

Authorized by the Minister of Education

BOOK 1



# THE ANADIAN DRAWING COURSE

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OBJECT,  
CONSTRUCTIVE  
AND PERSPECTIVE  
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## GENERAL DIRECTIONS.

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The pupils are to be taught to rely solely upon the judgment of the eye in estimating form, distance, and proportion. In the earlier stages guide-lines and points are given, which afford sufficient aid for copying the examples, and render the use of rulers or mechanical aid unnecessary. An intelligent use of the exercises suggested, will rapidly develop the pupils' perception, accuracy, and memory, and give facility and power in free-hand drawing.

It is essential, however, that the teacher should have the means of testing the correctness of the drawings and of proving to his pupils the justice of his criticism; a pair of compasses, and a rule divided into inches and fractional parts will suffice for the purpose, and these should always be at hand.

The book should not be turned while the pupils are drawing, and they ought to sit upright, facing the desk.

A tolerably soft pencil should be used (H. B. is the best), cut to a long, sharp point. It is impossible to make a good clear drawing with a blunt pencil.

The left side of a figure should usually be drawn first. It will generally be advisable to begin by making a slight sketch in faint lines; when the outline appears to be correct, draw it firmly with a distinct but not a black line, and avoid pressing the point of the pencil heavily upon the paper.

Hold the pencil loosely and easily, not too near the point. In light sketching of curves it may be held two or three inches from the point. A pencil less than two inches long should be discarded, or used only with a holder.

The teacher will, of course, forbid the pupils to wet the point of the pencil.

India rubber for erasing should be used as sparingly as possible, and in the preliminary exercises on straight lines it will not be required at all.

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# CANADIAN DRAWING COURSE.

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## SYNOPSIS.

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The special subject of **Book No. 1** is Elementary Freehand Drawing. It contains exercises in the drawing of straight lines, combinations of lines in rectilinear figures, circles and simple ornaments. In practising these, the pupil should acquire some skill in the use of the pencil, in the judgment of distances and proportion, as well as a knowledge of simple forms and of the terms which describe them.

**Book No. 2** continues the exercises in Elementary Freehand, and gives examples of simple ornaments. Its special subject, however, is the introduction of **drawing from the round model.**

**Book No. 3** continues previous subjects upon a larger scale, and takes up **Constructive Drawing.**

**Book No. 4** has a new and special subject, the cultivation of rapid and accurate perception by the drawing

from memory of objects which, having been observed, are removed from view.

**Book No. 5** introduces Elementary Freehand Perspective in the drawing of models and familiar objects.

Progressive studies of ornament are continued throughout the course, the examples being derived chiefly from natural forms or from the antique.

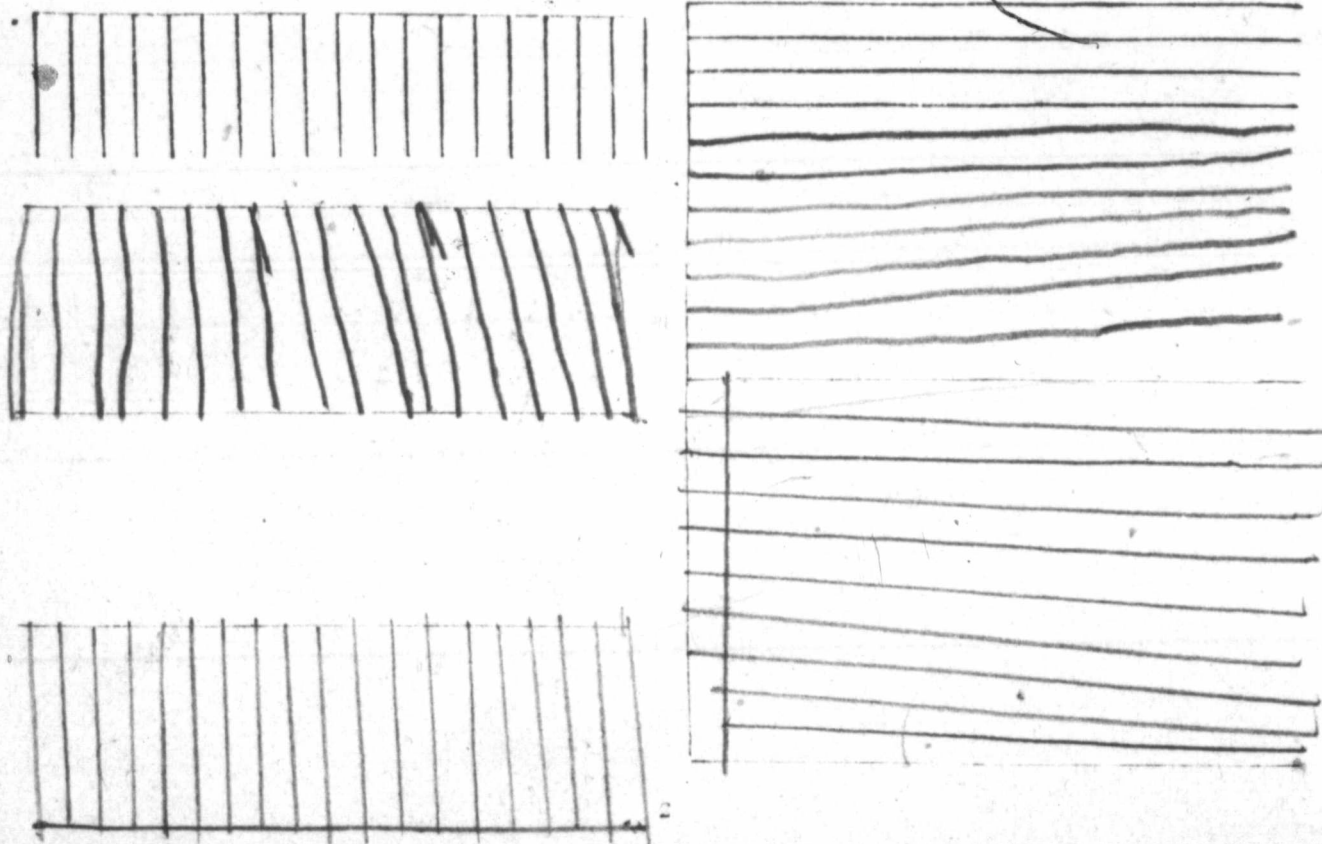
As Public School teachers are being trained in proper methods of teaching, it is not considered necessary to do more than make occasional suggestions in regard to the selection of examples for blackboard and dictation lessons, or for memory and review exercises, adapted to this particular subject.

It is presumed that in each class the teacher will see that the exercises are neatly and accurately drawn, and that the subject is made clear to the comprehension of the pupils.

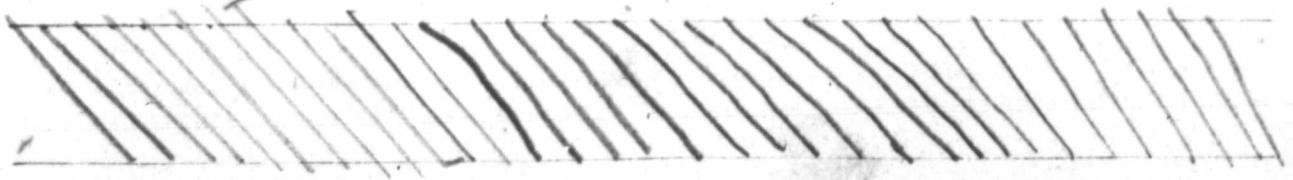
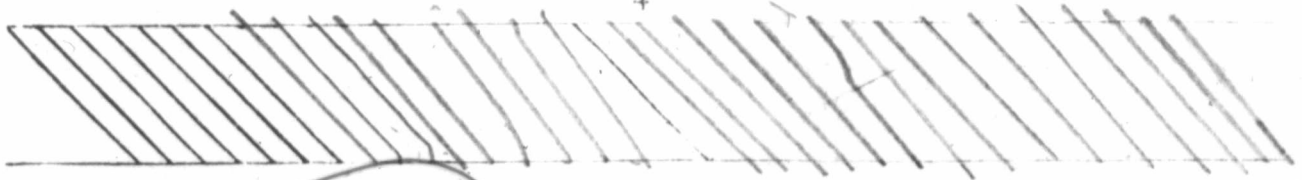
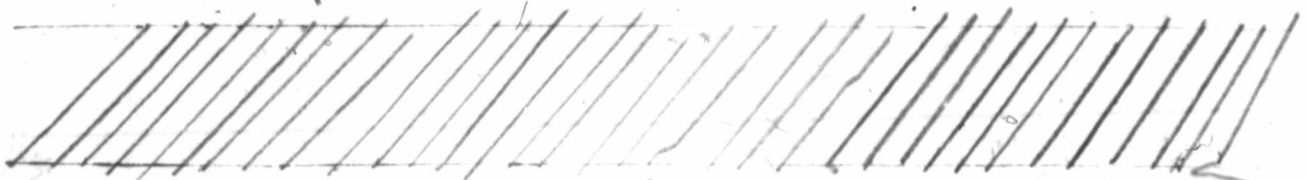
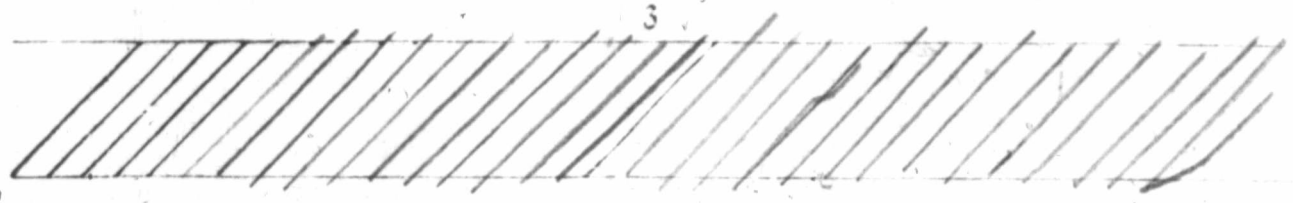
The first object of the exercises on pages 2 and 3 is to afford the pupil practice in drawing straight lines in different positions by the movement of the fingers and hand merely, the wrist or forearm resting as a fulcrum upon the desk or on the paper. The lines should be drawn of as great length as an easy motion of the pupil's fingers and hand will permit.

The second object is to exercise the eye in judging distances.

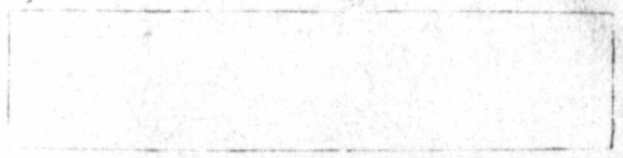
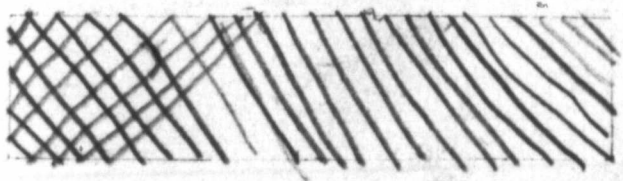
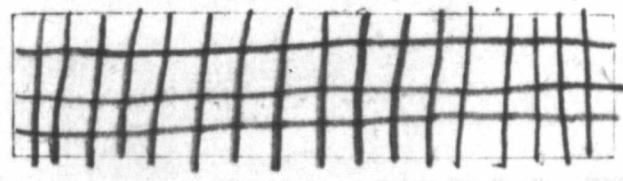
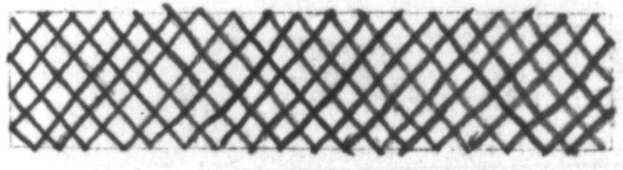
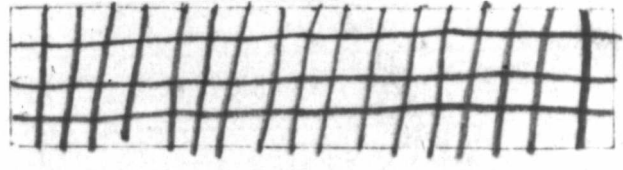
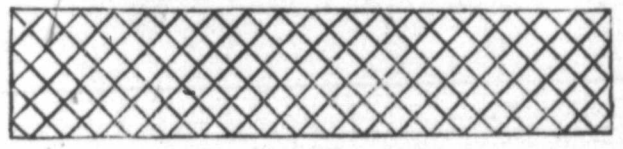
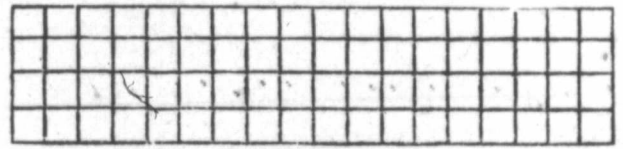
Copy the exercises, the lines being drawn first from the points given, and subsequently from points similarly placed by the pupil. See that the lines are straight, parallel, equidistant, and of uniform strength, or thickness.



2

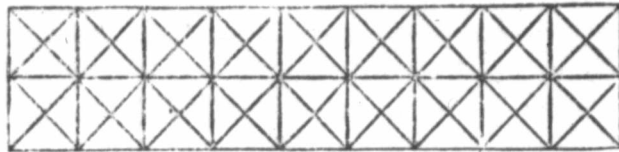
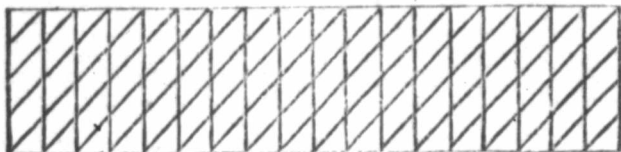


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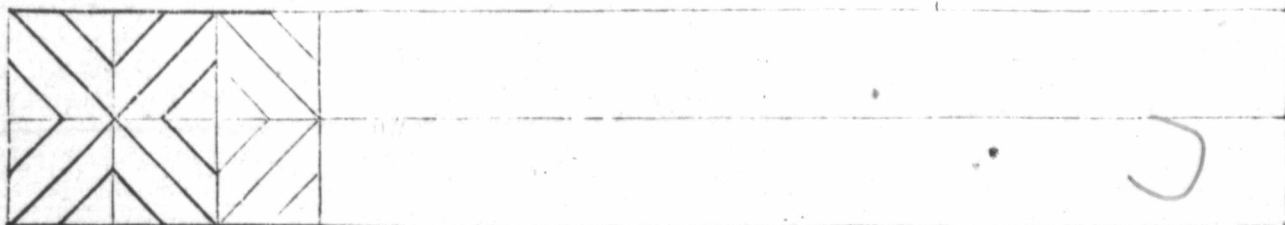


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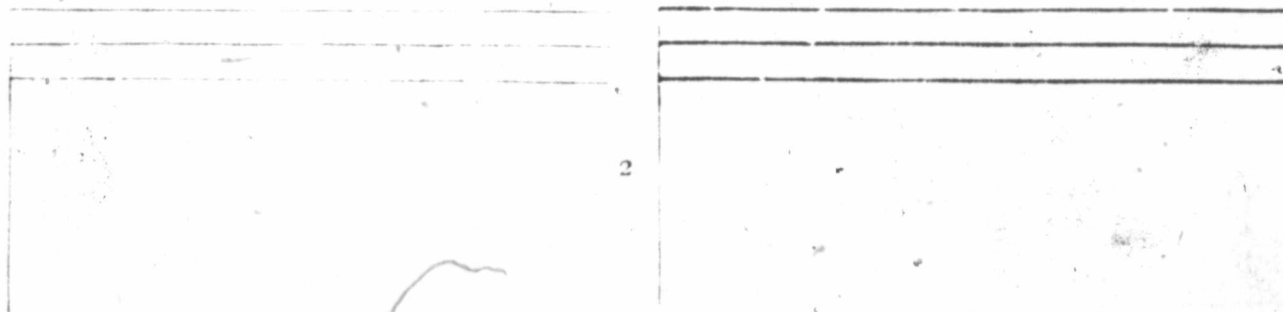
Copy the exercises in spaces below—drawing the lines first from the points given, and then from points similarly placed by the eye. Explain the terms *Bisect*, *Trisect*, and *Intersection*.



