A study of the relation between the ability to recognize certain elements of compositional excellence and the ability to use these elements in written expression.

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A STUDY OF THE RELATION BETWEEN THE ABILITY TO RECOGNIZE CERTAIN ELEMENTS OF COMPOSITIONAL EXCELLENCE AND THE ABILITY TO USE THESE ELEMENTS IN WRITTEN EXPRESSION

Submitted by

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In Partial Fulfillment of Requirements for the Degree of Master of Education

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CHAPTER I
THE PROBLEM: STATEMENT
AND ANALYSIS

Definition of the Problem.— The purpose of this study is to examine the relationship between: (a) a pupil's ability to recognize certain aspects of good writing as measured by a standardized test of vocabulary, structure, diction and organization and a similarly patterned but non-standardized test; and (b) his own ability to compose his thoughts as measured by an evaluation scale devised by the writer.

Need and Justification.— Controversy still exists over the criteria to be employed in judging the student's writing. A plethora of testing instruments is available for the measurement of mechanics in writing, the value of which is not to be minimized, but very little is offered that may be taken as a test of the factors of styling excellence. Certain standard tests contain phases such as vocabulary, sentence structure, diction and organization. These are presented as efforts to get at the problem of measuring writing ability beyond the mechanics level. Pooley and his
colleague, Harris, both caution the users of these tests with two predications, "Objective tests measure ability to recognize desirable forms; such ability may be important, may yield benefit. The tests are valid insofar as the user sees that it is this recognition ability being measured and not the actual writing of the student."

Longridge, cognizant of the dearness of valid tests of the quality of writing ability, constructed an instrument to measure individual ability to judge certain aspects of writing. He freely acknowledges that his test does not measure the degree of effectiveness with which an individual expresses himself in writing.

Experienced teachers of English challenge Longridge with these questions: "(1) Does it (his instrument) measure the sum amount of ability to express oneself in writing? (2) Do persons who obtain high scores on the test write with clarity, with accuracy, with force?"

Longridge replies, "Such is often not the case. However, there is, in the construction picture of this objective test, the hint of the first necessary step in the building of an instrument to measure factors other than the mechanical in composition."


The foregoing opinions on standardized and on non-standardized but analytically evaluated tests serve to indicate that steps are being taken to design better methods of measuring the writing performance. The ability to recognize factors of excellence in writing has not yet been shown to be a guarantee of individual compositional excellence; ability to recognize may or may not signify presence of the quality of expressing well. Validations have not been secured in this respect; rather, they have been made in terms of numbers taking the tests.

In his recommendations for further research Longridge suggests, "Investigations of correlations between scores from tests of ability to recognize certain aspects of excellence in written composition and other criteria of compositional ability."

The writer advances as the reason for the development of this thesis the above recommendation. Unless there is a relation between recognition of aspects of compositional excellence and the actual compositional product by the individual it appears that the recognition tests would be better classified under the heading of literary appreciation and reading skills of word recognition and organizational patterns. Unless these tests can be shown to have a valid bearing, then, on the effectiveness of the student's

1/ Loc. cit.
expression they may not be construed to give particular help in predicting pupil success in written composition.

The writer therefore intends to employ a standardized test in securing measures of (1) vocabulary and diction, (2) structure and organization, phases which parallel similar recognition studies, and to analyze the writing specimens of the examinees by means of a scale designed to determine degree of these factors present.

The Scope of the Problem: Its Limitations. -- The problem is in one sense an extension of the effort to develop some defensible means of determining qualities of effective expression. The attempt is being made to show the usability of recognition scores for prognosticating the writing performance by rounding out the exploratory studies with substantiated evidence in terms of the written work itself. Since work in this phase is in the elementary stages unlike the measures of mechanics to thought content, it is necessary and desirable to continue the study in an equally elementary definition that-appropriates tentative meanings in preference to redefining in new terms.

The problem is not to be concerned with mechanics or with the over-all freshness and originality of thought content.

The Definition of Terms Employed. -- Fundamental to the pursuit and understanding of this type of study is a defini-
tion of the terms to be employed:

Elements.-- For the purposes of this study elements are taken to mean factors of complete entity of excellence. They may be likened to expressions such as the "style-traits" of Barton and the "qualities of style" described by Barrett Wendell.

Compositional Excellence.-- For the purpose of this study compositional excellence is taken to mean written work of superior quality. General merit will be considered its equivalent designation, and the entity of this abstraction will be taken as the sum of certain known and unknown complex elements.

This meaning is derived from a similar approach to a related problem of theme evaluation developed by Nye.

Nye states, "It appears, then, that composition ability is a complex made up of several variable factors, and that each of these factors may vary independently of the others."

The writer suggests that, in like manner, the product of the writing ability, if judged excellent, must be so


considered because a sum of desirable factors have produced the over-all superiority.

The Ability to Recognize Certain Aspects of Compositional Excellence.-- The ability to recognize aspects of excellence is defined here as the ability to select from numerous possible choices the correct one in relation to the element being tested.

The Ability to Use These Aspects in Written Expression.-- The ability as applied to this study means facility of vocabulary and structural employments found in the actual free writing sample of the participants in the survey.

Elements with which the writer is concerned are vocabulary supplemented by diction and structure supplemented by order:

a. Vocabulary relates to the extent and variations of words which the pupil uses.

b. Diction refers to the appropriateness of words which the pupil uses.

c. Structure pertains to the manner in which the pupil builds his sentences.

d. Organization has to do with the manner in which the pupil compounds or subordinates to indicate thought relationships.

Further Orientation.-- The problem of studying the written composition of pupils to determine any aspects of its
merit must be worked within the confines of shifting trends in patterns of accepted excellence. Where there is the possibility of much dispute and changes are in progress, it is sometimes hazardous and difficult to build a solid and acceptable basis for attack and follow-through. Hence the tests used, the evaluation scale and samples set up, and the type of composition employed in this study may not be unassailable. They are presented not as the ideal but as the best methods at the writer's disposal at this time to work out the problem. Their status is entirely tentative.

The writer recognizes this fact as one inherent in all efforts of research (even the earliest efforts) to report the character and results of the teaching of English and to evaluate these results, more particularly in the written expression.

As early as 1917, Courses of Study were reminding the teachers of language arts of the provisional nature of standard devices. The Philadelphia Course was typical, "Tentative of course implies that no standards in written composition can be irrevocably permanent. As soon as changing conditions warrant it, such standards should be modified."

\[1\]

CHAPTER II
PROGRESS OF RESEARCH

The Inclusive Developmental Treatment

If one were to withdraw to a contemplation of the great gifts bestowed upon mankind, he must inevitably dwell upon man's innate ability to articulate and the product man can achieve in conjunction with his intellectual exercise and control of this ability to the formulation of language, the instrument of human supremacy. He might consider the centuries elapsing as man progressed and retrogressed with primitive symbolisms, now coarse, now disagreeably harsh, now rhythmical even to musical intonations; he might consider the very gradual emergence of elementary language forms varying according to geographic designations of physical factors and rudimentary economies; he might witness a rising cumulative effect of beauteous language forms in some areas infusing a culture that would give heritage to later civilizations; he might meditate upon the beneficence of the Egyptian, the Greek, the Roman, the Arab, the Hebrew Culture, to any and all of our modern cultures.

Whether his thanksgiving be for mystical philosophy, for laws of the republic, for mathematical formulae, for principles of great art, for the religion of his own Christian civilization, constant, inviting the serenity of man's deepest gratitude, the humility of his deepest awe, the unchanging key to this vast treasure is man's ability to use words: his ability when he has affixed names, to retain them, to see them in certain relations, to construct thoughts about these namings that he may speak with his fellow man, that he may listen to him, that he may write to him and that he may read back what has been written.

It is this ability which helps him to feel a oneness with other men, to be comforted even in solitude because there are great and good thoughts born of the words of others for him to reflect upon, to draw for himself a perspective with which he may meet the problems of his day strengthened because in relation to the literature and history of the past they become less alarming.

It is this ability which encompasses man's most intimate to his most remote social instincts. The American home of the present, though science has produced great and numerous mechanical changes, still shows Father enjoying his evening paper, Mother pleased occasionally to write her friends, the children exuberant with conversational "give and take" and all the family listening to, as well as viewing T.V.
Language holds a secure place vitalized to new expressions and applications through the changes to make greater contributions in preserving the underlying harmony of the Democratic way of life--the American home.

Again, in his immediate community, Father may ride to work in a smooth, high-powered car and arrive at an office with the latest of business machine equipment to avail himself of every device for better business contacts, yet his ability to use words, to communicate with his co-workers has become no more dispensable.

Again, he may travel across the continent or across the ocean to other continents and to situations that bespeak every advantage of our age and people who know each modern convenience, yet his ability to use words must not narrow, rather it has become imperative that he have an ever growing, a full command of the symbols of communication.

Everywhere the head of the household and any of the countless busily engaged people of our land and other lands must meet new demands upon their language facility. Never has it been more necessary for the individual "to have a desire and ability to say what he has to say; to have a recognition of language as a social instrument of great value; to have an understanding of the difficulties of communication; and to have a sense of responsibility for
what he says, for what he writes."  

The Position of the National Council of Teachers of English

The National Council of Teachers of English suggests the larger goals of its membership to the Democratic ideal in these compelling words:

"Democracy can be no more effective than the individuals of which it is composed. Personal integrity, clarity of thought and expression, depth and breadth of understanding based upon sound knowledge and appreciation of moral, spiritual and aesthetic values which comes from association with the best men have thought, felt, and put into words throughout the ages are ends toward which the program in the language arts must strive."

Moreover in language which defines the goals specifically for the teacher of the language arts, the National Council states that its membership must make the effort to meet the tremendous challenge of these urgent, rapidly changing times.

"The major purposes of American education provide the basis for the language arts: (1) the cultivation of satisfying and wholesome personal lives, (2) the development of social sensitivity and effective participation in the life of the local community, the nation and the world, and (3) preparation for vocational competence."

Translating these over-all educational ends into the


2/Ibid., Preface, p. vi.

3/Ibid., Chapter 1, pp. 6, 7.
responsibilities of teachers of the language arts, the National Council further determines the aims of the program:

"In the schools of a democracy the programs in the language arts must at the same time help the student to grow into the fullness of his personal stature and to play a responsible part in group life. These purposes can never be mutually exclusive. Only as an individual creates for himself a sound hierarchy of values can he make an important contribution to society as a whole. Language power is an integral part of all growth in the individual and the development of language power in a social situation with growing mastery of the skills of speaking, listening, writing and reading should be the incentive to all curriculum planning in the language arts."

Since this thesis is concerned with the area of language development related to writing, the position of the National Council of the teachers of the language arts in respect to this area is timely:

"Writing constitutes an important area of modern life: writing to share personal ideas and experience, to urge action, to conduct business by mail, to make records for future use, to convey information, to formulate ideas, and to offer creative outlets. The quantity of writing increases with the years, despite radio and television. Writing, in addition to the many difficulties which it shares with speech, demands skills more difficult, more meticulous, and less likely to be mastered without classroom help than those of speaking."

Since this thesis is further concerned with the evaluative aspect of the writing abilities, the following excerpts from the National Council of the Teachers of Language Arts

1/D. V. Smith, op. cit., Chapter 1, p. 7.
2/Ibid., Chapter 13, p. 303.
have pertinence:

"a. Evaluation of writing involves an appraisal of the individual's ability to communicate his thoughts and feelings in various written forms appropriate to his purpose on a specific occasion and to the reader whom he intends to reach.

b. Through standardized tests, the teacher may evaluate the student's growth in ability to select, organize, and express ideas; to proof read for errors in spelling, punctuation, capitalization, and grammatical usage; to use effective words and sentence patterns; to maintain one point of view; to choose vivid diction; and to make an emotional or intellectual appeal to the reader, according to his intent.

c. Writing or composition scales created by Hudelson, Trabue, VanWagenen, and others are available.

d. In summary, analysis indicates that when the average rating of three or more judges is taken and when criteria of judgment have been defined and illustrated, the average rating shows close agreement with the average rating of any other group of three or more independent qualified raters. For 63 pupils, the average ratings of one set of three judges showed a correlation of .91, with the average ratings of another set of three judges and these scales are developed on that basis. It may, then, be said that the newer trends in the techniques for the measurement of grammar, usage, and composition have contributed toward improved methods for scoring of the essay examination or other written products."

Surveying the Progress of Evaluative Instruments for Written Expression

The researcher in the field of written expression and its evaluation obligates himself to answer certain questions relating to his problem before he attempts to secure significant or non-significant findings. There is the question
of what has been tried previously and what success achieved. There is the question of what is currently being worked out. There is the question of what these findings imply as to the direction the present study should take.

The researcher finds three categories of attempted evaluations of the writing performance. These are the measurement by scales, the measurement by objective tests and the measurement by informally devised scales and standards. The first two as will be presently shown have had their period of intense popularity with teachers of English, and it may be that the heated contention they engendered would be bound to exhaust itself leaving little to recommend the method. The third category has always existed, though not satisfactorily and accounts hence for the natural intensification of movements to determine better ways of evaluating written expression.

**Review of Early Attempts to Evaluate Written Expression.**

A survey of the interest in scales and of some of the better ones provides the writer with this information:

In 1912 Bliss, a pioneer in the attempt to secure objective methods, set up a plan whereby early in the school term a reproduction test was given and a similar one at the end. Five papers selected as representing five levels of ability and numbered one to five in the order of their excellence constituted an informal scale used in measuring the
other papers in the investigation. With such a scale all pupils in a given grade were judged by the same standards, and progress was determined by comparison of the results of the two tests for a given school or grade.

The chief significance of this initial effort seems to lie in the impetus it gave the scale construction movement. From 1912 to 1927 a variety of scales was developed and these acted to overcome previously existing apathy about securing sharper, fairer judgments on the written work of pupils everywhere.

Hillegas now appeared with what he considered a more scientific approach to the problem of rating on a basis better than mere opinion. His scale consisted of ten samples of compositions, the merits of which were determined by five hundred judges. The values assigned to the various samples were supposed to express their quality in the same sense, although not as accurately as an arithmetic rule. Hillegas made no attempt to define composition merit beyond the assumption that it is that quality which competent persons commonly consider as merit.

Hillegas constructed his scale from the raw material of eighty-three compositions chosen from seven thousand and with


2/Ibid., pp. 135-139.
the help of five hundred persons arranged the samples in the order of merit. The normal surface of probability theory was applied to the judgments of cooperating persons. By successive reductions, Hillegas selected the ten samples which compose his scale.

While numerous criticisms were leveled at the scale--(1) they measure too varied a product, (2) the samples were not written under typical normal school conditions, (3) the samples are too brief--nevertheless later workers for the most part attempted to build their scales in the light of the shortcomings of the Hillegas. His contribution was primarily motivation with format indicated.

Both Thorndike and Trabue endeavored to remedy so-called defects of the Hillegas Scale. Thorndike's 1915 product, although it provides increased samples in the middle range of the scale and somewhat longer themes, still makes no distinction between form and content and the samples are even more bewilderingly varied. Trabue in 1917, pointing out what he considered a serious weakness of the Hillegas Scale--the assumption by the constructor that the variability of the judgments on one composition will be exactly equal to the variability of judgments on another composition--set about to remedy the fault. He insisted that compositions selected

\[1\]

\[1\] R. L. Lyman, op. cit., p. 139.
for a scale must be samples on which competent judges agree very closely; further Trabue said that a perfect composition scale can be secured only by training a group of judges until additional training will not result in greater agreement among them. This affirmation on trained judges laid down a significant requirement in scale construction which is today one accurate criterion of the merit of a composition scale.

Apart from this determination and four rather minor changes in the Hillegas Scale, Trabue in his Nassau County Supplement to the Hillegas Scale for Measuring the Quality of English Composition though he designed the most widely used of all the scales achieved little improvement in the scale itself. He presents only one sample at each of the different levels and makes no distinction between substance, organization and accuracy.

Respecting these efforts Hines summarized: "All three of these scales were designed to measure general merit in written English, but they have been found especially difficult to use, and they are not sufficiently simple to meet the requirements of our present standards of measurements."

Aware of the inadequacy of these scales both as to content and usability, F. W. Ballou in 1914 designed his

1/Ibid., p. 140.

Scales for the Measurement of English Scales. In that each composition is analyzed in terms of merits, defects and comparisons this method of measuring compositions represents a departure from the early idea of measuring general merit only and an advance in technique. It has, however, been sharply attacked and must be acknowledged to have negative limitations.

Pursuing the theory that general merit alone is not a satisfactory rating procedure, M. H. Willing in 1918 evolved a scale in which story value and form value are considered separately. There are eight samples with an accompanying note for each to indicate the number of mistakes in spelling, punctuation, and syntax per one hundred words. Story value is found by comparison with the scale; mechanical errors are disregarded for this. Form value is obtained by marking all errors in grammar, punctuation, and spelling; these are counted and the total multiplied by 100. This number is divided by the number of words in the composition in order to find the index of form value. Obviously, these mathematical minutae would be exceedingly tedious to teachers of English; moreover the scale has little scientific validity. Nevertheless the separation of story from form is notable.

VanWagenen produced the Minnesota English Composition

Scales in 1921. Narration, description, and exposition are scaled separately with measures of structure, thought and mechanics obtainable for each. The scales give evidence of the utmost scientific care in their derivation, but, again, the statistical calculations necessary are prohibitive to the average user.

Most relevant to the problem was VanWagenen's recognition of the rudimentary fact overlooked by other scale-makers, to wit, that content, structure and mechanics are three very different aspects of a composition. He later carried through a series of studies to support his instrument and secured evidence to show that the three qualities of excellence measured on his scale--content, structure and mechanics--in one type of composition may be considered equivalent to the same three qualities in another type; more particularly, structure in narration is comparable to structure in description, and the separate qualities approximate the general quality. ¹/ His conclusion, then, would seem to indicate that separate scores for these aspects are unnecessary: it would appear to be a refutation of his own system.

¹/Dudley H. Miles and Sterling A. Leonard, "Research in High School English," The Development of the High School Curriculum, Sixth Yearbook of the Department of Superintendence, Department of Superintendence of the National Education Association, 1923, p. 313.

contrary, that general quality of compositions cannot be predicted from any one separate quality.

The writer has indicated that measures of general merit characterize the earlier scales and detract from their reliability. It must be noted that in 1921 The Hudelson English Composition Scale and in 1923 The Maximal and the Typical Composition Ability Scales seem to avoid the limitations of the general merit scales without rejecting their format. Features of elementary excellence are retained and certain distinctive ones added— even spacing between the qualities of consecutive examples, scientific control of the conditions of testing and appealing subject matter of the assignments. Samples for practice in scoring are attached to each scale; such samples are invaluable in the training of scorers. The scales appear to carry these weaknesses: concerning analysis no distinction is made between content, structure and form; concerning the samples the reproduction theme used by Hudelson in his Typical Composition Ability Scale has been shown in studies made to induce twice as many errors in sentence separation by percentage and three times as many by count as in any other type of composition.

Observing the deficiencies of these scales in application, E. E. Lewis diverged in 1923 to a more encompassing

\textsuperscript{1/}Z. E. Wiswall, "Improvement of Sentence Structure in Eighth Grade Composition," Elementary School Journal (February, 1926), 26:441-48.
scoring device. He developed five scales—simple order letters, letters of application, simple narrative social letters, expository social letters, and the fifth narrative compositions on the topic, "One of My Most Interesting Experiences." Of these there can be no question that the first four satisfy a definite need in the rating of composition. The writing of letters is perhaps the most common writing experience of the majority of children and adults.

Perhaps the only study of the period devoted entirely to the aspects of Composition Quality with no consideration given to mechanics or form of writing was made by S. A. Leonard, who offered his results in "Building A Scale of Purely Compositional Quality." Critical notes indicate the value and defects of each sample. If teachers can be trained to isolate "purely composition quality" without being influenced by mechanical errors they will find the rating of compositions a much simpler task than it has been so far.

Completing the decade and a half of serious scientific inquiry into the potentialities of constructed scales and exploration of adaptations of the Hillegas formula are "The Driggs-Mayhew National Scales for Measuring Compositions for Junior High School, Grades 7, 8 and 9." There are fifteen samples for each grade, three of each quality—A, B, C, D,

A. Abbott, basing his scale on 3,386 themes written by girls in the Washington Irving High School, New York City, on the topic "My Daily Trip to School," derived a measure at the same time.

The Nature of Their Fallacy.-- Neither of these scales achieved the pre-eminence in the field accredited to earlier attempts. This fact may be attributable to a waning of interest in scales. Observations by Pooley, who states that teachers have found scales "difficult and time consuming" and are therefore unwilling to give time to "read, evaluate, and match the composition of each child against the rated composition of the scale," by Odell, who reports that "the reputed reliability of the scales indicates that ratings could have been given just as accurately without the scales," and by Leonard, who claims, "Experience with using a scale really reduces variations in judgments; but it has not been proved that this reduction is any greater than would


be produced by a similar expenditure of time and effort by the same teachers in marking the same number of themes without a scale and discussing wide diversities of grading," would seem to indicate little likelihood of a revival of interest.

The Significance of These Evaluative Instruments.—Yet insofar as these scales are suggestive of possible solutions to the rating problem, insofar as they represent a kind of scientific approach to setting up standards, even insofar as they show what not to do, they are not completely valueless.

The Origin of Interest in Objective Measures.—Concurrent with the decline of scale construction came a definite interest in the objective measure. Specialists in the written expression field asserted that the performance of the student in written expression could be measured, whether diagnostic or prognostic scores were required, far more effectively as respect the writing product and far more economically as respect the scoring facility through the use of tests. Once the tests were designed the user would be relieved of much of the burden the user of scales has to face. Through standardization the user would find at his disposal an instrument efficient to his purposes, his large classes and his own busy schedule.

One problem arises. Are the results of tests which re-
quire recognition of preferable and correct forms tenable profiles of the pupil's actual writing ability?

No less an authority than the College Entrance Examination Board offers this philosophy to justify the objective approach:

"The Board has recognized the point of view that a student's performance in writing should be good evidence of his ability to write, but has also acknowledged after several years of experimentation that this kind of essay test cannot be graded as reliably as the objective English Composition Test. The objective English Composition Test provides an indirect measure of the ability to write English. It does not require the student to write an essay, but it does require him to do a number of things which, when taken together, show reasonably well whether he has the power to do so.

This indirect approach to the measurement of writing ability often puzzles people. They wonder why it would not be easier and better to have the student show his writing ability by giving him a pencil and telling him to write. In a national testing program this method would be not easier but more difficult because of the enormous labor that would be required to read and mark some 50,000 essays. Furthermore, experience has shown that the writing of a one-hour essay provides a poorer basis for measuring a student's writing ability than does the indirect approach of the English Composition Test, which also takes an hour. There are several reasons, but probably the most important is that readers do not agree very well in their marking of essays."

Again:

"The current forms (editions) of the English Composition Test, therefore, consist of two general types of questions--multiple-choice and free-response. Answering these two kinds of questions is not the same as writing an essay, but the examiners believe that the


2/Ibid., pp. 6-7.
student who has had much practice in writing will be able to do better on the test than one who has had little practice. Furthermore, it is known that students with high scores on the test tend to write better essays in college than do those who have low scores. Thus it is apparent that although the English Composition Test is not a direct measure of writing ability, it does get at the underlying abilities which are necessary to good writing and which are developed by actual practice in writing."

Remmers substantiates this position:

"Purdue Placement Test in English, Form B was given to freshmen in September, 1933 to measure English abilities in (1) Punctuation, (2) Grammatical Classifications, (3) Recognition of Grammatical Errors, (4) Sentence Structure, (5) Paragraph Reading, (6) Vocabulary, (7) Spelling. The corresponding corrected r between the test score and the semester marks in January was .89—a rather remarkable prediction of something as complex as a semester mark in English composition from the results of a forty minute test."

The secondary school test constructors take a similar position. Typical among their advocates are McCullough and Flanagan, who studied the validity of the all-objective form of the English test and report:

"Experiments have shown that such measures are reliable and objective. They are particularly valuable for supplementing the teacher's subjective judgment about his student's writing ability, gained from cumulative experience with their actual work."

Again, on The Cooperative English Expression Tests,


Flanagan advises:

"Effectiveness of Expression Tests attempt to measure those factors in the ability to express oneself effectively which lend themselves to the objective testing technique. These factors include the development of good judgment with regard to the construction of strong and effective sentences, a certain feeling for style, and ability to organize materials effectively."

Also,

"It is difficult to measure ability in English composition by rating actual performance. Subjective ratings of composition work are not only very time-consuming, but ratings of a single composition are highly unreliable under the usual circumstances. The most rigidly controlled conditions of writing and scoring are necessary in order to secure anything approaching an objective and reliable rating of a composition."

Continuing:

"The Cooperative English Expression Tests provide objective measures of many of the various factors entering into composition ability. In developing the outline for the tests, an analysis was made of the different types of skill and knowledge which go to make up the complex ability to express oneself in English, and the tests were organized so as to measure as many of these types as possible. The tests should therefore provide reasonably accurate measures of many of the factors involved in skill in written expression."

