enced by his acquaintance with the schools at Gary. Und the system at Gary it is not necessary to keep a defecti child in the school much longer than necessary to make a di nosis and then put him in a special school. He can get mechanical training in the normal school. I knew of a boy Waverly, Massachusetts, who was a destroyer. He tore eve piece of plumbing to pieces. He would unscrew the fixtu and take out the pieces, and do all this without tools. Fernald very wisely put the boy on the plumbing force, he became a useful member of that plumbing force. He co do things; he had mechanical sense, and lack of the use that made him destructive. That's true of the destructi children in a great man cases. If we find a child has a se for any one thing it is well to provide him work along th line. It's simply a question of finding out what the child can

It's undoubtedly true that a teacher for feeble-min must be the best. She must have the benefit of a great d of patience, and originality, to look at the problems that co to her. Any teacher that will make a fine success in the pu school, put into a school for feeble-minded, and given a y or two of training there will make a success, in my opini

In regard to the matter of reading, I would make a grea exception in training in reading than I would in anything e I want to cite something that we are doing at Ft. Wayne. have a library there for our boys and girls. That librar presided over by one of our teachers. It is full of books children. We have about 1,000 volumes for children. teacher goes into that library every evening. She puts boys and girls in separate rooms. They come in voluntar without any compulsion at all. In our main building at institution at Ft. Wayne we have about 500, boys about and girls about 300. In our girls' library on a Wednes evening, which is the evening most of them go there, we h had as high as 99 girls in there reading, and on the boys' 75 to 80. A great many of the boys wouldn't be without library for anything. I sent some of the boys out to the f last spring. Three of them came right back to the institu They didn't have any library at the farm. The result is in the evening after their work is done, the discipline of th children is almost nothing, simply because the ones that w make trouble are in the library. I would teach reading give them a library. We can work that out for them. well worth while. The teacher who is in charge picks a

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cording to the child's mental age. He gets something that can be interested in, that will hold his attention, if it's thing but a picture book. He gets something to look at. r library is one of the most popular places in the institution the children.

Dr. MacMurchy (Toronto) said that the discussion once e illustrated the fact that the public schools followed what training of the feeble-minded had taught. It was neces- to have a great many more things to do for the feeble- ded than is required for the normals, in order to keep up r interest; the feeble-minded gets "bored" easily. She de- the social test of feeble-mindedness as the ability and re to look forward to and possess and keep a home.

Adjourned.

REVIEWS AND NOTICES

ndard Method of Testing Juvenile Mentality by the Binet-Simon ith the Original Questions, Pictures and Drawings. A Uniform re and Analysis. By Norbert J. Melvile, Director of Psycho- Laboratory, Philadelphia School of Pedagogy. Pp. XI 142. J. P. tt Company, 1917.

a "Uniform Method" of applying the Binet-Simon Scale in the hich the authors left it in 1911, this manual for examiners is arly valuable in that it standardizes each detail of procedure. by a study of the methods used by other experimenters and by lication of those methods in "over a thousand cases'" in the phia Public Schools, the author has done for Binet's 1911 revision rman has done for the Stanford revision and extension of the a painstaking development of each detail of procedure and scor- e aim of the Standard Method, as set forth by Dr. Healy in the ion, is "to devise more exact methods of using the scale, while me time absolutely insisting on the setting of sharp limitations terpretation of findings by the scale."

first part of the manual is a discussion of general procedure ing and analyzing the data. It deals with the nature and the Standard Method, an analysis of results of mentality test- sional evaluations and classifications, the problem of statistical the problem of clinical interpretation, together with general ific directions to examiners concerning procedure, interpreta- scoring.

second part contains the "uniform method" of applying the on scale with plates and notes indicating modifications found ious adaptations of Goddard, Kuhlman, Bobertag and Terman. procedure is in every detail definite and precise. Questions as ive questions to be employed in a given case, repetition of a precise standards of judgment in the interpretations of re- re dealt with explicitly.

The arrangement of tests is intended to eliminate the factor personal judgment or the necessity for "random testing" on the of the examiner. The test order is such that the examiner begin every case, with the first test in age group III. This is the Binet pi test and may be scored at any one of three levels according to the sponse of the child. The form of the question is such that neither meration, description, nor interpretation is suggested. ("What is th The response to this question determines whether the examination proceed at the three year level, the seven year level, or the fifteen level (i.e. whether the reply is enumeration, description, or inte tation). If the response is, for example, descriptive then the exam proceeds to the first test in the VIII year group and so on, giving first test in each succeeding age group until the child fails in one Then the examiner must return to the second test in the age g from which he started (i.e. in our illustration, test 2 in age group and proceed as before unless the child fails in the test, in which he must proceed backward using always the second test in each group until he finds a test in which the child passes. The third, fo and fifth tests in each age group are used in the same way. The are then continued in a second and third sequence according to a definite rule of procedure until two age groups in which no tests been failed, and two age groups in which no tests have been pa are found.

