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[Review of A book of science verse: The poetic relations of science and technology, by Wilfred Eastwood (Macmillan, 1961)].

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by confessing that whereas progress can be recorded in the fields of learning, motivation and knowledge of social behaviour, "a review does not support the idea that the psychology of the abnormality of children has made notable progress." They add that "studies which were popular twenty years ago concerning breast feeding and oral character still appear, but have not become an accepted part of general psychological theory and thus the foundation for more advanced research." Not all American psychiatrists will accept this, of course. They point out that the pattern has shifted to "different aspects of the mother-child relationship, such as maternal deprivation and emotional dependency." But they conclude that "although it has been shown that relationships between different types of discipline and types of behaviour in children are sometimes significant, the finds are not easily replicable." It will please some readers and alarm others to find that: "Even the simple statement that for their later mental health children need the care and affection of one mother, an 'obviously true' statement, has turned out to be hard to prove."

Blacker has estimated that from one to two per cent of all children need psychiatric attention each year. In Britain there is a tendency to separate backwardness and Mental Deficiency from behavioural problems, neurosis and delinquency. Official estimates of children in need of special education in the United Kingdom vary from ten per cent to as much as 16 per cent. Other figures reduce to an approximate one per cent backwardness and 0.1 per cent maladjustment. In an excellent survey of the literature concerning the relationship of home discipline to later personality development, the authors canvass the main research findings in this field. It begins with G. Watson's work in 1934, which showed that children from strict homes tended to become parent hostile and present more social and emotional problems in early adulthood and to have more anxiety. As Watson himself suggested later, he had not taken into consideration factors other than strictness, such as rejection and brutal punishment. Myers in 1935 found that pupil adjustment was quite unrelated to strictness of home discipline. A year later another study found that indulged children tended to shrink from responsibility. Symonds, in a most interesting study of permissive and authoritarian homes found that while children from the authoritarian were polite, orderly and obedient, they became as adults timid and withdrawn, and whilst the permissive were less obedient and more aggressive, they were self-confident and independent. Radke's work in 1946 showed that there was less aggression in children from autocratic homes — a somewhat unexpected finding, perhaps. But at a later stage, when children come before courts, an analysis of homes showed that the parents of problem children tend to avoid strict discipline. One cannot help feeling that the implication that they therefore promote a kindly discipline which fails, is wrong. They descend into that sort of leaderless anarchy which Lewis described so admirably earlier on. The choice before teachers and parents is not between a Spartan authoritarianism and chaos, but between these two on the one hand and that sort of intelligent creative discipline that both contains the child socially in an expanding framework of consenting co-operation and also allows him to discover himself as an individual valuable as a final reality. Educationists must never allow themselves to be faced with the unreality of Dictatorship or Chaos — it is a silly trick whether promoted by psychologists or teachers. G. Watson in 1957 found that children from permissive homes tend to have more desirable personality characteristics. Summing up, the authors feel that "the evidence, though by no means conclusive, suggests that strict parents and training produce an obedient and conforming but passive and possibly inadequate child, whereas a more permissive environment results in greater aggression but more independence and possibly better social adjustment." No one has yet sorted out the hereditary from the environmental factors involved here.

For the specialist reader this important work will have much that will be of interest. Its frank recognition of the inadequacies of present knowledge will convince many non-specialists of the integrity of the writers, whilst investigations into areas of research inadequacy will be most useful to younger educationists and psychologists who are trying to define interesting research areas. — B.W.R.

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A BOOK OF SCIENCE VERSE



by W. Eastwood (Macmillan).

Mr. Eastwood's collection of Science verse and his appendix of prose passages on The Relations of Science and Poetry makes a new and in some ways startling selection. For instance, of 243 pages of verse, 164 are nineteenth century or earlier, leaving approximately 80 pages to the twentieth century. Perhaps this is the balance that the compiler wanted, for he may have wished to demonstrate the continuing interest of poets with scientific matters, starting from such comments as

> Yet I forgat I to maken rehersaille
> Of watres corosif and limaille
> And of bodyes mollificacioun . . . (which is, obviously enough, Geoffrey Chaucer). Samuel Butler is never far from scientific speculation, either:
> Some hold, the heavens, like a top,
> Are kept by circulation up,
> And were't not for their wheeling round
> They'd instantly fall to the ground . . .

James Thomson, in the 18th Century demands:

> What grandeur can ye boast
> While Newton lifts his column to the skies
> Beyond the waste of time?

And William Cowper, the excellent Divine, reacted to the growing challenge of science by:

> God never meant that man should scale the Heav'ns
> By strides of human wisdom, in His works,
> Though wondrous: He commands us in His word
> To seek Him rather, where His mercy shines . . .

