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A Plan of Supervision for Todd County Elementary Schools

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A PLAN OF SUPERVISION FOR
TODD COUNTY ELEMENTARY SCHOOLS

BY

THELMA G. LYON

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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CHAPTER I

AN INTRODUCTION TO THE STUDY

The purpose of this study is to outline an adequate program of supervision for the Elementary Schools of Todd County. The necessity for providing a supervisory program is evident because the counties that have made the most progress within the state, as well as other states, have supervision.

Studies have been made in school systems with supervisory programs and in schools without supervisors. The contrast is great. There is ample evidence to overwhelmingly support the value of efficient supervision in schools. It is the most important agency for improving the quality of teaching in our schools. Where there is supervision there is more help for teachers, who therefore, teach better.

The need for supervision has been recognized since the earliest beginnings of organized society. In the early days lay citizens supervised the schools. Later the principal of the school was supervisor for his school. Still later the county superintendent became the supervisor for all the schools in the county.

Many principals and superintendents urgently requested the aid and assistance of the supervisors.

Supervision was once a form of inspection. The chief purpose was to observe teachers and bring about the elimination of teachers who were not doing a good job. They were called "snoopervisors" by many teachers. They did not inspire teachers to correct their mistakes and to improve their ability in teaching.

Modern supervision has for its chief purpose the providing of assistance to teachers and principals to help them improve the school organization and

teaching practices. It has as its aim better teaching in the classroom for the benefit of the school child. It strives to bring to the classroom all the services necessary for effective learning.

Supervision aims at the growth of not only pupil and teacher but also of the supervisory staff itself as well as parents and other laymen.

The data have been carefully prepared and presented with the view they will be of valuable aid to the reader.

What prompted the study.- This study, "A Plan of Supervision for Todd County Elementary Schools," was prompted by the fact that the writer, a prospective supervisor, is concerned with the profession and has an earnest desire to assist in the solution of varied instructional problems. Supervision is a service for the growth of boys and girls.

Statement of the problem.- The problem presented in "A Plan of Supervision for Todd County Elementary Schools" deals primarily with an attempt:

1. To present a plan of supervision.
2. To ascertain a means of evaluating supervision.

Scope of the study.- This study includes the elementary schools from grade one through grade six, with special reference to the fifth grade of the Elkton Elementary School.

Records show that 1,771 children are enrolled in the eight schools and that they are taught by forty-seven teachers.

Source of data.- The data for this study have been secured from the office of the county superintendent, The Otis Quick Scoring Mental Test, and The New Stanford Achievement Test. Form D was administered to the fifth grade in November, 1952, by the teacher.

Other sources of data were the following:

1. Supervisory Bulletins

2. Periodicals
3. Professional Books
4. Information obtained in the college supervision class
5. Conferences with
 - a. Superintendent
 - b. Supervisors
 - c. Teachers

Technique of treatment.- The method of treatment is analytical and statistical. The analytical treatment determines the significant variations and shows important central tendencies in technique of teaching. The statistical treatment involved is simple. It takes into consideration such things as norms, medians, and types of certificates held.

Definition of terms.- The following definitions are used in this study.

1. ACHIEVEMENT TEST is a test which is used to measure accomplishment in a specific school subject.
2. CHRONOLOGICAL AGE is the number of years the pupil has lived.
3. CURRICULUM refers to the totality of all subject matter, activities, and experiences, which constitute a child's life.
4. DEMONSTRATION refers to the situation when a teacher or supervisor, with pupils, performs or "demonstrates" purposely for the sake of observation by others.
5. DEVICES refer to any means, other than the subject matter itself, that is employed by the teacher in presenting subject matter to the mind of the learner.
6. EMERGENCY PLANNING is applied to programs that look beyond the immediate school year.

7. EVALUATION in education depends upon the expected outcomes often called aims or objectives, and it may or may not include objectivity. On the other hand, the achievement of aims and objectives may be evaluated subjectively on the basis of the ideals, ideas, and experiences of the evaluator.¹
8. LONG-TERM PLANNING is applied to programs that look beyond the immediate school year.
9. MEDIAN refers to a point on the scale such that 50 per cent of cases in the distribution are above it and 50 per cent of the cases are below it.
10. MENTAL AGE (M.A.) is the mental ability of a subject expressed in terms of the age of an average child having that ability.
11. NORMS refers to the median or average performance of subjects of different ages or grades, as determined by the testing of large numbers of cases.
12. OBSERVATION is a method of acquiring information about the teaching process in which the supervisor observes the teacher and pupils at work.
13. PRINCIPLE applies to a fundamental truth.
14. REMEDIAL refers to the material and devices having for their purpose the correction and elimination of observed difficulties and weaknesses.
15. SHORT-TERM PLANNING is applied to plans that look beyond the immediate school year.

I

William T. Melchoir, Instructional Supervision, (D. C. Heath and Company, Boston, 1950), p. 23.

16. SUPERVISION means, essentially, "super vision." Supervision by revealing to teachers the proper methods, techniques, and devices, and making these possible of attainment, enables them to do better the desirable classroom activities.
17. SUPERVISORY PROGRAM refers to plans by means of which the supervisor hopes to move practice forward, securing the adoption of broader aims and more progressive procedure.
18. TECHNIQUE refers to the skill of the teacher in manipulating the devices in carrying on the teaching process.

Review of similar studies.— The following are excerpts from the county supervisory plan for Crawford County, Pennsylvania, for the school year 1944-1945.² Planning is essential for best results in any undertaking. This is especially true for those undertakings that are designed to improve learning in our schools. Such planning has now been completed for the activities of the supervisors of Crawford County, for the improvement of learning during the present school year. The achievement of the aims set forth in any plan depends upon the cooperation of those who are concerned in executing the plan. This cooperation can best be secured through intelligent understanding of the aims.

I. Objectives (General)

- A. To continue the development of a philosophy of education that:
 1. Conceives of its purpose as being the promotion of optimum child growth.
 2. Meets the requirements of effective living in a democratic social order.

²

Leadership Through Supervision, (Yearbook, Association for Supervision and Curriculum Development of the National Education Association, Washington, 1946), p. 65.

- B. To continue making those changes in practices and procedures which appear to be necessary to make our practices square with our theories.

II. Methods

- A. Group teacher conferences.
- B. Individual and committee work.
- C. Classroom visitations.
 1. Make teacher ratings in all cases where this is necessary.
 2. To assist in developing improved teaching techniques.
 3. To survey all factors in the learning situation.
 4. To assist teachers in applying principles contained in bulletins listed in specific objectives.
- D. Bulletins.
- E. Testing and guidance program (Explained).
- F. Activities for improvement of materials (Explained).
- G. Talks to PTA groups, commencements.

III. Evaluation - The effectiveness of the above supervisory program will be measured by the results achieved. The following specific conditions will be evidence of a worthwhile achievement.

- A. Increased number of schools using adjustment devices in reading and other subject fields.
- B. Presence of a new county report card.
- C. Development of a set of principles governing promotions.
- D. Development of a marking system which evaluates a child's achievement in terms of his ability to achieve rather than in terms of the other pupils in his group.

This Crawford County program is concisely but definitely stated.

There is considerable variation in the way in which supervisors carry forward an in-service training program, according to the reports by county and city superintendents.

Other studies reviewed are Pittman's Zone Plan,³ Arlington Public Schools' Supervisory Program,⁴ Modesto City School's Plan or Program of Supervision,⁵ The Supervisory Plan of Metcalfe County in Action,⁶ and A Plan of Supervision for Paducah Public Schools.⁷

³ K. S. Pittman, The Value of School Supervision, (Warwick and York, 1921), pp. 19-20.

⁴ Ethel Thompson, Educational Leadership, (N.E.A., Washington, 1952), pp. 80-84.

⁵ Lovelle C. Downing, Educational Leadership, (N.E.A., Washington, 1952), pp. 107-111.

⁶ Sue Hume, The Supervisory Plan of Metcalfe County in Action, (unpublished Master of Arts thesis, Western Kentucky State College, Bowling Green, 1947.

⁷ Hazel Riggs, A Plan of Supervision for Paducah Public Schools, (unpublished Master of Arts thesis, Western Kentucky State College, Bowling Green, 1936.

CHAPTER II

GENERAL INFORMATION CONCERNING TODD COUNTY, KENTUCKY

Historical Data

Todd County, consisting of 330 square miles, became the sixty-fourth county formed in Kentucky. The Kentucky Legislature ordered Todd to be formed from the larger and wealthier counties of Logan and Christian in 1819. It was named Todd County in memory of Colonel Todd, who fell in the service of his country on August 19, 1782, in the Battle of Blue Licks.

The county is situated in the southern part of the state on the Tennessee line. It is bounded on the north by Muhlenburg County, on the east by Logan County, and on the west by Christian County. The county lies partly in the Green River valley and partly in that of the Cumberland River, and represents the characteristics of both valleys. The surface of the southern portion is made of beautiful plains while the northern part is largely hilly.

Government

On Monday, July 24, 1820, the first Circuit Court was held for Todd County by Benjamin Shackelford, who was then judge of the Seventh Judicial District of the State. At this court on that day, Willis L. Reeves presented his certificate of qualification and was appointed as the first clerk of the Todd County Circuit Court. Robert P. Henry was the first Commonwealth Attorney, and Thomas W. Spillman was the first deputy Circuit Clerk of Todd County.

This court was held in John Gray's brick house, adjoining the public square. The present court house was built in 1835.

So far as is known, the first house build in what is now Todd County was that of Justinian Cartwright, four and one-half miles west of Elkton, in 1792,

the year Kentucky became a state.

Settlers

The early society of Todd County was derived from Virginia, North Carolina, and Tennessee. The greater part of those who came there early were in limited financial circumstances.

The great hindrance to the development of pioneer society earliest felt was the lack of ready intercommunication. Several such isolated communities made up the county of Todd.

The people who laid the foundations of society in Todd County were a religious people.

One of the oldest church buildings, which now stands, is the colored Baptist Church. This building was erected for the white people when the first Baptist church of Elkton was founded. Later, when the Baptist built a new church, this building was turned over to the colored inhabitants of Elkton.

From records, it seems that Todd County was fortunate in escaping the Indian attacks which were rather common throughout the state. The settlers did have some narrow escapes, but there is no record of lives lost. However, the early settlers of South Todd built a fort, on the order of the stockades in central Kentucky, several miles west of Guthrie. Here the women and children stayed while the men worked in the fields. All signs of the fort have been gone for many years.

Education

The history of public education in Todd County is but a minimized repetition of that of the state. Common schools or public schools were rejected there with contempt by the class most largely to be benefited. They scorned the schoolhouse, and believed that to patronize it was to

affix the stigma of a pauper to their children.¹

These schools have been described as log-cabin buildings with illiterate pedogogues who received a very meager salary, and the school term lasted from three to five months.

The aristocracy, largely of the slaveholding class, disliked the tendency of the schools to bring all upon an educational level, and feared its influence upon the "domestic institution."² Up to 1856, therefore, the cause made little progress in the county.

In 1827 there was a seminary in connection with the Presbyterian (Old School) Church, north of Elkton at the forks of the Greenville and Kirkmansville road. Here a seminary was conducted for some years, one of the main teachers being John Pierce, who taught there about 1832.

There were some excellent private schools throughout the county, but they did not supply the place of public education.

For years Elkton had no real school building, but its vacant shops and dwellings were used for schools. It is believed that the first teacher of a subscription school was William Moore, who came here in 1823. For over a half century Miss Kate Harrison taught in a vacant shop and in her home until a common school system was established.

The Green River Female Academy was built in 1835 through the efforts of a stock company composed of prominent citizens of the Elkton Community. Its first teacher was Mrs. Sarah K. Failes. After a long stay at the school, Mrs. Failes was replaced by Mr. J. H. Currey.

¹
History of Todd and Christian Counties, Kentucky, F. A. Battery Publishing Company, Chicago and Louisville, 1884.

²
Ibid.

Colored Schools

In 1874 a system of schools for colored children was established, similar to that provided for white children. The law provided that the trustees, teachers, and scholars should be colored; that the schoolhouse for colored children should not be erected within one mile of the one occupied by white children, except in a town where they should be separated by a distance of at least 600 feet.

In 1882 the two school funds were united into a common fund, to which both races were entitled in the same proportion.

In the county the whites had fifty districts and forty-one schoolhouses. The Negroes had eighteen districts and ten schoolhouses. These buildings were log, box, frame, or brick structures. Teachers taught for salaries ranging from \$12.56 to \$48.47 per month.³

Facts Furnished by Bureau of Census, 1950 -

Males numbered 6,449; and females, 6,441 among the 12,890 inhabitants of Todd County enumerated in the 1950 census, according to final figures announced by the Bureau of Census.

The total population included 10,610 whites and 2,280 persons of other races.

The median age of the population was 29.4 years, while 10.6 per cent were 65 years old and over. The number of children under five years old was 1,408. The number of persons 21 years old and over was 7,857.

Among the 4,595 males 14 years old and over, 3,123 were married; among the 4,677 females of these ages, 3,144 were married. Among the 2,990 married couples living together, 2,785 lived in their own households, while 205 were

³
Ibid.

sharing the households of others. The total number of households was 3,637 and the average population per household was 3.53 persons.

Of persons 14 years old and over, 4,585 were in the labor force, comprising 82.4 per cent of the males and 17.1 per cent of the females in this age group. Of employed workers, 7.6 per cent were engaged in manufacturing.

Of persons 14 to 17 years old, 71.4 per cent were in school. In the group 7 to 13 years old, 94.0 per cent were in school. The median years of school completed by persons 25 years old and over was 7.9.

The median income in 1949 of families and unrelated individuals was \$1,215.00.

The data on education and income are based on inquiries made of a sample of one in five of the whole population, while the other data are based upon complete enumeration.⁴

General Information, Discussion of Tables -

Table I

This table gives the county population, school census, size of county, number of schools, number of teachers, total enrollment in the elementary schools, and the average annual salaries of the elementary teachers, etc.

One consolidated school (white) and one consolidated school (colored) are located at Elkton, the county seat. The other schools are located at Guthrie, Clifty, Kirkmansville, Sharon Grove, and Allensville. These schools, including the four one-teacher schools, may be reached easily since there are hard-surfaced roads throughout the county.

Trenton has the only independent grade and high school in the county.

⁴ Editors of Todd County paper, Todd County Standard, Elkton, Kentucky, 1952, p. 1.

Table II

Monthly Salaries of Teachers in the Elementary Schools of Todd County.

The salaries of teachers in the county are below the average in the state. Todd County received money from the equalization fund for the year 1952-1953.

The salary schedule of the county has a \$95.00 basal pay, plus 80 cents per semester hour of college training, \$1.00 per semester hour for current training, and \$5.00 a year on experience up to five years.

Table III

Types of Certificates Held by Elementary School Teachers in Todd County.

This table shows that there is one teacher holding an emergency certificate, twenty-three holding provisional elementary certificates and twenty-three with standard elementary certificates, teaching in the county schools.

Table IV

Preparation in College Hours of Elementary School Teachers in Todd County.

College training of the teachers is shown in this table. There are eighteen college graduates among the forty-seven elementary school teachers.

Todd County is quite fortunate in being able to secure so many well-qualified teachers when many counties throughout the state are operating their schools with a large percentage of emergency teachers. This condition may be attributed to the fact that the majority of the teachers are native inhabitants and own their homes in this county. If this were not the case, there is little doubt but these teachers would move on to other states or counties where salaries are much better.

TABLE I
 GENERAL INFORMATION CONCERNING TODD COUNTY, KENTUCKY
 AND
 ITS ELEMENTARY SCHOOLS
 1953

Total population of county - - - - -	12,890
Elementary School Census in County - - - - -	1,771
Total square miles in the county - - - - -	330
Number of consolidated schools - - - - -	6
Number of one-teacher (white) schools - - - - -	2
Number of one-teacher (colored) schools - - - - -	2
Total number of elementary teachers - - - - -	47
Number of men teachers - - - - -	2
Number of women teachers - - - - -	45
Number of married men teachers - - - - -	2
Number of married women teachers - - - - -	40
Number of consolidated school teachers - - - - -	43
Number of teachers in one-teacher school (white) - - - - -	2
Number of teachers in one-teacher school (colored) - - - - -	2
Enrollment in consolidated school - - - - -	1,675
Enrollment in one-teacher (white) schools - - - - -	50
Enrollment in one-teacher (colored) schools - - - - -	46
Average enrollment in one-teacher schools - - - - -	24
Average enrollment in consolidated schools - - - - -	38 plus
Average annual salary of teachers - - - - -	\$1,849.83 plus

TABLE II
MONTHLY SALARIES OF TEACHERS IN ELEMENTARY SCHOOLS OF TODD COUNTY

Salary Per Month	Elementary (Consolidated) Teachers	One-Teacher (white)	One-Teacher (colored)	TOTAL
\$240-255	4			4
\$230-240	5			5
\$220-230	10		2	12
\$210-220	3			3
\$200-210	6			6
\$190-200	5	1		6
\$180-190	7	1		8
\$170-180	1			1
\$160-170	2			2
TOTAL	43	2	2	47

TABLE III
TYPES OF CERTIFICATES HELD BY ELEMENTARY SCHOOL TEACHERS IN TODD COUNTY

Type of School	Certificate issued by State Board of Education			
	Standard Elementary	Elementary Provisional	Emergency	Total
Consolidated	23	19	1	43
One-Teacher (white)		2		2
One-Teacher (colored)		2		2
TOTAL	23	23	1	47

TABLE IV
 PREPARATION IN COLLEGE HOURS OF ELEMENTARY SCHOOL TEACHERS IN TODD COUNTY

Total Number Semester Hours	Consolidated Elementary Teachers	One-Teacher (white)	One-Teacher (colored)	TOTAL
150-158	3			3
140-149				
130-139	3			3
120-129	10		2	12
110-119	5			5
100-109	4			4
90-99	5	1		6
80-89	7	1		8
70-79	4			4
60-69	1			1
50-59				
40-49	1			1
TOTAL	43	2	2	47

CHAPTER III

A PROPOSED PLAN OF SUPERVISION FOR TODD COUNTY ELEMENTARY SCHOOLS

Characteristics or Principles of Supervision

A philosophy is the first essential of supervision and is therefore its first characteristic or principle. The whole philosophy of supervision today is that of group thinking and group action.

That philosophy is, of course, the philosophy of American democracy. The weakness in democracy at all levels has been not so much a lack of group action as it has been a lack of sufficient group thinking prior to action.

"The purposes and philosophy controlling supervision have gone through a number of significant changes. Today supervision is greatly affected by the increasing insight into the aim of education, the relation of education to the society in which it exists, by the scientific method, and by the democratic philosophy.

The democratic philosophy has had great effect also upon the attitudes and procedures within the scope of supervision. All types of persons are being invited to help in the making of plans and decisions which affect them: pupils, parents, teachers, leadership and organization, community, general and special supervisors, administrators, and so forth.

The improvement of teachers is not so much a supervisory function in which teachers participate as it is a teacher function in which supervisors cooperate. Coupled with the emphasis upon self-initiated and self-directed programs of study and development, the 'improvement' function of supervision takes on a wider scope and a greater importance. The concept of 'growth' is increasing by taking the place of 'improvement!'"¹

¹ A. S. Barr, W. H. Burton, L. J. Brueckner, Supervision, D. Appleton-Century Company, Inc., (New York, 1947), p. 6.

Democratic leadership, supervisors say, is characterized by greater decentralization of authority and responsibility, making the supervisor a leader of teachers and not a teacher of teachers.

Current philosophy on supervision is that of helping teachers solve problems in the teaching-learning situations. It is the sharing of responsibility with the staff members in improving the program. Ability to work with human material, ingenuity, a sense of humor, and interest in people are mandatory in this work. There is no one way of meeting each situation.²

"Supervision is attitudinal - first of all because attitude towards life in general, toward the school as a social institution, and toward leadership, and followership in particular, determines the supervisory program. 'Attitude' and philosophy may be considered synonymous.

"Attitude toward the schools as a social institution involves attitude toward:

(a) the purposes of education in a democracy; (b) the boys and girls, parents, and other citizens whom education serves; (c) the total curriculum; (d) the effect of the practices in teaching; and (e) the influence of the school in the local community, state or nation and in the world affairs.

"Supervision is attitudinal because it involves the beliefs of the instructional staff in regard to the need for constructive changes in the educational program."³

Supervision is creative - Creative supervision encourages teachers to think out objectives, methods of teaching, and methods of evaluation of the

² Ethel Thompson, "So Begins - So Ends the Supervisor's Day" - Educational Leadership, Vol. X, No. 20, Dept. of Supervision and Curriculum Development, (Washington, D. C., November, 1952), p. 8.

