

COMMUNICATIONS AND DISCUSSIONS

PSYCHOLOGY IN THE UNGRADED ROOM OF THE VILLAGE SCHOOL

The need for careful, scientific school management is, in all probability, as great in village schools as elsewhere, yet nowhere is the difficulty of securing it so great. For example, the ratio of low normal and sub-normal children to the total population of the school is fairly constant everywhere. The village school of six or seven hundred pupils needs, then, the services of a psychologist and a capable teacher of sub-normal children quite as much as does the city school. But, under present conditions, the village school *cannot* have a psychologist; and if it has the capable teacher of sub-normal children, such a teacher must be developed from material at hand. When an ungraded room is established under such conditions, how may the superintendent and the board of education have any assurance at all that the services rendered are performed in a reasonably efficient manner?

The services rendered by the organization of the ungraded room may be summed up in a general way as follows: (1) selection, (2) classification, (3) instruction. It is not the purpose of this paper to explain any of these functions in the organization and instruction of an ungraded class, but to suggest one possible check for the selection and classification of the pupils in the ungraded class, namely, the coefficient of correlation between the mental ages of pupils as found by the application of a general intelligence test and the scores made by pupils on Trabue Language-Completion Scales.

During May and June of last year and September of this year, regular classroom teachers recommended for examination about sixty children. Fifteen of these were selected, eleven of whom had attained the mental age of eight years or more as shown by the Yerkes-Bridges Point Scale. These ages were later corrected so as to read as of October first and used in the correlation table given below.

During the first week of October, the Trabue Language-Completion Scales, B and C, were used in measuring pupils of grades 2, 3, 4, 5, 6, 7, 8. Medians for each grade and attained age were found and represented on a graph. The graph was used as a norm in determining the Trabue scale mental age from the score of an individual.

The eleven pupils in the ungraded room who had attained the mental age of eight years or more were measured by the Trabue Language-Completion Scales, B and C, administered on two different days two weeks apart. Two pairs of scores were identical, six showed a difference of one point, two a difference of two points, and one a difference of four points. The aggregate score on the first test was 89, while the aggregate score on the second test was

80. This is in accord with the facts as regards difficulty of the two scales. Where the score for a single individual differed, the average was taken as the true score, but it will be noticed that this reduced the scores from the first scores on the average less than half a point. The scores were then changed into mental ages by means of the norms described above. That these norms would, in general, be preferable to age norms taken from the St. Paul Survey, say, is certainly clear to most persons who will read this article. One specific reason is given. The measures were made in St. Paul in the middle of the school year of pupils who had attained the age at which they are reported in most cases by the first of the preceeding September. They would thus have a better opportunity to overcome the hard steps between sentences three and four, and four and five on the Trabue scales than would the children measured, in the main, soon after the attainment of the age at which they are reported. The following is the correlation table by the Pearson formula:

Cases	Mental	Ages	Deviations			x^2	y^2	Excess of Yerkes-Bridges over Trabue age
	Yerkes- Bridges	Trabue	x	y	xy			
1	8.4	7.7	-2.0	-1.7	3.40	4.00	2.89	7
2	9.8	8.3	-.6	-1.1	.66	.36	1.21	1.5
3	11.4	10.9	1.0	1.5	1.50	1.00	2.25	5
4	12.1	10.0	1.7	.6	1.02	2.89	.36	2.1
5	9.5	9.3	-.9	-.1	.09	.81	.01	2
6	9.8	8.3	-.6	-1.1	.66	.36	1.21	1.5
7	8.9	7.9	-1.7	-1.5	2.55	2.89	2.25	8
8	11.2	7.6	.8	-1.8	-1.44	.64	3.24	3.6
9	12.8	13.0	2.4	3.6	8.64	5.76	12.96	-.2
10	9.7	7.3	-.7	-2.1	1.47	.49	4.41	2.4
11	10.5	13.0	.1	3.6	.36	.01	12.96	-2.5
Av.	10.4	9.4	r	.66	0=1	.31	0=1.99	96 Av.

The Trabue scales are simple to give, and the key makes it possible to score the results in an objective manner. A careful person of some scientific training can give the tests and score the papers just as accurately as a trained psychologist. Dr. Trabue reports in his monograph, *Language-Completion Scales*, that Dr. Scott of Northwestern University finds a correlation of .64 by the method of ranks

with a series of tests designed to measure the qualities thought to be necessary for success as efficiency engineers. Other workers since have more fully demonstrated the reliability of the Trabue scales as a measure of intelligence closely related to general intelligence. The rather high coefficient of correlation ($r .66$) reported here may then be taken (reasoning the other way around) to indicate that the selection and classification of the pupils in the ungraded room is fairly efficient. The author believes that other cautious superintendents may wish to resolve some of the doubts they now entertain as to the basis in mental testing of the ungraded rooms they have established, or are establishing, in a somewhat similar manner.

In partial explanation of the generally higher level of the mental ages found by the Point Scale, it might be added that an examination of the detailed records of pupils on the several tests shows that every case, except case eleven, tends to do a little less well where the test requires most language ability, and best where most thing-thinking is required. This tendency is extremely well marked in cases 4, 8, and 10, and re-enforces the familiar recommendation of hand work, and more hand work, for the pupil in the ungraded class.

Sup't of Schools,
Republic, Michigan.

WM. L. CONNOR.

REPORT OF NEW CASES AND MORE RELIABLE AGE NORMS OF INTELLIGENCE BY THE POINT SCALE FOR THE BLIND

Since the publication of *Mental Measurements of the Blind*, (Psychological Monographs, Number 89, April, 1916), a number of blind pupils in the state schools of Ohio and Kentucky have been rated by the Point Scale for the Blind.

Instead of the scores of only seventy-eight persons either totally blind or with such defects of vision that none could see the small (one inch) black wooden cubes used in weight discrimination when placed before him on white paper on the table at which he was sitting, I now have scores of one hundred and sixty such persons. Furthermore, the numbers of VII, VIII, and IX year-old children are greatly increased, a point of serious defect in Table II of the Monograph.

The Table of Scores, Table I, page 147, of the *Journal of Educational Psychology* for March, 1916, included scores of each pupil in the original mental survey of the Ohio State School for the Blind whose vision was too poor to enable him to be fairly tested by the Yerkes-Bridges Point Scale. Their visual acuity was not equal to