

Winner of the first annual
Somerset Maugham Award

Innocents

by A. L.
BARKER



"It would be a crying shame if readers who would enjoy and appreciate Miss Barker's work neglected *Innocents* merely because they are accustomed to reading novels, even mediocre ones, instead of short stories, even excellent ones."

—ORVILLE PRESCOTT,
N. Y. Times

At all bookstores \$2.50
CHARLES SCRIBNER'S SONS

Contemporary Poetry Series

PREDESTINATE

IRON by Edd Winfield Parks



Modern poetry distinguished by a fine sense of rhythm—sensitive feeling for the right word and effective imagery.

Deeply concerned with the conflicts inherent in civilization

today, Mr. Parks does not attempt to resolve—only to recognize and state them. \$2.00

STUBBORN CLAY

by William Wallace Davidson

Lyric poems, full of feeling, not problems! The resistance of man to become anything other than the clay he is made of is the basic theme.

\$2.00



UNIVERSITY of GEORGIA
Press ATHENS • GEORGIA

comparison of our system with those of several European countries. Next they offer a detailed survey of the types, curricula, and enrollments of "in-school" vocational and technical education and of "in-employment" training and apprenticeship programs provided by industry. The attitudes of labor and management toward vocational training are examined. These topics are supported by numerous useful and informative tables, including appendices of notes on education in selected European countries.

In contrast to this recapitulation of "what is," Kähler and Hamburger present a number of stimulating and practical suggestions on "what ought to be" in vocational education. The place of the vocational high school in the preparation of workers for productive activities, desirable adjustments in school programs, the broadening of training in occupational skills, the role of apprenticeship—these are among the proposals they suggest and analyze.

To develop a comprehensive system of occupational preparation, the authors assert, it is necessary to align vocational and general high schools more closely. They would accomplish this by reducing the number of shop periods in the vocational high school and increasing the quantity and improving the quality of academic subjects—thus making it possible for the vocational high school to offer a college preparatory course. Such a "fusion of vocational and general education" would both improve the basis for occupational mobility and help make secondary education more democratic.

In spite of its constructive and original qualities, the book's usefulness is handicapped by certain real shortcomings. One is the authors' failure systematically to apply their major premise (breaking down "rigidities of labor" which threaten to restrain full productivity) to the existing of proposed methods of occupational preparation. For example, if they had defined and explored the numerous meanings of "mobility"—which is the antithesis of the rigidities to be overcome in their major premise—they might possibly have developed a single principle for occupational preparation that would have served at all levels.

Even more serious is the author's failure, in analyzing restraints to the development of full production, to discover the greatest potential for increased productivity—the human individual. For in concentrating on the institutional patterns of occupational preparation, Kähler and Hamburger have neglected the motivation of the worker. Leading industrialists are

recognizing this as of paramount concern, and in attempting to solve it they are providing the incentives and the working climate which will meet the workers' basic needs for security, individual development, and the sharing of a common goal. As David Cushman Coyle wrote in these pages barely a year ago, "perhaps the most productive [source of power] of all may be the development of management engineering, adding still more production merely by reducing human strain and friction."

It is to the task of developing the "know-how" for releasing the tremendous resources of millions of human beings throughout the world by making the productive process itself a joyous adventure for every individual, that education for an industrial age must be dedicated.

Edward Hachtel, formerly in charge at a Veterans' Administration guidance center, is a private vocational and industrial counselor in New York City.

Creative Vision

THE UNFOLDING OF ARTISTIC ACTIVITY. By Henry Schaefer-Simmern. Berkeley: University of California Press. 1948. 201 pp. \$5.

Reviewed by PAMELA TAYLOR

IN THIS extraordinarily interesting book Henry Schaefer-Simmern, visiting professor at the University of California, reports his findings on a special five-year art-education program he undertook for the Russell Sage Foundation in 1939.

The two statements he quotes in his introduction are the clues to his whole theory of art education. "Artistic activity begins when man, driven by an inner necessity, grasps with the power of his mind the entangled multiplicity of appearances and develops it into configured visual existence," according to Conrad Fiedler. And Gustaf Britsch declares

that artistic activity as a "general attribute of the human mind" reveals itself, to a modest degree, in children's untutored drawings, as well as in beginning stages of art of all times. He demonstrates the existence of definite evolutionary stages by which artistic configuration develops gradually from simple to more complex relationships of form. Thus he indicates a way toward the foundation of an art education which will encourage the natural unfolding of artistic activity as an inherent quality of man.

