



MODERN METHODS
OF ART
INSTRUCTION
HENRY C. WYSE



To the Members of the Scottish Art Teachers' Association, through whose initiative, knowledge, art enthusiasm, and untiring energy, the improvement of Art Instruction in Scottish Elementary and Secondary Schools has been accomplished.

MODERN METHODS OF ART INSTRUCTION

By HENRY T. WYSE

HON. SEC., SCOTTISH ART TEACHERS' ASSOCIATION



EDINBURGH
HENRY T. WYSE 5 CRAIGHOUSE TERRACE
1909

PREFACE.

THE author desires to express his thanks to all who have in any way contributed to the production of his book. To the kind friends who read the proofs, to the Principals of Schools, Drawing Teachers, and Art Pupils who kindly permitted the reproduction of so many excellent examples of art work, to the Controller of H.M. Stationery Office for his courtesy in allowing the "Memorandum on the Teaching of Drawing" to be reprinted, and to many others who, by kindly advice and encouragement, have assisted in the production of the volume.

The author has attempted to epitomise the methods of Art teaching in common use in the more progressive Elementary and Secondary Schools of Scotland. While not making the teachers of those schools liable for the ideas and methods described, he believes he has expressed the general trend of their opinion and practice. The art work reproduced is illustrative of the schools which represented Scotland at the Third International Art Congress for the development of Art Teaching and Drawing, held in London in August 1908. This exhibit received the most favourable comment from Art teachers of different countries, and by special invitation was exhibited in Amsterdam, Paris, Leeds, Dublin, and various Irish provincial towns. The methods of instruction in drawing, in common with all other subjects of Education, cannot be permanently fixed, and the author, while stating the main features of the most advanced practice of the present time, anticipates that the subjects and methods of the future will be as much in advance of those of the present, as the latter are of the earlier kinds of art teaching.

5 CRAIGHOUSE TERRACE,
EDINBURGH, 1st September 1909.

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Am. Museum



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"MODERN-METHODS"

REVIEWS.

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Educational News

September 17, 1909.

REVIEW.

MODERN METHODS OF ART TEACHING; by Henry T. Wyse. 3s. 6d. net. To be had from the Author, 5 Craighouse Terrace (Edinburgh), or from Messrs J. Menzies and Co.

This is a book of the first importance. Not only is it a land-mark by which to judge the progress of art-teaching in our schools, but it is also an indication of the lines upon which it is developing. In probably no other subject of instruction has there been such a revolution regarding both aims and methods as in art. When we look at the magnificent series of illustrations adorning this book we cannot help casting our minds back to the near past, when drawing from the flat in wire lines ruled the day, while it is no exaggeration to say that in those days the drawing-lesson was a weariness to everyone concerned, it is as true to affirm that drawing is now a living, palpitating subject, welcome alike to pupil and teacher. Mr Wyse is peculiarly fitted to handle this subject. He represents in himself the very best of the later school of drawing masters, and he has probably done more than any other Scottish teacher to vivify and make interesting his subject.

The title of the book explains precisely its scope. The author has attempted to epitomise the methods of Art teaching in common use in the more progressive Elementary and Secondary Schools of Scotland. While not making the teachers of those schools liable for the ideas and methods described, he believes he has expressed the general trend of their opinion and practice. The art work reproduced is illustrative of the schools which represented Scotland at the Third International Art Congress for the Development of Art Teaching and Drawing, held in London in August 1908. This exhibit received the most favourable comment from art teachers of different countries, and by special invitation was exhibited in Amsterdam, Paris, Leeds, Dublin, and various Irish provincial

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A very special word of praise is due to the beautiful series of full-page illustrations, reproducing typical drawings done by pupils at various stages of advancement, all being alike beautiful, and being reproduced with marvellous fidelity. Another word of praise is also due to those responsible for the printing of both the letterpress and the illustrations, the book being in these respects quite equal to the best of the high traditions of Edinburgh in the printing world.

JUST PUBLISHED.

"Modern Methods of Art Instruction,"

By HENRY T. WYSE,
Hon. Sec. Scottish Art Teachers' Association.

• • •

A MANUAL OF PRACTICAL INSTRUCTION.

120 Pages of Letterpress, 30 Pages of Drawings

by Pupils aged 5-18

from 40 Scottish Elementary and Secondary Schools.

3s. 6d. net.

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MISCELLANEOUS WORKS.

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Modern Methods of Art Instruction, by Henry T. Wyse (Edinburgh: H. T. Wyse, 5 Craighouse Terrace, 3s. 6d. net), is a book which should prove of great service to all teachers, School Board members, and others interested in art teaching in the public schools. In it the author describes the method of art teaching in common use in the more progressive elementary and secondary schools of Scotland, and gives hints as to their work to both pupils and teachers of a thoroughly practical nature. As honorary secretary of the Scottish Art Teachers' Association, Mr Wyse may claim to speak with authority on a subject, about the right way of teaching which a good deal of diversity of view has from time to time prevailed. The volume is well illustrated by pages of vignette photographic reproductions of drawings by pupils in the schools which represented Scotland at the Third International Art Congress for the development of art teaching and drawing, held in London in August of last year. These drawings, it may be recalled were considered so good, that they were subsequently exhibited in Paris, Amsterdam, Leeds, Dublin, and other centres. In the group the Edinburgh secondary and higher grade schools are well represented.

PUBLICATIONS.

