of studies reporting psychological tests of college students. It contains a very good summary of the previous work done in this connection. The contribution of the author herself is a detailed study of 19 different tests given to various groups of college freshmen. The results show the possibility of finding "several groups of tests which correlate closely among themselves, but loosely with the other tests." There is no evidence in support of Spearman's theory of a general common factor in so far as this depends upon the inter-correlations.

The author's attempt to explain the correlation, or the lack of it, of the separate tests with various college subjects is very naive. It is hard from a study of the actual coefficients to believe, as the author tells us, that "the five academic groups show positive correlation with tests which we would expect to correlate with them." Mathematics shows the highest correlations with Cancellation, Checking, and Knox Cube; Science with Opposites, Verb-objects, Mixed Relations, Knox Cube, and Logical Recollection. An attempt to explain why is made by the author on the basis of the mental processes involved. Fortunately she refrains from telling us why Philosophy should correlate highest with Cancellation, Word Naming, Knox Cube, and Digit Span.

The practical value of psychological tests for students' guidance is stressed. A psychographic chart for each student is recommended, which will show respective strengths and weaknesses.

The work is carefully done and is a valuable addition to our knowledge of the psychology of the college freshman. R. P.

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5. *Juvenile Delinquency*.—The book under consideration¹ presents in interesting form a report of the work being carried on at The Ohio Bureau of Juvenile Research. As such it is of value to educators, who have to deal with disciplinary problems, and with the questions arising from the presence of mental deviates in schools.

A special chapter is devoted to the psychopathic child, who may be of any degree of intelligence, but who shows abnormalities of mental functioning apart from capacity for learning. A state institution for psychopathic children is recommended.

The author believes that "juvenile delinquency can be largely

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¹ Goddard, H. H.: "Juvenile Delinquency." Dodd, Mead and Company, New York, 1921, pp. 120.

eradicated" if the states are willing to pay the price of studying and caring for unfortunate children. Research should be one of the state's chief concerns in the present condition of knowledge, for as yet many fundamental questions relating to the origin, development and modifiability of unfortunate deviates cannot be answered.

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