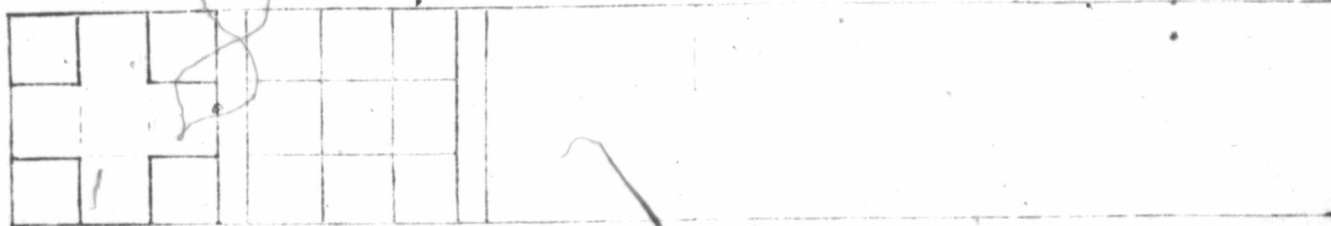
\*Continue borders as in the examples, first placing points from which lines are to be drawn. In the second border begin by drawing the squares; then bisect the sides.



Practice in faint and firm lines. The *faint lines* are such as should be used for guide, or construction lines, and for the first light sketch of a figure. The darker, or *firm lines*, are those required for the finished drawing. Draw the lines at equal distances and of the same strength as the examples.

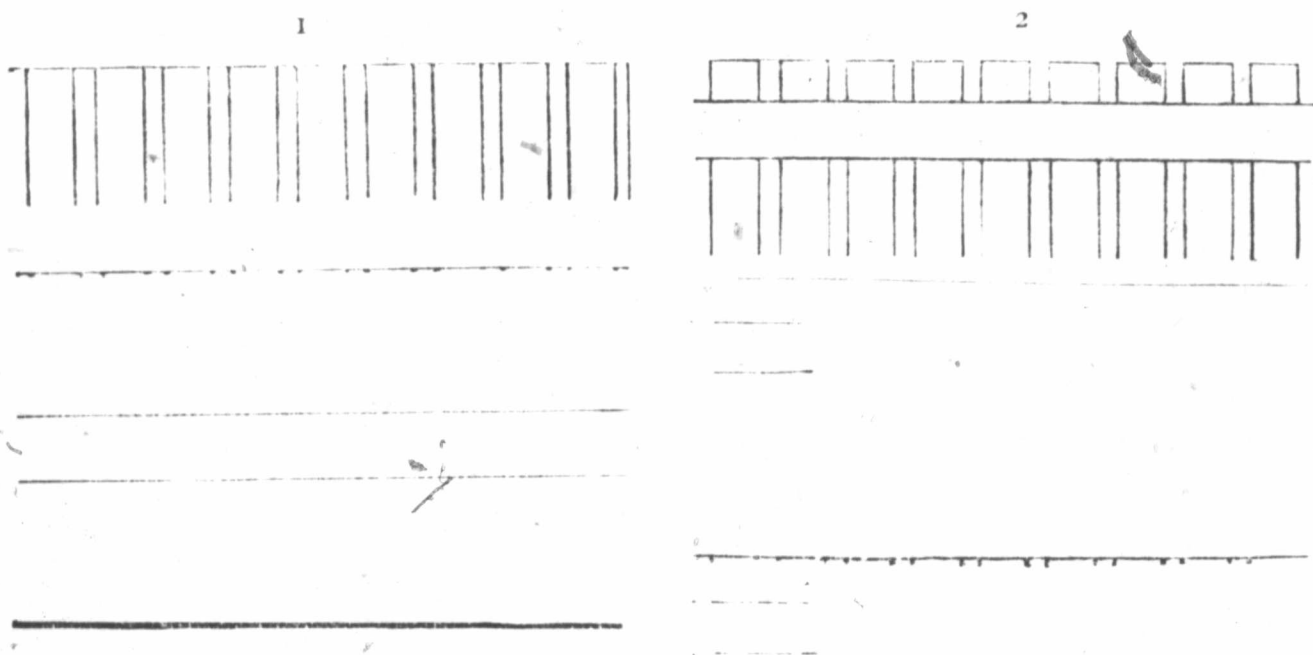


Repeat the figures in spaces to right ; first sketch the whole in faint line, beginning with the squares and construction lines ; then trace with a firm, clear line the squares and enclosed figures, as in the examples.

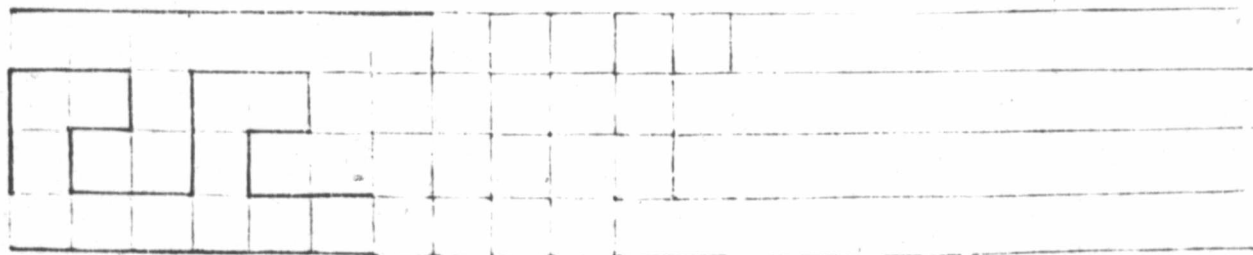


**EXERCISE NO. 1.**—Draw the lines with one movement of the hand, from the points given. Repeat the exercise in the remaining spaces, first placing points by the eye at the same distances as in the copy. Observe that each of the smaller spaces is half of one of the larger ones.

**EXERCISE NO. 2.**—Upper part of fence—pickets double the width of intervening spaces. Copy in the space below. Draw vertical lines in two movements, interrupted by the rail. Strengthen the line across the top of each picket. Repeat the exercise, placing points by the eye.



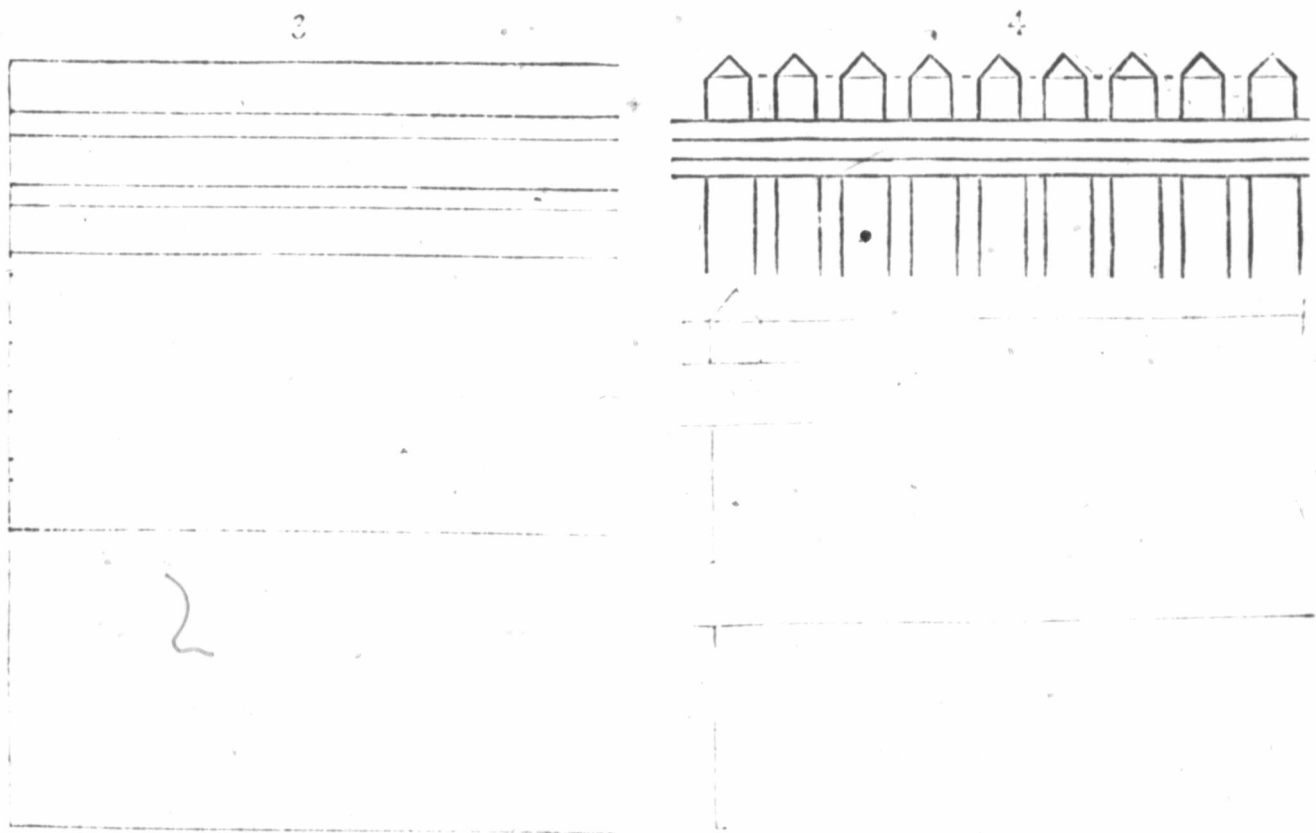
Continue the border—first complete the construction lines ; then trace in firm line the pattern and outer lines.



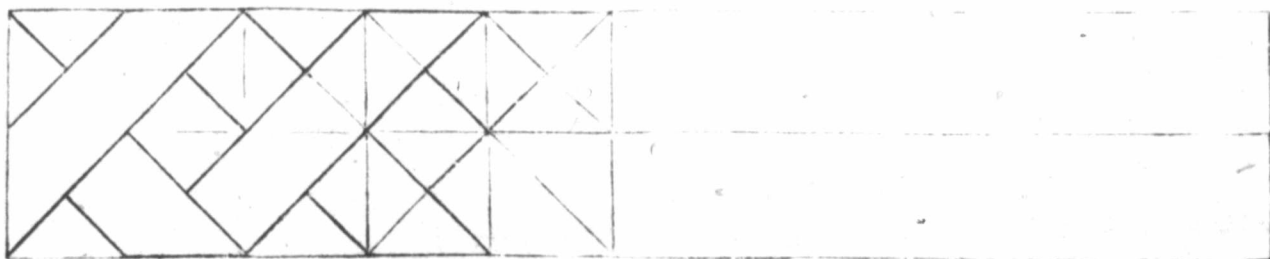


EXERCISE NO. 3.—Draw horizontal lines first from points given; then continue from points placed by the eye at similar alternate distances.

EXERCISE NO. 4.—Proceed as in No. 2, first drawing vertical lines interrupted by the rail. Draw the top of each picket as in copy, and add horizontal lines showing the moulded edge of rail. Repeat below (supplying the points and lines). First draw horizontal lines, then place points.



Continue the border. Sketch the whole first in faint line; then strengthen the parts which are dark in the example.



EXERCISES 1 AND 2.—Copy below, drawing lines from points given. See that the inclination is correct, and the lines straight and parallel. Repeat from points similarly placed by the eye.

