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Exercises to develop reading organization in grade five

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Service Paper

EXERCISES TO DEVELOP READING ORGANIZATION IN GRADE FIVE

Submitted by

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In partial fulfillment of requirements for the degree of Master of Education

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INTRODUCTION TO THE STUDY

CHAPTER I

INTRODUCTION TO THE STUDY

In the business, labor, social, and entertainment world of today, a great deal is heard about organizing and organization. This even extends to the world of international politics, trade, and force. If organizing or organization is of such paramount importance in the life around us, it seemed to the writer that in some way this issue could be adapted to a varying degree to the all important subject of reading, and, in particular, to the learning ability of children of Grade Five.

Because the reading and social studies program require comprehension and understanding, the learning of factual material, the evaluation of content matter and critical comparisons of present and past events, it seemed that the techniques of organization skills could best be taught in Grade Five. If these basic skills could be simplified and made available to children of intermediate grades, then the heavy program could be made lighter and rapid and more learning take place.

Since the fundamental techniques of organization, carefully planned and well-thought out, are to be the permanent foundation for all future learning, it seemed that Grade Five was a good place in which to begin the actual teaching of these skills. If greater and more adequate learning would result from a highly intensified organization program, then would children enjoy their school life better and

burdensome tasks made easier.

The basic techniques of organization will be the correlating force for the skills of Thorough-type reading and Skimming, and, consequently, must be the motivating tools to fundamental learning and retention. With these things in mind, the writer believed that the basic skills of organization could well be started in the Fifth Grade and, subsequently carried on through the grades serving as a permanent foundation for all future learning through the medium of these techniques.

THE PROBLEM

Statement of the problem. A Workbook of Exercises to Develop Reading Organization in Grade Five is the title of this study. The significance underlying it purports to give children the necessary basic techniques with which to study reading and the content subjects. It is constructed to include exercises on specific basic skills in organization for the purpose of gaining knowledge in these fundamental techniques of study.

Since the organizational skills are of prime importance in the learning process, particular emphasis has been placed on the types of basic skills that have been selected.

At the outset it may be well to define the meaning of organization as it is interpolated in this study. Organizational skills include the selecting of central or main ideas with supporting minor points to explain them, the grouping of ideas in proper sequence and order, the naming and identification of titles and headlines, the re-

cognition of topic sentences, following directions, and the use of the dictionary both for alphabetizing and finding words when the guide-words are listed. An informal test consisting of exercises will be given before starting the Workbook Exercises and after completing them. Thus improvement or regression will be noted from a comparison of the initial and final tests. This comparison will give tangible proof from the results obtained if the drill period of five weeks with a week for administering the informal test given one class of fifth graders provided sufficient practices in the basic skills of organization as used in this study.

An important point to be emphasized here is the preparation of a Workbook of Exercises based on organizational techniques suitable for children of Grade Five and not the construction of a test.

Justification of the problem. Since the study skills of outlining, reading for main thoughts, the making of topical sentences, summaries, and the reading for central ideas and supporting related ideas are little stressed below Grade Five, and since these major Skills are to be the permanent foundation on which all future learning is to take root, it seemed to the writer that a good place to begin the actual teaching of these basic study skills should be in Grade Five. Writers are agreed that the heavy program in our social studies curriculum demands a thorough knowledge of our organization techniques. A well-planned program, simple and clearly defined in the basic teaching of these skills is the necessary adjunct to the heavy program in the social studies curriculum.

Again, basic organization skills are needed to a lesser degree

in the appreciation program because any reading, whether narrative, biographical, fictional, or poetical lends itself to the basic skills of central ideas and related supporting ideas and used in associational learning in subsequent thought and actual conversation.

Because the study skills of organization are so vital to almost all learning, these basic techniques should be included in the regular teaching program especially in Grade Five and above.

Organization skills are extremely important because with children of Grade Five a felt need to converse, to talk in logical sequence about characters in books, to give reports and summaries on the life and explorations of great men in history, reports of visits from geographical references are a part of the language arts program vitally necessary in a well-defined curriculum. It is only through the teaching of these basic study skills of organization that growth in learning techniques takes place.

CHAPTER II

REVIEW OF RESEARCH

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REVIEW OF RESEARCH

More and more leaders in the field of reading are stressing the need for organizational skills as part of the reading program. Greater emphases are placed on their importance as the findings of research are unfolded. Writers of textbooks for elementary grades are becoming more cognizant of their value and need in the basic training of children in the intermediate grades.

Research has found that the skills in organization have a permanent place in the curriculum from the elementary grades through the college course. In connection with this Bobbitt[1] says,

> "Education is growth of powers by means of exercise of function. For growth, the readings should provide abundance of exercise, and continuing exercise. It should provide for growth through the years of growth, and for maintenance through the years of maintenance."

On this same theme Smith[2] states, "Growth in thinking is growth in the process of ordering, relating, and interpreting experiences." She continues, "In the middle and upper grades pupils learn to combine ideas from several sources and to clarify the relationship of each to the topic as a whole by means of main and subordinate headings in the outline."

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1. Franklin Bobbitt, How to Make a Curriculum, Houghton Mifflin Co., Boston, 1924. pp 55-56

2. Dora V. Smith, "Teaching Language in the Elementary School", Forty-Third Yearbook of the National Society for the Study of Education, 1944. pp. 59-62 Part II.

Since organization is so closely allied to thinking and interpreting, Reed[3] says of this concept, "It is the relation of purpose, meaningful experience, or desired result." Along these same lines, Gray, Monroe, and Arbuthnot[4] claim that "Interpretation is a unitary process. It involves comprehending accurately the thought represented by the words on the printed page; reflecting on the essential facts and ideas presented, evaluating them critically, and discovering relationships between them..." This evidence shows that interpretation is a definite part of organization.

Because these skills are of great need in the reading program, Stone[5] says, "In the reading instruction there should be exercises in outlining, and selecting the central thought, leading ideas, key sentences, appropriate topical headings for paragraphs or divisions, and significant or climax paragraphs or chapters." He continues,

> "Pupils should be taught the organization of material in newspapers. Their attention should be called to the division into sections, such as news, sports, editorials, etc. In a newspaper story the heavy black print is a headline. Below the headline is given a brief summary called the lead. Sub-titles are scattered throughout an article to serve as guide-posts, or to bring out exciting things in the story." [6]

Since the need for instruction in organizational skills is def-

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3. Homer B. Reed, Psychology of Elementary Schools Subjects, Ginn and Co., p. 5.

4. William S. Gray, Marion Monroe, Mary Hill Arbuthnot, Guidebook for Days and Deeds, Scott, Foresman & Co., Chicago, 1943. p. 22

5. Clarence B. Stone, Silent and Oral Reading, Houghton Mifflin Co., Boston, 1922. p. 184

6. Ibid., p. 191

initely apparent, Durrell[7] has given five techniques for developing skill in Thorough Reading. He states,

> "The pupil in thorough reading follows the material closely in order to provide the basis for a complete oral or written account, to give a brief summary of the major and minor parts, to answer detailed questions, to follow directions exactly, or in general, to master the ideas presented."[8]

He emphasizes the importance of Skimming as a study skill and has listed five steps underlying it. He continues,

> "Skimming is adapted to locating desired information quickly, selecting or discarding material related to specific topics noting general organization of ideas, refreshing the memory as to materials previously read, and other activities requiring rapid reading."[9]

Stating the purpose of these techniques Betts[10] says, "Reading for meaning should be stressed throughout the reading program and instruction on specific reading skills, information, and attitudes should be definitely planned for all age levels. Systematic instruction is essential to efficient learning."

Because the study skills of organization are vital to the learning process, Barton[11] concluded that "Pupils learned more facts if they were taught to systematically and thoughtfully outline the subject

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7. Donald D. Durrell, Improvement of Basic Reading Abilities, World Book Co., Yonkers-on Hudson, N. Y., 1940. p. 234

8. Ibid., p. 231

9. Loc. cit.

10. Emmett Albert Betts, The Prevention and Correction of Reading Difficulties, Row, Peterson and Co., Evanston, Ill., 1936. pp. 46-47

11. William A. Barton, "Outlining as a Study Procedure", Teachers College, Columbia University, Contributions to Education, No. 556, p. 411

matter for study" while Briggs[12] reports, "We ought to train children to have the habit of organizing facts worth retaining. A summary is a good thing and an organized topical outline is a good way to organize facts."

Regarding the methods used in organizational skills Goodykoontz[13] has outlined eighteen steps as a procedure for success. She lists them under "Analyzing What Is Read--Finding the principal ideas and recognizing the relation of ideas to each other and Synthesizing the Important Ideas for Use." Durrell[14] has combined several of these steps as used by Goodykoontz into the abbreviated group of six which he maintains as an aid in the successful teaching of the basic skills of organization. He lists them as:

1. Watching headlines and paragraphs.
2. Discovering topic sentences.
3. Selecting the best summaries.
4. Developing the word outline or idea line.
5. Classifying major and minor ideas.
6. Oral and written reproduction from these idea lines.

On the method employed, MacDonald[15] emphatically states, "If children were taught that the essential idea of most sentences, paragraphs, or

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12. T. H. Briggs, "The Right Way to Read", Education, May, 1913. pp. 559-562.

13. Bess Goodykoontz, "Teaching Pupils to Organize What They Read" Elementary English Review 7: 87-90, April, 1930.

14. Donald D. Durrell, "Basic Abilities in Intermediate Grade Reading", Education 59; 45-51 September, 1938.

15. Avis MacDonald, "Exercises for Organization of Reading Material in the Social Studies", (unpublished Master's service paper, Boston University, School of Education, Boston, 1945), p. 3.

selections can be found by asking who, what, where, when, how, or why, the task of organizing **reading** matter might prove less difficult for them." Skahan[16] suggests the following plan as a method to use in gaining organizational skills. She says,

1. Study the title for cue to the main idea.
2. Read carefully one or two paragraphs.
3. Read carefully the topic sentence of the paragraphs.
4. Read carefully to find how the author arrives at the point.
5. Reread the main ideas.

She continues, "Finding the supporting details is important in all reading. Pupils should be able to filter the facts and separate real evidence from what the author just thinks or feels."[17] Continuing on the procedure to be used Russell, Karp, and Kelly[18] declare, "On organizing a solution, the best plan is to read it through quickly to get an idea of the whole selection. A second reading should be slower and the main topics and sub-topics noted. The notes must then be organized into topics to get once again an idea of the whole selection."