³ William T. Melchoir, Instructional Supervision, D. C. Heath and Company, (Boston, 1950).

work. It encourages them to express their opinion and to share their beliefs with the supervisor and co-workers. It actually does more than encourage; it inspires teachers to be themselves, and to have self-confidence and the power of self-evaluation.

"Supervision is cooperative - Only when cooperation is on the highest level is there a feeling of oneness.

"Levels of Cooperation"

- (1) reaction
- (2) involuntary
- (3) impulsive
- (4) individualistic
- (5) assistance
- (6) competency
- (7) leadership
- (8) democratic

Cooperation at its best is based upon a clearly understood purpose of the school and its administrative divisions. This means that every person involved knows the reasons, the goals, and the mutually desired results."⁴

Each teacher must know the job of all other classroom teachers and know the work of every supervisor whatever his title. In turn, each administrator and supervisor must know the job of all his co-workers. Details need not be known, but the general phases of work must be.

Supervision employs scientific method - Scientific method is the solution of a problem on the basis of facts. The term has been used inaccurately to suggest the use of objective tests and the application of statistical formulas. Data, tables, and graphs are tools to the end, not ends in themselves.

The procedures under scientific method are based on (1) facts, (2) quantitative description of facts, (3) suspended judgment, (4) concern with all relevant facts, (5) sensitiveness to problems, (6) effort to discover rather

⁴
Ibid.

than to prove, (7) continuous appraisal, and (8) the quest for ever more inclusive generalizations.

Supervision is effective - Effectiveness is the characteristic of supervision that constantly challenges school personnel to be certain that the objectives of a total program and of every phase of it can be firmly defended or maintained.

If the program is based upon a broad and deep philosophy of education and if it is creatively and scientifically pursued with a feeling of oneness, it should be effective; and it must be effective if it is to justify itself.

Supervision is always effective if it is planned, organized, and carried out so that the needs of the community are met.

"Purposes of supervision

1. The ultimate purpose of supervision is the promotion of pupil growth, and hence eventually the improvement of society.
2. A second general purpose of supervision is cooperatively to formulate and carry out an educational policy and plan designed to achieve the ultimate goal.
3. A third general purpose of supervision is to supply leadership in securing continuity and constant re-adaptation in the educational program over a period of years, from level to level within the system and from one area of learning experience and content to another.
4. The immediate purpose of supervision is cooperatively to develop favorable settings for teaching and learning.
 - a. Supervision will seek improved methods of teaching and learning.
 - b. Supervision will create a physical, social, and

psychological climate or environment favorable to learning.

- c. Supervision will coordinate and integrate all educational efforts and materials and will give continuity.
- d. Supervision will provide ample, natural opportunities for growth by all concerned in the correction and prevention of teaching difficulties and for growth in the assumption of new responsibilities.
- e. Supervision will enlist the cooperation of all staff members in serving their own needs and those of the situation
- f. Supervision will aid, inspire, lead, and develop that security which liberates the creative spirit.⁵

Pre-thinking the supervisory program - Among the factors inherent in the beginning of every supervisory program are those pertaining to the activities of a supervisor before the opening of the term.

As the supervisor studies the purposes and persons involved, and later the functions and principles that guide supervisory programs, she realizes that there is a distinct resemblance between supervision and classroom teaching and learning. Just as no two classroom situations are identical because of variations of personnel, purpose, equipment, etc., so no two supervisory programs are exactly alike in every respect. The acquisition of needs, knowledge, understanding, and wisdom is necessary for the education of pupils, supervisors, and teachers.

Facts must be acquired as bases for the ultimate essential wisdom.

⁵
Op. cit.,

Knowledge is an extension of the word "facts" as applied to relationships.

Understanding, as used here, involves the seeing of the associated or related facts—the knowledge—in their relationship to problems that confront the individual or society.

Wisdom is knowledge made our own and applied in the proper way.

Current educational philosophy is based upon these ideas. In good practices they are included or applied in "unit work," "projects," "activity program," and other similar procedures.

Many people have criticized these recent movements only because they did not fully understand their ultimate purpose. Teachers are unwilling to depart from formalized instruction based principally upon a mastery of facts and an acquisition of limited knowledge, because they do not fully grasp the significance of the four essentials underlying the educative process. All supervisors and teachers should definitely consider them in planning, executing, and evaluating their programs.

The supervisor should review from the best available sources the purpose of education in the United States—aims and objectives, general and specific, immediate and remote. She should study evaluation of pupil and teacher growth.

Some other agencies that will aid in the supervisor's own growth are local, state, and national conferences, regional workshops, and professional reading.

The supervisor going into a new locality should study the school system and community which she is to serve.

There must be a well-organized plan of action before there can be a plan for the new program. Needs must be established, and this may be accomplished by studying the present program in an effort to discover its strengths and weaknesses. Such study should include the status of the pupils—physically,

mentally, emotionally, and socially.

The supervisor should become acquainted with data on the teachers—their attitude toward teaching and their school, their pre-service and in-service training, how long they have been teaching, and the prevailing types of teaching.

The study should include also the textbooks, all other materials of instruction, and the professional library. The professional library is almost as significant as instructional materials.

It is essential that the supervisor make an effort to acquire as much of the above data as possible.

There is no testing program in Todd County; therefore, there are no records on social status, none on achievement objectively measured, and no intelligent quotients or mental ages of the pupils.

The supervisor will need to make tentative plans for a long-range program, well outlined but in perspective, in terms of the past, the present, and contemplated future.

The supervisor must organize plans for participation by pupils, parents, and other citizens in order to further desirable human relations as a foremost objective.

The supervisor should rarely tell board members, faculty, pupils, and parents what changes and additions she thinks should be made. She should ask them for their opinions; and if they are not in agreement with those of the supervisor, then she should provide opportunity for a thorough discussion. When it is possible, she should produce evidence to substantiate her proposals.

From the very first, the supervisor must be very sure to make all her co-workers realize that she wishes to begin and continue her work with them in a democratic way.

It is impossible to attain all needs the first year, or even within two or three years; but needs must be discovered and then the supervisor may initiate long-term planning. Long-term planning must always keep in mind the over-all characteristics of good planning "practicability." Not all desirable, and certainly not all ideal, changes can be made. Finances, community attitude, and teacher qualifications are only a few of the factors that must be considered.

The element that demands greatest attention in long-range planning that involves short-term plans is the harmonizing of our current philosophy of education and our practice. Practice lags far behind our generally accepted philosophy.

Only by seeing long-range objectives unfolding or developing from short-range accomplishment can a supervisory program move forward.

"The inclusive responsibility of supervisory programs in regard to planning is to provide for cooperative and creative development of long-range objectives and to develop ways of achieving them. All planning is aimed at the development of the whole man from kindergarten to adulthood."⁶

Goals of Present Programs of Supervision

1. To make American public schools an effective means for maintaining and extending American democratic ideals.
2. To implement a system of guidance designed to produce pupils who are physically and mentally well adjusted and who have social competence.
3. To help boys and girls understand and deal with personal and

6

Op. cit., p. 31.

social problems which have meaning for them now; so that they may, as adults, be prepared to face issues which will necessarily arise.

4. To develop in pupils those attitudes necessary to effective human relationships, overcoming bigotry, race prejudice, and class hatreds.
5. To develop increasing efficiency in the teaching of skills and knowledges.
6. To work toward equalization of educational opportunities for all children.
7. To develop individuals who will be able to live effectively in a world in which mechanical inventions and discoveries have made imperative the cooperative efforts of all races and nationalities in a highly interdependent world.
8. To work continuously with professional and lay groups in order that educational problems may be more clearly defined and dealt with and that schools may better serve the public.
9. To develop through study and analysis the kind of education needed by a particular community.
10. To prepare pupils to earn adequate livings in occupations best suited to individual capacities, and to help them achieve economic literacy.
11. To develop individuals who are socially inventive so that the lag between technological development and social institutions may be lessened. ⁷

⁷ Lela Ann Toggart and Mary C. Evans, "A Look at Our Best," Leadership Through Supervision. Association for Supervision and Curriculum Development, N.E.A., 8th Edition, Washington, D. C., November, 1950.

STEPS IN SUPERVISORY PLANNING -

1. Study, inspect or survey the situation by all suitable or available means. The supervisory program should be formulated cooperatively; it should be an expression of the combined thinking of teachers, supervisors, administrators, pupils and community members, concerning the needs of the situation.⁸
2. List the needs, difficulties, problems, or new devices which can be made into definite objectives.
3. The number of objectives may be kept small and plans for achieving them reasonably simple.
4. The supervisory program should be flexible.
5. The supervisory program should include provision for its own testing or evaluation.⁹

THE FOUR ELEMENTS OF A PLAN -

A good supervisory plan will possess the four following elements:

1. The Survey

Study or survey the situation by any available means.

All workers must participate in it to determine the needs.

2. Objectives

Take only a few of the problems and needs found in the survey and state them as objectives.

⁸

Op. cit., p. 127.

⁹

Ibid., p. 128.

3. Means of Procedures

An outline of the possible, and very probable means, devices, and procedures likely to be used in attaining the objectives or the ends sought.

4. Evaluations

At the close of the period for which the plan was constructed a degree of success must be determined. This should be done at different periods of the terms as the plan is being carried out.

Responsible Authority for the Supervisory Program - The Todd County Board of Education under the general direction of the Superintendent of Public Instruction, is the responsible authority.

The county superintendent, Claude Hightower, with the board, can create the position of an elementary supervisor for Todd County. This officer would be responsible for instructional supervision, and should work closely with the superintendent and the grade school principals. The latter remain administratively responsible, as before, directly to the superintendent and maintain their responsibility for the general management of their respective schools.

The superintendent, of course, would have the duty of harmonizing all supervisory agencies under his direction for the benefit of the school system as a whole.

Other duties of the superintendent would be assigning authority and responsibility to supervisory officers in terms of functions to be performed by each. Many times supervisory officers have been added to school systems without any proper coordination of their duties. There must be a chief supervisory officer and that officer should be the superintendent of schools.

It cannot be too greatly emphasized that without constructive leadership upon the part of the superintendent there is little likelihood that the supervision of instruction will rise to an expert level.

In order to get all interested persons in the community to participate the superintendent should issue from time to time definite statements of educational policy.

THE PROPOSED PLAN -

The Survey

Before a school can serve the community best it must meet the total needs of that community. All the needs can be best taken care of when the school officials are informed of these needs and strive to carry them out. These needs can't be found by one survey or study. There should be several surveys and all records kept and compiled.

The purpose of the school is, through all practicable resources, to develop the pupil physical, socially, mentally, emotionally, and spiritually to the maximum of his interests and ability.

The school program must meet the needs of the community before it can be called an ideal school system.

The teachers must know something about the community before they are able to help the children overcome some of their environmental handicaps.

The Survey Includes:

1. Community analysis
 - a. The child's home
 - b. The school
2. Mental test

3. Achievement test
4. Age-grade table
5. Grade progress table
6. Individual child study or cumulative record
7. Health record of child

Making the Community Survey - Definitions and Directions

A community may represent any convenient area inhabited by the people living under similar conditions. The community may be a rural community, a consolidated school area, a town or village, a city or a county. The community of this survey represents Todd County.

It is not necessary that all parts of the survey be made at the same time. It might be desirable to spend a year or more in making the complete survey.

The community survey lends itself to the survey of a community which coincides with the area served by the school making the survey. It can be used in the survey of a compact area, such as a city, including two or more schools cooperating in the survey. It can be used in the survey of a loosely connected area, such as a consolidated school district or a county system by the several schools in the area collecting the data for both parts A and B and consolidating these data.

It is recommended that committees composed of teachers from the school making the survey and chosen representatives from the local Parent-Teacher Associations or other interested citizens be assigned to develop the several sections of the survey.

Since there has been no testing program in Todd County, the

data dealing with tests will not be available. The testing program will be one of the objectives in the supervisory program for Todd County.

Suggested Sources of Information for the Survey

1. Pioneer settlers and long-time citizens of community.
2. Local newspaper files, printed and typed articles or books.
3. Local libraries.
4. Local government units.
5. Federal census reports.
6. State Department of Agriculture.
7. Geographies.
8. Weather Bureau.
9. Kentucky bulletins.
10. County Farm Demonstration Unit.
11. Chamber of Commerce.
12. Reports of local industries.
13. Civic and social leaders and clubs.
14. Local business leaders and groups.
15. Agricultural leader and organizations.
16. Professional leaders and organizations.
17. Local sheriff and police department.
18. Local fire department.
19. Local charity organizations.
20. Local ministers, churches, and church organizations.
21. Local health unit.
22. Local school unit.
23. County school unit.

24. State Department of Education Reports.
25. Local Parent-Teacher organization.
26. Local educational organizations.
27. School registers and reports.
28. Interviews with people concerned or who are familiar with facts.
29. Inspection.
30. Pupil questionnaire.

General Community Data

A. Historical

1. The site
 - a. Location
 - b. Boundaries
 - c. Area
 - d. Relation to neighboring areas
2. Settlements
 - a. Reasons for the emigration
 - b. Dangers
 - c. Deed or charter
 - d. Local incidents
 - e. Location of first homes
3. The first settlers
 - a. Early leaders
 - b. Nationality
 - c. Number
 - d. Occupations
4. Government
 - a. First officials
 - (1) How elected
 - (2) Terms of office, etc.
 - b. Incorporation as a town or city
 - (1) List of officials
 - (2) Population

5. Origin and development of:
 - a. Churches
 - b. Schools
6. Installation and development of:
 - a. Fire Department
 - b. Water system
 - c. Police system

B. Physical factors

1. Describe the topography of the community.
2. Highest temperature, the lowest, the average.
3. Average rainfall.
4. Character of soil for agricultural purposes.
5. Length of growing season.

C. Population

1. Total population.
2. Areas of densest population.
3. Causes that increase or decrease population in county.

D. Industries and Businesses

1. Manufacturing.
2. Retail business.
3. Warehouses.
4. Banks.
5. Office businesses and professions.
 - (1) Insurance
 - (2) Lawyers

E. Housing

The home is the most important of our social institutions. The physical setting of the home has a large influence upon the life of the family. Improvement of these physical aspects

improves the home and so is of benefit to society.

1. Types of homes.
2. General condition of homes.

F. Religion

1. Religious denominations.
2. Churches maintain summer school.

G. Health

1. County health officer.
2. Nurses employed.
3. Health activities.
4. Doctors in the community.
5. Hospitals.

H. Recreation

1. Gymnasiums.
2. Playgrounds.
3. Theaters.
4. Dance halls.
5. Cultural entertainments.
6. Social and civic organizations.
 - a. Lodges
 - b. Labor
 - c. Political
 - d. Professional

I. Library

J. Education

1. Historical.
2. Present system.
 - a. Financial phase of schools
 - b. School terms

- c. Describe buildings, grounds, equipment
- d. Training and experience of teachers¹⁰

Long-Term Planning

Long-term planning makes provision for freeing teachers and pupils to study together their local, immediate problems with only a minimum of direction by a principal or supervisor. Far too many supervisors have misunderstood their job. Instead of providing creative and cooperative leadership they have dominated or even domineered throughout their planning.

It is impossible to attain all needs in a short term. The longer objectives are developed through shorter-range procedures.

The objectives set forth in the proposed plan of supervision are only suggestions. An organized program is always tentative and subject to change with the varying needs of the situation.

GENERAL OBJECTIVES -

1. To continue the development of a philosophy of education that:
 - a. Believes the ultimate purpose is the maximum development of the individual.
 - b. To make the schools an effective means for maintaining and extending American ideals.
2. To study the entire curriculum, courses of study, and course content all in terms of general and specific objectives remote and immediate, and in terms of local available facilities.
3. Continually evaluate the philosophy and objectives in the light of changing situations and procedures.

¹⁰

Survey Work Book for Community Analysis, State Department of Education, (Montgomery, Alabama, 1945), pp. 1-73.

SPECIFIC OBJECTIVES -

1. Re-evaluation of much present practice in classroom control and in instructional procedures.
2. To work toward improving the classroom equipment and instructional supplies.
3. Diagnosis of pupil difficulties in various subjects and try to find a remedy.
4. Work on the problem of marking, of promotion, and reports to parents.
5. Create more interest in poetry.
6. Establish and maintain a testing program for diagnostic purposes.

Other Specific Objectives which may receive attention later:

1. Development of more cooperation among the teachers within the individual schools and within the county as a whole.
2. Study the core curriculum.

Methods of Procedure or Techniques of Today:

1. Faculty conferences.
2. Supervisory bulletins
3. Course of study.
4. Units of instruction.
5. Classroom visitation by the supervisor and intervisitation.
6. The preparation of pupils' reports.
7. Demonstration teaching.
8. Workshops.
9. Individual conferences.
10. Professional meetings.
11. Social meetings.

12. Committees.
13. Educational Association.
14. Orientation of new teachers.

Today's techniques and activities are planned for growth of all members of the instructional staff. This is one marked difference between the old and the new in supervision.

There are several ways of starting a year's program of supervision. Among the methods most often used by supervisors are written directions, conferences, and demonstration teaching.

The first year of supervision is a period of orientation of superintendent, teachers, and pupils to supervision as a democratic program devised for instructional aid.

The writer is concerned with long-term objectives for the program. The plans for the first year may be maintained and other objectives may be added from year to year.

The supervisor for Todd County should have a conference with the superintendent at least two or three weeks before the opening of the schools. She should discuss her ideas of what supervision of instruction is and does and the philosophy underlying what she considers good supervision.

During the two or three weeks before the school term opens the supervisor should spend her time in orienting herself to the status of the schools, teachers, and pupils. Then her first problem will be to plan a tentative supervisory program, covering what she has learned about the schools, their relation to the entire system, and the community backgrounds. She should plan for interviews with available teachers and principals to get their opinions and their felt needs. At a later time she should study more intensively the data on hand and other data which committees will probably

secure in their survey. She should study the available texts, instructional supplies, and professional books and periodicals.

The available data will be summarized to be presented to the teachers in charts and graphs with descriptive statements at the first group meeting.

Teachers' Meeting

The supervisor will list some penetrating questions and send them out several days before the meeting which will be called after the schools open. She will ask the group for their proposals for improvements, that is, suggestions on what they think should be done to further the welfare of the girls and boys.

Through a series of meetings on problems selected by the group out of preceding discussions and organized around a set of study questions, it will be hoped that a number of basic problems will be considered, leading to a comprehensive and cooperative attack upon curriculum and teaching technique, methods of rating or evaluating the work of pupils, etc. Problems which might emerge are:

1. More nearly complete, more individualized method of reporting pupil progress to parents.
2. Pupil difficulties and causes of failure.
3. Maturity levels and learning.
4. Relation of materials and method of individual needs and interests.
5. Re-evaluation of the entire reading program.

The principals and teachers who assist the supervisor in learning the prevailing teaching practices will probably agree that many teachers follow the traditional study-recite type of teaching. Geography, history, reading and other subjects are limited to the mastery of a textbook.

This method is formal, with major attention to memorization, drill, and testing and shows little understanding of child growth and development.

Because of psychological factors such as frustration, self-consciousness, and inferiority, indirect approaches to the problem of vitalized growth programs for teachers in service seem to be the best avenues to pursue in order to produce desired results.

All teachers should be made to feel that they are competent. A beginning supervisor in whatever capacity, or an experienced one in a new situation, is more likely to succeed if she bases her program upon indirect approaches during the first year.

With the knowledge gained by the surveys and meetings, the supervisor will plan for classroom visitations, group conferences, individual conferences, faculty meetings, and demonstration lessons.

The supervisor must set the stage so that teachers will request visits and demonstrations. Her major purpose will be to get teachers to volunteer a request for help in the study of pupils' needs.

From a total list of needs, problems, and weaknesses, the following objectives have been selected for discussion:

1. The problem of marking, of promotion, and reports to parents.
2. Pupil difficulties and causes of failure.
3. To work toward improving classroom equipment and instructional supplies.

I. OBJECTIVE ONE: The problem of marking, of promotion, and reports to parents.

II. PROCEDURES USED:

A. Voluntary conferences

1. The supervisor will select this objective as the first one to focus attention on pupils and not on teaching procedures.
2. Comments by teachers.
3. Comments and criticisms by parents.

A. Mental tests.

1. Teachers need objective evidence of pupils' ability.
 - a. To plan assignments
 - b. To direct study
 - c. Devise various motivators
 - d. To give marks
 - e. To recommend grade placement
2. To be used in new permanent cumulative records of pupils.

III. EVALUATION:

If the study proves to be effective, the following specific outcomes will be in evidence:

- A. A new report card.
- B. Development of a set of principles governing or determining promotion.
- C. Development of a marking system which evaluates a child's achievement in terms of his own ability to achieve rather than in comparing his achievement with that of the group.

