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The ability of fifth grade children to discriminate between fact and opinion statement

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BOSTON UNIVERSITY
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Thesis

THE ABILITY OF FIFTH GRADE CHILDREN
TO DISCRIMINATE BETWEEN FACT AND OPINION STATEMENT

Submitted by

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CHAPTER I
THE PROBLEM AND A SUMMARY OF LITERATURE
AND PREVIOUS RESEARCH

A statement of the problem.-- The purpose of this study was to measure the ability of fifth grade children to discriminate between statements of fact and statements of opinion. This discriminatory power is simply one of the phases involved in the complex process of critical reading. DeBoer ^{1/} defines this type of reading as "...selective reading in which the element of acceptance-rejection plays the most prominent part," while Dewey ^{2/} calls it "...the ability to evaluate, to read between the lines, and to understand the significance of what is read." Russell ^{3/} regards it as "...any reading which goes beyond superficial understanding and literal interpretation of the material read." Bond ^{4/} tell us, "Critical reading is the process of evaluating the authenticity and validity of material and of formulating an opinion about it."

^{1/}John J. DeBoer, "Cultivating Powers of Discrimination in Reading," The School Review (January, 1949), 58:29.

^{2/}Joseph C. Dewey, "The Acquisition of Facts as a Measure of Reading Comprehension," Elementary School Journal (January, 1935), 35:346.

^{3/}David H. Russell, Children Learn to Read, Ginn and Company, Boston, 1949, p. 305.

^{4/}Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read, The Macmillan Company, New York, 1950, p. 299.

Whatever the definition, critical reading involves critical thinking to the extent where the terms become almost synonymous. Durrell^{1/} refers to critical thinking as "...another ability beyond simple comprehension."^{2/} He states,

It includes such skills as judging the suitability of material for particular purposes, distinguishing between fact and opinion, evaluating the trustworthiness of a source, discovering evidence of bias or prejudice, and other evaluation skills.

Therefore, this study is an attempt to measure the ability of fifth grade children to differentiate between a statement of fact and opinion.

A review of literature in the field of critical reading.-- Intelligent reading requires the ability to ponder over and to probe into the thoughts and ideas created by the author and transplanted to the mind of the reader. When reading becomes nothing but a mechanical process in which a child simply calls out words, then it cannot be rightfully called reading. Even as a pastime, reading requires thinking. The mere opinion of a child as to whether he likes or dislikes a certain book or story proves he has used the ability to think independently. In the Thirty-Sixth Yearbook of the National Society for the Study of

^{1/}Donald D. Durrell, Development of Comprehension and Interpretation, Forty-Eighth Yearbook of the National Society for the Study of Education, 1949, Part II, University of Chicago Press, Chicago, Illinois, pp. 193-204.

^{2/}Ibid., p. 203.

Education Gray ^{1/} reported,

The Yearbook Committee believes that any conception of reading that fails to include reflection, critical evaluation, and the clarification of meaning is inadequate. It recognizes that this very broad use of the term implies that reading includes much that psychologists and educators have commonly called thinking.

The right to form and hold opinions is an integral part of democracy, as is the right to approve or disapprove, question or sanction what is heard or read. It is the stagnant mind that accepts the will of others without refute. It is against this robot kind of thinking that education must pledge itself in order to preserve the individuality of the common man and to insure the propagation of his American heritage.

The uses of reading, though seldom emphasized, play an important role in the type of thinking that is required. To discuss the many and varied uses of reading in detail would involve a study in itself.

^{2/}
Bond summed them up adequately when he said,

Every literate adult has many purposes in reading. In fact, reading is a part of a great majority of the activities in which he engages--whether it be reading an advertising folder in order to select a furnace, reading the ballot in order to vote according to his wishes, locating and reading informative material in connection with his business, reading a theater program to acquaint himself with the cast of characters, reading a contract before signing it, or reading a novel for recreation.

^{1/}William S. Gray, The Nature and Types of Reading, Thirty-Sixth Yearbook of the National Society for the Study of Education, 1937, Part I, Public School Publishing Company, Bloomington, Illinois, p. 26.

^{2/}Guy L. Bond and Eva Bond, Developmental Reading in High School, The Macmillan Company, New York, 1941, p. 204.

By and large, one of the greatest challenges of the school is to educate and train every child in the classroom. The place they will take as adults in the community cannot be overlooked. As working members of society, they will be constantly faced with problems and situations with which they alone must cope.

The many diverse daily reading activities of the adult must, for the most part, be done independently. The individual who is no longer in school does not have the opportunity to turn to someone else for guidance in reading. The adequacy with which he meets these various reading purposes depends greatly upon the training in reading independence that he had in school.^{1/}

While the average person who leaves school will not necessarily be an avid reader, he will resort to the voluminous supply of newspapers and periodicals to keep himself informed. It is this great use of reading for which he should be carefully guided and instructed. One of the important responsibilities of education is to prepare the student for the day when he will be beyond the protection and guidance of the classroom.

Russell ^{2/} substantiates this statement of responsibility when he states,

One of the important aims of the reading program is to develop persons who can reflect on what they read, interpret the material in the light of their experience and come to some conclusion about the value or use of material. In the modern world, boys and girls will be helped most if teachers pay less attention to reading as a mechanical process and emphasize more its creative aspects.

^{1/}Bond, Developmental Reading in High School, pp. 204-205.

^{2/}Russell, op. cit., p. 306.

Seventeen years ago Gray ^{1/} advised,

During the next decade, teachers should increase their efforts to guide pupils in the deliberate study of the meaning and significance of what they read. Related concepts, experiences, and principles should be recalled and the facts apprehended should be interpreted in the light of them.

In 1948 McKee ^{2/} wrote,

Lack of ability to judge the validity of a given printed statement is widespread among elementary school pupils. In the first place, the great majority of boys and girls believe that any statement appearing in a school book must be true because it is in that book.... They see no difference between a statement of fact and a statement of opinion. They do not know how to try to discover the competency of an author to make valid statements on a given topic. They know little if anything about cross-checking a statement in one book with statements on the same topic in other books. Such inability, of course, places the pupil entirely at the mercy of what the author has to say, of material that is out-of-date, and of misleading propaganda.

One year later, in 1949, DeBoer ^{3/} reported,

Some evidence shows that schools have failed to teach children how to use even the most elementary criteria in reading--those relating to the relevancy or irrelevancy of the material to the readers' problem. Experiments in the field of critical thinking, however, suggest that systematic teaching may substantially increase the efficiency with which readers apply defensible criteria to what they read.

Finally, in 1953, Smith ^{4/} summed up the situation thusly:

1/Gray, op. cit., p. 26.

2/Paul McKee, The Teaching of Reading in the Elementary School, Houghton Mifflin Company, New York, 1948, p. 460.

3/DeBoer, op. cit., p. 31.

4/Nila B. Smith, "Reading in 1953," Education (May, 1953), 73:536-537.

Critical reading is a function which is receiving increasing attention at this time. Emphasis upon this particular type of reading in turn, is the reflection of a need arising from our contemporary life. In this age of high pressure salesmanship through the use of printed material it becomes increasingly urgent to teach children to pass upon the authenticity of statements as they read. They need to consider the reputation of the publication, the background and writing intentions of the author. They need to develop skill in detecting slants and biases in printed material.

