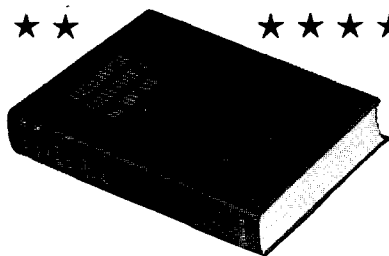


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EDUCATION

(Continued from page 31)

the skirting of criticism and analysis results in a surface portrait. This reader also would question the emphasis put on Madame Chiang Kai-shek. The handwriting on the Wall of China indicated some time ago that the repository of democracy in the Orient was not in the Generalissimo and his lady, but in the latter's elder sister, the widow of Sun Yat-sen, and such spokesmen as Sumie Seo Mishima, '27, who in a postwar meeting of the

Wellesley Club of Tokyo remarked: "Impoverished as we are, we have been given freedom of thought, action, and speech. It is time for us as American-educated Japanese to make full use of our American education and to quicken the democratic rebirth of the nation. . ." That would have pleased Henry Fowle Durant, who envisioned his girls as missionaries and teachers and gave them an abiding motto: "Non Ministrari sed Ministrare."

Looking at Our Youngest Generation

ELIZABETH B. HURLOCK

THESE ARE YOUR CHILDREN.

How They Develop and How to Guide Them. By Gladys G. Jenkins, Helen Shacter, and William W. Bauer. Chicago: Scott, Foresman & Co. 192 pp. \$3.50.

"THESE ARE YOUR CHILDREN"

describes the typical behavior of normal, everyday children from five years of age to adolescence. To make the material presented to parents seem more realistic, case histories of children are used to illustrate typical behavior at each age level. Photographs of children in home, school, and neighborhood settings, doing things characteristic of their ages, add another lifelike touch to the scientific material.

There are many books available today which tell parents what to expect in the pre-school child and how to deal with any and every problem which may arise during this period. There is a rapidly growing number of books of a similar sort dealing with the adolescent years. But the between-period, from five to twelve or thirteen years, is the neglected period of childhood. In spite of its importance as a foundation age, little information has been given to help parents to guide

their children's development wisely. That is the main function of this book.

Three of the most interesting features of this book are the chart in which detailed lists are given of physical development, characteristic reaction, and special needs from the pre-school years into adolescence; lists of concepts that can be developed at each age to build mental, social, and physical health; and, finally, the questions given to encourage discussion of the subject matter of each chapter which will make this book suitable to use for parent-education groups.

CHILDREN KNOW THEIR FRIENDS.

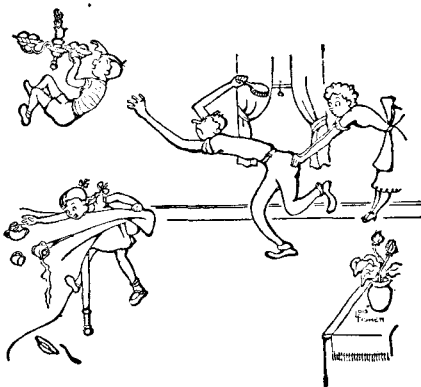
By Ruth Wendell Washburn. New York: William Morrow & Co. 192 pp. \$2.50.

The major theme of "Children Know Their Friends," by Ruth Washburn, as it was of her earlier book, "Children Have Their Reasons," is that to understand children you must see the world through their eyes. And, to do this best, you must listen to children's comments and questions which give an understanding of their thoughts.

With this fundamental principle, Miss Washburn has presented information regarding the child's growth in awareness by using comments and questions which she has collected over a period of years. Though presented as individual case histories, the stories are actually composite portraits of a great number of children.

The book is divided into eight major topics of child behavior, each of which is certain to be of interest to parents and teachers. These include such subjects as the relationship between brothers and sisters, getting on with teachers, neighbors and friendships, and play or work.

While the material of this book is



thoroughly sound and informative, it is presented in a light, easy-to-read style, which is greatly aided by the frequent use of anecdotes and case histories of what appear to be real children, not composites of many children as Miss Washburn has pointed out that they are. The frequent use of poetry to introduce a new idea or principle is a charming innovation in an educational book.

