367.

opinion that many maladjustments present in adolescents had their beginning in early life.⁴ Adams goes so far as to say that unless these difficulties are discovered and helped, the time, money, and effort expended in the school's program are largely wasted.⁵

For the present investigation, the co-operating teachers made an effort to determine each child's behavior rating by the administration of the Haggerty-Olson-Wickman Behavior Rating Schedules during the fifth week of school. This test is divided into Divisions A and B. The former consists of fifteen behavior problems listed according to frequency, as reported for a group of elementary pupils. The latter contains a checklist of seven intellectual traits, seven physical traits, ten social traits, and eleven emotional traits. Results of this test are contained in Table 2, in which a high score represents many behavior problems and frequent occurrences, while a low score indicates fewer maladjustments and fewer occurrences.

An analysis of the data presented in Table 2 reveals that the largest total number of problems recorded for any child in the Control Group was ninety-eight and in the Experimental Group, ninety-seven. The smallest total number of problems indicated for any pupil in the former group was fifty-three and in the latter group, forty-two. In the

⁴Fowler D. Brooks, The Psychology of Adolescence, p. 459.

⁵Fae Adams, Educating America's Children, p. 149.

TABLE 2

SCORES MADE ON THE HAGGERTY-OLSON-WICKMAN BEHAVIOR
RATING SCHEDULES BY PUPILS IN THE CONTROL GROUP
 AND IN THE EXPERIMENTAL GROUP

Pupil	Group*	Schedule A	Schedule B				Total Rating
			I	II	III	IV	
1	C	8	10	12	20	18	60
1	E	8	16	10	21	16	63
2	C	16	14	10	25	20	69
2	E	43	27	14	17	21	79
3	C	8	14	12	18	20	69
3	E	5	9	14	9	10	42
4	C	16	15	17	29	37	98
4	E	88	25	22	23	33	81
5	C	34	14	20	18	24	76
5	E	4	12	10	15	15	52
6	C	26	9	12	17	15	53
6	E	24	12	10	21	15	58
7	C	24	20	15	28	30	93
7	E	21	10	15	20	18	63
8	C	8	12	26	25	25	78
8	E	8	5	20	23	19	71
9	C	9	20	15	20	20	75
9	E	18	15	16	22	17	70
10	C	13	20	15	28	20	93
10	E	28	15	12	24	24	75

TABLE 2 — Continued

Pupil	Group*	Schedule A	Schedule B				Total Rating
			I	II	III	IV	
11	C	10	23	17	30	24	94
11	E	18	18	13	19	18	68
12	C	4	12	10	14	20	56
12	E	12	20	16	28	30	94
13	C	26	10	12	20	24	66
13	E	16	16	10	20	20	66
14	C	8	15	13	21	15	64
14	E	12	18	20	24	26	88
15	C	8	12	10	26	17	63
15	E	8	20	10	15	20	65
16	C	24	24	17	21	30	92
16	E	1	8	19	16	12	55
17	C	9	17	13	30	34	94
17	E	0	10	10	39	38	97
18	C	10	9	17	27	18	71
18	E	20	18	17	21	25	81
19	C	94	16	14	32	22	94
19	E	40	27	11	26	24	78
20	C	30	18	30	20	25	93
20	E	16	27	12	30	26	85

*C indicates the Control Group and E, the Experimental Group.

Control Group, each of two pupils had the smallest number of problems —between fifty-three and fifty-six; in the Experimental Group, each of four pupils had the smallest number of problems—between forty-two and fifty-eight. In the Control Group, six pupils were in the middle bracket with respect to the incidence of behavior problems, with the number ranging from fifty-nine to sixty-nine; in the Experimental Group, five pupils were in the middle bracket, with the number ranging from sixty-three to sixty-eight. In the Control Group, each of twelve pupils had the largest number of problems—between seventy and ninety-eight; in the Experimental Group, each of eleven pupils had the largest number of problems—between seventy and ninety-seven. A compilation of the preceding data shows that the pupils in the two groups were approximately equal in their behavior rating.

Equating the two groups under consideration in the present study called for a consideration of the pupils' readiness to read. Their status in this area played a significant role in planning the programs in which they were to participate. According to Gray, a curriculum with many developmental opportunities should be provided for all children who do not have a wide experience, a reasonable facility in the use of ideas, a reasonable command of simple English, a fair accuracy in enunciation and pronunciation, a relatively wide speaking vocabulary, average accuracy in visual and auditory areas, and an interest in

learning to read.⁶ This concept is based upon the principle that every child needs reading readiness for at least two purposes: first, that he may be able to read from the printed page; and second, that he may not suffer frustration, emotional upset, and a sense of failure because he cannot learn to read as quickly as the other children. Dolch says that if pupils could be given a successful start in the reading program, much unhappiness would be prevented.⁷ He adds that much antagonism to school and all which it connotes would be avoided. He sums up his theory by saying that a successful beginning would result in a more well-regulated and well-adjusted personality.

During the sixth week of school, the Metropolitan Reading Readiness Test was administered simultaneously to members of the Control Group and the Experimental Group. The purpose of the test was to determine the groups' equality in this area and to locate the pupils who especially needed extended experiences. The results of the test are presented in Table 3.

An analysis of the data in Table 3 reveals that each of the two groups had seven pupils who made percentile scores of 90 to 99 on the Metropolitan Reading Readiness Test. Four pupils in the Control Group and six in the Experimental Group made percentile scores of

⁶William Scott Gray, Promoting Personal and Social Growth through Reading, p. 229.

⁷Edward William Dolch, Teaching Primary Reading, Preface.

TABLE 3

SCORES MADE ON THE METROPOLITAN READING
READINESS TEST BY PUPILS IN THE CONTROL
GROUP AND THE EXPERIMENTAL GROUP

Pupil	Control Group		Experimental Group	
	Raw Score	Percentile Score	Raw Score	Percentile Score
1	98	99	98	99
2	94	99	96	99
3	93	98	92	97
4	92	97	91	96
5	88	92	89	93
6	88	92	89	93
7	87	90	88	92
8	86	88	86	88
9	86	88	86	88
10	85	88	85	86
11	84	84	84	84
12	82	79	83	81
13	83	79	83	81
14	81	76	82	79
15	81	76	81	76

TABLE 3—Continued

Pupil	Control Group		Experimental Group	
	Raw Score	Percentile Score	Raw Score	Percentile Score
16	80	73	81	76
17	77	66	80	73
18	77	66	79	70
19	74	58	78	68
20	73	55	77	66

81 to 99. Five pupils in the Control Group and five in the Experimental Group made percentile scores of 70 to 79. The remaining pupils fell below 70; two of them in the Control Group made the lowest scores of 58 and 55, respectively.

Additional data on the group's reading-readiness status were provided by a comparison of grade distribution obtained by the administration of the Metropolitan Reading Readiness Test. This information is presented in Table 4.

An examination of the grade distribution indicated in Table 4 shows that four pupils or 20 per cent of both groups made grades in the 90-100

TABLE 4

GRADES MADE ON THE METROPOLITAN READING
READINESS TEST BY PUPILS IN THE CONTROL
GROUP AND THE EXPERIMENTAL GROUP

Grades	Control Group		Experimental Group	
	Number	Per Cent	Number	Per Cent
100-90	4	20	4	20
90-80	12	60	13	65
80-70	4	20	3	15
70-60	0	0	0	0

bracket. Twelve pupils, or 60 per cent of the Control Group, and thirteen pupils, or 65 per cent of the Experimental Group, made grades in the 80-90 bracket. Grades of four pupils, or 20 per cent of the Control Group, and three pupils, or 15 per cent of the Experimental Group, fell in the 70-80 bracket. No child in either group made a score of less than 70. From these data and the information contained in Table 3, it was concluded that the two groups under consideration were approximately equal in their readiness to read.

Summary

Results of the teacher-load policy in the Mineral Wells school system and simultaneous administration of scientific tests to members

of the Control Group and the Experimental Group indicated that the pupils who participated in the present investigation were approximately equated as to number of participants, mental ability, behavior rating, and readiness to read. With this equality established, the Control Group was taught in the traditional manner, while the Experimental Group was taught in the modern sense which allowed participation in an aesthetic curriculum.

CHAPTER III

ADMINISTRATION OF THE TRADITIONAL-TYPE PROGRAM AND THE EXPERIMENTAL CURRICULUM WHICH EMPHASIZED AESTHETIC DEVELOPMENT

A wide span separates the philosophy of the traditional-type program from the experimental or aesthetic curriculum. The major differences in these two programs are pointedly emphasized by Edward Yeoman in the following quotation:

Strange, the sense of adventure in the schools was never (in the past) stimulated by the great adventures outside. I used to walk along South Street, New York, holding to my father's hand and over our heads for blocks stretched the bowsprits and jibboons of great square-rigged ships and the whole waterfront a web of spars and rigging. Were school children in New York taken to look at those matchless symbols of man's courage and craftsmanship, and any connection at all made between those majestic things and the tawdry little things they were spelling out of books in schools? Never! And what were they unloading—and where had it come from—and what were they loading and where was it going to? School children had nothing to do with that, either. Those things were not in a school environment.

Now they are. And that's the largest part of the difference between then and now. There are other important differences, but that's the great difference. And that's why children want to go back Saturdays and are glad when vacations are over. . . .

