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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

THE ADMINISTRATION OF A TESTING PROGRAM IN AN
ELEMENTARY SCHOOL

Submitted by

George Fallows Moody

(B. S. in ED. Boston University, 1926)

In partial fulfilment of requirements for the degree of

Master of Arts

1929

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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

THE ADMINISTRATION OF A TESTING PROGRAM IN AN

ELEMENTARY SCHOOL

p 6448

Submitted by

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¹Starr, B. Educational Psychology, p. 432

²Carroll, W. P. Fundamentals in the Technique of Educational Measurements, p. 7

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THE ADMINISTRATION OF A TESTING PROGRAM
IN AN ELEMENTARY SCHOOL

I INTRODUCTION

An administrator today must be just as efficient as the manager of an industrial or mercantile establishment. He must be able to measure the quality of the product of the school; compare it with other schools; diagnose its strength and weakness; and suggest ways of improving it.

There is little doubt in the minds of school administrators but what we must have more objective means of measuring the work of the teacher and pupil. Many experiments have been made in the past few years which show that subjective estimates are very inaccurate.

Starch says, "Teachers differ enormously in evaluating the same pieces of work in terms of the ordinary scale and they differ as much in one subject as in another."¹ Carroll²

¹Starch, D. Educational Psychology, p. 435t

²Carroll, R. P. Fundamentals in the Technique of Educational Measurements, p. 2

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¹Starob, D. Educational Psychology, p. 435.

²Carroll, R. F. Fundamentals in the Technique of Educational Measurements, p. 2.

confirms this and shows also that where teachers guessed the intelligence quotient of two hundred pupils they made many errors, the correlation being $.50 \pm .03$. Starch also says, that this variation may be caused by, "(1) differences in the standard of severity or learning of different schools; (2) differences in the standard of severity or leniency of different teachers; (3) difference in credit or penalty of work; and (4) minuteness of the discrimination between successive steps of merit or quality in a given scale of qualities."¹

To overcome this situation standardize tests have been devised. These are not faultless and are often inaccurate yet they do give one information about certain tendencies of individuals, which, if used with common sense, is far better than no information.

The purpose of this thesis is to show how one administrator measured his school; how the results were tabulated; an interpretation of these results; how used by teachers; benefit to pupils; and value in the improvement of the school as a whole.

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II NECESSITY FOR A TESTING PROGRAM

It is desirable that a principal have some objective way in checking up the classroom teaching. If one is to make helpful suggestions for improving the instruction he must have definite data obtained in a scientific way to show wherein lies the weakness and strength of the present instruction. With these data in hand the principal can through conferences point out to the teacher various points which need improvement and through a careful analysis and study of the data they ought to develop a technique of procedure that will correct the situation. The best system known at present to secure these data is the standardized test.

We must also have a test which will measure the quantity and quality of each child's work. The study of individual differences made in recent years brings out the fact that we must know more objectively just what we may expect of the child. A test which will aid in this will make it possible for the teacher to see that each individual is being treated fairly. Not only will it bring to light the idler, retarded, defective, normal and bright pupil, but the specific cause of his failure. Not only should it show his disabilities, but also aid us in finding his abilities.

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of the same individuals is it possible to analyze the many and varied intelligences and achievements of pupils.

With the data of a scientific test at hand a teacher should check up her own marks and make sure that the report cards give as accurate a statement as possible of what the pupil is doing in school. It should also make it possible for the teacher to plan her work so as to provide for assignments which will meet individual needs. Through this definite planning for individual needs the teacher ought to accomplish the results which she has a reasonable right to expect.

Many parents wish advice as to how they may aid the teacher in working with the child and just what they may expect in the way of accomplishment. With scientific data at hand the teacher will be able to give much valuable and intelligent advice which will give the home more confidence in our profession.

With this better understanding of the child the teacher is bound to have a much more sympathetic and helpful attitude toward the child which will aid materially in bringing about the adjustment needed to make him a better member of society.

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1. The test should reinforce right curricular materials in the subject being tested.
2. The test should promote and supplement the right methods of teaching.

Minor Criteria

1. A test to be of value must be highly standardized, that is, it must have been given to enough individuals so that norms have been established, because one must have a fairly accurate standard if the measure is to be worth while.
2. It must measure rather accurately the thing measured.

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4. It must be so constructed that it can be scored easily, and with such accuracy that individual opinions cannot enter in, and the results easily tabulated.

5. The scores should be figured out in such a way as to make them easily comparable to scores of similar tests.

IV TESTS CHOSEN FOR THIS PROGRAM

Before one can chose tests for a testing program he must determine just what things he wishes to measure, and how much time can be spent upon it.

In this program it was desired to find out the intelligence quotients; educational ages; reading ages; achievement ratios; class standing of each individual; compare the different grade medians with standard medians; relationship between intelligence and achievement; growth of intelligence; relationship between teachers' marks and educational quotients; and through this information improve the school.

It is felt that grades one and two should be included in a separate study as the type of test used in these grades is necessarily different. Grade eight was also eliminated, as in this particular school certain conditions made it impossible to include it at this time.

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Whether or not these particular tests are used, it appears that any well defined testing program must include a mental test for it appears "almost axiomatic that intelligence tests reveal bright and slow pupils better than any other method heretofore devised."²

There are many tests for measuring individual subjects. For this particular study The Stanford Achievement Test was chosen. This test is highly standardized and the minor criteria well worked out. It will give educational and grade ages and from a profile chart one may get a very accurate picture of each pupil's achievement.

Reading was chosen as one of the major tests in this program because without reading ability one is handicapped in interpreting practically all subject matter taught in school.

The Gates Silent Reading tests were chosen as they attempt to measure four distinct types of reading ability. Experiments³ have demonstrated that reading in general

¹Manual of Directions for National Intelligence Tests, p.27

²Rhodes, L.C. Some Practical Uses of the Intelligence Tests--American School Board Journal--February, 1926.

³Gates, A.I. "General and Specific Effects of Training in Reading". Teachers College Record, Vol.XXV No.2 (March) 1924.

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V USING DATA SECURED FROM TESTS

In compiling data one must be careful to make them as simple and complete as possible. The material has also been arranged in such a way that it can be readily compared with other data used later.

The following data have been selected for this study.

At the bottom of each chart will be found the name and chronological age of each pupil in years and months. These data are very essential in finding the Intelligence Quotient and Educational Quotient of each pupil. At the top of each chart will be found the name of test and form used; the number of chart; the grade of pupil; and month and year of test.

The Mental ages were secured from the tables given in the "Manual of Instructions" which transposes the scores into mental ages. These mental ages do not appear on the charts in this study as they were used only for the purpose of obtaining the pupils Intelligence Quotients.

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On each chart the standard median is shown in blue and the class median in red. The distance below or above these lines indicates the ability of each pupil. The perpendicular red line indicates the mid-point or median of the class group.

VI READING

In charts I to XXVI inclusive we have made a detailed analysis for the four types of Reading as measured by Gates Silent Reading Tests. Grades three and six have been worked out in detail to show how it was done in each grade, the charts for the other grades show only the general reading ability.

There are two sets for comparison, one for the tests given in October and one for those given in June.

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A general analysis of grade three will now be made type by type.

Type A. "Reading to Appreciate the General Significance of a Paragraph designated to measure the skill of reading merely to get an accurate general impression from the passage. A person may grasp a general significance of the material without full analysis or recall of all details. This test closely approximates a rather easy-going reading of the sort commonly exercised by adults in reading newspapers, fiction, and the like. Test A is the best test in the series for the purpose of measuring the rate of easy or casual reading. Comprehension is measured by the simple device of underlining a word." (Manual of Directions for Gates Silent Reading Tests, Page 5).

The October graph, chart I, shows that we average eight months above the standard. This, of course, really measures the work done in second grade. All but five of this group are doing third grade reading or better.

Turning to the graph for June, chart VI, we find that steady progress has been made, and the grade is still ahead, or has reading ability of Grade V. However, there are ten pupils below standard instead of five. It is interesting to compare the lowest five individuals on these two charts. Warner Wayne, the lowest in October, left our school; the next lowest, Frederick Little, is lowest in

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June, having made very little progress. Vosper Downing, third in October, is fourth in June. Josephine Gawron, fourth in October is second in June. Paul Mavrakos, fifth in October is third in June. These pupils evidently will never make much progress in reading. Later when we make a study of their intelligence and achievement it will be interesting to observe that they have relatively the same position on the chart as here. There is every indication that this type of reading is being well taught in this grade.

Type B. "Reading to Predict the Outcome of Given Events requires, like Test A, a grasp of the general significance of the passage but it also requires a special type of analysis of the facts given in order to predict which of several possible events will be most likely to happen next. It is here necessary not only to interpret the passage as a whole but also to appraise certain special implications, to go beyond a mere grasp of events given. This type is somewhat harder than Type A, and the reading is likely to be done more slowly." (Manual of Directions for Gates Silent Reading Tests, Page 5).

Chart II shows that this class in October was three months above the norm. In looking at chart VII, we find progress has been made and that in June the class just meets the standard. We must therefore infer that this type of reading is not being taught as well as type A. The same pupils

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Type C. "Reading to Understand Precise Directions was selected to measure rigid, careful, exacting reading. The type of reading adequate for Type A, that is the type adequate to yield a good general impression of the material, would be quite inadequate for the purpose of Type C. The directions themselves are not especially difficult; average third grade children, working with care, can understand and execute them. The difficulties arise from the exact nature of the reading required. The test measures ability to read with exactness and precision, to select accurately relevant details while subordinating other facts however interesting, and finally to retain without distortion the precise directions to be executed. This type of rigid reading requires very different techniques from those which are employed in Type A and Type B." (Manual of Directions for Gates Silent Reading Test, Page 5). Chart III shows the class about one year ahead, but the chart for June shows a decided drop. The class is slightly below the median. The lowest five pupils on chart VIII are practically the same as those on chart VI. This type of reading is not being well taught.

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Charts V and X picture the general reading ability as shown by these four types of test. Chart V indicates that the grade is about eight months ahead of the norm. Chart X indicates about the same condition. The teaching as a whole appears to be well taught. The teacher with these charts before her should now make an individual analysis of each pupil and by grouping them according to reading ability will be able to give the right kind of help where needed.

Charts XI and XII indicate what conditions are in grade four. The fine work of the third grade teacher is not kept up. Instead of being six months above the standard, they have dropped to about the standard. This

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Grade five shows the reverse situation. Chart XIII indicates that the fourth grade just met the standard for that grade. In June due to the excellent work of the fifth grade teacher, we find according to chart XIV that the grade is five months above the standard. This teacher should be complimented and asked to help the other teachers in improving their methods.

Grade six includes charts XV to XXVI. This grade will be analysed as grade three was in order to show that the natural emphasis due to the nature of subject matter is different from that of the lower grades. Chart XV gives type A for October. The class is nearly one year above standard. The reading ages of the class run from 4.2 years to 11.5 years. The oldest pupil has the lowest score. This boy left when he became sixteen and went to work so does not appear on the June chart. It is interesting to note that the same pupils are always in the lower quarter or upper quarter on all the tests given which indicates that the tests are about the same degree of difficulty although measuring different types of reading. The June chart, number XX, shows the grade still above the standard.

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Type B, chart XVI, shows the grade a year above standard while chart XXI shows the class five months above the norm.

Type C, chart XVII, shows the class five months above standard while chart XXII shows that the class is a year in advance of the standard. Evidently this type of reading is better taught, probably due to the fact that this type is used more in the work of the upper grades.

Type D, Chart XVIII, shows the grade about one and one-half years below grade, while Chart XXIII shows that the class improved until in June it was very little below. More improvement was made in this type than any other.

Chart XIV shows the general reading ability to be about normal but chart XXIV shows a great improvement. The class is now nearly a year advanced beyond the norm. This teacher has evidently diagnosed the individual difficulties and prescribed the correct remedy. We find in October, thirteen below standard while only six are below in June.

Grade seven also shows much improvement in reading ability as indicated by charts XXV and XXVI.

In the Manual of Directions, we find this statement, "The fact that the norms are based on classes of average mentality is significant. The examiner should realize that these norms are not ideal attainments, but they are, precisely, averages. The grade norms indicate the

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achievements of a pupil of average intelligence, of the average age for his grade, taught in an average New York City class room. The age norms indicate what a pupil of average mentality, and in an average grade for his age, in an average New York City school, can do on these tests. The norms, then, are strictly pictures of mediocre attainments."¹ From this we see that although a grade may meet the norm on every test, we must not be satisfied.

After the October tests were tabulated, a teachers' meeting was called and the purpose of reading discussed, with class weaknesses shown. This was shown by having a set of charts mounted. The June results indicate that improvement in general was made, and that with further study much more will be accomplished.

Type D. shows much improvement in Grade six and seven, which would indicate that this type is used to greater extent in these grades than the lower grades.

I consider the time given in analyzing these tests gave the teachers, including the principal, more real information and interest in reading than anything else that could have been done.

The improvement on the Stanford Achievement Test is no doubt partly due to the reading improvement brought about by this study of reading.

¹ Gates, Arthur I. Manual of Directions for Gates Silent Reading Tests, Grades three to eight, Page 9

achievements of a pupil of average intelligence, of the average age for his grade, taught in an average New York City class room. The age norms indicate what a pupil of average mentality, and in an average grade for his age, in an average New York City school, can do on these tests.

The norms, then, are strictly pictures of mediocre attainments. From this we see that although a grade may meet the norm on every test, we must not be satisfied.

After the October tests were tabulated, a teachers' meeting was called and the purpose of reading discussed, with class weaknesses shown. This was shown by having a set of charts mounted. The June results indicate that improvement in general was made, and that with further study much more will be accomplished.

Type B. shows much improvement in Grade six and seven which would indicate that this type is used to greater extent in these grades than the lower grades.

I consider the time given in analyzing these tests gave the teachers, including the principal, more real information and interest in reading than anything else that could have been done.

The improvement on the Stanford Achievement Test is no doubt partly due to the reading improvement brought about by this study of reading.

1 Gates, Arthur L. Manual of Directions for Gates Silent Reading Tests, Grades three to eight, Page 9

VII ARITHMETIC

The Woody-McCall Fundamental Test Form II, was chosen to determine the kind of work the grade was doing and to aid the teacher in diagnosing the individual difficulties of each pupil.

Chart XXVII shows the third grade slightly below the standard. Chart XXVIII indicates the same condition in Grade four. Chart XXIX shows Grade five considerably above the norm. Chart XXX shows Grade six also to be above the norm and chart XXXI shows Grade seven to be below the standard.

An investigation showed that Grades three and four lacked knowledge of certain processes due to the fact that we begin arithmetic one year later than most schools. As soon as these facts were taught the classes measured above grade as indicated by the charts for Grades five and six. The failure in the seventh grade is probably due to the fact that in teaching so much new material, we do not give time enough to drill in keeping up the fundamental processes. Constant drill is necessary every day in every grade if we are to make our children accurate in these processes.

Each teacher made a study of the individual pupils in her class and found out his chief difficulties. The work this year has been based upon these results and we hope to show by the tests in June a vast improvement in the upper grades especially Grade seven.

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VIII STANFORD ACHIEVEMENT TEST

The next group of charts give the results of the Stanford Achievement Tests.¹ The charts for 1926 numbered XLII to XLVI inclusive, give the names of pupils, chronological ages, composite scores, and educational ages. These tests were given in May for the first time. The blue line is the standard norm and the red line the norm of the grade.

Chart XLII, Grade three, indicated that this grade is five months below standard, in fact, only six out of the class of forty are at or above standard.

Chart XLIII, Grade four, indicates that this grade is five months below standard but in better condition than Grade three. Sixteen out of thirty-seven are at or above standard.

Chart XLV, Grade six, indicates that this grade is slightly below standard. Fourteen out of thirty-two are at or above standard.

Chart XLVI, Grade seven, indicates that this grade is a little below standard. Seventeen out of thirty-seven are at or above standard.

In September of the same year, the teachers were shown the charts as listed above and were given the individual

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¹ Koch, G. M. and Forman, I. M. Stanford Achievement Test Advanced Examination, Form A and B. World Book Company

tests of each pupil to analyze and take up this analysis personally with the principal as soon as possible. After the personal conferences, the principal held general conferences from time to time. In May of the same school year, one year after the previous test was given, the test was given again.

The 1927 charts, XXXVII to XLI inclusive, give the same data as the 1926 charts with the additional information of educational quotient, intelligence quotient, and achievement ratio. The intelligence quotient of grades three to six inclusive was obtained from the National Intelligence Tests¹ and Grade seven from Terman's Mental Ability Test².

Chart XXXVII, Grade three, indicates that this grade has met the standard. Since this grade was not included in the 1926 group, we do not know whether the class is better than last year's or whether the teacher did better work. Now that we are considering the Intelligence Quotients, we will be able to determine this question another year.

Chart XXXVIII, Grade four, shows that last year's third grade has improved, and now meets the standard.

¹National Research Council, Haggerty, M. E. and others, published by World Book Company

²Terman, L. M. Mental Ability Tests, Grades 7 to 12, published by World Book Company

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²Terman, L. M. Mental Ability Tests, Grades V to IX, published by World Book Company

Chart XXXIX, Grade five, shows that last year's fourth grade has gained and is now a little above standard.

Chart XL, Grade six, shows that last year's fifth grade, which was at standard, has increased to about one year above.

Chart XLI, Grade seven, shows that the grade has made a year's growth but is still below standard.

This study reveals very plainly that the teachers, with the exception of Grade seven, did very good work and improved the instruction to a marked degree. It is doubtful if the seventh grade teacher should be criticized too severely at this point, rather, she should be given much help and encouragement for it may be that in this particular class she has obtained their best work. Another year will help tell the story.

The principal and teachers individually and in groups gave further thought and study to the problem.

The school was tested again, this time in February, the reason of this change from May to February will be given in the last part of this thesis.

Chart XXXII, Grade three, indicates that this grade is above the standard. Since the intelligence of the pupils compares very favorably with those of last year, I think we are safe to assume that this teacher is doing excellent work.

Chart XXXIII, Grade four, indicates that the grade has improved from last year and is above the standard.

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Chart XXXIV, Grade five, shows an improved condition over last year.

Chart XXXV, Grade six, also shows an improvement.

Chart XXXVI, Grade seven, shows a decided loss, in fact, the class is worse off at this time than the preceding May. In looking at chart XL, we find the class standard to be 13 years 5 months, on chart XXXVI (which is the following February) it is only 12 years 11 months.

It has already been noted that this grade made less improvement last year than any other. The principal found during this three year period of study that this particular teacher could not be depended upon to work out this problem. With this new chart in hand he felt he had plenty of evidence to prove his case. This he did and made it clear that he was not satisfied with the kind of work she was doing. For all of the testing gave evidence of a decided weakness at this point. What the results will be is still a problem and will not be answered until after this next year's testing program.

Another thing of interest, which the tests did not bring out and which is giving the principal concern, is discipline. Troubles are constantly arising in this grade. Pupils who have never been a problem before or after leaving this grade are constantly being reported to the office.

IX AGE-GRADE TABLES SHOWING ACCELERATED, NORMAL, AND RETARDED PUPILS

In an attempt to find where retardation took place,

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an age-grade table was made each year

Table I
Age-Grade Distribution for 1926

Grades	3	4	5	6	7	Total					
Age	7:	1	:	:	:	1					
	8: 20	10	:	:	:	30					
	9: 15	18	5	:	:	38					
	10: 3	6	22	5	:	36					
	11:	1	7	18	11	38					
	12:	:	2	6	15	23					
	13:	:	3	2	6	11					
	14:	:	3	1	5	9					
	15:	:	1	:	:	1					
	Total					187					
Retarded						7	1	Total	8		
Accelerated						11	5	5	11	Total	32

Terman¹ says the midgrade mental age for Grade three is 9 years. Using this as a basis and allowing a child to be one year above or below before calling him accelerated or retarded, we have the above table.

This table shows Grade three to be normal; Grade four has 11 accelerated; Grade five has 5 accelerated and 7 retarded; Grade six has 5 accelerated and 1 retarded; and Grade seven has 11 accelerated, giving a total of 8 retarded and 32 accelerated or on a percentage basis 4 per cent are retarded while 17 per cent are accelerated. What was the cause of this retardation? Turn to chart XLIV, Grade five. We find here the fifteen year old pupil to be a girl who did very poorly on the Stanford Achievement Test. She was retested on the Binet and found to have an Intelligence Quotient of 67, and as she was three years retarded, she was transferred to the "Special Class" for retarded

¹ Terman, L. M. and others, Intelligence Tests and School Reorganization, Pages 29-30

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Table I
Age-Grade Distribution for 1932

Grades	7	6	5	4	3	2	1	Total
Age	7	8	9	10	11	12	13	14
1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1
Total	11	5	5	11	5	5	5	187
Retarded		1	7					8
Accelerated	11	5	5	11				38

Terman says the midgrade mental age for Grade three is 9 years. Using this as a basis and allowing a child to be one year above or below before calling him accelerated or retarded, we have the above table.

This table shows Grade three to be normal; Grade four has 11 accelerated; Grade five has 5 accelerated and 7 retarded; Grade six has 5 accelerated and 1 retarded; and Grade seven has 11 accelerated, giving a total of 8 retarded and 32 accelerated or on a percentage basis 4 per cent are retarded while 17 per cent are accelerated. What was the cause of this retardation? Turn to chart X.IV, Grade five. We find here the fifteen year old pupil to be a girl who did very poorly on the Stanford Achievement Test. She was retested on the Binet and found to have an intelligence quotient of 67, and as she was three years retarded, she was transferred to the "Special Class" for retarded

Terman, L. M. and others, Intelligence Tests and School Reorganization, pages 29-30

children. At the end of the year she left school and later got into the hands of the police as a social problem and was sent to Waverley. The three 14 year old pupils, one girl and two boys, were found to have Intelligence Quotients of 74, 80, and 74 respectively, the lowest in the class. They seemed to be doing all that could be expected and were passed on to the next grade. The three 13 year old pupils were all boys with Intelligence Quotients of 79, 84, and 83, and were "passed on"¹ into the next grade.

Turning to chart XLV, Grade six, we find the one retarded pupil to be a boy with an Intelligence Quotient of 74, probably doing his best. He was "passed on" to the next grade.

The following year a similar age-grade table was made.

Table II

Age-Grade Distribution for 1927

Grades	3	4	5	6	7	Total	
Age	6 : 1 :	:	:	:	:	1	
	7 : 5 :	:	:	:	:	5	
	8 : 22 :	1 :	:	:	:	23	
	9 : 11 :	19 :	10 :	:	:	40	
	10 : 2 :	10 :	10 :	6 :	:	28	
	11 : :	2 :	7 :	17 :	3 :	29	
	12 : :	1 :	2 :	4 :	17 :	24	
	13 : :	:	:	4 :	7 :	11	
	14 : :	:	1 :	4 :	2 :	7	
	15 : :	:	:	2 :	1 :	3	
						Total	171
Retarded		1	1	6	1	Total	9
Accelerated	6	1	10	6	3	Total	26

¹When a pupil has done all we can reasonably expect of him, and although not meeting the standard for the grade promotion, he is "passed on" to the next higher grade. No pupil is allowed to remain in a grade more than two years.

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Table II

Age-Grade Distribution for 1927

Grades	3	4	5	6	7	Total
Age 6	1					1
7	5					5
8	22	1				23
9	11	19	10			40
10	2	10	10			22
11		3	7	17	3	29
12		1	2	4	14	21
13				4	7	11
14			1	4	2	7
15				2	1	3
Retarded		1	1			2
Accelerated	5	1	10	5	1	22
Total	17	1	33	33	25	110

When a pupil has done all we can reasonably expect of him
 and although not meeting the standard for the grade
 promotion, he is "passed on" to the next higher grade. No
 pupil is allowed to remain in a grade more than two years.

This table shows Grade three to have 6 accelerated; Grade four has 1 accelerated and 1 retarded; Grade five has 10 accelerated and 1 retarded; Grade six has 6 accelerated and 6 retarded; and Grade seven has 3 accelerated and 1 retarded. A total of 26 accelerated and 9 retarded or 5 per cent retarded and 15 percent accelerated.

To analyze the retarded cases, turn to chart XXXVIII, Grade four and we find the retarded pupil to be a girl with an Intelligence Quotient of 78, doing all she can. She may, however, become a social problem later as her home environment is very poor.

Chart XXXIX, Grade five, shows the retarded pupil to be a boy of French descent coming to this country from Canada about four years ago. He first attended a French parochial school and then came to us. His Intelligence Quotient is 73, Educational Quotient 73, and Achievement Ratio 100. He will probably leave school at 16 and is doing his best work.

Chart XL, Grade six, shows us that the two 15 year old pupils are a boy and girl already mentioned (see Table I) with the same Intelligence Quotient, namely, 74. The boy left school at the end of the year and the girl was "passed on". The four 14 year old pupils are all boys with Intelligence Quotients of 96, 83, 100, and 105. The boy with 96 has moved very often which may account for his retardation. The others are not working as hard as they should if we are to judge by the Achievement Ratio recorded.

This table shows Grade three to have 6 accelerated;
Grade four has 1 accelerated and 1 retarded; Grade five
has 10 accelerated and 1 retarded; Grade six has 6 accelerated
and 8 retarded; and Grade seven has 3 accelerated and 1
retarded. A total of 28 accelerated and 9 retarded or
3 per cent retarded and 13 per cent accelerated.

To analyze the retarded cases, turn to chart XXXVIII,
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an Intelligence Quotient of 78, doing all she can. She has
however, become a social problem later at her home
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Chart XXXIX, Grade five, shows the retarded pupil to
be a boy of French descent coming to this country from
Canada about four years ago. He first attended a French
parochial school and then came to us. His Intelligence
Quotient is 75, Educational Quotient 73, and Achievement
Ratio 100. He will probably leave school at 13 and is
doing his best work.

Chart XL, Grade six, shows us that the two 13 year old
pupils are a boy and girl already mentioned (see Table I)
with the same Intelligence Quotient, namely 74. The boy
left school at the end of the year and the girl was "passed
on". The four 14 year old pupils are all boys with
Intelligence Quotients of 96, 85, 100, and 103. The boy
with 96 has never very often which may account for his
retardation. The others are not working as hard as they
should if we are to judge by the Achievement Ratio records

The teacher will need to make a special study of these cases.

Chart XLI, Grade seven, shows the retarded pupil to have an Intelligence Quotient of 74, working as best he can, and should be "passed on".

Table III

Age-Grade Distribution for 1928

Grades	3	4	5	6	7	Total
Age 7	6					6
8	14	5				19
9	7	21	3			31
10	3	5	21	11		40
11		4	7	12	6	29
12		2	2	3	16	23
13			1	3	3	7
14			1		1	2
15				1	4	5
						<u>Total</u> 162
Retarded		2	2	1	4	Total 9
Accelerated	6	5	3	11	6	Total 31

This table shows Grade three to have 6 accelerated; Grade four has 5 accelerated and 2 retarded; Grade five has 3 accelerated and 2 retarded; Grade six has 11 accelerated and 1 retarded; and Grade seven has 6 accelerated and 4 retarded. A total of 31 accelerated and 9 retarded or 15 per cent accelerated and 5 per cent retarded.

For an analysis of the retarded cases turn to chart XXXIII, Grade four. Here we find that the two retarded pupils are boys with Intelligence Quotients of 77 and 103 respectively. The one with an Intelligence Quotient of 77 had infantile paralysis and is now lame and his mind seems

The teacher will need to make a special study of these

cases.

Chart XII, Grade seven, shows the retarded pupil to have an Intelligence Quotient of 74, working as best he can, and should be "passed on".

Table III

Age-Grade Distribution for 1925

Age	Grade	3	4	5	6	7	Total
7		6					6
8		14					14
9		7	21				28
10		5	21	11			37
11			4	7	12	6	29
12				2	3	18	23
13				1	3	3	7
14				1	1	1	3
15					1	4	5
	Retarded		2	2	1	4	9
	Accelerated	6	6	3	11	6	32
	Total						102

This table shows Grade three to have 6 accelerated; Grade four has 5 accelerated and 2 retarded; Grade five has 2 accelerated and 2 retarded; Grade six has 11 accelerated and 1 retarded; and Grade seven has 6 accelerated and 4 retarded. A total of 21 accelerated and 9 retarded or 15 per cent accelerated and 5 per cent retarded.

For an analysis of the retarded cases turn to chart XIII, Grade four. Here we find that the two retarded pupils are boys with Intelligence Quotients of 77 and 103 respectively. The one with an Intelligence Quotient of 77 had infantile paralysis and is now lame and his mind seems

to have been affected. The other boy has been out of school a great deal on account of illness. Although retarded in age he is doing good work as he is in the upper quarter of the class. If his health would permit, we would give him extra help and allow him to go a grade ahead, but under present circumstances, it seems best to allow him to remain where he is.

Chart XXXIV, Grade five, shows the two retarded children to be girls. Their Intelligence Quotients are 75 and 74 respectively. It is interesting to note that one is in the lower quarter of the class while the other is in the upper quarter of the class. Mary Little, the girl in the lower quarter, comes from a very poor home. The father and mother have separated and the support of the family has fallen upon the mother. Conditions are very bad. The girl is anxious to leave school and probably will when she has completed the sixth grade. The other girl, Louise Jodoin, comes from a French family having two children. The father is very anxious to have his children educated. He visits the school often and encourages his children to do their very best. With such parental interest a teacher naturally gives the child much attention and this probably accounts for the accomplishment being so high.

Chart XXXV, Grade six, shows the one retarded pupil to be John DiDio who was mentioned in Table II, 1927 and chart XXXIX, Grade five. John remained in school until he became

to have been affected. The other boy was absent out of school a great deal on account of illness. Although retained in the grade as he is in the upper quarter of the class. If his health would permit would give him extra help and allow him to go a grade but under present circumstances, it seems best to let him remain where he is.

Chart XIV, Grade Five, shows the two retarded children to be Rita. Their intelligence quotients are 73 and 74 respectively. It is interesting to note that one is in the lower quarter of the class while the other is in the upper quarter of the class. Many children, first in the lower quarter, come from a very poor home. The father and mother have separated and the support of the family has fallen upon the mother. Conditions are very poor. The girl is anxious to leave school and drop out when she has completed the sixth grade. The other girl, Louise Jodoin, comes from a French family having children. The father is very anxious to have his child educated. He visits the school often and encourages the children to do their very best. With such parental interest a teacher naturally gives the child much attention and probably accounts for the achievement being so high.

Chart XV, Grade Six, shows the one retarded child to be John Hildie who was mentioned in Table III, 1927 and who remained in school until he was

sixteen and then went to work in a shoe factory.

Chart XXXVI, Grade seven, shows the four retarded pupils to be three boys and one girl. All in the lowest quarter of the class, their Intelligence Quotients being 83, 79, 79, and 77 respectively. These pupils are doing all that can be expected of them and will be "passed on" to Grade eight.

X RELATIONSHIPS

Teachers' Marks

What is the relationship of teachers' marks to scores received on a standard achievement test? To answer this question teachers' marks were correlated with the scores received on the Stanford Achievement Test. Tables IV, V, and VI show how the work was done.

Table IV shows the coefficient of correlation for Grade six to be .81. Table V shows the coefficient of correlation for Grade four to be .80. Both of these correlations are high but no higher than one would expect from the kind of work these teachers are doing. They are constantly using every bit of information which they can get to aid them in adjusting the school work to the child.

Table VI shows the coefficient of correlation for Grade seven to be .37 which is much too low, especially when one considers the coefficient of correlations received in Tables IV and V. This table, however, is more evidence to be added to that which we already have that this particular teacher is not doing her work as it should be

sixteen and then went to work in a shoe factory.

Chart XXXVI, Grade seven, shows the four retarded

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Table VI shows the coefficient of correlation for
Grade seven to be .53 which is much too low, especially
when one considers the coefficient of correlations received
in Tables IV and V. This table, however, is more evidence

to be added to that which we already have that this
particular teacher is not doing her work as it should be

done.

Intelligence Quotients

Are Intelligence Quotients constant? In order to prove this point, the Intelligence Quotients of one year were correlated with those of a later year. Table VII shows how the results worked out in the 1927 fifth grade and the 1928 sixth grade, taking the same pupils. The coefficient of correlation was .85. This shows that ones intelligence, measured by standardized tests is fairly constant. In a careful analysis of the entire school I found that a pupil's Intelligence Quotient seldom changed more than ten points up or down, which leads me to believe that we can use such tests for any reasonable classification which we may desire. If a pupil should vary more than the ten points, I would give him the Stanford-Binet which is an individual test.

Achievement, Intelligence, and Reading

Table VIII gives one the data necessary to correlate the Stanford Achievement and National Intelligence Tests. The coefficient of correlation is .83.

Table IX shows the relationship between the Stanford and Gates Silent Reading Test. The coefficient of correlation is .79.

Tables X and XI show the relationship between Intelligence Quotients and Achievement Ratios. From an inspection of any of the charts numbered XXXII to XXXVI

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Table VIII gives one the data necessary to correlate the Stanford Achievement and National Intelligence Tests. The coefficient of correlation is .88.

Table IX shows the relationship between the Stanford and Gates Silent Reading Test. The coefficient of correlation is .79.

Tables X and XI show the relationship between Intelligence Quotients and Achievement Ratios. From an inspection of any of the charts numbered XXXII to XXXVI

Table IV

Correlation of Stanford Achievement Test
and Sixth Grade Marks for 1927-1928

Stanford Scores	Sixth Grade Marks							Σxy		
	D	C	B	A	f	d	fd		fd^2	
70-74				2	2	3	6	18	12	
65-69		1	1	3	5	2	10	20	14	
60-64			2	1	3	1	3	3	4	
55-59	1	2	4	1	8			0		
50-54		1	5		6	-1	-6	6	1	
45-49		5	1		6	-2	-12	24	10	
	f	7	9	7	7			30	171	41
	d	-1	0	1	2					
	fd	-7		7	14		14			
	fd^2	7		7	28		42			

$$C_x = \frac{14}{30} = .46$$

$$C_x^2 = .2116$$

$$\sigma_x = \sqrt{\frac{42}{30} - .2116} = 1.09$$

$$C_y = \frac{1}{30} = .03$$

$$C_y^2 = .0009$$

$$\sigma_y = \sqrt{\frac{71}{30} - .0009} = 1.52$$

$$r = \frac{\frac{41}{30} - .03 \times .46}{1.52 \times 1.09} = \underline{\underline{.81}}$$

Table V

Correlation of Stanford Achievement Test
and Fourth Grade Marks for 1927-1928

Stanford Scores	Fourth Grade Marks							Σxy			
	D	C	B	A	f	d	fd		fd^2		
50-54				2	2	4	8	32	8		
45-49			1	1	2	3	6	18	3		
40-44			3	4	7	2	14	28	8		
35-39		3	3		6	1	6	6	-3		
30-34	2	4	7		13			0			
25-29		2	1		3	-1	-3	3	5		
20-24			3		3	-2	-6	12	12		
15-19			1		1	-3	-3	9	6		
	f	8	8	14	7			37	22	108	39
	d	-2	-1	0	1						
	fd	-16	-8		7		-17				
	fd^2	32	8		7		47				

$$C_y = \frac{22}{37} = .59$$

$$C_y^2 = .3481$$

$$\sigma_y = \sqrt{\frac{108}{37} - .3481} = 1.6$$

$$C_x = \frac{-17}{37} = -.46$$

$$C_x^2 = .2116$$

$$\sigma_x = \sqrt{\frac{47}{37} - .2116} = 1.03$$

$$r = \frac{\frac{39}{37} - .59 \times -.46}{1.6 \times 1.03} = \underline{\underline{.80}}$$

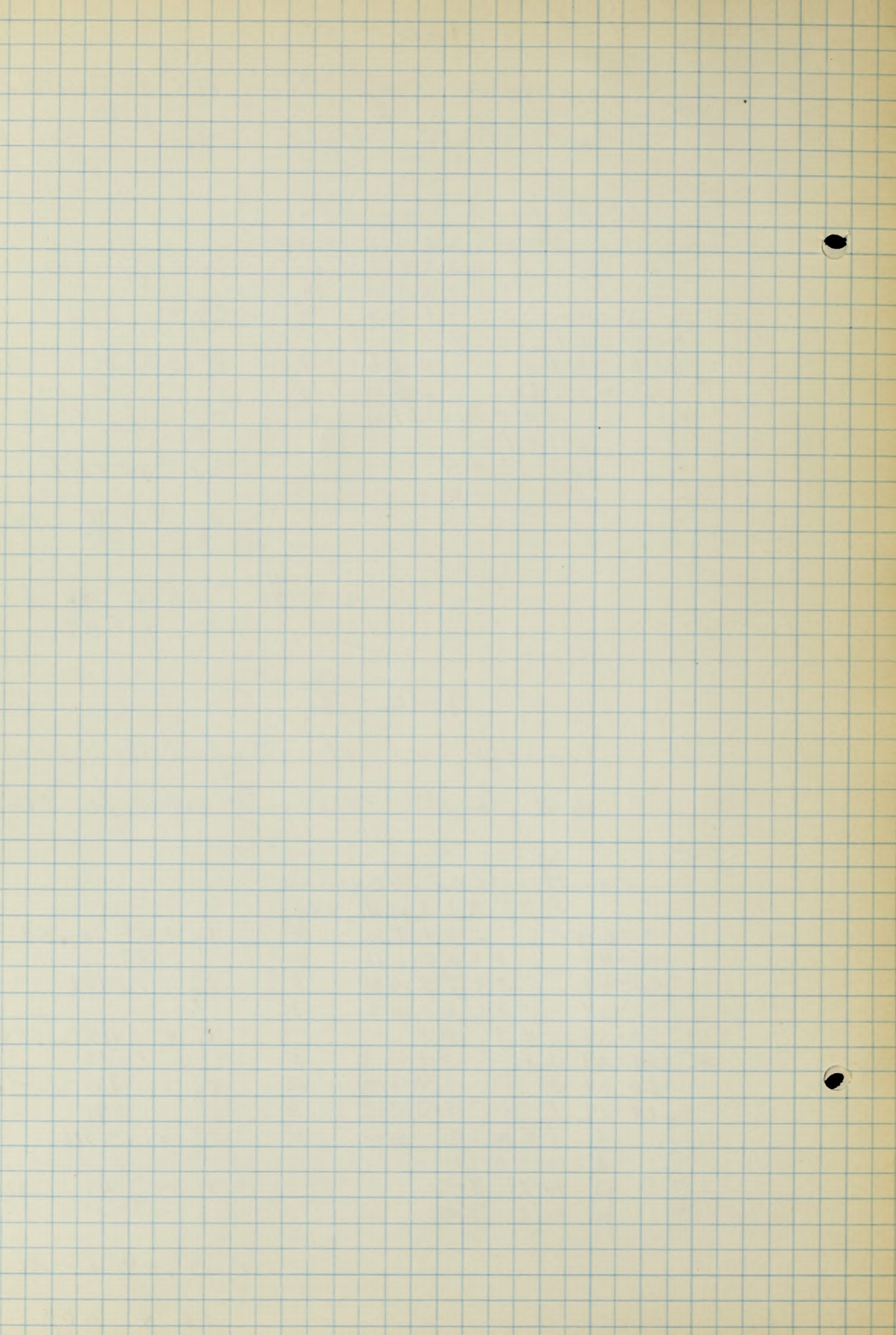


Table VI

Correlation of Stanford Achievement Test and Seventh Grade Marks for 1927-1928

Stanford Score	Seventh Grade				f	d	fd	fd ²	Σxy				
	D	C	B	A									
85-90				1	1	5	25						
80-84				2	2	4	32	8					
75-79	1			2	3	9	27	-6					
70-74		2		3	5	2	20	-4					
65-69			2		2	1	2						
60-64		2	2	1	5		0						
55-59			1	5	6	-1	-6	1					
50-54	1	2		1	4	-2	-8	8					
45-49			1		1	-3	-3	3					
40-44			2		2	-4	-8	8					
					Σ	2	10	16	3	31	7	169	18
					d	-2	-1	0	1				
					fd	-4	-10	3	-11				
					fd ²	8	10	3	21				

$$C_x = \frac{-11}{31} = -.35$$

$$C_x^2 = .1225$$

$$\sigma_x = \sqrt{\frac{21}{31} - .1225} = .74$$

$$C_y = \frac{7}{31} = .22$$

$$C_y^2 = .0484$$

$$\sigma_y = \sqrt{\frac{169}{31} - .0484} = 2.32$$

$$r = \frac{\frac{18}{31} - (-.35 \times .22)}{.74 \times 2.32} = .37$$

Table VII

Correlation of the Intelligence Quotients of the Same Pupils Tested one year apart. Grade 5 in 1927 and Grade 6 in 1928

		1927														f	d	fd	fd ²	Σxy			
		70	75	80	85	90	95	100	105	110	115	120	125	130	135						140	145	
1928	140																1	1	2	6	12	72	78
	135									1								1	5	5	25	-5	
	130											1	3					4	4	16	64	56	
	125												1	2				3	3	9	27	24	
	120													3				3	2	6	12		
	115																		1				
	110					1					3	1							5	0			
	105				1		1	1											3	-1	-3	3	8
	100						1	2	1										4	-2	-8	16	6
	95																			-3			
	90					1													1	-4	-4	16	16
	85				1														1	-5	-5	25	25
	80																			-6			
	75																			-7			
70	1																	1	-8	-8	64	64	
		f	1	2	2	2	4	6	2	2	2	3	1	1				28	20	324	272		
		d	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7					
		fd	-8	-10	-8	-4	-4	2	4	6	12	6	7	3					319				
		fd ²	64	50	32	8	4	2	8	18	48	36	49					319					

$$C_y = \frac{20}{28} = .71$$

$$C_y^2 = .5041$$

$$\sigma_y = \sqrt{\frac{324}{28} - .5041}$$

$$\sigma_y = 3.32$$

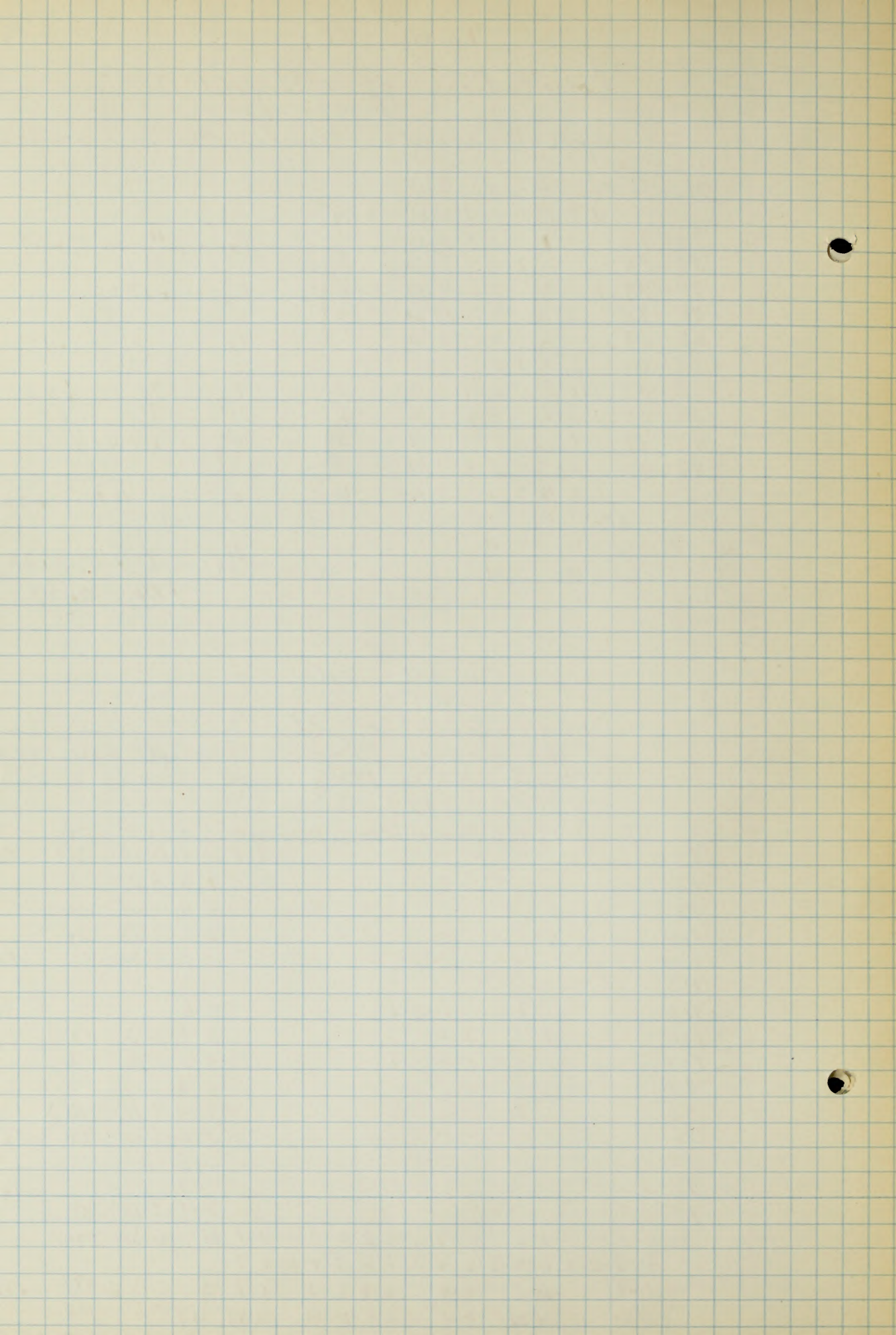
$$C_x = \frac{3}{28} = .10$$

$$C_x^2 = .01$$

$$\sigma_x = \sqrt{\frac{319}{28} - .01}$$

$$\sigma_x = 3.37$$

$$r = \frac{\frac{272}{28} - .10 \times .71}{3.32 \times 3.37} = .85$$



one can readily see that the lower ones intelligence, the more likely he is to attain 100 percent as an Achievement Ratio. This agrees with the findings of Wilson¹. Is this because pupils with low intelligence are more industrious due to the fact that they must work harder to make a showing or because teachers give them more individual help? On the other hand, are pupils with high intelligence lacking in industry due to their ability to get by without working and are thereby forming habits of indolence, or is it because they are not given the attention necessary to keep them doing their best in school? Table X shows the coefficient of correlation in Grade three to be $-.71$ and Table XI shows Grade five to be $-.86$. From this we must conclude that something is wrong. In an experiment by Popenoe² it was found, through a study of 100 elementary schools, that the administrative use of the "Accomplishment Quotient"³ was open to serious criticism. The correlation between the Intelligence Quotient and the Achievement Quotient being low (.28). This is slightly higher than that found in Tables X and XI. We certainly must realize that an Accomplishment Ratio in the lower half of the class means

¹Wilson, F.T. Some Achievements of Pupils of the Same Mental Ages but Different Intelligence Quotients. Journal of Educational Research, Volume 14 (June 1926), page 43.

²Popenoe, H. Report of Certain Significant Deficiencies of the Accomplishment Quotient. The Journal of Educational Research, Volume 16 (June 1927), Page 40.

³In this study the Achievement Ratio is used instead of Achievement Quotient as most authorities consider it better form.

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Table VIII

Correlation of Stanford Achievement Test
and National Intelligence Test Grade 7, 1928

Stanford Achievement Test^x

	40	45	50	55	60	65	70	75	80	85	f	d	fd	d ²	Σxy
145									1		1	12	12	144	48
140												11			
135								1			1	10	10	100	30
130										1	1	9	9	81	45
125							1				1	8	8	64	16
120												7			
115								1			1	6	6	36	12
110								1			1	5	5	25	10
105						2					2	4	8	32	8
100												3			
95					1	1					2	2	4	8	4
90		1	2				1				4	1	4	4	2
85					1	1					2	0			
80					1						1	-1	-1	1	1
75					1						1	-2	-2	4	2
70			1	1							2	-3	-6	18	6
65	1	2	1	1							5	-4	-20	80	36
60		1									1	-5	-5	25	15
55			1	1							2	-6	-12	72	12
50												-7			
45			1								1	-8	-8	64	16
f	1	1	6	5	5	2	6	1	1	1	29		12	758	259
d	-4	-3	-2	-1	0	1	2	3	4	5					
fd	-4	-3	-12	-5		2	12	3	4	5	2				
fd ²	16	9	24	5		2	24	9	16	25	130				

$$C_x = \frac{2}{29} = .069$$

$$C_y = \frac{12}{29} = .413$$

$$C_x^2 = .004761$$

$$C_y^2 = .170569$$

$$\sigma_x = 2.11$$

$$\sigma_y = 5.09$$

$$r = \frac{259}{29} \frac{.069 \times .413}{2.11 \times 5.09} = \underline{\underline{.83}}$$

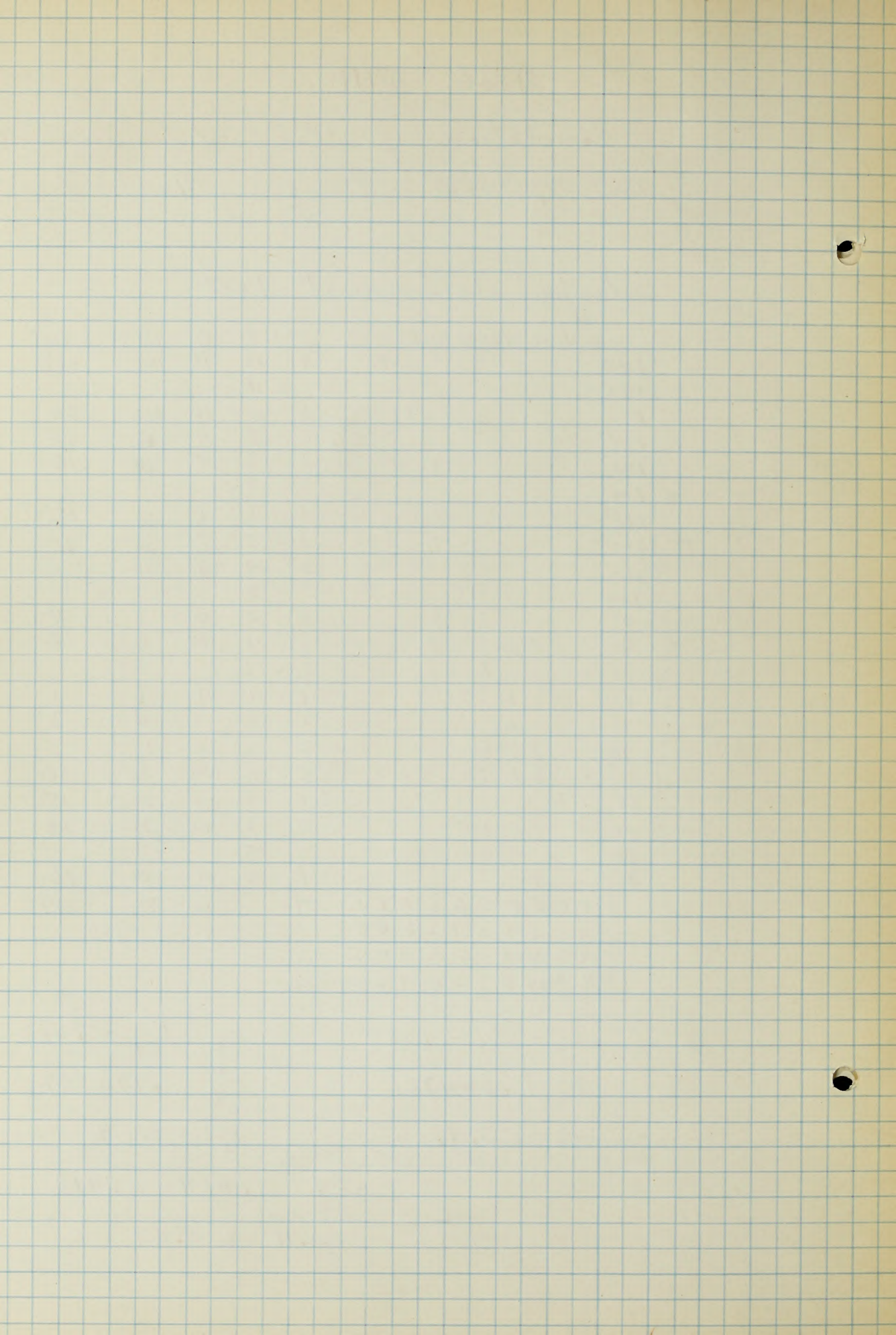


Table XIX

Correlation of Stanford Achievement Test
and Gates Silent Reading Test Grade 7, 1928

x

Gates Reading by grades

	45	50	55	60	65	70	75	80	85	90	95	100	105	f	d	fd	fd ²	Σxy	
85												1		1	5	5	25	40	
80											1			1	4	4	16	24	
75										1				1	3	3	9	15	
70				1		1		1		1		2		6	2	12	24	52	
65											1			1	1	1	1	7	
60	2					1	1							4	0				
55	1	1	1				1	1						5	-1	-5	5	3	
50	3	1	1	1										6	-2	-12	24	34	
45			1											1	-3	-3	9	3	
40	1													1	-4	-4	16	16	
f	7	2	1	2	2		3	2	1	1	2	3	1	27			1	129	194
d	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8						
fd	-28	-6	-2	-2			6	6	4	5	12	21	8	25					
fd ²	112	18	4	2			12	18	16	25	72	147	64	490					

$$c_x = \frac{25}{27} = .93$$

$$c_y = \frac{1}{27} = .03$$

$$S_x^2 = \frac{490}{27} = 18.15$$

$$S_y^2 = \frac{129}{27} = 4.77$$

$$\sigma_x = 4.15$$

$$\sigma_y = 2.18$$

$$c_x c_y = .0279$$

$$\sigma_x \sigma_y = 9.05$$

$$r = \frac{\frac{194}{27} - .0279}{9.05} = .79$$

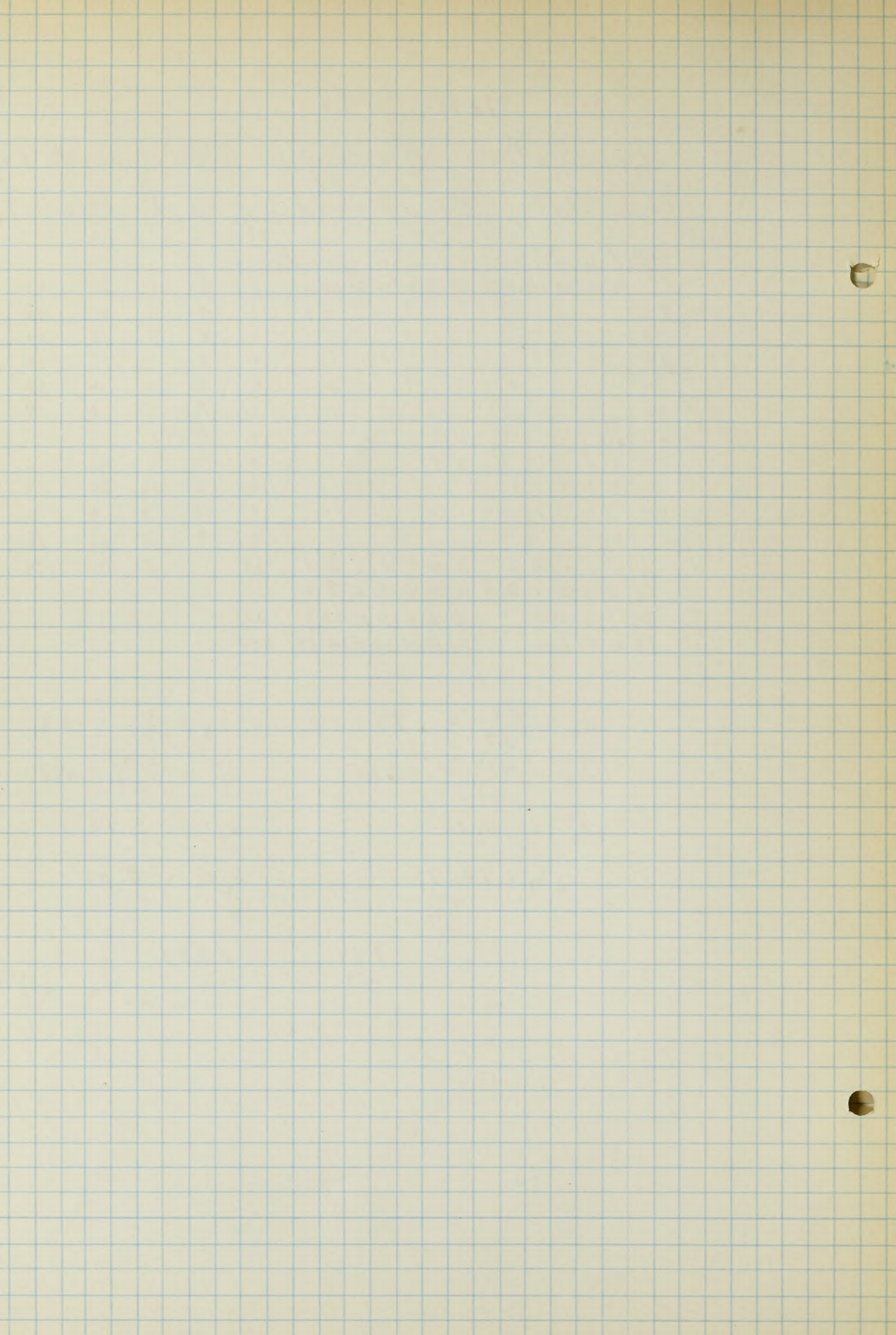


Table X

Correlation of Intelligence Quotients
and Achievement Ratios for Grade 3.

	Achievement Ratios						f	d	fd	fd ²	Σxy
	90	95	100	105	110	115					
145	1						1	8	8	64	-16
140	3						3	7	21	147	-42
135	2						2	6	12	72	-24
130	1						1	5	5	25	-10
125		1					1	4	4	16	-4
120	1	1					2	3	6	18	-9
115	1	1		1			3	2	6	12	-4
110			1		1		2	1	2	2	4
105			1				1	0			
100			1				1	-1	-1	1	-
95		2		1			3	-2	-6	12	-4
90		2	2	1			5	-3	-15	45	-18
85		1	2				3	-4	-12	48	-8
80		1			1		2	-5	-10	50	-15
75					1		1	-6	-6	36	-18
f	9	3	8	6	2	3	31		14	545	-168
d	-2	-1	0	1	2	3					
fd	-18	-3		6	4	9	-2				
fd ²	36	3		6	8	27	80				

$$C_x = \frac{-2}{31} = -.06$$

$$C_y = \frac{14}{31} = .45$$

$$C_x^2 = .0036$$

$$C_y^2 = .2025$$

$$\sigma_x = \sqrt{\frac{80}{31} - .0036}$$

$$\sigma_y = \sqrt{\frac{545}{31} - .2025}$$

$$\sigma_x = 1.84$$

$$\sigma_y = 4.15$$

$$r = \frac{\frac{-168}{31} - (-.06 \times .45)}{1.84 \times 4.15} = \underline{\underline{-.71}}$$

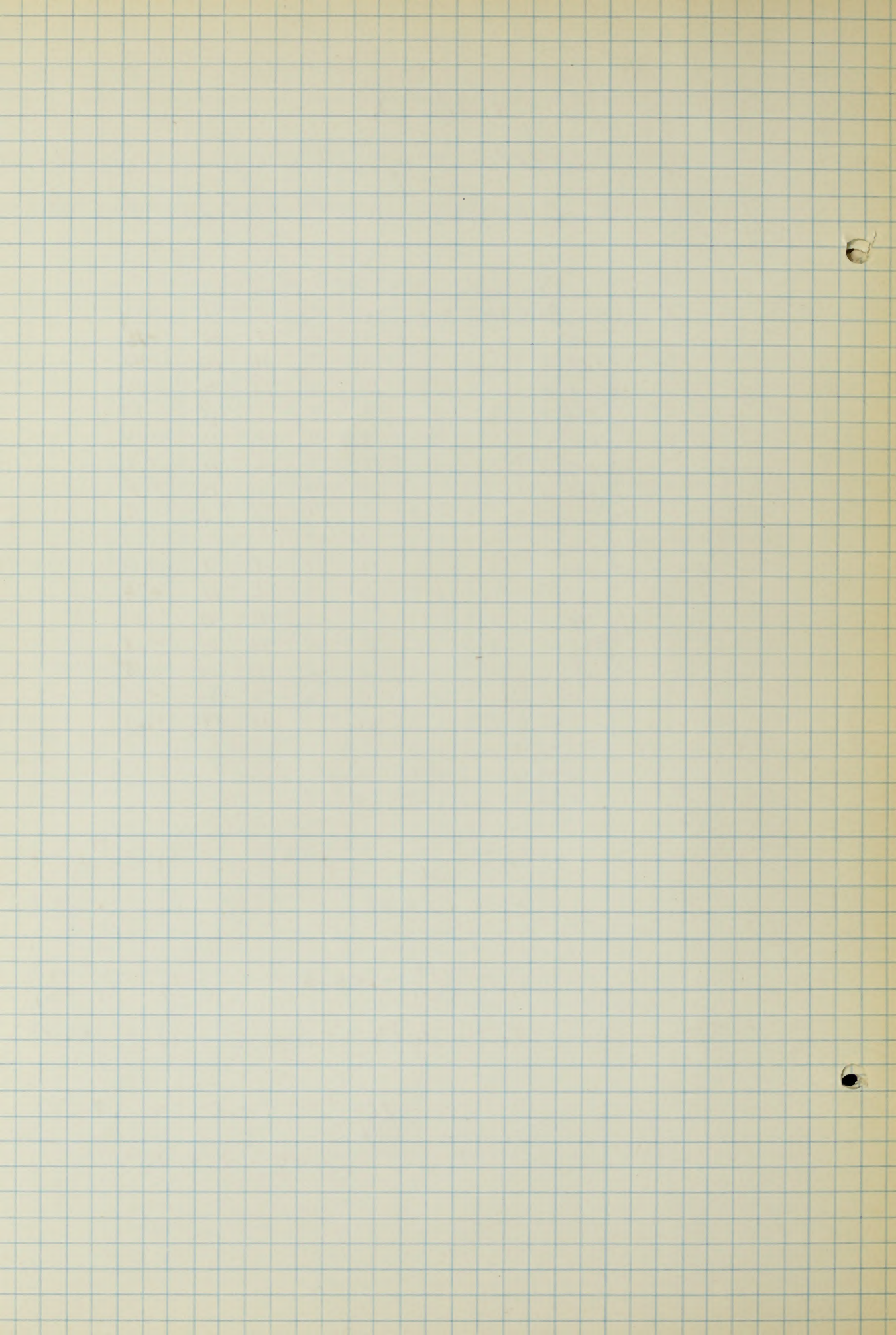


Table XI

Correlation of Intelligence Quotients and Achievement Ratios for Grade 5

Intelligence Quotients	X Achievement Ratios							f	d	fd	fd ²	Σ xy
	85	90	95	100	105	110	115						120
145	1	1						2	8	16	128	-40
140									7			
135		1						1	6	6	36	-12
130		1						1	5	5	25	-15
125			1					1	4	4	16	-4
120			1	2				3	3	9	27	-12
115			1	1	2			4	2	8	16	-6
110			1	3				4	1	4	4	-2
105			1	3	1	1		6	0			
100				5				5	-1	-5	5	
95				1	2			3	-2	-6	12	-2
90				1	2			3	-3	-9	27	3
85									-4			
80					1			1	-5	-5	25	-5
75						1		1	-6	-6	36	-18
70							1	1	-7	-7	49	-28
f	2	6	9	13	4	1	1	36		14	406	-141
d	-3	-2	-1	0	1	2	3	4				
fd	-6	-12	-9	4	3	4	-16					
fd ²	18	24	9	4	9	16	80					

$$C_x = \frac{-16}{36} = -.43$$

$$C_y = \frac{14}{36} = .39$$

$$C_x^2 = .1849$$

$$C_y^2 = .1521$$

$$\sigma_x = \sqrt{\frac{80}{36} - .1849}$$

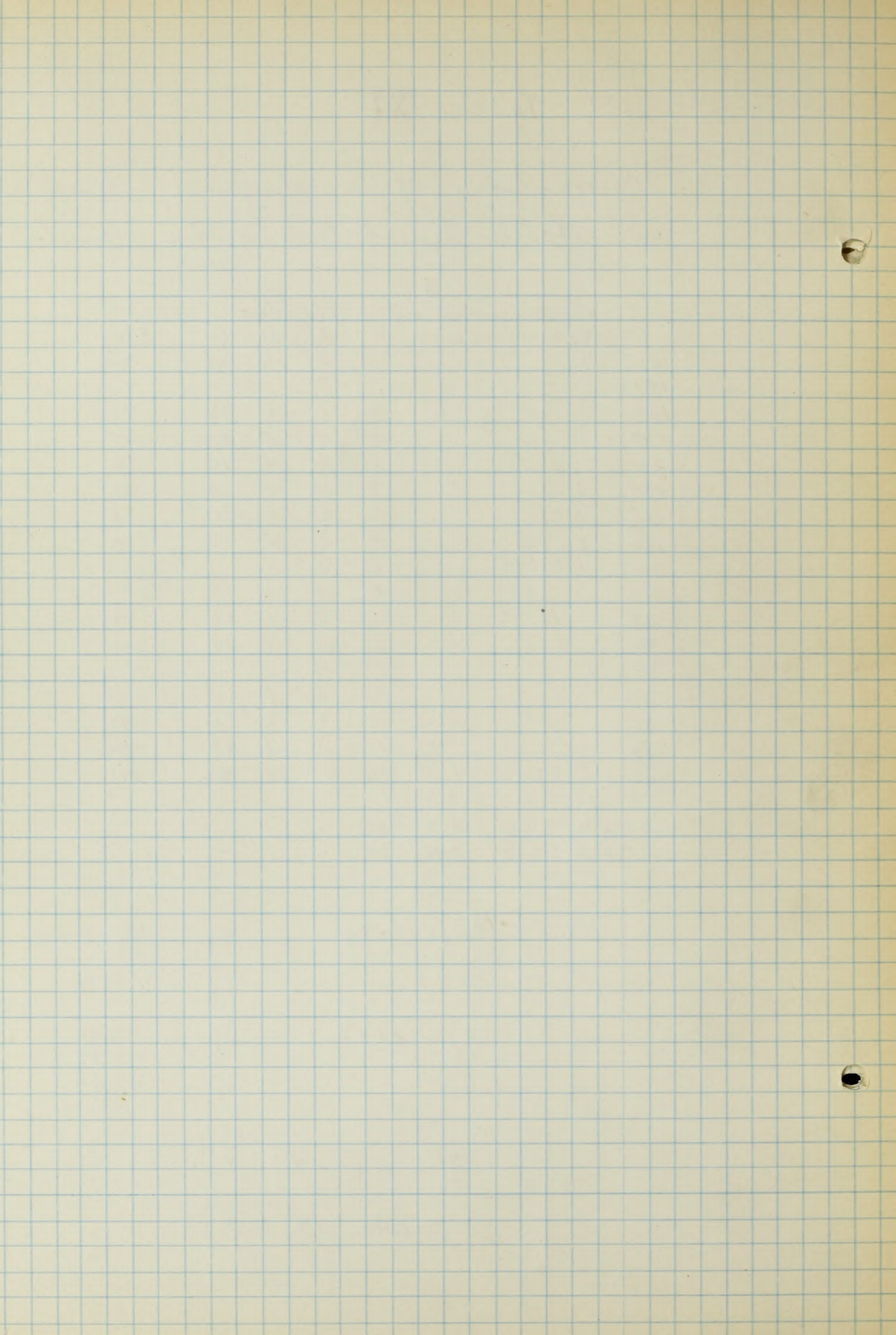
$$\sigma_y = \sqrt{\frac{406}{36} - .1521}$$

$$\sigma_x = 1.42$$

$$\sigma_y = 3.33$$

$$r = \frac{-141}{36} - (-.43 \times .39) = \underline{\underline{-.86}}$$

1.42 x 3.33



a different thing than it does in the upper half. With this in mind the teacher must use different methods with each of the two groups.

XI CONCLUSIONS

A survey of the data presented in this thesis shows that the following are among the most important conclusions which may be reached.

1. Standardized tests reveal bright and slow pupils better than any other method heretofore devised.
2. The best tests for measuring general intelligence of elementary school pupils are the National Intelligence Tests for Grades three to six, and the Terman Mental Ability Test for Grades seven and eight.
3. The Stanford Achievement Test, primary examination for Grade three and the advanced examination for Grades four to eight are best for general achievement.
4. To test out the various types of reading, the Gates Silent Reading Tests, Grades three to eight are the most satisfactory.
5. The Woody-McCall Fundamentals measure the fundamentals in arithmetic fairly well but needs to be revised as many of the problems are obsolete.
6. From my experience, I believe the tests should be given as follows.

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5. The Woody-McCall Fundamentals measure the fundamentals in arithmetic fairly well but needs to be revised as of the problems are obsolete.

6. From my experience, I believe the tests should be given as follows.

(a) Intelligence tests in October to enable the

teacher to have a basis for starting her work.

This test may be given once in two years provided each new pupil entering the school is tested when registered.

(b) The Stanford Achievement test in February of each year. By giving it at this time a full academic year is covered thus bringing the summer vacation in the middle. I have tried giving the tests in September and June and have come to the conclusion that the one given in September is unfair to the pupil since he has been out of the school environment for two months. In June you do measure the work of a pupil for one school year under the direction of one teacher and it may aid in determining promotions, but the school year is ended and the teacher does not have an opportunity to use her information in behalf of the pupil although the next year's teacher could do so. I prefer February for it has all the advantages of any other time and in addition gives the teacher of the child a chance to try out and change her particular methods during the same school year.

(c) The reading and arithmetic tests may be given in May as a further check on the school work.

