"BACKWARDNESS IN A SECONDARY SCHOOL."

*****
***

STUDY
of
a group
of
FORM TTT PUPILS
whose examination marks
call
for comment.

*****
***

SUBMITTED IN PARTIAL FULFILMENT
of REQUIREMENTS for
M.A.
in EDUCATION.
by

"137."

[Signature]
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Appendix 1 - Otis Higher Form Group Test A.

Appendix II - Graphical Representation of Acceleration and Retardation.

Appendix III - Individual Record Form.
THIS THESIS has been undertaken in order to throw some light on the reasons why the school work of certain pupils is not consistent with the level of intelligence as gauged by a Standard Group Test. An attempt has been made to analyse causal factors, collate case data, and make both general and specific recommendations which might be helpful in reducing the retardation of these or similar pupils.

The Higher Form Otis Group Test A (as set out in Appendix 1) was given to all Form 111 pupils, and their M.A.'s and I.Q.'s determined. Those above I.Q. 120 were regarded as being of superior intelligence, and were expected to gain good marks in the school examination. Those below I.Q. 95 were regarded as being near the border line as considered in relation to the requirements of an ordinary "academic" secondary school course, i.e. lacking in "native capacity", and their best in the academic type of subject was expected to be poor by comparison. For the middle group with I.Q.'s 95-120 average marks
were anticipated. It was found that of the 85 pupils tested, 8 fell into the first group ranging from I.Q. 120-131, 61 into the middle group, and 16 into the third group which fell from I.Q. 95-80.

Not long after this test had been given, the term examinations were held, and tables similar to those on pages 18-24 were compiled, showing M.A.'s and I.Q.'s together with examination marks in English, History, and French (or Geography 111C.)

The Secondary School in which the work was carried out is a mixed rural one of 230 pupils. Of the 85 first year pupils, 30 were in 111A taking a Professional Course, 38 were in 111B taking a General Course, and 17 were in 111C taking a Commercial or Agricultural Course.

The following is a summary of subjects and periods (40 or 45 minutes) for these classes each week. The course for 111B is as for 111A except that Geography replaces Latin. A slower rate of progress is expected.
# Weekly Timetables

(The numbers refer to 40 or 45 minute periods)

**Forms 11A and 11B.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>(A) Latin</td>
<td>5</td>
</tr>
<tr>
<td>(B) Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Singing or 1</td>
<td></td>
</tr>
<tr>
<td>Orchestral Work</td>
<td></td>
</tr>
<tr>
<td>Physical Work</td>
<td>2</td>
</tr>
<tr>
<td>Arithmetic</td>
<td></td>
</tr>
<tr>
<td>Boys 4</td>
<td></td>
</tr>
<tr>
<td>Girls 3</td>
<td></td>
</tr>
<tr>
<td>Sewing</td>
<td></td>
</tr>
<tr>
<td>Girls 1</td>
<td></td>
</tr>
</tbody>
</table>

**Form 11C.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Physical Work</td>
<td>2</td>
</tr>
<tr>
<td>Commercial</td>
<td>4</td>
</tr>
<tr>
<td>Farm Boys 10</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>Farm Boys</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Except Farm Boys</td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td>3</td>
</tr>
<tr>
<td>Woolclassing</td>
<td>2</td>
</tr>
<tr>
<td>Sewing</td>
<td>1</td>
</tr>
<tr>
<td>Girls 1</td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td>2</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
</tr>
</tbody>
</table>
SOME OPINIONS OF OVERSEAS INVESTIGATORS

OF THIS SUBJECT.

It is impossible to read widely on educational topics and not be impressed by the amount of thought and attention devoted to the subjects of maladjustment, retardation, and similar problems today. It is equally impossible in a work of this nature to refer to more than a few of the great educationalists who have helped us to see our responsibilities in these matters of individual differences; consequently only a few quotations are given, but they are representative, and indicative of the general trend of present-day thought.

E.C. MALHERBE: "The problem of retardation arises from the conflict of two factors, the fact of human inequality, and the desire of the teacher and the public at large for a standardised product in a certain time. It arises from attempting to fit the child to the school system instead of fitting the school to the child."

F.J. SCHONELL: "Scholastic failure must be regarded as psychological failure. To consider a single intellectual factor or an isolated experience in the child's life as the sole causal factor in backwardness is totally unsatisfactory ... the entire problem of scholastic backwardness is in some measure clarified if we have a knowledge of the
directions - intellectual, emotional, physical, environmental - in which the individual variations manifest themselves."

W. Van Dyke Bingham: "Repeated failure in school is an indication of marked dullness, although one will wish to ascertain if possible whether this retardation is really the result of inability to learn rather than of ill-health, poor eyesight, bungling instruction, home distractions, inefficient study habits, interests outside of school, or other remediable causes."

Senator Copeland: "The reports of school systems reveal an appallingy large number of academic "failures" in every grade year after year ..... Are these failures inevitable, or are they due largely to the fact that our curriculum is still so rigid that many of our pupils are confronted with academic tasks which are beyond their abilities, irrelevant to their interests and needs, and which foredoom them to what our inflexible academic standards call 'failure'?"

Hawkes, Lindquist, Mann: "At long last we are beginning to understand that we must learn our pupils before we can teach them; that unless we know quite a lot about a student's abilities, aptitudes, interests and personality, and his previous attainments and his background and
circumstances, we cannot except by blind chance select "courses" serviceable to him."

ELLWOOD P. CUBBERLEY: (in 1930) "Whereas two decades ago we dealt with our problems in the light of accumulated experience, and by the aid of common sense and logical thinking tried to formulate the principles of action involved, today we attempt to determine principles from a study of concrete situations."

"A quarter of a century ago both teachers and principals paid but little attention to any individual differences that may have been evident in the learning ability of children under their control .... The vast differences in pupil abilities which we now know to exist, and make some attempts to adjust our instruction to meet, were then largely ignored or entirely unknown. The coming of the test and measurement movement after about 1908 which revealed the wider differences in accomplishment of pupils, and the development of intelligence testing since 1911 which has made us aware of the vast differences in ability to learn, have in time changed the whole aspect of both school instruction and school supervision."
With regard to the incidence of backwardness Schonell stresses the basic nature of individual differences, and supplies the schedule (on Page 8) which is a modified and extended form of one set out by Burt.

This is followed by a table (on Page 9) showing that other qualities in addition to general intelligence are required for success in school work; and that these other qualities vary in importance from subject to subject. They reveal the absurdity of expecting a uniform level of attainment for the same pupil in every school occupation, and indicate the need for variety of method and flexibility of treatment in the numerous aspects of school work.
SCHEDULE OF FACTORS RELATING TO BACKWARDNESS.

A. INTELLECTUAL CHARACTERISTICS:
   1. Inborn: Degree of general intelligence.
   2. Partly inborn: Specific mental abilities
   Partly acquired: e.g. various aspects of
   memory.
   3. Acquired: Level of school attainments
   and general knowledge.

B. PHYSICAL CONDITIONS:
   5. Specific physical advantages e.g. visual and
   or defects: auditory defects.
   6. General physical condition.
   7. Specific physical defects: e.g. decayed teeth.

C. EMOTIONAL TENDENCIES:
   8. Instinctive and emotional impulses.
   9. Interests and complexes.

D. ENVIRONMENTAL INFLUENCES:
   10. Within school.
   11. In society.
   12. At home.

* SCHONELL F.J. "Backwardness in the Basic Subjects",
* TABLE SHOWING CORRELATION COEFFICIENTS of SCHOOL SUBJECTS and GENERAL INTELLIGENCE for 100 Boys.

(Northumberland Test of General Intelligence. C. Burt. (Univ. of Lond. Press).

<table>
<thead>
<tr>
<th></th>
<th>General Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>+.68</td>
</tr>
<tr>
<td>Mental</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td>+.55</td>
</tr>
<tr>
<td>Problem</td>
<td>+.82</td>
</tr>
<tr>
<td>Reading</td>
<td>+.51</td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>+.65</td>
</tr>
<tr>
<td>Composition</td>
<td>+.61</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td>+.52</td>
</tr>
<tr>
<td>English Exercises</td>
<td>+.52</td>
</tr>
<tr>
<td>Spelling</td>
<td>+.53</td>
</tr>
<tr>
<td>History</td>
<td>+.58</td>
</tr>
<tr>
<td>Geography</td>
<td>+.51</td>
</tr>
<tr>
<td>Writing</td>
<td>+.24</td>
</tr>
<tr>
<td>Drawing</td>
<td>+.31</td>
</tr>
<tr>
<td>Handwork</td>
<td>+.23</td>
</tr>
<tr>
<td>Imitative</td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td>+.57</td>
</tr>
</tbody>
</table>

"It has been found, for example, that pupils markedly deficient in arithmetical ability have a range in I.Q. of from 75-135, which shows that pupils of relatively high mental ability may encounter serious difficulty in some subject, owing to other factors which must be determined by systematic enquiry into the causes such as are included in the list below. In some cases pupils of otherwise normal mentality have specific mental deficiencies, such as inability to learn to read or to spell. This condition may be present whenever a pupil fails to profit by the work done in these subjects."

Contributing factors leading to maladjustment are given as (a) mental (b) physical (c) pedagogical (d) emotional (e) volitional (f) social (g) moral.

The following table (on Page 11) from "The Work of the Public Schools' Board of Education, Rochester, New York, 1928," shows causes of non-promotion found there.

