

**ART STUDIES FOR SCHOOLS;
OR, HINTS ON THE USE OF
REPRODUCTIONS OF HIGH
ART IN THE SCHOOLROOM**

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Art studies for schools; or, Hints on the use of reproductions of high art in the schoolroom by
Anna M. von Rydingsvärd

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ANNA M. VON RYDINGSVÄRD

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Art Studies for Schools

OR

HINTS ON THE USE OF REPRODUCTIONS OF
HIGH ART IN THE SCHOOLROOM

BY

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"Judus, a Story of the Passion," etc.

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UNDER LOCK AND KEY

PREFACE

THE results obtained by the teaching of drawing in the public schools, in a systematic way, have proved the wisdom of those who were pioneers in the work in the early 'seventies. It was to be expected that this universal development of the art instinct in our young people would lead to the demand for high art in schools—at least so far as the placing of good examples before the eyes of the pupils is concerned—and this demand is being met by thoughtful educators everywhere.

It is our purpose in these pages to show what practical use can be made of pure examples of the pictorial art in inculcating lessons of permanent value in youthful minds; and also how they can be made auxiliaries to the regular school studies, such as history, geography, literature, and science.

In teaching art in schools it is an excellent idea to present groups of subjects appropriate to the seasons as they come and go. As the gathering in of the rich products of Mother Earth approaches, take a look at a few harvest pictures by celebrated artists. The ever fruitful topic of Thanksgiving comes closely after, followed by the beautiful Christmastide. There is a large range of subjects from which to choose for Christmas, and many excellent lessons may be taught from them.

The months of February, March, and April give us patriotic days to study pictorially, and spring is a subject delightful to old and young alike. The loveliness of June and the patriotism of the Fourth of July furnish their subjects also.

The lists of J. Frederick Hopkins, Supervisor of Drawing in Boston public schools, and of Henry Turner Bailey, Supervisor of Drawing in Massachusetts public schools, have been used as a foundation for the choice of subjects in this book; though a number of additions have been made. Any teacher interested in the matter can make out an equally good list from the catalogue of Perry Pictures or of the Soule Photograph Company.

Many of our illustrations are used by courtesy of the New England Publishing Company

INDEX OF ARTISTS

| Name | Page | Name | Page |
|---------------------------|--------|-------------------------|----------|
| ADAM, J. | 8 | LANDSEER, SIR E. H. | 156 |
| ADAN, L. E. | 28 | LEBRUN, M. L. E. V. | 96 |
| ALMA-TADEMA, SIR L. | 138 | LEONARDO DA VINCI | 56 |
| BASTIEN-LEPAGE, J. | 116 | LEROLLE, H. | 74, 152 |
| BAYES, A. W. | 46 | MAN, G. | 72 |
| BLASHFIELD, E. H. | 78 | MEMLING, H. | 58 |
| BONHEUR, R. | 16 | MEYER VON BREMEN, J. G. | 154 |
| BOUGHTON, G. H. | 42 | MILLET, J. P. | 20, 166 |
| BOUGUEREAU, G. A. | 70 | MURILLO, B. E. | 66 |
| BRETTON, J. A. | 32 | RAPHAEL | 60, 102 |
| BRIDGMAN, F. A. | 172 | REMBRANDT VAN RYN | 35, 94 |
| BRITON RIVIERE | 174 | RENI, GUIDO | 142, 144 |
| BURNE-JONES, SIR E. | 134 | RENOUF, E. | 146 |
| CHAPMAN, J. G. | 50 | REYNOLDS, SIR J. | 98 |
| CIMABUE, G. | 52 | RICHTER, G. K. L. | 110 |
| COBB, CYRUS | 114 | RIVIERE, B. | 174 |
| COROT, J. B. C. | 126 | RONNER, H. K. | 160 |
| CORREGGIO (A. A.) | 80 | ROSA, SALVATOR | 120 |
| DAGNAN-BOUVERET, P. A. J. | 12, 76 | ROSSETTI, G. C. D. | 132 |
| DYCK, SIR A. VAN | 84 | RUBENS, P. P. | 64 |
| FROMENTIN, E. | 178 | SALVATOR ROSA | 120 |
| GAINSBOROUGH, T. | 112 | SARGENT, J. S. | 140 |
| GARDNER, E. J. | 164 | SCHREYER, A. | 180 |
| GUIDO RENI | 142 | TITIAN | 86 |
| HARDY, HEYWOOD | 170 | TROYON, C. | 14 |
| HOECKERT, J. F. | 10 | TURNER, J. M. W. | 122 |
| HOPMANN, H. | 130 | VAN DYCK, A. | 84, 90 |
| HOLBEIN, H. | 106 | VELASQUEZ, DON R. | 92 |
| HOLMES, G. A. | 150 | VERNET, E. J. H. | 184 |
| HUNT, W. M. | 148 | VIGEE-LEBRUN, M. L. E. | 96 |
| ITTENBACH, F. | 68 | VINCI, L. DA | 56 |
| JACQUE, C. E. | 162 | WAGREZ, J. C. | 168 |
| JAPY, L. A. | 40 | WEST, B. | 118 |
| KNAUS, L. | 82 | ZUBER, J. H. | 30 |

