

**Zeitschrift für  
experimentelle  
Pädagogik,  
psychologisch...  
und ...**



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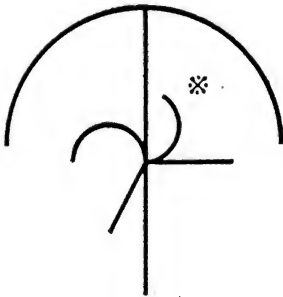
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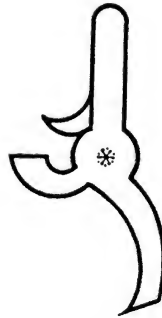
L



Ia.



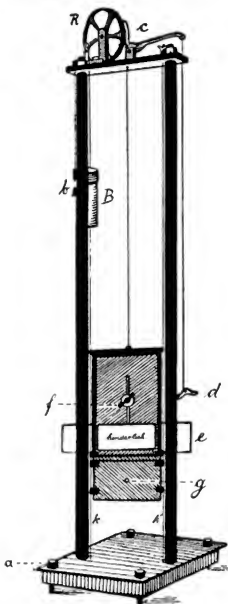
II.



III.

1) Anmerkung: Das Sternchen ist auf den Originaltafeln, die zu den Versuchen dienen, rot.

116731



Tachistoskop (Stellung des Schiebers während des Falles).

- a* Nivellierschrauben;
- b* Lot;
- c* Bremsvorrichtung;
- d* Hebel zum Auslösen der Bremse (während des Falles bleibt er herunterdrückt);
- B* Büchse als Kontregewicht;
- e* Kärtchen mit Schrift;
- f* Schraube zum Verstellen des Schlitzes;
- g* Punkt zum Fixieren;
- k* und *k'* Führungsdrähte;
- R* Führungsrad, steht gedreht zu der Ebene des Tachistoskops.

Nr. 1. P.T. FS. 1.V.



Nr. 1. P.T.

FS. 2.V.

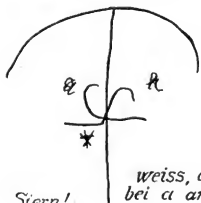
Nr. 1. P.T.  
Gdz.

3.V.



anges. 170"  
gez. 40"

Nr. 1. P.T. FS. 1.V.



Stern!

weiss, dass  
bei a anders

Nr. 1. P.T.

FS. 2.V.

Nr. 1. P.T. Gdz. 3.V.



Stern!



anges. 25"  
gez. 30"

Nr. 1. P.T.

Nr. 1. P.T.

Nr. 1. P.T. Gdz. 3.V.

Nr. 1. P.T.



FS. 1.V.



FS. 2.V.

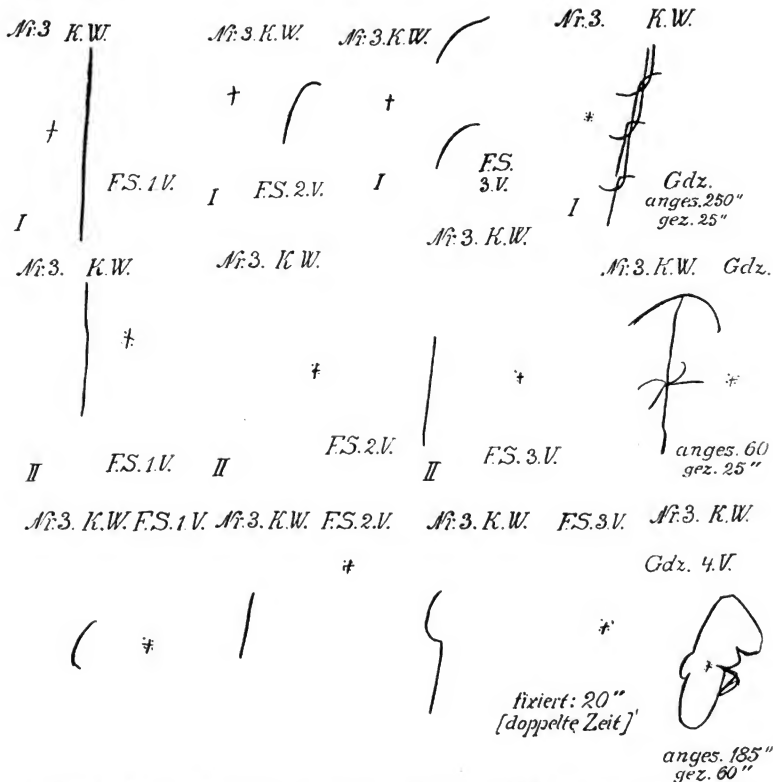


anges. 160"  
gez. 50"