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(c) The reading and arithmetic tests may be
given in May as a further check on the school
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7. By scattering the tests throughout the year and having as few of them as possible one does not feel that he has consumed too much of the school time.
8. With a well planned testing program, with results simply tabulated and conveniently arranged, most teachers will welcome the information made available. She will now have a guide to aid her in planning her work.
9. By a careful study of the material at hand a teacher can diagnose each individual's difficulties. With this information in hand she can strengthen the weak points.
10. This material will give the teacher three checks on her grouping. The coefficient of correlation between the Stanford, Gates, and National is so high (see Tables VIII and IX) that any one of these tests will make the necessary grouping. Three checks are, of course, much better than one.
11. As these data accumulate from year to year a teacher or principal can give the pupil and parents some excellent advice as to the child's future education and vocation.
12. The principal has a constant check on the work of the school; becomes better acquainted with the work of teachers and pupils; can give more intelligent help to pupils and teachers; has an opportunity to watch

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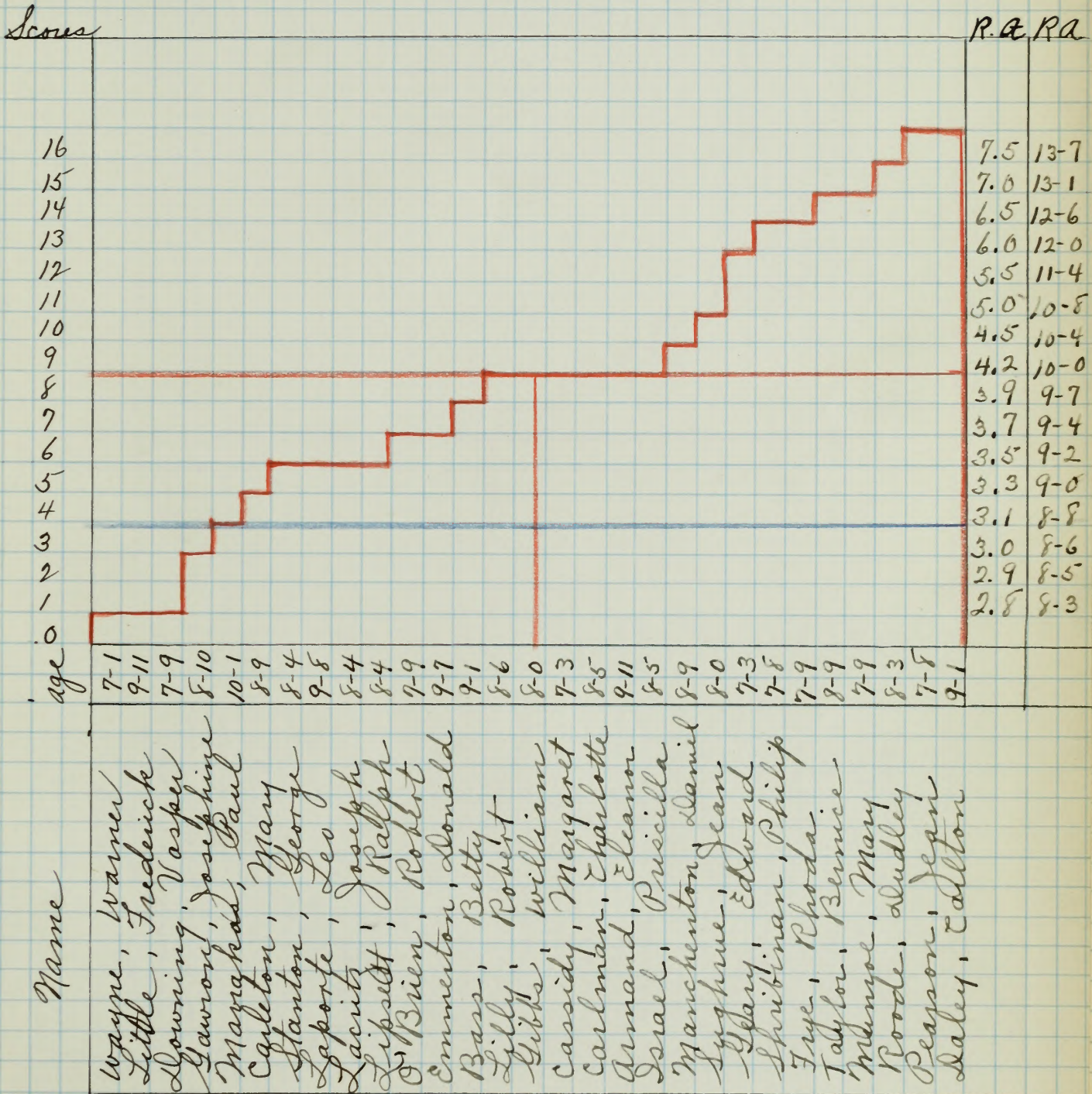
the retardation; analyse its causes; and finally, compare his work with that of other schools.

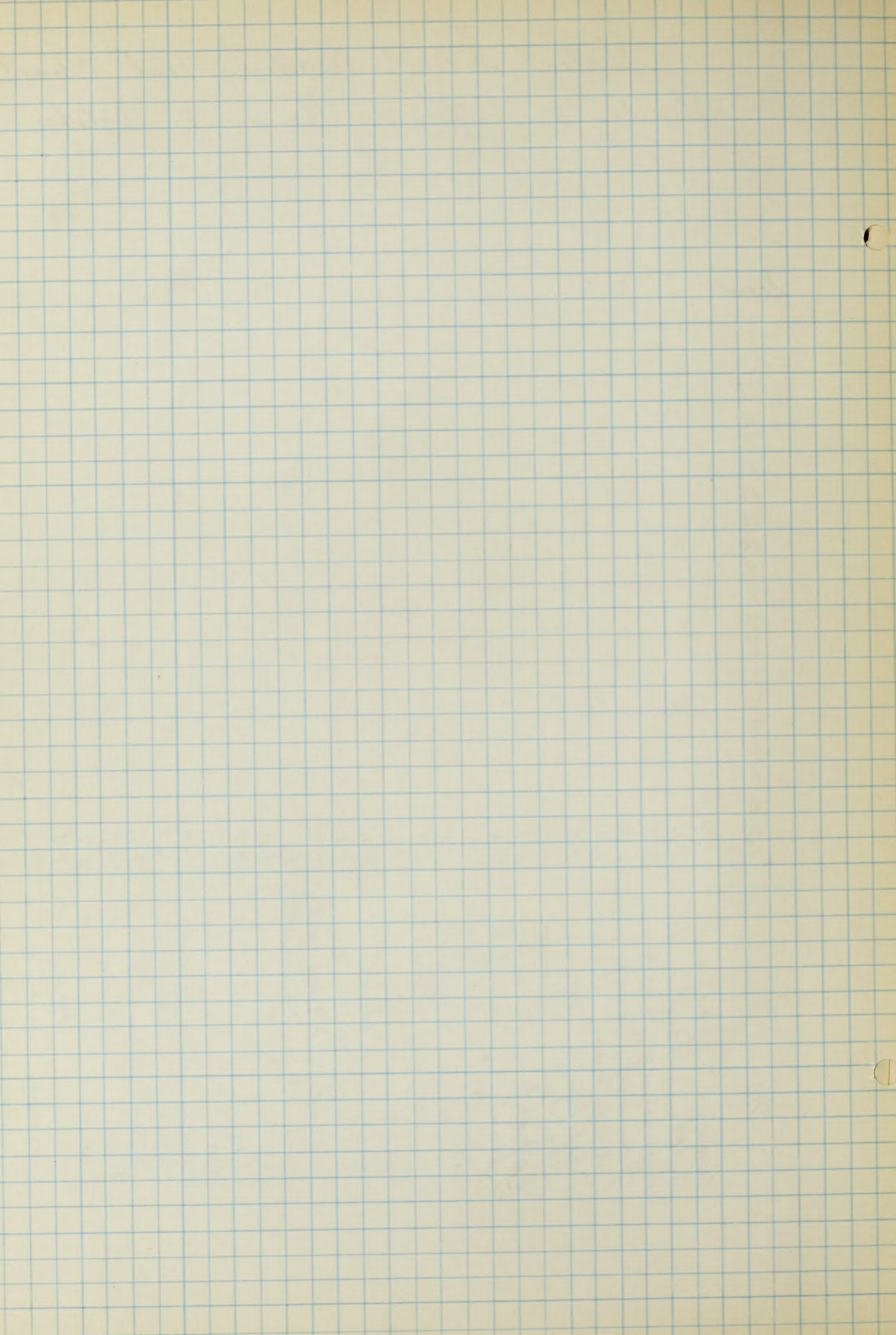


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Gates Silent Reading Test Chart I

Grade 3 Type A Form 1 October 1927



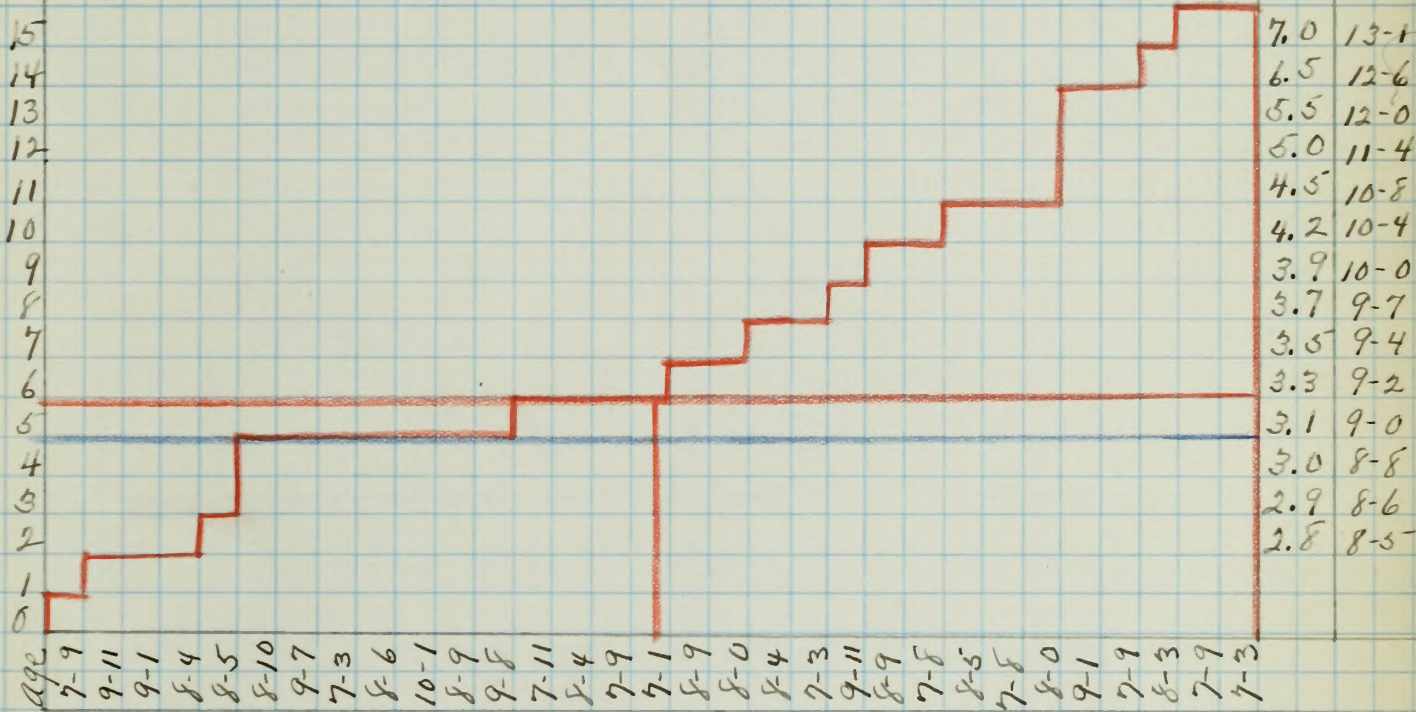


Gates Silent Reading Test Chart II

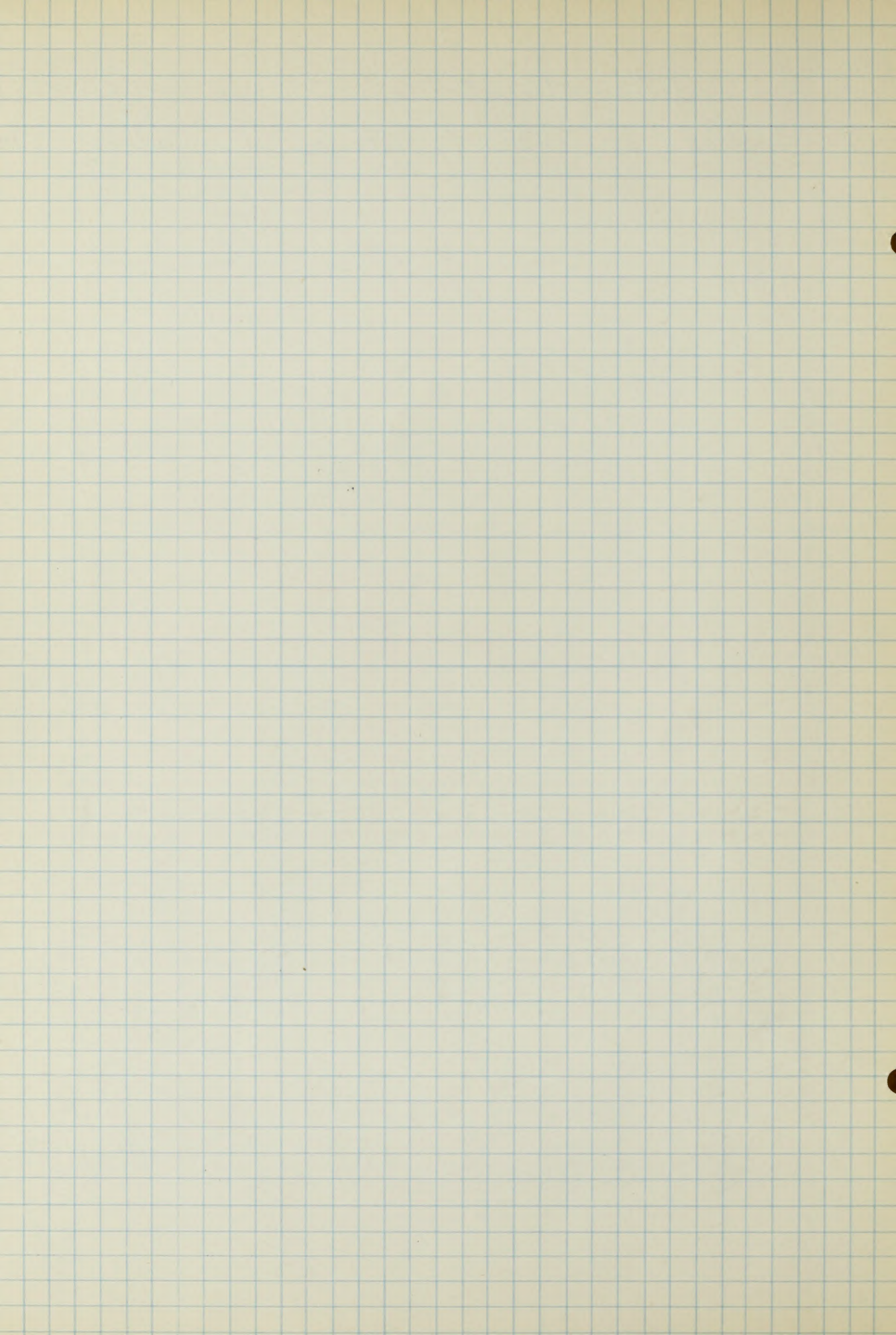
Grade 3 Type B Form 1 October 1927

Scores

R.G. R.A.



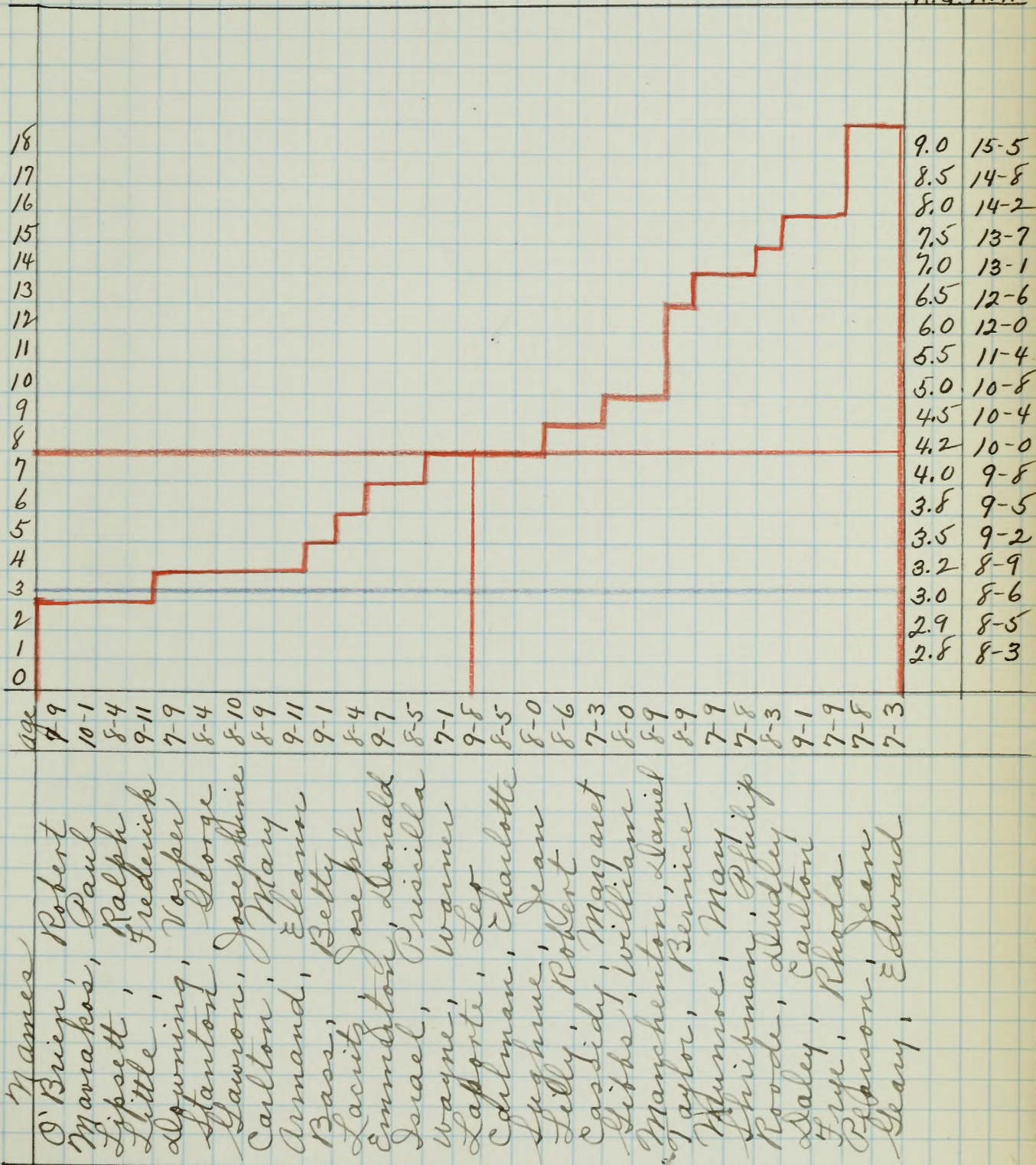
<p>Names</p> <p>Downing, Jasper</p> <p>Little, Frederick</p> <p>Bass, Betty</p> <p>Lippsett, Ralph</p> <p>Chulman, Charlotte</p> <p>Gawron, Josephine</p> <p>Emmerton, Donald</p> <p>Trasher, Helen</p> <p>Lilly, Robert</p> <p>Madrakos, Paul</p> <p>Carlton, Mrgy</p> <p>Laporte, Les</p> <p>Fold, Virginia</p> <p>Lacuit, Joseph</p> <p>O'Brien, Robert</p> <p>Wayne, Warner</p> <p>Maduchendon, Daniel</p> <p>Sughme, Jean</p> <p>Stanton, George</p> <p>Cassidy, Margaret</p> <p>Armigold, Eleanor</p> <p>Taylor, Bernice</p> <p>Agarson, Jean</p> <p>Serael, Priscilla</p> <p>Shibman, Philip</p> <p>Hithe, William</p> <p>Dealey, Carlton</p> <p>Murphy, Mary</p> <p>Rood, Studly</p> <p>Frye, Rhoda</p> <p>Gary, Edward</p>	<p>Age</p> <p>7-9</p> <p>9-11</p> <p>9-1</p> <p>8-4</p> <p>8-5</p> <p>8-10</p> <p>9-7</p> <p>7-3</p> <p>8-6</p> <p>10-1</p> <p>8-9</p> <p>9-8</p> <p>7-11</p> <p>8-4</p> <p>7-9</p> <p>7-1</p> <p>8-9</p> <p>8-0</p> <p>8-4</p> <p>7-3</p> <p>9-11</p> <p>8-9</p> <p>7-8</p> <p>8-5</p> <p>7-8</p> <p>8-0</p> <p>9-1</p> <p>7-9</p> <p>8-3</p> <p>7-9</p> <p>7-3</p>
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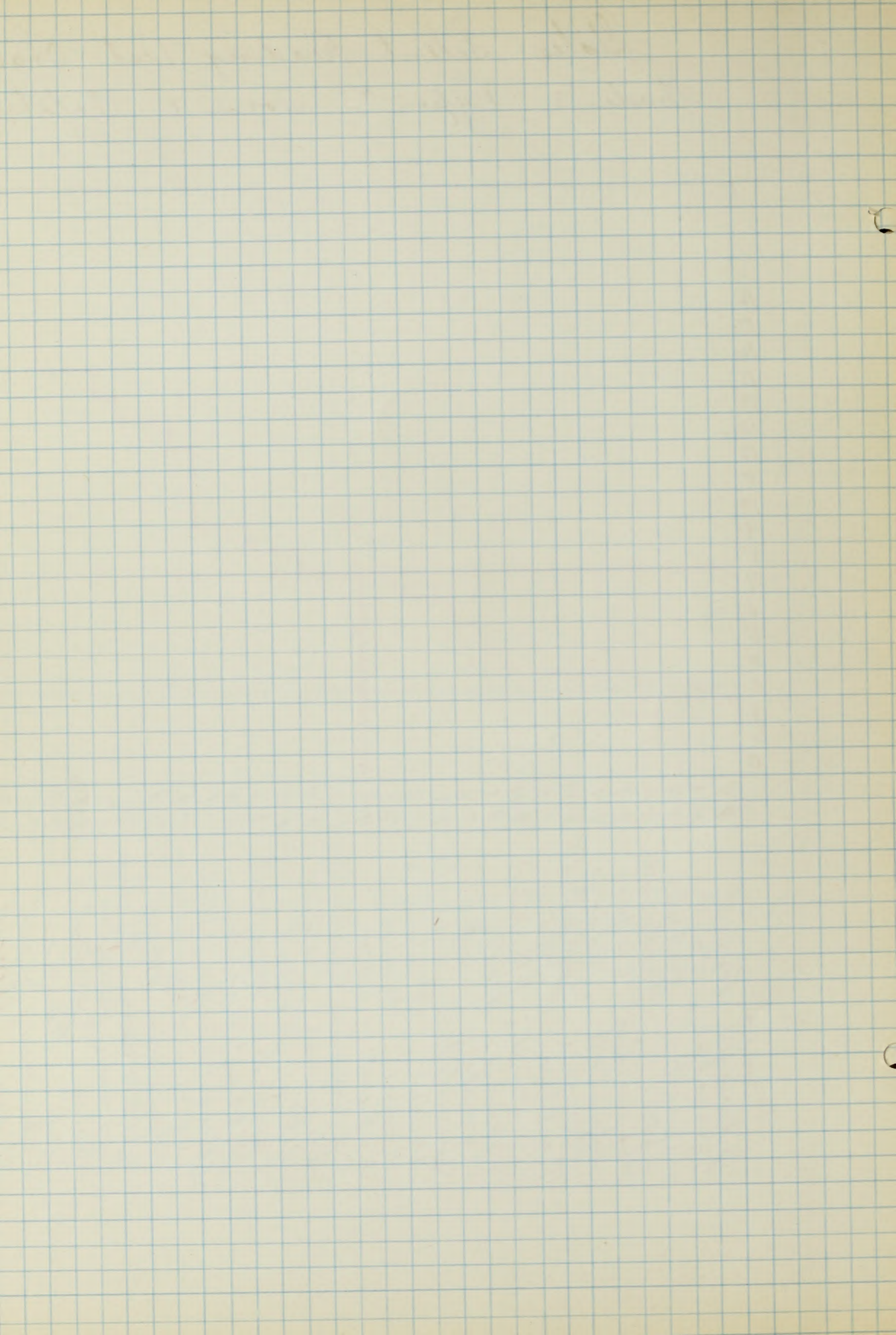


Gates Silent Reading Test Chart III

Grade 3 Type C Form 1 October 1927

R.G.P.H.



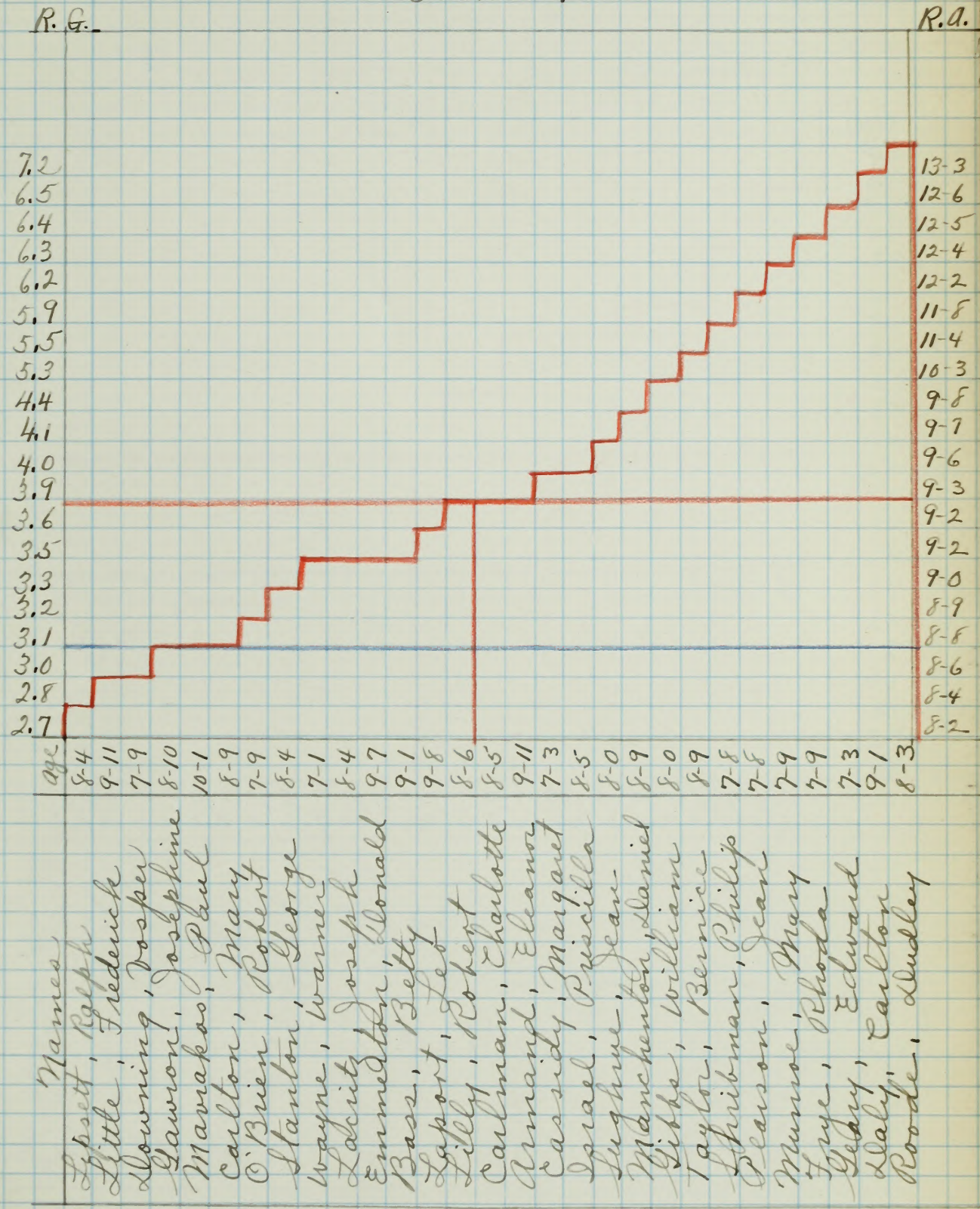


Names	Age	Score	Date
O'Brien, Robert	7-9	7.8	14-0
Gawron, Josephine	8-10	7.4	13-6
Downing, Vesper	7-9	7.6	13-1
Little, Frederick	9-11	6.6	12-7
Emmerton, Donald	9-7	6.2	12-2
Lipsett, Ralph	8-4	5.8	11-7
Stanton, George	8-4	5.4	11-3
Carlton, Mary	8-9	5.0	10-9
Mavriakos, Paul	10-1	4.9	10-8
Lacuity, Joseph	8-4	4.8	10-7
Trasher, Helen	7-3	4.7	10-6
Wayne, Warner	7-1	4.6	10-5
Lilly, Robert	8-6	4.5	10-4
Bass, Betty	9-1	4.4	10-3
Ford, Virginia	7-11	4.4	10-3
Laporte, Leo	9-8	4.3	10-2
Ishael, Priscilla	8-5	4.3	10-1
Armand, Eleanor	9-11	4.2	10-0
Carlman, Charlotte	8-5	4.2	10-0
Cassidy, Margaret	7-3	4.2	10-0
Manchinton, Daniel	8-9	4.2	10-0
Sughme, Jean	8-0	4.2	10-0
Pearson, Jean	7-8	4.2	10-0
Taylor, Bernice	8-9	4.1	9-9
Gray, Edward	7-3	4.1	9-8
Gibbs, William	8-0	4.0	9-7
Monroe, Mary	7-9	3.9	9-6
Spielman, Philip	7-8	3.9	9-6
Frye, Rhoda	7-9	3.8	9-5
Daley, Carlton	9-1	3.7	9-4
Road, Dudley	8-3	3.7	9-4
		3.6	9-3
		3.5	9-2
		3.4	9-1
		3.3	9-0
		3.2	8-9
		3.1	8-8
		3.0	8-7
		3.0	8-6
		2.9	8-5
		2.9	8-5
		2.9	8-5
		2.8	8-4
		2.8	8-3
		2.7	8-2
		2.6	8-1

Gates Silent Reading Test Chart V

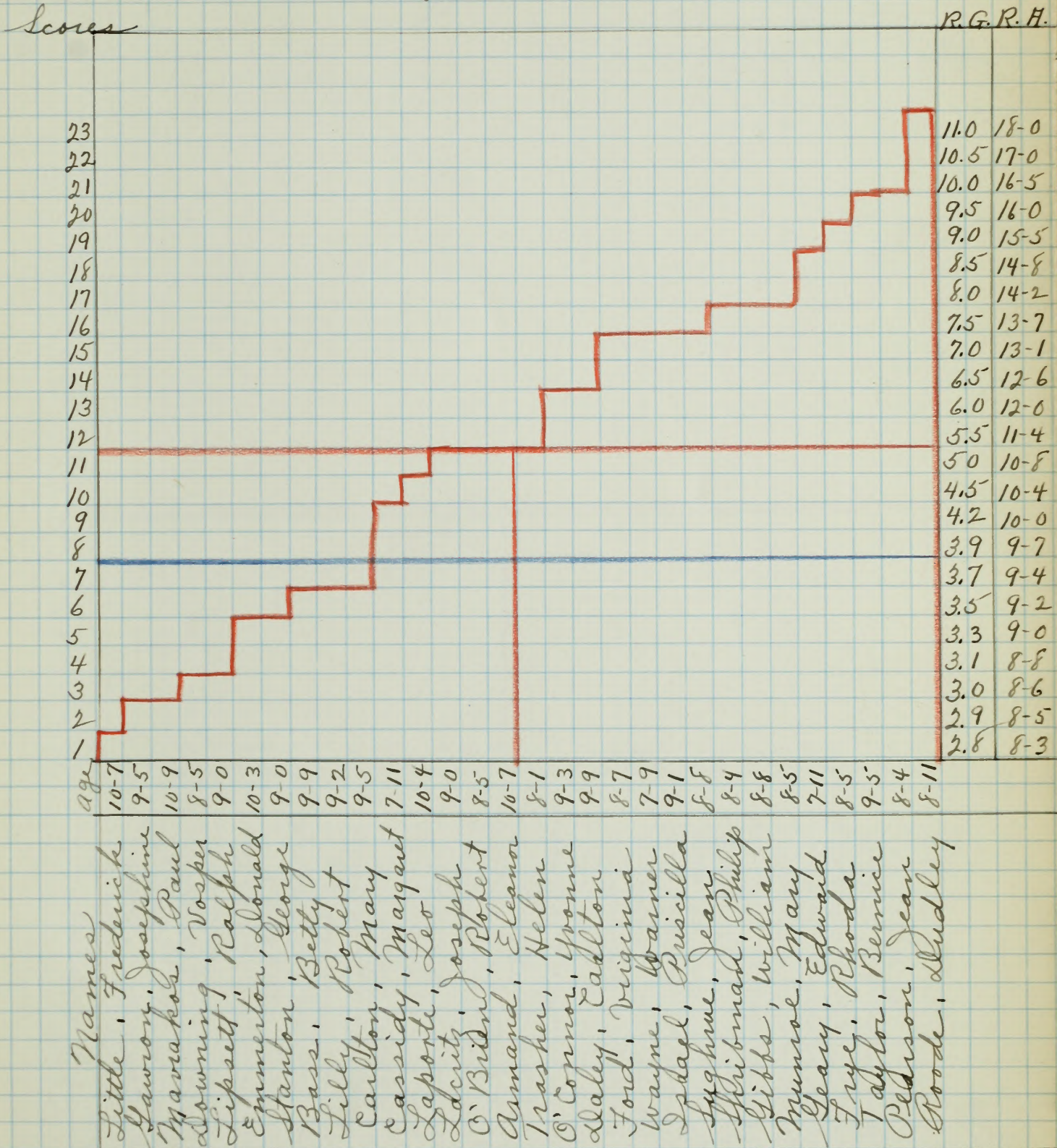
Grade 3 General Reading Ability Oct. 1927

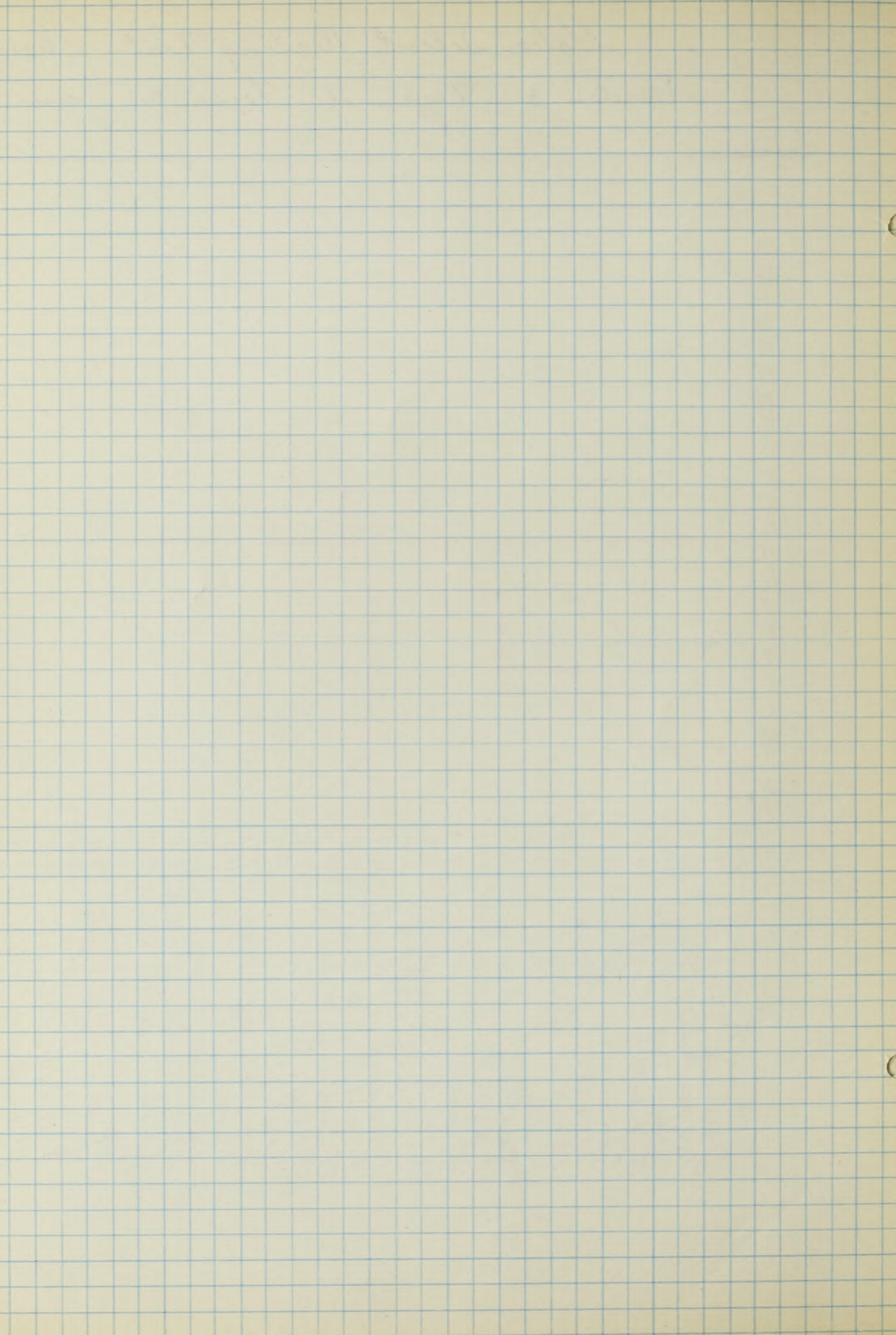
Form 1



Gates Silent Reading Test Chart VI

Grade 3 Type A Form 2 June 1928



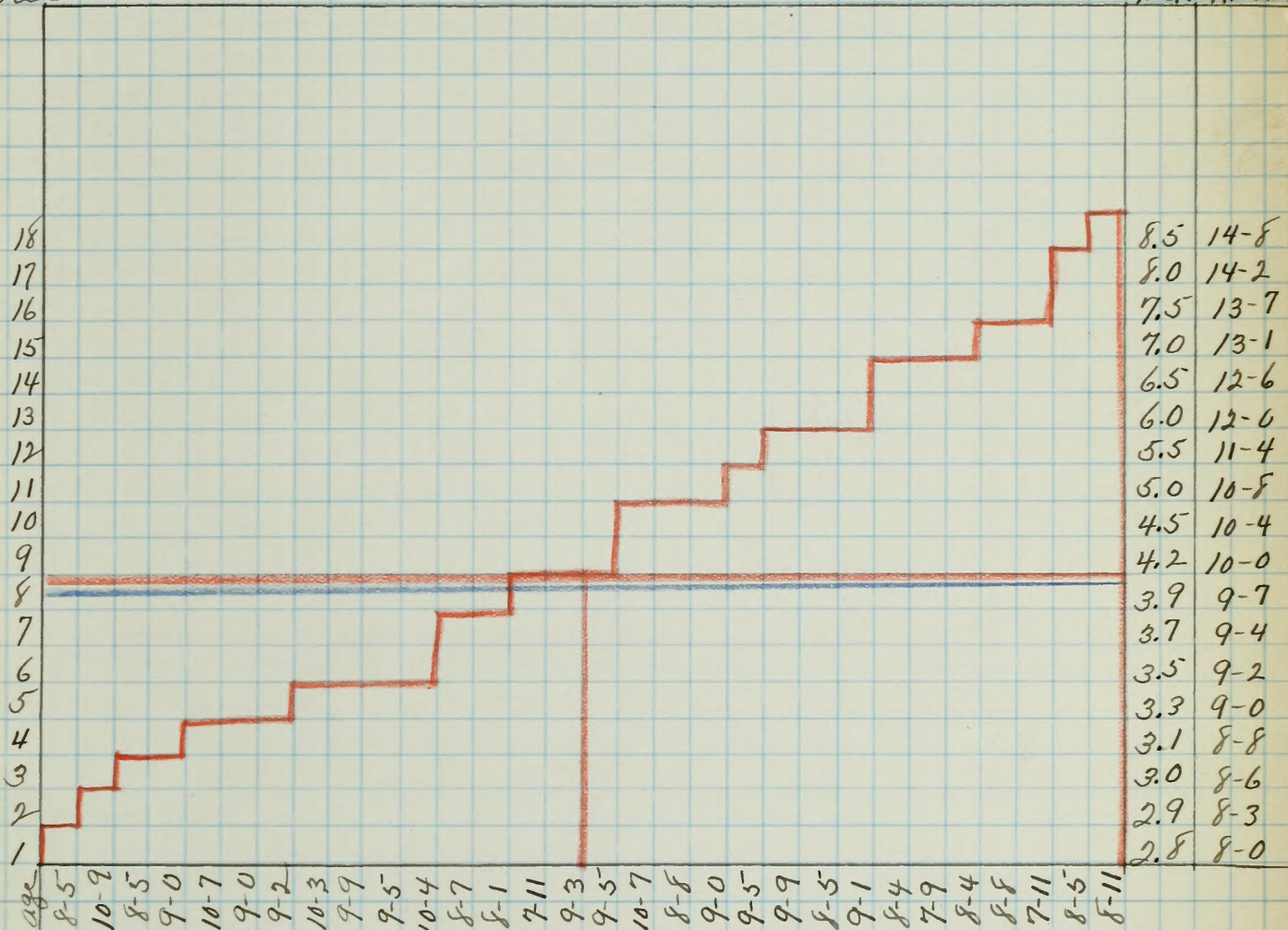


Gates Silent Reading Test Chart VII

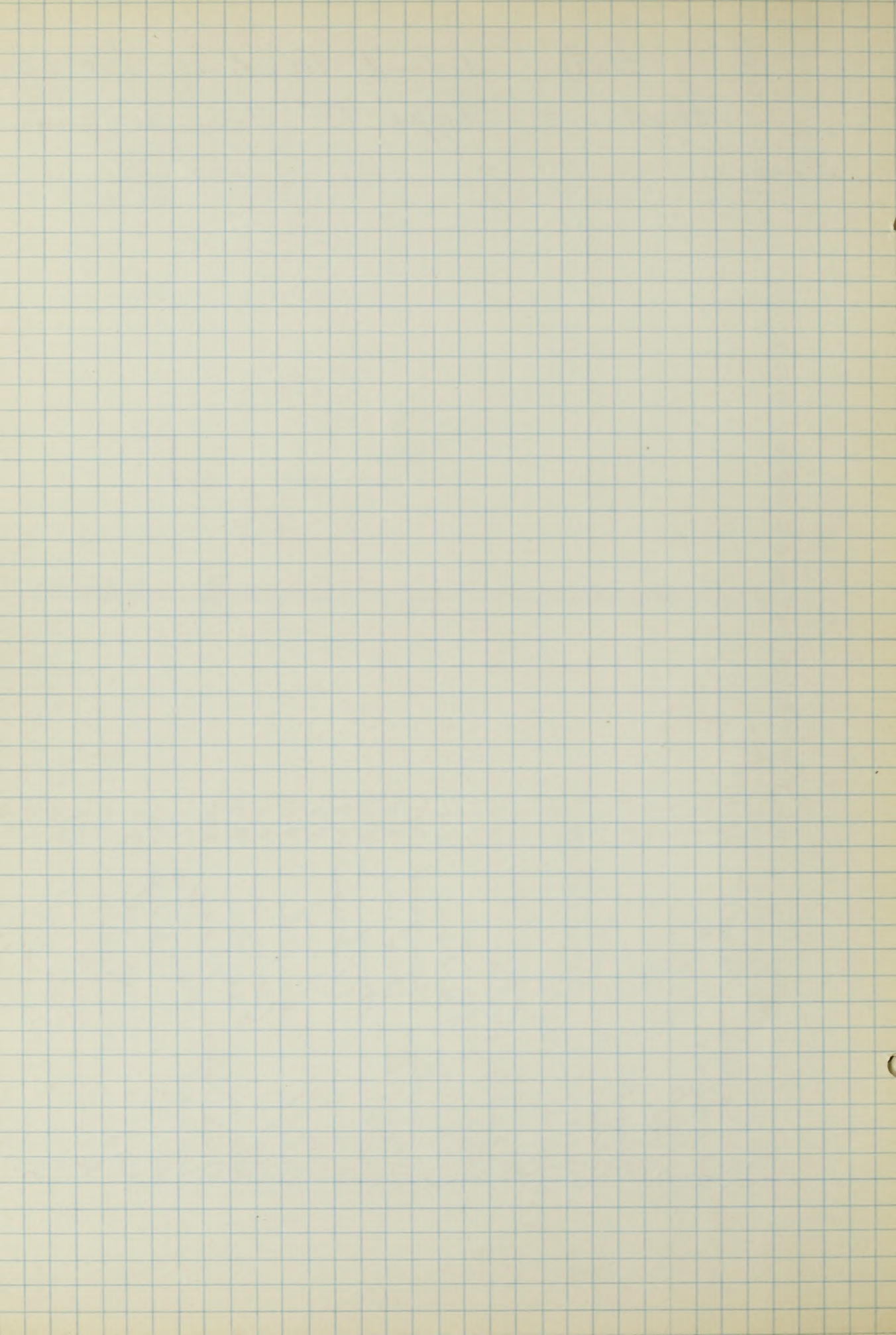
Grade 3 Type B Form 2 June 1928

Scores

P.G. P.A.

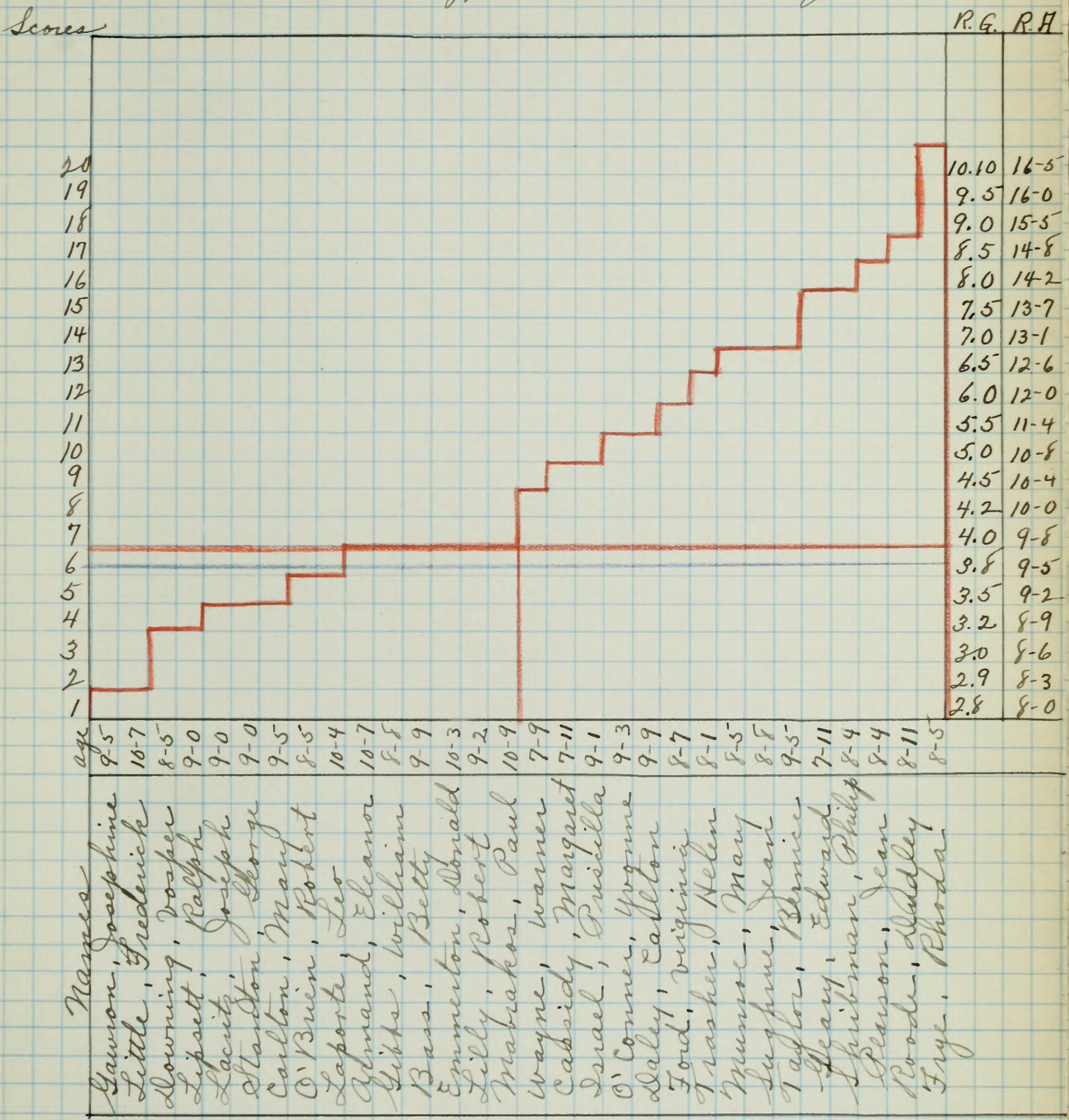


Name	Age
O'Brien, Robert	8-5
Manakess, Paul	10-9
Downing, Vosper	8-5
Lipsett, Ralph	9-0
Little, Frederick	10-7
Stanton, George	9-0
Lilly, Robert	9-2
Emmerton, Donald	10-3
Bass, Betty	9-9
Lawron, Josephine	9-5
Laporte, Leo	10-4
Ford, Virginia	8-7
Trasher, Helen	8-1
Cassidy, Margaret	7-11
O'Connor, Wynne	9-3
Carlton, Mary	9-5
Ammond, Eleanor	10-7
Sughrue, Jean	8-8
Laditz, Joseph	9-0
Taylor, Bernice	9-5
Waley, Carlton	9-9
Munroe, Mary	8-5
Israel, Priscilla	9-1
Shriman, Philip	8-4
Wayne, Warner	7-9
Watson, Jean	8-4
Wicks, William	8-8
Geary, Edward	7-11
Frue, Rhoda	8-5
Rhode, Dudley	8-11



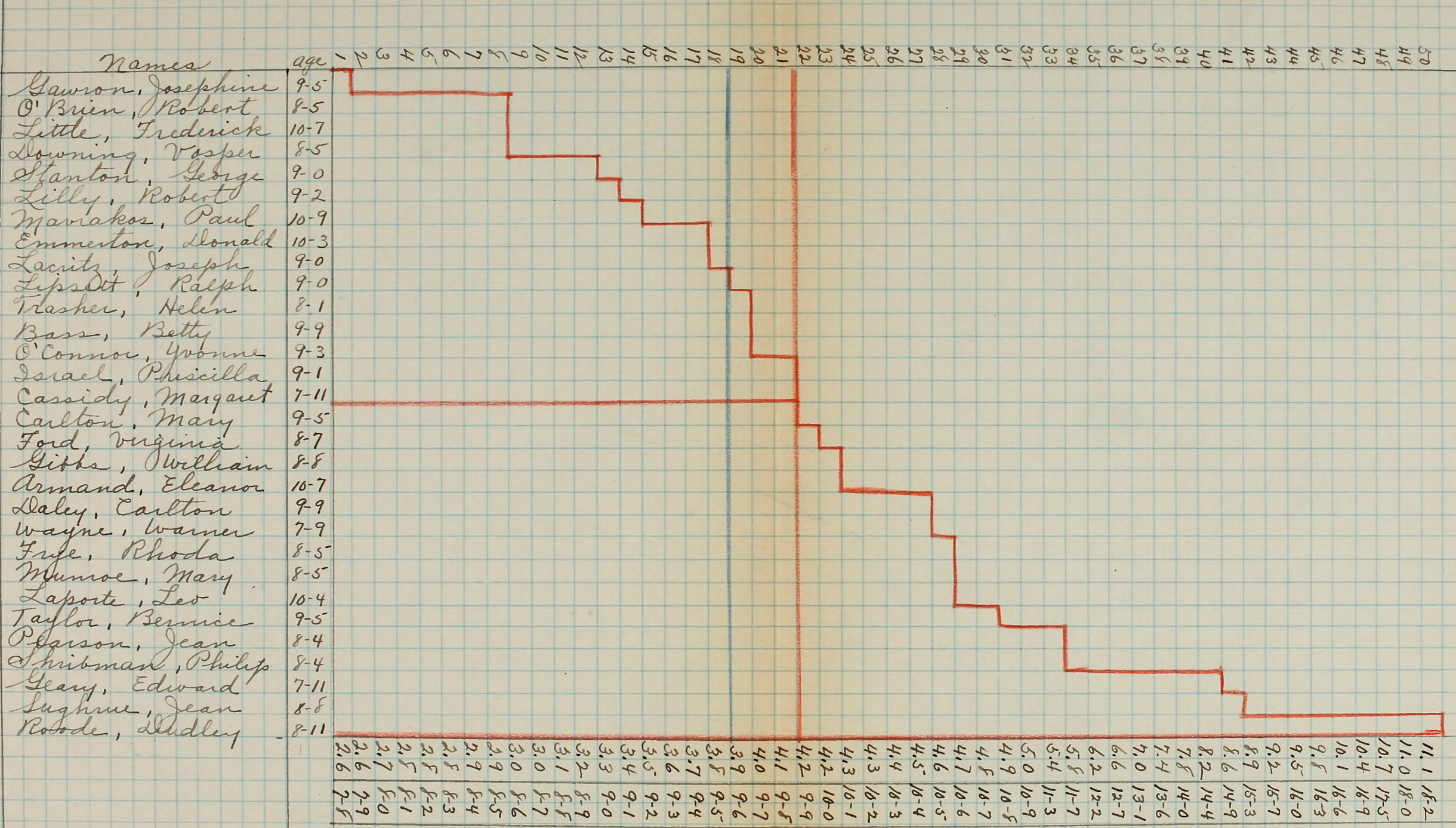
Gates Silent Reading Test Chart VIII

Grade 3 Type C Form 2 June 1928



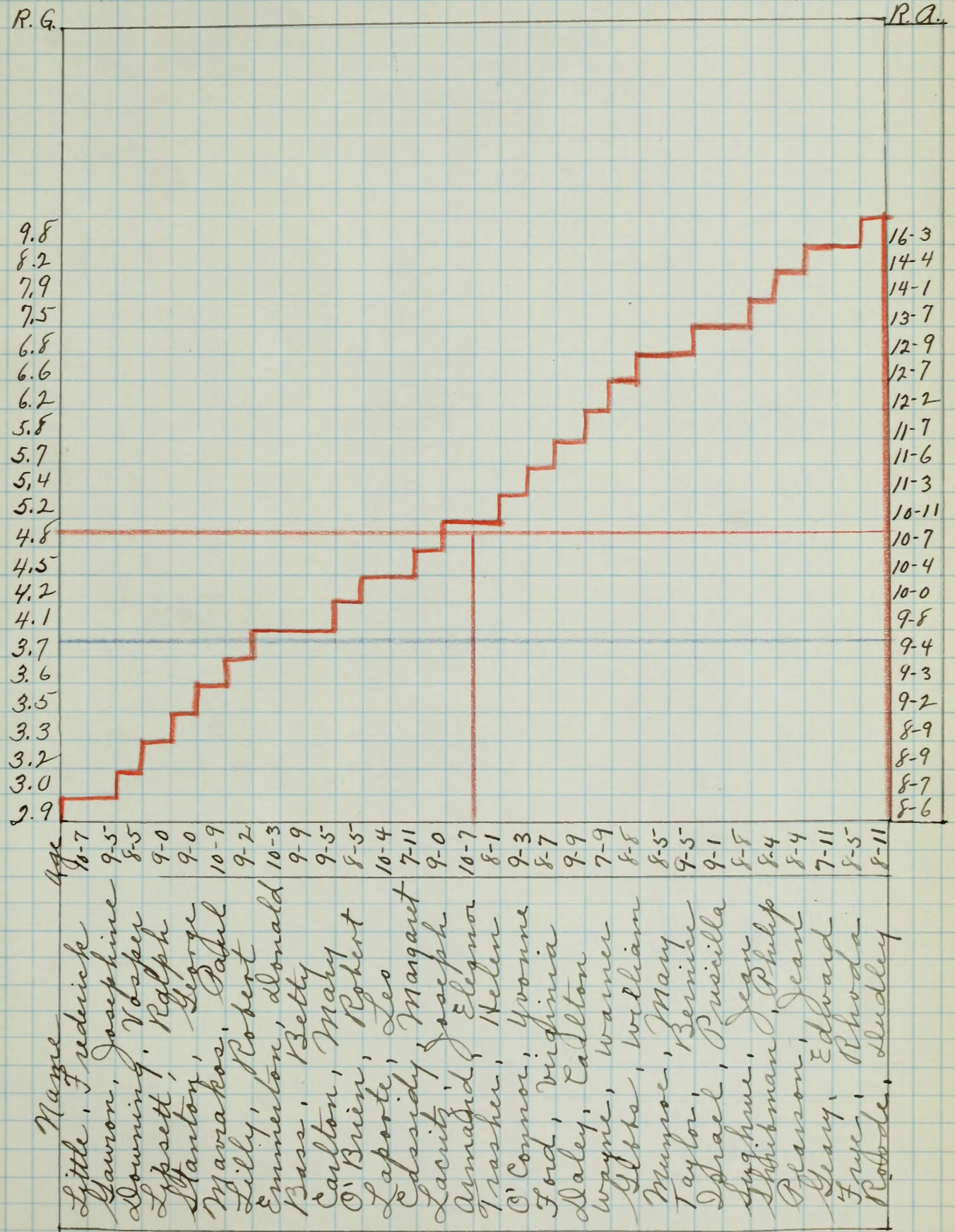
Water Silent Reading Test
Grade 3 Type 29 Form 2

Chart IX
June 1925

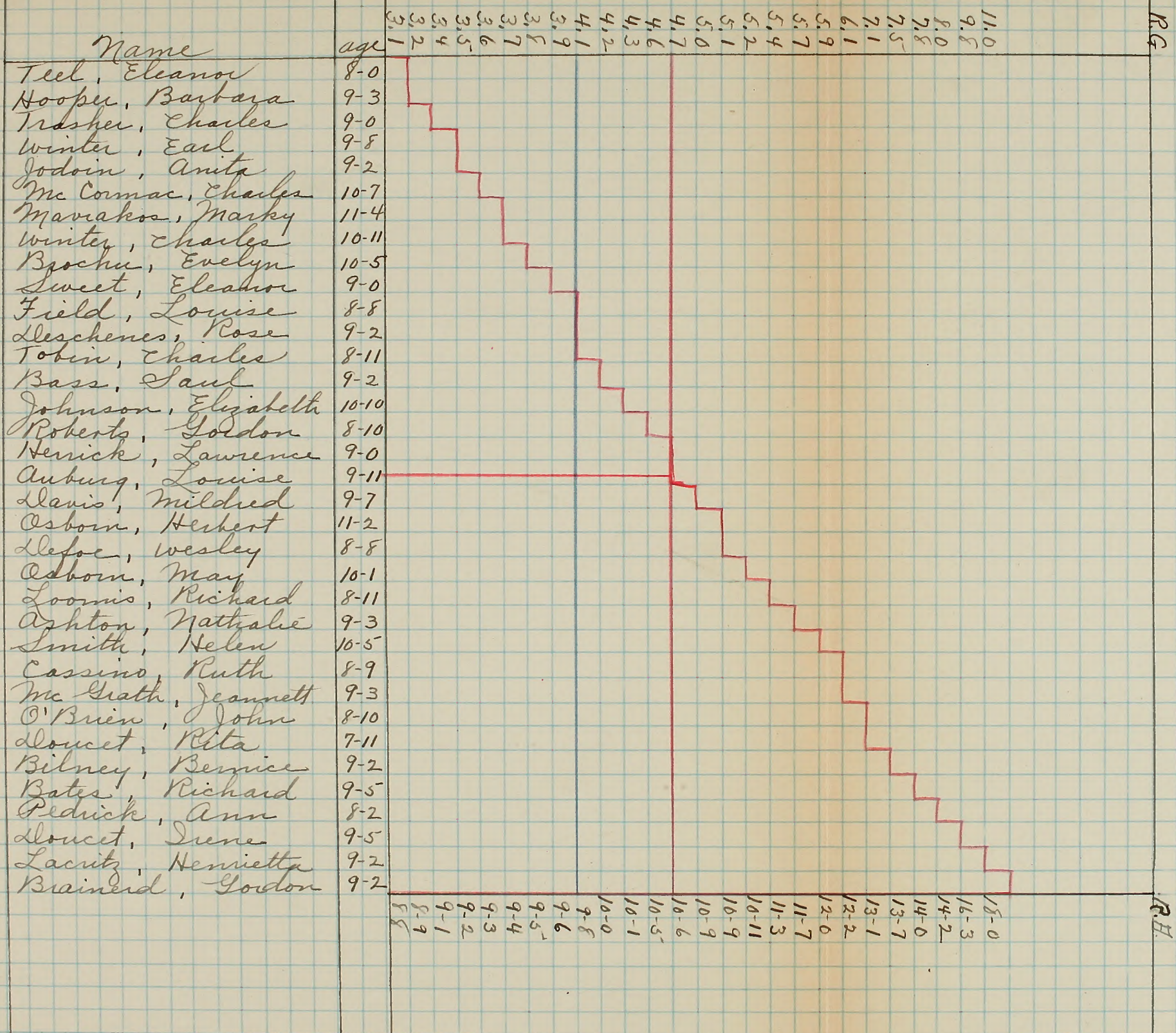


Gates Silent Reading Test Chart X

Grade 3 General Reading Ability June 1928

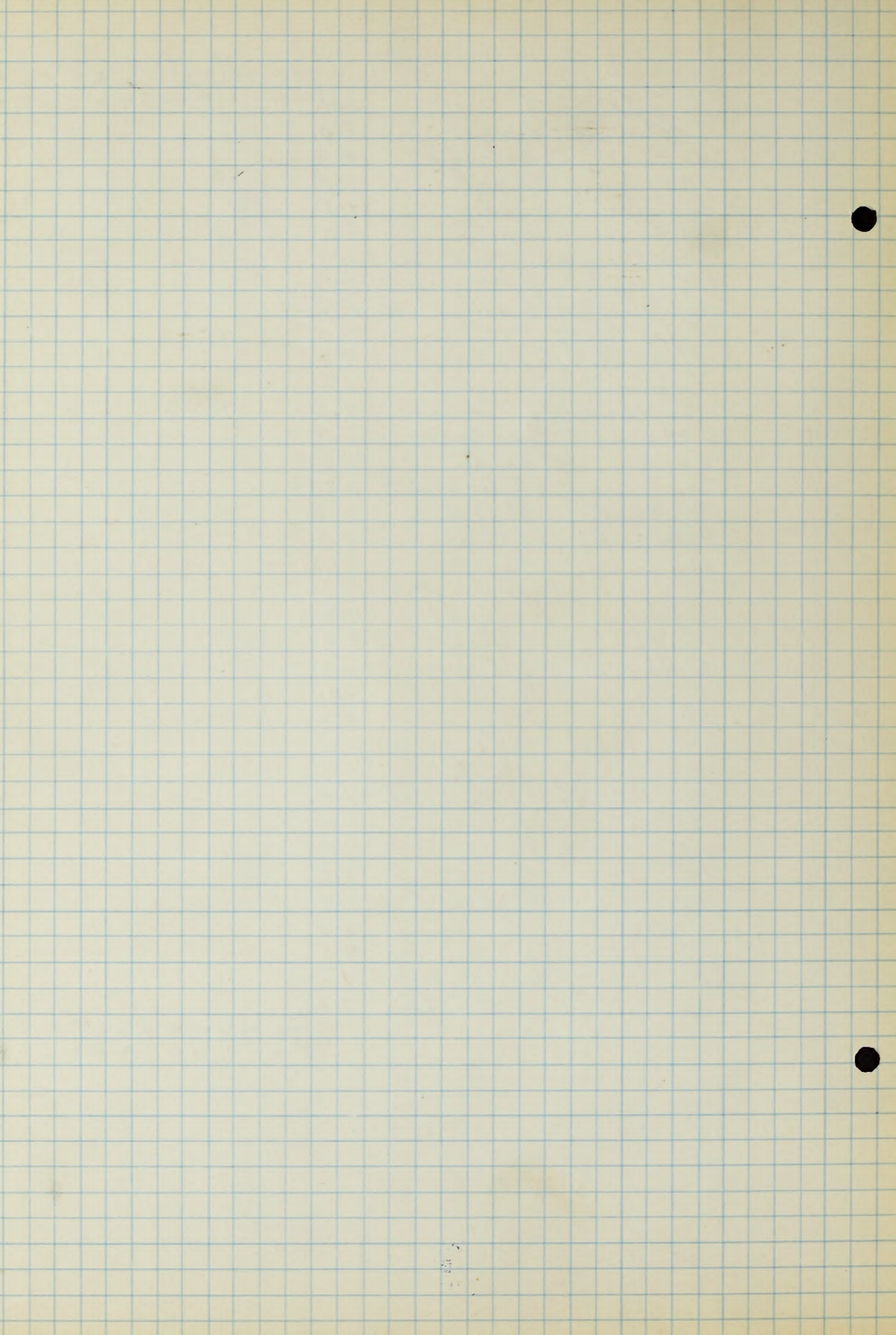


Water Silent Reading Test Chart XI
Grade 4 General Reading Ability October 1937

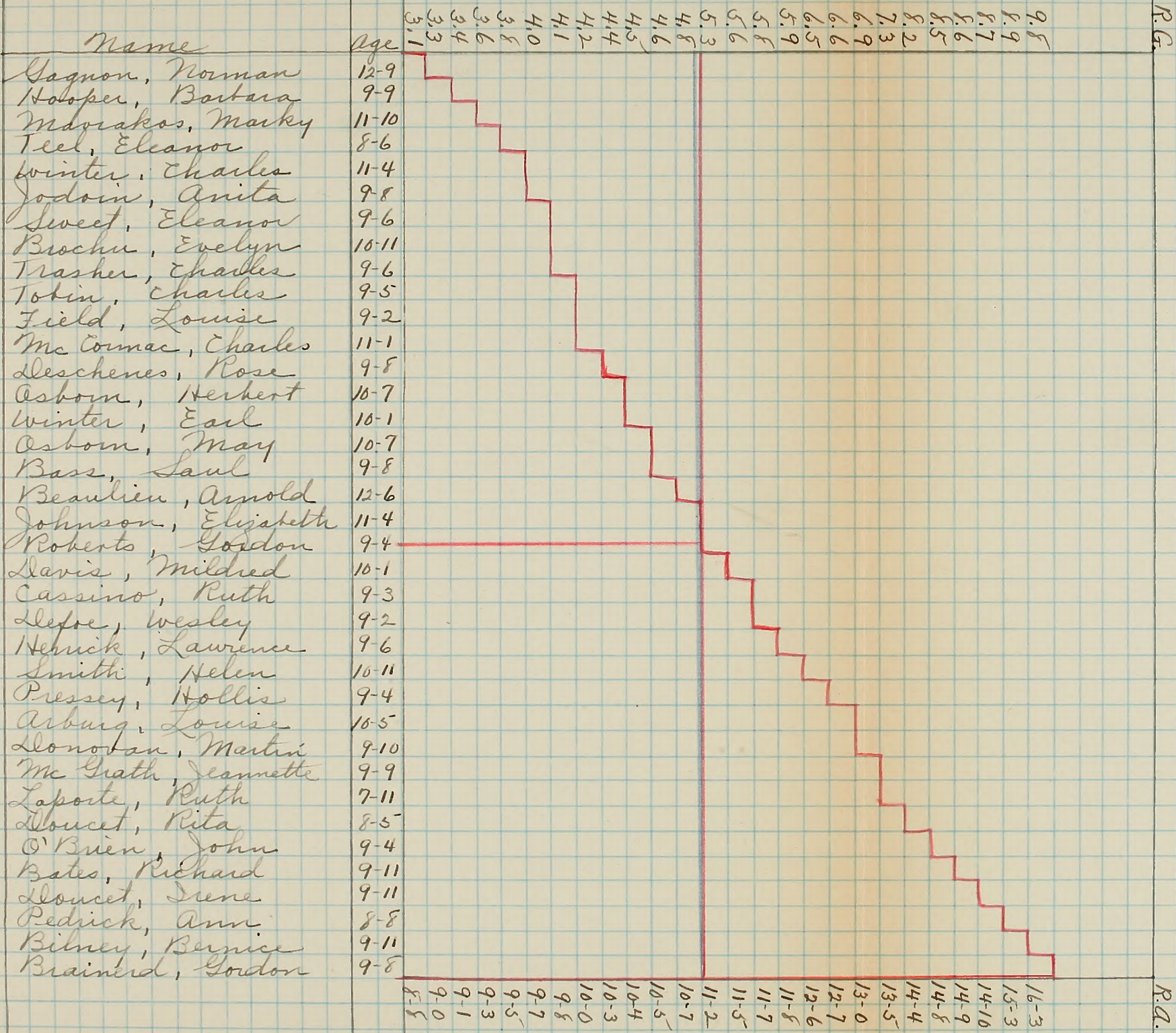


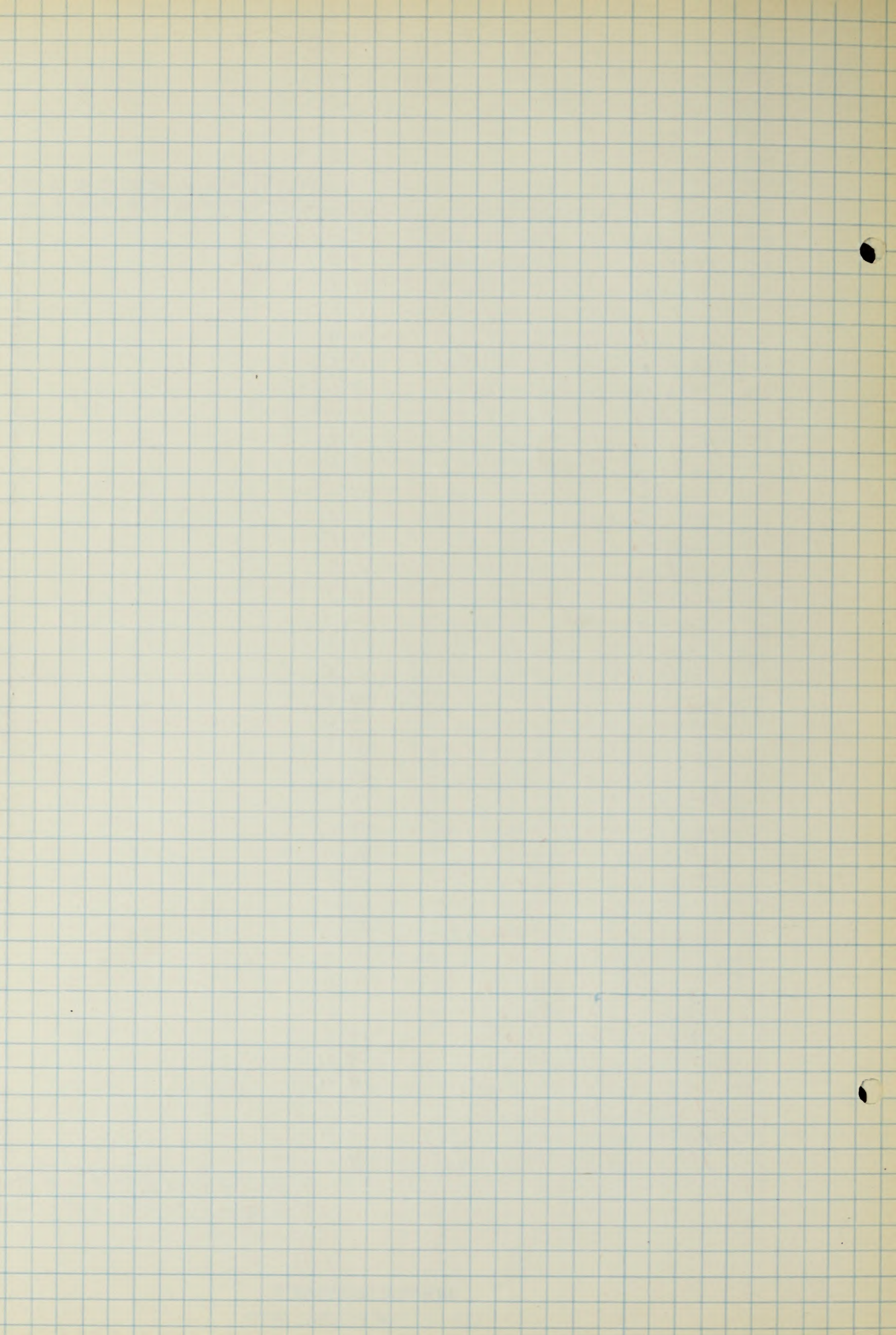
R.G.

