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PERSONAL AND SOCIAL ADJUSTMENT AS AN INDICATOR OF  
THE POSSIBILITY OF A CHILD'S NONPROMOTION

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## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

The problem of concern in this investigation is nonpromotion and its relation to the personal and social adjustment of children. Specifically the purpose of this study will be to determine if there are differences in personal and social adjustment between nonpromoted and promoted children prior to their first experience of promotion or nonpromotion. If children who score low on personal and social adjustment are possibilities for nonpromotion then this knowledge could be used by teachers and parents to help these children before they are forced into nonpromotion as a failure experience.

There is some evidence that children in the upper elementary grades and junior high who have experienced failure in the form of nonpromotion are significantly different in personal and social adjustment from those who have always been promoted. (16, 1). There is no evidence to indicate that these children were different before they failed. The present investigation is a study of the possibility that personal and social adjustment is a factor in nonpromotion and can be determined before this type of failure is experienced.

As long as nonpromotion is a policy in our school systems, the effect that nonpromotion has on the personal and social adjustment of the children is of importance to educators as well as to parents and society in general. Previous studies have indicated a possible

relationship between nonpromotion and the personal and social adjustment of children; however, research has not shown whether nonpromotion influences the personal and social adjustment or whether the personal and social adjustment contributes to the child's not being promoted. (7, 18). There seem to be two important implications for this research. Should it be determined that children who have poor personal and social adjustment are the ones who will be nonpromoted, then these children might be helped to solve their personal and social problems so they would not be forced to experience this type of failure, and educators should examine their promotion policies.

#### Need for Study

Promotion versus nonpromotion is not a new problem. Sister Josephina (11) reported that the problem existed more than thirty years ago. She reported that the Department of Superintendence in 1931 listed "Pupil Promotion Problems" as the first of five factors needing clarification and that pupil promotion still remained a problem in 1960. ". . . the area is of such magnitude that more analysis, both horizontal and vertical in nature, demand scientific attention from schoolmen." (11, p. 373).

This investigator hopes that the findings of this pilot study will focus concern on three aspects of nonpromotion, namely, the personality damage, the threat to family unity and the unnecessary expense of financing education.

Personality Damage. Limited evidence indicates that educators may consider present promotion practices harmful to a child's personality;

however, there is no evidence to indicate that teachers can identify the potentially nonpromoted individual and help him so that he will not experience the failure of nonpromotion. (12, 18). If children who are nonpromoted showed tendencies toward poor personal and social adjustment before nonpromotion, perhaps these children could have been helped prior to their nonpromotion. This indicates a need to determine whether the nonpromoted child's adjustment, prior to his nonpromotion, was different from that of the promoted child.

Educators today are concerned about high school drop-out. It may well be that emotional scars prevent these children from being motivated to continue in school. This high school drop-out problem may be related to failure experience in the early grades.

Threat to Family Unity. A child's school life is a part of his family life. The child and his parents are directly involved with the child's schooling. The family has a definite role in and a responsibility for the child's education; thus, promotion or nonpromotion is a family problem.

Should it be found that the personal and social adjustment of children influences the potentiality for promotion or nonpromotion, families might be encouraged to help their children grow toward the social and emotional maturity which is necessary for an adequate school adjustment.

Unnecessary Expense. Good education is expensive. Nonpromotion of a child adds another year to the education of the child, thus adding to the cost of education to the community as well as to the parents. Should nonpromotion be helpful to the child, this expense is necessary

and worthwhile; however, if nonpromotion does not contribute to the child's well being or could even be prevented, the cost of failure could be prevented and the savings could be used for enrichment of educational experiences provided for all children.

#### Hypothesis

To achieve the purpose of this study the following null hypothesis will be tested: There is no difference in the personal and social adjustment of first grade children who fail to be promoted and those who are promoted, (i.e., the personal and social adjustment prior to the time of promotion).

#### Plan for the Investigation

To achieve the purpose of this investigation the literature was reviewed, a test for the measurement of personal and social adjustment was selected, experimental and control subjects were selected, the personal and social adjustment test was administered, the data were analyzed, and the results were interpreted.



## CHAPTER II

### LITERATURE RELATED TO THE PROBLEM

The literature concerning promotion policies and the general effect of nonpromotion on children was reviewed.

#### Promotion Policies

There is some evidence that current promotion policies consider the child and his well being as well as his academic achievement. This policy of social promotion seems to be more important now than ever before.

Promotion based on meeting academic standards alone has almost disappeared. Pupils are now considered individually in most districts; the decision for each pupil being based on his special needs, ability, and welfare. (9).

Recently the United States Office of Education made a survey of practices, policies, and trends in the administration of public elementary schools. The survey reported two general categories for promotion policies. The two categories were (a) promotion based entirely on academic progress and (b) social promotion. (5).

The policy of social promotion has been observed by several writers. Dean (5) discussed promotion policy in the following manner:

Lately . . . many educators have come to entertain doubts about grades, and they find that their suspicions are supported by a growing body of

knowledge about children and how they learn . . . In time, these educators say, we may eventually depart from practices that have made children the victims of administration expediency. (p. 32).

Boyle (2) reported that the individual child is being considered more and promotion practices are becoming less rigid. Solheim (12) reported that in most cases pupils are seldom retained after grade three, and apparently it is felt that the child can make an easier adjustment to nonpromotion in the lower grades.

Similar attitudes toward social promotion have been expressed by other educators. Kumpf, (8) accepting the fact that learning is continuous and each child as an individual learns at his own rate, stated that each child should be where he can do his best work and should not repeat work. Sister Josephina (11) believes that both promotion and nonpromotion are means to an end, that of helping, guiding, and stimulating pupils to use their capacities to the fullest extent. Sorensen, (13) in a symposium, stated that failure where circumstances were beyond the child's control, usually resulted in negative attitudes toward learning, a feeling of inadequacy, and emotional instability. Dimond (6) was very specific in his statement about the only time at which a child should be nonpromoted.

Failing a student is only justified as a means to improved learning for the student. The decision should be made only under a guidance-promotion policy, with all facts about the individual thoroughly appraised. To one child, failure might be damaging; to another child, it might be a challenge. (p. 33).

One educator in particular believes that academic standards cannot be lowered to meet social and personal needs. Templin (14) pointed out that if the public school is to continue to prepare children for membership in a democratic society, it must require children to measure up as nearly as possible to their abilities and capabilities or require

the children to repeat the year's work for their own good. He concluded:

While there will no doubt be social promotion for those who lack ability until the school can be adjusted to meet the needs of the individual child, it is our belief that normal children who fail to respond should be required to repeat the year's work. (14, p. 260).

Templin seems to be emphasizing the importance of requiring normal children to do their best; however, he is not completely discounting social promotion.

#### Effects of Nonpromotion on Children

Attempts have been made to answer such questions as (a) what does recent research say about promotion, and (b) how do children react to different promotion policies. (13). Some educators have indicated a relationship between promotion practices and social and emotional problems. Dubois, (13) in a symposium, stated that the social and emotional problems caused by failure are only multiplied as students approach and reach the teens.

Wilson (18) conducted a study to test the belief current in some circles that students who are put under the strain of requirements for more than average achievement in academic areas would be likely to show symptoms of personality maladjustment. (p. 283).

Wilson (18) reported from the foregoing study the scores made by 1083 third grade students in two school systems. The scores on the following tests were analyzed: the California Test of Personality, the SRA Primary Mental Ability, and the California Test of Arithmetic, Language and Reading. He interpreted his findings in the following way: It seems possible that there are pressures of one kind or another that

are associated with either acceleration or retardation. These pressures tend to produce scores that indicate personality maladjustments. The association seems not to be causally related. (p. 284).

Coffield and Blommers (4) studied the effects of nonpromotion on the educational achievement of seventh grade pupils, selected from Iowa schools, who had experienced failure once since, but not during or before second grade.

. . . The educational progress of failed pupils during the two years following failure is not significantly greater (perhaps of the order of one to three months) than that made by promoted matches during the single year spent in the next higher grade. . . . The educational progress of seventh grade pupils who have experienced failure once is typically on a par with that of matched promoted seventh grade pupils who have spent one year less in school. (p. 248).

In an interpretation of the above findings, Coffield and Blommers (4) reported the following conclusions:

. . . if the consideration is solely a matter of educational achievement, it does seem clear that little is gained by requiring the repetition of a grade.

It should, of course, be clearly recognized that many other variables not studied in this investigation enter into the problem of non-promotion. Among these are personal and social adjustment or maturity, chronological age, and physical maturity. Also, the possible increase in cost of instruction accompanying a rigid promotion policy together with the needed adaptation of curricular offerings are factors which cannot be ignored in the determination of a policy. (p. 249).

Volberding (17) studied eleven-year-olds in a midwestern town to find some characteristics of the successful and unsuccessful students. She defined the successful pupils as those who were achieving academically according to their own ability; and she found among other things, that these successful children were better adjusted personally and socially than were the academically unsuccessful children.

Tillbrooks (16) studied certain factors that might be associated with the personal and social adjustment of preadolescents. Data were collected on 282 white children in the fourth, fifth, and sixth grades

in one Oklahoma public school. Her findings indicate that nonpromotion may be a contributing factor to personal and social adjustment of children.

Goodlad (7) attempted "to determine whether or not differences in social and personal adjustment exist between two groups of promoted and nonpromoted children." (p. 301). He compared equated groups of children subsequent to promotion and nonpromotion. His sample was made up of nonpromoted first-grade children equated with promoted second-grade children on the following factors: mental age, chronological age, and achievement. The evaluation instruments used were the Kuhlmann-Anderson Tests, the Metropolitan Achievement Tests, the California Test of Personality, the Haggerty-Olson-Wichman Behavior Rating Schedules, and peer rating. The findings of this study showed that there were differences in social and personal adjustment between the promoted and nonpromoted children. The findings indicated that repeating a grade is detrimental to the social and personal development of boys and girls. . . . This study further revealed, however, that neither all the selected promoted children nor all the selected nonpromoted children were consistently well or poorly adjusted; there was considerable overlapping between groups and among the individuals of any one group. (7, p. 327).

One of Goodlad's (7) suggestions for further research was a more comprehensive investigation of the effects of promotion and nonpromotion.

The children matched should be drawn entirely from a group of potential repeaters; one member of each pair then should be selected for promotion to the next grade and one for retention in the present grade. Previous to such promotion and retention, however, the first administration of all evaluation instruments should take place. (7, p. 327).

Goodlad mentioned the importance of attacking the promotion problem as early as possible in the school life of the child.

Boyle (2) reported a study conducted by Sandin in which he found that nonpromoted children have a tendency to choose companions from a higher grade than their own and that they are pointed out by classmates as children who associate with pupils from grades other than their own. He also found that nonpromoted children are discriminated against in the selection of study companions, but this does not hold true for the first grade.

#### Implications for the Present Study

Implications for the present research can be drawn from the above studies and from the specific problems and suggestions of the various researchers.

1. The need for a study of the relationship between personal and social adjustment and nonpromotion is indicated.
2. Experimental and control groups of children should be matched case for case.
3. The children should be studied before their first experience of promotion or nonpromotion.
4. The children should be studied early in their school careers, preferably grade one.

## CHAPTER III

### PROCEDURE AND METHOD

The purpose of this study was to test the null hypothesis that there is no difference in personal and social adjustment of first grade children who fail to be promoted and those who are promoted.

