

REMEDIAL WORK  
IN  
THIRD GRADE READING  
POST

By

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## P R E F A C E

The writer expresses here her gratitude to Dr. G. E. Vander Beke, Professor of Education, Graduate School, Marquette University, for counsel and guidance in this experiment and thesis; to Dr. W. W. Theissen, assistant Superintendent of Schools, Milwaukee, for permission to perform this research in the Milwaukee Public Schools, and his aid in securing the necessary tests, and to Mr. W. L. Smithyman, Principal of the William McKinley School, Milwaukee, for his co-operation in the conduct of this experiment.

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## I N T R O D U C T I O N

This experiment in Remedial Work in Reading was performed in a Third Grade Classroom in a public school in Milwaukee, Wisconsin. The time allotted to it was from September 12, 1928 to January 30, 1929, or exactly eighty-seven actual school days, which were interrupted by two short four-day vacations, and a two weeks' Christmas vacation.

The class was not a selected group; it was an ordinary class of public school children, from average American homes of the working class of people. The pupils were not aware that their progress was of particular importance to the teacher. The whole experiment was performed under a normal attitude of mind on the part of the teacher and pupils, and in a normal classroom situation.

The writer wished to prove to herself that what other educators have done and written about in Remedial Work is applicable to the average classroom.

## STATEMENT OF PROBLEM

This experiment was undertaken to prove that some specific remedial exercises are very beneficial to pupils.

The class was given a battery of tests in the fall, followed by some concrete remedial drills and exercises, and then given final tests in January. The marked progress was noted by comparing the September scores with the January scores, also by comparing the January scores of this experimental group with scores obtained from three other groups which had not had specific remedial work, and also by comparing the decided gain in achievement in the regular daily lessons in some subjects in the curriculum, which embrace some form of reading as shown by the Stanford Achievement Tests.

The September aims for the class were to:

1. Read independently.
2. Interpret effectively reading in other activities.
3. Independently seek reading material.
4. Read more rapidly, silently, and orally.
5. Able to read orally at sight and with expression.

The material used may be classified into these groups:

1. Intellectual for Silent Reading.
2. Emotional for Oral Reading.
3. Mechanical for Study or Work Type.  
(Embodying the Mechanics of Reading)
4. Optional for the Play Type.  
(Free choice of books by pupils)

## STATEMENT OF PREVIOUS INVESTIGATIONS

The following investigations bear relation to this problem of "Remedial Work in Third Grade Reading".

## 1. Alderman, Grover H.

"The Effect of Certain Kinds of Drill Exercises on Comprehension," Tenth Conference on Educational Measurements, pp. 12-25. Bulletin of the Extension Division, Vol. VIII, No. 11. Bloomington, Indiana: Extension Division, Indiana University, 1923. Describes an experiment carried on in Grades IV to VIII for six weeks to determine the effect of three types of drill work on comprehension.

## 2. Anderson, C.J., and Merton, Elda.

"Remedial Work in Reading", Elementary School Journal, XX (May, and June, 1920), 685-701, 772-91. Outlines types of errors in oral and silent reading. Describes six poor readers, the remedial instruction used in each case, and the results.

## 3. Anderson, C.J., and Merton, Elda.

"Remedial Work in Silent Reading", Elementary School Journal, XXI (January, 1921), 336-48. Outlines types of remedial instruction for increasing rate of reading and comprehension.

## 4. Beeby, D.J.

"Diagnostic and Remedial Work in Silent Reading",

Chicago Schools Journal VIII (1927 February)  
204-12. Reports the results of reading tests  
given in an elementary school and the methods  
and results of diagnosis and remedial teaching.

5. Blackhurst, J. Herbert.

"Leading as Related to Readability in First Four  
Grades", School and Society, XVII (March 31, 1923),  
363-64. Presents conclusions based on rate and  
accuracy records of pupils when reading passages  
with different leading.

6. Blanchard, Phyllis, Ph.D.

"Reading Disabilities in Relation to Maladjust-  
ment" Mental Hygiene XII p. 772 - October 1928.  
Describes Gates investigations in Reading. Dis-  
cusses four individual cases of disability in  
reading. The intelligence of these pupils is  
average or superior.

7. Bliss, D.C.

"Standard Tests and a Basal Method of Teaching  
Reading", Elementary School Journal, XVIII  
(June, 1918), 795-801. Describes the methods  
and the ~~results~~ of an investigation of the  
relative value of different methods of teach-  
ing reading.

8. Breed, Frederick S.

"A Comparison of Two Methods of Measuring Com-  
prehension in Reading", School and Society, VII  
(March 2, 1918), 266-70. Compares scores on the  
Starch and the Thorndike reading tests in order



to determine the validity of the tests and the relation between the abilities tested.

9. Bronner, Augusta F.

"Psychology of Special Abilities and Disabilities", Chapter iv. Boston: Little, Brown & Co., 1917. Summarizes technical studies of special defects in reading.

10. Brown, H.A.

"The Measurement of the Efficiency of Instruction in Reading", Elementary School Teacher, XIV (June, 1914), 477-90. Describes how tests may be used in determining the difficulties encountered by pupils in reading.

11. Brueckner, L.J. and Cutright, Prudence.

"A Technique for Measuring the Efficiency of Supervision", Journal of Educational Research Volume XVI, December 1927. Describes an attempt to improve the efficiency of the teaching of reading in the elementary schools (in Minneapolis) as well as to measure the effectiveness of supervision.

12. Burgess, May Ayres.

"Controlling Factors in the Measurement of Silent Reading", Report of the Society's Committee on Silent Reading, pp. 25-38. Twentieth Year-book of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1921. Discusses the factors which



should be considered in efforts to measure silent reading accomplishment.

13. Buswell, Guy Thomas.

"Fundamental Reading Habits", A Study of Their Development. Supplementary Educational Monographs, No. 21. Chicago: Department of Education, University of Chicago, 1922. Pp. xiv 150. Reports the results of significant studies concerning fundamental reading habits, methods of teaching beginning reading, and individual variations in reading habits.

14. Cabell, Elvira D.

"An Experiment in Silent Reading", Chicago Schools Journal, V (June, 1923), 393-99. Describes the methods used in an effort to increase speed and comprehension in reading.

15. Curtis, S.A.

"The Problem of Measuring Ability in Silent Reading", American School Board Journal, LIV (May, 1917), 17-18, 81. Presents theoretical considerations underlying the Curtis Silent Reading Test No. 2.

16. Crofoot, Bess L. (Hampton, Virginia).

"Remedial Reading", School and Society, Volume XXV, February 1927. Describes a class of adults in summer school whose reading ability was improved by tests and remedial work.

17. Dunn, Fannie W.

Interest Factors in Primary Reading Material.

Teachers College Contributions to Education, No. 113. New York: Teachers College, Columbia University, 1921. Pp. 70. Summarizes investigations of children's interests in reading and reports the results of an experiment to determine interest factors in primary reading.

18. Eisenhart, W.W.

"Remedial Measures in Reading", Seventh Annual Schoolmen's Week Proceedings, pp. 212-15. University of Pennsylvania Bulletin, Vol. XXI. Philadelphia: University of Pennsylvania, 1920.

Describes the methods and results of instruction in silent reading in the case of pupils who scored below the median for their grades.

19. Gates, Arthur I.

"A Series of Tests for the Measurement and Diagnosis of Reading Ability in Grades 3 to 8", Teachers College Record Volume XXVIII, September 1926, P. 1 to 23. Discusses four types of reading abilities or techniques with tests designed for measuring and diagnosing each ability.

20. Gates, Arthur I.

"An Experimental and Statistical Study of Reading and Reading Tests", Journal of Educational Psychology, XII (September, October, and November, 1921), 303-14, 378-91, 445-64. Reports a comparative study of scores made on several reading

tests and the correlation of these scores with one another and with a composite score.

21. Gates, Arthur I.

The Psychology of Reading and Spelling. Teachers College Contributions to Education, No. 129. New York: Teachers College, Columbia University, 1922. Pp. viii 108. Presents the results of detailed investigations to determine the nature of specific difficulties in reading and spelling and the remedy for each.

22. Gates, Arthur I.

"Study of Depth and Rate of Comprehension in Reading by Means of a Practice Experiment", Journal of Educational Research, VII (January, 1923), 34-49. Discusses the results of experiments in Grades III to VI, inclusive, to improve comprehension.

23. Gates, Arthur I., and Van Alstye, Dorothy.

"The General and Specific Effects of Training in Reading with Observations on the Experimental Technique", Teachers College Record, XXV (March, 1924), 98-123. Describes the methods and results of training in two types of reading.

24. Geiger, Ruth.

"A Study in Reading Diagnosis", Journal of Educational Research, VIII (November, 1923), 283-300. Presents the results of a diagnosis of the individual needs of a group of third-grade pupils. Describes the remedial measures adopted.

25. Gray, Clarence Truman.

Types of Reading Ability as Exhibited Through Tests and Laboratory Experiments. Supplementary Educational Monographs, Volume 1, No. 5. Chicago: Department of Education, University of Chicago, 1917. Pp. xiv 196. Reports the results of experiments to determine differences in reading habits and the causes of these differences.

26. Gray, William Scott.

"Summary of Reading Investigations", (July 1, 1927 to June 30, 1928) II - P. 496-510. The Elementary School Journal March 1929 Volume XXIX No. 7. Discusses the problems, the reading interests and habits of children and adults, methods of improving comprehension and the technique of study, reading vocabularies, and diagnosis and remedial teaching.

27. Gray, William Scott.

"A Study of Ways and Means of Reorganizing and Improving Instruction in Reading", Journal of Educational Research Volume XV, March 1927. Describes some of the steps which have been taken in the reading investigations carried on in the school year 1925-1926 and to suggest tentative conclusions.

28. Gray, William Scott.

"A Co-operative Study of Reading in Eleven Cities of Northern Illinois", Elementary School Journal, XVII (December, 1916), 250-65. Points out differences

in reading accomplishments, discusses probable causes of these differences, and emphasizes the need of using tests systematically.

29. Gray, William Scott.

"The Use of Tests in Improving Instruction", Elementary School Journal, XIX (October, 1918), 121-42. Discusses the problems involved in using tests to improve instruction in reading.

30. Gray, William Scott.

"Diagnostic and Remedial Steps in Reading", Journal of Educational Research, IV (June, 1921), 1-15. Discusses methods which may be employed in diagnosing individual cases of difficulty in reading and in providing remedial treatment.

31. Gray, William Scott with the co-operation of Delia Kibbe, Laura Lucas, and Lawrence W. Miller.

Remedial Cases in Reading: Their diagnosis and Treatment. Supplementary Educational Monographs, No. 22. Chicago: Department of Education, University of Chicago, 1922. Pp. viii 208. Outlines types of remedial cases in reading and describes methods of diagnosis and remedial treatment.

32. Gray, William Scott.

"Summary of Investigations Relating to Reading", Supplementary Educational Monographs. The University of Chicago, Chicago, Illinois. Summarizes briefly the findings and conclusions of seventy-three investigations in Reading.

## 33. Hawley, William E.

"The Effect of Clear Objectives on the Teaching of Reading", *Journal of Educational Research*, III (April, 1921), 254-60. Presents the results of definite attempts to secure improvement in quality of silent reading. Describes three individual cases.

## 34. Heilman, J.D.

A Study in the Mechanics of Reading. *Colorado State Teachers College Research Bulletin*, Series XVIII, No. 2. Greeley, Colorado: State Teachers College, 1919. Pp. 22. Discusses the results of experiments to determine the factors that are most likely to retard the child's progress in learning to read.

## 35. Hilliard, George Horatio.

Probable Types of Difficulties Underlying Low Scores in Comprehension Tests: *University of Iowa Studies in Education*, Volume II, No. 6. Iowa City, Iowa: University of Iowa, 1924. Pp. 60. Summarizes investigations concerning difficulties in comprehension. Presents results of studies of relation of six abilities to comprehension.

## 36. Hoover, J.H.

"Motivated Drill Work in Third-Grade Silent Reading", *Report of the Society's Committee on Silent Reading*, pp. 77-89. *Twentieth Yearbook of the*



National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1921. Describes the effects of motivated drill in silent reading in the case of 1,139 pupils. Effects measured in terms of speed and comprehension.

37. Horn, Ernest.

"The Objectives in Reading as a Guide to Remedial and Prophylactic Work", The Problem of the Elementary School Principal in the Light of the Testing Movement, pp. 287-96. Second Yearbook of the Department of Elementary School Principals, Volume II, No. 4. Washington: Department of Elementary School Principals of the National Education Association, 1923. Outlines the Objectives of reading instruction and describes the procedure in diagnostic and remedial work.

38. James, M. Elizabeth.

"Using the Results of Measurement in Reading in Training Student-Teachers", Elementary School Journal, XXIII (November, 1922), 190-96. Describes the procedure adopted to improve the comprehension of third-grade pupils.

39. Lloyd, S.M., and Gray, C.T.

Reading in a Texas City: Diagnosis and Remedy. University of Texas Bulletin No. 1853. Austin, Texas: University of Texas, 1918. Pp. viii 108.



Analyzes the reading situation in Austin, Texas, diagnoses the difficulties encountered by poor readers, and prescribes remedial treatment.

40. Lowry, Elizabeth.

"New Tendencies in the Organization of Education", Educational Administration and Supervision, VI (January, 1920), 27-32. Describes progress of children in reading when grouped according to reading achievement into rapid, medium, and slow groups.

41. McBroom, Maude.

"How a Test May Be Used to Improve Instruction in Reading", Addresses and Proceedings of the National Education Association, LIX (1921), 446-48.

Describes the tests used and the instruction provided in improving the reading habits of 261 elementary-school pupils and 66 college students.

42. McCall, William A. and Lelah Mae Crabbs.

"Standard Test Lessons in Reading", Teachers College Record XXVII (November 1925) 183-91.

Describes the purposes of a series of standard test lessons in reading for Grades II - VII inclusive. Presents Age and Grade Norms.

43. Maryland State Department of Education.

Silent Reading: Suggestions for Testing and for Corrective Work. Maryland School Bulletin, Volume 5, No. 11. Baltimore: State Department of Education,

1924. Pp. 88. Presents very helpful suggestions, devices, and materials for use in remedial work in reading.

44. Merton, Elda, L.

"The Discovery and Correction of Reading Difficulties", The Problem of the Elementary School Principal in the Light of the Testing Movement, pp. 346-63. Second Yearbook of the Department of Elementary School Principals, Volume II, No. 4. Washington: Department of Elementary School Principals of the National Education Association, 1923. Describes methods of administering remedial instruction in the classroom.

45. Morrison, A.F.

"The Improvement of Instruction in Reading Through Diagnostic and Remedial Measures", Public School Messenger XXIII (January 1926) 27-37. St. Louis, Missouri. Board of Education. Describes the effect of diagnostic and remedial measures in Grades II - VII inclusive, of a public school.

46. O'Hern, Joseph P.

"The Development of a Chart for Attainments in Reading", Journal of Educational Research, III (March, 1921), 180-94. Describes procedure adopted by teachers in Rochester, New York, in studying problems of reading instruction.

47. Peters, Charles C.

"The Influence of Speed Drills upon the Rate and the Effectiveness of Silent Reading", Journal of

- Educational Psychology, VIII (June, 1917), 350-66. Reports the results of speed drills in silent reading in Grades III to VI, inclusive.
48. Peyton, Edith M. and Porter, James P.  
"Old and New Methods of Teaching Primary Reading", Journal of Applied Psychology, Volume X (June 1926) 264-76. Presents the results of a comparative study of the progress made in three schools using traditional methods and of progress made in three schools using modern methods.
49. Pressey, Luella C.  
"Scale of Attainment No. 1 - An Examination of Achievement in the Second Grade", Journal of Educational Research, II (September, 1920), 572-81. Describes tests which yield a single achievement score in the fundamental subjects of the second grade.
50. Rhodes, E.W.  
"Technique of Teaching Silent Reading", Elementary School Journal, XXIII (December, 1922), 296-302. Describes the methods employed in improving reading accomplishment in Grades III to VIII, inclusive.
51. Schmitt, Clara.  
"School Subjects as Material for Tests of Mental Ability", Elementary School Journal, XV (November 1914), 150-61. Describes informal tests in reading given to normal and subnormal children.

Discusses the characteristic errors made and the difficulties most frequently encountered.

52. Smith, Nila B.

"Experiment to Determine the Effectiveness of the Detroit Standard Practice Tests in Reading", Detroit Journal of Education (June, 1922), 48-52. Published also in Journal of Educational Research, VII (March, 1923), 215-29. Reports the results secured through the use of practice materials during a period of twenty weeks in the case of 180 pupils and control groups.

53. Starch, Daniel.

"The Reliability of Reading Tests", School and Society, VIII (July 20, 1918), 86-90. Compares the results secured through the use of several reading tests given to determine the extent to which each measures achievement in reading.

54. Theisen, W.W.

"Provisions for Individual Differences in the Teaching of Reading", Journal of Educational Research, II (September, 1920), 560-71. Presents a summary of various methods used in providing for individual differences in teaching reading.

55. Theisen, W.W.

"Factors Affecting Results in Primary Reading", Report of the Society's Committee on Silent Reading, pp. 1-24. Twentieth Yearbook of the National

Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1921. Discusses factors and conditions affecting results in primary reading as revealed through investigations.

56. Thron-dike, Edward L.

"Reading as reasoning: A Study of Mistakes in Paragraph Reading", Journal of Educational Psychology, VIII (June, 1917), 323-32. Presents typical errors of interpretation in paragraph reading. Discusses their psychological and pedagogical significance.

57. Thorndike, Edward L.

"The Understanding of Sentences: A Study of Errors in Reading", Elementary School Journal, XVIII (October, 1917), 98-114. Describes the mistakes made by pupils in interpreting paragraphs. Presents conclusions concerning the nature of interpretation.

58. Tulsa (Oklahoma) Board of Education.

Diagnostic and Remedial Suggestions for Silent Reading. Bulletin No. 12. Tulsa, Oklahoma: Board of Education, 1921-22. Describes classroom methods and devices for dealing with various types of remedial cases.

59. Uhl, Willis L.

"The Use of the Results of Reading Tests as Bases for Planning Remedial Work", Elementary School

Journal, XVII (December, 1916), 266-75.

Presents the results of reading tests, describes the characteristic errors made, and shows the effect of individual drill in the case of poor readers.

60. Waldo, Karl Douglas.

"Tests in Reading in Sycamore Schools", Elementary School Journal, XV (January, 1915), 251-68.

Summarizes the results of tests given in six grades to determine the effect of practice for six months on speed and comprehension.

61. White, Wendell.

"The Influence of Certain Exercises in Silent Reading on Scores in the Otis Group Intelligence Test", Educational Administration and Supervision, IX (March, 1923), 179-82. Published also in Elementary School Journal, XXIII (June, 1923), 783-86.

Describes the effect of drill in silent reading on intelligence scores. Maintains that intelligence tests measure qualities other than native capacity.

62. Wilson, Estline.

"Specific Teaching of Silent Reading", Elementary School Journal, XXII (October, 1921), 140-46.

Reports the results of a study which shows that accomplishment in reading varies with the type of material read.

63. Woolley, Helen Thompson, and Ferris, Elizabeth.

Diagnosis and Treatment of Young School Failures. Bureau of Education Bulletin No. 1, 1923.



Washington: Bureau of Education. Reports the histories for four successive years of sixteen cases of school failure. Conclusions based on the results of remedial treatment are included.

64. Yoakum, Gerald Alan and Truby, Charlotte.  
 "The Effects of Certain Practice Exercises in Reading", University of Pittsburgh School of Educational Journal. January and February 1926, 60-61. Describes the results of a controlled experiment with two, fifth grade classes to determine the superiority of certain practices exercises over the ordinary method of teaching reading.
65. Zirbes, Laura.  
 "Diagnostic Measurement as a Basis for Procedure", Elementary School Journal, XVIII (March, 1918), 505-22. Discusses fundamental principles of reading, describes ten types of "Individualated Instruction", and presents the results of instruction adapted to individual needs.
66. Zirbes, Laura.  
 "Practice Exercises and Checks on Silent Reading in the Primary Grades". The Lincoln School (Portfolio) New York City 1925. Describes a concrete illustration of giving tests to diagnose reading difficulties followed by remedial work.

The results of these investigations verify the findings of this experiment as follows:



1. That specific remedial exercises are beneficial to the superior, average and weak pupils.

2. That a variety of definite aims in the teaching of reading is advantageous to the pupils.

## STATEMENT OF MATERIALS AND METHODS USED

On September 12, 1928 the Stanford Achievement Test, Form A, was given to a class of forty-six pupils, thirty of whom were in Third Grade B, or first semester 3.0, sixteen of whom were Third Grade A, or second semester 3.5. Both divisions, however, were in the same classroom. Table I gives total raw scores made by this class.

The Reading Tests in the Stanford Achievement group consist of three types. (See Appendix 1).

1. Paragraph meaning.
2. Sentence meaning.
3. Word meaning.

Table II gives the reading scores that were made by this class. By using the author's table of Grade Equivalents, page 47, table 9, Manual of Directions, by Giles M. Ruch and Lewis M. Terman, the pupils' "Educational Ages" were computed from their Total Reading Scores. The author's revised edition (1927) of his Manual of Directions provides revised norms which are more accurate and more valid for interpreting results because they are based upon 2,000 cases carefully selected from a larger random population of nearly 10,000 cases, in such a way as to guarantee a close approach of the age and grade norms based upon the 2,000 cases to the larger population of 10,000.

"Of the various ways of expressing a pupil's score in a test the most significant is that of changing the point scores into educational ages for the different subjects. These are called "Subject Ages"." (Page 41 Manual of Directions).

STANFORD ACHIEVEMENT TEST  
CLASS RECORD OF TOTAL SCORES

Grade		3A											
School		Wm. McKinley											
Examiner		Iva M. Krebs											
Form Used		A											
City		Milwaukee											
Date of Examination		September 12, 1928											
No.	Name	Age	Tests			Total	Tests			Total	Dic- ta- tion	Compo- site Score	Educa- tion- al Age
			1	2	3		4	5	Arith- metic				
1	James	8-7	58	31	25	124	68	28	98	66	28.6	10-3	
3	Emil	8-5	42	28	28	98	56	40	96	72	26.6	9-11	
4	Harry	8-9	48	22	28	98	52	40	92	74	26.4	9-11	
5	Helen	8-6	54	16	22	92	44	32	76	60	22.8	9-6	
2	Mary	8-7	48	23	31	102	28	28	56	70	22.8	9-6	
7	Ruth	8-9	34	22	14	70	32	32	64	80	21.4	9-5	
6	Lorraine	8-9	56	16	19	91	20	20	40	58	18.9	9-1	
8	Jeannette	8-8	42	11	17	70	12	24	36	68	17.4	9-0	
9	William	9-3	30	12	15	57	8	20	28	60	14.5	8-7	
10	Katie	8-5	24	17	16	57	20	20	40	44	14.1	8-7	
12	Adeline	10-0	20	14	6	40	32	16	48	46	13.4	8-5	
14	Charles	9-6	16	13	3	32	40	28	68	30	13.0	8-5	
11	Herbert	9-7	22	13	7	42	28	16	44	16	10.2	8-0	
13	Raymond	8-11	20	9	8	37	4	16	20	42	9.9	7-10	
15	Steve	8-9	8	4	12	24	20	12	32	30	8.6	7-7	
16	Floyd	8-6	4	9	2	15	20	20	40	30	8.5	7-7	
Class Median			32	15	15.5	63.5 <sup>28</sup>	23	43	59	16.			
Author's Grade Norm for 3.5			20	16	16	62	55	29	84	54	20		

STANFORD ACHIEVEMENT TEST  
CLASS RECORD OF TOTAL SCORES

Grade		3B											
School		Wm. McKinley			Examiner			Iva M. Krebs					
Form Used		A			City			Milwaukee					
		Date of Examination			September 12, 1928								
No.	Name	Age		Tests			Total Read- ing	Tests		Total Arith- metic	Dic- ta- tion	Compo- site Score	Educa- tion- al Age
		Yrs.	Mos.	1	2	3		4	5				
4	Alice	7-7	35	25	24	85	44	32	76	70	23.1	9-8	
1	Marian	8-1	44	32	30	106	36	24	60	56	22.2	9-6	
2	Florence	7-11	48	28	25	101	40	36	76	42	21.9	9-5	
3	John	8-3	42	18	26	86	36	24	60	42	18.8	9-1	
6	Clifford	8-0	20	15	23	58	36	32	68	52	17.8	9-0	
5	Jane	8-0	38	24	20	82	28	24	52	38	17.2	9-0	
8	La Verne	8-2	24	12	20	56	36	24	60	36	15.2	8-9	
9	Helen	7-10	30	5	20	55	28	12	40	54	14.9	8-7	
16	Helen	8-1	20	10	15	45	32	24	56	42	14.3	8-7	
28	Dorothy	8-4	20	0	3	23	44	32	76	42	14.1	8-7	
15	Florence	8-6	14	16	15	45	24	32	56	40	14.1	8-7	
12	Bruce	8-3	22	15	15	52	24	20	44	36	13.2	8-5	
30	Warren	8-0	10	0	10	20	40	20	60	52	13.2	8-5	
7	Lucille	9-8	16	24	17	57	20	8	28	46	13.1	8-5	
25	Erwin	9-6	14	9	2	25	44	28	72	32	12.9	8-4	
11	Doris	8-5	24	18	11	53	20	24	44	32	12.9	8-4	
17	Arline	7-1	26	13	5	44	20	20	40	44	12.8	8-4	
19	Julia	8-1	16	10	5	31	40	12	52	42	12.5	8-4	
13	Marjorie	8-9	16	22	9	47	16	20	36	40	12.3	8-4	
14	Rudolph	8-0	16	16	14	46	0	16	16	60	12.2	8-4	
10	Robert	7-8	24	14	17	55	12	12	24	40	11.9	8-2	
29	Kenneth	7-10	6	13	2	21	32	16	48	36	10.5	8-0	
24	Paul	8-1	14	9	3	26	36	16	52	26	10.4	8-0	
21	Margarit	8-0	16	4	9	29	12	16	28	42	9.9	7-10	
23	Jeanette	8-6	10	15	5	28	20	20	40	20	8.8	7-7	
26	Virginia	8-0	12	0	12	24	12	0	12	48	8.4	7-7	
27	Marian	7-11	8	12	4	24	12	8	20	40	8.4	7-7	
22	James	8-1	12	12	4	28	12	12	24	24	7.6	7-5	
18	Sidney	8-4	12	11	9	32	0	16	16	20	7.6	7-5	
20	Tony	8-0	14	8	9	31	8	0	8	22	6.1	7-2	
Class Median				16	13	11.5	45	27	20	46	41.5	12.9	
Author's Grade Norm for 3.0				19	11	9	39	35	18	53	38	13	

STANFORD ACHIEVEMENT TEST  
CLASS RECORD OF READING SCORES

Grade	3A	Examiner	Iva M. Krebs			
School	Wm. McKinley	City	Milwaukee			
Form Used	A	Date of Examination	September 12, 1928			
No.	Name	Reading Tests			Total	Educational Age (Reading)
		1	2	3		
1	James	58	31	35	124	11.2
2	Mary	48	23	31	102	10.5
3	Emil	42	28	28	98	10.3
4	Harry	48	22	28	98	10.3
5	Helen	54	16	22	92	10.1
6	Lorraine	56	15	19	91	10.0
7	Ruth	34	22	14	70	9.6
8	Jeanette	42	11	17	70	9.6
9	William	30	12	15	57	9.1
10	Katie	24	17	16	57	9.1
11	Herbert	22	13	7	42	8.7
12	Adeline	20	14	6	40	8.5
13	Raymond	20	9	8	37	8.4
14	Charles	16	13	3	32	8.2
15	Steve	8	4	12	24	7.10
16	Eloyd	4	9	2	15	7.5
Class Median		32	15	15.5	63.5	
Stanford Norm Grade 3.5		30	16	16	62	





Because of the very great difficulties involved in the derivation of valid age norms in comparison with grade norms, it will clarify the discussion to present the author's Grade Norm Table 6, page 42, Manual of Directions.

Grade	Total Score	Test 1 P.M.	Test 2 S.M.	Test 3 W.M.	Reading Total
3.0	13	19	11	9	39
3.5	20	30	16	16	62
4.0	25	37	22	22	81

The author used September 15 as the date for 3.0 or Grade Three B in the Milwaukee Public School System and 3.5 for the Grade Three A.

The Stanford Achievement Test was chosen because it is a battery of tests which practically covers all the subjects in the curriculum, it is easy and economical to administer, and it has a high reliability. The reliability coefficients for the age of these children are as presented in Table I, Page 16, Manual of Directions.

Age	Paragraph Meaning	Sentence Meaning	Word Meaning	Total Score
8	.95	.89	.95	.984
9	.95	.89	.94	.980

Table 2, Page 16, Manual of Directions -

Grade	Paragraph	Sentence	Word	Total Score
3	.91	.88	.94	.957

When the reliability of a test is known, it is pos-



sible to compute the probable error of a score yielded by the test. The probable error of a score is a measure of the confidence which may be placed in the accuracy of the obtained score.. Table 4, Page 19, Manual of Directions - Probable errors of scores on the Stanford Achievement Test -

Grade	Paragraph Meaning	Sentence Meaning	Word Meaning	Read Total	Total Score
3	3.4	2.0	1.5	4.5	1.4

Table 3 - Page 18, Manual of Directions - The Probable Errors of Educational Ages Determined from Correlation of Form A with Form B -

Ages	8	9
Probable Errors of Educational Ages in Months	1.6	1.6

This means that if the pupils in this third grade classroom were classified upon the results of the Stanford Achievement Test alone, probably not more than five per cent (roughly estimated) of the eight and nine year old pupils would be placed in the wrong group or grade.

The Stanford Achievement Test was administered according to the specific directions indicated by the authors on pages 20 to 27 of the Manual of Directions.

