



THE PUBLIC DRAWING

SCHOOL COURSE

BY A.C. CASSELMAN
THE CANADA PUBLISHING CO.
LIMITED

PRICE 5 CENTS

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AUTHORIZED BY THE EDUCATION
DEPARTMENT, ONTARIO

No. 2. SECOND
READER.

J. J. No. 3 Carrick 1901

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HINTS TO THE TEACHER.

The course begun in Book I. is continued in Book II. The same types, sphere, cylinder and cube are presented but in more difficult positions to represent. The hemisphere and square prism are also studied.

The constructive part of drawing is continued. The pupil is required to look for uses of the types in ornament and the constructive arts. The pupil will see the preference for certain forms of constructed articles, and that the shape of certain surfaces such as windows, doors, picture frames, table tops, etc., is determined first by their USE, and if several shapes are equally serviceable then the most beautiful and harmonizing shape is chosen. This critical observation of common objects is the best possible training a child can have.

Working drawings are introduced. The plan and elevation of the types are shown. From this the plan of the school house may be drawn, then the plan of the school ground. This will lead a child to have a proper understanding of a MAP of a larger surface of the earth, as a township, county or country. This division of the subject not only prepares the pupil to understand a MAP, but also to READ a WORKING DRAWING, something very necessary in the education of every child.

The decoration or ornament added to a surface is continued, more difficult borders being shown, and Historic Ornament is introduced by a Greek and Arabian border and by showing the natural Lotus, the plant form used so much by the early Egyptians.

The drawing of the human figure is continued. The profile view may be introduced after the pupils have learned to see and express proportions.

The drawing of quadrupeds, birds and plants is continued. If a pupil studies one type of quadruped or bird and can draw it, he can draw, by a little observation, all the common birds and

quadrupeds. The drawing and study of the common plants and animals will be associated with their economic and other uses.

Representative drawing or drawing the appearance of objects singly and in easy groups is extended. In this grade too much must not be expected. It will be encouraging if children cultivate a taste for graphical representation and show care, thought and improvement in drawing. Use drawing in all subjects when possible. Telling stories by pictures should be encouraged. Pictures of recognized merit should be studied, this will lead the pupils to appreciate good pictures, and will aid them to express themselves artistically.

Rulers and all mechanical aids may be used when making working drawings. Rulers should never be used when sketching, even if their use is possible in some cases.

When the page is divided it will be found that the drawings asked for will not fill the whole space. Such vacant spaces may be used by the pupil to draw anything he chooses when directed by the teacher. Many more drawings should be made in a year than are asked for in the book. Nearly all objects except the types should be drawn on paper at home and transferred to the book. The work in the drawing book is a sample record of the work gone over. The course is arranged so as to begin in August and end with June. Fruits, fall flowers and leaves will engage the attention in the fall. In winter, working drawings, decoration and construction may be taken up. Bursting buds, birds, flowers and outdoor objects will be seasonable during the spring months.

Color study should be continued. The tints and shades of colors studied in the last class would be of interest. Do not teach color or even drawing as a special subject, but rather incidentally.

Review the terms, surface, plane and curved surface, face, plane and curved face, edge, straight and curved edge, circle, square, angle, right angle, vertical, horizontal and oblique, using the sphere,

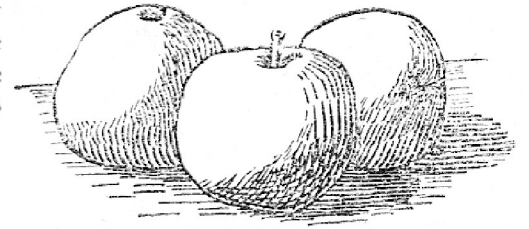
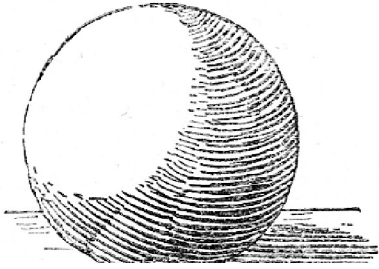
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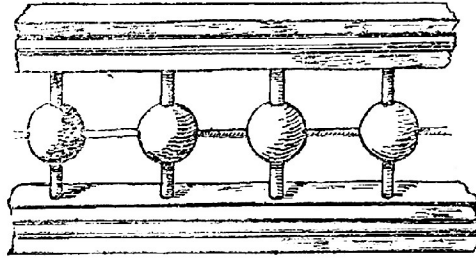
cylinder, cube and common objects to illustrate these terms.

