

**DECORATION OF
THE SCHOOL AND
HOME**

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Decoration of the school and home by Theodore M. Dillaway

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THEODORE M. DILLAWAY

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HOME**



A Brittany fishing village—"The Old Men." By Henri Rivière.
Courtesy of The Emery School Art Co., Boston, Mass.

Decoration of the School and Home

By THEODORE M. DILLAWAY

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PREFACE

“The habit of regarding Art as a thing apart from life is fatal to the development of taste. Its true function should be to contribute to the joy of right living.” Indeed, a nation’s art is a reflection of the daily life of its people and indicates very clearly the quality of ideals that they possess.

A study of Greek art reveals the fact that the Greeks attained their highest development of culture during the Golden Age of Pericles. The decline of their ideals, following the conquests in Asia, is clearly written in the art of that period.

It is quite as true in the case of the individual as of the nation, that the degree of refinement which he possesses will be at once apparent in the environment that he chooses to create for himself.

If orderly habits and a refined sense of form and color are cultivated, these qualities will be reflected in daily acts and personal appearance as well as in that part of his environment which he controls.

Educators believe there is education of the highest order in a beautiful school environment since it transmits culture and refinement as no amount of formal instruction can do.

There is a feeling growing among teachers that a room made attractive with harmonious colors, fine pictures, statuary, and plants, arranged in decorative man-

ner, exerts a great influence upon the happiness of the children. This improved state of mind tends to produce greater interest and higher accomplishment in daily tasks and it undoubtedly has a beneficial influence upon the child's deportment and his attitude toward the school.

Therefore, it is the purpose of the first part of this volume to reveal the importance of this phase of education to the general public, and to suggest the solution of some of the most important problems in School Decoration to those teachers who desire such information. The illustrations of schoolroom decorations were obtained through the courtesy of principals and teachers and each one was selected to illustrate the principle under consideration. Therefore, some plates are not without minor faults—such as suspending a picture from one hook instead of two, or allowing the picture to rest on the blackboard molding.

The writer feels that the experiments in relating the art work in the Public Schools to Home Furnishing and Dress will prove one of the most valuable phases of the child's art training and, without doubt, more time and attention will be devoted to these subjects in the future.

The second part of the volume deals with various successful experiments in teaching Home Decoration and such considerations of design and color in home furnishing as will assist the teacher in developing the child's judgment in the selection of furniture, wall papers, rugs, draperies, bric-a-brac, etc.

The writer wishes to acknowledge the courtesy of the following people who have generously contributed information and illustrations:—