### Causes of Non-Promotion in Rochester, New York (1928)

<table>
<thead>
<tr>
<th>Mental Conditions</th>
<th>Wrong Attitude</th>
<th>No. of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immaturity</td>
<td>Dislike of School</td>
<td>3</td>
</tr>
<tr>
<td>Slowness</td>
<td>Indifference</td>
<td>82</td>
</tr>
<tr>
<td>Backwardness</td>
<td>Carelessness</td>
<td>14</td>
</tr>
<tr>
<td>Subnormality</td>
<td>Incorrigibility</td>
<td>8</td>
</tr>
<tr>
<td>Poor Memory</td>
<td>Overconfidence</td>
<td>7</td>
</tr>
<tr>
<td>Lack of Attention</td>
<td>Lack of Confidence</td>
<td>6</td>
</tr>
<tr>
<td>Lack of Application</td>
<td>Day Dreaming</td>
<td>15</td>
</tr>
<tr>
<td>Lack of Perseverance</td>
<td>IRREGULAR ATTENDANCE</td>
<td></td>
</tr>
<tr>
<td>Specific Reading Disability</td>
<td>Personal Illness</td>
<td>159</td>
</tr>
<tr>
<td>Specific Number Disability</td>
<td>Illness in Family</td>
<td>10</td>
</tr>
<tr>
<td>Environmental Conditions</td>
<td>Illegal Absence</td>
<td>20</td>
</tr>
<tr>
<td>Change of Schools</td>
<td>Late Start</td>
<td>53</td>
</tr>
<tr>
<td>Change of School Systems</td>
<td>PHYSICAL CONDITIONS</td>
<td></td>
</tr>
<tr>
<td>Home Environment</td>
<td>General Ill-health</td>
<td>47</td>
</tr>
<tr>
<td>Foreign Environment</td>
<td>Specific Ill-health</td>
<td>26</td>
</tr>
<tr>
<td>Outside Interests</td>
<td>Speech Impediment</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Defective Hearing or Vision</td>
<td></td>
</tr>
</tbody>
</table>

**Administrative**

- Half-day Sessions: 12
- Unwise Promotions: 9
- Wrong Classification: 25

A fact with some bearing on the situation under review, in New Zealand, is that with the raising of the school leaving age to 15, well over 70% of primary school children pass on to post-primary work. In a rural community where a diversity of types of school does not exist, there is bound to be some mal-adjustment in enrolments.

Another factor is that in the school under consideration the term examination in each subject is set and marked solely by the class teacher of the subject concerned. Hence, in each instance, pupils rise or fall to a certain degree on the judgment of one individual. Hudelson has shown that teachers' norms for various grades for English composition are in many cases much too high, and as a whole are unreliable. To demonstrate this point he asked teachers of English to indicate the school grade for which a certain composition would be accepted by them as satisfactory. The result for two themes is shown in the following table (on Page 13), which indicates the inadequacy of subjective standards.
JUDGMENTS OF TEACHERS AS TO GRADE PLACEMENT

ON THE BASIS OF ONE THEME.

<table>
<thead>
<tr>
<th>School Year</th>
<th>No. of Judges</th>
<th>% of Judgment</th>
<th>No. of Judges</th>
<th>% of Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>1</td>
<td>0.52</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>2</td>
<td>1.04</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>2.07</td>
<td>9</td>
<td>4.69</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
<td>8.81</td>
<td>4</td>
<td>2.08</td>
</tr>
<tr>
<td>10</td>
<td>57</td>
<td>29.53</td>
<td>21</td>
<td>10.94</td>
</tr>
<tr>
<td>9</td>
<td>49</td>
<td>25.39</td>
<td>55</td>
<td>28.65</td>
</tr>
<tr>
<td>8</td>
<td>39</td>
<td>20.21</td>
<td>53</td>
<td>27.60</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>13.47</td>
<td>30</td>
<td>15.63</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0.52</td>
<td>12</td>
<td>6.25</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
<td>2.60</td>
</tr>
</tbody>
</table>

In order to carry out this investigation on scientific lines, it was necessary to find an acceptable method of determining backward cases. A graphical method (as set out in Appendix 14) was found on close examination to be based too largely on assumptions, and hence to be not sufficiently reliable to justify its exclusive use. The Mean M.A. and Mean Mark in each subject for each class were then found, lists of examination marks studied, pupils and their work fully discussed with other members of staff; and it was decided that a discrepancy of one Standard Deviation (S.D.) as between intelligence and marks in the various subjects was a reasonable working criterion for the identification of cases of backwardness requiring explanation. Though the graphical method and that of common-sense judgment of teachers in consultation were not alone considered reliable, their findings corresponded sufficiently with those of the Standard Deviation method to make this appear satisfactory for the purpose required.

The lists on pages 18-24 show a total of 49 cases of backwardness in the three subjects under review - English, History, French (or Geography) - involving 36 pupils. These cases have formed the subject of study from both a diagnostic and a remedial point of view.
Individual record forms (as set out in Appendix 11) were prepared and relevant facts recorded. These were constantly referred to during the investigation. All but 6 of these backward pupils appeared on the graphical representation of retardation, which it was decided by conference and common-sense estimate included rather too many pupils with marks below what was expected, yet sufficiently above class average or fully explained by the circumstances mentioned on page 12 or immediately below to be regarded as not indicating backwardness.

GENERAL CIRCUMSTANCES CONTRIBUTING TO BACKWARDNESS.

(1) The member of staff taking 111A English and History and 111B History had leave of absence at the beginning of the school year. The relieving teacher, not wishing to make a beginning contrary to that desired by the permanent teacher, kept the lessons (particularly in History) on broad general lines, and treated periods allotted more as a means of establishing a desirable socio-historic setting and of encouraging interest and inquiry than as a means of imparting factual knowledge in the form of notes. The staff member's leave was extended unexpectedly, and so the class did not begin note-taking till 13th March. This same teacher resigned at the end of the first term, after instructing for only 8 weeks (including Easter), and the previous relieving teacher again took over after
the vacation, later accepting appointment permanently. The senior History master then discussed the syllabus with the class teacher, and requested, if possible, that a certain number of topics be dealt with during the year (which meant a certain number before the mid-year examination) as pupils from different forms merge by the third year, and what is missed in first or second year work cannot always be made up in detail. In endeavouring to do this, much of value had to be sacrificed temporarily, and in this way the pupils' absorption of relevant points may have been affected. A discussion also took place with the senior English master, and adjustments were made in many parts of the work in this subject. In no instance were the circumstances able to be foreseen, and the best possible was attempted under difficulties.

(2) The teacher of Form 111B English and French left at the end of the first term. No permanent or relieving teacher was available for the position during the whole of the second term. The headmaster took over the French classes, his methods being different and his teaching normally confined to classes of brighter pupils. The senior master took over the English which was, in his case also, work with which he was out of touch, Forms VA and Vi being his usual classes. Thus the work taught,
methods used, papers set and marks allotted were probably very different from what would have obtained in normal circumstances.

(3) The school from the beginning of the year was entitled to an additional teacher. During the first term, arrangements were regarded as more or less temporary, as it was intended to make an extra Third Form and have smaller classes. However, no extra teacher was supplied, and adjustments were made in the best interests of pupils, from time to time, though 111B roll remained at 38 - a number too large for the class room seating accommodation and unwieldy from a teaching point of view.

(4) As is the case with most rural secondary schools, many pupils come from a distance, arriving late and leaving early. "Bus and train pupils arrive up till 10.30 a.m. and begin to leave again from 3 p.m., school hours being from 9 a.m. to 3.30 p.m. Where possible in these opening and closing periods, social study subjects are taken in preference to languages, mathematics, or science, it being felt that pupils will catch up notes and maintain continuity of subject matter more easily here than in the more formal work.

Tables indicating retardation on the basis of 1 S.D. are shown on the following pages (nos. 18 - 24).
### Tables indicating retardation on the basis of 1 S.D.

#### 1114 - 30 pupils.

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>C.A.</th>
<th>I.Q.</th>
<th>M.A.</th>
<th>Dev. fr mean M.A.</th>
<th>Marks % in Eng.</th>
<th>Dev. fr mean % in Eng.</th>
<th>Marks % in Hist.</th>
<th>Dev. fr mean % in Hist.</th>
<th>Marks % in Fr.</th>
<th>Dev. fr mean % in Fr.</th>
<th>Retarded in</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>B.D.</td>
<td>13-6</td>
<td>107</td>
<td>14-5</td>
<td>-3</td>
<td>59</td>
<td>+3</td>
<td>64</td>
<td>+13</td>
<td>65</td>
<td>+19</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>C.I.</td>
<td>13-7</td>
<td>121</td>
<td>16-5</td>
<td>+21</td>
<td>66</td>
<td>+30</td>
<td>92</td>
<td>+41</td>
<td>71</td>
<td>+25</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>G.B.</td>
<td>14-1</td>
<td>92</td>
<td>12-11</td>
<td>-21</td>
<td>46</td>
<td>-10</td>
<td>40</td>
<td>-11</td>
<td>4</td>
<td>-42</td>
<td>French</td>
</tr>
<tr>
<td>8</td>
<td>G.G.</td>
<td>13-5</td>
<td>116</td>
<td>15-6</td>
<td>+10</td>
<td>60</td>
<td>+4</td>
<td>70</td>
<td>+19</td>
<td>33</td>
<td>-13</td>
<td>French</td>
</tr>
<tr>
<td>27</td>
<td>H.L.</td>
<td>15-8</td>
<td>94</td>
<td>14-8</td>
<td>-1</td>
<td>38</td>
<td>-18</td>
<td>45</td>
<td>-6</td>
<td>25</td>
<td>-24</td>
<td>English</td>
</tr>
<tr>
<td>21</td>
<td>I.J.</td>
<td>13-9</td>
<td>101</td>
<td>13-10</td>
<td>-10</td>
<td>44</td>
<td>-12</td>
<td>52</td>
<td>+1</td>
<td>32</td>
<td>-14</td>
<td>French</td>
</tr>
<tr>
<td>4</td>
<td>K.P.</td>
<td>12-11</td>
<td>121</td>
<td>15-7</td>
<td>+11</td>
<td>69</td>
<td>+13</td>
<td>50</td>
<td>-1</td>
<td>52</td>
<td>+6</td>
<td></td>
</tr>
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**11B - 38 Pupils**

**Mean**
- M.A.: 12 months
- Eng.: 13 approx.
- Hist.: 21 approx.
- Fr.: 12 approx.

**Mean Mark**
- English: 56
- History: 43
- French: 36
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INDIVIDUAL CASE STUDIES

- 111A -

1. NO. 28 C.B. C.A. 14-1; I.Q. 92; M.A. 12-11.
   Deviation from mean M.A. -21 months.
   Retardation in French. Marks uniformly low.

DIAGNOSTIC SUMMARY:

This boy is a physically under-developed twin, very small and light for his age, and possessed of a limited general intelligence. Work attempted seems to be well beyond his grasp or ability. This, plus a lack of interest possibly due to poor vitality, gives results discouraging to both pupil and teacher. The failure to grasp fundamentals and acquire facility in skills in much earlier-stage work is shown in poor spelling, punctuation and grammar, in small cramped writing and slow rate of working.

RECOMMENDATION:

This boy's life is over-crowded. He is studying violin playing, learning elocution, and having riding lessons. He always appears tired. A simpler school course is indicated, and as there appears to be language disability, time at present given to this work would be more profitably and pleasurably spent in other cultural activities. There is also a very great need to build up physical strength before improvement can be expected in mental work. A parent-teacher interview might lead to a lessening of extra-school activities.