Since the plan of procedure is highly significant, Jorgensen[19]

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16. Mary Gertrude Skahan, "Improving Reading Comprehension in the Social Studies", (unpublished Master's service paper, Boston University School of Education, Boston, 1945) p. 6

17. Skahan, op. cit., pp. 6-7

18. D. H. Russell, E. E. Karp, E. I. Kelly, Reading Aids Through the Grades, Bureau of Publications, Columbia University, New York, 1935. p. 77

19. A. N. Jorgensen, Iowa Silent Reading Examination, University of Iowa, 1927. p. 27.

says,

> "It is not only selecting important facts but neglecting unimportant details. Organization is not only a making of outlines, summaries, and preparing questions, it is also a sifting process. As organization of material is a vital part of the process of studying, evidence of investigators shows there is need for teaching pupils how to organize material in reading. He believes that the grouping of related details into larger units until the whole selection has been systematically arranged with a definite thought sequence running through it all constitutes organization in reading."

Training in the general reading skills does not necessarily mean success in all these abilities because Fleming[20] says, "the training to be effective must be designed to improve the specific skill desired. Training in more reading -- that is reading in general -- is inadequate or wasteful and training in one kind of reading skill will not surely develop other types." On this same idea, Hulsman [21] states, "to develop organization, one should drill in organization itself rather than seeking to gain the skill while practicing reading in general." Keneally[22] found that "teachers of intermediate grades must teach all six study skills to provide for individual differences at the levels of reading ability."

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20. John P. Fleming, "Developing Study Skills in Middle Grade Reading", (unpublished Master of Ed. Thesis, Boston University School of Education, Boston, 1932). pp. 5-6

21. Helen L. Hulsman, "Exercises to Develop Reading Organization in Grade Six", (unpublished Master's service paper, Boston University School of Education, Boston, 1947.) p. 11

22. Katherine G. Keneally, "Relative Order of Difficulty of Several Types of Study Skills", (unpublished Master of Ed. Thesis, Boston University School of Education, Boston, 1939. p. 39

She lists them in this order:

1. Matching headlines and paragraphs.
2. Finding minor ideas with major ideas supplied. (Skeleton outline)
3. Finding major ideas with minor ideas supplied. (idea line)
4. Retention of order of ideas.
5. Selection of best summary (from memory)
6. Writing original headlines. [23]

Brueckner and Dodge[24] declare, "Practice on any one of the skills does not automatically transfer to other skills. All of them must be practiced." Organization of ideas in reading is necessary because Pennell and Cusack[25] say,

> "Greater insight into facts is gained as the relationships between facts are more clearly seen, duplications and omissions are avoided, memory is assisted as more thought associations are formed, ready command over facts is gained, so that the use of them is facilitated. Training in organization is another means by which the child's ability to get thought can be developed."

Hill, Lyman and Moore[26] state, "Reading is a process of thinking; emphasis in teaching reading should be given to adequate comprehension, interpretation, and realization of the ideas presented, ability to group the organization, the sequence of an author's thought."

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23. Ibid., p. 11

24. Leo J. Brueckner and William Lewis Dodge, Diagnostic Tests and Remedial Exercises in Reading, The John C. Winston Co., Philadelphia, 1935, p. 1

25. Mary E. Pennell, and Alice M. Cusack, How to Teach Reading, Houghton Mifflin Co., Boston, 1924. The Riverside Press, Cambridge. pp. 44-45

26. Howard C. Hill, Rollo L. Lyman, Nelle E. Moore, Reading and Living for Middle Grades, Book I, Charles Scribner's Sons, New York, 1930, p. 12

Yoakam, Veverka, Abney[27] on the skills needed in the intermediate grades list, "the ability to understand the main thought and the most important details, the ability to find and organize information, the ability to select and evaluate materials" among others as the important skills to be taught.

On the success achieved by pupils from systematic instruction in organization Alderman[28] concluded that the kinds of exercises that were best for improving comprehension in silent reading were those in organization, retention, and vocabulary." Browne[29] states "that the technique of classification is a thought provoking process and has proved successful in the growth of vocabulary and the arrangement of ideas in order. She believes it is a challenging tool to make pupils think and it holds their interest". Continuing on this same thought Leggitt[30] "measured the progress of a class in ninth grade civics and

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27. Gerald Yoakam, Madilene M. Veverka, Louis Abney, Teaching Reading the Middle Grades a Monograph, Laidlaw Brothers, Inc., 1941. pp. 60-61

28. Grover H. Alderman, "Improving Comprehension Ability in Silent Reading", Journal of Educational Research, 13; 11-21, January, 1926.

29. Mary E. Browne, "Exercises in Classification to Stimulate Thought and Develop Paragraph Sense", (Unpublished Master's service Paper, Boston University School of Education, 1946.)

30. Dorothy Leggitt, "Measuring Progress in Ninth Grade Civics", School Review, November 1934. 42; 676

found great improvement in the experimental group and concluded that instruction in organizing subject matter improves that ability to a high degree". Betts[31] discloses the possibility of higher individual achievement for specific skills. Gates[32] says,

> "Both school experience and a scientific research have added new evidence of the prime importance of good reading in school work. That spelling is partly dependent upon effective reading, that good methods of study in geography, history, and other subjects are largely due to correct types of reading techniques".

He gives the following points as aids to comprehension,

> "Reading to get the general mood represented in a paragraph, reading to get the main idea, reading to make interpretations not fully given in a passage which provides excellent training in thinking in relations to the facts comprehended."[33]

On the significance of an outline, Raubicheck[34] says, "The use of a carefully prepared outline is invaluable."

Organization is closely aligned to comprehension, according to Yoakam[35] because he states, "it is difficult to find a situation in which comprehension is clearly separated from organization ability."

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31. Betts, Loc. cit.

32. Arthur I. Gates, The Improvement of Reading, The Macmillan Co., New York, 1935. pp. 1-2 pp. 202-203

33. Loc. cit.

34. Letitia Raubicheck, How to Teach Good Speech, Noble and Noble, Publishers, Inc., New York. p. 222

35. Gerald A. Yoakam, More Effective Study Through Better Reading Habits, The Macmillan Co., New York, 1929.

Because of this Germane and Germane[36] state, "The ability to organize reading material must be taught", and the skills necessary for the intermediate grades listed by Gray [37] are "locating information, selecting and evaluating material needed, organizing material, solving a problem or making applications of what is read for specific purposes."

In summarizing, MacDonald[38] states,

> "Many authors on the subject of reading are agreed that the ability to organize material read is one of the most important study skills that should be taught. If a pupil is to comprehend well and is to be able to recall that which he has read, it is necessary to make him aware of the main ideas and supporting details in any type of selection he may read and to teach him to arrange these items in order."

Conclusion. In this chapter, a review of the research on organization in reading has been made and the pertinent points noted.

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36. Germane and Germane, Silent Reading, Rowe, Peterson and Co., New York, 1922. p. 74

37. William S. Gray, "The Nature and Organizing of Basic Instruction in Reading", The Thirty-Sixth Year Book of the National Society for the Study of Education, Part I, 1937, pp. 117-118

38. Avis MacDonald, op. cit., p. 21

CHAPTER III

PROCEDURE OF THE STUDY

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Aim of Study. The aim of this study is to produce a definite group of exercises in the basic skills of organization whereby pupils in Grade Five will gain practice and confidence in knowing how to comprehend and carry out those techniques so necessary in the study of reading and the social studies for successful achievement and progress in learning.

The Description of the School Population. The school population is composed of thirty-one pupils in a fifth grade in a suburban industrial city of moderate socio-economic means. The pupils concerned in this study have varying degrees of learning and reading abilities. These are graphically shown on Table I[1] and, as can be seen, range from rather high to quite low on the evidence obtained. They represent a good cross section of the diverse learning abilities that may be found in any one classroom of any fairly large city.

The Plan of Procedure---Standardized Tests, Informal Tests and Results. The plan of procedure in this study is to administer the following tests before beginning the experiment:

1. The Kuhlmann-Anderson Intelligence Tests for Grade V.
2. The Durrell-Sullivan Capacity Test -Intermediate, Form A.
3. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery, Grades 3-4-5-Form M. Test A Silent Reading Comprehension.

4. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery Grades 3-4-5 Form M Test B Work Study Skills.

5. The Durrell-Sullivan Reading Achievement Test-- Intermediate Form B was given the class last year at the end of Grade IV.

6. Informal teacher built test of organizational skills - Initial Test - Form A.

Plan Used to Carry out Study -- Workbook Exercises. The Workbook in this study is composed of fifty exercises for the express purpose of giving pupils of Grade Five practice and skill in the basic techniques of organization as revealed by Durrell[2] and Hulsman[3] and others. Forty minutes daily were allotted for the practice periods on the basic skills of organization over a teaching period of five weeks with an additional week for giving the Initial Informal Test - Form A to be described further in the study. The practice exercises will cover both written and oral responses on the basic skills of organization during a five weeks teaching program. At the conclusion of this teaching program, the following standardized tests will be given to ascertain progress or regressions made:

1. The Durrell-Sullivan Reading Achievement Test - Intermediate Form A.

2. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-4-5. Form N - Test A - Silent Reading Comprehension.

3. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-4-5 Form N - Test B - Work Study Skills.

4. Informal teacher built test of organizational skills - Final Test - Form B.

This procedure will require one week for time allotment in order to

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2. Supra p. 7
3. Supra p. 10

fully complete the tests. In all, a total of seven weeks will be needed to completely carry out this experiment in administering the standardized tests, the teacher built informal tests, and the teaching program in the basic skills of organization concerned in the Workbook Exercises.

The Workbook Exercises will comprise the following:

I. Word Categories for Classification with:

1. Two Groupings
2. Three Groupings

II. Generalizing

III. Scrambled Sentences

IV. Organizing Scrambled Outlines

V. Finding Topic Sentences

VI. Organizing Sequence from Memory

VII. Organizing Sequence Correctly-- Outline in Order

VIII. Selecting Best Titles

IX. Writing Headlines

X. Writing Minor Topics When Major Topics Given in Outlining.

XI. Following Directions--Organizing through Interpretation - Map Work

XII. Alphabetizing

XIII. Use of the Dictionary

The Exercises as outlined above will be used as the teaching unit to provide the necessary practice on these basic skills in organization so necessary for better and greater achievement in the study of reading and the social studies.

The Informal Test. The Initial Informal Test - Form A will be given as a pre-test before any of the Workbook Exercises are presented. It will be used as a preliminary test before starting the Workbook as a means of ascertaining how well these skills are understood. There are fourteen exercises in the Informal Test and are composed as follows:

1.	Word Categories for Classification with Two Groupings	Test I
2.	Word Categories for Classification with Three Groupings	Test II
3.	Generalizing	Test III
4.	Organizing Scrambled Sentences	Test IV
5.	Organizing Scrambled Outlines	Test V
6.	Finding Topic Sentences	Test VI
7.	Organizing Sequence from Memory	Test VII
8.	Organizing Sequence Correctly - Outline in Order	Test VIII
9.	Selecting Best Titles	Test IX
10.	Writing Headlines	Test X
11.	Writing Minor Topics When Major Topics Given in Outlining	Test XI
12.	Following Directions -- Organizing through Interpretation -Map Work	Test XII
13.	Alphabetizing	Test XIII
14.	The Use of the Dictionary	Test XIV

Conclusion: Upon the completion of the Workbook, it is the plan of this study to administer the Final Informal Test -- Form B to

note the improvement or regressions made as compared with the Initial Informal Test - Form A given at the beginning of the experiment.