To achieve this purpose, first grade children who were possibilities for nonpromotion and a matched control group of children were tested for personal and social adjustment prior to the time of promotion. Of this group who were possibilities for nonpromotion some were promoted and others were not. The personal and social adjustment scores of the nonpromoted children and their controls were compared, and similarly, the adjustment scores of the promoted children and their controls were compared.

This chapter will include a description of the subjects and the method of matching the experimental and control children, the method of obtaining permission to gather the data in the public schools, a description of the test selected for the measurement of personal and social adjustment and the test administration, and the recommendations for data analysis.

#### Subjects

The subjects were 36 white first grade children, 32 boys and four girls, in the Ponca City Public Schools. The age range was from six

years seven months to seven years five months inclusive, at the time of the study.

A list of all first grade children who were possibilities for non-promotion was obtained from the teachers. Of these children, those who had scores of 90 or above on the mental abilities test, 18 children in all, were accepted as subjects for this study.

Each of these children was then matched with another first grade child who probably would be promoted. Matching was done on the following four factors: (1) sex, (2) reading readiness score within ten points, (3) mental abilities score within ten points, and (4) age within eight months. The children selected as subjects were in the first grade for the first time; they were not repeaters. Their birth dates had to be between and including November 2, 1955 and November 1, 1956.

The investigator was able to match 12 subjects with children in their own room, four subjects with children in another room in the same school, and two subjects with children in another school, thus making a total of 18 pairs.

Reading Readiness Test. Reading readiness scores were obtained from the Lee-Clark Reading Readiness Test, Kindergarten and Grade 1, 1962 Revision. (Appendix A, p. 29). These scores were in the children's cumulative records at school.

This test has been evaluated as a superior screening test with surprising reliability and validity for its purpose, considering its brevity. (3).

Mental Abilities Test. Mental abilities scores were obtained from the SRA Primary Mental Abilities test. (Appendix B, p. 39).



These scores were in the children's cumulative records at school.

Frederiksen (in Buros, 3) evaluated the SRA test.

The tests are obviously the work of competent people. The items appear to be good and the instructions clear. From the standpoint of test construction one can find little fault with the tests of SRA Primary Mental Abilities. (p. 711).

Correlations with intelligence tests such as the Stanford-Binet and Kuhlmann-Anderson are high. At the 5-7 levels, single tests such as those for verbal and reasoning ability correlate as high as .75 with Binet IQ's, with multiple correlations in the .80's. . . . The PMA Tests are sound and well constructed, and, if the scores are properly used, the tests could be of considerable value to teachers and school administrators. (p. 713)

In another evaluation of this test, Kurtz (in Buros, 3) stated that the tables of quotients (IQ's) and precomputed weights were excellent.

Promotion Status. After the close of school, the actual promotion or nonpromotion status of each of the 18 children who had been possibilities for nonpromotion was obtained from the school records. Of the 18 children, seven were promoted and 11 were not promoted.

#### Permission to Collect Data

A statement of the problem, the need for the pilot study, and the planned procedure for the study were submitted to the Superintendent of Public Schools in Ponca City, Oklahoma. A conference was held to discuss the pilot study with the Superintendent and the Elementary Supervisor. Suggestions for the procedures for collecting data were discussed, and permission was granted.

#### Personal and Social Adjustment Test

The California Test of Personality, Primary, form AA, (Appendix

C, p. 65) was selected as the instrument to be used to measure the personal and social adjustment of the subjects. There are few personal and social adjustment tests designed for children in the lower grades. Concerning the California Test of Personality, Sims (in Buros, 3) has stated that in spite of criticism, as personality inventories go, this test would appear to be among the better ones available; and as a measure of self-concept in the vaguely defined area called adjustment, this test is as valid as most instruments. The norms provided for the California Test of Personality, Primary Level, were derived from test data secured from 4,500 pupils in kindergarten to grade three inclusive in schools in South Carolina, Ohio, Colorado, and California. (15).

The simplicity in administering the California Test of Personality was a strong point in favor of its selection. This test is composed of 96 questions to be answered "yes" or "no". It is divided into two sections, personal adjustment and social adjustment. Six components are included in each of these two sections with eight questions under each component. The 12 components used in the test and a description of each as given in the manual are found in Appendix D, p. 74.

The need for a reliable test for measuring personal and social adjustment of children in the primary grades was indicated by Anfinson (1). Because of the lack of a suitable test his study was focused on pupils of junior high age. In discussing the limitations of his own study he made the following statement:

It would have been much more desirable to study the repeaters immediately after their failures, but the lack of reliable personality measures for the lower grades makes this procedure impractical. (p. 512).

Administration of the Personality Test. The California Test of Personality was administered according to the directions in the manual, with the investigator giving all subjects the test individually. (15, pp. 21, 22). These directions were as follows:

Young children (especially those in kindergarten and first grade) who do not have a sufficient reading ability to follow the printed questions should have the questions read aloud to them individually and the responses of the pupil should be recorded by the examiner. (15, p. 21).

This procedure was followed.

The Elementary Supervisor of the Ponca City Public Schools notified the first grade teachers of the investigator's forthcoming visit. The testing situation was kept informal. The investigator and the child being tested went to a room other than the child's home room to help provide privacy and a relaxed atmosphere. The test was administered according to the directions of the test booklet. Practice questions were read, and the child was given an opportunity to ask questions if he did not understand the directions. The manual suggested that rest periods are desirable during the test; therefore, at an appropriate time during the test period the child was given an opportunity to rest if he showed fatigue or restlessness. While resting, he was able to get a drink, go to the rest room, or talk with the investigator.

#### Recommended Analysis

1. Of the children who were possibilities for nonpromotion those who were not promoted will be compared with their controls for differences in personal and social adjustment. The Wilcoxon matched-pairs signed-ranks test (in Siegel, 10) will be used for this analysis.

2. Of the children who were possibilities for nonpromotion those who were promoted will be compared with their controls for differences in personal and social adjustment. The Wilcoxon matched-pairs signed-ranks test (in Siegel, 10) will be used for this analysis.

3. Of the children who were possibilities for nonpromotion those who were not promoted will be compared with those who were promoted for differences in personal and social adjustment, mental ability, and age. The Mann-Whitney U test (in Siegel, 10) will be used for these analyses.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this study was to determine if there are differences in personal and social adjustment between nonpromoted and promoted children prior to their first experience of promotion or non-promotion.

The Wilcoxon matched-pairs signed-ranks test and the Mann-Whitney U test (in Siegel, 10) were chosen for the data analyses. The following analyses will be discussed in this chapter:

(a) Children who were possibilities for nonpromotion and who were not promoted are compared to their controls by means of the Wilcoxon matched-pairs signed-ranks test.

(b) Children who were possibilities for nonpromotion and who were promoted are compared to their controls by means of the Wilcoxon matched-pairs signed-ranks test.

(c) The two groups of children who were possibilities for non-promotion (those who were promoted and those who were not promoted) are compared by means of the Mann-Whitney U test.

The scores for the individual children are presented in Table V, Appendix F.

Comparison of Nonpromoted Children  
and Their Controls

The reader will recall that 11 of the 18 children who were possibilities for nonpromotion were not promoted. The personal and social adjustment scores of these children and their controls were compared by means of the Wilcoxon matched-pairs signed-ranks test. The results of these analyses are presented in Table I.

TABLE I

VALUES OF T\* IN AN ANALYSIS OF SCORES OBTAINED BY NONPROMOTED  
FIRST GRADE CHILDREN AND THEIR CONTROLS ON  
THE CALIFORNIA TEST OF PERSONALITY

(N = 22)

	T	p
Personal Adjustment Scores	3	< .01
Social Adjustment Scores	5	< .02
Total Adjustment Scores	2.5	< .01

\*Wilcoxon matched-pairs signed-ranks test (in Siegel, 10)

These analyses indicate that the nonpromoted first grade children had significantly lower adjustment scores than did their controls. This was true in the personal, social and total adjustment. Values of T ranged from 2.5 to 5 and were statistically significant at the .01 and .02 levels.

Comparison of Promoted Children  
and Their Controls

The reader will recall that seven of the 18 children who were

possibilities for nonpromotion were promoted. The personal and social adjustment scores of these children and their controls were compared by means of the Wilcoxon matched-pairs signed-ranks test. The results of these analyses are presented in Table II.

TABLE II  
VALUES OF T\* IN AN ANALYSIS OF SCORES OBTAINED BY PROMOTED  
FIRST GRADE CHILDREN AND THEIR CONTROLS ON  
THE CALIFORNIA TEST OF PERSONALITY

(N = 14)

	T	P
Personal Adjustment Scores	14	n.s.
Social Adjustment Scores	8.5	n.s.
Total Adjustment Scores	9	n.s.

\* Wilcoxon matched-pairs signed-ranks test (in Siegel, 10)

Analyses indicate that the adjustment scores of these promoted children, who had been possibilities for nonpromotion, were not significantly different from their controls. Values of T ranged from nine to 14 and were not statistically significant.

#### Comparison of Promoted and Nonpromoted Children

Of the 18 children who were possibilities for nonpromotion, seven were promoted and 11 were not promoted. Age differences, mental ability differences and personal and social adjustment differences between these two groups were studied in order to determine whether the promoted children had an advantage over the nonpromoted children in

any of these areas. The Mann-Whitney U test was used for these analyses, the results of which are presented in Table III.

TABLE III

VALUES OF U\* IN AN ANALYSIS OF AGE, SRA PRIMARY MENTAL ABILITIES SCORES, AND CALIFORNIA TEST OF PERSONALITY SCORES OBTAINED BY NONPROMOTED AND PROMOTED FIRST GRADE CHILDREN WHO HAD BEEN POSSIBILITIES FOR NONPROMOTION

(N = 18)

	U	p
Age	47.5	n.s.
Mental Abilities Scores	19	<.10
Total Personal and Social Adjustment Scores	18.5	<.10

\*Mann-Whitney U test (in Siegel, 10)

There was no significant difference in the ages of the children who were promoted and those who were not promoted (U = 47.5; n.s.). The promoted children did score somewhat higher on the SRA Primary Mental Abilities test than did the nonpromoted children (U = 19;  $p < .10$ ). The promoted children also scored somewhat higher on the California Test of Personality than did the nonpromoted children (U = 19;  $p < .10$ ).

#### Summary

The results of the statistical analyses of data gathered in this research were as follows:

1. Children who were possibilities for nonpromotion and who were



not promoted were significantly less well adjusted, personally and socially, than were their controls.

2. Children who were possibilities for nonpromotion and who were promoted were not significantly different from their controls in personal and social adjustment.

3. Of the children who were possibilities for nonpromotion, those who were promoted tended to be better adjusted, personally and socially, and tended to have higher mental ability scores within the average range than those who were not promoted. There were no age differences between these two groups.

## CHAPTER V

### SUMMARY

The purpose of this study was to determine if there were differences in personal and social adjustment between nonpromoted and promoted children prior to their first experience of promotion or nonpromotion.

The subjects for this investigation were 18 matched pairs of white first graders in the public schools of Ponca City, Oklahoma. Children who were possibilities for nonpromotion and who were not promoted were included in 11 of these matched pairs. Children who were possibilities for nonpromotion and who were promoted were included in seven of these matched pairs. The California Test of Personality, Primary, form AA, (Appendix C, p. 63), was used to measure the personal and social adjustment of the children. This test was administered prior to the children's first experience of promotion or nonpromotion, i.e., prior to the end of the first school year.

The data were analyzed by means of the Wilcoxon matched-pairs signed-ranks test and the Mann-Whitney U test.

