

posed by college editors in representative institutions. And while most of these planks pertain to the traditional "activities," four editors, representing Princeton, Yale, Boston and Amherst, turn their attention upon the curriculum. The Princeton representative asks for increased emphasis upon the humanities. The Yale representative would "preserve the college from the cultural blight which inevitably follows the growth of economics and similar studies." The representative of Boston asks for "curriculums more closely adapted to the practical needs of life"; the Amherst representative yearns for "a conscious effort to face the social, political and economic problems of reconstruction which our generation must solve."

These are stirrings, or perhaps better, growing pains. For a mature performance we turn to Barnard College, where, under the opaque shadow of Columbia University, a really spirited student life is taking shape. A student curricular committee, created by the Student Council with the consent of the undergraduate body, has reviewed thoroughly the present curriculum and has presented to the Faculty a report which has, we believe, been laid on the table. But that is, we hope, not the end of the matter, as the report is too live to lie forever gathering dust.

What the curricula committee desires is a complete break with the traditional courses that make the Freshman and Sophomore years practically a continuation of the high school, and the substitution of broader studies that may serve to orient the student in the world of adult thought. The Freshman year, as the committee would reorganize it, would offer a solid course on the history of mankind "designed to bring out the chief aspects of man's relation to his environment by tracing present conditions and tendencies to historic processes"; it would offer a course giving an introduction to human biology and psychology; a course on general mathematical analysis; a course on English literature, "presenting literature as an aspect of life"; and a course on the technique of expression, in which the students, meeting the instructor in small groups, would develop technique in writing.

We have not the space to reproduce the detailed specifications offered for the Fresh-

man courses, nor to follow the curricula committee through the succeeding years of college. But we submit that even the bare titles of the Freshman courses are sufficient to show the boldness of the curricular committee's conception. It is bold, but there is no recklessness in it. A Freshman year thus occupied ought to prepare a student, as the conventional Freshman year does not, to utilize the resources of the college in the later years of his course.

The college curriculum was not made in a day, nor will it be revolutionized in a day. In every forward movement the majority of the Faculty will hold back, and that is well. The college, with all its defects, is a good thing in itself, and it is proper that the burden of proof should be upon the advocate of change. It is proper, too, that the advocates of change who receive the most respectful hearing should be those who emerge in the student body. The members of the Faculty have vested interests in changelessness or in change, in harmony or in discord. The only vested interest of the student is in life, and in rational preparation for life. The students are weaker than their instructors in point of technical knowledge, but their interests lie nearer the heart of the institution. And in ordinary life pertinence of interests goes far toward making amends for lack of experience. That holds of college life as well—*The New Republic*.

---

## VI

### THE BOOK OF THE MONTH

#### INTELLIGENCE TESTS AND THEIR USES

One can hardly estimate the contribution of the National Society for the Study of Education to our educational procedure. So timely are its year books that a list of their titles might well be used as a skeleton outline for a history of Education in the United States during the past two decades. Once again the Society has scored: the 1922 *Yearbook*<sup>1</sup>, "Intelligence Tests and Their Use", comes in response to the dominant need of the hour. For much misunder-

standing of the nature and purpose of intelligence tests has accompanied their development. Those who have the welfare of the movement at heart thrive upon opposition, because it clarifies thought. It is not our foes we fear but our friends: Bagley's Chicago speech will only aid the I. Q. to serve Democracy better. Heretics are incipient converts, but the teacher who dabbles, she who gives her class a reading test and talks enthusiastically about her children's *intelligence* scores—she is to be reckoned with. Pope's line about a "little learning" was never truer than in this connection. To quote the preface to the *Yearbook*, "the antagonism of some of its—the intelligence testing movement's—opponents has been annoying, while the unrestrained enthusiasm of some of its uncritical supporters has been alarming." The 1922 *Yearbook* aims to supplant misunderstanding with vision, to guide in the choice of tests and in their use.

As usual the yearbook is divided into two parts but this year they are bound together, making a volume of some 290 pages. This gives a complete summary and handbook of the movement for \$1.60. And postpaid, too! Part I "attempts to show just what is to be understood by the term 'general intelligence', to indicate how this may be measured and to show the steps by which mental tests have grown up and some of their most essential characteristics. Further, the attempt is made to acquaint the teacher and administrator with the correct methods of studying and evaluating the results of mental testing."