The time element in this test is particularly advantageous to young children. Then, too, the content of this test was chosen scientifically. "Every single item has been tried out against an outside criterion of school success. This criterion was the increase from grade to grade

in the per cent of pupils passing it. Items which did not show a marked increase over a range of at least three grades were eliminated. Items which showed an appreciable decrease in the per cent passing at any part of the grade range were also eliminated. As the test stands, every item it contains contributes to the correct rating of the child." Page 8, Manual of Directions.

#### SELECTION AND TRIAL OF ITEMS <sup>1</sup>

TEST I. Reading: Paragraph Meaning. In the selection of materials for the reading paragraphs certain criteria of desirability were adopted, as follows:

(1) The paragraphs must be of such a nature that complete reading of the paragraph is necessary in order that the blanks may be correctly filled. This principle is intended to prevent the filling of the blanks by use of the context of a small section of a paragraph.

(2) For the sake of reliability and ease in scoring, the number of possible responses involving real merit must be kept as small as possible.

(3) The correct filling of the blanks must involve real comprehension of thought and not allow of execution by mere selection of words previously given in the text.

The original set of materials included a total of 124 paragraphs. By the ratings of three judges these were reduced to two forms of 40 items each. These were tried out in alternate grades through one school and a number of eliminations and several additions at the upper end of the test were made.

A second try-out of two forms of 37 items reduced the number to two forms of 29 paragraphs each for the test as it now stands.

TEST 2. Reading: Sentence Meaning. The general appearance of this test is familiar from its use in the National Intelligence Tests and elsewhere, but in method of construction it differs considerably from earlier tests of its kind. Each sentence used in this test was built up by combining several words of known difficulty, as shown by their index numbers in the Thorndike Word Book. All the critical words of a given sentence are of approximately the same order of frequency, the number of such critical words in a sentence varying from two to five and rarely falling below three. The sentences are planned in such a way that in each case the meaning of the sentence as a whole must be comprehended in order that the correct answer may be known.

Previously existing forms of the test involved no such systematic plan of construction, and as a result they contain many items the correct response to which hinges on the subject's knowledge of a single word.

Originally the total number of sentences was about 325. By the ratings of judges this number was reduced to 300, which were then broken into two forms for the first try-out. As a result of this try-out, the two final forms of 80 each were constructed. The range of difficulty of the items retained extends from the one hundred most frequently used words of the English language, according to the Thorndike frequencies, to the tenth thousand.

TEST 3. Reading: Word Meaning. This test also was more systematically constructed than earlier vocabulary tests of the same general type. Two types of items have been included: (1) critical word harder than the response words, (2) critical word easier than the response words. The difficulties both of the critical and of the response words were determined by the use of the frequency values given in the Thorndike Word Book. The critical words have in nearly all cases a frequency value of 2000 to 3000 less than, or 2000 to 3000 greater than, the response words. The range of frequencies extends from words in the first hundred of the language to words between the ninth and tenth thousands. In order to extend the list in the upper ranges, a number of words more difficult than any of those in the Thorndike Word Book were added.

Critical words were chosen so as to include a reasonable variety as regards parts of speech. The response words and the critical word of a given item are nearly always of the same part of speech.

Originally the number of elements in the test totaled 675, of which 275 were discarded upon the basis of the ratings of three judges. The remaining 400 items were broken into two forms for the first try-out. As a result of this try-out<sup>1</sup> two final forms of 85 items each were constructed.

Following the administering of this test, the class was given Silent Reading Lessons with thought questions

<sup>1</sup> Stanford Achievement Test by Giles M. Ruch and Lewis M. Terman  
Manual of Directions - Pages 9, 10, and 11. (World Book Co. 1927)

written on the blackboard. This was done with the specific purpose to help the pupils in the technique of answering questions. During the Language Period the class studied the relative value of Paragraph, Sentence and Word meaning. Informal tests were given to acquaint the pupils with the various types of questions and answers used in the many different tests that are available today. This work was subjective and not applicable to scoring and graphing. This sort of class exercise was carried on all through the semester as is evidenced by the schedule which was followed.

Daily Silent Reading Lessons (See Appendix 2) with thought questions on the blackboard for the lessons in the following books:

September - Riverside, Book Two

October - - Child Library, Book Two

November- - Bolenius, Book Two

December- - Learn to Study, Book Two

January - - The Pathway, Book Two

On October 29, 1928, The Gates Reading Tests Form I, (See samples in Appendix 3) Types A, B, C, and D were given to the same class. Two new pupils were admitted thus making the total number 32 pupils in Third Grade B, and 16 in Third Grade A.

Table III shows the scores which were attained. Gates norms are based on averages.

The Gates Reading Tests were chosen because they are supposed not only to provide an accurate measure of



## GATES SILENT READING TESTS

## GRADES III-VIII

Grade SA

Date of Examination Oct. 29, 1928

Form Used I

Class Record

No.	Names	Type A			Type B		
		Attempt	Correct	Percent	Attempt	Correct	Percent
1	James	18	17	94	17	14	82
2	Mary	10	10	100	8	4	50
3	Emil	13	11	85	12	11	92
4	Harry	13	11	85	16	14	87
5	Helen	10	10	100	10	10	100
6	Lorraine	9	9	100	10	9	90
7	Ruth	8	8	100	10	9	90
8	Jeanette	9	9	100	10	8	80
9	William	9	8	89	11	7	63
10	Katie	12	7	59	16	5	31
11	Herbert	8	5	62	7	5	71
12	Adeline	5	4	80	5	4	80
13	Raymond	7	5	71	7	4	57
14	Charles	9	5	55	24	7	29
15	Steve	17	5	29	17	6	35
16	Floyd	12	6	50	15	2	13



tempt	Type C		Attempt	Type D	
	Correct	Percent		Correct	Percent
20	13	65	33	32	97
14	11	78	27	25	93
13	10	77	27	26	96
22	14	65	29	35	89
13	12	93	24	23	96
11	9	81	24	23	96
12	10	84	21	21	100
11	4	36	24	23	96
16	4	25	21	17	81
11	4	36	46	22	48
8	2	25	20	13	65
8	6	75	9	8	89
11	4	36	18	17	94
9	5	55	27	14	52
17	0	0	46	12	26
7	2	28	28	11	39

Percent	Attempt	Type C Correct	Percent	Attempt	Type D Correct	Percent
7	13	12	93	24	24	100
2	16	12	75	33	32	97
0	16	11	68	29	27	93
7	19	10	55	33	23	70
1	18	7	39	39	37	94
6	24	3	13	41	29	70
9	18	5	28	26	25	96
9	18	6	33	36	24	66
1	19	5	26	31	29	94
3	14	6	43	22	18	81
0	10	5	50	19	18	95
0	17	8	47	26	26	100
0	10	3	30	21	15	71
3	9	2	22	19	17	89
7	15	4	26	22	17	77
0	10	5	50	21	19	91
7	9	3	33	15	13	87
9	16	1	0	39	15	39
3	5	1	20	10	6	60
7	18	4	22	33	20	61
2	10	2	20	21	15	71
0	7	3	43	12	10	84
6	18	2	11	23	9	39
75	6	3	50	12	8	67
55	10	4	40	12	10	84
31	16	4	25	20	19	95
25	10	1	10	27	12	44
57	11	6	54	18	18	100
62	12	2	17	21	15	71
32	22	6	27	39	16	41
70	17	5	29	30	26	87
77	8	5	62	15	13	87

## GATES SILENT READING TESTS

## GRADES III-VIII

Grade 3B

Date of Examination Oct. 29, 1928

Form Used I

Class Record

No.	Names	Attempt	Type A Correct	Percent	Attempt	Type B Correct
1	Marian	11	11	100	13	10
2	Florence	11	11	100	12	11
3	John	10	10	100	10	7
4	Alice	12	10	84	12	8
5	Jane	12	12	100	14	10
6	Clifford	24	14	58	23	13
7	Lucille	11	10	90	13	9
8	La Verne	10	8	67	14	8
9	Helen	13	10	77	16	13
10	Robert	7	6	86	9	3
11	Doris	6	6	100	7	7
12	Bruce	9	9	100	10	5
13	Marjorie	9	6	66	10	5
14	Rudolph	19	6	31	16	10
15	Florence	7	6	86	7	4
16	Helen	8	7	87	10	9
17	Arline	4	2	50	6	4
18	Sidney	24	4	17	24	7
19	Julia	3	3	100	3	1
20	Tony	13	9	69	16	6
21	Margaret	6	5	84	9	2
22	James	4	2	50	5	2
23	Jeanette	12	6	50	15	4
24	Paul	4	2	50	4	3
25	Erwin	9	6	66	9	5
26	Virginia	12	9	76	11	9
27	Marian	7	3	43	24	6
28	Dorothy	6	6	100	6	4
29	Kenneth	7	4	57	8	5
30	Warren	9	7	77	13	8
31	Vernon	12	11	92	10	7
32	June	7	5	71	9	7

reading ability in general, but also to yield in objective form a diagnosis of particular strengths and weaknesses in reading skills. The "team" of tests consisted of four distinct types -

Type A - Reading to Appreciate the General Significance of a Paragraph (Time, six minutes).

Type B - Reading to Predict the Outcome of Given Events (Time, eight minutes).

Type C - Reading to Understand Precise Directions (Time, eight minutes).

Type D - Reading to Note Details (Time, eight Minutes).

The total working time for the team of four tests is thirty minutes.

MANUAL OF DIRECTIONS FOR GATES SILENT READING  
TESTS - GRADES 3 to 8 - PAGE 3

"GENERAL PURPOSE OF THE TESTS. The construction of the team of tests has been controlled by the fact, demonstrated in earlier experimental studies,\* that reading is not a single ability everywhere one and the same but a number of abilities more or less specific. During the course of several years of study, it has been found that persons good in certain types of reading are mediocre or poor in other forms, and vice versa. It has been discovered, furthermore, that certain types of reading ability depend upon highly complex skills or techniques that are specific. Finally, it has been found

\*In "The General and Specific Effects of Training in Reading," Teachers College Record, March, 1924, and also in a dissertation (Teachers College Bureau of Publications) By Dr. R.P. Carroll.

that, while these techniques could usually be very rapidly acquired by dint of practice, the training to be effective must be designed to improve the specific skill desired. Training in mere reading - that is, reading in general - is inadequate or wasteful and training in one kind of reading skill will not surely develop other types. To increase effectively the important skills in silent reading, it is necessary first to ascertain which types are in need of development and then to set up instruction designed to improve specifically those types of techniques.

The present team of tests was constructed to serve the two-fold purpose of yielding a general measure of silent reading ability and of providing an intelligible diagnosis of special needs for follow-up work.

MEASURING GENERAL READING ABILITY. For a measure of general reading ability, the average of scores (of the Reading Ages or the Reading Grades) from the four tests is much superior to a single test, equally long, which measures but one type of reading for the reason that pupils are often better in some types of reading than in others. The tests were selected in such a way as to yield the best possible measure of general reading ability."<sup>1</sup>

After these scores had been carefully studied to note the reading "ills", the following remedial work was used for eight consecutive weeks. Two weeks of drill exercises were designed for each Type of Reading weakness.

<sup>1</sup>Gates, Arthur I. Manual of Directions  
Teachers College, Columbia University, New York 1927

## METHOD OF PROCEDURE FOR INFORMAL DRILL ON TYPE A

I - From November 12, to 23 a typewritten sheet was given to each pupil daily with specific directions. This group of exercises was a direct follow-up drill on Type A of the Gates Tests. "Reading to Appreciate the General Significance" of a paragraph (Time, six minutes). These ten sheets (samples of which are shown in Appendix 4) were prepared by the teacher and taken from books for Third Grade level in reading. The books that were used were Readers, Language, History and Geography Books which had not been in the hands of the pupils previously. However, they were acquainted with much of the story contents.

The typewritten lessons were handed out in the morning Reading Period with precise directions as in the original Gates Tests. The time allotted was six minutes. The papers were collected and then scored by the teacher during each noon hour. In the afternoon the corrected papers were returned to the pupils and a discussion followed. Individual help was given to the pupils who had difficulty in comprehension or vocabulary. The pupils who were slow but accurate were advised to speed up a little, while the fast but careless pupils were made conscious of the fact that as in the story of the "Hare and the Tortoise", "Slow and Steady Wins The Race".

The class scores were placed on the blackboard in order to let the class see the improvement, or lack of it, from day to day. No premium was put on individual progress, rather the scores were used to show class progress. It was



not the desire of the teacher to have each child try to beat his classmates, but rather that he try to do his best to increase the class score. The samples shown in the appendix are in their original form. The teacher made a few mistakes in making out the tests and the typist made a few errors which can easily be detected. The pupils did not seem hindered by either, although they observed them immediately.

The individual scores were kept by the teacher as a definite guide in giving individual help and specific aids.

Table IV is a copy of the daily score sheet for the Remedial exercises on Type A.

#### METHOD OF PROCEDURE FOR INFORMAL DRILL ON TYPE B

II - From November 26 to December 7 Typewritten sheets were given to the pupils daily. These remedial exercises were a direct follow-up drill on Type B "Reading to Predict the Outcome of Given Events".

These informal tests were written in the same manner by the teacher, and, as with the type A exercises they were corrected and scored by the teacher. The tests were given in the morning Reading Period and lasted exactly six minutes. In the afternoon the corrected papers were returned to the pupils with the same method of constructive criticism and individual help.

The samples of this group appear in the original forms with some errors both on the part of the teacher and the typist. Samples are shown in appendix 5.

The scores of the class were placed on the blackboard

## INDIVIDUAL SCORES FOR INFORMAL TESTS

Type A

	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
James	9	8	9	9	8	3	6	8	6	5
Emil	8	5	8	6	6	4	8	6	6	7
Harry	8	7	9	6	8	8	7	5	7	7
Helen	8	4	8	9	8	5	8	6	6	6
Mary	8	6	8	6	6	7	7	9	6	6
Ruth	5	3	8	6	6	7	6	8	6	8
Lorraine	9	4	7	6	5	6	5	7	5	6
Jeanette	5	4	6	6	8	5	7	7	5	7
William	7	7	9	4	6	5	6	6	5	4
Adeline	3	2	2	4	5	3	1	4	2	3
Charles	3	3	2	1	2	1	2	6	4	5
Herbert	2	4	3	2	4	2	3	4	2	5
Raymond	4	6	2	4	7	4	4	5	3	4
Steve	1	4	6	5	3	3	5	4	3	4
Floyd	3	1	5	3	4	2	3	2	2	3

This table is to be read as follows:  
 James made a score of 9 on Monday,  
 8 on Tuesday, and 9 on Wednesday.  
 These tests contained ten items  
 for each day.

## INDIVIDUAL SCORES FOR INFORMAL TESTS

Type A

	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Alice	7	7	8	8	8	4	6	7	4	5
Marian	8	6	9	5	7	7	6	8	8	1
Florence	7	8	10	10	8	7	7	9	4	7
John	9	7	10	6	5	6	7	8	7	5
Clifford	8	8	7	7	7	4	5	1	5	4
Jane	8	9	8	8	7	6	6	4	7	4
La Verne	5	5	9	2	5	4	7	9	1	5
Helen	5	7	1	4	5	5	4	9	9	6
Helen	3	5	3	3	3	2	4	6	6	5
Dorothy	5	4	9	5	5	3	6	a	5	3
Florence	6	3	6	5	8	6	5	7	5	5
Bruce	6	a	8	6	6	4	4	7	4	5
Warren	7	3	7	3	3	6	4	7	0	4
Lucille	8	5	8	8	6	5	7	7	6	5
Erwin	3	1	3	6	7	5	0	5	3	5
Doris	6	5	6	2	7	3	5	5	2	5
Arlene	3	2	5	0	3	1	7	3	3	1
Julia	2	2	3	4	4	5	3	6	4	1
Marjorie	6	5	4	0	3	4	4	4	6	6
Rudolph	8	5	8	7	5	4	4	3	2	4
Robert	6	3	9	7	7	4	5	5	4	4
Kenneth	6	3	3	6	5	3	3	5	6	3
Paul	3	5	2	1	3	2	2	5	2	1
Margaret	6	6	5	4	6	5	8	6	4	4
Jeanette	3	4	9	4	0	4	6	6	5	5
Virginia	5	7	9	7	8	7	5	3	4	8
Marian	0	2	2	2	4	4	4	5	2	6
James	1	2	4	1	3	1	a	4	1	2
Sidney	5	4	6	1	4	2	1	3	3	4
Tony	4	4	8	4	5	5	2	6	3	4
Vernon	5	7	6	7	6	6	5	7	5	6
June	8	a	a	3	6	7	5	6	6	3

to show the pupils the class progress or its failure to progress.

The following table V gives the results as they appeared on the blackboard each day.

To vary the program and to give an added incentive, the following table VI was placed on the side blackboard. The individuals consulted this and checked their own scores. Only the perfect scores were tabulated in order to economize time and space.

This table is proof of the fact that these informal tests were of different degrees of difficulty. The items were not evaluated in any scientific manner. For example, the Wednesday before the Thanksgiving recess, the class scored 28 perfect scores while the following Thursday it scored only 7 perfect scores. The time given every day to this work was exactly 6 minutes. Some days these tests contained 6 items and some 7 items.

#### METHOD OF PROCEDURE FOR INFORMAL DRILL ON TYPE C

III - From December 10 to December 21 this class was given daily exercises of remedial work which were direct follow-up drills on Type C "Reading to Understand Precise Directions".

Due to the lack of office equipment, the same method of procedure was not used in this group of tests. These exercises required drawings and figures which could not be made in the school office. The teacher each day prepared the

CLASS SCORES FOR INFORMAL TESTS						Type B
1st week	Mon.	Tues.	Wed.	Thurs.	Fri.	
Correct Answers						
7			28	Vacation		
6	13	16	9			
5	17	9	7			
4	8	16	1			
3	7	5	3			
2	2	2				
1						
0						
Total No. of pupils	47	46	48			
2nd week						
Correct Answers						
7	18	22			20	
6	15	12	13	7	15	
5	10	3	15	13	3	
4	1	7	9	6	2	
3	2		5	13	3	
2			1	5	1	
1		1	1	1		
0						
Total No. of pupils	46	45	44	45	44	

This table is to be read as follows:  
 On Monday the test consisted of six items. 13 pupils obtained a perfect score. 17 pupils had 5 right out of the 6 items. 8 pupils had 4 right and 2 pupils had 2 right.  
 The total number of pupils who took the test on Monday was 47.  
 Thursday and Friday were the Thanksgiving holidays.

	INDIVIDUAL SCORES FOR INFORMAL TESTS									
	1st week					2nd week				
	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Lorraine	x	x		(vacation)		x				x
Helen	x	x	x			x	x		x	x
Ruth	x	x	x				x		x	x
Adeline	x	x								x
Mary	x	x				x	x	x	x	x
Marian	x	x	x			x	x			x
Helen	x		x			x	x	x		
John	x	x	x			x	x	x		x
Alice	x		x				x	x		x
Helen	x		x				x		x	x
La Verne	x					x	x	x		
Erwin	x		x							x
James		x	x			x	x	x	x	x
Harry		x				x		x		x
Emil		x	x			x	x	x		x
Jeanette		x	x				x			x
Jane		x	x						x	x
Florence		x	x				x			
Lucille		x								
Rudolph		x	x							x
Doris		x	x			x	x	x		
Herbert			x			x	x			
Raymond			x				x			x
Clifford			x			x				
Warren			x							
Tony			x				x			x
Virginia			x			x	x			x
Bruce			x			x	x	x	x	x
James			x					x		
Florence			x							
Robert			x							
Margaret			x							
Margorie			x							
June			x			x	x	x		
Steve						x	x			
Dorothy							x			
Sidney								x		
Floyd										
Katie										
William										
Marian										
Arlene										
Paul										
Vernon										
Julia										
Charles										
Kenneth										

This table is to be read as follows:  
 Lorraine scored perfect on Monday and  
 Tuesday of the first week  
 and Monday and Friday of the second week.

(x) Perfect score



groups of items (see appendix 6) which were dictated to the pupils in the following method:

Each child was provided with drawing paper and a pencil. The drawing paper measured six inches by nine inches. The paper was divided into six squares. This done, the teacher read the exercises and the pupils followed the specific directions. No help was given while the tests were in progress. However, before the test was begun it was impressed upon the pupils that the beauty of the picture did not count; it was whether or not they followed the "Precise Directions" that counted.

These exercises were scored by fellow pupils with the help of the teacher in difficult places. The correct drawings and answers were placed on the blackboard in order to make the tests as objective as possible. This method of correction necessitated an immediate discussion, constructive criticism and individual help.

The scores of these tests are not as accurate as they would have been had the teacher scored each individual paper. But due to this detailed method of presentation, more time was allotted to it than to either of the other exercises. Since then the office has been equipped with a duplicator which would have eliminated a great deal of the unnecessary details, both for the teacher and pupils. These class scores were put on the blackboard daily. Table VII is a copy of these scores. Again these informal tests proved to be of different degrees of difficulty as is seen from the fact that on Wednesday of the first week 12 attained a

CLASS SCORES FOR INFORMAL TESTS				Type C	
1st week	Mon.	Tues.	Wed.	Thurs.	Fri.
Correct Answers					
6	8	11	12	4	2
5	16	10	13	7	5
4	9	13	11	10	8
3	9	8	4	12	13
2		2	3	6	8
1				2	3
0					1
Total No. of pupils	42	44	43	41	40
2nd week					
Correct Answers					
6	4	9	3	1	3
5	8	6	10	6	4
4	13	12	18	10	11
3	8	4	5	18	17
2	5	9	7	5	5
1	3	4	2	3	6
0					
Total No. of pupils	41	44	45	43	46

This table is to be read as follows:  
 Each of these daily tests consisted  
 of 6 items. On Monday 8 pupils scored  
 6 or perfect, 16 pupils scored 5,  
 9 pupils scored 4 and 9 pupils scored 3.  
 Total number of pupils who took the  
 test on Monday was 42.

score of 6, or perfect score, while the following Wednesday only 3 attained a perfect score.

These differences may have been caused by the varying numbers of pupils who attended each day. Some days the good pupils were absent and other days the poorer pupils were not present. Then, too, the errors due to pupil correction were greater in this group of exercises.

#### METHOD OF PROCEDURE FOR INFORMAL DRILL ON TYPE D

IV From January 3 to January 11, the class was given a typewritten sheet of exercises which was direct follow-up work on Type D Reading to Note Details.

The method of procedure was the same as the one used in the Remedial exercises for Types A and B. (Samples in appendix 7). The time allotted was six minutes. They were given in the morning session, scored at noon by the teacher, and then returned to the pupils in the afternoon. Then followed a class discussion which consisted of constructive criticism and individual help. The following table VIII gives the class scores which were placed on the blackboard. Table IX gives the individual daily scores which were kept on the side blackboard so that the pupils could mark their own progress. By this time, the pupils needed an additional incentive to work. They now realized that some of the pupils just couldn't make a perfect score and thus lowered the class scores. The pupil's attention was now directed to self-improvement both in speed and accuracy.

On October 1, the McCall's "Standard Test Lessons in Reading" Book Two, designed for grades 2, 3 and 4, was

## INDIVIDUAL SCORES FOR INFORMAL TESTS

Type D

	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
James	12	10	12	12	12	12	12	12	12	12
Emil	10	12	12	12	12	12	11	12	12	10
Harry	-	-	-	-	-	-	11	12	12	11
Helen	10	-	-	12	12	12	11	12	12	12
Mary	12	12	10	11	10	9	10	12	12	11
Ruth	11	10	12	12	12	12	10	12	12	12
Lorraine	11	11	12	10	8	12	11	12	12	12
Jeanette	10	11	12	9	11	12	12	12	12	10
William	9	10	12	9	8	11	11	12	12	11
Katie	9	8	12	9	8	12	10	12	11	10
Adeline	9	11	11	5	10	10	10	12	11	8
Herbert	8	8	12	7	10	12	11	12	12	9
Raymond	-	2	12	11	10	10	12	12	12	12
Steve	4	3	11	9	5	9	11	11	8	6
Floyd	9	8	11	7	5	-	-	-	-	-
Median	10	10	12	10	10	12	11	12	12	11

This table is to be read as follows:  
 James scored 12 items correct on  
 Monday, 10 correct on Tuesday and  
 12 correct on Wednesday, and so on.  
 The medians at the bottom of the  
 scores represent the middle scores  
 for the class work.

## INDIVIDUAL SCORES FOR INFORMAL TESTS

Type D

	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
Alice	11	10	10	9	11	10	-	12	10	-
Marian	10	12	12	12	11	11	11	12	12	12
Florence	-	11	12	11	10	12	11	12	12	12
John	-	-	-	12	12	12	12	11	12	12
Clifford	12	11	12	11	11	10	12	12	11	12
Jane	11	11	11	10	10	12	10	12	12	12
La Verne	12	11	11	11	11	10	10	12	12	10
Helen	11	10	12	11	7	12	11	12	12	12
Helen	11	9	11	8	6	7	9	11	12	9
Dorothy	10	11	12	10	8	11	11	12	12	12
Florence	10	10	12	11	9	11	-	12	-	-
Bruce	11	9	12	11	10	-	-	-	12	-
Warren	9	10	9	10	9	10	10	8	10	9
Lucille	10	11	11	10	9	11	10	11	12	8
Erwin	9	8	11	11	9	12	12	-	12	11
Doris	11	10	12	11	12	12	11	12	12	11
Arlene	9	10	10	7	4	6	10	5	4	7
Julia	6	9	10	2	6	8	12	12	12	7
Marjorie	10	-	-	10	7	9	9	12	11	-
Rudolph	-	10	12	6	6	8	7	11	12	10
Kenneth	10	10	10	8	10	10	11	10	10	10
Paul	11	9	12	4	7	11	10	11	11	11
Margaret	9	9	12	10	8	10	12	12	12	11
Virginia	9	11	12	11	11	11	10	12	12	11
Marian	-	-	7	4	9	9	11	10	11	7
James	-	-	10	10	6	6	5	9	7	7
Sidney	10	9	7	6	8	11	11	11	10	8
Tony	-	-	-	-	-	-	10	12	12	10
Vernon	10	10	12	11	12	12	11	12	12	11
June	8	10	12	11	10	11	11	12	12	12
Robert	-	9	11	7	8	12	9	12	11	12
Median	10	10	12	10	9	11	11	12	12	11

## CLASS SCORES FOR INFORMAL TESTS

Type D

1st week Correct Answers	Mon.	Tues.	Wed.	Thurs.	Fri.
12	27	5	39	11	18
11	5	16	4	13	14
10	2	9	1	9	8
9	1	7		5	2
8	2	5		0	2
7	0	1		2	
6	1			1	
5	1	1			
4	1			1	
3		1		1	
2				1	
1					
0					
Total No. of pupils	40	41	44	44	44
2nd week Correct Answers					
12	16	8	30	30	14
11	9	16	7	6	10
10	8	13	2	6	8
9	4	4	1		3
8			1	1	3
7		1		1	4
6					1
5		1	1		
4				1	
3					
2					
1					
0					
Total No. of pupils	57	45	42	45	43

This table is to be read as follows:  
Each of these daily tests consisted  
of 12 items. On Monday 27 pupils  
scored 12 or perfect, 5 pupils  
scored 11, 2 pupils scored 10, etc.  
The total number of pupils who took  
the test on Monday was 40.



introduced to this class. The first ten lessons were given with immediate discussion and specific help in the mechanics of this type of test.

Small papers were cut from the regular penmanship paper into  $1\frac{1}{2}$  inch widths and 8 inch lengths.

Name

Test 91

1. b

2. d

3. a

4. d

5. b

6. c

7. b

8. a

9. c

10. c

At the top the pupils wrote their names, on the first line the test number and then numbered consecutively down the page from 1 to 10. They did the same on the reverse side. The books were then distributed and opened to the test. At a given signal the pupils began to read the paragraph. Then followed the questions of the multiple choice type of answers which had the letters a - b - c - d preceding the answers. The pupils only had to record the letter which signified the correct answer. According to the author's directions exactly two minutes were allowed for each test. By the end of lesson 10 the pupils were acquainted with the method and procedure and likewise sufficiently skilled in the mechanics of the tests.

On October 17 the formal daily drill in this work was begun. Tests numbers 11 and 12 were given, allowing two minutes for each test. The papers were corrected and scored by the teacher.

Individual graphs were given to each pupil on which the pupils recorded their own progress. These

graphs were constructed using Dr. McCall's Grade Norms as appear at the bottom of each test.

The sample in the original form appears in appendix 8. The red straight line indicates the author's grade norm for the corresponding grades. The most striking feature of these tests showed that most of the pupils went up and down on each day's work; for instance, the pupil might score nine on one test and two on the next test.

This was interpreted by the writer to mean that when time was called the pupil neglected to stop and turn to the next test. But in some cases, it was the second test that was high. This might have been interpreted to mean that the pupil was slow in warming up to the tests. Another possible explanation for this fluctuation is that these tests were made up in New York City. Some of the content of the paragraphs was entirely new to this class, while some proved especially interesting.

These test lessons were conducted daily until Book Two was finished on December 19 by giving the last two lessons 93 and 94. Individual scores were kept by the teacher and later three seventh grade girls assisted in the marking of the papers and entering the marks into the class book. The medians were found for each test to compare with the author's standard of grade norms.

The individual graphs closed with lesson 56 and were discontinued after that. These graphs proved too much work and too difficult a task for the comparative amount of benefit the pupils derived from them. Thus another device

was initiated at this time. The individual scores were placed on the front blackboard with daily comments and study of the results. The perfect scores were underscored with green chalk while the scores below Dr. McCall's Grade Norm were underlined with red chalk.

The sample in appendix 9 is an example of the last week's work as it appeared on the blackboard. These small score cards were carefully kept from week to week.

#### PUPIL'S SCORE CARD

R e a d i n g S c o r e									
I week									
II week									

During Special Help Period, 8:30 to 9:00, each pupil who rated below Dr. McCall's Grade Norm was given specific help on the tests in the front of the book, but never on current or advanced lessons. This was concrete remedial work on the mechanics of vocabulary and comprehension difficulties.

After Book Two of these standard lessons in Reading was finished, Book Three was taken up and the same method of procedure was used in administering the drill.