Deviation from mean M.A. nil.

Retardate in English and French.

Other marks fairly low also.

DIAGNOSTIC SUMMARY:

This boy is by far the oldest pupil in the class, is growing rapidly, and while appearing definitely adolescent physically is mentally still only at primary school level. Working methods are slow and laborious, e.g. very large laboured writing, small phrase unit reading, and jerky oral expression. He appears sensitive regarding his age, size, and limited mental powers. He cannot keep pace with the average pupil because of inability to comprehend unless very full explanations are given.

RECOMMENDATION:

This pupil should probably drop French and devote extra time to essentials and aspects of education of lasting cultural value to him. He would have been better suited in a Technical High School. Encouragement and praise are required to help overcome the feeling of inferiority, and frequent short exercises following up class lessons need to be given as an extra help towards an orderly consolidation of knowledge.
This boy has probably the neatest and most accurate note-book in the class, but is poor in the memory required for certain types of work such as remembering dates, names of prominent persons and important events. Hence there is a lack of self-confidence when written work depending on factual memory is required.

RECOMMENDATION:

This type of pupil is helped in such circumstances by a short period of recapitulatory class questioning before new work is taken. Answers may be oral or written, so long as a full share is taken in this part of the lesson. An occasional set of answers with reference to notes might be done in pupil's own time, and later attempted as memory work. Encouragement and help are vital factors. Adequate motivation and concentration must be in evidence if progress is to take place. Where "dry" facts make little impression, interesting anecdotes woven round these facts will likely find a place in memory.
Deviation from mean M.A. +4 months.

Retardate in French. Other marks average, but not as good as expected.

**DIAGNOSTIC SUMMARY:**

This boy is a bright type, but very much inclined to over-estimate his own abilities and knowledge. He takes for granted that work will present no trouble, and this failure to face up to and overcome difficulties makes for a lack of true factual knowledge. An indefiniteness of oral expression has developed at the expense of exactness in written work.

**RECOMMENDATION:**

First discipline as a stabilising influence is needed here. Poor written work needs to be re-done. This would be no great hardship, and would make the boy realise just how careless and over-confident he is. If class members with formal work up to standard were allowed an occasional privilege such as silent reading, from simple French readers, this pupil would soon get his work up to the mark in order to share in the privilege.

Deviation from mean M.A. ±1 month.

Retarded in English. Other marks also poor.

DIAGNOSTIC SUMMARY:

This is a tall, anemic, quiet pupil, slow in movements and speech, and apparently also in mental reactions. She is apathetic though not annoyingly so, regarding all school occupations. Her manner is courteous and respectful; but it is difficult to deal with a dullness possibly the result of outgrowing physical strength.

RECOMMENDATION:

A less academic course would no doubt have been more suited to this pupil's needs. To improve English, wide reading needs to be encouraged, and to improve self-expression and confidence small parts in plays and short readings or talks on topical subjects should be demanded from time to time. A little extra help out of school hours, chiefly as evidence of teacher's interest and goodwill, would no doubt find grateful and encouraging response. Liberal praise for real effort would be justified.

Deviation from mean M.A. -17 months.

Retardate in English, History, French.

Work uniformly below High School grade.

DIAGNOSTIC SUMMARY:

This pupil who comes from the poorer type of country home, is good natured but crude, lacking not only refinements and graces, but also fundamentals in good speech and manners. A poor cultural background, primary education at a small rural school, plus 50 miles a day 'bus travel (requiring leaving home at 7.15 a.m.; and involving late arrival with its consequent missed work) probably account for the major part of retardation.

RECOMMENDATION:

Here is a definitely non-academic type of pupil who would have benefited by the domestic course of a Technical High School. Latin, French and harder Mathematics appear to be entirely unsuited to the circumstances.

It would be better to encourage the reading of good literature by making time available for use of the school library. Reading valuable in history and science lessons could also be included. There is a definite need to improve physical condition by reducing weight and improving muscle tone before much can be expected in mental gain.

Deviation from mean M.A. +19 months.

Retardation in English and History.

DIAGNOSTIC SUMMARY:

This is a quiet, reserved, often sad, but in some ways strikingly able pupil, whose chief handicap appears to be that of being a country pupil missing time daily on account of late arrival and early departure. Notes are copied up without being understood, and important explanations are missed, these circumstances making it difficult to possess accurate knowledge and reproduce meaningful work.

RECOMMENDATION:

The use at every available opportunity of illustrated library reference books would no doubt add meaning and interest to the study of history, and wider reading should bring English up to standard. Time devoted to pianoforte practice (this girl is an accomplished player) and to farm duties leaves little for home preparation of school work. Class revision work should be taken during periods when this pupil is present.

Deviation from mean M.A. = 5 months.

Retardate in French. Other subjects about average.

DIAGNOSTIC SUMMARY:

This pupil is restless and not willing to concentrate upon a task involving mental effort. Instability is possibly accentuated by home circumstances. All school work reveals this lack of self-control and of the concentration required in attention and application. Occupations involving movement and activity find a ready response.

RECOMMENDATION:

As a nursing career is intended, foreign language work would no doubt be better dropped and replaced by wider reading and more practical work in English, History and Science subjects. Special projects might be set and their completion required as a means of developing self-reliance and self-discipline. If French is continued, extra coaching would be required until the daily class lessons are fully comprehended.

Deviation from mean M.A. -14 months.

Retardate in French. Other subjects only fair.

**DIAGNOSTIC SUMMARY:**

Here is shown a quiet, plodding type of pupil, who finds all subjects fairly difficult, while French, being new, presents further obstacles. She is not quite able to keep pace with the average member of the class, and being reserved, hesitates to ask for extra help or a repeated explanation.

**RECOMMENDATION:**

This girl is a non-academic type of pupil, who would appear to be more suited to Technical School life. French would be better replaced by something simpler and more satisfying to the pupil herself - needlework or drawing - or by extra reading in English literature, history and science. Encouragement and extra individual help are indicated as requirements if French is continued, and the informal side of the work will need to be sufficiently interesting to act as a motivating factor on the formal side.

Deviation from mean M.A. -1 month.
Retardate in English. Other marks only low average.

DIAGNOSTIC SUMMARY:

This pupil is from a good home, but has had a hurried primary schooling. She appears to have finished it too early, especially as attendance at High School involves a long bus journey daily and the missing of valuable work. She is a very quiet and shy but conscientious pupil, devoid of initiative, but anxious to please. Time spent in travel and in helping at home probably limit that devoted to general reading and literary studies.

RECOMMENDATION:

The standard of work should improve with the wider study of literature and by revision of formal work undertaken week by week in class. With daily practice in oral and written expression, examination hesitancy should be reduced and confidence gained. Factual knowledge and facility in expression should develop with this regular practice and further experience.

Deviation from mean M.A. ~28 months.

Retardate in English, History, French. Work uniformly poor.

DIAGNOSTIC SUMMARY:

This pupil is a tall thin girl who is excessively sensitive. She blushes when addressed and is very babyish for her age. She is awkward in small routine matters e.g. thinks of looking for a pen when others are ready to begin note-taking; hunts for a ruler to rule a margin, and for a blotter when a page needs turning. Consequently she gets behind and flustered, and being a slow writer and poor speller finds note-taking a "nightmare". Much note-work is of poor quality as a result. There is a definite feeling of inferiority and unhappiness when it comes to written test work. A serious illness during primary school days may have been a factor contributing to backwardness.

RECOMMENDATION:

This girl would no doubt have been much happier taking the domestic course at a Technical School. There is apparent language disability, and obvious inability to profit from a good deal of the course undertaken. The school needs to act chiefly as a socialising influence, to provide high ideals, stimulate worthy leisure time pursuits, and do all it can to improve the standard of speech and writing.
X111. NO. 1. A.T. C.A. 12-6; I.Q. 112; M.A. 14-0.

Deviation from mean M.A. -2 months.

Retardate in History. Other subjects only fair.

DIAGNOSTIC SUMMARY:

This pupil is from the country, arriving late and leaving early. He does not get home till 4.45 p.m., after which time he cleans a school and helps with farm duties. There is little time for school preparation work, and the amount of energy required for the long day leaves little reserve for intellectual pursuits.

Vitality is low, posture poor, and attitude listless and unresponsive, though there is no actual dislike of school subjects.

RECOMMENDATION:

Parent-teacher co-operation is needed here. It is impossible for a lad of 12½ years to put the best into or get the best out of his secondary schooling if his time is so fully occupied and his vitality so reduced. A subject such as French which is not likely to be of great benefit in the proposed future occupation of farming might be dropped to allow of library reference reading in English and history, and to enable note-work to be kept up-to-date.

Deviation from mean M.A. 42 months.

Retardate in English. Other subjects mostly only average.

DIAGNOSTIC SUMMARY:

This pupil is of the physically heavy and mentally unresponsive type. A good deal of school work lacks interest for him, as he inclines to practical work where he can use his hands. He apparently has a poor memory for lesson content, finding difficulty in remembering basic facts in any subject. There is a lack of grammatical foundation work, and writing is poor.

RECOMMENDATION:

The chief explanatory factor appears to be lack of interest. Technical School work with its practical bias would no doubt have made much hard work a pleasure. There are many excellent books available dealing with craftsmanship, and both pleasure and an improvement in English might be achieved by guided reading of such books, and by affording opportunity for oral and written accounts of personal hobbies.

Deviation from mean M.A. +13 months.

Retardate in History. Other subjects good.

DIAGNOSTIC SUMMARY:

This pupil has two great handicaps: (1) a long day. He leaves home at 8 a.m. and arrives back at 7.45 p.m., even then missing essential school work. In history he does not always understand the notes copied up from another pupil's book. (2) a very peculiar writing disability. The left hand is used, and writing is done with the hand held above instead of below the line being written on. The result is smudgy work, and writing of very poor quality, making notes of little use for later reference.

RECOMMENDATION:

It is obviously necessary to assist this boy with special and regular lessons in normal writing that he might not pass into the adult community with such a handicap. Until such time as he can do legible writing quickly it will be necessary from time to time to arrange for the loan of a reliable set of notes from which to learn his work. Use of the school library for lunch time or class time reference work should also be encouraged. Recapitulatory oral lessons would be an additional aid.
XVI. No. 11, E.M. C.A. 14-8; I.Q. 99; M.A. 14-6.