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ALL teachers will be interested in *MODERN METHODS OF ART INSTRUCTION*, which is the title of a book completed by Mr Henry Wyse, Hon. Sec. Scottish Art Teachers' Association, and published at 3/6. The author's aim has been to epitomise the methods of Art teaching in common use in the more progressive elementary and secondary schools in Scotland. There are a number of plates illustrative of the schools which represented Scotland at the Third International Art Congress for the development of art teaching and drawing held in London in August, 1908. The Scottish exhibit, which includes examples of the work of Bo'ness Academy, and also of Linlithgow Academy, was by special invitation exhibited in Amsterdam, Paris, Leeds, Dublin, and other towns. The letter press gives much valuable instruction in up-to-date methods, and will be found of the greatest value to all teachers.

BO'NESS JOURNAL.
1. OCT. 1909.

FORFAR HERALD

1. 10. 09

Modern Methods of Art Instruction. 4

The teaching of Art in our elementary and secondary schools has within recent years made rapid advances and the present work should prove a boon to teacher and pupil alike. The author, Mr Henry T. Wyse, is Honorary Secretary of the Scottish Art Teachers' Association and his wide experience and intimate knowledge of the subject is reflected in the well ordered treatise which he has now issued to the public. The author's desire to use his own words, has been "to epitomise the methods of art teaching in common use in the more progressive Elementary and Secondary Schools of Scotland." The book which deals with practical art instruction, arrangement of class room, pupils' drawing material, etc. has a distinct literary flavour, and the various chapters are written in clear, crisp style. There are several beautiful illustrations, including one from the pupils of Miss Knox, North Public School, Forfar. This shows designs of Loom with Raffia Fabric, Loom with Wool Fabric, Plain Weaving, Striped Weaving, Woven Material (Embroidered), Napkin Ring, Woven Bag, Raffia Bag, and Raffia Purse. The book should meet a long felt want, consolidating as it does the latest ideas with respect to the teaching of Art.

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MODERN METHODS OF ART INSTRUCTION, by Henry T. Wyse. An eminent educationist has said that "what is wanted in this country is not more, but better, education." As a contribution to the means calculated to accomplish that end, Mr Wyse's careful, intimate, and suggestive volume is most valuable. He deals in a sensible and practical way with various methods which art teachers might adopt with the view of developing the seeing and critical faculties of pupils, and thus the better enabling them to delineate appearances accurately. From a careful study of the methods in vogue in different Scottish schools he is able to indicate the general trend of opinion and practice. In turn, Mr Wyse deals with the arrangement of the classroom, drawing materials, and the care and storage of articles suitable for subjects. Thereafter he proceeds to give hints as to a course of practical instruction. The book is lucid, and the matter is well illustrated with process blocks. One of the groups of objects from Dundee High School includes a copy of the "Advertiser." It is a volume that all art teachers should study carefully. Edinburgh: Henry T. Wyse, 5 Craighouse Terrace.

Brechin Advertiser
5 Oct 1909.

progress.

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MODERN METHODS OF ART INSTRUCTION. By Henry T. Wyse, hon. secretary of the Scottish Art Teachers' Association. Edinburgh: Henry T. Wyse, 5 Craighouse Terrace.

IN this interesting and instructive volume, Mr Wyse has epitomised the methods of Art teaching in common use in the more progressive Elementary and Secondary Schools of Scotland. The book is carefully and lucidly written, and is beautifully illustrated with representations of art work from the schools which represented Scotland at the International Art Congress in London last year. These illustrations include specimens of work by the pupils of Brechin High School, as well as of other schools in the county. Mr Wyse's work will be valued by all interested in education and art. He deals in a sensible and practical way with various methods which art teachers might adopt with the view of developing the seeing and critical faculties of pupils, and thus the better enabling them to delineate appearances accurately. From a careful study of the methods in vogue in different Scottish schools he is able to indicate the general trend of opinion and practice. In turn, Mr Wyse deals with the arrangement of the classroom, drawing materials, and the care and storage of articles suitable for subjects. Thereafter he proceeds to give hints as to a course of practical instruction in the representations of objects, harmony of colours, craft work, including modelling, etc.

ER 6, 1909. DUNDEE - CO



BOOK
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DUNDEE TEACHER'S NOTABLE WORK.

MODERN METHODS IN ARTS INSTRUCTION.

Drawing more than any other subject of school instruction has undergone in late years a complete revolution as to methods of teaching. In visiting a modern elementary school the visitor whose recollections of art teaching date back a score of years is utterly astonished at the things done by the smallest children of to-day. His own art education consisted of transferring elaborate patterns of alleged ornaments from one sheet of paper to another, and this form of bad art and worse education was conferred only upon the senior classes. Now he sees tiny mites of six or seven wielding colour-box and brush, and, each with a flower before him, depicting it with an accuracy and freedom that seem marvellous.

How this transition has come about and what are the methods of modern art instruction are set forth in a valuable handbook published by Mr. Henry T. Wyse, sometime of Dundee and Arbroath, and now art master in George Watson's Ladies' College, Edinburgh. Dealing first with the history of art instruction in Scotland between 1837 and 1907, Mr. Wyse afterwards expounds the principles that underlie the modern teaching, the desire to evoke observation and initiative in the child and lead him to see clearly, judge critically, and delineate faithfully objects of everyday life when set before him.

What Local Schools are Doing.

The volume, as the work of a practical man, enters fully into what is being done by the schools to-day, and no small part of its value consists of the numerous and

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What Local Schools are Doing.

The volume, as the work of a practical man, enters fully into what is being done by the schools to-day, and no small part of its value consists of the numerous and excellent illustrations of pupils' work. Dundee High School, Ladyloan Public School and the High School, Arbroath; Grove Academy, Broughty Ferry; Sharp's Institution, Perth; The Academy, Forfar; and the Madras College, St Andrews, all furnish examples, and illustrations are also given of the weaving in wool by the pupils of Miss Knox, North Public School, Forfar.

The beautiful half-tones are a feature of the book, and an effective cover in blue and grey, with specially designed end papers, makes it further attractive.

