The comparison of the level of difficulty of the two selections in the Logical Memory subtest for both forms of the WMS is also presented in Table 1. On WMS-I, story A (Anna Thompson . . .) is significantly easier than story B (the American Liner New York . . .) especially for the male group. On WMS-II, the two memory selections appear to be of approximately equal difficulty. The present results suggest that the equivalence of the total WMS scores is based upon the canceling out of the significant differences found in two subtests by virtue of the fact that the differences are in opposite directions. On the basis of the present finding, one would need to be quite cautious when interpreting obtained differences between subtests of the WMS.

SUMMARY

The four subtests of both forms of the Wechsler Memory Scale which are presumably comparable with each other, but not identical, were administered in balanced order to 16 male and 16 female hospitalized psychotics. Results of the comparison suggest that the two forms of the WMS are of comparable difficulty when the complete tests are given. The Visual Reproduction subtest of Form II is significantly easier than the parallel Form I version, and the Associate Learning subtest of Form II is significantly more difficult than the parallel Form I version. These differences tend to cancel each other out. Within Form I, Story A of the Logical Memory subtest is significantly easier than Story B.

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A COMPARISON OF THE PERFORMANCE OF BILINGUAL AND MONOLINGUAL NATIVE BORN JEWISH PRESCHOOL CHILDREN OF TRADITIONAL PARENTAGE ON FOUR INTELLIGENCE TESTS

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PROBLEM

It is well known that bilingualism *affects* the functioning of preschool children on intelligence tests[1, 4]. Yet, these test results largely determine the admission of candidates to many day (Yeshiva) schools. The writer, for example, recommended that a valid Binet IQ of 105 be considered the minimum requirement necessary for admission to these schools[4]. However, according to the experience of many day (Yeshiva) school principals, this is not valid for the bilingual preschool native born Jewish child[2]. Many bilingual native born Jewish children when tested in the fourth grade showed an increase of from ten to twenty IQ points above their IQ ratings obtained in the first grade, even though the latter were considered valid by the examiners at the time[2].

The question, therefore, arises as to what are the best predictive devices for determining scholastic success for these children. Or what test or test items of the commonly used scales give fair ratings when administered to native born bilingual Jewish children?

Procedure

The Revised Stanford Binet, Form L[6], the Wechsler Intelligence Test for Children[8], the Progressive Coloured Matrices[5], and the Goodenough Draw-A-Man Test[3] were administered in two sittings in counterbalanced order to two hundred and thirty-eight native born monolingual and bilingual Jewish children. These children were candidates for admission to the kindergarten or first grade of day (Yeshiva) schools and ranged in age from four years six months to six years seven months.

Only one hundred and seventeen cases could be found whose test scores were considered fully valid by the examiner and who completed the Revised Stanford Binet[6], the Wechsler Intelligence Scale[8], and most of the other tests.

Results

The monolingual group consisted of fifty-seven children, mean C.A. 65.54 months; S.D. 4.83; range C.A. 5 to 6; and the bilingual group consisted of sixty children, mean C.A. 66.65 months; S.D. 3.90; range C.A. 5 to 6. The fathers' occupations were classified according to U. S. Census[7]. 37% of the fathers of the monolingual children and 35% of the fathers of the bilingual group belonged either to the "professional, technical and kindred workers", or to the "managers, officials, and proprietors" category; 35% of the fathers of the monolinguals and 37% of the fathers of the bilinguals were either "craftsmen, foremen and kindred workers", or "operatives and kindred workers"; and 28% of the fathers of both groups were in "clerical, sales, and kindred workers". There was no correlation between socio-economic background and intelligence for both groups.

Table 1. Critical Ratios Between the Means of the Tests of the Monolingual and Bilingual Children

Tests	Monolingual N	Monolingual Mean	Bilingual N	Bilingual Mean	Diff.	S. E. diff	Critical Ratio
Revised Stanford Binet, Form L	57	120.51	60	112.98	7.53	2.91	2.59*
WISC Full	57	108.68	60	102.72	5.96	2.31	2.58*
WISC Verbal	57	108.63	60	103.03	5.60	2.32	2.41*
WISC Performance	57	107.39	60	101.62	5.77	2.14	2.70*
Goodenough Draw-a-Man	41	12.14	39	12.92	.78	.84	.93
Progressive Coloured Matrices	46	15.35	58	14.42	.93	.59	1.58
WISC Verbal							
Information	57	11.24	60	10.47	.77	.78	.99
Comprehension	57	11.96	60	11.60	.36	.69	.52
Arithmetic	57	11.70	60	11.07	.63	.60	1.05
Similarities	57	10.81	60	10.40	.41	.71	.58
Vocabulary	57	10.26	60	8.25	2.01	.81	2.48*
WISC Performance							
Picture Completion	57	10.96	60	10.63	.33	.66	.50
Picture Arrangement	57	12.19	60	10.18	2.01	.52	3.87**
Block Design	57	10.56	60	10.23	.33	.53	.62
Object Assembly	57	9.98	60	9.78	.20	.57	.35
Coding	57	10.12	60	9.65	.47	.66	.71

* .05 level of significance
** .01 level of significance

Table 1 indicates that the Goodenough Draw-a-Man Test, and Information, Comprehension and Similarities subtests of the WISC Verbal Scale, and the Picture Completion, Block Design, Object Assembly and Coding of the WISC Performance Scale are fair tests for native born Jewish bilingual children. The writer suggests that these tests be administered to the bilingual native born Jewish children of traditional parentage and prorated to determine the IQ.

SUMMARY

The Revised Stanford Binet, Form L, the Wechsler Intelligence Scale for Children, Goodenough Draw-a-Man Test, and the Progressive Coloured Matrices were administered to fifty-seven native born monolingual and to sixty native born bilingual preschool Jewish children of traditional parentage. Both groups had good command of English and the test results were considered valid by the examiners. There was no correlation between socio-economic background and intelligence for both groups.

The Goodenough Draw-a-Man Test; Information, Comprehension and Similarities of the WISC Verbal Scale; Picture Completion, Block Design, Object Assembly and Coding of the WISC Performance Scale were found to give fair estimates of the ability of the native born bilingual Jewish children.

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APHASIC CEREBRAL PALSIED CHILDREN'S WRONG ANSWERS ON RAVEN'S "PROGRESSIVE MATRICES"

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INTRODUCTION

The value of the Progressive Matrices in the testing of cerebral palsied children was suggested by Trach [4] and supported by the work of Taibl [2]. Holden [1] raised the objection that "it (Progressive Matrices) is based on visual form perception which is often poor in brain injured individuals" and noted the need for further evaluation of the test to determine its usefulness in assessing the intellectual level of physically handicapped brain injured children and adults.

This paper presents the results of a comparison, with respect to one type of wrong answer, between a group of cerebral palsied children suffering from aphasia and/or related disturbance of intellect, including attention and memory, and/or showing perseverative tendencies, rigidity, orderliness, and concretism, and a group of children with post-polio residual paralysis.

Raven [2] states that comparative studies of the errors made by groups of testees ranging in age from six and a half years to ten and a half years have shown clinically significant differences and also presents data showing differences in the frequency with which four chief types of erroneous figures were chosen by normal old people, the elderly depressive, and senile dementia patients. Raven's findings plus our observation during routine clinical work that cerebral palsied children with aphasia or related disturbance chose some unusual wrong answers resulted in the present investigation.