A school environment in which the great companions, the adventurers of the spirit—the great benefactors, musicians, artists, scientists and craftsmen—would not be understood, ecstatically welcomed and entertained, and in which they would not feel at home, can't be a good place for children.

It is too small and cramped and it is out of such meagre places and experiences that the meagre people come, strangely complacent, very competent in their confined area, sadly unaware of limitations. It is not their fault; it is simply that the child goes forth ever day and what he sees—what he hears—what he touches—that he becomes.¹

The preceding paragraphs indicate that books are the center of the traditional-type program, while real-life activities form the foundation of the experimental curriculum.

The Traditional-Type Program

The traditional-type program, in which the Control Group participated for nine months, is briefly described at this point. No effort was made to include minute details, since this type of program is commonly understood throughout the country.

The room setting for the Control Group was similar to that found in many schools—tables and chairs, a blackboard, supplementary readers and certain library books on a shelf, the teacher's desk, a few pictures on the wall, and a reading chart. Activities were of a traditional nature—the routine morning health check-up, reading groups, drawing, singing songs, playing games, seasonal parties, and a few

¹Edward Yeoman, "Some Comments on Environment," Progressive Education, IV (April-June, 1927), 87-88.

excursions to near-by places of interest. These activities were generally teacher-planned and conformed to academic requirements. In general, the purpose of the activities was to promote academic learning. Goals were those of learning to read, developing desirable health habits, memorizing number combinations, learning to draw primary pictures, and making certain articles, such as simple Christmas decorations, Easter baskets, and flower pots for Mother's Day. In other words, learning prescribed facts and figures, mostly from books, was the general characteristic of the traditional-type program administered to the Control Group.

The Experimental Curriculum, with
Emphasis on Aesthetic Development

While the Control Group was participating in a traditional-type program, the Experimental Group was surrounded with various experimental activities which included academic learning, but which emphasized aesthetic development.

The aesthetic-development approach. — The Greek philosopher enumerated three values—the good, the true, and the beautiful. Seemingly, the first two have been accepted always, but the inclusion of the third value in the school's curriculum has depended upon the prevailing philosophy of the age and the teacher's personal reaction. However, the love of beautiful things still lives in the hearts

of men, because the appreciation of beauty is a fundamental reaction of the human mind.²

We are living in an era from which natural security has almost disappeared, and in which strength from within is necessary, if the individual is to keep mentally well. Arbuthnot makes the following statements relative to the importance of the aesthetic during this time of chaos and confusion:

One thing is sure, never has the human spirit been in greater need of inner resources. In a world from which material security has vanished, our problem is to give children emotional and spiritual security, a strength that comes from within. Beauty—the beauty of the world around us, the beauty of good human beings doing the best they can, and all the varied expressions of this beauty—these are sources of such strength.³

Only a few children or adults will achieve fame or fortune in the fine arts, but for the mass of humanity, appreciation is an important substitute for skill. A small percentage of the pupils is highly talented, but all of them stand in need of things and events which they can appreciate. When a child sees something beautiful, it awakens in him an impulse which enriches his life, because it gives him satisfaction. Instead of reacting to it, he reacts with it, and this reaction is the basis of the aesthetic-development approach.

²Herbert Sidney Langfeld, The Aesthetic Attitude, p. v.

³May Hill Arbuthnot, "Reading and the Appreciation of Aesthetic and Spiritual Values," Promoting Personal and Social Development Through Reading, p. 90.

Growth in aesthetic development implies the constant taking in of new material and the exercise of newly developed powers. It should provide for the constant and continuous widening of horizons, with constant organization of experience acquired. The first stage in developing aesthetic qualities involves providing each child with experiences which he enjoys, and which are designed to call forth feeling and emotion. For instance, opportunities should be provided which will permit the children to hear the sounds of various musical instruments, and simple songs and verses; to handle various textiles, such as velvet, wool, and silk, whose texture and color delight them; to play with various toys and enjoy them; and to handle materials, such as modeling clay, crayons, colored threads, beads, and colored paper. These activities contribute to the purpose of artistic development, which is the enlargement of personality and a more abundant life.⁴

Aesthetic experience is an active process and is involved in many activities other than those ordinarily associated with the word "art."⁵ In the experimental curriculum, it involves the common, ordinary, day-by-day activities—the appreciation of a flower, a poem, a story, a picture, a musical composition, a well-kept room, a neatly organized shelf, or an efficiently made object. Dewey emphasizes the significance of finding beauty in the commonplace things. He says that the

⁴John Dewey and others, Art and Education, pp. 258-259.

⁵Ibid.

meaning of art is to be found, not in the things that most of us cannot do, such as the composition of symphonies or the carving of statues, but in what, more or less, everyone can do. His thesis is contained in the following lines:

Aesthetic feeling and imagination do not constitute a special faculty of the mind, and are not restricted to enjoyment of the fine arts, but pervade all activity that is felt to be worth-while in itself, all experience that is interesting, voluntary and intelligent. Art is not radically distinct from other activities. It is a field in which creation and enjoyment for their own sake are given fullest scope, and most completely freed from ulterior, narrowly practical considerations. Yet if entirely divorced from the rest of life, made a luxury and a way of escape from reality, it becomes a soft, attenuated and effeminate thing. Great art has been, as a rule, closely bound up with other vital human interests, with religion, philosophy, science and practical affairs. Aesthetic education, therefore, should not be considered as a special subject or discipline distinct from others, nor should imagination be directed into an artificial world remote from the student's own experience. All subjects and school activities should be so conducted as to reveal their possible beauty and interest.⁶

Stratemeyer, Forkner, and McKim relate aesthetic development to all phases of life,⁷ as does Ogden in the following quotation:

It is therefore wrong to constrain a child to express himself within a single distinct branch of art, be it music, drawing, coloring, dramatic gesture or the dance. To begin with these special subjects is a mistake. Rather should we begin with some idea suggestive of artistic expression like a star, a plane, or a tree, and encourage the pupil to make a creative response by the most varied means: words, gestures, tones, colors, lines, solids. When the idea is grasped

⁶Ibid., p. 223.

⁷Florence B. Stratemeyer, Hamden L. Forkner, and Margaret G. McKim, Developing a Curriculum for Modern Living, p. 180.

by the learner it should be permitted to find its own mode of expression. One child will draw a picture, another will sing, a third will dance, a fourth will model, and so on. A comparison and evaluation of the different expressions is then in order. The teacher's guidance will help to cultivate both an appreciation of the forms chosen, and the technique of their execution. The whole process is relieved of the influence of wooden stereotyped habits because the forms of expression are chosen, not imposed. Though their refinement may lead to definite ways and techniques of behavior, they are the ways best suited to express the idea . . . 8

Ogden classifies art into four categories, which include utilitarian and everyday beauties. His classification is as follows:

- I. The auditory-rhythmical arts of Music, Poetry, and their combinations.
- II. The visual arts, such as Drawing, Painting, Sculpture, and Tectonics, including Architecture.
- III. The combination of I and II, as in Choreography, Drama, and Opera.
- IV. The lesser arts of taste, smell, touch, and movement to be found in Cookery, in Perfumery, in the artistic effects of Surface Textures, by virtue of their so-called "Tactile values," in the art of Gymnastics, in the Dance, and in all Skills.⁹

The establishment of the meaning of aesthetic development and its scope leads into a discussion of sources of materials for achieving the goals of such a program. Ferriere describes the possibilities of community resources in the following passage:

The pupils then will go out to observe the world of nature and of man in order to gather documents there. What will they go to see together? Factories, work-shops, stores of all kinds, public utilities (water, gas, electricity,

⁸Ogden, op. cit., p. 276.

⁹Adolf Ferriere, The Activity School, p. 181.

telephone, railway)—I cite at random—day nurseries, hospitals, public kitchens, interesting geographical materials of the region, historic monuments, museums of all sorts, particularly ethnographic, and above all, nature with all its vegetable and animal wealth, —these are the child's great book, from which pages suitable to his understanding will be selected and suggested for his study.¹⁰

The extent of resources for aesthetic development is immeasurable. Ogburn and Nimkoff indicate the miracles and immeasurability of these resources in this incident:

A Chinese from Aladdin's country, while in America, visited a factory where he saw old pieces of wood turned into silken garments. In another place he saw a lump of coal yield more beautiful colors than are found in Nature's flowers. He heard a man talking to all America from the icy wastes of the South Pole. He visited great museums of paintings and sculpture, listened to symphony orchestras playing the music of great composers, and saw libraries containing thousands upon thousands of volumes. He beheld mansions, capitols, universities, hospitals, factories, skyscrapers, and great collections of them called cities. All these things he considered more wonderful than anything produced by Aladdin's lamp.

Magnificent as are these marvels of modern times, they do not constitute the whole of the social heritage of the twentieth century. The superorganic of the present really defies description. The 5000 courses offered by a modern university do not nearly cover it, nor do the fifty volumes of an encyclopedia.¹¹

The preceding discussions lead to the conclusion that beauty is needed all through life; that it is interwoven in the everyday activities of the average person; and that its sources are immeasurable. With an

¹⁰ Ibid.

¹¹ William F. Ogburn and Meyer F. Nimkoff, Sociology, p. 21.

experimental curriculum available, surely the school which offers nothing but knowledge will disappear.

