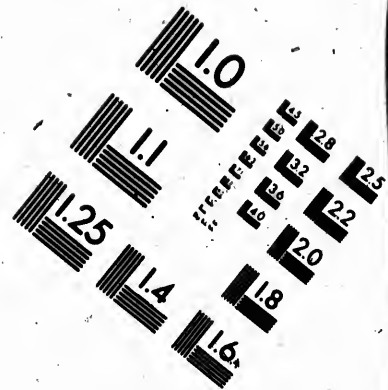
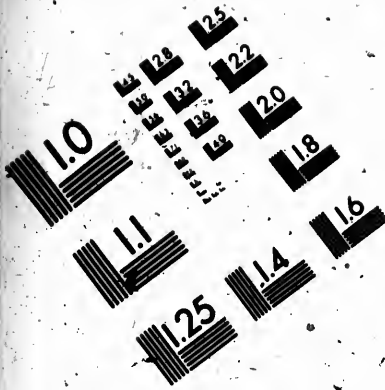




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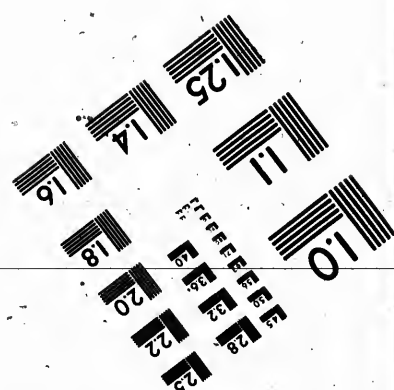
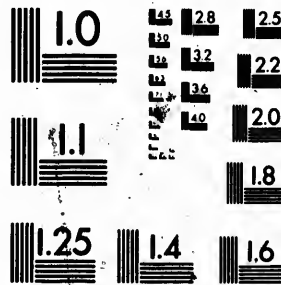
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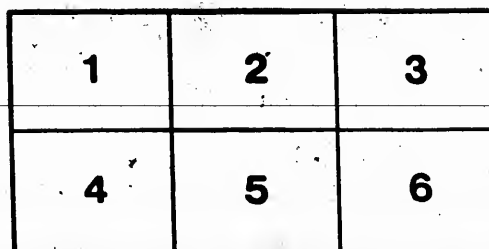
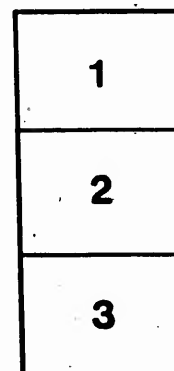
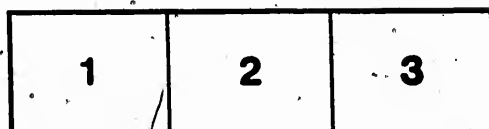
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# THE PUBLIC SCHOOL DRAWING COURSE

BY A.C. CASSELMAN  
THE CANADA PUBLISHING CO.  
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No. 1. FIRST  
READER.

JOHN J. GILFILLAN,  
Chemist & Druggist  
ORONO, ONT.

## HINTS TO THE TEACHER.

The plan of this Drawing Course is a very simple one. Its object is to direct the pupils' attention, under the guidance of the teacher, to the things that come under their observation from day to day, to teach them to observe the changes in color and shape of all natural objects, and their beauty, as exemplified in their form, and laws of growth, and to record by a drawing the appearance of the objects. Expression and observation assist each other. Expression by language is one method. Expression by a picture should accompany language expression in all subjects where possible.

Pupils should be given every opportunity to tell what they know of objects they see and handle by means of a drawing. Teachers must not expect too great a degree of excellence in the lower grades. Not until the third class is reached can the teacher insist upon correct principles, artistic lines, and correct forms of the simple geometric figures. If drawing is not taught till the third class is reached, the pupils are in a worse position to begin drawing than they were in the first class. They lack that freedom of movement and naturalness of expression because they are self-conscious.

All drawings of common objects should be made after the pupil has had an opportunity of seeing and handling the object. For class teaching it is necessary that each pupil should place the object in about the same position with regard to his eyes.

In the course outlined here the objects are such as may be easily obtained by nearly all the pupils. As individuality of observation and individuality of expression is the keynote of this course, each pupil should be encouraged to bring the objects for the drawing lesson to school, if the size, etc., of the object will admit of it. Objects that cannot be brought to school may be drawn at home on paper and transferred to the drawing book in school. Some pupils may

have better opportunities than others for obtaining some objects. Such pupils should have the privilege of supplying their less fortunate classmates. Every school-room should have a cabinet for storing collections of common objects.

The type forms, sphere, cube and cylinder should be made of wood and as nearly perfect as possible. The following dimensions are convenient: sphere, 2 inches in diameter; cube, 2 inches edge; cylinder, 2 inches in diameter and 3 inches long. Excellent work can be done with a cheap rubber ball for a sphere, a tin can for a cylinder, and stiff paper folded to form a cube.

To develop power to express form by language or by a drawing the following is one method: (1) Show the class the type and several objects like it. (2) The class observe and handle the type and those resembling it. (3) They note resemblances to and departures from the type in the objects, and name others like it. (4) They draw the type. (5) They collect objects and pictures of objects that resemble the type. (6) They make drawings of these objects and write descriptions of them. (7) Use drawings to illustrate every subject when possible. (8) The pupils make drawings to illustrate some part of the reading lesson, some scene observed or story read to them.

