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REVIEWS AND NOTICES

Performance Norms for Thirteen Tests. Eugenics and Social Science Bulletin No. VIII. The Bureau of Analysis and Investigation. Gertrude E. Hall., Ph. D., Director, New York State Board of Charities, 1917, pp. 1-142.

The Thirteen tests described in this study are as follows.

1. Knox cube imitation test. The four one-inch cubes were arranged on a thin base board and were separated four inches from each other. The "lines" for which norms were secured were the following:

Line	Cubes tapped.
1	1 2 3 4
2	1 2 3 4 2
3	1 2 3 4 2 3
4	1 3 2 4
5	1 3 4 2 3 1
5a	1 3 4 2

5b.....1 3 4 2 3

5c.....1 3 4 2 3 1

The instructions to the subject were: "Watch me while I tap these cubes, I want you to tap them in the same manner." Three trials were allowed for the first four lines, and five for the fifth, following Knox. In the first trial the rate of tapping was one block per second. In following trials the rate was slower or faster, according to what the examiner thought the subject required in order to succeed. To score a success the subject had to complete two trials correct. Children from several orphan asylums, and from public schools were given this test, ranging in age from six to seventeen years. A number of tables give the results in detail. Lines 1, 2, and 3 were used for six-year-old children. Line 4 is regarded as a seven-year-old test, giving one trial, and line 5 as a thirteen-year-old test, giving more than one trial. The results show an unusually good discriminative capacity of children between children of different ages from six to about twelve or thirteen.

Three-number cancellation. The subject is required to cross out the numerals on the page divided by the per cent. he crosses out correctly constitutes a success. Lines 1 and 5's on a page of twenty lines of numerals. The time taken to complete the test is noted. The same groups of children seem to have been used in this test in the first and all the others. For the public school children, of whom about forty were tested for each age, the average score is 4.369 for six-year-olds, and improves quite regularly to 2.069, for fourteen-year-olds. Tables give the results in detail.

Recall of objects. The material consists of ten toy objects, namely, a dog, hat, cup, chair, chicken, gun, horse, and hatchet. These are shown to the subject for 20 seconds, arranged in a row, he being told that he must recall them in the same order. The number misplaced, and the number omitted, enter into the score. A misplaced object counts for one-half error, and an omitted object for a whole error. For the public school children, ranging in age from seven to fourteen, the average number misplaced ranges from 1.5 to 2.5, and the average number omitted from four to two. As a diagnostic test it therefore seems to be of but little value.

Grouping of objects. In this the ten objects of the preceding test were used for an association test. After the recall was made in the preceding test the subject was given the objects and told to arrange them in any way he wished, so long as he could "account for the grouping of the objects." Each pair was then scored plus or minus according to the reason for the pairing that was given. Any reason at all sensible was scored plus. The following five types of reasons for pairing were noted. 1. Intelligence. 2. No reasoning or planning indicated in the remark. 3. Inadequate reasoning. E. g., "Because they are the same size." 4. Imaginative. E. g., "The hat blew out of the car window." 5. Adult reasoning. E. g., "The hat is wearing apparel." The following gives the percentage of pairings that

were scored plus for each age, grouping the orphan asylum children one group.

Age	7	8	9	10	11	12	13	14	15
Public School	7.5	24.7	16.5	32.5	28.7	45.4	80.5	75.5	
Institution	7.8	31.4	37.5	24.8	40.1	37.7	46.4	55.5	

The author does not discuss the possible cause of the irregular percentages of plus responses from younger to older children in the wise very good showing of the test. The personal factor in judgment plus or minus and the several examiners that seem to have been employed suggests itself as an explanation.

5. Peg design. A modified form of the "fox and geese" game. The subject is told to watch the examiner place the pegs in a certain arrangement and in jumping them off after they are arranged, after which the subject tries to repeat this process himself. If he fails, he is given three trials, and is then allowed to repeat the process until he knows after thirty minutes he is asked to do it again, when he receives a plus. The test is scored in two parts, the first or learning part, and the second or memory part. In each part, he scores a success if he finally arranges the pegs correctly unaided. The time and the number of attempts to arrange the pegs are also recorded. Tables give the average time, the number of attempts to arrange the pegs, and the average percentages succeeding in each part, for each age. The decrease in average time for the first part is the best showing, ranging from 452 seconds, for seven-year-olds to 102 seconds for thirteen-year-olds, without irregularity, in the case of public school children. The other scores show more or less irregularity. It is possible that some formula for combining those several scores in one way might make a very good test.

6. Story reproduction. The fable, "The Hares and the Frogs," was told to the subject, who was told to listen carefully, and recall as much as he could. The score consisted of the number of details recalled correctly. Nine were required to score a plus. The percentages succeeding in each part were formerly much lower for the orphan asylum children than for the public school children, and it is therefore regarded as of high diagnostic value. The following gives the percentages passing for each age.