Dumfries & Galloway Standard
Advertiser
6.10.09.

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and to present for thirty days

"MODERN METHODS OF ART INSTRUCTION" is the title of what will prove to be a most useful book by Mr Henry T. Wyse, hon. secretary, Scottish Art Teachers' Association. It is dedicated to the members of the association, "through whose initiative, knowledge, art enthusiasm, and untiring energy, the improvement of art instruction in elementary secondary schools has been accomplished." And in his preface the author says he has endeavoured to epitomise the methods of art teaching in common use in the most progressive schools in Scotland. "While not making the teachers of these schools liable for the ideas and methods described, he believes he has expressed the general trend of their opinion and practice." The volume is enriched by numerous illustrations, beautifully printed on separate pages, of the art work of the schools which represented Scotland at the third International Art Congress held in London in August of last year. Among these is, we observe, a piece from the Dumfries Academy. The method of instruction in drawing, in common with all other subjects of education, cannot, says Mr Wyse, be permanently fixed, and while stating the main features of the most advanced practice of the present time, he anticipates that the subjects and methods of the future will be much ahead of these. To this progress his own work, which supplies both stimulus and direction, cannot fail to greatly contribute. In appendices are given (1) the Department's memorandum on teaching of drawing (August, 1907); (2) suggested schemes of art instruction; (3) lists of colours. The book, which we heartily recommend to teachers and school board members, is published by the author. (Edinburgh: Henry T. Wyse, Craighouse Terrace).

Dundee Inq. Telegraph & Post
6.10.09.

MR. H. T. WYSE ON ART
TEACHING.

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What Local Schools Are Doing.

A native of Dundee and formerly art-master in Arbroath Mr Wyse is well-known in this district, and much interest will be taken in his newly published book on "Modern Methods in Art Instruction."

The work is, in a sense, an elaboration of the Scottish Education Department 1907 memorandum on Drawing, and it is overflowing with practical hints to teachers who wish to realise the ideals therein set forward.

To lay readers a special charm of the book will be its numerous and excellent illustrations of what children of the present day are accomplishing in Secondary and Elementary schools. These illustrations are printed in half-tone from photographs of the actual work, and many local schools are represented, including Lady Loan Public School, Arbroath; North Public School Forfar; Sharp's Institution, Dundee; Brechin and Arbroath High Schools, the Academies of Montrose and Perth, and Madras College, St Andrews.

The clever work produced nowadays by children of even five and seven years will amaze adult readers, who remember the stilted methods of twenty years ago. The Scottish Art Teachers' Association, of which Mr Wyse is secretary, has had some share in bringing about this revolution, and the development will be helped by the appearance of this volume.

Edinb. Evng. News. Oct 9. 1809.

MODERN METHODS OF ART INSTRUCTION.

Half a century ago the instruction of the average school pupil in drawing was practically nil, drawing was looked upon as one of the accomplishments which the boarding school Miss should acquire along with her exercises in deportment and piano playing. Nowadays drawing has an important place in the school curriculum, because it teaches the pupil habits of observation and representation by the graphic art that are of great value to him in whatever walk of life his lot may be cast. The Scottish Art Teachers' Association has done much to improve art instruction, and its secretary, Mr Henry T. Wyse, has written a manual under the above title which gives a comprehensive account of the practice of art teaching in Scotland at the present time, and indicates the lines on which it ought to be pursued. Mr Wyse has illustrated his observations by numerous drawings, which are reproductions of the work of school children. The book is published by the author.

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*Helenburgh & Galloway Times.
Sep 10 - 09.*

MODERN METHODS OF ART INSTRUCTION.—

Mr. Henry T. Wyse, Hon. Sec. to the Scottish Art Teachers Association, is publishing shortly this volume, which he describes as "a manual of practical instruction for teachers of drawing." The book contains 112 pages of letterpress and 30 pages of photographic reproductions of the art work of pupils, aged 5-18, from 40 different schools, and its price is 3s 6d net. The book should be of great interest to all teachers.

MODERN METHODS OF ART
INSTRUCTION.*

Mr Wyse, the author of this useful work, is honorary secretary of the Scottish Art Teachers' Association, and in this book suggests a carefully planned and excellent system of work, written in an unaffected yet educative style which cannot be too highly commended. The drawings, &c., reproduced, which are numerous, and of which more shall be said hereafter, are illustrative of the schools which represented Scotland at the third international Art Congress for the development of art teaching and drawing, held in London in August 1908. These specimens, we are informed, "received the most favourable comment from art teachers of different countries, and by special invitation were exhibited in Amsterdam, Paris, Leeds, Dublin, and various Irish provincial towns."

In introducing his book, Mr Wyse says "that drawing is a subject which compels observation and representation at first hand, that the pupil's truthness of observation and representation are evident at a glance in his work, that the processes of seeing and recording demand keen observation of form, tone, and colour, and critical judgment of the same, as well as considerable technical facility, are surely sufficient reasons for its taking rank as one of the most important in education." In every page of the succeeding chapters this is borne out, and the subject is so pleasantly handled that, though perhaps intended primarily for teachers, it is eminently readable matter even for the lay mind. Chapter II. gives a short account of the conditions of Art existent in earlier times. "The name of the earliest Scottish artist of any importance is that of George Jameson of Aberdeen (1586-1644), who, having at the age of thirty developed a strong desire for Art instruction, which had been denied him in his youth, went to Antwerp and became a pupil of Peter Paul Rubens." Art in England, the author proceeds to state, was in a still more backward condition, the name of the first English artist, Wm. Hogarth (1697-1764) occurring more than a century later. There follows a resume of the development of art instruction and its methods from the time when it was confined "mostly to boys" and was a comparatively uninteresting and neglected

study till the present day, when its true importance is recognised and children from their earliest years are made acquainted with it. It goes almost without saying that in its ever-widening process the subject has become, both to teacher and pupil, incomparably more interesting, and the results of their work ever more artistic and decorative. Mr Wyse has evidently spared no effort in acquiring a mass of knowledge on the modern methods of art instruction, which he has filtered and arranged in chapters dealing with numerous branches—the teaching, provision, origin and care of materials, &c.—from which many valuable hints may be gleaned by both the teacher and the taught. Both will appreciate his information the more that it is so well and so profusely illustrated. Examples are given of every form of art as taught to-day, ranging from simple drawings by tiny children to elaborate original

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Mr Wyse is to be heartily congratulated on the production of an able and useful work on a subject which is perhaps more than any other in process of advancement, and the importance of which can hardly be overestimated.

