the fact that their real purpose and significance is not understood. In the September issue of HYGEIA Mr. L. L. Thurstone, of the Bureau of Public Personnel Administration in Washington, clearly and carefully analyzes the meaning of the tests and their value. He says: "An intelligence test is intended to measure, more or less roughly only, the degree of mentality or intelligence of the candidate." A school examination is intended to measure how much we know, how much we have learned from a course of instruction or from experience. The intelligence test is intended to measure, not how much we have already learned, but how good a mind we have, irrespective of our education. For this reason many of the tests often seem to be foolish and too easy. In many of them the person examined is required to learn something, and he is graded on the speed and accuracy with which he does so. For the same reason, the method of marking is made objective, that is to say the answers must conform to certain standards that have been found by experience to represent certain stages in mental activity, and the credit given does not depend on the opinion of the person who marks them.

"One of the most common misunderstandings about intelligence tests concerns the idea expressed by the term mental age. We hear statements to the effect that the general population of the United States is only fourteen *years old mentally, and that it is a very terrible* fact. The psychologists are largely to blame, I believe, for this absurd misinterpretation." The fact of the matter is that the tests by which mental age is measured do not go above fifteen years and, since there must always be some people with less intelligence, the general average is bound to be below fifteen. Mental development beyond the years of early adolescence consists in learning to use the facts that we have acquired and new methods and tricks of solving problems as well as control over emotions and volition. It is these properties that spell the difference between the mind of of the adult and that of the child. These qualities are not taken into consideration in the intelligence tests in ordinary use.—*Collier's National Weekly.*

PHYSICAL EDUCATION—A NEW PLAN

"Good health, good sports, and clean habits."

That Physical Education has been accepted as one of the first and foremost educational processes is an already established fact. The other two, mental and moral, are no more or less important. They are, each one, equally dependent on the other and, therefore, must be treated with equal consideration.

The mental and moral sides have been theorized and experimented on time and time again, but not until the present day has physical education come into its own since the old Spartan martial routine. And now that it has been recognized, the big problem of scientific organization arises. Its place in the school curriculum of the last several years has been, mainly, five or ten minutes of exercises here and there through the day's program—with no apparent objective to the pupils, and with the teacher reading, half-heartedly, directions from a circular paper not even thought about until time for the exercise. But as all educational aims, theories and principles are changing, so must this change and the work now ahead of us is to find the "psychological approach" to this important phase of education.

A recent experiment in "psychological approach" has been the Dalton Plan. This plan has come nearer than any prevous to the realization of "equalization of opportunity" for all students. It upholds and allows for all the educational aims—mind set to a purpose, will to learn and sustained attention. It lacks, though, sufficient provision for oral recitation when applied to subjects like arithmetic, English, geography, etc., but when applied to physical education works, this does not figure. It gives an opportunity for the striven-for aims, ideals, values, and results. It includes threefold benefits—physical, mental and moral.

According to the plan, the physical advantages of the athlete are: he abstains from liquor and tobacco, he is carefully and balancedly dieted, he keeeps his body vigorous and clean, and he builds his ideals on wholesome outdoor ideals.