CHILDREN NEVER TELL. By Gwen-dolen Freeman. New York: The Macmillan Co. 274 pp. \$2.50.

"Children Never Tell" is divided into two separate and quite distinct parts. The first is a series of retrospective reports, told in a charming, facile, and familiar manner. In these reports, the author, an English woman, tells how she felt about things when she was a child as she remembers these experiences now. Some of the many topics she covers, material for which she delved into the storehouse of her memory, are: day and night fears, sins, cruelties, school religion, adorations, and ambitions.

The memories of the author's childhood experiences go as far back in her childhood as her sixth year and include her thoughts, feelings, and emotions at different times during the years in which she was growing up. Like most retrospective reports, Miss Freeman has unquestionably filled in the gaps of memory left by time to make her reports more complete.

Part Two of the book is made up of stories of the experiences of different boys and girls of various ages. These stories, Miss Freeman asserts, are only superficial because it is impossible to know the inner workings of the child's mind. They do, however, throw additional light on children's behavior and the motives that lie back of this behavior.

While "Children Never Tell" is a unique and interesting way to study the workings of the child's mind, thus giving a better insight into how the child views the world and the problems he has to face in it, it is not a book that can serve the purpose of guiding parents in meeting the different problems they face in bringing up their children. It does help those who are interested in understanding children better to recognize that a child's world is very different from that of an adult.

YOUR CHILD'S MIND AND BODY. A Practical Guide for Parents. By Flanders Dunbar, M. D. New York: Random House. 324 pp. \$2.95.

Flanders Dunbar, who is already widely known for her book on psychosomatic medicine, "Mind and Body," has written a book for parents in which she touches on all the important problems a parent will meet sooner or later in the difficult and all-inclusive job of being a parent. However, because many common problems of childhood have been discussed widely by other writers, Dr. Dunbar has attempted to answer the "little" questions about children which most other authors leave unanswered.

In her many years as a physician and mother, Dr. Dunbar has found that the "crises" most characteristic of the first six years of life are closely associated with sleeping, eating, playing, obedience, and independence. It is to these major aspects of a child's life and the many and varied problems that arise in connection with them that Dr. Dunbar has devoted a major part of the book.



—Drawings from "New Ways in Discipline."

Unlike most books designed for parental use or, in fact, scientific textbooks meant for college students, Dr. Dunbar has emphasized in connection with each form of behavior the "adolescent aftermath" of this behavior and the problems which have arisen in connection with it. If parents can be made to realize that how they handle their children's problems during the early years of life will determine what and how serious will be the problems they will have to face when their children reach the adolescent years, this alone will more than justify the time devoted to the writing of this book on the part of Dr. Dunbar and the time given by parents to a careful study of the valuable advice contained in it.

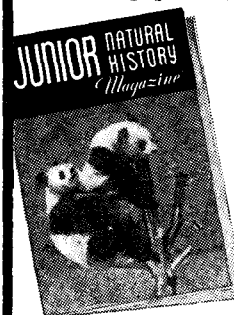
NEW WAYS IN DISCIPLINE. You and Your Child Today. By Dorothy Walter Baruch. New York: Whittlesey House. 280 pp. \$3.

Without question, discipline is the most difficult problem parents have to face in bringing up their children. In the days when the "spare-the-rod-and-spoil-the-child" philosophy of discipline was in vogue, the problem was easily solved. The naughty child was soundly spanked and was warned that more would follow unless he mended

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his ways. Needless to say, children learned quickly and remembered long.

Present-day emphasis on more humane disciplinary methods has given rise to a dilemma which parents of past generations were not forced to face. How to discipline a child and at the same time avoid his resentment against the disciplinarian is the theme of Dr. Baruch's new book. Because modern methods of discipline are complicated, it is essential that the disciplinarian have a complete understanding of the child's nature. The major portion of the book is devoted to giving the reader this.

The pen-and-ink drawings scattered throughout the book, with their appropriate legends, are very effective.

YOUR CHILD MAKES SENSE. By Edith Buxbaum. New York: International Universities Press. 204 pp. \$3.25.