How aesthetic development contributes to educational goals. — The school is concerned with helping the child to solve problems which confront him in living with himself and with others. In order to accomplish this goal, he must satisfy his yearning for beauty, because aesthetic experiences account for much of an individual's personal success.¹² Axelrod makes the following statement concerning this concept:

Unless our students learn to express and satisfy their desire for pattern and design, they will be living lives that are incomplete. A good education must, therefore, teach a person to read a book, how to listen to music, how to look at a painting, and so contribute to the pleasure which is the end of man's quest for beauty.¹³

In order to teach a child how to do these things, an enriched program is necessary. Although it is conceded that the gift of learning is in most people, the mere possession of this gift is no guarantee that it will be exercised. In most instances, it needs to be developed by the teacher, a group, and environmental factors. The modern concept of education defines learning as a reconstruction of experiences. If this is true, the environmental conditions assume profound significance, because

¹²Ogden, op. cit., p. 25.

¹³Joseph Axelrod, "Types of Personal and Social Development Sought," Promoting Personal and Social Development Through Reading, p. 8.

behavior is the process of interaction between the child and the environment, according to Hopkins.¹⁴

Kilpatrick's thesis, which indicates that the whole child is involved in the process of education, has much significance in the aesthetic program.¹⁵ There is much complexity and interrelationship between the factors which appear to be involved in personality development. As a classification, these factors are said to be physical, mental, emotional, and social in nature. In order to become a well-rounded individual, the child should be taught to appreciate the development of each of these four areas. In this development, the presence of individual differences cannot be underestimated or lightly considered. It has been said that no two leaves on any tree are exactly the same; just so, no two children are precisely alike. Even this early nonsensical rhyme reflects certain differences:

Sugars and spice and all things nice,
That's what little girls are made of.
Ships and snails and puppy dogs' tails,
That's what little boys are made of.

At his own level, each pupil has powers within him waiting to be developed. The purpose of aesthetic education, which contributes to the achievement of general education, is to develop these powers which make the child's life happier and which make him more capable in the

¹⁴L. Thomas Hopkins, Integration, p. 2.

¹⁵William H. Kilpatrick, Remaking the Curriculum, p. 35.

perception of things and events, both material and artistic, both physical and spiritual.

Characteristics of activities suitable for developing aesthetics.—Stratemeyer, Forkner, and McKim present the following lengthy but graphic picture of the environment from which first-grade pupils come and to which the school must add many opportunities if the children are to develop well-rounded personalities:

Skyscrapers and busy harbors; broad avenues and narrow business streets; well-dressed people going to business and school, to libraries, theaters, and shops—it is what skyline photography has taught the world to recognize as a thriving American city. Factories with black clouds of smoke; dingy tenements; children hurrying or loitering on narrow streets; many of the older going to the factories, the younger to smoke-darkened schools—it is the same American city but a view rarely photographed.

Single houses and small apartments, some bright with new paint, some shabby; homes reflecting individual taste, and rows of company houses all of the same pattern; chain stores and small businesses; public and private schools; churches of many denominations; on the other side of the tracks the Polish towns and Italian sections, Chinatown and Mexican quarters—it is a composite of an American town.

In between is the open country—wheat fields and truck gardens; farms with tools unchanged since colonial days and farms completely mechanized; some lands wasted by careless generations, and some saved by great engineering experiments.

Large city and small; town and village; the industrial, the commercial, the largely residential; compact, sprawling, beautiful, or ugly, prosperous or poverty-stricken, different in modes and in function and contribution to national life—they are all American.

These are but a few of the contrasts in our society. Yet out of these many environments must come the citizens who mold the America of today and tomorrow. Underlying

these apparent contrasts are fundamental similarities—in problems to be faced and values needed—which should give direction to the curricula for all American youth.¹⁶

As indicated in the preceding quotation, many children grow up in an environment of shabbiness, ugliness, clutter, and squalor. The best way to keep them from continuing to live in such surroundings is to increase their critical awareness of beautiful things by providing activities which are aesthetic in nature. For children who have cultural backgrounds, the school's task is to provide activities which will extend these rich expressions of experience, and which will provide creative outlets for their expression.

In the experimental curriculum, which emphasizes aesthetics, the whole learning process is designed for personality development which will result in personal and social satisfactions.¹⁷ Therefore, all activities in this type of program should have inherent values that contribute to this goal. According to Otto, this means that each child, regardless of his socio-economic status, should participate in activities which provide the best stimulation and the most opportunities for growth.¹⁸ At this point, it should be noted that children always grow, in the sense that they become different from the individuals they were

¹⁶Stratemeyer, Forkner, and McKim, op. cit., pp. 25-26.

¹⁷Raymond H. Wheeler and Francis T. Perkins, Principles of Mental Development, p. 2.

¹⁸Henry J. Otto, Elementary School Organization and Administration, p. 159.

at an earlier stage. This growth takes place regardless of schools and homes, and good or bad conditions which surround them. In other words, every child grows some way or other, and it behooves the school to provide an environment in which the best type of growth will take place.

Aesthetic activities for desirable growth should be within the pupil's experience. In addition, they should produce happiness, because the ultimate goal of everyone's life is happiness,¹⁹ and joy is an index of progress.²⁰ Furthermore, the aesthetic program should provide for freedom and activity. Children all over the world possess certain general characteristics, and incessant activity probably should head the list—the irrepressible tendency to be doing something all the time. For this reason, an effort should be made to provide abundant physical activities. Opportunities should be presented which will insure that the children work and play together in numerous co-operative enterprises. These opportunities permit the pupils to explore their everyday environment in its manifold beauties; to question, to manipulate, and to experiment in various aesthetic activities. Such activities can provide for the development of satisfying emotional outlets and the building up of wholesome emotional habits.

¹⁹Axelrod, op. cit., p. 5.

²⁰Ferriere, op. cit., p. 130.

Activities carried on by the Experimental Group in its aesthetic development program. — Each child in the experimental group was at one and the same time an individual person and a member of society. Therefore, the aesthetic curriculum provided for and by the experimental group in the present study was designed to produce both personal and social development, as well as academic progress. Personal development was stressed because psychologists are of the opinion that security, the feeling of being wanted, being loved, and having a place in his own world are fundamental needs in child development.²¹ Prescott says that inability to satisfy these needs has resulted in a multitude of children failing to live life successfully at the present and failing to develop emotional maturity for the future.²²

Special emphasis was placed on each child's selfhood and its optimum development. An effort was made to see that each pupil was free from a sense of inferiority; that he was interested in various activities; that he had an opportunity to express his imagination; had freedom and help in following characteristic interests; had opportunities to develop his special talents; and that he was given time to learn things, to achieve emotional stability, to adjust to other members of the group, and to contribute worthily to their enterprises.

²¹Katherine Glover and Evelyn Dewey, Children of the New Day, p. 115.

²²Daniel A. Prescott, Emotion and the Educative Process, p. 110.

Emphasis was placed upon the development of self-control, and almost daily the class was reminded that "Beauty is as beauty does." As each child made the right adjustment in a particular situation, the teacher saw to it that he felt satisfaction in his adjustment. With each success, it was hoped that he would grow in an understanding and appreciation of right conduct.

In all activities, an effort was made to help each child to feel successful in developing the following personal habits: (1) assuming responsibility; (2) being thrifty in the use of time and materials; (3) giving criticism and helping; (4) exerting initiative; (5) purposing, planning, executing, and judging; (6) exercising perseverance; (7) being honest with self and with others; (8) taking blame for his own actions; (9) exercising self-control in all action; (10) practicing cleanliness and other habits which promote good health; and (11) enjoying beauty wherever it is found, whether in behavior, in accomplishments, in nature, in the schoolroom setting, or in the community's physical, civic, and spiritual life. His growth in these habits was not measured to the growth made by another pupil, because the teacher felt that it was unfair, indeed, to measure one child against others. Each has his own powers; all that can be asked of him is that he use them well. When he does that, he experiences success, and such an experience is a great step in aesthetic development.

The Experimental Group also experienced activities which were designed to foster social competence. Much emphasis was placed on this phase of the program, because the emotional and mental adjustments required of those children who had just entered the first grade were very difficult. They were thrust suddenly into a world which was completely different from their homes—a world filled with strange personalities and governed by new conditions. The most important first work of the teachers was the creation of an atmosphere in which the boys and girls felt free to share in making plans, to do many things in which they were interested, and to be responsible for the welfare and success of the group.

Many opportunities were provided for the children to enjoy personal and social development in such activities as giving and enjoying parties, programs, and dramatizations. These activities met the children's need for experiences in social intercourse. In addition, they served as a genuine bond between life in and out of school. Such activities presented opportunities for developing the pupils' ability to adapt themselves to other people, to originate and express ideas effectively and with poise and self-confidence. In addition, they offered opportunities for acquiring knowledge of etiquette. As the children made up their own little plays, composed music to accompany them, wrote original poems and stories, made stage property and scenery,

they developed an appreciation of faith in their own ideas and in their ability to contribute to the group's enterprises.

