

A SURVEY
TO FIND THE PREFERENCES
AND PROBABLE ART NEEDS FOR
THE SIXTH GRADE CHILD IN THE STATE OF INDIANA

by

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State Laboratory.....	Terre Haute
Sandison.....	Terre Haute
Tolleston.....	Gary
South Side.....	Washington
Walnut Street.....	Washington
Kyger.....	Frankfort
Lincoln.....	Frankfort
Riley.....	Frankfort
Rankin School.....	Vigo County
Rosedale School.....	Parke County

Thornton School.....Vigo County
Cory School.....Clay County
New Goshen School.....Vigo County
Jacksonville School.....Vermillion County
Maryland School.....Vigo County

L. C. F.

Education has no more serious responsibility than making adequate provision for enjoyment of recreative leisure.

--John Dewey

Dedicated to my father

Boston L. Foust

and aunt

Marie S. Vance

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	vii
I. INTRODUCTION.....	1
A. Analysis of Courses of Study.....	3
B. Validity of the Questionnaire.....	7
C. Preliminary Work.....	9
II. PRESENTATION OF DATA.....	10
A. Discussion of Tables and Conclusions.....	10
B. Leisure Activities.....	11
C. Personal Activities and Artistic Traits.....	37
D. School Activities.....	51
E. Home Activities.....	62
F. Vocational Activities.....	71
G. Cultural Activities.....	80
H. Views On Art Instruction.....	85
III. SUMMARY.....	101
IV. APPENDIX.....	104
A. Final Form of Questionnaire.....	104
B. First Form of Questionnaire and Number of Times Each Question Was Checked.....	112
C. Bibliography.....	121

LIST OF TABLES

Table	Page
I. The Number and Percentages of Pupils Who Like to Window-Shop as a Leisure Activity.....	12
II. The Number and Percentages of Pupils Who Always Notice the New Types of Automobiles.....	13
III. The Number and Percentages of Pupils Who Are Interested in Building Bird Houses.....	14
IV. The Number and Percentages of Pupils Who Are Interested in Model Airplanes.....	15
V. The Number and Percentages of Pupils Who Make Model Airplanes.....	16
VI. The Number and Percentages of Pupils Who Would Like to Work with Puppets.....	17
VII. The Number and Percentages of Pupils Who Have Made Puppets.....	18
VIII. The Number and Percentages of Pupils Who Read The Funny Papers.....	19
IX. The Number and Percentages of Pupils Who Apply Their Knowledge of Color in Use in Everyday Life.	20
X. The Number and Percentages of Pupils Interested in "Kodak" Clubs.....	21
XI. The Number and Percentages of Pupils Who Like To Take Snap-Shots of Interesting Spots.....	22
XII. The Number and Percentages of Pupils Who Like To Make Their Own Christmas Greetings.....	23

XIII.	The Number and Percentages of Pupils Who Think Home Made Greetings are Appreciated More Than Those Bought.....	24
XIV.	The Number and Percentages of Pupils Who Like To Draw and Paint at Home.....	25
XV.	The Number and Percentages of Pupils Who Say They Feel More Free Doing Their Art Work at Home.....	26
XVI.	The Number and Percentages of Pupils Who Enjoy Looking through Magazines and Books Just to Look at Pictures.....	27
XVII.	The Number and Percentages of Pupils Who Like to Cut Pictures From Magazines.....	28
XVIII.	The Number and Percentages of Pupils Who Spend Time at Home Doing Art Work.....	29
XIX.	The Number and Percentages of Pupils Who Have Made "Tree Houses".....	30
XX.	The Number and Percentages of Pupils Who Are Interested in Boats.....	31
XXI.	The Number and Percentages of Pupils Who Would Enjoy Making Small Models of Boats.....	32
XXII.	The Number and Percentages of Pupils Who Have Made Toy Automobiles.....	33
XXIII.	The Number and Percentages of Pupils Who Would Like to Make Toy Automobiles.....	34
XXIV.	The Number and Percentages of Pupils Who Have Made "False-Faces".....	35
XXV.	The Number and Percentages of Pupils Who Have Made Wooden Toys.....	36

XXVI.	The Number and Percentages of Pupils Who Have Been to an Art Museum.....	38
XXVII.	The Number and Percentages of Pupils Who Enjoyed Themselves at the Art Museum.....	39
XXVIII.	The Number and Percentages of Pupils Who Would Enjoy Costume Designing.....	40
XXIX.	The Number and Percentages of Pupils Who Notice the Different Buildings as to Their Beauty.....	41
XXX.	The Number and Percentages of Pupils Who Would Walk Five Blocks to See an Old Picture Which Was Painted 300 Years Ago.....	42
XXXI.	The Number and Percentages of Pupils That Appreciate Beautiful Pottery.....	43
XXXII.	The Number and Percentages of Pupils Who Learned to Appreciate Beautiful Pottery in School.....	44
XXXIII.	The Number and Percentages of Pupils Who Have Been to a Style Show.....	45
XXXIV.	The Number and Percentages of Pupils Who Like Stage Shows.....	46
XXXV.	The Number and Percentages of Pupils Who Choose Their Own Clothing.....	47
XXXVI.	The Number and Percentages of Pupils Who Have Stated a Beautiful New School Building Would Make Them Happier at School.....	48
XXXVII.	The Number and Percentages of Pupils Who Think Beautiful Pictures Would Help Them at School....	49
XXXVIII.	The Number and Percentages of Pupils Who Like Attractive Neck-Ties.....	50

XXXIX.	The Number and Percentages of Pupils Who Stated That They Enjoyed Their Art Work in School.....	52
XL.	The Number and Percentages of Pupils Who Like to Draw Pictures of Pioneer Life.....	53
XLI.	The Number and Percentages of Pupils Who Would Enjoy Studying the Different Styles of Clothing in Their Art Work.....	54
XLII.	The Number and Percentages of Pupils Who Have Made Posters in Their Art Class.....	55
XLIII.	The Number and Percentages of Pupils Who Would Like to Make Posters.....	56
XLIV.	The Number and Percentages of Pupils Who Like to Carve Animals Out of Soap.....	57
XLV.	The Number and Percentages of Pupils Who Think Art is More Fun Than Their Other Subjects.....	58
XLVI.	The Number and Percentages of Pupils Who Would Enjoy Making Rag Rugs in Their Art Class.....	59
XLVII.	The Number and Percentages of Pupils Who Like to Draw Things They Read About.....	60
XLVIII.	The Number and Percentages of Pupils Who Have Stated That Their Teacher Tells Them What to do Everyday in Art Class.....	61
XLIX.	The Number and Percentages of Pupils Who Help Choose the Wall-paper for Their Home.....	63
L.	The Number and Percentages of Pupils Who Help Arrange the Furniture in Their Own Room at Home.....	64

LI.	The Number and Percentages of Pupils Who Held Arrange the Furniture in the Living Room at Home.	65
LIII.	The Number and Percentages of Pupils Who Stated That Their Mother Had Flowers on the Dinner Table Occasionally.....	66
LIIII.	The Number and Percentages of Pupils Who Have Had Flower Gardens at Home.....	67
LIV.	The Number and Percentages of Pupils Who Like to Make Their Parents' Christmas Gifts.....	68
LV.	The Number and Percentages of Pupils Who Can Re- call the Design on the Handle of the Table Knife at Home.....	69
LVI.	The Number and Percentages of Pupils Who Have Helped Their Mother Choose Curtains for Their Home.....	70
LVII.	The Number and Percentages of Pupils Who Can Sew.	72
LVIII.	The Number and Percentages of Pupils Who Like to Sew.....	73
LIX.	The Number and Percentages of Pupils Who Have Made Things Out of Tin Cans for Their Home.....	74
LX.	The Number and Percentages of Pupils Who Would Like to Make Things for Their Home Out of Tin Cans.....	75
LXI.	The Number and Percentages of Pupils Who Are Planning on Earning a Living Through Some Kind of Art Work.....	76
LXII.	The Number and Percentages of Pupils Who Have Made "Book-Ends" at School.....	77

LXIII.	The Number and Percentages of Pupils Who Think They Would Enjoy Making "Book-Ends".....	78
LXIV.	The Number and Percentages of Pupils Who Have Ever Made Anything in Art and Sold It.....	79
LXV.	The Number and Percentages of Pupils Who Wear Jewelry.....	81
LXVI.	The Number and Percentages of Pupils Who Are Interested in Beautiful Pictures.....	82
LXVII.	The Number and Percentages of Pupils Who Stated That a Beautiful Parade Interested Them.....	83
LXVIII.	The Number and Percentages of Pupils Who Like to Watch Rainbows.....	84
LXIX.	The Number and Percentages of Pupils Who Think They Could Do Better Art Work if They Were Left Alone With Their Own Ideas.....	86
LXX.	The Number and Percentages of Pupils Who Stated That the Art Work They are now Having is Interesting.....	87
LXXI.	The Number and Percentages of Pupils Who Stated That the Art Work They are now Having is Helpful to Them.....	88
LXXII.	The Number and Percentages of Pupils Who Think Their Parents Would Like for Them to Have a Class in Dress Design at School.....	89
LXXIII.	The Number and Percentages of Pupils Who Have Made Pottery at School.....	90
LXXIV.	The Number and Percentages of Pupils Who Would Like to Make Pottery in School.....	91

LXXV.	The Number and Percentages of Pupils Who Would Like to Have More Time for Art in School.....	92
LXXVI.	The Number and Percentages of Pupils Who Have Stated That Their Teacher Had Flowers on Her Desk Quite Often.....	93
LXXVII.	The Number and Percentages of Pupils Who Have Stated That Their Parents Think Art is a Worth-While Subject.....	94
LXXVIII.	The Number and Percentages of Pupils Who Copy Pictures in Their Art Work at School.....	95
LXXIX.	The Number and Percentages of Pupils Who Copy Cartoons in Their Art Class.....	96
LXXX.	The Number and Percentages of Pupils Who Like to Draw Figures of Children of Other Lands.....	97
LXXXI.	The Number and Percentages of Pupils Who Think Art is a Worth-While Subject.....	98
LXXXII.	The Number and Percentages of Pupils Who Think Art Should be Put Out of School.....	99
LXXXIII.	The Number and Percentages of Pupils Who Have Stated That Their Art Teacher Permits Them to Choose Their Subjects to Draw.....	100

I. Introduction

This survey was made not only for the work which is required to be done on a Master's degree in Education, but as a study which will be beneficial in at least two ways: first, that art teachers may reach a happy understanding with the pupils with reference to pupils' preferences and with reference to the art activities brought into the teaching; second, to enable art teachers to check with existing courses of study to see how well these courses of study have taken into account the preferences of children in the sixth grade.

One of the best reasons for this survey is very admirably expressed by Belle Boas when she says, "In most of the subjects taught in the school curriculum a definitely arranged and progressive course of study is followed--and this is highly desirable. But in the modern schools, it is felt that the subject matter must come from the interest of the class."¹

A course of study is a highly desirable tool in the teaching of art. It is to be drawn each year from the different types of subject matter and from the various activities of children with due regard for the children's preferences. These should be woven together by progressive steps in the teaching of the art elements and principles which govern the creation

¹ Belle Boas, Art In The School (Garden City, New York: Doubleday, Page, and Company, 1924), p. 14.

of everything with artistic values. Then through a study of this type we shall be able to weave into courses of study the preferences and perhaps the needs of the pupil.

Schools are now putting much stress upon the present needs of the child, with some consideration given to probable future needs. In this day things are changing so rapidly we hardly know what type of change the child of today will be facing when he is an adult. By giving children preferences now, and by bringing into their art work the fundamental art elements and principles, a criterion which is valid will be formed, yet which varies from one year to the other just as does everything else.

