

I am, dear Sir,

Yours faithfully

T. C. Horsfall

P.S. I do not know  
if your attention has been  
called to the need for  
connecting elementary schools  
with Museums. The  
accompanying paper deals  
with that subject.

General Pitt Rivers

Ans'd.  
Oct. 1911

(710)

Horsfall.

SWANCOE PARK,

NEAR MACCLESFIELD.

Sept. 16. 1896.

Dear Sir,

As I wish to  
have the pleasure of know-  
ing that the work of the  
Committee of the Manchester  
Art Museum is known to  
you, to show all persons  
so concerned human welfare  
ought to be grateful. I  
trust to send you various  
papers which describe the

works.

I have been very much  
pleased to find that  
the advice given on page  
28 of "Suggestion for a  
guidebook to life" has  
been taken by a consider-  
able number of Manchester  
boys.

Should you ever visit  
Manchester, you would

welcome in a service  
for which we should  
be very grateful if you  
would go through our  
Museum and give us  
advice as to its develop-  
ments. We have framed  
and placed in one of the  
rooms the first chapter  
of the Primer of Art  
which owes much of its  
interest to your records.

else in giving new ideas and influencing taste. I feel quite sure that the little attempt in this direction that has been made in Manchester has been most useful; but a properly organized scheme of lending pictures and works of art would be still more useful.

I shall be glad to co-operate with you in any plan for carrying out this good object.

I am, dear Sir,

Yours faithfully,

JAS. SCOTSON.

*Ellersley, Park Road, Alexandra Park,*

*December 26th, 1887.*

T. C. HORSFALL, ESQ.,

Sir,

Up to this moment I have been too much engaged to reply to your letter of December 22nd. As I understand your note, you would like a decided declaration that it is part of my experience, as the teacher of an Elementary School, that works of art are valuable aids in my work. "Works of Art" is such a wide phrase; but as far as pictorial art is concerned, I make the most positive declaration that it has been one of my most effective and valuable instruments. There is scarcely a subject taught in an Elementary School that is not better explained, and more thoroughly and abidingly understood, by means of pictorial illustration. For really strong teaching in Geography, History, and Poetry, it is not too much to say that pictorial illustration is altogether indispensable. Every one engaged in school work feels this, and no teacher will deny that the man who can put his explanations, in ever such rude chalk drawings, on the black-board possesses a very substantial advantage over him who has no such power; and the man who has felt the need of a collection of school pictures, and who has made one, has a still greater advantage. Unfortunately, teachers cannot always make their managers feel the value of such an aid, and, even when they can, the school funds (much less the teacher's private purse) will rarely allow the expenditure. Whoever is able to come to the aid of Elementary Schools in this matter will confer a boon, the value of which it is impossible to overrate.

Upon the questions of cultivation of taste, and education in form, in colour, and in beauty, I am inclined to speak as decidedly, though I cannot support my position by actual examples. But nothing is stronger than my conviction that, as surely as the light and warmth of the sun breed the blossom, and perfect the fruit of the orchard, so surely the constant presence among children of what is truly tasteful, of what is correct in form and harmonious in colour, of what has been tenderly and lovingly fashioned in grace and beauty will generate and ripen a pure taste, a genuine refinement.

I most heartily wish you the most complete success in your scheme, and tendering you the compliments and the good wishes of this special season.

I remain, yours very truly,

GEO. E. MELLOR.

~~PRIVATE~~

~~Bollin Town, Alderley Edge,~~

January, 1888.

DEAR SIR,

The Committee of the Manchester Art Museum desire me to ask you to consider whether the objects of the Whitworth Committee would not be promoted if that Committee associated itself with the Art Museum Committee, and thus enabled the work connected with the Art Museum to be carried on more completely and on a larger scale than is now possible.

The scheme of the Art Museum, comprises three co-ordinated parts, of which the Committee have only been able to ~~do~~ <sup>carry out</sup> one with approximate completeness, while another remains wholly undone.

1. The Committee have formed a very comprehensive collection of works of art of different kinds in Ancoats Hall, and by providing abundant teaching in the form of written and oral explanations of the things shown, by lectures on art and other subjects, by instruction in drawing and wood-carving, and by giving entertainments of an instructive kind, they seek to make the Museum attractive and useful to persons of all classes, but especially to working people, both old and young.

2. They desire to lend to every Elementary School in Manchester and Salford a small collection of works of art, consisting partly of historical portraits, pictures of historical events, landscape, common wild and garden flowers, common kinds of trees, birds, butterflies, etc.; partly of a few textile fabrics and wall-papers of good colour and design, a few good examples of pottery, and one or two casts of sculpture—the collections to be replaced by others once every six months.

now 92  
Owing to want of money, the Committee have only been able to lend collections to about twenty Elementary Schools; but they have prepared part of the material for several hundred school collections. The pictures lent are connected with the collections in the Art Museum by printed labels, which refer to groups of pictures, explanations of art processes, etc., placed in the Museum.

3. They would, if their funds allowed, offer to every Elementary School, in which drawing is taught and the Managers of which permitted the school children to be taken occasionally to see the contents of the public art galleries and public parks and gardens, the services of a highly-trained supervisor of drawing to improve the teaching of drawing in the school, direct the attention of the children to the merits of the works of art in the school collection, and that of the teachers to the ways in which the pictures could be used in connection with lessons other than drawing lessons.