Deviation from mean M.A. +4 months.
Retardate in English and History. Work uniformly weak.

DIAGNOSTIC SUMMARY:

This boy is of good physique, and is co-operative and anxious to learn, but is handicapped by daily travel involving periods missed and the consequent copying up of notes without their meaning being grasped. He is a very slow writer and poor note-taker at the best of times, writing being frequently in syllable units.

RECOMMENDATION:

Here is a pupil more suited to Technical School work. By dropping the foreign language included in the course time would be allowed for library reference work, copying up notes and general reading, which are all necessary to bring the backward subjects to a higher standard. It might be worth while mentioning at the beginning of each week the work (in history and certain branches of English) planned for class treatment, to give every opportunity for the pupil to make the best use of his own time.
Diagnostic Summary:

This boy travels by train some 20 miles each way daily, and misses periods of school work. He is a slow writer and poor speller, and note-work suffers in consequence. There is an apparent lack of good foundation work in grammar.

Recommendation:

As this pupil is a good violinist and singer, it is possible that the time devoted to training and practice in these arts over a period of years has been at the expense of everyday accomplishments. Whilst continuing to encourage these good works, it might be possible by personal interview to enlist further co-operation in English lessons, by pointing out the incompleteness of social graces without the foundation of culture found in acceptable oral and written expression. Encourage wide reading, and perseverance to master mechanical difficulties. As farming is intended as a career, a simpler course would probably be more satisfactory.

Deviation from mean M.A. +2 months.

Retardate in English. Other subjects only fair.

DIAGNOSTIC SUMMARY:

This pupil is from the country, and boards in town. Her primary education has been at a country school. There appears to be a definite lack of basic knowledge in even elementary work. e.g. distinguishing nouns from verbs, forming plurals, punctuating simple passages. In addition, a certain passivity and diffidence in oral work arising chiefly from the fear of saying the wrong thing act as a handicap. Memory for remembering facts appears to be poor.

RECOMMENDATION:

There is a keenness for handwork, and this girl would probably have enjoyed the programme of a Technical School better than the academic course of a High School. If French or a branch of mathematics were dropped, more time could be devoted to English, especially in regard to the use of the library for reference reading. To help overcome shyness, encouragement in oral expression might be given through the medium of small parts in plays, discussions or debates. Careful correction of written work in all subjects should be aimed at.

Deviation from mean M.A. +7 months.

Retardate in History. All work weak.

DIAGNOSTIC SUMMARY:

The chief explanation of poor work is probably the amount of travelling done daily - this being over 50 miles - and the consequent drain on physical and mental energy. Late arrival means work missed, and notes of lessons are copied up without being understood. The lack of keenness over school work, as evidenced by taking the line of least resistance, is no doubt attributable largely to fatigue and poor physique.

RECOMMENDATION:

This pupil should be either boarding in town or taking a simplified course. The long day and home duties do not permit of adequate preparation for all of several subjects. If one subject or part of it were omitted, time would be available for copying up work missed, and for learning or preparation. Parents' attention needs to be drawn to the poor physical condition, and both school and home should do everything possible to gain and maintain a reasonable standard of fitness.

Deviation from mean M.A. +16 months.

Retardate in English and History. Most academic work poor, essay writing in own time being an exception.

DIAGNOSTIC SUMMARY:

This girl appears to get muddled when working in restricted time. She is a slow thinker and is excessively passive. She appears to have an inferiority complex, possibly due to her age and the realisation that basic work such as grammar and writing is poor. Late enrolment and ill-health also partly explain.

RECOMMENDATION:

Here is a pupil who should have been enrolled for a Technical course. She is fond of handwork, academic work having little appeal. With regard to improving English, this will probably be most successfully attempted through free written expression, as in essays. These contain good material which if carefully corrected and explained as improved would probably leave a more lasting impression than the formal and sometimes apparently meaningless grammar lessons. Other aids are the encouragement of good reading and of correct speech in conversation.

Deviation from mean M.A. -2½ months.

Retardate in English. All marks about average.

Diagnostic Summary:

Low I.Q. explains a great deal here. The pupil is an earnest diligent worker, interested and attentive. Cultural background is poor, and the grammar of everyday speech and writing is thereby affected. Though plenty of effort is made, the reward is often slight, as work appears too difficult to grasp.

Recommendation:

This girl should have been at the local Technical High School, but if remaining where she is needs a simplified course. Time spent on French and harder mathematics would be more profitably devoted to library reference work and wider reading in English literature, history and current affairs. Following up a lesson, additional exercises to be done in pupil's own time would be willingly attempted, and would no doubt prove helpful in consolidating factual knowledge. As it is unlikely that schooling will be continued into a second year, every effort should be made to improve conversational English and to inculcate a love of good literature.

Deviation from mean M.A. 1/4 months.

Retardate in History. All academic work weak.

DIAGNOSTIC SUMMARY:

This pupil is the youngest of 5 girls and is inclined to be spoiled by parents. Anything in the nature of hard work is not faced up to and attempted readily. Interests lie in farming pursuits, not books. Hence the attitude to school work, with its attendant dilatoriness accounts for unsatisfactory class work.

RECOMMENDATION:

The habit of avoiding difficulties needs to be broken by setting at regular intervals specific questions requiring reading from text and notes for answer material, which need not necessarily be difficult or lengthy. This work must be done in the pupil's own time and continued until it is obvious that effort to keep up with the class will be made and maintained. Parent-teacher co-operation in the matter of discipline and supervision would be most helpful.

Deviation from mean M.A. +12 months.

Retardate in English. Most work satisfactory.

DIAGNOSTIC SUMMARY:

The low mark in English is no doubt due to the late start through illness. Where work missed as in history was copied up and learned, marks were very good, but the ground not covered in English seemed to be lost. Grammar questions which might have been well attempted with good primary school knowledge were poorly dealt with or avoided, showing a lack of foundation work in this instance.

RECOMMENDATION:

Here watchfulness of oral and written expression is required in all subjects, an attempt being made to establish habits of correct speech and writing by this means and by giving extra assistance with formal grammar work. Revision later in the year should enable this pupil to understand the work inadvertently missed earlier.
Deviation from mean M.A. -23 months.
Retardate in English and History. All school work poor.

**DIAGNOSTIC SUMMARY:**

This pupil has a poor physical and cultural background. These handicaps together with the low I.Q. probably account for the poor quality of school work. Little of value in the narrow sense of lesson content has been brought from the primary school. Skills such as writing are poor, notes being taken in word units, while spelling difficulties are very pronounced. There is a definitely adenoidal appearance, which may also be a factor in backwardness.

**RECOMMENDATION:**

The course undertaken appears to be too difficult. If, for example, French were dropped, more time could be spent on project work involving library reference work along individual lines, which would be both more profitable and more pleasurable than a good deal of the usual class work. A parent-teacher interview is required to discuss physical condition which should improve with treatment by a qualified medical practitioner. Physical toning-up would no doubt be accompanied by an increase in mental activity.
XXV. NO. 35. S.M. C.A. 14-0; I.Q. 86; M.A. 12-0.

Deviation from mean M.A. -26 months.

Retardate in English and History. All work weak.

DIAGNOSTIC SUMMARY:

Low I.Q. is the chief explanation of poor results. Other relevant points are periods missed due to daily travel to and from a country home, loss of history note book, lack of basic knowledge and skills, poor physique and lethargic manner.

RECOMMENDATION:

This pupil appears to be the type to have profited far more fully from a Technical School education than from a High School course. If she is to remain at High School a much simpler programme is called for. Foreign language work and harder mathematics are inappropriate, and extra time should be devoted to reading and simple written expression and also to cultural work based on her interests and limited abilities. It is regrettable that this pupil should be in such a large class (38). A partial transfer to 111C (17) or extra lessons with this group for some subjects, would probably assist the pupil to understand the topics dealt with and to keep up with note book entries. This arrangement would be possible by omitting a too difficult subject from the course of studies.
Deviations from mean M.A. -11 months.
Retardate in History. Some subjects good.

DIAGNOSTIC SUMMARY:

This is a pleasing type of pupil in many ways, courteous and attentive, but poor at both oral and written expression. She appears to be outgrowing her strength, and is anaemic and quiet. Subjects such as English, French and history are found to be difficult, and though much hard work is done, the reward is not great, partly because factual memory is weak.

RECOMMENDATION:

This type of pupil should be helped by the constant revision offered in ten minutes' recapitulatory questioning at the opening of each lesson. Answers required would be sometimes oral, sometimes written, but always an active part in the answering would be taken by the pupil who needs the encouragement of confident expression. All such work would be checked at the time, as an aid to accurate memorising. A parent-teacher interview would probably result in physical improvement by ensuring adequate rest and correct diet, and the necessary co-operative supervision.

Deviation from mean M.A. 1 month.

Retardate in English. Some subjects good.

DIAGNOSTIC SUMMARY:

The low mark in English is accounted for chiefly by weakness in grammatical work. Such points as the difference between a noun and a verb, the formation of plurals and of past tenses are little known. All work bears the mark of this weakness. In addition, writing is very disjointed, and there is a lack of balance in written expression, as in verbose explanations where brevity is required and vice versa.

RECOMMENDATION:

Formal grammar lessons need to be followed up by exercises based on what has been taught, these being done in the pupil's own time if necessary, and handed in for approval. More balanced written expression and improvement in writing should develop later with practice in essays and letter-writing; and through the various exercises of more advanced work such as precis, paraphrase, synthesis and re-arrangement. A greater effort in concentration is also needed.
XXVII. NO. 8, B.A. C.A. 15-3; I.Q. 103; M.A. 15-8.

Deviation from mean M.A. +23 months.

Retardate in English. Most work good.

DIAGNOSTIC SUMMARY:

The poor mark in English is probably due chiefly to lack of interest in certain sections of the work e.g. poetry and play-reading. This pupil is so intensely interested in farming pursuits that to him anything with little or no practical bearing on these is futile. In addition, many class periods are missed for agricultural work.

RECOMMENDATION:

An attempt might be made to win some regard for poetry by oral readings of narrative poems such as those of Wordsworth which combine a good story with an intense love of nature and by awakening interest in the influence of all great poets who have ever shown that "the pen is mightier than the sword". If the distaste is still marked, the pupil would be better employed during literature periods in reading along the lines of his own interests from worthwhile books or magazines, that at least the love of reading might be fostered. A good reading guide should be supplied.

