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A Plan of Supervision for Paducah Public Schools

Hazel Rigg
Western Kentucky University

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Riggs,

Hazel

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A PLAN OF SUPERVISION FOR PADUCAH PUBLIC SCHOOLS

BY

HAZEL RIGGS

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A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
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AUGUST, 1936

Approved:-

Major Professor, Education

Best R Smith

Department of Education

See Francis Jones

Minor Professor, Economics

N. O. Juffe

Graduate Committee, Chairman

H. C. Guse

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H. R.

CHAPTER I

AN INTRODUCTION TO THE STUDY

The Paducah, Kentucky, Public School System is composed of twenty-two units including schools for the white and colored children. There are two senior high schools, four junior high and sixteen elementary schools. Records show that nearly 5,172 children are of school age and that they are taught by 174 teachers.

At the present time Paducah has one general supervisor for the elementary grades besides two music supervisors and special music instructors and an attendance officer for the grades and the junior and senior high schools. There has been continuous supervision since the year 1924. The present supervisor has worked in that capacity for the past two years.

The material contained in the following pages should be of importance and interest to anyone concerned with the improvement of teaching. The data have been carefully prepared and presented with the view that they will be of valuable aid to the reader.

The present chapter serves as an index to the following chapters and the items that follow are to be discussed in the order of their appearance:

1. What prompted the study.
2. Statement of the problem.
3. Scope of the study.
4. Source of the data.
5. Technique of treatment.
6. Definition of the terms.
7. Chapter summary.

What prompted the study.—This study, "A Plan of Supervision," was prompted by the fact that the writer, a prospective supervisor, is concerned with the profession as an entirety and has an earnest desire to help teachers do better the essential things that they will do anyway. The topic was assigned as a unit of work in Dr. Bert R. Smith's class in Supervision. It was later suggested as a good topic for a thesis and one that would prove invaluable to the writer.

Statement of the problem.—The problem involves the following divisions:

1. To present a study of the present plan of supervision in the Paducah Public Schools.
2. To present a proposed plan of supervision.
3. To suggest means of evaluation of the supervisory program.

Scope of the study.—This study includes the Paducah School System with special reference to eleven elementary schools for white children and five elementary schools for the colored children. Records show that 3,564 children are enrolled in these sixteen schools and that they are taught by eighty-nine teachers. The elementary schools includes work from grade one through the sixth.

Sources of the data.—The data for this study have been secured from the office of the city superintendent and the supervisor in Paducah, Kentucky. The Unit Scale of Attainment Test, Form B, was administered to the fourth and sixth grade pupils in the sixteen elementary schools in October, 1935, by the teachers in charge of the two grades. The tests were scored by the teachers

and then sent to the office of the supervisor for inspection. The data were copied from the class record sheets. The same test, Form A, was given in May, 1936. The scoring was done again by the individual teachers in charge. The Kuhlmann-Anderson Test, Fourth Edition, was given by the supervisor and scored by the teachers. The mental age of each child was easily discovered. Some of the tests were rescored under the direction of the supervisor and a rather close correlation of scores resulted. The final scores are not materially affected.

Other sources of data were the following:

1. Supervisory Bulletins.
2. Professional Books.
3. Periodicals.
4. Information obtained in the college Supervision Class.
5. Conferences with
 - a. superintendent.
 - b. supervisor.
 - c. teachers.

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. Analysis is used in the sense of taking apart or reduction in the process of identifying specific skills.
3. Chronological Age is the number of years the pupil has lived. It may be expressed in either years or months.
4. The C-scale unit is defined by Van Wageningen in his manual for the Unit Scales of Attainment as "approximately

one-tenth of the quartile of all pupils of the same chronological age" It is called C-score because by its use it is possible to see "how difficult tasks a pupil is able to attempt and get half of them right, just as in the case of mental ages on the Stanford and the revisions of the Binet-Simon Individual Intelligence Examinations."

5. Diagnosis refers to a critical study which reveals the points of strength and weakness in the item under survey.

6. Educational Age is somewhat synonymous with achievement age; however, it usually applies to a pupil's standing in a number of school subjects while achievement age frequently refers to a single subject.

7. Intelligence Quotient (I. Q.) is an expression of relative brightness. It is found by dividing the mental age as obtained from an intelligence test by the chronological age. Both ages are usually reduced to months and the quotient put into percentages.

8. Mental Age (M. A.) is the mental ability of a subject expressed in terms of the age of an average child having that ability. Thus, if a child has a mental age of an average 10-year-old child he is said to have a mental age of 10 years.

9. The Median is 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. Norms—The median or average performance of subjects of different ages or grades, as determined by the testing of large numbers of cases.

11. Remedial refers to the material and devices having

for their purpose the correction and elimination of observed difficulties and weaknesses.

12. Tabulation is the process of grouping or classifying data for purposes of condensation and interpretation.

13. The Unit Scale of Attainment Test refers to a group of subject matter tests constructed and standardized on the same group of pupils, thus making the grade or age equivalents comparable for the different subject tests.

Chapter summary.—The following are the main points of the chapter:

1. This subject concerns the teachers and the pupils of the Paducah Public Schools. It is also of special interest to the administrative force.
2. The study involves three main divisions as follows:
 - a. Survey of the supervisory plan in Paducah at the present time.
 - b. A proposed plan of supervision.
 - c. Means of evaluation of the supervisory program.
3. The scope of the study includes the entire system of the Paducah City Schools.
4. Data were collected from every available source.
5. The terms used in this study have been defined so as to give the reader an exact conception of the interpretation to be placed on them.

CHAPTER II

PLANNING AS THE FOUNDATION OF SUPERVISION—A SURVEY OF
THE PRESENT SUPERVISORY PROGRAM

It is the purpose of this chapter to discuss planning as the foundation of supervision and to give a survey of the present Supervisory Program of the Paducah Public School System in terms of the acceptable elements of a plan. This survey was made by examining the yearly reports of the past supervisors, the Annual Reports of the Board of Education and other records in the superintendent's office at Paducah. The following outline will serve as a guide to the chapter:

1. The definition of supervision.
2. The philosophy underlying supervision.
3. The reasons for planning supervision.
4. The elements of a good plan.
5. The steps in constructing a supervisory plan.
6. Some principles of supervision.
7. Sample plans
 - a. Pittman's Zone Plan.
 - b. Oklahoma City Plan.
 - c. Paducah's Present Plan.

Planning as the Foundation of Supervision

Supervision defined.—Supervision is that administrative phase of school work that will help the teacher do better the essential things that she will do anyway.

Philosophy underlying supervision.—Supervision, although a part of the educational program for several decades, has only recently won recognition as a specialized phase of that program. Now, however, it is recognized not only as a specialized field but also the foundation upon which all programs for the improvement of teaching must be built. It is necessary for any particular program of supervision to vindicate itself, to present evidence showing professional and financial justification. A good indication of worth while supervision is a carefully constructed program of work for a semester or a year. Such a program lifts the supervision from the realm of the desultory and haphazard to that which might be called educational engineering.

Reasons for planning.—The chief reasons for planning supervision seem to be:¹

1. A planned program insures that the supervisor has thought his situation through, analyzed it, and selected for attention the weak spots or new needs.
2. A planned program insures a definite organization of professional activity directed toward the achievement of certain definite objectives. It tends thus to misplace mere

¹ A. S. Barr and William H. Burton, The Supervision of Instruction (New York, D. Appleton & Co., 1926), pp. 109-110.

routine visitation and inspection, vague and general supervision.

3. Planned programs give the administrator, the school board, or other lay observers a definite idea of the work being attempted. It gives them also a basis for judging and evaluating supervision.

4. A planned program is a source of professional stimulation to all concerned.

5. Definite programs constructed by all supervisors make for easier coordination of the work of all.

6. A planned program is an excellent test of the ability of the supervisory staff.

Elements of a plan.--A good supervisory plan will possess the three following elements:

1. A set of clearly stated definite objectives.
2. A clear-cut outline of the means, devices, and procedures to be utilized in attaining these objectives.
3. A clear-cut outline of the criteria, checks, or tests to be applied to the results of supervision in order to determine the success or failure of the program.

Steps in constructing a supervisory plan.²The important steps in constructing a supervisory plan would seem to be:

1. Study or survey the situation by any available and suitable means in order to determine the needs of the system or building.
2. Make a list of needs, problems, defects, or new

²

Ibid., p. 110.

departures which may be made into definite objectives.

3. Select from this list a small number of these problems and state them definitely as the objectives for the term or year.

4. Outline clearly for each objective the specific, and detailed procedures which will be utilized in achieving the ends sought. Provide for flexibility.

5. Outline clearly the criteria, tests, or checks which can be used fairly to determine the success or failure of the plan at the close of the period for which it was constructed.

6. Publish this plan in printed, mimeographed, or typewritten form. Place it in the hands of the teachers, supervisors and principals; and if necessary devote a general meeting to explanation and discussion. (The extent to which teachers participate in constructing the plan in the first place would determine, to some measure, the course to be followed.)

Some principles of supervision.—In order to make supervision more effective the following principles are observed:

1. Supervision should exist for the improvement of teaching.

2. It is the aim of supervision to translate the aims of education and of the school into terms which the teacher can understand.

3. Supervision will inspire and encourage the good teacher to further study, to experimentation, to preparation for higher positions and responsibility.

4. The function of supervision is to establish a working agreement by which the entire teaching staff is willing to

carry on its own activities.

5. The function of supervision is to direct the activities of teachers to the establishment of immediate teaching objectives upon the basis of a well defined supervisory program.

6. The technique of supervision should be constructive rather than destructive.

7. Supervisory instruction should be simple, direct, usable and such that will develop the initiative of the teacher.

8. Supervisory teaching should be done for the purpose of demonstration and experimentation.

9. Undertake but few things and do them well.

10. The supervisor must be specifically and definitely trained for his work.

Sample plans of supervision.—In M. S. Pittman's, *The Value of School Supervision*, a sample plan taken from actual practice may be examined briefly. This discussion is found in the field of rural supervision, but with slight modifications the discussion can be applied to city supervision as well.

Pittman says:³ A plan of supervision in which the supervisor divides his entire supervisory district into territorial units, each of which serves, as the territorial limits for one week of supervisory effort, has been designed as the zone plan.

A zone plan implies a calendar of the major events for the year's work. The calendar was made in the early days of the school year and carried out exactly as planned without the change

³

M. S. Pittman, *The Value of School Supervision* (Warwick & York, 1921), pp. 19-20.

of a single major objective. Many minor objectives were introduced from month to month. The major plans and dates for the year gave stability and continuity to the work. The minor plans and dates provided variety and freshness.

The major events of the zone calendar (plan) consisted of (a) supervisory tours, and (b) teachers' meetings. In the supervisory tours the following items were given full consideration:

1. Improvement in the speed and comprehension of silent reading.
2. Elimination of spoken errors in language.
3. Agricultural words, as an agency for awakening a community interest in schools and developing a group consciousness, were studied.
4. How to teach the fundamental operations in arithmetic.
5. How to develop the habits of health.
6. How to develop the love for good literature.
7. How to measure effective oral reading.
8. Forming the habit of spelling the words most often used.

In the teachers' meetings demonstration lessons and discussions of important questions were the main features. The above plan illustrates two prime essentials: (a) the presence of definitely stated, attainable objectives; and (b) a detailed discussion of the means by which these objectives are to be worked out. The objectives should be selected in terms of the actual needs of the school, and the number of these objectives should be such that the entire program is workable. Pittman's plan illustrates

clearly the essentials of good procedure. The application to city supervision can be made easily. Plans and coordination between plans will differ with the size of the system and the organization of supervision in vogue.

✓ A sample plan of supervision.—The plan developed by the elementary department of the Oklahoma City schools, given below, is "almost a perfect example" of the form in which plans should be organized.⁴ Its content, perhaps, needs a little revision; the means of achieving some of the objectives might be elaborated further; and the discussion of checking the program refers only to one or two of the objectives and omits the others. The success of the program, however, was set forth in a report submitted by Miss Johnson to her board at the end of the year. This is an excellent illustration of good supervisory planning.

Oklahoma City, Oklahoma

General Supervisory Plan, Elementary Department, for the
Second Semester, 1925

I. Objectives

1. Establishing a Junior First Grade to meet the needs of immature children who are not developed sufficiently to profit by the traditional first grade work.
2. Diagnosis of individual needs.
3. Remedial treatment.
4. Improvement of instruction.
5. Preparation of materials of instruction.
6. Project work clarified.
7. Encouraging teachers' contributions to improving of instruction.

⁴

A. S. Barr and William H. Burton, op. cit., pp. 103-105.

II. Means of Achieving Above Objectives

1. Children entering the first grade will be divided into three groups according to maturity. Such grouping will be based on two factors.

- (1) The teachers' judgments (both kindergarten and first grade).

- (2) Score made on Binet-Simon Intelligence Test.

For those immature children who are not sufficiently developed to profit by the traditional first grade work a Junior First Grade class will be formed. This class will be given developmental work and a broad foundation for the regular first grade training.

The school life of these children will be more economical and effective.

2. Standardized tests and informal tests will be used and interpreted for diagnostic purposes. Special attention will be given to individual difficulties in reading and arithmetic in both the primary and intermediate grades. Teachers will be assisted in setting up an informal type of technique for diagnosing difficulties in geography and history in grades 4, 5, and 6.
3. Remedial treatment will be given for groups and for individuals to meet the needs revealed by the test mentioned in the above paragraph.
4. Improvement of instruction.
 - (1) Demonstration work for groups of teachers.
 - (2) Demonstration work in classroom for individual teachers.
 - (3) Grade meetings.
 - (4) Inter-grade meetings.
 - (5) Teachers' efforts directed through intelligent interpretation of tests.
 - (6) Classroom visitation and conferences with teachers.
 - (7) Directed observation of expert teaching.

5. Supervisor compiles a critical summary of available educational literature on each subject of the curriculum. The aim of this work will be to create such interest on the part of each teacher that she will want to acquaint herself with the abundant literature pertaining to improved methods of teaching and experimental investigations. Supervisor will put out mimeographed outlines to every teacher of definite, specific ways of improving the instruction of every subject of the curriculum.
6. Bulletins, meetings, demonstrations.
7. Dissemination of mimeographed copies of "Elementary Exchange" will make available to all teachers, practices, devices, methods, found to be practical and successful by any teacher in the system.

Teachers will be encouraged to contribute suggestions for the improvement of any school problem. For example, ideas relating to a new report card, which will be more satisfactory to both parents and teachers than the present form, will be asked.

III. Checks by Which Progress Is to Be measured

1. Standardized tests.
2. Informal tests.

A Survey of the Present Supervisory Program in Paducah

The present supervisory program was begun in the year 1923, and it has been continuous up to the present time. During the thirteen year period four supervisors have served the school system, and one supervisor acted in that capacity for ten years. With the exception of about two years a primary supervisor and an intermediate supervisor were functioning at the same time.

The minutes of the Board of Education revealed the fact that the superintendent provided, in his budget, enough money to employ two intermediate supervisors in the year 1920-21. No record was found as to the work of these two persons. The minutes further revealed that an elementary supervisor was elected in February, 1922, to finish out the school term. Her salary was \$180. per month. No record was found as to her procedure.

The survey of the present Supervisory Program of the Paducah Public School System in terms of the acceptable elements of a plan presents the following information:

1. The objectives for the term or year were not definitely stated. In only three instances were there clearly stated definite objectives and these were found in the Annual Report of the Board of Education for the years 1923-24 and 1924-25. These three objectives were "Adjustments in the Classification of Pupils," for 1923, 1924, and 1925.

2. The general theme of Adjustments was the work of the supervisors up till 1933-1934. All new entrants to the school system were tested for that purpose and for } further classification

of pupils. In too many situations there is no definite, well-organized plan for supervision, setting forth the objectives for the year's work and outlining the program by which these objectives are to be attained.

3. The objectives for the year 1934-1935 were not stated in writing but the superintendent informed the writer that the supervisor discussed the plans of the year with him. After carefully examining the supervisor's yearly report for the year just stated, the following paragraph was noted:⁵

Teachers' Meetings—The teachers of each grade met in separate groups at a specific date the first month of school. I explained the purpose as to my point of view, and asked them to consider it their meeting and to conduct it as they wished. Then they elected a chairman, vice-chairman and a program chairman. Their duties were as follows:

(1) Notify members of the group just before a meeting.

(2) Plan the program or to decide on vital problems for discussion and to call extra meetings, if necessary.

Problems were discussed. Work was planned. Ideas and experiences were exchanged. Reports were given on current literature, plays, books, new theories and philosophies of education. Supplementary books were exchanged and evaluated.

It seems from the above paragraph that there was no definitely stated planned work for the year. The same report stated that in 1934 there were 2003 pupils tested in the 3rd, 4th, 5th, and 6th grades and in May, 1935, there were 1,806 pupils tested in the same grades. It is evident that testing was the main objective for the year.

5

Annual Report of the Supervisor—September 3, 1934 to June 13, 1935.

4. At the time of this survey (June 27, 1936) the supervisor's yearly report had not been turned in. It is not known if definitely stated objectives will appear in the report. The superintendent stated that the objectives were discussed with him by the supervisor. The main objective for the year was: Diagnostic Testing and Remedial Work in the Elementary Grades. This is one of the objectives in the Proposed Plan of Supervision which constitutes the next chapter of this thesis. This objective was outlined the year before and the writer was permitted to use the material from the results of the tests. This objective was discussed with the superintendent and the supervisor and was presented in written form before school started in September, 1935. Further discussion of this objective will be continued in Chapter III.

The second element of a plan consists of a clear-cut outline of the means, devices, and procedures to be utilized in attaining these objectives. The means of achieving the above objectives are as follows:

1. Standardized Tests

- (1) Stanford Achievement Test
- (2) The National Group Intelligence Test
- (3) Otis Primary Group Intelligence Test
- (4) Stanford Revision of the Binet Scale
- (5) Illinois Examinations, I and II
- (6) The Pressey Primary Classification Test
- (7) Ayres-Burgess Reading Test
- (8) Pressey Senior Classification Test

- (9) The Unit Scales of Attainment Test
- (10) The Kuhlmann-Anderson Intelligence Test

2. Informal tests given by the teacher
3. Examination of school records and health records
4. Special observation of certain pupils
5. Teacher-supervisor conferences concerning pupils
6. Classroom visitations
7. Distribution of materials
8. Classification and placement of new entrants.
9. Special help given certain pupils by the teacher
10. Discussion of problems of various types

The third element of a plan: A clear-cut outline of the criteria, checks, or tests to be applied to the results of supervision, will be discussed in the following lines.

1. The Stanford Achievement Test was used in achieving the first objectives mentioned and also as a check. This test revealed that 33.9 per cent of the whole number of pupils were, in school achievement, below the grade in which they were placed. Only 17.6 per cent were exactly placed and 48.5 per cent were apparently able to do the work of a higher grade.

2. The National Group Intelligence Test was used as a check upon the Stanford Achievement Test. The results of the two tests were compared and a very high correlation was found to exist.

3. Teachers were consulted and further observation of pupils was made before the classification of pupils was definitely decided.

4. As one result of classification, 150 pupils were placed in special classes. The distribution of these pupils at the close of the year was as follows:

- (1) Thirty were promoted to the next higher grade.
- (2) Fifteen were returned to the grades from which they had been taken.
- (3) Eighty-eight remained in the special classes.
- (4) Twenty-five had moved out of the city.
- (5) One had died.

The following table shows the number distribution with respect to their achievements in four and one-half months.

<u>Gain or loss during Second Semester</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Loss, 1 to 3 months	3	5.0
No improvement shown	13	13.3
Improvement, 1 to 3 months	20	20.4
Improvement, 4 to 6 months	16	16.3
Improvement, 7 to 9 months	18	18.4
Improvement, 10 to 12 months	10	10.2
Improvement, 13 to 20 months	18	18.4
	<u>98</u>	<u>100.0</u>

5. The following paragraphs apply to the first objective mentioned for the year 1923-1924, namely, Adjustments in the Classification of Pupils. The exact words from the Annual Report of the Board of Education for 1924-1925 are thus:⁶

In considering the results of these tests, the standing of the class as a whole was first noted and the median of the group was then compared with the grade norms as found in other school systems throughout the country. In the white schools, all classes as wholes compare favorably in average general ability. The median mental age deviation from standard showed a variation of from eight to

⁶

Annual Report of the Board of Education, 1924-1925.

eighteen months below. The intelligence quotient ranged from two to ten points below standard. But on the whole the Paducah children compare very favorably with the high standards set up by other cities.

6. As another result of the classification of pupils in 1923-1924, 197 pupils were selected for double promotion. The teachers gave special reviews and special help to these pupils as difficulties arose. At the close of the year all of these pupils had held high rank in their classes and they were all regularly promoted to the next grade.

7. Quoting from the report of the supervisor for March 6, to May 21, 1933 the following paragraph is found:

Forty-two children were examined and re-examined for placement during this period; results of test were tabulated, copied and filed by the supervisor.

All doubtful children in grades 3-6 inclusive, were examined on the Ayres-Burgess Reading Test before final decisions on promotions were reached. In Grades I and II the Pressey Attainment Scales were used. All 6A pupils were given the Pressey Senior Classification Test for grouping according to abilities before they entered the junior high school.

8. In October, 1934, there were 2,003 pupils tested in the 3rd, 4th, 5th, and 6th grades. In May, 1935 there were 1,806 pupils tested in the same grades. In comparing the results of the two tests it was found that an increase of 12 per cent existed in comprehension and 2.6 per cent in rate. (The Monroe Silent Reading Test was given.)

9. The measurements of results of the objective for the year 1935-1936, namely, Diagnostic Testing and Remedial Work in the Elementary Grades, will be discussed in the next chapter as it is part of the Proposed Plan of Supervision.

After examining reports of the supervisors it was found that the present supervisory program in Paducah did not measure up to the standards of a good plan. The elements of a plan consists of (1) clearly stated definite objectives, (2) a clear-cut outline of the means of achieving the objectives, and (3) an outline of the checks to be applied in the evaluation of the program. Planning in supervision is more important than planning many other worth while activities because the lives of young girls and boys are being molded into good or bad citizens.

The objectives were not stated in the supervisors' reports yet some of them were discussed with the superintendent before the beginning of the school year. There was not a clear-cut outline of the means of achieving objectives but the evaluation of the year's work was given.

The writer does not wish to under-estimate the work that has been done in supervision in Paducah. In many cases, the work, while valuable, does not follow a carefully constructed plan. The survey was made in terms of the acceptable elements of a plan.

CHAPTER III

A PROPOSED PLAN OF SUPERVISION

It is the purpose of this chapter to present "A Proposed Plan of Supervision." Supervision of instruction is teacher-guidance and stimulation to secure efficient pupil and teacher development. In planning programs of supervision, a vision of goals, aims, and techniques is necessary. Supervision seeks to develop within each teacher a worthy philosophy of life and of education, to seek life and education in a very broad rich way. In setting up plans one must first review his philosophy of education. There must be a clear conception of the place of supervision in this plan of education.

The following items will be discussed in the order of their appearance:

1. Philosophy of education.
2. Problems in supervision.
3. Principles of supervision.
4. A plan of supervision which will consist of the

three following elements:

- (1) A set of clearly stated definite objectives.
- (2) A clear-cut outline of the means, devices, and procedures to be utilized in attaining these objectives.
- (3) A clear-cut outline of the criteria, checks, or tests to be applied to the results of supervision in order to determine the success or failure of the program.

Philosophy of education.—The writer's philosophy of education is expressed in the following statement. "Education is

life and not a preparation for life." Education is a continuous growth in which environment is an important factor. The true aim of education is knowledge for the sake of doing and not for the sake of knowing. The child should be given a chance for creative self expression. It is the creative spirit from within that should be encouraged, rather than conformity to a pattern imposed from without. Instruction should result in the creation of rich and many-sided personalities.

Problems of supervision.—The main problems of supervision seem to be:

1. Planning the entire supervisory work.
2. Selecting, organizing and interpreting the curriculum.
3. Improving actual classroom instruction.
4. Improving of teachers in service.
5. Evaluating the supervisory program.

A plan of supervision.—From a total list of needs, problems, defects and new departures the following objectives are selected as patterns for detailed discussion:

1. Diagnostic testing and remedial work in the elementary grades.
2. Survey the techniques of instruction.
3. Diagnose the teaching abilities and difficulties.
4. A program for the improvement of silent reading in a six-year elementary school.

Other objectives to receive attention during the program of several years will be:

1. To determine what to teach, and what may well be

eliminated.

2. To improve oral and written English in all the grades.
3. To stimulate professional growth.
4. Development of a guidance program.
5. To promote good citizenship.
6. To promote proper habits of study.
7. To promote recreational reading.
8. To promote clear articulation.

Means of achieving the above objectives.—The second element of a plan consists of a clear-cut outline of the means, devices, and procedures to be utilized in attaining the objectives. The following means are to be used:

1. Standardized Tests
 - a. The Kuhlmann-Anderson Intelligence Test.
 - b. The Unit Scales of Attainment Test.
 - c. Any other reliable test that is needed.
2. Informal test will be used and all test will be interpreted for diagnostic purposes.
3. Special attention will be given to individual difficulties.
4. Use will be made of graphs, class record sheets, and individual profile charts in making comparisons with different tests.
5. Demonstration lessons will be given by the supervisor and expert teachers.

6. Observation of the regular classroom instruction will be made.

7. Conferences with teachers in a group and individual conferences will be held.

8. Remedial treatment will be given for groups and for individuals to meet the needs revealed by the tests.

9. Mimeographed outlines of definite ways of improving different subjects in the curriculum will be sent to each teacher.

10. Bulletins will be distributed, special meetings will be called and inter-visitations will be encouraged.

Checks to be applied in evaluating progress.—In evaluating the supervisory work the following checks will be used:

1. Intelligence test will be given at the beginning of the school year to discover the abilities of the pupils.

2. Standardized tests in all the school subjects will be given.

3. Graphs and charts will be made in order to make comparisons.

4. Changes in pupils will be expected as shown by

a. tests.

b. attitudes.

5. Changes in teachers will be expected by

a. attitude toward better work.

b. improved technique.

6. Competent individuals are expected to make favorable comment.

This plan will be printed or typewritten and placed in the

hands of the teachers and principals. The plan will be carefully explained and followed during the year.

Objective One: Diagnostic Testing and Remedial Work in the Elementary Grades

This objective is given special attention because it was part of the supervisory program in which the writer participated during the year 1935-1936.

Educational diagnosis implies the use of procedures designed to locate specific learning and instructional difficulties, and if possible to determine their cause. For the medical expert diagnosis means the careful and extensive observation of the patient under controlled conditions. The well-prepared modern teacher has at hand a refined statistical technique, exact and analytical diagnostic tests, diagnostic charts, devices for measuring visual acuity and other qualities which may account for a pupil's lack of progress.

This objective is stated and illustrated; the techniques and remedial treatment are discussed in full, and an evaluation is given.

As was stated in Chapter II of this thesis, this objective "Diagnostic Testing and Remedial Work in the Elementary Grades" was part of the supervisory program for the year 1935-1936. It is used in this chapter to illustrate the procedure of diagnostic testing and remedial work in the elementary grades. The objective was selected and approved by the supervisor and the superintendent.

It was impossible to test all the elementary grades during

the year 1935-1936 as funds were inadequate for the program. It was decided to use the fourth and sixth grades as typical grades. There were 285 pupils tested in the fourth grade and 225 pupils tested in the sixth grades, exclusive of the colored schools, in October, 1935.

Before the testing was undertaken the supervisor called a meeting of the teachers of the two grades mentioned. The tests were examined by the teachers and the general directions were given by the supervisor. The tests previously decided upon were The Kuhlmann-Anderson Intelligence Test and The Unit Scales of Attainment Test. The supervisor administered the Kuhlmann-Anderson Test and the teachers gave the Unit Scales of Attainment Test. The tests were scored by the teachers and the results were tabulated. Each pupil had a profile chart and each class had a class record sheet. These charts and sheets were explained to the pupils who seemed very anxious to study them carefully. Each child was encouraged to excel his own record. They were told that another test would be given in May. The teachers were also enthusiastic and were eager for the pupils to overcome their weaknesses and to maintain the high rank which some of them has achieved.

