

INTRODUCTION.

THAT it is practicable to teach drawing in the public schools is no longer a matter of doubt; and that the study is one of great industrial and educational value, when properly taught, no person, who has carefully investigated the subject, questions for a moment. The drawing, however, must be wide in its range, rational, and systematic. It must be much more than simple copying: indeed, it must be, in the main, something wholly different from that; and it must be much more than picture-making, — even good original picture-making. Those who think otherwise sadly misapprehend the scope and value of one of the most practical studies.

It will be observed, as characteristic of this course of drawing, both in its primary and advanced grades, that the picture-element, as such, is almost entirely excluded. The author is well aware, that, in excluding many pretty things which have usually been considered proper for drawing exercises, he sacrifices something of superficial attractiveness; but he omits them because the best artistic, practical, or educational results cannot otherwise be produced. He excludes them from even this primary course, because he would here lay a sound basis for more advanced and severer work, when pupils reach the grammar