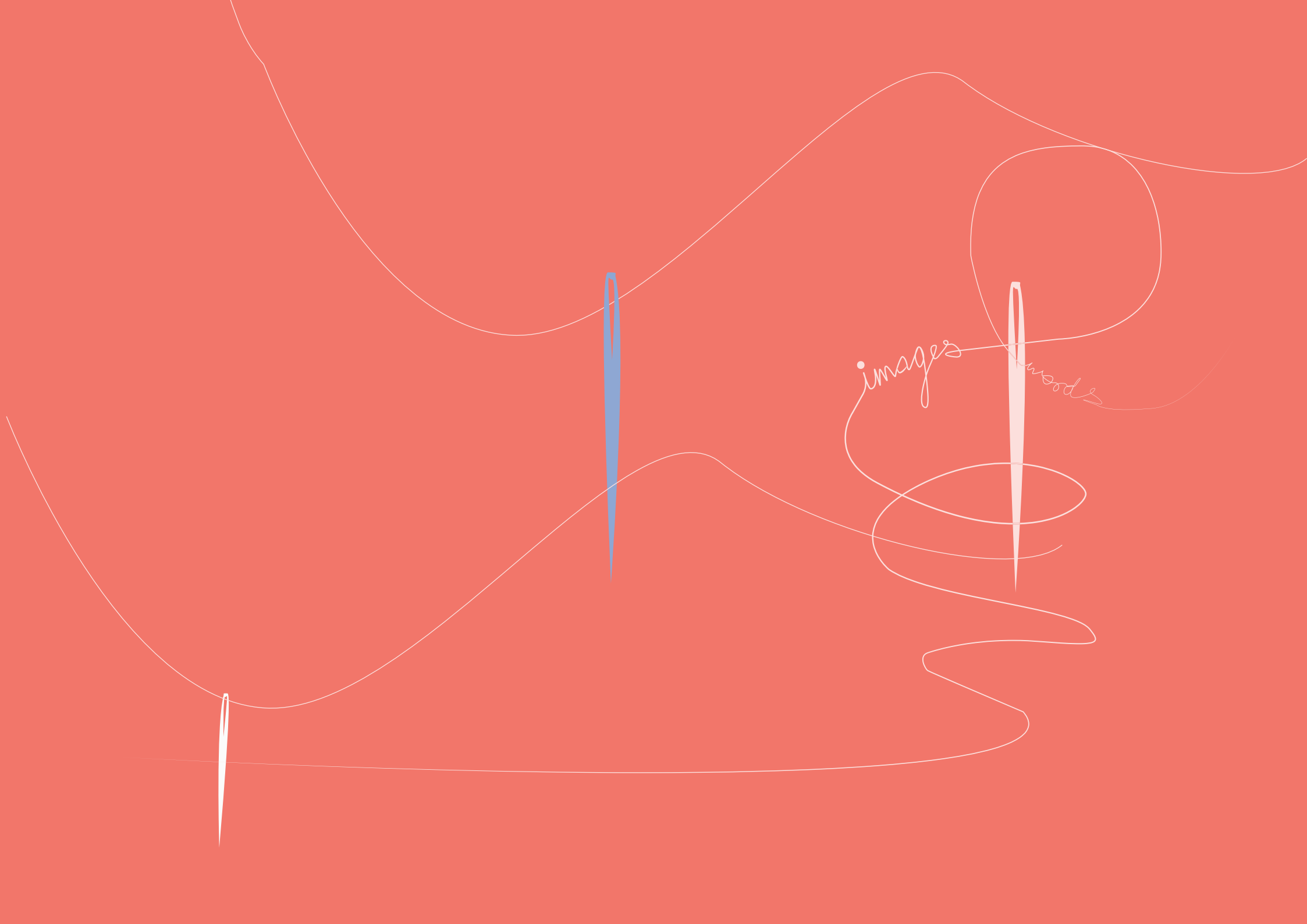# Word-Image relationship.

Under the guidance of:
Prof. Nina Sabnani

Karan Vohra | 146250005
Visual Communication
IDC IIT Bombay

images *words*

images *moods*

Declaration

I declare that this submission represents my ideas in my own words and where other's ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all the principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/ source in my submission. I understand that any violation of the above will be cause for disciplinary action by the institute and can also evoke penal action from the sources which have, thus not been properly cited or from whom proper permission has not been taken where needed.