The tests were given in sixteen elementary schools but only eleven were schools for white children. The tests for the colored schools will be discussed under a separate topic. The Class Record Sheet on the following page will show the medians of all the school subjects, as revealed by the test, and the medians for the chronological age, mental age, and the educational age for all the fourth grades in eleven schools. The

UNIT SCALES OF ATTAINMENT—Class Record Sheet

CHRON. AGE	GRADE End of Grade	MENTAL AGE	READING	GEOG.	LITERA.	SCIENCE	HISTORY	ARITHMETIC	
			Compr.	RAPHY	TURE	Elem.	American	Problems	Func.
			3	2	2	2	2	2	2
6		6	91	88	92	91	101	105	92
4		4							
2		2	90		91	90.5	100	104.5	91
16-0		16-0	89	87.5	90	90	99	104	90
10		10	88		89	89.5	98	103	89
8		8							
6		6	87	87	88	89	97	102	88
4		4		86.5					
2		2	86	86	87	88.5	96	100	87
15-0		15-0	85	85.5	86	88	95	99	86
10		10	84	85	85	87	94	98	85
8		8		84.5					
6	8	6	83	84	84	86	92	96	84
4		4		83.5	83.5	85	90.5	95	83
2		2	82	83	83	84	89	94	82
14-0		14-0	81	82.5	82.5	83	88	93	81
10		10	80	82	82	82	87	92	80
8		8		81.5	81.5	81	86	91	80
6	7	6	79	81	81	80	85	90	79
4		4		80.5	80.5	79	84	89	78.5
2		2	78	80	80	79	83	88	78
13-0		13-0	77	80	79.5	78	82	87	77.5
10		10	76	79	79	77	81	86	77
8		8		78.5	78.5	76	81	84.5	76.5
6	6	6	75	78.5	78	75	80	83	76
4		4		78	77	74	79	82	75
2		2	74	78	77	73	78	80.5	75
12-0		12-0	73	77	76	72	77	79	74
10		10	72	76	75	71	76	78	73
8		8		76	74	71	75	76.5	72
6	5	6	71	75	73	70	74	75	71
4		4		74	72	69	73	74.5	70
2		2	70	72.5	71	69	72	72	69
11-0		11-0	69	71	70	68	71	71	68
10		10	68	69.5	69	67	69.5	70	67
8		8	66.5	68	67.5	66	68	68.5	66
6	4	6	65	66	66	65	66	67	65
4		4	63.5	64	64	63.5	64	65	63.5
2		2	62	62	62	62	62	63	62
10-0		10-0	60	60	60	60	60	60	60
10		10	58.5	57	57	58	57	58	58
8		8	57	54	54	56	54	56	56
6	3	6	55	50	50	53	50	53	53
4		4							
2		2							
9-0		9-0							

FORM USED

DATE May 1908

TEACHER

SCHOOL Central Elementary GRADE Room

SCHOOL

— = Median in October 1908
 — = Median in May 1908

A- E	SCIENCE	HISTORY	ARITHMETIC		SPELLING	ENGLISH			EDUCA- TIONAL AGE
	Elem. 2	American 2	Problems 2	Fund. O. 8		Capital. 1	Punct. 1	Usage 3	
91	101	105	92	102	84	83	82	6	
90.5	100	104.5	91	101.5	83.5	82	81.5	4	
90	99	104	90	101	83	81	81	2	
89.5	98	103	89	100.5	82.5	80	80.5	16-0	
89	97	102	88	100	82	79	80	10	
88.5	96	101	87	99.5	81	78	79.5	8	
88	95	99	86	99	80	77	79	4	
87	94	98	85	98	80	77	78.5	2	
86	93	97	84	97	79	76	78	15-0	
85	92	96	83	96	78	75	77.5	10	
84	90.5	95	82	95	78	75	77	8	
84	89	94	81	93.5	77.5	74.5	76	6	
83	88	93	80	92	77	74	75	4	
82	87	92	79	90	77	73.5	75	2	
81	86	91	78.5	88.5	76.5	73	74	14-0	
80	85	90	78	87	76	72.5	74	10	
79	84	89	77.5	86	75.5	72	73	8	
78	83	88	77	85	75.5	71.5	72.5	6	
77	82	87	76.5	84	75	71	72	4	
76	81	86	76	83	74	70.5	71.5	13-0	
75	80	83	75	82	74	70	71	10	
74	79	82	74	81	73	69.5	70.5	8	
73	78	80.5	73	80	72	69	70	6	
72	77	79	72	79	72	68.5	69.5	4	
71	76	78	71	78	71	68	69	2	
70	75	76.5	70	77	71	68	68.5	12-0	
69	74	75	69	76	70	67	68	10	
68	73	74.5	68	75	69	66	67.5	8	
67	72	72	67	73	69	65	67	6	
66	71	71	66	71	68	64	66	4	
65	70	70	65	69	67	63	66	2	
63.5	69.5	68.5	64	67	67	62	65	11-0	
62	68	67	63.5	65.5	66	61	64	10	
62	66	65	62	64	65	60	63	8	
60	64	63	60	63	64	62	62	6	
58	62	60	58	61.5	63	61	61	4	
56	60	58	56	60	61.5	60	60	2	
53	57	56	53	58	60	59	58.5	10-0	
	54	56	53	56	58	59	57	10	
	50	53	53	53	56	57.5	55	8	
					56	56	55	6	
								4	
								2	
								9-0	

Admission in October 1935
 moved in May 36

Mental Age

small numbers on the Class Record Sheet indicates the norms for the given grades. The medians for the test in October are shown by the black lines; the red lines indicate the medians for the test in May. The broken red line shows the median mental age.

If one notices the Class Record Sheet for the fourth grade it will be seen that the medians fall within the fourth grade level in October. There is one exception, the class excels in punctuation. The test in May shows that the medians for the entire class is slightly above fourth grade rank and punctuation is again high. The lowest medians are those in reading, arithmetic, and spelling. It is well to know that the teachers and pupils seem to be maintaining a good standard.

The Class Record Sheet on page 30 gives a picture of an individual class in the fourth grade. The class ranks low in reading, arithmetic, and spelling. The reading and arithmetic (problems) medians fall within the third grade level. The median for spelling is just above the level for that grade. The test in May shows improvement in every subject except punctuation and the class ranked high in it in October. The class is still below the standard for the fourth grade except in capitalization and usage (English). One needs not be discouraged at the picture when one notices that the median mental age for the group is 9 years and 6 months.

The Individual Profile Chart on page 31 shows the record of one fourth grade pupil. The medians for reading, arithmetic, and spelling are not up to the standard. The medians for geography and usage are also below the fourth grade level. The

UNIT SCALES OF ATTAINMENT—Class Record Sheet

CHRON. AGE	GRADE End of Grade	MENTAL AGE	READING	GEOG-	LITERA-	SCIENCE	HISTORY	ARITHMETIC	
			Compr. 3	GRAPHY 2	TURE 2	Elem. 2	American 2	Problems 2	Fund. 2
6		6	91	88	92	91	101	105	92
4		4							
2		2	90		91	90.5	100	104.5	91
16-0		16-0	89	87.5	90	90	99	104	90
10		10	88		89	89.5	98	103	89
8		8							
6		6	87	87	88	89	97	102	83
4		4		86.5				101	
2		2	86	86	87	88.5	96	100	87
15-0		15-0	85	85.5	86	88	95	99	86
10		10		85				98	
8		8	84	84.5	85	87	94	98	85
6		6		84				93	
4	8	4	83	84	84	86	92	96	84
2		2		83.5	83.5	85	90.5	95	83
14-0		14-0	82	83	83	84	89	94	82
10		10		82.5	82.5	83	88	93	
8		8	81	82	82	82	87	92	81
6		6		82				91	
4	7	4	80	81.5	81.5	81	86	91	80
2		2	79	81	81	80	85	90	79
13-0		13-0		80.5	80.5	79	84	89	78.5
10		10	78	80	80	79	83	88	78
8		8		80	79.5	78	82	87	77.5
6		6	77	79	79	77	81	86	77
4		4		78.5	78.5	76	81	84.5	76.5
2		2	76	78	78	75	80	83	76
12-0		12-0	75	78.5	78	75	80	83	76
10		10		78	77	74	79	82	
8		8	74	78	77	73	78	80.5	75
6		6		77	76	72	77	79	74
4		4	73	77	76	72	77	79	74
2		2		76	75	71	76	78	73
11-0		11-0	72	76	75	71	76	78	73
10		10		74	74	71	75	76.5	72
8		8	71	75	73	70	74	75	71
6	5	6		74	72	69	73	74.5	70
4		4	70	72.5	71	69	72	72	69
2		2		71	70	68	71	71	68
11-0		11-0	69	71	70	68	71	71	68
10		10		69.5	69	67	69.5	70	67
8		8	66.5	68	67.5	66	68	68.5	66
6	4	6	65	66	66	65	66	67	65
4		4		63.5	64	64	63.5	64	65
2		2		62	62	62	62	63	62
10-0		10-0	60	60	60	60	60	60	60
10		10		58.5	57	58	57	58	58
8		8	57	54	54	56	54	56	56
6	3	6	55	50	50	53	50	53	53
4		4							
2		2							
9-0		9-0							

FORM USED A

DATE *May 1936*

TEACHER *Harfield*

GRADE ROOM *Four*

SCHOOL *H. H. H. H.*

M. E.

Medford ...

UNIT SCALES OF ATTAINMENT — Individual Profile Chart

SEX *Male* BORN: 1926 Yr. Mo. Day *12 12 1926* SCHOOL *Henry Chase* Middle *1st* Last Name *Kuhlmann-Anderson*

CHRON. AGE	GROWTH UNITS AND MENTAL AGE	VOCAB. Word Meaning	READING Compr. 3	GEOG. RAPHY 2	LITERA- TURE 2	Elem. SCIENCE 2	American HISTORY 2	ARITHMETIC		SPELL- ING 1	ENGLISH			EDUCA- TIONAL AGE
								Problems 2	Fund. Op. 2		Capital 1	Punct. 1	Usage 1	
6	393	6	91	88	92	91	101	105	92	102	84	88	82	6.7
4	392	4	90		91	90.5	100	104.5	91	101.5	82.5	82	81.5	4
2	391	2	89		90	90	99	104	90	101	82	81	81	2
16-0	390	16-0	89	87.5	90	90	99	104	90	101	82	81	81	16-0
10	389	10	88		89	89.5	98	103	89	100.5	82.5	80	80.5	10
8	388	8	87		88	89	97	102	88	100	82	79	80	8
6	387	6	86	86.5	87	88.5	96	101	87	99.5	81	78	79.5	6
4	386	4	85	86				100					79	4
2	385	2	84										79	2
15-0	384	15-0	85	85.5	86	88	95	99	86	99	80	77	78.5	15-0
10	383	10	84	85				94	95	95	80	77	78	10
8	381	8	84	84.5	85	87	93	97	85	97	79	76	77.5	8
6	380	6	83	84	84	86	92	96	84	96	78	75	77	6
4	379	4	82	83.5	83.5	85	90.5	95	83	95	72.5	74.5	76	4
2	378	2	82	83	83	84	89	94	82	93.5	72.5	74	76	2
14-0	376	14-0	81	82.5	82.5	83	88	93	81	92	77	75.5	75	14-0
10	375	10	80	82	82	82	87	92	80	90	76.5	73	74	10
8	374	8	80	81.5	81.5	81	86	91	80	88.5	76.5	72.5	74	8
6	372	6	79	81	81	80	85	90	79	87	76	73	73	6
4	371	4	78	80.5	80.5	79	84	89	78.5	86	75.5	71.5	72.5	4
2	369	2	78	80	80	79	83	85	78	85	75.5	71.5	72	2
13-0	368	13-0	77	80	79.5	78	82	87	77.5	84	75	71	71.5	13-0
10	366	10	76	79	79	77	81	86	77	83	74	70.5	71	10
8	365	8	76	78.5	78.5	76	76	84.5	76.5	82	74	70	70.5	8
6	363	6	75	78.5	78	75	80	83	76	81	73	69.5	70	6
4	361	4	74	78	77	74	79	82	75	80	73	69	69.5	4
2	360	2	74	78	77	73	78	80.5	75	79	73	68.5	69	2
12-0	358	12-0	73	77	76	72	77	79	74	78	71	68	68.5	12-0
10	356	10	72	76	75	71	76	78	73	77	70	67	68	10
8	354	8	72	76	74	71	75	76.5	72	76	70	67	67.5	8
6	352	6	71	75	73	70	74	75	71	75	69	66	67	6
4	350	4	70	74	72	73	73	74.5	70	73	68	65	66	4
2	348	2	70	72.5	71	69	72	72	69	71	68	65	66	2
11-0	346	11-0	72	69	71	70	68	71	71	68	67	64	65	11-0
10	344	10	70	68	69.5	69	67	69.5	70	67	66	63	64	10
8	342	8	68	66.5	68	67.5	66	68	68.5	66	65.5	63	64	8
6	340	6	66	65	66	66	65	66	67	65	64	62	63	6
4	338	4	64	63.5	64	63.5	64	65	63.5	63	63	61	62	4
2	335	2	62	62	62	62	62	62	62	61.5	61.5	60	61	2
10-0	333	10-0	60	60	60	60	60	60	60	60	60	60	60	10-0
10	331	10	58.5	58.5	57	57	58	57	58	58	59	59	58.5	10
8	328	8	57	57	54	54	56	54	56	56	57.5	57.5	57	8
6	326	6	55.5	56	50	50	53	50	54	53	54	56	55	6
4	323	4	54	55					52	50	52			4
2	320	2	53	54					50	47	50			2
9-0	318	9-0	52	53					48	45	48			9-0
10	315	10	51	52					46	43	46			10
8	312	8	50	51					44	41	44			8
6	309	6	49	50					42	39	42			6
4	306	4	48	49					40	37	40			4
2	303	2	47	48					38	35	38			2
8-0	300	8-0	46	47					36	33	36			8-0
10	296	10	45	46										10
8	293	8	44	45										8
6	290	6	43	43.5										6
4	286	4	42	42										4
2	282	2	41	40.5										2
7-0	279	7-0	40	39										7-0
10	275	10	39	37.5										10
8	271	8	37.5	36										8
6	267	6	36	34.5										6
4	263	4	34	33										4

Unit Scales of Attainment		VOCAB. Word Meaning	READING Compr.	GEOG. RAPHY	LITERA- TURE	Elem. SCIENCE	American HISTORY	ARITHMETIC Problems Fund. Op.	SPELL- ING	ENGLISH Capital. Punct. Usage			EDUCA- TIONAL AGE
Date given	Form used												
<i>October 1935</i>	<i>5</i>		<i>61.5</i>	<i>65.5</i>	<i>71.5</i>	<i>71</i>	<i>75</i>	<i>57</i>	<i>55.5</i>	<i>61.5</i>	<i>60</i>	<i>60</i>	<i>60</i>

pupil ranks high in capitalization and punctuation. The medians for capitalization and punctuation have been high on all the previous charts. It seems that reading, arithmetic, and spelling need some special attention. The very high scores on capitalization and punctuation seem to reveal the fact that there has been much stress on form rather than usage.

It is an important factor to ascertain the underlying causes of success or failure and to discover the specific process which caused the learning or failure. Out of the knowledge gained through the use of diagnostic procedures should come the basis for preventive work of all types. It is quite noticeable that the major emphasis in the field of dentistry and medicine is not on correction but on prevention. The existence of weakness implies a failure at some point in the program. The discovery of it should not be marked as important merely because it is then possible to correct it. The real importance in the discovery should lie rather in the prevention of its reappearance elsewhere under similar conditions.

The Class Record Sheet for the sixth grade on page 35 shows that in October the medians for the entire city are below the norms in geography, literature, spelling, and arithmetic (fundamental operations). The pupils rank low in capitalization and usage. The median mental age for the sixth grade is 11 years and 11 months. It is gratifying to note that in May the medians in each subject are above the level for sixth grade. In capitalization and punctuation the pupils rank very high, as was the case with the fourth grade pupils.

The Class Record Sheet for an individual class in the sixth grade reveals about the same information as the city taken as a whole. The medians for arithmetic, literature, spelling, and usage are within the fifth grade level in October. On the second test the pupils made a good rating in all of these subjects except arithmetic (fundamental operations) and the rating in that subject was fair. They scored very high in punctuation and capitalization on both the tests.

The Individual Profile Chart for a sixth grade boy shows that reading, literature, arithmetic (problems), spelling, and punctuation are the subjects in which the lowest scores are made. The medians for history and science are below the standard, as shown by the test in May. In fact, the medians for over half of the subjects are below the standard at that time. The mental age of the child is 10 years and 8 months.

In the fourth grade the subjects needing the most attention seem to be reading, arithmetic, spelling, and usage. The individual class in the fourth grade appears to be weak in the majority of the subjects. There seems to be need for individual instruction.

The sixth grade appear to be up to the standard when one sees the Class Record Sheet for the entire city but the record for an individual class shows that the pupils need special attention in arithmetic. There seems to be much stress on the forms of English and not enough on its usage.

The teacher and the student should clinch in their minds that the underlying purpose of all testing is the accurate

determination of class and individual pupil difficulties to the end that remedial instruction may follow.

UNIT SCALES OF ATTAINMENT — Class Record Sheet

FORM USED A

DATE *May 1936*

TEACHER

ROOM

GRADE *Elementary*

CHRON. AGE	GRADE End of Grade	MENTAL AGE	READING	GEOG.	LITERA-	SCIENCE	HISTORY	ARITHMETIC	
			Compr. 3	RAPHY 2	TURE 2	Elem. 2	American 2	Problems 2	Fund. C 3
6		6	91	88	92	91	101	105	92
4		4							
2		2	90		91	90.5	100	104.5	91
16-0		16-0	89	87.5	90	90	99	104	90
10		10	88		89	89.5	98	103	89
8		8	87	87	88	89	97	102	88
6		6	86	86.5	87	88.5	96	101	87
4		4		86				100	
2		2	85	85.5	86	88	95	99	86
15-0		15-0	84	85	85	87	94	98	85
10		10	84	84.5			93	97	
8		8	83	84	84	86	92	96	84
6	8	6	82	83.5	83.5	85	90.5	95	83
4		4		83	83	84	89	94	82
2		2	81	82.5	82.5	83	88	93	81
14-0		14-0	80	82	82	82	87	92	80
10		10	80	81.5	81.5	81	86	91	
8		8	79	81	81	80	85	90	79
6	7	6	78	80.5	80.5	79	84	89	78.5
4		4		80	80	79	83	88	78
2		2	77	80	79.5	78	82	87	77.5
13-0		13-0	76	79	79	77	81	86	77
10		10	76	79	78.5	76	81	84.5	76.5
8		8	75	78.5	78	75	80	83	76
6	6	6	74	78	77	74	79	82	75
4		4		78					
2		2	73	77	76	73	78	80.5	74
12-0		12-0	73	77	76	72	77	79	74
10		10	72	76	75	71	76	78	73
8		8	72	76	74	71	75	76.5	72
6	5	6	71	75	73	70	74	75	71
4		4		74	72		73	74.5	70
2		2		72.5	71	69	72	72	69
11-0		11-0	69	71	70	68	71	71	68
10		10	68	69.5	69	67	69.5	70	67
8		8	66.5	68	67.5	66	68	63.5	66
6	4	6	65	66	66	65	66	67	65
4		4	63.5	64	64	63.5	64	65	63.5
2		2	62	62	62	62	62	63	62
10-0		10-0	60	60	60	60	60	60	60
10		10	58.5	57	57	58	57	58	58
8		8	57	54	54	56	54	56	56
6	3	6	55	50	50	53	50	53	53
4		4							
2		2							
9-0		9-0							

Medians in October, 1935
Medians in May

GEOG- RAPHY	LITERA- TURE	SCIENCE Elem.	HISTORY American	ARITHMETIC		SPELLING	ENGLISH			EDUCA- TIONAL AGE
				Problems	Fund. Op.		Capital.	Punct.	Usage	
2	2	2	2	2	3	1	1	1	3	AGE
88	92	91	101	105	92	102	84	83	82	6
	91	90.5	100	104.5	91	101.5	83.5	82	81.5	4
87.5	90	90	99	104	90	101	83	81	81	2
	89	89.5	98	103	89	100.5	82.5	80	80.5	16-0
87	88	89	97	102	88	100	82	79	80	10
86.5				101						8
86	87	88.5	96	100	87	99.5	81	78	79.5	6
									79	4
85.5	86	88	95	99	86	99	80	77	78.5	2
85	85	87	94	98	85	98	79	76	78	15-0
84.5				97						10
84	84	86	92	96	84	96	79	76	77.5	8
83.5	83.5	85	90.5	95	83	95	78	75	77	6
83	83	84	89	94	82	93.5	77.5	74.5	76	4
82.5	82.5	83	88	93	81	92	77	74	76	2
82	82	82	87	92	80	90	77	73.5	75	14-0
81.5	81.5	81	86	91	80	88.5	76.5	73	74	10
81	81	80	85	90	79	87	76	72	73	8
80.5	80.5	79	84	89	78.5	86	76	72	73	6
	80		83	88	78	85	75.5	71.5	72.5	4
80	79.5	78	82	87	77.5	84	75	71	71.5	2
79	79	77	81	86	77	83	74	70.5	71	13-0
	78.5	76	80	84.5	76.5	82	74	70	70.5	10
78.5	78	75	80	83	76	81	73	69.5	70.5	8
									70	6
78	77	74	79	82		80	72	69	69.5	4
		73	78	80.5	75	79	72	68.5	69	2
77	76	72	77	79	74	78	71	68	68.5	12-0
	75		76	78	73	77				10
76	74	71	75	76.5	72	76	70	67	68	8
									67.5	6
75	73	70	74	75	71	75	69	66	67	4
										2
74	72	69	73	74.5	70	73	68	65	66	11-0
72.5	71	68	72	72	69	71	67	64	65	10
71	70	67	71	71	68	69	66	63	64	8
69.5	69	66	69.5	70	67	67	66	63	64	6
68	67.5	65	68	63.5	66	65.5	65	62	63	4
66	66	64	66	67	65	64	64	61	62	2
64	64	63.5	64	65	63.5	63	63	61	62	10-0
62	62	62	62	63	62	61.5	61.5	60	61	8
60	60	60	60	60	60	60	60	60	60	6
57	57	58	57	58	58	58	59	59	58.5	4
54	54	56	54	56	56	56	57.5	57.5	57	2
50	50	53	50	53	53	53	56	56	55	9-0
										4
										2
										9-0

= Medicine in October, 1935
 = Medicine in May

= Mental Age

FORM USED A

DATE *May 1936*

TEACHER *Stratton*

ROOM

GRADE *See*

SCHOOL *Franklin*

CHRON. AGE	GRADE End of Grade	MENTAL AGE	READING	GEOG-	LITERA-	SCIENCE	HISTORY	ARITHMETIC	
			Compr. 3	RAPHY 2	TURE 2	Elem. 2	American 2	Problems 2	Fund. 3
6		6	91	88	92	91	101	105	92
4		4							
2		2	90		91	90.5	100	104.5	91
16-0		16-0	89	87.5	90	90	99	104	90
10		10	88		89	89.5	98	103	89
8		8							
6		6	87	87	88	89	97	102	88
4		4		86.5				101	
2		2	86	86	87	88.5	96	100	87
15-0		15-0	85	85.5	86	88	95	99	86
10		10		85				98	
8		8	84	84.5	85	87	93	97	85
6	8	6	83	84	84	86	92	96	84
4		4		83.5	83.5	85	90.5	95	83
2		2	82	83	83	84	89	94	82
14-0		14-0	81	82.5	82.5	83	88	93	81
10		10		82	82	82	87	92	
8		8	80	81.5	81.5	81	86	91	80
6	7	6	79	81	81	80	85	90	79
4		4		80.5	80.5	79	84	89	78.5
2		2	78	80.5	80	79	83	88	78
13-0		13-0	77	80	79.5	78	82	87	77.5
10		10		79	79	77	81	86	77
8		8	76		78.5	76	81	84.5	76.5
6	6	6	75	78.5	78	75	80	83	76
4		4				74	79	82	
2		2	74	78	77	73	78	80.5	75
12-0		12-0	73	77	76	72	77	79	74
10		10			75		76	78	
8		8	72	76	74	71	75	76.5	72
6	5	6	71	75	73	70	74	75	71
4		4		74	72		73	74.5	70
2		2	70	72.5	71	69	72	72	69
11-0		11-0	69	71	70	68	71	71	68
10		10		69.5	69	67	69.5	70	67
8		8	66.5	68	67.5	66	68	68.5	66
6	4	6	65	66	66	65	66	67	65
4		4	63.5	64	64	63.5	64	65	63.5
2		2	62	62	62	62	62	63	62
10-0		10-0	60	60	60	60	60	60	60
10		10		58.5	57	58	57	58	58
8		8	57	54	54	56	54	56	56
6	3	6	55	50	50	53	50	53	53
4		4							
2		2							
9-0		9-0							

= medians in October
= medians in May, 1936

SEX *M* BORN 19 *22* Yr. Mo. Day *8* *L. SCHOOL* *Jefferson* Middle *13* First *John*

CHRON. AGE	GROWTH UNITS AND MENTAL AGE	VOCAB. Word Meaning	READING Compr. 3	GEOG. RAPHY 2	LITERATURE 2	Elem. SCIENCE 2	American HISTORY 2	ARITHMETIC		SPELLING 1	ENGLISH			EDUCATIONAL AGE
								Problems 2	Fund. Op. 3		Capital 1	Punct. 1	Usage 3	
6.	393 • 6		91 •	88 •	92 •	91 •	101 •	105 •	92 •	102 •	84 •	83 •	82 •	6.39
4.	392 • 4													
2.	391 • 2		90 •		91 •	90.5 •	100 •	104.5 •	31 •	101.5 •	81.5 •	83 •	81.5 •	4.
16-0	390 • 16-0		89 •	87.5 •	90 •	90 •	99 •	104 •	90 •	101 •	83 •	81 •	81 •	2.
10.	389 • 10													16-0
8.	388 • 8		88 •		89 •	89.5 •	98 •	103 •	89 •	100.5 •	82.5 •	80 •	80.5 •	10.
6.	387 • 6		87 •	87 •	88 •	89 •	97 •	102 •	88 •	100 •	83 •	79 •	80 •	8.
4.	386 • 4			86.5 •				101 •						6.
2.	385 • 2		86 •	86 •	87 •	88.5 •	96 •	100 •	37 •	99.5 •	81 •	78 •	79.5 •	4.
15-0	384 • 15-0													2.
10.	383 • 10		85 •	85.5 •	86 •	88 •	95 •	99 •	86 •	99 •	80 •	77 •	78.5 •	15-0
8.	381 • 8		84 •	84.5 •	85 •	87 •	94 •	98 •	85 •	98 •	79 •	76 •	78 •	10.
6.	380 • 6													8.
4.	379 • 4		83 •	84 •	84 •	86 •	92 •	96 •	84 •	96 •	78 •	75 •	77 •	6.
2.	378 • 2		82 •	83.5 •	83.5 •	85 •	90.5 •	95 •	83 •	95 •	77.5 •	74.5 •	76 •	4.
14-0	376 • 14-0			83 •	83 •	84 •	89 •	94 •	82 •	93.5 •	77.5 •	74 •	76 •	2.
10.	375 • 10		81 •	82.5 •	82.5 •	83 •	88 •	93 •	81 •	92 •	77 •	73.5 •	75 •	14-0
8.	374 • 8		80 •	82 •	82 •	82 •	87 •	92 •	80 •	90 •	76.5 •	73 •	74 •	10.
6.	372 • 6			81.5 •	81.5 •	81 •	86 •	91 •		88.5 •	76.5 •	72.5 •	74 •	8.
4.	371 • 4		79 •	81 •	81 •	80 •	85 •	90 •	79 •	87 •	76 •	72 •	73 •	6.
2.	369 • 2		78 •	80.5 •	80.5 •	79 •	84 •	89 •	78.5 •	86 •	75.5 •	71.5 •	72.5 •	4.
13-0	368 • 13-0			80 •	80 •	80 •	83 •	88 •	77 •	85 •	75.5 •	71.5 •	72.5 •	2.
10.	366 • 10		77 •	80 •	79.5 •	78 •	82 •	87 •	77.5 •	84 •	75 •	71 •	71.5 •	13-0
8.	365 • 8		76 •	79 •	79 •	77 •	81 •	86 •	77 •	83 •	74 •	70.5 •	71 •	10.
6.	363 • 6			78.5 •	78.5 •	76 •	81 •	84.5 •	76.5 •	82 •	74 •	70 •	70.5 •	8.
4.	361 • 4		75 •	78.5 •	78 •	75 •	80 •	83 •	76 •	81 •	73 •	69.5 •	70 •	6.
2.	360 • 2		74 •	78 •	77 •	73 •	79 •	82 •	75 •	80 •	72 •	69.5 •	69.5 •	4.
12-0	358 • 12-0			77 •	76 •	72 •	78 •	80.5 •	75 •	79 •	72 •	68.5 •	69 •	2.
10.	356 • 10		72 •	77 •	76 •	72 •	77 •	79 •	74 •	78 •	71 •	68 •	68.5 •	12-0
8.	354 • 8		72 •	79 •	75 •	71 •	76 •	78 •	73 •	77 •	70 •	67 •	68 •	10.
6.	352 • 6			75 •	74 •	70 •	75 •	76.5 •	72 •	76 •	70 •	67.5 •	67.5 •	8.
4.	350 • 4		71 •	75 •	73 •	70 •	74 •	75 •	71 •	75 •	69 •	66 •	67 •	6.
2.	348 • 2		70 •	74 •	72 •	69 •	73 •	74.5 •	70 •	73 •	68 •	66 •	66 •	4.
11-0	346 • 11-0			72.5 •	71 •	69 •	72 •	72 •	69 •	71 •	65 •	64 •	65 •	2.
10.	344 • 10		72 •	69 •	71 •	70 •	68 •	71 •	68 •	69 •	67 •	64 •	65 •	11-0
8.	342 • 8		70 •	68 •	69.5 •	69 •	67 •	69.5 •	67 •	67 •	66 •	63 •	64 •	10.
6.	340 • 6		68 •	66.5 •	68 •	67.5 •	66 •	68 •	66 •	65.5 •	65 •	63 •	64 •	8.
4.	338 • 4		66 •	65 •	66 •	65 •	66 •	61 •	65 •	64 •	64 •	62 •	63 •	6.
2.	335 • 2		64 •	63.5 •	64 •	64 •	63.5 •	64 •	65 •	63.5 •	63 •	61 •	62 •	4.
10-0	333 • 10-0		62 •	62 •	62 •	62 •	62 •	63 •	62 •	61.5 •	61.5 •	61 •	61 •	2.
10.	331 • 10		60 •	60 •	60 •	60 •	60 •	60 •	60 •	60 •	60 •	60 •	60 •	10-0
8.	328 • 8		58.5 •	58.5 •	57 •	57 •	58 •	57 •	58 •	58 •	59 •	59 •	58.5 •	10.
6.	326 • 6		57 •	57 •	54 •	54 •	56 •	54 •	56 •	56 •	57.5 •	57.5 •	57 •	8.
4.	323 • 4		55.5 •	56 •	50 •	50 •	53 •	50 •	54 •	53 •	54 •	56 •	55 •	6.
2.	320 • 2		54 •	55 •					52 •	50 •	52 •			4.
9-0	318 • 9-0		53 •	54 •					50 •	47 •	50 •			2.
10.	315 • 10		52 •	53 •					48 •	45 •	48 •			9-0
8.	312 • 8		51 •	52 •					46 •	43 •	46 •			10.
6.	309 • 6		50 •	51 •					44 •	41 •	44 •			8.
4.	306 • 4		49 •	50 •					42 •	39 •	42 •			6.
2.	303 • 2		48 •	49 •					40 •	37 •	40 •			4.
8-0	300 • 8-0		47 •	48 •					38 •	35 •	38 •			2.
10.	296 • 10		46 •	47 •					36 •	33 •	36 •			8-0
8.	293 • 8		45 •	46 •										10.
6.	290 • 6		44 •	45 •										8.
4.	286 • 4		43 •	43.5 •										6.
2.	282 • 2		42 •	42 •										4.
7-0	279 • 7-0		41 •	40.5 •										2.
10.	275 • 10		40 •	39 •										7-0
8.	271 • 8		39 •	37.5 •										10.
6.	267 • 6		37.5 •	36 •										8.
4.	263 • 4		36 •	31.5 •										6.
4.	263 • 4		34 •	31 •										4.