Every school-room should strive to possess a few pictures of recognized merit. The object is to get the pupils to appreciate good pictures and to know something of the artist and the story he tells, and how he tells it. Let the pupils tell the story in the picture in their own words. The teacher then assists the pupils and tells them something of the life of the artist.

Before the pupils select flowers, grasses, sprigs of trees or leaves, etc., for study and drawing, the teacher should point out to them that some of these are more beautiful and more typical than others. Lead them to select the most beautiful in form. Before drawing a plant it should be talked about. The

place sphere on a book.  
Draw a sphere in outline.

Place a sphere on a book.

Draw the sphere in outline.

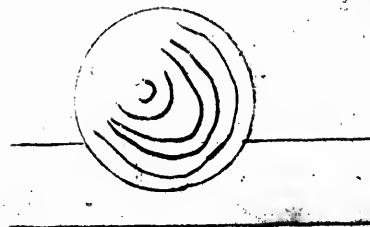
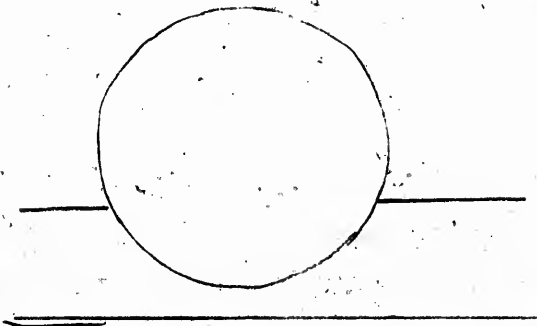
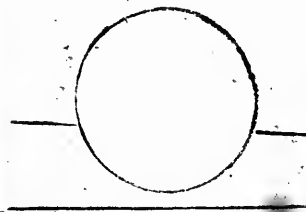
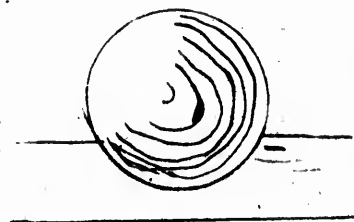
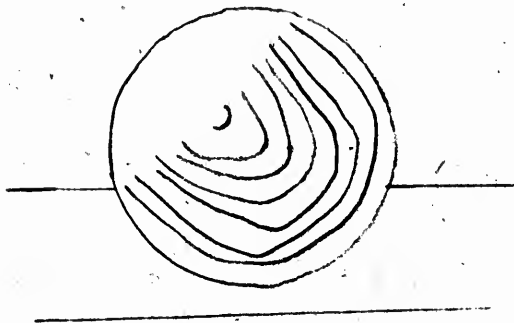
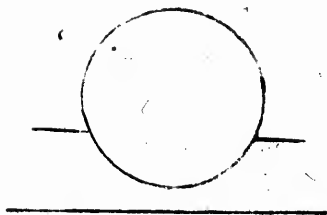
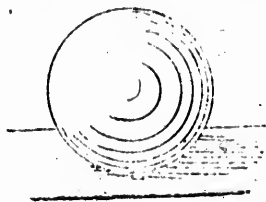
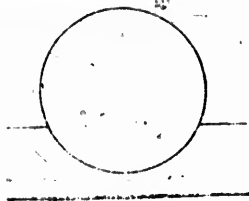
Draw the back edge of the book cover.

Draw the front edge of the book cover.

Draw the sphere again and suggest shade and shadow.

Draw other spherical objects.

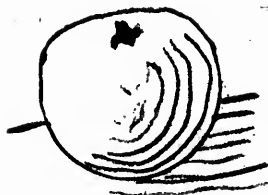
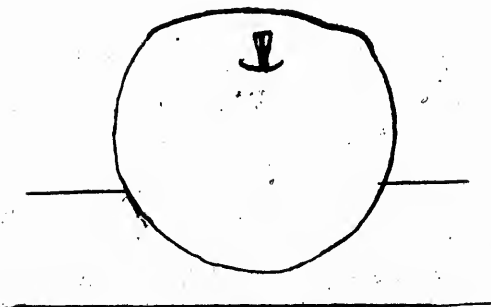
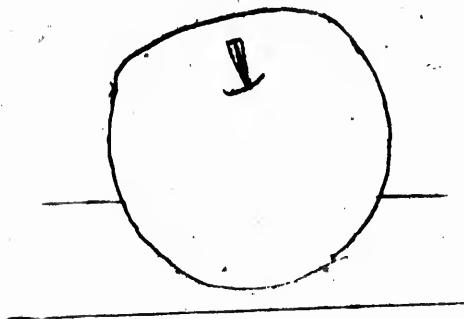
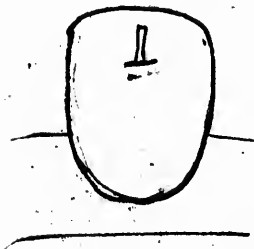
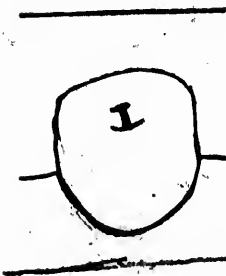
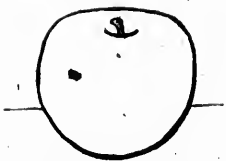
Teach *surface* as the whole outside of a solid.



Teach the terms of location as :—Up, down, above,  
below, top, bottom, right, left, middle, centre.

Draw an apple, stem upward (1) in outline; (2)  
showing shade and shadow.

Draw any other fruits.

