

**A HANDBOOK OF MENTAL
TESTS: A FURTHER
REVISION AND EXTENSION
OF THE BINET-SIMON SCALE**

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A Handbook of Mental Tests: A Further Revision and Extension of the Binet-Simon Scale by F. Kuhlmann

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A HANDBOOK OF MENTAL TESTS

A Further Revision and Extension
of the Binet-Simon Scale

By

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EDITOR'S INTRODUCTION

For a number of years the writer of this Introduction, with the assistance of his advanced students in the University of Wisconsin, has conducted experiments to determine the validity and usefulness of the Binet-Simon scale for the measurement of intelligence. As a result of this experimentation, the conclusion has been reached that while the Binet-Simon tests are based upon sound principles in the diagnosis of intelligence, they are still defective in certain ways, and chiefly in two respects. In the first place, the tests depend too largely upon verbal responses only from a subject under examination. The writer has accumulated evidence which has convinced him that, in order to measure intelligence in its major aspects, it is necessary to introduce into the Binet-Simon system tests which will require a subject to perform in other ways than merely to answer questions, or give linguistic solutions of problems.

Again, it has become clear to the writer that the method of scoring adopted in the Binet-Simon system often proves to be inaccurate, for the reason that the judgment of the scorer is the main factor in determining the value of the response to a test. In the writer's experiments, the plan has been tried of having several examiners present during the examination of a subject. Each examiner has estimated the value of every response. Often these estimates have differed because each examiner has been more or less biased in interpreting a subject's responses; and so the predilections and mental attitude of the examiner has always to be taken account of in the results of an examination. These variable factors will of course render any scale for the measurement of intelligence somewhat unreliable.

In attempting to correct these defects in the Binet-Simon system, the writer has tested some devices of his own, and he has tried out suggestions made by others who have revised the Binet-Simon scale. In the process of looking about for a revision of the scale which would give a larger place to actual performance as compared with linguistic response, and which would insure a higher degree of accuracy in scoring the results of an examination, the writer came across the revision by Kuhlmann, who has developed a modified Binet-Simon scale as an outgrowth of his work at the School for the Feeble-Minded, Faribault, Minnesota. It seemed to the writer, upon examination of the Kuhlmann revision, that the two chief defects in the Binet-Simon scale had been remedied more adequately and satisfactorily than had been accomplished in any other revision. The writer consulted persons in different parts of the country who had been using the Kuhlmann scale, not only in respect to the two major points mentioned above, but also in regard to minor details, and their testimony confirmed his own conviction,—that Dr. Kuhlmann has succeeded in producing a very useful scale for the measurement of intelligence.

So the writer requested Dr. Kuhlmann to prepare his system for publication. This will explain how this book has come to be published. The writer believes that it will make a distinct contribution to the solution of the problem of diagnosing intelligence. Especial pains have been taken to present this revised Binet-Simon system in such terms and in such an arrangement of type, headings and paragraphing that it will be clear to any one who wishes to use it how it is to be employed, alike in respect to the method of administering the tests and the method of scoring the results. It will be possible for a teacher, a student of psychology, a parent, a worker in a juvenile court or in an institution for defectives or delinquents, to use the Kuhlmann scale readily and ac-

curately after the reading of this volume. The use of the scale does not require an extended knowledge of the sciences, especially psychology, upon which it is based.

It is reasonable to assume, considering the present widespread interest in ways and means for measuring intelligence accurately, that any contribution to the solution of the problem will be welcomed by those who are responsible for the care or teaching or guidance of the young. This book has, in addition to other advantages, the special advantage,—that the tests have not been widely published in the newspapers, which has been the case with some of the other systems for diagnosing intelligence; and this has rendered them useless in many sections of the country where young as well as older persons have become familiar with many of the tests.

M. V. O'SHEA.

The University of Wisconsin,
November, 1920.