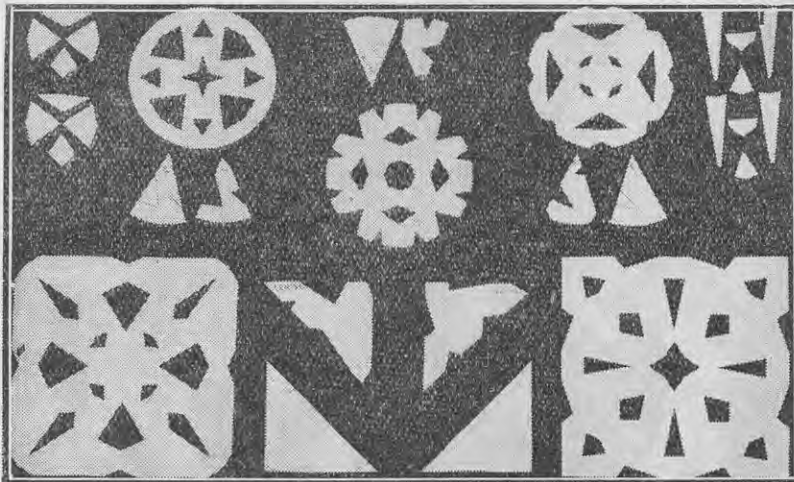


## PAPER GAMES FOR CHILDREN



[Green and Hahn Ltd. photo.]

wide and 16in. long; fold it across the middle widthwise, fold it in half again, making four thicknesses, and repeat until there are 16 thicknesses. Then cut the paper as shown in the illustrations, making a chain, a row of bells, a row of candles in candlesticks, of dolls, little men, pots of flowers, swans, cats, anchors, or teddy bears. The illustrations below show the process quite clearly, though skilled strip cutters do not always draw the design as shown, but cut "out of their heads." Notice the place where there is no cut to ensure continuity of paper—for example, the edge of the pots, the

beak of the swans, or the arm of the teddy bears and dolls.

The designs shown vary in complexity. Strip cutting in its more elaborate stages is an art which belongs chiefly, it seems, to fathers and grandfathers, judging from the comments received from many quarters as the work of producing these illustrations proceeded. Reminiscences have poured out, mostly beginning with: "I can remember my dad (or grandad) on many a winter's night amusing us all cutting out strips like that. His invention seemed endless. The floor would be knee-high round him with

discarded paper. There were some designs we were always asking him to repeat. We used them for Christmas decorations. It is one of the best and most vivid memories of my childhood."

### Has the Art been Lost?

The illustrations shown were made by several adults, including the parents of young families. They may be criticised on the score that they set a standard beyond an ordinary child's achievement. When ideas of what can be done by paper cuts are being given, as in this article, they need to be as closely and as skilfully representational as possible. That is the best way of conveying an idea from one adult mind to another or to a child's mind. The ideas suggested must be clear.

It is not expected that the child will produce something of like standard, at any rate at first, though with practice really skilled work is achieved. As the child already has ideas in his mind of the object he wants to cut or tear, he easily accepts his own results. They and the ideas in his mind match, however different they are from the adults' conception. Here ideas are really being given to the adults, who may or may not show the pictures to the child. It is the parents whose imaginations are to be kindled to develop all those potentialities and recreational skills which will keep them longest able to lead and beckon their children on the many rich avenues of adventure, of creativeness, of fun making, humour, and comradeship.

### Acknowledgments

"The Kindergarten Children's Hours," Part 2, by Maude Nash.  
 "Home Training for Young Children," by H. M. Heaton.  
 "The Dryad Quarterlies" (England).