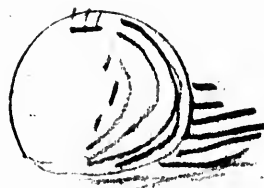
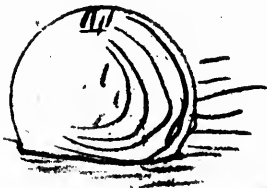
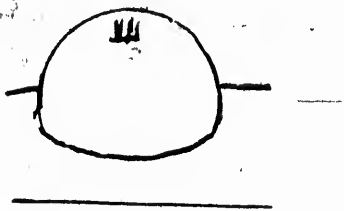
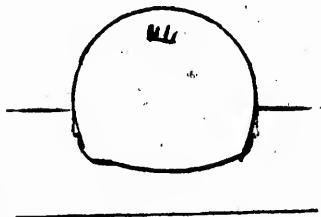
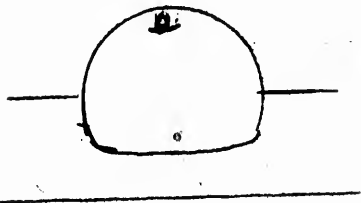
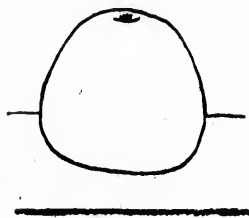




Teach the terms:—Horizontal, vertical and slanting (oblique).

Draw an apple, stem downward (1) in outline; (2) showing shade and shadow.

Teach the color, red.

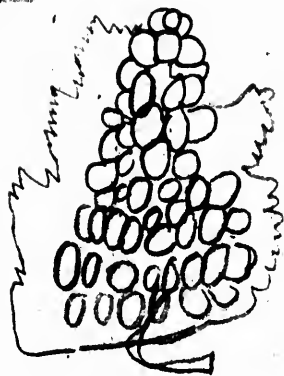


Draw a bunch of grapes.

Collect pictures of objects that resemble the sphere.

Draw a red clover head and some clover leaves.

Draw any wild flower.



Present the cube along with other objects having plane faces and straight edges.

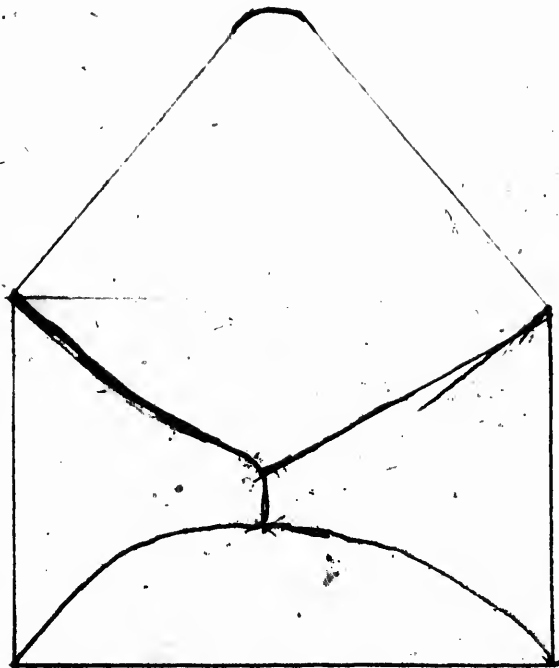
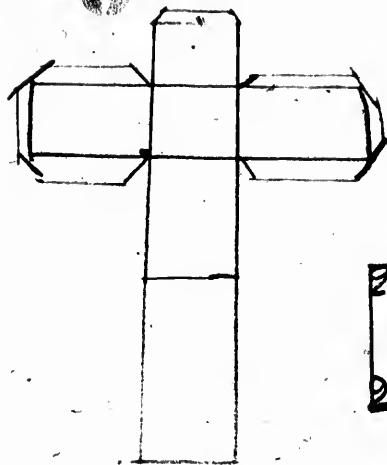
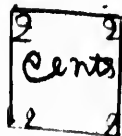
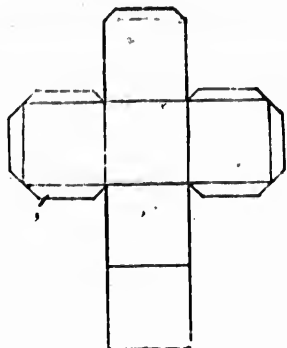
Compare the cube and sphere and teach plane face and curved face.

Draw one face of the cube.

Draw a postage stamp.

Draw an envelope—two views.

Make the cube of paper using a pattern like the one to the left.  
Make each edge two inches long.



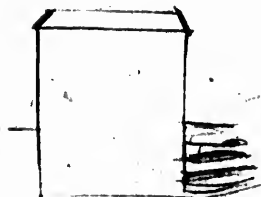
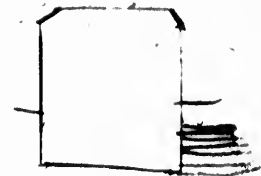
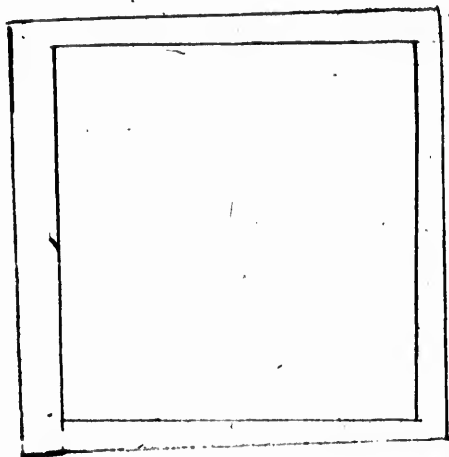
Draw the cube in outline showing the top and front faces.