While the area of critical reading and thinking is gradually being recognized and included in the reading process, it is often a much-neglected part of the program. There is a great deal of study to be done in this field. According to DeBoer,^{1/} "We cannot be satisfied with a merely negative or skeptical attitude toward the printed page."

Johnson^{2/} writes,

From their first contacts with children, teachers must be thinking of not only readiness for any reading, but also readiness for critical or evaluative reading which leads to improved action on the part of the reader.

Because critical reading is such a highly involved skill, the child who lacks the basic fundamentals of reading cannot be expected to profit to any great extent by any teaching of the subject. To read critically, the student must be equipped with, among other perceptual factors, an excellent background in word recognition and word meaning. Unless the meanings of words can be unlocked, there is little hope of success for the student who is asked to do any type of evaluative reading.

1/DeBoer, op. cit., p. 36.

2/Marjorie S. Johnson, "Readiness for Critical Reading," Education (February, 1953), 73:391.

Russell ^{1/} believes that "...general immaturity of children cannot be overcome by a few devices or methods to encourage critical thinking however clever they may be.critical thinking and creative reading are only begun in the elementary school."

McKee ^{2/} writes, "No one knows just what understanding, skills and attitudes should be taught in the elementary school so that pupils may be able to evaluate material which they have read."

In organizing an outline of instruction, however, McKee starts with the third grade for teaching pupils to evaluate material.

According to much of the literature in the field, critical reading can be successfully taught. There is much evidence to show that critical thinking responds well to teaching. There is still a great deal of incidental teaching going on in the elementary school, awaiting the time when research can provide definite, systematic teaching procedures for critical reading and thinking.

Educators recognize the importance of critical reading and critical thinking. There is little doubt that within the next few years research will further substantiate this attitude. Witty ^{3/} tells us, "...our aim is to develop socially competent young people who read critically, speak clearly, and write intelligibly."

^{1/}Russell, op. cit., p. 321.

^{2/}McKee, op. cit., p. 461.

^{3/}Paul A. Witty, "Reading for Meaning," The English Journal (March, 1938), 27:228.

A summary of previous research in the field of critical reading.--

1/
In 1935 Dewey carried on a study as part of a large investigation at the University of Iowa to determine if persons who are able to get the facts from their reading are able to understand what they read. The results indicated that there is little relation between the ability to secure facts and the ability to do inferential thinking about the same material.

The reason for the difference between the ability to secure facts and the ability to do inferential thinking may be either that the pupils secure the facts and then do not know how to use them or that the pupils' apparent grasp of the facts is only verbalism, that they really do not understand what they glibly express in the written test.2/

3/
Five years later, in 1940, Gans came to similar conclusions in an experiment conducted in grades four through six to determine the ability of children to read critically from a variety of content in a reference-reading situation and to investigate the relationship between this reference-reading and comprehension as measured by standardized reading tests. The results of the study showed little correlation between scores attained on standardized tests and Gans' test of critical reading. The evidence of this study again indicates the need for systematized teaching of critical reading.

1/Dewey, op. cit., 346-348.

2/Ibid., p. 348.

3/Roma Gans, Critical Reading in the Intermediate Grades, Contributions to Education, No. 811, Teachers College, Columbia University, New York, 1940, 135 pp.

Gans ^{1/} stated, "Further investigation in this area is needed for all age groups, because gullibility in reading functioning conjointly with high ability in reading comprehension, is directed toward education."

In 1941 Glaser ^{2/} began an investigation to determine if the ability to think critically could be developed through training. A series of eight lessons was developed. These lessons were tried experimentally with four twelfth-grade English classes, each taught by a different teacher. The results showed that the experimental group benefited by the ten weeks' instruction when both groups were given a battery of tests on critical thinking.

According to Glaser, ^{3/}

The main emphasis in this study was upon the development of teaching procedures and illustrations of learning situations which might be immediately useful to the classroom teacher as an aid in realizing one of the cardinal objectives of education--the development of critical thinking.

A study that had been done at Foreman High School in Chicago was reported by Kay ^{4/} in 1946. In order to get a thorough understanding of the problem of teaching critical reading, a series of teacher-made tests were used diagnostically. A pretest was given on a certain ability

1/Gans, op. cit., p. 119.

2/Edward M. Glaser, An Experiment in the Development of Critical Thinking, Contributions to Education, No. 843, Teachers College, Columbia University, New York, 1941. 212 pp.

3/Ibid., p. 178.

4/Sylvia C. Kay, "Critical Reading: Its Importance and Development," The English Journal (September, 1946), 25:380-385.

after which that ability was taught. The follow-up tests which were given showed conclusively that the students had improved in their ability to do critical reading. The abilities which were taught and tested were:

1. The ability to form one's own conclusion.
2. The ability to discern the author's purpose.
3. The ability to make comparisons of conflicting or correlating ideas by the same author or by different authors.
4. The ability to discover inaccuracies, inconsistencies or omissions of essential information.^{1/}

The relationship between tests of intelligence and tests of critical thinking and of knowledge was investigated by Furst^{2/} in 1948. He based his work upon the hypothesis that "...performance on various specialized tests of critical thinking will become more independent of scholastic aptitude as a result of a relatively prolonged period of instruction in thinking skills."^{3/}

Sixty students from the college of the University of Chicago and a group of 63 students from two public high schools of the same system were given a group of tests which sampled their performance on various objectives involving knowledge, intellectual abilities and intellectual skills. The results indicated that any correlation between tests of critical thinking and tests of scholastic aptitude is too insignificant to warrant the statement that critical thinking appears to be to a

^{1/}Kay, op. cit., p. 380.

^{2/}Edward J. Furst, "Relationship Between Tests of Intelligence and Tests of Critical Thinking and Knowledge," Journal of Educational Research (April, 1950), 43:614-625.

^{3/}Ibid., p. 616.

great extent independent of intelligence.

In 1949 Wells ^{1/} concluded a study to determine how well children in grade five are able to discriminate between statements of fact and statements of opinion. A test of 200 statements was given to 200 children. As a result of her study, Wells concluded that the children could distinguish fairly well between fact and opinion statements. A greater percentage of errors was made on the opinion statements.

Seventy-seven senior college students at the University of California were tested by Buswell ^{2/} to find the relationship between the rate of thinking and the rate of silent reading. In 1951 he reported that while students who are high in rate of thinking are high in rate of comprehension and related perceptual factors, those students who are low read at a rate higher than would be assumed, but at a rate that is closer to their perceptual scores. These results seem to support that often-heard assertion because of continuous pressure from school, persons ranking low in rate of thinking often achieve beyond what one would normally expect from them. The study itself offers no data to either support or refute the suggestion. Buswell feels that the principal contribution of his study lies in the statement that the relationship between rate of thinking and rate of reading is supported only

1/Mary P. Wells, The Evaluation of Fact and Opinion Statements in Grade Five, Unpublished Master's Thesis, Boston University, 1949. 43 pp.

2/G. T. Buswell, "The Relationship Between Rate of Thinking and Rate of Reading," The School Review (September, 1951), 59:339-346.

partially and that there are other factors which were not covered in his investigation that must receive further study.

