

# NATIONAL SURVEY OF THE HEALTH AND DEVELOPMENT OF CHILDREN

## SURVEY OF MENTAL ABILITY AND SCHOLASTIC ATTAINMENT

Under the joint auspices of  
Institute of Child Health (University of London); Society of Medical  
Officers of Health; Population Investigation Committee;  
13, Endsleigh Street, London, W.C.1.

and  
National Foundation for Educational Research in  
England and Wales,  
79, Wimpole Street, London, W.1.

Ref. No.

Name

Address

School

**FOR THOSE WHO HAVE MOVED**

New Address.....

L.E.A. ....

New School .....

During the past year you, and/or your colleagues in other schools, have provided valuable information about the beginning of this child's school career. The survey is now being extended to include information on mental development and school progress. For this reason the National Foundation for Educational Research in England and Wales is now taking part in the investigation. Your Authority has agreed to co-operate in this work and a letter from your Chief Education Officer accompanies this booklet. On behalf of the co-operating bodies concerned I should like to thank you for your valuable assistance.

*Ben S. Morris*

Chairman of the Joint Advisory Panel for studying Mental Ability and Scholastic Attainment  
and Director of the National Foundation

**GENERAL DIRECTIONS FOR ADMINISTERING THE TESTS**

The tests in this booklet will be given to over 5,000 children by nearly 5,000 different teachers. If the results are to be in any way comparable, it is absolutely necessary that the tests are given as laid down in the instructions which have been carefully prepared so that if strictly observed no one child will start with an advantage over the next. They should be read through many times before the testing begins, and if possible practice in giving the tests should be obtained by having a trial run with *some other* child of about the same age and ability. Care should be taken, however, that no marks whatever are made on the copies of the tests, the child pointing to the answer with a clean wooden pointer instead of underlining with a pencil.

There are three tests to be given: (1) Sentence Reading Test, (2) Mechanical Reading and Word Comprehension Test, and (3) Picture Intelligence Test.

The three tests should *not* be given on one occasion; if possible, they should be given during the mornings on three separate days of one week, in the order in which they are listed above. It is essential, however, that each test should be completed at one sitting.

The testing should be carried out in a room in which only the child and the tester are present, and arrangements should be made to prevent any interruptions during the giving of the test.

The child should be seated comfortably at a desk or table. For Tests (1) and (2) it is necessary for the child to be seated so that the appropriate page is immediately in front of him, and the instruction or marking page is in front of the tester. For Test (3) the seating should be so arranged that the tester can read his instructions (which are detachable from this booklet) and can readily point to pictures on the test in front of the child.

The testing should preferably be carried out by a teacher who knows the child and the atmosphere should be friendly and informal.

**THE TESTER SHOULD READ THE REST OF THIS BOOKLET THROUGH AT LEAST TWICE BEFORE HE/SHE STARTS TO GIVE THE FIRST TEST, SO THAT THE CONTENTS AND THE METHOD OF ADMINISTERING THE TESTS ARE FAMILIAR.**

WHEN THE TESTING HAS BEEN COMPLETED PLEASE RETURN THIS BOOKLET TO THE  
CHIEF EDUCATION OFFICER.

TEST	DATE GIVEN	SCORE
(1) Sentence Reading		
(2a) Mechanical Reading		
(2b) Word Comprehension		
(3) Picture Intelligence		
Signature of Tester.....		
Post held.....		
Language usually spoken in the child's home, if not English.....		



## INSTRUCTIONS FOR ADMINISTERING TEST I

### Sentence Reading Test

Say to the child, "I want you to read some sentences for me. Look at the top of the page in front of you." Point to the sentence given there and make sure that the child is looking at the right place. Then say, "This sentence says, 'Tom put his hat (as, at, on, in)'. We want only one of the last four words. Which is it?" Wait for an answer, and then say, "Yes, the right word is 'on'. 'Tom put his hat on.' Draw a line under the word 'on' to show that it is the right answer." Wait for the child to do so.

If the child is a very poor reader it may be necessary to give some additional help with this example, such as letting him read it aloud with you. The main point is to see that he understands what he has to do.

Then say, "Read through the other sentences now, to yourself. Then draw a line under one of the words at the end of the line that will make the best ending. Begin at number one, and then go straight on."

See that the child underlines only *one* word, and turn over for him when he reaches the bottom of the page. With a poor reader some words of encouragement can be given with the first two sentences. Do *not*, however, give him any help to find the right answer. If a child is unable to complete a sentence tell him not to worry but to try the next one. If it is apparent that the child cannot do any more, there is no need for him to attempt the rest of the sentences. The child's score is the total number underlined correctly on the whole test.

### MARKING KEY

Award one mark for each question done correctly. If two answers are underlined no mark is allowed.

- |           |              |                   |                 |                 |
|-----------|--------------|-------------------|-----------------|-----------------|
| 1. SWEETS | 8. STATION   | 15. MANNERS       | 22. FAINT       | 29. DIFFICULTY  |
| 2. DOOR   | 9. LAUGH     | 16. OINTMENT      | 23. SUCCEED     | 30. REASONABLE  |
| 3. BUS    | 10. LIBRARY  | 17. ILL           | 24. OPERATION   | 31. ACCEPTED    |
| 4. LEGS   | 11. GROCER'S | 18. CITY          | 25. THUNDER     | 32. INDICATE    |
| 5. SAND   | 12. SEE      | 19. HEALTHY       | 26. EXPERIMENTS | 33. SYLLABLES   |
| 6. BAKER  | 13. APPLES   | 20. THOROUGHFARES | 27. DOCUMENTS   | 34. CHALLENGED  |
| 7. PARCEL | 14. OBJECTS  | 21. MOULDY        | 28. PATIENTS    | 35. EXAGGERATED |

When the test has been completed, please mark it carefully and then enter the total number of sentences answered correctly in the appropriate space on the front cover. PLEASE CHECK YOUR MARKING CAREFULLY.



## TEST I

Tom put his hat (AS, AT, ON, IN).

1. Come with me to the shops to buy some (FIRE, WATER, STONE, SWEETS, MOTORS).
2. It is a nice warm day. I will open the (DOOR, BAG, SACK, ROAD, BOX).
3. I had a lovely ride on the front seat of a (BATH, BOOTH, BOTH, BUS, BUSH).
4. All cats have four (EYES, TOES, LEGS, EARS, TAILS).
5. I should like a holiday at the seaside where I could play in the (LAKE, SAND, ROAD, RIVER, HILLS).
6. The man who makes bread is called a (MASTER, SAILOR, BAKER, FARMER, SHOPMAN).
7. Why not use this piece of string for wrapping round the (WORLD, TOWN, SHOP, PARCEL, HOUSE)?
8. The engine driver and the guard left the train on reaching the (DOOR, HILL, FARM, STATION, STREET).
9. My uncle is very clever : he works magic and makes us (LAUGH, ANGRY, HUNGRY, SUCCEED, FAIL).
10. A place from which books may be borrowed for reading is called a (LABORATORY, LIBRARY, LOUNGE, OFFICE, CHURCH).
11. Do you know where to buy tea and sugar ? Yes, at the (BUTCHER'S, DRAPER'S, MILLINER'S, GROCER'S, TAILOR'S).
12. Television cannot be enjoyed by people who are unable to (SEE, TOUCH, SMELL, STAND, SING).
13. In the autumn the orchard boughs are usually loaded with (APPLES, CORN, PEAS, POTATOES, ROSES).
14. John made many journeys into foreign countries and brought back several curious (OBJECTS, TOPICS, PROJECTS, ABSTRACTS, LUGGAGE).
15. Jane was made responsible for answering telephone inquiries on account of her pleasant voice and good (COMPLEXION, HANDWRITING, APPEARANCE, TYPING, MANNERS).
16. My brother was sent on an errand to the chemist's to get some (TOOTHACHE, PETROL, CIGARS, PAPERS, OINTMENT).
17. Fatigue and anxiety had made the old lady seriously (ALERT, SORRY, QUICK, ILL, SIMPLE).
18. The cathedral occupied a prominent position in the centre of the (VILLAGE, CITY, TRAFFIC, CONGREGATION, STREAM).



INSTRUCTIONS FOR ADMINISTERING TEST 2

R8R54

R854

3

Mechanical Reading and Word Comprehension Test

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

*General.*—This test is in two parts, (a) a mechanical reading test which is given first, and (b) a word comprehension test. In the first test the child merely has to read the words correctly ; in the second he is asked to tell you what the words mean.

In both parts of the test if a child gives a correct response a vertical line (|) should be entered in the appropriate space after the word on the marking copy (page 5) ; if an incorrect response a dash (-) should be entered. To avoid discouraging a nervous child it is desirable for the tester to keep his answer page covered by a blank sheet of paper.

When ready to begin testing, open this booklet at pages 5-6 and place it so that page 6 is directly in front of the child. The tester should arrange his chair so that he can easily enter the appropriate mark on his marking copy on the opposite page.

Explain to the child that you want to find out how many words he can read and understand. Assure him that he is not expected to be able to read or understand the whole list because it is intended for older children also, but that you are interested to find out how many words *he* can read and how many *he* can understand, and that he is to make an attempt even if he is not sure or has never met the words before.

(a) *Mechanical Reading Test.*—Without hurrying the child, ask him first to read the words one by one straight down the list, and enter marks in the column headed MR on page 5 as unobtrusively as possible. Avoid giving any clear indication that his response is right or wrong. Remarks like " Good," or " Now try the next one " are all that are necessary. Do not, under any circumstances, assist the child with a prompt—if there is a long delay in answering or if the attempt is only half-hearted, encourage him by saying " Have a try," " That's right," or something similar. Only accept a word as correct if it is given with its *usual* pronunciation (BBC or dialect). If a child says it wrongly and then corrects himself, mark it as right ; if he says it correctly and then changes it to something different and appears satisfied, mark it as wrong. Do not indicate by the tone of your voice or your expression that a word has been pronounced incorrectly.

Continue down the list until the child repeatedly makes mistakes. When he has failed six consecutive words, commend his efforts and ask him to look down the list and see if there are any other words he knows or could try. His score is the total number of words read correctly over the *whole* list.

(b) *Word Comprehension Test.*—When Part (a) is completed, tell the child that you want to find out if he knows what the words mean. The object is not to obtain an exact definition but to ascertain whether he knows and understands the word. Introduce each word in turn, whether it was previously read correctly or not, with " What is a—? " or " What do we mean by—? " Pronounce each word clearly with its number so that the child can hear it and also identify it on his list, even if he was not able to read it himself. If the child answers ambiguously or reiterates the word without giving further information, more questions may be asked, but great care should be exercised to ensure that you do not suggest the correct meaning to him. Where doubt exists, ask the child to give you a sentence with the word in it. If doubt still persists over a word, leave it until the rest of the test is completed, then go back and try again. Marks, indicating the correctness or otherwise of the responses, should be entered in the column headed WC on page 5.

On the marking copy of the test on page 5, some examples of the answers usually given by children are listed. Where further questioning is necessary a (?) has been inserted. The words marked with an asterisk are those which children of 7 find easiest to describe in a sentence, e.g., Disobeyed—" The boy was told to stop talking but he disobeyed," but do not accept without further questioning such sentences as : Sufficient : " The boy had had sufficient."

Continue down the list until the child fails over six consecutive words. If you suspect that there are still some words below this that he might know, particularly any he was able to read, then ask them. The child's score is the total number of words known over the *whole* list.

When the testing has been completed, total the number of words answered correctly in both Mechanical Reading and Word Comprehension, and enter the scores in the correct spaces on the front cover. PLEASE CHECK THAT YOUR TOTALS ARE CORRECT AND THAT THEY ARE ENTERED IN THE CORRECT SPACES ON THE FRONT COVER.



19. Physical exercise will give you a good appetite and keep you (SUNBURNT, COMPLETE, SAFE, WEALTHY, HEALTHY)
20. The nation expects both adults and children to look right and left in crossing (FIELDS, OCEANS, RIVERS, THOROUGHFARES, PLAINS).
21. Refrigerators preserve foodstuffs from becoming (FROSTY, RUSTY, COLD, CHILLY, MOULDY).
22. I could hardly make out what had been inscribed in the centre of the circle : it was so (PLAIN, CLEAR, DISTINCT, FAINT, INVISIBLE).
23. John is an ambitious young musician who is determined to (EXCEED, INTERCEDE, PROCEED, RECEDE, SUCCEED).
24. Several cylinders of oxygen were used by the anaesthetist during the (OPERATION, CO-OPERATION, PRESENTATION, CALCULATION, ENUMERATION).
25. The electrical disturbances in the atmosphere produced lightning accompanied by (FEAR, THUNDER, FLASHES, DARKNESS, ILLUMINATION).
26. A scientist is a person who tries to find out what is true by conducting (PROGRAMMES, WEIGHTS, TEST-TUBES, EXPERIMENTS, ELECTRICITY).
27. An exhaustive search was instituted for the recovery of the missing (ANTECEDENTS, RESERVOIRS, DOCUMENTS, BUILDINGS, RIVERS).
28. The medical consultants are responsible for the clinical care of (PAPERS, PATIENTS, PILLOWS, POSSIBILITIES, THERMOMETERS).
29. Inexperienced people are not usually noted for their patience in times of (PROGRESS, CERTAINTY, DIFFICULTY, SECURITY, ECCENTRICITY).
30. The solicitor required a small fee for his services : this was (REASONABLE, EXCEPTED, UNSAFE, EQUALITY, PLAINTIVE).
31. The secretary felt obliged to resign from his office and his resignation was therefore (ACCEDED, AFFECTED, ACCEPTED, ADJUDGED, ASCERTAINED).
32. The balance between ordinary visible exports and imports has fared worse than figures might (INITIAL, INLAY, INSCRIBE, INSINUATE, INDICATE).
33. The scribe had invariably abbreviated the words containing more than three (CHAPTERS, VERSES, PARAGRAPHS, TITLES, SYLLABLES).
34. The Colonial Secretary's analysis of events culminating in the suspension of the Constitution was not seriously (EXCEEDED, SYNTHESISED, PARALLELED, CHALLENGED, CHEERED).
35. The political dangers of monopoly seem to have been much (EXASPERATED, EXCISED, EXAGGERATED, EXPROPRIATED, EXPOSTULATED).