Unit Scales of Attainment		VOCAB. Word Meaning	READING Compr.	GEOG. RAPHY	LITERATURE	Elem. SCIENCE	American HISTORY	ARITHMETIC		SPELLING	ENGLISH			EDUCATIONAL AGE
Date given	Form used							Problems	Fund. Op.		Capital	Punct.	Usage	
October 1925	A		72	71.5	74	70.5	70.5	62	56	53.5	68	70	75	11-7
			75	74	76	75	75	65	55	52.5	70	72	75	12-1

Remedial Work in the Elementary Grades

The Class Record Sheet for the entire city in the fourth grade shows that the medians in the different subjects are just above the level for that grade at the end of the school term. However, the pupils score a little low in reading, arithmetic, and spelling. Low scores were made in these subjects on the first test. Remedial work should be given to the pupils in these special subjects.

As a suggestion of the types of activities that O'Hern recommends for the development of reading objectives in the different grades, the following directions from the fourth grade list are included here: ¹

1. Permanent interest in reading

- (1) Interest children in good literature by having the teacher or child read a chapter of some good book and then give the members of the class an opportunity to finish the book independently.
- (2) Introduce children to various types of reading.
- (3) Arouse interest in the reading of poetry by reading aloud to the class the best literary selections. Follow this by discussions.
- (4) Give definite suggestions and help in regard to reading material.
- (5) Encourage much silent reading at home for pleasure.
- (6) Encourage children to draw books from the public library for project reading.
- (7) Discuss in a very simple way current events.

¹ Julia M. Harris, H. L. Donovan and Thomas Alexander, Supervision and Teaching of Reading (New York, Johnson Publishing Co., 1927), pp. 286-300.

2. Economical and effective study habits

(1) Reading for study

- a. Find central idea in paragraphs and short selections in which points are fairly evident.
- b. Discover problems for study and investigation.
- c. Find a series of closely related points.
- d. Determine the relative importance of statements.
- e. Find answers to thought-provoking questions.
- f. Select facts that relate to problem under discussion--in relatively easy assigned passages.
- g. Draw valid conclusions from material read--in relative simple selections.

(2) Reading for recreation and enjoyment

- a. Find the author's aim or purpose.
- b. Associate material read with previous experience. Pupils are encouraged to relate their experience.
- c. Remember and reproduce--short selections containing narrative and descriptive material.
- d. Dramatize informally short stories.
- e. Have children compare characters in stories with those in life.
- f. Lead children to find descriptions.
- g. Have children select appropriate titles for a story or for various parts of a story.

3. Economical and effective use of books

- (1) In addition to points suggested in the third grade, give instruction in the use of chapter headings and glossary. Develop skill in finding titles in table of contents. Teach these points only in the simplest form.

- (2) Continue training in the care of books and finding pages quickly.
- (3) Give instruction in the use of several books to secure information on a given problem.
- (4) Give training in the economical and effective use of the dictionary.
- (5) Arrange with librarian for class to visit public library where librarian will explain use of card index, etc.

4. Thorough mastery of 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., intensive 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. Use supplementary readers from lower grades.
- f. Give informal or standardized tests for comprehension and rate to locate individual difficulties. Give the class standards to be attained and allow pupils to keep their own scores or keep chart for the class, so that pupils may know their progress.

(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 habit of consulting dictionary for pronunciation and meaning of unfamiliar words from context.
- f. Give drills for correct use of unfamiliar words found in the context.
- g. Write word groups and sentences on the blackboard, one shown at a time. After short exposure have children reproduce.

In the intermediate grades, reading should not be thought of as a separate subject. Every project of the school requires it more or less. Reading should be correlated with every activity of the classroom. Improving the reading ability of children is one of the surest ways of improving their work in other subjects. For further discussions on the teaching of reading, the last reference cited will be invaluable to the reader.

The medians for arithmetic were slightly above the norm for the entire city in the fourth grade but when the individual class and the individual pupil records are analyzed the arithmetic scores are low. In both instances the medians do not come up to the norms for that grade. The remedial suggestions for arithmetic will be given under the class remedial work, which will be discussed in this same chapter. The fourth grade pupils make low scores in spelling. Remedial suggestions for teaching this subject will be given under the remedial work for the class and the individual pupil.

The pupils in the fourth grade, for the entire city, scored to the sixth grade in capitalization and punctuation. It seems that too much time has been spent in drills. Drills are to be employed only after the need has been recognized by the children.

The modern teacher expends proportionately more time and ingenuity upon the creation and genuine language situations, upon the stimulation of language motives, upon class reaction, discussion and criticism, in the belief that children will thus be brought to realize the heavy impediment that language incorrectness may be to language effectiveness, and thus will want to improve.

The four following imperatives are good guides in the teaching of language:

1. Create language situations in the classroom.
2. Engage in the appropriate language activities.
3. Study the principles and techniques.
4. Practice for improvement.

The Individual School Chart shows that at the end of the school term the only two medians above the level of the fourth grade work are in capitalization and usage. Reading is still far below the norms. In addition to the remedial work suggested for the fourth grade, the following points should be helpful in developing technique:

Characteristics of a good reading assignment

- (1) Make clear to the child the problem to be solved.
- (2) Give the assignment in terms of the nature and training of the individual.
- (3) Give the assignment in terms of the particular physical or mental activity involved.
- (4) Provide the child with a motive for studying the problem assigned.
- (5) Tell him definitely where to find the material

needed in solving the problem.

(6) Show him where to obtain illustrative material and encourage him to bring it to class.

(7) Show him how to use reference material effectively.

(8) Teach him to discriminate in collecting data.

(9) Use many books in solving problems.

(10) Follow up assignments by careful supervision during study periods.

(11) Encourage the pupils' initiative always.

(12) Train the child not to grope aimlessly but to go in search of something.

The individual school and the individual child, as shown by the charts on pages 36 and 37 respectively rank very low in arithmetic. Remedial work in arithmetic may be considered from both the preventive and the corrective points of view. On the one hand the school must see to it that faults in the work of the pupils are not due to inadequacy of instructional materials, lack of insight in teaching procedures, or failure to use the efficient techniques of work. On the other hand, the necessary corrective work must be undertaken to remedy the faults revealed by a diagnostic study.

The essential teaching tools for instruction in the processes of arithmetic are: ²

1. Survey tests to provide a picture of the status of the class from time to time, preferably given at regular intervals during the year. Graphs and charts provide an excellent basis for motivation.

² Leo J. Brueckner and Ernest O. Melby, Diagnostic and Remedial Teaching (New York, Houghton Mifflin Co., 1931), p. 215.

2. Diagnostic tests for locating the steps in processes in which pupils may be deficient.
3. Diagnostic devices for determining the causes of the deficiencies.
4. Carefully constructed remedial exercises and instructional units, to be used to overcome the weaknesses revealed by the diagnosis.
5. Tests for measuring the effectiveness of the remedial work.
6. Exercises and drills for cumulative practice, to insure retention of the acquired skills.
7. Carefully graded exercises in which there is a step by step development of the processes new to the grade, and through which the pupil acquires correct concepts and ideas.
8. Ample problem material in which the need of such process is illustrated when it is presented, and in which the pupil is given practice in solving problems that are based on situations such as arise in life in which the process is used.

Remedial instruction in arithmetic consists of the following additional information:

1. Provide drill materials of various kinds.
2. Use comprehensive workbook exercises.
3. Provide problem-solving exercises.
4. Present new processes one at a time.
5. Use simple procedure.
6. Provide for continuous reviews.
7. Give individual help.
8. Adapt the material to the child's ability.
9. Group the children according to their abilities.
10. See that the child understands what is to be done.

The Individual Profile Chart for the pupil in the fourth grade shows that the pupil is below the norm in reading and

arithmetic. Remedial suggestions have already been made for an entire class. Individual difficulties must be located and individual training provided. The individual instruction in reading for this particular pupil consists of the following:

1. Give special attention to the accuracy of interpretation.
2. Select easy interesting material for the child to read.
3. Reproduce stories as practice in sentence structure.
4. Have the child read aloud once in a while.
5. Encourage the pupil to look at the entire word before attempting to pronounce it.
6. Keep a daily record of progress made.
7. Call attention to the content.
8. Ask and discuss questions with the child.
9. Provide rich and varied experiences for the child.
10. Retest frequently to denote changes in reading.

Individual instruction for the improvement of arithmetic will consist of the following:

1. Acquaint pupil with arithmetical terms at the outset.
2. Give drill upon the common abbreviations used in arithmetic.
3. Avoid needless verbal difficulties.
4. Select problems from various sources.
5. Give special drill in reading of problems. The skill required to read a problem should be developed, not in the arithmetic class, but in the silent reading lesson.
6. Produce in the schoolroom the conditions of the problem.
7. Insist upon accuracy.

8. Use concrete explanations.

9. Give frequent drills on the fundamental processes.

Spelling, as shown by the class and pupil chart, is below the norm. It is important that each child be taught how to learn to spell. Dr. Ernest Horn, writing on principles of method in spelling in the Eighteenth Yearbook for the National Society for the Study of Education,³ says "the evidence as to the most economical method of teaching is not complete." However, in his opinion there are five factors of major importance in which the evidence is clear. These five factors he presents as rules:

1. Test all words before teaching.

2. Let each child work only on the words difficult for him and provide him with a definite method of learning them.

3. Provide for rigorous reviews.

4. Show the pupil his progress daily, weekly, monthly, and yearly.

5. Keep up his interest.

The following rules are suggested by Dr. Horn and are designed to embody the conclusions of various experiments in economy of learning, and are in such form as may be used to great advantage by both the teacher and the pupil.

How To Learn To Spell A Word

1. Pronounce the word correctly.

2. Close your eyes and try to recall how the word looks.

3. Open your eyes to make sure that you were able to recall the correct spelling.

³Ernest Horn, Principles of Method in Spelling, Eighteenth Yearbook, National Society for Study of Education.

4. Look at the word again, enunciating the syllables distinctly.
5. Recall again, with closed eyes, how the word looked.
6. Check again with the correct form.
7. Write the word without looking at the book. Check.
8. Repeat this two or three times without looking at your book or at the previous attempts.
9. If the word is missed, copy it in the spelling notebook.

In brief the above principles and rules may be: test-teach-test.

The children as a whole, in the sixth grade, showed remarkable improvement in every subject for the test given in May. Geography, literature, arithmetic and spelling were below the norms when the tests were given in October. The remedial work for the sixth grade will refer to the progress made by the individual class and the individual pupil. The class ranks below the norm only in arithmetic (fundamental operations). The individual pupil's lowest score is in arithmetic and that falls within the third grade level. The remedial work suggested for this child consists of the following items:

1. Emphasize the skills involved in computation in the fundamental operations and apply them to definite problems.
2. Present the various operations logically and clearly.
3. Give class exercises involving the fundamentals. This is for speed and accuracy.
4. Lead the pupil to attack new problems.
5. Give special individual work in presenting new problems.

6. Diagnose and then give remedial work again.
7. Lead the pupil to participate in class activities.

The program which coincides most closely with the experience of successful teachers and with a sound psychology of learning calls for the following steps in approximately the order indicated: (1) teach, (2) review, (3) test for weaknesses whenever they appear, and (4) follow with remedial drill with units on the specific weaknesses revealed by the tests. It may be worth while to note that material so constructed as to be effective for remedial purposes is also sound to use for initial instruction. In fact, in most respects the chief distinction between good subject-matter content for initial teaching purposes and remedial drill lies in when they are to be used. The most effective remedial drill for the pupil who does not have an adequate sight-meaning vocabulary for silent reading purposes is drill on the vocabulary he should have learned in the first place. ⁴

Drill material of established validity must be provided for each specific skill which conditions achievement in the subject, if remedial work is to be effective. Drill material designed for remedial and corrective use strikes directly at the heart of the trouble and wastes no time on skills which need no practice.

A teacher should never be proud of the amount of remedial work he must do. However, he may be proud of his ability to

⁴Harry Green and Albert N. Jorgensen, The Use and Interpretation of Elementary School Tests (New York, Longmans, Green & Co., 1935).

direct it well when need for it arises. Obviously preventive work is better teaching than remedial work.

Diagnostic Testing and Remedial Work in the Elementary Negro Schools

The testing program for the colored schools was a part of the testing for the entire city. The same general directions were observed and the teachers gave the test and scored the papers. Every thing that has been said concerning the white schools applies to the negro schools. They receive the same supervision and they do about the same things. There are five elementary schools. The following pages are concerned with 95 pupils in the fourth and sixth grades of these schools. The Profile Charts and The Class Record Sheets, in some ways, show similar results.

The chart for the city as a whole, for the fourth grade, shows that the pupils are not even up to standard at the close of the year. The lowest scores are made in reading and arithmetic. The reading is in the second grade level and so is the arithmetic. The city as a whole scores much lower than the fourth grade pupils for the white schools. Spelling is the only subject that is near the standard and it falls short. The median mental age for the fourth grade is only 8 years and 11 months. It may be that the pupils are working to the fullest capacity.

The median of the individual class rates some better than the median of the entire city. At the time of the test in May the class scores above the fourth grade in geography, history, fundamental operations, spelling, and English. Reading, literature

and arithmetic (problems) fall short of the standard. There was improvement in every subject over the first test given. This class shows that the median for capitalization is within the seventh grade level. With the exception of a few cases capitalization and punctuation for the entire city, including both white and colored schools, ranks exceptionally high.

The record for the individual pupil in the fourth grade reveals the fact that reading and arithmetic are the lowest in the group. Reading ranks lower than it has in any of the previous charts. There seems to be an error somewhere, for the child's mental age is 8 years and 7 months and his educational age 9 years and 6 months. It is true that the medians are not expected to be very high, yet it seems that in reading the median should be above the first grade level. History and spelling are the only two subjects that are up to the standard.

The sixth grade rating for the entire city is low except in science and English. The city as a whole, the individual school and the individual pupil are alarmingly high in English. They excel the white children. It would not be so surprising if they ranked high in capitalization and punctuation but they excel in usage also. Reading seems to be the subject making the lowest score on all three of the charts. Reading has been stressed in the Paducah schools for the past twelve years and still there seems to be a great weakness somewhere. Arithmetic is low except for the individual pupil and he ranks high in problems but falls very short in fundamental operations.

Remedial work seems necessary in every subject except

UNIT SCALES OF ATTAINMENT - Class Record Sheet

SCHOOL *Wagon Elementary* GRADE *2nd* ROOM

TEACHER

DATE *May 1934* FORM USED *A*

CHRON. AGE	GRADE End of Grade	MENTAL AGE	READING	GEOG.	LITERA.	SCIENCE	HISTORY	ARITH.
			Compr. 3	RAPHY 2	TURE 2	Elem. 2	American 2	Problems 2
6		6	91	88	92	91	101	105
4		4						
2		2	90		91	90.5	100	104.5
16-0		16-0	89	87.5	90	90	99	104
10		10	88		89	89.5	98	103
8		8						
6		6	87	87	88	89	97	102
4		4		86.5				101
2		2	86	86	87	88.5	96	100
15-0		15-0	85	85.5	86	88	95	99
10		10	84	85	85	87	94	98
8		8		84.5			93	97
6	8	6	83	84	84	86	92	96
4		4		83.5	83.5	85	90.5	95
2		2	82	83	83	84	89	94
14-0		14-0	81	82.5	82.5	83	88	93
10		10	80	82	82	82	87	92
8		8		81.5	81.5	81	86	91
6	7	6	79	81	81	80	85	90
4		4		80.5	80.5	79	84	89
2		2	78	80	80	79	83	88
13-0		13-0	77	80	79.5	78	82	87
10		10	76	79	79	77	81	86
8		8		78.5	78.5	76	81	84.5
6	6	6	75	78.5	78	75	80	83
4		4		78	77	74	79	82
2		2	74	78	77	73	78	80.5
12-0		12-0	73	77	76	72	77	79
10		10	72	76	75	71	76	78
8		8		74	74	71	75	76.5
6	5	6	71	75	73	70	74	75
4		4		74	72	69	73	74.5
2		2	70	72.5	71	69	72	72
11-0		11-0	69	71	70	68	71	71
10		10	68	69.5	69	67	69.5	70
8		8	66.5	68	67.5	66	68	68.5
6	4	6	65	66	66	65	66	67
4		4	63.5	64	64	63.5	64	65
2		2	62	62	62	62	62	63
10-0		10-0	60	60	60	60	60	60
10		10	58.5	57	57	58	57	58
8		8	57	54	54	56	54	56
6	3	6	55	50	50	53	50	53
4		4						5
2		2						
9-0		9-0						

UNIT SCALES OF ATTAINMENT—Class Record Sheet

FORM USED A

DATE *May 1936*

TEACHER

GRADE ROOM

SCHOOL *Garfield*

CHRON. AGE	GRADE <small>End of Grade</small>	MENTAL AGE	READING	GEOG-	LITERA-	SCIENCE	HISTORY	ARITHME	
			Compr. 3	GRAPHY 2	TURE 2	Elem. 2	American 2	Problems 2	Fun- 2
6		6	91	88	92	91	101	105	92
4		4							
2		2	90		91	90.5	100	104.5	91
16-0		16-0	89	87.5	90	90	99	104	90
10		10							
8		8	88		89	89.5	98	103	89
6		6	87	87	88	89	97	102	88
4		4							
2		2	86	86.5	87	88.5	96	101	87
15-0		15-0							
10		10	85	85.5	86	88	95	99	86
8		8	84	85	85	87	94	98	85
6	8	6	83	84.5	84	86	93	97	85
4		4							
2		2	82	83	83.5	85	90.5	95	83
14-0		14-0							
10		10	81	82.5	83	84	89	94	82
8		8	80	82	82.5	83	88	93	81
6		6	80	81.5	81.5	81	86	91	80
4	7	4	79	81	81	80	85	90	79
2		2	78	80.5	80.5	79	84	89	78.5
13-0		13-0							
10		10	77	80	80	83	88	93	81
8		8	76	79	79.5	78	82	87	77.5
6	6	6	75	78.5	78.5	76	81	86	77
4		4							
2		2	74	78	77	74	79	84	76.5
12-0		12-0							
10		10	73	77	77	73	78	80.5	75
8		8	72	76	76	72	77	79	74
6	5	6	71	75	75	71	76	78	73
4		4							
2		2	70	74	74	70	75	76.5	72
11-0		11-0							
10		10	69	71	71	69	74	75	71
8		8	68	70	70	68	73	74.5	70
6	4	6	66.5	68	68	66	72	72	69
4		4	65	66	66	65	71	71	68
2		2	63.5	64	64	63.5	70	70	67
10-0		10-0							
10		10	62	62	62	62	69.5	70	67
8		8	60	60	60	60	68	68.5	66
6	3	6	58.5	57	57	58	66	67	65
4		4	57	54	54	56	64	65	63.5
2		2	55	50	50	53	62	63	62
9-0		9-0							

Median in October, 1935
Median in May, 1936

READING Compr.	GEOG- RAPHY	LITERA- TURE	SCIENCE Elem.	HISTORY American	ARITHMETIC		SPELLING	ENGLISH			EDUCA- TIONAL AGE
					Problems	Fund. Op.		Capital.	Punct.	Usage	
3	2	2	2	2	2	3	1	1	1	3	AGE
91	88	92	91	101	105	92	102	84	83	82	6
0		91	90.5	100	104.5	91	101.5	83.5	82	81.5	4
3	87.5	90	90	99	104	90	101	83	81	81	2
5		89	89.5	98	103	89	100.5	82.5	80	80.5	16-0
7	87	88	89	97	102	88	100	82	79	80	10
	86.5				101					79.5	8
	86	87	88.5	96	100	87	99.5	81	78	79	6
5	85.5	86	88	95	99	86	99	80	77	78.5	4
4	85	85	87	94	98	85	98	79	76	78	2
3	84.5	84	86	92	96	84	96	78	75	77	15-0
2	83.5	83.5	85	90.5	95	83	95	77.5	74.5	76	10
1	83	83	84	89	94	82	93.5	77.5	74	76	8
0	82.5	82.5	83	88	93	81	92	77	73.5	75	2
9	82	82	82	87	92	80	90	77	73.5	75	14-0
8	81.5	81.5	81	86	91	80	88.5	76.5	73	74	10
7	81	81	80	85	90	79	87	76	72.5	74	8
6	80.5	80.5	79	84	89	78.5	86	76	72	73	6
5	80	80	79	83	88	78	85	75.5	71.5	72.5	4
4	80	79.5	78	82	87	77.5	84	75	71	72	2
3	79	79	77	81	86	77	83	75	70.5	71	13-0
2	78.5	78.5	76	81	84.5	76.5	82	74	70.5	71	10
1	78.5	78	75	80	83	76	81	73	70	70.5	8
0	78	77	74	79	82	75	80	72	69.5	70	6
9	77	76	73	78	80.5	75	79	72	69	69.5	4
8	77	76	72	77	79	74	78	71	68.5	69	2
7	76	75	71	76	78	73	77	70	68	68.5	12-0
6	76	74	71	75	76.5	72	76	70	67	68	10
5	75	73	70	74	75	71	75	69	67	67.5	8
4	74	72	69	73	74.5	70	73	68	66	67	6
3	72.5	71	69	72	72	69	71	68	65	66	4
2	71	70	68	71	71	68	69	67	64	65	2
1	69.5	69	67	69.5	70	67	67	66	63	64	11-0
0	68	67.5	66	68	68.5	66	65.5	65	62	63	10
9	66	66	65	66	67	65	64	64	61	62	8
8	64	64	63.5	64	65	63.5	63	63	62	63	6
7	62	62	62	62	63	62	61.5	61.5	61	62	4
6	60	60	60	60	60	60	60	60	61	61	2
5	57	57	58	57	58	58	58	59	60	60	10-0
4	54	54	56	54	56	56	56	57.5	58.5	58.5	10
3	50	50	53	50	53	53	53	56	57.5	57	8
2								56	56	55	6
1											4
0											2
9											2
8											9-0

Median in October, 1935
 Median in May, 1936

Median Mental Age 9-0

UNIT SCALES OF ATTAINMENT - Individual Profile Chart

SEX *M* BORN: 1925. 3. 28 SCHOOL: *Lincoln* Middle Yr. Mo. Day

CHRON. AGE	GROWTH UNITS AND MENTAL AGE	VOCAB. Word Meaning	READING Compr. 3	GEOG. RAPHY 2	LITERA. TURE 2	Elem. SCIENCE 2	American HISTORY 2	ARITHMETIC		SPELL- ING 1	ENGLISH			EDUCA. TIONAL AGE
								Problems 2	Fund. Op. 3		Capital. 1	Punct. 1	Usage 3	
6	393 6		91	88	92	91	101	105	92	102	84	83	82	6
4	372 4		90		91	90.5	100	104.5	91	101.5	83.5	83	81.5	4
2	391 2													2
16-0	390 16-0		89	87.5	90	90	99	104	90	101	83	81	81	16-0
10	389 10													10
8	388 8		88		89	89.5	98	103	89	100.5	82.5	80	80.5	8
6	387 6		87	87	88	89	97	102	88	100	82	79	80	6
4	386 4			86.5				101					79.5	4
2	385 2		86	86	87	88.5	96	100	87	99.5	81	78	79	2
15-0	384 15-0		85	85.5	86	88	95	99	86	99	80	77	78.5	15-0
10	383 10			85				98					78	10
8	381 8		84	84.5	85	87	93	97	85	97	79	76	77.5	8
6	380 6		83	84	84	86	92	96	84	96	78	75	77	6
4	379 4			83.5	83.5	85	90.5	95	83	95		74.5		4
2	378 2		82	83	83	84	89	94	82	93.5	77.5	74	76	2
14-0	376 14-0		81	82.5	82.5	83	88	93	81	92	77	73.5	75	14-0
10	375 10			82	82	82	87	92		90		73		10
8	374 8		80	81.5	81.5	81	86	91	80	88.5	76.5	72.5	74	8
6	372 6		79	81	81	80	85	90	79	87	76	72	73	6
4	371 4			80.5	80.5	79	84	89	78.5	86			72.5	4
2	369 2		78	80	80	79	83	88	78	85	75.5	71.5	72	2
13-0	368 13-0		77	80	79.5	78	82	87	77.5	84	75	71	71.5	13-0
10	366 10			79	79	77	82	86	77	83		70.5	71	10
8	365 8		76	79	78.5	76	81	84.5	76.5	82	74	70	70.5	8
6	363 6		75	78.5	78	75	80	83	76	81	73	69.5	70	6
4	361 4			78	77	74	79	82		80		69	69.5	4
2	360 2		74	78	77	73	78	80.5	75	79	72	68.5	69	2
12-0	358 12-0		73	77	76	72	77	79	74	78	71	68	65.5	12-0
10	356 10			76	75	71	76	78	73	77		67	68	10
8	354 8		72	76	74	71	75	76.5	72	76	70	67	67.5	8
6	352 6		71	75	73	70	74	75	71	75	69	66	67	6
4	350 4			74	72	69	73	74.5	70	73		65	66	4
2	348 2		70	72.5	71	69	72	72	69	71	68	65	66	2
11-0	346 11-0	72	69	71	70	68	71	71	68	69	67	64	65	11-0
10	344 10	70	68	69.5	69	67	69.5	70	67	67	66	63	64	10
8	342 8	68	66.5	68	67.5	66	68	68.5	66	65.5	65	63	64	8
6	340 6	66	65	66	66	65	66	67	65	64	64	62	63	6
4	338 4	64	63.5	64	64	63.5	64	65	63.5	63	63	61	62	4
2	335 2	62	62	62	62	62	62	63	62	61.5	61.5	61	61	2
10-0	333 10-0	60	60	60	60	60	60	60	60	60	60	60	60	10-0
10	331 10	58.5	58.5	57	57	56	57	58	58	58	59	59	58.5	10
8	328 8	57	57	54	54	54	54	56	56	56	57.5	57.5	57	8
6	326 6	55.5	56	50	50	53	50	54	53	54	56	56	55	6
4	323 4	54	55					52	50	52				4
2	320 2	53	54					50	47	50				2
9-0	318 9-0	52	53					48	45	48	50			9-0
10	315 10	51	52					46	43	46				10
8	312 8	50	51					44	41	44			45	8
6	309 6	49	50					42	39	42				6
4	306 4	48	48					40	37	40				4
2	303 2	47	48					38	35	38				2
8-0	300 8-0	46	47					36	33	36				8-0
10	296 10	45	46					34	31	34				10
8	293 8	44	45					32	32	32				8
6	290 6	43	43.5											6
4	286 4	42	42											4
2	282 2	41	40.5											2
7-0	278 7-0	40	39											7-0
10	275 10	39	37.5											10
8	271 8	37.5	36											8
6	267 6	36	34.5											6
4	263 4	34	33											4

Unit Scales of Attainment		VOCAB. Word Meaning	READING Compr.	GEOG. RAPHY	LITERA. TURE	Elem. SCIENCE	American HISTORY	ARITHMETIC		SPELL- ING	ENGLISH			EDUCA. TIONAL AGE
Date given	Form used							Problems	Fund. Op.		Capital	Punct.	Usage	
October 1935	A		83.5	83.5	83	84.5	91.5	35	32.5	50	50	50	45	9-0
May 1936	B		85	86	87	88.5	96	100	87	99.5	81	78	79	9-6

UNIT SCALES OF ATTAINMENT—Class Record Sheet

CHRON. AGE	GRADE <small>End of Grade</small>	MENTAL AGE	READING	GEOG-	LITERA-	SCIENCE	HISTORY	ARITHM-
			Compr. 3	GRAPHY 2	TURE 2	Elem. 2	American 2	Problems F. 2
6		6	91	88	92	91	101	105
4		4						
2		2	90		91	90.5	100	104.5
16-0		16-0	89	87.5	90	90	99	104
10		10						
8		8	88		89	89.5	98	103
6		6	87	87	88	89	97	102
4		4		86.5				101
2		2	86	86	87	88.5	96	100
15-0		15-0	85	85.5	86	88	95	99
10		10		85			94	98
8		8	84	84.5	85	87	93	97
6	8	6	83	84	84	86	92	96
4		4		83.5	83.5	85	90.5	95
2		2	82	83	83	84	89	94
14-0		14-0	81	82.5	82.5	83	88	93
10		10		82	82	82	87	92
8		8	80	81.5	81.5	81	86	91
6	7	6	79	81	81	80	85	90
4		4		80.5	80.5	79	84	89
2		2	78	80	80	79	83	88
13-0		13-0	77	80	79.5	78	82	87
10		10		79	79	77	81	86
8		8	76		78.5	76		84.5
6	6	6	75	78.5	78	75	80	83
4		4						
2		2	74	78	77	74	79	82
12-0		12-0				73	78	80.5
10		10	73	77	76	72	77	79
8		8	72	76	75	71	76	78
6	5	6	71	75	74	71	75	76.5
4		4						
2		2	70	74	72	69	73	74.5
11-0		11-0	69	72.5	71		72	72
10		10	68	71	70	68	71	71
8		8	66.5	69.5	69	67	69.5	70
6	4	6	65	68	67.5	66	68	68.5
4		4	63.5	66	66	65	66	67
2		2	62	64	64	63.5	64	65
10-0		10-0	60	62	62	62	62	63
10		10	58.5	60	60	60	60	60
8		8	57	57	57	58	57	58
6	3	6	55	54	54	56	54	56
4		4		50	50	53	50	53
2		2						
9-0		9-0						

