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EDITORIAL

The recent World War was preeminently a scientific war. It was a clash of brains as much as a contest of brawn. It was due to the scientific organization and conservation of their resources that the Germans were able to come so near to their goal, and were able to hold out so long after the hope of a smashing success had faded. Trench warfare, the airplane, the long distance gun, the submarine, the tank, are merely the outstanding examples of thousands of scientific devices to sustain the cause and overthrow the enemy. It is distinctly to the credit of the leaders of this country that the significance of scientific organization was realized at the very outset and that every effort was made to mobilize speedily and effectively the scientific resources of the country. This was brought about through the National Academy of Sciences, which at the request of the President established the National Research Council, an organization representing the chief scientific activities of the country. An Executive Order of May 11, 1918, indicates the functions and duties of the Council, in part, as follows:

"In general, to stimulate research in the mathematical, physical and biological sciences, and in the application of these sciences to engineering, agriculture, medicine, and other useful arts, with the object of increasing knowledge, of strengthening the national defense, and of contributing in other ways to the public welfare.

"To survey the larger possibilities of science, to formulate comprehensive projects of research, and to develop effective means of utilizing the scientific and technical resources of the country for dealing with these projects.

"To promote cooperation in research, at home and abroad, in order to secure concentration of effort, minimize duplication, and stimulate progress."

Educational psychology was actively represented on the Council from its very beginning. Already a group of psychologists had rendered signal service in devising tests of intelligence to be applied to the National Army. Early in 1919 a special committee of the National Research Council consisting of Dr. R. M. Yerkes, chairman, Dr. M. E. Haggerty, of the University of Minnesota, Dr. L. M. Terman, of Stanford University, Dr. E. L. Thorndike, of Teachers College, Columbia University, and Dr. G. M. Whipple, of the University of Michigan, secured from the General Education Board a grant of \$25,000 for the purpose of working out a series of tests of intelligence for use with school children, similar to those already employed in the army. After detailed study the committee selected some twenty tests and gave these a careful trial on five thousand children. From these tests two series were selected which seemed to give the most satisfaction, and in order to perfect the procedure and to still further check up on the results the tests were tried on several thousand more children. As a result the committee has now before it and will shortly be able to offer to the country two series of group tests of general intelligence of a high degree of reliability that have been carefully tested out on large groups of children, and that give as satisfactory a measure of intelligence as any scale now available. The practical value of such a group scale is tremendous. Schoolmen generally have come to see the advantages of the Binet measurements of intelligence, but the necessity of examining each pupil individually has put such a time cost on the use of the scale as to restrict its employment to special cases. With such a group scale fifty or a hundred children may be examined in an hour, and the only further labor is found in scoring and tabulating the results. We may confidently expect, therefore, that the National Research Council tests will make intelligence testing a routine measure in the schools, and this will be the entering wedge for other studies of pupils' abilities and attainments, and for a radical adjustment of school work to meet the needs of pupils.

J. C. BELL.