Age	7	8	9	10	11	12	13	14	15
Public School	2.5	.....	17	40	53.8	72.9	92.1	75	
Institution .....	.....	2.2	8	5.3	10.4	27	26.4	192	

7. Syllogisms. The following five syllogisms were used, and the subject was to give the conclusion in each case.

1. "All new brooms sweep clean.
This is a new broom."
2. "You must obey your superiors.
Mr. B. (supplying name of a superior) is your superior."
3. "A building where you come to learn is called a school."

You come to this building to learn."

"The largest city in any state is called a metropolis.

New York City is the largest city in New York State."

This test is also regarded as of high diagnostic value. The percentages correct conclusions are given for each syllogism separately, and on the whole shows an unusually good and regular increase from younger to older children.

Following are the average percentages for the five syllogisms, from the tables given.

	7	8	9	10	11	12	13	14	15	16
School	0	1.4	15.6	33.0	49.2	62.1	76.2	70		
Non .....	.8	2.3	12.2	21.1	19.6	42.9	41.9	35.4	58.4	39.9

Four-detail drawing. A selection from Book I of the Mother Tongue by Ed and Kittredge, entitled "Kindness to Animals," was read to a class, and they were told that they were to illustrate it by drawing. After one reading of the passage of the selection was written on the board. In scoring, exactness of drawing was not considered, but only the ideas expressed. A number of details were required in a drawing to score a plus. The number of children passing the test for seven to seventeen-year-olds, respectively, follows:

7	8	9	10	11	12	13	14	15	16	17
20	31	35	46	56	69	58	77	81	50	33

Number of the children had been examined with the Binet-Simon test, and for these the percentages passing for the different mental ages were as follows:

VII	VIII	IX	X	XI	XII
8	30	20	57	79	95

Three-detail drawing. This test was similar to the preceding, but with a different selection, and designed for younger children. The percentages passing were:

7	8	9	10	11	12	13	14	15	16	17
61	74	84	86	87	91	92	84	73	71	100

Balance nickel. The test consists of balancing a moderately used nickel on the table, the examiner first illustrating to the subject. Two scores are given, a plus and a minus. The great irregularity of the time taken to balance the nickel, and also in the percentages passing from younger to older children, show that the test is of little or no value as a diagnostic age test.

Peg board. A peg board six inches square with a hundred holes, arranged in ten rows of ten, one-half inch apart, was used. The subject is given the board and one peg, and is told to stick the peg into each hole one after the other as fast as he can, the examiner illustrating first by going half way down the first row. The average time for the public school children of different ages was as follows:

6	7	8	9	10	11	12	13	14	15	16
92	89	78	66	63	65	63	60	67		

For the different mental ages for the institution children the time was:

VI	VII	VII	IX	X	XI	XII
34	84	67	71	65	63	63

12. Tower. The material consisted of a nest of seven or eight the largest three and a half inches square, and the smallest two and a half inches tall and slightly less than an inch square. The test consists in building the tallest tower possible, raising it from the floor to the table, and fitting the boxes together into the smallest possible space. The score is the time taken and success or failure for each of the three parts. The test shows a fairly good decrease in the time taken from younger children, but with considerable irregularity.

13. Boat. The problem of getting three men, weighing 300, 150, and 100 pounds, across a river in a boat carrying only 300 pounds is presented as a subject. Four pieces of cardboard representing the boat, and the men are used. It was given to the orphan asylum children only. The time taken to solve the problem by children of different mental ages was:

VII	VIII	IX	X	XI	XII
174	203	169	126	105	99

F. KUHLMEYER

A social study of Mental Defectives in New Castle County, Delaware. By Emma C. Lundberg. Dependent, Defective, and Delinquent Classes, Series No. 3. Bureau Publication No. 24. U. S. Department of Labor. Children's Bureau, Washington, 1917. Pp. 1-88.

This study and survey was begun in the fall of 1915 and completed in 1916. The Census Bureau estimated the population of New Castle County to be 131,670 for July, 1916. Delaware made no provision for the training of its feeble-minded outside of maintaining fourteen cases in the Pennsylvania Training School for the Feeble-Minded at Elwyn. Mental examinations were made especially for this study, but the U. S. Health Service had made a mental examination of all school children in the county outside of Wilmington, and a selected list in the last year the results were available. "A list of supposed mental defectives in New Castle County was secured through the co-operation of all institutions in the State having inmates who came from this county, social agencies, public and parochial schools, county and State officials, workers with problematic children, and private individuals in all parts of the county having special knowledge of conditions." The list of possible feeble-minded thus secured was divided into three classes of cases. (1) Cases of mental defect. (2) Questionable cases. (3) Cases pro-

ed. The first comprised cases "diagnosed as mentally defective by that authority, and those of so low a grade of mentality as not to be examined." The second class comprised cases of doubtful mentality who were not given mental examinations. The positive cases were further, including an inquiry into "economic status and character of family, physical conditions and developmental history, personal character, school history and attainments, occupational history, and economic and social reactions, including delinquencies and other anti-social tendencies and ability of the family to care for and safeguard the defective in-

