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esteemed comrade in the cause of progressive education
magnanimous and significant contributor
toward the expansion and enrichment
of the school life of the child .

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ABOUT THE AUTHOR

STANWOOD COBB is one of the best known
writers and educators in the field of the new
child training . He was the founder and or
ganizer of the Progressive Education Asso
ciation of which he was for some years presi
dent.

Stanwood Cobb ' s New Leaven , published
in 1928 , has become one of the leading books
on the subject of the new education . It is
used widely in teacher ' s training schools and
colleges , by teachers , and also by parents .

In 1919 the author founded his now inter
nationally known Chevy Chase Country
School in order to put into practice his ad
vanced theories of education . Five years
later he started his Mast Cove Camp at
Eliot, Maine, as a summer extension of his
school . New Horizons for the Child he

In
embodies the results of years of close sym
pathetic study of the child in these two insti
tutions .

Stanwood Cobb is the author of — in addi
tion to New Horizons for the Child and The
New Leaven - Discovering the Genius With
in You , The Wisdom of Wu Ming Fu , The
Essential Mysticism , Ayesha of the Bospho
rus, The Real Turk , Simla — a Tale in Verse .
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THERE is one movement above the educational horizon which would seem to show promise of genuine and creative leadership . I refer to the Progressive Education

movement . Surely in this union of two of the great faiths of the American people , the faith in progress and the faith in education , we have reason to hope for light and guidance . - George S . Counts .

THE question of the New Education is of the utmost importance at the present time. It is , and ought to be , nothing less than a profound reform of life, similar to that of the Sixteenth Century — a potent heresy which is renewing the vital forces of

humanity . - Romain Rolland .

EDUCATION : THREE CARDINAL PRINCIPLES

THE universities and schools of the world must

I hold fast to three cardinal principles :

Whole -hearted service to the cause of education ,
the unfolding of the mysteries of nature , the extension of the boundaries of science , the elimination of the causes of ignorance and social evils , a standard universal system of instruction .

Service to the cause of morality , raising the moral tone of the students , inspiring them with the sublimest ethical ideals , teaching them altruism , inculcating in their lives the beauty of holiness and the excellency of virtue .

Service to the oneness of the world of humanity ; so that each student may consciously realize that he is a brother to all mankind , irrespective of religion or race . The thoughts of universal peace must be instilled in the minds of all the scholars , in order that they may become the armies of peace , the real servants of the body politic — the world .

Excerpt from a statement made by Abdul Baha to President Bliss of the American College of Beirut, Syria , at Haifa , Palestine .

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CHAPTER ONE

A New World and a New Child

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THAT changes do you think New Order will necessitate education recently

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New Horizons for the Child

Certainly two things will happen in education , already are happening , in fact .

The first thing happening is that the romance of contemporaneous affairs , acting as a great stimulus to youth , is beginning to transform

archaic forms of the dead past to vital human forms of the living present. Educators everywhere are quick to see the need and the advantage of making educational capital out of the potency and thrill of this vast current of change and transformation that is affecting the organized life of humanity to its very foundations .

Having once bridged the gulf between school and life , will education ever lapse again into out-moded curriculums and methods so divorced from the appeal of life itself ? I do not think it will. And that was the first point my governmental friend and I agreed upon .

Secondly , not only education but society as a whole is beginning to call out to the youth of the world " Prepare yourselves now , so that when you take the reins of power you will be better builders of civilization than have been your progenitors ."

What a stupendous responsibility , then , falls upon the world ' s educators : that of helping the youth of today make themselves adequate to the tasks of tomorrow .

The major problem now facing education is not :
“ How can we improve the teaching of Latin and Greek and mathematics ? ” But rather : - “ How can we set forth to youth the political, economic and A New World and a New Child 3

social problems of today in such a way that youth shall become not only ardent students of , but also creative contributors to , the progress of civilization ? ”

These two great changes are impending in education as inevitable corollaries of the New Order .

Education , however , was undergoing an immense change , before the New Order started — a change compelled and guided by the structural expansion the new technological civilization has been making in the psychology of childhood . Even more than adults , children have been sensitively responding to the changing environment which modern science and industry have been creating .

The world our children are living in today is a very different world from that in which we adults grew up . It is a world packed with dramatic events — international activities , inventions , scientific discoveries — which are conveyed to the child on the front page of newspapers , on the movie screen , by radio , and through the conversation of adults . When I was a boy I never thought to look at the family newspaper . I should not have found much of interest and value to boyhood in it . There were then few of the recordings of inventions, discoveries , and progress which find so much space in the higher class newspapers of today .

Living in the suburbs of Boston I led a childhood life quite simple and primitive compared with the New Horizons for the Child life of today . There were in our family life no electric lights , no telephone, no radio , and no automobile . A train took us into the city , nine miles away ; and from there we would for summer diversion frequent by boat or narrow -gauge the numerous charming beaches of Greater Boston . This was the farthest I ever got from home until the bicycle came into vogue . Then I found it fascinating to explore the surrounding country within the radius of forty or fifty miles . When at the age of seventeen I went to Dartmouth College , one hundred and fifty miles from Boston , it was a great adventure , a widening experience of travel .

Such in chief part was the town life of the average boy or girl in the nineties .

Contrast with that simple life the childhood life of 1934 . How full of excitement, of travel , of constant stimulus is the life of the child who enters to his

day upon education career And this the is !

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A New World and a New Child

gressing of his contemporaneous world .

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him by school books and school lessons , in com

parison with the call of that infinitely vivid and com

plex environment of his life with which modern

artifice confronts him outside the school ?

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New Horizons for the Child

How are we going to educate these new children
of a new world ? The old folk -ways will not suffice .
The routine drill methods of former generations are
out- dated . Let us hope they soon will become
obsolete .

In the days before printing it was necessary to
make of the scholar a walking encyclopedia . Today
with the world 's knowledge on tap all around us it
is as unnecessary for us to overcram our minds with
factual knowledge as it is to overcram our stomachs
with food like savages who know not when their
next meal is coming .

What the child of today needs is to have the school
open up in him rich cultural tastes and appetites ,
and develop his individual abilities and personality
to the fullest possible extent .

In our haste to get millions of children educated
through grammar school and high school, we have
developed mass education to a high point of effi
ciency . Quantity production is assured in our
schools . But the quality of education needs to be
improved . It is not by any means what it might be ;
or what it can be , as demonstrated by experimental
schools of the progressive type . “ We need to make

infinitely better the average education which the
average child receives , " says Franklin D . Roosevelt .
The general poor quality of mass education is not
to be wondered at when we realize that universal
free public education has been in vogue only about a
hundred years ; that the art of printing has been
applied for only four hundred years ; that our Anglo
A New World and a New Child
7

Saxon race and most of the races of Europe
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New Horizons for the Child

“ Dear Mr. Cobb :

" I first met you through the medium of your book ,

Discovering the Genius Within You . Since the

first reading of that volume , however , I have perused

it so much that now

I almost feel as if I were writ

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A New World and a New Child

best are how to stuff for innumerable tests ; how to
get by with not doing my homework ; and how to
pay as little attention as possible to the teacher and
allied objects . However , I sympathize strongly with
the pupil , who I think , is not to blame . The system
,
of teaching at this school is one to get such results .
It is one in which the teacher is a feared , and some
times hated , martinet ; in which the slightest offense
brings down showers of threats of the ' office, ' and
bad marks ; and in which particular emphasis is laid
in teaching ' obedience . '

" One other thing , however , I feel I should men
tion ; that is the extra -curricular activity of the
school . This is really superlative . There are some
thirty clubs and many athletic teams. As none of
these are compulsory , most of them have interested
members . In fact they probably do much more for
the cause of education than the classes .

" All this , Dr. Cobb , is what is bothering me.
Since I first thought the situation over , I determined
to try to improve on it . I have thought of many
ways ; most of them , however , unsatisfactory . Of
course , what I would most like to do about it, is to
switch over to some really progressive school .

Respectfully yours ,
B - C - , Jr ."

The traditional school succeeds in somewhat train
ing the mind ; but it does not enrich the soul. It
10 New Horizons for the Child

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A New World and a New Child 11

Children have an innate aversion to abstract
thinking . In fact , mankind in general has no natural
proclivity for using the brain for the purpose of
ratiocination . Boys have an instinctive and deep
seated proclivity for running , for playing , for fishing ,

for swimming , for activities of all kinds . But in order to lead children to think , we must lead them from where they are to where we want them to be . We must take hold of natural interests and use these in such a way as to help children develop into intellectual beings.

If we analyze the average personality of those who have met successfully the requirements of secondary or collegiate education , we find it quite evident that not even the intellectual aims of education are being attained . Our higher education is not succeeding in turning out thinking beings — men and

women able to read aright the signs of the times ; able to direct not only themselves but others along paths of progress . As I look about at my fellow alumni as well as at other college men and women , I wonder how many of them are really thinking deeply , unselfishly , and disinterestedly about life . How many of the college men and women that you know are making a sincere effort to understand the life of the contemporaneous world and to help to better this life ? Many are , and it is to their credit . But the number of those who are leading thoughtful lives in comparison with those who are not is too

12 New Horizons for the Child

small to prove any general efficacy of college training along even intellectual lines , not to speak of emotional and moral gains .

Now , as never before , we need consecrated leaders of humanity . Men and women with creative minds , with just and righteous minds not subverted

by

self interests but dedicated to great public needs .

Such mentalities do not result from the routine mental discipline type of education which rather enables individuals to intelligently carry on the status quo than to improve the world 's situation . The exigencies

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A New World and a New Child 13

which would bear fruit in cultural enjoyment of life ,
while it took almost all the energy of the average
individual to supply his physical needs .

This leisure of the few , though unjustly built upon
slavery or economic exploitation of the masses , has
been of immense advantage to the world 's progress
in the fine and practical arts . Without this leisure
there could have been no flowering periods of culture
such as those of Athens , of Rome, of Florence ; no
aristocracy of taste such as has created in Europe
and more notably still in the Orient a refinement of
aesthetic feeling which both evokes and rewards the
work of great artists .

Now we are on the eve of a vast economic revolu
tion which guarantees to every individual, even of
the laboring class , many hours of leisure daily .

Rightly used , this universal leisure can become the
foundation of
vast and stupendously beautiful

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democratic culture expressing the aspirations and
creations of the many rather than of the few .

But how shall we prepare the future race for such
an epochal use and enjoyment of leisure ? If there
is to be an intrinsic cultural taste in the masses ,
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If intellectual ability and cultural taste are to be formed into a habit during youth, it is quite evident that this development must take place in some way that will be pleasurable to the child from the beginning of his schooling. As Herbert Spencer has wisely said: "So long as the acquisition of knowledge is habitually repugnant, so long will there be a prevailing tendency to discontinue it when free from the coercion of parents and teachers."

When we look at education from this point of view, it is evident that the accumulation of facts is fairly unimportant compared with the development of habits, appreciations, and abilities. We must send youth forth into life already cultivated for the enjoyment of leisure, and imbued so far as capacity permits with the love of truth, beauty, and wisdom. The proportion of life after school age is so much greater than those years subject to the duress of learning that we perceive it to be a poor pedagogic economy to so drive the memory-mind of the student that he reacts from learning and culture once he is free from scholastic obligations. Moreover, the / years after school life - being more mature, more enriched and enlightened by experience — are years

when intellectual and cultural activity can gather ,
if so inclined , treasures of beauty and wisdom im
possible to youth . How foolish , how tragic , then ,
to apply a mere disciplinary system of education
which fails adequately to arouse intellectual interest

A New World and a New Child

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* 16 New Horizons for the Child

bored , whether the child is being intellectually awak
ened or intellectually stultified by the school .

It depends upon the culture and insight of the
parents what type of education is given in any com
munity . For in a social democracy such as ours it is
the parents who choose the school board , the school
board who choose the superintendent , and the super
intendent who establishes the general policy of edu
cation . Clearly it all goes back fundamentally to
the parents in any given community whether the
method of education there used is a progressive or a
conservative one.

Therefore it is very important that parents should acquire some ability to judge of the values in these two opposing schools of education — the old -type , formal, discipline method ; and the new - type stimulative , inspirational , creative method .

In the last decade there has been a most tremendous swing of general educational philosophy toward the new liberalism . This change has been due not to any single factor so much as to the general evolution of education in harmony with the developments going on in other phases of our social and economic life . The fact is that humanity is moving forward very rapidly these days . No single department of human thought or activity has been left untouched by the electrical stimulation of modernity .

A New World and a New Child 17

Is it any wonder that education is becoming revolutionized ? This world -wide movement for a new education — it is going on in Europe , Asia , and South America as well as in the United States — is part of the general progress which has become so marvelously accelerated since the beginning of the present century, in a world where all the old foundations are crumbling and the new order has hardly yet arisen out of the chaos of confusion which characterizes all institutions — religious , social , political, and economic as well as educational .

The principles of " progressive " education are but a part of the general progress of the times , as shown by the hearty support which they receive from such

movements as modern psychology , child study , mental hygiene and neurology .

The public school system is rapidly accepting these principles in theory , and beginning in many places to put them into practice. In a word , it is evident that the " progressive ' movement in its

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18 New Horizons

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A New World and a New Child 19

activities in which of their age are in children

interested . It is the function of the school to develop appropriate ideals of conduct and to substitute worthy for less worthy . Such a school , directed and controlled by trained teachers , aimsto be a counterpart of child life outside of school .”

However widespread have become the ideals of

progressive education , it is undoubtedly true that education has been advancing much faster in theory

the than in practice . Many difficulties estab oppose of

lishment progressive methods the public in

schools difficulties of plans and organization the

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, of

lack progressively trained teachers and especially

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the tendency everywhere have crowded schools to

with huge classes

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of

Also there good deal controversy between

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the old school men and the new school men between

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the conservatives and the radicals This controversy

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much over the general philosophy

of

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new education over the more radical forms

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its

of

application Conservatives claim that the really sound principles the called progressive so in

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movement have been used education for many in

years and that the radical reactions from the mental ;

of

discipline type education result disagreeable in

forms of individualism academic carelessness and

in

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20 New Horizons for the Child

inefficiency , and in undue disorderly freedom of conduct .

There can be no question , however , in the minds of the unprejudiced who visit and compare the two different types of schools that this " progressive " method produces a remarkable effect upon the child .

In schools using this method we find children earnestly and actively engaged in their intellectual development ; eager -minded , loving their school and happy in it . These children feel no gulf separating

v

their school life from the wonderfully stimulating life of the world outside their school . Such as these are the definite results obtained from the progressive method , results patent and observable to any investigator in the actual field of operation .

A distinguished principal of a hitherto rather conservative school (the oldest of the great American preparatory schools) pays this tribute to progressive education :

" It is certain that , with adolescent boys and girls , progressive education has justified itself . It has made them aware that school may be more of a pleasure than a punishment . It has eliminated the monotonous recital of case -endings and of mathe

matical tables . It has banished the hard , uncom
bold up
sit

fortable benches on which pupils used to
right under penalty
of

reprimand has made them
It
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of

regard the widening knowledge
as

process
to
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A New World and a New Child 21

which they may look forward for a lifetime and
has permitted them to appreciate the importance of
beauty in nature and art . To the influence of pro
gressive educators our grammar schools have been
succumbing gladly , and the country is everywhere
the better for it .” 1

1 « The Promise of Progressive Education , ” Current History ,
April, 1933, Claude Moore Fuess , Principal of Andover Academy.

Reach Down Your Hand

Reach down your hand !

The little one who trudges by your side

Is striving hard to match your grown -up stride ;

But oh , his feet are very tiny yet ,

His arm so short - I pray you , don t forget

,

Reach down your hand !

Keep soft your voice !

For it was such a little while ago ,

This small one left the place where tones are low ;

His voice still holds the cadence of that land

Where no one ever gave a stern command

Keep soft your voice !

Lift up your heart !

The little child you struggle so to teach

Has resource far above the human reach ;

Lift up your heart !
Lucie Haskell Hill ,
Parent 's Magazine .
CHAPTER TWO

Understanding the Child

(YUCESS indealing with children is due to a very simple quality in teacher or parent , the ability to understand the child . No amount of pedagogic technique or theory will take the place of this ability .

In fact, all successful human relationship is based on understanding . Executive and business men need to understand those with whom they deal , either as employees or as clients .

Mutual understanding and sympathetic behavior are the chief factors of harmony and happiness in married life . In the field of politics we see that no matter how great a vision the statesman has, he will not be successful unless he understands human nature and knows how to guide it harmoniously toward desired ends .

Abstract principles are not sufficient ; it is the way in which these principles are applied , with a psychological understanding of human nature , which brings success to all who deal with other human beings .

How essential , then , in the case of those who deal with children either as parents or educators, is the quality of close understanding of the child . Those who do not have this innate sympathy with children should not enter the teaching profession ; they should choose a vocation which deals with inanimate objects

24 New Horizons for the Child

rather than with human beings in their most delicate and sensitive years .

It is not easy for the child to make himself understood to the adult world . At first he must use signs instead of speech . Only infinite love and patient consideration enables the mother to understand her infant's needs and wants as conveyed to her through this dumb effort toward self-expression .

The nervous exasperation produced in children through not being able easily to make their wants and ideas known is vividly demonstrated in the case of deaf and so-called dumb children . There is in the suburbs of Washington a remarkable school for

such children, where I have seen loving sympathy and understanding care on the part of a unique teacher, combined with the gradual acquirement of the art of speech, change querulous neurotics into happy, poised, normal children in the course of a year.

In this natural querulousness of deaf children before they have learned the art of speech, we can clearly see the effect upon a child's nervous system of not being able to command the comprehension of the adult world around it. Some degree of this disadvantageous nervous reaction exists, I believe, in

Miss Anna C. Reinhardt, Home School
for

Deaf Children

,

Kensington Md

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Understanding the Child 25

the case of all children, even those of normal senses, when the adult world with which they are daily in contact fails to understand them.

For yearseven the normal child is limited by language handicap - by his inability to equal adults in the art of speech. When it comes to discussion it is difficult for him to explain his point of view. The adult - so fluent of tongue, so quick of thought - has a great advantage over the struggling child who is endeavoring slowly and painfully to give his point of view regarding a situation that has arisen. How easy is, because of this reason alone, for the adult it

to get the wrong impression of circumstances and motives that have entered into the child's action!

If children do not have confidence in an adult, they his

do not feel at home in presence. They frequently

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become tongue tied. What the use they think is

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teacher Sometimes have narrowly escaped doing

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injustice from trying settle too hastily

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children

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matter which has arisen between them

a

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26 New Horizons for the Child

The world of the adult importunes us too much .
Matters of importance demand our attention , and so
we frequently neglect to give due consideration to
the needs of the child . If we would deal successfully
with children , we must consider their affairs as of

equal importance with our own ; we must in all chivalry deem these weaker and more helpless human beings worthy of our most careful consideration , in order that justice may eventuate in all our dealings with them . Thus we may guide them , also , into paths of justice in their dealings with each other . Example is more effective than precept in developing a just and tender conscience in children in their behavior towards each other .

When once we have won the child 's confidence , his attitude towards us becomes more intimate , more fearless . He does not hesitate to pour out his heart to us, to tell us what he really thinks . He ventures freely to explain to us his point of view as to what has happened or as to what he wishes to do .

What an important thing it is that in this relationship of the adult to the child there should be perfect confidence on the part of the child in the justice and integrity of the adult . When the child has this attitude toward the adult , this faith in him , the relations between the two are most harmonious and delightful. Indeed , I do not know of any human relationship so lovely , so near to that of the Kingdom of Heaven on earth , as the relation of children

Understanding the Child 27

with each other and with adults in a group where perfect harmony has been established : where the adult understands the children and leads them into righteous ways ; and where the love and confidence which the children have for the adult inspires in them a willingness to cooperate in every way toward the establishment of perfect group cooperation and harmony . Such a delightful atmosphere can never be attained in an organization where adults do not take pains to understand the children and to realize their points of view .

I look back with amusement upon an episode which occurred early in my teaching career, illustrating vividly what happens when a teacher does not understand the children she is teaching . A teacher of history in the high school of my native town was absent on account of illness , and I was engaged as substitute . In the first recitation I found that the children had a miserable preparation of their lesson . I tried to make the subject matter interesting to them ; and

giving them an assignment not too long for the subsequent lesson , I told them I hoped they would have a much better preparation next time. After class a girl with whom I was acquainted told me the quaint cause of this poor recitation . She said that the children disliked the teacher because she gave them too hard lessons and was not sympathetic . So they all

an

had joined academic strike agreeing not in

to

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28 New Horizons for the Child

prepare their lessons well. To my pleased surprise they presented a much better recitation next time and they beamed with pleasure when I commended them for their improvement . During the two weeks in which I had the class we had a very pleasant time together enjoying and discussing the marvels of his tory , which cannot fail to interest any child when properly presented . When I met the absent teacher upon her return she said : " How did you get on with the children Weren 't they awful ? I don ' t know ?

what to do with them ! They have such poor lessons !" I did not enlighten her , for I believed her incapable of enlightenment. But that episode has remained with me ever since .