Draw the cube and its shadow.

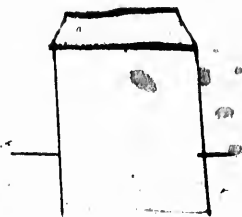
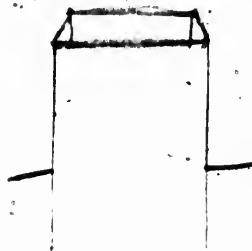
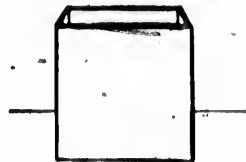
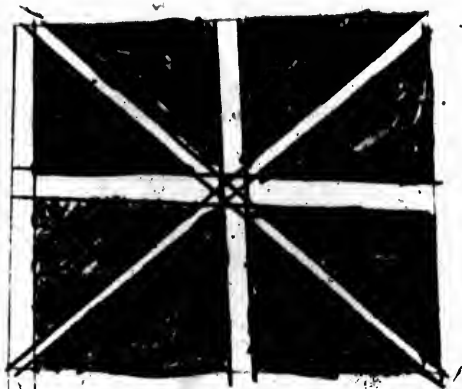
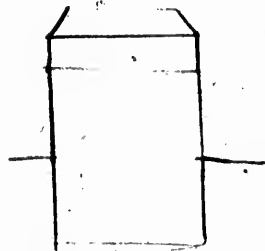
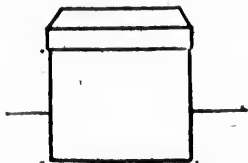
Teach the terms:—Edge, straight:edge, angle, right angle.

Draw a square. How is an edge shown in a picture? Teach diagonal and diameter of a square. Draw a square in two positions.

Teach the color, blue.



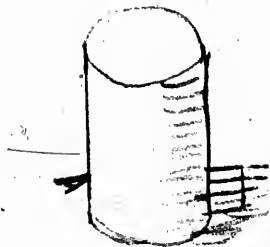
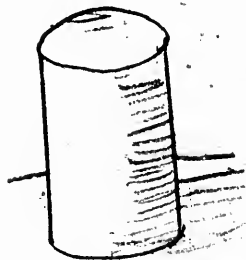
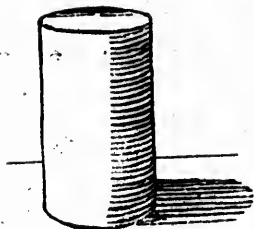
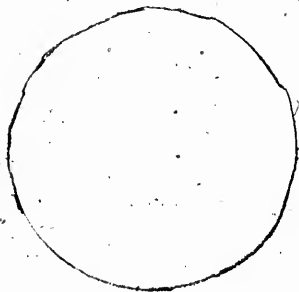
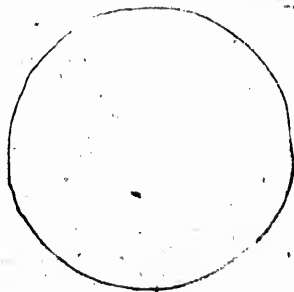
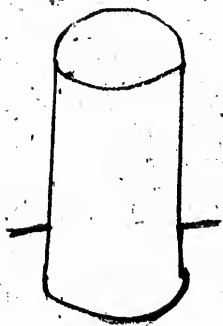
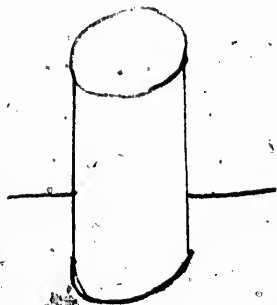
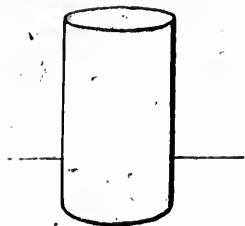
Draw a box with a cover, showing top and front.  
Draw an open box in the same position.  
Teach proportion in a drawing.  
Draw a flag.



Draw a vertical cylinder in outline, and again showing shade and shadow.

Tell what every line in the first drawing is the picture of.

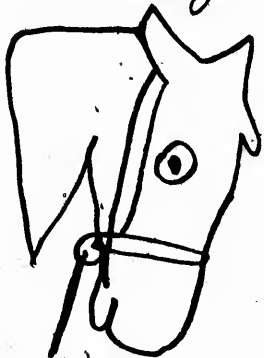
Draw two objects that resemble the vertical cylinder. Collect pictures of objects like the vertical cylinder.



Write answers to the following questions—  
 How many faces has the cylinder?  
 What kinds of faces has the cylinder?  
 What is the shape of the plane faces?

Combine the answers to form one sentence.  
 Point out and tell the kind of edge on the cylinder.  
 Draw a picture to tell a story you have heard.  
 Tell the story that is told by some picture.

Sandy.

