

MABEL (*sees the broken gun and picks it up*): What's this?

MRS. CORY: Bobbie's gun.

MABEL: What happened to it? It's broken.

MRS. CORY: How strange.

MABEL: He must have dropped it. Stepped on it.

MRS. CORY: You don't suppose George—you know some of them are queer.

MISS SPANGLER: But not George!

MABEL: George is perfectly normal.

MRS. CORY: Herbie Tolliver *looks* perfectly normal. And you know he runs when visitors come. And when I tried to speak to him on the street, to tell him how proud I was of him, he spoke dreadfully to me; he used *language*!

MISS SPANGLER: I hope you aren't comparing Herbie Tolliver to George!

MABEL: George is perfectly all right, in every way, and if you will run in again after dinner, you will find him here and glad to see you.

MISS SPANGLER: We'll come again, but I'm beginning to think he won't tell us much. You know it's the most curious thing, you would think they would love to tell their adventures.

MRS. CORY: No, they just won't talk.

MISS SPANGLER: It's the strangest thing.

MABEL (*seeing them out the door*): Isn't it the strangest thing?

(*She turns, walks back a step or two, faces the audience. Looks at the broken gun that she is still holding in her hands. Repeats*): The strangest thing! (*Looks up with a puzzled frown.*)

[CURTAIN]

MARY KATHARINE REELY

Julius Goldman, of the New York banking firm of Goldman, Sachs and Company, has given \$10,000 to the Johns Hopkins University for research in geology.

A FOURTH GRADE PLAN IN ART

EDITOR'S NOTE:—This plan is selected for publication for three reasons. First, there is no waste in it. Miss Frey's thinking was centered not on making a lesson plan, but in guiding her class effectively. Second, the work is a good example of the plan that the Harrisonburg Training School has adopted tentatively; the lesson is thought through in phrases or steps, and there is no useless writing out of details. Third, the lesson is in accord with educational principles in that a technical principle in art was taught very definitely, but taught at a time when the class had a real need for it.—K. M. A.

Preliminary Data

Grade: Fourth

Major unit: Christmas decorations

Minor unit: To teach proportion in figure drawing

Time allowance: One fifty-minute period

Materials: (A) Teacher's

- (1) Paper figures with skeletons drawn in black ink
- (2) Illustrative figures on the blackboard
- (3) A snow scene border on the blackboard, done in white and colored crayons
- (4) Rhymes to suggest poses¹

Santa Claus stands at tall attention
Listening for every sound,
Fills the stockings quietly, quietly
Then up the chimney at one bound.

Santa was kneeling there on the floor
Filling my stocking with goodies galore.

Flying like arrows over the ice
If we'd fall 'twould be funny, but
would it be nice?

What ho, the snow!
We'll roll it in a ball,
And soon we'll have a snowman here
Cold and white and tall.

- (5) Rules for proportion

From the ankle to the knee equals
from the knee to the trunk.

¹These rhymes were made by Miss Frey for this lesson and are therefore written out in the plan.

From the knee to the trunk equals the length of the trunk.

From the wrist to the elbow equals from the elbow to the shoulder.

(B) Children's

- (1) Paper: scrap, manila, and colored
- (2) Scissors and paste

Steps in the Lesson

- I. Establishing the Mood
 - A. I shall say the rhymes listed in order to get them thinking of winter sports or of Christmas.
 - B. I shall show them some pictures suggesting either Christmas or winter sports. (Pictures were attached to plan.)
 - C. I shall draw a big fat Santa on the blackboard using the stick figure method and explaining to them how easily it is done. I shall ask them to make the figures necessary to complete the border.
- II. Guiding class to a higher level in figure drawing
 - A. I shall show the children some of their old drawings which will enable them to see why they need to study figure drawing and at what places their greatest weakness lies.
 - B. I shall show the paper figures with the skeletons drawn in black ink. They will measure these figures to test the proportion rules which are on the blackboard ready for use.
 - C. I shall sketch some stick figures on the blackboard again, letting them measure to test the rules.
 - D. I shall have two or three children pose in positions characteristic of Santa or of children at winter sports. The class will sketch these rapidly and test by the proportion rules when necessary.
- III. Making the pictures
 - A. The children will make pictures to be placed on the snow scene border.
 - B. The class will co-operate in placing

the figures on the ready-made border.

- C. The class will discuss the value of the different figures. I shall ask such questions as, "How has he used the proportion rules? What action does the figure show?"
- D. The class will set up standards for their further work in Christmas pictures:
 1. A figure must be proportioned according to the rules.
 2. A figure must show some action.

NINA FREY

MAKING A BOOK

A Unit In Sixth Grade English

THE sixth grade children had been studying paragraph unity. After a great deal of work of this kind, the class read an article called, "What Is an Author." One child remarked, "We are authors, because we have written compositions." Another child answered, "No, you have to write a book in order to be an author." This led to the decision to write and bind a book to be left in the sixth grade library for the use of future classes.

I. *What the Children Did*

- A. They got ready to make the book.
 1. They examined other books to find out what a book should contain.
 2. They decided on a subject to write on and selected several tentative titles for the book.
 - a. They studied from all the English books available how to select titles.
 - b. They made lists of titles of books they had read and discussed these lists in class.
 - c. They brought lists of original titles to class; the best was selected and reworded in several different ways; it was then used as a tentative title for their book.