

the pupil. Observe that the body and pedestal of this vase are not joined, as in Fig. 5, but that, in the present case, an elliptical curve indicates the junction. The distinction here made in the drawing of these two vases is worth noting and remembering.

If your school is not already provided with models representing the geometrical solids, you can, if you possess a little ingenuity, make some of paper, which will answer your purpose tolerably well. Remember, that if your pupils copy the drawings in their books, without understanding the principles of perspective which they illustrate, it will prove a very stupid and profitless exercise, — hardly any thing more so. Now, all the principles of perspective involved in the drawing of these Greek vases and tazza may be illustrated and explained by means of the cone and cylinder, those much simpler forms. The vases and tazza you may not be able to secure; but the geometrical solids any one can have in his school, if he will. With these solids children should be made as familiar as with common household objects.

It will be seen, that by giving the pupil forms to be completed, as in these figures, we graduate the difficulties of perspective, making the advancement of the pupil comparatively easy, provided he masters each difficulty in its order. Though the ascent be gradual, a high elevation is at last attained. Perspective simply needs the same rational treatment which is accorded to other school studies.