

uses the book will appreciate the class exercises which follow each chapter and the extensive bibliographies. It is a very useful, complete and comprehensive book which will serve admirably as a text for a course following an introductory survey of Educational Psychology.

A. I. G.

2. *An Important Study of the Physical Growth of Children from Birth to Maturity*.—Every student of mental and physical development has appreciated the uncertainty of conclusions based on averages for different ages, and has deplored the lack of repeated measurements on the same individuals over a considerable period of time. This lack for physical growth Baldwin<sup>1</sup> has supplied in an important and almost monumental study. A similar study in mental growth is promised and it will be awaited with great interest.

The monograph gives, in Parts IV, V, and VI, an historical survey of 911 investigations in physical growth in this country and abroad, 643 comparative tables of measurements of infants, pre-school children, school children, and adults under thirty years of age, based on 5,385,400 recorded cases in various countries and a carefully annotated bibliography of 911 titles. This gives some notion of the heroic proportions of the study. It summarizes all that science knows or reasonably conjectures on how children grow physically.

Parts I, II, and III report Baldwin's own comprehensive data. Part I gives a complete description of instruments and technique in securing twenty-three standard measurements with illustrations of preliminary work done under the auspices of the Iowa Welfare Station in several cities of the state. Part II gives the mean growth in weight of white and colored boys and girls from birth to the close of the first year with numerous charts giving individual growth curves. The correlations between weight and birth and various periods up to the close of the year are positive but low, especially so at the end of the year period. Norms for height, weight, and weight-height index for the first year are set up, based on 9074 Iowa infants, and comparisons are made with French and German and other American data.

Norms for pre-school children in height, weight, and weight-height index are reported, based on 36,958 Iowa boys and girls between the ages of birth and six years. The results are from the extensive study by the Federal Children's Bureau in the Children's Campaign of 1918.

<sup>1</sup> Baldwin, Bird T.: *The Physical Growth of Children from Birth to Maturity*. University of Iowa *Studies in Child Welfare*, Vol. I, No. 1, pp. 1-411.

Perhaps the most interesting and valuable part of the study is found in Chapters V and VI which set forth the typical growth histories of children between six and seventeen years of age, illustrated by 400 individual growth curves in height, weight, breathing capacity, sitting height, chest girth, strength of right and left arms, and strength of upper back. Highly interesting are the individual synoptic profiles of growth in fifteen to twenty-two traits. Intercorrelations for the consecutive development of nineteen traits for the years from seven to sixteen and for height, weight, and breathing capacity on college girls for the years from seventeen to twenty have been worked out for the first time. In addition, the total correlations have been analyzed by the method of partial correlations. The coefficients of variability tend, on the whole, to decrease from seven to seventeen, and, in general, to be higher in boys than in girls. The chapters are a veritable mine of information and contain scores of important conclusions or generalizations which can not be detailed here.

Anatomical development, measured by radiographs of the wrist bones, was determined on sixty-seven boys and girls and correlated with height and weight. The correlations are very high. The anatomical development of disparate twins shows, contrary to the universal belief, very marked differences. Physiological age, as evidenced by the advent of pubescence or first menstruation, shows wide variations and low correlations with other traits.

With such an array of data it is evident that Baldwin's study will be the standard reference for some time to come, and that every student of psychology and education will want to possess it.

V. A. C. H.

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3. *A New Reading Monograph*.—The field of children's interests in reading has been well covered in the recently published investigation of Arthur M. Jordan, Ph. D.<sup>1</sup> Previous studies are carefully reviewed in the introductory chapters.

Chapter II deals with the results obtained from the use of a questionnaire. Responses were obtained from 3,598 pupils in four cities. The tabulations show that the reading interests of boys and girls are far from identical and that in both cases some interests increase or decline with age. Every effort was made to secure uncensored state-

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<sup>1</sup> Jordan, Arthur M.: *Children's Interests in Reading*. New York: Teachers College, Columbia University *Contributions to Education*, No. 107, 1921, pp.143.