Make drawings to show the above terms and write the meaning of each after the drawing.

Draw the sphere. Observe the shade on it and the shadow it casts upon what it rests. Show the shade and shadow in the picture. What kind of line do you use to suggest shade on the sphere? What will be the kind and position of the lines used to suggest the shadow? Why?

Draw an apple. Draw a group of three apples.



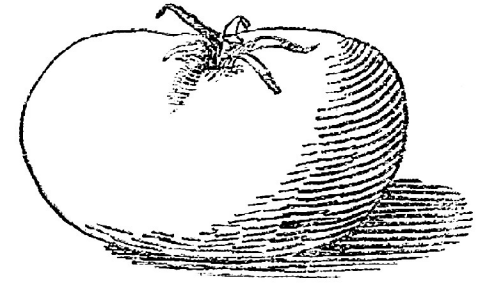


Find examples of the use of the sphere in ornament.
Draw one example.

Compare the long (prolate) spheroid and the short (oblate) spheroid with the sphere and with each other.

Name objects like both spheroids, and collect pictures of objects like them.

Draw objects like the spheroids.

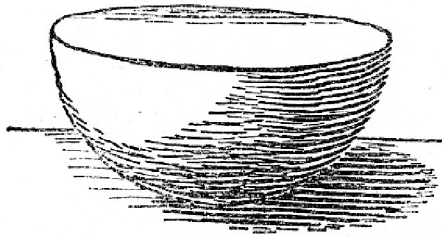


Use this page for sketches, illustrating stories you heard or read, scenes you have observed or lessons from the reader.

Make drawings of some common wild plants in flower. Select a perfect type for study and drawing. Draw separately a leaf, a petal, a seed, the front view of the flower. It is not necessary that all the members of the class have the same plant.

Collect three leaves, one very narrow, another about as broad as long, and another between the two in shape. Draw each leaf and write below each its name.





Write answers to the following questions on the hemisphere.

How many faces has the hemisphere?

What kind is each face?

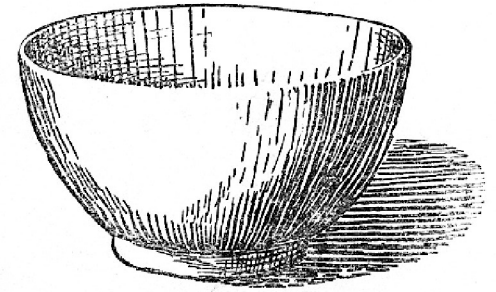
What is the shape of the plane face?

What is the position of the curved face with regard to the centre of the plane face?

Combine these answers to form one sentence. This will be the definition of the hemisphere.

Draw a hemisphere resting on its curved face.

Draw a bowl and other objects like a hemisphere.

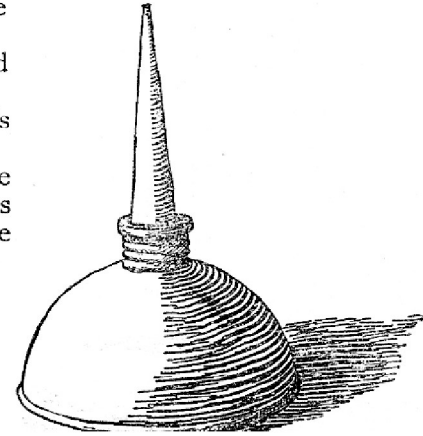
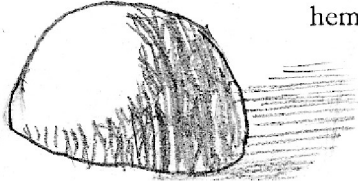
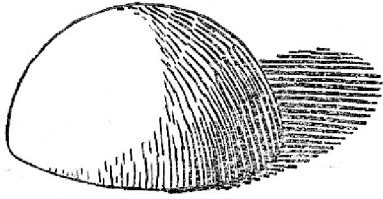


Draw the hemisphere as it appears when resting on its plane face.

