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EDUCATIONAL TESTS AND
MEASUREMENTS

NEWS FROM ALASKA

The first report¹ of the Commissioner of Education for Alaska devotes several pages to a report on the use of standard educational tests and measurements which were given during the year 1917-18, and repeated during the year 1918-19. The tests given included One Hundred Spelling Demons, Kansas Silent Reading Tests, Starch's Arithmetical Scale and Starch's Punctuation and Grammatical Scales and English Grammar Tests.

Of something like a thousand pupils taking the tests ranging from the third to the twelfth grades, the scores indicate a very close approximation to the standard and in many cases, a slight superiority over the standard.

This is an interesting comment on the efficiency of Alaskan schools particularly when one calls to mind how recently this work has been organized. Moreover the approximation to the standard is practically the same in silent reading as it is in the spelling and arithmetic fundamentals, a thing which is evidence of good teaching.

One finds in this report many other indications of progress, such as the development of visual education through moving pictures in five different places, the building of teacherages in twenty districts, the development of citizenship education, and the building of excellent new school buildings, several of which are pictured on pages 44 and 45.

INTELLIGENCE TESTING IN NORFOLK

Miss Elizabeth Grubb, who together with Misses Dey and Nicholson, has been giving intelligence tests in Norfolk first grades, sends an interesting report of the results of giving a Kingsbury Group Intelligence Test to her 1B Class in the James Monroe School, January 12, 1922. Miss Grubb was chairman of the Committee of the First Grade to investigate tests and made

¹Report of Commissioner of Education, Territory of Alaska, for the years ending January 30th, 1918, January 30th, 1919, and January 30th, 1920.

her study the basis of report at a recent meeting of second grade teachers.

In the table of results given below the pupils are arranged according to their intelligence quotients (I. Q.) which represent as nearly as possible the actual general intelligence of each child. One notices at once the great variation in scores and also considerable discrepancy between the pupils' rating by the test and the teacher's ranking before the test. It should be said that the median score for the group is 18.5 while standard 1A score at the end of year is 21.

TABLE I

Note—Column A, Pupil; B, Score, C, Chronological Age, yr., mo.; D, Mental Age, yr., mo.; E, Intelligence Quotient; F, Teacher's Ranking.

A	B	C	D	E	F
1	50	6 8	8 9	131	A
2	51	7 2	8 11	124	A
3	41	7 1	8 1	114	A
4	31	6 7	7 3	110	A
5	28	6 6	7 0	107	A
6	32	6 11	7 4	106	A
7	37	6 10	6 11	101	A
8	20	6 5	6 4	99	C
9	26	6 11	6 10	99	A
10	26	7 0	6 10	97	A
11	26	7 0	6 10	97	A
12	33	7 9	7 5	96	A
13	33	7 8	7 5	96	A
14	24	6 11	6 8	96	A
15	22	6 9	6 6	96	A
16	19	6 7	6 3	95	A
17	18	6 6	6 2	95	B
18	24	7 2	6 8	93	A
19	20	6 10	6 4	93	B
20	19	6 9	6 3	93	A
21	15	6 4	5 11	93	A
22	19	6 11	6 3	90	A
23	17	6 9	6 1	90	B
24	13	6 5	5 9	90	A
25	14	6 7	5 10	87	A
26	11	6 5	5 7	87	A
27	18	7 4	6 2	84	B
28	8	6 4	5 4	84	C
29	32	8 10	7 4	83	A
30	9	6 7	5 5	82	D
31	6	6 4	5 2	82	A
32	12	7 0	5 8	81	A
33	9	6 8	5 5	81	A
34	23	7 3	6 7	80	D
35	6	6 7	5 2	78	C
36	3	6 5	5 0	78	A
37	3	6 5	5 0	78	C
38	6	6 10	5 2	76	A
39	8	7 1	5 4	75	D
40	4	6 10	5 0	73	D
41	5	7 3	5 1	70	C
42	9	7 0	5 5	65	A
43	0	6 4	—	—	A
44	0	6 11	—	—	D

Inasmuch as the teachers felt some surprise with some of the individual scores it was decided to give the test over to a few of the children. In Table II the comparison of scores in the first and second tests are given. While a comparatively small number of children were tested the second time it was interesting to see that one score was unchanged, three were practically unchanged and three were noticeably raised. This probably indicates the desirability of giving a second summary, but unlike tests, as

it is hard to determine whether these higher scores in the second test were due to practice or due to some adverse condition in the first test. The parallel forms of the National Intelligence Test and Otis Intelligence Test have been provided with this in view.