### Findings

The findings of this investigation were that (1) children who were possibilities for nonpromotion and who were not promoted were

significantly less well adjusted, personally and socially, than were their controls, (2) children who were possibilities for nonpromotion and who were promoted were not significantly different from their controls in personal and social adjustment, and (3) of the children who were possibilities for nonpromotion, those who were promoted tended to be better adjusted, personally and socially, and tended to have higher mental ability than those who were not promoted. There were no age differences between these two groups.

#### Implications for Educators and Parents

The findings of this pilot study are new to the extent that they indicate the possibility of a predictive relationship between nonpromotion and personal and social adjustment. The implication is that certain children who are possibilities for nonpromotion might be helped by counseling and guidance and the chance of their nonpromotion would thereby be lessened. The findings should be of particular interest to educators and parents who are concerned about the effect of nonpromotion on personality, the threat to a family of a child's nonpromotion, and the unnecessary expense of avoidable nonpromotion.

#### Recommendations for Further Research

This investigation has significance for the particular school in which children were tested, since all the possibilities for nonpromotion were studied. The findings cannot be generalized but they do indicate that the hypothesis is worthy of further study.

Two specific recommendations for further study are stated below.

(1) The investigation should be conducted with a wide sample of

first grade children, including children from various communities and from different socio-economic groups.

(2) A longitudinal study would then be advisable as an exploration of the later adjustment of the children, promoted and nonpromoted, who were possibilities for nonpromotion.

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**APPENDIX A**

**CALIFORNIA TEST BUREAU***publishers of educational and psychological tests since 1926*

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March 20, 1964

Miss Sandra Skinner  
Oklahoma State University  
Department of Family Relations  
and Child Development  
Stillwater, Oklahoma

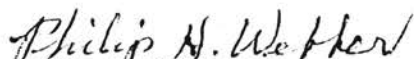
Dear Miss Skinner:

This constitutes permission for you to reproduce the Primary level of the California Test of Personality and the Lee-Clark Reading Readiness Test for inclusion in your thesis. The number of copies is limited to the requirements of your thesis. Normally, we do not allow reproduction of our tests for incorporation with theses, because of the accessibility of such materials to non-qualified individuals. It is incumbent upon us and the profession to protect the validity of standardized instruments.

We are complying with your request primarily because you state that your university requires the inclusion of tests in the appendix of theses. Are theses and dissertations at your university available only to graduate students, or what restrictions are placed on their circulation? We are interested in knowing what controls are used to prevent standardized test materials from being accessible to unauthorized persons, and would appreciate a statement from your chairman in this regard.

Your quarter (25¢) is returned. The Lee-Clark Reading Readiness Test is being sent to you on a complimentary basis.

Sincerely,

  
Philip H. Webber  
Coordinator of Professional  
Services

PHW:js





Kindergarten and Grade 1 • 1951 Revision

# Lee-Clark Reading Readiness Test

DEvised BY J. MURRAY LEE AND WILLIS W. CLARK

PUBLISHED BY CALIFORNIA TEST BUREAU—5916 HOLLYWOOD BOULEVARD—LOS ANGELES 28, CALIFORNIA  
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9 8 7 6 5 4 3 2 1

TEST 1.

Practice A:

s g  
m u  
u s  
g m

---

Test:

s a  
w s  
a y  
z w  
t z  
y e  
e i  
n t  
f n  
i b  
d f  
b d

Test 1 Score (number right)..... Possible Score, 12
---

## TEST 2.

Practice B:

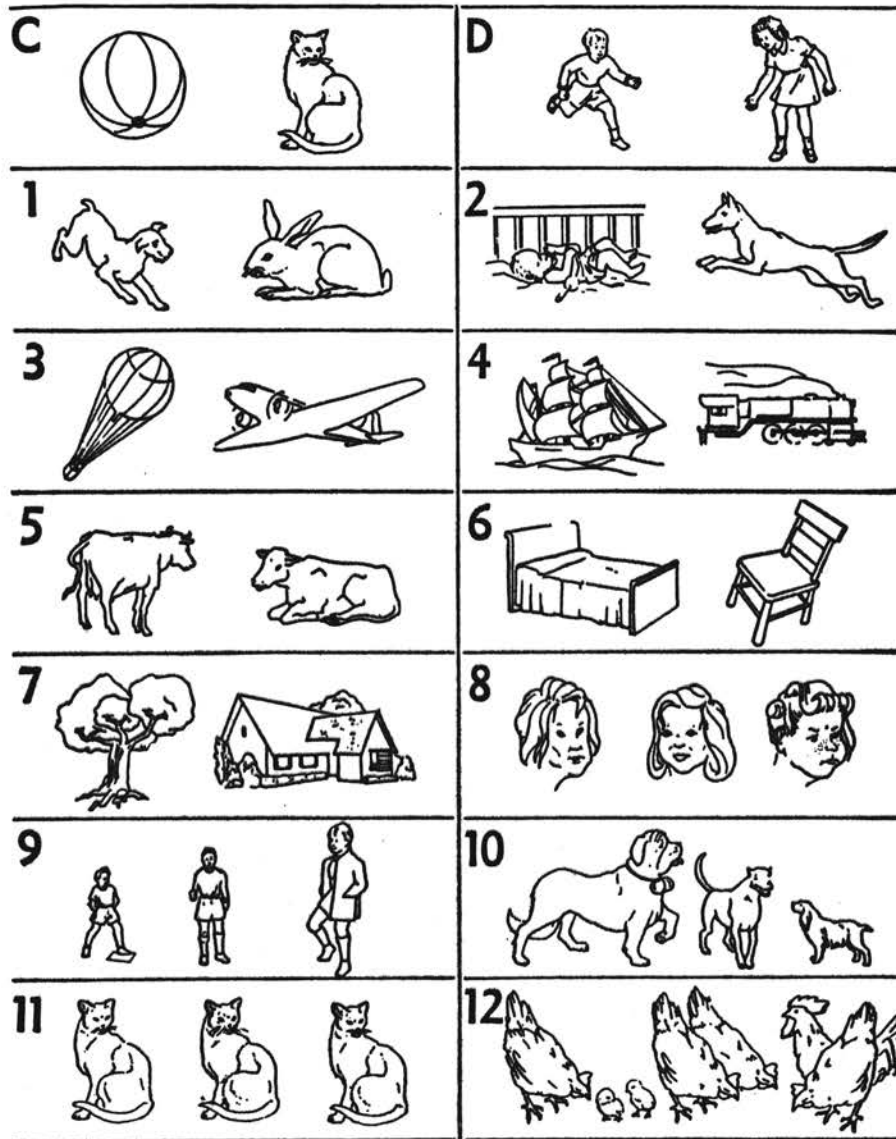
X	X	R	X
S	A	S	S
L	L	L	W
G	G	M	G

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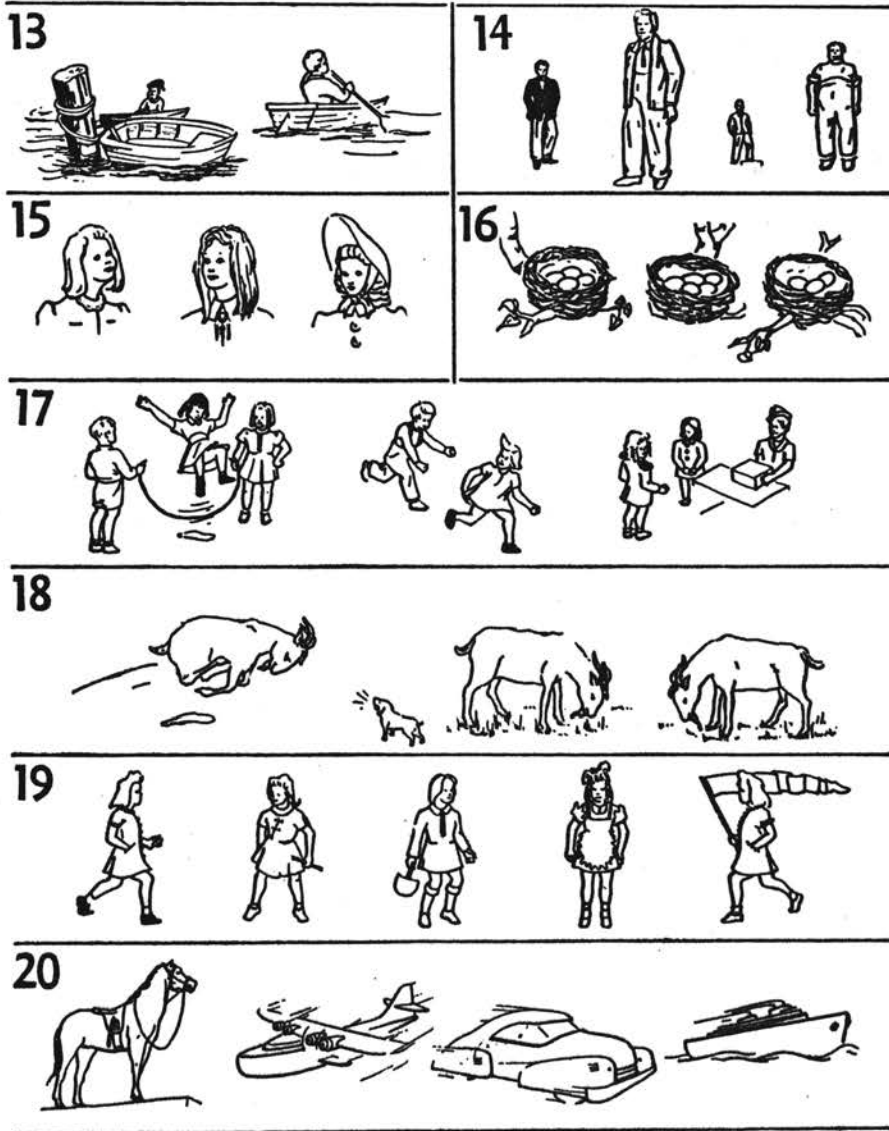
Test:

S	S	S	E
I	D	I	I
H	H	E	H
S	F	F	F
M	M	M	R
N	N	I	N
E	F	E	E
K	K	K	R
H	Y	Y	Y
R	B	R	R
B	D	D	D
B	B	D	B

## TEST 3.



TEST 3. (Continued)



## TEST 4.

<sup>E</sup>	O	M	O	R	S
<sup>1</sup>	H	W	A	H	S
<sup>2</sup>	F	P	F	E	D
<sup>3</sup>	b	b	d	p	q
<sup>4</sup>	at	to	of	it	at
<sup>5</sup>	buy	any	cat	buy	for
<sup>6</sup>	hit	get	sat	its	hit
<sup>7</sup>	on	on	in	an	no
<sup>8</sup>	ran	run	ran	sun	can
<sup>9</sup>	ball	ball	tall	call	doll
<sup>10</sup>	bat	hat	bat	tab	tat

## TEST 4. (Continued)

11	hump	dump	lump	hump	dumy
12	goat	coat	poat	boat	goat
13	hair	chair	hair	raiy	dear
14	mail	nail	rail	mail	sail
15	paid	long	paid	baig	jail
16	asked	asked	reply	ask	astep
17	feast	field	fest	feast	fast
18	every	very	ever	every	merry
19	father	rather	fatter	father	farther
20	delight	dalaght	delighted	delightful	delight



**Lee-Clark Reading Readiness Test**  
Kindergarten-Grade 1 • 1951 Revision

DEvised BY J. MURRAY LEE AND WILLIS W. CLARK

(CIRCLE ONE)

Name..... Last..... First..... Middle..... Grade..... Boy Girl

School..... City..... Date of Test..... Month..... Day..... Year

Examiner..... (.....) Pupil's Age..... Date of Birth..... Month..... Day..... Year

See MANUAL for instructions.