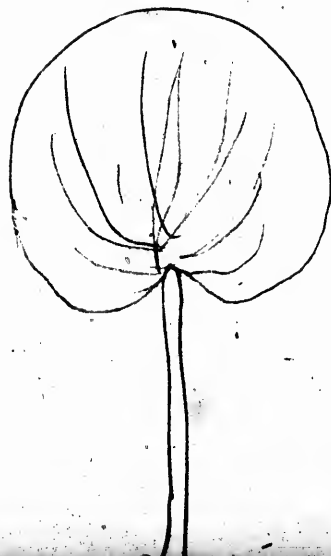
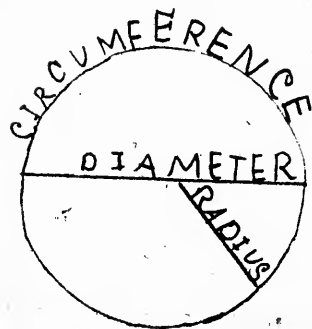
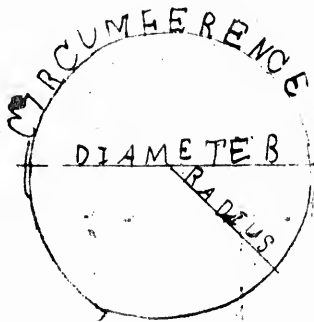
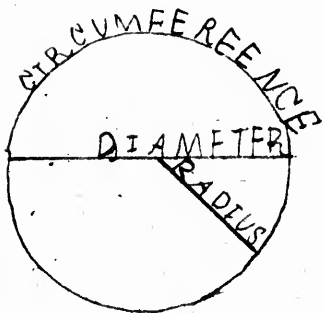
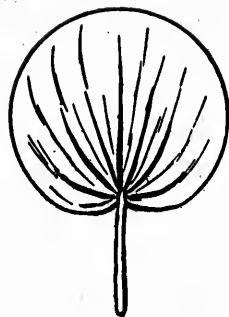
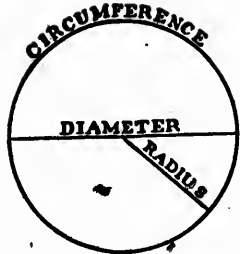


Teach the terms:—Circle, circumference, diameter and radius, using a circular face of the cylinder to illustrate.

Draw a circle. What was really drawn?  
Draw its vertical and horizontal diameters.  
How many diameters may a circle have?

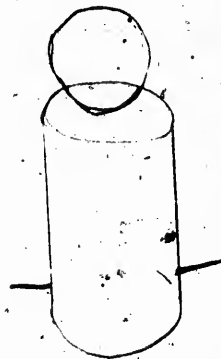
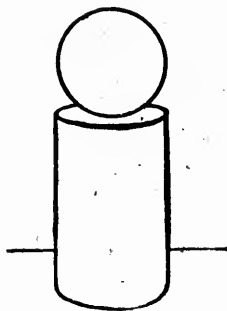
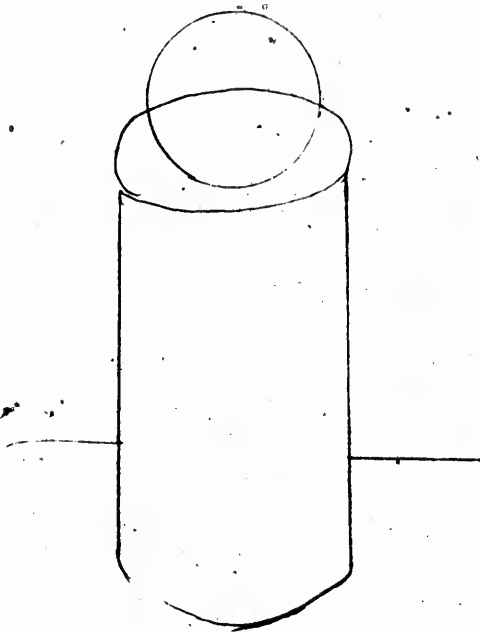
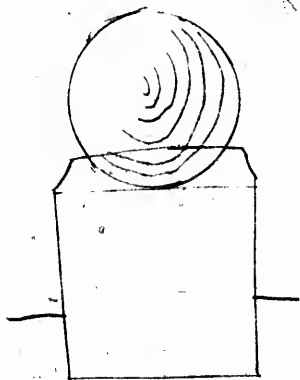
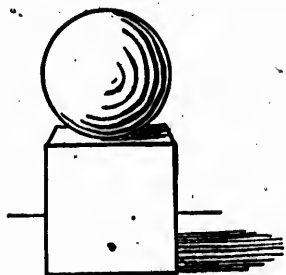
Draw a palm leaf fan.

Draw both circular faces of a Canadian cent. Make the diameter of the drawing twice that of the cent.





Draw a sphere resting on a cube.  
Draw a sphere resting on a cylinder.  
Draw an apple or orange resting on a box.  
Draw an apple resting on a tin can.  
Teach the color, yellow.



Teach the meaning of border, using examples, such as may be found on the Canadian cent, a book cover, a handkerchief, or wall paper. Get the pupils to name borders and to collect examples of borders