I. OBJECTIVE TWO:

Pupils' difficulties and causes of failure.

II. MEANS OF PROCEDURE:

- A. Diagnostic testing.
 1. Intelligence tests.
 2. Achievement tests.
 3. Informal tests.

- a. Group classification
 - b. To find types of errors
 - c. To locate specific sources of difficulty by certain pupils.
- B. Survey the techniques of instruction by observation:
- 1. Note the major objectives or aims of the lesson.
 - 2. Materials used.
 - 3. Activities of the class.
 - 4. Technique of procedure.
 - 5. Bad practices of the pupils developed in previous grades.

Observation, in order to be of value, must be carefully planned. The purpose for observation should be set up jointly by teachers and supervisor. Several visitations may be needed.

- C. Individual conferences - should always follow an observation or demonstration lesson for the purpose of evaluating teaching. Observation is of no value unless its conclusions are shared and discussed with the people who are vitally concerned.
- D. The value of each type of instruction will be discussed by the supervisor and teachers.
- E. The most desirable techniques will then be applied.

III. EVALUATION of this objective will be shown in:

- A. Teacher interest.
- B. Use of new materials of instruction.
- C. Improved techniques of instruction.
- D. Increased achievement.
- E. Pupil interest.
- F. More individual study and creative work.
- G. Desirable attitudes and skills.

H. Spirit of cooperation.

I. More teachers grouping pupils for certain phases of instruction.

I. OBJECTIVE THREE: To work toward improving class-room equipment and instructional supplies.

II. MEANS OF ACHIEVING THE OBJECTIVE:

A. The supervisor will consult with the superintendent and the board of education on findings in the classrooms. She will make known the urgent need of instructional supplies, especially in many of the intermediate grades.

B. The supervisor with the funds provided by the board of education may assist the superintendent, principals, and teachers in establishing a county-wide materials center for the elementary grades—thus guaranteeing for all the children and teachers in every school the use of these important teaching aids.

C. There is much free and inexpensive materials available for aiding teachers.

D. Teachers may have programs to raise funds.

III. EVALUATION: The results of this objective should be:

A. Committees to examine instructional materials (books, study prints, strip films, slides and films) and to make recommendations for purchases.

B. Wiser choice of books.

C. Better inventory records.

D. Sounder plans for distribution and sharing of audio-visual aids.

E. More use made of free materials.

F. Teachers using lending library at Frankfort.

G. Establishment of materials center in supervisor's office.

H. Materials furnished for diagnosing pupils' needs.

EVALUATION OF YEAR'S WORK (ANTICIPATED)

The official report to the superintendent and the board of education at the end of the year may include the following items:

1. Classroom visitation, upon invitation (large percent of rooms).
2. Faculty conferences and group meetings covering accepted procedures in classrooms.
3. Grading and promotions modified.
4. Reporting to parents materially changed.
5. Standardized tests used for diagnostic purposes and as one procedure, but only one, for evaluation.
6. Intelligence quotients or mental age for all pupils in all the elementary grades.
7. New permanent cumulative records.
8. Substantial gain or progress in promoting good human relations.
9. The appointment of a committee to make arrangements for a county workshop to be held the following summer.

At the beginning of the second year it is hoped that teachers will be more orientated to supervision and hence prepared for further development of the existing procedures and for the addition of new ones. They should realize more clearly the status and needs of the educational system.

SWP Diagnostic Testing - Diagnostic testing and remedial work are discussed in this chapter to illustrate the procedure to be used in diagnosing pupil difficulties and ways of working with the pupil.

It was impossible to test all the grades in the county since there was no fund provided for this purpose, but the fifth grade was used as an example.

The Otis Quick-Scoring Mental Ability Test and the Stanford Achievement

Test were administered in November. The tests were scored, recorded for use, and explained to the children. Each child was encouraged to try to excel his own record the next time the tests were given. The teacher and pupils were eager to try to correct weaknesses and to make improvements. The medians for the tests in the various subjects are shown by the blue line on the profile chart on page 51 and the red line shows the individual rating made by the pupil ranking highest in the class. It will be noted that this pupil rates 6.8, which is exactly two years above the median of the class. The green line represents the rating of the pupil making the lowest scores in the class. 3.4, (third grade, fourth month). The wide variations in the ability and achievement of the pupils indicate a need for much individual instruction.

None of the pupils were retained in the fifth grade from the previous year. It may readily be seen, however, that many are retarded; in fact, twelve pupils out of a total class of twenty-nine pupils had failed in the previous grades from one to several times. In examining the mental ages made on the group test, one understands the reason for much of the failure.

Since a majority of pupils in the class failed to reach the norm for the fifth grade in practically all the subjects it seemed necessary to give individual and remedial instruction to that group.

Remedial work in reading was given major emphasis, since it was evident that the children did not read well enough to get the thought and therefore were weak in the content subjects.

First of all the children were given books from lower grades. Each child was reading material on his own level. Pupils were encouraged to keep their own charts so that they could see their progress.

Much time was devoted to the mechanics of reading:

1. Silent reading.

- a. Have at least half of the reading silent reading.
- b. Devote at least two fifths of the time for reading during the week to reading for study (i.e., extensive type, basic material) and three-fifths to reading for pleasure (i.e., extensive type, supplementary reading.)
- c. Encourage either oral or silent reading merely for pleasure.
- d. Allow children to read interesting, easy stories for a short period.
- e. Give speed drills in reading for thought.
- f. Give informal or standardized tests for comprehension and rate to locate individual difficulties and individuals keep their own charts or keep a progress chart for the group.

2. Oral reading.

- a. Motivation should be a large factor in oral reading.
- b. Provide audience situations.
- c. Provide an opportunity for socialized recitations.
- d. Drill on word analysis for content and pronunciation.
- e. Develop the habit of consulting the dictionary for pronunciation and meaning of unfamiliar words from the context.
- f. Give drills for correct use of unfamiliar words in the context.
- g. Write word groups and sentences on the blackboard, one shown at a time. After short exposure have children reproduce.

Reading should be correlated with every activity of the classroom.

Improving the reading ability of children is one of the best ways of improving their work in other subjects.

Major Reading Objectives

1. Developing reading interests.
2. Reading to follow directions.
3. Learning to find facts.
4. Skimming.
5. Identifying division in long selections.
6. Selecting main idea.
7. Increasing speed.
8. Enlarging vocabulary.

The following outline is a list of recommended ways of teaching reading which the teacher attempted to use in the class: (1) with those needing remedial work; (2) the average group; (3) the accelerated pupils.

Reading Processes and Skills which should be Emphasized in the Middle Grades.

1. Developing comprehension.
 - a. Following directions and finding information.
 - b. Finding answers to personal and social problems.
 - c. Reading a story for various purposes.
 - (1) General outcome of story.
 - (2) Enjoying humorous happenings.
 - (3) Comparing different plots.
 - (4) Tell or dramatize an episode.
 - (5) Note personality traits in characters.
 - (6) Compare settings for similarities and differences.
 - (7) To appreciate characteristics of literary style.
 - (8) To recognize the mood of a story.
 - (9) To understand time and space concepts.

2. Reading to remember.
 - a. Remembering important ideas.
 - b. Remembering significant details.
3. Associating ideas and materials.
 - a. Finding proof.
 - b. Finding information relating to particular problems.
 - c. Examining basic assumptions.
 - d. Studying the adequacy of presentations.
 - (1) Is the account reasonably complete?
 - (2) Is the author's conclusion justified?
 - (3) Are more data needed?
 - (4) Are sources for further study and checking the presentation suggested?
 - (5) Is the account prepared by a qualified person?

Answers to such questions require the student to examine critically the validity and the reliability of each presentation. Thus the development of a scientific attitude is encouraged.

4. Organizing ideas and materials.

Pupils in the middle grades need to know how to make a sequential arrangement of ideas, how to outline, and how to summarize.

- a. Arranging events in sequences and making outlines.
 - (1) Ask children to find and to state the main idea of each paragraph in a short selection.
 - (2) Require them to find the state subordinate ideas.
 - (3) Differentiate and arrange sequentially main and subordinate ideas.

b. Summarizing.

(1) In the initial stages of learning to summarize, the exercises may consist of a series of statements, presented by the teacher, to be arranged in the right order. The statements, when arranged correctly, should summarize the main events in a story.

(2) In later stages, pupils should be expected to write, in their own words, the main ideas developed by the author and to arrange the sentences in correct sequence.

5. Increasing speed of silent reading.

a. Whenever rate of reading is tested, comprehension must also be checked.

b. A periodic check on rate should not be planned for the purpose of enforcing a norm or of achieving a standard performance; instead it is to insure a continuous development and to help each child achieve acceptable rates in reading different kinds of materials, such as those that require careful reading for details and those that need only to be skimmed for general information.

6. Oral reading may be improved by acquiring the following personal values:

a. Poise.

b. Self-confidence.

c. Improved breath-control.

d. Good posture.

e. Better voice quality.

OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, Ph.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Beta

A

BETA TEST: FORM A

IQ.....

For Grades 4-9

Score.....

Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.

Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name..... Age last birthday years
First name, initial, and last name

Birthday..... Teacher..... Date..... 19.....
Month Day

Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

Sample: Which one of the five things below is soft?

1 glass 2 stone 3 cotton 4 iron 5 ice.....

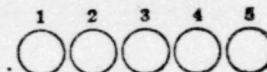


The right answer, of course, is *cotton*; so the word *cotton* is underlined. And the word *cotton* is No. 3; so a heavy cross has been put in the 3d circle. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put a heavy cross in the right circle.

Sample: A robin is a kind of —

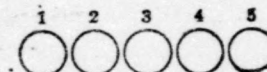
1 plant 2 bird 3 worm 4 fish 5 flower.....



The answer is *bird*; so you should have drawn a line under the word *bird* and put a heavy cross in the 2d circle. Try this one:

Sample: Which one of the five numbers below is larger than 55?

1 53 2 48 3 29 4 57 5 16.....



The answer, of course, is 57; so you should have drawn a line under 57 and put a heavy cross in the 4th circle.




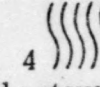

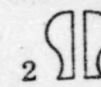
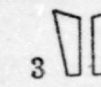
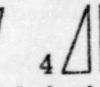




The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

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Examination begins here.

1. Which one of the five things below does not belong with the others?
1 potato 2 turnip 3 carrot 4 stone 5 onion.....
2. Which one of the five answers below tells best what a sword is?
1 to cut 2 a weapon 3 an officer 4 a tool 5 to fight.....
3. Which one of the five words below means the opposite of north?
1 east 2 star 3 south 4 pole 5 equator.....
4. The peeling is to a banana and the husk is to an ear of corn the same as a shell is to what?
1 an apple 2 an egg 3 juice 4 a peach 5 a hen.....
5. A child who knows he is guilty of doing wrong should feel —
1 bad 2 sick 3 better 4 afraid 5 ashamed.....
6. Which one of the five things below is the largest?
1 knee 2 toe 3 leg 4 ankle 5 foot.....
7. Which one of the five words means the opposite of strong?
1 man 2 weak 3 small 4 short 5 thin.....
8. Three of the four designs at the right are alike.
Which one is not like the other three?
1  2  3  4 
9. Which one of the five things below is most like these three: a chair, a bed, and a stove?
1 a chimney 2 a stick 3 a window 4 a table 5 a floor.....
10. A knee is to a leg as an elbow is to what?
1 an arm 2 a shoulder 3 a bone 4 a wrist 5 a hand.....
11. Which word means the opposite of joy?
1 sickness 2 bad 3 happiness 4 sorrow 5 cry.....
12. If I find a kind of plant that was never seen before, I have made —
1 an invention 2 an adoption 3 a creation 4 a novelty 5 a discovery..
13. A sculptor is to a statue as an author is to a —
1 book 2 man 3 name 4 bookcase 5 pen.....
14. At 3 cents each, how many pencils can be bought for 27 cents?
1 27 2 81 3 3 4 9 5 30.....
15. Three of the four designs at the right are alike.
Which one is not like the other three?
1  2  3  4 
16. Which is the most important reason that words in the dictionary are arranged alphabetically?
1 It is the simplest arrangement. 2 It puts the shortest words first.
3 It enables us to find any word quickly. 4 It is a custom. 5 The printing is easier.
17. Which one of the five things below is most like these three: a saw, a hammer, and a file?
1 a bottle 2 a pen 3 a screw driver 4 a fork 5 a carpenter.....
18. If the following words were arranged in order, which word would be in the middle?
1 luncheon 2 dress 3 undress 4 supper 5 breakfast.....
19. The saying, "Don't count your chickens before they are hatched," means —
1 Don't hurry. 2 Don't be too sure of the future. 3 Haste makes waste.
4 Don't gamble. 5 Don't raise chickens.....
20. Three of the four designs at the right are alike.
Which one is not like the other three?
1  2  3  4 
21. A boy who often tells big stories about what he can do is said to —
1 lie 2 fake 3 cheat 4 joke 5 brag.....
22. Which tells best just what a colt is?
1 an animal with hoofs 2 an awkward little beast 3 an animal that runs fast
4 a young horse 5 a little animal that eats hay.....

Answers for

	⊕	1	2	3	4	5
1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Go right on to Page 2.)

23. Which of the five things below is most like these three : a horse, a pigeon, and a cricket?
1 a stall 2 a saddle 3 a feather 4 a goat 5 a wing
24. Railroad tracks are to a locomotive as what is to an automobile?
1 tires 2 steam 3 speed 4 the road 5 gasoline
25. Which word means the opposite of pretty?
1 good 2 ugly 3 bad 4 crooked 5 nice...
26. Which one of the words below would come first in the dictionary?
1 tramp 2 saint 3 razor 4 quart 5 grass....
27. An event which is sure to happen is said to be—
1 probable 2 possible 3 doubtful 4 certain 5 delayed
28. One number is wrong in the following series. What should that number be? 7 1 7 2 7 3 7 4 7 5 7 6 7 8
1 7 2 6 3 8 4 4 5 5.....
29. Which of these series contains a wrong number?
1 3-6-9-12-15 2 2-5-8-11-14 3 1-4-7-10-12
4 2-4-6-8-10 5 1-3-5-7-9.....
30. Which one of the five things below is most like these three : a ship, a bicycle, and a truck?
1 a sail 2 a wheel 3 a train 4 the ocean 5 a tire
31. Which statement tells best just what a hallway is?
1 a small room 2 a place to hang your hat and coat
3 it is long and narrow 4 where to say good-by
5 a passage leading from one room to another.....
32. Steam is to water as water is to —
1 hot 2 ice 3 an engine 4 a solid 5 gas..
33. Which one of these words would come last in the dictionary?
1 health 2 juggle 3 normal 4 never 5 grateful
34. If George is taller than Frank and Frank is taller than James, then George is (?) James. 1 taller than
2 shorter than 3 just as tall as 4 (cannot say which)
35. A man who betrays his country is called a —
1 thief 2 traitor 3 enemy 4 coward 5 slacker
36. Count each 7 below that has a 5 next after it.
7 5 3 0 9 7 3 5 8 7 7 4 2 1 7 5 7 3 2 4 7 0 9 3 7 5 5 7 2 5 7 7 5 4 7 1
How many such 7's did you count?
1 11 2 2 3 3 4 4 5 12.....
37. The daughter of my mother's brother is my —
1 sister 2 niece 3 cousin 4 aunt 5 granddaughter
38. Peace is to war as (?) is to confusion.
1 explosion 2 order 3 armistice 4 riot 5 police
39. If Paul is older than Herbert and Paul is younger than Robert, then Robert is (?) Herbert. 1 older than
2 younger than 3 just as old as 4 (cannot say which)
40. If the following words were arranged in order, with what letter would the middle word begin?
Week Year Hour Second Day Month Minute
1 W 2 S 3 H 4 D 5 M.....

23 1 2 3 4 5

24 1 2 3 4 5

25 1 2 3 4 5

26 1 2 3 4 5

27 1 2 3 4 5

28 1 2 3 4 5

29 1 2 3 4 5

30 1 2 3 4 5

31 1 2 3 4 5

32 1 2 3 4 5

33 1 2 3 4 5

34 1 2 3 4

35 1 2 3 4 5

36 1 2 3 4 5

37 1 2 3 4 5

38 1 2 3 4 5

39 1 2 3 4

40 1 2 3 4 5

41. A quantity
1 prosy
42. A bicycle
1 an e
5 an a
43. Which of
a flag, a
1 a sh
44. What is
1 To v
3 To r
5 So r
45. If the fol
with wh
houses
1 h
46. Which of
1 soon
47. A vase is
1 a cov
48. A lamp is
1 a fan
49. If the fol
be in the
1 good
50. If Henry is
then Georg
3 just as
51. A king is to
2 vice-pre
52. John is the
pupils are
1 ten
53. Which tel
2 somet
4 a hors
54. Brick is to
1 a chal
55. A wire is to
1 a flam
56. An object
time is sai
3 unso
57. Which wor
1 joy
58. A word tha
1 grotes
5 appropri

41. A quantity which grows larger is said to —
1 prosper 2 increase 3 fatten 4 rise 5 burst
42. A bicycle is to a motorcycle as a wagon is to what?
1 an engine 2 an automobile 3 a horse 4 slower
5 an airplane
43. Which of the five things below is most like these three: a tent, a flag, and a sail?
1 a shoe 2 a ship 3 a staff 4 a towel 5 a rope
44. What is the most important reason that we use clocks?
1 To wake us up in the morning. 2 To help us catch trains.
3 To regulate our daily lives. 4 They are ornamental.
5 So that children will get to school on time.
45. If the following words were rearranged to make a good sentence, with what letter would the third word of the sentence begin?
houses stone built of men wood and
1 h 2 s 3 b 4 m 5 w
46. Which of these expressions is the most definite?
1 soon 2 early 3 later 4 morning 5 ten A.M.
47. A vase is to flowers as (?) is to milk.
1 a cow 2 a pitcher 3 white 4 drink 5 cream
48. A lamp is to a light as (?) is to a breeze.
1 a fan 2 bright 3 a sailboat 4 a window 5 blow
49. If the following words were arranged in order, which word would be in the middle?
1 good 2 excellent 3 wretched 4 fair 5 poor
50. If Henry is taller than Tom and Henry is shorter than George, then George is (?) Tom.
1 taller than 2 shorter than
3 just as tall as 4 (cannot say which)
51. A king is to a kingdom as a president is to what?
1 queen
2 vice-president 3 senate 4 republic 5 democrat
52. John is the fifth child from each end of a row. How many pupils are there in a row?
1 ten 2 eleven 3 seven 4 nine 5 five
53. Which tells best what an automobile is?
1 a thing with tires
2 something to travel in 3 an engine mounted on wheels
4 a horseless carriage 5 a vehicle propelled by an engine
54. Brick is to a wall as (?) is to a table.
1 a chair 2 red 3 eat 4 a kitchen 5 wood
55. A wire is to electricity as (?) is to gas.
1 a flame 2 a spark 3 hot 4 a pipe 5 a stove
56. An object or institution that is designed to last only a short time is said to be —
1 temporary 2 changeable
3 unsound 4 worthless 5 unstable
57. Which word means the opposite of humility?
1 joy 2 pride 3 dry 4 funny 5 recklessness
58. A word that means suitable, fit, or proper is —
1 grotesque 2 odd 3 inadequate 4 superfluous
5 appropriate

41 1 2 3 4 5

42 1 2 3 4 5

43 1 2 3 4 5

44 1 2 3 4 5

45 1 2 3 4 5

46 1 2 3 4 5

47 1 2 3 4 5

48 1 2 3 4 5

49 1 2 3 4 5

50 1 2 3 4

51 1 2 3 4 5

52 1 2 3 4 5

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54 1 2 3 4 5

55 1 2 3 4 5

56 1 2 3 4 5

57 1 2 3 4 5

58 1 2 3 4 5

⊕

1 1 2

2 1 2

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10 1 2

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15 1 2 3

16 1 2

17 1 2

18 1 2

19 1 2 3

20 1 2 3

21 1 2 3

22 1 2 3

OTIS QUICK-SCORING MENTAL ABILITY TESTS

CLASS RECORD FOR BETA OR GAMMA TEST

Test used (underline) Beta Gamma Form used... A

Grade... 5 Examiner... Mrs. Glenn Lyon

Teacher... Mrs. G. Lyon School... Elkton Elementary

City... Elkton, Kentucky Date of exam. 11-5 19 52

Name	Age		Score	M. A. IQ	Add'l data (?)	
	Yrs.	Mos.			A. E.	G. E.
A	10	4	35	11-2	10-8	5.6
B	11	2	25	9-8	9-5	4.4
C	12	9	33	10-10	9-11	4.9
D	14	0	16	8-5	8-4	3.4
E	10	7	37	11-6	10-8	5.6
F	10	4	39	11-10	10-11	5.9
G	12	0	31	10-7	10-6	5.5
H	10	2	27	10-0	9-5	4.1
I	12	0	16	8-5	8-7	3.6
J	12	9	17	8-7	8-6	3.5
K	10	9	37	11-6	11-7	6.6
L	10	0	9	7-5	8-6	3.5
M	12	0	24	9-7	9-11	4.9
N	13	3	13	8-0	8-6	3.5
O	10	0	35	11-2	11-0	6.0
P	10	4	15	8-3	9-2	4.2
Q	10	9	31	10-7	10-3	5.2
R	11	1	38	11-8	9-11	4.9
S	10	7	37	11-6	10-4	5.3
T	10	7	33	10-10	11-8	6.7
U	10	2	47	13-5	11-10	6.8
V	12	3	21	9-2	9-2	4.2
W	12	9	19	8-10	8-7	3.6
X	11	5	25	9-8	9-5	4.4
Y	10	0	28	10-1	9-9	4.8
Class Medians						

Printed in U.S.A.