I remember once seeing a mother helping (?) her child , a boy eight years of age , to study spelling .

" Spell 'friend . ' Spell ' country , ' "

.etc

the mother

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fretfully the child being

at

little angry

to

shouted

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a

because his spelling had been poor

at

him

she was trying

improve

school and

The scene was laid out

to

it

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of

doors under shade tree golden autumn

in

,

a

weather amidst glorious mountain scenery The

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boy thoughts were rambling

to so he

Under her duress

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's

managed spell these words successfully but

to

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angrily and with such flushed face that had

a

I

laugh was like dog learning tricks with whip

It

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a

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him

aid

over Of course this was not the way the

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child educationally and yet the mother was doing

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of

her best within the scope of her knowledge

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How important is it to teach well

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as

that mothers should teach

is

it

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Teachers should understand child psychology should understand

Understanding the Child

29

stand how to win the child rather than attempt to dominate him by force .

How can an adult aid the child to develop to his

best self ? We must sense , as it were , his inner be

ing . We must be able to look into the child soul

and see the reality there . We must perceive the best

to which he is capable of growing and developing .

which

We must be able to diagnose the causes of unintelli

gence or of evil in the child 's behavior , intuitively

understanding those things that are obstructing nor

mal psychological growth .

This cannot be done by intelligence tests , though

such tests may help . It needs sympathy , intuition ,

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and vision of the child 's true nature . As the diagno

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physician determines the physical nature and

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of

needs the child the educator must determine

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the psychological needs of the child This means

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There are many highly trained experts child
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psychology would not entrust children
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for training They have become too much institu

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child psychology They are technicians rather than

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artists

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On the other hand there are many teachers who

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without any technical training psychology under
in

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30 New Horizons for the Child

stand children perfectly . The first requisite for
understanding the child is love , the second requisite
is intuition , and the third requisite is much contact
and practice with children . Technical psychology
can be a great help toward the requisites , but it can
not be a substitute for them . Fundamentally , the
adequate understanding of the child is a spiritual

process .

There is a natural talent or gift for each trade or profession . The born surgeon possesses sensitive fingers , quick and accurate mind . The man who loves horses knows instinctively the personality and character of every horse he deals with . Some

all

people have a knack with flowers and growing things and seem able to persuade them to their best to

to

growth Some people have a knack with children

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be

and they are the ones who should be teachers

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growing

recognition of our public

is

There

is

a

lack

of maturity

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the school system the need to train those who

are

to deal with little children longer preparation insur

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ing greater intellectual development and maturity

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rapidly changing two year normal courses into teach

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ers colleges requiring four years of study

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prep

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aration for teaching

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order help secure
excellent teachers for the
of to

In

first years schooling where the great
the child

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est insight into child character required public
is

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school systems are beginning equalize salaries put
to

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Understanding the Child 31

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ting the primary grades on a salary level with the

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grammar grades some cities even level with

in

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high school grades

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prejudice

of

this country there somewhat

is

In

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against married teachers But why The married

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woman who has had children her own who has

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patient and understanding with chil
be
learned
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dren who settled her ways and willing devote
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is
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herself earnestly the school work without too
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we may well
of
much dissipation social nature

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consider that such woman excellently
equipped

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handle children
In

France the married
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teacher
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much prized
is

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We cannot too much over estimate the important

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the part
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necessity
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love the teacher for the
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perfect understanding Maria
as

child the means

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Montessori lays great stress upon this point The

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educator often fails understand
and love the

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not exaggerating that the school
to

child say

is It

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of

teacher often the persecutor the child

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persecutor This warfare

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everywhere even the family The

parents are

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If . . .

strong and the children are weak

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parents are

dictators judges without appeal

Everything these

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persons say right
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grown the child

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is

is

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their opinion surely wrong

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is

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We find ourselves

as

educators singular con

in

"

a

32 New Horizons for the Child

dition , the origin of which is very primitive , a state
of criticism which resembles hate . Certainly this is
the opposite of love. What do we look for in the
child ? It seems we are looking for its faults , not

he

for

only the wrong things has done but even for

by

he might We are terrorized

do

those which

this

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an

fear which becomes with

us

obsession

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This why say not love but fear and hate

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of is

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love all that good not only qualities that are vis

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ible but also hidden virtues He who loves has

so

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him
speak the gift second sight which enables
of

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perceive qualities which others cannot distinguish
when love begins grow weak that one dis
is

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being

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covers faults the whom one has loved
in

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when love dead that one astonished
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been able love such person

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evident that education has not yet been

of of on is

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understand each other and

struggle arises be

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The essential requirement of education

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hostility love What we must fact

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change fundamentally our attitude towards the child

Understanding the Child 33

and love him with a love which sees not his faults

but his virtues ; and which instead of condemning

him him and sets him free .

encourages

" Sympathy and good intentions are not sufficient.

Love is dynamic . When we love anyone we want

to do something for that person . And so , if we fail

to love children , they become aware that they have

been neglected and forgotten , in a world of the adult

filled with the pursuit of superfluous affairs . It is

necessary then that we pursue quite another path

by which we not only render children happier , but

equip ourselves with a new vision which will bring

illumination and inconceivable riches into our lives . "

very important point in dealing with children is

A

that adults should conceive the child as an equal .

Equal not in years nor in experience ; not in attain

ment of technique and skills ; not in ability of expression nor in acquired knowledge and wisdom . But equal soul to soul. Equal as regards earnestness about life . Equal in sincere desire for self -expansion and self - improvement . Equal in zest for enjoyment of the rich environmental culture .

Let us receive the child as seriously as we would receive an adult who approaches us. Whatever the

? " Education as a Social Problem , " l'Ecole Nouvelle , November , 1932." Translated from the original French by the author.

34 New Horizons for the Child

child has to say should meet with the same courtesy and attention as if an equal in age were addressing us.

So many adults are apt casually to put off the child if

of affairs were worthy

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if as as consideration

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of ideas were were

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instinctively this attitude

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Such attitude

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the part the adult does not help children

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accepts the child plane

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then the child enjoying richly the society
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the adult gladly seeks means for mental
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and social stimulus and development
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The child finds the adult superior wisdom and
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ripeness thought while the adult finds the
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of
child liveliness pristine beauty both body and
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soul which conveys distinct pleasure Thus the
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social relationship between the child and adult may
be mutually and profitable
enjoyable Each gives
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pleasure the other and stimulates the other From

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this charming child before artless prattle

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bright ways

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and quick we derive much social

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pleasure from many adults who seek our

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time and attention

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Understanding the Child 35

I cannot too much repeat and emphasize this fact :
that sympathetic social consideration on the part of
the adult is an immense factor in the development
of children . It encourages them to expression . It
stimulates and sharpens their intellects . It causes
their child souls to expand in a world of higher
values than the one in which they are accustomed to
be and move when with their coevals . So we find
that children love the society of those adults who ,
they feel , love and understand them .

masin

Parents who establish and maintain this cordial
relationship with their children this intimate con

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fidential relationship have the best chance

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seeing

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up

their children grow into sturdy wholesome char
acter and develop into self confidence without that

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rift between parent and child which leaves the parent

of

helpless before the waywardness of adolescent youth

Education is not mere instruction . It is training for adjustment to the larger and brighter life of the race . In the case of children there is apt to be too much instruction and too little education . The pressure that tries to induce extensive knowledge is in danger of lessening vitality without giving corresponding power , success or happiness .-- Henry Dwight Chapin , M . D . , " Heredity and Child Culture ."

CHAPTER THREE

The Behavior of the Child

GREAT change has taken place during the last generation in the philosophy and practice of child - training . The patriarchally exercised authority of the adult toward the child is passing . Modern child psychology has discovered many serious flaws in this age- long system of domestic autocracy . This kind of training does not produce , at least in the modern world , a wholesome personality . It is apt to develop complexes in the child which manifest themselves later in life in ways not to be desired .

Moreover , in this swiftly changing civilization of today we are beginning to question what right we have as adults to decide dogmatically upon the child 's pattern of development . Is anyone authorized , even by the fact of parenthood , to determine the destiny of another ? It used to be fairly easy to condition children into the path desired for them by society , but who will today venture to choose the path the child should walk ?

The reproduction of past patterns of society has not resulted in a perfect world .

Quite the contrary !

Therefore we are beginning to wonder , even though

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we might claim the right to dictate to the child the growth and development whether

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wise exercise such
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extraordinary changing epoch
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which the child was
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trained and for which the child was expected
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child should trained for and the child must be
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bent this idea the adult who wiser and more
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powerful than
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been designed for adults And into this adult world

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The Behavior of Child

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and which the adult becomes the comrade and
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helper Very interesting results
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the child child

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tyranny Now the child becomes
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the tyrant He expresses his demands without any

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consideration for the adult He wants what
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not only bad for the adult but bad also for the child

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quite evident how much confusion and dis

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turbance the self willed behavior

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40 New Horizons for the Child

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of

into life the adult The American child has

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become synonym for bedlam hotels boarding

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houses and apartments this country and abroad

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frazzle Many are brought

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Parents are worn

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of

the verge nervous prostration the actions

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their children

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We must look into this situation not only with

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regard

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the comfort discomfort the adult

or

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may be the part

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admirable attitude

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tyrannizes over was bad for the child formerly

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bad for the child find opportunity

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exercise tyranny over his protagonist

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Undue freedom permitted children does not make

them happy On the contrary we find

that such

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point being

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are nervous even

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children the

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neurotic They are apt

their be

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The Behavior of the Child 41

havior. Why is this ? It is because , as in the case
of neurotic society women , their desires become too
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numerous and too avid to find adequate satisfaction
even with the utmost freedom of action . These
children demand the attention of the adult in un
natural ways . raucous tones . They

They speak in

push forward and seek centerstage at all times . Such
attitudes militate against a child ' s wholesome and
serene development .

This abnormal expression of the child ego has been
going on in America for almost a generation , and we
can now study the serious results flowing from such
a training or lack of training of the American child .

These spoilt children , when they grow up , tend to
have career obstacles because they have not been
used to subordinating their own desires to the needs
of a group or an organization . They find it difficult
to harmonize in marriage , and so divorces are fre
quent . Their lives have not been rendered happy
or successful by advised license during childhood
ill

-

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There fundamental difference between

is

a

of a

wholesome freedom for the child and spoiling

,

a

its

giving way

by

the child whims There should

to

, .
be

we have previously the most deli
as

indicated

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cate loving consideration for the child the part
on
its
of

of

the adult consideration needs and normal

,

a

be

desires but there should no permission for the
;

selfish whims and desire for power
of

expression
over the adult

.

42 New Horizons for the Child

as well as adults thirst for power and

Children

tend to become tyrants when not subdued to a just

and balanced behavior .

A child , given any leniency ,
will inevitably increase attempt toward winning

its

the right way will

go

as

as

of

far can The

it

;

it

.

tyrannous parent has become somewhat anom

an

of

aly this day and age but the tyrannous child

in

is

;

of as

of

now emerging the fruit epoch which reverses

an

the old order things

.

These two things are plainly incompatible free

,

the part one per

of

and tyranny

on

dom Freedom

.

son cannot mean the right subject another person

to

of

tyranny No Freedom means the right

to

each

!

.

individual move his own natural orbit the right

to

in

;

have wholesome preferences the right exercise

to

to

;

judgment and decision the right express normal

to

;

individuality

.

But what normal individuality the de

It

is

is

?

of

velopment and expression individual tastes within

of

the scope cooperation with the needs and desires

of

all

other individuals The key

mutuality

it

is

to

,

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harmony non infringement upon the normal rights

,

-

of

or

others be they children adults

—

.

of

The behavior children and adults toward each

mutuality

be

of

other should one There should

.

reciprocal respect and consideration

be

Parents

a

.

and other adults dealing with children should neither be

too selfishly demanding of

nor too generously

,

slaving for the child. Each group

of

that adults

of,

—

.

and that children should duly respect the other

-

's

rights and needs

.

The Behavior of the Child

43

The child has certain specific rights and needs that pertain to immature but rapidly

its

as

an

nature

growing and developing human being these rights

;

by

be

should be respected by the parent. On the other

.

as

hand the parent has certain rights and needs

an

,

established mature being with certain
fixed habits
legitimate its mode
rights

by as
of
life adult these
to

;
and needs should respected
be the child Mutual

.
unselfish consideration and courtesy will solve all the
problems
of

the home

.
The same principle equally applies the school
in

.
be
of
Teachers should considerate children every

at
turn They should make realized that their whole
it

.
aim

of
the benefit the children that they exist
is

;
in
for the sake the proper develop
of

the school only
at of

ment the child On the other hand
the children

,

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give due consideration
every

to
must turn the
teacher schools where this rule of behavior
In

is

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reciprocally practiced we see developing beautiful
a
of

quality among the children quality courtesy

—

,

a

loving consideration for the adult that reflects the
of

courtesy and loving consideration the adult habit
ually shows for the children We find also these
in

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as

children poise and serenity such are never found

a

tyrannic tyrannized children

or

either

in

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As regards the behavior of children towards other
of

the same principles apply

as

children

the case

in

,

the prin
of

the behavior children towards adults
44 New Horizons for the Child

principles of mutuality , of cooperation , of reciprocity , of kindly considerateness . The more appreciation and sympathy a child has for the rights of other children , the more harmonious and happy will be the life of the group and the life of the individual child as well . Harmony is undoubtedly the greatest factor of happiness in life . Where you find children harmonious , you find them happy and wholesome . On the other hand , where there is lack of harmony you find children irritable and inclined to be neurotic . Therefore the most important thing to be established in the relationship of children with each other is harmony .

In progressive schools a system of self - government or partial self -government is of great value in establishing an atmosphere of harmony . Children are generally willing , I find , to forego private revenge if they know they can have ready recourse to organized justice. And it is much better for the children to bring up points of dispute , discuss them and adjudicate them than for the teachers to handle these things . A child is much more impressed by the criticism of his equals than he is by the criticism of his adults . By discussing the social behavior of each other , by weighing and judging such acts and dispensing punishment if necessary , children tend to form an attitude of respect of law and respect of the rights of others . Finally this sense of justice becomes ingrained in their being , because they are not hearing it preached to them but are actually

The Behavior of the Child

45

the
practicing it in

of
working out their own self
government institutions

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this school court the pupils bring all their
To

very interesting

present

at

of be

troubles

is

to

It

..

such

session One sees keen sense justice expressed

a

a

by

children their opinions and judgments about

in

of

each other Also there great deal generosity

is

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a

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MO

more think than holds the relationship of

so

in

I

adults with each other Children are willing wipe

to

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the slate clean and begin again equal footing

on

an

of

of

friendship harboring no

resentment the past

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I

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tendency

What Do

to

tease

you find pleasure

in

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"

!

causing unhappiness

others

This

causes them

to

"

?

light

say

to

see their action

new

Then

in

—

a

I

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How did you get treated when you

to

came this

"

school Did the children tease you

or

did they act

,

?

kindly toward you

They acted kindly Then

."

"

?

"

“

why don you act kindly

takes good

them

It

to

a

't

?

”

of

deal repetition perhaps and some punishment

to

,

,

46 New Horizons for the Child

rid such a of his acquired habit of teasing . But
child

a school tradition and atmosphere of mutual kind

ness and consideration will revolutionize most of this
anti-social behavior .

One delightful result of having a small school in
which children of various ages mingle as if in one
big family is the opportunity that the older boys and
girls have to show consideration for the needs of
smaller children . It is delightful to see how kind
they are to their younger schoolmates — helping them
upstairs upon their arrival , helping them to take off
their things , running to them when they fall and are
hurt, playing the big brother and sister to the little
tots . Also it is delightful to see the kindly considera
tion which the children display toward other children
who come into their midst handicapped in some way
or other .

In such an atmosphere of kindness and sympathy
children rapidly develop to the best that they are
capable of . Do we not find this true , also , of our
selves as adults ? In an atmosphere of understanding
and kindly we can be at our best ;
consideration

whereas an unsympathetic or formal atmosphere
chills us and prevents us from expressing our highest
capacities of thought and feeling . How much more
are children , sensitive as they are to every breath of
their environment , susceptible to influences of psy
chological and spiritual nature !

That the child should be allowed to behave and express himself according to his own nature, untrammelled by adult direction — this Rousseauian reaction against authority in education is responsible for some of the extremes of behavior which have appeared in progressive schools. Children left to themselves are little savages and will retain more or less the bad qualities of savage nature. All progress, civilization based upon the perfecting of nature whether physical or human, is defective in so far as it is not in accordance with the true nature of the child. True nature is not to be tampered with, and the child should be allowed to develop in accordance with his own nature. The child should be allowed to develop in accordance with his own nature. The child should be allowed to develop in accordance with his own nature.

meled by adult direction — this Rousseausque re action against authority in education is responsible for some of the extremes of behavior which have appeared in progressive schools . Children left to themselves are little savages and will retain more or less the bad qualities of savage nature .

All progress , civilization based upon the per all

is of

fecting nature whether physical True

or human

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there certain native charm to wild uncultivated

is

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land but man has not for that reason been content let ,

will He has taken hold as

nature develop of to

it

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nature and improved tremendously And

so

it

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improved and should

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with human nature can should

It

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and

improved from the basic animalistic foundation

be

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animalistic

which the capital

capital with

with which every individual

is

starts life

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Children need training just flowers and fruit

as

trees need training important point

an

But here

is

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of :

training adapted

be

the needs

to

this should

a

individual subordinated

to

each rather than seeking

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of

or

restrain warp the individuality the child

to

an ,

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We not wish artificial product like potted
do

dwarfed trees We want every child

or

plants

to

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become his own best self For this undeniable goal

needed the wise guiding hand

of

the adult

is

.

What the new education has very properly reacted

against for mere docility the part

on

the demand

is

48 New Horizons for the Child

of the child - the endeavor to mould the child into
fixed patterns of behavior tending to reproduce the
existing social , economic , and political order . If the

its

chief purpose of society is to maintain existing
institutions without change then the most important

,

qualities of

children are docility and obedience

If,

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however we wish society progress develop

to

to

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perfect

in
and better modes establish more

to
new

,
stitutions what we need encourage self

to
then

is
, —

of
expression the part

on
initiative and creativeness

,
children This cannot be
done when too much em

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phasis mere docility and obedience
on

laid
is

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recapitulate We should seek from the
To

:

child harmony rather than conformity Conformity

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means following fixed pattern Harmony means
a

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such adaptation existing things flows together
as

to

with them without violating either their basic nature
or

of

one own The law harmony permits much

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's
flexibility and variation What we should prize
in

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ability and willingness harmo
to
the child then

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is
nize combined with bold creativeness which super
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a

sedes conformity

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CHAPTER IV

Character Training

IN THE last few years
a great deal of atten

tion has been character development.
paid to

The need for this is obvious . The authority
of the family and of the church over the life of child
hood and youth has been constantly diminishing .
The influence of ancestral morality and of religious
precepts is about as feeble as in any period the his
torian can point to . Therefore the school is desper
ately turned to as a sociological and ethical as well
as intellectual factor in the development of the child .
And this is as it should be.

Education cannot escape a definite moral obliga
tion . responsibilities are not

Its

the intellect
to

the full nature As
of

alone but man and woman
to

,

.

humanity has been evolving from brute homo
to

sapiens education has been the major factor
of

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progress But progress cannot stop with the arrival

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go

man intellectual must the further
at

to

on

It

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spiritual
of

development man ethical and man

In

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this higher development education has the same

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responsibility for furthering progress that has
it

always had

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folly say that education only

It

concerned

is

is

's to

with the child intelligence and that his moral and

spiritual nature must be formed by the home and the church . The higher development of man is a major operation , requiring as complete an environmental conditioning as possible . The school , which has pos waking hours apart

its
session of the child for half
meals certainly has equal responsibility

an
from

of
with the home for the direction the child
moral

's
and spiritual nature

we analyze the time left after school hours

If

to

of
the home for the molding child character we shall

, by

. of chil

find that great deal that time spent

is

a

dren unsupervised play These play periods and

in

of

many other periods the day outside

of

school

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be

must from the time which the home
subtracted
definite character development
to

can devote Then

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too the home lessons increasing proportionately

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,
of

of
with the age the child carry the shadow the

,
school into the home preempting for
, its
own use

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of
valuable hours home life What time then has

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.
of
the home devote the way moral
to

the child
in
to

instruction compared that which the school has
to

?

Only small fraction And from that small frac
a

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tion the child mental vitality has been pretty well
's
by

sapped school hours and home lessons

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The school cannot avoid responsibility for the ; by of

complete development the child has taken the It

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child from the home legislative power for the

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,

better part each day and thereby has assumed of

it

more than half the responsibility whether acknowl

,

person that child grows of

edged not for the kind or

,

be

to

.