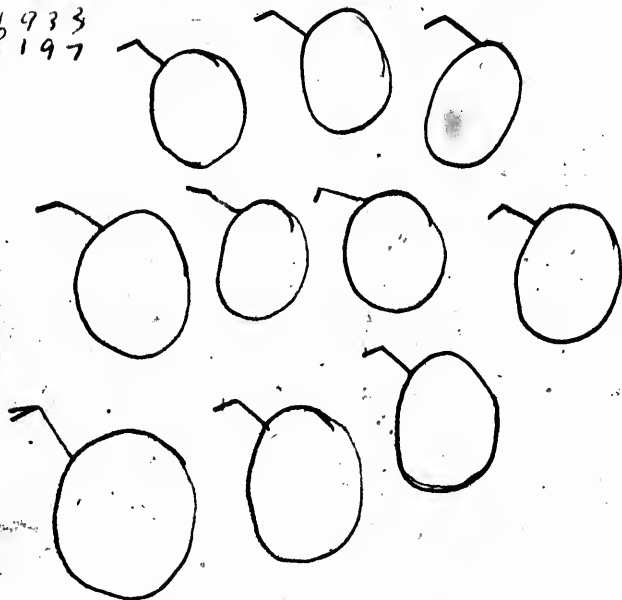
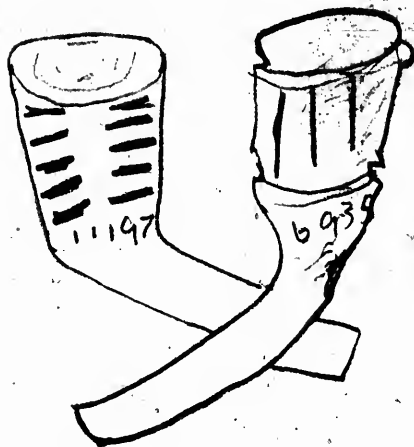
and pictures of them. From the examples lead the pupils to observe *repetition and unit* or the part repeated. Teach the term parallel.



Draw four horizontal borders one inch wide and four inches long, using vertical straight lines as units. Draw four borders, using short, straight horizontal lines as units. Here are two pipes made by the Indians of Ontario that show the use of the straight line as a unit in ornament.



6933  
11197



Write answers to the following questions:—

How many faces has the cube?

What kind of face is each?

What is the shape of each face?

Combine these answers so as to form one sentence.

How many corners (solid angles) has the cube?

How many edges has the cube? How do they compare with each other in length?

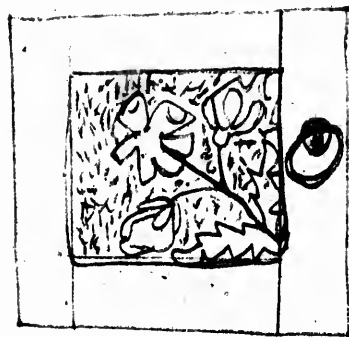
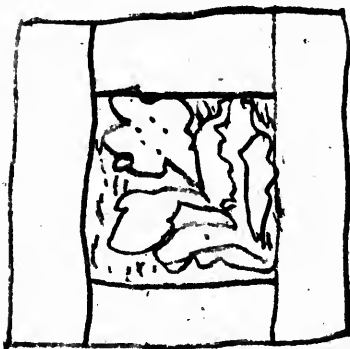
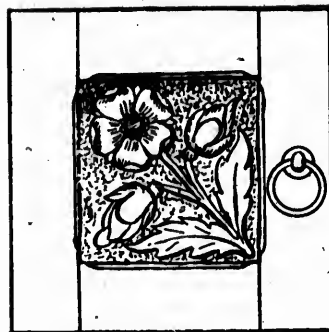
How many angles (plane) has the cube?

What is the name of each angle?

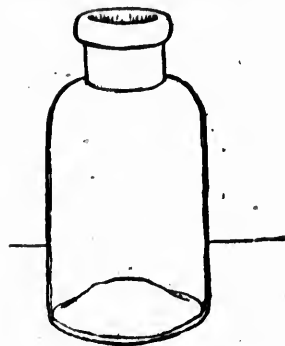
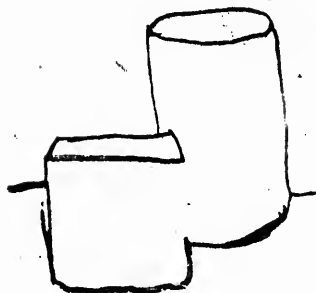
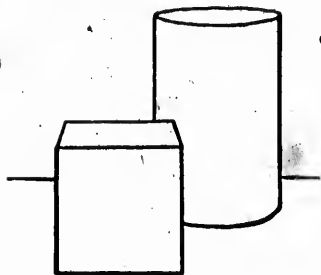
Name objects and if possible collect them, or their pictures, that show the square in their construction or decoration.

This is the picture of a small door, with a carved panel, in an over-mantel.

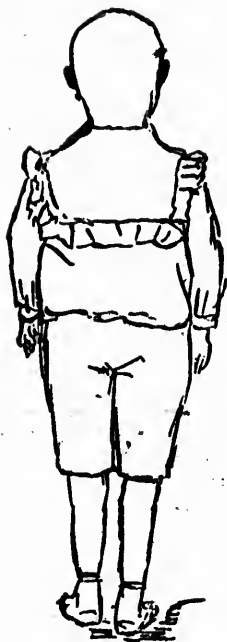
Teach the color, green.