Many activities were provided in which group co-operation was magnified. In contributing to the group, the children experienced the fundamentals of democratic participation. Many of them grew in ability to take leadership responsibilities, while others learned to assume responsibilities as followers. In all situations, gestures of friendliness and helpfulness were recognized by approval from the group and the teacher. They exchanged foods, plants, games, books, toys, pictures, and stories with others in their group. One thing which especially encouraged the attitude of love and responsibility toward one another was the presence of a boy who was handicapped. He was deficient, both physically and mentally. Instead of having a feeling of superiority toward him, the children cared for him on the playground, and at any other time that he needed help. These experiences confirmed the concept which holds that children's love and concern for others are molded largely by the needs inherent in the group.²³ They also bore out the thesis that classroom situations can have special significance in the American culture, because schools are directed toward the development of responsibility to and for the welfare of others, regardless of their status.²⁴

²³Gardner Murphy, General Psychology, pp. 466-467.

²⁴Bernice Baxter and Ann M. Bradley, An Overview of Elementary Education, p. 15.

After establishing a working philosophy relative to the needs for developing an aesthetic program that would result in personal and social growth, the first step in administering the program to members of the Experimental Group was to make provision for an attractive classroom workshop. The children were, for the most part, from homes of low socio-economic standards. Many of their houses were in poor repair and fell far short of the general conception of the beautiful. Therefore, a double responsibility rested on the school program—to help the children develop their standards of living to a higher plane and to bring to the community a better understanding of beauty and its contribution to happiness.

At the beginning of school, the children were made to feel at home as they learned one another's names and became accustomed to the room as their school home. Through unpointed comments and suggestions, the boys and girls began to feel the responsibility of making the room more beautiful and more livable. Soon they began to mention improvements which could be made. Many of them wanted to bring flowers. Others began to bring pictures; soon it was possible to put up new ones almost every day.

The tables were so arranged that sunlight streamed cheerfully through the curtains without affecting the proper lighting of the room. Near-by were small work-benches and numerous tools. On a low strip

placed across the wall were the childlike expressions of the young artists. In a well-lighted corner was the library table which contained books and beautiful pictures.

The science corner added to the attractiveness of the room as it expanded with specimens brought by the children. The playhouse was a center of interest, as was the ever-changing reading chart, which often included the pupils' names and their recent experiences. Much attention was given to cleanliness and tidiness, with accentuation on the beauty which they both lend to the physical environment.

As the pupils grew in their enjoyment of the pleasant environment of the schoolroom, some of them, at least, carried over this aesthetic development into their homes. As a result, one family engaged in remodeling its bathroom, and another purchased a power mower to help in having a well-kept yard. Each of these projects fitted in well with the initial activities of the group, which quite naturally were related to the home. The children's first concern was their own experiences, which inevitably involved family relationships. An effort was made to capitalize upon this natural interest and develop experiences around the family unit. Much interest and activity were centered in the play corner, where pieces of furniture were arranged to make a playhouse. One of the girls brought a miniature vanity set. A little later, R. W. remembered a spread that had been used on his bed when

he was a baby, and he brought it to share with the others. When the playhouse had been arranged to the satisfaction of all the children, so much interest had arisen around things pertaining to the home that T. D. announced that he was planning to make his home more beautiful, because he wanted it to look like the playhouse.

Activities related to the playhouse were very interesting to the children. A number of possibilities presented themselves through which they experienced appreciation of family life. The responsibilities of various members of the family were experienced, as the boys and girls carried on household activities through free play or with their dolls and toys. The following activities were designed to strengthen ideas of family solidarity: clothing the dolls; enjoying recreation and pleasures common to the home, such as parties and picnics; listening to the radio together; reading together; taking care of family pets; making beautiful objects for the playhouse; and enjoying pictures, songs, stories, and poems related to home and family life. Other experiences which emphasized the beauty of home life and work included finding how the pupils' houses were lighted, heated, and supplied with water; how the family got clothing; why they used different clothing in different types of weather; how clothing should be cared for; and how and why different foods were obtained and used. These activities all seemed especially important, because these six-year-old children

came to school, either with security and poise which their family life had given to them, or without security and poise, because their family contacts failed to develop these two qualities. In this age when many homes are broken for astonishingly immature reasons, concepts of family loyalty seemed very essential.

The playhouse activities were satisfactorily integrated with health experiences. Attention was given to the physiological requirements for food, sleep, rest, and cleanliness. To create interest, the children were invited to pin a red apple on an attractive green tree each morning, if they came to school clean and had kept all their health rules. The apple tree and apples were fashioned by the pupils from construction paper, with an apple for each child, on which was his name. Their apples were placed on the ground under the tree if they came to school unclean or not tidy.

Handling, naming, and listing vegetables provided an opportunity for appreciating the beauty and importance of plants. The children expressed interest in discovering which part of the plant we eat—the root, leaf, seeds, or stalk. Growth was noted in their appreciation of the work connected with raising a garden, operating a store, and preparing foods which build strong bodies, as these children visited stores, plants, and homes where work with food was carried on. The importance of accepting responsibility for safety was more fully realized as

the group visited various places where machinery was in operation. As an outgrowth, safety concepts on the playground, in the swimming pool, and in various other places, were emphasized.

Since health, happiness, and aesthetic development are dependent in part upon the maturation of certain cerebral functions that involve vision, hearing, motor control, and general health, special attention was given to the condition and care of each child's eyes, ears, muscular development, and general health status. Routine physical examinations were made, and defects reported to parents. In cases in which they made no effort to remedy the defect, permission was sought whereby the school could take care of the need. In all situations, emphasis was placed on appreciation of a beautiful, strong body, good health, and good health habits. In this connection, special significance was attached to the beauty and satisfaction of having commendable behavior and attitudes to "live" in the body. In order to make the concepts more attractive, a candy house was drawn on the board with colored chalk, constructed of different kinds of candy the children chose as their favorites. Almost every day, the children talked about the house and sang this song:

In fairyland
Everything is good, you'll find.
Everybody is sweet and true,
Loving, polite, and kind.
Thoughtful always of others, too,
Everyone tries to be.
And that's the reason it's fairyland,
Don't you see?

The playhouse and the candy house on the blackboard led to the first real reading activities of members of the Experimental Group. The reading chart contained material about these two projects, as dictated by the children. It was interesting to them because it was their own contribution—and interest was the cornerstone which supported the whole reading artifice. In all the chart stories, emphasis was placed on the beauty of a thought and appreciation of human beings as each child dictated his interpretation of certain experiences. Many stories and plans were enjoyed which tended to broaden and interpret each pupil's own activities; kindle his imagination; deepen his appreciation of the beautiful; awaken his sympathy; increase his sense of social relationships; lift him out of the commonplaces; quicken his sense of humor; present ideas to him; and in other ways give him dramatic joy.

The place of poems in enriching lives cannot be estimated. Familiarity with them gave breadth and color to the children's speech, and this in itself stimulated a sharpened perception of external beauties. Throughout the year, many experiences were provided whereby the children could heighten their pleasure by reading and listening for the sheer joy of rhythm and imagery. For these pupils, poetry, more than any other form of literature, cultivated their appreciation of the meaning of music of words. The melody of many poems, like the melody of many songs, called forth emotional responses, which, in

themselves, were aesthetic experiences that were satisfying to the children.

In connection with reading in the Experimental Group, it should be said that a book never was a substitute for actual experiences, regardless of how well the book was written or illustrated. In many ways, however, the printed material extended the range of the children's world and provided experiences not possible in their school or home environment. Such experiences, to be most valuable, were connected with related experiences, because the children were interested in things that were familiar to them, and were interested in the unfamiliar only as they associated it with things they knew about. In order to make reading experiences more vital, an effort was made to develop an appreciation of animate and inanimate objects with which the children came in contact, such as the homes in which they lived, the toys with which they played, the machines and devices which their parents used and talked about, and all the other things which were part of their everyday living.

The library corner was an attractive place to most members of the Experimental Group. It was a place of quietness—a placard with "Silence" printed on it reminded them. As the children finished each task, they were invited to go to the corner and select any book they desired. To encourage extensive reading, an exact count of the number of books each child read was kept. A wall chart with hooks

was provided, so that each one could hang up a picture he had drawn about the story he had read. This method encouraged the children to fill the space below their names, and yet it eliminated most of the possibility of discouragement inherent in devices using a more ostentatious method of display.

As further encouragement, the name of each book read by each pupil was printed on a fish cut from construction paper. Each fish was strung on a thread with a needle attached, and the needle was placed in a boat to serve as a fishing pole. It was fun to see who caught the most fish each week. Of course, a simple, indiscernible testing device, comprised of letting the children tell the group about every book read, assured fairness and integrity in reporting readings.

The playhouse and reading charts about the children's homes led W. L. W. to invite the group to his house one day when he and his father had just finished mowing the lawn. The group accepted the invitation eagerly and enjoyed their visit very much. The host had a pet sheep and two baby lambs. The children played with them for a long time. Then someone made a suggestion that the group study about the houses of sheep. This naturally led into a unit on farm animals.

When P. G.'s mother heard of the children's interest in animals, she extended an invitation to the group to visit their rabbit hutches. When the pupils arrived, they were amazed to see 250 rabbits in one

place. On their return to school, they were eager to draw pictures of the rabbits. That day several media were explored, including tempera paint, crayolas, and pencil.