A summary of the chapter.-- Critical reading is a skill which is constantly receiving more attention. The abilities to formulate opinions, to make sound judgments, to read with discriminatory power, are regarded by modern educators as integral parts of the reading program. Research has proven that students are not adept at critical thinking, nor do they come by it naturally. The skills involved, however, can be successfully taught. The foundation of this complex-type reading can be initiated in the primary grades. The child should be made constantly aware of what he is reading. Mere word-calling defeats the true purpose of reading. Children who are trained to probe, to question, to weigh carefully each statement that they read will carry the skill with them into adult life, thus assuring a nation a population of free-thinking citizens secure against the dangerous powers of indoctrination.

This study is an attempt to test the ability of fifth grade children to discriminate between a statement of fact and a statement of opinion.

CHAPTER II

THE PLAN OF THE STUDY

In order to complete the study, it was necessary to devise an instrument to evaluate the ability of fifth grade children to discriminate between statements of fact and statements of opinion. This was accomplished by:

- A. Building a set of paragraphs and 100 related statements in order to test the ability of fifth grade children to differentiate between statements of fact and statements of opinion, and to compare the results of the test with the following items:
 1. Chronological age
 2. Mental age
 3. Intelligence quotient
 4. Reading achievement.
- B. Making an item analysis in order to determine the discriminative power of the test items, and finding whether more errors were made on the fact statements or the opinion statements.

The construction of materials.-- The first task was to build the paragraphs and related statements. In composing the paragraphs, items were chosen which would be of interest to fifth grade children.

The following titles present an annotative list of the 15 paragraphs:

1. Independence Day Celebration
An account of a Fourth-of-July parade.
2. A Good Deed
A young boy helps an old lady across the street and then learns that she is blind.
3. Monkey on the Loose
A monkey escapes from his cage causing great confusion at the circus.
4. Advertisement
Announcing the arrival of a rodeo at the County Fair Grounds.
5. Boy Scout Hero
A boy scout saves another young boy from drowning.
6. Fire Destroys Building
An account of a fire in a local building.
7. Book Reviews
A review of Alice In Wonderland and Heidi.
8. Book Reivew
A review of Tom Sawyer.
9. Advertisement
An advertisement for a breakfast cereal.
10. City High Beats Dean
An account of a basketball game between two high schools.
11. Pupils Present American Scene
A review of a program presented by an elementary school.
12. Little Dog Lost
A little girl goes to the police station for help in finding her lost dog.
13. The Air Age
An editorial concerning the airplane in the modern world.
14. Children Hear Concert
A report of a children's concert.
15. Advertisement
An advertisement for a summer resort.

Because the authors considered that newspapers and periodicals constitute a great percentage of adult reading and that this type of literature contains a superfluous amount of opinionated statements, the paragraphs were written to emulate journalistic style as closely as possible. For example:

The Y.M.C.A. was the scene of great excitement last night, when City High School played Dean in a thrilling game of basketball. The game, the final of the year for City High, left them with a season score of 12-7. This looks like their poorest record in several years.

Joe White had been scoring high for Dean in the first half. Toward the middle of the second half, he broke his wrist when he was knocked to the floor by one of City High's players. He was replaced by BoBo Bradford.

The team will miss Joe White's fine playing next week when Dean enters the team in the New England Junior College games.

Upon completion of each paragraph or "story," a number of statements were devised which were taken from the paragraph itself or directly concerned it. Although the number and type (fact or opinion) of statements was not predetermined for each paragraph, the ultimate purpose was to construct 50 opinion statements and 50 fact statements, making a total of 100 statements. To accomplish this purpose, the last few paragraphs and statements were meticulously planned. The following list gives the paragraph numbers and the number of fact and opinion statements prepared for each one:

<u>Paragraph Number</u>	<u>Fact</u>	<u>Opinion</u>	<u>Total</u>
1	2	3	5
2	3	2	5
3	2	3	5
4	5	3	8
5	3	2	5
6	3	2	5
7	4	5	9
8	3	3	6
9	5	4	9
10	5	3	8
11	3	4	7
12	3	3	6
13	0	6	6
14	5	3	8
15	4	4	8
	<hr/>		
Totals	50	50	100

The statements were set below the paragraphs. Following each statement were the letters F (Fact) and O (Opinion). The directions specified that the child was to circle the F if he thought the statement was a fact and O if he thought it was an opinion.

A detailed manual of directions was included in the teacher's booklet. This manual fully described the exact procedure which was expected. These explicit instructions helped to unify the presentation to some extent and minimized the possibility of some classes receiving more motivation than others through individual teaching procedures. The test, directions for scoring and administering, may be found in the appendix.

In an attempt to build as accurate a test as possible, three pilot studies were developed.

Pilot Study I.-- As each paragraph was completed, it was presented by the authors to their respective classes. This population comprised 45 children in the fifth and sixth grades. The paragraphs were introduced one by one as part of the reading lessons. The children were directed by their teachers to read the paragraph silently and then to circle the F if they thought the statement was fact and to circle the O if they thought the statement was an opinion.

The next step in the procedure was to check the answers orally. This step gave an insight into the difficulties and ambiguities of each statement and provided an informal item analysis which was valuable in rewriting the paragraphs and statements for the final test. Through informal discussions, unfamiliar concepts, difficult words, and the approximate reading level of each paragraph were discovered. To this extent, the vocabulary was controlled. The vocabulary was not checked against a prepared word list.

When all 15 paragraphs had been tested in this manner and corrections had been made, the test was ready for administering. This first pilot study was conducted from November, 1953 to April, 1954.

Pilot Study II.-- In June, 1954, 50 children in grade six were given mimeographed copies of the critical reading test. Since speed was not a factor, no time limit was set. The time ranged from approximately 20 minutes to 40 minutes to complete the test.

The results of Pilot Study II showed a mean of 84.7. This mean was much higher than had been expected. The test was evidently too

simple for children in the ninth month of the sixth grade. It was assumed that the vocabulary and construction of the sentences were too easy for this group. It may be inferred that the higher the level of reading experiences, the higher the children will perform on a test of discrimination. From the results obtained, it may also be said that the skill of discriminating between fact and opinion statements may not be as difficult as supposed if there are no reading difficulties existing. The more difficult the material, the more discriminatory power needed by the reader.

Pilot Study III.-- In September, 1954 a total of 163 students in grades four, five, and six were tested, with the following results:

<u>Grade</u>	<u>Number</u>	<u>Mean</u>
4	53	57.5
5	49	65.7
6	61	77.3

The results indicated a mean of 57.5 for grade four, 65.7 for grade five, and 77.3 for grade six. It was decided that grade five would be the level used for the final experiment since the mean for that grade showed that the test was neither too simple nor too difficult. The pilot studies were judged upon the basis of the test scores. Although no attempt was made to correlate the scores with any of the factors used in the final experiment, the authors felt that the pilot studies were sufficiently dependable to use as a basis for setting the grade level for the study.

The conduct of the experiment.-- The test was administered to 400 fifth grade children in the elementary schools of two communities in a

New England state. Both communities are in an average socio-economic group. The classrooms presented a normal heterogeneous situation. Information pertinent to the study, such as the intelligent quotient, mental age, reading level, and chronological age, was obtained from cumulative records. Intelligence tests which had been given were the California Test of Mental Maturity, Form S, and the Henmon-Nelson Test of Mental Ability, Form A. Reading tests which had been given were the Stanford Achievement Reading Test, Form J, and the California Reading Test, Form BB (Grades 4, 5, 6).

