

Drawing Lessons for School Children

NOTE FOR GRADES I, II, AND III.

A mistake in the printing of last week's lesson made the date when the drawings from Grades I, II, and III are to appear, Feb. 2, instead of Feb. 22, as it should have been.

The drawing of the little girl climbing the stairs was tilted back. Naturally in climbing the stairs her body would lean forward, but the plate has been pushed up at one corner so that the stairs appear to slant, and her body is too straight.

Do not forget to put the name, grade and school on your drawings. Frequently good drawings are sent in without the name of either pupil or school, and no credit can be given where it belongs. Be sure yours is not one of these.

SIX BEST IN GRADES IV, V, AND VI.

1. Robbie Harvie, Grade V, Lorne avenue school.
2. Irene Aitken, Grade VI, Victoria school.
3. Rhea Westell, Grade IV, Rectory street school.
4. Constance Bowman, Grade VI, Talbot street school.
5. Barbara Cushman, Grade V, Empress avenue school.
6. Jack Chapman, Grade IV, Empress avenue school.

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2. Jack Chapman, Empress avenue school.

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2. Barbara Cushman, Empress avenue school.
3. Verma Wellman, St. George's school.
4. Chester Fysh, Simcoe street school.
5. Harolene McCorquodale, Victoria school.
6. Mary Foster, Lorne avenue school.

SIX BEST IN GRADE VI.

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2. Constance Bowman, Talbot street school.

CRITICISM ON BOOKMARKS BY GRADES IV, V, AND VI.

Please read the lessons more carefully and follow the instructions to the letter. There were many indications

that your last lesson had not been read carefully by some of you, for a few things that you were warned not to do you deliberately proceeded to do. Don't you think it rather a waste of time to be careless? Each lesson should take you one step higher in knowledge and power, and it could not fail to do so if you made the utmost use of it. It might be ever so small a step, but gaining, gaining, all the time, just think what a distance we would go upward in a year's time.

Much of the work sent in was excellent. There were at least 25 that were quite good enough to be reproduced, and it was a difficult matter to choose the six best. There were a few others as good as the fourth, fifth and sixth, but where two drawings are equally good, preference is given to a junior grade, or to a school not already represented.

Notice how very simple these are that were chosen for reproduction. When you planned your bookmarks, the very first thing to be thought of was the best shape and proportion to suit the purpose for which they were intended. Anything that would tend to make them less useful was to be avoided at the very beginning.

Books are usually longer than they are broad; therefore, a very wide bookmark was out of keeping and awkward. What we really needed was something that would slip easily between the leaves of a book and remain firmly there until it was necessary to remove it. Therefore the plainer the edges, the less likely it would be to catch and tear the leaves of the book. That is surely very clear. Yet some were sent in too broad to be either beautiful or useful, and ever so many had awkward points to catch and tear the leaves and interfere with our teachers, when we wished to mark a place in a hurry.

One otherwise nicely made was in the form of a star, and a very objectionable one, without a name, was a crescent, with an ugly face between the points. The boy or girl who made it evidently did not agree with me in preferring something beautiful to something odd, but ugly.

There were one or two diamond-shaped ones that might have had the points, especially at the sides and top, ever so slightly rounded, to advantage, both as regarded beauty and use. Having considered the outside shape from these requirements the next thing was to consider the tongue from the same point of view.

A tongue too short would be likely to slip off the leaf, and allow the mark to drop out. Too narrow it would be flimsy and likely to break. Too wide in proportion to the whole would leave the outside weak and liable to double up or break. All of these mistakes were made. One of those reproduced is deficient in the last respect, but other good qualities made it desirable that you should see it.

Some arranged the tongue in such a way that when in use, the mark would project so far beyond the book cover that it would be sure to be broken or pushed out.

Do you remember that you were told that the outside of the opening around the tongue should, in every case, be severely plain. Such a number of you made up your minds that this must be a mistake, for you made it a series of scallops, as tiresome a road for the eye to travel as a road full of pitch holes would be for a horse and the occupants of a cutter.

In some, the tongue itself was too deeply indented. Winnifred Pearson's shamrock made an awkward tongue on this account. Otherwise hers was very pretty. One bookmark had a double-pointed tongue. A horseshoe was defective in the same respect.

Veron Cooper was more successful in the handling of his horseshoe, for he turned it the other way, with the rounded point down, cut a simple tongue, and followed the outline with a row of straight-edged openings, suggested by the nail heads. But for these the shoe shape was left solid.