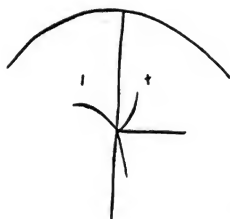
Abz.  
60"

1. Tafel zu Nr. 1. P. T. Gruppe I. Visuell und konstruierend. Analysiert die Eindrücke.

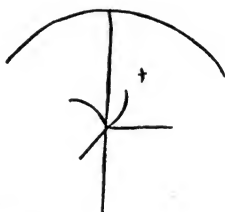


2. Tafel zu Nr. 3 K. W. Gruppe I. Kein visuelles Bild — lernt angestrengt (Unlustgefühle) — extremster c. T.

Nr. 4. A.Z. ES. 1.U.



Nr. 4. A.Z. ES. 2.U.



Nr. 4. A.Z. Gdz. 3.U.



anges. 85"  
gez. 35"

Nr. 4. A.Z. ES. 1.U.



Nr. 4. A.Z. ES. 2.U.



Nr. 4. A.Z. ES. 3.U.



meint, bei a fehlt etwas

Nr. 4. A.Z. ES. 4.U.



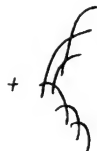
Nr. 4. A.Z. Gdz. 5.U.



anges. 205"  
gez. 50"

*FS. 1.V.*

*FS. 2.V.*



*FS. 1.V.*

*FS. 2.V.*

*FS. 3.V.*



*FS. 1.V.*

*FS. 2.V.*

*FS. 3.V.*



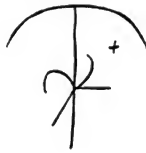
4. Tafel zu Nr. 6. F. G. aus Gruppe I. Typisches Beispiel für visuelle Begabung, kontinuierlicher Fortschritt.



Nr. 6. F.G.  
Gdz.



Nr. 6. F.G. Gdz.



Nr. 6. F.G. Gdz.



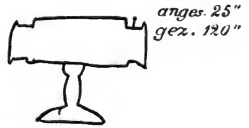
Nr. 6. F.G. Gdz.



Nr. 6. F.G. Gdz.  
anges. 10" gez. 22"



Nr. 6. F.G. Gdz.



anges. 3"  
gez. 20"

anges. 25"  
gez. 120"

I

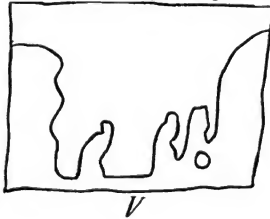
III

II

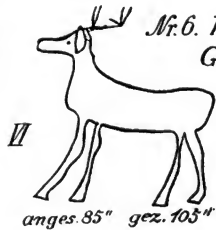
Nr. 6. F.G. Gdz.



Nr. 6. F.G. anges. 15" gez. 35"



Nr. 6. F.G.  
Gdz.



IV

VI

anges. 85" gez. 103"

Nr. 6.  
F.G.

anges. 40"  
gez. 75"



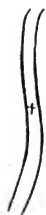
VII

5. Tafel zu Nr. 6. F. G. I. Gruppe.

I Glas, II Barometer, III Kaleidoskop, IV Vase, V Landschaft, VI Hirsch, VII Büste.

Beispiele zu intensiver visueller Begabung.

Nr. 9. P.V. FS. 1.V.



Nr. 9. P.V.



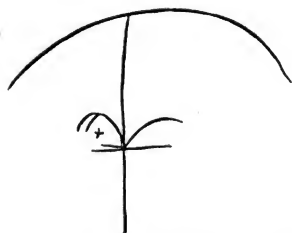
FS.  
2.V.

Nr. 9. P.V. FS.  
3.V.