*Modern Methods of Art Instruction. Edinburgh: Henry T. Wyse, 5, Craighouse Terrace.

Literature.

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MODERN METHODS OF ART INSTRUCTION. By Henry T. Wyse, Hon. Secy. Scottish Art Teachers' Association. Edinburgh: Henry T. Wyse, 5 Craighouse Terrace.

The author writes clearly, and it is regrettable that he did not start with a less amateurish plan, a more clearly defined outline of his subject. To have prescribed fixed limits to his field of survey would probably have saved him from a certain amount of irrelevancy, error, and pedagogic puerility. He says, for example, that organised art instruction in this country dates from the year 1837, when a Government School of Design was opened in Somerset House. The Edinburgh School of Design was opened in 1760, "the first established in these kingdoms at the public expense." So say Professor Traill and Sir William Stirling-Maxwell. Mr Wyse's statement is both erroneous and irrelevant. To make himself understood, again, was it necessary to tell his readers that "under ordinary circumstances an apple appeals to the pupil as being something pleasant to the taste." When the same fruit is set before him to be represented he should not be primarily interested in its taste, but rather in another of its qualities—its appearance? For some time we have had a general idea of the sort, but did not expect to meet with it in black-and-white. The references to George Jamesone and Hogarth at page 7, where the name of the former is twice misspelt, are irrelevant. All that would have been avoided if the author had begun by simply stating that, under earlier methods of instruction, pupils were taught drawing by copying drawings, while under the modern method they are taught to draw actual objects. That is what he comes to in his third chapter. He there says that formerly the pupil was required to copy an interpretation, now he "is brought face to face with tangible realities." "real plants and real objects, and is enabled to express what he sees in colour, and light, and shade." The minor mistakes adverted to derive their only importance from the extent to which they obscure both the author's purpose and the methods forming the primary subject of his treatise. A brief comparison between the abandoned and the adopted methods might have closed with the sentence, which is both forcible and true—"Much that was included in the earlier schemes was, without doubt, bad art and worse education." Otherwise, the subject is admirably and lucidly handled, and there are sentences which might be printed upon placards in every art school for the pupils' initial guidance, such as "The representation of appearances constitutes the basis of all graphic art." The chapters on suitable subjects and objects are excellent, as also are that dealing with mediums of expression, pencil and water-colours, and the later one on drawing materials. It

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The Orkney Herald Oct 13. 1909.

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MODERN METHODS OF ART INSTRUCTION. By Henry T. Wyse, Hon. Secy. Scottish Art Teachers' Association. Published by the Author.

In this volume the whole subject of art teaching in Scotland is surveyed. The position of art teaching in the primary and secondary schools, from 1837 to the present year is reviewed, and the opinions and position of to-day are outlined. Chapters are devoted to subjects suitable for representation, different mediums of expression, the arrangement of class rooms for art instruction, drawing materials, practical instruction, colour work and craft work, including modelling, embroidery, etc. In appendices are given the memorandum of the School Education Department, and suggested schemes of art instruction for elementary and secondary schools. Mr Wyse draws largely on his own experience as a teacher of drawing, and his remarks will be of much service to other teachers. The work contains numerous plates of work done by pupils in schools throughout the country. Among the schools whose work is thus illustrated is Stromness Higher Grade Public School, a number of samples being selected from the work of its pupils from 5 to 7 years of age. Mr. Wyse, it may be mentioned, conducted

drawing classes for teachers in Orkney some years ago, under the County Education Committee.

ARBROATH - GUIDE

Oct 16. 1909.

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MODERN METHODS OF ART INSTRUCTION. By Henry T. Wyse, Hon. Sec., Scottish Art Teachers' Association.

H. T. Wyse, Edinburgh.

By the publication of this admirably written work a long-felt want has been supplied. The old methods of art instruction have been entirely superseded within recent years, and a huge advance has been made in this direction. According to the old pedagogic schemes, drawing of ornaments from the flat, drawing to scale, &c., were the principal means by which the art of drawing was cultivated. But this system proved inadequate to the real training of observation, which is of the highest importance. Actual objects are now placed before the child, and his part is to give a faithful representation of what he himself sees. In the commencing stages the results are often comically crude, but that which is aimed at, namely, the cultivation of the observing faculties, slowly but surely advances. In this excellent work Mr Wyse expounds in a lucid manner the methods for developing the processes of seeing, judging critically, and delineating appearances. The first chapter deals mainly with the development of the faculty of observation. To represent an object faithfully taxes to the utmost the child's powers of visual discrimination. It is very evident that not only in art instruction is this training of the greatest value: it is also a potent factor in the general education of the child. The book abounds with beautiful half-tone reproductions of drawings, designs, and fabric-work executed by

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ARBROATH - GUIDE

Oct 16. 1909.

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MODERN METHODS OF ART INSTRUCTION. By Henry T. Wyse, Hon. Sec., Scottish Art Teachers' Association.