"Your Child Makes Sense" presents children's problems from the psychoanalytical angle. The foreword of the book, written by Anna Freud, daughter of the late and very famous Sigmund Freud, tells the reader at the outset that Freudian thinking had played an important role in the interpretation of the material discussed by Dr. Buxbaum.

Part I of the book has been written by Dr. Florence L. Swanson and covers important topics related to the physical development and care of the child. In connection with this, emphasis is placed on the relationship between mother and child, and what role this plays in determining the child's personality.

The two remaining parts of the book are devoted to the development of mouth activities, muscle control, sex development, and the child's role in the family, school, and cultural group. While this may at first appear to be a rather limited scope of topics, Dr. Buxbaum has managed to include almost everything that might be of interest to parents in these chapters.

The case histories of children given as illustrations of different principles of child behavior make interesting reading. Because they have been taken from clinical practice, there is the danger that it will create concepts in the mind of the layman which will produce a distinct bias in the judgment of perfectly normal childish behavior.

Elizabeth B. Hurlock, author of "Modern Ways with Children," writes newspaper and magazine columns on child raising.

FIRE BELL

(Continued from page 25)

If one looks at the matter with wide open eyes—devoid of preconception and prejudice—it is clear that the striking teachers were treating society as society had treated them. Because society mistreated them, their respect for the political structure declined.

College and university professors have not yet gone so far. They still exhibit the individualism of the thinker. Until the scholar finds himself in a hopeless situation, he is loath to organize defensively. He prefers to associate with other scholars only for mutual enrichment from the free exchange of thought, for the satisfaction that comes from the interplay of lively and fertile minds. But there are clear indications that trouble can develop here as in eighteenth-century France, and nineteenth-century Russia.

Something must be done to join the professor's over-riding loyalty to the truth with his natural love of his country and its social-political-economic institutions. The suggestion that we should "crack down" on critics, fire the dissenters, or make them so uncomfortable that they remain silent is the worst possible program. Academic freedom is all the professors have left—and however widely their political and social views may vary, they will unite in defense of that last bulwark of their profession.

The academic is willing to accept a relatively low economic ceiling if he has compensatory satisfactions in terms of social response, if he has the position of responsibility, dignity, and honor which his importance to society fully justifies. Among the necessities is an increase in salary—and the need is substantial and urgent.

All evidence indicates that a larger proportion of young people are to be in school for longer periods of time than ever before in history; the temper, the attitudes, and the doctrines of teachers are of vast significance. If, as I have indicated, there has been a growing breach between those who teach and our social and economic system, then it had best be understood.

The cure is not to denounce or to harry the faculties; it is to reform the situation which makes the intellectual bear the burdens without sharing the rewards. It is to recognize his strategic, indeed his vital, place in our economy, our society, and our public life and to proceed rationally and with as much light and as little heat as possible to redress the balance.

—HENRY M. WRISTON.

The Saturday Review

THE ELITE AMONG US

(Continued from page 10)

older world and a more settled and more aristocratic civilization. They are not speaking altogether sentimentally, however sentimental be the desire to ape the conditions of a society no longer in existence, or to pretend that we can revive the conditions out of which a patrician art flowered and a connoisseur taste grew. Something has gone from our lives in the way of the love of excellence; something has vanished from the social scene in the way of a class, the passionate few, in Arnold Brett's phrase, who persist in caring for the best in art, in thought, in feeling, in imagination.

Democratic America has always, I think, given evidence, not least by its addiction to college education, that it believed a tradition of excellence and a cultivation of distinction could, through education be kept alive. The "commencement" exercises we hold annually have become symbols of our faith and our commitment to the training of a group of men and women who, if their training took, could with propriety be regarded as an elite, a choice group, concerned with choice things and values, a group who might, not through delegated powers or authority given to them, but simply by virtue of their own persuasive taste and judgment, become distinguished leaders and shapers of our national life. College graduates, it need hardly be pointed out, have in no way after graduation or before it, seemed, except by financial accident, to be an elite. I once heard an eminent philosopher say he had given up teaching because he had begun to meet students to whom he had given A's ten years previously. But the ideal of college education remains none the less a part of the American faith that democracy can train its own potential best.