## TEST 2—MARKING GUIDE

MR = Mechanical Reading

WC = Word Comprehension

Word List	(a) MR	Answer Guide	(b) WC	Word List	(a) MR	Answer Guide	(b) WC
1. cat		animal ; furry ;		26. muslin		very thin material ; fabric ; cotton ;	
2. egg		eat it ; chickens lay — s ;		27. nourishment		food ; you get — from eating something good ;	
3. book		read ; pictures in ;		28. legend		story that's not true ; story about people from history ;	
4. apple		fruit ; eat it ; round ;		29. illustration		picture ; some books have —s ; (drawing) ; example ;	
5. candle		light ; — flame ; has a wick ;		30. antique		very old ; old-fashioned ; —furniture, etc. ;	
6. *awake		not asleep ; when you wake up ;		31. pursue		go after someone ; try to catch ; follow ; chase ;	
7. small		tiny ; little ; not tall ;		32. genuine		real ; not artificial ;	
8. magic		conjurer ; wizard ; — spell ; witches make — ;		33. treacherous		not to be relied on ; deceptive ; e.g. — bandit ; — rocks ; traitor ;	
9. *disobey		doing something wrong (?) when told not to ; — orders ; breaking rules ;		34. original		first one ; not a copy ; new idea ;	
10. *forgive		when you've been naughty, you say you're sorry (?) ; let off ; pardon ; NOT forget ;		35. precipice		steep face of rock or cliff ; sudden drop ;	
11. theatre		place like the pictures ; see plays, ballet there ; hospital — ;		36. haphazard		by chance ; anyhow ; not in order ;	
12. magnify		makes things bigger ; NOT —ing glass ; burning paper, etc.		37. tedious		wearisome ; something goes on too long ;	
13. rhyme		nursery — ; words ending with same sound ; poetry ; song like Bo-Peep ;		38. vague		indistinct ; not certain ;	
14. muscle		— in your arm, leg ; when you are strong ; hard flesh (?) causes movement of arm ; NOT bone ;		39. despondent		down-hearted ; dejected ;	
15. guinea		2ls. ; gold money ; NOT — pig ;		40. nautical		to do with the sea, sailors ;	
16. *reply		answer ; say something back ; — to a question ;		41. diligence		when you do something carefully ; work hard ;	
17. secretary		does writing, typing ; writes letters ; we have a school — ;		42. larceny		stealing ; thieving ;	
18. farewell		good-bye ; going away ; NOT fairly well or not very well ;		43. veracity		truth ;	
19. *visible		you can see it ; something can be seen ;		44. illusory		deceptive ; not really there ;	
20. cousin		children of uncle or aunt ;		45. repertoire		list of things known ; e.g. in the pianist's — ;	
21. *stagger		walk badly ; like an old man ;		46. tenacious		holding fast ; keeping tight grip ;	
22. pulley		wheel(s) for rope to pass over ;		47. celerity		speed ; swiftness ;	
23. *sufficient		enough ; when you don't want any more ;		48. extraneous		outside ; not belonging ;	
24. rogue		bad man ; robber ;		49. ophthalmic		to do with the eye ;	
25. *horizon		where earth and sky meet ; see ships on the — ; NOT sunrise ;		50. haemorrhage		bleeding ;	

PLEASE ENTER THE CORRECT TOTALS FOR EACH PART OF THE TEST IN THE CORRECT SPACE ON THE FRONT COVER



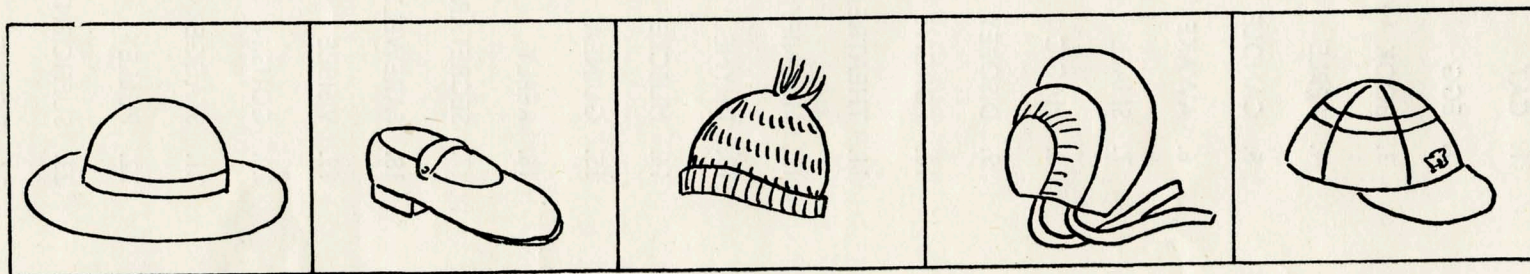
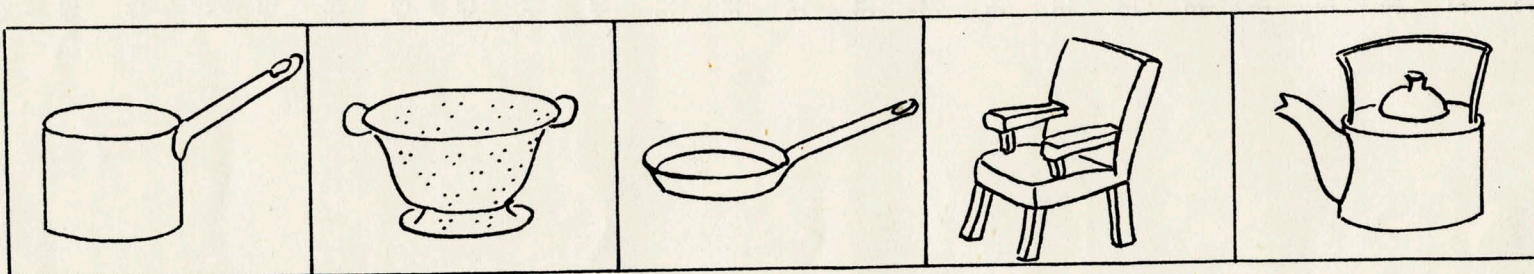
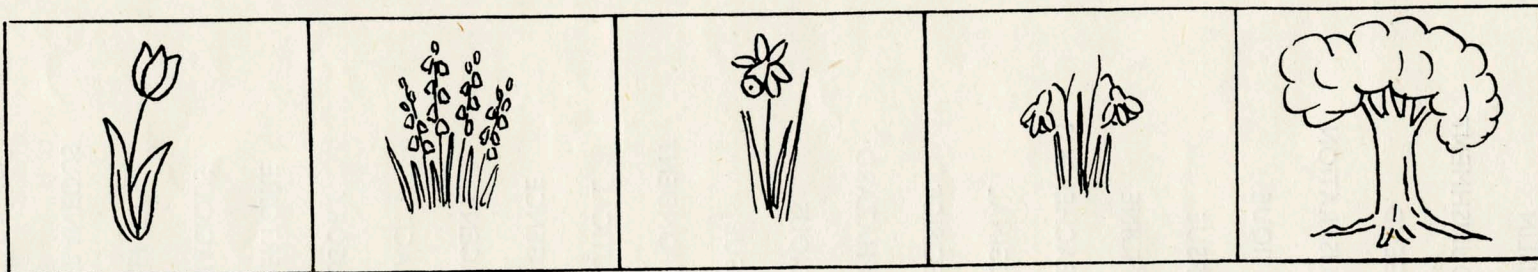
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**TEST 2**

- |                |                  |
|----------------|------------------|
| 1. CAT         | 26. MUSLIN       |
| 2. EGG         | 27. NOURISHMENT  |
| 3. BOOK        | 28. LEGEND       |
| 4. APPLE       | 29. ILLUSTRATION |
| 5. CANDLE      | 30. ANTIQUE      |
| 6. AWAKE       | 31. PURSUE       |
| 7. SMALL       | 32. GENUINE      |
| 8. MAGIC       | 33. TREACHEROUS  |
| 9. DISOBEY     | 34. ORIGINAL     |
| 10. FORGIVE    | 35. PRECIPICE    |
| 11. THEATRE    | 36. HAPHAZARD    |
| 12. MAGNIFY    | 37. TEDIOUS      |
| 13. RHYME      | 38. VAGUE        |
| 14. MUSCLE     | 39. DESPONDENT   |
| 15. GUINEA     | 40. NAUTICAL     |
| 16. REPLY      | 41. DILIGENCE    |
| 17. SECRETARY  | 42. LARCENY      |
| 18. FAREWELL   | 43. VERACITY     |
| 19. VISIBLE    | 44. ILLUSORY     |
| 20. COUSIN     | 45. REPERTOIRE   |
| 21. STAGGER    | 46. TENACIOUS    |
| 22. PULLEY     | 47. CELERITY     |
| 23. SUFFICIENT | 48. EXTRANEIOUS  |
| 24. ROGUE      | 49. OPHTHALMIC   |
| 25. HORIZON    | 50. HAEMORRHAGE  |



# SECTION I. PRACTICE





## INSTRUCTIONS FOR ADMINISTERING TEST 3

## Picture Intelligence Test

PI8R54

PI854

The tester's side of the conversation which is likely to take place during the giving of this test is given in heavy print below and must be kept to as closely as possible. (No attempt, however, should be made to commit the instructions to memory.) Pauses for the child's responses are indicated by dots.

## Introduction

**Now I've got a lot of picture puzzles for you to do. Let us look at the first kind of puzzle. We are going to do a page of them together, and then you can go on and try the others.**

**FOLD THE BOOK BACK SO THAT ONLY THE PRACTICE PAGE SHOWS.**

## Section I

**In these puzzles we have to find which picture doesn't belong. All but one of the things in each row are like one another in some way.**

- (1) **Look at the first row and tell me which you think doesn't belong . . . Yes, the tree. Why ? . . . Yes, because all the others are small plants.**

If the child does not produce the right answer go through the pictures in detail naming each and see that he understands why the tree does not belong.

**Now draw a line under the tree to show that it is the one which doesn't belong.**

See that the line is drawn distinctly below the frame of the picture.

- (2) **Now look at the second row. Which doesn't belong here ? . . . Yes, the chair. Why ? . . . Yes, all the others are used for cooking. Draw a line under the chair.**

If necessary, go through the pictures emphasising that it is the sameness of the four rather than the difference of the one which must be looked for first.

- (3) **Now the third row. Which doesn't belong ? . . . Yes, the shoe. Why ? . . . Yes, all the others are hats. Draw a line under the shoe.**

**Now you have to do all the puzzles on the next three pages yourself. Decide which picture in each row doesn't belong and draw a line under it. Go on as fast as you can until you have done all three pages, and then we will talk about the next kind of puzzle.**

Turn the book over and let the child go on by himself. On no account must any help be given. If he obviously does not understand, *the practice items may be gone over in detail again.* If he asks whether any particular answer is the right one, say : **If you think it is the right answer draw a line under it.** If he asks what a drawing represents say : **You must decide for yourself.** If he underlines an answer and changes his mind, show him how to scribble out the first answer so that his intention is clear. It is very tempting to comment when he wants to change from the right answer to a wrong one, but no sign must be given. If he seems unable to do a question tell him to leave it and go on to the next. See that he turns over when necessary. It is best to keep the book folded so that he sees only five items at a time. When he has done the three pages turn over to the next practice test.

## Section II

**Now we are going to do a different kind of puzzle. We are going to do this page of them together. In these puzzles we have to find what comes next. In the first part of each row we are shown a pattern or a story. We have to look at it, decide what comes next and pick out the right answer from the pictures in the other half of the row, and then draw a line under it.**

- (1) **Let us look at the first one. It is a pattern—engine—boat—engine—boat—what comes next ? . . . Yes, engine. Now we have to pick the right engine from the pictures in the rest of the row. Which is it ? . . . Yes, the fourth picture (or that one if he points to the right one).**

If he does not pick out the right answer go through all the answers carefully to see why the others are wrong.

**Now draw a line under the right answer.**

- (2) **Now let us look at the next row—scissors—cotton—cotton—scissors—cotton—cotton—scissors—another pattern—what comes next ? . . . Yes, cotton. Which is the right answer in the other half of the row ? . . . Yes, the third one. Draw a line under it.**

- (3) **Now let us look at the next row of pictures. This is a story. The first picture is of sugar, egg, margarine, flour and currants. We are going to make a cake. First we weigh the things, then we mix them together in a bowl, then we put the mixture into a cake tin, and then we put it in the oven. What happens next ? . . . Yes, the cake will come out of the oven. Which is the right picture in the other half of the row ? . . . Yes, the second one. You see how some of the other answers might seem to be right if you weren't thinking hard. Draw a line under the right picture.**

- (4) **Now let us look at the last one—another story. We have paper, pen and ink. We are going to write a letter. In the next picture the letter is written and in the next we have folded it up. Now we have put it in the envelope and put the address on the envelope. What happens next ? . . . The usual answer is "post it." No, we don't post it yet, or the person we wrote it to will have to pay for it. What shall we have to do ? . . . Yes, we put a stamp on it.**

Further explanation may be necessary, as some children pick out the second answer rather than the last.

**Put a line under the right answer.**



Now you are going to do the puzzles on the next four pages. They are like these. The first lot of pictures in each row tells you what the pattern or the story is. Then you have to pick out what comes next from the five pictures in the other half of the row and draw a line under it.