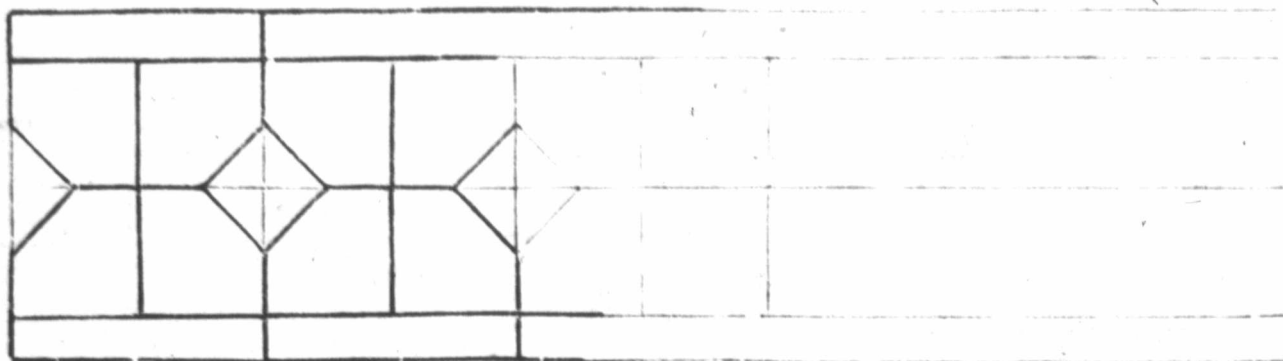
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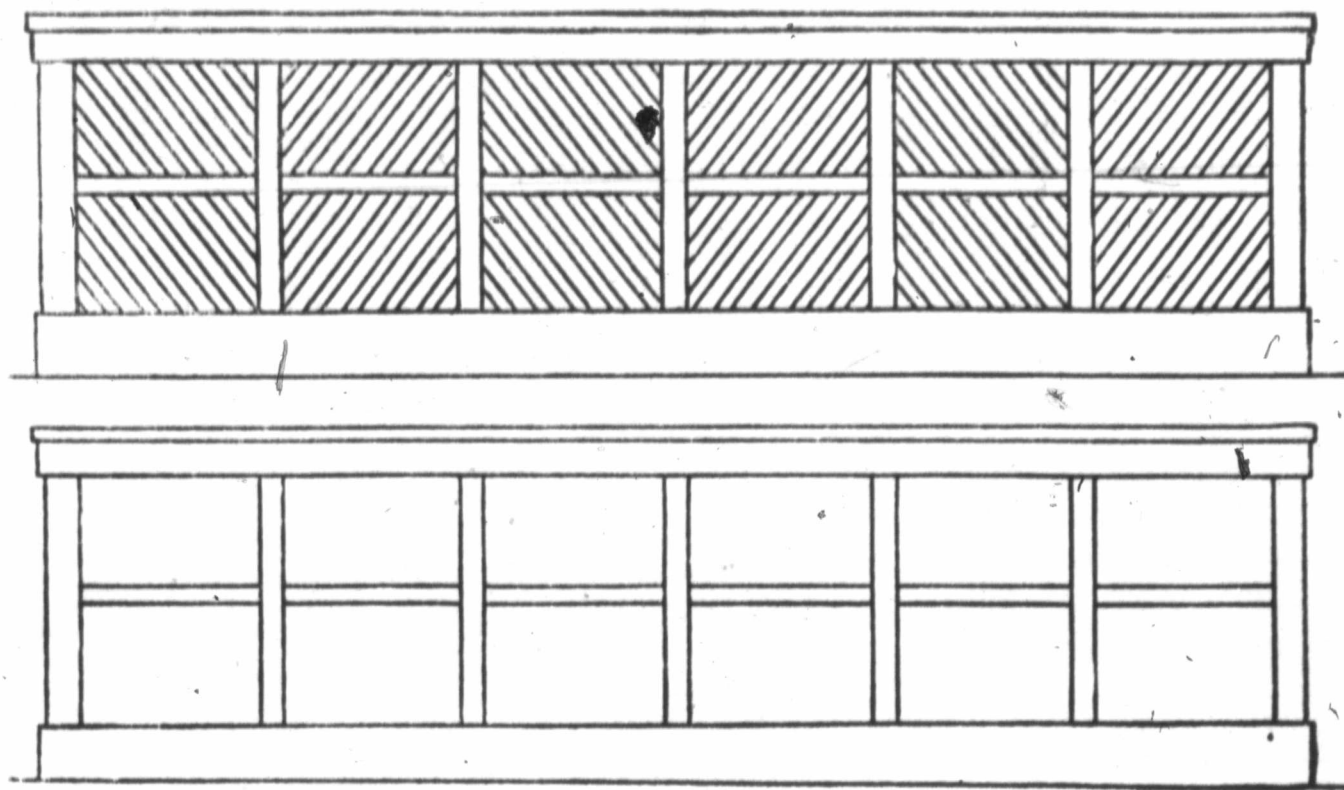
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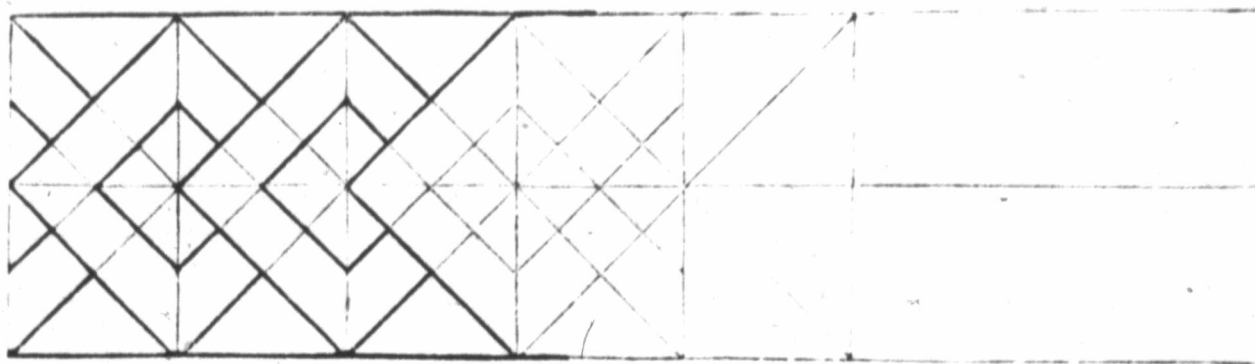
TILE BORDER—to be continued—complete sketch in faint line; then strengthen the outline of tiles, as in the example.



FENCE—formed of laths placed diagonally, each lath being wider than the intervening spaces. Copy on lines given below. Begin by placing accurately the points from which the lines are to be drawn.



BORDER OF OVER-LAPPING SQUARES.—Complete accurately in faint line the system of squares upon which the pattern is founded; then strengthen outline of overlapping parts, as in example:—

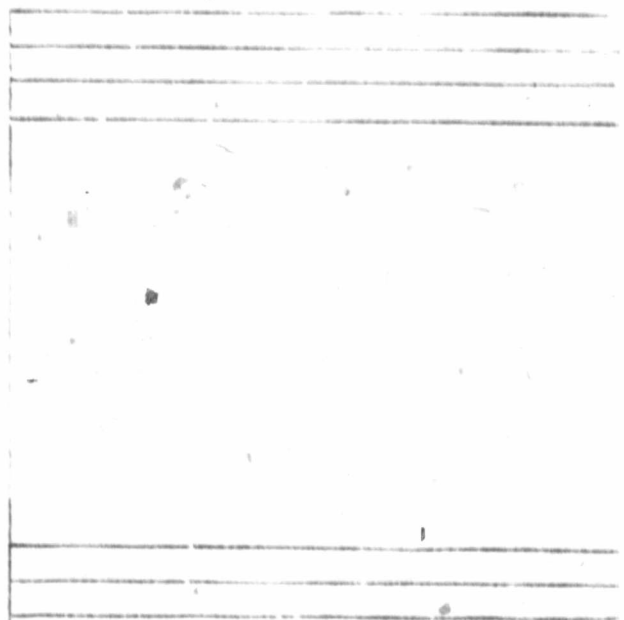
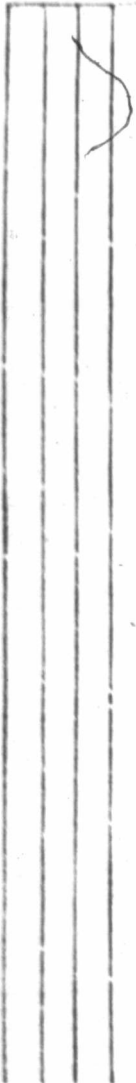


Short lines, as we have seen, can be drawn by one movement of the fingers or hand, the wrist or forearm remaining stationary.

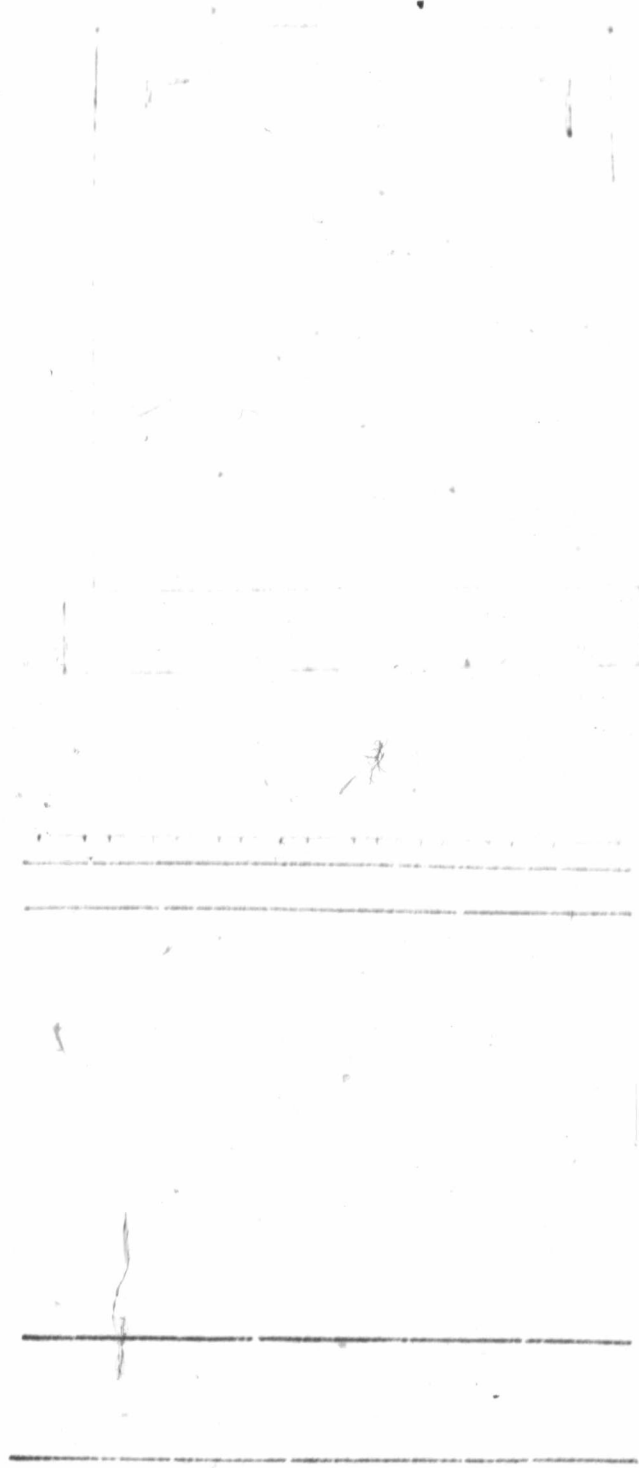
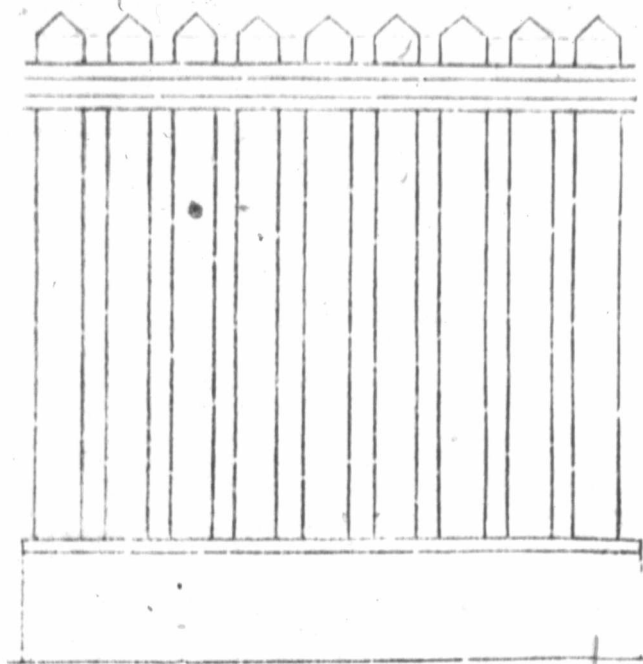
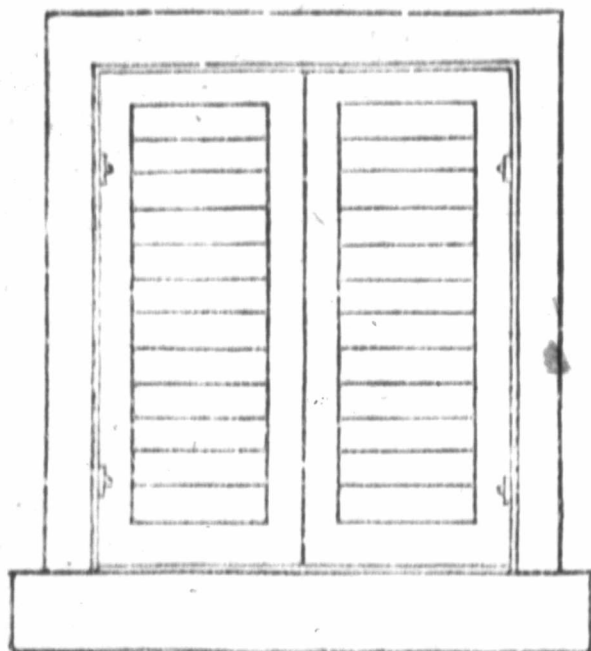
Longer lines may be drawn by successive movements. The consecutive pieces of the line must not overlap at the ends, but small spaces may be left between them.

Fill the remainder of the spaces with lines drawn like the examples

See that the lines are straight, equidistant, and parallel.

