

**THE LESSON IN
APPRECIATION; AN
ESSAY ON THE
PEDAGOGICS OF BEAUTY**

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The lesson in appreciation; an essay on the pedagogics of beauty by Frank Herbert Hayward

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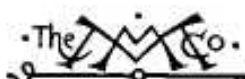
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FRANK HERBERT HAYWARD

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The Modern Teacher's Series
EDITED BY WILLIAM CHANDLER BAGLEY

THE LESSON IN APPRECIATION



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THE LESSON IN APPRECIATION

AN ESSAY ON THE PEDAGOGICS
OF BEAUTY

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PREFACE

THE part of this book on which the chief stress should be laid is the first part, in which is discussed the teaching of poetry. These opening chapters spring from personal experience, observation, and reflection. The chapters on music are an obvious pendant to the ones that precede, while those that follow are of the nature of a necessary though far from satisfactory appendix. In a few years' time I shall probably be able to write with far more confidence than at present on the pedagogics of pictorial and plastic art.

Meanwhile, in apology for any faults or omissions that the reader may discover, I would point out that the literature of this subject is scanty almost to non-existence. Books on æsthetics there are in abundance; popular guides to music and pictures are also numerous; but books intended to help the teacher of the young child or even of the adolescent have hardly yet been produced by the educationists of any land, the reason, no doubt, being the confusion of purposes detected by M. Cousinet and referred to in the last chapter.

The only other word of apology is concerned with the predominance of British illustrations and examples in my discussions. The predominance is not, I think, outrageously great, and my friend Professor Bagley has helped to reduce it by supplying some excellent

illustrations drawn from American sources; still, every book that is the result of personal conviction rather than of commission or requisition from without must bear traces of its origin. British educationists are a quiet folk who rarely rush into print (let us hope that, like the famous but taciturn parrot, they are phenomenally great at "thinking") and at present American books on education are their staple food; if the tables are turned in this instance and American readers are supplied with diet from a British source, I hope the food will be found at least digestible.

The series of questions and quotations at the end may serve to stimulate thought and to suggest further developments of the themes discussed in the text. Indeed, on the basis of these questions and quotations a book twice the size could easily be written.

I have to thank Professor Bagley, not only for general encouragement in connection with the production of *The Lesson in Appreciation*, but for much help in matters of detail. Though, before I read his *Educational Values*, I had been moving towards the idea of appreciation as one of our educational ends, it was a passage in that book that gave the final push to my slowly gathering convictions.

In accordance with the prescribed usage, I have to announce that the London County Council does not hold itself responsible for any of the views of its officers.

F. H. H.

LONDON, ENGLAND, 1914.

INTRODUCTION TO THE SERIES AND TO THE PRESENT VOLUME

BY THE EDITOR

A GROUP of laymen may decide that it would be advisable to build a bridge across Niagara or to drive a tunnel through the Sierras. An engineer is asked whether the plan is practicable. He replies that it is, and is forthwith commissioned to put it into execution. He has at his command a complicated technique of procedure. He has accurate means of forecasting stresses and strains; he knows how to construct caissons and piers and abutments; he has mastered methods by means of which he can blast rock, and remove débris, and drive a tunnel straight or curved, on a level or at a grade. He can apply this knowledge to the problem in hand; reduce it to detailed specifications; and put these specifications into the hands of skilled workmen who will carry out his directions to the minutest detail. In a year or two years the bridge is built or the tunnel bored. The result desired by the laymen and formulated by them in a very general way has been accomplished, but the achievement has been in virtue of the technical knowledge and skill that some one possessed.

A group of laymen may decide that the public schools should teach the rising generation how to think straight, how to behave themselves properly, how to make a living,