leges went mechanistic at the end of the nineteenth century. A further explanation may be a matter of geography. The Victorian don was a housemate of the undergraduate; he was a presence to a family group, if not always accessible. He was not "the physics prof," but a personality, who lived where he could be seen, and talked where he could be heard.

Perhaps the new house plan which Harvard and Yale are inaugurating will give opportunities for the old kind of contact, and the opportunities will breed or seize upon the men that can use them. It may be that President Hutchins of Chicago is proposing more than an educational simplification when he states that the undergraduate shall come to Chicago, not for four years, but for an education, and be granted a degree when he can prove that he is educated. Men of strong personality, self-confident, and able and willing to make their views prevail against philistines and barbarians, have not been attracted to the American college in recent years. Many, fortunately, have been drafted and held there. They are needed, particularly when they are specialists in life as well as scholars in a narrower field. Our prescription for the college Sunday and the college weekday also, would be a liberal dosage of men of the type of the lost Victorian dons.

—Saturday Review of Literature.

INTELLIGENCE TESTS AT HORACE MANN SCHOOL NEW YORK

HORACE MANN School, New York City, has not abandoned the use of intelligence tests, many newspaper reports to the contrary notwithstanding. The section of the principal's annual report dealing with the school's changed policy in this regard was widely misinterpreted in the press. Headlines particularly created the impression that intelligence tests as such had been discredited by the school which had been one of their foremost exponents.

In response to an inquiry from the News, Dr. Rolla G. Reynolds, principal of Horace Mann School, explained that while every child in the school is still given an individual Binet test, the school has discontinued the practice of grouping children on the basis of abstract mental ability as measured by such testing. And though this announcement is considerably less sensational than the press reports, it is of real interest that Horace Mann has definitely retreated from its position among the pioneers in "homo-
genous grouping."

"The by-products of the 'advanced,' 'normal,' and 'slow' grouping method seemed to the staff of the school to be evil," says Dr. Reynolds. "Either children develop an inferiority complex, or if they are in the 'advanced' group a type of intellectual snobbery which is harmful. Parents through a mistaken sense of family pride make every effort to have children put into 'advanced' groups without consideration of the real welfare of the child. Even teachers develop jealousies and antagonisms on account of this method of grouping.

"I should like to state strongly that the Horace Mann School does believe in the use of intelligence tests for certain purposes and every child in the Horace Mann School is given such a test; however, every effort is made to interpret the results of these tests sanely and to realize that at best they are subject to error in giving."

Under the present system of grouping, each grade in the school has three sections. Before the personnel of these sections is decided upon, each child is ranked on the basis of three measures. First of these is the intelligence quotient, which is weighted at one in the final computation; second is the judgment of the teacher as to the child's ability to do work in the next grade, which is weighted at three; lastly, the results of
The fact that such a system of grouping has proved successful at Horace Mann does not mean necessarily that it is applicable to all schools, Dr. Reynolds is careful to point out. "However," he says, "the fundamental philosophy on which the Horace Mann method of grouping is based, it seems to me, is sound in the education of children. This sort of philosophy does away with the practice of handling groups of children by formulas, and substitutes education based on special attention to individual children. It assumes the validity of the psychology of individual difference and tries in a practical way to take this into consideration in the education of children. It is expensive, but is in my opinion a justifiable expense."

—Private School News.

HIGH SCHOOL AND THE STUDENT NURSE

SHOULD I like this girl to care for me when I am sick?"

If teachers and others who advise girls to go into nursing would use this question as one criterion, they would help greatly in safeguarding health standards in their communities.

They would also keep many young women from spending unhappy years in a profession for which they are unfit, which does not want the low-grade member, and cannot support her.

This is vividly brought out in facts gathered by the Committee on the Grading of Nursing Schools. This Committee is conducting a nation-wide survey of nursing, to study ways and means of providing adequate nursing service at a price within the reach of the average person.

The survey, directed by Dr. May Ayres Burgess, educator and statistician, includes more than 150,000 replies to questionnaires from doctors, nurses, patients, student nurses, and heads of nursing schools. It is the first of its kind in the field.

It shows that the "high school failure"