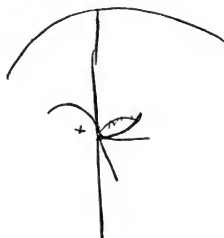


Nr. 9. P.V.

FS. 1.V.



Nr. 9. P.V. FS. 2.V.



Nr. 9. P.V. FS. 3.V.



Nr. 9.  
P.V.

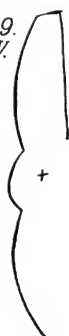
FS.  
1.V.

Nr. 9.  
P.V.

FS.  
2.V.

Nr. 9. P.V.  
FS. 3.V.

Nr. 9. P.V.  
4. V.  
Gdz.



anges.  
30"  
gez. 20"

6. Tafel zu Nr. 9. P. V. Gruppe I. Visuelles Sehen ohne Analyse (läßt sich von Vorstellungen leiten).  
II Bogen, III Hand mit ausgestrecktem Finger.

Nr. 11. F.K.

F.S. 1.V.

Nr. 11. F.K.

F.S. 2.V.



Nr. 11. F.K.

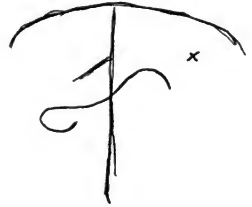
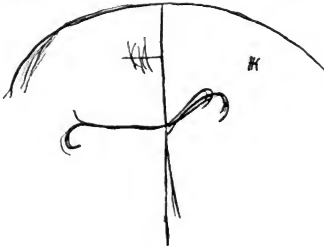
Nr. 11. F.K.

F.S. 2.V.

Nr. 11. F.K.

F.S. 3.V.

F.S. 1.V.



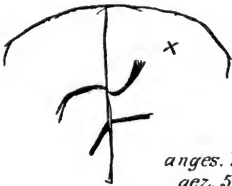
Nr. 11. F.K.

Gdz. 4.V.

Nr. 11. F.K. Gdz. 3.V.

Nr. 11. F.K.

Abz.  
75"



anges. 70"  
gez. 50"



anges. 70"  
gez. 50"



7. Tafel zu Nr. 11. F. K. aus Gruppe II. Beispiel für flüchtigstes Sehen ohne Analyse des Eindrucks.

Nr. 12. P.E.



FS. 1.V.

Nr. 12. P.E.



FS. 2.V.

Nr. 12. P.E. Gdz. 3.V.



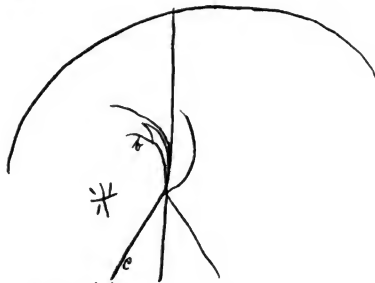
Nr. 12. P.E.



Unterstützung!

Abz. 4.V.

Nr. 12. P.E.



FS. 1.V.

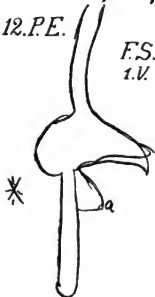
Nr. 12. P.E.

FS. 2.V.



a) nachträglich gez.  
„besann sich.“

Nr. 12. P.E.



FS. 1.V.

Nr. 12. P.E.

FS. 2.V.



8. Tafel zu Nr. 12. P. E. aus Gruppe II. Konstr. Sehen, keine Unterstützung durch Wissen.

Nr. 13. K.P.

FS. 1.V.

Nr. 13. K.P.

FS. 2

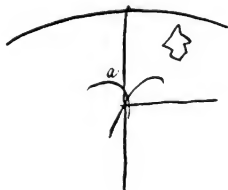
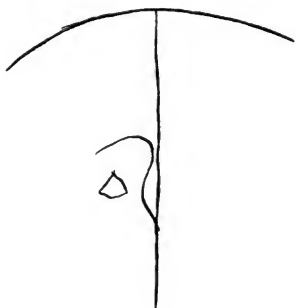


Nr. 13. K.P.

FS. 1.V.

Nr. 13. K.P.

