

of all sixteen samples on a single sheet which, open, is the size of two sheets of standard type-writer paper. The type has been reduced to eight point.

The publishers have retained a very valuable feature of the earlier pamphlet, thirty sample compositions for practice in rating and a clear statement of how to use the scale and how to train the scorer. A key of median scores of ninety-four judges is appended so that a teacher may first have practice with the sample compositions, then later compare his judgments with these authentic scores.

The fact that eleven of the sixteen sample compositions were written by Virginia children in the first year of high school perhaps makes it especially fitting as a scale for Virginia teachers to employ. One advantage that the Hudelson scale enjoys over Trabue's "Nassau County Supplement of the Hillegas English Composition Scale"—probably the most generally used of composition scales—is that the first eleven samples in the Hudelson scale all deal with the same subject, "The Most Exciting Ride I Ever Had." The five upper samples in the scale are selected from studies by Prof. E. L. Thorndike. Another advantage claimed for the Hudelson scale is that its steps are all equal, the samples thus being valued at 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0, 6.5, 7.0, 7.5, 8.0, 8.5, 9.0, and 9.5, whereas the steps in the Nassau scale are irregular, advancing from 0 to 1.1, 1.9, 2.8, 3.8, 5.0, 6.0, 7.2, 8.0, to 9.0.

Hudelson's recent contribution to the literature of this subject (*The Twenty-Second Yearbook of the National Society for the Study of Education; English Composition—Its Aims, Methods, and Measurements*) is ample evidence of the careful workmanship which went into the Hudelson English Composition scale. While the "typical composition ability scale" there presented is probably the most reliable English Composition scale now available, it is believed that the scale made from Virginia compositions is as accurate as the "maximal composition ability scale"; and for Virginia teachers it is safe to assert that the Hudelson English Composition Scale in the revised form will give entire satisfaction.

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POPULARIZING HEALTH THROUGH HOME ECONOMICS

A wideawake teacher found herself in charge of the Home Economics Department of a high school in a manufacturing town with a population of about thirty-five hundred. The building did not differ widely from the familiar type found in the small community where the factory whistles divide the day into relentless periods and the smoke of tall chimneys modifies the color scheme of existence. Beyond the conventional course in hygiene and biology, there was no equipment for physical education and no provision for such instruction. The effort in this direction was limited to the comparatively brief periods in the fall and spring when there was a more or less successful attempt to carry out the athletic schedule for that particular season. This teacher's achievement in grappling with the situation and demonstrating a health program which opened the way for the enlistment of every department was recently brought to the attention of the American Child Health Association Committee on Scholarships, and is a striking record.

Two factors already existed in the life of the school which could be utilized directly in the working out of a program of health education—athletics and home economics. These features occupied a large place in the interest of the students because of the opportunity offered for self-expression in actual living. Boys know that size and strength help in sports and games. A place on the team, or the winning of a medal or a ribbon is proof of individual achievement and secures the public recognition which is as much relished by a schoolboy as by a politician. To a girl, an appetizing meal planned and cooked by herself offers the satisfaction of immediate utility, and confers skill which can be exercised under the admiring observation of friends and relatives anywhere. The fact that wholesome food and an intelligent observance of certain simple rules of living are as significant to every man, woman and child as they are to the aspiring athlete is commonly ignored in the exigencies of daily life, but when this truth is demonstrated in some impressive way, the athletic coach and the teach-

er of nutrition may join forces for a common purpose far beyond the personal gratification to be won by success on the track or in the mastery of a useful accomplishment. This teacher in the small town high school with its meager equipment was inspired to devise an object lesson which impressed children and parents alike with the significance of the rules of health. Incidentally, in accordance with the principle which guides the advertising man whose shining poster faces sell cakes of soap, the shining faces of children were enlisted to commend the ritual of health.

The fourteen girls in the senior class in nutrition played an important role in the promotion of the health program. It is to be feared that the method used in some contemporary school rooms resembles a certain system of piano technique under which the aspirant memorizes music from the printed page and practices on a dumb keyboard, but quite the opposite scheme was adopted in this nutrition class. The facts were translated immediately into the action for which they were intended and the utmost significance evoked from day to day for the recognition of all observers. Each girl selected a child from six to nine years of age as the subject of her study and concern. When a younger brother or sister was available, the choice was made accordingly. Otherwise, a youthful neighbor was adopted. Thereupon a strict regime was established. Since the relation of a child's weight to his height and age is an index as expressive of his physical well being as the atmospheric barometer is of weather conditions, each child was weighed regularly by his guardian, and the record kept observantly. The children were of various types; some could be considered normal, others were too light or too heavy for their years. Unless there was as much as 15 percent surplusage, excess was regarded as an asset. The rules of health were preached by zealous apostles. Errors in menu were detected and no neglect allowed of the daily pint of milk, the proper ration of cereal, or the patronage of the salutary vegetable. Of course, even among those children who were privileged to feast on the choicest products of the green garden at pleasure, there were many who habitually refused vegetables under the impression that they did

not like them. Bedtime, playtime, bathing and the diligent brushing of teeth were no longer merely matters of family discipline. A contest for excellence was on among the older girls, and the children were exhilarated by their share in so dignified an adventure. There were exciting climaxes when weight and height were recorded and compared with the recognized standard. It was like equaling a world's record or bettering it. The developing weight charts and the improved appearance of the children offered an invincible argument for the regimen of health. Every gratified mother became an advocate of the cause of hygiene.

