

DRAWING AND PAINTING, EDITH M. TOWLE.

Jan 15, 1909.

GRADE 1: Three hours, Each group 1-1/2 hrs.

Problem Study of rabbit from life for observation and visualization.

Modeling with clay. Drawing with charcoal.

GRADE 2: Three hours. Each group 1-1/2 hours.

Problem Design for window shade in Second Grade room which is to be stenciled.

Study making of stencil. Unit which was drawn last week enlarged and put into stencil form to be used in design.

Problem Illustrative drawing from "Story of Ab."

GRADE 3: Two hours. Each group one hour.

Problem Design for envelope which was constructed last week.

Leaf units are cut using prints of leaves which children have made as suggestions - Units arranged into design.

GRADE 4: Two hours.

Problem Football poster.

Figures posing of boy and girl to be used in this poster.

A continued study of the figure necessary this week.

Jan 15 1909
Edith M. Towle

ART WORK - MISS DEAN, INSTRUCTOR.

Jan. 4, 1909 to 14th

MISS MILLS' SIXTH, GROUPS I & II. Subject, Poster announcing class event. Technical Control. Good arrangement of given space. Decoration of parts of space. Color harmony. Use of lettering.

MISS HIGGINS' SIXTH, GROUPS I & II: Subject, Human figure - Ultimate aim, illustration of French history class work. Technical Control - Study of proportions, Ability to express action of human figure, Use of charcoal, pencil, water color.

MISS LATHAM'S SEVENTH, GROUP I: Subject, Historical maps. Technical Control - Study of good color and color harmony. Selection of color scheme for maps.

GROUP II: Subject - Costumes for characters in play. Related to personages of Mediaeval period. Technical Control - Knowledge and Application of color, Emphasis on harmony, Some emphasis on figure work. Patterns for costumes to be drafted in Textile Department.

MISS STILWELL'S EIGHTH, GROUP I: Subject - School banner or sofa cushion. Technical Control - Distinction between what is good and what is not in banners and school cushions. Division of space. Knowledge of lettering.

*Miss Dean
made
1/8/09*

DRAWING AND PAINTING - Edith M. Towle.

Jan. 8, 1909

Grade 1. Three hours,, each group one and one-half hours.

Problem: Design for window shade in First Grade room which is to be stenciled. Discussion of the space to be filled and units which might be used and free expression of ideas for this design.

Nature Drawing: Daffodil in colored crayon.

Grade 2. Three hours,, each group one and one-half hours.

Problem: Design for window shade in Second Grade room which is to be stenciled. Discussion of space to be filled and units which might be used! A free expression of ideas for this design.

Nature Drawing: Daffodil in colored chalk as suggestion - for unit of large flower to be used in this design.

Grade 3. Two hours,, each group one hour.

Problem: Envelope to be constructed and designed for prints of leaves which have been made by the children. Construction and discussion of design carried out this week.

Grade 4. Two hours.

Problem: Football Poster. Figure posing of boy and girl to be used in design for this poster.

Edith M. Towle
Jan 8, 1909

ART WORK - MISS DEANE, INSTRUCTOR.

Jan. 29, 1909.

SIXTH GRADE - MISS MILLS:

Subject:

Completion of problem stated in report previous to this one.

Subject:-

Study of Greek borders. Making one - a copy from the Greek.

Technique:-

Relation of Greek borders to other art of Greece. Study of Greek design. Appreciation of color. Ability to take directions from dictation. Use of tools.

SIXTH GRADE--MISS HIGGINS:

Report same in first part as last week's.

January 21--29.

Subject - Envelopes

Purpose - To be used in sending valentines to children in Hospital.

Technique - Skill in use of ruler; handling tools, including paste; in taking directions from dictation.

SEVENTH GRADE - MISS LATHAM:

Report a continuation of the one previous to this. Problems completed.

EIGHTH GRADE - MISS STILWELL:

Subject:-

Design for valentine.