The Fact and Opinion Test for Grade Five was given during the last week in October. The test booklets were left at the individual schools at the beginning of the week and picked up at the end of the following week. The test required one sitting, but no specific day was set in order that the teachers could incorporate the test into their program at their own convenience. Since it was not a speed test, no time limit was designated. The average pupils took approximately 20 minutes to complete the test, while the slower pupils took as long as 45 minutes.

The tests were corrected and analyzed by the authors. The results are presented in the next chapter.

CHAPTER III
ANALYSIS OF THE DATA

The data were analyzed to discover the ability of 400 fifth grade children to discriminate between fact and opinion statements taken from 15 short stories written in a style similar to newspaper articles.

Comparisons were made between the mean scores of the upper and lower quartiles. The following factors were considered:

1. Chronological age
2. Mental age
3. Intelligence quotient
4. Reading ability.

An item analysis was also made to determine the discriminatory power of each test item.

Table I shows the distribution of the 400 scores on the total test.

TABLE I
DISTRIBUTION OF SCORES ON FACT AND OPINION TEST

Class Interval	Frequency
95-99	4
90-94	33
85-89	44
80-84	51
75-79	35
70-74	42.
65-69	33
60-64	38
55-59	48
50-54	37
45-49	15
40-44	16
35-39	2
30-34	2
	<hr style="width: 50%; margin: auto;"/> 400 N

$$Q_3 = 82.64$$

$$M. = 69.74$$

$$\text{Mdn.} = 70.57$$

$$Q_1 = 57.42$$

The test scores ranged from 32 to 96 with a mean of 69.74.

Table II shows the comparison of chronological and mental age in months for Q_3 and Q_1 .

TABLE II
COMPARISON OF THE CHRONOLOGICAL AGE AND MENTAL AGE
FOR Q_3 AND Q_1

Group	Number	Mean C.A.	S.D.	S.E. _m	Diff. _m	D	C.R.
Q_3	100	124.75	10.8	1.08	8.7	2.01	4.33
Q_1	100	134.45	17.0	1.70			
Group	Number	Mean M.A.	S.D.	S.E. _m	Diff. _m	D	C.R.
Q_3	100	135.34	15.90	1.59	21.84	2.30	9.49
Q_1	100	113.50	15.72	1.57			

The children in Q_3 were younger and brighter than those in Q_1 . The chronological age for Q_3 ranged from 108 months to 173 months with a mean of 125.75 months, while the chronological age for Q_1 ranged from 108 months to 192 months with a mean of 134.45 months. The critical ratio of 4.33 showed the difference to be statistically significant.

The mental age for Q_3 ranged from 102 months to 185 months with a mean of 135.34 months. The mental age for Q_1 ranged from 60 months to 155 months. The critical ratio of 9.49 showed the difference to be statistically significant.

Table III shows the comparison of intelligence quotients for Q_3 and Q_1 .

TABLE III
COMPARISON OF INTELLIGENCE QUOTIENTS FOR Q_3 AND Q_1

Group	Number	Mean	S.D.	S.E. _m	Diff.	S.E. _{Diff.}	C.R.
Q_3	100	99.8	15.6	1.56	12.3	2.19	5.62
Q_1	100	87.5	15.5	1.55			

The mean intelligent quotient for Q_3 was 99.8 compared with 87.5 for Q_1 . The critical ratio of 5.62 showed the difference to be statistically significant.

Table IV shows the comparison of reading achievement for Q_3 and Q_1 .

TABLE IV
COMPARISON OF READING ACHIEVEMENT FOR QUARTILES

Group	Number	Mean	S.D.	S.E. _m	Diff.	S.E. _{Diff.}	C.R.
Q_3	100	5.5	10.9	1.09	14	1.33	10.5
Q_1	100	4.1	7.7	.77			

The mean score for Q_3 was 5.5 compared with 4.1 for Q_1 . The critical ratio of 10.5 showed the difference to be statistically significant in favor of Q_3 .

Table V shows the comparison of the mean scores of Q_3 and Q_1 on the fact and opinion test.

TABLE V
COMPARISON OF Q_3 AND Q_1 ON FACT AND OPINION TEST

Group	Number	Mean	S.D.	S.E. _m	Diff.	S.E. _{Diff.}	C.R.
Q_3	100	88.45	3.71	.371	38.50	.672	57.29
Q_1	100	49.45	5.60	.560			

The mean score for Q_3 was 88.45 compared with 49.45 for Q_1 . The critical ratio of 57.29 showed the difference to be statistically significant in favor of Q_3 .

Table VI shows the item analysis for the fact and opinion test.

TABLE VI
ITEM ANALYSIS

Item Number	Percent of Incorrect Responses		Difference of Percentage	S.E.	C.R.
	High 100 Pupils	Low 100 Pupils			
1	4	11	7	.018	38.88
2	3	61	58	.035	16.57
3	28	74	46	.035	13.14
4.	6	32	26	.031	8.39
5	4	56	52	.035	14.86
6	16	32	16	.026	6.15
7	33	62	29	.032	9.06
8	37	72	35	.034	10.29
9	7	27	20	.028	7.14

(continued on next page)

TABLE VI (continued)

Item Number	Per Cent of Incorrect Responses		Difference of Percentage	S.E.	G.R.
	High 100 Pupils	Low 100 Pupils			
10	5	40	35	.034	10.29
11	15	40	25	.031	8.06
12	64	70	6	.017	35.29
13	61	69	8	.019	42.11
14	57	63	6	.017	35.29
15	13	41	28	.032	8.75
16	3	65	62	.034	18.24
17	0	25	25	.031	8.06
18	2	65	63	.034	18.53
19	1	42	41	.035	11.71
20	5	62	57	.035	13.43
21	1	43	42	.035	12.00
22	2	38	36	.034	10.59
23	1	29	28	.032	8.75
24	12	33	21	.029	6.55
25	3	29	26	.031	8.39
26	11	59	48	.035	13.71
27	5	40	35	.034	10.29
28	29	78	49	.035	14.00
29	1	30	29	.032	9.06
30	28	38	10	.021	4.76
31	25	74	49	.035	14.00
32	10	66	56	.035	16.00
33	1	40	39	.034	11.47
34	18	75	57	.035	13.43
35	20	55	35	.034	10.29
36	20	67	47	.035	13.43
37	10	53	43	.035	12.29
38	5	34	29	.032	9.06
39	4	35	31	.033	9.35
40	5	54	49	.035	14.00
41	3	68	65	.034	19.12
42	1	45	44	.035	12.57
43	9	27	18	.027	6.67
44	23	51	28	.032	8.75
45	15	69	54	.035	15.43
46	2	34	32	.033	9.69
47	4	64	60	.035	17.14
48	0	21	21	.029	6.55
49	0	46	46	.035	13.14
50	11	66	56	.035	16.00

(continued on next page)

TABLE VI (continued)