Tables will be listed for the following:

1. Table showing the Range of I. Q.'s Based on Kuhlmann-Anderson Intelligence Test - Grade V.

2. Table showing distribution of scores on the standardized tests.

3. A table showing the mean score of pupils of different reading ability for good or average readers and slow readers.

4. A table comparing scores found on the initial informal and final informal tests.

5. A table showing the types of exercises in the order indicating the amount of Class improvement in the final test.

6. A table to show the test scores of Boys and Girls compared with the scores of the entire class on initial informal test -- Final Test and the improvement noted.

7. A table showing the number of points of improvement or regression in each sub-test.

8. A table of the exercises listed in order of greatest improvement.

9. Figure showing class percent on Initial Informal Test - Form A with that of Boys and Girls.

10. Figure showing class percent on Final Informal Test - Form B with that of Boys and Girls.

11. Figure showing class percent on the Initial Informal Test - Form A and Final Informal Test - Form B with gains made.

12. Figure showing percent received by Boys and Girls on Initial Informal Test - Form A and Final Informal Test - Form B with gains made.

In this chapter, the writer has endeavored to give a detailed description of the plan of the study, the procedure undertaken, the materials used, the school population tried upon, the time allotment given, and the method by which the experiment will be carried out.

WORK-BOOK

Exercises to Develop Organization in Reading

Grade 5

TABLE OF CONTENTS

(50 Exercises)

WORK-BOOK

Introduction: Class, the following exercises are going to help you improve in your work. They are just like the ones you had in your Initial Informal Tests. Work hard on all of them because you want to make gains. Do your best.

Word Categories
Two Lists

Exercise 1

Directions: Each list of words belongs in two groups. For example: chair; table; haddock; cod; radio; oysters.

These words would make two short lists of furniture and fish:

Furniture	Fish
chair	haddock
table	oysters
radio	cod

Now, make two lists out of each of the following:

1). dime, chair, piano, quarter, sofa, penny, table, nickel, chest, half-dollar, crib, dollar.

2). telephone, radio, man, wireless, woman, child, baby, telegraph, person, carrier-pigeon.

3). napkins, tablecloth, school, academy, sheets, pillow cases, towels, college, Junior High school, dish towels, preparatory school, mattress covers.

4). shelves, cans, packages, table lamp, bottles, bridge lamp, dishes, floor lamp, desk lamp, pans, boudoir lamps, pin-up lamp.

5). floor, chocolates, fudge, wall, ceiling, chocolage bars, door, peppermints, window, peanut brittle, lolly pops, framework.

Answers: Two Lists

1). money and furniture
2). people or human beings and ways of communication or sending messages

3). schools <u>or</u> places of learning and linens

4). kinds of lamps and parts of a pantry

5). candy and parts of a room.

Exercise 2

Directions: Make two lists out of each of the following:

1). salmon, North America, Europe, herring, South America, cod, mackerel, Asia, Africa, lobster, sardines, Australia.

2). bluebird, church, robin, cathedral, mission, bluejay, chapel, temple, swallow, woodpecker, synagogue, sparrows.

3). gold, silver, shoes, stockings, lead, rubbers, zinc, overshoes, slippers, copper, iron, booties.

4). mountains, pilot, plains, rivers, captain, lakes, driver, engineer, plateaus, bays, bicyclist, motorman.

5). geography, subway, arithmetic, reading, tunnel, underpass, spelling, subterranean passageway, history, writing.

6). peet, swimming, wood, tennis, golfing, coal, oil, baseball, diving, croquet, coke, gas.

7). home-run, pitcher, red, blue, purple, foul ball, outfielder, green, batter, strike, yellow, orange.

Answers: Two Lists

1). fish and continents
2). birds and churches
3). minerals and footware
4). physical features of a country and drivers (or leaders)
5). subjects and subways
6). fuel and summer sports
(kinds of fuel)
7). baseball and colors

Exercise 3
Two Lists

Directions: Make two lists out of each of the following:

1). iodine, hymn, carol, alcohol, melody, vaseline, round, witch hazel, boric acid, folk tune.

2). cantata, operatta, tumbler, goblet, oratorio, sherbet, water glass, pageant, musical comedy.

3). United States, tulips, England, lily, France, jonquils, Italy, hydrangea, Spain, narcissus.

4). painting, Bering Strait, coloring, water coloring, Davis Strait, Hudson Strait, picture, drawing, Strait of Florida, Drake Strait.

5). cigar, cigarette, pipe, stick, plank, board, stogie, pile, pole.

Answers: Two Lists

1). medicine and songs or
medical supplies and music

2). music and glasses
3). countries and flowers
4). drawing and straits or
art and bodies of water

5). wood and smoking or
uses of wood and kinds of smoking

Exercise ~~4~~ 3
Three Lists

Directions: Make three lists out of each of the following:

1). rayon, fog, Nash, cotton, Buick, sleet, rain, silk, Pontiac, woolen, snow, Lincoln, hail, linen, Oldsmobile.

2). oak, granite, pound, maple, ounce, limestone, birch, ton, marble, quartz, poplar, slate, chestnut, peck, bushel.

3). ruby, root, clipper, diamond, monoplane, trunk, branches,sapphire, helicopter, buds, pearl, emerald, leaves, biplane, dirigible.

4). stone, Massachusetts, engine, wood, Wisconsin, landing wheels, cement, California, fuselage, brick, upper wing, steel, Maine, Texas, cabin.

5). hornet, iris, north frigid, beetle, columbine, torrid, locust, north temperate, forget-me-not, bee, south temperate, grasshopper, south frigid, aster, clover.

Answers: Three Lists

I 1). kinds of cloth or material
2). automobiles or cars
3). forms of water or moisture

II 1). kinds of trees
2). kinds of stones or rocks or quarrying or minerals
3). weights

III 1). precious stones or precious jewels
2). kinds of airplanes or aircraft
3). parts of a tree

IV 1). building materials
2). names of States
3). parts of an airplane

V 1). insects
2). wild flowers or flowers or plants
3). zones

Exercise 5
Three Lists

Directions: Make three lists out of each of the following:

1). pump, hammer, violin, sandal, nails, oxfords, screws, organ, trumpet, saw, screw driver, plane, boots, loafers, piano, harp, chisel, bolts, low-cuts, nuts.

2). chicken, Boston, Detroit, Ice Follies, ham, pork, dress rehearsal, Variety Show, "Three Smart Girls," Los Angeles, steak, St. Louis, "Captain from Castille", turkey, "Last of the Red Men".

3). California Valley, Montana, cherries, plums, Great Valley, Florida, South Carolina, Connecticut Valley, peaches, apples, Oregon, Mississippi River Valley, Columbia River Valley, oranges, Georgia.

4). heel, Charles River, lining, welt, celery, peas, Mystic River, toe, Hudson River, sole, vamp, lacing, Red River, lettuce, Arkansas River, beets, asparagus, spinach, Tennessee River.

5). dove, oven, saucepan, coal pit, grate, kettle, sparrow, grate, chimney swift, dampers, chickadee, covers, grackel, frying pan.

Answers: Three Lists

I 1). kinds of footwear or shoes
2). tools
3). musical instruments

II 1). kinds of meat
2). shows
3). cities

III 1). Valleys
2). States
3). fruits

IV 1). parts of a shoe or parts in the making of a shoe
2). rivers
3). vegetables

V 1). birds
2). kitchen utensils or pans
3). parts of a stove

Generalizing
Exercise 6

Directions: Usually a particular word or phrase describes a group of things. For example:

(a) sparrows; bluejays; thrush; and swallows are all birds.
(b) bracelet; ring; ear rings; and pendant are all pieces of jewelry.

Write the correct word after each of the following lists:

1). 1 silver tray, 4 silver candlesticks, 1 silver teapot, 1 silver creamer, and 1 silver bowl equal 8 _____

2). 6 glasses, 1 glass pitcher, 1 glass bowl, and 4 glass cups equal 12_____

3). 3 dresses, 2 coats, 5 hats, 1 topcoat, 4 stockings, and 2 shoes equal 17_____

4). 5 books, 2 magazines, 3 pamphlets, 4 programs, and 1 catalogue equal 15_____

5). 1 dining room table, 6 dining room chairs, 1 buffet, 1 dining room serving table, and 1 china closet equal10_____

6). 6 rulers, 12 pencils, 10 books, 15 desks, and 1 table equal 44_____

Answers: Generalizing Exercise

1). 8 pieces of silverware or silver
2). 12 " " glassware
3). 17 " " wearing apparel or pieces of clothing.
4). 15 reading materials or pieces of reading matter
5). 10 pieces of dining room furniture
6). 44 pieces of school supplies

Generalizing Exercise 7

Directions: Usually a particular word or phrase describes a group of things.

Write the correct word after each of the following:

1). 2 pocketbooks, 1 billfold, and 3 handbags equal 6_____

2). 2 factories, 4 schools, 1 church, and 1 theatre equal 8_____

3). a quiz, a test, and an examination equal 3_____

4). 1 lining, plus fur, plus collar, plus 2 sleeves equal a _____

5). 1 boiler room, plus many windows, plus engines, plus machinery equal 1 _____

Answers:

1). 6 purses
2). 8 buildings
3). 3 reviews or tests or examinations
4). a fur coat or a coat
5). 1 factory

Generalizing Exercise 8

Directions: Usually a particular word or phrase describes a group of things.

Write the correct word after each of the following:

1). 2 pipes, 3 cigars, 4 cigarettes, and 2 stogies equal 11_____

2). 1 juke box, 2 radios, 3 phonographs equal 6_____

3). 2 bottles of tonic, 4 quarts of milk, 1 bottle of certo, and 1 bottle of molasses equal 8_____

4). 2 blankets, 1 spread, 2 sheets, and 2 pillow cases equal 7_____

5). 2 mansions, 3 cabins, 4 inns, 6 cottages, and 1 hut equal 16____

Answers:

1). 11 kinds of smokes
2). 6 music machines
3). 8 bottles or 8 bottles of liquid
4). 7 bed coverings or 7 pieces of bed linen
5). 16 buildings or 16 houses

Sequence from Memory
Exercise 9

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940, p. 11:

Paragraphs 1, 2 and 3. Page 11:

"The broad farms along the Susquehanna River in central Pennsylvania were open to Indian attacks. When the settlers feared a sudden attack, they took refuge in strong frontier forts.

These forts were closed on all sides by high walls of heavy logs. Inside the walls, a little distance above the ground, a narrow platform was built. Men could stand on it and shoot through the loopholes.

Families were crowded together uncomfortably in tiny houses inside the fort. Cooking was done outdoors in open ovens. Water was supplied by a well or by rain caught in barrels."

