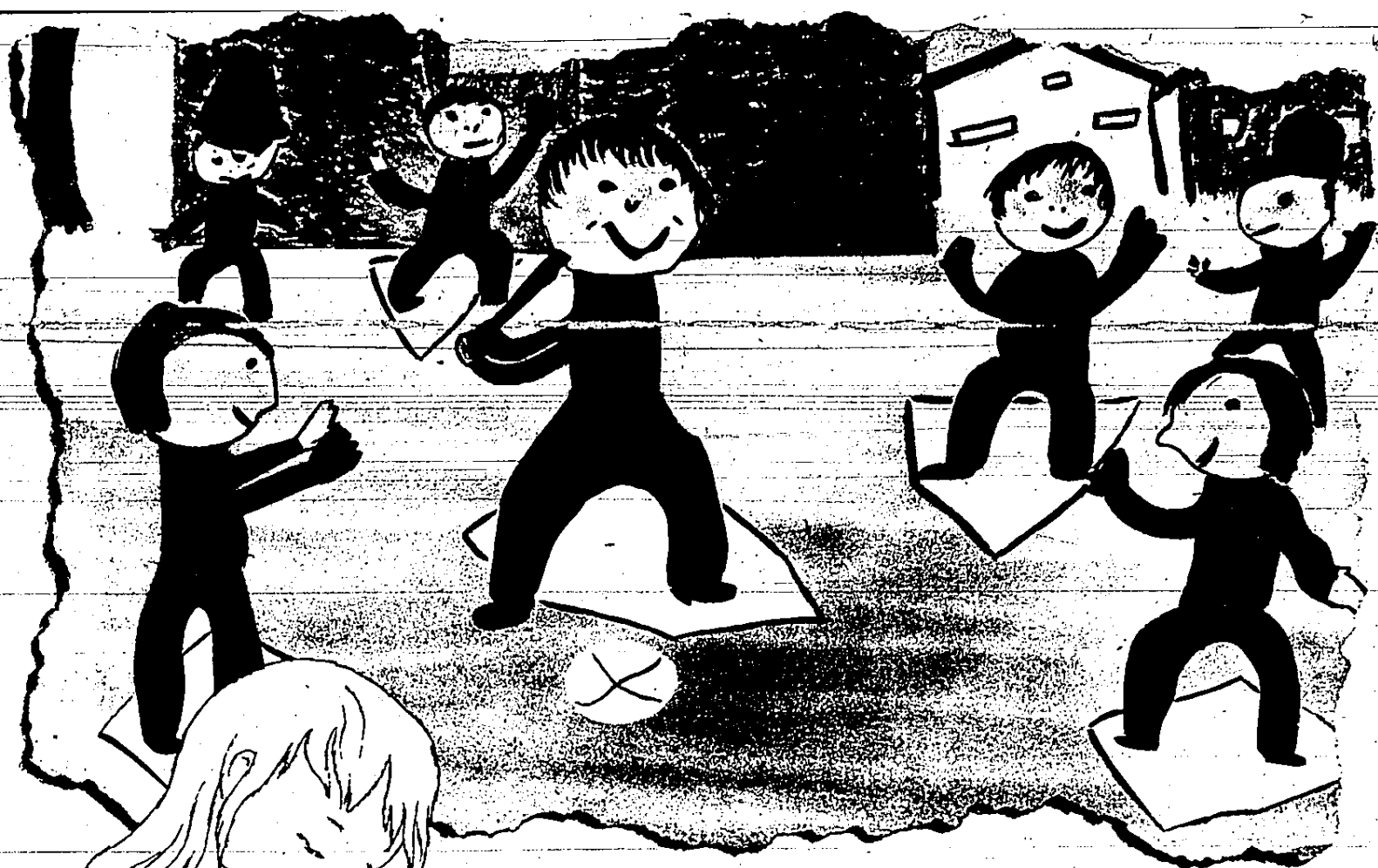




“not what you see,
but what is!”

A New Approach to Children and Their Art

—and Five Unusual Views of Everyday Suburbia

ART is for everybody—not just the experts. And especially art is for children. These are the conclusions of Dr. Charles D. Gaitskell who has taught art for 25 years and watched generations of children wriggling with excitement and breathing hard as they discovered the magic they could make with a sheet of white paper and a box of colored chalk.

In his new book, “Children and Their Art” (Harcourt, Brace and Co.), Dr. Gaitskell has written a practical and imaginative guide for parents and teachers on modern methods of introducing children to art. Whether the children are gifted or not, he says, they enjoy the experience of working with shape and line and color, and they benefit.

“The little child goes about his work in art with a fine free abandon. He ‘tries anything once,’ often regardless of consequences. To him, practically every experience in art is a new one and he revels in the excitement of working on unfamiliar ground.”

He needs guidance in the beginning, as he starts to use his material, but not the old rigid guidance that taught that there was one way, and one way only, to see and draw a cat.

“Today,” says Dr. Gaitskell, “the ideals of art-education have become almost identical with those of democracy itself, to the extent that each is founded on belief in freedom of thought.”

Today, instead of setting up adult choices for children to copy, teachers encourage them to work from life, from their own interest and experience. And here taste begins, as children learn what it means to get an idea on paper, or bring it out of clay. Art experience, Dr. Gaitskell believes, is also one means of developing a good citizen. Why? The whole personality is engaged, he points out, for child or adult, when an idea is expressed by means of art.

“Any activity which engages the individual so deeply may exert a broad and lasting in-