Signature

*Karan Vohra 146250005*

Date
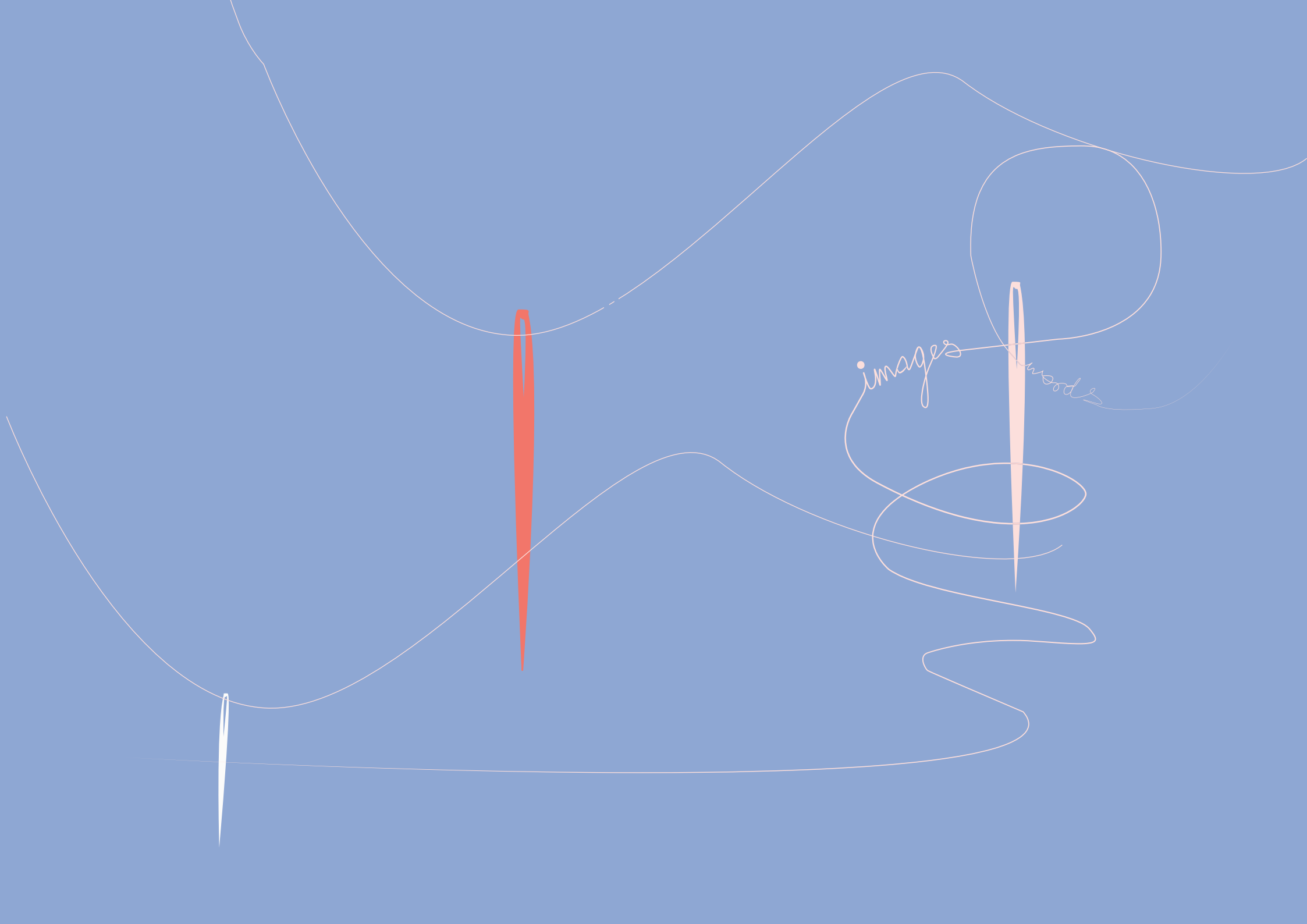
images moods

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I also wish to thank my classmates - Ameya Narvankar, Suruchi Sati and Boski Jain for their inputs and suggestions in the making of this report;
&

My family and friends, for understanding how important the project was to me and providing love, support and advice.
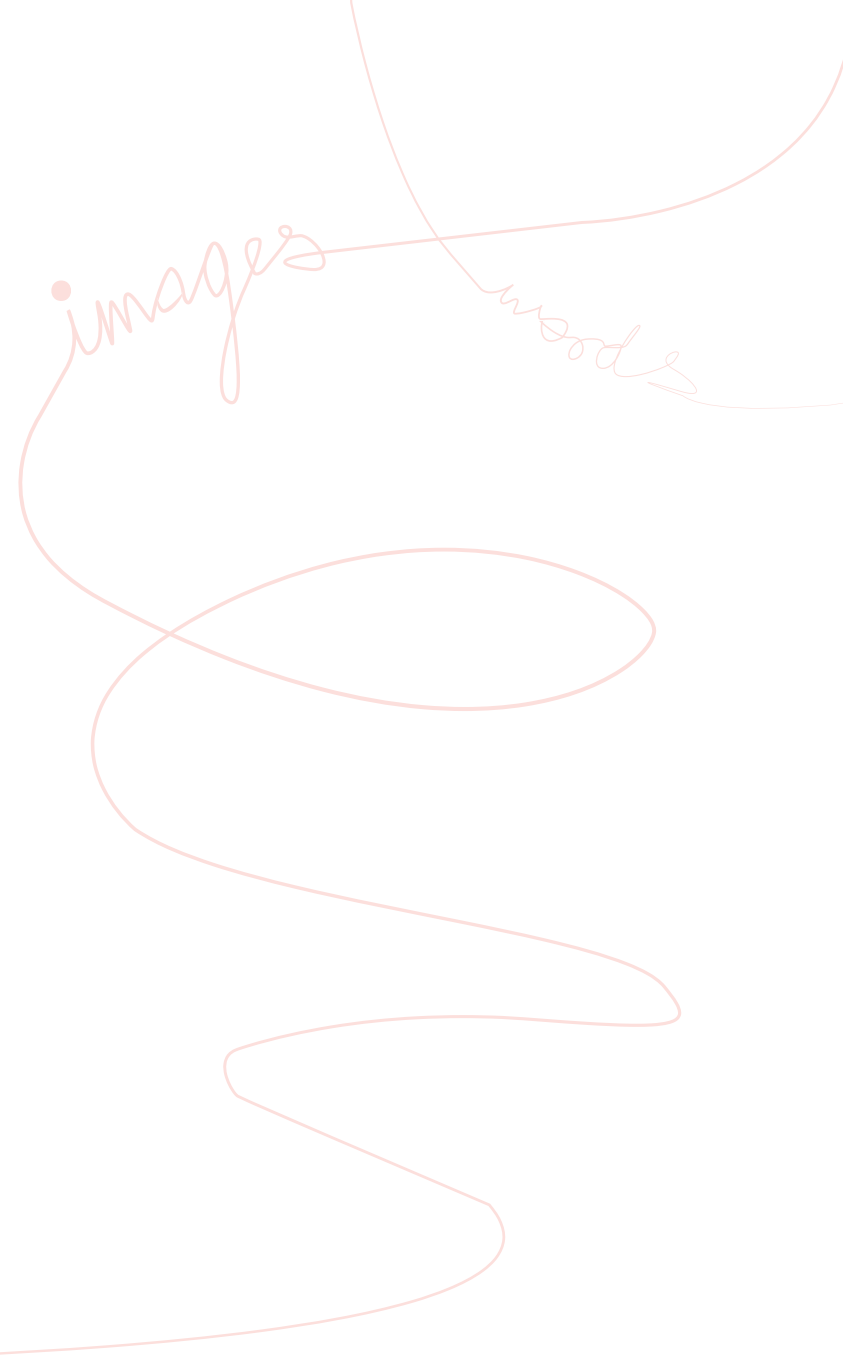
Contents