Directions: Read this selection only once. Close books when you finish reading this selection. Arrange the following in correct order on your paper. Write only the first six words of each sentence:

1). Families were crowded together in tiny houses inside the fort.

2). Inside the walls, a little distance above the ground, a narrow platform was built.

3). Cooking was done outdoors in open ovens.

4). Water was cupplied by a well or by rain caught in barrels.

5). The broad farms along the Susquehanna River were open to Indian attacks.

6). When settlers feared a sudden attack, they took shelter in strong frontier forts.

7). Men could stand on a low platform and shoot through the loopholes.

8). These forts were closed on all sides by high walls of heavy logs.

Answers in Correct Order:

1). The broad farms along the Susquehanna River were open to Indian attacks.

2). When settlers feared a sudden attack, they took shelter in strong frontier forts.

3). These forts were closed on all sides by high walls of heavy logs.

4). Inside the walls, a little distance above the ground, a narrow platform was built.

5). Men could stand on a low platform and shoot through the loopholes.

6). Families were crowded together in tiny houses inside the fort.

7). Cooking was done outdoors in open ovens.

8). Water was supplied by a well or by rain caught in barrels.

Sequence from Memory
Exercise 10

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett, New York, 1940.

Paragraphs 1, 2 and 3. Page 9:

"The people who settled New Netherland built the village of New Amsterdam to look like the villages in their old home in Holland.

Jacob Blom and his wife and their children, Katrina and Peter, came to America only five years after the first Pilgrims landed. Travel was so difficult, however, that the settlers of New Amsterdam and Plymouth knew little of one another.

Blom did not want to live in this little trading post of New Amsterdam. He settled on a lonely farm up the Hudson River. He was not afraid of the Indians and thought them more helpful than dangerous."

Directions: Read this story only once. Close your books as soon as you finish. Arrange the following in correct order on your papers. Write only the first six words of each sentence:

1). Blom settled on a lonely farm up the Hudson River.

2). Travel was very difficult in those days.

3). Blom was not afraid of the Indians and thought them more helpful than dangerous.

4). Jacob Blom and his wife and children came to America five years after the Pilgrims landed.

5). The people who settled New Netherland built village of New Amsterdam.

6). Blom did not want to live in the little trading post of New Amsterdam.

Answers: In Correct Order

1). The people who settled New Netherland built village of New Amsterdam.

2). Jacob Blom and his wife and children came to America five years after the Pilgrims landed.

3). Travel was very difficult in those days.

4). Blom did not want to live in this little trading post of New Amsterdam.

5). Blom settled on a lonely farm up the Hudson River.

6). Blom was not afraid of the Indians and thought them more helpful than dangerous.

Sequence from Memory
Exercise 11

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938. Story: "Heroic Lives" pp. 81-82:

HEROIC LIVES

"What is a hero? There are many answers to the question. People say: "A hero is a very brave person," "A hero is a man who does a great deed for his country," "A hero is someone who gives up his life for the sake of others," or "A hero tries to help his fellow-men and does not think of what he can gain for himself." Which answer do you like best?

Colonel Lindbergh made a solo flight across the Atlantic Ocean in thirty-three hours. Father Damien spent his life on the island of Molokai taking care of sick and dying people who were suffering from leprosy. Each of these men is called a hero. Can you see why?

Marie Curie was a poor Polish woman who worked long hours with her husband in a science laboratory in Paris. She experimented until she discovered radium, a very powerful metal that is dangerous to handle. In spite of danger to herself, she performed many delicate experiments with radium. She found that it could be used to help cure some diseases.

Jane Addams was a rich woman who lived in Chicago. She bought a large house in the most crowded part of the city. She opened her home to her poor neighbors in order that they might have a pleasant place in which to rest and play. Marie Curie and Jane Addams are both called heroines. Why?

There are as many kinds of courage as there are kinds of heroes. It takes one kind of courage to save a man from drowning. It takes another kind of courage to be strong and cheerful during years of hardship. It takes still another sort of courage to keep on working for a purpose or for a cause even though no one else believes in it. Captain Robert Scott, a polar explorer whose life ended heroically, said,"The soul of a brave man is stronger than anything that can happen to him." Do you understand what he meant?

The stories of some heroes are not found in history books or in books about brave men and women. There are many noble heroes whose splendid deeds are known by only a few persons in the world.

This section of the book contains stories of heroic lives. Each story is different from the other stories in several ways. Can you find out why each one of these men and women deserves to be called a hero? "

Directions: Read this story once. Close your books as soon as you finish. Arrange the following sequence in correct order as the events happened in the story:

1). Colonel Lindberg made a solo flight across the Atlantic Ocean in thirty-three hours.

2). Marie Curie was a poor Polish woman who worked long hours with her husband in a science laboratory in Paris.

3). Jane Addams was a rich woman who lived in Chicago.

4). Madame Curie experimented until she discovered radium, a very powerful metal that is dangerous to handle.

5). "A hero is a brave person who tries to help his fellowmen and does not think of what he can gain for himself."

6). Jane Addams bought a large house in the most crowded part of Chicago and opened her home to her poor neighbors in order that they might have a pleasant place to rest and play.

7). Madame Curie found that radium could be used to help cure some diseases.

8). There are as many kinds of courage as there are kinds of heroes.

9). Father Damien spent his life on the island of Molokai taking care of the sick and dying people suffering from leprosy.

10). It takes another kind of courage to be strong and cheerful during years of hardship.

11). Marie Curie and Jane Addams are both called heroines.

12). It takes still another sort of courage to keep on working for a purpose or for a cause even though no one else believes in it.

13). Captain Robert Scott said,"The soul of a brave man is stronger than anything that can happen to him."

14). There are many noble heroes whose splendid deeds are known by only a few persons in the world.

Answers:

1). "A hero is a brave person who tries to help his fellowmen and does not think of what he can gain for himself."

2). Colonel Lindberg made a solo flight across the Atlantic Ocean in thirty-three hours.

3). Father Damien spent his life on the island of Molokai taking care of the sick and dying people suffering from leprosy.

4). Marie Curie was a poor Polish woman who worked long hours with her husband in a science laboratory in Paris.

5). Madame Curie experimented until she discovered radium, a very powerful metal that is dangerous to handle.

6). Madame Curie found that radium could be used to help cure some diseases.

7). Jane Addams was a rich woman who lived in Chicago.

8). Jane Addams bought a large house in the most crowded part of Chicago and opened her home to her poor neighbors in order that they might have a pleasant place to rest and play.

9). Marie Curie and Jane Addams are both called heroines.

10). There are as many kinds of courage as there are kinds of heroes.

11.) It takes another kind of courage to be strong and cheerful during years of hardship.

12). It takes still another sort of courage to keep on working for a purpose or for a cause even though no one else believes in it.

13). Captain Robert Scott said,"The soul of a brave man is stronger than anything that can happen to him."

14). There are many noble heroes whose splendid deeds are known by only a few persons in the world.

Sequence from Memory
Exercise 12

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Paul Bunyan Legends" p. 437:

PAUL BUNYAN LEGENDS

"It is said that the Paul Bunyan legends had their beginning in 1857 when French-Canadian loggers or lumberjacks of the Two Mountains' country in Canada, armed with axes and wooden forks, went to battle against their Queen's troops. Among them, the legends say, was a mighty giant named Paul Bunyan (spelled Bunyon before he came across the border to the United States). He could fight harder and bellow louder than any of his fellows. His fame grew greater and greater as the battles raged and the stories about him grew greater and greater, too.

Soon the American loggers below the Canadian border heard of him and his wonderful deeds and amused themselves as they sat around their campfires in winter evenings by telling even bigger tales of his wonderful deeds. The tales they told were passed along from one person to another.

As years passed, they became real American legends and finally were written down for us all to enjoy. America has few real legends of its own and the Paul Bunyan tales are the funniest and perhaps the most interesting of them all. The story of the finding of the blue ox during the winter of the blue snow is one of the best of them.

Directions: Read this story once. Close your books as soon as you finish. Arrange the following sequence in correct order on your papers. This means as the events happened in the story:

1). He could fight harder and bellow louder than any of his fellows.

2). As years passed, they became real American legends and finally were written down for us all to enjoy.

3). America has few real legends of its own and the Paul Bunyan tales are the funniest and perhaps the most interesting of them all.

4). His fame grew greater and greater as the battles raged and the stories about him grew greater and greater.

5). Among them, the legends say, was a mighty giant named Paul Bunyan.

6). The American loggers below the Canadian border heard of him and his wonderful deeds.

7). The tales they told were passed along from one person to another.

8). It is said that the Paul Bunyan legends had their beginning in 1857 when French Canadian loggers or lumberjacks went to battle against their Queen's troops.

9). The story of the finding of the blue ox during the winter of the blue snow is one of the best of them.

Answers:

1). It is said that the Paul Bunyan legends had their beginning in 1857 when French Canadian loggers or lumberjacks went to battle against their Queen's troops.

2). Among them, the legends say, was a mighty giant named Paul Bunyan.

3). He could fight harder and bellow louder than any of his fellows.

4). His fame grew greater and greater as the battles raged and the stories about him grew greater and greater, too.

5). The American loggers below the Canadian border heard of him and his wonderful deeds.

6). The tales they told were passed along from one person to another.

7). As years passed, they became real American legends and finally were written down for us all to enjoy.

8). America has few real legends of its own and the Paul Bunyan tales are the funniest and perhaps the most interesting of them all.

9). The story of the finding of the blue ox during the winter of the blue snow is one of the best of them.

Scrambled Outlines
Exercise 13

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., Chicago, 1940.
Story: "All Things End" pp, 158-159:

ALL THINGS END

There is not very much more to tell of the story of the Revolution. With the French to help them, the Americans began to go on to victory. They fought for three years more, until the British general, Lord Cornwallis, was shut in at Yorktown, Virginia, with American and French soldiers all around him. At last, he had to surrender to General Washington. Then everyone knew, both in America and England, that the war was really over.

Things move slowly when it takes a month or six weeks for a message to go to England and as much more time for an answer to come back. It was two years after the surrender of Lord Cornwallis at Yorktown that peace was really made, September 3, 1783. This was eight and a half years after the first beginnings of the war at Lexington and Concord. It was seven years after the Declaration of Independence. England at last agreed that the thirteen colonies were to be the new nation of the United States.

The soldiers went home. The battlefields grew up with grain and fruit trees again. The war was something that older people told about while young people listened. We can think of Nathan Beman as coming home to Shoreham, a grown-up man, after he had gone away as a boy of thirteen. We hear of how George Washington went back to his home at Mount Vermon in Virginia, and became a farmer again. He was not to stay there long, however, for in a few years he was made the first President of the United States. For eight years he worked as hard as he had ever worked before, to see that the liberty which they had all fought for would be the everlasting liberty of the new nation.