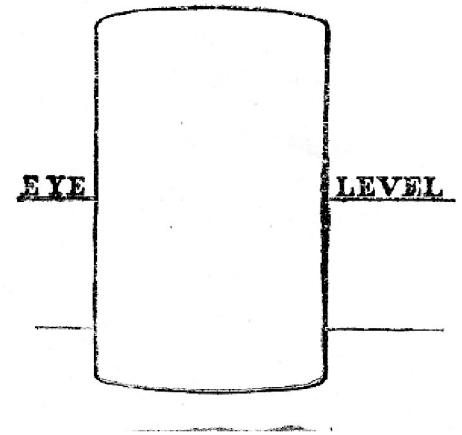
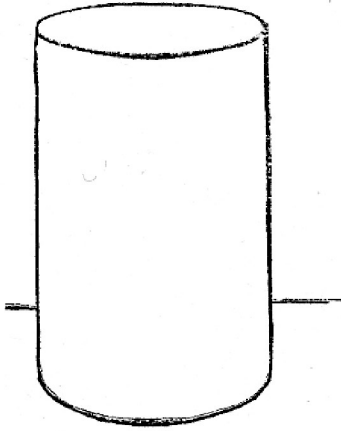
Draw two halves of an apple, one resting on its plane face and the other on its curved face.

Many birds build their nests like a hemisphere. Get a bird's nest and make a drawing of it.

Some uncivilized people such as the Esquimaux, and the Hottentots build houses like a hemisphere. Look for pictures of those and make a drawing of them. Find examples of the hemisphere in ornament and in the arts.

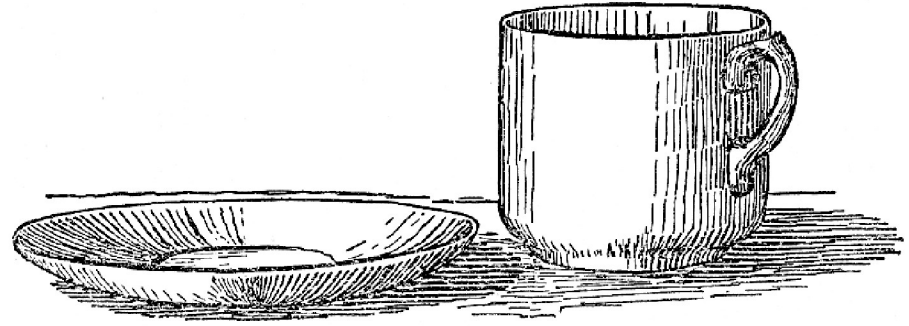


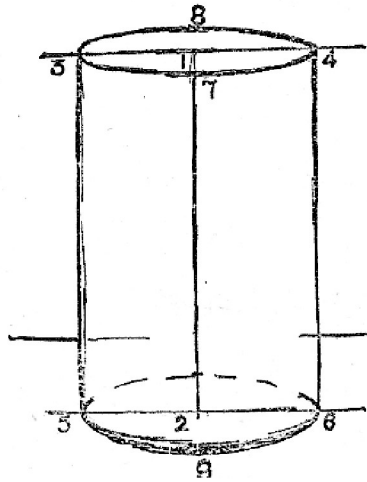
What is the axis of a cylinder?
Draw a vertical cylinder (1) with the middle of the axis at the eye level, (2) with the top at the eye level, (3) above the eye level.
Draw objects like the cylinder.



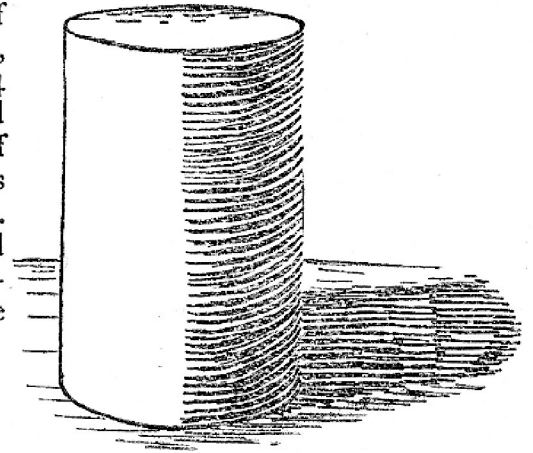
How many faces has the cylinder? What kind is each? What is the shape of the plane faces? What is the position of the curved face with regard to the straight line joining the centres of the plane faces?

Combine these answers to form one sentence and this will be the definition of the cylinder.





