

THE INCULCATION OF AN ARCHITECTURAL  
AWARENESS IN TODAY'S SCHOOL CHILDREN

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## INTRODUCTION

Man's striving and quest for the beautiful goes on continually. In today's world, this struggle affects all phases of our lives. The acquisition and possession of the beautiful is not only aesthetic achievement, but a mark of social distinction.

We see many attempts to satisfy this demand in the design of not only our homes, but in the design of our public buildings, our clothing, our automobiles, in fact, all that touches our daily lives. Saleswise manufacturers spend vast sums of money in the design and packaging of their products. We see style changing almost daily. Last year's car will simply not do! That charming "split-level" simply must have a picture window. That the picture window may overlook a cemetery will matter little. The longer the new car and the higher the "fins" the better! One wonders whether the choice of the average consumer is based on aesthetic reasons, or if the choice is more likely dictated by the demands of social acceptance.

It would seem that there is some confusion in the average person's mind as to the selection of something that is designed well. Particularly is this true in the building and selection of our homes. Inasmuch as all of us spend a great part of our lives in these buildings, I think that all of us should have a better knowledge of the design and construction of them - in short, we all should become more architecturally aware.

I believe that it is the responsibility of the schools in our society to inculcate and develop this architectural awareness. It will be the purpose

of this paper to examine the problem as it stands today, and then to indicate means of inculcating an architectural awareness in the upper elementary grades.

The scope of this paper will be limited. It will not encompass an exhaustive treatise on architecture. It will rather seek to indicate what a teacher can do ( and not one necessarily specializing in art education ) in making his pupils in a small New England town aware of their architectural environment. I shall attempt to indicate the influence of architecture generally, and then to indicate the particular influence of local architecture on the lives of the pupils.

I believe that we have for too long treated architecture as a specialized subject reserved for the higher realms of education. Architecture is here and now, with us from infancy until death. We live it. Let us learn it.