Turn over and let the child go on by himself. Check that he underlines the answers, not the questions. Some are tempted in the patterns to put a line under the right thing in the original line of pictures. If they do so say : **The answers are all on this side of the page**, indicating the right-hand side. On no account must any help be given. The practice items may be gone over again if necessary. When he has done the four pages turn over to the next practice test.

### Section III

Now we are going to do a different kind of puzzle, and we are going to do this page of them together. This time we have to think of the ways in which things go with one another.

- (1) Look at the first two pictures in the first row. A glove and a hand. How does a hand go with a glove ? ... Yes, it goes into it. Now what is the next picture, all by itself ? ... Yes, a hat. We have to think what goes with a hat in the same way as a hand goes with a glove. What do you think is the answer ? ... Yes, a head, because it goes into a hat. Which of the five pictures in the rest of the row is the right answer ? ... Yes, the fifth one. Draw a line under it.

It is probable that a discussion of the reasons for the wrong answers being wrong will be helpful in the rest of the items, e.g., in (2) The bag is wrong because the purse goes into it—it doesn't go into the purse ; In (3) The socks are wrong because they would go with a lady's stockings—not shoes, and in (4) You don't go into a house through the window, or the keyhole, or down the chimney.

- (2) Now let us look at the next row. What are the first two things ? ... Yes, an envelope and a letter. How do they go with one another ? ... Yes, the letter goes inside the envelope. What is the next thing, all by itself ? ... Yes, a purse. Now what goes with the purse in the same way as the letter goes with the envelope ? ... Yes, money. Which is the right picture to underline ? ... Yes, the second one. Draw a line under it.
- (3) Now look at the next row. What is the first of the two things at the beginning ? ... A hat. What kind of hat ? ... A lady's hat. You may have to ask who wears it before getting to this point. Now what is the next thing ? ... What kind of shoe ? ... A lady's shoe. So the hat and shoe go with one another because they are both worn by a lady. Now what is the next picture ? ... What kind of hat ? ... Yes, a gentleman's hat. What are we going to look for ? ... A gentleman's shoe. Which is the right answer ? ... Yes, the fourth one. Draw a line under it. Further questioning may be necessary before arriving at the right conclusion.
- (4) Now look at the next row. What is the first picture ? ... Yes, a garden. This may take a little more questioning, as some children say it is a tree. Now what is the next picture ? ... Yes, a gate. How does a gate go with a garden ? ... Yes, you go through it to get into the garden. This also may take some further questioning. Now what is the next picture ? ... Yes, a house. What goes with a house in the same way as a gate goes with a garden ? ... Yes, a door. Why ? ... Yes, you have to go through it to get into the house. Draw a line under the door.

Now you have to do the next five pages of puzzles. You have to decide how the first two pictures go with one another. Then look at the third picture, all by itself, and decide what goes with it in the same way as the second picture goes with the first. Then pick out the right answer and draw a line under it.

Turn over and let the child go on by himself. Check that he underlines the answers and not the other pictures. On no account may any help be given. The practice items may be gone over again if necessary.

### Marking Key

Award one mark for each question done correctly. If two answers are underlined no mark is allowed. The correct answers are as follows, the alternatives given being numbered from one to five from left to right.

Page ... ..	10					11					12					14				
Number ... ..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Answer ... ..	5	4	1	1	5	2	3	2	1	5	2	3	3	4	5	5	3	4	4	2

Page ... ..	15					16					17					19				
Number ... ..	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Answer ... ..	5	3	5	1	1	3	2	2	1	3	4	5	3	1	2	2	4	4	2	2

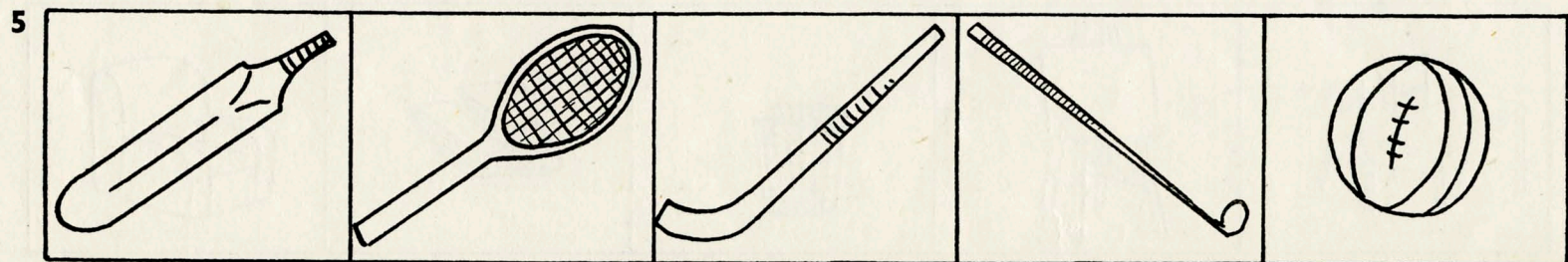
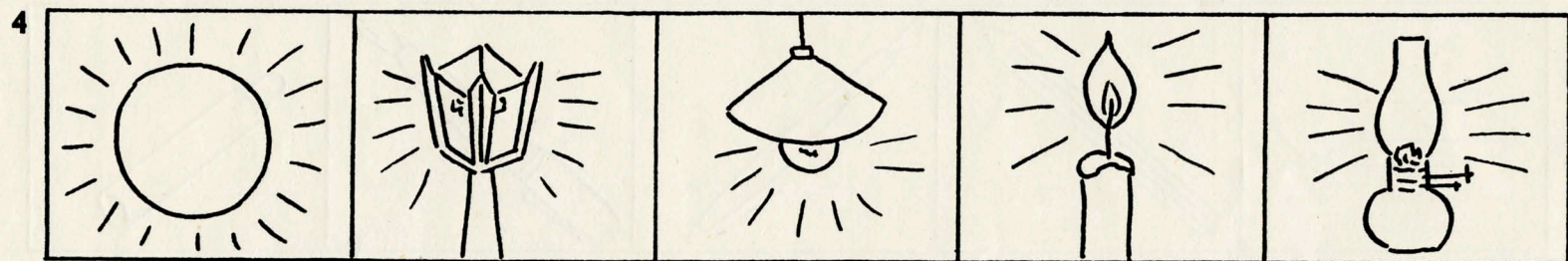
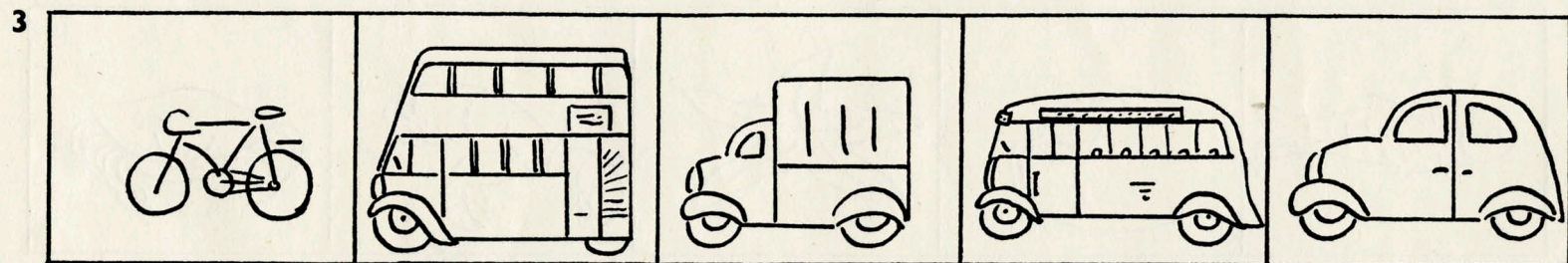
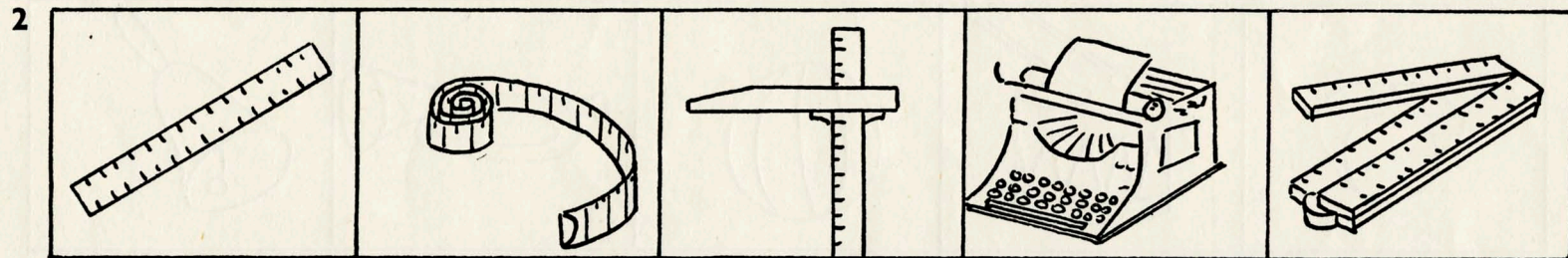
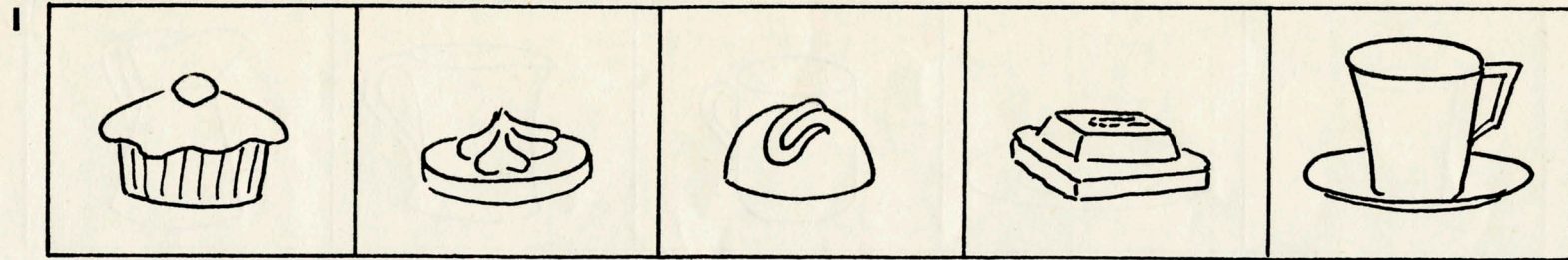
Page ... ..	20					21					22					23				
Number ... ..	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Answer ... ..	2	5	5	5	4	3	2	1	4	4	4	3	1	3	5	4	1	3	1	2

Total the marks on each page, and enter the total for the whole test in the appropriate space on the front page of the booklet. Please check your marking carefully.