Years went by. Old men who had carried guns in the war, women who had worked and worried, would look at their children and wonder, "Will they remember? Will they always understand what freedom means? Will they know how hard liberty was to win, how easily it can be lost if people forget to care for it? We ourselves might have lost it if Washington had not been such a good president, if Thomas Jefferson had not been such a good president. Will our children remember?"

Their children would answer, "Yes, we will remember. We will never forget." And, even after a hundred and fifty years, we can still give the same answer: "We still know that all people have a right to be free, that all people must be free. We have not forgotten. We will not forget."

Directions: (a) Choose the main or major topic from the outline given in mixed order. (b) Under the main topic, list the minor topics that go with it. (c) Underline the main or major topic:

I
1. At last Cornwallis had to surrender to Washington.
2. The American Revolution
3. With the French to help them, the Americans began to go on to victory.
4. Everyone knew the war was over.

II
1. Things move slowly when it takes a month or six weeks for a message to go to England.
2. It was two years after the surrender of Cornwallis at Yorktown that peace was made on September 3, 1783.
3. Transportation and Communication slow in early days.
4. England at last agreed that the thirteen colonies were to be a new nation.

III
1. Soldiers went home.
2. George Washington went back to Mt. Vernon to become a farmer again.
3. Washington became the first President and worked hard.
4. The war was over.

IV
1. Liberty must be preserved.
2. Old men worried that children will not take care of their liberty.
3. Children will remember what Liberty means.
4. Washington and Jefferson became great presidents and guarded our liberty.

Answers:

I The American Revolution
1. With the French to help them, the Americans began to go on to victory.
2. At last Cornwallis had to surrender to Washington.
3. Everyone knew the war was over.

II Transportation and Communication Slow in Early Days.
1. Things move slowly when it takes a month or six weeks for a message.
2. It was two years after the surrender of Cornwallis at Yorktown that peace was made on September 3, 1783.
3. England at last agreed that the thirteen colonies were to be a new nation.

III The War Was Over.
1. The soldiers went home.
2. George Washington went back to Mt. Vernon.
3. Washington became the first President and worked hard.

IV Liberty Must Be Preserved.
1. Old men worried that children will not take care of their liberty.
2. Washington and Jefferson became great presidents because they guarded our liberty.
3. The children will remember what liberty means.

Scrambled Outlines
Exercise 14

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "A Land of Plenty" pp. 401-402:

A LAND OF PLENTY

The early settlers on our eastern coast found a land of great natural beauty and plentiful resources. In the heavy forests was the wood they needed for building homes and for making furniture, boats, and many other things.

Springs and small woodland streams furnished them with pure cold water to drink. The brooks, lakes, rivers, and the ocean provided fish they could use for food. Within the forests were wild animals, birds, fruits, and berries in abundance. Some of these, too, could be used for food.

Although forests were useful in many ways, too many trees interfered with the raising of crops. For that reason the settlers cut down and burned thousands of trees to make clearings for gardens and cornfields and meadows.

Forests, fish, game, and land seemed so plentiful that most of the early Americans probably never thought that there would ever be a need for saving, or, least of all, for restoring such natural resources.

As the colonists found new ways of using the products of forest, field, and stream, manufacturing began to flourish. The lumber industry grew rapidly, as the building of homes and ships increased. Both required the cutting of more trees. Before, long, good trees were not so plentiful.

By 1670, some of the towns of Massachusetts found that they did not have enough wood near by to supply their needs. Rules, or ordinances, were passed by some of these towns to prevent the waste of natural

resources. In Pennsylvania, also, in 1681, William Penn proposed an ordinance requiring one acre in every five to be left for trees.

About 150 years later, John Quincy Adams, President of the United States, became concerned about the large amount of live-oak timber that was being used for shipbuilding. He was afraid that the beautiful, big, live-oak forests might be destroyed; so he persuaded Congress to reserve thirty thousand acres of land in Florida for the growing of live-oak trees. That was a beginning in national forest conservation.

By 1882, many people in the United States were disturbed by the misuse and destruction of our national resources. As time went on, they saw conservation becoming more and more necessary. Gradually the need for it was recognized by more and more people. Today we know that every man, woman, and child in this country should help conserve, or save, our fast-disappearing natural resources.

Directions: (a) Choose the main or major topic from the outline given in mixed order. (b) Under the main topic, list the minor topics that go with it. (c) Underline the main or major topic.

I
1. Heavy forests of wood needed for building homes and for making furniture.
2. Brooks, lakes, rivers, and ocean provided fish for food.
3. A land of natural beauty and plentiful resources.
4. Animals, birds, fruits, and berries found in abundance in forests.
5. Springs and streams furnish cold water to drink.

II
1. Colonists use products of forest, field, and streams in new ways.
2. Many trees cut down.
3. Lumber industry grew rapidly.
4. Good trees not so plentiful.
5. Manufacturing started.

III
1. Supply of wood in Massachusetts towns very low in 1870.
2. Rules or ordinances passed to prevent waste of natural resources.
3. Rules passed in Pennsylvanie to preserve trees.

IV
1. When John Quincy Adams was President, he was concerned with amount of live-oak timber being used for shipbuilding.
2. Adams had Congress reserve thirty thousand acres of land in Florida for growing live-oak trees.
3. People in the United States disturbed by misuse and destruction of national resources in 1882.
4. National forest conservation.
5. Conservation very necessary to save forests.

6. Everyone in our country should help save our fast-disappearing natural resources.

Answers:

I A Land of Natural Beauty and Plentiful Resources.
1. Heavy forests of wood needed for building homes and for making furniture.
2. Springs and streams furnish cold water to drink.
3. Brooks, lakes, rivers, and ocean provided fish for food.
4. Animals, birds, fruits, and berries found in abundance in forests.

II Manufacturing Started
1. Colonists use products of forest, field, and streams in new ways.
2. Lumber industry grew rapidly.
3. Many trees cut down.
4. Good trees not so plentiful.

III Rules or Ordinances Passed to Prevent Waste of Natural Resources.
1. Supply of wood in Massachusetts towns very low in 1670.
2. Rules passed in Pennsylvania to preserve trees.

IV National Forest Conservation.
1. When John Quincy Adams was President, he was concerned with the amount of live-oak timber being used for ship-building.
2. Adams had Congress reserve thirty thousand acres of land in Florida for growing live-oak trees.
3. People in the United States disturbed by misuse and destruction of national resources in 1882.
4. Conservation of trees very necessary to save forests.
5. Everyone in our country should help save our fast-disappearing natural resources.

Scrambled Outlines
Exercise 15

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Visiting South America" p. 258.

VISITING SOUTH AMERICA

Until a few years ago most people of the United States thought South America as small and unimportant and far away. Few people from the United States visited that continent and, therefore, few could bring back stories of the wonderful and interesting things that were

to be seen there.

A short time ago there were few steamships that went directly from the ports of the United States to those of South America. Most travelers from the United States went to Europe first and then sailed from there to South America.

Things are different now. There are several steamship lines and some airplane lines to carry passengers between North and South America. The people of the United States are learning much more about their neighbors to the south.

Directions: (a) Choose the main or major topic from the outline given in mixed order. (b) Under the main topic, list the minor topics that go with it. (c) Underline the main or major topic.

I
1. Few people from the United States visited South America until a few years ago.
2. South America
3. South America was believed small, unimportant, and far away by people who had not visited there.

II
1. Few steamships went directly to ports in South America a few years ago.
2. Most travelers went to Europe first.
3. They traveled to South America last.
4. Transportation

III
1. Modern ideas of South America
2. Steamship lines and airplane lines carry passengers between North and South America.
3. People are learning much more about their neighbors in South America now.

Answers:

I South America
1. South America was believed small, unimportant, and far away by people who had not visited there.
2. Few people from the United States visited South America until a few years ago.

II Transportation
1. Few steamships went directly to ports in South America a few years ago.
2. Most travelers went to Europe first.
3. They traveled to South America last.

III Modern Ideas of South America
1. Steamship lines and airplane lines carry passengers between North and South America.
2. People are learning much more about their neighbors in South America now.

Scrambled Outlines
Exercise 16

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "The Forest Ranger's Work" pp. 416-419.

Directions: (a) Choose the main or major topic from the outline given in mixed order. (b) Under the main topic, list the minor topics that go with it. (c) Underline the main or major topic.

I
1. An interesting job.
2. He must be strong, healthy, and courageous.
3. He must think quickly and act promptly.
4. The forest ranger.
5. He must be self-reliant; that is, he must depend upon himself.
6. He must have a fighting spirit for the enemies of the forest are powerful and always ready to attack.

II
1. Assigns grazing privileges to sheepmen and cattlemen.
2. Rides on horseback and travels on snowshoes or skis in winter-time.
3. Forest ranger's work
4. Makes friends with sheepmen and cattlemen.
5. Supervises cutting down trees.
6. Protects streams and water, supplies in forest lands.
7. Helps to keep soil in good condition so the trees will grow.
8. Acts as a carpenter, cook, farmer, blacksmith, surveyor, map-maker, in fact, he is a community all in one.

III
1. United States Forest Service
2. First school started in the United States in 1898.
3. Many forest schools found today in the United States.

Answers:

I The Forest Ranger
1. An interesting job
2. He must be strong, healthy, and courageous.
3. He must think quickly and act promptly.
4. He must be self-reliant, that is, he must depend upon himself.

5. He must have a fighting spirit for the enemies of the forest are powerful and always ready to attack.

II Forest Ranger's Work
1. Assigns grazing privileges to sheepmen and cattlemen.
2. Rides on horseback and travels on snowshoes or skis in winter time to protect the national forest.
3. Makes friends with sheepmen and cattlemen.
4. Supervises cutting down trees.
5. Protects streams and water supplies in forest lands.
6. Helps to keep soil in good condition so trees will grow.
7. Acts as a carpenter, cook, farmer, blacksmith, surveyor, mapmaker, in fact, he is a community all in one.

III United States Forests Service
1. First school started in the United States in 1898.
2. Many forest schools found today in the United States.

Scrambled Outlines
Exercise 17

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett, New York, 1940.
Story: "Western Wagons" p. 224. - (a poem):

WESTERN WAGONS

1

They went with axe and rifle, when the trail was still to blaze,
They went with wife and children, in the prairie-schooner days,
With banjo and with frying-pan - Susanna, don't you cry!
For I'm off to California to get rich out there or die!

2

We've broken land and cleared it, but we're tired of where we are,
They say that wild Nebrasks is a better place by far,
There's gold in far Wyoming, there's black earth in Ioway,
So pack up the kids and blankets, for we're moving out today.

3

The cowards never started and the weak died on the road,
And all across the continent the endless campfires glowed.
We've taken land and settled - but a traveler passed by -
And we're going West tomorrow - Lordy, never ask us why!
We're going West tomorrow, where the promises can't fail,
O'er the hills in legions, boys, and crowd the dusty trail!
We shall starve and freeze and suffer. We shall die and
tame the lands.
But we're going West tomorrow, with our fortune in our hands.