H. T. Wyse, Edinburgh.

By the publication of this admirably written work a long-felt want has been supplied. The old methods of art instruction have been entirely superseded within recent years, and a huge advance has been made in this direction. According to the old pedagogic schemes, drawing of ornaments from the flat, drawing to scale, &c., were the principal means by which the art of drawing was cultivated. But this system proved inadequate to the real training of observation, which is of the highest importance. Actual objects are now placed before the child, and his part is to give a faithful representation of what he himself sees. In the commencing stages the results are often comically crude, but that which is aimed at, namely, the cultivation of the observing faculties, slowly but surely advances. In this excellent work Mr Wyse expounds in a lucid manner the methods for developing the processes of seeing, judging critically, and delineating appearances. The first chapter deals mainly with the development of the faculty of observation. To represent an object faithfully taxes to the utmost the child's powers of visual discrimination. It is very evident that not only in art instruction is this training of the greatest value: it is also a potent factor in the general education of the child. The book abounds with beautiful half-tone reproductions of drawings, designs, and fabric-work executed by pupils from various schools and colleges throughout the country, including specimens from Arbroath High School and Ladyloan Public School. The memorandum of the Scotch Education Department is inserted, and will be found of great utility to the teacher. The author of this highly interesting book, which should be in the hands of every teacher of drawing, was for some years art master in Arbroath High School, and is well-known for his exceptional artistic abilities. Mr Wyse proved himself a teacher of distinction in Arbroath, and the results attained by his pupils were quite phenomenal.

MODERN METHODS OF ART INSTRUCTION.

This volume, from the pen of the former art master at Arbroath High School, is essentially a teacher's manual, but so interestingly and completely is the subject treated that its study will well repay the reader, however remotely associated with art. Mr H. T. Wyse has produced a well-arranged and eminently readable text-book, and coming as it does from one who has taken no small part in the fostering of new and wiser methods of art instruction during the past decade, its opinions will be received with the greatest respect. In this district, which under Mr Wyse's direction early adopted the modern ideas of art instruction, it is difficult to realise that for the previous sixty years up till 1900, little or no advance had been made in the teaching of drawing, though the author's examples of work under the old and stilted régime serves to remind the reader how radical and beneficial the transition has been. Mr Wyse, in writing to teachers goes to the root of things, and no minute detail in the management of an art class, however elementary, is overlooked. In the chapter on practical instruction, many valuable hints are given to the teacher who would successfully lay the foundation of art knowledge.

"The knowledge with which the pupil begins the representation of the appearance of an apple," says the author, "is first that it is round, and second that it is red, and this generalised knowledge interferes with, rather than assists his observation. In other words he depends on his former knowledge, which is usually inaccurate rather than upon his observation, as yet untrained. . . . He must remember he is not picturing a fact, but an appearance. Careful consideration of its surface, critical comparison of one part with another, will show him, through experience, that even a uniformly red apple does not appear uniformly red.

"Before recording appearances much observation and comparison are necessary. In some other school subjects, by means of memorised words, the pupils appear to know much more than they really do. Thus when Mary gives the distance between Liverpool and New York as 3520 miles she answers the question quite correctly, and yet she may know and realise nothing of this distance; the question has automatically prompted the memorised answer. On the other hand if she makes a representation of an object, her statement will show accurately her knowledge of its appearance and her power of graphic expression. Pupils should be taught what to look for, they should not be told what they ought to see!"

The volume contains 112 pages of letterpress and thirty pages of photographic reproductions of close on 150 specimens of the work of pupils, of ages ranging from five to eighteen, selected from forty different Scottish schools. The pupils' work comprises examples of pencil and brush drawing, water colour painting, applied design, &c., needless to say all of them wonderfully well done. Arbroath is well represented by specimens from the High, Ladyloan, and Inverkeilor schools. The volume besides treating the subject of art tuition very thoroughly has included the Scotch Education Department's memorandum on the teaching of drawing, and several useful lists. The cost is 3s 6d net.

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THE ABERDEEN FREE PRESS,
MONDAY, OCTOBER 18, 1909.

MODERN METHODS OF ART INSTRUCTION. By
Henry T. Wyse. Edinburgh: Henry
T. Wyse, 5 Craighouse Terrace—3s 6d.

16

The author of this book is hon. secretary of the Scottish Art Teachers' Association. In it he has embodied all that can prove most useful regarding art teaching in our elementary and secondary schools. The illustrations are from the art work selected from various schools which was sent to represent Scotland at the Third International Art Congress for the Development of Art Teaching and Drawing, held in London in August, 1908. This exhibit evoked unstinted praise from teachers of different countries, and was taken by special invitation to Amsterdam, Paris, Leeds, Dublin, and various Irish provincial towns. The illustrations from the drawings and other art work thus exhibited, show at a glance how different present day methods are from those prevailing up to nine years ago. The pupil is now taken direct to nature for the examples to be studied and delineated, instead of having as formerly to go through a long and tedious course of freehand drawing and shading from copies and casts, model drawing from geometrical solids, and geometry and perspective without end. The drawing and shading of familiar objects in monochrome and in colour, as now practised, has a fascination for children which was entirely absent in the discarded methods. Whether the new style of instruction will produce better handicraftsman and designers than formerly, or merely a race of mediocre picture painters, remains to be seen. Ruskin once said regarding art and art instruction, "Your artists are not teachers, and your teachers are not artists." How far he might modify this assertion nowadays is a matter of conjecture. Aberdeen is well represented in the specimens of art work illustrated in Mr Wyse's volume. From the Central School there are five samples, and one from the elementary schools, Huntly is represented by two from the Gordon

Schools; Keith Grammar School has no fewer than four, Stornoway four, and Stromness and Wick one each. These include nature studies, common objects, drawings from life, figure composition, pattern-planning and design, and craft-work. The book is thoroughly comprehensive and up-to-date, and should prove invaluable to art teachers and pupils alike.

