

"There are abundant indications that the future will witness the rapid development of varied methods for improving scientific placement and vocational guidance. It is highly probable that grading in the public schools, in colleges and professional schools will shortly be based in part upon measurement of mental ability instead of exclusively on measurements of acquisition. The war has worked a miracle for what may properly be called mental engineering by precipitating expectations, surmises and desires which have long sought expression. Yesterday a few men believed in the probability of the early appearance and practical usefulness of this new branch of engineering; to-day scores of business men, educators and men of other scientific professions are convinced that it has arrived and demand its rapid and effective development.

"The complete scientific report on the psychological data which the army has supplied and of which mere glimpses have been given in this article should constitute the basis for further important advances in methods of mental measurement and should greatly add to the knowledge of the distribution of intelligence and its varied and significant relations. These reports are in preparation and it is hoped that they may be published without undue delay."

I have received, and am transmitting with this Report, Bulletin No. 11, dated March, 1919, entitled "Physical Examination of the First Million Draft Recruits: Methods and Results."

It is a bulky volume of 521 pages and in it will be found the detailed information referred to in the above article.

I also add here a note of an important consideration bearing upon the point now being dealt with. It is from a paper read by Jessie Taft, Ph.D., Social Service Director of the New York State Charities Aid Association Committee on Mental Hygiene, in May, 1919, before the National Conference of Social Work, at its meeting in Kansas City. It is this:—

"Our knowledge of the feeble-minded is based almost entirely upon our knowledge of intellectually inferior individuals who make trouble for us in society. Is it possible that there is a class of individuals who by any intelligence test will measure down to the level of the institutional cases whom we label feeble-minded, but who are not social problems? The whole question of feeble-mindedness seems to be complicated by the question of how much of the anti-social or inefficient conduct of the types of higher grade may be due to the intellectual defect and how much to the emotional make-up. That is, may there not be as much temperamental variation in the feeble-minded as in the intellectually normal? And that being the case, may not the standard of feeble-mindedness indicating segregation be as much a matter of type of emotional and impulsive make-up as a matter of degree of intellectual defect?"

Again in the *Journal of Delinquency*, July, 1917, L. W. Crafts and E. A. Doll, of the Training School, Vineland, N.J. express the practical view of those engaged in the care of the feeble-minded:—

"This question is the point of much debate at the present time, so that it is necessary for investigators to abstain from sharp classifications, and, instead, to present the data which form the basis of the classifications employed.

"It should be recognized that this is a problem of very great significance, and one whose solution does not seem to be very near at hand. It seems, from present indications, altogether unlikely that we shall soon be able to formulate a single index of mentality by means of which we shall be able to measure with objectivity and exactness, those reactions which in the aggregate constitute