Fredrick Bonser says, "That which does not help us along in any way with enterprises in which we are engaged makes no appeal to us, and if forced upon us annoys us and tends to develop in us an attitude of distaste or even hostility."

If we find and give the child his preferences to a certain degree the schools will be solving a two-fold task: first, that of giving the child better attitudes toward art; second, of eliminating to a great extent the problem of discipline.

2

Fredrick Bonser, The Elementary School Curriculum (New York: The MacMillan Company, 1922), p. 5.

A. Analysis of Courses of Studies

There have been some courses of study in which the preferences of the child have been considered along with his activities in school, but the author has been unable to find one based directly upon pupil's preferences.

The first course to be considered is the State Course of Study for Virginia, which was published in 1931. It has taken the preferences and needs of the child as highly important factors. Art activities are developed through the interests of the pupils. These interests were found out through such activities as excursions, surveys, experimentation, construction, dramatics, discussion, creative experiences, and visits to museums.

Descriptions of units of work and activities submitted by teachers from all fields throughout the state of Virginia were analyzed and evaluated by the committees in charge of the activities. Experimental editions of the course of study were sent to and used by approximately 550 teachers in practical class room situations during 1933-34. At the close of the school year, the courses of study were collected with suggestions and revisions made by teachers and supervisors. In this study it was found that the center of interest in Grade VI grows out of children's previous experiences with the effect of invention and discovery on their lives.

The staff of the Elementary Division of the Lincoln School of Teachers College, Columbia University, made a ten-year study

for their curriculum. The preferences and needs of each child were worked into the curriculum at all times.

Each teacher contributed a list of criteria which she thought would be the most important in the selection of the units which they were to work upon. The entire committee met to discuss these criteria and those of less value were dropped. Finally, a criterion was established on which the units were to be based.

During the first weeks after summer vacation the school rooms were filled with summer collections; anything which was collected was put on exhibit. The school recognized differences in ability, differences in interests, and differences in standards. The teachers through this procedure were able to find out what the children were interested in doing without the interference of adults.

Pupils were formed into committees and were free to select worth-while problems for their work in school. Certainly, the work of the class room as the life of the school does not proceed on its own momentum. The great responsibility for the success of the class room as an integral part of the life of the school rests upon the teacher.

The use of environmental material played an important part in finding what the preferences of pupils were. From the beginning of the school's history, pupils brought into the school room as much as possible of whatever interested them in the out-of-school environment. Interests from home and from summer vacations have carried over into school as well as from school

interests carrying over into summer vacations.

They selected units of work in which the whole life of the child in school might more nearly approach real life situations. They drew their units of work out of all phases of experience which the child has. Since the work in school develops from real life situations, it will be close to the child and will supply many opportunities for him to do what he prefers to do and will also supply his present needs. The work is kept at the level of the pupils' present needs and is thought worth-while by the pupils since it has been of their own selection.

Therefore, each classroom became a real work shop. The child comes to believe in the value of his own work. He is not overpowered by the idea that the work which he is doing is for the benefit of teacher and school, but regards it as his own endeavor.

The course of study for the city of Detroit also has considered children's preferences in their art activities. These preferences in their work were derived through using "Life" as the source of problems and situations comprising the course of study. Many things were taken into account as to their importance in the child's life at school, at home, and at play which would lead to the creation of materials with artistic value. Finally, the basic unit was subdivided into the three types, Home, Social and Industrial, and Aesthetic. Through their experiences in teaching and contacts with their pupils many teachers formed opinions as to what

activities should be used, from which children might choose. The teacher acting as assistant or helper developed these preferences.

Several courses of study, the Kalamazoo, Michigan, the State Course of Study for Pennsylvania, the Missouri State Course of Study--have tried to stress the needs of the child, but all of these still considered pupil's preferences secondary.

These preferences were derived through the formation of a program integrated with the pupils' other school subjects and experiences. Pupils were guided in school and out of school to find what interested them. Class lectures, demonstrations, field trips, stereographs, and visits to industrial plants were some of the methods used to arouse interest and to stimulate children. However, even these have not gone directly to the child to find his own desires and preferences.

To begin this survey it was necessary to have as nearly a complete list of questions as possible pertaining to art activities both in and out of school. The sixth grade was selected because the primary grades could not have given the writer true answers on the questionnaires, and in high school the students are given a great deal of freedom in their art work without following closely the state course of study.

The questionnaire system has received considerable criticism from many educators, but there are many such studies as this one which cannot be completed satisfactorily without the usual routine of the questionnaire.

B. Validity of the Questionnaire

The questionnaire was developed after the writer had made personal contacts with pupils, teachers, school administrators, and people in public life. The sixth grade pupils of the Indiana State Laboratory School listed several activities they were interested in both in school and out of school, which was connected with their art work.

All of these questions were formulated under seven headings which the author believes cover the entire field of activities that the sixth grade child will have. The headings are as follows:

1. Leisure activities
2. Personal activities and artistic traits
3. School activities
4. Home activities
5. Vocational activities
6. Cultural activities
7. Views on art instruction

A short discussion of each of the seven headings used on the questionnaire will help the reader to understand the terms used.

1. Leisure activities. These activities pertain to the child's use of his knowledge, appreciation, attitudes, ideals, and skills in profitable and enjoyable leisure experiences for the enrichment of life.

2. Personal activities and artistic traits. This

was to be used in such a way as to find whether the child has put to use any of his native artistic traits on his own initiative.

3. School activities. This the writer considered as the child's actual activities in the school room.

4. Home activities. The questions on this section were an endeavor to find whether the child has an elementary ability to analyze critically situations in selections, uses, and arrangements of furniture, and any other materials used in equipping and adorning the home.

5. Vocational activities. This was to find whether the child has a general knowledge of important factors which contribute to man's needs, happiness, and progress in life.

6. Cultural activities. This was used in such a way as to discover whether the child has any direct aesthetic interest, and to find whether he has any ability to appreciate and enjoy beauty in nature and art.

7. Views on art instruction. This deals with the instruction which is now offered in art courses in the State of Indiana.

C. Preliminary Work

These questionnaires were sent over the state of Indiana in mimeographed form to art teachers, laymen, elementary grade teachers, and school administrators to be checked for the validity of each question. Sixty of these were sent. The persons addressed were asked to reject any questions that did not seem to be reliable and did not therefore belong to the section under which it was classified. The results from these check sheets were good. Forty-five were checked and returned, while seven were returned without being checked. This made a total of fifty-two out of sixty returned and only eight were not accounted for.

After the author had checked very closely the questionnaires which were returned and marked, it was decided to omit eleven questions in making the final questionnaires. The revised lists were given in large cities, small city or town, and rural school systems. The author attempted to have as nearly as possible papers evenly distributed in each of the three types of school systems. The total number of questionnaires from these three types of school systems was over six-hundred-and fifty.

In Appendix B will be found the first form of the questionnaire and the number of times each question was checked by the school administrators, art teachers, elementary teachers and laymen.

II. PRESENTATION OF DATA

A. Discussion of Tables and Conclusions

In the presentation of the data the author has constructed a table for each "yes" and "no" question in the questionnaire. The number and percentages of those who answered "yes or no" is given for each type of school system along with the totals and their percentages.

The author thought it necessary to write hints and suggestions that would be beneficial to art teachers in fulfilling the desires and preferences of the child. These follow each table. Each question and its answer were studied from several different angles in order that a correct interpretation of the pupils' viewpoints might be reached.

B. Leisure Activities

One of the most important factors that enter into the child's life is the use of his leisure time. There are numerous ways in which leisure activities can be colored by valuable art knowledge and materials. If the child is given the opportunity to make use of his leisure time in many of these useful activities it will inevitably carry over into future life.

The child's interest in window-shopping is one of the activities in this group. Table I gives the responses to this question.

TABLE I
THE NUMBER AND PERCENTAGES OF PUPILS
WHO LIKE TO WINDOW-SHOP AS
A LEISURE ACTIVITY

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	179	83.6	35	16.4
TOWN...	212	85.5	36	14.5
RURAL..	170	85	30	15
TOTALS.	561	84.4	101	15.6

It is shown in the above table that the city, town, and rural children enjoy window-shopping as a leisure activity.

There are many opportunities at hand for the art teacher to develop lessons teaching the child what to observe and what to look for when he window-shops. Lessons can be taught on the subject of color, balance and a practical knowledge of merchandise as the store windows display these elements.

The attention given to automobiles by pupils is shown in Table II.

TABLE II
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO ALWAYS NOTICE THE NEW
 TYPES OF AUTOMOBILES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	179	83.6	35	16.4
TOWN...	189	75.4	59	24.6
RURAL..	150	77.4	44	22.6
TOTALS.	518	78.9	138	21.1

This gives the art teacher a chance to discuss in class the automobile industry and its connection with one type of art. The teacher can explain to the class that designers are paid large sums of money for their ability to design the most beautiful car possible. With this type of stimulation the pupil is able to understand that there are many different fields of art which are of great importance instead of being only the field of fine art.

The building of bird houses is another leisure activity of the child in which he has an opportunity to construct something on his own initiative.

TABLE III
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO ARE INTERESTED IN BUILD-
 ING BIRD HOUSES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	111	51.8	103	48.2
TOWN...	120	48.3	128	51.7
RURAL..	107	53.5	93	46.5
TOTALS.	338	51.3	324	48.7

The percentage for the rural children is a little larger than that of the other two groups.

One of the best types of interest and stimulation comes from the child's activities outside of school hours. If the child is interested in building bird houses the teacher could stimulate him by teaching the different types of houses that we live in today. This knowledge can be transferred from the houses of people to the houses of birds. A contest may be arranged by the art teacher for the children in which a prize may be given to the child who designed or made the most modern bird house. This project should be one correlated with the work in industrial arts.

TABLE IV
THE NUMBER AND PERCENTAGES OF PUPILS
WHO ARE INTERESTED IN
MODEL AIRPLANES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	105	49	109	51
TOWN...	131	52.8	117	47.2
RURAL..	90	45	110	55
TOTALS.	326	49.2	336	50.8

Practically 50 per cent of the children have shown that they are interested in model airplanes.

The art teacher in arousing the interests of the child in airplanes could explain that the airplane industry is yet in its infancy. There are as many chances for art in the airplane industry as there are in the automobile industry.

TABLE V
THE NUMBER AND PERCENTAGES OF
PUPILS WHO MAKE MODEL
AIRPLANES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	67	31.4	147	68.6
TOWN...	56	22.5	192	77.5
RURAL..	45	22.5	155	77.5
TOTALS.	168	25.3	494	74.7

Only 25 per cent of the children have stated that they have made model airplanes, yet in answer to Question 4 practically 50 per cent have stated that they were interested in this project.

The art teacher could very easily help this situation by bringing into class pictures of airplanes and of model airplanes made by boys and girls. The teacher might also spend a few dollars and buy supplies for an entire class who were interested in this subject. A club could be formed which would meet a few minutes after school occasionally.

Table VI shows that the child would enjoy working with puppets.

TABLE VI
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO WOULD LIKE TO WORK
 WITH PUPPETS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	122	57	92	43
TOWN...	145	58.4	103	41.6
RURAL..	104	52	96	48
TOTALS.	371	56	291	44

Puppets make very interesting class projects. The art teacher could start each child on the preliminary steps of making a puppet, and after a few details are given the child will proceed on his own initiative. The pupil that has not been interested in puppets probably has the opinion that because the teacher has never given him a chance to make one it is too difficult for a child in the sixth grade. Such work as this becomes a valuable adjunct to certain phases of English and of History.

In the next table it is shown the percentage of pupils who have made puppets.