# SECTION I.

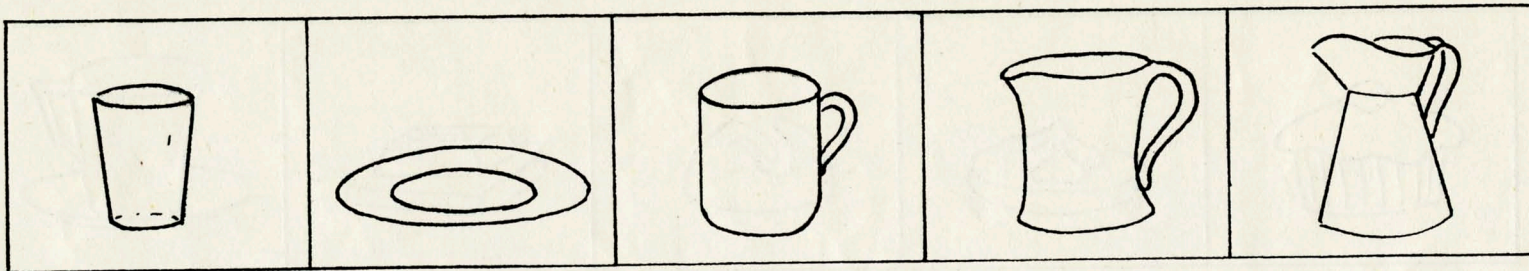
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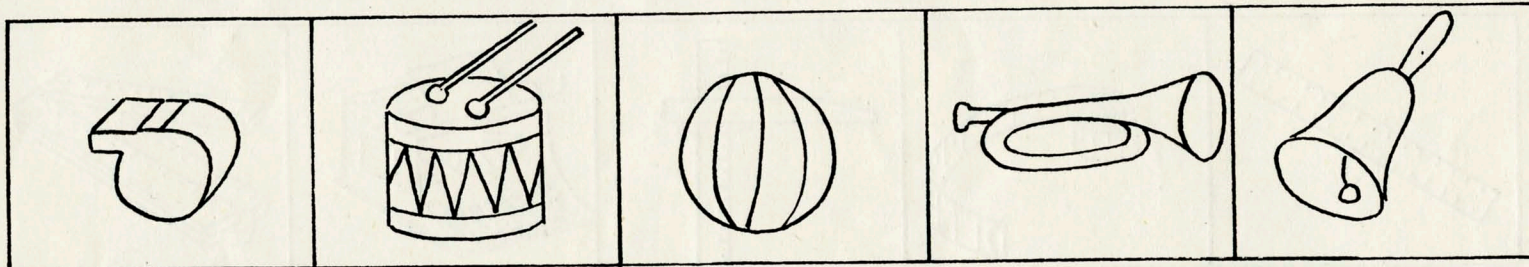
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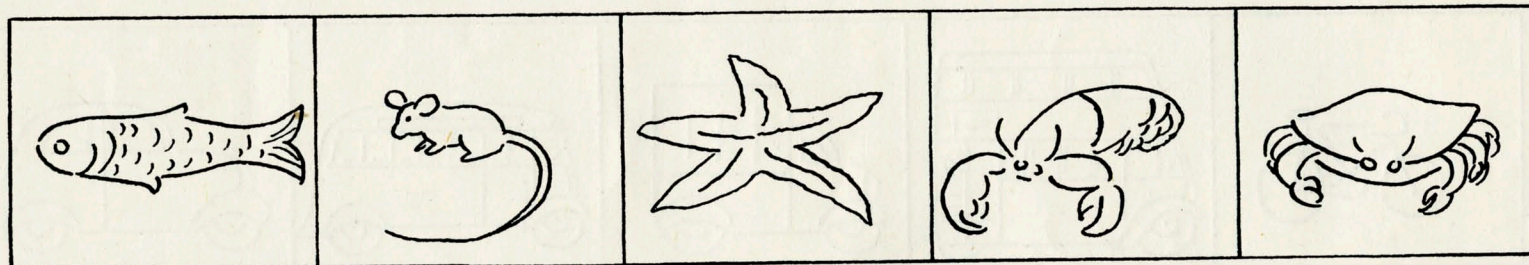
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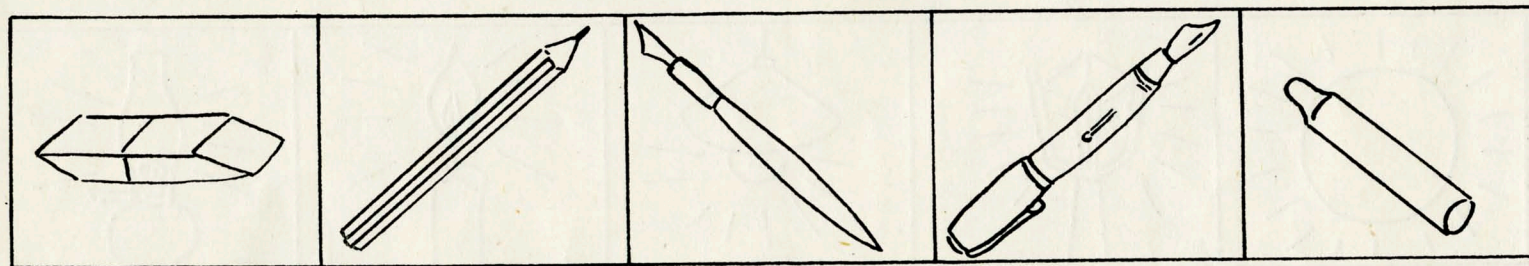
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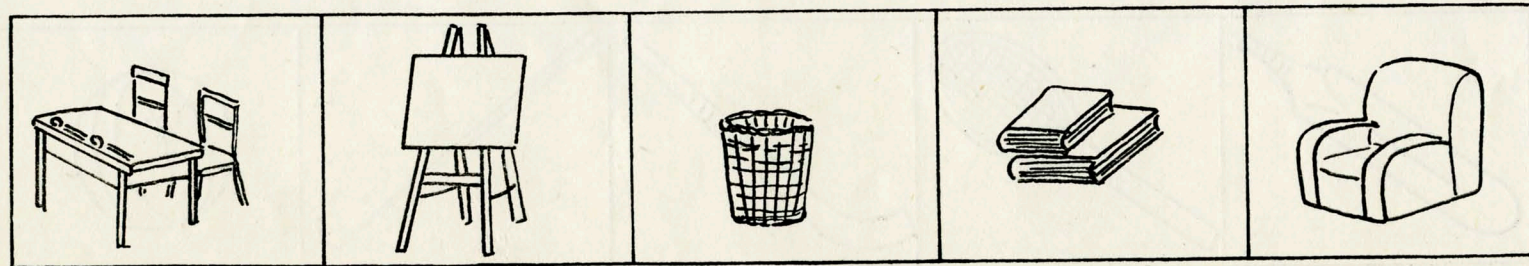
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9

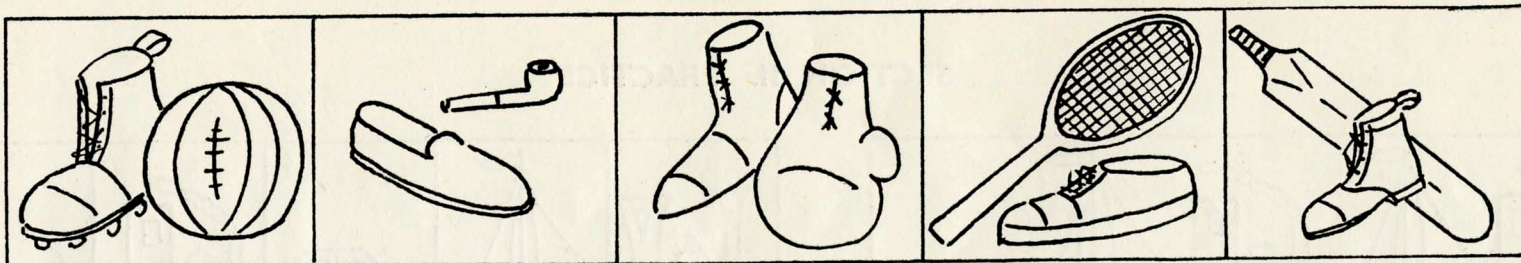


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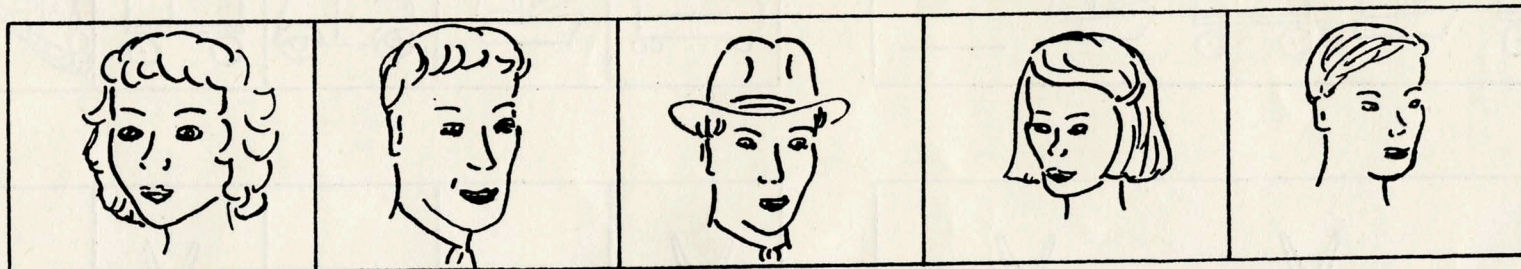




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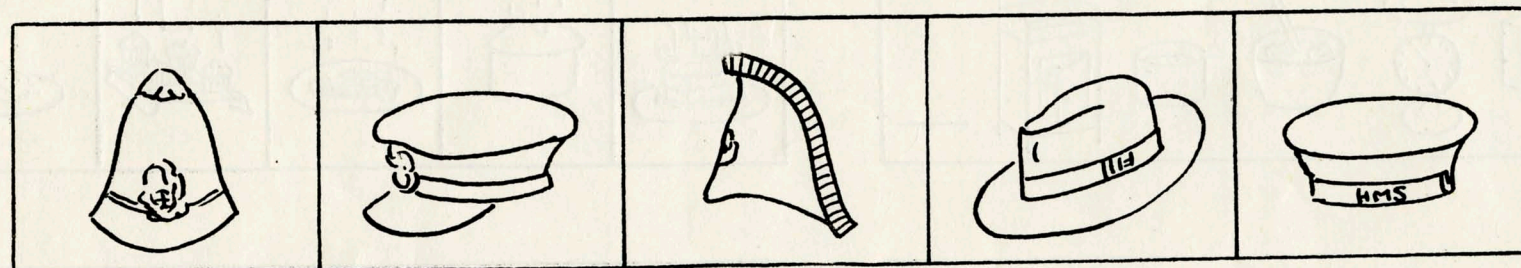
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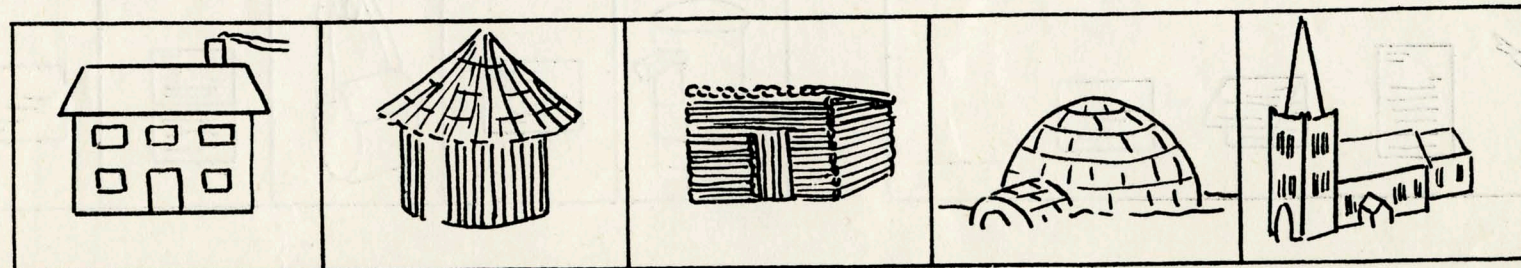
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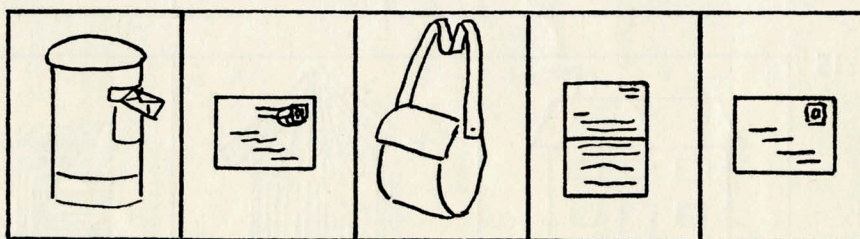
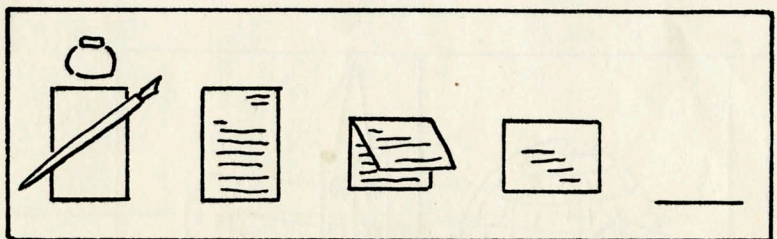
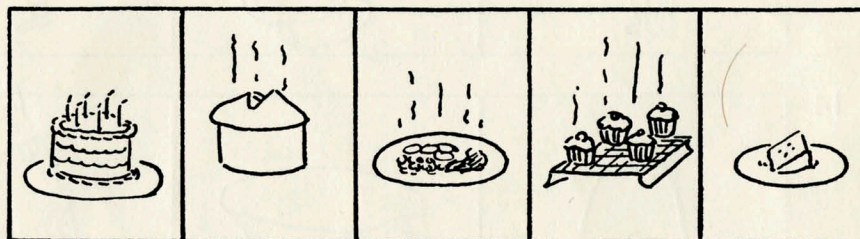
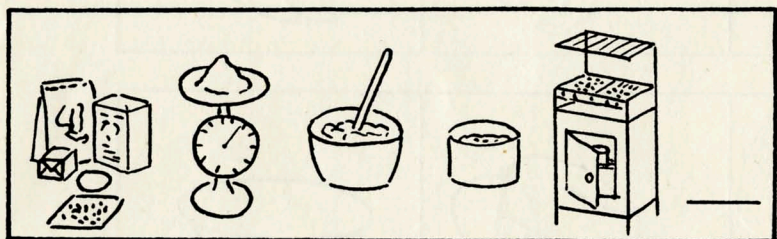
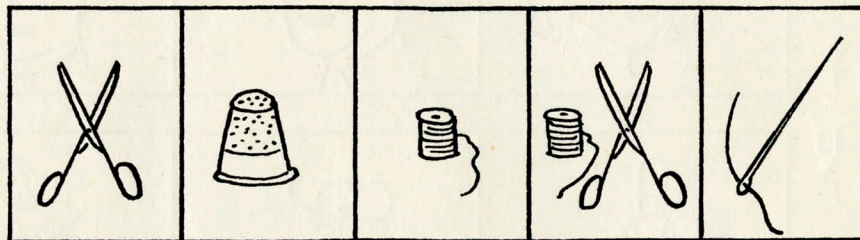
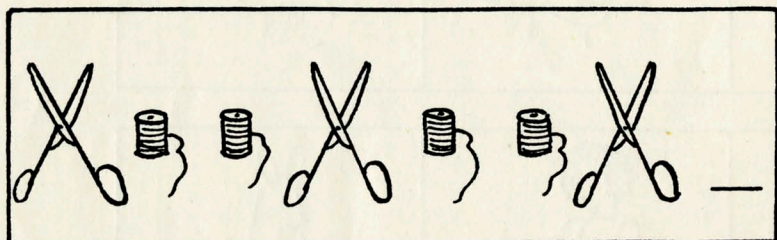
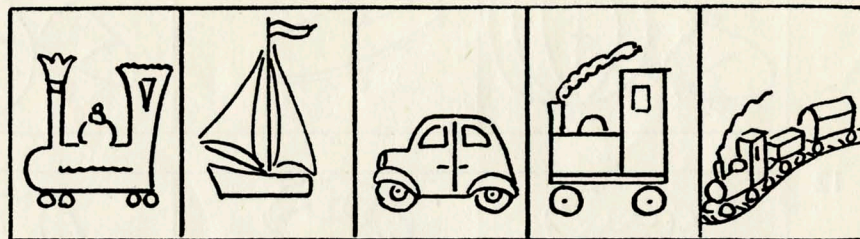
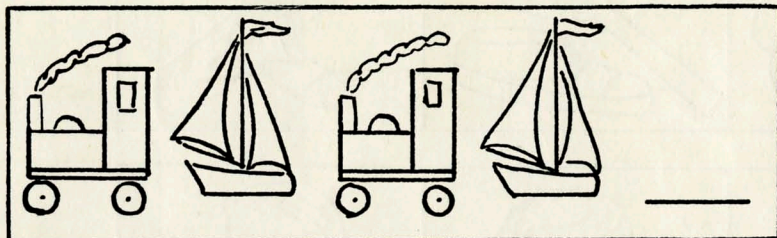