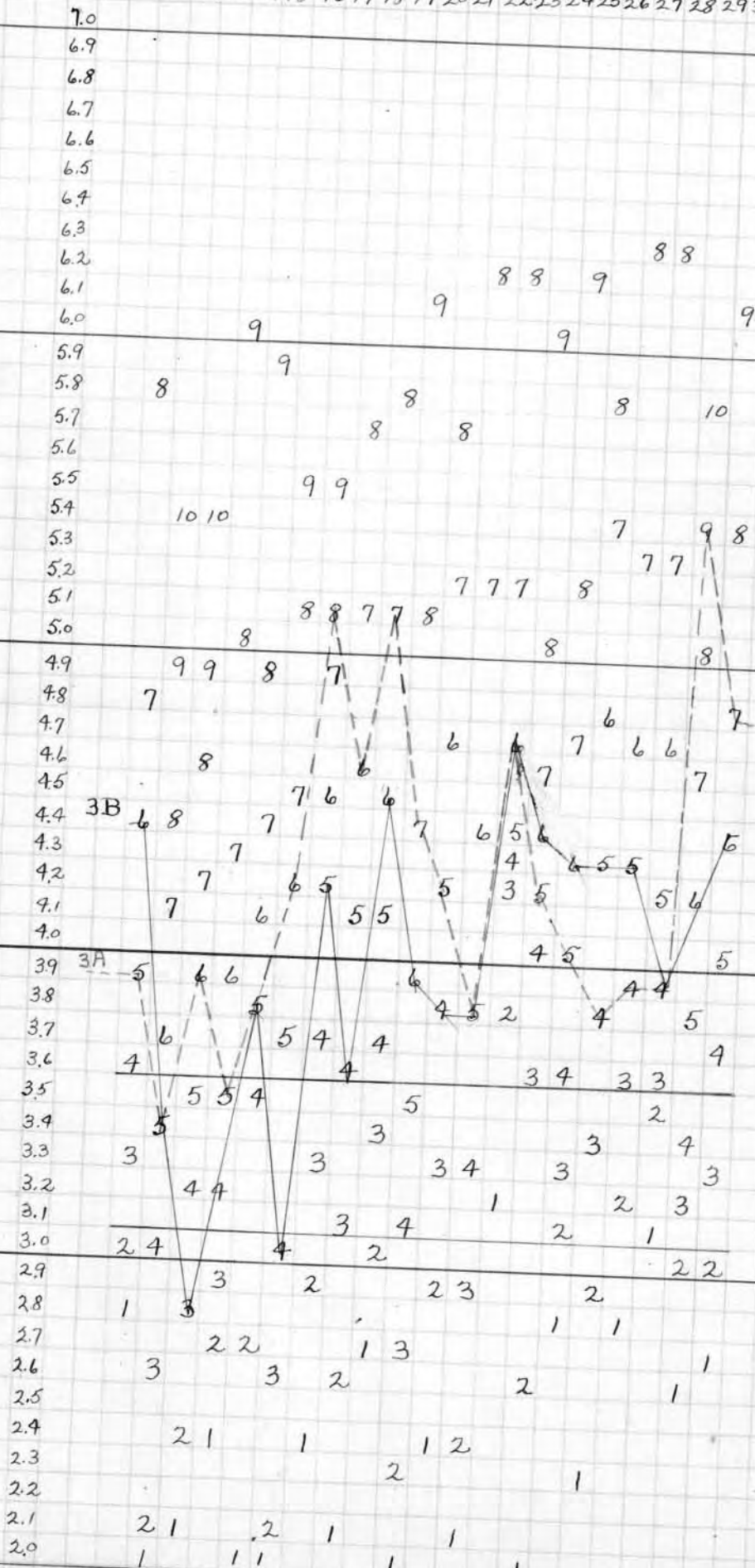
The teacher kept the individual scores for all of these tests and the class medians. The accompanying Figure 1 is a graph made of the first twenty tests in Book Two and the last section is a graph of the last twenty tests, given in Book Three, which closed January 25.

On the graph the blue irregular line represents



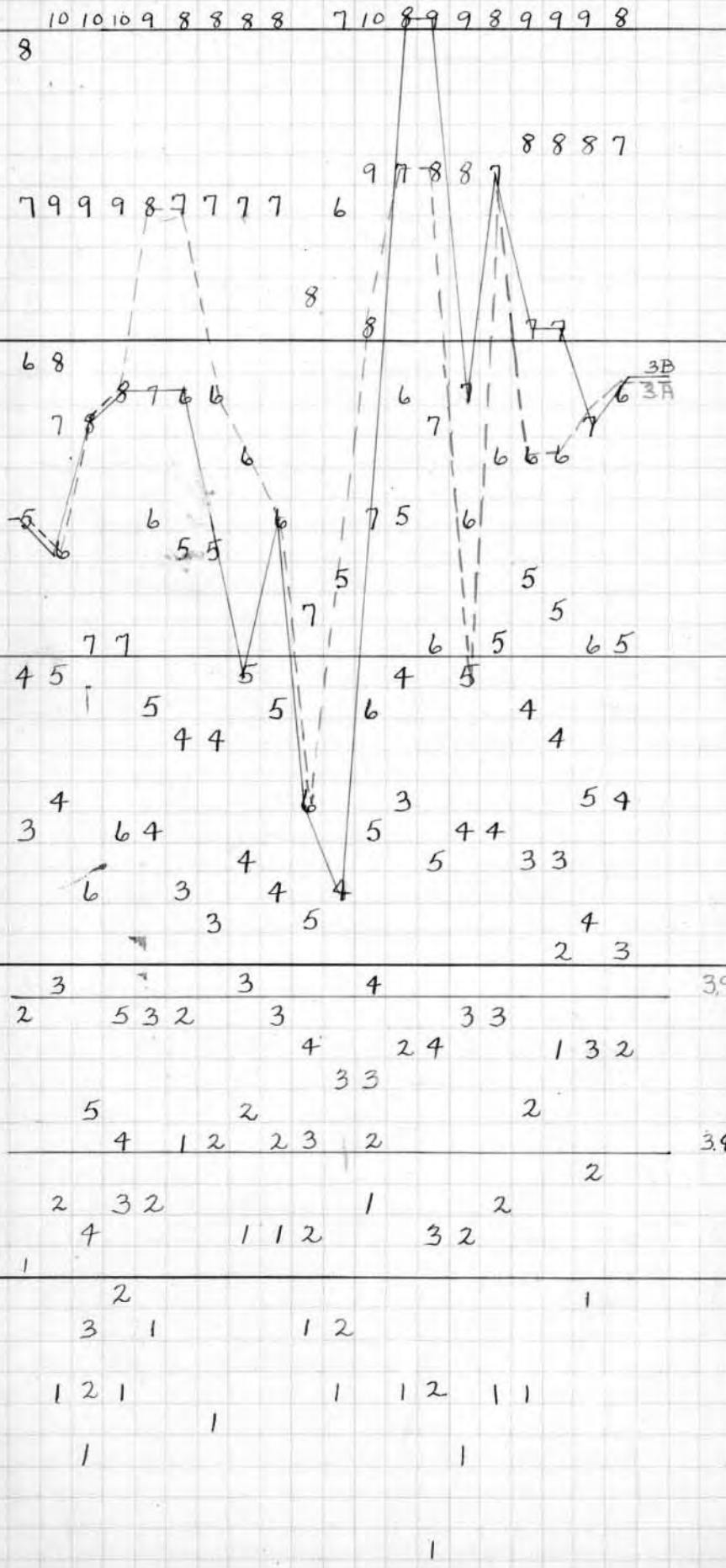
# Book Two

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30



# Book Three

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34



the class median for the 3B group of 32 pupils. The straight blue line represents the author's Grade Norm for the corresponding class. In October the 3B group went below the Grade Norm twice in Lesson 13 and Lesson 16. The highest median was in lesson 23 when the class equaled the Grade Norm of McCall's 4.7, Fourth Grade, Seventh Month. This means that it was one whole grade and six months above McCall's Norm for 3B in October.

The last section of this graph is the representation of the class progress as shown by the last twenty lessons given in Book Three at the close of the semester. The lowest score made by this same group was in lesson 25 when it made a score of four, an equivalent to Dr. McCall's 4.2.

(Grade Norm for a Fourth Grade, Second Month)

The highest median score made by this class was in test No.28 when a score of nine was made equivalent to McCall's Grade Norm for Seventh Grade, Third Month.

Using the extreme scores, this class of 32 pupils in 3B went from a median of McCall's Grade Norm for 2.8 in October to a median of McCall's Grade Norm for 7.3 in January, a gain of four years and five months in Reading ability in four months or eighty days of actual school days.

The red broken line represents the median for 3A group. The straight red line represents McCall's Grade Norm for the class. The 3A group which is a class of retarded pupils in Reading, as shown by their tests in September, went below their line twice in test 12 and test 14 in Book Two. The highest score that was made was test 29 when

they made a score of nine, equivalent to McCall's Grade Norm for Fifth Grade, Fourth Month. The last section of this graph shows the last twenty tests that were given in Book Three. The lowest score made by this same group was made in lesson 24 which is six or an equivalent to McCall's Fourth Grade, five months. The highest median scores were tests 27, 28 and 30, when the scores were respectively 7, 8, 7, an equivalent to McCall's 6.5 Grade Six, Five Months.

Using the extreme scores, this class of 16 pupils in 3A went from a median of McCall's Grade Norm for 3.4 in October to a score of 6.5 in January, a gain of two years and one month in Reading ability in three months of actual school days.

#### SILENT READING FOR "THOUGHT GETTING"

On October 22 the basic reader for third grade in Milwaukee public schools, "Story Hour, Book Three," was taken up as a silent reader. Typewritten thought questions (see appendix 10) were given to the pupils after the whole lesson had been read through silently. Class discussion followed on these questions. The next reading period the pupils wrote the answers to these questions. This was done daily until the last lesson No. 31 was given on December 7.

The authors of the Story Hour describe the method as follows:

"Book Three of the Story Hour Readers Revised attacks the easiest problems first, employs a simple but extensive and practically useful vocabulary, and secures interest through variety of content.



The specific teaching problems of this grade are provided for in the revised Book Three by the introduction into the child's reading of a great number of words which are already part of his speaking vocabulary and by the provision of material especially designed for silent reading.

The child using Book Three is required to apply his phonetic knowledge intelligently; to exercise, in dealing with selections containing much factual material, his power of discriminating the incidents of a story; and to express his conception of incident and character orally or in formal dramatization.

CONTENT. The selections used in the revised Book Three maintain the strong narrative and dramatic interest that marks this series. The types of story used are already familiar - the myth and folk tale, now given greater wealth of incident and more literary form; the fable, in a more concise and formal guise; the story from history, and the realistic story of everyday child life. Selections especially adapted to silent reading have been included, and the range of subject, incident, and form is exceptionally wide.<sup>1</sup>

No record was kept of these lessons as the material was subjective. In other words, the answers were of any length and of various types with no concrete method for correction. However, the pupils showed a marked improvement in their ability to find the correct answers and to state them concretely. The first few lessons required

<sup>1</sup>p. 3 Manual Story Hour Readers Revised  
Ida Coe P.M. and Alice Dillon American Book Co.  
New York - - - 1923

all of the 30 minute period and then many failed to finish, while in the last few lessons the pupils answered the questions in half the time and then spent time reading library books. At first one would conclude that they had become careless but it was due rather to their ability to locate the answer quickly and then write it in a few words.

#### ORGANIZATION EXERCISES IN READING

On December 10 the second basic reader for third grade Milwaukee public schools, "The Beacon Reader", Book Three was read silently with the following outline shown on the front blackboard:

#### BEACON READER III

#### OUTLINE ON BLACKBOARD

#### I INTRODUCTION

- |          |               |
|----------|---------------|
| 1. Title | 3. Where      |
| 2. When  | 4. Characters |

#### II BODY

1. What happened

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

#### III CLIMAX

1. The most exciting part.

#### IV Conclusion

The whole story was read through silently by the class. Then oral discussion followed with the organization outline as a guide. Sometimes the pupils were asked to read the part that told, for example, "The Climax".

During the second reading period the pupils wrote the story in brief form following the outline. Each lesson

in this book was taken up not consecutively but the last lesson was given on January 20. The purpose of this type of reading lesson was to teach organization in Reading. One of the good reading habits is - "There must be no stumbling through a mass of words either silently or orally." If invariably short assignments have created the habit of searching for intricacies or if a constant emphasis on analytical reading has made the pupil feel he is not doing his duty unless he reads slowly and laboriously, then these preliminary difficulties must be removed. So, too, too much emphasis can be placed on short, concrete answers or fact assimilation. This method gives a broader objective substance organization.

The story is handled as a whole while in the ordinary question and answer method it is broken up into fact phrases or thought groups. This method also stimulates the interest of the pupils in each story by having very different questions. For example, "What other stories have we read that were located in Switzerland?" "What part describes Switzerland?" "What part tells us the sort of man the leading character is?"

It gives the pupils a sort of "bird's eye view" of the whole story. It gives them some idea of evaluation of the importance of the paragraphs. In the "Body" they must decide which are the important points and which are only details. It also helps them to differentiate between the important characters and the minor characters. It also gives them training in following a definite outline when they write a story.

Every day, lessons were read silently with thought questions on the blackboard taken from the following books:

September - Riverside, Book Two

October - Child Library, Book Two

November - Bolenius, Book Two

December - Learn To Study, Book Two

January - The Pathway, Book Two

This material was easy as to vocabulary and contents. Many of the exercises are all worked out in the books so all that had to be put on the board was specific directions.

These books offer a variety of lessons, for example, "Learn to Study" is full of material that may be utilized during Language period. Much of the oral work such as correcting and discussing these lessons was taken during the Language period.

The Language lessons were correlated with the Reading. The teacher or pupils read poems or paragraphs followed by short questions. The correct forms of writing sentences were practiced in answer to Reading questions. The pupils made up short poems suggested by their reading work.

The class was given oral reading in the form of Audience Reading. The pupils read selections they prepared out of any of their Library Books or Supplementary Readers which were at their disposal. Most of this work was done out of school. Every child in this class has a card at the Public Library which is used most every week. No

record was made of this phase of the reading work. The pupils were encouraged to go to the Library on Saturday morning at ten o'clock for the "Story Hour". This increased their interest in Library Books and story telling.

The teacher provided 55 Library Books from the Extension Division of the Library. Another group of sample copies and old text books was made available to the pupils for use during their spare time. However, it must be stated that they were never allowed to take any of these books home. The only home work they had in Reading was from their Library Books.

#### PERIODS IN DAILY PROGRAM WHICH REQUIRED READING

The time element might be of considerable importance in this experiment.

The daily program as prescribed by the Board of Education was adhered to rigidly. All classes in the curriculum for Third Grade were given with the allotted amount of time and according to the courses of study for Third Grade.

Perhaps the daily schedule worked out in minutes can be explained. 8:30 to 9:00 Special Help was given to the pupils who fell below in Reading.

9:00 to 9:30 Reading Period

9:55 to 10:20 Language

11:15 to 11:30 Language

1:10 to 1:30 Special Help in Audience Reading  
Selections

2:05 to 2:30 Citizenship, History and Language

2:40 to 3:00 Geography

3:00 to 3:30 Reading



All these periods were correlated with reading. Geography provided an excellent opportunity for silent reading to get facts. History was used for silent and oral reading of lives of great men and great events. The other subjects such as Arithmetic and Spelling were not slighted as indicated by the results in the Stanford Achievement Tests. The outlines for Drawing, Manual Training, Music, Penmanship and Calisthenics were followed daily.

There was very little time wasted in this program but, as is the case with a busy, interested child, there was happily no need of discipline.



RESULTS - PRESENTATION OF THE DATA OF  
INVESTIGATION

A. On January 28, 1929, the Gates Reading Tests (samples in appendix 11) Form II were given to the experimental class. The accompanying Table X gives the raw scores. A number of facts may be noted from this data, the class median is above the author's grade norm in every type of the test.

GATES TESTS FORM II

Grades 3 to 8

Type	A	B	C	D
Gates Norm for Grade 4.0	8.5	8.5	7	20
Experimental Class 3A Median	9.0	9.0	9.0	20
Average	9.0	9.5	9.7	23
Gates Norm for Grade 3.5	6	6	5	15
Experimental Class 3B Median	9	10	9	24
Average	9.8	9.7	9.6	25.2

In the fall testing it will be remembered that the 3A group contained many retarded pupils while the 3B group was a normal class of city school children as shown by the results of the Stanford Achievement Tests given September 12, 1928. The 3B group responded much better to the class work than did the poorer group.

In the table it will be noticed that the bright pupils usually have a high percentage of accuracy which would seem to indicate that there is a close correlation

## GATES SILENT READING TESTS

## GRADES III-VIII

Grade 3A Date of Examination Jan. 28, 1911

Form Used II Class Record

No.	Names	Attempt	Type A Correct	Percent	Attempt	Type B Correct	Percent	Attempt	Type C Correct	Percent	Attempt	Type D Correct	Percent
1	James B.	18	18	100	19	18	95	18	15	83	42	42	100
4	Mary	15	15	100	16	16	100	19	15	79	42	40	94
2	Mary	12	12	100	13	13	100	12	9	75	27	26	96
6	Lorraine	11	10	90	11	11	100	13	12	93	18	17	94
9	William	11	9	81	14	6	43	16	8	50	39	20	51
8	Jeanette	9	9	100	12	12	100	11	10	90	24	24	100
5	Helen W.	10	9	90	10	9	90	13	13	100	25	24	96
3	Emil	12	8	67	12	11	92	14	12	85	29	27	93
13	Rsymond	9	7	77	9	9	100	12	5	42	21	17	81
11	Herbert	9	7	77	10	5	50	12	8	67	26	19	73
10	Katie	7	5	71	6	2	33	7	7	100	12	7	59
15	Steve	8	5	62	9	7	77	11	6	54	39	20	51
16	Floyd	7	4	57	8	4	50	9	7	77	37	15	41
7	Ruth (absent)												
12	Adeline ( " )								9			20	
Class Median			9			9			9.7			23	
Class Average			9			9.5			7			20	
Gates Grade Norm			8.5			8.5							

GATES SILENT READING TESTS

GRADES III-VIII

Grade 3B Date of Examination Jan. 28, 1929  
 Form Used II Class Record

No.	Names	Type A			Type B			Type C			Type D		
		Attempt	Correct	Percent	Attempt	Correct	Percent	Attempt	Correct	Percent	Attempt	Correct	Percent
6	Clifford	17	16	94	17	15	88	23	17	73	42	40	94
31	Vernon	16	16	100	16	15	94	20	16	80	40	35	87
5	Jane	15	15	100	14	12	85	19	18	95	54	58	70
30	Warren	19	14	73	24	11	46	20	10	50	45	22	49
8	La Verne	14	13	93	16	12	75	17	14	82	36	31	86
3	John	13	13	100	13	13	100	17	16	94	30	30	100
2	Florence C.	13	12	93	13	13	100	17	16	94	33	33	100
9	Helen B.	15	12	80	18	17	94	18	14	78	45	42	93
12	Bruce	13	12	93	13	10	77	19	15	79	56	36	100
1	Marian H.	13	12	93	14	14	100	15	10	67	33	31	94
26	Virginia	15	12	80	16	12	76	14	12	85	34	29	85
10	Robert	16	12	75	24	10	42	21	9	43	50	36	72
15	Florence S.	21	10	48	16	14	87	14	4	29	33	29	88
16	Helen C.	11	10	90	11	10	90	12	8	67	26	21	81
20	Tony	12	9	75	13	7	54	15	10	67	42	29	68
7	Lucille	11	9	81	12	8	67	15	12	80	27	24	89
4	Alice	10	9	90	11	10	90	14	13	93	19	18	95
28	Dorothy	9	9	100	10	10	100	12	9	75	28	27	96
14	Rudolph	14	9	64	14	8	59	15	6	40	30	23	77
17	Arline	12	9	75	24	10	42	10	4	40	54	21	39
13	Marjorie	9	8	89	9	7	77	9	5	55	21	19	91
22	James F.	22	8	36	19	2	10	19	7	37	54	17	35
27	Marian B.	10	8	80	14	8	59	9	5	55	36	17	47
21	Margaret	10	8	80	10	8	80	11	6	54	27	18	67
11	Deris	8	8	100	8	8	100	10	9	90	19	19	100
32	June	9	7	77	11	9	81	10	9	90	27	22	79
18	Sidney	9	7	77	24	10	42	16	5	31	54	13	29
29	Kenneth	17	6	35	22	8	36	14	2	15	33	24	73
24	Paul	7	5	71	5	3	60	9	7	77	15	12	80
25	Erwin	6	4	67	7	4	57	10	8	80	21	16	76
19	Julia	4	3	75	8	4	50	5	4	80	24	9	37
Class Median			9			10			9			24	
Class Average			9.8			9.7			9.6			25.2	
Gates Grade Norm			6			6			5			15	

between speed and accuracy.

The same day, January 28, 1929, these same tests were given by the same examiner Dr. G. E. VanderBake of the Graduate School, Marquette University, to three other groups of pupils in Third Grades in the Milwaukee Public Schools. The tests were all corrected and scored by the writer. The tabulated results are presented in Table X Group I

Table XI Group II

Table XII Group III

Table XIII Group IV

In order to clarify the comparison the groups have been arranged in the following order. Group I on these tables and figures in the following chapter represent the experimental class, (3A-13 pupils, 3B-31 pupils - Total 44). Group II represents another class of pupils in the same school as the experimental group. The class consisted of 3A-23 pupils from one class-room and 3B-24 pupils from a different classroom. These pupils, although taught by two different teachers, had never been tested in Reading and had none of the Informal Tests or special work. They were simply an ordinary class of regularly taught youngsters. This group had, as near as it would be possible to get, the same kind of environment, the same kind of homes and the same class of parents as the writer's group. The examiner was the same. Therefore, the only element of difference was the teacher and methods of procedure.

Group III was a class of 3A-19 pupils and 3B-28 pupils taken from the same classroom and hence had the

## GATES READING TESTS FORM II

## GROUP II 3A

	A	B	C	D
1 Eileen	16	16	18	39
2 Lorraine	10	6	9	22
3 Bernel	9	8	9	22
4 Lawrence	9	11	15	30
5 Floyd	9	5	3	17
6 Elaine	8	7	12	30
7 Elizabeth	8	6	5	18
8 William	8	7	5	23
9 Marie	7	5	0	30
10 Harold	7	6	7	19
11 Ethel	77	7	8	22
12 Victor	7	8	0	17
13 Alex	7	9	3	15
14 Anton	6	3	4	12
15 Solvin	6	5	2	16
16 Edgar	5	4	6	15
17 Angeline	5	7	0	11
18 Fredrick	5	7	1	22
19 Virginia	4	7	2	10
20 Joe	3	8	1	9
21 Carl	3	5	1	18
22 Erwin	2	6	1	17
23 Gerald	2	6	5	18
Class Median	7	6	4	18
Class Average	6.2	6.8	5.5	19.6
Gates Norm 4B	8.5	8.5	7	20

## GROUP II 3B

1 Roy	12	14	15	29
2 Elizabeth	11	11	15	24
3 Helen	10	11	2	27
4 George	10	8	3	16
5 Lorraine	9	6	10	16
6 Jack	9	7	2	15
7 Lester	7	6	0	16
8 Earlene	6	6	2	16
9 Fred	6	7	4	11
10 Clifford	6	10	10	22
11 Steve	6	9	5	23
12 Cizella	5	5	5	13
13 Joseph	5	8	3	13
14 Verland	5	7	7	13
15 Glenn	5	8	4	13
16 Fern	4	2	0	12
17 Frank	4	7	4	15
18 Lawrence	4	4	1	12
19 Angus	4	2	2	5
20 Rose	3	3	1	14
21 Carl	3	6	9	9
22 Eva	3	3	4	9
23 Irene	2	6	3	10
24 Elaine	2	3	4	12
Class Median	5	6	4	13
Class Average	5.8	6.4	4.7	15
Gates Norm 3A	6	6	5	15



## GATES READING TESTS FORM II

## GROUP III 3A

		A	B	C	D
1	Lucille	20	19	17	40
2	George	15	14	11	39
3	Ruth	14	16	22	37
4	Robert	13	16	19	34
5	Geneva	12	11	15	38
6	Robert	11	12	12	24
7	Helen	11	12	13	38
8	Sam	10	7	7	12
9	Natalie	9	13	8	27
10	William	8	7	10	20
11	Betty	7	5	10	20
12	Marg.	6	11	15	36
13	Fanny	6	7	9	22
14	Donald	6	6	7	20
15	Joseph	6	6	1	9
16	Alice	5	6	4	27
17	Herbert	5	2	10	11
18	Robert	5	2	5	16
19	Edward	3	4	2	18
	Class Median	8	7	11	24
	Class Average	9	9.2	10.2	29.9
	Gates Norm 4B	8.5	8.5	7	20

## GROUP III 3B

1	Celest	10	6	14	20
2	Donald	9	9	11	27
3	Elizabeth	8	9	8	17
4	Ruth	8	13	10	28
5	Elizabeth	8	8	8	19
6	Billy	8	9	7	21
7	Emory	7	5	3	12
8	Albert	7	6	8	20
9	Helen	7	8	8	27
10	Mavis	7	11	9	27
11	Angela	7	6	6	23
12	Lillian	6	6	7	20
13	Norman	6	5	4	14
14	Ether	5	3	2	11
15	Arthur	5	6	5	19
16	Jim	5	3	1	14
17	Catherine	5	7	4	18
18	Ruth	5	2	3	11
19	Howard	5	4	1	6
20	Marg.	3	5	4	8
21	Betty	3	1	2	8
22	Carmen	3	3	1	4
23	Russell	3	5	1	6
24	Robert	2	5	0	4
25	John	2	2	0	6
26	Alex	1	4	0	6
27	Edward	0	6	0	8
28	Betty	0	1	0	0
	Class Median	5	6	4	14
	Class Average	5.1	5.6	4.5	14.4
	Gates Norm 3A	6	6	5	15



## GATES READING TESTS FORM II GROUP IV 3A

		A	B	C	D
1	Wilma	16	18	15	39
2	Shirley	14	12	8	30
3	Mary	12	15	14	35
4	Vilma	12	11	10	26
5	Florence	11	15	18	34
6	Catherine	9	8	7	20
7	Teddy	9	8	4	24
8	Audrey	8	11	5	22
9	Lorraine	8	11	10	26
10	Covington	8	12	9	27
11	Henry	7	6	8	21
12	Jeanne	7	6	2	22
13	Gertrude	7	9	7	17
14	Dorothy	7	9	5	19
15	Olga	7	9	6	31
16	Adela	6	6	4	18
17	John	6	7	3	16
18	Mathilda	4	15	2	19
19	Elfrieda	3	1	3	8
20	William	3	4	3	16
Class Median		7.5	9	6.5	22
Class Average		8.2	9.6	7.1	23.5
Gates Norm 4B		8.5	8.5	7	20

## GROUP IV 3B

		A	B	C	D
1	Julia	9	6	7	22
2	Grace	8	10	3	19
3	Melvin	7	6	0	12
4	Sally	7	7	6	24
5	Fred	7	5	3	19
6	Donald	6	4	2	14
7	Russel	5	6	8	21
8	Dick	3	4	4	14
9	Mary	2	4	1	11
10	Orville	2	1	0	7
11	George	1	4	0	4
Class Median		6	5	3	14
Class Average		5.2	5.2	3.1	15
Gates Norm 3A		6	6	5	15

same teacher. The school from which this class was chosen is of superior quality. The pupils come from better homes, parents and environment. The school itself is equipped as a modern, up-to-date school. The building is new and is supposed to be modern in every detail. This school is used by the city supervisors as a model school to which they take the out of town visitors. This group undoubtedly was used to tests both formal and informal.

Group IV is a class of 3A-20 pupils, 3B-11 pupils. These pupils were from one classroom and hence had one teacher. The community in which this school is located is about the same as the experimental group. The two districts adjoin, thus the environment is very much on a par with the experimental group.

In the tables for these groups the raw scores of the number of correct items are given and immediately below the list is the median for this group, and following the average for this group. For the convenience of comparison the Gates Grade Norms are given directly underneath.

The test was given January 28, and the author of the tests has considered February 15 for his table of norms of 4B and 3A.

In order to make the comparison vivid, the medians are tabulated in a list. (See p.49)

In the tabulated form it can be noticed that in Type A Group I 3A, the experimental class was the highest, the superior school group came next and the other two groups were below Gates Grade Norm. In Type A, 3A section, the

experimental class was the highest, the superior school group came next and the other two groups were below Gates Grade Norm. In Type A, 3A section, the experimental class was higher than any of the above sections. It is over 3 above the Grade Norm 6. The other three groups are below the norm excepting the Group IV median which is the same.

In the Type B tabulated list Group I 3B was above the Gates Grade Norm, but Group IV exceeded it by .1 in the average score. Group II appears to be just one semester below grade. In the lower section again the experimental surpasses any other group tested. In this section Group IV is below the Grade Norm.

In Type C tabulated list, Group I is above the Gates Grade Norm but Group III surpassed the experimental group. This might be explained by the fact that this Type C Reading to Understand Precise Directions requires very different techniques from those which are employed in Test A and Test B. Pupils educated in the model school of free activity would be able to score higher than the pupils in the conservative type school.

Again in the lower section Group I 3B far excels the rest of the Groups. It triples the score of Group IV.

In the Type D tabulated list, Group I 3A surpasses the Gates Grade Norm but it is surpassed by Group III and IV. Group II is the only one that is below the Grade Norm. In the lower section Group I 3B is far above the Grade Norm and the other three groups. These three groups are all below Gates Grade Norm except Group IV average is just equivalent to the standard.

On January 30, 1929, The Stanford Achievement (See sample appendix 12) Tests Form B were given to this

experimental class. The accompanying Table XIV gives the raw scores.

In the 3A Group of 14 pupils six are below the Grade Norm for the Composite Score 25. However, the median for this class is 26.4 which is 1.4 above the author's Grade Norm.

