

relation to the senses and to the various mental processes such as attention, memory and judgment and to defects in these, the degree to which it is modifiable by learning and by the environment and, on the other hand, the degree to which it is fixed by heredity. It is evident that the subject of intelligence is a broad one, as broad as the whole field of psychology, and that it touches upon other sciences as well. It deals with fundamental problems to be met with in all branches of human activity.

Heretofore the lower degrees of intelligence, dullness and feeble-mindedness, have forced themselves most strongly upon the attention of investigators. Because more is known about the lower end of the scale than the higher, I have purposely emphasized, in this discussion, the higher. To be sure, the problem of feeble-mindedness is enormously important. "Feeble-mindedness," wrote Amos Butler, "produces more pauperism, degeneracy and crime than any other one force. It touches every form of charitable activity. It is felt in every part of our land. It affects in some way all our people."³ But facts concerning feeble-mindedness constitute only a small part of our knowledge about intelligence. We are beginning nowadays to study the exceptionally bright child as well as the dull one, realizing that, if it is worth while to discover the best training for a feeble-minded girl like Abbie, it is many times worth while to seek out adequate preparation for the future leaders in literature and art, science, business, and government. But in dealing with bright children or with dull, there are certain laws and relationships which are fundamental, and which hold for all

³ "The Burden of Feeble-Mindedness." *Proceedings of the 34th Conference of Charities and Corrections*, 1907, p. 10.