Professor Schaefer-Simmern then moves on to a discussion of the need for creative experience in our present-day mechanized world, with its in-

creased leisure, a consideration of the agencies now doing something with art instruction as adult education and recreation (it is pleasant to find here a good word for the much-maligned WPA Art Project), and a resume of the methods of art instruction most frequently used and why they fail.

A second chapter outlines the directions which his methods take. "A work of visual art . . . can be distinguished . . . by a functional interrelationship of all its parts. This visual configuration may be considered the result of an autonomous mental activity, a mental digestion and transformation of sensory experience into a newly created visual entity." That the developing mind of man is accompanied by "organic growth of visual artistic configurations" he demonstrates with numerous children's drawings, with plates from Chinese and Persian painting, and others. Because our education is so largely directed to the acquisition of conceptual knowledge, the creative, visual experience, while its possibility is latent, is seldom realized after childhood. But the unfolding of inherent abilities in creative art has a direct relationship to realization and formation of the whole personality, and is therefore of vital importance.

The four experiments, one for mentally defective persons, made at the Southbury Training School; one for delinquents, made at the New York City Reformatory; one for refugees, and one for business and professional people, are reported on fully. In each case one individual is selected from the group, his or her background described in full detail, a descriptive analysis of progress in class given, and the personality changes effected by the work summed up. Each successive step is illustrated with photographs, so that it is possible to follow in detail the gradual unfolding of the individual's abilities, to see the inept, fumbling first drawings followed by increasingly able work, the childlike, early modeling by definite, competent statement plainly marked with individual conception.

The conclusions stated in the final chapter, both on the individual experiments and in general, give a provocative indication of what might be done with reawakened creative potentialities in the mass of the people not only as constructive use of increased leisure, but because they further critical visual discrimination and hence might well, eventually, effect radical changes in the esthetically reformed environment which is one of the curses of the "modern world." The implications of this book are wide in scope, stimulating, and absorbingly interesting.

A startlingly beautiful girl . . .

The man who loved her beyond reason . . .

A bullfighter . . .

A monkey who saw ghosts . . .

THEY ALL LIVED IN

The Innocent Villa

By BARNABY CONRAD



➡ A vivid, compassionate story of a young American in Cordova and the enchanting, elusive Spanish girl he loved. The author, one of the few Americans ever to win fame in the Spanish bull ring, brings the book to a crashing climax with an almost unbearably tense bullfight.

At all bookstores, \$2.75. **RANDOM HOUSE**, New York



The Best Hope of Earth — A Grammar of Democracy

By LELAND DEWITT BALDWIN. (Author of *God's Englishman*; Pittsburgh: *The Story of a City*; *The Delectable Country*; *Whiskey Rebels*; and others.)

Know the faith that is within you! Most of us have accepted democracy as we have accepted the English language, because we were born to it and grew up with it. We will fight for democracy and even die for it, but do we know how to live it? Do we realize that more than any other way of life democracy depends upon our intelligent grasp and use of its principles? *The Best Hope of Earth—A Grammar of Democracy* in a few brief chapters gathers together the essentials—the evolution, the nature, and the method—and sets them forth so clearly, simply, and positively that he who runs may read.

ON SALE IN AUGUST, \$3.00

UNIVERSITY OF PITTSBURGH PRESS
3309 CATHEDRAL OF LEARNING, PITTSBURGH 13, PA.

BUY U.S. SAVINGS BONDS

SIX BELLS OFF JAVA



by WILLIAM H.
McDOUGALL, JR.

"I cannot remember that I have ever read a detailed recital of harrowing experiences, whether true or fanciful, that kept me so tense throughout."

—RODNEY GILBERT,
N. Y. Herald Tribune

At all bookstores \$2.75
CHARLES SCRIBNER'S SONS

OLD WORLD FOODS FOR NEW WORLD FAMILIES

by LELIA McGUIRE;
decorations by JEAN MAY SMITH

Kitchen-tested recipes of 15 European countries for the housewife, teachers of Home Economics, and social workers; has an annotated bibliography covering the manners and customs of the countries. 136 pp. loose-leaf cerflex binding—heavy board covers. \$2.00

UNION LIST OF SERIALS IN THE LIBRARIES OF METROPOLITAN DETROIT

Valuable supplement to the *Union List of Serials in the Libraries of the United States and Canada*. A joint project of The Michigan Chapter of the Special Libraries Association and the Detroit Public Library. 670 pp., multigraphed. \$6.00

WAYNE UNIVERSITY STUDIES IN AIR TRANSPORT

Pioneer studies aiming to set forth the tremendous possibilities of transporting commodities by air.