In the 3B Group of 31 pupils eight are below the Grade Norm for the Composite Score 20. The class median, however, is 23.0 which is 3.0 above the author's Grade Norm.

Since Reading was the object of this experiment, the following Table XV has been prepared. The raw reading scores are given and from the total reading score the Educational Age has been computed from the author's scale.

In the 3A Group five of the pupils are below the Grade Norm. The class median is 102.5 and the author's median is 81 for the total reading score. The score of 102.5 is equivalent to the author's grade 4.5.

In the 3B group five are below the grade norm. The class median is 86 and the author's median for the corresponding grade is 62. The score of 86 is equivalent to the author's grade 4.1.

One error that the writer made in her teaching was to encourage the pupils to attempt all items in a test, regardless of difficulty. In most class exercises this is advantageous but in Test 2 of the Stanford Achievement Tests the pupils are penalized for this. The number wrong is subtracted from the number right. This method of scoring brought down the mark of almost half the class. This error

STANFORD ACHIEVEMENT TEST  
CLASS RECORD OF TOTAL SCORES

Grade	SA	Examiner	Iva M. Krebs
School	Wm. McKinley	City	Milwaukee
Form Used	B	Date of Examination	Jan. 30, 1929

No.	Name	Age Yrs. Mos.	Tests			Total Read- ing	Total Arith- metic			Dic- ta- tion 6	Compo- site score	Educa- tion- al Age
			1	2	3		5	5				
4	Mary	9-1	70	35	36	141	80	44	124	96	36.1	10-9
1	James	8-11	60	38	39	137	84	40	124	84	34.5	10-8
5	Helen W.	8-10	58	30	29	117	96	48	144	68	32.9	10-6
7	Ruth	9-1	62	16	26	104	84	40	124	94	32.2	10-5
3	Emil	8-9	54	28	29	111	88	44	132	78	32.1	10-5
6	Lorraine	9-1	58	20	28	106	76	20	96	68	27.0	10-1
8	Jeanette	9-0	42	24	29	95	64	20	84	72	25.1	9-10
9	William	9-7	44	29	28	101	52	20	72	48	22.1	9-6
10	Katie	8-9	54	9	24	67	68	24	92	50	21.9	9-6
11	Herbert	9-11	38	13	19	70	72	32	104	26	20	9-4
15	Steve	9-1	28	20	17	65	64	32	96	20	18.1	9-1
16	Floyd	8-10	40	11	14	65	36	28	64	50	17.9	9-1
13	Raymond	9-3	42	15	23	80	8	0	8	38	12.6	8-4
2	Mary	8-11	56	27	22	115	92	40	130	80	32.7	10-6
Class Median			49	22	23	102.5 <sup>74</sup>	32		100	68	26.4	

Author's	Grade Norm for 4.0	37	22	22	81	67	36	103	66	25
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## STANFORD ACHIEVEMENT TEST

## CLASS RECORD

Grade 3A

School Wm. McKinley Examiner Iva M. Krebs

Form Used B City Milwaukee

Date of Examination

January 30, 1929

No.	Name	Reading Tests			Total	Educational Age
		1	2	3		
4	Harry	70	35	56	141	11.9
1	James	60	38	39	137	11.7
5	Helen	58	30	29	117	10.11
2	Mary	56	27	32	115	10.10
3	Emil	54	28	29	111	10.9
6	Lorraine	58	20	28	106	10.6
7	Ruth	62	16	26	104	10.5
9	William	44	29	28	101	10.4
8	Jeanette	42	24	29	95	10.2
13	Raymond	42	15	23	80	9.10
11	Herbert	38	13	19	70	9.7
10	Katie	34	9	24	67	9.5
15	Steve	28	20	17	65	9.5
16	Floyd	40	11	14	65	9.5
Class Median		49	22	28	102.5	
Stanford Norm Grade 4.0		37	22	22	81	

## STANFORD ACHIEVEMENT TEST

## CLASS RECORD

Grade 3B

School Wm. McKinley Examiner Iva M. Krebs

Form Used B City Milwaukee

Date of Examination January 30, 1929

No.	Name	Reading Tests			Total	Educational Age
		1	2	3		
2	Florence	64	36	29	129	11.4
3	John	64	34	31	129	11.4
6	Clifford	64	34	29	127	11.3
4	Alice	58	30	29	117	10.11
1	Marian	60	24	31	115	10.10
5	Jane	60	22	32	114	10.10
31	Vernon	56	27	29	112	10.9
7	Lucille	50	26	29	104	10.5
15	Florence	54	16	33	103	10.5
28	Dorothy	38	30	27	95	10.2
9	Helen	50	16	28	94	10.1
11	Doris	46	23	25	94	10.1
32	June	44	19	31	94	10.1
12	Bruce	50	13	29	92	10.1
26	Virginia	54	22	23	89	9.11
10	Robert	46	14	26	86	9.11
16	Helen	36	22	24	82	9.10
14	Rudolph	32	18	22	72	9.8
22	James	34	15	22	71	9.7
13	Marjorie	42	10	19	71	9.7
21	Margaret	38	13	19	70	9.7
30	Warren	34	12	24	70	9.7
25	Erwin	30	18	18	66	9.5
20	Tony	32	18	15	65	9.5
8	La Verne	32	6	26	64	9.5
17	Arline	28	12	22	62	9.4
24	Paul	34	10	12	56	9.1
27	Marian	22	13	18	53	9.0
18	Sidney	28	12	12	52	9.0
29	Kenneth	26	3	22	51	9.0
19	Julia	22	11	16	49	8.10
Class Median		42	18	25	86	
Stanford Norm Grade 3.5		30	16	16	62	

could easily have been corrected by forethought on the part of the teacher.

### INTERPRETATION OF THE DATA

In order to make the data of this experiment clear, brief and vivid, a series of figures have been prepared.

1. Comparison of the Gates Test - Results
  - a - With other groups of children
  - b - With October scores
2. Comparison of the Standard Achievement Test Results.

The accompanying Figure 2<sup>a</sup> is Type A "Reading to Appreciate the General Significance of a Paragraph" of the Gates Test. The upper section Group I 3A represents the experimental group. The numbers represent the pupils and their place on the line represents the number of correct answers they scored. The second section represents Group II 3A which was in the same building as the experimental class.

The third section represents Group III 3A the superior group. The last section represents Group IV 3A, the group from the adjoining school district. The red vertical line represents the author's grade norm. It can readily be seen that the experimental group is above norm and above the other groups. Pupil 1 in the Group III is far superior as an individual pupil but the group is not superior. In Groups IV and II the majority of the pupils are below the grade norm.

In the following figure 2<sup>b</sup> the same method of compiling the data for Type B Reading to Predict the Outcome of Given Events was used for the same four groups of

# Gates Type A Comparison of Groups I, II, III, IV

**I**  
Pupils  
13

	39		
		5	
	15 11	8	
Scores	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	3 9 6 2 4 1	

Median 9  
Average 9

**II**  
Pupils  
23

	13		
	12		
	11		
	18 10	8 5	
	23 21 17 15 9	7 4	
Scores	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	6 3 2 1	

Median 7  
Average 6.2

**III**  
Pupils  
19

	15		
	18 14		
	17 13	7	
Scores	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	10 9 8 6 5 4 3 2 1	

Median 8  
Average 9

**IV**  
Pupils  
20

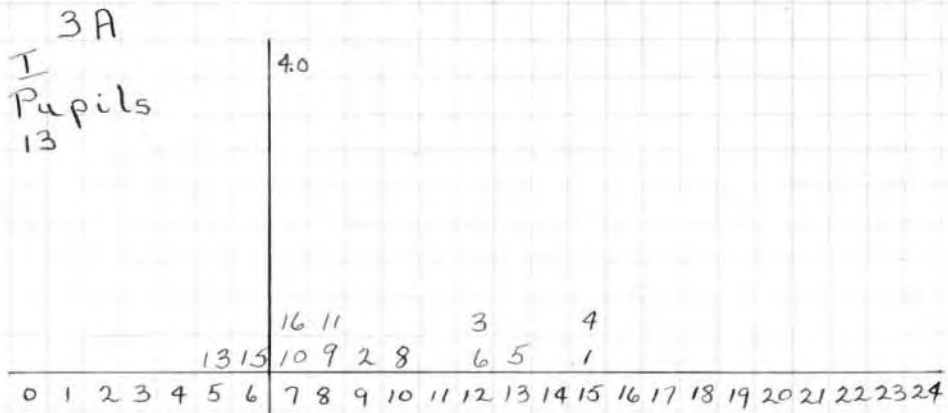
	15		
	14		
	13 10		
	20 17 12 9 7	4	
Scores	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	8 6 5 3 2 1	

Median 7.5  
Average 8.2

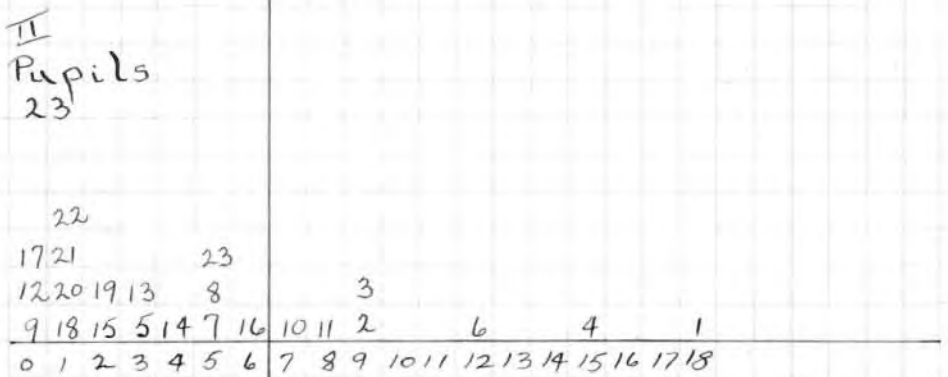




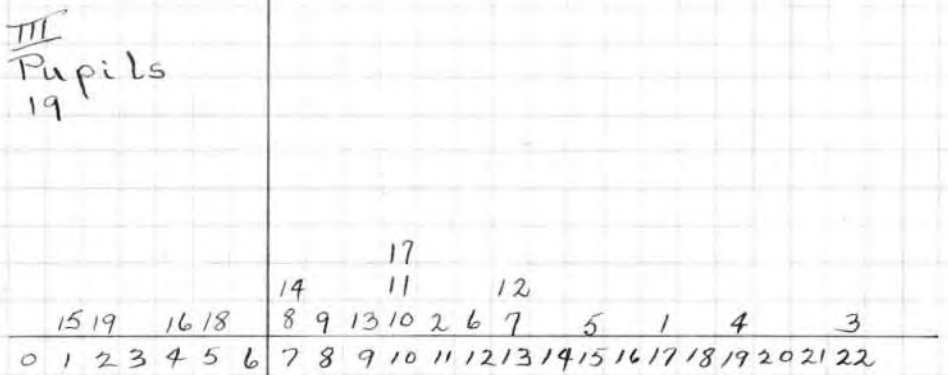
# Gates Type C Comparison of Groups I, II, III, IV



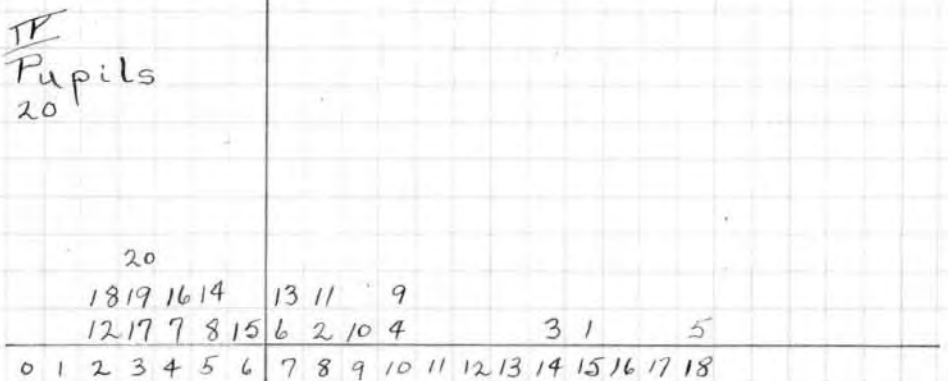
Median 9  
Average 9.5



Median 4  
Average 5.5



Median 10  
Average 10.2



Median 6.5  
Average 7.1



children. The experimental group is more scattered and noticeably exceeds Group II but is on a par with Group III.

The next figure 2<sup>c</sup> represents the scores made on Type C Reading to Understand Precise Directions. The experimental group is above Group II and Group IV but on a par with Group III.

The next figure 2<sup>d</sup> represents the scores made on Type D Reading to note details. No. 1 in the experimental group is above all the other pupils but the group is about on a par with the other group. No. 10 in Group I is the pupil who was very ill the day of the test.

It will be remembered that this Group I 3A was composed of 50% of retarded pupils as shown by the fall battery of tests. They have done very well to be as high as these average classes.

In the following series of figures which were constructed on the 3B class performance of the Gates Tests. Figure 3<sup>a</sup> represents the Type A Reading to Appreciate the General Significance of a Paragraph. Group I 3B or the experimental class is far above the norm. Only three pupils are below the author's grade norm. No. 31 and 6 are equivalent to the Gates Reading Grade 7.5 and Reading Age 13.7. As a group, it is above the other three sections.

The following figure 3<sup>b</sup> represents the Type B Reading to Predict the Outcome of Given Events. No. 9 in this group scored 19 which is equivalent to the Gates Reading Grade 9.0 and Reading Age 15.5. Four of the 31 pupils are below the grade norm. As a group it is above

# Gates Type A Comparison of Groups I, II, III, IV

**I**  
3B  
Pupils  
31

	3.5		
		17	10
		11 14	26
		21 28	1
		27 4	12
		18 22 7 16	9 3 31
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24		2 8 30 5 6	

Median  
Average

**II**  
Pupils  
24

		19 15 11	
		22 18 14 10	
		24 21 17 13 9	6 4
0 1 2 3 4 5 6 7 8 9 10 11 12		23 20 16 12 8 7 5 3 2 1	

Median  
Average

**III**  
Pupils  
28

		19	
		18 11	
		23 17 10 6	
		22 16 9 5	
		28 25 21 15 13 8 4	
0 1 2 3 4 5 6 7 8 9 10		27 26 24 20 14 12 7 3 2 1	

Median  
Average

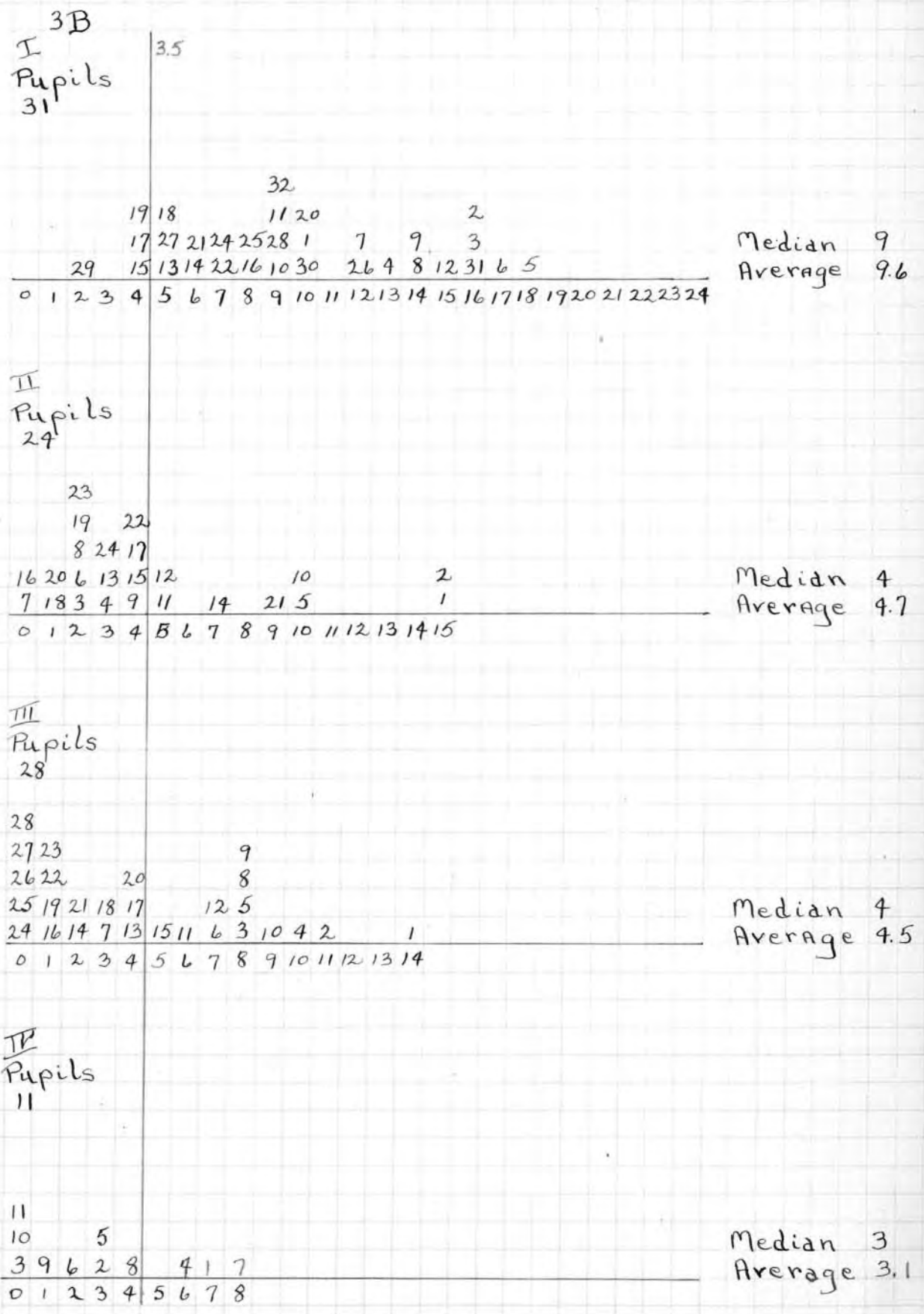
**IV**  
Pupils  
11

		5	
		10 4	
		11 9 8 7 6 3 2 1	
0 1 2 3 4 5 6 7 8 9			

Median  
Average



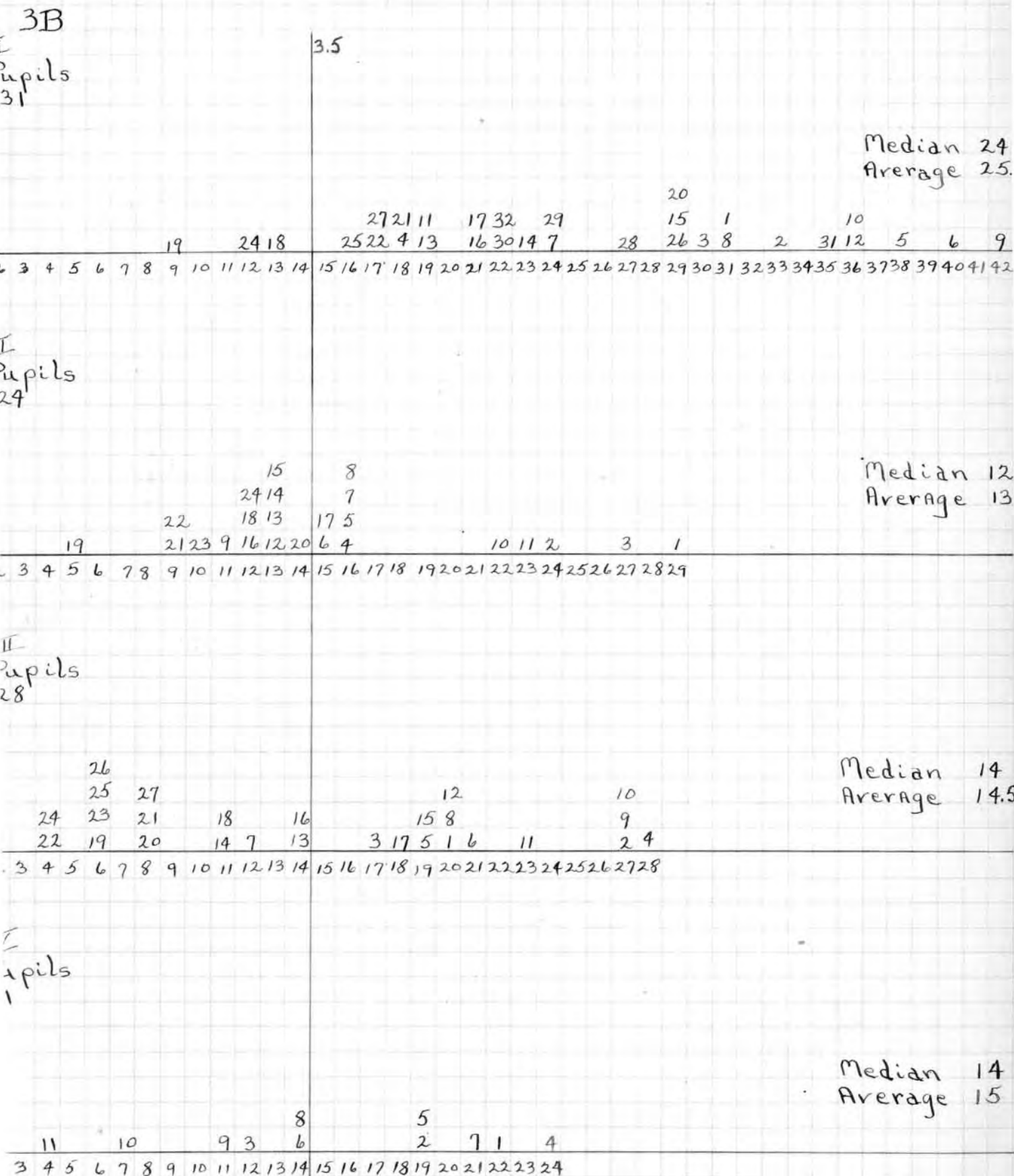
# Gates Type C Comparison of Groups I, II, III, & IV





# Gates Type D Comparison of Groups I, II, III, & IV

Figure 3.6



the other three groups. Group III from the superior school scores low in this test.

The next figure 3<sup>o</sup> represents the four groups' performance on Type C Reading to Understand Precise Directions. No. 5 in Group I 3B scores 18 which is equivalent to Gates Reading Grade 9.0 and Reading Age 15.5. Only four pupils are below the grade norm. As a group it is above the other three groups.

The next figure 3<sup>d</sup> represents the four groups' performance on Type D Reading to Note Details. No. 9 scored 42 which is equivalent to the Gates Reading Grade 8.9 and Reading Age 15.3. Only three of the 31 pupils are below the grade norm. As a group it is far above the other three groups.

#### COMPARISON OF OCTOBER AND JANUARY SCORES OF 3A AND 3B

The following series of figures was constructed to show clearly, briefly and intelligibly the improvement made by the experimental group 3A and 3B from October 29, 1928 to January 28, 1929 - just 52 days of remedial work intervening, interspersed by three vacations.

The first figure in this series figure 4<sup>a</sup> represents the performance of the Group I on Type A of the Gates Tests. The point of greatest significance in this figure is that the brighter group in the fall responded best to the remedial work. No. 16 in the 3A must have copied from his neighbor in the fall examination because shortly after the first examination that habit was detected and broken before the January

examination. He was given special help and showed an improvement in his daily Reading Ability which was acquiesced by his McCall Reading scores and his Stanford Achievement Reading scores.

The next figure in this series Figure 4<sup>b</sup> represents the performance of Group I 3A and 3B on Type B of the Gates Test. The improvement is greater among the bright pupils. By a single glance the observer can tell that the 3B group is a superior group to the 3A.

The next figure in this series Figure 4<sup>c</sup> represents the performance of the same experimental group 3A and 3B on Type C of the Gates Test. This test seemed the hardest for the class in the fall. The pupils were not able to follow directions. It is significant that the remedial exercises on this type were conducted not by the same method of procedure as the original test. The directions were read to the pupils by the teacher, and the answers were drawn or written on the blackboard. Evidently, the pupils were able to carry over this training in following directions as is proven by their great improvement.

Another explanation for this marked improvement in this test is that the teacher is ever conscious of the duty to train pupils in self reliance. In all the project self-activity work these pupils were taught to be resourceful and independent.

This type C is applicable to self-reliant pupils as is exemplified in No. 5 of 3B who is foremost in all the project or problem work. She improved from a score

# Gates Type A Comparison of Oct. & Jan. Scores 3A+B

		31	35	39	42	45	50	55	60	65	70	75	80	85												
B	Jan. 28	19	25	24	29	32	13	20	15	2	8	30	5	6												
	Oct. 29	24	22	27	29	11	30	20	4	2																
Scores		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
A	Jan. 28	16	10	15	11	8	5																			
	Oct. 29	12	11	16	10	7	6	2	3																	
Scores		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24









of 7 which is equivalent to Gates Norm for Grade 4.0 to 18 which is equivalent to Gates Norm for Grade 9.0.

The last figure in this series Figure 4<sup>d</sup> represents the performance of 3A and 3B on Type D of the Gates Test. The improvement in this test is not so vivid because the scores are more varied. However, if the individual scores are traced there is a marked increase in the majority of cases. No. 9 in 3B went from 29 Gates Grade Norm 4.7 to 42 Gates Grade Norm 6.9. No. 10 of the 3A will be remembered as the child who was ill during the January examination.

This experimental class was above the Gates Norm in every type of test and above the other three comparative groups which proves that the remedial work done in between October 1928 and January 1929 was beneficial.

#### COMPARISON OF STANFORD SEPTEMBER SCORES WITH JANUARY SCORES

The second battery of tests used for comparative purposes was the Stanford Achievement Test. The results of the Reading scores in September are tabulated beside the results of the Reading scores in January. The following Table XVI was computed to show the improvement of the pupils both in raw scores and then by the use of the author's tables the Educational Age increase was added. The time between these two tests was eighty-seven actual school days. Only the extreme cases will be mentioned in particular. No.16 in the 3A increased his Reading score from 15 to 65 which is the equivalent of two years in Educational Age. No.28 in the 3B increased her Reading

## STANFORD READING AGE

PUPIL	Original Score Sept. 12	Original R.A.	Final Score Jan. 30	Final R.A.	Increase in 87 days	Increase R.A.
3A 1	124	11.2	137	11.7	13	.5
2	102	10.5	115	10.10	13	.5
3	98	10.3	111	10.9	13	.6
4	98	10.3	141	11.9	43	1.6
5	92	10.1	117	10.11	25	.10
6	91	10.0	106	10.6	15	.6
7	70	9.6	104	10.5	34	.11
8	70	9.6	95	10.2	25	1.8
9	57	9.1	101	10.4	44	1.3
10	57	9.1	67	9.5	10	.4
11	42	8.7	70	9.6	28	.11
12	40	8.5	Absent			
13	37	8.4	80	9.10	43	1.6
14	32	8.2	Moved			
15	24	7.10	65	9.5	43	1.7
16	15	7.5	65	9.5	50	2.0
3B 1	106	10.7	115	10.10	9	.3
2	101	10.4	129	11.4	28	1.0
3	86	9.10	129	11.4	43	1.6
4	85	9.10	117	10.11	32	1.1
5	82	9.10	114	10.10	32	1.0
6	58	9.2	127	11.3	69	2.1
7	57	9.1	104	10.5	47	1.4
8	56	9.1	64	9.5	8	.4
9	55	9.1	94	10.1	39	1.0
10	55	9.1	86	9.11	31	.10
11	53	9.0	94	10.1	41	1.1
12	52	9.0	92	10.1	40	1.1
13	47	8.10	71	9.7	24	.9
14	46	8.9	72	9.8	26	.11
15	45	8.9	103	10.5	58	1.8
16	45	8.9	82	9.10	37	1.1
17	44	8.8	62	9.4	18	.8
18	32	8.2	52	9.0	20	.10
19	31	8.2	49	8.10	18	.8
20	31	8.2	65	9.5	34	1.3
21	29	8.0	70	9.6	41	1.6
22	28	8.0	71	9.7	43	1.7
23	26	8.0	Moved			
24	26	7.11	56	9.1	30	1.2
25	25	7.10	66	9.5	41	1.7
26	24	7.10	89	9.11	65	2.1
27	24	7.10	53	9.0	29	1.2
28	23	7.9	95	10.2	72	2.5
29	21	7.7	51	9.0	30	1.5
30	20	7.7	70	9.7	50	2.0
31	New		112	10.9		
32	New		94	10.1		

score from 23 to .95 or the equivalent of two years and five months in the Educational Age.

This same table of Educational Age or Reading Age scores are graphed and given in Figure 5. This figure of Stanford Reading Age is a graphical account of the Reading progress made by this experimental class in exactly 87 days of actual teaching with two short four days intermission and one two weeks vacation.

The bottom line indicates the 3A Reading Age computed from the Stanford Achievement Manual of Directions. Eight pupils were below the Grade Norm for 3.5. This means that 50% of the class of 16 pupils was below grade on September 12, 1928. The second line shows the same class record on January 30, 1929. Only 14 pupils took the test on this date. No. 14 had moved out of the district. No. 12 was absent from school the day of the test. On the second line four pupils are below the 4B line. This is 28.5% of the class below grade. This fact does not seem very significant but on close inspection, every pupil in this class made progress.

No. 4 made a jump from a Reading age of 10.3 to 11.9. This is two years above his Grade Norm. No. 16 who was 7.5 in September jumped to 9.5 which is a gain of two years in Reading ability. This pupil was one year ten months below his grade in September, and was only 5 months below grade in January after 87 days of remedial work. No. 15 also far below grade in September 7.10 jumped to 9.5 in January, a gain of one year and eight months or





twenty months. He is still five months before grade. No. 10 was 9.1 in September and 9.5 in January. This was due to a severe cold on the final date of examination. She was so annoyed by coughing that I gave her some cough drops so she could finish the examination. Under ordinary health conditions she would have done much better as she was one of the remedial cases and had responded well to her special help.