Directions: Read the entire poem carefully. (a) Choose the main or major topic from the outline given in mixed order. (b) Under the main topic, list the minor topics that go with it. (c) Underline the main or major topic.

I
1. They went with axe and rifle.
2. They took wife and children.
3. Going West - blazing the trail
4. People took their musical instruments and cooking utensils to California on the westward march.

II
1. Land was broken and cleared.
2. Stops on the trip West.
3. Wild Nebraska was considered a good place to live in.
4. Gold was in Wyoming.
5. They started on their journey again.

III
1. Brave pioneers went West.
2. The cowards never started the trip West.
3. The weak people died on the journey.
4. Campfires glowed all across the continent.
5. They continued the journey.

IV
1. Riches at the end of the trail.
2. Marching on over the dusty trails.
3. Troubles may come but the journey continues.
4. Fortune in the pioneers' hands.

Answers:

I Going West - Blazing the Trail
1. They went with axe and rifle.
2. They took wife and children.
3. People took their musical instruments and cooking utensils to California on the westward march.

II Stops on the Trip West
1. Land was broken and cleared.
2. Wild Nebraska was a good place to live in.
3. Gold was in Wyoming.
4. They started on their journey again.

III Brave Pioneers Went West
1. The cowards never started the trip West.
2. The weak people died on the journey.
3. Campfires glowed all across the continent.
4. They continued the journey.

IV Riches at the End of the Trail

1. Marching on over the dusty trails.
2. Troubles may come but the journey continues.
3. Fortune in the pioneers' hands.

Scrambled Sentences
Exercise 18

Directions: Arrange the following words in order so that good sentences may result:

1). a inventor famous Thomas was Edison

2). in Chicago the city is largest second United States

3). summer in and days the long hot are

4). nearest the large Boston us city to is

5). the Purchase Thomas was by Louisiana from Jefferson bought France

6). William a who Quaker was Penn lived Pennsylvania in

7). Superior, the Michigan are of Great Lakes names Huron, Erie, the Ontario and

Answers:

1). Thomas Edison was a famous inventor.
2). Chicago is the second largest city in the United States.
3). The days in summer are long and hot.
4). Boston is the nearest large city to us.
5). The Louisiana Purchase was bought from France by Thomas Jefferson.
6). William Penn who was a Quaker lived in Pennsylvania.
7). The names of the Great Lakes are Superior, Michigan, Huron, Erie, and Ontario.

Scrambled Sentences
Exercise 19

Directions: Arrange the following words in order so that good sentences may result:

1). sugar cane the River grown delta is Mississippi along

2). is the New South Largest Orleans in city the

3). tributaries the are Ohio largest of and Missouri the River Mississippi the Rivers

4). has the this worst been winter snowstorms in many for years

5). airplanes come many Logan Boston into Airport East in

Answers:

1). Sugar cane is grown along the Mississippi delta.
2). New Orleans is the largest city in the South.
3). The Ohio and Missouri Rivers are the largest tributaries of the Mississippi River.

4). This winter has been the worst for snowstorms in many years.
5). Many airplanes come into Logan Airport in East Boston.

Scrambled Sentences
Exercise 20

Directions: Arrange each group of words to make a good sentence:

1). the of first the year day is Year's New Day.

2). fruits vegetables many and raised are in South the

3). the schooner was wagon prairie covered a

4). comes February in Day Valentine's

5). most like children to draw make and pictures pretty

6). add and correctly can subtract you?

Answers:

1). New Year's Day is the first day of the year.
2). Many fruits and vegetables are raised in the South.
3). The covered wagon was a prairie-schooner.
4). Valentine's Day comes in February.
5). Most children like to draw and make pretty pictures.
6). Can you add and subtract correctly?

Topic Sentences
Exercise 21

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940
Story: "The Treasure House of the World" pp. 487-488.

Directions: Write a topic sentence for each of the paragraphs found on pages 487 and 488. Remember that topic sentences usually come

first in a paragraph. Sometimes a topic sentence may come at the end of a paragraph. You should have nine topic sentences when you finish:

1).	Paragraph I	-	Page 487	beginning:	"Almost every state" etc.
2).	" II	-	" 487	"	"In the days of the" etc.
3).	" III	-	" 487	"	"The Spaniards used" etc.
4).	" IV	-	" 487	"	"One of the first" etc.
5).	" V	-	pp. 487-488	"	"In this process" etc.
6).	" I	-	Page 488	"	"After the coming" etc.
7).	" II	-	" 488	"	"Today, wires bring" etc.
8).	" III	-	" 488	"	"Men stand on each " etc.
9).	" IV	-	" 488	"	"After the ore has" etc.

Answers:

1). Paragraph I - Page 487:
Almost every state in the Mexican Republic produces minerals.

2). Paragraph II - Page 487:
In the days of the Aztecs great numbers of Indians were employed to mine the precious minerals and valuable stones.

3). Paragraph III - Page 487:
The Spaniards used crude mining machinery weighing hundreds of tons.

4). Paragraph IV - Page 487:
One of the first mines found by the Spaniards was not far from the place where Mexico City is today.

5). Paragraph V - Page 487-488:
In this process Indians broke the ore by hand.

6). Paragraph I - Page 488:
After the coming of railroads and of machinery run by steam, people from all parts of the world rushed to Mexico.

7). Paragraph II - Page 488:
Today, wires bring the electric power which runs the mining machinery.

8). Paragraph III - Page 488:
Men stand on each side of the belt and take out the waste as it passes along.

9). Paragraph IV - Page 488:
Today engineers, who run the machines, and chemists who work in laboratories, take the place of the Indians who did the hard work when the mines were first opened.

TOPIC SENTENCES
Exercise 22

My Weekly Reader - Week March 12-16, 1945.
"Keeping America's Last Six Inches"

Directions: Write a topic sentence for each of the paragraphs listed in this exercise. Remember topic sentences may come first in the paragraph or can be last. Check work carefully.

1). Paragraph I - Page 1:

"The United States is 2,807 miles wide and six inches deep. And the United States could stand to lose half its width better than it could stand to lose half its depth. Those six inches are the average depth of our topsoil, the layer of soil from which comes our food. The topsoil is the layer of soil in which plants really grow. The subsoil, the soil below the topsoil, has little food for plants. It is just the floor on which the good topsoil is spread."

2). Paragraph II - Page 1:

"We actually are losing our precious topsoil. Water running over the land carries the topsoil into streams, unless something is done to protect the topsoil. A stream with mud in it shows that it has been "stealing" as plainly as does a boy with jam on his face. When farming began in this country, the average depth of the topsoil was nine inches. We have lost one-third of our topsoil. We still are losing it. Every year, 200,000 acres of American topsoil wash into the oceans."

3). Paragraph IV - Page 1:

"We are losing topsoil by the process called erosion. There are two kinds of erosion - sheet erosion and gully erosion. Sheet erosion takes place on a gently sloping field. Water flowing over it carries away the whole surface, as a carpenter planes

away the surface of a board. In gully erosion, water gouges out a ditch in a steep slope. The ditch grows deeper and deeper. It becomes a gully if it is not stopped. A gully may grow two feet an hour in a hard storm."

4). Paragraph V - Page 1:

" "Farmers are learning how to keep their farms from washing away. They are learning how to hold the topsoil in place, so that rain water and wind cannot carry it away."

5). Paragraph VII - Page 1:

"Another way of protecting the topsoil is by strip farming. Different crops are planted in strips, instead of in wide fields. Water and wind do not have a "clean sweep" across the land. The crop in each strip is changed from year to year. Where there are three strips, one may have corn, the next wheat, and the next grass."

6). Paragraph IX - Pages 1 & 2:

"A new kind of farming is called hillculture. It is a special kind of farming for hills. Some plants can hold the topsoil on steep hillsides; other plants cannot. Plants good for hillculture are sumac (shoomak), which is useful in tanning leather; milkweek, the floss of which is used in life preservers; and shipmast locust, which makes good posts. Where erosion has begun, some plants can be used to "heal" the land and stop erosion. The kudzu (koodzoo) vine is a good land "doctor". It spreads fast and sends down many roots, which hold the soil in a firm grip."

Answers:

1). Paragraph I - Page 1:

The United States is 2,807 miles wide and six inches deep.

2). Paragraph II - Page 1:

We actually are losing our precious topsoil.

3). Paragraph IV - Page 1:

We are losing topsoil by the process called erosion.

4). Paragraph V - Page 1:

Farmers are learning how to keep their farms from washing away.

5). Paragraph VII - Page 1:

Another way of protecting the topsoil is by strip farming.

6). Paragraph IX - Pages 1 & 2:

A new kind of farming is called hillculture.

Topic Sentences
Exercise 23

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "The Wrong Trail" pp. 225-227:

Directions: Read the story "The Wrong Trail" pages 225-227. Write only the Topic Sentences for the paragraphs listed below. Remember that topic sentences usually come first in a paragraph but, sometimes, may come at the end. Write only the topic sentences.

1).	Paragraph	I	- Page	225:	beginning	"Early one summer" etc.
2).	"	II	- "	225:	"	"George was the youngest" etc.
3).	"	I	- "	226:	"	"When their big red" etc.
4).	"	II	- "	226:	"	"President Thomas Jefferson" etc.
5).	"	III	- "	226:	"	"The explorers knew" etc.
6).	"	IV	- "	226-227	"	"While they were exploring" etc.
7).	"	I	- "	227	"	""Before leaving Fort" etc.
8).	"	II	- "	227	"	"Since the big boat" etc.

Answers:

1). Paragraph I - Page 225:

At that time the country west of the Mississippi River was called the great Western Wilderness.

2). Paragraph II - Page 225:

George was the youngest of a party which Captain Lewis was

was leading to explore the great Western Wilderness.

3). Paragraph I - Page 226:

When their big red keelboat reached the mouth of the Ohio River, they turned it northward and traveled up the Mississippi as far as Fort St. Louis.

4). Paragraph II - Page 226:

President Thomas Jefferson had mapped out the plans for this trip with Captain Lewis.

5). Paragraph III - Page 226:

The explorers knew that a large river flowed westward into the Pacific Ocean.

6). Paragraph IV - Pages 226 and 227:

While they were exploring, they planned to learn all they could about animals, flowers, trees, rocks, and soil but their most important task was to study the Indian tribes which lived in that part of the country.

7). Paragraph I - Page 227:

Before leaving Fort St. Louis, Captain Lewis had bought two horses and two small boats.

8). Paragraph II - Page 227:

Since the big boat carried twenty-two oars, Captain Lewis had to hire men to row it.

Topic Sentences
Exercise 24

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Some Animals of South America" pp. 322-326.