On the return trip from seeing the rabbits, the boys and girls took the long way home and explored a wooded section, a lake, and a park in the community. They enjoyed this experience with nature, which is an impressive part of every child's immediate environment. All of the children previously had reported experiences with the forces of nature: the wind, the sky, rain, trees, flowers, birds, rock forms, lakes, and parks. These nature interests furnished a valuable means of developing an appreciation of the group's immediate surroundings. This excursion and other similar ones were invaluable, because they provided for the sharing of happiness in the out-of-doors, while the children found out first-hand about insects, birds, and plant life. They enjoyed nature as they played in the grass, picked flowers, learned to recognize common trees, made dandelion chains, twined garlands of wild flowers, raked and piled leaves and then jumped and scuffed through them. The children enjoyed bringing back to the schoolroom budding branches, wild daisies, odd leaves, pretty stones, shells, pebbles, old bird nests, and nuts. Thus, the outdoor world became an extension of the classroom for the Experimental Group. Soon busy hands arranged the specimens in the science corner, and

eager voices related experiences which led to a unit on science—from the viewpoint of first-grade children.

The excursions and the science corner opened up more avenues for healthful and inspirational leisure-time activities. They stimulated the enjoyment of nature and led to joyous expressions of the children's ideas of loveliness in poems, stories, dances, songs, and pictures. Rich experiences of beauty attached themselves to the children's activities in art and music. When a study was made of the world's great works of art, some of the masterpieces seemed to make a deep impression on many of the boys and girls. As an example, H. J. asked permission to dramatize "The Infant Samuel," and he made a striking impersonation. The same day, N. M. unconsciously assumed the pose of the girl in "The Song of the Lark."

Other situations at various times indicated that the pictures opened the minds of the children to the higher meanings of life and spread before them a feast of beauty and joy. In addition, they inspired the children to have an exhibit of their own art work, to which parents were invited. The mothers and fathers were surprised and delighted at the excellent pictures. (Exhibits of children's school work seem to have a universal appeal.) However, these particular pictures revealed only a small part of the activities' achievement and values. They indicated what happened to the materials with which the

children worked, but they did not indicate all that happened to the pupils while they were getting the inspiration, drawing, and coloring. What the children did to art in their creative efforts was not so important as what their creative efforts did to them.

The Experimental Group delighted in the rhythm and melody of music. They loved to run, gallop, skip, tiptoe, and rock in time to songs or instrumental records played on the phonograph or heard on the radio. Interest in the latter audio-visual aid led to a discussion of broadcasting. One day M. L. M.'s little brother asked if the people slept in the radio when they broadcast all night. In answer to the question, B. R. suggested that a trip be made to the broadcasting station where more could be learned about the programs. The planning was done by almost everyone, and the trip was made without difficulty. Much information was gained, and an appreciation of the discoveries and inventions connected with radio was developed. The next day after the trip, one of the boys asked the teacher how to spell "Dallas." She helped him think about its sound, and together they spelled it out on the board. Another little boy, who had been watching the procedure, spoke up and said: "That's funny; last night after I got home from the station, I listened for a long time and that's not the way the man on the radio spelled it—he said, 'KRLD, Dallas.'" All of which goes to show that aesthetic development and academic learning can be part and parcel of each other.

Number work was not neglected while members of the Experimental Group were having their aesthetic experiences. Understandings and uses of numbers and their combinations were stressed when they were needed. Many times they were used as games. For example, ten wooden soldiers were often placed in a row on the floor. Several children sat around in a circle and with a ball they knocked down the soldiers and told the group how many were left. They removed some from the row for variation in combinations, and took turns at the board making problems of "take away" when the soldiers were knocked down.

This number game with wooden soldiers led to discussion about men of different nationalities who were stationed in the army camp near Mineral Wells. This discussion provided an opportunity for the teacher to help the boys and girls to know and appreciate the people of the world who might otherwise remain strangers to them. An effort was made to extend their knowledge about "foreigners" and to increase their sympathy for people whose culture and background were different from their own. In addition, an effort was made to teach, on the pupils' level, the basic causes of dissension among men and nations; also, to show the children that the serious barriers to international understanding are psychological and social rather than geographical.

In this area, dramatic plays offered an effective avenue for developing desirable attitudes and appreciations of all races. As an

example, the children made dolls with different colored faces—yellow, red, black, brown, and white. They were placed in the play corner, and the pupils pretended that these dolls were Chinese, Indians, Negroes, Eskimos, and Americans. As they played with them, they soon forgot the color of their faces. To the writer, this experience was significant, because in a few years those first-grade children will be the builders of a United Nations of the World. In keeping with this thought, the teacher stressed that the democratic idea does not mean that all people are alike, but that different races, nationalities, and economic or social groups are all human beings—different people, not different kinds of people, and that they are part of the community and nation in which the children live.

Further appreciation of different races was developed through films about various countries and their people. As a result of one of these films, the boys and girls in the Experimental Group became interested in a little Indian boy and the way he lived. They decided to make a village scene on the sand table, using a mirror for the lake. Each child constructed a wigwam of manila paper, with a crayola design for decoration. Some made canoes for the lake; others fashioned figures of women with papooses and braves. When all the work had been done and the display assembled, the group invited another first-grade class to visit them. For entertainment they sang "Ten Little

Indians," listened to a simplified story of "Hiawatha," and explained the sand-table activity, emphasizing the contributions made by the Indians to American culture. In contrast with the crude life of these early settlers, they pointed out the beauty of today's streamlined cars, airplanes, and ocean liners.

Various holiday seasons, presented special opportunities for stressing spiritual and moral values in the Experimental Group. Many story-books which contained pictures and stories of religious festivals and ceremonies afforded opportunity for an appreciative discussion of the forms of worship and the faith of different types of people, especially at Christmas and Easter. Along with these stories, a survey was made of various churches, and discussions were held on the different ways of worshipping God. Emphasis was placed on the fact that many different people worship in many different ways, and yet this difference does not keep them from getting along together. Thanksgiving presented opportunities for written and oral expressions of gratitude for services of the postman, truck drivers, doctors, policemen, municipal workers, members of the fire department, and other members of the community who contributed much to the children's protection, health, and happiness. Valentine, Mother's Day, and Father's Day were ideal times for experiences which emphasized the beauty of love and friendship and the warmth of home and family ties.

The preceding resumé of the aesthetic curriculum in which the Experimental Group participated for nine months does not contain all of the activities which made up the program—time and space do not permit such an inclusion. However, the described activities are representative of the year's work. Results in the improvement of the children's behavior and in their academic progress are included in Chapter IV.

CHAPTER IV

STATUS OF THE GROUPS AT THE CONCLUSION OF THE EXPERIMENT

The traditional-type program of the Control Group and the enriched aesthetic program of the Experimental Group were both terminated two weeks before the close of school, in order that the final tests might be administered for purposes of comparison. Since the groups were approximately equal in mental ability, reading readiness, and behavior rating at the beginning of school, the comparisons indicated progress or lack of progress in academic achievement and in behavior status.

The Harlow Achievement Test was administered to the Control and Experimental Groups the second week in May, 1950. Table 5 presents a comparison of the two groups' scores in word recognition, sentence meaning, nature study, health, spelling, and number work. In addition, each child's total score is included.

An analysis of data in Table 5 indicates that six pupils in the Control Group and sixteen in the Experimental Group each made the high score of 20 in word recognition; four pupils in the Control Group and two in the Experimental Group each made low scores ranging from

TABLE 5

SCORES MADE BY THE CONTROL GROUP AND THE
EXPERIMENTAL GROUP ON THE HARLOW
ACHIEVEMENT TEST

Pupil	Word Recognition	Sentence Meaning	Nature Study	Health	Spelling	Number Work	Total Score
Control Group							
1	20	15	15	5	15	65	135
2	20	15	15	5	14	65	134
3	20	15	14	3	15	65	132
4	19	15	15	4	14	63	130
5	20	13	14	4	12	64	127
6	20	14	15	2	12	62	125
7	18	15	14	4	13	61	125
8	18	15	12	3	14	63	125
9	19	13	9	3	14	64	122
10	16	14	9	3	10	65	117
11	20	10	10	2	14	61	117
12	16	15	3	5	12	65	116
13	18	15	10	1	11	60	115
14	14	5	6	3	11	54	103
15	18	5	12	5	11	51	102

TABLE 5—Continued

Pupil	Word Recognition	Sentence Meaning	Nature Study	Health	Spelling	Number Work	Total Score
16	17	8	10	2	8	53	98
17	12	8	8	3	6	60	97
18	13	3	6	5	4	45	76
19	15	6	6	1	0	34	62
20	11	3	9	5	12	27	58

Experimental Group

1	20	15	15	5	15	65	135
2	20	15	15	5	15	65	135
3	20	14	15	5	15	65	134
4	20	15	14	5	15	65	134
5	20	15	15	4	15	65	134
6	20	15	13	5	15	65	133
7	20	15	14	5	15	64	133
8	20	15	15	3	15	65	133
9	20	15	14	5	14	65	133
10	20	14	14	5	15	64	132
11	20	14	15	5	15	63	132
12	18	15	14	4	15	65	131

TABLE 5—Continued

Pupil	Word Recognition	Sentence Meaning	Nature Study	Health	Spelling	Number Work	Total Score
13	12	14	14	3	15	61	130
14	20	14	14	4	14	61	127
15	20	15	14	5	14	58	124
16	20	12	13	3	15	60	123
17	18	13	13	4	14	60	122
18	20	15	15	5	13	49	117
19	20	12	9	2	15	48	106
20	13	10	11	1	12	56	103

11 to 14. In sentence meaning, eight pupils in the Control Group and eleven in the Experimental Group each made a high score of 15; seven pupils in the Control Group and none in the Experimental Group made scores lower than 10. These scores indicate that in the fundamentals of reading, pupils in the Experimental Group excelled pupils in the Control Group.

