

**A METHOD OF MEASURING  
THE DEVELOPMENT  
OF THE INTELLIGENCE OF  
YOUNG CHILDREN**

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**ALFRED BINET & TH. SIMON**

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**AUTHORIZED TRANSLATION WITH PREFACE**

And an Appendix, Containing an Arrangement of the Tests in Age and Diagnostic  
Groups for Convenience in Conducting Examinations

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Colony, Lincoln, Illinois. Author of "Two Experimental  
Studies of the Insane."

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#### TRANSLATOR'S PREFACE.

The article here translated appeared in the "Bulletin de la Société libre pour l'Etude psychologique de l'Enfant," April, 1911. It is a brief but complete statement of the Binet-Simon method of examining the intelligence and determining the mental level of children.

The aim of the authors was to present their system of tests as finally revised with adequate explanation and instruction for its use, but without the theoretical and philosophical discussion accompanying its presentation in "L'Année Psychologique." It is in fact a convenient manual for those who wish to use the method.

The translator is of the opinion that just such a manual is needed in the United States at the present time. So much has appeared in our educational press concerning the Binet-Simon System and the practical value of its application to the problems of special education that a wide-spread interest has been awakened, indeed the system has become popular. Unfortunately, this popularity is not paralleled by accurate knowledge concerning it. The surface simplicity of the method has encouraged many to attempt its application with little more knowledge concerning it than that supplied by the list of tests. This is undoubtedly largely owing to the fact that none of the Binet-Simon articles on the subject have been translated in full; extracts have appeared and many criticisms, but the articles themselves have never appeared in English form. To put into the hands of our educational public the Binet-Simon System in the form and with the instructions and explanations presented by its authors, this translation has been prepared.

The series of tests presented in the 1911 article is the result of a gradual development. The first form of the Scale was published in "L'Année Psychologique"

in 1905; this itself was the result of much observation and study of the developing child mind. During extended study many simple tests were tried, many were discarded, and those that finally survived did so only by virtue of their intrinsic value brought out by actual trial. The result was a hierarchy of tests arranged in the order of their increasing difficulty, one group adapted to children of one and two years, and other groups to children of four, five, six, seven, eight, nine, ten, eleven and twelve years.

In 1904 an educational measure in Paris required the selection of all the mentally defective children in the public schools, such selection to be made by means of individual examinations. There was at that time no definite method of making such examination and with the object of supplying one Binet and Simon determined to standardize their scale of tests. In order to do this, selected groups of pedagogically average public school children were examined—ten each of the ages three to seven, and fifteen each of the ages seven to twelve. The series of tests was finally arranged in age groups according to the results of these examinations and those previously conducted.

The Scale was thus standardized. It remained to adapt it to the diagnosis of feeble-minded conditions. This was achieved by correlating it with the classification of the feeble-minded then most generally accepted—the tripartite one into *idiots*, *imbeciles* and *morons*. (The last term varies in different countries, *moron* is the accepted term in the United States). The idiots are those of least mentality, the imbeciles those of next higher grade, and the morons those more closely approximating the normal in type. There was, however, no distinct line of demarkation between the mental condition of the idiot and the imbecile, or between that of the imbecile and the moron. The criteria most generally used were differences in ability to dress, to eat, and to perform various kinds of work. There, however, was no certainty that a case would be diagnosed in the same way



by different examiners; the personal equation necessarily entered into all diagnoses. Binet was of the opinion that uniformity of diagnosis should be secured, and he succeeded in devising a plan, which if generally accepted, would doubtless secure it. Being a student of language development, and holding the opinion that in intellectual development language is so intimately involved that it may be considered as one criterion of intellectual level, he used three great planes of language development to differentiate between the mental condition of idiots, imbeciles and morons. According to this classification the idiot never reaches the plane of spoken language; he is limited to the use and understanding of gesture; the imbecile understands spoken language and talks himself in varying degrees of fluency; the moron, in addition to using spoken language, is capable of learning to read and write. Applying this differentiation to the Scale, the idiots fall to the age groups one and two, the imbeciles to the age groups three, four, five, six and seven, and the morons to the age groups eight, nine, ten, eleven and twelve. Further than the twelve year level the feeble-minded individual seems not to develop.

The feeble-minded patients at the Salpêtrière were examined by the Scale and it proved to be a most satisfactory means of diagnosis, for the reason that each diagnosis carried with it a distinct idea of the child's mental status.

In 1908 the first revision of the Scale appeared, published as the result of further experimental work with the method. This is the form of the Scale most used in the United States. Between 1908 and 1911, the Scale was applied by various experimenters as well as by the originators, and as a result of the combined findings the final revision of the scale was published in 1911. It appeared in "L'Année Psychologique" in the article entitled "Nouvelle Recherches sur la Mesure du Niveau intellectuel chez les Enfants d'Ecole," and in the "Bulletin de la Société libre pour l'Etude psycho-

logique de l'Enfant" in the article here translated—  
"La Mesure du Developpement de l'Intelligence chez  
jeunes Enfants."

In conclusion I wish to express my sincere thanks  
to M. Th. Simon and to Mlle. Giroud, editor of the "Bul-  
letin de la Société libre pour l'Etude psychologique de  
l'Enfant" for their kindness in granting permission to  
publish this translation.

CLARA HARRISON TOWN.

A METHOD OF MEASURING THE DEVELOPMENT OF THE INTELLIGENCE OF YOUNG CHILDREN.\*

ALFRED BINET AND T. SIMON.

The method here presented is one by which the intelligence of a child may be estimated. The method consists in asking the child some precise questions and having him perform some simple experiments; these questions and experiments are called tests. As much research has revealed which of these tests a normal child passes successfully at a given age, it is easy to ascertain whether the child under examination gives results equal to the normal child of his age, or whether he is advanced or retarded in relation to this norm.

The series of tests used in the method, grouped according to age, are as follows:

THREE YEARS.

Shows nose, eyes and mouth.  
Repeats two digits.  
Enumerates objects in a picture.  
Gives family name.  
Repeats a sentence of six syllables.

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\*We explain here very succinctly our method for measuring the level of the intelligence of a child. We omit all theory, philosophy, and discussion, referring the reader interested in these questions to *L'Année Psychologique*, 1908, p. 1, and 1911, p. 145. In the Bulletin only those details will be given which it is necessary to know in order to apply the method.

The present brochure completes that of M. Vaney (No. 68 of the Bulletin, February, 1911) on the "Classes for Backward Children." The two brochures sum up all which concerns the recruiting, organization and instruction of these classes.