Mentally, he must work out reasons for

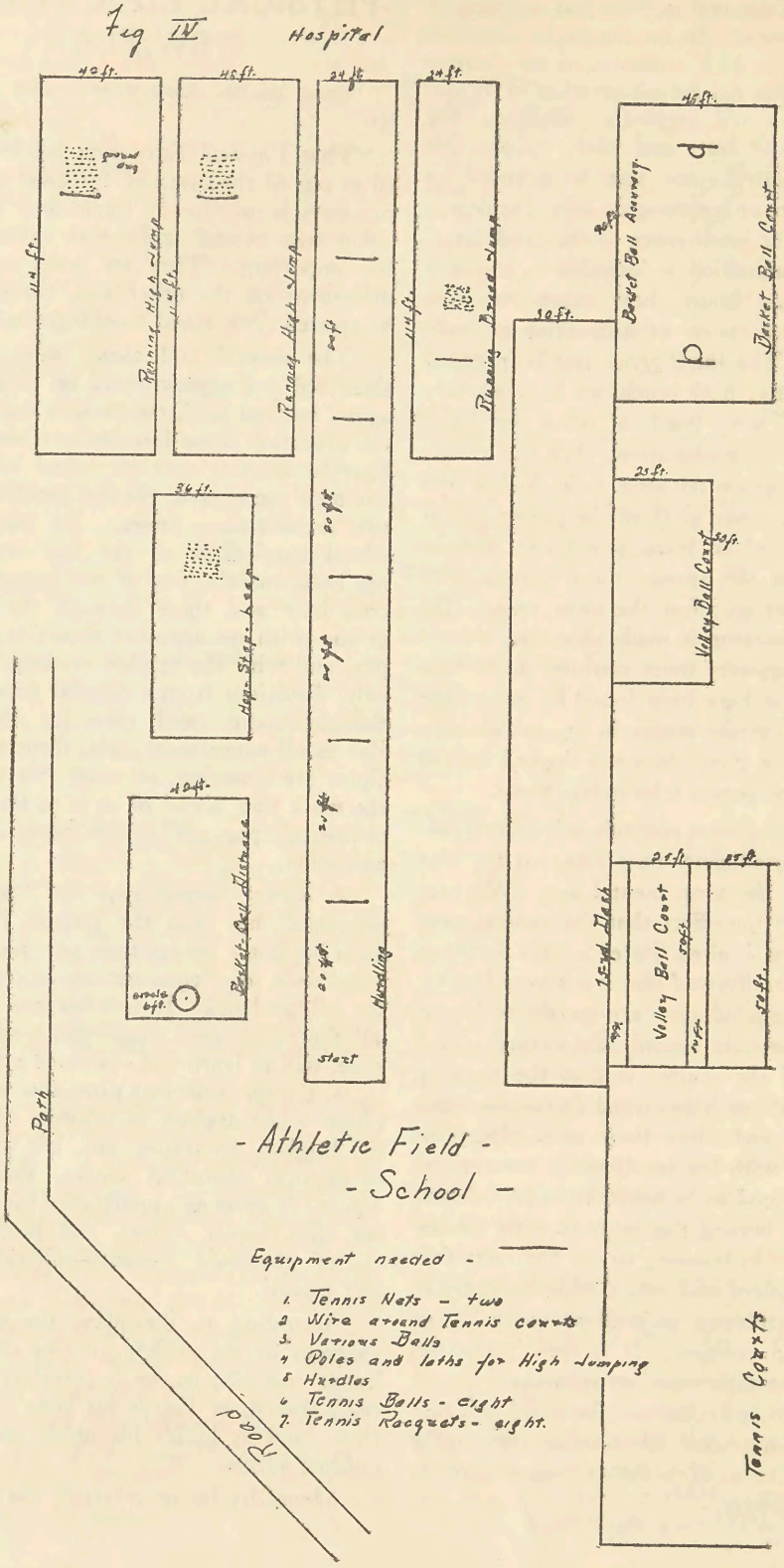
Fig IV
Hospital
40 ft.
45 ft.
24 ft.
24 ft.
45 ft.
114 ft.
Running High Jump
Running High Jump
Running Broad Jump
Basket Ball Runway
Basket Ball Court
90 ft.
25 ft.
Volley Ball Court
36 ft.
High Step. Jump
40 ft.
Basket Ball Alleys
circle 60 ft.
Hurdling
start
Path
Road
- Athletic Field -
- School -
Equipment needed -
1. Tennis Nets - two
2. Wire around Tennis courts
3. Various Balls
4. Poles and laths for High Jumping
5. Hurdles
6. Tennis Balls - eight
7. Tennis Racquets - eight.
Tennis Courts

the most efficient forms. He must learn to calculate and approximate distances. He must be able to change and adjust himself to different environments and conditions.

