

Drawing for the Lower Grades — No. I.

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INTRODUCTORY.

Drawing is often looked upon as needing special talent. This is not so. In any class the same variations with regard to quality of work exists as in any other subject. When it is more freely recognized that drawing is an extremely useful factor in general education, it will be found that it can be taught as systematically and gradually as arithmetic, reading or writing. To obtain the best results,

teacher, by sufficient preparation and the adoption of good methods, can produce results which will adequately repay for the time and labor spent. The subject may be taken up in various forms, such as free-hand drawing, free-arm drawing, mechanical drawing, geometrical drawing, and color work, either as brush impressions or brush work, etc. Where time and sufficient funds for material will permit, a course comprising the whole would naturally be the ideal one, but there are many schools in which pencil, paper and ruler are all that can be obtained, and on request of the editor on behalf of the teachers of such schools, the writer

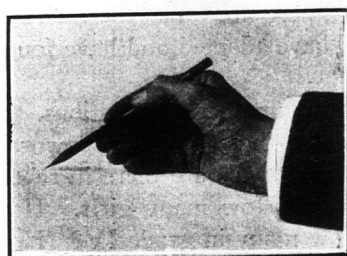


Fig. 1.—Position of hand at beginning of line. Taken from the left.

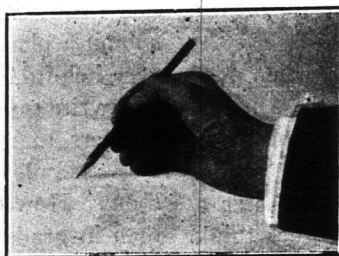


Fig. 2.—Position of hand at middle of stroke. Taken from the left.

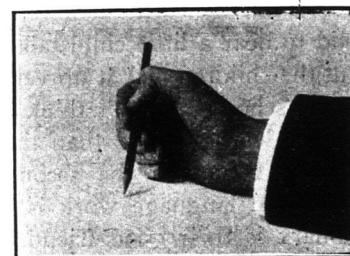


Fig. 3.—Position of hand at end of stroke. Taken from the left.

drawing must be taught intelligently and methodically, otherwise it becomes uninteresting and useless to the pupil. The old plan of giving out copies to each child, and the teacher giving individual attention, has long been discarded by the best teachers. Collective teaching from the blackboard has so many advantages that they scarcely need repeti-

tion; the great saving of time through teaching the whole class the same thing at the same time, the demonstration of proper methods of procedure and reasons for steps taken, the easy correction of errors, and the fact that the pupils are stimulated to try to imitate the teacher's work, are sufficient reasons for the adoption of this method. It is not absolutely necessary for the teacher to be an artist. Any

will endeavor, in the course of a few articles, to throw out some suggestions for a combined course of freehand and ruler drawing for young children. The teacher should bear in mind that the aim of the work is to train the eye to see correctly, and the hand to reproduce what the eye sees. The former

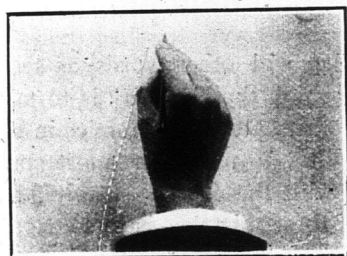


Fig. 4.—Position of hand for horizontal work. Taken from above.



Fig. 5.—Position of hand for oblique line—left to right. Taken from the left.

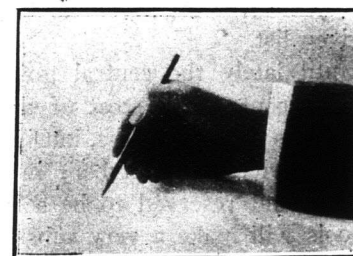


Fig. 6.—Position of hand for oblique line—right to left. Taken from the left.

is the more important, as it cultivates a sense of proportion; for the most beautifully lined drawing would be worthless if it did not give a correct idea of form. It is also more difficult to attain than skill in execution, and consequently all sorts of devices have been used to produce a drawing like the original. Practice, however, will overcome this difficulty, and the teacher should therefore see that

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