

VII

THE SUMMER SESSION TRAINING SCHOOL

The Training School of the winter session is so much a part of the Normal School that no one thinks of chronicling its activities and the relationships to the work of the rest of the school. And now the summer session of the public school has become a regular feature and has taken on all of the activities of the winter training school, making a good opportunity to see the larger winter training school in miniature.

Starting several years ago, the so-called Observation School was looked upon by citizens with a certain amount of skepticism. Pupils had more or less to be coaxed to go and coaxed to stay. Those who were most interested were those who needed to make up some work so that they might go on with their regular class or grade the next fall. Gradually, however, the practice of going to summer school has become more popular and at the same time it has been possible to stiffen the standards and to hold the pupils to very much the same routine and regulation as in the winter.

This session found the numbers increasing rapidly the first few days until a total of 180 was reached and a fifth teacher had to be added. The attendance kept up well and averaged about as with the winter, except as vacations began to interfere somewhat at the very end. The purposes of the pupils seem to be three in number: to secure credit in order to overcome some deficiency of the previous winter term; to take up sufficient advanced work so that possibly a half-year of work might be skipped; and third, to carry on regularly with school in preference to wasting the time and getting rusty in school work. This third class seems to be increasing in number. Parents have found that the children are better off employed in the forenoons in school, having sufficient time for play in the afternoons and pupils frequently indicated by work and act that they preferred school to no school.

The critic staff was composed of Misses Bishop and Buchanan of the winter school critic staff, Misses Rainey and Harrison, re-

cent graduates of the Normal School, and Miss Rolston of the regular winter school faculty. Miss Spilman was principal as in former years and took the responsibility for preliminary arrangements and for problems arising out of the relationship to the Normal School. Dean Gifford acted as Director of Training.

The actual measure of the work done may be looked at from two points of view. The pupils in the school were consistently held to a good standard of work, equal to that of the winter school so far as possible. All the teachers worked out special problems, each grade having some project work, splendid results being obtained in the geography work particularly. From the standpoint of the Normal School, the best measure is that of the amount of observation. Excepting the first three or four days and the last three or four, an average of about three observations daily obtained for the session, ten teachers of the Normal School faculty having one or more classes at the school. A number of students secured permission to observe regularly in addition to required class-work. At times the visiting teachers numbered as many as the Training School pupils and yet no problems of order arose on the part of either group.

The frequent requests from ex-students who had completed only the junior year for the opportunity to do the senior year in summer terms, led the President and Faculty to offer practise teaching, one-half of the senior credit in that work to be worked off during the one summer. While only four students took this work, the results were very gratifying both in regard to the quality of work done and the general good spirit of all concerned so that it is believed this feature will be of added importance from year to year.

A happy feature of the relationship of the school was the visits of the children upon assembly exercises at the Normal School. A class came up to enjoy a demonstration of story-telling by Miss Thornhill of the Mouth Hygiene Unit, and later Miss Buchanan made a demonstration of thrift teaching in connection with a visit of Miss Shotwell of the War Loan Organization. On Wednesday of the last week, the services were placed in the hands of the Training School teachers

and pupils, who gave the program of regular school activities that was very much appreciated.

Add to this the fact that the Training School was used for the demonstration of the use of achievement tests and intelligence tests which were placed with scholastic records to decide the question of credit for the summer in terms of possible promotion, and one gets a glimpse of a group of varied activities that it is hoped can be maintained and added to from year to year for the mutual benefit of Harrisonburg children and of the visiting teachers of the Summer Session of the Normal School.

VIII

MEASURE YOUR MIND

To set forth in non-technical fashion the principles of scientific measurement, especially the measurement of intelligence, and to put in convenient form a varied group of tests, were the purposes of the authors of *Measure Your Mind*; they have succeeded and their compilation includes numerous tests showing a great deal of ingenuity and capable of measuring a variety of mental capacities. Their book also contains valuable chapters bearing on the application of psychological tests, and their use in the Army, in education, and in industry.

It is particularly to the business man, to the employer of labor, and to the personnel division of the large corporation, that the publishers seem to expect its sale, but the book is of large value to the teacher, especially the one who has had no opportunity to make a technical study of tests and measurements.

One finds here thirty separate kinds of mental tests called by their authors Mentimeters. They differ from the Otis intelligence test and the Alpha and Beta tests used in the Army, their authors claim for them, chiefly in their flexibility. Flexibility is needed because "it is not probable that exact-

ly the same tests would select men of high intelligence in the graduate work of a university as would be needed to select the intelligent men in a logging camp in the wilds of Canada or our own Northwest."

A wide variety of uses to which the tests may be put is suggested. They may be used in the selection of clerical workers and of laborers in business and industry, in classifying school children according to their general intellectual power and ability to learn, and—would you believe it—in providing one's guests with social entertainment. Eight of the thirty tests have a somewhat definite bearing on strictly educational subjects such as spelling, reading, and handwriting; but the majority of the tests have to do with such things as naming analogies, threading mazes, completing sentences, detecting pictorial absurdities, naming opposites, and completing number relations.

For example, in testing for range of information one reads "The aorta originates in the head . . . feet . . . heart . . . Alps . . ." and places a check to indicate the correct answer. There are forty such sentences, increasing in difficulty until one comes to "A rhesus is a kind of fish . . . bird . . . animal . . . reptile . . ."

Score groupings for each test are given, as well as a key of correct answers in the appendix. It is a matter of four minutes to give the information test, and by determining the total number of correct answers the individual rating is obtained. For instance, the person of average mental ability has been found to get 11 to 23 correct answers on this test, while a score of 0 to 3 indicates inferior intelligence and a score of 31 to 40 indicates superior intelligence.

"Not acquired knowledge, but the ability to acquire knowledge" is what the authors state their Mentimeters will measure. The book is quite clear, and even the most hard-headed scoffer at the scientific measurement movement must needs be convinced by the illustrations and analogies offered. The following comparison is typical:

"The simplest way to measure the capacity of a circular tank is to pump it full of water and then measure the water as it is drawn off. But it would be absurd to con-

MEASURE YOUR MIND, by M. R. Trabue and Frank Parker Stockridge. Garden City, New York: Doubleday, Page & Co. 1920. 349 pages. (\$3.00).