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# [Review of the book Education through art, by Herbert Read (Faber, 1958)].

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# BOOKS REVIEWED

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

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and sought after a supreme Spirit, as creator and protector, some suggestion of a Spiritual Power, far above and beyond but also permeating this strange world, might be infused and so the whole outlook on life enlarged. The first two verses of the little hymn are not to be despised:

All things bright and beautiful
All creatures great and small,
All things wise and wonderful
The Lord God made them all.
He gave us eyes to see them
And lips that we might tell
How great is God Almighty
Who has done all things well.

There is small wonder that today so many people think or feel (if indeed they do either) that God is made by man. In spite of our knowledge through microscope and telescope, of the immensity and intricacy of the universe in which our splendid sun and world are mere specks. Wonder, thankfulness, praise, adoration surely help to inspire mind and spirit and integrate the world of men.

"Let knowledge grow from more to more
But more of reverence in us dwell."

Reverence for the wonder, beauty and mystery of life.

The book is certainly a lesson in the use and importance of careful observation, thought and native sensibility.

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**MODERN IDEAS ON PHYSICAL EDUCATION,** by M. W. Randall.



To quote from the foreword by A. D. Munrow, this publication, which stimulates us to examine what we are doing and why we are doing it, is especially to be welcomed.

This book should be prescribed for all students and teachers of physical education: It deals with physical education in its widest sense, and discusses in great detail many modern trends.

Supervisors of Physical Education and Inspectors of Education in particular, who very often interpret Physical Education as Gymnastics in its narrowest sense, would be well advised to study this book, in particular the chapter dealing with "Gymnastics in Physical Education."

While it admits that the Physical Education lesson of today still retains its gymnastic basis, it makes quite clear that attention is focused upon a range of skills far exceeding those of vaulting and agilities.

It covers the whole field of physical activity, all sports and pastimes, in and out of doors, of a competitive or recreational character, involving either team co-operation or individual effort. Its variety is infinite. It suggests that the scope of Physical Education in the School should be widened to include over and above swimming, athletics and games, such field pursuits as camping in order to greatly increase the range of challenging situations to which the children must react, in order to make an optimum effect upon the personality of the individuals. "Today the attempt is not through exaggerated veneration of a narrow athleticism, but through the development of varied interests, catered for by a wide Physical Education programme. There should be greater concentration on the kind of sport and recreation which many thousands can easily enjoy."

The chapters dealing with the aims of Physical Education, the Physical Education Lesson and recent influences, School Athletics and Boxing, are particularly thought provoking, while the appendix dealing with Student School Practice considerations could well be studied by lecturers in Physical Education and students in training.

B.W.R.

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**SOUTH AFRICA AND WORLD OPINION,** by Peter Calvocoressi (Institute of Race Relations, O.U.P.).



This little book, issued under the auspices of the Institute of Race Relations (an English unofficial and non-political body, founded in 1958) tells the story of South Africa's external relations from the sad days of Sharpeville and Langa. The story of Sharpeville, told by an apparently reasonably objective foreign observer, and the reactions throughout the world, to the events of that day will bring home again to us how soon we forget happenings that we could wish had never happened. The writer tries to be fair and points out that the offences of a white man call up something (among Asians) which the similar offences of a fellow Asian do not awaken. He analyses most lucidly world reaction not only to Sharpeville, but to the whole policy of apartheid, and examines impartially the pros and cons of economic sanctions against South Africa.

South Africa's continued membership of the Commonwealth is examined. (The book was written before we left the Commonwealth) and the writer puts forward a criticism of the 'club' analogy which was felt by many South Africans. He calls the analogy 'mischievous:' "In a club a member represents only himself. He may leave or secure the departure of another individual. But the members of the Commonwealth are societies, and to evict a society is to stigmatise and perhaps penalise a great number of people who are sinned against and not sinning."

Some useful appendices are given, including Mr. MacMillan's 'wind of change' speech. This is a very useful book for a political study group.

H.H.

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**THE ROMANTIC IMAGINATION,** by Sir Maurice Bowra. O.U.P. Oxford Paperbacks, London.



There are some lectures we would choose to forget. Others, today, we seek to put on permanent record by "taping" the spoken word, and it is because of man's ingenuity in this direction that **Symposium** is able to publish some of the contributions in this issue.

The author of "The Romantic Imagination" expresses some doubts about his book's revealing traits which are "undesirable in the printed page, but inevitable to lecturing." Your reviewer does not share Sir Maurice Bowra's doubts, for in publishing his lectures, delivered at Cambridge, Massachusetts, when he was Charles Eliot Norton, Professor of Poetry at Harvard Univer-