EDUCATIONAL COMMENT

EASON NEW SECRETARY

At a meeting of the State Board of Education held January 15 Thomas D. Eason, Supervisor of Teacher Training, was appointed Secretary of the State Board to succeed Dabney S. Lancaster, resigned. Mr. Eason will continue in charge of the work of Teacher Training.

Dr. Charles E. Myers, A. B., B. S., A. M., Ph. D., of West Virginia, was appointed Supervisor of Surveys and Statistics to succeed Dr. Morgan L. Combs, who resigned to accept the presidency of the State Teachers College at Fredericksburg.

SURVEY SHOWS OLDEST CHILD HANDICAPPED

Older children in each family tend to be less intelligent, on the average, and more susceptible to disease and insanity than the younger children, according to the results of a two-year study analyzing the children of 1,500 Chicago families, conducted by Professor Louis L. Thurstone of the Psychology Department at the University of Chicago.

Binet tests for the respective ages given each of the children further indicated that the age of the parents at the time of the child’s birth does not affect the child’s intelligence, that discrepancy between the ages of the parents likewise has no effect, and that the level of intelligence of the children of small families is higher than that of large families.

“Our conclusions are based on averages in each case,” says Dr. Thurstone. “There are, of course, plenty of exceptions. Our averages show that the younger children are progressively three points higher on the intelligence quotient scale than the older children. While it might be said that younger children are more intelligent because the parents have had experience in raising children, this is usually balanced by the extra care given the oldest child.

“While we have attempted no systematic explanation of our finding that the children of small families are more intelligent than those of large families, the difference might be accounted for by a general difference in the social and economic status and environment. From the standpoint of the intelligence of the children there seems to be no ideal age for mating, nor any ideal difference between the ages of the parents, nor any ideal interval between the births of the children. It has been already recorded in Europe by other investigators that the children of the well-to-do are more intelligent than the children of the poor.”

The study was made in cooperation with Richard W. Jenkins, M. D., of the Chicago Institute for Juvenile Research. Miss Minnie Steckel, graduate student, is making a similar survey among 10,000 school children in Sioux City, Iowa, and preliminary reports indicate that she is getting results similar to those of Dr. Thurstone, whose conclusions will be published in a monograph.

IMPROVED TRANSPORTATION

The growth of secondary education, which has been one of the outstanding developments in recent years, continues at almost undiminished rate. At the present time more than one-half of the population of high-school age is in actual high-school attendance.

According to the recent report of the United States Commissioner of Education
to the Secretary of the Interior, the figures for urban as distinct from rural enrollments reveal greater opportunities of high-school attendance offered to city than to rural youth. It is better than an even chance that the city boy of 14 to 17 is in high school; by contrast the probabilities were 7 to 1 against his father having opportunities for a high school education in 1900.

High school enrollments have more than doubled since 1920. The extension of secondary education to include in its junior high school some of the grades formerly assigned to elementary schools accounts in some measure for this growth. The larger city school systems are expeditiously placing more and more of their pupils into junior high schools, while the smaller systems are less rapidly but quite consistently also adopting the junior high-school organization. In cities over 10,000 population, between 75,000 and 100,000 pupils are transferred from elementary schools into junior high schools every year.

Not many years ago the educational system included three units, namely, elementary school, high school and college. At present there are at least five distinct levels: Elementary school (including kindergarten), junior high school, senior high school, junior college, and college or university (including the professional school).

In the halcyon days of elementary high-school-college education, operation was on a single-track system which oddly enough provided no stopping facilities for anybody except at the terminus; if a passenger wished to get anywhere he had to agree to take a long trip and to stay on the train. At present the large city secondary schools provide accommodations for all, even for those who do not wish to ride. After a certain minimum length of the journey is completed, a call for local stops is made all along the line for those who wish to go no further, and express service is furnished for those who want to go to the end of the division, and a limited extra-fast service is supplied for those who go to the end of the line and are intent upon making connection at that point.

THE READING TABLE


This second-grade book is decidedly on the right track in that the authors have kept in mind “the psychology of the child rather than the orderly arrangement of the subject matter.” This is the guiding principle in the most progressive courses of study for the grades of which the writer is aware, such as the Course of Study in Elementary Science by Gerald S. Craig, Ph. D., of Horace Mann School, New York. This principle requires the inclusion of simple physical science material as well as nature study.

Other good points in the book are: (1) the vocabulary has been “selected from and checked against accredited lists of words of highest frequency in the spoken vocabulary of young children”; (2) organization of material is on the basis of seasons; (3) a section on “Things to Think About” is included at the end of each chapter; (4) a section on “Things to Do” is also given at the end of each chapter, providing “laboratory” and field work suited to the second grade; (5) “Suggestions to teachers” are given for each chapter.

The book has an excellent mechanical make-up, large clear type, clear photographs from life, and splendid color plates of birds and flowers.

Book Three, designed for the third grade, is similar to Book Two which has been reviewed above. Altogether this series promises to be most useful in the field of elementary science.

Fred C. Mabee


This fascinating biographical study of the great scientist is a delightful book for anyone to read, be he child or adult. The book is attractively written and well illustrated.

The main idea of the book is to give pupils a broad basis for the appreciation of healthful living. The book may be used in two ways: 1 as supplementary reading; 2 as reference or source material in the development of teaching units in general science, social science, home economics, hygiene, physical education, language, art, and civics.


Similar to the book on Louis Pasteur reviewed above. This book is an excellent one to put into