Item Number	Per Cent of Incorrect Responses		Difference of Percentage	S.E.	C.R.
	High 100 Pupils	Low 100 Pupils			
51	2	44	42	.035	12.00
52	1	37	36	.034	10.59
53	0	33	33	.033	10.00
54	0	34	34	.033	10.35
55	11	52	41	.035	11.71
56	0	42	42	.035	12.00
57	3	32	29	.032	9.06
58	25	76	51	.035	14.57
59	7	49	42	.035	12.00
60	1	31	30	.032	9.38
61	15	60	45	.035	12.86
62	1	45	44	.035	12.57
63	20	41	21	.029	6.55
64	1	39	38	.034	11.18
65	22	67	45	.035	12.86
66	2	22	20	.028	7.14
67	25	64	39	.034	11.47
68	7	67	60	.035	17.14
69	9	71	62	.034	18.24
70	1	33	32	.033	9.69
71	35	66	31	.033	9.35
72	42	67	25	.031	8.06
73	4	33	29	.032	9.06
74	16	56	40	.035	11.43
75	7	65	58	.035	16.57
76	3	53	50	.035	14.29
77	6	43	37	.034	10.88
78	5	49	44	.035	12.57
79	44	63	19	.028	6.79
80	47	63	16	.026	6.15
81	32	67	35	.034	10.29
82	22	66	44	.035	12.57
83	7	61	54	.035	15.43
84	34	61	27	.031	8.71
85	18	73	55	.035	15.71
86	2	41	39	.034	11.47
87	1	44	43	.035	12.29
88	1	62	61	.034	17.94
89	14	71	57	.035	13.43
90	6	51	45	.035	12.86

(concluded on next page)

TABLE VI (concluded)

Item Number	Per Cent of Incorrect Responses		Difference of Percentage	S.E.	C.R.
	High 100 Pupils	Low 100 Pupils			
91	5	59	54	.035	15.43
92	6	43	37	.034	10.88
93	0	69	69	.033	20.91
94	2	60	58	.035	16.57
95	1	51	50	.035	14.29
96	3	40	37	.034	10.88
97	0	60	60	.035	17.14
98	0	48	48	.035	13.71
99	0	60	60	.035	17.14
100	1	43	42	.035	12.00

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to measure the ability of fifth grade children to differentiate between statements of fact and opinion. A test was developed containing 15 paragraphs and 100 items. It was administered to some children in each of grades four, five, and six to determine the readability. The results of this pilot study seemed to indicate the instrument was best suited to grade five. The final test was administered to 400 fifth grade children by the classroom teachers. The results were analyzed and the following conclusions may be drawn:

1. It appears that the fifth grade children tested do have the ability to discriminate between a statement of fact and a statement of opinion. The mean score on the total test was 69.74.
2. Intelligence, chronological age, mental age, and reading achievement all seem to be contributing factors.
 - a. A comparison of quartiles scores of intelligence showed the children in Q_3 were superior to those in Q_1 .
 - b. The mean chronological age for Q_3 was 124.75 months and for Q_1 , 134.45 months.
 - c. The mean mental age for Q_3 was 135.34 months and for Q_1 , 113.50 months.

- d. The difference in the mean scores on reading achievement was statistically significant in favor of Q₃. The critical ratio was 10,5.
3. The item analysis showed all of the items discriminated between the upper and lower quartiles.
4. The split-half coefficient reliability was .99.

Suggestions for further research.--

1. Give the test to fifth grade pupils in other sections of the country.
2. Compare the results of girls with the results of boys on the test.
3. Administer the test on fourth, fifth, and sixth grade children to see if the ability to discriminate between fact and opinion statements persists.

A P P E N D I X

TEACHER'S MANUAL

The purpose of this study is to measure the ability of fifth graders to discriminate between statements of fact and statements of opinion. This is not a speed test; therefore, the time element is not of prime importance. Allow enough time for everyone to complete the fifteen paragraphs. The approximate limits for the test range from 20 to 45 minutes, depending upon the ability of the individual. If it is at all possible, administer the test in the morning. See that the children have two sharpened pencils on their desks.

The authors have attempted to control the vocabulary in order that reading difficulties will not impair the child's performance. To better fulfill the purpose of the study, give any help that is necessary in the pronunciation of unknown and difficult words.

The teacher's cooperation in the administering of this test is gratefully acknowledged.

DIRECTIONS:

1. After the booklets have been passed, have the pupils fill out the information on the front cover according to the specified directions.

2. Then say:

"Turn to page x. Look at number 1. It says, 'A fact is a statement that is true.' For example, Columbus discovered America is a fact because it is a statement that is true. It can not be changed. Now look at number 2. It says, 'An opinion is a statement which may or may not be true, depending upon a person's own feelings, thoughts, or beliefs.' For example, Columbus was the greatest seaman that ever lived is an opinion. It may or may not be true, depending upon how you feel about it."

3. Say:

"Now look at the rest of the directions as I read them to you.

3. The stories you are going to read are like stories that you read in a newspaper. Newspaper stories are made up of facts and opinions of the writers.

4. After you read each story you will find some statements taken from the story. Read each statement and decide whether it is a fact or an opinion.

5. If the statement is a fact, put a circle around the F which follows the statement in this manner: (F).

6. If the statement is an opinion, put a circle around the O in this manner: (O).

4. Say:

"Now read the sample paragraph to yourself as I read it to you.

John Smith and James King of the fifth and sixth grades of the Madison School, Bangor, Maine, will visit the United Nations buildings in New York City next week end. The boys' teacher will go with them.

The trip was a prize for the winners of the best composition on What America Means to Me. Pupils of the fourth, fifth, and sixth grades entered the contest.

The United Nations buildings which the boys and their teachers will visit are the most popular places in New York for visitors. It takes eighty guides to show the people around.

The pupils will report their trip to their classes when they return to school. It surely will be a week end they will not forget.

Look at the first statement.

1. John and James go to Madison School. (F) O
Is that a fact or an opinion?...Right. That statement is a fact. Draw a circle around the F after the statement."

5. Continue the same procedure for statements 2, 3, and 4 of the sample.

2. Pupils of the fourth, fifth, and sixth grades entered the contest. (F) O

3. The United Nations buildings are the most popular places in New York for visitors. F (O)

4. It will be a week end they will not forget. F (O)

6. Now say:

"You are to continue to do the rest of the paragraphs in the booklet just the way we did the sample. Read each paragraph carefully then read the statements below the paragraph and decide if they are facts or opinions. If you have any questions during the test raise your hand and I will try to help you.

7. Collect the booklets.

NAME _____ BOY _____ GIRL _____
 Last First Initial

SCHOOL _____ GRADE _____

AGE _____ WHEN IS YOUR NEXT BIRTHDAY? _____
 Month Day

DATE OF TEST _____
 Month Day Year

Directions:

1. A fact is a statement that is true.
2. An opinion is a statement which may or may not be true depending upon a person's own feelings, thoughts, or beliefs.
3. The stories you are going to read are like stories that you read in a newspaper. Newspaper stories are made up of facts and the opinions of the writers.
4. After you read each story you will find some statements taken from the story. Read each statement and decide whether it is a fact or an opinion.
5. If the statement is a fact, put a circle around the F in this manner: (F)
6. If the statement is an opinion, put a circle around the O in this manner: (O)

Sample:

John Smith and James King of the fifth and sixth grades of the Madison School, Bangor, Maine, will visit the United Nations buildings in New York City next week end. The boys' teachers will go with them.

