

**DRAWING SIMPLIFIED:
A TEXT-BOOK OF FORM
STUDY AND DRAWING**

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Drawing Simplified: A Text-Book of Form Study and Drawing by D. R. Augsburg

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DRAWING SIMPLIFIED.

A TEXT-BOOK OF FORM STUDY AND DRAWING.

DESIGNED FOR GENERAL USE IN SCHOOLS
AND FOR SELF-INSTRUCTION

BY

D. R. AUGSBURG, B. P.

*Supervisor of Drawing in the Public Schools, Salt Lake City, Utah.
Formerly Director of the Drawing Department in the Keystone State Normal School, Pa.,
and Institute Instructor.*

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PREFACE.

The entire system of DRAWING SIMPLIFIED is divided into two books :

- (1) "Drawing Simplified."
- (2) "Elementary Drawing Simplified."

DRAWING SIMPLIFIED is a regular and complete course in *Representative Drawing* adapted for the intermediate and grammar grades and for the self-instruction of teachers.

This book is divided into four parts, each part representing one year of work in the common schools.

They are :

- Part I. The Cube and its applications.
- Part II. The Cylinder and its applications.
- Part III. The Triangular Prism and its applications.
- Part IV. Light, Shade, Shadow and Reflections.

These parts go into the hands of the pupil as a text-book to be studied and lessons learned after the same manner as lessons in arithmetic.

The four parts are bound together in one volume for the use of teachers.

ELEMENTARY DRAWING SIMPLIFIED is a teacher's hand-book for Primary Drawing. It is designed to show teachers how to teach drawing

PREFACE.

in the primary grades. Each step is fully illustrated and carefully graded. It does not go into the hands of the pupil at all, but guides the teacher step by step through the first four grades.

A knowledge of "Drawing Simplified" is necessary for successful work in "Elementary Drawing Simplified."

The same general plan is pursued through both books, and the same principles followed and used over and over in all of their applications.

The whole system is based on three type forms :— The cube, the cylinder, and the triangular prism, which are made the basis of all forms.

CONTENTS.

- I. THE CUBE
 - 1. The horizon line
 - 2. Drawing the cube

- II. THE CYLINDER
 - 1. The vertical cylinder
 - 2. The horizontal cylinder
 - 3. The receding cylinder
 - 4. Drawing the cylinder
 - 5. The sphere
 - 6. The cube and cylinder

- III. THE TRIANGULAR PRISM
 - 1. The vertical prism
 - 2. Vanishing points
 - 3. The horizontal prism
 - 4. The receding prism
 - 5. Drawing the prism
 - 6. The pyramid
 - 7. The cone
 - 8. The cube and prism
 - 9. Vanishing points

- IV. UNITY
- V. LIGHT, SHADE AND SHADOW
- VI. REFLECTIONS

SUGGESTIONS TO TEACHERS.

Materials.—The materials necessary for work are (1) A model for each pupil and one for the teacher. (2) A medium soft pencil. (3) A rubber eraser. (4) Paper.

* * *

Models.—Models may be made out of card or paste board, cut out of plaster of Paris, parafine, chalk, or clay, or whittled from wood.

These models should be used continually in the class, and all questions referred to it. There will be a strong tendency to neglect the use of the model. This must be overcome. The pupil should be led to acquire the habit of seeking the model to help him out of difficulties, especially those involving principles. If this is done the understanding will be more clear and the work thorough.

* * *

Text-Book.—Each pupil should have a text-book of his own as soon as he is able to understand one. Some teachers take the place of the text-book themselves, and impart to the class all they know of the subject. This is right in the primary grades and may work fairly well with teachers of marked ability in the upper grades, but at the best the knowledge will be fragmentary and the work unsatisfactory.

FORM STUDY AND DRAWING.

Plan of Work.— (1) Point out and explain to the class the principle from the model. (2) Illustrate the principle on the black-board by means of drawings. This may be reversed and the principle explained first from the drawings on the black-board and then verified by the model. (3) The pupil should explain the same principle from the model and illustrate it on the black-board by drawings. (4) The principle should then be used to draw objects similar to the model.

* *

Problems.— A clear understanding of the problems is the basis of thorough work in drawing. *Do not hasten to picture making.* Use the greater part of the time with drill work in the problems. Draw each problem in at least four positions and often in the whole nine. You cannot fail if you do this.

* *

Copying.— Do not tolerate copying without understanding. It is time wasted. Teach your pupils to work independently from the principle. Then drawing will mean something to them and be a pleasure, otherwise drudgery and a waste of time.

* *

Straight Edge.— Do not allow the use of the ruler or straight edge. Let each pupil depend on his unaided hand and eye. After control over the hand has been gained so that the execution is accurate and correct then there will be time enough to teach the use of the ruler and straight edge.

* *

The Black-board.— Much of the class work should be at the black-board. No work will show to the teacher the pupil's knowledge so plainly or accurately or give the pupil greater confidence and independence than work at the black-board before the class.