Technique:-

Study of mediaeval design in relation to verse for valentine, chosen from Chaucer. Division of space according to art principles.

Choice made by means of class vote. Successful design to be printed in school shop, upon valentines for public sale.

DRAWING AND PAINTING - EDITH M. TOWLE.

Jan. 22, 1909.

GRADE I: Three hours. Each group one and one-half hours.

Problem Study of rabbit from life for observation and visualization.

Modeling with clay. Cutting from paper.

GRADE II: Three hours. Each group one and one-half hours.

Problem Illustration of "Story of Ab".

Modeling in clay of individual pictures.

Figure posing (drawing) to aid in expression of these pictures.

GRADE III: Two hours. Each group one hour.

Problem. Coloring of design on envelope made.

Study of application of color.

GRADE VIII: Two hours.

Problem Football poster.

Figure pose (drawn) made into design for poster.

This design enlarged.

DRAWING AND PAINTING EDITH M. TOWLE

Jan. 30, 1909..

GRADE 1: Three hours - Each group 1-1/2 hours.

Problem. Study of Arctic Animals.

Observation at Field Museum and with pictures. Modeled in clay, to be used in Eskimo village which has been constructed in First Grade Room.

Problem. Composition. Cuttings of rabbits used in landscape composition with colored crayons.

GRADE 2: Three hours. Each group 1-1/2 hours.

Problem. Design for window shades in Second Grade room which is to be stenciled.

Choice made by children of one design for shade and one for border for curtain. These are enlarged and corrected on pattern of exact size with suggestions by entire class.

GRADE 3: Two hours. Each group one hour.

Problem. Illustration of "Fairy Lyric Book", a book of fairy poems, compiled for use in third grade, and to be printed in this school.

Two poses in fairy costumes to aid in these illustrations..

GRADE 8: Two hours.

Problem. Design for valentine.

Stanza printed in the print shop, and design applied by hand.

"The day is lost without thee,
The night has not a star,

The going is an empty room

Depart: it is the footfall

Of twilight on the hills.

Return: and every rood of ground

Breaks into daffodils." -

Bliss Carman.

"Have you counted the thistle's wandering flakes
That the wind scatters lightly round him?
Or the plumes that the gray old dandelion shakes
From the feather wreath that crowned him?
Do you know how often the daisies
Have tempted the wind to woo?
Or the rose has blushed at his praises?
Then number my thoughts of you."

Edith M. Towle
Feb 5, 1909

DRAWING AND PAINTING - EDITH M. TOWLE

Feb. 5, 1909.

GRADE 1. Three hours - Each group 1-1/2 hrs.

Problem Study of Arctic animals

Modeled in clay - to be used in Eskimo village which has been constructed in First Grade room.

Problem Arctic landscape with charcoal and white paper.

GRADE 2. Four hours - Each group 2 hours.

Problem Illustration of "Story of Ab". Complete the modeling which is in relief.

Problem Stencil to be used in border for table runner or dresser scarf. Each child corrects and puts into stencil form his own design which was made for last week's problem, giving a chance to carry out his own work.

GRADE 3. Three hours, Each group 1-1/2 hrs.

Problem Illustration of "Fairy Lyric Book". Studies in figure posing (action)

Drawing and painting of butterflies

Both to be used in this problem.

GRADE 8.

Art work omitted in this grade this week.

Miss Dean
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ART WORK, MISS DEAN, INSTRUCTOR.

Feb. 12, 1909.

MR. GILLETT'S EIGHTH:

Group II.

Subject:-

Study of pottery.

Technique

Knowledge of principles of proportion, line and color.
Study of good and bad examples. Drawings of original designs for vases and bowls.

MISS LACKNER'S FOURTH:

Groups I & II.

Subject:-

Landscape in Kentucky in time of Abraham Lincoln.

Technique:-

Early principles of perspective. Definite idea of terms horizon, sky line, horizontal, and vertical.
Use of charcoal, involving study of four tones. Use of crayons, involving study of color. Study of principles of composition.

