

**A TEACHERS' MANUAL
FOR THE USE OF
THE BINET-SIMON
SCALE OF INTELLIGENCE**

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A Teachers' Manual for the Use of the Binet-Simon Scale of Intelligence by Raymond A. Schwegler

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RAYMOND A. SCHWEGLER

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A TEACHERS' MANUAL

FOR THE USE OF

THE BINET-SIMON SCALE
OF INTELLIGENCE.

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PREFACE.

The Binet-Simon scale for intelligence testing has now passed its first days of hesitant uncertainty. In spite of doubt and controversy it has commended itself to a large number of earnest students of childhood as altogether the most adequate measuring rod of intelligence so far devised.

That the scale is perfect no one pretends. It is, however, noteworthy that those who have used it most extensively are, on the whole, its most ardent defenders. That it will in the course of time be amended and developed is highly probable. In fact, the earnest enthusiasm of the splendid group of workers now active in this field, both in America and abroad, gives assurance that this development will be both early and sound.

In the meantime it remains undoubtedly true that the scale as at present constituted is our most available and reliable guide in distinguishing the normal from both the subnormal and the exceptional child, in determining the various degrees of natural endowment, and in reaching final judgment in many complicated phases of juvenile life.

The teacher, the parent, the social worker and the juvenile court should find in this scale an invaluable instrument for the solution of many a complex problem.

The purpose of this booklet is to make the Binet-Simon scale available in popular form to the great army of men and women active in public and semi-public positions in the care and control of childhood. All controversy has been ignored in the conviction that what is now needed is a practical guide for the wide use of these tests. Those whose interests are centered in the disputed aspects of the Binet-Simon tests are referred to the bibliography at the end of this pamphlet.

The series as here presented is in the main a duplicate of Dr. Henry H. Goddard's version. A few modifications, based in part on the experience of the writer, and in part on that of other workers in the field of testing, have been made. These modifications will be found chiefly in the tests suggested for the last two age groups.

The list of writings which have been consulted in constructing this guide is too long to bear detailed repetition here. Three

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names stand out preëminently: Goddard, Wallin and Meumann. Grateful acknowledgment is hereby made to these and all others whose work has been of service in making this guide possible.

The pamphlet is dedicated to the welfare and happiness of childhood everywhere.

THE AUTHOR.

JULY, 1914.

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CHAPTER I.

A Brief Historical Sketch of the Binet-Simon Scale of Intelligence Tests.

In 1904 the minister of education of France resolved upon the separation of the normal from the subnormal children in the public schools of that nation. He turned to Alfred Binet, who had been for many years engaged in the task of developing psychological tests, for some system of tests that might be used for the task in hand.

It was in 1905 that Binet, working with Thomas Simon, promulgated a set of thirty tests, which were to be effective chiefly in the detection of mental subnormality.

After trying out his first series of tests on some 203 children in the schools of Paris, both Binet and Simon came to the conclusion that it would be entirely possible to devise a series of tests which would not only be effective in detecting mental deficiency, but which would also serve as a definite measure of relative mental unfoldment. They therefore in 1908 published a new scale, containing this time fifty-six tests, arranged in groups of varying extent, each group containing a number of tasks conceived to involve function-norms for a given age. Groups were arranged for each age from three to thirteen.

In response to much pressure, many suggestions and some personal experiences of their own, the authors in 1911 published a third scale, being a revision of the second, in which the tests were in some cases redistributed, and in others changed entirely. Shortly after, Professor Binet died.

The scale in this final form, and in the main unchanged, lies at the basis of the present pamphlet.

It may be of interest to say that the scale has been widely used in almost every country of Europe and in America, and that in spite of certain inherent difficulties, which no one has yet succeeding in removing, it is commending itself within its own limits to the favorable attention of many of the foremost workers in the field of psychometry both at home and abroad.

CHAPTER II.

A Tabular Synopsis of the 1911 Revision of the Binet-Simon Scale as Adapted to American Conditions.

The normal child should be able to perform the tasks below, up to its age level.

AGE III.

1. Points to its mouth, nose and eyes.
2. Repeats correctly any easy sentence of six syllables.
3. Repeats any number containing two digits.
4. Describes pictures by naming familiar objects contained in them.
5. Knows its own family name.

AGE IV.

1. Knows its own sex: "boy or girl."
2. Recognizes and names correctly a knife, key and penny.
3. Repeats any number containing three digits.
4. Compares two lines differing in length by three-eighths inch.
5. Answers questions involving simple concrete situations. (Terman.)

AGE V.

1. Compares correctly two weights of 3 and 12 or 6 and 15 grams, respectively.
2. Copies with a pen a figure one and one-half inches square.
3. Repeats correctly, after once hearing it, a sentence of ten syllables.
4. Counts correctly four pennies.
5. Reconstructs a rectangular card cut into two triangles.

AGE VI.

1. Knows whether it is morning or afternoon.
2. Defines, in terms of use, the words: fork, table, chair, mama, horse.
3. Executes triple command, *e. g.*, places key on chair, brings box, and shuts door, *exactly in the order given.*
4. On demand shows his left ear and right hand.
5. Chooses correctly the prettier of two faces.

AGE VII.

1. Counts without error thirteen pennies.
2. Describes pictures in terms of actions and scenes.
3. Observes omission of parts of pictures presented for criticism.
4. Copies diamond-shaped figure.
5. Names colors: blue, green, red, and yellow.