

ART EDUCATION

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The grade teacher has to inculcate art knowledge to the pupils not by talking but by doing—that is, by making the pupils experience a variety of art activities.

It is imperative, therefore, that students after taking a course in art appreciation, must know how to draw, how to design, how to do some sort of handicrafts, and, above all, must have developed a sense of appreciation of graceful lines, pleasing shapes, beautiful colors. They must also know some rules about balance, proportion, rhythm, emphasis, and subordination. In other words, they must be taught to see and know art so that the "art spark" in them may be bright enough to be seen, felt, and enjoyed by their pupils.

APPRECIATION (6 periods)

Nature Appreciation

The activities in appreciation (please see page 4 letter C of tentative outline) should include the observation of the beautiful things in nature, like (1) the brilliant colors of flowers, leaves, birds, insects; (2) colors of the rainbow; (3) flaming sunset; (4) fruit trees laden with blossoms; (5) the pattern or design on a butterfly's wing; (6) sparkling white of sails against a dark blue sky; (7) the changing colors of distant mountains; (8) fireflies darting about in the dark evening; (9) stars at night; (10) moonlight on the water; (11) shapes of trees; (12) curves of leaves of grass; (13) long shadows cast by late afternoon sun; (14) raindrops tumbling down; (15) breakers striking the seashore in rhythmic sequence; (16) clouds that sometimes look like gigantic puff balls and

at other times like feathers floating in the clear, blue sky. To this list the art instructor and art students can add many other local scenes which have moved them somehow with what we may call aesthetic experience.

Picture Appreciation

The art instructor should let students collect pictures from old issues of magazines that show how artists have tried to express in colors these beauty spots in nature. (The tentative outline suggests several ways of presenting these pictures to the class. Please read pages 6, 7, and 8 in the tentative outline.) Aside from color reproductions of paintings, let students collect (1) etchings, (2) woodcuts, and (3) lithographs. Then let them try a hand on these methods of printing even if the aim is only to give them an idea how these different processes work.

Students should also know how to read cartoons appearing in magazines and dailies. A cartoon is sometimes defined as an editorial in pictorial form.

These picture clippings brought in by students should be filed in school in alphabetical order.

Appreciation of Handicrafts

There are many articles we use at home, like furniture, cooking utensils, textiles, etc. that are made to serve conveniently the purpose for which they were intended. Art students should be made to see and appreciate the gracefulness of the structural designs of these articles as well as the simplicity of their decorations.

Let students study the native designs found on all useful articles, such as embroidery; wood carvings on utensils, weapons, boats; and designs on textiles woven in the locality. Let them analyze and find out what idea the design conveys.

Appreciation of Architecture

As regards appreciation of architecture, let students study pictures found in magazines, history books, and encyclopedias of Oriental, Egyptian, Greek, Roman, Byzantine, Romanesque, Gothic, Renaissance, Baroque, American, and modern architecture. Then let them explain the striking characteristics of each type of architecture. They may be asked also to read and find what materials were used in the construction of each building.

Exhibits

At least five of the students' best products chosen after every art activity should be kept in a large envelope in the office of the Principal. At the end of the semester, they should be exhibited in a conspicuous place in the building in four groups—(1) DRAWING and PAINTING, (2) DESIGNING, (3) HANDICRAFTS, and (4) APPRECIATION.

The exhibition itself should be arranged according to the principles of art. Good margins should be observed, the mounts should be hung in an orderly and attractive manner, and the handicrafts should be displayed well in cases or on tables. The art instructor should always remember that *order is the basis of beauty*. All the work exhibited should be kept afterward in three large envelopes in the office of the Principal with the exception of handicrafts which should be returned to the students.

CORRECTION FROM "MARIA TEVES"

To the Editor:

I wish to make the following corrections in Miss Edroza's article in the April-May issue of the *Philippine Educator*:

1. That GSP means Guerilla Specials of the President.

2. That the statement "she was released at 9:00 P.M. Oct. 21st, 1944" is not true. Instead, she revived at 9:00 P.M. of the same day after being thrown out as dead with a group of about 20 people who were electrocuted at about 6:00 P.M. She found her way by crawling to Ermita.

3. That the combat at Marikina Hills under the late Major Adjutant Marcelino Erfe-Mejia happened to August 7-9, 1943 not April 7, 1944.

4. That the Bolo Battalion under the late Major Antolin Asis, taken over by Lt. Segundino Yabes, fought in November, 1944 in Narvacan and other Ilocos towns in conjunction with the 121st, 14th and 15th Infantry under Col. Volckman. That Major Asis was unjustly executed by orders of a certain American Captain O'Day on December 16, 1944.

CONSUELO E. ALVEAR