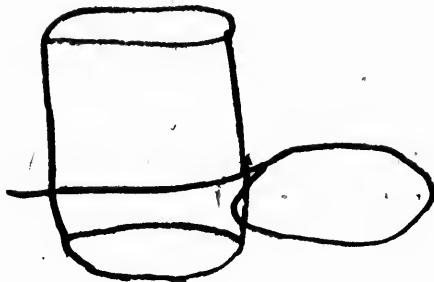
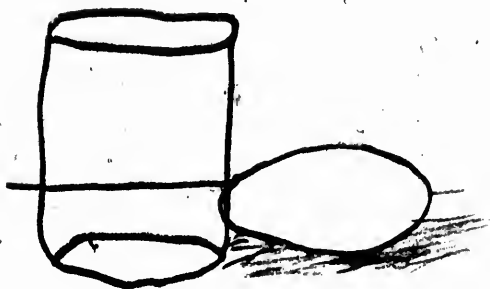
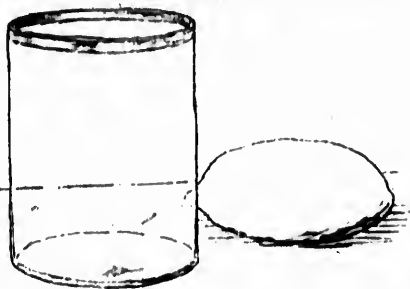
Place a cube and cylinder in a group in two  
or three ways and draw the group.  
Draw a bottle.  
Draw a bottle on a box.



Stand a pupil on a chair in view of the class.  
Point out and get the class to observe the proportions. Suggest the mass  
by blocking-in lines. Pay no attention to details as buttons, fingers, seams, etc.



Draw a tumbler and lemon in two or three different positions.  
Draw a group of any two objects you choose.  
Teach the color, orange.





Draw a horizontal border composed of oblique lines, first, with the top leaning to the right; second, with the top leaning to the left.

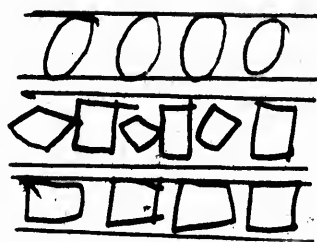
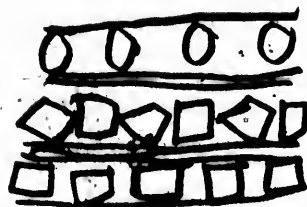
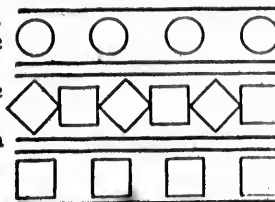
Draw another border combining the two oblique positions. Teach *alternation* and *variety*.

Arrange circles in three or four ways to form a border one and a half inches wide.

Arrange squares to form borders.

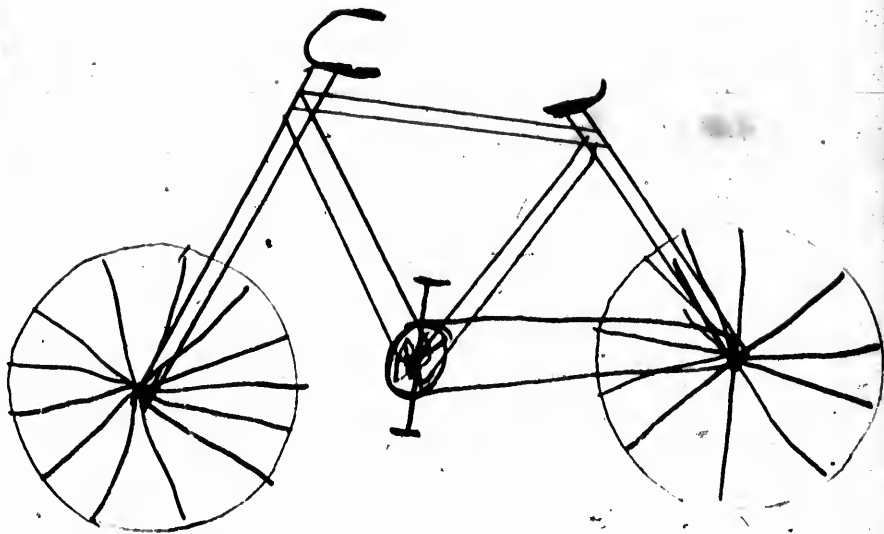
If colors are not convenient, try the effect of darkening the units in some and the *field* of the border in others.

Use rulers to draw the borders.





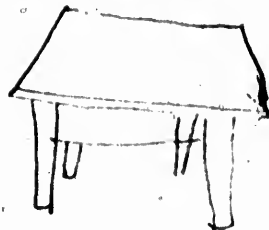
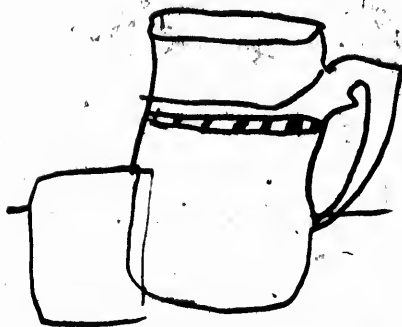
Draw twigs of the common trees, showing the buds.  
Make drawings of sprouted seeds, such as beans, corn, wheat, pumpkin, buck-  
wheat, peas.



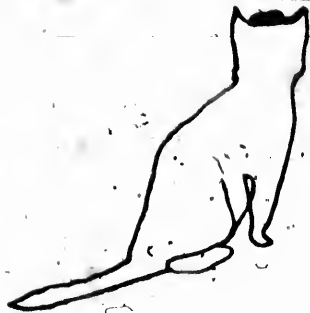
Draw a pitcher and a glass.  
Repeat the drawing and show the glass  
half full of water.

Draw a table.

Draw the appearance of the front wall  
of the school room.

