

**Drawing for the Lower Grades. VI.**

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Before proceeding with the lessons in freehand drawing, it may be well to point out a few of the faults to be looked for, with a view to their eradication. Probably the most common is for some of the children, especially those with short fingers or chubby hands, to fall back into a habit of drawing the lines in little bits, with a kind of painting stroke, with the result that the line is drawn thickly, and lacking that pleasing freedom of curve which we have been endeavoring to attain. The only way to cure this is to insist on the proper method of holding the pencil, and give frequent drill exercises as

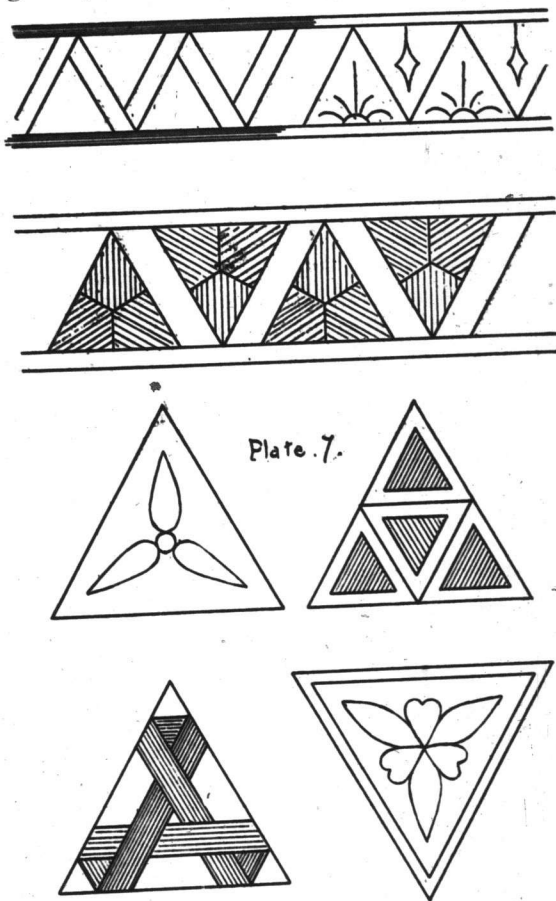


Plate 7.

suggested in an earlier article. In the worst cases, the children should be required to note the positions of commencing and finishing the desired line, and then to pass their hands, while holding the pencil correctly, several times over the course before marking the line. This tends to bring the fingers more under control, and makes the hand and eye work better together. It also cures another fault, that of excessive use of the eraser. If the children are allowed to use the eraser too freely, they are inclined

to become careless in their work. They should be taught that when a line is drawn it should not require alteration, and must remain. This causes them to think where it must be placed, and inspires both confidence and carefulness. Another fault, and one that is only too common among teachers, is, in the case of balanced copies, to draw the *whole* of one half first, and then "draw the other half like it." This is a most mischievous plan and should never be countenanced. Of course, if the copy consists of a single curve on each side, there is obviously nothing else to do. The above remark refers to more intricate copies, where each separate line or curve should be drawn and balanced before drawing the next.

The last article dealt with the drawing of triangles. The freehand drawing of these should follow, and the incorporation of them in design, as in the case of the square and oblong. The pupils may here be taught how to divide a line into three or six equal parts without actual measurement. In the first case, if AB be the line to be trisected, place a finger of the left hand on the line at the same time with the pencil, which is to mark the first division. (Fig. 18). By this means the

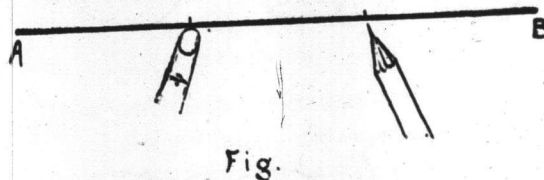


Fig.

equality of the three parts may be seen at a glance. In the case of six parts, first divide the line into halves, and proceed with each half as above. Some suggestions for design based on the triangle are given in Plate 7. The simpler ones may be repeated to form borders, and, if satisfactory, colored with crayons.

On returning once more to the drawing of objects, it is necessary to again refer to the various curves—portions of circles, ellipses and ovals, single and double. The children should be taught to analyse these, and commit them to memory, so as to recognize them at a glance. They will then be able to draw difficult curves in one stroke, and not have to break off repeatedly to take another look at the object. The teacher will require some discretion in the choice of objects, and also in the blackboard copy to give an easy rendering, not following unnecessary detail too closely, but rather looking after the long sweeping curves to be found in the outline. Plate 8 contains some exercises selected to