Year	Test	Possible Score	Pupil's Score	Rating	DIAGNOSTIC PROFILE (Chart Pupil's Ratings Here)			
					Low	Low Average	High Average	High
LETTER SYMBOLS	1. Matching.....	12						
	2. Cross Out.....	12						
	<b>TOTAL (1+2)</b> .....	<b>24</b>						
WORD SYMBOLS	3. TOTAL VOCABULARY AND FOLLOWING INSTRUCTIONS.....	20						
	4. TOTAL IDENTIFICATION OF LETTERS AND WORDS.....	20						
<b>TOTAL SCORE</b> .....		<b>64</b>						

Norms Used:  A  B

Grade Placement Equivalent:      Expectation of Success:      Delay Indicated:

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APPENDIX B

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TO

DATE April 1, 1964

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TITLE **PMA PRIMARY MENTAL ABILITIES TEST For Ages 5-7**AUTHOR **L. L. Thurstone and Thelma Gwinn Thurstone**

## MATERIAL REQUESTED

Duplication of entire test

## FOR PROPOSED PUBLICATION

TITLE **Appendix of Master's Thesis**AUTHOR **Sandra Skinner**

DATE OF PUBLICATION	<b>Research</b>	APPROX. LENGTH	<b>---</b>	EST. SELLING PRICE	<b>none</b>
DISTRIBUTION	<b>Oklahoma State Univ.</b>	ADAPTATION	<b>none</b>	TRANSLATION	<b>none</b>
TEXT	_____	PROFESSIONAL	_____	HARDBOUND	_____
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SIGNATURE OF APPLICANT **Sandra Skinner, Graduate Student, Department of Family Relations & Child Development, Oklahoma State University Stillwater, Oklahoma**

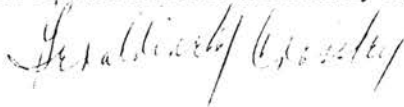
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# SRA PRIMARY MENTAL ABILITIES

— FOR AGES 5 TO 7 —

Profile Revised  
November, 1954

Prepared by THELMA GWINN THURSTONE, University of North Carolina  
and L. L. THURSTONE, University of North Carolina

With the cooperation of the Bureau of Child Study of the Chicago Public Schools  
Drawings by Lois Fisher

Published by SCIENCE RESEARCH ASSOCIATES, INC., 259 East Erie Street, Chicago 11, Illinois  
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Reorder No. 7-261

Name \_\_\_\_\_ Date of Test \_\_\_\_\_  
 School \_\_\_\_\_ Birth Date \_\_\_\_\_  
 Grade \_\_\_\_\_ Room \_\_\_\_\_ Age \_\_\_\_\_

Raw Score V  P  Q  Mo  S

MA	Score	Wgt.	Score	Wgt.	Score	Wgt.	Score	Score	Wgt.
9-0			29	90	27	297		47	
10-8	49	234	28	87	26	286		46	
8-16	48	225	27	83	25	275		44	24 68
4-2	47	220						43	
0			26	80	24	264		42	
10-8	46	211						41	23 64
8-6	45	207	25	77	23	253		40	
7-4	44	198	24	73	22	242		39	
2	43	193	23	72	21	237		38	
0			22	70	20	231		37	
10-8	42	184						35-36	
8-6	41	180	21	68	19	226	31-32	33-34	20 56
6-4	39-40	175	20	67	18	220	29-30		
2	38	171	18-19	65	17	215	27-28		19 53
0	36-37	166	17	63	16	209	25-26		18 52
	35	162	16	62	15	204	23-24		17 51
			15	60	14	198	21-22		16 49
10-8	33-34	157						20	14 47
8-6	31-32	153	14	58	13	193	18-19		13 45
6-4	29-30	148	13	57	11-12	187	17		12 44
2	27-28	144	11-12	55	10	182	16		11 43
0	26	139	9-10	53	9	176	14-15		10 41
	24-25	135	8	52	8	171	13		
			7	50	7	165			
10-8	23	130						12	9 39
8-6	22	126	5-6	48	6	160		11	8 37
6-4	21	121	4	47				10	
2	19-20	117	3	45	5	149		9	7 35
0	18	112	2	43	4	143		8	6 33
	17	108			3	138			
10-8	16	103							
8-6	14-15	99			2	127			5 31
6-4	13	94							4 29
2	12	90							3 27
0	11	85							2 25
	10	81							

Total Score

Wgt.	MA
702	9-0
689	10
676	8
663	6
650	4
637	2
624	0
611	10
598	8
585	6
572	4
559	2
546	0
533	10
520	8
507	6
494	4
481	2
468	0
455	10
442	8
429	6
416	4
403	2
390	0
377	10
364	8
351	6
338	4
325	2
312	0
299	10
286	8
273	6
260	4
247	2
234	0

V-Wgt. \_\_\_\_\_

P-Wgt. \_\_\_\_\_

Q-Wgt. \_\_\_\_\_

S-Wgt. \_\_\_\_\_

Total-Wgt. \_\_\_\_\_

MA SCORES V  P  Q  Mo  S

CHRONOLOGICAL AGE

QUOTIENT SCORES V  P  Q  Mo  S

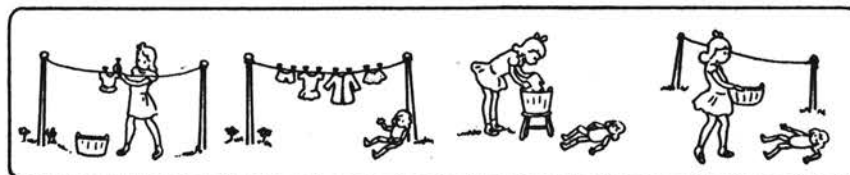
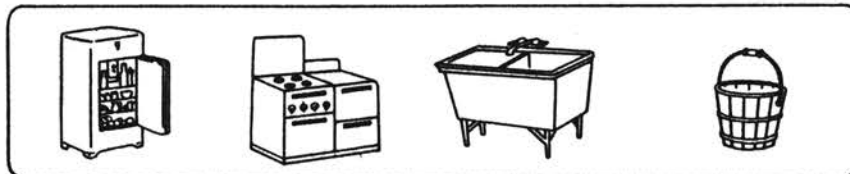
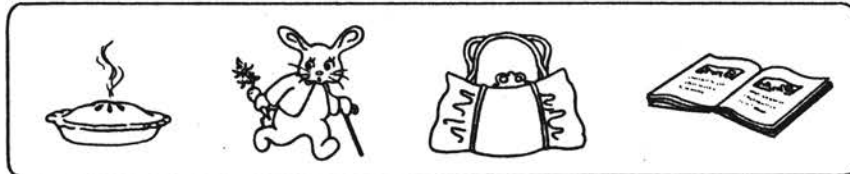
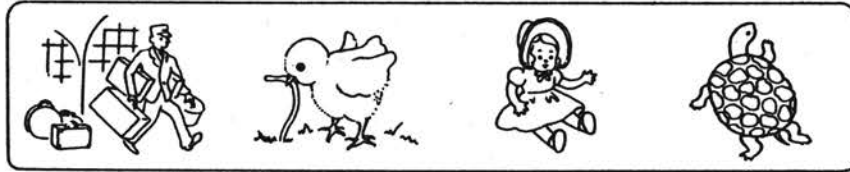
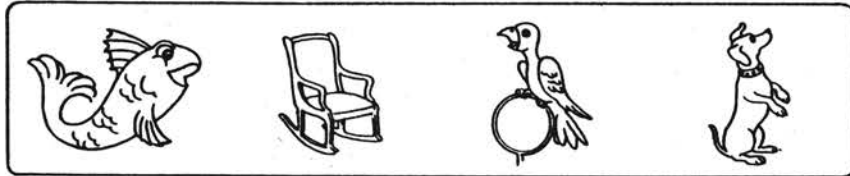
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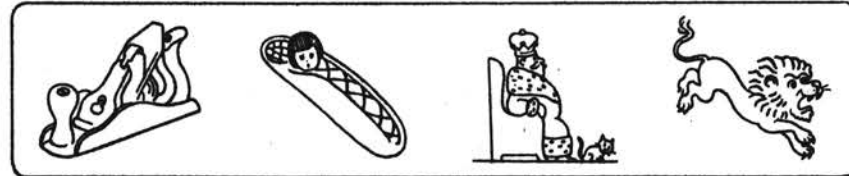
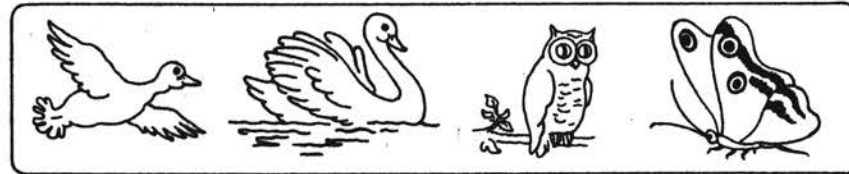
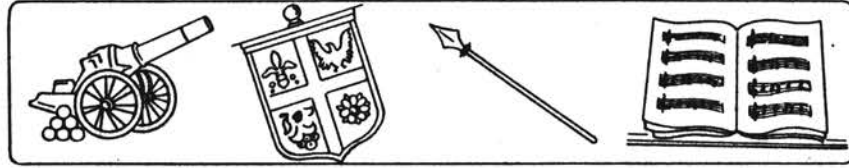
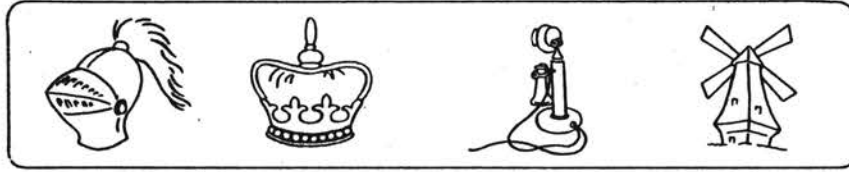
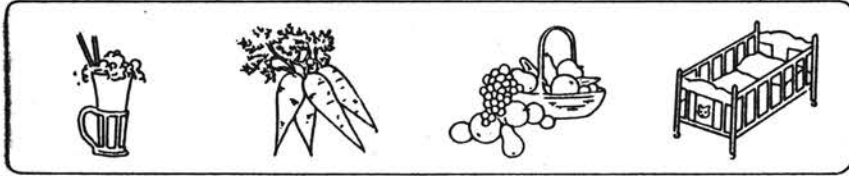
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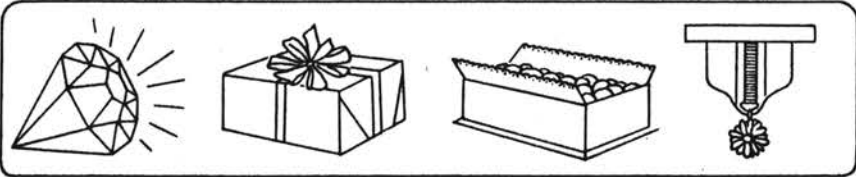
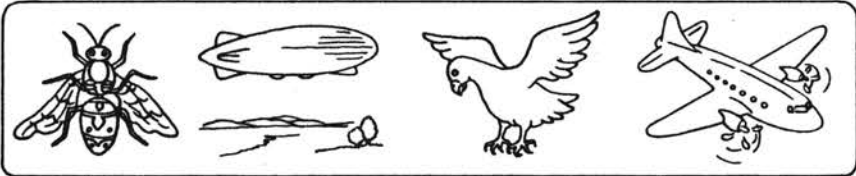
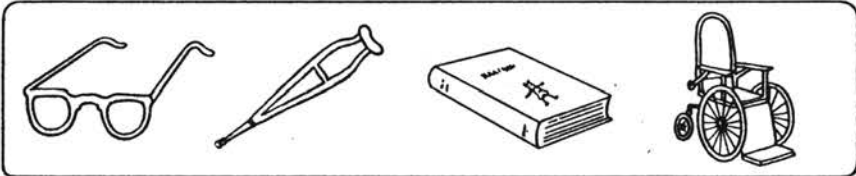
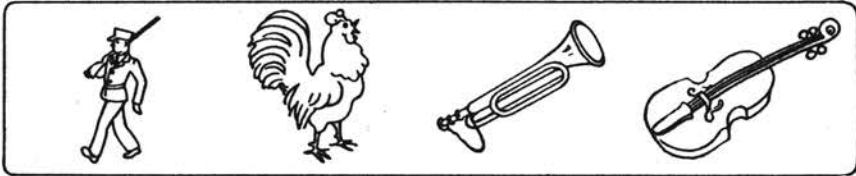
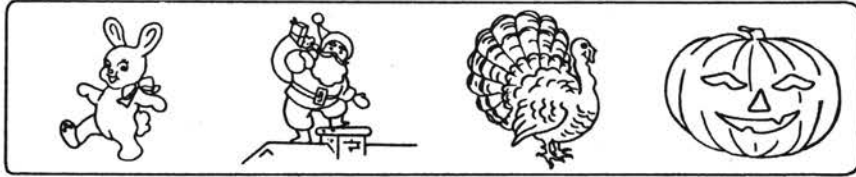
**Verbal-Meaning Tests**