One can say unhesitantly that the first two-thirds of this book, which cover the period up to the end of the 19th Century, are full of surprises and make very stimulating reading. The final third is, one felt, surprisingly thin. The last quarter of a century—which surely must have touched the poetic imagination hugely, is represented by a bare twenty pages, clustering round the C. Day Lewis-W. H. Auden kernel. A compiler of an anthology of this sort owes it to his readers to present a balanced view of modern trends, and in this Mr. Eastwood has been, to say the least, unsatisfying. Three of the "younger poets," namely Patric Dickinson, Robert Conquest and John Wain, are represented. One would have thought that Louis Untermeyer, for instance—though no longer startling

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new—deserved inclusion, and Ian Fletcher is not without awareness of the scientific impulse. To quote another unquoted poet, Peter Levi,

> Atoms of the refracting brain
> Should in one mind one grief contain,
> Wars in a tear, whole systems in a grain,
> And in the mind alone
> The suffering eye of noon,
> The element and the agony might be one.

This nice wedding of the modern impact with the imagery of Blake is worth a second glance.

One's criticism of this book, then, is not so much what it contains—for there is much to enjoy, but rather the quality and range of its omissions. After all, as Mr. Eastwood himself says of the poems included, they "mirror the history of human culture and ideas, and the unity of knowledge. Such poetry will continue to be written and increasingly so, for a poetry which ignores science and its applications, is, in the modern world, divorced from life . . ."

That is what this reviewer would have contended. But it is exactly on this point that the anthology is thin. Mr. Eastwood, having whetted our appetites, denies us the promised repast. The appendix, a selection of prose passages by distinguished thinkers such as A. N. Whitehead, C. Day Lewis and William Wadsworth, inter alia, is a very stimulating and happy afterthought. A passage from I. A. Richards' Science and Poetry reminds one of man's emotional needs and the fact that what the scientist would call a pseudo-statement is, in Richards' terms "pivotal points in the organisation of the mind, vital to its well-being." Or, as that lucid commentator J. Bronowski puts it, "Science and the arts shared the same language at the Restoration. They no longer do so today. But the reason is that they share the same silence . . ." It was pleasant to find this distinguished Scientific humanist noted in these pages.

B.W.R.

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ANATOMY FOR STUDENTS AND TEACHERS OF PHYSICAL EDUCATION, by J. W. Perrott.

As Dr. Perrott states in his preface, "There is a dearth of co-ordinated and comprehensive literature on anatomy for physical education students," so this book is filling a long-felt want. From his acknowledgments, it is obvious that the author has read widely, and chosen his illustrations wisely, so that readers of this book get the benefit of his many years of experience in this field, as well as the best from many other books on this subject.

It is pleasing to note that there is always correlation between structure and function, an obvious tie-up which, however, is often missing in textbooks of this nature, Dr. Perrott's descriptions, shorn of unnecessary detail, give the student a concise word picture. Clear, well-labelled diagrams, photographs and X-ray plates have also been used to advantage.

The chapter headed "Work and Movement" can be read and re-read. I found I went back to it, and to the section on posture, with increased interest after reading the chapter dealing with the heart. I wonder why Dr. Perrott put these chapters in this order?

In Chapter IX the author comments succintly on the controversial topic of the role of competitive sports in physical education. In one or two instances in this chapter (e.g. the paragraph on injuries on P. 243), Dr. Perrott fails to make his point clear, but, on the whole, I find his views sound and stimulating.

I feel this is a worthwhile publication which will be welcomed by physical education lecturers.

M. I. SCOTT.

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Herbert Read's **"EDUCATION THROUGH ART"** is a work of great interest and gives hope for improvement in education in the near future. It traces the idea of "Art as the basis of all education" from Plato to the present day, when after all these centuries we are just beginning to put this idea into practice.

A vast amount of information is given about the numerous psychologists and philosophers and educationists who have experimented in many and various ways and have written learned treatises on the subject. In fact there are so many quotations from their works, with their technical expressions, and so many categories of methods, character, etc., that it is to be feared that a teacher, especially a young one, may be discouraged from reading the book through, and so miss what the author is anxious to stress, i.e. the important part of the teacher. Indeed a young teacher might be harassed rather than helped through trying to fit his pupils into these various "classes" and so lose for himself and them the very freedom the author wishes to promote of the description of pupil and work under the illustrations.

On the other hand the quotations from Dalcraze, Buber, Montessori and a few others and the example of one teacher's practice of now and then getting the children to sit relaxed and still, with eyes closed, and then say if or what pattern pictures rise before them — this is easily understood and very suggestive.

Much is quoted and discussed about environment—playground, building, etc. — but too little about what might be done sooner and much more easily by e.g. having classroom libraries and many reproductions of the work of great artists in the form of postcards, easily obtainable from the N. Gallery, British Museum, etc., and from many books and arranging them, say on hessian stretched on the wall, or better, shown by an epidiascope; also having music records played out, some danced or clapped to. One gifted teacher of literature (not in this book) used to get his pupils interested in e.g. a poem and then encourage them to illustrate it or express their opinion about it in words in a special exercise book, and another showed the relation of form to sound by dusting a sheet of metal evenly with sand and scraping a note from it by a violin bow to let the children see the plastic pattern it made and the author explains clearly the importance of showing or rather of getting the children to arrange shows of their own work and of making their own criticisms.

There is an interesting chapter on the importance of helping children to admire and think about "patterns" in "Nature," e.g. in the honeycomb and shell forms. But only Buber is quoted as seeing the importance of arousing feelings of wonder and awe and adoration for the works of God. This is not a suggestion that any set form of religion should be taught, but as man from earliest times has believed in