

Although the glass plane may be useful for confirming the principles of perceptive, the student should now endeavor to do without such mechanical aid, as *the important object is to train the eye to recognize the direction of lines and the proportion of masses*. To attain this result, let us place the drawing-board again in the first position. Now hold the pencil horizontally about fifteen inches from the eye, bringing it into line with the nearest corner of the board, thus representing the lower edge of the opening in the card. It is now necessary to judge the angles formed by the two near edges of

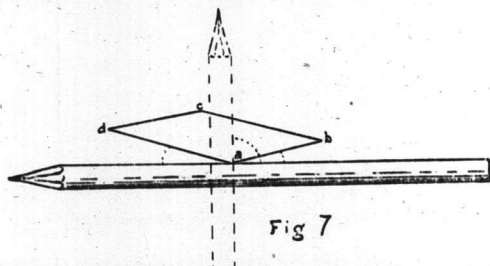


Fig 7

the board with the pencil (Fig. 7). A good way to do this is to hold the pencil alternately horizontally and vertically in line with the point *a* until the proportion of the angles, as compared with a right angle, be realized (Fig. 7). To commence the drawing, place a horizontal line on the paper, to represent the lower edge of the opening in the card, or the upper edge of the pencil. At a convenient position on this line mark a point to represent *a*, and from this point draw lines right and left forming angles with the base line equal to those observed over the pencil, and representing the direction of *ab* and *ad*.

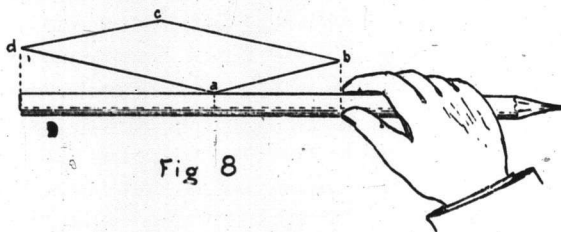


Fig 8

The next step is to obtain the comparative lengths of *ab* and *ad*. Holding the pencil horizontally again in the right hand, place one end in line with *d*, and bring the thumb in line with *b*. Then by noting the spot on the pencil opposite *a*, the lengths of the lines may be compared, and transferred to the paper in any proportion required (Fig. 8). To obtain the point *c*, lines may be drawn from *b* and *d*, converging slightly with *ad* and *ab* respectively. The amount of convergence may be tested by again hold-

ing the pencil alternately horizontally and vertically, and comparing the distance *ac* with *bd*. If it be required to represent the thickness of the drawing-board, vertical lines should be dropped from *d*, *a* and *b* to the required thickness, noting that those from *d* and *b* will be shorter than that from *a*, so that the lines joining the lower ends of these will

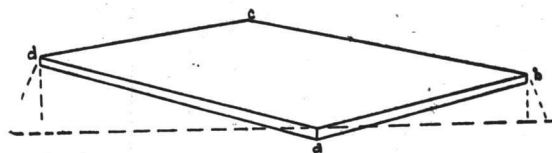


Fig 9

converge slightly with *ad* and *ab* (Fig. 9). It is well to note here that it is a very common error to draw the three short lines splayed at the lower ends instead of vertical. This will be dealt with, however, in a future article.

Useful practice can now be obtained by placing the board in various positions, and drawing it, afterwards comparing the drawings with tracings taken from the same point of view.

Punctuation buttons are being used with considerable success in Indiana schools. The buttons are given to the children at the beginning of the school month, and they are worn by each pupil until he is absent or tardy, when they are forfeited until the beginning of another month. The buttons are not worn for ornament, but to influence the subconsciousness of the child to the end that he may learn the lesson of punctuality and live up to it always. These buttons worn about the homes have aroused many indifferent parents to become interested in the schools and the education of their children.

October is the month that seems
All woven with midsummer dreams,
She brings for us the golden days
That fill the air with smoky haze;
She brings for us the lispings breeze
And wakes the gossip in the trees,
Who whisper near the vacant nest
Forsaken by its feathered guest.
Now half the birds forget to sing,
And half of them have taken wing,
Before their pathway shall be lost
Beneath the gossamer of the frost;
Now one by one the gay leaves fly
Zigzag across the yellow sky;
They rustle here and flutter there,
Until the bough hangs chill and bare.

—Frank Dempster Sherman.