Character Training 51

Progressive schools realize this responsibility and cheerfully accept it . They deal not with the child as intellect but with the child as human being . They are concerned with everything that pertains to the child ' s development .

The progressive methods tend to produce a higher ethical quality than can generally be found in other types of schools . There are certain factors in progressive education which definitely make for the building of character .

Intellectual honesty , sincerity , and earnestness are the result , in the progressive schools , of the elimination of the old -fashioned marking system which offered rewards for scholarship almost wholly external to the actual development of the child . The new type of schools — with their motivation of aca

democratic work, their methods of arousing interest and desire on the part of the students, and their efforts to adapt the curriculum to the actual needs and nature of the individual child - produce a complete sincerity in all the work that children do either with their hands or with their brains. No longer do we find the former speciousness and intellectual cunning which seeks to elicit marks solely as a means of promotion. Instead of this we find uniformly prevailing among students in progressive schools an admirable quality of intellectual integrity.

Secondly, we find in progressive schools a truth

52 New Horizons for the Child

seeking quality courage of conviction. The
and a

students find themselves in an atmosphere of intellectual freedom .are encouraged to think for

They

themselves. Their ideas are listened to respectfully by both teacher and fellow pupils. They can venture to differ from the text and from the teacher.

And they find in the teacher a type of intellectual

all

honesty and comradeship which is too rare the

in

standardized type of school

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of

Thirdly the social quality progressive schools

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strongly formative character ofThe unsuper
is

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large public schools

of

vised recreation and social life

of

produce type

aggres

of

certain character that

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a

sive independence whereas the supervised
skillfully

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;

guided recreational and social life
of children pro

in
gressive schools forms character independent

of is
it

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a

true but not aggressively Added qualities
so

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kindliness courtesy cooperativeness and harmony

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by

are achieved progressive schools the way
in

in
by
which social situations they arise are met
as

the

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or

children the teacher

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The large atmosphere which prevails
of

freedom
progressive school gives opportunity the child

to
in
a

for those decisions self restraints and self guidance

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can

which alone create sturdy character Where

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arti

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decisions are too much made for the child

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ficial semblance of character produced which has

is

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of

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however power endurance because not

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is

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deeply rooted within

of

the soil the self

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Lastly

discipline

progressive

of

the methods

in

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by

of

schools largely means

cooperative student and

,

Character Training 53

teacher government , effect and change the child from within . It is extremely interesting to watch a child newly enter a progressive school with habits of mischievous anti-social and anti-adult nature well developed , and see the effect upon him of the admonitions and disciplines administered by the students ' self-government organization . At first such a child is amazed that his behavior , instead of winning applause from his fellows , results only in disapprobation . The steady , continuous effect of student disapproval and punishment is very wholesomely transforming to such a boy or girl .

Parents , in their home care of the child , can profit greatly by these character discoveries and achievements of progressive schools. They should at all times be intellectually honest and sincere with their children . They should encourage their children in these same qualities . Above all , they should never deride or ignore sincere efforts at the expression of newly forming ideas . The dream life of young children is as real, as important , and as necessary for them as the creative life of the adult. And as the child matures and begins to reason about life , the father and mother should prove true comrades in this quest of knowledge . Here is the one place where the parents ' influence with the child is stronger than that of teacher or preacher . Nature made the parent as the older guide and comrade of the child .

54 New Horizons for the Child

If this parental function is properly administered , the child will gain enormously . No other single influence can be so potent .

The social development of children in the home is much handicapped , in the modern family , by the lack of numerous progeny and the too great adumbration of the adult group . The social character is best formed in the relation of the individual with his peers. No influence of parents upon a single child can perfect that child socially as can the influence , under proper supervision , of other children . Hence the need in the home , as emphasized in the following chapter , of other suitable playmates , borrowed from neighboring families .

In matters of discipline , there is already a potent influence of the new freedom at work within the

home . Children are helped to do the right thing by
a spirit of reasonableness rather than by the author
ity

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When punishments have

be

autocracy

to

if .

given possible have the child concur

to

best

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of

the logical and necessary quality this punish

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very successful chain

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The founder and owner

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drug stores once told me for

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learned from

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mer superior

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his when the railroad business

in

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of a

human management which had proved

of

secret

inestimable benefit This superintendent never let

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or

disciplined discharged employee leave his office

a

Character Training 55

without a clear conviction of justice rendered ; and what is even more important , without a feeling of harmony and friendship toward his disciplinarian . Is it too difficult to carry out such a psychological procedure with our children ? It takes time, energy , and great self -restraint and calmness . Too often we punish children more because their escapades have proved disturbing to us than because of any intrinsic wrong . We punish in a spirit of irritation in which there is prone to be an exaggeration of severity. Such a kind of punishment is not justice ; it is revenge . If we would seek always to be impartial and kindly administers of justice to our children and win their allegiance to the necessary disciplines , we should sow then on each such occasion the seeds of real character development in the conscience of the child .

Abstract preachment has little place in character training . Children are quick to detect insincerity or grandiloquence . It is rather the way in which adults and children together handle all emergencies of behavior which arise that little by little forms the character of children . Teachers should be spiritual and earnest in their lives . They should reflect to the children an integrity of character which calls forth the esteem and admiration of these younger souls seeking to walk the paths of right .

All adults who come in contact with children have a grave moral responsibility . They must serve as examples of justice , of consideration , of kindness , of earnest and spiritual living . It is not so much

56 New Horizons for the Child

what we adults say as to what we do that influences children . Sermons to children are inadvisable except on rare occasions when some event brings forth a need of moral or spiritual discussion .

The concern of the educator today for the development of character in his pupils is not confined

its
to benefits to the individual . Human
society in

of
collective activities crying need more
earnest

in
is

conscience and more ethical behavior Of what use

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purpose exploita

of
train intellects for the
to
it
is

Better perhaps not
to

tion sharpen mental swords
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of
that may penetrate the vitals society

If
educa
merely powers .

of
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tion increase the materialistic
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man leaving his moral qualities unchanged we may
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of
well despair civilization

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Dr Arnold Hall formerly president of the

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B

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University of Oregon gave me very vivid account

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of he
of

how became convinced early his
educational
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career the necessity developing character

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proportion the training

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ing course political science early his teaching
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the University Chicago he made the

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career
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politics the state capital Among
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things gave picture how graft works
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clear

so

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of

state and city government that two his students
in

the ensuing year were able put these methods into
to

practice their fraternity stewardships the fune
to
in

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Character Training 57

of several hundred dollars . Dr. Hall told me of
his consternation , upon being confronted with these
facts by the president , with the realization that these
students had been actually helped to crime by the de
velopment of their intelligence without a correspond
ingly awakened conscience .

The value of religious teaching enters markedly
into this matter of the training of character . Edu
cation has had to fight for centuries to free itself
from medieval dogmas and concepts antipathetic to
scientific discovery and to human progress . As a
result of this struggle , we have arrived at the com
plete separation of education and religion . Is this
to be the final settlement of the case ?

we are

We can do very well without religion when we are
dealing with facts . But can we do without religion
when we are dealing with character ? Ethical con
cepts and the practice of morality in the daily life de
pend very closely upon the truths revealed in reli
gions of the past . Character training without illumi
nation of spiritual vision or enforcement by the con
science of religion is not as effective as it needs
must be .

One generation can live on the ethical momentum
inherited from a previous religiously -minded genera
tion . But when that momentum is spent , beware !
We are witnessing to - day , in the enormous spread of
crime among our youth , the effects of a religionless

for
58 New Horizons the Child

the home and school have failed

as
age which

in
agencies character training

of

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of
Children pathetically need the assurance those
definite moral values that are religion and the

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motivation which comes from spiritual earnestness

at or .

be

not necessary that religion dogmatically

is

It

creedally taught Children nevertheless should

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of

least realize that principles right behavior inhere
the spiritual pattern the universe They should

of

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feel and realize adults about them spiritual

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that will help

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consciousness them grow

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spiritual principles right

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behavior

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the spiritual life could
of

Certain basic truths

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believe taught children even those
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schools First that there divine Power
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which controls the destinies the universe causing

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not only the creation but also the evolutionary prog
of

of

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is

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Power that one can have faith and turn for aid

to

in

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Secondly that every human being has rather
or

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infinite energy living during life

of

soul possessed

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of

its

upon this planet only minute fraction eternal

in a

existence continuing activity and progress after

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its its

leaves this earthly scene and deriving destiny

it ;

rectly from the actions has built into character

What we sow that also shall we reap Every

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thought and deed has effect upon the develop

its

Character Training 59

ment of the inner Self, and hence its fateful conse

quences upon one s future . In such truths as these ,

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I am convinced , the greatest incentives for right

lie

of

action To emphasize the great universal

law

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progress the light infinite growth and develop

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ment presents ethics the child from point view

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that strongly motivates right conduct And this

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harmony with the findings

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truth

modern science

in

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be

not something

that will have

unlearned

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later life

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One the greatest services

religion

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give focus

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concrete

idealism

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history civilization shows this distinctly

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true

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Although fundamentalist religion has doctrine
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practice frequently proved oppressive
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and and
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retrogressive force clear that
on
the other hand
is
it
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religion has proved itself
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the most definite and
gladia
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vivid focus reforms The abolition
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torial combats Rome human
sacrifice among
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the Druids and slavery modern times trace
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able directly the high idealism and zealous self
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of
of
sacrificing activities religionists Hundreds
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minor reforms

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modern times are traceable the

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same source The reasons for this are clear any

to

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of

one who studies the psychology religion

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What pity reject the schools all

to

then from

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a

the vast appeal and deeply effective motivation which
religion lend

to

idealism

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60 New Horizons for the Child

In intermediate grades of the Chevy Chase
Country School we have established , as an effective
focus of character training in the formation of
idealistic concepts , what we call " The Order of the
Kingdom of Peace ." The statement is so worded
as to be nonsectarian and applicable to adherents of
any religion . These principles indeed can appeal to
all earnest seekers for a more perfect humanity ,
whether religionists or not :

MY BELIEF

I believe in , and desire to help bring about that
perfect World Civilization wherein universal love
and justice shall reign — the Golden Age to which
philosophers , seers , and prophets have dedicated
their lives.

I believe that the troubles in the world today are
due to quarrelsomeness , selfishness , unfairness , jeal
ousy , hatred , and cruelty .

I believe that in order to improve the world I

must practice unselfishness , justice , non -aggression ,
kindness , love, and cooperation .

MY PLEDGE

To be just to everyone .

“ To think not in terms of personal gain but in
terms of gains to the human race .” — Mrs . Franklin

D . Roosevelt .

Character Training

To do unto others as I would like them
to do

unto me.

To refrain as much as possible from
anger and

from quarrels .

To think of all people of the world

as my

brothers .

To wish and work for the prosperity and happi

ness of

all

peoples

.

This program better humanity appeals very

for

a

strongly Each pupil presented

to

our children

is

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simply framed copy beautifully printed of

its

with

a

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duo toned gold paper

on

blue

One devotional

in

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period ceremony built about
to
week devoted
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by
this program The Belief boy and recited
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or

rial bearing upon the progress perfecting man
kind Events also are reported pertaining world
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peace world conciliation and world understanding

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These concepts are often found cropping
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in
of

class discussions and the discussions
the student
in

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self government association
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nothing better all the history
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thought
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human and endeavor than this concept
the Perfect Civilization this utopian dream

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of

idealists the ages down fur
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world thinkers

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nishes broader and more satisfying inspiration for
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idealism than any gospel personal salvation
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can

This program which anyone
dedicate
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himself Indeed seriously
considered

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to
is

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62 New Horizons for the Child

whether the world can go on at all unless the indi
viduals composing it are willing to dedicate them

selves to this aim of a perfected civilization . The establishment in any school of such an ideal center around which to rally the spiritual and ethical life of the children helps to tinge all thoughts and actions of the school with idealism .

CHAPTER FIVE

The Child at Home

THAT is this being that is given us as parents care for , train , develop to and educate ?

Sometimes we can see in the child hereditary reflections of our own gifts , temperament , and tendencies . Often we find (and this is the very crux of the foundation of human progress and evolution) a quality in the child superior to that of either parent , so that we are held in wonder before the still unexplained phenomenon of child genius . Many children are geniuses , in more or less degree . Using the term in its broadest sense we may

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in

of
say that every child has some quality spark
or

genius that he possesses some special gift apti
or
in

tude which makes him unique setting him off
an
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individual different from all other individuals

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of

The primary derivation of the word genius fits

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this latter definition As used by the Romans
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mental endowment peculiar individual that dis

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position aptitude mind which qualifies person

or

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special success spe

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for certain kinds

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cial taste inclination disposition natural bent

or

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64 New Horizons for the Child

I think every parent should study
carefully this
definition of genius, because there is implied
in it the

entire philosophy of the new education. We are
dealing, in child development, with an individual be-
ing different from every other individual being.

its
How can we help this child to develop
to fullest

by
individual capacity not Surely
attempting

to
?

mould into some standardized pattern Should
it

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no
we mould into any pattern matter how individual
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and adequate we believe that pattern we might

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misleading destiny for the child
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acting
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For the reason that the child possess

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certain is

some qualities and gifts different from our own and
quite likely possess genius superior our own
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safe for attempt Will
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not that pattern partake inevitably our own pre
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the genius subordi

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sideratum the child has

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genius

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nated the the race Varients from the

.

The Child at Home

65

racial pattern are not desired , and individuals are forced to develop according to fixed standards .

Only in turbulent periods of great discovery , of mental and emotional activity , of cultural renaissance or revolution , is the individual allowed and encouraged to be himself . Of

such a nature was the

golden age of the Greek art , science , and philosophy ; the Italian Renaissance ; the Elizabethan period .

And is not every portent proclaiming today that we are on the eve of just such a great reconstructive period of the human race ? Standing as we do on the strand of an unknown sea , shall we not man our ships with sailors and captains who are above all things intrepid , adventurous , true to their own selves and to the visions which spring from their own creative genius ?

It is toward such a goal of development , I think , that we must direct our child training , whether in the home or in the school.

Every true mother tends to esteem her child a unique being - prizing it because of its

very individuality its special tastes its gifts and powers She
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,
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longs most truly itself
be

help this child That
to

is
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she desires above all things life see her child
to
in

grow and mature into the largest possible success
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Her aim How can help my child develop the
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fullest capacity her genius
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great individuals
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The lives well

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66 New Horizons for the Child
ture of great epochs , teach us that the maximum
fruition of genius is attained when the individual is
given freedom to grow and develop in accordance
with innate tendencies , and encouraged or at least
permitted to express innate predilections and talents .

How could Walt Whitman's father, carpenter, see any good in his lazy apprentice son, who spent whole days lying on the beach listening to the waves but very few useful hours with saw and hammer and nails? Walt, always the observer of life rather than the doer, later spent his days riding back and forth on the platform of Brooklyn horsecars talking to the conductor and to the passengers. "What a misspent life! what a failure!" thought the practical father. But the poet soul was destined to coin these hours of leisurely absorption into the gold of poetic all

expression — a treasure rejoicing humanity for generations whereas his utmost efficiency car as ;

carpenter could have benefited but few temporarily a a it . us be

dreaming inactive child may just lazy or , A of may have qualities genius Let not decide this .

point too early the child life in . 's up

Intuition greatly needed sizing child in is a .

Woman usually more gifted with intuition than the is

biologically fostering disposition
of

male and
is

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a

her very nature and function nurse weakness

It

is

to

of

she who perceives

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into strength

reason

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her innate sympathy and intuition the oak the tiny

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acorn the eagle

the fledgling the swan the ugly

in

in

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great

of

duckling

woman

achievement

or

the man

in

;

the wilful sulking child

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The Child

at Home

67

If freedom for the child to follow the bent of

of its
own genius the foremost factor the fruition

is

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individuality almost equal im

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second factor

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portance rich and ample environment Full

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many flower born blush unseen sings the
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or true that genius will
poet Whether not

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meet with absolute frustration

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age individual needs both opportunity and stimulus
his native powers are reach their richest devel

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varied the environmental stimuli presented the

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child the better are his chances really discovering

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the things he wants

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The average home the variety

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environment can offer children Parents

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however endeavor surround the child with

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rich cultural and stimulative and broad vo

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nature study gardening sciencemas much such
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opportunities the home life can afford and
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child may seem crave and appreciate
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addition these opportunities within the
In
of
home parents should avail their children the
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opportunities that exist their civic and national
of in
environment the way museums concerts whole
in
,
,
some plays and movies automobile trips historic
to
,
scenic splendors
or
to
sites
.
68 New Horizons for the Child
Very important , also , is the human environment
with which the child finds itself in contact . Parents
must constantly seek to enlarge
the child s acquaint
ance
ance with helpful and stimulating playmates and
with adults who may prove inspiring comrades or
guides .

The new principles of education help the child , in the home as well as in the school , to be more creative , more active , more joyous. This necessitates not only a considerable change of the traditional parental attitude , but it necessitates also a careful consideration of the child ' s needs as regards the planning and equipment of the home.

The modern school is designed for the sake of the child . There is plenty of sunlight for each school room . Cupboards house material which the children will use in their activities . There are collections for nature study , growing plants , a bowl of fish ; and in the school yard , perhaps some animals being raised — a family of rabbits or guinea pigs . There are school gardens planted by the children and cared for by them , where they may watch with delight the growing power of nature which they have assisted by the application of science and toil . In the home , also , there should be adequate provision for children ' s predilections and necessities . How strange it seems, when we think of it , that

The Child at Home 69

houses the past have been planned wholly for in

adults . Architects , except in a few modern homes , have taken no thought for the needs of children . On the farm there are plenty of play places for children , in the barn loft as well as out of doors . But in the modern suburban or town house there has been too little attention given to the needs of children . Every home should have , if possible , some place where children can keep their toys, their knickknacks , their materials for creative work . Here they can spend happy hours in rainy weather . Often the unfurnished attic has been used in this way . Now with the modern automatic oil or gas heaters the basement can easily be fitted up as a recreation room for children .

In the yard there should be plenty of play equipment : swings , slides, seesaws , old automobile tires hung from trees . For those who can afford it I

jim

of

recommend the jungle - system ladders built ,

a

together vertically and horizontally wherein children
can climb over and through with endless amusement
and helpful exercise

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For growing boys there should workshop

be

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equipped with carpenter table and simple tools

If

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the father has the inclination and the time work

to

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with his boys guiding into interesting forms

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them

woodwork and stimulating their creative endeavor

great gain the boys not possi

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Saturdays

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ble some young man can engaged for

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and perhaps other afternoons and other neighbor

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hood boys can enlisted woodwork class

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form

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One of the great social needs for children in the modern home is the presence of other children . The

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old - fashioned family of five, seven , children furnished social group which could plan and carry out a

endless amusement But today families towns

in

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or

or

and cities have often only one two children

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more there may great interval between their

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One

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the reasons that children love their life

progressive schools because these schools furnish

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social environment

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child

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his own age

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craves

finds other children

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with ample opportunity during the school day for
social contacts and for games and sports together

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Often this single child feels great difference his

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he

social environment when returns from the school
his home which seems lonely him because there
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no

are other children play with
to to

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of

What done remedy this loneliness the
single child this domestic need for social group
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Many parents wisely solve the problem inviting
other eligible children the home play
to

to
A

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of

group parents the neighborhood may well join
in

together this way taking turns having groups
in

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or in

their homes Saturday holidays for afternoons
in

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By

after the school period cooperative fund
it

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a

possible engage someone supervise the play
to

to

of is

such group

a

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The Child at Home

71

Even where there are two or three children in a
family , we find usually that these children do not
socialize perfectly together . This is a perennial
source of amazement and disappointment to parents ,
who question : " Why my children play happily

can

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together Why many quarrels troubles and dis

so

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The cause bickering within the family group

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take their turn such informal neighborhood play

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cannot emphasize too much the imperative need

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social group outside

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can contribute very significantly their children

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happiness and development they will take the pains

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tating invitations between several such families

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New Horizons for the Child

There is another aspect to this combining of only children into supervised play groups . By cooperation a number of mothers can take turns supervising the children 's play , either with or without a paid assistant . This plan will relieve such a group of mothers from spending so much of their time in playing nursemaids to their children , while at the same time assuring the children a happy , and developmental social environment .

Recently a group of nineteen wives of Columbia University professors have announced such a plan of cooperative housekeeping . They have moved into a remodeled building near the university , where the experiment after a month was reported as running smoothly . The mothers take turns , with one , paid supervisor in the care of the twenty - five children of the group .

One apartment in the building has been converted into a nursery and play room for rainy days , and on the roof they have built a sunny , airy playground surrounded by a high climb - proof fence . Each mother takes her turn for half a day each week .

The children of the pre -school age spend from nine to twelve o ' clock each morning and from two to five o ' clock in the afternoon playing together . The idea is being extended to include noon lunches and , at small additional expense , care of the children during the evening by a nurse .

