

In succeeding lessons, the next step would logically be to vary the above problem by accenting the corners. The corners may be stepped out or in, the bands interwoven, interrupted by blank spaces or by the insertion of other block forms.

From the modification of the corners we might take the middle of the sides as the next point of possible change, if such seemed desirable.

When designing for circular forms, instead of using squared paper as a foundation, make a net work of radii and concentric circles faintly and erase when they have served their purpose.

We shall also have to consider briefly the matter of surface patterns. These might be suitable for a floor covering (tile or rug), a panel to a book cover, wall paper, etc. In teaching design in the upper grades the pupils should be required to consider the object to be decorated, its material, its use, and the appropriateness of the design.

For some children the making of a unit of design suitable for repetition is a very difficult task. They seem unable to grasp the fact that they have the liberty of shifting the details of a plant form or of changing the proportions, shapes, or sizes of its various parts. To modify and conventionalise they must have something tangible, something they can handle themselves.

Try letting such pupils cut many curved and straight line units similar to those suggested in Fig. III., and group two or more forms in a pleasing and orderly arrangement. When a child seems unable to combine these units, let him begin by tracing one form in a row from left to right, repeating it at regular intervals; then alternating its position by reversing left and right; then upright and upside down, and in



Fig. III

combination with one other unit. Now try to lead them to see in simple plant forms motives that will resemble some of their units. Once their minds are open to correct seeing and imaging, the barrier to original design will be cleared away.

Block units devised by the squared paper method may be used also as a surface pattern exercise with interesting results.

As an exercise for surface patterns we might make an ornamental cover for a Nature booklet. The paper may be coloured, or it may be any manila paper which may be coloured. Lay out the face of the cover as shown in Figs. IV. or V. Design a unit to fit the plan; repeat it to make the pattern; colour the pattern, using a group of hues, much dulled, and exhibiting but little contrast. When finished the design as