(Continued on reverse side)

NOTE. See under "Reporting to the Author" in the Manual of Directions, regarding a request for data.

CLASS RECORD FOR BETA OR GAMMA TEST — Continued

Name	Age		Score	M.A. IQ	Add'l data (?)	
	Yrs.	Mos.				
Z.	12	3	13	8-0	8-10	3.8
(a)	10	6	38	11-8	10-6	5.5
(b)	10	6	39	11-10	10-5	5.6

Directions. To distribute the scores of a class, make a mark in the second column for each score opposite the interval within which the score falls. In the "Frequency" column write the number of tally marks that fell in each interval.

Scores	Distributing Marks	Freq.
80-84		
75-79		
70-74		
65-69		
60-64		
55-59		
50-54		
45-49		
40-44		
35-39		
30-34		
25-29		
20-24		
15-19		
10-14		
5-9		
0-4		
Total		
Median		

STANFORD ACHIEVEMENT TEST

INTERMEDIATE AND ADVANCED BATTERIES — COMPLETE

CLASS RECORD

Pupil's Name	Boy or Girl	Age		Test												Total (Average)	Age or Grade Equiv.	*	*	
		Yrs.	Mos.	1	2	Aver.	3	4	5	Aver.	6	7	8	Aver.	9					10
				Par. Mean.	Word Mean.	Read- ing	Lang. Usage	Arith. Reas.	Arith. Comp.	Arith. Metric	Lit.	Soc. St. I	Soc. St. II	Social Stud.	Elem. Sci.					Spell.
A	M	10	4	50	55	51	61	55	47	51	64	52	59	55.5	61	44	52.8	5.6		
B	M	11	2	43	41	43.5	33	46	42	44	50	42	44	43.5	49	37	42.8	4.4		
C	M	12	9	52	46	49	44	46	44	45	46	36	51	43.5	67	46	47.8	4.9		
D	M	14	0	28	39	33.5	32	36	28	32	26	30	35	32.5	31	27	31.2	3.4		
E	M	10	7	54	54	54	54	49	46	47.5	60	57	52	54.5	61	46	53.3	5.6		
F	M	10	4	63	65	64	61	52	45	48.5	55	55	64	54.5	45	55	55	5.9		
G	M	12	0	52	54	53	55	50	44	47	51	48	47	47.5	74	46	52.1	5.5		
H	M	10	2	43	39	41	36	48	49	48.5	35	40	42	41	42	40	41.1	4.4		
I	M	12	0	32	33	32.5	30	50	48	49	26	34	36	35	26	32	34.7	3.6		
J	M	12	9	29	31	30	33	52	35	43.5	28	30	35	32.5	24	33	33	3.5		
K	M	10	9	64	68	66	54	55	45	50	46	70	63	66.5	71	55	62.1	6.6		
L	M	10	0	28	32	30	28	46	46	46	28	37	32	34.5	26	34	33.7	3.5		
M	M	12	0	43	43	43	51	49	39	44	46	55	48	54.5	63	47	47	4.9		
N	M	13	3	29	31	30	33	52	35	43.5	28	30	35	32.5	24	33	33	3.5		
O	M	10	0	53	57	55	60	50	46	48	51	59	59	59	67	63	56.5	6.0		
P	F	10	4	44	29	36.5	41	48	45	46.5	33	36	49	42.5	46	34	40.5	4.2		
Q	F	10	9	47	54	50.5	55	40	41	40.5	58	47	48	47.5	47	67	50.4	5.2		
R	F	11	1	46	45	45.5	47	48	46	47	57	31	45	38	57	48	47	4.9		
S	F	10	7	49	50	48.5	61	49	47	48	50	33	46	38.5	38	36	50.8	5.3		
T	F	10	7	66	60	63	76	55	45	50	56	53	62	57.5	61	59	59.3	6.7		
U	F	10	2	59	62	60.5	59	50	50	50	67	61	59	60	70	65	60.2	6.8		
V	F	12	3	43	34	38.5	33	48	42	45	36	49	31	40	37	45	39.8	4.2		
W	F	12	9	42	38	40	33	44	40	42	35	31	31	31	24	28	34.6	3.6		
X	F	11	5	44	50	47	44	38	36	37	39	33	45	39	44	47	42	4.4		
Y	F	10	0	47	41	44	52	49	48	48.5	34	46	62	54	32	53	46	4.8		
Z	F	12	3	42	28	35	43	38	35	36.5	33	33	44	38.5	34	37	36.7	3.8		
(a)	F	10	6	50	54	52	55	55	48	54.5	54	37	60	48.5	61	50	52.4	5.5		
(b)	F	10	6	60	56	58	65	49	48	48.5	54	34	54	47	58	50	52.8	5.6		

* These columns may be used for recording optional data, such as IQ, etc.

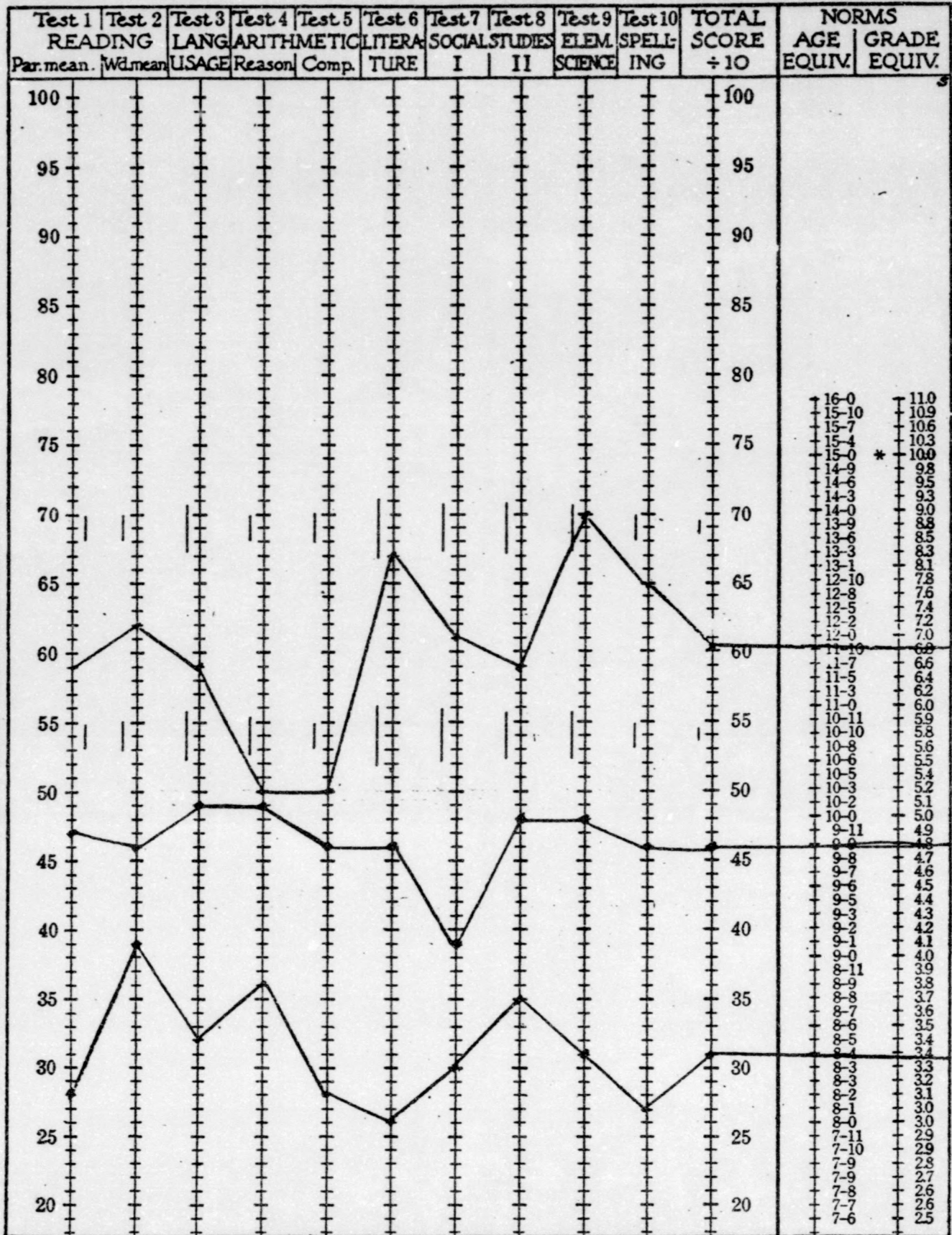
CHART

Stand. Ach. Test: Inher. and

12 13 14 15 16 17 18 19 20

6. LITERATURE	7. SOC. STUD. I	8. SOC. STUD. II	AVE. SOC. STUD.	9. ELEM. SCI.	10. SPELLING	Eq. SCORES
						79 or above
						78
						77
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						74
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						20

CHRON. AGE	IQ
	129 or above
	128
	127
	126
	125
	124
	123
	122
	121
	120
	119
	118
	117
	116
	115
	114
	113
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	83
	82
	81
	80
	79
	78
	77
	76
	75
	74
	73
	72
	71
	70 or below
Median	



* Age and grade equivalents above this point are extrapolated values.

This Profile Chart is a table of norms for the Intermediate and Advanced Examinations.

Comments:

- Highest ranking individual
- Class median
- Lowest ranking individual

STANFORD ACHIEVEMENT TEST

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

INTERMEDIATE BATTERY—COMPLETE FORM D

Inter.
Compl.
D

Name..... Age..... Grade.....

Boy or girl..... Name of school.....

City..... State..... Date.....

TEST	SCORE	AGE EQUIVALENT	GRADE EQUIVALENT
1. Paragraph Meaning			
2. Word Meaning			
Average Reading			
3. Language Usage			
4. Arithmetic Reasoning			
5. Arithmetic Computation			
Average Arithmetic			
6. Literature			
7. Social Studies: I			
8. Social Studies: II			
Average Social Studies			
9. Elementary Science			
10. Spelling			
Total (Average)			

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PROFILE CHART: STANFORD ACHIEVEMENT TEST, INTERMEDIATES AND ADVANCED BATTERIES — COMPLETE

Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	Test 7	Test 8	Test 9	Test 10	TOTAL	NORMS	
READING	LANG.	LANG.	ARITHMETIC	LITERA-	SOCIAL	STUDIES	ELEM.	SPELL-	SPELL-	SCORE	AGE	GRADE
Par. mean.	Wd. mean.	USAGE	Reason	Comp.	TURE	I	II	SCIENCE	ING	÷ 10	EQUIV.	EQUIV.
100										100		
95										95		
90										90		
85										85		
80										80		
75										75		
70										70	16-0	110
65										65	15-10	109
60										60	15-7	106
55										55	15-4	103
50										50	15-0	100
45										45	14-9	98
40										40	14-6	95
35										35	14-3	93
30										30	14-0	90
25										25	13-9	88
20										20	13-6	85
											13-3	83
											13-1	81
											12-10	78
											12-8	76
											12-5	74
											12-2	72
											12-0	70
											11-10	68
											11-7	66
											11-5	64
											11-3	62
											11-0	60
											10-11	59
											10-10	58
											10-8	56
											10-6	55
											10-5	54
											10-3	52
											10-2	51
											10-0	50
											9-11	49
											9-9	48
											9-8	47
											9-7	46
											9-6	45
											9-5	44
											9-4	43
											9-3	42
											9-2	41
											9-1	40
											9-0	39
											8-11	38
											8-9	37
											8-8	36
											8-7	35
											8-6	34
											8-5	34
											8-4	33
											8-3	33
											8-2	32
											8-1	31
											8-0	30
											7-11	29
											7-10	29
											7-9	28
											7-8	27
											7-7	26
											7-6	25

* Age and grade equivalents above this point are extrapolated values.

This Profile Chart is a table of norms for the Intermediate and Advanced Examinations.

Comments:

Test No.	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Total	

DIRECTIONS. In the paragraphs below, each number shows where a word has been left out. Read each paragraph carefully, and wherever there is a number decide what word has been left out. Then write the missing word in the answer column at the right, as shown in the sample. Write **JUST ONE WORD** on each line. *Be sure to write each answer on the line that has the same number as the number of the missing word in the paragraph.*

SAMPLE.

A-B Dick and Tom were playing ball in the field. Dick was throwing the -A- and -B- was trying to catch it. Answer
A-----ball-----
B-----

1-2 A mother bird was picking worms out of the ground. Instead of eating them herself, she carried them to her -1- to feed to her -2-. 1-----
2-----

3-4 It was a lovely sunny morning. Bobby and Betty were happy as they piled baskets of good things to eat into the car. -3- were going on a -4-. 3-----
4-----

5-6 Have you ever heard of a library without any books? There is such a library, owned by a motion-picture company, that contains nothing but hair. It has more than fifty thousand pieces — wigs, mustaches, and beards in styles of many years, past and present. The next time you see your favorite brunette actress appear on the screen as a blonde, either she may have had her hair bleached, or, more likely, she is wearing a -5- from this -6-. 5-----
6-----

7-8-9 When traveling in China, I came upon an old fort with stone and earth walls that were twenty-four feet high and twelve feet thick. The -7- were therefore twice as -8- as they were -9-. 7-----
8-----
9-----

10-11-12 One of the most famous explorers of Africa was a missionary sent from England named Livingstone. He traced the course of important rivers, discovered great lakes, and tried to find the parts of -10- that were best suited to white men. He performed his missionary work as he traveled, establishing missions and preaching the gospel of Christianity. Finally his arduous labors ruined his health, and he -11- in Africa. His body was taken back to his home in -12- for burial, and he is honored as one of the world's greatest explorers. 10-----
11-----
12-----

13-14 Achilles was a character in the old Greek stories. The story goes that when Achilles was an infant his mother, wishing to protect him, dipped him in the river Styx, the water of which rendered his body invulnerable. The only exception was the heel by which she held him, which did not get wet. However, after many heroic deeds through which he came unharmed, —13— was finally killed by a poisoned arrow shot by his rival, Paris, which struck him in the —14—, his only vulnerable spot.

13.....
14.....

15-16 In this country we seldom hear of duels today, but in colonial days, and for some time after, the duel played a considerable part in American political and social life. Many great names have been connected with the story of the duels in this —15—, including one President of the United States. The most famous of all American —16— was the tragic meeting of Hamilton and Burr.

15.....
16.....

17-18 Fruits which are not too ripe contain pectin, the most important substance in jelly making. Fruit juices with the proper amounts of fruit acids, pectin, and sugar will always jell. In overripe fruit, the —17— content is too low and the juice will not —18—.

17.....
18.....

19-20-21 In olden days men made their own pens from the quills of feathers. It required considerable skill to cut a pen properly so as to suit one's individual taste in writing. Students were always on the lookout for good goose, swan, turkey, or other bird feathers. Goose quills made the most satisfactory —19— for general —20—, but schoolmasters liked pens made from the —21— of swan feathers because they fitted best behind the ear.

19.....
20.....
21.....

22-23-24 Samuel Weller is a character in Dickens's well-known book, *Pickwick Papers*. He was a servant to Mr. Pickwick and was devoted to his master. He is a very entertaining character, combining wit, simplicity, humor, and fidelity. When *Pickwick Papers* came out, people were greatly amused by Mr. Pickwick and —22— —23— and were eager to read other books written by —24—.

22.....
23.....
24.....

25-26 In speaking of gold, the term "carat" is used to indicate the proportion of gold in a given mass. A carat is one twenty-fourth of the whole mass. Thus, a fourteen-carat ring is one with fourteen parts of pure gold and ten parts of some other metal, usually copper. A twenty-four-carat watch chain is pure —25—. A bracelet that is half gold and half copper would be called a —26—carat gold bracelet.

25.....
26.....

Go right on to the next page.

27-28-29 One of the paradoxical developments of the machine age is increased leisure-time interest in handicrafts. Such activities as 27 -----
 weaving, woodworking, and knitting are carried on by large numbers
 of persons. By decreasing the amount of time necessary to perform 28 -----
 many kinds of labor, the widespread use of —27— has increased the
 desire of people to do work with their —28— in their —29— time. 29 -----

30-31-32 There were three great philosophers and leaders of thought in ancient Greece who are still revered by students everywhere. Socrates, the first of these, was put to death because of his teachings. Plato, a young student of Socrates, took up the latter's work after his death 30 -----
 and taught the people what he had learned from his great instructor.
 After Plato came Aristotle, who, though he belonged to a different 31 -----
 school of thought from that of —30— and —31—, was an equally great
 —32— and teacher. 32 -----

33-34-35 We have two ready means of communication with others, speech and writing. But it has not always been easy to make one's self understood wherever one went. For this reason sign language 33 -----
 was developed. The Indians whose various tribes spoke different
 dialects perfected —33— language to a high degree. Today a standard 34 -----
 sign language has also been developed for the use of those unfortunate
 persons who by birth or accident cannot —34— or —35—. 35 -----

36-37-38 "Blue stocking" means, figuratively, a female pedant, or one 36 -----
 who emphasizes learning unduly. It derives its name from literary
 societies of the seventeenth and eighteenth centuries whose members 37 -----
 wore —36— —37— as a distinguishing mark. In present-day usage
 the term is applied to women who make a display of their —38—. 38 -----

39-40 Chile is a country of great versatility and wonderful natural gifts. In the mountains are rich mines, and in the lower regions the soil is fertile and productive. In the sea, rivers, and lakes all kinds of fish 39 -----
 are to be found. This explains why —39— is able to satisfy the most
 varied —40—. 40 -----

41-42-43 Hercules is one of the great heroes of mythology. He performed many wonderful deeds and feats of strength, but at last he 41 -----
 was fatally poisoned by the blood of the Centaur. As his body lay on
 his funeral pyre with the —41— rising about him, Apollo, sent by the 42 -----
 gods, came down from the heavens and took —42— up to Olympus,
 the home of the —43—. 43 -----

44-45 Dryden tells us that "Solitude is as needful to the imagination as society is wholesome for the character." By this he means that the 44 -----
 art of thinking and contemplation is developed by —44—, but that
 good character requires that one live in the —45— of his fellow men. 45 -----

End of Test 1. Look over your work.

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40	41	42	43	44	45										
Equated score	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82

DIRECTIONS. In each exercise one of the five numbered words will complete the sentence correctly. Note the number of this word. Then mark the answer space at the right which is numbered the same as the word you have selected.

SAMPLES.

- A A rose is a — 1 box 2 flower 3 home 4 month 5 river A
- B A roof is found on a — 6 book 7 person 8 rock 9 house 10 word B
- C Bread is something to — 1 catch 2 drink 3 throw 4 wear 5 eat C

- 1 An idea is a — 1 sound 2 sight 3 picture 4 laugh 5 thought..... 1
- 2 To shine is to be — 6 cool 7 bright 8 dry 9 proud 10 busy 2
- 3 A sawmill produces — 1 wire 2 buttons 3 boots 4 needles 5 lumber 3
- 4 To offer is to try to — 6 love 7 find 8 change 9 give 10 sing 4
- 5 A vessel is a — 1 bell 2 village 3 boat 4 wave 5 bridge..... 5
- 6 To sparkle means to — 6 shine 7 shake 8 smile 9 enjoy 10 strike 6
- 7 To pronounce is to — 1 sail 2 watch 3 show 4 stand 5 speak..... 7
- 8 A listener is a — 6 buyer 7 giver 8 cardinal 9 treasurer 10 hearer 8
- 9 To vanish is to — 1 disappear 2 punish 3 witness 4 examine 5 request 9



- 10 To be content is to be — 6 satisfied 7 angry 8 awake 9 faithful 10 bold... 10
- 11 To furnish means to — 1 finish 2 guard 3 supply 4 prove 5 waste 11
- 12 To slumber is to — 6 answer 7 work 8 sleep 9 measure 10 rain 12
- 13 Clever means — 1 monstrous 2 lonely 3 delicious 4 skillful 5 thriving 13
- 14 To purchase is to — 6 keep 7 buy 8 make 9 play 10 point 14
- 15 To be courageous is to be — 1 clean 2 wrong 3 brave 4 careful 5 strange... 15
- 16 To stare is to — 6 gaze 7 crush 8 spy 9 tread 10 glance 16
- 17 A treaty is an — 1 interval 2 idiot 3 agreement 4 experiment 5 implement 17
- 18 To label is to — 6 carry 7 lower 8 mark 9 hold 10 supply 18
- 19 To be correct is to be — 1 graded 2 proper 3 different 4 famous 5 forward ... 19
- 20 Expert means — 6 haughty 7 harsh 8 reasonable 9 virtuous 10 skillful... 20
- 21 To instruct is to — 1 inform 2 admit 3 forbid 4 punish 5 assure..... 21
- 22 A sledge is a — 6 garment 7 saddle 8 frame 9 support 10 hammer..... 22
- 23 To have sympathy for is to — 1 rejoice 2 praise 3 refuse 4 pity 5 shame... 23

Go right on to the next page.

