

SPECIAL SUGGESTIONS.

Pages 6-14. The pictures in this section are particularly suggestive for original story telling. The children should be encouraged to tell the stories which they read in each picture and then to imitate them by posing if the picture pleases them.

Pages 15-25. The study of animals should be emphasized while taking up these lessons. Let the children model in clay the different animals they read about, and have them memorize one or more of the rhymes in the section. Then read to them from Æsop's fables.

Pages 26-34. Before reading the lessons about the French children, it would be well to tell the class something about France and about the customs of the French people. (See *French Life in Town and Country*, by Lynch.) Great pains should be taken to make the foreign life in the pictures very real to the children, or there will be lack of interest in the class. The children should costume whenever possible, even if only to fold white paper caps and collars similar to those seen in the picture on page 28. Models in clay of the big wooden shoes may also be made. "The Little Scholar" is a good picture to imitate, using the doorway as a frame. The rhyme on pages 32 and 33 may be memorized and used as an action lesson.

Pages 35-43. Encourage the children to tell their own stories about each picture in this section and lead them to notice the details, which show the season of the year and where the picture was painted, always having them tell *why* they think as they do.

Pages 44-45. Tell the children more about the life of the little English prince and show to them a reproduction of the picture of the "Children of Charles I.," painted by Van Dyck, the original of which is in the Berlin Gallery. It was from this picture that the detail of Baby Stuart, on page 45, was taken.

Pages 46-47. Tell the children something more about the habits of rabbits, and if possible let them see a live rabbit. Tell them the fable of "The Hare and the Tortoise," and allow them to model rabbits in clay.

Pages 48-51. The work on these two lessons might be supplemented by reading to the children some of the stories in *The Land of Pluck*, by Mary Mapes Dodge. Have the children name all they see in each picture and write a short sentence about each object. The titles of the pictures and the names of the artists should be reviewed frequently.

Pages 52-61. It would be well to have the children study very carefully each of the four pictures in this section and tell their own stories about them before reading the text. Lead them to notice the lights and shades as well as the details in the background, having them tell why they think the artist put them there. After they have given dramatic expression to the pictures let them tell which picture they like best and why they like it. Tell them about the boyhood days of