FS. 2.V.



a) vielleicht fehlt  
da noch ein Bogen

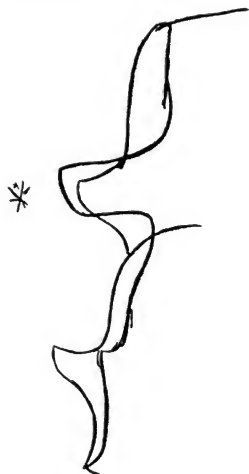
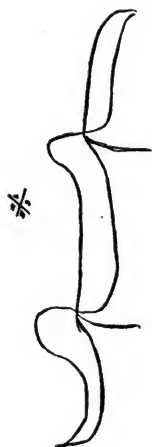
9. Tafel zu Nr. 13. K. P. aus Gruppe II. Zeichnen nach flüchtigstem Eindruck.

Nr. 14. F.Z.

F.S. 1.V.

Nr. 14. F.Z.

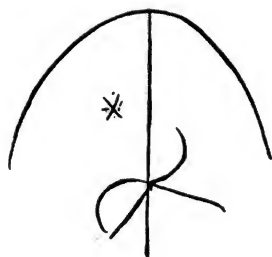
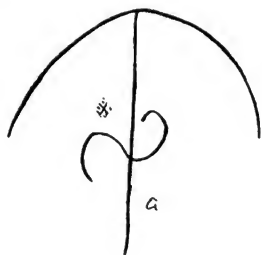
F.S. 2.V.



Nr. 14. F.Z.

F.S. 1.V.

Nr. 14. F.Z.



*meint, bei a sei noch etwas,*

*weiss nicht was?*

10. Tafel zu Nr. 14. F. Z. aus Gruppe II. Konstruierend-visuell.

Nr. 17. H.H.

F.S. 2.V.



Nr. 17. H.H.

F.S. 1.V.

Nr. 17. H.H.

F.S. 4.V.

Nr. 17. H. H.

F.S. 3.V.



bei a plötzlich  
Hemmung

11. Tafel zu Nr. 17. H. H. aus Gruppe II. Beispiel für psychische Hemmung (mit Unlustgefühl).

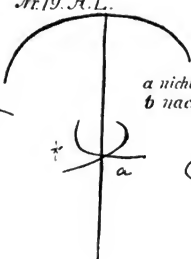
Nr. 19. J.L.  
F.S.  
1.V.



Nr. 19. J.L.  
F.S.  
2.V.



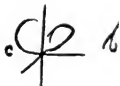
Nr. 19. J.L.



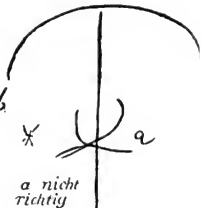
a nicht richtig  
b nachträglich

F.S.  
1.V.

Nr. 19.  
J.L.



F.S.  
2.V.

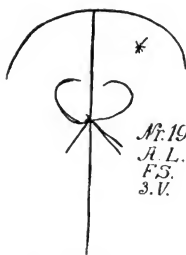


a nicht richtig  
b nachträglich

Nr. 19. J.L.  
Gdz.



Nr. 19.  
J.L.  
F.S.  
3.V.

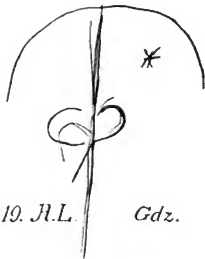


Nr. 19.  
J.L.



Gdz.

Nr. 19. J.L.



Gdz.

Nr. 19.  
J.L.



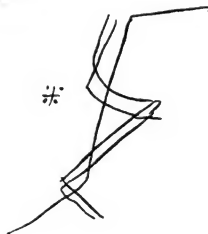
Abz.

12. Tafel zu Nr. 19. A. L. zu Gruppe III, konstruierend (schematisch).

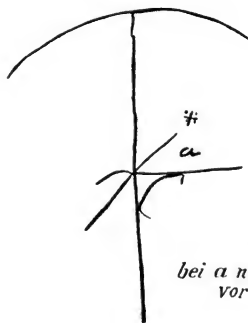
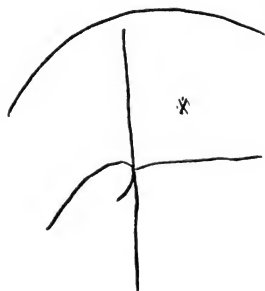
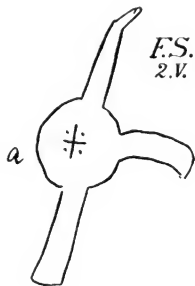


Nr. 23.

