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the extra wives we now have. Mr. Secretary, we will obey your laws in everything. Myself I have seven wives. I love them all. I have children from them all. But if you say so I will give them all up but one. But, Mr. Secretary,"—the wise old chief hesitated,—"You are asking so much of me, I must ask one small favor of you. You must select the wife I am to keep. Then please make the proper arrangements with the other six."

It is said that the order was not enforced; yet the standard was a good one and its validity is widely accepted.

FRANK A. WAGNER
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EDUCATIONAL RESEARCH AND STATISTICS

THE INFLUENCE OF INTELLIGENCE ON THE SELECTION OF ASSOCIATES

The determinants in the selection of associates has always been an interesting subject to speculate upon. It has been ascribed from time to time to various factors: propinquity, common tastes, common dislikes; and, in choosing a mate, it has become the almost universal belief that one is matched most happily with his opposite. Stevenson, who, though far from scientific, has equalled the most scientific in insight, in "Virginibus Puerisque," concludes that the shrewdest and most learned regard the whole business with a fatalism that is sardonic.

Nevertheless, association of all sorts is an ever-present fact of human existence. There is no choice so far as much of it is concerned. Whether we will or not we buy and sell with those who pass; talk tariff in the ear; exchange anti-Volstead recipes in the hotel lobby; unite our voices with the chorus at the ball park, or mingle in the great democracy of the street—everywhere we are dependent upon others for our comfort and happiness and safety, as others are upon us. Our days are made up of face to face contacts with people, the most intimate of which we have some word in choosing.

Unquestionably the selecting goes on unconsciously. One is not often analytic in picking out his friends. There is grave doubt whether reasons which would be given are the real reasons. Business efficiency has demanded the exercise of scientific procedure in the employment of workmen, but those who have the privilege of making the selections are few indeed. The clock, the artisan, the street laborer work by and with those that are assigned to places by them, and perhaps it never occurs to them, and never to the employer that the inefficiency and discontent that pervades the establishment may be due to mal-adjustment of cooperating or contiguous individuals and groups. Homogeneity is one of the requisites for efficiency in socialization.

Homogeneous grouping is one of the principal problems of the school. What is the best working group? What is the composition of the best play group? The answer is we do not know. In the first place, we have no measure of the efficiency of cooperation. We have group tests, but no tests of the results of group effort.

A modern tendency is to build school programs and practices about the children—an outgrowth of the child study movement, and the long-realized platitude that the school is life. Neither the demands of the future, of the great society, of administration, nor of subjects take precedence over the inclinations, tastes, and needs of the children. An expression of children respecting work and play associates should be of some value in helping to classify them into homogeneous groups.

To get at some evaluation of the influence of intelligence in determining the choice of associates among children, the following study was made. The subjects were 387 children in grades 4 to 7 inclusive, of the public schools of San Jose, California. The National Intelligence Test was first given, and mental ages and I. Q.'s computed. The pupils were next directed (1) to each write the name of the boy or girl in his school whom he would select to help him if he were given some work to do, for which the person selected was well fitted; and (2) to write the name of the boy and the name of the girl in their school whom they would first invite to a party, assuming they were each given one. The directions were read to each grade separately, and the maxi-
time required to write the names and gather the papers was five minutes.

Correlations were next calculated between the chronological age of the subjects and the chronological ages of those selected for associates; also between I. Q. and I. Q., and mental age and mental age. The results are found in the table below, in this order:

<table>
<thead>
<tr>
<th>Chronological Age and Intelligence Quotient</th>
<th>Mental Age and Intelligence Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.531 .408 .541</td>
</tr>
<tr>
<td>2</td>
<td>.496 .317 .539</td>
</tr>
<tr>
<td>3</td>
<td>.422 .304 .504</td>
</tr>
</tbody>
</table>

The first row of correlations are those between the chronological ages of the subjects and the chronological ages I. Q., and M. A. of the pupils whom they prefer to work with; the second row of the subjects and the boy invited to a party; the third row refers to the girl invited to the party. It is observed that the tendency for those of a given age to select others of a like age chronologically, is but little less than the tendency for those of equal mental age to be chosen. The relationship between I. Q. and I. Q. is considerably less. The figures so far as they reveal anything reinforce the accepted conclusion that chronological age or mental age is a better basis for grading than the brightness index.

There is more intelligence used in the selection of work associates than play associates. Furthermore, there seems to be more associated in the selection of boy associates than in the selection of girls. The differences are, however, very slight, and may be due to the presence of a more inclusive factor.

The limitations of the inquiry are evident. The range of ability and of choices was insufficient to get a free and unlimited expression of preference. The extension of the study to include a much larger number of cases, and a wider range of ability and information is indicated. In the meantime, it points out that there is a tendency for an individual in choosing his associates to select from those of his own mental level.

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THE QUANTITATIVE GUESSES OF CHILDREN

The data which form the basis for this report were obtained in the following manner: For the last two years, beginning the week before Easter, a jar containing little candy eggs has been placed in the window of a local candy and confectionery store. With each purchase a card is given upon which the purchaser may record his or her name, address and a guess as to the number of eggs in the jar on display. The nearest guess to the actual count as to the number of eggs wins a prize in the form of a pen or five rabbits, also on display in the window. The contest starts about a week before Easter and terminating the night before Easter. Of course, under such conditions, the great majority of the guesses are made by children, for not alone does this store make a specialty of ice cream cones, but many adults would not desire to bother to make the necessary guess and would not desire such a prize as that offered.

In the contest of last year there were 2,507 guesses made, while this year 2,054 estimates were recorded. The correct number of eggs in the jar by actual count last year was 2,670, while this year the count showed 11,070 eggs in the jar. Last year the nearest guess was but seven eggs from the count, while this year there was a difference of 42 eggs between the count and the nearest guess.

DATA FOR THE CONTEST OF LAST YEAR

| Number of eggs in the jar, actual count | 2,670 |
| Nearest guess | 2,054 |
| Range of guesses | 1 to 76,339,000,000,000 |
| Number of guesses made | 2,507 |
| Number of guesses too low | 1,285 or 51.85% |
| Number of guesses too high | 1,191 or 48.35% |
| There were 1,224 different numbers represented in the 2,507 guesses. |

The numbers most frequently guessed are as follows:

Number 1,000.................95 guesses
Number 2,000.................92 guesses
Number 5,000.................72 guesses
Number 3,000.................70 guesses