

and will do more good than any amount of punishment. It is thru the mental analysis of parts that we can best understand and train the child as a whole.

TEACHING DEFICIENT CHILDREN

In teaching deficient children, first win their confidence, not by silly sentimentality—children detest that—but by a spirit of good comradeship. Second, make them responsible for something in the room; make it a co-operative concern. The child's work may be to take charge of the garden tools, or to keep the wood benches in order, or to record the date, or anything he can do well; but whatever it is, make him wholly responsible and let him know he was missed if he should have been absent a day.

SUMMARY.

In summarizing, it is well to remember that there are sub-normal children. These children require a different curriculum from normal children, and more individual training. It is the business of the school to provide the training that will best fit these children and help them live effectively, that they may not become a drag on society.

LINDA L. CARTER.

V

QUOTATION

THE NEED OF MORE GENERAL MENTAL TESTING WHEN CHILDREN ENTER SCHOOL

Because it is obvious that mental ability is not equal in all persons, nor is there any particular relation between mental power and chronology as applied to age, *American Medicine* advocates the mental examination of school children at the time of their entrance. The medical writer asserts that common-sense observation has made it plain that chronological age is an adequate guide for school classification.

Physical examination of school children, he says, has been accepted as a necessary procedure necessary for its proper control. There has been some difficulty in the matter of arranging for examinations in rural sections, but these are being attempted through the

medium of State Departments of Health, at the request of community School Trustees.

The weakness in the scheme of medical inspection has been along the line of securing remedial action for those found physically defective, the physician asserts. This particular problem is less noted in large cities than in sparsely populated communities; and here again State-aided clinics of an itinerant nature are attempting to atone for any shortcomings that may exist in rural sections.

He says that at the recent meeting of the National Education Association considerable emphasis was placed upon the importance of the mental examination of school children at the time of their entrance. At various times voices in the wilderness have been heard shouting for this educational reform. Common sense observation, he declares, has made it plain that chronological age is an inadequate guide for school classification.

The physiologic and psychologic status of the youngsters is of far greater significance than the number of years of their physical existence, the writer asserts. The mental hygiene movement, supplemented by the experiences in mental testing of soldiers, has brought to light the weaknesses of a graduation for educational purposes that takes no cognizance of educational potentials. He insists that the very foundation of educational adjustment in a school system depends upon the mental accomplishments of a child at the time of entrance, while his probable rate of progress is suggested by his intelligence quotient. It is not necessary to believe in the absolute value of mental tests in order to understand that a guiding approximate knowledge of mental power is of far greater service than complete ignorance of mental abilities.

It seems scarcely necessary, says the physician, to point out that mental examination should be a fundamental part of educational service. It is important for the teacher, the parent, and the child, not to mention the community, to understand as early as possible whether a child is at average mentality, dull, normal, or exceedingly bright. There is no difficulty in determining by contrast the imbecile from the precocious child of 6 years of age, but there is considerable problem in recognizing the dull normal, the moron and the high-grade imbecile without supplementary psychologic evidence.

The writer concludes, therefore, that in fairness to the children, the parents and the

taxpayers, there should be an investigation to determine the individual mentalities that are to be placed in the educational hopper. There must be school graduations arranged to meet the educational demands of the different types of minds that present themselves, he asserts.

Mental ability is not equal in all persons, he declares, nor is there any particular relation between mental power and chronology. For this reason the chronological classification of children is to be discouraged, and in its place he urges that there should be established a system of educational training and discipline founded upon an appreciation of mental and physical health.

It may be argued that this is a costly suggestion, says the writer, as physical examination can be made rapidly while psychological tests can only be given slowly. This is not wholly true, as only a small percentage of children will require individualized mental examinations and the status of the large majority can be adequately determined for practical purposes by means of group tests. It is admitted that considerable work along this line is still required; nevertheless, the careful development of group tests for elementary schools will be accomplished more rapidly when the demand for their use is stimulated by the desire of educational systems to employ them, in the opinion of the physician.

From the standpoint of promoting the welfare of their own children, says the writer, physicians should be the first to recognize the importance of mental examinations. They should be leaders in their communities in emphasizing their necessity, their pedagogic and hygienic value, their simplicity and their eminent practicality. For the improvement of parental understanding of their children, for the increase of co-operation of parents with schools, for the relief of teachers from unnecessary burdens, and for the protection of the peace and progress of children, mental examinations are as essential as physical examinations.—*New York Times*.

“Just when the conservation and advancement of our civilization is laying larger demands on the public school, that institution is rapidly losing its power to meet even the comparatively modest requirements of a passage.—Frank E. Spaulding.

VI

SOME SUPPLEMENTARY READING MATERIALS FOR THE GRAMMAR GRADES

Once the child has learned to read, even ever so little, he should spend much of his reading period in *reading*. This means individual reading, with the teacher's direction, and a consequently reduced number of class “reading lessons.” It also means the introduction into the primary and the grammar grades of much supplementary reading material. For children may acquire the ability to read after a fashion from cut and dried lessons from the school reader, but they do not acquire the reading habit. This comes only after much experience in reading complete selections of intrinsic interest.

This book-love may be fostered in the primary grades, but it is in the grammar grade years that it must be strengthened into a life habit. Here the child must read widely and constantly; read for wanted knowledge upon a topic under class discussion; read for skill in thought-getting and the power to convey this thought to others; and read for sheer enjoyment. I watched a 4-A class in our Training School during the past year. They were re-living pioneer days in the Valley of Virginia with Boone as the center of interest. Books and magazines accumulated, from the library, from home, from kindly disposed neighbors. During their free periods the class was allowed to go to the table and read. At the end of the unit of work, one child had read eleven books or articles concerning Boone. One overgrown boy of irregular attendance had read none; the class had averaged four books or articles each.

These children had been led to read by vitalizing a topic in history until they hungered for more information concerning it. Their history lesson became a conversation period when various pupils reported what they had found. Very often statements were challenged by some young thinker, but that only gave the speaker an opportunity to produce the book and read his proof aloud with a triumphant air. As a result of this supplementary reading the class gained in its ability to read both silently and aloud. They also learned how to handle books, how to use a table of contents and an index, how to