The Contemporary Picture and Attack.—A third phase of scoring devices which characterizes the contemporary effort consists of what might be called arbitrary guides for criticizing written composition. While such guides may not be entirely scientific and objective, they are better than

uncontrolled subjective judgments and, since they are usually set up by teachers and written expression experts close to the problem area, they are of great service in processing the local writing samples.

Nye constructed such a guide. While it does not obviate the time element completely, its analytical aspects have much to recommend its use: preparation with knowledge of and interest in the subject is considered, organization with alert reasoning, unity and coherence is an area, style with vocabulary and structure is another and form relating to mechanics a final one.

A number of test builders include in their compendium a guide for the scoring of compositions. Rice develops a guide for scoring paragraph organization covering order of sentences, combining of related ideas, the use of connectives and the use of parallel constructions. Donovan offers a similar procedure in his thesis. Others are listed in the bibliography.


**Trends Inherent in Present Methods.**—The tendency of today seems to be toward instruments which consider local problems in expression, which are used with ease, and which analyze the pupils' written expression separately for mechanics and quality of content.

**Relation of Elements of Excellence in the Study to These Trends**

Having reviewed in some detail the relative merits of measures which bear upon an objective examination of the pupil's written expression, the writer is now ready to present certain defenses of vocabulary and structure as aspects of excellence in written expression.

An adequate vocabulary appears to be an element of compositional excellence. All devices to determine merit by the very fact of their inclusion of word choices and preferences place emphasis on ability with words. Unquestionably the taste one displays in his writing, the sensitivity he exhibits in choosing appropriate words and grouping these words into phrases, into sentences, both depend largely upon the fullness of his word power. A skeletal vocabulary not only limits the ways in which the individual may consider a thought but also impoverishes the area of selection for the written expression of a thought. Such a vocabulary limits the free play of self-expression. It places confines around the style development.
The student must early learn to combine the acute sensitivity of the artist to color and the musician to tone so that he may exercise from the start a like sensitivity to the color and tone of words and reveal it in his writing.

Clearly, then, not in advocacy of the sesquipedalian choice, \(^1\) rather in behalf of providing the student with equipment for the task of writing, does the student of research conclude that vocabulary holds an indispensable place in the pupil's work properties and a determinant position as a factor of excellence in the pupil's written expression.

Certain authorities bear out this viewpoint.

\(^2\) Hinton had this to say of superior writers, "They seem to choose their words from more extensive vocabularies." A correspondence exists between a plentiful supply of words and the style-traits recognized by Hinton.

\(^3\) Foster seems to suggest that an awareness of a number of word meanings for a particular word may be productive of frequency in the words use without loss of quality in the theme product. Hence, one may deduce that vocabulary strength

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\(^3\) H. K. Foster, *Semantic Variations of Certain High Frequency Words in the Written Compositions of Eighth Grade Pupils*, Unpublished Doctoral Dissertation, University of Iowa, 1939.
is not indicated merely by quantity of words known but by the thoroughness of knowledge about the possibilities of uses for each word known.

Parker stresses fundamental vocabulary considerations:

"What is known as vocabulary is not a unitary thing but a composite of many ways of using words. The command of words is both a characteristic of and a means of achieving intellectual and cultural development. Many words are understood by people who do not use them in ordinary expressional situations. Many others are used only in special situations for expressing technical ideas. It follows, therefore, that every person's vocabulary is a composite of many elements."

Parker, continuing in terms of what obligations the preceding places on the teacher of English, writes:

"The teacher of English can not hope to foresee or make provision for adequate consideration of all the problems of diction. Two things he can do, however. The teacher can stimulate the growth of ideas and encourage students to develop vocabularies adequate to their needs. The teacher can also insist that students know what words mean when they use them. Insistence upon this certain knowledge is the surest method of impressing students with the fact that words count; that the vague, indefinite, and slovenly use of words is evidence of ignorance and laziness. It develops in students a respect for what Archbishop Trench called the 'morality in words' and the 'distinction of words.' A want of respect for the meanings of words leads to mental atrophy and linguistic decay. Words are then made to serve purposes which ought not to be expected of them; consequently ideas are blurred and expression incomplete or even inaccurate."

The writer infers from this development that the composite vocabulary is in turn a factor of the composite,


2/Ibid., p. 173.
compositional excellence.

Final verification of the importance of vocabulary in writing comes from a National Survey which lists among the specific aims in written composition, "Choosing words effectively."

A second factor of excellence which concerns the research student in writing is the structure of the sentence.

Early investigators recognized the importance of sentence structure as an element of effective expression. Nice states, "A child's skill in sentence structure affords a simple criterion of his advancement in the mastery of speech."

LaBrant, investigating the language development of children in grades four to nine and using clauses as a unit of comparison, found:

"Dependent clauses increase in frequency with increasing maturity and that they also increase in complexity and clarity of thought. Further, increased subordination is paralleled by growing exactness in choice of connectives. Children learn gradually to recognize all various forms of dependent clauses. The


larger number of these types offer no structural difficulty inherent in the kind of clause, if one may judge from the lack of structural errors in this study. Adjective and comparison clauses are exceptions. Clauses change in character but not in number of words. The change in quality is due to change in relation and content of clauses."

Watts explored a similar proposition but from a qualitative rather than a quantitative viewpoint as he termed the LaBrant study a mere counting without interpretative development.

The pertinence of these findings to this study lies in the point of maturing command of subordination. The writer weighs this as a factor of importance in evaluating the structure of two grade levels.

Not to be overlooked in any consideration of sentence structure is the child's growing ability to handle the simple sentence in various patterns. The child should be encouraged to make the most of the numerous arrangements possible for the improvement of his writing style. The teacher may have a practice of selecting particular sentences from the written expression of the children and discussing with the class other ways of saying the thought without changing the basic structure. The teacher should guard against forcing set forms upon the pupil yet should indicate desirable changes and praise freely where the pupil appears to be making judicious use of the effective simple sentence.

Examination of progress in written expression of necessity hinges upon the realization that, as suggested by LaBrant and Watts, certain maturity of expression is to be expected and to be looked for in the secondary school and that certain conscious teaching along with incidental emphasis should now be bearing fruit in better command of sentence structure; finally this command should in secondary school reveal personalized style.

Affirming such an approach to the study of the written product Sterling states:

"Principles of sentence structure and word-choice for clearness and artistry must be undertaken and evaluated in the writing product; but the best mode of attack is in each case different: the child must work to discover, in repeated attacks on his own real problems, what mode of organization or sentence building or what word will gain his effect; the child must try any method he can discover or devise with the help of the teacher, and thus come to formulate principles of structure or discriminations in the meaning or aptness of words and phrases."

Sterling continues, respecting the evaluation:

"Whatever judgments the teacher attempts to make of the clearness or artistry of the child's expression must be based, not on a comparison with adult standards of excellence, but on a full understanding of what children of a given mental age can do and of what the class will naturally approve and condemn and always in the fullest possible specific knowledge of the powers and difficulties of the individual child. The teacher should keep in mind certain developments which through the extension of experiences and growth in apprehending relationships make a study of the more detailed patterns than...

of simple sentence variation and complex sentence use more meaningful for the child, hence more to be observed in his work."

LaBrant supports this position:

"Good structure is a reflection of relationship in the mind of the writer. There should be no false teaching or false evaluation of complex sentences for variety but for organization and subordination of thought. Teachers should use caution about suggesting structural changes which involve subordination and about judging in respect to them."

Flesch, the famous author of books on plainer talking and writing, although he directs his message to adults, parallels the foregoing statement with:

"Some people insist that short sentences make dull reading. There are many, for instance, who would agree that the New Yorker is ten times as readable as the Reader's Digest. They are right but the difference is not one of sentence length but of sentence variety. Moral: Stick to the short average sentence, but vary the pattern as much as you can."

Summarizing the viewpoints concerning vocabulary and structure as aspects of excellence, the writer draws from Pollock who says,

"The student needs the ability to make a clear and effective statement of his thought in legible, written English. To write clearly he must have a grasp of English vocabulary and grammatical structure necessary

1/L. L. LaBrant, We Teach English, Harcourt, Brace and Company, New York, 1951, Chapter X, p. 143; Chapter XI, p. 171.


for effective communication. He must be helped to be critically aware of the organization of his thought expression."

The implication here is clear—the teacher must be skilled in analyzing the writing product and assisting the pupil to a beneficial appreciation of his good and bad points, enlarging the former and eliminating expertly the latter.

In conclusion, the writer is concerned with a careful examination of the relationship between achievement on an objective expression test of vocabulary and of structure and of the actual free writing sample. Pertinent to the study the writer surveyed past to present measures of writing-scales, tests objective, standard and informal, local evaluative criteria; the survey was to familiarize the writer with adequate, up-to-date methods of weighing the problem, not overlooking any of the potential for good in early studies. Moreover the writer developed findings on vocabulary and structure to implement the understanding of aspects which should characterize the developing style of young students.

Recommending a practice which merits the attention of composition teachers Seely suggests,

"The teacher should consult frequently materials to aid him in the development of composition standards. He should make thoughtful use of composition and evaluation sheets and charts of which there are many now available. These will afford him guides and bases for grading while they will assist him in determining what

he may legitimately expect in the way of grade by grade accomplishment and improvement.

The teacher should gradually develop criteria for the evaluation of the written composition of his students. These criteria will help him not only to grade his papers justly but also to determine which elements of content and form should periodically be given emphasis as well as to stimulate boys and girls to that progressively heightened accomplishment consistent with their emotional, intellectual and experiential maturation."
CHAPTER III
PROCEDURE

Preliminary Considerations were developed under three headings:

I. Proposals - The writer proposed to set up certain information concerning the participants in the study.
   A. The intelligence quotient of each student.
   B. Preliminary written expression scores on letters, simple narratives, and book reports based on a trial evaluation scale.
   C. The vocabulary recognition ability supplemented by diction and measured on a standardized objective test.
   D. The sentence structure recognition ability supplemented by organization and measured on a standardized objective test.
   E. Final vocabulary and sentence structure scores based upon a controlled writing of a descriptive paragraph.

II. Needs - The writer needed the following to carry on this study:
   A. The intelligence quotient of each student.
B. An informal test of written expression.
C. A standardized test of written expression.
D. Various preliminary samplings of the written work of junior high school pupils of Grades VIII and IX.
E. A controlled sampling of the written expression of junior high school pupils of the same grades.
F. A self-constructed evaluation scale of vocabulary and sentence structure.

III. Materials and Pupils Used in Study
   A. The construction of the evaluation instrument.

   The writer began the work of constructing the instrument by making a thorough examination of all recognized writing scales, including those scales which are nationally known and those scales which are informal measures devised in connection with thesis preparation. In these the writer carefully noted levels of distinction respecting vocabulary and sentence structure, the number of levels and the terminology which set each level below or above a particular quality rating.

   The writer then made a rather sketchy comparative chart on which were noted all similarities of judgment at various levels of goodness. When acknowledged authorities like Hinton, Thorndike and Foster and student specialists like Nye and Longridge seemed to be in agreement that a level of highest quality in vocabulary requires the ability to contrive
novel meanings from old and familiar words, that factor was noted, and, when the same or equally distinguished authorities seemed to be in agreement that a level of highest quality in sentence structure requires the ability to handle the simple sentence with facility of technique in compression and variety, that factor was noted. Thus the writer developed by culling, assorting, grading, simplifying and rewording a kind of five level trial evaluation scale for vocabulary and sentence structure.

This trial scale the writer presented for seminar discussion. The first criticism respected the five levels. The members of the seminar were of the opinion that four, even three, were preferable to five because many levels would make the scale difficult to use. The scale was rewritten on a four level plan. It was decided at this time that no one paper was to be considered of zero value in vocabulary or sentence structure.

The seminar adviser then permitted the writer to use two periods of seminar for a try-out of the scale. The writer secured compositions from the grades to be concerned in the study. Seminar students evaluated them in terms of the vocabulary and sentence structure scale.

The adviser also obtained the co-operation of fellow instructors and teachers who did further evaluations and made recommendations concerning the niceties of level distinctions.
and over-all classifications.

The adviser also recommended that samples be attached to the scale to show the quality of work to be expected in vocabulary and sentence structure at each level. The writer prepared these after a detailed study of composition standards of Newton, Philadelphia, and a number of midwestern towns. The writer took particular care to simulate the pattern of vocabulary and sentence structure which thorough examination of the above standards indicated is typical.

B. Other materials used.

The writer selected the format of Longridge's test and of the College Board Examination as guides for the construction of a simplified informal test to measure abilities underscored in the preceding paragraph.

The writer selected the Cooperative English Test,


2/Samuel Berman, Standards in Written Composition, An Experimental Study in District Two of the Philadelphia School System, Published Doctoral Dissertation, Temple University, Philadelphia, 1928.


Lower Level, Form S, Part I, Vocabulary and Part III.

Effectiveness of Expression, since sub-tests may be scored separately, subjects of written expression covered include vocabulary, diction, structure and organization, the time element is favorable to school period allotments, and Durrell, a recognized authority on reading with particular reference to study skills, served as consultant and reviewer for the test.

The writer selected dissertations by Barlow and by Bisbee, a monograph by LaBrant and a service paper by Nye to secure helpful information in the construction of an evaluation scale of vocabulary and sentence structure.

The writer selected samples from Grade VIII and Grade IX written expression class and home assignments over a four month period for trial scoring by fellow teachers and graduate


students.

The writer selected a port scene to provide descriptive material for the last writing sample.

C. Pupils concerned in the study.

The writer selected for the final study two classes on Grade VIII level. They were heterogeneous. Two classes were
also chosen on the Grade IX level; one, 109, a college group, the other, 212, a girls' commercial group.

Securing the Data

The following data is helpful concerning the ability of these classes.

Table 1. Intelligence Quotients--Range--Median and Standard Deviation for Participating Classes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-109</td>
<td>41</td>
<td>110.5</td>
<td>9.4</td>
<td>32</td>
</tr>
<tr>
<td>9-212</td>
<td>33</td>
<td>102.3</td>
<td>7.21</td>
<td>37</td>
</tr>
<tr>
<td>8-104</td>
<td>34</td>
<td>104.66</td>
<td>9.33</td>
<td>35</td>
</tr>
<tr>
<td>8-105</td>
<td>44</td>
<td>104.25</td>
<td>9.2</td>
<td>33</td>
</tr>
</tbody>
</table>

It is seen that the college group--9-109--has the highest median I. Q., also that the standard deviation indicates the greatest spread of ability within the group. Strictly, although labeled college preparatory the class may not be assumed to be homogeneous. Commercial group--9-212--the figures show to be more nearly alike than any of the groups in the study. It is interesting to note that grades 8-104 and 8-105 unselected groups, ordinary classes bear greater resemblance to the college 9-109 than to commercial 9-212,
further that a close relationship, if any is indicated, exists between the lower 8-105 and commercial 9-212.

The information is based on the intelligence quotients secured on pupils through the administration of the Otis Quick-Scoring Mental Ability Tests, Beta Test: Forms Cm and Dm. The guidance department administers the test. The writer has the permission of the department to use the individual intelligence quotients.

The following table provides information concerning the economic background of the classes.

Table 2. Occupational Percentages for Heads of Families of Pupils Participating in Study

<table>
<thead>
<tr>
<th>Class</th>
<th>Unskilled</th>
<th>Semi-Skilled</th>
<th>Skilled</th>
<th>Public Utilities</th>
<th>Business</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-212-37</td>
<td>45.94</td>
<td>13.51</td>
<td>32.43</td>
<td>0.0</td>
<td>5.4</td>
<td>2.7</td>
</tr>
<tr>
<td>8-104-35</td>
<td>21.21</td>
<td>18.18</td>
<td>30.30</td>
<td>9.09</td>
<td>18.18</td>
<td>3.03</td>
</tr>
<tr>
<td>8-105-33</td>
<td>31.42</td>
<td>17.14</td>
<td>31.42</td>
<td>5.71</td>
<td>11.42</td>
<td>2.85</td>
</tr>
</tbody>
</table>

It is seen from the table that the concentration for all classes except 9-212 comes under heading of skilled workers. In 9-212 the highest percentage is found under unskilled. The highest percentage for professional categories is under 9-109. It is further seen that 8-104 and 8-105 bear a closer
resemblance than any of the other classes.

It may be accurately concluded that the population of this study is drawn from an industrial city and that for the most part the industries of the city are of a type requiring skilled workmen.

Advancement of the Study

The writer recognized at the outset as most essential to the successful progress of the study the construction of an instrument to evaluate the vocabulary and sentence structure of the written expression of the participants. Therefore, early in the school year samplings were taken of written work and judged on the basis of a trial evaluation scale of vocabulary and sentence structure. These samplings were studied by groups of ten, fifteen and thirty teachers and graduate students, respectively. Revisions of the evaluation scale were indicated by the criticisms which were:

trial one, not concise; trial two, format awkward and ambiguity on two lower levels; and trial three, unnecessary detail, faulty construction of the lower level, format cumbersome, and clearer numbering recommended.

The following table gives the evaluation figures on eighteen representative compositions from these early trials.

It becomes evident from the mean scores shown that no scorer found any one of these samples superior and no paper received a mean score of good or three, although some scorers
marked some samples three.

Table 3. Trial Evaluation Figures on Representative Compositions

<table>
<thead>
<tr>
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<th>Structure</th>
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<td>105-70</td>
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</tbody>
</table>

See Appendix B.

Nevertheless considering that the papers were mainly beginning writing assignments for the year and that certain of the scorers were high school and not junior high school
instructors, the writer might safely assume that the evalu­
ating instrument was becoming practicable. By utilizing the
criticisms of the scorers and classmates the workability of
the instrument was sharpened.

While the trial evaluations were being made it seemed
advisable to get some idea from an informal testing of the
initial abilities in vocabulary and structure. A trial in­
formal objective test was therefore given as described under
Selections. The plan was to secure at least a superficial
profile of information which might reveal whether the study
was being properly aligned, also to familiarize the students
with vocabulary and structural test formats since the stan-
dardized one to be used later was considered to be awkwardly
set up, in addition to the fact that separate scoring sheets
would have to be used.

Table 4. Results of Trial Informal Objective Test for
All Classes--Vocabulary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
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<td>11.01</td>
<td>32</td>
</tr>
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<td>31</td>
<td>35.5</td>
<td>7.364</td>
<td>37</td>
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<td>8-104</td>
<td>55</td>
<td>34.4</td>
<td>10.85</td>
<td>35</td>
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<tr>
<td>8-105</td>
<td>43</td>
<td>32.8</td>
<td>9.41</td>
<td>33</td>
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</table>
From this tabulation it is evident that 9-109 has the highest median score and the greatest spread of vocabulary ability, that 9-212 has the narrowest range and the least spread of ability. Moreover in relation to Grade IX and in relation to I. Q.'s Grade VIII shows scores which appear reasonably tenable.

Table 5. Results of Trial Informal Objective Test for All Classes--Structure

<table>
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<th>Standard Deviation</th>
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<tr>
<td>9-212</td>
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<td>8-105</td>
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<td>27.71</td>
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</table>

From this tabulation it is evident that there is less range within the classes of structural recognition ability and that the median of this ability is in each group less than it is for vocabulary recognition ability.

This tabulation immediately raised an interesting point. The trial evaluations of composition samples had not shown the structural ability to express to be greatly divergent from the vocabulary evaluations. It would now become integral to the study to determine whether the precision of the
standardized tests and scores and the evaluation of the final samples would reveal this apparent situation to be a true picture.

The writer at this time proceeded to get the data for the final analyses. On successive Tuesdays, January 18 and 25, Grade 9-109 was given the Cooperative English Test, Lower Level, Form S, Part I, Vocabulary and Part III, Effectiveness of Expression; on successive Thursdays, January 20 and 27, Grade 9-212. Grade 8-104 and Grade 8-105 were given the test on Thursday and Friday, January 27 and 28. Each class took two periods of forty minutes to complete the test: Part I, 15 minutes, Part III, 15 minutes, 10 minutes, and 15 minutes respectively. Actually this arrangement did not leave any additional time. The balance of 25 minutes was used over the two periods for distribution of papers and material to work with, also instructions on doing tests and marking score sheets.

These answer sheets were then alphabetized, raw scores figured and scaled, frequency tables set up for each class and percentiles secured. Class range, median, and standard deviation were charted for comparative purposes.

The writer next arranged to get the writing samples of each student. To simplify the handling of the writing situation for the participating teachers and to guarantee that the writing be the students' own free expression, the writer
decided to have a port scene projected. The scene, one of a collection from a travelogue of the Audio-Visual Aid Director of Everett, was of the Port of Khorramshahr, Iran. Mr. French, the Director, talked about the slide which is in vivid color for about eight to ten minutes. The students then wrote their description while the slide was still projected. All were given the title to copy from the board and all were directed to try to use their best language and to vary the structure of their sentences. They were permitted to write from 20 to 25 minutes.

The papers were collected, alphabetized, and numbers originally assigned each student placed in upper left hand corner of each; the papers were then given with the evaluation scale for vocabulary and structure, composition types supplied, also a scoring sheet, to the first of the volunteer scorers, a teacher of junior-senior English in Acton, Massachusetts. After this scoring the papers were sent for a second evaluation to the second of the volunteer scorers, a ninth grade teacher of English in Framingham, Massachusetts. They were then returned to the writer for a third evaluation and the averaging of the three scores for the comparative study.

The writer tried to make the evaluation as simple as possible by the selection of one subject. Research showed

1/See Appendix B.
the desirability of this limitation.

Hwang says, "Other things being equal, the themes written on similar or like topics are easier to rate than themes written on different topics."

Since participating classes were heterogeneous, another conclusion drawn by Hwang was considered, "Other things being equal, the themes written on a similar or like topics and showing a wide range of quality are easier to rate than any other set of themes."

It should be noted here that students who were absent for the standardized tests reported on Tuesdays, the writer's make-up day, to take the tests and be included in the study. By special permission those who were absent for the writing period with the exception of two joined another class viewing the projection at a later date. In this class a week's delay was made necessary due to an unscheduled assembly. The teacher of the two students who did not write with this group provided the writer with other samples of their written expression.

Securing the data required three regular school periods for each class and two make-up periods. This did not include time used for the trial tests and trial writing samples.


2/Ibid., p. 33.
The writer organized the data by classes in table form. The tables set up were used to obtain the median scores and the standard deviations for the objective tests of written expression, the median scores for the written expression samples and the percentiles for both.

Written expression scores were multiplied by the constant 16.5 in order to project them into the area of comparability to the objective test scores of vocabulary and sentence structure. This simple device does not destroy the relationship between the written expression scores and, while not precision-proof, therefore of arbitrary status, is recommended for this type of correlation study by Kelley. 1/

The writer secured the correlation coefficients and was ready to present the analyses of data.

CHAPTER IV
ANALYSES OF DATA

The writer has examined the data from the point of view of comparing group performance as represented by objective recognition scores of vocabulary and sentence structure with the written expression scores involving these two elements.

It is possible to see certain significant comparative factors in Tables 6 and 7. Vocabulary medians show differences which might be expected in consideration of the grade level and intelligence quotients of the groups. Sentence structure median shows Grade 9-109 slightly better in this aspect than its median vocabulary score. Medians also show Grade 9-212 over 10 points under Grade 9-109 and only 3.6 points higher than Grade 8-104.

Table 6. Range, Median, Standard Deviation and Number of Pupils for Vocabulary Recognition Test, Grades 9-109 and 212, Grades 8-104 and 105

<table>
<thead>
<tr>
<th>Grade</th>
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</table>
Table 7. Range, Median, Standard Deviation and Number of Pupils for Sentence Structure Recognition Test, Grades 9-109 and 212, Grades 8-104 and 105

<table>
<thead>
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<th>Range</th>
<th>Median</th>
<th>Standard Deviation</th>
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</table>

Examination of the evaluation Tables 8 and 9 for Grades 9-109 and 9-212 gives further evidence of the lag between these two classes. While the scorers did not rate the samples identically in every instance, it is interesting to note that scorers were in agreement on 24 of 37 vocabulary scores in 212 and on 9 of 37 sentence structure scores, yet in 109 they were in agreement on only 8 of 32 vocabulary scores and 5 of 32 sentence structure scores. This appears to bear out the findings by Healy\(^1\) that scorers can more readily agree on what is poor or unacceptable than on what is superior or of plus value.

