

processes by which the individual is able to adapt himself or less perfectly to his environment." His intelligence is capable when he tried to adapt himself to his environment, capable of adapting himself to a simple environment, but not in an environment in which we would place a person of twenty-five. Dr. Healy's first cases show enough to make us know that we would not have known these cases if we had had the Binet tests. I agree fully with Dr. Healy that a true imbecile, as formerly defined, has not been found. The difficulty is, I think, that the defect is less than we have been in the habit of counting on. There are a great many such cases which are particularly peculiar. We have not learned to eliminate all factors from our problem, and there may be something of a hereditary nature, or some of these other matters in these cases which do not conform, which test about twelve or below, but to all outward appearances are normal. I believe fully that if we get to these points, we will find that the Binet scale measures intelligence, but that we cannot absolutely rely upon the results.

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## REVIEWS AND NOTICES

Intelligenzpruefung nach der Methode von Binet-Simon in  
Bedeutung zur Erforschung des Schwachsinnns bei Schulkinder.

WEST BLOCK. *Zeitschrift fuer die Erforschung und Behandlung  
des Schwachsinnns auf wissenschaftlicher Grundlage.* VII, 4,  
272-288.

The author tested seventy-one children of the Hilfsschule with ages  
from ten to fifteen years, using the 1908 scale. He compares the results  
of the tests with what normal children can do, or are supposed to do,  
with a view of showing in what particular mental functions and abilities  
these children especially lack development. In this connection he  
states beforehand that the principle of the tests is that of omitting the  
entire line of school tasks and testing the different mental func-

tions. He then enumerates the different tests for each mental function; this opinion the author is undoubtedly mistaken. Binet and Simon did not set out to devise tests for the different mental functions. Numerous efforts have been made to do this, without success, because, as yet, we have been unable to isolate them sufficiently in any tests. There has always been dispute among psychologists as to what mental functions certain tests test most, and there would certainly be no agreement on Bloch's arrangement of the Binet-Simon tests according to the mental functions he thinks they test. His finding, however, on what particular the children of the *Hilfsschule* fail more than on others are valuable, irrespective of whether or not we interpret them as he does. He finds the following tests particularly useful in detecting feeble-mindedness, both in the backward children of the *Hilfsschule* and in the normal children: (1) Repetition of five numerals; (2) naming of coins; (3) weighing five weights; (4) recall of story read; (5) copying written phrase; (6) writing from dictation; (7) naming the days of the week and of the month; (8) giving the date; (9) comparing two objects from memory; (10) distinction between morning and afternoon; (11) questions on comprehension. He notes that these involve, in the main, tasks of everyday life. He finds the tests very accurate, agreeing, with very few exceptions, with the observations of the teacher. A general inference that he draws from his results is that "the mental development of the feeble-minded on the whole follows that of the normal child except that it is retarded, on the average, from two to four years, and that it stops entirely at a much earlier age."  
Faribault, Minnesota. F. Kuhlmann

## NEWS AND NOTES

Readers of this Journal will be interested in a new periodical devoted to the practical application of the results of the scientific study of the child. The "Revue de Pedotechnie," edited by Dr. Decroly, and published by the "Societe belge de Pedotechnie, avec la collaboration de l'Institut Rousseau, de Geneve." It will appear in six numbers a year, beginning in October-November, 1913. While its aim is that of furthering the practical application of the results of child study, it will publish results from other fields as well. The first number contains articles on the value of marks, by Ed. Claparede; Homogeneous classes and the mental examination with the Binet-Simon tests, by Dr. Decroly; the child and the movies, by Vital Blas; and the education of the senses, by A. Herlin. The "Revue" will undoubtedly from time to time contain matters of interest to the readers of *Psycho-Asthenics*.

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