

Sir Joshua Reynolds. (See *The Art-Literature Readers, Book II.*) One or more of the rhymes in the section should be memorized.

*Pages 62-73.* The lessons on sheep may be elaborated and the children be told something about the uses of wool and the process of transforming it into clothing. The poem, "Three Little Kittens" may be memorized and then acted by the children.

Show to the class reproductions of other pictures by Madame Ronner, asking them questions similar to the following: What is the title of the picture? Who painted it? What do you see first in the picture? Has the artist tried to put any sunshine in the picture? Where is it? Do you see any dark shadows? What makes them? Find all the straight lines you can. Find all the curved lines you can. Would the picture be as pretty if the lines were all straight? Would the picture be as pretty if they were all curved? Would the picture be as pretty if it were full of sunshine with no shadows? Would it be as pretty if it were full of shadows with no sunshine? Then tell the children that an artist must think about all these things when he paints a picture, as well as about the story which he wants to tell us. Talk with them about the life of Madame Ronner, until she becomes very real to them and they quickly recognize her personality in her pictures. For further information on her life see *Dutch Painters of the Nineteenth Century, Sampson Low, Marston & Co., London.*

*Pages 74-83.* Follow out the picture study as suggested in the last section and memorize some of the rhymes.

*Pages 84-87.* After the children have mastered the difficulties of reading the story of "Little Red Hen," they may enjoy dramatizing it. One child may be the little red hen, another the cat, another the dog, another the pig and the rest of the class the little chickens. They will need but little direction to show them how it should be played.

*Pages 88-103.* When the picture on page 95 is studied, read to the children "The Brook," by Tennyson, and "The Brook-Song," by James Whitcomb Riley. In connection with the study of "Robin Redbreast," on page 97, tell the class the Indian legend of "How the Robin's Breast Became Red," found in *Nature Myths and Stories*, by Flora J. Cooke, and published by *A. Flanagan, Chicago*. Have the children memorize several of the poems in this section and encourage them to compose simple pictures of their own to illustrate the scenes which seem to them to be of most importance. In all of this work the children should be taught that they must have a reason for everything which they do and say, and that they must always be able to tell *why*, and not blindly to do what somebody else has done or say what somebody else has said. This is the only method of training our boys and girls to be independent thinkers and workers, prepared to carry on the work of the world.