24	Gloomy means —	6 heroic	7 fragrant	8 gorgeous	9 dismal	10 majestic	24	6	7	8	9	10
25	Disobedient means —	1 chumsy	2 critical	3 credulous	4 grotesque	5 unruly	25	1	2	3	4	5
26	Intelligence means —	6 praise	7 justice	8 anger	9 liberty	10 wisdom	26	6	7	8	9	10
27	Violence often causes —	1 wisdom	2 respect	3 justice	4 knowledge	5 harm	27	1	2	3	4	5
28	Imperial affairs concern —	6 nations	7 cities	8 banks	9 stars	10 streams	28	6	7	8	9	10
29	To escort is to —	1 review	2 accompany	3 engage	4 approve	5 rejoice	29	1	2	3	4	5
30	A vagabond is a —	6 scholar	7 miracle	8 fable	9 pistol	10 tramp	30	6	7	8	9	10
31	An abode is a place where one —	1 earns	2 dwells	3 bakes	4 parks	5 swims	31	1	2	3	4	5
32	To magnify is to —	6 inspire	7 decrease	8 insult	9 enlarge	10 ripen	32	6	7	8	9	10
33	A stag is a —	1 deer	2 squirrel	3 colt	4 snake	5 dove	33	1	2	3	4	5
34	A communication is a —	6 palace	7 message	8 companion	9 struggle	10 memory	34	6	7	8	9	10
35	A summit is a —	1 loop	2 peak	3 tract	4 vault	5 patron	35	1	2	3	4	5
36	A lens is made of —	6 iron	7 glass	8 wood	9 wheat	10 felt	36	6	7	8	9	10
37	To bleach is to —	1 harden	2 darken	3 lighten	4 soften	5 sharpen	37	1	2	3	4	5
7→												
38	Behavior refers to —	6 courage	7 conduct	8 appearance	9 effort	10 features	38	6	7	8	9	10
39	Commerce means —	1 weather	2 forests	3 trade	4 speed	5 crowds	39	1	2	3	4	5
40	To compose is to —	6 construct	7 condemn	8 propose	9 overcome	10 confess	40	6	7	8	9	10
41	A situation refers to a —	1 rival	2 majority	3 capture	4 position	5 strain	41	1	2	3	4	5
42	Abashed means —	6 amiable	7 capacious	8 embarrassed	9 unreasonable	10 woeful	42	6	7	8	9	10
43	A counselor is a —	1 beggar	2 carpenter	3 lawyer	4 dragon	5 chariot	43	1	2	3	4	5
44	Renowned means —	6 famous	7 natural	8 strange	9 quiet	10 forward	44	6	7	8	9	10
45	To interpret is to —	1 accomplish	2 preserve	3 influence	4 explain	5 vote	45	1	2	3	4	5
46	Rapture is —	6 trouble	7 value	8 joy	9 difference	10 business	46	6	7	8	9	10
47	Filthy means —	1 capable	2 violent	3 fatal	4 foul	5 fearful	47	1	2	3	4	5
48	Minimum means the —	6 largest	7 least	8 most	9 newest	10 oldest	48	6	7	8	9	10
49	To sever is to —	1 cut	2 hurt	3 strike	4 unite	5 supply	49	1	2	3	4	5
50	Lithe means —	6 eloquent	7 massive	8 somber	9 flexible	10 tremulous	50	6	7	8	9	10

End of Test 2. Look over your work.

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50				
Equivalent score	21	22	24	25	26	27	28	29	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77

TEST 3. LANGUAGE USAGE

DIRECTIONS. Study the samples below carefully.

SAMPLES.

- | | | | | | |
|---|---|----|----|--|--|
| A Apples ¹ is ² are good..... | A | 1 | 3 | | |
| B He ³ told ⁴ telled me..... | B | 3 | 4 | | |
| | | | | | |
| 1 I ¹ ain't got ² have no time to play..... | | 1 | 2 | | |
| 2 ³ The soldiers they ⁴ The soldiers marched along..... | | 2 | 3 | | |
| 3 I borrowed the money ⁵ from ⁶ off of Tom..... | | 3 | 4 | | |
| 4 ¹ Me and Sally ² Sally and I had a party..... | | 4 | 5 | | |
| 5 I ³ ain't ⁴ am not dressed yet..... | | 5 | 6 | | |
| 6 ⁵ Them ⁶ Those cookies are good with milk..... | | 6 | 7 | | |
| 7 ¹ That ² That there apple tree is a young one..... | | 7 | 8 | | |
| 8 The horses ³ are ⁴ is tired..... | | 8 | 9 | | |
| 9 Alice is ⁵ at ⁶ to her uncle's house..... | | 9 | 10 | | |
| 10 She ¹ doesn't ² don't know any better..... | | 10 | 11 | | |
| 8^a → | | | | | |
| 11 Don't come ³ unless ⁴ without I send for you..... | | 11 | 12 | | |
| 12 Isn't ⁵ anybody ⁶ nobody at home?..... | | 12 | 13 | | |
| 13 Father ¹ give ² gave me a pencil last week..... | | 13 | 14 | | |
| 14 ³ Yourself ⁴ You and your sisters should go..... | | 14 | 15 | | |
| 15 ⁵ While ⁶ Although I am ready, I won't go..... | | 15 | 16 | | |
| 16 The man ¹ swung ² swang from the rope..... | | 16 | 17 | | |
| 17 You have ³ gived ⁴ given me much pleasure..... | | 17 | 18 | | |
| 18 Who ⁵ drunk ⁶ drank my milk?..... | | 18 | 19 | | |
| 19 The fruit ¹ growed ² grew on this tree..... | | 19 | 20 | | |
| 20 Where is she ³ going? ⁴ going to?..... | | 20 | 21 | | |
| 21 Will you ⁵ learn ⁶ teach me to cook?..... | | 21 | 22 | | |
| 22 Tom is ¹ more happier ² happier than Fred..... | | 22 | 23 | | |
| 23 We ³ were ⁴ was going downtown..... | | 23 | 24 | | |
| 24 ⁵ Leave ⁶ Let me have the first turn..... | | 24 | 25 | | |

Go right on to Number 25.

- | | | | | | |
|---|----|---|---|--|--|
| 25 They ¹ all unanimously ² unanimously agreed to go..... | 25 | 1 | 2 | | |
| 26 Who has ³ taken ⁴ took my ball?..... | 26 | 3 | 4 | | |
| 27 Who ⁵ seen ⁶ saw the boys fighting?..... | 27 | 5 | 6 | | |
| 28 Sue sews very ¹ well. ² good..... | 28 | 1 | 2 | | |
| 29 The paper is ³ nowhere ⁴ nowheres about..... | 29 | 3 | 4 | | |
| 30 Nothing ⁵ ever ⁶ never disturbs me..... | 30 | 5 | 6 | | |
| 31 I had hardly come ¹ than ² when I had to go..... | 31 | 1 | 2 | | |
| 32 We don't ³ remember of ⁴ remember finding a ball..... | 32 | 3 | 4 | | |
| 33 The tribe is ⁵ kind of ⁶ rather warlike..... | 33 | 5 | 6 | | |
| 34 I looked at him and ¹ said, "Come in." ² says..... | 34 | 1 | 2 | | |
| 35 Yes, I ³ did ⁴ done it..... | 35 | 3 | 4 | | |
| 36 Jane asked ⁵ was Sarah ⁶ if Sarah was coming..... | 36 | 5 | 6 | | |
| 37 You ¹ must have ² must of been asleep..... | 37 | 1 | 2 | | |
| 38 They have all ³ went ⁴ gone home..... | 38 | 3 | 4 | | |
| 8^b → | | | | | |
| 39 A book was lying ⁵ onto ⁶ on the table..... | 39 | 5 | 6 | | |
| 40 The river has ¹ frozen ² froze over..... | 40 | 1 | 2 | | |
| 41 Sarah ³ used to could ⁴ once could dance the hornpipe..... | 41 | 3 | 4 | | |
| 42 I can do that ⁵ easy. ⁶ easily..... | 42 | 5 | 6 | | |
| 43 It ¹ begun ² began to rain hard..... | 43 | 1 | 2 | | |
| 44 They made the boat ³ themselves. ⁴ theirselves..... | 44 | 3 | 4 | | |
| 45 I didn't know that, ⁵ either. ⁶ neither..... | 45 | 5 | 6 | | |
| 46 Who has ¹ saw ² seen my skates?..... | 46 | 1 | 2 | | |
| 47 He can't come ³ unless ⁴ except he gets a free ticket..... | 47 | 3 | 4 | | |
| 48 He ⁵ could ⁶ couldn't scarcely do it..... | 48 | 5 | 6 | | |
| 49 I have often ¹ eaten ² ate oranges..... | 49 | 1 | 2 | | |
| 50 The trio ³ sang ⁴ sung the first number..... | 50 | 3 | 4 | | |
| 51 That was ⁵ all the farther ⁶ as far as he would walk..... | 51 | 5 | 6 | | |
| 52 This is ¹ a ² an orange..... | 52 | 1 | 2 | | |

Go right on to the next page.

TEST 3. LANGUAGE USAGE (Cont'd)

- 53 They caught up with Ralph and ³ we. ₄ us. 53
- 54 I ⁵ am ₆ have been in our club four years already. 54
- 55 You must have felt ¹ uncomfortable. ₂ uncomfortably. 55
- 56 I have often ³ spoken ₄ spoke of that. 56
- 57 The man gave ⁵ us ₆ we boys some fish. 57
- 58 She felt his absence ¹ deep. ₂ deeply. 58
- 59 Has the factory whistle ³ blown ₄ blew yet? 59
- 60 I ⁵ can hardly ₆ can't hardly hear you. 60
- 61 He is ¹ almost the best player I ₂ the best player I almost ever knew. 61
- 62 ³ Her ₄ She and I will be partners. 62
- 63 You look ⁵ sort of ₆ rather discouraged. 63
- 64 She sang ¹ beautiful. ₂ beautifully. 64
- 65 This is for ³ whoever ₄ whomever gets here first. 65
- 66 The house is ⁵ most ₆ almost finished. 66
- 9^a →**
- 67 Edison ¹ discovered ₂ invented the phonograph. 67
- 68 Mother and I ³ wasn't ₄ weren't at home. 68
- 69 I ⁵ sat ₆ set there about an hour. 69
- 70 The vase had ¹ broke ₂ broken when it fell. 70
- 71 This is the man ³ which ₄ who helped me. 71
- 72 The river ⁵ rose ₆ raised four inches. 72
- 73 He played ¹ badly ₂ bad yesterday. 73
- 74 ³ But don't forget, ₄ Don't forget, however, to write. 74
- 75 The horse ⁵ busted ₆ burst a blood vessel. 75
- 76 It was ¹ they ₂ them who started the game. 76
- 77 It ³ looks like either ₄ either looks like Mary or Kate. 77

Go right on to Number 78.

- 78 Is it ⁵ you're ₆ your turn to pitch? 78
- 79 Betty and Jane ¹ is ₂ are coming. 79
- 80 James is the ³ carefulest ₄ most careful boy here. 80
- 81 It is neither true ⁵ nor ₆ or false. 81
- 82 It must be ¹ someplace. ₂ somewhere. 82
- 83 I read ³ that ₄ where frost is predicted. 83
- 84 Their house is ⁵ some ₆ somewhat bigger than ours. 84
- 85 Please ¹ bring ₂ take that over there to John. 85
- 86 A tall and a short boy ³ is ₄ are required. 86
- 87 You ⁵ ought ₆ had ought to save money. 87
- 88 ¹ We ₂ Us children are sleepy. 88
- 89 Watching the deer, ³ their path was lost. ₄ they lost their path. 89
- 90 The cat is ⁵ lying ₆ laying on the rug. 90
- 91 They had ¹ come ₂ came on ahead. 91
- 9^b →**
- 92 We don't know ³ as ₄ that he will come. 92
- 93 The boys brought ⁵ there ₆ their own blankets. 93
- 94 The sun has ¹ rose ₂ risen already. 94
- 95 They were ³ real ₄ really anxious to go. 95
- 96 A group of ⁵ we ₆ us children will sing. 96
- 97 I ¹ expect ₂ believe he must have been there. 97
- 98 He is the tallest ³ boy ₄ of any other boys here. 98
- 99 We ⁵ can ₆ can't get in only after school. 99
- 100 To whom did you ¹ write? ₂ write to? 100

End of Test 3. Look over your work.

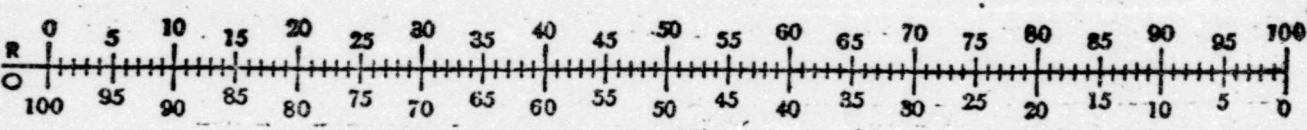
No. right () × 2 ()

No. omitted ()

Sum ()

Subtract 100

Difference ()



51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

DIRECTIONS. Find the answers to these problems as quickly as you can. Write the answers on the dotted lines. Use the margins to figure on.

- | | Answer |
|--|--------|
| 1 Mother paid 9 cents for milk and 7 cents for bread. How many cents in all did she pay for these two things? | ----- |
| 2 Betty has 7 dolls, Florence has 8 dolls, and Alice has 6 dolls. How many dolls do they have all together? | ----- |
| 3 Ann has 17 paper dolls and Mary has 9 paper dolls. Ann has how many more than Mary? | ----- |
| 4 David bought some jacks. He paid 2 nickels and 6 pennies for them. How many cents did the jacks cost? | ----- |
| 5 Bill has 8 apples. Mary has three times as many. How many apples has Mary? | ----- |
| 6 A pony cost 98 dollars and a calf cost 62 dollars. The calf cost how many dollars less than the pony? | ----- |
| 7 I saved 136 pennies. Father gave me 34 pennies. I earned 118 more. How many pennies did I have then? | ----- |
| 8 A teacher placed the 128 pupils on the playground in two equal groups for a game. How many did she put in each group? | ----- |
| 9 Mrs. Black's cupboard has 6 shelves. Each shelf will hold 27 jars of fruit. How many jars of fruit will all 6 shelves hold? | ----- |
| 10 Donald picked 6 quarts of strawberries. He gave his mother 1 gallon and sold the rest. How many quarts did he sell? | ----- |
| 11 Yesterday Ann saw 9 robins and 4 bluebirds. Today she saw 7 robins and 8 sparrows. How many robins did she see in the two days? | ----- |

Go right on to Problem 12.

- | | Answer |
|--|--------|
| 12 Father divided some oranges equally among 3 children. He gave each child 12 oranges. How many oranges did he divide among the 3 children? | ----- |
| 13 Four families agreed to share the cost of a picnic equally. The cost was \$3.84. How many cents was each family's share? | ----- |
| 14 The 6 boys of the Stamp Club have 432 stamps in all. How many stamps do these 6 boys have on the average? | ----- |
| 15 Last year a farm produced 1523 bushels of wheat. This year it produced 1687 bushels. The difference for the two years was how many bushels? | ----- |
| 16 Mr. Ellis earns \$225 a month. He pays $\frac{1}{3}$ of this money for rent each month. How many dollars per month is his rent? | ----- |
| 17 When candy bars are 3 for 10¢, how many can be bought for 40¢? | ----- |
| 18 Joe spends 14¢ a day and his brother Tom spends 22¢ a day for lunches. How many more cents does Tom spend than Joe for lunches in a school week of 5 days? | ----- |
| 19 There are 56 pounds of rye in a bushel. How many bushels are there in 3584 pounds of rye? | ----- |
| 20 A train left Ashland at 8:45 A.M. and arrived at Newton at 11:45 A.M. How many hours did the trip take? | ----- |
| 21 You know the number of miles per hour that an airplane travels. You know how many hours a trip takes. To find the number of miles traveled, would you <i>add</i> , <i>subtract</i> , <i>multiply</i> , or <i>divide</i> ? | ----- |

Go right on to the next page.

Answer

Answer

22 Mrs. White used $\frac{1}{2}$ teaspoonful of nutmeg and $\frac{1}{3}$ teaspoonful of cinnamon in making a cake. How many teaspoonfuls of both kinds of spice did she use? -----

32 Paul feeds his chickens $\frac{1}{4}$ pk. of grain at each feeding. He has $3\frac{1}{2}$ pk. of grain left. How many feedings has he left? -----

23 Mrs. Kay bought a radio for \$75. She paid \$45 in cash and agreed to pay the rest in 6 equal monthly payments. How much will her monthly payments be? -----

33 Mr. Jackson has \$435.75 in his savings account. He says this is $\frac{1}{4}$ of his total savings. How much are his total savings? -----

24 Andy had 4 yd. of canvas. He used $2\frac{1}{2}$ yd. to make a sail. How many yards did he have left? -----

34 It snowed steadily from 11:25 P.M. until 6:35 the next morning. How many hours did it snow that night? -----

25 Fred sawed a board into 8 pieces, each $\frac{1}{4}$ ft. long. How many feet long was the board at first, ignoring waste in sawing? -----

35 A Model XX-R radio sells for \$75. The cost is .6 of the selling price. What is the cost? -----

26 Eight oranges are what fraction of a dozen, in simplest form? -----

36 A rectangular lot is 30' x 60'. It is all in lawn except a rectangular pool 5' x 10'. How many square feet are in lawn? -----

27 The distances a motorist drove during each hour of a 7-hour trip were: 43 mi., 37 mi., 34 mi., 41 mi., 42 mi., 35 mi., and 41 mi. How many miles an hour did he average? -----

37 Eight feet of a 32-foot pole are underground. Compare the underground portion with the total length of the pole as a decimal fraction. -----

28 At the rate of $\frac{1}{4}$ mile in 15 minutes, how many miles will a man walk in an hour? -----

38 The area of a 5-ft. square is how many square feet more than the area of a square containing 5 square feet? -----

29 How many cubic feet of earth must be removed in digging a cellar 10' x 20' x 30'? -----

30 Two cities are 175 miles apart. How many inches apart would these cities be on a map drawn to the scale: 1" = 100 mi.? -----

39 A principal said that .64, or $\frac{320}{500}$, of the pupils in his school have savings accounts. How many pupils are in the school? -----

31 The girls in Ellen's class made 12 pounds of candy for the school sale. The costs were: sugar, 75¢; chocolate, 10¢; milk, 10¢; and butter, 48¢. They sold the candy for 30¢ a pound. How much money did they make after paying all expenses? -----

40 One year a man earned a total of \$1869.45. To the nearest cent, what was his average earning per month? -----

Go right on to Problem 32.

End of Test 4. Look over your work.

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40
Equated score	22	24	26	28	29	32	34	36	38	40	42	44	46	48	49	50	52	53	55	56	57	59	60	62	63	65	67	68	70	72	73	75	76	78	80	81	83	85	86	88	90

DIRECTIONS. Look at Example 1 below. It tells you to add 3 and 2. 3 and 2 are 5; so 5 is written as the answer. The answer 5 to Example 1 has also been written in the space numbered 1 in the column marked *Answer* at the right. Now look at Example 2. It tells you to subtract 1 from 4. The answer is 3; so the 3 is also written in the space numbered 2 in the column marked *Answer* at the right.

Now do the other examples in the same way. Begin with Example 3 and work as quickly as you can without making mistakes. Look carefully at each example to see what it tells you to do.

Be sure to copy your answers in the column at the right.