Deviation from mean M.A. = 19 months.

Retardate in English. Work uniformly poor.

DIAGNOSTIC SUMMARY:

Low I.Q. accounts in large measure for below-standard work. In addition, farming interests are almost an obsession, and primary school groundwork in essentials such as writing, spelling and punctuation is poor. There is plenty to do at home, and not much time or inclination for home study.

RECOMMENDATION:

This pupil would no doubt have done better at the local Technical High School. Formal lessons should take into account the essentials lacking, and should give plenty of practice in the building up of these rather than in dealing with aspects of grammar less useful and possibly little understood. Reading needs encouragement and guidance, and the conversation and written expression of everyday life need constant careful supervision to effect an improvement.

Deviation from mean M.A. nil.

Retardate in History and Geography. Work poor generally.

**DIAGNOSTIC SUMMARY:**

This boy is of poor physique and has an indifferent cultural background. He is unstable, lacking concentration and application and taking with school work the line of least resistance. He lacks essentials for scholastic progress, e.g. writing and speech are careless; in reading, recognition of words is very poor; and methods are haphazard and ineffective. In addition, a good deal of class time is missed for agricultural work and in travelling to and from school.

**RECOMMENDATION:**

Here is a pupil who apparently should have enrolled at the Technical High School. An attempt to build better habits should be made, by insisting on care in speech, in writing, and in written expression on all occasions. To stimulate interest in social studies, periodicals such as the National Geographic Magazine should be made available and time allowed for their perusal. The attention of the parents should be drawn to the poor physical condition and the necessity for attempting to improve it.

Deviation from mean M.A. -7 months.

Retardate in Geography. Work poor generally.

DIAGNOSTIC SUMMARY:

This boy has very little interest in school work. It is chiefly in farming and related activities. I.Q. is low, and basic knowledge and skills extremely poor, e.g. writing is so small, cramped and jerky as to be almost illegible. Time is missed in order to carry out practical work at the school farm. Notes missed are not willingly nor well copied up.

RECOMMENDATION:

Firm discipline is required in this case. Extra written work should be done in his own time until fuller co-operation is forthcoming. The privilege of taking part in practical farm activities might be withheld and the time used for making up neglected work until the pupil realises it does not pay to be lazy, and that knowledge is necessary for intelligent practical work.

Deviation from mean M.A. +11 months.

Retardate in English and Geography.

Most work below average.

Diagnostic Summary:

In this case, the cultural background is very poor and there are numerous home-farm duties and a daily 'bus trip of 25 miles each way. In addition, enrolment was late on account of the seasonal demand for labour. Vitality is low, and the appeal of school work not very great. Primary school foundation work is poor, and periods are missed for farm duties and in travel.

Recommendation:

This is a pupil who should probably have been enrolled at the Technical High School. One aim should be to develop grammatical and pleasing oral and written work, and another to broaden the intellectual outlook by guiding and encouraging wide reading. Much might be done by example and the influence of school tradition, and by inculcating the truth that self-respect can be found only where there is nothing to be ashamed of in oneself.
Deviations from mean M.A. -27 months.
Retardation in English. Most work below average.

DIAGNOSTIC SUMMARY:
This boy is a very steady, hard-working and courteous pupil, who can do reasonably good work if given unlimited time, but he is very slow in thinking and acting. Certain parts of the subject in question appear to be beyond his comprehension e.g. grammatical work involving transitive and intransitive verbs, and the kinds of nouns and adjectives. The knowledge of his limitations acts as a check on his oral expression.

RECOMMENDATION:
Here is a lad more suited for a Technical School education, but if he is kept to the course undertaken, he needs a very simplified programme. The essentials of good speech and writing, and not any detail of grammatical work, should be considered sufficient and practised consistently; and pleasure should be afforded by providing for plenty of educational reading. The minimum well done would be better than the maximum attempted.

Deviation from mean M.A. +23 months.

Retardate in History. Work generally good.

**DIAGNOSTIC SUMMARY:**

Failure to obtain a good percentage of marks in this subject is due to the recent transfer from another school, as the work set for examination had not been covered. In more general subjects such as English and arithmetic, results were good.

**RECOMMENDATION:**

Revision of the work previously covered by the rest of class appears essential, with guided reading covering the topics which have been discussed, as a supplement.

Deviation from mean M.A. +16 months.

Retardate in English and History.

Work in general fair.

**D i a g n o s t i c  S u m m a r y:**

Retardation is almost entirely accounted for by the recent transfer from another school. In addition, writing is poor and written expression rather rambling.

**R e c o m m e n d a t i o n:**

Revision and reference reading are required in history. Poor written work in any subject should be re-done as a disciplinary measure.
XXXVI. No. 3. M.N. C.A. 14-1; I.Q. 88; M.A. 12-1.

Deviation from mean M.A. -17 months.

Retardate in English. Work in general fair.

DIAGNOSTIC SUMMARY:

Low I.Q. largely accounts for the poor work. In addition, writing is very slow. If hurried, inaccuracies of spelling and omissions occur. There is slowness in both thinking and reacting. Interests are more out-of-door than bookish. Poor groundwork at a country primary school is another factor.

RECOMMENDATION:

This pupil would no doubt have been better to have a Technical School education. In view of her interests and the probable sphere of later activities stress should be laid on the acquirement of essentials in good speech and writing; and guidance offered to stimulate interest in reading. Drill in spelling and writing, and extra coaching in the weak parts of grammatical work would be valuable, and would be evidence to the pupil of the teacher’s interest.
As a result of the foregoing investigation the following findings may be summarised:

(1) Factors contributing to backwardness are as numerous and varied as the pupils under consideration, and Individual Case Study appears to be the only satisfactory way of approaching the problem of retardation. Malherbe reminds us that "the teacher's function is to make the most of the child as he finds him, not merely to sit in judgment upon him", and Morrison says that "teachers should spend half their time studying their pupils as growing individuals and the rest doing what that study indicates is desirable and necessary."

(2) Poor quality work is offered by two types of pupil: (a) those not working up to capacity. (b) those finding the work too difficult. The low I.Q.'s of group (b) are indicative of general backwardness in each case, while the higher I.Q.'s of group (a) reveal specific cases of remediable retardation. As stated on p. 1 those whose I.Q. was below 95 were not expected to gain high marks. Among the backward pupils there were 12 with I.Q.'s ranging from 94-80, representing one-third of the total number under consideration here, and in part accounting for 24.5% of the cases of backwardness quoted. It is generally conceded,
however, that pupils whose I.Q. is below 106 will find
more difficulties in an academic post-primary course than
warrant its prosecution. If we include in this survey
all below I.Q. 106, the number of pupils accounted for
is doubled and represents 49% of the cases. Thus it
is shown that almost half the cases of backwardness have
low I.Q. as a contributing factor, and as might be ex-
pected most of these pupils are listed as pursuing an
unsuitable course. Of the 2½ below I.Q. 106 there are
17 (out of a total of 20 under this heading) on the
"wrong course" list. They are Nos 1 111 VII X
XII XVI XVII XVIII XX XI IV XXIV XXV XXIX
XXX XXXII XXXIII XXXIV. It is felt — and indicated —
that the remaining 7 could do the work if other matters
were adjusted. They are Nos 1V whose diligence should
bring success, V whose self-confidence if disciplined
should be a useful factor, XXI and XXXI whose laziness
needs disciplining, XXVI whose immaturity will pass,
XXVII whose basic knowledge should improve, and XXVIII
who requires better motivation. The 3 pupils for whom a
cleaner course is recommended even though their I.Q.'s are
above 106 have factors of a different nature to be con-
sidered. They are Nos VI who has poor health, XIIV
whose interests lie in handicraft, and XIX whose onerous
home duties and long daily 'bus journey leave little time
or energy for lesson preparation or learning.
(3) Those whose poor quality work cannot be explained even in part by low I.Q. are accounted for in many other ways, and it appears that remedial treatment to suit the individual circumstances would bring about a worthwhile improvement in school work and a more wholesome attitude towards it in the pupils. Possible causes of low marks revealed by this investigation are unsuitability of course; poor vitality; parental over-severity; instability; over-sensitiveness; poor memory in one or more aspects; over-estimation of own abilities; ind definiteness of thought and expression; carelessness; apathy; too much travelling; periods missed; onerous home duties; notes missed or lost; immaturity; illness; late enrolment; overwork; specific disability; laziness; bad habits; change of school; poor mechanical skills; poor primary school background; poor cultural background; poor physical condition; lack of energy; lack of confidence; lack of concentration; large teaching groups.

The following tables on p. 64 - 66 show the individuals (indicated by Case Study Numbers) to whom each factor mentioned applies, the total number of pupils affected, and the percentage of cases in which each factor was a contributing cause of backwardness.
<table>
<thead>
<tr>
<th>FACTOR IN BACKWARDNESS</th>
<th>CODE REF. NO</th>
<th>TOTAL NO OF CASES AFFECTED</th>
<th>% OF CASES AFFECTED</th>
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<td>1 111 V11 X11</td>
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<td>XXI XXIV XXV XXI</td>
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<td>XXXVI</td>
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<td>Below 106</td>
<td>as above + 1V V X</td>
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<td>XXVII11 XXX111</td>
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<tr>
<td>Unsuitability of course</td>
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<td>XII XIIV XVI XVI1</td>
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<td>XXX11 XXX111 X</td>
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<td>Poor vitality</td>
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<td>XI1 X11 X111 XIX</td>
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<td>XX1X XXX XXX111</td>
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<td>Parental over-severity</td>
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<td>XXX XXX1</td>
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<td>Over-sensitiveness</td>
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<td>Poor memory in one or more aspects</td>
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<td>Over-estimation of own abilities</td>
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<td>% OF CASES AFFECTED</td>
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<tr>
<td>Carelessness</td>
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<td>Apathy</td>
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<td>Too much travelling</td>
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<td>Onerous home duties</td>
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<td>Notes missed or lost</td>
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<td>Large teaching groups</td>
<td>No 4 1 - XXV11 inclusive</td>
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</table>
Pupils' attitudes play a very large part in the matter of progress, and these may be affected not only by the school itself and the educational system as a whole, but by home life, society, the cinema, the radio, and many other factors.

Where environmental conditions - both physical and social - are improved, an improvement in the standard of work may be anticipated even though there may be disadvantages of a hereditary nature.

Where good habits have been formed early there is untold benefit to pupils.