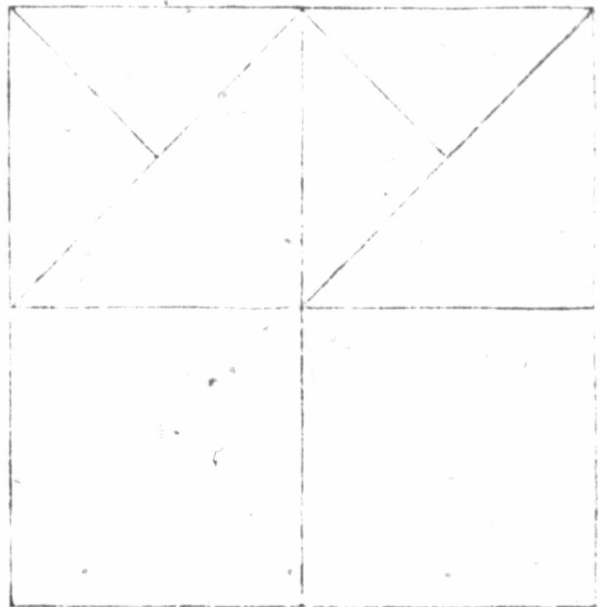
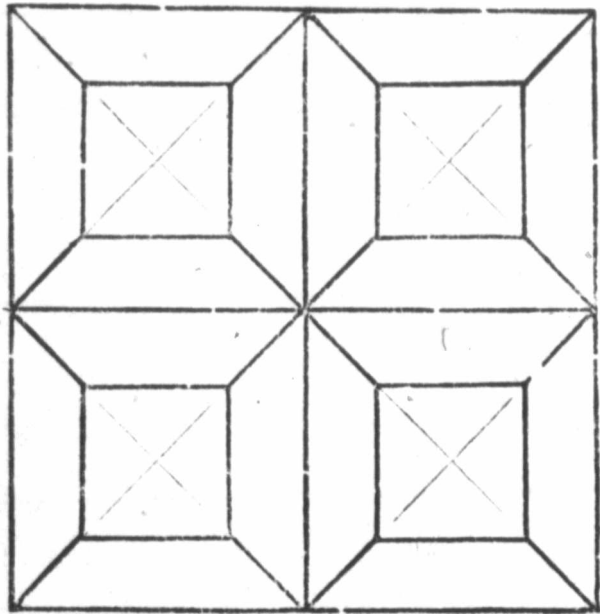
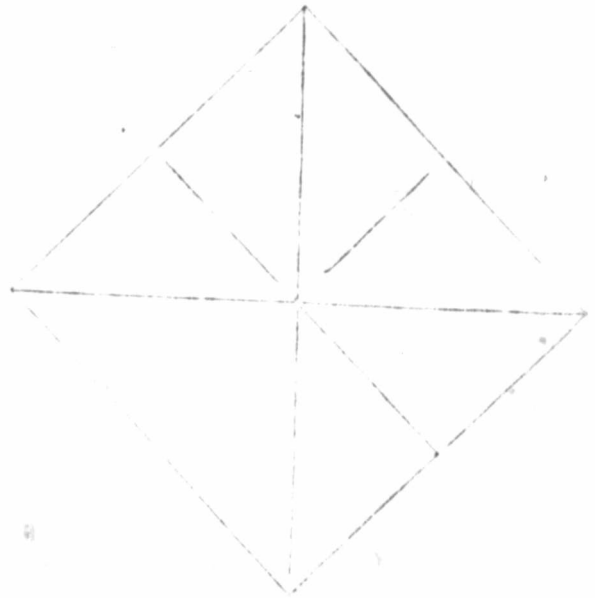
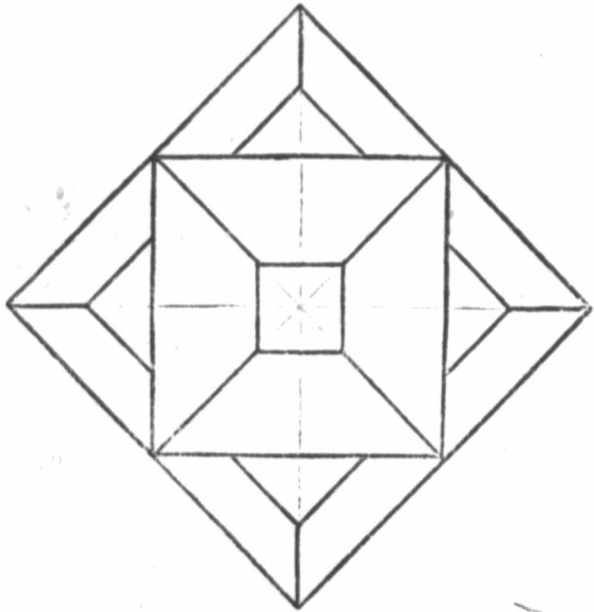


WINDOW SHUTTER AND PICKET FENCE.—Copy to right with aid of the lines and points given. Complete sketch in faint line; then strengthen with firm line.

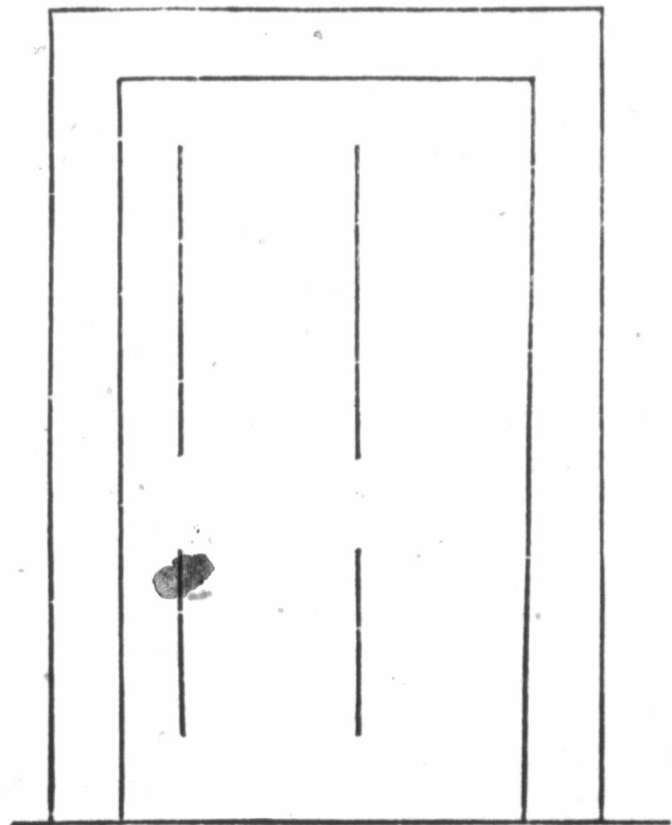
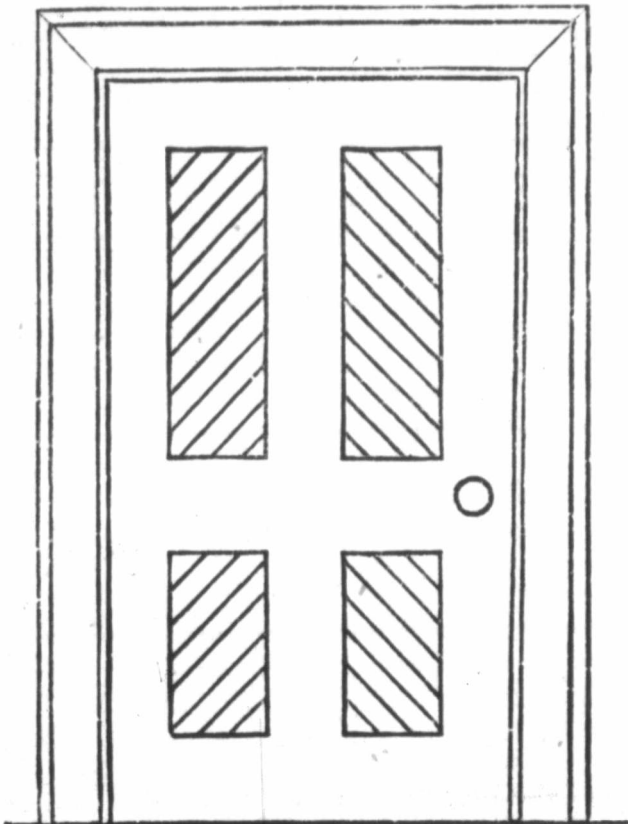
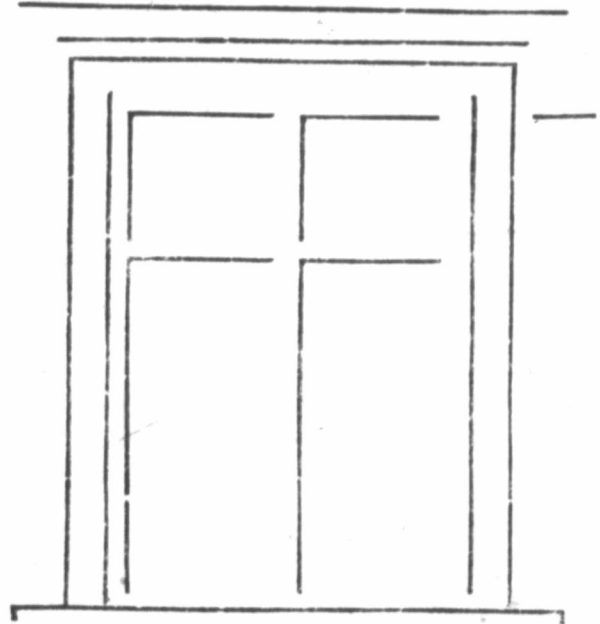
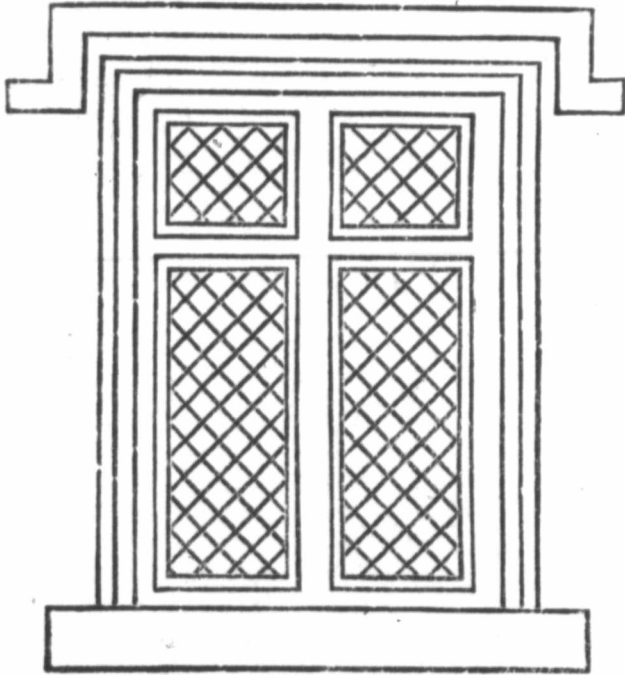


Add remaining construction lines and complete the figures.

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Complete the drawings of window and door.

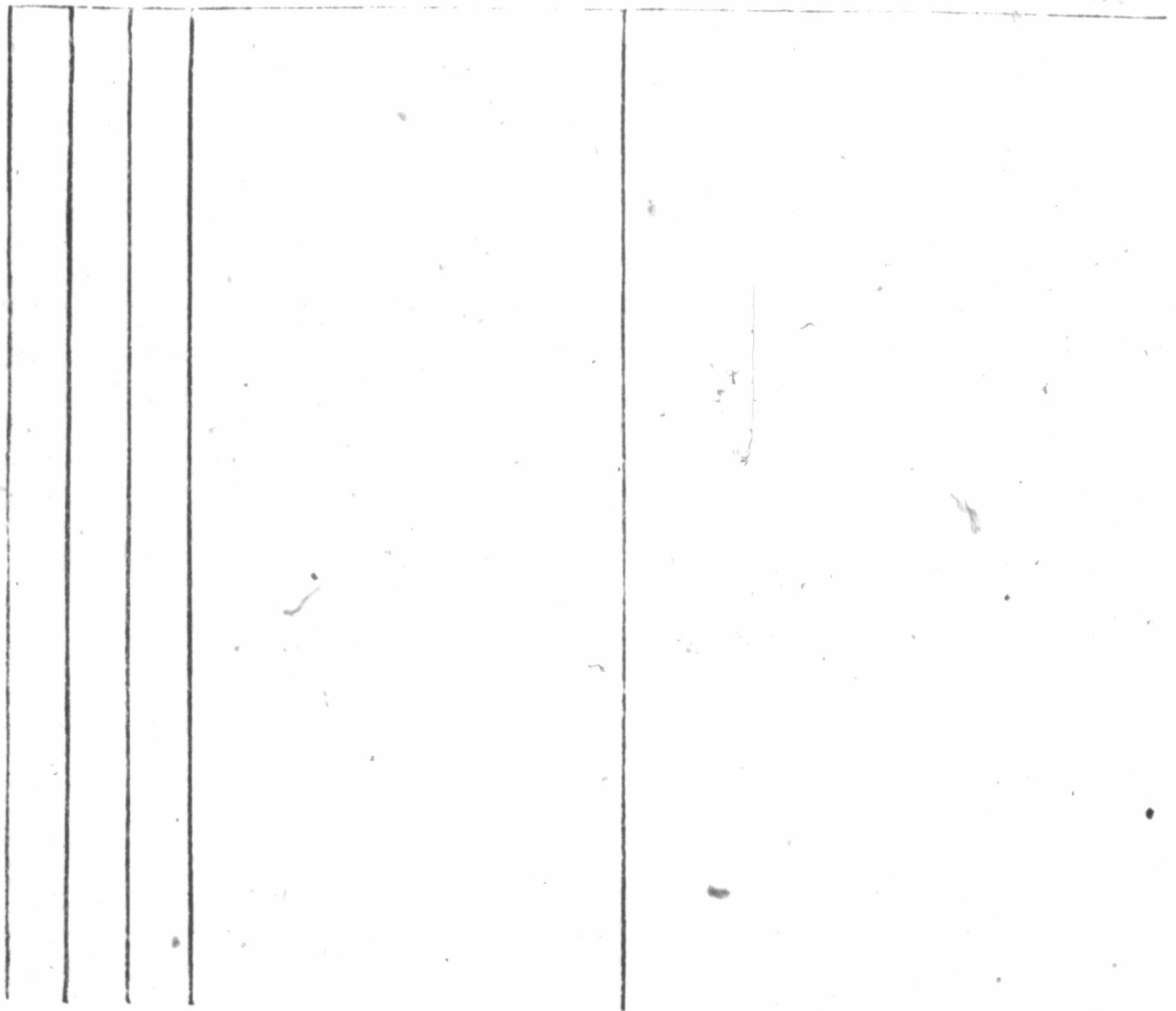


Hitherto we have drawn lines by the movements of the fingers and hand only.

Lines of considerable length can be drawn better by moving the arm and hand freely from the shoulder or elbow.

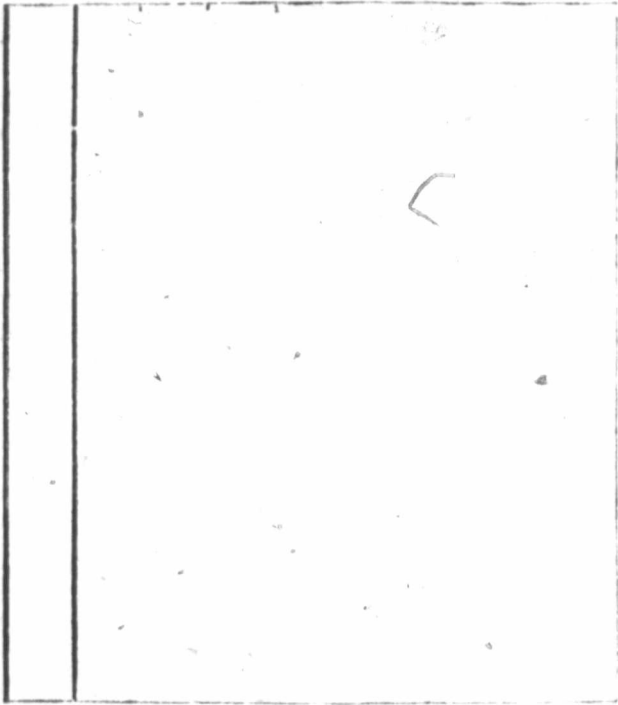
Practise these exercises, drawing each line by one continuous, unbroken movement, with lightest possible touch to produce the strength of line required.