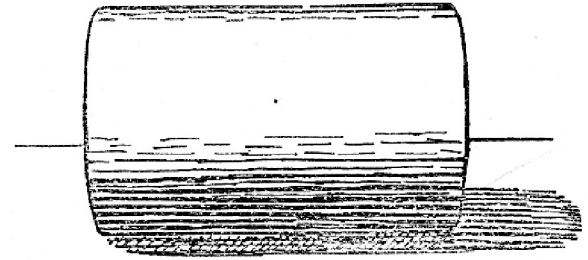
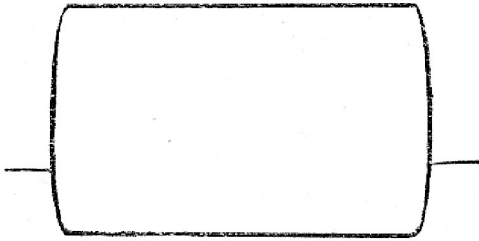
Construction lines aid in getting a more accurate drawing of an object. In a cylinder the first line to draw is the axis 1-2, then lines to represent the apparent diameters of the ends as 3-4 and 5-6. Locate by points the position of the nearest and farthest points on the top as 7 and 8, and the nearest point of the base as 9. Draw the ellipse to pass through the four points at the top. Draw the half ellipse at the lower end of the cylinder. Draw the lines that represent the limits of vision on the curved face as 3-5 and 4-6. Erase the construction lines and other unnecessary lines and then accent the drawing. Locate where the farthest point away on the base would appear if it were visible.



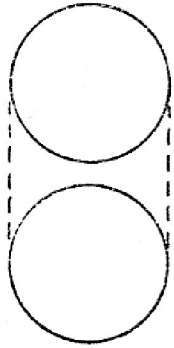
Place a cylinder with its axis horizontal, and at right angles to the line of direction so that the middle of the axis is directly in front of the eye. Draw its appearance, using construction lines.

Draw a cylinder when the right end is directly in front.

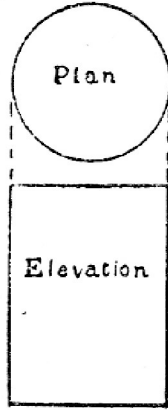
Draw two horizontal cylinders, one to the right and one to the left.



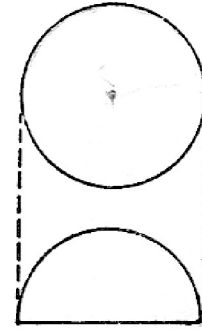
Draw the plan or top view and the elevation or side view of a sphere, a vertical cylinder, a hemisphere and a cube.



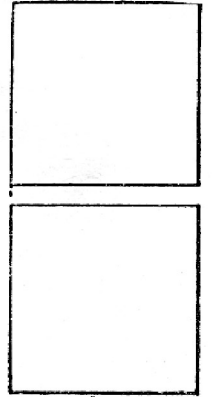
sphere



cylinder



hemisphere

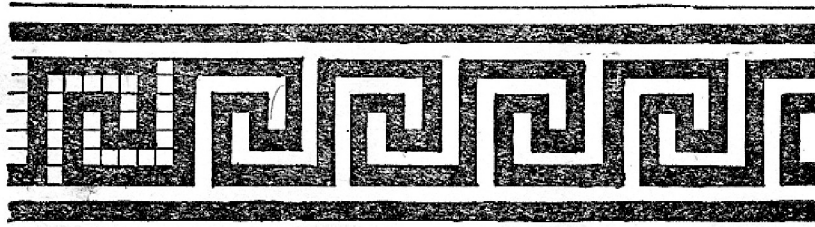


cube

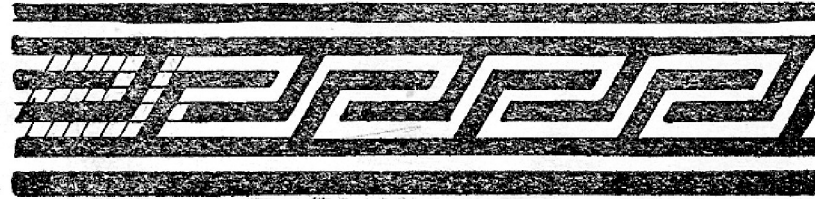
Draw the elevation of a window or door. Measure the door and represent one foot on the door by half an inch in the drawing. This is called "drawing to scale." Use your ruler for drawing lines

and measure carefully. Indicate the measurements on the drawings.