The trip was a prize for the winners of the best composition on What America Means to Me. Pupils of the fourth, fifth, and sixth grades entered the contest.

The United Nations buildings which the boys and their teachers will visit are the most popular places in New York for visitors. It takes eighty guides to show the people around.

The pupils will report their trip to their classes when they return to school. It surely will be a week end they will not forget.

- | | | |
|---|---|---|
| 1. John and James go to Madison School. | F | O |
| 2. Pupils of the fourth, fifth, and sixth grades entered the contest. | F | O |
| 3. The United Nations buildings are the most popular places in New York for visitors. | F | O |
| 4. It will be a week end they will not forget. | F | O |

INDEPENDENCE DAY CELEBRATION

Rhode Islander's celebrated July 4th with an Independence Day Parade. Seventeen bands from high schools, churches, and other organizations marched down Main Street this morning.

The best feature of the parade was the Marine Band. One hundred and fifty men in full dress uniforms thrilled everyone with their playing and marching.

Before each band came a float. The floats were built by Rhode Island department stores, and each one stood for some great scene in American history. The parade was the most colorful one Rhode Islander's have ever seen.

- | | | |
|--|---|---|
| 1. Rhode Islander's celebrated July 4th with an Independence Day parade. | F | 0 |
| 2. The best feature of the parade was the Marine Band. | F | 0 |
| 3. One hundred and fifty men in full dress uniforms thrilled everyone with their playing and marching. | F | 0 |
| 4. The floats were built by Rhode Island department stores. | F | 0 |
| 5. The parade was the most colorful one Rhode Islander's have ever seen. | F | 0 |

A GOOD DEED

As the clocks of the city struck the noon hour, the people came forth from different buildings. Clerks, telephone operators, bus drivers, workers in clothing stores, furniture stores, and many more people passed along by the thousands. It seemed no one noticed a little old lady who was patiently waiting to cross the street. It was impossible for her to escape the moving crowd. Everyone was hurrying to catch a bus or a subway train.

Suddenly a young boy stopped to help the old lady cross the street. He asked her why she hadn't crossed when the traffic light had turned yellow. "Well, young man," she answered, "you see, the lights can't help me. I am blind." The young boy's hand tightened on hers as he led her to the other side of the street.

- | | | |
|--|---|---|
| 6. As the clocks of the city struck the noon hour, the people came forth from different buildings. | F | 0 |
| 7. It seemed no one noticed a little old lady who was waiting to cross the street. | F | 0 |
| 8. Everyone was hurrying to catch a bus or a subway train. | F | 0 |
| 9. A young boy stopped to help the old lady cross the street. | F | 0 |
| 10. The old lady was blind. | F | 0 |

MONKEY ON THE LOOSE

A monkey escaped from his cage this afternoon at the Bailey Brothers Circus. The Four Daring Horsemen were about to begin their act when suddenly the audience broke into laughter. The performers did not know what had happened. The audience did not seem to be paying any attention to them. Instead, they were watching a small monkey who was jumping around in the stands.

Circus attendants tried to catch him, but it was impossible. When he stole a woman's hat and put it on his own head, the audience went wild. The show was unable to go on.

After about twenty minutes, two clowns cornered him between the band stand and the side of the tent. Finally they managed to catch him by throwing a sack over him. No one seems to know how he got out, except the monkey, and he wouldn't tell!

- | | | |
|--|---|---|
| 11. The Four Daring Horsemen were about to begin their act when suddenly the audience broke into laughter. | F | 0 |
| 12. The performers did not know what had happened. | F | 0 |
| 13. Circus attendants tried to catch him, but it was impossible. | F | 0 |
| 14. When he stole a woman's hat and put it on his own head, the audience went wild. | F | 0 |
| 15. Finally they managed to catch him by throwing a sack over him. | F | 0 |

THE WORLD'S GREATEST
 R O D E O
 APRIL 12 13 14
 SATURDAY SUNDAY MONDAY
 COUNTY FAIR GROUNDS
 2:30 P.M. 8:15 P.M.
 Tickets
 \$1.20 \$1.70 \$2.00

EVERY ACT WILL THRILL YOU!

50 PERFORMERS 50

The Greatest Riders of the
 West will face daring dangers as
 they ride 25 of the wildest horses in
 the country.

- | | | |
|---|---|---|
| 16. This is the world's greatest rodeo. | F | 0 |
| 17. The rodeo will be held on April 12, 13, 14. | F | 0 |
| 18. Every act will thrill you. | F | 0 |
| 19. The rodeo will be held at the County Fair Grounds. | F | 0 |
| 20. The greatest riders of the west will thrill you as they ride 25 of the wildest horses in the country. | F | 0 |
| 21. 50 performers will take part. | F | 0 |
| 22. Tickets will cost \$1.20 to \$2.00. | F | 0 |
| 23. The rodeo will take place at 2:30 P.M. and 8:15 P.M. | F | 0 |

BOY SCOUT HERO

A 13-year-old boy scout became a hero yesterday when he saved 6-year-old James Lord from drowning.

Donald Quinn of Troop 126 told reporters he was fishing at Lake Royal when he heard cries of "HELP" from someone in the middle of the water. Throwing his fishing pole aside, Donald plunged into the lake and swam to the drowning boy.

"Just as I got to him he went under," said Donald. "I went down after him. I guess he didn't know what he was doing. He tried to fight me. I managed to get him ashore without too much trouble, though."

After giving James first aid, Donald stopped a passing car. The driver took the boys to the General Hospital. The doctors said that if it had not been for Donald's first aid the boy might have died. Donald was proud to say that he owes his fine training to the Boy Scouts of America.

- | | | |
|---|---|---|
| 24. Donald Quinn told reporters he heard cries of "HELP" coming from the middle of the water. | F | 0 |
| 25. Donald swam to the drowning boy. | F | 0 |
| 26. "I guess he didn't know what he was doing. | F | 0 |
| 27. After giving James first aid, Donald stopped a passing car. | F | 0 |
| 28. If it had not been for Donald's first aid the boy might have died. | F | 0 |

FIRE DESTROYS BUILDING

At four o'clock this morning, firemen at Station 602 were called to 577 Chestnut Street where a fire raged through a two-story building. The building, owned by R. P. Stone of 327 Orchard Drive, housed a hardware store on the first floor and several offices on the second floor.

About 3:50 a.m., the watchman of the building, John Green, discovered smoke coming from the basement floor. He rang the fire alarm and then rushed to the basement to try to keep the fire from spreading, but it had already reached the stairway.

In a few minutes, the flames traveled up the walls to the second floor. By the time the firemen arrived, the building was in flames. The damage caused by the fire may amount to \$90,000. Fire Chief Smith told a reporter that the fire may have been caused by hot ashes which were usually thrown in a barrel close to the wooden stairs.

Robert Kelly, one of the firemen, broke his arm when he slipped on the wet sidewalk. No other injuries were reported.

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|---|---|---|
| 29. The building was owned by R. P. Stone. | F | 0 |
| 30. The watchman was unable to stop the fire from spreading. | F | 0 |
| 31. The damage caused by the fire may amount to \$90,000. | F | 0 |
| 32. The fire may have been caused by hot ashes kept in a barrel near the wooden stairs. | F | 0 |
| 33. Robert Kelly was injured. | F | 0 |

BOOK REVIEWS

Alice in Wonderland by Lewis Carroll has long been a favorite with persons of all ages. If you don't believe rabbit holes are magic, just ask Alice. No witch's brew could ever do all of the things that happened to Alice the day she followed the white rabbit into his hole.

