

Drawing is one of the most efficacious means of Education, and is of the deepest importance, especially for childhood.—FROEBEL.

A recognition of the importance of Drawing in practical life is the moving cause of the endeavors made at the present day to reform this branch of education, endeavours which concentrate chiefly around two points, the introduction of drawing into all schools, *and into all their classes*, and the raising of Drawing to be a real subject of teaching; the obtaining of a method answering to the requirements of modern pedagogy. "The necessity of seeking the first elements of drawing was demonstrated by Pestalozzi." "Froebel sought the first elements of drawing and found them."

But drawing has hitherto been taught almost exclusively by artists; who, if they knew Pestalozzi or Froebel at all, only knew them by name so that the ideas of these two masters of pedagogy have never been carried out or at least have only been turned to account in the Kindergarten.

The Designer of this Drawing Course, while incorporating the Froebelian principles has had chiefly in view the wants of the children from 5 to 8 years of age, and the necessity of a drawing book which *would not require in the teacher much previous preparation*, **THUS FOR THE FIRST TIME MAKING IT POSSIBLE FOR DRAWING TO BE TAUGHT IN EVERY SCHOOL.**

He believes that the advantages of the system may be succinctly stated:—I. The hand and the eye are gradually but surely trained to appreciate the *sizes* and *distances* of

objects, and then to represent them with fidelity by drawing. II. By the observation of symmetrically arranged figures, the sentiment or feeling of *Beauty* becomes developed in the mind of a child, laying a foundation on which he may afterwards build a correct taste in all matters relating to form and outline. III. There is opened a wide field for the instinct for drawing and construction, so natural in a child; extending and strengthening his power of imitation, and preserving him from weariness and disgust by the INFINITE VARIETY OF OBJECTS PRESENTED. IV. By means of this kind of drawing, the child acquires certain conceptions of geometrical forms, which are likely to be serviceable to him afterwards in school and in private life; such, for instance, as true ideas or notions of right lines, right angles, acute and obtuse angles, perpendicular and horizontal lines, diagonal and parallel lines, squares, rhomboids, triangles, pentagons, octagons, &c.

As the first attempts will naturally be imperfect, it may be remarked that the Teacher should discourage the use of *India Rubber*. By attention and application, the child will learn to perform the task set before him, and will soon be able to avoid such mode of hiding faults as is implied by rubbing out. It is better to leave some of the defects uncorrected, than to indulge the youthful draughtsman in a belief that an easy mode exists of getting rid of his own carelessness or want of skill.