

Educational Psychology. By E. L. THORNDIKE. Second edition, revised and enlarged. Columbia University, New York City, 1910. Pp. v, 248. Price \$1.50.

The first edition of this work was reviewed in *MIND*, N.S., xiv., 119. The second edition has grown by the inclusion of new matter, from 177 to 248 pages, although the chapter on the "Influence of Special Training upon More General Abilities" is omitted.

The matter of the book has been rearranged. After a general introduction, and a chapter on the measurement of individual differences, come a series of five chapters upon 'influence': the influence of sex, of race, of family, of maturity, of environment. Then follow chapters on the nature and amount of individual differences in single traits, on the relations between the amounts of traits in the same individual, and on the nature and amount of individual differences in combinations of traits (types of intellect and character). A concluding chapter deals with extreme individual differences (exceptional children); and there are three appendices.

A few points of interest may be noted. Prof. Thorndike's attitude to Mendelian theory is non-committal; "as a result of the difficulty of finding any traits appearing in only two degrees each substantially invariable," he writes, "many students of heredity would frankly admit that the determiners did vary somewhat and that one determiner could blend with another similar determiner". He himself believes that individual variations in traits are usually, perhaps always, continuous (in the sense that mass, amperage, heat, human stature and anaemia are continuous), and that they usually cluster around one central tendency or type. "Within a group of the same sex, race and age, in original traits, the variations from the central tendency occur in approximately the relative frequencies described by the probability distribution." In the chapter on "Types of Intellect and Character," he argues strongly for the single-type and against the multiple-type theory. "Instead of a few 'pure' types or many 'mixed' types [of mental imagery], there is one type—mediocrity." "It is highly probable that, when actual measurements are made, mediocrity . . . will be found to be the one real type of [temperament]." In this chapter, the author overestimates the range of Betts' results (the nature of images 'voluntarily summoned' is not to be taken as a criterion of type at large) and underestimates the results of other investigators.

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Introduction to Philosophy. By WILLIAM JERUSALEM, Ph.D., Lecturer in Philosophy and Pedagogy at the University of Vienna. Authorised Translation from the 4th Edition. By Charles F. Sanders, A.M., Professor of Philosophy, Pennsylvania College. New York: Macmillan Co., 1910.

The value of Prof. Jerusalem's *Introduction to Philosophy* is sufficiently attested by the fact that since its original publication in 1899 it has gone through four editions. It is therefore well deserving of an English translation, but remembering the excellent German of his own translation of William James's *Pragmatism*, it is a pity that his American translator has not reciprocated the service. Thus, on pages 101-102, "Virwertung" is translated by "verification" instead of "use," a mistake which entirely obscures the argument, and on page 102, in a quotation from a German article of Dr. Schiller's, the phrase "Mittel und Vermittelung," "means and mediation," is rendered "means and