



TABLE II  
Mental Age

Chron. Age	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XV	Total
2	3											3
3	2	1										3
4		2	1									5
5		1	1	2								4
6				5	3							8
7				4	5							8
8					2	6	2					10
9				1	1		1					6
10						1		2	2			6
11					1			1	2			5
12								2	3	1		6
13									2	2	1	5
14						1		1	1	2		5
15								1	2	2		5
16											1	1
Total	5	4	4	11	12	8	6	7	11	7	2	80

In this table Roman numerals stand for mental age as determined by the Binet tests. Arabic numerals in the left hand column denote chronological.

These tables represent the results of the examination of eighty children chosen without discrimination from the hundred and twenty-five crippled children at the Phalen Park Hospital. The object has been to determine whether these children differ mentally from children with a normal physical-equipment.

The group consists of children from poor homes where the family cannot afford the orthopaedic treatment required for the relief of their condition. The tests were carried on in the library or school room where the familiar surroundings offered no distractions and the child was encouraged to do his best without correction and with no indication as to his success or failure in any given test. Dr. Kuhlmann's Revision of the Emm-Simon scale was used. The measuring scale consists of five tests for each age group from a year up to twelve years of age, and an adult test, the fifteen-year group. The examiner began with a group below the child's chronological age and gave him the "mental age of the group just below the one in which he began to fail in one or more tests, plus one year for every five-tests in which he passed in each of the following groups."

I have expressed the intelligence of the child, as Dr. Kuhlmann has suggested, by his rate of mental development as compared with the average normal rate. This rate of development is given by the ratio of the mental age to the age and is found by dividing the mental age by the chronological age. The percentage thus found is a true index of the child's intelligence as the old method, of expressing his mentality in terms of the difference between age and mental age, never was. That a child of three is a year behind his chronological age is a very serious deficiency, while a year's difference in the mental and chronological ages of a child thirteen indicates a normal mind only very little below the average. According to this settle I have classified any child with a mentality of 50 per cent normal or more as satisfactory, a mentality between 75 and 50 per cent as borderline, and below 50 per cent as unquestionably feeble-minded. A mentality below 50 per cent is unsatisfactory. This rating, then, results in 87 1/2 per cent of the children proving satisfactory, that is with a mentality of 50 or more per cent normal, 12 1/2 per cent being below normal.

The foregoing curve shows the distribution of cases according to intelligence. It will be noticed that the largest number, 38, test from 90 to 110 per cent normal, or are average children mentally, 15 test from 80 to 90 per cent, slightly below average mentality but not unsatisfactory, 10 are below 80 per cent, 3 being borderline cases, and 7 below 75 or typical feeble-minded children. It is certainly significant that 17 out of the 80 tested, or something over 20 per cent, are especially well endowed by nature.

Table I shows the number of cases and the grade of intelligence determined by the rate of development compared with the normal rate. Table II shows the distribution of the 80 children according to mental and chronological ages.

Of these children a great many come from foreign homes. In some instances the child has learned English since coming to the hospital. Children from ten to fifteen years of age are very much handicapped in the tests if they do not understand English idiom. They may speak fairly good English but will not be able to handle questions as to meaning of abstract

terms or to rearrange the words of a sentence in proper sequence. Owing to the nature of their deformities these children have been very irregular in their attendance at school and in some cases have never been to school at all. The result is that the school records in the cases available show very great variability. Some of the children have been bed patients for years. None has been regular in his attendance. Of the 62 children whose school record was available there were:

Nine above grade according to school standard.

Eight above grade according to Binet scale.

Twenty in right grade according to school standard.

Forty in right grade according to Binet scale.

Thirty-three below grade according to school standard.

Fourteen below grade according to Binet scale.

Of those who never attended school, 3 were below normal and 3 above. This does not include the nursery. It is significant that in 40 out of 62 cases the Binet scale classifies the child according to his mental age in the regular grade prescribed for an average child of that age.

