

**BOSTON PUBLIC
SCHOOLS: OUTLINE
OF LESSONS IN
DRAWING, 1898-99**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649085453

Boston Public Schools: Outline of Lessons in Drawing, 1898-99 by James Frederick Hopkins

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JAMES FREDERICK HOPKINS

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DRAWING
Hopkins

BOSTON PUBLIC SCHOOLS



DRESDEN GALLERY.

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BOSTON PUBLIC SCHOOLS

OUTLINE OF LESSONS

IN

DRAWING

1898-'99

BY

JAMES FREDERICK HOPKINS

Director of Drawing



BOSTON

1898

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
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In School Committee, July 19, 1898.

ORDERED, That the Outline of Lessons in Drawing for 1898-'99 be issued with illustrations, and that two thousand copies thereof be printed.

Passed.

A true copy.

Attest:

THORNTON D. APOLLONIO,
Secretary.

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BOSTON

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BOSTON

What I want to do is to put definitely before you a cause for which to strive. That cause is the democracy of art, the ennobling of daily and common work, which will one day put hope and pleasure in the place of fear and pain as the forces which move men to labor and keep the world a-going.

WILLIAM MORRIS.



THE Course of Study (adopted in School Committee June 8, 1897) was designed to meet the highest needs of the subject, to be in harmony with the kindergarten and manual training instruction, and to offer direct assistance in the teaching of all other school studies. It is believed that the course is free, broad, and unprejudiced, incorporates the latest and best educational thought, and is adapted to the needs and opportunities of the city of Boston.

This Outline of Lessons is presented with the belief that art education is a vital necessity in the training of our American people. Moreover, we believe that the subject is of as great importance in the public schools as literature, history, geography, science, mathematics, or music, and deserves the same thoughtful recognition and generous allowance of time. Not only is it a powerful educator in itself, but without the power for rich expression which this subject provides, the other grade studies lose much of their value, and can never develop their greatest interest.

It is a pleasure to acknowledge the constant, helpful support of all teachers in this undertaking. In reprinting the outline for another year the director has made use of all suggestions which have been offered from so many quarters in such friendly spirit. Particularly would he acknowledge the kindly coöperation of Mr. Henry Hitchings, whose experience, knowledge of conditions, and help-

OUTLINE OF LESSONS IN DRAWING.

ful advice have been of great value in the continuation of this work. The illustrations which accompany the text have been prepared by members of the department during the close of an unusually busy season. To Mr. Poor were assigned many of the models and objects, also the historic houses. Miss Pierce found time for the pose-drawing, nature study, and some of the work in design. Miss Patterson prepared the arrangements in composition and a portion of the suggestions for design. A few pupils' drawings are also reproduced throughout the text. In most cases the illustrations are signed and individual effort can be easily located.

These illustrations are intended to better explain the text and to suggest methods of work and sources of inspiration. It is perhaps unnecessary to add that this material is prepared for the teacher, as an aid to her interpretation of the effort, and is not for use by the pupils. It will be recognized that the number of illustrations in any one subject does not necessarily indicate the importance of that subject in the general scheme. Thus, drawing from objects, a most important feature, is but slightly pictured; while constructive drawing, occupying a less prominent position, is of necessity more exactly outlined. Similar comparisons may be easily drawn by the thoughtful teacher.



GENERAL NOTES.

Form Study.

The lessons for primary grades are based upon the individual study of form by each pupil, in types and objects, with the purpose of fixing firmly in mind clear, correct form concepts as a basis for all future thinking, doing, and expressing. The types of form are presented in the sequence of the kindergarten, with the idea that such study will lead the pupil to classify the forms which he already knows by constant reference to types which soon become his standards and govern his ideas. From this appreciation of an ideal must come a development of the imagination and a growth along natural lines.

The outline for the first year embraces the study of form for the purpose of recognition and classification, and the investigation of its features under the types of

Sphere,	Hemisphere,
Cube,	Square prism,
Cylinder,	Right-angled triangular prism.

The study of the second year is conducted along the same fundamental lines, for the purpose of recognition and classification of form, and the investigation of its features under the types of

Ellipsoid,	Cone,
Ovoid,	Square pyramid,
Equilateral triangular prism,	Vase.

The outline of the third year and later years assumes that the study of the types, first as wholes and later of parts, has been successfully carried out in the first two years, and that clear concepts have been formed and fixed,