TABLE VII
 THE NUMBER AND PERCENTAGES
 OF PUPILS WHO HAVE
 MADE PUPPETS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	33	15.4	181	84.6
TOWN...	27	10.8	221	89.2
RURAL..	40	20	160	80
TOTALS.	100	15.1	562	84.9

In this survey it was found that only 15 per cent of the children have made puppets. In Table VI it is shown that 56 per cent of the children would enjoy making or working with puppets.

This gives the art teacher a chance to explain to the class that Tony Sarg, one of the greatest puppeteers in the world today, developed this skill as a hobby and later put it on a commercial basis. The class could, with the cooperation of the English teacher, write a short play and put on a puppet show of their own.

One of the important leisure activities of the child is that of reading the funny papers.

TABLE VIII
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO READ THE
 FUNNY PAPERS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	211	98.5	3	1.5
TOWN...	233	93.9	15	6.1
RURAL..	190	95	10	5
TOTALS.	634	95.7	28	4.3

Practically all of the children stated that they read the funny papers.

Here is a chance for the art teacher to give the child his chance to make his own comic strips. A few short interesting lessons could be worked out with the teacher's giving assistance when needed, but letting the child's imagination develop as fully as possible. Several children have stated that they learned "lessons" from the funny papers such as "crime doesn't pay", "do what your mother tells you", and "don't think you are too smart".

It is shown in Table IX that children apply their knowledge of color to everyday situations.

TABLE IX
 THE NUMBER AND PERCENTAGES OF PUPILS WHO
 APPLY THEIR KNOWLEDGE OF COLOR
 IN USE IN EVERYDAY LIFE

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	147	68.6	67	31.4
TOWN...	139	56	109	44
RURAL..	130	69.8	56	30.2
TOTALS.	416	64.1	232	35.9

It is a very interesting fact to find that nearly 65 per cent of those answering stated that they apply this knowledge of color which they have learned in school to everyday life situations.

Color should be taught in art in order that the child will be able to discriminate between good and bad color combinations and how to use them in everyday life. The art teacher should be very careful in his or her dress and in the use of color.

Kodak Clubs are of some interest to the child.

TABLE X
THE NUMBER AND PERCENTAGES OF
PUPILS INTERESTED IN
"KODAK CLUBS"

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	104	48	110	52
TOWN...	108	45.1	140	54.9
RURAL..	110	55	90	45
TOTALS.	322	48.6	340	51.4

A "Kodak Club" is an activity in which the art teacher can be of great assistance to the club members. Balance, proportion and good composition should be stressed in art classes. The club could then go on hikes after school or Saturdays and actually practice by taking snapshots. This type of work would also integrate with courses in nature study.

A majority of pupils like to take snapshots of interesting spots.

TABLE XI.
THE NUMBER AND PERCENTAGES OF PUPILS
WHO LIKE TO TAKE SNAPSHOTS
OF INTERESTING SPOTS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	148	69.1	66	30.9
TOWN...	210	84.6	38	15.4
RURAL..	165	87.7	23	12.3
TOTALS.	523	80.4	127	19.6

Eighty per cent of the pupils have shown that they are interested in taking snapshots.

If such procedure were practiced as is explained in connection with Table X, more children would automatically be drawn into the club. The teacher could even go so far as to explain the making and the use of "pin-hole" cameras.

Sixth grade children also enjoy making Christmas greetings as a leisure activity.

TABLE XII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO LIKE TO MAKE THEIR OWN
 CHRISTMAS GREETINGS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	185	86.4	29	13.6
TOWN...	174	72.9	74	27.1
RURAL..	140	77.7	40	22.3
TOTALS.	499	77.5	143	22.5

Twenty-seven per cent of the children have stated they like to make their own Christmas greetings.

Holidays always afford the art teacher a chance to give many interesting lessons. Lessons may be given in linoleum block printing, which is a very inexpensive way of making greetings. Linoleum blocks can be cut the size of a one-cent government postal card and the greeting can be printed directly upon the card.

Are home made greetings appreciated more than those bought? Table XIII shows the answers of the sixth grade pupils.

TABLE XIII

THE NUMBER AND PERCENTAGES OF PUPILS WHO
THINK HOME MADE GREETINGS ARE APPRE-
CIATED MORE THAN THOSE BOUGHT

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	154	71.9	60	28.1
TOWN...	157	63.3	91	36.7
RURAL..	125	63.7	71	36.3
TOTALS.	436	66.2	222	33.8

Sixty-six per cent have stated that they think home made greetings are appreciated more than the ones bought.

This is 11 per cent less than the ones who said they like to make their own Christmas greetings. An opportunity is at hand for the art teacher to bring about an appreciation of hand made articles as compared to the machine-made article. By doing this it will, no doubt, arouse the interest of the children in wanting to make greetings of their own.

Children like to draw and paint at home as a leisure activity. This is shown in Table XIV.

TABLE XIV
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO LIKE TO DRAW
 AND PAINT AT HOME

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	190	88.7	24	11.3
TOWN...	219	88.3	29	11.7
RURAL..	162	84.1	30	15.9
TOTALS.	571	87.3	83	12.7

Any activity in which the children enjoy doing at home on their own free will to the extent of 87 per cent is of great importance.

The art teacher should endeavor to stimulate this attitude and should consider the art work done at home by the child as of as much importance as that done at school. Exhibits should be held for the art work produced at home. In this way the interest of the child will be much greater if the teacher proves to the child that she is interested in what they have done at home. It also gives an opportunity for the teacher to grant them their preferences in a greater degree than has been done.

It is also true that some pupils enjoy more fully the art work done at home.

TABLE XV
 THE NUMBER AND PERCENTAGES OF PUPILS WHO
 SAY THEY FEEL MORE FREE DOING
 THEIR ART WORK AT HOME

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	132	61.6	82	38.4
TOWN...	161	65	87	35
RURAL..	120	63.8	68	36.5
TOTALS.	413	63.5	237	36.5

Many pupils have stated that they feel freer at home than in school when they are doing art work.

This attitude has perhaps been developed through the art teacher. Several pupils stated that the "teacher scared them". In the past the teacher has been the dominating one instead of the pupil. The teacher should be the leader, not the driver. By giving the child his preferences and letting the teacher be the guide this attitude of the child can be overcome in considerable measure.

The child gets much enjoyment in just looking at pictures and illustrations in books and magazines. This is shown in Table XVI.

TABLE XVI

THE NUMBER AND PERCENTAGES OF PUPILS WHO
ENJOY LOOKING THROUGH MAGAZINES AND
BOOKS JUST TO LOOK AT PICTURES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	183	85.5	31	14.5
TOWN...	218	87.8	30	12.2
RURAL..	162	85.2	28	14.8
TOTALS.	563	86.3	89	13.7

Eighty-six per cent of the children have stated they enjoy looking through magazines and books for the illustrations.

Here is an opportunity for the teacher to suggest another field in which art plays an important part at the present time. This is the field of advertising.

The sixth grade child enjoys cutting pictures from books and magazines. The next table shows the number who do this.

TABLE XVII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO LIKE TO CUT PICTURES
 FROM MAGAZINES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	174	80.8	40	19.2
TOWN...	225	90.6	23	9.4
RURAL..	179	89.9	22	10.1
TOTALS.	578	87.1	85	12.9

A large percentage of children have stated that they cut pictures from magazines to make collections of such materials and that they enjoy such work greatly.

The art teacher can explain to the class the value of a clipping file which may pertain to any field. A discussion of a clipping file and the classification of different kinds of pictures would be beneficial. The method of reproduction of magazine illustrations may be explained to the class.

Three-fourths of the pupils spend some of their leisure time at home doing art work.

TABLE XVIII
THE NUMBER AND PERCENTAGES OF PUPILS
WHO SPEND TIME AT HOME
DOING ART WORK

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	161	75.2	53	24.8
TOWN...	195	78.5	53	21.5
RURAL..	140	71.7	55	28.3
TOTALS.	496	75.4	161	24.6

Over 75 per cent have stated that they spend some of their play time at home doing some kind of art work. This is a large percentage and it is the duty of the art teacher to keep up the child's interest.

The teacher should improve it if possible and not do anything in the art class to "kill" that interest.

In the next table is shown the number of pupils who have made "tree-houses" as a leisure activity.

TABLE XIX
THE NUMBER AND PERCENTAGES OF
PUPILS WHO HAVE MADE
"TREE HOUSES"

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	78	36.4	136	63.6
TOWN...	83	35.4	165	64.6
RURAL..	65	33.5	129	66.5
TOTALS.	226	34.4	430	65.6

The largest number who have made "tree houses", naturally, were boys. This activity arises from the boy's own initiative. It is useful as a past-time for the child who enjoys it and it gives him an opportunity to use his own imagination.

Boats are of some interest to the child in the sixth grade.

TABLE XX
THE NUMBER AND PERCENTAGES OF
PUPILS WHO ARE INTER-
ESTED IN BOATS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	136	63.5	78	36.5
TOWN...	153	61.6	95	38.4
RURAL..	110	55.8	87	44.2
TOTALS.	399	60.5	260	39.5

Children in the cities have a little larger percentage of those who are interested in boats than those from the town or rural districts.

The children in Gary have a much better opportunity to observe boats since they are near one of the Great Lakes. It is up to the art teacher who is teaching in a locality where boats cannot be observed to bring in illustrations and perhaps models of boats.

TABLE XXI
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO WOULD ENJOY MAKING SMALL
 MODELS OF BOATS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	124	57.4	91	42.6
TOWN...	150	60.4	98	39.6
RURAL..	125	63.6	71	36.4
TOTALS.	399	60.5	260	39.5

The same number of pupils have stated that they would enjoy making small models of boats that stated they were interested in boats.

It is up to the art teacher to do as nearly as possible what has been stated under Table XX.

The child also spends some of his leisure activity in making toy automobiles. The data on this are found in Table XXII.

TABLE XXII
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE MADE
 TOY AUTOMOBILES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	47	21.9	167	78.1
TOWN...	63	25.4	185	74.6
RURAL..	55	27.5	145	72.5
TOTALS.	165	24.9	497	75.1

The making of toy automobiles is another activity of the child which is done through his desire to build something. This activity should be of use to the child in letting him construct something from his own imagination.

TABLE XXIII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO WOULD LIKE TO MAKE
 TOY AUTOMOBILES

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	96	44.8	118	55.2
TOWN...	120	48.3	128	51.7
RURAL..	100	50.5	98	49.5
TOTALS.	316	47.5	344	52.5

More than 23 per cent more children stated that they would enjoy making toy automobiles than those that have stated they have made them.

Table XXIV shows that the child enjoys making "false faces".

TABLE XXIV
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE MADE
 "FALSE FACES"

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	175	81.3	39	18.7
TOWN...	217	87.5	31	12.5
RURAL..	150	77.7	43	22.3
TOTALS.	542	82.7	113	17.3

Nearly 85 per cent of the pupils stated that they have made "false faces". This shows that the interest of the children in this activity is very high.

This affords the art teacher another holiday project in which several good lessons can be worked out. The making of false faces and masks from papier-maché give the class an opportunity to work in clay. The art teacher could bring into class illustrations of Benda masks which are considered the best of their kind. The teacher should make clear to the class that making "false faces" and masks is considered one of the leading fields in art.

Another interesting leisure activity for the child is the construction of wooden toys.

TABLE XXV
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE MADE
 WOODEN TOYS

UNIT I	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	112	52.3	102	47.7
TOWN...	122	49.5	126	50.5
RURAL..	100	50.5	98	49.5
TOTALS.	334	50.6	326	49.4

Over 50 per cent of the pupils have made wooden toys.