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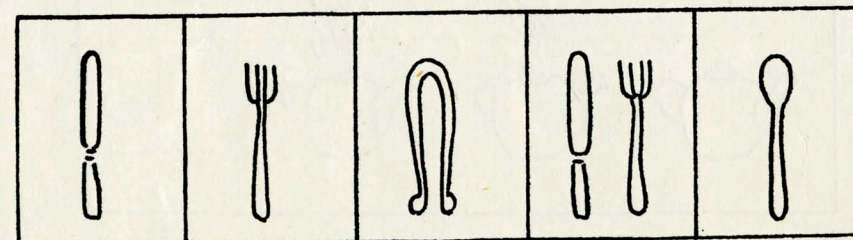
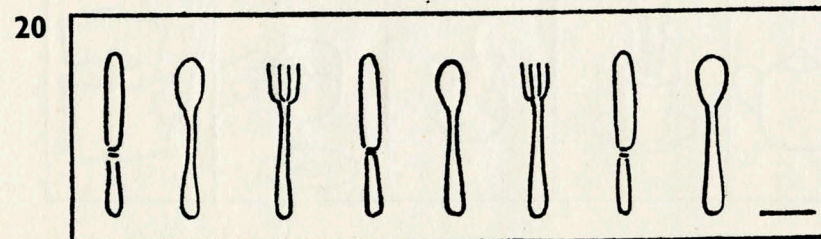
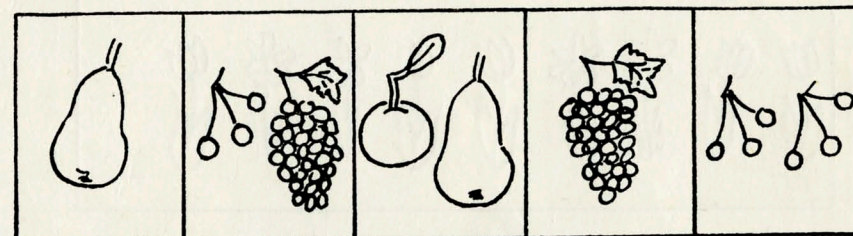
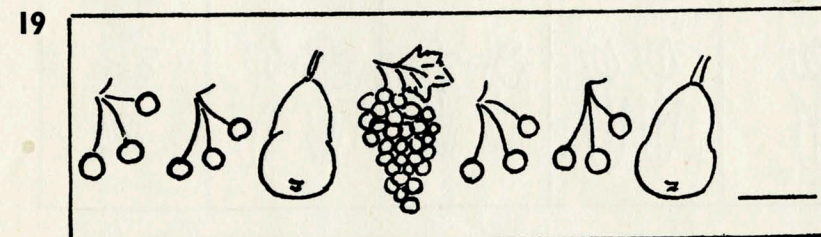
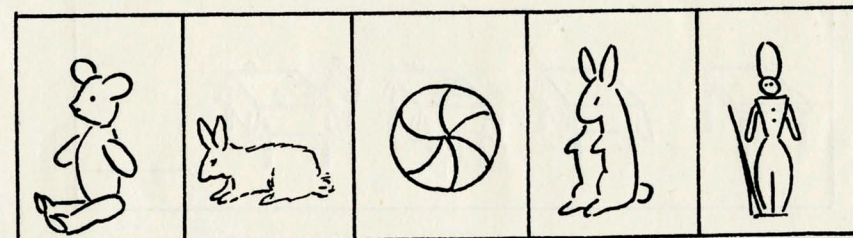
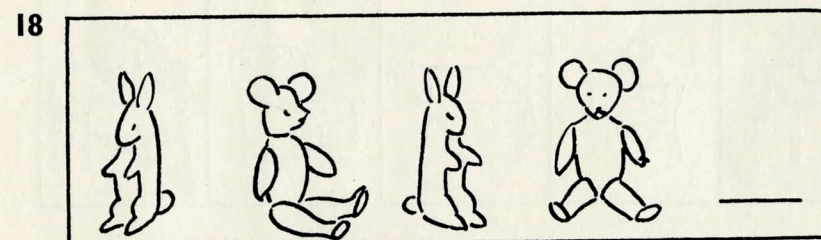
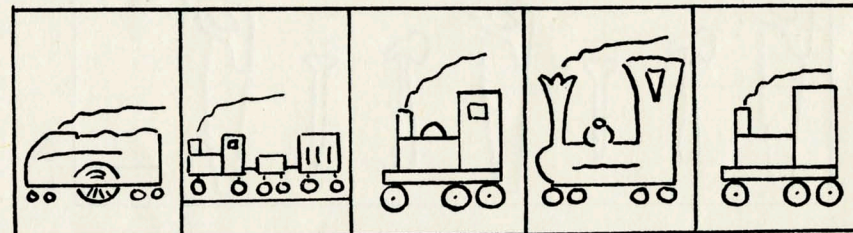
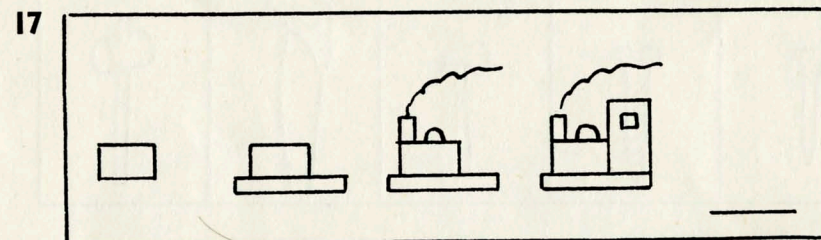
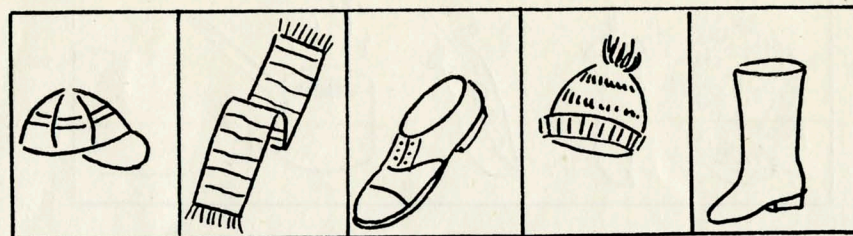
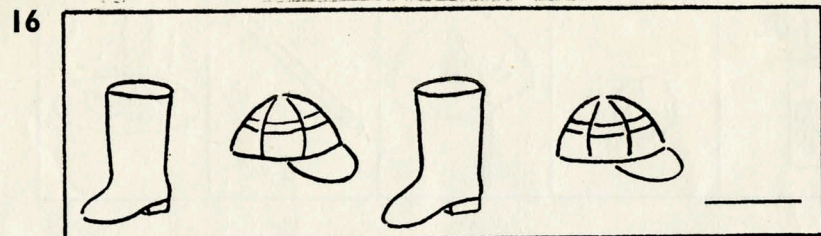


## SECTION II. PRACTICE



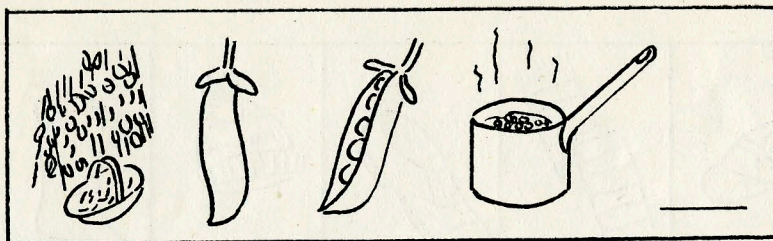


SECTION II.

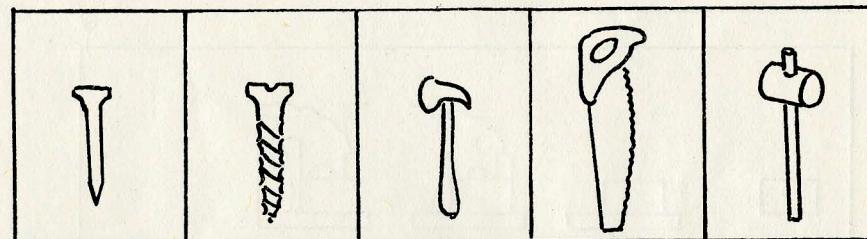
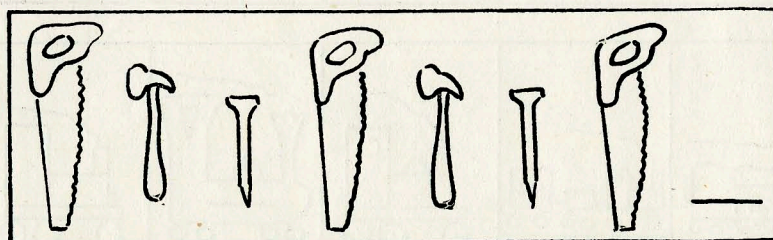




