

The Aesthetic Realism Teaching Method Brings Out a Child's Ability to *Learn* & EDUCATION SUCCEEDS!



PUBLIC SEMINAR ♦ NOVEMBER 3 ♦ THURS. 6:30 PM



THE AESTHETIC REALISM TEACHING METHOD is the solution to the turmoil in America's schools—the painful inability to read, the fury and dullness in classrooms, the desperation of teachers! It answers honestly the question asked—often with disgust—by so many young people: “*What do I have to learn this for?*” In an urgently needed public seminar, New York City teachers will describe, with examples from their classrooms, the educational method that has successfully brought forth students' ability to learn, including in economically ravaged neighborhoods.

For many years, teachers who use this method have succeeded powerfully—in public schools in all the boroughs—through the following principles, stated by Eli Siegel, American educator and founder of Aesthetic Realism:

1. “The purpose of all education is to like the world through knowing it.”
2. The central thing making a person unable to learn is *contempt*, “the lessening of what is different from oneself as a means of self-increase as one sees it.” It is contempt that makes a student declare triumphantly, “This is boring!” And contempt causes every cruelty, including bullying, racial prejudice, and the hideous injustice of profit economics from which millions of children are suffering.
3. There is a big difference between the way the world is being *run* and the way it is *made*. When stu-

dents see, through the subjects in the curriculum, that *the world itself* has a structure which makes sense, a great thing happens: they want to take in facts coming from that world—numbers, words on a page, scientific data. The basis is this landmark principle:

**The world, art, and self explain each other:
each is the aesthetic oneness of opposites.**

Ellen Reiss, Aesthetic Realism Chairman of Education, explains:

A child sees, for example, how an algebraic equation is a making one of the *known* and *unknown*; how *high* and *low*, and *depth* and *surface*, are together in earth science; how a noun becomes more *itself* as it is *changed* by an adjective. These are bewildering, even tormenting opposites in the child's own life; and seeing that a subject shows they can make sense, the child cares for that subject and happily learns it. [The Right of Aesthetic Realism to Be Known, issue 1448]

Through the opposites, students are able to be fair to a subject, have it reside securely and happily in their minds. One result is, their test scores improve. But the main thing is, *they like learning!* And when they see that these same opposites are in their classmates and other people, they become kinder!

On November 3rd see for yourself the teaching method that meets at last the hopes of students, parents, and teachers!

• SPEAKERS •

PATRICIA MARTONE (ESL, PS 134M) ♦ LAUREN PHILLIPS (2nd grade, PS 184M)

ZVIA RATZ (MS 319) ♦ ARNOLD PEREY (instructor, The Aesthetic Realism Teaching Method)

ROSEMARY PLUMSTEAD (science, NYC HS retired, & current teacher educator)

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Contri. \$10

AestheticRealism.org

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