

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.

BIBLIOGRAPHY

- Dynes, Sarah A.—*Socializing the Child*. Silver, Burdett and Co. New York. Pp. 133-145.
- George, Marion M. and Dean, Ida M.—*Little Journeys to Holland, Belgium and Denmark*. A. Flanagan Co.
- Olmstead, Emma G. and Grant, Emma B.—*Ned and Nan in Holland*. Row, Peterson and Co. New York.
- Perkins, Lucy Fitch—*The Dutch Twins*. Houghton Mifflin Co.
- Shaw, Edward R.—*Big People and Little People of Other Lands*. American Book Co. New York. Pp. 83-91.
- "Uncle Milton"—*Little Karl*. Cupples and Leon Co. New York.

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.¹ 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.

¹"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.

Virginia Cities and Counties Having Physical Education During Session of 1922-23

CITIES	Periods per Week		Minutes per Period		Time Apportionments		G-Gymnasium		Hygiene Given	Related to Phys-ical Education	Text Book	Academic Credit	Attendance	
	Gram. Gld.	H. S.	Gram. Gld.	H. S.	Drill	Games	S-Swimming Pool	A-Athletic Field					G. G. yes	H. S. no
Alexandria	6	in all	10 min.	30 min.	1-2 time	1-2 time	G	A	Yes	No	—	No	G. G. yes	
Bristol	10	2	7.5 min.	45 min.	1-2 time	1-2 time			Yes	Yes	13	Yes	H. S. no	Yes
Danville	5	in all	10 min.	in all	4-5 time	1-5 time	A		Yes	No	Ritchie	No ²⁰	Yes ²²	
Fredericksburg	10	2	10 min.	40 min.	1-2 time	1-2 time	A		Yes	No	Ritchie	No	Yes	
Lynchburg	10	in all	10 min.	in all	1-2 time ⁴				Physiology	No	—	No	Yes	
Newport News	16	in all	5 min.	20 min.	2-3 time	1-3 time		7	Yes	Partly	Ritchie	Not yet	Yes	
Norfolk	3 to 5	2	15-25 min.	50 min.	5				Yes	Yes	14	No	Yes ²³	
Petersburg	1	2	45 min.	for all	4-9 time	5-9 time	G	A	Yes G. Grds.	No	Ritchie	21	H. S. 1&2 yes 3 & 4 no	G. G. no
Portsmouth	5	2	20 min.	40 min.	1-2 time	1-2 time	G		No	Yes	—	No	Yes	
Richmond	5	1	20 min.	50 min.	1-2 time	1-2 time		8	Yes	Yes	Ritchie ¹⁵	Yes Jr. H. S.	Yes	
Roanoke	20	in all	40 min.	for all	1-2 time	1-2 time	G school yd.		No ¹²	Lecture	—	Yes	Yes	
South Norfolk	No Rep.	No Rep.												
Staunton	5	3	15 min.	for all	2-3 time	1-3 time		9	Yes	Indirectly	—	Not yet	—	
Suffolk	5	in all	20 min.	for all	20 min.				Yes	No	16	Yes	Yes	
COUNTIES														
Arlington ¹	5	in all	15 min.	for all	2-3 time	1-3 time			Yes	Yes	—	Yes H. S.	Yes	
Culpeper	No Rep.	No Rep.	15 min.	for all	Alternate		A		Yes	Yes	Ritchie	Yes	Yes	
Elizabeth City	5	in all	20 min.	for all	4-5 time	1-5 time	G	A	Yes	No	17	Yes	Yes	
Isle of Wight	2	in all	15 min.	for all	1-2 time	1-2 time		10	Yes	Yes	18	No	Yes	
Norfolk	19	in all	15 min.	for all	2-3 time	1-3 time	A	11	No	No	19	—	Yes	
Northampton	5	in all	10-20 min.	for all	6		A		Yes	No	—	No	Yes	

¹Arlington County has one high school, six large elementary schools, six rural schools and three colored schools in the county. The physical director visits each grade once every two weeks.

²In most cases five periods are devoted to physical education per week; the minimum is three. Where possible, the period is divided, giving ten minutes in the morning and ten minutes in the afternoon, which makes the maximum number of periods per week ten and the minimum six.

³Fifteen to twenty minutes where only one period per day is given; half this time where the period is divided.

⁴A regular graded course of calisthenics is used; but games are sometimes used in place of regular drill work.

⁵In the elementary schools in Norfolk over one-half time is spent on drill and nearly one-half time on games. In the junior high school nearly one-half time is spent on drill and over one-half time on games. The aim is to have at least one game in each lesson.

⁶In Northampton County there is ten minutes spent in the morning for drill in the primary grades and the same length of time in the afternoon for games. In the high school, ten to fifteen minutes is spent for drill.