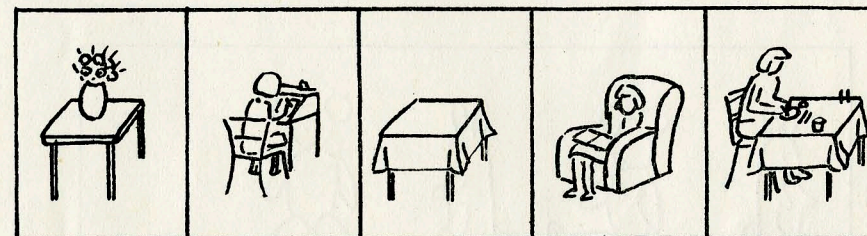
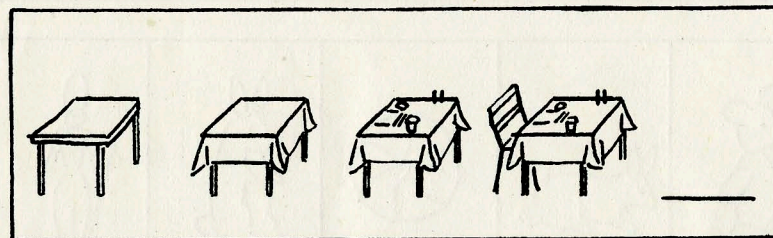
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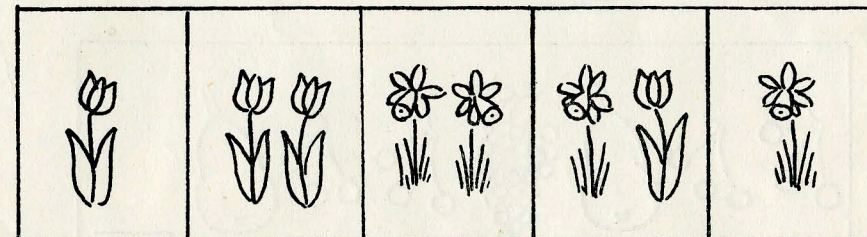
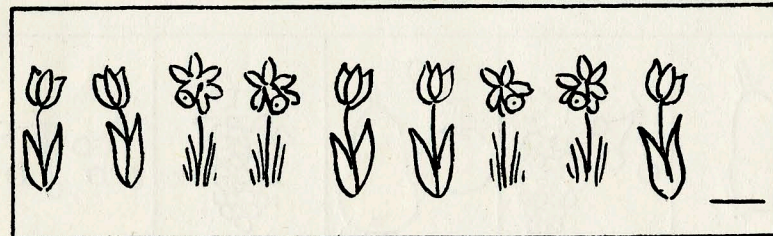
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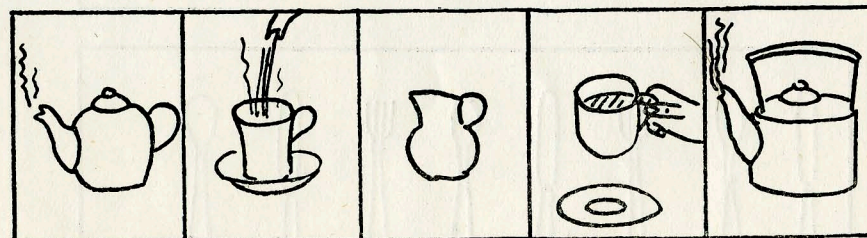
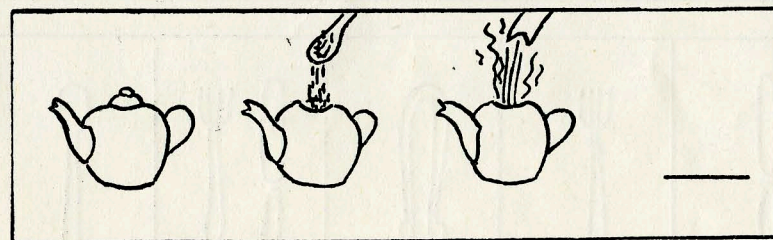
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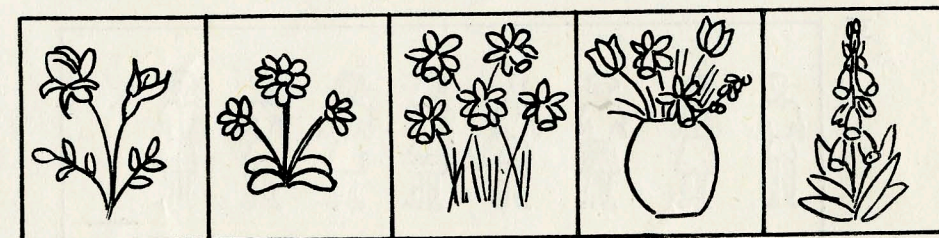
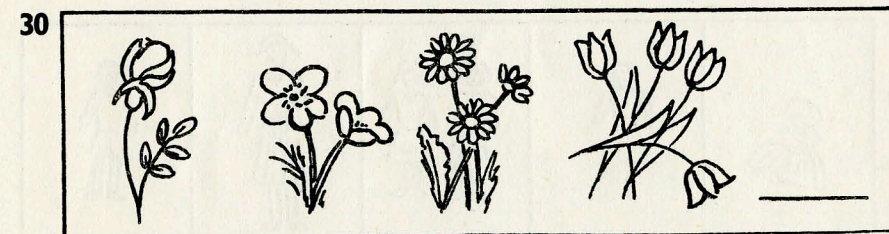
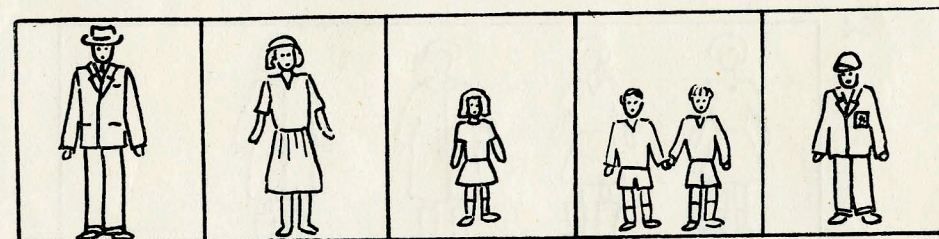
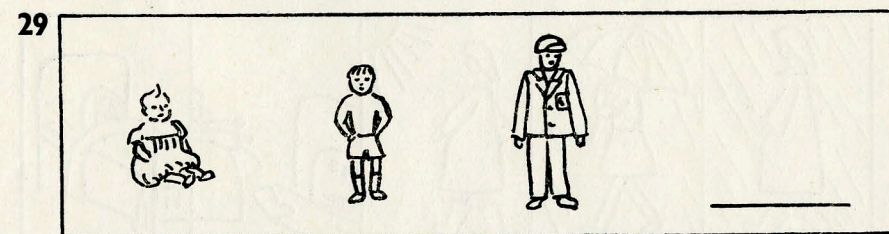
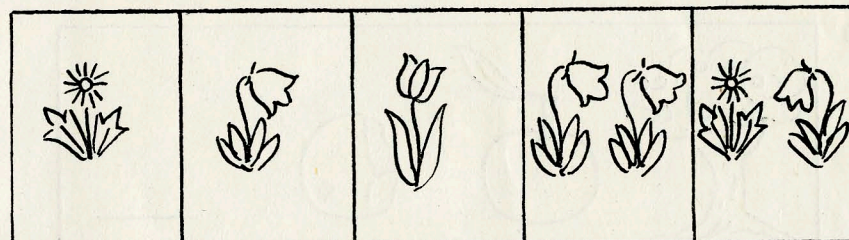
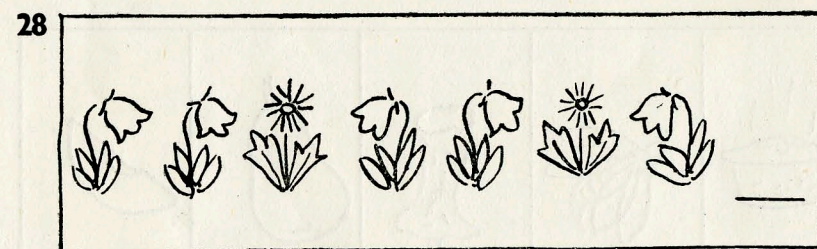
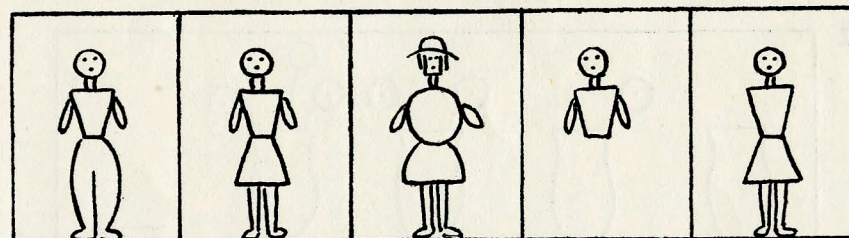
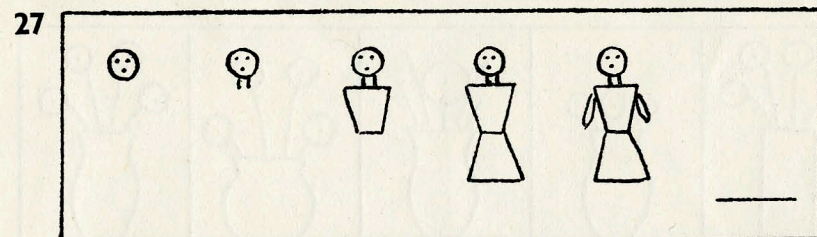
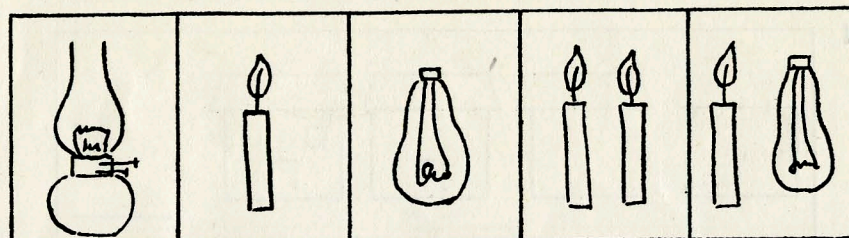
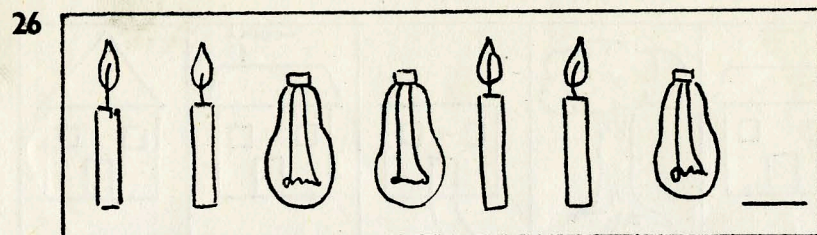
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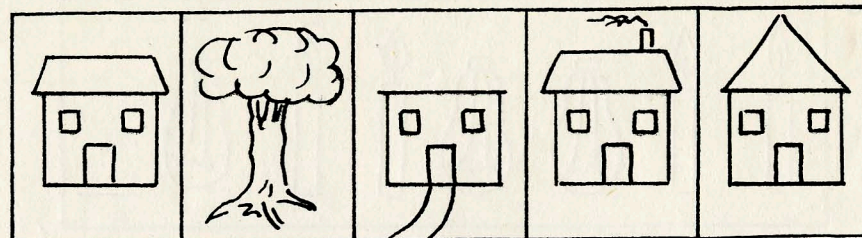
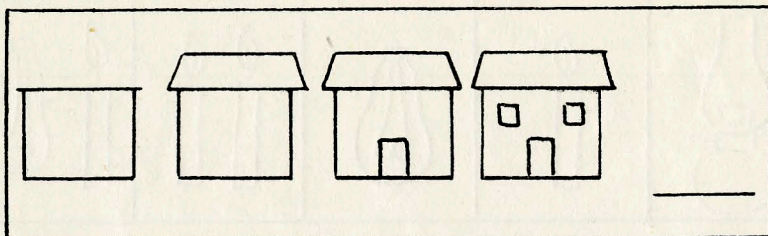




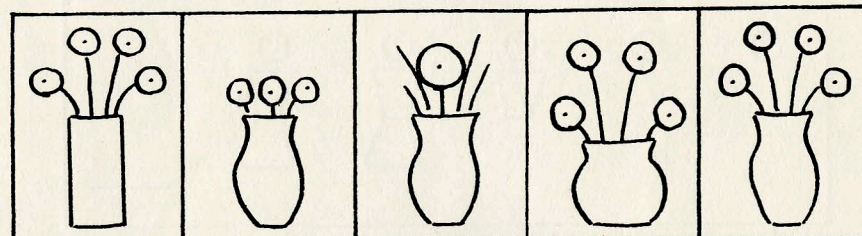
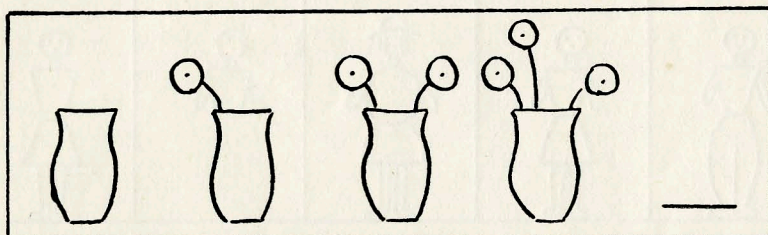


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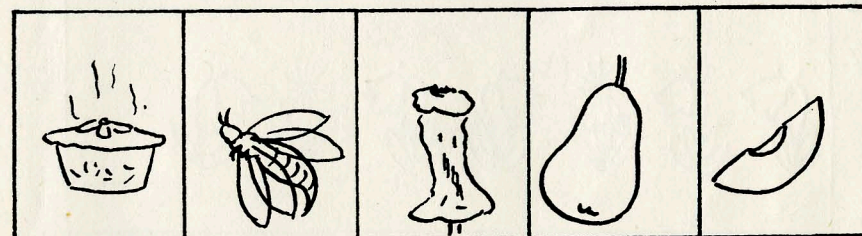
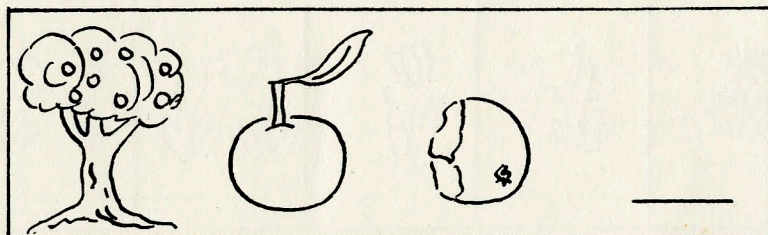
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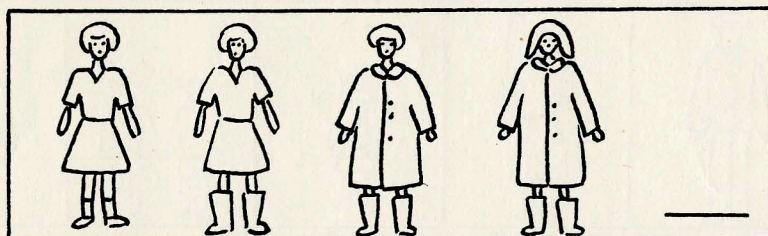
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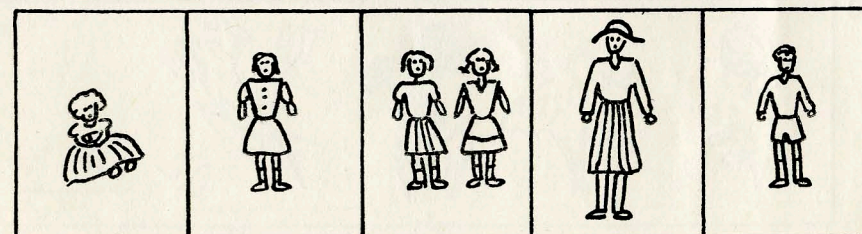
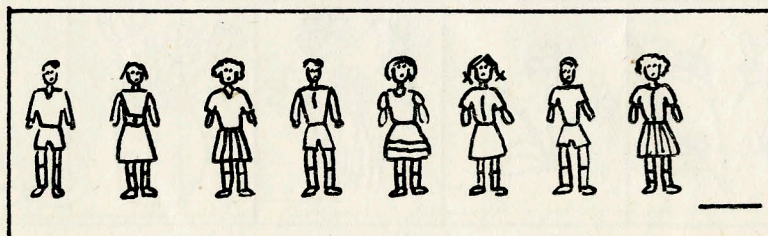
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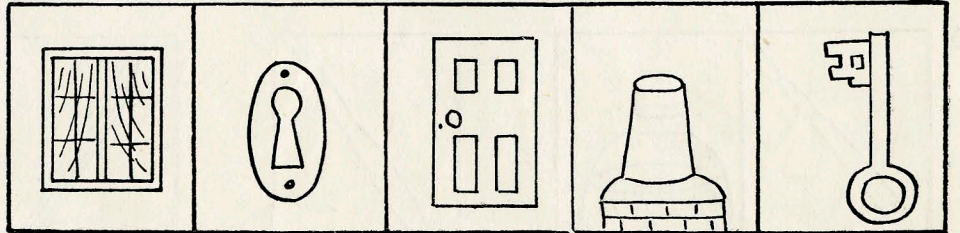
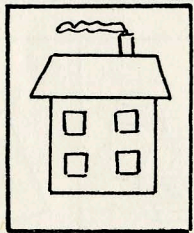
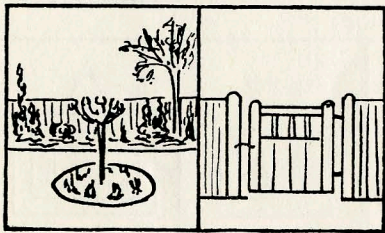
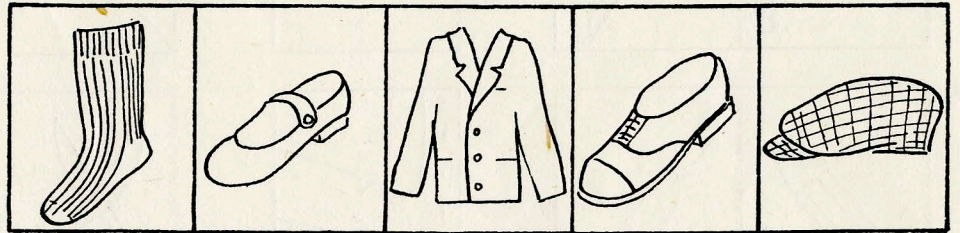
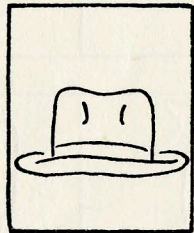
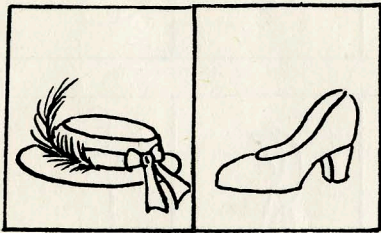
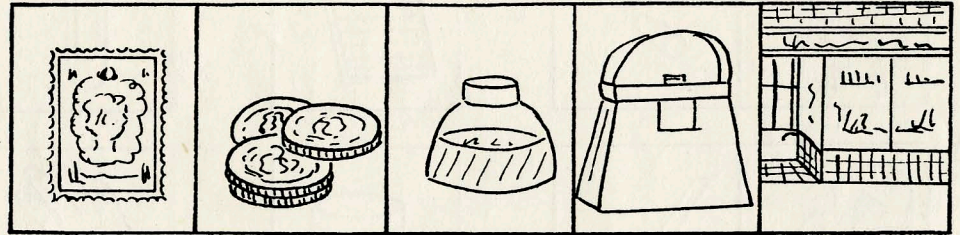
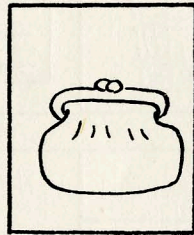
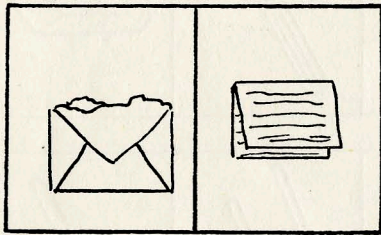
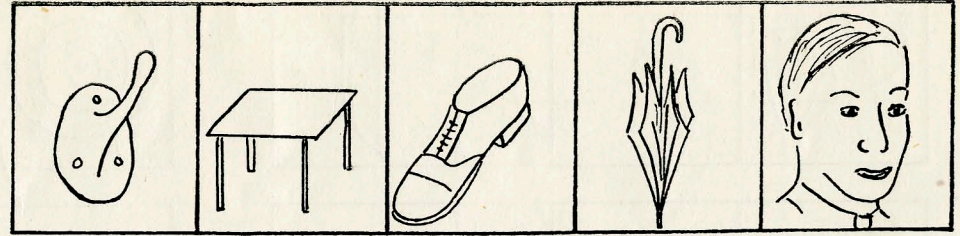
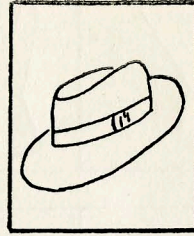
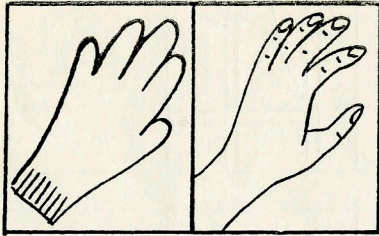