In the construction and making of wooden toys the child may learn many "social lessons" as well as developing his ability for construction. At Christmas time a project in the making of wooden toys may be stimulated by the art teacher. These toys may be worked on as group activities and then given to a reliable organization to distribute among the children of poorer communities. Too, the teacher could increase the interest of the children by bringing in hand-made wooden toys from Europe, which are famous the world over.

C. PERSONAL ACTIVITIES

A great number of people have stated that they know nothing about art and that it should be studied by only a small percentage of the people. The majority of people little realize that every time they purchase personal articles there are several of the art elements that enter into this activity. In the presentation of the data connected with Unit II, Personal Activities, the author has found that the child has many activities in his life that are directly related to art.

The first inquiry relating to the specific activities concerned is the number of pupils who have visited an art museum. Table XXVI gives the responses to this query.

TABLE XXVI
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE BEEN TO
 AN ART MUSEUM

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	48	22.4	166	77.6
TOWN...	78	31.4	170	68.6
RURAL..	56	28	144	72
TOTALS.	182	27.4	480	72.6

It is shown in the above table that only 27 per cent of the sixth grade children have ever been to an art museum.

With the percentage no larger than this it is likely that the children in the cities have not been stimulated to the extent that they will make visits to museums on their own initiative.

TABLE XXVII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO ENJOYED THEMSELVES AT
 THE ART MUSEUM

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	48	22.4	166	77.6
TOWN...	78	31.4	170	68.6
RURAL..	56	28	144	72
TOTALS.	182	27.4	480	72.6

Each one of the pupils who stated that he had been to an art museum also has stated that he enjoyed himself. Since this is true then there should be more opportunity for the child of this age to visit frequently art museums.

The child's interests at this age are indefinite if for a length of time he has not had the opportunity to fulfil them. If the child is taken to the museum he will find so many different things of interest there that he will want to repeat the visit. In this way he will develop an appreciation and interest which will gradually grow upon him year by year.

Costume designing is an important activity in which the children are interested.

TABLE XXVIII
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO WOULD ENJOY
 COSTUME DESIGNING

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	157	73.3	57	26.7
TOWN...	167	67.6	81	32.4
RURAL..	137	70.9	56	29.1
TOTALS.	461	70.3	194	29.7

Costume designing is another important field in art. The teacher should stress the different types of costumes and their uses. Many illustrations in beautiful colors should be at hand for the teacher's use. A very interesting project for this activity is the school pageant. The pageant may be written in connection with the pupils' English work and the costumes designed and made in their art work. Each activity of the pageant should never be a separate problem but a unity in which the entire pageant would be the children's own work with the teacher giving help when needed.

Table XXIX shows the number of pupils who are interested in beautiful buildings.

TABLE XXIX

THE NUMBER AND PERCENTAGES OF PUPILS WHO
NOTICE THE DIFFERENT BUILDINGS
AS TO THEIR BEAUTY

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	184	85.9	30	14.1
TOWN...	214	86.2	34	13.8
RURAL..	165	82.5	35	12.5
TOTALS.	563	85	99	15

Eighty-five per cent of the children have stated that they notice the different buildings with reference to their beauty.

The art teacher has a chance to explain how one can distinguish a beautiful building and a poorly designed one. Observation trips may be made by a group of children and the teacher on which they may talk and point out the beautiful buildings in their own community.

Old pictures which were painted a few hundred years ago are enjoyed by the sixth grade child. Table XXX shows the data gathered in connection with this activity.

TABLE XXX

THE NUMBER AND PERCENTAGES OF PUPILS WHO WOULD
WALK FIVE BLOCKS TO SEE AN OLD PICTURE
WHICH WAS PAINTED 300 YEARS AGO

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	203	94.8	11	5.2
TOWN...	222	89.5	26	10.5
RURAL..	185	92.5	15	7.5
TOTALS.	610	92.1	52	7.9

Over 92 per cent of the children have stated that they would walk a considerable distance to see an old picture. This interest is a desire which most of the children have never had a chance to fulfil.

If it is impossible for the child to get to a museum the teacher very easily may get a "traveling exhibition" by paying the freight charges. Many children stated that they were interested in old pictures because of "the beautiful color which lasted and stayed fresh for so long a time".

Beautiful pottery is appreciated by the pupils in the sixth grade. The data will be found in Table XXXI concerning this statement.

TABLE XXXI
THE NUMBER AND PERCENTAGES OF
PUPILS THAT APPRECIATE
BEAUTIFUL POTTERY

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	169	78.9	45	21.1
TOWN...	171	68.9	77	31.1
RURAL..	150	76.9	45	23.1
TOTALS.	490	74.5	167	25.5

Exhibits of plates, vases and pottery may be made by pupils under the guidance of the teacher. A school exhibit of these may be arranged by the children in their home room. This furnishes the teacher an opportunity to tell them of Rookwood Pottery and explain to them that all good pottery is modeled, shaped and designed by hand. In this way they will be able to appreciate things which they use in everyday life. It will also make them wiser buyers whether they will have much money or not. Many beautifully shaped vases can be bought very cheaply if one is able to choose well.

It is shown in the next table that the ability to appreciate beautiful pottery was not wholly learned in the child's school work.

TABLE XXXII

THE NUMBER AND PERCENTAGES OF PUPILS WHO
LEARNED TO APPRECIATE BEAUTIFUL
POTTERY IN SCHOOL

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	83	38.7	131	61.3
TOWN...	125	50.4	123	49.6
RURAL..	109	54.7	90	45.3
TOTALS.	317	47.9	344	52.1

It is shown in this table that the appreciation in this field has been neglected. Table XXXI shows that over 74 per cent appreciated beautiful pottery but less than 48 per cent of these learned this from their activity in school. If such a procedure were followed as stated under Table XXXI it would be possible to bring this appreciation to a much higher level.

TABLE XXXIII
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE BEEN
 TO A STYLE SHOW

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	89	41.5	125	58.5
TOWN...	114	45.9	134	54.1
RURAL..	66	33	134	67
TOTALS.	269	40.6	393	59.4

Only 40 per cent of the children at this age have been to a style show.

A style show is an ideal place for the teacher to take a class for an observation on beautiful color combinations. Here children are able to see the colors in clothing. Such observations serve as guides in the choice of clothing.

The child should be given a chance to attend stage shows. Table XXXIV proves that he is interested in this activity.

TABLE XXXIV
 THE NUMBER AND PERCENTAGES
 OF PUPILS WHO LIKE
 STAGE SHOWS

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	199	92.9	15	7.1
TOWN...	227	91.5	21	8.5
RURAL..	185	98.5	12	1.5
TOTALS.	611	94.3	48	5.7

Over 94 per cent of the children have stated that they enjoy stage shows.

Here is an opportunity for the teacher to explain how many different fields of art are combined into one big unit. Illustrators, designers, makers of masks, dress designers, and experts in color all have an equally important part in stage productions.

TABLE XXXV
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO CHOOSE THEIR
 OWN CLOTHING

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	139	64.9	75	35.1
TOWN...	129	52	119	48
RURAL..	133	66.6	67	33.4
TOTALS.	401	60.5	261	39.5

Parents do not think that children of the sixth grade level have the knowledge or ability to choose their own clothing. The art teacher may be of great assistance in this situation. Meetings after school hours may be held for parents who were interested in finding out what the child really knows. Educate the parent first.

Several pupils also have stated that a beautiful new school building would help them at school.

TABLE XXXVI

THE NUMBER AND PERCENTAGES OF PUPILS WHO HAVE STATED
THAT A BEAUTIFUL NEW SCHOOL BUILDING WOULD
MAKE THEM HAPPIER AT SCHOOL

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	157	73.3	57	26.7
TOWN...	161	64.9	87	35.1
RURAL..	146	74.1	51	25.9
TOTALS.	464	70.7	195	29.3

This table proves that a more beautiful environment at school would be of great help to the child in his class work.

Beautiful pictures are an asset to the child in his school environment. The data concerning this statement will be found in Table XXXVII.

TABLE XXXVII

THE NUMBER AND PERCENTAGES OF PUPILS WHO
THINK BEAUTIFUL PICTURES WOULD
HELP THEM AT SCHOOL

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	169	78.9	45	21.1
TOWN...	181	72.9	67	27.1
RURAL..	130	65.6	68	34.4
TOTALS.	480	72.7	180	27.3

Seventy-two per cent of the children stated that beautiful pictures help them at school.

It is possible to get beautiful prints at a very reasonable price now since the reproducing of pictures is modernized and almost perfect. The prints which would cost very little would more than pay for themselves by giving the child a more wholesome environment.

TABLE XXXVIII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO LIKE ATTRACTIVE
 NECK-TIES

UNIT II	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	162	75.7	52	24.3
TOWN...	194	78.3	54	21.7
RURAL..	120	62.5	72	37.5
TOTALS.	476	72.8	178	27.2

Over 72 per cent of the pupils have stated that they like attractive neck-ties.

This gives the art teacher an opportunity to stress color combinations that are attractive and ones that are not. A very good lesson may be worked out using neck-ties for the subject. The teacher may have the children bring to class a piece of material cut in the shape of a tie. Designs and patterns may be worked out upon these, using crayons as the medium. In this activity the teacher would be able to combine design, color, and appreciation all in the same lesson.

D. SCHOOL ACTIVITIES

The schools should always think and impress upon the child that he is a citizen. It is the duty of the school to present interesting activities to the child so that he will understand in his own way that he is one of the characters in the "drama" of life. The child should get a chance to fulfil some of his desires and preferences directly in the school room.

The number of pupils who stated that they enjoyed their art work in school will be found in Table XXXIX.

TABLE XXXIX

THE NUMBER AND PERCENTAGES OF PUPILS WHO
STATED THAT THEY ENJOYED THEIR
ART WORK IN SCHOOL

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	197	92	17	8
TOWN...	220	88.7	28	39.2
RURAL..	151	79.4	39	20.6
TOTALS.	568	87.1	84	12.9

It is shown in this table that art work in school is enjoyed by a large percentage in each school system. Pupils in the city enjoy their art work about thirteen per cent more than those in the rural communities. This is a very good basis to prove that the city system which has the regular art teacher can work out a more enjoyable art program.

There are more opportunities at hand for the art teacher in the city system to provide more stimulating activities for the child. If art teachers would consider the preferences of the children and be their helpers in class, the art program in all three systems would be enjoyed to a greater extent.

TABLE XL

THE NUMBER AND PERCENTAGES OF PUPILS
WHO LIKE TO DRAW PICTURES
OF PIONEER LIFE

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	148	69.1	66	30.9
TOWN...	151	60.8	97	39.2
RURAL..	122	61	78	39
TOTALS.	421	63.6	241	36.4

Integration in art with the other school subjects has been a cut-and-dried form in the majority of cases. Children would enjoy this integrated program much more if there were some goal to reach from the project they are working upon. It is possible for the social studies class in the school to study art at the same time. After children have a working knowledge of the customs, styles, habits, and life of the people they are studying, then a project such as making a frieze or mural for their class room would be enjoyed fully.

Another activity in the school in which the child would enjoy himself is the study of different styles of clothing.

TABLE XLI

THE NUMBER AND PERCENTAGES OF PUPILS WHO WOULD
ENJOY STUDYING THE DIFFERENT STYLES
OF CLOTHING IN THEIR ART WORK

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	104	48	110	52
TOWN...	129	52	119	48
RURAL..	102	52.3	93	47.7
TOTALS.	335	50.9	322	49.1

Over 50 per cent of the pupils have stated that they would enjoy studying the different styles of clothing.