Objective

Understanding word–image relationships through the lens of storytelling. Looking at stories from NCERT English textbooks.
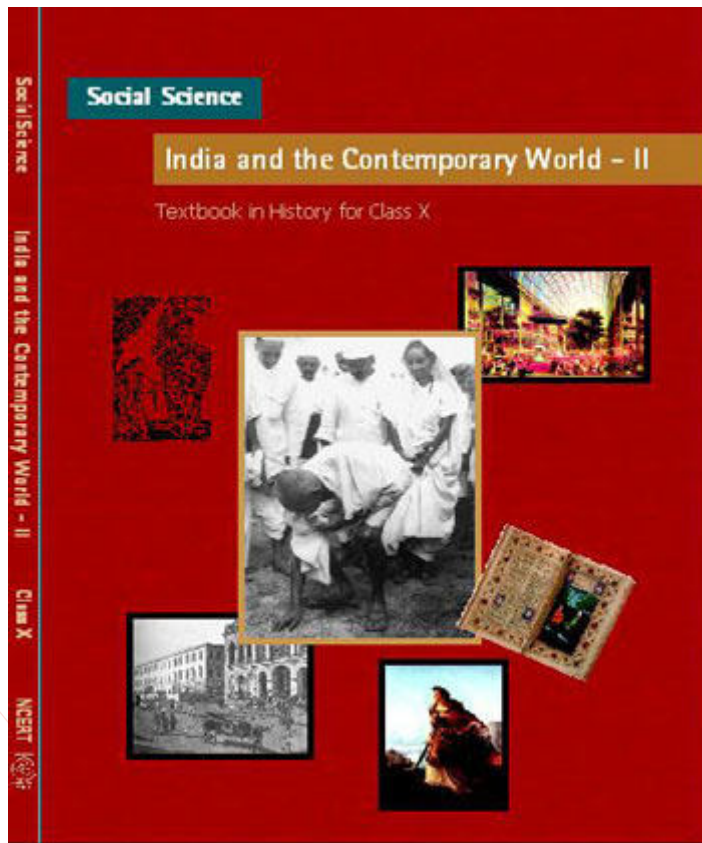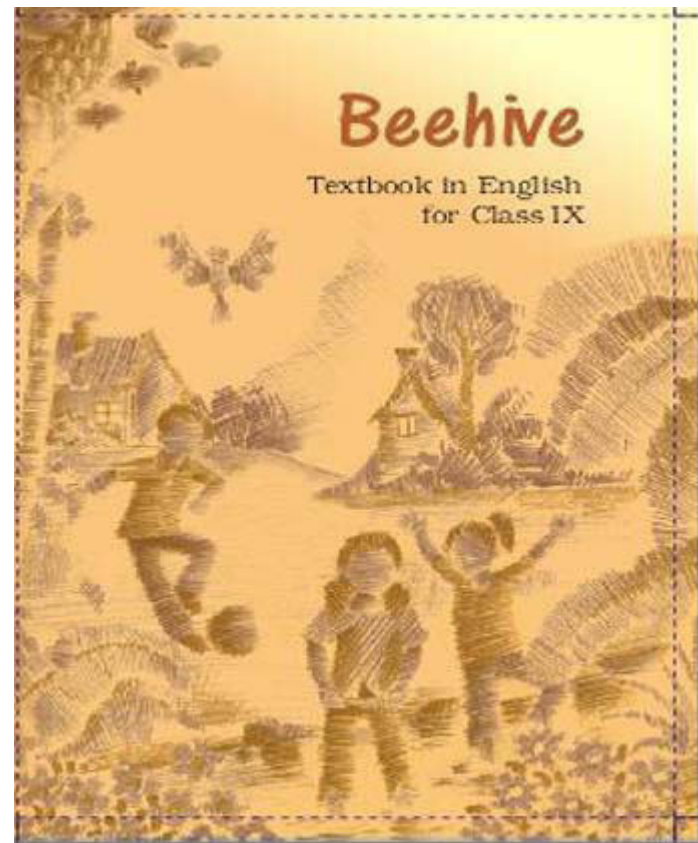
Abstract

Images and text create a dynamic relation which when unravelled creates several questions. One might say that images signify by virtue of resemblance or imitation, words by contrast are arbitrary signs, part of a language that signify by virtue of custom or convention. Simply saying that images are resemblance may not be sufficient for sometimes they resemble other images, illusions, imaginations and creations. Be as that may, an image also signifies something because of a social agreement or convention, an intersection with language, not just by virtue of resemblance. The relationship becomes more intertwined and playful when storytelling becomes a factor. The project is a way to gather a better understanding of this relationship through the lens of stories, especially those in the curriculum of CBSE. A personal motivation comes from the standpoint of being an illustrator and storyteller myself. When does an image supplement, contradict or simply gets along with text. Are their ways to objectively look at images and their relation with words. Moreover the involvement of children allows for a fresher perspective, garnering ways of seeing an image when there exists familiarity with the text. A simple match between text and image may never be enough, far from ideal, they may complement each other, help push the message through contradiction or encourage discovery. A viewer's relation with the two and the way in which she participated (or doesn't) affects the relationship as well. These questions are complex. Storytelling through the interplay or word-image may demand fulfilment of some factors as well. Discovering the same is attempted.