Table 8. Evaluations of Written Expression Samples, Mean Scores and Projected Scores, Grade 9-109, Vocabulary and Sentence Structure

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<tr>
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\[ N = 32 \]

High -- 4.00 - 66.
Low -- 1.66 - 27.5
\[ 2.34 - 38.5 + 1 \]

\[ = 39.5 + 12 \]
\[ = 3^* c.i. \]

Median = 40.0


Table 9. Evaluations of Written Expression Samples, Mean Scores and Projected Scores, Grade 9-212, Vocabulary and Sentence Structure

<table>
<thead>
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<th>Mean</th>
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(Continued on next page)
Table 9. (continued)

<table>
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<tr>
<th>No.</th>
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<th>Mean</th>
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<th>Sentence Structure</th>
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N = 33

High --2.66 - 1.44
Low --1.00 - 16.5

\[
\begin{align*}
\text{High} : & \frac{28.5 + 12}{1.66 - 27.5 + 1} = 2^{+}c.i. \\
\text{Low} : & \frac{28.5 + 12}{1.66 - 27.5 + 1} = 2^{+}c.i.
\end{align*}
\]

Median = 32.5

The computation of the coefficients of correlation for all classes give the results shown on Table 10. Derivation tables are found in Appendix A.

Table 10. Coefficients of Correlation for All Classes, Objective Vocabulary Scores and Written Expression Vocabulary Scores, Objective Sentence Structure Scores and Written Expression Sentence Structure Scores

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<th>Grade</th>
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<th>Sentence Structure</th>
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Table 10. (concluded)

<table>
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<th>Sentence Structure ( r )</th>
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<td>-0.08(^*)</td>
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<tr>
<td>3-105</td>
<td>0.52</td>
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</table>

\(^*\)See Scattergram, Appendix A, p. 91a.

N.B. - Pages 57 - 63 containing Tables 11 - 18 deleted in revision.
CHAPTER V
SUMMARY AND CONCLUSIONS

Recapitulation.—This study examines the relationship between the written expression aspects of vocabulary and sentence structure as measured by a standardized test and the written expression aspects of vocabulary and sentence structure in the pupil's writing product as measured by an evaluation scale designed by the writer. There are 137 grade 8 and grade 9 pupils participating in the study. All pupils took the Cooperative English Test, Lower Level, Form 8. Vocabulary and Effectiveness of Expression Sections; all pupils wrote a description of the Port of Khorramshahr slide.

Preparation for the testing was made by giving the classes an informal test patterned after the standardized one they were to take eventually. The primary reason for this procedure was to iron out the mechanics of test administration since certain aspects of the Cooperative Test format appeared likely to present difficulty if no preliminary trial was made.

Preparation for the evaluation of the final writing products was made by the systematic study of the written work of the grades concerned for the period of September through January. This study was developed in terms of an evaluation scale designed by the writer. This study made possible
through the co-operation of seminar members and student teachers served the writer in three ways: (a) it helped the writer to see the weaknesses of the evaluating instrument and to correct these weaknesses in terms of what her fellow students and her advisers considered essential to a clarification of the instrument; (b) it helped the writer to acquire a feeling for the quality levels she might reasonably expect in the grades concerned in the study and to ascertain whether her instrument made satisfactory provision for these; (c) it helped the writer to develop skill in the appraisal of the writing products, to read them discriminately for the factors relevant to this study, to ignore other phases such as interest, freshness of thought, and paragraph organization.

Toward the end of January and the beginning of February the standardized Cooperative Effectiveness of Expression Tests were administered in two school periods. Following this the Port of Khorramshahr slide was projected, a brief talk concerning it given by the Audio-Visual Director of the Everett School System, and the students permitted to write a description of it during a twenty minute period.

The writer numbered the writing products from 1 to 137, arranged them by grade levels, placed them in a packet with the evaluation scale, the samples of expected level performance and the scoring sheets. The whole the writer then
dispatched to the first volunteer scorer with concise instructions on carrying out the evaluation. When the first evaluation was completed, the writer forwarded the writing samples with new scoring sheets but all other material the same to the second of the volunteer scorers. The writer made the third evaluation herself. The results of these evaluations are given in both Chapter IV and Appendix B. There were in several instances differences of judgment yet not in any instances wide gaps of opinion respecting a given writing product. The volunteer scorers reported to the writer that they found the evaluation instrument workable and facile in application.

The writer next developed by the Pearson r Method the coefficients of correlation for vocabulary and for sentence structure based on the Cooperative Effectiveness of Expression Tests and the evaluated writing products on the port scene slide. These correlations were as follows:

Objective Vocabulary Recognition Scores and the Written Expression Vocabulary Scores for Grade 9-109;

Objective Vocabulary Recognition Scores and the Written Expression Vocabulary Scores for Grade 9-212;

Objective Vocabulary Recognition Scores and the Written Expression Vocabulary Scores for Grade 8-104;

Objective Vocabulary Recognition Scores and the Written Expression Vocabulary Scores for Grade 8-105;

Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores for Grade 9-109;
Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores for Grade 9-212;

Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores for Grade 8-104;

Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores for Grade 8-105.

The purpose of securing the eight correlations, for each of the four participating classes, two vocabulary and sentence structure, was to determine the relationship between the ability to recognize vocabulary and sentence structure factors of excellence and the ability to use these factors in one's own writing.

Conclusions.—First, it appears from the study that it is possible to design an evaluation scale which is practicable to the purposes of efficient evaluation of the writing product of students.

Secondly, it appears from the study that a relationship does exist between the ability to recognize quality of vocabulary and sentence structure and the ability to use these elements. However, since no participating class reveals for either factor correlated an r greater than .64, the relationship as shown in this study is not marked. It would seem, therefore, not advisable for the teacher to try to draw conclusions with regard to a pupil's ability to use good vocabulary on the basis of his ability to recognize good vocabulary and sentence structure in the Cooperative Tests.
CHAPTER VI
SUGGESTIONS FOR FURTHER STUDY

The writer offers these suggestions for further study:

1. The study of one group over the three year junior high school period with emphasis on a wide variety of writing samples and with mean score on these samples correlated annually.

2. The study of other aspects of excellence such as organization, freshness of expression, and originality in relation to predictive scores on standardized tests.

3. The study of scores on standardized expression tests and marks achieved over a half year period in English.

4. The quantitative study of the number of effective nouns, verbs, adjectives and adverbs in relation to evaluated writing product.

5. The selection of certain pupils at each I. Q. level and the study of their written work over a period including junior and senior high school to determine where marked improvement occurs in their work and to see the elements concerned in this improvement.
The writer thinks any successful exploration of the English Expression problem must be conducted over a long period.

Hinton implies support for an extended time postulate:

"Conclusion No. 4 -- The analytical study of the qualities of style reveals little concrete evidence to support a particularly effective order of attack in teaching poor writers. The study does indicate clearly that improvement in composition quality proceeds along a broadfront from the poorest quality analyzed to the best."

Hinton's study, like the present proposition, worked at consecutive grade levels. His study did not consider the same population proceeding through grades 6-9; the study proposes this approach for locating the type of improvement to be expected at certain levels, the instruction to be provided for, and the writing to be evaluated.

The writer makes all suggestions, then, with the recommendation that investigators work as collaborators and explore phases of the language arts in a kind of relay study. The results might be combined to give the definite "pin-pointing" of special areas of emphasis so necessary if teachers are to provide the best guidance in written expression.

Table 19. Intelligence Quotients, Vocabulary Recognition Scores, Sentence Structure Recognition Scores, Written Expression Vocabulary Scores, Written Expression Sentence Structure Scores and Percentiles for 37 Grade 9-212 Pupils

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Table 20. Intelligence Quotients, Vocabulary Recognition Scores, Sentence Structure Recognition Scores, Written Expression Vocabulary Scores, Written Expression Sentence Structure Scores and Percentiles for 33 Grade 8-105 Pupils

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Table 21. Computation of Standard Deviation, Objective Vocabulary Scores, Grade 9-212

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\[
\sigma = \sqrt{\frac{\sum f(x - \bar{x})^2}{N}} = \sqrt{\frac{3\sqrt{37}\cdot 258 - (-6)^2}{37}}
\]

\[
\sigma = \frac{3\sqrt{9510}}{37} = \frac{3 \times 97.51}{37}
\]

\[
\sigma = 5.27
\]
Table 22. Computation of Standard Deviation, Objective Sentence Structure Scores, Grade 8-10

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\[ c.i. = 3 \]
\[ N = 35 \]
\[ \sigma = \sqrt{\frac{n \sum d^2 - (\sum d)^2}{N}} \]
\[ = \sqrt{\frac{3 \sum 215 - (-13)^2}{35}} \]
\[ = \sqrt{\frac{7356}{35}} \]
\[ = \frac{3 \times 85.7}{35} \]
\[ = 7.34 \]
Table 23. Computation of Standard Deviation, Objective Vocabulary Scores, Grade 8-10

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c.i. = 2   N = 33   \[
\frac{\text{+19}}{-62} = \frac{487}{-13}
\]

\[
\sigma = \sqrt{\frac{\sum \text{Deviation}^2}{N}} - (\bar{\text{Deviation}})^2
\]

\[
\sigma = \frac{2\sqrt{15902}}{33} = \frac{2 \times 126.1}{33}
\]

\[
\sigma = 7.64
\]
Table 24. Computation of Standard Deviation, Objective Sentence Structure Scores, Grade 8-105

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\[ c_i = 2.5 \quad N = 33 \]

\[ \sigma = \sqrt{\frac{\sum (\bar{x})^2 - (\bar{x})^2}{n}} = \sqrt{\frac{2.5\sqrt{33\cdot222} - (-4)^2}{33}} \]

\[ \sigma = \frac{2.5\sqrt{7310}}{33} = \frac{2.5 \times 85.49}{33} \]

\[ \sigma = 6.476 \]
Table 25. Evaluations of Written Expression Samples, Mean Scores and Projected Scores, Grade 8-10, Vocabulary and Sentence Structure

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N = 35

High -- 3.66 - 60.5
Low -- 1.0 - 16.5

2.66 - 44 + 1

= 45 + 12

= 3+ c.i.

High -- 4.0 - 66.
Low -- 1.0 - 16.5

3.0 - 49.5 + 1

= 50.5 + 12

= 4+ c.i.

Median = 34.28

Median = 30.5
Table 26. Evaluations of Written Expression Samples, Mean Scores and Projected Scores, Grade 8-105, Vocabulary and Sentence Structure

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Table 26. (concluded)

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High -- 3.33 - 55  
Low -- 1.00 - 16.5  
2.33 - 38.5 + 1  
= 39.5 + 12  
= 3\textsuperscript{c} .1 .

High -- 3.66 - 60.5  
Low -- 1.00 - 16.5  
2.66 - 44 + 1  
= 45 + 12  
= 3\textsuperscript{c} .1 .

Median = 36.3  
Median = 29.0

N = 33

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\[ M_x = 45.2 \quad M_y = 39.5 \]
\[ N = 32 \]

\[ c_x = -1.109 \quad c_y = - .155 \quad \sigma_x^2 = 79.291 \quad \sigma_y^2 = 95.206 \]
\[ \frac{\sum xy}{N} = 21.51 \]

\[ \sigma_x^2 = +1.229 \quad \sigma_y^2 = +.024 \quad \sigma_x = 8.90 \quad \sigma_y = 9.75 \]

\[ r = \frac{\sum xy}{N} - c_x c_y } \quad \frac{\sigma_x \sigma_y}{ } \]
\[ = \frac{21.51 - (-1.109 \times - .155)}{8.90 \times 9.75} \]
\[ = \frac{21.51 - .1719}{95.55} = .22 ; \quad k = \sqrt{1 - .22^2} \]
\[ r = .22 ; \quad k = .97 \]
Table 28. Computation of the Coefficient of Correlation by the Pearson r Method for the Objective Vocabulary Recognition Scores and the Written Expression Vocabulary Scores, Grade 9-212

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Table 28. (concluded)

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\[ mx=40.7 \quad my=32.5 \]
\[ N = 37.0 \]
\[ c_x = -0.036 \quad c_y = 0.054 \]
\[ \sigma_x^2 = 3.28 \quad \sigma_y^2 = 30.04 \quad \frac{\Sigma xy}{N} = 1.617 \]
\[ c_x^2 = 0.0013 \quad c_y^2 = 0.0029 \quad \sigma_x = 5.85 \quad \sigma_y = 5.47 \]
\[ r = \frac{\Sigma xy - c_x c_y}{\sigma_x \sigma_y} = 1.617 - (-0.036 x + 0.054) \]
\[ r = \frac{1.617 + 0.0019}{31.9995} = .05 \quad k = \sqrt{1 - .05^2} \]
\[ r = .05 \quad k = .99 \]
Table 29. Computation of the Coefficient of Correlation by the Pearson $r$ Method for the Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores, Grade 9-212

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Table 29. (concluded)

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\[
\begin{align*}
M_x &= 33.3 \quad M_y = 30.9 \\
N &= 37
\end{align*}
\]

\[
\begin{align*}
\sum x &= 33.3 \quad \sum y &= 30.9 \\
M_x &= 33.3 \quad M_y &= 30.9 \\
N &= 37
\end{align*}
\]

\[
\begin{align*}
\sigma_x &= -.1108 \quad \sigma_y &= -.081 \\
\sigma_x^2 &= 22.53 \quad \sigma_y^2 &= 42.9635 \\
\frac{\Sigma xy}{N} &= -2.27
\end{align*}
\]

\[
\begin{align*}
\sigma_x^2 &= .0123 \quad \sigma_y^2 &= .0065 \\
\sigma_x &= 4.49 \quad \sigma_y &= 6.55
\end{align*}
\]

\[
\begin{align*}
r &= \frac{\Sigma xy}{N} - \sigma_x \sigma_y \\
&= -2.27 - (-.1108 \times -.081) \\
&= -.08; \quad k = \sqrt{1 - (-.08)^2}
\end{align*}
\]

\[
r &= -.08; \quad k = 99
\]
Biographic Distribution with Lines through Means of Columns and Means of Rocutt, Objective Sentence Structure Scores and Written Expression Sentence Structure Scores - Grade 9-242, 37 Pupils.
Data Given Appendix 14-90
Table 30. Computation of the Coefficient of Correlation by the Pearson r Method for the Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores, Grade 8-10.

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Table 30. (concluded)

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\[ n_x = 29.7 \quad n_y = 30.5 \]

\[ \frac{\sum xy}{N} = 1805.74 \quad \frac{\sum x^2}{n_x} = 1872.66 \quad \frac{\sum y^2}{n_y} = 117.87 \quad \frac{\sum xy}{N} = 47.56 \]

\[ c_x = +.004 \quad c_y = 2.01 \quad \sigma_x^2 = 53.99997 \quad \sigma_y^2 = 117.87 \quad \frac{\sum xy}{N} = 47.56 \]

\[ c_x^2 = .00002 \quad c_y^2 = 2.03 \quad \sigma_x = 7.31 \quad \sigma_y = 10.8 \]

\[ r = \frac{\sum xy}{N} = \frac{\sigma_x \sigma_y}{47.57 - (+.004 \times 2.01)} = 7.31 \times 10.8 \]

\[ r = \frac{47.57 - .003}{73.94} = .60 \; \kappa = \sqrt{1 - .60^2} \]

\[ r = .60 \; \kappa = .80 \]
Table 31. Computation of the Coefficient of Correlation by the Pearson $r$ Method for the Objective Vocabulary Recognition Scores and the Written Expression Vocabulary Scores, Grade 8-105

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<td>+5.1</td>
<td>+7.7</td>
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<td>+2.2</td>
</tr>
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<td>+2.2</td>
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<td>-3.3</td>
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(concluded on next page)
Table 31. (concluded)

<table>
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<th>Deviations</th>
<th>Deviations Squared</th>
<th>Products of Dev.</th>
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</thead>
<tbody>
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<td>y</td>
<td>x</td>
<td>y</td>
</tr>
<tr>
<td>24</td>
<td>44</td>
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<td>+ 7.7</td>
</tr>
<tr>
<td>24</td>
<td>33</td>
<td>-11.9</td>
<td>- 3.3</td>
</tr>
<tr>
<td>22</td>
<td>27.5</td>
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</tr>
<tr>
<td>22</td>
<td>33</td>
<td>-13.9</td>
<td>- 3.3</td>
</tr>
</tbody>
</table>

\[ \bar{x} = 35.9 \quad \bar{y} = 36.3 \]
\[ \begin{align*}
M_x &= 35.9 \\
M_y &= 36.3 \\
\sum x &= 24 \cdot 35.9 + 24 \cdot 36.3 + 22 \cdot 35.9 + 22 \cdot 36.3 = 1236.24 \\
\sum y &= 24 \cdot 35.9 + 24 \cdot 36.3 + 22 \cdot 35.9 + 22 \cdot 36.3 = 1236.24 \\
N &= 33 \\
\end{align*} \]

\[ c_x = -0.26 \quad c_y = +0.078 \quad \sigma_x^2 = 62.5924 \quad \sigma_y^2 = 74.5035 \quad \frac{\sum xy}{N} = 36.02 \]

\[ c_x^2 = 0.0676 \quad c_y^2 = 0.0061 \quad \sigma_x = 7.93 \quad \sigma_y = 8.63 \]

\[ r = \frac{\sum xy}{N} - \frac{c_x c_y}{\sigma_x \sigma_y} = \frac{36.02 - (-0.26 \times +0.078)}{7.93 \times 8.63} \]

\[ r = \frac{36.02 + 0.02}{68.44} = 0.52 \]; \quad k = \sqrt{1 - 0.52^2} \]

\[ r = 0.52 \]; \quad k = 0.85 \]
Table 32. Computation of the Coefficient of Correlation by the Pearson \( r \) Method for the Objective Sentence Structure Recognition Scores and the Written Expression Sentence Structure Scores, Grade 8-105

<table>
<thead>
<tr>
<th>Scores</th>
<th>Deviations</th>
<th>Deviations Squared</th>
<th>Products of Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>( x )</td>
<td>( x )</td>
<td>( y )</td>
<td>( x^2 )</td>
</tr>
<tr>
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<td>+31.5</td>
<td>403.20</td>
</tr>
<tr>
<td>39</td>
<td>+11.92</td>
<td>+15</td>
<td>141.59</td>
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<tr>
<td>37</td>
<td>+9.08</td>
<td>+15</td>
<td>82.45</td>
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<td>+7.08</td>
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<td>50.13</td>
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<td>+6.08</td>
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<td>+5.08</td>
<td>+21</td>
<td>25.81</td>
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<td>25.81</td>
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<td>-7</td>
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(concluded on next page)
Table 32. (concluded)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Deviations</th>
<th>Deviations Squared</th>
<th>Products of Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>y</td>
<td>x</td>
<td>y</td>
</tr>
<tr>
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<td>14</td>
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<td>-13.92</td>
<td>-1.5</td>
</tr>
</tbody>
</table>

$M_x = 27.9 \quad M_y = 29$

\[ \sum x = +89.20 \quad \sum y = +169.0 \quad \sum x^2 = 1404.506 \quad \sum y^2 = 3496.75 \quad \sum xy = +1678.36 \]

\[ N = 33 \]

\[ +9.48 \quad +77.5 \quad +1490.18 \]

\[ \begin{array}{lllll}
\sum x &= +89.20 \\
\sum y &= +169.0 \\
\sum x^2 &= 1404.506 \\
\sum y^2 &= 3496.75 \\
\sum xy &= +1678.36 \\
\end{array} \]

\[ \sigma_x = \pm .28 \quad \sigma_y = \pm 2.35 \quad \sigma_x^2 = 42.4813 \quad \sigma_y^2 = 100.34 \quad \frac{\sum xy}{N} = 45.15 \]

\[ \begin{array}{lllll}
\sigma_x^2 &= 0.0754 \\
\sigma_y^2 &= 5.62 \\
\sigma_x &= 6.51 \\
\sigma_y &= 10.01 \\
\end{array} \]

\[ r = \frac{\sum xy}{N} - \frac{c_x c_y}{\sigma_x \sigma_y} = \frac{45.15 - (2.8 \times +2.35)}{6.5 \times 10.01} \]

\[ r = \frac{65.15 - .65}{65.17} = .63 \]

\[ \rho = \sqrt{1 - .63^2} \]

\[ r = .63 \quad \rho = \frac{.73}{1} \]
APPENDIX B
COOPERATIVE ENGLISH TEST
SINGLE BOOKLET EDITION
(Lower Level)

Form Y  Test Number 331-84-1

READING COMPREHENSION (TEST C1)
by
FREDERICK B. DAVIS, George Peabody College for Teachers; CLARENCE DERRICK, University School (Shaker Heights, Ohio); HARRY R. NEVILLE, Derby High School; and JEANNE M. BRADFORD and GERALDINE SPAULDING, Cooperative Test Service

EXPRESSION (TESTS A and B1)
by
JANET AFFLERBACH, MIRIAM M. BRYAN, and GERALDINE SPAULDING, Cooperative Test Service; and W. W. COOK, University of Minnesota

Please print:
Name ____________________________ Date _____________
Last First Middle
Grade or Class __________ Age __________ Yrs. Mos. Date of Birth ___________
School __________________________ City __________ Sex M. or F.
Title of the English course you are now taking __________ Instructor __________

Time limits and general directions are printed on the next page.
COOPERATIVE ENGLISH TEST
SINGLE BOOKLET EDITION
(Lower Level)
containing
Reading Comprehension
Mechanics of Expression
Effectiveness of Expression

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of three tests, each requiring 40 minutes of working time. The directions for each part of each test are printed at the beginning of the part. When the examiner tells you to begin, turn the page, read the directions, and proceed at once to answer the questions. Do not spend too much time on any one item. Answer the easier questions first; then return to the harder ones if you have time. There is a time limit for each part. If you have not finished a part when the time is up, stop work on that part and proceed at once to the next part. If you finish a part before the time is up, go on to the next part. You may not go back and work on a preceding test. No questions may be asked after the examination has begun.

You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid wild guessing, since wrong answers will result in a subtraction from the number of your correct answers.

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<th>Test</th>
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<th>Minutes</th>
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<td>II. Punctuation and Capitalization</td>
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<td>III. Spelling</td>
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<tr>
<td>Effectiveness of Expression</td>
<td>I. Sentence Structure and Style</td>
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<td></td>
<td>II. Diction</td>
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**READING COMPREHENSION**

**PART I: VOCABULARY**

(15 minutes)

Directions: In each group below, select the numbered word or phrase which most nearly corresponds in meaning to the word at the head of that group and put its number in the parentheses at the right. It is quite likely that you will finish this part before the time is up. In that case, go on immediately to Part II because additional time spent on Part II will probably improve your Speed of Comprehension score.

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<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
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<td>8. chimes</td>
<td>15. loiter</td>
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<tr>
<td>1-1 turn around</td>
<td>8-1 ashes</td>
<td>15-1 split</td>
</tr>
<tr>
<td>1-2 honor</td>
<td>8-2 religious poems</td>
<td>15-2 linger</td>
</tr>
<tr>
<td>1-3 make worthless</td>
<td>8-3 wiring</td>
<td>15-3 soiled</td>
</tr>
<tr>
<td>1-4 clothe</td>
<td>8-4 bells</td>
<td>15-4 lighten</td>
</tr>
<tr>
<td>1-5 inquire into</td>
<td>8-5 network</td>
<td>15-5 restrain</td>
</tr>
<tr>
<td>2. collapse</td>
<td>9. vicinity</td>
<td>16. juvenile</td>
</tr>
<tr>
<td>2-1 go back</td>
<td>9-1 corruption</td>
<td>16-1 lawful</td>
</tr>
<tr>
<td>2-2 forget</td>
<td>9-2 attachment</td>
<td>16-2 delightful</td>
</tr>
<tr>
<td>2-3 break down</td>
<td>9-3 neighborhood</td>
<td>16-3 unstable</td>
</tr>
<tr>
<td>2-4 bring together</td>
<td>9-4 distance</td>
<td>16-4 youthful</td>
</tr>
<tr>
<td>2-5 satisfy</td>
<td>9-5 certainty</td>
<td>16-5 unhealthy</td>
</tr>
<tr>
<td>3. irritate</td>
<td>10. trickle</td>
<td>17. customary</td>
</tr>
<tr>
<td>3-1 dislike</td>
<td>10-1 drip</td>
<td>17-1 required</td>
</tr>
<tr>
<td>3-2 uncover</td>
<td>10-2 glow</td>
<td>17-2 daily</td>
</tr>
<tr>
<td>3-3 annoy</td>
<td>10-3 tease</td>
<td>17-3 complete</td>
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<td>3-4 authorize</td>
<td>10-4 ring</td>
<td>17-4 various</td>
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<td>3-5 subdue</td>
<td>10-5 sweeten</td>
<td>17-5 usual</td>
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<td>11. clutch</td>
<td>18. saucy</td>
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<td>11-1 strike</td>
<td>18-1 impudent</td>
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<td>11-2 push</td>
<td>18-2 gay</td>
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<td>4-3 extreme</td>
<td>11-3 choke</td>
<td>18-3 loud</td>
</tr>
<tr>
<td>4-4 funny</td>
<td>11-4 grasp</td>
<td>18-4 fashionable</td>
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<td>11-5 move</td>
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<td>5-5 interfere</td>
<td>12-5 loose</td>
<td>19-5 pack</td>
</tr>
<tr>
<td>6. document</td>
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<td>13-1 true</td>
<td>20-1 celebration</td>
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<td>20-4 calamity</td>
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<td>13-5 hopeful</td>
<td>20-5 prophecy</td>
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<tr>
<td>7. thaw</td>
<td>14. sentry</td>
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<tr>
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<td>14-2 training</td>
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<tr>
<td>7-3 flow</td>
<td>14-3 guard</td>
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<td>7-4 brace</td>
<td>14-4 traveler</td>
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<tr>
<td>7-5 chop</td>
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Go on to the next page.
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<td>30. obsolete</td>
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<td>55-4 military weakness</td>
<td>60-4 exaggerated</td>
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Number right__________
Subtract__________
(See table above.)

