

After you have examined the above figures carefully, think for a few minutes of these striking facts: In 1871 sixty per cent (60%) of all the public school buildings in Virginia were log houses. The value of all public school buildings in Virginia in 1875 did not exceed in total amount the present estimated combined value of the two high school buildings in Richmond and Norfolk, namely, the John Marshall High School and the Matthew F. Maury High School. The present value of the grounds, buildings, equipment and endowment of the Hampton Normal and Industrial Institute for colored teachers exceeds by approximately \$1,000,000 the total value of all public school buildings in Virginia in 1905.

Notice these monthly salary schedules for 1905 as reported by the State Board of Examiners for Superintendent Eggleston in their reports for the year of 1905: Danville \$40-\$45; Staunton \$43-\$46; Franklin County \$25, \$20, \$15; Halifax County \$34, \$27, \$22; Highland County \$25, \$20, \$10; Mecklenburg County \$35, \$25; Patrick County \$25, \$22, \$18. Superintendent Eggleston said in his report of 1905-'06: "There are white teachers in Virginia who last session received only fifteen dollars per month for a term of five months. Scores of them get \$20 and \$25 per month for terms not exceeding six months; and yet the cry goes up from some quarters that we must call a halt, that public education in Virginia is being 'overdone'."

Approximately fifty per cent of the division superintendents of schools in 1905 received salaries under \$500 per year. The salary and traveling expenses of the State Superintendent of Public Instruction in 1905 was \$2,150. The present State Department of Education is well organized with an excellent staff representing a wise and economical expenditure of \$50,000 (in round numbers) per year.

In 1905 the highest paid public school official in Virginia was the superintendent of the Norfolk City Schools who received the munificent sum of \$2,468. The present salaries of the superintendents of Richmond and Winchester approximate \$7,000 per year and there is at least one county in the state wise enough to pay its Superintendent of Schools \$4,500 per year. Classroom teachers in Virginia today receive salaries ranging as

high as \$2,400 per school year, and principals' salaries range as high as \$4,000. In 1905 the yearly average salary of all teachers in Virginia was \$192.84; in 1920—\$560, an increase of almost 300%.

There were 495 teachers in the public schools of Virginia holding professional certificates in 1905. There were 6,400 teachers in 1920 with some professional training.

The State expended \$4,040 for summer schools for teachers in 1905. The summer sessions of the teacher training schools of Virginia for 1921 expended more than \$100,000 for all purposes.

The State appropriation for the only normal school for white teachers, the Farmville School, in 1905 was \$41,666.66. In 1920 the annual appropriation for the four normal schools for white teachers exceeded \$300,000.

Virginia boasted 74 public high schools with an enrollment of 12,199 in 1905. In 1920 she can modestly claim 486 high schools, 218 accredited, with a total enrollment of 30,919.

Although the last fifteen years have witnessed a substantial increase in the population of Virginia, the number of illiterates between the ages of 10 and 20 years of age in our state has decreased from 55,815 to 28,900.

Ponder on these figures, fellow teacher. Take heart. Things are not as bad as some would have you believe. We may have a long way to go, but we have already passed over a long stretch of bad road and the way ahead looks smoother.

SAMUEL P. DUKE

III

EDUCATIONAL TESTS AND MEASUREMENTS

THROUGH COLLEGE ON BRAINS NOT COURSES

Barnard College is this year trying a novel and promising experiment. Thirteen students, about two per cent of the student body, who have been found to have exceptional ability, have entered the Special Honors Course. They will be freed from a good share of the routine and required work of the college course and will be allowed to major

in one field and become scholars in that field.

It is not the intention of the authorities ever to allow a large number of such choices. It is their hope that in this way a few creative specialists may be discovered who will be freed from certain unfortunate tendencies of college teaching, namely, to cater to mediocrity, to measure scholarship in terms of numbers of lectures attended and grades or points obtained, and to split up courses in "half-yearly fragments".

The interest which attaches to this experiment on the part of those outside of college circles will be that the college is coming to do what our best city systems have been practicing for several years, that is to segregate the brighter pupils for especially enriched curricula and work suited to their abilities. This is undoubtedly but one of the many adjustments that will shortly be made by our higher institutions now that it is an assured fact that students may safely be entered by means of intelligence and that tests in intelligence indicate pretty accurately what is the likelihood of a pupil's success in the college. In this connection it is interesting to note that students entering Columbia University by means of intelligence examinations when compared with those entering on the old subject-matter examinations do work which correlates much more highly with their entrance examination standards.

DR. OTIS JOINS STAFF OF WORLD BOOK CO.

The World Book Company, which has of late been specializing on intelligence tests, has now engaged the services of Dr. Arthur Otis, the author of the Otis Intelligence Tests and joint author of the Army Tests. This is an important step, as it means that teachers and administrators who desire assistance in the choice of tests and in the diagnosis of the results of testing can obtain what might in some cases be, otherwise unavailable, namely, expert advice. It also means that another of the leaders in the testing movement will be largely freed, as Dr. E. L. Thorndike has been by Columbia University, for investigation and research work in this field!