Further analysis of data in Table 5 shows that four pupils in the Control Group and seven in the Experimental Group each made a high score of 15 in nature study; eight pupils in the Control Group and

one in the Experimental Group each made low scores under 10. These data indicate that the Experimental Group seemed to have a better understanding of the natural world than did members of the Control Group.

In health training, six pupils in the Control Group and eleven in the Experimental Group each made a high score of 5; eleven pupils in the Control Group and five in the Experimental Group each made low scores of 3 or less. From these data it was concluded that the Experimental Group excelled the Control Group in the development of health concepts and habits.

When consideration was given to the spelling scores in Table 5, it was seen that two pupils in the Control Group and fourteen in the Experimental Group each made the high score of 15; four pupils in the Control Group and none in the Experimental Group made low scores under 10—one made 0. These scores indicate that the Experimental Group made more progress in learning to spell than did the Control Group.

According to data in Table 5, five pupils in the Control Group and nine in the Experimental Group each made the high score of 65; at the same time, six pupils in the Control Group and two in the Experimental Group each made low scores under 55. These comparisons indicate that members of the Experimental Group were more efficient in number work than members of the Control Group.

In the final analysis, data in Table 5 reveal that eight pupils in the Control Group and fourteen in the Experimental Group each made total scores that ranged between 125 and 135; seven in the Control Group and six in the Experimental Group each made total scores that ranged between 100 and 124; and five in the Control Group and none in the Experimental Group each made total scores below 100. From these data it was concluded that the Experimental Group excelled the Control Group in total academic achievements.

The distribution of grade equivalents made by the pupils on the Harlow Achievement Test, which appear in Table 6, also provides comparative information on the academic achievement of the two groups of first-grade pupils. In this test, the per cent equivalent of 95 to 100 is rated as superior and is synonymous with a grade of A; 89 to 94 per cent is about average and equals a grade of B; 79 to 88 per cent is average and indicates a grade of C; 70 to 78 per cent is below average or a grade of D; and anything below 70 denotes failure or a grade of F.

An analysis of data in Table 6 indicates that 25 per cent of the Control Group and 70 per cent of the Experimental Group made grade equivalents which ranged from 95 to 100, or superior; 55 per cent of the Control Group and 30 per cent of the Experimental Group made grade equivalents that ranged from 88 to 94, or were either average or above; 10 per cent of the Control Group made grade equivalents

TABLE 6

DISTRIBUTION OF GRADE EQUIVALENTS MADE BY THE
CONTROL GROUP AND THE EXPERIMENTAL GROUP
ON THE HARLOW ACHIEVEMENT TEST

Definition	Per Cent Equivalents	Per Cent in Each Grade Distribution
Control Group		
Superior	95 to 100	25
Above average	89 to 94	20
Average	79 to 88	3
Below average	70 to 78	10
Failure	Below 70	10
Experimental Group		
Superior	95 to 100	70
Above average	89 to 94	15
Average	79 to 88	15
Below average	70 to 78	0
Failure	Below 70	0

that ranged from 70 to 78, or were below average; and another 10 per cent of this group's grade equivalents were below 70, or failing. No

pupil in the Experimental Group made grade equivalents that fell in either of these low brackets. These data show that the grade equivalents made on the Harlow Achievement Test by the Experimental Group indicated greater academic achievement than those made by members of the Control Group.

Since no scientific instrument for measuring the pupils' progress in art skills was available, the teacher of the experimental group constructed and hectographed a test which she called "Basic Reading Skills Developed Through Art," a copy of which is included in the Appendix of the present study. In one section of this test, each child was required to read the short, simple sentences which appeared under several pictures and to follow directions contained in the sentences. In another section, words were to be matched with pictures. In still another section, lines or thoughts from familiar nursery rhymes were to be matched with a corresponding picture. The remainder of the test contained similar material. Table 7 contains the scores made on this test by members of the Control and Experimental Groups.

An analysis of data in Table 7 shows that no child in the Control Group made a raw score of 100, while three children in the Experimental Group made this perfect score. Five children in the Control Group made raw scores which ranged from 50 to 75, while the raw score of no child in the Experimental Group was below 76. In addition, data in

TABLE 7

SCORES MADE ON THE TEST, "BASIC READING SKILLS
DEVELOPED THROUGH ART," BY MEMBERS OF THE
CONTROL GROUP AND THE EXPERIMENTAL GROUP

Pupil	Group*	Raw Score	Percentile
1	C	94	99
1	E	100	99
2	C	94	99
2	E	100	99
3	C	94	99
3	E	100	99
4	C	92	97
4	E	97	99
5	C	91	96
5	E	97	99
6	C	90	95
6	E	97	99
7	C	88	92
7	E	96	99
8	C	87	90
8	E	96	99
9	C	86	88
9	E	96	99
10	C	85	86
10	E	95	99
11	C	82	79
11	E	94	99

TABLE 7—Continued

Pupil	Group*	Raw Score	Percentile
12	C	81	76
12	E	94	99
13	C	79	70
13	E	93	98
14	C	77	66
14	E	91	96
15	C	77	66
15	E	90	95
16	C	73	55
16	E	89	93
17	C	72	53
17	E	89	93
18	C	64	35
18	E	86	88
19	C	60	27
19	E	82	79
20	C	50	13
20	E	76	63

Table 7 show that the raw score of each pupil in the Experimental Group exceeded the raw score of the corresponding pupil in the Control Group.

When the percentiles contained in Table 7 were analyzed, it was found that three pupils in the Control Group and twelve in the Experimental

Group scored 99; eight in the Control Group and one in the Experimental Group scored under 75; five in the Control Group and none in the Experimental Group scored under 65; five in the Control Group scored between 13 and 55.

Although this test on "Basic Reading Skills Developed Through Art" claims no validity as far as being scientifically acceptable is concerned, its outcomes show evidence of concrete value. They indicate that the Experimental Group manifested more reading progress than the Control Group. They also indicate that the Experimental Group exceeded the Control Group in artistic development.

An analysis of data compiled from Tables 5, 6, and 7 led to the conclusion that pupils of the Experimental Group excelled pupils of the Control Group in word recognition, sentence meaning, nature study, health, spelling, number work, and art. Since the excelling group participated in an experimental curriculum, while the other pupils were administered a traditional-type program, it was also concluded that the emphasis on aesthetic development resulted in more measurable academic progress of the pupils than did the emphasis on "book learning." In other words, the experimental curriculum, with aesthetics as its foundation, appeared to be superior to the traditional-type program for academic training.

At the beginning of school, the Haggerty-Olson-Wickman Behavior Rating Schedules were administered simultaneously to the Control

Group and the Experimental Group for the purpose of equating the pupils as to behavior rating. At the end of the school year, the same test was re-administered in order to determine the progress which each child had made in improving his behavior. A comparison of the scores made on these two testings and the accompanying gains and losses indicated by the comparisons are shown in Table 8. It should be noted that the large scores in this table represent many and frequent behavior problems, while low scores indicate fewer behavior disturbances. In other words, the low scores represent high behavior rating, while high scores mean low behavior rating.

An analysis of the data contained in Table 8 reveals that eleven pupils in the Control Group and fifteen pupils in the Experimental Group showed some degree of gain in behavior rating; the remaining nine members of the Control Group and five members of the Experimental Group experienced a loss. Further analysis shows that the largest individual gain was twenty-eight points in the Control Group and forty-one points in the Experimental Group. The biggest individual loss was seven points in the Control Group and thirty-six points in the Experimental Group. The total gain was ninety-two points in the Control Group and 311 points in the Experimental Group. The total loss was thirty-five points for the Control Group and one hundred points for the Experimental Group. From these data, it was concluded

TABLE 8

COMPARATIVE SCORES MADE ON THE HAGGERTY-OLSON-
WICKMAN BEHAVIOR RATING SCHEDULES BY PUPILS
IN THE CONTROL AND EXPERIMENTAL GROUPS
IN SEPTEMBER AND IN MAY

Pupil	Group *	Schedule A**	Schedule B**				Total Rating	Difference
			I	II	III	IV		
1	C	8	10	12	20	18	60	6
		4	6	12	18	18	54	
1	E	8	16	10	21	16	63	23
		7	7	9	10	14	40	
2	C	16	14	10	25	20	69	-3
		16	14	11	21	26	72	
2	E	43	27	14	17	21	79	41
		10	12	8	8	10	38	
3	C	8	14	12	18	20	69	15
		10	12	10	18	14	54	
3	E	5	9	14	9	10	42	-8
		0	9	17	14	10	50	
4	C	16	15	17	29	37	98	28
		18	15	16	22	17	70	
4	E	88	25	22	23	33	81	-14
		20	23	19	23	30	95	
5	C	34	14	20	18	24	76	8
		30	14	11	23	20	68	
5	E	4	12	10	15	15	52	6
		14	8	8	12	18	46	