As would be expected in the circumstances, there was no school physician, but the county Red Cross nurse gave her services in weighing and measuring, and examined eyes, ears and teeth to discover remediable defects. The girls of the nutrition class submitted to as strict a discipline as their young charges, and kept their own and the children's record charts from month to month. Little Alice conquered her fondness for lollipops and won back her rosy cheeks. Dick learned to drink milk and caught up with his normal weight, to the obvious improvement of his temper and classroom behavior.

Meanwhile ingenuity was used throughout the year to arouse the interest of the whole school for the health campaign. The racer may see his goal, but he is helped by the cheers and waving flags along the course. What really stirs us to endeavor is not the cherishing of an ideal, but the beating of a drum. The senior and junior nutrition classes, with necessary help, were placed in charge of the school lunch. They planned the menu and prepared the food themselves as part of their course in cooking. This arrangement afforded almost unlimited opportunity for the application of the principles with which instruction had made them familiar. Each day afforded a chance for a practical exhibit of proper foods in proper combinations. Not only did the girls learn what to serve and the processes of preparation, but they also learned the fuel value of these foods and their cost so that they could provide daily exhibits of menus which told not only what was being offered that day, but the values in

calories of each serving and the cost to the purchaser. Here again was an instance of good advertising for the program of health.

The art classes were enlisted to make posters for the lunch room which tabulated calories and showed in conspicuous colors the important dishes in a wisely chosen bill of fare, while rhymes, epigrams and various inscriptions added emphasis to the idea conveyed in the drawing itself. The fact of home manufacture atoned for artistic crudities.

"Humpty Dumpty had a fall
Because he wasn't balanced.
Our salad is—
Try some."
"Sing a song of spinach,
Bran muffins, eggs and milk,
And you will sing about a boy
Who feels as fine as silk."

The school lunch room offered an ideal opportunity for developing good food habits and for impressing each child who visited it with the principles of selection which might mean success or failure in after years. Incidentally there were many abiding lessons in thrift through revelation that the most important items of diet are by no means the costly ones.

When spring brought the track season with its epidemic of school and class banners, the suggestions gleaned during the winter could be applied in the field. Lunch room posters announced suitable menus for athletes. The boys were concerned beyond their usual degree of interest, and the psychological moment was seized for talks which aimed at creating the will to observe the rules of health as one would obey the rules of any other game that is played purposefully.

The first year of this experiment in the solution of the problem of health education ended with an awakened and expectant spirit throughout the school. With the opening of another year, a Health Council of students and teachers has begun to function, and the system of weighing and measuring is being extended to all students, with secretaries appointed to keep the records for each group.

The new senior nutrition class with twenty-three members has taken up the project which produced such inspiring results, and the photograph of the long line of girls stand-

ing each with her small charge before her against the background of the frame school house is symbolic of the triumph of youth and the spirit of progress over unpromising material limitations.

COTTAGE MOTHER'S MEETING

Since the beginning of the kindergarten in Pittsburgh, all engaged in it have been interested in social work. This particular phase of the work seems to be especially needed in the district in which I have been placed. It is situated on the top of one of the many hills of our city. The Czecho-Slovakians have segregated themselves there and are content to live as do the peasants in their native country.

It is almost impossible to persuade these foreign women to attend our mothers' meetings which we hold monthly in the school, so during the past five years we have been holding cottage mothers' meetings in their homes. Few of these families occupy more than two rooms, but the hostess usually takes special delight in making her small quarters attractive for this particular occasion. She drapes all of the furniture with hand work, which is not used at any other time but carefully put away in a drawer, and she decorates the mantel with paper flowers. It is really a great social event in their lives.

The younger women come to the meeting dressed, as far as their means will permit, in modern style, but the older women wear black skirts, dressing sacks, gingham aprons, and their fur-trimmed bed-room slippers. I furnish part of the refreshments and ask them to add some of their Bohemian pastry to the menu.

Our program consists of a short talk on kindergarten methods for training children, a story, hand work, and refreshments.

We try to meet these foreign mothers halfway by showing our appreciation of the things they have to offer America, and by giving them what we have to offer to the foreigner.

I have touched on only one part of our work. I have said nothing about the joy of working with the children, of seeing them