This experiment will be widely copied when par
The Child at Home

ents come to realize how great a factor in the young

child's development is play with other children under intelligent supervision. The era of entire home care of pre-school children is rapidly passing. The kindergartens and nursery schools have so abundantly proved their benefits to children (not to speak of benefits to parents), that the education of the future seems destined universally to extend downward the school age of the child almost to the cradle.

It must not be thought that parents should simply do
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sponsibility the home plenty responsibility
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Psychology has pretty well proved the maxim

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ligion that the happiest people are those who are

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Schools are beginning to carry out this dictum

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psychology assigning various duties which chil

dren individually committees assume responsi

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bility for Not only children enjoy these respon

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School remarkable educator considers responsi

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bility essential character development that

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74 New Horizons for the Child

has all of the work of the school , except the actual cooking of food , done by the boys . These boys come mostly from privileged homes where they have had no duties or responsibilities .

The modern home, with diminished opportunity

for chores , must find some ways

in which children

can express service and responsibility . The providing of such work may be more of an inconvenience than a help to the parents , but it is of the utmost importance to the child .

There is another lesson that the home can learn from the school . The home may well adopt some of the principles of organization which keep a resident school running smoothly . There should be regular hours for meals . The meals should be eaten in an orderly cultured way , and not too fast . Children should wait for dismissal from the table . There should be regular hours for bed , and these should seldom vary . This bed -time rule should be observed automatically without habitual yielding to the ingenious pleadings of children for delay . Once such habits of delay are formed , bed time becomes an endless agony for both parents and children . On the other hand , habits of regularity can be made automatic , with great saving of wear and tear on the part of both children and parents .

Parents are handicapped as regards the discipline of children in comparison with a school organization .

The Child at Home

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In the school there is plenty of machinery to take care of any punishment which needs to be inflicted upon the child . But in the family life such organization is lacking . Let us take a concrete example : A mother is taking one or more of her children to some entertainment or on some excursion .

One of the children , let say behaves very badly us such in , , a way that the just and logical punishment for him be

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this trip

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But how deprived the trip
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the necessary discipline

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the home discipline great

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badly into organized life

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home soon learn

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other children willingly carry out these rules realiz

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of example has great effect upon children

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the home where there are only one two chil

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dren rather difficult the life the

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child definite way Yet feel the utmost

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importance that this should be done for the sake

of

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the child 's physicaland psychological needs . It should not be necessary to argue and dispute with the child on every occasion , or to have to inflict frequent punishment.

Where the child ' s life is wholesomely organized it will be found that the child is more poised and robust , that his whole development - physical , psychological , and emotional — is better than in those homes where lack of organization leaves too much

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the mother

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world children still bigger job raise them

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healthily and wisely This the major obligation

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period many years until her

of

the mother for

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children have reached maturity

If

mother wishes

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raise her children the best way possible then

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in

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lunch parties bridge

parties dances movies and

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of

other adult forms recreation and social expression

must hold subordinate place her life the place

in

to

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which her children hold These recreations and cul

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an

tural activities have important place woman
in
a

's

The Child at Home 77

life , it is true , and there should be some opportunity
for them ; but the responsibility for the children is
primary .

A lady with three beautiful , healthy children play
ing around her was accosted in a Washington park
by a childless

woman of mature age . The second
woman : " My ! what lovely children . I would
said

years my life
ten

give

", of

have such children

to

!"

did

Madame responded the mother

, I,

"

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Yes fifteen twenty years not too much

or

ten

is

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give out

of

her life

to

expect woman

the

to

to

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raising children than which there

of no

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profession

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human activity more pregnant with possibilities
good for the future world

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The faults engendered

luxury lov

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women neglect their

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duties their children are vicious endanger

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very stability society We note for instance

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the history Rome that when mothers were sim

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their lives their sons grew

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useful and noble citizens the commune and nation

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the other hand when luxury crept

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mothers became pleasure seeking and loose char

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acter and behavior neglecting entirely their duty

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their children the males upon maturity showed

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the Roman race render helpless before

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any civilization may

be

dics Thus the decline

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traced definite degree luxury and voluptuous
in

to

78 New Horizons for the Child

ness creeping in and corrupting the women , vitiating
wifehood and motherhood , and ruining the character
of the growing generation .

The responsibility of training and bringing up
children , however , does not rest solely with the
mother . It is very important that the father take
his part in this . Children need the influence of the
father . Especially do boys need a masculine hand
in their training — figuratively always , and literally
sometimes . Women of mild disposition have a dif
ficult time rearing male children of strong , aggres
sive personality . Frequently , perhaps in the ma
jority of cases , a woman of gentle , yielding temper
ament marries a man of the opposite temperament .
If the boys take after the father , and there are sev
eral boys in the family , the mother will have a very
difficult job training these boys . She will need the
father 's help . He must stand back of her, reinforce
her physical and temperamental weaknesses , and
give such practical and psychological support to her
discipline as the principal of a school affords his
teachers . If the children come to realize that in all
their misbehavior they are to deal with two , not
one - with a virile male as well as with a gentle fe
male - they will behave much better than if they
have only the mother to cope with .

too frequently poor
all

The American man is

a

The Child at Home

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father because he gives his vitality to his business
and saves none for his family . How can he disci
pline or train his children when he has no energy to
bring to the task ? The result is that the training of
the children is left altogether too much to the

mother. In this lopsided training we find one of the greatest weaknesses of American culture . ever wise and practical the mother 's training may be, it is not able to supply those masculine qualities which growing boys , and girls too , need in their developmental environment . Let us hope that the New Economy , by bringing to pass a shorter working day , will release masculine energy for the due exercise of paternity .

How

It is not only a father 's discipline that the boy needs . He needs also his father 's companionship . It is difficult for the mother to be a perfect outdoor chum for her boy . This is a function the father can more easily and more naturally fill

, .

those fathers who are pals this way taking them in

hikes playing outdoor games with them sharing on

,

,

with them the joys the great out of of

recreation in

-

of

doors Such ties paternal comradeship count for

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great deal when the dangerous age of

adolescence a

approaches

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What the ideal organization the family of is

It

?

organization suited
be

must

to

an

the new freedom

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for the child , democratic rather than autocratic , yet
so truly cooperative that harmony and order shall
reign .

In the old patriarchal type of family the organiza
tion was very set . Such a type of family organiza
tion gave great stability to civilization . In China ,
for example , Confucius twenty - five hundred years
ago laid down rules of behavior of wife to husband
and to the husband 's parents ; of children to their
parents and parents to their children ; younger broth
ers to older brothers , and older brothers to younger
brothers ; of children and parents to their relatives
of various degrees . These rules have prevailed in
all

relationships the family life from then until
of

the present generation What has been the result

of ?

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If

we take the word Occidental observers
of

Chinese life the Chinese have attained remark to

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a

ably poised social relationship More harmony has

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reigned within the family group and other social
groups China than anywhere else the world
in

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There has been absence egotism

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always been courtesy considerateness

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subordination self the social group Conse

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quently the life the peoples China has been

characteristically more happily harmonious than any

where else the world

be in

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may critics

observed this system that

it

It

has not led progress system necessarily

to

Such

a

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produces stability rather than progress

In

the face

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The Child at Home

81

of modern scientific industrialism this family system

of China is now rapidly disintegrating . But what

is taking Until some new mode

its

place Chaos

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?

of

relationship discovered and universally applied

is

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China will be bad way

in

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this country we somewhat similar tran

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family relationship

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sition from the stable system

the past founded great deal upon religion

of

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the anarchic condition which characterizes family

re of of of

life today What we chiefly hear from the youth

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today the right self expression

to

freedom

is

to

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the individual There too great throwing off

is

a

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of

of

restraint rejection authority and denial

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sponsibility

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Plainly we can never return

the hidebound

sys

to

patriarchal authority

our an

of

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of

of

cestors held

sway

this age

democracy

In

be as ,

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the right

of

of

well

as

freedom

individuals

the

of ,

right

no

the group the adult can longer the

,

of

of

arbiter the life youth But the family

It to

is

an if

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all must again become organization

at

exist

it

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must reorganize along new lines What are the new

.

laws that will hold the family together this new

In

?

as

of

organization the family see the laws are

,

it,

I

of

kind be derived from the Golden Rule

Do

to

a

:

“

as

you would like them

do

unto others

unto you

to

."

Mutual courtesy mutual understanding
mutual con

,

,

the part
of

sideration the adult and the child
on

this the rule which will again produce har
is

a
of

monious unit the family

.

New Horizons for the Child

Already we see such a relationship between adult
and youth being worked out in progressive schools
in many parts of the country . We find here perfect
harmony , perfect understanding and cooperation in
stead of arbitrary authority imposed from above .
Whatever expression of authority there is on the
part of the adult is in clear terms of welfare of the
children , in such way that the children themselves

a
aim

of
understand the and the method the adult

in
aim
dealing with them They understand this and

.

entirely friendly and they feel
be

method
to

to to
it

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They themselves

be

considerate turn wish ,

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in

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exert friendly and considerate attitude towards the
a

adult Mutual courtesy the law that reigns and
is

it

,

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as

solves all problems As far possible the children

.

by

led

of

are rule themselves means self govern
to

-

by

ment associations and restrain themselves

is to

right But when

of

their own ideas what seems

it

.

necessary the adult does not hesitate direct the
to

children and then the children because they are

,

;

of

sincerity

of

convinced the essential and fairness
the adult his daily contacts with them cheerfully
in

,
and promptly obey

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Here then we see perfect type
of

the new social
of ,

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a
be

group adults and youth can worked out and
It

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every family As far pos
as

must be worked out
in

.
be led be
to

sible children should face their
own

,
be of

havior They should accept the authority
the

.
ap
adult when necessary that this authority
is
it

The Child at Home 83

see
plied to situations . They should this authority
authority solely upon their

as
a
reasonable based
wholesome development When they
of
own need
. .
come conceive perfect respect and confidence for
to
the attitudes of their parents there will
be
very little
,
will
be
friction the family life And the children
in
. .
happier healthier and far more normal
their
up in
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development when such ,
situation built
is
a
. .
up
important that children should grow with
It
is
high ideals worthy citizens Every
be
they are
if
to
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of
individual addition fulfilling the obligation
in

to

,

be

of

earning living should

to

some service his

,

a

community and country

of .

All that we inherit

of

comfort and culture all

,

opportunity

of

of

our assurance freedom and this

—

of

has come through unselfish efforts

us

to

other men

we but take advantage of

of of

the past

If

and women

.

the labors the past enjoy life for ourselves we

to

,

important values

of

of

have missed one the most
as

We should not pen willing
be

existence live
to
on .

of

sioners the bounty
those who have pioneered
the way before We should desire ourselves
us

to

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of

make some contribution the progress humanity
to

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do

The school can much but the this direction
in

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ex of

home the normal for the absorption
place
is

by

by

ideals Not only precept but deed and

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, .

ample parents should train their children habits
to

and ideals integrity We
of

and humanitarianism

84 New Horizons for the Child

must not continue to bring up the children of today to be selfish oppressors and exploiters of the ensuing generation . Far better that a child had never been born or educated than that it should grow up to do injury to mankind .

We can reasonably expect that children should be so trained in idealism , so indoctrinated with the values and needs of society , that they will at maturity voluntarily devote some of their energy to human life and progress . Almost, one might say , this is the most important single factor in the education of the child , important for the happiness and normal expression of the individual as it is for the welfare of society .

CHAPTER SIX

The Child as an Individual

EDUCATION , in the light of modern psychology , can mean only one thing , the development of the individual child up to the capacity of his talents and abilities . Not

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this complete

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development can given the public schools
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fact education

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But this least incontrovertible
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schools should harmonize their aims and meth
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ods with this developmental conception educa
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tion and not contrawise other words
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. of by
every effort expended the schools should help
forward the fruition the individual and not
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or
limit mar that fruition
The progressive educator sees each child
as
a
unique individual No two human beings are made
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exactly the same pattern not even twins Varia
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of
of

tion nature method development the
is

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species the most important step natural evolu
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as —

human progress Shall we the educa
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tion
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86 New Horizons for the Child

tional process penalize variation , or shall we recog

its
nize and cultivate values

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of

The inherent dowry the child the gifts with

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of

which born that essence the individual which

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is

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we call personality not this the foundation upon

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which the whole educational structure must
erected

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Let for moment leave off looking
educa

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the viewpoint ad

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tion from how can
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ministered mass movement and look upon

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meant beindividual development Let
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what
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bring home ourselves this question What
to

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do do
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would individual have liked education
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for me What would today like education

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for me Have any undeveloped long
talents that

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Have
express desire for the further pursuit
of to

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knowledge organized way under trained pro

an

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fessional leadership

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this light be

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When we look education

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of ,

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institution and more means

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comes less

human

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of

culture To the leading youth ancient Greece and

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of

to

the aristocratic youth the Renaissance this was

what education meant And with them education

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produced marvelous results

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But how can each individual be given such

cul

a

by

tural training the free universal public

of

means

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education which characterizes modern democracy

a

?

The problem we should consider not however

is

,

,

The Child as an Individual

87

whether the cultural education of the individual child is a feasible thing to accomplish today . We need ask : Is this the ideal we should only strive toward ? For if we once reach a sound conviction that such a type of education is valuable both for the individual and society , we can and must begin to adapt present day education toward this goal, no

its

ultimate attainment may

be

matter how distant

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general chief with several million raw re

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cruits suddenly whip into shape for war must

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give them type mass training which

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vidual completely submerged From the

reviewing

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private citizen may see army corps pass

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stand

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giving evidences perfect military training
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imagine the plight of cultured civilian
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let

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educator artist let say among those trans
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formed into parading soldiers converted the pro
daily express
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cess militarism from individuals
ing individual tastes and abilities into indistin
guishable patterned units regiments
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in

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of

prisonment may vividly
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the self realized some
of

the restrictive effects upon sensitive children
of

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regimentation the public schools
in

education has become more institutional

Public

regimented

of

as

ized and the numbers individuals

88 New Horizons for the Child

seeking this privilege has grown vaster . Such was to be expected . But it is not an ideal condition . This can be nothing more than a temporary measure of expediency in the effort to meet the gigantic responsibility of giving an effective education to every child .

When England Joseph Lancaster , toward the in

end of the Nineteenth Century , conceived the idea that every child should be trained to literacy in order to be able to read that Sacred Book which was to him the guide of life , he devised a unique plan for making possible his vast and humanitarian project . By his monitorial system , in which older pupils helped the younger , he was able to assign one thousand pupils to one paid teacher ; and by skilful economies , such as learning to write in sand , he kept expenses down to less than four shillings per capita per year .

It was because of these economies and the small capital required that Lancaster was able gradually to convert leaders in public life and humanitarian his

of

people of wealth to giving

. of

unheard idea

-

free public education every child

to

Why should we pay taxes

of

educate the brats

to

"

the lazy poor said the childless rich And took
it

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?

"

privately supported propa
of

almost half century

a

ganda and educational activity before the first public
of

grant money was made England for public
in

education

.

Later Lancaster was invited this country
to
to

demonstrate the possibility giving public educa
of

The Child as an Individual 89

tion at slight expense . And this visit marked the be
ginning of the great free public education movement
in the United States .

We are still struggling with the Lancasterian prob
lem - how to educate the greatest number of
children with the least possible expense . In our great

; . of

some thirty millions

its

public school system with
pupils we have accomplished much that admirable

is

We have evolved fairly satisfactory curriculum
a

of

have perfected methods teaching and have given

of to ;

of
more and more adequate attention the hygiene
the schoolroom and the child But the real possi

of
full cultural and
of

bilities
as

education means
a

all round development the child we have hardly
of

yet conceived We are too easily satisfied with things

not yet realize how pre
as

do

they are because we

its
the jewel individuality and how easily
of

cious
is

be

radiations can dimmed

If

our aim education standardization then
in

is

we shall not want individuality would stand

It

in

the way At the Naval Academy where

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I S.

taught for three years was set musing one sum
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Li
of

the sight plebe drawing from
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read and report
of

brary the poems William Blake
to

of

rare personality
on

Here was youth sixteen

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a

a
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reading the mystic Blake from choice But such indi

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vidual richness was not needed appreciated nor

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90 New Horizons for the Child
wanted at Annapolis . It was only an obstruction to
the duties that lay ahead of an incipient naval officer .
When the plebe year began in the autumn the daily
routine of the Academy would close down upon this
youth and he would not have time to read Blake ;

would not have time to linger on the magnificent terrace of Bancroft Hall to enjoy superb sunsets . Moreover in the lingo of the mess hall , the dormitory , and the yard he must beware lest he express uniqueness . Let him not wear his heart upon his sleeve . Let him not dare to be himself . For what is wanted here is not an individual , but a machine -unit cast perfectly to pattern .

Now let us see how another government institution handles its personnel

of
its

Stand
In

tion handles the Bureau
's .

greatest geniuses
of

ards one the world the

in
theory and art making glass given
of

certain
is

a
problem work out such research and experi

In
to

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He
he

mentation practically his own master
is

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daily report nor keeps any daily pro
no

makes
to

gram He left absolutely himself bring
of to in is

to

it to

in

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his report his own good time For has been

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put any time limit

on

found that

him threatens

the failure

the whole enterprise

but that

he

is

if

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be

given free rein he will

time

may

month

it

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six

may

be

months

bring

uniquely

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success

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a

ful solution

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Why the great difference

at

the methods used

in

of

the Naval Academy and
Stand
at

the Bureau
ards because the former wants and needs
is
It
?

of

standardization while the latter spite the
,

in

(

The Child as an Individual 91

implication of

its

name needs and wants individual

, !)

ability resourcefulness and initiative

,

.

What are the educational goals which we wish

to

establish for the thirty million students our

in

schools today This will determine both our methods

?

and our broad educational policy

.

When art student enters great atelier Paris

an

in

a

he left pretty much his own resources left

to

to to

—

is

feel his way Above everything

he
must learn

,

he

be himself Once has discovered himself the

,

great master teaches him how more truly and be
to

more adequately himself

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Shall this not help

to
our aim education
in

—

realize their full and best selfhood Or
to

children
shall we determine pattern for them and gradually ?
a

mould them into

it
?

of

Education for the development individuality
is

not mere theory but possibility already put into

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practice Progressive schools for over two decades

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have been demonstrating that the child can remain
of
an

individual even when member
an

educational

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a

group and that remaining
an

individual the child

in

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of

able develop admirable qualities personality
is

to

which hitherto have been neglected and inhibited
in

the process

of

education

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92 New Horizons for the Child

Progressive education not only allows for differences in personality , but it encourages such differences . It seeks to develop the individual child to the full extent of his powers , whatever these powers be. This consideration of the individuality of the child does not mean lack of training or discipline . But it does mean the careful adaptation of training and discipline to the personality of the child .

The progressive school is a new kind of school in which the genius child , as well as every other type of child , can feel at home. A parent and educator writes me anent my book , " Discovering the Genius Within You :” “ I have been educator for fifty

an

years I have come to

the conclusion that

every child (except the idiot) has some precious jewel which you call ' genius .' An enormous amount of talent lies undiscovered . I am the father of a genius - Deems Taylor, the composer and writer

and he had much difficulty with his early teachers .
He was in five public schools and didn 't get along
well in any . I didn 't know what was the matter .
What he got in school had no nourishment . This boy
finally was sent to a progressive school , where his
individuality was respected and provided for ; and
there he remained for seven years happily and suc
cessfully preparing for college ."

What do we intend in demanding that the school
realize the child as an individual ? Let us be explicit .

* Joseph S. Taylor - educator and lecturer .

The Child as an Individual

93

We do not intend , by this , individual education . Pri
vate tutoring has been the recourse of well - to -do
families for centuries . This type of education has

its

its

advantages

disadvantages

It

has also

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Nor does educational recognition

of

the individ

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require

my

thinking

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the child

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as

that the child make individual progress

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do

Winnetka method

or

that the child be free

his

to

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by

as

work the contract plan the Dalton method

to in

up ;

or

be

that the child allowed choose and build
his own curriculum

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my understanding progressive education does

To

education

not imply child centered " schon

school nor child

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made curriculum

Thered

These are radical experiments

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"

riculum

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the results which are everywhere being watched

with interest Yet would seem that the prevailing

it

opinion and practice even progressive schools

of is

in

not this direction but rather the direction

in

in

application of modern educational principles

an

such

will assure

of

as

the child the full benefit the

to

knowledge wisdom and guidance

of

the adult world

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by

To what extent shall the teacher stand and

,

what extent shall the teacher teach This prob

to

?

lem has not yet been answered satisfactorily even

for

for progressives and certainly not educators

"

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"

general the major problem now confronting

It

in

is

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progressive education and one for which the author

will not attempt

to

give solution

a

.

