

The Aesthetic Realism Teaching Method Brings Out Every Child's Intelligence — & Education Succeeds!



PUBLIC SEMINAR ♦ NOVEMBER 5 ♦ THURSDAY 6:30 PM

AS THIS SCHOOL YEAR BEGINS, students feel two things: hope that they'll be able to learn—math, science, history—and fear that they won't understand and remember the facts they're taught. A boy repeating 4th grade in Astoria asks himself, "What's the matter with me? Am I dumb? Will I ever be able to learn?" The speakers in this vitally important seminar will show that the answer to the agony of this child and so many others is: "Through the Aesthetic Realism teaching method, you can learn successfully!"

New York City teachers will give examples of lessons from their own classrooms and will describe how students—including many who had been given up on—become excited by their subjects, remember facts, pass standard exams, and also become much kinder to each other. This is possible because Aesthetic Realism, founded by the American philosopher Eli Siegel, explains that

"the purpose of education is to like the world through knowing it."

And it describes what in the self interferes with learning: *contempt*, the "disposition in every person to think he will be for himself by making less of the outside world" (*Self and World*, p. 15).

The way Aesthetic Realism sees intelligence is beautiful, scientific, tremendously kind; it counters the cruelty so prevalent on the subject. Intelligence is not predetermined by genetics; a child's ability to learn is not fixed by age 3. Mr. Siegel defined intelligence as "the ability of a self to become at one with the new."

But young people in classrooms feel bom-

barded by new facts which seem to have no relation to their own turbulent lives. Students can think, "What do math or geology have to do with my worries?!" The Aesthetic Realism method provides the logical, thrilling basis for relating the facts of the curriculum to each other and to the hoping, often desperate selves of students. This landmark principle is the means:

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

For example, there is Tiffany, age 14, who failed most of her classes last year. She began 9th grade angry, calling her teacher and classmates insulting names. Then in her social studies class, Tiffany's teacher showed how 13th-century China traded with the Western world: it put opposites together, *getting* crops and trees from the West and *giving* inventions like the windmill and papermaking techniques to other countries—all via the Silk Road. Tiffany had been unable to learn because she hadn't wanted a world she disliked to get into her, affect her; she hadn't wanted to give herself, her thought, to things from that disliked world. Now she was seeing that those opposites—*getting* and *giving*, *self* and *world*—were *one* in 13th-century China, making that country stronger, more itself! And so she deeply changed her mind about how *she* should meet the world. She began coming to class regularly, treated classmates with genuine respect, remembered facts because she saw them as friendly, passed the final exam.

Come and see for yourself *the answer* to America's learning crisis!

SPEAKERS

BARBARA McCLUNG (science, 3 - 6, PS 184M) ♦ CHRISTOPHER BALCHIN (social studies, Bklyn. Acad. of Science & the Environment) ♦ PATRICIA MARTONE (ESL, PS 134M) ♦ ROSEMARY PLUMSTEAD (science, NYC HS retired, & current teacher educator) ♦ ARNOLD PEREY, PhD (instructor, The Aesthetic Realism Teaching Method)

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