

Batik: Art and Craft, Nik Krevitsky, Reinhold Book Division, New York, N.Y., 1963, \$5.50.

American Crayon Co., Sandusky, Ohio. (Information on silk screen and stenciling processes.)

WEAVING

New Key to Weaving, Mary E. Black, The Bruce Publishing Co., Milwaukee, 1957, \$12.

Swedish Handweaving, Malin Selander, Wegäta Förlag A.B., Göteborg, Sweden, 1961, \$6.95. (Available from Craft and Hobby Book Service, Big Sur, Calif., 93920.)

Handweavers and Craftsmen, 546 Fifth Avenue, New York, N.Y., 10001, 4 issues, \$5 a year.

WOOD

How To Make Objects of Wood, Bassett, Thurman, and Victor D'Amico, Museum of Modern Art, 11 West 53d Street, New York, N.Y., 10019, \$2.50.

Creative Wood Design, Ernst Röttger, Reinhold Book Division, 430 Park Avenue, New York, N.Y., 1963, \$4.95.

MISCELLANEOUS

Crafts for Retirement, American Craftsmen's Council, 29 West 53d Street, New York, N.Y., 1962, \$2.95. (Emphasis on teaching crafts to older people. Brief reviews on working with different media; also lists of supplies and references.)

Meaning in Crafts, Edward Mattil, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1959.

Art for the Family, Victor D'Amico, Museum of Modern Art, 11 West 53d Street, New York, N.Y., 10019, 1954, \$2.95.

Creative Paper Design, Ernst Röttger, Reinhold Book Division, New York, N.Y., 1961, \$4.95.

Craft and Hobby Book Service, Big Sur, Calif. (Write for a catalog of books on the craft of your choice.)



Curiosity; Learning

A CHILD'S INTEREST in every new experience in the world about him is the beginning of learning.

To a child, nothing is too small or too ordinary to be examined, explored, and asked about.

Everything he touches will be something more added to his experience. The richer the experience, the more eagerly will he face the mysterious world. His unending curiosity will lead him on and into, let us hope, manhood in which he is still curious, interested, and eager to learn.

A personal experience may illustrate my point. One day I missed my young son and after a search found him sitting under a grapevine. Clamped tightly into the end of one of his fingers were the pincers and head of a large bug. He said he could not get it to let loose and so had cut its head from its body. He was afraid to come to me, because I had told him not to hurt living things. I used pointed scissors to pry open the pincers. The boy became interested in bugs and why the severing of the head had locked the pincers.

LET CHILDREN draw on their own ideas. Personal discovery gives them deep satisfactions.

We should encourage children to learn to appreciate things they see, feel, hear, smell, or touch—the rustle of leaves, the wet leaves, the feel of cat's fur, the chime of bells, the feel and the color of stones.

If Jane had not been stung with a

bee one day, she would not have been too interested in why it hurt. What happened? Do all bees sting? Why? Why don't we kill all bees?

Jane became interested in watching bees on flowers. Why are the honey-suckle bushes full of bees? Why did they go down into the flower? Her mother had her pick a blossom and suck on the end to find the sweetness. Jane began to learn how honey is made and how pollen is carried from one plant to another. She carefully looked to find the pollen on the bee's body.

We were raking leaves in the backyard when John gave a shout, "Come and see what a funny thing I've found!" He was holding in his hand a thin, struggling plant, white from its burial under the leaves.

He learned this plant had been in the dark. Did plants need light to be green? Why does sunlight help plants to grow?

Only a plot is needed to help children to learn to experiment with seeds and plants. Seeds may be started in the house, and the child can see how the sprout begins and the roots start. He can learn that a seed will not develop into a plant if the sprout is broken off. Covering a plant indoors will help him to learn it needs sunlight to be green. If he puts a plant in a glass jar and covers it tightly, he learns that plants need air.

With guidance from others, the child can learn that growing tips of many plants, cut off and put into water or moist sand, will grow a new root system.

This new growth is not confined to plants. Many living creatures will regrow or regenerate body parts. A crab, for instance, will regrow a missing claw. Little flatworms found under rocks (where moisture is), if broken or cut in two parts, will regrow head end or tail end.

Children at different ages are curious as to what becomes of food when eaten. To show something of the process, one can buy a whole, undressed

chicken, dress it, and explain to him the functions of the different organs.

One can help children understand animal life better by means of a pair of hamsters. Children are curious about the birth of the little hamsters; if lucky, they may observe the birth of the little hairless creatures. Watching from day to day for the opening of eyes and the growth of hair can be a wonderful experience. The little animals need proper care—warmth, food, and shelter. It will interest the child to know that if the male is left in the cage, the female will not have her young unless first she kills the male or she will kill her young.

NOT ONLY can curiosity be fostered if a child has a chance to explore Nature. Love and affection also can be developed.

A child seeks affection, and learning to care for pets helps to satisfy this need. Pets show affection.

My neighbor's little boy wanted a dog. Yes, he would be glad to take care of it; feed it, water it, and see that its house was cleaned. It was not long until Mother was caring for the pet, and David gave little thought for the dog's care. Finally, he either had to care for it or the dog would be given away. It took much reminding, but soon the responsibility became a habit. The romping boy and dog became strong pals. Rover knew when David was in need of extra affection. David knew Rover understood and he could put confidence in him.