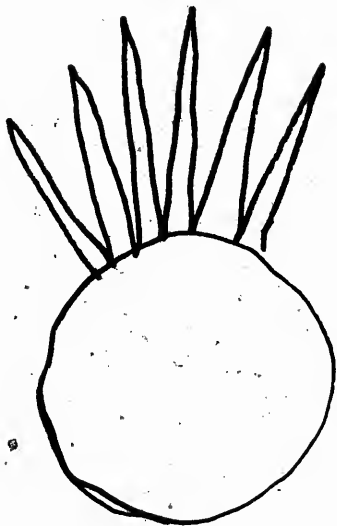
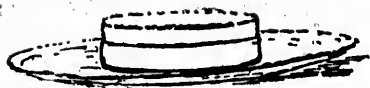


Children delight to draw animals.  
Draw some animal at home from observation. Copy  
the drawing in the drawing book in school.  
Pay more attention to mass than line. Block in by  
straight lines first.





Draw a hat or cap when hanging on the wall.  
Each pupil draw his own hat or cap.  
Draw a tin cup or mug.

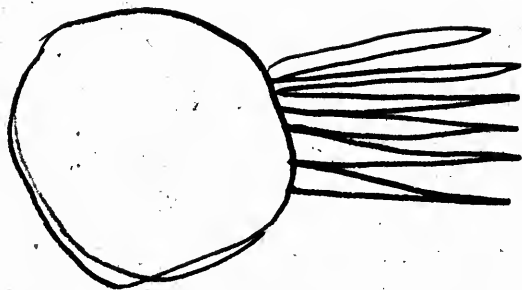
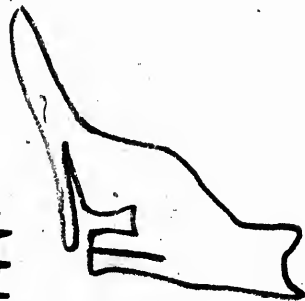
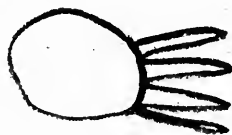
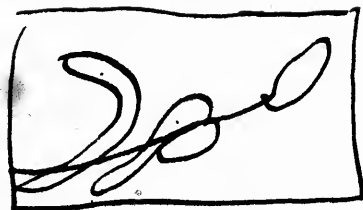


Make drawings of spring flowers.  
Teach the color, violet.



Draw a border using a clover leaf and head as units.  
Draw a square and arrange clover leaves and head  
in it, as the grass is shown in this oblong.  
Make drawings of leaves.  
Use the next page for review or examination.





## HINTS TO THE TEACHER. *Continued.*

laws of growth, the position of the leaves, the size of the stem, the shape and venation of the leaves, etc., would interest them and would be shown in their drawings.

The pages of the drawing-book may be divided into parts to suit the particular class at the option of the teacher. Six equal parts will suit the drawings on some pages, while four parts will suit others. It will be found a profitable exercise in freehand drawing to get the pupils to divide the page by straight lines under the direction of the teacher. Plenty of space is left on each page for the drawing of objects at the option of the pupils or at the suggestion of the teacher. Allow the pupils to draw what they wish often. This gives the teacher an idea of their thought.

The writing of answers to questions asked, as on page 9, may be omitted if the pupils cannot write, or the pupils' answers may be written on the blackboard by the teacher and used as a reading lesson, and then as a copy to be written in the book.

**PENCILS.**—HB pencils are the proper hardness, and should be used for drawing only. The pencils should be held loosely not less than two inches from the point. Try to get the pupils to use sketchy light lines and then heavier ones when the outline is found.

**ERASERS** should not be used below the third class unless by permission of the teacher. A rubber that does not destroy or blacken the surface of the paper is the best.

**SHADE AND SHADOW.**—If a pupil can see a shade on an object and a shadow cast by it he should be allowed to suggest it in his drawing. Shades or shadows on plane faces are suggested by straight lines, and on curved faces by curved lines. Use vertical lines to suggest vertical faces, and horizontal lines to suggest horizontal faces.

**POSITION OF OBJECTS.**—Place all objects on a horizontal surface (a book answers every purpose) about as high as the chin and at arm's length.

**POSITION OF DRAWING BOOK.**—The book if at all

possible should be held nearly vertical against a drawing board. This position will enable the pupil to compare the drawing with the object more readily and to better advantage than when in any other position.

**DRILL EXERCISES.**—Devote from two to five minutes of nearly every lesson to drawing straight lines in various positions, ellipses, circles and objects that have been drawn at a previous lesson.

If the lesson outlined on any page is too difficult for the class, select an object that is simpler to draw.

**COLOR.**—The study of color should occupy some time in every public school. It is the duty of the teacher to fix the concept of the color as early as possible. In the first class the pupils should be taught to recognize the six standard colors: red, orange, yellow, green, blue and violet.

The order of teaching should be something like the following: (1) Use the prism to show the different colors of the spectrum. (2) Present one of the standard colors. (3) Give it a name. (4) Collect examples. (5) Classify examples as like the standard, or lighter or darker. Lose no opportunity to use color language in other studies.

In the second class the tints and shades of the six standards should be studied. Those of each standard should be arranged in a series.

Colored chalks, pencils and water colors are of great advantage in coloring flowers, or the simple borders after being outlined.

Full instructions regarding color may be found in the following books: "Color Study," by Cross, Ginn & Co., Boston; "Elementary Color," by Bradley, Milton Bradley Co., Springfield, Mass.; "Color," by Church, Cassell & Co., New York; "Color Study," The Prang Educational Co., Boston, Mass.

The drawings shown in the book are suggestions, and are not intended to be copied by the pupils. Pupils should get their idea of the appearance of an object from the object, not from a picture.



Oscar Skelding.

