

Dr. Rogers: I understand that this is Prof. Johnston's tenth wedding anniversary. I move that a suitable congratulation be sent to Prof. and Mrs. Johnstone, adopted.

Dr. Rogers: Dr. and Mrs. Emerick and corps of We all know how useless beautiful words are, but I think person who has visited this institution feels genuine pride in institution as we see it under Dr. Emerick's administration. We all know that he followed a man who, in his private life, was the most remarkable executive. I believe it was generally known that Dr. Doran was the most capable, efficient administrator of this Association. During later years, perhaps things were not kept up so well. But for a man to come in, as Dr. Emerick has, and grasp the management as he has done, notwithstanding the momentum it had, seems to me perfectly marvelous; and to place the administration of the business of the institution on a much higher plane, but he has taken charge of a thing exceptionally difficult to handle and has turned it into a most exemplary feature, the management of the defective and disturbed cases. We have pride in the Ohio Institution. I wish to move a vote of thanks and appreciation for the courtesy and hospitality of the institution, the General private secretary, the Board of Administration, and Mrs. Emerick. Motion carried.

Association adjourned.

Treasurer's Report, 1913-1914.

Cash Dr.

Balance on hand June 6, 1913	
To Cash Dues, 1909	
" " " 1910	
" " " 1911	
" " " 1912	
" " " 1913	
" " " 1914	
" Sale of Journals	
" " of Binet-Simon Pamphlets	

14-BRB-FNK

Prior to 1920-NPA; State Inst. Gen. Kuhlmann
Journal of Psychology - Astoria, Vol. XIX, no. 2 Dec. 1914

REVIEWS

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Printing and Composition Work on Journals..	\$196.08
Stock and Envelopes for Journals	207.11
Etchings and Engravings for Journals	11.20
Postage	19.60
Telegrams and Express	2.35
Stenographic Work (reporting Lapeer Meeting)	60.00
Expenses Acc't of Panama-Pacific Exposition.	26.15
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	\$522.49
Balance on Hand	339.11
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	\$861.60

REVIEWS AND NOTICES

Defective Children. ALFRED BINET and TH. SIMON.
 Authorized Translation by W. B. Drummond, with an Appendix Con-
 taining the Binet-Simon Tests of Intelligence by Margaret Drummond,
 and an Introduction by Prof. Alexander Darroch. New York: Long-
 mans, Green & Co. London: Edward Arnold. 1914. Pp. VIII+179.
 This is a translation of an earlier work published by Binet and Simon
 in 1908. An appendix giving their 1911 revision of their tests of intelligence,
 with an Introduction by Professor Darroch of the University of Edinburgh
 is included. Darroch believes that the original aim and purpose for which
 the tests were devised has been widely misunderstood, and hopes that this
 translation will tend to correct this misunderstanding. "The main purpose,"
 he says, "of the authors in the devisal of these tests is to furnish to the
 teacher a first means by which he may single out mentally backward chil-
 dren upon further examination may also be found to have some mental
 peculiarity which prevents them from fully profiting by the educa-
 tion of the ordinary school." The reviewer feels very strongly that Pro-
 fessor Darroch has himself misunderstood the original aim and purpose of the
 tests. The present volume, at any rate, does not reveal that they intended
 to be used as a first means, in the sense of a preliminary method to be sup-
 plied by something more decisive and final. The tests are regarded as
 a means of making a diagnosis, to be supplemented in a minor de-
 gree by evidence from other sources. Nor is there any indication in this
 volume that the tests are intended to be used by the teachers for this purpose.
 It is to be hoped that other publications by the authors will show that Binet and Simon

speak very definitely of the need of a special, technical training who hope to use the tests in legitimate ways.

The book is divided into five chapters. An introductory chapter briefly with definitions of the abnormal and normal, a few statistics relative frequency of occurrence of defectives, and interests in questions relating to defectives. The second chapter on "Some features of the psychology of defectives" classifies the abnormal into (1) mentally defective, (2) ill-balanced, and (3) mixed type, combining both the preceding characteristics. It discusses the distribution of the mentally defective in public schools, and describes some of their mental traits. The third chapter is on the "Pedagogical examination of defective school children." The role of the teacher is to select the children suspected of being mentally defective. The amount of pedagogical retardation is to be made the basis of selection. The school inspector should supervise this selection, and evaluate the results. Tests of pedagogical efficiency in reading, arithmetic and spelling are discussed, followed by a similar consideration of tests of intelligence, most of which are included in their system of tests for this purpose. The different grades of feeble-mindedness are defined. This chapter closes with a brief summary outline of the steps to be taken in diagnosing and selecting mentally defective children from among normal children. The next chapter is on "The medical examination of defectives." It places special emphasis on the fact that the physician has no special training in qualifying him for making mental examinations any more than the teacher. Physical measurements, stigmata of degeneration, and physical symptoms are discussed as signs or symptoms of grade of intelligence. The author states that they bear some relation to intelligence, but that the correlation is small that they are of little or no value in diagnosing the exact grade of intelligence in the individual case. The role of the physician should be to diagnose the grade of intelligence, but, first, to "diagnose the ailments which co-exist with mental deficiency," and second, to "discover the organic cause or responsible agent." The latter has mostly only a scientific interest. Mentally defective as a rule do not suffer from any definite illness directly responsible for the mental deficiency, nor respond directly to any medical treatment. Under co-existing ailments epilepsy, hysteria, rickets, adenoid vegetations and tuberculosis are mentioned. The chapter closes with an outline of a schedule for the medical examination of defective children covering the points they consider important for the physician to inquire into. In the final chapter on "The educational and social return of schools and classes for defectives" the utility of the special institutions for defectives and the classes for defectives in the public schools is discussed from the point of view of practical training and education the defectives receive in these institutions. A careful inquiry was made into the record of cases at Salpêtrière and Bicêtre. They found a great lack of precise information as to the exact grade of intelligence of the cases, their amount of progress while

and their record after leaving. From such data as could be gathered it is concluded that at Salpêtrière twenty per cent. of the girls improved while in the institution, and twelve per cent. were able to work at a trade. Only three to four per cent. of the boys improved; the per cent. employed after leaving the institution is not known. In another place, however, it is pointed out that such an improvement cannot be attributed to the efforts of the institution, but is a matter of natural development. Thus the educational and social results are very meagre as compared with the efforts made. In considering the special classes for defectives in the public schools from the same point of view, that the defectives must be trained solely for usefulness in society, is maintained, and it is noted that this aim is not followed. Absence of concise records of the nature and progress of the work is again noted. From the inquiry made they conclude that "Only a few defectives in an ordinary school reach with difficulty the intermediate course, passing through the different stages in double the normal time. Normal children in the intermediate course are nine to ten years of age. On the other hand, seventy-six per cent. of the children acquire some occupation, and they note that "contrary to an opinion which at one time was being made to spread abroad, the ordinary school does render real benefit to the defective child." The chapter closes with the significant statement: "The essential thing is for all the world to understand that emersonianism had its day, and that methods of scientific precision must be introduced into all education work, to carry everywhere good sense and light."

St. Paul, Minnesota.

F. KUHLMANN.