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THE MUSEUM OF MODERN ART

NEW YORK

11 WEST 53rd STREET
TELEPHONE: CIRCLE 5-8900
CABLES: MODERNART, NEW-YORK

SARAH NEWMAYER, PUBLICITY DIRECTOR

October 7, 1942.

TO City Editors
Art Editors
Education Editors

Dear Sirs:

You are invited to come or send a representative to a

Press Preview of
PUBLIC SCHOOL ART OF TWO CITIES (New York and Chicago)

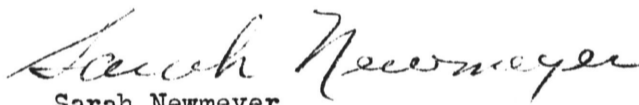
in the Young People's Gallery
of the Museum of Modern Art
11 West 53 Street

Tuesday, October 13
2 to 6 P.M.

The exhibition will open to the public Wednesday, October 14.

For further information please telephone me at Circle 5-8900.

Sincerely yours,


Sarah Newmeyer
Publicity Director

THE MUSEUM OF MODERN ART

11 WEST 53RD STREET, NEW YORK

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FOR IMMEDIATE RELEASE

EXHIBITION OF PUBLIC SCHOOL ART OF TWO CITIES, CHICAGO AND
NEW YORK, OPENS AT MUSEUM OF MODERN ART

A comparative exhibition, Public School Art of Two Cities: Chicago and New York, will open in the Young People's Gallery of the Museum of Modern Art, 11 West 53 Street, Wednesday, October 14. The 56 watercolors, temperas, drawings and oils by high school students are about equally divided between the two cities and have been chosen by the respective art directors of the public schools of Chicago and New York.

The exhibition, which will continue through November 10, has been arranged by the Museum's Educational Project to show current trends in art education. Victor D'Amico, Director of the Educational Project, says of it:

"Public School Art of Two Cities: Chicago and New York introduces the products of two of our country's largest educational systems.

"So limited an exhibition can hardly pretend to give an adequate review of either system, but it may serve as an invitation for those who wish to learn more. There is no attempt to evaluate the exhibition nor are these particular examples chosen with any respect to the work of other school systems. The fundamental point is to present art work arising out of similar teaching conditions and backgrounds."

The works representing the Chicago public schools have been selected by Miss Elizabeth Wells Robertson, Director of Art. She comments on the purpose of art education in the Chicago public schools as follows:

"Art education is an integral part of general education; it is not a special subject. Its purpose is to develop the whole child through his power to create in an art medium. This implies that every student should be given the opportunity for creative, appreciative and technical experiences. For this reason in Chicago art is offered to every child in every grade of the elementary schools and to every student for graduation from the high schools.

"Since culture is based upon ability to create, art education should develop this inherent creative ability of the child and enable him to use it in every activity of his life, both now and later. Appreciation is a direct result of creative experience. As creative ability develops, the power of appreciation increases.

"Art education makes natural processes of expression more effective; it does not change them. It develops the inherent ability to see, to feel, and to express life. Its aim is neither the acquisition of knowledge and skills, nor an adult standard of achievement.

"The creative method of teaching encourages and helps

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each individual to develop his own idea and his own technique. When the desire to create is strong and when ideas are plentiful, technical skill is easily acquired. Only when the individual has a real need and desire for technical help is it of use to him. At this time suggestions are what he needs. These the sympathetic teacher offers.

"By her appreciation, by her inspiration, by her help when needed, the teacher becomes the guiding force in the development of the child's creative capacity. This capacity, if permitted to grow through the elementary schools and high schools, will reach a normal development in adult life and will enable most people to express themselves, not as professional artists, but as people at play wanting to please themselves.

"In the advanced classes students with particular aptitudes choose art as an elective subject. These students show a great desire for further opportunities for expression and a need for technical knowledge. As these young people mature, they become young adults in art expression as they become young adults in body. The high school teacher of art recognizes this growth and is equipped to guide it.

"This exhibition is offered as a sampling of experiences and ideas expressed in several media by the boys and girls in the Chicago High Schools."

The works representing the New York City public schools have been selected by Miss Virginia Murphy, Director of Art, who comments on art in New York high schools as follows:

"Because we feel art experiences to be a fundamental need and an inherent right of every individual in a democratic society, each pupil in the New York City high schools has at least a minimum of art instruction as an essential part of his regular course. During this required period of art instruction, simple, creative experiences with line, form and color related to daily living form the basis for developing understanding and appreciation of art in order to enlarge the pupil's vision, to enrich his living, and to prepare him to be a more discriminating member of society. The art product for these young people is a means to understanding and appreciation of our own culture and that of other races and periods. It is not an end in itself.

"For those students who develop an intensive interest in art, additional opportunities are provided in Elective Art classes where pupils may continue their creative work developing greater power in various fields of art expression. For some it is drawing and painting, for others advertising or drafting or dress design or any one of the many areas of contemporary living enriched by art.

"The works exhibited here are but a sampling of art by the boys and girls of the high schools of New York City and do not accurately represent them or their teachers; nor does it adequately reflect the possibilities of art as an educative force, because the talents of our young people, the leadership of their teachers, and the scope of art itself cannot be compressed into so small a space. It is, however, an example of the potential creative power of the young people of New York City high schools."

When the exhibition closes November 10 at the Museum of Modern Art the New York section will be sent to Chicago for exhibition in the high schools of that city, and the Chicago section will be retained for circulating among the New York City high schools.