	1	2	3	4	5	Answer
1	Add $\begin{array}{r} 3 \\ 2 \\ \hline 5 \end{array}$	Subtract $\begin{array}{r} 4 \\ 1 \\ \hline 3 \end{array}$	Add $\begin{array}{r} 2 \\ 5 \\ \hline 7 \end{array}$	$3 \times 9 =$	$\begin{array}{r} 3 \overline{)216} \end{array}$	1. 5
6	Multiply $\begin{array}{r} 306 \\ 2 \\ \hline \end{array}$	Subtract $\begin{array}{r} 154 \\ 63 \\ \hline \end{array}$	Subtract $\begin{array}{r} 5 \\ 3 \\ \hline \end{array}$	$18 + 2 =$	Add $\begin{array}{r} 28 \\ 77 \\ 9 \\ \hline 86 \end{array}$	2. 3
11	Subtract $\begin{array}{r} 547 \\ 285 \\ \hline \end{array}$	Add $\begin{array}{r} 1689 \\ 5314 \\ 3777 \\ \hline 4288 \end{array}$	Multiply $\begin{array}{r} 9093 \\ 8 \\ \hline \end{array}$	Add $\begin{array}{r} 289 \\ 188 \\ 396 \\ \hline 78 \end{array}$	Subtract $\begin{array}{r} 937146 \\ 419087 \\ \hline \end{array}$	3.
16	$\begin{array}{r} 7 \overline{)4921} \end{array}$	\$ $\begin{array}{r} 4 \overline{)38.16} \end{array}$	Multiply $\begin{array}{r} 398 \\ 400 \\ \hline \end{array}$	$24 \overline{)96}$	$7 \overline{)356}$	4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17. \$
						18.
						19.
						20.

Go right on to Example 21 on the next page.

TEST 5. ARITHMETIC COMPUTATION (Cont'd)

21

$$\begin{array}{r} 5 \overline{)3504} \end{array}$$

22

Multiply

$$\begin{array}{r} 582 \\ \underline{206} \end{array}$$

23

Add

$$\begin{array}{r} \frac{1}{12} \\ \underline{\frac{1}{12}} \end{array}$$

24

$$\frac{2}{3} = 7$$

Answer

21 -----

22 -----

23 -----

24 -----

25

$$\begin{array}{r} 45 \overline{)2385} \end{array}$$

26

Multiply

$$\begin{array}{r} 679 \\ \underline{250} \end{array}$$

27

Multiply

$$\begin{array}{r} \$4.73 \\ \underline{84} \end{array}$$

28

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

25 -----

26 -----

27 -----

28 -----

29

Subtract

$$\begin{array}{r} \frac{1}{2} \\ \underline{\frac{1}{10}} \end{array}$$

30

Subtract

$$\begin{array}{r} 7 \\ \underline{6\frac{5}{8}} \end{array}$$

31

Subtract

$$\begin{array}{r} 5283.3862 \\ \underline{741.6165} \end{array}$$

32

Add

$$\begin{array}{r} 4\frac{2}{3} \\ \underline{5\frac{1}{3}} \end{array}$$

29 -----

30 -----

31 -----

32 -----

33

$$\begin{array}{r} 62 \overline{)40796} \end{array}$$

34

Add

$$\begin{array}{r} 532.945 \\ 600.827 \\ 82.961 \\ 1.788 \\ \underline{142.603} \end{array}$$

35

Subtract

$$\begin{array}{r} 8\frac{2}{3} \\ \underline{3\frac{1}{3}} \end{array}$$

36

$$\begin{array}{r} 28 \overline{)2576} \end{array}$$

33 -----

34 -----

35 -----

36 -----

37

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

38

Multiply

$$\begin{array}{r} 2.478 \\ \underline{100} \end{array}$$

39

$$4 \div \frac{2}{5} =$$

40

Add

$$\begin{array}{r} 4\frac{1}{3} \\ \underline{\frac{1}{12}} \end{array}$$

41

$$\begin{array}{r} 8 \overline{)0.72} \end{array}$$

37 -----

38 -----

39 -----

40 -----

41 -----

Turn the page and go right on to Example 42.

12

$$72 \overline{)30965}$$

43

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

44

Find the average

45

15 ft.
9 ft.
26 ft.
14 ft.

$$13 \overline{)24701}$$

Answer

42

43

44

ft.

45

15

$$\frac{1}{4} \div 3 =$$

47

Add

4 $\frac{1}{4}$
27 $\frac{3}{4}$
8 $\frac{1}{2}$

48

$$\frac{1}{2} + 2\frac{1}{10} =$$

49

$$\frac{3}{10} \times 4\frac{7}{12} =$$

46

47

48

49

50

Multiply

.048
.12

51

$$282 \overline{)154254}$$

52

$$2\frac{1}{10} + 1\frac{1}{10} =$$

50

51

52

53

Add

11 lb. 10 oz.
9 lb. 6 oz.
8 lb. 4 oz.

54

$$.80 \overline{)4}$$

55

Subtract

6 yr. 3 mo.
2 yr. 9 mo.

53

lb.

oz.

54

55

yr.

mo.

57 Subtract

$$\begin{array}{r} 5 \overline{) 10} \\ 2 \overline{) 20} \\ \hline \end{array}$$

58

$$.36 \overline{) 6.3}$$

Answer

$$.008 \overline{) .32}$$

56 -----

57 -----

58 -----

59 What author died a year or two later than Whittier, according to Figure 1?

59 -----

60 During what month was the average temperature one half that of June, according to Figure 2?

60 -----

61 What is the area of the football field in Figure 3 in square feet?

61 ----- sq. ft.

62 What is the volume in cubic inches of the shipping box shown in Figure 4?

62 ----- cu. in.

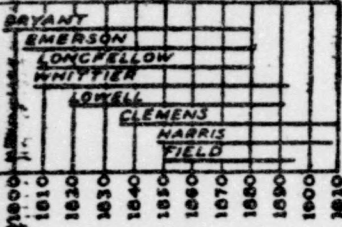


FIG. 1



FIG. 2

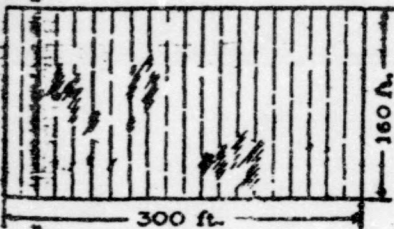


FIG. 3

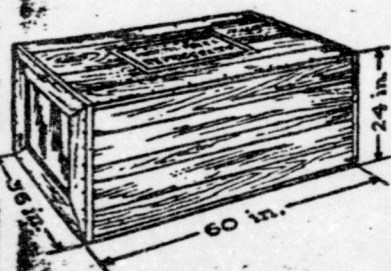


FIG. 4

End of Test 5. Look over your work.

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40	41	42	43		
Equated score	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70

44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60				
66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86

DIRECTIONS. In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

SAMPLES.

- A The Bible is the name of a — 1 place 2 book 3 country A 1
 B Jack Spratt could eat no — 4 meat 5 bread 6 fat B 4

- 1 Little Boy Blue carried a — 1 bow and arrow 2 horn 3 sling shot 1
 2 The glass slipper reminds us of — 4 Ali Baba 5 Cinderella 6 Goldilocks 2
 3 The "Mayflower" was the name of — 7 a boat 8 an estate 9 a horse 3
 4 Sherwood Forest was the home of — 1 King Arthur 2 Robert Bruce 3 Robin Hood 1
 5 The woodcutters saved Little Red Riding Hood from a — 4 wolf 5 bear 6 fox 5
 6 William Tell placed the apple on his son's — 7 shoulder 8 foot 9 head 6
 7 The Sleeping Beauty was awakened by a — 1 loud noise 2 kiss 3 song 7
 8 After death the Indians went to the — 4 Styx 5 Elysian Fields 6 Happy Hunting Grounds 4
 9 The queen of hearts on a summer's day made — 7 tarts 8 a birthday cake 9 muffins 7
 10 A famous Negro storyteller was — 1 Garram 2 Uncle Remus 3 Warok 10

16 →

- 11 The Ugly Duckling was really a — 4 swan 5 prince 6 stork 11
 12 The Emperor's nightingale brought him back to — 7 China 8 Japan 9 life 12
 13 Mistress Mary was — 1 polite 2 contrary 3 cross 13
 14 The flowers of Flanders Fields are — 4 poppies 5 roses 6 bluebells 14
 15 "Honest" was the name applied to — 7 Lincoln 8 Washington 9 Roosevelt 15
 16 The girl who lived on Sunnybrook Farm was — 1 Roselle 2 Betsy 3 Rebecca 16
 17 The golden goose was given to the — 4 parson 5 simpleton 6 sexton 17
 18 A boy of the Mississippi River was — 7 Huckleberry Finn 8 Jean Lafitte 9 Kim 18
 19 Hercules was famous for his — 1 wit 2 singing 3 strength 19
 20 Eliza's hair was made kinky by the — 4 prince 5 elves 6 animals 20
 21 The Happy Boy was a Norwegian — 7 count 8 burgher 9 peasant 21
 22 Bruno and the men of Uri worked to win their — 1 feud 2 constitution 3 freedom 22
 23 "What Katy Did" is a story of a girl who was very — 4 mischievous 5 studious 6 ungrateful 23
 24 As a boy Aladdin was not — 7 poor 8 unhappy 9 a dreamer 24

Go right on to the next page.

25	David killed —	1 Goliath	2 Samson	3 King Saul	.....	25	1	2
26	Who said "Open Sesame"?	4 Ali Baba	5 Abou Ben Adhem	6 Robin Hood	.....	26	4	5
27	Gabriel helped Brother Stephen illuminate a —	7 street	8 book	9 room	.....	27	7	8
28	The wild swans were changed to —	1 princes	2 warriors	3 herdsmen	.....	28	1	2
29	"Why don't you speak for yourself, John?" asked —	4 Standish	5 Smith	6 Priscilla	.....	29	4	5
30	"High Adventure" is a narrative about —	7 sailing	8 flying	9 racing	.....	30	7	8
31	Scrooge is a character in —	1 "Oliver Twist"	2 "David Copperfield"	3 "A Christmas Carol"	.....	31	1	2
32	One of Eric the Red's sons was called —	4 Lief	5 Thorvald	6 Ulf	.....	32	4	5
33	The only man who could pull the sword out of the stone was —	7 Arthur	8 Kay	9 Roland	.....	33	7	8
34	William Tell lived in —	1 Spain	2 Switzerland	3 Germany	.....	34	1	2
35	Who said "One, if by land, and two, if by sea"?	4 Columbus	5 Drake	6 Revere	.....	35	4	5
36	The god of the sea was —	7 Jupiter	8 Neptune	9 Triton	.....	36	7	8
37	Jason searched for the —	1 Golden Fleece	2 Holy Grail	3 Rheingold	.....	37	1	2
38	The Happy Prince was a —	4 fountain	5 sick boy	6 statue	.....	38	4	5
17 →								
39	Tom Chist saw Captain Kidd bury —	7 two Negroes	8 a chest	9 a map	.....	39	7	8
40	The Rat-catcher's daughter was turned into —	1 marble	2 silver	3 gold	.....	40	1	2
41	Docas and the other Indians ate —	4 bees	5 beetles	6 grasshoppers	.....	41	4	5
42	The Irishwoman was queen of the —	7 Skybabies	8 Landbabies	9 Water-babies	.....	42	7	8
43	"God's in his heaven" is from —	1 "The Year's at the Spring"	2 "Roofs"	3 "If"	.....	43	1	2
44	The Three Musketeers were —	4 Cuban	5 Arabian	6 French	.....	44	4	5
45	Katrinka became a great —	7 singer	8 dancer	9 actress	.....	45	7	8
46	Miss Marilla let Anne remain at —	1 Kenilworth	2 Green Gables	3 Huntingtower	.....	46	1	2
47	Dr. Grenfell was marooned on a floating —	4 raft	5 island	6 ice cake	.....	47	4	5
48	"Old Ironsides" fought against —	7 England	8 France	9 Germany	.....	48	7	8
49	When "Out to Old Aunt Mary's" was written, the boys had become —	1 old men	2 wealthy	3 sick	.....	49	1	2
50	The god of war was —	4 Mercury	5 Mars	6 Vulcan	.....	50	4	5

End of Test 6. Look over your work.

No. right () × 3 ()

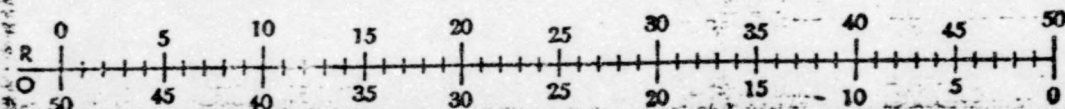
No. omitted ()

Sum ()

Sum + 2 ()

Subtract 25

Difference ()



DIRECTIONS. In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

SAMPLES.

- A The number of stripes in our flag is — 1 six 2 seven 3 thirteen A 1 2 3
 - B Which of the following was an Indian? 4 Hiawatha 5 Buffalo Bill 6 John Smith B 4 5 6

 - 1 Many Indians wore a kind of shoe called — 1 tepee 2 moccasin 3 wampum 1 1 2 3
 - 2 Columbus thought that by sailing west he could reach — 4 the Indies 5 America 6 Australia 4 5 6
 - 3 A green traffic light means — 7 stop 8 go 9 proceed slowly and cautiously 7 8 9
 - 4 Perhaps the earliest human dwellings were — 1 caves 2 stone huts 3 log cabins 1 2 3
 - 5 States are not permitted to — 4 establish schools 5 build roads 6 declare war 4 5 6
 - 6 A popular Roman amusement was — 7 chariot racing 8 tennis 9 golf 7 8 9
 - 7 The number of red stripes in the U. S. flag is — 1 seven 2 eight 3 nine 1 2 3
 - 8 The first expedition to sail around the world was led by — 4 Magellan 5 Balboa 6 Cabot 4 5 6
 - 9 The "forty-niners" were seeking chiefly — 7 free lands 8 gold 9 adventure 7 8 9
 - 10 In most states the legal voting age is — 1 18 2 20 3 21 1 2 3
- 18 →
- 11 An electrical "wizard" was — 4 Luther Burbank 5 Eli Whitney 6 Thomas A. Edison 4 5 6
 - 12 A government run by the people is a — 7 dictatorship 8 democracy 9 monarchy 7 8 9
 - 13 When you hear a siren — 1 pull to the curb 2 speed up 3 continue slowly 1 2 3
 - 14 The U. S. was associated in the World War with — 4 Bulgaria 5 France 6 Turkey 4 5 6
 - 15 The Declaration of Independence was signed in — 7 1776 8 1781 9 1789 7 8 9
 - 16 The American Legion is composed of — 1 Senators 2 ex-soldiers 3 Supreme Court judges 1 2 3
 - 17 Naturalization refers to — 4 citizenship 5 taxation 6 treaties 4 5 6
 - 18 Armistice Day is celebrated on — 7 October 12 8 November 11 9 May 30 7 8 9
 - 19 One of the greatest English dramatists was — 1 Molière 2 Shakespeare 3 Griffith 1 2 3
 - 20 Our President during the Civil War was — 4 Lincoln 5 Roosevelt 6 Washington 4 5 6
 - 21 A reaper was invented by — 7 Howe 8 Fulton 9 McCormick 7 8 9
 - 22 Greenland was discovered about 980 by the — 1 Portuguese 2 Romans 3 Vikings 1 2 3
 - 23 The trail to the Pacific Northwest was blazed by — 4 La Salle 5 Hudson 6 Lewis and Clark 4 5 6
 - 24 One of the first steamboats in the U. S. was the — 7 Clermont 8 Monitor 9 Merrimac 7 8 9

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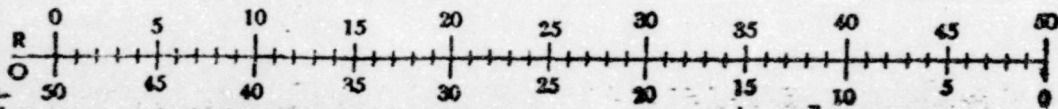
- 25 The first really successful steam engine was made by — 1 Watt 2 Newcomen 3 Papin 25
- 26 The Incas were — 4 temples 5 Indian rulers 6 mountains.....26
- 27 The Quakers founded the colony of — 7 Virginia 8 Massachusetts 9 Pennsylvania 27
- 28 Alexander Bell invented the telephone in — 1 1890 2 1876 3 1835.....28
- 29 One of the original thirteen states was — 4 Maine 5 Virginia 6 Texas.....29
- 30 The second war between our country and Great Britain began in — 7 1812 8 1848 9 1865 30
- 31 The population of the U. S. in 1940 in millions was about — 1 55 2 90 3 130.....31
- 32 A state touching the Mason and Dixon Line was — 4 Pennsylvania 5 New York 6 Florida 32
- 33 The Orient commonly refers to — 7 Europe 8 Asia 9 Africa.....33
- 34 The U. S. Government has provided reservations for — 1 Negroes 2 veterans 3 Indians 34
- 35 In 1790, mail was carried chiefly by — 4 stagecoach 5 train 6 pack horse.....35
- 36 The Spanish Armada was defeated by the — 7 French 8 Germans 9 English.....36
- 37 Louisiana was purchased from the — 1 Indians 2 French 3 Spanish.....37
- 38 A proposed law introduced into Congress is called a — 4 bill 5 veto 6 ballot.....38

19 ->

- 39 Most auto accidents occur — 7 on city streets 8 at stop signs 9 on the open road...39
- 40 Lincoln was assassinated in — 1 1861 2 1865 3 1863.....40
- 41 Richard Wagner was a noted — 4 painter 5 actor 6 composer.....41
- 42 The Greek theaters were most like our — 7 stadiums 8 movie theaters 9 auditoriums 42
- 43 Lewis and Clark explored the — 1 Great Lakes 2 Mississippi 3 Pacific Northwest...43
- 44 The Crusades were religious — 4 pageants 5 expeditions 6 services.....44
- 45 The *Lusitania* was — 7 an airship 8 a battleship 9 an ocean liner.....45
- 46 The Old Testament was written in — 1 Hebrew 2 Greek 3 Latin.....46
- 47 Which was the last of these American frontiers? 4 Texas 5 Oregon 6 South Dakota 47
- 48 One theoretical advantage of large corporations is — 7 honesty 8 economy 9 secrecy 48
- 49 The largest ancient Greek theaters would hold about — 1 500 2 1000 3 30,000.....49
- 50 So far as known, concrete was first used by the — 4 English 5 Egyptians 6 Romans 50

End of Test 7. Look over your work.

No. right () × 8 ()
 No. omitted ()
 Sum ()
 Sum + 2 ()
 Subtract 25
 Difference ()



DIRECTIONS. In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

SAMPLES. A A day of the week is — 1 January 2 Friday 3 summer A 1 2 3
B Which of the following is a city? 4 Europe 5 Texas 6 Detroit B 4 5 6

- 1 Wool comes from — 1 sheep 2 hogs 3 cows 1 2 3
2 The sleds of the Eskimos are drawn by — 4 women 5 dogs 6 horses 2 4 5 6
3 One of the main foods of the Japanese is — 7 milk 8 beef 9 rice 3 7 8 9
4 Rye is most like — 1 corn 2 wheat 3 beans 4 1 2 3
5 Most deserts — 4 have little rain 5 are in the north 6 have little sunlight 5 4 5 6
6 Italy is roughly the shape of a — 7 boot 8 triangle 9 half circle 6 7 8 9
7 The largest city in the United States is — 1 New York 2 Chicago 3 Washington 7 1 2 3
8 A country lying far to the north is — 4 Mexico 5 Chile 6 Norway 8 4 5 6
9 The moon gets its light from the — 7 earth 8 stars 9 sun 9 7 8 9
10 A country near the equator is — 1 the United States 2 Russia 3 Brazil 10 1 2 3

20 ->

- 11 A river bounding Mexico on the north is the — 4 Orinoco 5 Rio Grande 6 Colorado 11 4 5 6
12 A state located in a mountain region is — 7 Iowa 8 Colorado 9 Michigan 12 7 8 9
13 A country having many colonies is — 1 Germany 2 Mexico 3 Great Britain 13 1 2 3
14 The hottest zone is called — 4 frigid 5 torrid 6 temperate 14 4 5 6
15 Tokyo is a city of — 7 Japan 8 Hawaii 9 New Zealand 15 7 8 9
16 Which of the following does not come from trees? 1 rubber 2 resin 3 gelatine 16 1 2 3
17 A state producing much oil is — 4 Iowa 5 Delaware 6 Oklahoma 17 4 5 6
18 A state very nearly surrounded by water is — 7 Pennsylvania 8 Ohio 9 Michigan 18 7 8 9
19 Soil is best for farming when it is — 1 shallow 2 deep 3 rocky 19 1 2 3
20 A boy named José is likely to be — 4 Spanish 5 German 6 Arabian 20 4 5 6
21 A principal industry of Switzerland is making — 7 watches 8 cotton cloth 9 steel 21 7 8 9
22 The ocean to the east of South America is the — 1 Pacific 2 Atlantic 3 Indian 22 1 2 3
23 A principal crop of the North Central states is — 4 corn 5 beets 6 fruit 23 4 5 6
24 A principal crop of Russia is — 7 sugar cane 8 wheat 9 rice 24 7 8 9

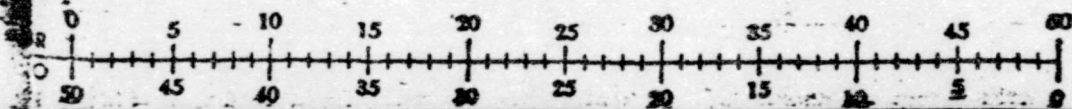
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Table with 50 columns for difference and equated score.

