life

C. L. U.

fire

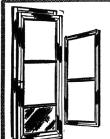
The 1963 Autumn Rose Show, sponsored by the Detroit Rose Society, will be held this

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Teacher

one's environment."

D'AMICO IS an inspired teacher. His results are impressive and far-reaching. His mark appears in several places in our community: at Cranbrook where he advised on the founding of the Young Feople's Art Center, in advice to Bloomfield Art Association members in his art books and with two area art teachers who studied with him this summer.

People come away from D'Amico with respect and fondness for him, personal inspiration and an energetic declaration to promote the cause of art.

Howard Machette of the Birmingham Public schools and Alicia Mackie, City and Country school, are the two art teachs ers who participated in the Museum of Modern Art creative art education workshop.

Soil

"HE TAUGHT US to develop ourselves in order to develop e children," Howard Machette says of his workshop expe-

ALICIA MACKEY described the sessions with D'Amico as exciting and stimulating.

"He believes in motivating the students. He is against just giving the child materials and hoping he will discover something by himself. D'Amico feels that they should be encouraged and guided by creative and talented teachers. But he doesn't see overloading them with technique either."

"He says that technical learning should be an integrated part of the program. When a child realizes he wants to know how to gain certain effects involving perspective—that's the time to teach it. Mixing colors should be related to the need to know what color can do, not 'let's make a color wheel to-day"."

day' ".
"In fact," Mrs. Mackie continued, "He made me realize that teaching is an art form itself."

These are the marks of a fine teacher.

grown of an enlider.
• WHAT SHOULD my child be learning? Evidences of learning are growing satisfaction, greater independence or sensitive expression.
A parent who recognizes these values is a greater asset to

the children, 'Howard Macnette says of the violating between the projects just as the children would. D'Amico encouraged us to try to see the process in/the child's terms. Once, when we were analyzing some paintings we did in technical terms of line, form and color, he said 'Is that the way your school kids talk'? He wants us to 'feel things' the way our students do to understand them better.'' (Machette has been invited by Victor D'Amico to accompany the Museum of Modern Art's Children's Carnival Art Exhibition to India as a teacher-demonstrator.)

the child than one who expects a recitation of rules. The technical skills, like drawing and perspective should be an integral part of the whole that the child can use rather than learned in an isolated lesson.

• Is he learning just modern art? The word "modern" is often applied only to abstract art and not to the vast range of expression which actually comprises modern (contemporary) art.

How Do YoU assess your own child's experiences? Or judge his progress in art class? Here are some typical parent's questions and some necessarily abreviated answers.

Does my child have talent? There is no reliable means of determining the exact amount of talent per child.

Nor is there great correlation between having talent and deriving satisfaction from the art experience. It has been established that art is necessary to the emotional and cultural growth of all children.

As you can see these goals are hard to assess. But a sensitivity to life and appreciation of aesthetic values enrich any human, artist or not.

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Averill, Bob Bender, Carson I ham, Joe Moery, Ray Peck. John Taylor, George Cou Harry Smart, Herbert Flemin

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