

still helping; and often before a great man has been made ridiculous by his disciples, — if Frau Hug-Hellmuth may be so designated.

As a contribution to genetic psychology there is relatively little that is worth while in this monograph, and partly because what few original paidologic observations there are are sullied by an interpretation without sanction — sex, and always sex, runs universally through the book almost ad nauseam. One can read between the lines the obsession of the author; and empathy does the rest. She applies this unilateral sort of interpretation even to the observations of others. For example: "We have no such detailed records before us about any other child, concerning pleasure in climbing, as we have about Shinn's niece, Ruth. The writer does not suggest the sexual significance of this kind of muscular activity, but its presence can be recognized from the abandon with which the child carries on these exercises, from her persistence in performing them, and from the strong pleasurable reaction which they excite." In other words, all pleasure is sexual, to this author.

G. V. N. D.

HUMAN EFFICIENCY AND LEVELS OF INTELLIGENCE. By Henry Herbert Goddard. Princeton University Press, Princeton, New Jersey, 1920. 128 pages. Price \$1.50 net.

This excellent and interesting book is an attempt to generalize in the application of findings of the psychological examination of the Army during the late war. Society is seen classified according to levels of intelligence. The first chapter deals with the method and data of the Army tests. The application of this material in producing greater efficiency throughout mankind is discussed in the next chapter. Then the relation between mental level and delinquency follows: Lastly, mental levels and democracy, culminating in a climax with an ideal expressed in this paragraph (page 97):

"The disturbing fear is that the masses — the seventy million or even eighty-six million — will take matters into their own hands. The fact is, matters are already in their hands and have been since the adoption of the Constitution. But it is equally true that the eighty-six million are in the hands of the fourteen million or of the four million. Provided always that the four million apply their very superior intelligence to the practical problem of social welfare and efficiency."

The book is stimulating and plausible, but overdone. The analogy between the printing press and the brain, which forms the basis of a good deal of the argument, is weak when so much data is at hand. The importance of the level of intelligence is stressed at the expense of environmental factors, for instance. The statement that the average person is probably between thirteen and fourteen years of age intellectually needs qualification before entering popular literature. Such statements as (page 72)—

. . . "It is sufficient to state that every investigation of the mentality of criminals, misdemeanants, delinquents and other anti-social groups has proven beyond the possibility of contradiction that nearly all persons in these classes and in some cases all are of low mentality"

and (page 73) —

"In view of these facts it is no longer to be denied that the greatest single cause of delinquency and crime is low-grade mentality, much of it within the limits of feeble-mindedness"

show the book to be intemperate.

The book is a noteworthy contribution, and should be widely read; but it ought to be regarded as an extreme presentation of the place of mental testing.

A. WARREN STEARNS.

THE PSYCHOLOGY OF LEARNING. By William H. Pyle, professor of Educational Psychology, University of Missouri. Baltimore: Warwick and York, 1921. Pp. 293. Figs. 36.

The ambition of the author, according to his preface, is to summarize in one volume "everything that is known about learning." We have long needed a compilation of the results of experiments upon learning into a ready reference text. Prior to the appearance of Professor Pyle's book the sources of information were so widely scattered that a comparative study of material was exceedingly difficult to make. For our convenience the author has reviewed in his little book over two hundred published experiments, and at the conclusion of each topic has summarized the findings and has drawn well warranted conclusions. Thus we find convenient digests of studies pertaining to the learning curve, economical learning, retention, individual differences in learning, transference and interference, and fatigue. Each chapter is rich in material succinctly presented. It is to be regretted, however, that the author has seen fit to break into the experimental trend of his treatise with an unnecessary chapter devoted to speculation upon the inborn nature of man.

There is no discussion in the book of the influences of various types of imagery upon learning. The differences in the speed of acquisition and in the capacity for retention which are found among various imagery types are important for educational psychology. Reliable work relating to the presentation of material to the visual, auditory, motor, and mixed types has been done by O'Brien, Meumann, Pohlmann, and Thorndike. An account of their experiments should not be omitted from a text which purposes to include everything that is known about learning.

There can be no doubt that the work is remarkably comprehensive (almost as comprehensive as the author's claim for it); it is in addition