The trend certainly toward teacher guidance
is

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of -

rather than teacher aloofness The crux the mat

-

.

of
be

ter What shall the nature this
guidance and

is

:

94 New Horizons for the Child

how shall it be exerted ? We do not wish to return
to the teacher and text -book authoritativeness of the
past . The intrinsic desires , the needs, the psychology

be

of the individual child must at points

all

con

sidered This matter for experience the new

is

to in

a

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education rather than for theorization solve

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Of one thing we may be certain that the individu

as ,

ality

be

of

the child should held more sacred than
the curriculum As Christ considered that the Sab

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bath was made for man and not man for the Sab
bath education we may believe made for the
so

is

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child and not the child for education

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Education for individuality does not mean neglect
of

the necessary academic training The founda

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tional subjects reading writing and arithmetic the

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skills and techniques upon which further education

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in re

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depends these must acquired

by

every child

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no

ardless individuality more

of

The child can

of

investigate the world knowledge without these skills

can explore his physical world without

he

than

as

having learned walk But learning

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be ,

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learning the three consideration should

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given the child personality temperament and

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apart from special vocational

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or

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professional training, is supposed to be for the sake of culture. But how can culture be anything else than individual?

As education goes on, we should allow more and more for the expression of individuality, not only in choice of subjects but also in method of work within the field of any given subject.

Individual differences in the way of interests and affinities determine what aspects of a given subject will appeal and what details will be assimilated. The same reaction cannot be expected on the part of all students. This is neither necessary nor desirable educationally.

The extension of the research method, characteristic

graduate education the very lowest

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down

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primary grades one the most successful and im
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By

portant experiments progressive education

this the great discovery has been made that
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even child may profit the opportunity for the
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expression predilections initiative and self direc

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This does not mean necessarily that each child

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any field

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free work independently

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knowledge chooses the university

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means there may be some freedom of choice

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be studied by the class

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the subject group

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and even more freedom

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rate topics the subject indi

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undertaken

to

96 New Horizons for the Child

vidual children . Furthermore , there is provided opportunity for a wide range of interest, ability , and effort on the part of individual children in finding material to enrich the group -project . The research project , more than any other yet discovered , permits and encourages the expression of individuality . When supplemented by group conference and discussion , by further individual study and tests , as simulation as well as discovery of knowledge can be assured .

Even then it is not to be expected that all children will achieve uniform results . Just as different plants draw different nourishment from the soil , according to their constitution , so different individuals will choose and assimilate different materials from the field of knowledge .

This is where progressive education parts company with the old type education . Uniformity , standardization , precision of parts — these things are desirable in machines but not in human beings .

Let us see how a famous secondary school of the progressive type attempts to discover and aid each individual student.

" Every boy at Avon is placed under the special charge of a master who is known as his tutor , each master having a group of perhaps seven or eight boys . It is not the function of the tutor to cram a boy or make him do out of hours what he is sup

The Child as an Individual

97

posed to do in the classroom and study hall . He

doesn't 'tutor at the narrow sense of the all in

word . His interest is the whole boy - his work , his recreation , his friends , his hobbies , his health , his home, his likes and dislikes , everything that has a bearing upon

his

life and progress school He con

at

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stantly studies this boy corresponds with his parents

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talks with his teachers Every Monday

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sends

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Dr Kammerer and he . .

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The objective this tutorial plan
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tutorial plan actual operation good way

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drop into master study almost any evening

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after dinner where you will find a group sprawled
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comfortably about a blazing hearth and you will
of a

great deal of great many subjects
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hear a talk
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These boys are not invited they just come They
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always welcome That
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come hours They are

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the way with good friends

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The real objective of the tutorial plan then far
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from being merely supervision boy work

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the cultivation of personal relationship with him

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rests squarely on the belief that boys are led
on

And

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of

forward every line achievement chiefly

to

in

98 New Horizons for the Child

because of just such a close relationship with some one whom they admire and for whom they feel rather than what they think .

" The thing that strikes me at ' Avon , ' wrote a father after a visit to the School , ' is that I see there no faces that look troubled - or unhappy — or afraid . '

“ It is no accident that this is so . Perhaps those

words come as close as words can come to expressing the spirit of the place . "

At this point a distinction should be made between the proper cultivation of individuality , and a form of individualism which implies aggressive , egoistic , or capricious self - expression . Individual development means the development of the best self of the child , not the inferior self .

The right education for individuality does not render the child whimsical and selfish ; it rather helps the greatest heights of character the child to attain and achievement that it is capable of.

It is important in the modern society that the individual, however superior his endowments and training , should be able to harmonize with his fellowmen and to integrate himself in the machinery which society sets up in order to accomplish the world 's work . Each individual must know how to be a loyal and cooperative subordinate , as well as how

to play the part of a leader . Progressive schools ,
The Child as an Individual 99

therefore , pay great attention to the development of the individual as a social being . There are occasions for the expression of initiative and leadership . There are also occasions which call for cooperation ; for harmonization of personal powers and predilections

with group needs. It is the harmonious social self that is aimed at in the new schools not that individualistic, egotistic self which in later life becomes such a foe to happy, harmonious, and successful living.

In every child the progressive educator sees the potential wage-earner, mate, parent, and citizen. These are the selves to be successfully developed. The development of the individual child, therefore, does not mean a child full of egotism but a child all sides of whose nature are being harmoniously expressed in accordance with the essential and unique rhythm of his own personality.

Was not this the kind of training that Christ gave? He treated every one who came to him as a distinct individual. He penetrated to the essence of their being and helped them to clear away the moral débris under which lay buried and inert the true beauty of their souls. He did not say to the courtesan or publican, "You have a right to live your life in your own way." Rather he held up to them a magic glass on one side of which they saw

the selves they were then living and on the other

100 New Horizons for the Child
side of which they saw the true selves which they

might become. This contrasted view, to souls ripe for reform, was sufficient to motivate and energize into transubstantiated lives.

Fundamentally, education is the spiritual unfolding of the child. Therefore the educator should study Christ used for unlocking the methods soul treasures of individuals who came within the radius of His benign influence.

The new education tries to avoid that egotism and personal vanity which the old education so strongly its

fostered with competitive examinations and superiority of prizes public proclaiming its

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The old

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social mentality education can and must deal with

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basic human values

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The Child as an Individual 101

" Spiritual education is the education of the whole
being for useful life in a united society which derives
its laws and principles from the universal law of
love . It is education conscious of the modes of social

its
evolution and hence subduing the means of life to
true purpose and outcome One single generation

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by
raised spiritual education above the false guides
who rationalize class race national and religious

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prejudices can give humanity definite foothold

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of

the new age cooperation and unity

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The World Economy Horace Holley
of

Baha Ullah

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The first thing obvious to children is what is sensible ; and that we make no part of their rudiments . We press their memory too soon , and puzzle , strain and load them with words and rules ; to know grammar and rhetoric , and a strange tongue or two, that it is ten to one may never be useful to them , leaving their natural genius to mechanical and physical or natural knowledge uncultivated and neglected ; which would be of exceeding use and pleasure to them through the whole course of their life. Children had rather be making of tools and instruments of play ; shaping , drawing , framing , and building , etc ., than getting some rules of propriety of speech by heart. And those also would follow with more judgement and less trouble and time. - William Penn , " Reflections and Maxims. "

CHAPTER SEVEN

The Child as an Active Being

" HE world has always realized that children are active . But it has remained for progressive education to discover that children should be afforded scope for activity within the schoolroom itself . In past education , activity has been taboo within the schoolroom . Learning was a sedentary process . Mental activity in physical passivity was the ideal of the old education . Children at the age of leaving their free play six

of
and the glorious outdoor life for the confinement
schoolrooms fixed desks long rows five hours
; in
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, all
indoors mostly sedentary recesses too short
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by
enormous classes taught hectic overdriven
teachers this travesty and injury child
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Yes and
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ished The kindergarten pioneered the way show
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how children may be gainfully active and happy
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And now thanks Francis
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the schoolroom
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Parker John Dewey and Patty Hill we find also
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primary grades movable furniture replacing the fixed
desks We find active blackboard work edu
of

rows

ational games activity projects enlivening the

scholastic day We find some public school sys
in

tems work bench every primary room We find
in
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104 New Horizons for the Child
rhythmics and dramatics introduced into the school
room . We find outdoor projects such as gardening
or the building of miniature representations of
group shelter from savage huts to modern villages .
We find children making excursions to the neighbor
ing stores, to the dairies and farms, to museums and
to civic centers .

Infact , we find our whole educational system ,
both private and public , committing itself to leaven
ing sedentary education with the yeast of Dewey 's
“ learning by doing .” And some schools have gone
far

activity

of

so the direction the classroom

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to of
that they have taken the self assumed name
activity schools hardly necessary-
So

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day argue that children need and should have
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some degree activity within the schoolroom that

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fact has already been fully ascertained the
psychologist the physician and the child welfare

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educators discover

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how the need for activity the part the child can

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tellectual development

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The young child needs some activity even the

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its ,

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schoolroom for the maintenance best psychic

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and physical health But this were the only reason
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for introducing activities into the schoolroom such

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be

activities would naturally marching
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limited

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simple gymnastics rhythmic and frequent black

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The Child as an Active Being

105

board work . There is another , much more important
pedagogical reason , for introducing activity into
scholastic work1 .,

The young child is very much a sensory animal .
He has not yet outgrown his babyhood method of
exploring the world by handling things and by
watching moving objects . To this desire for im-
mediate contact with things and materials is now
added a desire to construct . The will to learn by
sensation , perception , and creation is strong ; the will
to learn by ratiocination or dealing with concepts is
weak .

The human race started mental training its
through sensory experiences From the hand the eye

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the ear streamed many nerve adventure the

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brain forming and expanding The child repeat
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ing the history the race gets important amount

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brain development from manual skills and ex
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pressions How large proportion our mind
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gained this way we may never accurately know
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but enough certainly justify the slogan learning
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by doing
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Now the child natural desire for handling ob
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has found way guide the child activity nature
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into paths that are beneficial academically
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they
are pleasing and wholesome
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the child
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One of the greatest innovations of Twentieth Century education is the so-called activity project.

Usually this group project chosen by the group is a

106 New Horizons for the Child

from among a certain number of possible projects suited to the age and educational advancement of the group. For this project the children make historical research with the aid of the teacher. They read about the subject of their project; gather pictures and materials for it; visit local museums in order to study exhibits; make sketches of the life of the given period; weave it into their dramatics and assemblies; and at last they construct and assemble their reproduction of past or foreign life.

Through group excursions the children in progressive schools learn about their neighborhood, their civic government, the operation of various industries, the nature of modern transportation, and the simple physical, chemical, and biological facts about the wonderful world they live in.

The construction of models to show the development of shelter and transportation; excursions for the study of local geology; nature trips, and the care of plants, aquariums and pets within the school; trips to museums and historical sites; modeling and painting of relief maps; the graphic or concrete construction of historical periods such as ancient Egypt, Greece, Rome, the Age of Chivalry, the discovery of the New World — these, with countless other projects, give scope for the child's expression of activity in terms of academic value.

In all of this preparation and in the construction of a project the children are active; they are finding scope for their instinct to learn by means of movement and sensation. They are thus led to

The Child as an Active Being

abstract knowledge (for the knowledge of life at a
chronological or geographical distance is abstract)
by means of concrete experience . This method of
direct experience has been used from the very be-
ginning in the teaching of the modern sciences ,
astronomy , geology , biology , physics , and chemistry .
It is now being successfully applied
to almost all
forms of teaching .

But, you may say , though
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George Rommert the Biologisches Laboratorium Munich Germany who has been demon

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themselves gather from ponds the animalcules

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studied and use no texts but only
observation

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108 New Horizons for the Child

“Do the children preserve any clear recollection of this observation of the microscopic world of animals and plants ? A science teacher of the old school would probably doubt that much knowledge would remain — knowledge , that is to say , as he understands it , of the type which makes a show in examinations . But , if this be true, has the actual observation of the microscopic world been valueless ? Is it true that only those things which we retain so that they can be reeled off on demand become our mental possessions ? Or is there another kind of learning , namely , the unconscious assimilation of deep personal experiences which are perhaps never again put into words but which , as imponderable values , are anchored none the less securely somewhere in our minds and influence our thinking and acting ? ”

How an activity approach to a subject will enliven it for children and motivate their attention and cultural reaction to it is strikingly demonstrated in the Chevy Chase Country Day School in the annual performance of Shakespeare plays by children . The , its

play is cut down to about a third of original long speeches are condensed all

length but the ()

original language of

Shakespeare and the dramatic continuity are preserved One period week for to a

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half year these children aged eight fourteen

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The Child as an Active Being

live dramatically the thoughts of Shakespeare and " body forth the forms of things unseen ." When

the final performance takes place , it has a perfection and a power that holds adult audiences spellbound for an hour and a half . Indeed , the beauty and sincerity of the acting at times compels to tears.

But the values of acting Shakespeare are not only histrionic in nature . There are important reactions from the point of view of literary culture . For months the children recite , and hear others recite , the great melodic lines of Shakespeare . They are getting an ear for rhythmic and beautiful language. By the time that they graduate from the eighth grade they have acted in four or five plays of Shakespeare . These children grow to love Shakespeare . Many ask their parents to buy them sets of Shakespeare and they go on reading other plays not acted by them . One boy of ten , not of the bookish type , always carried a small volume of Shakespeare in his pocket to read when waiting for his father in the family automobile .

Contrast this early enthusiasm for Shakespeare with the reaction of high school students obliged to study Shakespeare in a purely abstract method and you will begin to perceive some of the values of the direct , experimental , activity approach to knowledge and culture .

The plays that seem to lend themselves best to child acting :
As

Julius Cæsar
Taming
of

The Merchant Venice You Like
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It,
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and Two Gentlemen
of
of

Shrew Verona

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for
110 New Horizons the Child

Student activities and projects outside the curricu
lum receive warm approval from educators Such

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activities have increased much late years especially
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the junior and senior high schools where volun
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tary clubs carrying out many different cultural aims
These clubs meeting

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outside the regular school program not con

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ground the child The Clubs have become H

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thousands boys and girls rural districts There

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are also the well known extra curricular activities

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long associated with schools and colleges school

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orchestras and school papers business management

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language clubs liberal clubs and the like

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These student activities outside the curriculum

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found the student letter quoted

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The Child as an Active Being

111

industrial world from the annual list of students
graduating from college is more affected by student
achievement outside than inside the classroom .

Progressive

schools have made a distinct contri

bution to the development of school sports . In

stead of allowing these sports to be the monopoly

of picked teams with the rest of the student body

getting only vicarious exercise as spectators , pro

gressive schools provide supervised sports for all

take part

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and require

These sports properly

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directed are not only physical but also great psy

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chological and social benefit the child Many a

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introvert who other schools would never

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children with the proper sympathy and aid become

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The progressive school concerns itself with the all

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progressive education know that the social develop

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the child

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later life

his intellectual

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112 New Horizons for the Child

Whatever be the limitations of the activity project method, it is quite certain that education will not suffer if more activity than generally exists at present is introduced into it, from the kindergarten through the college. It is the balanced life that education must seek to bestow, and we have not yet reached the ideal in this direction. Too great a proportion of the scholastic day in our high schools and colleges is given to sedentary brain work of the most exacting type - a proportion which few adults repeat in their life work.

In respect to this sedentary nature of education,

life in our higher institutions of learning is very abnormal, more so for women than for men. Better in the grammar school in the high school and the college to cover less of the field of knowledge with an interest and zest that carries over into later years assuring a continuity of education and culture, than to attempt to crowd so much of knowledge into a small space of time that distaste and revulsion make book learning a thing to be forever dropped once the coveted degree is earned.

Certainly the progressive movement has made a great contribution to education through its conceiving the child as an active being. If it has done nothing else, it has eliminated the gulf between the school life of the child and the life outside of school. It has made the schoolroom a place of joy, and learning the happy process which normally it should be.

The Child as an Active Being 113

But progressive education has done more than this. It has extended the experimental laboratory method of the university down to primary grades. It has developed powers of observation, of comparison, of analysis and of expression. Most valuable of all

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CHAPTER EIGHT

The Limitations of Activity Education

THERE are so many clearly
demonstrated

values for the child in activity projects that

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116 New Horizons for the Child

Apart from the misuse of the project, there are

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certain definite limitations to use that should
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reading writing and arithmetic cannot be learned

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They learn very little means Such children

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cannot achieve their best academic results except

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Retarded children definitely above the border line

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intelligence need thorough drilling the tech

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Right here lies one

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need activities the most

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dangerous temptations the activity method

of

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Mental work leading the mastery the tech

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niques what such children most need Yet there

is

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The Limitations of Activity Education 117

is a tendency in some circles to consider that these

children are not academic-minded, and to solace them

with practical

activities. Academic handicaps on

the part of normal but retarded children can be overcome by careful technical work on the part of teachers ; but if such children are abandoned to manual arts and project activities they are thereby condemned to suffer throughout their academic career , and perhaps throughout life, from educational inferiorities which could easily have been overcome on the lower educational levels .

There are also important psychological limitations to activity education .

" Learning by doing " is an excellent formula for inducing interest and effort in children and for awakening in them a consciousness of how the human race has materially progressed . It is the best method of learning any trade , profession , or art. But has this formula any prominent place in the acquisition of the racial knowledge accumulated over immense periods of time , or in the development of abstract thinking ?

The children of savages can be taught orally and through activities all the knowledge of their tribe . But the children of civilized races must acquire their knowledge of racial culture — so immense in its

rami

fications mainly through the printed page That

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knowledge which took the human race thousands of

it
118 New Horizons for the Child

of years to accumulate by activity and thought is stored in books . It would take any single individual centuries, nay , millenniums , to recapture this knowledge through actual experience .

Reading , rather than activity , is the way to erudition . It is of the utmost importance to the individual to attain , in and through the process of education , the power to visualize from the printed page and to thus make concrete the abstraction of print . When this power is developed , the book — so ubiquitous , so catholic , so friendly — stands ready to carry the reader into magic worlds of the past ; or to distant events and places ; or into illimitable

realms of thought and fancy .

Consider how immensely the world ' s knowledge has grown and expanded since the invention of printing, the rise of universal education , and the wide distribution of books and magazines .

The world had had “ activity education ” for six thousand historical years and knew very little at the end of that period . But during the relatively brief period when the world has been practising education by means of book - learning , knowledge has grown its

pace Humanity has learned hundred fold more . it a

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Orient the traveler will see beautiful ob

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The Limitations of Activity Education

119

sands of years of practice in the arts , have acquired a marvelous dexterity . Similarly the peasant peoples

of Europe and the American Indians together with other uncivilized races exhibit great skill in all their handicraft . These peoples have " learned by doing . "

In the things they have learned to do they cannot be surpassed . But their knowledge of the universe and of the world they live in is below the level of normal

six

year old children civilized countries

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By far the greater part

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120 New Horizons for the Child

out our conception of the universe, of the physical planet , and of human society upon the planet . Activities and experience , it is true, bear a close practical relation to the gleaming of knowledge from books . They point the way to truth from the firm basis of actuality ; they stimulate interest , effort , analysis , discovery , and assimilation ; they assure a constant correlation between the world of the ideal and the world of the real . Activity correlated with abstract thinking is the method par excellence of scientific discovery , in which observation and experimentation both inspire and verify ideas . We must grant that the educational functions of activity are valuable and indispensable . But we cannot afford to let activity crowd out the functions of abstract education . Certain things can be learned much better through doing than thinking , but other things can be learned only through thinking . "

There are some people who confer immense benefits upon humanity by self-chosen activities and projects . There are others whose achievements are in the realm of pure thought . Alexander the Great , through constant doing , learned how to conquer the world and how to conceive vast schemes for universal culture which proved

1 The author cannot agree with those educators who would

classify book - learning and thinking under the term " activity project ." This is begging the question .

The Limitations of Activity Education 121

to be of great importance to human progress . Napoleon , in constant active pursuit of conquest and glory , found time and inclination to start a college here and there , to organize the judicial system of France , and to broaden the basis of her economic democracy . Such men as Alexander and Napoleon think upon their feet . With them activity is not only a stimulus to thought , but almost , one might say , a mode of thought .

Aristotle , on the other hand , lived chiefly in the realm of the mind , and by so doing bequeathed to us an organization of human thinking about the world we live in that has guided humanity ever since . Plato , Bacon , and Emerson also made their great contributions to the world chiefly from the plane of the abstract .

There are two main types of personality — the concrete minded , practical , motor-active type ; and the abstract minded , contemplative , bookish type . In the industrial civilization of today the former type predominates in leadership . Probably that type always has predominated .

It is the industrialist , the inventor , the engineer , the business man , the politician who have been building up our modern civilization . And if our contemporaneous civilization were satisfactory , the activity type of human would undoubtedly continue to lead and to rule . But our industrial civilization
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does not today seem perfect . It reveals great faults and weaknesses . Therefore it may be that it is time to carry out Plato ' s idea of calling into leadership the philosopher ripened in thought and capable of more than action - capable of direction . Into the government of our country today such men are being called . And it is not unlikely that the thinker , from now on , will participate in the leadership of affairs and will take his place at least abreast of the motor active type .