B.W.

F.S.  
1.V.F.S.  
2.V.F.S.  
3.V.F.S.  
2.V.

F.S. 1.V.

bei a nicht richtig  
vorF.S.  
1.V.F.S.  
2.V.F.S.  
3.V.

Nr. 27. W.Sch. \*

F.S. 1.V.



F.S. 2.V.



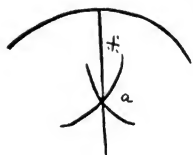
F.S. 3.V.



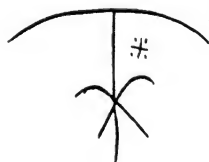
F.S. 4.V.



F.S. 1.V.



F.S. 2.V.



F.S. 1.V.



F.S. 2.V.



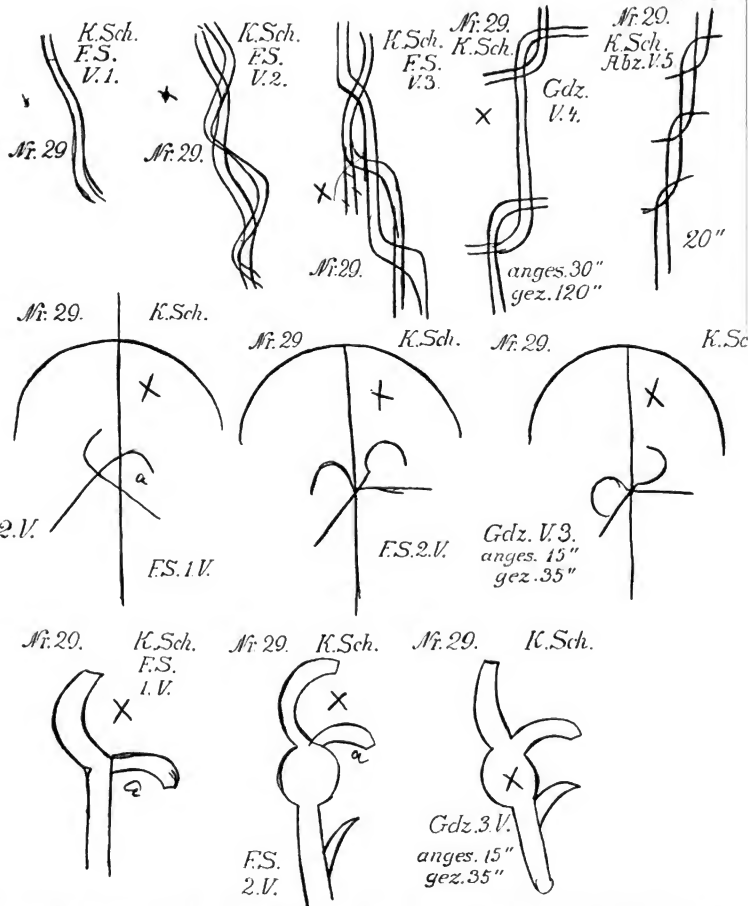
F.S. 3.V.



Gdz. 4.V.

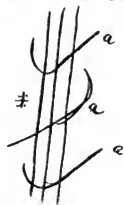


14. Tafel zu Nr. 27. W. Sch. zu Gruppe III, visuell, aber ohne Analyse des Eindrucks.



15. Tafel zu Nr. 29. K. Sch. Gruppe IV. Leistungen eines Schülers von hoher Intelligenz 1/43, konstr. T., geringe opt. Begab.

Nr. 30. K. L. F.S.  
1.V.



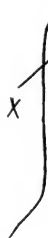
F.S.  
2.V.



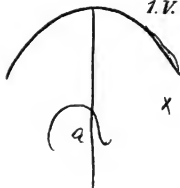
F.S.  
3.V.



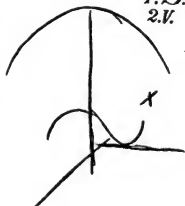
F.S.  
4.V.