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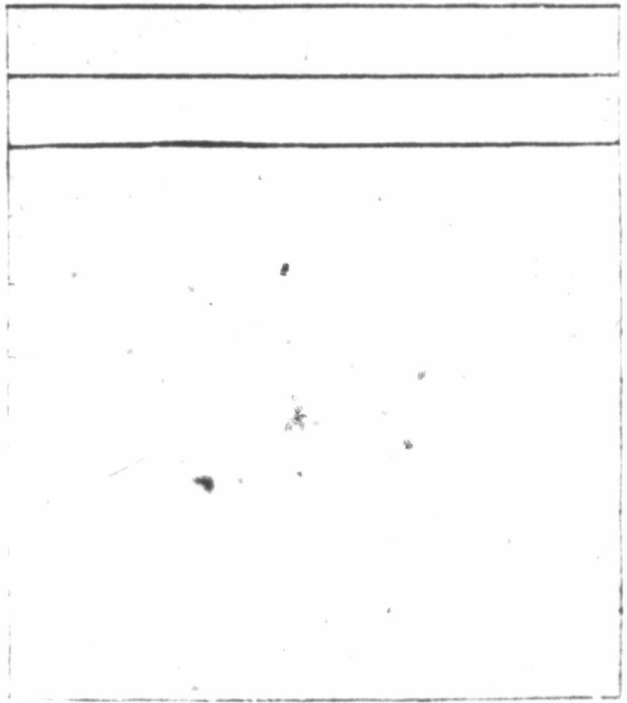




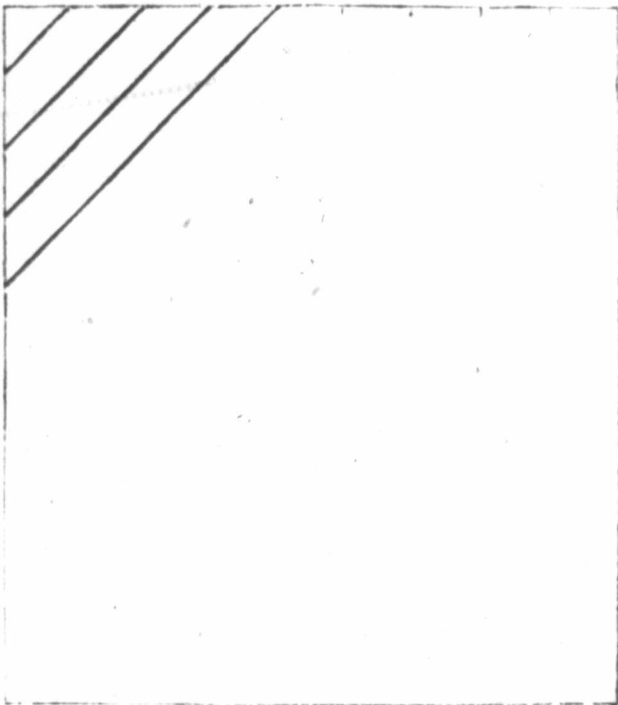
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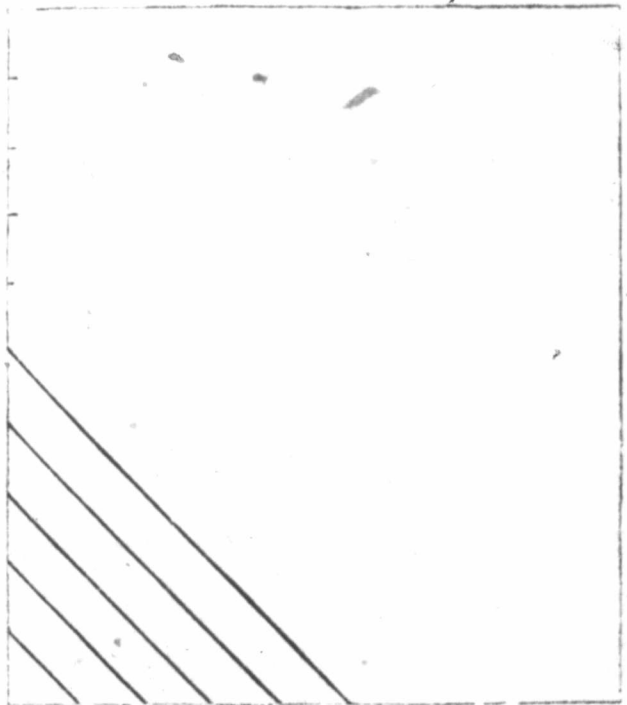
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## DEFINITIONS.

The diagonal of a square, or other four-sided figure, is a straight line joining its opposite corners.

The diameter is a straight line joining the central points of its opposite sides.

The centre of a square is the point of intersection of its diagonals.

EXERCISE No. 1.—Complete the square—drawing lines as before with one movement of hand—first faint and then with a firm line of same strength as in copy. Bisect each side of square and draw diameters and diagonals as in copy.

EXERCISE No. 2.—Upper side of square given. Complete the figure as before.

EXERCISE No. 3.—Diagonals of square given. Complete the figure.

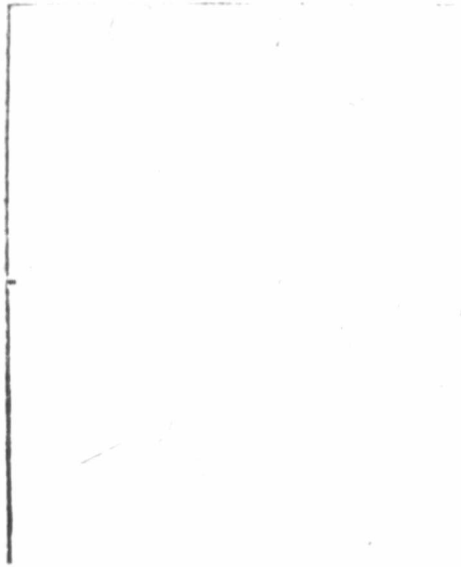
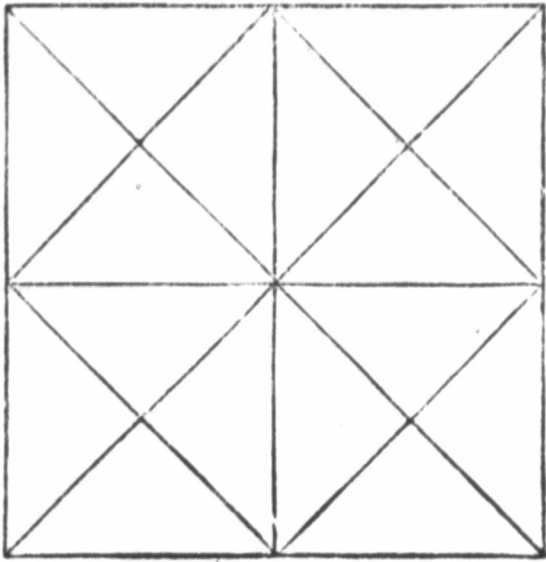
### Example of Dictation lesson:—

1. (a) Place points for the corners of a square, with sides of about two inches; draw the sides, diagonals and diameters; join diameters by oblique lines.  
(b) Join ends of diameters of the oblique square, thus forming a third square.  
(c) Join the ends of diameters of the third square, thus forming a fourth square.
2. To draw a square or oblong on its diameters:—  
(a) Draw the diameters (equal in the square, but unequal in the oblong) bisecting each other at right angles.  
(b) Through the ends of each diameter draw lines equal to, and parallel with, the other diameter, extending equally on each side of it.
3. To draw a square on its diagonals:—  
(a) Draw the diagonals bisecting each other at right angles; join their extremities.

### FOR REVIEW EXERCISES

1. Draw and describe a square, its diagonals and diameters.
2. Draw a square upon its diameters.
3. Draw a square upon its diagonals.
4. Draw a square with sides of about two inches, divide it into four, nine, or sixteen equal squares, and describe how the work is done.

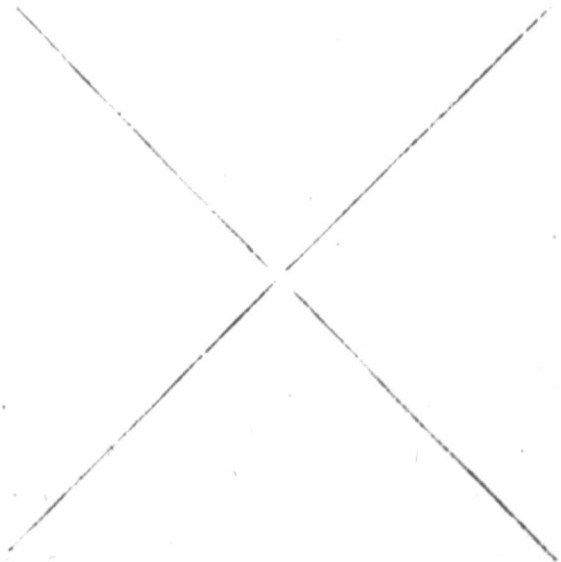
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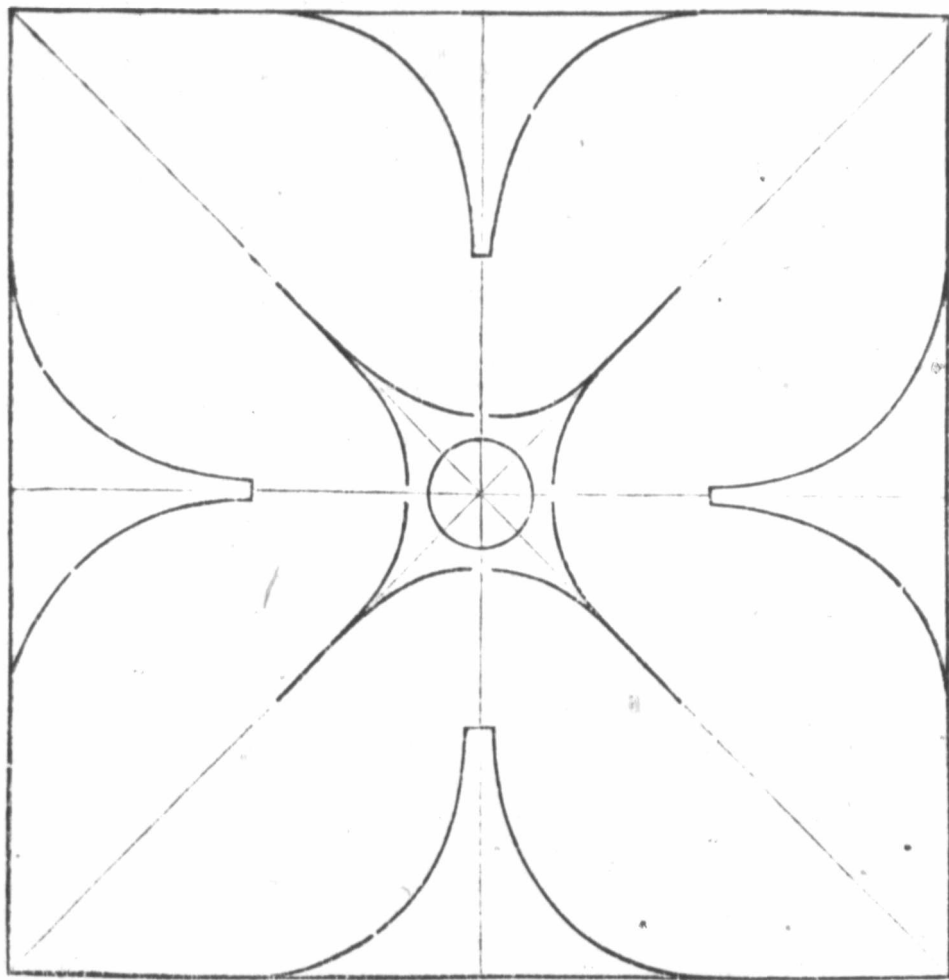


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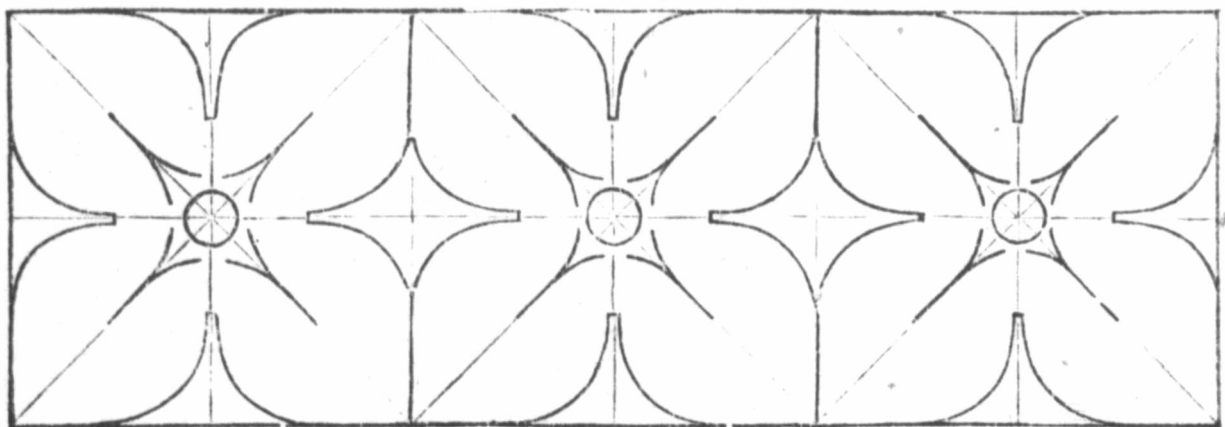