MISS HUGHES' FOURTH AND THIRD:

Groups I & II.

Subject:-

Landscape in connection with Marquette's discoveries.

Technique:-

Elementary principles of perspective. Simple dark and light work in charcoal and crayons. Definite idea of terms, horizon, horizontal, and vertical. Principles of composition.

Note:- Picture was imagined by each child, after having heard a short description of scene read from book.

DRAWING AND PAINTING-EDITH M. TOWLE

Feb. 12, 1909.

GRADE 1. 3 hours. Each group 1-1/2 hours.

Problem Making valentines

Color wash for red hearts

Color wash for winter landscape

Cutting, constructing and lettering.

GRADE 2: 2-1/2 hours this week.

Problem Making valentines

Violets in color.

Summer and flowers are far away,
Gloomy old winter is king today,
Buds will not blow and sun will not shine,
So here is my heart for your valentine.

) Printed by seventh
) grade in print shop.
)

Cutting and constructing these two heart shapes into valentines.

GRADE 3. 2 hours this week.

Problem. Making valentines

Drawing and painting butterflies.

Cutting and making into valentines.

Painting violets on valentines.

GRADE 8. 1 hour this week.

General discussion of art work and its relation to the
crafts which Eighth Grade are taking.

Problem Study of values and handling of charcoal.

Copy Corst landscape which hangs in the room.

DRAWING AND PAINTING - EDITH M. TOWLE

Feb. 19, 1909.

GRADE 1: 3 hours Each group 1-1/2 hours

Problem Clay modeling.

Nut dishes for luncheon to be given in April.

Problem Group 1. Illustration of "The Three Bears" - cutting.

Group 2. Illustration of winter sports.

GRADE 2: 4 hours, Each group 2 hours.

Problem Stenciling of unit into border on crash for table runner or dresser scarf.

GRADE 3: 3 hours. Each group 1-1/2 hours.

Problem- Illustration of fairy poems for "Fairy Lyric Book".

Imagination and free expression. Selections taken:

1. The Fairies - Robert Bird.

"The Fairies! the Fairies!

They come in shining bands.

With wings behind their shoulders,

And elf-wands in their hands.

"The Fairies! the Fairies!

In Bashti's garden there!

They dance all day in thousands,

Neath blossoms soft and fair

2. Song - W. Shakespeare

Where the bee sucks, there suck I,

In a cowslip's bell I lie;

There I couch, when owls do cry,

On the bat's back I do fly,

After summer merrily.

Merrily, merrily, shall I live now,

Under the blossom that hangs on the bough!

3. The Fairies.

Up the airy mountain,

Down the rushy glen,

We dare not go a-hunting

For fear of little men;

Wee folk, good folk,

Trooping all together;

Green jacket, red cap,

And white owl's feather.

GRADE 8: 2 hours

Problem:- Portfolios for drawings

1. Spacing of cover for name of book and name of owner.
Criticism.

2. Free hand lettering on squared paper in preparation
for lettering of cover.

DRAWING AND PAINTING - EDITH M. TOWLE.

Feb. 26, 1909.

GRADE 1: 2-1/2 hours this week.

Problem: Individual nut dishes for luncheon to be given in April. Modeled in clay.

Problem: Group 2. Illustration of "The Three Bears." Cutting.

1. "Golden Locks Taking a Walk."

2. "The Three Bears Taking a Walk".

3. "The Table and Bowls".

4. "The Three Chairs".

Problem: Stenciling table runners and dresser scarfs, with water color.

GRADE 3: 3 hours.

Problem: Illustration of "Fairy Lyric Book".

Song - Lily

"By the moon we sport and play,

With the night begins our day.

As we dance the dew doth fall

Trip it little fairies all;

Lightly as the little bee,

Two by two and three by three

And about go we, and about go we.

Composition of fairies and flowers, fairies and butterflies.

GRADE 8: No art work this week on account of excursions.