An now morally, or socially, he must fit himself to live, work for and work with people. In athletics he comes in contact with fair and square competition, gameness, a respect for the rights of others and a realization that group work is more essential than individual work. Heretofore, entrants for athletic races and meets have worked for individual records—thus ruling out the average athlete, giving him no incentive to work up his scores even one or two points higher. He knows he cannot reach the record score, so gives up altogether. But now athletic records are being determined by group or team averages,—thus making each individual member responsible to do his very best in order to keep the group average up as high as possible. This gives every man a chance and an incentive to do his best and to realize that his records count as much as the highest in the final averages.

Beside these universally acknowledged benefits, there are the psychological advantages. Every one has a chance to find himself. Athletic events are so numerous and of such a variety that they hold, somewhere, a place for almost every individual. If one cannot even reach the minimum on one particular event, he may even break the record in another.

An outgrowth of the Dalton Plan has been the "Progress Book" idea. This idea has been used in the Harrisonburg training school with apparent success, but of course it has not been in practice long enough yet to prove whether or not there are any permanent values in it. This so-called "Progress Book" is a concrete form of goals and attainments. It contains goals and attainments of health, fundamental processes, grammar, language, social habits,—both individual and group—and, in fact, can include any of the subjects in the school curriculum. Their content is determined by the course of study mainly, and the goals and scores by standards. As one standard is reached, it is marked off by a check or a star and the pupil goes to work on another. This plan directly allows for individual differences. It does not hinder or keep back the exceptionally bright, nor does it take the slower ones along at too fast a rate. No one pupil is exactly average, so we cannot regulate the classroom by what the "average pupil" ought to do. No two pupils are alike, and consequently they should be treated individually as far as possible. The "Progress Book" seems to measure up to requirements more fully than anything else we have had so far. It has met with such a degree of success in the training school, it was only natural that we should desire to apply it to our physical education work this spring at the Normal School.

This is a plan for the organization of physical education work according to the "Progress Book" idea. First, the whole group or class meets and discusses the values of the new plan. It is for them to decide whether or not it is worth while and whether or not they want to adopt it. After they have voted on it and it has been accepted, they then think about what committee will be necessary to organize the work, for it is entirely new and has to be planned to the smallest details. They elect a chairman for each committee, who in turn chooses from the entire group her committee until every member of the class has been chosen. Then committees meet separately and prepare a report to be given at the next class meeting. At that time each chairman reads her particular report. It is discussed, added to or taken from and then finally adopted by the group as a whole. The teacher or instructor, of course, acts as head chairman for the group. Now it is time to divide the class into small groups, for one report stated that group leaders were to be elected from the class, and that the class then be broken up into small sections over which these leaders would have control. The leaders and groups have been settled, and now for work! But first there must be some records kept of attainments and attendance. Each individual has a uniform record card on which she keeps her scores. Each leader has a card on which she checks off the minimums reached by each member of her group. When the whole group reaches a certain attainment it is then checked off on a larger card which shows the records of all the small groups in the class. It gives them an objective and furnishes wholesome competition. Reilly says, "Competition is usually a successful master—accomplishment and recognition are delightful side partners."

At the first class meeting of the Senior Primary Kindergarten and Grammar Grade Groups for Physical Education in the spring quarter, Mrs. Johnston, the instructor, led a class discussion on the work for the coming three months. The spring quarter is the time we usually devote largely to training and preparing for the annual interclass field day meet which is held some time during the month of May. Heretofore, training for this has been done as outside class work and was only a part of the quarter's course. Mrs. Johnston suggested that this spring's work consist entirely of field and track events and that the majority of the events for the Athletic Meet be chosen from these. Then the method of procedure presented itself. How should we organize this work? Mrs. Johnston told us of the success of a number of experiments in the Training School which were carried on along the Dalton Plan or "Progress Book" idea. Why could we not put our gym work on a kind of "Progress Book" form with concrete goals and aims? The class decided to appoint committees to look into the organization of the work according to this plan. Chairmen and committees were then appointed to bring in definite reports at the next meeting on the following: first, the selections of events; second, the selection of group leaders; third, the determining of minimums and averages; fourth, the plotting of the Athletic Field for apparatus; and fifth, the making of record cards. The reports of these individual committees will be given next.

