

- 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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It matters little to Hart what the specific content of the community may be, so long as the child makes it in a deep sense his own. Rectification of prejudices, working out of inconsistencies, extension of the child's horizons beyond community limits, can come later; they constitute a large part of the school's job, and this job the schools can really perform. But no school, in Hart's opinion, can give to children what they used to get from working with their parents and others at tasks carried on not in order to train the children, but because they had to be done.

#### **Schools Alone Cannot Provide an Effective Education**

Hart argues that the ineffectiveness of modern education is not to be laid at the door of the school. No school can now provide an effective education, nor

could any school have done so for the past fifty years. The school was for a long time parasitic upon a community which largely educated its own young; school people pointed with pride to the product as if they had manufactured it singlehandedly. With the disappearance of the primary community, schools were stuck with their exaggerated claims. They are at fault, not in being unable to carry out an impossible assignment, but in having, in the past, claimed to do more than they were in fact doing and more than any single institution could ever hope to do.

Many will object that Hart, after sharpening up the educational problem of our time, offers no clear proposals for solving it. This is literally true, yet the criticism is not entirely fair. If the book contains no blueprint, it fairly bristles with challenging suggestions, nearly every one of which

seems worth a try. Those who feel that all is well with the school, and that the only need is for critics to stop impeding its work, will not enjoy *Education in the Humane Community*. Those who feel sure that a long period of experiment and self-criticism lies between the present school program and a fully effective one will welcome its challenge. —Alan F. Griffin, The Ohio State University, Columbus.

►Parkhurst, Helen. *Exploring the Child's World*. New York: Appleton-Century-Crofts. 1951. 290 p.

"Giving birth to children certainly does not give parents intelligence in rearing them," said a master teacher of teachers. This sad commentary on parenthood will be upheld by innumerable teachers after dealing with many parents of school children. In her new book, *Exploring the Child's World*, Helen Parkhurst has accomplished the real feat of making a spectacular, scientific entrance into the child's world. Authentic, documented evidence was obtained through 10,000 miles of recordings of unrehearsed interviews with children, and through use of actual quotations.

### Quotations Reveal Children's Feelings

Several of the quotations which paraphrase chapter headings of this unique book follow and will be indicative to the reader of the real poignancy of children's feelings and reactions to that strange adult world in which they seem to have no part:

"It Hurts Inside and Goes Right to Your Heart."

"I Just Saw Things I Liked and Took Them."

"Big Trouble Isn't Good for Little Kids."

"Anger Is a Very Misunderstanding Thing."

February, 1952

"All I Want To Know Is How It's Born."

A few startlingly astute quotations of children will serve to tickle your professional appetite to read and use this book:

"You see, parents are queer about some things and they are most queer about the things they think we don't know about. Parents grow up in some ways and not in others. Perhaps they were even worse than we are in a lot of ways—then what?"—a twelve year old!

"I guess we have to forgive our parents a great many things, but if they'd only tell us about the times when they were bad and lied, we could give them a lot more credit for getting rid of their bad habits—and we could congratulate them. They just cheat themselves when they don't tell us. We know all the time that they stole when they were young."—an eleven year old.

"The baby slept in my mother's room . . . she was occupied with the baby and couldn't go out with me any more. . . . I was told to keep quiet and not touch the baby's things."—an eight year old.

### A New Approach to Understanding the Child

*Exploring the Child's World* is replete with concrete reasons for the behavior manifestations found among boys and girls in their fears, confusions, anxieties, doubts, dreams and hopes. It is to be hoped that every administrator and teacher will avail himself of the opportunity of putting this pioneering book into the hands of parents—especially those parents whose children have problems. For remember, there are no problem children but there are problem parents and they have given the child his problem!

Put *Exploring the Child's World* first on your book list if you are interested

in the mental health of children and in helping them through their strange world in terms of their own developmental needs.—*Mary L. Starkey*, principal, Grandview Elementary Schools, Columbus 12, Ohio.

►DeBoer, John J., Kaulfers, Walter V., and Miller, Helen Rand. *Teaching Secondary English*. New York: McGraw-Hill Book Company, Inc. 1951. 427 P.

This book represents a careful and critical study of the teaching of English in the secondary school. It directs attention to better ways of carrying on experiences in English with boys and girls with particular emphasis on the changing purposes of the English program which are necessary if this part of the high-school program is to maintain interest and vitality.

