

Informational and interesting. Address VII.

5. Serving the world. Given by girl scouts at the International Conference of Girl Guides and Scouts held in New York in May. Simple but effective. No charge. Address VII.
6. The Gate of the West. (A dramatization of "Scum o' the Earth.")—In *Ritual and Dramatized Folk Ways*, Jasspon and Becker. Address Century Co., 353 Fourth Ave., New York City.
7. The Enemy—By Channing Pollock. Very vivid, human and dramatic play based on the idea that the common enemy of all men is *hate*. Amateurs may give readings from the play by writing Mr. Pollock at 229 W. 42nd St., New York. The Play is published by Brentano's in New York.
8. Uncle Sam's Choice—By Anna C. Evans. Emphasizes the vast expenditures for war. A short, snappy play. In *Across Borderlines*. Address I.
9. Fruits of Civilization. A series of tableaux which can be adapted to suit stage and time limit. Has possibilities of real effectiveness and beauty. Could be made an entire program. In *Across Borderlines*. Address I.
10. Cantata for Peace Day—By Fannie Fern Andrews and John Donovan. Eight songs—several of them familiar poems. Address John Church Co., Cincinnati. Price 40 cents.
11. America for Americans—By Katherine Cronk. A humorous play based on the idea that we are debtors to all lands. High school students like it. Address Lit. Headquarters, 723 Muhlenberg Bldg., 1228 Spruce St., Philadelphia. Price 15c.
12. The Triumph of Peace—Anita Ferris. For senior high schools. 35 characters. Time 1 hour. Address Missionary

Education Movement, 150 Fifth Avenue, New York City. Price 15 cents.

List of Addresses

1. National Council for the Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C.
2. Woman's Press, 600 Lexington Ave., New York City.
3. Harcourt Brace, New York City.
4. Mrs. E. K. Bowman, Helena, Montana.
5. National Child Welfare Asso., 70 Fifth Avenue, New York City.
6. American School Peace League, 405 Marlborough St., Boston, Mass.
7. League of Nations Non-Partisan Asso., 6 E. 39th St., New York City.
8. Scribner's Pub. Co., New York City.
9. Everyland Pub. Co., West Medford, Mass.

E. ESTELLE DOWNING

A FIFTH GRADE PLAN IN ART

Preliminary Data

Time allowance: Two sixty-minute periods.

Major unit: Principles of spacing, balance, subordination, and perspective.

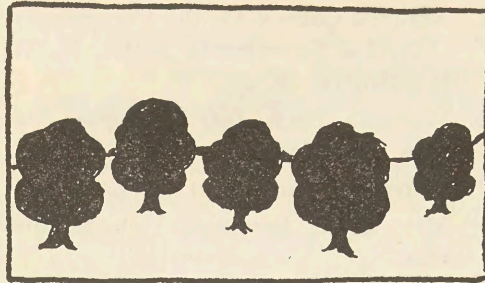
Minor unit: Thanksgiving pictures of black and white cut paper; the children's previous work shows need of further training in subordination.

Material: Book of pictures drawn with colored crayons by school children in Japan; pictures in black and white cut paper made by former classes in the Training School; blackboard sketches illustrating the "center of interest," or subordination; black and white cut paper models for graphic vocabulary—Indian man, Indian woman, Pilgrim man, Pilgrim woman, turkey, deer, and boat.

Steps in the Lesson

I. Initiating the problem

Remind class of the seventh grade's

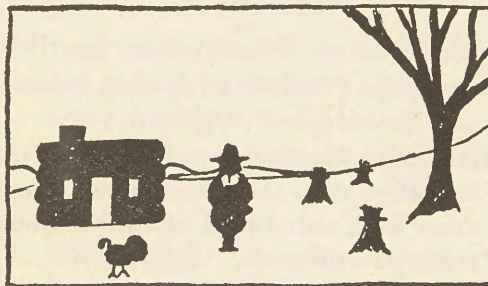


No. 1

request for a picture for their notebook to send to Japan. Show them the Japanese book loaned by the seventh grade, also the silhouette pictures made by former classes in the Training School. Suggest to them the use of black and white as a medium.