TABLE II
Comparison of First and Second Tests.

Pu'l	Score		Mental Age		I. Q.	
	1st	2nd	1st	2nd	1st	2nd
25	14	23	5	10	6	7
27	18	19	6	2	6	3
31	6	21	5	2	6	5
32	12	9	5	8	5	5
33	9	9	5	5	5	5
36	3	36	5	0	7	8
38	6	12	5	2	5	8
					87	103
					84	85
					82	101
					81	77
					81	81
					78	119
					76	93

W. J. GIFFORD

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HOME ECONOMICS NOTES

NEW ORLEANS CONFERENCE

The Fifth Annual Conference of State Directors, State Supervisors and Teacher Trainers in Agricultural and Home Economics Education for the Southern States, was called by the Federal Board for Vocational Education to meet at New Orleans January 9, 10, 11 and 12. There were about one hundred persons in attendance. The states comprising the Southern Division, with the Home Economics Supervisor of each, are—

Virginia	Ora Hart Avery
Tennessee	Lena Pierce
North Carolina	Edith Thomas
South Carolina	Lillian Hoffman
Georgia	Epsie Campbell
Florida	Lucy Cushman
Alabama	Ivol Spafford
Mississippi	Guyton Teague
Louisiana	Cleora Helbing
Texas	Jessie Harris
	Assistant—Lillian Peek
Arkansas	Stella Palmer
Oklahoma	Maude Richman

Virginia's delegates were: Mrs. Ora Hart Avery, State Supervisor of Home Economics, Mr. T. D. Eason, State Supervisor of Agriculture, Richmond; Miss Carrie B. Lyford, Head Department of Home Economics, and Mrs. W. K. Blodgett, Department of Agriculture, Hampton; Mr. D. S. Lancaster and Mr. McGill, Department of Agriculture, V. P. I, Blacksburg; and Miss Grace Brinton, Head Department of Home Economics, Normal School, Harrisonburg.

The Home Economics meeting was opened with Miss Anna E. Richardson, Chief of Home Economics Education Service, presiding. After a few introductory remarks Miss Adelaide Baylor, Federal Agent for the Southern region, took the chair and presided during the following program:

HOME ECONOMICS SECTION

Monday, January 9

Brief responses from supervisors and teacher-training staff on special undertakings for 1921-22.

Commercial Education for Girls, Isabel Bacon. Organization of committees for work during conference.

Committee I—Evening Schools and Classes.

Committee II—Interpretation of Minimum Essentials in Teacher-Training Course of Study.

Committee III—The Vocational Half Day.

Committee IV—Content of Course in Special Methods.

Committee V—Program for Supervised Observation and Teaching.

Committee work.

Joint committee meeting on rural program for agricultural and home economics education.

Tuesday, January 10

Reports of sub-committees on negro education.

1. Content of courses in vocational schools.

a. Foods.

b. Clothing.

c. Health and Sanitation.

d. Plant and equipment.

e. Text books and illustrative materials.

f. Use of dormitories in supervised home management.

g. Sources and use of private funds for negro education.

General discussion.

1. Next step in study of negro education.

2. State conferences for teacher-training staff, 1921-22.

Committee work.

Wednesday, January 11

Joint session with Agricultural Section.

1. A state program for vocational education for rural schools which includes agriculture, home economics and prevocational work.

a. Program.

b. Finances.

Committee work.

Report of committees.

Committee I—Evening Schools and Classes.

Committee II—Interpretation of Minimum Essentials in a Teacher-Training Course of Study.

General discussion.

Thursday, January 12

The Home Making Survey, Anna E. Richardson.

Round table on home economics in part-time schools.

Round table on home projects.