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## SECTION III. PRACTICE



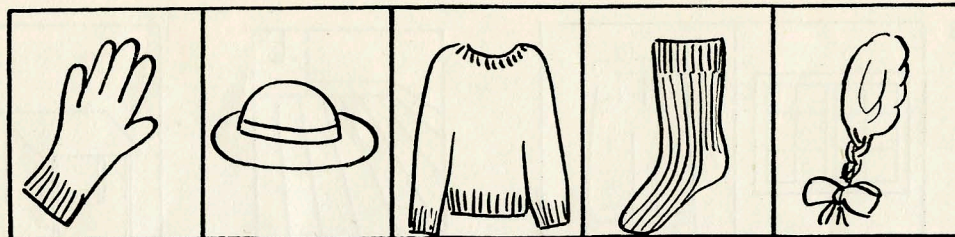
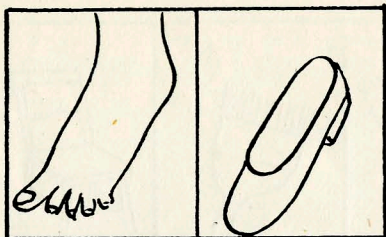


SECTION III.

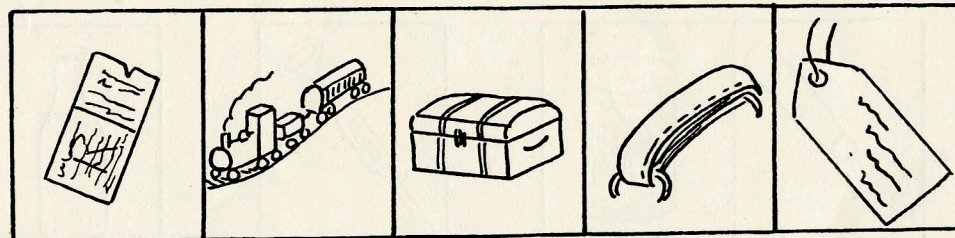
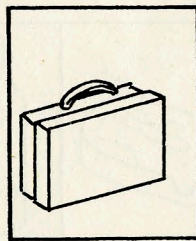
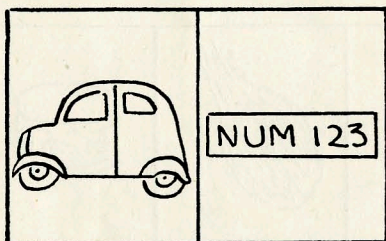




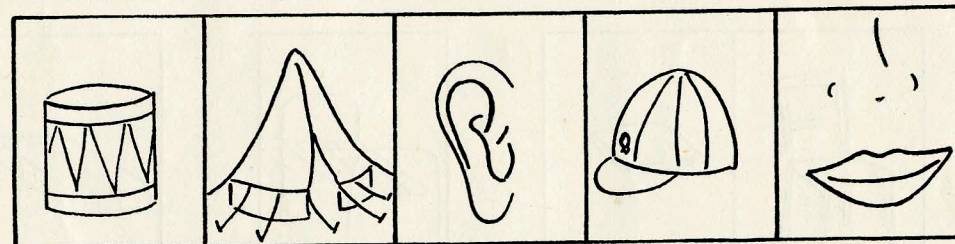
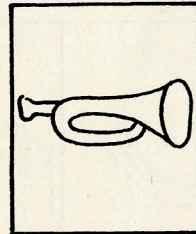
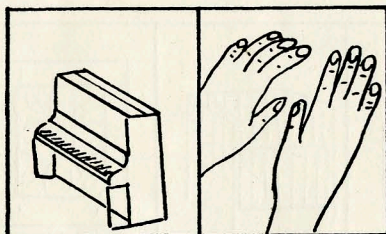
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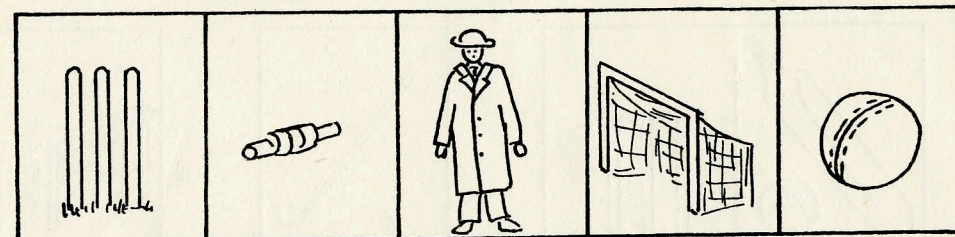
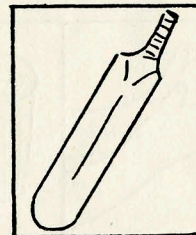
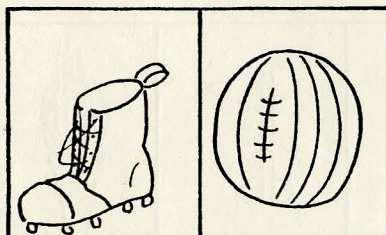
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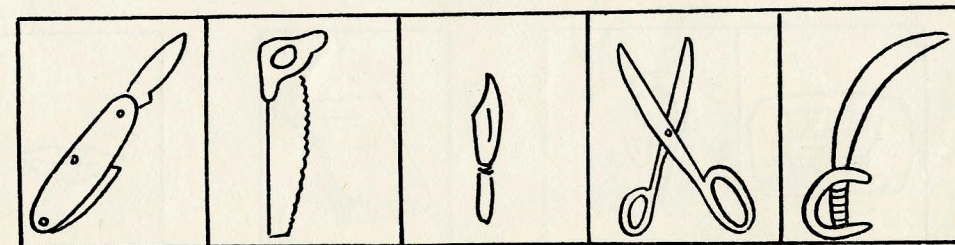
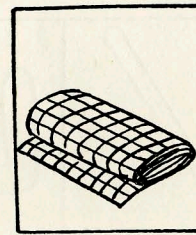
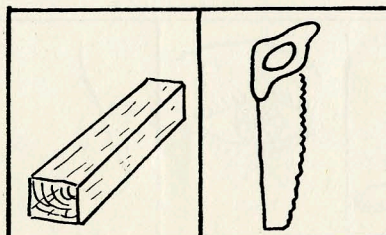
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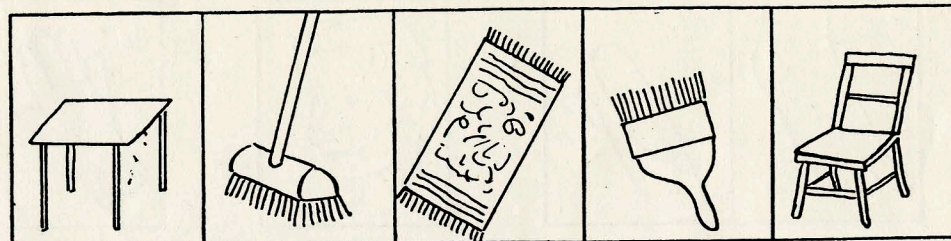
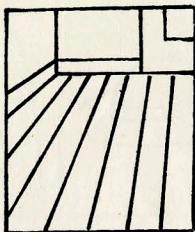
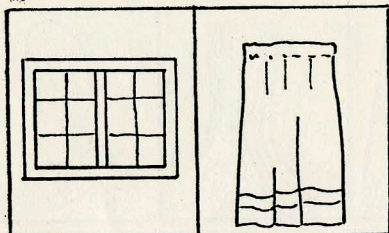
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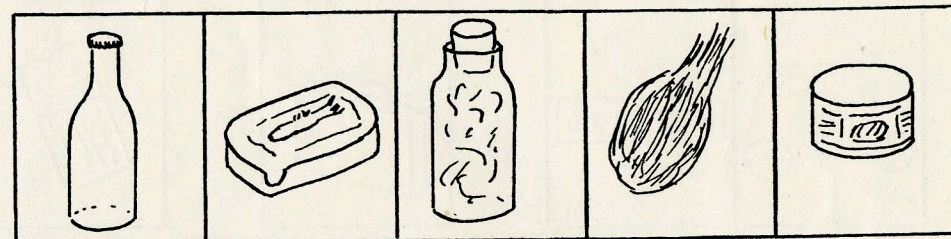
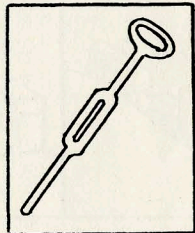
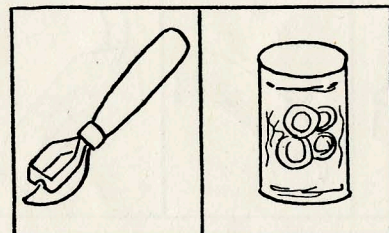


