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Kindergarten & Primary Drawing Course

Hints to the Teacher.

It is a common experience that children are fonder of Drawing than of Writing, and therefore they will succeed sooner and more easily in giving expression to their ideas by the former means.

The cultivating of these natural powers added to the training of the eye to discern the beauties in nature and art, make the Kindergarten Drawing one of the most valuable means for the training of children.

In order to give steadiness to the pliable fingers, and to accustom the eye to accuracy, we adopt Friedrich Froebel's plan by providing the child with a chequered copy-book and slate.

Even the simplest outline of an object consists of either straight or curved lines; and in order to train children to good habits while drawing, the foundation should first be laid of an accurate execution of the elements, namely of the lines.

Each square on the slate or book represents the unit of size in this course.

The teacher will observe that every exercise in Vertical Lines should be followed by one in Horizontal Lines, so that the hand may be accustomed to the different positions, and that the pupil may learn the rule to hold the pencil at right angles with the line to be drawn. The light must fall from the left side.

At the beginning and on each new combination or design, the Drawing Copy should be taught from the black-board line by line, children and teacher working together. Only one copy should be made on slates. The copies taught thus will be practised in the books.

Every exercise in step patterns should begin first from the left-hand top corner, and be then reversed, beginning at the right-hand top corner. New designs can be formed by increasing the number of lines. Exercises in counting and measuring are afforded by almost every design. In some patterns only a portion of the design could be given, which can be continued as far as space will allow. The child should be led to invent the next design from the previous one. Many intermediate forms are purposely left out in order to leave scope for invention.

In some designs there is only an indication of the elements of more complicated forms, which may be filled in and made prettier. Others can be enlarged or reduced.

The child should learn to combine, invent, and change the forms, also to use the ruler and the inch-measure; in all cases he must count the number of squares in order to find the distance and proportion, so that when he arrives at Freehand and Map Drawing, the eye and hand may be prepared.

This *Course of Drawing* will show how much can be done by small means, how, by progressive exercises, new combinations and varieties appear. It is necessary therefore to go slowly at the beginning, and let the child become very familiar with his material.

Our wish is, that by means of these books children should find pleasure in Inventive Drawing: that it may cultivate the sense of the beautiful, and that it may guide them later on in their more advanced studies and in their daily avocations.