No. 11 was a boy who was a retarded pupil. He had failed twice in his previous school work. His chronological age was 9.7 at the time of the first test and he made a score of 8.7. In the final test his chronological age was 9.11 and his Reading score was 9.6. With special help and remedial work during the next semester he ought to be brought up to his grade.

The class median in September was 9.4 exactly the same as the Grade Norm as determined by the author of the test. In January the median was 10.5 while the author's Grade Norm was 9.10. This means that this class made an increase of 12 months in Reading ability during the eighty-seven actual school days.

The third line shows the 3B class in September. Out of a class of 30 pupils, 13 pupils were below the Grade Norm. This is 43% of the class below the class level.

The fourth line is the same class record taken January 30, just 87 days after the first test. Five pupils are still below the Grade Norm. This time 31 pupils took the test, thus making 16% below the Grade Norm as



determined by the author. In this class every individual pupil made some progress. No. 28 made the greatest progress going from a reading age of 7.9 to 10.2. This means a jump of two years and five months or 29 months gain in 87 days of actual work. It may be that she was frightened at the time of her first test or ill. She responded readily to remedial work and showed no signs of having been a backward or retarded pupil.

No. 30 tested 7.7 in September and 9.7 in January, a gain of two years in reading ability. He seemed to be a stupid boy but once he had the mechanics for reading he made rapid progress. No. 6 was 9.2 in September at that time ten months above her grade and she shot up to 11.3 thereby making a gain of 25 months in 87 days of drill.

No. 26 made a similar jump of 2.1 or two years and one month or 25 months gain. She was 7.10 in September or six months below her grade. In January she was 9.11 or seven months beyond her grade norm. Pupil No. 1 made the least progress, .3 or three months gain in 87 days of actual work. The reason for this might be that she was about as high as she could go with her native ability. She did not appear to be a genius and yet she was the studious type of child who works at maximum speed all the time. However, it must be remembered that this child with a chronological age of 8.1 in September had a reading score of 10.7 in September and 10.10 in January. 10.7 Reading Age is the equivalent of grade norm of 4.7 when she was really only 3.0 grade. In January she was 3.4 and had a reading grade norm of 5.0. According to

the author's scale a gain of only .3 in the fourth grade is equivalent to a 3 months gain.

No. 8 is another child who made only a gain of .4 but this can be attributed to her many other side activities. She is a child who takes dancing lessons and music and is often on outside programs.

This figure by the method of comparison proves that the experimental group was improved very noticeably by the remedial work in reading.

## S U M M A R Y

This experiment was performed in an average type Third Grade classroom in the Public Schools in Milwaukee, Wisconsin, from September 12, 1928, to January 30, 1929.

The pupils were given the Stanford Achievement Test, Form A on September 12, 1928. The median reading age was 9.3 for 3A and 8.9 for 3B. They were given the Gates Reading Tests, Form 1 on October 29, 1928. Medians were

Type A	8 for 3A	6 for 3B
Type B	8 for 3A	7 for 3B
Type C	5.5 for 3A	4.5 for 3B
Type D	21 for 3A	18 for 3B

Specific Remedial Work which was described in full in the foregoing chapters was given for the ensuing three months.

On January 28, 1929 the pupils were given the Gates Reading Tests, Form 2, Type A, B, C, D. Medians were

Type A	9 for 3A	9 for 3B
Type B	9 for 3A	10 for 3B
Type C	9 for 3A	9 for 3B
Type D	20 for 3A	24 for 3B

On the same day three comparative groups of Third Grade pupils were given the same examination. The examiner for this group of tests was Dr. G. E. Vanderbeke of the Graduate School, Marquette University, thus making the data for comparison as equal as possible.

On January 30, 1929 this class was given the Stanford Achievement Test, Form B. The median reading age was 10.3 for 3A and 9.11 for 3B.

The class progress was determined by the comparison of the September raw scores on the Stanford Achievement Tests with the January raw scores. Secondly, the progress was noted by the comparison of the Gates, Form 1, raw scores in October with the Gates, Form 2, raw scores in January. Thirdly, the progress was noted by the comparison of this class record on the Gates, Form 2, with the record of the three other groups of pupils.

The experiment proved that diagnostic testing followed by concrete remedial exercises raised the Reading ability of the individual pupils in some cases two years beyond the normal rate of increase in the same amount of time as measured in these tests. The experiment shows individual help given to the retarded pupils does bring forth notable results. Specific remedies for specific ills in education are as necessary as they have always been conceded to be in the field of Medicine.

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# Stanford Achievement Test

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

## PRIMARY EXAMINATION: FORM A

FOR GRADES 2 AND 3

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

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

TEST	SCORE	TEST	SCORE	TEST	SCORE	AGE EQUIV.
1. Reading (Paragraph)		4. Arith. Computation		6. Dictation		
2. Reading (Sentence)		5. Arith. Reasoning		Total Reading		
3. Reading (Word)		Total Arithmetic		Total Arithmetic		
Total Reading				Total Score		Ed. Age

### EDUCATIONAL PROFILE CHART

Test 1, Parag. Mean.	Test 2, Sent. Mean.	Test 3, Word Mean.	Read. Total	Test 4, Arith. Comp.	Test 5, Arith. Reas.	Arith. Total	Test 6, Dictation	Total Score	Educational Age	Chronological Age	Grade*
-49	-28	-31	-108	-76	-42	-118	-74	-30	-10-8	-10-8	-4.7
-46	-27	-30	-103	-74	-41	-115	-72	-29	-10-5	-10-5	-4.5
-44	-26	-28	-98	-72	-40	-112	-70	-28	-10-3	-10-3	-4.3
-42	-25	-26	-93	-70	-38	-108	-69	-27	-10-1	-10-1	-4.2
-40	-24	-24	-88	-68	-37	-105	-67	-26	-9-11	-9-11	-4.1
-37	-22	-22	-81	-67	-36	-103	-66	-25	-9-10	-9-10	-4.0
-35	-21	-20	-76	-65	-35	-100	-64	-24	-9-9	-9-9	-3.9
-34	-20	-19	-73	-63	-33	-96	-61	-23	-9-8	-9-8	-3.8
-33	-18	-18	-69	-60	-32	-92	-59	-22	-9-6	-9-6	-3.7
-32	-17	-17	-66	-57	-30	-87	-57	-21	-9-5	-9-5	-3.6
-30	-16	-16	-62	-55	-29	-84	-54	-20	-9-4	-9-4	-3.5
-28	-16	-15	-59	-52	-27	-79	-52	-19	-9-2	-9-2	-3.4
-26	-15	-14	-55	-49	-26	-75	-50	-18	-9-1	-9-1	-3.3
-25	-14	-13	-52	-46	-24	-70	-48	-17	-9-0	-9-0	-3.3
-23	-13	-12	-48	-44	-23	-67	-45	-16	-8-10	-8-10	-3.2
-22	-12	-11	-45	-41	-21	-62	-43	-15	-8-9	-8-9	-3.1
-20	-12	-10	-42	-38	-20	-58	-40	-14	-8-7	-8-7	-3.1
-19	-11	-9	-39	-35	-18	-53	-38	-13	-8-5	-8-5	-3.0
-18	-10	-8	-36	-32	-17	-49	-35	-12	-8-4	-8-4	-2.9
-16	-9	-7	-32	-29	-16	-45	-33	-11	-8-2	-8-2	-2.8
-14	-8	-6	-28	-26	-15	-41	-31	-10	-8-0	-8-0	-2.8
-12	-7	-5	-24	-24	-13	-37	-29	-9	-7-10	-7-10	-2.7
-10	-6	-4	-20	-22	-12	-34	-26	-8	-7-7	-7-7	-2.6
-8	-5	-3	-16	-20	-11	-31	-23	-7	-7-5	-7-5	-2.6
-7	-3	-2	-12	-18	-10	-28	-20	-6	-7-2	-7-2	-2.5
-5	-2	-1	-8	-16	-9	-25	-17	-5	-6-11	-6-11	
-3	-1	-0	-4	-14	-8	-22	-14	-4	-6-7	-6-7	
-1	-1	-0	-2	-12	-6	-18	-10	-3	-6-2	-6-2	
-1	-0	-0	-1	-9	-4	-13	-6	-2	-5-9	-5-9	
-1	-0	-0	-1	-5	-2	-7	-2	-1	-5-1	-5-1	
-0	-0	-0	-0	-0	-0	-0	-0	-0	-4-0	-4-0	

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

\* Grade defined as in Table 5 of Manual of Directions, Revised.  
 \*\* For explanation of vertical bars see Manual of Directions, Revised.

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

## TEST 1

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

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

Go right on to next page.



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

Test I. Number right .....  $\times 2 =$  Score .....



## TEST 2

Can dogs bark? ..... Yes NoDoes a cat have six legs? ..... Yes No

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

Number right .....

Number wrong .....

Test 2. Score (subtract) .....

## TEST 3

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

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

Test 3. Score.....

## TEST 4

Begin here.

(1)  
Add  
 $3 + 2 =$

(2)  
Add  
 $3 + 4 =$

(3)  
Add  
 $\begin{array}{r} 2 \\ 5 \\ \hline \end{array}$

(4)  
Add  
 $\begin{array}{r} 7 \\ 4 \\ \hline \end{array}$

(5)  
Add  
 $\begin{array}{r} 13 \\ 2 \\ \hline \end{array}$

(6)  
Add  
 $\begin{array}{r} 17 \\ 2 \\ \hline \end{array}$

(7)  
Subtract  
 $\begin{array}{r} 4 \\ 2 \\ \hline \end{array}$

(8)  
Subtract  
 $\begin{array}{r} 7 \\ 4 \\ \hline \end{array}$

(9)  
 $2 \times 3 =$

(10)  
Add  
 $\begin{array}{r} 16 \\ 53 \\ 32 \\ \hline \end{array}$

(11)  
Subtract  
 $\begin{array}{r} 16 \\ 5 \\ \hline \end{array}$

(12)  
Subtract  
 $\begin{array}{r} 96 \\ 25 \\ \hline \end{array}$

(13)  
Subtract  
 $\begin{array}{r} 13 \\ 5 \\ \hline \end{array}$

(14)  
Subtract  
 $\begin{array}{r} 765 \\ 327 \\ \hline \end{array}$

(15)  
Multiply  
 $\begin{array}{r} 26 \\ 2 \\ \hline \end{array}$

(16)  
Multiply  
 $\begin{array}{r} 253 \\ 6 \\ \hline \end{array}$

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

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

(19)  
Add  
 $\begin{array}{r} 684876542 \\ 791654220 \\ 587339364 \\ \hline \end{array}$

(20)  
 $6 \div 3 =$

(21)  
Add  
 $\begin{array}{r} 24 \\ 12\frac{4}{5} \\ \hline \end{array}$

(22)  
Multiply  
 $\begin{array}{r} 6389 \\ 7 \\ \hline \end{array}$

(23)  
Multiply  
 $\begin{array}{r} 4679 \\ 68 \\ \hline \end{array}$

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

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

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

## TEST 5

Begin here.

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

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





## THE THANKSGIVING VISIT

## I

Early one morning Grandmother Grey got up, opened the windows and doors of the farmhouse, and soon everybody in the place was stirring. The cook hurried breakfast, and no sooner was it over than Grandfather Grey went out to the barn and hitched the two horses to the wagon.

"Get up, Robin and Dobbin!" he said, as he drove through the big gate. "If you knew who were coming back in this wagon, you would not be stepping so slowly."

The old horses pricked up their ears when they heard this, and trotted away as fast as they could down the country road until they came to town.

Just as they got to the railway station, the train came whizzing in.

"All off!" cried the conductor, as the train stopped; and out came a group of children who were, every one of them, Grandfather and Grandmother Grey's grandchildren. They had come to spend Thanksgiving Day on the farm.

There was John, who was named for Grandfather and looked just like him, and the twins, Teddie and Pat, who looked like nobody but each other. Then there was Lucy and then Mary Virginia.

"I tell you," said Grandfather, as he helped them into the wagon, "your grandmother will be glad to see you."

And so she was. She was watching at the window for them when they drove up, and when the children spied her they could scarcely wait for Grandfather to stop the wagon before they scrambled out.

"Dear me, dear me!" said Grandmother, as they all tried to kiss her at the same time. "How you have grown."

"I am in the first grade," said John, hugging her with all his might.

"So am I," cried Lucy.

"We are going to be," put in the twins; and then they all talked at once, till Grandmother could not hear herself speak.

Then after they had told her all about their mamas and papas, and homes, and cats and dogs, they wanted to go and say "how do you do" to everything on the place.

"Take care of yourselves," called Grandmother, "for I don't want to send any broken bones home to your mothers."

"I can take care of myself," said John.

"So can we," said the rest; and off they ran.

## II

Out to the barnyard, where there were two new red calves, and five little puppies, they ran. Then they climbed the fence and made haste to the pasture.

There were cows in this pasture and Mary Virginia was afraid of them, even though she knew that they were the mothers of the calves she had seen in the barnyard.

"Don't cry," said Lucy. "Let's go to the hickory nut tree."

This pleased them all, and they hurried off; but on the way they came to the big shed where Grandfather kept his plows and all his garden tools. The shed had a long roof and there was a ladder leaning against it. When John

saw that, he thought he must go up on the roof; and then, of course, the twins went too.

Then Lucy and Mary Virginia managed to scramble up the ladder to where the boys were. And there they all sat in a row on the roof.

"Moo!" said something down below; and when they looked, there was one of the cows rubbing her head against the ladder.

"Don't be afraid, Mary Virginia," said Lucy. "Cows can't climb ladders."

"Don't be afraid, Mary Virginia," said John. "I'll drive her away."

So he kicked his feet against the shed roof and said, "Go away! Go away!" The twins kicked their feet, too, and said "Go away! Go away!" and somebody, I don't know who, kicked the ladder and it fell down. And the cow walked on, thinking about her little calf.

"There now!" cried Lucy, "how shall we ever get down?"

### III

"Oh, that's nothing," said John. "All I'll have to do is to stand up on the roof and call Grandfather. Just watch me do it."

So he stood up and called "Grandfath--er! Grandfath--er! Grandfath--er!" till he was tired; but grandfather did not answer.

Then the twins called, "Grandfather! Grandmother!"

"I want to go home! I wish I hadn't come!" wailed Mary Virginia.

The sun grew warmer as they sat there, and Grandmother's house seemed miles away when John stood up to look at it.

"They've eaten dinner by this time, I know," he said, as he sat down again; "and have forgotten all about us."

But Grandfather and Grandmother had not forgotten them, for just about then Grandmother was saying to Grandfather: "You had better see where the children are, for dinner will soon be ready."

So Grandfather went out to look for them. He did not find them in the barnyard, so he called, "Johnnie! Johnnie!" and when nobody answered, he made haste to the pasture.

The children saw him coming, and began to call with all their might. This time Grandfather answered, "I'm coming!" And I cannot tell you how glad they were.

In another minute he had set the ladder up again, and they all came down. Mary Virginia came first because she was the youngest girl, and John came last because he was the biggest boy. As he helped them down, Grandfather put his arms around each one, and he carried Mary Virginia home on his back. When they got to the house, dinner was just ready.

And I'm sure you'll agree  
With the children and me  
That there's never a visit so pleasant to pay  
As a visit to Grandma on Thanksgiving Day.

(From Stone's Silent Reader, Book III)

### QUESTIONS

1. Why did Grandfather Grey hitch up the horses?
2. Name all the guests who arrived that morning.
3. What part tells you they were anxious to meet Grandmother?
4. Who said, "Take care of yourselves"? When?
5. What pleased them all?
6. What frightened the cow?
7. What was John's first plan to get down?
8. When did Grandmother send Grandfather to find the children?
9. Where did he look for them?
10. Where did he find them?
11. What part tells you John was a polite boy?
12. Give three words which describe their visit.



# GATES SILENT READING TEST

## Type A. Reading to Appreciate the General Significance

Grades 3-8

FORM 1

Write your name here.....

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

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

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

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

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

cross angry weary afraid joyful

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

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

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

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

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

sad afraid angry naughty excited

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

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

gay frightened angry tired lonesome

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

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

cross lonesome weary joyful afraid

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

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

sad angry playful happy satisfied

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

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

happy angry sad joyful naughty

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

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

naughty tired sorry unhappy joyful

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

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

weary naughty happy worried lonesome

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

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

happy frightened angry worried sad

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

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

sad happy lonely afraid angry

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

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

sad afraid lonely weary happy

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

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

excited glad lonesome joyful happy

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

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

sad weary afraid joyful lonesome

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

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

lonely afraid sad homesick playful

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

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

angry playful naughty joyful sad

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

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

homesick playful angry afraid joyful

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

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

happy angry playful lonesome naughty



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

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

weary joyful homesick angry lonesome

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

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

joyful cross homesick sad worried

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

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

sad naughty joyful angry happy

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

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

sad cross excited weary lonesome

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

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

sad weary joyful homesick cross

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

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

angry playful happy cross sad

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

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

homesick happy joyful cross afraid

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

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

sad angry joyful happy playful

# GATES SILENT READING TEST

## Type B. Reading to Predict the Outcome of Given Events

Grades 3-8

FORM 1

Write your name here.....

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

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

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

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

They let the fight go on

The cat slept on

The lady took her bird away

The grocery man saved his cat

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

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

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

BUREAU OF PUBLICATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# GATES SILENT READING TEST

## Type C. Reading to Understand Precise Directions

Grades 3-8

FORM 1

---

Write your name here.....

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

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

---

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

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

---

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

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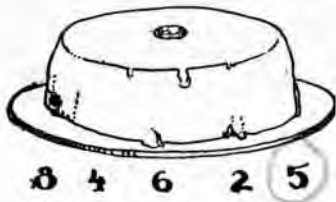
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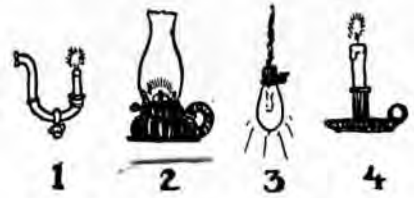
NEW YORK CITY

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



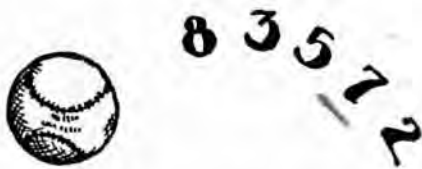
5. There are many different kinds of lights. Here are four of them. 1 is gas light, 2 is lamp light, 3 is electric light and 4 is candle light. Tom's mother used a lamp and his grandmother used a candle. Draw a line under the kind of light Tom's mother used.



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



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



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



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



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



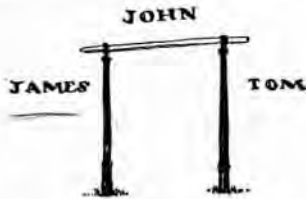
8. This is an old-fashioned engine. It does not look just like the ones we have now. See what a funny smokestack it has. Engines have very small ones now. Make a cross on the part of the engine that makes it look different from the engines we use now.



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



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



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



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



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



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



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



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





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



**RUN HOP WALK SKIP**

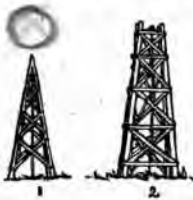
21. This baby is a year old to-day. She cannot run, hop or skip but she can walk around the room. She will walk over to her dolly if it is on the other side of the room. Draw a line under the word that tells what the baby can do.



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



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



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

**1 2 3 4 5**



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



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



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

# GATES SILENT READING TEST

## Type D. Reading to Note Details

Grades 3-8

FORM 1

Write your name here.....

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

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

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

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

Where did the girl find herself?

barn room garden store

What were the mirrors made of?

silver gold pearl silk

What were on the slippers?

rubies pearls opals diamonds

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

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

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

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Teachers College, Columbia University

NEW YORK CITY

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

Lampy was a—

beetle firecracker firefly ladybug

Some one thought Lampy was lovelier than a—

robin firecracker firefly tree

Lampy was very—

sad angry weary happy

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

What did Jean and Betty make in the yard?

tent soda fountain house jelly

What made their chocolate flavor?

mud dandelions rose petals glass

What made the bubbles?

soap washing soda blowpipe jelly

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

Around the edges of the pool the color is—

green orange pink blue

The orange color is made by—

fruit animals grass water

You could toss a fish into the hot pool to—

catch eat cook hatch

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

What were the puppies doing during the rain storm?

sleeping eating drowning barking

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

jump whine roll bark

What did the master do?

feed her follow her pat her coax her

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

What may you see on an oak tree?

wagon frog toad flower

How soon can a toad change its color?

at once in 10 minutes in an hour  
in a day

What color is it when it is on the trunk?

green red brown yellow

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

Where did the maiden stand?

castle hut barn cellar

What was the maiden?

cook singer dancer pianist

What was raised high behind her?

arms head soldier leg



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

What was the frog once?

fish worm tadpole turtle

What went away?

legs tail head eyes

What does the frog use when he swims?

hop tail legs tadpole

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

Jane said the brook sang about shining—

stars stairs palaces paths

In the place of the brook there was a white—

field garden tree path

When Jane looked under the thin ice roof she found—

water paths walls fish

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

What is one of the first spring flowers?

daisy clover primrose aster

What kind of rose does primrose mean?

"pretty rose" "first rose"

"yellow rose" "little rose"

What do they make a large field look like?

silver fairyland fall gold

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

When are golden rod and asters found?

spring summer fall winter

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

stars girls sunbeams boys

How did they want to make every one feel?

gay excited young happy

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

What kind of bed did the boy have?

nice white soft hard

What did he have for a cover?

blanket quilt skin sheet

How many years ago did the boy live?

ten thousands hundred twenty

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

What keeps the stars from shining because of its brightness?

lights clouds sun fires

When do the stars shine brightest?

morning noon afternoon night

What kind of night is best to see many stars?

stormy bright dark moonlight

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

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

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

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

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

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

red green white gray

Which eats your woolen clothing?

fly ladybug moth ant

What does the ladybug eat without mercy?

clothing gray moths small toads  
tiny insects

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

What did the strange creature look like?

snake lizard tiger man

What color were his spines?

green blue yellow red

How many eyes did he have?

two four three one

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

Man first crossed the stream by—  
riding rowing swimming driving

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

feet hands oar stick

The first boat was a—

canoe motorboat raft log

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

The bubbling holes look like—

steam engines children paint pots  
painted houses

The holes are—

same color different colors no color  
one color

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

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

An old book tells a story about an  
American—

flag tree book man

The story said if this tree was cut it would—  
laugh cry sigh eat

The sweet juice from the tree became—  
salt pepper sugar flour



type 11  
10 type A  
APPENDIX 7  
No. 1

On a warm day in April, Farmer Bailey went out to look at his sheep. They were in the big field, under the old elm trees.

"Yes," said he, "their wool must be cut. The warm days are coming, and the sheep will suffer if the wool is not cut off."

Draw a line under the <sup>word</sup> ~~word~~ which tells how the sheep felt.

cold playful warm joyful sad

2  
No. 2

Once a fox and a stork were good friends. The fox invited the stork to dinner. All they had to eat was soup. It was in flat dishes. The stork could put only the tip of his bill in the dish. The fox lapped his soup up quickly.

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

cheerful, hungry, tired, happy, cross

No. 3

Gladys Taylor has invited Edith Morton to her birthday party next Saturday afternoon. Edith expects to go to the country on that day, to visit her cousin, and so cannot accept the invitation.

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

lonely, weary, naughty, sorry, happy.

No. 4

Arthur Dale was the only child of a poor widow. His mother had to work very hard to earn a living for herself and her little boy. Arthur was ten years old. He wished very much to help his mother.

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

angry, cross, worried, homesick, happy

No. 5

A long time ago there lived a good old man named Valentine. He took care of people when they were sick, and helped them when they were sad or in trouble. He loved the children and they loved him.

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

lovable, cruel, lonesome, lazy, wicked

No. 6

Our class is going to visit the children's ward at the hospital. Saturday afternoon, and we want you to go with us. We are going to take flowers, fruit, and books to the children.

Draw a line under the word which tells how the children at the hospital will feel.

cruel, thankful, sad, happy, lonesome

No. 7

Narcissus had a twin sister whom he dearly loved. This sister died when she was young. Narcissus was so lonesome that he wished he, too, might die.

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

kind, cheerful, sad, glad, busy

No. 8 So, when you hear the sandman's song  
Sound through the twilight sweet,  
Be sure you do not keep him long  
Awaiting on the street.

Draw a line under the word which tells best how you feel  
when you hear the sandman's song.

excited, homesick, lonesome, sleepy, cross

No. 9 I know the song that the bluebird is singing,  
Out in the apple tree where he is swinging,  
Brave little fellow! the skies may be dreary,  
Nothing cares he while his heart is so cherry.

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

afraid, cold, sad, happy, sick

No. 10 I am sick to-day and cannot go to the library. Won't you  
please get a book for me? I am anxious to read "Black Beauty"  
If you cannot get that, send me some other book about  
animals.

Draw a line under the <sup>word</sup> ~~owrd~~ that tells best how the child felt.

ill, excited, contented, sad, well.

No. 1 Suddenly I heard a cry. Someone was calling for help. I turned and saw a big owl. Its claws were spread out. It was trying to get hold of a little elf and carry him away.

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

cross, angry, frightened, joyful, sad

No. 2 When winter came, the grasshoppers had no food. One after another they died. At last only one was left. Sick with hunger, he went to the house of an ant and knocked at the door.

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

weary, naughty, tired, lovely, sad

No. 3 Being only a boy, I could feel my heart leap at every crackling of a dry twig or distant hooting of an owl. At last I reached the tepee.

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

happy, gay, unhappy, worried, frightened

No. 4 "Times are hard," the toymaker said one night to his wife, "I cannot save any money. Christmas is near at hand, and I am afraid we shall have no presents for the boys."

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

homesick, sad, lovely, happy, weary

No. 5 You are the kind of boy I like. I know how you help your father and mother. To-day you have helped me. Here is a little present to take home with you.

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

gay, happy, afraid, joyful, helpful

No. 6 All the boys and girls of Harmony village were out enjoying the first good snow of the season. Up and down three long coasts they went as fast as legs and sleds could carry them.

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

naughty, lonesome, happy, playful, afraid

No. 7 They found Jack sitting up, looking about him with a queer, dazed expression, while an ugly cut on the forehead was bleeding. This sobered the boys and frightened the girls half out of their wits.

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

ashamed, frightened, worried, sad, weary

No. 8 I am a short little girl with straight yellow hair, blue eyes, and red cheeks. My mother says I am always giggling. So my picture would show my round face covered with smiles.

Draw a line under the word that tells how the little girl feels.

sad, playful, naughty, frightened, happy

No. 9 Ceres did not like to let her daughter go. She feared some harm might come to the little girl. But Proserpina begged so piteously that, finally, Ceres agreed.

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

sad, afraid, sorry, gay, frightened

No. 10 Proserpina only shook her head and cried the harder. "I do not care how beautiful it is," she said. "I want to go back to my mother."

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

lonesome, homesick, sorry, afraid, angry

- No. 1 I stayed at home all summer. My little brother was sick. I read to him, I showed him books and toys. I ran to the store for Mother. I set the table and sometimes washed the dishes. Mother said she could not have kept house without me.
- Draw a line under the word that tells how the boy felt.  
lonesome, weary, playful, helpful, cross
- No. 2 Daddy and I went to the old farm where he lived when he was a little boy. Grandpa met us at the train with old Dock. He let me drive home. Grandma was standing in the door. She said, "Come in boys. Dinner's ready."
- Draw a line under the word that tells how the boy felt.  
sad, angry, excited, afraid, playful
- No. 3 Day after day they sailed and saw nothing but water and sky. The sailors were frightened and begged to go home, but Columbus would not turn back. Some of the sailors said, "Let's throw Columbus overboard and go home, anyway."
- Draw a line under the word that tells how the sailors felt.  
afraid, weary, sad, lonesome, cross
- No. 4 The next day they saw a branch with red berries floating on the water. The second day some birds flew by. Columbus knew now that land must be near. Early the next morning, a sailor cried joyfully, "Land! Land! "
- Draw a line under the word that tells how the sailor felt.  
homesick, worried, excited, angry, afraid
- No. 5 Soon the Sun said, "Let me try." He began to shine. The man unbuttoned his coat. Next he threw it open. Then he took it off as he said, "How hot the sun is! "
- Draw a line under the word that tells how the man felt.  
ashamed, happy, sad, glad, warm
- No. 6 A little boy saw a pitcher of nuts on the table. "O Father, may I have some nuts!" he cried. "Yes, Son," said his father. The boy put his hand into the pitcher and grasped a big handful. He could not get his hand out. He began to cry. His father said, "Take a few and your hand will come out easily."
- Draw a line under the word that tells how the boy felt.  
angry, glad, afraid, sad, ashamed
- No. 7 To play a joke the boy called, "Wolf! Wolf!" The men ran to help him. He did this many times. It made the men angry. One day the wolf really did come. The boy cried, "Help! The Wolf! The Wolf!" The men did not answer.
- Draw a line under the word that tells how the men felt.  
happy, angry, sad, worried, lonesome
- No. 8 His father took Billy and six boys to the park. While the boys waded in the pond, Dad cooked the dinner. Bacon and eggs had never looked so good.
- Draw a line under the word that tells how the boys felt.  
tired, happy, hungry, contented, excited



No. 9 One day Dick was looking everywhere for his cap. Mamma said,  
"Why, Dick, it's on your head."

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

Happy, sad, foolish, lazy, excited

No. 10 At one time Lincoln was a clerk in a country store. After  
he had closed the store one night he counted the money.  
He had three cents too much. It worried him.