F.S.  
1.V.



F.S.  
2.V.



F.S.  
1.V.



F.S.  
2.V.

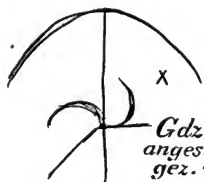


Gdz.  
anges. 80"  
gez. 70"

bei a selbst  
corrigiert.



Gdz.  
anges. 30"  
gez. 40"



Gdz.  
anges. 120"  
gez. 70"

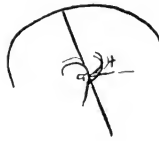
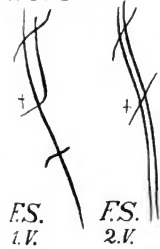


16. Tafel zu Nr. 30. K. L. Gruppe IV. C. T. überwiegt, aber visuell auch beanlagt.  
I. V. 4 psych. Hemmung!

Nr. 31. R.K.

FS.1.V.

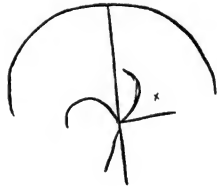
FS.2.V.



Gdz.  
anges. 155"  
gez. 65"



a und b nach 3 Min.  
eingefallen



Gdz.  
anges. 55"  
gez. 25"



Gdz.  
anges. 60"  
gez. 40"

17. Tafel zu Nr. 31. R. K. zu Gruppe IV, visuell, dabei reflekt.-konstruierend.

Nr. 33. E. G. F.S. 1.V.



F.S. 2.V.



F.S. 3.V.



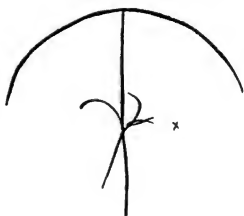
F.S. 1.V.



F.S. 2.V.



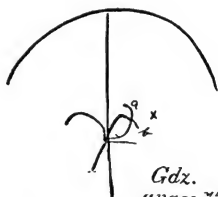
F.S. 3.V.



F.S.  
1.V.



Gdz.  
anges. 145" a nachträglich gez. 15"  
gez. 40" b kam falsch vor



Gdz.  
anges. 75"



Gdz.  
anges. 80"  
gez. 25"



F.S.  
2.V.

18. Tafel zu E. G. Nr. 33, Gruppe IV, stark reflektierend, schwaches optisches Bild.

Nr. 35. H. F.

F.S. 1.V.



F.S. 2.V.



F.S. 3.V.



F.S. 1.V.



F.S. 2.V.



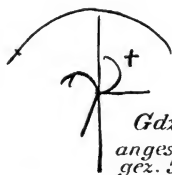
F.S. 1.V.



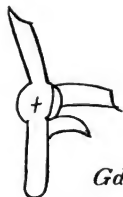
F.S. 2.V.



Gdz.  
anges. 145"  
gez. 140"



Gdz.  
anges. 20"  
gez. 50"



Gdz.  
anges. 12"  
gez. 65"

19. Tafel zu Nr. 35. H. F. Gruppe IV, visuell; analysiert nicht.

Nr. 36. W.J. F.S. 1.V.



F.S. 2.V.



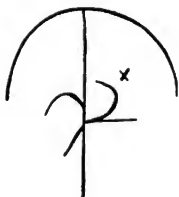
F.S. 3.V.



F.S. 1.V.



F.S. 2.V.



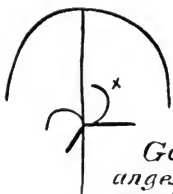
F.S. 1.V.



F.S. 2.V.



Gdz.  
anges. 270"  
gez. 20"



Gdz.  
anges. 15"  
gez. 20"



Gdz.  
anges. 20"  
gez. 25"

20. Tafel zu Nr. 36. W. J. Gruppe IV, visuell-analysierend.



Nr. 38. W. K.

F.S. 2.V.

F.S. 3.V.

F.S. 4.V.

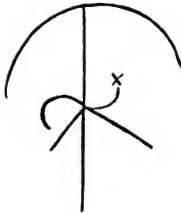
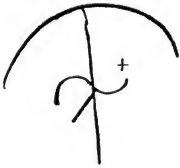


anges. 125"  
gez. 30" Gdz.