If a class is studying about different styles in clothing it is the duty of the art teacher to instill an appreciation in the children. This is a useless activity unless a new and clear conception of it is not given to the pupils. The teacher may explain to the class that here is another field of art in which we are continually interested. Styles are always changing and there are many people who follow this work because of the interest in stylish clothing they developed during the earlier years. This should help to create a greater appreciation for the well-designed commercial product and cause a greater demand for more useful and attractive personal belongings.

TABLE XLII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO HAVE MADE POSTERS IN
 THEIR ART CLASS

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	144	67.2	69	32.8
TOWN...	218	87.9	30	12.1
RURAL..	160	80	40	20
TOTALS.	522	78.9	139	21.1

Practically 80 per cent of the children have made posters in their art work at school. This same number has stated in Table XLIII that they liked to make them. In connection with the following table will be found a suggestion as to how the teacher can stimulate more interest in posters.

TABLE XLIII
THE NUMBER AND PERCENTAGES OF
PUPILS WHO WOULD LIKE
TO MAKE POSTERS

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	151	70.5	63	29.5
TOWN...	205	82.6	43	17.4
RURAL..	153	81.3	35	18.7
TOTALS.	509	78.3	141	21.7

Over 78 per cent of the pupils have stated that they enjoy making posters.

After the few preliminary steps have been given to the class in poster making the class will proceed on its own momentum. Every year in this state there is an interesting poster contest in which many valuable prizes are given. The subjects are varied in this contest and the child can make any type of poster he desires. The contest furnishes competition and, of course, the child will want to do his best. Each one will have the desire to have the best. The art teacher should have several good examples of posters to show to the class.

Soap carving is another activity which the child has stated he enjoys.

TABLE XLIV
THE NUMBER AND PERCENTAGES OF PUPILS
WHO LIKE TO CARVE ANIMALS
OUT OF SOAP

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	156	72.8	58	27.2
TOWN...	171	68.9	77	31.1
RURAL..	133	66.5	66	33.5
TOTALS.	460	69.5	201	30.5

Over 69 per cent of the pupils stated they enjoy carving objects out of soap.

This is an activity in which the child can use his creative ability to the limit. It is possible to get an interesting exhibit from the Ivory Soap Company each year.

This company has a contest for people of all ages. For a few cents the child can buy a bar of soap for carving purposes. He will have the satisfaction of knowing he has something created by himself when he is finished carving. The art teacher may explain to the class that John Held, Jr. is one of the outstanding soap carvers and that he developed this ability as a leisure activity.

Table XLV shows that a large percentage of children think that art is more fun than their other subjects.

TABLE XLV

THE NUMBER AND PERCENTAGES OF PUPILS
WHO THINK ART IS MORE FUN THAN
THEIR OTHER SUBJECTS

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	181	84.5	33	15.5
TOWN...	175	72.1	73	27.9
RURAL..	158	79.7	40	20.3
TOTALS.	504	77.5	146	22.5

It is very interesting to find that over 77 per cent of the sixth grade pupils have stated that they enjoy art and think it is more fun than any other subject in school.

It is the duty of art teachers to present a program to the child in order to keep his interest in this subject as high as it now is.

TABLE XLVI

THE NUMBER AND PERCENTAGES OF PUPILS
WHO WOULD ENJOY MAKING RAG RUGS
IN THEIR ART CLASS

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	166	77.6	48	22.4
TOWN...	164	66.1	84	33.9
RURAL..	135	67.5	65	32.5
TOTALS.	465	70.2	197	29.8

This activity can easily be started in the art class and carried on outside of school hours. If the pupil is interested in this kind of work he should be given an opportunity to do it. The teacher should present problems in connection with this activity in order to stimulate the interest of more children.

In Table XLVII is shown the interest that the children would show in an integrated program of art and their reading matter.

TABLE XLVII

THE NUMBER AND PERCENTAGES OF PUPILS
WHO LIKE TO DRAW THINGS
THEY READ ABOUT

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	170	79.4	44	20.6
TOWN...	204	83.2	40	16.8
RURAL..	145	75.5	47	24.5
TOTALS.	519	79.8	131	20.2

Practically 80 per cent of the children have stated that they enjoy drawing something they have read about.

This gives another chance to correlate or integrate the child's reading with his art. Poems, stories, or plays make very interesting subject matter for this integrated program. It is not necessary to hold the child to the reading that he has done in school. The teacher should suggest that whenever a child does any drawing at home depicting something he has read during his leisure time that he bring it to school to be shown to the entire class.

TABLE XLVIII

THE NUMBER AND PERCENTAGES OF PUPILS WHO HAVE
STATED THAT THEIR TEACHER TELLS THEM WHAT
TO DO EVERY DAY IN ART CLASS

UNIT III	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	113	52.8	101	47.2
TOWN...	210	85.6	38	14.4
RURAL..	139	69.5	61	30.5
TOTALS.	462	69.8	200	30.2

In this table it is shown that city children have been given the most freedom towards their preferences in art classes. In the schools where the teacher sets the stage for creative work the child is not permitted to do as he likes without any assistance or help but the teacher is a guide for him in all of his activities.

E. HOME ACTIVITIES

In the home the child has many activities that are interesting to him. This requires some ability in being able to discriminate between good and bad taste in color and arrangement. There is no doubt but that most every one tries to have as an attractive a home as is possible within their financial limits. The child should be given a chance to show that he has the ability to choose many things for his home. An activity of this type for the girls would be choosing wall paper for the home.

Table XLIX shows the response from this query.

TABLE XLIX
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO HELP CHOOSE THE WALL-
 PAPER FOR THEIR HOME

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	89	41.6	125	58.4
TOWN...	77	31	171	69
RURAL..	81	42.5	110	57.5
TOTALS.	247	37.8	406	62.2

A very small per cent have stated that they are allowed to help choose the wall paper for their homes.

The art teacher has a two-fold task here. She must at first be able to have meetings with the parents and educate them so that they will be able to understand that the child at this age has a knowledge of good and bad design and the quality of paper which they are purchasing. She must also instil in the child the fact that he should have the ability to discriminate between quality and the price of the article..

TABLE I

THE NUMBER AND PERCENTAGES OF PUPILS WHO
HELP ARRANGE THE FURNITURE IN
THEIR OWN ROOM AT HOME

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	146	68.9	68	31.1
TOWN...	118	47.5	130	52.5
RURAL..	130	65.4	67	34.6
TOTALS.	394	59.7	265	40.3

A large number of pupils stated that they help arrange the furniture in their own room at home--more than are allowed to choose the wall-paper for their home.

Here is an opportunity for the teacher to present facts about balance, proportion and arrangement of furniture in rooms. Pupils would enjoy a visit to furniture stores to observe their display rooms. This would be very useful in the demonstration of these points.

TABLE LI

THE NUMBER AND PERCENTAGES OF PUPILS WHO
HELP ARRANGE THE FURNITURE IN
THE LIVING ROOM AT HOME

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	108	50.4	106	49.6
TOWN...	100	40.3	148	59.7
RURAL..	101	53.2	89	46.8
TOTALS.	309	47.3	343	52.7

A smaller percentage of pupils are allowed to arrange the furniture in the other rooms of their homes than those who are allowed to arrange their own rooms. The teacher's part in this activity is practically the same as in Table L.

Table LII is concerned with whether or not the child has an environment at home that will stimulate him in several of his activities.

TABLE LII

THE NUMBER AND PERCENTAGES OF PUPILS WHO HAVE
STATED THAT THEIR MOTHER HAD FLOWERS ON
THE DINNER TABLE OCCASIONALLY

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	122	57	92	43
TOWN...	126	50.8	120	49.2
RURAL..	108	57.7	79	42.3
TOTALS.	356	55	291	45

The arrangement of flowers in a vase is a minor activity to which the art teacher should direct some attention. Flowers help give an added touch of beauty to the home environment.

Table LIII shows that children have their own flower gardens at home.

TABLE LIII
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE HAD FLOWER
 GARDENS AT HOME

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	168	78.5	46	21.5
TOWN...	168	67.7	80	32.3
RURAL..	160	80	40	20
TOTALS.	496	74.9	166	25.1

It is shown in this table that the children of this grade have a desire to have beautiful surroundings. These children have stated that they have had flower gardens through their own desire and initiative.

TABLE LIV
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO LIKE TO MAKE THEIR PARENTS'
 CHRISTMAS GIFTS

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	200	93.3	14	6.7
TOWN...	213	85.8	35	14.2
RURAL..	175	87.5	25	12.5
TOTALS.	588	88.8	74	11.2

Eighty-eight per cent of the children enjoy making their parents' Christmas gifts.

This affords the art teacher many interesting holiday projects. It is the duty of the art teacher to find out from the child what type of gift he would like to make, then direct him in his work. Rag rugs, candle sticks, and large desk blotters designed according to the child's own wishes, are just a few of the many interesting inexpensive gifts that can be made by the child.

TABLE LV

THE NUMBER AND PERCENTAGES OF PUPILS WHO
CAN RECALL THE DESIGN ON THE HANDLE
OF A TABLE KNIFE AT HOME

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	136	63	78	37
TOWN...	137	55.2	111	44.8
RURAL..	112	56	88	44
TOTALS.	385	58.1	277	41.9

The design on the silver-ware is only one of the many phases of design with which the child comes in contact in his daily life. If the child were taught in such a way that he could realize the beauty that is not only in museums, he will come to appreciate more willingly the beautiful things which mean nothing to him at the present time.

TABLE LVI

THE NUMBER AND PERCENTAGES OF PUPILS WHO
HAVE HELPED THEIR MOTHERS CHOOSE
CURTAINS FOR THEIR HOMES

UNIT IV	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	85	39.7	129	61.3
TOWN...	80	32.2	168	67.8
RURAL..	67	33.5	133	66.5
TOTALS.	232	35	430	65

This is another of the many activities in which parents think that the child has no ability. If the child was given the opportunity to select the curtains he perhaps could make as good a selection as the parent. His instruction in color arrangement, balance and proportion that he has had in art class in school will be of great value in such cases.

F. VOCATIONAL ACTIVITIES

The child has many vocational activities in which art plays an important part. These activities give the child a chance to construct or make something that will contribute to his own personal needs, happiness and progress. Vocational activities will overlap to some degree both in the home and at school. These activities can also be stressed for the commercial values. Among these vocational activities one of the important ones is sewing.

Table LVII shows the number and percentage of pupils who can sew.

TABLE LVII
 THE NUMBER AND PERCENTAGES
 OF PUPILS WHO
 CAN SEW

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	168	78	47	22
TOWN...	190	76.6	58	23.4
RURAL..	150	75	50	25
TOTALS.	508	76.6	155	23.4

Practically the same number of pupils in each school system have shown that they can sew. This, of course, is an activity which has taken place in the home through the help of the child's mother. Very few schools, if any, have sewing for girls of this grade. This is an activity which is of great importance to the child but it can be developed to a greater extent at a later date.

TABLE LVIII
 THE NUMBER AND PERCENTAGES
 OF PUPILS WHO LIKE
 TO SEW

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	137	64	77	36
TOWN...	160	68.5	88	31.5
RURAL..	120	60.8	77	39.2
TOTALS.	417	63.3	242	36.7

It is possible to have a small amount of sewing in the art class. In the making of puppets which has been dealt with in an earlier chapter, the child needs to know a few fundamental facts of sewing. This falls back on the child's training in the home if it is done at this age. There are very few girls and, probably, boys who have not made doll clothes. This is the beginning step of this activity.

The construction of articles for the home out of tin cans is another vocational activity that is enjoyed by some of the pupils. Tables LIX and LX show the responses on this activity.