Taking the first test in each group to constitute the "a series," series is so arranged as to include only tests that "have sho highest diagnostic value in differentiating mentally deficient from mal subjects." In the same manner, the "b series" is made up of next in importance, the second test in each age group constituting series. Tests involving similar materials or methods have been s ranged as to be given in sequence, as for instance, the digits series would seem to the reviewer that such an arrangement, lacking th versity of varied tasks, would tax the child's power of concentr or attention unduly. He would soon tire of so mechanical a perform and the later series of digits would fail to measure his real me span for lack of interest.

The scoring is worked out with the idea of evaluating the si cance of the "Binet base" (the higher of two successive years in the subject passes all tests) in cases where there is a "scatterin successes through the higher age groups, and of correcting, to extent, the shortness of the scale at the upper end. The regular scoring is used up to year nine; "add to the base year 0.2 credit each test passed above the base year, irrespective of the extent of tering of such make up tests." Beyond year nine the following is used:

Above IX, 1st— 5th test passed=0.2 credit each.
6th—10th test passed=0.4 credit each.
11th and beyond=0.6 credit each.

We will be interested to see the promised "detailed presen of the experimental and logical basis of the standardization in the port on the Standardization of Binet Testing'" now in preparation. results must be very satisfactory to warrant so radical a cha procedure in the order of giving the tests for the sole object of nating personal judgment of the examiner in the matter of whe

mination shall begin. Students of the scale will be interested to w whether the results show that the new manner of scoring corrects error of the old scoring at the upper end of the scale.

The significance of the Binet base for mental classification has been hasized by Ellis and Doll, to whom the author refers, and by Stern, also has worked out a scheme for evaluating scattered successes. author suggests that a Binet base six or more years below the life shall justify a diagnosis of potential mental deficiency, and that a et age score below eleven, when accompanied by a sub age (retarda-) of more than three years is usually indicative of serious mental iency." He wisely cautions his examiners against making a diag- of mental deficiency on the basis of their own findings without the ment of a consulting psychologist.

The author disagrees with the psychologists, who are using the intel- nce quotient as the most significant method of expressing the rela- of level of intelligence of an individual to the average level of lligence among normals, for the reason that "the mental quotient the disadvantage that it requires more interpretation than the values which it is derived." The experience of psychologists, who have using the "mental quotient," has been quite the contrary. It has d more readily comprehensible to the lay mind that John's intelli- is only fifty per cent of that of an average twelve year old boy, that John"s Binet age is six and his sub age (retardation) six. vity of the retardation seems to be more readily grasped when ed in terms of per cent of normal development than it is when ed in terms of number of years retarded, owing to the difference rate development at the various age levels (i.e. a retardation of years at the age of six is vastly more serious than a retardation years at the age of eleven.)

The author emphasizes particularly, the necessity of conscientious nce of the details of procedure and interpretation, a matter su- ly important in the use of mentality tests. And one which can too emphatically impressed upon "Binet examiners who shall rst aid," and who shall not have had psychological training than in the use of the scale. He emphasizes, also, the interpre- of results in the light of supplementary data. "We insist that et age score, a Goddard age score and the like shall not be ac- on their face value, recommending their interpretation in terms al growth periods in the light of group norms and supplementary To that end he appends an "orthogenic table" as a tentative working plan whereby a "child's mental growth period" may mined from his Binet age or Binet base and his "characteristic functions" defined for "purposes of institutional or special class " His use of "orthogenic" in this connection is not, perhaps, ly clear, unless his readers are acquainted with Dr. Witmer's on of orthogenics as "the science which treats of the restoration retardent and the deviate to normality."[1] He recommends the ent of new supplementary scales instead of making adaptations inet-Simon scale. If the object of mentality tests is to develop ific method of measuring intelligence, is it not a step in the right to try to incorporate all of your bases of judgment in one scale itely determined evaluations, rather than to open the way for nal judgments, which all agree are so liable to err, in the in- tion of combined results? How much weight, for instance, shall

we give to a child's ability or inability to perform certain construct tests in comparison with his Binet age? To incorporate in a sin scale with definitely determined values all of the data necessary to m an accurate scientific diagnosis of level of intelligence has been the a of those psychologists who have been revising and extending the Bi scale. Such scales are Dr. Terman's Stanford revision[2] and a furt extension and revision of Dr. Kuhlmann's.[3]

As an aid "in the careful training and exact guidance of Binet a aminers," the procedure of the manual is admirably explicit and sho be useful in that it emphasizes the necessity of accurate scientific met in the application and interpretation of mentality tests. Its usefuln will undoubtedly be limited ,however, owing to the preference of m psychologists for the 1908 Binet revision and owing to the developm of adaptations and revisions of the Binet scale along the lines wh have already proved so valuable.