F.S.  
1.V.

F.S. 1.V.

F.S. 2.V.



Gdz.  
anges. 35"  
gez. 30"



F.S.  
1.V.



F.S.  
2.V.



F.S.  
3.V.



F.S.  
4.V.



Gdz.  
anges. 70"  
gez. 50"

21. Tafel zu Nr. 38. W. K. Gruppe V, visuell-analysierend. Beispiel für Perseveration.

Nr. 39.  
K. H. F.S.  
1.V.



1. 2.

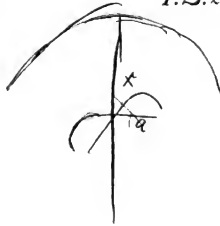
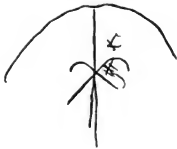
F.S.  
3.V.



Gdz. 4.V.  
anges. 110"  
gez. 45"

F.S. 1.V.

F.S. 2.V.



Gdz.  
anges. 20"  
gez. 30"

F.S. 1.V.

F.S. 2.V.

F.S. 3.V.



Gdz.  
anges. 80"  
gez. 30"

Nr. 41. H. R. F.S. 1.V.

✱

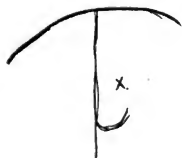
F.S. 2.V.



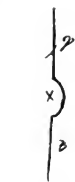
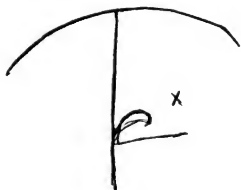
F.S. 3.V.



F.S. 1.V.

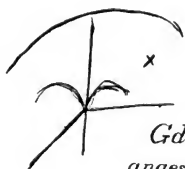


F.S. 2.V.



F.S. 1.V.

F.S. 2



Gdz.  
anges. 40"  
gez. 30"



23. Tafel zu Nr. 41. H. R. Gruppe V, geringe optische Begabung.

Nr. 42. R.L. *F.S.*  
i.V.



*F.S. 2.V.*



*Gdz. 3.V.*  
anges. 90"  
gez. 60" gez. 75"

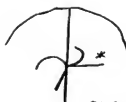


*Abz. 4.V.*  
gez. 45"

*F.S. 1.V.*



*F.S. 2.V.*



*Gdz. 3.V.*  
anges. 40"  
gez. 25"

*F.S. 1.V.*

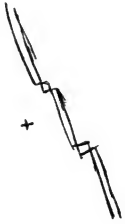


*F.S. 2.V.*

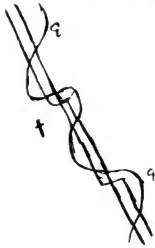


*Gdz.*  
anges. 75"  
gez. 50"

Nr. 43. K.S.F.S. 1.V.



F.S. 2.V.



F.S. 3.V.



F.S. 4.V.



F.S. 1.V.



F.S. 2.V.



F.S. 1.V.



F.S. 2.V.

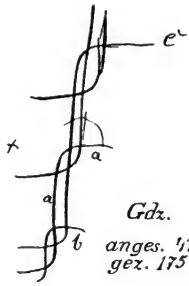


25. Tafel zu Nr. 43. K. S. Gruppe V.

Nr. 44. A.K.

F.S. 1.V.

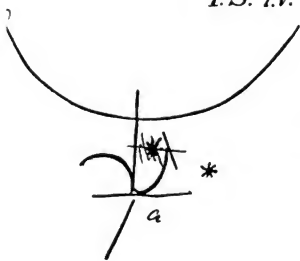
F.S. 2.V.



Gdz.  
anges. 175"  
gez. 175"

F.S. 1.V.

F.S. 2.V.



Gdz.  
anges. 30"  
gez. 20"

F.S. 1.V.

F.S. 2.V.

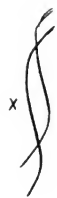


Gdz.  
anges. 260"  
gez. 45"



26. Tafel zu Nr. 44. A. K. Gruppe V.

Nr. 45. O.G. F.S.1.V.