Directions: Read the story "Some Animals of South America" pages 322-326. Write a topic sentence for each of the paragraphs listed below. Remember that topic sentences usually come first in a paragraph. Sometimes a topic sentence may come at the end of a paragraph:

1).	Paragraph	II	-	Page 322:	beginning	" Jungle explorers" etc.
2).	"	III	-	" 322:	"	"At night they" etc.
3).	"	IV	-	" 322:	"	"Scientists sometimes" etc.
4).	"	II	-	" 323:	"	"The ring-tail never" etc.
5).	"	III	-	" 323:	"	"Like the howler" etc.
6).	"	IV	-	" 323:	"	"Many strange and" etc.
7).	"	V	-	" 323-324:	"	"A llama is the most" etc.
8).	"	I	-	" 324:	"	"Up the mountain" etc.
9).	"	II	-	" 324-325:	"	"In spite of its" etc.
10).	"	I	-	" 325:	"	"It is said that" etc.
11).	"	II	-	" 325:	"	"The llama has a" etc.
12).	"	I	-	" 326:	"	"Another animal which" etc.
13).	"	II	-	" 326:	"	"How would you like" etc.

<u>Answers:</u>

1). Paragraph II - Page 322:

Jungle explorers frequently meet colonies of howler monkeys and wish immediately that they hadn't.

2). Paragraph III - Page 322:

At night they entertain the jungle by howling or roaring in their hoarse voices until the sun rises.

3). Paragraph IV - Page 322:

Scientists sometimes call the monkey's tail his "fifth limb" because he uses it to swing from tree to tree just as a boy swings on flying rings by his arms.

4). Paragraph II - Page 323:

As there are more ring-tails than any other kind of monkey in South America, this is the kind usually captured and sold as pets.

5). Paragraph III - Page 323:

Like the howler monkeys, the little, thin, long-legged spider monkeys live in large groups.

6). Paragraph IV - Page 323:

Many strange and beautiful animals live in South America.

7). Paragraph V - Pages 323 and 324:

A llama is the most handsome of the mountain creatures.

8). Paragraph I - Page 324:

Up the mountain side it climbs on its small hoofs.

9). Paragraph II - Pages 324-325:

In spite of its proud manner, the llama is a beast of burden in South America.

10). Paragraph I - Page 325:

It is said that a llama knows at once if it is given a load which will be too heavy to carry for any length of time.

11). Paragraph II - Page 325:

The llama has a cousin, the alpaca.

12). Paragraph I - Page 326:

Another animal which has very beautiful fur is the chinchilla, a small shy creature which lives in burrows high in the Andes Mts.

13). Paragraph II - Page 326:

How would you like to spend your life seeing the world upside down? That is what the sloth does.

Supplying Minor Topics When Major Topics are Given
Exercise 25

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "Oswald the Owl" pp. 407-413.

Directions: Read the entire story. Below you will see the major

points given and under each are the numbers of minor points to be written as sentences. These minor points will be facts obtained from the story. Indent all minor points:

I In the Cypress Swamp

1.
2.
3.
4.
5.
6.
7.
8.

II Oswald Becomes a Pet

1.
2.
3.
4.
5.
6.
7.
8.

Answers:

I In the Cypress Swamp

1. Oswald's home is in a swamp.
2. Feathers and coloring of Oswald are like the Spanish moss of swamps.
3. What Oswald would do
4. Kind of Owl - barred Owl
5. Oswald calls to the other owls.
6. Oswald's enemies were the crows and bluejays.
7. Owl shot but not badly hurt.
8. Owl is taken to the camp.

II Oswald Becomes a Pet

1. Oswald takes food in cage.
2. Oswald takes food from people's hands.
3. Oswald hoots to the other owls.
4. Oswald goes North in a cage in an automobile.
5. Oswald frightened by birds
6. Oswald is a tame owl.
7. Oswald has funny manners. or
   Oswald has strange mannerisms.

8. Oswald likes all kinds of food.
or
Oswald is a very wise and intelligent owl.

Supplying Minor Topics When Major Topics are Given
Exercise 26

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "Our Bird Friends" pp. 431.433:

Directions: Read the story. Below you will see the major points given and under each are the numbers of minor points to be written as sentences. These minor points will be facts obtained from the story. Indent all minor points:

I How Birds Help Us

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Answers:

I How Birds Help Us

1. Birds are man's best friends.
2. Hawks, owls, and eagles are useful birds because they destroy rats, mice, and insects.
3. Kingbirds eat mosquitoes and flies.
4. Purple martins and swallows destroy many insects
5. Waxwings or cherry birds, and bluejays help farmers by eating worms, bugs, etc.
6. Robins eat fruit but they eat insects and worms.
7. Killing insects is only one of the useful habits of birds.
8. Many birds eat the weed seeds and so destroy millions of week seeds every year.
9. Mourning doves are usually useful birds. Large flocks are sometimes harmful.

10). In Florida, the mourning doves can be killed for game.

11). Great numbers are killed during the hunting season.

Supplying Minor Topics When the Major Topics Are Given
Exercise 27

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "Through the Panama Canal".

Directions: Read the story. Below you will see the major points given and under each are the numbers of minor points to be written as sentences. These minor points will be facts obtained from the story. Indent all minor points:

I Through the Panama Canal

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Answers:

I Through the Panama Canal

1. The pilot came aboard the ship to take it through the Panama Canal.
2. Children came out of thatched huts to watch.
3. Steamers go through the locks step by step.
4. The ship moved slowly into the first Gatun Lock and the gate closed behind it.
5. Water poured in through openings at the bottom of the huge cement walls of the lock.
6. Water filled the lock until the ship rose to the level of the water in the next lock.

7. A sailor threw a rope to a man on the lock wall.
8. The man fastened the rope to a little engine called an electric mule.
9. The electric mule, running on a railroad track, pulled the ship through the lock.
10. As ship came near the end of the lock, the gate ahead swung open and the ship was pulled into the next lock.
11. The gate closed behind her, and the water flooded in and lifted her higher up.
12. After ship passed through three locks, she reached Gatun Lake.
13. A man in a tower a quarter of a mile away presses electric buttons that open and close the locks.
14. Steamers go slowly through the Gaillard Cut so that the waves will not wash the shore away.
15. The Panama Canal separates the continents of North and South America and connects the Atlantic and Pacific Oceans.

Supplying Minor Topics When Major Topics are Given
Exercise 28

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "Mexico - Old and New" pp. 482.484

Directions: Read the story "Mexico Old and New" pages 482-484.

The major topic is given in this part of the story and you are to write all the minor or subtopics that would be included under it:

I When Cortes Came to America

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.

Answers:

I When Cortes Came to Mexico

1. When America was discovered, a king named Montezuma ruled in the land called Mexico.
2. The people were Indians called Aztecs.
3. Hernando Cortes, the leader of a Spanish expedition, sailed to Mexico.
4. Montezuma sent Cortes presents of gold, silver, feathers, fan and cloth on his arrival in Mexico.
5. Montezuma offered Cortes more silver and gold if he would leave Mexico.
6. Montezuma sent pictures of battles painted on cloth to frighten Cortes.
7. Cortes was not frightened by Montezuma's pictures.
8. Cortes made three cuts with his sword on the bark of a tree to show he had taken possession of the land for Spain.
9. Cortes led his army into Mexico City against Montezuma.
10. Cortes and his soldiers view the city with admiration.
11. Montezuma greets Cortes and places a necklace of gold crabs around his neck and a great feast is prepared for him.
12. Guests walk through the palace gardens where all kinds of birds and animals were seen.
13. Spaniards walked through the market where vegetables and flowers were for sale.
14. Jewelry and objects carved of wood and stone were displayed by the skilled Mexican artists.
15. Cortes made Montezuma a prisoner.
16. Cortes took the Aztecs gold, silver, and precious jewels.
17. Cortes destroyed many of the Aztec statues of paintings, and other objects that told of their history.

Writing Titles
Exercise 29

My Weekly Reader - Week September 29, October 3, 1941.
"Master Achievement Test in Reading - Form D"

Directions: Read each paragraph carefully. Select the title which best describes each paragraph:

1). Paragraph I. Page 17:

" The man told the boys and girls about a good way to make a hotbed. He said they should spade up the dirt, add manure, and

plant seeds, and then cover the hotbed with an old window frame with glass in it. The boys and girls were very much interested in those hotbeds. When the warm days came, the boxes were opened part of the day.

This story is about:
(a) How to make a hotbed
(b) Planting seeds
(c) Care of the garden
(d) Flowers in spring "

2). Paragraph II - Page 17:

"Ice boat sailing is one of the winter sports of the Northwest. Near Madison, Wisconsin, there are many lakes where ice boat sailing is great fun. The boats glide smoothly and swiftly over the ice. The sails bulge in the wind.

This story is about:
(a) The wind
(b) Madison, Wisconsin
(c) Boats
(d) Ice boat sailing "

3). Paragraph III - Page 17:

"Some of the Persian books are among the most beautiful books in the world. They were written and bound thousands of years ago. Their paper is very thin. Their covers are beautifully made. They are worth thousands of dollars.

This story is about:
(a) Old Persian books
(b) Beautiful books
(c) Beautiful book covers
(d) Thin paper "

4). Paragraph IV - Page 18:

"Children do much for safety. They have safety patrols in front of their schools. They teach older persons who did not grow up when there were so many automobiles on the roads, to be more careful. They can teach drivers to drive more slowly. They can say to them, "Haste makes waste."

This story is about:
(a) How to drive
(b) Automobiles
(c) Safety
(d) Children at school "

5). Paragraph VI - Page 18:

"The butterfly lays its eggs on the leaves and in the bark of trees. Each kind of butterfly knows the trees which will give the right food to the young insect that is hatched from the egg. The eggs are very beautiful. They shine like pearls. They are ribbed and marked in patterns. Out of those eggs come the larvae we know as caterpillars.

This story is about:
(a) Insects
(b) Butterfly food
(c) Caterpillars
(d) The eggs of butterflies "

6). Paragraph VII - Page 18:

The chimney swifts are birds of mystery. No one knows where they spend their winters. Each autumn, they migrate south and disappear beyond the borders of the United States. Perhaps they go to the great forests of South America.

This story is about:
(a) Great forests
(b) South America
(c) Birds of mystery
(d) Birds in winter "

7). Paragraph VIII - Page 18:

"The pioneer was followed by the lumberman with his ax. He came to built sawmills, into which he fed the giant trees of the woodlands. The busy world needed the lumber. It was a careless, thoughtless world which moved to other forest lands when one section was bare.

This story is about:
(a) Sawmills
(b) Business
(c) Cutting down our forests
(d) The pioneer "

8). Paragraph IX - Page 18:

"Pictures have been carried by radio waves over great distances. The pictures are changed into radio waves that travel through space. These waves are changed back again into pictures when they reach the radio receiving station. The changes are made by means of an electric device. When this picture appears on a screen at the receiving station, it is called television.

This story is about:
(a) Radio
(b) The telephone
(c) Television
(d) Electrical devices "

9). Paragraph X - Pages 18 and 19:

"Leif Ericsson was one of the Vikings of long ago. It is said that Leif Ericsson's long black ship touched the shores of America about five hundred years before Columbus crossed the sea. He found the same world that Columbus discovered in 1492.