A STUDY OF RESULTS IN DRAWING AND PAINTING-Miss Towle

With my limited experience in the actual workings of this school and the short time I have had to make a study of results, I hardly feel prepared to speak on this subject. The most I can do is to mention a few thoughts on the practical work that have come to my mind in this short time.

In the elementary school period, drawing is distinctively a language of expression. It is story-telling and decoration, but largely story-telling, I believe. It is the opportunity for the development of creative power with the necessary technique for adequate expression; the opportunity for the development of the imagination, the power to see things as they are or might be; the opportunity for the development of an appreciation of the beautiful which surrounds them.

Consequently, I feel the need of more illustrative work which is of vital importance; more time given to expression with dramatic action, free and spontaneous for the arts of form and color have grown out of the great mother art, the drama; each child owning his own paint box, drawing pencil, and charcoal and encouraged to use it in connection with all studies and more time to be given to illustrative work in the regular art course. It is the time to build up mental pictures and generalized images for the present and future use, to gain the power to visualize. It should be expression in a variety of things and in a variety of ways; original expression and in an original manner. If this kind of work is given repeatedly, the technique may keep pace with the development of the critical faculty and avoid discouragement in the upper grades.

This work of course functions with the activities of school and home. As Miss Cushman says, "It is only through the idealization of his own life experiences that the child can get any real aesthetic training". With this kind of work comes much opportunity for artistic training in composition, arrangement, placing and technical development of form, action, perspective, color, etc.

The real value of the work is when the child after having made, compares and judges. "Development should progress through the unconscious exercise of artistic judgments." The opportunity to compare his work with the others of the group is as much to his gain as the actual doing; allowed the freedom of making a mistake and so the training of judgment. If the child has many opportunities of expression through drawing, he can compare and judge many times which means a constant and gradual increase in power and technique and the perfecting of visual judgments.

We know that the interests of the small child are too fleeting for prolonged study. They require immediate expression with the result not far distant. The interest does not carry over any length of time as the results should be immediate and the opportunity to compare and judge frequent. The blackboard work recently done in the third and fourth grades is convincing proof, I think.

Should we not have more seasonal work in connection with nature study? The distinctive aim of art education, is aesthetic training and here the aesthetic value cannot be overestimated. The opportunity of a field trip and appreciation of the landscape and the reaction through expression is something, I am sure, should be more frequent. The power of enjoyment and appreciation of the beautiful in nature and the subsequent expression must react in many ways and in other studies as literature and music. The power and ability to give this expression

#2.

would be so useful in an artistic rendering of illustrative work in history and geography. The ability to make a record and at the same time an artistic record in connection with nature study would be invaluable. Through all the seasons of the year the children should be sketching the common living things about them which would soon result in rapid accurate sketches.

And so I think more time should be given to the free and spontaneous work with a variety of subjects and methods. The results would be noticeable in applied design. It would furnish more material with which to work, more freedom and originality of expression, and more ability to apply. Decoration with the small children may be pictures with all the youthful realism that imagination can devise, pictorial motifs for design where the comic and grotesque may have their place in the child's artistic development. In the upper grades formal and well balanced ornament must be given more or less time in its application to the crafts.

Read at teacher's meeting, March 8, 1909.

DRAWING AND PAINTING -- EDITH M. TOWLE.

March 5, 1909.

GRADE 1 3 hours Each group 1-1/2 hours.

Problem Individual nut dishes for luncheon to be given in April.

Modeled in clay with simple flower design in border.

Problem Group 1 Stencil design for window shade in First Grade room.

Original expression of ideas of decorating this space.

Problem Group 2 Illustration of "The Three Bears".

5. "The Three Chairs".

6. "Goldenlocks Runs Home".

GRADE 2 . 4 hours Each group 2 hours.

Problem. Typical desert scene. Landscape to be used as scenery in theatre illustrating desert life in Second Grade room.

Done with colored chalk on large paper.

Problem. Camels for theatre.

Modeled in clay.

GRADE 3 3 hours Each group 1-1/2 hours.