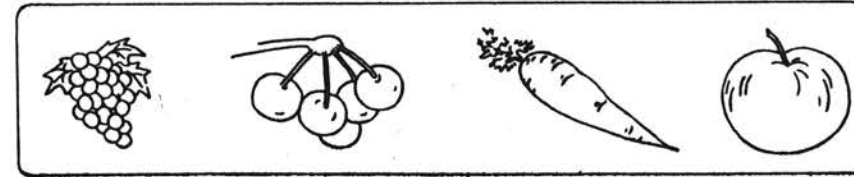
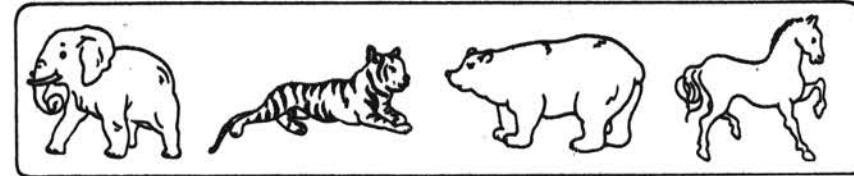
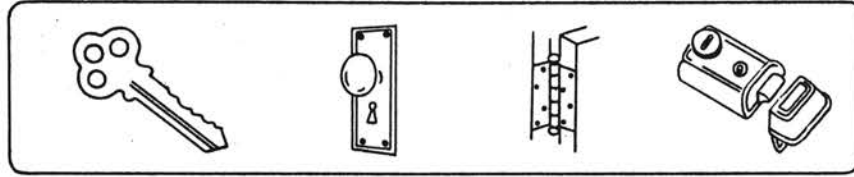
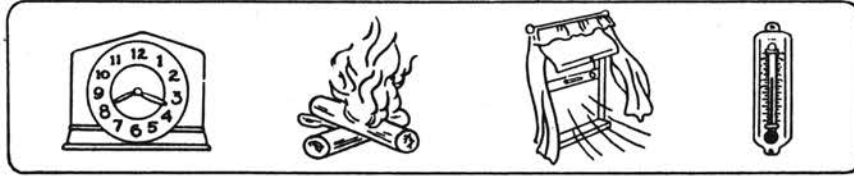
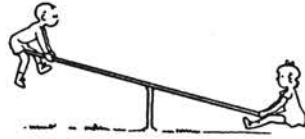
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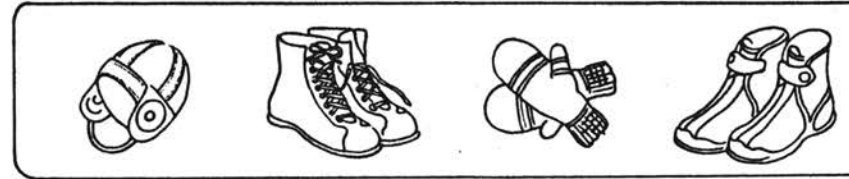
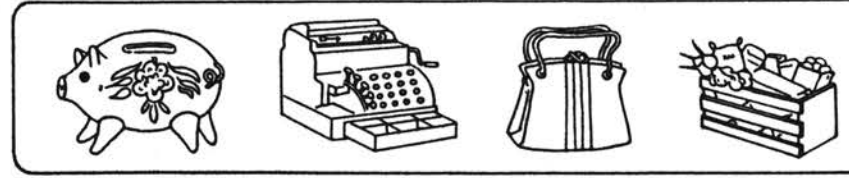
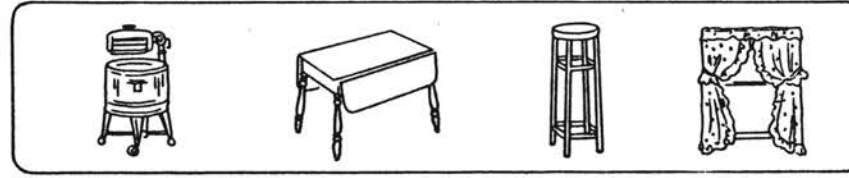
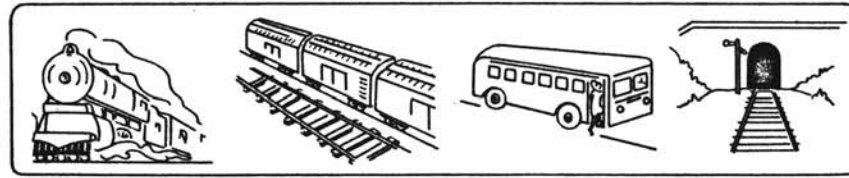
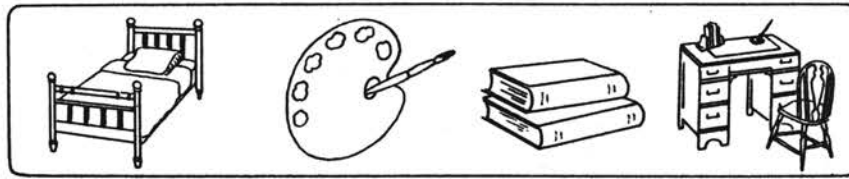
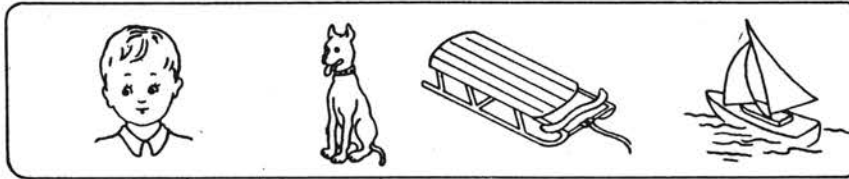
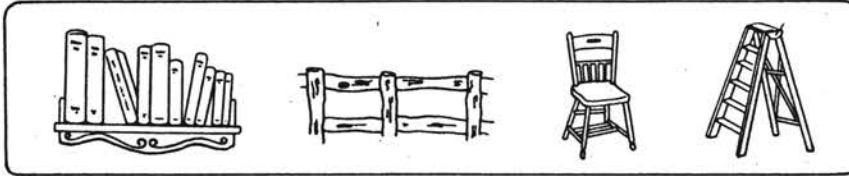
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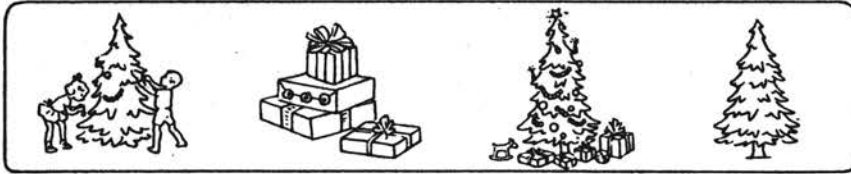
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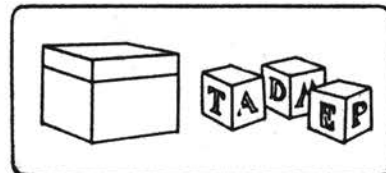
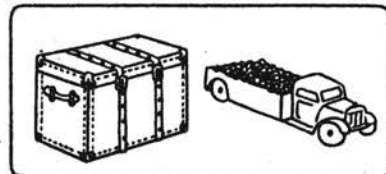
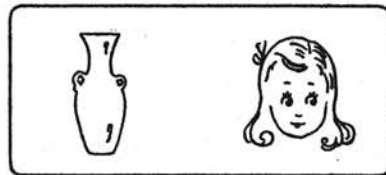
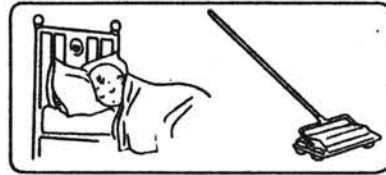
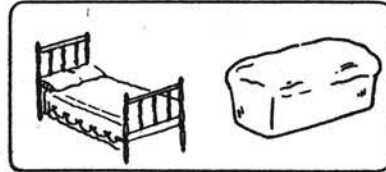
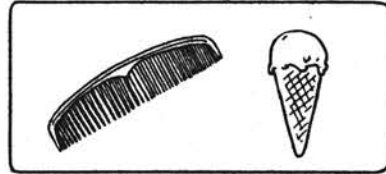
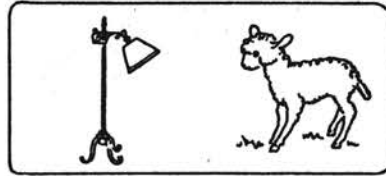
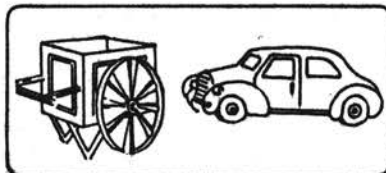
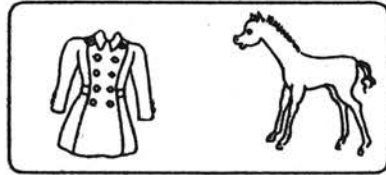
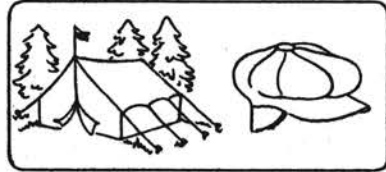
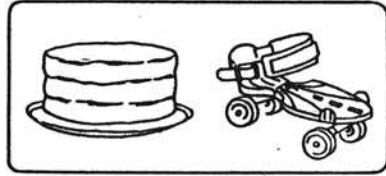




