

The plans developed at the Conference for further consideration and action at Boston and elsewhere, constitute an organized effort to meet this need. If the plans are successful, there should soon be many cooperative devices for disseminating and interpreting research, and a considerable number of individual research studies related to the program. The further success of

these specific efforts will depend on the quality and extent of national ASCD planning and especially on the cooperation of local school systems, colleges and universities, curriculum research workers, and the ASCD membership in general.—*William M. Alexander*, chairman, ASCD Research Board, and professor of education, University of Miami, Coral Gables, Florida.

Letters from Abroad

Column Editor: Carleton W. Washburne
Contributor: Mme. Amélie Hamaïde

Herewith in translation is a short article by Madame Hamaïde of Belgium. Madame Hamaïde was a close co-worker with the famous Belgian psychologist and educator, Decroly, and has been the chief exponent of his methods. She is active in the new education movements in Belgium. Here she reports a summary of a seminar organized by Unesco in Bristol last July to consider the place of the plastic arts in general education. She promises a later article on some phase of educational work in Belgium.

Carleton W. Washburne

The Plastic Arts in General Education

Bristol July 7 to 27, 1951
Seminar of Practical Studies, Organized by UNESCO
Report by Mme. Hamaïde, Belgian Delegate at the Seminar.

The Importance of the Seminar

AT A TIME such as ours, when the technical progress very often changes the traditional frames of culture, the art education is more desirable and indispensable than ever.

All over the world, there is a great desire on the part of adults and children to get more favorable opportunities and more extended possibilities to devote themselves to art and learn to appreciate it.

This revolution originates from some experiences that were isolated but new, and it is necessary to refer to the Deerdy Schools in Belgium. There we

see a change in the understanding of art from the artistic education.

In children's productions you notice, more and more, the appearance of the qualities, the freshness, and the spontaneity that will enrich the personality of the child by the development of a lively imagination.

Taking into consideration the experiences and studies that will weaken the prejudices and disengage the theories, the specialists with their theories meet the educators with their practical experience, and the artists with their inspiration.

The aim pursued by this particular stage was:

- To study the theory and educational practices of the plastic art of the various childrens' groups in all the schools of different countries.

- To examine how education in plastic art may enrich the national cultural life.
- To discover how this education can contribute toward international understanding.
- To give to UNESCO the base for a future action to encourage and facilitate the artistic education in all countries and promote international cooperation.

The following suggestions have been disengaged at the end of this stage:

- It is necessary to give more importance to the plastic expression in the general education, in all schools for all children, at all ages.
- The methods to be used must be in accordance with the psychology and the development of the child.

- The methods must give the child opportunity to create freely according to his own personality.
 - The methods have less importance than the teacher's love for his pupils, which makes him really appreciate their individual need and inspires him to get the right attitude.
 - The material given to the children must be such that it first encourages the pupils to get a feeling, varied and deep. Next it should make it easier for them to express themselves.
 - The full understanding of this aim and these conditions should help everyone to find the right way according to ways of life within the different environments of every child at any age.
- Amélie Hamaïde*, Ecole Nouvelle, Avenue Ernestine, II, Bruxelles, Belgium.

Significant Books in Review

Column Editor: Ruth Streitz

►Hart, Joseph K. *Education in the Humane Community*. (A Publication of the John Dewey Society.) New York: Harper and Brothers. 1951. 172 p.

It is a remarkable occurrence when a posthumous publication has for its most striking quality an almost topical relevance to the current scene. In his sharp, closely reasoned critique of present-day education, Joseph K. Hart pulls no punches; but his strong and sometimes caustic paragraphs on the school's ineffectiveness come like a breath of fresh air into the present atmosphere of motivated and sometimes devious attack upon the public schools. For Hart, far from a gentle critic, was nevertheless a critic seriously con-

cerned to make the schools better, not for the sake of any special concern of his own, but for the sake of the children themselves.

The Community Provides the Child's Real Education

The theme of the book is that no school can provide or should pretend to provide the bulk of a child's education. Nothing less than a full-blown community, within which children can gradually find their way into a share in truly adult activities, can enable children to grow up. Within such a community, however narrow its outlook, young people can pick up values, habits, attitudes, concerns that are real.

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