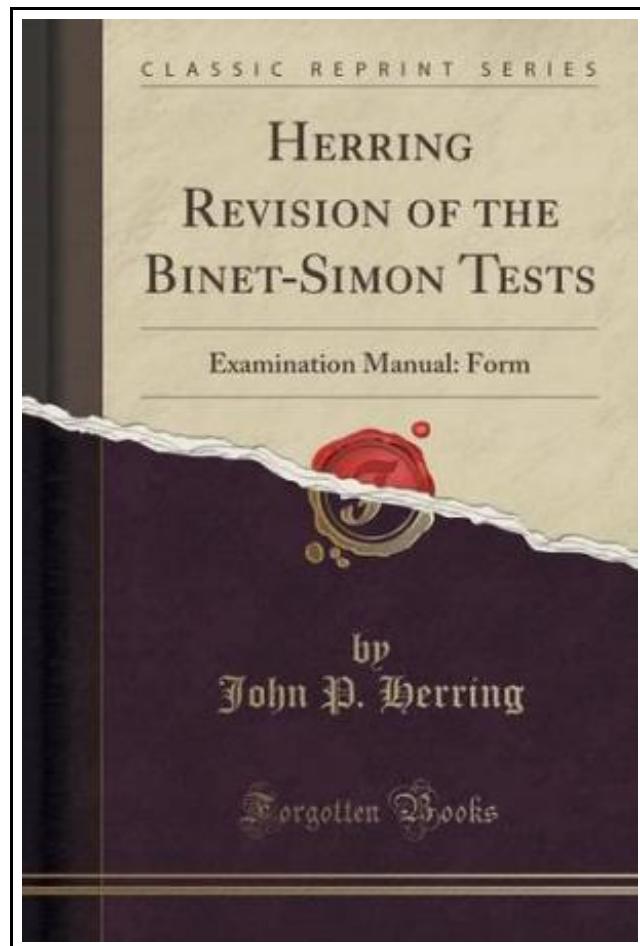


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book ***** Print on Demand *****.Excerpt from Herring Revision of the Binet-Simon Tests: Examination Manual: Form Measurement of the results of teaching is a widespread practice, but this measurement by itself is insufficient, because, while it tells how well a child is doing in arithmetic, reading, and other school subjects, it does not tell how well he can do. We need to know both things. Educational examinations tell us how much a child has accomplished; intelligence examinations tell us how much a child can accomplish. The difference between the two is the child's unused margin of ability. It is not difficult to measure this margin of unused ability, but it can no more be measured without an intelligence examination, than it can without educational examinations. Hence the importance of obtaining both measures. It would be shameful to allow another generation of children to pass through school unmeasured; with so many children and so few psychologists, teachers will have to accomplish this measurement. Public school teachers are as able to use individual examinations like the Herring-Binet, as they are to teach reading, and, if we consider merely the process of obtaining mental ages, certainly more so. See Terman, Intelligence of School Children, Chapter XIII, Practical Suggestions for the Use of Mental Tests. The Herring Revision of the Binet-Simon Tests is an individual examination for the purpose of measuring mental ability. The questions are asked and, for the most part, answered orally. The examination contains many tests similar to those in the Binet-Simon Tests, such as repeating digits, detecting similarities, interpreting pictures, etc. The final score in the examination is expressed, as is that of the Binet-Simon Tests, as a mental age. The...



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