BOOK REVIEWS


If the author has his way, you are now reading a review of the last book about the Wechsler tests of intelligence that will ever need to be written:

"The Wechsler tests are like the dinosaur, too large, cumbersome and ill-fitted and awkward in the age in which they developed, unable to remain viable in a psychometric age which has passed it by in conceptualization. As with the dinosaur it is time for the Wechsler test to become extinct" (p. 126).

An impressive array of documentary evidence is amassed to demonstrate the uselessness of the Wechsler. The list of references alone occupies 47 pages. Based on analyses of the research evidence, the author's conclusions include the following:

- The various forms of the Wechsler are insufficiently correlated with each other to be useful as alternative forms.
- The Deterioration Quotient (developed to reflect impairment due to ageing) is a faulty indicator of mental deterioration.
- The research on differences between Verbal and Performance IQs leave us unable to interpret their meaning.
- Patterns of subtest scores have no clinical utility in diagnosing cerebral pathology, alcoholism, schizophrenia, neurosis or most other psychiatric categories.
- While some studies show moderately consistent subtest patterns for sociopathic personalities (e.g. good scores on Object Assembly, poor on Arithmetic) and for anxious individuals (e.g. low scores on Digit Span), these conditions are far better diagnosed using more direct methods.
- Scores are confounded by differences arising from the gender, age, race and socio-economic status of examinees as well as by the factor analytic 'impurity' of the subtests.
- Even the Wechsler's ability to predict scholastic performance is modest, and grade point averages can be predicted more efficiently by other means.

I sensed only a limited objectivity in this evaluation of the Wechsler. The author seemed to be building a case against it from the start. Research studies were cited generally without criticism of their methods. Tables of correlations were reported without sample sizes. And certain fundamental psychometric principles (e.g. the effect of restrictions of range on correlation coefficients) seemed to go unrecognized.

Despite these faults, the author's general conclusion is probably correct. The age of individually administered intelligence tests is finished. The end of an era is sad in some ways. I recall with nostalgia the thrill of learning how to administer the Wechsler-Bellevue, "the best intelligence test available", when I was a graduate student 34 years ago. Almost all that I learned then has subsequently proved to be untrue...including now the value of the Wechsler tests. I am overawed by the magnitude of human effort that has gone into developing, administering, interpreting and researching the Wechsler tests over the past 50 years. But with all that effort, how many individuals were really helped by the Wechsler? How many were damaged by faulty diagnoses and denigrating labels? We will never know, but the end of this era has a happier side too. We now know better how to help people learn to modify their inappropriate behaviours, emotions and cognitions without needing to label them first with an IQ score. Rest in peace, Dr Wechsler.

JOHN D. KRUMBOLTZ


This slim volume deals with a momentous topic indeed: the educational, cultural, social and economic consequences of the distribution of human intelligence in communities and nations. In recent years, we have seen a great renewal of interest in research on the nature of intelligence. From this scientific ferment, at least four major findings have gained a high degree of consensus among the experts in this field.

(1) There is a general factor of ability which enters in some degree into every kind of mental task; this general factor is the core of the popular conception of intelligence.

(2) It is possible to measure individual differences in intelligence objectively and reliably by a variety of psychometric tests.

(3) A substantial part of individual variation in intelligence is conditioned by genetic factors, which can be modified in their expression, within relatively narrow limits, by variations in environmental conditions.

(4) Intelligence is the overwhelmingly predominant factor in scholastic achievement. Current research in this field has been concerned largely with the detailed analysis, refinement and theoretical integration of all these phenomena, and with attempts to relate them to elementary cognitive processes, neuropsychological variables and evolutionary concepts. What has been most conspicuously lacking in all this recent effort, so far, is a thorough analysis and theoretical development of the broader social implications of intelligence. As one of the major natural resources of a nation, the overall level and distribution of intelligence in its population must influence to some important degree the physical, economic, political, cultural and moral well-being of the whole society. The popular concern with the protection of natural resources and endangered species should include concern with the nation's intelligence as well.

The present book should help in opening this topic for further serious discussion and empirical investigation. Its editor, one of the most distinguished contemporary psychologists, has shown a long-term interest in this topic, introduced in his 1937 book, *The Fight for Our National Intelligence*, and since then, in scattered journal articles and in one of his major...
books, Abilities: Their Structure, Growth, and Action (1971). He has written on this subject more thoughtfully and more outspokenly than anyone else. In his quite unsettling introduction, Cattell points out that in a recent international survey of educational achievement, the U.S.A. has shown a decline over the past 20 years—the years of massive programs of compensatory education, Head Start and the like—falling below Japan and the Western European nations. The only student groups with lower achievement test scores were those from the underdeveloped nations. Cattell suggests that an important part of the cause is "a decline in the innate intelligence level due to a century-long dysgenic situation" (p. 10). The theoretical and empirical basis of this contention is carefully examined in a thought-provoking essay, "Fertility differentials and the status of nations" by Daniel R. Vining Jr, a population specialist at the University of Pennsylvania. Vining rejects R. A. Fisher's theoretically ingenious but empirically contradicted genetic explanation for the negative correlation between fertility and social class. But he nevertheless shows a basis in population statistics for real concern about differential birth rates making for a dysgenic trend with respect to IQ in the U.S.A. Even a 5-point decline, from 100 to 95, in a population's mean IQ would reduce the number of persons with IQs over 130 by almost 60%. This would have a drastic effect on an industrial civilization which depends upon the availability of high-level technical personnel. Vining notes, "The very high measured mean IQ and the very high economic productivity of the Japanese cannot be coincidental" (p. 117).

Besides the Introduction, Cattell has contributed three other papers, "The role of psychological testing in educational performance: the validity and use of ability predictions", "Population intelligence and national syntality dimensions" (with J. M. Brennan) and "Some changes in social life in a community with a falling intelligence quotient". The latter article, included as an appendix, is the only one in the book which has been published previously. Written in 1938, it is a kind of microcosm of the field of research on all the important consequences for the quality of life arising from the general level of intelligence in a population. Several of the most probable consequences of a downward shift in the intelligence distribution curve propounded by Cattell in 1938 are: a fall in scholastic standards, a change in the school curriculum towards finer points of the knotty issues when academic swords cross. For the non-biologically inclined, there are also some part of the cause is "a decline in the innate intelligence level due to a century-long dysgenic situation" (p. 10). The theoretical and empirical basis of this contention is carefully examined in a thought-provoking essay, "Fertility differentials and the status of nations" by Daniel R. Vining Jr, a population specialist at the University of Pennsylvania. Vining rejects R. A. Fisher's theoretically ingenious but empirically contradicted genetic explanation for the negative correlation between fertility and social class. But he nevertheless shows a basis in population statistics for real concern about differential birth rates making for a dysgenic trend with respect to IQ in the U.S.A. Even a 5-point decline, from 100 to 95, in a population's mean IQ would reduce the number of persons with IQs over 130 by almost 60%. This would have a drastic effect on an industrial civilization which depends upon the availability of high-level technical personnel. Vining notes, "The very high measured mean IQ and the very high economic productivity of the Japanese cannot be coincidental" (p. 117).

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