

Creative learning approach evokes individual challenge

As the founder of The Children's Centre for Creative Arts, Adelphi University, Garden City, N.Y., Dr. Grace M. Stanistreet has been a pioneer in the field of creative education, helping both children and adults alike gain new insights into themselves and the world around them through experience in art forms. Dr. Stanistreet is the author of "Teaching Is A Dialogue" and "Learning Is A Happening." The following is an excerpt from her latest publication, "Creative Assignments" (for classroom teachers at every age level).

"What do I mean by a creative assignment? I mean a challenge to act, to do, to effect something. It is not memorizing several pages in the text. It is not finding right answers to sums.

"It is a means of evoking

from an individual a response that comes out of his own thinking and doing, a response arrived at by making choices and taking risks.

"Today's children need challenge that is aimed at the productive use of imagination and today's adults, who like the children are products of the age of television, have the same need.

"But if imaginations are puny, and so many are, they can become active and flourishing with challenge to use them. Radio was such a challenge. The ear stimulated the mind's eye to function.

"A child's imagination is limited by the extent of his teacher's imagination and by the extent of his exposure to visual experiences through television.

"Radio has passed but daydreaming is as popular as ever, perhaps more

than ever, because of increasing pressures. True, daydreaming uses the imagination often as compensation for frustrations and dissatisfactions.

"But unlike radio, daydreaming is a passive activity. It does not make it necessary to act, nor does it expand as radio did the wonderful gift born in all of us.

"There would be less daydreaming if imaginations could become a prime source of satisfaction through action. Daydreamers are not satisfied. It is up to the teacher to find ways to trigger the student's imagination. He can do it — by exercising his own.

"How does the teacher who sees this need to make use of imagination go about it? Where does he begin? He can do it by seeing imaginative exercises as an aid to the process of learning..."

Free Milk Available To School Children

The Office of General Education has announced a free special milk policy for Catholic elementary school children who are unable to pay the full price. Eligibility will be determined by family size and income.

Families falling within the income scale are urged to apply by completing application forms sent home in a letter to parents. Individual applications may be submitted any time during the school year.

The policy, sponsored by the Bureau of School Food Management under the U.S. Department of Agriculture, Food, and Nutritional Services, must be in operation in each school by Oct. 31. School officials will use an income scale and any uncontrollable financial hardship which may affect a family's ability to pay for special milk. Provision is also made for foster children.

Each school will designate an official to review applications and determine eligibility. Any dissatisfaction with a ruling by an official may be appealed through a hearing.

The policy also provides that there will be no identification of, or discrimination against, any student unable to pay the full cost of milk.

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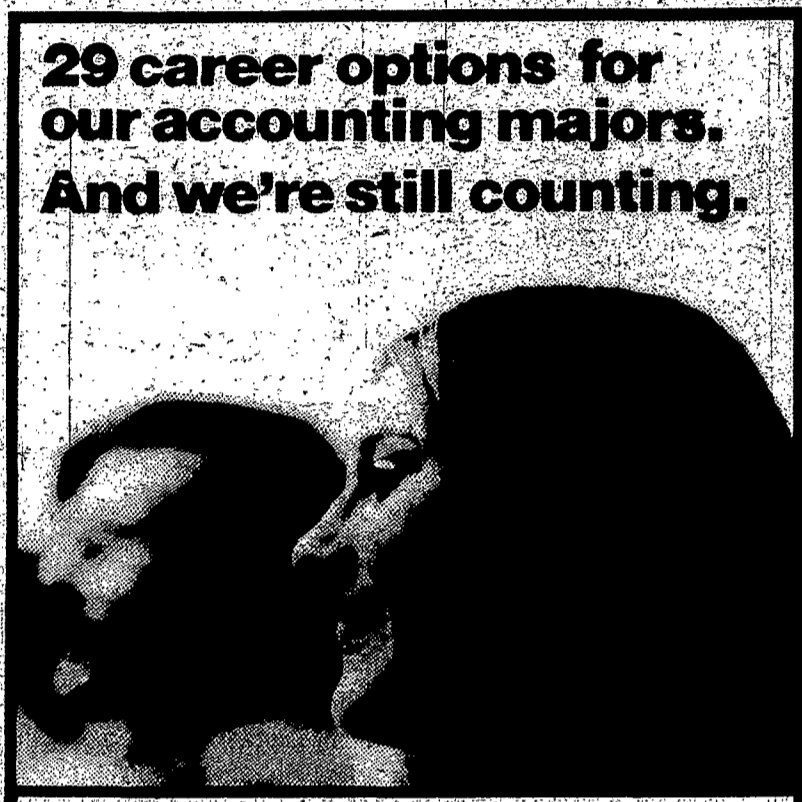
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