

**MANUAL OF DIRECTIONS FOR GIVING
AND SCORING; THE DEARBORN
GROUP TESTS OF INTELLIGENCE;
SERIES I, GENERAL EXAMINATIONS 1-
3, FOR GRADES I TO III**

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SERIES I, GENERAL EXAMINATIONS 1-
3, FOR GRADES I TO III**

MANUAL OF DIRECTIONS
FOR GIVING AND SCORING

**THE DEARBORN GROUP
TESTS OF INTELLIGENCE**

SERIES I
GENERAL EXAMINATIONS 1, 2 AND 3
FOR GRADES I TO III



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THE DEARBORN GROUP TESTS OF INTELLIGENCE

DIRECTIONS FOR THE EXAMINER

THE directions for giving the following tests or "games" should be closely adhered to in order to make possible a fair comparison with the standards. In many cases a change in phraseology may change the character of the test. The tests may be conducted by the regular teachers, but when there are several grades or a whole school to be tested, the tests may best, in the interest of greater uniformity, be given by one or two persons, either the principal or teachers especially designated for the testing.

The room teachers may then assist by entering the names and birthdays, etc. (see page 5), but should not give any other assistance during the progress of the tests.

A good plan to follow, after a careful study of the directions, is to jot down on a copy of the tests the chief facts to be kept in mind. This record may be quickly referred to as needed during the progress of the tests. When the directions are read from the manual there is apt to be a loss of spontaneity in the giving of the tests, and confusion and delay in looking from the manual to the test sheets.

When the tests are given for the first time by an examiner, it is often well to try them out on a small group of children from some other grade (*e.g.*, a sixth grade) than those it is desired to test, and then to begin the testing with a third grade, since any lack of familiarity with the directions will not cause as much difficulty as in the lower grades.

In the first grade the tests should usually be given in three different periods, or an interval of at least ten minutes for change and recreation

should intervene between general examinations Nos. 1 and 2 and between Nos. 2 and 3. In the second and third grades the tests may be given in two periods with a short interval between them.

As is indicated by the title page, it is best that pupils regard these exercises as in the nature of games and puzzles rather than as some new form of examination. They should be encouraged to play the "games" as well as they can.

While the tests are being given the room teacher should be asked to copy from the register upon the accompanying record sheet the alphabetical list of her pupils with the *birthday of each one* (e.g., 1912-11-29), and keep this list with the test sheets for the room. After the papers have been collected, she should examine them to see that all names are legibly written, and should enter the *date of birthday* again in the appropriate place on the title page of each set of tests.

In giving the directions the examiner should hold a copy of the test sheet before the class, and in pointing to the place where the pupils are to write or draw (see, for example, the first test sheet), make sure that the pupils on his extreme right and left, as well as those in the rear rows, see where he is pointing.

Except where a definite time limit is set, sufficient time should be given for the average child to finish the tests, but not to dawdle or to copy from others. In general, proceed to the next test or "game" when from half to three-quarters of the class have finished.

PRELIMINARY DIRECTIONS FOR GENERAL EXAMINATIONS 1, 2, 3

(N. B.—HAVE DESKS CLEARED, AND PENCILS SHARPENED. TEACHER SHOULD HAVE EXTRA PENCILS AT HAND IN CASE ANY PENCIL POINTS ARE BROKEN, AND INSTRUCT PUPILS TO RAISE HANDS PROMPTLY IF OTHER PENCILS ARE NEEDED DURING THE PLAYING OF THE "GAMES.")

How many of you would like to play some games? Before we begin we must learn the rules of the game.

First, when I say "*Pencils up,*" hold your pencil up like this, with the elbow on the desk. (Teacher shows how to lift the forearm only, leaving the elbow on the desk to avoid fatigue.)

Now let us practice a moment with our pencils. When I say "GO," put your pencil down on the paper, and when I say "*Pencils up!*" see how quickly you can raise them and look straight at me. Carefully now, "GO." "*Pencils up.*" (Practice two or three times, until the response is prompt.)

Now there is only one other rule, that is that each of you is to play by himself, and not look at any one else's paper. When you have finished, hold your pencils up so that I can see them.

Now write your name nicely in the space on the first line of the page where it says NAME. (The teacher should write the names for pupils who cannot write.) Next write how old you are, just after where it says AGE. Then write (examiner gives grade number) where it says GRADE. Now write the name of the *school, town or city*, and *date*. (If pupils cannot write these the teacher may either fill in later or make entry in the accompanying record sheet.)

