

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.

FOR THOSE WHO HAVE MOVED

New Address

Address

School

L.E.A.

New School

During the past four years, you and/or your colleagues in other schools have provided valuable information about this child's school career. Now, as he/she has almost completed his/her time in a primary school, we wish to obtain further information concerning his/her mental development and school progress. The National Foundation for Educational Research in England and Wales has prepared the tests in this booklet which we should like you to administer to this child. 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.

V₁₁R 57 VOC₁₁R 57 R₁₁ 57
 NV₁₁ 57 A₁₁R 57 VOC₁₁ 57
 GA₁₁ 57 V₁₁ 57 A₁₁ 57
 R₁₁R 57 NV₁₁ 57 T₁₁ 57

N. S. Wales

Director of the National Foundation for Educational Research in England and Wales

GENERAL DIRECTIONS FOR ADMINISTERING THE TESTS

The tests in this booklet will be given to approximately 5,000 children, and their administration carried out by nearly as many different teachers. If the results are to be in any way comparable it is absolutely necessary that the tests are given exactly 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. If this is done, however, care should be taken that no marks whatever are made on the copies of the tests, the practice child pointing to the answer with a clean wooden pointer instead of underlining with a pencil.

There are four tests to be given : (1) General Ability Test, (2) Mechanical Reading and Word Comprehension Test, (3) Arithmetic Test, (4) Handwriting Test. The four tests should **not** be given on one occasion ; if possible they should be given during the mornings on two separate days of one week. The tests should be given in the order in which they are listed above : Tests 1 and 2 on the first day, and Tests 3 and 4 on the second day.

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 Test 2 it is necessary for the child to be seated so that the appropriate page is immediately in front of him, and the instruction and marking page is in front of the tester. The instructions for all four tests are given on the middle four pages of this booklet, and **they should be removed before any testing begins**.

The testing should preferably be carried out by a teacher who knows the child, and the atmosphere should be friendly and informal. The child should be provided with two sharpened pencils, but with no other instruments. See instructions for Test 4, which lay down special provisions for that test.

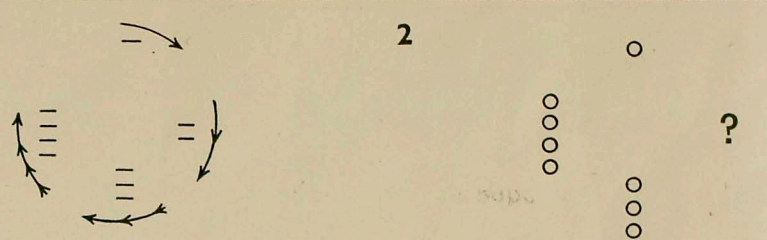
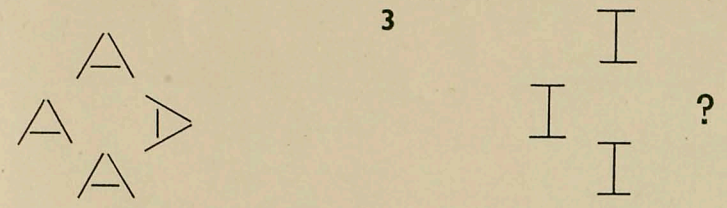





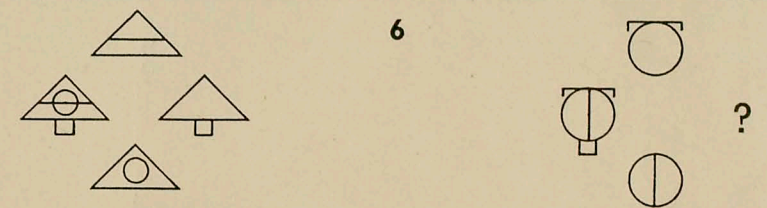





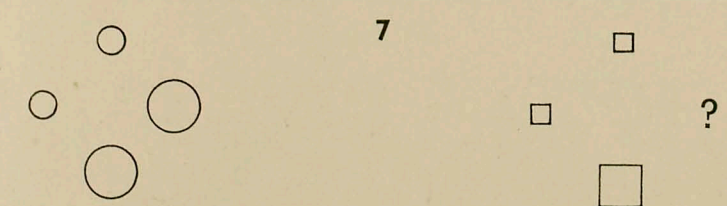





The tester should make him/herself thoroughly familiar with all the tests and the method of administering them before starting to give the first test.

TEST	DATE GIVEN	SCORE
(1) General Ability		
(2a) Mechanical Reading		
(2b) Word Comprehension		
(3) Arithmetic		
(4) Handwriting (omit score)		
Signature of Tester.....		
Post held.....		
Language usually spoken in the child's home, if not English.....		

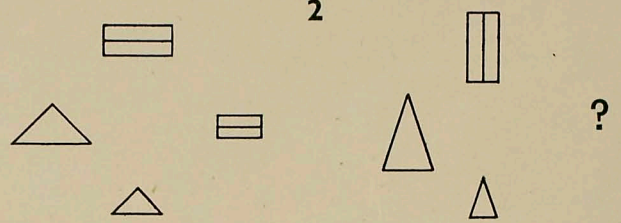





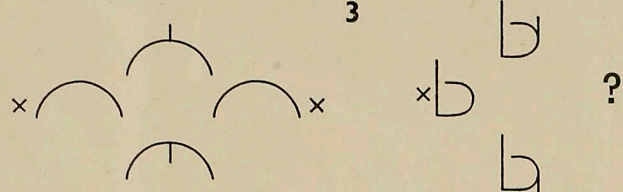





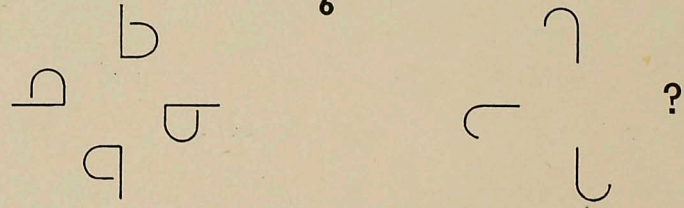





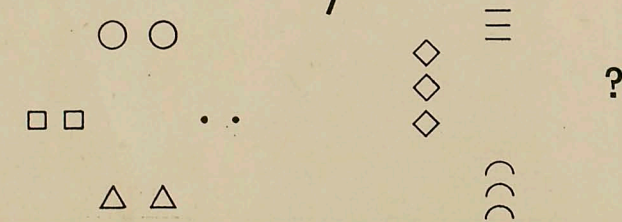
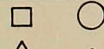
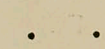



WHEN THE TESTING HAS BEEN COMPLETED PLEASE RETURN THIS BOOKLET IMMEDIATELY TO THE EDUCATION OFFICER

PRACTICE TEST

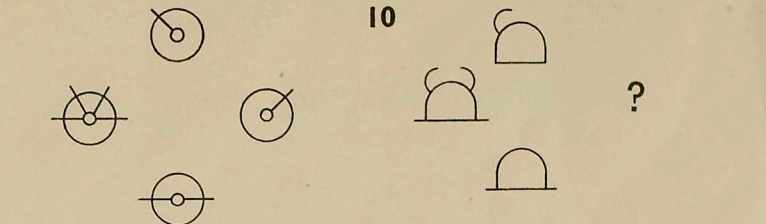





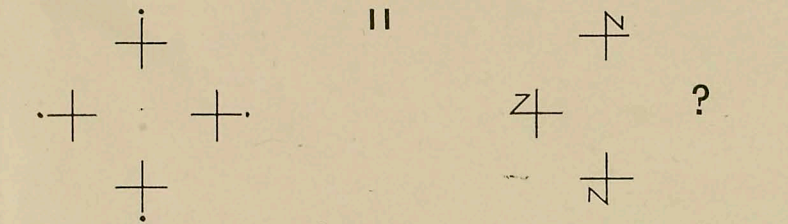





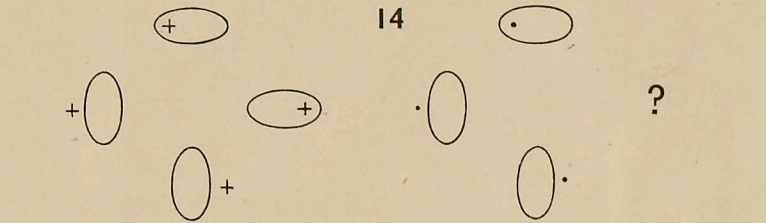





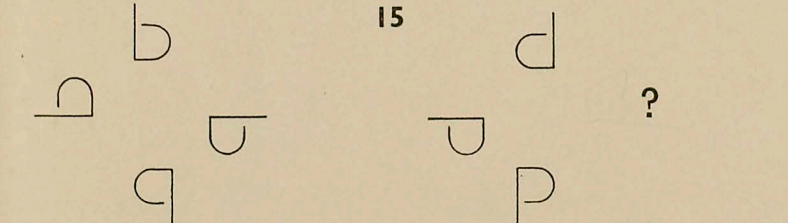





2

<p>1</p> <p>Four Fourth</p> <p>One Two First ?</p> <p>Three Third</p>					<p>2</p> 				
First	Second	Third	Fourth	Fifth	oo	ooo	oo	o o	o
<p>3</p> 					<p>4</p> <p>Cow Sparrow</p> <p>Tiger Animal Crow ?</p> <p>Dog Eagle</p>				
					Hawk	Fish	Robin	Horse	Bird
<p>5</p> <p>Right Light</p> <p>Rend Rob Lend ?</p> <p>River Liver</p>					<p>6</p> 				
Bend	Lob	Live	Borrow	Rive					
<p>7</p> 					<p>8</p> <p>White Light</p> <p>Black Chalk Dark ?</p> <p>Coal Night</p>				
					Moon	Dusk	Bright	Day	Shadow

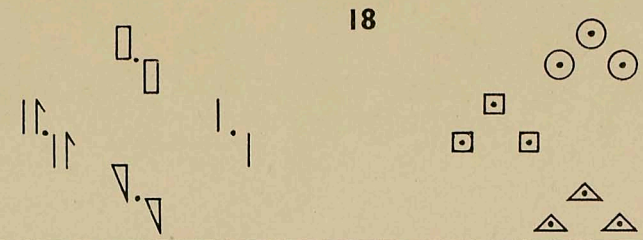
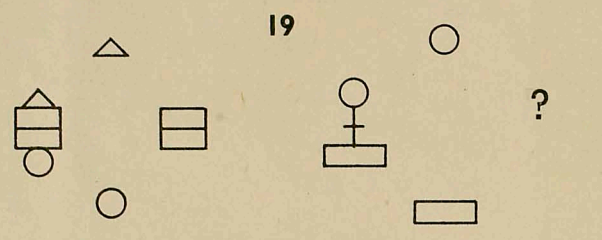
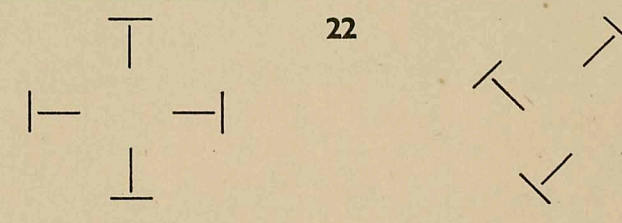
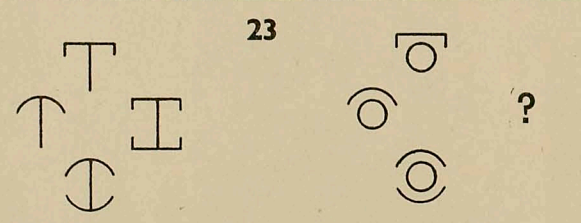
DO NOT TURN OVER UNTIL YOU ARE TOLD

1					2				
Mouse Dog Squeak Sheep ? Bark Bleat									
Roar	Goat	Cow	Mew	Grunt					
3					4				
					Penny Cauliflower Farthing Coin Cabbage ? Shilling Turnip				
					Carrot	Sprout	Garden	Crops	Vegetable
5					6				
May June March July April ? January February									
Summer	August	July	September	Month					
7					8				
					Rink Leaves Ink Irate Eaves ? Rate Late				
					Elate	Eat	Weaves	Veal	Sale

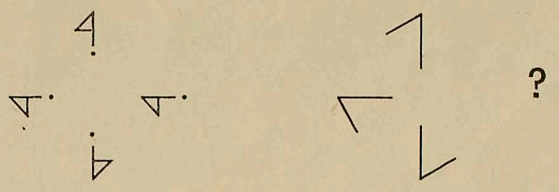





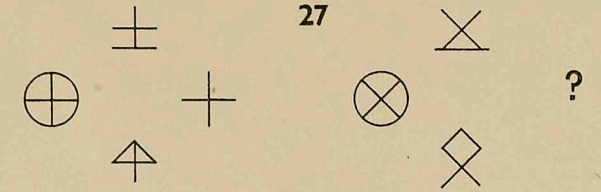





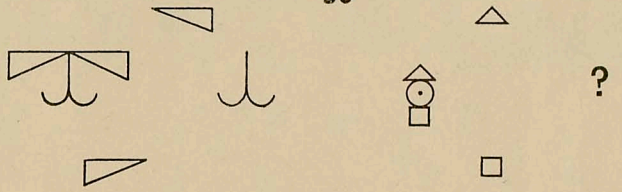





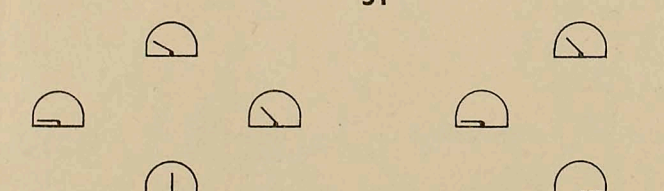





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<p>9</p> <p>Chemist Butcher</p> <p>Draper Medicine Ironmonger ?</p> <p>Cloth Tools</p>					<p>10</p>  <p>?</p>				
Chisel	Food	Meat	Clothes	Newsagent					
<p>11</p>  <p>?</p>					<p>12</p> <p>Eye Smell</p> <p>Taste Tongue Ear ?</p> <p>See Nose</p>				
					Hear	Feel	Run	Sense	Throat
<p>13</p> <p>Coat Car</p> <p>Blouse Clothes Bus ?</p> <p>Trousers Lorry</p>					<p>14</p>  <p>?</p>				
Bicycles	Wheels	Waggon	Vans	Vehicles					
<p>15</p>  <p>?</p>					<p>16</p> <p>Knee Wrist</p> <p>Foot Waist Finger ?</p> <p>Head Shoulder</p>				
					Palm	Elbow	Skin	Bone	Knuckle

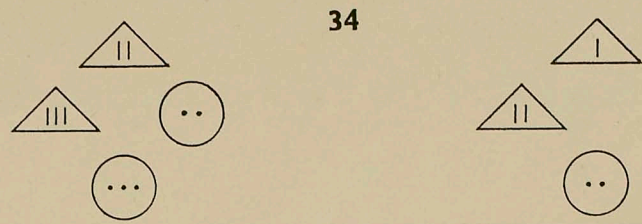





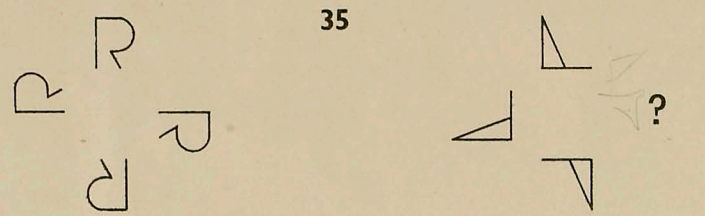





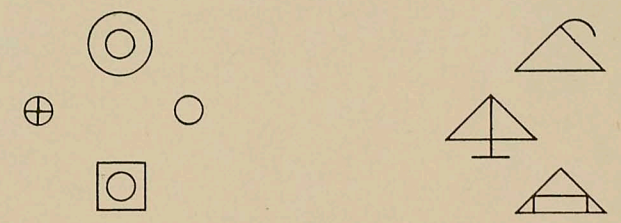





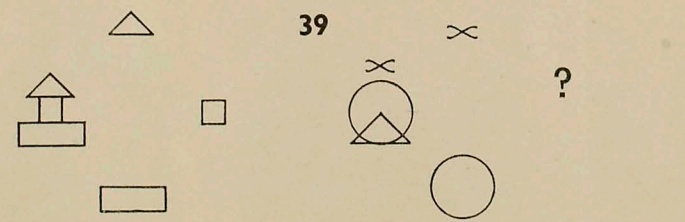





TURN OVER WITHOUT WAITING TO BE TOLD

<p>17</p> <p>Lever Rat</p> <p>Now Won Live ?</p> <p>Revel Tar</p>					<p>18</p>  <p>?</p>				
Ten	Net	Wafer	Evil	Alive
<p>19</p>  <p>?</p>					<p>20</p> <p>Hare Fare</p> <p>Bare Bear Tare ?</p> <p>Hair Fair</p>				
+	△	+	○	▭	Pair	Fear	Pare	Hare	Tear
<p>21</p> <p>Bread Clothes</p> <p>Eat Drink Wear ?</p> <p>Milk Cigarette</p>					<p>22</p>  <p>?</p>				
Garment	Smoke	Tobacco	Light	Ash	✓	✓	✓	⊥	↗
<p>23</p>  <p>?</p>					<p>24</p> <p>Pain Pane</p> <p>Dough Hear Doe ?</p> <p>Which Witch</p>				
◎	⊕	◎	⊕	⊥	Here	Cough	Hind	Sigh	Sound

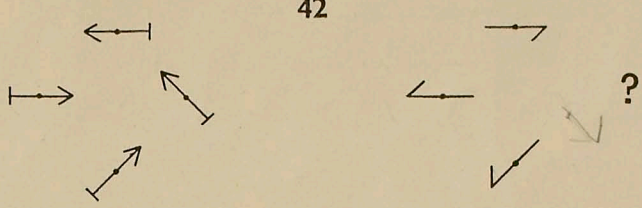





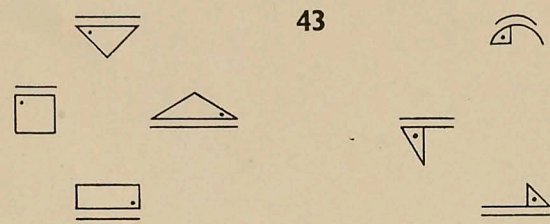





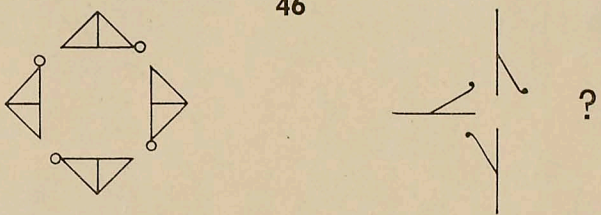





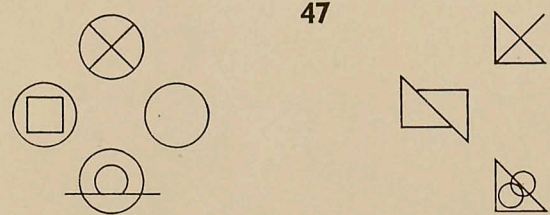





GO STRAIGHT ON TO THE NEXT PAGE

<p>25</p> <p>Second Day</p> <p>Day Minute Year ?</p> <p>Hour Month</p>					<p>26</p> 				
Morning	Evening	Week	Minute	Night					
<p>27</p> 					<p>28</p> <p>Pin Ports</p> <p>Net Nip Rail ?</p> <p>Ten Liar</p>				
					Strop	Rot	Sop	Top	Pots
<p>29</p> <p>Clock Click</p> <p>Glass Paler Gloss ?</p> <p>Soaps Soups</p>					<p>30</p> 				
Glass	Shiny	Falls	Watch	Paper					
<p>31</p> 					<p>32</p> <p>Bread Tea</p> <p>Coal Bin Milk ?</p> <p>Scuttle Bottle</p>				
					Jug	Caddy	Shovel	Medicine	Plate

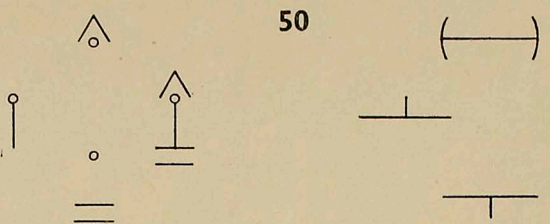
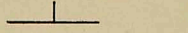
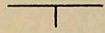
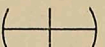
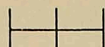

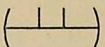
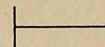
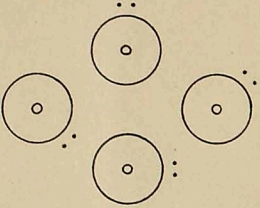
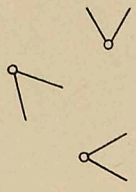





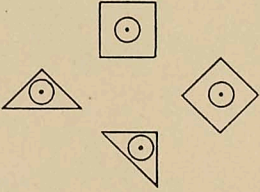
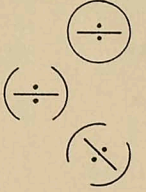





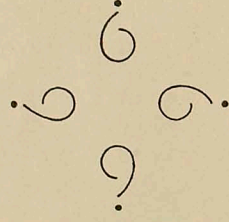
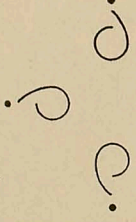





TURN OVER WITHOUT WAITING TO BE TOLD

<p>33</p> <p>Wet Dry</p> <p>Cold Dark Warm ?</p> <p>Fog Sunshine</p>					<p>34</p>  <p>?</p>				
Hot	Summer	Dusty	Bright	See					
<p>35</p>  <p>?</p>					<p>36</p> <p>Bed Sleeping</p> <p>Desk Chair Working ?</p> <p>Sink Washing</p>				
					Bathing	Table	Stool	Wireless	Sitting
<p>37</p> <p>Salvage Palace</p> <p>Melt Met Ballast ?</p> <p>Savage Pace</p>					<p>38</p>  <p>?</p>				
Baste	Blast	Pale	Ball	Bat					
<p>39</p>  <p>?</p>					<p>40</p> <p>Hood Heed</p> <p>Food Brood Feed ?</p> <p>Wood Weed</p>				
					Breed	Dog	Food	Garden	Seed

GO STRAIGHT ON TO THE NEXT PAGE

<p>41</p> <p>Four Six</p> <p>Six Twelve Five ?</p> <p>Two Three</p>					<p>42</p> 				
Number	Seven	Ten	Figure	Count					
<p>43</p> 					<p>44</p> <p>Dirty Break</p> <p>Muddy Wash Crack ?</p> <p>Filthy Split</p>				
					Repair	Strain	Snap	Destroy	Discard
<p>45</p> <p>Artist Picture</p> <p>Fisherman Miner Fish ?</p> <p>Farmer Food</p>					<p>46</p> 				
Cows	Boat	Paint	Cinema	Coal					
<p>47</p> 					<p>48</p> <p>Net God</p> <p>Lead Deal Tar ?</p> <p>Ten Dog</p>				
					Puppy	Rat	Deal	Card	Meal

TURN OVER WITHOUT WAITING TO BE TOLD

<p>49</p> <p>Short Fort</p> <p>Share Sheet Fare ?</p> <p>Shame Fame</p>					<p>50</p> <p></p> <p></p> <p></p>				
Sheet	Fair	Shoot	Feet	Fate					
<p>51</p> <p></p> <p></p> <p>?</p>					<p>52</p> <p>Chase Hunt</p> <p>Pursue Capture Seek ?</p> <p>Catch Find</p>				
					Hide	Prisoner	Rapture	Search	Discover
<p>53</p> <p>Priest Solicitor</p> <p>Bishop Religion Barrister ?</p> <p>Vicar Attorney</p>					<p>54</p> <p></p> <p></p> <p>?</p>				
Court	Law	Trial	Crime	Police					
<p>55</p> <p></p> <p></p> <p>?</p>					<p>56</p> <p>See Sight</p> <p>Hear Smell Sound ?</p> <p>Taste Flavour</p>				
					Scent	Colour	Sight	View	Sweet

GO STRAIGHT ON TO THE NEXT PAGE

TEST 1

In the example below, four words on the left go together in the same way as four words on the right, but one of the words on the right is missing. Find out how the words on the left go together and then put a line under the missing word in the list of words given.

	Yard			Stone
Foot		Mile		Pound
	Inch			Ounce
	Penny	Ton	Pint	Hour
				Gallon

Since the word "Ton" is missing from the words on the right, you should have put a line underneath "Ton" like this : [Penny / Ton / Pint / Hour / Gallon].

Here is another example using shapes instead of words. Find out how the shapes **on the left** go together and then put a line under the shape that is missing from those **on the right**.

	b			M
b		b		M
	b			M
Σ	W	W	M	Σ

This is the shape you should have underlined like this :— M If you put the line under the wrong

one, cross it out like this



and put it in the proper place.

Detach these pages of instructions before any tests are given

General

In the instructions that follow the words spoken by the tester are given in heavy print and must be kept to as closely as possible. No attempt, however, should be made to commit them to memory.

When the child is seated comfortably, say :

I have here a little booklet with a few tests in it that I want you to do for me. These tests are being given to a great many other children of the same age as you and they have been made up in order to find out what the children in this country can do.

TEST I—General Ability

INSTRUCTIONS FOR ADMINISTRATION

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

Place the booklet in front of the child and open it at page I. Then say, slowly and clearly :

Follow carefully while I read the instructions for doing the first test.

Make sure that the child follows the printed instructions as you read.

In the example below, four words on the left go together in the same way as four words on the right, but one of the words on the right is missing. Find out how the words on the left go together and then put a line under the missing word in the list of words given. Do that now.

(Pause for a few moments.)

The words on the left read (point) “inch, foot, yard, mile”—going upwards to the highest thing. The words on the right read (point) “ounce, pound, stone,”—also going upwards, but the highest thing is missing, and it is one of these (point): “penny, ton, pint, hour, gallon.” Since the word “ton” is missing from the words on the right, you should have put a line underneath “ton” like this (point).

Here is another example using shapes instead of words. Find out how the shapes on the left go together and then put a line under the shape that is missing from those on the right. Do that now (pause). This is the shape you should have underlined (point). If you put the line under the wrong one, cross it out like this (point) and put it in the proper place.

Now look at the practice test on the next page, but make no marks on it until you are told to begin working. The questions on this page are just like those you have already seen, though the things do not always go together in the same way. Do Numbers 1, 2, 3 and 4. Notice that you work across the page. (Point to the four numbers.) Then stop and put your pencil down.

Begin working.

Wait until the child has finished, and then say :

In Question 1, you should have underlined the word “second,” because the words on the left go (point to the words) “one, two, three, four,” and the words on the right should go in the same way : “first, second, third, fourth.”

In Question 2, the arrows on the left show that as you go round the number of dashes goes up by one, so on the right the number of little rings should go up by one. You should have underlined the two little rings here (point).

On the left in Question 3, there are four letters A, but one of them is lying on its side. So on the right there should be four letters I, but the missing one should be lying on its side. This is the right answer (point).

On the left in Question 4, “animal” tells what kind of thing “cows,” “tigers” and “dogs” are. The missing word on the right should tell what kind of thing “sparrows,” “crows” and “eagles” are, so the right answer is “bird.”

Now do the rest of the questions on this page, and when you have finished, put your pencil down. Do not turn over until you are told.

Wait until the child has finished, and then say :

Are there any questions about how to do the test ?

Any question is answered by reading out the appropriate part of the instructions given above.

On the rest of the pages of the test, the questions are just like this. When you are told to begin, turn over to the first page of the real test and start work at once. Work as quickly and as carefully as possible. When you have finished one page, turn over and carry on without waiting to be told. You will have 30 minutes in which to do the test. When you have finished, look over the work you have done until time is up. Turn over and begin.

Note the time when **Begin** is said, and what the time will be 30 minutes later. Watch that the child does not turn over two pages at once. Give **no help whatever** once the child has started the test. At the end of 30 minutes, say :

Stop work, put your pencil down. Close your booklet.

TEST 2 (a) Mechanical Reading, (b) Word Comprehension

INSTRUCTIONS FOR ADMINISTRATION

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 13) ; 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 13–14 and place it so that page 14 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, but that you are interested to find out

MARKING KEY

One sequence of correct answers is preserved for all odd-numbered pages and another sequence for all even-numbered pages. Tick clearly all items answered correctly, put the total for each page at the bottom of the page, and the grand total for the test in the correct space on the front cover of the booklet.

Page	Item Number	Page	Item Number
3	1 2 3 4 5 6 7 8	4	9 10 11 12 13 14 15 16
5	17 18 19 20 21 22 23 24	6	25 26 27 28 29 30 31 32
7	33 34 35 36 37 38 39 40	8	41 42 43 44 45 46 47 48
9	49 50 51 52 53 54 55 56	10	57 58 59 60 61 62 63 64
11	65 66 67 68 69 70 71 72	12	73 74 75 76 77 78 79 80
Answers	4 1 3 5 2 2 4 1	Answers	3 4 4 1 5 2 3 2

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 13 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 (B.B.C. 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 13.

On the marking copy of the test on page 13, 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 some children 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.

TEST 3. Arithmetic

INSTRUCTIONS FOR ADMINISTRATION

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

Say, slowly and clearly :

Listen carefully while I tell you how to do Test 3, which is an arithmetic test.

1. **When you are told to begin, start working at once.**
2. **Work right through the test without waiting to be told to turn over.**
3. **Work quickly but carefully, making any alterations in your answers clearly.**
4. **You may use any space on the test pages for working, though you will usually be able to do it in the space underneath the sum.**
5. **If you come to a sum you cannot do, don't waste time on it, but go on to the next.**
6. **You will have 30 minutes in which to do the test.**

Open the booklet at page 15 and place it in front of the child. Then say **Begin.** Note the time when **Begin** is said and what the time will be 30 minutes later. At the end of 30 minutes, say :

Stop work, put your pencil down.

Close up the booklet.

MARKING KEY

The marking key must be strictly followed, even if answers other than

those given in the key appear to be permissible. All fractions must be reduced to their lowest terms. One mark is awarded for each correct answer. Partially correct answers should receive no credit. Total the number correct at the foot of each page, and put the grand total for the test in the appropriate space on the front cover of the booklet.

1. 81	2. 209	3. 96	4. 45	5. 477
6. £15 3s. 3¼d.	7. 8 yd. 2 ft. 6 in.	8. 376	9. 216	10. £1 6s. 6½d.
11. ⅝	12. 2 hr. 58 m. 45 s.	13. 26·1121	14. 66,834	15. £30 19s. 2½d.
16. 2 st. 12 lb. 9 oz.	17. 27 gal. 3 qt. 0 pt.	18. £3 5s. 7d.	19. 5½	20. 3·59124
21. 13	22. 17	35. 26	36. 3s. 6d.	
23. 9	24. 72	37. £7 5s. 6d.	38. 25%	
25. 16	26. 25	39. 8 hr.	40. £2 10s. 0d.	
27. 12s. 4d.	28. 2 ft. 4 in.	41. 228	42. 13s. 0d.	
29. 880 yd.	30. 63	43. 8s. 3d.	44. £1 0s. 0d.	
31. 9	32. 4s. 8d.	45. 12	46. £20	
33. 8	34. 60	47. 6d.	48. 15¾ ml.	
		49. 6,264	50. 8d.	

TEST 4. Handwriting

INSTRUCTIONS FOR ADMINISTRATION

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

Before testing commences, provide :—

1. A clean sheet of paper for practice, ruled in a similar way to the test page, and suitable backing material.
2. A “ dip ” pen with a clean, steel nib having a medium point.
3. Blue-black, permanent ink of a reasonable quality.
4. A clean sheet of blotting paper.

Place the booklet, turned to page 19, and the ruled practice sheet in front of the child. Remove the pencil and set the pen, ink and blotting paper at hand. Then say :—

This is a test to see how well you can write. You are going to copy the paragraph printed at the top of the page on the lines below. You may use either your left or right hand, whichever you think makes your writing better. Read the paragraph right through first and then make a practice copy on this sheet (point to the practice sheet). Go ahead.

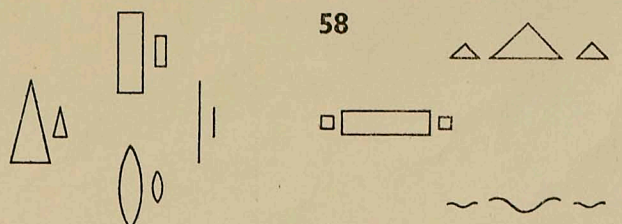
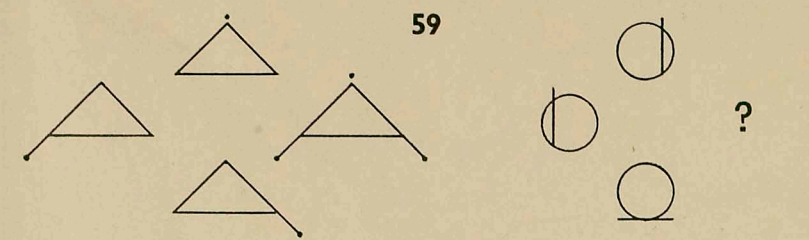





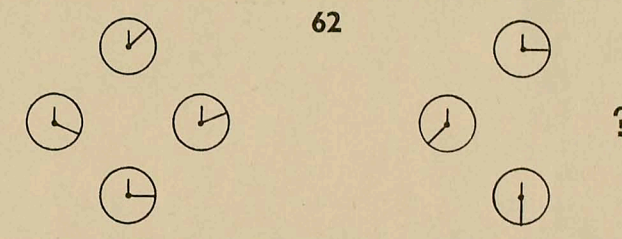





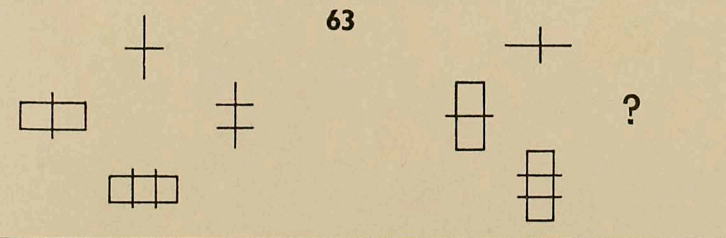





Wait until the child has completed the paragraph, and then say :—

When I say “ Begin,” I want you to start making the proper copy on the test page. Write at your usual speed, but try to make it your best handwriting. Begin.

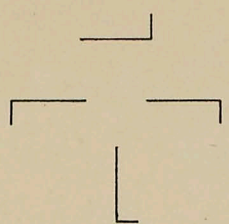
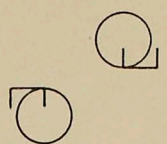











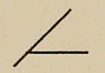




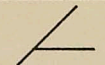






















Note the time when **Begin** is said and allow **exactly two minutes** for the writing. Then say :—

Stop, put your pen down. That will do very well.

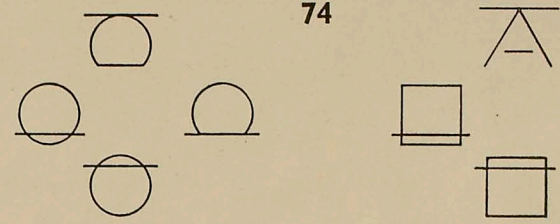

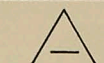
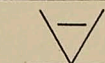
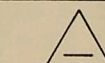
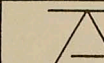
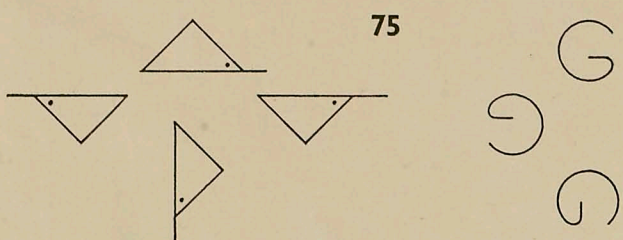





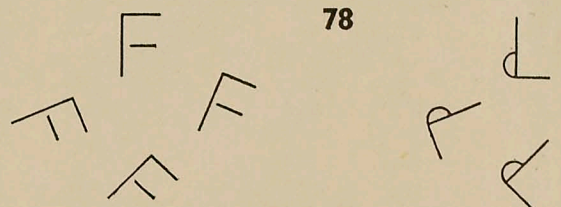
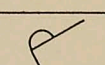
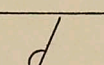
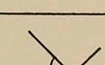
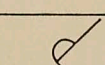
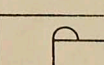
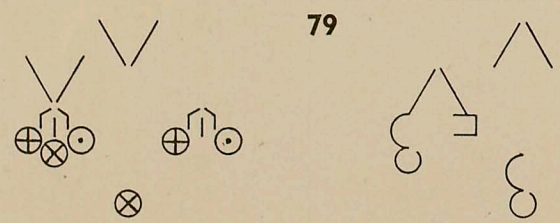





Note the hand used and record “ left ” or “ right ” in the cell at the top, right-hand corner of the page. Do not mark this test.

57					58				
Ape Leap Stone Notes Post ? Pea Pale									
Pool	Steep	Stop	Notes	Loop	---	---		---	==
59					60				
					Ceiling Steal Peer Tale Tail ? Steel Sealing				
					Pier	Peer	Pear	Seat	Tear
61					62				
Nut Lemon Pea Shell Potato ? Pod Peel									
Juice	Squash	Orange	Pips	Rind					
63					64				
					Cricket Symphony Football Game Concerto ? Tennis Sonata				
					Orchestra	Music	Dance	Instruments	Piano

TURN OVER WITHOUT WAITING TO BE TOLD

<p>65</p> <p>Spade Earth</p> <p>Brush Pen Paint ?</p> <p>Hammer Nail</p>					<p>66</p>    <p>?</p>				
Pencil	Screwdriver	Wallpaper	Ink	Flowers					
<p>67</p>     <p>?</p>  					<p>68</p> <p>Raise Rob</p> <p>Alter Later Care ?</p> <p>Arise Orb</p>				
					Bear	Arc	Bore	Robe	Acre
<p>69</p> <p>Tone Too</p> <p>Own Loan Two ?</p> <p>Cone You</p>					<p>70</p>    <p>?</p> 				
Twice	Through	Lose	Spoon	Tool					
<p>71</p>         <p>?</p>					<p>72</p> <p>Hand Foot</p> <p>Glove Love Shoe ?</p> <p>Gland Shoot</p>				
					Hoe	Boot	Finger	Dove	And

GO STRAIGHT ON TO THE NEXT PAGE

<p>73</p> <p>Snout Nose</p> <p>Pig Trotters Man ?</p> <p>Hide Skin</p>					<p>74</p> 				
Paws	Knees	Feet	Trippers	Trousers					
<p>75</p> 					<p>76</p> <p>Trial Judge</p> <p>Detection Prison Detective ?</p> <p>Crime Criminal</p>				
					Warder	Capture	Police	Escape	Reporter
<p>77</p> <p>Train Link</p> <p>Rain Neat Ink ?</p> <p>Eat Eel</p>					<p>78</p> 				
Line	Lean	Leek	Kneel	Keel					
<p>79</p> 					<p>80</p> <p>Put Nut</p> <p>Tap Tip Tan ?</p> <p>Pot Not</p>				
					Ten	Tin	Tun	Net	Nat

END OF TEST

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		21s. ; 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

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. EXTRANEOUS |
| 24. ROGUE | 49. OPHTHALMIC |
| 25. HORIZON | 50. HAEMORRHAGE |

TEST 3

<p>1. Add</p> $\begin{array}{r} 34 \\ + 47 \\ \hline \\ \hline \end{array}$	<p>2. Add</p> $\begin{array}{r} 128 \\ 49 \\ + 32 \\ \hline \\ \hline \end{array}$	<p>3. Multiply</p> $\begin{array}{r} 32 \\ \times 3 \\ \hline \\ \hline \end{array}$	<p>4. Subtract</p> $\begin{array}{r} 92 \\ - 47 \\ \hline \\ \hline \end{array}$	<p>5. Subtract</p> $\begin{array}{r} 835 \\ - 358 \\ \hline \\ \hline \end{array}$
<p>6. Add</p> $\begin{array}{r} \text{£ s. d.} \\ 5 \ 14 \ 6\frac{1}{2} \\ + 9 \ 8 \ 9\frac{1}{4} \\ \hline \\ \hline \end{array}$	<p>7. Add</p> $\begin{array}{r} \text{yd. ft. in.} \\ 4 \ 2 \ 10 \\ + 3 \ 2 \ 8 \\ \hline \\ \hline \end{array}$	<p>8. Multiply</p> $\begin{array}{r} 47 \\ \times 8 \\ \hline \\ \hline \end{array}$	<p>9. Divide</p> $6 \overline{) 1,296}$	<p>10. Subtract</p> $\begin{array}{r} \text{£ s. d.} \\ 6 \ 3 \ 5 \\ - 4 \ 16 \ 10\frac{1}{2} \\ \hline \\ \hline \end{array}$
<p>11. Subtract</p> $\frac{3}{4} - \frac{1}{8}$	<p>12. Subtract</p> $\begin{array}{r} \text{hr. min. sec.} \\ 7 \ 10 \ 30 \\ - 4 \ 11 \ 45 \\ \hline \\ \hline \end{array}$	<p>13. Add</p> $17.6248 + 8.4873$	<p>14. Multiply</p> $\begin{array}{r} 846 \\ \times 79 \\ \hline \\ \hline \end{array}$	<p>15. Multiply</p> $\begin{array}{r} \text{£ s. d.} \\ 4 \ 8 \ 5\frac{1}{2} \\ \times 7 \\ \hline \\ \hline \end{array}$

GO STRAIGHT ON TO THE NEXT PAGE

<p>16. Divide st. lb. oz.</p> <p>4) 11 8 4</p>	<p>17. Multiply gal. qt. pt.</p> <p>4 2 1 × 6</p> <hr/> <hr/>	<p>18. Divide £ s. d.</p> <p>17) 55 14 11</p>	<p>19. Divide $30\frac{1}{4} \div 5\frac{1}{2}$</p>	<p>20. Multiply 5.9854×0.6</p>
------------------------------------------------------------	------------------------------------------------------------------------------	-----------------------------------------------------------	---------------------------------------------------------------------------	---------------------------------------------------------------

CARRY STRAIGHT ON WORKING. READ EACH QUESTION CAREFULLY BEFORE YOU ANSWER IT

21. James had 8 sweets and was given 5 more. How many had he then ?

(.....)

22. When two numbers are added together the answer is 35. One number is 18. What is the other ?

(.....)

23. A satchel holds 5 books. How many satchels will I want for 45 books ?

(.....)

24. 8 boys are given 9 pencils each. How many pencils are there altogether ?

(.....)

25. $27 + ? = 43$. What is the missing number ?

(.....)

26. How many cakes will be left out of 43 if 18 children eat one each ?

(.....)

TURN OVER WITHOUT WAITING TO BE TOLD

27. I have 3 half-crowns, 1 florin, 2 shillings, 1 sixpence, and 4 pennies. How much have I altogether ?

(.....s.d.)

29. I walk half-way to school and complete the journey by bus. If the school is a mile away from my home, how many yards must I walk on my way to school ?

(..... yd.)

31. If 7 is the multiplier and 63 is the product, what is the number multiplied ?

(.....)

33. The product of two numbers is 72. One number is 9. What is the other ?

(.....)

35. If I take 8 from half of a number the answer is 5. What is the number ?

(.....)

37. Take £2 11s. 6d. from £5, and multiply the answer by 3.

(£.....s.d.)

28. From 3 ft. 9 in. take 17 in.

(.....ft.in.)

30. If the divisor is 9 and the quotient is 7, what is the dividend ?

(.....)

32. A boy spent $\frac{3}{4}$ of his money and had 1s. 2d. left. How much did he have to begin with ?

(.....s.d.)

34. A bag of shillings weighed $1\frac{1}{2}$ lb. If 5 shillings weigh 2 oz., how many shillings were in the bag ?

(.....)

36. A gross of pennies cost 12s. How much must I pay for $3\frac{1}{2}$ dozen ?

(.....s.d.)

38. A box has 32 lb. of pears in it, but 8 lb. are bad. What percentage of pears is bad ?

(.....%)

GO STRAIGHT ON TO THE NEXT PAGE

39. I work 8 hours on Monday, Tuesday and Wednesday, 10 hours on Thursday and Friday, and 6 hours on Saturday and Sunday. What is the average number of hours I work each day ?

(.....hr.)

40. If sawn logs cost 12s. 6d. for 5 cwt., how much should I pay for 1 ton ?

(£s.d.)

41. Three score eggs out of a total of 2 gross were bad. How many good eggs were there ?

(..... eggs)

42. If I buy $\frac{1}{4}$ lb. butter at 3s. per lb., $1\frac{1}{2}$ lb. margarine at 1s. 6d. per lb., and 5 cwt. of potatoes at £2 per ton, how much do I spend altogether ?

(.....s.d.)

43. A shop sent me 5 cwt. of fertilizer at 25s. per ton. There was a delivery charge of 2s. How much had I to pay altogether ?

(.....s.d.)

44. 7s. 6d. is $\frac{3}{8}$ of my total savings. How much have I saved altogether ?

(£s.d.)

45. Jim and Tom share 42 marbles equally. They decide to each give Jack $\frac{2}{7}$ of their marbles. How many marbles has Jack ?

(.....)

46. Bill and Jim dug a trench for which they were paid £25, but Bill worked 4 times as many hours as Jim. How much should Bill receive ?

(£)

47. A boy bought a number of toy cars for 10s. and sold them for 15s. He made 3d. profit on each car. How much did he pay for each car in the first place ?

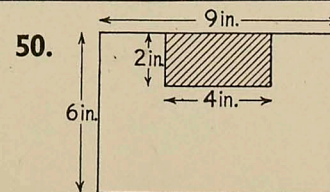
(.....s.d.)

48. A cross-country runner runs at $4\frac{1}{2}$ miles per hour. He begins running at 8 o'clock and runs for two hours. He rests for half an hour and then runs until 12 o'clock. How many miles has he run ?

(..... ml.)

49. Find the product of one hundred and seventy-four, and thirty-six.

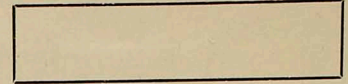
(.....)



- This is a plank of wood worth 4s. 6d. How much is the shaded piece worth ?

(.....s.d.)

TEST 4



Four score and seven years ago our fathers brought forth upon this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war.