They have not been able to begin this third division of their work.

The Committee have been occupied for many years in developing their scheme, and in obtaining and classifying their possessions. They have now been actively at work for fifteen months in a Museum, which has been most carefully arranged for the purpose of interesting the mass of the people, and which has been opened on the days and at the hours when work-people can most easily go to it, and their work has brought them into contact with a large

number of persons of all classes and all ages. They ask for the co-operation of the Whitworth Committee, because the experience gained during the last fifteen months has strengthened the conviction with which they began, that while most people could by training in childhood be enabled to get in after-life much pleasure from the contents of art galleries, and would probably have the quality of their lives and of their work much improved thereby, without such early training not more than one person in a score is likely to get much good from art galleries. For it is obvious that if we are to care much for what is to be found in art galleries, we must (1) have the power to perceive beauty in form and in colour, and acquire the habit of finding pleasure in using that power; (2) know a good deal about the subjects represented in pictures—it being certain, for instance, that no one will care very much for pictures of woodland scenery who does not know an oak from a hawthorn, or much for pictures of river scenery, who knows no river but the Irwell; (3) know something about the ways in which works of art are made, and about what art can and cannot do; (4) know something about the history of art. All the available evidence given in dress, choice of furniture, hangings, etc., tends to prove that the majority of the inhabitants of Manchester have no perception of the difference between good and bad colour or form. Some grown-up persons who have it not can acquire the perception, but, as a rule, it is as hopeless to try to induce grown-up people to attempt to do so as to try to teach those with “incorrect ears” to sing correctly; while there is every reason to believe that almost all children can be enabled, by seeing beautiful things habitually and having their attention called to their beauty, to gain the perception, just as almost all children can by good teaching be made to sing correctly. The majority of the inhabitants of Manchester do not know or care much about the constituent elements of even the most popular branch of art—landscape art. It would probably be an over estimate to say that so many as one in twenty know a Spanish chestnut from a sycamore, or can tell a beechwood at a distance of fifty yards, in summer or winter, from an oakwood. This kind of knowledge, too, it is not possible to induce men and women to acquire; but, with the help of pictures and occasional visits to parks and gardens, all children can be made to gain it. Finally, most of the inhabitants of Manchester know nothing about the nature of art and of its history or about art processes, and cannot be induced to learn; but our experience at the Art Museum proves that most children are delighted to learn a good deal about them.

The Committee of the Art Museum believe that it would be of very great advantage to Manchester to have such a large collection of works of art and of the products of the industrial arts as is contemplated in the generous scheme of the Whitworth Committee, if Elementary Schools be at the same time provided with collections of works of art and art teaching; but if both a large museum and the school system cannot be obtained, they are convinced that the school system which I have described and a comparatively small museum would give far more valuable results than the largest and most complete museum, unaided by art work in Elementary Schools. From £3,000 to £5,000 would provide all the Elementary Schools in Manchester and Salford with good collections of works of art, and the interest on £30,000 would pay the salaries of all the supervisors of drawing needed; and for this outlay

or investment of £35,000 we should get far more improvement in aptitude for good work and wholesome recreation than we can expect from the expenditure of ten times the amount on an art gallery.

My Committee suggest that the collections in the Art Museum might be vested in the Whitworth Committee, who might have power to remove from Ancoats Hall such portions of them as they believe would be of more general usefulness elsewhere; that the Art Museum should be managed by a sub-committee, partly elected by subscribers to its funds, partly appointed by the Whitworth Committee; that the funds needed for the maintenance of the Art Museum should, as far as possible, be obtained, as they now are, by subscription, but that, if necessary, some contribution should be made to them by the Whitworth Committee; and that collections of works of art for Elementary Schools and supervisors of drawing should be provided by the Whitworth Committee.

If the Whitworth Committee accept the proposal of the Art Museum Committee, and undertake to provide all the Elementary Schools in Manchester and Salford with collections of works of art, and all those which are willing to accept it with supervision of the teaching of drawing, or will undertake to so provide a considerable number of schools, I shall be glad to contribute £1,000 towards the cost of that part of their work.

It may be well to mention that in the City of St. Louis, Missouri, the teaching of drawing in the public schools has for the last few years been placed under the direction of a "Supervisor." It cannot be expected that drawing will ever be efficiently taught in most Elementary Schools, unless the teachers have the help and guidance of a highly-trained superintendent.

Some idea of the kind of result to be expected from the system of work recommended by the Art Museum Committee could be gained by providing forty or fifty Elementary Schools with collections of works of art and with the services of a supervisor of drawing. Good collections could be provided for £1,000, and the salary of one supervisor would not amount to more than £250 or £300 a year.

I am, dear Sir,

Yours faithfully,

T. C. HORSFALL.

The Committee are permitted to append a statement of the opinions, respecting the use of works of art in schools, of Mr. Scotson, headmaster of the Manchester Central Board Schools, and of Mr. Mellor, headmaster of the Manchester Free School, to both of which schools pictures have been lent from the Art Museum:—

*Central Schools, Deansgate,*

*December 23rd, 1887.*

T. C. HORSFALL, ESQ.,

Dear Sir,

Yours of the 22nd to hand. If a scheme of lending good collections of works of art to Elementary Schools could be properly established, it would do more than almost anything