This brings us to the next point to be considered. After having planned shape and proportion of the whole bookmark, and shape and position of the tongue, the next thing to be thought of was decoration.

If it had been planned carefully and the proportions and outlines made beautiful, very little, if any, decoration was necessary, and only such ornamentation as followed the outline of the tongue, the next thing to be thought of was decoration.

If you were grown up you would not like to put a party dress on to go down town to business, would you? Well, our little bookmarks meant for business and should have been dressed properly.

How could you possibly think a lot of holes, punched in any old way, could possibly improve it? Some of you did, nevertheless. A few weakened the tongue, and made it less practical by cutting decorative forms in it. One drew a heart transfixed by two bristling arrows upon his, although he was told to have nothing of that sort. Flowers, unless conventionalized and related in form to the shape of the bookmark, were out of place.

You do not yet feel the importance of relating things to each other to make them harmonious, but you must learn to feel it if you are to make your surroundings agreeable. Fortunately, some people feel this rhythmic relation of things naturally. They know that certain things look well together without knowing why. On the other hand, vast numbers go through the world creating a jarring, unpleasant atmosphere, because they do not understand these things.

The girl who cut the heart-shaped bookmark, and then planned a square on its diagonals within it to thrust its sharp elbows into the sides of that heart, and punished the square for its aggressiveness by placing a cross in antagonistic relations within it, is sure to wear her hair built out in a platform, if that is in fashion, regardless of its becomingness to the shape of her face or head, unless she learns how to relate things agreeably before she is promoted to the dignity of done-up hair.

Quite a number of classes sent in colored cardboard and one class tinted

the paper. They were to have been white or black.

A strand of embroidery silk was quite heavy enough for the cord. Some of you used heavy wool, others used ribbon, both were too clumsy for the purpose.

Please send only eight from each class in future, and only one example from the same pupil.

Many classes sent excellent work this time, but that from Grade VI, Victoria, was unusually good.

The bookmarks sent in were white, but have been blackened by the engraver for reproduction.

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- Bella Thomson, Empress avenue school.
- Gordon Golby, Rectory street school.
- Ethel Hutchinson, Lorne avenue school.
- Alfred Glead, Empress avenue school.
- Vera Lawton, Empress avenue school.

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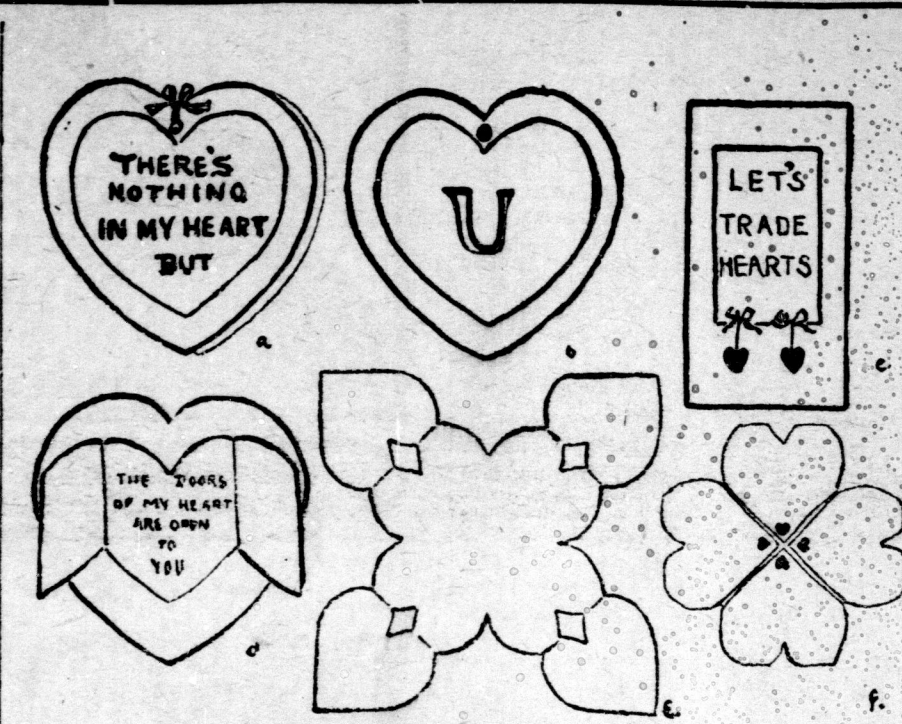
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