

**THE AMERICAN TEXT-BOOKS  
FOR ART EDUCATION. TEACHERS'  
MANUAL FOR THE PRIMARY  
COURSE OF INSTRUCTION IN  
DRAWING**

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The American Text-Books for Art Education. Teachers' Manual for the Primary Course of Instruction in Drawing by Walter Smith

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**WALTER SMITH**

**THE AMERICAN TEXT-BOOKS  
FOR ART EDUCATION. TEACHERS'  
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COURSE OF  
INSTRUCTION IN DRAWING**



THE AMERICAN TEXT-BOOKS  
OF ART EDUCATION.

*REVISED EDITION.*

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TEACHERS' MANUAL

FOR

THE PRIMARY COURSE OF INSTRUCTION  
IN DRAWING.



BOSTON:  
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## INTRODUCTION.

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ART EDUCATION is a subject so broad in itself, of such great importance in all practical life, and so valuable educationally, that instruction in it should begin contemporaneously with education in language and in number. The Kindergartner begins it even earlier, a lesson in form being among the very first lessons given. Art Education in its elementary stages is an education in the variations, modifications, and applications of form.

The simple elements of form should be taught in every primary school. The education of the eye in seeing form, and of the hand in expressing it, must precede and lead to the education of the mind in comprehending the principles which govern its representation and application. It will be noted, by looking over the schemes for the work of the two primary years, that no geometric form is given technically until children have been made familiar with it by observation and imitation. "First see, then do, then know."

### OBJECT OF PRIMARY ART EDUCATION.

Art Education should be introduced into primary schools as a means of leading children to see, and to represent what they see; and also of leading them to give attention, to remember, to imagine, to create, and finally to think by exercise of the observation, memory, and judgment.

### NATURE OF THE PRIMARY COURSE.

This Primary Course in drawing begins with lessons in form from the solid, which lead through surface, face, edge, and line, to a point.

Books, mere words, and even good instruction, are not sufficient for teaching little children. Perception must first be cultivated. Actual objects must be presented. Therefore the first lessons in form are from the simple geometric solids, — the simplest objects which can be found.

These solids should be in the hands of every teacher who attempts this course of instruction. It should be well understood, however, that primary lessons in drawing should not introduce the representation of more than one face of any of these solids in a single drawing. Children should learn



the *facts* of the forms of the solids by handling and by observing them, and by representing them by drawing and in other ways. In the case of solids, and objects with rounding surfaces, as cylinders, vases, etc., children may be taught to look for two dimensions, the height and the width. No attempt to teach the laws of perspective should be made, as they involve too many difficulties.

If children are thus led to discover the surfaces, corners, and edges of the solids, and if they learn to see that the edges are lines, they will learn to represent objects by drawn lines with comparative ease; for they will be able to see the lines in the objects. The ordinary method of teaching drawing, only from lines drawn on the blackboard or printed on paper, leads children very naturally to think that lines are to be seen only on a flat surface.

A line is simply length: a line is represented as nearly as it is possible to represent it by a drawn line. The line drawn upon the board, upon the slate, or upon paper, is really only a representation of a line. The edge of a solid also represents a line.

If children learn at the outset to see the lines in objects, as well as those drawn on any surface, their way of looking at and of seeing an object will be materially changed; and they will soon learn to discover the forms of objects which they would not have seen without this instruction.

These preliminary form lessons having been given, the regular work in drawing then begins, and is carried from the point through the line to simple geometric figures, and to elementary design and object-drawing based on the simple geometric figures. The teacher, however, should understand fully at the outset that nothing but childish work can be expected from primary children, and therefore should not aim at great excellence of manual execution, but should rather seek to develop ideas of form in a simple, natural way.

In this course very little technical instruction is to be given, and the work should be largely imitative. Children are "to see and to do;" thus becoming acquainted with the various figures, rather by seeing and by drawing than by means of technical explanations. Curved lines are introduced early in the course, but they are to be merely imitated. In the second year the first year's work is reviewed, the characteristics of the figures are to be more carefully explained, and some simple principles of design are to be taught. The variety so necessary in work for children is attained by a constant change in the manner of giving the lesson; observation, judgment, memory, and attention being specially appealed to by turn. The course has been very carefully graded, so that the exercises given shall awaken and direct mental activity in a simple and natural manner.

#### LESSONS SHOULD BE GIVEN BY REGULAR TEACHERS.

The lessons should be given by the regular teachers under competent supervision. One who understands the general principles of teaching does not need special artistic gifts for this work. Thousands of persons teach

arithmetic successfully who possess no special mathematical gifts; and the principles of elementary Art Education are no more difficult to master than those of arithmetic.

*MOULDING IN CLAY.*

Moulding in clay is an important auxiliary in the teaching of form; and its use should be contemporaneous with, and complementary to, the use of solids as objects. Moulding is such simple work, and such a delight to the children, and withal can be introduced into the schools so readily and so cheaply when the teacher knows how to conduct the exercise, that it is earnestly to be hoped that the time will soon come when this most important feature will be introduced into every primary school.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. This section also highlights the need for regular audits and reviews to ensure that all data is up-to-date and correct.

2. The second part of the document focuses on the implementation of robust internal controls. It outlines various measures that can be taken to prevent fraud, mismanagement, and other risks. These include establishing clear policies and procedures, separating duties, and ensuring that all personnel are adequately trained and supervised. The document also stresses the importance of a strong ethical culture within the organization.

3. The third part of the document addresses the role of technology in modern business operations. It discusses how digital tools and systems can be used to streamline processes, improve efficiency, and enhance data security. However, it also warns of the potential risks associated with technology, such as data breaches and cyberattacks, and provides recommendations for mitigating these risks.

4. The fourth part of the document covers the importance of effective communication and collaboration. It argues that clear communication is key to ensuring that all team members are aligned with the organization's goals and objectives. This section also discusses the benefits of cross-functional collaboration and the need for regular meetings and updates.

5. The fifth and final part of the document provides a summary of the key points discussed and offers some concluding thoughts. It reiterates the importance of the strategies and practices outlined in the previous sections and encourages the organization to continue to strive for excellence and innovation in all its endeavors.