Where character-training has been a vital part of home life and the primary school programme, the attitude towards secondary school duties is in general encouraging and promising.

Sometimes the cause of a pupil's not working up to capacity is lack of interest which may even be the result of poor teaching. Where motivation is satisfactory, improvement in work should follow.

The recognition of individual differences not only mentally, but physically, socially and emotionally,
is essential in any attempt to reduce backwardness.

(10) Parent-pupil-teacher co-operation is of the greatest value, as also are staff conferences concerning specific problems of dullness, backwardness or retardation.

(11) The lack of articulation between primary and post-primary education has a very detrimental effect on secondary schooling. The absence of contacts between teaching personnel of the two grades, and the disconnected programmes of study offering are both marked weaknesses.

(12) Enrolment for post-primary work and choice of course are sometimes haphazard and therefore economically wasteful.

(13) The class feeling associated with the term "High" and "Tech." in a small community is the direct cause of much hardship to pupils and discouragement to teachers.

(14) In spite of all that is admitted regarding individual differences and needs, as long as organisation and administration remain as they are at present, the majority of pupils must fit into the system as though all were pretty well alike.
The ways and means of attacking these problems are numerous and varied, and range from administrative matters to personal interviews. Individual cases need rectifying or assisting by coaching; providing simpler courses; encouragement; plenty of revision; discipline; granting or withholding privileges; praise; fuller use of library, films and teaching aids; routine drill; building up good habits and self-respect; and by other methods as diverse as the problems encountered.

The subject of retardation needs attention as a social matter also, and from this point of view the following suggestions are made:

(1) Headmasters' salaries should not be affected by the rise or fall in roll number.

(2) Medical and dental inspection and treatment should be extended to post-primary schools, and the services of educational psychologists and visiting teachers should also be made available.

(3) The type of post-primary school to be attended should be decided after a more comprehensive consideration of the facts than is usual at present, and with less consideration for issues such as social prestige, in order to achieve maximum profit to pupil and community in terms of self-realisation and social service respectively. It is economically wasteful to find at University level that
a young person is unfitted for higher work, and also to put to wage-earning at 15 years of age those who have ability to be trained for professions.

(4) Parents need educating regarding their children's prospective careers. They should be addressed or circularised at the intermediate (or upper primary) stage regarding types of post-primary school and courses offering. The opportunity to inspect local post-primary schools at their everyday work should be offered to parents considering enrolment options. When they come for enrolment interview, the Headmaster should have on hand, or have ready access to, particulars of abilities and other relevant matters concerning the pupil under discussion. These records should be a deciding factor regarding choice of school and course.

If parents ignore facts and advice and insist upon making an unwise decision, the Headmaster should from time to time report on the (probable) poor progress and do all he can to get an adjustment made early for the good of the pupils concerned.

(5) It might be money well spent to provide secondary school head-teachers with an office assistant for clerical work, and thus enable these highly trained and experienced educationalists to give more time and thought to educational matters of first importance such as teaching, interviewing, guiding staff and pupils, carrying out experimental
work, attending conferences, and addressing gatherings rather than attending to returns, registers, record forms and other routine office duties.

(6) Staff members who have attained seniority—and the higher salary it carries—should be expected to undertake fuller responsibilities in matters such as keeping abreast of the times, preparing comprehensive and educationally sound programmes of study, helping young teachers, and in general applying what has been proved psychologically sound in educational theory to class-room practice.

(7) There should be prepared by experts (under the auspices of the Department of Education) articulated syllabuses in each subject i.e. detailed and complete programmes from primary school stage (or below) to University level; these to be published separately in pamphlet form for individual subjects. Thus a teacher of any one subject would be able to understand that subject as a whole and appreciate the part he is playing in doing thoroughly the work at his particular stage. He would know what should have been covered, and towards what he is working. Sets of subjects might be bound in one volume for office or library reference purposes.

(8) Articulation must be both a Departmental and a local matter. The Department can do a great deal in many ways such as authorising schemes of work, adjusting
salaries to remove anomalies, and arranging for inter-
change of inspectors or teachers, but it is left to local
authorities to carry out the spirit rather than the
letter of any undertaking, by fostering conference and
mutual helpfulness of the authorities concerned wherever the
good of the young is at stake.

(9) Part of the recognised training course for
teachers should deal with diagnostic and remedial methods
for physical, mental and moral troubles; and qualified
visiting teachers should supervise, and advise regarding
this work in schools.

Local problems might be faced up to in the
following ways:--

1. (a) Amalgamation of High and Technical High Schools.
This should end competition and class distinction, and
minimise maladjustment and uneconomical expenditure.
(b) If (a) is not considered practicable, there
should be opportunity for training in farm work for boys
attending the Technical High School, and manual training
courses for boys and girls should find a place in the
High School scheme of work.

2. (a) Some type of post-primary school appears to be
needed about 20 miles north. There is no such school
in this direction for over 50 miles, and some pupils
travel daily by train as far as 25 miles each way to attend at one or other educational centre. This seems an unreasonable distance, especially seeing that in addition some pupils live a long way from their local railway station.

(b) As an alternative, much more attractive boarding allowances should be paid and adequate staffing provided in school hostels. The local school under review possesses a hostel capable of accommodating a large number of pupils, but it has been closed for several years.

3. Meal allowances might be considered to enable those who travel distances such as those quoted in 2 (a) on the previous page to obtain a nourishing hot meal at mid-day. A hastily eaten breakfast and a heavy night meal with a "snack" at mid-day are not ideal arrangements for any one, and least of all for growing children. Lunch cafeterias in factories are no longer an experiment, but an established service of proved value. Maybe where the need is felt, schools of the future will follow the lead given by industry in this respect.

4. Much more use might be made of the duplicating machine. In subjects such as history, class note-taking
could be dispensed with in favour of machine duplicated material. Even if a small charge were made for notes, the cost to the pupil would be less than that of an exercise book (at present approx. 2/-). Notes would be accurate and would require no correction by the teacher - an enormous saving of time - and would be available for distribution to those who unavoidably miss lesson periods. An occasional check-up against loss would be necessary, and a fine charged for replacements.

In addition, the ill-effects of some lengthy absences might be reduced by posting to absentees sets of notes and information regarding text-book readings.

If homework is to remain part of the school programme, it should be worked strictly according to a time-table prepared by the headmaster and staff in conference, so that no pupil is overloaded in this respect and so that all subjects are fairly treated, but in any case there should be the minimum amount of formal work.

A Parent-Teacher Association with representatives from all local school staffs and from a wide range of households might be formed. Meetings arranged would be for mutual helpfulness and appreciation among teachers in different branches of the service; and
between parents and teachers in general; also for the
enlightenment of all regarding educational matters in
their own community and beyond.

In conclusion, it might be well to remind our-
selves of some of the more far-reaching aims of secondary
education. If these are appreciated, judgment by
results will be in terms of human values - individual
happiness and social wholesomeness - rather than in terms
of success or failure in examinations. Those entrusted
with the care of the post-primary pupil should be con-
cerned about:

(1) The development of personality.
(2) The pupil's preparation for future usefulness.
(3) The development of high ideals.
(4) The development of special aptitudes.
(5) The building up of a fund of useful general
knowledge.
(6) The broadening of outlook and the provision
for worthy leisure time pursuits.
(7) The development of the idea of social service
and of man's dependence on his fellows - the dignity of
all labour well done - the part of all nations and
races.
(8) The encouragement of the enquiring mind.
(9) The guidance regarding and possible placement in the sphere of activities of truest profit to the individual concerned and to the community.

(10) The development of the idea of a worthier heritage for posterity.

"Creative progress usually has its roots in an analysis of experience and exploitation from which it proceeds."

Hon. J.A. HANAN
(Former Chancellor of University of N.Z.)

In accord with such a philosophy has this thesis been written.
APPENDIX 1

SHOWING

COPIES OF

HIGHEST AND LOWEST SCORE SHEETS

in the

OTIS HIGHER FORM GROUP TEST A.

...
OTIS SELF-ADMINISTERING TEST

Adapted by

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

HIGHER EXAMINATION: FORM A.

For Form 2 and Post-Primary School

Score

---

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

Do not open this paper, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, etc. Write plainly.

Name .......................................................... Age  43  years  10  months

Boy or Girl  Boy  Father’s Occupation  Farmer

Class or Standard 11th  School  High School  Date 25th July 19...

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

Sample: Which one of the five words below tells what an apple is?

flower,  tree,  3 vegetable,  4 fruit,  5 animal  fruit  ( 4 )

The right answer, of course, is “fruit”; so the word “fruit” is underlined. And the word “fruit” is No. 4; so a figure 4 is placed in the brackets at the end of the dotted line. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put its number in the brackets:

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

1 a book,  2 a brick,  3 a ball,  4 a house,  5 a box  ( 3 )

The answer, of course, is “a ball”; so you should have drawn a line under the words “a ball” and put a figure 3 in the brackets. Try this one:

Sample: A foot is to a man and a paw is to a cat the same as a hoof is to a—what?

1 dog,  2 horse,  3 shoe,  4 blacksmith,  5 saddle  horse  ( 2 )

The answer, of course, is “horse”; so you should have drawn a line under the word “horse” and put a figure 2 in the brackets. Try this one:

Sample: At four pence each, how many pence will 6 pencils cost?  2  ( 2 )

The answer, of course, is 24, and there is nothing to underline; so just put the 24 in the brackets.

If the answer to any question is a number or a letter, put the number or letter in the brackets without underlining anything. Make all letters like printed capitals.