A section reviews recent research in language teaching, bringing the reader up-to-date and referring him to important studies which he can read for himself. Throughout the book effectiveness of teaching and learning is the keynote. The utilization of pupil purposes to suggest and augment teacher purposes in all forms of language instruction is emphasized. The book is realistic and specific in its approach, giving many concrete examples whenever suggestions are made which seem to require them.

#### **Grammar—for Specialist or Layman?**

A discussion of the research on the teaching of grammar breaks down rather effectively many of the old arguments advanced in favor of formal grammar teaching. The authors discuss their own proposals for teaching grammar and usage based on the specific needs of youth. They make particular distinctions between grammar for the language specialist and for the larger

group of lay people with whom high-school language instruction is concerned. To this reviewer, parts of this method for teaching usage are only slightly less complicated than the more traditional formal grammar which the authors decry. It is likely to be more meaningful than the usage programs to which one is accustomed traditionally, however. The authors call it the usage-guide method and it seems to involve a degree of memoriter activity which may be questioned even though the practice exercises are drawn from the writing of the students themselves. A brief discussion of ways of teaching English to non-English-speaking students is included. These suggestions will be particularly welcome to teachers in schools located in areas which have a large group of foreign-language-speaking people.

#### **Semantics and Propaganda**

The role of semantics in language is discussed effectively with particular attention being given to propaganda and its importance to the English teacher. Numerous excellent examples and exercises are given which will suggest ways in which teachers can include this type of material in their teaching procedures.

One of the most complete and helpful chapters is one on reading and its place in life and education. Many of the aspects of this discussion have been commonplace in good elementary schools for many years but the secondary school has either neglected them or proceeded on the assumption that they are not a necessary part of its program. It is fine to see this book bringing reading instruction to the attention of high-school teachers. The suggestion that individual differences in reading require a developmental concept rather than the usual remedial emphasis is

useful in helping older retarded readers to learn to read well.

This book provides for all secondary-school teachers a readable and enlightening source book on the teaching of numerous aspects of the English-language program of the high school. It is well-documented and the bibliographical lists at the end of each chapter will be helpful to the person who wishes to read further. Its very size may be discouraging to the teacher who needs it most, perhaps, but teachers who make good use of it will find themselves and their teaching enriched by its careful treatment of the subject.—*James C. MacCampbell*, The Ohio State University, Columbus.

#### SUGGESTED READINGS

►Essert, Paul L., *Creative Leadership of Adult Education*. New York: Prentice-Hall, 1951. 333 p.

Intended for professional adult educators, this volume is of particular value because it gives sharp outline to a field which has been somewhat nebulous. In order to avoid what Stuart Chase has labeled "verbal ectoplasm," Dr. Essert has in the last portion of his book made wise and extensive use of actual educational projects in operation at the adult level.—*Harold G. Shane*.

►Benne, Kenneth D., and Muntyan, Bozidar, *Human Relations in Curriculum Change*. New York: The Dryden Press, 1951. 363 p.

This book originally was developed in conjunction with the Secondary School Curriculum Program and issued as an Illinois State Department publication. It is a compilation of writings, both descriptive and theoretical with

regard to the anatomy and importance of human relations. Among the writings collected are contributions from Kurt Lewin, Ronald Lippitt, Alice Miel, R. Bruce Raup, George Axtelle and others equally well-known. Samples of topics: "The Growth of a Group," "Group Self-Evaluation," "What Is Action Research?" "What Is Role Playing?" "The Discipline of Practical Deliberation." Recommended for the student with special interest in the field of human relations.—*Harold G. Shane*.

#### Footnotes on Current Publications

Charles Skinner's useful *Educational Psychology* is out in a third edition (Prentice-Hall, 1951. 791 p.) with chapters by Jersild, Witty, Frank Freeman, Rath, et al. . . . The University of Chicago Press has published *Intelligence and Cultural Differences*, with Allison Davis as chairman of a writing group which includes Kenneth Eells, R. J. Havighurst, Virgil Herrick and R. W. Tyler. Carefully documented and illustrated with 147 tables, it is a paperback, varityped volume of 388 pages.

In cooperation with the Civil Aeronautics Authority, the American Council on Education has just produced *Adventures in Aviation Education*. (The Council, 1951. 401 p.) Numerous individual writers have contributed anecdotal and descriptive examples of air age learnings from kindergarten through the various subject areas of high school. The material should create particular interest since the North Central Association has just accredited high school courses designed to prepare the 100,000 cadets, age 15 to 18, sought by the U.S.A.F. for Civil Air Patrol duties.—*Harold G. Shane*, Northwestern University, Evanston, Illinois.

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