

ing parents to classify and to interpret what they observe in their children. Other meetings are held under the Teachers'-Parents' Association for open discussion of such topics as "the purpose of homework and methods of doing it," "psychological tests," etc.; and the school receives a double benefit of confidence and criticism. Even visitors are not neglected as a source of suggestion. Recognition of complexity, systematic open-minded attention to every element in the complex—that is reasonable education. It is rich and well-rounder because it is economical.

Though the Lincoln School is not the only progressive school in the country it is the only one which looks beyond itself to the whole field of education. Its experiments are submitted to the educational world just as findings of any scientific laboratory belong to science. And though its work is only beginning, it has already paved a solid path toward the ideal that "There is no education but life," the ideal, we must believe, of the new education.

ELIZABETH VINCENT

## ACTIVITIES IN THE SECOND GRADE

### THE SECOND GRADE HAS A FAIR

A PURPOSEFUL activity in the form of a fair has just been completed by the 2 A grade of the Keister School.

The beginning was natural, growing out of the question, Have you ever been to a fair? During the discussion that followed a child asked that he might show the children some funny tricks he had seen clowns do at a fair. Immediately another child suggested that we play fair. When the teacher asked if they were ready to play, a child suggested that they wait until they could make some things for a fair. The teacher asked what they would need to make, and the children said animals made of clay, stuffed animals and cages.

The next day during the activity period the children began their work at the table making animals of clay. One child thought each one should make a different animal, so

there would be a variety for the parade which they were going to make.

The group who were going to make stuffed animals selected the kind of animal they were going to make, then cut it out from a large pattern made of wrapping paper. Before the children could cut their cambric, they had to see if the other children thought they were ready to go on. In several cases children decided that the animal's feet were too small or that his body was too fat; the children, therefore, knew in the beginning what was wrong with their animals. The teacher thought several times the children had chosen too hard a problem and that they would finally get discouraged and give up, but they worked hard, sewing the animals up and, if necessary, tearing them apart to do their work again better.

The third group, mostly boys, brought wood and tools from home and made cages. They decided what animals would be put in their cages and then got to work. After the cages were built the children brought paint from home and painted them. Later the children decided to put the stuffed animals into boxes made of card board and put some live animals in the cages which they had made.

The next day one of the children brought a pigeon and put him in a cage and one of teachers got five baby chicks from the incubator factory.—Here the children realized they had a brand new problem, to take care of these animals. After a conference they appointed certain children to feed and give the chicks water three or four times a day and to see that they were kept warm.

During work period the children drew all kinds of animals and colored them with their crayolas. One day one of the children drew a pig and underneath him she wrote: "Pigs are fat." Then the class made all kinds of animals and wrote a story about each. Later they decided to make a circus book and put these stories in them. After making the circus books the children made a parade border of the animals left.

Next the children began practicing for their show. They divided themselves into four groups with a leader at the head of each group. Two of the groups decided to dra-

matize stories about animals they had read of. The third group "pulled off" stunts they had seen at a fair and the fourth group made up a little show. The teacher who was the guide for this group had made up a play for these children, but when she told them the story about it she found the children bubbling over with their own original ideas, so they supplied their own end—which was so much the better.

The class invited the third grade in to see their play and exhibit. The play was humorous but beneficial as well. In fact, the values to the children could scarcely be estimated; some of the more tangible results were training in solving their own problems, training in initiative, and a wider knowledge as well.

MAUDE CUTHRIELL

#### THE SECOND GRADE GOES TO HOLLAND

A DUTCH project was introduced by a story of a king who ordered tulip bulbs from Holland. At its close one of the children said that we still get most of our tulip bulbs from there. Another wished to plant some tulip bulbs in the room. So the class was divided into five groups and a tulip bulb was given to each. While one group was planting its bulb, the others were given Dutch books and pictures to look at.

Two days later a discussion was held comparing our ways of travel with that of Holland; our steam, electric, and gasoline engines with the Dutch windmill. The climate of the two countries, and the dykes were also talked of.

Spare moments were spent in looking at the pictures in the Dutch books. The children kept their eyes open for anything they could find at home pertaining to Dutch life, and from time to time brought pictures of little Dutch children, and of the windmills to school.