R.H.

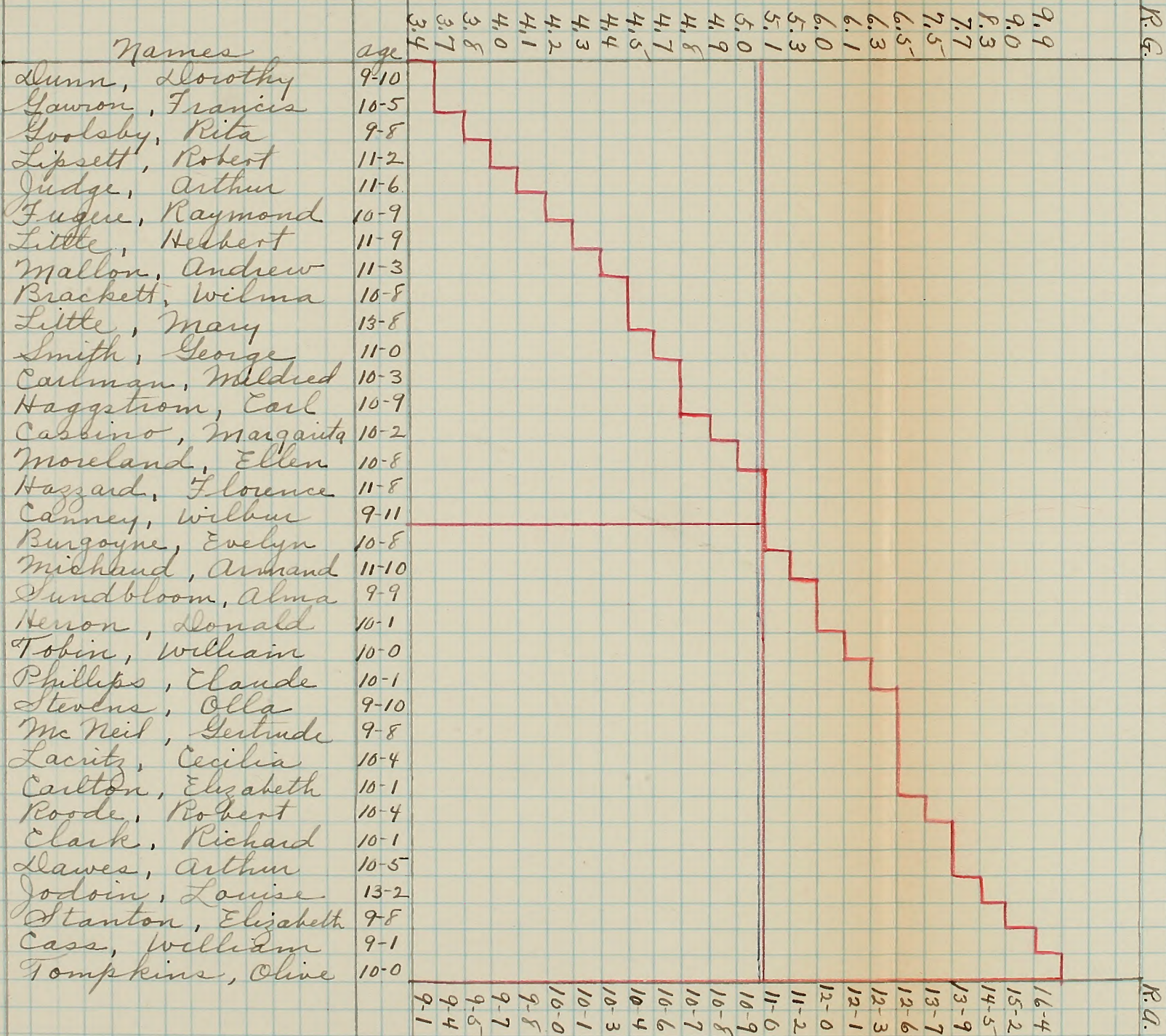


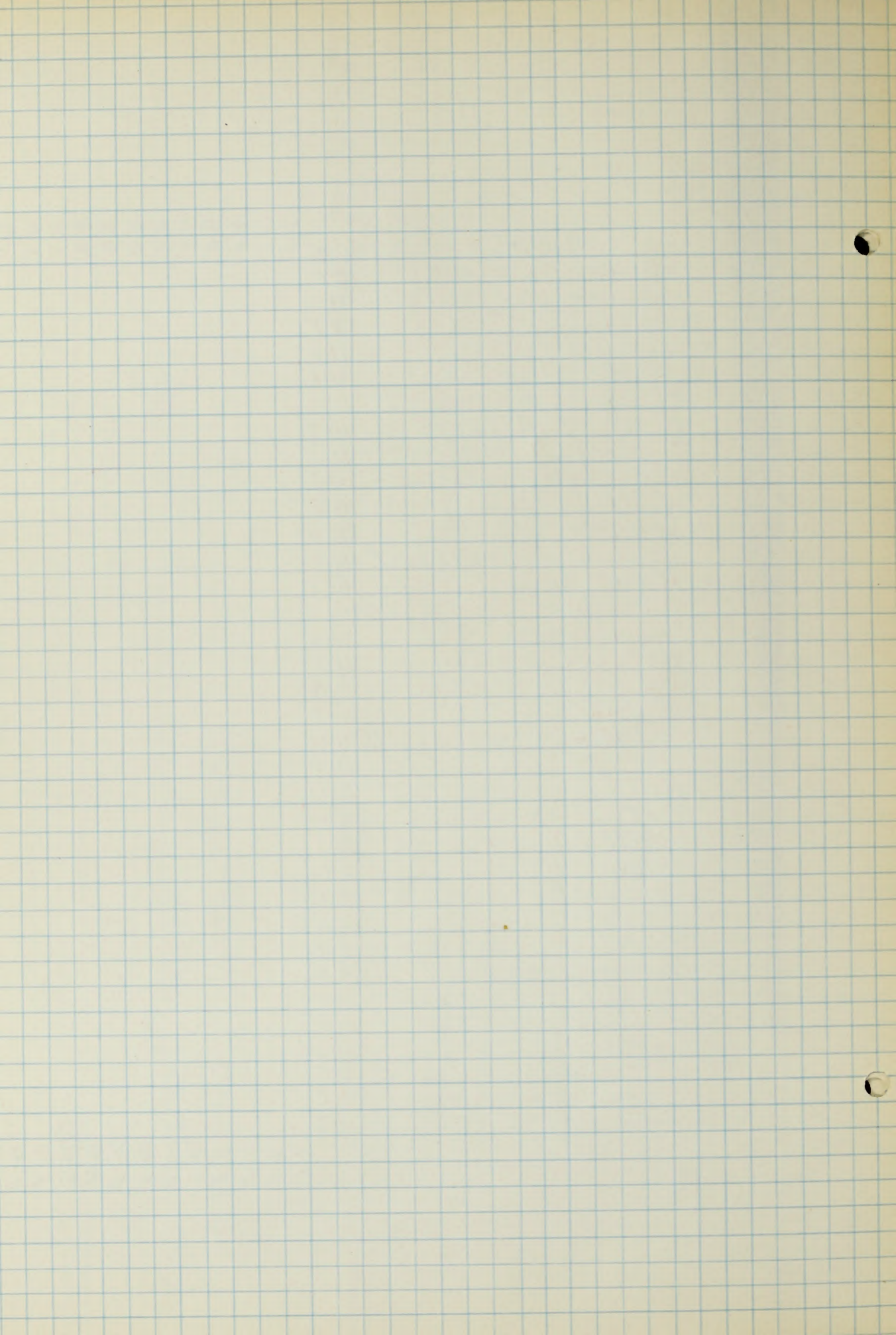
Later Silent Reading Test Chart XII
 Grade 4 General Reading Ability June 1928



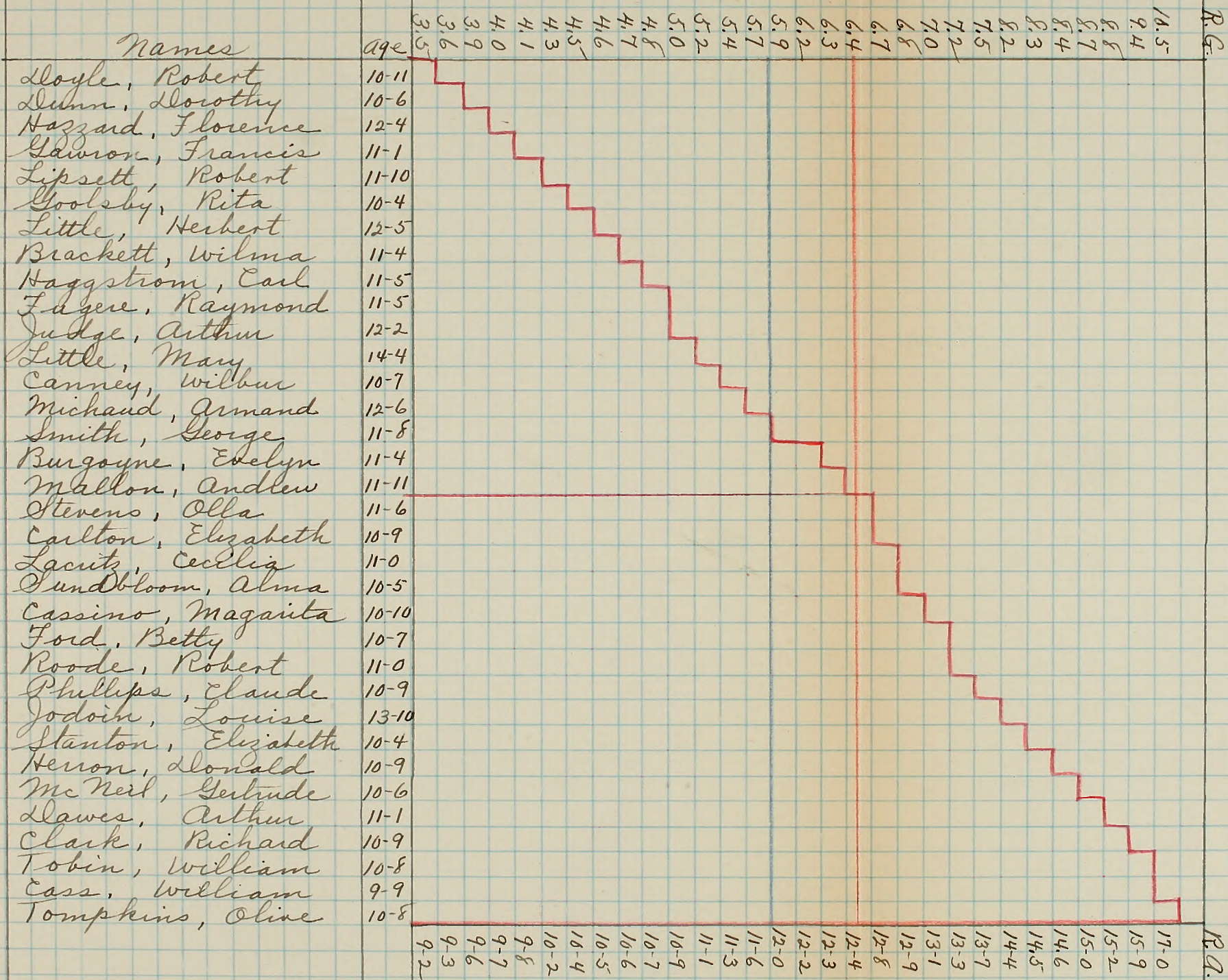


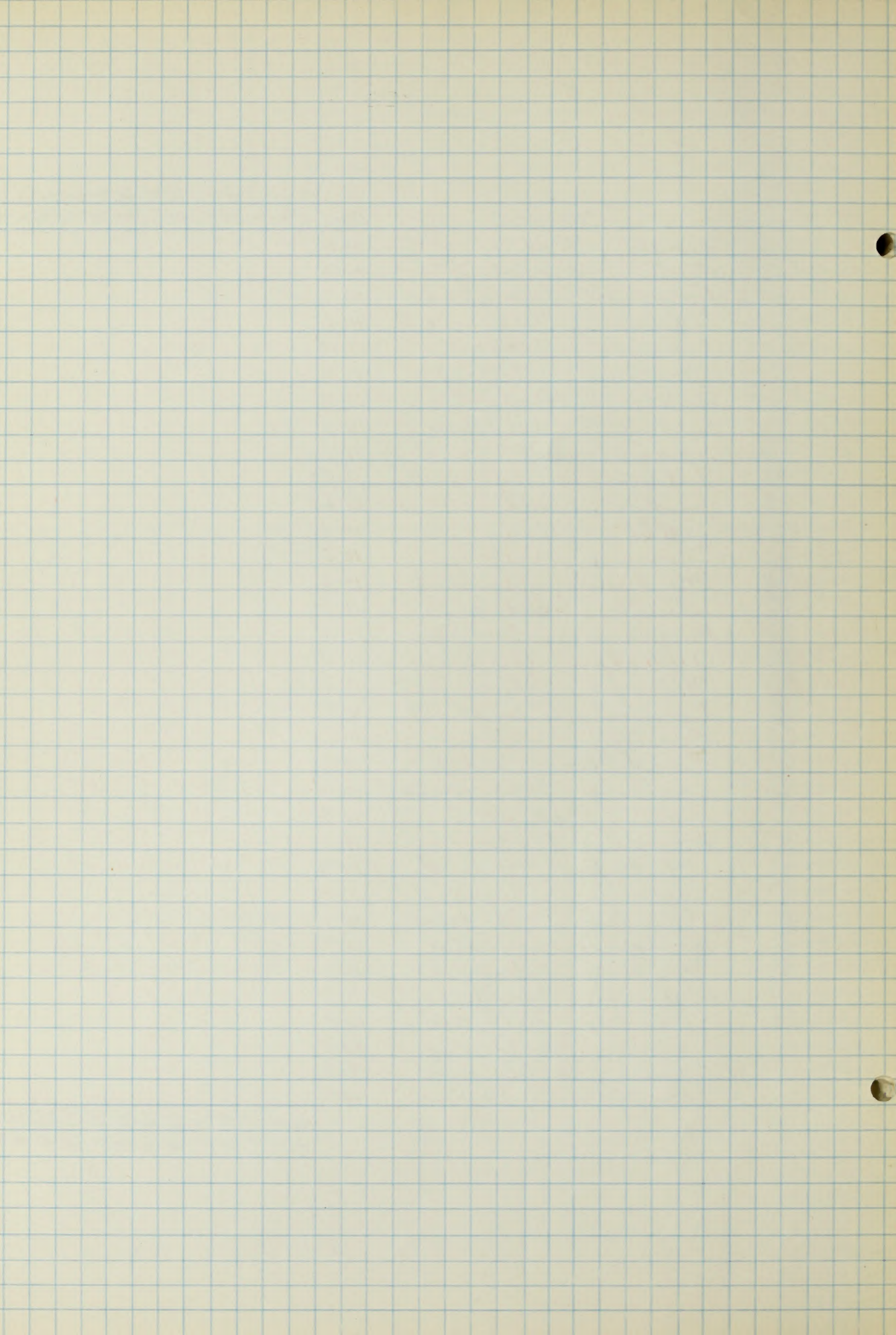
Late Silent Reading Test Chart XIII
Grade 5 General Reading Ability October 1927





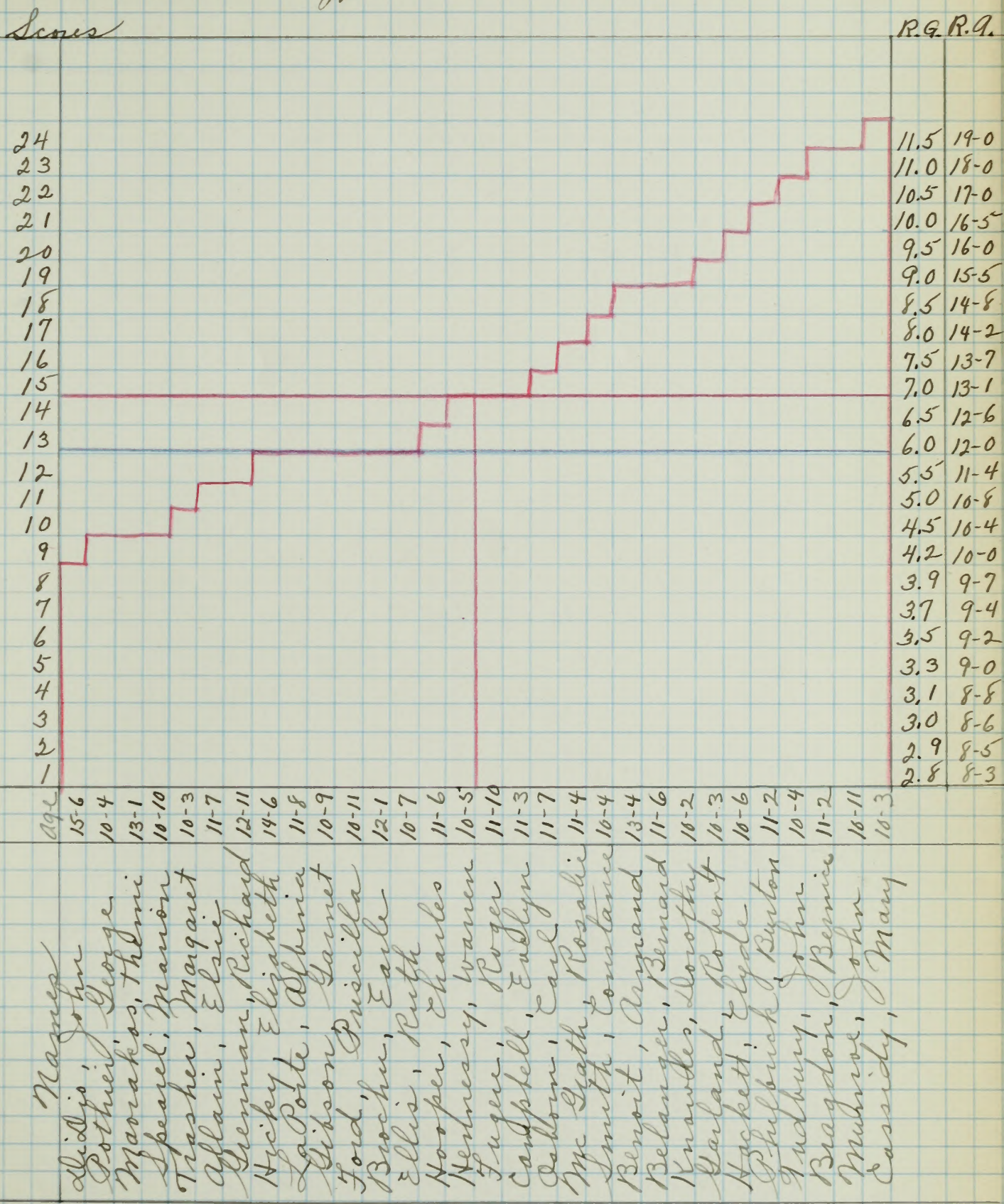
Upper Silent Reading Test
Grade 5 General Reading Ability
Chart XIV
June 1928





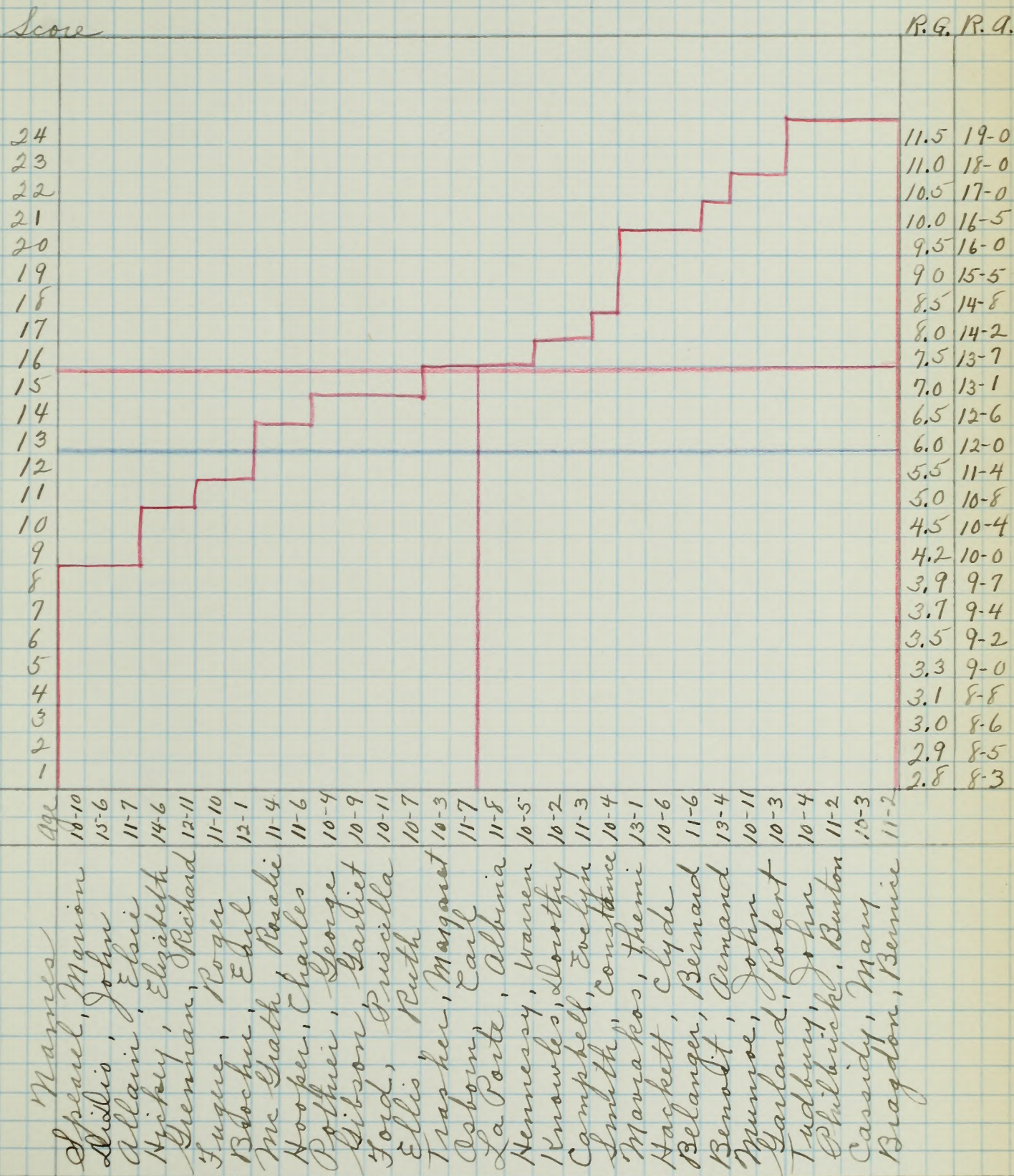
Gates Silent Reading Test Chart XV

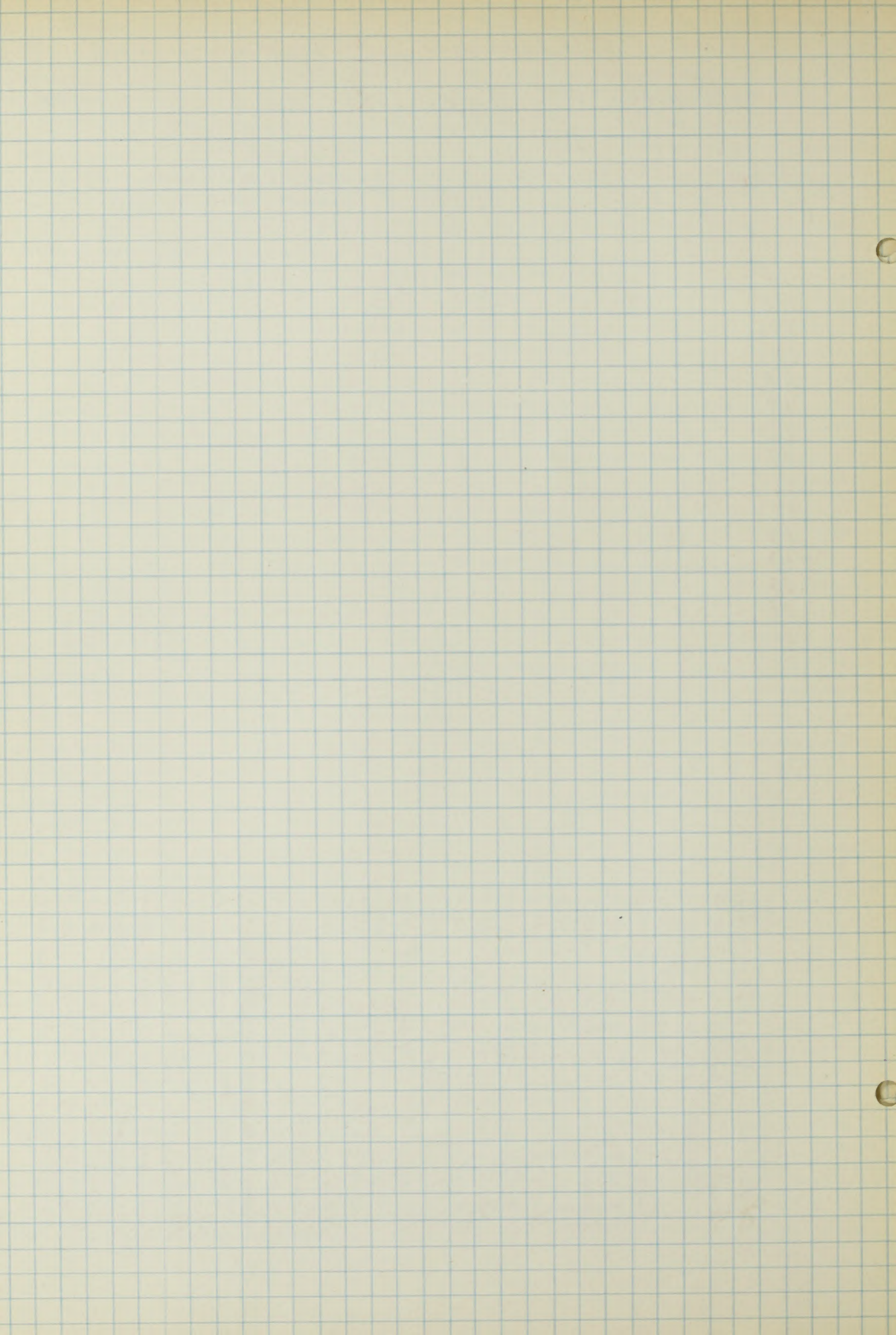
Grade 6 Type A Form 1 October 1927



Gates Silent Reading Test Chart XVI

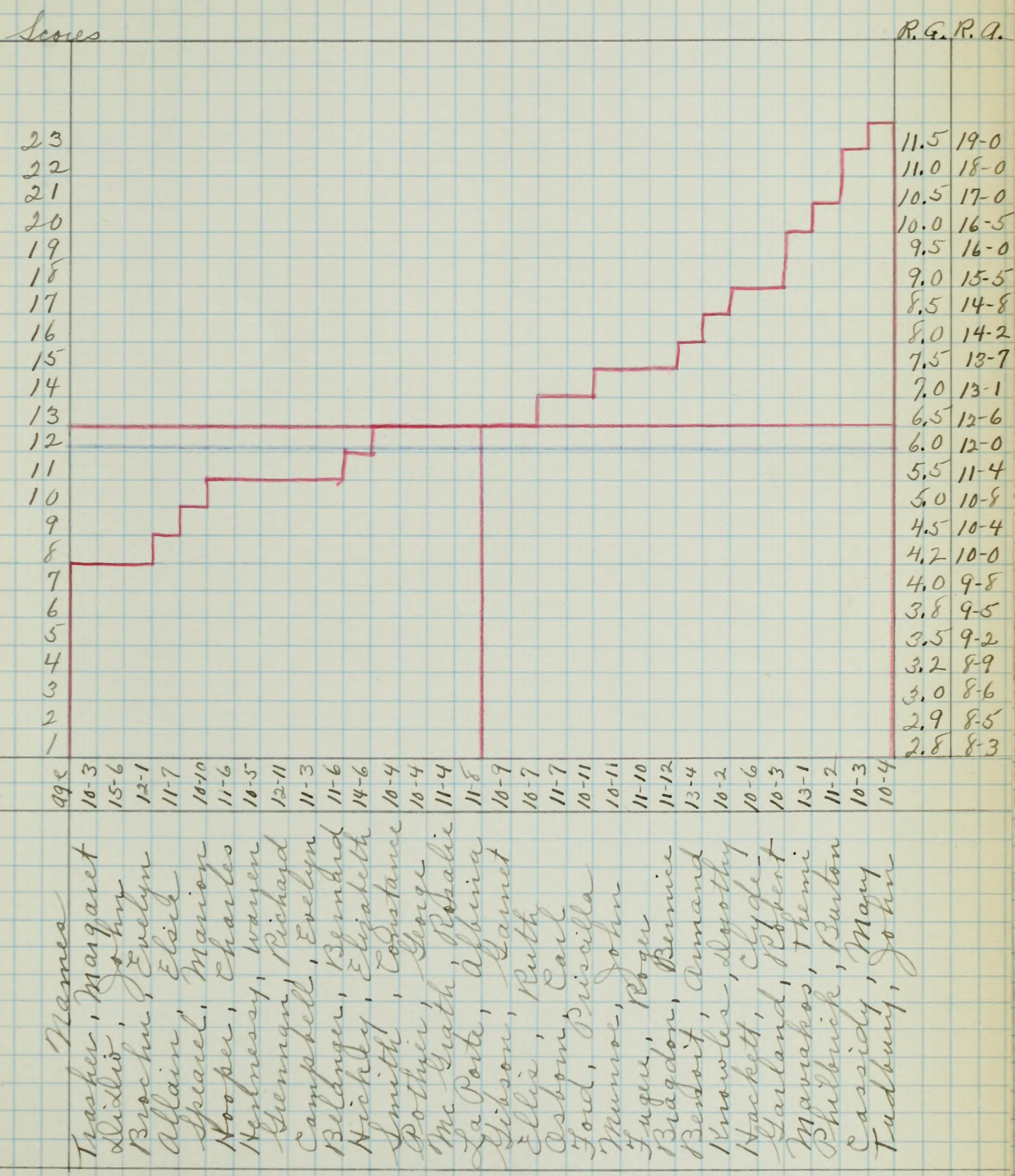
Grade 6 Type B Form 1 October 1927





Gates Silent Reading Test Chart XVII

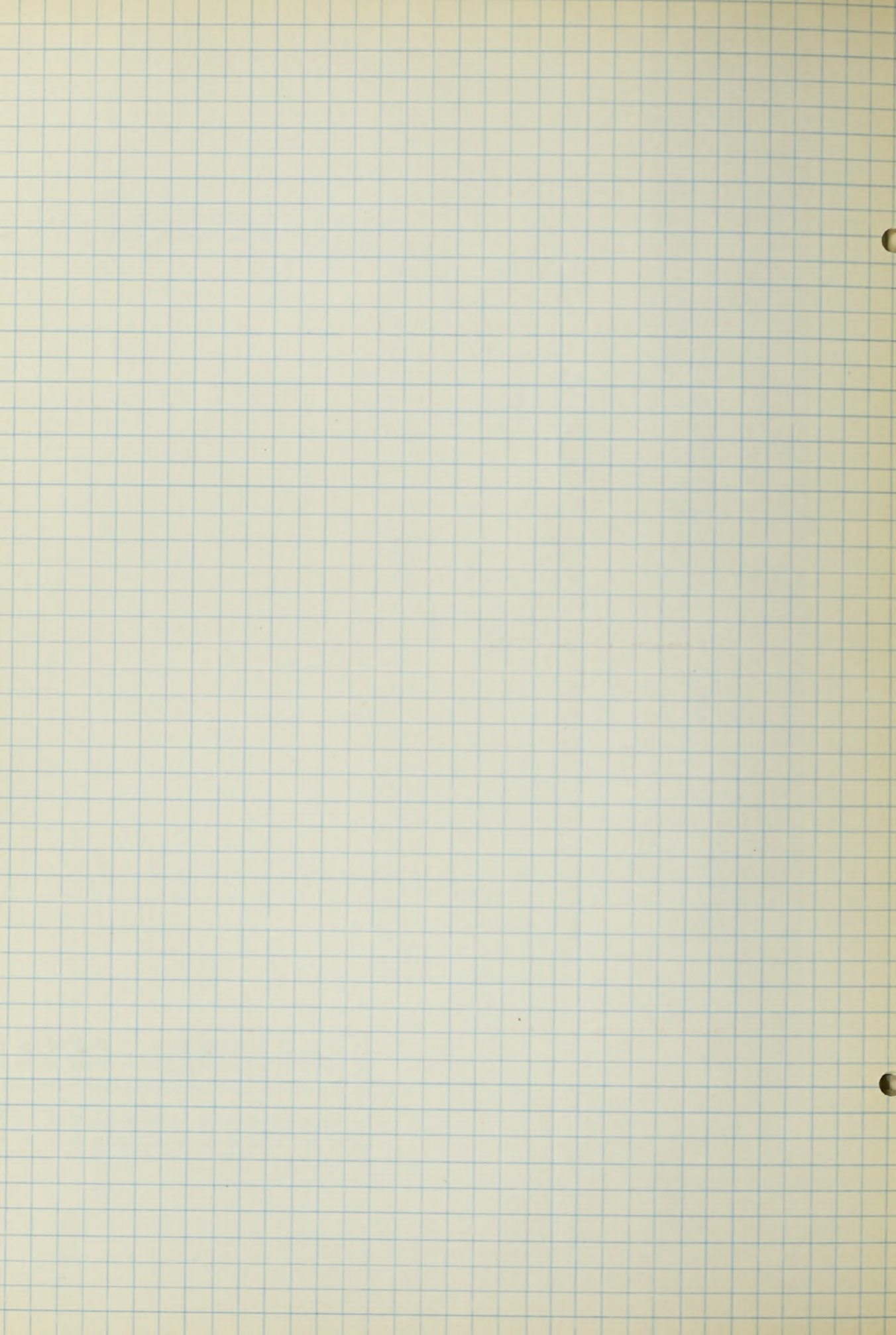
Grade 6 Type C Form 1 October 1927



Latest Silent Reading Test
Grade 6 Type-D Form 1

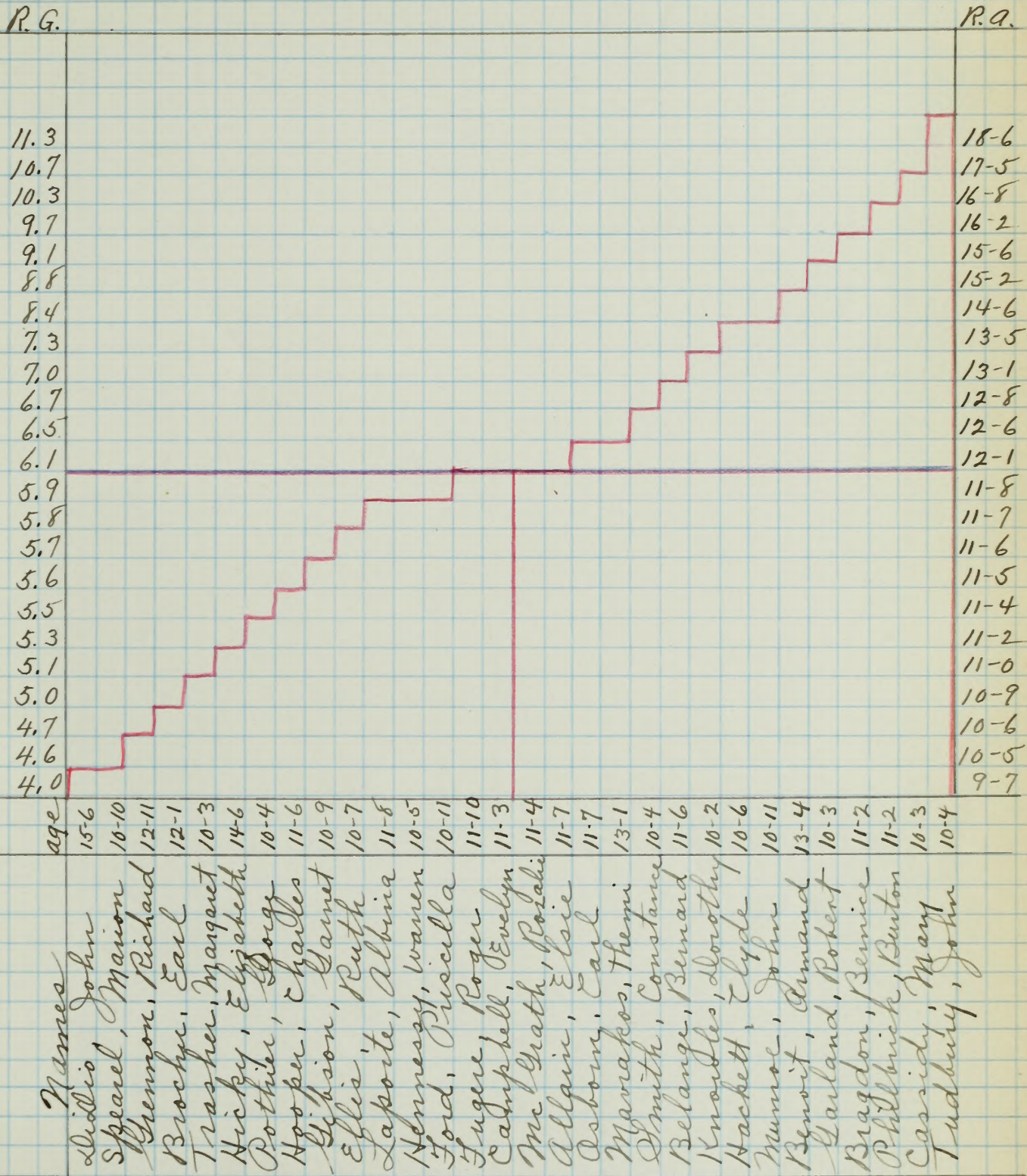
Chart XVIII
October 1927
R.G. R.A.

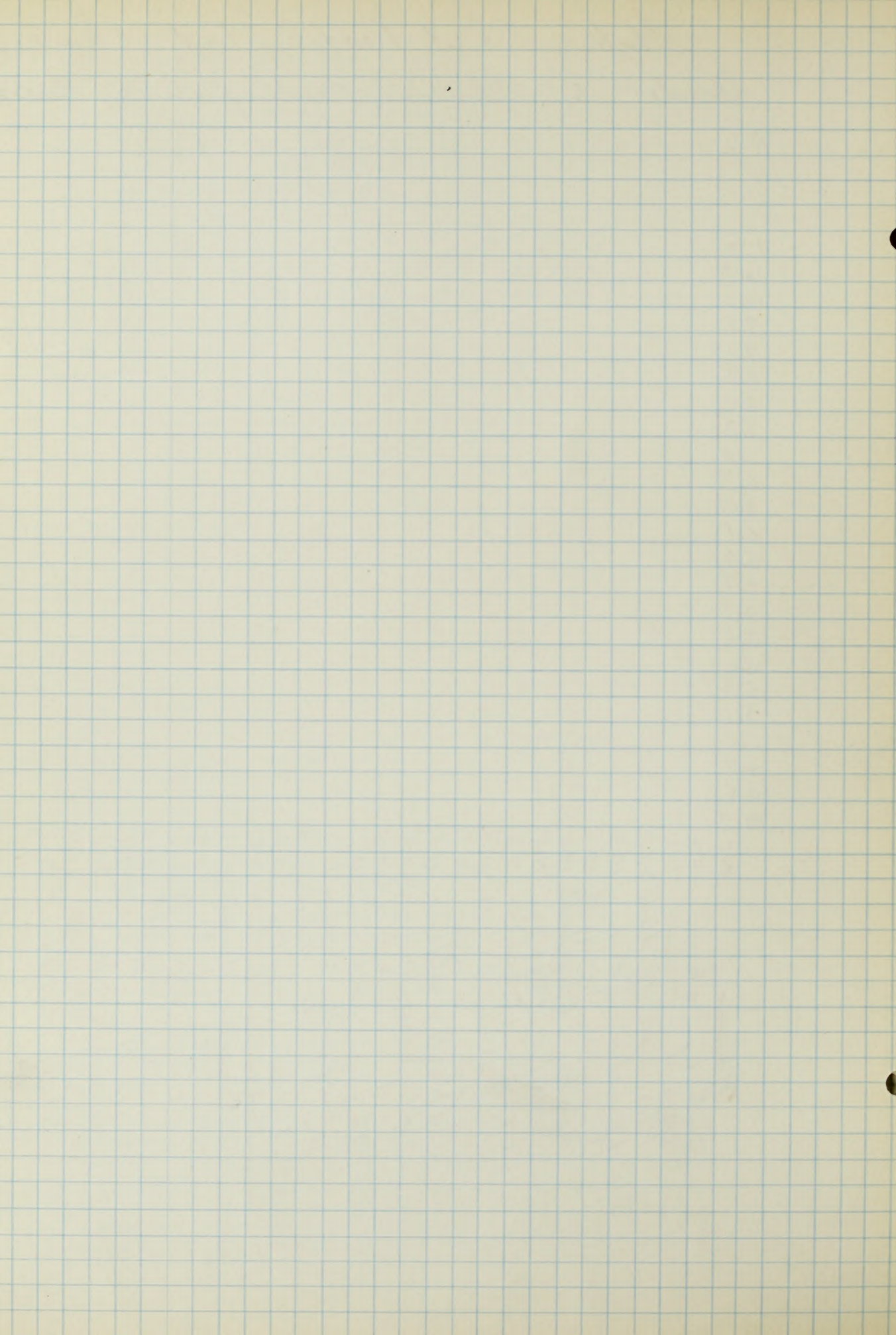
Names	Age	Score	Time
Speare, Marion	10-10	11.5	19-0
Grennan, Richard	12-11	11.4	18-8
Mc Gath, Rosalie	11-4	11.3	18-6
Gibson, Garnet	10-9	11.2	18-4
Slidio, John	15-6	11.1	18-2
Brochu, Earle	12-1	11.0	18-0
Trasher, Margaret	10-3	10.7	17-5
Campbell, Evelyn	11-3	10.4	16-9
Hennessey, Warren	10-5	10.1	16-6
LaPorte, Albina	11-8	9.8	16-3
Ellis, Ruth	10-7	9.5	16-0
Allain, Elsie	11-7	9.2	15-7
Hicky, Elizabeth	14-6	8.9	15-3
Smith, Constance	10-4	8.6	14-9
Pothier, George	10-4	8.2	14-4
Mavrakos, Themi	13-1	7.8	14-0
Ford, Priscilla	10-11	7.4	13-6
Belanger, Bernard	11-6	7.0	13-1
Hooper, Charles	11-6	6.6	12-7
Manroe, John	10-11	6.2	12-2
Fuger, Roger	11-10	5.8	11-7
Knowles, Dorothy	10-2	5.4	11-3
Osborn, Carl	11-7	5.0	10-9
Hackett, Clyde	10-6	4.9	10-8
Garland, Robert	10-3	4.8	10-7
Cassidy, Mary	10-3	4.7	10-6
Bragdon, Bernice	11-2	4.6	10-5
Benoit, Armand	13-4	4.5	10-4
Philbrick, Burton	11-2	4.4	10-3
Tudbury, John	10-4	4.4	10-3
		4.3	10-2
		4.3	10-2
		4.3	10-1
		4.2	10-0
		4.2	9-9
		4.1	9-9
		4.0	9-8
		3.9	9-7
		3.8	9-5
		3.7	9-4
		3.6	9-3
		3.5	9-2
		3.4	9-1
		3.3	9-0
		3.3	8-9
		3.2	8-9



Gates Silent Reading Test Chart XIX

Grade 6 General Reading Ability October 1927





Gates Silent Reading Test Chart XX

Grade 6 Type A Form 2 June 1928

Scores

R. G. P. A.

24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

11.5 19-0
11.0 18-0
10.5 17-0
10.0 16-5
9.5 16-0
9.0 15-5
8.5 14-8
8.0 14-2
7.5 13-7
7.0 13-1
6.5 12-6
6.0 12-0
5.5 11-4
5.0 10-8
4.5 10-4

age

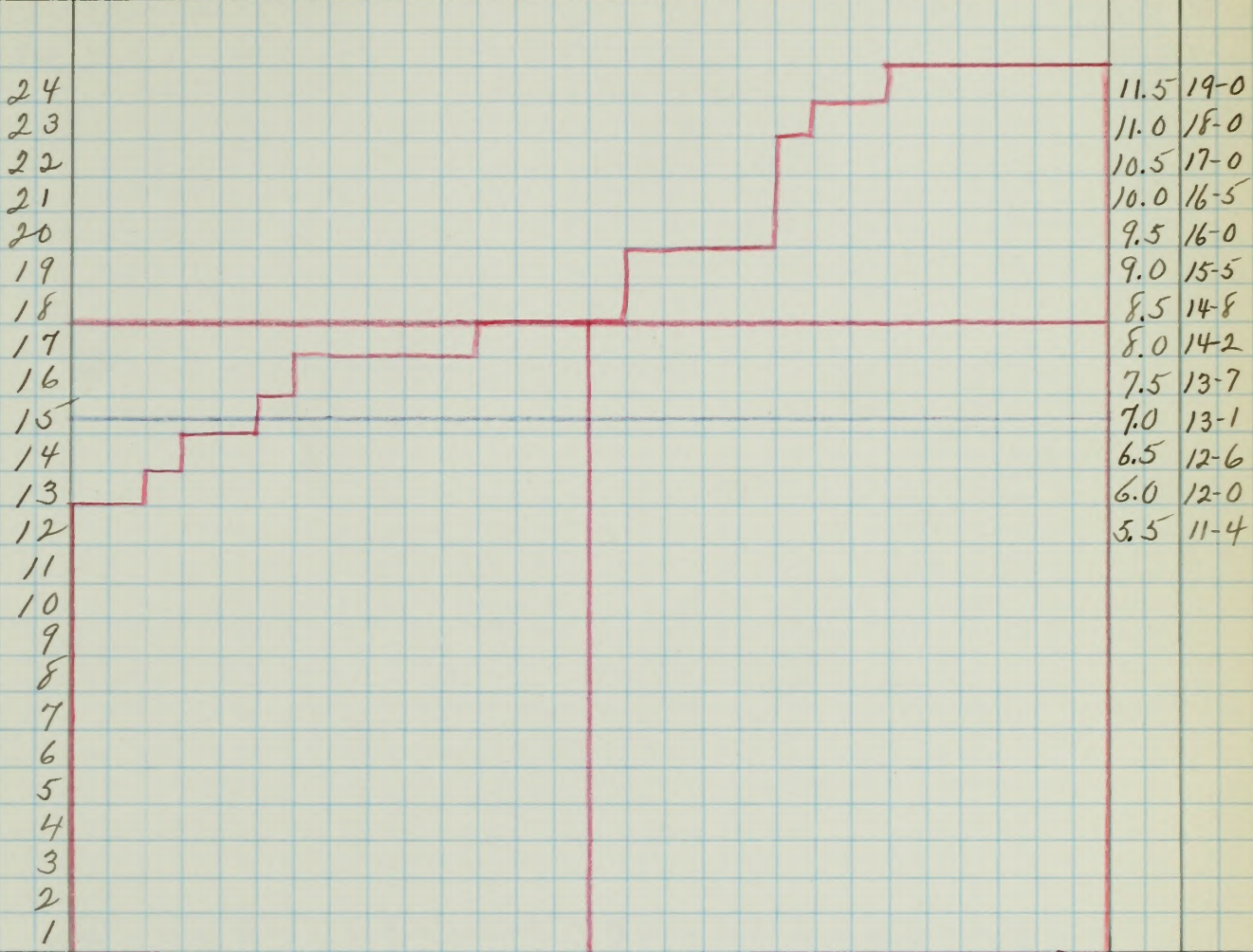
11-4
13-6
13-7
11-10
15-0
12-8
11-3
10-10
12-9
12-2
11-2
11-2
10-9
12-0
11-9
12-2
10-11
12-1
12-4
13-10
10-8
10-5
10-9
11-8
10-10
11-1
10-9
11-8

Names

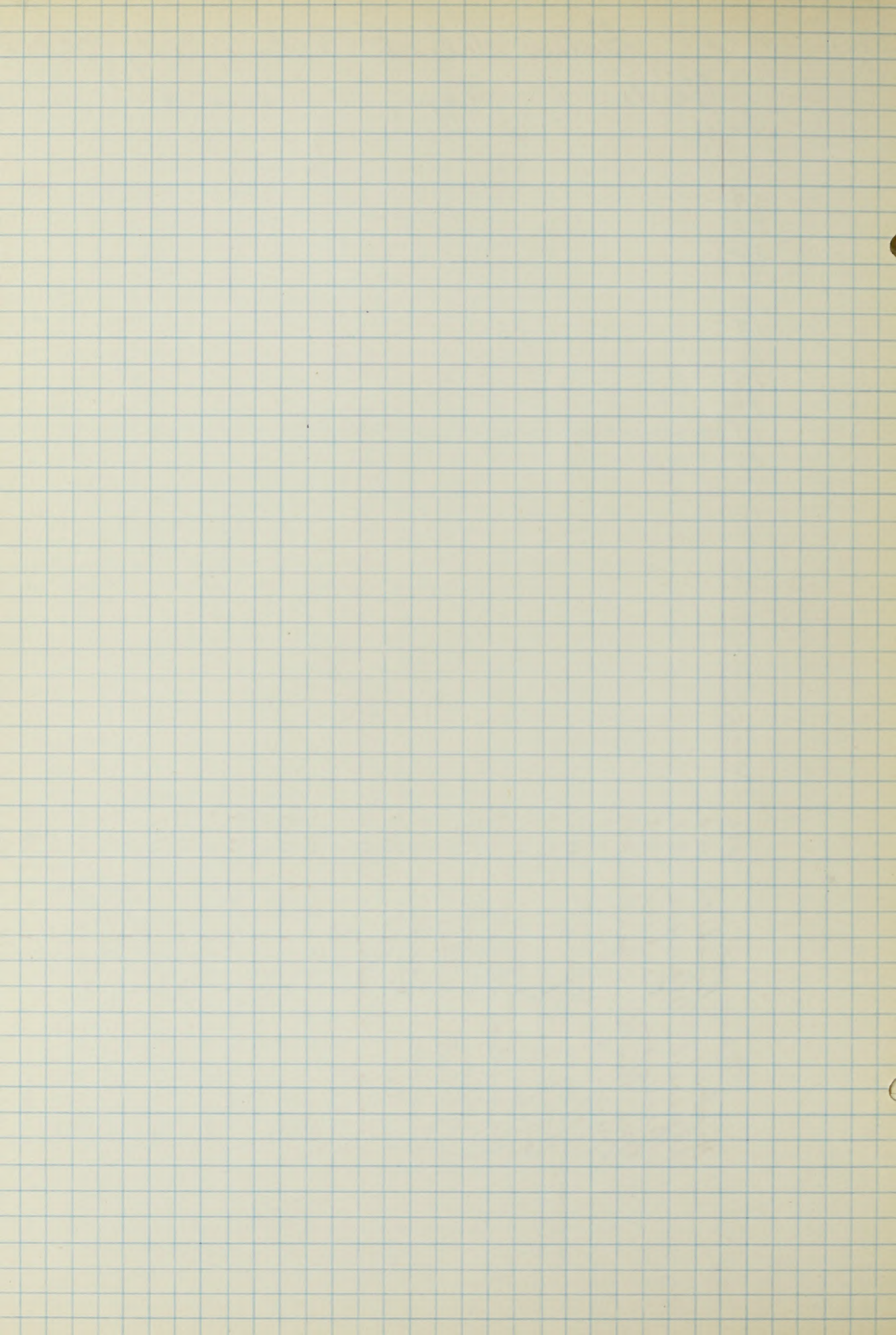
Spearel, Marion
Strennon, Richard
Manakos, Themi
Mc Gath, Rosalie
Hickey, Elizabeth
Brochu, Earl
Gibson, Garnet
Bothier, George
Russell, John
LaPorte, Albina
Ellis, Ruth
Wells, Eileen
Trasher, Margaret
Hooper, Charles
Campbell, Evelyn
Allain, Elsie
Hennessey, Warren
Ashom, Carl
Fugere, Roger
Behoit, Armand
Knowles, Dorothy
Munroe, John
Gailand, Robert
Philbrick, Burton
Tudbury, John
Hackett, Clyde
Cassidy, Mary
Bragdon, Bernice

Gates Silent Reading Test Chart XXI

Grade 6 Type B Form 2 June 1928
 Scores P.G. R.Q.



Names	age
Hickey, Elizabeth	15-0
Spearell, Marion	11-4
Brennon, Richard	13-6
Mc Gath, Rosalie	11-10
Mavakos, Themi	13-7
Allain, Elsie	12-2
Hooper, Charles	12-0
Fisher, Margaret	10-9
Knowles, Dorothy	10-8
Bothuei, George	10-10
LaPorte, Albinia	12-2
Russell, Jack	12-9
Ashorn, Carl	12-1
Ellis, Ruth	11-2
Brochu, Carl	12-8
Hennessey, Warren	10-11
Gibson, Garnet	11-3
Fugere, Roger	12-4
Campbell, Evelyn	11-9
Muhwe, John	10-5
Wells, Edleen	11-2
Hackett, Clyde	11-1
Braddon, Bernice	11-8
Philbrick, Burton	11-8
Benoit, Armand	13-10
Garland, Robert	10-9
Tudbury, John	10-10
Cassidy, Mary	10-9



Gates Silent Reading Test Chart XXII

Grade 6 Type C Form 2 June 1928

Scores

R.G. R.A.

24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

11.5 19-0
11.0 18-0
10.5 17-0
10.0 16-5
9.5 16-0
9.0 15-5
8.5 14-8
8.0 14-2
7.5 13-7
7.0 13-1
6.5 12-6
6.0 12-0
5.5 11-4
5.0 10-8

Age

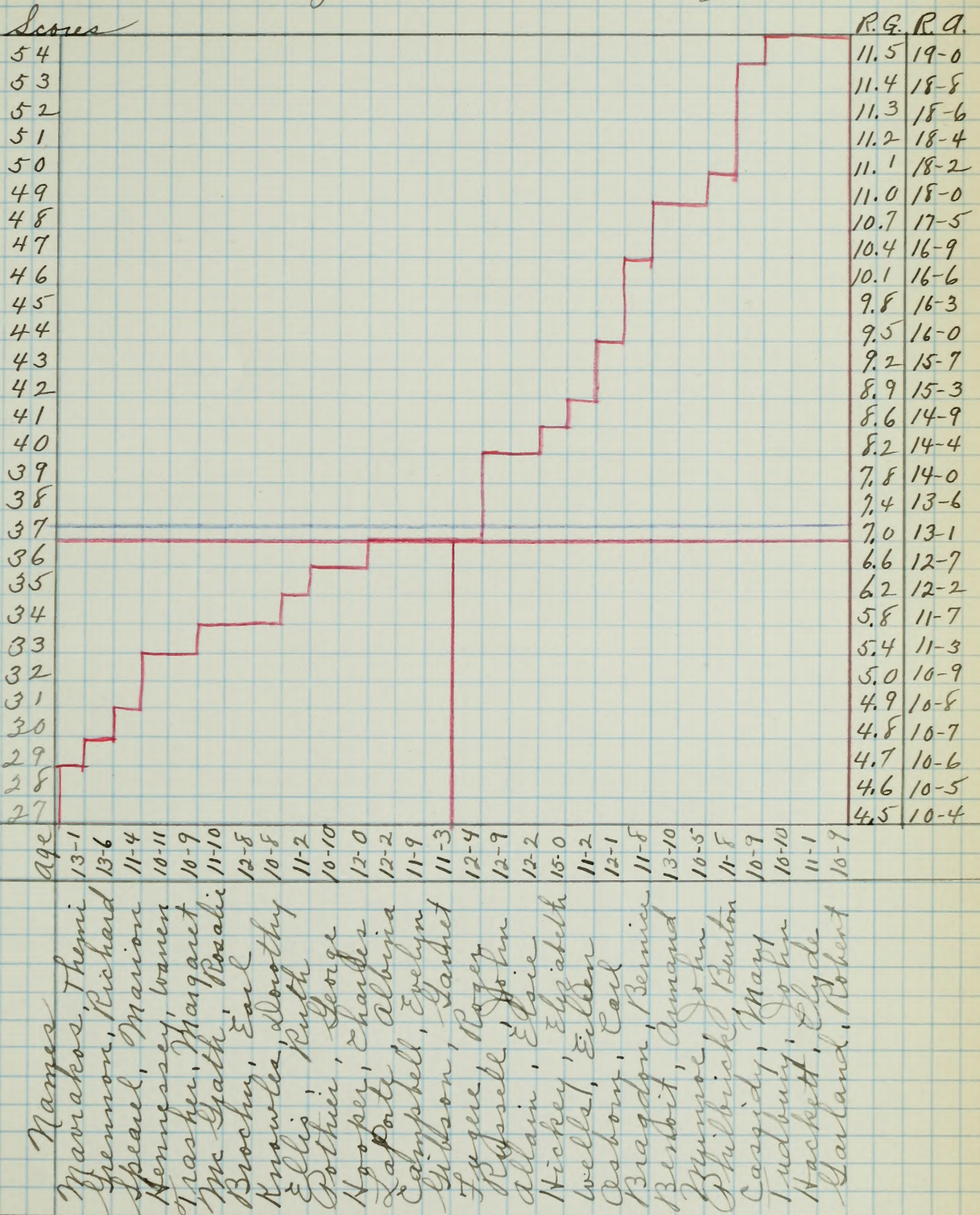
12-8
12-1
11-3
13-6
11-4
10-9
13-7
15-0
11-10
12-2
11-9
12-0
10-5
13-10
11-10
12-4
10-9
12-2
12-9
11-2
11-1
10-11
10-10
10-8
11-8
10-10
10-9
11-8

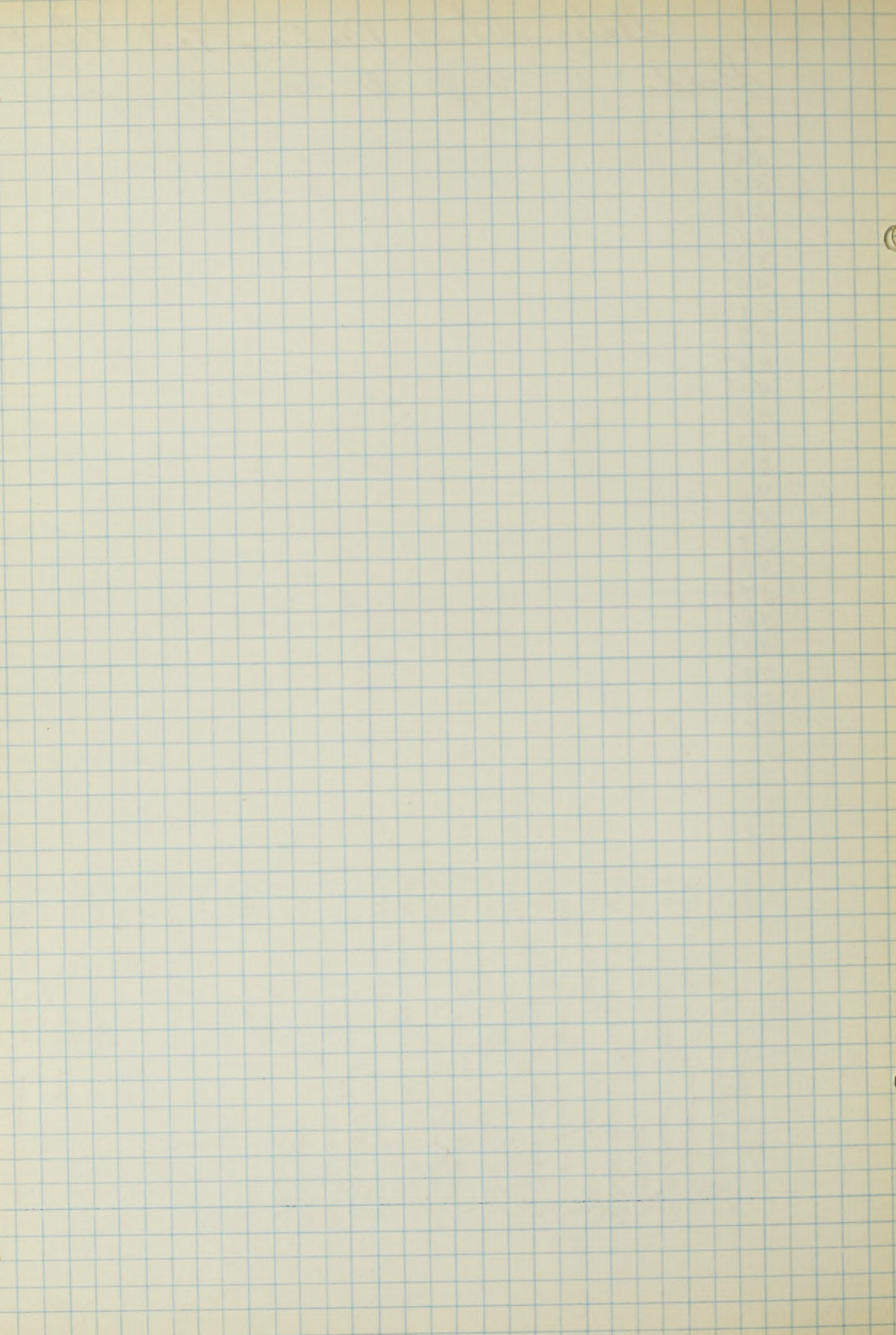
Names

Brochu, Earl
Osborn, Carl
Gibson, Garnet
Spennon, Richard
Speared, Marion
Trashey, Margaret
Mavrakos, Themi
Hickey, Elizabeth
Mc Gath, Rosalie
Allain, Elsie
Campbell, Evelyn
Hopper, Charles
Munroe, John
Benoit, Armand
Ellis, Ruth
Fygers, Roger
Gardland, Robert
La Porte, Alberta
Russell, Jack
Wells, Eileen
Hackett, Clyde
Wennessy, Warren
Potner, George
Knowler, Dorothy
Bragdon, Bernice
Trudbury, John
Gaspigny, Mary
Philbrick, Burton

Gates Silent Reading Test Chart XXIII

Grade 6 Type D Form 2 June 1928

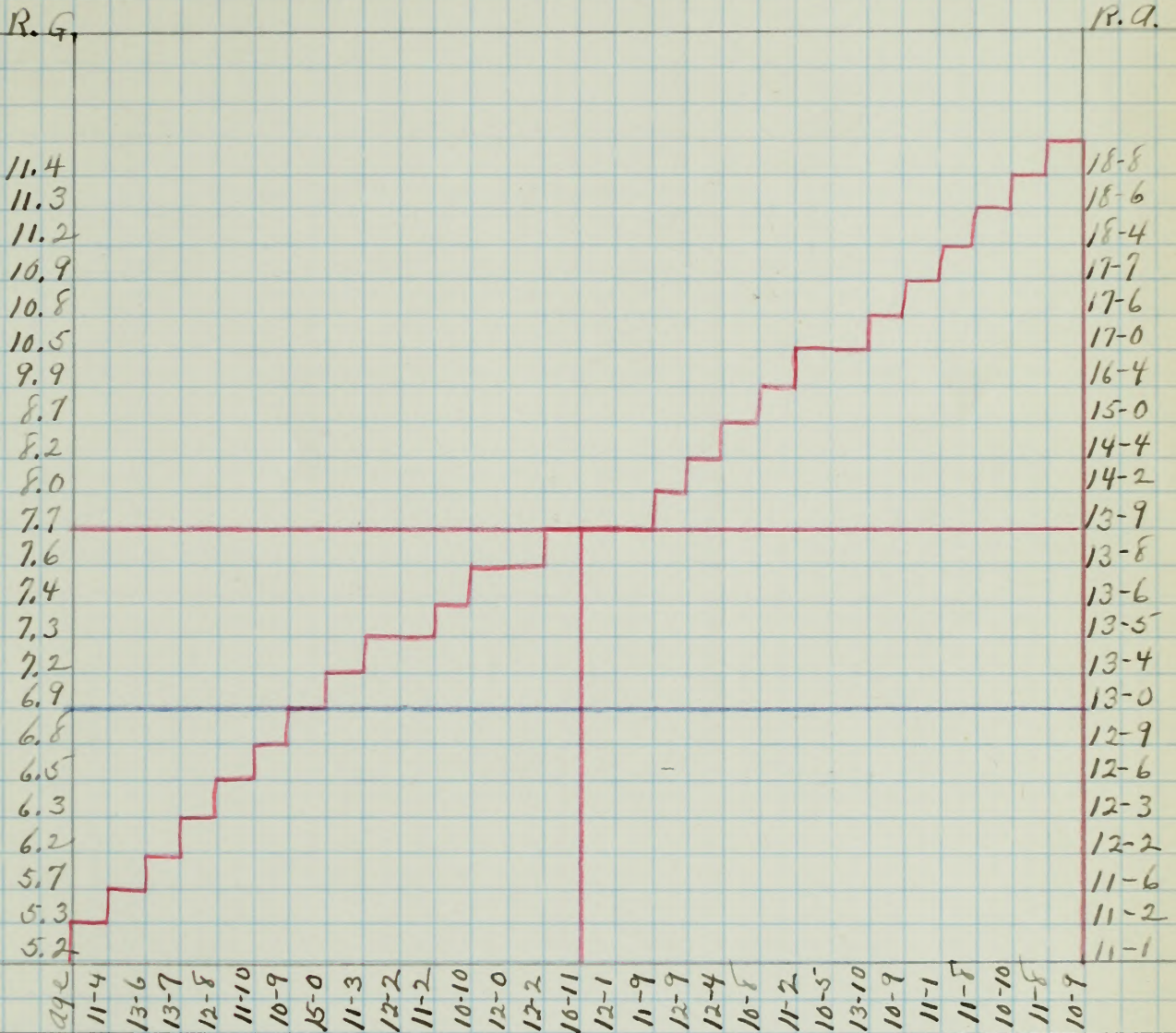




63

Gates Silent Reading Test Chart XXIV

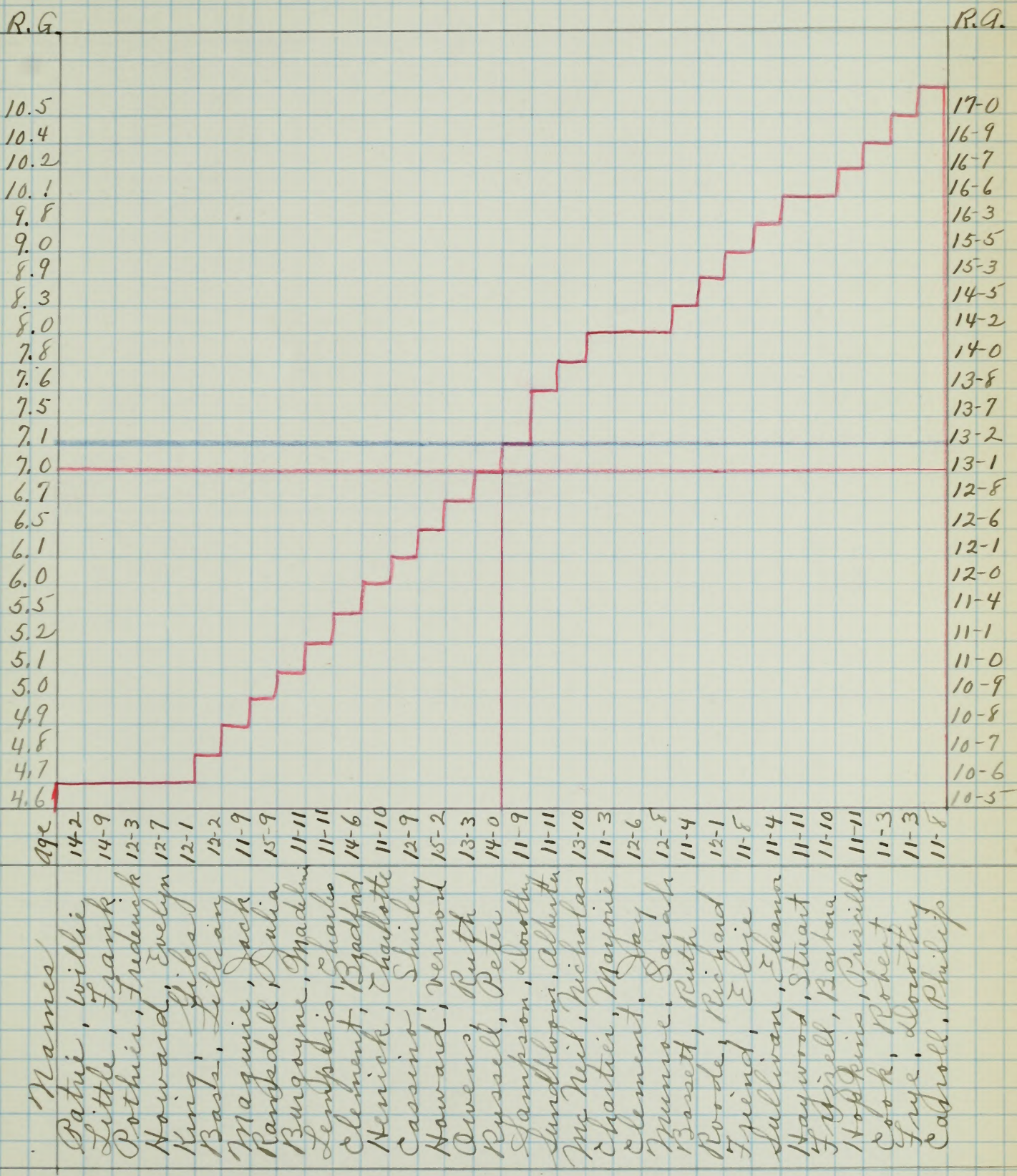
Grade 6 General Reading Ability June 1928