TABLE LIX

THE NUMBER AND PERCENTAGES OF PUPILS WHO
HAVE MADE ARTICLES OUT OF TIN
CANS FOR THEIR HOMES

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	104	48	110	52
TOWN...	76	30.6	172	69.4
RURAL..	70	35	130	65
TOTALS.	250	37.7	412	62.3

Thirty-seven per cent of the children have made articles out of tin cans for their homes.

The child has an opportunity to make something useful and to use his imagination in this activity. It is a very interesting fact to know that children in the cities have done this more than those from the town and rural communities. This is an activity in which the Industrial Arts are used to a good advantage.

TABLE LX

THE NUMBER AND PERCENTAGES OF PUPILS WHO
WOULD LIKE TO MAKE ARTICLES FOR
THEIR HOME OUT OF TIN CANS

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	120	56	94	44
TOWN...	104	41.8	144	58.2
RURAL..	94	48	106	52
TOTALS.	318	48	354	52

Forty-eight per cent of the pupils stated that they would like to make different objects out of tin cans but they have never had the chance to do so.

Coffee cans could be made more attractive by painting a design or border on them; these could then be used as a permanent fixture in the kitchen cabinet. This is only one of the many opportunities open for an enjoyable project which is inexpensive.

A few children have planned to make their living through some kind of art work. The number and percentages will be found in connection with Table LXI.

TABLE LXI

THE NUMBER AND PERCENTAGES OF PUPILS WHO ARE
PLANNING ON EARNING A LIVING THROUGH
SOME KIND OF ART WORK

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	61	28.4	153	71.6
TOWN...	52	20.9	196	79.1
RURAL..	38	19	162	81
TOTALS.	151	22.8	511	77.2

Children in this grade are looking ahead to the future and are already planning their own vocations. These certainly will be changed year by year, but it is up to the art teacher to show the child the many different fields that are connected directly with art. These have been discussed following several of the previous tables.

TABLE LXII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO HAVE MADE "BOOK-
 ENDS" AT SCHOOL

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	60	28	154	72
TOWN...	37	14.9	211	85.1
RURAL..	40	20.9	151	79.1
TOTALS.	137	21.1	516	78.9

This is another activity in which there should be a correlation with the Industrial Arts. This type of work would be much more successful in an integrated school program.

The making of "book-ends" is another activity in which some of the children will derive pleasure.

TABLE LXIII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO THINK THEY WOULD ENJOY
 MAKING "BOOK-ENDS"

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	116	54.2	98	45.8
TOWN...	89	35.8	159	64.2
RURAL..	82	41	118	59
TOTALS.	287	43.3	375	56.7

Over 43 per cent of the children have stated they would like to make book-ends but have not had the opportunity.

Some understanding could be arranged on a cooperative working plan between art teacher and Industrial Art teacher to take care of this activity.

TABLE LXIV
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO HAVE EVER MADE ANYTHING
 IN ART AND SOLD IT

UNIT V	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	50	23.3	164	76.7
TOWN...	26	10.4	222	89.6
RURAL..	20	10	180	90
TOTALS.	96	14.5	566	85.5

Fourteen per cent of the children stated that they have made something in art and sold it.

This is not the objective of public school art. But what little money was derived from these, may help stimulate the child in his art activities. If the art teacher has not stressed the money factor in her art class the mere mention of it may be the needed stimulant for some pupil.

G. CULTURAL ACTIVITIES

Practically every person has some direct aesthetic interests. These should be developed to a higher level of understanding and appreciation of the beauty in nature and art. Many activities with which the child comes into contact in every-day life are nothing more than minor cultural activities. These are the activities that make the child's life more enjoyable. The child should be given information and assistance which will help him develop a more cultural and likewise, a more educative life. The child's interest in beautiful pictures is only one of the activities in which he has an ability to gain a better cultural view point.

Table LXV shows the number of pupils who wear jewelry.

TABLE LXV
 THE NUMBER AND PERCENTAGES
 OF PUPILS WHO WEAR
 JEWELRY

UNIT VI	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	116	54.2	98	45.8
TOWN...	111	44.7	137	55.3
RURAL..	90	45.8	106	54.2
TOTALS.	317	48.2	341	51.8

The child at this age would enjoy seeing an exhibition of beautiful, hand-made jewelry. The art teacher has an opportunity to explain to the class that the right kind of ornaments help the appearance of a person.

Ability to appreciate beautiful pictures broadens the cultural life.

TABLE LXVI
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO ARE INTERESTED IN
 BEAUTIFUL PICTURES

UNIT VI	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	189	88.3	25	11.7
TOWN...	217	87.9	31	12.1
RURAL..	180	90	20	10
TOTALS.	586	88.5	76	11.5

Over 88 per cent of the pupils have stated that they were interested in beautiful pictures.

If a museum is not at hand for the child to visit then it is the duty of the art teacher to bring into school all the good pictures she can obtain. It is possible to get for a very small cost, many "traveling exhibitions" conducted by art museums and institutions throughout the country.

Watching a beautiful parade is a very interesting activity for the child. Table LXVII gives proof of this statement.

TABLE LXVII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO STATED THAT A BEAUTIFUL
 PARADE INTERESTED THEM

UNIT VI	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	192	89.7	22	11.3
TOWN...	199	80.2	49	19.8
RURAL..	162	81.8	36	18.2
TOTALS.	553	83.8	107	16.2

A beautiful parade furnishes the child many opportunities to stimulate the "aesthetic side of his life". Many children stated that they were interested in parades because of the beautiful colors seen. Several interesting lessons may be worked out after the class had gone to see a parade. The teacher may have the pupils draw and color a frieze or mural using the pupils' own interpretations of the parade.

Nearly every child enjoys watching rainbows. This is another one of the cultural activities to be considered important.

TABLE LXVIII
 THE NUMBER AND PERCENTAGES
 OF PUPILS WHO LIKE TO
 WATCH RAINBOWS

UNIT VI	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	194	90.6	20	9.4
TOWN...	237	96.3	11	3.7
RURAL..	188	94	12	6
TOTALS.	620	93.6	42	6.4

Ninety-three per cent of the pupils enjoy watching rainbows. This is proof enough that the child at this age has an interest in beautiful color combinations, in this case, created by a power higher than man. The majority stated that they enjoyed watching rainbows but did not know why.

Rainbows are just one of the many things that thrill one; yet we cannot explain our reactions to others.

H. VIEWS ON ART INSTRUCTION

In this survey the author went directly to the children, to find out which of the many activities suggested are preferences and probable needs. In the same way there is value in having the pupil express his ideas concerning the relation of interest and of instruction in art courses. In this unit it was possible to get the pupils attitudes towards the activities in their art class.

The first of these inquiries was to find out from the pupils if they could do better art work if they were left alone with their own ideas. Table LXIX gives the responses for this query.

TABLE LXIX

THE NUMBER AND PERCENTAGES OF PUPILS WHO THINK THEY
COULD DO BETTER ART WORK IF THEY WERE
LEFT ALONE WITH THEIR OWN IDEAS

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	132	61.6	72	38.4
TOWN...	173	70.5	73	29.5
RURAL..	128	64	72	36
TOTALS.	433	66.6	217	33.4

Over 66 per cent of the pupils have stated they could do better work if they were left alone with their own ideas; but the teacher should be a guide and a helper.

One of the biggest faults in our schools is that the child is too fully dominated by the teacher. The child does not have his chance to create. The child must have more freedom.

It is very interesting to find that the art work in the school is interesting to the sixth grade child.

TABLE LXX

THE NUMBER AND PERCENTAGES OF PUPILS WHO
STATED THAT THE ART WORK THEY ARE
NOW HAVING IS INTERESTING

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	197	92	17	8
TOWN...	198	79.8	50	20.2
RURAL..	124	67.3	60	32.7
TOTALS.	519	80.3	127	19.7

It is noteworthy that 80 per cent of the pupils think that the art they are now having is interesting. The percentage of children in the city schools who stated that their art work is interesting is 25 per cent greater than those in the rural schools. This difference is in a large degree due to the lack of emphasis on art in rural schools as a whole.

The type of art that the child is now having is thought by the child to be helpful to him.

TABLE LXXI

THE NUMBER AND PERCENTAGES OF PUPILS WHO
STATED THAT THE ART WORK THEY ARE
NOW HAVING IS HELPFUL TO THEM

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	183	85.5	31	14.5
TOWN...	186	75	62	25
RURAL..	135	72.3	50	27.7
TOTALS.	504	77.8	143	22.2

Seventy-seven per cent of the children in all three of the school systems have stated that the art they are now having is helpful. Then, by going to the child and finding his preferences and probable art needs and giving to him an art program built upon a sound working knowledge of interests, it will be possible to raise this percentage in a short time. Of course it must still be conceded that there are a few who can profit in only a small way through art.

The sixth grade child also would enjoy a class in dress design at school. The data gathered for this is found in Table LXXII.

TABLE LXXII

THE NUMBER AND PERCENTAGES OF PUPILS WHO THINK THEIR PARENTS WOULD LIKE FOR THEM TO HAVE A CLASS IN DRESS DESIGN AT SCHOOL

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	148	69.1	66	30.9
TOWN...	174	70.1	74	29.9
RURAL..	147	75.7	47	24.3
TOTALS.	469	71.5	187	28.5

A class in dress design may be offered, the objectives being that of giving the child a knowledge of what type clothes he looks well in. Each pupil could observe every other pupil and make constructive criticisms as well as he is capable of doing.

TABLE LXXIII
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO HAVE MADE
 POTTERY AT SCHOOL

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	42	19.6	172	80.4
TOWN...	61	24.5	187	75.5
RURAL..	62	31	138	69
TOTALS.	165	24.9	497	75.1

Only 24 per cent of the children who took part in this survey have ever made pottery in school.

Clay modeling is an activity in which the sixth grade child has had but very little opportunity to engage in. Nothing fine could be expected out of this activity but it would again give the child a chance to fulfil his desire to make something.

Table LXXIV is proof that the children would like to make pottery in school.

TABLE LXXIV
THE NUMBER AND PERCENTAGES OF PUPILS
WHO WOULD LIKE TO MAKE
POTTERY IN SCHOOL

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	177	84.5	37	15.5
TOWN...	207	83.4	41	16.6
RURAL..	160	82	35	18
TOTALS.	544	82.8	113	17.2

A comparison of this table with Table LXXIII will show that 58 per cent more of the pupils who have never made pottery in school would like to do this. Since this percentage is so great there surely would be no doubt that this activity would be highly beneficial to the child.

Table LXXV shows the number of pupils who would like to have more time for art in school.

TABLE LXXV
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO WOULD LIKE TO HAVE MORE
 TIME FOR ART IN SCHOOL

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	189	88.3	25	11.7
TOWN...	220	88.7	28	11.3
RURAL..	170	85	30	15
TOTALS.	579	87.4	83	12.6

Eighty-seven per cent of the children stated that they would like to have more time for art. The author was extremely happy to find that the interests of the children are so varied in this field. This is proof enough that the subject itself adds many happy minutes to school work.

TABLE LXXVI

THE NUMBER AND PERCENTAGES OF PUPILS WHO
HAVE STATED THAT THEIR TEACHER HAD
FLOWERS ON HER DESK QUITE OFTEN

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	139	64.9	75	35.1
TOWN...	139	56	109	44
RURAL..	147	75	49	25
TOTALS.	425	64.6	233	35.4

Putting a vase of flowers on the desk or some location in the school room is only one of the many things which helps give the child a richer school environment. Many think this is useless but the author is quite certain this and comparable activities are appreciated by the children.