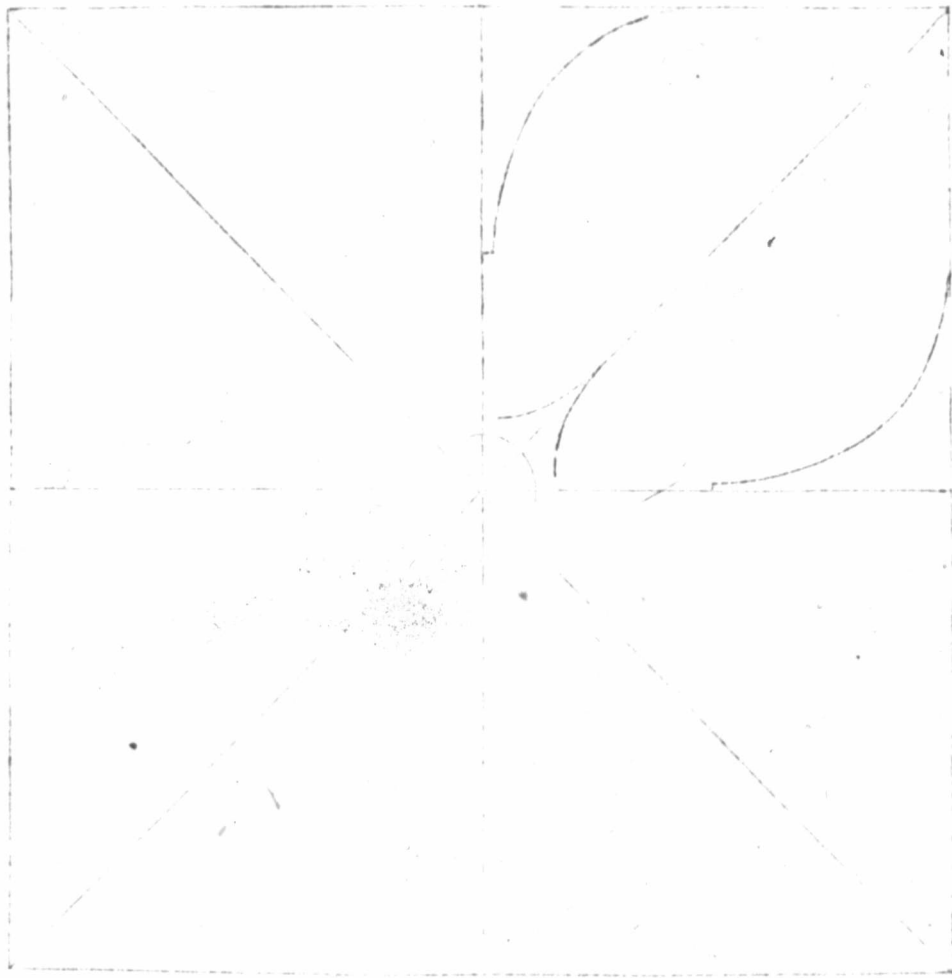
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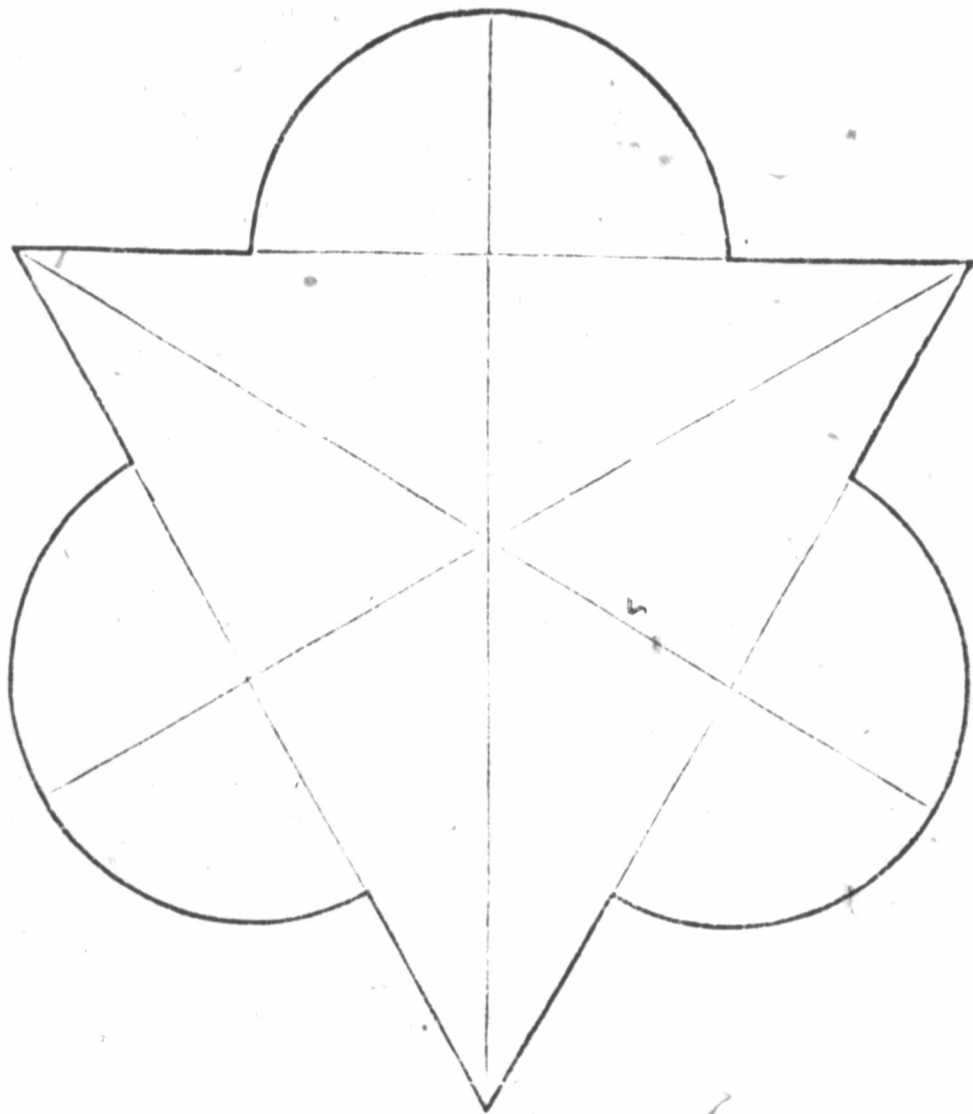
In drawing a figure begin at the upper left hand corner, so that the lines drawn may neither be concealed nor rubbed by the hand.



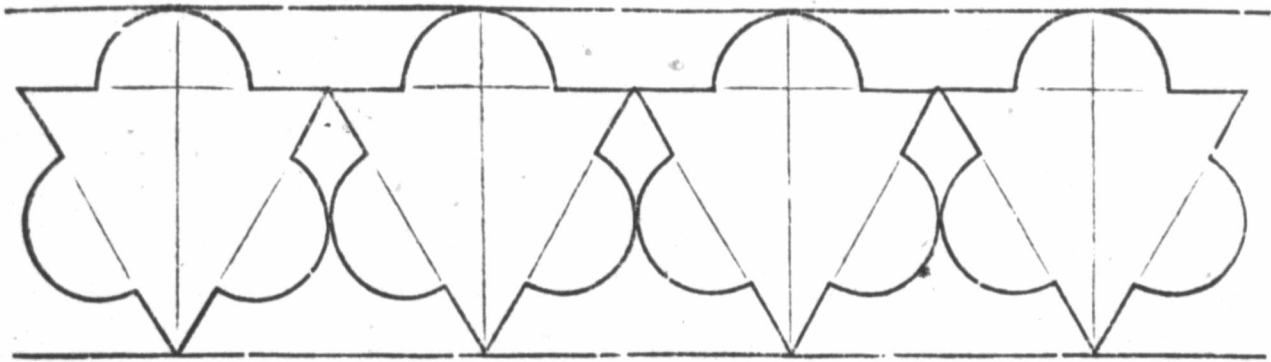


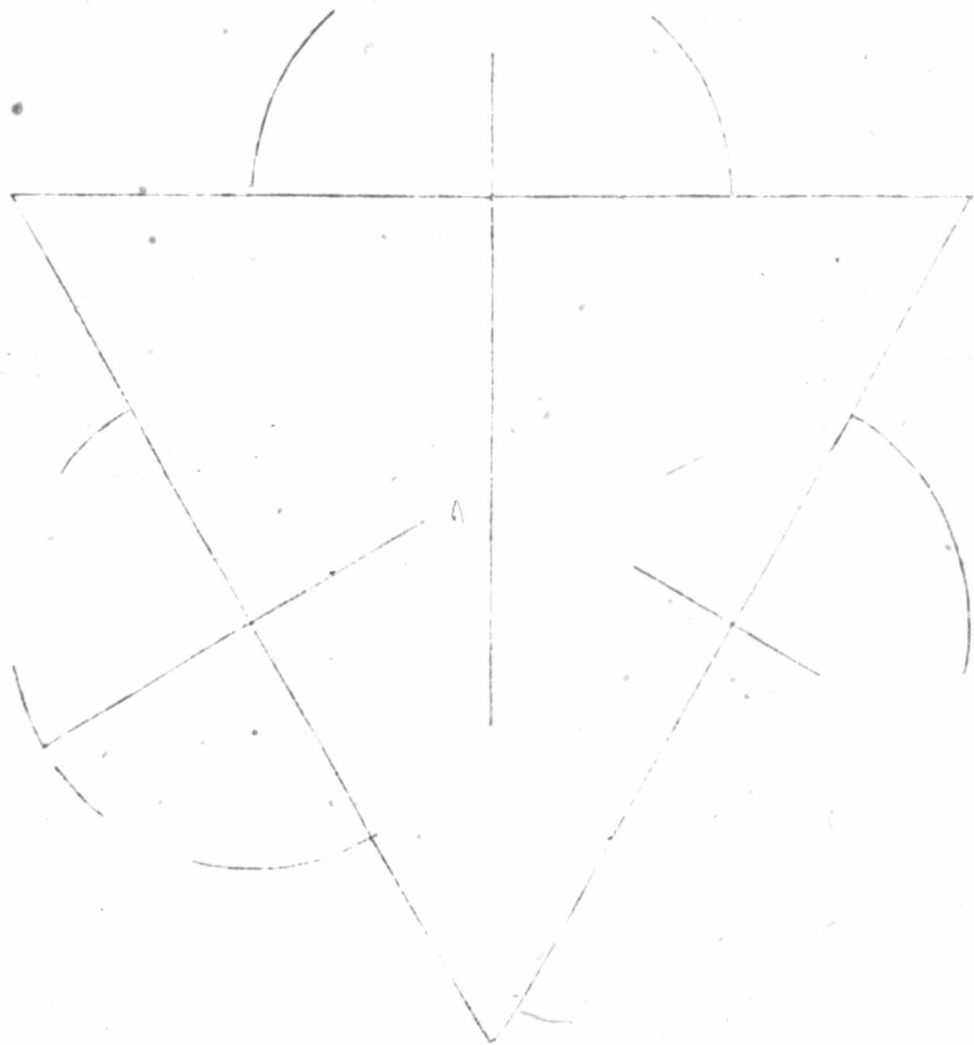
Add remaining lines and sketch the figures in faint line ; then trace with firm line all the parts that are dark in the example.



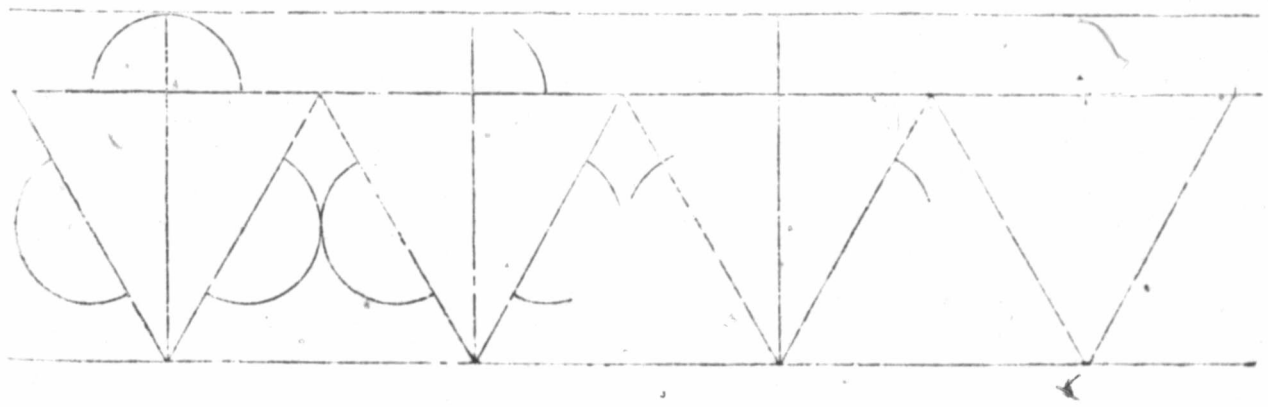


Ornament and border founded upon the equilateral triangle ; divide each side of the triangle into four equal parts.





Add remaining construction lines, and complete the sketch in faint line ; then trace in firm line the parts that are dark in the example.



## DEFINITIONS ;

1. A **Circle** is a plane figure bounded by a curved line, every part of which is equally distant from a point within it called the centre.
2. The **Circumference** of a circle is the curved line which bounds it.
3. The **Radius** of a circle is a straight line drawn from the centre to the circumference.
4. **Radii** are two or more such lines drawn from the centre to the circumference.
5. The **Diameter** of a circle is a straight line drawn through the centre of the circle to opposite points in the circumference.
6. A **Semi-circle** is half a circle; a **Quadrant** is the quarter of a circle.
7. An **Octagon** is a plane figure bounded by eight straight lines. A regular octagon has eight equal sides and angles.
8. A **Circle** is said to be **inscribed** in a square when its circumference touches each side of the square; and to be **circumscribed** about a square when the circumference passes through each corner of the square.
9. An **Arc** is a portion of the circumference of a circle.

**EXERCISE No. 1.**—Complete the square in space to the right, from the lines given. Draw diagonals. Bisect each side of square, and draw diameters.

On each diagonal, place a point at the same distance from the centre of the square as the ends of the semi-diameters. Join these points to the ends of the diameters.

This forms a **regular octagon**, with eight equal sides and angles.

Draw a circle, the circumference passing through each point or corner of the octagon.

**EXERCISE No. 2.**—Complete the square from lines given, and draw diagonals and diameters. Place points on diagonals at same distance from centre as the ends of the semi-diameters. Draw circle, the circumference passing through these points and the ends of diameters.