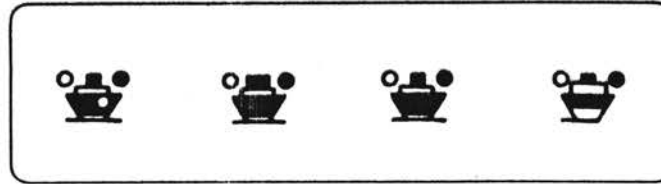
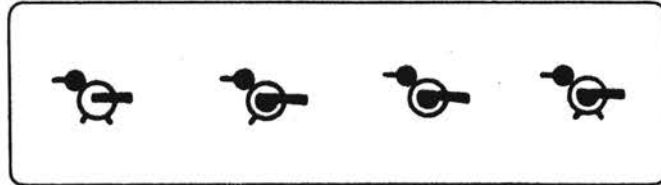
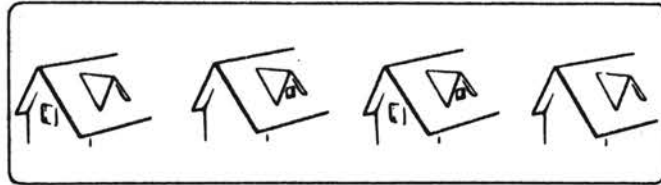
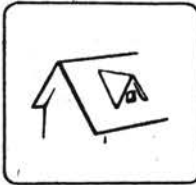
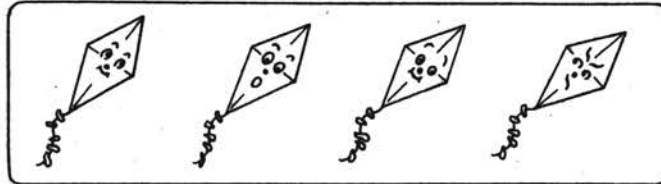
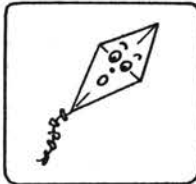
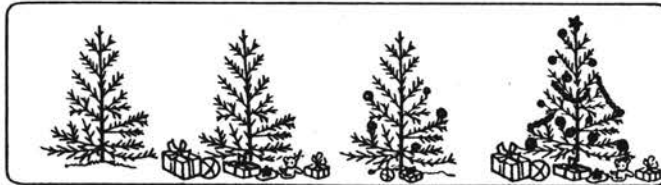
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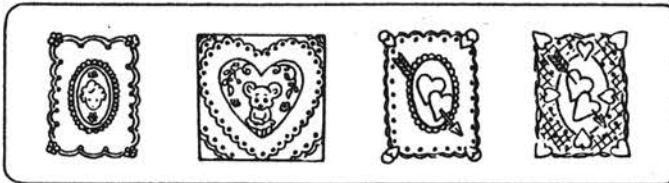
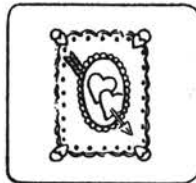
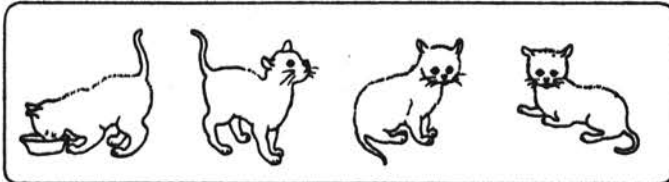
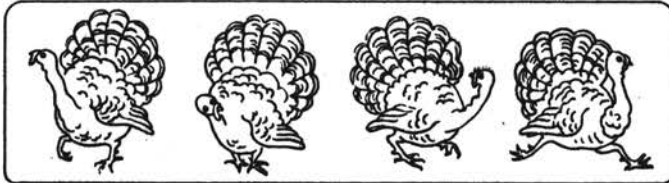
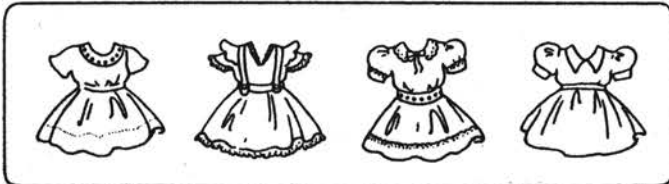
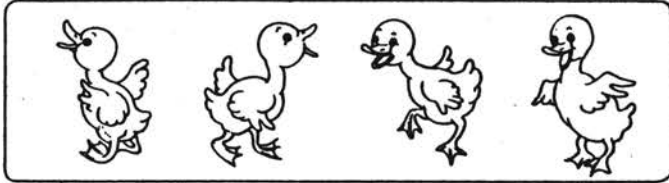
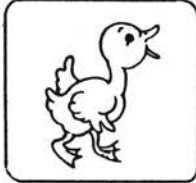
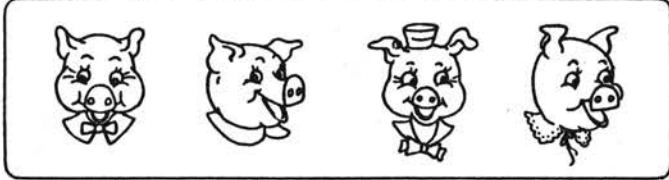
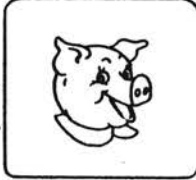
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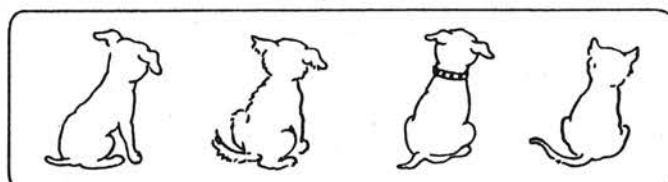
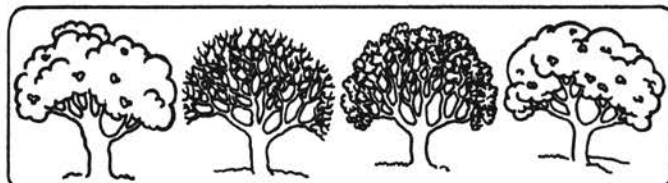
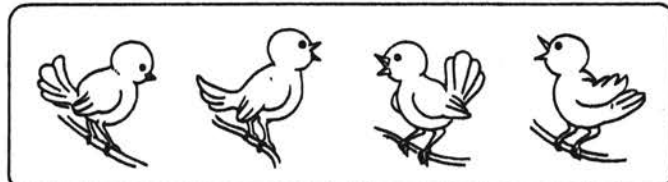
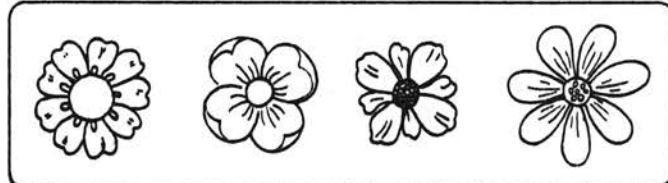
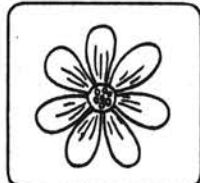
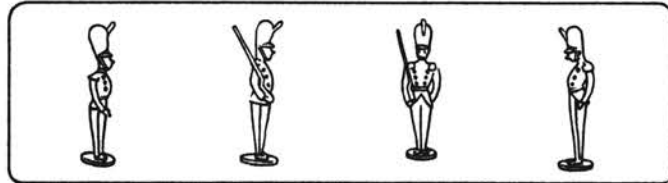
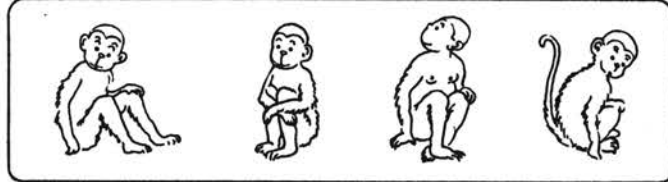
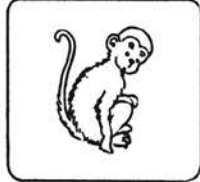
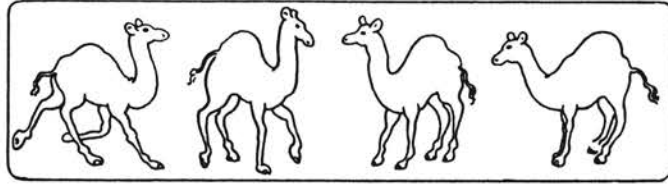
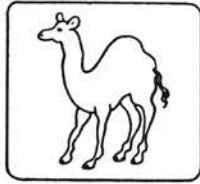


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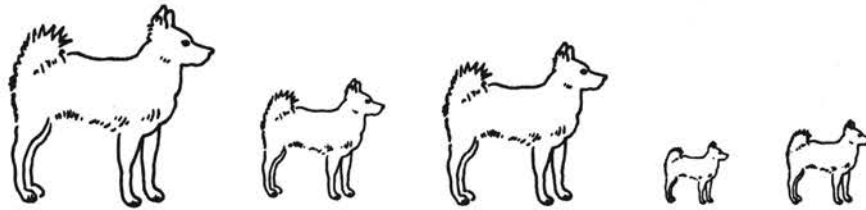
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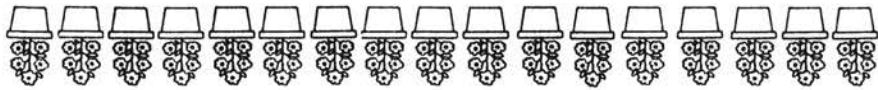
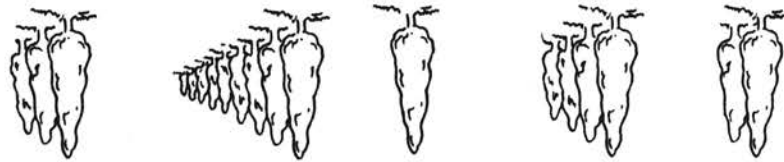
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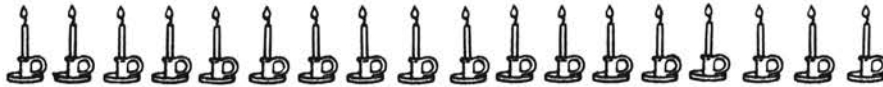
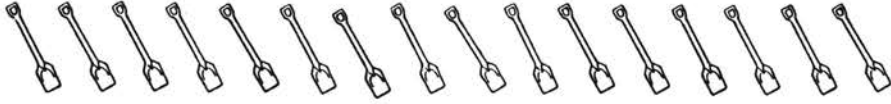
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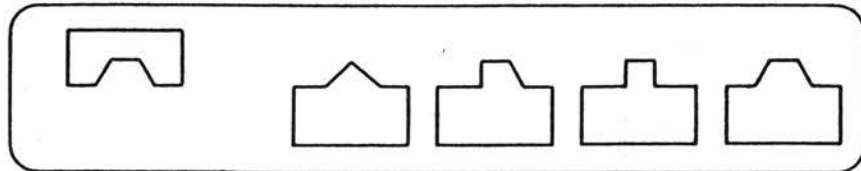
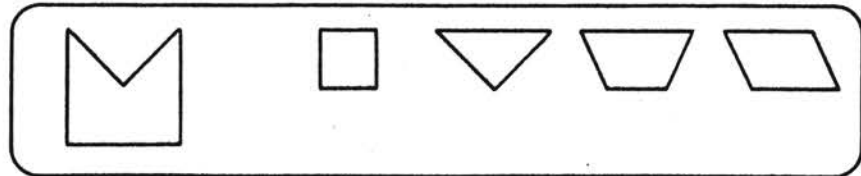
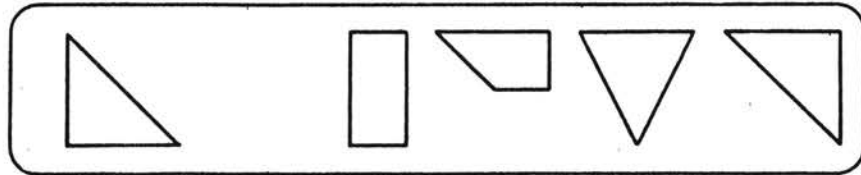
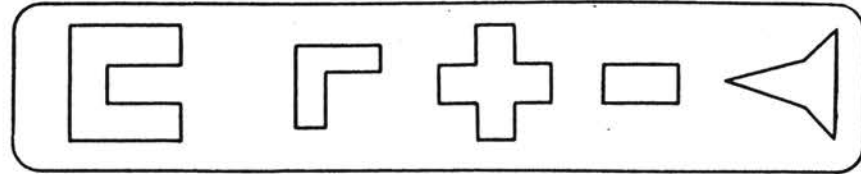
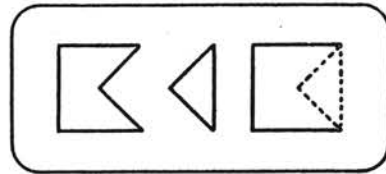
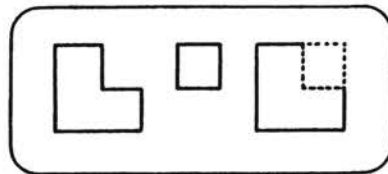
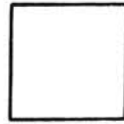