F.S.2.V.



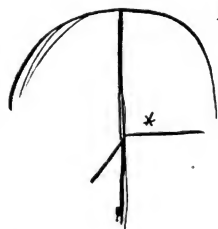
F.S.3.V.



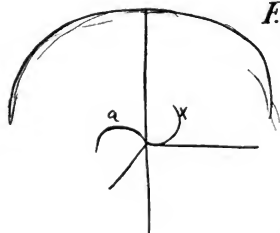
F.S.4.V.



F.S.1.V.



F.S.2.V.



F.S.1.V.



F.S.2.V.



F.S.3.V.



27. Tafel zu Nr. 45. O. G. zu Gruppe V, visuell.

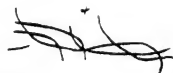
Nr. 7. E. K. F.S. 1.V.



Nr. 7. E. K. F.S. 2.V.



Nr. 7. E. K. Gdx. 3.V.



anges. 60"  
gez. 30"

Nr. 7. E. K. F.S. 1.V.



Nr. 7. E. K. F.S. 2.V.



Nr. 7. E. K.

Gdx. 3.V.

anges. 25"  
gez. 30"



*a nachträglich*

28. Tafel Nr. 7. E. K. zu Gruppe I.



*Nr. 10. W.B.*

*F.S. 1.V.*



\*

Taf. 29. S. 30.

*Nr. 10. W.B.*



\*

*F.S.  
2.V.*

*Nr. 10. W.B. Gdx. 3.V.*

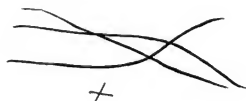
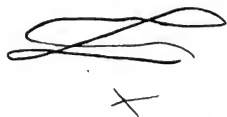


29. Tafel Nr. 10. W. B. Gruppe II.

Nr. 10. F. B.

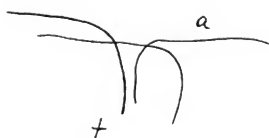
FS. 1.V.

FS. 2.V.

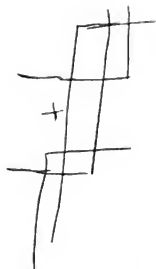


FS. 3.V.

FS. 4.V.



Gdx. 5.V.



anges. 245 "  
gez. 90 "

Nr. 16. A.M.  $\psi$  F.S. 1.V.



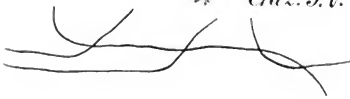
F.S. 3.V.



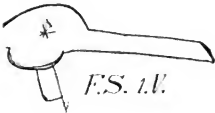
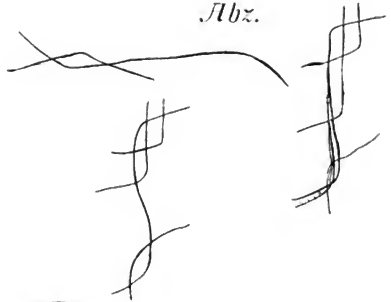
F.S. 4.V.



\* Gdz. 5.V.



Лбз.

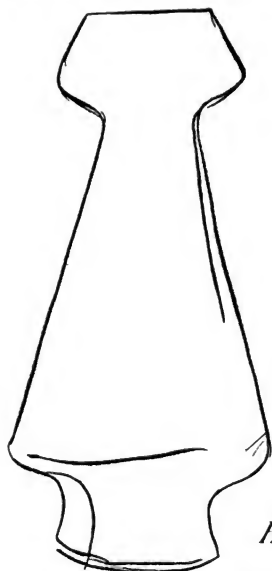


F.S. 1.V.

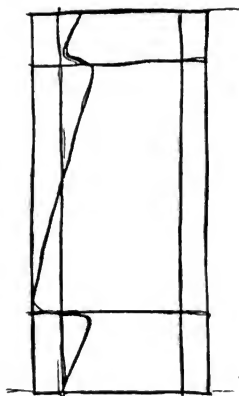


F.S. 2.V.

31. Tafel Nr. 16. A. M. zu Gruppe II.



*H.F. III b*



*C. Sch. III b*

32. Tafel. Visuell und konstruierend zu „Besondere Beobachtungen“.

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