No. I. *Air Cargo Potential in Fresh Fruits and Vegetables* by Spencer A. Larsen. \$1.50

No. II. *Outlook for Air Cargo in Fresh Produce* Addresses at the National Air Cargo Conference, Detroit, March 23, 1944; edited by N. Stanley Oates. \$1.00

No. III. *Air Cargo Potential in Drugs and Pharmaceuticals* by Spencer A. Larsen and William Reitz. \$1.25

No. IV. *Consumer Acceptance of Kitchen-Serviced Vegetables*. \$5.00

In Preparation

MEDICINE UNDER THREE FLAGS. A history of medicine in Michigan to 1837 by Fanny Anderson. Illustrated.

Air Cargo Study No. V. *MARKETING FRESH FISH*, by Spencer A. Larsen and William Reitz.

WAYNE UNIVERSITY PRESS
Detroit 1, Michigan

Beyond the Verbal Remedy

FERMENT IN EDUCATION. By George D. Stoddard and others. Urbana: University of Illinois Press. 1948. 224 pp. \$3.

Reviewed by HARRY D. GIDEONSE

HERE is a collection of the inaugural addresses at the University of Illinois when George D. Stoddard was installed as its new president after a distinguished career as a scholar and as an administrator at the State University of Iowa and in Albany as New York State Commissioner of Education.

The Regents of the University of Illinois set a high mark when they honored themselves by the choice of so obviously qualified a leader as George D. Stoddard, and the quality of this volume is a measure of the enthusiasm and the esteem of the best talent in the American university world. If I single out only a few papers, for discussion as the core of the volume, I am mindful of the suggestive views of many of the others.

Stoddard sets the theme with a plea for "a matrix theory of education" in which he defines the weakness of our present fragmented curriculum as essentially inherent in the arrested development of the area of common knowledge which is the basic content of elementary and secondary education. He does not limit himself to the rediscovery of our past which is now the common ground of most of our curricular planning, but his striking comparison of graphic or artistic illiteracy with the usual yardstick of verbal illiteracy suggests an impatience with the normal academic preoccupation with verbal remedies for the emotionally bleak landscape of our typical intellectual centers. We do not need a curriculum "built up in neapolitan slices, nor prepared as an emulsion. We are concerned with the human brain — a plastic, growing, changing organism. . . ."

If the last remark seems directed at President Hutchins's theory of "sheer cultivation of intellectual virtues" which is sometimes presented as if the human mind were a knife which merely needs to be given its proper cutting edge to serve in almost any applied capacity, Hutchins's own paper shows a refreshing capacity to learn from the critical discussion he has helped to provoke. The gap between Hutchins's and Conant's views has narrowed with the years, and here is good hard thinking about some of the major soft spots in America's intellectual armor. "What is honored in a country will be cultivated in its universities"—if we want "better

bombs, better poison gas, better medicines, better crops, or better aeroplanes," the American university is able, and usually willing, to help. But if we should happen to need clarification of our thought about the purposes of organized society, about the ends of human life, or about the means of reconciling freedom and order, the university in its present preoccupation with *means* is unlikely to provide guidance if strong leadership does not restore such questions to a position of honor and priority.

Neither Conant nor Hutchins is as optimistic as Stoddard about the drift towards so-called democratic control of higher education. They both stress the inadequacy of tuition fellowships as a method of providing equality of opportunity. "We assume that we have democratic education if we do not charge for it and if we make clear that every citizen is entitled, as a matter of right, to as much free education as every other citizen" (Hutchins). Actually the important cost of education to parents is not fees—although that is high enough by current standards—but the student's subsistence and the loss of his earning power, and present equalitarian motives have set a premium on the mediocre in the face of the obvious fact that in a competitive world every creative program calls for contributions by the same small group of really first-rate minds.

Conant sums up the need for qualitative achievement in these words:

In the whole range of scientific and technological activities there is no substitute for the first-rate man. Ten second-rate men cannot replace him. It is no use pouring second-class men on a problem even if you are under great pressure for a solution. Second-rate men often do more harm than good. Therefore, in this country we shall have rapid or slow advance in all the practical arts depending on the number of really first-rate men who are available.

There is vitality in this volume, and vigorous re-examination of current practice, but it leaves doubt as to the extent to which our academicians are aware of the cracks in the framework in which analytical intellectual activity has prospered for some 300 years. President Conant quotes the motto of a successful war project. It may not be inappropriate, if we stretch it to apply to the intellectual enterprise as a whole: "Behold the turtle—he makes progress only when his neck is out."

Harry D. Gideonse is president of Brooklyn College.