Dr. Otis has just announced standards or norms for his primary and advanced examinations. These will appear in the revised manual soon to be issued, but in the meantime can be secured by those interested upon request. These tables give in brief form the norms for children ranging from six years to

nineteen years. Formerly the index of brightness, as used in the interpretation was not easily comparable to the intelligence quotient of other tests, such as Terman's Revision of the Binet-Simon Test. These standards have been based upon many thousand examinations and will be gladly received by all users of intelligence tests.

THE INGLIS INTELLIGENCE QUOTIENT TABLES*

This little booklet of Dr. Inglis' is the first effort to reduce to a minimum the labor of computing quickly the intelligence quotients of pupils when the mental and chronological ages are given or similarly of finding the mental age when the intelligence quotient is given. An immense amount of labor is saved, the tables being usable with whatever intelligence tests have made use of the intelligence quotient (for example, the Terman and the Otis tests). One regrets that the amount of labor involved makes the pamphlet so expensive, but in cases where large numbers of students are examined the expense might soon be saved in clerk hire made unnecessary.

The question naturally arises as to whether such a table is of permanent value. Inasmuch as it is possible that more testing will with some tests make a change in the norms now in use, and further whether it is feasible or desirable at the present to accept as likely the equivalence of the results of different tests. It has for example been found that the intelligence quotients derived in group testing with the National Intelligence Tests differ at times from those derived by the use of the Terman Revision of the Binet-Simon Test given individually by one to three year in the case of given children. This of course does not invalidate the use of either test or of these tables.

EDUCATIONAL DIAGNOSIS

As the testing movement gains headway among educators and teachers, the stress is coming within the last two years especially to fall upon their usability for diagnosis. In the case of intelligence tests the questions are largely, What can the child do? What can be expected of him? How far will he be able to advance in school; of the

**Inglis Intelligence Quotient Values*, Tables Derived and Arranged by Dr. Alexander Inglis. Yonkers-on-Hudson: World Book Co. 1921. 16 pages. (\$1.25).

achievement and subject-matter tests the questions is not only, What is his relative status in the school or grade and in relation to national standards developed through testing great numbers of children? but also, What are his peculiar weaknesses and what remedies can be applied to these? In other words, education becoming scientific as is medicine by using tools which will give an accurate diagnosis or description of the individual's status and needs and then applying those correctives and aids that will bring the individual to a higher and desired efficiency. Without measures students are won't get discouraged, fail, become retarded, get the habit of failing and finally drop out of school unequipped for life's simpler duties. A good illustration of the point of view expressed in this paragraph and of successful remedial instruction is found in the article by Miss Vada Miller in this issue of THE VIRGINIA TEACHER.

W. J. GIFFORD

IV

WHAT IS GOOD TASTE IN DRESS ?

The five characteristics that serve as evidence of an education, according to President Butler, of Columbia University, are: "First, correctness and precision in the use of the mother tongue; second, refined and gentle manners, which are the expression of fixed habits of thought and action; third, the power and habit of reflection; fourth, the power of growth; fifth, efficiency, or the power to do."

These characteristics may or may not be cultivated in the schoolroom, but it is generally thought that a person who has had the opportunities of higher learning should be educated; nevertheless, many people who have not gone beyond the grammar grades in school have all of these evidences of an education.

It is in connection with the second characteristic that I wish to say a few words. Refined and gentle manners, as you know, can not be learned from a book on deportment or from one on social etiquette. They are the result of the cultivation of an inborn feeling for refined and gentle thoughts and actions; and as you know, they are most

easily cultivated in an environment where one is constantly associated with refined and gentle folk.

Clothes have the power of enhancing or detracting from one's manners. As Pope said, "Dress makes the man; the want of it, the fellow."

Since the introduction of Home Economics into the schools, a great deal of effort has been made to instruct the girls in the art of dressing. The material has been taken up not only from the phase of the construction of the garments but also from the economical and artistic phases as well. The results of this teaching, in the clothing and fine arts classes, are being noticed throughout the country.

George Brandes, a well known literary critic of Denmark, has recently said that America dominates the world. She is the winner of the war. She is at the stage of her development in which she is rapidly becoming the great center of art and learning. He also said that we are at the same stage in our development that the Italian cities, Florence and Venice, were before they became great centers of art and learning. Before they were the centers of culture they were great commercial cities.

If this country does become such a center, it will be because the schools of the country have spread the knowledge that goes to produce observing, thinking people. We must educate our pupils so that they will realize that the vulgar display of wealth is not beauty, whether that display be in their homes or in their costumes.

Walter Crane, an English artist, a few years before his death wrote a book on "Ideals in Art," in which he said, "Before we have art, we must be sensible to beauty, and before we can have either we must have conditions which favor their existence and growth."

Every one of us has an inborn desire for beauty. Even primitive peoples prove this. If we stop to think of the Navajo blankets of the American Indians, the beautiful fur garments of the Eskimos, and the handwoven textiles of the Indians of Peru, we shall realize how strong the desire for beauty is, even among such primitive people.

All through the ages, people have sought beauty in some form or other. Some people have felt, as Keats did, that "Beauty is truth," and they have searched the universe