In this first part, Colvin, who was chairman of the Committee, discusses intelligence and intelligence tests. He is far from clear in his definitions of intelligence, but his warnings about tests are sound: (1) that a valid mental test must be based on common experiences, (2) that scores in our intelligence tests are conditioned in part on knowledge of English, and (3) that for valid results administration and scoring of tests must be uniform. Whipple supplies an annotated list

<sup>1</sup>The *Twenty-First Yearbook of the National Society for the Study of Education*. Edited by Guy M. Whipple. Bloomington, Ill.: Public School Publishing Co. 1922. 288 pages. \$1.60.

of group intelligence tests, most carefully made up, giving a description of each test, the publisher, the price, and in many cases references in regard to its use. This is most valuable. Rugg contributes material from the "Primer of Statistics for Teachers" he has in preparation. This is in such clear language and is made so concrete by the numerous diagrams and tables that an intelligent teacher can scarce escape its meaning. In fact this one chapter is worth the price of the book to one who is endeavoring to secure sufficient grasp upon basal statistical facts to enable him to read current educational literature intelligently. Did not recent reading of aforesaid section prejudice me against sweeping statements, I would say that it was fool-proof.

The second part of the *Yearbook* "takes up in some detail the administrative uses of intelligence tests in various grades of instruction, beginning with the primary grades and ending with the university. In the discussions in this part of the book the purpose is to set forth in some detail the procedure and results of mental testing as far as they relate to matters of instruction and administration." In connection with tests in the elementary school, there are frequent evaluations of available tests. Pintner points out the relation of intelligence tests and educational ones. Holmes makes a wholesome plea for due consideration of the really best plan for the gifted child. He suggests that these future leaders of democracy should not be rushed through school at the expense of full, many-sided development of their powers. There is much discussion of individual diagnosis after testing, and valuable illustrations especially in the cases given from high school testing. The account of the use of tests in normal schools is worth the attention of all those interested in the problems of teacher training. Miss Gambrill suggests that intelligence tests alone will not serve as prognosis of teaching success. Other qualities besides intelligence play so vital a part in directing the activities of children that low correlations are to be expected. Miss Downey's Will-Profile Tests have given us the point of departure. The normal school that pioneers in a combination character-intelligence test which *will* predict success in teaching will do the nation a splendid service.

The contributors to the *Yearbook* look like a roll of honor in mental measurement; Trabue, Pintner, Colvin, Whipple, Thorndike! One looks a second time to see if Terman really is absent; the *Yearbook* deals with group tests primarily so the matter is partly explained. This *Yearbook* is a fitting successor to the long line of orange-colored volumes already on the shelves of America's really progressive teachers.

KATHERINE M. ANTHONY

---

## VII

### A PROJECT FROM THE THIRD GRADE OF THE CLAREN- DON SCHOOL

#### JAPAN AND ITS PEOPLE

In teaching Geography and History, we study the subjects in which the children are most interested, such as the way the children of other lands live, their homes, their occupations; we compare these foreign little folks with the children of our own land. The sand-table makes real to the children the life of the people whom they are studying and will form a permanent and important part of their information. They enjoy doing this work and anything we enjoy learning we do not forget.

We are studying Japan and its people. In preparing for the work of the sand-table we have had stories, talks, discussions, etc., of Japan and the people. I gave the children the opportunity to bring in all the pictures stories, Japanese dolls, fans and anything they could find about Japan. The children are deeply interested and beg for stories and books to take home to read.

Each child as far as possible had a chance to work on the construction of the Japanese Tea-Garden on the sand-table. The sacred mountain we made the main feature of the scene, and a pile of sand sprinkled with chalk dust was made to do for Fujiyama. The tea-house the children constructed from brown drawing paper, decorating it with the Japanese lanterns made from drawing paper which they colored. The stream is made of

blue paper with window glass laid over it. On its waters are two Japanese boats made of the brown paper with white sails. Across the rivulet extends a bridge made of the same material. The cherry tree is made from a twig of an apple tree with a disguise of pink crepe paper blossoms and green leaves fastened to the branches. I bought at a Japanese store some small Japanese dolls dressed in kimonos, also parasol and fans. Some of the dolls are made to draw the wonderful jinrikishas made by the children from brown drawing paper, each containing a Japanese lady, with a parasol. Under the cherry tree is a Japanese girl sitting on a bench in a characteristic attitude.

Each day a list of words referring to Japan is placed on the board for the regular spelling lesson. These words are used first in oral and then in written sentences. Some of the last sentences are used as copy for the writing lesson. The children have enjoyed competing with each other as to who could make the best sentences, tell the most stories and bring the most pictures. In doing this work we have correlated language, history, geography, spelling and penmanship.

GERTRUDE SMITH

---

## VIII

### THE GREAT DISMAL SWAMP

In America, a land of countless natural beauty spots, tourists are sometimes prone to overlook places that in another country would be heralded far and wide as points of interest. So it is with the Dismal Swamp of Virginia and North Carolina, a place where the lover of undisturbed nature may have his fill of verdant highland and wild, tangled morass, of placid waters, open spaces and dense woods. Its name indicates a gloomy, forbidding prospect. The name is misleading. There is swampy land in abundance—most of it is swampy, in fact. But its beauty is so haunting and irresistible that those who visit it for the first time, after they have grown accustomed to the wonder of it, are prone to comment on the incongruity of its name.

The Dismal Swamp, or the Great Dismal as it has sometimes been called to dis-