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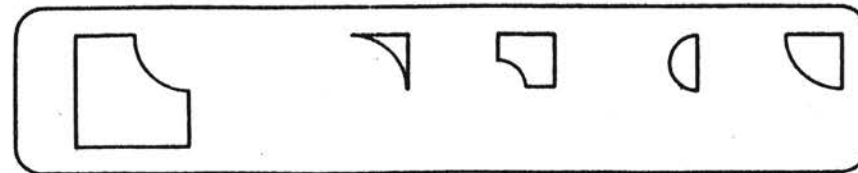
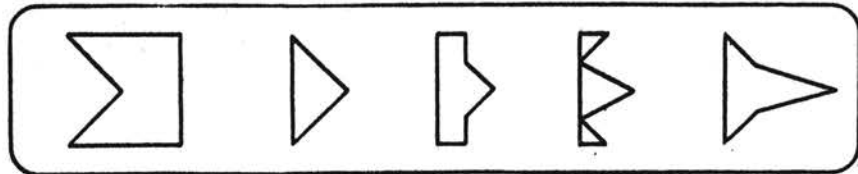
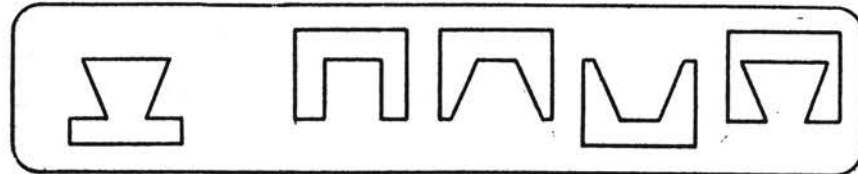
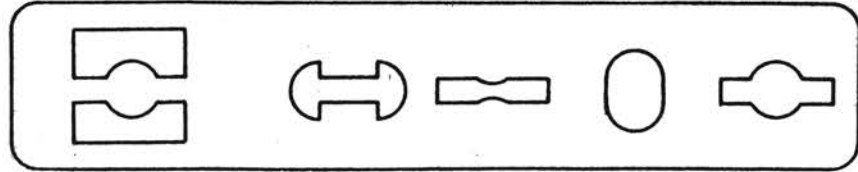
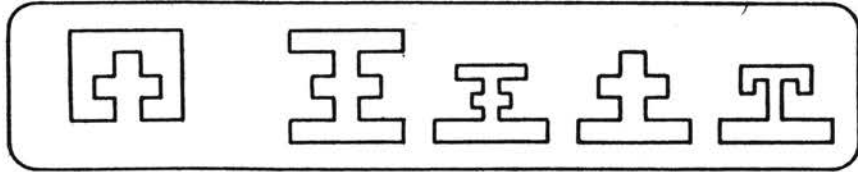


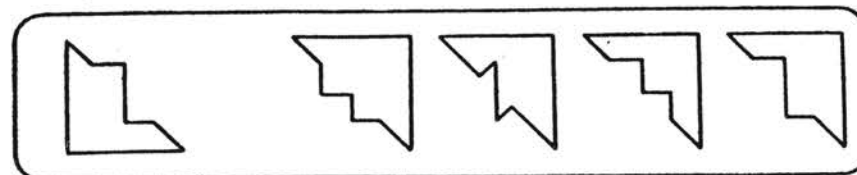
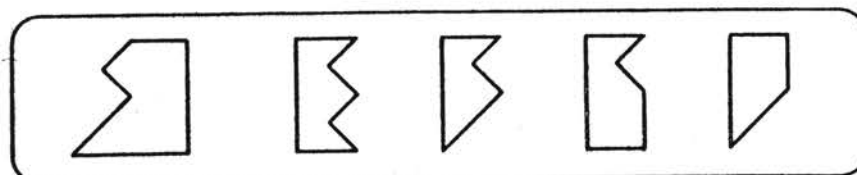
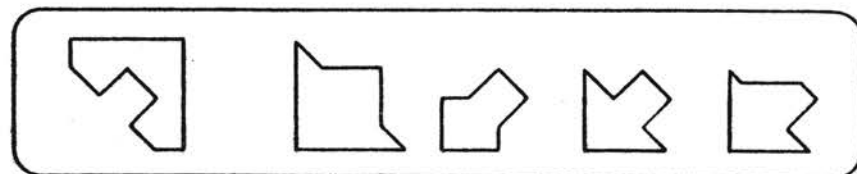
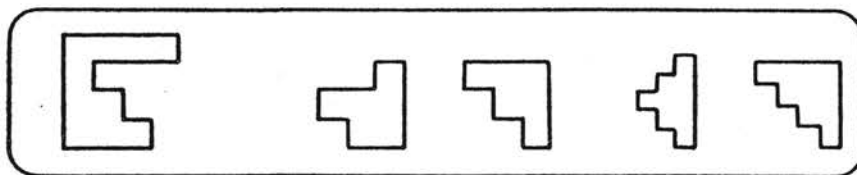
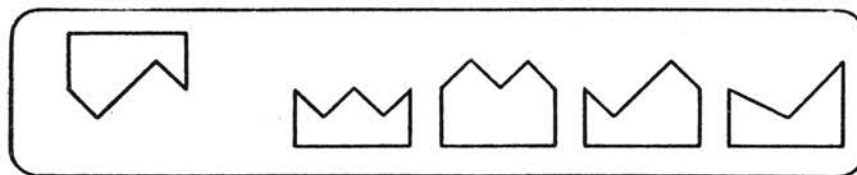
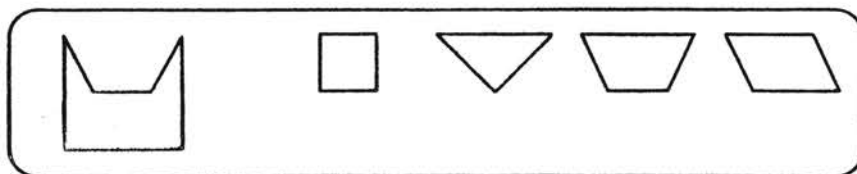
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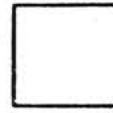
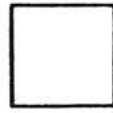
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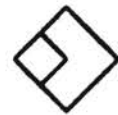
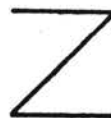
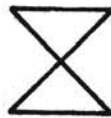
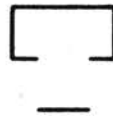
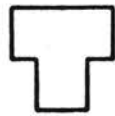
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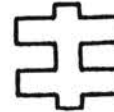
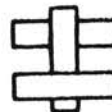
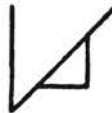
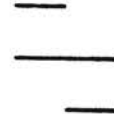
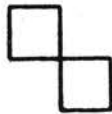
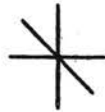
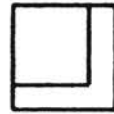
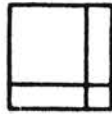
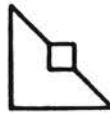












APPENDIX C

**CALIFORNIA TEST BUREAU***publishers of educational and psychological tests since 1926*

Del Monte Research Park, Monterey, California/Phone: FRontier 3-2932

March 20, 1964

Miss Sandra Skinner  
Oklahoma State University  
Department of Family Relations  
and Child Development  
Stillwater, Oklahoma

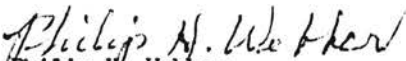
Dear Miss Skinner:

This constitutes permission for you to reproduce the Primary level of the California Test of Personality and the Lee-Clark Reading Readiness Test for inclusion in your thesis. The number of copies is limited to the requirements of your thesis. Normally, we do not allow reproduction of our tests for incorporation with theses, because of the accessibility of such materials to non-qualified individuals. It is incumbent upon us and the profession to protect the validity of standardized instruments.

We are complying with your request primarily because you state that your university requires the inclusion of tests in the appendix of theses. Are theses and dissertations at your university available only to graduate students, or what restrictions are placed on their circulation? We are interested in knowing what controls are used to prevent standardized test materials from being accessible to unauthorized persons, and would appreciate a statement from your chairman in this regard.

Your quarter (25¢) is returned. The Lee-Clark Reading Readiness Test is being sent to you on a complimentary basis.