Draw to scale a plan of your school room, locating the position of the objects in the room by their top view. Place your drawing so that the northern part of the room will be towards the top of the page.



GREEK



ARABIAN

Review borders. Draw borders using straight lines, circles and squares as UNITS. Draw two borders using a combination of circles and squares as units. Vary the appearance by darkening the units in some borders and the field in others. The field of a border is the space outside the units. Explain REPETITION, ALTERNATION, VARIETY, CONTRAST.

Draw borders using the one or more of the natural forms drawn on page 5.

Collect examples of borders that use flowers for units.

Here are two examples of historic borders called "frets." Look for similar frets and draw them.

How many faces has a cube? What kind is each face? What is the shape of each face? Give the definition of a cube.

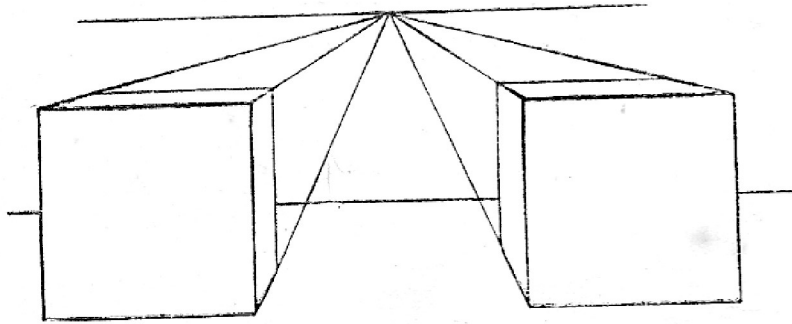
Draw the cube as it appears when resting below the eye, so that the top face and front face are visible.

Draw the cube again and locate the position of the eye level by a line. Produce the lines that represent the receding edges. If they meet about on the eye level the drawing has been correctly made.

What is the line at the eye level the picture of? Give examples of receding edges that you have seen. Collect pictures showing marked convergence.

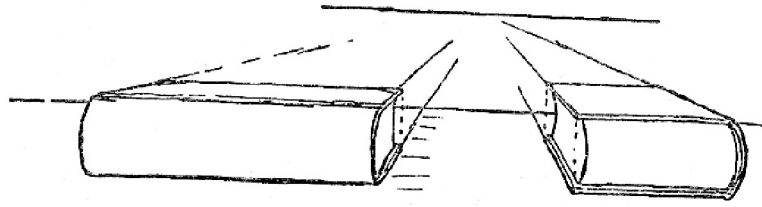
Draw a box with a cylinder resting on it. Draw a brick. Draw an open book.



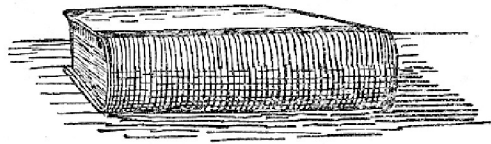


Place the cube in position below the eye so that two faces are visible. Move it slightly to the left. Place another cube in the same position slightly to the right. How many faces of each are visible? What is the apparent shape of the front faces? Draw them. Locate by a line the place where the back edges at the top appear. Mark the back vertical edges. Locate the lower corners at the back. Locate the apparent position of the corners at the right and left at the top. Draw the receding edges. Produce these edges till they meet. What help may be obtained from using the eye level line?

Draw a road or street and the fences and buildings on each side.

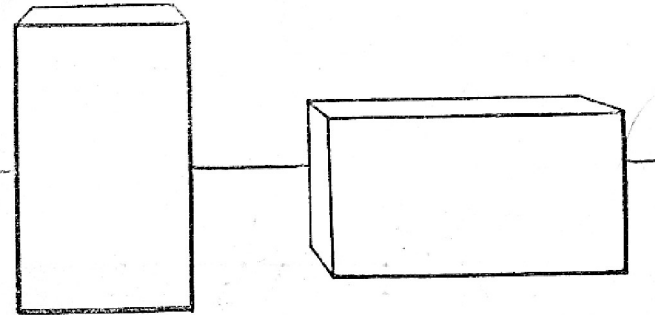


Edges that recede parallel to the direction we are looking appear to converge to a point opposite the eye on the horizon. The picture of this point is on the eye-level line, directly in front of the eye. Prove this by tracing on a vertical glass plane held between you and two cubes placed as on last page. Place the cubes so that they may be seen well when looking horizontally. Draw books, boxes and other rectangular objects, to the right and to the left.