The test contains 75 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

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

By Arrangement with Australasian Publishing Co., Agents in Australia for Harrap & Co. (Copyrighted.)
1. The opposite of hate is (?)
   1 enemy, 2 fear, 3 love, 4 friend, 5 joy
   (3) 10
2. If 3 pencils cost 5 pence, how many pencils can be bought for 50 pence?
   (10)
3. A bird does not always have (?)
   1 wings, 2 eyes, 3 feet, 4 a nest, 5 a bill
   (1)
4. The opposite of honour is (?)
   1 glory, 2 disgrace, 3 cowardice, 4 fear, 5 defeat
   (2)
5. A fox most resembles a (?)
   1 wolf, 2 goat, 3 pig, 4 tiger, 5 cat
   (1)
6. Quiet is related to sound in the same way that darkness is related to (?)
   1 a cellar, 2 sunlight, 3 noise, 4 stillness, 5 loud
   (2)
7. A party consisted of a man and his wife, his two sons and their wives, and four children in
   each son's family. How many were there in the party?
   (4)
8. A tree always has (?)
   1 leaves, 2 fruit, 3 buds, 4 roots, 5 a shadow
   (4)
9. The opposite of economical is (?)
   1 cheap, 2 stingy, 3 extravagant, 4 value, 5 rich
   (5)
10. Silver is more costly than iron because it is (?)
    1 heavier, 2 scarcer, 3 whiter, 4 harder, 5 prettier
    (5)
11. Which one of the six statements below tells the meaning of the following proverb? “The early
    bird catches the worm.”
    1. Don’t do the impossible.
    2. Weeping is bad for the eyes.
    3. Don’t worry over troubles before they come.
    4. Early birds like worms best.
    5. Prompt persons often secure advantages over tardy ones.
    6. It is foolish to fret about things we can’t help.
    (4)
12. Which statement above tells the meaning of this proverb? “Don’t cry over spilt milk.”
    (3)
13. Which statement above explains this proverb? “Don’t cross a bridge till you get to it”
    (3)
14. An electric light is related to a candle as an automobile is to (?)
    1 a carriage, 2 electricity, 3 a tyre, 4 speed, 5 glow
    (3)
15. If a boy can run at the rate of 6 feet in 4 of a second, how many feet can he run in 10 seconds?
    (5)
16. A meal always involves (?)
    1 a table, 2 dishes, 3 hunger, 4 food, 5 water
    (4)
17. Of the five words below, four are alike in a certain way. Which is the one not like these four?
    1 bread, 2 shave, 3 chop, 4 whistle, 5 shear
    (4)
18. The opposite of never is (?)
    1 often, 2 sometimes, 3 occasionally, 4 always, 5 frequently
    (4)
19. A clock is related to time as a thermometer is to (?)
    1 a watch, 2 warm, 3 a bulb, 4 mercury, 5 temperature
    (4)
20. Which word makes the truest sentence? Men are (?) shorter than their wives.
    1 always, 2 usually, 3 much, 4 rarely, 5 never
    (4)
21. One number is wrong in the following series. What should that number be? 1 4 2 5 3 6 4 7 5 9 6 9
    (4)
22. If the first two statements following are true, the third is (?) All members of this club are
    Republicans. Smith is not a Republican. Smith is a member of this club.
    1 true, 2 false, 3 not certain
    (3)
23. A contest always has (?)
    1 an umpire, 2 opponents, 3 spectators, 4 applause, 5 victory
    (5)
24. Which number in this series appears a second time nearest the beginning?
    6 4 5 3 7 8 0 9 5 9 8 8 6 5 4 7 3 0 8 9 1
    (9)
25. The moon is related to the earth as the earth is to (?)
    1 Mars, 2 the sun, 3 clouds, 4 stars, 5 the universe
    (4)
26. Which word makes the truest sentence? Fathers are (?) wiser than their sons.
    1 always, 2 usually, 3 much, 4 rarely, 5 never
    (3)

Do not stop. Go on with the next page.
27. The opposite of awkward is (?)  
1 strong, 2 pretty, 3 short, 4 graceful, 5 swift

28. A mother is always (?) than her daughter.  
1 wiser, 2 taller, 3 stouter, 4 older, 5 more wrinkled

29. Which one of the six statements below tells the meaning of the following proverb? “The burnt child dreads the fire.”  
1. Frivolity flourishes when authority is absent.  
2. Unhappy experiences teach us to be careful.  
3. A thing must be tried before we know its value.  
4. A meal is judged by the dessert.  
5. Small animals never play in the presence of large ones.  
6. Children suffer more from heat than from grown people.

30. Which statement above explains this proverb? “When the cat is away, the mice will play.”

31. Which statement above explains this proverb? “The proof of the pudding is in the eating.”

32. If the settlement of a difference is made by mutual concession, it is called a (?)  
1 promise, 2 compromise, 3 injunction, 4 coercion, 5 restoration

33. What is related to disease as carefulness is to accident?  
1 doctor, 2 surgery, 3 medicine, 4 hospital, 5 sanitation

34. Of the five things below, four are alike in a certain way. Which is the one not like these four?  
1 smuggle, 2 steal, 3 bribe, 4 cheat, 5 sell

35. If 10 boxes full of apples weigh 400 pounds, and each box when empty weighs 4 pounds, how many pounds do all the apples weigh?  

36. The opposite of hope is (?)  
1 faith, 2 misery, 3 sorrow, 4 despair, 5 hate

37. If all the odd-numbered letters in the alphabet were crossed out, what would be the tenth letter not crossed out? Print it. Do not mark the alphabet.  

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

38. What letter in the word SUPERFICIAL is the same number in the word (counting from the beginning) as it is in the alphabet? Print it.

39. What people say about a person constitutes his (?)  
1 character, 2 gossip, 3 reputation, 4 disposition, 5 personality

40. If 2 1/2 yards of cloth cost 30 pence, how many pence would 10 yards cost?

41. If the words below were arranged to make a good sentence, with what letter would the second word of the sentence begin? Make it like a printed capital.  

same means big large the as

42. If the first two statements following are true, the third is (?) George is older than Frank.  
James is older than George. Frank is younger than James.

43. Suppose the first and second letters in the word CONSTITUTIONAL were interchanged, also the third and fourth letters, the fifth and sixth, etc. Print the letter that would then be the twelfth letter counting to the right.

44. One number is wrong in the following series. What should that number be?  
0 1 3 6 10 15 21 28 34

45. If 4 1/2 yards of cloth cost 90 pence, how many pence would 2 1/2 yards cost?

46. A man’s influence in a community should depend upon his (?)  
1 wealth, 2 dignity, 3 wisdom, 4 ambition, 5 political power

47. What is related to few as ordinary is to exceptional?  
1 none, 2 some, 3 many, 4 less, 5 more

48. The opposite of treacherous is (?)  
1 friendly, 2 brave, 3 wise, 4 cowardly, 5 loyal

49. Which one of the five words below is most unlike the other four?  
1 good, 2 large, 3 red, 4 walk, 5 thick

50. If the first two statements following are true, the third is (?) Some of Brown’s friends are  
Baptists. Some of Brown’s friends are dentists. Some of Brown’s friends are Baptist dentists.

1 true, 2 false, 3 not certain

51. How many of the following words can be made from the letters in the word LARGEST using any letter any number of times?  

great, stagger, grasses, trestle, struggle, rattle, garage, strangle

52. The statement that the moon is made of green cheese is (?)  
1 absurd, 2 misleading, 3 improbable, 4 unfair, 5 wicked

Do not stop. Go on with the next page.
53. Of the five things following, four are alike in a certain way. Which is the one not like these four?
1. tar, 2. snow, 3. soot, 4. ebony, 5. coal

54. What is related to a cube in the same way in which a circle is related to a square?
1. circumference, 2. sphere, 3. corners, 4. solid, 5. thickness

55. If the following words were seen on a wall by looking in a mirror on an opposite wall, which word would appear exactly the same as if seen directly?
1. ohio, 2. saw, 3. noon, 4. motor, 5. otto

56. If a strip of cloth 24 inches long will shrink to 22 inches when washed, how many inches long will a 36-inch strip be after shrinking?

57. Which of the following is a trait of character?
1. personality, 2. esteem, 3. love, 4. generosity, 5. health

58. Find the two letters in the word doing which have just as many letters between them in the word as in the alphabet. Print the one of these letters that comes first in the alphabet.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

59. Revolution is related to evolution as flying is to ( )
1. birds, 2. whirling, 3. walking, 4. wings, 5. standing

60. One number is wrong in the following series. What should that number be?
1 3 5 9 27 81 108

61. If Frank can ride a bicycle 30 feet while George runs 20 feet, how many feet can Frank ride while George runs 30 feet?

62. Count each N in this series that is followed by an O next to it if the O is not followed by a T next to it. Tell how many N's you count.
N O N T Q M N O T M O O N Q M N N O Q N O T O N A M O N O M

63. A man who is averse to change and progress is said to be (?)
1. democratic, 2. radical, 3. conservative, 4. anarchistic, 5. liberal

64. Print the letter which is the fourth letter to the left of the letter which is midway between O and S in the alphabet

65. What number is in the space which is in the rectangle and in the triangle but not in the circle?

66. What number is in the same geometrical figure or figures as the number 8?

67. How many spaces are there that are in any two but only two geometrical figures?

68. A surface is related to a line as a line is to (?)
1. solid, 2. plane, 3. curve, 4. point, 5. string

69. If the first two statements following are true, the third is ( ) One cannot become a good violinist without much practice. Charles practices much on the violin. Charles will become a good violinist.
1. true, 2. false, 3. not certain

70. If the words below were arranged to make the best sentence, with what letter would the last word of the sentence end? Print the letter as a capital.
sincerity traits courtesy character of desirable and are

71. A man who is influenced in making a decision by preconceived opinions is said to be (?)
1. influential, 2. prejudiced, 3. hypocritical, 4. decisive, 5. impartial

72. A hotel serves a mixture of 2 parts cream and 3 parts milk. How many pints of cream will it take to make 15 pints of the mixture?

73. What is related to blood as physics is to motion?
1. temperature, 2. veins, 3. body, 4. physiology, 5. geography

74. A statement the meaning of which is not definite is said to be ( )
1. erroneous, 2. doubtful, 3. ambiguous, 4. distorted, 5. hypothetical

75. If a wire 20 inches long is to be cut so that one piece is \frac{2}{3} as long as the other piece, how many inches long must the shorter piece be?
OTIS SELF-ADMINISTERING TEST

Adapted by

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

HIGHER EXAMINATION: FORM A.

For Form 2 and Post-Primary School

Score

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

Do not open this paper, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, etc. Write plainly.

Name ___________ Age 13 years 4 months

Boy or Girl _______ Father’s Occupation _______

Class or Standard ______ School _______

Date 20th June 19__

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

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The right answer, of course, is “fruit”; so the word “fruit” is underlined. And the word “fruit” is No. 4; so a figure 4 is placed in the brackets at the end of the dotted line. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put its number in the brackets:

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

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The answer, of course, is “a ball”; so you should have drawn a line under the words “a ball” and put a figure 3 in the brackets. Try this one:

Sample: A foot is to a man and a paw is to a cat the same as a hoof is to a—what?