The committee on determining the events to be worked on, chose, with a view to their value and appropriateness the following: basket ball distance throwing, the seventy-five yard dash, trunk raising, volley ball, the running high jump, basket ball accuracy throwing, the hop-step-leap, tennis, hurdling, and the running broad jump.

The report on the selection of group leaders and their duties was:

I. Method of Selection.
   1. Leaders shall be selected by vote of the group, subject to approval of the instructor.

II. Requirements of Leaders.
   1. She shall have the proper spirit, willingness to work, and *interest* in the work.
   2. She shall be capable of judging, coaching, (demonstrating if necessary) and directing the work so that the given time will be used to the best advantage.
   3. She shall be a model as to posture, health habits, etc.

III. Duties of Leaders.
   1. To judge the accomplishments of the different members of her group.
   2. She should have authority to report any one of her group who is idle or disobedient to group regulations.
   3. She should act as general supervisor or chairman of her group, call meetings, offer suggestions to any one who needs coaching, etc.
   4. She shall keep score (or have it carefully done) and be ready to hand in reports to the instructor at any time called for.

IV. Limits of Leader
   1. She shall be in close touch with, and subject to the judgment of the instructor.
   2. She should carry out wishes of the group, subject to the opinion of the instructor.

The committee determining the minimums and averages to be worked for gathered information from previous field day records, from rule books, and from trials made by themselves. They are:

	Minimum	Average
1. Basket ball, distance	35 ft.	45 ft.
2. 75-yard dash	15 sec.	12 sec.
3. Trunk raising	15 per min.	22 per min.
4. Volley ball	rules	
5. Running high jump	2½ ft.	3½ ft.
6. Basket ball, accuracy	3 out of 8	2 out of 5
7. Hop-step-leap	18 feet	23 ft.
8. Tennis	rules	
9. Hurdling	25 sec.	20 sec.
10. Running broad jump	8½ ft.	11 ft.

The committee on plotting and marking off the athletic field conferred with Mrs. Johnston and Mr. Chappelear, and finally worked out the plan as shown in Figure IV.

The committee appointed to plan and make record cards studied the score cards as planned in Reilly's *New Rational Athletics for Boys and Girls*. Figure I shows the Student's Individual Record Card. On this she

Fig. I

P. K.—Group I Mary Jones Events	Minimums	Check	Highest Score	Average	Extra Points
1. Basket Ball Distance					
2. 75-Yard Dash					
3. Trunk Raising					
4. Volley Ball					
5. Running High Jump					
6. Basket Ball Accuracy					
7. Hop-Step-Leap	18ft.	✓	23ft.	20ft.	3
8. Tennis					
9. Hurdling					
10. Running Broad Jump					

INDIVIDUAL CARD

EXPLANATION—

Mary Jones has reached the minimum in Hop-Step-Leap. She goes past the minimum and reaches 23 ft. The averages of the whole class have been found to be 20 ft., she has three extra points above average.

Fig II

P. K.—Group I Events	Mary Jones	Sue King	Bessie Hart	Clare Smith	Ruth Hix	Helen Stearns	Rose Adams
1. Basket Ball Distance		✓					
2. 75-Yard Dash							
3. Trunk Raising				✓			
4. Volley Balll							
5. Running High Jump		✓					
6. Basket Ball Accuracy							
7. Hop-Step-Leap							
8. Tennis							
9. Hurdling							✓
10. Running Broad Jump							

GROUP LEADER'S CARD

EXPLANATION—

Sue King has reached the minimums required in Basket Ball Distance Throwing, Clare Smith in Trunk Raising, and Rose Adams in Hurdling.