DIRECTIONS FOR GIVING GENERAL EXAMINATION G-1

NOW WE WILL ALL TURN THE PAGE AND FOLD THE BACK
SHEET UNDER

(EXAMINER SHOULD SHOW HOW TO FOLD THE PAGE BACK
AND SEE THAT PUPILS HAVE THE RIGHT PLACE.)

1. "*Pencils up.*" How many see the ball and the box at the top of the page? In the space to the side right here (pointing to space), draw me another box and then put the ball in it. Draw them like this (examiner should illustrate on blackboard, or have square with circle in it already drawn on the blackboard before the test is given).

2. How many see the picture of the boy running? How many can draw a boy running after him? Draw right here (indicating space to right of boy). Now draw a dog running after the boy.

3. Who can find the picture of the watch? How many see the key? How many see the knife? Now I want you to listen carefully and not to write until I tell you to. "*Pencils up!*" (See that all children have their pencils up.) Hold your pencils up until I tell you all the things to do, then I'll say "GO" and you may do them. I want you to make a box like this (illustrate on blackboard) about

the watch, and a ring like this O around the key and an X like this through the knife. Remember (repeat): a box, etc. Draw all three. "GO."

4. Now look at the line of numbers right under the watch. I want you to find the number which tells how old you are, and make a ring around it.

5. Now find the apple. Suppose you wanted to give me half the apple. Take your pencils and cut the apple so you could have half, and I could have half. Now make another apple and cut it in halves.

6. "*Pencils up.*" Now look at the shoe and the coal hod filled with coal and next to it the hairpin. I want you to draw two lines like this (X) through the one which you think would be heaviest to lift up, *i.e.*, the shoe, the coal hod or the hairpin. Now draw one line like this (/) through the lightest one of the three.

7. "*Pencils up.*" Here are the pictures of a house and a school-house with two roads (streets in city) from the house to the school. Johnny lives in the house, and he generally goes to school by the shorter road. Now I want you to draw me a line right IN the road that will take him to school the "quickest." "GO." (Pause.) One day Johnny was almost late, and instead of going by the road he came right out of his back door and ran straight across to school. Show me with another line just how he went. "GO."

8. A boy had all these marbles in a box (pointing to picture). If he gave you half of them and kept half of them himself, show me how many you would have by drawing them right here (indicating space). (Pause.) "*Pencils up.*" Now count how many you have made and write the number under the marbles. "GO."

Now We Will All Turn The Papers Over
(EXAMINER SHOULD SEE THAT THE PUPILS HAVE THE
RIGHT PAGE.)

9. Do you see all these little sticks? I want you to draw right here (indicating space) *all* the sticks. "GO." (Pause.) Have you made just as many as there are in the picture? "*Pencils up.*" Count how many you made and write the number under the sticks. "GO."

10. This picture is called a diamond. I want you to draw one just

like it right here beside it. (Pause.) Now look at the diamond again. See if you can draw a still better one right next to your first one.

11. How many see the picture of the hand? Which is it, a right hand or a left hand? (Left.) I want you to draw a *right* hand next to this one. "GO." (Pause.) "*Pencils up.*" Now count how many fingers and thumbs there are in all on both hands. Write the answer under the hand.

12. Here is a star. See if you can draw another star just like it right here (indicating space).

13. Now find the picture of the penny. What is the piece of money right under it? (25 cents or quarter.) Now I want you to make some pennies by marking 1 on all the rings which are of the same size as the penny. (Pause.) Now we will make some quarters by marking 25 (examiner should write "25" on blackboard) on all the rings of the same size as the quarter. "GO." (Pause.) "*Pencils up.*" Now count how many pennies you have made. Write the answer under the first penny. "GO." (Pause.) Now count how many quarters you made. Write the answer under the quarter. "GO." (Pause.) Counting all the money that you made, both pennies and quarters, think how much money you will have altogether. Write the answer in the space at the side.

14. Now look at the stamps. "*Pencils up.*" Suppose you want to mail some picture post-cards and some letters which you have written. Can you find the right stamps to put on them? Put a ring on all the stamps for the post-cards, and a big cross (X) on all the stamps for letters. "GO." (Pause.) "*Pencils up.*" Find how much money it would cost to buy *all* the stamps. Write the answer under the stamps. "GO."

15. How many see the big square field (pointing to No. 15)? "*Pencils up.*" A lady lost her purse in this big field. Now suppose she offered you twenty-five cents to find it for her. It is in there somewhere and you will have to look very carefully. Now take your pencils and start at the gate and draw a line to show me where you would go to hunt for the purse so as to be sure not to miss it. "GO."