

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*

**I**NTRODUCTION 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*,

and at the same time to develop habits of outlining and note-taking.

To master this assignment

- I. Submit in writing<sup>1</sup>
  1. A brief exposition on library rules
    - a. What are the three uniform rules?
    - b. Why is each rule necessary?
  2. A comparison and contrast of the arrangement and use of dictionary and encyclopedia
  3. A list of the six general uses of the dictionary and an illustration of each
  4. A study of an encyclopedia for dates, authoritativeness, exhaustiveness, style, illustrations, maps, arrangement of index, cross references and bibliography.
  5. A statement of the purpose and arrangement of the *Reader's Guide to Periodical Literature*.
- II. Check information by taking, then mastering, Briggs's *Dictionary Test*.
- III. Prepare an outline and brief notes on one of the following subjects, using encyclopedia for references.
  1. The Mining of Gold
  2. The Arctic Region
  3. The Hydraulic Ram
  4. The Telephone
  5. George Rogers Clark
  6. Beethoven
  7. Architecture (of one period or nation)
  8. The Dictionary
- IV. Prepare an outline and brief notes on one of the following subjects, using the *Reader's Guides*
  1. Public Health
  2. Present-Day Dramatics
  3. Air Routes
  4. Preservation of Forests
  5. Football, Its Values Pro and Con
  6. Mussolini
  7. The Latin-American Situation
  8. Present-Day Fiction.

<sup>1</sup>Should the teacher wish her class to do less writing in connection with the first assignment, she can substitute oral presentation of parts of the work.

### Assignment II

The aim of this assignment is to become familiar with the value and uses of the atlas, gazetteer, and yearbooks.

To master this assignment submit a full oral report on one of the following

- I. An air route from Washington, D. C., around the world. Name and locate all the principal cities on or near the route. The route in no place must necessitate flying higher than 15,000 above sea level.
- II. A land and water route from Egypt to Cape Horn by way of Japan. Mention the principal land and water features. Give the location, size, and characteristics of the five largest cities visited.
- III. An outline in which you compare the United States with another world power as to size, population, wealth, and transportation facilities.
- IV. An outline in which you compare your own state with another state as to size, population, wealth, transportation facilities, historical prominence, and educational development.

### Assignment III

The aim of this assignment is to become familiar with other reference books than those already mentioned; to learn the usual plan of the grouping of books; and to master the use of the card catalog.

To master this assignment

- I. Submit in writing answers to the following questions:
  1. How are books generally arranged by an untrained person?
  2. What is the advantage of having books of one class together?
  3. What is the standard classification scheme?
  4. How does the numbering of fiction differ from the numbering of other classes?
  5. What is meant by class number? book number?

6. What is the proper arrangement of books on a certain shelf?
7. What form of cards is used in the catalog? what shape?
8. List three advantages of the hand-made card catalog over the printed catalog in book form.
9. How are cards arranged in the catalog? Why?
10. What information is listed on each card?

II. Find and later replace on the shelves 25 reference books selected by your teacher.

*Note*—Should the students not have access to a card catalog system, the following are suggested as substitutes for Part II of this assignment:

- I. Make a card catalog of the school library.
- II. Organize the school library, basing the work on the *Standard Catalog for High Schools*.

#### *Assignment IV*

The aim of this assignment is to apply information gained in the previous assignments.

- I. Should the Filipinos Have Their Independence?
- II. Radio—Its Origin and Development
- III. The Ice Age of North America
- IV. Peculiarities of Southern Literature
- V. Japanese Prints
- VI. The Development of the Alphabet
- VII. The History of the Saxophone
- VIII. Should the President of the United States Serve Six Years and Not Be Eligible to Re-election?
- IX. Luther Burbank's Gift to the World
- X. The Revival of Antiques

#### BIBLIOGRAPHY

- I. For the Teacher
  1. Brown, Zaidee, *Standard Catalog for High School Libraries*. The H. W. Wilson Co., New York.
  2. Cross, E. A., *Fundamentals in English*. Chap. XI. The Macmillan Co., New York.
  3. Slater, John Rothwell, *Freshman Rhetoric*. Chaps. VI and VII. D. C. Heath & Co., New York.

4. Wilson, Martha, *School Library Management*. The H. W. Wilson Co., New York.

#### II. For the Pupil

1. Briggs, McKinney and Skeffington, *Junior High School English*. Chap. III. Ginn & Co. Boston.
2. Briggs and McKinney, *Ways to Better English*. Chap. VI. Ginn & Co., Boston.
3. Dodd, Mead & Co., *The New International Encyclopedia*.
4. *Reader's Guide to Periodicals*. The H. W. Wilson Co., New York.
5. *Standard Atlas of the World*. Rand McNally & Co., Chicago.
6. Webster, *International Dictionary*. G. & C. Merriam Co., Springfield, Mass.

#### III. For the Teacher and the Pupil

1. *Course of Teaching the Use of Library with Notes on Library Progress*. Educational Committee of American Library Association, Chicago.
2. *Library Manual for High Schools*. Department of Public Instruction, Harrisburg, Pennsylvania.
3. *List of Books for High School Libraries*, by Estella M. Slaven. Department of Education, Columbus, Ohio.
4. *Teaching, No. 47*. Kansas State Normal School, Emporia, Kansas.

PAULINE CALLENDER

HORTENSE HERRING

## A LESSON PLAN IN POETRY APPRECIATION

### *Part One. Preliminary Data*

Grade: Fourth

Time allowance: One forty-minute period

Major unit: Poetry appreciation

Minor unit: Enjoyment of lullabies

Materials: "*The Slumber Boat*," by Alice Riley

*"Wynken, Blynken, and Nod,"*

by Eugene Field

Moonlight pictures

### *Part Two. Steps in The Lesson*

#### I. Enjoying familiar poems

1. Matching titles of poems with names of poets
2. Matching titles and names of poets with parts of poems.
3. Giving children a chance to say or read poems they have enjoyed