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 occcasionally, 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-

mentation, and the happiness that women, who undertake it in a big-spirited way, find in it."

Right in our own homes we are making or unmaking the highest type of future citizens. And what knowledge does the average parent have for meeting such a responsibility?

The State of Iowa recently awakened to the fact that due to research, study, and feeding, it had produced a two-year-old hog which was valued at $40,000, but that it had done nothing in the way of scientific research to help the parents and teachers of the state to produce a superior type of boy and girl. The Iowa farmer began to see that no matter how much corn nor how many hogs the state produced, its real wealth was not being made secure unless a greater interest and attention were give to the boys and girls of the state.

In 1917 a bill was passed by the Iowa legislature making an annual appropriation for the maintenance of the Child Welfare Research Station "as an integral part of the State University." The law authorized the pursuance of three lines of work, (1) the study of the best scientific methods of conserving and developing the normal child, (2) the dissemination of such information acquired, and (3) the training of students for work in such fields. Iowa holds the distinction of being the first state to offset its agricultural experiment station with a "normal child" experiment station. The "normal child" is studied just as scientifically as are the farm animals, and the results of the study are sent as freely to parents, teachers and physicians, as the findings of the agricultural experiment station are to the farmer.

In defining the term "normal child", the experiment station says there is no "average child of such and such an age." "There are more ages than one. A child's life, in a span of years, the psychologists call the *chronological age;* his *physiological age* is his age by physical standards—height, weight, health; his *mental age* is his age according to the development of his reactions to life and play; and his *pedagogical age* is his status as graded in schools. Is he advanced or backward? And his *social age* varies according to his adjustment to the normal pastimes and the occupations of his playmates in similar age groups."

The U. S. Census of 1920 indicates that there are over 38,000,000 boys and girls under 18 years of age who are considered neither mentally nor physically defective. But of that number, how many are really free from all defects and hindrances to the free development of all these capacities of the child's personality?

The University of Iowa has given over all necessary buildings, libraries, laboratories, equipment, and clinics that the Welfare Station may need for the investigations which experts from all the allied departments are directing and supervising. The departments of psychology, sociology, nutrition, eugenics, preventive medicine, and preventive dentistry besides other investigators in special problems are actively interested in solving the problems pertaining to the growth and development of "normal children".

"Within the next generation," says Dr. Bird Baldwin, Director of the Experiment Station, "the State will try to make it possible for four or five normal boys or girls to grow up within a home or school where at present one, two and sometimes three of every five are defective in eyesight, hearing, or speech, have deformed or defective teeth, have adenoids and enlarged tonsils, suffer from malnutrition, possess special mental defects, or what is still more serious, may develop into delinquents, paupers or criminals."

GRACE BRINTON

Dean Catherine J. McKay, a pioneer in the home economics movement and for the past eleven years, head of the Department of Home Economics at the Iowa State College of Agriculture, Ames, Ia., died August 22 at the home of her brother in Winnipeg, Canada.

Dean MacKay built up her department from an enrollment of 116 students to an enrollment in excess of 800 this past year. Her faculty numbered four, including herself, when she took charge of the work, and over 40 at present.

Miss MacKay has been instrumental in establishing one of the largest and most efficient home economics extension departments in the country. Women from all parts of the state who are interested in better home making and community development look to Ames for leadership. During the war Miss MacKay served as state chairman of the Women's Council of Defense. Iowa has, indeed, lost one of her most valuable citizens.

The Fourth Annual Convention of the American Dietetic Association met at the LaSalle Hotel, Chicago, Ill., Oct. 24-26. An excellent program was planned. Reprints of the papers given should be of great value to all teachers of home economics.

Professor Isabel Berier, who recently retired from her work at the University of Illinois, was made head of the department of "Household Science" in April 1900. "The University of Illinois was one of the first institutions in the United States to turn its attention to the problems of home and homemaking." It later adopted the new term known as Home Economics.

Dean Davenport, vice-president of the University of Illinois, says "the department has never lost sight of the human element and of the basic fact that it deals with human beings, yet it has constantly kept in mind the thought of human beings in the home relation, and its great purpose has always been to improve the home, either directly through the training of housekeepers or indirectly through the training of teachers.

"It is my abiding opinion that this fact lies very close to the foundation of the remarkable success that has attended the career of Professor Berier in the University of Illinois. Much as she has been interested in her girls, and assiduously as she has labored to find them positions, after all, the one purpose always in mind as the final goal of all that might be said and done and taught was nothing less than the American home. For her ability always to keep this in mind amidst all the strain and stress of pioneer endeavor, the country owes her a debt of gratitude above that which is owing to most women. She has had her associates and her co-laborers, both here and elsewhere, and many have achieved much in this most useful field, but among them all no name stands higher for the great objective than that of the woman we honor today."

> If every woman would studiously make the best of herself physically, mentally, spiritually, artistically, there need be no unattractive women. It is no unworthy study to learn to make the most of and to do justice to one's self. If you cannot write a poem or paint a picture you can perhaps be one. Every woman should know her own color scheme, select colors that are becoming to her and remain true to them until with change of color and graying hair an entire change of color scheme is imperative. She should realize that color is of the first importance and that no woman unless a brilliant beauty in her prime can afford to wear a whole dress of color of more than one-half intensity and then only by artificial light in the privacy of her own home or as the brilliant dominant decoration of a festive gathering.
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> Clothes are never just clothes; they have relation to a great many other factors in life and a trained taste will lead to considerations of dress in these relations. No woman can afford to dress for herself alone, but must consider her position, her business or profession, her purse, her own appearance and the occasion. When all homemakers have trained taste, each member of the family will be appropriately and becomingly costumed."
>
> *Annette J. Warner.*

IV

THE BOOK OF THE MONTH

THE NEW GEOGRAPHY

Geography should be well taught in our elementary schools, for no subject lends itself more readily to the application of modern educational principles. In fact, when setting up standards in the socialized recitation, we naturally turn to geography for our illustrations. Likewise when a teacher first glimpses the possibilities of vitalized instruction, she is apt to begin her reform with geography. And yet good geography teaching is not the usual thing in our American classrooms.

In recent years a great deal has been written to improve our geography teaching. Much of this has missed fire because it did not go far enough. Many a teacher agrees thoroughly with the principles that have been set forth and even longs to apply them, yet continues the old place-geography of a generation ago. Smith's *Teaching Geography by Problems*[1] makes a survey of present prac-

[1] *Teaching Geography by Problems*, by E. Ehrlich Smith. Garden City, N.Y.: Doubleday, Page & Company. 1921. 306 pages. ($1.50)