Problem Place-cards for spring luncheon.

Hyacinth with colored chalk and with water-color.

Problem Flowers for Fairy Lyric Book. Daffodill with water-color.

GRADE 8 2 hours.

Problem. Portfolios for drawings. Construction of portfolios.

Lettering of cover filling spacing.

Criticism and correction of lettering.

Miss Hughes
April 1909

ART WORK - INSTRUCTOR, MISS DEAN.

March 1 to 19, 1909.

MISS HUGHES' FOURTH & THIRD
GROUPS I & II:

Subject:-

Drawing animal forms. Chickens and rabbits, chosen because of their association with Easter.

Technique:-

Large drawings from pictures at blackboard. Charcoal work at seats. Effort to visualize, and interpret images. Work from live rabbit. Blackboard and seat drawing. Cut paper rabbit applied as decoration for Easter card.

Subject:-

Construction of paper box as Easter gift.

Technique:-

Ability to interpret directions from distation. Use of ruler - one inch, half, quarter. Effort to cut paper on ruled line.

FOURTH GRADE:

GROUP II:

Subject:-

Drawing from human model. Work correlated with geography - mining in Alaska.

Technique:-

Ability to draw human figure in action. Work in proportion; size of mass in relation to that of other masses. First work done in charcoal, followed up by lead pencil and water color.

FOURTH GRADE:

GROUP I:

Subject:-

Drawing from human model. Work correlated with history. Subject - lumbering.

Technique:-

Study of human figure in action. Ability to see proportion of one mass to others. Large drawings made showing relative size of trees in forest to men at work. First work in charcoal - followed by lead pencil and water color.

MR. GILLET'S EIGHTH:

GROUP II:

Subject:-

Art in relation to wood work in school.

Technique:-

Study of proportion, comfort, good lines, in two pieces of furniture - library table, and dining room chair.

Study of perspective in making these drawings. Series of lessons not yet completed.

DRAWING AND PAINTING - EDITH M. TOWLE.

Mar. 12 1909.

GRADE 1: 3 hours. Each group 1-1/2 hours.

Problem Individual nut dishes for luncheon to be given in April. Modeled in clay with simple flower design.

Problem Group 1. Stencil design for window shade in Fourth Grade room. Flower units applied to space.

Problem Group 2. Illustration of Hiawatha - Hiawatha with bow and arrow. Figure pose.

GRADE 2: 4 hours. Each group 2 hours.

Problem. Typical desert scene - night. To be used in theatre, illustrating desert life, in Second Grade room.

Problem Camel for desert scene
Modeled in clay.

Problem Study and observation of pussy willow. Charcoal.

GRADE 3: 2 hours this week. Each group one hour.

Problem Place cards for spring luncheon to be given this week. Hyacinths in color.

Problem Design for book cover, (dictionaries). Observation and drawing of Norse boats, which may later be used as units in design.

GRADE 8: 1 hour this week.

Problem Finish construction of portfolio. Trace, ready to color.

W. G. M. 1/4
T. G. M. 1/4

W. B. K. 10/10/10

DRAWING AND PAINTING - EDITH M. TOWLE.

March 19, 1909.

GRADE 1 3 hours Each group 1-1/2 hours

Problem Bowls to hold cornmeal which they have been grinding. Made with coil as Indians made them.

Problem Group 1. Making units of design made last week, into stencils.

Problem Group 2. Study of primary colors. Paint rainbow finding orange, green, violet.

"'Tis the heaven of flowers you see there", etc.

Hiawatha.

GRADE 2 4 hours Each group 2 hours.

Problem Camel for desert scene - Modeled in clay.

Problem Observation and drawing of camel from toy.

Placing in landscape.

Problem Tulip with water color.

GRADE 3 3 hours Each group 1-1/2 hours.

Problem, Design for book-cover (dictionary).

Observation of boat, shield, spear, battle-ax, drinking-horn, etc. in text-book,

Viking Tales, and drawing from memory, on blackboard.