Social Science
India and the Contemporary World – II
Textbook in History for Class X

History textbook
for class 10

Beehive
Textbook in English
for Class IX

English textbook
for class 9

Social Science – Class IX
India and the Contemporary World – I
A Textbook in History

History textbook
for class 9

Footprints
without
Feet
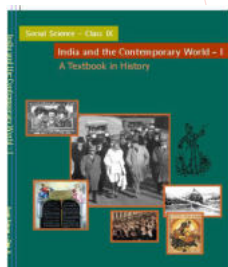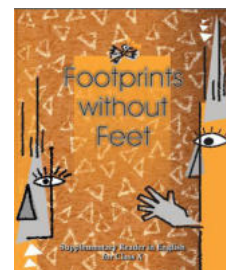
English textbook
for class 10

Methodology

The first step was to go through several NCERT books to identify the subject that would reveal most vis-a-vis word-image relationship. Within the subjects a suitable grade needed to be selected as well. Of the variety of subjects available English and History made most sense. Literature paired with images allows for an interesting dynamic to study. Storytelling accompanied by images has always been of interest to me. What is an image's role when it is put together with a story? Does it facilitate storytelling? does it add to it? is it playing a 'supporting' role? or is it essential? Something without which the story won't mean the same anymore. History is based on tangible as well as intangible objects. Oral and written records, pictograms and other artefacts such as books, manuscripts, pictures among others. Thus images and the story of humans is deeply related. History and English were thus shortlisted as NCERT books to be considered.

Standard 9 and 10 books were looked through. These two classes were shortlisted because 9th onwards NCERT books are compulsory in all CBSE board schools, furthermore at this age students are more likely to express their thoughts eloquently and opinions clearly than a younger age. Students from 11th and 12th were not considered because history is not a common subject anyway.

Focused on two chapters from English, 9th Standard (easier access to 9th standard students) one from each of the course books namely Beehive and Footprints. From Beehives 'The fun they had' by Isaac Asimov and 'The Midnight Visitor' from Footprints was chosen. The chapter on 'Nationalism' was chosen from the history textbook.

Isaac Asimov's 'The fun they had'

Robert Arthur's 'The midnight visitor'

A pilot test was carried out with 9th standard in order to decide between English and History. The responses recorded from the two chapters (a short story and an excerpt) allowed for questions on location, time, context, character study and plot. Thus, more could be gained from an experiment on the same. Images of 'Bharat Mata' in the chapter on Nationalism on the other hand garnered common place responses where Bharat Mata was seen as a 'Hindu' figure, a 'Mata' (Goddess) or a female saint. While there was scope for inquiry into the societal influences that led students to make assumptions, I was more interested in the interplay between the illustrations that supplemented texts in English literature. This bias may stem from my interest in graphic novels, illustrated story books and the same. Moreover texts that went hand in hand with the images of 'Bharat Mata' painted by the likes of 'Abanindranath Tagore' were focused on the interpretations of the very image thus alternate interpretations were not easily offered by the students either.

The pilot study entailed a loose structure of question and answers where a basic set of questions were supplemented by questions in the same direction as the answers given by the students.

It was followed by interviews of 20 students on the said English chapters. The images were cropped out from the text surrounding it in order that they can be looked at without the text directly influencing their responses. There are three images in 'The fun they had', a story by Asimov set in a future where all teachers are robots and school is but a machine inside a classroom. It was clear that the images should provide a sense of time and technology. The students were asked to describe the images initially. What the images suggested vis-a-vis a storyline and whether it created interest or not, other questions were related to time, context, place, character dynamics and meaning. The list of questions may be found in the annexure.

There are two images in 'The Midnight Visitor' by Robert Arthur, set in France, it is a story of a secret agent, 'Ausable' who tricks an intruder, 'Max' (rival agent) by wit and a good sense of space. The story is very dependant on it's 'set' so to speak. Therefore the question asked to children were focused on location, time, context and flow. Flow was important as well since it's a fast paced story about wit and common sense. There are three characters, hence it was interesting to find out how they are perceived as and the reason for the same.

The interviews also focused on the interest generated by images or there lack of. Did the images act as a recall to the chapter they had read or otherwise. Following this analysis was done to garner inferences

Responses

Om Kharbanda | 14 | Bal Bharti School

1, 1

Robot made by person. Boy working on computer, girl listening to songs. System has keyboard mouse

1, 2

Thinking about their class how would they answer the question if teacher asked them. They are studying together. Character- Image can't represent where person belongs to. Relation - Don't know

1, 3

Lots of technology. The girl is very good with technology.

1, F

Turning studies into technology. How can we study through technology. We. children can make technology through our own way

2,1

A man is shooting both guys and he wants something that is being hidden by the other person. Relationship: Does not depict relationship. Not a theif, could be a friend or relative. Location: living room Can't tell geographical location because window scene can't be scene.

2,2

The theif is blackmailing him. The other people are also blackmailing. Finally the two people are blackmailing the other. Smile shows that he is smart and is not scared of him.

2, F

Man came to get the thing he wanted. The other man is blackmailing so the other person left. He is not a theif. They are upperclass, because he is a healthy man, businessman.

Shivam | 14 | St. Michaels

1, 1

One boy is working on computer. Images of robots. Girl is operating a computer. It's about working on computers.

1, 2

Students are studying. Don't know about where, who what.

1, 3

One robot. Books. Headphones, cameras speakers.

1, F

It's all about computers. It's ok.

2,1

Theif is showing gun to other person. The other two are scared. No class, no money info.

2,2

Theif is going out of window as he has stolen. The others are all friends because they are laughing.

2, F

Don't know what happened in the story.

