

terms. Geiger identifies the later 1920s as the "Golden Age" in which the concentration of talent in the research universities was completed.

The book ends with World War II, a decisive turning point for the support of research. Stimulated by the imperatives of the war effort, government now became the dominating sponsor of research, a role it plays to the present. The impact of government on research remains a topic to be treated, one trusts, in a future volume.

UNIVERSITY OF IOWA

STOW PERSONS

The Iowa Testing Programs: The First Fifty Years, by Julia J. Peterson. Iowa City: University of Iowa Press, 1983. xii, 260 pp. Illustrations, tables, appendix, notes, index. \$25.00 cloth.

The Iowa Testing Programs: The First Fifty Years tells the story of student testing programs developed from 1929 to 1980 primarily through the efforts of people associated with the University of Iowa. The author also describes the related development of separate entities such as the Measurement Research Center and the American College Testing Program (ACT). The author, Julia J. Peterson, worked very closely with the Iowa Testing Program throughout most of the period covered in the book, serving in several different administrative and editorial capacities until her retirement in 1976.

The topic of Iowa testing programs is correlated very closely with similar efforts at the University of Iowa, especially by Dr. E. F. Lindquist, a recognized educational leader in the field of student testing. It is apparent that although there were many important contributors to the Iowa Testing Program, Dr. Lindquist's contribution was critical for the continued growth of student testing programs. However, other noteworthy contributions by many dedicated and deserving individuals are duly mentioned throughout.

The book is organized chronologically. In November 1928 Iowa school superintendents were notified of a new undertaking at the University of Iowa which called for an Academic Meet to be held in Iowa's high schools at the end of the school year. This project was the beginning of what came to be known as the Iowa Testing Programs. Following the initial growth and development of the early testing programs of the thirties, the "Vigorous Forties" was a decade of accomplishments, including the extension of the Basic Skills Program to grades three through five, the national publication of the Iowa Tests of Basic Skills (ITBS), and the development at the high school level of the Iowa Tests of Educational Development (ITED). The "Electronic Fifties" saw the development of electronic scoring for the various tests. The technology

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we are accustomed to in today's society was new to the fifties. The successful triumph over electronic problems led to more and better testing services for students. The book concludes with a discussion of the testing developments between 1960 and 1980. This portion of the book conveys less enthusiasm than the previous chapters. As the author states, "Inevitably, the holding periods, however essential and important, offer less excitement than do those of discovery and creation" (194).

This book would be of value to anyone desiring to understand more fully the history of testing programs in the state of Iowa and, to some extent, the United States. Iowa was clearly a national leader in the field of student testing. Iowa's testing programs had national impact in many areas. For example, the American College Testing Program's initial testing in 1959 used four Iowa Tests of Education Development as the first ACT battery. Julia Peterson writes from a bias that is strongly supportive of the development of testing programs in and around the University of Iowa, but at the same time she has given adequate attention to the various concerns and criticisms that arose over the years. A careful reading of this book presents a clear picture of the early pioneering efforts and subsequent development of student testing in Iowa. Scholarly, informative, and easily read are apt descriptors of this interesting narrative history.

WILTON COMMUNITY SCHOOL DISTRICT

PHILIP T. WAINWRIGHT

Who Are the Amish?, by Merle Good. Intercourse, PA: The People's Place/Good Books, 1985. 128 pp. 130 color plates, readings and sources, index. \$24.95 cloth, \$15.95 paper.

The Amish School, by Sarah E. Fisher and Rachel K. Stahl. People's Place Booklet #6. Intercourse, PA: The People's Place/Good Books, 1985. 94 pp. Photographs, readings and sources, index. \$3.95 paper.

These two books, a photographic essay on the Amish and one which focuses on the daily details of an Amish school, provide a friendly look at a people little understood by most Americans. Though the authors write out of eastern Pennsylvania Amish experience, Iowans interested in their own Amish colonies will find these books very helpful in learning why the Amish live as they do, apart from the larger culture in which they exist.

Merle Good, author of *Who Are the Amish?*, himself a Mennonite, a religious cousin of the Amish, is a writer, publisher, and film producer from Lancaster, Pennsylvania, who has written numerous articles and

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