The children then made paper windmills in one of their work periods to put in a border around the room. One child became so enthusiastic that he made a windmill at home. He covered a tin can with paper for the mill and put pasteboard wings on it so they would turn around.

By this time the children were anxious to learn some more about the Dutch people, so the duties of the mother, the occupation of the father, how the children play, how they help, and their appearance were discussed.

The story of Hansel and Gretel was told as an example of one the Dutch children like. After it had been reproduced by a child, it was dramatized. One of the children, chosen as stage manager, carried the responsibility of choosing the needed characters, and of helping the characters, should they forget what they were to do next. Characters were chosen and the story was played.

Before work period one day the children talked about making things such as the Dutch people use. The following suggestions were gathered from the class:

1. That one corner of the room be used for a Dutch house.
2. That they could make:
  - a. A windmill.
  - b. Furniture for the house.
  - c. Caps and aprons.
  - d. Marbles and other things of clay.

They decided that all the girls should make Dutch caps and aprons. The boys divided into groups: one to make the windmill; another, the bed and other furniture; and another, marbles and things of clay. They were then ready for good hard work and lost no time in getting started.

Each girl cut her own cap out from a pattern. The boys, after a little study of the Dutch books, started the windmill, bed, etc. At any time after that one might step into the 2 B grade during work period and see the girls grouped in one corner of the room industriously sewing on their caps and aprons and enjoying little conversations, while in another corner a group of boys was working on the windmill, sawing and hammering. Another group of boys might be working on the bed and other furniture in another part of the room. The third group would be at the table making boats, marbles, and dishes of clay. Each child was doing his part in the task which he had chosen.

Pictures of Dutch scenes were worked out by the children, using bright colored paper. The best of the pictures were put around the blackboard for a border.

Songs and games grew out of this study of Dutch life. The songs the children learned were:

1. The Windmill.
2. Hansel and Gretel.
3. Holland Maids.

The games used were:

1. The Needle's Eye.
2. Flying Kites.
3. Squat Tag.

The children also practiced the dramatization of Hansel and Gretel during the game period.

After the girls had finished their caps and aprons, they made curtains, a mattress, pillow and covering for the Dutch bed. While some were working on these, others were making costumes for the characters in Hansel and Gretel. One little girl brought her doll to school and the children dressed it as a little Dutch girl. The boys who cared to do so made kites.

The project lasted four weeks. It closed with the following program:

1. Song—The Windmill.
2. Poems—(1) The Wind.  
(2) The Friendly Cow.
3. Story—Hansel and Gretel.
4. Play—Hansel and Gretel.
5. Song—Hansel and Gretel.
6. Reports—Facts learned about the Dutch people.
7. Song—Holland Maids.

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MAE VAUGHAN

## PHYSICAL EDUCATION IN VIRGINIA'S ELEMENTARY AND JUNIOR HIGH SCHOOLS

SOCIETY today demands that the school should be responsible for the pupil's health, for his training for future citizenship, for his participation in economic and social life, as well as for the fundamentals of education.

A proper course in physical education has not been perfected for the junior high school, yet certain conditions and objectives are necessary to any course of study. The characteristics of the children largely determine the aim of physical education. For instance, the children of the junior high school offer a difficult problem to the gymnasium instructor because of the physical characteristics of their age. They should be given carefully planned lessons which will develop healthful, muscular activity, organic vigor, bodily poise, and alertness. One aim in physical education in the junior high school is to promote and guide the social and moral nature of the pupil in such a way as to be productive of initiative and determination, of leadership, of self-control, and other characteristics conducive to right living.<sup>1</sup> This is a great opportunity for the instructor in this department of the school to mold the lives of the children as they should be. Some of the characteristics which an instructor may well strive to develop are honesty, self-control, subordination, loyalty, co-operation with others, clean speech, and fair play.

One of the points stressed at a recent conference of physical directors was the question of whether or not academic credit should be given for physical education. The question of time allotment was also taken up at this meeting. One lesson of physical training should be given in the morning and one in the afternoon, with a minimum time of ten minutes. The exercises should be given outside, if the weather permits, and indoors, with the windows open, if the weather is bad.

<sup>1</sup>"A Study of Physical Education in the Junior High School and Intermediate School," by J. F. Landis, *Mind and Body*, September-October, 1922, p. 205.