

For the REVIEW.]

## Outlines of a Course in Drawing.

### GRADE I.

(a) *Drawing as an aid to language.*—Free illustrative sketching from copy, memory, and imagination.

Show pupils good outline pictures of simple objects, of scenes, of scenery. Teach them to tell what such pictures express. Make on blackboard in presence of pupils outline pictures of familiar objects, such as a kitten, a boy with a flag, a hill with house on top, a tree half way down, and a boy running after his hat. Let the pupils copy these pictures and make original ones.

Encourage all honest effort, and criticize mildly even the poorest. To improve the drawing, lead the pupil to re-examine the object more carefully, so that brain, eye and hand may work better together.

Occasionally use colored crayons and have the pupils use colored pencils.

(b) *Drawing as an aid to nature lessons.*—Let every nature lesson end, when possible, with an illustrative drawing of the object studied.

This will lead the pupils to observe and examine with greater care and render the impressions more lasting. Outline drawings of animals, trees, leaves and fruits, most interesting to children, are appropriate for this grade. Sometimes this work may be done in color with the brush, using diamond dyes.

(c) *Formal drawing lessons.*—A half-hour lesson once or twice a week.

When convenient let the pupils model in clay or putty some simple object, and afterwards make a picture of it.

For manual drill let the pupils draw circles and curves on the blackboard.

They should occasionally, in symmetrical exercises, use both hands at the same time, and sometimes the left instead of the right hand.

All the drawings should be large. Much injury is done to children and time is wasted in striving for minuteness of detail and accuracy of finish, before the eye and hand are sufficiently developed.

In small country sections, or in schools where the teacher has but one grade and not too many pupils, stick and tablet laying, also paper cutting and folding should be practised. A series of such exercises will develop the idea of symmetry and be the best preparation for original designing.

Good teachers will, at this stage, be sparing in the use of technical terms.

Young children should always draw from interesting objects. Type forms represent abstractions which should not be used until the pupil has reached them by his own generalizations.

### GRADE II.

(a) *As an aid to language.*—Encourage and help the pupils to illustrate simple scenes and events by pencil sketches.

Excellent selections in literature suited to this grade are now attainable, such as fairy tales, etc. Pupils generally will take much pleasure in pictorial representations of them. Their attempts at first will be crude, but experience has shown

that the great majority of pupils will improve rapidly, that their conceptions will be made more vivid, and consequently that the constructive imagination so useful in the study of history and geography will receive proper development.

(b) *As an aid to nature lessons.*—As in Grade I.

More difficult objects and some detail; simple grasses and flowers, using water colors. The leaves in the various stages of its growth. The cow or horse and the dog from memory.

Let the pupil be asked to observe these animals carefully wherever he can, and then make a memory drawing of them in school. Point out mistakes and let the pupil correct them by renewed observation until the work is fairly good.

Trees—characteristic foliage of spruce, oak or beech, poplar or elm. Apple on branch with leaves.

(c) *As an aid to mathematics.* Teach the pupils to draw a straight line accurately from one point to another, using a ruler. Draw parallel lines.

Number work may be made more interesting by having the the pupils make pictures of a given number of birds, apples, etc., by making them divide a line or any regular surface into equal parts to illustrate the nature of fractions, halves, fourths and eighths.

(d) *Formal drawing lessons.*—Two half hours a week. Continue modelling and manual drill on blackboard, with ornamental curves.

Construct with colored paper an historic border. Represent it by a drawing. Vary the pattern.

### GRADE III.

(a) *As an aid to language.*—As in Grade II. (a).

Excellent copies of masterpieces of art may now be obtained at so small a cost as to place them within the reach of the poorest school.

Before studying and discussing the pictures appropriate for this (or any other) grade, the pupils should see and examine as many as possible of the objects mainly represented, clouds, forests, mountains, rivers, lakes, ravines, animals, churches, etc.

(b) *As an aid to nature lessons.*—As in Grade II (b) but somewhat more difficult.

Cat, rabbit, hen, duck, herring, trout, the parts of a flower, a turnip and potato, leaves.

(c) *As an aid to mathematics and geography.*—Drawing squares and rectangles of given dimensions. Dividing them into square inches. Measuring distances in the classroom and representing them by lines one quarter of an inch to a foot.

Drawing a correct plan of the school-room and of the play-ground.

Division of lines and surfaces into thirds, sixths and twelfths.

(d) *Formal drawing lessons.*—More complex ornamental curves copied and original, on blackboard.

Borders formed by repetition of flower forms.

### GRADE IV.

(a) *As an aid to language.* Continued as in Grade III (a).