Raw Score = Difference__________
Scaled Score__________
(See table on key.)
PART II: READING

(25 minutes)

Directions: This part consists of selections taken from stories, articles, textbooks, etc. Following each passage are several multiple-choice items concerning it. In each case, you are to read the passage carefully first and then decide on the basis of the passage which one of the choices following each incomplete statement or question best completes the meaning of the statement or answers the question. If you cannot decide, you may go back to the passage. Write the number of the choice you think is best in the parentheses at the right of each item. You are not expected to finish in the time allowed, but work as rapidly as you can without making careless mistakes.

The next voyage was a deliberate effort by the Norsemen to explore this new-found land. Leif Ericsson, the son of Eric the Red, sailed for America with a crew of thirty-five in 1002 A.D. The first land he came to was a barren coast which must have been Labrador. He called this land Helluland (the land of flat stones). Sailing south, he described a country which is supposed to have been Nova Scotia in the neighborhood of Cape Sable. This he named Markland, meaning land of woods. Again sailing south, he came to a warm country where there were wild grapes. Here he spent the winter. It is believed that his winter camp was somewhere on Chesapeake Bay, because during the shortest day of the year Leif observed that the sun rose 60° east of the south point on the horizon and set in the west 60° from the south. Astronomers have computed that in the year 1000 A.D. this would have been true in the Northern Hemisphere only in latitude 37°. The entrance to Chesapeake Bay is in north latitude 37°. Also it is evident he must have been south of Passamaquoddy Bay, which is between Maine and Nova Scotia, because the wild grape does not grow north of that latitude. In the spring Leif returned to Greenland, with a quantity of lumber and wine, both of which were rare articles there.

1. In Leif Ericsson's language, "Helluland" meant
   1-1 Cape-Sable land.
   1-2 wood-land.
   1-3 wild-grape land.
   1-4 Nova-Scotia land.
   1-5 flat-stone land. 1( )

2. Helluland probably had
   2-1 wild grapes.
   2-2 pine trees.
   2-3 very few trees.
   2-4 a warm climate.
   2-5 many inhabitants. 2( )

3. It is apparent from the passage that Leif Ericsson
   3-1 made more than one voyage to America.
   3-2 did not know how to write.
   3-3 knew some mathematics.
   3-4 did not realize that he was exploring a new continent.
   3-5 regarded his expedition as unsuccessful. 3( )

4. That Chesapeake Bay was the location of Ericsson's winter camp is
   4-1 proved by evidence in the passage.
   4-2 suggested as likely.
   4-3 not indicated one way or the other.
   4-4 suggested as unlikely.
   4-5 contradicted by evidence in the passage. 4( )

5. The astronomers mentioned in the passage
   5-1 lived long after Ericsson's death.
   5-2 were friends of Ericsson.
   5-3 proved Ericsson's claim to the land.
   5-4 lived in 1000 A.D.
   5-5 made a mistake. 5( )

6. The passage indicates that
   6-1 lumber and wine were nonexistent in Greenland.
   6-2 this was the first voyage to the new land.
   6-3 the shortest day in history was in 1000 A.D.
   6-4 Leif Ericsson was a famous astronomer.
   6-5 wild grapes do not grow in Labrador. 6( )

7. This passage is best described as
   7-1 humorous.
   7-2 sarcastic.
   7-3 unreliable.
   7-4 factual.
   7-5 prejudiced. 7( )

8. The text immediately preceding this passage probably described
   8-1 Leif's early life.
   8-2 living conditions in America in 1000 A.D.
   8-3 early explorations by other European nations.
   8-4 Viking invasions of European countries.
   8-5 a previous voyage of the Norsemen to America. 8( )

Go on to the next page.
I soon found No. 7, a dirty, tumble-down shack. A knock brought a black-haired woman to the window.

"Does Mrs. Kean live here?"

"No, she don't. I live here."

"Oh, then you are not Mrs. Kean."

"Well, I rather guess not! Now if you want to know where she really does live, she lives in the rear, at No. 7½. If you'd ever seen her, you wouldn't expect her to live in a house like this."

I slid meekly through a side gate, picked my way along a dark passage littered with tin cans, bottles, and garbage, climbed some frail wooden steps, and finally stood on the landing of No. 7½. There sat Patsy minding the Kean baby, whose brain moved so slowly that he would play all day with an old shoe. Patsy was dirtier than ever and very gloomy. "Oh, Patsy," I exclaimed, "why didn't you come to school? The children looked for you all day."

No response.

"We have a chair with a red cushion all ready for you. And there are three roses in bloom."

Still not a word.

"And I had to tell the dog story without you."

At this, he flung himself on the floor and burst into a flood of tears.

9. This incident apparently took place
   9-1 in a slum.
   9-2 in a wealthy neighborhood.
   9-3 in a cellar.
   9-4 out in the country.
   9-5 in a school. . . . . . . . . . . . . . . . . . . . . . . 9( )

10. The black-haired woman apparently
    10-1 did not know Mrs. Kean.
    10-2 was a friend of Mrs. Kean.
    10-3 looked up to Mrs. Kean.
    10-4 felt sorry for Mrs. Kean.
    10-5 felt superior to Mrs. Kean. . . . . . . . . 10( )

11. The Kean baby was
    11-1 noisy.
    11-2 stupid.
    11-3 alert.
    11-4 clean.
    11-5 sick. . . . . . . . . . . . . . . . . . . . . . . . . 11( )

12. The person telling the story appears to be a
    12-1 nurse.
    12-2 social worker.
    12-3 mother.
    12-4 teacher.
    12-5 policewoman. . . . . . . . . . . . . . . . . . . . . 12( )

13. Patsy especially wanted to
    13-1 take care of the baby.
    13-2 hear the dog story.
    13-3 see the roses.
    13-4 sit in the chair with the red cushion.
    13-5 play with the children at school. . . . . . . . . 13( )

14. The passage presents a story that
    14-1 is undoubtedly true.
    14-2 has a happy ending.
    14-3 is not complete.
    14-4 is certainly untrue.
    14-5 is intended to amuse the reader. . . . 14( )

There isn't so much gold on gold-plated jewelry as its gleaming appearance might lead the buyer to think. The actual gold deposit may be only seven-millionths of an inch thick, although on complicated shapes it is necessary to deposit an average thickness of ten-millionths of an inch to produce the seven-millionths minimum. At $35 per troy ounce for gold, the coating on gold-plated jewelry would be worth about 35 cents per square foot. And one square foot would cover a lot of ordinary gold-plated jewelry.

15. The writer indicates that the appearance of gold-plated jewelry is
    15-1 deceptive.
    15-2 unattractive.
    15-3 unimportant.
    15-4 difficult to maintain.
    15-5 expensive to maintain. . . . . . . . . 15( )

16. The average thickness of gold plating must be greater than usual whenever
    16-1 a gleaming appearance is desired.
    16-2 highly irregular objects are plated.
    16-3 a coating seven-millionths of an inch thick is wanted.
    16-4 flat surfaces are plated.
    16-5 objects not made of gold are plated. 16( )

17. About how many square feet of gold plating can be obtained from one troy ounce of gold?
    17-1 10
    17-2 35
    17-3 100
    17-4 1,000
    17-5 It is impossible to tell from the passage. . . . . . . . . . . . . 17( )

18. It is most probable that this passage was taken from
    18-1 an advertisement for gold-plated jewelry.
    18-2 a booklet of information for jewelry salesmen.
    18-3 a newspaper editorial.
    18-4 a manual of information for consumers.
    18-5 a manual of instructions for manufacturers of jewelry. . . . . . . . 18( )

Go on to the next page.
One day after the spring work was over, some of us decided to have a baseball game. We chose up, but we lacked one man of having enough for two teams.

"What are we going to do?" I asked. "I guess we'll have to get along with two fielders on our side."

Pete Dawson spoke up, "All you men get in the field and I'll pitch and catch both."

And that's just what he did. He got on the pitcher's box, which was a prairie-dog hole, and he'd throw a ball so it whistled like a bullet; then he'd run in a half circle and get behind the batter and catch it. Not a batter touched the ball. It was just three up and three down with them, and there was nothing for the rest of us to do.

19. The writer of this story
19-1 knows little about baseball.
19-2 would like to change baseball rules.
19-3 is trying to show how much fun baseball can be.
19-4 is describing an actual happening.
19-5 does not expect to be believed.

20. While the other team was batting, Pete's team actually had need for
20-1 only one man.
20-2 only two different men, one to pitch and one to catch.
20-3 only two fielders.
20-4 all eight men that were available.
20-5 nine men.

21. This baseball game was played
21-1 on a rough field.
21-2 without enough fielders.
21-3 late in the season.
21-4 by men who had never played before.
21-5 before a large audience.

A review of a performance of Hamlet given at a summer playhouse read as follows: "Among scholars there has long been a dispute as to whether the works of Shakespeare were written by Shakespeare or by Bacon. Let the tombs of both men be opened. The one who turned over in his grave last night was the author of Hamlet."

22. The writer apparently thinks that Hamlet
22-1 was well played.
22-2 was badly performed.
22-3 is a badly written play.
22-4 should not be produced any more.
22-5 was written by neither Shakespeare nor Bacon.

23. It is most probable that the writer of the review
23-1 does not expect his suggestion to be carried out.
23-2 believes he has found the way to settle an old argument.
23-3 did not attend the performance of Hamlet.
23-4 saw Hamlet for the first time.
23-5 will never attend another performance of Hamlet.

24. The tone of the review is
24-1 friendly.
24-2 matter-of-fact.
24-3 biting.
24-4 flattering.
24-5 reserved.

When we take a bath, we rarely, if ever, give a thought as to how the sponge we use is obtained, or what it really is. But our thanks are due to an animal for supplying us with his skeleton. Yes, his skeleton. It is not the animal himself we use, but merely his soft skeleton. If we saw a bath sponge alive, we wouldn't recognize it as its body is covered with a jelly-like substance and looks black and shiny. Here's a little verse that was written when most people wondered whether the sponge was an animal or a vegetable.

The sponge is not, as you suppose,
A funny kind of weed;
He lives below the deep blue sea,
An animal like you and me,
Though not so good a breed.

25. Once upon a time, people apparently had trouble deciding whether a sponge was a
25-1 plant or an animal.
25-2 vegetable or a weed.
25-3 jellyfish or a skeleton.
25-4 vegetable or a skeleton.
25-5 skeleton or an entire animal.

26. When a sponge is alive, it looks
26-1 like a vegetable.
26-2 very different from a bath sponge.
26-3 just like a bath sponge.
26-4 like a weed.
26-5 like a skeleton.

27. The writer assumes that the reader
27-1 really knows what a sponge looks like.
27-2 has no idea of what a sponge is used for.
27-3 has a mistaken idea of what a sponge is.
27-4 has seen a live sponge.
27-5 has never seen a bath sponge.

28. The verse is quoted in the passage mainly
28-1 to provide a touch of humor.
28-2 as a historical curiosity.
28-3 to prove the truth of the writer's own statements about sponges.
28-4 for its literary value.
28-5 to prove that people used to wonder what a sponge really is.

Go on to the next page.
Seeing a coil of rope hanging over a customer's arm, the hotel clerk asked, "Pardon me, sir, but will you tell me what the rope is for?"

"Yes," responded the man. "That's my fire escape."
"I'm sorry, sir," said the clerk, "but all guests carrying their own fire escapes must pay in advance."

29. The guest may best be described as
29-1 talkative.
29-2 daring.
29-3 untruthful.
29-4 cautious.
29-5 trusting.

30. The clerk apparently was not sure that the guest
30-1 would use the rope only in case of fire.
30-2 would take the rope to his room.
30-3 intended to rent a room.
30-4 liked the hotel.
30-5 would be quiet and orderly.

31. Marie Antoinette's attitude toward court ceremony was one of
31-1 enthusiasm.
31-2 resignation.
31-3 annoyance.
31-4 fear.
31-5 curiosity.

32. The companions were alarmed (lines 21 and 22) because they feared that the Queen
32-1 had broken a rule.
32-2 had hurt herself.
32-3 was enjoying herself.
32-4 was angry with them.
32-5 was laughing at them.

33. It is clear from the passage that the title "Dauphin" was given to
33-1 any young French prince.
33-2 any young French princess.
33-3 the French king.
33-4 the French queen.
33-5 the heir to the French throne.

34. By her request in the last three lines of the passage, Marie Antoinette expected to
34-1 secure aid in getting up.
34-2 find out what she should do.
34-3 flatter the Comtesse.
34-4 amuse her companions.
34-5 embarrass her companions.

35. Madame Etiquette was
35-1 Princess Adelaide.
35-2 Princess Victoria.
35-3 Princess Sophia.
35-4 Princess Louisa.
35-5 Comtesse de Noailles.

36. "Fast" in line 10 most nearly means
36-1 cruelly.
36-2 rapidly.
36-3 ahead of time.
36-4 recklessly.
36-5 tightly.

37. "Seemly" in line 17 most nearly means
37-1 necessary.
37-2 proper.
37-3 agreeable.
37-4 decent.
37-5 courteous.

38. "He" in line 2 refers particularly to
38-1 Louis XV (line 1).
38-2 the Dauphin (line 2).
38-3 Louis XVI (line 2).
38-4 someone not named in the passage.
38-5 the Dauphin's father.

Go on to the next page.
To strike up a conversation with his four-year-old grandson, Mr. Hooker expressed an interest in the lad’s collection of planes. “What are they, anyhow?” he asked heartily. “P-38’s? B-29’s?”


39. The boy’s response probably left his grandfather
39-1 about where he was when he started the conversation.
39-2 shocked by the boy’s lack of politeness.
39-3 surprised by the boy’s lack of interest in his planes.
39-4 pleased by the boy’s frankness.
39-5 dismayed by the boy’s ignorance of airplane types. . . . . . . . . 39( )

40. The writer is poking fun at the
40-1 boy.
40-2 grandfather.
40-3 reader.
40-4 toys.
40-5 P-38’s and B-29’s. . . . . . . . . . 40( )

(1) The graduate of a school of architecture expects to be an architect; the graduate of a dental school expects to be a dentist. But the graduate of a liberal-arts college, what is he fit for? The very purpose of his training is to make him larger than any special task and to enable him to change, if need be, from one task to another without serious loss. The small man knows in his freshman year just what he is going to do. His range is narrow and his possibilities so few that life stretches before him as the steel track lies sharp and clear before the locomotive engineer. But the larger a man is, the greater his perplexity on the day of his graduation from college. We congratulate him that he does not possess the certainty of a one-track mind.

41. To the question asked in the second sentence, the writer expects the answer,
41-1 “Any kind of job.”
41-2 “Nothing at all.”
41-3 “Additional schooling.”
41-4 “Many different jobs.”
41-5 “Perplexity.” . . . . . . . . . 41( )

42. The writer gives the impression of being
42-1 sure he is right.
42-2 modest and unassuming.
42-3 conciliatory.
42-4 open-minded.
42-5 disinterested. . . . . . . . . 42( )

43. “Small” in line 8 most nearly means
43-1 petty.
43-2 undersized.
43-3 of limited ability.
43-4 stingy.
43-5 worthless. . . . . . . . . 43( )

44. The writer’s main purpose is to
44-1 criticize all vocational schools.
44-2 defend the value of liberal-arts colleges.
44-3 discourage young men from attending liberal-arts colleges.
44-4 recommend early choice of a vocation.
44-5 praise the students in liberal-arts colleges. . . . . . . . 44( )

45. In establishing his point, the writer makes use of
45-1 a comparison.
45-2 a play on words.
45-3 an emotional appeal.
45-4 understatement.
45-5 sarcasm. . . . . . . . . 45( )

Two years ago my wife and I, looking for a house to buy, called on a firm of real-estate agents in New Milford. One of the members of the firm, scrabbling through a metal box containing many keys, looked up to say, “The key to the Roxbury house isn’t here.”

His partner replied, “It’s a common lock. A skeleton will let you in.”

I was suddenly once again five years old, with wide eyes and open mouth. I pictured the Roxbury house as I would have pictured it as a small boy, a house of dark and nameless horrors.

46. The point of the passage depends on the double meaning of the word
46-1 firm.
46-2 keys.
46-3 common.
46-4 lock.
46-5 skeleton. . . . . . . . . 46( )

47. The writer tells the story mainly to
47-1 entertain the reader.
47-2 recall his childhood.
47-3 make fun of real-estate agents.
47-4 make fun of old houses.
47-5 explain why he fears ghosts. . . 47( )

Go on to the next page.
It was snowing a little outside—quick eager little Lux-like flakes that melted as soon as they touched your hand. I don’t know where the snow came from for there were stars out. Or maybe the stars were in my eyes and I just kept seeing them every time I looked up into the darkness. I waited a moment. You know, to start to skate at a crowded rink is like jumping on a merry-go-round. The skaters go skimming round in a colored blur like gaudy painted horses, and the shrill musical jabber re-echoes in the night from a hundred human calliopes. Once in, I went all right, at least after I found out exactly where that rough ice was. It was round, round, jump the rut; round, round, round, jump the rut; round, round,...

48. We may infer that the writer was
48-1 an expert skater.
48-2 unable to skate.
48-3 unable to keep from getting dizzy.
48-4 at a circus.
48-5 very happy. .... 48( )

49. The writer hints that she
49-1 stumbled once on the rough ice.
49-2 was lonesome and shy.
49-3 saw a boy she especially liked.
49-4 had never seen a merry-go-round.
49-5 was bothered by the music. .... 49( )

50. The calliopes referred to were actually
50-1 painted horses.
50-2 musicians.
50-3 the skaters.
50-4 people watching the skaters.
50-5 the pipes of a steam organ. .... 50( )

51. The tone of the passage is
51-1 restrained.
51-2 depressing.
51-3 matter-of-fact.
51-4 confused.
51-5 gay. .... 51( )

52. The passage achieves its effect chiefly by
52-1 repetition.
52-2 figures of speech.
52-3 exaggeration.
52-4 understatement.
52-5 humor. .... 52( )

"It’s so stupid at home," she greeted me, "and Miss Minnie is so absurd. She talks such nonsense about its being necessary for the day to be aired before I come out. Aired! On a Sunday morning when I don’t practice, I must do something. So I told Papa last night I must come out. Besides, it’s the brightest part of the day. Don’t you think so?"

I ventured a bold flight and said (not without stammering) that it was very bright to me then, though it had been very dark a moment before.

"Do you mean a compliment?" exclaimed Alice. "Or has the weather really changed?"

53. This conversation apparently took place
53-1 in the morning.
53-2 on Saturday evening.
53-3 at noontime.
53-4 in Alice’s home.
53-5 in church. .... 53( )

54. Alice indicates that Miss Minnie
54-1 does not want her to take walks alone.
54-2 does not want her to go out early in the morning.
54-3 is offended by her disobedience.
54-4 pays little attention to her.
54-5 thinks she should be practicing. .... 54( )

55. It seems likely that the writer has
55-1 never met Alice before.
55-2 tried to avoid meeting Alice.
55-3 expected to meet Alice.
55-4 just begun the conversation with Alice.
55-5 been talking with Alice for a long time. .... 55( )

56. When the writer says that he "ventured a bold flight," he means that he
56-1 made an impolite remark.
56-2 disagreed with Alice.
56-3 dared to say something nice to Alice.
56-4 used big words.
56-5 used his imagination. .... 56( )

57. Alice’s last remark probably made the writer
57-1 explain that he was talking only about the weather.
57-2 feel happy that she appreciated his remark.
57-3 feel embarrassed.
57-4 admit that he was just flattering her.
57-5 think that she liked him. .... 57( )
Rinderpest is a disease that wipes out whole herds of cattle once it gets started. It never has got started here. Foot-and-mouth disease is also an acute, highly communicable disease, and can be caught not only by cattle but also by human beings. It is rarely fatal to the latter but the death rate among animals ranges from three to forty per cent. There have been nine outbreaks of foot-and-mouth disease in the United States. The most costly one began in Michigan in the fall of 1914, spread to twenty-two states, and wasn't stamped out until 1916, after nine million dollars had been spent by the Federal and state governments to down it. The last outbreak was in 1929.

58. The passage indicates that the outbreak of foot-and-mouth disease that took place in 1914 was the
58-1 first to occur in the United States.
58-2 eighth to occur in the United States.
58-3 ninth to occur in the United States.
58-4 most damaging of all.
58-5 cause of nine million dollars' worth of damage.

59. Foot-and-mouth disease
59-1 is rarely fatal to cattle.
59-2 does not spread to human beings.
59-3 is usually fatal to human beings.
59-4 cannot be stamped out once it has become widespread.
59-5 can be stamped out if the right methods are used.

60. The main topic of the passage is
60-1 rinderpest.
60-2 foot-and-mouth disease.
60-3 the expense of fighting disease.
60-4 communicable disease.
60-5 outbreaks of diseases among cattle.

65-1 covering.
65-2 carrying.
65-3 using.
65-4 stuffing.
65-5 inserting.

66. The writer is referring to
66-1 midwinter.
66-2 early spring.
66-3 late spring.
66-4 late summer.
66-5 late fall.

67. The tone of the passage is
67-1 solemn.
67-2 matter-of-fact.
67-3 humorous.
67-4 self-satisfied.
67-5 pleading.

Time out of mind at this turn of the seasons when the hardy oak leaves rustle in the wind and the frost gives a tang to the air and the dusk falls early and the friendly evenings lengthen under the heel of Orion, it has seemed good to our people to join together in praising the Creator and Preserver who has brought us by a way that we did not know to the end of another year.
68. In the next paragraph, the writer will probably
   68-1 describe another one of the seasons.
   68-2 give thanks to God.
   68-3 warn that colder weather is coming.
   68-4 scold his readers for not going to church.
   68-5 state his plans for celebrating New Year's Day.

Until the election of Andrew Jackson in 1828, all the presidents had been statesmen in the European sense of the word: men of education, of administrative experience, of a certain largeness of view and dignity of character. All except the first two had served in the great office of secretary of state; all were known to the nation. In the second period, from Jackson until the outbreak of the Civil War, the presidents were either mere politicians, such as Van Buren, Polk, or Buchanan, or else successful soldiers, such as Harrison or Taylor, whom their party found useful as figureheads. They were small men beside the real leaders of that generation—Clay, Webster, and Calhoun.

69. The writer is mainly interested in contrasting
   69-1 politicians with soldiers.
   69-2 the presidents before 1828 with Clay, Webster, and Calhoun.
   69-3 the presidents before 1828 with European statesmen.
   69-4 the presidents before and after Jackson.
   69-5 European with American statesmen.

70. From the passage it is not entirely clear what the writer thinks of
   70-1 Van Buren.
   70-2 Harrison.
   70-3 Webster.
   70-4 Jackson.
   70-5 the first two presidents.

71. The writer disapproves most strongly the election of presidents who
   71-1 have been soldiers.
   71-2 are politicians.
   71-3 lack background and ability.
   71-4 have not served as secretary of state.
   71-5 were not well known before their election.

72. Which one of the following does the writer regard as a figurehead?
   72-1 Polk
   72-2 Taylor
   72-3 Calhoun
   72-4 Buchanan
   72-5 Clay

73. The best heading for this paragraph is
   73-1 Presidents of the United States.
   73-2 The Qualities of a Good President.
   73-3 Two Groups of Presidents.
   73-4 Jackson and the Presidency.
   73-5 American Statesmen.

74. The passage warns against
   74-1 contracting the iris.
   74-2 using smooth paper.
   74-3 reading near shiny surfaces.
   74-4 reading without glasses.
   74-5 allowing direct light to shine into the eyes.

75. The main purpose of the writer is to
   75-1 discourage people from reading too much.
   75-2 encourage people to read more.
   75-3 teach people how to read.
   75-4 prevent eyestrain.
   75-5 describe eyestrain.

76. The writer apparently thinks that the reader is least likely to know the meaning of the word
   76-1 iris (line 3).
   76-2 contracts (line 3).
   76-3 eyestrain (line 6).
   76-4 experienced (line 9).
   76-5 angles (line 11).

Go on to the next page.
For some time I was on a river boat that was so slow we used to forget what year it was when we left port. Ferryboats used to lose valuable trips because passengers grew old and died waiting for us to get by. I had the documents for these occurrences, but they have been mislaid. We often had rather exciting times racing with islands, rafts, and such things. This boat, the John J. Roe, was so slow that, when she finally sank in Madrid Bend, it was five years before the owners heard of it.