Sincerely,

  
Philip H. Webber  
Coordinator of Professional  
Services

PHW:js



Primary • GRADES KGN. to 3 • form AA

# California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS



Name ..... (CIRCLE ONE)  
Last First Middle Grade ..... Boy Girl

School ..... City ..... Date of Test .....  
Month Day Year

Examiner ..... (.....) Pupil's Age ..... Date of Birth .....  
Month Day Year

### TO BOYS AND GIRLS:

This booklet has some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

**DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.**

**PRACTICE QUESTIONS**

- A. Do you have a dog at home?                      YES NO
- B. Did you walk all the way to school today?      YES NO

## SECTION 1 A

1. Is it easy for you to play by yourself when you have to? YES NO
2. Is it easy for you to talk to your class? YES NO
3. Do you feel like crying when you are hurt a little? YES NO
4. Do you feel bad when you are blamed for things? YES NO
5. Do you usually finish the games you start? YES NO
6. Does someone usually help you dress? YES NO
7. Can you get the children to bring back your things? YES NO
8. Do you need help to eat your meals? YES NO

Section 1 A (number right) .....
-------------------------------------

## SECTION 1 B

1. Do the children think you can do things well? YES NO
2. Do the other children often do nice things for you? YES NO
3. Do you have fewer friends than other children? YES NO
4. Do most of the boys and girls like you? YES NO
5. Do your folks think that you are bright? YES NO
6. Can you do things as well as other children? YES NO
7. Do people think that other children are better than you? YES NO
8. Are most of the children smarter than you? YES NO

Section 1 B (number right) .....
-------------------------------------

## SECTION 1 C

1. Do your folks sometimes let you buy things? YES NO
2. Do you have to tell some people to let you alone? YES NO
3. Do you go to enough new places? YES NO
4. Do your folks keep you from playing with the children you like? YES NO
5. Are you allowed to play the games you like? YES NO
6. Are you punished for many things you do? YES NO
7. May you do most of the things you like? YES NO
8. Do you have to stay at home too much? YES NO

Section 1 C (number right) .....
-------------------------------------

## SECTION 1 D

1. Do you need to have more friends? YES NO
2. Do you feel that people don't like you? YES NO
3. Do you have good times with the children at school? YES NO
4. Are the children glad to have you in school? YES NO
5. Are you lonesome even when you are with people? YES NO
6. Do people like to have you around them? YES NO
7. Do most of the people you know like you? YES NO
8. Do lots of children have more fun at home than you do? YES NO

Section 1 D (number right) .....
-------------------------------------





## SECTION 1 E

1. Do the boys and girls often try to cheat you? YES NO
2. Do you feel very bad when people talk about you? YES NO
3. Are most of the boys and girls mean to you? YES NO
4. Do you feel bad because people are mean to you? YES NO
5. Do many children say things that hurt your feelings? YES NO
6. Are many older people so mean that you hate them? YES NO
7. Do you often feel so bad that you do not know what to do? YES NO
8. Would you rather watch others play than play with them? YES NO

Section 1 E (number right) .....
-------------------------------------

## SECTION 1 F

1. Do you often wake up because of bad dreams? YES NO
2. Is it hard for you to go to sleep at night? YES NO
3. Do things often make you cry? YES NO
4. Do you catch colds easily? YES NO
5. Are you often tired even in the morning? YES NO
6. Are you sick much of the time? YES NO
7. Do your eyes hurt often? YES NO
8. Are you often mad at people without knowing why? YES NO



Section 1 F (number right) .....
-------------------------------------

## SECTION 2 A

1. Should you mind your folks even when they are wrong? YES NO
2. Should you mind your folks even if your friends tell you not to? YES NO
3. Is it all right to cry if you cannot have your own way? YES NO
4. Should children fight when people do not treat them right? YES NO
5. Should a person break a promise that he thinks is unfair? YES NO
6. Do children need to ask their folks if they may do things? YES NO
7. Do you need to thank everyone who helps you? YES NO
8. Is it all right to cheat if no one sees you? YES NO

Section 2 A (number right) .....
-------------------------------------

## SECTION 2 B

1. Do you talk to the new children at school? YES NO
2. Is it hard for you to talk to new people? YES NO
3. Does it make you angry when people stop you from doing things? YES NO
4. Do you say nice things to children who do better work than you do? YES NO
5. Do you sometimes hit other children when you are playing with them? YES NO
6. Do you play games with other children even when you don't want to? YES NO
7. Do you help new children get used to the school? YES NO
8. Is it hard for you to play fair? YES NO

Section 2 B (number right) .....
-------------------------------------

## SECTION 2 C

1. Do people often make you very angry? YES NO
2. Do you have to make a fuss to get people to treat you right? YES NO
3. Are people often so bad that you have to be mean to them? YES NO
4. Is someone at home so mean that you often get angry? YES NO
5. Do you have to watch many people so they won't hurt you? YES NO
6. Do the boys and girls often quarrel with you? YES NO
7. Do you like to push or scare other children? YES NO
8. Do you often tell the other children that you won't do what they ask? YES NO

Section 2 C (number right) .....
-------------------------------------

## SECTION 2 D

1. Are your folks right when they make you mind? YES NO
2. Do you wish you could live in some other home? YES NO
3. Are the folks at home always good to you? YES NO
4. Is it hard to talk things over with your folks because they don't understand? YES NO
5. Is there someone at home who does not like you? YES NO
6. Do your folks seem to think that you are nice to them? YES NO
7. Do you feel that no one at home loves you? YES NO
8. Do your folks seem to think that you are not very smart? YES NO

Section 2 D (number right) .....
-------------------------------------



## SECTION 2 E

1. Do you often do nice things for the other children in your school? YES NO
2. Are there many bad children in your school? YES NO
3. Do the boys and girls seem to think that you are nice to them? YES NO
4. Do you think that some teachers do not like the children? YES NO
5. Would you rather stay home from school if you could? YES NO
6. Is it hard to like the children in your school? YES NO
7. Do the other boys and girls say that you don't play fair in games? YES NO
8. Do the children at school ask you to play games with them? YES NO

Section 2 E (number right) .....
-------------------------------------

## SECTION 2 F

1. Do you play with some of the children living near your home? YES NO
2. Do the people near your home seem to like you? YES NO
3. Are the people near your home often mean? YES NO
4. Are there people near your home who are not nice? YES NO
5. Do you have good times with people who live near you? YES NO
6. Are there some mean boys and girls who live near you? YES NO
7. Are you asked to play in other people's yards? YES NO
8. Do you have more fun near your home than other children do near theirs? YES NO

Section 2 F (number right) .....
-------------------------------------

APPENDIX D

## CALIFORNIA TEST OF PERSONALITY

### Definitions of the Components:<sup>1</sup>

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

### Personal Adjustment

- 1A. Self Reliance---An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth---An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom---An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging---An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

---

<sup>1</sup>Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.

- 1E. Withdrawing Tendencies---The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms---The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

### Social Adjustment

- 2A. Social Standards---The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills---An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies---An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations---The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations---The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the

institution.

- 2F. Community Relations---The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.



APPENDIX E

TABLE IV

FREQUENCY COUNT OF QUESTIONS ON CALIFORNIA TEST OF PERSONALITY  
MISSED BY NONPROMOTED CHILDREN AND THEIR CONTROLS

Component	Question No.	No. of Nonpromoted Children Who Missed Questions	No. of Control Children Who Missed Questions
1A	1	6	7
	2	2	1
	3	3	4
	4	5	3
	5	1	1
	6	4	2
	7	5	8
	8	1	0
1B	1	2	0
	2	0	2
	3	11	9
	4	1	0
	5	1	0
	6	1	1
	7	10	3
	8	6	3
1C	1	1	1
	2	11	8
	3	4	2
	4	5	1
	5	2	2
	6	5	8
	7	1	2
	8	3	4
1D	1	8	4
	2	7	2
	3	1	0

TABLE IV (Continued)

Component	Question No.	No. of Nonpromoted Children Who Missed Questions	No. of Control Children Who Missed Questions
1D	4	0	0
	5	5	1
	6	5	2
	7	1	0
	8	6	7
1E	1	8	5
	2	6	3
	3	5	1
	4	8	3
	5	5	4
	6	8	2
	7	6	4
	8	6	5
1F	1	6	9
	2	10	7
	3	4	2
	4	8	7
	5	7	9
	6	3	2
	7	5	3
	8	4	1
2A	1	3	3
	2	5	4
	3	2	2
	4	4	4
	5	2	0
	6	3	3
	7	2	2
	8	1	1

TABLE IV (Continued)

Component	Question No.	No. of Nonpromoted Children Who Missed Questions	No. of Control Children Who Missed Questions
2B	1	0	0
	2	6	1
	3	6	3
	4	4	0
	5	1	0
	6	1	2
	7	3	0
	8	4	1
2C	1	6	2
	2	5	1
	3	5	1
	4	4	5
	5	10	6
	6	5	2
	7	1	1
	8	8	3
2D	1	2	0
	2	5	5
	3	2	1
	4	5	5
	5	6	3
	6	1	1
	7	6	4
	8	6	2
2E	1	0	0
	2	4	2
	3	0	1
	4	7	3
	5	5	3
	6	4	3

TABLE IV (Continued)

Component	Question No.	No. of Nonpromoted Children Who Missed Questions	No. of Control Children Who Missed Questions
2E	7	4	2
	8	3	1
2F	1	0	0
	2	1	0
	3	3	2
	4	3	3
	5	1	0
	6	5	6
	7	8	5
	8	3	5

APPENDIX F

TABLE V  
 RAW DATA ON MATCHED NONPROMOTED  
 AND CONTROL SUBJECTS

Subject	Sex	R.R.	I.Q.	Birthdate	Per. Adj. Score	Soc. Adj. Score	Total Adj. Score
A <sub>np</sub>	G	43	93	1-20-56	27	34	61
A <sub>c</sub>	G	47	97	4-25-56	29	34	63
B <sub>np</sub>	B	47-56	94	3-27-56	28	37	65
B <sub>c</sub>	B	47-56	94	2-2-56	33	45	78
C <sub>np</sub>	G	32	94	10-11-56	25	27	52
C <sub>c</sub>	G	30	100	7-4-56	28	33	61
D <sub>np</sub>	B	27	92	5-23-56	38	31	69
D <sub>c</sub>	B	32	99	6-24-56	35	38	73
E <sub>np</sub>	B	23	94	4-29-56	19	34	53
E <sub>c</sub>	B	30	99	2-14-56	31	31	62
F <sub>np</sub>	B	41	105	5-20-56	28	30	58
F <sub>c</sub>	B	45	101	2-27-56	39	40	79
G <sub>np</sub>	B	41	97	6-7-56	33	38	71
G <sub>c</sub>	B	40	100	8-5-56	36	40	76
H <sub>np</sub>	B	30	95	6-4-56	39	41	80
H <sub>c</sub>	B	34	99	8-17-56	39	37	76
I <sub>np</sub>	B	37	96	3-1-56	25	29	54
I <sub>c</sub>	B	37	101	3-28-56	29	38	67
J <sub>np</sub>	B	43	96	12-29-55	21	30	51
J <sub>c</sub>	B	43	96	8-6-56	35	41	76
K <sub>np</sub>	B	34	92	8-8-56	20	22	42
K <sub>c</sub>	B	39	95	5-19-56	39	46	85

np - possibility for nonpromotion who was not promoted

c - matched control subject

TABLE VI  
 RAW DATA ON MATCHED PROMOTED  
 AND CONTROL SUBJECTS

Subject	Sex	R.R.	I.Q.	Birthdate	Per. Adj. Score	Soc. Adj. Score	Total Adj. Score
L <sub>P</sub>	B	41	108	8-23-56	21	38	59
L <sub>C</sub>	B	50	100	1-11-56	25	34	59
M <sub>P</sub>	B	39	94	2-29-56	39	41	80
M <sub>C</sub>	B	45	96	1-17-56	43	38	81
N <sub>P</sub>	B	H.Ave. 0.8	105	5-22-56	37	40	77
N <sub>C</sub>	B	H.Ave. 0.7	101	6-28-56	32	41	73
O <sub>P</sub>	B	H.Ave. 1.4	96	12-25-55	21	30	51
O <sub>C</sub>	B	H.Ave. 1.4	105	1-26-56	34	36	70
P <sub>P</sub>	B	H.Ave. 1.4	99	8-2-56	34	34	68
P <sub>C</sub>	B	H.Ave. 1.1	100	12-5-55	22	37	59
Q <sub>P</sub>	B	Poor 0.3	101	10-18-56	36	39	75
Q <sub>C</sub>	B	Poor 0.3	105	4-27-56	43	45	88
R <sub>P</sub>	B	49	93	8-19-56	43	41	84
R <sub>C</sub>	B	46	101	10-20-56	35	43	78

p - possibility for nonpromotion who was promoted  
 c - matched control subject



VITA

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