In what sense may it be assumed that the educated may be our acknowledged leaders, the true elite in our society? Not, I think, because they are trained to be technical experts, or are on the way to becoming such. The atomic age has dramatized the fact that technique without moral leadership can simply give us streamlined and super-efficient instruments for disaster. The genuine elite can be leaders by example, by giving evidence in their own lives of what life may mean in the way of significance, order, harmony, or truth, and making contagious these values for others.

There is no doubt that we long for leadership not simply practically, but morally. Their lives seem to many

today imperiled, and where not imperiled, fruitless. It is an urgent question to many minds whether civilization is imperiled or whether it is worth saving. We look eagerly to find examples of lives that are worth living, or minds that are worth listening to, or moral guidance that is worth following. If genuine leadership is lacking, as the tragic events of the last generation have shown, men will follow false leaders. If the glory is absent, we will have to follow a false and rhetorical illusion of glory. But there is evidence, too, that the note of authenticity has its spell, and men will listen to those who, in the wonderful old phrase of the New Testament, speak with authority, the authority of disinterestedness, of devotion to the excellent in life, in art, in letters.

THERE are some uneasy critics of the contemporary scene who see no hope in the democratic process itself, who are certain that equality of opportunity means the reduction of all to the lowest level of the least competent or the least distinguished. They pine for a privileged class of aristocrats who shall impose their values and perhaps their political principles on those naturally inferior to them. T. S. Eliot, to whom I have earlier referred, explicitly asks for a revival of a class society, wherein a class of superior persons shall lay down the moral and cultural values and laws for all the rest. On the other hand, there are those who feel that in the interests of genuine democracy we must rule out the expert, the super-refined, the esthetically precious. We must all be rulers and yield authority to none. And in the field of art and literature and thought we must avoid what cannot be made available in the simplest terms to the rudest mind. Thus Tolstoy wished to rule out of art everything that the simplest untutored peasant could not understand. And the fear of the high-brow and the esoteric has become almost a mania in America, so that even college graduates seem embarrassed to mention Shakespeare or Wordsworth or Thomas Browne and often pretend to love boogie-woogie rather than confess to a love for Bach.

The democratic faith is a subtle and courageous adventure in hope. It is a belief to which all our widespread higher education is testimony, that we believe there is the possibility of distinction and the sense for distinction in all human beings, that education



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can in a democratic society make the ordinary citizen live beyond his ordinariness, and aspire toward excellence of life, to recognize it when he sees it, and to emulate it as far as he can. There is an analogy in secular lives, which are impossible to more worldly persons, but which are examples of the levels of generosity and sacrifice to which human beings can aspire, and in the light of which they can live. Higher education in a democracy aims to produce distinction and to make the love of it contagious. The educated may function as persuasive examples of the disciplined, discriminatory mind. Nor do I mean by distinction, eminence and mere public acclaim. I mean distinction in the sense of distinctiveness. The goal of life is individuality, individuality not as competition and assertiveness, but as the realization of one's own qualities and capacities in one's own special way. It is such a distinctiveness as artists exhibit in their work, and saints in their lives, thinkers in their thinking.

A democratic society is successful just in so far as it nourishes such distinctiveness; individuals rich in quality of life are the best fruits of education. A democratic society is successful in its approach to freedom if the conditions of political freedom nourish an atmosphere of spiritual freedom, in which every citizen is not only a part of commonwealth, but has a realized life of his own. It is one of our proudest hopes that a college education can help to produce a class, continuing even larger, to whom distinctiveness of life, a sense for the best will survive. For such a sense of excellence can gradually affect the whole of our conduct and our lives in America. It was a notion by which Plato set great store, that the very quality of the colors and light and lines among which people lived affected their characters and their society. In the same way a love of the best nurtured among a sizable part of our population will be a leaven for all of it. The true elite will not be those who are birth- or privileged-proud, but those whose lives are choice by reason of their habitual choice of the best that is in them, and who, by habitual choice, try to exercise the most characteristic life that is in them. For social equality and freedom are merely conditions for the exercise of the more vital freedom of life. The freedom of a bird is to sing and to fly; the freedom of individuals to become fully human, to live at their own peak of excellence and capacity, to be at once ordered and spontaneous.

