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## The Mental Development of Children of the Same I.Q. in Differing Institutional Environments

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siveness of art, i.e., its emotional context and significance to the observer.

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THE MENTAL DEVELOPMENT OF CHILDREN OF THE  
SAME I.Q. IN DIFFERING INSTITUTIONAL  
ENVIRONMENTS

ORLO D. CRISSEY

The purpose of this study is to investigate the mental development of children of the same mental level in relation to residence in institutional environments of differing mental level. The subjects consist of children resident in four Iowa children's institutions. They were selected from a large number of children who had been given individual tests, and who were resident in these institutions between an initial test and one or more retests. The Stanford and Kuhlmann Revisions of the Binet Scale were used for all individual tests, and were administered by well trained examiners as a part of the coöperative program between the Iowa Child Welfare Research Station and the Iowa Board of Control of State Institutions.

The approach used in this study is the method of matched groups. In order to obtain as fine control as possible, three criteria were decided upon as the bases for selection in pairing:

1. Individuals must be within 3 points in I. Q. on initial tests.
2. At the time of the first test, chronological age must not vary more than six months.
3. The length of intervals between the respective initial tests and retests must be within six months.

Various environmental comparisons were set up by pairing individuals in homes for dependents with children in institutions for the feeble-minded on these bases.

The results indicate that when individuals of the same age and mental level are compared in relation to similar periods of residence in environments of differing mental level, significant differences in mental development are seen. In schools for the feeble-minded, individuals tend to show losses, while in orphanages chil-

dren of the same age and mental level remain fairly constant over comparable intervals. In the orphanages these children represent the lower mental levels, but in the institutions for the feeble-minded they are among the higher mental levels. It would appear that the differing mental levels of the two environments set different patterns of environmental stimulation.

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### THE RELIABILITY OF CERTAIN SCALES FOR MEASURING ATTITUDES

A. R. LAUER AND ROBERT TAYLOR

A list of 100 words were checked for five degrees of preference by 118 adult male subjects of post-college age. The attitude categories were arbitrarily called; liberal, socialistic, sports, risk and annoyance, law enforcement, racial and religious, and cultural. The reliability coefficients ranged from  $+ .77$  down to  $+ .29$ . The highest reliabilities were found for the attitudes of law enforcement, liberalism, and risk and annoyance. The lowest reliabilities were for the attitudes toward race and religion, socialism and the sports.

It is not inferred that this is a general phenomenon, however, but rather it is more likely to be due to the items of the test. Intercorrelations of the separate tests are also presented. Negative correlations as high as  $- .85$  were obtained which not only confirms the reliability but throws considerable light on the validity of the categories used.

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