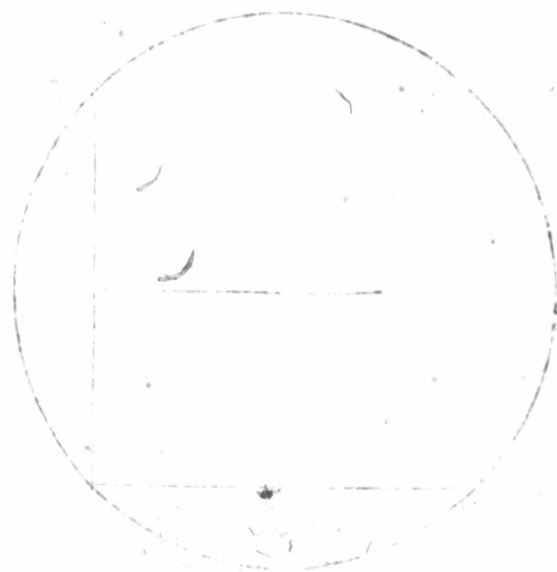
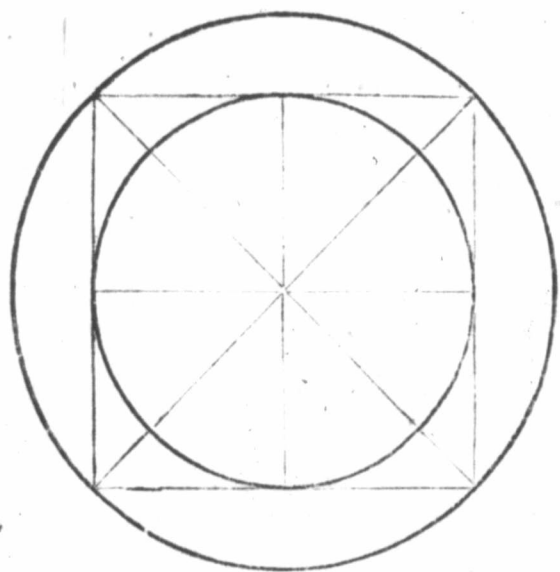
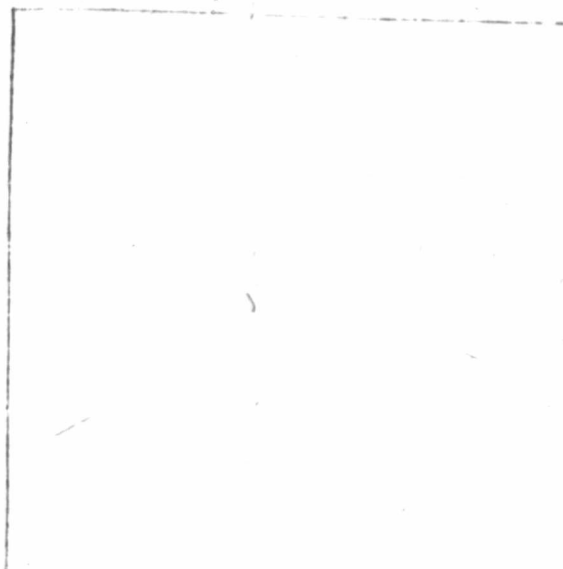
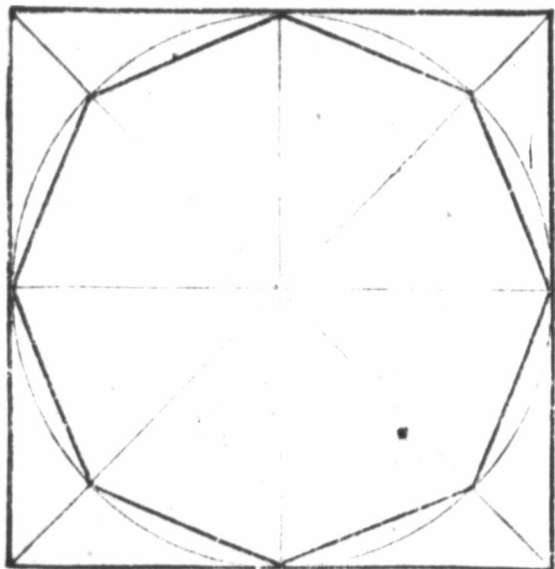
This gives a circle **inscribed in a square**, and all the lines within the circumference are **radii** of the circle.

Then trace in firm line the circle, the circumference of which passes through the corners of the square.

This is a circle **described about a square**.

In the lesson on the circle lead pupils to observe, (a) that any number of points in the circumference of a circle are equally distant from its centre, and that therefore all its semi-diameters (radii) are equal; (b) that the ends of the semi-diameters or of the semi-diagonals of a square are respectively equally distant from the centre, and consequently a circle may be drawn either within or about the square having its centre corresponding with the centre of the square.



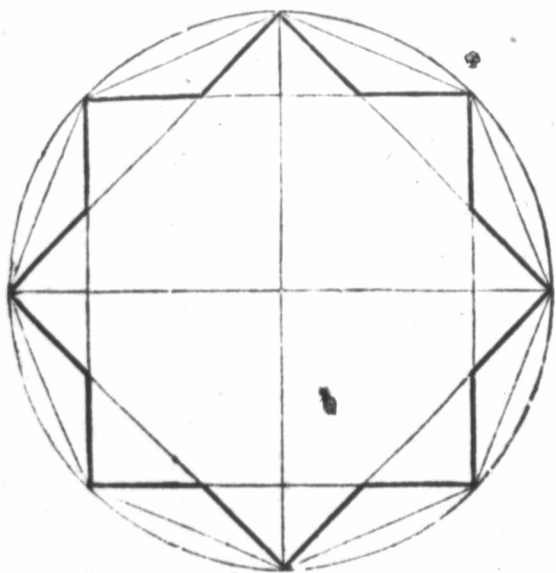


Dictation lessons may be given, as for example :—

- (a) Draw the diameters (vertical and horizontal) bisecting each other, or place five points indicating the centre of the circle and ends of its diameters.
- (b) Through the ends of these diameters as guide points draw the circumference.

Figures founded upon the octagon and inscribed in a circle.

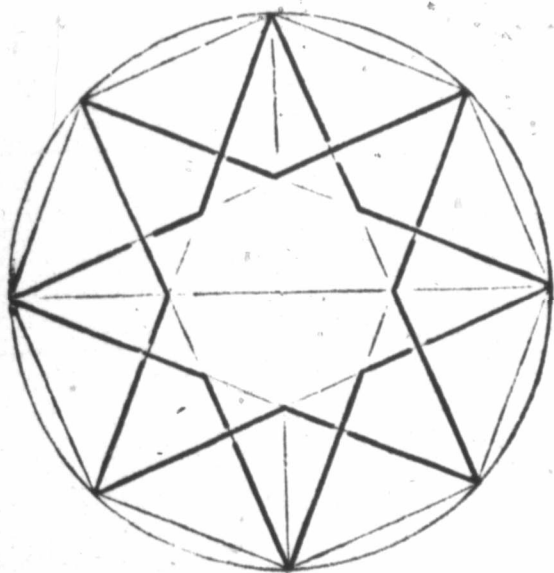
FIG. 1.—Bisect each quarter of the circumference ; this will give remaining points of the octagon : draw the whole first in faint line ; then strengthen the parts that are dark in the example.



1



FIG. 2.—Bisect each quarter of the circumference ; draw the whole in faint line ; then strengthen the lines forming the eight pointed star, as in the example.



2

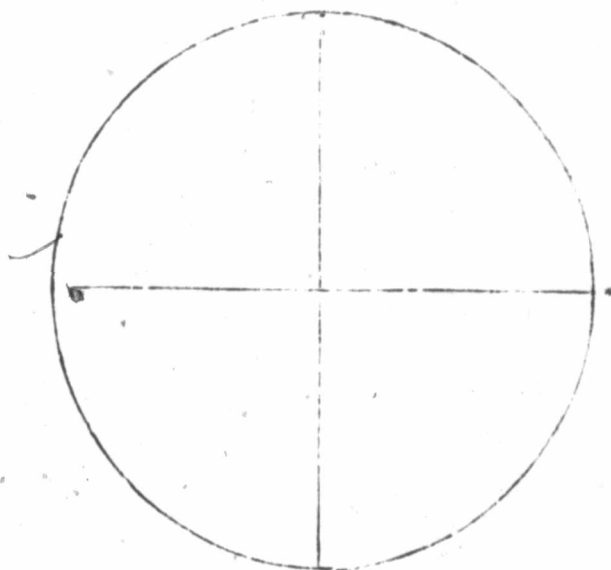
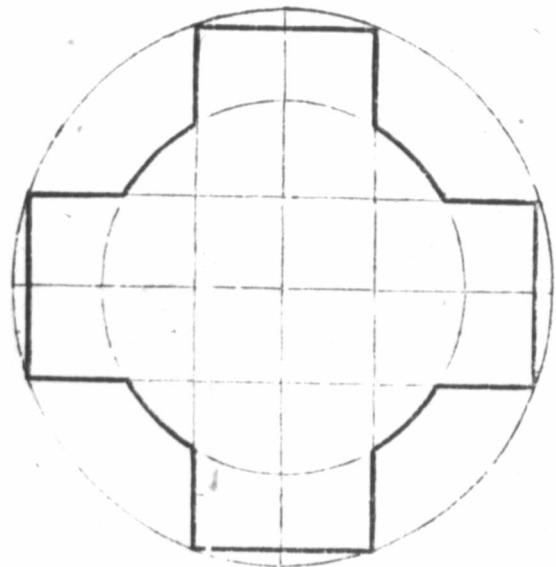


FIG. 3. Divide the diameters of the circle into six equal parts. Draw lines parallel with diameters through the first point on each side of diameters, and through the next remaining points describe a smaller circle.

Finish with a firm line the parts that are dark in the example.



3

6

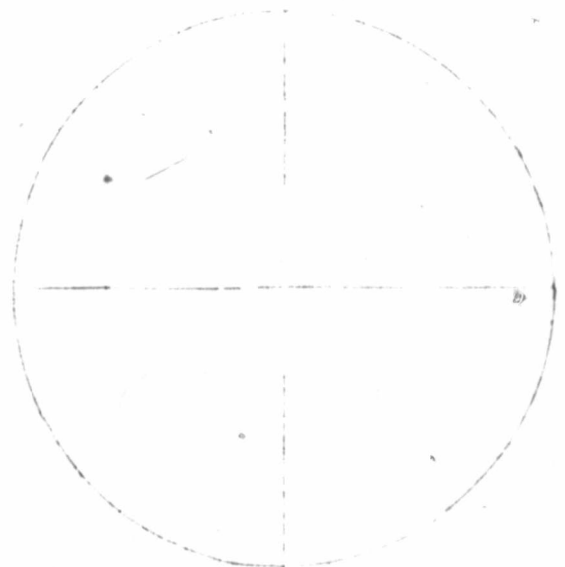
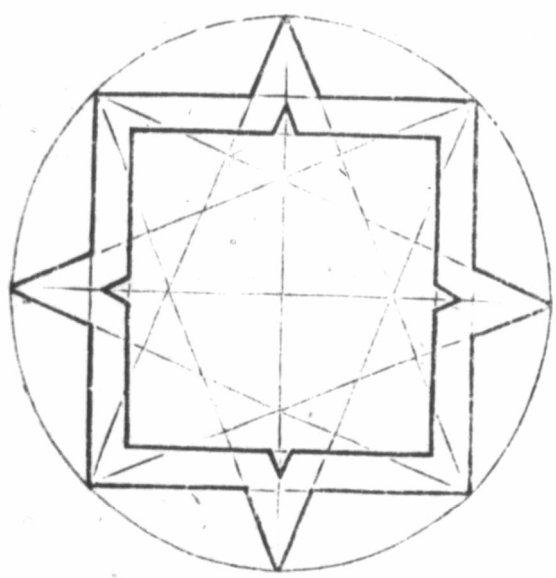
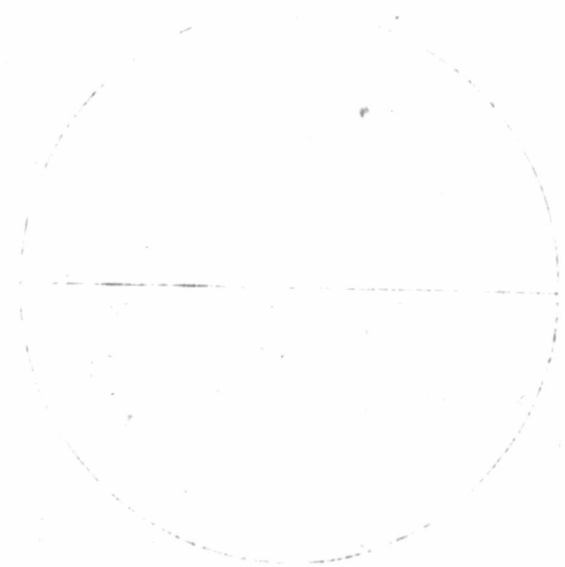


FIG. 4.--Divide the circumference into eight equal parts : draw the whole first in faint line ; then draw the figure, as in the example, with a firm line.



4



DEFINITION :

**Concentric circles** are those which have the same centre.

**EXERCISES NOS. 1 AND 2.**—(Concentric circles.) Trace with a firm line and continuous movement of the pencil the completion of the circles given.

Within them draw concentric circles at the distance of the points given. Form the circles first in faint lines with free sweep of the hand, but not turning the book, and afterwards complete them with a firm line.

See that the lines are of regular curvature, and parallel with each other.

**EXERCISE No. 3.**—Outline of dog-tooth ornament used in Norman architecture.

Complete the figure, and repeat it in space to the right, using faint line given as one side of square.

This may be given as a dictation from the blackboard, as follows :—

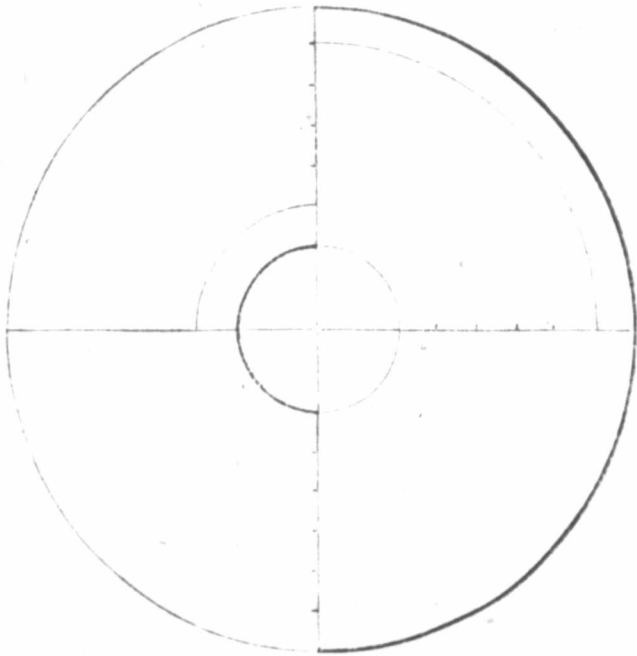
- (a) Draw a square with sides about three inches long, its diagonals and diameters.
- (b) Place guide points on the diameters to indicate the intersections of the curves,
- (c) Draw the short curves forming the indentations at the centres of the sides.

**FOR REVIEW QUESTIONS AND EXERCISES.**

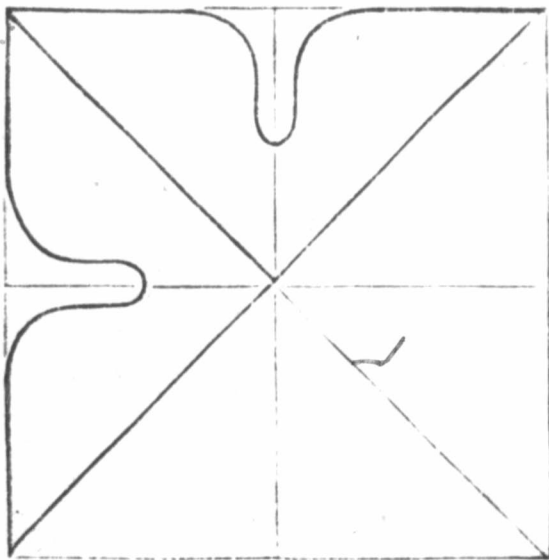
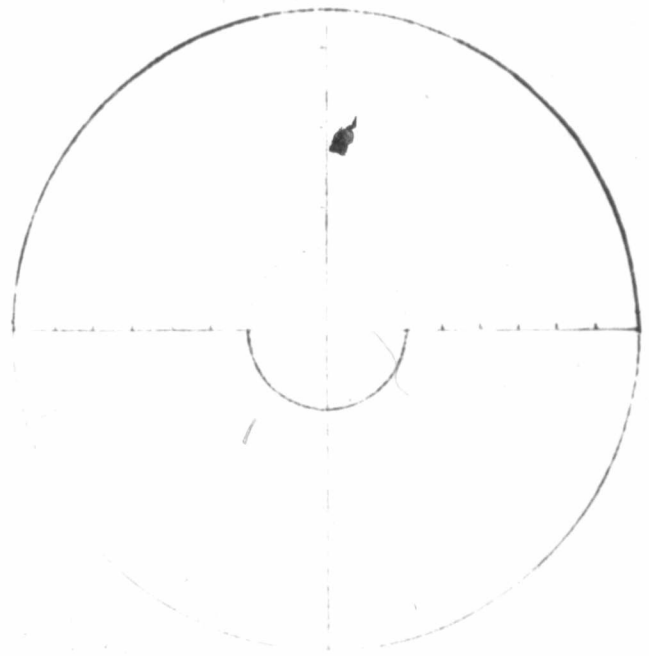
Practise drawing the circle in the following ways : (a) Draw the left half and then right half of circumference, beginning at top of diameter ; (b) Begin at any point left or right of vertical diameter, and complete the circumference with one steady movement.

