

R. A. Landor.
**THE EDUCATION OF
 EVERYCHILD.**
 Berea, Ohio.:
 Liberal Arts Publishing, 1974.
 150 pp. \$7.95.

The Education of Everychild is a valiant attempt to outline a liberal arts approach to the elementary education of children. In the author's context, elementary education represents the first ten years of a child's schooling, from the ages of six to sixteen. During this period, the child is introduced to the important "languages" of the liberal arts and develops lasting powers of intelligence and imagination.

Landor is obviously under the influence of the Great Books Foundation. He announces in the preface that he is neither a learned man nor a teacher, yet he uses 130 pages to emphasize the failure of schools to provide a liberal education. He could have made his point effectively in less than half that space. He reiterates that school has become "a center for waste of thought and the abatement of imagination." (p. 5) According to him, good teachers and a good educational system should teach the child understanding rather than that he be "understood." Children require skills, standards by which to live and, above all, discipline. Education may broaden man's powers and horizons but cannot change his nature. Teachers, principals and administrators cannot be held responsible for mak-

ing "Everychild" happy, moral and mature, but they should be responsible for teaching him the four major languages of learning in the liberal arts. These are discourse, mathematics, music and visual art.

Discourse involves the use of superior books that have survived the passage of time and add meaning to the pupils' lives. The study of mathematics should not be directly concerned with utility. When the child reaches intellectual maturity, he should begin to learn mathematics from its masters. Music must be taught by musicians who emphasize understanding and love of music as well as the ability to perform well. Art education must develop visual intelligence and imagination. The child should observe the great masters, understand representative works of art, and create his own visual art.

Most of Landor's ideas are not novel. As have other proponents of the Great Books approach, he decries the rampant and ineffective use of gimmicks and improvements. He, too, complains that society has made no serious effort to institute a "reasonable, practicable and even necessary" (p. 155) liberal arts education for all children, but he offers few concrete suggestions for doing so.

Two positive features of the book are the excellent bibliography and, for the education of "Everychild," the Junior Great Books list from the Great Books Foundation .

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