A number of tests of intelligence were administered over the course of the study. Some of them were administered by the project examiners, who were chosen on the basis of their background in speech pathology, psychology, or education. Specific training preceded each test period. One of the tests was administered in classrooms by the classroom teacher as part of the regular testing performed by the schools.

In the case of the *Wechsler Intelligence Scale for Children* (*WISC*—Wechsler, 1949), eight psychometrists administered the test during the summer between Sessions 8 and 9. They also filled out the Adjective Checklist, a personality measure, after testing each child. The psychometrists were people who were employed as school psychologists during the school year or were graduate students in psychology at the University of Minnesota with sufficient training and experience in the use of the *WISC* to be considered qualified testers. A training session was conducted by a clinical psychologist to ensure uniformity in administration and in scoring procedures used. The clinical psychologist rescored all of these tests, and it is that person’s scores that have been used in the analyses.

In addition, the *WISC* was administered in a “neutral setting,” that is, not the child’s school nor the child’s home. Rather, children were transported to a junior high or high school for the testing. These schools would not have been in session during the summer.

*Wechsler Intelligence Scale for Children* (*WISC*—Wechsler, 1949)  
Administered in the summer between Session 9 (Spring 1964, grade 3) and Session 10 (Fall, 1964, grade 4)  
Raw data are in data box #35, with some related printouts in box #37  

The three typical scores from the WISC are used in the analyses.

Although the WISC was administered in session 9, the scores are entered on the background cards (Session 00) and for Session 9. The *WISC* Verbal IQ is entered into columns 41-43 on card #1, background Session 00. The *WISC* Nonverbal IQ is entered into columns 41-43 on card #2, Session 00, and *WISC* Total IQ is entered into columns 44-46 on the same card. The corresponding columns for Session 9, card 1, are as follows: 56-58, 59-61, and 62-64.
Ammons Full-Range Picture Vocabulary Test, Form A (Ammons & Ammons, 1948)
Administered in Session 3 (Spring 1961, kindergarten)
Raw data are in data box #35

This test is based on the identification of pictures in response to the naming of that picture by the examiner. In current thinking, this test would be considered a test of receptive vocabulary, that is, a language test rather than a test of cognition. The IQ-equivalent score was entered into the database.

The IQ score is entered into columns 58-60 on card 1, Session 3.
California Test of Mental Maturity (CTMM--Sullivan, Clark, & Tiegs, 1957)
Administered in Session 6 (Fall 1962, grade 2)
Raw data are in data boxes #20 and 24

This test was administered by classroom teacher as part of the regular testing program of the Minneapolis Public Schools, or by examiners to small groups and individuals in the parochial and suburban schools. Data are missing for some children.

The CTMM language IQ, nonlanguage IQ, and total IQ are entered into columns 26-28, 29-31, and 32-34, respectively on card 1, Session 00 (background). These same scores are entered into columns 58-66 on card 1, Session 4, and into columns 56-64 on card 1, Session 6.
Goodenough-Harris Draw-a-Man Test (Harris, 1963)  
Administered in Session 5 (Spring 1962, grade 1) and in Session 9 (Spring 1964, grade 3)  
Raw data and worksheets for Session 5 are in data box #13, and for Session 9, in boxes #10 and #14  

Although the formal test has provision for the child to draw a man, a woman, and himself, only the drawing of a man was elicited. At Session 9, the child was also asked to evaluate his/her own drawing through a series of questions. Those data are categorized under Personality measures. Also in Session 9, the examiner made a very detailed schematic of the order in which the child drew each line and its origin and direction, again as part of a personality measure.  

The Harris revision of scoring was used. There is an elaborate set of instructions for scoring the test based on quality. At each session, all the drawings were scored by a single person. The obtained score is converted to an IQ-like standard score.  

The IQ score derived at Session 5 was entered into columns 61-63 on card 1.  
The IQ score derived at Session 9 was not entered on card 1, although columns 47-49 are designated for that score. (The scores are available, so they could be entered relatively easily.)
Porteus Maze Test (Porteus, 1959)
Administered at Session 11 (Spring 1964, grade 4)
Raw data are in data boxes #19 and #20

This is a test in which the participant is shown a maze and asked to start at a certain point and end at a certain point. The mazes are ordered by year levels, and the quantitative scores are obtained by taking the highest year achieved, and subtracting parts of a year for errors made on the way. The test results in a Test Quotient (IQ-equivalent) and a Test Age (age-equivalent). Qualitative scoring can also be done. However, although qualitative scoring of these tests was done, only the two quantitative scores are entered into the database.

The Test Age is entered into columns 71-73 on card 1, Session 11, and the Test Quotient is entered into columns 74-76 on the same card.
References