1. What are concentric circles ? Concentric squares ?
2. Draw a circle upon its diameters ; divide its semi-diameters into four or eight equal parts, and draw four or eight concentric circles.
3. Draw two concentric squares, and within the inner square draw two concentric circles.
4. Form an ornamental border by repeating the dog-tooth ornament horizontally six times, leaving a very narrow space between the diagrams or parts. Finish with an added horizontal line above and below.

I



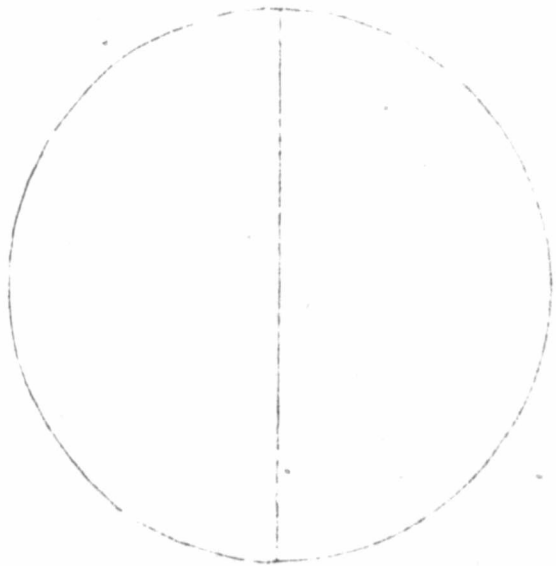
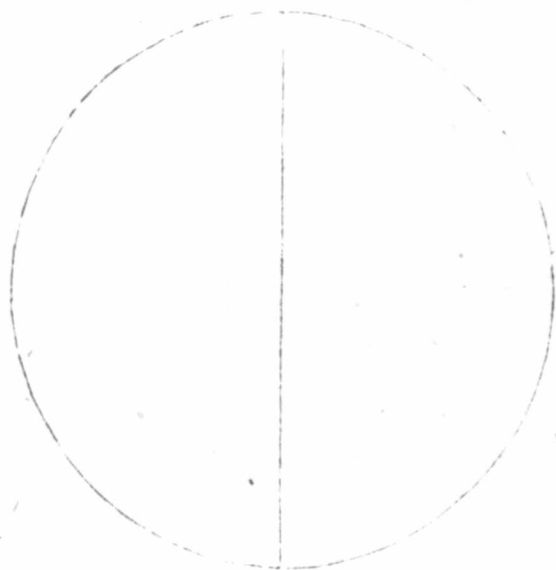
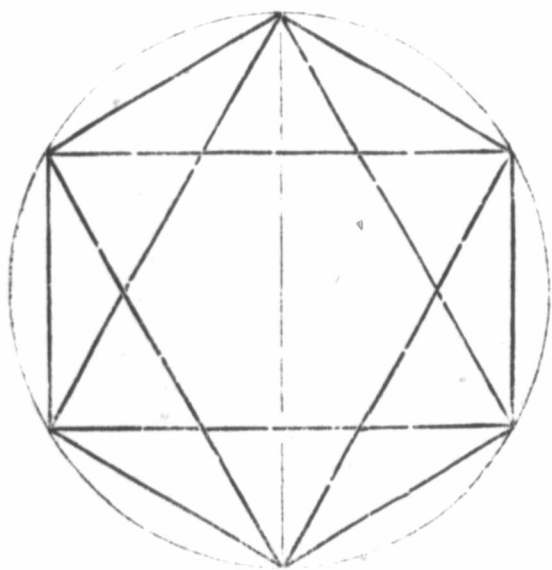
2



FIGS. 1 AND 2.—Divide the vertical diameter into four equal parts; through the upper and lower points of division draw horizontal lines cutting the circumference. The points of intersection of these lines will be found to divide the circumference into six equal parts.

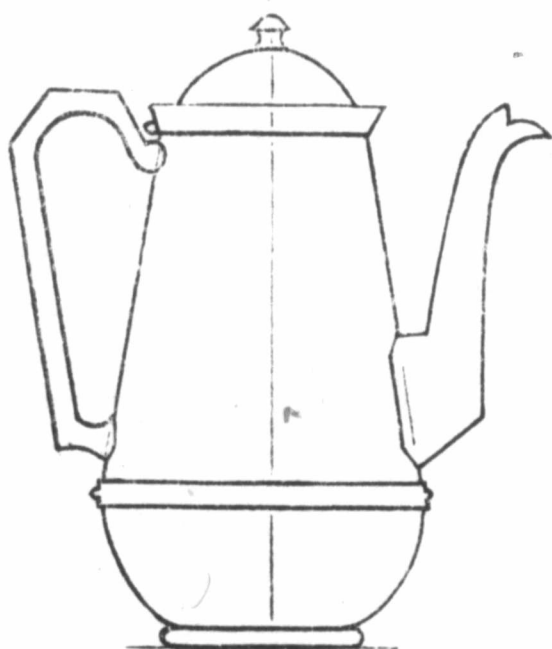
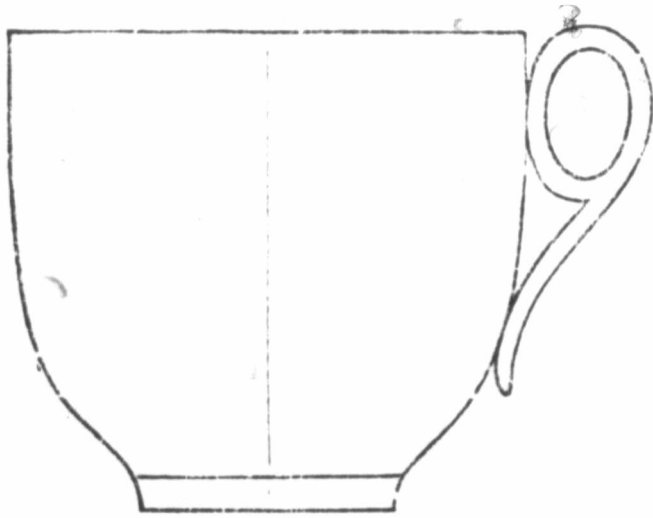
FIG. 1.—Connect points, as in example,—forming a regular hexagon and two equilateral triangles.

FIG. 2.—Complete figure, as in example,—forming interlacing triangles.



Draw cup and teapot in spaces to right, of same size as the copy.

First draw a faint vertical line for the middle. Across this draw faint horizontal lines to correspond with horizontal lines in copy. Sketch the outline faintly, and be sure that the two sides are alike. When satisfied that the sketch is correct, draw in the whole with a firm line of the same thickness as in the copy.



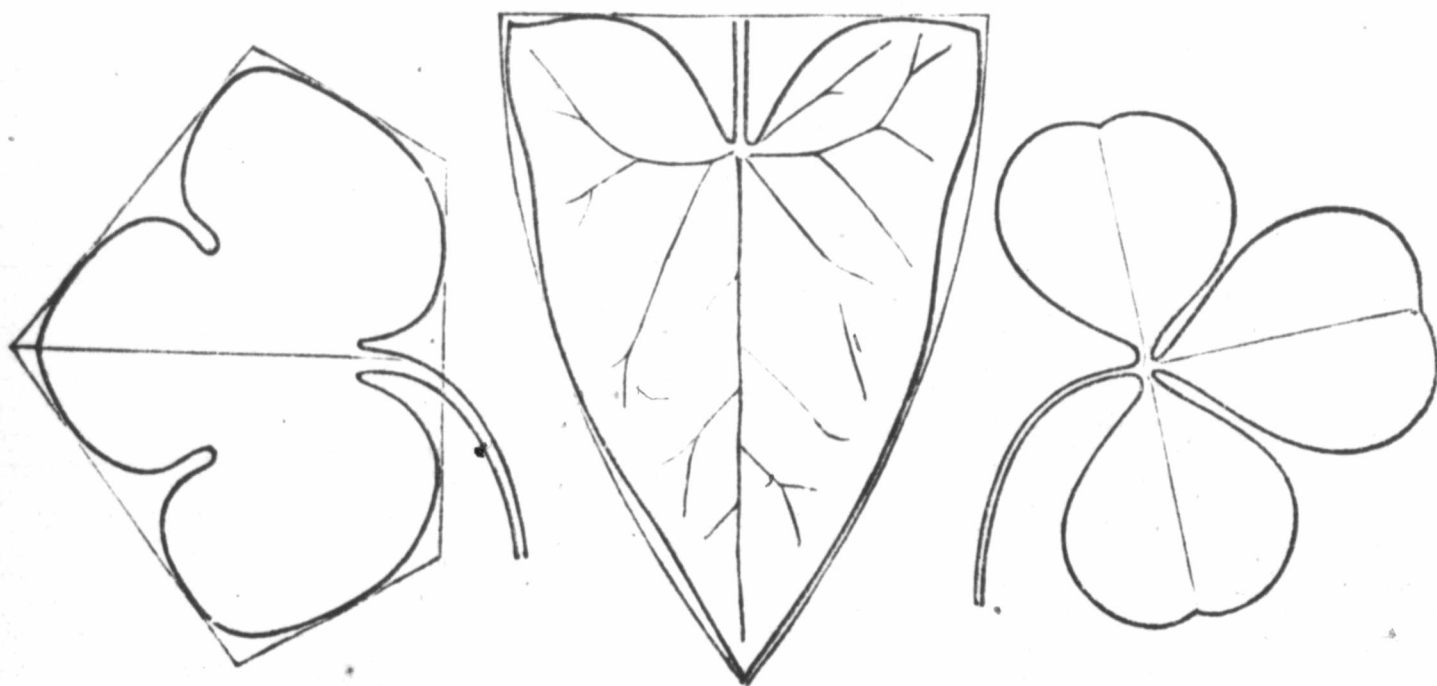
EXERCISE No. 1.—Complete the figure of the ornament ; then draw it in full in space to the right, using the faint line given as upper side of the square.

EXERCISE No. 2.—Leaves of Hepatica, Convolvulus, and white clover. Copy the leaves, first drawing faint vertical line for the centre or mid-rib ; next draw the curved outline of the blade ; then add the veins.

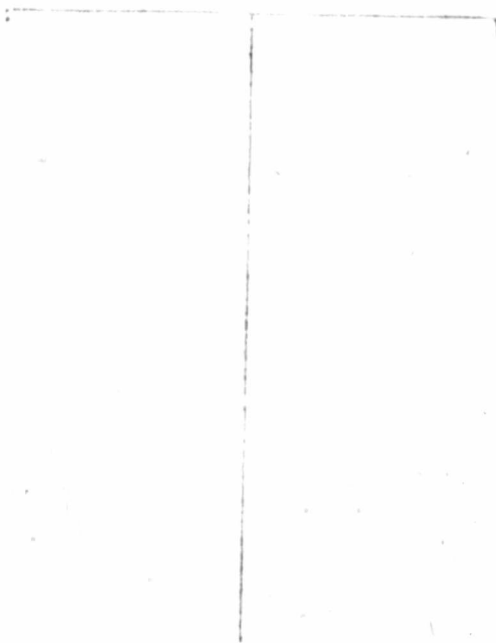
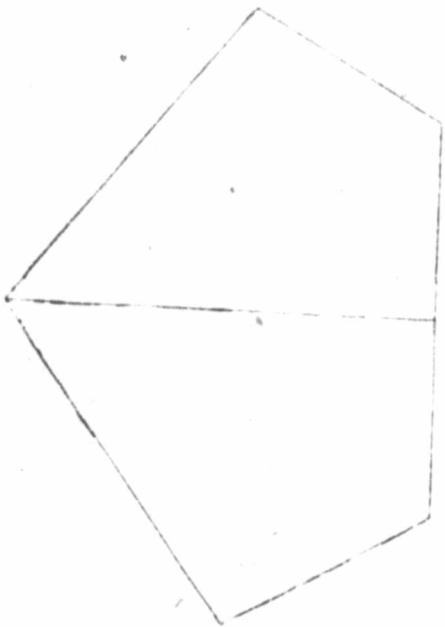
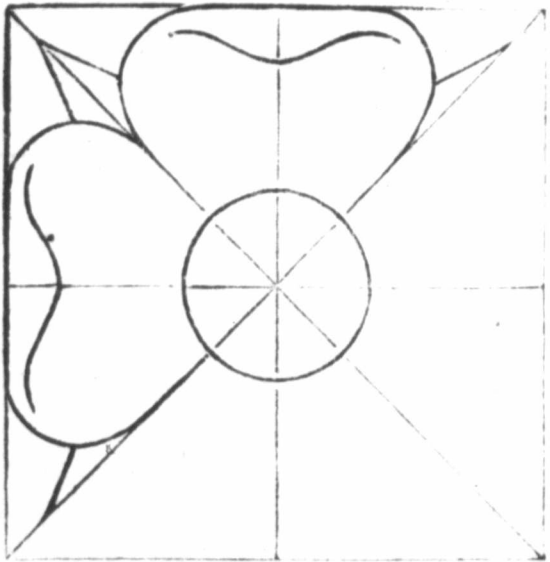
It is desirable that not only the memory of the pupils should be tested, but also their capacity for rapid and intelligent execution. It is suggested, therefore, that general review exercises of the work in this book should be given from time to time by the teacher, somewhat in the manner following :—

Draw from memory, between signals given by the teacher, as many as you can of the objects in any one of the following groups—time twenty minutes—marks to be given for quality and quantity of work done :—

A square, an equilateral triangle, an oblong, a dog-tooth ornament ; *or*, a circle circumscribed about a square, and a circle inscribed within a square ; *or*, some of the objects or ornaments which have been drawn ; *or*, any other combination which may suggest itself.







5

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