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

joyful, angry, afraid, lonesome, worried



- 8
- No. 1 Ever since that day the people of the earth have had white and yellow corn and green growing plants and sweet flowers and clouds to water the earth and breezes to blow the heat away because Little Dawn Boy brought them in his bag from the House of Evening Light.  
Draw a line under the word that tells how Little Dawn Boy felt.  
greedy, weary, sorry, helpful, gay
- No. 2 My name is Grillo. I am a cricket. I think I had a father and a mother, but I never saw them, for, like most insect people, they left us children to take care of ourselves.  
Draw a line under the word that tells how the children felt.  
angry, cross, lonesome, joyful, happy
- No. 3 Just inside the gate an owl flew over him. The cricket was afraid he was after him, so he leaped into a strawberry bed which lay on the right. Really the roads are not safe for crickets at this time of night.  
Draw a line under the word that tells how the cricket felt.  
sad, frightened, lonesome, happy, weary
- No. 4 The busiest people that I know, Are ants that travel to and fro. They never seem to pause to play, Nor take a happy holiday.  
Draw a line under the word that tells how the ants must feel.  
weary, sad, glad, industrious, happy
- No. 5 She looked into a pool of water to see how pretty she was, and was surprised to find that the beautiful green of her wings had faded, and the silver spots were dim. For if fairies have bad thoughts, the colors in their wings grow dim.  
Draw a line under the word that tells how the fairy felt.  
Ashamed, glad, worried, angry, sad
- No. 6 The herd-boy fell with the pit that he was in. He thought he was lost, but as he looked up he saw the queer little man looking over the edge of the pit and smiling at him.  
Draw a line under the word that tells how the herd-boy felt.  
sad, excited, frightened, angry, glad
- No. 7 "My boy, you are right, and I am wrong," he said. "Keep your thirty pieces of silver and go to the city. I will send one of my men with you to see that no harm comes to you."  
Draw a line under the word that tells how the man felt.  
joyful, afraid, sorry, lonesome, sad
- No. 8 He turned on the light and went carefully down the cellar stairs, his heart thumping almost as loud as the tapping. Polly held her hands over her ears.  
Draw a line under the word that tells how the children felt.  
homesick, happy, sad, excited, frightened
- No. 9 One day Jip, the dog, was lying asleep on the rug. The door of Polly's cage was open, and she came out into the room. Polly looked at Jip and then suddenly shouted, "Rats! Jip!"  
Draw a line under the word that tells how Jip felt when he heard "Rats!"  
sad, frightened, excited, afraid, angry
- No. 10 Happy Jack is made of wood. He's a sailor, kind and good; And he doesn't mind the rain, For the sun will shine again.  
Draw a line under the word that tells how Jack felt.  
playful, lonesome, excited, naughty, joyful

- No. 1 Lincoln jumped off the horse. "Don't worry, Mother Robin," he said. "I will put your babies safely in the nest." He caught the baby birds, held them a minute in his big, warm hands, then put them into their little nest.
- Draw a line under the word that tells how Lincoln felt.  
cross, weary, satisfied, worried, sad
- No. 2 The next day Washington and his officials returned. They were delighted when Mrs. Ross unfolded the flag.
- Draw a line under the word that tells how Mrs. Ross felt.  
happy, lazy, angry, gay, excited
- No. 3 The old woman was very much surprised when she found that she had been scolding the King of England.
- Draw a line under the word that tells how the old woman felt.  
homesick, cross, sad, ashamed, afraid
- No. 4 Many people heard her glad little voice and forgot how tired and unhappy they were. Pippa never knew how much joy she had given others on her birthday.
- Draw a line under the word that tells how Pippa felt.  
excited, playful, gay, sad, lonesome
- No. 5 A poor old woman walked along looking for a seat, but the seats were all taken. General Lee looked up from the book he was reading and saw her. He stood up and lifted his hat.
- Draw a line under the word that tells how the old woman felt.  
angry, excited, ashamed, thankful, worried
- No. 6 I have a tree, a green, green tree, To shade me from the sun;  
And under it I often sit, When all my work is done.
- Draw a line under the word that tells how the poet felt.  
sad, weary, contented, afraid, sorry
- No. 7 I had such a good time at the beach! We went in swimming every day. The boys made a raft. One day Muff jumped on it and it drifted out.
- Draw a line under the word that tells how Muff felt.  
sorry, frightened, happy, glad, angry
- No. 8 Boys and girls who look like ghosts  
Put these lanterns on gate posts,  
Ring the bell, then slip away.  
"What is that?" the people say.
- Draw a line under the word that tells how the children feel.  
afraid, playful, sad, tired, glad.
- No. 9 Lincoln was frightened when he found it. He took the book and hurried to the farmer's house. He offered to work to pay for the book; He worked three days and the farmer let him keep the book.
- Draw a line under the word that tells how Lincoln felt.  
lonely, afraid, glad, sad, contented
- No. 10 I'm glad I own head, hands, and feet;  
Without them, I'd be incomplete.
- Draw a line under the word that tells how I should feel.  
happy, thankful, sad, gay, lonesome

No. 1 A great many years ago there lived in Ireland a blacksmith, and he was the best blacksmith in all that country. He was so happy and gay that everyone called him the Jolly Blacksmith.

Draw a line under the word that tells how the blacksmith felt.  
lovely, playful, joyful, weary, unhappy

No. 2 So Gideon and the three hundred men that were with him saved Israel that night, as God had commanded, and drove out the army of Midian.

Draw a line under the word that tells how Gideon felt.  
obedient, sad, happy, glad, disobedient

No. 3 Once on a time, in the pleasant land of Greece, lived the young prince Jason. The king of that land was a wicked and cruel king. He was afraid of Jason, because he knew that, by right, Jason ought to be king instead of himself.

Draw a line under the word that tells how the king felt.  
sad, frightened, angry, worried, happy

No. 4 Jason was not afraid to go. He called all the brave young men that he had known when they were boys at school together, and asked them if they would go with him, and they said they would.

Draw a line under the word that tells how Jason felt.  
ashamed, frightened, joyful, tired, anxious

No. 5 "Oh, save me! save me!" the witch said. "For the king has sent for me, and he will destroy me. My magic will not save me from him."

Draw a line under the word that tells how the witch felt.  
safe, excited, sad, lonesome, afraid

No. 6 And they took up King Arthur's knight and brought him to a place where he could be cared for, and it was long before he was strong again.

Draw a line under the word that tells how King Arthur's knight felt.  
strong, brave, excited, weak, sad

No. 7 "But not about fighting Indians," said Margaret. "It is too near bedtime, and I don't like that kind of story anyway."

Draw a line under the word that tells how Margaret felt.  
joyful, playful, afraid, sad, cross

No. 8 It was very cold and the men had to wade through a river that was full of floating ice. When they got across, their clothes froze so stiff that they could hardly walk.

Draw a line under the word that tells how the men felt.  
happy, gay, lonesome, cold, warm

No. 9 The Indians were pleased at that. They sat up and waited to hear the guns go off. Anything that made a noise seemed to please them greatly.

Draw a line under the word that tells how the Indians felt.  
weary, sad, excited, playful, satisfied

No. 10 The men slept one night out under the open sky. Each day they walked more than twenty miles and they were not sorry when they saw home again.

Draw a line under the word that tells how the men felt.  
Happy, weary, afraid, sorry, sad



- No. 1 The hare knew that he would come to the end in a few minutes; so he lay down and took a nap first. By and by he woke, and then ran fast; but when he came to the end, the tortoise was already there.  
Draw a line under the word that tells how the hare felt.  
sad, worried, weary, ashamed, happy
- No. 2 Early in May a pair of robins began to build a nest in an old tree on our front lawn. Soon the framework of sticks and grass was finished, and the birds commenced bringing clay for plastering.  
Draw a line under the word that tells how the birds felt.  
busy, gay, lonesome, homesick, hungry
- No. 3 The baby birds grew fat and big, but the mother grew small and thin - so thin that she looked little larger than a bluebird.  
Draw a line under the word that tells how the mother felt.  
gay, ashamed, worried, sad, lonesome
- No. 4 Once upon a time there was a man who lived far, far away in a wood. He had many, many goats and sheep, but never a one could he keep because of Greylegs, the wolf.  
Draw a line under the word that tells how the old man felt.  
excited, glad, gay, lonely, worried
- No. 5 One day, when she was absent, the master came to look at his field. "It is full time," said he, "to call in my neighbors and get my corn reaped." When the old lark came home, the young ones told their mother what they had heard, and begged her to move them at once.  
Draw a line under the word that tells how the young ones felt.  
happy, excited, sad, tired, glad
- No. 6 In a year he grew much, and the next year he was still taller; but yet, when it was winter and the snow lay glittering about, a little Hare would come leaping along and would jump right over the little tree. "I wish I were as tall as the others," cried the little Tree. "Then I could look out into the world."  
Draw a line under the word that tells how the tree felt.  
afraid, contented, lonesome, joyful, angry
- No. 7 When the Pine Tree heard that the Christmas season celebrated the coming of great joy into this world; when he saw the gladness and realized that he had done his part, he held the bright star proudly and felt grateful.  
Draw a line under the word that tells how the tree felt.  
sad, angry, thankful, glad, happy
- No. 8 "What in the world are you going to do now, Jo?" asked Meg, one snowy afternoon, as her sister came tramping through the hall in rubber boots, old sack, and hood, with a broom in one hand and a shovel in the other.  
Draw a line under the word that tells how Jo felt.  
lazy, tired, busy, worried, playful
- No. 9 "I", shouted Ted. "for I can run,  
With my high top boots and my rain coat on,  
Through every puddle and runlet and pool  
That I find on my way to school."  
Draw a line under the word that tells how Ted felt.  
naughty, sad, gay, playful, joyful
- No. 10 He gave me some very good oats; he patted me, spoke kindly, and then went away.  
When I had eaten my oats, I looked round. In the stall next to mine stood a little, fat gray pony.  
Draw a line under the word that tells how the horse felt.  
busy, satisfied, ashamed, excited, lonely

- No. 1 When the first ray from the rising sun fell on my bed, I was overjoyed to find that the bed coverings were changed to purest gold.  
Draw a line under the word that tells how he felt.  
afraid, frightened, excited, worried, sad
- No. 2 So I quickly crammed a hot oat cake into my mouth, thinking I might swallow it before it turned to gold. But the golden touch was too much for me. I found my mouth filled with hot metal, and I jumped up and began to stamp my feet.  
Draw a line under the word that tells how he felt.  
happy, glad, sad, worried, lonesome
- No. 3 On the floor of the playroom a complete toy village was laid out. Tom's father had given it to him, and both he and Sally were very happy indeed. They had always wanted just such a village.  
Draw a line under the word that tells how the children felt.  
angry, homesick, cross, weary, joyful
- No. 4 Just then a little prince came in with a golden ball in his hand. He had been crying. "My father gave me this for my birthday," he said, "but I cannot throw it high in the air."  
Draw a line under the word that tells how the prince felt.  
happy, cross, sad, joyful, lonesome
- No. 5 When it was time to go in for supper, the prince could throw his ball so high that it looked like a golden star. And my, what appetites those children had!  
Draw a line under the word that tells how the prince felt.  
sad, weary, excited, cross, happy
- No. 6 His name was Fire. Fire is a genial, kindly person when kept in his place; but the first time he saw Water, the two began to quarrel and spit at each other. So Fire had not been invited to the party.  
Draw a line under the word that tells how Fire felt.  
glad, happy, frightened, joyful, cross
- No. 7 Sally and Tom could hardly wait to be bundled into warm coats and caps so that they could go out to find their playmates and romp in the snow.  
Draw a line under the word that tells how Sally and Tom felt.  
lonesome, excited, sad, afraid, weary
- No. 8 "Long years ago real princes and princesses used to have pages taste their food before they ate it. This was done because they had many enemies, and sometimes the enemies tried to poison their food.  
Draw a line under the word that tells how the princes and princesses felt.  
afraid, joyful, playful, angry, homesick
- No. 9 "When children drink tea or coffee, the pages give them all sorts of little aches. Their hearts beat too fast and their hands tremble. Then they can't run races or play games as well as other children.  
Draw a line under the word that tells how the children feel.  
lonesome, weary, glad, gay, sad
- No. 10 "While your thoughts are in the Garden of Sleep, your body has a chance to rest. Your tired muscles and nerves are mended after the long day's work.  
Draw a line under the word that tells how you feel.  
homesick, lonesome, sad, happy, weary



- No. 1 There were four little chickens in a group. They were all peeping. One would have liked a feesh green leaf. Another was hungry for some sweet yellow meal. The third was waiting for some kind of bug, and a nice, fat worm would have made the fourth happy.  
Draw a line under the word that tells how the chickens felt.  
afraid, sad, weary, happy, hungry
- No. 2 At last it was too dark. They must spend the night in the woods. When they lay down they thought of wild-cats and rattlesnakes. So they climbed trees, and found places where the branches and boughs made half-comfortable couches.  
Draw a line under the word that tells how they felt.  
lonesome, afraid, sad, happy, weary
- No. 3 Puss had stolen a big bone, and sat down for a quiet nibble. Two ravens saw the bone and wanted it; so the larger one flew down to frighten Puss away. But as she was brave and gave him a box with her paw, the two ravens decided to work together.  
Draw a line under the word that tells how Puss felt.  
afraid, worried, happy, satisfied, gay
- No. 4 Two young hunters, Arnold and Herbert, had heard of a bear in the woods. Arnold climbed a tree, and Herbert, being unable to fire his gun, fell forward and played dead.  
Draw a line under the word that tells how the young hunters felt.  
brave, tired, sad, afraid, excited
- No. 5 "I wish that I had friends to help me on," cried idle Dennis, yawning.  
"Friends? Why, you have ten," replied his master.  
"I'm sure I haven't half so many, and those that I have are too poor to help me."  
Draw a line under the word that tells how Dennis felt.  
happy, busy, sad, lazy, ashamed
- No. 6 "Prue, I'm so used to my big trunk that when I look at yours it looks so small to me!" Prue turned quickly to say,-  
"Well, I don't care, Patty, you're not a bit nice! It isn't the smallness you ought to look at when anybody gives you anything- it's the kindness!"  
Draw a line under the word that tells how Patty felt.  
worried, ashamed, contented, weary, happy
- No. 7 Old Bravo, the Newfoundland, had reached the bank, and turned to look at his enemy. He saw that the other dog, whose strength was fast failing, was likely to drown. So what should he do but plunge in, and tow the poor mastiff gently into port.  
Draw a line under the word that tells how Old Bravo felt.  
ashamed, frightened, happy, proud, brave, sad
- No. 8 My mother says a girl she knows  
Whose face with love and kindness glows,  
Who carries sunshine where she goes-  
A darling human rose.  
Draw a line under the word that tells how this girl feels.  
weary, happy, sad, excited, glad
- No. 9 He told his father of a naughty boy in the wood who had hidden there and teased him. "Then you must have spoken unkindly first," said his father; "I know that boy quite well. His name is Echo, and he repeats only what we say to him."  
Draw a line under the word that tells how the boy felt.  
happy, naughty, contented, cheerful, ashamed
- No. 10 Two boys had a woodchuck. Ned thought he ought to be killed. Dick was for setting him free. Ned said, "He is only a little wild beast with a nose as sharp as a rat's. He digs up the ground like a hog; he would spoil a good field of clover."  
Draw a line under the word that tells how the woodchuck felt.  
sad, contented, afraid, thankful, weary

- No. 1 Under some big burdock leaves on the bank sat a duck on her nest, waiting for her young brood to hatch; she was beginning to get tired of her task for the little ones were a long time coming out of their shells.  
Draw a line under the word that tells how the duck felt.  
sad, contented, excited, afraid, weary
- No. 2 He soon discovered a large knot-hole in the trunk; and, boy-like, peeped into it. At first he saw nothing but a little hairy bunch; but presently something began to move, and he knew he had found a squirrel's nest. Here was a treasure for a schoolboy.  
Draw a line under the word that tells how the boy felt.  
excited, afraid, ashamed, happy, tired
- No. 3 "I love my wife. I love my friend,  
I love my children three;  
I owe no penny I cannot pay,  
I thank the river Dee  
That turns the mill, that grinds the corn,  
That feeds my babes and me."  
Draw a line under the word that tells how the miller felt.  
contented, weary, joyful, thankful, sad
- No. 4 Androclus was a poor slave who had run away from a cruel master. While he was hiding in a cave a lion came limping in, roaring with pain.  
Draw a line under the word that tells how Androclus felt.  
lonely, sad, afraid, weary, homesick
- No. 5 The army of Robert Bruce had been defeated six times, and he was hiding in a cave. He was tired and discouraged, and almost ready to give up.  
Draw a line under the word that tells how Robert Bruce felt.  
lonesome, weary, happy, weary, sad
- No. 6 The king said, "These people must do just as I tell them to do. They must go to my church, if they do not, I will put them in prison."  
Draw a line under the word that tells how the king felt,  
sad, afraid, angry, naughty, excited
- No. 7 At first they are little fires. But soon they grow bigger and bigger. The birds leave their nests and fly far away. The squirrels and all the other animals are driven from their homes.  
Draw a line under the word that tells how the animals felt.  
homesick, playful, angry, afraid, joyful
- No. 8 The men fight the fire night and day. Often the fire burns for many days. The men work hard and get very tired, but they are very brave.  
Draw a line under the word that tells how the men felt.  
lonesome, angry, homesick, happy, glad
- No. 9 In New York on some pleasant day in May the school children march to one of the parks. Each group has a Maypole. They dance and sing and play games around the Maypole.  
Draw a line under the word that tells how the children feel.  
naughty, tired, sorry, unhappy, joyful
- No. 10 Men rode on horseback to tell the glad news. There were no trains then, but the men rode fast. They galloped their horses. How happy the people were!  
Draw a line under the word that tells how the men felt.  
sad, weary, excited, cross, lonesome

## WILLIAM McKinLEY SCHOOL

Columbus wanted to sail around the world and find a way to India, but he had no ships and sailors. In 1492, Queen Isabella of Spain bought three ships for Columbus.

Columbus stayed home.

Columbus sailed to America

Queen Isabella sailed on the ships.

Queen Isabella moved to India.

On October thirty-first

Goblin witches do their worst;

Pumpkins into faces turn;

Little candles in them burn.

Witches turn into pumpkins.

Candles are thrown away.

Pumpkins become Jack O'Lanterns.

Pumpkins roll away.

The Wind said, "I can make that man take off his coat. Can you?"

"You try first," said the Sun.

"All right," said the Wind.

He blew and blew, and puffed and puffed. He blew so hard that he bowed the trees.

The man drew his coat closer.

The man took off his coat.

The wind was still and quiet.

The wind was blowing on the water.

One day Mother, Daddy, and I went out to Robert's Point in our motor boat. Then we went up to see the lighthouse.

We played in the water.

We looked at the birds.

We heard soft music.

We saw the lamp in the lighthouse.

An emergency means that something unusual happens and you must think quickly what you ought to do. Perhaps you are alone and cut your finger very badly. This is an emergency, for you must make up your mind quickly what to do.

You might sit down and cry.

You might call for help.

You might wrap the finger up quickly and run to your mother.

To decide is to make up your mind what to do.

At one time Lincoln was a clerk in a country store. After he had closed the store one night he counted the money. He had three cents too much. It worried him.

He kept the money.

He spent the money.

He gave it back to the owner.

He threw the money away.

Jan

(6)

General Robert E. Lee was a gallant soldier. He was also very kind and polite. He was once riding on a crowded railway train. An old woman got on the train. She was poorly dressed, and carried a heavy basket.

Lee was angry at the old woman.

The old lady was rich.

Robert E. Lee gave a penny to the old lady.

C- General Lee gave his seat to the old lady.

The woman thanked him gratefully and sat down. At once a number of men jumped up and offered their seats to General Lee. He refused their seats and said quietly, "If there was no seat for this old lady, there is none for me."

General Lee took the seat.

X The men felt ashamed.

e The old lady was left standing.

The men had been kind to the old lady.

Ask Mother and Father to help you start a little library of your own by giving you books for Christmas or for your birthday.

You should go to the library.

You should go down town.

Mother and Father will scold you.

C+ Mother and Father will be glad to help you.

I had such a good time at the beach. We went in swimming every day. The boys made a raft. One day Muff jumped on it and it drifted out. How poor Muff did cry.

e+ We pulled her ashore.

We let her cry.

The poor cat was purring.

Muff liked the ride.

"O Mother," said little Jean. "I want to tell you what we did at school. We sat in little red chairs and played with blocks. Then we stood in a circle.

Little Jean cried in the circle.

Mother played in the circle.

C+ We played games in the circle.

We ran away from school.

Daddy and I went to the old farm where he lived when he was a little boy. Grandpa met us at the train with old Dock. He let me drive home. Grandma was standing in the door. She said, "Come in boys. Dinner's ready."

Daddy and I did not like the trip.

We will never go again.

Grandma was cross.

C+ Grandma had a fine dinner for us.



Once Lincoln borrowed a book from a farmer. This book was "The Life of Washington." He took it to bed to read. When he was ready to go to sleep he stuck the precious book between the logs of the cabin. In the night rain blew in and soaked the book.

- Lincoln read the book.
- Lincoln was angry at the farmer.
- The farmer laughed about it.
- +Lincoln had to pay for the book

More than one hundred and fifty years ago our country had no flag. At that time, Betsy Ross was a dressmaker in Philadelphia. General Washington with several officers went to her house to ask her to make a flag.

- Washington made the flag.
- +Betsy Ross made the flag.
- Betsy Ross did not make the flag.
- General Washington was a dressmaker

King Alfred sat down before the fire. He meant to watch the cakes, but he had far greater things to think about. He was planning how he could get his army together and save his country.

- King Alfred fell asleep.
- King Alfred ran away.
- +King Alfred wanted to help his country
- He ate the cakes.

When Stevenson was a little boy he was not very strong. He could not run and play out of doors as healthy boys and girls do. He spent much of his time in bed. His body had to be still, but his little brain was very busy making up stories and games.

- He cried all day long.
- He liked to play baseball.
- He went roller skating.
- +He wrote poems

Edwin Landseer was an artist who lived in England. When he was only five years old, he went into the fields with his father to draw the sheep and goats which were feeding there. He painted many animals, but he loved dogs best.

- He became a great singer.
- He did not like dogs.
- +He painted beautiful pictures of dogs.
- He liked to waste time.

Long before the glad day came, Pippa began to count the days and plan what she would do. At last it came. It was a beautiful day. Pippa wandered through the town singing because she was so happy.

- +Pippa made many people happy
- Pippe spent the day crying.
- Pippa was a sad girl.
- People did not like to have her around.

My master is good to me. He never tears my pages. After he is through reading me he lays me carefully in his desk. He often takes me home to read to his mother.

- I am cross to my master.
- I do not like my master.
- I have a cruel master.
- +This book has a good master



Two squirrels lived in a hollow tree. They had a pleasant home. The leaves shaded them. Sometimes the birds sang to them. In the fall Jack Frost came. The nuts fell to the ground. The leaves became red and yellow.

1. The squirrels had no food.
2. The squirrels ran away from home.
3. The days grew colder.
4. The days grew warmer.

A dog lay in a manger in which was placed hay for the oxen. At noon the oxen came to eat their dinner. The dog growled and snapped at them, and would not let them have even a mouthful.

1. The dog wanted to eat the hay.
2. The dog wanted to eat the oxen.
3. The oxen wanted to eat the dog.
4. The dog was selfish.

A lion who was old and weak could not go out to hunt for food. He went into his den and made believe that he was very sick.

1. The lion ate the animals who entered the cave.
2. The lion really was very sick.
3. The lion went out to hunt his food.
4. The animals killed the lion.

A farmer planted some wheat. The sun and rain made the wheat grow. When the wheat was ripe the farmer took it to the mill.

1. The farmer didn't like the wheat.
2. The birds ate the wheat.
3. The miller ground the wheat and made it into flour.
4. The miller fed the wheat to the rabbits.

Some mice lived in a barn. A cat lived in the barn too. She chased the mice. She caught many of them. One day the mice had a meeting. They talked about the cat.

1. The mice liked the cat.
2. The cat wanted to play with the mice.
3. The cat wanted to live with the mice.
4. The mice wished to get rid of the cat.

Erito is a little Eskimo boy. His home is in Greenland. It is very cold there. He lives in a queer house. His father made it of blocks of ice.

1. Erito will go to the movies.
2. Erito's clothes are made of skins.
3. His father will teach him to plant corn.
4. His father will show him how to mix cement.

A dog was once carrying home a fine piece of meat. On his way he had to cross a bridge. He looked down and saw his reflection in the water. He thought it was another dog with a larger piece of meat.

1. He dropped his piece to get the other piece of meat.
2. He went on his way.
3. The other dog gave him the bigger piece.
4. The dog was carrying the other dog.

An insect has six legs. The body of an insect is divided into three parts. On its head are two long feelers, called antennae. Many insects have two or four wings.

1. The insects do not move.
2. The insects have no heads.
3. Some insects can fly.
4. Some insects can talk.

2. One day a fox saw some grapes at the top of a high grapevine. He was thirsty, and he thought how good the juicy grapes would taste.

1. The fox jumped and tried to reach them.
2. The fox did not want them.
3. The grapes fell down on the ground.
4. The grapes were low down.

3. A robin has been down South all winter; he has just returned to some place near your home. He and his mate are looking for a place to build a nest.

1. They will build their nest on the ground.
2. They will build their nest in a bird house.
3. They will build their nest in a tree.
4. They will build their nest in the chimney.

4. "I wish we could have some fun this afternoon," said Harry. "Let us go to the pond and fish," said Will. "We must ask mother if we may," said Harry. Mother said, "Yes, you may go."

1. Mother was afraid to have them go.
2. Mother said, "Here is some lunch to take along."
3. The boys went without asking mother.
4. The boys were cross and tired that afternoon.

5. Autumn came, the leaves turned red, yellow and brown. God loved them so much that he did not wish them to die, but to live and be beautiful always. So He changed each bright leaf into a bird and gave it wings and strength with which to fly.

1. God did not love the leaves.
2. The leaves were left to die.
3. The leaves were burned.
4. The red brown oak became the robin.

6. On a warm day in April, Farmer Bailey went out to look at his sheep. They were in the big field, under the old elm trees. "Yes," said he, "their wool must be cut. The warm days are coming, and the sheep will suffer if the wool is not cut off."

1. The next morning the sheep ran away.
2. The next morning the sheep swam away.
3. The next morning the men cut off the wool.
4. The sheep were made to suffer all summer.

7. The next day the stork invited the fox to dinner. They had soup again. This time it was in a bottle. The stork could put his bill in and drink it.

1. The fox could only lick the outside of the bottle.
2. The fox had a big dinner.
3. The stork could not get the soup.
4. The stork liked a plate better.

1. I am a lion. I live far away in Africa. In many ways I am like a cat. I have sharp teeth and sharp claws. I have cushions on my feet so that I can walk softly. I can see as well at night as in the daytime.
  1. I make a great noise when I walk.
  2. My feet are like horses.
  3. The cushions make my feet hard.
  4. I can walk softly on the cushions.
2. A crow stole a piece of cheese and flew with it to a tree. A hungry fox came by. He saw the cheese and wanted it. He wondered how he could get it. He began to talk to the crow. "I know," continued the fox, "that you must have a sweet voice. How I wish I could hear you sing!"
  1. The crow gave the cheese to the fox.
  2. The crow opened his mouth to sing.
  3. The fox wanted to hear the crow sing.
  4. The fox didn't really want the cheese.
3. A big ship carried this cloth far across the sea. A rich merchant bought the cloth and placed it in his shop. One day a lady saw it there. "What a beautiful piece of silk!" she said.
  1. The lady will burn the silk.
  2. The merchant wants to keep it.
  3. The merchant will wear the silk.
  4. The lady will buy it and make a dress.
4. The lion was caught in a net that the hunters had set. He roared and struggled, but the net was too strong for him to break. The mouse heard him roaring and ran to help him.
  1. She nibbled thru the cord and freed the lion.
  2. She said, "I can't help you".
  3. The lion ate the mouse.
  4. The hunters wanted the mouse.
5. Many years ago an acorn fell by the side of a little river. It grew and grew until it was larger than any tree near it. One day men came with their axes and cut it down.
  1. The men wanted it to grow.
  2. They floated it down the river.
  3. They thought the tree was of no use.
  4. The axes helped the trees grow.
6. A train carried the lumber far away to a city. Here it was taken from the train, put into wagons, and carried to a vacant lot. Carpenters then cut the lumber into lengths.
  1. The carpenters will use it for houses.
  2. The carpenters will use it for hammers.
  3. The lumber is ground up.
  4. The lumber is thrown away.

"You have nothing to eat?" cried the ant that lived here, in great surprise. "Tell me, what were you doing while the weather was warm? Did you lay nothing by?"

"No", replied the grasshopper. "I felt so happy and gay that I did nothing but sing and dance."

"Well, then," answered the ant, "you will have to dance and sing now as best you can."

1. The grasshopper went home very happily.
2. The ant knew that the grasshopper had been busy all summer.
3. The grasshopper was a hard worker.
4. The hungry grasshopper dragged himself away sadly.

Boys and girls, I want to introduce you to our visitor. As you see, he is an Indian boy, who has come to us from his home in the woods. He will tell us why he likes the Indian life and why he would not exchange places with us.

1. The Indian boy will say he likes to sit and read.
2. He will say he likes to hunt and fish.
3. We think he will tell sad things.
4. We expect to exchange places with him.

So it was with everything. Peter worked steadily at his father's side most of the day, whittling and gluing and painting toys, while Joseph slipped away and spent his time in idleness and play. In the evening it was Peter who helped his mother dry the dishes.

1. Joseph liked to help his mother.
2. Peter was not a good helper.
3. Peter was a joy to his father and mother.
4. Joseph made life happy for all.

Down rushed boys and girls, ready to laugh or cry, as the case might be. They found Jack sitting up, looking about him with a queer, dazed expression while an ugly cut on the forehead was bleeding. This sobered the boys and frightened the girls half out of their wits. "He's killed! He's killed!" wailed one of the girls, hiding her face and beginning to cry.

1. The children kept right on playing.
2. The children went home overjoyed.
3. The children carried Jack home.
4. They ran away and left Jack.

So she took hold of the thick stem at the center of the plant and pulled. It would not come up. She tried harder and loosened it a little. Then she grasped it firmly near the ground with both hands, and pulled and pulled with all her might.