Anant Bhagat | 14 | Bal Bharti School

1, 1

This is a boy who is interested in robotics and computers. He wants to do a lot with computers. He is 7 years old. That's all. NO info of where location, time, who

1, 2

Girl is telling boy about her tracher, friends and classs. They are siblings. They can be more. But they are sublings because their eyes are similar

1, 3

Girl is doing something on her brothers computer. she is 'suffering' on the internet. It is the boy's room. Old techs like comp. My room is not like this with everything in one room

1, F

Story about boy who likes computer. His sister comes and starts 'siffering' on the net.

2,1

There is a fat agent, this is the interviewer. This fellow comes and tries to steal things from him. He uses his wit and common sense in getting rid. this fellow is from some other agency. Agent's room. 8th class story. It is not modern. Switches are of old times.

2,2

The interviewer is scaring the other agent. Agent is cool. Getting rid by his intellegence. Interviewer came to agent to find out about his methods of catching theives

2, F

Creates interest in stories. Second image is interesting. most agents look like James Bond, but he doesn't look like him.

Thankaran | 14 | Bal Bharti School

1, 1

Boy is busy on his computer. He is looking at his robot

1, 2

Two children. Brother and sister. Reading a book related to a classroom.

1, 3

The girl is listening to music or games. Youtube. She is sitting in her own room. It's messy. She is very concerned about studies.

1, F

2,1

The man is holding a pistol. Others are scared as to what happens next. Maybe they were gossiping and then the man hopped in. He wants the money kept in the room. I have read the story. Fat man is lying about the police.

2,2

2, F

I like these stories because they are fascinating.We can judge a little bit from the images. I like stroies which have suspense. I don't like stories which are kiddy ones.

Vinayak | 14 | Bal Bharti School

1, 1

1, 2

Boy is studying on computer.

1, 3

Talking to each other. Thinking about a teacher teaching the class. The boy is teaching the girl. They are 10-11 yrs old, their teacher is a young person. The girl was not present in the class.

1, F

Girl is listening to music. Full of electronic things. Girl is research-ing.

2,1

This story is about a girl who is in 5th and isn't attentive in class. She listens to music instead. He is helping her out. Break into another man's house. Taken some loan. Healthy man is a friend. This picture is about man giving loan.

2,2

The fat man has asked for some time. Gun man has agreed for time.

2, F

He is leaving from window because it depicts a robbery. It is a hotel because it is lux-urious with antque things. It is happening in England. People dress in England similarly. Happening in Europe or America. Man in chair is laughing because of the time.

Krishna | 14 | St. Michaels

1, 1

Boy searching some important things. He is making a robot. Girl is his sister. Robot is made by sister. He sent a friend request to someone while chatting

1, 2

Boy is reading a book. Girl is telling that the same story was told in class. They were studying history, maybe.

1, 3

She is chatting and made the robot. She is messaging the guy about her research.

1, F

Boy and girl are talking to each other through computer

2,1

It's a theif or shooter. It is happening in their room. Son and father. Raising the alarm. It's not a book image

2,2

Theif is escaping and asking them to not call the police.

2, F

Ankit | 14 | Salwan Public School

1, 1

Have already read the story.
Robot and a computer teacher that teaches her. Have read it so it seems by image it doesn't tell.

1, 2

Boy is telling a story to her friend. They are talking about an olden time when schools were present.

1, 3

Girl is studying in her room with her computer teacher. Robot has come with cofee. There is a slot within which she keeps her homework.

1, F

It's future because it is hitech. Final image is interesting. Chapter is interesting

2,1

There is an intruder scaring with gun wants money. Other two people were caught unaware. One of the two's house. It's the taller man's house because he seems like a gentleman. Can't say about where they are from.

2,2

Intruder is leaving with the money. The fat man and intruder are together because he is laughing. Intruder is taking money.

2, F

It's from australia because suspense stories aren't written in India.

Divya | 14 | Salwan School

1, 1

Kids nowadays get less time to study and they are more into computers. instead of books. Prefer comp games instead of outside games

1, 2

Self study is very important. Homework and classroom study isn't enough.

1, 3

In coming future everything will be done electronically. People will become really lazy.

1, F

They aren't very interesting or boring. It's about technology and future.

2,1

They are from a well to do family and are scared. One of them is ringing the alarm. They are being blackmailed by an intruder.

2,2

It's a confusing visial. Earlier fat man was scared, here he is happy as if nothing is the matter.

2, F

It is confusing.

Pooja | 14 | Manav Sthali

1, 1

Boy is working on a laptop. The image is boring. I will not read the text if it was there. It's not depicting anything. Not because of color

1, 2

Boy is telling a story, girl is thinking about her class

1, 3

There is a room in which a girl is talking and looking up information

1, F

It's about nothing.

2,1

Robber is shoting, the others are asking not to shoot.

2,2

They have given money to robber and so he is going. They have sorted out, explained to him. Happening abroad because of chimney.

2, F

Aanchal | 14 | G.D Goenka

1, 1

Student doing on computer. Watching videos, playing songs and games. Several equipment is around. Do I have to arrange them?

1, 2

I know the story. There in school. They are into robots. The guy is telling a story to the girl. They are 9-10 yrs old. Its set in the present.

1, 3

He has made something to heat tea. It's a different type of CD. It's a study room. She is studying about robots

1, F

2,1

A man is threstening the other two men for money. He is a theif in the living room. Middle class, because of clothes. The decor is also very middle class. Fireplaces aren't in India so it's not India

2,2

Can't remember the chapter. One of the men is asking the other to sit down. The theif is leaving with the money.

2, F

The story was just about a theif who comes and steals things.