Edinburgh & Glasgow Times
Helenburgh Nov 3.09

17

MODERN METHODS OF ART INSTRUCTION. By
HENRY T. WYSE. Edinburgh: Henry T.
Wyse, 5 Craighouse Terrace.

MR WYSE, the author of this work, is the hon. secretary of the Scottish Art Teachers' Association. In his preface, the author states that he has attempted to epitomise the methods of Art teaching in common use in the more progressive elementary and secondary schools in Scotland, and he seems to have succeeded admirably in his purpose. There is a most suggestive introduction, and the book proper consists of twelve chapters in which Mr Wyse writes in a most interesting manner on observation and representation, Art instruction in Scotland, 1837-1909, some subjects in Nature and Art suitable for study and representation, arrangement of class-rooms for Art instruction, pupils' drawing materials, list of suitable objects (their care and storage), practical instruction—general principles in the representation of plant and animal life, and in the representation of objects, colour-discrimination, colour matching, and harmony of colour; craft-work, including modelling. To the book there is appended the memorandum of the Scotch Education Department on the teaching of drawing, suggested schemes of Art instruction in elementary and secondary schools, and lists of colours recommended for use in such schools. The special feature of the book is the art work reproduced in illustration of the schools which represented Scotland at the third International Art Congress for the development of Art Teaching and Drawing, held in London in August, 1908. Of the schools represented by illustrations the only one in this county is Hermitage School, an interior of a section of the secondary department being here reproduced. The book may be commended to all who are interested in the teaching of Art.

Aberdeen Journal
Nov. 8. 09

18

MODERN METHODS OF ART INSTRUCTION.

By Henry T. Wyse. Edinburgh: Henry T. Wyse, 5 Craighouse Terrace. 3s 6d net.

The last decade has witnessed far-reaching developments in all branches of education, and in no direction has there been more substantial progress than in the teaching of art in day schools. In this book a serious and successful attempt has been made to epitomise the present position of art teaching in Scottish primary and secondary schools. The qualifications of Mr Wyse for the task he has undertaken are undoubted. He has all along been a leader in the movement which has revolutionised the teaching of drawing and has raised it to that position in the education scheme which it occupies to-day. A successful teacher himself, and the possessor of a clear and attractive style of writing, he is well fitted to be the exponent of the methods of instruction favoured and practised by the general body of art teachers in Scotland.

In his introductory chapter, Mr Wyse states simply, yet convincingly, without suspicion of special pleading, the claims of graphic art to be considered a potent means of education. We observe with pleasure that in claiming much for his own subject, he has not found it necessary to belittle the claims of other branches of the school curriculum. The review which is given of the development of art instruction during the last seventy years is of interest, as showing the several phases that have been passed through before the methods of to-day have been arrived at. The contrast between the feebleness and artificiality of the older and the vigour and truth of the newer methods is strikingly brought home to one by a comparison of the illustrations of typical examples of the art work of the period 1837-1900 with those of present-day work which abound throughout the book.

To the practical teacher, the four chapters treating of "Mediums of Expression" and "Instruction in Representation" cannot fail to prove interesting and helpful in the highest degree. This section is indeed the backbone of the whole book. In it, we find the author at his best. That he expresses the general trend of the opinion and practice of the more progressive of Scottish art teachers we believe there is little doubt. The chapter on Colour is very good so far as it goes, but it might, with advantage, have been amplified, if only on account of the

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The text is beautifully illustrated by a large number of half-tone plates, showing the art work actually produced by pupils in some forty primary and secondary schools throughout the country. We observe that the work of several of the schools of this district is well represented. From the Aberdeen Central School are shown a number of excellent drawings, and, in addition, no fewer than eight examples of embroidery designed and executed by the pupils—a feature of the practical art work of this school. The Aberdeen Board Schools and the Church of Scotland Practising School have also had work selected by the author for illustration. There are some very good drawings and embroideries from the Huntly Gordon Schools and Keith Grammar School.

We heartily commend "Modern Methods of Art Instruction" to all teachers and senior pupils in our schools, to all particularly interested in education, and to the thinking public generally.

The Falkirk Herald Oct 16. 1909

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MODERN METHODS OF ART INSTRUCTION.—This is the title of a volume which has just been issued by Henry T. Wyse, hon. secretary, Scottish Art Teachers' Association. In it Mr Wyse says he has attempted to epitomise the methods of art teaching in common use in the more progressive elementary and secondary schools in Scotland, and the art work reproduced is illustrative of the schools which represented Scotland at the third International Art Congress for the development of art teaching and drawing, held in London in August, 1903. It may be mentioned that among the schools specimens of the work of which are represented are Falkirk High School, Bo'ness Academy, and Linlithgow Academy. The various subjects dealt with in the volume, and which are all discussed in an interesting and instructive manner, include—Observation and representation, art instruction in Scotland, 1837-1903; some subjects in nature and art suitable for study and representation, eight different mediums of expression, arrangement of class-rooms for art instruction, pupils' drawing materials, lists of suitable subjects, their care and storage, practical instruction, general principles, practical instruction in the representation of plant and animal life, practical instruction in the representation of objects, colour discrimination, colour matching and harmony of colour, craft work, including modeling. The book, which is produced in an attractive form, being finely printed on good paper and artistically illustrated with reproductions of school work to which reference has been made, should prove very helpful to all engaged in art instruction and study.

Scottish class Teacher Nov 09

MODERN METHODS OF ART INSTRUCTION, by Henry T. Wyse [price 3s. 6d. net.].—Were it for the illustrations alone, which are admirably reproduced and are full of interest and suggestion to the teacher, this book would be well worth the modest sum asked. But when we add that Mr. Wyse's comments on the treatment of the many sub-divisions of this subject are even more suggestive and instructive, our readers will recognise that the book is of splendid value. It is one of the very best teachers' manuals we have seen, and we hope it will have an extensive sale.

