

*Pages 58-67.* Before studying these lessons the teacher should tell the children about Holland and the quaint but sturdy Dutch people, and read to them parts of "Hans Brinker" by Mary Mapes Dodge, or some of the stories from "The Land of Pluck" by the same author. The children should be made to realize that they are reading about other real children who play and work just as they do.

*Pages 68-79.* Prepare the children for the study of these lessons as for the previous group, by telling them of the life of the French peasants and of Julien Dupré, the artist who painted so many pictures of them.

Ask questions about the pictures similar to the following: Look long at the picture on page 75. What is the name of the picture? Why was it given this name? Whom do you see in the picture? Where do they live? What have they been doing? What are they doing now? Who saw the balloon first? Why do you think so? Do you see the sunshine? Do you see the shadows? What time of the year is it? Are the haymakers nearly through with their work? Would the picture be as beautiful without the hills and trees? Do you like this picture? Can you tell why you like it? Who painted it?

Before taking up the review lesson on page 79, each child should be given one of the pictures referred to to study and be ready to tell all he can about it to the class.

*Pages 80-90.* This group continues the pictures and stories of French peasants. The boyhood of Millet and his first attempts at drawing can be made very interesting to the children. For information on his life see "Jean François Millet, Peasant and Painter," by Sensier, also "Painters of Barbizon," Vol. I (Great Artists Series). Have before the class reproductions of several of Millet's pictures for the children to study and talk about. The review lesson on page 90 should be treated as was the one on page 79.

*Pages 91-97.* These pictures should be studied until the thought of each story is worked out, when the reading will be full of animation, the spirit of the story controlling the expression. After reading, the children may be allowed to tell the complete story in their own words.

*Pages 98-103.* If possible, show the children reproductions of other pictures by these artists. If this group of lessons is read near the Christmas season, penny copies of the pictures studied, suitably mounted, form pretty Christmas cards.

When the work of the book is completed, some time might be profitably spent in having each child tell which picture in the book he likes best, why he likes it, and the name of the artist. A reproduction of the picture chosen, mounted on a mat ready for hanging at home, will be a pleasant reminder of the child's first reading book. The children's comments on the pictures, memorized selections, and suitable songs might form an interesting special exercise.