- Names
- Spearl, Marion
 - Quemson, Richard
 - Marakas, Themi
 - Broehm, Earl
 - Mc Gath, Rosalie
 - Trasher, Margaret
 - Hickey, Elizabeth
 - Gibson, Garnet
 - La Porte, Alpha
 - Ellis, Ruth
 - Rothier, George
 - Hooper, Charles
 - Allain, Elsie
 - Nemnessy, Wamen
 - Osborn, Carl
 - Campbell, Evelyn
 - Russell, John
 - Fusere, Roger
 - Kidowles, Dorothy
 - Wells, Eileen
 - Munroe, John
 - Benoit, Armand
 - Garland, Robert
 - Hackett, Clyde
 - Bragdon, Bertrice
 - Tudbury, John
 - Philbrick, Newton
 - Cassidy, Mary

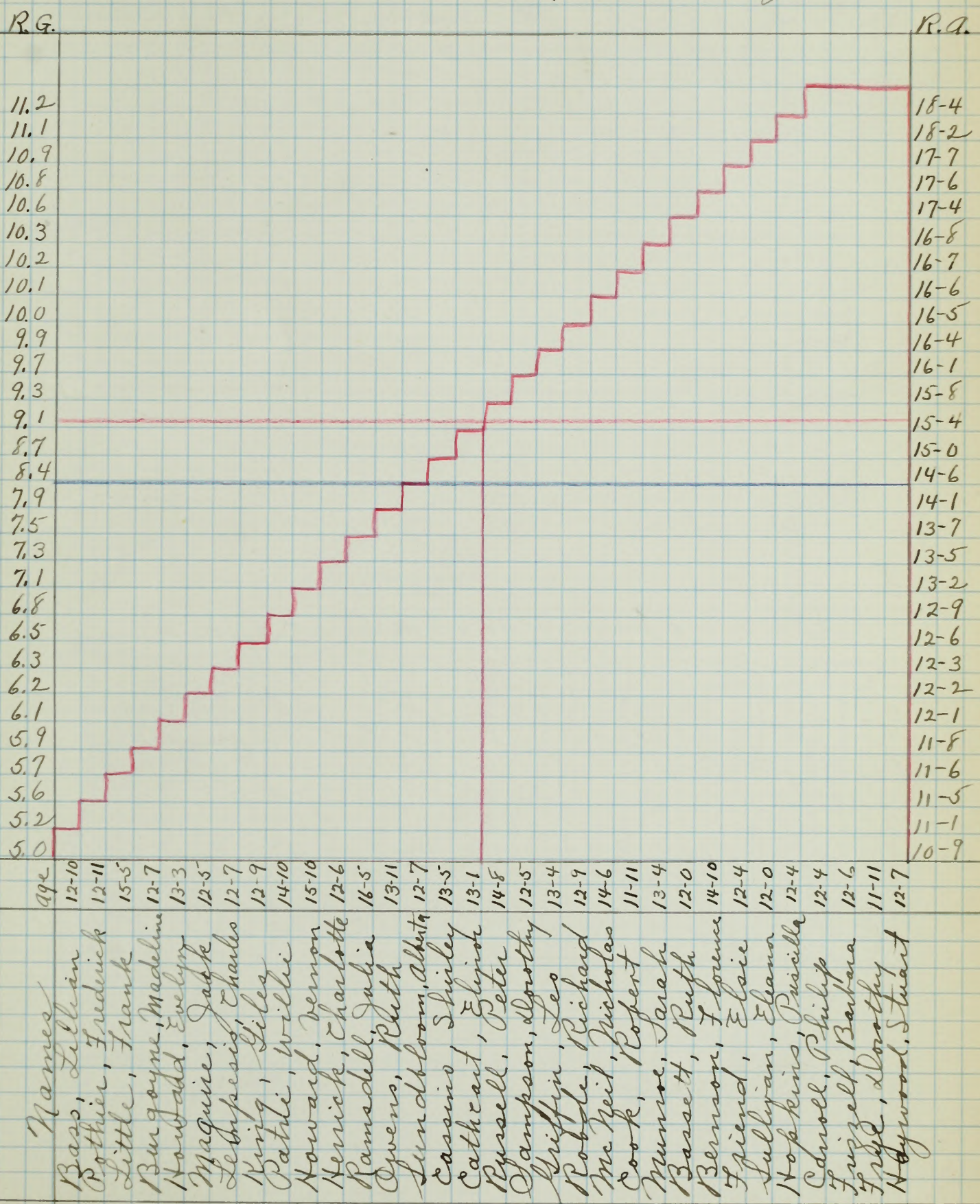
Gates Silent Reading Test Chart XXV

Grade 7 General Reading Ability October 1927



Gates Silent Reading Test Chart XXVI

Grade 7 General Reading Ability June 1928



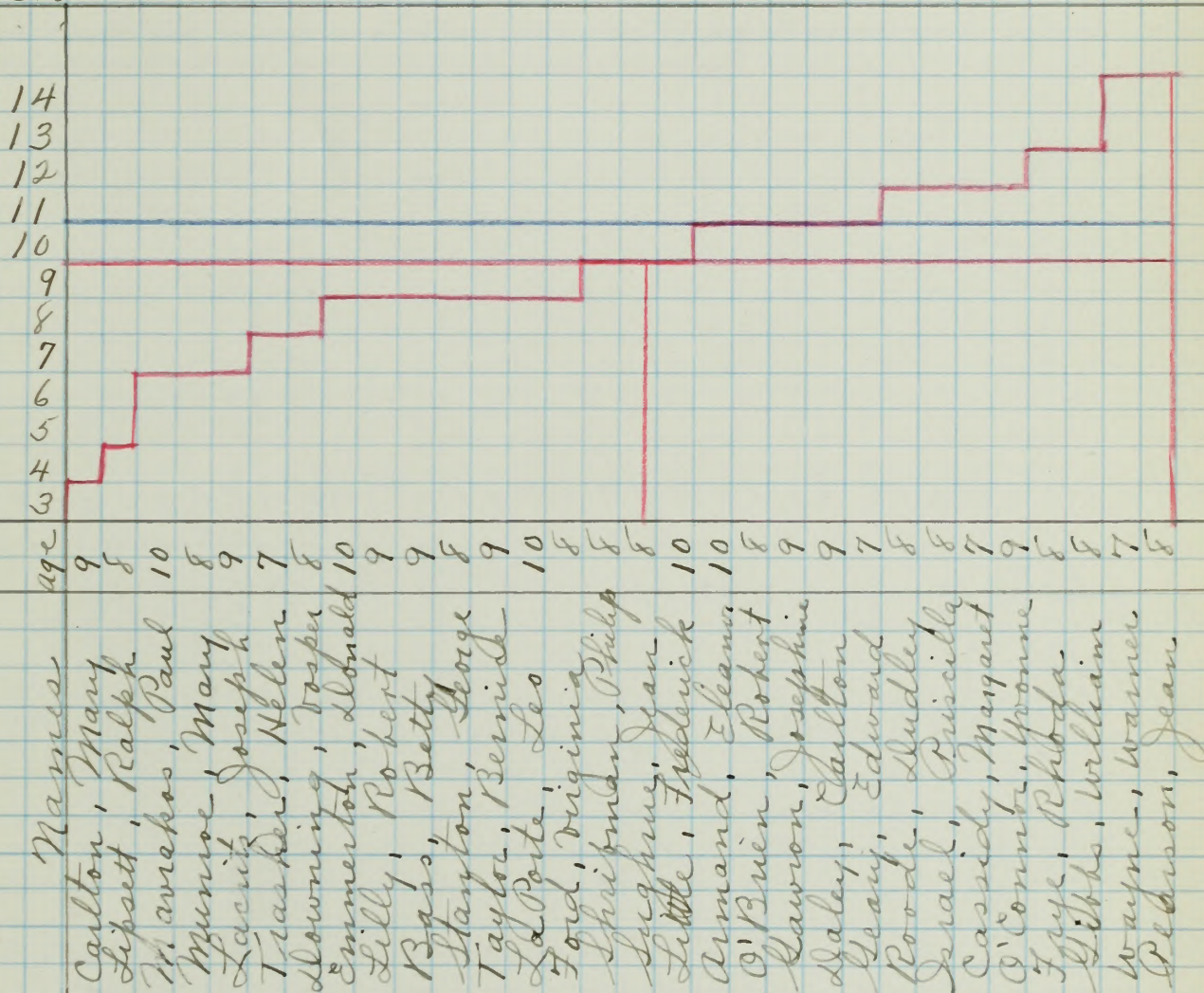
Woody-McCall Mixed Fundamentals Chart XXVII

Grade 3

Form II

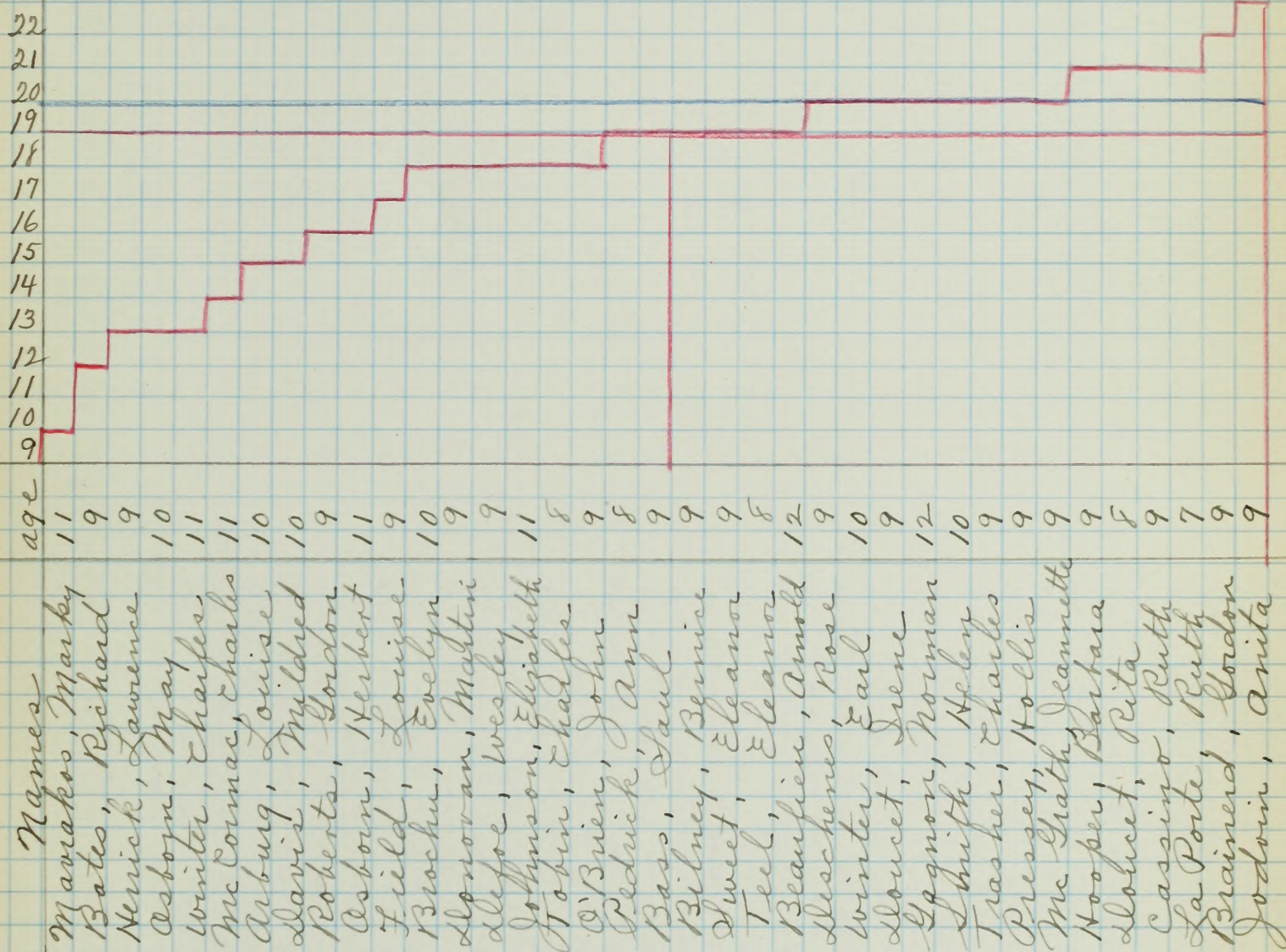
June 1928

Scores



Woody-McCall Mixed Fundamentals Chart XXV. III
 Grade. 4 Form. II June, 1928

Scores



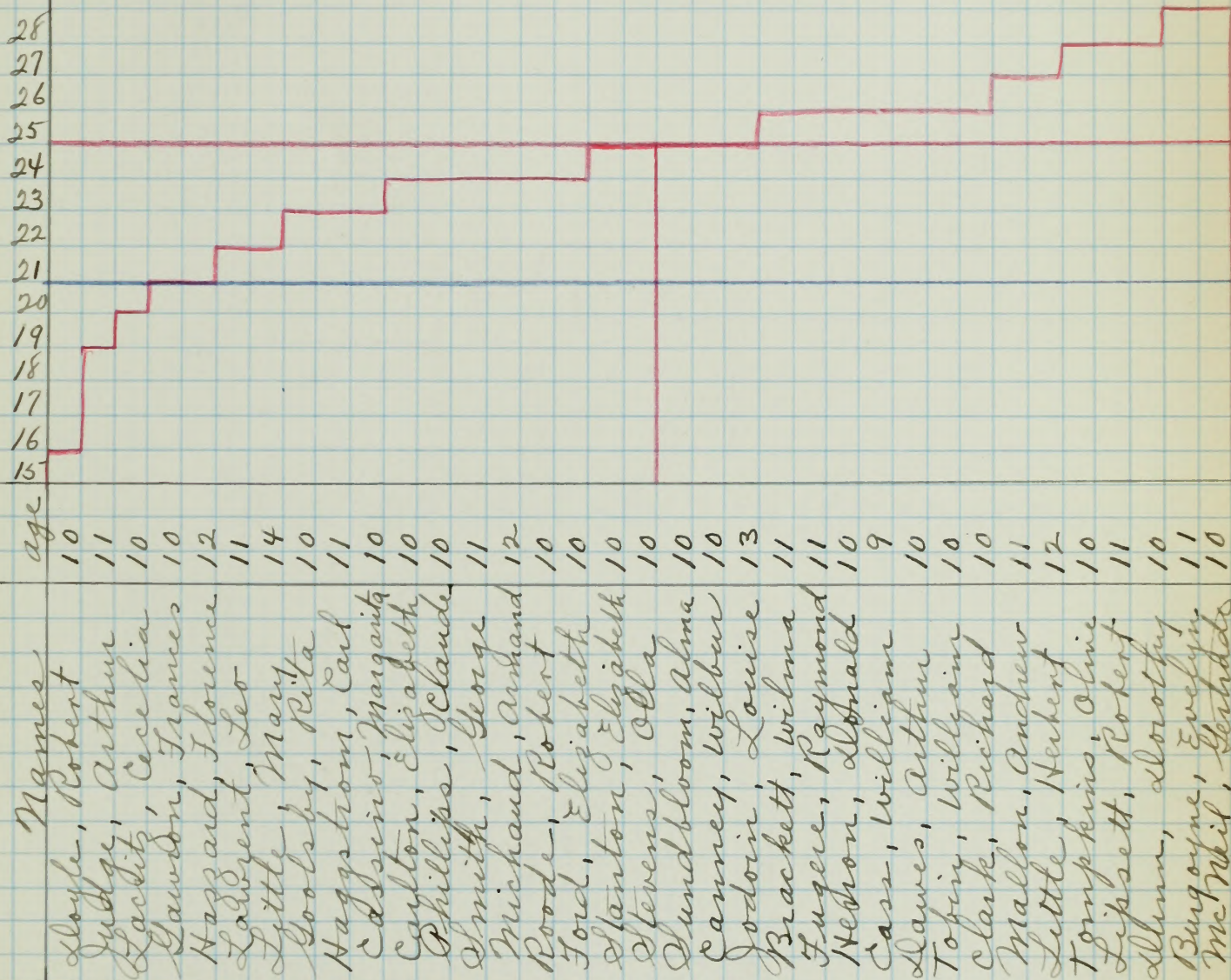
Woody-McCall Mixed Fundamentals Chart XXIX

Grade 5

Form II

June 1928

Scores



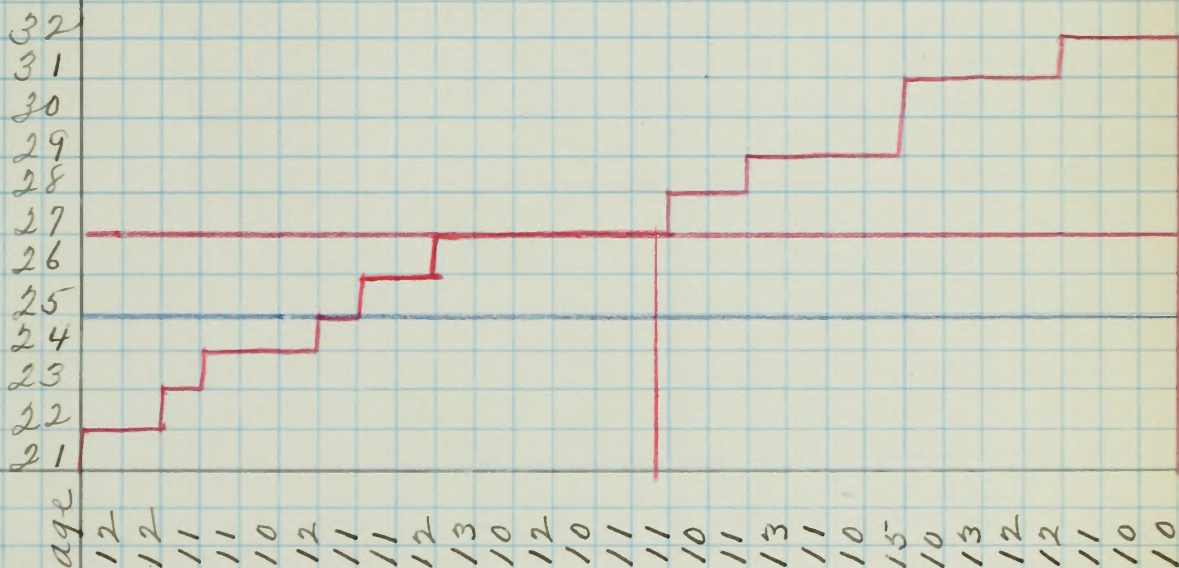
Woody-McCall Mixed Fundamentals Chart XXX

Grade 6

Form II

June 1928

Scores



Names

Brochu, Earl
 Adlain, Elsie
 Philbrick, Burton
 Hackett, Clyde
 Knowles, Dorothy
 Osborn, Carl
 McGrath, Rosalie
 Campbell, Evelyn
 LaPorte, Alberta
 Gannon, Richard
 Hennessey, Warren
 Fugere, Roger
 Pottier, George
 Ellis, Ruth
 Sprengel, Marion
 Garland, Robert
 Wells, Eileen
 Marakos, Themi
 Gibson, Garnet
 Munroe, John
 Hickey, Elizabeth
 Cassidy, Mary
 Benoit, Armand
 Hooper, Charles
 Russell, John
 Bragdon, Bernice
 Tudburn, John
 Trasher, Margaret

Woody-Mc Call Mixed Fundamentals Chart XXXI

Grade 7

Form II

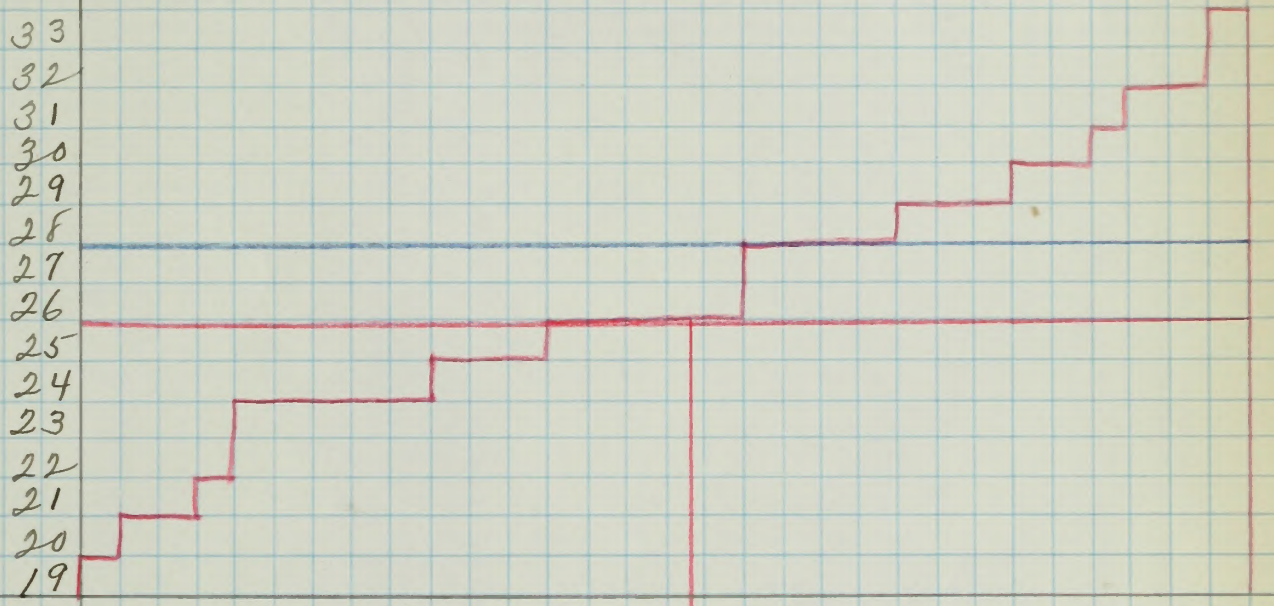
June 1928

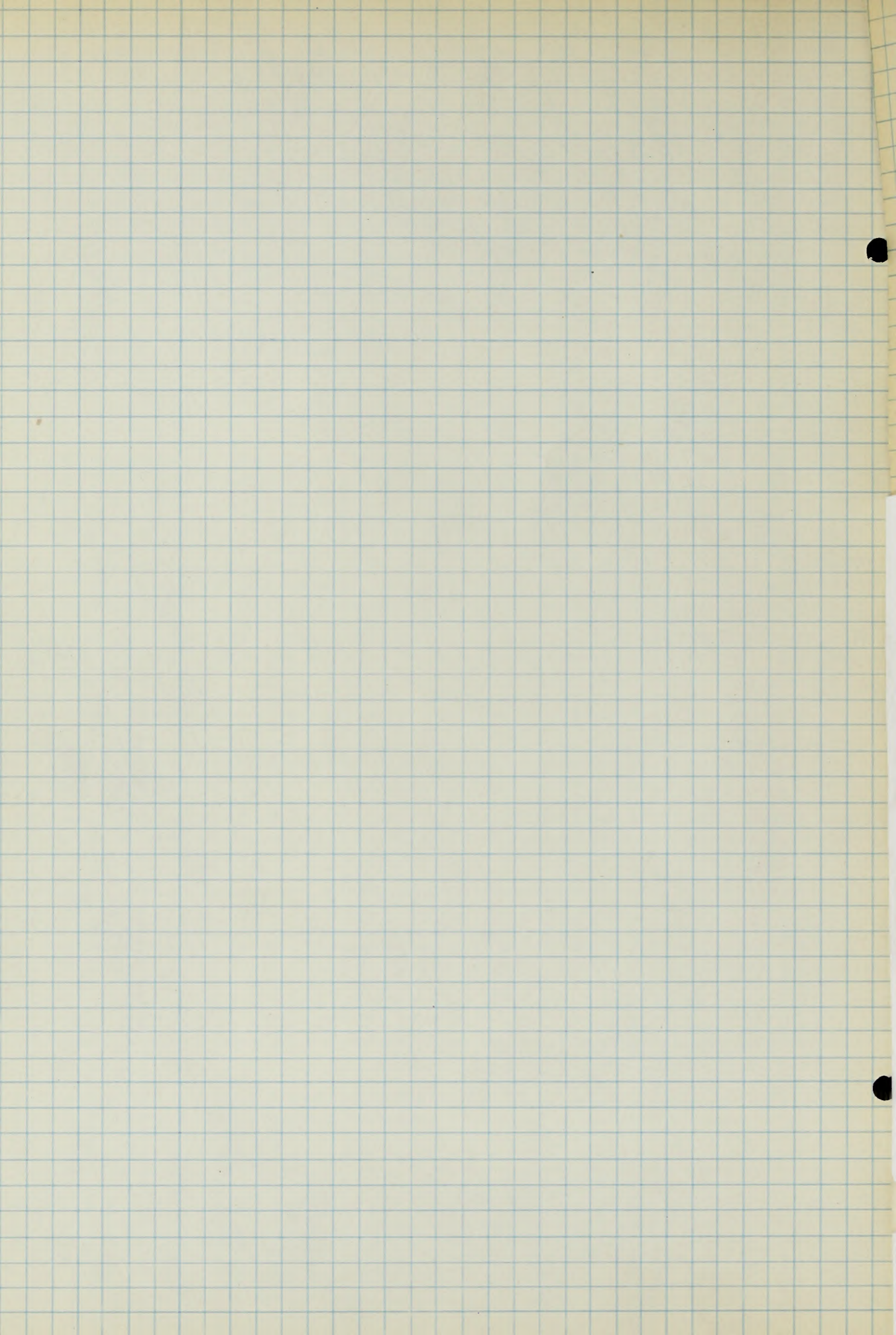
Scores

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age

Names
 Cook, Robert 11
 Patne, Willie 15
 Ramsdell, Julia 16
 Hopkins, Priscilla 12
 Cassins, Shirley 13
 Cathcart, Elinor 13
 Little, Frank 15
 King, Giles 12
 Owens, Ruth 12
 Rooder, Richard 12
 Sampson, Dorothy 12
 Rusdell, Peter 14
 Canoll, Philip 12
 McNeil, Nicholas 12
 Griffin, Leo 13
 Sullivan, Eleana 11
 Bassett, Ruth 11
 Howard, Evelyn 13
 Bass, Lillian 12
 Maguire, John 12
 Mahrwe, Sarah 12
 Haywood, Stuart 12
 Bhigoyme, Madeline 12
 Benbow, Florence 14
 Frye, Dorothy 11
 Pothier, Fred 12
 Newick, Charlotte 12
 Friend, Elsie 12
 Lempeisis, Charles 12
 Friggzell, Barbara 12

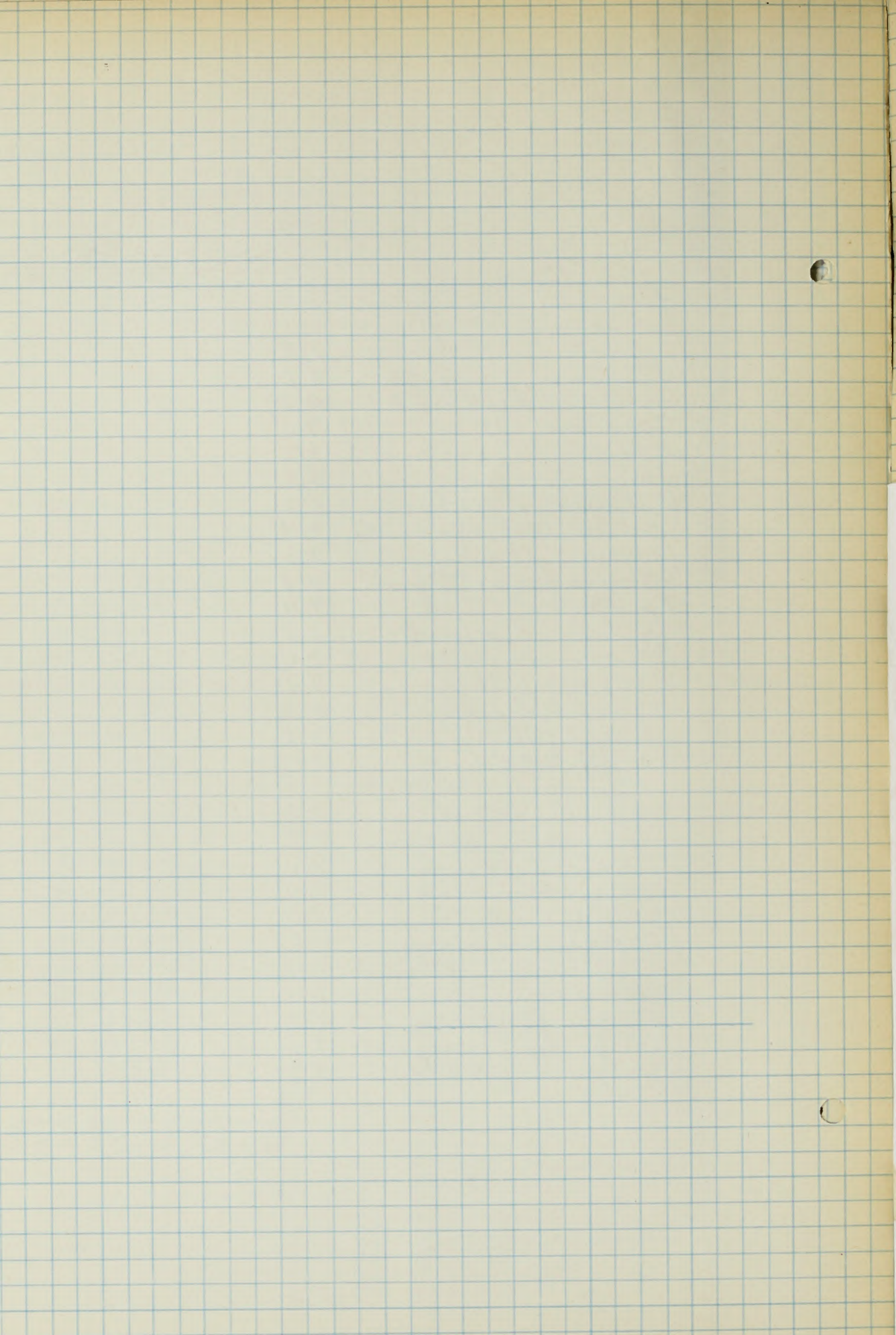




Stanford Achievement Test Chart XXXII

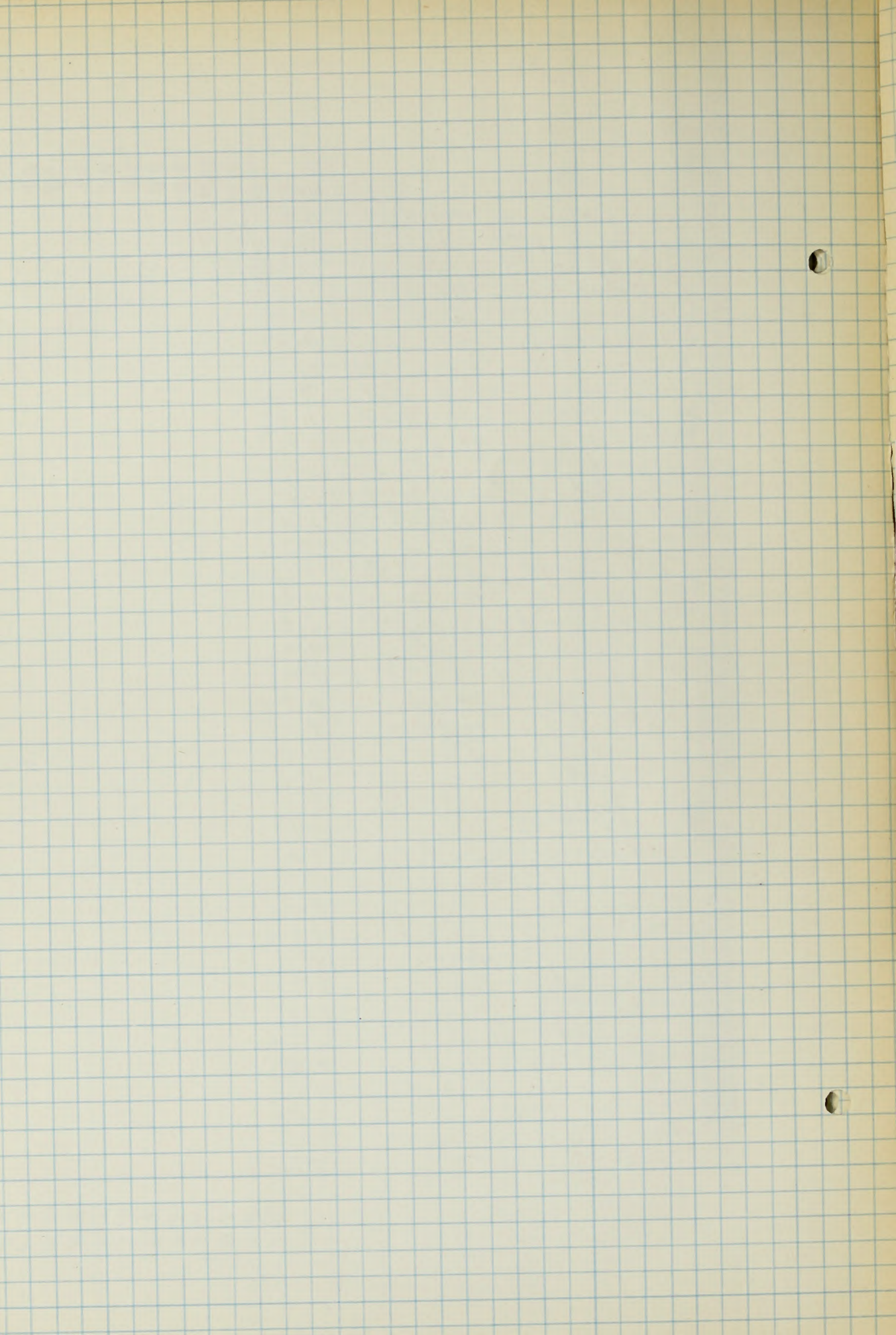
Grade - 3 Form A February 1928

Names	age	Composite Score			Nat'l			Educational Age
		E.O	I.Q	A.R.	E.O	I.Q	A.R.	
Gawron, Josephine	9-2	87	75	116	87	75	116	10-9
Downing, Vesper	7-11	102	93	109	102	93	109	10-8
Lipsett, Ralph	8-7	97	94	103	97	94	103	10-5
Stanton, George	8-7	100	99	101	100	99	101	10-3
Little, Frederick	10-2	84	80	104	84	80	104	10-1
Carlton, Mary	9-0	95	87	109	95	87	109	9-11
Lacritz, Joseph	8-5	103	93	110	103	93	110	9-10
Taylor, Bernice	9-0	100	96	104	100	96	104	9-10
O'Brien, Robert	8-0	112	98	114	112	98	114	9-9
Emmerton, Donald	9-10	92	92	100	92	92	100	9-8
Bass, Betty	9-3	99	93	106	99	93	106	9-6
Mavrakos, Paul	10-3	91	87	104	91	87	104	9-5
La Porte, Leo	9-11	94	81	116	94	81	116	9-4
Lilly, Robert	8-8	107	107	100	107	107	100	9-4
O'Connor, Yvonne	8-11	100	100	100	100	100	100	9-2
Trasher, Helen	7-7	125	136	91	125	136	91	9-1
Armand, Eleanor	10-2	95	89	106	95	89	106	9-0
Israel, Priscilla	8-9	110	116	94	110	116	94	8-10
Ford, Virginia	8-1	120	124	96	120	124	96	8-10
Carlman, Charlotte	8-9	111	116	95	111	116	95	8-9
Wayne, Warner	7-5	133	111	119	133	111	119	8-9
Syghme, Jean	8-4	119	113	105	119	113	105	8-7
Leavy, Edward	7-7	132	141	93	132	141	93	8-5
Munroe, Mary	8-0	126	115	109	126	115	109	8-4
Gibbs, William	8-2	123	126	97	123	126	97	8-4
Roodie, Dudley	8-6	120	132	90	120	132	90	8-2
Shribman, Philip	7-10	130	144	90	130	144	90	8-0
Pearson, Jean	7-10	130	141	92	130	141	92	8-0
Frye, Rhoda	8-0	127	136	92	127	136	92	8-0
Cassidy, Margaret	7-7	137	149	91	137	149	91	8-0
Daley, Carlton	9-3	116	123	94	116	123	94	8-0



Stanford Achievement Test Chart XXXIII
 Grade 4 Form A February 1928

Name	Age	Composite Score	Nat'l			Educational Age
			EQ	T.Q.	A.P.	
Mc Cormac, Charles	10-9	84	82	102		
Winter, Charles	11-0	84	76	110		
Hooper, Barbara	9-6	100	80	125		
Mahakos, Marky	11-6	82	76	107		
Winter, Earl	9-9	100	105	95		
Trasher, Charles	9-3	107	104	102		
Gagnon, Norman	12-5	80	77	103		
Davis, Mildred	9-9	96	90	106		
Johnson, Elizabeth	11-0	91	94	96		
Osborn, May	10-3	98	96	102		
Arbing, Louise	10-2	100	100	100		
Field, Louise	8-11	115	100	115		
Osborn, Herbert	11-4	91	84	108		
Bates, Richard	9-7	107	119	89		
Mc Gath, Jeanette	9-6	109	114	95		
Smith, Helen	10-8	97	86	113		
Teel, Eleanor	8-3	126	116	108		
Jodoin, Anita	9-4	111	92	120		
Bass, Saul	9-4	111	109	101		
Brochu, Evelyn	10-7	99	90	110		
Roberts, Gordon	9-1	116	114	101		
Descheres, Rose	9-5	113	114	99		
Sweet, Eleanor	9-3	115	117	98		
Gobin, Charles	9-1	117	100	117		
Defoe, Wesley	8-11	120	123	97		
O'Brien, John	9-1	127	113	112		
Bilney, Bernice	9-8	112	118	94		
Pednick, Ann	8-4	132	132	100		
Pressey, Hollis	9-1	121	128	94		
Herrick, Lawrence	9-3	119	113	105		
La Porte, Ruth	7-7	146	140	104		
Beaulieu, Arnold	12-3	91	103	88		
Doucet, Rita	8-1	139	136	102		
Cassino, Ruth	9-0	125	129	96		
Donovan, Martin	9-6	119	116	102		
Lacutz, Minnetta	9-5	123	Left			
Brainerd, Gordon	9-5	125	125	100		
Doucet, Irene	9-7	124	122	101		



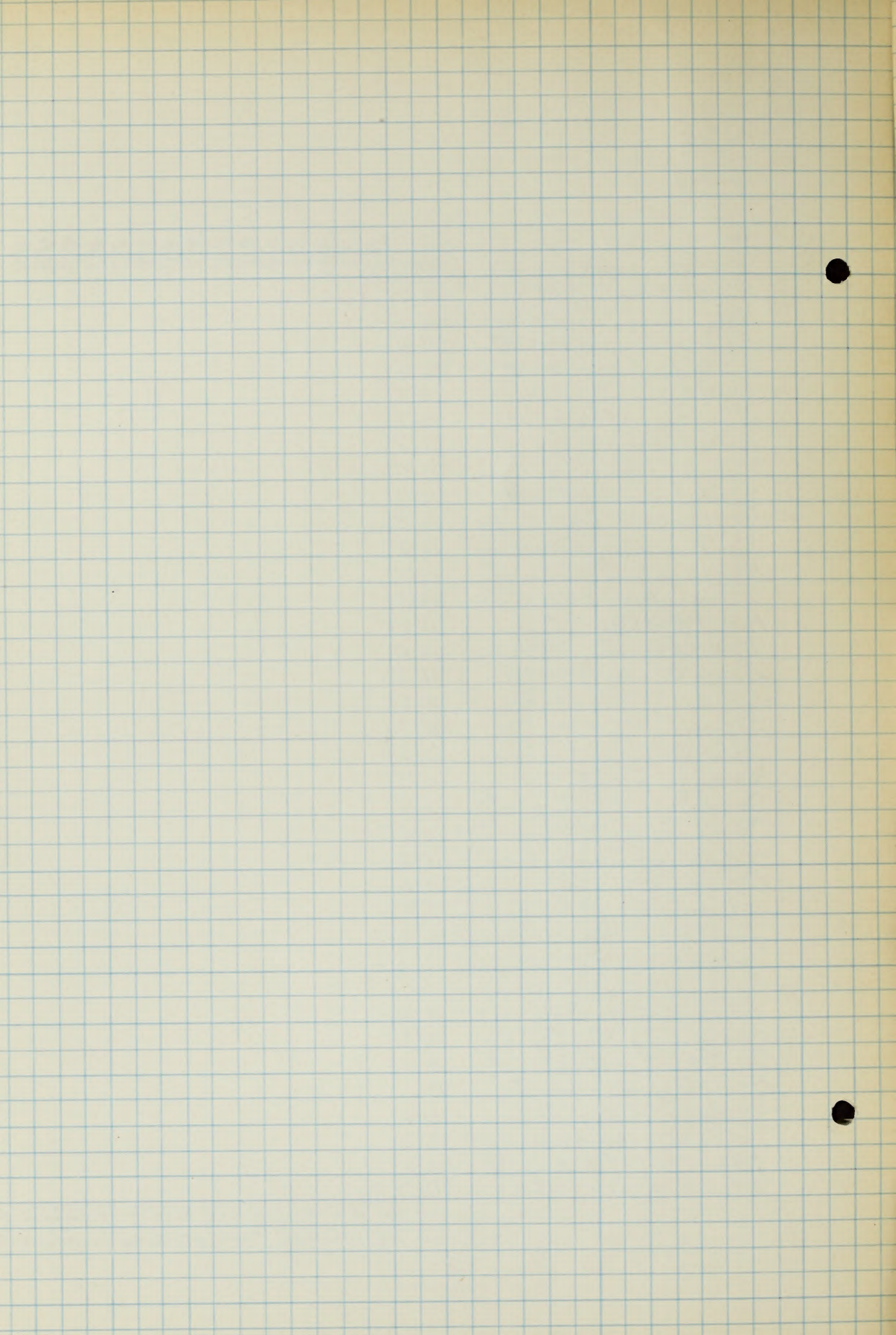
Names	Age	Nat'l			Educational Age
		E.Q.	I.Q.	A.P.	
Goolsby, Rita	9-6	107	104	102	15-1
Hassard, Florence	12-0	88	81	108	14-11
Lippsett, Robert	11-6	92	90	102	14-9
Little, Herbert	12-0	89	93	95	14-8
Little, Mary	14-0	89	76	118	14-6
Hogley, Robert	10-7	103	96	107	14-4
Mallon, Andrew	11-7	94	98	95	14-2
Burgoyne, Evelyn	10-11	100	105	95	14-0
Judge, Arthur	11-9	94	92	102	13-10
Lawson, Francis	10-9	103	100	103	13-8
Carlman, Mildred	10-7	104	104	100	13-6
Heron, Donald	10-5	106	117	90	13-5
Phillips, Claude	10-5	106	107	99	13-4
Haggeton, Carl	11-1	100	105	95	13-3
Moreland, Ellen	10-11	103	110	93	13-2
Smith, George	11-3	100	106	94	13-0
Lunn, Dorothy	10-2	113	107	105	12-11
Lacritz, Cecilia	10-5	107	103	103	12-10
Canney, Wilbur	10-2	113	121	93	12-9
Ford, Betty	10-3	113	117	96	12-8
Carlton, Elizabeth	10-4	112	110	101	12-7
Cassins, Marganta	10-5	112	130	86	12-6
Fugere, Raymond	11-0	106	97	109	12-5
Brickett, Welma	10-11	107	102	104	12-4
Stanton, Elizabeth	9-11	118	121	97	12-3
Sundbloom, Alma	10-0	117	117	100	12-2
Michaud, Armand	12-2	97	106	91	12-1
Cass, William	9-5	127	139	91	12-0
Stevens, Olga	10-2	118	123	95	11-11
Dawes, Arthur	10-5	114	112	101	11-10
McNeil, Gertrude	10-0	121	118	102	11-9
Roode, Robert	10-5	114	112	101	11-8
Jodoin, Louise	13-6	91	74	122	11-7
Tobin, William	10-3	121	127	95	11-6
Clark, Richard	10-5	129	147	87	11-5
Tompkins, Olive	11-3	134	147	93	11-4

Comparison Scores

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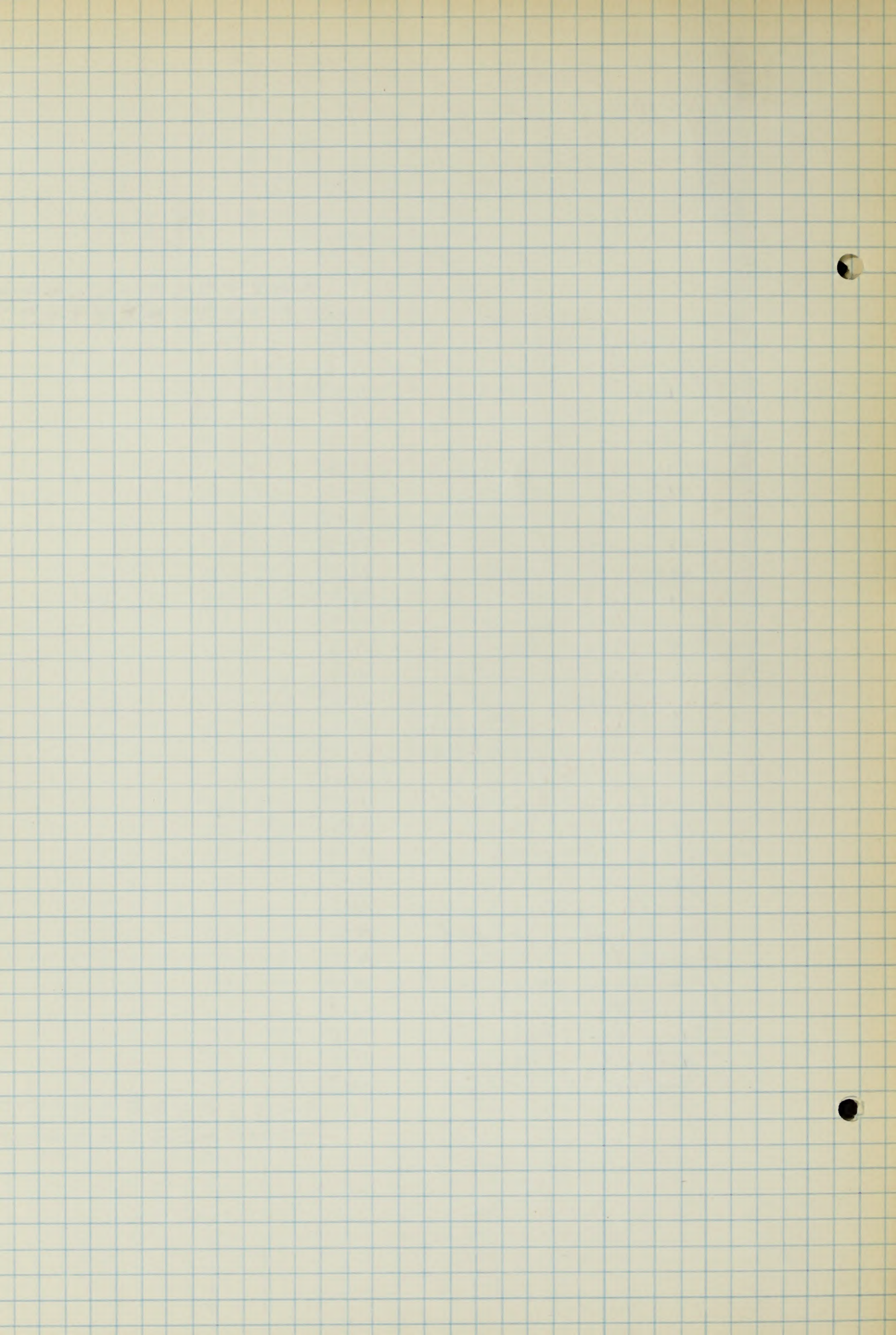
Educational Age

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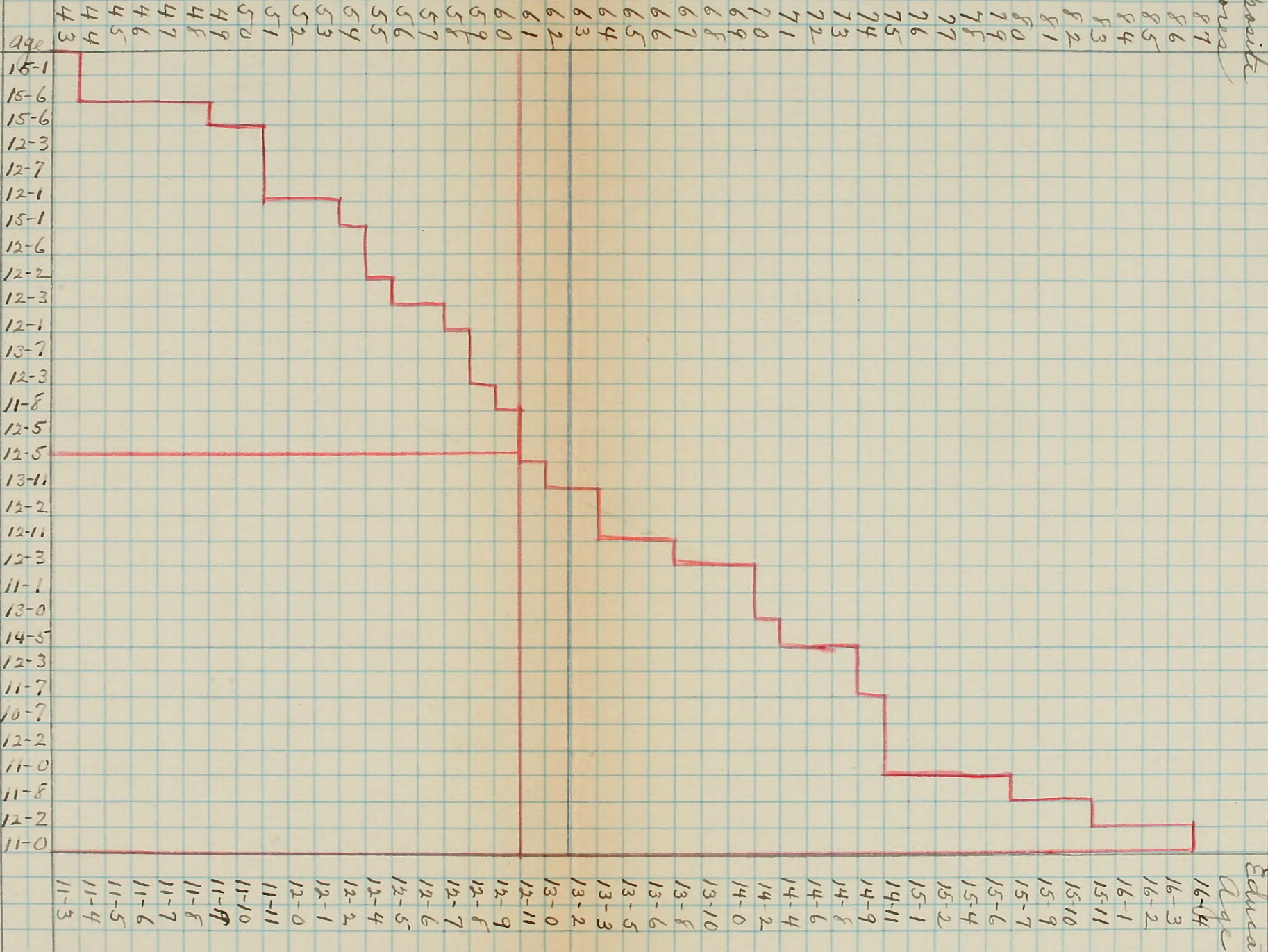
Stamford Achievement Test Chart XXXI
 Grade 6 Form A February 1925

Names	age	Composite Score	Nat'l.			Educational Age
			E.Q.	I.Q.	A.R.	
DiSio, John	15-8	73	72	73	99	14-8
Spearl, Marion	11-0	104	104	104	100	14-6
Allain, Elsie	11-10	97	106	91		14-4
Ford, Priscilla	11-1	106	112	94		14-2
Osborn, Carl	11-9	100	104	96		14-0
Marvakos, Themi	13-3	88	88	100		13-10
Pothier, George	10-7	112	121	92		13-8
La Porte, Albina	11-10	100	109	91		13-6
Grennon, Richard	13-2	91	97	93		13-5
Fugere, Roger	12-0	100	107	93		13-3
Budhu, Earle	12-4	97	91	106		13-2
Knowles, Dorothy	10-4	116	125	92		13-0
Gibson, Garnet	11-0	112	112	100		12-11
Mc Grath, Rosalie	11-7	107	111	96		12-9
Campbell, Evelyn	11-5	108	117	92		12-8
Philbrick, Burton	11-5	108	116	93		12-7
Hennessey, Warren	10-7	118	128	92		12-6
Wells, Eileen	10-11	115	124	92		12-5
Hooper, Charles	11-8	108	104	103		12-4
Monroe, John	11-1	115	135	85		12-3
Ellis, Ruth	10-9	118	132	81		12-2
Russell, John	12-6	104	102	102		12-1
Smith, Constance	10-7	125	128	98		12-0
Garland, Robert	10-6	127	133	96		11-11
Hackett, Clyde	10-9	125	130	96		11-10
Trasher, Margaret	10-5	129	123	104		11-9
Benoit, Armand	13-6	101	112	90		11-8
Bragdon, Bernice	11-4	123	132	93		11-7
Cassidy, Mary	10-5	139	144	96		11-6
Tudbury, John	10-7	138	143	96		11-5

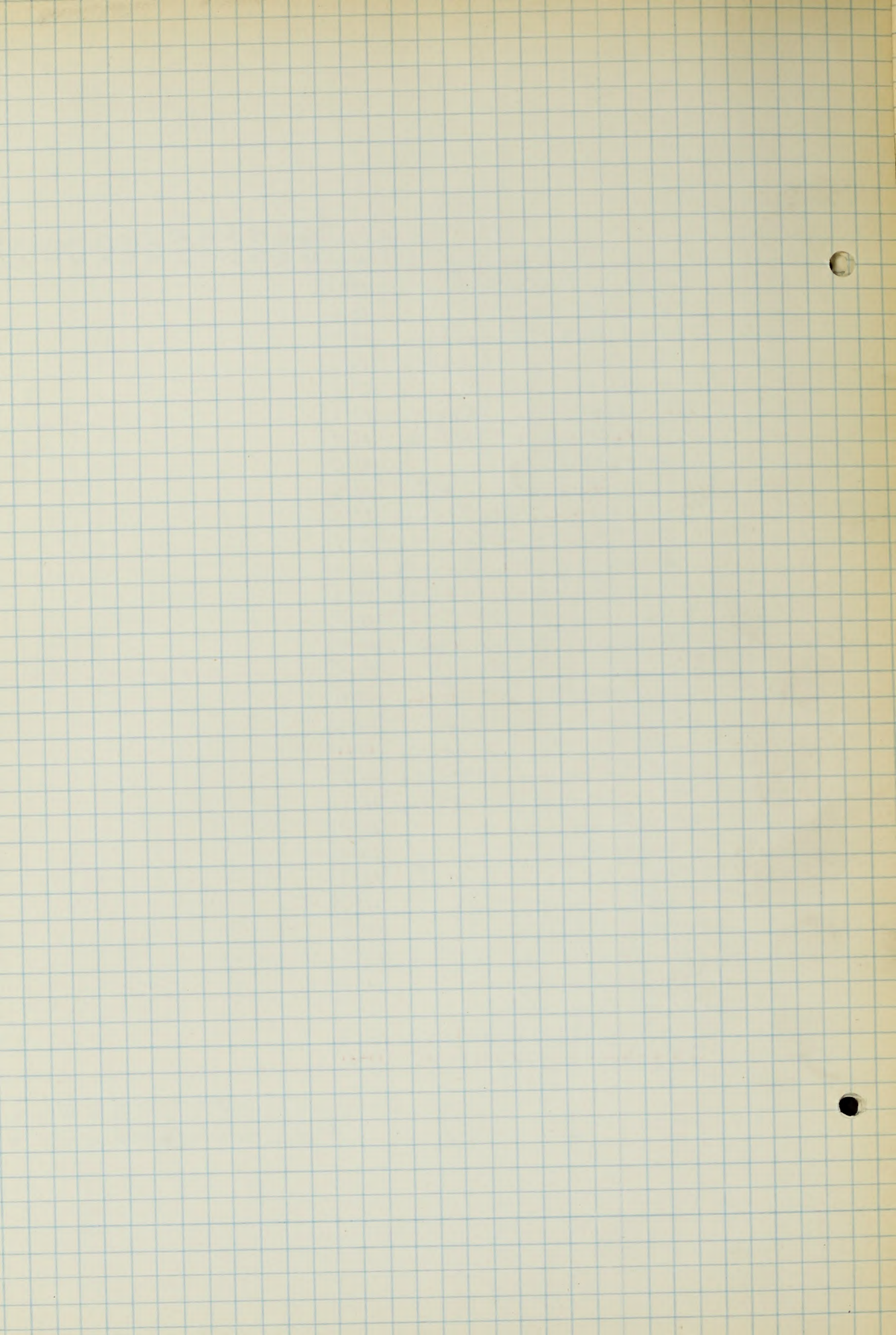


Composite Score

Composite Score	Nat. I.		
	E.Q.	T.G.	A.R.
87	87	83	104
85	85	79	108
75	75	79	94
96	96	103	93
94	94	101	93
97	97	113	85
80	80	77	103
91	91	96	93
100	100	103	97
100	100	108	92
103	103	113	91
92	92	95	96
102	102	112	91
108	108	107	100
102	102	108	94
102	102	102	100
92	92	90	102
108	108	114	94
101	101	93	108
110	110	117	94
126	126	138	91
107	107	110	97
98	98	95	103
119	119	121	98
126	126	131	96
139	139	127	109
121	121	120	100
134	134	126	106
132	132	135	97
130	130	133	97
146	146	141	103

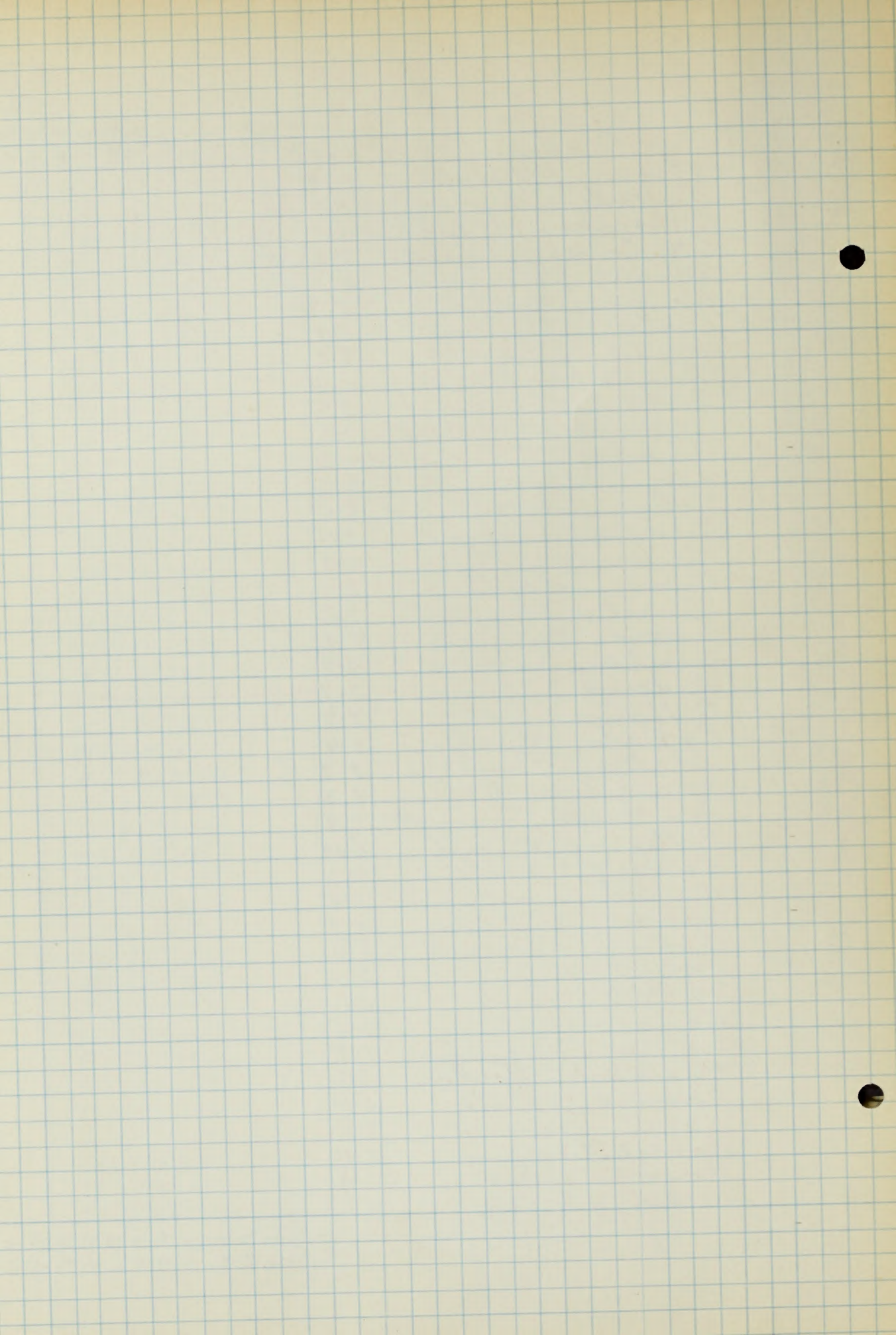


Names	Age
Little, Franklin	15-1
Patue, Willie	15-6
Howard, Vernon	15-6
Lempesis, Charles	12-3
Owens, Ruth	12-7
Maguire, John	12-1
Ramsdell, Julia	15-1
Baso, Lillian	12-6
Herrick, Charlotte	12-2
Burgoyne, Madeline	12-3
Cassins, Shirley	12-1
Pothier, Frederick	13-7
Sundbloom, Alberta	12-3
Bassett, Ruth	11-8
Roode, Richard	12-5
King, Giles	12-5
Howard, Evelyn	13-11
Momoe, Sarah	12-2
Cathcart, Eleano	12-11
Hopkins, Puccella	12-3
Sampson, Dorothy	11-1
Guffin, Leo	13-0
Russell, Peter	14-5
Hayward, Stuart	12-3
Faye, Dorothy	11-7
Cook, Robert	10-7
McNeil, Nicholas	12-2
Friend, Elsie	11-0
Sullivan, Eleano	11-8
Friszelle, Barbara	12-2
Carroll, Philip	11-0



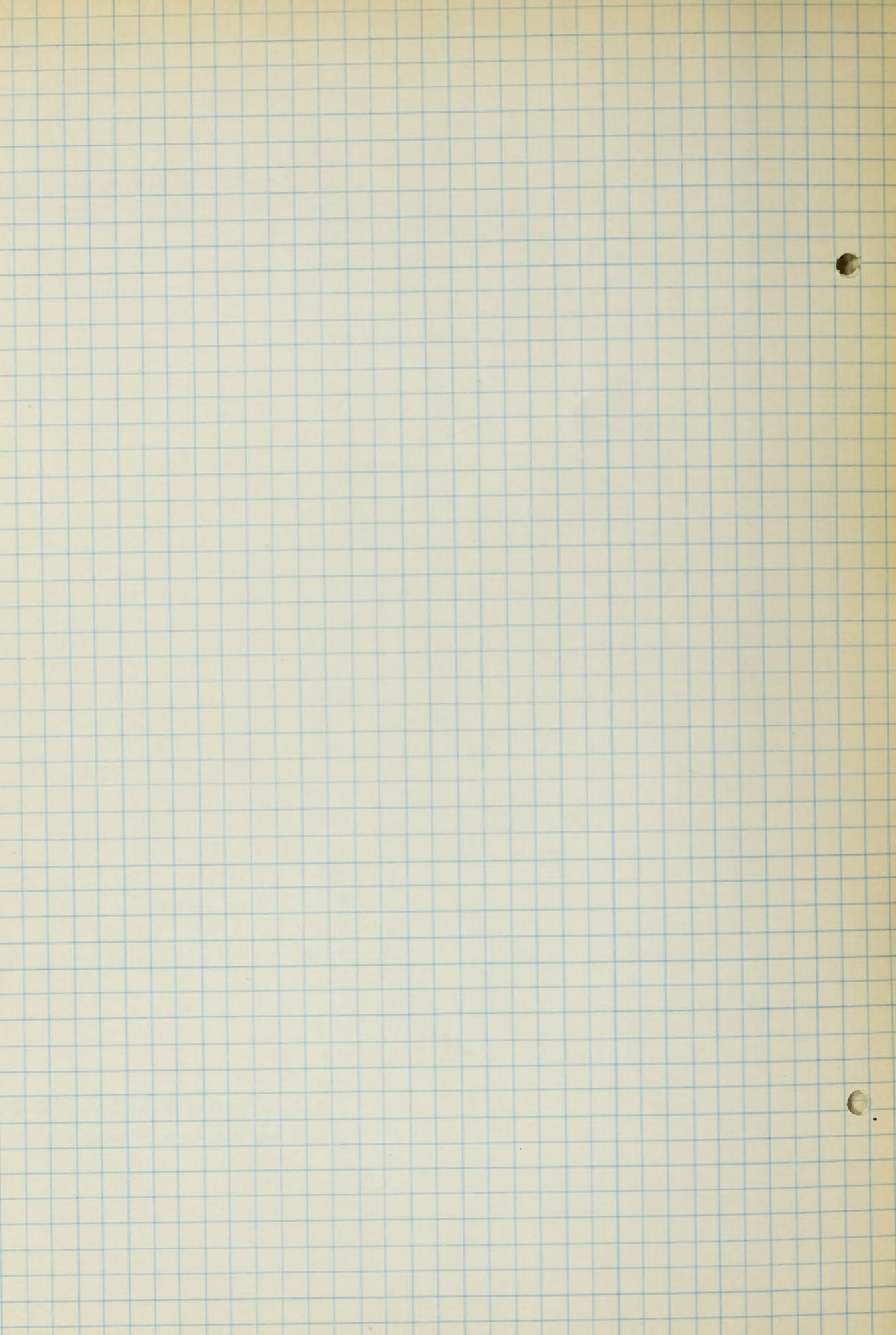
Stanford Achievement Test Chart XXXVIII
 Grade 3 Form B May 1927

Names	Age	Composite Score			Educational Age
		E.Q.	I.Q.	A.R.	
Blouin, Gertrude	8-10	95	83	114	11-3
La Porte, Leo	9-2	94	80	117	11-2
Marsakos, Paul	9-5	89	78	114	11-1
Mc Cormac, Charles	9-0	97	89	109	11-0
Winter, Charles	10-3	88	73	120	10-11
Hooper, Barbara	8-9	104	90	115	10-10
Field, Louise	8-1	112	94	119	10-8
Winter, Earl	9-0	101	95	160	10-5
Marsakos, Macky	10-10	85	62	136	10-3
Osborn, May	9-6	96	91	105	10-1
Johnson, Elizabeth	9-5	96	94	102	9-11
Trasher, Charles	8-6	110	93	118	9-10
Teel, Eleanor	7-6	126	114	110	9-9
Tobin, Charles	8-5	112	99	113	9-8
Brochu, Evelyn	9-10	96	89	105	9-6
de Foe, Wesley	8-2	116	96	120	9-5
Bass, Saul	8-7	111	107	103	9-4
Sweet, Eleanor	7-6	127	117	108	9-2
Davis, Mildred	9-1	106	85	124	9-1
Doulon, Kathleen	9-5	100	91	101	8-10
Redrick, Anne	7-7	127	123	103	8-9
O'Brien, John	8-3	117	96	121	8-10
Roberts, Gordon	8-4	117	113	103	9-9
Slatten, Barbara	9-3	116	84	138	9-8
Deschenes, Rose	8-3	119	111	107	9-6
Mc Grath, Jeannette	8-9	112	107	104	9-5
Bates, Richard	8-10	112	114	98	9-4
Pressey, Hollis	8-3	120	121	99	9-2
Herrick, Lawrence	8-5	118	105	112	9-1
Ashton, Nathalie	8-8	114	125	91	9-0
Loomis, Richard	8-4	121	125	96	8-10
Bloucet, Rita	7-4	137	130	105	8-9
La Porte, Ruth	6-11	145	116	125	8-7
Davis, Dorothy	7-5	133	128	103	8-5
Bilney, Bernice	9-2	113	107	105	
Brainerd, Gordon	8-7	124	125	99	
Cassino, Ruth	8-2	130	125	104	
Davis, Charles	8-4	129	119	108	
Bloucet, Irene	8-10	121	116	104	
Douvan, Martin	8-9	123	106	116	
Herlihy, May	8-2	133	125	106	