TABLE 8—Continued

Pupil	Group*	Schedule A**	Schedule B**				Total Rating	Difference
			I	II	III	IV		
6	C	26	9	12	17	15	53	-5
		24	12	10	21	16	58	
6	E	24	12	10	21	15	58	5
		22	11	9	10	10	53	
7	C	24	20	15	28	30	93	18
		28	15	12	24	24	75	
7	E	21	10	15	20	18	63	-36
		80	18	15	33	23	99	
8	C	8	12	26	25	25	78	-7
		16	27	12	26	30	85	
8	E	8	5	20	23	19	71	25
		14	8	8	12	18	46	
9	C	9	20	15	20	20	75	10
		8	20	10	15	20	65	
9	E	18	15	16	22	17	70	38
		2	8	4	10	10	32	
10	C	13	20	15	28	20	93	-1
		12	20	15	29	30	94	
10	E	28	15	12	24	24	75	27
		0	11	11	14	12	48	
11	C	10	23	17	30	24	94	2
		18	22	16	30	24	92	
11	C	18	18	13	19	18	68	-26
		12	20	16	28	30	94	

TABLE 8—Continued

Pupil	Group*	Schedule A**	Schedule B**				Total Rating	Difference
			I	II	III	IV		
12	C	4	12	10	14	20	56	5
		0	10	10	10	20	50	
12	E	12	20	16	28	30	94	37
		4	15	16	16	10	57	
13	C	26	10	12	20	24	66	-4
		36	13	13	20	24	70	
13	E	16	16	10	20	20	66	2
		0	10	10	10	20	64	
14	C	8	15	13	21	15	64	-7
		8	9	20	23	19	71	
14	E	12	18	20	24	26	88	24
		8	9	12	19	24	64	
15	C	8	12	10	26	17	63	-2
		4	12	10	22	17	65	
15	E	8	20	10	15	20	65	25
		20	8	4	11	17	40	
16	C	24	24	17	21	30	92	14
		40	11	26	24	24	78	
16	E	1	8	19	16	12	55	5
		0	10	10	10	20	50	
17	C	9	17	13	30	34	94	-1
		20	17	14	30	34	95	
17	E	0	10	10	39	38	97	-16
		20	18	19	35	41	113	

TABLE 8—Continued

Pupil	Group*	Schedule A**	Schedule B**				Total Rating	Difference
			I	II	III	IV		
18	C	10	9	17	27	18	71	7
		8	9	12	19	24	64	
18	E	20	18	17	21	25	81	20
		8	9	9	18	25	61	
19	C	94	16	14	32	22	94	5
		80	18	15	33	23	89	
19	E	40	27	11	26	24	78	14
		8	9	12	19	24	64	
20	C	30	18	30	20	25	93	-5
		64	16	30	35	30	98	
20	E	16	27	12	30	26	85	19
		16	24	11	21	26	66	

*C indicates the Control Group; E, the Experimental Group.

**The top figure in each column of Schedules A and B and in the Total Rating represents the pupil's score on the September test; the lower figure represents his score on the May test.

that some degree of behavior improvement was noted in a slightly larger number of pupils in the Experimental Group than in the Control Group; that the biggest individual gain and individual loss were each made by pupils in the Experimental Group; that the largest total gain was made by the Experimental Group, as well as the largest total loss.

The final deduction was that the aesthetic program provided for and by the Experimental Group resulted in more behavior improvement in general than did the traditional-type program in which the Control Group participated, with a few exceptions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

An analysis of the data obtained from scientific testing and from observation led to the following conclusions relative to the superiority of an experimental curriculum, which emphasized aesthetic development, over the traditional-type first-grade program:

1. Emphasis on aesthetic development was a contributing factor to the pupils' happiness.
2. The children who participated in the experimental curriculum excelled pupils who participated in the traditional-type program in word recognition, sentence meaning, nature study, health, spelling, number work, and art, because aesthetic development extended their experiences and made optimum academic progress possible.
3. The curriculum which emphasized aesthetic development provided more numerous and more effective experiences, than did the traditional-type program for developing desirable behavior in the children.

Recommendations

The preceding conclusions provided a basis for the following recommendations regarding the traditional-type program and the experimental curriculum for first-grade children:

1. The traditional-type program should at least be supplemented by an experimental curriculum, if not wholly supplanted by it.
2. Since growth is affected not only by maturation, but also by experience, all children should be given desirable activities that will extend their experiences. These activities should be interesting, because interest begets spontaneous response; they should meet the pupils' needs—if children are to learn kindness, honesty, or appreciation, situations should appear in which they can experience these emotions. They should be related to everyday life in most instances. Too often we look for satisfaction and beauty on the grand scale and fail to find it at our feet; the activities engaged in should be so extensive and so motivating that every child's curiosity can find its nourishment and every live interest can be expressed joyfully; and they should be challenging, vital, and life-like enough to produce pupils who are capable of solving their problems through creative thinking and who are equipped with an adequate aesthetic and social philosophy that will enable them to live happily with themselves and with others.
3. Every school program should promote each child's personal development. Pupils should engage in learning situations with self-

confidence and security, instead of with fear and anxiety; they should experience success in many and various types of enterprises; they should have opportunities to create, to express themselves in such media as poems, pictures, music, or dramatization; they should experience self-discipline in discussions, in study, play, and work situations; and they should be given approval for making good adjustments.

4. Every school program should promote each child's social development. Because democracy is a way of life and not merely a political system, emphasis should be placed upon appreciation of family solidarity and affection, community activities, services, and servants; desirable social habits, such as taking turns, group co-operation, and teamwork for the benefit of the group; and respect and appreciation of the rights of others, regardless of creed, color, or country.

5. Children should be led to see beauty everywhere—in nature, in human relationships, in everyday objects and events, and in thoughts and behavior.

6. Every child should participate in aesthetic experiences which not only heighten his joy but also increase his academic development.

7. Every teacher and his pupils should utilize community resources, because the classroom is only one source of experiences; and they should utilize every available audio-visual aid, because books are only one of the many sources of knowledge.

8. An experimental curriculum, with emphasis on aesthetic development, should be attempted only by teachers who have incorporated the following concepts into their educational philosophy:

- a. The maximum happiness of every individual is the purpose of all association.
- b. Every human personality is worthy of respect.
- c. Wisest decisions, concerning educational and social policies and aesthetic experiences, result from the pooling of opinions from the wisdom of all who are concerned, including the pupils themselves.
- d. The pupil's growth is more important than the product of his efforts.
- e. Children delight in the beauty of music, pictures, and poetry; they respond to human goodness; and they reach out for love as eagerly as they reach for food.
- f. The real purpose of art and aesthetic development is to make human nature intelligible to itself.
- g. We all stand in need of art, whether as creators or as appreciative witnesses.
- h. The perception of beauty is one of man's most useful experiences.

- i. Beautiful things and ideas serve to enlarge and give expression to something of the emotional life of the child which requires an outlet.
- j. When a child pauses to note a pleasant view, an appropriate word, or a graceful action, he experiences aesthetic development.

APPENDIX

BASIC READING SKILLS DEVELOPED THROUGH ART

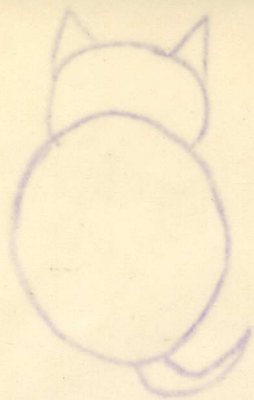
Integration of Art With Other
Basic Reading Skills Developed
Through Art.

Name _____

Date _____

Age _____

School _____



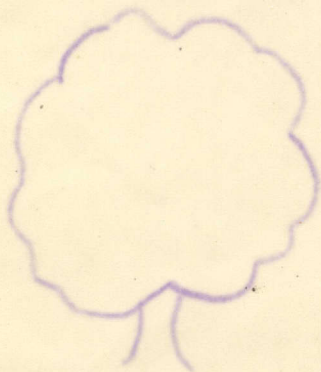
Draw
Here

I am a cat.
I am black.
Draw and color me.



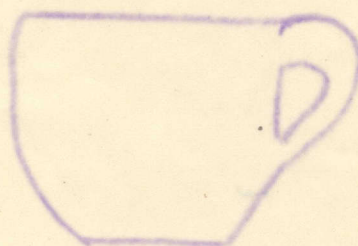
x

I am a house.
I am yellow.
Draw and color me.



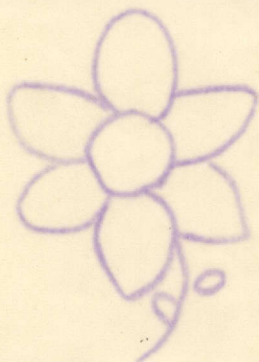
x

I am a tree.
I am green.
Draw and color me.



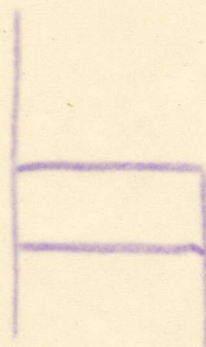
x

I am a cup.
I am blue.
Draw and color me.



x

I am a flower.
I am orange.
Draw and color me.



x

I am a chair.
I am red.
Draw and color me.



