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DRAWING IN THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO.

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THE foundation of this subject as part of the programme of studies in our Secondary Schools dates back for some time. It was, I believe, an outcome of a movement which passed through Ontario during the Governor-Generalship of the Marquis of Lorne, and to which also may be ascribed the origin of a number of very efficient Art Schools as well as the temporary heightening of the public sympathy in matters of art generally. It was expected that the work prescribed in this department would give a practical training to the pupil, and at the same time open the mind to such artistic conceptions as would be beneficial to himself and to the rest of the community. Sufficient time has now elapsed to enable a competent critic to obtain a fair judgment of the worth of such an expectation and of the means adopted to accomplish its fulfilment, and it must be with considerable misgiving that he regards the success of either of the two aims proposed. Under the present conditions the practical training

is almost useless as far as art is concerned, and frequently resolves itself into an extravagant demand for neatness, the least vital of all the qualities which an artistic drawing should present. The copying of figures (especially badly printed figures) from the flat is the most soulless and least profitable exercise for a youth of either a practical or an imaginative turn of mind. The practical geometry and perspective are more interesting, but are entirely mechanical and quite remote from the interests of art. The drawing from objects as presented in the authorized drawing book is a good example of what artistic drawing should never be. If the drawing of cold and abstract forms be a preparation for the higher qualities needed to the expression of feeling and concrete conception, then a diet of husks ought to be an excellent substitute for wheaten bread. Industrial design might be treated as a subject capable of the greatest artistic importance, but there is too much evidence to show that it is generally