INDEX OF SUBJECTS

| Page | Page | | |
|---|------|--|-----|
| Alexander and Diogenes (Sir E. H. L.) | 158 | Kabyle, A. (A. S.) | 180 |
| Angels, The (J. F. M.) | 24 | Lark, The (J. A. B.) | 34 |
| Assumption of the Virgin, The (T.) | 86 | Lebrun, Madame, and Her Daughter (M. L. E. L.) | 96 |
| Aurora (G. R.) | 142 | Madonna and Child (D.-B.) | 76 |
| Baby Stuart (Sir A. Van D.) | 90 | Madonna and Child (G. M.) | 72 |
| Baptism of Pocahontas (J. G. C.) | 50 | Madonna and Child (H. M.) | 55 |
| Beatrice Cenci (unkn.) | 144 | Madonna and Child (F. I.) | 63 |
| Blessed Damozel, The (G. C. D. R.) | 132 | Madonna Enthroned (G. C.) | 52 |
| Bowles, Miss and Her Dog (Sir J. R.) | 100 | Madonna, Meyer (H. H.) | 106 |
| Buttermaker, The (J. F. M.) | 25 | Madonna of the Chair. (R. S.) | 104 |
| Caligula's Palace and Bridge (J. M. W. T.) | 122 | Madonna of the Lily (L. da V.) | 56 |
| Can't You Talk? (H.) | 150 | Madonna, Sistine (R. S.) | 60 |
| Christmas Chimes (E. H. B.) | 78 | Mill, The (R. van R.) | 33 |
| Circs and Companions of Ulysses (B. R.) | 174 | Morning in the Highlands (R. B.) | 18 |
| Corner in Venice, A (J. C. W.) | 168 | Nativity, The (H. L.) | 74 |
| Dance of the Nymphs, The (J. B. C. C.) | 126 | Oxen Going to Labor (C. T.) | 14 |
| Daniel in the Lions' Den (B. R.) | 176 | Paul Revere's Ride (C. C.) | 114 |
| Death of Wolfe, The (B. W.) | 118 | Penelope Boothby (Sir J. R.) | 98 |
| Departure of the Mayflower (G. H. H.) | 46 | Pet Bird, The (M. von B.) | 154 |
| Diogenes in Search of an Honest Man (S. R.) | 120 | Pilgrim Exiles (G. H. B.) | 44 |
| Don Baithazar Carlos (Don R. V.) | 92 | Pilgrims Going to Church (G. H. B.) | 42 |
| Fascinating Tale, A (H. K. R.) | 160 | Portrait of an Old Woman (R. van R.) | 91 |
| Feeding Her Birds (J. F. M.) | 166 | Portrait of Himself (H. H.) | 103 |
| Fighting Temeraire, The (J. M. W. T.) | 124 | Prayer in the Desert (E. J. H. V.) | 184 |
| Forgotten (H. H.) | 170 | Procession of Apis-Osiris, The (F. A. B.) | 172 |
| Four Little Scamps Are We (J. A.) | 8 | Queen Louise (G. K. L. R.) | 110 |
| Girl with Cat (J. F. H.) | 10 | Raphael Sketching the Madonna (R. S.) | 102 |
| Gleaners, The (J. F. M.) | 22 | Reading from Homer, A (Sir L. A.-T.) | 138 |
| Golden Stair, The (Sir E. B.-J.) | 136 | Repose in Egypt (Sir A. Van D.) | 84 |
| Halt in the Desert, A (A. S.) | 182 | Rest in Flight (L. K.) | 82 |
| Haymaker, The (L. E. A.) | 28 | September (J. H. Z.) | 30 |
| Helping Hand, A (E. R.) | 146 | September Evening (L. A. J.) | 40 |
| Holbein, Portrait of | 108 | Sheepfold, The (C. E. J.) | 162 |
| Holy Family (B. E. M.) | 66 | Shepherdess, The (H. L.) | 152 |
| Holy Family (P. P. R.) | 64 | Shepherdess, The (J. F. M.) | 20 |
| Holy Night, The (A. A.-C.) | 80 | Sick Monkey, The (Sir E. H. L.) | 156 |
| Horse Fair, The (R. B.) | 16 | Siddons Mrs. (T. G.) | 112 |
| Hosea (J. S. S.) | 140 | Sister of Colza, The (J. A. B.) | 36 |
| Hunting with Falcons (E. F.) | 178 | Sistine Madonna | 60 |
| Jesus as a Boy in the Temple (H. H.) | 130 | Spring (J. B. C. C.) | 128 |
| Joan of Arc (J. B.-L.) | 117 | Temeraire, The Fighting | 124 |
| John Wesley Preaching to Indians (unkn.) | 48 | Tribute Money, The | 88 |
| June Clouds (W. M. H.) | 148 | Two Mothers and Their Families, The (E. J. G.) | 164 |
| | | Vintagers, The (J. A. B.) | 32 |
| | | Virgin, Infant Jesus and St. John (G. A. B.) | 70 |
| | | Watering Trough, At the (D.-B.) | 12 |
| | | Winter (Sir E. B.-J.) | 134 |

Art Studies for Schools

A LITTLE TALK TO THE PUPILS

MANY of the valuable facts in the history of our race have been gathered from art remains, that is, from ruins of buildings, of carved ornaments on buildings or of wall paintings, and from decorations on pottery, on metal objects and on woven fabrics. This is because, in all ages, artists have put the customs of the people around them, the costumes worn by them, their games, their great deeds in war, etc., into their own carvings and paintings. Then by-and-by the feelings and emotions of people took a place among the subjects represented. And so artists began to wield a great influence over their fellow-men by means of their art.

As you study the pictures in this little book, you will find that very different thoughts and emotions are stirred in you by pictures of varying character. Some will rouse your mirth, others may make you feel sad, while many will stir very noble thoughts about doing good to others.

Do you fully realize what a power it is to possess the gift of stirring the emotions and arousing worthy thoughts by what one can paint on canvas or carve in marble? It is a power to be carefully cultivated and cherished as a gift from God, never to be abused or misused. We should try to keep before our eyes and in our thoughts, the works of those men and women of genius who have been so grateful to God for the goodness and beauty He has created, that they have striven to put it into their pictures and poems and music so as to make of them blessings.