FORM USED 8

DATE *May 1936*

TEACHER

ROOM

SCHOOL *Negro Elementary*

medians in October, 1935
medians in May, 1936

READING Compr.	GEOG- RAPHY	LITERA- TURE	SCIENCE Elem.	HISTORY American	ARITHMETIC		SPELLING	ENGLISH			EDUCA- TIONAL AGE
					Problems	Fund. Op.		Capital.	Punct.	Usage	
3	2	2	2	2	2	3	1	1	1	3	
1	88	92	91	101	105	92	102	84	83	82	6
0		91	90.5	100	104.5	91	101.5	83.5	82	81.5	4
9	87.5	90	90	99	104	90	101	83	81	81	2
8		89	89.5	98	103	89	100.5	82.5	80	80.5	16-0
7	87	88	89	97	102	88	100	82	79	80	10
	86.5				101						8
	86	87	88.5	96	100	87	99.5	81	78	79.5	6
5	85.5	86	88	95	99	86	99	80	77	79	4
4	85	85	87	94	98	85	98	79	76	78.5	2
3	84.5			93	97	85	97	79	76	78	15-0
2	84	84	86	92	96	84	96	78	75	77.5	10
1	83.5	83.5	85	90.5	95	83	95	77.5	74.5	77	8
0	83	83	84	89	94	82	93.5	77.5	74	76	4
9	82.5	82.5	83	88	93	81	92	77	73.5	75	2
8	82	82	82	87	92	80	90	77	73.5	75	14-0
7	81.5	81.5	81	86	91	80	88.5	76.5	73	74	10
6	81	81	80	85	90	79	87	76	72.5	74	8
5	80.5	80.5	79	84	89	78.5	86	76	72	73	6
4	80	80	79	83	88	78	85	75.5	71.5	72.5	4
3	80	79.5	78	82	87	77.5	84	75	71	72	2
2	79	79	77	81	86	77	83	75	71.5	71.5	13-0
1	79	78.5	76	81	84.5	76.5	82	74	70.5	71	10
0	78.5	78	75	80	83	76	81	74	70	70.5	8
9								73	69.5	70	6
8	78	77	74	79	82	75	80	72	69	69.5	4
7	77	76	73	78	80.5	75	79	72	68.5	69	2
6	77	76	72	77	79	74	78	71	68	68.5	12-0
5	76	75	71	76	78	73	77	71	68	68.5	10
4	76	74	71	75	76.5	72	76	70	67	68	8
3	75	73	70	74	75	71	75	70	67.5	67.5	6
2	74	72	69	73	74.5	70	73	69	66	67	4
1	72.5	71	69	72	72	69	71	68	65	66	2
0	71	70	68	71	71	68	69	67	64	65	11-0
9	69.5	69	67	69.5	70	67	67	66	64	65	10
8	68	67.5	66	68	68.5	66	65.5	66	63	64	8
7	66	66	65	66	67	65	64	65	62	63	6
6	64	64	63.5	64	65	63.5	63	64	61	62	4
5	62	62	62	62	63	62	61.5	63	61	62	2
4	60	60	60	60	60	60	60	61.5	61.5	61	10-0
3	60	60	60	60	60	60	60	60	60	60	8
2	57	57	58	57	58	58	58	59	59	58.5	10
1	54	54	56	54	56	56	56	57.5	57.5	57	8
0	50	50	53	50	53	53	53	56	56	55	6
9											4
8											2
7											9-0

Median in October 1935
 Median in May 1936

Winter Age

UNIT SCALES OF ATTAINMENT—Class Record Sheet

CHRON. AGE	GRADE End of Grade	MENTAL AGE	READING	GEOG.	LITERA.	SCIENCE	HISTORY	ARITHMET	
			Compr.	RAPHY	TURE	Elem.	American	Problems	Fund
			3	2	2	2	2	2	2
6		6	91	88	92	91	101	105	92
4		4			91	90.5	100	104.5	91
2		2	90						
16-0		16-0	89	87.5	90	90	99	104	90
10		10	88		89	89.5	98	103	89
8		8							
6		6	87	87	88	89	97	102	88
4		4	86	86.5	87	88.5	96	101	87
2		2		86				100	
15-0		15-0	85	85.5	86	88	95	99	86
10		10	84	85	85	87	94	98	85
8		8		84.5			93	97	
6	8	6	83	84	84	86	92	96	84
4		4	82	83.5	83.5	85	90.5	95	83
2		2		83	83	84	89	94	82
14-0		14-0	81	82.5	82.5	83	88	93	81
10		10	80	82	82	82	87	92	80
8		8		81.5	81.5	81	86	91	
6	7	6	79	81	81	80	85	90	79
4		4	78	80.5	80.5	79	84	89	78.5
2		2		80	80	79	83	88	78
13-0		13-0	77	80	79.5	78	82	87	77.5
10		10	76	79	79	77	81	86	77
8		8		79	78.5	76	81	84.5	76.5
6	6	6	75	78.5	78	75	80	83	76
4		4	74	78	77	74	79	82	75
2		2		78	77	73	78	80.5	
12-0		12-0	73	77	76	72	77	79	74
10		10	72	76	75	71	76	78	73
8		8		76	74	71	75	76.5	72
6	5	6	71	75	73	70	74	75	71
4		4	70	74	72	69	73	74.5	70
2		2		72.5	71	69	72	72	69
11-0		11-0	69	71	70	68	71	71	68
10		10	68	69.5	69	67	69.5	70	67
8		8	66.5	68	67.5	66	68	68.5	66
6	4	6	65	66	66	65	66	67	65
4		4	63.5	64	64	63.5	64	65	63.5
2		2	62	62	62	62	62	63	62
10-0		10-0	60	60	60	60	60	60	60
10		10	58.5	57	57	58	57	58	58
8		8	57	54	54	56	54	56	56
6	3	6	55	50	50	53	50	53	53
4		4							
2		2							
9-0		9-0							

FORM USED 8

DATE May 1936

TEACHER

ROOM

GRADE 5

SCHOOL General

Median in October, 1935
Median in May, 1936

ID	DING ompr. 3	GEOG- RAPHY 2	LITERA- TURE 2	SCIENCE Elem. 2	HISTORY American 2	ARITHMETIC		SPELLING 1	ENGLISH			EDUCA- TIONAL AGE
						Problems 2	Fund. Op. 3		Capital. 1	Punct. 1	Usage 3	
1	88	92	91	101	105	92	102	84	83	82	6	
0		91	90.5	100	104.5	91	101.5	83.5	82	81.5	4	
											2	
	87.5	90	90	99	104	90	101	83	81	81	16-0	
		89	89.5	98	103	89	100.5	82.5	80	80.5	10	
											8	
	87	88	89	97	102	88	100	82	79	80	6	
	86.5				101					79.5	4	
	86	87	88.5	96	100	87	99.5	81	78	79	2	
5	85.5	86	88	95	99	86	99	80	77	78.5	15-0	
4	85	85	87	94	98	85	98			78	10	
	84.5			93	97		97	79	76		8	
3	84	84	86	92	96	84	96	78	75	77	6	
	83.5	83.5	85	90.5	95	83	95		74.5		4	
2	83	83	84	89	94	82	93.5	77.5	74	76	2	
1	82.5	82.5	83	88	93	81	92	77	73.5	75	14-0	
0	82	82	82	87	92		90		73		10	
	81.5	81.5	81	86	91	80	88.5	76.5	72.5	74	8	
9	81	81	80	85	90	79	87	76	72	73	6	
8	80.5	80.5	79	84	89	78.5	86			72.5	4	
		80		83	88	78	85	75.5	71.5	72	2	
7	80	79.5	78	82	87	77.5	84	75	71	71.5	13-0	
6	79	79	77	81	86	77	83		70.5	71	10	
		78.5	76		84.5	76.5	82	74	70	70.5	8	
5	78.5	78	75	80	83	76	81	73	69.5	70	6	
4	78	77	74	79	82		80		69	69.5	4	
			73	78	80.5	75	79	72	68.5	69	2	
3	77	76	72	77	79	74	78	71	68	68.5	12-0	
		75	76	78	78	73	77			68	10	
2	76	74	71	75	76.5	72	76	70	67	67.5	8	
1	75	73	70	74	75	71	75	69	66	67	6	
0	74	72	73	73	74.5	70	73				4	
	72.5	71	69	72	72	69	71	68	65	66	2	
9	71	70	68	71	71	68	69	67	64	65	11-0	
8	69.5	69	67	69.5	70	67	67	66	63	64	10	
5	68	67.5	66	68	68.5	66	65.5	65			8	
5	66	66	65	66	67	65	64	64	62	63	6	
5	64	64	63.5	64	65	63.5	63	63		62	4	
2	62	62	62	62	63	62	61.5	61.5	61	61	2	
0	60	60	60	60	60	60	60	60	60	60	10-0	
5	57	57	58	57	58	58	58	59	59	58.5	10	
7	54	54	56	54	56	56	56	57.5	57.5	57	8	
5	50	50	53	50	53	53	53	56	56	55	6	
											4	
											2	
											9-0	

Median in October, 1905
 Median in May, 1906

mental age

UNIT SCALES OF ATTAINMENT — Individual Profile Chart

SEX *M* BORN: 1922.8 Mo. Day *28* SCHOOL *Garfield*
 Middle *M* First *Silas*

CHRON. AGE	GROWTH UNITS AND MENTAL AGE		VOCAB. Word Meaning	READING Compr. 1	GEOG. RAPHY 2	LIT. TUR 2	Elem. SCIENCE 2	American HISTORY 2	ARITHMETIC		SPELL- ING 1	ENGLISH			EDUCA. TIONAL AGE
	1	2							Problems 2	Fund. Op. 3		Capital 1	Punct. 1	Usage 2	
6.	393.	6	.	91.	88.	92.	91.	101.	105.	22.	102.	84.	83.	82.	6.5
4.	392.	4	.	90.	.	91.	90.5.	100.	104.5.	91.	101.5.	83.5.	82.	81.5.	4.
2.	391.	2	.	89.	.	90.	90.	99.	104.	90.	101.	82.	81.	81.	2.
16-0.	390.	16-0	.	89.	87.5.	90.	90.	99.	104.	90.	101.	82.	81.	81.	16-0.
10.	389.	10	.	88.	.	89.	89.5.	98.	103.	89.	100.5.	82.5.	80.	80.5.	10.
8.	388.	8	.	87.	.	88.	89.	97.	102.	88.	100.	82.	79.	80.	8.
6.	387.	6	.	86.	86.5.	87.	88.5.	96.	101.	87.	99.5.	81.	78.	79.5.	6.
4.	386.	4	.	85.	86.	86.	88.	95.	99.	86.	99.	80.	77.	78.5.	4.
2.	385.	2	.	84.	85.	85.	87.	94.	98.	85.	98.	79.	76.	78.	2.
15-0.	384.	15-0	.	84.	84.5.	85.	87.	93.	97.	85.	97.	79.	76.	77.5.	15-0.
10.	383.	10	.	83.	84.	84.	86.	92.	96.	84.	96.	78.	75.	77.	10.
8.	382.	8	.	82.	83.5.	83.5.	85.	90.5.	95.	83.	95.	77.5.	74.5.	76.	8.
2.	378.	2	.	81.	83.	83.	84.	89.	94.	82.	92.5.	77.	74.	76.	2.
14-0.	376.	14-0	.	81.	82.5.	82.5.	83.	88.	93.	81.	92.	77.	73.5.	75.	14-0.
10.	375.	10	.	80.	82.	82.	82.	87.	92.	80.	90.	76.5.	73.	74.	10.
8.	374.	8	.	80.	81.5.	81.5.	81.	86.	91.	80.	88.5.	76.5.	72.5.	74.	8.
6.	372.	6	.	79.	81.	81.	80.	85.	90.	79.	87.	76.	72.	73.	6.
4.	371.	4	.	78.	80.5.	80.5.	79.	84.	89.	78.5.	86.	75.5.	71.5.	72.5.	4.
2.	369.	2	.	77.	80.	80.	79.	83.	88.	78.	85.	75.	72.	72.	2.
13-0.	368.	13-0	.	77.	80.	79.5.	78.	82.	87.	77.5.	84.	75.	71.	71.5.	13-0.
10.	366.	10	.	76.	79.	79.	77.	81.	86.	77.	83.	74.	70.5.	71.	10.
8.	365.	8	.	75.	78.5.	78.5.	76.	81.	84.5.	76.5.	82.	74.	70.	70.5.	8.
6.	363.	6	.	75.	78.5.	78.	75.	80.	83.	76.	81.	73.	69.5.	70.	6.
4.	361.	4	.	74.	78.	77.	74.	79.	82.	75.	80.	72.	69.	69.5.	4.
2.	360.	2	.	73.	77.	76.	72.	77.	79.	74.	78.	71.	68.	68.5.	2.
12-0.	358.	12-0	.	73.	77.	76.	72.	77.	79.	74.	78.	71.	68.	68.5.	12-0.
10.	356.	10	.	72.	76.	75.	71.	76.	78.	73.	77.	70.	67.	68.	10.
8.	354.	8	.	72.	74.	74.	71.	75.	76.5.	72.	76.	70.	67.	67.5.	8.
6.	352.	6	.	71.	75.	73.	70.	74.	75.	71.	75.	69.	66.	67.	6.
4.	350.	4	.	70.	74.	72.	69.	73.	74.5.	70.	73.	68.	65.	66.	4.
2.	348.	2	.	70.	72.5.	71.	69.	72.	72.	69.	71.	68.	64.	65.	2.
11-0.	346.	11-0	72.	69.	71.	70.	68.	71.	71.	68.	69.	67.	64.	65.	11-0.
10.	344.	10	70.	68.	69.5.	69.	67.	69.5.	70.	67.	67.	66.	63.	64.	10.
8.	342.	8	68.	66.5.	68.	67.5.	66.	68.	68.5.	66.	65.5.	65.	63.	64.	8.
6.	340.	6	66.	65.	66.	66.	65.	66.	67.	65.	64.	64.	62.	63.	6.
4.	338.	4	64.	63.5.	64.	64.	63.5.	64.	65.	63.5.	63.	63.	61.	62.	4.
2.	335.	2	62.	62.	62.	62.	62.	62.	63.	62.	61.5.	61.5.	61.	61.	2.
10-0.	333.	10-0	60.	60.	60.	60.	60.	60.	60.	60.	60.	60.	60.	60.	10-0.
10.	331.	10	58.5.	58.5.	57.	57.	58.	57.	58.	58.	58.	59.	59.	58.5.	10.
8.	328.	8	57.	57.	54.	54.	56.	54.	56.	56.	56.	57.5.	57.5.	57.	8.
6.	326.	6	55.5.	56.	50.	50.	53.	50.	54.	53.	54.	56.	56.	55.	6.
4.	323.	4	54.	55.	.	.	.	.	52.	50.	52.	.	.	.	4.
2.	320.	2	53.	54.	.	.	.	.	50.	47.	50.	.	.	.	2.
9-0.	318.	9-0	52.	53.	.	.	.	.	48.	45.	48.	.	.	.	9-0.
10.	315.	10	51.	52.	.	.	.	.	46.	43.	46.	.	.	.	10.
8.	312.	8	50.	51.	.	.	.	.	44.	41.	44.	.	.	.	8.
6.	309.	6	49.	50.	.	.	.	.	42.	39.	42.	.	.	.	6.
4.	306.	4	48.	49.	.	.	.	.	40.	37.	40.	.	.	.	4.
2.	303.	2	47.	48.	.	.	.	.	38.	35.	38.	.	.	.	2.
8-0.	300.	8-0	46.	47.	.	.	.	.	36.	33.	36.	.	.	.	8-0.
10.	296.	10	45.	46.	.	.	.	.	.	.	.	.	.	.	10.
8.	293.	8	44.	45.	.	.	.	.	.	.	.	.	.	.	8.
6.	290.	6	43.	43.5.	.	.	.	.	.	.	.	.	.	.	6.
4.	286.	4	42.	42.	.	.	.	.	.	.	.	.	.	.	4.
2.	282.	2	41.	40.5.	.	.	.	.	.	.	.	.	.	.	2.
7-0.	279.	7-0	40.	39.	.	.	.	.	.	.	.	.	.	.	7-0.
10.	275.	10	39.	37.5.	.	.	.	.	.	.	.	.	.	.	10.
8.	271.	8	37.5.	36.	.	.	.	.	.	.	.	.	.	.	8.
6.	267.	6	36.	34.5.	.	.	.	.	.	.	.	.	.	.	6.
4.	263.	4	34.	33.	.	.	.	.	.	.	.	.	.	.	4.

Unit Scales of Attainment		VOCAB. Word Meaning	READING Compr.	GEOG. RAPHY	LIT. TUR	Elem. SCIENCE	American HISTORY	ARITHMETIC		SPELL- ING	ENGLISH			EDUCA. TIONAL AGE
Date given	Form used							Problems	Fund. Op.		Capital	Punct.	Usage	
October 1922	Form used							50	50				6.5	

science. The English is exceedingly too high to compare with the other subjects. It is evident why many of the scores are low for the children do not know how to read and naturally they can't get the thought from the printed page. The remedial work for the white schools is applicable to the negro schools and there seems to be no reason why it should be stated again.

Mechanical and thought phases of arithmetic need separate emphasis in teaching. Practical use, general information, and straight thinking are the determining purposes of arithmetic teaching. Immediate pupil use is the surest of motives for study. Skillfully used school motives are the marks of expert teaching.

Speed, accuracy, and information tests in arithmetic are of great variety and are useful to all who teach arithmetic. Variety is secured by using checks, proofs, short cuts, peculiar number arrangements, games and flash-cards. Modern teaching reduces the amount of uneducative copying and thereby sharpens intensity of practice.

Supervision must submit to evaluation and present evidence proving its worth. The success of the above objective is determined by the following information:

1. Standardized tests were given to 605 school children.
 - a. Kuhlmann-Anderson Intelligence Test.
 - b. The Unit Scales of Attainment Test.
2. The mental ages of each child were determined by the intelligence test. It was found that, in nearly every case, the children were working to the best of their abilities.

3. Each child was shown his individual record in the achievement test. This was an incentive to him. He tried to beat his own record and in every case there was improvement shown by the second test. This, however, does not mean that every child improved in all eleven subjects. In some cases the scores on the second test were lower than the scores on the first test. This was true in only a few subjects and with only a few pupils.

4. A better attitude prevailed among the pupils toward their work.

5. The teachers were enthusiastic and cooperative in the undertaking. There was an increase in the calls for assistance.

6. The materials for further testing have already been ordered.

7. The objective was stated at the beginning of the year and completed.

For more objective evidence the following information is given:

FOURTH GRADE (WHITE)

<u>NAME OF SUBJECT</u>	<u>MEDIAN IN OCTOBER</u>	<u>MEDIAN IN MAY</u>	<u>INCREASE</u>
Reading	61.7	65.07	3.37
Geography	58.96	71.94	12.98
Literature	63.96	69.14	5.18
Science	61.73	67.77	6.04
History	63.79	68.57	4.78
Problems	58.4	67.34	8.94
Fundamental Operations	59.46	66.5	7.04
Spelling	60.1	65.2	5.1
Capitalization	59.4	69.04	9.64
Punctuation	62.35	67.3	4.95
Usage	61.76	66.26	4.50

SIXTH GRADE (WHITE)

Reading	77.47	78.61	1.14
Geography	73.83	82.36	8.53
Literature	72.	79.37	7.37
Science	76.24	78.23	1.99
History	78.32	82.42	4.10
Problems	81.78	87.25	5.47
Fundamental Operations	69.9	78.64	8.74
Spelling	74.57	83.13	8.56
Capitalization	70.69	79.6	8.91
Punctuation	71.	77.9	6.9
Usage	67.5	75.5	8.

FOURTH GRADE (COLORED)

<u>NAME OF SUBJECT</u>	<u>MEDIAN IN OCTOBER</u>	<u>MEDIAN IN MAY</u>	<u>INCREASE</u>
Reading	51.5	56.35	4.85
Geography	50.35	52.5	2.15
Literature	54.3	51.75	minus-2.55
Science	51.37	56.7	5.33
History	47.5	57.9	10.4
Problems	40.83	51.83	11.
Fundamental Operations	40.87	50.6	9.73
Spelling	55.92	62.5	6.58
Capitalization	55.83	58.83	3.
Punctuation	59.7	60.09	.39
Usage	56.87	60.87	4.

SIXTH GRADE (COLORED)

Reading	67.12	71.21	4.09
Geography	65.78	75.5	9.72
Literature	58.12	71.4	13.28
Science	68.55	75.	6.45
History	66.9	75.	8.1
Problems	67.75	73.	5.25
Fundamental Operations	61.5	69.	7.5
Spelling	69.56	78.	8.44
Capitalization	70.25	84.6	14.35
Punctuation	65.1	78.	12.9
Usage	64.35	74.	9.65

Objective Two: Survey the Techniques of Instruction

This objective is given in outline form since it is only a suggestion and has not been carried out. Objective One was discussed in detail because it was part of the supervisory program. Plans must be flexible, as supervision is more than routine outlining.

I. Means of Achieving the Above Objective

1. Survey the techniques of instruction by observation of different teacher's work and note the following items:
 - (1) Observe the regular class recitation.
 - (2) Note the number of pupils in the instructional group.
 - (3) Indicate the major objectives or aims of the lesson.
 - (4) List the books and materials used.
 - (5) List the chief activities of the class.
 - (6) Note definitely the technique of procedure.
2. In preparing for this objective the teachers will receive a written notice of the objective to be carried out. A teachers' meeting will be called to give full explanation of the objective and the reason for initiating it. Discussions and suggestions are expected to follow.
3. Teachers will assist in the survey by:
 - (1) Filling out cards with definite information listed under 1.
 - (2) Actual classroom teaching.
 - (3) Discussion of different techniques.
 - (4) Suggestions and criticisms.

4. The specific problem will consist of the following:

- (1) A careful analysis of the survey will give the supervisor a working basis.
- (2) The information found will be discussed in a group meeting.
- (3) The value of each type of instruction will be discussed by the supervisor and different teachers.
- (4) The most desirable techniques will be applied. Every known valuable device will be encouraged for use to improve actual classroom work.

5. The objectives to be achieved by this survey will be:

- (1) This experiment will cause the teacher to stimulate interest by the use of:
 - a. simple materials within the child's ability to grasp.
 - b. encourage the timid child to ask questions.
 - c. scoring pupils on silent reading ability.
 - d. permit pupils to assist in conducting class activities.
 - e. varied supplementary materials, motives for interesting work, dramatization and encouraging independent thinking.
- (2) Secure a thoughtful attitude.
- (3) Enrich the pupil's vocabulary and experience.
- (4) Help the pupil to concentrate.

II. Evaluation of this objective will be shown in:

1. Teacher interest.
2. Pupil interest.
3. Desirable attitudes, skills, habits and appreciation toward classwork.
4. Improved techniques of instruction.
5. Increased achievement as shown by

- (1) Standardized tests.
- (2) Informal tests.

A survey of this kind will show quite accurately certain tendencies in lesson assignments which in turn indicate the teachers' conception of major aims and important activities used to realize these aims. This survey should show to some extent the effectiveness of supervision in improving the techniques of instruction. Dr. Brim¹ in a survey of rural schools in New York State found that 86.4 per cent of the assignments were on the textbooks; 1.3 per cent were of the problem-solving type; 3 per cent of the appreciative type; 4.2 per cent were of the creative type, and 3.7 per cent directed the pupils to gather information. In commenting upon these assignments Dr. Brim states:

The type of assignment given corresponds to the recitation heard. In 86.4 per cent of the cases the next lesson consisted of a certain amount of material to be learned or memorized. Sometimes the teacher puts the new work on the board, sometimes the pupils were to repeat the same lesson. They learn the lesson and recite it to the teacher. The problem as a lesson is seldom found. Constructive work is limited to map work and composition. The purpose to develop appreciation appears, with rare exceptions, only in reading.

¹
New York State Department Bulletin, The Elementary School Curriculum. Joint Committee upon Rural Schools, Ithaca, New York.

Objective Three: Diagnose the Teaching Abilities and Difficulties

One of the most important practices in supervision is the diagnosing of teaching abilities and difficulties. To improve teaching one must have accurate information as to the abilities of the teachers. In analyzing difficulties, it will be found that many difficulties are somewhat common to many teachers. This condition is comparable to the work of the physician who looks for certain general symptoms and then studies his individual patient to improve health.

I. Techniques

1. Techniques to be used in analyzing teachers' difficulties are:

- (1) Anticipate teaching difficulties.
- (2) Help teachers to recognize the difficulties of which they are vaguely conscious.
- (3) Collect the difficulties recognized by individual teachers.
- (4) Evaluate the difficulties collected.
- (5) Analyze a given type-difficulty into specific difficulties involved.
- (6) Collect solutions for the difficulties.

2. Techniques for analyzing teachers' abilities are:

- (1) Use the same line of procedure as indicated in 1.
3. Recommend suggestions for over-coming the difficulties.
 4. Use present abilities for building a better program of instruction.

II. Evaluation (anticipated)

1. Better understanding of one's problems such as:

- (1) Making good assignments.
 - (2) The art of questioning.
 - (3) Handling make-up work.
 - (4) Problem children.
 - (5) Motivation
2. Spirit of cooperation prevailed.
 3. Enthusiasm and interest increased.
 4. Pupil achievement as shown by:
 - (1) Standardized tests.
 - (2) Informal tests.
 5. Better attitude of pupils and teachers toward work.

In a study made by Dr. Morrison¹ among 154 superintendents, principals, and supervisors he found 1682 problems listed by the teachers for assistance in supervision. He tabulated these as follows:

1. Requests concerning desirable techniques . . .	318
2. Requests for advice concerning individual needs and difficulties of pupils	271
3. Requests for provision of materials of instruction, supplies, and equipment	136
4. Request for help in the selection of materials of instruction, supplies, and equipment	83
5. Request for diagnosis of teaching difficulties	68

¹J. Cayce Morrison, Third Yearbook, Department of Supervisors and Directors of Instruction of the National Education Association. 1920. Chapter 11.

Objective Four: A Program for the Improvement of Silent Reading in a Six-Year Elementary School

The solution of most classroom problems in modern schools requires the skillful use of books as sources of information. When considered from this point of view, reading is something more than merely the rapid comprehension of printed symbols and the memory and organization of the materials read. It is also the ability to use books and libraries as efficient sources of information. This tendency to treat reading as a most important tool of learning has resulted in establishing a very close relation between reading and practically every other school activity. Reading is essential in every content subject.

Statement of the problem.—How can the silent reading in a six-year elementary school be improved throughout the entire building?

I. Techniques:

Survey the reading conditions by means of tests.

1. Preparation

- (1) Meeting of principal with the teachers in the building.
 - a. Statement of purpose in making the survey.
 - b. Discussion of a few of the general reading problems.
 - c. Discussion of questions raised by the teachers.
 - d. Suggestions for teachers' reading relative to the problem of improving reading.

2. Test material to be used in the survey.

- (1) Mental Tests.

(2) Reading tests.

3. Teacher participation

(1) Rating by each teacher of her pupils on the basis of

a. Superior.

b. Average.

c. Poor.

(2) Listing by each teacher of the points on which she wishes help.

(3) Optional reading from selected lists.

(4) Scoring of papers.

4. The Specific Problem

(1) Application of the test results to each teacher's problems.

(2) Application of remedial measures under supervision.

a. Graphic presentation of test results to each teacher.

b. Interpretation of results.

c. Individual teacher conferences. (Comparisons of test results, both reading and intelligence with teacher's judgment.)

d. Analysis of the causes of failure.

e. Select cases for further observation by the teacher and supervisor.

f. Plan for remedial work.

g. Subsequent group meetings.

5. Classroom application of remedial measures.

6. Resurvey of entire building with alternate forms of the same test.

(1) Make comparisons.

(2) Formulate plans to be followed the next term.

II. Evaluation

1. Improved conditions in reading.
2. Greater interest on the part of the teacher.
3. Interest and enthusiasm on the part of the pupils.
4. Better community and better citizens.

CHAPTER IV ✓

EVALUATION OF SUPERVISION

It is the purpose of this chapter to present a plan by which one may evaluate supervision. It is necessary that programs of supervision justify themselves. Justification of supervision should rest upon precise objective evidence. The demand that supervision submit to evaluation and present evidence proving its worth comes from two sources. First, there are the constant and often vigorous criticisms of, and arguments against, supervision emanating from the teaching body. Secondly, superintendents and school boards, acting upon accepted principles of good business administration, ask directly that supervision present evidence showing that adequate returns are being made for the money expended.

The following are a list of the items discussed in this chapter:

1. The need for evaluation.
2. The subjective elements.
3. The objective elements.
4. Self-rating scale for teachers.
5. Self-rating scale for supervisors.
6. Chapter summary.

The need for evaluation.--Supervision must be evaluated for several reasons. In the first place every educational activity requires frequent and systematic checking that it may function efficiently. Progress can rarely be attained unless the results

of plans and purposes are evaluated. As many phases of supervision are intangible in character, this activity needs constant checking. Supervision is in its infancy, progressing rapidly into avenues of great usefulness.

The evaluation of supervision necessitates definite plans and techniques. These techniques may be classified under two headings, the subjective and objective elements of evaluation.

The subjective elements.—An important phase of the subjective element is an analysis of the teachers themselves who are supervised. The interest and attitude of every group toward its work have much to do with the degree of success attained. The spirit of the pupils and the teachers can be felt and recorded though it cannot be measured objectively. Supervision is responsible for this spirit. If it is generally good, one is justified in the assertion that supervision is successful in arousing human interests and professional enthusiasm. If the attitudes are indifferent or even antagonistic toward teaching, with many teachers it can be traced back to supervision as the cause. Attitudes of the right kind can only be secured by supervisors who themselves have right attitudes and possess the ability to secure enthusiasm with the teachers.

The ability of the teachers to analyze their own problems is another important element in the evaluation of supervision. The teachers can be directed to analyze their problems by means of objective and subjective tests given to the pupils, and by means of observation of the pupils from all standpoints, and by a self-rating scale. The remedial measures to be taken are a

more difficult task than diagnosing the problems. Helpful supervision can generally be secured when the difficulties are set up in advance of supervisory visits and conferences. The ability of the teachers to make advanced analyses of their problems is an indication of efficient supervision.

Development of teaching power is another phase of the evaluation of supervision which can be checked carefully. This teaching power may be in planning their work intelligently or it may be in classroom procedures. In planning of teaching activities, the resourcefulness, originality, and individuality of the teachers should be studied. Effective supervision protects and develops the personality of the teachers. In evaluating supervision it is necessary to analyze this quality in the teacher over a period of supervision.

The pupils and their changes and development under supervision should also be analyzed. While supervision works through the teachers, its influence upon pupils can nevertheless be analyzed subjectively. The attitudes and enthusiasms of the teachers are reflected in the pupils. Are the pupils genuinely interested in their school activities? Do they voluntarily bring their outside interests into the classroom? Do they develop in originality and resourcefulness? Are their personalities developed in a wholesome manner? Do the school activities affect their outside lives favorably? Efficient supervision may well set up the goals and should be evaluated from this aspect.

The development of the supervisors is another important element in the evaluation of supervision. Efficient supervision

will develop all supervisors along the lines of wholesome personalities, originality, and resourcefulness. This requires constant study of personalities, of progressive movements and open-minded self-analysis.

The objective elements.—There are many tangible bases for evaluating supervision though several of them cannot be measured accurately. The type of organization and its effectiveness is a fairly definite means of checking a supervisory program. The evaluation of the type of organization is not as important as an analysis of the definiteness of purpose, the functional assignment of duties and the flexibility of operation of the type in use. A school system with a definite purpose in its organization of supervision may well be credited for this situation without regard to the type of organization in vogue, as there is no certainty as to the best plan.