Let us not make the mistake of concluding that only activity is effective . Ideas are effective also . It was a man miserably ineffective in managing his

own life but remarkably effective in creating and projecting ideas who became the greatest single influence in the evolution of modern government and education .

If we want to educate for a motor -active civilization , then

we should do well to educate chiefly by means of activities . But if we want other values of a more abstract and contemplative kind we should do

well to insist on education striving to develop the power of abstract thinking : the power of translating into concrete terms the magic symbol of the written word ; the power of visualizing from the printed page conditions , situations , facts , and modes

* Jean Jacques Rousseau .

The Limitations of Activity Education 123

of existence beyond the possibility of our immediate experience .

There is a danger that the innovation of activity education may be an expression rather than a guidance of our hyper -active American civilization . It is well adapted to the American type and therefore destined to still further successful development .

Its contributions are vital and needed But we analyse

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of our national character and the structure our national civilization shall we not discover necessary

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· The new theory of education is not satisfied with the idea of mere adjustment . Man can control his environment . Therein lies all possibility of progress.

Control is more than adjustment . It is creation .

The new theory of education finds in the child the creative impulse, which is capable of modifying the environment. - Joseph S. Taylor, Assistant Superintendent of Schools New York City.

CHAPTER NINE

The Child as a Creative Being

ALL the contributions of progressive education to school and society, the most outstanding and most valuable is the recognition of the child as a creative being. "Release the creative energies of the child" is the slogan of the new education. Hitherto education on the lower levels has been considered as but a preparation for higher education or for a vocation, and the creative side of the child has had little place or legitimate opportunity for expression in such a scheme. Indeed, so outside the main purpose of education have creative activities on the part of the students been considered that the special term "extra-curricular" (outside the curriculum) has been invented for them. This term in itself is sufficient revelation of the unimportance attached to creative expression in the minds of old-time educators. And in the colleges, where especially education should be creatively stimulative, it has been almost wholly of the passive learning type. Even in the graduate school the final theses of those preparing for a doctorate have as a rule been confined to topics of such minutiae as to handicap those very creative powers which they were supposed to evoke.

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In brief, educational institutionalism has not considered itself as dedicated to the development of creativeness in the child, and it has not known what to do with creative ability when discovered

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it it .

absorb but little and assimilate

to to

It

were better
perfectly than lot and fail make
to

absorb
a

function

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The Child as a Creative Being

The progressive educator tries every point and

at

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every way possible

to

cause education function

to

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in

of

the life

the child not only

function

his

to

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in

in

intellectual being but also his emotional psychic

in

of ,

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by

and social being And the principle adapta

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the individual previous

to

tion described

to in

society general realize its magnitude And a
to
in
. .
the only way really appreciate this momentous
to
educational change study progressive school
is
to
a
action and realize the earnest spirit which all
in
in
the children undertake all their work whether mental
,
or
manual
. .
President Lowell upon retiring from Harvard
,
University made some trenchant statements re
,
garding latter day trends education along the
of in
recogni
of
lines greater correlation knowledge
,
a
tion of the principle of self education and stimula
,
-
of
tion more vivid intellectual interests
. .
Feeding living fowl says
he
different
,

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is
"

a

a
"

"

thing from stuffing

If

goose with chestnuts the

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a

President Report 1931 1932

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's
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-

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128 New Horizons for the Child

object is not so much to cram a mind with isolated facts as to learn how , the student must to use them

be brought to compare them , to discriminate between

their relative importance , to verify them , and must

try to combine them into a system more or less consistent with itself . 'Self -education is based on the

principle that, beyond the mechanical elements , no

one can really be educated against his will , or with

out his own active effort . Unless the student desires ,

or is provoked , to learn he will profit little . He must

be made to educate himself , working out things by

his own effort . To absorb and give back the information and ideas of the teacher may win good marks

in many courses , but for training and fortifying the

mind it is less valuable than power acquired by

voluntary exertion in pursuit of an object . In short,

all

of

the essence of institutions higher learning

be

should self education under guidance

should self education under guidance

should self education under guidance

should self education under guidance

should self education under guidance

Stimu

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“

of

lation more vivid intellectual interests

the

most

is

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course always

of

all

important point has

It

of

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of

been the aim and despair serious educators de

;

of

spair because the most difficult their problems

of is

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it

strong vocational incentive

It

the absence

is in

a

to .

natural for teachers

pay most attention

the

to

industrious and proficient students

and yet while

,

;

these usually

obtain

the

greatest benefit

they

are

,

not always the ones that need attention most

This

.

of

of

particularly

true young men

superior ability

is

whose intellectual tastes and ambitions have not yet

of

few

&

been aroused

the entering

Freshmen come

;

The Child as a Creative Being

of

ardent thirst for knowledge

any subject

an

with

.

must be acquired here

It

."

of

Lowell reveals the gravest failure the old type

-t

education stimulates fairly success

that while

it

fully the book minded student acquire knowledge

to

,

-

lamentably inspire the motor active

to

has failed

it

-

by

of

type which course far the predominant

is

,

type our public and private schools

of

Few the

in

.

“

of he

says

ardent thirst for

an

Freshmen

come with

”

,

“

be

knowledge

any

subject

It must

acquired

.

here

.”

of

But President Lowell need

remind you

what

,

,

I

gigantic

almost impossible

take men

to

is

task

it

,

a

tally atrophied

intellectually stultified youths eight

,
-
-
by
or
of
years age and any system
of
een nineteen
up
scholastic exercise warm them intellectual and
to
cultural endeavor The remedy comes too late
. ?
of
Like case infantile paralysis where the wasted
a
be
limbs have been allowed harden little can
to
,
done but furnish crutches
to
. begin the development
of
The place cultural
to
and intellectual interest the kindergarten and
is
in
of
primary grades This spark curiosity and interest
. kept alive and nourished not
be
should constantly

,
by

by

dulled mental routine and stifled scholastic
regimentation through the
as

on

the child goes

,

grammar and high school grades The spark should

.

glow ever brighter from year year until
to

reaches

it

clear flame that time can never quench

.

a

130 New Horizons for the Child

If, as I believe it to be, true education is itself a

creative process, then it is of vast importance that
the creative nature of the child be awakened and
maintained from the very beginning of school life.

Progressive education pursues the psychologically
sound course of developing young children along
lines in which they are naturally creative — i.e., in
physical movements such as rhythmic, in handi-
crafts, in music and modeling and painting, and in
activity projects of various kinds.

If the creative side of the child's nature is not
made to function, and kept functioning, from the
very beginning, the routine school work of acquiring
skills in the 3 R's and of later absorbing factual
knowledge will be but a slavish, compulsory use of
the intellect from which the child revolts more and
its

more as discrimination and will grow stronger
suggestibility grows less

its

and

.

The point wish make clear that the pur
to
is
I
of
of
pose the creative aesthetic development chil
,

dren aimed progressive schools not art for art
is
in
's
of

sake but the emotional illumination all
scholastic
,

, en
work with that radiance which
an

comes from
lightened creative soul exerting itself from within
and of its own volition

.

at

at

any

on

You have but look children work
to

see

of

subject progressive schools this quality
in

to

up

as

mental radiance lighting every face contrasted

,
or

with the apathy coldness revulsion which char

,
The Child as a Creative Being

the old

of

so

acterizes the faces many children

in

of

time type school

.

The progressive educator considers creative ex

of

pression be one the chief modes human de

of

to

of

velopment and creativeness

be

one the most

to

,

important goals that education can aid the individual

The progressive school sets out dis

to

reach

to

.

cover the creator every child

in

All children are naturally creative As far .

as

.

all

that concerned human beings have within them

is

,

divine spark which can
be

kindled into creative

a

a

. of

us

spark very feeble most some

It

fire

is

of in

,

a

.

thing that languishes for want oxygen

Everybody creator who applies his own ideas

is

a

as

him

way

to

the world about such create

to

in

a

something new whether be producing flowers

it

—

,

fruits and vegetables erecting sky scraper manu

,

;

;

a

facturing goods making discoveries and inventions

;

of ;

expressing ideas and visions the concrete
form

of in

art organization

or

the human society

,

in

.

do

Children show markedly the tendency
and

to

for the reason that life has not yet im

to

create

,

prisoned and stifled hampering that
flexibility

,

them

of

soul which necessary for the conception
of

ideas

is

of

and their eruption into the plane action

.

of

The customs organized human society

this

in

mass production and standardized urban life

of

age

tend inhibit creativeness This fact apparent

to

is

.

132 New Horizons for the Child

the

when one sees universal facility and originality

handcrafts and art expression which characterize

in

peasant peoples

or

savage

.

that the natural creative powers

of

pity

is

It

a

be

children civilized countries should

glossed

in

As

of by

over and smothered

what we call education

.

by

we approach

the

machine

an

era leisure created

,

we need more than ever

universal

expressiveness

a

of

and creative culture the part the people

on

.

There can be little doubt that one the greatest

of
"

difficulties which will develop our economic and as
social order continues change the use of leisure
to

is
by

by

time not only the child but well says
as
adults

,
”

of

of
the parent teacher child attending one the
a
-

notable progressive schools parent who perceives

—

a
as

as
of

the needs education both mother and
a

a
us

teacher The problem upon and will con
it
is
.
"

tinue become more acute We should therefore
to

..

us
of

give every consideration Some may not

it

have mastered the art ourselves our own satis
to

all

being parents we hope parents
as

faction and

,

,

,

of

that our children will
if do

do

always better job

,

a

But we expect them overcome themselves
to

it

in

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being entertained rather
by

the inertia encouraged
up

entertaining themselves de
us

than

to

it

in

is

to

,

vote ourselves specifically
to

that end

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Lenore Bartlett recently teacher the
Town and Country

in

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K

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a

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School New York City

,

.

The Child as a Creative Being 133

" The constant influence of radio , lurid movies , the
funnies , and myriads of ready-made toys of every
description make constructive use of our children 's
leisure time a most difficult problem for progressive
parents . We are aware of the threat to creative
ability which these passive activities hold for our
children . We want to find a substitute which will
foster the coming generation the joy of emotional
in

release through self -realization and the urge for new
drives which comes from creative effort ."

Though progressive education does not teach art
for art 's sake , yet in the teaching of the arts and
crafts it has blazed the way to new techniques and
methods . The remarkable achievements of pupils
in progressive schools have demonstrated the notable
fact that all children are capable of interesting and
worthwhile expression in the different art media ; and
that many (far more than would have been sup
old

posed possible under the art
of

formal methods
teaching are capable really artistic expression
of
)

.

the pictorial arts

of

the realm

believe that

In

I

as

literary

be

expression can be made universal just

,

expression has been made universal through modern

of

of

modes of education Art in any form the result

is

.

of emotionalized vision expressed through some

medium Any normal person can master any

.

of

degree This

mere matter

to

medium

,

is

a

a

.

New Horizons

for the Child

practice

The chief question

What

have you

,

is

“

.

express

to

”

?

the things you see life and the intensity

in

It

is

an

with which you respond that make you

to

them

,

artist The average person when under deep emo

,

.

tion may become artistically creative

,

be .

Love

or

bereavement tends expressed

to

in

poetry song The peasant the freedom of his

or

in

,

.

fields and native heath expresses his emotions

in

,

songs which become the chief source of themes for

the great composers We too could express our

.

of

selves song but we are held dumb because

in

—

of

.us

what our neighbors would say

public speaking we find wide and almost

In

a
of

universal outlet expression among Americans

,
otherwise emotionally self conscious and restrained

-

.

What with all our church and school organiza
tions our clubs and our politics we are doing

an

,

of

of

amount public speaking and much good

it

(

)

not equalled elsewhere history save ancient

in

in

Greece

.

anybody who has the courage and the will

to as

Just

power can become proficient enough

undertake

it

of

the art public speaking express ideas with

to

in

lucidity and adequate vocalization even not with

if

,

anybody

any

so

technique

of

force can master the

,

of

art sufficiently express with some degree

to

it

in

of

adequacy And course such training the arts

in

.

far easier undertake and accomplish

when

to

to

is

the individual young

is

.

The Child as a Creative Being

135

“ Children can learn to draw or paint as naturally as to write ,” says Florence Cane , art director of the Walden School , New York . “ Man is born with the creative impulse and this impulse may become the means of revealing and developing the self . But infinite care must be taken to do nothing that may stifle the creative The greatest harm that teachers of art can do is to let the acquiring of technique postpone or exclude creation .”

The work which children have done under such inspired teachers as Florence Cane , Cizek , Man gravite , and Carrethors gives ample testimony of the that the art impulse in children is uni claim

versal and can be universally developed .

In the field of poetry children in progressive schools have been led to produce interesting and in many cases artistically beautiful things . Hughes Mearns says : “ Children speak naturally in a form that we adults are accustomed to call poetry - there fore it is not necessary to teach your children to

compose poetry — it is only necessary not to destroy
this divine gift and poetic insight by adult bureau
cracy ." 4

See

- Creative Expression Through Art

Progressive Education

”

“

Magazine April 1926

,

,

.

of

For remarkable collections children poetry see

Creative

*

's

"

Youth Hughes Mearns Singing Youth

Mabel Mountsier

”

”

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;

"

Almond Blossom Sampson Low and Creative

Expression

" , "

;

“

"

through Literature Progressive Education Magazine Jan

1928

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by

Also for examples

poetry making

the Chevy

Chase
of
of
children

,

-

see

Country School Appendix

,

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for
the
136

New Horizons

Child

-

of
Rhythmic dancing
all the

the most expressive

,

arts something that appeals innately children

to
is
,

.

progressive schools children have daily rhythmic

In

as
which the boys the girls take part

as as
well
in

.

Almost expressive the drama rhythmic

as
is

.

Here also children are their native element for

in
,

By every child innately histrionic beginning early is

. and maintaining practice dramatic expression in

, keep mental

of children open this valuable channel and emotional expression

. progressive schools the drama given the im

is In

portant place which deserves the development it

in of

human culture Children compose their own

. as

plays group projects around themes from Greek

of or

Roman anthology themes from the days

,

American History

or

Chivalry themes from They

,

.

make their own costumes and stage settings And

.

addition these more ambitious presentations

to

in

,

of

dramatization simple and spontaneous nature

a

has frequent place the classroom and the

in

in

a

weekly school assemblies

.

Progressive educators make quite different use

a

of

the drama from that prevailing the ordinary

in

by

school where casts for plays are selected

compe

tition and only the ablest pupils very small pro

(a

portion are given parts Progressive

, of

the whole

.

)

educators believing dramatic expression be essen

to

the all around development

of

tial

to

the child see

,

-

The Child as a Creative Being 137

to it that every child in the school has frequent

opportunities for such expression .

In the Chevy Chase Country Day School every child takes part formal plays given before an in

adult audience three or four times a year , in addition to informal plays gotten up for school assemblies .

I have found in the course of my dramatic work with that every child of normal intelligence children

can be led to adequate and successful dramatic performance . It is necessary only to insist on four things : first , that the children speak their parts slowly ; second , that they speak loudly enough ; third , that they enunciate carefully every word ; and last all

and most important of that they conceive the

,
of

meaning every word they say These rules are

.

simple but their application children requires to

,

a
vigorous persistence part
on

of

the the dramatic

For children we all know
as

trainer tend rush
to

,

,

.

their words speak rather than
to to

to

es to
themselves

, ,

the audience slur over many important sounds
sential speech and mumble
of

distinctness
to

to

,

their words together sing song way which pre
in
a

-

vents half the meaning from getting across the foot
lights The time train children correctly
is
to

from

.

By

the very beginning insistence upon the simple

.

technique above mentioned children can very early
of

form habits correct enunciation and diction which
of

two

or

three years

of

make them the course

in

such practice wonderfully proficient handling any
in

dramatic material within their range

.

138 New Horizons for the Child

Here in this matter of technical training we come
up against a very important question connected with
the creative teaching of the arts . In general it
has been found that it is better to let the child

be

by
gin

of
any form

by
art expression creating freely
rather than being taught technique Even
the

in
in .
the piano the best method vogue today
of

teaching
for young children help them to

to
play real pieces
is

,
matter how simple before assigning practice
no

,
work

.
experiencing the joy actual performance
of of

In
,
children push into any field art with eagerness and
prefacing ex
energy whereas the old method of
;

pression with long tedious drills technique made
in

by
art distasteful all but those inclined
special

to
gifts

.

progressive school you will see children

So

in

a

of

boldly and happily plunge into the work model

of

of

ing painting composing poetry unconscious

—

,

,

of

of

technique but only conscious creative desires
and their free expression

.

Yet somewhere technique must enter

best

in

It

is

.

brought

be

bear upon the child

as

this technique

to

he if

of

its

becomes individually aware need

.

The methods vogue the progressive schools

in

in

follows

as

are somewhat

:

The Child as a Creative Being 139

1. Awaken in the child the desire to create something. Here suggestion is needed, whether of idea or by examples of other art work.

2. Aid children to conceive clearly what they are going to create, or how they are going to render a dramatic part.

3. Then leave children free to create as their own personalities, tastes and abilities dictate.

4. Gradually bring improvement in technique. At

this point criticism is both legitimate and affective.

all

By these means teachers can get children

to

freely and eagerly express themselves
various art

in

mediums But creative type teacher needed of

is

.

a

for this The artist type rather than the administra

,

.

tive technician should directly handle children

or

,

,

leaving the technically minded discover and elabo

to

-

of

rate the scientific principles upon which the art
education based

is

of.

The training

an

children art rather than

is

a

science The ideal teacher comrade and guide

is

a

a

.

of

the pursuit knowledge and truth not task

in

,

a

master He she must understand children in

or

.

tuitively must have delicate and subtle appreciation

;

in in be

of

think and create must

to

children efforts

;;

's

strong sympathy and encouragement keen

in

understanding high moral sense and able

in

to

;

spire children toward noble goals

.

by

Such teachers are joyous both temperament

,

and practice They help maintain and increase the

.

be
of

natural joyousness children Such teachers can

.

happy only when using creative methods progres
in

140 New Horizons for the Child

sive schools ; and progressive schools can exist
only

by virtue of such teachers

VIS ..

" Richer results may be expected of children than
the standardized schoolmaster has hitherto con
sidered possible , " says Hughes Mearns , " and that
richness will come no faster , I expect , than the com
ing in greater number of the gifted artist -teacher."

In creating , children are usually active ; and , it
goes without saying , they are expressing their own
individual selves . Thus we can see that the threefold
vision of the child as an individual being , an active
being , and a creative being is in reality a unified
vision . For the active child , the individual child , and
all

the creative child coalesce into that unique being
the child

—

.

This kind
of

child you and were once but we did

,

I

not have that delightful freedom of expression which
the modern child has Many parent witnessing the

,

a

.

by

things done children progressive schools has
in

,

Oh how could have had
an

said wish education

,

,

I

I

“

like that

!”

of

the field arts and crafts many

motor active

In

a

-

or

child many slow minded

retarded child finds

,

of ,

a

-

for the first time the joys and satisfactions suc

invaluable psycho

an

cessful achievement This

is

.

logical experience not necessary

to

excel

is

It

.

feel the thrill

of

others such work order

in

to

in

all

Just express one self adequately

at

success

to

.

's

The Child as a Creative Being 141

is a distinct joy . In the free expression of the individual there can be no such thing as competition , because no two individuals are alike . No one else can create just the thing that we can . It is our own past achievement that we should strive to surpass , not the work of others .

Creators are the happiest of people . They have what the psychologists call " the victorious attitude toward life ." It is this expressive being which the progressive educator would evoke in the child . " In searching always for the child ' s deepest center and in assisting him to draw from that ever -living well lies the one essential service to childhood ," says Florence Cane .

The factual examinations which have prevailed throughout the academic tradition do not test that which the universities profess to demand and foster , namely , superior powers of intelligence . They test persistence in acquiring information and factualistic technics , the patient , neutral , obedient readiness to accumulate data , which are the joy and pride of the drudge . They favor the mediocre mind ; they offend and repel the superior mind . It is an essential characteristic of the superior mind , particularly in youth , to be impatient , hotly resentful of requirements which baffle its eager and stormy intellectual aspirations . These examinations would hitch blooded horses to a plow ; they produce runaways and broken lives . - Martin Schutz , " Academic Illusions . "

CHAPTER TEN

Training Children to Think

TIGHTLY as we may value creative art expression, there is no question that the creative use of the intellect is of even more value to the individual and to the race. For while art is an expression of the emotions lending beauty and joy to life, abstract thinking is the necessary process by which human progress is attained.