The classification of these crippled children compares very favorably with other classifications of children from average public school systems. Dr. Goddard of Vineland, New Jersey, who has drawn his conclusions from the results of testing about two thousand children in the schools of a small eastern town, considers 80 per cent of normal children a satisfactory average. The results of these tests show a slightly higher average, 87 1/2 per cent satisfactory. Of course observations of this kind should extend over a longer period of time, including thus more children, before one can draw very accurate conclusions.

#### DISCUSSION

C. S. Reed, State Prison: We have a lady with us today, Dr. Westerkamp of Berlin, who has been visiting different state institutions. She was over at the prison the other day, and we found her a most charming visitor. She is traveling through the United States getting data to assist her in her work along sociological lines in Germany. She is going over our institutions, making a very careful study of our methods, and I am sure she has something to say that will interest all of us.

Dr. Alix Westerkamp, Berlin, Germany: Mr. President, Ladies and Gentlemen: I was unable to attend the meeting this morning, but from what I have heard this afternoon I understand that you were discussing juvenile courts and probation.

I was the general secretary of the German Association for the Protection of Minors (Deutsche Centrale fuer Jugendfuersorge), and this position has brought me in close touch with our juvenile courts and our probation work.

Germany, and I might say Europe, is indebted to the United States for all the ideas as to the treatment of delinquent children. I have made this statement wherever I have had an opportunity, and I have been greatly amazed to learn that it is not commonly known throughout the United States what you have done for us.

We in Germany were for a long time much concerned about our way of treating delinquent children. We saw it was an absolute failure. The

number of repeaters was appallingly high, much higher in proportion than the number of repeaters among adult criminals. Very soon after the first juvenile courts had been established in this country in 1899, we heard of your attempts—you would be surprised at the German literature on the United States juvenile courts—and we were eager to try out a similar system. Of course we thought that the only way toward this aim was a special juvenile court law, just as you had your special juvenile court laws in the single states. But it is very difficult to get a law passed in Germany. If a special juvenile court law had been the condition sine qua non for the establishment of juvenile courts, we should still be waiting for them.

As yet we have no juvenile court law: but as a matter of fact the first juvenile courts were established in Germany in 1908, and are now in existence in about three hundred German cities simply by an administrative measure following the suggestion of one of our Berlin judges to turn the juvenile delinquents over to those branches of our courts which best compare to your courts of domestic relations, courts which deal with family affairs. We have, by thus adapting your ideas to our conditions, escaped the danger which might be connected with juvenile courts, that of isolating the child, considering it as a unit by itself. We always see the family problem in the delinquent child.

Of course we realized that juvenile courts had better not exist at all than exist without a probation system. We had not the legal basis for attaching a probation office to the court, as you do in this country. Our probation work therefore has to be done for the most part by volunteers.

When the juvenile court in Berlin was established in 1908, the court asked the German Association for the Protection of Minors whether they could manage to do the probation work for an average of about two thousand cases a year. This estimate proved very accurate, for in the year 1912 we had 1,912 delinquent boys and girls in the Berlin juvenile courts.

When I left Germany two years ago, we had more than three thousand volunteers for the probation work in Berlin, handling—including the cases carried over from year to year—about six thousand delinquent children. We had asked all the agencies in Berlin which might possibly be interested in juvenile court work to unite with us for this purpose. Two years ago about eighty organizations of all kinds had joined us: benevolent societies perhaps a little old-fashioned in their methods, social welfare agencies entirely up-to-date, the different churches, trade unions of all political parties, social democrats as well as conservatives, and of all denominations (we have denominational trade unions also), teachers' organizations, women's clubs, etc.

The German Association for the Protection of Minors is the only agency responsible to the courts. Each of the organizations co-operating with us has selected one or two delegates, who are the only persons responsible to us.

The court notifies our organization of every case of juvenile delinquency that comes before it. Our blanks are very much like those you use. The address and the occupation of the child's father are given, besides the age of the child, whether he is in school, at work, and what he is doing, his