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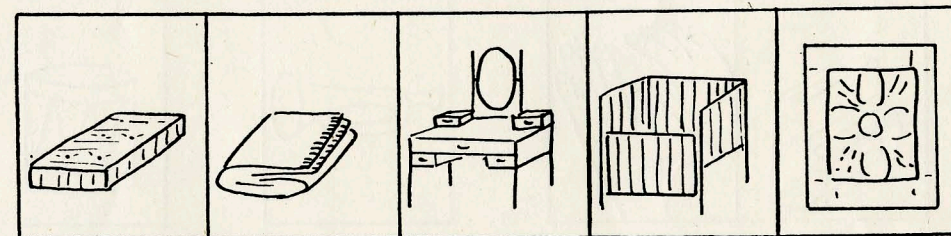
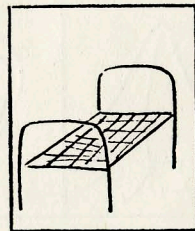
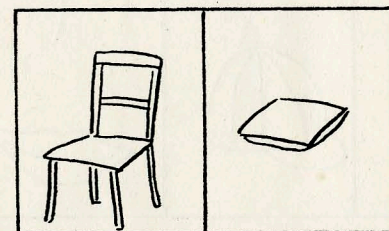
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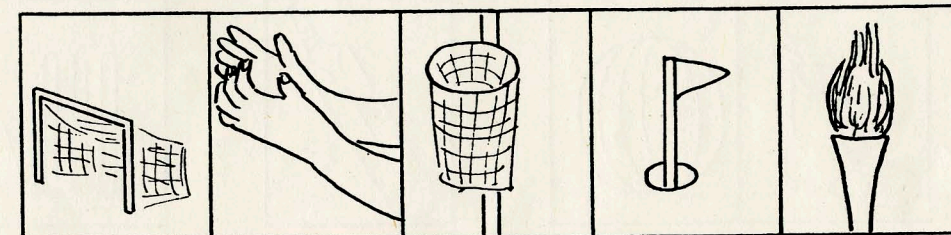
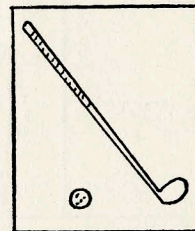
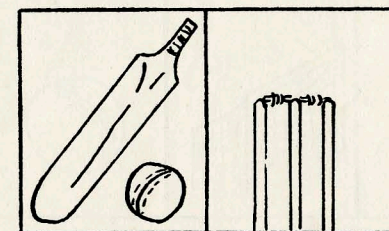
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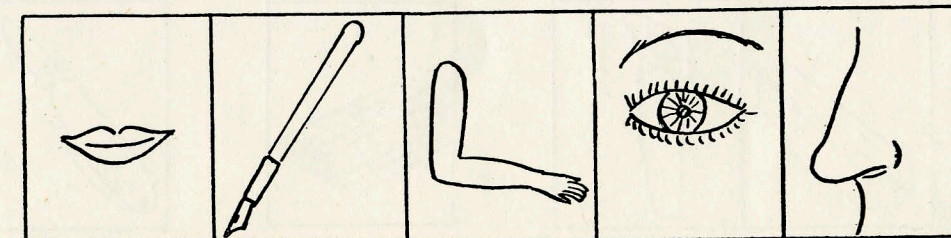
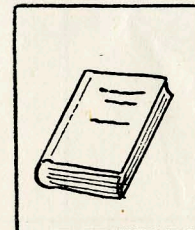
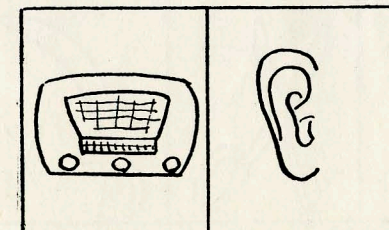
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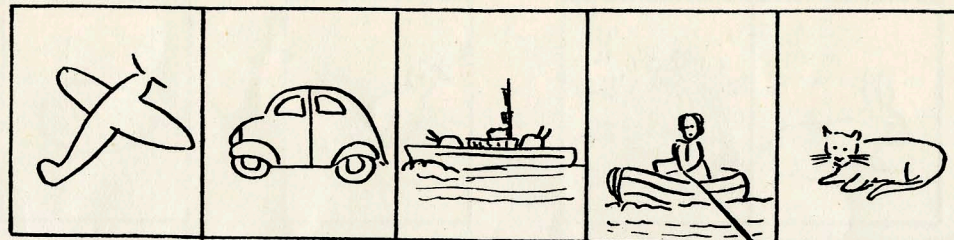
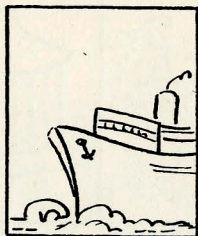
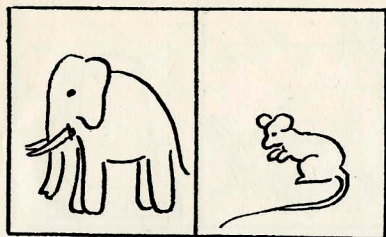


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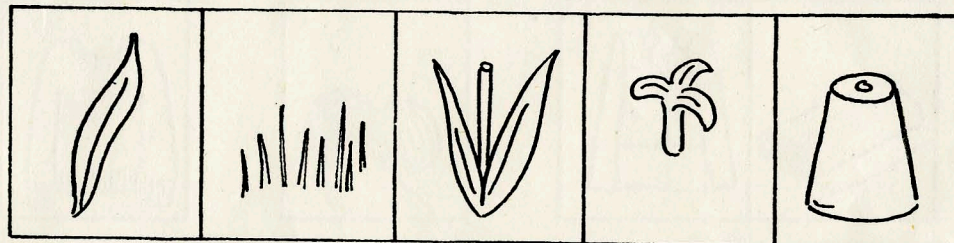
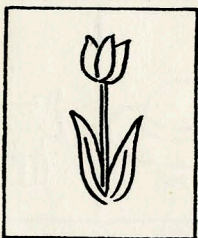
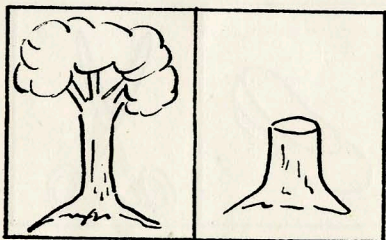




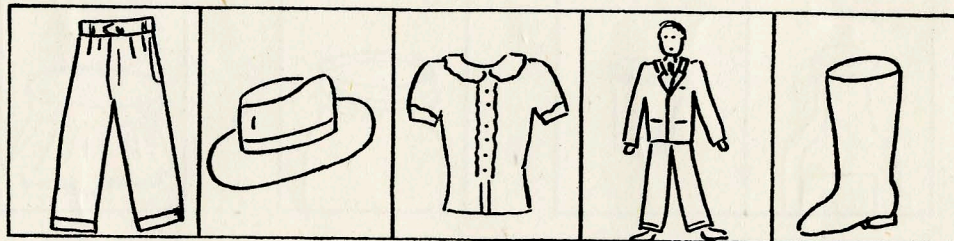
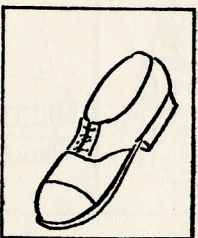
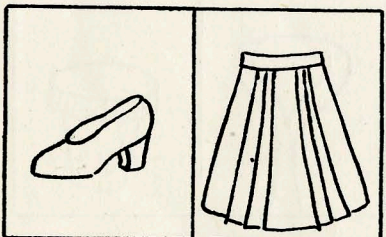
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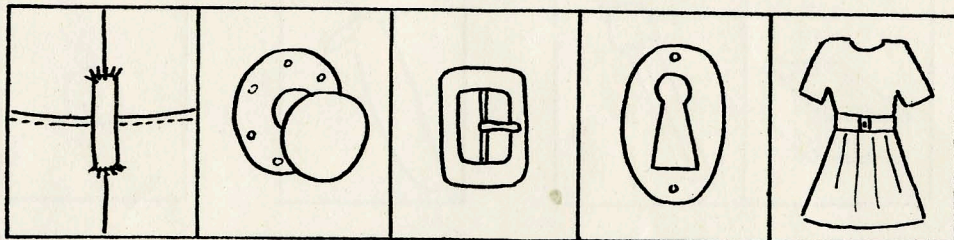
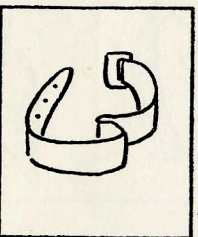
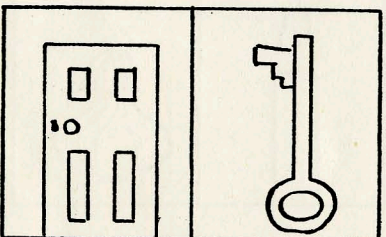
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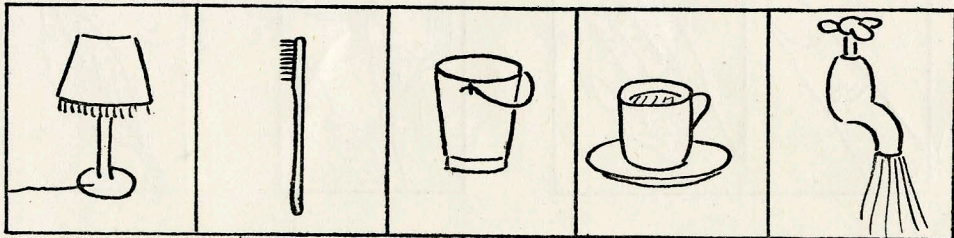
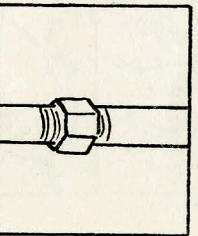
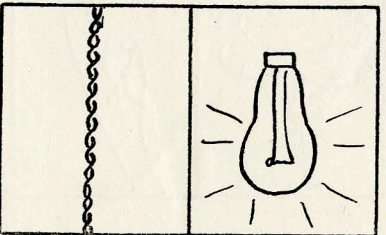
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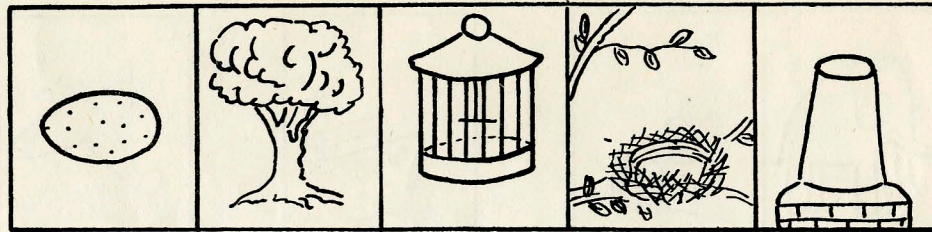
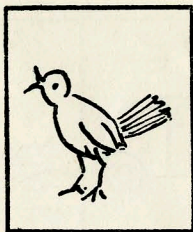
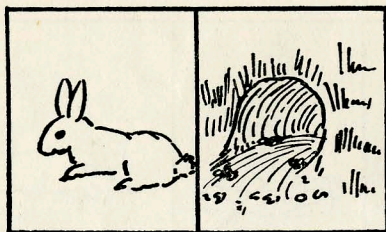


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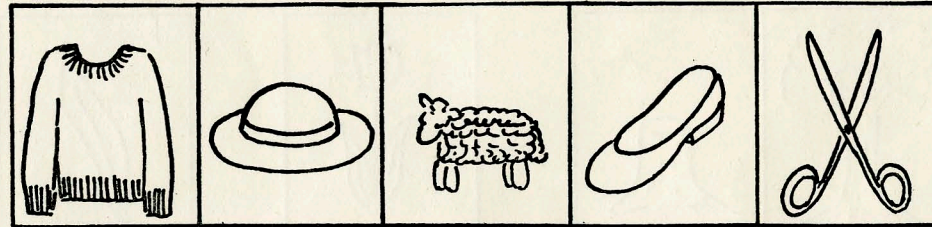
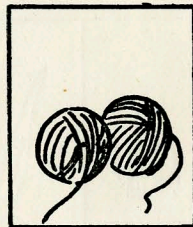
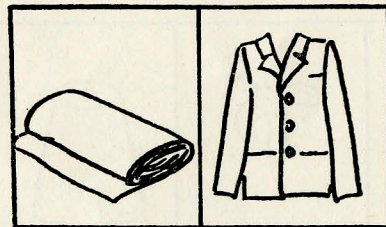




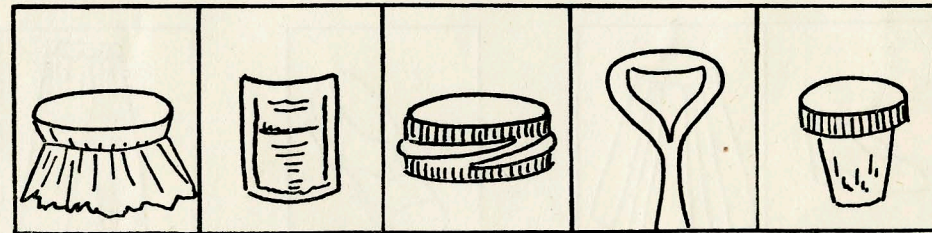
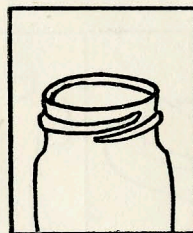
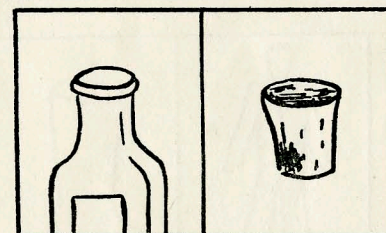
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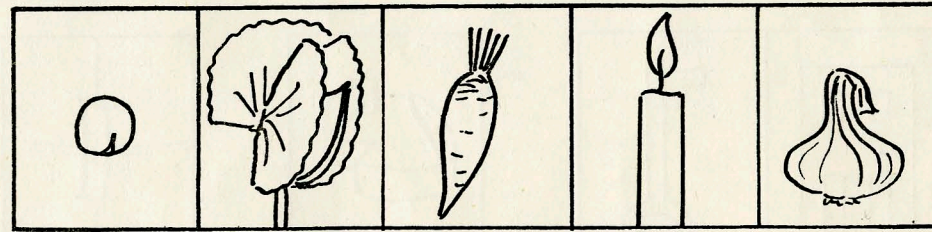
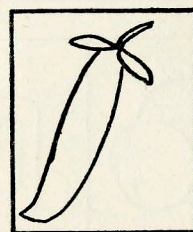
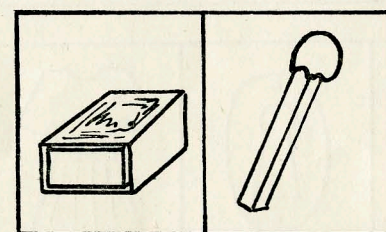
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