Stanford Achievement Test
Grade 4 Form B
Chart XXXVIII
May 1927

Names	Age	Composite Score	Nat'l			Educational Age
			E. Q.	I. Q.	A. P.	
Osborn, Herbert	10-8	58	89	87	102	12-6
Jodoin, Anita	8-8	57	110	102	107	12-5
Goolsby, Rita	9-2	56	105	108	97	12-4
Gawron, Francis	9-11	55	100	93	107	12-3
Lipsett, Robert	10-8	54	92	89	102	12-2
Smith, Helen	9-11	53	100	89	112	12-1
Judge, Arthur	10-11	52	92	90	102	12-0
Doyle, Robert	9-10	51	102	93	109	11-11
Little, Herbert	11-3	50	91	93	98	11-10
Mallon, Andrew	10-9	49	96	100	96	11-9
Haggstrom, Carl	10-3	48	101	97	104	11-8
Lachtz, Cecelia	9-10	47	105	100	105	11-7
Dunn, Dorothy	9-4	46	112	109	102	11-6
Hazzard, Florence	12-2	45	86	78	110	11-5
Cassino, Margaret	9-8	44	109	122	90	11-4
Brackett, Wilma	10-2	43	104	97	107	11-3
Herron, Donald	9-8	42	109	115	94	11-2
Fugere, Raymond	10-3	41	104	106	98	11-1
Burgoyne, Evelyn	10-2	40	105	97	108	11-0
Carlton, Elizabeth	9-7	39	112	101	110	10-11
Smith, George	10-6	38	102	102	100	10-10
Moreland, Ellen	10-2	37	106	104	102	10-9
Canney, Wilbur	9-5	36	115	118	97	10-8
Mc Neil, Gertrude	9-2	35	120	122	98	10-7
Sundbloom, Alma	9-3	34	118	105	112	10-6
Ford, Betty	9-6	33	116	118	98	10-5
Stevens, Olla	9-3	32	121	130	93	10-4
Michaud, Armand	11-5	31	100	102	98	10-3
Roode, Robert	9-10	30	116	116	100	10-2
Lobin, William	9-6	29	121	115	105	10-1
Lawes, Arthur	9-11	28	118	119	99	10-0
Clark, Richard	9-7	27	123	136	90	9-11
Tompkins, Olive	9-6	26	133	164	81	9-10
		25				9-8
		24				9-7
		23				9-6



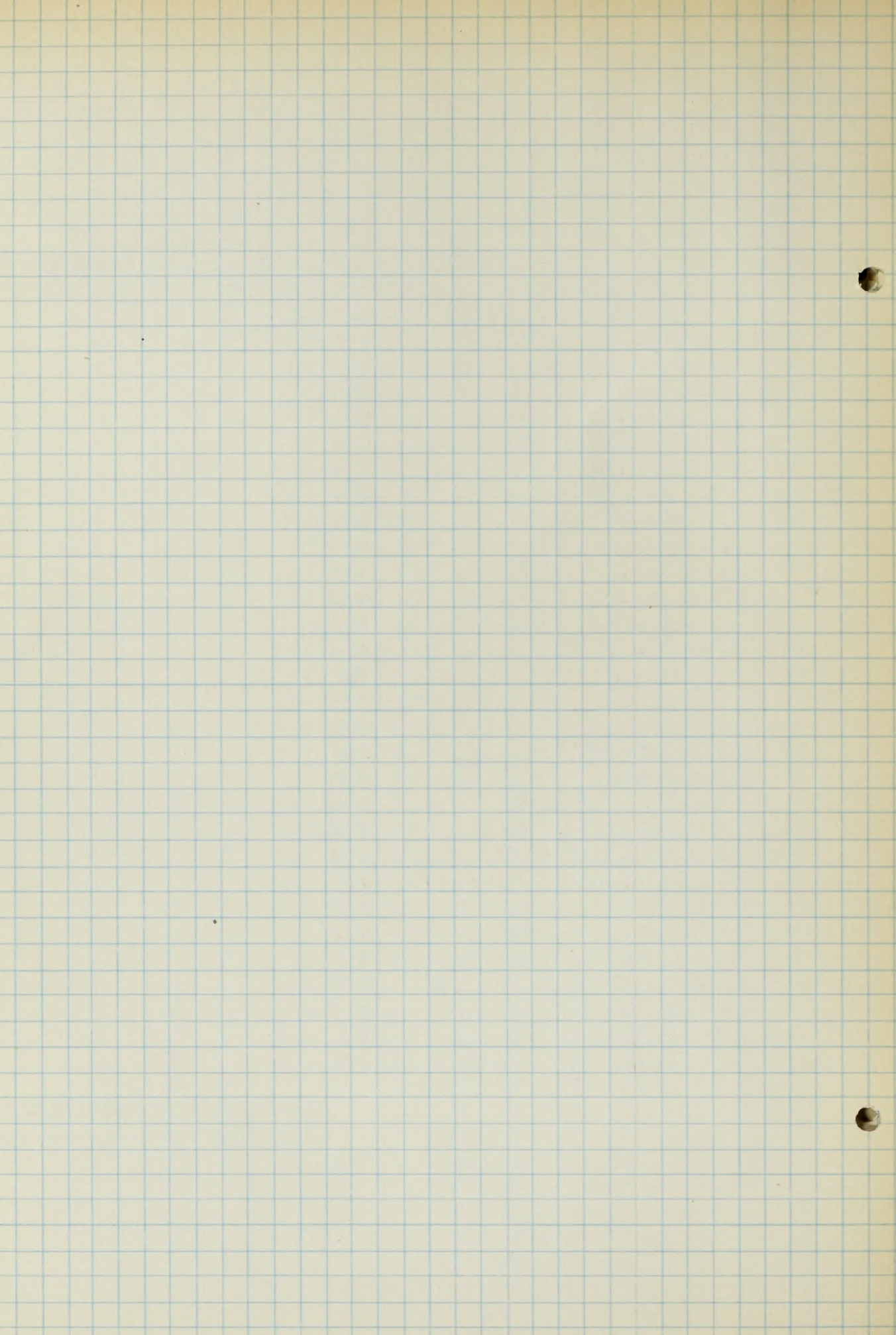
Stanford Achievement Test Chart XXXIX
 May 1927

Grade 5 Form B

Names	age	Composite Score	Nat. 11			Educational Age
			E.Q.	I.Q.	A.R.	
Pelletier, Laura	10-8	66	100	92	108	13-6
Gibson, Garnet	10-2	65	105	116	90	13-5
Spearel, Marion	10-3	64	106	106	100	13-3
Lidzio, John	14-11	63	73	73	100	13-2
Osborn, Carl	11-0	62	107	107	100	13-0
Mc Grath, Rosalie	10-9	61	103	111	93	13-11
Mavrakos, Themi	12-6	59	88	85	103	12-9
Ford, Priscilla	10-4	58	108	112	96	12-8
Laport, Alberta	11-1	57	100	100	100	12-7
Blochm, Earle	11-7	56	97	92	105	12-6
Allain, Elsie	11-1	55	103	106	97	12-5
Fugere, Roger	11-3	54	86	87	99	12-4
Knowles, Dorothy	9-7	53	120	126	95	12-2
Wells, Eileen	10-1	52	115	113	107	12-1
Pothier, George	9-9	51	119	114	104	12-0
Trasher, Margaret	9-8	50	120	111	108	11-11
Hennessy, Warren	9-10	49	118	124	95	11-10
Hackett, Clyde	9-11	48	119	131	90	11-9
Hooper, Charles	10-11	47	108	118	91	11-8
Ellis, Ruth	10-0	46	120	133	90	11-7
Munroe, John	9-8	45	125	105	109	11-6
Philbrick, Burton	10-8	44	113	113	100	11-5
Larland, Robert	9-8	43	131	130	100	11-4
Russell, Jack	11-9	42	107	102	104	11-3
Whitney, Mary	11-0	41	115	118	97	11-2
Smith, Constance	9-9	40	130	128	101	11-1
Benoit, Armand	12-9	39	103	94	109	11-0
Bragdon, Bernice	10-8	38	124	121	102	10-11
Cassidy, Mary	9-8	37	141	146	97	10-10
Tudbury, John	9-9	36	140	161	87	10-9

Composite Score

Educational Age

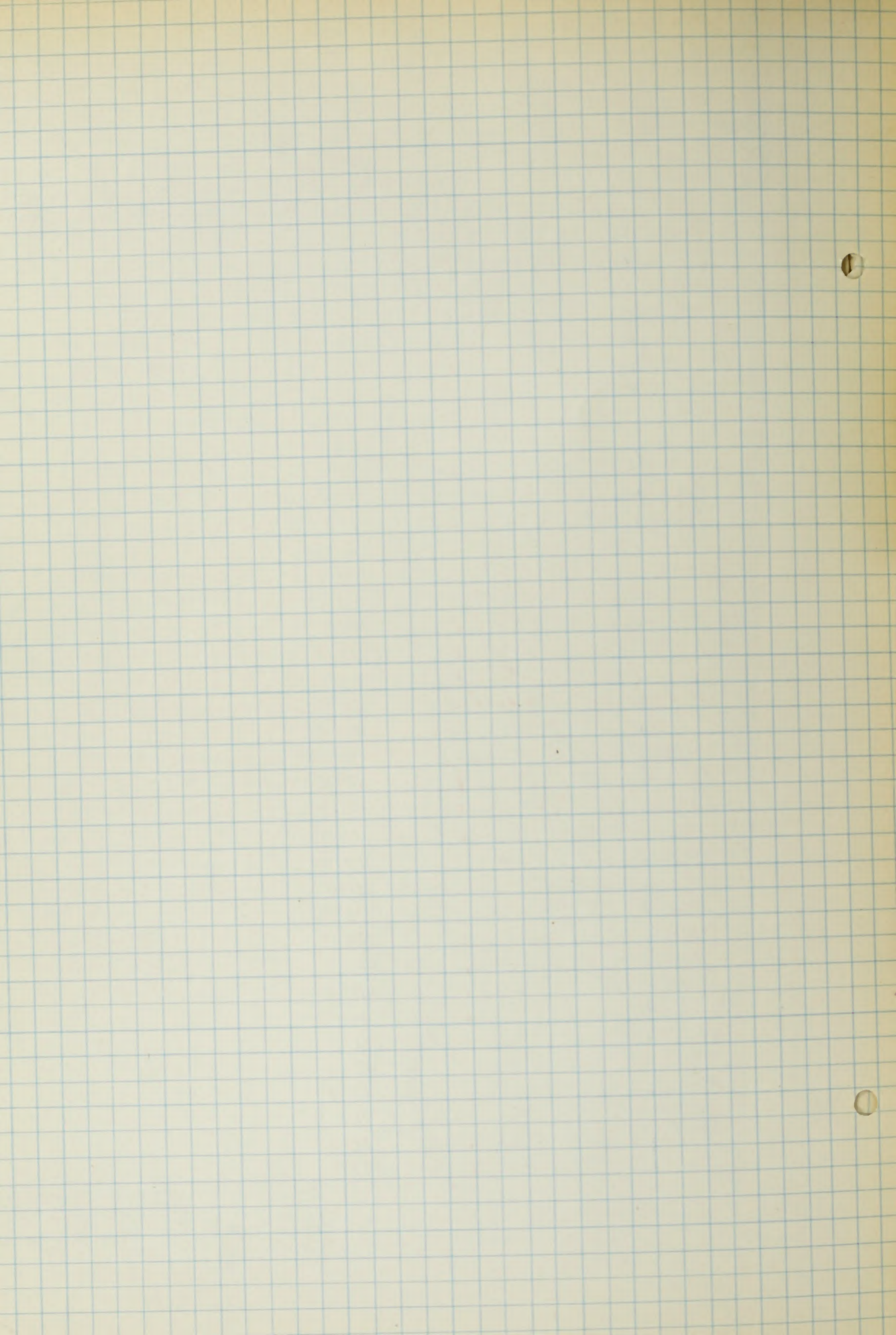


Stanford Achievement Test Chart XI
 Form B
 May 1927

Composite Score	Nat'l		
	P.O.	I.Q.	A.R.
82	82	92	89
107	107	108	99
74	74	Left	
87	87	83	104
79	79	96	82
97	97	127	76
83	83	83	100
105	105	122	86
80	80	100	80
102	102	114	89
103	103	99	104
74	74	77	96
84	84	105	80
111	111	113	98
107	107	121	88
109	109	124	87
109	109	102	93
104	104	126	82
110	110	102	107
122	122	145	84
117	117	109	107
125	125	107	117
101	101	Left	
125	125	138	90
118	118	129	91
125	125	111	112
127	127	135	94
118	118	138	85
137	137	145	94
131	131	139	94
136	136	143	95
132	132	137	96
141	141	147	95
113	113	115	98
137	137	117	117
140	140	137	102
142	142	139	102

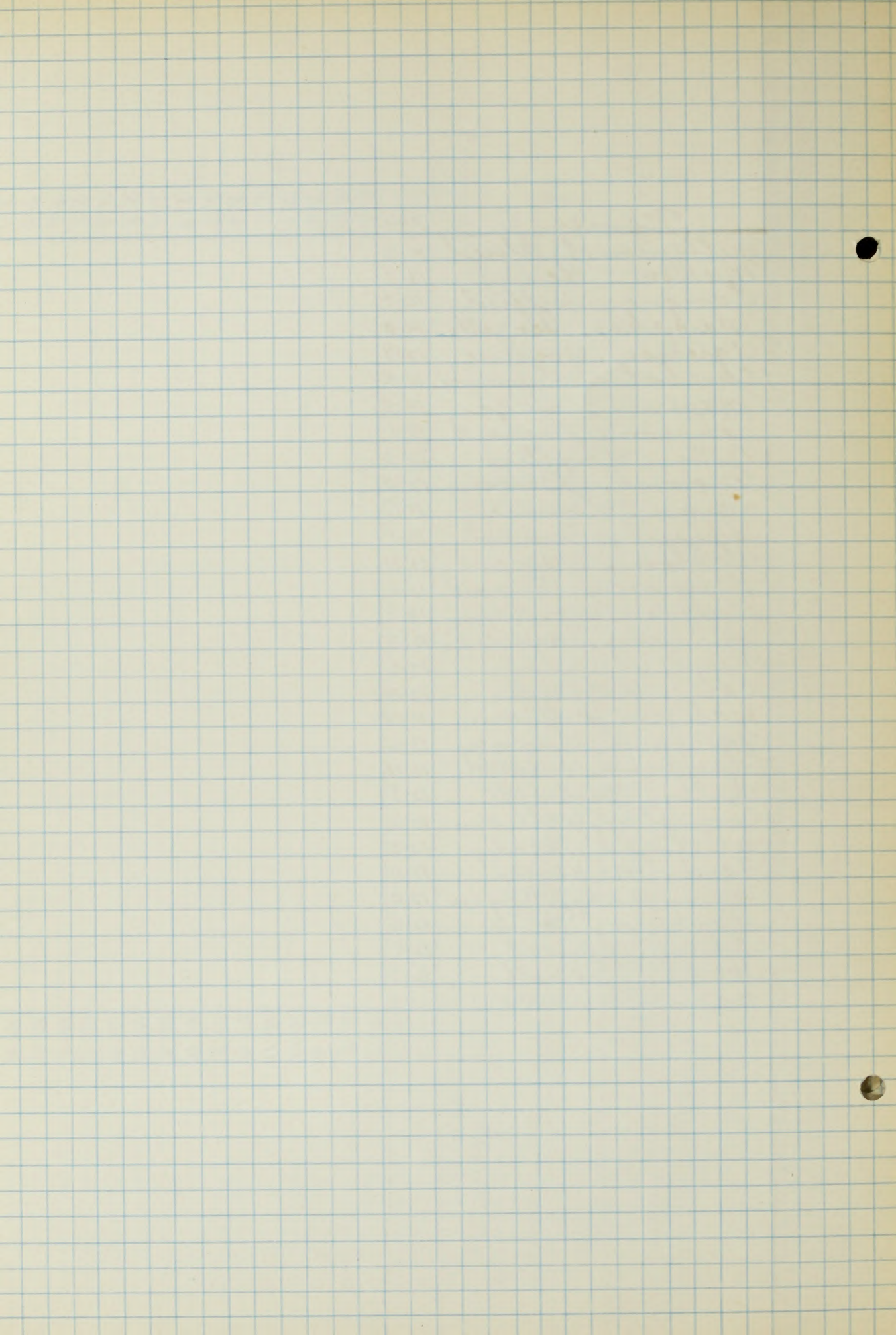


Names	age
Hicky, Elizabeth	13-11
Campbell, Evelyn	10-9
Smith, Wesley	15-8
Gawron, Richard	13-5
Clement, Bradford	14-11
Cassino, Shibley	12-3
Little, Frank	14-3
Burgoyne, Madeline	11-5
Doyle, John	14-11
Robinson, Dorothy	11-8
Bass, Lillian	11-8
Ramsdell, Julia	15-3
Howard, Vernon	14-8
Herrick, Charlotte	11-4
Owens, Ruth	11-9
Roode, Richard	11-7
King, Giles	11-7
Howard, Evelyn	12-1
Pothier, Frederick	11-9
Charlier, Maymie	10-9
Lempesis, Charles	11-5
Bassett, Ruth	10-9
Bernson, Florence	13-9
Sampson, Dorothy	11-2
Clement, Jay	12-0
Sundbloom, Alberta	11-5
McNeil, Nicholas	11-5
Munroe, Sarah	12-3
Frye, Dorothy	10-8
Friend, Elsie	11-2
Sullivan, Eleanor	10-10
Haywood, Stuart	11-5
Cook, Robert	10-9
Russell, Peter	13-4
Hopkins, Puscilla	11-5
Frizzell, Barbara	11-3
Carroll, Philip	11-2



Stamford Achievement Test
Grade 7 Form B
Chart XII
May 1927

Names	age	Comprehensive Score	Termin			Educational age
			E.Q.	L.Q.	A.R.	
Vaillancourt, Alfred	14-6	79	75	105	16-9	
Mallon, Henry	13-1	89	89	100	16-8	
Lavigne, Wilfred	15-9	74	74	100	16-6	
Marbakos, Georgette	14-0	79	78	101	16-5	
Parsien, Yvonne	12-9	94	85	110	16-3	
Churholm, Lawrence	12-6	96	103	93	16-2	
Mamais, Sava	13-2	94	96	97	16-1	
Johnson, Richard	13-1	94	101	93	16-1	
Betts, Phyllis	12-0	104	106	98	15-11	
Morant, Barbara	12-0	106	111	95	15-10	
Lunn, Louise	11-7	113	108	104	15-9	
Speigel, Ernest	12-1	109	101	108	15-7	
Ashton, Warren	11-11	110	121	91	15-6	
Hennessey, Edward	12-1	109	106	103	15-4	
Bragdon, Woodbury	13-9	96	95	101	15-2	
Johnson, Madeline	12-3	109	102	107	15-1	
Kent, Shirley	13-6	100	97	103	14-11	
Cote, Wilfred	12-10	105	113	92	14-9	
Wallace, William	11-10	114	107	106	14-8	
Michaud, Ludger	13-6	100	93	107	14-6	
Sampson, Harold	12-11	108	105	103	14-4	
Daley, Hartwell	12-9	111	108	102	14-2	
Connolly, William	12-2	117	101	115	14-0	
Whitman, Mary	12-2	126	122	103	13-10	
Ford, Mayone	12-0	129	136	95	13-8	
Mc Sweeney, Morgan	12-0	129	127	101	13-5	
Perkins, John	12-2	128	124	103	13-3	
April, Ernest	12-4	130	128	101	13-2	
Hoyt, Everett	12-1	133	140	95	13-0	
Harris, Summer	13-0	122	129	94	12-11	



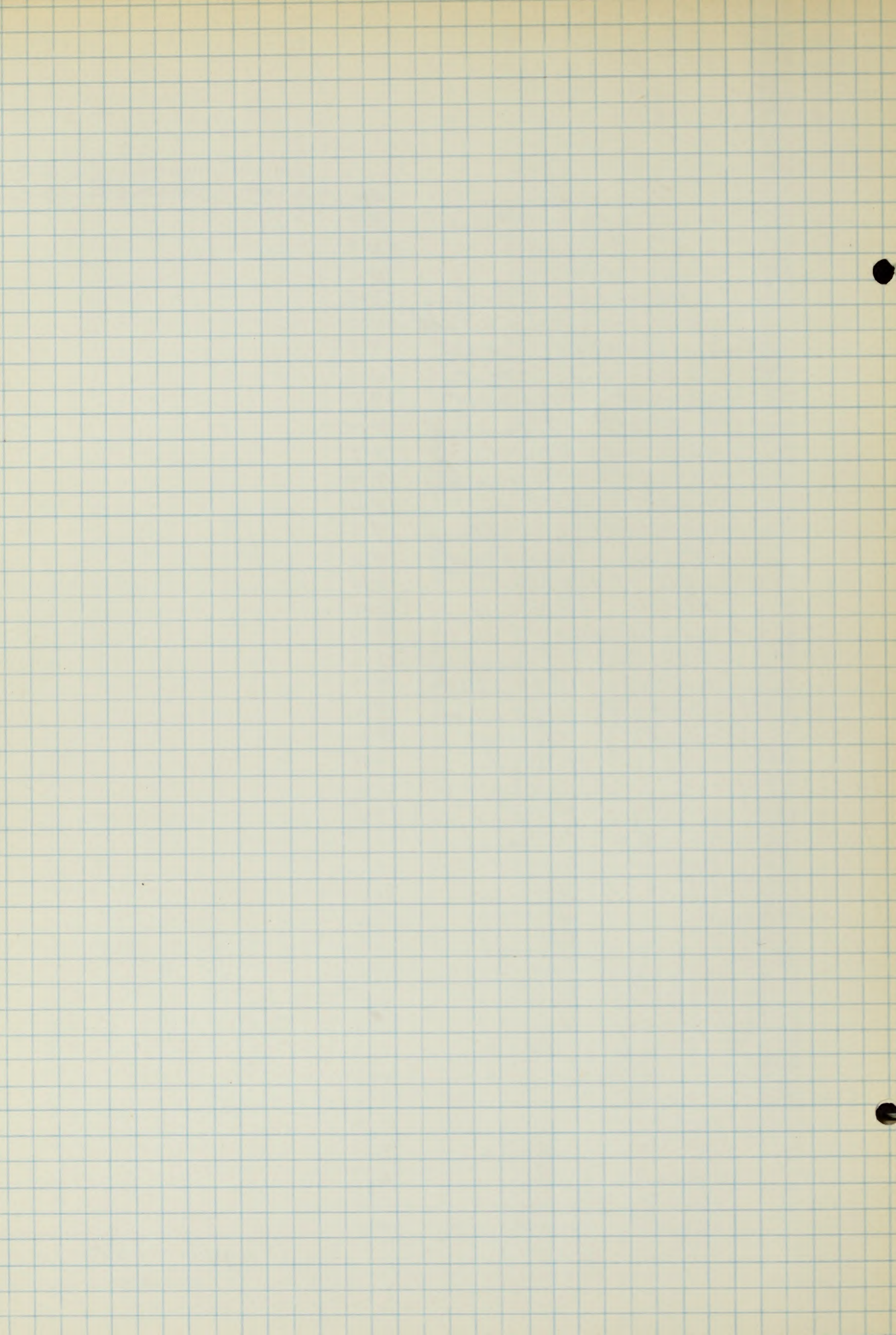
Stanford Achievement Test
Grade 3 Form B
May 1926

Composite Scores

Educational Age

Names	age	Composite Score	Educational Age
Mavrakos, Paul	8-8	23	10-6
Eon, Robert	11-9	32	10-5
Eon, Cecile	10-5	31	10-4
O'Connell, Philip	8-9	30	10-2
Johnson, Elizabeth	9-3	29	10-1
St. Charles, John	9-1	28	10-0
Goolsby, Rita	8-2	27	9-11
Lipsett, Robert	9-8	26	9-10
Mc Grath, Rosalie	9-10	25	9-8
Mallon, Andrew	9-9	24	9-7
Mavrakos, Marby	9-10	23	9-6
Smith, Helen	8-11	22	9-5
Kenneally, William	9-3	21	9-4
Allain, Wilfred	9-3	20	9-2
Doyle, Robert	8-10	19	9-1
Lacritz, Cecilia	8-10	18	9-0
Haggstrom, Carl	9-3	17	8-11
Stanton, Elizabeth	8-1	16	8-11
Carlton, Elizabeth	8-7	15	8-10
Brackett, Wilma	9-2	14	8-9
Smith, George	9-6	13	
Judge, Arthur	9-11	12	
Ford, Elizabeth	8-6	11	
Bungoyne, Elizabeth	9-2	10	
Lacombe, Paul	8-6	9	
Stacey, Harriet	9-3	8	
Pepin, Lawrence	10-2	7	
Dunn, Dorothy	8-4	6	
Cassino, Margaret	8-8	5	
Carney, Wilbur	8-5	4	
Dawes, Arthur	8-11	3	
Garvey, Mary	8-7	2	
Stevens, Olla	8-3	1	
Sundbloom, Alma	8-3		
Roberts, Arthur	8-6		
Mc Neil, Gertrude	8-2		
Goolsby, Mary	9-10		
Michaud, Armand	10-5		
Clark, Richard	8-7		
Tompkins, Olive	8-6		

ages not given

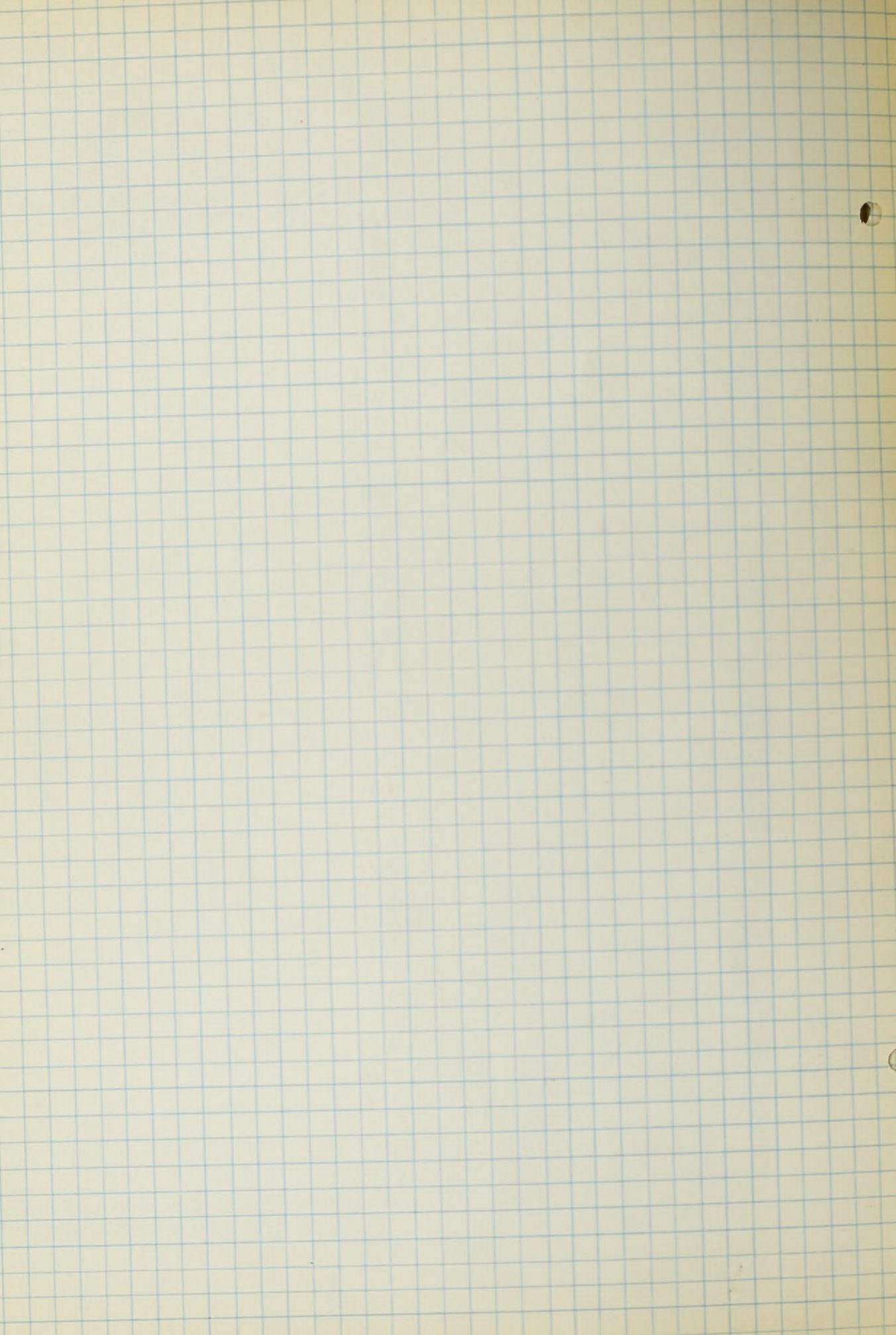


Stanford Achievement Test Chart XLIII
 Grade 4 Form 13 May 1926

Composite Score

Educational Age

Names	Age	Composite Score	Educational Age
Hazard, Florence	11-2	52	12-1
Lemelin, Marie	9-7	51	12-0
Tradeau, Raymond	10-6	50	11-11
Thatcher, Murtle	9-8	49	11-10
Taylor, Clifford	9-2	49	11-9
Little, Herbert	10-3	48	11-9
Spearel, Marion	9-3	47	11-8
Moreland, Ellen	9-2	47	11-7
Gibson, Garnet	9-2	46	11-6
Knowles, Dorothy	8-7	45	11-5
Bellefleur, Laura	9-8	44	11-4
Ford, Priscilla	9-4	44	11-3
Osborn, Carl	10-0	43	11-2
Hoberg, Priscilla	9-5	42	11-1
Little, Mary	12-2	41	11-0
Philbrick, Burton	9-8	40	10-11
Brochu, Earl	10-7	39	10-11
Hennessey, Warren	8-10	39	10-10
Wells, Eileen	9-1	38	10-9
Cote, Armand	9-10	37	10-8
Davis, Charlotte	8-6	37	10-7
Snow, Mary	8-11	36	10-6
Jodoin, Marie	7-8	35	10-5
Smith, Constance	8-9	34	10-4
Hooper, Charles	9-11	34	10-3
Mulroy, John	8-8	33	10-2
Pothier, George	8-9	32	10-1
Taylor, Marion	9-7	31	10-0
Laligan, Marie	9-7	30	9-11
Dallemolle, Irene	9-5	29	9-10
Ellis, Ruth	9-0	29	9-8
Donovan, Alice	9-3	28	9-7
Hackett, Clyde	8-11	27	9-6
Russell, John	10-9	26	9-5
Whitney, Mary	10-0	25	9-4
Cassidy, Mary	8-8	24	9-2
Tudbury, John	8-9	23	9-1
		22	9-0
		21	8-11
		20	8-10
		19	8-9
		18	8-9
		17	8-9
		16	8-9
		15	8-9
		14	8-9



Stanford Achievement Test Chart XLIV

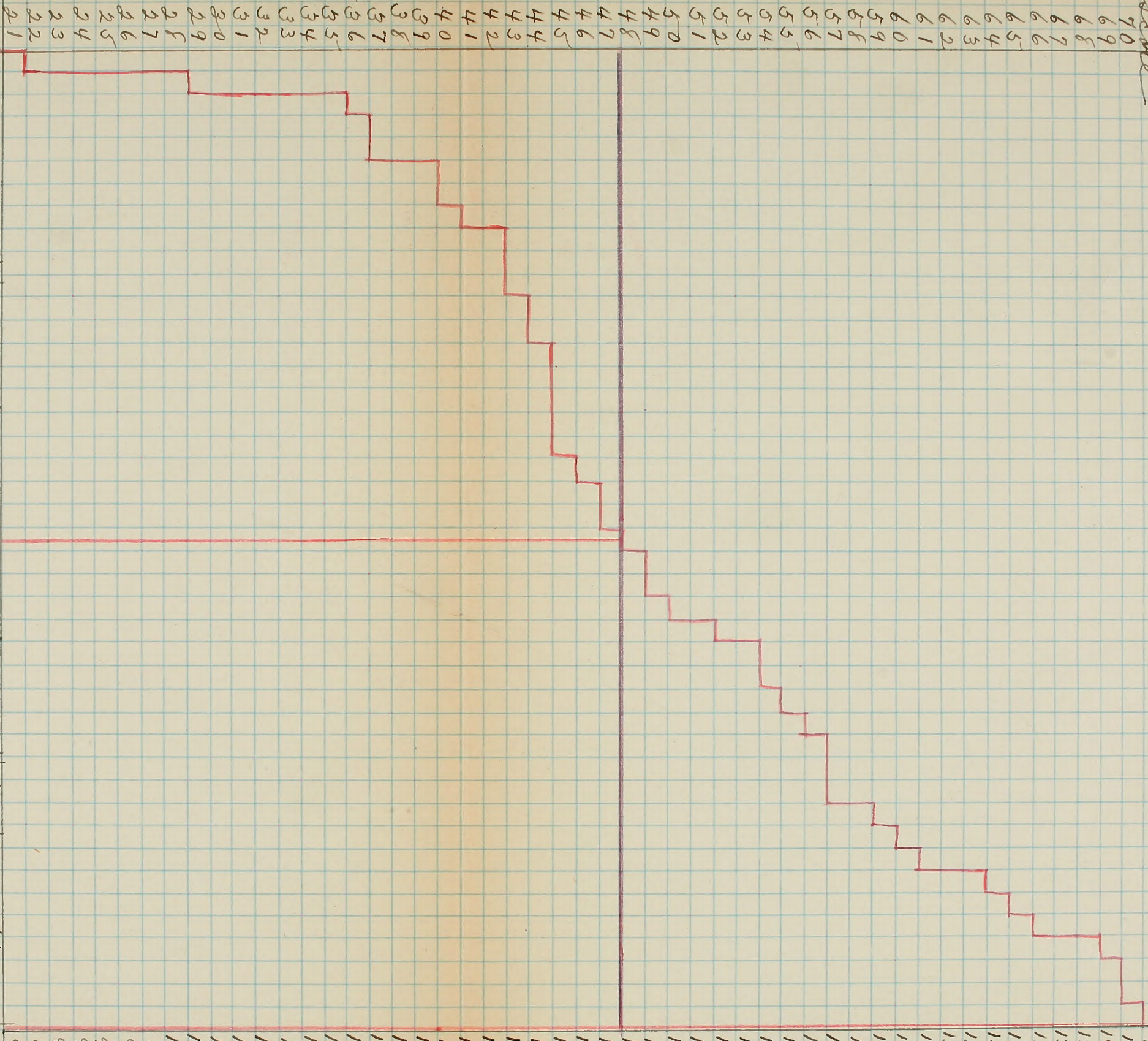
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Grade

5

Form B

May 1926

Age



Names	Age
Lamonde, Lena	15-1
Mariakos, Themi	11-7
Robinson, Dorothy	10-7
Owens, Ruth	11-9
Snow, John	10-10
Hansford, Jeannette	10-4
Clement, Bradford	13-0
Bass, Lillian	10-8
Howard, Vernon	13-7
Sundbloom, Alberta	10-5
Burgoyne, Madeline	10-5
Ramsdell, Julia	14-3
King, Giles	10-6
Pothier, Frederick	10-9
Maguire, Jack	10-4
Cassino, Shirley	11-2
Herrick, Charlotte	10-4
McNeil, Nicholas	10-4
Chartier, Mayoni	9-8
Lempesis, Charles	10-1
Loyle, John	14-0
Howard, Evelyn	11-1
Smith, Wesley	14-6
Bassett, Ruth	9-9
Clement, Jay	11-0
Little, Franklin	13-2
Russell, Peter	12-6
Hopkins, Priscilla	10-5
Harris, Robert	10-8
Faye, Dorothy	9-8
Sampson, Dorothy	10-2
Cook, Robert	9-8
Griffin, Leo	11-4
Munroe, Sarah	11-1
Haywood, Stuart	10-5
Benson, Florence	12-9
Dallemolle, Marion	10-11
Sullivan, Eleanor	9-9
Canoll, Philip	10-2
Lane, Graham	10-5
Loomis, Charles	10-3
Fuzzell, Barbara	10-4
Friend, Elsie	10-2

Stanford Achievement Test Chart XLV
 Form B
 May 1926

Composite scores

Educational Age

Names	Age	Composite Score	Educational Age
Brusso, Gladys	12-4	83	15-11
Mallon, Henry	12-1	82	15-10
Maurais, Sarah	12-2	81	15-9
Chisholm, Lawrence	11-6	80	15-7
Malool, Joseph	11-9	79	15-6
Lavigne, Wilfred	14-9	78	15-4
Mavarakos, Georgette	13-0	77	15-2
Pothier, Elizabeth	11-6	76	15-1
Betts, Phyllis	11-0	75	14-11
Guennette, Alban	10-11	74	14-9
Spearel, Ernest	11-1	73	14-8
St. Charles, Eleanor	10-11	72	14-6
Johnson, Richard	12-1	71	14-4
Daley, Hartwell	11-9	70	14-2
Dunn, Louise	10-7	69	14-0
Michaud, Judger	12-6	68	13-10
Wallace, William	10-10	67	13-8
Hennessey, William	11-1	66	13-6
Reardon, Elizabeth	11-4	65	13-5
Johnson, Madeline	11-3	64	13-3
Broderick, Betty	11-10	63	13-2
Cote, Wilfred	11-10	62	13-0
Sampson, Harold	11-11	61	12-11
Lord, Rylance	13-9	60	12-9
Ashton, Warren	10-11	59	12-7
Mc Sweeney, Morgan	11-0	58	12-6
Fitz, Andrew	11-9	57	12-5
Redkins, John	11-2	56	12-4
April, Ernest	11-4	55	12-2
Ford, Mayorie	11-0	54	12-1
Hart, Everett	11-1	53	12-0
Harris, Sumner	12-0	52	11-11
		51	11-10
		50	11-9
		49	11-8
		48	11-7
		47	11-6
		46	11-5
		45	11-4
		44	11-3
		43	11-2
		42	11-1

Age

Educational Age

Stanford Achievement Test Chart XLVI

Grade 7

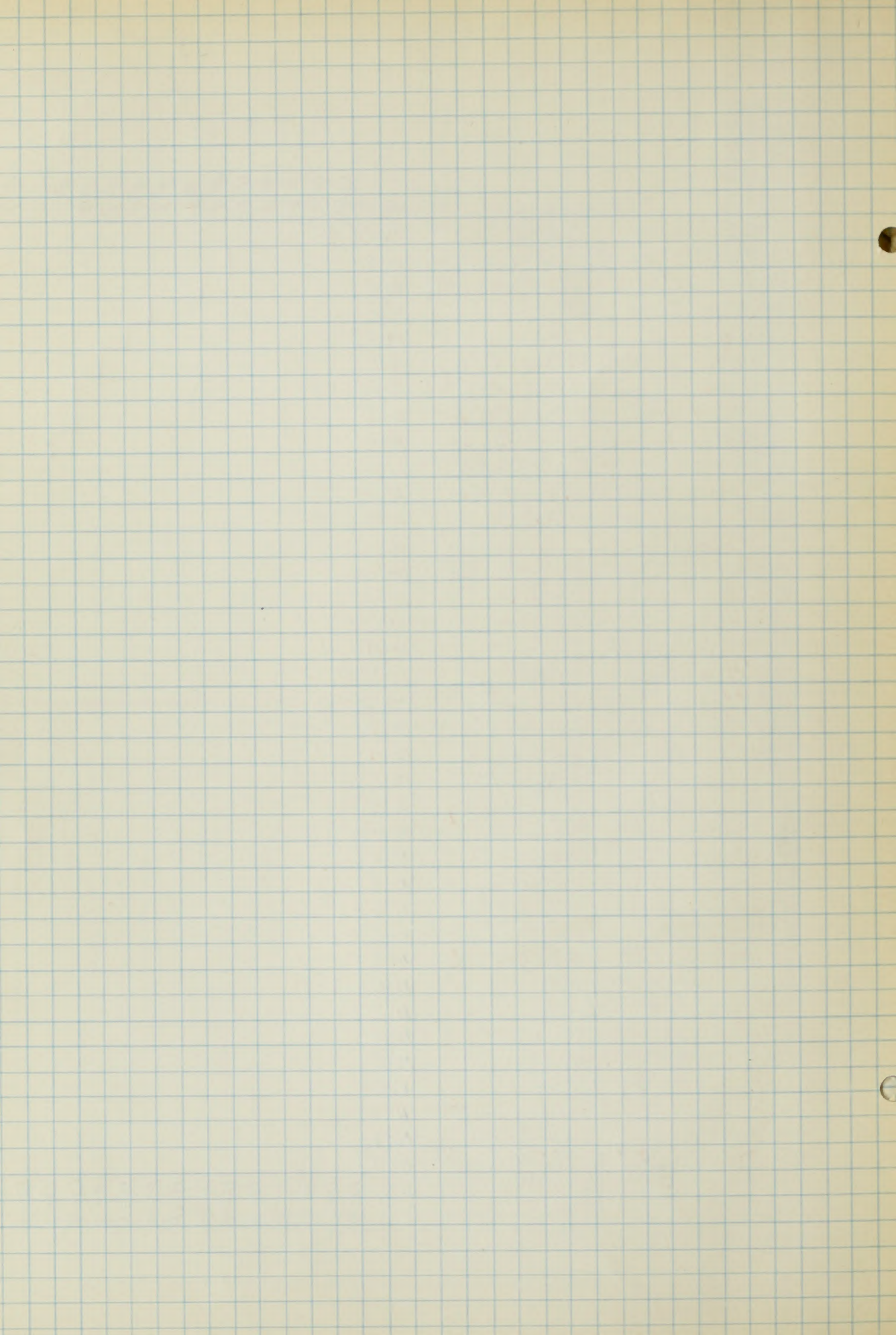
Form B

May 1926

Composite Score

Educational Age

Names	Age	Composite Score	Educational Age
Sicotte, Dolous	14-0	86	16-3
Wallace, John	12-3	85	16-2
Henderson, Kenneth	12-8	84	16-1
Pellitieri, Leo	13-0	83	15-11
Carlton, John	14-4	82	15-10
St. Charles, Dorothy	11-11	81	15-9
Colligan, Myrtle	12-10	80	15-7
Le Blanc, Joseph	13-1	79	15-6
Lempesis, Eleanor	12-9	78	15-4
Stacy, Elizabeth	12-6	77	15-2
Bresnahan, John	12-4	76	15-1
Deschene, Mary	11-10	75	14-11
Moreland, Leonard	13-2	74	14-9
Bourgeois, Roland	14-4	73	14-8
Johnson, John	13-4	72	14-6
Gibson, Barbara	11-8	71	14-4
Michaud, Leo	14-11	70	14-2
Morse, Arthur	12-3	69	14-0
Gove, William	12-3	68	13-10
Ryburn, Harold	12-4	67	13-8
Winter, Leonard	12-11	66	13-6
Canny, Robert	14-7	65	13-5
Defrancisco, Nancy	12-2	64	13-3
Maguire, Ellen	11-11	63	13-2
Garvey, Agnes	12-1	62	13-0
Milner, Sally	12-4	61	12-11
Tompkins, Leona	11-8	60	12-9
Smith, Barbara	13-8	59	12-8
Burgoyne, Donald	11-9	58	12-7
Lake, Mary	11-11	57	12-6
Basset, Gardner	11-7	56	12-5
Dowst, Marion	11-11	55	12-4
Hooper, Katherine	12-5	54	12-2
Bracket, Clark	12-6	53	12-1
Brainerd, Margaret	11-9	52	12-0
Nutting, Byron	13-9	51	11-11
Cassidy, Richard	11-0	50	11-10
		49	11-9
		48	11-8
		47	11-7
		46	11-6
		45	11-5
		44	11-4



XIII BIBLIOGRAPHY

This bibliography contains the references which have been found especially helpful in conducting this testing program. At the end will be found a list of special references which teachers have found very helpful.

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Type A. Reading to Appreciate the Content

Jones, A. J. "Education and the Individual."
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10, 11, 12, and 13

Write your name here

Monroe, W. S. "An Introduction to the Theory of
Educational Measurements." Houghton
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Once upon a time a fairy fell in with a splash. She put out her hands and tried hard to swim. Something seemed to be dragging her down. Oh, it was her wings! She had forgotten to take them off. Fairy wings become heavy when they are wet. She cried for help as loudly as she could.

Draw a line under the word which tells how the fairy felt.

cross angry sorry afraid joyful

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the word which tells best how the person felt, just as you did above. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of the test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Director: 1. See that each child has a pencil. 2. Distribute the papers. 3. Have the child read the directions on this page. 4. Read the directions aloud. After the pupils have read the first paragraph on this page tell them how you would do it. Make the directions with great care and accuracy. The signal when you answer is the first. In grades 2 and 3 repeat the directions and paragraphs. 5. Have the children the center of the paragraph of all three pages by making a mark at the top. All marks should be made. 6. The first paragraph to be read is the signal "Begin" when I say "begin" at the end of each paragraph. 7. Collect papers immediately. 8. Return papers to the Director as soon as the first of the papers.

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Type A. Reading to Appreciate the General Significance

Grades 3-8

FORM 1

Write your name here.....

How old are you?.....When is your birthday?

School.....Grade.....Date.....

This is to be a reading test. You are to read a number of paragraphs. Below each paragraph are five words. One of the words tells how some one described in the paragraph felt—whether sad or happy, etc. You should draw a line under that one—and only one—word to show that you understand just how the person described in the paragraph did feel. Now let us try a sample before we begin the real test. Read the following paragraph and then draw a line under the word which you think tells best how the person felt.

Once upon a time a young fairy went down to the river to swim. She jumped in with a splash. She put out her hands and tried hard to swim. Something seemed to be dragging her down. Oh, it was her wings! She had forgotten to take them off. Fairy wings become heavy when they are wet. She cried for help as loudly as she could.

Draw a line under the word which tells how the fairy felt.

cross angry weary afraid joyful

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the word which tells best how the person felt, just as you did above. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of the test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Examiner. 1. See that each child has a pencil. 2. Distribute the papers. 3. Have the children fill in the blanks on this page. 4. Read the directions aloud. After the pupils have tried the test paragraph on this page tell them how you would do it. Explain the directions with great care and make clear the reason why one answer is the best. In grades 3 and 4 repeat the directions and explanations. 5. Show the children the order of the paragraphs on all three pages by holding up a copy of the test. Ask them to read in this order. 6. This front page should be up when the signal "Begin" is given. 7. Say "Stop" at the end of exactly six minutes. 8. Collect papers immediately. 9. Score according to directions given in the folder of directions.

BUREAU OF PUBLICATIONS
 Teachers College, Columbia University
 NEW YORK CITY

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1. "Put on your coat, Betty," called her mother. "We are nearly ready to start." Betty flew up the stairs as fast as she could and put on her things, her heart beating wildly. This was to be her first trip to the big city! She had always longed to visit it. Soon she was ready and ran downstairs calling, "Oh, mother, I can hardly wait to see it!"

Draw a line under the word which best tells how Betty felt.

sad afraid angry naughty excited

2. It was a cold, gray, winter afternoon at the ocean. Not a ship was to be seen. A single gull flew about in the windy sky. On the beach a little boy stood. He had no playmate, not even a dog to keep him company. He wondered as he stood there if anyone in the whole wide world wanted a playmate more than he.

Draw a line under the word that best tells how the little boy felt.

cross lonesome weary joyful afraid

3. It was raining and Mary stood with her face pressed against the windowpane sobbing and crying. Now and then her mother tried to comfort her but without success. Even Fido, her puppy, seemed to look at her sadly as if to show how sorry he felt. It was Mary's seventh birthday and the rain had ruined the plans for a wonderful birthday picnic.

Draw a line under the word which best describes how Mary felt.

happy angry sad joyful naughty

4. With an anxious look in her brown eyes, Jane hurried to the telephone. "Central, will you give me Dr. Brown's office, please?" she said. Then, after a pause—"Is this you, Dr. Brown? Well, the puppy dragged doll baby from her bed and chewed her until she's torn to pieces. I'm afraid there won't be a chance to save her if you don't come at once."

Draw a line under the word that best tells how Jane felt.

weary naughty happy worried lonesome

5. Jack awoke with a start and listened. Yes, there it was again, a sharp, loud knock on the window. The house was dark and still. His mother and father were asleep downstairs. Again, the knock. Trembling with fear he tried to call out. His voice caught in his throat and no sound came. His heart seemed to stop beating.

Draw a line under the word which best tells how Jack felt.

gay frightened angry tired lonesome

6. With a shrill cry he threw himself against the closet door and beat upon it with his tiny fists. There was no answer from the room on the other side, and he soon stopped. For a few moments he was quiet, then he suddenly began to kick the door with his heels. At the same time he cried and screamed with all the power in his little lungs.

Draw a line under the word that best tells how the boy felt.

sad angry playful happy satisfied

7. With a happy shout, Jimmy opened the door and ran to where his mother was sewing. "It's coming, mother, it's coming," he said, jumping up and down with joy and clapping his little hands together. "What is coming, dear?" asked his mother. "Spring," answered Jimmy. "I know because I just saw the first robin red-breast."

Draw a line under the word that best tells how Jimmy felt.

naughty tired sorry unhappy joyful

8. Carefully Sue parted the leaves and looked down into the nest. Six baby robins greeted her with shrill cries for food. "John," she called down to her playmate below, "guess what I've found. A nest of baby robins! What fun we'll have putting food out for them. Oh, I can hardly wait until they are old enough to leave the nest."

Draw a line under the word that tells best how Sue felt.

happy frightened angry worried sad

9. The boy stood still. He could not move. He saw something in the shadows on the other side of the tree. He heard the leaves rustle as if the foot of an animal were walking softly across them. Suddenly the boy's heart stopped beating. There stood a huge black bear in front of him, looking at him with cruel brown eyes.

Draw a line under the word which tells how the boy felt.

sad happy lonely afraid angry

10. The dog ran to greet the man coming up the path. He wagged his tail joyously and barked with short, excited barks. The man leaned down and patted the dog on the head. Then he rolled up the paper that was under his arm and gave it to the dog. The dog ran with it up the path toward the house, his tail wagging all the time.

Draw a line under the word which tells how the little dog felt.

sad afraid lonely weary happy

11. Chang Lo sat with his head on his hands. All day he had been locked up in the bamboo garden to think of his sins. For that morning he had put on his red coat instead of his blue coat. The saucy birds and the sleepy turtles had not come near him. His little sister had not even looked over the wall. Even the butterflies had forgotten the garden.

Draw a line under the word which best tells how Chang Lo felt.

excited glad lonesome joyful happy

12. Jan did not mind darkness or thunder. But the wooden shoes! Every night they walked into his room, stopped by his bed and then walked out. What could they mean—those shoes without feet in them? One had a deep new cut across it. The shadows the shoes cast, if they were shadows, were red and glowing like the eyes of an angry cat.

Draw a line under the word which best tells how Jan felt.

sad weary afraid joyful lonesome

13. The white cat had sat on the velvet car seat all day. She had let the fussy people pet and scold and brush her. Now she wanted something different. She ran under a rose bush and tore a rose bud to bits. She rolled in the dust. Seeing a hoptoad she hit him with her paw and sent him hopping. Then she chased her tail till she was dizzy.

Draw a line under the word which best tells how the white cat felt.

lonely afraid sad homesick playful

14. The old Teddy Bear fell from the high shelf. His head met the floor with a bang. Jane jumped from her chair and caught up Teddy in her arms. She saw that he had had a bad tumble. The sawdust was coming out of his head. There was sawdust all over his little brown coat. Jane hugged him close to her. "Oh Teddy, I'm so sorry!" she cried.

Draw a line under the word which best tells how Jane felt.

angry playful naughty joyful sad

15. Olga watched the children playing on the doorsteps. They spoke a language she did not know. The roar of trains and autos made her dizzy. She thought of the quiet rocky hills where the new grass was like green fire. She could see the six white goats. She could see the dear old pine board house. She wondered if it was evening in Sweden, too.

Draw a line under the word which best tells how Olga felt.

homesick playful angry afraid joyful

16. Dick, the canary bird, has been singing all day. When the children were running around the house before school he sang. Then Mother ran the sewing machine, and he sang to that. When the children came home to lunch he sang again. Now every one has gone out. The house is still. The poor little bird only goes "Peep, peep" to himself.

Draw a line under the word which best tells how the canary bird feels now.

happy angry playful lonesome naughty

17. The mother sat down with a sigh. It was the first time she had sat down that day. She had risen early in the morning. After breakfast she had cleaned the whole house. After lunch she had picked several pails of berries. When the children had come home they had helped her can the berries. Now dinner was over, and a chair was very welcome.

Draw a line under the word which best tells how the mother felt.

weary joyful homesick angry lonesome

21. George was playing cowboy. He put an old pillow on the stair rail for a saddle. For reins he tied two ropes to the stairpost. He put on his cowboy hat and stuck a knife through his belt. Then with his gun on his shoulder he got on the horse and away he rode! Every once in a while he would give a shout and then seem to ride faster.

Draw a line under the word which tells best how George felt.

sad weary joyful homesick cross

18. Baby Jim sat down on the grass and pulled his shoes and stockings off his fat little legs. He got up and ran around. He shouted with joy. Soon his mother came out of the doorway. "Oh, Baby Jim, what are you doing?" she called. "Put them on again at once. I am sure you will cut your feet on some glass if you don't."

Draw a line under the word which best tells how the baby felt.

joyful cross homesick sad worried

22. Tom and Jim had played together all summer long. They had gone swimming and fishing together. Where one went you would always be sure of finding the other. Now it was the end of the summer and they had to part. Tom lived in the North and Jim lived in the South. They said good-bye to each other and turned slowly away.

Draw a line under the word that best tells how Tom and Jim feel now.

angry playful happy cross sad

19. Mary and Helen were walking through the woods. They were picking some pretty flowers when suddenly an old witch came in front of them. She had a large black stick in her hand. "What do you mean by coming into my forest?" she cried. She hit the end of her stick on the ground and shook her fist at the two girls.

Draw a line under the word which best tells how the old witch felt.

sad naughty joyful angry happy

23. It was early in the morning. The boy was sleeping soundly. Suddenly a bell rang out. It was the alarm clock. The boy woke up and looked at it. It was only five o'clock in the morning! The clock had rung two hours too soon. The boy took up a shoe from the floor and threw it at the clock. Then he turned over and went to sleep again.

Draw a line under the word which best tells how the boy felt.

homesick happy joyful cross afraid

20. They were going to the country. Tom and Betty could hardly wait. Tom had his baseball bat in his hand and Betty had her doll in her arms. They were so eager for the car to come. At last it was there in front of the door. The whole family went down the steps and got in. Betty waved good-bye to a friend. They were off for the country!

Draw a line under the word that best tells how Tom and Betty felt.

sad cross excited weary lonesome

24. The boys of William Street did not like the fruit man on the corner. They did everything they could to make him unhappy. Today he had just fixed all his oranges in nice, neat rows. He went indoors for a minute. The boys crept up and tumbled all his oranges into a box. He came running out. He shook his fist at the boys and shouted loudly.

Draw a line under the word which best tells how the fruit man felt.

sad angry joyful happy playful

GATES SILENT READING TEST

Type B. Reading to Predict the Outcome of Given Events

Grades 3-8

FORM 1

Write your name here.....

How old are you?.....When is your birthday?

School.....Grade.....Date.....

This is to be a reading test. You are to read a number of paragraphs. Below each paragraph are four sentences. Each sentence tells what is most likely to follow after the happenings that are described in the paragraph. You should draw a line under one—and only one—of these sentences to show that you can tell what will probably happen next. Now let us try a sample before we begin the real test. Read this paragraph and then draw a line under the one sentence which you think tells what will happen next.

The grocery man had a black cat. He loved his cat very much. One day a lady brought a big bulldog into the store. The grocer's cat raised his back and said "Meow! Psst!" to the bulldog. Of course, the dog did not like that, so he growled loudly. Before the grocery man or the lady knew what was happening, the bulldog had sprung upon the cat.

They let the fight go on
 The cat slept on
 The lady took her bird away
 The grocery man saved his cat

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the sentence which tells best what is coming next, just as you did above. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of this test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Examiner. 1. See that each child has a pencil. 2. Distribute the papers. 3. Have the children fill in the blanks on this page. 4. Read the directions aloud. After the pupils have tried the test paragraph on this page tell them how you do it. Explain the directions with great care, stressing the fact that they are to mark the line which tells what is most likely to happen next. Give reasons why the line you marked in the sample tells what is most likely to happen next. In grades 3 and 4 repeat all directions and explanations. 5. Show the children the order of the paragraphs on all three pages by holding up a copy of the test. Ask them to read in this order. 6. This front page should be up when the signal "Begin" is given. 7. Say "Stop" at the end of exactly eight minutes. 8. Collect papers immediately. 9. Score according to directions given in the folder of directions.

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
 NEW YORK CITY

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1. Little Betty liked to have long rides on her sled. She was too little to go by herself so her father played horse and pulled her along. One day Betty's father was pulling her along a very bumpy road. He was looking straight ahead, when suddenly he felt that the sled was very light. He looked back. Betty had fallen off the sled!

Betty's father ran away
Betty's father put her on the sled
Betty stayed there all day
Betty put her father on the sled

2. Tom jumped up on the cow's broad back. "Get up, Bossy!" he shouted. The cow did get up and so quickly Tom almost fell off her back. Then she started off. Bump, bump went Tom. "Whoa," he cried for he did not like the ride. But the cow would not stop. As they reached the pasture, Tom was thrown to the ground.

Tom rode back on the horse
He said, "Old Bossy, I'll not ride you again"
Tom gave the good cow some hay
Tom jumped down from the cow's back

3. A young girl was walking in a desert. She was singing softly to herself. She was thinking how beautiful the desert was. She had never been in a place like that before. She walked on and on with a book under her arm. Suddenly she saw something move beside a low bush. Only five feet away from her was a huge rattlesnake, ready to strike.

The rattlesnake went to sleep
The girl kept on singing
She sat down beside the bush
She ran away as fast as she could

4. A great crowd was watching the fireworks on the Fourth of July. From the Roman candles came bright balls of fire. They burst into lights of all colors. The sky-rockets shot high into the air. As they burst, the people said, "Ah," and elapped their hands loudly. Finally there was a green light which spelled the words "GOOD NIGHT!"

There were a great many more fireworks
The people were all killed
The people went home
They said they did not like the fireworks

5. Merry-Legs was a very tiny pony. He was no bigger than a large dog. One day the children went down to the barn with some sugar lumps. Merry-Legs came right up to Jimmy, who was holding one out. Before Jimmy knew what had happened, Merry-Legs was standing on his hind feet and his front feet were on Jimmy's shoulders.

Merry-Legs gave the sugar to the dog
Jimmy ate the sugar
Jimmy gave the sugar to Merry-Legs
Merry-Legs ate Jimmy

6. All the children in the third grade were going to the park to see the goldfish. There were hundreds of goldfish in a square pond. When they reached the pond, they found one fish lying on the bank. It was trying hard to get back into the pond. The poor, poor thing! It looked as if it would not be able to breathe much longer.

They took a long trip to the eountry
The Third Grade had a spelling contest
They threw the little fish back into the pond
They threw ten goldfish into the water

7. Mary took the kitten out to see the fireflies. She wanted to see what the kitten would do when she saw the little flies that shone so brightly. The kitten did not see them at first. She was too busy watching a dark bush. Suddenly a bold little firefly flew up and sat right on the kitten's nose. It flashed its bright light.

The firefly ate the kitten
The kitten kept looking at the dark bush
The kitten did not see the firefly
The kitten shook the firefly off its nose

8. The children were tired of their sparklers. They wanted a new kind of fireworks. They thought it would be fun to catch some fireflies and put them in a bottle. John ran into the kitchen and brought out a milk bottle. Dorothy caught a firefly under a bush and Louise found one in her hair. Soon they had about ten fireflies inside the bottle.

The children killed all the flies
The children watched their new fireworks
John broke the useless milk bottle
The children played drop-the-handkerchief

9. Johnny had been told not to eat any of the cherries before they were ripe, because they would make him sick. He had been watching a certain cherry tree for days and days. They were not ripe yet, although they looked so juicy and fine. Johnny could wait no longer. He climbed the tree and ate as many of the juicy balls as he could.

Johnny ate another pailful of cherries
Johnny's mother said he was a good boy
Johnny went home sick
Johnny went home hungry

10. A woodpecker family lived in a hole near the top of a telephone pole. The pole stood between a busy road and the wall of a green park. One day one of the four young woodpeckers leaned too far out of the hole. It fell to the ground but it was not hurt. A kind boy saw the woodpecker in the road. He knew that cars might run over it.

The woodpecker was run over
The boy left it in the busy road
He put the woodpecker in the green park
He cut down the telephone pole

11. Pat Dolan lived in a crowded part of New York City. His parents were very poor. What money he earned selling papers he gave to them. One day a woman gave him a quarter. Pat had always longed to ride on a big green bus. He could hardly wait until Sunday when he did not have to go to school or sell papers. At last Sunday came.

Pat bought a toy dog with a squeak
He went to church in his father's car
He took a long ride on a big bus
He sold a hundred papers that day

12. One winter day a country boy was driving a team of horses. It began to snow, and the wind blew the snow in his face. All around him the falling snow was like a thick curtain. He drove the horses where he thought the road was. Soon he knew he was lost. Then he remembered that horses always know the way home, even in a bad storm.

The horses ate the grass by the road
He let the horses find the way home
He made the horses stand still
He took his sister in out of the storm

13. A black cat used to watch a bright goldfish in its bowl. His eyes followed its every motion. Sometimes he would put his paw into the bowl but the water would make him draw it back. One afternoon as he watched the goldfish it swam near the surface. It made too big a flop and fell out of the bowl. It lay at the cat's feet.

The goldfish swam away
The cat got into the bowl
The cat ate the goldfish
The hungry cat went to sleep

14. There was once a child who had no toys. She lived with her parents in a hut on a sandy shore. All day she played with shells in the sand. The shells were beautiful but she grew tired of nothing but shells and sand. One day she walked farther than ever before. She saw something half buried in the sand. It looked like a pretty little white china swan.

She threw the swan out of sight
She picked up the china swan
She went home with shells in her hands
She broke the ugly swan with her foot

15. Margery's doll house had just under its roof a tiny room with a glass window. The window could not be opened, and there was a lace curtain behind it. Margery had always wanted to see in that room. She thought of all the pretty things that might be there. One day she broke the window. When she looked in there was nothing there!

Margery took a chair out of the little room
Margery laughed to see the pretty things
Margery broke the window again
Margery sat down and cried

16. Two boys had looked forward for a long time to going to the circus. But when the day came there was a bad storm. They had to stay at home. They made a circus of their own. They made cages out of shoeboxes and put string for the bars. They made paper animals. The animals were of just the right size for the cages.

They put the animals in the cages
The boys put shoes in the shoe boxes
They put the animals in paper bags
They tore up the animals

17. There was a little girl who had always wanted a bird for a pet. But nobody had ever given her one. The wind blew very hard one winter night and snow was blown on the bed where the girl slept. When she got up to close the window she found a small live bird on her bed. The wind had blown the bird through her window. She picked it up.

She asked her mother to cook the bird
She made a pet of the bird
She threw the bird out the window
She loved the bird her parents gave her

18. Once a little boy lived in a big house with a garden. He had no playmates and no pets. His parents were too old to play with him. One day he sat in the garden building a little stone bridge over a brook. A big hop-toad went "plop-plop" across the bridge. The toad was not afraid of the boy. He sat still and looked at the boy, who was pleased.

The boy drowned the toad in the brook
The boy went to play with his dog
The boy had fun watching the toad
The boy told his playmate to see the toad

19. Did you ever see a puppet show? Puppets are little dolls with wires fastened to their arms and legs. When the wires are pulled they act just like people. Walter and Robert were getting a puppet show ready to give before their class. Walter was pulling the wires to make one of the dolls walk. Suddenly all of the doll's wires broke.

The doll ran away
The doll flew away
The puppet show started
The doll fell down

20. I know a girl who does not like to eat peanuts, but she loves to make dolls of them. She puts two pins in them for arms, and three pins for legs so they can stand alone. She makes eyes and mouth with a pencil. Peanuts have good noses. Sometimes she puts bright bits of cloth on her peanut dolls for clothing. She is at the corner now buying peanuts.

She will feed the peanuts to squirrels
She will eat all the peanuts
She will make peanut dolls
She will buy stick candy

21. A boy who had never seen snow was taken to a place where snow fell every winter. He could hardly wait to see the snow for he had heard how fluffy and white it was. He had been told that it made fences, roads, and even trash heaps beautiful. One morning when he opened his eyes he saw a strange white world through the window. It had snowed.

He turned over and went back to sleep
He pulled down the window shade at once
He ran to the window and looked out
He waited until the winter came

22. Dorothy had a doll without a wig. Its poor head was hollow like a cup. All the pretty caps Dorothy made for the doll were not so pretty as hair would be. One day she went to her aunt's house. Her aunt found a pretty little doll wig in a trunk. It was just the right size for the doll. Dorothy asked her kind aunt if she might have it.

Dorothy's aunt gave her the doll wig
Dorothy made a pretty rag doll
Dorothy bought a doll wig at the store
Dorothy put her doll in her aunt's trunk

23. A little chick was out looking for some worms one day. Along came a pretty yellow caterpillar. He was so bright and pretty that the little chick could not help eating him. But oh, what a bitter taste he had! It made the little chick feel quite sick. After a while he was able to eat again. Along came another pretty yellow caterpillar.

The caterpillar ate the chick
The chick ate the caterpillar
The chick ate the turtle
The chick did not eat the caterpillar

24. There are a number of plants which catch insects for food. Some of them seem cruel. There is one plant called the Venus flytrap. It has leaves that grow in pairs which will quickly snap together if one of them is touched. One day I was watching one of these plants. A fly flew down and sat on one of the trap leaves.

I ate the fly
The leaves caught the fly
My finger was caught in the leaf
The fly rested and flew away

GATES SILENT READING TEST

Type C. Reading to Understand Precise Directions

Grades 3-8

FORM 1

Write your name here

How old are you?.....When is your birthday?.....

School.....Grade.....Date.....

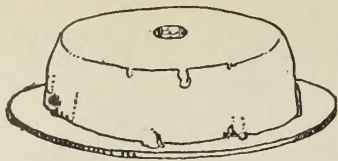
This is to be a reading test. You are to read a number of paragraphs. Each paragraph tells you to make some sort of mark with your pencil to show that you have understood the paragraph. Do exactly what the paragraph tells you to do. Make the marks quickly—do not waste any time trying to make pretty drawings. The purpose of the test is to see how many of the paragraphs you can read in a short time. Don't waste any time. Don't look at anyone else's paper. Remember, you must do exactly what the paragraph tells you to do. Don't make any marks other than those the paragraph tells you to make. Wait until you are told to "Begin," then turn the page and work as quickly and accurately as you can until you are told to "Stop!"

**Do Not Turn the Page Until You
Are Told to Begin**

To the examiner. 1. See that each child has a pencil. If colored pencils are used the tests will be much easier to score. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions aloud. Hold up one of the inner pages to show the test paragraphs. Tell the children they are to read, in order, as many paragraphs as they can in six minutes. (Demonstrate the order on all three pages.) 5. This page should be face up when the signal "Begin" is given. The pupils then turn the page and begin. 6. Say "Stop" at exactly the end of eight minutes. Be very careful to allow exactly eight minutes' time. 7. Collect the papers immediately. 8. See Manual of Directions for methods of scoring and norms.

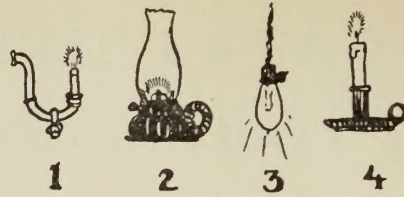
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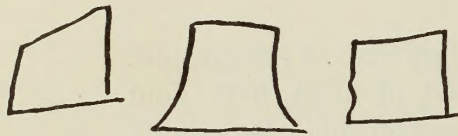


8 4 6 2 5

1. This is Mary's birthday cake. Her mother made it for her. There are five candles to go on the cake. Mary's friends will come to see the cake. Mary will cut the cake into eight pieces. Draw a line around the number that tells how many candles should go on Mary's cake.



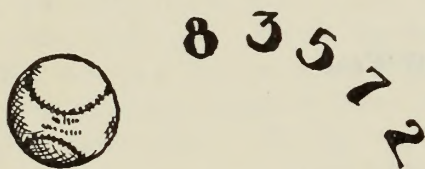
5. There are many different kinds of lights. Here are four of them. 1 is gas light, 2 is lamp light, 3 is electric light and 4 is candle light. Tom's mother used a lamp and his grandmother used a candle. Draw a line under the kind of light Tom's mother used.



2. Did you ever draw a square? If you have not, try it some time. Ruth, Rose and Nell drew these. They laughed about Nell's square. Hers is the one in the middle. All of them said it was funny. Draw a cross on the one that the girls thought was funny.



6. When Mother Kitty went out, she told the three kittens to work. Kit got a book to read. Kat sat down and talked, and Kute got his slate to draw on. When Mother Kitty came home she said, "Kit was the best." Draw a cross under the picture that shows what Kit used.



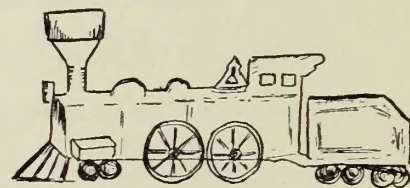
3. The third grade boys have a baseball team. It is made up of the best nine players in that grade. They have played seven games this spring and have won five. They hope to win all the others. Draw a line under the number that tells how many games they have played.



7. This miner is getting ready to go down into a gold mine. He has on a miner's hat with a torch on the front of it. He lights it just before he goes into the dark tunnels. Make a cross where the miner will carry his light.



4. This spider is going out on these twigs to spin her web. She will climb up to the highest twig and then spin downward to the lower one. She will swing in the air on the web as she spins it. Draw a cross to show where the spider will begin to spin.



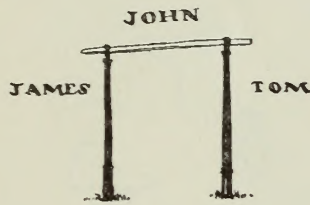
8. This is an old-fashioned engine. It does not look just like the ones we have now. See what a funny smokestack it has. Engines have very small ones now. Make a cross on the part of the engine that makes it look different from the engines we use now.