Faribault, Minnesota. M. A. MERRI

NEWS AND NOTES

Dr. Pearce Bailey, chairman of the National Committee for Me Hygiene, announces the following:

"The National Committee for Mental Hygiene has created a committee on furnishing hospital units for nervous and mental disor to the United States Government, the project having been approved Surgeon General W. C. Gorgas of the U. S. Army.

This sub-committee, of which Dr. Pearce Bailey of New Yor chairman, is authorized to secure the services of alienists and neur gists to be commissioned in the Officers' Reserve Corps, Medical Sect and to serve in the neuro-psychiatric units which are to be attac to the base and other hospitals of the military services of the Un States. Further information will be given, and application forms to physicians qualified in this branch of medicine, on application by ter or in person to The National Committee for Mental Hygiene, Union Square, New York City."

Lillian J. Martin, Ph. D., has opened a mental hygiene clini San Francisco. The object of the clinic is stated in the following nouncement:

"To decrease the mental disturbances growing out of a severe tional strain; to banish abnormal persistent ideas; to do away some of the mental disturbances of the stress periods of adoles change of life and old age; to increase a person's power along the of observation, attention including concentration, memory and will eliminate injurious mental and physical habits; to get rid of distre dreams and sleeplessness; to destroy the painful and paralyzing tal after-affects which sometimes follow a successful operation an

[1] Psychological Clinic, Vol. II, No. 9, February, 1909.

[2] Measurement of Intelligence, Terman, 1916.

[3] Measurement of Mental Development, A Further Extension and Revision of the Simon Scale, Kuhlmann (in preparation).

cure of a disease; and to prevent and overcome the f rmation of alcohol and drug habits.

"To assist in the protection, proper care and education of insan and feeble-minded persons.

"To aid mothers and teachers in educating and managing, not alone their nervous children, but also those who are healthy, through applying the results of recent investigations in psychology along the lines of heredity and mental diseases.

"To help in the personal application of some of the more recent studies of unnecessary fatigue.

"To assist students and others to adjust themselves to their work, and to aid in the selection or change of a vocation; in general, to help people to increase their efficiency and happiness."

Millicent Cosgrove, M. D., is associated with her as mental tester.

A program of the New York City Children's Hospital and School, Dr. William Burgess Cornell, Medical Director, in connection with sessions of the American Medical Association, contained the following papers given June 4th and 5th:

"The influence of endocrine disturbances in the causation of feeble-mindedness, with a presentation of several cases showing the influence of treatment." Dr. Walter Timme, New York.

"The relation of syphilis to feeble-mindedness, with illustrative cases." Dr. Morris J. Karpas, New York.

"The influence of heredity in the production of feeble-mindedness." Dr. H. H. Goddard, Vineland, N. J.

"Cases of psycholepsy treated by educative and psychoanalytic methods." Dr. James J. Putman, Boston, Mass.

"Considerations of convulsive episodes in psychopathic children." Dr. C. Macfie Campbell, Baltimore, Md.

"Polyglandular disorders with relation to epilepsy." Dr. Charles L. Dana, New York.

"The prognostic value of psychometric tests as compared with clinical signs in epilepsy." Dr. L. Pierce Clark, New York.

"Some cases of internal glandular therapy among the mentally retarded children." Dr. Mary Sutton, Macy, New York.

"Cases of anaemia in children, with demonstration of blood pictures." Dr. Wm. J. Mersereau, New York.

"The value of transduodenal irrigation in epileptics in diminishing the number of attacks." Dr. Herman Eichhorn, New York.

"Consideration of conduct disorders in the feeble-minded." Dr. S. [illegible] Clark, New York.

"The relationship of the ungraded classes of the New York City Public Schools to institutions for the feeble-minded." Miss Elizabeth C. [illegible].

"Dissimilarities in cases having similar Binet-age, with demonstration of cases." Dr. W. B. Cornell, Randalls' Island.

Besides these papers, a number of clinics were held and an exhibition was given of the methods and the work of the educational division of the Children's Hospital.