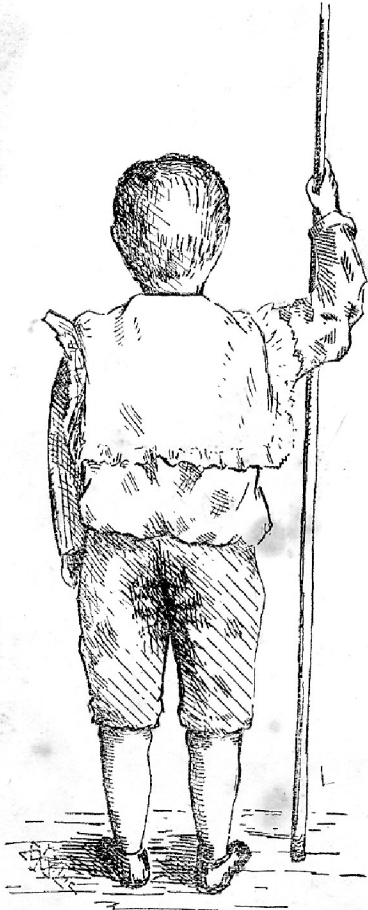


Draw a square prism in different positions. What is the shape of each face of the prism? What is a prism? Name examples of prisms. Name objects that show the use of the oblong. Draw to scale the elevation of one of the windows of the school room.

Draw objects like the prism.



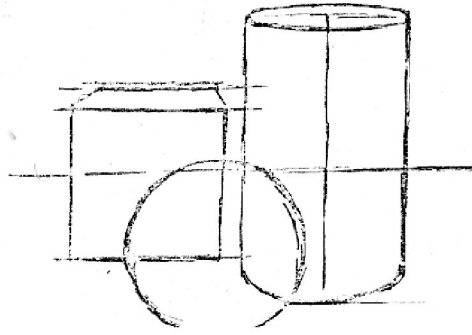
Pose a boy or girl in view of the class. Point out the main divisions in the height as determined by the head, clothing, etc. Suggest the outline by straight lines. Collect pictures of persons and copy some of them.



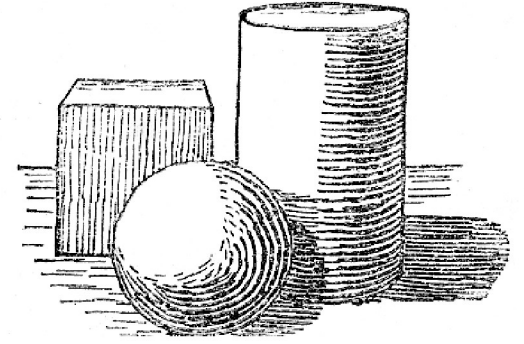
Draw a bird from life or from the stuffed specimen. This is a picture of a robin. Name birds that are common where you live. What do they eat? Name birds that are helpful and those that are hurtful to crops.

Draw a robin's nest.