5	Engineers are trying to make autos run by —	1 Diesel engines	2 sun rays	3 magnetism	25	1	2	3
6	There are many diamond mines in —	4 Mexico	5 Japan	6 South Africa	26	4	5	6
7	The world center for maple products is —	7 Pennsylvania	8 Georgia	9 Vermont	27	7	8	9
8	When the sun is in eclipse, it is hidden by —	1 Jupiter	2 the moon	3 Saturn	28	1	2	3
9	A Mexican celebration is a kind of —	4 bazaar	5 siesta	6 fiesta	29	4	5	6
0	A country that has no seaport is —	7 Greece	8 Belgium	9 Switzerland	30	7	8	9
1	Moscow is a city in —	1 Italy	2 Russia	3 Germany	31	1	2	3
2	On very large farms wheat is harvested by —	4 combines	5 gang plows	6 harrows	32	4	5	6
3	Chicago's size is due chiefly to its —	7 location	8 water power	9 climate	33	7	8	9
4	South America's great mountain system is called the —	1 Rockies	2 Andes	3 Urals	34	1	2	3
5	A river which does not have a large delta is the —	4 Nile	5 Mississippi	6 Columbia	35	4	5	6
6	Which gives the most heat per ton?	7 wood	8 fuel oil	9 coal	36	7	8	9
7	The world's population is about —	1 500 million	2 2 billion	3 a billion	37	1	2	3
8	An arm of land extending into the ocean is called a —	4 gulf	5 cape	6 lake	38	4	5	6
21 →								
9	A country famous for its linen is —	7 Ireland	8 Argentina	9 Turkey	39	7	8	9
0	The highest mountain in the world is —	1 Mt. McKinley	2 Mt. Everest	3 Mt. Rainier	40	1	2	3
1	The roofs on houses in the Congo would probably be —	4 steep-thatched	5 flat	6 open	41	4	5	6
2	A principal export from Australia to Boston is —	7 wool	8 corn	9 sugar	42	7	8	9
3	Madrid, Spain, is —	1 a large seaport	2 an inland city	3 a factory city	43	1	2	3
4	The United States imports much —	4 coal	5 wheat	6 rubber	44	4	5	6
5	The Guianas are located in —	7 South America	8 Asia	9 Africa	45	7	8	9
6	The fuel used in steel manufacturing is —	1 coal	2 oil	3 coke	46	1	2	3
7	The continent with the least desert area is —	4 Asia	5 North America	6 Europe	47	4	5	6
8	When it is noon in London, in New York it is —	7 morning	8 afternoon	9 night	48	7	8	9
9	Australia's chief handicap is a lack of —	1 fertile soil	2 minerals	3 rainfall	49	1	2	3
0	Climate changes most rapidly with change in —	4 altitude	5 latitude	6 longitude	50	4	5	6

End of Test 8. Look over your work.

No. right () × 8 ()
 No. omitted ()
 Sum ()
 Sum + 2 ()
 Subtract 25
 Difference ()



DIRECTIONS. In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

SAMPLES.

- A Horses have — 1 feathers 2 hair 3 scales A 1 2
- B Which of the following is very heavy? 4 cotton 5 cake 6 iron B 4 5

- 1 Robins eat chiefly — 1 worms and insects 2 mice 3 grain 1 1 2
- 2 You should cover your mouth and nose when you — 4 sleep 5 laugh 6 cough 2 4 5
- 3 The human body is covered by — 7 muscles 8 skin 9 bones 3 7 8
- 4 A poor food for a child's breakfast is — 1 fruit 2 oatmeal 3 pie 4 1 2
- 5 One should fly kites where there are no — 4 birds 5 electric wires 6 winds 5 4 5
- 6 Winds are — 7 moving air 8 rain clouds 9 storm clouds 6 7 8
- 7 A dangerous thing to drop on a sidewalk is — 1 paper 2 banana skin 3 chewing gum 7 1 2
- 8 Calves when first born live on — 4 milk 5 grass 6 hay 8 4 5
- 9 For a child's breakfast doctors recommend — 7 roast beef 8 pancakes 9 cereal 9 7 8
- 10 One of the warmest kinds of clothing is made of — 1 wool 2 linen 3 cotton 10 1 2

22 →

- 11 How many glasses of water should you drink each day? 4 one 5 six 6 twenty 11 4 5
- 12 A plant whose seeds are spread by the wind is the — 7 dandelion 8 rose 9 corn 12 7 8
- 13 An evergreen tree is the — 1 walnut 2 peach 3 spruce 13 1 2
- 14 An animal that can live in the desert is the — 4 beaver 5 seal 6 horned lizard 14 4 5
- 15 An animal that often spreads disease is the — 7 goat 8 rat 9 horse 15 7 8
- 16 Overcoats should not be worn — 1 in the house 2 outdoors 3 in winter 16 1 2
- 17 The antelope is a kind of — 4 rabbit 5 deer 6 wolf 17 4 5
- 18 The lungs are found in the — 7 head 8 abdomen 9 chest 18 7 8
- 19 The best cure for fatigue is — 1 coffee 2 rest 3 tobacco 19 1 2
- 20 A tree that loses its leaves in winter is the — 4 elm 5 pine 6 yew 20 4 5
- 21 Water left in an open dish — 7 condenses 8 evaporates 9 radiates 21 7 8
- 22 Pumpkins turn yellow in the — 1 spring 2 summer 3 autumn 22 1 2
- 23 The chipmunk belongs to the same family as the — 4 skunk 5 squirrel 6 dog 23 4 5
- 24 A diet for hot weather should be mostly — 7 fruits and vegetables 8 meat 9 eggs 24 7 8

Go right on to the next page.

5	The framework of the body is the —	1 muscles	2 blood vessels	3 skeleton.....	25	1	2	3
6	An example of an alcoholic drink is —	4 whisky	5 lemonade	6 soda water.....	26	4	5	6
7	A bird that eats mice and other small animals is the —	7 swallow	8 owl	9 flicker....	27	7	8	9
8	A bird that steals other birds' eggs is the —	1 robin	2 blue jay	3 woodpecker.....	28	1	2	3
9	Excessive use of tobacco increases —	4 strength	5 endurance	6 nervousness.....	29	4	5	6
0	Never use an electric appliance when —	7 standing on a wet floor	8 camping	9 in bed	30	7	8	9
1	If you suspect a gas leak —	1 look for it with a match	2 do nothing	3 report it....	31	1	2	3
2	An instrument used to study distant stars is the —	4 telescope	5 periscope	6 microscope	32	4	5	6
3	Fresh fruit and vegetables are valuable for their —	7 proteins	8 fats	9 vitamins....	33	7	8	9
4	Which is the largest?	1 the sun	2 the moon	3 the earth.....	34	1	2	3
5	Bodily nourishment is carried by the —	4 nerves	5 blood	6 muscles.....	35	4	5	6
6	The buzz of a fly is made by its —	7 feelers	8 wings	9 legs.....	36	7	8	9
7	Peas are eaten largely for their —	1 fats	2 sugar	3 protein.....	37	1	2	3
8	The blood vessels that carry blood to the heart are —	4 veins	5 valves	6 arteries....	38	4	5	6

23 →

9	An animal that takes good care of its young is the —	7 turtle	8 fish	9 fox.....	39	7	8	9
0	All disease germs are killed by —	1 moisture	2 intense heat	3 air.....	40	1	2	3
1	The most injurious substance in coffee is —	4 opium	5 nicotine	6 caffeine.....	41	4	5	6
2	The whitish branching lines on leaves are called —	7 veins	8 stems	9 blades.....	42	7	8	9
3	An enemy of the chicken is the —	1 weasel	2 blackbird	3 mole.....	43	1	2	3
4	Which has the most valuable fur?	4 the bear	5 the mink	6 the squirrel.....	44	4	5	6
5	When your eyes are tired from reading —	7 rub them	8 use an eyewash	9 close them	45	7	8	9
6	Temperature is measured by —	1 thermometers	2 barometers	3 hygrometers.....	46	1	2	3
7	Ammonia is often used for —	4 dyeing	5 flavoring	6 cleaning.....	47	4	5	6
8	Geysers are a kind of —	7 iceberg	8 hot spring	9 seaweed.....	48	7	8	9
9	Iron, lime, and phosphorus are examples of —	1 proteins	2 enzymes	3 minerals....	49	1	2	3
0	A good antidote for certain kinds of acid poisoning is —	4 vinegar	5 soda	6 coffee....	50	4	5	6

End of Test 9. Look over your work.

No. right () × 3 ()

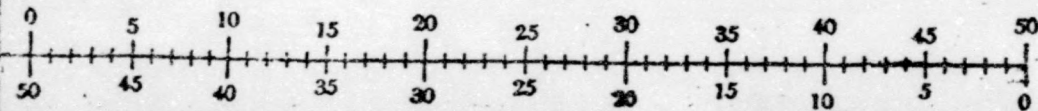
No. omitted ()

Sum ()

Sum + 2 ()

Subtract 25

Difference ()



1 ----- 26

2 ----- 27

3 ----- 28

4 ----- 29

5 ----- 30

6 ----- 31

7 ----- 32

8 ----- 33

9 ----- 34

10 ----- 35

11 ----- 36

12 ----- 37

13 ----- 38

14 ----- 39

15 ----- 40

16 ----- 41

17 ----- 42

18 ----- 43

19 ----- 44

20 ----- 45

21 ----- 46

22 ----- 47

23 ----- 48

24 ----- 49

25 ----- 50

Grade 4

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50			
Equated score	20	20	21	21	22	22	23	23	24	25	25	26	26	27	28	28	29	30	30	31	32	32	33	34	34	35	36	36	37	38	39	40	40	41	42	43	44	45	46	47	48	49	50	50	51	52	53	54	55	56	57	58	59	60

Grade 5

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Equated score	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72

Grade 6

NUMBER RIGHT	0	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	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Equated score	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

CHAPTER IV
EVALUATION OF SUPERVISION

Evaluation must become an inseparable part of the supervisory program. The most important element in the program is the objective, which has to do with improved living in the school and community. But it is only through evaluation that direction and rate of growth toward this objective can be determined. The techniques of evaluation should not, however, be culmination or end products, nor should they be imposed by administrative order.

Techniques of appraisal must be flexible, adaptable to change, since goals are also tentative and subject to change with the varying needs of the situation. These techniques must also be comprehensive, since they must appraise results of intelligent, cooperative efforts of groups toward improving the school and community living.

Methods and procedures for evaluating teaching services must be cooperatively and locally developed, since objectives set by one group will not be exactly like those set by any other group.

"To say that methods and procedures of appraisal must be worked out by the groups which use them is to place responsibility for their selection, development, and use upon all persons directly concerned with the outcome of the program. This should insure that the techniques used will be in harmony with the over-all objectives of the educational program."¹

Techniques must be developed for gathering evidence of individual growth and development. A rigid appraisal pattern, brought in from outside the

1

Members of the Commission on Teacher Evaluation, Better Than Rating, Association for Supervision and Curriculum Development, N. E. A., Washington, D. C., 1950, p. 69.

situation will not be adaptable to a program that is flexible, creative, changing, inventive. For this reason, new techniques in line with the objectives of the program, must be developed for gaining evidence of growth and change in behavior.

An evaluation program that is limited to the use of teacher-made and standard pencil and paper tests is an inadequate program. An evaluative process, however, makes intelligent use of objective testing instruments which are available or can be constructed.

The modern program of evaluation makes use of a variety of techniques and devices. Also, it is concerned with studying the child's process of learning as well as the outcomes of learning. One of the best techniques for studying the child's thinking is one that is used widely in clinical work—the "interview."²

It is the teacher's responsibility to develop attitudes, appreciations, habits, skills and abilities, personal, social, and moral values that are essential for effective living in a democratic society. Accepting the responsibility for developing the whole child, the teacher must also assume the responsibility for measuring the growth of the whole child.

A complete program of evaluation in arithmetic, for example, will measure growth in ability to make judgments in quantitative situations, ability to do mental arithmetic, attitudes toward arithmetic, appreciation of the uses of arithmetic, and other outcomes. It will use the techniques and devices already mentioned, and, in addition, will make use of problem situation tests both real and contrived, dramatizations, anecdotal records,

2

Vincent J. Glennon and C. W. Hunnicutt, What Does Research Say About Arithmetic? (Association for Supervision and Curriculum Development, N. E. A., Washington, D. C., 1952), p. 31.

growth charts, and others.³

If a supervisory program is to be beneficial and complete, growth should occur on the part of teachers as well as on the part of the pupils. A most important criterion by which the work of supervision may be judged is whether those who have been associated with the supervisor have grown professionally.

It is apparent that in the few crowded years of college training used to prepare elementary teachers, it is impossible to provide all the competencies necessary to teaching. The guidance, for example, of social and emotional development, of growing habits of responsibility, and of critical thinking, of appropriate practices in health and safety, as well as the fundamental knowledges and skills, requires a scope of preparation impossible to complete in the preservice period.

Fortunately, teachers can continue to grow in mastery and confidence through their years of teaching with the aid of efficient supervisors. "Self-improvement or growth" is the key to the evaluation process. "Without supervision many a master-teacher has been transformed into a 'has-been.'" This transformation is often due to the crystallization that comes with the passing of time and class room isolation. By aiding expert teachers to find variations, by implanting an urge for experimentation and for the testing of new methods and new materials of instruction, and by giving opportunity for creative work, supervisors can help them to become permanent master-teachers.⁴

The supervisor is also concerned about evaluating her own growth and development. Efficient supervision will develop all supervisors along the lines of wholesome personalities, originality, and resourcefulness. This requires constant study of personalities and open-minded self-analysis.

3

Ibid.

4

Florence E. Bamberger, "Shared Responsibility," Elementary School Journal, 27:114, October, 1926.

Evaluating the worth of school activities as they function day after day in the classroom does not mean rating the teachers but the interest and attitude of every group toward its work have much to do with the degree of success attained. The spirit or enthusiasm of the pupils and teachers can be sensed and recorded even though it cannot be measured objectively.

Like research, evaluation seeks the truth. In fact, it is research. Evaluation in education, as has been stated, depends upon the expected outcome often called aims or objectives.

Few, if any, acceptable research studies exist on the evaluation of supervision as a whole or as a total situation. As is any and all measurement, there is a standard by which an object or a procedure, or a result is measured. That standard is called the norm. Much evaluation, however, cannot be based upon scientifically established norms because they do not exist.

STP Supervisors encourage teachers to improve upon their customary qualitative and subjective judgments based on the objectives to be achieved.

The bases, according to Knudsen,⁵ on which an evaluation of supervision should be considered are the following:

1. The changes in pupils as a result of supervision as estimated by:
 - a. Standardized tests.
 - b. Teacher-constructed tests.
 - c. The judgment of competent individuals.
2. The changes in teaching procedures produced as a result of supervision as determined by means of analysis blanks, checklists,

⁵ Charles W. Knudsen, Evaluation and Improvement of Teaching, (Doubleday, Doran and Co., New York, 1932), p. 447.

stenographic reports, self-rating scales, or group control reports.

3. The judgment of the supervised regarding the effects of supervision.
4. Observed changes in the teaching or learning situations and in the community.

"Every supervisor might to advantage keep on his desk and encourage teachers to do so, a card reading: 'Is our program effective for today and for tomorrow?' That question, always there, will challenge a supervisor and teacher to continuous evaluation of the effectiveness of every program."⁶

It is necessary that supervision be effective if it is to justify itself and supervisory programs are effective if they are planned, organized and executed so that they meet the needs of the community.

Many times evaluation is periodical or spasmodic. Continuous study of general and specific, immediate and future objectives will increase effectiveness.

As the school community works toward attainment of its objectives, various types of appraisal techniques and devices may be used experimentally.

The following supervisory techniques and devices may be used in checking or evaluating the worth of the program.

1. Classroom visitation.
2. Publicity programs.
3. The testing program.
4. Self-rating scales.
5. Analysis blanks.

⁶

William T. Melchoir, Instructional Supervision, (D. C. Heath and Company, Boston, 1950), p. 18.

6. Individual interview.
7. Judgment of competent people.
8. Attitudes toward work.
9. Observation.
10. Graphs, growth charts, records, etc.
11. Professional growth.
 - a. Workshops.
 - b. Conferences (local and national).
 - c. Professional magazines.
 - d. Teaching in summer.
 - e. Summer classes.
 - f. Extension classes.
 - g. Research and travel.
12. Study habits.
13. Skills.
14. Appreciation of the work.
15. Socio-dramas.

Evaluating a supervisory program involves the collection of many understandings, attitudes, habits, and appreciations and the application of basic principles of planning, executing, and measuring the results compared to certain pre-determined standards. The criteria listed below are pertinent in the evaluation of any supervisory program.

	E	VG	F
6. Number of magazines in home?			
7. Interesting items in newspapers?			
8. Church membership of father and mother?			
9. Church membership of brothers and sisters?			
10. Education completed by father and mother?			
11. Education completed by brothers and sisters?			
12. Employment of father and mother?			
13. Those who contribute to family income?			
14. Family possession of:			
a. Eggs?			
b. Milk?			
c. Butter?			
d. Vegetables?			
e. Meat?			
f. Fruit?			
g. Chickens?			
15. Types of insurance?			
16. Amount of money spent annually:			
a. Lights and fuel?			
b. Rent?			
c. Insurance?			
d. Food?			
e. Clothing?			
f. Recreation?			
g. Church?			
h. School?			
i. Taxes?			

	E	VG	F
30. Dining room?			
31. Is kitchen separate from dining room?			
32. Does kitchen have running water?			
33. Is there bath tub or shower in home?			
34. Supply of water?			
35. Water heater?			
36. Sewage disposal?			
37. Garbage disposal?			
38. Screening of home?			
39. Heating of home?			
40. Lighting of home?			
41. Refrigeration of food?			
42. Home conveniences?			
43. Patronize public laundry or laundrette?			
44. Laundry done at home?			
45. Employ a nurse?			
46. Kind of cook stove?			
47. Linoleum or tile on floors?			
48. Brick, wood, or other materials in house?			
49. Kind of roof on house?			
50. Repairs needed?			
51. Distances from home to:			
a. Groceries, clothing stores?			
b. Doctor, and hospitals?			
52. Amount of vaccinations?			
53. Religious and social practices carried on in home?			

- 4. Percentage over-age, under-age, and normal?
- H. Was individual child study used as a part of survey?
 - 1. Were physical conditions compiled?
 - 2. Was mental health studied?
 - 3. Were social and moral conditions studied?
 - 4. Was educational age discovered?

	E	VG	F
4. Percentage over-age, under-age, and normal?			
H. Was individual child study used as a part of survey?			
1. Were physical conditions compiled?			
2. Was mental health studied?			
3. Were social and moral conditions studied?			
4. Was educational age discovered?			
II. Criteria for objectives for the work.			
To What Extent:			
A. Were objectives selected from all problems found in the survey?			
1. Did each teacher select his objectives?			
2. Did principals select objectives for their schools?			
3. Did superintendent and supervisor cooperate for the whole county?			
4. Were problems related to the curriculum?			
5. Were problems related to the teacher-learning situation?			
6. Were problems related to the in-service training of teachers?			
B. Were means developed to carry through each objective?			
1. Were these developments carried out?			
2. Were means workable?			
C. Were objectives evaluated?			
1. By changes observed in pupils?			
2. Has the children's behavior improved?			
3. By changes observed in teaching-learning situations?			

II. Criteria for objectives for the work.

To What Extent:

A. Were objectives selected from all problems found in the survey?

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- 6. Were problems related to the in-service training of teachers?

B. Were means developed to carry through each objective?

- 1. Were these developments carried out?
- 2. Were means workable?

C. Were objectives evaluated?

- 1. By changes observed in pupils?
- 2. Has the children's behavior improved?
- 3. By changes observed in teaching-learning situations?