Various supervisory plans may be checked definitely though many of them cannot be measured accurately. One supervisory device is that of class room visitation. The entire plan of visiting can easily be checked as to definiteness of purpose. The need of the teachers must be the basis of much of the visitation. Have the supervisory plans provided for definite purposes in classroom visitations? This is another means of checking the plans in supervision. The knowledge of the special needs of all teachers in an educational unit is a good index to an adequate evaluation of visitation plans.

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Doctor Waples¹ summarizes the tabulations necessary in teacher assistance as follows:

1. To anticipate the teaching difficulties.
2. To help individual teachers recognize the difficulties.
3. To collect the difficulties which the teachers are able to define and to organize the difficulties so as to provide a program for systematic supervision.
4. To evaluate the difficulties and to analyze them.
5. To collect solutions for the difficulties from available sources and to organize the solutions for the teachers' convenient use.

The testing programs in use in every supervisory unit can be checked definitely. These testing plans should include large educational units for a definite period of time and emergency testing as the needs arise in a particular classroom. These plans may be evaluated as to ease of operation in tabulating and analyzing the results. Has supervision a definite plan for tabulating the results with as little burden as possible upon the teachers? Does supervision provide for intelligent interpretation of the testing results? Does it suggest effective remedial measures when the diagnosis has been made? The efficient testing programs can be evaluated from these standpoints.

The plans for curriculum revision and for orienting all teachers with new courses may well be evaluated. An effective

¹Douglas Waples, Teachers' Difficulties as a Basis for Supervision, Second Yearbook, Department of Supervisors and Directors of Instruction, N.E.A., Chap. VII.

time budget so necessary in many busy positions should be checked in evaluating supervision.

The degree of democracy and co-operative good will secured among the teachers cannot be measured objectively, yet provisions for setting up democratic conditions can be studied fairly satisfactorily. These provisions include advisory councils where the teachers and administrators meet upon common ground to discuss both administrative and educational problems. Do the supervisory plans provide for human contacts which will tend to secure a high degree of good will and co-operation?

Supervision may also be evaluated from the standpoint of the academic attainment of the pupils. The "before and after" comparison of pupils is one of the most valuable comparisons to make in analyzing the teaching efficiency.

Publicity programs which are planned to give definite information to the public and to secure their reactions and co-operation may well be analyzed in the evaluation of supervision. Plans for the professional development of teachers and supervisors should also be analyzed.

Gist² gives a summary of the types of information which should be known by supervisors and school administrators:

1. A knowledge of the teachers' attitudes.
2. Definite information as to the training, experience, strong and weak points regarding every teacher.
3. Information as to why certain teachers have difficulties and the means taken to assist them.

²Arthur S. Gist, The Administration of Supervision, (New York, Chas. Scribner's Sons, 1934).

4. Information as to the teaching equipment and the supplies on hand and the best materials on the market.
5. Accurate records of the pupils' academic achievements and capacities.
6. Accurate records as to the problem children in the schools.
7. Information as to the best means of evaluating the effectiveness of supervision.

The bases on which an evaluation of supervision should be considered, according to Knudsen,³ are the following: —

1. The changes in pupils as a result of supervision as estimated by:
 - (1) Standardized tests.
 - (2) Teacher-constructed tests.
 - (3) The judgment of competent individuals.
2. The changes in teaching procedures produced as a result of supervision as determined by means of analysis blanks, check-lists, stenographic reports, rating scales, or group-control reports.
3. The judgments of the supervised regarding the effects of supervision.
4. Observed changes in the teaching or learning situation and in the community.

Knudsen also gives the following "Check-List for Use in Determining the Activities of a Supervisor in Evaluating and

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

Improving "teaching": 4

I. Observing teachers at work for purpose of:

1. Rating.
2. Getting a record of questions and other exercises.
3. Determining the extent of distribution of questions.
4. Getting statements of teachers' objectives.
5. Obtaining record of pupil responses.
6. Determining testing procedures.
7. Measuring pupil achievement by means of tests.

II. Interpreting data collected by:

1. Obtaining reliability of ratings.
2. Comparing ratings.
3. Evaluating learning exercises.
4. Evaluating test exercises.
5. Evaluating diagnostic exercises.
6. Determining causes of poor group control.
7. Comparing teachers' stated objectives with the objectives inferred from exercises.
8. Determine the causes of poor response from pupils.
9. Evaluating content of teachers' tests.
10. Evaluating teachers' administration of tests.
11. Evaluation of teachers' interpretation of tests.
12. Comparing test scores of different classes.

III. Helping teachers to improve work by:

⁴Knudsen, op. cit., pp. 384-385.

1. Suggesting ways to overcome difficulties.
2. Offering constructive criticisms.
3. Aid in formulating objectives.
4. Aid in diagnosing difficulties of pupils.
5. Interpreting test results.
6. Aiding to plan instruction.
7. Helping to plan remedial instruction.
8. Assisting in formulating units of work.
9. Reference to helpful printed material.
10. Demonstration teaching.

(This list is so long that only a part of it is given.)

The principal purpose of a rating scale is to stimulate the teacher to an intelligent self-criticism of her work. She should apply the scale several times to her work and then compare later with the supervisor's rating. Rating devices are not for the use of the supervisor alone. One of the aims of good supervision, is the stimulation of self-study, self-analysis, self-evaluation, and self-improvement on the part of the teachers. Rating scales should therefore be of assistance to teachers if made available to them. The following is a self-rating scale for teachers:

A Self-Rating Scale For Teachers

Self-Improvement Through Self-Criticism

Name of Teacher

School System

School

Date of Rating

Instructional Skills

To what extent have I been successful:	:Low	:Ave.:	:High
	:	:	:
I. In Making Assignments?	:	:	:
1. Have I made clear to the child the problem to be solved?	:	:	:
2. Have I given the assignment in terms of the nature and training of the individual?	:	:	:

	:Low	:Ave.:	:High
3. Have I given the assignment in terms of the particular physical and mental activity involved?	:	:	:
4. Have I provided the child with a motive for studying the problem assigned?	:	:	:
5. Have I told definitely where to find the material needed in solving the problem?	:	:	:
6. Have I shown the child where to obtain illustrative material and encouraged him to bring it to class?	:	:	:
7. Have I shown the child how to use reference material effectively?	:	:	:
8. Have I taught the child to use many books in solving problems?	:	:	:
9. Have I taught the child to discriminate in collecting data?	:	:	:
10. Do I follow up assignments by careful supervision during study periods?	:	:	:
11. Do I encourage the pupils' initiative always?	:	:	:
12. Do I train the child not to grope aimlessly but to go in search of something?	:	:	:
II. Do I Make Preparations For The Lessons?	:	:	:
1. Is the aim apparent in the development of the lesson?	:	:	:
2. Is the aim clear to the pupils?	:	:	:
3. Is the aim worthwhile?	:	:	:
4. Is adequate illustrative and supplementary material provided?	:	:	:
III. Is There Evidence of a Lesson Plan?	:	:	:
1. Is the type of procedure	:	:	:
a. drill?	:	:	:
b. appreciation?	:	:	:

:Low :Ave.:High

- c. problem solving?
- d. developmental?
- e. directed study?
- f. question and answer (formal)?
- g. test book?
- h. specialized discussion?
- i. lecture or talk?
- j. reports?
- 2. Is my introduction
 - a. based on pupils' previous knowledge?
 - b. sufficiently stimulating to give purpose to the learning activity?
- 3. Do I know the art of questioning?
 - a. Do I keep the method of the learner in mind?
 - b. Do I maintain clear significant unities?
 - c. Is my language clear and can it be understood?
 - d. Do my questions require clear and rapid thinking?
 - e. Do I give rapid drill questions?
 - f. Do I keep a slow pace when asking thought questions?
 - g. Do I anticipate answers?
 - h. Do I evaluate my questions?
 - i. Do I usually give the question first to the class and name the pupil later?
 - j. Do I secure a fair distribution of questions by some device?

	:Low	:Ave.:	:High
k. Do I avoid repetition of pupils' answers?	:	:	:
l. Do I avoid repetition of questions?	:	:	:
m. Am I polite at all times?	:	:	:
n. Do I avoid concert answers to questions except on very rare occasions?	:	:	:
4. Do I keep the method of the learner in mind?	:	:	:
a. Does the child see the problem as a whole?	:	:	:
b. Does he analyze the problem into parts?	:	:	:
c. Does the child pick out the dominant elements and then rebuild them?	:	:	:
d. Do I drill and drill until the habit is formed?	:	:	:
5. Do I have good technique?	:	:	:
a. Do I properly subordinate drill to exposition?	:	:	:
b. Do I provide for individual differences in pupils?	:	:	:
c. Are my assignments clear and definite?	:	:	:
d. Do I develop initiative on the part of my pupils?	:	:	:
e. Does a large percentage of the pupils take part in the recitation?	:	:	:
f. Do I use suggestions of pupils to advantage?	:	:	:
g. Do I keep class discussions within the pupils' comprehension?	:	:	:
h. Do I analyze the results of standard tests so as to use them in improving the work of individual pupils?	:	:	:
i. Do I correlate my work in different subjects?	:	:	:

	:Low	:Ave.:	:High
j. Do I use large units of work?	:	:	:
k. Do the pupils make good voluntary contributions?	:	:	:
l. Do the pupils participate wholeheartedly?	:	:	:
m. Do the lessons show the use of material in the solution of present or future problems?	:	:	:
6. Have I selected good devices?	:	:	:
a. Are my devices interesting?	:	:	:
b. Are my devices challenging?	:	:	:
c. Are my devices varied?	:	:	:
d. Do I make use of economical, timed drill devices?	:	:	:
e. Do I endeavor to discover the pupils' difficulties by keeping a record of the errors of individuals and studying these, and by the use of diagnostic tests?	:	:	:
✓ f. Do I use sufficiently varied devices to appeal to all my pupils?	:	:	:
g. Do I keep devices properly subordinated to the problem in hand?	:	:	:
IV. Do I Evaluate My Work?	:	:	:
1. Have the pupils made standard progress for their grade as shown by the Unit Scales of Attainment test? This can mean any standard test that has been used.	:	:	:
2. Have the pupils developed initiative as shown by	:	:	:
a. Class discussions?	:	:	:
b. Direction of their own work?	:	:	:
3. Have the pupils improved in self-reliance as shown by willingness to undertake new and difficult tasks?	:	:	:

	<u>:Low</u>	<u>:Ave.:</u>	<u>:High</u>
4. Have the pupils improved in voluntary conformity to school regulations?	:	:	:
5. Have the pupils developed respect for the personal and property rights of others?	:	:	:
6. Have the pupils improved in good sportsmanship?	:	:	:
7. Have I caused an improvement in the pupils' health by	:	:	:
a. administering corrective exercises?	:	:	:
b. overcoming malnutrition?	:	:	:
c. causing the correction of defects as shown by physical examination?	:	:	:
8. Has the learning situation of the school been improved?	:	:	:
9. Has the holding power of the school become greater?	:	:	:

If rating scales are valuable in improving the efficiency of teaching, more necessary are scales for analyzing supervision. The following is a self-rating scale for supervisors:

A Self-Rating Scale For Supervisors⁶

(General Supervision)

Self-Improvement Through Self-Criticism

Name

School System

Date of Rating

Technique and Principles

To what extent have I been successful:	:Low	:Ave.:	:High
I. In Producing a Unity of Purpose for the Entire Staff?	:	:	:
1. Are all my teachers apparently co-operating in their work?	:	:	:
2. Have I tried to set up a goal toward which each teacher may be attracted?	:	:	:
3. Have I aided my teachers to work together thus breaking down barriers of restraint?	:	:	:
4. Are my teachers a "happy family" rather than several groups who happen to be engaged in the same work?	:	:	:
5. Do I keep in mind the "visinn" rather than the "super" when thinking of my work?	:	:	:
II. In That I Have Been Able to Carry Through A General Supervisory Program While Carrying on the Detail of Daily Work?	:	:	:
1. Do I have a broad general plan of procedure?	:	:	:
2. Is my work definitely planned and scheduled as opposed to a haphazard visiting, conferences, etc.	:	:	:

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Gist, Administration of Supervision, p. 338.

	:Low	:Ave.:	:High
3. Do I keep in mind that supervision has for its primary aim the improvement of instruction and as a result, center the thinking of the group on one subject for a definite period of time?	:	:	:
4. Do I attempt to measure the results of this special effort in any objective way?	:	:	:
5. Do I have regularly scheduled teachers' meetings?	:	:	:
III. In Making Professional Visits Convey the Feeling of Professional Interest in That Particular Room?	:	:	:
1. Are my visits of the analytical, ultra-professional type, or are they definitely professional but also significantly personal?	:	:	:
2. Do children apparently welcome my visits?	:	:	:
3. Do teachers work easily and naturally (apparently) when I am visiting their rooms?	:	:	:
4. Do I always remember promises to teachers and pupils?	:	:	:
5. Do I know the names of most of the pupils in the rooms that I visit regularly?	:	:	:
IV. In That I Have Sought Out and Have Made Recognition of Efficient Work?	:	:	:
1. Have I aided teachers in setting up experimental situations?	:	:	:
2. Have I aided them in securing publication of the purposes, method, and results, as their work not mine?	:	:	:
3. Have I aided in placing teachers on state and county committees and programs because of their efficiency?	:	:	:
4. Do I mention especially fine work of my teachers when speaking of them to patrons of the school?	:	:	:
5. Do I make teachers believe in supervision?	:	:	:

:Low :Ave.:High

V. In Making the Aims of Supervision Apparent to My Teachers--

- | | | | |
|--|---|---|---|
| 1. Have I told teachers my plans for the year? | : | : | : |
| 2. Have I made teachers see the child as the unit of supervision? | : | : | : |
| 3. Is the general problem of the year set up as the big goal for all teachers? | : | : | : |
| 4. Is each of my teachers getting a good course in "the supervision of instruction"? | : | : | : |
| 5. Do I make teachers believe in supervision? | : | : | : |

VI. In Aiding the Teachers in the Direct Application of the Principles of Good Classroom Work?

- | | | | |
|--|---|---|---|
| 1. Have I arranged for demonstration lessons to be taught and witnessed by staff members? | : | : | : |
| 2. Have I aided the teachers in recognizing and planning for individual differences? | : | : | : |
| 3. Have I aided the teacher in clarifying and defining her assignments? | : | : | : |
| 4. Have my suggestions led to a greater socialization of classroom procedure? | : | : | : |
| 5. Have I aided the teacher in seeing clearly the aims of instruction? | : | : | : |
| 6. Have I made the teacher feel that every piece of school machinery must give an educational account of itself? | : | : | : |

VII. In Directly Improving the Results of Instruction?

- | | | | |
|---|---|---|---|
| 1. Have I helped to provide a motive for study? | : | : | : |
| 2. Have I helped the teacher organize materials? | : | : | : |
| 3. Have I improved the working conditions of the rooms? | : | : | : |

- | | :Low | :Ave.: | :High |
|---|------|--------|-------|
| 4. Have I aided the teacher in developing devices for self-competition? | : | : | : |
| 5. Have I developed inter-school competition? | : | : | : |
| 6. Have I aided the teacher in developing her lesson plans? | : | : | : |
| 7. Have I aided the teacher in developing different types of lessons? | : | : | : |

VIII. In Promoting Professional Interest?

- | | | | |
|--|---|---|---|
| 1. Do I call attention to usable current literature? | : | : | : |
| 2. Do I encourage affiliation with professional organizations? | : | : | : |
| 3. Do I aid teachers in getting good pay for good service? | : | : | : |
| 4. Do I encourage summer school attendance? | : | : | : |
| 5. Do I arrange for my teachers to visit other teachers at work? | : | : | : |

IX. In the Promotion of Good School Management?

- | | | | |
|--|---|---|---|
| 1. Do I arouse interest and pride in his school on the part of the pupils? | : | : | : |
| 2. Do I aid teachers in routinizing classroom mechanics? | : | : | : |
| 3. Do I aid in making discipline creative? | : | : | : |
| 4. Do I show that clear aim is the big determinant in management as well as in technique? | : | : | : |
| 5. Do I stimulate interest in the measuring field that a teacher may question the validity and reliability of her measuring devices? | : | : | : |
| 6. Do I aid teachers in the mechanics of handling the heating, lighting, and ventilating appurtenances of the room? | : | : | : |
| 7. Do I give teachers the benefit of my visits to other rooms without implying deficiency on the part of the teacher to whom I am talking? | : | : | : |

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Chapter summary.—The evaluation of supervision is an important element in all supervisory plans.

2. The purposes, aims, plans, and results of supervision must be analyzed periodically.

3. There are subjective and objective means for evaluating supervision.

4. The teachers should enter into the spirit of self-analysis of their own personalities and practices in teaching.

5. The supervisors should enter into the spirit of self-analysis of their own personalities and practices in supervision.

6. Supervisors should not hesitate to secure the opinion of the teachers they supervise.

7. Continued self-analysis is a good policy for the teachers and the supervisors.

SUMMARY

This thesis concerns a plan of supervision as a pattern for the Paducah Public Schools. There are twenty-two units including schools for the white and colored children in Paducah. There has been continuous supervision, over these units, since 1924. Four supervisors have served the city within that time and one supervisor acted in that capacity for ten years.

The study involves three main divisions which are (1) a survey of the supervisory plan in Paducah at the present time, (2) a proposed plan of supervision and, (3) means of evaluation of the supervisory program.

This study includes the Paducah School System with special reference to eleven elementary schools for the white children and five elementary schools for the colored children.

Data have been collected from the office of the city superintendent and the supervisor in Paducah, the Unit Scales of Attainment Test, the Kuhlmann-Anderson Intelligence Test and from professional books and current literature besides conferences with the superintendent, supervisor and teachers of Paducah.

Chapter II discusses planning as the foundation of good supervision and gives a survey of the Paducah School System in terms of the acceptable elements of a plan. A good supervisory plan possesses the three following elements:

1. A set of clearly stated definite objectives.
2. A clear-cut outline of the means, devices, and procedures to be utilized in attaining these objectives.

3. A clear-cut outline of the criteria, checks, or tests to be applied to the results of supervision in order to determine the success or failure of the program.

The survey of the present Supervisory Program of the Paducah School System reveals the following information:

1. The objectives are not clearly stated except in about three instances and these are found in the Annual Report of the Board of Education for the years 1923-1924 and 1924-1925.

2. The general theme of adjustments was the work of the supervisors up till 1923-1924.

3. The objective for the year 1934-1935 is not stated in written form but the superintendent informed the writer that the supervisor discussed the plans of the year with him.

4. At the time of this survey (June 27, 1936) the supervisor's yearly report had not been turned in for that year.

The means of achieving the objectives have not been outlined with special reference to the elements of a plan but they have been definitely stated in the reports. The means of achieving the objectives are as follows:

1. Standardized tests.
2. Informal tests.
3. Conferences, visitations, and distribution of materials.
4. Special observation of certain pupils and classification and placement of new entrants.

The checks that have been applied to the results of supervision are:

1. Intelligence tests.

2. Achievement tests.
3. Conferences with teachers.

It is evident that the present supervisory program of Paducah possesses, to some extent, the elements of a good plan. Some of the reports show that the objective was stated and carried out and then evaluated. Other reports indicate a more or less haphazard scheme.

Chapter III presents a proposed plan of supervision as a pattern. The plan consists of the three elements of a good plan: (1) objectives which are definitely stated, (2) an outline of the means of achieving the objectives, and (3) an outline of the means of the evaluation of the objectives. One objective "Diagnostic Testing and Remedial Work in the Elementary Grades" is treated in full since it was part of the supervisory program for the year 1935-1936 in which the writer participated. The Kuhlmann-Anderson Intelligence test and the Unit Scales of Attainment Tests were given in carrying out this objective. The results of these tests reveal the fact that the pupils in the fourth and sixth grades (the two grades tested) need special attention with reference to reading, arithmetic, spelling and English. Remedial work is suggested for these four subjects.

Chapter IV evaluates supervision. Subjective and objective means are given. The bases 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:

- (1) Standardized tests.

(2) Teacher-constructed tests.

(3) The judgment of competent individuals.

2. The changes in teaching procedures as a result of supervision as determined by means of analysis blanks, checklists, stenographic reports, rating scales, or group-control reports.

3. The judgments of the supervised regarding the effects of supervision.

4. Observed changes in the teaching or learning situation and in the community.

A self-rating scale for teachers and a self-rating scale for supervisors are presented. Self-analysis is a good policy for the teacher and for the supervisor.

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UNIT SCALES OF ATTAINMENT

Division 2

Grades V-VI

Form A

Developed by

M. E. Branom
L. J. Brueckner

A. M. Jordan
Prudence Cutright

Mary G. Kelty
W. A. Anderson

August Dvorak
M. J. Van Wagenen

NAME..... Boy or Girl.....
Last First Middle

CITY..... GRADE.....

DATE 19..... SCHOOL.....
Year Month Day

DATE of BIRTH 19..... TEACHER.....
Year Month Day

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READING

Directions: Read sample paragraph **A** carefully.

A

America was discovered for Spain by an Italian sailor, Columbus, in 1492. Shortly after this another Italian sailor, John Cabot, sailing from England, reached the coast of Labrador. Still later the country was explored by the French sailor, Cartier, and the Spanish explorers, Cortez and Ponce de Leon. America could be reached only by a long and dangerous voyage across the Atlantic ocean in small wooden sailing vessels.

A

1. The paragraph is mainly about
1. Columbus 2. Labrador
3. crossing the Atlantic
4. discovery and exploration of America
5. Spain 1.4
2. By whom was America discovered for Spain?
1. John Cabot 2. Cartier 3. Columbus
4. Cortez 5. Ponce de Leon 2.
3. The early explorers came to America in
1. steamboats 2. sail-boats 3. airplanes
4. canoes 5. rowboats 3.
4. The early explorers of America were
1. foolish 2. weak 3. cowardly
4. brave 5. fearful 4.

Beginning with paragraph 1 below, read each paragraph carefully, then draw a line under the **one** word or phrase that is true for each question or statement at the right of the paragraph and put its number in the space at the right as in the samples above. You may read the paragraph **more than once** if you need to do so.

1

Until the Virgin Islands were bought by the United States in 1917 they had been owned for 250 years by Denmark. These fifty islands, the three main ones of which are St. John, St. Thomas and St. Croix, are a part of the West Indies and east of Porto Rico. The area of these three, the smallest of which is St. John, and the second in size St. Thomas, which has the finest harbor in the West Indies, is 132 square miles. Nearly three-fourths of the inhabitants are black, while only seven out of each one hundred, including the small French colony on St. Thomas, are white. When the Virgin Islands were bought from Denmark, Danish money was in use although the English language was spoken. At that time only men who had a certain income could vote, but in 1927 the inhabitants were made full citizens of the United States by an act of Congress.

1

1. The United States obtained the Virgin Islands by
1. capturing them 2. settling them
3. buying them 4. annexing them
5. by trading 1.
2. How many years did the Virgin Islands belong to Denmark?
1. 10 2. 250 3. 50 4. 132 5. 1917 2.
3. The Virgin Islands were obtained from
1. Denmark 2. France 3. Porto Rico
4. England 5. St. John 3.
4. How many square miles are there in the main islands of the Virgin Islands?
1. 3 2. 7 3. 250 4. 132 5. 1917 4.

2

A little Indian girl, Sacajawea, had been captured and carried away from the mountain home of the Shoshones by the Minitaris of the Dakota plains. One day a French Canadian trapper, Charboneau, bought her from her captors, led her away to his home among the Mandan Indians and later married her. A few years later there came to the Mandan village on the Missouri river two white men, Captain Lewis and Lieutenant Clark, looking for someone to show them the way up the Missouri

2

5. Paragraph 2 is mainly about
1. Lewis and Clark 2. Charboneau
3. the Shoshones 4. the Rocky Mountains
5. an Indian woman 5.
6. Sacajawea's dance when the party came upon the Shoshones was one of
1. fear 2. anger 3. hate 4. joy
5. sorrow 6.

Continue on next page

river and through the Rocky Mountains at the source of the river. As Sacajawea came from the Shining Mountains, she would show them the way. With her husband, she set out with the white men's party. One day they were chased by a grizzly bear which a bullet brought down just in time to save their lives. Another day their canoe was tipped over by the wind. At last, when they came upon the Shoshones, Sacajawea burst into a dance, waving her arms and uttering cries. She had found her own people.

3

Whenever there was a hurt or a pain among the five little O'Toole's, whether it was Michael or Dan or Sadie or Julia or Terry, they always went to Granny. It was Granny, too, who put them to sleep each night with a beautiful fairy story. When Bridget, their mother, scolded about Granny's hens scratching up her garden or eating her tomatoes. Granny, with the slyest of winks, would say, "But you like the dress which the egg money bought." For breakfast Granny prepared mush and milk for the O'Tooles and the hens alike. When Terry, the oldest and Granny's favorite, was eight, a school was opened in the village but the children who went had to pay. Dennis, Terry's father, told him, "Spade as hard as I can, it's little enough we get to eat, let alone the learning." One day as Terry was coming home from the village with some nails for a new chicken-coop he met the teacher. When she asked him why he did not come to school he burst into tears. When she asked him, "Don't you keep hens at your home?" Terry said, "Granny does." "Well, bring me an egg a day and you may come to school." Terry went home, sure of Granny's help; and every day carried an egg to school, and learned far more than its worth.

4

The telephone is made of many different things. The wires are made of gold, silver and platinum melted together. The receiver case is made of rubber. The part into which you speak, called the transmitter, contains aluminum, mica, nickel, coal and a paper made from linen. Iron, copper, tin and zinc are used on the inside of the receiver, the part you hold to your ear. Shellac is used in making the mouth-piece.

7. The trip across the Rocky Mountains was
 1. sad 2. dangerous 3. dreary
 4. easy 5. rapid
8. The one who showed the way across the Rocky Mountains was
 1. Captain Lewis 2. Charboneau
 3. Sacajawea 4. Lieutenant Clark
 5. a Canadian trapper

7.
8.

3

9. Terry cried when he met the teacher because he
 1. couldn't go to school 2. had to work
 3. had been naughty
 4. was afraid of strangers
 5. did not want to go to school
10. What kind of a boy was Terry
 1. lazy 2. mischievous 3. bad
 4. sullen 5. industrious
11. What did Granny do with her egg money
 1. saved it all 2. spent it for herself
 3. bought things for others
 4. gave it away 5. spent it foolishly
12. For breakfast the chickens had
 1. corn 2. wheat 3. worms
 4. mush and milk 5. eggs
13. When Granny's hens ate Bridget's tomatoes it made her
 1. happy 2. angry 3. fearful 4. sad
 5. cheerful

9.
10.
11.
12.
13.

4

14. Paragraph 4 is mainly about
 1. metals 2. telephone wires
 3. making the telephone
 4. parts of the telephone
 5. what telephones are made of
15. Which of these is used in making the transmitter?
 1. coal 2. silver 3. rubber 4. zinc
 5. shellac
16. Which of these is used in making the receiver?
 1. gold 2. nickel 3. tin 4. linen 5. mica
17. Copper is used in making the
 1. wires 2. transmitter 3. receiver case
 4. receiver 5. mouth-piece

14.
15.
16.
17.

Nearly every insect lives through four stages in its life. The first stage is the egg. The second is the larva stage. In this stage some insects are grubs, some are maggots and some are caterpillars. The larva eats leaves, grains and vegetables, causing great loss to farmers. During the third or pupa stage the insect is usually resting or sleeping and often is inside a cocoon. The pupa is sometimes called a chrysalis. The last is the adult stage, when the insect is full grown, has wings and lays eggs. Grasshoppers, bees, ants and mosquitoes are adult insects.

6

At the time Ansgar arrived in Sweden in the ninth century iron was in universal use in the country and had been so since the fifth century before Christ. It was during this period, the Iron Age, that the inhabitants of Sweden first became acquainted with brass, silver, lead and glass, as well as iron. As works of iron could not, like those of bronze, be produced only by casting, the smith's craft came to have far greater significance during this age. Prior to the Iron Age there was another period, the Bronze Age, when the use of iron was altogether unknown. Weapons and tools were then made of bronze—a mixture of copper and tin. Gold was the only other metal known during this period, which continued from about the 15th century B. C. to the fifth century B. C. Previous to the Bronze Age the people of Sweden were in complete ignorance of the use of any metals. They were compelled to make their weapons and implements of such materials as stone, horn, bone, and wood. This period is recognized as the Stone Age.

7

When Bamboo was brought to live in the Zoo, five years ago, he was just a baby. One of the principal difficulties in keeping a gorilla alive in captivity is homesickness and loneliness. To keep him company Lizzie was shipped with him from Africa. They became great playmates and are great playfellows today, although Bamboo is growing rapidly toward the stage in a gorilla's life where he turns brutally savage. A couple of times a young ape has been placed in the cage with them. Bamboo treated the newcomer like a long-lost brother—some one to wrestle about with. Lizzie, however, is changed into a biting, tearing, punching little demon until the stranger is removed.

18. The cocoon is found when an insect is a
1. maggot 2. pupa 3. larva 4. grub
5. adult 18.
19. Most damage by insects is done when they
1. are larvae 2. have wings
3. are adults 4. are cocoons
5. are pupae 19.
20. Eggs are laid by
1. maggots 2. grubs 3. pupae
4. cocoons 5. mosquitoes 20.
21. Eggs are laid by
1. caterpillars 2. grasshoppers
3. chrysalis 4. pupae 5. larvae 21.

6

22. Paragraph 6 is mainly about
1. Ansgar's arrival in Sweden
2. Iron Age in Sweden
3. metals used in Sweden at different periods
4. weapons used in different ages
5. what bronze is made of 22.
23. Which of these came into use during the Iron Age?
1. bronze 2. gold 3. brass 4. horn
5. copper 23.
24. 5,000 years ago the people of Sweden made their tools of
1. bronze 2. stone 3. copper
4. iron 5. brass 24.
25. Which of these came into use during the Bronze Age?
1. silver 2. brass 3. bone 4. glass
5. gold 25.
26. Articles of iron were made by casting and also by
1. baking 2. cutting 3. hammering
4. heating and hammering
5. pressing into shape 26.

7

27. Paragraph 7 is mainly about
1. Bamboo and Lizzie 2. an ape
3. Bamboo 4. Lizzie's fighting
5. a zoo 27.
28. When a newcomer is put in the cage, Lizzie becomes
1. friendly 2. jealous 3. cowardly
4. sorrowful 5. afraid 28.
29. Gorillas require
1. much care 2. large quantities of food
3. freedom 4. much exercise
5. companionship 29.
30. When about five years of age gorillas usually
1. become dangerous 2. become homesick
3. become lonely 4. die
5. become gentle 30.