One trip, however, we did pretty well. We went to St. Louis in sixteen days. Even at this rattling gait, we changed watches three times in Fort Adams reach, which is five miles long. That trip we went from New Orleans to Grand Gulf in four days (340 miles); the Eclipse and the Shotwell did it in one.

Over a generation ago, a river boat called the J. M. White went from New Orleans to Cairo in three days, six hours, and forty-four minutes. In 1853 the Eclipse made the same trip in three days, three hours, and twenty minutes. In 1870 the R. E. Lee did it in three days and one hour. This last was acclaimed by the newspapers as the fastest time on record. I will try to show that it is not. The distance between New Orleans and Cairo when the J. M. White ran it was 1,106 miles; consequently her average speed was a trifle over fourteen miles per hour. In the Eclipse's day the distance between the two ports had become 1,080 miles; consequently her speed was about fourteen and one-third miles per hour. In the R. E. Lee's time the distance had diminished to about 1,030 miles; consequently her average speed was about fourteen and one-eighth miles per hour. Therefore the Eclipse's was definitely the fastest time.

77. The writer implies that when the Roe was not reported for five years, the owners were apparently not worried because they
   77-1 knew she was going on a long trip.
   77-2 were inexperienced in steamboating.
   77-3 knew the Roe was a slow boat.
   77-4 had confidence in the captain.
   77-5 regarded the boat as worthless. 77( )

78. The documents referred to in the first paragraph were probably
   78-1 purposely mislaid.
   78-2 accidentally mislaid.
   78-3 forged by the writer.
   78-4 lost when the boat sank.
   78-5 nonexistent. 78( )
The lion cub is born with a deep-seated hunting instinct. One cub will stalk and pounce on another with the same eagerness and thrill exhibited by a kitten. During the year and a half of cubhood this play develops into a hunting and killing technique. Skill comes through long practice, imitation of the old lions, and obedience to warning growls of the mother. Most of their prey consists of large and strong animals, well equipped for self-defense. A cub's first attempts to kill are made under the watchful care of the mother lioness.

The reason why most men killed by lions are mauled and die of blood poisoning or shock, rather than suddenly from the lion's customarily efficient attack, is that man-killing is not a common subject in the training of lions. When once they learn how, they can be rather successful.

85. The writer compares lion cubs with
85-1 large and strong animals.
85-2 murderers.
85-3 no other animals.
85-4 kittens.
85-5 playful children...

86. Lions are usually least efficient as killers of
86-1 men.
86-2 small animals.
86-3 grass-eating animals.
86-4 large and strong animals.
86-5 other lions...

87. Much of the improvement in the hunting skill of the lion cub comes as a result of
87-1 accident.
87-2 instinct.
87-3 practice in killing small animals.
87-4 practice in killing large animals.
87-5 defending itself against its enemies.

88. According to the passage, grown lions ordinarily
88-1 kill their victims in a clumsy way.
88-2 kill their victims in a skillful way.
88-3 maul their victims.
88-4 attack only in self-defense.
88-5 attack only small animals...

89. In which one of the following sentences does the writer gain emphasis by understatement?
89-1 The lion cub is born with a deep-seated hunting instinct.
89-2 During the year and a half of cubhood, this play develops into a hunting and killing technique.
89-3 Most of their prey consists of large and strong animals, well equipped for self-defense.
89-4 When once they learn how, they can be rather successful.
89-5 A cub's first attempts to kill are made under the watchful care of the mother lioness...

90. The best title for the passage is
90-1 Lion Hunting.
90-2 Man-Killing Lions.
90-3 How Lions Learn to Kill.
90-4 The Learning Ability of Grass-Eating Mammals.
90-5 The Growth of Lions...

Do not go on to the next test until you are told to do so.
Directions: Read each sentence and decide whether there is an error in usage in any of the underlined parts of the sentence. If so, note the number printed under the wrong word or phrase and put this number in the parentheses at the right. If there is no usage error in the sentence, put a zero (0) in the parentheses.

No sentence has more than one error and some sentences do not have any errors. The sentences are to be judged on the basis of suitable usage for general written English.

Samples:
8. He says that he ain't coming home with us today. 8(2)
   In this sentence, ain't is wrong. The number printed below this word, 2, is therefore written in the parentheses.
9. She isn't ready to go home. 9(0)
   In this sentence, there is no error in any of the underlined words. A zero is therefore written in the parentheses.

1. The law don't go into effect until the first of the year. 1()
2. Thomas seated himself at the desk, carefully selected a sheet of note paper, and begun to write. 2()
3. As a rule, we civilians know very little about life in the army. 3()
4. The results of the conference will not be announced without a complete agreement is reached. 4()
5. The trustees appointed to the presidency a man for who everyone feels great respect. 5()
6. The first question that must be answered is this: For whom was the reward intended? 6()
7. In them days, when it took three months to cross the ocean, news from Europe was ancient history by the time it arrived. 7()
8. A group of Indians came up and began inspecting our camp; when we tried to stop them, they become angry. 8()
9. Ruth had been watching the clock for some time; the moment it struck the hour, Tom and her raced for the door. 9()
10. He knew very few of his neighbors, for he had only recently came to the town. 10()
11. The intense heat hampered the firemen, four of who were burned or overcome by smoke. 11()
12. She asked me to speak a little louder, explaining that she did not hear very good. 12()
13. Although it was late in April, there was still patches of snow in the shaded spots. 13()
14. They are sure that he neither said or implied anything unfavorable to their cause. 14()
15. If the berries had been a little riper, they could of been used for preserves. 15()
16. All the travelers which made the journey to the Orient brought back tales of fabulous wealth. 16()
17. They frankly expressed there disapproval of the senator, who they told us had refused to accept the compromise. 17()
18. Every evening they used to set on the porch until dark.

19. The junior class has invited we seniors to a picnic, to be held the week before commencement.

20. He was in despair; to who could he turn?

21. A large section of the fashion show was devoted to "after-dark" gowns, a surprising number of which was long-sleeved.

22. When he questioned the maid, she only shook her head, for her mistress had told her she was not to say nothing at all about the recent happenings.

23. She was glad to rest for a while before dinner, laying on the sofa with a cushion under her head.

24. He was still angry, and refused to speak to Helen or I.

25. The police department announced that weather conditions were so bad that motorists hadn't ought to use the Washington Street bridge.

26. The boys worked hard, and the gymnasium was already for the dance an hour before the time set.

27. John had persisted in trying to carry out his project, in spite of our lack of interest; but he was as surprised as us when it proved successful.

28. There was in this country many aliens who were unable to return to their homes on account of the war.

29. As the struggle went on, they became completely discouraged and offered scarcely no resistance.

30. The company has been steadily expanding, and their are now over 500 employees.

31. They use to spend all their holidays at the beach.

32. The editor took the pages I handed him, glanced at what I had wrote, and told me the article would be printed in the next day's paper.

33. The opponents of the bill did not believe that either the safety or the neutrality of the country were threatened.

34. At the baby contest, every mother was perfectly sure that they had the most beautiful baby.

35. It is said that the Secret Service knows whom the leaders of the gang are and is preparing to trap them.

36. The advice which they gave the young woman saved her and her husband a good deal of money.

37. As time passes, the prisoners write to their friends and relatives less and less frequent.

38. He agreed that, in principal, honesty is the best policy.

39. This new volume is illustrated with seventeen reproductions of Audubon paintings; the most interesting part of the book, however, are the writings rather than the paintings.
40. It was one of those editorials that do more to arouse prejudice than to enlighten.

41. Accuracy of movement, like accuracy of words, are essential to the success of magical rites.

42. I am both pleased and flattered by you coming here to see me and my family.

43. She thoughtfully invited several other friends who she was sure her guest would like to meet.

44. He looked at me reproachfully when I refused to accompany him, though it was Tom, not I, who had promised to go with him.

45. The only occupant of the room was in a chair near the fireplace; he sat there so still that he might of been sitting for his portrait.

46. Each of the various regions has its characteristic flora and fauna.

47. She curtsied to him, like she wished to convey that she felt how much older and wiser he was than she.

48. The chairman reports that the work of the specialists who were employed to make a survey of conditions are nearing completion.

49. If they would have built their house on higher ground, they would have suffered less at the time of the flood.

50. He doubted whether they would care to go with him, but he resolved to offer them the invitation and leave them decide for themselves whether they cared to accept it.

51. Each one of these plants need a different kind of soil.

52. The little girl stared at my sister and I as if she had never seen twins before.

53. The unusually warm weather did not seem to effect his determination to finish the job.

54. The terms of the agreement, which is subject to confirmation by the union and the company, was not disclosed.

55. The application of the principles discovered during those years have been of great value.

56. The storm had cut off the electricity, but everyone tried to carry on their work as usual.

57. Beatrice, who Dante met when he was a child, remained his guiding star throughout his life.

58. I was certain they intended you and I to bring the rest of the books.

59. We shall be able to spend only a few hours in Washington on this trip, but we are planning to visit the White House and the Capital, and possibly the Lincoln Memorial.

60. A competent machinist would not be satisfied with these kind of tools.

Go on to the next part.
### Directions:
In the passages below, at each numbered place, you are to decide what punctuation, if any, is needed. From the group of choices having the same number, select the correct punctuation for that place. ("N" means "no punctuation.") Write the number of the correct choice in the parentheses at the right, as in the sample.

#### Sample:

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Parentheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-1</td>
<td>N</td>
<td>1</td>
</tr>
<tr>
<td>8-2</td>
<td>,</td>
<td>2</td>
</tr>
<tr>
<td>8-3</td>
<td>;......8(1)</td>
<td></td>
</tr>
</tbody>
</table>

We came home yesterday 8 9
9-1 N
9-2 ;
9-3 ?......9(2)

In the sample, at the place marked 8, no punctuation is required. "N," meaning "no punctuation," is choice 1; you would therefore write 1 in the parentheses, as shown above. At the place marked 9, a period is needed. The period is choice 2; you would therefore write 2 in the parentheses.

---

The owner of the land around the lake has put a large advertisement in the paper for the season of greatest activity in summer-resort property is just beginning.

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Parentheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-1</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>10-2</td>
<td>;</td>
<td></td>
</tr>
<tr>
<td>10-3</td>
<td>;......10( )</td>
<td></td>
</tr>
</tbody>
</table>

They heard that a message had been sent to General Washington, who had established headquarters near North Castle and that he was planning to march north at once.

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Parentheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>12-2</td>
<td>;</td>
<td></td>
</tr>
<tr>
<td>12-3</td>
<td>;......12( )</td>
<td></td>
</tr>
</tbody>
</table>

He asked us whether the substance was animal or vegetable in its origin.

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Parentheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-1</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>15-2</td>
<td>;</td>
<td></td>
</tr>
<tr>
<td>15-3</td>
<td>;......15( )</td>
<td></td>
</tr>
</tbody>
</table>

He is one of the best known modern writers being especially celebrated for his novels.

<table>
<thead>
<tr>
<th>Number</th>
<th>Choice</th>
<th>Parentheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-1</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>18-2</td>
<td>;......18( )</td>
<td></td>
</tr>
</tbody>
</table>

Go on to the next page.
Well young man

20-1 N
20-2 ".......20( )

21-1 N
21-2 ,
21-3 ,".......21( )

22-1 N
22-2 ,
22-3 ,".......22( )

23-1 N
23-2 ts'......23( )
24-1 N
24-2 ,
24-3 ,
24-4 ,"......24( )
25-1 N
25-2 ys'......25( )
26-1 N
26-2 ,
26-3 ,
26-4 ,
26-5 ,".......26( )

27-1 N
27-2 ,
27-3 ,
27-4 ,".......27( )

28-1 N
28-2 ,
28-3 ?
28-4 ,"......28( )

29-1 N
29-2 ,
29-3 ;......29( )

30-1 N
30-2 n't
30-3 n't.......30( )
31-1 N
31-2 ,......31( )

as the ban on imports was lifted, however an amateur orchid hunter from Miami

32-1 N
32-2 ,
32-3 ;......32( )

Florida, proved that great quantities of orchids, alive and in good condition can be brought back from Mexico. This man is not a scientist, not even a commercial orchid hunter, but just a man who loves orchids. He went into Mexico last month with a machete a sheath-knife, and a compass, and in five days time he had collected 400 plants. There is one that he won't be able to classify until he returns to his books in Miami for its shape and coloring are unfamiliar to him. He hopes that its an entirely new variety.

Though I traveled 2600 miles," he reports I hardly scratched the surface. Next year Im going to take plenty of time and really look that country over

33-1 N
33-2 ,......33( )
34-1 N
34-2 ,......34( )
35-1 N
35-2 ,......35( )
36-1 N
36-2 ,......36( )
37-1 N
37-2 ,......37( )
38-1 N
38-2 ys'......38( )
39-1 N
39-2 es'......39( )
40-1 N
40-2 ,......40( )
41-1 N
41-2 ts'......41( )
42-1 N
42-2 ".......42( )
43-1 N
43-2 ,
43-3 ,
43-4 ,"......43( )
44-1 N
44-2 I'm
44-3 Im'....44( )
45-1 N
45-2 ,
45-3 ,
45-4 "......45( )

* * * * *

Until recently the importation of orchids from Mexico was forbidden even before that time, the smuggling of orchids into the United States wasn't a very serious problem for nobody ever brought back any orchids worth the trouble. As soon

* * * * *
Directions: In the passages below, study each numbered word and decide whether the word should be capitalized. If you think the word should be capitalized, write C in the parentheses having the same number as the word; if you think the word should be written with a small letter, write in the parentheses. Some words which should be capitalized do not have numbers under them. Do not consider such words. You are to be concerned only with the numbered words.

Sample:
His name is henry. 8( s ) 9( C )

“Do you think I should do more reading about medieval history,” the student asked professor James, “before entering this class which meets on tuesday afternoon?”

John looked up from the dictionary and said, “there is no such meaning given here.”

I stopped in at the office of the beacon publishing company on fifth avenue, but my brother had already left for lunch at a nearby spanish restaurant.

In the chapter entitled “america is discovered and possessed by europeans” professor beard begins by explaining the desire to discover a shorter route to the far east. He tells us that trade with the orient flourished during the middle ages. Enterprising merchants imported tea, silks, spices, and luxuries. By land and by sea, these goods were brought to ports on the eastern shore of the mediterranean. Throughout the fourteenth and fifteenth centuries, efforts were made to find an all-water route to the indies.

Go on to the next part.
PART III

SPELLING

(10 minutes)

Directions: In each of the following groups of words, select the word that is misspelled and put its number in the parentheses at the right. If you think all four words in the group are correctly spelled, put a zero (0) in the parentheses at the right.

1-1 continuous
1-2 monotonous
1-3 remnant
1-4 consperracy
1-0 none wrong . . . 1( )

8-1 brethren
8-2 bouquet
8-3 aristocracy
8-4 comendation
8-0 none wrong . . . 8( )

16-1 specifying
16-2 solemn
16-3 seize
16-4 suffise
16-0 none wrong . . . 16( )

24-1 catastrophe
24-2 bridial
24-3 colateral
24-4 ammunition
24-0 none wrong . . . 24( )

2-1 kearnel
2-2 inaugurate
2-3 indefinitely
2-4 inconveniented
2-0 none wrong . . . 2( )

9-1 millinery
9-2 occurrence
9-3 legetimate
9-4 provincial
9-0 none wrong . . . 9( )

17-1 sanctioned
17-2 receipted
17-3 registrar
17-4 parliment
17-0 none wrong . . . 17( )

25-1 sanitarium
25-2 propaganda
25-3 servicable
25-4 privilege
25-0 none wrong . . . 25( )

3-1 anatamy
3-2 emphasis
3-3 hereditary
3-4 inadquate
3-0 none wrong . . . 3( )

11-1 platinum
11-2 panels
11-3 appetite
11-4 efficiency
11-0 none wrong . . . 11( )

19-1 abhor
19-2 negligent
19-3 bazaar
19-4 greivance
19-0 none wrong . . . 19( )

27-1 voluminous
27-2 unconscious
27-3 extraordinary
27-4 adequate
27-0 none wrong . . . 27( )

4-1 procedure
4-2 guidance
4-3 ignignant
4-4 censiorship
4-0 none wrong . . . 4( )

12-1 erroneous
12-2 scheduled
12-3 destiny
12-4 diplomacy
12-0 none wrong . . . 12( )

20-1 apprehension
20-2 automatically
20-3 recommended
20-4 prior
20-0 none wrong . . . 20( )

28-1 necessitate
28-2 symphony
28-3 suppressed
28-4 temperment
28-0 none wrong . . . 28( )

5-1 approximately
5-2 authentic
5-3 appropreat
5-4 bankrupcty
5-0 none wrong . . . 5( )

13-1 magnificent
13-2 curiosity
13-3 disipline
13-4 judgments
13-0 none wrong . . . 13( )

21-1 rememberance
21-2 regretted
21-3 quarantined
21-4 profane
21-0 none wrong . . . 21( )

29-1 dormitory
29-2 miscellaneous
29-3 exaggerated
29-4 reimberse
29-0 none wrong . . . 29( )

6-1 sympathies
6-2 admireably
6-3 prosecution
6-4 insight
6-0 none wrong . . . 6( )

14-1 rheumatism
14-2 remedied
14-3 persusion
14-4 rigid
14-0 none wrong . . . 14( )

22-1 conceited
22-2 contemporary
22-3 critisize
22-4 cite
22-0 none wrong . . . 22( )

7-1 vaudiville
7-2 acknowledgment
7-3 alphabetical
7-4 aplogies
7-0 none wrong . . . 7( )

15-1 prestige
15-2 rhime
15-3 genteel
15-4 fiscal
15-0 none wrong . . . 15( )

23-1 recuision
23-2 philosopher
23-3 prodigious
23-4 phases
23-0 none wrong . . . 23( )

30-1 fervor
30-2 nuralgia
30-3 prophecy
30-4 pageant
30-0 none wrong . . . 30( )

If you finish this test before the time is up, you may not go back to the Reading Comprehension Test. Do not go on to the next test until you are told to do so.

Number wrong
0-23-67-1011-1415-1819-2223-2627-3031-34
Amount to be subtracted 0 1 2 3 4 5 6 7 8

Number wrong
35-3839-4243-4647-5051-5455-5859-6263-6667-70
Amount to be subtracted 9 10 11 12 13 14 15 16 17

Number wrong
71-7475-7879-8283-8687-9091-9495-9899-102
Amount to be subtracted 18 19 20 21 22 23 24 25

Number wrong
103-106107-110111-114115-118119-122123-126127+
Amount to be subtracted 26 27 28 29 30 31 32

Number right_______
Subtract_______
(See table at left.)

Raw Score = Difference_______
Scaled Score_______
(See table on key.)
EFFECTIVENESS OF EXPRESSION

PART I: SENTENCE STRUCTURE AND STYLE

(15 minutes)

Directions: Different versions of each passage of prose are given in the two columns below. In this part of the test, you will be asked to choose the better version of each section. First, read quickly through Column 1 of the passage to get the meaning of the whole passage. Then read the directions below.

Column 1

The baron spent the morning putting his affairs in order, for he was uncertain about the outcome of the mission he was to undertake.

The rounds of the cottages were made, where he collected, from those tenants who were able to pay, the rent.

On his return to the castle, he supervised the packing of his valise, making sure that his servant put in everything that would be needed.

Finally, about three o'clock, setting out for Paris. He was determined to lose no time in arriving at the scene of action.

Column 2

The baron put his affairs in order, he spent the morning doing this, and he was uncertain about the outcome of the mission he was to undertake.

He made the rounds of the cottages, and collected the rent from those tenants who were able to pay.

He returned to the castle and supervised the packing of his valise and he made sure that his servant put in everything that would be needed.

Finally, about three o'clock, he set out for Paris, determined to lose no time in arriving at the scene of action.

Compare the two different versions of each lettered section as given in Columns 1 and 2 above and answer each of the following questions by putting the number of the correct choice in the parentheses at the right.

A. Section A is better expressed in
   A-1 Column 1.
   A-2 Column 2. . . . . . . . . . . . . A( )

B. Section B is better expressed in
   B-1 Column 1.
   B-2 Column 2. . . . . . . . . . . . . B( )

C. Section C is better expressed in
   C-1 Column 1.
   C-2 Column 2. . . . . . . . . . . . . C( )

D. Section D is better expressed in
   D-1 Column 1.
   D-2 Column 2. . . . . . . . . . . . . D( )

Go on to the next page.
The overland approach is still an important element in the overwhelming effect of a first impression of California.

Since the state was the only world I knew during my childhood, I imagined other states and countries were much like my own surroundings.

Only after going away and coming back again over my father's route was the warm, colorful force of the beauty of California felt by me:

We passed dull plains, hot and dry desert; the night was cold in the mountains, and dawn came in the foothills with sunshine in the valley; finally the sunset was seen through the Golden Gate.

I made the trip comfortably and swiftly by railroad, as my father had plodded and fought that whole long distance in a wagon train.

He always liked to recall the day they turned over the summit and waded down joyously into the amazing golden sea of sunshine; he often told us, "I saw then that this was the place to live."

The overwhelming effect which is produced by a first impression of California still has as an important element in its impressiveness the overland approach to the state.

As a child, I imagined that other states and countries were much like my own surroundings, the state was the only world that I knew.

I never felt the warm, colorful force of the beauty of California until I had gone away and come back over my father's route:

dull plains; hot, dry desert; the night of icy mountains; the dawning foothills breaking into the full day of sunshine in the valley; and finally, the sunset through the Golden Gate.

I made the trip by railroad, comfortably and swiftly, but my father had plodded and fought the whole long way in a wagon train.

He often told us about the day they turned over the summit, with joy they waded down into the amazing golden sea of sunshine, he saw then that this was the place to live, and he always liked to recall that time.
Directions: Read each of the following groups carefully; then decide which one of the four choices in each group is expressed most satisfactorily and put the number of this best choice in the parentheses at the right of the group.

1–1 Your major interest in modern history is no reason for not studying science, and you should also study literature and languages.
  1–2 Although you may be primarily interested in modern history, you should not neglect the study of science, literature, and languages.
  1–3 Although you may be interested in modern history is hardly a reason for not studying science as well as literature and languages.
  1–4 Being particularly interested in modern history, nevertheless you should also study science, literature and languages as well. 1

2–1 An electric refrigerator which was bought to replace the old icebox which had stood in the back hall for twenty years was installed in its place.
  2–2 The old icebox having stood for twenty years in the back hall, it was replaced by an electric refrigerator which was bought and installed.
  2–3 After standing in the back hall for twenty years the old icebox which was replaced by an electric refrigerator.
  2–4 An electric refrigerator was bought to replace the old icebox which had stood in the back hall for twenty years. 2

3–1 The first day they were very active, pottering about with hammer and nails, putting up curtains, and making the house habitable.
  3–2 The first day they were very active and put up curtains, pottering about with hammer and nails, the house was made habitable.
  3–3 Curtains were put up and the house made habitable and they pottered about with hammer and nails, being very active the first day.
  3–4 The first day they were very active and they pottered about with hammer and nails and put up curtains. Making the house habitable. 3

4–1 At the skiing area near Badger Pass, a new 200-car parking space is under construction by the National Park Service which will double the parking facilities available.
  4–2 The new 200-car parking space which is being constructed by the National Park Service which will double the parking facilities available is located at the skiing area near Badger Pass.
  4–3 At the skiing area near Badger Pass, the National Park Service is constructing a new 200-car parking space which will double the parking facilities available.
  4–4 The National Park Service is constructing a new 200-car parking space at the skiing area near Badger Pass which will double the parking facilities. 4

Go on to the next page.

---

PART II: DICTION

(10 minutes)

Directions: In each of the following items, decide which one of the five numbered words or phrases would most suitably complete the sentence if inserted in the blank (——). Then put the number of the best word or phrase in the parentheses at the right.