JUST PUBLISHED.

MODERN METHODS OF ART INSTRUCTION.

By HENRY T. WYSE, Hon. Sec., Scottish Art Teachers' Association.
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40 NIDDRY STREET, EDINBURGH.

Nov. 23. 1909

ART PUBLICATIONS.

A useful little work for art teachers is "Modern Methods of Art Instruction," by Henry T. Wyse, published by the author from 5, Craighouse-terrace, Edinburgh, with Messrs. Menzies as the trade agents (3s. 6d.). It is on thoroughly practical lines, epitomising the methods in common use in the more progressive elementary and secondary schools north of the Tweed, Mr. Wyse being the hon. secretary of the Scottish Art Teachers' Association. The outstanding fact to remember as the basis of all such instruction is that drawing is a perfectly natural form of expression. There are many characteristics, such as form and colour, which cannot be well described except by graphic statement, and all the races of mankind make drawings of the things about them. Those having dealings with young people see efforts of this kind every day. The expression is, however, generally a composite one, the data not being strictly observational, but having been collected at various times and from different sources. Thus the desire for graphic expression, which exists in children, is in an uncultivated state, and it is the province of the drawing teacher to turn the attention of the pupil from generalised knowledge of actual things to particular observation of them as seen from one fixed point of view. Taking this as his standpoint the author pro-

NOTTINGHAM GUARDIAN

ceeds in lucid and interesting style to set out the methods adopted by himself and his colleagues for developing the processes of seeing, judging critically, and delineating appearances. Particular stress is laid on the importance of trained observation, which under old pedagogic systems was sadly neglected. This is simply the development of the faculty of discriminative sight, in which the brain responds to and judges what the physical eye sees. Only those who have been trained by experience can discriminate between the sensations of form and colour carried to their brains, sorting them out, appreciating or condemning them. The course of art instruction in Scotland during the past seventy years is reviewed, and later chapters give practical instruction regarding the representation of various objects, plant and animal life, colour representation, matching and harmony, and craft-work. A number of beautifully produced plates are a feature of the volume. They show the work at various ages of pupils of the schools which represented Scotland at the International Art Congress held in London last August, and prove how well-founded is the pride of the Scottish teachers in the results of their methods.

Montrose Review 3.12.09

"MODERN METHODS OF ART EDUCATION," by
HENRY T. WYSE.

In all sound education aims ought to be allowed to determine methods. Mr Wyse's stimulating volume is little more than a history of the definite recognition of this principle in relation to art education, and a record of the wonderful progress brought about by its application in the work of both elementary and secondary schools. To measure that progress we have only to compare the photographic reproductions of art work from 1837-1900, given on page 8, with the examples on pages 26 and 88 of work done under the inspiration of sounder educational ideals.

There can be no doubt that the transference of the direction of instruction in art in Scottish schools from the Science and Art Department to the Scottish Education Department had much to do with the development and progress recorded and illustrated in this volume. Administration became more sympathetic, greater freedom of method was allowed, and, above all, the value of the subject as a means of culture, aesthetic and intellectual, was kept more clearly in view. While there was this spirit of hospitality to new ideas at headquarters, there were, at the same time, many skilled teachers throughout the country, eager to tread new paths, and enthusiastic in the development and application of the new ideas to the practical conditions of school work. Among these pioneers Mr Wyse himself occupies a foremost place, and he and like-minded coadjutors in "The Scottish Art Teachers' Association" have done not a little to give the subject its present position of importance in the school curriculum, if indeed they have not largely inspired the whole movement, as it has affected the aims and practice of the common school.

Local patriotism finds something to congratulate itself upon in the position which Montrose Academy occupies in this forward movement. Again and again in recent years at the annual exhibition in the Academy ample evidence has been forthcoming of the reality of the progress made under the new conditions of art teaching. These impressions are confirmed by Mr Wyse's more impartial testimony, and we turn with special interest to the beautiful group of illustrations of craft work on page 88—a branch of art instruction in which Montrose Academy has done not a little pioneer work. We heartily recommend Mr Wyse's timely and suggestive book to the attention of all teachers. The most highly qualified expert will find his account in its careful study, while his less fortunate brother, painfully stumbling along new and untried paths, will find much to stimulate and help him on his way. It should be said that a notable and valuable feature of the book are the beautiful illustrations, presenting examples of art work drawn from no fewer than forty or fifty schools.

DUNFERMLINE PRESS
NOV 27 - 09

"MODERN METHODS OF ART INSTRUCTION." By
Henry T. Wyse, 5 Craighouse Terrace, Edinburgh.

Methods in art instruction have been undergoing great changes in Scottish schools, and this book epitomises the new ideas, and reproduced by means of many beautiful illustrations the kind of work that marks the new practice. The progress that Dunfermline is making in art instruction is well illustrated in the volume, and it is gratifying to know that the town receives such recognition. The results of the new methods of art instruction are, briefly—
"That the pupil is brought face to face with tangible realities, and that he is taught to express the appearance of these realities by adequate means. The defects of the earlier systems were, that the pupil was required to copy an interpretation, and that even when brought face to face with reality he was not allowed adequate means of expression. In other words, whereas formerly he was copying freehand diagrams and geometric models in outline; he is now in direct touch with real plants and real objects, and is enabled to express what he sees in colour, and light and shade." The author also reproduces in the volume the "Memorandum on the teaching of Drawing," issued by the Scottish Education Department in 1907, and this gives completeness to a very useful book.

ART INSTRUCTION IN SCOTLAND.