Rahul | 14 | Manav Sthali

1, 1	1, 2	1, 3	1, F	2,1	2,2	2, F
He is doing a research on robots. How he will make it, what parts are required. He is 10yr old.	Teachers are teaching the students. Boy is explaining to the girl because she wasn't attentive. She is not attentive,	Boy is researching, He is wearing headphones so maybe he is talking to someone or researching. In his home.	This is about the present because now students can do all of this.	Maybe he is a thief. Because there three people are scared. He has come from the window. He is not police because of the expression on the face. They won't be scare of police. It's their house. It's in hilly areas. It's in Shimla, India Not switzerland because of the dressing sense.	He is going back from the window. How can this happen because the fat guy is laughing. The fat man knows the theif that is why he isn't scared of him anymore. People are very brave these days, even if we die doesn't matter. He hasn't given the goods. He is chill or brave	

Muskaan | 14 | Leelavati Vidyamandir

1, 1	1, 2	1, 3	1, F	2,1	2,2	2, F
Student is researching on comp	*Teaching his sister something. They are 5-6 year old. Indians because of school classrooms*	*She is listening to music researching for her subject*	*If we are reading something we can reasearchit too. Its about present times*	*One man is murdering another man. Maye they made a mistake. Look like business men. Drawimg room. Can't tell location.Maybe out of delhi because of fireplaces*	*Images are in reverse order. Now he is entering. Don't know why the man is laughing*	

Aryan Meyar | 14 | St. Columbus

1, 1

This is telling about the great independence that current generation has owing to computers. Everything will be typed instead of getting printed>.He is working on the computer. She is listening to songs

1, 2

He knows the story. Teacher used to make them study now the friend is teaching. Must be 12-13. They look like cartoons so you don't know where they are from.

1, 3

Girl is dependant on technology. Technology reduces time spent on small things like tea. She is researching information and listening to songs. Headphones means she is listening to songs. It's 22nd century.

1, F

It's 22nd century and future

2,1

It's robbery. Prices have risen up so people are engaging in wrong practices like stealing money. They were removing money from locker. They are related, he is opening something and givingv money to the guy in the hat. It's in their house. They are businessmen.

2,2

There are papers infront of him and the papers weren't of any use. The fat man is saying that this is all I have if you want it take it but don't hurt us.

2, F

Aashray| 14 | G.D. Salwan

1, 1

Boy is working on computer. He looks very intelligent. Robot which the man has made. Robot is greeting.

1, 2

teacher teaching the students. Two students are studying on their own. 9-10 yrs old. It doesn't tell anything about their character or location.

1, 3

The girl is studying. Having some tea. It is 2017 because there arent any robots now. I want to have this kind of room.

1, F

Every child should study and achieve his or her goals.

2,1

Robber has entered the house and wants to take all expensive things with him. He has a toy pistol. They were switching on the lights when they saw the robbers. They are best friends having a cup of cofee. The house is in a mountain. They are in Shimla

2,2

The robber is running because the fat man is a police officer.

2, F

Yash | 14 | Ramjas

1, 1

Boy is playing games on computer. Children are playing or searching for something on the computer.

1, 2

They are talking about studies in the class. They are little kids in 8th. Girl is dreamy boy is explaining lesson

1, 3

She is very high tech, probably listening to music or studying. It's an office not a room because of the cameras.

1, F

She is searching for studies on the computer. Doesn't understand why there are cameras

2,1

Theif came in from the window to the shock of the onlookers. The two people are housemates. Maybe he is not a theif because of the clothes. Perhaps there is a family feud. They are together so from the same house. They are foreigners because of the hat.

2,2

It's very confusing to know where they are from. Pictures don't tell where a person is from. Reverse image, theif is coming from window. They were talking happily before. He is laughing because he hadn't seen the theif before. He is making fun of the theif. Maybe they pressed a button

2, F

Niharika | 14 | Springdales School

1, 1

Children are getting involved with computers instead of a library. In future instead of humans there'll be more robots. They study less work more on computers.

1, 2

One of the guys is a tutor.
The child is having an extra class. If you are in a class you get more opinions than one. In a tuition you get more information but in class you get multiple view points.

1, 3

The child is surrounded by many machines so that you can get things easily. Child doesn't have books around. Reading a book is important. In the past people would visit libraries.

1, F

Computers are making people lazy.

2,1

They are trying to protect themselves from the theif. They are pressing the alarm button. It's night time. It's not Delhi because Delhi is noisy (?). You can't read books or sit by the fire. It's a holiday place.

2,2

The person has come to take rent and threatening with pistol. Now they are pacifying him. He goes back.

2, F

Aanchal | 14 | Pressidium

1, 1

It's all about computers and robots. Child is busy surfing the net

1, 2

Teacher is teaching some good memories with her friends. THey are Indians because it's an Indian classroom. They are 13-14

1, 3

Girl is very gadget friendly. She is spending time on it

1, F

Teenagers are busy in their lives they are distracted bu what is happening all around them and technology is responsible for the same

2,1

Criminal wants to shoot and get some money. It's in India because there are no strict laws in India. They are middle class because if they had money they would have body guards. If they were poor they would wear torn clothes. The person is switching on an emergency button. Fat man is understanding what the criminal wants.

2,2

The fat person is laughing when he is shot. The guy just came from the window.

2, F

Hanisha | 14 | G.D. Salwan

1, 1

He is trying to design a robot. It's made presently. He is 13-14yrs old. Doesn't look like my friend. He is making a youtube video on how to make the robot. I don't know what he looks like.

1, 2

The boy is telling the girl about the robot he made which he learnt through a teacher who taught robotoics

1, 3

He is made another robot
He is making it in his room
There is a lot of mess around here so it's probably his room. My room doesn't have so many gadgets.

1, F

This child is really interested in modern technology. It's about present times

2,1

There is a man who is threatening two people in the room. The other man is switching on the light. It's in a living room. Threatening for money. He looks like a criminal to me. He has a gun. They all look rich. Fat people are rich. They are dressed properly as well.

2,2

2, F

They refused to give money and the theif left. Fat man is happy because he was able to throw the theif off.

