

“Studying from nature in no way implies imitating nature.” (Netherlands.)
 “Not if . . . means mechanical copying, yes if it means studying anything that may inspire a pupil to search for an adequate form to express it in his own way.” (Netherlands.)

“ . . . more trying to understand the basic laws of nature, than to copy nature.” (Netherlands.)

“Anecdotal copying of nature is harmful.” (Switzerland).

“I believe that studying from nature is extremely useful and highly profitable if the student, through his ability to assimilate, learns to free himself from it and to interpret it in accordance with his own personality.” (Colombia.)

“Yes, at all times, but it must be a ‘study,’ an ‘adaptation,’ not a blind ‘copying of nature.’” (United Kingdom.)

Characteristic of those replies which emphasized that this was an essential study and one which enriched the student's mind, came this from Yugoslavia :

“The use of nature to develop and enrich the individual's creative capabilities is indispensable. Nature alone can enrich expression in the most effective way, but, naturally, not in the sense of academic studies “but, on the contrary, in the sense of widening the visual basis, in the broadest sense.”

The dissenting note was uncompromisingly sounded in :

“Studying from nature strikes me as inadvisable, useless, in the training of an artist today.” (Uruguay.)

QUESTION A—5

If you do favour such study, would you still wish to criticize traditional methods which have concentrated on various studies : would you have any views on the following :

- (a) *Drawing, painting, sculpture from the nude?*
- (b) *Perspective, anatomy?*
- (c) *Study of landscape, natural forms, etc?*
- (d) *Figure composition?*

This was a bulky question to answer. Item (d) was unfortunately mistranslated as “portrait” composition in the French version, which renders the answers misleading in those cases.

(a) Drawing from nude	72 % for	10 % against	18 % doubtful
(b) Perspective	62 % for	19 % against	19 % doubtful
(c) Anatomy	64 % for	14 % against	22 % doubtful
(d) Landscape	72 % for	9 % against	19 % doubtful
(e) Figure composition	?	?	?

From South America there was a greater volume of criticism of these subjects than from other countries. While the majority was in favour of these studies, many replies expressed the opinion that they did so on condition they were treated with breadth. For example :

“No. I do not criticize the subjects as such but I should wish more modern methods.” (Netherlands.)

“I am opposed to traditional studies which were no more than an unthinking and passive reproduction of nature without any analysis of forms and their reciprocal relationships.” (Poland.)

On figure composition :

“A dead duck.” (United Kingdom.)

and again from the United Kingdom, on the same subject :

“All teaching on this subject is injurious.”