

## HINTS TO THE TEACHER.

This book is an outline of the course for pupils in the Third Reader. The objects of the previous limit are reviewed and in addition the cone, the square pyramid and the triangular prism. The cylinder and cube are drawn in more difficult positions, as shown on the pages devoted to their drawing: If the pupils have studied the course as outlined in the two previous books, they will have developed a power of observation that will make future work a pleasure.

In the previous grades exactness of representation could not be insisted upon unless at expense of naturalness and freedom. In this grade the teacher should be more exacting, as the pupils have arrived at an age and experience that they can understand the explanations of correct principles. It is in this grade that the work of the previous years will begin to manifest itself. The pupils now have a fairly intelligent appreciation of a picture, and common objects should be grouped so as to express some meaning beyond the mere suggestion of the objects themselves.

All drawings should be from the observation of the objects, not from pictures. Pictures shown in the book are not to be copied unless as an aid in seeing the actual object. Teach pupils to see objects for themselves and then the expression by a drawing is easy. Composition writing is not taught best by having the pupils copy the essays of some one else first. After some progress has been made in expressing their own thoughts in their own way, pupils are then in a position to profit by the study of the language of the best authors. In drawing, after the pupils have learned to see and to express the simple objects, they may profitably study the pictures of others. The pictures in newspapers, magazines and books should

be studied. It is wonderful how much pleasure, delight and inspiration may be derived from a study of the pictures that are within the reach of nearly every child. Some pupils may not have such favorable opportunities for examining even the most common and inexpensive pictures, such as found in the newspapers and magazines. What a delight and pleasure it will be for the specially favored pupils to show to their less fortunate schoolmates the pictures that they may have. What a beautiful moral lesson may be taught in this way.

Pictures from papers may be pasted in a scrap-book or large portfolio, that may be used for reference just as a large dictionary is used, or some may have individual scrap-books.

Picture study is valuable in other lessons besides Drawing. In fact, pictures are necessary in the study of Literature, Geography, History and Natural Science. The study of a picture forms valuable language exercises, and a written description of a picture may be used as an exercise in composition. Current history may be read in the pictures in the newspapers if properly arranged.

The drawing of some natural forms are asked for. If the study and drawing does not seem practicable, the space may be devoted to something else of benefit to the pupil. Some of the following may be profitably studied: cat, dog, sheep, cow, horse, hen, goose, turkey, cricket, grasshopper, potato-bug, house-fly, butterfly, caterpillar, spider.

It is hoped that the directions, questions and drawings will be found full enough to direct every pupil and teacher, and yet elastic enough, so as not to hamper or destroy their individuality.

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