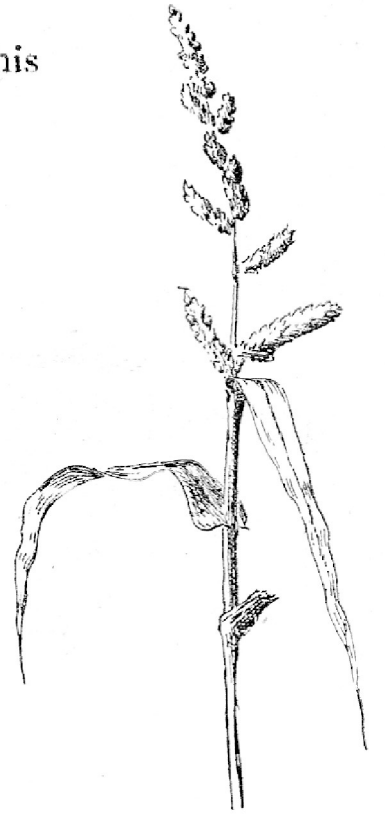


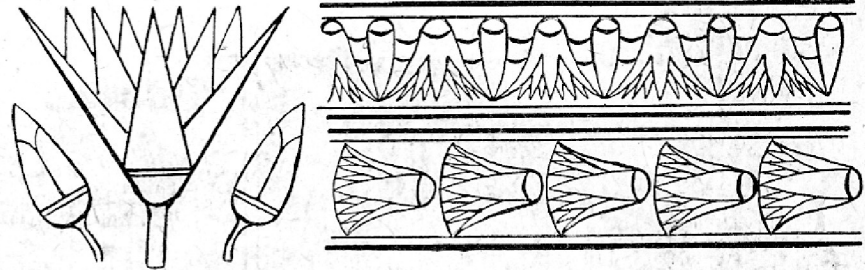
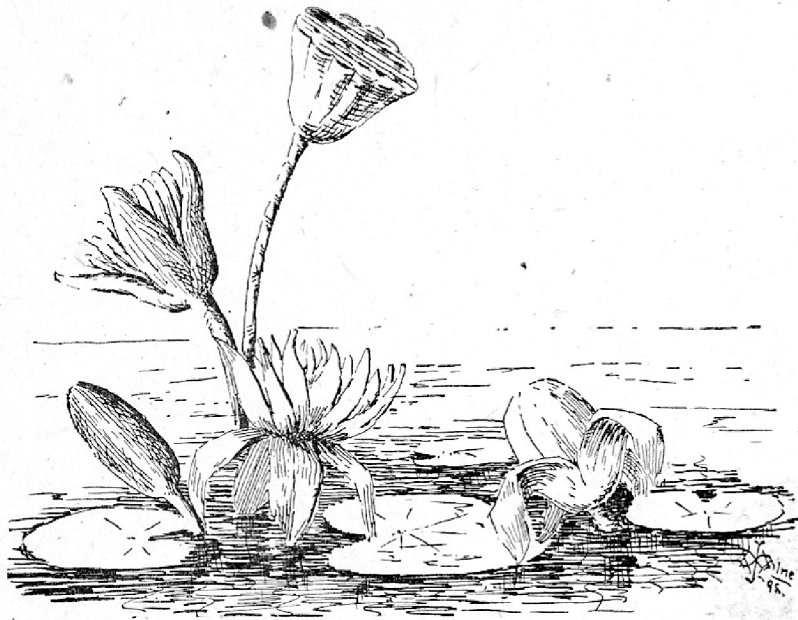


Arrange a cylinder, a sphere, and a cube in a group and draw them. This is one way to arrange them. To draw a group locate the top and bottom of each object, then the other main lines. Sketch the whole group in outline first, invisible as well as visible edges. Erase invisible and other lines not needed, accent the outline, then show shade and shadow.



Draw spring flowers, sprouting seeds and leaves.
This is a picture of a cherry blossom. Draw a grass. This
is a stem of a coarse grass found growing in gardens.





This is a sketch of the Egyptian Lotus. There were two varieties, differing only in color. One was blue and the other white. The leaves were nearly circular and floated on the surface of the water. The flowers and buds extended above the surface of the water from six inches to about a foot. The calyx consisted of four dark-green sepals, entirely enclosing the bud and as the flower opened the calyx expanded as in the flower to the left. When the flower began to fade the sepals curved downward and after a short time fell off. The petals never expanded more than shown in the picture, and after a time shrank up and fell off, leaving a seed case. The tall object like the spout of a watering-can is the seed case of the rose water lily or Indian Lotus. This kind was rare in Egypt and was not used in ornament.

The ornament of the Egyptians was SYMBOLIC, that is, the forms they used had a meaning beyond their mere beauty. The Lotus was emblematic of the sun and hence the symbol of life, resurrection and immortality. The crops in Egypt depend upon

the overflow of the Nile and as the Lotus appeared above the water shortly after the overflow, the people observed that a luxuriant growth of lilies was always followed by good crops. Then the Lotus was a symbol of plenty, of life. It is characteristic of Egyptian ornament and is found carved on temples and various vessels, also on tombs and mummy cases. When the bud and flower were used on temples and objects associated with activity and life, they were drawn in the natural position, but on tombs and mummy cases in the horizontal position or open part down. Examples of Lotus borders are shown.

As an exercise the teacher may draw the Lotus flower and bud as the Egyptians used it in ornament and the pupils may arrange them in borders.

The Lotus in various forms was used in the ornament of Chaldea and Assyria. It was from the Lotus that the Greeks got the suggestion of the Palmette or Anthemion. These nations copied it from the Egyptians but to them it had no significance beyond its beauty of form.