TABLE LXXVII

THE NUMBER AND PERCENTAGES OF PUPILS WHO
HAVE STATED THAT THEIR PARENTS THINK
ART IS A WORTH-WHILE SUBJECT

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	186	86.9	28	13.1
TOWN...	203	85.8	45	14.2
RURAL..	157	82.6	33	17.4
TOTALS.	546	82.7	106	17.3

This is another fact substantiating the authors belief that art is a worth-while subject. Eighty-two per cent of the children have stated that their parents think art is a worth-while subject. The art teacher may thus render a most worth-while service by keeping an art program before parents as well as before children.

TABLE LXXVIII

THE NUMBER AND PERCENTAGES OF PUPILS
WHO COPY PICTURES IN THEIR
ART WORK AT SCHOOL

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	98	45.8	116	54.2
TOWN...	126	50.8	120	49.2
RURAL..	110	55.8	87	44.2
TOTALS.	334	50.8	323	49.2

One-half of the pupils in Indiana schools copy pictures in their art class.

This is not an art activity in which the child produces his best work. There are many other types of activities which present more interesting materials and methods to the pupil and which therefore are sources of greater growth. Several of these have been mentioned throughout this study under each table.

TABLE LXXIX
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO COPY CARTOONS
 IN THEIR ART CLASS

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	51	23.3	163	76.7
TOWN...	37	14.9	211	85.1
RURAL..	37	18.5	162	81.5
TOTALS.	125	18.9	536	81.1

Only about 19 per cent of the pupils have stated that they copy cartoons in their art class. The same can be said for this table as was stated under Table LXXVIII. As long as only 19 per cent of these pupils are required or are permitted to copy cartoons in art class that is not a serious matter.

If any child desires to produce his own cartoons, then he should have that desire fulfilled to the extent that he makes original characters. The author found in one school he visited several cartoons on the bulletin board. These were made by a boy in the sixth grade of that school. This teacher was "alive". She kept the boy's interest high because she was giving him definite encouragement.

TABLE LXXX

THE NUMBER AND PERCENTAGES OF PUPILS
WHO LIKE TO DRAW FIGURES OF
CHILDREN IN OTHER LANDS

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	128	59.8	86	40.2
TOWN...	183	73.7	65	26.3
RURAL..	146	74.4	50	25.6
TOTALS.	457	69.4	201	30.6

Here is another opportunity to integrate the social studies and art. Over 69 per cent of the pupils enjoy drawing figures of children of other lands.

Over 90 per cent of the pupils think art is a worthwhile subject. This is shown in Table LXXXI.

TABLE LXXXI
 THE NUMBER AND PERCENTAGES OF
 PUPILS WHO THINK ART IS A
 WORTH-WHILE SUBJECT

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	207	96.7	7	3.3
TOWN...	227	91.5	21	8.5
RURAL..	158	82.7	33	17.3
TOTALS.	592	90.6	61	9.4

Over 90 per cent of the pupils in the sixth grade have stated that they think art is a worth-while subject.

Any subject that is considered as having this value should be developed in all ways. An art program based on the interests of the child will be a valuable contribution.

Table LXXXII shows the number of pupils who think art should be put out of the schools.

TABLE LXXXII
 THE NUMBER AND PERCENTAGES OF PUPILS
 WHO THINK ART SHOULD BE
 PUT OUT OF SCHOOL

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	7	3.3	207	96.7
TOWN...	18	7.2	230	92.8
RURAL..	29	14.7	168	85.3
TOTALS.	54	8.2	605	91.8

This table shows that only 8 per cent of the pupils think that art should not be taught in the schools.

This is still more proof that the subject is worthwhile and should be given much consideration by school administrators and by the entire teaching profession.

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TABLE LXXXIII

THE NUMBER AND PERCENTAGES OF PUPILS WHO HAVE STATED
THAT THEIR ART TEACHER PERMITS THEM TO
CHOOSE THEIR SUBJECTS TO DRAW

UNIT VII	YES		NO	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
CITY...	143	66.2	71	33.8
TOWN...	74	29.8	174	70.2
RURAL..	101	53.6	87	46.4
TOTALS.	318	48.9	332	51.1

Forty-eight per cent of the pupils have stated that their art teacher permits them to choose their subjects to draw.

The teacher should give the child a choice of subjects. This does not mean that the teacher should step out of the picture, but she should allow the child to move under his own power so long as he can do so. A good teacher is able to tell when the child needs help. She should be a leader, but one who keeps out of sight much of the time.

III. SUMMARY

According to the data gathered from sixth grade children in this survey, it is found that art is a worth-while subject in the school curriculum. The parents of over 82 per cent of the sixth grade children who took part in this study also think that art is of great benefit to the child. Since this is true, then it is the duty of art educators and teachers to combine the desires of the child into an art program that is far richer than many of them are now.

One of the big handicaps to an art program is the time element. It was found in this survey that the time given to art ranges from one hour per day to no art at all in the school. The average length of time devoted to art in the sixth grade of the schools in which this survey was made is twenty-seven minutes per day. Twenty-seven minutes per day seems to be a very small amount of time spent by the child in a subject that is directly related to nearly all of his activities in life. The various tables and conclusions in the body of the thesis seem to substantiate the above conclusion.

It is the duty of all art teachers and supervisors to institute an art program of such quality that both patrons and administrators agree upon the values of such a program. This can be done if all the preferences of the child are given such a degree of consideration that the art work becomes child-centered instead of being primarily art-centered.

Another deficiency in the present art program as the author

saw it in making this survey is the lack of space in which a good school program in art could be carried on. Few schools have been built with planned art rooms. Too often art classes are tucked into open spaces. If the child desires to work on the floor and he feels more free doing this, then he should be permitted to do so.

It has been stated in the Introductory Chapter that a course of study has a place in the school program if constructed by the best methods. A course of study should be so constructed that the material in it will be a benefit to the young teacher in carrying out her plans. It should consist of a suggestive list of activities showing how the many preferences of the child can be utilized. These suggestions should be a stimulation to the teacher in order that she may develop other methods of approach. The author is quite sure that a large percentage of art teachers would appreciate helpful hints and suggestions in order to give the child these activities in a worth-while manner. Many teachers told the author that they were always trying to decide for themselves what the child would like to do and how she could present it to them in an interesting manner. With a course of study constructed in such a way, "wandering around in the dark" would be eliminated.

Many of the art activities should grow out of other subject matter. There are many activities that offer a greater opportunity for the child to do what he likes to do other than the hackneyed class-room work. A program should be so arranged

that the teacher will indirectly develop in the child an understanding of the art principles and elements and yet permit the child to accomplish these through avenues more interesting to him.

The education that teachers give to the child should not mean memorization and "poll parrot" answers. It should be an ability to fit the child into the world. This will make life more worth living for each individual. It is up to the teachers of art to give to the pupils these things which are the realities of life. The teacher should not drop out of the picture entirely; she should be a helper or a guide and not a destructive force in the class room. She should be able to realize when she is needed for help by the child. In conclusion then the art education program of the schools should help each child to the limits of his talents in the art fields.

1. It should help him grow in creative power, and so to fulfil his desires and ideas by the use of any art medium.
2. It should be able to help him see, recognize, and appreciate beauty which lies about him throughout life.
3. It should make him able to select and discriminate between good and bad in his buying of home or personal articles.
4. And last but not least it should furnish pleasure and enjoyment.

IV. APPENDIX

A. Final Form of Questionnaire Given to the Sixth Grade Child

LEISURE ACTIVITIES

1. Do you window shop (choosing clothes you would like to own)? Yes (); No ().
2. Do you always notice the new types of automobiles? Yes (); No ().
3. Are you interested in building bird houses? Yes (); No ().
4. What things do you collect (as a hobby)?
5. Are you interested in model airplanes? Yes (); No ().
6. Do you make model airplanes? Yes (); No ().
7. Do you like to work with puppets? Yes (); No ().
8. Have you ever made a puppet? Yes (); No ().
9. Do you read the "funny papers"? Yes (); No ().
10. If so, what have you learned from them?
11. Do you ever apply the knowledge of color which you have learned in art class to anything in everyday life? Yes (); No ().
12. State clearly what you use it for.
13. Are you interested in "Kodak" Clubs? Yes (); No ().
14. Do you like to take snapshots of interesting spots? Yes (); No ().

15. Do you like to make your own Christmas greetings?
Yes (); No ().
16. Do you think homemade greetings are appreciated more than those which are bought? Yes (); No ().
17. Do you like to draw and paint at home? Yes (); No ().
18. Do you feel freer when you are doing your art work at home than at school? Yes (); No ().
19. For either answer tell why.
20. Do you like to look through magazines and books just to look at the pictures? Yes (); No ().
21. Do you ever cut pictures from magazines? Yes (); No ().
22. Do you spend any of your play time at home doing art work? Yes (); No ().
23. What kind of art work do you do at home?
24. Did you ever make "tree houses"? Yes (); No ().
25. Are you interested in boats? Yes (); No ().
26. Would you enjoy making a small model of some large boat?
Yes (); No ().
27. Did you ever make toy automobiles? Yes (); No ().
28. Do you like to do this? Yes (); No ().
29. Have you ever made a "false face"? Yes (); No ().
30. Why?
31. Have you ever made wooden toys? Yes (); No ().

PERSONAL ACTIVITIES AND ARTISTIC TRAITS

1. Have you ever been to an art museum? Yes (); No ().

2. Why did you go?
3. Did you enjoy yourself at the art museum? Yes ();
No ().
4. Do you enjoy costume designing? Yes (); No ().
5. Do you notice different buildings as to their beauty?
Yes (); No ().
6. If you had a chance to walk five blocks to see an old
picture which was painted 300 years ago, would you go?
Yes (); No ().
7. Why?
8. Can you appreciate beautiful pottery? Yes (); No ().
9. Did you learn this in school? Yes (); No ().
10. Have you ever been to a style show? Yes (); No ().
11. Why did you go?
12. Do you like stage shows? Yes (); No ().
13. Do you choose your own clothing? Yes (); No ().
14. On what basis do you choose them?
15. Would a beautiful new school building make you happier
at school? Yes (); No ().
16. Do you think beautiful pictures help you at school?
Yes (); No ().
17. In what way would they help you?
18. Do you like attractive neckties? Yes (); No ().

SCHOOL ACTIVITIES

1. Do you enjoy your art work in school? Yes (); No ().

2. State why you do or do not enjoy it.
3. Do you like to draw pictures of pioneer life? Yes ();
No ().
4. Would you enjoy studying the different styles of clothing
in your art work? Yes (); No ().
5. If so, why?
6. Have you ever made posters in your art class? Yes ();
No ().
7. Do you like to make posters? Yes (); No ().
8. Why or why not?
9. Do you like to carve animals, etc. out of soap? Yes ();
No ().
10. Is art more fun than your other subjects? Yes ();
No ().
11. Would you enjoy making rag rugs at school to use in your
home? Yes (); No ().
12. Do you like to draw things you read about? Yes ();
No ().
13. Does your teacher tell you what to do every day in art?
Yes (); No ().

HOME ACTIVITIES

1. Do you help choose the wall paper for your room at
home? Yes (); No ().
2. What guides do you use in choosing wall paper?
3. Did you help arrange the furniture in your own room at
home? Yes (); No ().

4. Do you help arrange the furniture in the living room at home? Yes (); No ().
5. Does your mother have flowers on the dinner table occasionally? Yes (); No ().
6. Why should she put flowers on the dinner table?
7. What have you ever done at home to help beautify the house?
8. What have you ever done to help beautify the yard?
9. Have you ever had a flower garden at home? Yes (); No ().
10. Was it your own idea, or that of someone else in the family?
11. Do you like to make your parents' Christmas gifts? Yes (); No ().
12. Can you recall the design on the handle of a table knife which you have used at home? Yes (); No ().
13. Have you ever helped mother choose curtains for your home? Yes (); No ().
14. On what basis did you choose them?