1 dog, 2 horse, 3 shoe, 4 blacksmith, 5 saddle .. .. ( 2 )

The answer, of course, is “horse”; so you should have drawn a line under the word “horse” and put a figure 2 in the brackets. Try this one:

Sample: At four pence each, how many pence will 6 pencils cost? .. .. .. .. ( 24 )

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If the answer to any question is a number or a letter, put the number or letter in the brackets without underlining anything. Make all letters like printed capitals.

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

By Arrangement with Australian Publishing Co., Agents in Australia for Geo. Harrap & Co. (Copyrighted.)
EXAMINATION BEGINS HERE:

1. The opposite of hate is (?) 1 enemy, 2 fear, 3 love, 4 friend, 5 joy

2. If 3 pencils cost 5 pence, how many pencils can be bought for 50 pence? 3

3. A bird does not always have (?) 1 wings, 2 eyes, 3 feet, 4 a nest, 5 a bill

4. The opposite of honour is (?) 1 glory, 2 disgrace, 3 cowardice, 4 fear, 5 defeat

5. A fox most resembles a (?) 1 wolf, 2 goat, 3 pig, 4 tiger, 5 cat

6. Quiet is related to sound in the same way that darkness is related to (?) 1 a cellar, 2 sunlight, 3 noise, 4 stillness, 5 loud

7. A party consisted of a man and his wife, his two sons and their wives, and four children in each son’s family. How many were there in the party? 14

8. A tree always has (?) 1 leaves, 2 fruit, 3 buds, 4 roots, 5 a shadow

9. The opposite of economical is (?) 1 cheap, 2 stingy, 3 extravagant, 4 value, 5 rich

10. Silver is more costly than iron because it is (?) 1 heavier, 2 scarcer, 3 whiter, 4 harder, 5 prettier

11. Which one of the six statements below tells the meaning of the following proverb? “The early bird catches the worm.” 1. Don’t do the impossible. 2. Weeping is bad for the eyes. 3. Don’t worry over troubles before they come. 4. Early birds like worms best. 5. Prompt persons often secure advantages over tardy ones. 6. It is foolish to fret about things we can’t help.

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21. One number is wrong in the following series. What should that number be? 1 4 2 5 3 6 4 7 5 9 6 9

22. If the first two statements following are true, the third is (?) All members of this club are Republicans. Smith is not a Republican. Smith is a member of this club. 1 true, 2 false, 3 not certain

23. A contest always has (?) 1 an umpire, 2 opponents, 3 spectators, 4 applause, 5 victory

24. Which number in this series appears a second time nearest the beginning? 6 4 5 3 7 8 0 9 5 9 8 8 6 5 4 7 3 0 8 9 1

25. The moon is related to the earth as the earth is to (?) 1 Mars, 2 the sun, 3 clouds, 4 stars, 5 the universe

26. Which word makes the truest sentence? Fathers are (?) wiser than their sons. 1 always, 2 usually, 3 much, 4 rarely, 5 never

*Do not stop. Go on with the next page.*
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29. Which one of the six statements below tells the meaning of the following proverb? "The burnt child dreads the fire."
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   1 doctor, 2 surgery, 3 medicine, 4 hospital, 5 sanitation

34. Of the five things below, four are alike in a certain way. Which is the one not like these four?
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35. If 10 boxes full of apples weigh 400 pounds, and each box when empty weighs 4 pounds, how many pounds do all the apples weigh?

36. The opposite of hope is (?) 1 faith, 2 misery, 3 sorrow, 4 despair, 5 hate

37. If all the odd-numbered letters in the alphabet were crossed out, what would be the tenth letter not crossed out? Print it. Do not mark the alphabet.
   A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

38. What letter in the word SUPERFLUOUS is the same number in the word (counting from the beginning) as it is in the alphabet? Print it

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   same means big large the as

42. If the first two statements following are true, the third is (?) George is older than Frank. James is older than George. Frank is younger than James.
   1 true, 2 false, 3 not certain

43. Suppose the first and second letters in the word CONSTITUTIONAL were interchanged, also the third and fourth letters, the fifth and sixth, etc. Print the letter that would then be the twelfth letter counting to the right

44. One number is wrong in the following series. What should that number be?
   0 1 3 4 6 10 15 21 28 34

45. If 4½ yards of cloth cost 90 pence, how many pence would 2½ yards cost?

46. A man's influence in a community should depend upon his (?) 1 wealth, 2 dignity, 3 wisdom, 4 ambition, 5 political power

47. What is related to few as ordinary is to exceptional?
   1 none, 2 some, 3 many, 4 less, 5 more

48. The opposite of treacherous is (?) 1 friendly, 2 brave, 3 wise, 4 cowardly, 5 loyal

49. Which one of the five words below is most unlike the other four?
   1 good, 2 large, 3 red, 4 walk, 5 thick

50. If the first two statements following are true, the third is (?) Some of Brown's friends are Baptists. Some of Brown's friends are dentists. Some of Brown's friends are Baptist dentists.
   1 true, 2 false, 3 not certain

51. How many of the following words can be made from the letters in the word LARGEST using any letter any number of times?
great, stagger, grasses, trestle, struggle, rattle, garage, strangle

52. The statement that the moon is made of cheese is (?) 1 absurd, 2 misleading, 3 improbable, 4 unfair, 5 wicked

Do not stop. Go on with the next page.
53. Of the five things following, four are alike in a certain way. Which is the one not like these four?
1 tar, 2 snow, 3 soot, 4 ebony, 5 coal

54. What is related to a cube in the same way in which a circle is related to a square?
1 circumference, 2 sphere, 3 corners, 4 solid, 5 thickness

55. If the following words were seen on a wall by looking in a mirror on an opposite wall, which word would appear exactly the same as if seen directly?
1 Ohio, 2 saw, 3 noon, 4 motor, 5otto

56. If a strip of cloth 24 inches long will shrink to 22 inches when washed, how many inches long will a 36-inch strip be after shrinking?

57. Which of the following is a trait of character?
1 personality, 2 excome, 3 love, 4 generosity, 5 health

58. Find the two letters in the word DOING which have just as many letters between them in the word as in the alphabet. Print the one of these letters that comes first in the alphabet.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

59. Revolution is related to evolution as flying is to (?)
1 birds, 2 whirling, 3 walking, 4 wings, 5 standing

60. One number is wrong in the following series. What should that number be?
1 3 9 27 81 108

61. If Frank can ride a bicycle 30 feet while George runs 20 feet, how many feet can Frank ride while George runs 30 feet?

62. Count each N in this series that is followed by an O next to it if the O is not followed by a T next to it. Tell how many N's you count.
N O N T Q M N O T O O N Q M N N O Q N O T O N A M O M

63. A man who is averse to change and progress is said to be (?)
1 democratic, 2 radical, 3 conservative, 4 anarchistic, 5 liberal

64. Print the letter which is the fourth letter to the left of the letter which is midway between O and S in the alphabet

65. What number is in the space which is in the rectangle and in the triangle but not in the circle?

66. What number is in the same geometrical figure or figures as the number 8?

67. How many spaces are there that are in any two but only two geometrical figures?

68. A surface is related to a line as a line is to (?)
1 solid, 2 plane, 3 curve, 4 point, 5 string

69. If the first two statements following are true, the third is (?) One cannot become a good violinist without much practice. Charles practices much on the violin. Charles will become a good violinist.
1 true, 2 false, 3 not certain

70. If the words below were arranged to make the best sentence, with what letter would the last word of the sentence end? Print the letter as a capital.
sincerity traits courtesy character of desirable and are

71. A man who is influenced in making a decision by preconceived opinions is said to be (?)
1 influential, 2 prejudiced, 3 hypocritical, 4 decisive, 5 impartial

72. A hotel serves a mixture of 2 parts cream and 3 parts milk. How many pints of cream will it take to make 15 pints of the mixture?

73. What is related to blood as physics is to motion?
1 temperature, 2 veins, 3 body, 4 physiology, 5 geography

74. A statement the meaning of which is not definite is said to be (?)
1 erroneous, 2 doubtful, 3 ambiguous, 4 distorted, 5 hypothetical

75. If a wire 20 inches long is to be cut so that one piece is 3 as long as the other piece, how many inches long must the shorter piece be?
APPENDIX

SHOWING

A SPECIMEN COPY

of the

INDIVIDUAL RECORD FORM

used

in this

INVESTIGATION.

.....

...
INDIVIDUAL RECORD FORM.

NAME  O.S.  AGE on 1st July 12 7/12
CLASS 111A AVERAGE AGE of Class 13 4/12

NOTES on Special HOME Circumstances
Busy farm household. Help required with routine work and smaller children. Daily "bus" journey and consequent short school day. Parents homely people anxious to give family a better start than they themselves had.

PHYSICAL CONDITION
Not robust - anaemic looking - rather thin, especially in the face. "Weak" mouth.
Well cared for in all respects.

INTELLIGENCE
Otis Group Test Score 43  I.Q. 117  M.A. 14 7/12
Special Points General intelligence good.
Well up in mathematics, science and drawing. Poor factual memory. Good general knowledge but limited scholastic background.

TEMPERAMENT
Vitality Poor - very placid - lack of spontaneity in activity.
Stability Excellent - no apparent emotional mal-adjustments.
Special Points Sensitive to approval or disapproval, shy, reserved, lacking in self-confidence.
INTERESTS

Social
Church, school and family group activities.

Practical and Active
Gardening, sport, needlework and cookery.

Intellectual and Artistic
Painting, reading, stamp-collecting.

ATTAINMENTS

<table>
<thead>
<tr>
<th>ATTAINMENTS</th>
<th>ENG. 40%</th>
<th>HIST. 33%</th>
<th>FR. 41%</th>
<th>SC. 61%</th>
</tr>
</thead>
</table>

POSITION in Class
26/29 24/29 16/29 17/28

REMARKS:
Content: Work well tried but indicates poor ideational background.

Skills: Up to standard generally.

Methods: Slow but accurate - rather too much detail painstaking.

CAUSES contributing to backwardness:

Lesson periods missed.
Too early promotion.
Apparently poor factual memory.
Demands on 'extra-school' time.
Lack of self-confidence.

CONCLUSIONS:

Physical strength not up to that required for the vigorous life being participated in.
Cultural background not of the academic type.
Poor factual memory a discouraging handicap in certain types of examination question.

RECOMMENDATIONS

Parent-teacher co-operation in the matter of adequate rest and correct diet.
Praise and help to be given by teacher.
Minimum formal homework.
Encouragement of wide reading.
Better motivation for aspects of subjects responsible for backwardness.