II. Choosing Content and Background

Write titles for the pictures on blackboard as they are given. Discuss each title, asking, is this title narrow enough to tell a good story? What would you include in a picture that



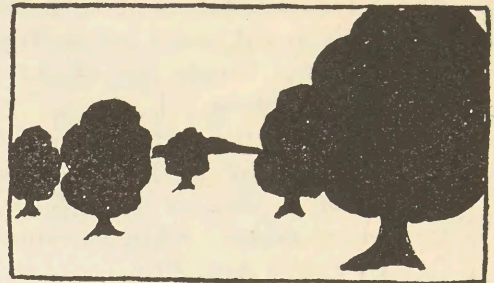
No. 1

would fit this title? What would show the Japanese children that the picture is a Thanksgiving one? (The seventh grade asked especially for pictures illustrating Thanksgiving.) The children's answers should lead to a short discussion of the first Thanksgiving organized somewhat as follows:

Why the First Thanksgiving Was Observed

How the Pilgrims and the Indians Lived Together

What the Pilgrims Wore



No. 2

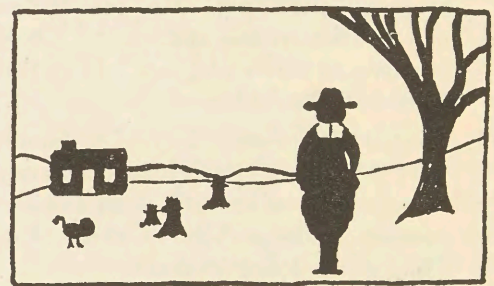
How the Pilgrims Built their Homes

How the Pilgrims Caught Deer and Turkey

III. Setting up "Center of Interests" as a Standard

A. Developing the Idea of Subordination

Tell class story of the queen bee who is always the main figure in the life of the hive. Sketch the two pictures of the trees on the blackboard. Lead them to see that



No. 2

No. 2 is more like the life of the hive.

Show the pictures made by the former classes, having the children choose the center of interest in each.

B. Constructing a class picture that has center of interest

Sketch No. 1 of the pair of Pilgrim pictures on the blackboard, also the rectangle for No. 2. Do

you think this picture has a center of interest? What should be? What shall we do to the Pilgrim to make him stand out as the main figure? I shall sketch the second picture, as the class suggests grouping of the minor objects and placing an enlarged copy of the Pilgrim a little more to the foreground. If they do not suggest these things, I shall go back to the old pictures and ask further questions developing the principle.

IV. Disussing Graphic Vocabulary

Place the models for the different figures on the ledge of the blackboard. Suggest to the class that they alter the pose of these to suit their own pictures. Since the models are isolated figures, there is little danger of copying in this problem, which is clearly one of composition. I shall remove the pictures made by the former classes, and erase the blackboard sketches.

V. Making the Pictures

The class will use the following rules in making their pictures:

Draw figures needed on the black paper.

Cut out the objects drawn.

Place objects on background, shifting around to get good composition.

Paste objects on background; put paste near the edge of the object to be pasted, and not on the background; use as little paste as possible.

VI. Judging the Pictures

The pictures will be arranged—with the name on the back where it cannot be seen—around the blackboard ledge. I shall have the pictures numbered so they can be easily referred to. The class will point out the center of in-

terest in each picture, and choose the best picture for the seventh grade book.

ELIZABETH LEE MASON

OUR ENGLISH POSTERS AND GAME

DURING "Better English Week" an effort was made in the Fifth Grade to arouse in the children an interest in the better choice of words. We tried to create a desire in them to drive some common errors, "Enemies," we call them, from our room.

The High School English department had in the upper hall an exhibition of excellent "Better English" posters. We took the class to see these posters and it is needless to say it had the desired effect. They were most enthusiastic and immediately came the request, "Miss Rolston, please let us make some posters too." Then the work began in earnest with splendid results.

On one poster "Old Mother Good English" was vigorously whipping her bad English children. She was trying to drive them into an immense shoe where they were to be locked up forever. Another portrayed a farmer with a pitchfork driving the "Fox, Bad English" from his tender "Good English Garden." Another had loaded a ship with bad English and started it out on a very blue and wavy ocean. We hoped it would sink and so all bad English would perish. One little girl had named two very frightful looking ghosts, "Git" and "Ain't" and in large letters she had printed, "beware of the ghosts!" A most striking poster was made by a boy who loves to read. He chose the picture of a boy reading. From the number of good phrases such as "I saw," "I came," and "I took," that were floating around his head, he was progressing rapidly toward the goal of "Better Speech."

To follow up this wave of interest, the children printed a set of flash cards which