

The central factor extended through both the vocabulary test and the Stanford test; both these tests showed slightly higher correlations with the central factor than did any single test in the memory series. The early levels of the Stanford-Binet tests are predominantly memory tests. Verbal ability was shown to be closely interrelated with memory ability. The central factor is probably a memory factor, and probably indicates a fundamental commutability of function between simple retentivity and the more general ability which we term intelligence.

G. W. T. H. FLEMING.

*An Inquiry as to Æsthetic Judgments of Children.* (*Brit. Journ. Educ. Psychol.*, vol. iv, p. 162, June, 1934.) Bulley, M. H.

The child lives the imaginative life, then becomes materialistic and practical in his demands; at a later date his outlook is once again largely coloured by imagination. From a practical standpoint it was shown that really good art teaching could save the child from the influence of ugliness. Taste begins to decline from age 10, touches bottom round about 11-13, and then steadily improves until it merges into the general level of adult taste (or lack of taste). Critical judgment becomes most marked at 16, and it is at this age that wise guidance in the training of sensibility can be given without harm. In both elementary and secondary schools girls have an advantage over boys in æsthetic judgment.

G. W. T. H. FLEMING.

*Informational Content of Children in the First Four Grades.* (*Psychol. Clinic.*, vol. xxii, p. 198, Sept.-Nov., 1933.) Wiltshire, H.

Ability to answer information questions increases by school grade in both urban and rural groups, and the urban children have a slight advantage. A sex difference is evident in favour of the boys in all the grades, but this lead does not seem to be consistently progressive with age.

M. HAMBLIN SMITH.

*The Determination of Laterality.* (*Psychol. Clinic*, vol. xxii, p. 141, Sept.-Nov., 1933.) Twitmyer, E. B., and Nathanson, Y.

It is a serious error to regard writing or figure-tracing as the sole diagnostic criterion. Writing presents but one phase of the neuro-muscular pattern, and imitation and enforced training have also to be taken into account. General bodily laterality and visual dominance must be considered. A child who demonstrates left-handedness should not have this changed. Cerebral dominance may be complete, or may obtain only for certain levels of behaviour.

M. HAMBLIN SMITH.

*The Characterological Method of Jurowska* [*El método caraterológico de Jurowska*]. (*Arch. de Neurobiol.*, vol. xiii, p. 1151, 1933.) Bustamente, M.

The method consists in causing the subject to read, or in reading to him, a series of 27 questions. To each of these questions there are three types of "pure" response, scored, respectively, as 1, 3 and 5. "Intermediate" responses are scored as 2 or 4. On the basis of the figures thus obtained a "profile" is constructed for the individual tested. The method is inspired by the work of Kretschmer. Some typical profiles are given. The author regards the method as a valuable auxiliary to the diagnosis of characterological type.

M. HAMBLIN SMITH.

*Personality Traits and Fluctuations of the Outline Cube.* (*Amer. Journ. Psychol.*, vol. xlvi, p. 470, July, 1934.) Frederiksen, N. O., and Guildford, J. P.

The authors investigated the relation of introversion-extraversion to the fluctuations of the outline cube.

They drew up a scale of tests for I-E which correlated well among themselves.