1. He asked his science teacher to (——) the difference between ordinary water and heavy water.
   1–1 explain
   1–2 interpret
   1–3 translate
   1–4 expound
   1–5 diagnose 1

2. The new Secretary of State argued that an even larger peacetime army and navy should be (——) if we are to be prepared for international emergencies.
   2–1 maintained
   2–2 preserved
   2–3 upheld
   2–4 continued
   2–5 strengthened 2

3. Upon reading the program, we discovered that the mile relay and the hurdle races were (——) for Friday and Saturday.
   3–1 appointed
   3–2 allotted
   3–3 registered
   3–4 scheduled
   3–5 placed 3

4. The notes of the late doctor are especially (——) since they contain the only reference to the experiment in all the records of the laboratory.
   4–1 expressive
   4–2 foreboding
   4–3 evident
   4–4 knowing
   4–5 significant 4

Go on to the next page.
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<table>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>The Cross is the (——) of Christianity.</td>
<td>13</td>
<td>What precautions have been taken (——) the spread of scarlet fever?</td>
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<tr>
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<td>symbol</td>
<td>13-1</td>
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<td>motto</td>
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<td>abreast of</td>
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<td>adverse to</td>
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<td>5-5</td>
<td>token</td>
<td>13-5</td>
<td>against</td>
<td></td>
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<tr>
<td>6</td>
<td>The map did not clearly indicate the (——) of the abandoned gold mine.</td>
<td>14</td>
<td>A (——) of the principles of arithmetic is necessary for work in algebra or geometry.</td>
<td></td>
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<tr>
<td>6-1</td>
<td>space</td>
<td>14-1</td>
<td>judgment</td>
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<td>location</td>
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<td>precincts</td>
<td>14-3</td>
<td>learning</td>
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<td>6-4</td>
<td>area</td>
<td>14-4</td>
<td>foresight</td>
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<td>6-5</td>
<td>environment</td>
<td>14-5</td>
<td>wisdom</td>
<td></td>
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<tr>
<td>7</td>
<td>They were able to (——) the blaze to the warehouse through the use of fire-fighting chemicals.</td>
<td>15</td>
<td>I would not have recommended him for the job if I had not thought him (——).</td>
<td></td>
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<td>7-1</td>
<td>confine</td>
<td>15-1</td>
<td>sufficient</td>
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<td>15-2</td>
<td>ample</td>
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<td>secure</td>
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<td>fitting</td>
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<td>7-4</td>
<td>restrain</td>
<td>15-4</td>
<td>competent</td>
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<tr>
<td>7-5</td>
<td>impede</td>
<td>15-5</td>
<td>complete</td>
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<tr>
<td>8</td>
<td>No (——) charge is made by our firm for monogramming any silver article purchased during the anniversary sale.</td>
<td>16</td>
<td>Through no fault of his own, the youth found himself in (——) which soon proved too great to solve without some guidance from his friends.</td>
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<tr>
<td>8-1</td>
<td>excess</td>
<td>16-1</td>
<td>a dilemma</td>
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<td>8-2</td>
<td>duplicate</td>
<td>16-2</td>
<td>an argument</td>
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<td>8-3</td>
<td>outside</td>
<td>16-3</td>
<td>a contention</td>
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<td>8-4</td>
<td>unnecessary</td>
<td>16-4</td>
<td>a misfortune</td>
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<td>8-5</td>
<td>extra</td>
<td>16-5</td>
<td>a state</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>De Quincy said that he had (——) the labor of his whole life to the construction of a single work.</td>
<td>17</td>
<td>Mary applied for admission to business college on the (——) that she was to be graduated with her class.</td>
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<td>9-1</td>
<td>destined</td>
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<td>17-5</td>
<td>assumption</td>
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<tr>
<td>10</td>
<td>The Book of Ruth is (——) to be one of the most charming of stories, not only in ancient literature, but in the literature of any time and of any language.</td>
<td>18</td>
<td>After the first editorial appeared, the (——) against juvenile delinquency gained more supporters than we had hoped for.</td>
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<tr>
<td>10-1</td>
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<td>owned</td>
<td>18-5</td>
<td>conflict</td>
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<tr>
<td>11</td>
<td>The (——) treatment which the prisoners suffered at the hands of the enemy left them bitter and resentful.</td>
<td>19</td>
<td>I tried to be (——) in phrasing the delicate question concerning his failure to pay the library fee.</td>
<td></td>
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<tr>
<td>11-1</td>
<td>unfeeling</td>
<td>19-1</td>
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<td>evil</td>
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<td>malicious</td>
<td>19-5</td>
<td>fine</td>
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<td>12</td>
<td>The doctor said there was nothing seriously wrong, but his tone (——) that care should be taken.</td>
<td>20</td>
<td>In this series, the artist has used (——) of memories of the French towns which he has loved.</td>
<td></td>
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<tr>
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<td>alluded</td>
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<td>a compound</td>
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<td>12-3</td>
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<td>20-3</td>
<td>a composite</td>
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<td>12-4</td>
<td>conveyed</td>
<td>20-4</td>
<td>a mixture</td>
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<td>12-5</td>
<td>implied</td>
<td>20-5</td>
<td>a union</td>
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</tbody>
</table>
PART III
ORGANIZATION
(15 minutes)

Directions: Read each of the following groups of sentences and decide what would be the best order in which to put the sentences, to form a well-organized paragraph. Write the letters of the sentences in this best order on a piece of scratch paper. Then answer the questions below each group by putting in the parentheses at the right the number of the best answer, according to the order you have chosen.

Items 1–3:
A. The flowers then produce seeds.
B. Young plants first develop roots, stems, and leaves.
C. Later on, flowers appear on the plant.

1. If the three sentences above were arranged in the best order, Sentence A would be placed
   1–1 first.
   1–2 directly after B.
   1–3 directly after C. ... 1( )
2. Sentence B would be placed
   2–1 first.
   2–2 directly after A.
   2–3 directly after C. ... 2( )
3. Sentence C would be placed
   3–1 first.
   3–2 directly after A.
   3–3 directly after B. ... 3( )

Items 4–7:
A. Eventually he became a professor and composer of music, writing operas and symphonies around the folklore of the Russian people.
B. As a leader of naval bands he displayed great musical talent.
C. Thus he succeeded in expressing in his music the characteristic rhythms and melancholy themes of the life of the Russian people.
D. Rimski-Korsakov was at one time an admiral in the Russian navy.

4. If the four sentences above were arranged in the best order, Sentence A would be placed
   4–1 first.
   4–2 directly after B.
   4–3 directly after C.
   4–4 directly after D. ... 4( )
5. Sentence B would be placed
   5–1 first.
   5–2 directly after A.
   5–3 directly after C.
   5–4 directly after D. ... 5( )
6. Sentence C would be placed
   6–1 first.
   6–2 directly after A.
   6–3 directly after B.
   6–4 directly after D. ... 6( )
7. Sentence D would be placed
   7–1 first.
   7–2 directly after A.
   7–3 directly after B.
   7–4 directly after C. ... 7( )

Items 8–11:
A. Once it fell, there was no reason why a new one shouldn't rise in its place and use the traditional name.
B. For a generation it was both a social center of the West and a symbol of its vast and easy riches.
C. The original Palace Hotel was as much an institution and a monument as it was a place to sleep and dine.
D. But to recapture the original spirit was impossible.

8. If the four sentences above were arranged in the best order, Sentence A would be placed
   8–1 first.
   8–2 directly after B.
   8–3 directly after C.
   8–4 directly after D. ... 8( )
9. Sentence B would be placed
   9–1 first.
   9–2 directly after A.
   9–3 directly after C.
   9–4 directly after D. ... 9( )
10. Sentence C would be placed
    10–1 first.
    10–2 directly after A.
    10–3 directly after B.
    10–4 directly after D. ... 10( )
11. Sentence D would be placed
    11–1 first.
    11–2 directly after A.
    11–3 directly after B.
    11–4 directly after C. ... 11( )

Go on to the next page.
Items 12-16:

Directions: Each of the lettered statements below summarizes a paragraph in a story. Decide what would be the best order in which to arrange the paragraphs represented by the statements. Write the letters of the statements in this best order on a piece of scratch paper. Then answer the questions below the statements by putting in the parentheses at the right the number of the best answer, according to the order you have chosen.

A. When a coast guard notified us that an unusually high wind and tide were expected, we packed our equipment and started for a near-by village.

B. We had traveled only a few hundred yards when we came to a tree which had fallen right across our way.

C. We arrived at our destination just as the hurricane reached its height, making entirely impassable the road we had just traversed.

D. At the time of the New England hurricane my family and I were camping in a trailer park on the southern shore of Cape Cod.

E. In order to go on, we had to chop through the trunk of the tree. We finally succeeded in disposing of the obstacle and proceeded on our way.

12. The paragraph developing A would be placed
   12-1 first.
   12-2 directly after B.
   12-3 directly after C.
   12-4 directly after D.
   12-5 directly after E. . . . . . . 12( )

13. The paragraph developing B would be placed
   13-1 first.
   13-2 directly after A.
   13-3 directly after C.
   13-4 directly after D.
   13-5 directly after E. . . . . . . 13( )

14. The paragraph developing C would be placed
   14-1 first.
   14-2 directly after A.
   14-3 directly after B.
   14-4 directly after D.
   14-5 directly after E. . . . . . . 14( )

15. The paragraph developing D would be placed
   15-1 first.
   15-2 directly after A.
   15-3 directly after B.
   15-4 directly after C.
   15-5 directly after E. . . . . . . 15( )

16. The paragraph developing E would be placed
   16-1 first.
   16-2 directly after A.
   16-3 directly after B.
   16-4 directly after C.
   16-5 directly after D. . . . . . . 16( )

Items 17-20:

Directions: In the outline below, certain headings have been omitted. These omissions are indicated by the numbers 17, 18, etc. First read through the outline; then answer the questions below by putting the number of the correct choice in the parentheses at the right.

How to Roast a Turkey

I. (____17____)
   A. Cleaning the Turkey
      1. (____18____
         2. Removing Pinfeathers
      B. (____19____)

II. The Roasting Process
   A. (____20____)
      B. Length of Roasting Time

17. In filling in the incomplete outline above, which one of the following topics would you use for the main heading I?
   17-1 Stuffing the Turkey
   17-2 Preparation for Roasting
   17-3 Degree of Heat to Use
   17-4 Size of Turkey
   17-5 Rinsing Inside of Turkey . . . 17( )

18. Which one of the following topics would you use for 1 under I-A?
   18-1 Cleaning the Turkey
   18-2 Stuffing the Turkey
   18-3 Rinsing Inside of Turkey
   18-4 Preparation for Roasting
   18-5 Making the Stuffing . . . . . 18( )

19. Which one of the following topics would you use for I-B?
   19-1 Table Decorations
   19-2 Rinsing Inside of Turkey
   19-3 Preparation for Roasting
   19-4 Placing in Oven
   19-5 Stuffing the Turkey . . . . . 19( )

20. Which one of the following topics would you use for II-A?
   20-1 How to Carve
   20-2 Degree of Heat to Use
   20-3 Making the Stuffing
   20-4 Preparation for Roasting
   20-5 Putting Stuffing in Turkey . . . 20( )
Items 21–30:

Directions: Most of the statements in items 21–30 could be used in a composition about a new type of bus which is being tried out by a city transportation system. The outline for this composition might have the following main divisions:

Topic I: How the new bus is to be tried out
Topic II: What the new bus is like
Topic III: Why the new bus is to be tried out

Read each item and decide which one of the five numbered choices below the statement is correct; then put the number of your choice in the parentheses at the right.

21. The new bus is supported on three axles.
This statement
21-1 belongs to Topic I.
21-2 belongs to Topic II.
21-3 belongs to Topic III.
21-4 does not belong to any of these topics. . . . . . . . . . 21( )

22. During the trial, the bus will run from 7 to 11 a.m., and from 2 p.m. to 1 a.m.
This statement
22-1 belongs to Topic I.
22-2 belongs to Topic II.
22-3 belongs to Topic III.
22-4 does not belong to any of these topics. . . . . . . . . . 22( )

23. The trial operation will aid the Board of Transportation in choosing the type of bus to be used in replacing the street cars.
This statement
23-1 belongs to Topic I.
23-2 belongs to Topic II.
23-3 belongs to Topic III.
23-4 does not belong to any of these topics. . . . . . . . . . 23( )

24. Just back of the center of the bus there is a rubber section designed to absorb jolts.
This statement
24-1 belongs to Topic I.
24-2 belongs to Topic II.
24-3 belongs to Topic III.
24-4 does not belong to any of these topics. . . . . . . . . . 24( )

25. The Board of Transportation begins today the test operation of a new type of bus.
This statement
25-1 belongs to Topic I.
25-2 belongs to Topic II.
25-3 belongs to Topic III.
25-4 does not belong to any of these topics. . . . . . . . . . . 25( )

26. The new bus is the longest and roomiest of all the buses on the local lines.
This statement
26-1 belongs to Topic I.
26-2 belongs to Topic II.
26-3 belongs to Topic III.
26-4 does not belong to any of these topics. . . . . . . . . . . . 26( )

27. The new bus will be tried out on the Hamilton Parkway line.
This statement
27-1 belongs to Topic I.
27-2 belongs to Topic II.
27-3 belongs to Topic III.
27-4 does not belong to any of these topics. . . . . . . . . . . . 27( )

28. Front and rear wheels are controlled by a single steering mechanism, so that the bus can turn sharp corners easily.
This statement
28-1 belongs to Topic I.
28-2 belongs to Topic II.
28-3 belongs to Topic III.
28-4 does not belong to any of these topics. . . . . . . . . . . . 28( )

29. The Board's engineers are interested in determining whether or not such long buses can be safely operated by a one-man crew.
This statement
29-1 belongs to Topic I.
29-2 belongs to Topic II.
29-3 belongs to Topic III.
29-4 does not belong to any of these topics. . . . . . . . . . . . 29( )

30. Which one of the statements given in items 21–30 would it be best to use as the first sentence in the composition?
30-1 Statement in item 21
30-2 Statement in item 23
30-3 Statement in item 25
30-4 Statement in item 27 . . . . . . . . . . . . . . . . . . . . . 30( )

If you finish this test before the time is up, you may not go back to a preceding test.

Number right
Subtract
(See table at left.)

Raw Score = Difference
(See table on key.)

Scaled Score
The raw scores on Vocabulary and Speed of Comprehension may be obtained on fields A and B, respectively, with one insertion of the answer sheet. To obtain the Level of Comprehension score separate the sheets into 3 piles according to the number of scales completed on Part II. (See page 15 of the test booklet for an explanation of "number of scales completed.") The Level raw score is then obtained as follows:

**Those who have completed three scales:** The Level raw score is exactly equal to the Speed raw score.

**Those who have completed two scales:** Fill in the B field control holes at the top and bottom of the fifth column. Field B will then give the Level raw score on these papers.

**Those who have completed one scale or less:** Fill in the B field control holes at the top and bottom of the fourth column as well as those at the top and bottom of the fifth column. Field B will then give the Level raw score on these papers.

No item-elimination scoring stencil is needed for this test.
In preparing an item-elimination scoring stencil, check and punch out all spaces corresponding to correct answer spaces and to answer spaces not to be counted either correct or incorrect. Item-elimination holes are needed only in those of the ten fields which contain at least one correct answer space.
THE COOPERATIVE READING COMPREHENSION TESTS
INFORMATION CONCERNING THEIR CONSTRUCTION, INTERPRETATION, AND USE

Purposes of the Tests
The Cooperative Reading Comprehension Tests constitute a part of the Cooperative English Test, which is divided into tests of expression and tests of reading comprehension. The expression tests measure Mechanics of Expression (Grammatical Usage, Punctuation, Capitalization, and Spelling) and Effectiveness of Expression (Sentence Structure and Style, Active Vocabulary or Diction, and Organization). The Cooperative Reading Comprehension Tests provide four separate scores:
1. Vocabulary Score
2. Speed of Comprehension Score
3. Level of Comprehension Score
4. Total Reading Score

The reading sections of these tests are based on the belief that reading comprehension is essentially a thinking process, a process which requires mental facility in manipulating verbal concepts, a background of experience, and skill in the specialized techniques of reading comprehension. These three interrelated abilities, when combined with skill in the mechanics of reading, determine the level of comprehension which an individual may attain and also the maximum speed with which he is able to read and comprehend materials of a given level of difficulty for a specific purpose. Almost all previous reading comprehension tests have measured a combination of vocabulary level, speed of reading, mechanics of reading, and ability to answer questions based on the facts stated in certain passages. Other components of the ability to read with understanding have largely been neglected. In the Cooperative Reading Comprehension Tests, an effort has been made to include these neglected factors by emphasizing the measurement of the thinking processes in reading, the importance of which has recently been emphasized anew by investigations in the field of semantics.

2 Orders for these tests should be sent to the Cooperative Test Division. In ordering, please specify whether the Higher Level or Lower Level test is wanted.
3 The Cooperative Test Division also publishes the Cooperative Literary Comprehension Test, the Cooperative Acquaintance Test, and the Cooperative Vocabulary Test to measure other phases of achievement in the field of English.
4 Since the preparation of the outline and items for the Cooperative Reading Comprehension Tests, the report of the Committee on Reading in General Education of the American Council on Education has become available. It should be noted that the outline for the Cooperative Reading Comprehension Tests, though developed wholly independently, closely parallels the analysis of the reading process made by the Committee in its report, Reading in General Education. Cf. Chapters III and IV.

Techniques of literary comprehension are measured by the Cooperative Literary Comprehension Test, written by M. F. Carpenter and E. F. Lindquist of the State University of Iowa.

Urging that the differences between the Cooperative Reading Comprehension Tests and earlier comprehension tests should be made clear, Dr. William S. Gray of the University of Chicago, Chairman of the Committee on General Reading of the American Council on Education, wrote, "Those respon-

Outline of the Tests
The outline for these tests was developed after a careful study of the literature in the field of reading comprehension. Though literally hundreds of skills in reading were tabulated, it was possible to classify these in our outline under a few main headings.

I. Vocabulary (60 five-choice items; 15 minutes)
A. Recognition vocabulary
1. items using words of increasing difficulty
2. items requiring increasing close discrimination among the choices
B. Organizing meanings
1. connecting preceding thought with present and oncoming thought
2. finding antecedents of words and phrases in the selection
2. giving each element its appropriate weight
C. Construing the writer's meaning
1. determining the central thought
2. understanding statements from the passage which support the principal thought
3. understanding new statements which support the principal thought
D. Drawing conclusions from the content
1. making interpretations not stated in the passage about the central thought
2. determining the writer's tone

These tests are available at two levels of difficulty. Test C1, the Lower Level test, is intended for use in grades 7 through 12, but experience has shown that Test C1 may be used satisfactorily in unselected college freshman classes. The reading section of Test C1 has proved to be rather difficult for average public school seventh-grade pupils; for this reason its use in seventh-grade classes of less than average ability is not recommended. Test C2, the Higher Level test, is intended for use in grades 11 and 12 and at all college levels. Test C2 will also prove to be satisfactory for use with graduate students. Results from the administration of this test indicate that Test C1 will prove to be more suitable than Test C2 for use in grades 11 and 12 except for superior eleventh- and twelfth-grade classes.

COOPERATIVE TEST DIVISION
Educational Testing Service
20 Nassau Street
Princeton, New Jersey

4641 Hollywood Boulevard
Los Angeles 27, California
3. determining the writer's intent
4. determining the writer's point of view
5. recognizing the methods used in developing the passage
6. evaluating the thought content
   a. determining the degree of logical consistency
   b. weighing the accuracy and adequacy of the writer's conclusions
   c. considering the reliability of the evidence
7. generalizing by applying the conclusions to different situations

Content of the Tests

The validity of a reading test is determined by the extent to which it measures the skills actually involved in the reading process. To establish the validity of the Cooperative Reading Comprehension Tests a thorough analysis of the reading process was made. On the basis of this analysis, the outline for the tests, which is presented above, was developed. Items were then constructed to measure the skills included in the outline. As stated above, the test is designed to measure the thinking processes in reading on the grounds that effective reading is not a mechanical process but an active reasoning and association process.

I. Vocabulary Sections

The vocabulary sections include a sampling of words from many subject-matter fields. The items range in difficulty from easy words with widely divergent choices to very difficult words with choices separated only very slightly in meaning. All of the words were selected from the Thorndike Word Lists; their distribution by thousands is indicated in the Teacher's Word Book of Twenty Thousand Words.

In an effort to provide a contextual setting for the words whose meanings are to be tested, some vocabulary tests present each word in a phrase or sentence. This practice usually results in an apparent rather than a real advantage because the phrases or sentences are ordinarily so short and generalized that they provide no truly meaningful context for the words to be tested. If they were made sufficiently long to be meaningful, the test would measure the ability to infer meanings from the context rather than recognition vocabulary level, and the number of items which could be answered in a given amount of time would be greatly reduced. Other things being equal, this second result tends to lower the accuracy of measurement of the test. On the basis of these considerations, the present format of the vocabulary section was adopted. Ability to infer the meanings of words from the context is one of the skills measured in the reading sections of the tests.

II. Reading Sections

The passages for the reading sections were adapted from a wide variety of sources in order to obtain a sampling of reading materials of various kinds and degrees of difficulty. No selections from poems have been included because comprehension of poetry and of literary prose is measured by the Cooperative Literary Comprehension Test.

The vocabulary of the reading sections was carefully controlled in order to reduce the effect of word knowledge on the comprehension scores.

Arrangement of the items in the reading section in three equivalent scales of thirty items each makes it possible to obtain a Level of Comprehension Score which is practically unaffected by the rate at which an individual chooses to work. An adjustment is made in the Level of Comprehension Scores to make them more nearly approach the scores which would be obtained if unlimited time were spent on this part of the test.

Validity and difficulty indices were obtained for each item in the experimental forms of these tests. Items at the proper levels of difficulty having relatively high correlations with the total scores were then selected for inclusion in the final forms, revisions being made on the basis of the item analysis. In the vocabulary sections of both Higher and Lower Level tests the average correlation coefficient between the individual items and the total score is .52. For the reading section of the Lower Level the corresponding value is .45, and for the reading section of the Higher Level it is .40. Because the more discriminative items in the reading sections tend to have been placed first in the tests, those items which actually determine an individual's score tend to have an average validity index greater than the average values presented above. This is a desirable feature of the tests which operates to increase their accuracy of measurement.

A study of the intercorrelations between the three part scores of the Cooperative Reading Comprehension Tests indicates that they measure closely related abilities. An effort was made to reduce the effect of word knowledge on the comprehension scores by controlling the vocabulary level of the reading sections. That this effort was fairly successful is indicated by the only moderately high correlations between Vocabulary and Speed of Comprehension (.75 at both Lower and Higher Levels) and between Vocabulary and Level of Comprehension (.74 at the Lower Level and .72 at the Higher Level). The correlations between Level of Comprehension and Speed of Comprehension are .89 at the Lower Level and .87 at the Higher Level.

The values of the intercorrelations between scores on Test A: Mechanics of Expression, Test B: Effectiveness of Expression, and Test C: Comprehension show that these tests also measure related abilities. The correlation between Reading Comprehension and Mechanics of Expression is somewhat lower (.66 at the Lower Level and .60 at the Higher Level) than the correlation between Reading Comprehension and Effectiveness of Expression.
DIRECTIONS: Read each question and its numbered answers. When you have decided which answer is correct, blacken the corresponding space on this sheet with a soft pencil. Make your mark as long as the pair of lines, and move the pencil point up and down firmly to make a heavy black line. If you change your mind, erase your first mark completely. Avoid stray marks. Even a small dot near the answer spaces may register in the machine and count against you.
**Effectiveness of Expression**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Points</th>
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<tr>
<td><strong>Vocabulary</strong></td>
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<td><strong>Structure</strong></td>
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<td><strong>Diction</strong></td>
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<td><strong>Organization</strong></td>
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<td><strong>Total</strong></td>
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<td><strong>Average</strong></td>
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</tbody>
</table>
Vocabulary

The words below are most likely to be found in reading. How many do you recognize? Draw a line from the words in column one to their synonyms in column two.

1. If you read one of the following nouns, what kind of person would be suggested?

   1. navigator                    hermit
   2. linguist                    operator
   3. scribe                      language expert
   4. wastrel                     secretary
   5. recluse                     spendthrift
                                  artist

2. If you read one of the following adjectives, what kind of person would be suggested?

   1. candid                      fiendish
   2. florid                      restless
   3. benignant                   straightforward
   4. diabolical                  ruddy
   5. arrogant                    kindly
                                  haughty

3. If you read one of the following adjectives, what kind of remark would be suggested?

   1. invidious                   irrelevant
   2. concise                     thoughtless
   3. appropriate                 suitable
   4. heedless                    brief
   5. extraneous                  hateful
                                  tardy
Words Frequently Confused

Write in the blank at the end of each sentence a word that carries out the idea suggested by the quoted word. Two or more letters of the required synonym are given. Be sure that the word you write could be accurately substituted for the quoted word and that it is correctly spelled.

1. You are to "select" a subject from the listed topics. ch__________

2. He had left town the "previous" week. ______eding

3. This ingenious "flattery" pleased her greatly. comp______

4. The town was dark and "noiseless" beneath the starry sky. qu________

5. Mr. Ostrander is the "head" of our school. pr_______

6. Everyone "but" Mary was going to the party. ______cept

7. It is easier to give "advice" than to take it. cou______

8. Our team made a "good" showing in the field events. cred______

9. The poorest "aliens" came steerage. ____grants

10. The child tried in vain to "evade" his brother. ______ude
Diction

The quoted words in the following sentences are too "big" for their context. Many of them should seldom, if ever, be used under any circumstances. In the space provided rewrite the sentence using a more appropriate word for each quoted term.