Fig. III

SENIOR CLASS RECORD CARD

Groups	Home Economics Group		SENIORS Primary Kindergarten and Grammar Grades					High School Group			
Events	1	2	1 Jones	2 Chenault	3 Dodson	4 Taylor	5 McGehee	1	2	3	4
1. Basket Ball Distance											
2. 75-yard Dash											
3. Trunk Raising											
4. Volley Ball											
5. Running High Jump											
6. Basket Ball Accuracy											
7. Hop-Step-Leap											
8. Tennis											
9. Hurdling											
10. Running Broad Jump											

EXPLANATION—

The whole of Miss Jones's group (P. K. Group I) has reached the minimum required in the Running High Jump.

keeps an account of the minimum she has reached, the highest score she has made, and her extra points as determined from the average. She shows this card to the group leader, who after seeing her perform the requirements, checks the achievement off on her Group Leader's Card, shown in Figure II. This card is to be ready to be shown to the instructor at any time she may desire to see it. She determines the quarter's grades by the attainments and extra points recorded on them. The card shown in Figure III is the record card for the whole Senior class on which the groups of the different sections record their attainments. This card is mainly for the individual groups to see their standing as compared to the other groups.

These reports were read to the group, who after approving them formally accepted them as the plan for organizing the work during the Spring Quarter.

The group leaders were then chosen from the class in compliance with the accepted requirements for group leaders. There were five of these leaders in our class. They, in turn, chose their groups from the class as a whole until each group numbered seven including the leader.

Work began immediately—this being one of the many advantages of this plan. Each group goes to the Athletic Field at the regular time for the class meeting, under the direction of the leader. They work for minimums first, and then, those being checked off, for their highest scores.

Needless to say, this plan has been a tremendous success, for does it not embody all the ideals of any classroom procedure? Is there not sustained attention? Is there not the will to learn or do? Is there not ample provision for objective pupil activity? Are there not stimuli for achievement? Is there not a concrete goal in view? Is there not an opportunity for fair and square competition? Is there not an allowance for every individual difference?—And, conclusively, do not all these put together insure the highest aim of any and all educational processes—

"Mens sana in corpore sano"?

Frances Annabel Dodson

MALNUTRITION AMONG COUNTRY CHILDREN

THE country, where man comes close to nature has always been considered a good place to rear children. Plenty of food, fresh air, and out-of-door exercise have been synonymous with country life. Hence the proverbial "bare foot boy with cheek of tan" has not had his share of attention in regard to nutrition. The war has helped bring this fact to proper consideration.

When thirty-five per cent of our boys were weighed in the health balance and found wanting, the question was "why"? The answer came back "Defects traceable to neglect in childhood!" What neglect of childhood could be worse than insufficient nourishment? Could any one let a baby starve, in a land of plenty? And yet that is just what we are doing and the sad part is, that most of us are unaware of what is going on.

However, thanks to a few far-seeing, intelligent, humanitarian Americans, such as Herbert Hoover, malnutrition in children has at last begun to receive the attention it deserves.

Since 1919-20, when the first survey was taken of child nutrition in a rural district, the country child is coming into its own. Maybe we have not realized that more than one-half (about 12,000,000) of the school children in the United States are attending rural schools. More than this, have we realized that these same country children are handicapped by more physical defects than city children including those in the slums? Statistics prove this to be a fact.

In New York state, from health examinations by the Superintendent of the Department of Education, it was disclosed that 87% of the country school children were defective in comparison with only 72% of the city school children. Cities grow, but fortunately their health precautions have correspondingly grown. The death rate in New York State is larger than that of New York City, the largest city in the world. So we conclude that the health of cities is often better than that in the country.

What has this to do with our subject? Everything! "If rural America is to continue to be the nursery of human life for the