⁷The elementary schools in Norfolk have no equipment. There are two junior high schools. One building has a gymnasium divided by a curtain for boys and girls; the other has one gymnasium for each.

⁸In the elementary schools in Richmond the school yards are used when the weather permits; otherwise, class rooms are used. One junior high school has a gymnasium, one has a roof, and the other two use the basement and yard.

⁹One grammar school in Staunton has a very small playground.

¹⁰No schools have a gymnasium or a pool. Several have athletic fields and all have playgrounds.

¹¹In Norfolk County there is one auditorium fitted up for a gymnasium, which is used for a basketball court.

¹²A lecture is given by the director occasionally.

¹³New York State Course of Study and Baltimore Course of Study are used in Bristol.

¹⁴The textbooks used in Norfolk are:

For elementary school: Primer of Hygiene, Ritchie and Caldwell. Primer of Sanitation and Physiology, Ritchie.

For junior high school: Primer of Sanitation and Physiology, Ritchie. An Introduction to Science, B. M. Cark. Elementary Biology, Paebody and Hunt.

¹⁵Primer of Hygiene—5th grade.

Primer of Sanitation—6th grade.

¹⁶The textbooks used in the Suffolk schools are:

Conn and Shepherd's—5th grade.

Ritchie's—6th, 7th, and 8th grades.

There are also lectures given by the school nurse.

¹⁷The textbook used in Elizabeth City County is: Manual of Physical Training, Games and Mass Competitions, by Keene.

¹⁸The textbook used in Isle of Wight County is: Manual of Physical Training, Games, and Mass Competitions, by Keene.

¹⁹The textbook used in Norfolk County is: Book of Physical Education, by Panzer.

²⁰This is the first year that physical education has been in this school and it will not be graded until next year.

²¹The academic credit given for courses in physical education is .2 of one unit for each nine months in the high school except in the fourth year. The maximum credit is .6 of a unit.

²²Unless excused by a doctor.

²³The only excuse from absence in a class is a doctor's certificate.

There should be a special allotment of time for this, because it is a law of the state that all schools in the state should have physical training on the regular school program. Two or three minutes drill should be given whenever needed. When the children become rest-

less and are not doing their best work, they should have a short drill or a game. The games should be supervised during recess; this will not hinder the development of initiative. Time should be devoted to athletics after school.

In two-minute drills, exercises should be used which will require little mental effort. The greatest effort should be made at the middle of the drill, and end with a quieting exercise.

Physical education should be graded as other subjects. The pupil should be graded on posture, skill, grace of performance, spirit, initiative for leadership, and sportsmanship.

In order to get the boys and girls in Virginia interested in athletics and to have a test of physical efficiency that would apply to all eligible persons, the State Board of Education has adopted the Virginia Badge Tests² for boys and girls. In order to win a badge each person is required to come up to a certain physical standard. All the regularly enrolled students of the public schools of Virginia, all students, teachers and officials are eligible for the badge or test. Each person can receive only one badge during the year. The badge test develops efficiency in the boys and creates great athletes. The girls develop poise, control of their bodies, and physical fitness.

As a further suggestion of plans which teachers would follow in physical training, the following general suggestions for lessons in physical training³ are given here:

1. The teacher should have good posture during lesson.

2. The teacher should study "Methods of Commanding" in "Play and Athletics."

3. Formal type of command is used for older children.

4. The teacher's manner should be cheerful and encouraging.

5. Poor response of class may be due to:

a. Lack of interest and "pep" displayed by teacher.

b. Exercises and games too difficult for pupils.

c. Exercises and games too elementary for pupils.

²Bulletin, No. 4, April 1920, State Board of Education, Richmond, Virginia.

³Prepared by Mr. G. C. Throner.

6. "Running through" a lesson does not produce the desired result.

7. Teachers should exercise and play so as to avoid a nervous breakdown.

From the same source, the following suggestions for conducting games are given:

1. Never try to both teach and play a game at the same time.
2. If there is a lack of interest in the games, divide the groups into smaller ones.
3. Enforce all rules strictly.
4. If the game requires a decision as to the winner, make the decision quickly and fairly.
5. If a child has been hurt, give him first aid, but otherwise do not bother him.
6. Do not conduct the game quietly.
7. Do not put a pupil in a game if the pupil is likely to be hurt by it.
8. The teacher should see that each child is enjoying the game thoroughly.

Objectives in Physical Education

The objectives in physical education can be looked at from five standpoints.⁴

A. Organization and leadership of child life as expressed in big-muscle activities. Unless children have adult leadership, they will direct their activities in the wrong way. They need leadership to direct the big-muscle activities, so that they will not destroy themselves. The big-muscle play is being centered in the school.

B. Adult social adjustment and efficiency. Children should be adjusted to adult activity as they grow older and become a part of the adult social life.