Exact thinking, though it lies within the capacity of every human being, is not a widespread habit. Still rarer is the power and habit of thinking in abstract as well as in concrete terms. The masses of humans on this planet live a mental life very little above that of the animal. They do some thinking about their concrete environment in the endeavor to successfully satisfy their basic needs. But animals are also capable of this. Thinking in abstract terms concerning that which is distant in space or time; relating things or events into an orderly system of thought; making deductions and inductions leading to particular or general truths; conceiving the nature of existence and studying how to successfully adapt one's life to the universal laws of the Cosmos (whether we name this Nature or God) — this is what animals are incapable of. And precisely this is the crowning glory of human beings.

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Yet the average man passes his life in "getting and spending," using only a small portion of his mental capacity and using that chiefly for concrete and self-centered ends.

Because a relatively minute percentage of civilized peoples have constantly forged ahead as pioneers into that world of abstract or applied thought which we call science, the whole human race has immeasurably profited. But these thinkers, the scientists, are not abnormal beings. They are merely human beings who have learned to think — some through their own self-impulse, some through impulses acting upon them from their human environment. What they have done, all men have some capacity to do; for men, as differentiated from the animals, all have the magic gift of intellection. In the course of time humanity will arrive at an average ability of clear thinking equal to that of the ordinary scientist of today. This is the intellectual goal, therefore, which education must set for itself

- to arouse children to think . We educators must work incessantly and with the most effective methods to convert , during the long years of schooling , unthinking into thinking beings .

The way to do this is not to cram facts into the mind . Not by drills in ancient languages can thinking beings be made . And while training in mathematics makes good mathematicians , it does not
Training Children to Think 145

necessarily make good engineers ; certainly it does not develop the ability to think clearly and scientifically concerning the issues of life .

Some mode of education must be discovered that will develop the power of analysis , of comparison , of judgment , of invention , in relation to all personal or public needs. How can this be done ?

Progressive schools , desiring above

all things

to arouse thinking power their pupils have worked in

, out definite methods for accomplishing this The

. first important step

. of the encouragement children is

express themselves freely and fluently the

In to

kindergarten and primary grades some time given

is daily for free oral expression

of The children tell

. events their daily life describe things they have in

,
seen and discuss with great interest and acuteness
,
matters that thus are brought before them Also ,
. ,
when projects are being planned group discussions
,
preliminary step This oral
as
necessary
ex
are
a
. ,
pression and discussion stimulates enormously
thought and thought power matures children and
It
. ,
-
sharpens their mentality
. ,
important oral outlet for the questions
Another
of
of
and ideas children found the type class
is
in
work which prevails progressive schools
in
. ,
146 New Horizons for the Child
In the old -style formal recitation conducted in
most schools as an oral quiz for the purpose of as
signing marks, there can be little opportunity for
questions or ideas of the children to come forth .
Their part is but to regurgitate the facts they have
learned . Furthermore , in the immense over
crowded classes now so prevalent urban public

in

schools it is next to impossible to give opportunity , or to cultivate an atmosphere , for free questioning and discussion .

There needs to be not only time and opportunity for thinking into the subject of study but also a definite attitude of freedom and fearlessness on the part of the children . Children in standardized schools , where marks are all important , fear to ask questions lest they seem ignorant of the subject they are reciting on . And if they raise their hand to contribute a fact or idea , it is often for the specious purpose of impressing the teacher who holds in her power the dreaded tyranny of marks . Children in such schools also hesitate to make voluntary contributions to the recitation for fear of the ridicule of their classmates .

The result of all this is that gradually children in standardized schools become less and less expressive and ingenuous, and more and more secretive and insincere . Intellectual earnestness and integrity vanish by degrees . Thus the recitation , far from being an incentive to thought on the part of the students , becomes a deadly bore in which the bright students

Training Children to Think 147

who have learned the lesson well must submit to hearing it murdered by the poor students .

All of this situation , so disadvantageous for thought , is abolished in progressive schools . Classes are small . Teachers are not unnaturally driven by programs and supervisors , but are allowed to be creative and to take time to aid their children to think . Most important of all , the children are without fear either of their teachers or of their classmates . The atmosphere of mutual sympathy and consideration which reigns fosters intellectual sincerity and courage . Children are allowed freely to express opinions that may differ from those in the textbooks or those advanced by the teacher , and in doing this they do not expect sarcasm or ridicule . They are unafraid of marks . In such an atmosphere can

sincere discussions take place Children can ask

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Thus every class session progressive school
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Even with the large classes public schools the
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free discussion methods recitation can

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ranged as follows :- Give a very brief written quiz
(say of ten minutes) for the sake of securing marks,

and also in order to avoid encouraging speciousness on the part of students who try to beguile the teacher into prolonged discussions . In ten minutes the formal work of the period is over and the rest of the time is open for discussion and elucidation . It is then up to the teacher to provoke and guide worth -while expression on the part of the students.

This open -forum method was used very success fully by a noted teacher of secondary school English , Andrew J. George , in my native high school of New ton , Mass. After ten minutes of written work the class became an open forum . “ Andy,” as we affectionately called him , seldom said a word . The students , however , said plenty ! How we loved that English hour. Discussion ranged from the poems or essays assigned for study to almost any subject under the sun . Instead of seeking soporific alleviation from the boredom of others' recitations , we were alive and eager . Almost every brain working at white heat , a dozen hands were in the air at once seeking his

the privilege of the floor . By thus using English of

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This method can

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history sociology economics English fact

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Training Children to Think

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almost any subject except foreign languages and mathematics .

Teachers , I beg of you , use your class recitation as a means of getting your pupils to think . Cease to

make the recitation a mere regurgitation of absorbed factual knowledge . Else , I warn you , you will stultify rather than develop the minds of the children and youth committed to your pedagogic care .

The research method - comprising direct observation , the study of sources , and the organization of material from different texts — is a valuable intellectual process . This method of study is rapidly displacing formal recitation work in progressive schools and colleges , thus eliminating a stupendous and archaic source of apathy and mediocrity in student work . The honors method , first used in this country at Swarthmore , is being used now in other colleges . At Princeton the application of this method to seniors has produced remarkable student zeal. One zealous senior , at the time of graduation , asked permission to continue study on the subject of his thesis for another year , and then succeeded in making successful arrangements for book publication of his

senior thesis .

1 The author has used this method successfully in both secondary and collegiate work . It is not necessary to correct all the papers . One set out of three will assure a just marking .

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The research method has been very successfully applied in progressive schools to the grammar grades , extending down as far as the fifth grade where the reading has become proficient art of

enough to permit of such a method .

Research methods demand and inspire on the part of children initiative , clear understanding , judgment, interpretation , evaluation and powers of organization .

The research method often reveals hidden powers .

A boy who came to my seventh grade from public

, school retarded chiefly by slight speech defect and consequent inferiority complex , did the best work of the class history research where he could work in

long and patiently . He gained enough self -confidence and mental training in one year to enable him to return to the public school and make good in the eighth grade.

Another boy of fifteen , retarded by asthma and too frail to do regular full -day school work , brought me in a masterly piece of research work on the history of slavery (ancient and modern) in connection with the study of American History . He had typed the report and presented it neatly assembled in a loose -leaf notebook . I happened to meet this lad the other day . He is now twenty -two and a rather successful magazine writer . He told me that his first impetus and aid in the direction of literary work came to him when he did that history project for me. He had remained with me only a few months , on account of his health , yet one piece of research work well

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done in that short time had been of inestimable value to him .

Another very efficacious method of stimulating children to think is by having them read different texts relating to the same subject and see wherein

and why they differ. The mere memorization of printed facts and the submissive unquestioning acceptance of textbook authority is not conducive to thinking .

Children are forced to think for themselves when they find authorities disagreeing. At first this experience is very puzzling to them ; for they , like the vast majority of humans , are prone to accept as truth anything stated in print . The necessity of doubting one or all diverse statements about the same event or subject is the beginning of wisdom . It leads children to investigate and to get to the bottom of things .

A very interesting situation is created , for example , in comparative history if the causes and incidents leading up to the American Revolution are studied in as many American and English histories as can be procured . In regard to the Mexican War , one would have to search in a great many American histories in order to discover that this was a war of aggression on our part .

How much more vital a way of studying history this is than the slavish acceptance , memorization
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and regurgitation of facts as found in a single text book ! Let us lead the child to see the real need for investigating , for delving underneath the opinion expressed in a printed page . Says Edward Pulling :
" We are slaves, many of us, to the printed page . It

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is the duty of the schoolmaster to free pupils
from this slavery
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Program for the Early Adolescent

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Training Children to Think 153

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print, we have at least a chance to weigh and balance
varying opinions and arrive at some measure of
truth . But if we are totally unaware of subtle self
interests dominating the printed opinions presented
to us as truth , we are liable to be led by the nose by

any propagandist who can wield a skilful pen .

A new method of thinking lately evolved and now

being widely used in conferences and somewhat in schools is what is called " group thinking ." Here the group unites with cooperative spirit in a free discussion , having as its motive neither forensics nor victory by argument but rather a sincere desire to arrive at truth .

Such a discussion tends to become creative . Several minds collectively and cooperatively bent upon ascertaining truth can often accomplish this search better than the same minds plying this search independently of each other . We see this illustrated vividly in the group -method of scientific investigation as carried on by the General Electric , the Bell Telephone Company , and other similar organizations , whose discoveries and inventions are mostly the results of organized group effort .

How far superior as a method of intellectual effort is this group thinking than the old - fashioned its

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debate with insincere exaggeration ,

favorable points and unfair attitude toward opponents

posing points Debating teaches one not how to find

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Training Children to Think 155

truth but how to conceal it ! Group thinking , on the other hand - since it concerns no particular , selfish purposes trains in open -mindedness , sincerity , reasonableness , intellectual honesty and magnanimity .

It is an excellent training for youth who are as future citizens to guide the destinies of a great democracy .

There has been a stupid dogma prevalent in pedagogy , to the effect that children before adolescence are not capable of dealing with generalizations and universal truth ; and that during this period , therefore , they should confine their mental work to accumulating a store of facts to serve as a basis for generalization later on . This is as bad a pedagogic

error as the college- preparation course of secondary schools . The best way to prepare children for college is to give them desirable and stimulating education in high school. And similarly , the best way to prepare children for an earnest use of their intelligence in the secondary school is by training them to think in large terms during the grammar grades . I have conducted some very interesting experiments , with my seventh and eighth grades in joint session , in courses requiring a great deal of broad logical thinking both of a deductive and inductive kind . One year I gave this group a modified course in sociology , using Elwood 's “ Social Problems” (a text frequently used in college freshman classes) . Another year I gave a course in what might be called universe knowledge — the story of the stars (astronomy) ; the formation and structure of our planet (geology) ; the evolution of life forms (biology) ; and a minimum statement of the physical and chemical structure of matter .

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In these courses the method used was as follows :
- A half-hour conference was held twice a week in which I used the Socratic method . I drew out as much information or thought as I could from the pupils before presenting to them a set of new facts . In the universe -knowledge course , field and museum excursions were made and many of the pupils brought in specimens . The children took notes which they copied out neatly and looked over before the following conference in order to refresh their memory . A brief oral review quiz was held at the beginning of each conference , but no marks were given nor was any memorization of the material required or any final examination . The purpose of the courses was to arouse interest in these important fields , broaden the cultural foundations , stimulate the children to think acutely on broad and universal problems . Questions and discussion were encouraged . The reactions of the students were thoughtful and earnest , and at times extraordinarily brilliant and intuitive .

There was ample evidence in these three courses that children as young as ten can begin to think in large and general terms, and are capable of making all

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New Horizons for Child

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Training Children to Think 159

With the social sciences there is some chance of
our educating youth to be really builders of civiliza
tion . We can encourage them to think for them
selves . We can confront them with the vital prob
lems of the day . We can help them to develop a
technique for criticising and evaluating contempo
raneous institutions . We can free them of restraints
of timidity and self -consciousness and inspire them to
exercise whatever creative abilities they may posses .

The time to awaken the thinking process is before
adolescence . Conceive what education might be if
children entered high school with their native capac
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Amen Professor Freeman Let
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children opportunity and encouragement
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Economic and social crises in the past have been
reflected by crises in the educational world . It is
not surprising that it should be so at the present
time. There are again periods of adventure and
discovery civilization when it seems more impor
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tant to discover ways of dealing with the new and
the changing than simply to learn the old conven
tional patterns .

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CHAPTER ELEVEN

The Eternal Battle Between Romanticists
and Classicists

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162 New Horizons for the Child
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Romanticists and Classicists 163

This is seen the history of paint

very clearly in

ing . When Constable began painting trees and grass

as green he was hooted at , because the prevailing

dogma of the then classic landscape school was that

trees should appear as brown upon the canvas . Yet

Constable was right and the classicists were wrong .
Again , there were hoots of derision for the artist
who first painted shadows on snow as purple . To
day , however , every artist knows and practices the
truth that colors in juxtaposition affect each other in
the eye of the beholder .

When Millet chose to paint humble subjects such
as peasant girls , cowherds , bent and stupid men with
hoes , he was more neglected than derided . But other
French romanticists of his period were fighting also ,
and more aggressively , for the privilege of portray
ing on canvas any theme which life itself presented
to them , whether beautiful or common or even
horrible .

The English landscape school, the Fontainebleau
school, the Impressionist school, and the ultra
modern schools of the present century have intro
duced new visions and new values into art, and have
left in consequence an eternal influence .

The same fact is apparent in the history of music .
Hayden became angry and dismissed the shaggy
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haired Beethoven when the latter bumptiously de
clared that the greatest living master of music had
nothing more to teach him . Yet Beethoven was
right ; and he lived to prove that he had values to
give to music of which Hayden the classicist had
no conception . Again Wagner met with classicist
opposition and ridicule when he attempted to create
new and unheard of values in orchestral and operatic
music . Today those values which Wagner created
have put him in the very van of musical genius .

And so with the modern French musical school of
imagism , the impressionistic Russian school, and the
modernistic school of jazz in America . Each in turn
has to fight way recognition yet each succeeds
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English literature the romantic movement
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brought new types beauty into poetry and im
measurably influenced subsequent poets and prose
writers America Walt Whitman made good
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modern
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Romantic movements are usually closer the
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spirit life and the vital pulse the people than
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are the classic schools against which they revolt On

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Romanticists and Classicists 165

the other hand , romanticists are apt to go to ex
cesses in their disdain of form and their negligence
of that inwrought beauty which comes only from
stern self - discipline .

The chief function of romantic movements is to breathe life into dead forms, to reinvigorate art with fresh vital impulses and with new vision, and to insure a close fundamental relation between art and the people.

In their first flush of youth romantic movements go to extremes in their revolt against the prevailing classicism. They repudiate, old-established forms that are too fundamental to become destroyed even by excess in zeal of reform.

Romantic revolts win out because they are borne forward by incoming tides of evolutionary destiny.

But this does not mean the permanent defeat of classicism. When the forces of change are spent a new humanism emerges - obedient to form, but to a form acceptable to the new age.

This preliminary consideration of the nature and destiny of romantic movements is essential to an adequate understanding of progressive education, which is essentially a romantic movement expressing all the faults and all the virtues of romanticism. This new education reemphasizes the fact that teaching is an art, that teachers must be artists, and that the art New

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Horizons Child

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Romanticists and Classicists

167

One hears many stories about progressive schools :
that the behavior of the children is apt to be rude ,
or at the best self-centered ; that there is not enough
definiteness about the work of the children ; that
while the new method may be good for some chil
dren , it is ruinous to others ; that children in pro
gressive schools often fail when examined for en
trance into other schools or colleges .

Let us grant that some of this criticism is true.

If so , what conclusions shall we draw concerning
progressive education ?

In the first place , let us realize that there are great
differences between individual progressive schools .

This new movement is as yet unformed , unstand
ardized . It contains within

its

fold many degrees

of

philosophy and practise ranging all the way from

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extreme radicalism conservative liberalism

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schools some

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form and discipline others which would satisfy

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these respects even the conservatives

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Secondly we must realize that progressive educa

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tion revolt movement was bound
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168 New Horizons for the Child

extreme ; and, as an experimental movement , was
destined to make mistakes . The important point at
this stage of development of the movement is for the
progressives to take stock of themselves and of their
work , to eliminate their mistakes , and to retrieve
whatever of solid good in the old scholastic disci-
plines they may have been neglecting or wilfully
rejecting .

that this second stage of growth

It is inevitable

should be reached by the progressive movement . In
fact, there is every sign that it is now being reached .
And it is indeed essential to the widespread progress
of this vitally reforming movement that it should
undertake critical self -examination in order to con-
its

gains and any impediments

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education far from being unscientific

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tific than the formal type education
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displacing

Progressive educators are conducting careful re
search the most advanced techniques for the
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teaching reading and arithmetic They are mak

ing valuable contributions curriculum research and
in

experimentation what subjects are best
at as
to
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suited the child each age level how children
to

;

Romanticists and Classicists

169

and youth think , feel, and react to different learning
situations ; how young people can best be helped to
realize and meet the changing conditions of
to

society . These are only a few of the many directions
in which progressive educators are making careful
scientific research .

In most progressive schools achievement tests are
used to check up on the academic progress of the
pupils . In this way the results of experiments in new
methods of teaching and in curriculum changes can
be intelligently studied in terms of standard formal
requirements .

To the individual child , most careful scientific at
tention is given . Never has education so concerned
as all

itself with the complete

round welfare and de

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these progressive

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schools Medical are consulted for hidden
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retardation The science mental hygiene evoked
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the child Close touch maintained with the home
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Fundamentally , the whole concept of progressive
education is more scientific than the fundamental
concept of the old - style formal education . The latter
is based on the assumption that the child can be
mentally disciplined into a condition of educational
culture , and that the learning process can take place
by means of drills . This mental discipline theory of
education contains one glaring fault . It does not
of the child . And

take into account the psychology
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learning is after psychological process

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To best accomplished education must enlist the

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sincere cooperation the student This psychologi

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Romanticists and Classicists 171

The progressive school makes full use of the principle of interest . It enlists complete cooperation of the child in the process of education , and insures this cooperation in all the work of the school , whether in projects or in necessary drills .

Progressive education is in full accord with the findings of modern child psychology and of mental hygiene . Many a child who was suffering in mental and nervous health because of factors inherent in the old -type school system have become healed under the benign and scientifically correct atmosphere and environment of the progressive school .

Thus we may see that it is not merely because progressive education is a revolt that it is succeeding , but because it offers something of tremendous value to the child .

And is not this same thing true of all successful romantic movements ? They succeed not merely because of robust enthusiasms , vociferousness , and iconoclastic methods ; but because they contain some new and really valuable contributions to the science and art of living

15 ..

The progressive education movement does not contain all truth , nor is it the only field in which good

education is being given . The acclamations of progressive educators may be annoying to some school men . But the question before the tribunal of society is not : " Are these claims being too loudly vociferated ? " but — " Are these claims true ?" .

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Let us seek to perceive the new values , if there be any , which progressive education offers the world .

Romantic movements are not to be condemned because they are lusty and youthful provided they bring — as so many romantic movements have brought - a contribution of distinct value to the evolution of civilization and of human culture .

On the other hand , progressive educators must realize — as indeed most of them do - - that there are values in mental discipline and drills that can never be discarded ; and they must realize that it is not revolution so much as evolution in education which they are effecting .

But did progressive educators ever claim differently ? As far as the organized movement is concerned , progressive education was from the beginning aware that it was correcting and enriching rather than destroying previous systems . The first manifesto and declaration of principles issued by the Progressive Education Association ends with the following statement :- " The school should be an educational laboratory , where new methods are encouraged , and where the best of the past is leavened by the discoveries of the present , and the result freely added to the sum of educational knowledge . "

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When we progressive
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measure the values
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education terms old style drill method stand
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Romanticists and Classicists 173

ards of achievement , we are attempting an impossi

bility . For the new can be somewhat measured , but never altogether measured , by standards of the old . The very goals and methods of progressive education are different from those of the old - style so

education that any comparison based on the same terms of measurement is difficult and unfair .

The old education has sought - by methods of mental discipline in the preparation of assigned lessons — to attain as goals a definite body of factual knowledge and the ability to carry out necessary tasks thoroughly and effectively . . . Whereas the new education — by methods of freedom , interest , and initiative — seeks to develop a desire for knowledge , a power of educational self-direction in the acquisition of facts , and the habit of creative expression .

It is difficult , therefore , to evaluate progressive education in terms of achievement such as constitutes the ideal of mental-discipline education , because the very achievements sought in these two systems are different .

The values of humanism (if we may so designate the mental-discipline type of education) are not by any means negligible - form , exactness , self-restraint , faithful effort in the accomplishment of set tasks , and an intelligent understanding of the past as a basis for comprehending the existing order of things .

174 New Horizons for the Child

Is the new Romanticism inclined to neglect these values ? In so far as it does neglect them it lays itself open to just criticism . But the new education offers in addition new values not only fundamental in their own right, but today in relation to the needs of a changing society absolutely essential - intellectual eagerness , initiative , power of self-direction , love of cultural activities , courage and technique for questioning the present order of things , and creative ability applied to one 's own life and to the building of a better society .