Arrangements of these units into a design (blackboard).

GRADE 8 2 hours

Problem Portfolio Tinting letters and inside cover.

Problem Monogram. To be used for portfolio cover, watch-fob or belt-buckle.

DRAWING AND PAINTING - EDITH M. TOWLE

April 2, 1909.

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GRADE 1 3 hours - Each group 1-1/2 hours

Problem Modeling in clay - chickens.

Preparation for exercise given at Assembly on Thursday.

GRADE 2 4 hours Each group 2 hours.

Preparation for exercise given at Assembly on Thursday.

Problem Illustration - March, The Windy Month.

Problem Easter cards. Observation and drawing of rabbit from animal and pictures. Cut into stencil form and stencil on white paper with crayola.

GRADE 3 3 hours

Preparation for exercise given at Assembly on Thursday

Problem Design for book-cover -

Drawing and coloring of designs made last week.

GRADE 8 2 hours This week 1 hour.

Problem Study in color, the daffodil.

Grade	Subject	ASSEMBLY EXERCISE
Grade 2	Subject	Stencil for window shade
Grade 3	Subject	1. Norse designs on book-cover. 2. Illustrations for "Fairy Lyric Book."

DRAWING AND PAINTING -- EDITH M. TOWLE.

April 9, 1909.

GRADE 1 3 hours Each group 1-1/2 hours

Problem Design for Easter card, printed with "A Happy Easter" in the print shop.

Painting chickens with water color.

Group 2 Cut chickens from yellow paper and paste on Easter card.

Group 1 Cut stencils of chickens and stencil on Easter card with colored crayon.

GRADE 2 4 hours Each group 2 hours

Problem Poster, made with cuttings from colored paper. caravan coming across the desert.

Problem Easter cards. Stenciling rabbits on cards, printed with "A Happy Easter" in print shop.

Problem Study of the crocus. Painted with water color.

GRADE 3 3 hours Each group 1-1/2 hours.

Problem Study of pussy-willow.
Study arrangement and placing.
Drawing with charcoal.

Problem Easter cards. Painting of crocuses on card which was printed in print shop:

"The pure white lily raised its cup

At Easter time, at Easter time;

The crocus to the sky looked up

At happy Easter time."

GRADE 8 2 hours

Problem Design for calendar page.

Month of July. Spacing of page for design, quotation and calendar. Criticism and correction.

Suggestions for decoration, appropriate to the month.

Edith M. Towle
DRAWING AND PAINTING -- EDITH M. TOWLE.

April 16, 1909.

GRADE 1 3 hours. Each group 1-1/2 hours

Problem Easter lily (plant) on grey paper with colored chalk.

Problem Spring landscape, grass and sky, in water color.

Problem School calendar for 1910.

First grade to design month of April. General discussion and spacing for page.

GRADE 2 4 hours Each group 2 hours.

Problem Easter lily (plant) on grey paper with colored chalk.

Problem Spring landscape, grass and sky, in water color.

Problem School calendar for 1910.

Month of June to be designed by second grade. General discussion and spacing for page.

GRADE 3 3 hours. Each group 1-1/2 hours.

General lesson on illustration of fairy poems to complete plates for "Fairy Lyric Book".

Problem School calendar for 1910.

Month of May to be designed by third grade. General discussion and spacing of page.

GRADE 8 No recitations this week on account of illness and one hour given to practice for exhibition at gymnasium.

ART WORK -- MISS DEAN, INSTRUCTOR.

March 29th April 23d.
~~April 5 to 23, 1909.~~

MISS LACKNER'S FOURTH:

Group 1.

Subject - Design for January page of school calendar. Landscape showing season of year, connected in idea with history work.

Technique:- Careful drawing of subject. Study of trees in winter, and of mountains. Principles of composition. Adaptation of composition to given space. Control of brush and ink. (Note ----- The finished drawing is inked ready to send to the firm that manufactures the plate. This is true of all drawings in all the grades. The selection of the drawing to be sent is made by class vote, guided by the judgment of the art committee.)