1. Suddenly the shrub came up roots and all.
2. Suddenly the plant died.
3. She did not try to uproot the plant.
4. The plant kept on growing.

A bluebird family has rented the birdhouse that my father built in our back yard. They seem to like it, for they lived there last year. Perhaps they will buy it some day and decide to live there always.

1. The bluebirds do not like to live in a bird house.
2. My father does not like birds.
3. The bluebirds come back to the same house year after year.
4. They are new neighbors of ours.



Arthur Dale was the only child of a poor widow. His mother had to work very hard to earn a living for herself and her little boy. Arthur was ten years old. He wished very much to help his mother.

1. Arthur stayed in bed every morning.
2. Arthur was an old man.
3. Arthur worked hard.
4. He did not do as his mother told him.

Narcissus had a twin sister whom he dearly loved. This sister died when she was young. Narcissus was so lonesome that he wished he, too, might die. One day he stood by the side of a spring, thinking of his sister. As he looked down into the water, he saw a face like hers looking up at him.

1. Narcissus never came there again.
2. Narcissus came there every day.
3. The sister was older than the boy.
4. The boy did not like his sister.

Ralph is going away for the summer and wants to know if Harold will take care of his pony, Rex, for him, while he is gone. He will bring Rex on Saturday, if Harold's mother is willing.

1. Harold will be glad to take care of the pony.
2. Harold does not want to.
3. Rex will not stay with Harold.
4. Ralph does not like Harold.

Then the king begged the fairy to take away the golden touch and give him his Marygold again. The fairy was sorry for him. She told him to bathe in the river and sprinkle some of the water on his little girl.

1. The fairy will not help the king.
2. The fairy wants him to be unhappy.
3. King Midas hurried to do as the fairy had said.
4. King Midas would rather have the golden touch.

When I visited you in the country last summer, you promised to send me some shrubs and other plants for my flower beds this spring. Please send them by express.

1. When they come, he will be sorry.
2. When they come, he will make a garden.
3. He wants them for the house.
4. He wants them to give away.

But one night, when she started to go home, she could not move her feet. They had turned to roots. Her green dress was a stalk, her arms were leaves, and her beautiful yellow hair had turned to petals.

1. She had become a fairy.
2. She had become a doll.
3. She was changed into a sunflower.
4. She was changed into a red rose.

When the wool was clean and dry, the men cut it off with large shears. Soon many baskets were filled with fine white wool. It was then made into large bundles, and Mr. Bailey sent it to the woolen mill.

1. When it reached the mill, it was made into flour.
2. When it reached the mill, it was made into cloth.
3. The large bundles were burned.
4. The large bundles were destroyed.



INFORMAL TESTS  
Given Dec. 10 to Dec. 21, 1928  
TYPE C

Daily Exercises "To Follow Precise Directions"  
(Dictated to the pupils)

Mon.

1. Draw a circle. Put the numbers 4, 8, 6, 9, 5, around the ring. This is John's birthday cake. He will be 8 yrs. old. Draw a line around the number of candles he will need.
2. Draw three squares in a row. Pick out the middle one and draw a cross in it.
3. A third grade boy has a baseball team. Write his scores 9-4-8-6-2. Draw a line under the number that tell his highest score.
4. Draw a circle. Put a dot in the middle. Draw a straight line from the center of the circle.
5. Draw a candle in a candle holder. Draw "Jack be nimble, Jack be quick." Draw Jack jumping over the candlestick.
6. Write this - Mary had a little lamb.  
Its fleece was white as snow.  
Put a cross on the word that tells what the girl had.

Tues.

1. Draw a tree with one large branch. Now draw a swing on this branch.
2. A miner wears a miner's hat when he goes down into the mine. The torch light is on the front of his hat. Draw a hat and put a cross on the place where the light should be.
3. If I have a slate, a pencil, a book, and a sled. Write the two words which begin the same.
4. Draw a kite. Put a tail on the kite. Now fasten the kite to a high pole.
5. Here are some names of things: boy, coat, coal, winter wood, paper, rags, coke. Write the number of things we use in heating out houses. Draw a circle around this number.
6. Write the names of three children. Put a heavy line under the middle name.

Wed.

1. Some things grow on trees and some things grow in the ground. Here is an apple, carrot, banana, potatoes, and peanuts. Draw a line under the things that grow on trees.
2. When someone wants a drink of water what do they use, a towel, washcloth, plate, bowl, glass, tin. Draw a circle around the right word.
3. Write three names of fruit. Draw a line from the first to the third passing under the second.
4. Here are some things we wear when it is very cold in winter: overcoat, cap, mittens, overshoes, scarf, furs. Draw a circle around the things we wear on our hands.

5. Draw two poles and put a wash line in between. Put five handkerchiefs on the line and put a cross on the middle one.
6. Draw a tall tree. Put three apples on the tree. Put two apples on the ground under the tree. How many apples are there in all?

Thurs.

1. This baby is a year old today. She can not hop, or skip, or jump, but she has just learned to . Put a circle around the first letter of this word.
2. Write 1, 2, 3, 4, 5. Here is a toboggan slide. You can ride 2 at a time. There are 6 boys who want to ride. Draw a line under the number that tells how many times they will have to ride down so each will have a turn.
3. Name three things made of leather. Draw the one we wear on our feet. Put a cross on the heel.
4. Draw a nut tree. Put a hole in the trunk of the tree for the squirrel's nest. Put a circle on the ground where the nuts will fall.
5. Draw two poles to hold up a man walking on the tight rope. Draw the tight rope and put a cross on the middle to show where the man will walk.
6. Write this-Lay the doll on its bed. Yes, show him your ring. Draw a line under the word that stands for a piece of furniture. What boy's name is in this word. Write it with a capital letter.

Fri.

1. Mary, Mary quite contrary, how does your garden grow? Silver bells and cockle shells and pretty maids, all in a row. Draw a circle around the two words that rhyme.
2. Here are some garden helpers. Which helpers help us to have good health. Sun, hoe, spade, rain, rake, and air. Draw a line around these two words.
3. Let us go on a picnic today. Play you have brought something for the lunch. Draw a basket. Put a cross on the place you would take the things out of the basket.
4. Boys and girls who look like ghosts- Put these lanterns on gate posts. Ring the bell, then slip away. What is that? the people say. Draw a picture of what scared the people. Draw a line under the post.
5. Finish this rhyme "My garden now is very green. It is the prettiest ever seen." Draw a line under the three letters that make it rhyme.
6. If you are to have a pleasant afternoon or a holiday, it is kind to ask a friend to share it with you. Draw a telephone. Put a cross on the part you speak into.

Mon.

1. Draw a Christmas tree. Put one candle on the right side, one on the left side. Connect these two candles with a string passing over the top of the tree.

2. Draw a bell and put a string on the bell so that it can be hung up. Put a cross at the bottom of the bell.

3. Draw a wreath like we use to hang in the windows. Put a ribbon bow on the bottom of the wreath. Put three red berries on the opposite part of the wreath.

4. Draw two posts. Put a draw bridge in between. Make a cross on the part of the bridge that will be raised up when a ship comes near.

5. Write- S, M, T, W, T, F, S. These letters represent the days of the week. Draw a circle around the two vacation days. Draw a line through all the school days.

6. Draw an oblong. Draw a figure in the middle to make it look like an Indian Rug. Put two lines where the fringe should go.

Tues.

1. Draw three things you would like for Christmas. Draw a circle under the middle one and a star over each end one.

2. Make six circles in a row. Draw a line between circle 3 and 4. Put the number 6 in the last circle.

3. Draw a large Addition sign  $+$  put N. for north at the top, S. for south at the bottom, W. for west on the right side and E. for east on the left side. Put a circle between North and East.

4. Here is a table, chair, bench, mirror, and box. Which one is used to put dishes on? Draw it with a plate at each end.

5. Harry has had a birthday. He was five years older than his sister who is three years old. Draw a circle around the age of Harry. 9, 3, 8, 5, 6.

6. When Columbus discovered America, he found only Indians living here. Pick out the kind of houses they had. Igloo, Apartment, House, Flats, Tents, Snowhouse. Draw a picture of one and put a cross on the door.

Wed.

1. Draw a picture of Little Jack Horner. Put a circle on the place he carried the plum from the Christmas Pie to his mouth.

2. Draw a candle. Put a handle on the candle holder. Put a cross on the place you would take hold of, if you wanted to carry it.

3. A fourth grade boy has a football team. The team made the scores of 20, 35, 15, 40, 36. Draw a circle around the highest score.

4. Draw five squares. Put a line under the middle one and a cross in each end one.

5. Draw an egg standing up. Draw an egg lying down. Put a line under the one standing up and a line over the one lying down.

6. Write this. Jack and Jill went up the hill

To get a pail of water

Draw a cross on the boy's name and a cross over the girl's name. Draw a circle around the word that rhymes with neil.

Thurs.

1. Draw a kite. Put a string on the kite. Put a tail on the kite. Write the word kite under the picture.

2. Write these words: Ball, water, top, drum and apple. Draw a line under the Christmas toys. Put a cross on the one we like to eat.

3. There are many vegetables. We eat the roots of some and we eat the leaves and stems of others. Write these: carrots, lettuce, beets, celery, potatoes. Draw a line under the ones we eat the roots of.

4. If you have a knife, fork, and spoon at your place at the table, which will you use for a piece of pie. Draw the one you would use for rice pudding.

5. Draw five eggs. Draw a line from the first egg to the last egg, passing under the three middle ones.

6. Draw a tall tree. Put two small bushes one on each side. Draw a line under the center figure and a cross over each of the two bushes.

Fri.

1. Draw a fireplace. Put one stocking for each of the family, three children, father and mother. Put a cross on the toe of the middle one.

2. Name three things that you can wear that are made of gold. Draw the one we wear on our finger and put a cross in it.

3. Write this-"Give Christmas cheer to girl and boy,  
Your heart will be full of joy."

Draw a line under the words that rhyme. Draw a circle around the word which tells when.

4. Let us take a street car ride. Two children can ride for a nickel. How many children can ride for a dime? Put down 25 cents. Draw a line under it.

5. Write this-"My pet is a black cat. He sleeps in the barn. He likes milk." Draw a line under the second line. Put a cross under the best food for all.

6. Draw a triangle. Put the numbers 1, 2, and 3 in each corner. Draw a line that will connect these three numbers.

"I must help to make my country free," said Washington. War was before him. "I will not give up while I live," said he, and he kept on trying until our country was free. "I must lead the people in the right way," said Washington, when the war was over.

Washington was a  
country, lady, man, city  
He wanted to help his people in the  
wrong way, right way, easy way, hard way  
He wanted to free his  
dog, horse, slave, country

Benjamin Franklin, a little Boston boy, loved the sea. He loved to watch the wide stretch of water under the changing sky. He loved to watch the clouds floating away into new, strange worlds. After he had worked and studied and had flown his wonderful kite- which you know all about - and had become the great Dr. Franklin, he took another journey on the sea.

The little boy who lived in Washington was  
Washington, Lincoln, Franklin, Stevenson

He loved to watch  
the sea, the wind, the land, the buildings

Franklin became  
cruel, wild, wicked, small, great

One day Fulton found some old boards and poles which he made into paddles. These looked like wheels and turned with a crank. He fastened these into the old boat and ran for one of the boys to try with him the new paddles. Hurrah! Hurrah! away sped the old boat down the stream.

Fulton tried to make the boat  
sink, move, stand still, float, tip

The ship went down the  
elevator, street, stream, sea

The paddles were made of  
paper, boards, iron, tin

They went with the great man from place to place to his home, which was trimmed with flowers and evergreen, till it looked like a great garden. "He has done a great thing for his country," said the people who had once mocked him.

What was trimmed with flowers?  
garden, street, man, home

Whom had the people mocked?  
flowers, man, country, place

The great man had done it for  
himself, home, country, parents



Thomas rushed out, caught her up and dragged her out of harm's way just as the train whizzed by. As a reward, the little girl's father offered to teach him how to use the telegraph.

Edison's first name is  
Abraham, John, William, Thomas  
What has he invented?  
electric lights, gasoline engines, railroad trains, cotton gin  
Edison's reward was to be taught how to use  
a gun, bow and arrow, telephone, telegraph

More than four hundred years ago a little boy named Christopher Columbus lived by the sea in the city of Genoa, Italy. His father wanted him to be a wool comber. Christopher said, "I am going to be a sailor when I am a man."

Christopher Columbus was a  
county, city, boy, girl  
Christopher Columbus lived in  
Genoa, New York, Boston, country  
Christopher Columbus wanted to be a  
swimmer, hero, soldier, sailor

In those days the people thought the earth was flat, like a big, big pancake. They were afraid to sail very far from the sight of land. They feared they would fall off when they came to the edge of the world. Columbus believed the world was round, like a ball. Even children laughed at him. "How could men live on the other side of the earth? They would be walking with heads down. Christopher Columbus is crazy," they said.

In those days the people thought the world was  
round, square, small, flat  
Columbus believed the earth was  
round, small, large, flat  
The people said Christopher Columbus was  
crazy, right, smart, foolish

Long ago, we are told, there lived a good man named Valentine. He loved boys and girls, and he was always kind to poor people. He was very fond of doing helpful things for people who were sick or in trouble. When he became too old to go to their houses to visit them, he sent them flowers and gifts or wrote little letters to them. People were so fond of him and thought him so good and kind that they began to call him St. Valentine.

Valentine was kind to  
rich people, poor people, strangers, all people  
He was very fond of doing things for people who were  
happy, healthy, sick, playful  
People were so fond of him that they called him  
Valentine, hero, patriot, St. Valentine

1. It was Billy Boy's birthday. He was seven years old. His mother had to see Grandma, who was sick. His father took Billy and six boys to the park. While the boys waded in the pond, Dad cooked the dinner.

Who's birthday was it?  
mother's, aunts, father, Billy's

His father took Billy and  
four boys, 5 boys, 6 boys, 7 boys

While the boys waded in the pond Dad cooked  
supper, dinner, breakfast, lunch

2. Suppose the little boys and girls in all the different nations are learning now the lessons of kindness and helpfulness that this flag stands for. Suppose we learn that the "Peace Flag" means kindness to people of all nations. Surely the day of peace will be much nearer when you boys and girls have grown to be men and women.

Little boys and little girls are learning the lesson of-  
politeness, kindness, bravery, happiness

The Peace Flag means kindness to people of-  
one nation, all nations, some nations, two nations

The day of peace will be nearer when you boys and girls are-  
10 years old, 16 years, 11 years, grown up

3. Once upon a time a boy named Peter found a poor little toad out in the road. He ran to find his playmate and cried, "Come, John, come quick! Here is a toad. Let's throw stones at him and kill him." Back they hurried filling their pockets with stones as they went along and thinking, "What fun we shall have!"

What was the boy's name who found the toad?  
John, Jack, Harold, Peter

Where did Peter find the toad?  
in the garden, road, grass, water

John and Peter wanted to  
pet the toad, kill the toad, hit the toad, feed the toad

I know a little lame boy who cannot go to the woods to gather flowers. Let us send him this green and white one. It will make him very happy. In England the boys and girls always have a dance on the village green. We should call the green a park, or playground.

The little lame boy cannot go to the-  
garden, park, woods, circus

What colors were the flowers?  
red and white, blue and white, green and white

When the boy will get the flowers it will make him-  
sad, angry, homesick, happy

purple and white

Once when Abraham was a young man he had to drive a cart and cattle across an icy stream; in the hurry a little dog was left behind. "Poor little thing, I cannot bear to see it in distress, I will bring it," said Abraham and he waded barefoot through the cold water to where doggie was with all her might.

What was left on the other side?

Abraham, a little boy, a little dog, a barefoot boy

What was Abraham driving?

dog, cattle, horse, donkey

What time of the year was it?

spring, summer, autumn, winter

He knew every bird's note, every flower's time of blossoming, every locust that "zipped" in the long grass. Turtles, frogs, and even snakes were not afraid of him. For long hours he would sit without moving on some stone stump in the field or forest to study the habits of the little creatures at his feet. People said, "Either the bees tell him secrets or he tells the bees."

He sat very still to -

write, play, study, work

He whispered secrets to the -

birds, bees, turtles, frogs

The animals were his -

friends, enemies, guests, helpers

He went among queens and lords and ladies. "Oh, for one look at my own river I thought he; "it is more beautiful than crowns or jewels or these foreign streams." So it came about that a pretty home pushed its peaks and gables up among the pines on the banks of the River Hudson. "I will stay always by the river," said he, "for it makes me better and happier and wiser every day."

He built a pretty home near

a mountain, city, river, stream, a lake

Irving was lonesome for

his home, his river, his city, his dog, his horse

The river made him feel

sad, dull, worried, weaker, better

There was very little to eat. The corn planted in April dried before it was three inches high. The beans, planted soon after, dried until they looked as though they had been burned with fire. News came that a ship bearing friends and food had gone down in the sea.

What was only three inches high?

beans, potatoes, corn, fire, children

What had been lost at sea?

Food, clothing, fish, airships

What season of the year was this?

Winter, fall, summer, spring

Woods were all about him, woods so deep that it was always twilight under the thick boughs; woods so overgrown with underbrush that it was hard to find a path through~~X~~ them; woods full of beavers and minks, wolves and deer, and even wildcats and bears.

The woods were -  
thin, thick, bright, like a meadow

The animals were in the -  
meadow, yard, woods, twilight

It is hard to find a -  
woods, beaver, deer, path

Little Daniel Webster and his schoolmates were studying one morning as hard as they could when the master held up a beautiful new jack-knife. Every boy looked up from his spelling book and said, "Oh?" under his breath. "I will give this," said the master, "to the boy who will learn and recite to me the greatest number of verses from the Bible by Monday morning."

The verses were to be taken from -  
Readers, Bibles, Poems, Spellers

They were to be -  
written, read, spoken, learned

The reward was a -  
knife, gun, book, money

I am afraid little Ralph Waldo was not allowed to play very often, for he never owned a sled and would stand inside his own gate, wistfully watching "the rude boys in the street" and wondering what they were like. He was put to his studies when he was only three years old and seemd to live all by himself in a world of thoughts.

Ralph Waldo Emerson spent his time  
plowing, playing, studying, singing

He never owned  
shoes, sled, skates, books

He watched the boys play  
in the next yard, in the school yard, in the woods, in the street

"Please, God, make me a poet," he prayed every night before he fell asleep. This boy lived in the days of corn-huskings and apple-bees, when there were wide stretches of field and forest. Better than anything else he loved the sunset or sunrise, the shifting seasons or the changing lights and shadows on the fields and hills. His prayer was answered. He became a poet.

This boy wanted to become  
a clown, a minister, a doctor, a poet

He loved to watch  
the changes in nature, maps, school, houses

His ~~p~~ prayer was said to  
his mother, his teacher, God, poets

There were wide sunny windows in this home; there were great oaks near the door - and the pets! There was a mocking bird who could cry Whittier, Whit-ti-er; there was a squirrel who loved to dive into the poet's pockets for nuts and sit on the poet's coat collar to crack and eat them. There was a saucy parrot. There was Robin Adair, a big, sober shepherd dog.

Whittier, the poet, liked -  
children, pets, flowers, river

The squirrel loved to go into his pocket for -  
shelter, apples, collar, nuts

Robin Adair was the name of -  
the parrot, squirrel, mocking bird, shepherd dog

Everybody worked hard all summer. In the autumn the corn was ripe. They had enough to last all winter. Oh, how happy they were! "God is good to us," they said. "We have so many good things."

Who was good to them?  
friends, Indians, God, weather

How long did they work?  
all day, all week, all year, all summer

What grain did they raise?  
corn, wheat, rye, oats

Lincoln was president at the time of the great war between the North and the South. During all that time he was just the wise leader that our country needed. By his life he showed how every man should love and serve his country.

Lincoln was a wise -  
soldier, leader, sailor, doctor

The great war was between -  
America and the Indians, North and South, Chinese and Whites,  
French and English

Everybody should love and serve -  
his name, his children, his friends, his country

Washington said, "We want thirteen stripes, - six white stripes and seven red ones. In the corner we want a blue field. In the blue field put a star for each state. Here is a pattern for the stars." Washington liked her pattern. So the stars on our flag have five points. The flag that Mrs. Ross made was our first flag.

The flag was to have -  
7 red stars, 7 red stripes, 7 blue fields, 7 blue stripes

The stars were to have five -  
sides, lines, points, corners

The first flag was made by -  
Lincoln, Washington, Mrs. White, Mrs. Ross



And the story says that Peter and John tried to show that they were sorry, by helping this donkey with his heavy load as he went up the hill. When the donkey was out of sight and they had gone back to their play, they made up their minds that to be kind to all animals was really the best fun after all.

What did the boys do to show they were sorry?  
cried, walked, helped, played

They made up their minds to be kind to -  
mothers, brothers, birds, animals

What says they were sorry?  
story, donkey, boys, animals

We dug a hole and are going to plant a maple tree in it. It is a little tree now. I will take good care of it. Each year it will grow stronger and taller. I shall grow strong and tall too. When I am a man, my maple will be a big tree. The birds will build their nests in it. We shall all like to rest in its pleasant shade.

The boy planted a -  
fruit tree, shade tree, large tree, fir tree

When the maple tree is a big tree he will be a -  
man, boy, lad, child

The birds will make their nests in -  
the house, the barn, the apple tree, the maple tree

Just then mother came to call them to dinner. Before dinner was over, the rain had stopped and the sun was shining. Father telephoned that he was coming home to take a little girl and boy to the park. "That must be you and I, Ruth," said Ted. "Come, let us get our hats and be all ready."

Where did father want to take the children?  
pond, woods, park, country

How did father tell them he was coming?  
telephone, telegraph, letter, postal card

What was the girl's name?  
Ted, Mary, Rose, Ruth

When the blossoms went away, pumpkins began to grow. At first we were very little. The sun and rain helped us. We grew big and round and fat. All summer long we grew.

The story tells about growing -  
corn, apples, pumpkins, potatoes

The grew with the help of the -  
moon, sun, boy, farmer

All summer long the pumpkins -  
slept, smiled, played, grew

1. "Whoa, Dasher! Steady, Dancer! Whoa Prancer!" was what Peter heard as he pressed his face against the windowpane. Yes, there were the reindeer, and there, bundled up to his chin in furs, was the strange little old man. He saw Peter at once and made signs to the boy to come along with him.

What did Peter hear?

reindeer, horses, boys, girls

Bundled up to his chin in furs was the strange-  
little boy, little old man, horses, donkey

What was the little boy's name?

John, Robert, Harry, Peter

2. The big shop was brightly lighted in every story, and the steady hum of machinery filled the evening air. "We're workin' overtime now," explained the little man. "You see, Christmas is near."

The big shop was brightly lighted in-  
First story, third story, every story, fourth story

Peter heard the steady hum of -  
machinery, birds, bees, cars

They were working overtime because -  
it was winter, Christmas is near, they liked to work, it was fun

3. My face is bright yellow. I have hundreds of brothers and sisters. We have fine parties on the lawn. I cannot walk, but I can fly when I am old and white-haired. I am a dandelion.

What color is my face?  
green, yellow, white, pink

What do we have on the lawn?  
games, races, parties, school

When I am old, I can  
walk, spin, sing, fly

4. The dog I am thinking about is nearly as tall as I am. He is so heavy that I cannot lift him off the ground. He is so strong that he can carry me. His beautiful brown and white hair is long and curly. He is a good dog and I should feel safe with him anywhere on the darkest night.

What kind of hair has this dog?  
black and white, red and white, brown and white, white and black

He can carry me because he is -  
good, safe, heavy, strong

I should feel safe with him  
on a dark night, on a dark day, in a crowd, in the rain

1. Once there was a little girl named Clytie. She had long golden hair and she always wore a green dress. Her home was not on land. It was in the sea. She had a pretty carriage drawn by four goldfishes. One day she drove them to the top of the water. She stepped from her carriage and sat down on a rock near the shore. She looked up at the sky and saw the great sun.

She sat down on a -  
bench, chair, rock, board

She had hair of -  
golden color, brownish color, crimson color, bluish color

Her carriage was drawn by  
four horses, four oxen, four mules, four gold fishes

2. He came to the spring day after day, until the gods felt sorry for him and changed him to a flower. This flower was a beautiful narcissus. When these flowers grew beside a pond or a stream, they bend their pretty heads and look at the reflection of their faces in the water.

What kind of a flower did he become?  
rose, hyacinth, narcissus, tulip

Where does the flower grow near a -  
pond, tree, ocean, desert

Where do they see the reflection of their faces?  
in the water, in the woods, in the tree, in the flower

3. Once a fox and a stork were good friends. The fox invited the stork to dinner. All they had to eat was soup. It was in flat dishes. The stork put only the tip of his bill into the dish. The fox lapped his soup up quickly.

The fox ate -  
carefully, quickly, slowly, noiselessly

These two animals were  
enemies, companions, playmates, friends

The dinner was served in  
bottles, pans, dishes, cups

4. The next morning Mr. Bailey and his men went again to the field. They drove his sheep down to a little river. The men caught the sheep as they were thrown into the water, and washed the wool with their hands. When the wool was clean and dry, the men cut it off with large shears. Soon many baskets were filled with fine white wool. It was then made into large bundles. Mr. Bailey sent it to a woolen mill.

The men threw the sheep in the water -  
to drown them, to give them a drink, to make them cool,  
to wash their wool

The men cut off the wool with  
knives, shears, razors, baskets

The large bundles were sent to -  
the barns, houses, cotton mills, woolen mills

From the red-brown oak, the robin came. The red maple leaves became cardinal birds, the yellow willow leaves were changed to yellow birds, and the brown leaves on other trees became sparrows and larks. The Indians say that this is why the birds love the trees and live among them, and find food and shelter in their branches and leaves.

What did the maple leaves become?  
robins, bluebirds, cardinals, larks

Who said, "this is why the birds love the trees"  
Americans, the trees, the birds, Indians

Which leaves changed into yellow birds -  
oak, willow, maple, brown

The lion was caught in a net that the hunters had set. He roared and struggled but the net was too strong for him to break. The mouse heard him roaring and ran to help him. She nibbled through the cords that held him, and the lion was again free. He was glad that he had saved the life of the little mouse.

Where was the lion?  
in his trap, in his den, in the mouse's hole, in the field

What came to help the lion?  
hunters, another lion, mouse rat

The mouse nibbled through the -  
lion's foot, grass, trap, cords

A pretty white moth laid some eggs on the leaves of a mulberry tree. Little worms came from the eggs. They were hungry, and they ate the green leaves. After a while they grew sleepy. They spun soft, silken covers around themselves and went to sleep. While they were sleeping, some men came and carried them away. The soft threads of silk were carefully unrolled.

The silk worms came from -  
eggs, moth, leaves, trees

They were carried away by  
animals, dogs, insects, men

The silk worms eat  
maple leaves, mulberry leaves, oak leaves, dandelion leaves

When the wheat was ripe, the farmer took it to the mill. The miller ground the wheat and made it into flour. A grocer bought sacks of flour from the miller. Mother bought flour from the grocer and made bread and cake for us to eat.

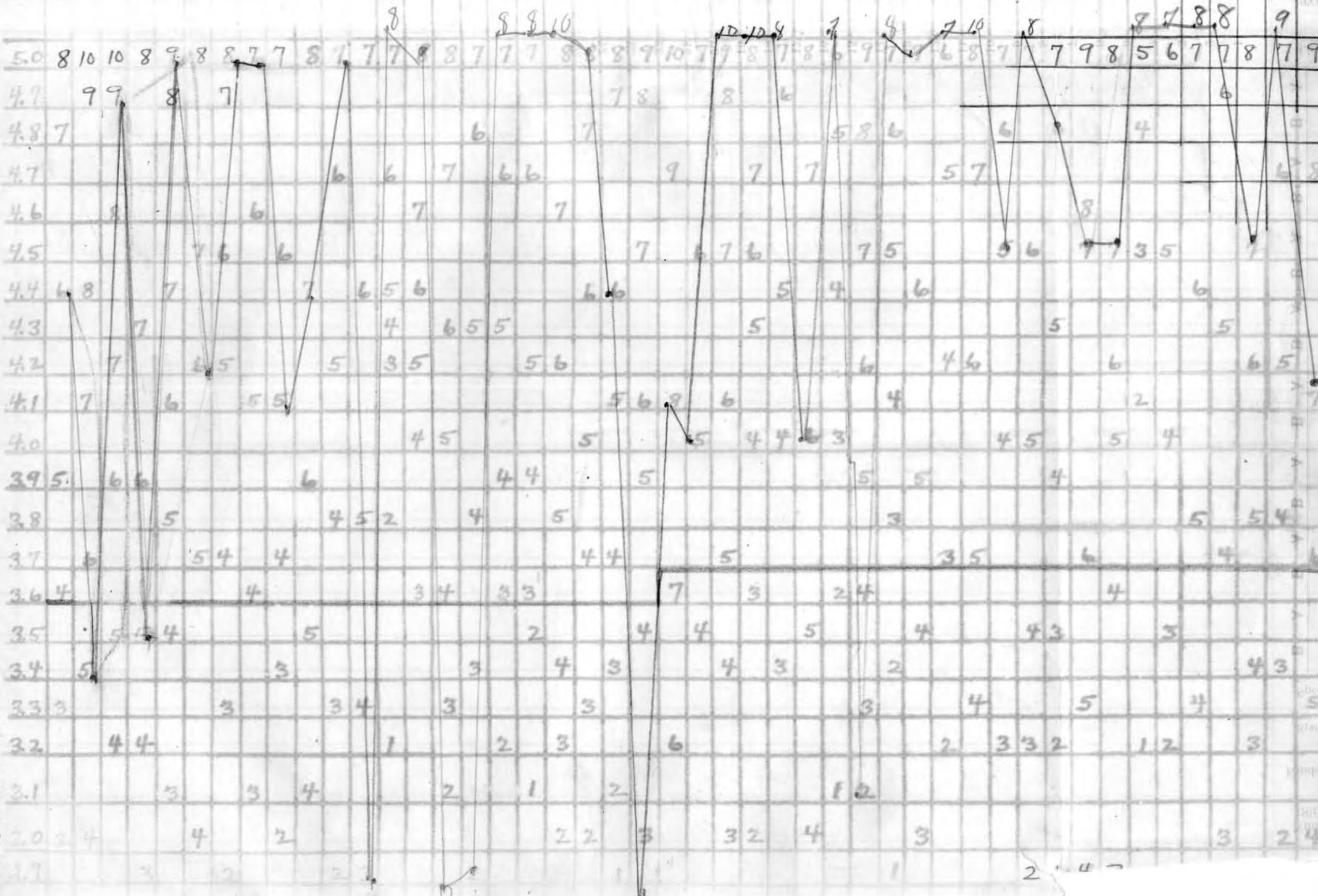
What did the miller do to the wheat?  
ate it, pounded it, ground it, burned it

Who made the flour into bread?  
miller, mother, grocer, farmer

Where did the farmer take the wheat?  
barn, house, mill, store



Test 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55



Grade 3A

Handwritten notes on the left margin, including the name 'HARRY ERNST'.



MC CALL'S STANDARD READING TESTS BOOK III (Grades 3, 4 & 5)												
Sample of weekly class record (as on blackboard)												
Tests-Lesson No.	23	24	25	26	27	28	29	30	31	32	33	34
3A Helen (Scores)	8	7	5	10	8	9	8	7	7	5	8	6
Harry	8	8	4	9	3	7	9	7	9	9	9	8
James	7	7	5	7	8	9	9	7	6	9	9	6
Lorraine	7	8	6	10	7	9	7	7	6	6	6	6
Mary	7	6	5	10	8	9	9	8	5	4	7	7
Emil	6	7	6	9	8	8	8	5	8	9	7	7
Jeanette	6	6	6	10	7	8	8	8	6	7	9	7
Katie	6	6			6	7	4	4	6	3	4	3
William	6	5	2	8	7	9	4	5	7	5	6	6
Steve	5	4	2	4	5	5	3	4	3	3	5	4
Herbert	4	6	3	8	5	9	5	7	5	4	4	6
Adeline	4	4			4	6	4	3	4	6	7	3
Raymond	4	5	5	8	8	7			6	3	4	4
Ruth	3	6	5	9	7	9	5	7	7	4	9	6
Floyd			3	6	2	4	4	4	6	4	7	6
Class Median	6	6	5	8	7	8	5	7	6	6	7	6
McCall's Grade Norm (approximately)	3	4	4	4	3	4	3	3	3	2	3	3
3B Florence	8	8	4	6	8	9	9	8	7	9	8	7
Helen	8	7	4	8	8	9	8	6	8	7	6	4
Rudolph	8	7	6	6	8	7	6	4	8	7	8	3
James	7	5	5	9	7	8	7	5	7	8	7	3
Vernon	7	8	4	7	8	9	8	6	5	8	7	6
Kenneth	7	6	5	8	7	9	8	7	7	5	6	5
La Verne	7	7	3	9	7	9	5	6	6	5	5	3
John	7	6	6	7	8	9	8	8	7	9	8	6
Marian	6	7	4	9	8	8	9	7	9	8	9	7
Clifford	6	8	6	9	7	9	8	7	9	7	6	4
Bruce	6	7	7	9	8	9	8	5	8	7	7	7
Marjorie	6	6	4	6	5	8	4	2	4	5	8	3
Helen	6	6	5	8	8	9	6	5	7	6	7	6
Warren	6	5	3	7	6	9	6	6	3	7	8	1
Sidney	6	5	6	3	5	7	7	6	7	3	7	4
Erwin	6	3	3	7	7	8	3	7	4	6	6	6
Doris	5	8	4	10	8	9	4	7	7	6	8	7
Robert	5	5	3	6	8	9	7	4	6	3	6	7
Tony	5	6	1	6	6	8	6	7	4	3	6	3
Marian	5	3	3	3	3	4	1	2	4	1	5	1
Virginia	5	2	4	8	7	6	7	5	6	4	7	7
Jane	4	8	2	5	7	6	7	5	5	8	7	3
Julia	4	2	1	3	2	2	4	3	3	4	4	3
Arlene	4	4	4	4	5	7	5	4	1	3	6	3
Paul	4	1								4	6	5
Margaret	3	5	6	7	8	7	6	7	4	2	4	7
James	2	5	1	3	4	6	3				1	3
Alice			5	4	7	8	8	6	6	7	4	6
Florence			5	8	6	8	6	6	8	4	7	6
Dorothy			4	8	8	9	7	5	8	8	8	5
Lucille	6	8	6	8	8	9	8	6	7	5	7	6
Class Median	6	6	4	7	8	9	7	7	7	7	7	6
McCall's Grade Norm (approximately)	2	3	3	2	2	4	3	2	2	1	2	1

STORY HOUR  
Book III  
Thought Questions

## Lesson

1

## THE CATS AND THE CHEESE

Why did the cats buy a cheese together?  
 Why did they not divide it themselves?  
 What made them think the money was wise?  
 Explain how the monkey divided the cheese?  
 What was his excuse for taking what remained?  
 What do you think would have happened if one of the cats had divided the cheese?

2

## THE LION'S SHARE

Find all the sentences which show that the lion liked to eat.  
 Find those which show that the other animals were hungry.  
 How did the money divide the meat?  
 Why was the lion hungry?  
 How did the fox divide the meat?  
 Why was the lion pleased?  
 Why did the fox say that the donkey taught him?  
 How would you have divided the meat?  
 What do we mean when we say that a man "takes the lion's share" of anything?

3

## THE BOY WHO CRIED WOLF

Why did the boy cry "Wolf" the first day?  
 The second day?  
 The third day?  
 What did the men do the first day?  
 The second day?  
 The third day?  
 How was the boy punished for his trick?

4

## A WISE INDIAN

Why did the white men think the Indian stole the corn?  
 Name the things the Indian saw when he came to the hut?  
 What did these things tell him about the thief?  
 What may white men learn from the Indians?

## THE BEAVER'S LODGE

Why did the beaver have to do what the Indians asked?  
 What did the Indian wish to learn from the beaver?  
 Tell how the beavers built their lodges?  
 Describe the lodge of the beaver king?  
 Who came to the Indian's wedding?  
 What gifts did the guests bring?  
 What promise did the Indian make?

## GRAY MOLE AND THE INDIAN

What bargain did the mole and the Indian make before the  
 Indian went to sleep?  
 How did the mole keep his promise?  
 Why did the sun deserve punishment?  
 How was he punished?  
 What lesson did he learn?  
 How was the mole punished?  
 How was the Indian punished?  
 What lesson did he learn?

## WHY THE RABBIT IS WHITE

Tell all you can about rabbits.  
 Why did the Indian have to seek a new hunting ground?  
 Where did he go?  
 How long did he travel?  
 How did he know when he had paddled far enough?  
 How did he find the deer?  
 Why was she unable to find the river again?  
 How did he reward the rabbit?  
 Why does the book say "even the eyes of an Indian" could not  
 see the rabbit?

## HANSEL AND GRETEL

Name all the people mentioned in this story.  
 Why was Gertrude angry?  
 Which child did she wish to punish?  
 Why did she send the children to the forest?  
 Who ate the first berry?  
 Describe the house of the witch.  
 Why did she live in a candy house?  
 Why did she give candy to Hansel?  
 Who saved the children?

Where did the young larks have their nest?  
 Why was it safe at first?  
 Why was the mother anxious?  
 What happened the first day?  
 The second day?  
 The third day?  
 Why did the larks fly away?  
 Why did they not fly away other days?  
 What lesson does this story teach us?

How many fairies are mentioned in this story?  
 Why was the bad fairy angry?  
 What did she promise?  
 How was this changed by another fairy?  
 Why did the king order all spindles to be destroyed?  
 Why was one spindle saved?  
 List all the things that happened when the princess pricked  
 her finger.  
 What happened when she awoke?

Why did the poor man trade his cow for the pot?  
 Why did he leave the pot in the barn?  
 When did the old woman stop being angry at her husband?  
 How many trips did the pot make?  
 What did it bring each time?  
 How do you know that the pot went to the North Pole?

What two great hardships did the colonists suffer?  
 What was wrong with the first homes?  
 What did the colonists do to make these better?  
 Where did they get the food they needed?  
 How many things did the Indians teach the white men?  
 List them.  
 Why did the colonists set aside a day for Thanksgiving?  
 Why did they invite the Indians?  
 What did they have to eat?  
 How did they cook the meat?  
 How were the tables made?  
 Describe the dishes.  
 Describe the silverware.  
 Where were the children seated?

12 Continued from preceding page.  
Read the sentence which tells you.  
How many games were played?  
What does the last thought group tell you?

13 HOW JIMMIE EARNED HIS SLED

Which sentences tell you that Jimmie was in a hurry?  
How did Jimmie's father know where he was going?  
How do you know that Jimmie liked griddle cakes?  
Why was he unable to get walnuts?  
Why did he fill one sack with hazel nuts?  
Why did Jimmie's father go to the haymow that night?  
Who nailed the boards over the openings?

14 THE GOLDEN THREAD

What three things did Sylvia's godmother leave her?  
What good advice did she give Sylvia?  
What happened when the prince visited the rich maiden?  
Why did he go away from her?  
What happened when he visited Sylvia?  
How did the spindle, the shuttle and needle help Sylvia?  
Why did they want to help her?

15 THE BAG OF WINDS

What does the first thought group tell you?  
Why did Bolus put three winds in a bag?  
Why did he tell the captain not to open the bag?  
How long was the bag untouched?  
Why did the sailors cut the string?  
How were they punished?  
Why was Bolus angry?

16 KIRA OF THE RAINBOW COUNTRY

In the days of Jura, what did the people of Borneo eat?  
Tell how Jura reached the rainbow country.  
Why did the country have this name?  
How many things did Jura learn in this country?  
Why did Jura wish to go home?  
How did he make the journey?  
Why was it that he had so much rice to give away?

17 TEN AT A BLOW

Tell all the incidents which show that the cobbler was  
a merry little man.  
How many adventures did he have?



17 continued from preceding page  
Tell the story of each in one sentence.  
Which was the greatest adventure of all?  
Why was the girdle hung in the place of honor?  
Was it really a magic girdle?

18 THE FROGS' TRAVELS

Why did the two frogs leave home?  
Why did the Kyotot frog wish to look at Tokyo before going further?  
What plan did the Tokyo frog propose?  
Why did the plan fail?  
Why do frogs usually stay near home?

19 THE GIFT OF FLAX

What does the first thought group tell you?  
Tell the story of the finding of the cave?  
Why did Holda tell Hans he had chosen well?  
Why was the measure of seeds always full?  
What have you learned about the care of flax?  
What was the most important thing Holda said to Hans?  
How did he obey her orders?

20 THE STORY OF A LITTLE REBEL

What does the first thought group tell you about Cynthia and the way she spent her time?  
What changes did the war bring?  
Where was Cynthia when the cow was taken away?  
Give two reasons why she should want the cow?  
How far from the general's house did she live?  
Why did Cornwallis give his buckles to Cynthia?  
How do you know this is a true story?

21 THE MAGIC APPLES

Of what were the apples made?  
Tell two things which prove that they were magic apples.  
In what two ways did Idun guard them?  
Why did Loki promise to steal the apples?  
How did Loki persuade Idun to go outside the walls?  
How did the gods discover what had happened?  
How did Loki rescue Idun?  
Why did the gods build the fires around the walls?

22 THE HIDDEN SPRING

What has this story taught you about caravans?  
What did it teach you about how men cross a desert?  
What lesson did you learn from Abdul?

What does the first thought group tell about the Brownie?  
 About the old cook?  
 About the new cook? BLACK BEAUTY  
 Why did Brownie have to go to the kitchen?  
 What was the first step in Black Beauty's breaking in?  
 Why was he careful to keep the bridle?  
 What was the second step?  
 What was the third step?  
 Why did Black Beauty like to have the mischief?  
 What was the hardest part of the breaking in?  
 What did Black Beauty think was the most important?  
 27 THE COOK CHANGES HER MIND

Why did the cook lock the cellar door?  
 Why did the Brownie have to wait?  
 Why was he careful to make no noise when he gnawed?  
 What pranks did the Brownie play about how to take care of a horse  
 when the cook punished him?  
 What does it teach you to do for a horse after a ride?  
 Compare what Joe did for Black Beauty with what John did?  
 In what way did Black Beauty save the life of his mistress?

25

## CINDERELLA

Find all the sentences which show that the sisters were unkind  
 and selfish.  
 Find all the sentences which show that Cinderella was gentle  
 and kind.  
 Why did no one see the princess leave the palace the third  
 night?  
 Why did the sisters hide Cinderella?  
 Why did the parrot tell where she was hidden?  
 Why did the proud sisters go away?  
 Why did no one care?

26

## THE BROWNIE AND THE COOK

What does the first thought group tell about the Brownie?  
 About the old cook?  
 About the new cook?  
 Why did Brownie have to go to the kitchen?  
 What did he find there?  
 Why did he screw up his nose?  
 How did he punish Cook?  
 Why did Cook beat Muff?  
 What proves that Muff could not have done the mischief?

27

## THE COOK CHANGES HER MIND

Why did the cook lock the cellar door?  
 Why did the Brownie have to wait?  
 Why was he careful to make no noise when he gnawed?  
 What pranks did he play?  
 Whom did Cook punish?

27 Continued from preceding page.  
What proved the dogs could not have played the trick?  
How did Cook learn who was to blame?  
Why does the book say "no more tricks till the next time?"

28 THE EMPEROR'S NEW ROBE

What does the first thought group tell you about the Emperor?  
In what way was the new cloth different from other cloths?  
Whom did the Emperor send to look at it?  
Why did they not tell the truth?  
Why did the Emperor not go to see it in the first place?  
Who was the first to tell the truth about the cloth?

29 ALADDIN'S LAMP

How did the magician persuade Aladdin to go with him?  
What orders did he give Aladdin?  
Why did he shunt Aladdin into the cave?  
How many spirits were slaves to Aladdin?  
What did they do for him?

30 WHAT THE LAMP BROUGHT

How did Aladdin happen to see the princess?  
Why did his mother refuse to go to the Sultan?  
How many times did she go to the Sultan?  
Why did the Sultan consent to let Aladdin marry the Princess?  
What did Aladdin demand of the Genie?

31 HOW ALADDIN LOST HIS LAMP

What does the introductory thought group tell you?  
How did the magician learn of Aladdin's escape?  
Why did the magician come back to Persia?  
Tell how he stole the princess.  
Why had not Aladdin used his ring before?  
How did Aladdin regain the Princess?  
What do you think became of the Magician?

## GATES SILENT READING TEST

### Type A. Reading to Appreciate the General Significance

Grades 3-8

FORM 2

Write your name here.....

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

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

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

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

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

cross angry weary afraid joyful

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

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

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

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

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

sad afraid angry joyful worried

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

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

excited joyful cross afraid happy

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

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

angry sad afraid happy cross

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

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

afraid gay worried weary lonesome

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

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

playful joyful homesick cross happy

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

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

afraid angry excited weary lonesome

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

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

hopeful sad joyful anxious afraid

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

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

angry lonesome joyful homesick happy



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

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

angry joyful worried homesick happy

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

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

afraid lonesome playful happy excited

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

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

excited homesick sad playful happy

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

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

afraid sad cross excited unhappy

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

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

afraid joyful weary naughty playful

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

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

lonesome cross weary joyful afraid

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

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

afraid sad happy homesick worried

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

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

angry afraid homesick happy playful

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

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

afraid sad cross weary playful

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

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

homesick worried angry naughty happy

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

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

sad angry excited weary afraid

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

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

angry playful happy weary afraid

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

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

excited homesick happy joyful weary

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

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

angry playful sad afraid cross

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

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

sad afraid angry happy cross

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

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

joyful weary happy playful excited

# GATES SILENT READING TEST

## Type B. Reading to Predict the Outcome of Given Events

Grades 3-8

FORM 2

Write your name here.....

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

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

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

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

They let the fight go on

The cat slept on

The lady took her bird away

The grocery man saved his cat

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

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

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

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Teachers College, Columbia University

NEW YORK CITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# GATES SILENT READING TEST

## Type C. Reading to Understand Precise Directions

Grades 3-8

FORM 2

---

Write your name here .....

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

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

---

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

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

---

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

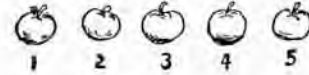
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NEW YORK CITY

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



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



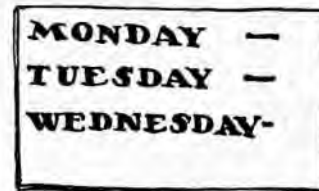
2. Mary gave her mother a pretty flower for her birthday. Here it is on the table. The flower has been in bloom several days. The petals are ready to fall. They will fall on the table just below the bloom. Draw a circle where the petals will fall.



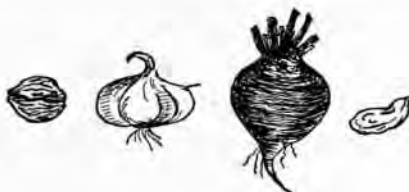
6. It is now January 20. About a week ago William's father gave him a sled for his birthday. His birthday came on January 12. Draw a line around the day on the calendar which was his birthday so we will know when the sled was given to him.



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



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



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



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



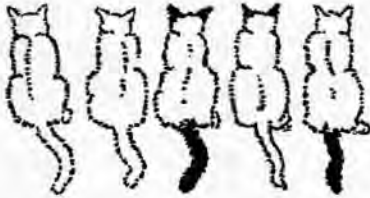


1 2 3

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



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



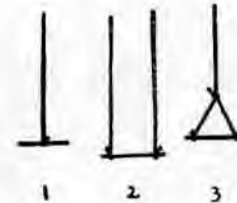
10. Here are five little kittens in a row. Two of them are pure white. The third one has black ears and a black tail. The next one has black ears only. The last one has a black tail only. Make a cross on a kitten that does not have black ears.

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

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



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



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



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



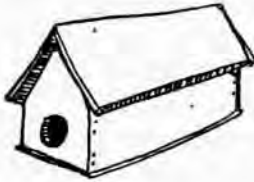
16. The little Eskimo child does many things different from things you do. He lives in a house made of snow, and wears mostly fur clothes. He sleeps in fur bags while you sleep in nice beds. Both keep children warm. Draw a line under what the Eskimo child sleeps in.



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



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



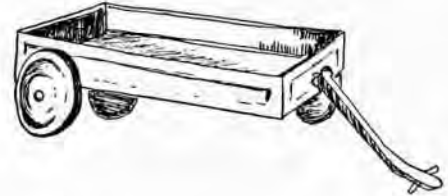
18. William has made a bird house so that some bird will build its nest in it. He wants to place some food in front of the round opening so that the birds will come. Will you make a cross there so that this bird will come to the house now?



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



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



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



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



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



# GATES SILENT READING TEST

## Type D. Reading to Note Details

Grades 3-8

FORM 2

Write your name here.....

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

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

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

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

Where did the girl find herself?

barn room garden store

What were the mirrors made of?

silver gold pearl silk

What were on the slippers?

rubies pearls opals diamonds

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

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

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

BUREAU OF PUBLICATIONS

Teachers College, Columbia University

NEW YORK CITY

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

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

What would look like fried eggs?  
stones daisies seeds violets

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

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

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

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

It was great—  
sorrow fun trouble worry

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

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

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

These flowers unfold in—  
dust heat water smoke

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

Some people think snowflakes look like—  
frogs bees worms mice

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

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

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

Baby rabbits are born without—  
ears eyes fur legs

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

A guinea pig does not—  
run eat scratch sleep

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

How did Tilly Turtle feel?  
gay unhappy afraid jolly

What did she watch?  
frogs horseflies butterflies birds

Where did she have to go?  
home log tree ground

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

Dandelion seeds travel on a breeze like little—

hooks dishes stockings umbrellas

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

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

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

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

There are fish that look like—  
poles snakes mice sticks

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

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

What did we use to think was a funny thing?

water map city house

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

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

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

Where did the little Eskimo girl live?

in tropics near North Pole in Europe  
near South Pole

What was her house made of?

straw brick snow grass

What was queer about the village?

no snow no houses no streets no people

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

What bird is called the sweetest singer?

clown-bird parrot robin nightingale

What color is a nightingale?

red green brown white

Where are nightingales in America?

woods zoo street desert

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

Some bright yellow mushrooms have—

frills ribbons bows shoes

Some pink mushrooms are like rose—

beetles petals roots thorns

There are mushrooms that look like towers with roofs of—

blue green red yellow



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

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

caterpillars gallflies birds frogs

The gallfly's nest turns—

red green brown white

When they break they sound like a—

lion firecracker automobile bell

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

What did the first people not need?

food water sleep clothing

Where did the first people get their food?

frying pan trees ice box stores

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

electricity clothes fire dishes

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

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

clay coal grass wood

What did he hit together to make sparks?

rock wire matches grass

What kind of grass was used to start the fire?

moist green dry fresh

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

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

telegraph radio stories reading

Who told stories to the children long ago?

children radio Santa Claus mothers

How was history learned long ago?

stories writing moving pictures books

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

What did people use in counting?

watch machine cards fingers

When did they just say "a great many"?

above two above five above seven  
above ten

What were people using at this time?

aeroplanes machines stone tools  
steel tools

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

The lion is very—

tall weak strong slow

The lion likes to—

laugh cry sing roar

When the lion roars the other animals are—

happy afraid joyful gay

# Stanford Achievement Test

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

## PRIMARY EXAMINATION: FORM B

FOR GRADES 2 AND 3

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

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

TEST	SCORE	TEST	SCORE	TEST	SCORE	AGE EQUIV.
1. Reading (Paragraph)		4. Arith. Computation		6. Dictation		
2. Reading (Sentence)		5. Arith. Reasoning		Total Reading		
3. Reading (Word)		Total Arithmetic		Total Arithmetic		
Total Reading				Total Score		Ed. Age

### EDUCATIONAL PROFILE CHART

Test 1, Parag. Mean.	Test 2, Sent. Mean.	Test 3, Word Mean.	Read. Total	Test 4, Arith. Comp.	Test 5, Arith. Reas.	Arith. Total	Test 6, Dictation	Total Score	Educational Age	Chronological Age	Grade*
-49	-28	-31	-108	-76	-42	-118	-74	-30	-10-8	-10-8	-4.7
-46	-27	-30	-103	-74	-41	-115	-72	-29	-10-5	-10-5	-4.5
-44	-26	-28	-98	-72	-40	-112	-70	-28	-10-3	-10-3	-4.3
-42	-25	-26	-93	-70	-38	-108	-69	-27	-10-1	-10-1	-4.2
-40	-24	-24	-88	-68	-37	-105	-67	-26	-9-11	-9-11	-4.1
-37	-22	-22	-81	-67	-36	-103	-66	-25	-9-10	-9-10	-4.0
-35	-21	-20	-76	-65	-35	-100	-64	-24	-9-9	-9-9	-3.9
-34	-20	-19	-73	-63	-33	-96	-61	-23	-9-8	-9-8	-3.8
-33	-18	-18	-69	-60	-32	-92	-59	-22	-9-6	-9-6	-3.7
-32	-17	-17	-66	-57	-30	-87	-57	-21	-9-5	-9-5	-3.6
-30	-16	-16	-62	-55	-29	-84	-54	-20	-9-4	-9-4	-3.5
-28**	-16	-15	-59	-52	-27	-79	-52	-19	-9-2	-9-2	-3.4
-26	-15	-14	-55	-49	-26	-75	-50	-18	-9-1	-9-1	-3.3
-25	-14	-13	-52	-46	-24	-70	-48	-17	-9-0	-9-0	-3.3
-23	-13	-12	-48	-44	-23	-67	-45	-16	-8-10	-8-10	-3.2
-22	-12	-11	-45	-41	-21	-62	-43	-15	-8-9	-8-9	-3.1
-20	-12	-10	-42	-38	-20	-58	-40	-14	-8-7	-8-7	-3.1
-19	-11	-9	-39	-35	-18	-53	-38	-13	-8-5	-8-5	-3.0
-18	-10	-8	-36	-32	-17	-49	-35	-12	-8-4	-8-4	-2.9
-16	-9	-7	-32	-29	-16	-45	-33	-11	-8-2	-8-2	-2.8
-14	-8	-6	-28	-26	-15	-41	-31	-10	-8-0	-8-0	-2.8
-12	-7	-5	-24	-24	-13	-37	-29	-9	-7-10	-7-10	-2.7
-10	-6	-4	-20	-22	-12	-34	-26	-8	-7-7	-7-7	-2.6
-8	-5	-3	-16	-20	-11	-31	-23	-7	-7-5	-7-5	-2.6
-7	-3	-2	-12	-18	-10	-28	-20	-6	-7-2	-7-2	-2.5
-5	-2	-1	-8	-16	-9	-25	-17	-5	-6-11	-6-11	
-3	-1	-0	-4	-14	-8	-22	-14	-4	-6-7	-6-7	
-1	-1	-0	-2	-12	-6	-18	-10	-3	-6-2	-6-2	
-1	-0	-0	-1	-9	-4	-13	-6	-2	-5-9	-5-9	
-1	-0	-0	-1	-5	-2	-7	-2	-1	-5-1	-5-1	
-0	-0	-0	-0	-0	-0	-0	-0	-0	-4-0	-4-0	

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

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

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

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 PRINTED IN U.S.A.

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



## TEST 1

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

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

Go right on to next page.

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

Test 1. Number right .....  $\times 2 =$  Score .....

## TEST 2

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

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

Number right .....

Number wrong .....

Test 2. Score (subtract) .....



## TEST 3

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

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

Test 3. Score .....

## TEST 4

Begin here.

(1)

$2 + 4 =$

(2)

$5 + 5 =$

(3)

Add

$$\begin{array}{r} 5 \\ 1 \\ \hline \end{array}$$

(4)

Add

$$\begin{array}{r} 15 \\ 2 \\ \hline \end{array}$$

(5)

Add

$$\begin{array}{r} 4 \\ 3 \\ \hline \end{array}$$

(6)

Add

$$\begin{array}{r} 8 \\ 3 \\ \hline \end{array}$$

(7)

Subtract

$$\begin{array}{r} 5 \\ 2 \\ \hline \end{array}$$

(8)

Subtract

$$\begin{array}{r} 6 \\ 3 \\ \hline \end{array}$$

(9)

$5 \times 2 =$

(10)

Add

$$\begin{array}{r} 81 \\ 37 \\ 42 \\ \hline \end{array}$$

(11)

Subtract

$$\begin{array}{r} 17 \\ 3 \\ \hline \end{array}$$

(12)

Subtract

$$\begin{array}{r} 68 \\ 53 \\ \hline \end{array}$$

(13)

Subtract

$$\begin{array}{r} 13 \\ 9 \\ \hline \end{array}$$

(14)

Subtract

$$\begin{array}{r} 971 \\ 536 \\ \hline \end{array}$$

(15)

Multiply

$$\begin{array}{r} 32 \\ 3 \\ \hline \end{array}$$

(16)

Multiply

$$\begin{array}{r} 452 \\ 4 \\ \hline \end{array}$$

(17)

Divide

$$3 \overline{) 9}$$

(18)

Add

$$\begin{array}{r} 791529572 \\ 865280183 \\ 437643359 \\ \hline \end{array}$$

(19)

$8 \div 2 =$

(20)

$10 \div 5 =$

(21)

Add

$$\begin{array}{r} 37 \\ 16\frac{2}{3} \\ \hline \end{array}$$

(22)

Multiply

$$\begin{array}{r} 7506 \\ 6 \\ \hline \end{array}$$

(23)

Multiply

$$\begin{array}{r} 7924 \\ 38 \\ \hline \end{array}$$

(24)

$$3 \overline{) 13.5}$$

(25)

$\frac{1}{3}$  of 219 =

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



## TEST 5

Begin here.

- 1 How many are 5 birds and 4 birds? *Answer*.....
- 2 Three apples and two apples are how many apples? *Answer*.....
- 3 Jane bought a ruler for 5 cents and a bottle of ink for 8 cents. How much did she spend for both? *Answer*.....
- 4 How many days are there in 2 weeks? *Answer*.....
- 5 Mary had eight oranges and ate two. How many did she have left? *Answer*.....
- 6 A boy planted 3 rows of seeds, putting 8 seeds in a row. How many seeds did he plant? *Answer*.....
- 7 How many days must a man work at \$5 a day to earn \$30? *Answer*.....
- 8 Write the figures that mean six thousand, three hundred, forty-seven. *Answer*.....
- 9 Joe paid \$4.50 for a hat and \$5.75 for a shirt. How much did he pay for both? *Answer*.....
- 10 Mrs. Brown's cook gets \$14 a week. How much does she earn a day? *Answer*.....
- 11 Kate's stamp book holds 12 stamps on a page. How many pages will it take to hold 48 stamps? *Answer*.....
- 12 What would 48 eggs cost at the rate of 50 cents a dozen? *Answer*.....
- 13 A troop of Boy Scouts contains 6 squads of 8 boys each and 5 more left over. How many new boys are needed to make up a new squad? *Answer*.....
- 14 There are 16 ounces in a pound. How many ounces are there in  $\frac{1}{4}$  of a pound? *Answer*.....
- 15 A boy had \$1.55 in his pocket. There were 2 fifty-cent pieces, 1 quarter, and 2 dimes. The rest of the money was pennies. How many pennies were there? *Answer*.....
- 16 A merchant who is reducing his stock of neckties sells 50¢ ties for 40¢. At this price how many can be bought for \$2? *Answer*.....
- 17 How many hours is it from 9 o'clock in the forenoon to 4 o'clock in the afternoon? *Answer*.....
- 18 How many gallons of water will it take to fill six  $2\frac{1}{2}$ -gallon cans? *Answer*.....
- 19 How many more cubic inches are contained in a box  $6 \times 3 \times 4$  than in one  $3 \times 4 \times 5$ ? *Answer*.....
- 20 How many yards of twine are needed to make a dozen strings, each  $\frac{3}{4}$  yard long? *Answer*.....

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

# TEST 6

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*Test 6. Number right* .....  $\times 2 =$  *Score* .....