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Humanistic education has proved

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Romanticists and Classicists 175

spread of secondary education has proportionately

increased human culture in this country . It is short

sighted , to say the least , to use methods of instruc

tion in high school and college which cause in stu

dents an aversion to thoughtful books , an aversion

to anything that smacks of serious study .

It is not the period of schooling which stamps

man or woman as cultured or uncultured . It is the

use , rich or poor , which we make of our cultural

environment after leaving college . The most cul

tured man I have ever known was not a college

graduate . He had gleaned his culture through the

study of books , of paintings , of music , and through

human contacts .

Progressive schools are trying to bequeath as un-
dying possessions to their students rich cultural
tastes, intellectual avidness, habits of research and
of creativeness. To the extent to which they ac-
complish these aims will they be judged by posterity.

Say what you will, pro or con, the new education
was destined to arrive during this epoch of rapid
evolution and of world upheaval. Romantic move-
ments of human thought and culture inevitably
characterize periods of adventure, change, and ex-
pansion.

The old drill of education is outmoded.
type

Modern youth will not lend itself to studies which
exist in the curriculum for the mere purpose of
mental discipline. Education must present subjects
176 New Horizons for the Child

that appeal their own right, must show present
in

as well as future values if it is to enlist the real co-
operation of the children and youth of today.
In this dynamic age — vibrant with change and
progress, full of explosions of old forms — can we
expect our students to be satisfied to con pages of
Latin and Greek? To derive pleasure from reading
Johnson and Addison and Dryden? To find ex-
hilaration in algebra and geometry? To have appe-
tite for ancient history taught in ancient ways, when
modern history is so vividly in the making?

Let us not be so credulous as to expect that youth
will find satisfaction today in any mental- discipline
type of education. Only a dynamic type of educa-
tion will suit this volatile epoch — an education that
concerns itself with activities, activities of the stu-
dents matching activities of the world; accomplishing
the necessary skills and knowledge through sheer
pull of enthusiasm to get at the sources and meaning
and values of activity.

And do not be too fearful of the gaps and rough
edges in such education. Imperfections there are
bound to be. But as desire is the most effective
source of effort and accomplishment, so we shall see
great achievement whenever and wherever students
set

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are fire

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or

Be patient friend humanist generation

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two all this turbulence will die down Then the new

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revolutionary education will have become the tradi
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Romanticists

Classicists

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But never will education lose the values

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The new romanticism education more than

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South America Russia Turkey and China have

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based their whole new educational structure upon

progressive education

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The present reaction Russia was expected from the

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extremes

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the child Those who want realize the dangers

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new education liable should study carefully

Russian experi

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178 New Horizons for the Child

The country has most intelligently elabo
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rated and applied

the progressive principles to

mass education is Mexico . Faced with the prob

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And now for our American Indians through the

Indian Affairs which has fallen ,

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progressive educational system

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The day will come and not far distant when the

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the progressive movement Much confusion there

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We cannot avoid going forward because un

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Romanticists and Classicists 179

not be blind to risks and dangers . As educators in this romantic age we cannot fail to be adventurous . But we must beware of pursuing will- of - the -wisps . The battle between romanticists and classicists is an eternal battle . The romanticists enjoy the struggle more than do the classicists . Is this because they think time and destiny are fighting with them ? The University should be a place where classroom experiences and faculty contacts should stimulate and train youth for the most effective use of all the resources with which nature has endowed them . Difficult and challenging problems , typical of the life and world in which they are to live , must be given them to solve . They must be taught under the expert supervision of instructors to approach the solution of these problems in a workmanlike way , with

a disciplined intellect , with a reasonable command of the techniques that are involved , with a high sense of intellectual adventure , and with a genuine devotion to the ideals of intellectual integrity .--
Doctor Arnold B . Hall, Former President of Oregon University .

CHAPTER TWELVE

Builders of a New Civilization

WE call upon our youth to build a better civilization . But how can they do this , unless in the process of their educational training they attain to new and superior powers of discrimination and creative vision ? Is the prevailing educational system capable of giving them such development and guidance ? Will drills in Latin and Greek , in algebra and geometry , do this ? Will the routine study of English classics and rhetoric do this ? Will the text -book system , with

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present we are giving the youth our
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departments science heightening their
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education means only the compulsion
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size and mumble with averted minds symbols and
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able
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need of the time that remaking the world
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progressive ideals and methods
of

The infiltration
and

elementary rapid
is

into education effective
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182 New Horizons for the Child
Such a headway of contagion is now at work that
the organized propagation of progressive principles
is hardly a needed enterprise at this stage of ele
mentary school development. The leaven of the new
education is doing work effectively although

its
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progressive schools are not able progressive

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curriculum methods

level The demands for college entrance prescribe

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discipline methods rather than creative methods

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even the progressive schools are necessarily non

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progressive their secondary level what may
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our average high schools
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Millions parents can testify
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the total lack
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inspirational quality high school education
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Builders of a New Civilization

183

There are many causes of this defective educational situation in our high school system . The chief cause is that secondary education has not been permitted to develop as an independent unit . It has been held too much in subservience to college entrance . Strangely enough , even the general courses for the non - preparatory students have failed in the vast majority of high schools to make a creative use of educational freedom .

their The main energy
and concern of every high school has been to effect
and maintain success in college entrance .

The demand of progressive educators for the
revolutionizing of the high school is this : Let us
find out what studies and what methods will appeal
to youth of high school age , and then build up our
secondary system upon this scientific educational
foundation .

There is little use of cramming our high schools
full of young people , and then giving them things
they do not want. That accomplishes little educa-
tionally . Far worse , it may even cause intellectual
stultification and aversion to culture .

" But adolescent youth is self - willed and sophisti-
cated ," you say , " and rebels against all learning . "

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* A foundation research man looking progress high
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has stated that could not find even among high schools not com-
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mitted college preparation single school that making
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creative attack upon the curriculum

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Not true. Post -adolescent youth is sophisticated
and blasé only as to pose . In reality there is nowhere
in the life of the individual a more restlessly
surging

period — no period when enthusiasms can reach
deeper into convictions , ideals , and conduct. But to
arouse or maintain enthusiasms in youth the educator
must seize hold of the normal interests of boys and
girls at this vitally important age and lead these
interests into wholesome fruition .

It is true that adolescent youths are wilful . And

a good thing it is that they are wilful , else they
would remain forever under the possessive rule of
adults .

If adolescents are developing strong wills and crit
ical minds , then why not make use of these very
qualities in a system and method of education which
will be fertile field for the aggressive , skeptical
quality of youth ?

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minds our educators the idea that the secondary
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Builders of a New Civilization

185

school level imperiously needs renovation and ref
ormation in order to adapt it to the present emer
gency and to the future needs of multitudinous youth

who in the new industrial leisure will increasingly
throng our high schools .

The idea is rapidly growing among educators that
it would be a good thing if the high school could
become an independent educational unit and solve

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New Horizons Child
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An even more radical experiment announced
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the newly appointed President Joseph Brewer
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Olivet College Michigan Not only will he ad

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Builders of a New Civilization 187

mit high school graduates on the basis of their needs
and purposes , rather than on the basis of hard and
fast entrance requirements , but once in the college
they will take no test or examinations until the end
of their second year . Then they are examined to
see if they merit continuing their education for the
A . B . degree , and at the end of the next two years

will occur the only other examination of their col
lege course . This experiment in self -education will
be watched with great interest . " The only possible
education is self -education ," says Brewer . “ It is

inevitable that the lockstep of courses , time sched
ules , hours , points , credits , quizzes , grades , course
examinations , all the elaborate machinery by which
we conceal ignorance , should be broken up . "

What studies have the power to fire the imagina
tion and elicit the intellectual effort of youth ? An
excellent statement of what the youth of today need
in our high schools and colleges (adapted respec
tively to each stage) is given us by Frederick L .
Redefere , executive secretary of the Progressive Edu
cation Association .

" The greatest needs in education at the present
time are : first , a clearer understanding of the per
plexities of our civilization ; and second , the develop
ment of a sense of social responsibility for the intelli
gent and effective solution . All people engaged in
188 New Horizons for the Child

education should definitely devote their attention to
the task of developing social responsibility . This
may be partially attained by including in the curricu

lum studies bearing upon specific difficulties which bewilder our modern world, studies which give a more comprehensive understanding of the individual and the collective efforts to solve these problems. "

The social sciences have for years proved the most compelling of all courses offered college youth. When properly adapted to the secondary age level, they will prove to have an equal attraction to youths in our high schools — as indeed they have already demonstrated their strong appeal to children on the elementary and junior high school level.

The social sciences must be taught to pre-college youth in a very concrete way, with frequent application and inspiration from activity projects. They must be related to the life of the community and nation. They must also be related to and derive their chief motivation from the exciting events of the contemporaneous world. Historical backgrounds must be given only as the need is felt on the part of the old

the students and not on the basis of the gogic dogma Study ancient history for few

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years and you will then competent approach

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The secondary school world indeed all afire with
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Builders of a New Civilization 189

the spirit of reform. Everywhere committees are studying the psychology and educational needs of high school boys and girls; the possibility of reformed curriculums; the need and feasibility of building the secondary curriculum around the focus

of community and contemporaneous life .
fact , the nation ' s educators are beginning to
In

realize the special responsibility of the secondary
school to meet the present emergency with an in-
spiring and effective curriculum .

Here and there a private preparatory school
or a public high school is doing daring things in the
way of actually trying to suit education to the clients '
needs. One of the most striking of these rebellions
against the old classicism is that staged in one of
the former strongholds of conservatism ,
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principal Dr Fuess
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people meet these changes successfully the development and needs

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high school pupils relation their community and home life

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determine what curriculum
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adolescent development and needs

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190

New Horizons

Child

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heretical and radical only

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should the function the preparatory school
not merely get boys ready for college but also
to

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extend their interests beyond the entrance require
ments and stimulate their intellectual curiosity

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The school program now emphasizes the study
of "

the world which we live physical and economic

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in

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Beginning next spring boys may graduate from

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Andover knowing But history

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tinuous throughout the four years culminating

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comprehensive course American history civics

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and current problems dealing with the development

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of our nation and emphasizing opportunities for

public service

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Requirements mathematics have been reduced
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make more time for biology physics and chemis
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Builders of a New Civilization 191

graduates even better equipped to play their part
in a complex and exigent world ."

More significant still are the murmuring of rebellion rising from secondary school administrators , supervisors , and superintendents the whole country over . Recently speaking before the commission on secondary education of the Southern Association of Colleges and Secondary School , a Mississippi State high school supervisor made a radical plea for a type of high school program that would really educate . He urged that individual needs of the social and high school pupils be met by a curriculum that was not a creature of standardized college - entrance requirements .

" The findings of science must be heeded , the demand of colleges for 'pattern ' high school credits must be superseded , before we shall see a general response to the social demand for a shifting of emphasis to the social and individual needs of high school pupils , and , therewith , relief from the pressure of the social prestige of the academic pattern high school course . The progressive high school executive must emancipate his school from the rule of college preparation and set it free for community and social service . High school standards must be freed of unbending rigidity and picayunish provisions if they are to render the service demanded of them in these critical times ."

192 New Horizons for the Child

The secondary world is changing ! Where is it coming to ? I predict that within two decades it will arrived at the same universal tendency

have
toward progressive principles and methods at which
the elementary schools of the country have now ar
rived .
How could it be otherwise ? The leaven of pro
gressive education in the elementary school was
bound to work upward into the secondary school.
A type of education that has proved effective with
children cannot be stopped at the portals of high
school . It will inevitably accomplish

its
invasion

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At

present education secondary just
on

the level

is
where twenty years ago education was the ele
on
mentary level The reform there was just reaching

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up

from the kindergarten and primary Right

on
it

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goes

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be

And the college will not the limit either

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the vast adult population our country

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of

There
is

needing continuing education the accruing leisure
in
of

our New Deal And where can adult education

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better turn for guidance than the psychologically
to

principles progressive
of

true and proven education
the principles
of

interest self initiative and cre

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ative expression

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friend wrote me recently as follows There are evidences

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everywhere spreading interest progressive education
of

Yester

in

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day

telephoned

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member the National Board the

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girls They
on

me for information these lines for unemployed

Builders of a New Civilization 193

The time is not far distant when each stage of education will ask of the prospective pupil not the bureaucratic question of the past : " Are you prepared for entrance here ? " — but the socio-educational question of the future : " What do you need ? What do you want ? How can we help you in your educational development from the point at which you now are ? "

A decade or two ago when Marietta L . Johnson repeatedly proclaimed in her walls -of-Jericho trumpet voice that the secondary school and college should accept any individuals possessed of capacity and earnestness and help them to get to where they wanted to go educationally , she was ridiculed by educators or ignored as not worthy of attention . Yet within a few years of rapid educational development we find the presidents of Union College , Olivet College , Bennington College , and others , publicly maintaining this very same standard of liberalism . In effect they say to the secondary school : " Bring your youth to us . If they have proven capacity , never mind what has been their past education . We will give them what they crave and need . "

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had established along
some classes type school lines which

bring the part the girls
no

on

response they dropped
of
to

seemed

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The Board decided that they

or

out after attending once twice

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would better get touch with the progressive education schools

in

of see

found more nearly fitting the

be

something could not

if

and

needs the girls

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194 New Horizons for the Child

Not only are colleges becoming more liberal as regards their admission requirements, but they are also boldly experimenting with changes in curriculum

aim

of

and methods . The the progressive college

find ways really reaching the inner core

of

of

to

is

the student thus enlisting his own sincere efforts

in

,

of

the great enterprise education

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not necessary into detail concerning

go

to

It

is

these experiments They have been announced

widely the public press and the whole educational
in

world watching their progress with deep interest
is

Any discovery that can transform the blasé diploma

hunting attitude of the average college student into
interest and active intellectual par
an

of

attitude

of
ticipation will deserve outrank the discovery
to

planets
of

stellar galaxies
or

his

Lincoln Steffens Autobiography points out
in

“

”

of

the whole problem college youths
If

the crux

could be led see that intellectual and moral dis
to

coveries still await their adventurous attack and that
the world calls out for revaluation and re
to

them
forms they might not be content specialize
in
to
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"

football p etting parties and unearned degrees
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Steffens believes that possible
get an
to
it
is
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university
at
education has been done
But

It
a
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Builders of a New Civilization
the proportion college students who get

of
small
is
start interested methodical study
in
a

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My expectations college life were raised too
of
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thought breathing
, be

an
high would atmos

in
of I

, I
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phere thought discussion and some scholarship

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working and reading and studying for the answers

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questions which would threshed out
debate

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to

of
and conversation There was nothing
the sort

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As for questions the professors asked them
not the

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students the students
and not the teachers

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answered examinations
them
in

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no of
No one ever developed for me the relation

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my required subjects
to

those that attracted me

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." of of of
one brought out for me the relation anything

I
was studying anything else except course
to

to

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that wretched degree The relation knowledge

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life even student life was ignored
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to

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Things are little better now But not good
a

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enough No one think
this state will dispute

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ment that colleges could much more than they

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are yet doing toward correlating education with
life and toward stimulating their students that
to

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self effort education which the only possible

in

is

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foundation for culture and for real mental development

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Still more important this critical epoch at

seems

it

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of

the duty college faculties help youth to

evaluate

is

for

the

New Horizons Child

. of

the civilization today and inspire them creative

to

intellectual effort

With this revolution going secondary schools

on

in

and colleges there our educating

of

some chance

is

be

of

youth really builders

to civilization

.

We can encourage them think for themselves

to

of .

We can confront them with the vital problems
the day We can help them

to
develop technique

a

.

for criticising and evaluating the contemporaneous
We can free them

of

of
institutions restraints

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timidity and self consciousness and inspire them

to

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exercise whatever creative abilities they may possess

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More than this we cannot We cannot dictate
do

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of

youth the future world society be
the pattern

to

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cause we see part dimly

as

only glass

it

in

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in

a

of

But we can set youth upon the path progress
with free swinging gait This our opportunity
is

a

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This the most critical responsibility that faces the
is

of

educator the established generation dealing
in
of

with the members the oncoming generation

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us

of

The world the future will judge educators
by
of

today this one thing how far did you

In

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help youth apply their full potentiality the up
to

to

of

building better world

?

a

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APPENDIX

POEMS TO SPRING

EXAMPLES FROM A PROJECT IN POETRY -MAKING

IN THE SECOND AND THIRD GRADES

OF THE

CHEVY CHASE COUNTRY DAY SCHOOL

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"0 , Digitize<' by Go gle Original from
UNIVERSITY OF MICHIGAN

THE WHIPPOORWILL

All night when the moon shone bright
I heard the whippoorwill sing.
Oh whip -poor -will !
Oh whip - poor -will !
How sweet you sing !
You sing a note I ' ve never heard before
A tune of far off lands !

If I could hear them in the day
I ' d happier be than any one I know ,
Oh whip - poor -will !
Oh whip - poor -will !
- Robert Lane

THE RAIN

Oh gentle rain that patters down ,
Oh tell me true .
Do you like to patter down
fill

And the dry streams
And water the thirsty earth

,

Or are you sorry
To

leave your cloud homes
With all your brothers and sisters
?

Eliza Miller

-

.

A BUTTERFLY

I, a butterfly !
blooming flowers
on

fly

To about

.

Just think

!

butterfly

I,

,

a

From brown and warm cocoon

a

butterfly !

fly be

To

a

!

To wherever choose

I

With beautiful wings against the sky

!

Jacqueline Parsons

-

.

IN THE SPRING

The wind through the branches

Goes rustling around ,

Beauty , just beauty !

All's pretty around you .

Beauty , just beauty !

Beauty ' s all around you !

The birds are singing all around you .

- Tom Goldman .

HAPPY SPRING

A happy child

Went to the woods

And saw a robin

And talked to it

And said to it ;

" What do you want to do this rainy day ?"

" I do not want to go south ,
I want to stay ."
- Meredith Coonley .

THE WIND

The wind whistles so loud !
The wind tosses the birds around in the air .
God makes spring
So that all of us can be happy .
The wind comes whistling around the house
The wind blows, and the fairies dance to the music ,
And the dwarfs skip to the music .
Spring is here once again
To make little boys and girls happy .
- Golden McClain .

solicitados

THE SPRING

Oh pretty robin
How sweet you sing !
And pretty bluebird
Do you remember
You sang your song
To me one morning
And the happy children liked you .
They wanted you to stay .
O , pretty birds

I like your song !
And you , oh , mocking bird ,
Where do you get all of your songs ?
You have so many
That I like to
sit

under the oak tree
And hear you sing

.

Margaret Springer

-

.

SPRING

I saw you , little nut hatch ,
Darting up a tree .
I spied you , flaming cardinal ,
Flying through the sky !

I heard you , lovely mocking bird ,
Singing in a tree .
And all these wondrous creatures
all

God made them for me

.

Mary Dawson

-

.

IN DREAMLAND

At night when mother puts out the light,
I go to dreamland - an ' there I see wonders
Mountains and elves and fairies .

I saw them dance ,
I heard them sing
And then when the morning 's rays peep through my
window ,
I hear my mother call
“ Get up you lazy bones !” .
- Bob Lane .

Spring is here !
Spring is here !
And tulips are in bloom .
And purple violets
Vie with them
To chase away the gloom .
- Eliza Miller .

The little buds in silver
For the spring
The violets in purple
Their sweetness bring .
- Emeline Bennett .

WHEN WINTER DIES

Spring is here
Flowers are near
When winter dies
The violets rise .

Spring is near
Oh can ' t you hear
The birds in the trees
And the honey bees ?

Spring is here
And oh what cheer
With little girls singing
And little boys swinging .
- Helena Evans .

The violets are beautiful in the woods ;
The dandelions shine in the sunny meadows .
But the pansies in my garden
Are more beautiful than these .
- Mary Dawson .

The sunshine is beautiful
But at night it goes away .
all

Then it gets dark

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. to

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Mary Virginia Sherly

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JACK IN THE PULPIT
Oh Jack in the Pulpit
How straight you stand !
Do you ever get tired
Preaching all day long
In the green and grown woods ?
I'd think you would !
- Margaret Springer .

A BREATH OF SPRING
Oh the golden dandelion
Peeps through the green grass .
And the purple violet

Smiles through the green at last .

- Eliza Miller .

RAIN

Rain , rain that patters down
Upon the seeds and flowers ,
You water the thirsty earth
And make the flowers grow .
Flowers grow everywhere ;
In the woods and in the parks ;
And today I saw some wild geranium
In the woods ;
And the trees love you , and
The flowers love you too .
- Mary Dawson .

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Digitize<' by Go gle Original from

UNIVERSITY OF MICHIGAN

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of
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And I have to go to bed ,
And I don ' t like it.

- Mary Virginia Sherly .

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all
Preaching day long
the green and grown woods
In

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I'
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-

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A

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