

This particular class which served as guinea-pigs for this first application of objective examinations manifested to rather a marked degree a tendency to memorize rather than analyze, for the inclination to memorize facts predominated as exemplified by the ability of the class to answer True-False statements and Match-List questions in a very satisfactory manner on the one hand, and its failure to satisfactorily cope with reactions, syntheses and problems on the other hand. This condition was rather striking in view of the fact that the instructors made unusually strong efforts to stress the use of reasoning in the course. Perhaps this class was no worse than preceding classes with respect to this mental viscosity, but, if not, the objective examinations certainly served to bring out the fact in a very striking way.

There was a rather remarkable correlation between the semester averages of individual students in the lecture examinations, the daily quizzes and the laboratory examinations despite the fact that the records of these examinations were filed separately throughout the year. It is barely possible this correlation was accidental but the fact remains that it was much closer than had been previously observed under the essay type of examination.

In conclusion, the authors wish to point out that they are not sold on the objective type of examination. It is believed that this type of examination has its purpose and that it is serving admirably in the present study of objectives, but the authors would not care to recommend its use as a general thing in education nor, after using the objective examination, would they care to revert completely to the essay type, but rather to a careful combination of the two types. The more important facts observed during the first year's experience with objective examinations may be summarized as follows:

1. The objective examination requires an unusual amount of time and consideration for its preparation.
2. The objective examination, if properly prepared, affords an accurate means of following any given list of objectives, and testing each student's knowledge of those objectives.
3. In preparing to take an objective examination, students have a tendency to memorize facts and to discount the importance of reasoning.
4. The objective examination is perhaps the fairest yardstick for the measurement of relative achievement.

BELIEVED GERM OF LEPROSY ISOLATED.

Dr. Earl B. McKinley, of George Washington University, has expressed his belief that "the germ of leprosy has been isolated." Dr. McKinley is dean of medicine at the University and, formerly, with the Rockefeller Foundation in the Philippines. He is arranging for further research work at Crillon Island, the home of nearly 6000 lepers. Dr. McKinley taught successively at Michigan, Baylor and Columbia Universities and for three years was director of the School of Tropical Medicine at the University of Puerto Rico.

HOSPITAL FOR NARCOTICS.

The corner-stone for the Federal Government's new hospital for narcotics has been laid. It is located near Fort Worth, Texas, and represents a marked advance in the treatment of victims of narcotics.

The new hospital and farm, which will accommodate 1200 patients, will be equipped with an adequate staff of resident physicians. Patients will include several groups of addicts: Federal prisoners, those who choose to remain after completion of their sentences, those placed on probation by Federal courts and any who may seek treatment voluntarily.