

"The success of the teacher lies in creating this atmosphere of close attention. True expression, or beautiful expression, must follow according to the inherent power of each individual. Teaching must stimulate observation, but the expression of what has been seen should be largely a free act on the part of the pupil."

"It is of the utmost importance in teaching beginners to build on their self-activity as a basis. If children are permitted to give free expression to this activity in their first drawing, the signs of spontaneity and joy are obvious enough."

"There is a public sentiment now for better art instruction in all parts of the state, and at the present time the mechanical side does not have to be brought forward as an excuse for the rest. People desire the most beautiful."

"Perhaps the reason for the marked improvement in the primary grades is that there the children work more freely. The right plan, it seems to me, is that the child should begin with free expression of his crude ideas, and improve them by adding knowledge to knowledge year by year; and that his sense of beauty should be definitely trained, so that his idea may be expressed, not simply with more knowledge, but with greater beauty."

The principles advocated in these extracts seem to agree exactly with those underlying our proposed course in drawing. The teacher who would start aright would do well to read them two or three times, so as to reach their real significance.

Outlines of a Course in Drawing.

(Continued from March REVIEW.)

GRADE V.

(a) *As an aid to Language.* Continued as in Grades II. and III.

The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.—"playing ball," "fishing for trout," "snowballing," "what I saw on my way to school," "the hay-makers." Drawings in mass of animals and children in interesting attitudes. Here appropriate colors will greatly improve the effect.

(b) *As an aid to Nature-Lessons.*

Plants—thistle, horsetail, iris, wood-sorrel. Animals—sheep and goat, turkey and goose, salamander, beetle, butterfly. Analysis of leaves and flowers for color schemes.

(c) *As an aid to Mathematics and Geography.*

Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal Drawing Lessons.*

Study of good copies of famous paintings. Exercises in complex curves on blackboard—occasionally with both hands. The most elementary principles of free-hand perspective—the circle and the cube in different positions. The study and reproduction of historic ornament.

GRADE VI.

(a) *As an aid to Language.* As in Grade V. (a).

(b) *As an aid to Nature-Lessons.*

Organs of the human body—hands, feet, ears. Plants—lady's-slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of color in natural objects.

(c) *As an aid to Mathematics and Geography.*

The measurement of angles and lines. Plotting. Geometrical figures, and simple geometrical problems. Map-drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.

(d) *Formal Drawing Lessons.*

As in Grade V. (d), but more advanced. The idea of type forms developed from the study and drawing of simple objects.

GRADE VII.

(a) *As an aid to Language.*

As in Grade V. (a). Special attention to the drawing of the best buildings and landscapes of the section.

(b) *As an aid to Nature-Lessons.*

Structure of bones and muscles, eyes. Plants. Animals—spider and web, kingfisher, squirrel. Analysis of beautifully colored natural objects.

(c) *As an aid to Mathematics and Geography.*

Plotting. More difficult geometrical problems. Map-drawing—Europe. Working drawings.

(d) *Formal Drawing Lessons.*

Object drawing. Freehand perspective. Decorative design. Study of tints and shades.

GRADE VIII.

(a) *As an aid to Language.*

Occasional practice in pictorial sketching.

(b) *As an aid to Nature-Lessons.*

Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons.

(c) *As an aid to Mathematics and Geography.*

Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.

(d) *Formal Drawing Lessons.*

The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative design. Complementary groups of colors in design.