hundred and twelve positive cases were found in the county, 159 white and 53 colored; 126 males and 86 females. 132 of these were at large in the community, 80 in different institutions, 12 of the latter being in a hospital for feeble-minded. Of the 132 at large, 99 were with their parents, 25 with their relatives or in foster homes, 3 in homes of their own, and 11 in a permanent place of abode. Of the 99 living with their parents, 56 were in families either dependent or on the verge of dependency; 4 or 5 were in well-to-do families. Of these 56 families, 39 were white and 17 were colored. 25 of the 39 white families had unfavorable home surroundings. 12 were white, and 9 of 23 colored cases over 14 years and living at large showed some gainful occupation, but in nearly every case irregularly, and with otherwise unsatisfactory results. 46 of the above 132 cases were in institutions for the delinquent, degenerate or uncontrollable. 12 of the 212 cases were in institutions for the feeble-minded, 32 in a hospital for the insane, 26 in industrial schools, and 10 in institutions for dependents.

questionable cases included 361, 302 white, and 59 colored; 198 males and 163 females. 346 were at large in the community, and 15 in institutions. Of the 346 cases 301 lived with their parents (the report for this class came from school children). Of the 301 cases, 85 were in homes "detrimental to their moral and physical welfare." 88 were recognized in their community as delinquents or difficult to control.

Among the author's conclusions and recommendations are the following: "Institutional provision must be the central feature of any program of adequate provision for mental defectives. 'The institution should serve as the focus for the various activities necessary for the proper care of the feeble-minded.'"

There should be facilities for mental examinations in all parts of the community. This might be provided by a system of clinics at regular intervals, supervised by the institution psychiatrist, in co-operation with the schools and other existing agencies.

Special classes for defectives should be organized in all school systems large enough to make them practical, which should provide training and instruction adapted to cases that may safely remain in the community.

4. Parole and out-patient departments might be maintained for cases who have received special training.

F. KUHLMA

Mental examinations. Eugenics and Social Welfare Bureau. XI. Bureau of Analysis and Investigation. Gertrude E. Hall, Director New York State Board of Charities, 1917.. Pp. 1-75.

This bulletin reports on the examination of the following groups: 1. Orphan asylum children. 2. Delinquent girls. 3. Delinquent boys. 4. Public school children. 5. Indian children. 6. Re-examination of children. 7. Special classes of 11 defective children. All the children in number, of twenty-three orphan asylums, were given the Binet-Simon scale. Of these a little over 6 per cent. were found feeble-minded. Calling children normal at age whose mental age is within half a year of the chronological age, 479 at age, 131 advanced, and 1,102 retarded, 253 are three or more years retarded. The ages of the children ranged from two to twenty-one years. The method of determining the mentalities of the younger children by the Binet-Simon scale does not cover, and the basis on which they are classified as normal or feeble-minded, are not given. Considering a five-year-old child pedagogically normal in the first grade, and so on through the grammar grades, 242 pedagogically advanced, 318 in grades corresponding to their ages, and 902 pedagogically retarded.

Six hundred and seven inmates of the New York Training School for Girls were examined, using four different "versions" of the Binet-Simon scale. These examinations were made during the course of five years at the institution which chose those first who created the greatest trouble at the institution from the disciplining standpoint. Comparing the well behaved group with the well behaved, however, it was found that the well behaved ranked lower in intelligence. The chronological ages ranged from twenty years, the mental ages as low as five years. The classification of the 607 cases is as follows:

Normal	59
Nearly normal	35
Not normal	1
Not feeble-minded	79
Psychopathic	4
Subnormal	68
Retarded	111
Borderline	48
Feeble-minded	202

Some of the borderline cases from fifteen to eighteen years of age were examined after an interval of six months or a year, but no marked improvement was found. The distribution by mental ages of all the cases

rule as to the number of years retardation that should constitute
 mindedness was followed, because it was held that "mentality is only
 in getting along in the world. * * * * * One's disposition,
 one reacts to joys and sorrows, the jolts and disappointments of
 noted as the second factor.

hundred and ninety-four women of the *Western Home of Refuge*
 from the age of sixteen to thirty were examined with the Stan-
 tion of the Binet-Simon tests, by Jessie S. Herrick, M. D., who also
 the results. 60, 32 per cent., of these cases gave positive Wasserman

The following is the classification made:

Normal mentality	17	per cent.
Subnormal	48.4	per cent.
Feeble-minded	34.5	per cent.

asis for this classification is not given, but a table given shows the
 cases for each mental age under each chronological age, from
 forty years.

bureau was called on to make a number of examinations in various
 public schools. No results are reported, but a number of recom-
 are made as to the kinds of special classes the public schools
 for subnormal children.

of the best and poorest pupils of the St. Thomas Indian School
 New York, were examined with the Binet-Simon tests. The
 no statistical results, but limits the observation to remarks on
 in mental and physical traits between white and Indian children.
 seven children of an orphan asylum were examined twice with the
 tests at an interval of ten months. The second examination
 to select subnormal children for a special class. The ages and
 for each case are given for each examination.

F. KUHLMANN,