C. Development necessary to realize the adjustment.

1. The development of the instinct mechanisms.
2. The development of the intellectual mechanisms.
3. The development of the neuro-muscular mechanisms.
4. The development of the organic mechanisms.

D. Social standards as applied to activities, the development and adjustment. "Standards

⁴"Objectives of Physical Education," by C. W. Hetherington *Mind and Body*, September-October, 1922.

are the idealizing objectives of education." Standards guide all activities which give development and they are used for judging the results.

E. The control of health conditions. Health control is one of the most important objectives in life.

Conditions Existing in Virginia Schools

In order to find the conditions existing in Virginia in physical education work, a questionnaire was sent to the physical directors in fourteen cities and six counties. The questionnaire was sent to these places because they are the ones which have physical education in their curriculum.

QUESTIONNAIRE

1. How many periods are devoted to physical education per week in your schools?
2. What is the length of the period?
3. (a) If period is spent in both drill and games, indicate approximate number of minutes for each.

Drill.....
Games.....

(b) If alternate periods are spent on drills and games, check here.....

4. Check the equipment which your school has.

Gymnasium.....
Swimming Pool.....
Athletic Field.....

5. Is a course in hygiene given in the school?

6. Is it related to physical education work?
7. What textbooks do you use?
8. Is academic credit given for courses in physical education?
9. Is attendance in physical education classes compulsory?

By the accompanying table we can readily see that physical education in Virginia is by no means standardized.

In Staunton, there is a volley ball court for both boys and girls, a pair of jumping standards for each, two horizontal bars for the boys, and a giant stride has been ordered.

This is the first year that Isle of Wight County has had a supervisor of physical education. They have many difficulties at present but hope to have a thriving physical education department soon.

The program of health and education is as follows:⁵

⁵Prepared by Mr. G. C. Throner.

1. Annual and daily inspection of school children by class room teachers.
2. Correction of physical defects.
3. Instruction in proper health habits.
4. Physical activities for children of elementary grades.
 - a. Skipping, hopping, and marching.
 - b. Formal, as "setting-up" exercises.
 - c. Informal, as play.
 - d. Rhythmic activities, as singing games and dancing.
 - e. Mimetics—recreational and vocational activities.
 - f. Games, as song and ring games.
 - g. Athletics.
 - (1) Badge tests.
 - h. Stunts and apparatus work.

Physical activities when they are well chosen, organized, and supervised will:

1. Develop the physical element of the individual nature through the promotion of health.
2. Help educational results by obtaining a prompt response to commands and situations.
3. Help to develop social and moral qualities.
4. Develop the desire for recreative activities.

MEARLE PEARCE

BETTY TAKES ORIENTATION BY CORRESPONDENCE

THE Class of '23 of Stoneville High School was assembled in front of Bell's Drugstore waiting for the bus to take them to the nearby city, where each would take the train for the school of his choice. There were seven of them—four girls and three boys, eager to begin college life. Individual differences had led each of six to choose a different school, while one, Betty Ray, remained at home, thinking that a high school education fully qualified her for intelligent participation in any phase of life.

All too soon the bus came and hastened Betty Ray's six lively classmates on their

way to college. She stood on the pavement waving her handkerchief until the bus rounded the corner two blocks up the street and was lost to sight. Betty turned on her heel and started for home. Even though her eyes were misty, she was thinking, "they can go to college and continue their studies if they want to, but give me the carefree life and big times that I am going to have in Stoneville this winter."

One chilly morning late in spring Betty was diligently cleaning out her writing desk, reading over again the letters from favorite acquaintances which had been accumulating for months. She noticed a postmark, "University, Va., Nov. 12, 1923," and opened the envelope.

"Oh, here's one of Dick's old letters—football from beginning to end, of course. Gee, wasn't he happy when he made the team? I never thought he had enough ambition to become a doctor, but his letters sound like he surely is fascinated with college life."

"Iva's written me once a week the whole winter," she thought as she saw the address, "Roanoke Business College, October 20, '23."

"Oh, this is her first typewritten letter, and here is that paragraph of short hand that she refused to translate for me; said I'd have to go to school and learn to read it myself and of course she wants me to come to Roanoke Business College! But what I learned at high school is enough for me. Still, I would like to know how to typewrite and read this aggravating short hand.

"When did I get this letter from Joe? February 2nd. Oh yes, after Christmas; still raving over science! It's no wonder he raves over it, because it was interesting in high school. And they have everything in college laboratories you need to work with. I didn't think Joe would like a co-ed school, but to read his letters one would think there wasn't another school on the map but William and Mary. Just think, there are almost as many girls as boys in his science class. Really, I would like to know more about nature, and modern inventions.

"'Toots,' in the whirl at Sullins, still writes often," Betty thought. "She said in her last letter that she would be in two public recitals next week. Where is that letter?"