

**A STUDY OF
TALENT
IN DRAWING**

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A Study of Talent in Drawing by Herschel Thurman Manuel

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HERSCHEL THURMAN MANUEL

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IN DRAWING**

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BY

HERSCHEL THURMAN MANUEL

A. B. DePauw University, 1909

A. M. University of Chicago, 1914

THESIS

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PREFACE

In the summer of 1916, the General Education Board made an appropriation for a study of gifted children. The investigation has been carried forward under the direction of Professor G. M. Whipple of the University of Illinois. During the present school year (1916-17), three persons have worked on the problem under Professor Whipple's supervision: Miss Genevieve L. Coy, Dr. T. S. Henry, and the author. Miss Coy has spent a large part of the school year in a study of gifted children, and other children with whom the gifted children might be compared, in the fifth and sixth grades of the Leal School, Urbana, Illinois. Dr. Henry has investigated the class-room instruction of gifted children. The author undertook an investigation of specialized ability, and further limited his research to a study of talent in one direction, viz., drawing. It is the purpose of this volume to present an account of the research undertaken by the author.

For assistance in this research I am indebted to Professor G. M. Whipple, Professor W. C. Bagley, and Professor C. H. Johnston of the Department of Education of the University of Illinois; to Professor E. J. Lake of the Department of Art and Design of the University of Illinois; to my colleagues Miss Genevieve L. Coy and Dr. T. S. Henry; to Superintendent W. W. Earnest of the Champaign Public Schools; to Miss Lottie Switzer, Principal, Miss Mary Hill, Supervisor of Art, and various teachers of the Champaign High School; to Superintendent A. P. Johnson of the Urbana Public Schools; to Mr. M. L. Flaningam, Principal of the Urbana High

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School; to Mr. L. C. Griggs, Principal of the Leal School, Urbana; to Miss Alice Frazey, Supervisor of Art, Miss Burdelle Ealey, Teacher of Art, and to various teachers of the Urbana Public Schools; to Mr. David Seabury, Consulting Psychologist of the Culver Military Academy; to the persons who have acted as subjects in the tests; and to many others who are not specifically mentioned.

Within the text several cases of particular indebtedness have been noted. The work of Miss Coy has been especially helpful in that it has enabled me to extend the study to limits which otherwise would have been impossible.

To the General Education Board I am indebted for the subsidy under which I have worked.

Most of all I am indebted to Professor Whipple, to whom I owe the opportunity to share in the general study, who suggested to me the problem of specialized ability, whose suggestions and criticisms have been most valuable throughout the investigation, and whose kindnesses have been many quite apart from our academic relations.

To all who have in any way assisted in carrying forward the study I wish to express my most hearty thanks.

HERSCHEL T. MANUEL.

The University of Illinois, May 14, 1917.

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A STUDY OF TALENT IN DRAWING

CHAPTER I

INTRODUCTION: GENERAL STATEMENT OF PROBLEM, METHOD, AND RESULTS

The Problem

It is the purpose of this volume to report the results of a study of talent in drawing. If it may not seem too abrupt, it will give point to the presentation to state in the very beginning the problem around which the research has centered. This problem is twofold:

- (1) What are the essential psychophysical characteristics of persons talented in drawing?
- (2) How may the test method be used in the diagnosis of talent in drawing?

The Method

The method employed is suggested by the statement of the problem. A number of individuals were selected for their recognized talent in drawing. To these persons mental and physical tests were applied, and other information of a non-experimental character (particularly biographical) was gathered from different sources. In the following pages this material has been brought together and its bearing upon the problem stated has been pointed out.

General and Special Ability

As stated in the Preface, this investigation forms a part of an extensive study of the gifted child. In a