Yagya | 14 | St. Michaels

1, 1

A boy who is very happy working on a computer. 6-7 yrs old. Girl is working on a computer and is in her playroom. She is playing games on her computer. The robot is waving happily. It's about technology

1, 2

Students studying and teacher teach-ing them. Every child is happily studying

1, 3

Girl is playing games on comput-er, in her playroom

1, F

2,1

Room is of first two men. There is an intruder who is robbing the room. It's possible that they are theifs too, but in the picture the intruder looks like an intruder and he looks angry. They are in a poistion to save themselves
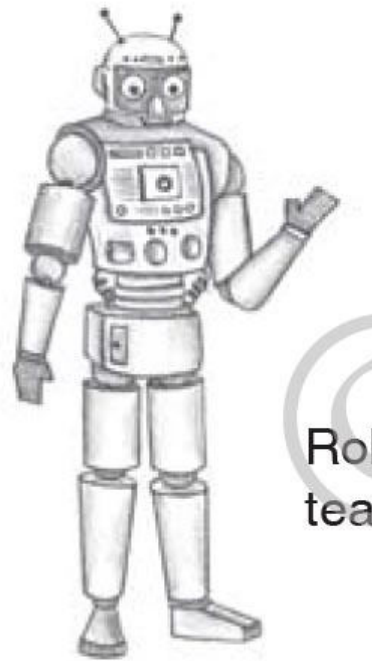
2,2

The theif is running away and the person sitting is happy. So it is confusing. I don't know why he is happy. The other person is stressed out because of the last incident.

2, F

Le
th
co

Ro
tea

Observation

'The fun they had'

Image 1

A large percentage of kids suggested that the boy was working/researching on the computer, several suggesting that he was the maker of the robot and thus was researching on how best to make one or documenting the way he had made his own. Alternatively the girl was described as listening to music or playing games. Everyone acknowledged that it was about technology and robots, however they described it as technology of the present rather than that of future. Of the sample size only 2 odd children remembered the story and thus described it based on the story as a time in future. Most other participants said that they couldn't tell anything about the location or time. Some students commented that children were getting distracted by computers instead of focussing on their studies. Four out of twenty on the other hand commented on the independence the computers allow. The image did not supplement recall value or interest. The boy's age is guessed to be in the range of 7-14 by the participants.

"Anyway, they had a teacher."
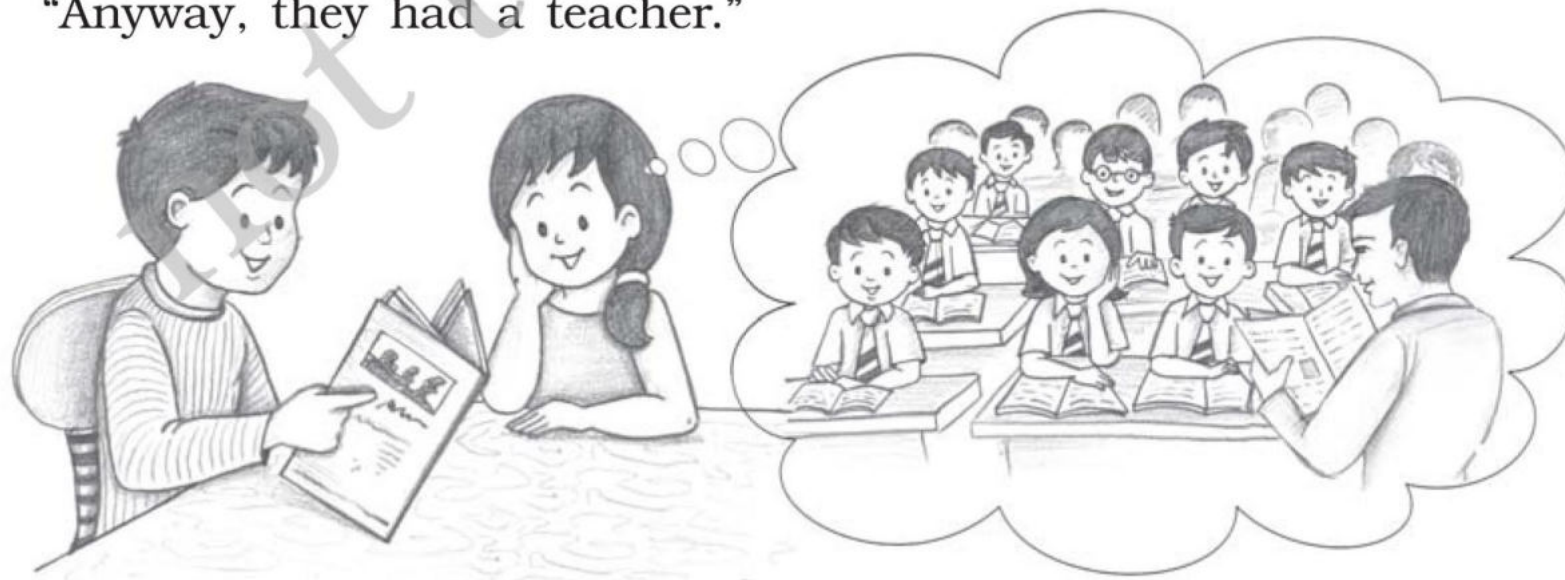
Image 2
Most students suggest that the boy is teaching the girl a lesson that she wasn't attentive in during class or didn't understand. The children are thought to be siblings, with the boy being older of the two. Students maintained that the present was being talked about The girl was described as dreamy, bored and not attentive in class. Only three students said that the children were probably indian owing to the classroom which looked like a 'typical' indian classroom. An outlier of a response was that self study was important which is what the image depicted.

Image 3
General consensus on the girl listening
to music or the boy researching on the
computer in the same picture. That is
to mean that if the student assumed it
was a girl they would more often than
not pair it with the act of listening to
music while the boy was described as
researching on robotics. Alternatively
they were making videos on how to
make a robot. All students thought of
this to be a present scenario rather than
the future except one who was quoting
the chapter verbatim. The same child
believed that it showed education's
involvement with technology. Most
students did not find a similarity with
the room illustrated and their own
room. The girl is thought of as tech
savvy. The robot serving tea is the robot
made by the boy. Students identify
common objects like CD's, VCR's,
laptops, monitors and antennae that
clues to the present instead of future.