In a typical flower there are four distinct whorls, an outer calyx of sepals, usually green in color and protective in function; within it is the corolla of petals, commonly highly colored to attract insects; next the androecium of stamens, arising from receptacles within the petals and consisting each of a stalk, the filament, on which is an anther containing the pollen sacs from which the pollen is ultimately discharged, and in the center the pistil or gynoecium of carpels which is made up of stigma, style and ovary, and after flowering, is enlarged to form the fruit and contain the seeds. The parts of the calyx are sometimes free or separate, at other times united; in the former case, the calyx is polysepalous, in the latter gamosepalous. A corolla is dipetalous, tripetalous, etc., according as it has two, three, etc., separate parts; the general name polypetalous is given to corollas with separate parts, while those in which the parts are united are monopetalous, gamopetalous or sympetalous. The filaments may cohere to a greater or lesser extent, the anthers remaining free. Thus, all the filaments may unite to form a tube around the pistil, in which case the term monodelphous is used, or they may be arranged in two bundles (diadelphous) as in the pea. When a gynoecium consists of a single carpel it is simple or monocarpellary, when composed of several carpels, each of which has its own ovary, style and stigma, it is compound or polycarpellary.

The people of Athens and Sparta spoke a common language, Greek. Athens, rising high from the plain and exposed to the fresh breezes from the sea, was a fast growing city of busy trade, but not so busy but that the freemen loved to sit in the sun and discuss poetry or listen to the wise words of a philosopher without a thought of war. Sparta, built at the bottom of a deep valley, used the surrounding mountains as a barrier to foreign thought. It was an armed camp, where the people knew how to fight and liked to fight but they never wrote a line that was considered literature. When Athens, attacked by the Persians in superior numbers, asked aid of Sparta, too small an army was dispatched to keep Athens from being sacked by the Persians, but when the Persians with their larger numbers threatened to overrun all Greece, the Spartans led the victorious land attack on the Persians while the Athenian ships destroyed the enemy's fleet. Famous sculptors, painters and scientists were sought far and wide to help rebuild the city of Athens and make it more beautiful but at the same time high walls were built to make it the strongest fortress of that day, stronger by far than Sparta, despite the fact that the Persians had been completely

31. Paragraph 8 is mainly about
 1. functions of different part of a flower
 2. variations in flowers
 3. structure of flowers
 4. interrelationships of different parts of a flower
 5. evolution of flowers 31.
32. The pistil contains
 1. petals 2. anthers 3. sepals
 4. stigmas 5. filaments 32.
33. When the petals of a flower are separate the corolla is
 1. gamopetalous 2. dipetalous
 3. monopetalous 4. sympetalous
 5. polypetalous 33.
34. When the sepals are separate the calyx is
 1. polysepalous 2. polycarpellary
 3. monodelphous 4. gamosepalous
 5. diadelphous 34.

35. The paragraph is mainly about the
 1. Persian attack upon Athens
 2. the contrast between Athens and Sparta
 3. rebuilding of Athens
 4. destruction of the Persian attackers
 5. union of Sparta and Athens 35.
36. Athens and Sparta had similar
 1. speech 2. ideals 3. interests
 4. ideas 5. attitudes 36.
37. The Spartans evidently looked upon the growth of Athens with
 1. suspicion 2. admiration 3. envy
 4. pride 5. fear 37.
38. The Spartans fought with the Athenians against the Persians
 1. to aid the Athenians
 2. because they liked to fight
 3. because they hated the Persians
 4. to protect themselves
 5. to win the approval of the Athenians 38.
39. The thing which the Spartans and Athenians had in common was
 1. trained army 2. foreign trade
 3. literary products 4. interest in art
 5. language 39.
40. The Spartans were evidently
 1. artistically gifted 2. self centered
 3. liberal in their views 4. peace-loving

GEOGRAPHY

Directions: Read these two sentences carefully.

- A. Furs are a product of 1. fishing 2. hunting 3. lumbering 4. manufacturing 5. mining A.2.....
- B. The animal of the desert that can go the longest time without water is the
1. horse 2. cow 3. goat 4. sheep 5. camel - - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is hunting, so a line is drawn under hunting, and the number in front of it, 2, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. Raisins are dried 1. plums 2. cherries 3. grapes 4. blackberries 5. loganberries - - 1.
2. The smallest of the continents is 1. North America 2. South America 3. Europe
4. Africa 5. Australia - - - - - 2.
3. The natives of Central Africa value elephants chiefly for 1. ivory tusks 2. milk
3. meat 4. work in farming 5. strength in helping to ward off attacks - - - - - 3.
4. The ocean that is around the North Pole is called the 1. Atlantic 2. Pacific
3. Antarctic 4. Arctic 5. Indian - - - - - 4.
5. The body of water that lies between North America and Europe is called the
1. Indian Ocean 2. Atlantic Ocean 3. Arctic Ocean 4. Pacific Ocean 5. Antarctic Ocean 5.
6. When many mackerel swim together they are said to form 1. clusters 2. nuclei
3. bunches 4. schools 5. societies - - - - - 6.
7. The boll weevil has done much damage to the 1. wheat crop 2. cotton crop
3. fruit orchards 4. corn crop 5. pastures - - - - - 7.
8. The greatest fruit state of the United States is 1. Washington 2. Oregon 3. New York
4. Utah 5. California - - - - - 8.
9. The most important sugar cane state is 1. Louisiana 2. Florida 3. Texas
4. Arkansas 5. California - - - - - 9.
10. The largest city of Germany is 1. Hamburg 2. Munich 3. Berlin 4. Essen 5. Breslau 10.
11. A leading state in the production of petroleum is 1. Oklahoma 2. Arkansas
3. Illinois 4. Kentucky 5. Louisiana - - - - - 11.
12. The largest city of the Hawaiian Islands is 1. Manilla 2. Colon 3. Balboa 4. San Juan
5. Honolulu - - - - - 12.
13. The best fruit tree for regions where it is rather cool is the 1. peach tree
2. apricot tree 3. apple tree 4. orange tree 5. mulberry tree - - - - - 13.
14. The leading city of the United States in the manufacture of automobiles is
1. Chicago 2. Detroit 3. Cleveland 4. Indianapolis 5. Buffalo - - - - - 14.
15. The highest mountain peak of northeastern United States is 1. Mount Katahdin
2. Mount Marcy 3. Mount Monadnock 4. Mount Holyoke 5. Mount Washington - - - - - 15.
16. The most important state in the raising of oranges is 1. Florida 2. Georgia
3. California 4. Texas 5. Alabama - - - - - 16.
17. Akron, Ohio, is known for the manufacture of 1. tires 2. cash registers
3. typewriters 4. radios 5. pianos - - - - - 17.
18. The Erie Canal connected the Hudson river with 1. Lake Ontario 2. Lake Superior
3. Lake Michigan 4. Lake Huron 5. Lake Erie - - - - - 18.
19. The largest country of South America is 1. Argentina 2. Brazil 3. Chile 4. Peru
5. Bolivia - - - - - 19.
20. The blue grass region of Kentucky is famous for its 1. forests 2. climate 3. manufac-
tures 4. rich soil 5. level land - - - - - 20.

Continue on next page

21. A very important state in the production of cotton is 1. Illinois 2. Kentucky
3. Texas 4. Florida 5. Maryland - - - - - 21.
22. The chief crop of the farms of North and South Dakota is 1. corn 2. wheat
3. potatoes 4. sugar beets 5. alfalfa - - - - - 22.
23. The seaport that has the largest commerce with Alaska is 1. Los Angeles
2. San Francisco 3. Portland 4. Seattle 5. San Diego - - - - - 23.
24. The most important product of the Brazilian Highlands is 1. cattle 2. diamonds
3. wheat 4. corn 5. coffee - - - - - 24.
25. Glacier National Park is in the state of 1. Montana 2. Oregon 3. California
4. Washington 5. Idaho - - - - - 25.
26. The leading city in the south in the production of iron and steel is 1. Atlanta
2. New Orleans 3. Mobile 4. Birmingham 5. Memphis - - - - - 26.
27. An important source of oil in the southern states is 1. peanuts 2. chestnuts
3. pecans 4. acorns 5. walnuts - - - - - 27.
28. New England is not an important region for field crops because
1. the rainfall is too light 2. the summers are too cold 3. the soils are too thin and
bouldery 4. large markets are too far away 5. Wind and hail storms are too frequent 28.
29. The great Canadian seaport on the Pacific Coast is 1. Victoria 2. Vancouver
3. Winnipeg 4. Prince Rupert 5. Calgary - - - - - 29.
30. Maine sardines are really 1. sardines 2. small salmon 3. small cod 4. small halibut
5. small herring - - - - - 30.
31. The prairie provinces of Canada are famous for 1. oil 2. wheat 3. beef cattle
4. dairy cattle 5. sheep - - - - - 31.
32. The Black Hills are known for 1. lead 2. zinc 3. gold 4. silver 5. copper - - - - - 32.
33. Phosphate is used chiefly in making 1. steel 2. aluminum 3. rubber 4. matches
5. fertilizers - - - - - 33.
34. There is little farming in northern Chile because of 1. a rugged surface
2. dry climate 3. numerous swamps 4. poor soils 5. dense forests - - - - - 34.
35. The most important export of Ecuador is 1. cacao beans 2. coffee 3. sugar
4. tobacco 5. bananas - - - - - 35.
36. The leading city of the North Central States in the manufacture of shoes is
1. Chicago 2. Cleveland 3. Detroit 4. Cincinnati 5. St. Louis - - - - - 36.
37. The most important mineral mined in the western part of the Ozark Plateau is
1. copper 2. zinc 3. lead 4. gold 5. silver - - - - - 37.
38. Yosemite Valley is in the 1. Coast Range 2. Cascade Mountains 3. Sierra Nevada
Mountains 4. Rocky Mountains 5. Wasatch Mountains - - - - - 38.
39. The fertile soil of the Great Appalachian Valley is derived from the weathering of
1. limestone 2. shale 3. granite 4. slate 5. sandstone - - - - - 39.
40. The cattle of Argentina are fattened on 1. corn 2. wheat 3. clover 4. alfalfa 5. oats 40.

LITERATURE

Directions: Read these two sentences carefully.

- A. Cinderella's sisters were 1. kind 2. loving 3. selfish 4. helpful 5. fair - - - - A. 3
- B. "Paul Revere's Ride" is about something that happened in a war with 1. the Indians
2. the French and Indians 3. the British 4. the Spanish 5. the Mexicans - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is selfish, so a line is drawn under selfish, and the number in front of it, 3, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. Nokomis is told about in 1. Arabian Nights 2. Just So Stories 3. Hiawatha
4. Alice's Adventures in Wonderland 5. Miles Standish - - - - 1.
2. Robinson Crusoe was 1. shipwrecked on an island 2. lost on the ocean 3. lost in a desert
4 left by his sailors 5. seized by bandits - - - - 2.
3. In "Paul Revere's Ride," Paul Revere rode a 1. donkey 2. mule 3. bicycle 4. horse
5. pony - - - - 3.
4. Which one of these is a picture of Indian life? 1. Evangeline 2. Hiawatha 3. Vision of
Sir Launfal 4. Arthur and His Knights of the Round Table 5. Snowbound - - - - 4.
5. Rip Van Winkle had a 1. great scare 2. bad fall 3. dangerous ride 4. narrow escape
5. long sleep - - - - 5.
6. In "The Pied Piper of Hamelin," the pied piper was followed by 1. cats 2. dogs 3. rats
4. birds 5. snakes - - - - 6.
7. Penrod was a 1. boy 2. hunter 3. bandit 4. soldier 5. sailor - - - - 7.
8. Helen of Troy was 1. a French 2. an English 3. an American 4. a Dutch 5. a Greek
woman - - - - 8.
9. In the story of "Reynard the Fox," Bruin was caught by the Fox's 1. greater strength
2. faster running 3. kindness 4. trickery 5. honesty - - - - 9.
10. The poem, "Miles Standish," is about 1. a shipwreck 2. a courtship 3. an Indian attack
4. an exploring party 5. scattering a settlement - - - - 10.
11. Heidi in her new home in Frankfort was very 1. happy 2. sullen 3. homesick 4. peevish
5. spiteful - - - - 11.
12. Sir Galahad was a 1. crusader 2. prince 3. baron 4. king 5. knight - - - - 12.
13. The Barefoot Boy was a 1. savage 2. nature lover 3. bully 4. lazy idler 5. fighter - - - - 13.
14. In the poem, "Excelsior," the author tells us 1. to give up easily 2. to give up when
advised 3. to follow advice 4. that courage wins 5. to avoid dangers - - - - 14.
15. In the poem, "My Bed is a Boat," the sailor is a 1. little child 2. toy 3. feather 4. doll
5. fairy - - - - 15.
16. Indian characters are prominent in 1. House of Seven Gables 2. The Great Stone Face
3. Deerslayer 4. Legend of Sleepy Hollow 5. Ivanhoe - - - - 16.
17. The Poem, "Daffodils," is 1. joyful 2. mysterious 3. humorous 4. heroic 5. sad - - - - 17.
18. "Anne of Green Gables" was 1. sickly 2. bad-mannered 3. wealthy 4. an orphan
5. bad-tempered - - - - 18.
19. "Ivanhoe" is a story of the days of 1. colonial America 2. Chivalry 3. Spanish explora-
tion 4. the industrial revolution in England 5. French revolution - - - - 19.
20. The greatest heroes of the Iliad were 1. Jonathan and Samson 2. Lohengrin and Arthur
3. Tom and Huck 4. Penrod and Sam 5. Achilles and Hector - - - - 20.

Continue on next page

21. The Man Without a Country 1. never cared for his country 2. never had a country
3. cursed his country 4. would not read about it 5. did not want to hear about it - - 21.
22. In "The Great Stone Face," Ernest grew more like the face on the mountain because he
became 1. wealthy 2. a hero in war 3. a great speaker 4. good and true 5. a great
scholar - - - - - 22.
23. The poem, "Lucy Gray," is about a little girl who became lost and died 1. in a snowstorm
2. on a prairie 3. in a desert 4. in a forest 5. in the mountains - - - - - 23.
24. An author who wrote both prose and poetry was 1. Burns 2. Stevenson 3. Shelley
4. Coleridge 5. Keats - - - - - 24.
25. In the story, "King Arthur and His Knights of the Round Table," the Round Table was
1. just imaginary 2. an outdoor meeting place 3. a mountain fortress 4. a room in which
they met 5. a big table - - - - - 25.
26. In the story of "Philemon and Baucis," the two old people who had befriended the gods when
given their wish, desired 1. a palace 2. great wealth 3. to die together 4. to live for-
ever 5. to rule the land - - - - - 26.
27. In the story, "Rebecca of Sunnybrook Farm," Rebecca was sent through school by
1. Aunt Miranda 2. Emily Maxwell 3. her mother 4. Adam Ladd 5. Uncle Jerry - - 27.
28. In the story, "Gulliver's Travels," the Lilliputians were 1. savages 2. giants 3. barbarians
4. monsters 5. tiny people - - - - - 28.
29. Which one of these wrote stories about Indians? 1. Washington Irving 2. James Fen-
imore Cooper 3. Joel Chandler Harris 4. Mark Twain 5. Ernest Thompson-Seton - - - 29.
30. In "The Idylls of the King," Arthur was a 1. bandit 2. adventurer 3. crusader
4. just king 5. tyrant - - - - - 30.
31. In "The Song of Hiawatha," Hiawatha's bride Laughing Water 1. left him 2. became
jealous of him 3. nursed him through a fever 4. shot him by mistake 5. died of a famine 31.
32. In "Wild Animals I Have Known," Bingo was a 1. mountain lion 2. dog 3. grizzly
bear 4. wolf 5. tiger - - - - - 32.
33. The boy Myles in "Men of Iron" finally 1. was killed in a combat 2. became a king
3. became an outlaw 4. killed his father's enemy 5. was beheaded by the king - - - 33.
34. A story of life in feudal times is 1. Kim 2. Captains Courageous 3. Men of Iron
4. Treasure Island 5. Westward Ho - - - - - 34.
35. In "The First Snowfall," the poet in watching the snow fall thinks of 1. his little girl who
died 2. the loneliness it brings 3. the cold outside 4. his boyhood joys 5. the work
it makes - - - - - 35.
36. The poem, "Maud Muller," is 1. joyful 2. heroic 3. sad 4. frightful 5. humorous - - 36.
37. "The Lady of the Lake" is a 1. play 2. novel 3. essay 4. short story 5. poem - - 37.
38. In "The Secret Garden," Colin's weakness was due to 1. an accident 2. fear 3. over-
exertion 4. poverty 5. punishment - - - - - 38.
39. In "Adrift on an Ice-Pan," Grenfell 1. started the ice-pan moving 2. fell off the ice-pan
3. enjoyed the adventure 4. was saved by fishermen 5. would not kill a dog for food - 39.
40. In Browning's poem, "Home Thoughts from Abroad," the poet tells of the beauties of
1. nature 2. the sea 3. mountains 4. cities 5. sky at evening - - - - - 40.

ELEMENTARY SCIENCE

Directions: Read these two sentences carefully.

- A. The sun rises in the 1. evening 2. west 3. south 4. morning 5. north - - - - A.4...
- B. Wood comes from 1. lakes 2. trees 3. mines 4. river beds 5. plants - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is morning, so a line is drawn under morning, and the number in front of it, 4, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. Cabbage is a kind of 1. grain 2. rock 3. fruit 4. vegetable 5. coal - - - - 1.
2. Cotton comes from 1. plants 2. animals 3. mines 4. trees 5. wells - - - - 2.
3. A tree from which we gets nuts is the 1. box-elder 2. cottonwood 3. hickory 4. elm
5. maple - - - - 3.
4. Pasteurized milk has been heated to 1. change the taste 2. cook it
3. change it to cream 4. get the cream out of it 5. kill microbes - - - - 4.
5. Leafy vegetables should be eaten because they 1. are easily prepared
2. contain vitamins 3. are cheap 4. taste good 5. look attractive - - - - 5.
6. A snail is protected by 1. feathers 2. bark 3. a shell 4. hair 5. scales - - - - 6.
7. A drink that is not good for children is 1. milk 2. orange juice 3. water 4. coffee
5. cocoa - - - - 7.
8. An example of an evergreen tree is the 1. Douglas fir 2. elm 3. maple 4. oak
5. chestnut - - - - 8.
9. A bird that helps keep our beaches clean is the 1. wren 2. robin 3. thrush
4. warbler 5. gull - - - - 9.
10. Salt comes from 1. plants 2. mines 3. animals 4. trees 5. grains - - - - 10.
11. When something made of wool gets wet it 1. loses its color 2. falls to pieces
3. stretches easily 4. gets smaller 5. turns black - - - - 11.
12. Vitamins are found in 1. air 2. food 3. water 4. sunshine 5. clothing - - - - 12.
13. Oranges come from 1. plants 2. vines 3. bushes 4. shrubs 5. trees - - - - 13.
14. Enamel is a part of one's 1. teeth 2. heart 3. lungs 4. brain 5. intestines - - - - 14.
15. A food that contains much starch is 1. tomatoes 2. lettuce 3. potatoes
4. spinach 5. cabbage - - - - 15.
16. The part of an electric circuit that burns out when there is too much current is the
1. faucet 2. valve 3. damper 4. switch 5. fuse - - - - 16.
17. A bird that usually builds its nest on the ground or in low bushes is the 1. robin
2. swallow 3. meadow-lark 4. wren 5. bluebird - - - - 17.
18. The part of a furnace pipe which controls the draft is a 1. faucet 2. damper
3. valve 4. switch 5. fuse - - - - 18.
19. Germs may be killed by 1. moisture 2. warmth 3. dirt 4. boiling 5. water - - - - 19.
20. A tree from which we get turpentine is the 1. pine 2. hickory 3. cottonwood 4. elm
5. maple - - - - 20.

Continue on next page

21. Saliva is a digestive juice found in the 1. stomach 2. intestines 3. mouth 4. liver
5. pancreas - - - - - 21.
22. Yeast is used in bread to 1. make it taste better 2. make it light 3. make it compact
4. make it bake 5. keep it moist - - - - - 22.
23. Hard water means 1. cold water 2. frozen water 3. impure water 4. distilled water
5. water containing dissolved minerals - - - - - 23.
24. Degrees are used in measuring 1. temperature 2. light 3. electricity 4. energy
5. weight - - - - - 24.
25. A flower that grows best in the shady woods is the 1. buttercup 2. daisy 3. aster
4. bloodroot 5. poppy - - - - - 25.
26. A bird that fishes for its food is 1. bluejay 2. heron 3. kinglet 4. woodpecker
5. sandpiper - - - - - 26.
27. Which one of these is the largest? 1. earth 2. Mars 3. moon 4. Jupiter 5. sun - - 27.
28. An animal helpful to man is the 1. rat 2. rattlesnake 3. toad 4. gopher 5. field mouse 28.
29. Trillium is a kind of 1. spring-flower 2. crystal 3. waterfowl 4. cloud 5. grass - - 29.
30. As one goes near the top of a high mountain the air becomes 1. denser 2. warmer
3. heavier 4. lighter 5. dryer - - - - - 30.
31. The system to which the arteries belong is the 1. circulatory 2. digestive
3. excretory 4. respiratory 5. nervous - - - - - 31.
32. An insect beneficial to man is the 1. tent-caterpillar 2. mosquito 3. house fly
4. grasshopper 5. lady bug - - - - - 32.
33. Dew comes from 1. plants 2. the air 3. the clouds 4. the ground 5. the stars - 33.
34. The vertebrae are parts of the 1. skull 2. foot 3. heart 4. backbone 5. arm - - 34.
35. The carrying of pollen from the anther of one flower to the stigma of another is
called 1. reproduction 2. fertilization 3. pollination 4. pasteurization 5. photosynthesis 35.
36. Cumulus is a kind of 1. cloud 2. crystal 3. waterfowl 4. spring-flower 5. grass - - 36.
37. The pancreas is a 1. muscle 2. bone 3. limb 4. gland 5. tube - - - - - 37.
38. Humidity of the air has to do with its 1. warmth 2. coldness 3. moisture
4. oxygen content 5. carbon-dioxide content - - - - - 38.
39. Parasites are plants or animals that 1. are of great aid to their hosts
2. try to injure their hosts 3. are usually harmless 4. are never found in human beings
5. depend on their hosts for food - - - - - 39.
40. Protection for butolic poisoning in eating canned vegetables comes from
1. eating as soon as opened 2. boiling 3. letting stand 4. keeping them cold
5. salting them - - - - - 40.

AMERICAN HISTORY

Directions: Read these two sentences carefully.

- A. The ship in which the Pilgrims sailed to America was the 1. Victoria
 2. Mayflower 3. Ark 4. Golden Hind 5. Constant - - - - - A. 2
- B. The home of the President of the United States is called the 1. Mansion
 2. Palace of Justice 3. Capitol 4. White House 5. State House - - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is Mayflower, so a line is drawn under Mayflower, and the number in front of it, 2, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. Washington's home was named 1. The Hermitage 2. The Oaks 3. Arlington
 4. Mount Vernon 5. Monticello - - - - - 1.
2. Columbus called the natives of the land which he discovered 1. Aztecs
 2. Borinquens 3. Indians 4. Arabs 5. Negroes - - - - - 2.
3. Columbus' largest ship was the 1. Santa Maria 2. Armada 3. Clermont 4. Victoria
 5. Griffin - - - - - 3.
4. The Northmen were also called 1. Arabs 2. Huns 3. Anglo-Saxons 4. Cossacks
 5. Vikings - - - - - 4.
5. Early sailors called the Atlantic Ocean the 1. South Sea 2. Sea of Darkness
 3. China Sea 4. Mediterranean Sea 5. peaceful ocean - - - - - 5.
6. The man who invented the cotton gin was 1. Edmund Cartwright 2. Elias Howe
 3. Eli Whitney 4. James Hargreaves 5. James Watt - - - - - 6.
7. North and South America were called the 1. Far East 2. Orient 3. Spanish Empire
 4. Old World 5. New World - - - - - 7.
8. Telegraphing across the ocean was first made possible by means of
 1. the submarine 2. the Atlantic Cable 3. conduits 4. the S. S. Savannah 5. tunnels 8.
9. The building in which the Declaration of Independence was signed is now called
 1. Congress Hall 2. Faneuil Hall 3. Old South Church 4. Independence Hall
 5. Carpenter's Hall - - - - - 9.
10. The man who invented the telephone was 1. Alexander Graham Bell 2. Marconi
 3. Thomas A. Edison 4. Samuel F. B. Morse 5. Theodore N. Vail - - - - - 10.
11. The chief purpose of the Puritans was to secure for themselves
 1. control of trade in America 2. the land along the Ohio 3. wealth and power
 4. freedom of religion 5. the payment of debts - - - - - 11.
12. The Northman who is said to have discovered America was 1. Columbus
 2. Leif Erickson 3. Eric the Red 4. Rollo 5. Harold Fairhair - - - - - 12.
13. A traveler whose stories made people eager to go to the Far East was
 1. Cortez 2. Kublai Khan 3. Charlemagne 4. Ferdinand 5. Marco Polo - - - - - 13.
14. The largest town in the Dutch colony along the Hudson River was
 1. Amsterdam 2. Schenectady 3. New Amsterdam 4. Fort Orange 5. Albany - - - - - 14.
15. The chief food raised by all the English colonists was 1. Indian corn 2. rye
 3. potatoes 4. rice 5. wheat - - - - - 15.
16. The alphabet for sending messages by telegraph is called the
 1. broadcasting system 2. SOS call 3. secret code 4. Morse Code 5. Arabic notation 16.
17. Which one of these nations tried to get a part of the New World? 1. Belgium
 2. France 3. Italy 4. Turkey 5. India - - - - - 17.
18. In colonial days letters were sent by 1. Indian runners 2. highwaymen 3. postriders
 4. railroads 5. airmail - - - - - 18.
19. The most fighting in the World War took place on the 1. Atlantic Ocean
 2. Asiatic Front 3. Eastern Front 4. Southern Front 5. Western Front - - - - - 19.
20. At the time of the Civil War people could travel in which of these ways?
 1. railroads 2. electric cars 3. automobiles 4. airplanes 5. submarines - - - - - 20.

Continue on next page

21. An invention which helped men to find out what was happening in the world was the	1. making of sailing charts	2. pope's line of demarcation	3. use of the astrolabe	4. invention of the compass	5. invention of printing	-	-	-	-	-	-	21.
22. The Spanish Armada was	1. the treasure fleet	2. the house where laws were made for the colonies	3. a great war against the Moors	4. the northern coast of South America	5. a great Spanish fleet sent against England	-	-	-	-	-	-	22.
23. The second struggle for independence lasted from	1. 1845-1848	2. 1812-1814	3. 1861-1865	4. 1776-1783	5. 1820-1830	-	-	-	-	-	-	23.
24. The country claimed by the French along the St. Lawrence River was called	1. Louisiana	2. Stadacone	3. New France	4. Nova Scotia	5. Labrador	-	-	-	-	-	-	24.
25. Rhode Island was founded by	1. Roger Williams	2. Thomas Mason	3. The Quakers	4. Ezekiel Cheever	5. Cotton Mather	-	-	-	-	-	-	25.
26. When the United States began to manufacture more goods than it could use it had to	1. burn the surplus	2. shut its doors to foreigners	3. stop manufacturing	4. find new markets	5. pay lower wages than Europe paid	-	-	-	-	-	-	26.
27. The French and the English in America fought to possess the land along the	1. Oregon Trail	2. Wilderness Road	3. Columbia River	4. Missouri River	5. Ohio River	-	-	-	-	-	-	27.
28. Independence was declared by	1. the Continental army	2. the commander of the army	3. the Continental Congress	4. the county courts	5. the town-meetings	-	-	-	-	-	-	28.
29. When France heard about the battle of Saratoga she	1. decided to help the colonies openly	2. stopped sending men and supplies	3. decided to help Great Britain	4. called all her soldiers home	5. asked Benjamin Franklin to visit France	-	-	-	-	-	-	29.
30. The plan of the United States government is described in the	1. Charter of Liberties	2. Constitution	3. Articles of Confederation	4. Mayflower Compact	5. Magna Charta	-	-	-	-	-	-	30.
31. The chief products which both the French and the English wanted to secure in North America were	1. cattle and horses	2. gold and silver	3. fish and furs	4. grain and fruit	5. lumber and tar	-	-	-	-	-	-	31.
32. One of the early attempts to get the colonies to work together was	1. the Shackamaxon treaty	2. the House of Burgesses	3. the free trade theory	4. the Townshend Acts	5. Franklin's plan of union	-	-	-	-	-	-	32.
33. A famous troop of soldiers in the Spanish-American war was the	1. Molly McGuires	2. Rough Riders	3. Night Riders	4. Black Hussars	5. Light Brigade	-	-	-	-	-	-	33.
34. To protect its trade in the Mediterranean the United States carried on war with	1. the Turks	2. Italian cities	3. Great Britain	4. Barbary States	5. the natives of India	-	-	-	-	-	-	34.
35. Which of these means of communication was the FIRST to come into general use?	1. messenger	2. mail	3. wireless	4. telephone	5. telegraph	-	-	-	-	-	-	35.
36. The French built a fort at the Forks of the Ohio called	1. Fort Necessity	2. Fort Niagara	3. Fort Duquesne	4. Fort Ticonderoga	5. Fort George	-	-	-	-	-	-	36.
37. The part of the slave-trade route which lay between Africa and the West Indies was called the	1. underground railroad	2. Guinea coast	3. slave market	4. chain gang	5. middle passage	-	-	-	-	-	-	37.
38. Saving natural resources of all kinds is called	1. conversation	2. irrigation	3. prospecting	4. conservation	5. dry farming	-	-	-	-	-	-	38.
39. The first great leader of the American Federation of Labor was	1. Samuel Gompers	2. Matthew Woll	3. Grover Cleveland	4. Eugene Debs	5. George Pullman	-	-	-	-	-	-	39.
40. The first slaves were brought to the English colonies in	1. 1489	2. 1619	3. 1521	4. 1588	5. 1643	-	-	-	-	-	-	40.

Number right

ARITHMETIC—PROBLEMS

Directions: Do each example as you come to it.

Do All Figuring in Blank Spaces Below.

Write the Answers at the right side of this page.

1. Fred has 65 chickens and Will has 124. How many more chickens than Fred has Will?

Answers

1.....

2. How many valentines at 3 cents each can you buy for 90 cents?

2.....

3. Two dimes, a quarter, and a half dollar are how many cents?

3.....

4. The sum of two numbers is 40. One of them is 16. What is the other number?

4.....

5. It took a railroad train 12 hours to make a trip of 372 miles. What was the average speed of the train an hour?

5.....

6. A tourist traveled 265 miles the first day, 289 miles the second, and 408 miles the third. How many miles did he go in the three days?

6.....

7. Two gallons of paint will fill how many quart cans?

7.....

8. John jumped a distance of 96 inches. How many feet did he jump?

8.....

9. How many quart bottles can you fill with 8 gallons of milk?

9.....

10. On a reading test Margaret read 588 words in three minutes. How many words did she read, on an average, in one minute?

10.....

11. Farmer Jackson received \$42.75 for 9 barrels of apples. What did he receive a barrel for the apples?

11.....

12. The father gave Harry 11 chickens. He gave Charley 6 chickens more than Harry. How many chickens did both boys have?

12.....

Continue on next page

- | | |
|---|---------|
| 13. Find the cost of 50 boxes at \$8 a hundred? | 13..... |
| 14. Helen bought a roast for \$2.47 and a steak for \$1.43. What change should she receive from a ten-dollar bill? | 14..... |
| 15. How many pint bottles can you fill from a gallon? | 15..... |
| 16. Four fish weighed 2 pounds. What was their average weight? | 16..... |
| 17. At 2 for 5c, find the cost of 8 cakes. | 17..... |
| 18. Alice bought $2\frac{1}{2}$ yards of ribbon at 32 cents a yard. How much change should she receive from a dollar? | 18..... |
| 19. A lady bought $4\frac{1}{3}$ yards of calico at 15c a yard for a dress and other material costing \$1.75. Find the total cost? | 19..... |
| 20. Jack wished to earn \$18.50 to buy a new bicycle. One Saturday he worked $7\frac{3}{4}$ hours for \$.40 an hour. How much more must he earn before he can buy the bicycle? | 20..... |
| 21. Find the number of fence posts $6\frac{1}{2}$ feet long that can be cut from a tree 26 feet long. | 21..... |
| 22. A government report states that in a recent flood the water rose $16\frac{1}{2}$ inches in 3 hours. Find the average rise an hour. | 22..... |
| 23. During the first five weeks of school the deposits in the school savings bank were as follows: \$8.75, \$9.68, \$10.25, \$16.78, \$25.44. Find the average weekly deposits. | 23..... |
| 24. Mary wishes to cut a ribbon $4\frac{1}{2}$ yards long into three equal pieces. How long will each piece be? | 24..... |
| 25. Find the average weight of three chickens, one weighing 3.6 pounds, one weighing 3.75 pounds, and one weighing 4.125 pounds. | 25..... |

ARITHMETIC — FUNDAMENTAL OPERATIONS

Directions: Do each example as you come to it.
 Do your figuring on this paper.
 Use additional blank paper of your own
 for figuring if necessary.
 Write the answers at the right side of this page.

Illustration: 1. Subtract

$$\begin{array}{r} 476 \\ -122 \\ \hline 354 \end{array}$$

Answer
 1. 354

1. Add

$$\begin{array}{r} 2\frac{1}{3} \\ +7\frac{2}{3} \\ \hline \end{array}$$

2. Multiply

$$\begin{array}{r} 612 \\ \times 30 \\ \hline \end{array}$$

3. Subtract

$$\begin{array}{r} 4001 \\ -2883 \\ \hline \end{array}$$

4.

$$\frac{1}{5} \text{ of } 75 =$$

5. Divide

$$8 \overline{)71656}$$

1.
 2.
 3.
 4.
 5.

6. Divide

$$6 \overline{)6360}$$

7. Subtract

$$\begin{array}{r} 3\frac{1}{2} \\ -1\frac{1}{4} \\ \hline \end{array}$$

8. Divide

$$35 \overline{)425}$$

9. Add

$$\begin{array}{r} 4\frac{1}{5} \\ +1\frac{1}{4} \\ \hline \end{array}$$

10. Subtract

$$\begin{array}{r} 7003 \\ -6995 \\ \hline \end{array}$$

6.
 7.
 8.
 9.
 10.

11. Add

$$\begin{array}{r} .28 \\ .43 \\ +.95 \\ \hline \end{array}$$

12. Divide

$$6 \div 10 =$$

13. Subtract

$$\begin{array}{r} 4\frac{5}{6} \\ -1\frac{2}{5} \\ \hline \end{array}$$

14. Divide

$$1\frac{1}{3} \div 5 =$$

15. Subtract

$$\begin{array}{r} 7\frac{1}{4} \\ -6\frac{3}{4} \\ \hline \end{array}$$

11.
 12.
 13.
 14.
 15.

16. Subtract

638 from 30

17. Divide

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

18. Subtract

$$\begin{array}{r} 8 \text{ gal. } 1 \text{ qt.} \\ -2 \text{ gal. } 3 \text{ qt.} \\ \hline \end{array}$$

19.

$$200\% \text{ of } 6\frac{1}{2} =$$

20. Divide

$$\frac{1}{5} \div 5 =$$

16.
 17.
 18.
 19.
 20.

21. Multiply

$$\begin{array}{r} \text{hrs. } 15 \text{ min.} \\ \times 7 \\ \hline \end{array}$$

22.

$$2 = \text{---} \% \text{ of } 40$$

23.

$$1000\% \text{ of } 86 =$$

24. Add

$$\begin{array}{r} 7 \text{ yds. } 16 \text{ in.} \\ 9 \text{ yds. } 25 \text{ in.} \\ +8 \text{ yds. } 32 \text{ in.} \\ \hline \end{array}$$

25. Subtract

$$\begin{array}{r} 9 \text{ ft. } 4\frac{1}{2} \text{ in.} \\ -2 \text{ ft. } 1\frac{3}{4} \text{ in.} \\ \hline \end{array}$$

21.
 22.
 23.
 24.
 25.

Look over your work.

SPELLING

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39.
40.

Number Right.....

ENGLISH—CAPITALIZATION

Directions: Read the following sentences:

1. we are going to boston.
2. the dog's name is shep.

We are going to Boston. The "w" in *We* and the "b" in *Boston* are underlined because they should be changed to capital letters. Look at the next sentence. What letters should be changed to capital letters to make the sentence correct? Yes, the "t" in *The* and the "s" in *Shep* should be changed. Draw lines under these letters. Read carefully each sentence which follows. Underline all letters which should be changed to capital letters. Underline only the letters; not the whole word. Many sentences or groups of words, contain *more than one* word that should be capitalized. Be sure to underline *all* the letters which should be capitals.

1. the italian boy came from rome.
2. fourth avenue is very beautifully decorated.
3. the lilies should be in bloom by easter.
4. the revolutionary war was fought with the english.
5. the american people are ambitious.
6. the tramp asked, "where is your pump?"
7. sincerely yours,
8. the source of the mississippi river is at itasca.
9. we have turkey at thanksgiving, goose at christmas, and eggs at easter.
10. that is a spanish shawl.
11. she attended george peabody teachers college.
12. mr. austin said, "yes, mary has gone to europe."
13. the fourth of july is commonly known as independence day.
14. superintendent webster was succeeded by mr. carroll r. reed who is now superintendent of schools.
15. she asked, "why don't you wait until easter vacation?"
16. the soldiers of the south met the soldiers of the north on the field of bull run.
17. she went east to school.
18. the national tuberculosis association sells christmas seals to promote health.
19. william jennings bryan was the choice of the democratic party.
20. we celebrate st. valentine's day in february.
21. he is reading "an elegy written in a country churchyard."
22. the grand army of the republic is rapidly decreasing in number.
23. the breton pilot saved the french fleet from being captured by the english.
24. we next visited holland, which is called the land of dykes.
25. i stood in venice, on the bridge of sighs.
26. the week of april 14-18 was designated as schoolmens week.
27. lives of great men all remind us
we can make our lives sublime,
and departing, leave behind us
footprints on the sands of time.
28. he received his bachelor of arts degree in june.
29. he replied, "waste! it is a shameless waste!"
30. "the assyrian came down like the wolf on the fold;
and his cohorts were gleaming in purple and gold."

Number right.....

Continue on next page

ENGLISH—PUNCTUATION

Directions: Read the following sentences:

1. The wind is cold today
2. Does he come from Chicago Illinois

The sentences are not punctuated. What mark should be placed at the end of the first sentence? A period is right. Put it in. What marks should be used in the second sentence to make it correct? Put them in. Read each sentence which follows carefully. Put in all marks of punctuation; such as periods, commas, question marks, etc., which are needed to make the sentences correct. The words following each number are to be punctuated as one sentence.

1. Where is Fred
2. Harry broke his pencil
3. Dec is the abbreviation for December
4. Do you know them
5. Yours truly
6. We had apples oranges and grapes at the picnic
7. My uncle lives in Racine Wisconsin
8. Silk is shipped to Seattle Washington
9. John Fred and Helen divided the candy
10. We may go on a picnic said Pauline
11. School opened Sept 2
12. No I cannot come
13. He doesnt live in this city
14. Dr R C Bell is going to Dallas Texas
15. I bought hose handkerchiefs and perfume yesterday
16. Dont touch that wire
17. Its our duty to inform him
18. Dear Mr Hanson
19. The ladys dress and the mans coat are blue
20. She stays at my uncles house
21. The mens hats were scattered about the floor
22. You may tell them said Robert whatever you please
23. Mr Smiths house burned last night
24. His words were as follows
25. Who is there the soldier asked
26. What shall we do asked John
27. Ladies coats are displayed on the second floor
28. Thomas Carlyle who was of peasant origin wrote forty volumes
29. Its ones duty to do so
30. I bought Robinson Crusoe and Treasure Island for my nephew

Number right.....

Directions: Read the following sentences:

1. They ~~is~~^{are} here.
2. It is ~~are~~ dog.
3. I ~~saw~~ him yesterday.

They ~~is~~ here. ~~Is~~ is placed in black face type because it is the word we must decide about. ~~Is~~ is not the correct word to use; therefore we have crossed it out and written the right word, ~~are~~, above. Read the second sentence. ~~Are~~ is placed in black face type to show us that it is the word we must decide about. It makes the sentence wrong. Cross out ~~are~~ and write the correct word above. What should it be? ~~Our~~ is correct. Write it above. Read the third sentence. What word must we decide about? Yes, ~~saw~~ is the word. Is it correct? Yes, it is. Leave the sentence just as it is because it is correct.

Cross out words in black face type which are not correct and write the correct word above. Leave words in black face type which are correct just as they are.

1. She was about to ~~lay~~ down.
2. You ~~can~~ come with us.
3. He has ~~two~~ many packages.
4. Neither of the boys liked ~~his~~ work.
5. Neither the boys ~~nor~~ girls misbehaved.
6. She knew whether there ~~was~~ any pencils.
7. He ~~don't~~ seem to understand.
8. We arrived ~~to~~ late to celebrate.
9. They declared their leader to be ~~he~~.
10. The most attentive people at the debate were ~~him~~ and his mother.
11. ~~Whom~~ did you think called?
12. Give it to John or ~~I~~.
13. You are ~~awfully~~ kind.
14. ~~Who~~ did they say came?
15. He said, "It was ~~him~~."
16. This food smells ~~badly~~.
17. He ~~hates~~ being taunted.
18. I have ~~rode~~ on a merry-go-round.
19. The number of men and women attending ~~are~~ increasing.
20. They laughed at ~~us~~ falling.
21. The father, as well as his four sons, ~~were~~ hurt.
22. There ~~goes~~ the men.
23. They let no one ~~beside~~ the teacher help.
24. The cat takes care of ~~it's~~ kittens.
25. His audience ~~were~~ the parents.
26. It seems ~~like~~ no one lives here.
27. I ~~will~~ leave for Chicago Sunday.
28. The three ~~thiefs~~ ran away.
29. Either of the girls ~~are~~ to go.
30. One should do ~~ones~~ work carefully.

UNIT SCALES OF ATTAINMENT

Developed by

M. E. Bransom
L. J. Brueckner

A. M. Jordan
Prudence Cutright

Mary G. Kilty
W. A. Anderson

August Dvorak
M. J. Van Wagenen

Division 1

Grades III-IV

Form A

NAME _____ BOY or GIRL _____
Last First Middle

CITY _____ GRADE _____

DATE 19 _____ TEACHER _____
Year Month Day

DATE of BIRTH 19 _____ SCHOOL _____
Year Month Day

AGE _____ SCORED BY _____
Years Months Days

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READING

Directions: Read sample paragraph **A** carefully.

A

America was discovered for Spain by an Italian sailor, Columbus, in 1492. Shortly after this another Italian sailor, John Cabot, sailing from England, reached the coast of Labrador. Still later the country was explored by the French sailor, Cartier, and the Spanish explorers, Cortez and Ponce de Leon. America could be reached only by a long and dangerous voyage across the Atlantic ocean in small wooden sailing vessels.

A

1. The paragraph is mainly about
 1. Columbus 2. Labrador
 3. crossing the Atlantic
 4. discovery and exploration of America
 5. Spain 1. 4
2. By whom was America discovered for Spain?
 1. John Cabot 2. Cartier 3. Columbus
 4. Cortez 5. Ponce de Leon 2.
3. The early explorers came to America in
 1. steamboats 2. sail-boats 3. airplanes
 4. canoes 5. rowboats 3.
4. The early explorers of America were
 1. foolish 2. weak 3. cowardly
 4. brave 5. fearful 4.

Beginning with paragraph 1 below, read each paragraph carefully, then draw a line under the **one** word or phrase that is true for each question or statement at the right of the paragraph and put its number in the space at the right as in the samples above. You may read the paragraph **more than once** if you need to do so.

1

Once upon a time there lived in Switzerland a little boy, Rubi. He had fallen down one of the small hills around his home and hurt his hip. After that he was never able to walk. One day his mother brought him a toy goat carved out of wood. When Rubi saw it he said, "I can make a better goat than that." So his mother brought him some tools and wood, and Rubi began to carve animals. He was soon making beautiful bears and dogs and sheep and horses.

1

1. Rubi was a
 1. goat 2. cripple 3. girl 4. village
 5. toy goat 1.
2. Rubi's mother brought him a toy
 1. horse 2. sheep 3. goat 4. dog
 5. bear 2.
3. Rubi learned to be a
 1. farmer 2. mountain climber
 3. cripple 4. shepherd 5. wood carver 3.
4. Rubi was given tools and wood by
 1. his father 2. his grandfather
 3. a neighbor 4. his mother
 5. a traveler 4.

2

In the days when there were few railroads or telegraph lines east of the Missouri River and none west of it, the mail was carried for a time by the pony express. A rider would start from the eastern end and ride to the next station about ten miles away. Here he would change horses and ride to the second station, where he would again change horses and dash on his way. At the third station a fresh rider would take the mail pouch on its way. Along the way were hot sands, mountain gorges, wild Indians and bands of robbers.

2

5. Before the railroad and telegraph were built to California the mail was carried
 1. on horseback 2. on foot 3. by Indians
 4. by boat 5. by tourists 5.
6. The men who carried the mail had to be
 1. tall 2. brave 3. heavy 4. bandits
 5. reckless 6.

Continued on next page

George did not like to bring in wood for his mother, nor clean the yard, nor go on errands, nor take care of the baby, nor even to put away his own clothes. When George was sent to his Uncle's house to get a basket of wood he wished that he were a dog, a squirrel, a bee or a cow—just anything that seemed to have nothing to do.

4

Midas was a very rich king. One evening as he was counting his gold he saw a youth before him. "I wish that everything I touch would turn to gold," said Midas.

"Very well," said the stranger, who was the god Mercury, "for one day you shall have this power."

"But one day is so little," said Midas.

Everything he touched the next morning turned to gold. After breakfast his little daughter came skipping into the room and into his arms. He pushed her away but it was too late. She, too, had turned into gold.

5

A little Indian girl, Sacajawea, had been captured and carried away from the mountain home of the Shoshones by the Minitaris of the Dakota plains. One day a French Canadian trapper, Charboneau, bought her from her captors, led her away to his home among the Mandan Indians and later married her. A few years later there came to the Mandan village on the Missouri river two white men, Captain Lewis and Lieutenant Clark, looking for someone to show them the way up the Missouri river and through the Rocky Mountains at the source of the river. As Sacajawea came from the Shining Mountains, she would show them the way. With her husband, she set out with the white men's party. One day they were chased by a grizzly bear which a bullet brought down just in time to save their lives. Another day their canoe was tipped over by the wind. At last, when they came upon the Shoshones, Sacajawea burst into a dance, waving her arms and uttering cries. She had found her own people.

- 7. Paragraph 3 is mainly about
 - 1. a basket of wood 2. animals
 - 3. a baby 4. a boy 5. an uncle
 7.
- 8. George was
 - 1. lazy 2. kind 3. thoughtful 4. cruel
 - 5. helpful
 8.
- 9. George liked to
 - 1. work 2. put away his clothes 3. play
 - 4. run errands 5. help his mother
 9.
- 10. George wished he were a bee so that he would not have to
 - 1. walk 2. play 3. eat 4. talk
 - 5. work
 10.

4

- 11. What is the story mainly about?
 - 1. Mercury 2. the power of a god
 - 3. Midas' desire for gold
 - 4. Midas' daughter 5. Midas' breakfast
 11.
- 12. When Midas saw his daughter turn into gold, he felt very
 - 1. proud 2. sad 3. joyful 4. fearless
 - 5. wise
 12.
- 13. Midas was a
 - 1. king 2. poor man 3. god
 - 4. stranger 5. youth
 13.
- 14. The youth was
 - 1. a beggar 2. a king 3. a servant
 - 4. a god 5. satan
 14.

5

- 15. Paragraph 5 is mainly about
 - 1. Lewis and Clark 2. Charboneau
 - 3. the Shoshones 4. the Rocky Mountains
 - 5. an Indian woman
 15.
- 16. Sacajawea's dance when the party came upon the Shoshones was one of
 - 1. fear 2. anger 3. hate 4. joy
 - 5. sorrow
 16.
- 17. The trip across the Rocky Mountains was
 - 1. sad 2. dangerous 3. dreary
 - 4. easy 5. rapid
 17.
- 18. The one who showed the way across the Rocky Mountains was
 - 1. Captain Lewis 2. Charboneau
 - 3. Sacajawea 4. Lieutenant Clark
 - 5. a Canadian trapper
 18.

Whenever there was a hurt or a pain among the five little O'Toole's, whether it was Michael or Dan or Sadie or Julia or Terry, they always went to Granny. It was Granny, too, who put them to sleep each night with a beautiful fairy story. When Bridget, their mother, scolded about Granny's hens scratching up her garden or eating her tomatoes, Granny, with the slyest of winks, would say, "But you like the dress which the egg money bought." For breakfast Granny prepared mush and milk for the O'Tooles and the hens alike. When Terry, the oldest and Granny's favorite, was eight, a school was opened in the village but the children who went had to pay. Dennis, Terry's father, told him, "Spade as hard as I can, it's little enough we get to eat, let alone the learning." One day as Terry was coming home from the village with some nails for a new chicken-coop he met the teacher. When she asked him why he did not come to school he burst into tears. When she asked him, "Don't you keep hens at your home?" Terry said, "Granny does." "Well, bring me an egg a day and you may come to school." Terry went home, sure of Granny's help; and every day carried an egg to school, and learned far more than its worth.

7

The telephone is made of many different things. The wires are made of gold, silver and platinum melted together. The receiver case is made of rubber. The part into which you speak, called the transmitter, contains aluminum, mica, nickel, coal and a paper made from linen. Iron, copper, tin and zinc are used on the inside of the receiver, the part you hold to your ear. Shellac is used in making the mouth-piece.

8

Nearly every insect lives through four stages in its life. The first stage is the egg. The second is the larva stage. In this stage some insects are grubs, some are maggots and some are caterpillars. The larva eats leaves, grains and vegetables, causing great loss to farmers. During the third or pupa stage the

19. Terry cried when he met the teacher because he
 1. couldn't go to school 2. had to work
 3. had been naughty
 4. was afraid of strangers
 5. did not want to go to school 19.
20. What kind of a boy was Terry
 1. lazy 2. mischievous 3. bad
 4. sullen 5. industrious 20.
21. What did Granny do with her egg money
 1. saved it all 2. spent it for herself
 3. bought things for others
 4. gave it away 5. spent it foolishly 21.
22. For breakfast the chickens had
 1. corn 2. wheat 3. worms
 4. mush and milk 5. eggs 22.
23. When Granny's hens ate Bridget's tomatoes it made her
 1. happy 2. angry 3. fearful 4. sad
 5. cheerful 23.

7

24. Paragraph 7 is mainly about
 1. metals 2. telephone wires
 3. making the telephone
 4. parts of the telephone
 5. what telephones are made of 24.
25. Which of these is used in making the transmitter?
 1. coal 2. silver 3. rubber 4. zinc
 5. shellac 25.
26. Which of these is used in making the receiver?
 1. gold 2. nickel 3. tin 4. linen 5. mica 26.
27. Copper is used in making the
 1. wires 2. transmitter 3. receiver case
 4. receiver 5. mouth-piece 27.

8

28. The cocoon is found when an insect is a
 1. maggot 2. pupa 3. larva 4. grub
 5. adult 28.
29. Most damage by insects is done when they
 1. are larvae 2. have wings
 3. are adults 4. are cocoons
 5. are pupae 29.

Continued on next page

insect is usually resting or sleeping and often as inside a cocoon. The pupa is sometimes called a chrysalis. The last is the adult stage, when the insect is full grown, has wings and lays eggs. Grasshoppers, bees, ants and mosquitoes are adult insects.

At the time Ansgar arrived in Sweden in the ninth century iron was in universal use in the country and had been so since the fifth century before Christ. It was during this period, the Iron Age, that the inhabitants of Sweden first became acquainted with brass, silver, lead and glass, as well as iron. As works of iron could not, like those of bronze, be produced only by casting, the smith's craft came to have far greater significance during this age. Prior to the Iron Age there was another period, the Bronze Age, when the use of iron was altogether unknown. Weapons and tools were then made of bronze—a mixture of copper and tin. Gold was the only other metal known during this period, which continued from about the 15th century B. C. to the fifth century B. C. Previous to the Bronze Age the people of Sweden were in complete ignorance of the use of any metals. They were compelled to make their weapons and implements of such materials as stone, horn, bone, and wood. This period is recognized as the Stone Age.

10

When Bamboo was brought to live in the Zoo, five years ago, he was just a baby. One of the principal difficulties in keeping a gorilla alive in captivity is homesickness and loneliness. To keep him company Lizzie was shipped with him from Africa. They became great playmates and are great playfellows today, although Bamboo is growing rapidly toward the stage in a gorilla's life where he turns brutally savage. A couple of times a young ape has been placed in the cage with them. Bamboo treated the newcomer like a long-lost brother—some one to wrestle about with. Lizzie, however, is changed into a biting, tearing, punching little demon until the stranger is removed.

30. Eggs are laid by
1. maggots 2. grubs 3. pupae
4. cocoons 5. mosquitoes 30.

31. Eggs are laid by
1. caterpillars 2. grasshoppers
3. chrysalis 4. pupae 5. larvae 31.

32. Paragraph 9 is mainly about
1. Ansgar's arrival in Sweden
2. Iron Age in Sweden
3. metals used in Sweden at different periods
4. weapons used in different ages
5. what bronze is made of 32.

33. Which of these came into use during the Iron Age?
1. bronze 2. gold 3. brass 4. horn
5. copper 33.

34. 5,000 years ago the people of Sweden made their tools of
1. bronze 2. stone 3. copper
4. iron 5. brass 34.

35. Which of these came into use during the Bronze Age?
1. silver 2. brass 3. bone 4. glass
5. gold 35.

36. Articles of iron were made by casting and also by
1. baking 2. cutting 3. hammering
4. heating and hammering
5. pressing into shape 36.

10

37. Paragraph 10 is mainly about
1. Bamboo and Lizzie 2. an ape
3. Bamboo 4. Lizzie's fighting
5. a zoo 37.

38. When a newcomer is put in the cage, Lizzie becomes
1. friendly 2. jealous 3. cowardly
4. sorrowful 5. afraid 38.

39. Gorillas require
1. much care 2. large quantities of food
3. freedom 4. much exercise
5. companionship 39.

40. When about five years of age gorillas usually
1. become dangerous 2. become homesick
3. become lonely 4. die
5. become gentle 40.

GEOGRAPHY

Directions: Read these two sentences carefully.

- A. Furs are a product of 1. fishing 2. hunting 3. lumbering 4. manufacturing 5. mining A. 2
- B. The animal of the desert that can go the longest time without water is the
1. horse 2. cow 3. goat 4. sheep 5. camel - - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is hunting, so a line is drawn under hunting, and the number in front of it, 2, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. The Eskimos pull their sledges over the snow by means of 1. horses 2. oxen 3. yaks
4. reindeer 5. dogs - - - - - 1.
2. The capital of the United States is 1. New York City 2. Chicago 3. Philadelphia
4. Washington 5. Baltimore - - - - - 2.
3. Rice as a food is very important in 1. China 2. France 3. Great Britain 4. Canada
5. Australia - - - - - 3.
4. The United States has 1. 40 states 2. 44 states 3. 48 states 4. 52 states 5. 56 states 4.
5. Which one of these is an ocean? 1. Europe 2. Atlantic 3. Mississippi 4. Rockies
5. Philippines - - - - - 5.
6. Loosening the soil to kill weeds and retain moisture in it is called 1. transportation
2. migration 3. cultivation 4. evolution 5. erosion - - - - - 6.
7. Which one of these is a continent? 1. Amazon 2. Pacific 3. Alps 4. Africa 5. Japan 7.
8. Which one of these countries is in North America? 1. France 2. Canada 3. China
4. Brazil 5. Russia - - - - - 8.
9. Which one of these cities is in the United States? 1. Montreal 2. Paris 3. Berlin
4. Rome 5. San Francisco - - - - - 9.
10. Which one of these is likely to be more nearly level? 1. plain 2. plateau
3. mountain range 4. valley 5. mountain peak - - - - - 10.
11. In which of these industries is corn mainly used? 1. transportation 2. manufacturing
3. building 4. farming 5. hunting - - - - - 11.
12. Raisins are dried 1. plums 2. cherries 3. grapes 4. blackberries 5. loganberries 12.
13. The smallest of the continents is 1. North America 2. South America 3. Europe
4. Africa 5. Australia - - - - - 13.
14. The natives of Central Africa value elephants chiefly for 1. ivory tusks 2. milk
3. meat 4. work in farming 5. strength in helping to fight off attacks - - - - - 14.
15. The ocean that is around the North Pole is called the 1. Atlantic 2. Arctic
3. Pacific 4. Antarctic 5. Indian - - - - - 15.
16. The body of water that lies between North America and Europe is the
1. Indian Ocean 2. Arctic Ocean 3. Atlantic Ocean 4. Pacific Ocean 5. Antarctic Ocean 16.
17. The most important fruit that we get from the Hawaiian Islands is 1. grapefruit
2. pineapples 3. oranges 4. lemons 5. bananas - - - - - 17.
18. Skins are tanned in order to make 1. belts 2. shoes 3. coats 4. seat covers 5. leather 18.
19. The greatest fruit state of the United States is 1. Washington 2. California
3. Oregon 4. Utah 5. New York - - - - - 19.
20. The nomads of the Arabian Desert live in 1. houses of wood 2. houses of stone
3. houses of adobe brick 4. tents 5. houses of burnt brick - - - - - 20.

Continued on next page

21. Mutton is obtained from 1. hogs 2. cattle 3. sheep 4. poultry 5. reindeer - - - 21.
22. Shoes are generally made from the hides or skins of 1. horses 2. cattle 3. sheep
4. goats 5. hogs - - - - - 22.
23. The solid part that is left after gas is driven out of coal is called 1. hard coal
2. soft coal 3. peat 4. charcoal 5. coke - - - - - 23.
24. The most useful tree of Japan is 1. oak 2. hickory 3. pine 4. bamboo 5. cedar 24.
25. Wheat is used mostly for 1. feeding human beings 2. feeding cattle 3. feeding sheep
4. feeding poultry 5. feeding hogs - - - - - 25.
26. The finest fur coats and scarfs are made of 1. mink skins 2. beaver skins 3. marten
skins 4. seal skins 5. fox skins - - - - - 26.
27. The first man to sail around the world was named 1. Magellan 2. Drake
3. Columbus 4. Pizarro 5. Cook - - - - - 27.
28. The fat of the hog is called 1. tallow 2. gristle 3. oil 4. margarine 5. lard - - 28.
29. Most of the buildings of large cities are made of 1. wood 2. stone 3. bricks
4. concrete 5. sheet iron - - - - - 29.
30. The chief source of power in Norway is 1. coal 2. water 3. oil 4. wood 5. natural gas 30.
31. The chief kind of live stock kept by the Lapps is 1. cattle 2. sheep 3. llamas 4. yaks
5. reindeer - - - - - 31.
32. The Netherlands is known for its 1. high mountains 2. many lakes 3. rolling plains
4. land below sea level 5. large forests - - - - - 32.
33. The machine which makes cloth out of cotton fibre is called a 1. bobbin 2. shuttle
3. loom 4. spindle 5. spinning jenny - - - - - 33.
34. The leading seaport of Central China is 1. Shanghai 2. Nanking 3. Foochow
4. Hankow 5. Tientsin - - - - - 34.
35. Sand dunes are 1. oases 2. hills 3. shallow lakes 4. dry valleys 5. plains - - - 35.
36. In the central and southern parts of China the chief food of the people is 1. wheat
2. corn 3. rice 4. bananas 5. manioc - - - - - 36.
37. The Congo Basin of Central Africa is 1. hot and dry 2. hot and wet 3. cool and dry
4. cool and wet 5. cold and dry - - - - - 37.
38. The hardest kind of rock we have is 1. marble 2. limestone 3. sandstone 4. granite
5. shale - - - - - 38.
39. Most of the white people in the Belgian Congo are engaged in 1. trading
2. farming 3. hunting and trapping 4. mining 5. lumbering - - - - - 39.
40. The white man in the high Andes of South America is engaged in 1. manufacturing
2. hunting 3. lumbering 4. farming 5. mining - - - - - 40.

Number right.....

LITERATURE

Directions: Read these two sentences carefully.

- A. Cinderella's sisters were 1. kind 2. loving 3. selfish 4. helpful 5. fair - - - A. 3
- B. Which one of these stories is about some tigers? 1. Black Beauty
2. Brother Fox's Tar Baby 3. Bell of Atri 4. Snow-White and Rose-Red
5. Little Black Sambo - - - B. _____

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is **selfish**, so a line is drawn under **selfish**, and the number in front of it, 3, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. In the story of "Hensel and Gretel," the old witch 1. became afraid 2. ran away
3. was pushed into the oven 4. made gingerbread of Gretel 5. set Hensel free - - - 1. _____
2. In the story of "Little Black Sambo," his new clothes were taken by some
1. tigers 2. boys 3. tramps 4. witches 5. bears - - - 2. _____
3. Which one of these stories is about a witch? 1. Cinderella 2. Reynard the Fox
3. Snow-White and Rose-Red 4. Beauty and the Beast 5. Hensel and Gretel - - - 3. _____
4. In the story of "The Elves and the Shoemaker," the little elves 1. stole the shoes
2. made the shoes 3. sold the shoes 4. hid the shoes 5. played with the shoes - - - 4. _____
5. In the story of "Jack and the Beanstalk," Jack traded his mother's cow for
1. a hen 2. some eggs 3. a bag of gold 4. some beans 5. some meat - - - 5. _____
6. In the story of "Little Black Sambo," Little Black Sambo got his new clothes back be-
cause the tigers became 1. playful 2. jealous 3. afraid 4. hungry 5. sorry - - - 6. _____
7. In the story of "Sleeping Beauty," the princess 1. died 2. was killed
3. went to sleep for 100 years 4. never married 5. ran away - - - 7. _____
8. William Tell was required by the Tyrant Gessler to shoot an apple from
1. a tree 2. a pole 3. his horse's back 4. a far-away rock 5. his son's head - - - 8. _____
9. In "Paul Revere's Ride," Paul Revere rode to warn the people of 1. a British attack
2. an Indian uprising 3. a coming storm 4. a flood 5. a band of robbers - - - 9. _____
10. Which of these stories is about a rabbit? 1. Black Beauty
2. Snow-White and Rose-Red 3. Bell of Atri 4. Brother Fox's Tar Baby
5. Little Black Sambo - - - 10. _____
11. Nokomis is told about in 1. Arabian Nights 2. Just So Stories 3. Hiawatha
4. Alice's Adventures in Wonderland 5. Miles Standish - - - 11. _____
12. Robinson Crusoe was 1. lost on the ocean 2. shipwrecked on an island
3. lost in a desert 4. left by his sailors 5. seized by bandits - - - 12. _____
13. Robin Hood was 1. a fairy 2. a witch 3. a prince 4. a viking 5. an outlaw - - - 13. _____
14. Which one of these is a picture of Indian life? 1. Hiawatha 2. Evangeline
3. Vision of Sir Launfal 4. Arthur and His Knights of the Round Table 5. Snowbound - - - 14. _____
15. Friday is told about in 1. Swiss Family Robinson 2. We are Seven 3. Arabian Nights
4. Robinson Crusoe 5. Just So Stories - - - 15. _____
16. In "The Pied Piper of Hamelin," the pied piper was followed by 1. cats 2. dogs
3. rats 4. birds 5. snakes - - - 16. _____
17. Which of these is a poem? 1. Cinderella 2. Children's Hour 3. Three Bears
4. Goody Two Shoes 5. The Elves and the Shoemaker - - - 17. _____
18. "The Landing of the Pilgrims" tells us that the Pilgrims landed
1. at the mouth of a river 2. on a broad sloping beach 3. on a beautiful summer day
4. on a rocky coast 5. in a blizzard - - - 18. _____
19. In the story of "Reynard the Fox," Bruin was caught by the Fox's 1. trickery
2. faster running 3. kindness 4. greater strength 5. honesty - - - 19. _____
20. Robin Hood became 1. a knight 2. a king 3. a crusader 4. a forester
5. an outlaw - - - 20. _____

Continue on next page

21. Stories of boys' adventures were written by 1. Joel Chandler Harris 2. Mark Twain
3. Ernest Thompson-Seton 4. Edgar Allen Poe 5. Bret Harte - 21.
22. "The Children's Hour" was written by 1. Rudyard Kipling
2. Robert Louis Stevenson 3. Henry W. Longfellow 4. James W. Riley
5. John G. Whittier - 22.
23. The Village Blacksmith liked to 1. wander in the woods 2. argue with his neighbors
3. listen to the birds 4. hear his daughter sing in church 5. shoot wild animals - 23.
24. In "Paul Revere's Ride," Paul Revere knew what the British were doing from
1. lights in a church tower 2. a messenger 3. a bonfire 4. the sound of cannon
5. watching them - 24.
25. In the poem, "My Bed is a Boat," the sailor is a 1. feather 2. toy 3. fairy 4. doll
5. little child - 25.
26. Indian characters are prominent in 1. House of Seven Gables 2. The Great Stone Face
3. Deerslayer 4. Legend of Sleepy Hollow 5. Ivanhoe - 26.
27. The Bell of Atri was to be rung when 1. there was a fire 2. the king was coming
3. robbers were on the way 4. a wrong had been done 5. there was a merry-making - 27.
28. "Anne of Green Gables" was 1. Sickly 2. an orphan 3. wealthy 4. bad-mannered
5. bad-tempered - 28.
29. Robert Louis Stevenson wrote 1. The Barefoot Boy 2. Maid Muller
3. Paul Revere's Ride 4. Children's Hour 5. My Shadow and I - 29.
30. In the story of "Narcissus," Narcissus was a 1. boy 2. girl 3. star 4. flower
5. fairy - 30.
31. In the "Wreck of the Hesperus," the captain 1. sank the ship 2. saved his ship
3. thought his ship was weak 4. froze to death at the wheel
5. gave up trying to save his ship - 31.
32. "Evangeline" tells about 1. scattering a settlement 2. an Indian attack
3. an exploring party 4. a shipwreck 5. a hunting party - 32.
33. In the story of "Beauty and the Beast" Beauty at first 1. hated the Beast
2. scorned him 3. feared him 4. was amused by him 5. loved him - 33.
34. In "The Brook," the brook goes by 1. mountain fortresses 2. old castles
3. rich men's homes 4. great cathedrals 5. fields and small towns - 34.
35. In the story of "Sampson and Delilah," Sampson was very 1. tall 2. strong
3. a swift runner 4. wise 5. kind - 35.
36. In the story of "Philemon and Baucis," the two old people who had befriended the
gods when given their wish, desired 1. a palace 2. great wealth 3. to die together
4. to live forever 5. to rule the land - 36.
37. In the story, "Rebecca of Sunnybrook Farm," Rebecca was sent through school by
1. Adam Ladd 2. Emily Maxwell 3. her mother 4. Aunt Miranda 5. Uncle Jerry - 37.
38. Life on the ocean was written about by 1. Dana 2. Cooper 3. Irving 4. Scott
5. Dickens - 38.
39. Which one of these wrote stories about Indians? 1. Washington Irving
2. James Fenimore Cooper 3. Joel Chandler Harris 4. Mark Twain
5. Ernest Thompson-Seton - 39.
40. Whittier was 1. a Scotch poet 2. an English poet 3. an English novelist
4. an American novelist 5. a New England poet - 40.

ELEMENTARY SCIENCE

Directions: Read these two sentences carefully.

- A. The sun rises in the 1. evening 2. west 3. south 4. morning 5. north - - - - A.4....
- B. Wood comes from 1. lakes 2. trees 3. mines 4. river beds 5. plants - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is morning, so a line is drawn under morning, and the number in front of it, 4, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. An oak is a 1. bee 2. flower 3. bird 4. tree 5. fish - - - - 1.
2. A robin is a 1. tree 2. bird 3. flower 4. bee 5. fish - - - - 2.
3. Plants cannot grow without 1. shade 2. cold weather 3. water 4. wind 5. snow - 3.
4. Bees get honey from 1. leaves 2. nuts 3. seeds 4. berries 5. flowers - - - 4.
5. Silver comes from 1. mines 2. animals 3. plants 4. trees 5. wells - - - 5.
6. A tree from which we get sugar is the 1. pine 2. hickory 3. cottonwood 4. elm
5. maple - - - - 6.
7. A wren is a 1. tree 2. bird 3. flower 4. bee 5. fish - - - - 7.
8. Cabbage is a kind of 1. grain 2. rock 3. fruit 4. vegetable 5. coal - - - 8.
9. Cotton comes from 1. plants 2. animals 3. mines 4. trees 5. wells - - - 9.
10. A tree from which we get nuts is the 1. box-elder 2. cottonwood 3. hickory 4. elm
5. maple - - - - 10.
11. Pasteurized milk has been heated to 1. change the taste 2. cook it 3. change it to
cream 4. get the cream out of it 5. kill microbes - - - - 11.
12. Leafy vegetables should be eaten because they are 1. easily prepared 2. contain
vitamins 3. are cheap 4. taste good 5. look attractive - - - - 12.
13. A snail is protected by 1. feathers 2. bark 3. a shell 4. hair 5. scales - - - 13.
14. A drink that is not good for children is 1. milk 2. orange juice 3. water 4. coffee
5. cocoa - - - - 14.
15. An example of an evergreen tree is the 1. Douglas fir 2. elm 3. maple 4. oak
5. chestnut - - - - 15.
16. A food that contains much fat is 1. white bread 2. potatoes 3. butter 4. celery
5. spinach - - - - 16.
17. Salt comes from 1. mines 2. animals 3. plants 4. trees 5. grains - - - - 17.
18. When something made of wool gets wet for the first time it 1. loses its color
2. falls to pieces 3. stretches easily 4. gets smaller 5. turns black - - - - 18.
19. Vitamins are found in 1. air 2. food 3. water 4. sunshine 5. clothing - - - 19.
20. Oranges come from 1. plants 2. vines 3. bushes 4. shrubs 5. trees - - - - 20.

Continued on next page

21. Clouds are largely made up of 1. dirt 2. moisture 3. impure air 4. star dust 5. wind 21.
22. One should always eat 1. rapidly 2. too much 3. whenever hungry 4. slowly 5. only once a day 22.
23. Agate is a kind of 1. cloud 2. grass 3. waterbird 4. spring-flower 5. crystal 23.
24. A bird that usually builds its nest on the ground or in low bushes is the 1. robin 2. swallow 3. meadow-lark 4. wren 5. bluebird 24.
25. Butterfly eggs hatch into 1. caterpillars 2. little butterflies 3. worms 4. moths 5. nymphs 25.
26. Toads and frogs are helpful in 1. loosening soil 2. killing weeds 3. eating weed seeds 4. killing insects 5. catching mice 26.
27. A tree from which we get turpentine is the 1. pine 2. hickory 3. cottonwood 4. elm 5. maple 27.
28. Water may be purified by 1. keeping it warm 2. keeping it cool 3. boiling 4. adding alum 5. adding iodine 28.
29. Yeast is used in bread to 1. make it taste better 2. make it light 3. make it compact 4. make it bake 5. keep it moist 29.
30. Hard water means 1. cold water 2. frozen water 3. impure water 4. distilled water 5. water containing dissolved minerals 30.
31. Degrees are used in measuring 1. temperature 2. light 3. electricity 4. energy 5. weight 31.
32. A flower that grows best in the shady woods is the 1. buttercup 2. daisy 3. aster 4. bloodroot 5. poppy 32.
33. A bird that fishes for its food is 1. bluejay 2. heron 3. kinglet 4. woodpecker 5. sandpiper 33.
34. Which one of these is the largest? 1. earth 2. Mars 3. moon 4. Jupiter 5. sun 34.
35. An animal helpful to man is the 1. rat 2. rattlesnake 3. toad 4. gopher 5. field mouse 35.
36. Trillium is a kind of 1. cloud 2. spring-flower 3. waterfowl 4. crystal 5. grass 36.
37. As one goes nearer the top of a high mountain the air becomes 1. denser 2. warmer 3. heavier 4. lighter 5. dryer 37.
38. The system to which the arteries belong is the 1. circulatory 2. digestive 3. excretory 4. respiratory 5. nervous 38.
39. An insect beneficial to man is the 1. tent-caterpillar 2. mosquito 3. house fly 4. grasshopper 5. lady bug 39.
40. Of these birds the one found in largest numbers in the United States is the 1. bobolink 2. humming bird 3. swallow 4. bluebird 5. meadow-lark 40.

Number Right.....

AMERICAN HISTORY

Directions: Read these two sentences carefully.

- A. The ship in which the Pilgrims sailed to America was the 1. Victoria
 2. Mayflower 3. Ark 4. Golden Hind 5. Constant - - - - - A. 2.....
- B. The home of the President of the United States is called the 1. Mansion
 2. Palace of Justice 3. Capitol 4. White House 5. State House - - - - - B.

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is Mayflower, so a line is drawn under Mayflower, and the number in front of it, 2, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. Washington's home was named 1. The Hermitage 2. The Oaks 3. Arlington
 4. Mount Vernon 5. Monticello - - - - - 1.
2. Columbus called the natives of the land which he discovered 1. Aztecs
 2. Borinquens 3. Indians 4. Arabs 5. Negroes - - - - - 2.
3. Columbus' largest ship was the 1. Santa Maria 2. Armada 3. Clermont 4. Victoria
 5. Griffin - - - - - 3.
4. The Northmen were also called 1. Arabs 2. Huns 3. Anglo-Saxons 4. Cossacks
 5. Vikings - - - - - 4.
5. Early sailors called the Atlantic Ocean the 1. South Sea 2. Sea of Darkness
 3. China Sea 4. Mediterranean Sea 5. peaceful ocean - - - - - 5.
6. The man who invented the cotton gin was 1. Edmund Cartwright 2. Elias Howe
 3. Eli Whitney 4. James Hargreaves 5. James Watt - - - - - 6.
7. North and South America were called the 1. Far East 2. Orient 3. Spanish Empire
 4. Old World 5. New World - - - - - 7.
8. Telegraphing across the ocean was first made possible by means of
 1. the submarine 2. the Atlantic Cable 3. conduits 4. the S. S. Savannah 5. tunnels 8.
9. The building in which the Declaration of Independence was signed is now called
 1. Congress Hall 2. Faneuil Hall 3. Old South Church 4. Independence Hall
 5. Carpenter's Hall - - - - - 9.
10. The man who invented the telephone was 1. Alexander Graham Bell 2. Marconi
 3. Thomas A. Edison 4. Samuel F. B. Morse 5. Theodore N. Vail - - - - - 10.
11. The chief purpose of the Puritans was to secure for themselves
 1. control of trade in America 2. the land along the Ohio 3. wealth and power
 4. freedom of religion 5. the payment of debts - - - - - 11.
12. The Northman who is said to have discovered America was 1. Columbus
 2. Leif Erickson 3. Eric the Red 4. Rollo 5. Harold Fairhair - - - - - 12.
13. A traveler whose stories made people eager to go to the Far East was
 1. Cortez 2. Kublai Khan 3. Charlemagne 4. Ferdinand 5. Marco Polo - - - - - 13.
14. The largest town in the Dutch colony along the Hudson River was
 1. Amsterdam 2. Schenectady 3. New Amsterdam 4. Fort Orange 5. Albany - - - - - 14.
15. The chief food raised by all the English colonists was 1. Indian corn 2. rye
 3. potatoes 4. rice 5. wheat - - - - - 15.
16. The alphabet for sending messages by telegraph is called the
 1. broadcasting system 2. SOS call 3. secret code 4. Morse Code 5. Arabic notation 16.
17. Which one of these nations tried to get a part of the New World? 1. Belgium
 2. France 3. Italy 4. Turkey 5. India - - - - - 17.
18. In colonial days letters were sent by 1. Indian runners 2. highwaymen 3. postriders
 4. railroads 5. airmail - - - - - 18.
19. The most fighting in the World War took place on the 1. Atlantic Ocean
 2. Asiatic Front 3. Eastern Front 4. Southern Front 5. Western Front - - - - - 19.
20. At the time of the Civil War people could travel in which of these ways?
 1. railroads 2. electric cars 3. automobiles 4. airplanes 5. submarines - - - - - 20.

Continue on next page

21. An invention which helped men to find out what was happening in the world was the 1. making of sailing charts 2. pope's line of demarcation 3. use of the astrolabe 4. invention of the compass 5. invention of printing - 21
22. The Spanish Armada was 1. the treasure fleet 2. the house where laws were made for the colonies 3. a great war against the Moors 4. the northern coast of South America 5. a great Spanish fleet sent against England - 22
23. The second struggle for independence lasted from 1. 1845-1848 2. 1812-1814 3. 1861-1865 4. 1776-1783 5. 1820-1830 - 23
24. The country claimed by the French along the St. Lawrence River was called 1. Louisiana 2. Stadacona 3. New France 4. Nova Scotia 5. Labrador - 24
25. Rhode Island was founded by 1. Roger Williams 2. Thomas Mason 3. The Quakers 4. Ezekiel Cheever 5. Cotton Mather - 25
26. When the United States began to manufacture more goods than it could use it had to 1. burn the surplus 2. shut its doors to foreigners 3. stop manufacturing 4. find new markets 5. pay lower wages than Europe paid - 26
27. The French and the English in America fought to possess the land along the 1. Oregon Trail 2. Wilderness Road 3. Columbia River 4. Missouri River 5. Ohio River - 27
28. Independence was declared by 1. the Continental army 2. the commander of the army 3. the Continental Congress 4. the county courts 5. the town-meetings - 28
29. When France heard about the battle of Saratoga she 1. decided to help the colonies openly 2. stopped sending men and supplies 3. decided to help Great Britain 4. called all her soldiers home 5. asked Benjamin Franklin to visit France - 29
30. The plan of the United States government is described in the 1. Charter of Liberties 2. Constitution 3. Articles of Confederation 4. Mayflower Compact 5. Magna Charta - 30
31. The chief products which both the French and the English wanted to secure in North America were 1. cattle and horses 2. gold and silver 3. fish and furs 4. grain and fruit 5. lumber and tar - 31
32. One of the early attempts to get the colonies to work together was 1. the Shickamaxon treaty 2. the House of Burgesses 3. the free trade theory 4. the Townshend Acts 5. Franklin's plan of union - 32
33. A famous troop of soldiers in the Spanish-American war was the 1. Molly McGuires 2. Rough Riders 3. Night Riders 4. Black Hussars 5. Light Brigade - 33
34. To protect its trade in the Mediterranean the United States carried on war with 1. the Turks 2. Italian cities 3. Great Britain 4. Barbary States 5. the natives of India - 34
35. Which of these means of communication was the FIRST to come into general use? 1. messenger 2. mail 3. wireless 4. telephone 5. telegraph - 35
36. The French built a fort at the Forks of the Ohio called 1. Fort Necessity 2. Fort Niagara 3. Fort Duquesne 4. Fort Ticonderoga 5. Fort George - 36
37. The part of the slave-trade route which lay between Africa and the West Indies was called the 1. underground railroad 2. Guinea coast 3. slave market 4. chain gang 5. middle passage - 37
38. Saving natural resources of all kinds is called 1. conversation 2. irrigation 3. prospecting 4. conservation 5. dry farming - 38
39. The first great leader of the American Federation of Labor was 1. Samuel Gompers 2. Matthew Woll 3. Grover Cleveland 4. Eugene Debs 5. George Pullman - 39
40. The first slaves were brought to the English colonies in 1. 1489 2. 1619 3. 1521 4. 1538 5. 1643 - 40

Number right.....

End of American History test. Look over your work.

ARITHMETIC—PROBLEMS

Do All Figuring in Blank Spaces Below.

Directions: Do each example as you come to it.

Write the Answers at the right side of this page.

Answers

1. Each of three girls has 4 dolls. How many dolls have they in all?
2. Tom had a 10-cent piece. He bought candy for 4 cents. How much money had he left?
3. What is the sum of 4 and 5?
4. Harry read 93 pages in his library book yesterday and 86 pages today. How many pages did he read in his library book in the two days?
5. If cream costs 24¢ a quart, what must Mrs. Smith pay for 4 quarts?
6. Harry is 16 years old. His father is 44. How many years older than Harry is his father?
7. Harry had 137 marbles in all. 94 of them were small. How many of them were large?
8. Boyd had 72 marbles. He gave his brother 35 of them. How many marbles did Boyd still have?
9. How much less than a quarter is 18 cents?
10. John has 46 rabbits. Peter has 19 rabbits. How many more than Peter has John?
11. What is the difference between 4 and 9?
12. Each of 4 boys sold 68 newspapers. How many did they sell in all?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Continue on next page

13. Grace's new coat cost \$8.56, her shoes cost \$4.95, and her hat \$3.67. How much did they all cost? 13.
-
14. Eight plus 3 equals how much? 14.
-
15. Fred has 65 chickens and Will has 124. How many more chickens than Fred has Will? 15.
-
16. How many valentines at 3 cents each can you buy for 90 cents? 16.
-
17. Helen's journey was 2,500 miles in all. After she had gone 1,869 miles, how much farther had she to travel? 17.
-
18. Alice paid 98¢ for two pounds of butter. What was the price of one pound? 18.
-
19. It took a railroad train 12 hours to make a trip of 372 miles. What was the average speed of the train an hour? 19.
-
20. Ruth earns 45¢ each week. Her little sister earns only $\frac{1}{3}$ as much. How much does her little sister earn? 20.
-
21. Harry's father drove 160 miles in his automobile in 5 hours. How many miles was this an hour? 21.
-
22. A grocer put 4 gallons of vinegar into quart bottles. How many bottles did he use? 22.
-
23. If silk is marked at \$2.96 a yard, how much must you pay for $\frac{1}{4}$ yard? 23.
-
24. Harriet bought $\frac{1}{3}$ of a yard of ribbon to trim a hat. How many inches of ribbon did she buy? 24.
-
25. Farmer Jackson received \$42.75 for 9 barrels of apples. What did he receive a barrel for the apples? 25.
-

Number right.....

ARITHMETIC — FUNDAMENTAL OPERATIONS

Directions: Do each example as you come to it.
Do your figuring on this paper.
Use additional blank paper of your own
for figuring if necessary.
Write the answers at the right side of this page.

Illustration: 1. Subtract

$$\begin{array}{r} 476 \\ -122 \\ \hline 354 \end{array}$$

Answer
1. 354

1. Subtract

$$\begin{array}{r} 46 \\ -25 \\ \hline \end{array}$$

2. Subtract

$$\begin{array}{r} 658 \\ -101 \\ \hline \end{array}$$

3. Multiply

$$\begin{array}{r} 601 \\ \times 5 \\ \hline \end{array}$$

4. Divide

$$42 \div 7 =$$

5. Add

$$\begin{array}{r} 13 \\ 21 \\ +42 \\ \hline \end{array}$$

1.
2.
3.
4.
5.

6. Subtract

$$\begin{array}{r} \$.68 \\ - .49 \\ \hline \end{array}$$

7. Divide

$$4 \overline{)96}$$

8. Subtract

$$\begin{array}{r} 7956 \\ -7949 \\ \hline \end{array}$$

9. Add

$$\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$$

10. Multiply

$$\begin{array}{r} \$.75 \\ \times 8 \\ \hline \end{array}$$

6.
7.
8.
9.
10.

11. Divide

$$5 \overline{)97}$$

12. Subtract

$$\begin{array}{r} \$ 6.54 \\ - 5.79 \\ \hline \end{array}$$

13. Multiply

$$\begin{array}{r} 612 \\ \times 30 \\ \hline \end{array}$$

14. Multiply

$$6 \times 0 =$$

15.

$$\frac{1}{5} \text{ of } 75 =$$

11.
12.
13.
14.
15.

16. Add

$$\begin{array}{r} 18 \\ + 7 \\ \hline \end{array}$$

17. Multiply

$$\begin{array}{r} 36 \\ \times 25 \\ \hline \end{array}$$

18. Subtract

$$\begin{array}{r} 4000 \\ - 2706 \\ \hline \end{array}$$

19. Divide

$$35 \overline{)425}$$

20. Multiply

$$\begin{array}{r} \$ 15.20 \\ \times 80 \\ \hline \end{array}$$

16.
17.
18.
19.
20.

21. Subtract

$$\begin{array}{r} 7003 \\ - 6995 \\ \hline \end{array}$$

22. Divide

$$16 \overline{)912}$$

23. Divide

$$4 \overline{)3923}$$

24.

$$\frac{3}{4} \text{ of } 18 =$$

25. Subtract

$$\begin{array}{r} \frac{3}{4} \\ - \frac{1}{4} \\ \hline \end{array}$$

21.
22.
23.
24.
25.

Look over your work.

Number right

SPELLING

1. _____ 21. _____
2. _____ 22. _____
3. _____ 23. _____
4. _____ 24. _____
5. _____ 25. _____
6. _____ 26. _____
7. _____ 27. _____
8. _____ 28. _____
9. _____ 29. _____
10. _____ 30. _____
11. _____ 31. _____
12. _____ 32. _____
13. _____ 33. _____
14. _____ 34. _____
15. _____ 35. _____
16. _____ 36. _____
17. _____ 37. _____
18. _____ 38. _____
19. _____ 39. _____
20. _____ 40. _____

Number right.....

ENGLISH—CAPITALIZATION

Directions: Read the following sentences:

1. we are going to boston.
2. the dog's name is shep.

We are going to Boston. The "w" in *We* and the "b" in *Boston* are underlined because they should be changed to capital letters. Look at the next sentence. What letters should be changed to capital letters to make the sentence correct? Yes, the "t" in *The* and the "s" in *Shep* should be changed. Draw lines under these letters. Read carefully each sentence which follows. Underline all letters which should be changed to capital letters. Underline only the letters; not the whole word. Many sentences or groups of words, contain *more than one* word that should be capitalized. Be sure to underline *all* the letters which should be capitals.

1. may i come?
2. my birthday is saturday, september 20.
3. we do not go to school on saturday.
4. she lives on michigan boulevard in chicago, illinois.
5. cotton is manufactured in new england.
6. the italian boy came from rome.
7. fourth avenue is very beautifully decorated.
8. the lilies should be in bloom by easter.
9. the revolutionary war was fought with the english.
10. the american people are ambitious.
11. the tramp asked, "where is your pump?"
12. sincerely yours,
13. the source of the mississippi river is at itasca.
14. we have turkey at thanksgiving, goose at christmas, and eggs at easter.
15. that is a spanish shawl.
16. she attended george peabody teachers college.
17. mr. austin said, "yes, mary has gone to europe."
18. the fourth of july is commonly known as independence day.
19. superintendent webster was succeeded by mr. carroll r. reed who is now superintendent of schools.
20. she asked, "why don't you wait until easter vacation?"
21. the soldiers of the south met the soldiers of the north on the field of bull run.
22. she went east to school.
23. the national tuberculosis association sells christmas seals to promote health.
24. william jeanings bryan was the choice of the democratic party.
25. we celebrate st. valentine's day in february.
26. he is reading "an elegy written in a country churchyard."
27. the grand army of the republic is rapidly decreasing in number.
28. the breton pilot saved the french fleet from being captured by the english.
29. we next visited holland, which is called the land of dykes.
30. i stood in venice, on the bridge of sighs.

Number right.....

Continue on next page

ENGLISH—PUNCTUATION

Directions: Read the following sentences:

1. The wind is cold today
2. Does he come from Chicago Illinois

The sentences are not punctuated. What mark should be placed at the end of the first sentence? A period is right. Put it in. What marks should be used in the second sentence to make it correct? Put them in. Read each sentence which follows carefully. Put in all marks of punctuation; such as periods, commas, question marks, etc., which are needed to make the sentences correct. The words following each number are to be punctuated as one sentence.

1. These chairs are too small
2. There will be a fire drill
3. This is a nice building
4. Look out
5. He belongs to Robert
6. Where is Fred
7. Harry broke his pencil
8. Dec is the abbreviation for December
9. Do you know them
10. Yours truly
11. We had apples oranges and grapes at the picnic
12. My uncle lives in Racine Wisconsin
13. Silk is shipped to Seattle Washington
14. John Fred and Helen divided the candy
15. We may go on a picnic said Pauline
16. School opened Sept 2
17. No I cannot come
18. He doesnt live in this city
19. Dr R C Bell is going to Dallas Texas
20. I bought hose handkerchiefs and perfume yesterday
21. Dont touch that wire
22. Its our duty to inform him
23. Dear Mr Hanson
24. The ladys dress and the mans coat are blue
25. She stays at my uncles house
26. The mens hats were scattered about the floor
27. You may tell them said Robert whatever you please
28. Mr Smiths house burned last night
29. His words were as follows
30. Who is there the soldier asked

ENGLISH—USAGE

Directions: Read the following sentences:

1. They ~~is~~^{are} here.
2. It is **are** dog.
3. I **saw** him yesterday.

They **is** here. **Is** is placed in black face type because it is the word we must decide about. **Is** is not the correct word to use; therefore we have crossed it out and written the right word, **are**, above. Read the second sentence. **Are** is placed in black face type to show us that it is the word we must decide about. It makes the sentence wrong. Cross out **are** and write the correct word above. What should it be? **Our** is correct. Write it above. Read the third sentence. What word must we decide about? Yes, **saw** is the word. Is it correct? Yes, it is. Leave the sentence just as it is because it is correct.

Cross out words in black face type which are not correct and write the correct word above. Leave words in black face type which are correct just as they are.

1. **Them** shoes are mine.
2. He has **took** my skates.
3. Who **done** that so well?
4. You have **done** very fine work.
5. See if there **is** any good books to read.
6. She was about to **lay** down.
7. You **can** come with us.
8. He has **two** many packages.
9. Neither of the boys liked **his** work.
10. Neither the boys **nor** girls misbehaved.
11. She knew whether there **was** any pencils.
12. He **don't** seem to understand.
13. We arrived **to** late to celebrate.
14. They declared their leader to be **he**.
15. The most attentive people at the debate were **him** and his mother.
16. **Whom** did you think called?
17. Give it to John or **I**.
18. You are **awfully** kind.
19. **Who** did they say came?
20. He said, "It was **him**."
21. This food smells **badly**.
22. He **hates** being taunted.
23. I have **rode** on a merry-go-round.
24. The number of men and women attending **are** increasing.
25. They laughed at **us** falling.
26. The father, as well as his four sons, **were** hurt.
27. There **goes** the men.
28. They let no one **beside** the teacher help.
29. The cat takes care of **it's** kittens.
30. His audience **were** the parents.

Number right.....