- 4. Do the children share?
- 5. By changes observed in teachers?
- 6. Have the teachers grown professionally?
- 7. By changes observed in community?
- 8. Does the community adapt itself better to changing conditions?

III. Criteria for the evaluation of the curriculum revision program.

To What Extent:

- A. Was the curriculum studied?
 - 1. Was a curriculum director chosen?
 - 2. Did teachers help formulate the curriculum?
 - 3. Were consultants used?
 - 4. Did the superintendent initiate the program?
 - 5. Did parents accept cooperative responsibility for planning the program?
 - 6. Did the superintendent head and lead the program?
- B. Was the curriculum one of purposeful activity?

IV. Criteria for evaluating the teacher-learning procedure.

To What Extent:

- A. Have unit teaching and activity programs improved instruction?
 - 1. Were units and projects organized around central themes?
 - 2. Were the purposes of the units sound?
 - 3. Were suitable approaches used?

	E	VG	F
4. Do the children share?			
5. By changes observed in teachers?			
6. Have the teachers grown professionally?			
7. By changes observed in community?			
8. Does the community adapt itself better to changing conditions?			
III. Criteria for the evaluation of the curriculum revision program.			
To What Extent:			
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6. Did the superintendent head and lead the program?			
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IV. Criteria for evaluating the teacher-learning procedure.			
To What Extent:			
A. Have unit teaching and activity programs improved instruction?			
1. Were units and projects organized around central themes?			
2. Were the purposes of the units sound?			
3. Were suitable approaches used?			

	E	VG	F
4. Was there an orientation program established for acquainting pupils with the purpose of unit work?			
5. Were materials constantly shifted on the bulletin boards?			
6. Were activities used?			
7. Did pupils make tours to the library to become acquainted with materials and use of library?			
8. Were the various subjects correlated?			
9. Have the students cultivated better study habits?			
10. Are the children able to work more independently?			
11. Did pupils participate in planning the units of work?			
12. Were assignments improved by the use of study guides?			
13. Did pupils use work sheets or self-checking scales?			
14. Do the children have more skill in leadership?			
B. Have other factors been affected?			
1. Has attendance improved?			
2. Has juvenile delinquency been affected?			
3. Has pupil attitude improved?			
4. Has educational achievement been improved?			
5. Has the technique of teaching been improved?			

V. Criteria for evaluating the in-service training of teachers.

To What Extent:

	E	VG	F
A. Has self-improvement through self-rating been used?			
1. Has self-rating scale been used?			
2. Were self-rating scales prepared by all?			
3. Did self-rating improve the teaching?			
4. Did each person feel that he was becoming increasingly competent?			
B. Was a self-rating scale used by supervisor?			
VI. Criteria for evaluating the entire supervisory program.			
To What Extent:			
A. Were opportunities presented for all to cooperate?			
1. Did each person feel that he was participating in all aspects of a job?			
2. Did each person feel that his contribution was accorded merit by the group?			
B. Were the teachers helped to understand modern educational trends?			
C. Did the community become better acquainted with their school program?			
D. Were the pupils made aware of the educational problems in their schools?			
E. Were the schools brought into closer working relationship with the total educational program of the school system?			
F. Were the schools provided with a fair and impartial judgment of their programs and provided with suggestions for their improvement?			
G. Were better working relationship and greater understanding of common problems developed within the school staff?			

	E	VG	F
H. Could the supervisor have contributed more?			
I. Is there an opportunity for a state-wide program?			
J. Should it become a state-wide program?			
VII. Criteria for the evaluation of the school plant.			
To What Extent:			
A. Was the relative safety of the school plant studied?			
1. Did local citizens attempt to appraise the school plant facilities?			
2. Were there hazards present that endanger lives and limbs of pupils?			
3. Was the building fireproof?			
4. Were the stairways safe?			
5. Were there safety fences where necessary?			
B. Was the building a healthful environment for pupils?			
1. Was the building free from dirt, noise, odors, and gases?			
2. Was the building properly lighted?			
3. Were heating and ventilation satisfactory?			
4. Was the water supply pure and adequate?			
C. Was the school plant efficient?			
D. Was the building economical to maintain? ⁸			
VIII. How a Supervisor may evaluate herself (this is only a partial list of questions.)			
A. Do I respect the opinion of all teachers?			

⁸
M. R. Sumpton, "Should Laymen Evaluate the School Plant?" The Nation's Schools, March 1953, pp. 83-84.

- | | E | VG | F |
|---|---|----|---|
| S. Do I help teachers develop techniques for evaluating a variety of types of pupil growth? | | | |
| T. Do I use workshops as a procedure for program change? | | | |
| U. Do I assist the experimentation that grows out of a workshop? | | | |
| V. Do I encourage pupil-teacher planning? | | | |
| W. Do I eliminate rating as a method of improving the program? | | | |
| X. Do I encourage self-evaluation by teachers and their classes? | | | |
| Y. Do I stimulate concern for the improvement of learning situations? | | | |
| Z. Do I admit mistakes when I am shown to be wrong? | | | |

How the Supervisor helps the Classroom Teacher:

1. Assists in securing and using good teaching material.
2. Works with the teacher to help her use better methods of teaching.
3. Helps build better working relationships among the teachers.
4. Acquaints new teachers with county policies and total county and state educational program.
5. Assists in planning daily work schedules.
6. Arranges for visits to other schools so teachers can see excellent teaching practices.
7. Brings teacher problems to the attention of the principal and county superintendent.
8. Acquaints teachers with good practices and new teaching trends observed elsewhere.
9. Assists in securing consultants in special fields.
10. Advises the teachers of teacher retirement plans and policies.

11. Assists teachers in securing teaching certificates.
12. Assists, administers, and interprets standardized tests.
13. Plans for the organization of extension classes.
14. Acts as a friend and resource person to the teacher.
15. Organizes study groups for educational improvement.

The Services the Supervisor Offers the Principal:

1. Assists the principal in improving the teaching techniques of his teachers.
2. Takes part in faculty meetings.
3. Assists in finding teachers to fill vacancies.
4. Works with teacher groups in coordinating work in various subject areas.
5. Acquaints principals with new textbooks.
6. Assists in securing and using teaching materials.
7. Assists in planning a program of in-service education for the faculty.
8. Brings the needs of the principal to the attention of the superintendent and school board.
9. Helps develop better working relationships among schools.
10. Assists in forming school policies.
11. Plans with principals for teacher visits to other schools.
12. Suggests good teaching practices and methods observed with other schools.
13. Assists with the local public relations and information program.
14. Brings to principals materials on recent research and new trends in education.

How the Supervisor Aids the County Superintendent:

1. Assists in planning a total school program for the county.

2. Works with principals and teachers in forming county policies.
3. Works with teacher groups and committees in developing better school courses.
4. Acquaints schools with good practices and teaching procedures.
5. Assists in securing consultants for small groups and/or county-wide study groups.
6. Works closely with the State Department of Education and with colleges and universities on school programs and in teacher education.
7. Assists in organizing extension classes and study groups so teachers and principals may improve their teaching abilities.
8. Assists in developing public relations and information programs.
9. Aids in securing teachers and in filling emergency vacancies.
10. Acquaints teachers with county policies and the total county program.
11. Requisitions and plans for efficient use of state textbooks.
12. Organizes county professional library and materials bureau and gets needed materials to the schools in the county.
13. Aids in coordinating county school programs with the total state school program.
14. Represents the county at state and regional school conferences and brings back new ideals and materials for the improvement of local schools.
15. Assists schools in preparing and checking attendance and school personnel reports.

CHAPTER V
SUMMARY AND CONCLUSIONS

This thesis concerns a plan of supervision as a pattern for the Elementary Schools of Todd County, Kentucky. There are eight schools for the white children and five schools for the colored children in the county.

This study involves two main divisions: (1) a proposed plan of supervision and (2) means of evaluation of supervision. Data have been collected from the office of the superintendent, intelligence tests, achievement tests, professional books, magazines and current bulletins on research, conferences with teachers, supervision class, supervisors, and the superintendent.

Chapter II consists of general information concerning Todd County, its schools and teachers. Such tabular data as training of teachers, salary, and certificates are included.

Chapter III outlines the proposed plan of supervision. The discussion in this chapter is based on steps to be taken in planning, organizing and executing a supervisory program. Also included in the chapter is a brief report on diagnostic testing and the remedial work attempted in the fifth grade in the Elkton School.

The Otis Quick Scoring Mental Ability Test and the Stanford Achievement Test were administered in the fall and the results of these tests revealed the fact that more than fifty per cent of the class rated one and two grades below the norm for the fifth grade. Remedial work was launched immediately and was continued throughout the school year. Due to circumstances beyond the writer's control the achievement test was not given again in the spring as had been planned in order to use results as one method of measuring scholastic attainment.

Chapter IV is primarily concerned with the evaluation of supervision and attempts to show evaluation as one aspect of professional growth and development.

It is a cooperative responsibility of all concerned and is a part of a process which works toward changes in behavior.

If supervision is effective, there will be changes in pupils as shown in tests, attitudes, habits, appreciations and so forth. There will be changes in teaching procedures and in morale of the teachers.

The techniques used should be those best adapted to an evaluative program that is continuous and that is necessary to the teaching-learning situation. Pupils receive the final benefit of the activities in which supervisors and teachers work together. A self-rating scale for teachers and supervisors is recommended. Self-analysis is a good policy for both the teacher and for the supervisor.

The evaluation of supervision is an important and inseparable element in all supervisory programs. The purposes, aims, plans, and results of supervision must be analyzed periodically to determine if the techniques being used in gaining evidence of learning are in harmony with the over-all purposes and ends of the total educational program.

In conclusion the writer recommends the following:

1. That the Board of Education with the County Superintendent of Schools initiate and maintain a program of supervision for the Todd County Elementary Schools. Money spent on supervision will unquestionably secure desirable results if the supervisor is well qualified for the position. It is needless to say that the ability and training of persons in responsible positions should not only be superior to that of those with whom they deal but in most cases and in many ways there should be a considerable margin of superiority.

2. Todd County should have an annual salary for college graduates comparable to that available in other professions requiring comparable amount of training.
3. A reasonable minimum salary for beginning teachers should be established with a substantial salary increment annually for a period of at least fifteen years.
4. Provisions for adequate materials, equipment, and extra-instructional facilities should be made possible for the teaching staff.
5. A health program should receive major emphasis in the elementary schools.
6. The school and community should coordinate their efforts in an important program.
7. Excellencies and weaknesses of the school should be measured qualitatively.
8. Develop a marking system which will convey to parents a child's progress in terms of his ability.
9. Organize the curriculum around the activities, interests, and needs of pupils in the community.
10. Promote interest of school groups to devote more time to the resources and needs of Todd County.

Cooperative planning and use of all supervisory services for improving the educational system of Todd County should be made by Superintendent Claude Hightower and other administrative officers. It should be their purpose to equalize educational opportunity for all the children in the Todd County Schools.

How Supervision Can Be Improved

The areas in which advance in supervision is most needed are listed as follows:

1. Supervisors listed the improvement of public relations toward education in general as well as toward supervision services specifically. Superintendents and state departments of education ranked public relations among the first five areas in which advance is needed. It goes without saying that public interest must be aroused in order to get financial support needed for adequate supervision services for schools. Publicity campaigns will do no good unless they are backed by good, solid evidence that supervision does improve public education.
2. Better in-service education for all branches of educational personnel is an area needing development. State departments feel this to be an area of major importance.
3. The curriculum should be studied and revision based upon child needs and upon a working knowledge of child growth and development.
4. Skills need to be taught more effectively. The teacher must work continuously to grow so that she may increase her understanding of boys and girls, their individual needs, and these needs in relation to their homes, to their community, and to society.
5. Rethinking in evaluation is another necessary area that is recognized as of major significance by all groups. "There is general agreement that evaluation must be continuous, that it should be used diagnostically and as a means of improving school services rather than as a basis for grading or rating pupils, and that it should include the evaluation of school procedures and practices as well

as new and approved methods of appraising pupil growth. Supervisors need to use some form of guide or evaluation technic which they can use in evaluating their own services."¹

6. Leadership must come from cooperative effort. Supervisors, teachers, administrators, and interested citizens of the community should all have a share in carrying out the total educational program.
7. Supervision needs to be general rather than specific.
8. Teaching atypical children requires more study.
9. Adequate tools for working must be available.
10. Supervision needs better qualified people.²

Supervision employed must be consistent with the educational program of the school and must see to it that the educational program of the school is in line with what the community demands.³

Supervision requires long, careful, and skilled preparation with the certainty that evidences of success will usually be slow and discouragingly small.

Promotive and creative are the highest types of supervision and are the most promising in the long run, but results are slower than in the corrective and preventive types. For the most part one can only hope for gradual and irregular growth in effectiveness.⁴

¹
1946 Yearbook, Association for Supervision and Curriculum Development, N.E.A., Leadership Through Supervision, Washington, D. C., 8th ed. 1950, p. 74.

²
Ibid., pp. 74-76.

³
John A. Bartky, Supervision as Human Relations, D. C. Heath and Co., Boston, 1953, p. 32.

⁴
Thomas H. Briggs, and Joseph Justman, Improving Instruction Through Supervision, The Macmillan Co., New York, 1952, p. 514.

The results of supervision are conditioned by the material with which it works. Intelligence, professional spirit, devotion, industry, dissatisfaction with less than the best, willingness to experiment, and the desire to grow are the characteristics that most challenge a supervisor.

Although the supervisor may have to do a bit of changing in the procedures used by teachers who are mechanically minded and satisfied she should know that the very greatest opportunity lies with those who have already shown that they possess superior qualities, and once these teachers are inspired with understanding and professional spirit they are eager for self-directed progress.⁵

"My comrade who with reluctance left his nook and at
 my urging set upon the road
 That winds and winds precipitously upward
 Now sprang forward in his eagerness
 To conquer what he thought the last hard height.
 Having passed that way before I knew it well:
 From this crest one would see many more
 Rolling on and upward far as eye could reach,
 Enough to weight the feet with hopeless lead.
 But with the view my comrade sprang ahead,
 Glorifying in his new-found strength, and cried,
 'Look! there's more to do, more heights to climb,
 So much ahead we have no time to lose.'⁶

⁵
Ibid., p. 514.

⁶
Ibid., p. 515.

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APPENDIX I
INDIVIDUAL CHILD STUDY

Name _____ Grade _____ Years in School _____

I. PHYSICAL CONDITION:

1. Age _____ Normal Age _____
2. Size _____ Height _____ Weight _____
3. Maturity as compared to others _____
4. Color of skin _____
5. Any abnormalities: Head, protruding teeth, or defects in any way _____
6. Posture _____
7. Sight _____
8. Hearing _____
9. Nervousness _____
10. Stutter _____ Stammer _____ Lipping _____
11. Condition of teeth _____
12. Ears _____
13. Adenoids _____
14. Anything else _____

II. MENTAL CONDITION:

1. I.Q. _____
2. M.A. _____
3. Mental Quickness: Quick _____ or slow _____
4. Accuracy _____
5. Attention: Sustained _____ Flighty _____
6. Interest and Enthusiasm: High _____ Low _____ Average _____
7. Initiative: High _____ Low _____ Average _____
8. Judgment: High _____ Low _____ Average _____
9. Mental Energy _____

III. SOCIAL AND MORAL:

1. Home Condition _____
2. Fairness and disposition to cooperate _____
3. Aggressiveness _____
4. Meekness _____
5. Boldness _____
6. Shyness _____
7. Self-confident _____
8. Self-depreciating _____
9. Temper _____
10. Thoroughness _____
11. Obedience _____
12. Honesty _____
13. Truthfulness _____
14. Habits: Lying _____ Smoking _____ Drinking _____

IV. EDUCATIONAL AGE:

1. Arithmetic _____
2. Spelling _____
3. Reading _____
4. English _____
5. History _____
6. Geography _____
7. Any others _____

V. VOCATION:

1. Occupation of parents: a. Father _____
b. Mother _____
2. What do you want to do when you graduate from school? _____

VI. AVOCATION:

1. What do you do with your leisure time? _____
2. What is your hobby _____

APPENDIX II
RECORD OF HOME VISITS

Name of the Student _____ Address _____ Telephone _____

Father _____ Health _____ Education _____ Occupation _____
Interests _____

Mother _____ Health _____ Education _____ Occupation _____
Interests _____

Brothers _____ Ages _____ Significant facts about them _____
Sisters _____ Ages _____ Significant facts about them _____

The home is located in a foreign _____, industrial _____, residential _____, rural _____ section.
It is comfortably _____, adequately _____, inadequately _____ equipped.
The pupil studies in his own room _____, in a family room but alone _____, in the presence of others
The atmosphere of the home is friendly _____, uninterested _____, unfriendly _____.
It appears to be a home where parents exercise complete control _____, where parents and children
cooperate _____, where there is no control _____.

This child contributes to the life of the family by _____

Evidences of adjustment problems within the home _____

Parents' ambitions for child _____

Problems to be faced in realizing these _____

Parents' attitude toward school is constructive _____, uninterested _____, unfriendly _____

Ways the school can serve this home _____

Ways this home can contribute to the school _____

Remarks: _____

APPENDIX III

THE PUPIL AUTOBIOGRAPHY

I. My life before I started to school.

- A. My first memory. B. Things I like to do best a little child.
 C. What I have learned about myself from my parents and other adults.

II. My school days.

- A. What I remember best about these first years in school.
 B. What subjects did I like best?
 C. What subjects did I like least?

III. My home.

- A. What about my home do I enjoy most?
 B. In what ways do I wish my home were different?
 C. Have I ever thought I'd like to run away from home. I wonder why that was so?

IV. My church.

- A. What experiences that I have had in church and Sunday school have impressed me most?
 B. Do I really enjoy going to church? In what ways am I most helped?

V. My friends.

- A. What kind of people do I most enjoy being with?
 B. What is there about them that I like?
 C. If I could be the person I most desire to be, whom would I be like?

VI. My interests and hobbies.

- A. What do I like to do best when there is nothing I have to do?
 B. What are my hobbies? Is there a new hobby I'd like to build?

VII. My future.

- A. What occupation would I like to enter?
 B. Do my parents share my ambitions?

VIII. My favorites.

- A. Who is my favorite movie star? C. Who is my favorite athlete?
 B. Who is my favorite radio star? D. Who is my favorite teacher?
 E. Why have I chosen these?

IX. My fears.

- A. I wonder if I have ever been afraid of anything?
 B. What made me afraid?
 C. How have I tried to overcome my fears?
 D. To what extent have I succeeded?

APPENDIX III (Continued)

X. My perplexities.

A. What three things do I wonder about most?

XI. And now if, by some magic power, it were possible for me to have the three and only things I wish for most, what would they be?

APPENDIX IV

Training School

Bowling Green, Kentucky

Cumulative Record

1. Name _____ Grade _____ Sex _____
 Address _____ Phone _____ Date of Birth _____
 Birthplace _____ Grade entered _____ Previous School _____
 Father's Name _____ Home Address _____ Occupation _____
 Father's Business Address _____
 Mother's Name _____ Address _____ Occupation _____
 Martial Status of Parents _____ Economic Status of Family _____
 Guardian if not living with parents _____ Address _____
 No. people in family _____ No. people in home _____

Other children in family:

Name	Sex	Age	Relation to the Pupil	School status
_____	()	()	_____	_____
_____	()	()	_____	_____
_____	()	()	_____	_____

What do you like best to do when you are at home? _____

Do you have as much time to play as you would like? _____ What games do you like best? _____

Would you rather play at home or at a friend's house? _____

Do you ever read aloud to anyone? _____ To whom? _____

Does anyone ever read aloud to you? _____ Who? _____

What newspapers and magazines do you take at home? _____

Do you read the comics? _____ What are your favorite comic strips? _____

What do you do at home to help? _____

II. Travel Experiences:

What trips have you taken? _____

What trips would you like to take? _____

III. Reading Activities:

How much time outside of school do you spend reading just for fun?

What kind of books do you like best? _____

How often do you go to the library? _____

IV. Summer Activities:

Name the three things you did last summer that you most enjoyed _____

V. Social Activities:

To what club organizations do you belong? _____

Do you like having company? _____ What do you do to entertain your friends when they come? _____

Are you always willing to play the games your friends want to play? _____

VI. Special Likes and Dislikes:

What would you like to be when you grow up? _____

What would your parents like you to be? _____

What things in particular do you not like to do? _____

Of what things are you afraid? _____

Do you like to go to the movies? _____ Who are your favorite movie stars? _____

Test Data:

Title of Test	From	Date	Grade	Score	G.A.	M.A.	I.Q.
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:
	:	:	:	:	:	:	:

Special Comments: