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PICTURE COMPLETION TEST**

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RUDOLF PINTNER & MARGARET M. ANDERSON

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THE PICTURE COMPLETION TEST

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No. 20

The Picture Completion Test

BY

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EDITOR'S PREFACE

Progress in mental testing has been greatly reduced, as all workers in that field are well aware, because of lack of standardization both with respect to the methods of administering tests and also with respect to the methods of scoring them. Closely allied with these lacks is the further lack of adequate norms of performance, gathered from a sufficient number of cases to indicate not merely the average performance but also the entire range of performance as conditioned by age, sex, school training and what other factors may be influential.

The present monograph supplies these desired data for a single test—the Healy Picture Completion Test. By applying it to over 1500 children the authors have been able to arrive at an empirically determined method of scoring, to establish norms of percentile distribution for each age from 6 to 14 and incidentally to ascertain the connections between performance in it and sex, social environment and school standing.

Work of this sort is directly valuable to all persons who make use of mental tests with children and it is equally valuable to those who are interested in the technique of standardizing tests and in working out by empirical methods the best rules for administering and scoring them.

G. M. W.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters.

2. The second section outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of reliable software solutions to ensure the integrity and accuracy of the information.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It provides a detailed overview of the statistical techniques and models employed to identify trends, patterns, and correlations within the dataset.

4. The final section discusses the implications and applications of the findings. It explores how the insights derived from the data analysis can be used to inform decision-making, optimize processes, and improve overall performance.

In conclusion, this document serves as a comprehensive guide to the data analysis process, from data collection to interpretation. It provides a clear and structured approach to handling complex data sets and extracting meaningful insights from them.

CHAPTER I

INTRODUCTION

The growing demand on the part of clinical psychologists for a greater variety of tests to aid in mental examinations and for adequate standardizations of tests is leading to the introduction of new tests and to more intensive studies of tests already in common use. The necessity on the part of the practical worker for a number of tests and the relative ease with which a new test can be devised has resulted, in many instances, in the use of a test for practical work before any real analysis or standardization of the test has been made. To draw conclusions from any specific performance in a test before a real study of it has been made, is at best a very dangerous procedure, and the basing of diagnoses of individual cases upon the results of tests that have not been carefully studied is one of the things which in some quarters has helped to bring clinical psychology into disrepute. If we are to use a test for purposes of differential diagnosis, we must be certain that we know what is a normal performance. We have no justification in saying that any specific performance is a bad performance, say for a six-year-old child, until we know what the average six-year-old can do. What may seem to us as adults a very bad performance may be the common six-year-old response to the situation. In short, the careful clinical worker will not use for diagnostic purposes any test until it has been adequately standardized.

The question of the adequate standardization of mental tests has been until recently a somewhat neglected phase in the psychology of individual differences. Previous workers did not attempt to set standards, but were primarily interested in the results