The love growing between the pet and his master was a way of learning to show love to others, but David learned real love meant keeping his dog happy by considering his needs for food, warmth, and shelter. David learned, too, that he himself was happier when he had given his dog good care. Indirectly David was learning to consider the needs of others whom he loved. The love attachment to the dog was helping David to live a more secure and productive life, because he was learning consideration for others.



AS ERIC FROMM said in his book, *The Creative Attitude*, children have the capacity to be puzzled; their whole effort is one of attempting to orient themselves in a new world, to grasp the ever-new things which they learn to experience; they are puzzled, surprised, capable of wondering, and that is what makes their reaction a creative one.

Almost from the moment of birth, a child has within him not only the drive of curiosity but the drive to manipulate or manage. Through exploring he also learns new ideas and puts these ideas to work.

Why does a boy take a clock apart? Can he put it together again? Why does the little girl "dress up" in mother's clothes? Why do youngsters play doctor and nurse and father and mother?

Everyday experiences for the child help him to grow into the adult years. The kinds of experiences he has help him to look at himself as a certain kind of person. He molds himself by his experiences and how he feels adults "see" him as an individual. Too many times adults belittle the efforts of children and youth.

A mother once confided in me about her 9-year-old son. She was concerned because his father wanted him to make model airplanes and enjoy doing it. The father was a perfectionist and expected the same result from the unskilled 9-year-old hands that the more skilled hands could do. The boy would finish a model plane to a certain stage and quit, feeling that he was not capable of doing a good job. The father forgot the boy's interest and experience had not been of many years standing but only 9 years.

THE FIRST THING that brings about creativeness is coming face to face with a situation.

I believe we try to keep children and youth too busy with things we think they should do, thereby causing them to depend on entertainment in all of their leisure hours. We do not give the small child a chance to make his own play. We shower him with toys until he does not know how to learn to wonder.

Creativity develops best when children have little or no thought of making a usable product or of pleasing others. In teaching and learning, it is important to let a child explore on his own.

In the sandbox, for example, children use imagination in preparing foods or building with mud. Imagination is given a chance.

Educators recognize that imagination is a foundation of progress, and that imagination that leads to constructive action is good.

Action may be telling an imaginary story or writing an imaginary play or creating an invention, however useless.

CHILDREN go through rather specific stages of development in music and rhythm activities, in clay modeling and sculpturing, and other art activities. The first efforts of a very young child may only be scribbling; then he soon learns to give his scribbling a name.

For example: Rhythm is present in the physical body, but the child in reproducing or being able to beat a rhythm will have to start with perhaps the beating of two sticks together. To the older child or adult, this is not rhythm, but to the small child it is.

The modeling of a clay rabbit to the adult may look like a gob of clay with only a few knobs on it, but not to the child. It's a rabbit. The drawing of an airplane may only be a few lines, but he sees an airplane.

As years are added to his life, these same experiences become more nearly like the real thing, and his music,

modeling, and drawing take on more realistic life.

I BELIEVE THE HOME to be the first and the main place for children to begin to strengthen their curiosity about things around them and to begin to incorporate into their lives a way of living that will encourage them to probe further into reality with a wholesome attitude toward things and people.

I believe that parents can encourage or discourage the creative ability children may have. Parents can make it possible for their children to look further into and, as time goes on, study more about their environment.

A parent can spend a few minutes out on the lawn with a youngster hunting for new objects in Nature and talking about them. Take him on a trip into a natural park where exploring can be done. What different trees do you find? What kind of stones do you find along the creekbed? What different birds do you find? What are their songs like? Can some interesting crafts be made from some woods found? Can certain grasses be woven? What do the waves of a river, bay, or ocean tell you?

The companionship of parents and children out with Nature can help to foster stronger love and help both to enjoy a more productive life, a more worthwhile feeling concerning self, and foster a happier, better understanding relationship with Nature and individuals throughout society. (JEANNE SATER MOEHN)



Two 4-year-olds using ordinary household materials.

Educational Toys

TWO-YEAR-OLD CRAIG smiles happily as he plays with pots and pans.

Charlotte, aged 4, is busy in her room dressing her dolls and getting them ready for bed.

Billy, a second grader, walks to school carrying some guppies to present at "show and tell."

Don and Eddie, 12 years old, are building a city. Small logs, blocks, and building sticks become stores, houses, and hotrods.

Although their age range is great, these children have several things in common. All are engaged in play.

Play is as important to the child as work is to the adult. In essence, play is the child's work. It is a way of life. It is primarily through play that the child builds early concepts about himself, his family, his playmates, and the world about him.

Play, first and foremost, is fun. There is enjoyment in painting and playing cowboys and Indians. There is satisfaction in building, collecting butterflies, and cooking a meal for your dolls.

Play can be an educational process. It contributes to all aspects of the child's growth and mental, physical, social, and emotional development. Solving a problem in block building, climbing a jungle gym, playing grocery store—all contribute to a child's total growth.

Toys and other play materials are the props that express or enhance the child's play. They may not be formally labeled "educational toys" by the