

situation revealed by the tests as follows: "(a) the passage of an effective compulsory education law; (b) the lengthening of the school term to a one-hundred-eighty-day minimum; (c) improvement in the qualifications of teachers; (d) the increase of supervision, particularly of the rural schools; (e) a reduction of the one-room schools wherever possible in favor of consolidation; (f) the restriction of one-room schools to five grades; (g) improvement in the classification of children; (h) the organization of special classes for backward and superior children; (i) the employment of standard educational tests in measuring the progress of children and the efficiency of instruction; (k) the creation in the State Department of a bureau of educational investigation; (l) the creation of similar bureaus in all city and non-city divisions where conditions permit."

The first three of these recommendations, if carried into effect, will leave little to be done elsewhere, as the right kind of teacher with the pupil for a sufficient length of time will usually produce the desired results.

(In a succeeding issue of THE VIRGINIA TEACHER the writer will endeavor to go into a more detailed study of the findings of the Survey Staff.)

S. P. DUKE

II

EDUCATIONAL TESTS

IN THE SUMMER TRAINING SCHOOL

In connection with a class in educational tests and measurements given in the summer session of the Harrisonburg State Normal School, and enrolling about a score of students, tests were given widely throughout the Training School. The study covered reading, arithmetic, and intelligence. These are undoubtedly the more significant features of a testing program and a great deal of interest has been shown throughout the country in the test known as the Illinois Examination, published by the Bureau of Educational Research, Urbana, Illinois, which combines tests in these three matters in one folder.

The judgment of the class following the testing was that great good in diagnosis can be derived from the Woody Arithmetic Tests and that the Monroe Silent Reading Tests, the Haggerty Intelligence Tests for the pri-

mary grades, and the National Intelligence Tests for grammar grades, are satisfactory, usable and practical tests. The class judgment as to the Haggerty Primary Reading Examination was equally decisive but negative. This test proved too difficult for second graders, requiring long periods of concentration and explanation that were too complex to be held in mind by such young pupils. The result was that about half of the pupils tested made zero scores, altho these tests were given with more than usual care and preparation, and although these same pupils made fair scores in the Haggerty Intelligence Examination.

One additional result of this work is the fact that two members of the class, Misses Bertie Nicholson and Elizabeth Grubb, have been appointed a committee to undertake intelligence testing in the second grade in the Norfolk schools under the direction of the primary supervisor, Miss Saunders.

NEW TESTS

Among the newer tests are the Courtis Standard Practice Tests in Handwriting¹ and the Otis Primary Intelligence Scale². The Courtis practice tests in arithmetic have been one of the teacher's finest assets in that subject in obtaining rapid progress and a high grade of habit attainment in the fundamental processes. It is to be hoped that a similar service will be rendered by these tests in handwriting, inasmuch as this subject has been one in which achievement has seemed to bear little relation to the time and effort given to it. Besides the tests, the materials include a Teacher's Manual, a Student's Lesson Book, giving explanations and information valuable to the pupil, a Student's Daily Record Card with a Graph Blank to encourage him in making progress and measuring it, and a Class Record Sheet.

The Advanced Intelligence Examination by Otis has given such general satisfaction that the Primary Intelligence Examination is assured a place among the high grade elementary tests. In fact the Teacher's Manual gives preliminary standards developed thru a large amount of testing already done.

¹Courtis Standard Practice Tests in Handwriting by S. A. Courtis and Lena Shaw. Yonkers-on-Hudson: World Book Co. 1921.

²Primary Examination: Otis Intelligence Scale, by Arthur S. Otis. Yonkers-on-Hudson: World Book Co. 1920.

There are two equivalent forms, A and B, and the strong feature of each is the fact that very little demand is made upon training in the school subjects, such as reading and arithmetic, a highly essential trait of primary tests.

A CITY OR COUNTY TESTING PROGRAM

Among the dangers in the use of the new standard educational tests, are the likelihood that the results will not be used after they are obtained, and the tendency to test only sporadically as some teacher or supervisor becomes interested in the matter. Superintendent J. R. Patterson of Bucyrus, Ohio, has forestalled these possible evils by establishing a thrice-a-year testing program. Superintendent R. L. Mastin of Martin's Ferry, Ohio, as indeed a good many city and county superintendents, has adopted a similar plan.

Mr. Patterson introduced this plan in the fall of 1919, giving a wide range of tests soon after the children returned to school. Each local survey is reported in a mimeographed bulletin of about 50 pages. The purpose served by this is no doubt as Mr. Patterson states it, "dissemination among local teachers, interested citizens, and interested fellow-workers everywhere" of the results of the tests. The general plan of the bulletin is to state in the foreword how to read the tables, that is, a brief exposition of the technical terminology involved; and then to take up each test, to discuss the method of giving, to tabulate and graph the results in detail, comparing them with established standards; and then to diagnose the situation, pointing progress or lack of progress and suggesting lines of attack upon the problem. At the end of each year a study is made of the ages of the pupils in each grade, an age-grade table is compiled and, with the aid of intelligence tests, an effort is made to work toward a more ideal distribution of pupils.

Such a plan has so much merit that one wishes that every Virginia city and county had the means and opportunity of carrying out a similar program. For example, we made a good many tests in 1918-19 but, except here and there, later tests have not been given and then only occasionally, so that we cannot tell how much progress has been made. A notable exception, and no doubt there are others, is the case of Winchester where Superintendent F. E. Clerk and his staff are

carrying out a plan very much like Superintendent Patterson's and are obtaining similarly valuable results in the improvement of instruction, the better classification of pupils, and the development of a scientific attitude in all the members of the teaching staff.

W. J. GIFFORD

III

HOME ECONOMICS NOTES

The ever increasing demand for scientific methods in home making, and for scientific information concerning the development of the community's greatest asset, its child life, shows how rapidly people are awakening since the world war to the nation's two greatest needs—better homes and better children. Men and women are realizing more fully than ever the relationship existing between the home and the progress of our national life. For "the success of the nation of tomorrow depends upon the characters built in the homes of today."

Women are realizing that because of its many-sided nature, home making is one of the most fascinating professions in the world. The efficient management of a well ordered home calls for just as keen executive ability as that of a prosperous business enterprise, and the training and care of small children will develop powers of imagination, inventiveness, and originality before unknown, while the social activities of the home and community are dependent upon her grace and charm for their beneficent influence.

One does not at first glance see how far-reaching it all is. The advertisement of a woman's department of a large bank is enlightening: "The biggest business of the world is run by women. Keeping house is *that biggest business*. All other business is incidental to it. The unceasing demand for food, clothes, and shelter creates packing plants, cotton-mills, and brick yards. Railroads, steamships, and saw-mills can be reduced to terms of mutton chops, spring styles, and bungalows, for all business depends on the greater business of keeping house. Show the girl the big proportions of it, the big opportunities in it, the freedom in it for experi-