MISS HUGHES' THIRD AND FOURTH:

Subject:- Drawing of birds, flowers, vases, children.

Technique:- Effort to see forms, and translate same over to paper. Control of medium, especially color.

MISS LACKNER'S FOURTH:

Group 2.

Subject:- Design for March page of school calendar, 1910. The motive for decoration is derived from the class study of birds - also their connection with the season.

Technique:- Careful drawing of subject. Planning of composition, adaptation of subject to given space.

MISS LATHAM'S SEVENTH:

Subject:- Design for December page of school calendar - 1910.

Technique:- Planning of decoration for given space. Adaptation of subject to design. Control of brush and ink.

MR. McNEFF'S SEVENTH:

Group 1.

Subject:- Design for November page of school calendar, 1910.

Technique:- Planning of decoration for given space. Adaptation of subject to design. Control of brush and ink.

Group II.

Subject:- Design for September page of school calendar, 1910.

Technique:- Planning of decoration for given space. Careful drawing of subject - adaptation of subject to design. Control of brush and ink.

MR. GILLET'S EIGHTH:

Subject:- Design for cover of calendar for 1910.

Technique:- Control of good decoration of given space. Simple principles of composition and design. Control of brush and ink.

*Miss Dean
will
make
a
type
copy
of
this
book*

DRAWING AND PAINTING -- EDITH M. TOWLE.

April 23, 1909.

GRADE 1 3 hours Each group 1-1/2 hours

Problem April landscape and trees in water-color. Trip
to the park for study.

GRADE 2 4 hours Each group 2 hours

Problem April landscape and trees in water-color.

Problem Lilac blossom in color.

Problem School calendar for 1910 (June). Arrangement of
flowers in spacing.

GRADE 3

Problem April landscape and trees in water-color. Trip
to the park for study.

Problem School calendar for 1910. (May). Illustration
of May Day.

GRADE 8

Problem School calendar for 1910 (July). Design suggest-
ing month - flower, landscape, etc.

DRAWING AND PAINTING - EDITH M. TOWLE.

April 30, 1909.

GRADE 1 3 hours Each group 1-1/2 hours

Problem Study of the robin. Modeled in clay.

Problem Group 1. Study of pussy-willows in charcoal.

Problem Group 2. Blackboard drawing. Practice in making large curves. Illustration of story - "Bell of Atri".

GRADE 2 4 hours Each group 2 hours

Problem Design curtain for stage of theatre in grade room. Design to be done in appliqué. Study and observation of Persian rugs. Cutting of simple large units from colored paper and pasting on paper of another color.

Problem Spring flower in color.

Problem Selection with finders of small landscape from April landscape which was painted. Mount on gray paper.

GRADE 3 3 hours Each group 1-1/2 hours.

Problem (1) Figure pose, "The Gardener", in charcoal. (2) This study placed in landscape with large washes. (3) This same landscape again for practice in putting on color.

GRADE 8

Problem Spring landscape in color.

Problem Completion of calendar designs. Design monograms to be cut in metal or applied to portfolio cover.

W. D. L.
W. D. L.
W. D. L.

DRAWING AND PAINTING --- EDITH M. TOWLE

May 7, 1909.

GRADE 1.

Problem Group 1. Study of pussy willows in charcoal.

GRADE 2.

Problem Group 1. Landscape for study of color.

Problem Study of the robin in color.

Attended the Western Drawing Association at St. Louis
Wednesday, Thursday and Friday.

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to
be*

ART WORK -- MISS DEAN.

April 24 to May 20, 1909.

MR. GILLET'S EIGHTH GRADE:

Subject: Finishing of calendar cover designs.

MIS. BLACKNER'S FOURTH:

Subject: Finishing of calendar work.

MR. McNEFF'S SEVENTH:

Subject: Continuation of calendar work.

MISS LATHAM'S SEVENTH:

Subject: Continuation of calendar work.