Delivering an address on "Modern Methods of Art Instruction" to the Edinburgh Local Association of the Educational Institute of Scotland in the South Bridge School, Edinburgh, to-day, Mr Henry T. Wyse, art master, George Watson's Ladies' College, gave an interesting historical account of the development of art instruction in Scotland during the last seventy years. He contrasted the more mechanical methods of earlier times with the observational and representational methods of the present day. On the subject of the observational methods, he said the normal eye did not see appearances truly, and must be taught to separate appearances from the other qualities in objects. In connection with the question of representational methods, representation in the earlier days was by outline only, but in modern times the child was permitted to use colours and light and shade to express the form and appearance of objects. Success in life depended very largely upon one's power of appreciation, judgment, quick decisions, and initiative, and these were developed by the modern methods of instruction.

EDUCATIONAL INSTITUTE OF SCOTLAND.

EDINBURGH LOCAL ASSOCIATION.

The FIRST MEETING of the SESSION will be held in SOUTH BRIDGE SCHOOL on SATURDAY, 16th inst., at 11 A.M. Address—"Modern Methods of Art Instruction"—by HENRY T. WYSE, Esq., Art Master, George Watson's Ladies' College. R. D., Hon. Secy.

MODERN METHODS OF ART INSTRUCTION.—The first meeting for the session of the Edinburgh branch of the Educational Institute of Scotland was held on Saturday in South Bridge School—Mr Alex. Mackay, Leith Academy, presiding. An address on "Modern Methods of Art Instruction" was given by Mr Henry T. Wyse, art master in George Watson's Ladies' College, who gave a historical account of the development of art instruction in Scotland during the last seventy years. He contrasted the more mechanical methods of earlier times with the observational and representational methods of the present day. On the subject of the observational methods, he said the normal eye did not see appearances truly, and must be taught to separate appearances from the other qualities in objects. In connection with the question of representational methods, representation in the earlier days was by outline only, but in modern times the child was permitted to use colours and light and shade to express the form and appearance of objects. Drawing had a very important place in education when success in life depended largely upon one's power of appreciation, judgment, quick decision, and initiative, and these were developed by the modern methods of instruction. Some routine business was afterwards transacted.

MINOR BOOKS.

Mr Henry T. Wyse, Edinburgh, has published *Embroidery and Stencilling*, by Kathleen S. Burns, Instructress of Embroidery, Edinburgh College of Art, and Henry T. Wyse, Art Master, George Watson's Ladies' College. The book is divided into two portions, the first dealing with embroidery, the second with stencil work. In the section dealing with embroidery a short and straightforward account is given of the technique of the art, the materials used, and of the principal stitches, which are illustrated by a series of diagrams. To the portion dealing with the application of stencilling to the ornamentation of cloth there is prefixed a short chapter on the principles of design in relation to repeat patterns. The book hardly professes to be an exhaustive treatise, but so far as it goes it is simple and practical, and well adapted to the requirements of elementary students.

From Mr T. Fisher Unwin, London, comes a volume (2s. 6d. net), containing a sketch of the *History of Contemporary Civilisation*, written by Dr Charles Seignobos. A rapid, comprehensive, and instructive summary of the main movements in political and social progress that have marked the advance of the world during the course of the past century, the work forms a proper supplement to its writer's prior studies of ancient and of mediæval civilisation. It will be prized by students of history as a brief and well-informed introduction to the study of a large subject.

MODERN METHODS OF ART INSTRUCTION.

The first meeting of the session of the Edinburgh local branch of the Educational Association was held this forenoon in South Bridge Public School—Mr Alexander Mackay, B.A., Leith Academy, presiding. An address on "Modern Methods of Art Instruction" was delivered by Mr Henry T. Wyse, Art Master, George Watson's College. Mr Wyse gave a historical account of the development of art instruction in Scotland during the last 70 years, contrasting the more mechanical methods of earlier times with the observational methods of the present. Speaking of observation, he said the normal eye did not see appearances truly, but must be taught to separate appearances from the other qualities and objects. Drawing had a very important place in education when questions in life very largely depended upon one's power of appreciation, judgment, and quick decision, along with initiative, and all these were developed by modern methods of art instruction. (Applause.) After some remarks by the members on the paper and its educational effect, the lecturer was awarded a hearty vote of thanks. Thereafter some routine business was transacted. The treasurer's report showed this year a balance of £49, against £35 last year.

MODERN METHODS OF ART INSTRUCTION. By
HENRY T. WYSE. Edinburgh: Henry T.
Wyse, 5 Craighouse Terrace.

MR WYSE, the author of this work, is the hon. secretary of the Scottish Art Teachers' Association. In his preface, the author states that he has attempted to epitomise the methods of Art teaching in common use in the more progressive elementary and secondary schools in Scotland, and he seems to have succeeded admirably in his purpose. There is a most suggestive introduction, and the book proper consists of twelve chapters in which Mr Wyse writes in a most interesting manner on observation and representation, Art instruction in Scotland, 1837-1909, some subjects in Nature and Art suitable for study and representation, arrangement of class-rooms for Art instruction, pupils' drawing materials, list of suitable objects (their care and storage), practical instruction—general principles in the representation of plant and animal life, and in the representation of objects, colour-discrimination, colour matching, and harmony of colour; craft-work, including modelling. To the book there is appended the memorandum of the Scotch Education Department on the teaching of drawing, suggested schemes of Art instruction in elementary and secondary schools, and lists of colours recommended for use in such schools. The special feature of the book is the art work reproduced in illustration of the schools which represented Scotland at the third International Art Congress for the development of Art Teaching and Drawing, held in London in August, 1908. Of the schools represented by illustrations the only one in this county is Hermitage School, an interior of a section of the secondary department being here reproduced. The book may be commended to all who are interested in the teaching of Art.

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