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### PHYSICAL EDUCATION GROUP WORK IN THE FIFTH GRADE

**T**HE reason for choosing group work rather than formal gymnastics in the fifth grade were these: First, it was a more natural form of activity; second, it gave an opportunity for events that the children were naturally interested in, as well as the technique of tennis; third, it gave practical situations in which arithmetic was used.

Five groups were formed, and a group-leader was chosen for each group. These leaders were given individual coaching in the form of the events and in using the

stop-watch and measuring distances. The duties of a group-leader were

1. To take his group quietly from the room to the event found first on his group-leader's card.
2. To take his group from one event to another quickly and in an orderly manner when the whistle was blown.
3. To measure distances and to time members of his group in the various events.
4. To take charge of the apparatus used in the events.
5. To help members of his group get the right form in the events.
6. To take his group back to the room quickly and quietly when the class was over.
7. To help members of his group keep individual cards correctly.
8. To give reports of work done by his group.

#### INDIVIDUAL CARD

Group-Leader's Name										
Ind. Name—Mary Jones										
EVENTS	Rec. 1	Rec. 2	Rec. 3	Imp.	Pts.	Rec. 4	Rec. 5	Rec. 6	Imp.	Pts.
High Jump										
Hop-Step-Leap										
50-Yard Dash										
Tennis Serving										
Baseball Throw										
Total										

#### GROUP-LEADERS CARD

(G. L.) James S.	High Jump	Hop-Step-Leap	50-Yard Dash	Tennis Serving	Baseball Throw
John					
Lewis					
Leonard					
Robert					
Total Points					

The next thing the children did was to make individual and group-leader cards. On page 218 are samples of the cards used.

The problem of equipping the athletic field, which would ordinarily seem a difficult one, was quickly and economically solved. With some lime, a tape measure, and sticks for a jumping standard, the field was soon put in order for use. The distances were measured and marked by the group-leaders under supervision. Because of the fact that a tennis net was lacking, one was drawn on a barn, which served the purpose of getting correct form in serving. A tennis racquet and ball, a baseball, and a stop-watch were all the other equipment necessary.

The first day on the field was spent in taking first records. This was done before the children had practiced on the events, and this record was used as a basis for setting a standard minimum, average, and maximum. After the first record had been taken, full charge of the groups was turned over to the group leaders. One day each week was used for a practice period and one day for taking records. In this way a practice period came between every set of records. When three records had been taken, points were computed by the following point system:

Events	Min.	Above Min.	Max.
High Jump	1 pt.	2"—1 pt.	2 pts.
Hop-Step-Leap	1 pt.	6"—1 pt.	2 pts.
50-Yard Dash	1 pt.	1 sec.—1 pt.	2 pts.
Tennis Serving	1 pt.	1 ball—1 pt.	2 pts.
Baseball Throw	1 pt.	1 ball—1 pt.	2 pts.

Judging by the interest and competition aroused by the scheme, group work is a satisfactory and popular form of physical education for any grammar grade.

HAZEL FARRAR

A man should hear a little music, read a little poetry, and see a fine picture every day of his life in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul.—Goethe.

## LEARNING TO USE THE TOOL BOOKS

### *A Unit in the Use of Reference Books for Senior High School Students*

INTRODUCTION to the various reference books accessible in any school library has almost habitually been postponed in the pupil's training until his early college days. In this day there is much evidence to show that this is too late to begin such valuable training.

It is a simple matter, through the process of mentioning persons and happenings, past and present, and then raising questions as to where to find information concerning them, to interest pupils of high school grade in such reference books. To do this, the teacher must make the pupils feel the value of such knowledge, now and later. She must briefly introduce the various kinds of reference books by succinctly stating or showing the use of each.

The teacher should then present the entire problem to the pupils. She should explain clearly the plan and method of execution and scoring.

This unit has been so planned that the pupil will be given credit if he satisfactorily masters the first assignment. Additional credit will be given for completion of the other assignments, taking them in the order they are presented. Maximum credit will be given for satisfactory completion of the fourth assignment.

The real purpose of the unit must be kept constantly before the pupils. Only in this manner can the work be kept organized and unified. This plan is not fixed; it can be modified to meet the needs of a particular school or group.

#### *Assignment I*

The aim of this assignment is to become acquainted with library rules, standard dictionaries, standard encyclopedias, and *The Reader's Guide to Periodical Literature*,