If you like sensible books, you won't enjoy Alice in Wonderland. You will laugh at the humorous talk of Alice, the March Hare, and the Mad Hatter. The poems "The Lobster Quadrille" and "The White Knight's Tale," are from this book.

- | | | |
|--|---|---|
| 34. <u>Alice in Wonderland</u> by Lewis Carroll has long been a favorite with persons of all ages. | F | 0 |
| 35. If you like sensible books you won't enjoy <u>Alice in Wonderland</u> . | F | 0 |
| 36. You will laugh at the humorous talk of Alice, the March Hare, and the Mad Hatter. | F | 0 |
| 37. The "Lobster Quadrille" and "The White Knight's Tale" are poems. | F | 0 |

Heidi by Johanna Spyri takes place in the Swiss Alps. It is the story of a little girl and her grandfather. You can taste the brown bread and the golden cheese. You can see the sunset on the snow-capped Alps. Everything seems real as you read about this little Swiss girl and the many things that happen to her.

Johanna Spyri also wrote another book about the adventures of Heidi called Heidi Grows Up.

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|--|---|---|
| 38. <u>Heidi</u> by Johanna Spyri takes place in the Swiss Alps. | F | 0 |
| 39. It is the story of a little girl and her grandfather. | F | 0 |
| 40. You can taste the brown bread and the golden cheese. | F | 0 |
| 41. Everything seems real as you read about this little girl. | F | 0 |
| 42. Johanna Spyri also wrote <u>Heidi Grows Up</u> . | F | 0 |

BOOK REVIEWS

The Adventures of Tom Sawyer is a wonderful book for both boys and girls. It tells the story of young Tom and his friends and the many exciting adventures they have.

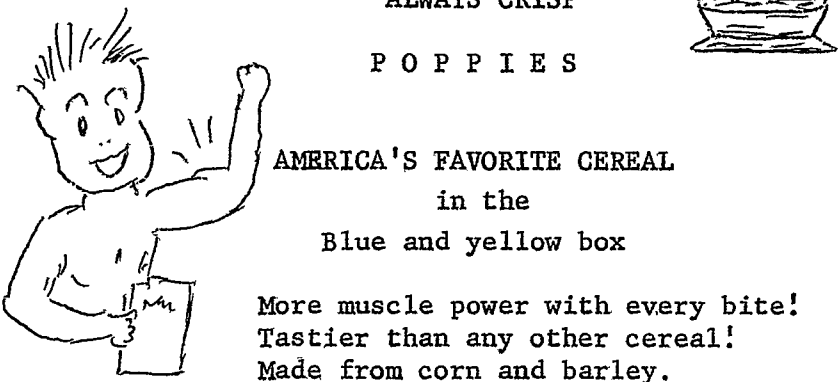
The whole town thought Tom and Becky were lost forever. How they wandered through a cave five miles long is one of the most exciting parts of this book. One of the chapters tells how Tom got his friends to whitewash the fence for him. The way in which he did it makes this chapter one of the funniest.

Some of the other persons in the story are Huck Finn, Injun Joe, Aunt Polly, and a band of bold pirates. Mark Twain, who wrote the book, is considered one of America's greatest authors.

- | | | |
|---|---|---|
| 43. The book tells the story of young Tom and his friends and the many exciting adventures they have. | F | 0 |
| 44. The whole town thought Tom and Becky were lost forever. | F | 0 |
| 45. How they wandered through a cave five miles long is one of the most exciting parts of this book. | F | 0 |
| 46. One of the chapters tells how Tom got his friends to whitewash the fence. | F | 0 |
| 47. The way in which he did it makes this chapter one of the funniest. | F | 0 |
| 48. The book was written by Mark Twain. | F | 0 |

ALWAYS CRISP

P O P P I E S



AMERICA'S FAVORITE CEREAL
in the
Blue and yellow box

More muscle power with every bite!
Tastier than any other cereal!
Made from corn and barley.

Only 33¢ a box....42¢ for the
GIANT SIZE
Made by the Sun Cereal Co.

- | | | |
|--|---|---|
| 49. Poppies is America's favorite cereal. | F | 0 |
| 50. Poppies give more muscle power with every bite. | F | 0 |
| 51. Poppies are made from corn and barley. | F | 0 |
| 52. Poppies come in a blue and yellow box. | F | 0 |
| 53. Poppies cost 33¢ a box. | F | 0 |
| 54. The giant size costs 42¢. | F | 0 |
| 55. Poppies cost so much because they are always
crisp. | F | 0 |
| 56. Poppies are tastier than any other cereal. | F | 0 |
| 57. Poppies are made by the Sun Cereal Co. | F | 0 |

CITY HIGH BEATS DEAN

The Y.M.C.A. was the scene of great excitement last night, when City High School played Dean in a thrilling game of basketball. The game, the final of the year for City High, left them with a season score of 12-7. This looks like their poorest record in several years.

Joe White had been scoring high for Dean in the first half. Toward the middle of the second half, he broke his wrist when he was knocked to the floor by one of City High's players. He was replaced by BoBo Bradford.

The team will miss Joe White's fine playing next week when Dean enters the team in the New England Junior College games.

- | | | |
|--|---|---|
| 58. The Y.M.C.A. was the scene of great excitement last night, when City High School played Dean High in a thrilling game of basketball. | F | 0 |
| 59. The game was the final game of the year for City High School. | F | 0 |
| 60. The season score for City High was 12-7. | F | 0 |
| 61. This looks like their poorest record in many years. | F | 0 |
| 62. White was knocked to the floor by one of City High's players. | F | 0 |
| 63. Joe White had been scoring high for Dean during the first half. | F | 0 |
| 64. Joe White was replaced by BoBo Bradford. | F | 0 |
| 65. The team will miss Joe White's fine playing. | F | 0 |

PUPILS PRESENT AMERICAN SCENE

The story of America was presented in song and dance by pupils of Public School 27 last night in a musical program.

The show was called the American Scene. It was performed with all the zip of a real New York show. Through songs, skits, and dances, the program told the story of America from the days of the Revolutionary War right up to the present time.

One of the most laughable acts was that of a comedy number called "Breaking in a Horse." The act which the audience seemed to like the best was a scene from the life of Tom Sawyer.

Another group, dressed in the clothes of the 1920's, danced the Charleston. A 12-foot map of the United States, painted by the children, made a perfect background for the show.

About 200 people were in the audience.

- | | | |
|--|---|---|
| 66. The show was called the <u>American Scene</u> . | F | 0 |
| 67. It was performed with all the zip of a real New York show. | F | 0 |
| 68. One of the most laughable acts was that of a comedy number called "Breaking in a Horse." | F | 0 |
| 69. The act the audience seemed to like best was a scene from the life of Tom Sawyer. | F | 0 |
| 70. Another group dressed in the clothes of the 1920's danced the Charleston. | F | 0 |
| 71. A 12-foot map of the United States made a perfect background for the show. | F | 0 |
| 72. About 200 people were in the audience. | F | 0 |

LITTLE DOG LOST

A story with a tearful beginning ended with a happy ending today when a little girl and her dog were brought together again.