I began with a brief, and I fear dispiriting, survey of the ways in which democracy makes for mediocrity, equality makes for dulness,

and security for mechanical conformity. I have tried to suggest the ways in which distinction is the implicit goal of democratic education, distinction—if it is not too strained a paradox to say so—for all. If there is not, as some of the more romantic nineteenth-century prophets predicted, a God in each of us, there is yet in each of us—and this is the essence of the democratic faith—a possibility of scaling those heights of life, an achievement deserving of no less a name than divine.

The truly elite among us are those who recognize the gleams of divinity where they appear, and make those gleams the touchstones of action and feeling and thought, and dedicate their work or their lives to communicating the same glowing vision to others.

THERE is no reason to suppose that democracy and distinction are necessarily enemies. Widespread education is making us more widely sensitive to excellence, more eager to have excellence itself more pervasive. Art, music, and ideas have larger audiences and more discussions than existed only twenty-five years ago. There are, clearly enough, enemies of the best in the very machinery by which we insure equality and justice. The largeness of the scale of our national life makes a certain minimal regimentation inevitable. But we are learning to watch out for the enemies of life and fulfillment: bureaucracy, impersonal machinery, merely material distribution of material goods. We are becoming aware that in making men equal in opportunity, in the very machinery of doing so we may make the opportunities of rich individual life wither. It is the positive function of education in a democracy to promote those activities wherein human beings come to fruition as individuals. Individuals are most human when they are most humanistic. Man is most himself in art and in thought. Not everyone can be an original artist or thinker. But many can be educated to disinterested and undistracted criteria of judgment in these matters. We can keep alive in a democracy a sense of human values, and in so doing will be alert to keep human beings free to be their best, their most creative, their most individual selves. What is security for but to give human beings their chance to achieve their full stature of humanity?

Irwin Edman, professor of philosophy at Columbia University, is author of "Fountainhead of Freedom," "Philosopher's Quest," and other books. The substance of this essay was a commencement address at Goucher College in 1949.

The Saturday Review

YANKEE TOWN

(Continued from page 19)

day he is one of its most devoted workers and the schools' most eloquent defenders.

Their weekly Council work taught the laymen a lot of things they had never known before about schools and schoolteaching. "I still have to smile," an attractive grade-school teacher said recently, "when I remember the delighted amazement many of the men betrayed when they first discovered that present-day teachers seldom are hatchet-faced battle-axes who wear their hair in a bun." Several businessmen gradually learned to think of teachers as professional people rather than as skilled workers in their factory. Some were surprised to discover that considerations other than salary often determine a teacher's decision to remain in the profession or in a particular school system.

And the teachers learned something about the layman and his outlook, too. "I discovered," one confessed the other day, "that taxation is a very complicated question, and it isn't always practicable to raise salaries, add services, or buy additional equipment as rapidly as we teachers some times wish." "Some of the men applied the same methods to the study of our schools that they use in their businesses," another teacher reported. "It was a revelation to me to watch them at work."

Could the Westport plan be operated successfully in other communities? Some Westporters are dubious. Several neighboring towns have tried schemes on the same pattern—although different in significant details—and the results have not been especially good. Westport, say these doubters, is an extraordinary town: it has an unusually large number of able citizens who are willing to sacrifice time and money to civic causes.

But an even greater number of Westport people believe that the plan has a good chance of success anywhere—and their conviction is shared by several national educational leaders. They grant that a nucleus of alert and unselfish citizens is imperative, but they argue that such a group can be found in almost any American town. They do concede that two things Westport has are indispensable for the success of such a plan. One is an enlightened Board of Education, neither jealous of its prerogatives nor fearful of what citizens prying into its affairs may find. The other is a wise, indefatigable, and diplomatic superintendent of schools, capable of learning as well as teaching. Like Jerry Rast.

The New Recordings

COMPOSITION, PERFORMER, ALBUM NUMBER, NUMBER OF RECORDS	ENGINEERING	PERFORMANCE
	Recording Technique, Surface	AND CONTENT

THE ELDER CONTEMPORARIES

*HINDEMITH: NOBILISSIMA VISIONE (ST. FRANCIS). 1937. Philadelpha Orch. Ormandy. Columbia MM 847 (3) LP: ML 4177 (½)

Up to the best of the Phila. recording; sound of big orchestra, details a bit blurred. Loudest passages are somewhat buzzy in highest range on LP version, some spots overcut. Rest is excellent.