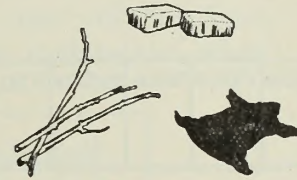
9. Look for an oak tree when you want to make a swing. The limbs are strong and there is shade all day long. Joe wants a swing in this tree. He thinks the big limb a fine place for it. Make a cross where Joe thinks the swing should be.



13. A long time ago people used weather cocks to tell about the weather. When the wind blew from the north and it was to be cold, the weather cock faced the north. Draw a line around the letter that shows the way the weather cock should face when a cold wind is blowing.



10. This pole is in Tom's back yard. John, James and Tom try to see which can chin it best. All three boys are the same size but James can chin it best. Maybe it is because he is stronger than John or Tom. Draw a line under the name of the boy who can chin the pole best.



14. The Eskimos live in a summer home much like an Indian tent. It is made of seal skins, and the poles are of whale bones. Sometimes the Eskimos find bits of wood. These, too, are used for poles in the tents. Draw a line under what the Eskimos sometimes use for tent poles.



11. Some things grow on trees and some things grow in the ground. Here is an apple, a walnut, a banana, and a beet. Apples, walnuts and bananas grow on trees, and beets grow in the ground. Draw a line under the ones that grow on a tree.



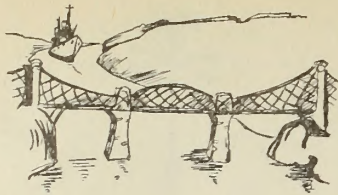
15. Tom thinks it will be a fine windy day for flying kites. He has not yet finished his kite. He needs the string with which to hold it. Put one end of it on the kite and the other in Tom's hand. Now he is ready to run in the wind.

**CONTAGIOUS
DISEASE**

12. Jane has scarlet fever. The health officer came and put this sign on the front door. He also placed a yellow flag close to the left side of the sign. This was to tell people that they were not to come into the house. Make a cross where the yellow flag was placed.



16. If an Eskimo child were to see a cup of whale oil, a dish of ice cream, and a plate of cookies, do you know which he would take? He would take the first because he eats that all the time. Draw a cross on what the little Eskimo would take.



17. The middle part of this bridge is a draw-bridge over a river. It is raised to let the ships go through and closed to let the trains go across. Make a cross on the part of the bridge that will be raised up when a ship gets near.



RUN HOP WALK SKIP

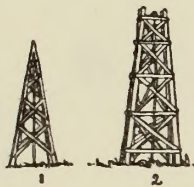
21. This baby is a year old to-day. She cannot run, hop or skip but she can walk around the room. She will walk over to her dolly if it is on the other side of the room. Draw a line under the word that tells what the baby can do.

SUN	MON	TUES	WED	THURS	FRI	SAT

18. James and Mary go to a funny school. Instead of Saturday or Monday being their holiday, they have Wednesday and Sunday. They have to go to school on Saturday. Draw lines around the days of the week that James and Mary do not go to school.

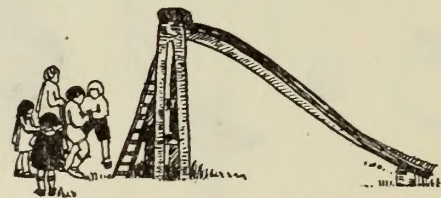


22. We sometimes think that our shoes and gloves are made of the same leather. But some of the best gloves are made from the skin of the young goat, while shoes are made from the hide of cattle. Draw a circle around the thing that is made from the goat's skin.



19. The two towers are being built for wells. The first is for a water well, the second for an oil well. When they are finished the water tower will have a wind wheel at the top. Draw a circle for this wheel at the top of the water tower.

1 2 3 4 5



23. The slide is great fun for these children. They like best of all to go down three at a time. Sometimes, however, they go down in fours or fives. Draw a line under the number that tells how these children like best to go down the slide.



20. Walnuts grow on big trees. Tom and Mary want to gather walnuts. Tom has just thrown a stick up to shake down some nuts. The cross shows where his stick hit. Draw another cross showing where Tom and Mary will look for the walnuts that fell.



24. This is an Indian blanket. It is very pretty and costs more than other blankets. It was made by the Indian squaw. Here are pictures of the Indian Chief, the squaw or Indian woman and the medicine man. Draw a line from the blanket to the one who made it.

Type D. Reading to Note Details

Grades 3-8

FORM 1

Write your name here.....

How old are you?..... When is your birthday?.....

School..... Grade..... Date.....

This is a reading test. You are to read a number of paragraphs. Below each paragraph are three questions which you must answer by drawing a line under the one word or phrase which gives the best answer. Let us try a sample before we begin the real test. First read the paragraph. Then underline one—and only one—of the four answers to each of the questions to show that you understand what the paragraph said.

Next morning she awoke and found herself in a beautiful room. The walls were covered with silken curtains. There were two mirrors made of pure silver. The bed was made of ivory. The coverings were made of silk and velvet. By her bed lay a dress and a pair of slippers. The dress was made of silk. The slippers were covered with diamonds.

Where did the girl find herself?

barn room garden store

What were the mirrors made of?

silver gold pearl silk

What were on the slippers?

rubies pearls opals diamonds

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the best of the four answers to each question, just as you did here. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of the test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Examiner. See that each child has a pencil. If colored pencils are used the tests are much easier to score. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions (above) aloud. Explain them with great care. Have the children try the test paragraph (above). Ask them which word they marked. Explain carefully why one answer is correct and the others wrong. Give special attention to those who marked the wrong answer. **See that all understand exactly what they are to do.** 5. Show the order in which the paragraphs are to be read on all three pages by holding up a copy of the tests. Tell them to read in this order. 6. This front page should be up when the signal "Begin" is given. 7. **Say "Stop" at the end of exactly eight minutes.** 8. Collect papers immediately. 9. Score according to directions given in the Manual of Directions.

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1. Lampy was a firefly. Here it was the Fourth of July and he did not even have a firecracker! Anyway he was going to stay out and enjoy the night air. He flashed in and out among the trees. Suddenly he heard some one say, "Oh, see those pretty fireflies! They are lovelier than any of the firecrackers I have seen to-day." Lampy was very happy.

Lampy was a—

beetle firecracker firefly ladybug

Some one thought Lampy was lovelier than a—

robin firecracker firefly tree

Lampy was very—

sad angry weary happy

2. Jean and Betty were playing store. They made a big soda fountain out in the yard. They used their mother's old jelly glasses for their soda glasses. They made all kinds of flavors. Mud made chocolate, rose petals made strawberry, and dandelions made pineapple. It was fun to mix them up with washing soda and watch the bubbles break.

What did Jean and Betty make in the yard?

tent soda fountain house jelly

What made their chocolate flavor?

mud dandelions rose petals glass

What made the bubbles?

soap washing soda blowpipe jelly

3. There are many hot pools in Yellowstone Park. They are a beautiful blue. Around the edges they are a lovely orange. This orange is made by the little shell animals that live there in the warm water. Often a hot pool is near a cold one. You could catch a fish in the cold pool. Then you could toss it over into the hot one to cook.

Around the edges of the pool the color is—
green orange pink blue

The orange color is made by—

fruit animals grass water

You could toss a fish into the hot pool to—
catch eat cook hatch

4. A mother dog had four little puppies. They had a nice bed in the yard. One day a big rain storm came and filled the yard with water. Soon the mother found that her babies were drowning and she could not save them. She hurried to her master and barked for him to follow her. When he saved the puppies, the mother dog was very happy.

What were the puppies doing during the rain storm?

sleeping eating drowning barking

What did the mother dog do when she found her master?

jump whine roll bark

What did the master do?

feed her follow her pat her coax her

5. If you watch an oak tree on a nice warm day in the South, you may see a tree toad. You must watch very carefully because its color is always the color of the tree. If the toad is on the trunk, its color is brown. If it moves up among the green leaves, its color is green. It can change its color at once to the color of whatever it is on.

What may you see on an oak tree?

wagon frog toad flower

How soon can a toad change its color?

at once in 10 minutes in an hour
in a day

What color is it when it is on the trunk?

green red brown yellow

6. A maiden stood in the door of the castle. She was cut out of stiff paper, and she wore a dress of the clearest gauze with dainty blue ribbons. She was stretching out both arms for she was a dancer. One of her legs was raised so high behind her that the tin soldier could see nothing of it. He supposed that she, like himself, had but one leg.

Where did the maiden stand?

castle hut barn cellar

What was the maiden?

cook singer dancer pianist

What was raised high behind her?

arms head soldier leg

7. One day a toad and a frog talked. Said the frog, "Why, certainly, I was once a tadpole, and every frog is a tadpole before he is full-grown. I had a tail, but when my legs began to grow my tail went away. Now I have no tail, but I have four strong legs. I am now a real frog. I use my legs when I swim and when I hop."

What was the frog once?
fish worm tadpole turtle

What went away?
legs tail head eyes

What does the frog use when he swims?
hop tail legs tadpole

10. In the mountains we find many pretty flowers. Among those that can be found in the early fall are the golden rod and purple aster. Think of the color they give to the sides of the hills. A story tells that these two flowers were once two little girls who wanted to make every one happy. So a fairy changed them into golden rod and asters.

When are golden rod and asters found?
spring summer fall winter

What does a story say these flowers were once upon a time?

stars girls sunbeams boys

How did they want to make every one feel?
gay excited young happy

8. The brook sang all summer. Jane said it sang about shining palaces more beautiful than man had ever made. One cold morning in winter Jane saw no brook. In its place was a smooth white path. She broke into the path but found no water. She looked under the thin roof of ice, and saw a beautiful palace full of shining stairs and sparkling walls.

Jane said the brook sang about shining—
stars stairs palaces paths

In the place of the brook there was a white—
field garden tree path

When Jane looked under the thin ice roof she found—
water paths walls fish

11. A boy woke up one morning, turned over, rubbed his eyes, and looked around him. His bed wasn't nice and soft, and he didn't have pretty warm covers over him. He didn't have any clothes on, either. He was lying on the hard ground, and what do you think he had for a blanket? A tiger's skin. This was thousands of years ago.

What kind of bed did the boy have?
nice white soft hard

What did he have for a cover?
blanket quilt skin sheet

How many years ago did the boy live?
ten thousands hundred twenty

9. When you go into the fields in the spring to hunt flowers, one of the first flowers you may find in bloom is the primrose. Its name means "first rose." You can find many, many primroses, and they make a large field look as yellow as gold. If you smell of them, you will like their odor, and they will make your nose yellow, too.

What is one of the first spring flowers?
daisy clover primrose aster

What kind of rose does primrose mean?
"pretty rose" "first rose"
"yellow rose" "little rose"

What do they make a large field look like?
silver fairyland fall gold

12. Did you know that the stars are shining all the time? We see them only at night. During the day the sun is so bright that the stars cannot be seen. Often at night the moon is so bright that there seem to be few stars. A very dark night is the best time to see the greatest number of stars. Watch for a dark night, and see if this is true.

What keeps the stars from shining because of its brightness?

lights clouds sun fires

When do the stars shine brightest?

morning noon afternoon night

What kind of night is best to see many stars?
stormy bright dark moonlight

13. People used to think that night air was bad for them. They thought it was full of sickness and they kept their windows shut at night. We know that night air is good and that we should keep our windows open. We should keep our windows open even in winter. If our bodies are warmly covered, no cold air we breathe can hurt us.

People thought that night air was full of—
health stars sickness airplanes

At night we should keep our windows—
closed shut broken open

Even on cold nights we should keep open
our—
mouths windows gates doors

14. There is no neater, gentler bug than a ladybug. It wears a bright red jacket. It never bites you as flies do, nor eats your woolen clothing as moths do. But to the tiny white insects on leaves the ladybug is a great red dragon with cruel jaws. It eats the tiny insects without mercy. Because it does this, it helps to save our bushes and trees.

The gentle bug told about wears a coat of
what color?

red green white gray

Which eats your woolen clothing?

fly ladybug moth ant

What does the ladybug eat without mercy?

clothing gray moths small toads
tiny insects

15. A little boy who lived long ago saw a strange creature in a cave. It was something like a lizard but longer than the tallest man the boy had ever seen. It had a row of yellow spines which stood up all the way down his back bone to the tip of his tail. But the strangest thing about this animal was that he had three eyes instead of two.

What did the strange creature look like?

snake lizard tiger man

What color were his spines?

green blue yellow red

How many eyes did he have?

two four three one

16. At first when man wanted to cross a deep stream, he had to swim across. It was not long before he found a better way. A log drifting in a stream gave him the hint. He could rest his body on it and by using his hands, he could move along fairly fast. So the log was the first boat and the human arm was the first oar.

Man first crossed the stream by—
riding rowing swimming driving

When resting on a log he moved along by
means of his—

feet hands oar stick

The first boat was a—

canoe motorboat raft log

17. Yellowstone Park has many queer sights. One of the most interesting sights is the "Paint Pots." These are a lot of bubbling holes. The holes are close together but are of different colors. Red, blue, and orange are the main colors. They are so hot that steam rises out of them. They look like paints that children have been playing with.

The bubbling holes look like—

steam engines children paint pots
painted houses

The holes are—

same color different colors no color
one color

Steam rises from them because they are so—
close together queer cold hot

18. A book written nearly three hundred years ago tells a story about a tree which grew in America. The story said that this tree cried when it was cut. It also said that a juice came from the cut which dried into a sweet sugar. Now we know that this crying tree was the sugar maple, and the sweet juice became maple sugar when it dried.

An old book tells a story about an
American—

flag tree book man

The story said if this tree was cut it would—

laugh cry sigh eat

The sweet juice from the tree became—

salt pepper sugar flour

Type A. Reading to Appreciate the General Significance

Grades 3-8

FORM 2

Write your name here.....

How old are you?.....When is your birthday?

School.....Grade.....Date.....

This is to be a reading test. You are to read a number of paragraphs. Below each paragraph are five words. One of the words tells how some one described in the paragraph felt—whether sad or happy, etc. You should draw a line under that one—and only one—word to show that you understand just how the person described in the paragraph did feel. Now let us try a sample before we begin the real test. Read the following paragraph and then draw a line under the word which you think tells best how the person felt.

Once upon a time a young fairy went down to the river to swim. She jumped in with a splash. She put out her hands and tried hard to swim. Something seemed to be dragging her down. Oh, it was her wings! She had forgotten to take them off. Fairy wings become heavy when they are wet. She cried for help as loudly as she could.

Draw a line under the word which tells how the fairy felt.

cross angry weary afraid joyful

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the word which tells best how the person felt, just as you did above. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of the test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Examiner. 1. See that each child has a pencil. 2. Distribute the papers. 3. Have the children fill in the blanks on this page. 4. Read the directions aloud. After the pupils have tried the test paragraph on this page tell them how you would do it. Explain the directions with great care and make clear the reason why one answer is best. In grades 3 and 4 repeat the directions and explanations. 5. Show the children the order of the paragraphs on all three pages by holding up a copy of the test. Ask them to read in this order. 6. This front page should be up when the signal "Begin" is given. 7. Say "Stop" at the end of exactly six minutes. 8. Collect papers immediately. 9. Score according to directions given in the folder of directions.

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1. The children waited on the dock. The big ship was coming up the river. Its flag was flying in the wind. Slowly it came nearer and nearer. Now the children could see the people on the decks. They tried hard to see if they could find their father. Suddenly they saw him on the deck. They waved their hands to him and he waved back.

Draw a line under the word that best tells how the children felt.

sad afraid angry joyful worried

2. It was hard for Baby Betty to be good all day. She had had her nap and a big noise had wakened her. Now it was supper-time and she was still crying a bit. Her dish of spinach was given to her, but she would not eat it. Her mother started to feed her with a spoon. Both fat little hands took hold of the spoon and threw it to the ground!

Draw a line under the word which best tells how Baby Betty felt after her nap.

excited joyful cross afraid happy

3. The little kitten was so cold! The wind blew around him and the snow fell on him. Suddenly the kitten heard a thud, thud along the street. A market boy was going by with a basket on his arm. He saw the cold little kitten. He picked him up and put him in his market basket. Soon the kitten was in a nice warm store. He purred loudly.

Draw a line under the word that best tells about how the little kitten felt in the store.

angry sad afraid happy cross

4. The little boy sat on a fence beside the meadow. He looked down at the cows, and then over at the river. How he wished he had some one to play with! He looked back at the house behind him. It was quiet as could be. Only grown-ups were there and most of them were asleep. He got down and walked slowly across the meadow.

Draw a line under the word which best tells how the little boy felt.

afraid gay worried weary lonesome

5. Tom and Betty had been walking a long way. It was hot, and they were tired. Suddenly they came to an old house. In the front yard were two trees that made a lovely cool shade. Betty saw an old woman in the doorway. She asked timidly, "Please, may we rest under your trees?" "No," replied the old woman. "If you do, I'll set my dog on you!"

Draw a line under the word that best tells what kind of old woman Betty saw.

playful joyful homesick cross happy

6. The Sunday School picnic was almost ready to start. The children eagerly packed the lunch boxes in one corner of the wagon. Then the children piled in. They were all laughing and talking at once. Nobody wanted to sit down. They were all hopping up and down. Soon things were ready. The driver clucked to his horses and away they went!

Draw a line under the word which best tells how the children felt.

afraid angry excited weary lonesome

7. The feathered folk in the henhouse seemed cross and fretful. It is no wonder they felt that way, for they had had nothing to eat or drink since early in the morning. The fine-looking white rooster, however, seemed as happy as usual. That is saying a great deal. A jollier old fellow than he never lived in a farmyard.

Draw a line under the word which best tells how the rooster felt.

hopeful sad joyful anxious afraid

8. Tom had a little puppy given him for his birthday. The puppy was very hungry so Tom made ready a meal for him. While the puppy was eating, a large dog suddenly ran up and carried off the dinner, pan and all. Tom ran after the dog as fast as he could. Soon he caught him and took away the dinner. Then Tom gave him a good whipping.

Draw a line under the word that best tells how Tom felt.

angry lonesome joyful homesick happy

9. Betty loved her canary very much. He always sang when she came near and would eat sugar from her lips. Now he was sitting on his perch with his head on one side. When Betty came near he did not even raise his head. She put sugar on her lips, but he would not go near it. Betty did not know what to do. If only she could help him!

Draw a line under the word which best tells how Betty felt.

angry joyful worried homesick happy

10. It was the day after the children had left the country. All summer long they had romped and played with Rex out in the green meadows. Rex loved to play with the children and would bark excitedly at all their fun. Now he was lying in front of the empty doorway, with his head on his paws, waiting for the children to play with him.

Draw a line under the word that best tells how Rex feels.

afraid lonesome playful happy excited

11. The children had had a little red and white goldfish. They had fed him every day with his little white crackers. They had changed the water in his bowl, too, and were careful to see that he had plenty of green things. Now he was dead. The children stood around the bowl and the youngest one was crying.

Draw a line under the word that best tells how the children felt.

excited homesick sad playful happy

12. The Third Grade was going to have a puppet show. Two boys had been getting it ready for a week. All during the morning the children whispered to each other. They could hardly wait for the time to come when they would see the wonderful puppet show. Now it was almost time for it and the children could not keep still.

Draw a line under the word that tells how the children felt.

afraid sad cross excited unhappy

13. Betty had gone shopping with mother for a whole morning. She had looked and looked at all the pretty things until her eyes ached. Then her feet began to drag behind her. She found that she could hardly lift them from the floor. She saw a nice soft chair over in one corner. Stumbling over to it, she sank down with a deep sigh.

Draw a line under the word which best tells how Betty felt.

afraid joyful weary naughty playful

14. It was the first warm day of spring. All the children were out on the lawn. They were laughing and running all over, trying to find signs of spring. Suddenly Betty found the first crocus. "Oh, the crocuses are up! The crocuses are up!" they all shouted and began to dance in little whirling circles all over the lawn.

Draw a line under the word which best tells how the children felt.

lonesome cross weary joyful afraid

15. Ruth stood in front of the big Sunday School Christmas tree. Everybody else was getting presents. They were showing them to their friends and laughing and talking. Suddenly she felt some one press something in her arms. Ruth looked down and there was a beautiful doll with gold curls. She hugged it tightly to her and smiled at everyone.

Draw a line under the word that best tells how Ruth felt after she got the doll.

afraid sad happy homesick worried

16. The little country boy had been brought to the city. He had been shown the high buildings. He had ridden in the subways and had seen bright electric signs at night. But after three days he began to grow weary of the sights of the city. He longed to go back to the country. "Oh, how I wish I could see a little running brook!" he sighed.

Draw a line under the word which best tells how the country boy felt.

angry afraid homesick happy playful

17. Jim could hardly believe his eyes. There was a little puppy before him, and his father said it was his very own. The puppy was jumping up and down, rolling his eyes at Jim. Jim could wait no longer. Away they ran! The little dog leaped on ahead toward the woods. Now and then he would run back and bite at Jim's heels in fun.

Draw a line under the word that best tells how the puppy felt.

afraid sad cross weary playful

21. Ben was a city boy who had never been to the country. He had lived all of his short life in city streets. One summer some friends took him to the country. He was shown the animals, the meadows, and the woods. He looked at them all in silence. Suddenly he looked up with tears in his eyes and asked, "But where are the streets to play in?"

Draw a line under the word which best tells how Ben felt.

excited homesick happy joyful weary

18. The whole house was hushed. The children had to go around on their tiptoes, for Baby Mary was very sick. They stood in one corner and watched a nurse with a big white cap go in and out of the sick-room. The children waited for the doctor to come out. "Oh, tell us," they asked, "is Baby Mary going to get well soon?"

Draw a line under the word which best tells how the children felt.

homesick worried angry naughty happy

22. Buddy went down the meadow to see Merry-Legs. Merry-Legs was a young pony. He was no bigger than a big dog. Buddy held out a lump of sugar. Merry-Legs came running up to Buddy. He jumped up and put his front hoofs on Buddy's shoulders and ate the sugar. Then he jumped down and rolled over and over in the grass.

Draw a line under the word which best tells how Merry-Legs felt.

angry playful sad afraid cross

19. Tom and Mary were going to sell lemonade to people who passed in automobiles. Mary rushed into the house to get the lemons and glasses from mother. Tom ran over to the pump to get some cold water. They both worked fast until all was ready. They could hardly wait for the first car to stop and buy their "Ice Cold Lemonade."

Draw a line under the word that best tells how Tom and Mary felt.

sad angry excited weary afraid

23. The children dug in the sand a while. Suddenly one of them said, "Oh, let's make a tunnel!" Down they went on their hands and knees and began to dig in the sand near the water's edge. Soon they had two holes which almost met. "Now for the last bit," they shouted. Soon the tunnel was made. They sat back and laughed with joy.

Draw a line under the word which best tells how the children felt.

sad afraid angry happy cross

20. Jack stood still. By a tree near him was the biggest bear he had ever seen. Suddenly the bear turned around. Two fuzzy little cubs were behind her. They were fighting and rolling around in the dirt. The big bear gave them each a hit with her paw. Jack did not see any more, for he turned and ran down the hill as fast as he could.

Draw a line under the word that best tells how Jack felt.

angry playful happy weary afraid

24. The old woman walked along the road toward her home. She had had a hard day out in the fields. The sun had been very hot and she had become tired. On her way home she had gathered wood for her fire. She carried it in a big bundle on top of her head. She walked along very slowly, feeling as if she could hardly take another step.

Draw a line under the word which best tells how the old woman felt.

joyful weary happy playful excited

Type B. Reading to Predict the Outcome of Given Events

Grades 3-8

FORM 2

Write your name here.....

How old are you?..... When is your birthday?

School..... Grade..... Date.....

This is to be a reading test. You are to read a number of paragraphs. Below each paragraph are four sentences. Each sentence tells what is most likely to follow after the happenings that are described in the paragraph. You should draw a line under one—and only one—of these sentences to show that you can tell what will probably happen next. Now, let us try a sample before we begin the real test. Read this paragraph and then draw a line under the one sentence which you think tells what will happen next.

The grocery man had a black cat. He loved his cat very much. One day a lady brought a big bulldog into the store. The grocer's cat raised his back and said "Meow! Psst!" to the bulldog. Of course, the dog did not like that, so he growled loudly. Before the grocery man or the lady knew what was happening, the bulldog had sprung upon the cat.

They let the fight go on

The cat slept on

The lady took her bird away

The grocery man saved his cat

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the sentence which tells best what is coming next, just as you did above. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of this test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Examiner. 1. See that each child has a pencil. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions aloud. After the pupils have tried the test paragraph on this page tell them how you would do it. Explain the directions with great care, stressing the fact that they are to mark the line which tells what is most likely to happen next. Give reasons why the line you marked in the sample tells what is most likely to happen next. In grades 3 and 4 repeat all directions and explanations. 5. Show the children the order of the paragraphs on all three pages by holding up a copy of the test. Ask them to read in this order. 6. This front page should be up when the signal "Begin" is given. 7. Say "Stop" at the end of exactly eight minutes. 8. Collect papers immediately. 9. Score according to directions given in the folder of directions.

BUREAU OF PUBLICATIONS

Teachers College, Columbia University

NEW YORK CITY

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1. Two little girls wanted to play that they were at sea. They put a table upside down and tied white towels from leg to leg. They put a flag on one leg and a small lantern on another. Pillows were their life savers, a small shovel on a cord their anchor. The two little sailors grew hungry. Their mother called, "Ship ahoy! Cherry Pie Port over here!"

The girls stayed in the table ship all day
The girls went to sleep in their ship
The table was next made into a playhouse
The girls jumped out and ran to lunch

2. Once a boy found three tiny wild rabbits. He took them home and built a nice large cage for them. Every day he fed them lettuce and apples. But they never became tame. When they saw him coming they would run about the cage and hit their heads on its sides. The boy was sorry for them, for they belonged in the woods.

He made a smaller and stronger cage
He gave them dry grass instead of lettuce
He took them to the woods and let them go
He took them to the woods and shot them

3. Johnny and Polly brought the picnic basket across the sand. The waves were calmly splashing against the shore. Away out on the ocean they could see the smoke from a few steamships. "Oh Johnny," said Polly, "let's go swimming after lunch." "All right," said Johnny, as he took out the sandwiches and piled them high on some white napkins.

They danced in the moonlight
They ate their lunch
They went home
They dried themselves in the sun

4. Tom wanted to plant a bed of onions. He bought the little onion sets at a store. He planted them just under the top of the soil. Two days later he proudly took his father to see the onion bed. But how queer the bed looked! All the onions stood up on their white roots as boys stand on stilts. Tom laughed and planted them deeper.

Tom never looked at the onion bed again
The onions were boiled and eaten for dinner
Tom's garden was full of beautiful flowers
The onions grew as they should

5. A small girl used to look at a green bottle in a store window. It was a slim misty green bottle with bright stars upon it. Every day the girl looked at it. On hot days she thought how cool it would be to the touch. One day as she was looking at it a kind lady asked her if she wanted it. The little girl said she wanted it very much.

The little girl ran away from the lady
The lady bought the green bottle for her
The lady said, "Well, you can't have it"
The lady gave the little girl a beautiful doll

6. A little girl wanted a toy city but she had no little houses. On a flat sunny lot she built a tin can city. The lids of the cans she bent to look like porch roofs. The cans she put on their sides in rows like houses on streets. Every day she added streets to Tin Can City. But one day a man came to clean up the vacant lot.

The man put new windows in all the houses
He sat on the porches of the houses
He bought several cans of beans
The man took all the cans away

7. Jenny had no dolls. But there were tall pink and red hollyhocks in the garden. She made twenty lovely dolls. She used the opened flowers for dresses, and the tight buds for heads. She put sweet pea bonnets on her flower dolls. Jenny grew tired and went to a shady place to sleep. She left the poor hollyhock ladies in the hot sunshine.

The flower dolls kept fresh in the shade
The hollyhock ladies went to the store
The flower dolls wilted in the sunshine
She found the white hollyhock ladies asleep

8. Little Pat's father took him to the zoo. They went to see the great tiger in its cage. It had a black and yellow coat, huge feet, and pale green eyes. Pat was afraid of it but he would not leave. All afternoon he watched the tiger walking back and forth in the cage. He talked about it all the way home. He talked about the tiger during dinner.

Pat dreamed about Santa Claus all night
All night he dreamed about the tiger
The tiger ran out of the woods at him
Pat took the little tiger to bed with him

9. It was the evening of the Fourth of July. The children on the big farm were excited for they had lanterns to hang up. - Their uncle had brought them a dozen lovely paper lanterns of all colors. The children lit them and hung them under the trees. They ran from tree to tree all evening to see that nothing hurt the pretty lanterns. Suddenly drops of rain began to fall.

The uncle brought new lanterns next year
The children took down the lanterns
They were pleased to see the rain
They made paper lanterns for their dolls

10. A man was crossing a desert in a car. He saw hundreds of Indians in a big circle and heard them singing. He went to see what was inside the circle. He saw painted Indians dancing with empty bowls in their hands. They were praying for rain. A big Indian said to the man, "You go away quick!" The Indian looked very angry.

The Indian crossed the desert
The Indians got into canoes and went away
The man took a drink of rain water
The man got into his car and left

11. A dog named Nettie had five beautiful pups which grew into big dogs. When winter came these five slept in the barn in the straw. But Nettie always slept beside the house even when it snowed. She loved the people in the house more than a warm bed. The people had to move from the farm to a town. They decided to take only the best dog.

They mended and painted the barn
The five beautiful pups were put in the car
They took Nettie, the best dog, with them
They dug wide paths in the snow

12. Jane looked at the big red rooster. What a fine horse he would be for her doll! She ran after the rooster and caught him. Then she tied her pretty little doll to his red back. The rooster was so frightened he acted as though he had gone mad. He rushed out of the yard and into the rocks and bushes. The doll was knocked off.

Jane put the chocolate rooster in her pocket
The little doll was broken
The rooster hopped off the roost
The doll sat in the store window

13. An American boy was in Mexico with his father. He saw Mexican men playing games with large seeds that moved. His father told him they were "jumping beans" that grew on bushes. The boy wanted some. One day he saw many little things moving about under a bush. They were jumping beans. Dozens of them rolled about at his feet.

He thought how good ice cream would taste
He filled his pockets with the beans
He told stories to the Mexican children
He bought one of the large Mexican hats

14. In some places there are wild horses. Once when one of them was caught his legs were hurt. He let himself be led into a field. For many days he stayed in one place. People said he was stupid. But one day he walked about the field and found that his legs were well. Then he jumped wildly. He made a great leap over the fence.

He ate the sugar that was given to him
He stood waiting for a saddle
He ran away so fast he could not be caught
He ate all the grass in the field

15. Once two small girls wanted to run away. They put their toys in a pink laundry bag and went out of the house. They climbed a mountain until they found a little cave. Here they made a playhouse with their toys. There were dishes for the table but they were all empty. The girls became very hungry. They put their toys in the pink bag again.

They went home
They bought new toys
They played house
They ate cherry pie

16. A snail who lived alone grew weary of his house and left it. He set out to explore the world. A robin spied him and thought he was a worm. The snail knew he was in danger so he cried, "I have a large family at home. Come with me and you shall eat us all." The robin was a greedy bird and went with the snail to his house.

The snail brought his family out to the robin
The snail asked the robin to stay in his house
The robin was sorry he had eaten the snail
The snail ran into his house and was safe

17. Pedro was a Mexican boy who lived in a mud house. The mud house had a bright blue door. The door was Pedro's one pride. There was nothing else in his home to be proud of, for his parents were very poor. One windy night he dreamed that robbers tore the blue door off its hinges and took it away. Pedro woke up crying.

He made a new door for the mud house
He ran to see if the blue door was safe
He hit the robber with a silver dish
He helped his parents build a beautiful home

18. A lark, tired of his dull feathers, wished to look like a parrot. He colored his feathers with berry juice until he was as bright as a parrot. People seeing him thought he was a parrot and wanted to cage him. All day and night they tried to catch him. The poor lark had no rest until he thought of flying into a pool. He washed off the colors.

They put the red and green lark in a cage
The lark and the parrot were drowned
The people saw he was only a lark
They sold the parrot to a circus

19. A mouse wished he had a bushy tail like a squirrel. A gray hen, feeling sorry for him, gave him some feathers. The mouse glued these on his bare tail and went away happy. He sat in a tree and curled his tail over his back. A man with a gun came by. He cried out, "One more squirrel skin and my wife will have enough for her coat!"

The mouse pulled the feathers off his tail
The mouse was glad he looked like a squirrel
The frightened hen flew down from the tree
The mouse waved his tail like a squirrel

20. A little girl built a small house of stones and mud. She made the roof of sticks covered with round pebbles. For a carpet she used dry moss. Then she went away for the summer. When she came back she saw a nest inside the house. What had lived in her house? She hid behind a tree and waited. A big striped chipmunk ran up to the door.

The little girl opened the chipmunk's cage
The chipmunk went into the house
The squirrel ran to the top branch
She knew that a robin had lived in her house

21. Betty took her pail and shovel and ran down to where the waves washed in. The water kept coming closer and closer. She dug awhile in the sand. Soon a playmate joined her. She jumped up and shook the sand off. "You dig a hole there," said she to her new playmate, "and I'll dig one here. Then we'll see what happens." They dug the holes.

They painted their new doll house
The waves filled the holes with water
They picked the flowers they had planted
They tried on their new dresses

22. A fairy took off her rose-petal dress and went swimming. A caterpillar came by, saw the dress and ate it up. Then he took off his coat and went to sleep. Out of the pool came the fairy. No dress could she find. She stole the caterpillar's furry coat and put it on. The caterpillar woke up shivering. In anger he dug himself a hole.

The caterpillar put on his coat
The fairy put on the rose-petal dress
The caterpillar crawled into the warm hole
The caterpillar buttoned up his coat

23. Don had built a bridge across the brook. It was made of twigs and long straws. Of course it was so weak that even a hoptoad could have broken it down. Fizz, the kitten, wanted to cross the brook but she hated to wet her feet. She stepped on the bridge. Down went Fizz, twigs, and straws. Don was close by when Fizz took her foolish step.

Fizz curled up on her pillow and slept
Don built another bridge of the same straws
Fizz pulled the straws out of her fur
Don pulled frightened Fizz out of the brook

24. Sniffy, the cat, had had a home. When the people moved away he was left homeless. He slunk about the streets eating what he could find or nothing. He grew both thin and dirty. One day a boy, whose pet cat had just died, saw Sniffy. The boy was lonely. He wanted to make some poor cat happy. The boy saw that Sniffy was unhappy.

The boy threw sticks at Sniffy
The boy took Sniffy home with him
Sniffy died of hunger in a few days
Sniffy was a poor street cat all his life

GATES SILENT READING TEST

Type C. Reading to Understand Precise Directions

Grades 3-8

FORM 2

Write your name here

How old are you?.....When is your birthday?.....

School.....Grade.....Date.....

This is to be a reading test. You are to read a number of paragraphs. Each paragraph tells you to make some sort of mark with your pencil to show that you have understood the paragraph. Do exactly what the paragraph tells you to do. Make the marks quickly—do not waste any time trying to make pretty drawings. The purpose of the test is to see how many of the paragraphs you can read in a short time. Don't waste any time. Don't look at anyone else's paper. Remember, you must do exactly what the paragraph tells you to do. Don't make any marks other than those the paragraph tells you to make. Wait until you are told to "Begin," then turn the page and work as quickly and accurately as you can until you are told to "Stop!"

**Do Not Turn the Page Until You
Are Told to Begin**

To the examiner. 1. See that each child has a pencil. If colored pencils are used the tests will be much easier to score. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions aloud. Hold up one of the inner pages to show the test paragraphs. Tell the children they are to read, in order, as many paragraphs as they can in eight minutes. (Demonstrate the order on all three pages.) 5. This page should be face up when the signal "Begin" is given. The pupils then turn the page and begin. 6 Say "Stop" at exactly the end of eight minutes. Be very careful to allow exactly eight minutes' time. 7. Collect the papers immediately. 8. See Manual of Directions for methods of scoring and norms.

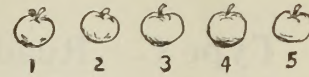
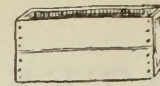
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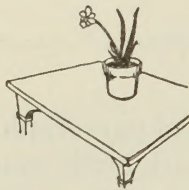
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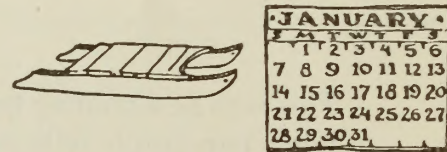
1. Ruth has three dolls. One is a negro doll, one is a baby doll, and one is the doll her mother had when she was a little girl. Ruth loves the old-time doll best of all because it was her mother's. Draw a line under the doll that Ruth loves best.



5. A box of apples has been sent to Jack. These five apples have just been taken from the box. The second apple is bruised so badly that it cannot be eaten. Draw a line through it to show that it is no good, so that no one will want to eat it.



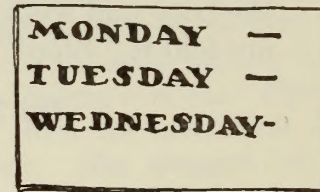
2. Mary gave her mother a pretty flower for her birthday. Here it is on the table. The flower has been in bloom several days. The petals are ready to fall. They will fall on the table just below the bloom. Draw a circle where the petals will fall.



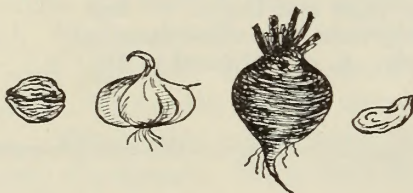
6. It is now January 20. About a week ago William's father gave him a sled for his birthday. His birthday came on January 12. Draw a line around the day on the calendar which was his birthday so we will know when the sled was given to him.



3. It is now half past twelve. Rose must take her music lesson at three. Draw a line around the number that will tell Rose when it is time for her to go to her music lesson. When this is done she will know when it is time for her to leave.



7. William wants to keep his score in Arithmetic for Monday, Tuesday and Wednesday. The first day he worked eight examples, the second day nine, and Wednesday ten. Put the score by the day on which he did best, so William will know how well he has done.



4. Some things grow in the ground and some things grow on trees. Here is a walnut, an onion, a beet, and a peanut. The onion, the beet, the peanut, grow in the ground and the walnut grows on a tree. Draw lines under the ones that grow in the ground.

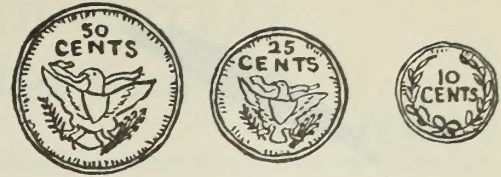


8. Many trappers live in the cold north. They hunt wild animals for their fur. A trapper lives in this tiny hut and these are his dogs. They made a long trail as they came through the snow from the hut. Draw a line showing the trail the trapper's dogs made.



1 2 3

9. Here are three kinds of stamps. The first was once used on post cards. The second is for letters. The third kind is for letters that are to be sent very quickly. Draw a line under the stamp you would use on a letter that does not have to go quickly.



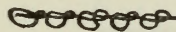
13. Walter had these three pieces of money. He wanted to buy a valentine for the school valentine box. He found valentines for fifty cents, ten cents, and twenty-five cents, but no one was to pay more than ten cents. Draw a line under what Walter paid for the valentine.



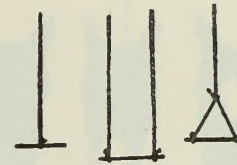
10. Here are five little kittens in a row. Two of them are pure white. The third one has black ears and a black tail. The next one has black ears only. The last one has a black tail only. Make a cross on a kitten that does not have black ears.

- MARCH -						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14. There is going to be a clean-up day in the town where Dave lives. It is to be a holiday and every child will help make the town clean and pretty. Monday, the tenth of March, will be the day. Draw a cross on the day that will be a holiday.

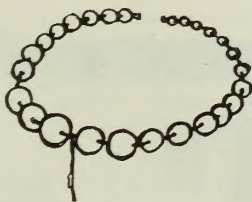


11. Sewing machines can sew with one thread or two threads. If a machine uses two threads as in the upper picture, we call it lock stitch. If it uses one thread as in the lower picture, we call it chain stitch. Place the number 2 by the stitches made with two threads.



1 2 3

15. Here are three kinds of swings you can make with rope. Dave likes the first one because he says it is like the one he saw at the circus. He thinks he can go highest on it, too. Most children like the second. Make a cross under the one Dave likes best.



12. Ruth is stringing beads for a necklace. All the beads are different colors. She has not yet finished the necklace. She wants to put a large red bead on the end of the string that is hanging down. Draw the bead for Ruth where it should be.



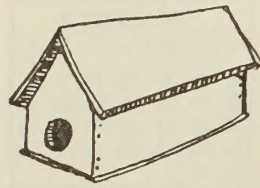
16. The little Eskimo child does many things different from things you do. He lives in a house made of snow, and wears mostly fur clothes. He sleeps in fur bags while you sleep in nice beds. Both keep children warm. Draw a line under what the Eskimo child sleeps in.



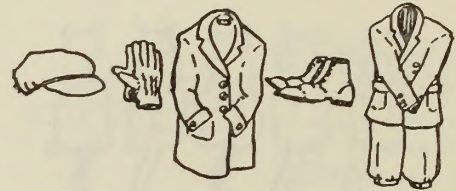
17. This is a large feather from a bird. It is very pretty and Mary's mother wants to use it as a pen. A pen point will have to be placed on the left end. Make a cross where it should be placed so Mary's mother can have it put on.



21. This little girl is going to see a friend. She has to cross this stream of water. It is not very wide but she needs something to step on as she crosses. One stone would be enough. Place a circle where it should be placed. Now she can go to see her friend.



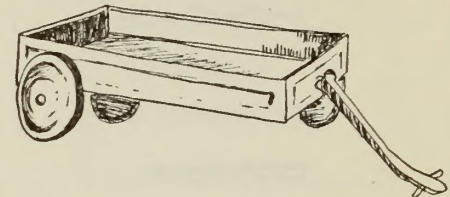
18. William has made a bird house so that some bird will build its nest in it. He wants to place some food in front of the round opening so that the birds will come. Will you make a cross there so that this bird will come to the house now?



22. It was getting very cold. Ben needed some warm clothes. His father wrote down the names of the ones above. His mother said that he did not need suit or gloves because he had those. Draw lines under the clothes that Ben needed and that his father went to buy.



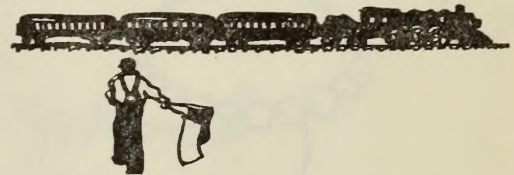
19. John loves his pet pony. He rides it everywhere. He says he likes his pony because it has a white nose. The pony likes John, too, and likes to take him on his back. Draw a cross over the picture of John's pony, so he can find him quickly.



23. This is a coaster cart. The children place the cart at the top of a hill and coast down. But it cannot be used now until the wheel is placed back on it. Make a cross where it belongs. When the wheel is put on again the children will coast down the hill.



20. James's uncle gave him a dozen beautiful marbles. James played with them for a few hours. Then he thought of his friend Tom who was sick. He took him four of the marbles and Tom was very happy. Draw a line around the number of marbles James gave Tom.



24. Here is a train ready to start. The engineer wants to be sure his train has the right signals, a red flag on the front and a green flag on the back. Make a big cross where the red flag should be and a small cross where the green flag should be.

GATES SILENT READING TEST

Type D. Reading to Note Details

Grades 3-8

FORM 2

Write your name here.....

How old are you?.....When is your birthday?

School.....Grade.....Date.....

This is a reading test. You are to read a number of paragraphs. Below each paragraph are three questions which you must answer by drawing a line under the one word or phrase which gives the best answer. Let us try a sample before we begin the real test. First read the paragraph. Then underline one—and only one—of the four answers to each of the questions to show that you understand what the paragraph said.

Next morning she awoke and found herself in a beautiful room. The walls were covered with silken curtains. There were two mirrors made of pure silver. The bed was made of ivory. The coverings were made of silk and velvet. By her bed lay a dress and a pair of slippers. The dress was made of silk. The slippers were covered with diamonds.

Where did the girl find herself?

barn room garden store

What were the mirrors made of?

silver gold pearl silk

What were on the slippers?

rubies pearls opals diamonds

On the following pages are more paragraphs just like this one. When the signal "Begin" is given you should turn the page, read the first paragraph and underline the best of the four answers to each question, just as you did here. When you finish the first go on with the second and so on until the signal "Stop" is given. The purpose of the test is to see how many paragraphs you can read and mark correctly in a short time. Don't waste any time. Don't look at anyone's paper.

Do Not Turn the Page Until You Are Told to Begin

To the Examiner. See that each child has a pencil. If colored pencils are used the tests are much easier to score. 2. Distribute the papers. 3. Have children fill in the blanks on this page. 4. Read the directions (above) aloud. Explain them with great care. Have the children try the test paragraph (above). Ask them which word they marked. Explain carefully why one answer is correct and the others wrong. Give special attention to those who marked the wrong answer. **See that all understand exactly what they are to do.** 5. Show the order in which the paragraphs are to be read on all three pages by holding up a copy of the tests. Tell them to read in this order. 6. This front page should be up when the signal "Begin" is given. 7. Say "Stop" at the end of exactly eight minutes. 8. Collect papers immediately. 9. Score according to directions given in the Manual of Directions.

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Teachers College, Columbia University
NEW YORK CITY

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1. Did you ever play garden shop? A low bench can be your store. If you are in a garden you can find all kinds of things to sell. Stones will make good potatoes and the heads of daisies will look like fried eggs. Coffee can be sold by using brown seeds. Yellow poppies can be sold for butter or cheese. You can have a lot of fun with a garden shop.

What could you use for your garden store?
house roof bench horse

What would look like fried eggs?
stones daisies seeds violets

What could yellow poppies be used for?
coffee potatoes roses butter

2. Do you ever want to go to places that you see on the map? One little girl I know used to have a make-believe family. She would make believe that she was traveling with her family through different countries on the map. One day she would be traveling in China and the next day she might be in England. It was great fun for her.

One little girl had a make-believe—
toy arm family house

One day she would be traveling in—
China star sky earth

It was great—
sorrow fun trouble worry

3. The Chinese know how to make dainty and pleasing toys. Some of the smallest things they make are water flowers. You buy these in tiny boxes. They are like buttons of thin wood. When you put them in water, gay flowers spread out from their sides. These flowers are made of wood which swells when it is wet and the little flowers unfold.

You buy Chinese water flowers in tiny—
boxes gardens lakes bushes

These toy flowers are made of a—
metal wood cloth stone

These flowers unfold in—
dust heat water smoke

4. Some people think snowflakes look like white bees. Others say they are like white feathers. There are people who call snowflakes bits of cotton. Did you ever look closely at a snowflake that has just fallen on your sleeve? If you did you know that it is really like a pile of many bits of lace. Each bit of snow lace is perfect.

Some people think snowflakes look like—
frogs bees worms mice

Some people think snowflakes look like—
bird feet brushes brooms feathers

A snowflake is really like a pile of bits of—
ribbon lace string cord

5. There is no prettier pet than the baby guinea pig. He is much prettier and softer than other animals. Baby rabbits are born without fur and have their eyes closed, but the baby guinea pig has fur and teeth and looks like a soft, tiny bear. He is so tiny that he can be hidden under a cup. A guinea pig does not scratch as a kitten does.

Baby rabbits are born without—
ears eyes fur legs

A baby guinea pig looks like a tiny—
ant bear rabbit owl

A guinea pig does not—
run eat scratch sleep

6. Tilly Turtle was very unhappy. She did not like her watery home. She climbed up out of the water and sat upon a log hour after hour. There she could watch the gay butterflies that flew over her head. She watched the butterflies all day and tried to forget about her dull green house in the pond. But at night she had to go back to it.

How did Tilly Turtle feel?
gay unhappy afraid jolly

What did she watch?
frogs horseflies butterflies birds

Where did she have to go?
home log tree ground

7. You know how dandelion seeds travel. They are feathery umbrellas which the least breeze can carry. But other seeds travel in other ways. Some seeds have horns and hooks that catch in fur and clothing. Poppy seeds grow ripe in a pod shaped like a pepper shaker. When the wind sways this shaker, the poppy seeds fall out through tiny holes.

Dandelion seeds travel on a breeze like little—

hooks dishes stockings umbrellas

Some seeds catch in fur because they have—
pods hooks plants umbrellas

Poppy seeds grow ripe in pods that are like—
horns cars pepper shakers coffee-pots

8. When you think of fish you likely think of goldfish or such fish as those you eat. But there are fish that are as clear and soft as jelly. There are small white fish that are moon-shaped and almost as thin as paper. There are fish that look like dark snakes. Some fish have bright colors like parrots and some even have mouths like a parrot's.

There are fish that are as clear and soft as—
glass wood cotton jelly

There are fish that look like—
poles snakes mice sticks

Some fish, like parrots, have bright—
claws colors feathers wings

9. We used to think that a map was such a funny thing. A map of a city did not look at all like the city to us. But now we have the airplane and the moving picture machine. We can get a map of a city that looks just exactly like the city. We can see all the streets and houses and parks right on the map before us.

What did we use to think was a funny thing?

water map city house

What helps us now to get a good map?
sky chair airplane stars

What else helps us to get a good map?
moving pictures streets' parks cars

10. Nogasak was a little Eskimo girl. She lived with her parents in a village near the North Pole. It was a queer-looking place. The houses were rounded mounds of snow about as tall as a man. They were close together. Each family built its house where it pleased. There were no streets, as there was no need for them in so small a village.

Where did the little Eskimo girl live?

in tropics near North Pole in Europe
near South Pole

What was her house made of?

straw brick snow grass

What was queer about the village?

no snow no houses no streets no people

11. The nightingale is a bird that is called the sweetest singer of all. In America you can see one only in a zoo. Its cage may be next to that of a red and green parrot that squawks and acts like a clown. The nightingale itself is a small brown bird with a thin beak. It looks dull beside a parrot. It will not sing in its zoo cage.

What bird is called the sweetest singer?

clown-bird parrot robin nightingale

What color is a nightingale?

red green brown white

Where are nightingales in America?

woods zoo street desert

12. Have you ever walked in cool damp woods where mushrooms grow? Many mushrooms are as beautiful as any flowers. There are bright yellow ones that have small white frills on them. There are pink ones that are like huge rose petals. There are smoky ones like small lamp shades. Some mushrooms look like towers with red roofs.

Some bright yellow mushrooms have—

frills ribbons bows shoes

Some pink mushrooms are like rose—

beetles petals roots thorns

There are mushrooms that look like towers with roofs of—

blue green red yellow

13. Have you ever seen the little round balls on the oak trees? They are green in the summer. They are the nests of the little gallflies. When the little gallfly comes out his nest turns brown and falls off the tree. Children love to run and step on these little "puffballs" because they often break with a loud popping noise like a firecracker.

The round balls on the oak trees are the homes of—

caterpillars gallflies birds frogs

The gallfly's nest turns—

red green brown white

When they break they sound like a—

lion firecracker automobile bell

14. Ages and ages ago men began to live on this earth. They were savages who lived in a warm climate where they needed no clothing. They did not know how to cook food for themselves. They got their food as the animals did from the trees and bushes around them. Not until they learned to use fire could they cook meat or move to a cool climate.

What did the first people not need?

food water sleep clothing

Where did the first people get their food?

frying pan trees ice box stores

What did they need to learn how to use before they could cook?

electricity clothes fire dishes

15. There are many ways one can make a fire. Man found out these ways long before matches were made. One way is to rub two pieces of dry wood together until they become very warm. This will make enough heat to set fire to dry grass. Another way is to hit two pieces of rock together until sparks fly off and set the dry grass on fire.

What did man rub together to get enough heat to set grass afire?

clay coal grass wood

What did he hit together to make sparks?

rock wire matches grass

What kind of grass was used to start the fire?

moist green dry fresh

16. One way that people learned what happened a long time before they were born was through story-telling. The fathers and mothers of long ago told their children stories. Then these children would tell the stories to their children when they grew up. That is the way stories of people and places were learned before there was reading or writing.

How did people of long ago learn what happened before they were born?

telegraph radio stories reading

Who told stories to the children long ago?

children radio Santa Claus mothers

How was history learned long ago?

stories writing moving pictures books

17. People found out that the fingers on one hand would help them to count. They made number names as far as five. Then they would say, "five and one," and "five and two," and "five and three," and "five and four." But when they got above ten they just had to say "a great many." This was at the time when people were using stone tools.

What did people use in counting?

watch machine cards fingers

When did they just say "a great many"?

above two above five above seven
above ten

What were people using at this time?

aeroplanes machines stone tools
steel tools

18. The lion is called the king of beasts. He is very strong. A blow from his paw is like a blow from a big hammer. The other animals are afraid of him. He likes to put his mouth to the ground and roar because this awful sound makes the other animals so afraid that they rush away. Then he may run after them and catch them.

The lion is very—

tall weak strong slow

The lion likes to—

laugh cry sing roar

When the lion roars the other animals are—

happy afraid joyful gay

WOODY-McCALL MIXED FUNDAMENTALS: FORM II

Name..... Age..... Grade..... Building..... City.....

Get the right answer to as many examples as you can in 20 minutes. Do all work on the front or back of this sheet.

(1) Add 2 4 <u>3</u>	(2) $3 \times 7 =$	(3) $9 \overline{) 27}$	(4) Subtract 8 <u>5</u>	(5) $4 \times 8 =$	(6) Subtract 11 <u>7</u>	(7) Add 72 <u>26</u>	(8) Add 21 33 <u>35</u>	(9) Subtract 78 <u>37</u>
----------------------------------	-----------------------	----------------------------	----------------------------------	-----------------------	-----------------------------------	-------------------------------	-------------------------------------	------------------------------------

(10) Multiply 50 <u>3</u>	(11) $9 \overline{) 0}$	(12) $25 + 42 =$	(13) Subtract 50 <u>25</u>	(14) $8 \overline{) 5856}$	(15) Multiply 1036 <u>8</u>	(16) Subtract 567482 <u>106493</u>	(17) Add \$.75 1.25 <u>.49</u>
------------------------------------	----------------------------	---------------------	-------------------------------------	-------------------------------	--------------------------------------	---	---

(18) Multiply 8754 <u>8</u>	(19) $50 \div 7 =$	(20) Add \$8.00 5.75 2.33 4.16 .94 <u>6.32</u>	(21) Multiply 24 <u>234</u>	(22) $23 \overline{) 469}$	(23) Subtract $8\frac{7}{8}$ <u>$5\frac{3}{4}$</u>	(24) $\frac{1}{3} + \frac{1}{3} =$	(25) Multiply 16 <u>$2\frac{5}{8}$</u>
--------------------------------------	-----------------------	---	--------------------------------------	-------------------------------	--	---------------------------------------	--

(26) $.003 \overline{) .0936}$	(27) Add $2\frac{1}{2}$ $6\frac{3}{8}$ <u>$3\frac{3}{4}$</u>	(28) Multiply 6.25 <u>3.2</u>	(29) $62.50 \div 1\frac{1}{4} =$	(30) $3\frac{7}{8} - 1\frac{5}{8} =$
-----------------------------------	---	--	-------------------------------------	---

(31) $2\frac{1}{2} \times 3\frac{1}{2} =$	(32) Subtract 5 yd. 1 ft. 4 in. <u>2 yd. 2 ft. 8 in.</u>	(33) Add 2 yr. 5 mo. 3 yr. 6 mo. 4 yr. 9 mo. 5 yr. 2 mo. <u>6 yr. 7 mo.</u>	(34) $2\frac{1}{4} \times 4\frac{1}{2} \times 1\frac{1}{2} =$
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WOODY-BEALL MIXED FRAGMENTALS: FORM H

Let the right answer to as many examples as you can in 30 minutes. Do all work on the back of this sheet.

(1) $3 \times 7 =$

(2) $4 \times 8 =$

(3) $5 \times 9 =$

(4) $6 \times 10 =$

(5) $7 \times 11 =$

(6) $8 \times 12 =$

(7) $9 \times 13 =$

(8) $10 \times 14 =$

(9) $11 \times 15 =$

(10) $12 \times 16 =$

(11) $20 + 12 =$

(12) $30 + 15 =$

(13) $40 + 18 =$

(14) $50 + 21 =$

(15) $60 + 24 =$

(16) $70 + 27 =$

(17) $80 + 30 =$

(18) $90 + 33 =$

(19) $100 + 36 =$

(20) $110 + 39 =$

(21) $8754 \div 8 =$

(22) $9800 \div 8 =$

(23) $575 \div 5 =$

(24) $34 \div 2 =$

(25) $287 \div 7 =$

(26) $87 \div 3 =$

(27) $1088 \div 8 =$

(28) $106493 \div 10 =$

(29) $1038 \div 8 =$

(30) $1088 \div 8 =$

(31) $1038 \div 8 =$

(32) $1038 \div 8 =$

(33) 1001.008

(34) 632

(35) 324

(36) 632

(37) 632

(38) 632

(39) 632

(40) 632

(41) $2 \text{ yr. } 6 \text{ mo.}$

(42) $3 \text{ yr. } 8 \text{ mo.}$

(43) $4 \text{ yr. } 9 \text{ mo.}$

(44) $5 \text{ yr. } 3 \text{ mo.}$

(45) $6 \text{ yr. } 7 \text{ mo.}$

(46) $7 \text{ yr. } 1 \text{ mo.}$

(47) $8 \text{ yr. } 5 \text{ mo.}$

(48) $9 \text{ yr. } 9 \text{ mo.}$

(49) $10 \text{ yr. } 3 \text{ mo.}$

(50) $11 \text{ yr. } 7 \text{ mo.}$

Stanford Achievement Test

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

ADVANCED EXAMINATION: FORM A

FOR GRADES 4-8

Name.....Grade.....Boy or girl.....
 Age.....When is your next birthday?.....How old will you be then?.....
 Name of school.....Date.....

TEST	SCORE	SUBJECT SCORES	AGE EQUIVALENTS (SUBJECT AGES)
1. Reading: Paragraph Meaning			
2. Reading: Sentence Meaning			
3. Reading: Word Meaning			
TOTAL READING SCORE			
4. Arithmetic: Computation			
5. Arithmetic: Reasoning			
TOTAL ARITHMETIC SCORE			
6. Nature Study and Science			
7. History and Literature			
8. Language Usage			
9. Dictation Exercise			
Composite Score (Sum of Subject Scores ÷ 10)			
Educational Age			

NOTE. This page may be torn off and filed as a record.

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PRINTED IN U.S.A.

[1]

To the Examiner: Do not administer this test without first reading carefully the Manual of Directions. The Manual must be ordered extra.

EDUCATIONAL PROFILE CHART: ADVANCED EXAMINATION

Test 1, Parag. Mean.	Test 2, Sent. Mean.	Test 3, Word Mean.	Read. total	Test 4, Arith. Comp.	Test 5, Arith. Reas.	Arith. total	Test 6, Na. St. & Sci.	Test 7, Hist. & Lit.	Test 8, Lang. Usage	Test 9, Dicta- tion	Total Score	Educa- tional Age	Chrono- logical Age	Grade*
-102	-75	-82	-259	-179	-132	-311	-86	-84	-54	-206	-100	-18-6		
-102	-75	-81	-258	-175	-132	-307	-85	-83	-53	-204	-99	-18-4		
-101	-74	-80	-255	-171	-131	-302	-85	-83	-53	-202	-98	-18-1		
-101	-74	-79	-254	-166	-131	-297	-84	-83	-52	-200	-97	-17-11		
-101	-73	-79	-253	-161	-130	-291	-84	-83	-51	-198	-96	-17-8		
-101	-73	-78	-252	-157	-130	-287	-83	-83	-50	-195	-95	-17-6		
-100	-72	-78	-250	-152	-130	-282	-82	-82	-50	-194	-94	-17-4		
-100	-72	-77	-249	-148	-129	-277	-82	-82	-49	-191	-93	-17-2		
-99	-71	-76	-246	-147	-127	-274	-81	-81	-48	-190	-92	-17-1		
-98	-70	-75	-243	-147	-124	-271	-80	-80	-47	-189	-91	-16-11		
-96	-70	-74	-240	-146	-122	-268	-80	-78	-47	-187	-90	-16-9		
-95	-69	-73	-237	-146	-119	-265	-79	-77	-46	-186	-89	-16-8		
-94	-68	-73	-235	-145	-117	-262	-78	-75	-45	-185	-88	-16-6		
-92	-67	-72	-231	-145	-114	-259	-78	-74	-45	-183	-87	-16-5		
-90	-67	-71	-228	-145	-112	-257	-77	-72	-44	-182	-86	-16-3		
-89	-66	-70	-225	-144	-110	-254	-77	-70	-43	-181	-85	-16-2		
-88	-65	-69	-222	-144	-107	-251	-76	-69	-43	-179	-84	-16-1		
-87	-65	-68	-220	-143	-105	-248	-75	-67	-42	-178	-83	-15-11		
-86	-64	-67	-217	-142	-104	-246	-74	-66	-41	-176	-82	-15-10		-10.0
-85	-63	-66	-214	-141	-103	-244	-73	-65	-40	-174	-81	-15-9		-9.8
-84	-62	-65	-211	-140	-102	-242	-72	-63	-40	-172	-80	-15-7	-Adult	-9.7
-83	-61	-64	-208	-139	-101	-240	-71	-62	-39	-170	-79	-15-6	-17-9	-9.5
-83	-60	-63	-206	-138	-100	-238	-69	-61	-38	-168	-78	-15-4	-16-9	-9.3
-82	-59	-62	-203	-137	-99	-236	-68	-60	-38	-165	-77	-15-2	-16-2	-9.2
-81	-58	-61	-200	-136	-98	-234	-67	-59	-37	-163	-76	-15-1	-15-9	-9.0
-81	-57	-60	-198	-134	-97	-231	-66	-58	-36	-161	-75	-14-11	-15-4	-8.9
-80	-56	-59	-195	-133	-96	-229	-65	-56	-36	-159	-74	-14-9	-15-0	-8.8
-79	-55	-58	-192	-132	-95	-227	-64	-55	-35	-157	-73	-14-8**	-14-9	-8.6
-78	-54	-58	-190	-131	-93	-224	-63	-54	-34	-155	-72	-14-6	-14-6	-8.5
-77	-54	-57	-188	-129	-92	-221	-62	-52	-34	-153	-71	-14-4	-14-4	-8.4
-77	-53	-56	-186	-128	-91	-219	-61	-51	-33	-150	-70	-14-2	-14-2	-8.2
-76	-53	-56	-185	-127	-89	-216	-60	-49	-32	-148	-69	-14-0	-14-0	-8.1
-75	-52	-55	-182	-125	-87	-212	-60	-48	-32	-146	-68	-13-10	-13-10	-8.0
-74	-52	-54	-180	-124	-86	-210	-59	-46	-31	-144	-67	-13-8	-13-8	-7.9
-74	-51	-54	-179	-123	-84	-207	-58	-44	-31	-141	-66	-13-6	-13-6	-7.7
-73	-51	-53	-177	-121	-83	-204	-57	-43	-30	-139	-65	-13-5	-13-5	-7.6
-72	-50	-53	-175	-120	-81	-201	-56	-42	-29	-137	-64	-13-3	-13-3	-7.5
-71	-50	-52	-173	-119	-80	-199	-55	-40	-29	-134	-63	-13-2	-13-2	-7.4
-71	-49	-51	-171	-118	-78	-196	-54	-39	-28	-132	-62	-13-0	-13-0	-7.3
-70	-48	-51	-169	-117	-77	-194	-52	-38	-28	-129	-61	-12-11	-12-11	-7.2
-70	-47	-50	-167	-117	-75	-192	-51	-37	-27	-126	-60	-12-9	-12-9	-7.1
-69	-46	-49	-164	-116	-73	-189	-50	-36	-27	-124	-59	-12-8	-12-8	-7.0
-68	-45	-49	-162	-115	-72	-187	-49	-35	-26	-121	-58	-12-7	-12-7	-6.8
-67	-45	-48	-160	-114	-70	-184	-48	-34	-25	-119	-57	-12-6	-12-6	-6.7
-67	-44	-47	-158	-113	-68	-181	-47	-33	-25	-116	-56	-12-5	-12-5	-6.6
-66	-43	-46	-155	-112	-67	-179	-46	-31	-24	-114	-55	-12-4	-12-4	-6.5
-65	-43	-46	-154	-110	-66	-176	-44	-30	-24	-112	-54	-12-2	-12-2	-6.4
-64	-42	-45	-151	-109	-65	-174	-43	-29	-23	-110	-53	-12-1	-12-1	-6.3
-64	-41	-44	-149	-107	-63	-170	-42	-28	-23	-108	-52	-12-0	-12-0	-6.2
-63	-40	-44	-147	-105	-62	-167	-40	-27	-22	-107	-51	-11-11	-11-11	-6.1
-62	-39	-43	-144	-103	-61	-164	-39	-26	-22	-105	-50	-11-10	-11-10	-6.0
-61	-38	-42	-141	-102	-60	-162	-38	-25	-21	-103	-49	-11-9	-11-9	-5.9
-60	-38	-41	-139	-100	-59	-159	-36	-24	-21	-101	-48	-11-8	-11-8	-5.8
-59	-37	-41	-137	-98	-58	-156	-35	-23	-20	-99	-47	-11-7	-11-7	-5.7
-58	-37	-40	-135	-96	-56	-152	-34	-22	-20	-97	-46	-11-6	-11-6	-5.7
-57	-36	-39	-132	-95	-55	-150	-33	-21	-19	-95	-45	-11-5	-11-5	-5.6
-56	-35	-38	-129	-93	-54	-147	-32	-20	-19	-93	-44	-11-4	-11-4	-5.5
-55	-35	-37	-127	-91	-52	-143	-31	-20	-18	-91	-43	-11-3	-11-3	-5.4
-55	-34	-36	-125	-89	-51	-140	-30	-19	-17	-89	-42	-11-2	-11-2	-5.3
-54	-33	-35	-122	-87	-50	-137	-29	-18	-17	-87	-41	-11-1	-11-1	-5.2
-53	-33	-34	-120	-86	-48	-134	-28	-17	-16	-85	-40	-11-0	-11-0	-5.1
-52	-32	-33	-117	-84	-47	-131	-27	-16	-16	-83	-39	-10-11	-10-11	-5.0
-51	-31	-32	-114	-82	-46	-128	-26	-16	-15	-81	-38	-10-10	-10-10	-4.9
-50	-30	-32	-112	-80	-44	-124	-25	-15	-15	-79	-37	-10-9	-10-9	-4.9
-49	-30	-31	-110	-78	-43	-121	-24	-14	-14	-77	-36	-10-9	-10-9	-4.8
-48	-29	-30	-107	-76	-42	-118	-23	-13	-14	-75	-35	-10-8	-10-8	-4.7
-47	-29	-29	-105	-74	-41	-115	-22	-12	-13	-73	-34	-10-7	-10-7	-4.6
-46	-28	-28	-102	-73	-39	-112	-21	-12	-12	-71	-33	-10-6	-10-6	-4.5
-45	-27	-27	-99	-71	-38	-109	-20	-11	-12	-69	-32	-10-5	-10-5	-4.4
-43	-26	-26	-95	-70	-38	-108	-18	-10	-11	-68	-31	-10-4	-10-4	-4.4
-42	-25	-25	-92	-68	-37	-105	-17	-10	-10	-66	-30	-10-2	-10-2	-4.3
-40	-24	-24	-88	-66	-36	-102	-16	-9	-10	-65	-29	-10-1	-10-1	-4.2
-39	-23	-23	-85	-65	-35	-100	-15	-8	-9	-63	-28	-10-0	-10-0	-4.1
-38	-22	-22	-82	-63	-34	-97	-13	-8	-8	-62	-27	-9-11	-9-11	-4.0
-36	-21	-21	-78	-62	-33	-95	-12	-7	-8	-60	-26	-9-10	-9-10	-4.0
-35	-20	-20	-75	-60	-32	-92	-11	-6	-7	-59	-25	-9-8	-9-8	-3.9
-34	-19	-19	-72	-59	-31	-90	-9	-5	-7	-57	-24	-9-7	-9-7	-3.8
-32	-18	-18	-68	-57	-30	-87	-8	-5	-6	-56	-23	-9-6	-9-6	-3.7
-31	-17	-17	-65	-56	-30	-86	-6	-4	-5	-54	-22	-9-5	-9-5	-3.6
-30	-16	-16	-62	-54	-29	-83	-5	-3	-4	-53	-21	-9-4	-9-4	-3.5
-28	-15	-15	-58	-53	-27	-80	-4	-3	-4	-51	-20	-9-2	-9-2	-3.4
-27	-14	-14	-55	-50	-26	-76	-4	-3	-3	-49	-19	-9-1	-9-1	-3.4
-25	-14	-13	-52	-47	-25	-72	-3	-2	-3	-48	-18	-9-0	-9-0	-3.3
-24	-13	-12	-49	-45	-23	-68	-3	-2	-2	-46	-17	-8-11	-8-11	-3.2
-22	-13	-12	-47	-42	-22	-64	-2	-1	-2	-44	-16	-8-10	-8-10	-3.1
-21	-12	-11	-44	-40	-20	-60	-2	-1	-1	-42	-15	-8-9	-8-9	-3.1

* Grade defined as in Table 5, Manual of Directions, Revised.

** Educational ages above this point are extrapolated values.

For explanation of vertical bars see Manual of Directions, Revised.

TEST 1. READING: PARAGRAPH MEANING

Sample: Dick and Tom were playing ball in the field. Dick was throwing the ball and
was trying to catch it.

Write **JUST ONE WORD** on each dotted line.

