

I have not reserved space for full details of Prof. Tadd's methods in this department, preferring to give more fully his basal ideas and methods, because they differ so radically from all others. These methods are carried into the more technical work, and produce results that could not be attained if the foundation had not been laid in free-hand drawing, clay modeling and wood carving. For example, he requires that all pupils in the constructive departments should work at intervals on the blackboard. All the ordinary geometric forms and simple constructions should be drawn full size and freehand, until memorized. Sketches should also be made of architectural details, plans and styles, and the forms should be repeated and modified many times.



FIGURE 1. New Methods in F. L. Tadd.

Pupil L. Sections Free Hand

"Our course in mechanical drawing," said Prof. Tadd, "includes the ordinary course in most schools, the study of mechanical perspective, and of the architectural styles, and some designs and construction. In education (where we must consider the development of the esthetic principles, as well as the practical elements) such a course will be found more constructive than the usual one-sided and totally mechanical course. The teacher should strive to give a thorough understanding of the principles of mechanical drawing, but should not enter into a lengthy and detailed discussion of machines. Parallel and angular perspective are dwelt upon at length, architectural styles are similarly treated, and architectural design and construction are discussed. Our object, at this stage, is not to make draftsmen or architects, but to open up the minds of the pupils to the immense possibilities and the intrinsic beauty of the subject. This course will be as valuable to one desiring to devote his life to fine art, as to one who