It all began at ten o'clock this morning. Seven-year-old Sherry Twain of 240 Park Street walked into the city police station and tearfully told the desk sergeant that her dog, Sudsy, had not come home since early the night before.

"I've looked all over the neighborhood," Sherry explained, "but I can't find him anywhere. I know something must have happened to him."

After drying away her tears, Sergeant Woods asked her what the dog looked like.

"Oh, you can't miss him," said Sherry. "He's about a foot high. He's all white and fluffy. That's why I call him Sudsy. Sudsy's the most beautiful dog in the world and the smartest, too."

The sergeant had Patrolman Patterson take Sherry to the dog pound, but Sudsy wasn't there. A trip around the neighborhood in a police car did not help either. Sudsy couldn't be found. Patterson started to drive the sad little girl home. Suddenly he stopped the car.

"Isn't that Sudsy over there?" he asked.

"No," replied Sherry. "Sudsy is white, not black."

Patrolman Patterson got out of the car, however. In a few minutes he was back again with a dog under his arm.

"I think after a good bath you'll find this is your Sudsy," he told Sherry.

"It is Sudsy," she cried joyfully.

The patrolman drove them home. After a good bath, Sudsy was as good as new again.

- | | | |
|---|---|---|
| 73. Sherry was seven years old. | F | 0 |
| 74. "I know something must have happened to him." | F | 0 |
| 75. "Oh, you can't miss him." | F | 0 |
| 76. "Sudsy's the most beautiful dog in the world, and the smartest, too." | F | 0 |
| 77. Sudsy wasn't at the dog pound. | F | 0 |
| 78. The desk sergeant was named Woods. | F | 0 |

THE AIR AGE

Wilbur and Orville Wright would not believe their eyes if they could see a jet plane zoom across the sky. In 1903, when they flew the first engine-driven airplane, they never dreamed that one day men would be flying faster than the speed of sound.

Sound travels about 750 miles an hour. It takes a certain time for sound to reach our ears. That is why you sometimes see a flash of lightning before you hear the clap of the thunder or see the batter hit the ball before you hear the crack of the bat when it meets the ball. For the same reason, that is why you sometimes hear a jet, but when you look for it, it has gone.

In 1903, men would have thought it impossible that airplanes would ever fly faster than sound. Some men believed a plane would go to pieces if it flew that fast. We know they were wrong. The F-100 is said to be the fastest plane in the skies today.

More and more uses are being found for the airplane. It has become our most useful servant. It won't be long before people are driving their own planes instead of their automobiles.

- | | | |
|--|---|---|
| 79. The Wright brothers never dreamed that one day men would be flying faster than the speed of sound. | F | 0 |
| 80. Sound travels about 750 miles an hour. | F | 0 |
| 81. Some men believed a plane would go to pieces if it flew faster than the speed of sound. | F | 0 |
| 82. The F-100 is the fastest plane in the skies today. | F | 0 |
| 83. It won't be long before people are driving their own planes instead of their automobiles. | F | 0 |
| 84. The airplane has become our most useful servant. | F | 0 |

CHILDREN HEAR CONCERT

Over 500 students and teachers of the Jefferson City schools were thrilled yesterday afternoon by the Jefferson City Concert Orchestra.

At 2:30 p.m., the hour and a half program began. As the last person was seated, a hush fell over the high school auditorium. Arthur Roth, the conductor, lifted his baton and suddenly the hall was filled with the sparkling music of a Sousa march. The program also included music by Liszt, Brahms, Chopin, and Grieg. The selection which seemed to be the favorite of the children was "In the Hall of the Mountain King" from the Peer Gynt Suite by Grieg. This number with its crashing ending brought the concert to a close.

The Jefferson City Concert Orchestra is made up of 75 men and women who like to play music in their spare time. For the past three years, the orchestra has presented concerts for the children of the city schools. Next year the orchestra plans to give concerts for children in the other cities of the state.

Arthur Roth, who has been conductor of the orchestra for five years, is one of the best musicians in New England. He studied both in this country and in Milan, Italy.

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| 85. Over 500 students and teachers of the Jefferson City Schools were thrilled yesterday afternoon by the Jefferson City Concert Orchestra. | F | 0 |
| 86. At 2:30 p.m., the hour and a half program began. | F | 0 |
| 87. Arthur Roth was the conductor. | F | 0 |
| 88. The program also included music by Liszt, Brahms, Chopin, and Grieg. | F | 0 |
| 89. The selection which seemed to be the favorite of the children was "In the Hall of the Mountain King." | F | 0 |
| 90. The Jefferson City Concert Orchestra is made up of 75 men and women. | F | 0 |
| 91. Arthur Roth is one of the best musicians in New England. | F | 0 |
| 92. He studied both in this country and in Milan, Italy. | F | 0 |

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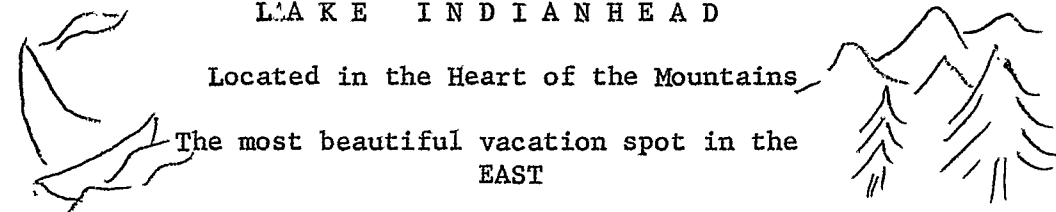
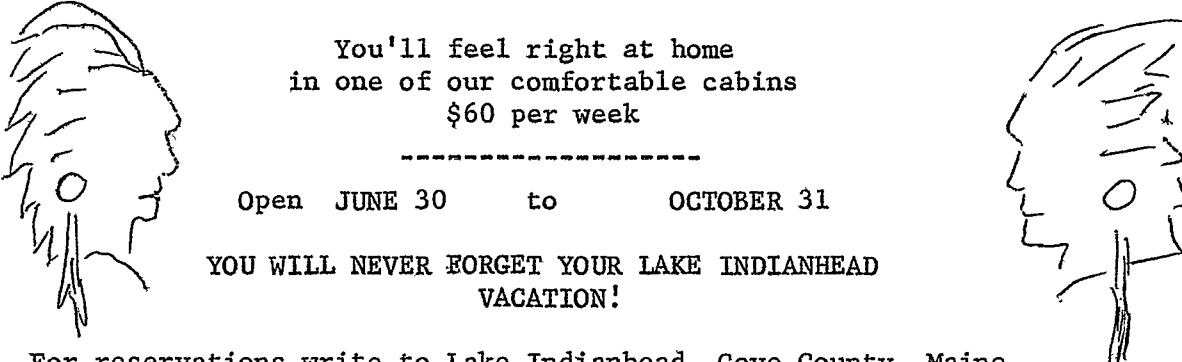
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| 98. The cabins cost \$60. per week. | F | 0 |
| 99. You will never forget your Lake Indianhead vacation. | F | 0 |
| 100. Lake Indianhead is open from June 30 to October 31. | F | 0 |

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