NEW PUBLICATIONS IN EDUCATIONAL PSYCHOLOGY AND RELATED FIELDS OF EDUCATION

1. *Three psychological studies of school children.* The literature dealing with the superior child is growing constantly every year, and two of the studies to be reviewed here deal with that subject. These two studies, however, show a great contrast in method, inasmuch as the one seems to revert to subjective methods for selecting superior children, while the other bases the selection upon objective mental tests.

The short monograph by Badenes¹ is, therefore, very disappointing to the psychologist. It lists nine pages of items or traits, mental, emotional, physical and so forth, supplies a chart on which the teacher is supposed to evaluate or describe these traits and that seems to be about all. The great value of mental tests seems to be disregarded, and the recent progress in the construction of rating scales, very pertinent to the author's method, has been entirely ignored. The historical references in the introduction center around Stern and Meumann, while the valuable contributions of the United States in the work with superior children are scarcely mentioned.

Superior children only enter incidentally as one of the groups of exceptional children studied by Gesell.² The book reports chiefly the results of a rapid survey of 24,000 elementary school children in New Haven. The exceptional children were reported by the teachers and physical as well as mental defects were listed. There were 370, or about 1.5 per cent reported mentally deficient. In contrast with this only 45 were reported mentally superior, and the author comments on this fact. It strengthens the reviewer's conviction that mental tests are more needed for the selection of the superior than they are for the inferior. The great discrepancy between the numbers of superior and inferior children reported is, in the present instance, to some extent due to the fact that the New Haven survey emphasized the question of mental deficiency. All the children reported to the teachers as mentally deficient were

¹Badenes, J. E. *The First Practical Steps in Selecting Gifted Children in a Large City School.* New York. 1921. Pp. 22.

²Gesell, A. *Exceptional Children and Public School Policy.* Yale University Press. 1921. Pp. 66.

given Doll's short Binet and some other tests. Some of the chief results are given on figures 12 and 13, although there seem to be serious discrepancies as shown on the figures. Furthermore, the comparison of the distribution curves on figure 12 is vitiated by the difference in the totals of the two groups compared. The results of this survey are used to make specific and valuable recommendations for the local situation and a model program for the community care of mentally deficient school children is presented.

The last of our monographs by Town⁵ is an intensive study of 52 children during the first months of their school life. There are very few children in the world who have been so thoroughly measured, physically, anthropometrically, and mentally, as have the 52 children of this study. As many as 51 mental tests are shown on the psychological profiles, and because of the great number of tests these profiles become exceedingly difficult to read. Profiles based upon medium percentiles of groups of allied tests would have been more illuminating. Apart from the Binet and the Stanford Revision, only two tests, the Knox-Pintner Cubes and the Porteus Maze, were interpreted in the light of previous standardizations. In both cases these previous standardizations do not seem to suit the author and she remarks ambiguously that neither of the tests show much correlation with chronological age. This is a very peculiar statement to make after testing only 31 five-year olds, 12 six-year olds and one seven-year old, all of whom were children in the first year of school. An inverse correlation with chronological age is to be expected with such a group, and indeed on the cube test we find that the median at age five is two years advanced, at age six exactly age six, and at age seven (one case) two years retarded.

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2. *Educational Psychology by a French Writer.*—The eighth edition of Claparède's work was issued in 1920, the first in 1905. An English translation of the fourth edition appeared in 1911. The present volume¹ is very much enlarged since the fifth edition of 1915; but, with very few exceptions, the bibliographical references

⁵Town, C. A. *Analytic Study of a Group of Five and Six-Year-Old Children*. Studies in Child Welfare. Univ. of Iowa. Vol. 1, No. 4 May, 1921, Pp. 87.

¹Claparède, Ed. *Psychologie de l'enfant et Pédagogie Expérimentale*. Geneva: Kundig, 1920. Pp. XL-571.