'The midnight visitor'

Image 1

Most students took the 'intruder' to be a thief that has come to rob the two people. One student went onto suggest that it was definitely a robbery because prices are increasing everywhere. The relationship between Ausable and Fowler isn't understood and difficult to decipher for children. There is no comment on time period or location. The location isn't Delhi owing to the presence of a chimney according to many. Students describe it as a 'holiday' place. Apparently Delhi is a noisy place hence you can't sit by the fire while traffic goes by. No alternate interpretations of the intruder not being the intruder came by. There are two interpretations of the gesture made by Ausable as switching on the light or raising the alarm. On the nature of the characters, students find it difficult to make remarks on them. Their vocation, class, lifestyle, region does isn't placed under any scrutiny. A lone response to that accord is made by one student suggesting that they are middle class owing to their clothes, neither fancy nor in a deplorable state. The view from the window can't be seen, this reason is used as justification for not knowing about the location. The 'thief' is believed to have come via the window.

Image 2
The fat man laughs as the thief leaves the home. This image has multiple interpretations. While most students say that it is confusing and perhaps the sequence of images has mixed up, in order that image 1 follows image 2, rather than the other way around. Other interpretations are:

- The thief found some papers but they were of no use to him so he left.
- They gave him everything he wanted, he warns them not to call the police as he leaves.
- The fat man has gone mad owing to the loss of his goods taken by thief.
- Earlier on the intruder was blackmailing them, now, however, they have more secrets on him and thus blackmailing him back.
- The fat man and the thief are hand in glove, robbing together, making the third person believe it to be a surprise robbery when it was all planned.

- The fat man is a police officer, thus he is making fun of thief for choosing the house of one
- The fat man has been hit and once you know you will die, you don't care about dying so much.
- The two people are trying to pacify the intruder, who has in fact come to take rent from them.

While some students maintain that an image cannot reveal where these people are some offer opinions. The location in England, owing to cold weather (chimney) and dressing sense, particularly hats. On the other hand one student attributed it to Australia because indians don't write suspense stories.

Personal Critique

'The fun they had'

Characters – The image may be looked at from the perspective of character depiction, their actions, attributes, roles and expression. Even as the characters are from the future, it doesn't show in their dressing, looks, overall engagement with devices, furniture or the overall environment. Their ages are 11 and 13 yet no distinguishable difference exists in the way they look. The character features are extremely minimal robbing them of personality. The expressions of Tommy are at different times superior, inquisitive, mean, self-satisfied among others in the text itself, yet he is shown with an extremely neutral, 'happy' expression all the time. The girl, who is confused, inquisitive, hurt is again shown with the same 'happy' expression. It leaves much to be desired in way of their expression or action. Often the characters are not shown doing the action or leading to an action as described in the text. The girl is shown to be a very passive character in the story by way of positioning. In the second image for instance, she is reading the book from over the boy's shoulder and yet she is shown to be sitting besides him, daydreaming instead. The overall positioning of the girl may be responsible for children's assumption that she is always listening to music when on the computer, or her friend is infact her brother, reading to her. The dialogues could have been presented in speech bubbles to bring in dynamism, it isn't done so.

Time – The story is set in the future, the overall mood presented through the illustrations is further from that. Asimov is specific at places where the robot is supposed to be full of dials and wires. Yet the illustration presents typical boxy robotic structures that aren't relevant even in 2016 let alone the future. At other times Asimov gives a lot of scope for imagination and creation. Words moving on the screen maybe interpreted in minimal structures or perhaps highly complicated ones. The image, however presents old computers, laptops and VCR's in it's place laying waste all the opportunities to reimagine technology in the future. It is no shock that students find it to be a story full of present day or archaic gadgets. The mechanical teacher is often replaced by a desktop. The chapter's illustrations seems more like a moralistic encouragement to use technology, with little or no emphasis on 'the fun they had'.

Attention to detail – Their is little attention to detail, even where the artefact was of importance. The book for instance doesn't look wrinkly or old the way described by Asimov. It hardly looks like a book. The room which becomes the girl's school is equipped with gadgets that have no business forming the future of a young girl's education.

Personal Critique

'The midnight visotr'

Location – The entire scene is set in a french hotel in older times. The scene is oddly generic though. The paintings, furniture, walls and windows, draperies among others do not have the detail that would bring in the context of a french setting and french humour. Considering that the entire story is hinged on the way the entire room looks (the window being the focus) it is imperative that focus is given to these details. The descriptions from the story aren't accurately depicted either.

Characters – The characters are depicted with insensitivity. Fowler and Ausable's expressions are captured well however Max looks far more of a criminal than he is supposed to look like. His menacing quality is replaced by over dramatic actions and postures which does confuse students to believe him to be a blackmailer or thief only. There are certain actions that create

ambiguity unnecessarily. For instance when Ausable is turning on the light, the poor rendering of switches makes it seem like he could be raising an alarm as well. Max asks Fowler to sit on the chair as well which he does, he is drawn standing, however. His standing position mimicked by Max groups them together as blackmailers which is what students infer from the visual. The clothes as well as the features are very generic as well, not contributing to the overall message.

Conclusion

An expected interpretation pitched against the interpretations received from children offered insights. There are certain qualities in an illustration that seem important in communicating a message properly. In order to make an image engaging, time, location, context and character development are important. Furthermore attention to detail allows for more layers in an image than a word to word interpretation. An image may show exactly what the words represent or it may push the boundary to facilitate the story. In this case the images barely make the cut in representing the text accurately and qualitatively, let alone facilitating it. Thus images have the power to engage and increase reliability unless they fall on account of above factors.

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