

with its expenditure. He brings out the mutual consistency of the fully developed economic and erotic trends, the biological significance of social trends, and the minor, in a narrower sense "balancing" values of social service, religion, and recreation, introduced to provide an outlet for the energy left unexpended by the fundamental trends. In conclusion he offers pertinent suggestions towards education from the standpoint of the psychopathologist. He emphasises the necessity of directing education along the lines of fundamental trends, leading to a mastery of one's economic existence and love-life, as opposed for example to the cultivation of intellectual resources for use when other satisfactions fail, the importance of willing competition in the natural striving of one's fellows leading to normal self-assurance, the encouragement of the actively tangible and concretely serviceable ideals that are likely to bring the best adjustments towards life. The book is written in a non-technical, concrete, and readable style (its chief defect lies perhaps in a certain looseness of composition) and succeeds in conveying an illuminating, and at no time exaggerated, point of view and much pertinent counsel.

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NORBERT J. MELVILLE. *Standard Method of Testing Juvenile Mentality*. With an introduction by William Healy. J. B. Lippincott Company, Philadelphia, 1917. Pp xi, 142.

This little book is a convenient manual for mental examiners who wish to use the 1911 revision of the Binet-Simon tests. According to the Preface, "the writer intends that this manual may aid in the careful training and exact guidance of an ever-increasing corps of competent examiners who will be able to render first aid in juvenile mental crises by means of a brief scientific investigation." As Dr. Healy points out in his introduction to the Manual, "for final diagnosis of the mentality of the individual, the Binet test score is simply one out of several main facts to be taken into consideration. * * * I confess myself particularly interested in this two-fold attempt to devise more exact methods of using this scale, while at the same time absolutely insisting on the setting of sharp limitations to the interpretation of findings by this scale."

Part I describes the general procedure of gathering and analysing the data according to the author's standard or uniform method, which, as he insists, is not another revision or adaptation of the Binet-Simon tests, but merely a minute description of a large number of details of performance which are ordinarily left to the discretion of the examiner. The tests are arranged in parallel series in such a way that those "tests which the majority of investigators thus far reported have shown to be most highly diagnostic in differentiating the mentally deficient from the normal, constitute the first or *a* series of tests; those next in diagnostic value constitute the *b* series, etc." Furthermore, "those tests which involve the use of similar materials or methods are arranged in the same series so that they will be given in sequence;" thus the directions for the Picture Test, which occurs in years III, VII, and XV are all grouped together. "The standardization is based upon (1) the experiences growing out of an application in over a thousand cases of the recommendations of the Buffalo conference on Binet testing, and (2) a comparative study of the methods used by other investigators."

In connection with a discussion of provisional evaluations and classifications of Binet scores the author presents both a general plan of

orthogenic case study and also several detailed schemata showing (a), an orthogenic table of provisional mental classification based upon the analysis of the Binet record; (b), a provisional psycho-educational classification involving language ability, Binet age difference, mentality, and scholastic group, and (c) Binet's anatomical limits for subnormal boys, as to height and cephalic diameters. The problems of clinical interpretations are presented in the form of abridged quotations from Binet and Simon's original reports. A long list of general and special directions to examiners, together with specimen copies of standardized recording blanks and explanations for their use, are followed by general rules concerning the sequence of tests and the giving of instructions to subjects.

Part II contains the actual material to be used in the tests, except the objects. The pictures and drawings are arranged in such a way that they face the subject, while the corresponding directions and explanations for using these drawings or pictures face the examiner. Two pages of sample drawings illustrating the standards for scoring the square, the diamond, and the other two figures, are included in the appendix.

The proper use of this manual should contribute greatly to a more uniform and standardized application of the Binet-Simon tests and help to dispel the widespread fatal notion that a little common sense is all that is necessary for the performance and interpretation of general mentality tests

L. R. G

RUDOLPH PINTNER AND DONALD G. PATERSON. *A Scale of Performance Tests*. New York: D. Appleton and Co., 1917. Pp. 217

One great drawback in most of the mental tests now in use is the necessity of language responses on the part of the pupil examined. Just how much the ability to handle language is indicative of intelligence is a question at issue. The clinical psychologist in the large city is face to face with the problem of the foreign child, the speech defective, the deaf child, and other children with language difficulties. This has led to the type of test now generally known as the performance test, the essential characteristic of which is the elimination of a language response on the part of the child.

The present volume offers a detailed description of the use of fifteen performance tests selected largely on the basis of variety, adaptation to new situations, and freedom from verbal instructions and responses. The remainder of the book is devoted to a discussion of methods of standardizing tests and establishing reliable norms. Data from the fifteen tests described are arranged in tables of distribution and then manipulated in order to show various means of scoring. In the year scale tests are grouped with the supposition that the average child of a particular age will pass all the tests of the year scale at the age in question and all below and none above that year. But a particular child usually passes tests scattered over several years. Credit for these tests leads to the computation of a mental age. The authors then suggest the use of a "median mental age." Given a group of tests which have been adequately standardized and for which the median performance at each age is available, then the measure of an individual's intelligence is the median of all the mental ages which he approximates in all the tests. The authors are inclined to question the validity and justification of the point scale method, especially the arbitrary allotment of credit which Yerkes and Bridges assign to their