1. The "autumnal" colors are beautiful.

2. We "terminated" our "conversation."

3. He "participated" in athletics.

4. She is an example of "feminine pulchritude."

5. The "edifice" had fallen into "desuetude."

6. The "indolent" youth was "incarcerated" for "vagrancy."

7. The duel was a "sanguinary encounter."

8. It was "difficult" to make him "comprehend."

9. The climate is "salubrious."

10. You will be "compensated" for whatever "services" you "render" us.

11. I shall "endeavor" to "preserve" the "epistle intact."

12. Has there been a "rupture" in his "relations" with his employer?

13. I "anticipate purchasing" a portable typewriter.
14. He didn't know enough to "doff" his hat when he passed a girl.

15. Did you wire him "prior" to last Monday?

16. May I have another piece of that "elegant" cake?

17. Just as Milne began his oration, smoke started pouring from a "conflagration" in the basement of the church.

18. He confessed that cinemas which "terminate" unhappily make him sore.

19. He "essayed" the difficult job with "alacrity."

20. Several of the dudes were hanging over the "enclosure" of the corral watching Manuel bust the broncho.

21. He "subsequently" enlisted his father's aid in "extricating" himself from this scrape.

22. This "inebriated" individual was picked up later by the police.

23. It would be "advantageous" for you to obtain the prescribed volume immediately as the supply may become "exhausted."

24. He paused occasionally in his "analyzation" to inquire whether his audience "comprehended" the "sequence" of his contentions.

25. He was fond of "demonstrating" his "prowess" in sports.
**Structure**

Two versions of the same idea are given. Place the letter of the version you consider the better on the line to the right.

1. a. Joan is just seven years old; her twin, Jimmie, is seven years old also.
b. Joan and her twin, Jimmie, are just seven years old.

2. a. Doing your exercises daily will keep your weight down.
b. By doing your exercises daily your weight will be kept down.

3. a. This is a snapshot of Mary Jean, my best friend.
b. My best friend is Mary Jean, and this is a snapshot of her.

4. a. He made his denial in a clear voice after hesitating a moment.
b. After hesitating a moment, he made his denial in a clear voice.

5. a. The men cut down the tree and one of the crew got hurt when it fell.
b. As the tree was felled, one of the crew got hurt.

6. a. One goes to the library to read, in order to look up reference material, and for talking with one's friends.
b. One goes to the library to read, to look up reference material, and to talk with one's friends.

7. a. The happy man is one who respects himself, who is interested in others, and who keeps his sense of humor all the time.
b. The happy man is one who respects himself, and he is also interested in others, and all the time keeping his sense of humor.

8. a. Falling on the ice yesterday three of her fingers were broken.
b. Falling on the ice yesterday she broke three of her fingers.
9. a. The chorus classes by being too noisy in the halls between periods irritated the faculty.
   b. The faculty was irritated with the chorus classes by being too noisy in the halls between periods.

10. a. When she has that cap on her head she looks like her brother.
    b. With that cap on her head she looks like her brother.

11. a. When he returned from his trip to Mexico he spent several days resting before he went back to school.
    b. On his return from the trip to Mexico he spent several days resting before going back to school.

12. a. As the sun sank in the west, the travelers with all their baggage came into the small city of Danton.
    b. The travelers came into the small city of Danton with all their baggage as the sun sank in the west.

13. a. Young listeners will find the "Nutcracker Suite" pleasingly varied because of the gay, spirited musical capers in it.
    b. Because of the gay, spirited musical capers in it young listeners will find the "Nutcracker Suite" pleasingly varied.

14. a. The historic old manor house still stands at the crossroads surrounded by tall poplar trees.
    b. Surrounded by tall poplar trees the historic old manor house still stands at the crossroads.

15. a. In order to raise funds, the student body voted to sponsor a charity dance.
    b. The student body voted to sponsor a charity dance in order to raise funds.

16. a. The tame doe, appealing with its soft brown eyes for hay, stood behind the fence.
    b. The tame doe stood behind the fence, appealing with its soft brown eyes for hay.
17. a. When Willie came home, he went, as he usually did, to the cookie jar, but he found that it had been placed on the top shelf, where it was out of reach.
   b. Returning home Willie went as usual to the cookie jar but he found it on the top shelf out of reach.

18. a. He had planned the stage set to the last detail. The costumes were made under his direction also. Moreover, the rehearsals were to some extent under his charge.
   b. He had planned the stage set to the last detail, directed the making of the costumes, and to some extent even taken charge of the rehearsals.

19. a. Since correct spelling is as much a matter of seeing clearly as of hearing rightly, it pays to analyze words and to write them many times also.
   b. Correct spelling is as much a matter of seeing clearly as of hearing rightly, and it pays to analyze words and to write them many times also.

20. a. A lot of noise was made in going backstage to speak to one of the cast.
   b. In going backstage to speak to one of the cast, he made a lot of noise.

21. a. The girl asked especially to see the blue dress in the window.
   b. The girl asked especially to see the blue dress which was in the window.

22. a. Called before the judge, she gave a new version of her story.
   b. When called before the judge a new version of her story was heard.

23. a. In summer months families from the city fill the lake resort, but no one lives there in the winter months except a few Indians.
   b. In summer the lake resort is filled with families from the city. But no one lives there in the winter months except a few Indians.
24. a. Many colonists came to America to gain religious freedom.
   b. Many colonists came to America because they wanted to gain religious freedom.

25. a. Sunning itself by the window is a Persian cat said to be worth five thousand dollars.
   b. Sunning itself by the window said to be worth five thousand dollars is a Persian cat.

Organization

These paragraphs are not in correct order. Rearrange sentences correctly and show to the left the order in which these sentences should appear. For example, if sentence (3) should become sentence (1), place the number (1) beside it.

Bobsledding

1. Going a mile a minute in your family automobile cannot be compared with going a mile a minute down a bobsled run.
2. In the first place, you are seated only ten inches above the ground, and no windshields protect you from the rushing wind.
3. Bobsledding is one of the most exciting of all sports.
4. It seems as though your head will surely snap off.
5. You know that if your sled doesn't make that curve you will probably find yourself in a near-by pine tree—or in a near-by hospital.
6. Then, there is always the bad curve just ahead that your sled must be able to make.

Charlie McCarthy

1. He got a friend of his, a wood carver, to make a head for a dummy he planned to use with his tricks of ventriloquism.
2. The head was modeled after the face of a newsboy with bright red hair who lived near Bergen.
3. Charlie McCarthy had been "born."
4. Edgar Bergen paid thirty-five dollars for the job.
5. The beginning of Charlie McCarthy came in Edgar Bergen's high school days.
6. Edgar Bergen found he could do tricks with his voice.
Lie Detector

1. Effort to control tension records itself on the lie detector.
2. In the first place the breathing changes.
3. The lie detector works on the idea that the effort to tell an untruth creates tensions.
4. Effort shows in three ways.
5. A third change appears in the heavy perspiration of the hands.
6. A change in blood circulation is a second sign.

Mickey, The Boston Terrier

1. It was a thoroughbred, and the master said it had a pedigree a yard long.
2. In his arms he held a tiny Boston puppy.
3. It had the sleekest, blackest hide and the softest brown eyes and perky ears.
4. In his mind Mickey (the Boston's name) was a defiler, a usurper, an interloper, and everything in dog language which is uncomplimentary.
5. But none of these good points made any impression upon Tex.
6. Until today he had held the center of the stage, and now to have his place usurped by a funny-looking, little, squint-eyed thing like this:

The Effect of the Gold Rush

1. California was transformed by the gold rush.
2. It is doubtful whether at any time or any place in the world so great a transformation has been wrought in so short a time.
3. English speech replaced the softer-toned Spanish as the language of the country.
4. The gold rush affected nineteenth century living quite as uranium discoveries react on twentieth century living.
5. Herding, and later agriculture and commerce, took the place of mining, since the population soon outgrew the possibility of support by the pursuit of gold alone.
6. Within twenty years the land was changed from an isolated community to a state having close communication with the world.
Trial Test Answers

Vocabulary

1. operator
2. language expert
3. secretary
4. spendthrift
5. hermit

2. 1. straightforward
2. ruddy
3. kindly
4. fiendish
5. haughty

3. 1. hateful
2. brief
3. suitable
4. thoughtless
5. irrelevant

Words Frequently Confused

1. choose
2. preceding
3. compliment
4. quiet
5. principal
6. except
7. counsel
8. creditable
9. immigrants
10. elude

Diction

1. fall
2. (1) ended (2) talk stopped
3. took part or joined in
4. womanly beauty or girlish prettiness
5. (1) building (2) disuse
6. (1) lazy (2) jailed or imprisoned (3) wandering or wayward
7. (1) bloody (2) fight
8. (1) hard (2) understood
9. healthful
10. (1) paid (2) help (3) give
11. (1) try (2) keep (3) letter together
12. (1) a break (2) connection or association
13. (1) look forward to (2) buying
14. take off
15. before
16. delicious or good
17. fire
18. end
19. (1) tried (2) eagerly or eagerlyness
20. fence
21. (1) later (2) getting himself out of
22. drunken
23. (1) to your good (2) run out
24. (1) explanation (2) understood (3) order
25. (1) showing (2) ability
### Structure

<table>
<thead>
<tr>
<th>1. b</th>
<th>10. b</th>
<th>18. b</th>
</tr>
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<tbody>
<tr>
<td>2. a</td>
<td>11. b</td>
<td>19. a</td>
</tr>
<tr>
<td>3. a</td>
<td>12. a</td>
<td>20. b</td>
</tr>
<tr>
<td>4. b</td>
<td>13. b</td>
<td>21. a</td>
</tr>
<tr>
<td>5. b</td>
<td>14. b</td>
<td>22. a</td>
</tr>
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<td>6. b</td>
<td>15. a</td>
<td>23. a</td>
</tr>
<tr>
<td>7. a</td>
<td>16. a</td>
<td>24. b</td>
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<td>8. b</td>
<td>17. b</td>
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### Organization

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<tr>
<th>Bobsledding</th>
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<th>The Lie Detector</th>
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<th>The Gold Rush</th>
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<td>2</td>
<td>4</td>
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An Evaluation Scale for Judging Quality of Vocabulary in Written Composition

Consider \( \frac{4}{4} \) to represent the highest degree of vocabulary quality, \( \frac{1}{4} \) the lowest degree. Part one under each rating will be concerned with over-all effect; part two with the analytical aspect. Write number of paper on scoring form (see page 119) and under vocabulary score write as follows: \( V_4 \) highest, \( V_3 \) good, \( V_2 \) fair, and \( V_1 \) poor.

---

**\( V_4 \).** The writer has a good supply of word choices. The word selections have a nicety and a suitability to purpose. The writer has finesse in employing unusual words or contriving novel meanings from the old.

The writer uses:
- concrete nouns
- forceful verbs
- discriminating modifiers

---

**\( V_3 \).** The writer has a good selection range but shows inclination to use some repetition and commonplace words.

The writer uses:
- concrete nouns
- less forceful verbs
- fewer apt modifiers

---

**\( V_2 \).** The writer reveals a limited vocabulary. He uses the same words repeatedly for lack of words that have exact meanings.

The writer uses:
- nouns that are not specific
- verbs that lack force
- modifiers that are trite

---

**\( V_1 \).** The writer has trouble thinking of appropriate words. He uses ordinary words wrong. He repeats words. The vocabulary is childish and tiresome.

The writer uses:
- the same noun frequently
- verbs that are merely predicate repetitions
- no modifiers or a few over-worked ones

---

N.B.--Samples are attached to facilitate scoring.
An Evaluation Scale for Judging Structural Variety of Sentences in Written Composition

Consider 4 to represent the highest degree of structural variety, 1 the lowest degree. Part one under each rating describes over-all effect. Part two is concerned with the analytical aspect. Write score for structural quality beside vocabulary on scoring sheet as follows: S4 highest, S3 good, S2 fair, and S1 poor.

S4. The writer uses varied construction, including compression or rhythmical balance to achieve effective expression.

These abilities are evident: the ability to use simple sentences effectively with various subject-verb patterns, the ability to use the complex sentence when it suits the purpose of the writer and the ability to use the compound sentence with proper balance.

S3. The writer uses different constructions but reveals less skill in control.

The writer does not utilize fully possible variations from the subject-verb pattern, nor does he employ subordination in all instances where it is desirable. The writer may use compound sentences with total effect paratactic.

S2. The writer seldom varies his pattern.

The writer gives infrequent evidence of possible variations in a simple sentence. He may use complex sentences occasionally. The parts of his compound sentences are loosely related and tend to ramble.

S1. The writer has limited concept of the simple sentence.

The writer uses monotonous subject-verb pattern. He shows no ability to vary the structural organization. The results of his efforts to build complex or compound sentences are poor, even incorrect.

N.B.—Samples are attached to facilitate scoring.
Sample for Evaluation Four

Here we see a thriving war time port in the hot country of Iran where the intense rays of a driving sun beat down and cause temperatures of over one hundred degrees. Along the dockside are anchored two oil tankers for this an oil depot and a cargo ship of the United States merchant fleet flying the American flag. On the other side runs a spur track and both unloaded freight cars and freight oil tankers occupy this run. Activity is everywhere evident. A huge, towering crane is being operated to load enormous, unwieldy crates, dock workers move miniature, modern, bright colored vans, natives in flowing garb stroll about the pier. In the foreground two ferocious looking Sikhs of great stature with their heavy white turbans adding to their height stand guard. Dressed in short khaki uniforms caught at the waist with a wide leather belt for their daggers and guns, they look very formidable. This port might be any one in our own country but the dress of the natives, the appearance of the guards, the palm trees remind us of lands near the equator.

Sample for Evaluation Three

This is a picture of a busy port and a modern port. The ships at the dock, the loading vans, and the railway cars are all built according to the latest and best American design. Two of the vessels look like tankers. The other is a destroyer. An electrically operated crane is loading the brightly painted small trucks. The railway cars on a spur track to one side are sturdy freighters, empty for now, and farther down in a freight tank used to ship oil.

Yet this modern port must be in a far-away land with a very warm climate. A glaring sun is high in the heaven. Palm trees tower above the railway. Two giant Sikhs are on watch. They wear British tropical uniforms. Heavy belts with knives and guns weighting them down are drawn round the waists of these police. They look frightening and cruel. There are natives about in flowing robes. From the appearance of the land and the people this port, although the equipment is the newest, must be a desert outpost.

Sample for Evaluation Two

This shows loading going on at a port. A big crane lifts the cargo from the ship. It will put the big box on one of the little red trucks. There are three of these and there are three boats, too. They look like tankers or a
destroyer, maybe a tramp steamer. There is a railroad in the picture. The cars on the track are empty. Beside the track are palm trees. They rise very high. The people in this picture are dressed strange. They have long robes. In front you see two men with huge turbans on their heads. They dress in white and their clothes are very short. Then they have a belt. And they have a gun and knives. They are police. From the looks of the ground and the clothes on the people this port is in a very hot country.

**Sample for Evaluation One**

The picture is about a port. You can see different things. One thing is the boats at the dock, they are oil tankers. There is a crane going. It is very high and swinging cargo. Another thing is the people. They look strange. Two of them look very bad. They have belts and knives in their belts and guns besides. Their clothes is like short coats. They have turbans on their heads which are very big. They are police in this picture. Something else is the freight train. This has unloaded cars. Palm trees are in the picture and more cars. The colors you see are nice. They make the picture better.
<table>
<thead>
<tr>
<th>Composition Number</th>
<th>Vocabulary</th>
<th>Structure</th>
</tr>
</thead>
</table>

Initials of Scorer _______ Date of Scoring _______

Class _______
An Evaluation Scale for Judging Quality of Vocabulary in Written Composition

Consider 4 to represent the highest degree of vocabulary quality, 1 the lowest degree. Paragraph one under each rating will be concerned with over-all effect; paragraph two with the analytical aspect. Mark paper in upper right hand corner, V₄ highest, V₃ good, V₂ fair, V₁ poor.

4. The writer has a good supply of word choices. The word selections have a nicety and suitability to purpose. The writer has finesse in employing unusual words or contriving novel meanings from the old.

The writer uses: concrete nouns
forceful verbs
discriminating modifiers.

3. The writer has a good selection range but shows inclination to use some repetition and commonplace words.

The writer uses: concrete nouns
less forceful verbs
fewer apt modifiers.

2. The writer reveals a limited vocabulary. He uses the same words repeatedly for lack of words that have exact meanings.

The writer uses: nouns that are not specific verbs that lack force modifiers that are trite.

1. The writer has trouble thinking of appropriate words. He uses ordinary words wrong.

The writer uses: the same noun frequently can not narrow his meaning verbs that are merely predicate repetitions no modifiers or a few over-worked ones
An Evaluation Scale for Judging Structure Variety of Sentences in Written Composition

Consider 4 to represent the highest degree of structure variety, 1 the lowest degree. Paragraph one under each rating describes over-all effect. Paragraph two is concerned with the analytical aspect. Mark paper in upper right hand corner under vocabulary quality S_4 highest, S_3 good, S_2 fair, S_1 poor.

4. The writer uses varied construction. The writer utilizes easy compression or rhythmical balance to achieve effective expression.

The ability to use simple sentences effectively in the following patterns is evident:
   a. simple subject, simple predicate
   b. compound subject, simple predicate
   c. simple subject, compound predicate
   d. compound subject, compound predicate
   e. simple sentence with initial, medial, or terminal participial phrases
   f. simple sentence with the appositive
   g. simple sentence containing the infinitive.

The ability to use the complex sentence when it suits his purpose is evident:
   a. adjective clauses telling kind, telling how many, or pointing out are employed
   b. adverb clauses are used to show time, manner, place, reason, condition
   c. noun clauses are in evidence
   d. and these clauses appear in varied positions in sentence—beginning, middle, and end.

The ability to use the compound sentence with proper balance is evident.
   a. The writer constructs a compound sentence only as thought elements are in close relation.
   b. The writer connects two independent clauses with a conjunction.
   c. The writer connects more than two independent clauses with a conjunction.
   d. The writer employs the semi-colon between clauses.
3. The writer uses different constructions but reveals less skill in control.

The writer does not always recognize variations from subject-verb pattern, nor the benefits of subordination. The writer may use compound sentences with total effect paratactic.

2. The writer seldom varies his pattern.

The writer gives infrequent evidence of possible variations in a simple sentence. He may use complex sentence occasionally. His compound sentences are loosely related, tend to ramble.

1. The writer has limited concept of the simple sentence.

The writer uses monotonous subject-verb, subject-verb development. He makes no attempt to enliven his sentences with modifying phrases or permissible grammatic tricks.
Make a Separate Sheet for Each Grade (Yearly or Half-Yearly)

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<th>30</th>
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Distribution for
"story value"

<table>
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</tr>
<tr>
<td>Story Value Score</td>
</tr>
<tr>
<td>Form Value Errors</td>
</tr>
</tbody>
</table>
Deren the summer I got kicked and sprain my arm. And I was in bed of wheeks And it happening up to Washion Park I was going to catch some fish. And I was so happy when I got the banged of I will nevery try that stunt agoing.

Number of mistakes in spelling, punctuation, and syntax per hundred words, 30.

The other day when I was rideing on our horse the engion was coming and he got frightened so he through me down and I broke my hand.

And the next thing I done was I went to the doctor and he put some bandage on it and he told me to come the next day, so I came the next day and he toke the bandage off and he look at it and then it was better.

Number of mistakes in spelling, punctuation, and syntax per hundred words, 23.

My antie had her barn trow and had all her chickens killed fro happened at twelve oclock at n chickens and one horse the horse over to our house and elaped on th. When we saw him my father too where he slepped the night with our antie told us about the acce sorry the next night all my anties. The storm blow terrible the ne could not go to school so I had whole week.

Number of mistakes in spelling, syntax per hundred words, 17

DIRECTIONS FOR USING THE WILLING SCALE FOR MEASURING WRITTEN COMPOSITION

In using this composition scale, these directions should be followed carefully because the compositions of the scale were written by school children who followed these same directions.

Securing Compositions. 1. The teacher should make certain that all pupils are provided with good pen points and ink, or well-sharpened pencils, if pencils are to be used. Have distributed to each pupil two sheets of theme paper (approximately 8 1/2x11). It is best to use theme paper which has printed at the top the suggested list of topics. If this kind of paper is not used, the teacher must write the following list of topics on the blackboard:

An exciting experience.  
A storm.  
An accident.  
An errand at night.  
A wonderful story  
An unexpected meeting.  
In the woods.

2. The teacher should then say to the pupils: "I want you to write a story. It is to be a story about some exciting experience that you have had, or about something very interesting that has happened to you. If nothing of the sort has ever happened to you, then tell me of an exciting experience someone you know has had. You may even make up a story of this kind, if you have to, though I believe you will do better, on the whole, with a real one. I am going to give you about twenty minutes in which to write. You are to write on both sides of the paper, to do all the work yourselves, and to ask no questions at all after you begin. You may make whatever corrections you wish between the lines. There will be no time to rewrite your story."

3. Allow opportunity for asking questions and make an effort to put the children at ease. Allow full twenty minutes for the actual writing. At the end of this time say to the pupils:

"You are to have made corrections an number at the end of the five minutes, except that of four or five minutes of composition while the standards.

4. In rating the compositions, except those of four or five minutes of composition while the standards.

Rating for "Story" errors of grammar, spelling, punctuation, and syntax per hundred words, 20.
One time mother and father were going to take sister and I for a long ride Thanksgiving. We had to go 60 miles to get there. When sister and I heard about it we were very glad. It was a very cold trip. We four all went in a one seated automobile. Dady drove and mother held me and sister sat on the top. When we got there they had a hot fire ready for us and a goose dinner. We were there over night. In the morning it was hot out. This was on a farm. Sister and I got to go horse-back riding. It was lots of funs. They had children. The children were very nice. Our trip home was very cold. When we got home it had snow.

Number of mistakes in spelling, punctuation, and syntax per hundred words, 14.

One time when mother, some girl friends and myself were staying up in the mountains. An awful storm came up. At the we were way up the mountain. The lightning flashed and the thunder roared. We were very frightened for the cabin we were staying at was at the foot of the mountain. We didn't have our coats with us for it was very warm when we started. There were a few pine trees near us so we ran under them. They didn't do much good for the rain came down in torrents. The rain came down so hard that it uprooted one of the trees. Finely it began to slack a little. So we thought we would try and go back. About half way down the mountain was a little hut. We started and when got about half way down it began to rain all the harder. We didn't know what to do for this time there wasn't any trees to got under. We decided to go on for the nearest shelter was the hut. Finely we got there cold and wet to the skin.

Number of mistakes in spelling, punctuation, and syntax per hundred words, 11.

When I was in school and happen or rather saw our ship plying between Chicago and Muskegon sunk about 7 o'clock in the morning. We were told of the people who were lost. The "Whaleback" steamer had the most cargo and the most people lost. The steamship was wrecked. All of the crew and all of the cargo was lost. Our ship was just one hour late and we found people on the beach. Our captain and some of the crew stayed with the people who were lost. The person who was nearest to the ship was pitiful.

Number of mistakes in spelling, punctuation, and syntax per hundred words.
Near our ranch in Fort Logan there was a chicken ranch. One day my sister and I went up to the chicken ranch on our horses. Coming back there was a road leading from our house to the main road and along this road were half rotted stumps. On every one of these stumps what do you think we saw? We saw snakes! snakes! snakes! I suppose these snakes were shedding their skins, they were of every color, shape, and size. But when sister and I saw these snakes we whipped our horses into a gallop and away we went just as hard as we could go. When we got to the house we went in, and mamma couldn’t get us out of the house that day. I was so scared that I believe I dreamed about snakes for a month.

Number of mistakes in spelling, punctuation, and syntax per hundred words, 5.

The most exciting experience of my life happened when I was five years of age. I was riding my tricycle on the top of our high terrace. Beside the curbing below, stood a vegetable wagon and a horse. Suddenly I got too near the top of the terrace. The front wheel of my tricycle slipped over and down. I went, lickety-split, under the horse standing by the curbing. I had quite a high tricycle and the handlebars scraped the horse’s stomach, making him kick and plunge in a very alarming manner. I was directly under him during this, but finally rolled over out of his way and scrambled up. I looked at my hands! Most of the first finger and part of the thumb of my left hand were missing. The horse had stepped on them. I had endured no sensation of pain before this, but now my mangled hand began to hurt terribly. I was hurried to the hospital and operated on, and now you would hardly notice one of my fingers is missing. I certainly have good cause to congratulate myself on my good fortune in escaping with as little injury to myself as I did, for I might have been terribly mangled in my head or body.

Number of mistakes in spelling, punctuation, and syntax per hundred words, 0.

**STANDARD SCORES**

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<th>75 (Perc.</th>
<th>25 (Perc.</th>
<th>50</th>
<th>75 (Perc.</th>
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<td>2.3</td>
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</table>

(Note: An account of the derivation and the original use of this scale may be found in the English Journal of March, 1918.)

