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

Dr. Rogers: Dr. and Mrs. Emerick and corps of teachers. We all know how useless beautiful words are, but I think every person who has visited this institution feels genuine pride in the institution as we see it under Dr. Emerick's administration. We all know that he followed a man who, in his prime, was a most remarkable executive. I believe it was generally conceded 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 did, and grasp the management as he has done, notwithstanding the momentum it had, seems to me perfectly marvelous; he has placed the administration of the business of the institution on a much higher plane, but he has taken charge of something 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 of the courtesy and hospitality of the institution, the Governor's private secretary, the Board of Administration, and Dr. 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 ........................
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

$522.49

Balance on Hand ................................. 339.11

$861.60

REVIEWS AND NOTICES

Mentally Defective Children. ALFRED BINET and TH. SIMON. Authorized Translation by W. B. Drummond, with an Appendix Containing the Binet-Simon Tests of Intelligence by Margaret Drummond, and an Introduction by Prof. Alexander Darroch. New York: Longmans, Green & Co. London: Edward Arnold. 1914. Pp. VIII-179. This is a translation of an earlier work published by Binet and Simon. An appendix giving their 1911 revision of their tests of intelligence, introduction by Professor Darroch of the University of Edinburgh. 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 thinks, "of the authors in the devisal of these tests is to furnish to the first means by which he may single out mentally backward children upon further examination may also be found to have some mental peculiarity which prevents them from fully profiting by the educational school." The reviewer feels very strongly that Professor Darroch has himself misunderstood the original aim and purpose of the present volume, at any rate, does not reveal that they intended as a first means, in the sense of a preliminary method to be supplemented by something more decisive and final. The tests are regarded as means of making a diagnosis, to be supplemented in a minor degree by evidence from other sources. Nor is there any indication in this that the tests are intended to be used by the teachers for this purpose. Readers of other publications by the authors will know that Binet and Simon
speak very definitely of the need of a special, technical training for those 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 statistical 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 chapter is on the “Pedagogical examination of defective school children” 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 for this selection. The school inspector should supervise this selection, and interpret 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 this purpose. The different grades of feeble-mindedness are defined. The 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.” Special emphasis on the fact that the physician has no special training qualifying him for making mental examinations any more than the average teacher. Physical measurements, stigmata of degeneration, and physiognomy are discussed as signs or symptoms of grade of intelligence. The role of the physician should be to diagnose the grade of intelligence, but, first, to “diagnose the almost co-exist with mental deficiency,” and second, to “discover the original 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 vegetation, and tuberculosis are mentioned. The chapter closes with an outline of the schedule for the medical examination of defective children covering the points they consider important for the physician to inquire into. In the chapter on “The educational and social return of schools and classes for defectives” the utility of the special institutions for defectives and classes for defectives in the public schools is discussed from the standpoint of practical training and education the defectives receive in these institutions. A careful inquiry was made into the record of cases at Salpetriere and Bicetre. They found a great lack of precise information as to the grade of intelligence of the cases, their amount of progress while
REVIEWS

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

F. KUHLMANN.