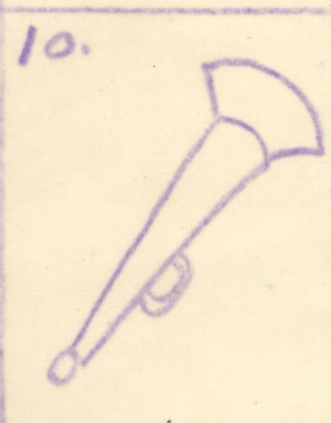
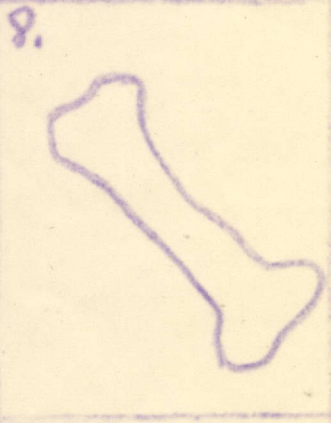
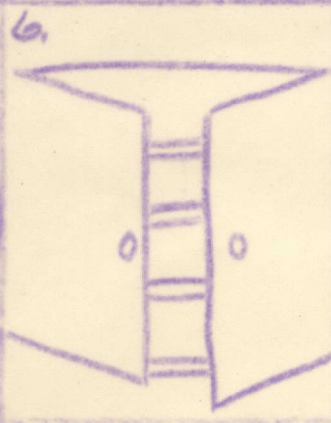
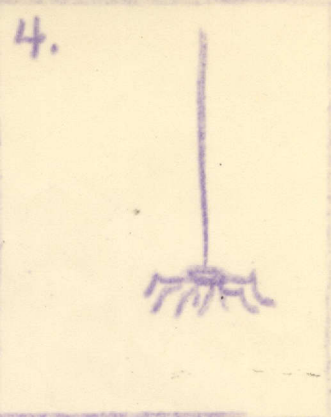
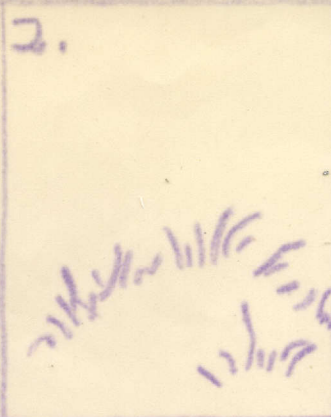
and



are — squirrels.



1. bird	5. one	9. cat	13. tree
2. boat	6. two	10. hat	14. house
3. boy	7. three	11. hen	15. girl
4. ball	8. eggs	12. dog	16. nest



Old Mother Hubbard
had a cupboard.

The sheep were
in the meadow.

Miss Muffet sat
on a tuffet

A spider sat
by Miss Muffet.

Little Miss Muffet

The cows were
in the corn.

Miss Muffet was
eating

There was no
bone for the dog

Old Mother
Hubbard

Little Boy Blue

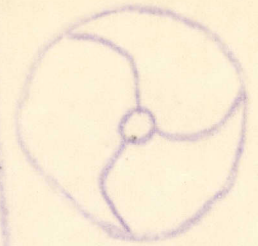
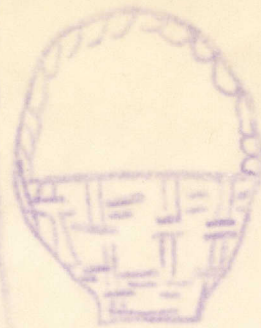
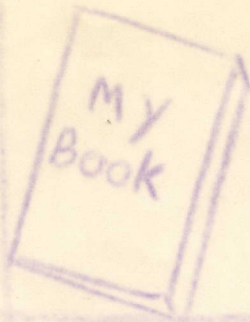
Old Mother Hubbard
had a dog

Little Boy Blue
had a horn

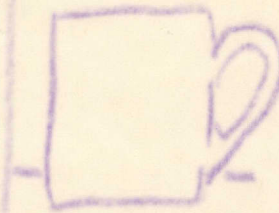
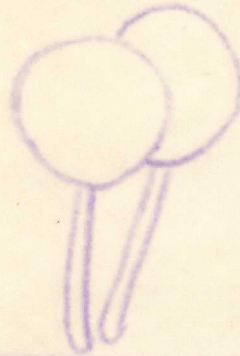


This is Jack.	This is Jill.	This is the hill they climbed.	This is the pail for the water.
This is the little dog.	This is the moon.	This is the dish.	This is the spoon.
The dish on, away with spoon.	This is the cat.	This is the fiddle.	This is the cow that jumped over the moon.

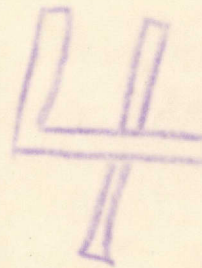
1. ball
2. book
3. basket



1. cat
2. cup
3. candy



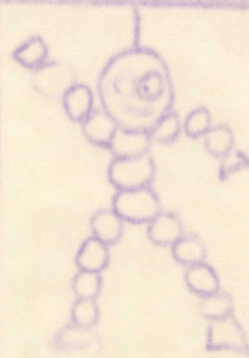
1. fan
2. four
3. fish



1. six
2. sit
3. soup



1. man
2. mouse
3. mother





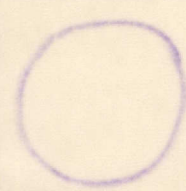
I am a dog.
I am a cat
I am a baby.



Make my eyes blue.
Make my mouth red.
Make my nose yellow.



WHAT AM I?
I am a bird.
I am a horse.
I am a tree.



Draw a red nose.
Draw yellow eyes.
Draw a black mouth.



The chick is yellow.
The chick is black.
The chick is green.



Who saw the baby?
Who ran away?
Who took Dick's hat?



The boy runs.
The boy sleeps.
The boy rides.

Who saw the baby? Dick
Jane
Father



The bird flew over the table.
The bird flew under the table.
The bird flew into the table.

Dogs go to school. Yes No
Cats like to read books. Yes No

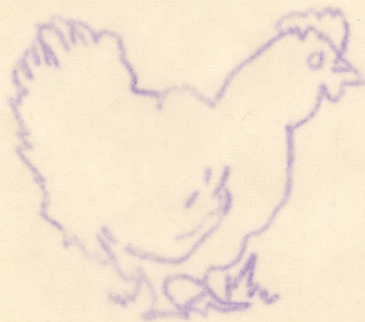
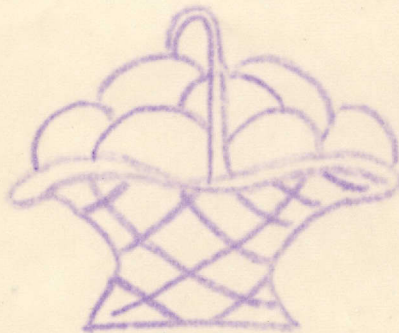
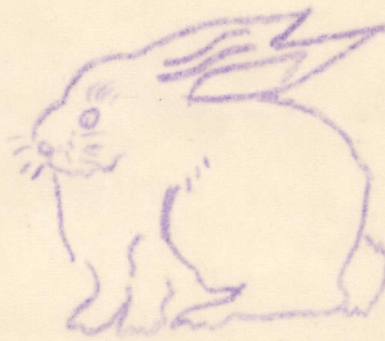
Draw a tree
Color it green.
Paste it on the picture.

Did Jane find baby? Yes No
Is a banana like a hen? Yes No



Draw my two eyes.

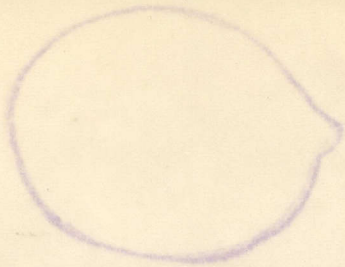
I am Dick.
I have a blue shirt.
I have a big ball.
Draw me.
Color my shirt.



Puppy 1.
 Hen 2.
 Bird 3.
 Kitten 4.

Rooster 5.
 Easter Lily 6.
 Lamb 7.
 Duck 8.

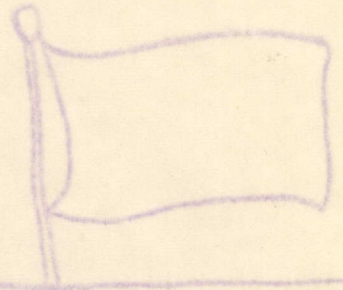
Basket 9.
 Rabbit 10.
 Duckling 11.
 Chick 12.



yellow
red



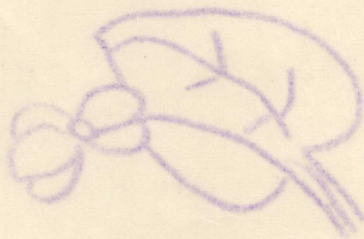
blue
red



green
orange



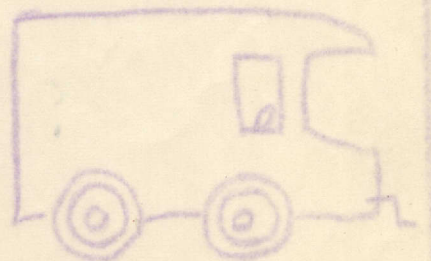
yellow
brown



green
violet



brown
blue



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