-
- 1 Fanny has a little red hen. Every day the hen goes to her nest and lays an egg for Fanny to eat. Then she makes a funny noise to tell Fanny to come and get the.....
 - 2 A kitten can climb a tree, but a dog cannot. This is very lucky for Nellie's kitten. Every time Joe's big dog comes along the kitten climbs a tree and the..... cannot follow.
 - 3 Anna had never seen a squirrel in her life, although she had always wanted to very much. One day when she was playing under a tree she heard a funny little noise over her head. She looked up, and what do you think she saw? Up there in the..... was the very thing she had always wanted to see, a
 - 4 John and Joe played one day till they were very hungry; so John went into the house and asked his mother for something to When he came out again he had a big apple for himself and another for
 - 5 One day when Jane was sweeping she found a dime on the floor under the bed. They could not find out whose dime it was, so Jane's mother gave it to her. Now, every time Jane the floor she looks carefully under the bed for another.....
 - 6 Helen and Kate pulled their sled through the deep snow to the top of the hill and soon were coasting swiftly down again. They did this over and over. The was so deep that they found it hard work to drag the to the top.
 - 7 Once a black raven wanted to have white feathers like a swan. The raven saw that the swan lived in the water, and thought it was the water that made the swan's feathers so white. So the decided to wash his feathers every day to see if it would not make them
 - 8 Birds' eggs are almost as different from each other as are the birds themselves. The robin lays four or five blue eggs. The dove lays two white eggs. The sparrow lays six or eight speckled eggs. If we should find a nest with four blue eggs in it, we could be pretty sure that it was the nest of a rather than of a or dove.
 - 9 Once there lived on a mountain near a village an immense giant whose cruelty kept the people of the village in great terror. However, there was one person in the village who was not afraid of the giant. This was a young soldier who carried a magic sword that a fairy had given him. Once when the came down from the the soldier attacked him with his magic and killed him.
 - 10 Once a hen was so foolish as to go to a fox and ask him to look after her chicks while she went to the barnyard to find some worms for her chicks. The fox was of course quite willing. The hen was gone a long time. When she finally returned, she found that the fox had eaten all her chicks. Since then no has employed a as a nurse.

Turn the page and go right on.

TEST 1, CONTINUED

- 11 When the bear appeared near the hut, Walter was alone. His father had driven to the village, that morning, several miles away. Fortunately he had left his gun hanging on the wall loaded and ready for service. Walter was excited, but he did not hesitate. Quickly seizing the he the
- 12 In a certain village a ton of coal costs just as much as a cord of wood, but it produces twice as much heat. Therefore the poor families in this village should be advised to burn rather than
- 13 "Come on," called Joe, "let's go for a swim down by Jones' Point, where the river is deep." "No," said Pete, "let's swim down by Duggan's, where the water is warmer." "It isn't because the water is warm that you want to go to, but because you can't swim," said
- 14 Richard and Miss Cabot quickly found their way alone to the house of Mr. Smith on Craven Street. Miss Cabot left Richard in the carriage, walked quickly to the door, and sending up her card by the servant, requested to see Mr. Smith. The soon returned and begged her to come in. As soon as she had done so, Miss Cabot introduced herself to Mr. and begged him to come out and talk with, who was waiting outside in the carriage.
- 15 Joe made up a game which he called "Jac-alack." One person called Jack must climb a tree and hang by his arms from a low bough. The others stand behind him and say in unison, "Alas, alack, he fell on his back," and while they are saying it, one of them hits Jack with a bean bag. If Jack can see or guess who did it, he may drop down, and the guilty person takes his place. Otherwise he has to there for another turn and sing out, "Alas, alack, another whack." It is quite a game and Jack must have strong
- 16 It is well established that the bee, which is commonly supposed to be so industrious, really works only two or three hours a day. The man who works eight or ten hours a day is therefore far more than the
- 17 Boys and girls know my name. And mothers and fathers, too. Big folks love me. You do, too. The first letters in the first four sentences of this paragraph spell my name; so write it here.....
- 18 Energy is a measure of the fullness of life and is indispensable for genius. No energy at all is death. Idiots are feeble and listless. Nearly all the leaders of mankind have been noted for their remarkable
- 19 Deciduous trees lose their leaves in winter, while evergreens, as their name implies, do not. Therefore, in forests composed of trees the ground is less shaded in winter than is the case in forests whose trees are
- 20 Some historians believe that the spread of anti-slavery feeling among the people of the North previous to the Civil War was due less to the moral issue involved than to the fact that they recognized the system of as a menace to the industrial system of free labor.

Go right on to next page.

TEST 1, CONTINUED

- 21 If I were writing about the rich, I should be inclined to divide them, according to their attitude toward life, into workers and parasites. The motto of the worker is, "I owe the world a life," and the motto of the is, "The owes me a living."
- 22 Caution, when not present in excess, is a desirable trait. Often it saves one from disappointment or failure. Occasionally, however, one finds a person so extremely that his will is paralyzed and he is totally unable to set about any new undertaking. Too much is indeed often than too little.
- 23 A whale is not a fish, even though it does live in water. A fish has no lungs, is cold-blooded, and absorbs oxygen from the water through its gills; but a whale is warm-blooded and has a genuine set of lungs. In consequence, in bodily structure the is like a shark, which is a true fish, than it is like a horse.
- 24 The brook on our farm has many whims. It ripples over bright and shiny rocks, and falls into a placid little pool so clear that I can see the pebbles on the bottom and can see myself down there, too. As I look straight down, it is hard to tell whether what I see is my nose or a, but as I move a little, that which I see stands still, so I know it is not Farther on the brook forgets the placid pool and tumbles over roots and rocks. It does, indeed, have many
- 25 To pant for recognition, to yearn to impress one's personality upon one's fellow-men, is the essence of ambition. The ambitious person may think that he merely thirsts to "do something" or "be somebody," but really what he craves is to figure potently in the minds of others, to be greatly loved, admired, or feared. To reap a success which no one does not satisfy the yearnings of the individual.
- 26 Washington was a very silent man. Of no man in the world's history do we have so few sayings of a personal kind. As for talking about himself, that was something in which he almost never indulged. Yet it would be a great error to interpret his as an indication that he was in any sense cold or unfeeling.
- 27 As a rule, it is more economical to remember things by associating them clearly and vigorously than by going through many repetitions of them. Thus, a clear understanding of the causes for the Democratic victory in the national election in 1916 will be effective in remembering the fact than a dozen of the statement "Woodrow Wilson was elected in 1916."
- 28 Fundamentally, education depends upon the capacity of a person to profit by past experiences. Past situations modify present and future adjustments. Education in its broadest sense means acquiring experiences that serve to existing inherited or acquired tendencies of behavior.
- 29 "Naïve" and "unsophisticated" are frequently confused. The former suggests a type of behavior which is artless, spontaneous, and free from the restraints of custom. The latter implies fully as great lack of knowledge of social usage, and, in addition, conduct which is primitive and perchance inelegant. Thus, the youth was the first to enter the car, and his little sister warmly kissed him in the presence of the king. We may also say that a country boy is with respect to city life and customs.

Test 1. Number of blanks correctly filled $\times 2 =$ Score

TEST 2. READING: SENTENCE MEANING

Samples: Can dogs bark?.....Yes No
 Does a cat have six legs?.....Yes No

Read each question and draw a line under the right answer.

-
- | | | | | |
|----|---|-----|----|----|
| 1 | Is milk white?..... | Yes | No | 1 |
| 2 | Do we sleep in beds?..... | Yes | No | 2 |
| 3 | Is the day as dark as night?..... | Yes | No | 3 |
| 4 | Is green a color?..... | Yes | No | 4 |
| 5 | Is smoke always yellow?..... | Yes | No | 5 |
| 6 | Do men and women dress just alike?.. | Yes | No | 6 |
| 7 | Do ships sail on the sea?..... | Yes | No | 7 |
| 8 | Are all chimneys made of brass?..... | Yes | No | 8 |
| 9 | Are rocks hard?..... | Yes | No | 9 |
| 10 | Is everybody as huge as a giant?..... | Yes | No | 10 |
| 11 | Do pupils always have excellent memories?..... | Yes | No | 11 |
| 12 | Are brooms used to sweep bedrooms?..... | Yes | No | 12 |
| 13 | Are machines ever useful?..... | Yes | No | 13 |
| 14 | Are sugar and salt sold in stores?..... | Yes | No | 14 |
| 15 | Are geese generally clad in bonnets?..... | Yes | No | 15 |
| 16 | Do lambs roar?..... | Yes | No | 16 |
| 17 | Does crime always bring happiness?..... | Yes | No | 17 |
| 18 | Does justice sometimes seem cruel?..... | Yes | No | 18 |
| 19 | Could one cradle hold eighty infants?..... | Yes | No | 19 |
| 20 | Is a beetle very different from a mole?..... | Yes | No | 20 |
| 21 | Does the friendship of a cheerful person make us unhappy?... | Yes | No | 21 |
| 22 | Is a dime less than a nickel?..... | Yes | No | 22 |
| 23 | Is the guilty thief always located?..... | Yes | No | 23 |
| 24 | Is it ever important to hurry?..... | Yes | No | 24 |
| 25 | Might a prisoner feel sorrow at the ruin he has caused?..... | Yes | No | 25 |
| 26 | Are all antique benches made of bamboo?..... | Yes | No | 26 |
| 27 | Are battleships dedicated to warfare?..... | Yes | No | 27 |
| 28 | Can we discern things clearly in a dense fog?..... | Yes | No | 28 |
| 29 | Might a person suffer confusion during an examination?..... | Yes | No | 29 |
| 30 | Are marmalade and gruel made of milkweed?..... | Yes | No | 30 |
| 31 | Could delicious chocolate be served at a festival?..... | Yes | No | 31 |
| 32 | Do all university professors give instruction in science?..... | Yes | No | 32 |
| 33 | Does it take courage to perform a very dangerous task?..... | Yes | No | 33 |
| 34 | Should one always be censured for playing a flute by the fireplace?..... | Yes | No | 34 |
| 35 | Are homely people always loathed and disliked?..... | Yes | No | 35 |
| 36 | Is it deemed delightful to suffer a bloody defeat?..... | Yes | No | 36 |
| 37 | Would a man be fortunate if he could flee from a famine?..... | Yes | No | 37 |
| 38 | May careful observation be of considerable help in decreasing mistakes?.. | Yes | No | 38 |
| 39 | Does speaking with brevity necessarily mean that one is peevish?..... | Yes | No | 39 |
| 40 | Are chimes ever played in a cathedral?..... | Yes | No | 40 |

Go right on to next page.

TEST 2, CONTINUED

41	Do repeated interruptions sometimes exasperate us?.....	Yes	No	41
42	Should thieves be encouraged by giving them magnificent rewards?.....	Yes	No	42
43	Are locusts and gnats generally believed to enjoy immortality?.....	Yes	No	43
44	Might an accidental outbreak cause anxiety?.....	Yes	No	44
45	May shortages often be prevented by foresight?.....	Yes	No	45
46	Is an annual appeal made once a week?.....	Yes	No	46
47	May occasional opposition awaken us to greater endeavor?.....	Yes	No	47
48	Is every earl destined to become a genius or a conqueror?.....	Yes	No	48
49	Might a person show unfeigned enjoyment of a symphony?.....	Yes	No	49
50	Are we irresistibly led to confide in every near-by idler?.....	Yes	No	50
51	Do any considerable percentage of motorists use headlights?.....	Yes	No	51
52	Does an auctioneer boost prices with earnestness?.....	Yes	No	52
53	Is it advisable to use dynamite as a lubricant?.....	Yes	No	53
54	Is a person in a frenzy likely to make wild gestures?.....	Yes	No	54
55	Should the captain of a yacht consider the weather forecast?.....	Yes	No	55
56	Would it take a considerable income to provide a sumptuous wardrobe?..	Yes	No	56
57	Is it disgraceful to teach a defenseless person decimals?.....	Yes	No	57
58	Is the idea of burial usually attractive?.....	Yes	No	58
59	May allies make exertion to enter into a federation?.....	Yes	No	59
60	Should enthusiastic homage make a man indignant?.....	Yes	No	60
61	Could the imperious actions of a lordly person become notorious?.....	Yes	No	61
62	Is all adventurous activity to be deplored?.....	Yes	No	62
63	Should a person be advised to sacrifice a good opportunity?.....	Yes	No	63
64	Is a harmonious alliance sometimes expedient?.....	Yes	No	64
65	Could an eloquent lawmaker do anything heinous?.....	Yes	No	65
66	Is boric acid a chemical made of graphite?.....	Yes	No	66
67	Are all festivities characterized by extravagance?.....	Yes	No	67
68	May imposition upon others become habitual?.....	Yes	No	68
69	Is a scarecrow a kind of inoffensive imitation?.....	Yes	No	69
70	Does bliss always befall desperate people?.....	Yes	No	70
71	Could congressional action cause the people to be dissatisfied?.....	Yes	No	71
72	May seeing a person drunk decrease one's admiration for him?.....	Yes	No	72
73	Could an inexperienced person be jovial and fascinating?.....	Yes	No	73
74	Is one often assaulted by a boon companion?.....	Yes	No	74
75	Ought accursed liars to be suppressed?.....	Yes	No	75
76	Might an involuntary impulse impel one to be malicious?.....	Yes	No	76
77	Is one necessarily inhospitable who dislikes an obnoxious guest?.....	Yes	No	77
78	Does extreme audacity sometimes make us stand aghast?.....	Yes	No	78
79	Is humanity subject to joyous emotions?.....	Yes	No	79
80	Might a hysterical person given to rashness be intolerable?.....	Yes	No	80

Number right
 Number wrong
 Test 2. Score (subtract)

TEST 3. READING: WORD MEANING

Samples: Bread is something to catch drink eat throw wear
 A robin is a bird cat dog girl horse

In each sentence draw a line under the word that makes the sentence true.

-
- 1 March is the name of a day food month week year 1
 2 A fat person is always bad blue cold heavy little 2
 3 A thing that is perfect is always close early hard little right 3
 4 A farmer often raises bears corn gold paper pictures 4
 5 Cotton is cool dark heavy soft sweet 5
 6 A husband is sometimes a father flower mother sister town 6
 7 A path is a place to eat dress die live walk 7
 8 A maiden is a bird boy girl king plant 8
 9 A lion is blue fine hot strong sweet 9
 10 Islands are land ships soldiers time water 10
 11 The ocean is fire land paper water wood 11
 12 Rice is a battle beast bell cloud grain 12
 13 A dove is a bird boat fish horse sheep 13
 14 To be silent is to be heard loud quick still wild 14
 15 Olives are to burn drink eat ride wear 15
 16 To crush is to break escape guard hold plant 16
 17 Rapid means long much quick small soft 17
 18 A moment means color form money time place 18
 19 To stitch is to reward sew starve suggest tempt 19
 20 A question is something we answer build eat grow kill 20
 21 Harbors are for churches cows gardens horses ships 21
 22 To polish is to bribe brighten smite thrive traverse 22
 23 To pronounce is to sail show speak stand watch 23
 24 A physician is a child doctor master noise valley 24
 25 A customer is a person who buys draws fishes hunts sells 25
 26 To wander is to improve locate roam situate wail 26
 27 To be sober is to be funny grave happy noisy wild 27
 28 An orphan is one who has no clothing education hair parents teeth 28
 29 To be active is to be hospitable humorous ignoble indolent sprightly 29
 30 To be wretched is to be proud silent swift unhappy valuable 30
 31 Independence means blame custom freedom mercy virtue 31
 32 Agriculture refers to authority appearance defense farming mystery 32
 33 To inquire is to appear ask rest sleep watch 33
 34 A tavern is a companion funeral parcel park hotel 34
 35 To be saucy is to be affectionate agreeable devoted dignified rude 35
 36 An argument is a discussion gully gymnasium penance perjury 36
 37 Jealous means affectionate appeased benevolent envious sympathetic 37
 38 Meek means gaudy gentle mean strength tight 38
 39 Gorgeous means frisky gigantic hereditary magnificent malicious 39
 40 A barge is a kind of animal boat castle fruit vegetable 40

Go right on to next page.

TEST 3, CONTINUED

41	Situation refers to	noise	number	place	pleasure	time	41
42	To plan is to	banish	bestow	design	betray	defeat	42
43	Behavior refers to	position	conduct	progress	revenge	temper	43
44	A vagabond is a	kite	lantern	nightingale	tramp	scholar	44
45	Ambition means	aspiration	frivolity	loitering	remorse	slothfulness	45
46	A sluggard is	ambitious	considerate	divine	earnest	lazy	46
47	Victorious means	baffled	frustrated	triumphant	unstable	vagrant	47
48	To mingle is to	mislead	blend	sanction	screech	scurry	48
49	To heed is to	escape	fancy	hurry	notice	prove	49
50	Dignified means	lonely	monstrous	prominent	spiritual	stately	50
51	An opponent is a	delicacy	antagonist	detective	diplomat	hostess	51
52	To prophesy is to	assess	bemoan	cancel	disclaim	foretell	52
53	Imperial affairs concern	cities	garments	kingdoms	machines	patterns	53
54	To massacre is to	investigate	lament	manifest	misunderstand	slaughter	54
55	To be prompt is to be	formal	frightful	hospitable	punctual	purified	55
56	Listless means	indifferent	loathsome	malicious	merciless	presumptuous	56
57	To lament is to	flatter	humor	injure	lend	mourn	57
58	A prologue is a kind of	introduction	knell	prohibition	sermon	tempest	58
59	Lifeless means	inanimate	indefinite	infamous	undecided	untidy	59
60	An impression is a	century	compass	copy	globe	pasture	60
61	Crafty means	accurate	proficient	slavish	submissive	wily	61
62	Liberality means	promotion	robbery	reproof	scandal	generosity	62
63	Jubilant means	abrupt	abject	confused	triumphant	doleful	63
64	A bulwark is a	hospital	hotel	protection	punishment	purchase	64
65	A legacy is an	inheritance	inscription	levy	receptacle	regulation	65
66	Maintenance means	contention	continuance	corruption	cowardice	resource	66
67	To meditate is to	escort	gossip	ponder	transgress	withhold	67
68	Covetous means	avaricious	bountiful	gaudy	gray-headed	harassed	68
69	Minimum means the	largest	least	most	newest	oldest	69
70	To chastise is to	promise	publish	punish	purchase	trifle	70
71	A sequel is something that	excels	follows	interrupts	precedes	yields	71
72	Ceaseless means	boisterous	diminished	discontented	ended	incessant	72
73	Emphatic means	forcible	frantic	incurable	pernicious	reluctant	73
74	To subvert means to	overturn	shorten	sling	sojourn	spurn	74
75	To be infamous is to be	doubtful	polished	shameful	sorrowful	valuable	75
76	To be languid is to be	courteous	domestic	doubtful	spiritless	jolly	76
77	An associate is an	adversary	ally	antagonist	emigrant	ensign	77
78	To be vigilant means to be	aloof	betrothed	betwixt	lawless	watchful	78
79	Decisive means	conclusive	dazzled	genuine	profane	prudent	79
80	A scullion is a	grasshopper	gymnasium	haycock	hedgehog	servant	80
81	Usury has to do with	chivalry	fiction	homage	loans	manufactures	81
82	Perspective has to do with	drawing	expenses	mining	religion	warfare	82
83	An insurrection is a	fugitive	rebellion	publication	punishment	hermit	83
84	A reprobate is one who is very	cowardly	ugly	wealthy	wicked	youthful	84
85	Candid means	illegitimate	impeccable	imperious	incisive	ingenuous	85

Test 3. Score

TEST 4. ARITHMETIC: COMPUTATION

Get the answers to these examples as quickly as you can without making mistakes.
Look carefully at each example to see what you are to do.

Begin here.

(1)
Add
 $3 + 2 =$
5

(2)
Add
 $3 + 4 =$
7

(3)
Add
2
5

(4)
Add
7
4

(5)
Add
13
2

(6)
Add
17
2

(7)
Subtract
4
2

(8)
Subtract
7
4

(9)
Multiply
 $2 \times 3 =$

(10)
Add
16
53
32

(11)
Subtract
16
5

(12)
Subtract
96
25

(13)
Subtract
13
5

(14)
Subtract
765
327

(15)
Multiply
26
2

(16)
Multiply
253
6

(17)
Divide
 $2 \overline{)6}$

(18)
Divide
 $4 \overline{)8}$

(19)
Add
684876542
791654220
587339364

(20)
Divide
 $6 \div 3 =$

(21)
Add
24
 $12\frac{4}{5}$

(22)
Multiply
6389
7

(23)
Multiply
4679
68

(24)
Divide
 $2 \overline{)15.8}$

(25)
Subtract
 $2\frac{7}{8} - 1 =$

Go right on to next page.

TEST 4, CONTINUED

(26)

$\frac{1}{4}$ of 828 =

(27)

$9\frac{3}{5} - 4\frac{1}{5} =$

(28)

Subtract

$$\begin{array}{r} 79 \\ 16\frac{3}{8} \\ \hline \end{array}$$

(29)

$\frac{1}{7} \times 2 =$

(30)

$.45 \overline{) 27.90}$

(31)

$3\frac{6}{7} \div 1\frac{1}{2} =$

(32)

Multiply

$$\begin{array}{r} 9.72 \\ 21.9 \\ \hline \end{array}$$

(33)

Multiply

$$\begin{array}{r} 697\frac{1}{2} \\ 18 \\ \hline \end{array}$$

(34)

$\frac{27}{28} \div \frac{6}{7} =$

(35)

$4.40 + .00044 + 4400 + .04 =$

(36)

$48.76 - 4\frac{9}{10} =$

(37)

$\frac{1}{2} + \frac{3}{4} + \frac{1}{6} + \frac{2}{3} + \frac{7}{8} =$

(38)

$27.34 + 2\frac{1}{4} + 89.2 + 4\frac{3}{4} =$

(39)

$3\frac{1}{4} \times 5\frac{1}{2} \times 3\frac{1}{2} =$

(40)

$1\frac{3}{4} + 25.2 + 4\frac{1}{5} + 48.961 =$

(41)

$\sqrt{45369} =$

(42)

$(4)^3 =$

(43)

Subtract

$$\begin{array}{r} 8 \text{ yd. } 1 \text{ ft. } 3 \text{ in.} \\ 6 \text{ yd. } 3 \text{ ft. } 9 \text{ in.} \\ \hline \end{array}$$

(44)

Add

$$\begin{array}{r} 5 \text{ yr. } 9 \text{ mo.} \\ 6 \text{ yr. } 7 \text{ mo.} \\ 8 \text{ yr. } 2 \text{ mo.} \\ \hline \end{array}$$

(45)

$67.36 \div \frac{2}{3} =$

(46)

Multiply

$$\begin{array}{r} 4 \text{ gals. } 3 \text{ qts. } 1 \text{ pt.} \\ 4 \\ \hline \end{array}$$

(47)

Express as a decimal
to three places

$$\frac{29}{64} =$$

Test 4. Number right $\times 4 =$ Score

TEST 5. ARITHMETIC: REASONING

Find all the answers as quickly as you can.

Write the answers on the dotted lines.

Use the blank sheets of paper to figure on.

Begin here.

- 1 How many are 3 eggs and 2 eggs? *Answer*.....
- 2 Mary is 7 years old. How old will she be in 3 years? *Answer*.....
- 3 A hen had 9 chicks and 3 of them died. How many were left? *Answer*.....
- 4 Milk costs 8 cents a pint and the milkman is going to raise the price 2 cents. What will it then cost? *Answer*.....
- 5 If you buy a pencil for 4 cents and pay for it with a dime, how much change should you get? *Answer*.....
- 6 How many dimes are there in a dollar? *Answer*.....
- 7 How many eggs are there in 7 nests if each nest has 3 eggs? *Answer*.....
- 8 How many cents will 8 oranges cost at 3 cents each? *Answer*.....
- 9 David earned \$3.50 in June, \$2.25 in July, and \$1.50 in August. How much did he earn in all? *Answer*.....
- 10 Frank bought 3 two-cent postage stamps and 13 one-cent stamps. How much did he pay for all? *Answer*.....
- 11 Five girls buy a present costing 25 cents. How many cents does each pay? *Answer*.....
- 12 If a train goes 60 miles in three hours, how far does it go in one hour? *Answer*.....
- 13 John has saved \$3.75. How many dollars more does he need to buy a pony which costs \$45.75? *Answer*.....
- 14 A man pays the street-car fare for himself and two friends. If the fare is 7¢, how much change should he receive from a half dollar? *Answer*.....
- 15 A train which was due at 2 P.M. was $3\frac{1}{2}$ hours late. When did it arrive? *Answer*.....
- 16 What is the cost of 10 oranges at 2 for 5 cents? *Answer*.....
- 17 Edward has \$1.67 in the bank and takes out 2 quarters, a dime, and a cent. How much does he have left in the bank? *Answer*.....
- 18 What is the cost of a $4\frac{3}{4}$ -pound roast at 40 cents a pound? *Answer*.....
- 19 A boy saved 5 cents a day for two weeks, and 10 cents a day for the next four weeks. How much money does he then have? *Answer*.....
- 20 A gallon is equal to 231 cubic inches. How many gallons are there in a tank $6 \times 7 \times 11$ inches? *Answer*.....
- 21 The tax rate in an Eastern city has varied as follows: 1910, 21¢ on each \$100; 1911, 17¢ on each \$100; 1912, 27¢ on each \$100; 1913, 26¢ on each \$100; 1914, 34¢ on each \$100; 1915, 33¢ on each \$100. The highest rate was how many times as great as the lowest? *Answer*.....

Go right on to next page.

TEST 5, CONTINUED

- 22 Henry was marked 87 in geography the first month, 91 the second, and 93 the third month. What was his average grade? *Answer*.....
- 23 If the butcher's scales read one ounce too much on each weighing, how much is a customer overcharged on a pound of steak at 48¢ a pound? *Answer*.....
- 24 At \$1.00 a bushel for potatoes and \$30.00 a car for freight, how much will a 400-bushel carload of potatoes cost? *Answer*.....
- 25 Tom has just 4 weeks' vacation and wishes to spend it in a city which it takes two days to reach by train. How many days can he spend in the city? *Answer*.....
- 26 If a fence rail is 10 feet long, how many rails will it take to reach a mile? *Answer*.....
- 27 Sound travels about 1100 ft. a second. If you see the flash of a cannon and 12 seconds later the sound reaches you, how far away is the cannon? *Answer*.....
- 28 A man had \$5000, from which he received 6 per cent income each year. In addition he earned \$1500 in business. What was his total income for the year? *Answer*.....
- 29 Frank and George buy 300 marbles for 50 cents. Frank pays 35 cents and George 15 cents. How many marbles should George receive? *Answer*.....
- 30 If a watch gains 20 seconds in 24 hours, what fraction of a minute will it gain between noon and 6 P.M.? *Answer*.....
- 31 The heights of 4 boys in a class are 5 feet 10 inches, 5 feet 9 inches, 5 feet 7 inches, and 5 feet 6 inches. What is the average height? *Answer*.....
- 32 An article which formerly sold at 12 cents was raised to 18 cents. What per cent was the price advanced? *Answer*.....
- 33 A broker charges \$25 commission on every sale plus 5 per cent on all over \$200. What would be his commission on a \$500 sale? *Answer*.....
- 34 If 72 per cent of potatoes is water, how many pounds of solid material are there in a ton of potatoes? *Answer*.....
- 35 A man invested \$1000 in each of 3 different bonds. The first paid 8 per cent dividend and the second 6 per cent, but on the third he lost \$5 on each hundred dollars invested. What was his net yearly gain on the three investments? *Answer*.....
- 36 If the circumference of a circle is 12.5664 feet, what is its diameter? *Answer*.....
- 37 The regular price of a certain piece of linen is \$4 per yard. A remnant $1\frac{1}{4}$ yards long is offered at \$2.50. What per cent reduction is made? *Answer*.....
- 38 A man six feet tall casts a shadow 8 feet long at 9 A.M. A telephone pole casts a shadow 100 feet long at the same time. How high is the pole? *Answer*.....
- 39 It costs 43 cents to send a 10-pound parcel post package from New Orleans to Dallas. What will it cost to send an 8-pound package if the cost is 3 cents more on the first pound than on additional pounds? *Answer*.....
- 40 If the hour hand of a clock is 3 inches long and the minute hand is 4 inches long, how far apart are the tips of the two hands at 9 A.M.? *Answer*.....

Test 5. Number right $\times 4 =$ Score

TEST 5. NATURE STUDY AND SCIENCE

Samples: The number of cents in a dollar is 200 100 300

Our rain comes from the clouds moon stars

Draw a line under the word that makes the sentence true.

Begin here.

- 1 Thanksgiving comes in July January November 1
- 2 The earth is shaped most like a baseball football pear 2
- 3 A sweet-smelling flower is the daisy poppy rose 3
- 4 The month before July is May June August 4
- 5 The axle is a part of an ax typewriter wagon 5
- 6 Alfalfa is a kind of corn fruit hay 6
- 7 Bacon comes from the cow hog sheep 7
- 8 An animal that builds dams is the alligator beaver turtle 8
- 9 Raisins are dried currants gooseberries grapes 9
- 10 London is in England Scotland Wales 10
- 11 The dahlia is a kind of animal flower fruit 11
- 12 The tractor is used in farming mining racing 12
- 13 Tarts are a kind of drink pastry vegetable 13
- 14 Planes are used chiefly by barbers blacksmiths carpenters 14
- 15 Rubber is obtained from animals oil trees 15
- 16 The antelope is a kind of deer rabbit wolf 16
- 17 The number of quarts in a gallon is 2 4 6 17
- 18 A telescope makes things look larger prettier smaller 18
- 19 Chop suey is a dish of the Chinese Indians Mexicans 19
- 20 A flower that grows from a bulb is the lily marigold poppy 20
- 21 The compass is used chiefly by sailors surgeons tailors 21
- 22 Serge is a kind of cloth drink wood 22
- 23 The article costing the least is coat gloves overcoat 23
- 24 The anvil is used by blacksmiths carpenters printers 24
- 25 A food requiring many eggs is "angel food" bread marmalade 25
- 26 Rye is most like beans corn wheat 26
- 27 The cotton gin was invented by Arkwright Watt Whitney 27
- 28 Beets are used for making catsup sugar jellies 28
- 29 The earth moves completely around the sun in about 7 days 30 days 365 days 29
- 30 The most gold is produced in Alaska New York Tennessee 30
- 31 The lungs take from the air carbon dioxide nitrogen oxygen 31
- 32 The tadpole is the young of the fish frog lizard 32
- 33 Most of our anthracite coal comes from Alabama Colorado Pennsylvania 33
- 34 Molasses is obtained from grapes honey sugar cane 34
- 35 A great clothing-manufacturing state is Massachusetts Oregon Texas 35
- 36 A food rich in fats is butter eggs tapioca 36
- 37 An important meat-packing city is Chicago New Orleans Seattle 37
- 38 Lard comes from butter cattle hogs 38
- 39 A food containing considerable oil is rice potatoes walnuts 39
- 40 Linen is made from cotton flax hemp 40
- 41 The United States exports coffee cotton tea 41
- 42 A tree that will grow from cuttings is the oak pine willow 42
- 43 Organdie is a kind of cloth marmalade musical instrument 43
- 44 The common house fly often lays its eggs in leaves manure water 44
- 45 The greatest sugar-exporting country is Brazil Cuba Mexico 45

Go right on to next page.

TEST 6, CONTINUED

46	The Leghorn is a kind of	cow	fowl	goat	.....	46
47	The panther is most like the	cat	dog	wolf	.....	47
48	Electric lights were invented by	Edison	Marconi	Volta	.....	48
49	The most wool is produced in	Australia	France	Holland	.....	49
50	Calcutta is a city in	China	Egypt	India	.....	50
51	Tapioca is chiefly	fat	starch	sugar	.....	51
52	The largest state in the Union is	California	New York	Texas	.....	52
53	The freezing point on the Centigrade thermometer is	0°	32°	100°	.....	53
54	The tooth's enamel is broken down by	acids	carbon dioxide	starches	.....	54
55	Air and gasoline are mixed in the	accelerator	carburetor	gear-case	.....	55
56	A crop which enriches the soil is	clover	potatoes	tobacco	.....	56
57	Distance above sea level is known as	altitude	latitude	longitude	.....	57
58	The house fly spreads	bubonic plague	typhoid	yellow fever	.....	58
59	A very important product of Minneapolis is	automobiles	flour	meat	.....	59
60	A food that has much the same food substance as rice is	beans	peas	potatoes	.....	60
61	A gross equals	64	144	500	.....	61
62	Milk testers were devised by	Babcock	Bell	Edison	.....	62
63	The coarsest of these threads is No.	40	60	80	.....	63
64	The differential is a part of an	auto	bicycle	typewriter	.....	64
65	The largest planet is	Jupiter	Neptune	Saturn	.....	65
66	A plant that can be grafted is the	apple tree	lily	potato	.....	66
67	The normal temperature of the human body is about	60°	98°	112°	.....	67
68	Alcohol is made from	gasoline	grains	oils	.....	68
69	An avalanche causes destruction by	burning	sliding	spouting	.....	69
70	Most automobiles are manufactured in	Michigan	New York	Iowa	.....	70
71	The Nile is in	Africa	Asia	Europe	.....	71
72	A country that imports nearly half its food is	England	France	Germany	.....	72
73	Bronchitis resembles most	dyspepsia	headaches	sore throat	.....	73
74	A common ingredient of matches is	calcium	iodine	phosphorus	.....	74
75	A body that shines by reflected light is the	moon	North Star	sun	.....	75
76	Monsoons are a kind of	plain	plateau	storm	.....	76
77	The days are longest in	March	July	October	.....	77
78	The largest amount of corn is shipped from	Denver	Omaha	Pittsburgh	.....	78
79	Tokyo is a city of	China	India	Japan	.....	79
80	A place for storing weapons is called an	abattoir	arsenal	cafeteria	.....	80
81	A plant that thrives best in dry places is the	lichen	lily	mushroom	.....	81
82	The dictaphone is a kind of	multigraph	phonograph	typewriter	.....	82
83	The Wyandotte is a kind of	fowl	sheep	watermelon	.....	83
84	Linotypes are used in	printing	surveying	weaving	.....	84
85	An eight-sided figure is called an	octagon	scholium	trapezium	.....	85
86	"Pi" is equal to	.7854	3.1416	.6666	.....	86
87	Croquettes are a kind of	food	ornament	weapon	.....	87
88	A botanist is one who studies	animals	minerals	plants	.....	88
89	The technical name for hard coal is	anthracite	bituminous	lignite	.....	89
90	Air brakes are used on	automobiles	balloons	trains	.....	90
91	Deltas tend to grow	larger	smaller	wetter	.....	91
92	The Angora is a kind of	chicken	goat	sheep	.....	92
93	One of the lightest-known metals is	aluminum	tin	zinc	.....	93
94	The most expensive of these rugs is	Axminster	Brussels	Oriental	.....	94
95	Fondant is a kind of	candy	meat	salad	.....	95

Number right.....

Number wrong..... ÷ 2 =

Test 6. Score (subtract).....

TEST 7. HISTORY AND LITERATURE

Draw a line under the word that makes the sentence true.

- 1 An elf is a kind of **animal** brownie dragon 1
- 2 "The Glass Slipper" reminds us of **Ali Baba** Cinderella Goldilocks..... 2
- 3 The first President of the United States was **Adams** Jefferson Washington... 3
- 4 The shepherd boy who became king was **David** Saul Solomon 4
- 5 Columbus made his first voyage to America in **1492** 1620 1776 5
- 6 The highest officer of a city is the **alderman** chief of police mayor 6
- 7 Apollo was the god of **rivers** the sun wind 7
- 8 A battle of the Revolution was **Bull Run** Bunker Hill Tippecanoe..... 8
- 9 The god of mischief was **Asgard** Loki Mimir 9
- 10 Mount Olympus is located in **Greece** Italy Washington10
- 11 Hiawatha was written by **Bryant** Longfellow Whittier11
- 12 The Declaration of Independence was signed in **1776** 1781 178912
- 13 A name made famous by Longfellow is **Matthew Arnold** Admiral Dewey Paul Revere..13
- 14 Kings are supposed to rule for **4 years** 8 years life14
- 15 "The Children's Hour" was written by **Longfellow** Riley Stevenson15
- 16 The Quakers came from **England** France Holland16
- 17 Ulysses captured Troy by hiding in a **forest** load of hay wooden horse17
- 18 The country which helped America in the Revolution was **England** France Germany..18
- 19 Goliath was slain by **David** Joseph Samson19
- 20 Thor lost his **armor** chariot hammer.....20
- 21 "Uncle Tom's Cabin" was written by **Alger** Sewell Stowe21
- 22 Louisiana was purchased by **Jefferson** Madison Polk.....22
- 23 Peter Pan is the name of a **boy** dog man23
- 24 The slaves were freed by **Jefferson** Lincoln Washington24
- 25 The first white man to see the Pacific was **Balboa** Cabot Vespucci.....25
- 26 The United States was allied in the Great War with **Bulgaria** France Turkey..26
- 27 "Treasure Island" tells about **Long John** Micawber Uncas27
- 28 Madame Curie is noted for the discovery of **platinum** radium pyrite28
- 29 "The Star-Spangled Banner" was written by **Alcott** Burns Key29
- 30 The earliest of these inventions was **railroad** stagecoach steamboat30
- 31 Foreigners can obtain the right to vote by **habeas corpus** naturalization purchase..31
- 32 "The Legend of Sleepy Hollow" tells about **Ichabod Crane** Hiawatha Pinocchio..32
- 33 Robert E. Lee surrendered to **Grant** Sheridan Sherman.....33
- 34 New York was settled by the **Dutch** English French.....34
- 35 Minnehaha means **falling leaves** laughing waters whispering pines35
- 36 The most important qualification for a voter is **generosity** intelligence wealth..36
- 37 The king who let the cakes burn was **Alfred** Arthur William37
- 38 Inability to pay debts is called **bankruptcy** embezzlement vagrancy38
- 39 The messenger of the gods was called **Mercury** Perseus Vulcan39
- 40 Virginia was settled by the **English** French Spanish40
- 41 "Oliver Twist" was written by **Dickens** Scott Thackeray41
- 42 Roger Williams was a **colonizer** judge merchant.....42
- 43 Valley Forge relates to the **Civil War** Revolution War of 1812.....43
- 44 Sherlock Holmes was a **detective** sailor thief44
- 45 A man who betrayed his country was **Arnold** Cornwallis Lee45

Go right on to next page.

TEST 7, CONTINUED

46 The number of United States Senators from each state is 1 2 4 46
 47 "The Man Without a Country" was written by Cooper Hawthorne Hale... 47
 48 A general in the Civil War was Lincoln Sherman Washington 48
 49 The name "Old Ironsides" refers to a man mountain ship 49
 50 A President who was assassinated was Garfield Roosevelt Taylor 50
 51 The British Prime Minister in 1918 was Lloyd George Balfour Asquith 51
 52 The Red Cross was founded by Clara Barton Jenny Lind Rockefeller 52
 53 Legal authority over a dead man's estate is given to an administrator judge jury... 53
 54 Barbara Frietchie sympathized with the English South Union 54
 55 Grover Cleveland was a general an inventor a President 55
 56 The crime which brings the greatest punishment is larceny manslaughter murder... 56
 57 The chief cause of the Mexican War was disputed territory immigration slavery... 57
 58 The stork reminds us of Holland Italy Scotland 58
 59 Cornwallis surrendered at Appomattox Bunker Hill Yorktown 59
 60 "Treasure Island" was written by Alger Defoe Stevenson 60
 61 The "spoils system" refers to farming political offices tariff 61
 62 Jesus was betrayed by Herod Judas Pilate 62
 63 Louisiana was purchased from the French Indians Spanish 63
 64 The son of Abraham was Isaac Moses Solomon 64
 65 Lewis and Clark explored The Great Lakes The Mississippi Valley The Northwest... 65
 66 The number of men in the Light Brigade was 600 500 400 66
 67 The War of 1812 was fought against England Mexico Spain 67
 68 Among the allies of Germany was Belgium Bulgaria Roumania 68
 69 One of Robin Hood's men was Ivanhoe Lancelot Little John 69
 70 Each state has the power to coin money declare war establish schools 70
 71 A great Scotch poet was Burns Chaucer Milton 71
 72 The general who surrendered at Yorktown was Burgoyne Cornwallis Lafayette... 72
 73 A gnome is a kind of dwarf giant priest 73
 74 "Treasure Island" tells about Black Dog Fagin Miss Hazy 74
 75 The vessel which overcame the Merrimac was the Monitor Old Ironsides Wasp... 75
 76 A man known for his strength was Abel David Samson 76
 77 One who lives in the poorhouse is legally a bankrupt delinquent pauper 77
 78 "A Tale of Two Cities" tells of the American Revolution Civil War French Revolution... 78
 79 Ivanhoe is a character from Dickens Scott Wordsworth 79
 80 Circe changed the men of Odysseus into horses stones swine 80
 81 In 1917 there was a great Revolution in Germany Russia Turkey 81
 82 A writer of mystery tales was Dickens Poe Scott 82
 83 "Styx" was the name of a giant god river 83
 84 A city is most likely to own its electric lights gas plant water system 84
 85 The author of "Innocents Abroad" is Hawthorne Stevenson Mark Twain ... 85
 86 The American Revolution was chiefly a dispute over boundary lines slavery taxation 86
 87 "The Last of the Mohicans" was Hiawatha Mowgli Uncas 87
 88 Wallace Irwin is an actor baseball player writer 88
 89 Coleridge wrote "Ancient Mariner" "Hiawatha" "Thanatopsis" 89
 90 The Chautauqua is a kind of entertainment museum music 90
 91 A word that means exactly the opposite of joy is sad sorrow sorry 91
 92 Marco Polo was a famous philosopher traveler warrior 92
 93 "The Charge of the Light Brigade" was written by Burns Longfellow Tennyson... 93
 94 The Mohammedan Bible is the Bagavad-gita Koran Zend-Avesta 94
 95 The singular of "are" is is was were 95

Number right.....

Number wrong..... ÷ 2 =

Test 7. Score (subtract).....

TEST 8. LANGUAGE USAGE

Samples

Apples ^{is}
are good.He told
telled me.

- 1 I ^{calculate}
expect to go soon.
- 2 Last year uncle ^{gave}
give me a pair of skates.
- 3 His leg was ^{broke.}
broken.
- 4 They have ^{gone}
went to town.
- 5 He isn't ^{any}
no better than you.
- 6 Always ^{bathe}
wash your hands before eating.
- 7 I have a ^{heap}
great deal of work to do.
- 8 We had a ^{delicious}
delightful time at the party.
- 9 The earthquake ^{hurt}
damaged four buildings.
- 10 I had ^{sat}
set there for an hour.
- 11 ^{Yourself}
You and your guests are invited.
- 12 I ^{saw}
seen him do it.
- 13 I think dominoes is an interesting ^{game.}
sport.
- 14 My father is very ^{mad at}
angry with me.
- 15 We had only started ^{till}
when Joe came.
- 16 The news ^{are}
is bad today.
- 17 Where are you ^{going?}
going to?
- 18 They fight ^{as}
like demons.
- 19 I told him ^{to quickly run home.}
to run home quickly.
- 20 He ^{doesn't}
don't know anything.
- 21 I think you ^{had ought}
ought to go.
- 22 I asked him which one he ^{chose.}
choosed.
- 23 This battle ^{transpired}
occurred in 1863.
- 24 ^{He does not go}
He goes to school only on Mondays.
- 25 The idea that the moon is made of cheese is ^{erroneous.}
ridiculous.
- 26 It is ^{they}
them who should be blamed.
- 27 He went to prison for his ^{crimes.}
sins.
- 28 That fellow is ^{no good.}
worthless.
- 29 I ^{remember}
remember of seeing him there.
- 30 He ^{burst}
busted a blood vessel.

Go right on to next page.

TEST 8, CONTINUED

- 31 He acted the part ^{perfect.}
perfectly.
- 32 He worked with much ^{snap.}
vigor.
- 33 He ^{sat}
^{set} the vase on the table.
- 34 Rain has been ^{plenty}
^{plentiful} this season.
- 35 The prisoner finally ^{admitted}
^{declared} he was guilty.
- 36 I have often ^{ridden}
^{rode} a horse.
- 37 He went in search ^{of}
^{for} his sheep.
- 38 I have often ^{risen}
^{rose} early.
- 39 The honest person is to be ^{applauded.}
^{commended.}
- 40 He is ^{disinterested}
^{uninterested} in history.
- 41 He has ^{an appointment}
^{a date} with the president.
- 42 We charged and ^{occupied}
^{possessed} their trenches.
- 43 Slavery was ^{abolished}
^{destroyed} in 1863.
- 44 His attack on my character made me ^{indignant.}
^{peevish.}
- 45 One is not ^{qualified}
^{fit} to vote at the age of 18.
- 46 I have often ^{rang}
^{rung} this bell.
- 47 My work is ^{much}
^{very} different this year.
- 48 He ^{caught nearly}
^{nearly caught} a hundred fish.
- 49 He ^{laid}
^{lay} down and went to sleep.
- 50 All went but ^{I.}
^{me.}
- 51 Charity ^{is when one gives}
^{means giving} to the poor.
- 52 It is now ^{plain and evident}
^{evident} why he left.
- 53 Are you sure he ^{shall}
^{will} succeed?
- 54 Arson means ^{where one sets}
^{setting} fire to property.
- 55 I can hardly ^{endure}
^{stand} him.
- 56 Each man and woman ^{was}
^{were} present.
- 57 Why ^{cherish}
^{pursue} a vain hope?
- 58 I wish John ^{was}
^{were} here.
- 59 He has no fear; nothing can ^{confuse}
^{daunt} him.
- 60 Is that ^{he?}
^{him?}

Number right

Number wrong

Test 8. Score (subtract)

Stanford Achievement Test

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

ADVANCED EXAMINATION: FORM B

FOR GRADES 4-8

Name.....Grade.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....

Name of school.....Date.....

Test	Score	Subject Scores	Age Equivalent (Subject Ages)
1. Reading: Paragraph Meaning			
2. Reading: Sentence Meaning			
3. Reading: Word Meaning			
<i>Total Reading Score</i>			
4. Arithmetic: Computation			
5. Arithmetic: Reasoning			
<i>Total Arithmetic Score</i>			
6. Nature Study and Science			
7. History and Literature			
8. Language Usage			
9. Dictation Exercise			
<i>Composite Score (Sum of Subject Scores ÷ 10)</i>			
<i>Educational Age</i>			

NOTE. This page may be torn off and filed as a record.

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[1]

To the Examiner: Do not administer this test without first reading carefully the Manual of Directions. The Manual must be ordered extra.

EDUCATIONAL PROFILE CHART: ADVANCED EXAMINATION

Test 1, Parag. Mean.	Test 2, Sent. Mean.	Test 3, Word Mean.	Read. total	Test 4, Arith. Comp.	Test 5, Arith. Reas.	Arith. total	Test 6, Na. St. & Sci.	Test 7, Hist. & Lit.	Test 8, Lang. Usage	Test 9, Dictation	Total Score	Educational Age	Chronological Age	Grade*
-102	-75	-82	-259	-179	-132	-311	-86	-84	-54	-206	-100	-18-6		
-102	-75	-81	-258	-175	-132	-307	-85	-83	-53	-204	-99	-18-4		
-101	-74	-80	-255	-171	-131	-302	-85	-83	-53	-202	-98	-18-1		
-101	-74	-79	-254	-166	-131	-297	-84	-83	-52	-200	-97	-17-11		
-101	-73	-79	-253	-161	-130	-291	-84	-83	-51	-198	-96	-17-8		
-101	-73	-78	-252	-157	-130	-287	-83	-83	-50	-195	-95	-17-6		
-100	-72	-78	-250	-152	-130	-282	-82	-82	-50	-194	-94	-17-4		
-100	-72	-77	-249	-148	-129	-277	-82	-82	-49	-191	-93	-17-2		
-99	-71	-76	-246	-147	-127	-274	-81	-81	-48	-190	-92	-17-1		
-98	-70	-75	-243	-147	-124	-271	-80	-80	-47	-189	-91	-16-11		
-96	-70	-74	-240	-146	-122	-268	-80	-78	-47	-187	-90	-16-9		
-95	-69	-73	-237	-146	-119	-265	-79	-77	-46	-186	-89	-16-8		
-94	-68	-73	-235	-145	-117	-262	-78	-75	-45	-185	-88	-16-6		
-92	-67	-72	-231	-145	-114	-259	-78	-74	-45	-183	-87	-16-5		
-90	-67	-71	-228	-145	-112	-257	-77	-72	-44	-182	-86	-16-3		
-89	-66	-70	-225	-144	-110	-254	-77	-70	-43	-181	-85	-16-2		
-88	-65	-69	-222	-144	-107	-251	-76	-69	-43	-179	-84	-16-1		
-87	-65	-68	-220	-143	-105	-248	-75	-67	-42	-178	-83	-15-11		
-86	-64	-67	-217	-142	-104	-246	-74	-66	-41	-176	-82	-15-10		-10.0
-85	-63	-66	-214	-141	-103	-244	-73	-65	-40	-174	-81	-15-9		-9.8
-84	-62	-65	-211	-140	-102	-242	-72	-63	-40	-172	-80	-15-7	-Adult	-9.7
-83	-61	-64	-208	-139	-101	-240	-71	-62	-39	-170	-79	-15-6		-9.5
-83	-60	-63	-206	-138	-100	-238	-69	-61	-38	-168	-78	-15-4		-9.3
-82	-59	-62	-203	-137	-99	-236	-68	-60	-38	-165	-77	-15-2		-9.2
-81	-58	-61	-200	-136	-98	-234	-67	-59	-37	-163	-76	-15-1		-9.0
-81	-57	-60	-198	-134	-97	-231	-66	-58	-36	-161	-75	-14-11		-8.9
-80	-56	-59	-195	-133	-96	-229	-65	-56	-36	-159	-74	-14-9		-8.8
-79	-55	-58	-192	-132	-95	-227	-64	-55	-35	-157	-73	-14-8**		-8.6
-78	-54	-58	-190	-131	-93	-224	-63	-54	-34	-155	-72	-14-6	-14-6	-8.5
-77	-54	-57	-188	-129	-92	-221	-62	-52	-34	-153	-71	-14-4	-14-4	-8.4
-77	-53	-56	-186	-128	-91	-219	-61	-51	-33	-150	-70	-14-2	-14-2	-8.2
-76	-53	-56	-185	-127	-89	-216	-60	-49	-32	-148	-69	-14-0	-14-0	-8.1
-75	-52	-55	-182	-125	-87	-212	-60	-48	-32	-146	-68	-13-10	-13-10	-8.0
-74	-52	-54	-180	-124	-86	-210	-59	-46	-31	-144	-67	-13-8	-13-8	-7.9
-74	-51	-54	-179	-123	-84	-207	-58	-44	-31	-141	-66	-13-6	-13-6	-7.7
-73	-51	-53	-177	-121	-83	-204	-57	-43	-30	-139	-65	-13-5	-13-5	-7.6
-72	-50	-53	-175	-120	-81	-201	-56	-42	-29	-137	-64	-13-3	-13-3	-7.5
-71	-50	-52	-173	-119	-80	-199	-55	-40	-29	-134	-63	-13-2	-13-2	-7.4
-71	-49	-51	-171	-118	-78	-196	-54	-39	-28	-132	-62	-13-0	-13-0	-7.3
-70	-48	-51	-169	-117	-77	-194	-52	-38	-28	-129	-61	-12-11	-12-11	-7.2
-70	-47	-50	-167	-117	-75	-192	-51	-37	-27	-126	-60	-12-9	-12-9	-7.1
-69	-46	-49	-164	-116	-73	-189	-50	-36	-27	-124	-59	-12-8	-12-8	-7.0
-68	-45	-49	-162	-115	-72	-187	-49	-35	-26	-121	-58	-12-7	-12-7	-6.8
-67	-45	-48	-160	-114	-70	-184	-48	-34	-25	-119	-57	-12-6	-12-6	-6.7
-67	-44	-47	-158	-113	-68	-181	-47	-33	-25	-116	-56	-12-5	-12-5	-6.6
-66	-43	-46	-155	-112	-67	-179	-46	-31	-24	-114	-55	-12-4	-12-4	-6.5
-65	-43	-46	-154	-110	-66	-176	-44	-30	-24	-112	-54	-12-2	-12-2	-6.4
-64	-42	-45	-151	-109	-65	-174	-43	-29	-23	-110	-53	-12-1	-12-1	-6.3
-64	-41	-44	-149	-107	-63	-170	-42	-28	-23	-108	-52	-12-0	-12-0	-6.2
-63	-40	-44	-147	-105	-62	-167	-40	-27	-22	-107	-51	-11-11	-11-11	-6.1
-62	-39	-43	-144	-103	-61	-164	-39	-26	-22	-105	-50	-11-10	-11-10	-6.0
-61	-38	-42	-141	-102	-60	-162	-38	-25	-21	-103	-49	-11-9	-11-9	-5.9
-60	-38	-41	-139	-100	-59	-159	-36	-24	-21	-101	-48	-11-8	-11-8	-5.8
-59	-37	-41	-137	-98	-58	-156	-35	-23	-20	-99	-47	-11-7	-11-7	-5.7
-58	-37	-40	-135	-96	-56	-152	-34	-22	-20	-97	-46	-11-6	-11-6	-5.7
-57	-36	-39	-132	-95	-55	-150	-33	-21	-19	-95	-45	-11-5	-11-5	-5.6
-56	-35	-38	-129	-93	-54	-147	-32	-20	-19	-93	-44	-11-4	-11-4	-5.5
-55	-35	-37	-127	-91	-52	-143	-31	-20	-18	-91	-43	-11-3	-11-3	-5.4
-55	-34	-36	-125	-89	-51	-140	-30	-19	-17	-89	-42	-11-2	-11-2	-5.3
-54	-33	-35	-122	-87	-50	-137	-29	-18	-17	-87	-41	-11-1	-11-1	-5.2
-53	-33	-34	-120	-86	-48	-134	-28	-17	-16	-85	-40	-11-0	-11-0	-5.1
-52	-32	-33	-117	-84	-47	-131	-27	-16	-16	-83	-39	-10-11	-10-11	-5.0
-51	-31	-32	-114	-82	-46	-128	-26	-16	-15	-81	-38	-10-10	-10-10	-4.9
-50	-30	-32	-112	-80	-44	-124	-25	-15	-15	-79	-37	-10-9	-10-9	-4.9
-49	-30	-31	-110	-78	-43	-121	-24	-14	-14	-77	-36	-10-9	-10-9	-4.8
-48	-29	-30	-107	-76	-42	-118	-23	-13	-14	-75	-35	-10-8	-10-8	-4.7
-47	-29	-29	-105	-74	-41	-115	-22	-12	-13	-73	-34	-10-7	-10-7	-4.6
-46	-28	-28	-102	-73	-39	-112	-21	-12	-12	-71	-33	-10-6	-10-6	-4.5
-45	-27	-27	-99	-71	-38	-109	-20	-11	-12	-69	-32	-10-5	-10-5	-4.4
-43	-26	-26	-95	-70	-38	-108	-18	-10	-11	-68	-31	-10-4	-10-4	-4.4
-42	-25	-25	-92	-68	-37	-105	-17	-10	-10	-66	-30	-10-2	-10-2	-4.3
-40	-24	-24	-88	-66	-36	-102	-16	-9	-10	-65	-29	-10-1	-10-1	-4.2
-39	-23	-23	-85	-65	-35	-100	-15	-8	-9	-63	-28	-10-0	-10-0	-4.1
-38	-22	-22	-82	-63	-34	-97	-13	-8	-8	-62	-27	-9-11	-9-11	-4.0
-36	-21	-21	-78	-62	-33	-95	-12	-7	-8	-60	-26	-9-10	-9-10	-4.0
-35	-20	-20	-75	-60	-32	-92	-11	-6	-7	-59	-25	-9-8	-9-8	-3.9
-34	-19	-19	-72	-59	-31	-90	-9	-5	-7	-57	-24	-9-7	-9-7	-3.8
-32	-18	-18	-68	-57	-30	-87	-8	-5	-6	-56	-23	-9-6	-9-6	-3.7
-31	-17	-17	-65	-56	-30	-86	-6	-4	-5	-54	-22	-9-5	-9-5	-3.6
-30	-16	-16	-62	-54	-29	-83	-5	-3	-4	-53	-21	-9-4	-9-4	-3.5
-28	-15	-15	-58	-53	-27	-80	-4	-3	-4	-51	-20	-9-2	-9-2	-3.4
-27	-14	-14	-55	-50	-26	-76	-4	-3	-3	-49	-19	-9-1	-9-1	-3.4
-25	-14	-13	-52	-47	-25	-72	-3	-2	-3	-48	-18	-9-0	-9-0	-3.3
-24	-13	-12	-49	-45	-23	-68	-3	-2	-2	-46	-17	-8-11	-8-11	-3.2
-22	-13	-12	-47	-42	-22	-64	-2	-1	-2	-44	-16	-8-10	-8-10	-3.1
-21	-12	-11	-44	-40	-20	-60	-2	-1	-1	-42	-15	-8-9	-8-9	-3.1

* Grade defined as in Table 5, Manual of Directions, Revised.

** Educational ages above this point are extrapolated values.

For explanation of vertical bars see Manual of Directions, Revised.

TEST 1. READING: PARAGRAPH MEANING

Sample: Dick and Tom were playing ball in the field. Dick was throwing the ball and.....
was trying to catch it.

Write JUST ONE WORD on each dotted line.

-
- 1 Jack got his hat and ran to the door. "Where are you going?" said his mother. "To school," said, and ran off as fast as he could go.
 - 2 Bess has a dog and a kitten, but her two pets do not like each other very well. When the dog comes near, the always runs away as fast as it can.
 - 3 Ned was crying because his little pony had died. Just then a fairy appeared and asked him why he was so sad. "Because," said Ned, "my dear little is dead."
 - 4 One day a lazy owl came to the magpie and begged her to build a nice nest for her. "Why should I build you a nest?" said the magpie. "If you were not so....., you would build it yourself."
 - 5 A gray pussy saw a lark out in the field and thought it would make a fine dinner. "Come here, pretty lark," said the, "and I will show you the bell that hangs on my neck." But the wise lark said he did not care to see the and flew quickly away.
 - 6 Tom's kite was made of blue and red paper and was very pretty. One day he went out to a large field to fly it. There was a good wind, and in a short time the kite was so high that it seemed only a dim speck in the heavens. "How wonderful," said Tom; "my must be nearly as as the stars."
 - 7 A pretty squirrel once lived in a hollow tree near the window of a farmhouse. In the room where the window was, a little girl, named Nellie, lay sick. Every day the came to the window and chatted as though to keep from getting lonesome.
 - 8 John's father hurried to his office soon after eating his breakfast, but before going he told John to pull all the weeds in the garden and mow the lawn. When he returned that evening, after a hard day's work, he found the still growing in the garden and the uncut.
 - 9 Once there was a little girl who used to cry all day because she wanted the stars to play with. So one day she went out to find them. She walked until she was so tired she could go no farther. Just then a fairy appeared and asked where she was going. "I am going to hunt for the", said the little girl, "but I am very tired." Then the reached up and pulled a beautiful down from the sky and gave it to her.
 - 10 When night came, I went into a cave where I thought I might rest in safety. I closed the narrow entrance of the cave with a rock to keep out the bears which were all about. But I could not sleep for thinking of the danger that a might be able to push the away from the entrance to the

Turn the page and go right on.

TEST 1, CONTINUED

- 11 Whenever many men dwell together in fellowship, one must be leader and the others must yield him obedience or everything will go wrong. Thus thought the outlaws of Sherwood ; so one day they met together and chose Robin Hood as their When he had been chosen, they all took a great oath that they would his commands.
- 12 Captain Todd, who was leading his company in the attack, fell, severely wounded in the right leg. A stream of blood gushed from the wound. When found, he was very weak from the loss of so much After he had been carried to the hospital, it was found necessary to amputate his
- 13 The smoke from the forest fires hung over the valleys for days, smothering the sun. Lamps had to be lighted at three in the afternoon. Conductors on trains carried lanterns all day to read the tickets of passengers. In short, day was turned into It was more than a week before the rains came and put out the
- 14 France was a far richer country than Scotland, and the English king had a much greater mind to conquer it. So he let alone and pretended that he had a right to the throne of
- 15 Bessie hunted for the fairy everywhere, but finally, quite discouraged, she sat down and rested her tired little head against the big brown root of her favorite tree. It was such a friendly tree that it seemed there ought to be a fairy on every bough. She peeped to see and spied just one teeny-weeny fairy ; but, as you know, even one fairy may be pretty nice company ; so Bessie climbed the and reached out to the, who walked right up her finger, up her arm, and sang a little song in her ear. Later Bessie told her mother all about it, and Mother said, " I guess you were"
- 16 Age and Youth sat together by the fireside. Age, who was gray, bent, and infirm, talked incessantly of his childhood friends who were no more, of his successes and failures, and of the brevity and disappointments of human life. As spoke, listened without saying a word.
- 17 Dumped into Ernest's corner of the attic are a roller skate and a much-read storybook. " Ernest likes me better than he likes you," said the skate. " Why, you poor skate, how mistaken you are," said the book. But, just then, they heard from outdoors, " Come on, Ernest, let's scoot." The word " scoot " set the book's leaves atrembling and sent a thrill of joy through the iron heart of the skate. But just then it began to rain hard, " Pitter-patter, pitter-patter," on the attic roof. This sent a thrill to the heart of the, and a shudder to the heart of the Soon Ernest came in and said, " Where is that old of mine? "
- 18 The typical Englishman has often been described as prone to repressive forms of self-consciousness and condemned to express himself through a jungle of scruples and checks. In this respect the average Frenchman is the exact opposite of the The is therefore usually a far jollier companion.
- 19 " Prince," said the Sultan, " your condition can never be sufficiently deplored ; no one can be more sensibly affected by your misfortune than I am. Never did anything so extraordinary befall any man ! One thing only is wanting — the revenge to which you are entitled ; and I will omit nothing in my power to effect it." The expressed his gratitude and began to plan how he might secure the to which the Sultan thought he was entitled.

Go right on to next page.

TEST 1, CONTINUED

- 20 The planet Neptune is known to be exceedingly cold ; far colder, in fact, than our north pole. The planet Mars, on the other hand, is blanketed with air and is probably almost as warm as the earth. So, although animal life may possibly exist upon , it is unlikely that there is any whatever upon
- 21 If success is due to any one thing other than natural inborn ability, that thing is diligence, although it would be questionable to assert that either of these factors outweighs the other. Without native ability the most untiring worker may accomplish little of great value, and without the mere possession of ability may not guarantee success in life.
- 22 Like his physical features, the brain of man has evolved slowly under the operation of natural selection through an immense period of time, and there is no reason to believe that it has changed much in historic times. It is not that the average man of today has a better than the average man who lived a thousand years ago.
- 23 Have you ever seen a lake high up in the mountains? Its waters are clear and cold, and it is closed in between the high ridges, so well hidden that you wonder who first looked upon its beautiful shades of emerald and blue, and who first cast a line and tasted the rich flesh of the trout that you can see so lazily and gracefully slipping through the depths. Some people search out these mountain lakes because of their , others in order to , and some for both reasons.
- 24 The human body is a steed that goes freest and longest under a light rider, and the lightest of all riders is a cheerful heart. Your sad, or morose, or embittered, or pre-occupied heart settles heavily into the saddle, and the poor beast, the , breaks down the first mile.
- 25 There is unquestionably a great native variety among individuals in ability to pay attention. Some always find it hard to attend, while others follow easily a train of connected thought without temptation to turn the mind to other things. The opinion that any one can close to anything, if he really tries, is probably not
- 26 My name is Sally and I have three sisters. When Dorothy tells me to get some wood for the stove, I usually refuse if Ruth is around, because Ruth won't let Dorothy hurt me, and then sometimes I can make Helen do it. Write my name and the names of my sisters arranged according to our ages :

- 27 One of the most outstanding characteristics of Washington was his absolute veracity. He never deceived others, and he never deceived himself. Indeed, of no one can it be said that he loved more than Washington.
- 28 Although he carried stakes, measured distances, and kept his surveyor's notes with care, the beauty of the bough, not the strength of fiber of its wood ; the color of the distant mountain, not its elevation ; the evanescent spray and ever changing wonder of the torrents, not their latent horse-power, enthralled him and showed him that engineering the calling of his heart.
- 29 By original nature, man is largely egoistic. His primary concern is his own welfare rather than the welfare of his group. Civilization means the overlaying of these selfish impulses with impulses of a social nature — in such a way, however, that the former are entirely , but rather chastened and subdued, in the light of reason, to social convention.

Test 1. Number of blanks correctly filled $\times 2 =$ Score

TEST 2. READING: SENTENCE MEANING

Samples: Can dogs bark? Yes No
 Does a cat have six legs? Yes No

Read each question and draw a line under the right answer.

- | | | | | |
|----|---|-----|----|----|
| 1 | Do birds sing?..... | Yes | No | 1 |
| 2 | Do boys eat bread?..... | Yes | No | 2 |
| 3 | Do people have three feet?..... | Yes | No | 3 |
| 4 | Can a horse run a mile?..... | Yes | No | 4 |
| 5 | Do little girls ever laugh?..... | Yes | No | 5 |
| 6 | Does grass grow on ice?..... | Yes | No | 6 |
| 7 | May flowers that grow in the country be beautiful?.. | Yes | No | 7 |
| 8 | Are all fruits shaped alike?..... | Yes | No | 8 |
| 9 | Is an egg as large as a mountain?..... | Yes | No | 9 |
| 10 | Do any young children live in the city?..... | Yes | No | 10 |
| 11 | Do fish have tails?..... | Yes | No | 11 |
| 12 | Is there an island in the middle of every lake?..... | Yes | No | 12 |
| 13 | Can a trunk be placed in a wagon?..... | Yes | No | 13 |
| 14 | Is it wrong to do your neighbor a favor?..... | Yes | No | 14 |
| 15 | Do bats live under carpets in cabins?..... | Yes | No | 15 |
| 16 | Is it always warm in winter?..... | Yes | No | 16 |
| 17 | Do the citizens of our country sometimes celebrate a holiday?..... | Yes | No | 17 |
| 18 | Does your geography say that all the fertile land is in Arabia?..... | Yes | No | 18 |
| 19 | Are we displeased with "crooked" dealers who cheat us?..... | Yes | No | 19 |
| 20 | Are all vests made of velvet?..... | Yes | No | 20 |
| 21 | Does history contain accounts of any famous battles?..... | Yes | No | 21 |
| 22 | Is it painful to greet a welcome guest?..... | Yes | No | 22 |
| 23 | Might the prospect of being robbed cause a woman to scream?..... | Yes | No | 23 |
| 24 | Does victory ever cause a joyful scene?..... | Yes | No | 24 |
| 25 | Is dessert usually served in casks and jugs?..... | Yes | No | 25 |
| 26 | Do warriors ever handle their weapons with skill?..... | Yes | No | 26 |
| 27 | Does nursing ever hasten the recovery of a patient from a disease?..... | Yes | No | 27 |
| 28 | Are all discoveries of equal importance?..... | Yes | No | 28 |
| 29 | Does one sometimes thwart his own plans by thoughtless mistakes?..... | Yes | No | 29 |
| 30 | Do persons in agony sometimes call for assistance?..... | Yes | No | 30 |
| 31 | Does every one halt before achieving his goal?..... | Yes | No | 31 |
| 32 | Could the anniversary of a wedding be announced?..... | Yes | No | 32 |
| 33 | Does a guilty person ever try to appear innocent?..... | Yes | No | 33 |
| 34 | Are quickness and endurance good qualifications for an athlete?..... | Yes | No | 34 |
| 35 | Is it a mistake to follow an excellent example?..... | Yes | No | 35 |
| 36 | Is coarse humor offensive to some persons?..... | Yes | No | 36 |
| 37 | Are leather gloves always an indication of plainness?..... | Yes | No | 37 |
| 38 | Are sullen persons likely to brood over their troubles?..... | Yes | No | 38 |
| 39 | Might the date of a concert conflict with an appointment?..... | Yes | No | 39 |
| 40 | Should we assume that all cordial persons are ignorant?..... | Yes | No | 40 |

Go right on to next page.

TEST 2, CONTINUED

41	Might a slave be impatient for deliverance?.....	Yes	No	41
42	Is a jury likely to be made up of lawless madmen?.....	Yes	No	42
43	Is the selection of a preacher to fill a pulpit scandalous?.....	Yes	No	43
44	Can rumor do injury to a person's reputation?.....	Yes	No	44
45	Is the ministry of a parish usually intrusted to a ruffian?.....	Yes	No	45
46	Does every individual fully recognize the importance of education?.....	Yes	No	46
47	May a charter occasionally need amendment?.....	Yes	No	47
48	Do people sometimes coöperate for self-preservation?.....	Yes	No	48
49	Is correspondence a form of communication?.....	Yes	No	49
50	Do we intrust lunatics with the adjustment of confidential matters?.....	Yes	No	50
51	May a noun be used in an interrogative sentence?.....	Yes	No	51
52	Are kimonos used as canopies for market places?.....	Yes	No	52
53	Should every chap have determination to achieve?.....	Yes	No	53
54	Does every rash action result in a tragedy?.....	Yes	No	54
55	Are churlish cowboys always poetical?.....	Yes	No	55
56	Is linoleum made of mohair and cheviot?.....	Yes	No	56
57	Could one feign disappointment or agony?.....	Yes	No	57
58	May we truthfully affirm that flattery is always harmless?.....	Yes	No	58
59	Is it outrageous to circulate slanderous rumors?.....	Yes	No	59
60	Would a far-off glacier look hideous?.....	Yes	No	60
61	Have colonels been known to brag of their achievements?.....	Yes	No	61
62	Is it lawful for a schoolmaster to seek employment?.....	Yes	No	62
63	Is it a certainty that every explosion will cause a catastrophe?.....	Yes	No	63
64	Might a battalion show inability to fight on the defensive?.....	Yes	No	64
65	Does the management of a large establishment require an executive?.....	Yes	No	65
66	Is one's initial good will sure to be lifelong?.....	Yes	No	66
67	Is it advisable to accumulate accurate information?.....	Yes	No	67
68	Might an artless person also be conscientious?.....	Yes	No	68
69	Should one take precaution if in close proximity to an antagonist?.....	Yes	No	69
70	Would it help an auctioneer to show insolence?.....	Yes	No	70
71	May antagonists show aggressive behavior toward each other?.....	Yes	No	71
72	Is parliamentary judgment necessarily infallible?.....	Yes	No	72
73	Would most persons be apprehensive before an ordeal?.....	Yes	No	73
74	Would one object to a barnyard having matchless drainage?.....	Yes	No	74
75	Would some persons consider a booklet on anarchy a menace?.....	Yes	No	75
76	Ought a government to exempt lawless factions from punishment?.....	Yes	No	76
77	Are economic resources always inexhaustible?.....	Yes	No	77
78	May one's displeasure be augmented in divers ways?.....	Yes	No	78
79	Is a certain amount of bias necessarily degrading?.....	Yes	No	79
80	Are convictions usually made on insufficient evidence?.....	Yes	No	80

Number right

Number wrong

Test 2. Score (subtract)

TEST 3. READING: WORD MEANING

Samples: Bread is something to catch drink eat throw wear
 A robin is a bird cat dog girl horse

In each sentence draw a line under the word that makes the sentence true.