Printed in U.S.A.
Preliminary Evaluation

Samples

Five Scorers
A Saturday Hike

We made plans with our scoutmaster, Paul Mackey, to go on a Saturday hike. We had to bring our own supplies and lunch. I made up a first aid kit which included bandages, a small bottle of peroxide, a large clean hankiechief, and a small bottle of mercalate. For lunch I took eight different kinds of sandwiches, two small cartons of orangeade, two packages of cupcakes, twelve candy bars, one box of cheese tidbits, and $2.00 in case there was a store near-by.

When it came time to pack, my mother thought it would be wise to take along a shirt, a pair of dungarees, rubbers, socks, and a sweater. We had quite a time trying to get it all into my pack.

Our met in Glendale square and tramped ten miles to Breakheart in Lynnfield.

Before I had gone two miles I would have been glad to sell, give, or throw away three-fourths of the things in my pack. The further we went the heavier the pack got.

The most exciting that day was that about one-fourth of all the group was lost. The leader rounded up the rest of the group. Then we went looking for the lost group.

After much excitement they were found.

We had a wonderful day, but I was glad, tired, wet, hungry, and happy, when I reached my home.

Book Review in Letter Form

13 Belmont P. K.
Everett, Massachusetts
November 17, 1954

Dear Leo,

I just got through reading a book called "Fire Fighter". It was written by Mark Boesch. It's an interesting book about forest fighters. I enjoyed it very much.

It tells about a boy who just graduated from high school. His name was Steve. He left his home in the east with his parents' consent. He wanted to make his own way into the world. He went west to Montana. He then learned there was a big fire in the forest, and that they were hiring men to fight it. He went to the office of the Forest Dept. and asked for the job. He got the job even though he did not
have experience in fighting fires. The men who were going
got in the truck and they left for the fire. Soon, after
hours of rough riding, they reached the fire. There were
some men there already. It was too late that evening to
do anything so they started first thing in the morning. Red,
the man in charge, became very friendly with Steve and taught
him what there was to know about putting out forest fires.
It took the crew about four days to put out the fire. Steve
became so interested in this kind of life that he went to a
school of forestry.
I'll be seeing you.

Your buddy,
Anthony Giannantonio

Vocabulary -- 2.8
Structure -- 2.6

Grade -- 9-109
Paper No. -- 35

A Fishing Trip To Gloucester

Last Sunday Dad and I went fishing in Gloucester. We
left at seven-thirty and got down there at eight. It was
the first time we had gone, and my father had told the men
we go with, we would meet them down there.

We rode all over Gloucester looking for them. We went
out on almost every pier.

When we had almost given up, we found out that they were
right around the corner from us. Having found them we went
over to our car for our poles. Then we went over to the
pier where they were. They had a lot of fish, but they were
mostly little ones; however there were some six pounders
there too.

We baited our lines with the shrimp they had bought,
dropped them in. We didn't catch anything for about
one half hour, but then we started to catch them.

The largest one of all caught weighed eight and one
half pounds, and what a fight he put up.

The largest one I caught, was three pounds, and the
largest one my father caught was only two and one quarter
pounds. We all caught a lot of little ones, which we threw
back and the sea gulls would come right down and skoop them
up. One time, two gulls got the same fish and started
fighting over it. Finally they both grabbed half and went
off for more.

We fished for about four hours and then came home with
about twenty polio; eighteen of which were over a pound.
The other two we brought home because they were our first
two. My mother said she would rather have the bait we used
(shrimp) than the fish we caught (polio).
Dear Carol,

This is a letter to tell you about the book I am reading, it is the most interesting one I have read for quite awhile. The title is "Little Women" it was written by Louise May Alcott, she has written many other books, such as, "Little Men" which is an outstanding novel. All of the story has been taken place in England. This book sold so many copies and was appreciated by so many people that the Motion Picture Industry made a movie from it. Most of the story is based on four girls, Meg, Amy, Jo, and Beth. In the story one of the girls cut her beautiful long hair off and tries to sell it to help her family out. This is one story you'll never forget. These are the most interesting girls you'll ever meet. This story teaches us to be courteous and kind to everyone just as the mother did in the story. Won't you read it and write and tell me how you enjoy it.

Sincerely yours,

Lorna

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Dear Rita,

How are you? I hope you are fine.

I have just finished "The Moved-Outers" by Florence Crannell Means. This is the story of Sue O'Hara and her family and the Itos. Before the bombing of Pearl Harbor the O'Haras were considered loyal Americans. After the attack on Pearl Harbor this was all changed because they were Japanese Americans.

Mr. O'Hara was taken in custody by the F. B. I.

Kim, Sue, and Mrs. O'Hara were moved to a re-location camp
at Santa Anita.

Suddenly they are moved to another camp in Colorado, Mr. O'hara is released by the F. B. I., Kim is shot by a misunderstanding American, and their oldest brother Tad is killed while serving in the American Army.

Sue is offered a scholarship to the University of Colorado, but decides to give it to her friend, Tomi Ito, who otherwise will not be able to obtain an education and Sue will work her through college.

Kim and Jiro Ito join the American Army. This proves without a doubt that the O'Haras and Itos are loyal American families.

Love,
Patricia

Vocabulary -- 2.2
Structure -- 2.0

Grade -- 9-212
Paper No. -- 113

A Thrilling Ride

One day last June some other girls and I visited my music teachers summer home in Salisbury Beach. We brought our own lunches and after we ate, we went down to the amusement circle, where there was everything to amuse a person, the ferris wheel, the fun house, the roller coaster, the dodg'e'ms, the whirl away, and countless other amusements.

I decided to go on the roller coaster. "Of all things"? When the roller coaster started, it went uphill slowly. Suddenly, it dashed downhill like a bolt of lightning. I was afraid I was going to fall out. Then it went up the second hill, and down again in a flash. The second hill was worse than the first. When the ride was over, I was so relieved. You can never guess what happened after that ride.

I took another ride.

An Exciting Night

I remember well the night my mother and father went to a Christmas Party and told me that I could mind my brother if I would like to. Of course, I told them I would.

They left at 8:30.

Right after they left, my brother, Charles, woke up and wanted to know what Santa had left him. (He was only four years old then.) I told Charlie that Santa hadn't come yet,
but he didn't want to go back to bed. So I read him a story. He fell asleep at 9:00 o'clock.

Later, about ten o'clock, as I watched a musical comedy, the doorbell rang. I answered it and I got the best "Christmas Surprise" in the world. It was my Uncle Frank, home from Germany. Was I delighted! He had been over seas for about eighteen months.

Uncle Frank picked me up and twirled me around. I was so glad he was home, and I guess he was just as glad to be home.

He always has been my favorite uncle maybe because he has lived with us.

I bet I was the happiest person in the world that Christmas Eve.

Vocabulary -- 2.0  
Structure -- 1.6  
Grade -- 9-212  
Paper No. -- 117

A Shopping Trip

Last year, my girlfriend and I went Christmas shopping in Malden. It was a very cold day, and my father said he would drive us and pick us up, so we wouldn't have to wait for a bus. He let us off in front of the First National, and said he would meet us there in about an hour. We went into one store and we didn't see anything we wanted so we went in another store, and then into another. Finally we got most of our gifts in the first store we went into. I spent all the money I had with me. We then walked around and looked in the store windows. We thought they were beautiful. We then saw my father's car in front of the First National, and we went home. When I got home I went into the bedroom and began wrapping the gifts. I wrapped each one about ten times before I liked it. I finally got them wrapped the way I wanted them, but still some of the bows were crooked. Next Saturday we expect to go in town shopping. The store windows are much more beautiful there. There is also a better choice of stores. I hope I buy some nice gifts and don't have any trouble wrapping them.

Vocabulary -- 1.2  
Structure -- 1.4  
Grade -- 9-212  
Paper No. -- 125

Christmas Shopping

My sister and I went to Boston directly from school,
Monday, December 6, 1954. We were going there to go Christmas shopping with my mother. When we got off of the train we went right to Jordan Marsh, where my mother was waiting for us. We then started our Christmas Shopping.

Everything was beautiful. All the stores had Toy Land and Santa Claus, which was very nice. The Salvation Army was playing music and the children were singing with the music. The stores were lighted up and they had very beautiful display's in the store's window's.

We went to R. H. Whites and my mother bought to boxes of stationary, a pair of leather gloves, and hankerchiefs. We then went into Jordan Marsh and bought stockings, scarf, shirt and pants for our relatives.

It was a terrible, wet, day. It was snowing hard, for it was our first snow storm of the season.

At six o'clock we went in Kreage's to have our supper. There were four boys in the booth behind us. They started to fight across the booth. They spilled three glasses of milk and the pie one was eating. They were kicked out and after we ate it was seven o'clock so we started for home.

Vocabulary -- 2.6  
Structure -- 2.4  
Grade -- 8-104  
Paper No. -- 3  

A Close Call

Last summer our family went to Swampscot for our vacation. We had a small four room cottage.  

It was during the end of the summer when it struck--Hurricane Carol was on its way up the New England coast.  

I awoke that morning fully unaware of what was in store. Through the window in my bedroom I could see leaves flying through the air.

My father went to work as usual and my mother, sister and myself were alone. The whole family was tense as we watched the television reports of Hurricane Carol. Then Channels 7 and 4 went out of commission.

Then a gigantic tree, less than a yard away from our house, while losing branches every second, started to sway. My mother said it was nothing and we ate a bite of lunch.

Meanwhile the hurricane grew worse. The branches of the tree bounced off our roof and onto the ground blocking up the driveway, so tightly, a car couldn't get in or out.

After lunch we saw the tree sway farther and farther toward our house. We all grabbed our coats and hats hoping we could get out of the house in time. We dashed out the front door and into a neighbor's house, where we stayed until the hurricane was over.

When the hurricane was over I returned to the house to
see what had happened. During the hurricane the tree had swayed so much it became uprooted and was ready to crash through our house. Fortunately the house was close enough to the tree so it only leaned on our house.

Vocabulary -- 1.2
Structure -- 1.2

My First Plane Ride

On my first plane ride I was scared. We took off from the Sky-Port on the Merrimac River. It felt nice as we went up the pilot told me to look out the window and watch the tail and flaps worked. I was not as frightened any more. The higher we went the foggy it got.

The pilot said to me "Its getting to foggy to go any higher. Do you want to go down?"

I answered "I dont care," and the funny thing I was not as frightened as I was at first. Soon we where coming down. The pilot glided the sea plane across the water smoothly we glided in to the Sky-Port.

I was back safe and I liked flying I wouldnt be frightened anymore to go flying in any kind of a plane.

Vocabulary -- 1.6
Structure -- 2.2

My Experience In the Little League

One night we were playing the Athletics in a little league game. I was chosen to pitch. The game was scoreless until the third inning when the home run hitter of the Athletics came up to bat. He hit a home run with two men on the bases.

In the last half of the third inning, our team scored four runs to lead in the game. We held the lead until the fifth inning when the Athletics scored two more runs, but we scored two runs in our half of the inning.

They had men on first and third, with two men out, when the home run hitter came up to bat in the sixth inning. I was really worried then. The count was one and two and I threw the ball in the dirt, but the catcher missed it. I ran to the plate and the catcher threw the ball to me while the man on third base tried to score.

I caught the ball and tagged the runner out at the plate. We won the game six to five.
We Help The Jimmy Fund

Last summer some friends and I decided to raise money for the Jimmy Fund. The way we chose was to have weekly dances in a small park near my house. Every child in the neighborhood was invited to come and pay a small admission charge of ten cents.

It was a great success because of the cooperation of the city officials and the neighbors. The mayor gave us a permit and sent the police to block-off the roads. The neighbors supplied the electricity for our phonograph and for the lights. As the summer progressed the fire-men from a nearby station provided, up with lights. My mother and a neighbor chaperoned us. Everyone had a grand time.

At the end of the summer dances we had collected $50.

Our Trip

One day last year our whole family, said, "Let's take a ride to Swampscott and visit Uncle "Richie." We started on our way. After riding one half hour, we finally got there.

To pass time we started to throw rocks in the forest. Anthony said, "Don't throw any near that tree."

I didn't know why he said not to.

Later as we were going into the house, I took one last toss. By coincidence it hit the very tree my brother had spoken about.

I felt a hornet sting me. I knew then why my brother warned me.

I ran fast into the house. Only one stung me, I was so fast.

My Thanksgiving Day

At seven o'clock I got up. My father and I got into my uncle's car and took our turkey down to Piantedosi's Bakery. I was interested in how they roasted the turkeys. There
were dozens of them in the ovens, and I watched them in amazement since I had never seen so many turkeys roasting at once.

We left our turkey there and went to the Everett—Chelsea football game although the weather wasn't too good. I was pleased when Everett won 13--0.

My father and I went back to the bakery to pick up the turkey. We brought it home. The rest of the dinner was already when we got there. My family sat down and ate. Having the turkey roasted at the bakery made preparing the dinner much easier for my mother.

I watched the Detroit Lions Play the Green Bay Packers on the television. After I had eaten supper, I watched television for a while. At ten o'clock I went to bed.

Vocabulary -- 1.4
Structure -- 2.4

Grade -- 8-105
Paper No. -- 52

Our Thanksgiving

It is a family tradition to spend Thanksgiving at Grandmother's. We were all up early. Granpa, my mother's father, Dad and I listened to the Beverly and Salem football game on the radio. Beverly won, but it was a good game.

We went up to Grandmother's about noon. Everyone was hungry and everything smelled so good. Grandpa gave a prayer of Thanksgiving as he has done each year since I can remember.

There were, mashed potatoes, sweet potatoes, turnip, squash, boiled onions, cranberry sauce, and of course the big turkey, which grandfather carried. There were celery, figs, dates, and nice cold cider.

Grandmother had baked apple, mince, and pumpkin pies. Before the day was over, I had tried a piece of each.

I took my sister to the theater in the afternoon while the folks played cards.

We had a light lunch at supper time, watched television from a while, and went home early.

Thanksgiving day is one of my favorite holidays. This year my favorite holiday was as good as ever.

Vocabulary -- 2.2
Structure -- 2.6

Grade -- 8-105
Paper No. -- 52

How My Cat Guarded The Turkey

Thanksgiving morning when I awoke, I found my cat,
Lucky, sitting in front of the refrigerator. I thought she was hungry so I fed her. Even after I fed her she still sat there.

I went to church Thanksgiving morning with my girlfriends, and when I returned home, my mother had put the turkey in the oven and my cat was sitting in front of the stove. She didn't leave the front of the stove until my mother took the turkey out. She then followed my mother and me as we set the table. She seemed to think we had the turkey with us. At dinner time we cut a piece of turkey and gave it to her, the more we gave her, the more she wanted. After dinner we put the turkey away, and my cat went back in front of the refrigerator. She stayed there until it was time to go to bed. She surely guarded the turkey.

Vocabulary -- 2.2  
Structure -- 2.6  
Grade -- 8-105  
Paper No. -- 70

**How I Burned The Biscuits**

My family went to church Thanksgiving at twelve o'clock. I had already gone earlier that morning. My mother had the turkey cooked. She told me to cook the biscuits at 12:30. At that time I put the biscuits in the oven. My mother had told me to leave them in for fifteen minutes. When the biscuits were done, I was busily setting the table. Fifteen minutes later I came in the kitchen. I saw it was one o'clock. I pulled the oven open and the biscuits were burned. When my family came home from church, I told my mother I had burned the biscuits. To my surprise she just laughed. She said, I knew you would burn them. She had bought another package on her way home from church. She cooked them, and we had a very happy Thanksgiving.
Final Evaluation

Samples

Three Scorers

Topic -- A Description of A Slide of the Port of Khorramshahr, Iran
The Port of Khorramshahr, Iran

The picture shows in the foreground two native sentries walking across the port armed with rifles, ammunition and different sorts of arms. They are wearing short brown pants, short sleeved shirts of the same color and large white turbans.

Farther back and to the sides show two port lift trucks going toward a navy boat which is being unloaded.

Helping to unload this boat are native dressed in white sorongs and again with large white turbans, even though from the look of the sun and the dusty ground the day looks hot.

On the dock is also a huge dock crane unloading a large package of something.

Farther to the left is a train puffing either onto or off the docks. It looks to be an old train from the way the cars are shaped. Next to this a small spur train is standing.

To the extreme left are date trees standing in the hot sun.

Then on the extreme right a small barge next to the navy boat seems to be anchored to take on supplies. Near it on the river a small sailboat is riding.

As a whole the picture shows what is probably and everyday scene of activity on that dock in Iran.

The Port of Khorramshahr, Iran

The scene portrayed in the picture is the port of Khorramshahr on the Shatel Arab River during the War. In the foreground you can see two sentries who are heavily armed and despite the exceedingly hot weather their garb is somewhat heavy. The large ship in the picture is one of many ships sent to this port with supplies to carry on the war at the Eastern Front. The crane near the ship is used to lift heavy boxes of food and munitions onto the waiting flat cars where they are shipped to the front. The greatest part of the work, however, is carried on by the native Iranians who are accustomed to the sultry climate. In the background date trees are visible. A somewhat drastic contrast to the machines in the foreground.
The Port of Khorramshahr, Iran

The Port of Khorramshahr is one of the most important ports in the world. This busy port has two spur tracks; one for flat cars and one for tank cars. It is a very large port with many machines such as; cranes, box lifters etc., but a large amount of the work is done by hand. The crane is unloading the huge ship of its larger cargo and the box lifters will probably transport them to flat cars or trucks. It is a large and clean port.

The Port of Khorramshahr, Iran

The ship is either a victory or liberaty ship. Theres two fork trucks. Theres two trains, oil and flat cars. There are date trees. There are two natives with guns and a turban around there head. There is smoke coming out of the Engine. There are big derics to unload the cargo. All the natives are working. The cargo is being unloaded. They are at the dock. There is water. There are tracks. Theres the sky. There is a rope hanging from the deric with a hook on the end. There are two men in the fork trucks. The two natives have ammunition. You can see the sun up in the sky. There is a small sail boat beside the ship. On the ship there is a smoke stack, a mask, a bow, a big cabin, on the mast there are two big poles on the side.

The Port of Khorramshahr, Iran

This is the port of Khorramshaha in Iran there are many ships lined up on the dock. The one nearest us has been landed for a while and almost all the cargo has been taken off. They use modern equipment to remove the cargo from the ships. Both tank and flat types of trains are used. In the distance smoke can be seen rising from the engine of the tank train. Near the trains there is a long row of palm trees. In the water near the ship are many barges waiting to take on cargo from the ship. In the picture there are
many people, dressed mostly in white to protect them from the heat. The temperature sometimes reaches 150°. Two men from India are walking in the foreground. One of them is carrying a gun over his right shoulder. One of the cranes is lifting a large crate. The motor vehicles are run by natives. Cargoes are being unloaded from both sides of the ship. This scene is very important because all the cargoes taken off this ship and many more like it were a great help in getting supplies to the front lines to help us win the war, May 8, 1945.

Vocabulary -- 3.
Structure -- 3.

The Port of Khorramshahr, Iran

This slide is the Port of Khorramshahr and the boats being unloaded. You can see natives at the front of the picture. They are the guards. They are Indians that come from India to guard the ships. You also see a crane which is used for unloading the ships. You will notice as the cargo is being unloaded the ship rises a little farther up in the water. The turbans the natives are wearing are made up from a great amount of cloth and it takes over an hour to make. They wear it even when the weather is quite warm. The trees at the left are called date palm trees. During the journey the ship made up the river the water was 90° and the atmosphere is 150°. As they made the trip they saw many places of interest such as Port Said and the Persian Gulf.

Iraw was one called Mesopotamia and Iran was once called Persia.

Vocabulary -- 2.66
Structure -- 2.

The Port of Khorramshahr, Iran

What this slide means to Me.

There is a big cargo ship just docking at the port. They are unloading the ship and all its cargo. They even have tracks to take the liquid cargo. Everybody seems in a hurry to get some water or their very busy. There are two men there that are from the fiercest tribe in all the world. They carry dagats or any kind of weapon for protection. And they are experts at using any one of the weapons. There is a clear sky with the sun coming out. Even the water is calm. There are palm trees along the waters' edge. Everybody's in
a hurry to unload the ship. There are some sails in the water. Everybody seems tired after such a long trip. Some people are standing watching them unload the ship but others are minding their own business and going wherever they want.

Vocabulary -- 1.66
Structure -- 1.33

The Port of Khorramshahr, Iran

There is a ship in the Port that is being unloaded there are flat cars to put the cargo on and a train to put the liquid goods on. There is also other cars to pick up other things. There are natives there to tell them how to take the goods off. Usually the natives are dressed in rags of a variety of colors. There are very few dressed in white. There is a turban there that has about 500 yards of material and takes him about an hour to do it all. There is about 500 natives there to unload the ships. There are soldiers of the centuries from India. They are known as the fiercest fighters in the world. They have guns on their shoulders and cartridge around them. Some of them carry a variety of daggers around them. So they will be protected at all times. In the background there are date palm trees. The ship is over 500 tons.

Vocabulary -- 2.66
Structure -- 2.66

In the picture I have seen there are some things in it that I haven't known about. The soldiers in this picture are called sikhs and are very odd looking. They wear a white turban wound around their heads. The people in the picture wear odd-looking garments that are white and cover them from head to feet. The odd looking trucks in this picture are used for loading merchandise to the ship. It is very hot and the temperature goes up to 150°.

The palm trees look very odd in this picture. They are standing by fuel tanks on the tracks. Beside the fuel tanks are cars filled with fuel purposes called spur tracks. The people who work on the ships are called in our country coolies. They are Chinese people. The ships in the picture are lined up all along the dock waiting to take the merchandise which is being loaded aboard the ships, to different places.
The Port of Khorramshahr, Iran

In the foreground of the picture are two soldiers, which are commonly called Sikhs. They are supposed to be very fierce soldiers. They carry their rifles slung over their right shoulders, also a set of two cartridge holders, to hold their ammunition. Around their belts are a selection of daggers and other knives. On the right of the picture are big cargo ships sometimes called "liberty" ships. On the left on the spur tracks on which trains for fuel purposes run. In the foreground are crane-like loading cars used to unload the cargo. In the background are people clothed in long white cloaks and turbans. In the summer it gets as hot as 150°.

The Port of Khorramshahr, Iran

In the foreground there are two men called Sikhs. Each of these men have rifles over their shoulders, short white pants and large turbans which have 2 layers of white material, each layer of material being 25 ft. long. There is also an Indian standing behind the soldiers with a long white gown, and he also has a turban.

There are two loading trucks which load cargo onto the trains and ship. There is a large "Liberty" ship at the right and at the left there are two "Spur" tracks which the trains are on.

Also, along the left side of the railroad tracks there is a long line of Palm Trees.

In the background behind the ship there is a large crane which is lifting a heavy cargo.

The Port of Khorramshahr, Iran

Two soldiers are in the foreground. There is a liberty ship which is well known for carrying cargo. The men are known as Sikhs. The indians are called Indian seaks. There is a steamline train going along the railroad tracks. They have rifles which they carry over their shoulders.
are a red and brown loading trucks which are used for carrying loads. The Indians do not have cartridge holders. They usually fight with knives. These Indians are known as the fiercest Indians. The turban is round in 2 layers, it takes quite a while for the men or soldiers to put them on. It takes 50 ft. of cloth and some other materials to make these turbans. The other loading tracks are called spur tracks. The temperature goes up to about 150 degrees. Khorramshahr is an Indian Port where they transport oil is the oil port. The men on the ship working are called Cooleighs. They have on cloaks. A White Cloak is the Native population Kuleighs are what they are known as in the farther east. A ship can carry at least 10,000 loads. There uniforms are very different from ours. One object behind the ship is called a crane.

Vocabulary -- 4
Structure -- 3.66

The Port of Khorramshahr, Iran

This is a picture of a port in Iran called Khorramshahr. This picture is very colorful and exotic. It is very much different from the ports in America. In this picture there is what we call a liberty ship on which different branches of the service sail on. There is also a locomotive that seems to be just leaving the port. There are 2 guards in colorful costume walking around making sure everything is alright. Scattered here and there around
the dock there are different materials from the boat and train. Alongside of the dock there are palm trees which are a vivid shade of green. There appears to be a sailboat coming in just alongside of the ship.

Vocabulary -- 2.66
Structure -- 2.66

**The Port of Khorramshahr, Iran**

As you gaze at the port of Khorramasahr you see natives of Iran unloading three or four liberty ships which are carrying supplies for our allies. There are two spur lines running down the dock. You see some of the native soldiers called sikhs dressed in the tropic uniforms of the British and wearing turbans made of cloth some 50 feet long.

The machinery they are using looks very much like American equipment, and they do not, as you would expect, do most of the work by hand.

There are many beautiful trees lining the harbor and the scenery is most delightful.

Vocabulary -- 1.66
Structure -- 1.33

**The Port of Khorramshahr, Iran**

The ship is at the port and the Sikh are unloading the ship. There are many native around watching. There are two native there which their hats are made of 50 ft of cloth. There are many equipped articles to help the natives unload the ship. On the opposite side of the port is a little railroad. On the east of Iran is India. The ship returned with only damaged articles.
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