

PRACTICAL AND ARTISTIC BASKETRY

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Practical and Artistic Basketry by Laura Rollins Tinsley

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LAURA ROLLINS TINSLEY

**PRACTICAL AND
ARTISTIC BASKETRY**



Plate I. Indian Baskets.

PRACTICAL AND ARTISTIC

BASKETRY

BY

LAURA ROLLINS TINSLEY

Formerly Principal in the Minneapolis Schools



UPPER
CALIFORNIA

NEW YORK

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Basketry in the Public Schools.

FOREWORD.

“Ornamental learning is a thing of the past and industrial and practical development is taking its place.”

It is not the purpose of the author to discuss the advisability of giving to every child an opportunity to unfold the mental, moral, and physical faculties simultaneously, thus giving an ideal and symmetrical education, but to suggest some of the ways by which these desired results may be attained.

There are few who will deny that some training is needed, besides what the child now has, whereby he may be led to think, observe, compare, invent, and classify for himself.

It should, however, be thoroughly understood by the patrons of the public schools that it is not the object of this training to teach their child any one trade. This would be unwise and impossible; but it should seek to give him a

little knowledge of as many sides of industry as possible, and to familiarize him with common substances and their physical properties; to make him a doer, instead of an onlooker, and to teach him to build character, as well as to construct articles of use and beauty.

All educators must admit that many mistakes have been made in trying to solve the problem of putting a child's senses and hands into harmonious relation with his mind.

Perhaps one of the most harmful mistakes possible is giving to young, immature children too difficult or advanced work. It is a serious mistake to give to the child just entering school work that is more suited to his older brother and sister. The result must necessarily be crude and unsightly. He can but feel that he has failed, and consequently he loses interest. Give him something that he can do well, and then require some standard, some degree of excellence. When this is reached introduce him to something higher, thus leading him from one success to another.

In all work the quality and not the quantity should be considered. This does not mean that we should expect perfect results; but it does mean that poor work should not be praised. The child will usually estimate his own work correctly, although he may not be able to see