-
- 1 A teacher is a boy family person school table..... 1
 2 Tears come when we cry drink eat talk walk..... 2
 3 A tail is part of a book cat face mountain week..... 3
 4 An oak is a kind of box corn egg money tree..... 4
 5 A wheel is part of an arm river train wall word..... 5
 6 A napkin is made of cloth glass iron stone wood..... 6
 7 Silk is for books dresses gardens horses letters..... 7
 8 Soap is used in cleaning dusting eating racing studying..... 8
 9 A neighbor is a person school story town watch..... 9
 10 A limb is a part of a story table tree wall window..... 10
 11 Stables are used for apples fish horses soldiers trains..... 11
 12 " She wept " means that she cried laughed played sang talked..... 12
 13 A cellar is part of a forest gate house leg shoe..... 13
 14 A pasture is a basket bell doctor field train..... 14
 15 To understand means to begin come draw help know..... 15
 16 A branch is a bough parcel shield vice weapon..... 16
 17 A baker makes dresses hats shoes bread suits..... 17
 18 To offer means to change find give love measure..... 18
 19 To be free is to have liberty luxury patience religion revenge..... 19
 20 To be healthy is to be different grave well rich sick..... 20
 21 A trail is a market path storm stream village..... 21
 22 To exclaim is to fight grant hurry listen speak..... 22
 23 To disappear is to disclose discharge enforce humiliate vanish..... 23
 24 An ostrich is a bird dog flower snail tree..... 24
 25 Slumber refers to memory nature seasons sleep weight..... 25
 26 To gaze is to hoard illustrate implore invest stare..... 26
 27 To provide is to hang rule strike supply waste..... 27
 28 To toil is to believe fall play read work..... 28
 29 To be brave is to be courageous frightful honorable humble ignoble.. 29
 30 To grant means to get give see step wish..... 30
 31 Biscuits are a kind of beef bread fruit pie spoon..... 31
 32 An expert is a person with disease mirth skill tobacco wealth..... 32
 33 A listener is a lodging hearer regiment rivulet treasurer..... 33
 34 Enormous means gigantic ridiculous saucy superstitious transparent..... 34
 35 A carol is a cargo drug dwarf prophecy song..... 35
 36 To be rugged is to be burdened distressed grateful peculiar rough..... 36
 37 A villain is a jungle leper minstrel scoundrel sculptor..... 37
 38 To be coarse is to be eager frightened lazy joyful rough..... 38
 39 To sneer is to scoff scorch scratch scream scrub..... 39
 40 Kindred refers to plumage relationship reliability reliance repetition..... 40

Go right on to next page.

TEST 3, CONTINUED

41	An individual is a	gift	moment	person	promise	song	.....	41
42	To scare is to	sympathize	tackle	taunt	terrify	testify	.....	42
43	Intelligence means about the same as	courage	grief	haste	justice	wisdom	....	43
44	To survey is to	inspect	negotiate	supplant	supplicate	surmount	.....	44
45	Ungracious means	civil	honest	loving	polite	rude	.....	45
46	To welcome is to receive	abruptly	cautiously	cordially	hastily	haughtily	....	46
47	Antique means	ancient	prompt	recent	stormy	tame	.....	47
48	To discontinue is to	distinguish	minister	quarrel	stop	sacrifice	....	48
49	Romantic means	perverse	sentimental	shabby	shameless	spry	....	49
50	To resist is to	dispute	flutter	inquire	oppose	perish	.....	50
51	To reside is to	ascend	discover	dwell	offend	repair	.....	51
52	To be peaceable is to be	peculiar	perilous	tormented	tranquil	treacherous	...	52
53	To be crafty is to be	original	shrewd	temperate	thankful	tremendous	....	53
54	A misunderstanding is a	diadem	disagreement	disk	magnet	monastery	....	54
55	A treaty is a	combat	conflict	contest	negotiation	skirmish	.....	55
56	Original means	dependent	creative	inferior	ridiculed	subordinate	....	56
57	To loathe is to	dislike	revere	swoon	terrify	usurp	.....	57
58	A trowel is used chiefly by	butchers	masons	merchants	plumbers	writers	...	58
59	An eruption is a	chisel	competition	discharge	inheritance	inspiration	.....	59
60	Accomplishment is	attainment	declension	dependency	reconciliation	variation	....	60
61	Anxiety means	dogma	apprehension	ominous	sedition	torpid	.....	61
62	To be penitent is to be	gleeful	happy	joyful	sorrowful	triumphant	....	62
63	Sentiment is	burden	feeling	education	election	luxury	.....	63
64	A sachet contains	garbage	liquor	manuscripts	music	perfume	.....	64
65	To be radical is to be	delicate	doubtful	extreme	faithless	feeble	....	65
66	Infamous means	habitual	indispensable	memorable	sportive	villainous	.....	66
67	To skulk means to	dishonor	flounder	snarl	sneak	slander	.....	67
68	To acquit means to	absolve	divert	emerge	interfere	loiter	.....	68
69	To appreciate is to	help	satisfy	share	value	want	.....	69
70	To be legitimate is to be	hopeless	imperfect	indignant	infinite	lawful	...	70
71	An opponent is an	antagonist	apparition	apology	observer	oppressor	....	71
72	To be elaborate is to be	artless	complicated	headstrong	hereditary	ignored	...	72
73	Alacrity means	briskness	frailty	grudge	humbleness	levy	.....	73
74	To vanquish is to	betray	commend	conceal	defeat	defy	.....	74
75	Unscrupulous means	dishonest	vagrant	voluntary	willful	zigzag	....	75
76	Flexible means	rigid	rigorous	stupendous	supple	swarthy	.....	76
77	Symmetry refers to	disposition	material	shape	size	religion	.....	77
78	A stench is a kind of	attachment	harrow	knoll	odor	wrench	.....	78
79	Tempestuous means	bountiful	proficient	prosecuted	rational	turbulent	...	79
80	A sorcerer is a kind of	freeholder	necromancer	squatter	stupor	tincture	....	80
81	Matin means	evening	morning	night	noon	afternoon	.....	81
82	An aversion is a	frenzy	dislike	friendship	misfortune	paradise	....	82
83	To acquit means to	exonerate	expatiate	expedite	expiate	extradite	...	83
84	Palpable means	colored	evident	shameful	soft	surprising	.....	84
85	To mitigate means to	contrive	extinguish	extol	lessen	revere	.....	85

Test 3. Score

TEST 4. ARITHMETIC: COMPUTATION

Get the answers to these examples as quickly as you can without making mistakes.

Look carefully at each example to see what you are to do.

Begin here.

(1)
Add
 $2 + 4 =$

(2)
Add
 $5 + 5 =$

(3)
Add
5
1

(4)
Add
15
2

(5)
Add
4
3

(6)
Add
8
3

(7)
Subtract
5
2

(8)
Subtract
6
3

(9)
 $5 \times 2 =$

(10)
Add
81
37
42

(11)
Subtract
17
3

(12)
Subtract
68
53

(13)
Subtract
13
9

(14)
Subtract
971
536

(15)
Multiply
32
3

(16)
Multiply
452
4

(17)
Divide
 $3 \overline{)9}$

(18)
Add
791529572
865280183
437643359

(19)
 $8 \div 2 =$

(20)
 $10 \div 5 =$

(21)
Add
37
 $16\frac{2}{3}$

(22)
Multiply
7506
6

(23)
Multiply
7924
38

(24)
 $3 \overline{)13.5}$

(25)
 $\frac{1}{3}$ of 219 =

Go right on to next page.

TEST 4, CONTINUED

(26)	(27)	(28)	(29)	(30)
$\frac{1}{3}$ of 156 =	$\frac{1}{6} \times 5 =$	Subtract $\begin{array}{r} 57 \\ 12\frac{5}{8} \end{array}$	Multiply $\begin{array}{r} 43.5 \\ .81 \end{array}$	$12\frac{4}{5} - 3\frac{2}{10} =$

(31)	(32)	(33)	(34)
$\frac{22}{24} \div \frac{11}{16} =$	$5\frac{5}{8} \div 3\frac{1}{2} =$	Multiply $\begin{array}{r} 356\frac{1}{3} \\ 27 \end{array}$	$43.51 - 2\frac{3}{4} =$

(35)	(36)	(37)
$.21 \overline{)20.79}$	$\frac{17}{18} + \frac{2}{3} + \frac{5}{9} + \frac{1}{6} + \frac{1}{2} =$	$4.833 + 17\frac{1}{2} + 3\frac{2}{5} + 21.9 =$

(38)	(39)	(40)
$53.16 - 9\frac{2}{5} =$	$33 + .0033 + 330000 + 33.33 =$	$4\frac{1}{2} \times 3\frac{1}{4} \times 2\frac{1}{4} =$

(41)	(42)	(43)	(44)
$(3)^3 =$	Add 2 quarts 1 pint 3 quarts 0 pint <u>1 quart 1 pint</u>	Subtract $\begin{array}{r} 5 \text{ hr. } 54 \text{ min. } 30 \text{ sec.} \\ 1 \text{ hr. } 50 \text{ min. } 50 \text{ sec.} \end{array}$	Express as a decimal to three places $\frac{11}{24} =$

(45)	(46)	(47)
$27.58 \div \frac{7}{8} =$	Multiply $\begin{array}{r} 2 \text{ yds. } 2 \text{ ft. } 6 \text{ in.} \\ 3 \end{array}$	$\sqrt{15129} =$

Test 4. Number right $\times 4 =$ Score

TEST 5. ARITHMETIC: REASONING

Find all the answers as quickly as you can.

Write the answers on the dotted lines.

Use the blank sheets of paper to figure on.

Begin here.

- 1 How many are 5 birds and 4 birds? *Answer.....*
- 2 Three apples and two apples are how many apples? *Answer.....*
- 3 Jane bought a ruler for 5 cents and a bottle of ink for 8 cents. How much did she spend for both? *Answer.....*
- 4 How many days are there in 2 weeks? *Answer.....*
- 5 Mary had eight oranges and ate two. How many did she have left? *Answer.....*

- 6 A boy planted 3 rows of seeds, putting 8 seeds in a row. How many seeds did he plant? *Answer.....*
- 7 How many days must a man work at \$5 a day to earn \$30? *Answer.....*
- 8 Write the figures that mean six thousand, three hundred, forty-seven. *Answer.....*
- 9 Joe paid \$4.50 for a hat and \$5.75 for a shirt. How much did he pay for both? *Answer.....*
- 10 Mrs. Brown's cook gets \$14 a week. How much does she earn a day? *Answer.....*

- 11 Kate's stamp book holds 12 stamps on a page. How many pages will it take to hold 48 stamps? *Answer.....*
- 12 What would 48 eggs cost at the rate of 50 cents a dozen? *Answer.....*
- 13 A troop of Boy Scouts contains 6 squads of 8 boys each and 5 more left over. How many new boys are needed to make up a new squad? *Answer.....*
- 14 There are 16 ounces in a pound. How many ounces are there in $\frac{1}{4}$ of a pound? *Answer.....*
- 15 A boy had \$1.55 in his pocket. There were 2 fifty-cent pieces, 1 quarter, and 2 dimes. The rest of the money was pennies. How many pennies were there? *Answer.....*

- 16 A merchant who is reducing his stock of neckties sells 50¢ ties for 40¢. At this price how many can be bought for \$2? *Answer.....*
- 17 How many hours is it from 9 o'clock in the forenoon to 4 o'clock in the afternoon? *Answer.....*
- 18 How many gallons of water will it take to fill six $2\frac{1}{2}$ -gallon cans? *Answer.....*
- 19 How many more cubic inches are contained in a box $6 \times 3 \times 4$ than in one $3 \times 4 \times 5$? *Answer.....*
- 20 How many yards of twine are needed to make a dozen strings, each $\frac{3}{4}$ yard long? *Answer.....*

Go right on to next page.

TEST 5, CONTINUED

- 21 At the rate of $7\frac{1}{2}$ miles in 15 minutes, how far will a train go in an hour? *Answer*.....
- 22 A tailor sells a suit for \$60, which in addition to \$4 a yard for $5\frac{1}{2}$ yards of cloth, costs him \$20 for labor and \$5 for general shop expenses. What is his profit on this suit? *Answer*.....
- 23 Halley's comet returns every 77 years. It was last seen in 1910. If Thomas, born in 1920, lives to see the comet, how old will he then be? *Answer*.....
- 24 Sound travels a mile in 5 seconds and light travels a mile in so short a time as to be practically unmeasurable. If you see a flash of lightning and 5 seconds later hear the thunder from it, how far away is the lightning? *Answer*.....
- 25 Frank, John, and Walter bought a bag of 40 marbles for 5 cents. Frank paid 1 cent, John paid 2 cents, and Walter paid 2 cents. How many of the marbles should John get? *Answer*.....
- 26 What would you expect to have to pay for 1 can of corn if 3 cans cost 29¢? *Answer*.....
- 27 The rainfall for Portland, Oregon, for the years 1915-1918 was 31, 35, 42, and 38 inches. What was the average rainfall? *Answer*.....
- 28 A collector charges 15 per cent commission. If he collects \$430 of a debt of \$615, what is the amount of his commission? *Answer*.....
- 29 A man's automobile will go 110 miles on 10 gallons of gasoline. If gasoline costs 22 cents per gallon, what is the cost per mile? *Answer*.....
- 30 A rectangular chicken pen has an area of 24 sq. ft. It is 6 ft. long. How many feet of chicken wire are needed to inclose it? *Answer*.....
- 31 A tree which is 8 ft. thick at the ground decreases 1 ft. in thickness for every 10 ft. of height. How thick is the tree 55 ft. from the ground? *Answer*.....
- 32 How much will it cost to carpet a room 12 ft. by 15 ft. with carpet at \$3 a square yard? *Answer*.....
- 33 Potatoes contain 70 per cent water, 20 per cent starch, and 10 per cent mineral matter. The starch can be removed at a cost of 14 cents a pound. How many pounds of potatoes are needed to yield 200 lbs. of starch? *Answer*.....
- 34 A man bought four horses at \$180 each, less a discount of $33\frac{1}{3}$ per cent. How much did he pay in all? *Answer*.....
- 35 How many dollars' worth of merchandise must a clerk sell at a commission of $2\frac{1}{2}$ per cent to earn a salary of \$1000 a year? *Answer*.....
- 36 Light travels about 186,000 miles per second. The sun is 93,000,000 miles away from the earth. How many **minutes** does it take a ray of light to come to the earth? *Answer*.....
- 37 What does \$1.00 compounded annually at 10 per cent amount to in 2 years? *Answer*.....
- 38 A ladder is standing against a wall in such a way that the base is 12 ft. from the wall and the top of the ladder is 16 ft. from the ground. How long is the ladder? *Answer*.....
- 39 A house was sold for \$3000. Out of this was paid \$20 for taxes, \$25 for abstract of title, 5 per cent as commission, and $\frac{1}{5}$ of 1 per cent as escrow charges. How much did the owner finally receive for his house? *Answer*.....
- 40 How many cubic feet are there in a cylindrical smokestack that is 20 feet in diameter and 100 feet high? *Answer*.....

Test 5. Number right $\times 4 =$ Score

TEST 6. NATURE STUDY AND SCIENCE

Samples: The number of cents in a dollar is 200 100 300

Our rain comes from the clouds moon stars

Draw a line under the word that makes the sentence true.

Begin here.

1	Christmas comes in	December	January	July	1
2	The month before April is	March	May	June	2
3	A calf is the young of the	cow	goat	horse	3
4	Soap is made from	fats	lemons	sugars	4
5	Horseshoes are made of	copper	lead	iron	5
6	A colt is the young of the	cow	horse	sheep	6
7	Acorns grow on	oaks	piners	poplars	7
8	A baboon is a kind of	bird	fish	monkey	8
9	Ivory is obtained from	elephants	shellfish	reefs	9
10	The lasso is usually made of	rope	rubber	wire	10
11	An enemy of the mouse is the	owl	rabbit	squirrel	11
12	An important orange-growing state is	Alabama	California	Texas	12
13	The number of pints in a quart is	2	3	4	13
14	A scythe is used in cutting	grass	steel	wood	14
15	Anchors are used on	autos	ships	wagons	15
16	Muslin is a kind of	cloth	color	drink	16
17	The burro resembles most the	cow	donkey	horse	17
18	Calico is a kind of	cloth	curtain	towel	18
19	A poor food for sick people is	eggs	milk	pickles	19
20	The largest city in the United States is	Chicago	New York	Washington	20
21	An important export from China is	coffee	salmon	tea	21
22	One of the great tobacco states is	New York	Ohio	Virginia	22
23	Pearls are obtained from	ivory	mines	oysters	23
24	The least expensive of these cloths is	cheesecloth	poplin	voile	24
25	One of the greatest cattle states is	Louisiana	Massachusetts	Texas	25
26	The square is used chiefly by	barbers	blacksmiths	carpenters	26
27	Tuberculosis is caused by	cold air	germs	moist air	27
28	An animal with many long arms is the	devilfish	leech	snail	28
29	Boston is in	Connecticut	Massachusetts	Rhode Island	29
30	A bird that catches fish is the	buzzard	owl	pelican	30
31	Geysers are a kind of	hot spring	iceberg	seaweed	31
32	The inventor of the steamboat was	Fulton	Stephenson	Watt	32
33	Dishes are made of	clay	sandstone	gravel	33
34	To be soft boiled, eggs require about	3 minutes	4 minutes	5 minutes	34
35	Sleeve boards are used in	ironing	knitting	sewing	35
36	Gasoline comes from	grains	petroleum	turpentine	36
37	The Amazon is in	Brazil	India	Russia	37
38	The Erie Canal is in	Canada	New York	Pennsylvania	38
39	A bird that nests in holes in trees is the	flicker	robin	song sparrow	39
40	Eggs are most easily digested when	fried	scrambled	soft-boiled	40
41	An enemy of the chicken is the	blackbird	mole	weasel	41
42	An animal that carries its young in a pouch is the	beaver	kangaroo	squirrel	42
43	A valuable ornamental wood is	mahogany	pine	spruce	43
44	The incubator is useful in raising	cattle	chickens	cotton	44
45	A cloth often used for kitchen aprons is	flannel	gingham	velours	45

Go right on to next page.

TEST 6, CONTINUED

46	Ammonia is often used for	cleaning	dyeing	flavoring	46	
47	The Pyramids are located in	Egypt	Morocco	Persia	47	
48	Adenoids cause	blindness	mouth breathing	paralysis	48	
49	Pneumonia is a disease of the	heart	lungs	nerves	49	
50	Canton is a city in	China	France	Japan	50	
51	Malaria is often spread by	flies	rats	mosquitoes	51	
52	The electromagnet is used in	printing	stenography	telegraphy	52	
53	An example of a citrus fruit is the	apple	lemon	peach	53	
54	The most common rate of interest is	2 %	6 %	12 %	54	
55	The mimeograph is a kind of	copying machine	phonograph	typewriter	55	
56	An inventor of airplanes was named	Fulton	Stephenson	Wright	56	
57	The age of a tree may be learned from its	bark	rings	limbs	57	
58	Baking powders sometimes contain	alum	arsenic	calomel	58	
59	Threads are found on	saws	screws	rivets	59	
60	The chief industry of Labrador is	dairying	farming	fishing	60	
61	The North Star can be found by the	Big Dipper	Little Dipper	Seven Sisters	61	
62	Seattle is in	California	Oregon	Washington	62	
63	The ligaments are attached to the	bones	intestines	stomach	63	
64	When it is noon in San Francisco it is	2 P.M. in	Berlin	Chicago	London	64
65	The Andes are in	Africa	Asia	South America	65	
66	The Roman numerals XIX equal	14	19	21	66	
67	The telephone was invented by	Edison	Bell	Hammond	67	
68	A city with a very heavy rainfall is	Chicago	Denver	Seattle	68	
69	The sun in eclipse is hidden from us by	Jupiter	the moon	Saturn	69	
70	The Volga is in	Spain	India	Russia	70	
71	The longest day of the year is in	March	June	December	71	
72	The Guernsey is a kind of	cow	horse	sheep	72	
73	A plant that lives as a parasite is the	mistletoe	nasturtium	water lily	73	
74	Barrage is a term used in	mechanics	plumbing	warfare	74	
75	Potash is a kind of	mineral	plant	utensil	75	
76	A gimlet is used by	carpenters	musicians	stenographers	76	
77	The earth is slightly flattened at the	equator	poles	Tropic of Cancer	77	
78	The cerebellum is a part of the	brain	heart	skeleton	78	
79	A six-sided figure is called a	hexagon	scholium	trapezium	79	
80	The cube root of 27 is	9	3	$1\frac{1}{3}$	80	
81	Soil composition is most influenced by	earthworms	gophers	prairie dogs	81	
82	Cream of tartar is used in making	baking powders	extracts	soap	82	
83	Antitoxins are a kind of	disease	pigment	serum	83	
84	The reproduction of fishes is called	ovulation	spawning	pollination	84	
85	The dynamo produces	dynamite	electricity	illuminating gas	85	
86	An example of a chemical element is	glass	oxygen	water	86	
87	The originator of a form of shorthand was	Baldwin	Pitman	Remington	87	
88	The number of square feet in a square yard is	3	9	$16\frac{1}{2}$	88	
89	Rocks formed under water are called	igneous	metamorphic	sedimentary	89	
90	The chief cause of tides is the attraction of the	moon	planets	sun	90	
91	Mohair is used for	crocheting	plastering	upholstering	91	
92	Maroon is a	color	drink	food	92	
93	"The Origin of Species" was written by	Agassiz	Darwin	Lamarck	93	
94	The Roman numeral C equals	50	100	1000	94	
95	Haviland is a brand of	china	furniture	hats	95	

Number right.....

Number wrong..... $\div 2 =$

Test 6. Score (subtract).....

TEST 7. HISTORY AND LITERATURE

Draw a line under the word that makes the sentence true.

-
- 1 The man who slept for 20 years was Ichabod Crane Miles Standish Rip Van Winkle.. 1
 2 America was discovered by Balboa Columbus Hudson 2
 3 Black Beauty was a crow dog horse..... 3
 4 A famous American poet was Cooper Longfellow Shelley 4
 5 The girl who ran down a rabbit hole was Alice Isabel Rosamund 5
 6 The Pilgrims were English French German 6
 7 A person who went to seek for the Golden Fleece was Baldur Jason Siegfried.. 7
 8 Civilization depends most upon education electric lights parcels post 8
 9 Thor was the Norse god of music peace thunder 9
 10 The word "courtship" reminds us of Jonathan Edwards Miles Standish William Penn.. 10
 11 Aladdin had a magic cloak lamp wand..... 11
 12 Daniel Boone explored the state of Kentucky Oregon Texas 12
 13 The highest authority in a court is the judge prosecutor sheriff 13
 14 A voter must have property be a citizen belong to the white race 14
 15 The Mississippi was discovered by Balboa De Soto Vespucci 15
 16 Longfellow wrote Evangeline The Raven Snowbound..... 16
 17 The Civil War began in 1812 1861 1865 17
 18 The man who fed Belgium during the World War was Hoover Pershing Wilson.. 18
 19 Huckleberry Finn's chum was Artful Dodger Black Dog Tom Sawyer 19
 20 William Tell was an archer orator prince 20
 21 A voter has to be at least 18 years old 20 years old 21 years old 21
 22 The theme of "Uncle Tom's Cabin" is poverty slavery taxation 22
 23 A hero of the Revolution was William Penn John Smith Paul Revere..... 23
 24 Our President during the Civil War was Lincoln Roosevelt Washington 24
 25 "Snowbound" was written by Field Markham Whittier 25
 26 The American Legion is composed of ex-soldiers senators supreme court judges.. 26
 27 The "gold rush" to California was in 1849 1865 1872 27
 28 "Huckleberry Finn" was written by Cooper Mark Twain Stevenson..... 28
 29 Robert E. Lee was famous in literature science war 29
 30 The man who was cast into the lions' den was Daniel Jonah Joseph 30
 31 Hindenburg commanded the forces of England Germany Russia 31
 32 Lafayette fought on the side of Grant Lee Washington 32
 33 The Pied Piper ridded Hamelin of cats snakes rats 33
 34 Ichabod Crane lived in Alaska Sleepy Hollow The House of the Seven Gables.. 34
 35 The appearance of a city is helped most by billboards shade trees telegraph poles.. 35
 36 In the United States a criminal is tried by a jury of 6 12 16 36
 37 "The Call of the Wild" was written by Cooper Jack London Mark Twain... 37
 38 When one man sells a property to another he gives him a deed mortgage will.. 38
 39 The girl from Sunnybrook Farm was Nora Peggy Rebecca 39
 40 Daniel Webster is famous as a judge orator preacher 40
 41 The "Rough Riders" were led by Pershing Roosevelt Sheridan 41
 42 Sir Launfal sought the Golden Fleece Holy Grail Silver Buddha 42
 43 The Monroe Doctrine deals with foreign colonization in Africa America Asia.. 43
 44 Dewey overcame the Spanish fleet at Havana Manila Mobile..... 44
 45 The United States Military Academy is located at Annapolis Washington West Point.. 45

Go right on to next page.

TEST 7, CONTINUED

46	Paul Jones was a	general	sea fighter	statesman	.....	46
47	Stonewall Jackson is mentioned in	Barbara Frietchie	Enoch Arden	Paul Revere's Ride	.....	47
48	The President is elected directly by	Congress	electors	the people	.....	48
49	"Uncle Tom's Cabin" tells about	Ali Baba	Little Eva	Tar Baby	.....	49
50	The power of declaring war is vested in	Congress	President	Secretary of War	.....	50
51	A famous Confederate general was	Gage	Stonewall Jackson	Meade	.....	51
52	The first book of the Bible is	Genesis	Psalms	Revelation	.....	52
53	A state that was once an independent country is	Missouri	Ohio	Texas	.....	53
54	A great lawgiver of the Hebrews was	Abraham	Moses	Saul	.....	54
55	The American Revolution began in	1762	1775	1783	.....	55
56	"Alice in Wonderland" tells about	Little John	The Mad Hatter	The Ruggles	.....	56
57	One of the thirteen original colonies was	Alabama	Florida	New York	.....	57
58	The scene of "Evangeline" is laid in	Acadia	Maryland	Pennsylvania	.....	58
59	The north pole was discovered by	Greely	Peary	Scott	.....	59
60	Congress makes the laws for the	cities	nation	states	.....	60
61	The battle of Bunker Hill was fought in	Massachusetts	New York	Virginia	.....	61
62	"The Call of the Wild" is the story of a	bear	dog	horse	.....	62
63	Admiral Sims fought in the	Civil War	World War	War of 1812	.....	63
64	A king famous for his wisdom was	David	Pilate	Solomon	.....	64
65	"Little Women" was written by	Louisa Alcott	George Eliot	Anna Sewell	.....	65
66	U. S. abolished slavery by a	Senate bill	Constitutional amendment	court decision	.....	66
67	Solomon was a	Greek	Hebrew	Egyptian	.....	67
68	The Peace Treaty of 1919 is known as the Treaty of	Berlin	London	Versailles	.....	68
69	Long John Silver is a character in	Ivanhoe	Robin Hood	Treasure Island	.....	69
70	Robin Hood dressed in	blue	green	red	.....	70
71	The battle of Lexington was fought in	1620	1775	1812	.....	71
72	"The Lady of the Lake" was written by	Longfellow	Scott	Tennyson	.....	72
73	The oracle of Apollo was located at	Amalfi	Capua	Delphi	.....	73
74	A measure which safeguards the people's rights is	income tax	prohibition	referendum	.....	74
75	The Odyssey was written by	Homer	Milton	Virgil	.....	75
76	Romulus and Remus were cared for by a	dwarf	lion	wolf	.....	76
77	The Jesuits were noted for their	agriculture	inventions	schools	.....	77
78	A word that expresses strong emotion is an	adverb	conjunction	interjection	.....	78
79	Federal authority is the authority of the	county	state	United States	.....	79
80	Vulcan was the god of	fire	lightning	thunder	.....	80
81	The Hohenzollerns were kings of	Prussia	Russia	Sweden	.....	81
82	A coroner is ordinarily a	doctor	lawyer	mayor	.....	82
83	The Peloponnesian War was fought in	Greece	Rome	Spain	.....	83
84	A character in Hiawatha is	Crowfoot	Minnehaha	Pocahontas	.....	84
85	Mark Twain's real name was	Clemens	Howells	Riley	.....	85
86	The soviet is a system of	exchange	government	religion	.....	86
87	Ichabod Crane is a character from	Cooper	Irving	Mark Twain	.....	87
88	The Reichstag is the law-making body of	Germany	Holland	Sweden	.....	88
89	The prefix "anti-" means	against	over	beyond	.....	89
90	"The Man Without a Country" was written by	Aldrich	Emerson	Hale	.....	90
91	Haig commanded the forces of	England	France	Italy	.....	91
92	Representing France at the Versailles peace conference was	Clemenceau	Foch	Poincaré	.....	92
93	"The Jungle Book" tells about	Bagheera	Hiawatha	Friar Tuck	.....	93
94	Cherubim are a kind of	angel	chariot	throne	.....	94
95	Sindbad was a	dwarf	knight	sailor	.....	95

Number right.....

Number wrong..... ÷ 2 =.....

Test 7. Score (subtract).....

TEST 8. LANGUAGE USAGE

Samples

Apples is
are good.He told
telled me.

- 1 She was just about to ^{sit}
~~set~~ down.
- 2 I will ^{teach}
~~learn~~ him to do better.
- 3 There was a large ^{mob}
~~crowd~~ at church.
- 4 Four men and a boy ^{are}
~~is~~ in the party.
- 5 Jane is ^{more prettier}
~~prettier~~ than Helen.
- 6 She dances ^{elegantly.}
~~gracefully.~~
- 7 The doctor ^{gives}
~~grants~~ us medicine.
- 8 He did it ^{himself.}
~~his self.~~
- 9 ^{That there}
~~That~~ house is ours.
- 10 He ^{could}
~~couldn't~~ scarcely do it.
- 11 Both Helen and ^I
~~myself~~ saw him.
- 12 He is a very ^{healthful}
~~healthy~~ man.
- 13 The noise greatly ^{aggravated}
~~annoyed~~ me.
- 14 ^{Although}
~~While~~ I am weak, I will try.
- 15 That man has ^{written}
~~wrote~~ three books.
- 16 The woman was half ^{drowned.}
~~drownded.~~
- 17 One is a girl, but all the others ^{boys.}
~~are boys.~~
- 18 He ^{don't}
~~doesn't~~ seem to understand.
- 19 I am coming ^{right off.}
~~immediately.~~
- 20 This game is the best of ^{any.}
~~all.~~
- 21 Do it as ^{quickly}
~~quick~~ as you can.
- 22 The guests ^{lingered}
~~loitered~~ near the door.
- 23 Edison ^{discovered}
~~invented~~ the electric light.
- 24 Ten thousand were ^{slain}
~~murdered~~ in the battle.
- 25 I feared you ^{should}
~~would~~ fail.
- 26 They ate it all ^{themselves.}
~~themselves.~~
- 27 A parent is ^{mortified}
~~abashed~~ by a child's rudeness.
- 28 The climate here is very ^{gentle.}
~~mild.~~
- 29 The man has ^{fell}
~~fallen~~ and hurt himself.
- 30 She dances very ^{gracefully.}
~~graceful.~~

Go right on to next page.

TEST 8, CONTINUED

- 31 I greatly ^{appreciated}_{esteemed} the favor.
- 32 He related the ^{deeds}_{adventures} of an explorer.
- 33 The tree has ^{laid}_{lain} for years.
- 34 They ^{all unanimously}_{unanimously} agreed to go.
- 35 One is naturally ^{offended}_{vexed} by an insult.
- 36 The earthquake ^{hurt}_{damaged} four persons.
- 37 We divided them ^{between}_{among} the four of us.
- 38 I ^{assure}_{promise} you we did our best.
- 39 The box was hidden ^{inside}_{inside of} the house.
- 40 Please try ^{and}_{to} do it.
- 41 All ^{who}_{whom} I expected were there.
- 42 Privileges are often ^{given}_{granted} by kings.
- 43 The battle ^{showed up}_{exposed} his weakness.
- 44 The miser ^{hoards}_{treasures} his gold.
- 45 Here they give a person food ^{he}_{you} can't eat.
- 46 He ^{shall}_{will} be glad to hear from you.
- 47 False reports have injured his ^{character.}_{reputation.}
- 48 James is the ^{carefullest}_{most careful} boy in the school.
- 49 ^{Having said goodbye,}
When we had said goodbye, the train departed.
- 50 I forgot his name and felt ^{disconcerted.}_{discomposed.}
- 51 The ship, with all its passengers, ^{was}_{were} lost.
- 52 He never ^{abandons}_{forsakes} his purposes.
- 53 They insisted upon ^{observation}_{observance} of the Sabbath.
- 54 If he ^{was}_{were} here, he would say yes.
- 55 The lofty mountains inspired us with ^{awe.}_{amazement.}
- 56 Every pupil should do ^{his}_{their} own work.
- 57 This is between you and ^{I.}_{me.}
- 58 He is a ^{notorious}_{noted} gambler.
- 59 You, the captain, ^{are}_{is} the one to give the order.
- 60 Pure drinking water is ^{healthy.}_{healthful.}

Number right

Number wrong

Test 8. Score (subtract)

TEST 1. INFORMATION

Draw a line under the ONE word that makes the sentence true, as shown in the sample.

SAMPLE. Our first President was

Adams Jefferson Lincoln Washington

- | | | | |
|----|---------------------------------------|---|----|
| 1 | Coffee is a kind of | bark berry leaf root | 1 |
| 2 | Sirloin is a cut of | beef mutton pork veal | 2 |
| 3 | Gasoline comes from | grains petroleum turpentine seeds | 3 |
| 4 | Most exports go from | Boston San Francisco New Orleans New York. | 4 |
| 5 | The number of pounds in a ton is | 1000 2000 3000 4000 | 5 |
| 6 | Napoleon was defeated at | Leipzig Paris Verdun Waterloo | 6 |
| 7 | Emeralds are usually | blue green red yellow | 7 |
| 8 | The optic nerve is for | seeing hearing tasting feeling | 8 |
| 9 | Larceny is a term used in | medicine theology law pedagogy | 9 |
| 10 | Sponges come from | animals farms forests mines | 10 |
| 11 | Confucius founded the religion of the | Persians Italians Chinese Indians | 11 |
| 12 | The larynx is in the | abdomen head throat shoulder | 12 |
| 13 | The piccolo is used in | farming music photography typewriting | 13 |
| 14 | The kilowatt measures | rainfall wind-power electricity water-power.... | 14 |
| 15 | The guillotine causes | death disease fever sickness | 15 |
| 16 | A character in "David Copperfield" is | Sindbad Uriah Heep Rebecca Hamlet | 16 |
| 17 | A windlass is used for | boring cutting lifting squeezing | 17 |
| 18 | A great law-giver of the Hebrews was | Abraham David Moses Saul | 18 |
| 19 | A six-sided figure is called a | scholium parallelogram hexagon trapezium.... | 19 |
| 20 | A meter is nearest in length to the | inch foot yard rod | 20 |

Right

TEST 2. BEST ANSWER

Read each question or statement and make a cross before the BEST answer, as shown in the sample.

- SAMPLE { Why do we buy clocks? Because
 1 We like to hear them strike.
 2 They have hands.
 × 3 They tell us the time.

- 1 Spokes of a wheel are often made of hickory because
 1 Hickory is tough.
 2 It cuts easily.
 3 It takes paint nicely.
- 2 The saying, "A watched pot never boils," means
 1 We should never watch a pot on the fire.
 2 Boiling takes a long time.
 3 Time passes slowly when we are waiting for something.
- 3 A train is harder to stop than an automobile because
 1 It has more wheels.
 2 It is heavier.
 3 Its brakes are not so good.
- 4 The saying, "Make hay while the sun shines," means
 1 Hay is made in summer.
 2 We should make the most of our opportunities.
 3 Hay should not be cut at night.
- 5 If the earth were nearer the sun
 1 The stars would disappear.
 2 Our months would be longer.
 3 The earth would be warmer.
- 6 The saying, "If wishes were horses, beggars would ride," means
 1 Wishing doesn't get us very far.
 2 Beggars often wish for horses to ride.
 3 Beggars are always asking for something.
- 7 The saying, "Little strokes fell great oaks," means
 1 Oak trees are weak.
 2 Little strokes are best.
 3 Continued effort brings results.
- 8 A steel battleship floats because
 1 The engines hold it up.
 2 It has much air space inside.
 3 It contains some wood.
- 9 The feathers on a bird's wings help him to fly because
 1 They make a wide, light surface.
 2 They keep the air off his body.
 3 They decrease the bird's weight.
- 10 The saying, "A carpenter should stick to his bench," means
 1 Carpenters should not work without benches.
 2 Carpenters should not be idle.
 3 One should work at the thing he can do best.
- 11 The saying, "One swallow does not make a summer," means
 1 Swallows come back for the summer.
 2 A single sign is not sufficient proof.
 3 Many birds add to the pleasures of summer.

Right × 2 = Score

TEST 3. WORD MEANING

When two words mean the SAME, draw a line under "SAME."
 When they mean the OPPOSITE, draw a line under "OPPOSITE."

SAMPLES		{	fall — drop	same — opposite	
			north — south	same — <u>opposite</u>	
1	expel — retain		same — opposite		1
2	comfort — console		same — opposite		2
3	waste — conserve		same — opposite		3
4	monotony — variety		same — opposite		4
5	quell — subdue		same — opposite		5
6	major — minor		same — opposite		6
7	boldness — audacity		same — opposite		7
8	exult — rejoice		same — opposite		8
9	prohibit — allow		same — opposite		9
10	debase — degrade		same — opposite		10
11	recline — stand		same — opposite		11
12	approve — veto		same — opposite		12
13	amateur — expert		same — opposite		13
14	evade — shun		same — opposite		14
15	tart — acid		same — opposite		15
16	concede — deny		same — opposite		16
17	tonic — stimulant		same — opposite		17
18	incite — quell		same — opposite		18
19	economy — frugality		same — opposite		19
20	rash — prudent		same — opposite		20
21	obtuse — acute		same — opposite		21
22	transient — permanent		same — opposite		22
23	expel — eject		same — opposite		23
24	hoax — deception		same — opposite		24
25	docile — submissive		same — opposite		25
26	wax — wane		same — opposite		26
27	incite — instigate		same — opposite		27
28	reverence — veneration		same — opposite		28
29	asset — liability		same — opposite		29
30	appease — placate		same — opposite		30

Right Wrong Score

TEST 4. LOGICAL SELECTION

In each sentence draw a line under the TWO words that tell what the thing ALWAYS has. Underline TWO, and ONLY TWO, in each line.

SAMPLE. A man always has

body cap gloves mouth money

- 1 A horse always has
harness hoofs shoes stable tail 1
- 2 A circle always has
altitude circumference latitude longitude radius 2
- 3 A bird always has
bones eggs beak nest song 3
- 4 Music always has
listener piano rhythm sound violin 4
- 5 An object always has
smell size taste value weight 5
- 6 Conversation always has
agreement persons questions wit speech 6
- 7 A banquet always has
food music persons speeches toastmaster 7
- 8 A pistol always has
barrel bullet cartridge sights trigger 8
- 9 A ship always has
engine guns keel rudder sails 9
- 10 A debt always involves
creditor debtor interest mortgage payment 10
- 11 A game always has
cards contestants forfeits penalties rules 11
- 12 A magazine always has
advertisements paper pictures print stories 12
- 13 A museum always has
animals arrangement collections minerals visitors 13
- 14 A forest always has
animals flowers shade underbrush trees 14
- 15 A citizen always has
country occupation privileges property vote 15
- 16 Controversy always involves
claims disagreement dislike enmity hatred 16
- 17 War always has
airplanes cannons combat rifles soldiers 17
- 18 Obstacles always bring
difficulty discouragement failure hindrance stimulation .. 18
- 19 Abhorrence always involves
aversion dislike fear rage timidity 19
- 20 Compromise always involves
adjustment agreement friendship respect satisfaction ... 20

Right

TEST 5. ARITHMETIC

Find the answers as quickly as you can.
Write the answers on the dotted lines.
Use the bottom of the page to figure on.

-
- 1 How many hours will it take a person to go 66 miles at the rate of 6 miles an hour? *Answer*
 - 2 At the rate of 2 for 5 cents, how many pencils can you buy for 50 cents? *Answer*
 - 3 If a man earns \$20 a week and spends \$14, how long will it take him to save \$300? *Answer*
 - 4 $2 \times 3 \times 4 \times 6$ is how many times as much as 3×4 ? *Answer*
 - 5 If two pies cost 66 cents, what does a sixth of a pie cost? *Answer*
 - 6 What is $16\frac{2}{3}$ per cent of \$120? *Answer*
 - 7 4 per cent of \$1000 is the same as 8 per cent of what amount? *Answer*
 - 8 A has \$180, B has $\frac{2}{3}$ as much as A, and C has $\frac{1}{2}$ as much as B. How much have all together? *Answer*
 - 9 The capacity of a rectangular bin is 48 cubic feet. If the bin is 6 feet long and 4 feet wide, how deep is it? *Answer*
 - 10 If it takes 7 men 2 days to dig a 140-foot ditch, how many men are needed to dig it in half a day? *Answer*
 - 11 A man spends $\frac{1}{4}$ of his salary for board and room, and $\frac{3}{8}$ for all other expenses. What per cent of his salary does he save? *Answer*
 - 12 If a man runs 100 yards in 10 seconds, how many feet does he run in $\frac{1}{5}$ of a second? *Answer*

Right $\times 2 =$ *Score*

TEST 6. SENTENCE MEANING

FORM A

Draw a line under the right answer, as shown in the samples.

SAMPLES	{	Is coal obtained from mines?	<u>Yes</u>	No	
		Are all men six feet tall?	Yes	<u>No</u>	
1		Does a conscientious person ever make mistakes?	Yes	No	1
2		Is an alloy a kind of musical instrument?	Yes	No	2
3		Is scurvy a kind of medicine?	Yes	No	3
4		Are mysterious things often uncanny?	Yes	No	4
5		Are destitute persons often subjects of charity?	Yes	No	5
6		Are anonymous letters ever properly signed?	Yes	No	6
7		Is the mimeograph sometimes used by stenographers? ..	Yes	No	7
8		Is a curriculum intended for horses?	Yes	No	8
9		Are proteids essential to health?	Yes	No	9
10		Does "perfunctory" mean the same as "careful"? ..	Yes	No	10
11		Are premeditated deeds always wicked?	Yes	No	11
12		Do alleged facts often require verification?	Yes	No	12
13		Are sheep carnivorous?	Yes	No	13
14		Are aristocrats subservient to their inferiors? ..	Yes	No	14
15		Are venerable people usually respected?	Yes	No	15
16		Is clematis sometimes cultivated?	Yes	No	16
17		Are ultimate results the last to appear?	Yes	No	17
18		Are cerebral hemorrhages helpful to thinking?	Yes	No	18
19		Are all people religious who have hallucinations? ..	Yes	No	19
20		Are intermittent sounds discontinuous?	Yes	No	20
21		Are sable colors preferred for nations' flags?	Yes	No	21
22		Does social contact tend to reduce eccentricities?	Yes	No	22
23		Are tentative decisions usually final?	Yes	No	23
24		Is rancor usually characterized by persistence?	Yes	No	24

Right.....Wrong.....Score.....

TEST 7. ANALOGIES

SAMPLES	{	Ear is to hear as eye is to				
			table	<u>see</u>	hand	play
		Hat is to head as shoe is to				
			arm	coat	<u>foot</u>	leg

Do them all like samples.

-
- | | | | | | | |
|----|--|---------|----------|----------|-----------|----|
| 1 | Coat is to wear as bread is to | | | | | |
| | | eat | starve | water | cook | 1 |
| 2 | Week is to month as month is to | | | | | |
| | | year | hour | minute | century | 2 |
| 3 | Monday is to Tuesday as Friday is to | | | | | |
| | | week | Thursday | day | Saturday | 3 |
| 4 | Tell is to told as speak is to | | | | | |
| | | sing | spoke | speaking | sang | 4 |
| 5 | Lion is to animal as rose is to | | | | | |
| | | smell | leaf | plant | thorn | 5 |
| 6 | Cat is to tiger as dog is to | | | | | |
| | | wolf | bark | bite | snap | 6 |
| 7 | Success is to joy as failure is to | | | | | |
| | | sadness | luck | fail | work | 7 |
| 8 | Liberty is to freedom as bondage is to | | | | | |
| | | negro | slavery | free | suffer | 8 |
| 9 | Cry is to laugh as sadness is to | | | | | |
| | | death | joy | coffin | doctor | 9 |
| 10 | Tiger is to hair as trout is to | | | | | |
| | | water | fish | scales | swims | 10 |
| 11 | 1 is to 3 as 9 is to | | | | | |
| | | 18 | 27 | 36 | 45 | 11 |
| 12 | Lead is to heavy as cork is to | | | | | |
| | | bottle | weight | light | float | 12 |
| 13 | Poison is to death as food is to | | | | | |
| | | eat | bird | life | bad | 13 |
| 14 | 4 is to 16 as 5 is to | | | | | |
| | | 7 | 45 | 35 | 25 | 14 |
| 15 | Food is to hunger as water is to | | | | | |
| | | drink | clear | thirst | pure | 15 |
| 16 | b is to d as second is to | | | | | |
| | | third | later | fourth | last | 16 |
| 17 | City is to mayor as army is to | | | | | |
| | | navy | soldier | general | private | 17 |
| 18 | Here is to there as this is to | | | | | |
| | | these | those | that | then | 18 |
| 19 | Subject is to predicate as noun is to | | | | | |
| | | pronoun | adverb | verb | adjective | 19 |
| 20 | Corrupt is to depraved as sacred is to | | | | | |
| | | Bible | hallowed | prayer | Sunday | 20 |

Right.....

TEST 8. MIXED SENTENCES

FORM A

The words in each sentence below are mixed up. If what a sentence means is TRUE, draw a line under "TRUE." If what it means is FALSE, draw a line under "FALSE."

SAMPLES	{	hear are with to ears	<u>true</u>	false	
		eat gunpowder to good is	true	<u>false</u>	
1		true bought cannot friendship be	true	false	1
2		good sea drink to is water	true	false	2
3		of is the peace war opposite.	true	false	3
4		get grow they as children taller older.	true	false	4
5		horses automobile an are than slower.	true	false	5
6		never deeds rewarded be should good	true	false	6
7		four hundred all pages contain books.	true	false	7
8		to advice sometimes is good follow hard	true	false	8
9		envy bad greed traits are and	true	false	9
10		grow an than strawberries oak tree higher	true	false	10
11		external deceive never appearances us	true	false	11
12		never is man what show a deeds.	true	false	12
13		hatred bad unfriendliness traits are and	true	false	13
14		often judge can we actions man his by a	true	false	14
15		in are always American cities born presidents	true	false	15
16		certain always death of cause kinds sickness	true	false	16
17		are sheet blankets as as a never warm.	true	false	17
18		never who heedless those stumble are	true	false	18

Right Wrong Score

TEST 9. CLASSIFICATION

SAMPLES { 1 bullet cannon gun sword pencil
 2 Canada Chicago China India France

In each line cross out the word that does not belong there.
 Cross out JUST ONE WORD in each line.

-
- 1 Frank James John Sarah William..... 1
 - 2 Baptist Catholic Methodist Presbyterian Republican.. 2
 - 3 automobile bicycle buggy telegraph train..... 3
 - 4 Collie Holstein Shepherd Spitz Terrier..... 4
 - 5 hop run skip stand walk..... 5

 - 6 death grief picnic poverty sadness..... 6
 - 7 bed chair dish sofa table..... 7
 - 8 hard rough smooth soft sweet..... 8
 - 9 mechanic doctor lawyer preacher teacher..... 9
 - 10 Christ Confucius Mohammed Moses Cæsar..... 10

 - 11 butterfly hawk ostrich robin swallow..... 11
 - 12 cloth cotton flax hemp wool..... 12
 - 13 digestion hearing sight smell touch..... 13
 - 14 down hither recent up yonder..... 14
 - 15 anger hatred joy pity reasoning..... 15

 - 16 Australia Cuba Iceland Ireland Spain..... 16
 - 17 Dewey Farragut Grant Paul Jones Schley..... 17
 - 18 give lend lose keep waste..... 18

Right.....

TEST 10. NUMBER SERIES

SAMPLES	{	5	10	15	20	25	.30.	.35.
		20	18	16	14	12	.10.	.8.

In each row try to find out how the numbers are made up, then on the two dotted lines write the TWO numbers that should come next.

1st Row				8	7	6	5	4	3	.....	.....
2d Row			3	8	13	18	23	28	.....	.....
3d Row			$11\frac{3}{4}$	12	$12\frac{1}{4}$	$12\frac{1}{2}$	$12\frac{3}{4}$	.....	.....
4th Row				8	8	6	6	4	4	.....	.....
5th Row				1	2	4	8	16	32	.....	.....
6th Row			4	3	5	4	6	5	7	.....	.....
7th Row				16	8	4	2	1	$\frac{1}{2}$	.....	.....
8th Row			8	9	12	13	16	17	.....	.....
9th Row	7	11	15	16	20	24	25	29	.....	.....
10th Row	31.3	40.3	49.3	58.3	67.3	76.3			
11th Row					$\frac{1}{25}$	$\frac{1}{5}$	1	5	
12th Row			3	4	6	9	13	18	

Right $\times 2 =$ *Score*

TEST OF THE ...

... ..

... ..

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... ..

SCALE B — FORM 3

Prepared under the auspices of the National Research Council by M. E. Haggerty,
L. M. Terman, E. L. Thorndike, G. M. Whipple, and R. M. Yerkes

Name Grade Boy or girl

First name Last name

Date of birth Age

Month Day Year Years Months

Birthplace of parents Race

Father Mother

Name of teacher

Name of school

Name of city

Date of examination

TEST	RIGHTS	METHOD	SCORE
1		$\times 2 =$	
2		$=$	
3		Wrongs $-(\quad) =$	
4		$=$	
5		Wrongs $-(\quad) =$	
TOTAL SCORE (Sum of scores of five tests)			

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[1]

**To the Examiner: Do not administer this test without first reading carefully
the Manual of Directions. The Manual must be ordered extra.**

SECTION 1. GENERAL INFORMATION

SECTION 2. HISTORY

1. Name of the building: _____

2. Address: _____

3. City: _____

4. State: _____

5. Year built: _____

6. Architect: _____

7. Owner: _____

8. Use: _____

Year	Event	Remarks

9. Date of last inspection: _____

10. Inspector's name: _____

Exercise 1

Do this work in arithmetic as quickly as you can without making mistakes. Try each example as you come to it. Look carefully at each one to see what you are to do.

Begin here	(1) Add	(2) Multiply	(3) Add	(4) Subtract
	$\begin{array}{r} 4 \\ 2 \\ \hline \end{array}$	$4 \times 5 =$	$\begin{array}{r} 32 \\ 25 \\ \hline 19 \end{array}$	$\begin{array}{r} 13 \\ 5 \\ \hline \end{array}$

(5) Divide	(6) Multiply	(7) Divide	(8) Subtract
$11 \div 3 =$	$\begin{array}{r} 5073 \\ 9 \\ \hline \end{array}$	$37 \overline{)14282}$	$\frac{6}{7} - \frac{4}{5} =$

(9) Divide	(10) Multiply
$\frac{3}{4} \div 5 =$	$\begin{array}{r} 358\frac{1}{3} \\ 26 \\ \hline \end{array}$

Test 1

Do this work in arithmetic as quickly as you can without making mistakes. Try each example as you come to it. Look carefully at each one to see what you are to do.

Begin here	(1)	(2)	(3)	(4)	(5)	(6)
	Add	Multiply	Subtract	Divide	Add	Multiply
	$\begin{array}{r} 2 \\ 4 \\ \hline \end{array}$	$3 \times 3 =$	$\begin{array}{r} 3 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \overline{)6} \end{array}$	$\begin{array}{r} 19 \\ 2 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ 3 \\ \hline \end{array}$

(7)	(8)	(9)	(10)	(11)	(12)
Add	Subtract	Divide	Multiply	Subtract	Divide
$\begin{array}{r} 28 \\ 25 \\ 14 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ 5 \\ \hline \end{array}$	$13 \div 3 =$	$\begin{array}{r} 4064 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 38460 \\ 14567 \\ \hline \end{array}$	$373 \div 7 =$

(13)	(14)	(15)	(16)
Add	Divide	Subtract	Add
$\begin{array}{r} \$ 82.10 \\ 2.03 \\ 10.30 \\ .04 \\ 201.00 \\ \hline 2020.05 \end{array}$	$\begin{array}{r} 34 \overline{)1462} \end{array}$	$128.14 - 25.78 =$	$\frac{2}{3} + \frac{3}{12} =$

(17)	(18)	(19)
Divide	Multiply	Add
$\frac{2}{3} \div 5 =$	$\begin{array}{r} 329\frac{3}{4} \\ 25 \\ \hline \end{array}$	$\begin{array}{r} 1 \text{ hr. } 50 \text{ min.} \\ 27 \text{ min.} \\ \hline 1 \text{ hr. } 35 \text{ min.} \end{array}$

(20)	(21)	(22)
	Multiply	Subtract
$8\frac{1}{3}\% \text{ of } 60 =$	$\begin{array}{r} 53 \text{ lb. } 7 \text{ oz.} \\ 5 \\ \hline \end{array}$	$7.4 - 2.00071 =$

Exercise 2

SAMPLES { Sheep eat mostly nuts grass fruits bread
 The number of cents in a dime is 2 5 10 25

In each sentence draw a line under the one word that makes the sentence true.

Begin here

- | | | |
|----|---|----|
| 1 | The number of days in a week is 5 6 7 12 | 1 |
| 2 | The kitten is the young of the dog cat lion sheep..... | 2 |
| 3 | The day before Thursday is Wednesday Tuesday Friday Monday . | 3 |
| 4 | Cheese comes from butter plants eggs milk..... | 4 |
| 5 | Leather comes from cotton wool skins bark..... | 5 |
| 6 | An animal that moves very slowly is the snail squirrel rabbit deer | 6 |
| 7 | The elm is a kind of bush flower vine tree | 7 |
| 8 | Soap is made from sugars fats pears lemons..... | 8 |
| 9 | Easter comes in fall winter spring summer..... | 9 |
| 10 | Figs grow on a bush stalk tree vine..... | 10 |
| 11 | America was discovered by Drake Hudson Columbus Raleigh.... | 11 |
| 12 | Glass is made of sand gravel clay mica..... | 12 |
| 13 | The highest price per pound is usually paid for flour sugar coffee salt | 13 |
| 14 | Pearls are obtained from mines elephants reefs oysters | 14 |
| 15 | The tadpole is the young of the fish frog lizard crayfish | 15 |

Test 2

In each sentence draw a line under the one word that makes the sentence true, as shown in the samples.

SAMPLES { Sheep eat mostly nuts grass fruits bread
 The number of cents in a dime is 2 5 10 25

Begin here

- | | | |
|----|---|----|
| 1 | Cows eat chiefly fruit grass meat nuts..... | 1 |
| 2 | The month before July is August June May September..... | 2 |
| 3 | Currants grow on a bush root stalk tree..... | 3 |
| 4 | The kid is the young of the cow deer goat sheep..... | 4 |
| 5 | We read about the glass slipper in Ali Baba Cinderella Goldilocks Tar Baby..... | 5 |
| 6 | London is in England France Ireland Scotland..... | 6 |
| 7 | A violin is played with a bow feet mouth sticks..... | 7 |
| 8 | Alfalfa is a kind of corn fruit hay rice..... | 8 |
| 9 | Bricks are made of clay gravel lime stone..... | 9 |
| 10 | The number of days in a month is about 7 12 30 18..... | 10 |
| 11 | Planes are used chiefly by barbers blacksmiths carpenters cooks..... | 11 |
| 12 | A lemon looks most like an apple orange peach pear..... | 12 |
| 13 | The ace is used in baseball cards checkers tennis..... | 13 |
| 14 | Wednesday comes two days before Monday Saturday Sunday Friday..... | 14 |
| 15 | The article costing least is coat gloves overcoat shoes..... | 15 |
| 16 | The Pilgrims were Dutch English French Spanish..... | 16 |
| 17 | The sledge hammer is used for driving nails screws spikes tacks..... | 17 |
| 18 | Easter is nearest January July June May..... | 18 |
| 19 | Vesuvius is the name of a city lake river volcano..... | 19 |
| 20 | A girl who saved her country was Cleopatra Melba Molly Stark Joan of Arc..... | 20 |
| 21 | A keyboard is part of a door floor table typewriter..... | 21 |
| 22 | The inventor of the cotton gin was Fulton Howe McCormick Whitney..... | 22 |
| 23 | Worsted is a kind of color dog game yarn..... | 23 |
| 24 | The number of yards in a rod is $5\frac{1}{2}$ $6\frac{1}{2}$ $7\frac{1}{2}$ $8\frac{1}{2}$ | 24 |
| 25 | "Oliver Twist" was written by Dickens London Scott Thackeray..... | 25 |
| 26 | One of the chief tobacco states is Arkansas Florida Texas Virginia..... | 26 |
| 27 | The number of ounces in a pound of butter is 12 14 16 18..... | 27 |
| 28 | The War of 1812 was fought against England Germany Mexico Spain..... | 28 |
| 29 | Lard comes from butter cattle fish hogs..... | 29 |
| 30 | Garnets are usually blue green red yellow..... | 30 |
| 31 | The cymbal is used in carpentry music photography typewriting..... | 31 |
| 32 | Air brakes are found on automobiles balloons bicycles trains..... | 32 |
| 33 | An animal that often lives in hollow trees is the eagle rabbit raccoon wolf..... | 33 |
| 34 | The Wyandotte is a kind of cattle fowl granite horse..... | 34 |
| 35 | Asbestos comes from bones cotton mines wool..... | 35 |
| 36 | Typhoid is most often carried by bugs flies mosquitoes rats..... | 36 |
| 37 | The number of chambers in the human ear is 2 4 6 8..... | 37 |
| 38 | A great lawgiver of the Hebrews was Abraham David Moses Saul..... | 38 |
| 39 | The president of the Confederate States was Davis Jackson Lee Lincoln..... | 39 |
| 40 | "David Copperfield" tells about Oliver Twist Rebecca Uriah Heep Sindbad..... | 40 |

Exercise 3

SAMPLES	{	Can cows eat?.....	<u>Yes</u>	No
		Do stones swim?.....	Yes	No

Read each question and draw a line under the right answer.

- | | | | | |
|-------------------|----|---|-----|----|
| Begin here | 1 | Do flowers bloom? | Yes | No |
| | 2 | Are apples good to eat?..... | Yes | No |
| | 3 | Are some houses built of stone?..... | Yes | No |
| | 4 | Is the sky ever gray? | Yes | No |
| | 5 | Has our flag green stars?..... | Yes | No |
| | 6 | Do trees ever grow on moist land? | Yes | No |
| | 7 | Are newspapers printed in ehurehes? | Yes | No |
| | 8 | Is stealing a proper pastime? | Yes | No |
| | 9 | Are steeples eommonly found in barrels?.... | Yes | No |
| | 10 | Is furniture usually visible? | Yes | No |
| | 11 | Is a memorable publication often trivial? | Yes | No |
| | 12 | Is a dromedary a eurious implement?..... | Yes | No |
| | 13 | May a reprimand eause poignant distress? | Yes | No |
| | 14 | Are veraeious statements frequently ineonsistent? | Yes | No |
| | 15 | Can aerimonious eriticism be censorious?..... | Yes | No |

Test 3

Draw a line under the right answer to each question. Do as many as you can.

SAMPLES { Can cows eat?..... Yes No
Do stones swim?..... Yes No

-
- Begin here**
- | | | | | |
|--|----|---|-----|----|
| | 1 | Can babies cry?..... | Yes | No |
| | 2 | Do robins wear shoes?..... | Yes | No |
| | 3 | Do girls go to school?..... | Yes | No |
| | 4 | Should houses have doors?..... | Yes | No |
| | 5 | Are books used for food?..... | Yes | No |
| | 6 | Are stamps used on envelopes?..... | Yes | No |
| | 7 | Is a tree made of iron?..... | Yes | No |
| | 8 | Does an automobile sometimes need
repair?..... | Yes | No |
| | 9 | Are eellars under houses?..... | Yes | No |
| | 10 | Can fathers write letters?..... | Yes | No |
| | 11 | Is linen made of tissue paper?..... | Yes | No |
| | 12 | Is violet a color?..... | Yes | No |
| | 13 | Are pianos a souree of pleasure?..... | Yes | No |
| | 14 | Are rosebuds always pink?..... | Yes | No |
| | 15 | Do poets write poems?..... | Yes | No |
| | 16 | Do people sometimes stumble through thickets? .. | Yes | No |
| | 17 | Do all students study mechanics? .. | Yes | No |
| | 18 | Are mosquitoes ever found in forests?..... | Yes | No |
| | 19 | Is a crowbar used to frighten crows?..... | Yes | No |
| | 20 | Are gradual improvements worth while?..... | Yes | No |
| | 21 | Should we build on secure foundations?..... | Yes | No |
| | 22 | Are difficult problems easily solved?..... | Yes | No |
| | 23 | Do "advise" and "revise" mean the same thing?.... | Yes | No |
| | 24 | Are all engines run by steam?..... | Yes | No |
| | 25 | Should a forger be punished?..... | Yes | No |
| | 26 | Do "motor" and "meter" mean the same thing?..... | Yes | No |
| | 27 | Is a pelican a quadruped?..... | Yes | No |
| | 28 | Do eriminals often forfeit liberty?..... | Yes | No |
| | 29 | Is "anthology" the same as "anthropology"?..... | Yes | No |
| | 30 | Does allegiance imply loyalty?..... | Yes | No |
| | 31 | Are pomegranates found in extremely cold regions?..... | Yes | No |
| | 32 | Is philanthropy the custom of peddlers?..... | Yes | No |
| | 33 | Is hypoerisy charaacteristic of honest men?..... | Yes | No |
| | 34 | Are tentative regulations ever advantageous?..... | Yes | No |
| | 35 | Does a philanthropist act with benevolence toward the human
family?..... | Yes | No |
| | 36 | Are curriculums always used by excursionists?..... | Yes | No |
| | 37 | Do physicians ameliorate pathological conditions?..... | Yes | No |
| | 38 | Is a civil war always internal?..... | Yes | No |
| | 39 | May a distinguished literary critic be illiterate?..... | Yes | No |
| | 40 | Are "diminutive" and "Lilliputian" nearly identical?..... | Yes | No |

Exercise 4

SAMPLES	{	<u>shoe</u> — <u>foot</u> ——— <u>hat</u> — coat nose see <u>head</u>
		<u>sky</u> — <u>blue</u> ——— <u>grass</u> — grows summer green tall
		<u>bird</u> — <u>sing</u> ——— <u>dog</u> — tail bark walk kennel
		<u>bird</u> — <u>fly</u> ——— <u>dog</u> — tail bark walk kennel
		<u>dress</u> — <u>cloth</u> ——— <u>hat</u> — head wear band straw

Read carefully the first three words in each line. Then read the last four and draw a line under the right one.

Begin here

1	<u>baby</u> — <u>cries</u> ———	<u>cat</u> — mews hole little dog.....	1
2	<u>dog</u> — <u>hair</u> ———	<u>fish</u> — cat water scales pole.....	2
3	<u>chew</u> — <u>teeth</u> ———	<u>smell</u> — sweet strong odor nose.....	3
4	<u>book</u> — <u>paper</u> ———	<u>dress</u> — worn cloth fruit tree.....	4
5	<u>sailor</u> — <u>ship</u> ———	<u>preacher</u> — pray church preach read..	5
6	<u>go</u> — <u>come</u> ———	<u>sell</u> — leave papers money buy.....	6
7	<u>ball</u> — <u>hand</u> ———	<u>football</u> — play game field foot.....	7
8	<u>paddle</u> — <u>canoe</u> ———	<u>sail</u> — ocean boat wind steam.....	8
9	<u>city</u> — <u>houses</u> ———	<u>forest</u> — trees dark country birds....	9
10	<u>hat</u> — <u>brim</u> ———	<u>house</u> — high sun porch chair.....	10
11	<u>reward</u> — <u>hero</u> ———	<u>punish</u> — God whip pain traitor.....	11
12	<u>100</u> — <u>90</u> ———	<u>10</u> — 6 7 8 9.....	12

Test 4

Read carefully the first three words in each line. Then read the last four and draw a line under the right one.

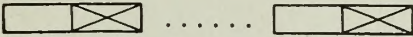
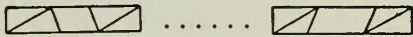
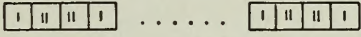
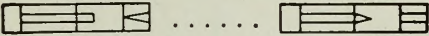
SAMPLES	{	shoe — <u>foot</u> ——— hat — coat nose see <u>head</u>
		<u>sky</u> — <u>blue</u> ——— <u>grass</u> — grows summer <u>green</u> tall
		bird — <u>sing</u> ——— <u>dog</u> — tail <u>bark</u> walk kennel
		bird — <u>fly</u> ——— <u>dog</u> — tail <u>bark</u> <u>walk</u> kennel
		<u>dress</u> — <u>cloth</u> ——— <u>hat</u> — head wear <u>band</u> <u>straw</u>

Begin here

1	<u>ear</u> — <u>hear</u> ——— <u>eye</u> — table see hand play.....	1
2	<u>man</u> — <u>walks</u> ——— <u>bird</u> — slimy small earth flies.....	2
3	<u>money</u> — <u>bank</u> ——— <u>horse</u> — cow cat barn stand.....	3
4	<u>B</u> — <u>Bertha</u> ——— <u>W</u> — alphabet name wool William.....	4
5	<u>chair</u> — <u>wood</u> ——— <u>handkerchief</u> — colored spotted red linen.....	5
6	<u>sheep</u> — <u>wool</u> ——— <u>cat</u> — fur bark scratch squirrel.....	6
7	<u>lion</u> — <u>animal</u> ——— <u>rose</u> — smell leaf flower thorn.....	7
8	<u>pitcher</u> — <u>milk</u> ——— <u>vase</u> — flowers pitcher table pottery.....	8
9	<u>teacher</u> — <u>school</u> ——— <u>priest</u> — church Bible Sunday pray.....	9
10	<u>cellar</u> — <u>dark</u> ——— <u>porch</u> — light airy cool warm.....	10
11	<u>coat</u> — <u>clothing</u> ——— <u>bread</u> — milk food wheat butter.....	11
12	<u>hour</u> — <u>time</u> ——— <u>mile</u> — post rod fence distance.....	12
13	<u>hat</u> — <u>head</u> ——— <u>thimble</u> — sew cloth finger needle.....	13
14	<u>winter</u> — <u>season</u> ——— <u>January</u> — February month day Christmas... 14	
15	<u>ocean</u> — <u>deep</u> ——— <u>pond</u> — broad sail shallow water.....	15
16	<u>hat</u> — <u>milliner</u> ——— <u>necklace</u> — girl neck lawyer jeweler.....	16
17	<u>lamb</u> — <u>chops</u> ——— <u>beef</u> — butcher shop eat steak.....	17
18	<u>oyster</u> — <u>shell</u> ——— <u>melon</u> — cut eat child rind.....	18
19	<u>3</u> — <u>33</u> ——— <u>5</u> — 35 65 55 75.....	19
20	<u>birth</u> — <u>death</u> ——— <u>beginning</u> — grave end Adam Eve.....	20
21	<u>whale</u> — <u>large</u> ——— <u>thunder</u> — lightning rain kill loud.....	21
22	<u>Edison</u> — <u>phonograph</u> ——— <u>Columbus</u> — Spain ship Washington America. 22	
23	<u>sit</u> — <u>stand</u> ——— <u>down</u> — chair bench up go.....	23
24	<u>nail</u> — <u>tack</u> ——— <u>broom</u> — sweep brush room clean.....	24
25	<u>sorrow</u> — <u>tears</u> ——— <u>joy</u> — trip laughter girls happy.....	25
26	<u>tolerate</u> — <u>enemies</u> ——— <u>welcome</u> — thanks give polite friends.....	26
27	<u>dying</u> — <u>dies</u> ——— <u>chewing</u> — chewer chew chewed chews.....	27
28	<u>north pole</u> — <u>equator</u> ——— <u>frigid</u> — cold Canada torrid Iceland.....	28
29	<u>officer</u> — <u>private</u> ——— <u>command</u> — army general obey regiment.....	29
30	$\frac{1}{2}$ — $\frac{3}{2}$ ——— $\frac{1}{2}$ — 1 2 3 4.....	30
31	<u>square</u> — <u>cube</u> ——— <u>circle</u> — line round square sphere.....	31
32	<u>warm</u> — <u>cool</u> ——— <u>cool</u> — temperate cold ice snow.....	32

Exercise 5

If the two things in a pair are the same, write **S** on the dotted line between them.
If they are different, write **D** on the dotted line between them. Do each one as you come to it.

- Begin here 273 273
 3861 3854
 Roland R. C. Rollan R. C.

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 38657 38657
 926745 926145
 Rapen J. D. Rapon J. O.
 Paltaser F. Paltaser F.



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 920379 923079
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 3238734 3328734
 21059876 21059876
 Singleton O. J. Singleton O. J.
 Siegel P. D. Seigel P. D.
 Richards W. E. Richards W. E.

Test 5

If the two things in a pair are the same, write S. If they are different, write D.
Do each one as you come to it.

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3107 3107

6346 6436

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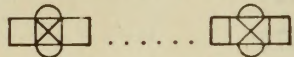
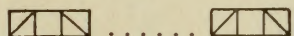
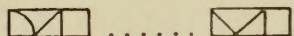
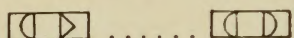
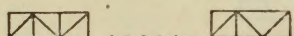
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Baird I. G. Baird I. C.

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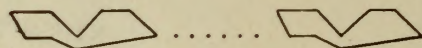
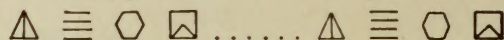
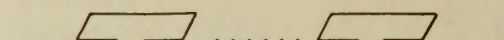
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Blain Wm. J. Blair Wm. J.

Simpson F. B. Simpson F. B.

Stelle T. B. Stello T. B.

Woodward R. T. Woodward R. T.

Young E. B. Young E. D.

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