

EDUCATIONAL JOURNAL

OF WESTERN CANADA.

VOL. III.

WINNIPEG, DECEMBER, 1901.

No. 8.

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ART EDUCATION.

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Much has been said and written about the "New Education" and there are still doubters as to its advantages. Art education in our schools can, perhaps, show the tendency of the movement better than any other individual subject. Its results are visible and represent powers immediately useful as means of expression and far reaching in their influence on life and character.

Modern educators aim at developing the self-hood of the child. This self-hood is developed mainly through the exercise of the imagination. We must realize that controlled imagination is at the foundation of all progress. Planning is the imaging of what is to be. Executive ability is dwarfed by lack of encouragement or opportunity to carry out self-made plans and a *dreamer* not a *doer* is the result. The growth of the individual, or rather, the growth of the self-hood of the individual, may be measured by the actions resulting from these self-made plans.

We all know what drawing in the old days meant;—examples set in books and laboriously copied with whatever degree of accuracy the pupils could acquire. Drawing from the object was rarely practised and when it was most uninteresting things were presented. What child yearned to represent wooden vases, waterpails, kitchen tables and chairs? Yet these were the things most frequently used. In the senior classes geometry and perspective were taught but the pupils did not discover rules through their own observation. Drawing courses were planned to enable the pupils to attain mechanical accuracy in each step of the work as it progressed. Little or no attention was given to the development of good taste. Even the size and placing of a drawing on a page depended more on chance or convenience than on any prearranged plan to secure beauty of composition.

All this is changed. It was our knowledge of the child that led to the change and the change has led to a still greater knowledge of the child. Who can measure the amount of knowledge a child has through observation before coming to school at all? And yet he was not presented with eye problems systematically arranged. His environment was full of new things, which he unconsciously compared and individualized. It was his interest, either through liking or aversion, that impelled him. We are still in the early stages of the movement; but, already, its influence is seen and felt. Interest in a subject is a measure of its importance as an educational factor. We learn through our