

## SUGGESTIONS TO TEACHERS.

**T**HE motive in picture study should be to lead the children to feel that a picture is a form of language,—that it speaks a certain story. They should also be led to realize that a written story or poem is a word picture or series of pictures.

To accomplish this attitude of mind in the children, activity is necessary. An excellent method is to encourage picture making by letting one of the children who has something to tell arrange his mates in positions which express his thoughts. The other children then read the thought and give it in words. They quickly discover that to preserve the thought it is necessary to write it on paper or to draw or paint it in a picture. Their minds are in the picture attitude and they are then ready to interpret the pictures they find in books, in language of their own before reading the text.

After having composed pictures of their own imagining, the children will be interested in imitating the artist's picture,—in being the persons or things represented. They very quickly decide whether or not they care to be certain persons or to act in certain ways, and they consequently develop as intelligent a basis for liking or disliking a picture as for liking or disliking something which they read.

In this way the children will learn the value of details, as they learn the value of the varying qualities of voice in speech. They will be interested in the season represented, in the time of day, in light and shade, in the use and beauty of straight and curved lines, as well as in the artist's manner of arranging the figures or objects in the picture. They will also be interested in trying to draw certain objects which they find in the picture or in modeling them in clay, or cutting or tearing them from paper, and in writing short sentences about them.

Picture study, if pursued in this way, cannot fail to build a broad and practical foundation for a more thorough study of composition and balance, of color and harmony, which will make every boy and girl a lover of the beautiful and a wise critic in the world of art.

"Picture study should be taken seriously," says James Frederick Hopkins. "The effort is not for amusement, entertainment or decoration alone; it is an aim and a purpose, larger, broader, and more dignified than any of these. Picture study is with us, if we read the times aright, because the influence of art reproduction is a vital power in our daily life. We should be doing only half our duty by the boys and girls if we withheld from them this art life, which is in very truth their legitimate inheritance. Those who admit that gems of literature belong by right to the public school scholar will have difficulty in arguing that pictures, the world's gems of art, shall not find their place in the schoolroom."