Like "Mathis der Maler," this was inspired by story of a medieval saint; the music is similar. A fine, dignified work, symphonic in scope, more concentrated than "Mathis" and as good.

*HINDEMITH: SYMPHONIC METAMORPHOSIS ON THEMES OF WEBER. 1943. Cleveland Orchestra, Szell. Columbia LP: ML 4177 (½) (Reverse side of above)

A superb recording, better than above; large orchestra, yet details clear and sharp, excellent highs, particularly in brass and percussion; loud parts on the LP are mostly clean.

Surprise! Hindemith goes American, despite Weber. A gay, gaudy, noisy score, with bells, cymbals, a jazz fugue, semi-square-dance tunes, peppy brass galore. If you thought you knew H. try 2nd movement here. Wow!

STRAVINSKY: SUITE ITALIENNE FOR CELLO AND PIANO (PULCINELLA); Raya Garbousova, cello; Erich Itor Kahn, piano. Concert Hall C5 (limited ed.)

Sharp, close-up recording of cello, most realistic; good piano, but balance puts it in background. Excellent highs, bass weakish (high turnover point).

Arr. 1932 from 1920 ballet score; a "metamorphosis" of Pergolesi themes, beginning almost pure P., with S. creeping in as music continues! A piquant and tasteful combination and good listening, in this vigorous performance.

*STRAVINSKY: CONCERTO FOR TWO PIANOS ALONE. 1935. Vronsky and Babin. Columbia MM 837 (3) LP: ML 4157 (½) Comparison: (SAME) Appleton and Field. Vox 634 (3)

Far better piano than most recent Columbia efforts—this is full and round, without unpleasant percussion or peaks. (The Vox recording is noisier, more uneven, but piano sound is as good.)

This difficult, large-scale work in its second recent recording. (SRL Feb. 2). A skilled virtuoso rendition but the Appleton and Field version for Vox I find more musical, more understanding.

VAUGHAN WILLIAMS: SYMPHONY #6 IN E MINOR. N. Y. Philharmonic, Stokowski. Columbia MM 838 (4)

Music on the largest canvas; this recording keeps general blur to a minimum, gives clean rendering of a heavy score. A fine job.

A big post-romantic work with stark, agonized overtones of World War II. (V. W. was over 70.) Extraordinary depth of feeling; whether its content ranks it at the top is hard to say—its strength is very great.

BEETHOVEN

*BEETHOVEN: "TRIPLE" CONCERTO IN C, OP. 56. John Corigliano, vl.; Leonard Rose, cello; Walter Hendl, piano. N. Y. Philharmonic, Bruno Walter. Columbia MM 842 (4) LP: ML 2059

Effective solution of difficult balance job, the three solos close-to, but not loud, the orch. enveloping; maximum differentiation. The LP is bit buzzy in loud parts played wide range—OK on most machines. (True of many Columbia LP's.)

Here lies the great value of records—a first-rate work almost never heard in concert for purely outward reasons brought to us permanently in recorded form. Ranks with big piano concertos, middle symphonies. Walter makes this a definitive, beautifully coherent performance.

BEETHOVEN: SERENADE, OP. 25. John Wummer, fl.; Alex Schneider, fl.; Milton Katims, vla. Columbia MM 839 (3)

Crystal-clear, modest, and smooth recording, good for this small ensemble. No false acoustical blowing-up.

Beethoven's early gallant period. Beautifully precise playing brings out craftsmanship in this relatively superficial writing. Lack of bass instrument makes it thin.

BEETHOVEN: SEPTET, OP. 20. Pro Musica Chamber Group. Vox-Polydor LP: PLP 6460.

A good resonant sound, acoustically. Recording quality is fair: buzzy on wide-range machines (use 5,000 cps cut-off); will be OK on others.

One of B.'s most popular works during his life—skilfully made, tuneful, a fine mixture of wind and string tone color. Solid performance, scarcely scintillating, but musical.

*Reviewed from slow speed version.

—EDWARD TATNALL CANBY.