

**TEACHERS' MANUAL, PART III:
FOR THE PRANG COMPLETE
COURSE IN FORM-STUDY AND
DRAWING, BOOKS V AND VI**

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Teachers' Manual, Part III: For the Prang Complete Course in Form-Study and Drawing, Books V and VI by John S. Clark & Mary Dana Hicks & Walter S. Perry

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JOHN S. CLARK & MARY DANA HICKS & WALTER S. PERRY

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TEACHER'S MANUAL

Part III.

FOR

THE PRANG COMPLETE COURSE

IN

FORM-STUDY AND DRAWING

BOOKS V. AND VI.

BY

JOHN S. CLARK, MARY DANA HICKS
WALTER S. PERRY



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AUTHORS' PREFACE.

THIS course of instruction presents, not Form Study alone, not Drawing alone, but Form Study and Drawing as complementing each other, as together furnishing a means of mental development second to no other study, and indispensable in the education of every child, as leading to a knowledge and appreciation of the beautiful.

FORM STUDY AND DRAWING IN MENTAL DEVELOPMENT.

Recognizing that the development of the mental powers in their natural order, leading to thought, requires not only perception, but also expression, the authors have arranged the work of this Course so that pupils shall first observe and study the forms of models and objects, and shall then express by drawing what they have observed in the forms of the models and objects studied. By the presentation of models of type forms, supplemented by familiar objects, the senses are addressed, the attention is awakened, the powers of observation are incited, the mind is stirred to action, thought ensues. Drawing is then introduced, not simply as a means of training the eye and hand, but as a language by which the pupil not only expresses but impresses his thought. Still further, in the "making" required in the study of the models and objects, the ability to use the hands is trained and encouraged, the creative faculties are developed, and thus manual training, with all its healthful influences, is begun. Pupils going through this Course will not only be led, through the cultivation of their observing powers, to take a lively interest in the forms of objects around them, but will also become conscious of the power of expressing their ideas of such forms by drawing, whether with regard to their facts as

seen in working-drawings, to their appearance as seen in pictures, or to their decoration; at the same time, while the eye has been trained to observe, and the hand to draw, the mind has been constantly unfolding through perception, thought, and expression.

ART EDUCATION.

Still further, it is a distinct aim in this Course to lead pupils to an appreciation and love of the beautiful as found in Nature and as expressed in the hand-work of man. What man has done, what he has created, is Art. It is the belief of the authors that Art Education, or the study and the creation of the beautiful, should be begun with the earliest instruction of children; that while Nature is studied with reference to the facts to be observed, there is yet a truth, a beauty of Nature that transcends all particular or material manifestations; and that this truth or beauty is seen only when these particular manifestations, as embodied in form and color, are observed in their relations to the plan, the harmony, the unity that exist throughout Nature.

DRAWING IN CONNECTION WITH OTHER STUDIES.

It is the hope also of the authors that the work in this Course may lead teachers and pupils to a free use of Drawing as an aid in other studies; and that through the constant connection, both in the Manual and in the Drawing-Books, between type forms and objects familiar to all, teachers and pupils may learn to look upon Drawing, not as subsisting in and for itself alone, but as a very important and ready means of awakening and conveying thought in the other subjects of the school curriculum. Drawing should be as much at the command of every teacher and every pupil as writing and speaking, and should be as freely used.

It is hoped, therefore, that teachers will seek every opportunity to carry the drawing out in broad applications in other studies, and will encourage pupils to use it as a means of expression generally in their school work.

VALUABLE SUGGESTIONS.

The authors desire to acknowledge their obligations for valuable suggestions to Mrs. Hannah J. Carter, Director of the Art Department,

AUTHORS' PREFACE.

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JANUARY 10, 1893.

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