

Drawing for the Lower Grades. IV.

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So far the suggestions in these articles have dealt chiefly with lines and simple forms. It is now time to apply these principles to common objects. The first plate will give an idea of how this may be done. The objects shown are based on the square

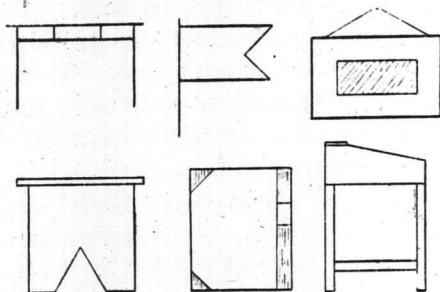


Plate 1

and oblong, and it will be noted that they are all *in the flat*; that is, no attempt is made at perspective. It will be readily understood that in the early stages this is far better than to attempt pictorial representations requiring vanishing lines, etc.

After the difficulties of the straight line have been overcome, curves can be introduced. The simple curve, or portion of a circle, will naturally come first. The arcs should not be too small, but rather large sweeping curves which will require to be made up of several strokes as in the straight lines, though it will be found that the strokes will be longer than in the case of the straight lines, as the wrist is brought more into play in the curves, giving a much greater freedom of movement.

In teaching the elements it will be found advantageous to draw the curves about straight lines placed in various directions. (Plate 2). This will

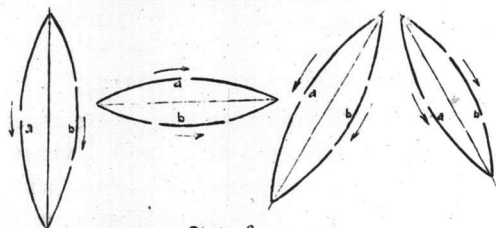


Plate 2

assist in showing the points for starting and finishing, and the amount of *swell* to the curve. The pupils will here probably find out for themselves that the lines curving towards the hand are more difficult to draw than those curving away from the hand, and that the former require more strokes to make up the curve than the latter. (*a* and *b* plate 2).

As soon as the elements have been taught, they may be incorporated in various designs. A few of these may be given by the teacher, and then the chil-

dren may be allowed to make their own. This tends to interest the children, and also exercises their powers of invention. A few simple designs are given on plate 3. Others will readily suggest themselves to the earnest teacher.

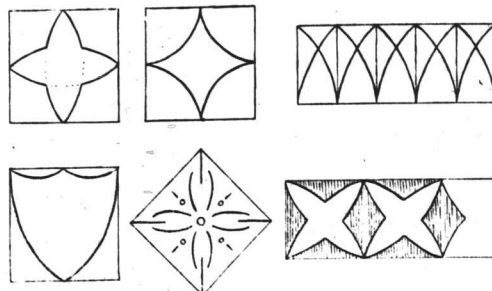


Plate 3

Another device for securing further interest, and thereby better results, adopted by many teachers, is to allow the pupils to color their designs with crayon. After the designs, the children may be required to draw common objects, whose outline consists of the curves described above, or a combination of curves and straight lines. Some suggestions are given on plate 4.



Plate 4

The next stage will consist of double curves. These may be practised first with the halves of the double curve equal, and in all positions, next with unequal portions. (Plate 5). After this will come



Plate 5

curves which are portions of the ellipse and oval. These are much more difficult for the eye in judgment, as the various parts of the line do not curve regularly, but vary in flexure. The actual drawing, however, is really no more difficult than in the arcs of the circle, especially if care be taken that the pen-