VOCATIONAL ACTIVITIES

1. Can you sew? Yes (); No ().
2. Do you like to sew? Yes (); No ().
3. Have you ever made things for your home out of tin cans? (such as sugar cans, baskets, etc.) Yes (); No ().
4. Do you enjoy this work? Yes (); No ().

5. Are you planning to earn your living through some kind of art work? Yes (); No ().
6. Have you ever made book ends out of wood or metal? Yes (); No ().
7. Is this interesting work? Yes (); No ().
8. Have you ever made anything in art and sold it? Yes (); No ().

CULTURAL ACTIVITIES

1. If trees are beautiful to you, why so?
2. Would you prefer to eat from a beautifully designed plate or from a plain one?
3. Explain why you answered question 2 as you did.
4. Do you wear jewelry? Yes (); No ().
5. Why do you like it?
6. Are you interested in beautiful pictures? Yes (); No ().
7. Why or why not? (briefly stated)
8. Why do you think autumn leaves are beautiful?
9. Does a beautiful parade interest you? Yes (); No ().
10. State why.
11. Would you rather have a photograph of yourself, or a good drawing of yourself made by an artist?
12. Why?
13. Why do you enjoy a beautiful sunset?
14. Do you like to watch rainbows? Yes (); No ().

VIEWS ON ART INSTRUCTION

1. If you were left alone with ideas of your own, do you think you could do better drawing and coloring in your art work? Yes (); No ().
2. What do you think you need most in your art class to help you?
3. Is the art you are now having interesting? Yes (); No ().
4. Is the art you are now having helpful to you? Yes (); No ().
5. In exactly what ways is it helpful?
6. Do you think your parents would like for you to have a class in dress design at school? Yes (); No ().
7. Have you ever made pottery at school? Yes (); No ().
8. If so, did you enjoy it? If not, do you think you would enjoy it? Yes (); No ().
9. Would you like to have more time for art in school? Yes (); No ().
10. How much time are you given in school for art? State minutes each day.
11. Does your teacher often have flowers on her desk? Yes (); No ().
12. Do your parents think art is a worth while subject? Yes (); No ().
13. State clearly why or why not.
14. In your art work at school, do you copy pictures? Yes (); No ().

15. Do you copy cartoons in art class? Yes (); No ().
16. Do you like to draw figures of children of other lands and to color these figures? Yes (); No ().
17. Why?
18. Do you think art is a worth while subject? Yes (); No ().
19. Do you think art should be put out of school? Yes (); No ().
20. If so, why? If not, why not?
21. Does your drawing teacher permit you to choose your subjects? Yes (); No ().

B. First Form of Questionnaire Showing
 Number of Times Each Question
 Was Checked

Questions underlined in red were omitted in the final questionnaire.

LEISURE ACTIVITIES

- 2 1. Do you window shop (choosing clothes you would like to own)? Yes (); No ().
- 0 2. Do you always notice the new types of automobiles? Yes (); No ().
- 0 3. Are you interested in building bird houses? Yes (); No ().
- 10 4. Do you enjoy whittling? Yes (); No ().
- 10 5. Why?
- 0 6. What things do you collect (as a hobby)?
- 0 7. Are you interested in model airplanes? Yes (); No ().
- 0 8. Do you make model airplanes? Yes (); No ().
- 4 9. Do you like to work with puppets? Yes (); No ().
- 3 10. Have you ever made a puppet? Yes (); No ().
- 2 11. Do you read the "funny papers"? Yes (); No ().
- 4 12. If so, what have you learned from them?
- 4 13. Do you ever apply the knowledge of color which you have learned in art class to anything in everyday life? Yes (); No ().
- 2 14. State clearly what you use it for.

- 6 15. Are you interested in "Kodak" Clubs? Yes ();
No ().
- 3 16. Do you like to take snapshots of interesting spots?
Yes (); No ().
- 1 17. Do you like to make your own Christmas greetings?
Yes (); No ().
- 4 18. Do you think homemade greetings are appreciated
more than those which are bought? Yes (); No ().
- 1 19. Do you like to draw and paint at home? Yes ();
No ().
- 3 20. Do you feel freer when you are doing your art work
at home than at school? Yes (); No ().
- 2 21. For either answer tell why.
- 1 22. Do you like to look through magazines and books
just to look at the pictures? Yes (); No ().
- 0 23. Do you ever cut pictures from magazines? Yes ();
No ().
- 0 24. Do you spend any of your play time at home doing art
work? Yes (); No ().
- 0 25. What kind of art work do you do at home?
- 6 26. How do you spend your leisure time outside of school?
- 5 27. Did you ever make "tree houses"? Yes (); No ().
- 1 28. Are you interested in boats? Yes (); No ().
- 0 29. Would you enjoy making a small model of some large
boat? Yes (); No ().
- 0 30. Did you ever make toy automobiles? Yes (); No ().
- 0 31. Do you like to do this? Yes (); No ().

- 0 32. Have you ever made a "false face"? Yes (); No ().
- 4 33. Why?
- 0 34. Have you ever made wooden toys? Yes (); No ().

PERSONAL ACTIVITIES AND ARTISTIC TRAITS

- 1 1. Have you ever been to an art museum? Yes ();
No ().
- 3 2. Why did you go?
- 3 3. Did you enjoy yourself at the art museum? Yes ();
No ().
- 6 4. Do you enjoy costume designing? Yes (); No ().
- 0 5. Do you notice different buildings as to their beauty?
Yes (); No ().
- 12 6. Do you notice different buildings as to the elements
of ugliness embodied? Yes (); No ().
- 9 7. What makes a building beautiful?
- 12 8. How can you tell a Dutch Colonial house from a New
England Colonial house?
- 9 9. Where did you learn the difference between these
two houses?
- 3 10. If you had a chance to walk five blocks to see an
old picture which was painted 300 years ago, would
you go? Yes (); No ().
- 1 11. Why?
- 0 12. Can you appreciate beautiful pottery? Yes ();
No ().
- 0 13. Did you learn this in school? Yes (); No ().

- 3 14. Have you ever been to a style show? Yes ();
No ().
- 3 15. Why did you go?
- 2 16. Do you like stage shows? Yes (); No ().
- 3 17. Do you choose your own clothing? Yes (); No ().
- 5 18. On what basis do you choose them?
- 0 19. Would a beautiful new school building make you
happier at school? Yes (); No ().
- 0 20. Do you think beautiful pictures help you at school?
Yes (); No ().
- 1 21. In what way would they help you?
- 2 22. Do you like attractive neckties? Yes (); No ().

SCHOOL ACTIVITIES

- 0 1. Do you enjoy your art work in school? Yes ();
No ().
- 0 2. State why you do or do not enjoy it.
- 1 3. Would you rather have more time for art? Yes ();
No ().
- 1 4. Write briefly the reason for your answer to question
3.
- 0 5. Do you like to draw pictures of pioneer life?
Yes (); No ().
- 3 6. Would you enjoy studying the different styles of
clothing in your art work? Yes (); No ().
- 0 7. If so, why?
- 0 8. Have you ever made posters in your art class?
Yes (); No ().

- 0 9. Do you like to make posters? Yes (); No ().
- / 10. Why or why not?
- / 11. Do you like to carve animals, etc. out of soap?
Yes (); No ().
- / 12. Is art more fun than your other subjects? Yes ();
No ().
- / 13. Would you enjoy making rag rugs at school to use in
your home? Yes (); No ().
- 0 14. Do you like to draw things you read about? Yes ();
No ().
- 0 15. Does your teacher tell you what to do every day in
art? Yes (); No ().

HOME ACTIVITIES

- 2 1. Do you help choose the wall paper for your room at
home? Yes (); No ().
- 2 2. What guides do you use in choosing wall paper?
- 2 3. Did you help arrange the furniture in your own
room at home? Yes (); No ().
- 3 4. Do you help arrange the furniture in the living
room at home? Yes (); No ().
- 0 5. Does your mother have flowers on the dinner table
occasionally? Yes (); No ().
- 1 6. Why should she put flowers on the dinner table?
- 0 7. What have you ever done at home to help beautify
the house?

- 0 8. What have you ever done to help beautify the yard?
- 0 9. Have you ever had a flower garden at home? Yes ();
No ().
- 0 10. Was it your own idea, or that of someone else in the
family?
- 1 11. Do you like to make your parents' Christmas gifts?
- 5 12. Can you recall the design on the handle of a table
knife which you have used at home? Yes (); No ().
- 0 13. Have you ever helped mother choose curtains for your
home? Yes (); No ().
- 0 14. On what basis did you choose them?

VOCATIONAL ACTIVITIES

- 1 1. Can you sew? Yes (); No ().
- 1 2. Do you like to sew? Yes (); No ().
- 8 3. Are you interested in printing? Yes (); No ().
- 8 4. In what type of printing are you interested?
- 2 5. Have you ever made things for your home out of tin
cans (such as sugar cans, baskets, etc.)? Yes ();
No ().
- 0 6. Do you enjoy this work? Yes (); No ().
- 5 7. Are you planning to earn your living through some
kind of art work? Yes (); No ().
- 0 8. Have you ever made book ends out of wood or metal?
Yes (); No ().
- 0 9. Is this interesting work? Yes (); No ().

- 1 10. Have you ever made anything in art and sold it?
Yes (); No ().

CULTURAL ACTIVITIES

- 1 1. If trees are beautiful to you, why so?
- 5 2. Would you prefer to eat from a beautifully designed plate or from a plain one?
- 4 3. Explain why you answered question 2 as you did.
- 0 4. Do you wear jewelry? Yes (); No ().
- 0 5. Why do you like it?
- 0 6. Are you interested in beautiful pictures? Yes ();
No ().
- 2 7. Why or why not? (briefly stated)
- 0 8. Why do you think autumn leaves are beautiful?
- 0 9. Does a beautiful parade interest you? Yes ();
No ().
- 2 10. State why.
- 0 11. Would you rather have a photograph of yourself, or
a good drawing of yourself made by an artist?
- 1 12. Why?
- 1 13. Why do you enjoy a beautiful sunset?
- 0 14. Do you like to watch rainbows? Yes (); No ().

VIEWS ON ART INSTRUCTION

- 2 1. If you were left alone with ideas of your own, do
you think you could do better drawing and coloring
in your art work? Yes (); No ().

- 1 2. What do you think you need most in your art class to help you?
- 0 3. Is the art you are now having helpful to you?
Yes (); No ().
- 0 4. Is the art you are now having interesting? Yes ();
No ().
- 0 5. In exactly what way?
- 4 6. Do you think your parents would like for you to have a class in dress design at school? Yes (); No ().
- 0 7. Have you ever made pottery at school? Yes ();
No ().
- 0 8. If so, did you enjoy it? If not, do you think you would enjoy it? Yes (); No ().
- 0 9. Would you like to have more time for art in school?
Yes (); No ().
- 0 10. How much time are you given in school for art?
State minutes each day.
- 0 11. Does your teacher often have flowers on her desk?
Yes (); No ().
- 0 12. Do your parents think art is a worth while subject?
Yes (); No ().
- 0 13. State clearly why or why not.
- 0 14. In your art work at school, do you copy pictures?
Yes (); No ().
- 1 15. Do you copy cartoons in art class? Yes (); No ().
- 2 16. Do you like to draw figures of children of other lands and to color these figures? Yes (); No ().

- / 17. Why?
- / 18. Do you think art is a worth while subject? Yes ();
No ().
- 2 19. Do you think art should be put out of school?
Yes (); No ().
- / 20. If so, why? If not, why not?
- 0 21. Does your drawing teacher permit you to choose
your subjects? Yes (); No ().

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