MISS HUGHES' FOURTH:

Subject: Painting from nature. Continuation of figure-drawing. Drawing of flowers. Emphasis on color work. Design from flowers for place-cards.

May 14, 1909.

Miss Gage
Feb 1909

GRADE 1 3 hours Each group 1-1/2 hours

Problem Fern-dish in clay

Problem Blackboard drawing - Dictation of large designs
in curves.

Memory drawing of robin.

GRADE 2 4 hours Each group 2 hours.

Problem Daisy in colored crayon.

Problem Scenery with palm trees, in water-color, for theatre
in grade room.

GRADE 3

Problem Daisy with colored crayon.

Problem Tulip with water-color.

Problem Robin with water-color.

GRADE 8

Problem Correction of calendar designs.

Design monogram of U.E.S. for cover of School Reporter.

Problem. Design for metal corners for book cover. This book
is a Guest Book, for School of Education, with wooden
cover and metal clasp and corners.

DRAWING & PAINTING -- EDITH M. TOWLE.

May 21, 1909.

GRADE 1 3 hours Each group 1-1/2 hours.

Problem Fern-dish in clay.

Problem Large drawing of trillium with colored crayon.

GRADE 2 3 hours Each group 1-1/2 hours

Problem Violet with water-color.

Problem Cutting scenery of theatre and arrangement on stage.

Problem

GRADE 3 3 hours Each group 1-1/2 hours

Problem Study of violet in water-color.

Problem Place cards for grade luncheon using violet for decoration.

Problem Illustration - May Day.

GRADE 8 2 hours

Problem Inking of calendar designs. Using washes of different values and lines.

Problem Monograms put into stencil design and stenciled on Art Book cover.

DRAWING & PAINTING - EDITH M. TOWLE.

GRADE 1 3 hours Each group 1-1/2 hours.

Problem. Fern dish modeled in clay.

Problem Place cards for spring luncheon. Brush strokes
and lines with water-color making spring blossoms.

GRADE 2 4 hours

Problem Design for proscenium arch for theatre in grade room.

Problem Blue jay with water-color.

Problem Cherry-blossoms with colored crayon.

Problem Large yellow tulip with water-color.

GRADE 3 2 hours Each group one hour.

Problem Design of apple-blossoms, violets or May flowers
for calendar.

Problem Apple-blossoms with water-color.

GRADE 8 1 hour this week.

Practice in line drawing and brush washes with ink and com-
pletion of calendars and monograms in ink.

DRAWING AND PAINTING - EDITH M. TOWLE.

June 4, 1909.

GRADE 1 3 hours Each group 1-1/2 hours.

Problem Fern-dish in clay.

Problem Design for calendar using pussy-willows which
were drawn in March.

GRADE 2 3-1/2 hours Group 1, 2 hours. Group 2, 1-1/2 hrs.

Problem Blue jay in charcoal.

Problem Blackbird in charcoal.

Mounting and preparation for exhibit to be sent to Denver.

GRADE 3 3 hours Each group 1-1/2 hours.

Problem Cecropia moth, found by children, in water-color.

Problem Blue jay in charcoal.

Problem Blue jay in water-color.

GRADE 8 1 hour this week.

Problem Spring flowers in water-color.

EDITH M. TOWLE -- PAINTING & DRAWING.

June 11, 1909.

GRADE 1 3 hours Each group 1-1/2 hours.

Problem Blue bird modeled in clay.

Problem Illustration "Little Miss Muffet".

GRADE 2 3 hours Each group 1-1/2 hours

Problem Study of flicker in charcoal.

Problem Book cover for drawings of birds and flowers.
Designs using birds.

GRADE 3 3 hours Each group 1-1/2 hours.

Problem Study of large yellow lily in water-color.

Problem Study of tree in water-color.

Problem Study of flicker in charcoal.

GRADE 8 1 hour this week.

Problem Observation and study of landscape in charcoal
showing four or five values.

Handwritten notes:
June 11, 1909
Edith M. Towle