This story is about:
(a) Columbus's discovery
(b) The world in 1492
(c) Viking ships
(d) Ericsson's finding America "

10). Paragraph XI - Page 19:

"At the time of the ice age in the United States, ice and snow covered the land. Everything was frozen. There were no living things in this country. The huge mass of snow and ice from Greenland crept slowly over the country. It dug great ridges and valleys in the frozen land. Then the ice sheet slowly retreated. The ice in the Arctic may be all that is left of the huge old ice sheet.

This story is about:
(a) The Arctic region
(b) Ice age in the United States
(c) Ice in Greenland
(d) Large white sheets "

Answers:

1). Paragraph I - Page 17:
a How to make a hotbed.

2). Paragraph II - Page 17:
d Ice boat sailing.

3). Paragraph III - Page 17:
a Old Persian books.

4). Paragraph IV - Page 18:
c Safety

5). Paragraph VI - Page 18:
d The eggs of butterflies.

6). Paragraph VII - Page 18:
c Birds of mystery.

7). Paragraph VIII - Page 18:
c Cutting down our forests.

8). Paragraph IX - Page 18:
c Television

9). Paragraph X - Pages 18 & 19:
d Ericsson's finding America.

10). Paragraph XI - Page 19:
b Ice age in the United States.

Writing Titles
Exercise 30

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Wilfred Grenfell Who Loved His Fellowmen" pp. 143-146.

Directions: Write titles for the same paragraphs for which you wrote headlines. Be sure to have thirteen titles when completed as there are thirteen paragraphs in all:

1).	Paragraph	I	- Page	143	beginning:	"Labrador is a lonely" etc.
2).	"	II	- "	143	"	"Some years later" etc.
3).	"	III	- "	143	"	"The people who dwell" etc.
4).	"	I	- "	144	"	"During the summer" etc.
5).	"	II	- "	144	"	"Winter freezes a white" etc.
6).	"	V	- "	144	"	"Before 1892 there was" etc.
7).	"	VI	- "	144	"	"People whose lives" etc.
8).	"	I	- "	145	"	"In 1892 a young" etc.
9).	"	II	- "	145	"	"Dr. Grenfell's first" etc.
10).	"	III	- "	145	"	"At the end of the" etc.
11).	"	I	- "	146	"	"How proud Dr. Grenfell" etc.

12). Paragraph II - Page 146 beginning: "At the end of" etc.

13). " III - " 146 " "Dr. Grenfell now had" etc.

Answers: (Any of these answers may be correct)

1). Paragraph I - Page 143:
(a) Labrador or
(b) Labrador in Northeastern Canada

2). Paragraph II - Page 143:

(a) The Peoples of Labrador and Their Occupations or
(b) The Kinds of People in Labrador and Their Occupations

3). Paragraph III - Page 143:

Small Settlements in Labrador

4). Paragraph I - Page 144:

(a) Strong, Brave Men of Labrador or
(b) Winter and Summer Occupations or
(c) Kinds of Work

5). Paragraph II - Page 144:

Winter Hardships in Labrador

6). Paragraph V - Page 144:

No Doctor in Labrador Before 1892

7). Paragraph VI - Page 144:

(a) The Sufferings of the People in Labrador Before 1892 or
(b) The Lack of Doctors

8). Paragraph I - Page 145:

Dr. Wilfred Grenfell in 1892

9). Paragraph II - Page 145:

Dr. Grenfell's First Year in Labrador

10). Paragraph III - Page 145:
(a) Dr. Grenfell's Visit to Newfoundland and Canada at the End of the First Two Years or
(b) The Purpose of Dr. Grenfell's Visit to Newfoundland and Canada

11). Paragraph I - Page 146:

(a) Dr. Grenfell's Great Joy or
(b) The First Hospital in Labrador

12). Paragraph II - Page 146:

(a) The Grenfell Hospital Ship or
(b) Hospital Stations Along the Labrador Coast

13). Paragraph III - Page 146:

(a) Dr. Grenfell and More Assistants or
(b) Dr. Grenfell and Helpers

Writing Titles
Exercise 31

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "From Stagecoach to Airplane" p. 333

Directions: Read the story and write titles for the following paragraphs:

1). Paragraph I - Page 333:

"In 1820, when Maine and Missouri became new states in our union, and sent their members to the Congress at Washington, these men traveled either by horseback, stagecoach, or boat. Traveling by stagecoach was slow. It took two or three weeks to go from Maine to Washington, and twice that long to make the trip from Missouri."

2). Paragraph II - Page 333:

"The goldseekers going from Missouri to California in 1849 spent five or six weary months traveling by wagon and by foot over plains, mountains, and desert. At that time the steam locomotive had been invented, but no railroads had yet been built west of the Mississippi River."

3). Paragraph III - Page 333:

"Today trains can take you from New York to California in less than sixty hours. Planes make it possible for a traveler to eat luncheon in New York on one day and breakfast in San Francisco the next morning."

4). Paragraph IV - Page 333:

"The story of transportation is thrilling. New thrills are added to it almost every day. Watch the newspapers for stories of new kinds of trains, for improvements in air travel, and for new records by ocean liners. Keep your eyes open and see what interesting things you can learn about modern travel."

Answers: (Any of these answers may be correct)

1). Paragraph I - Page 333:

(a) Traveling in 1820
(b) Traveling to Washington in 1820
(c) Traveling by Stagecoach

2). Paragraph II - Page 333:

(a) Slow Traveling by Goldseekers in 1849
(b) Weary Travelers
(c) The Cause of Slow Traveling by Goldseekers in 1820.
(d) The Weary-Bound California Goldseekers of 1849

3). Paragraph III - Page 333:

(a) The Speed of the Modern Train and Plane
(b) Modern Traveling
(c) Traveling by Train and Plane Today

4). Paragraph IV - Page 333:

(a) Modern Transportation
(b) The Story of Transportation
(c) The Thrilling Story of Transportation

Writing Titles
Exercise 32

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "A Rubber Collector of the Amazon" (Gathering the Rubber) pp. 315-316.

Directions: Read the story and write titles for the following paragraphs:

1). Paragraph II - Page 315 beginning: "Pedro, a dark-skinned" etc.

2). Paragraph III - Page 315 beginning: "Soon, from the" etc.

3). " I - " 316 " "This fluid, or latex" etc.

4). " II - " 316 " "It was still early morning"

5). " IV - " 316 " "He visited nearly" etc.

6). " V - " 316 " "Pedro then took" etc.

7). " VI - " 316 " "Before he started" etc.

Answers: (Any of these answers may be correct)

1). Paragraph II - Page 315:

(a) A Slanting Cut in the Bark of the Tree
(b) Making a Cut in the Bark of the Tree

2). Paragraph III - Page 315:

(a) A Milky Fluid
(b) Milky Fluid in Small Tin Basin
(c) The Milky Fluid and Container

3). Paragraph I - Page 316:

(a) Latex
(b) The Juice of a Rubber Tree
(c) A Rubber Collector and Latex
(d) Latex, the Juice of a Rubber Tree

4). Paragraph II - Page 316:

(a) Making Cuts in the Tree Bark
(b) Making Cuts in the Bark of Trees
(c) Cutting the Bark for Sap to Flow
(d) The Little Tins and Cutting the Bark

5). Paragraph IV - Page 316:

(a) A Circular Route
(b) Planning His Work
(c) Every Two Hours

6). Paragraph V - Page 316:

(a) Collecting the Latex from the Little Tins
(b) A Pail Full of Milky Latex
(c) Gathering the Latex in a Pail

7). Paragraph VI - Page 316:

(a) Pedro's Breakfast
(b) A Rubber Collector's Breakfast
(c) Eating Breakfast before Preparing Rubber
(d) The Rubber Collector and His Breakfast
(e) Eating Breakfast

WRITING TITLES
Exercise 33

Book used: Tales and Travel - Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Louis Pasteur" pp. 95-112

Directions: Read the story "Louis Pasteur" pages 95-112. There are five parts to this story. Write a title for each part or select the best title from each group listed below:

Part I
I (a) Honoring the Heroic Deeds of Louis Pasteur
(b) The Great Work Louis Pasteur Did for Mankind
(c) Louis Pasteur, a Noble and Great Scientist

Part II
(a) Louis Pasteur, a Great Scholar
(b) Louis Pasteur, The Hard Worker
(c) Louis Pasteur, Working and Studying in the Laboratory
(d) Louis Pasteur's Life

Part III
(a) Louis Pasteur's Experiments with Wine
(b) Louis Pasteur's Experiments Showing How Germs Can Be Destroyed by Heat
(c) Pasteurization
(d) Pasteur's Scientific Experiments Against Germs

Part IV
(a) Louis Pasteur Discovers a Vaccine to Protect Sheep from the Dreadful Disease of Anthrax
(b) Louis Pasteur's Experiments with Sheep
(c) Pasteur's Vaccine for Sheep Great Success
(d) Vaccinated Sheep Versus Unvaccinated Sheep

Part V
(a) Louis Pasteur's Experiments to Discover a Vaccine to
(prevent Rabies or Hydrophobia
(b) Louis Pasteur's Experiments with Mad Dogs

(c) Pasteur's Vaccine to Prevent Rabies and Hydrophobia a Great Success
(d) Pasteur a Great Benefactor or Helper to the World

Answers:

Part I 1. Honoring the Heroic Deeds of Louis Pasteur
or
2. The Great Work Louis Pasteur Did for Mankind

Part II
1. Louis Pasteur, the Hard Worker
or
2. Louis Pasteur, Working and Studying in the Laboratory

Part III
1. Louis Pasteur's Experiments
or
2. Pasteurization
or
3. Pasteur's Scientific Experiments Against Germs

Part IV
1. Louis Pasteur's Experiments with Sheep
or
2. Pasteur's Vaccine for Sheep Great Success
or
3. Louis Pasteur Discovers a Vaccine to Protect Sheep from the Dreadful Disease of Anthrax

Part V
1. Pasteur's Vaccine to Prevent Rabies and Hydrophobia a Great Success
or
2. Pasteur a Great Benefactor or Helper to the World

Writing Titles
Exercise 34

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938
Story: "The Airplane in Conservation" pp. 421-429

Directions: Read the story "The Airplane in Conservation" on pages 421-429. As there are four main parts to this story, write a title for each.

Answers: (Any of these answers may be correct)

Part I
(a) Watchful Rangers on High Mountain Peaks
(b) Watching for Forest Fires
(c) The Work of the Forest Ranger in the United States Forest Service
(d) The Cause of Forest Fires

Part II
(a) Airplanes in the Work of the Forest Service
(b) Airplanes of Great Help in the Forest Service
(c) The Use of Airplane Bombers to the Forest Ranger
(d) The Airplane Fire Patrol
(e) Forest Rangers Flying in Airplanes

Part III
(a) Forest Service Planes in the Fire Prevention Service in California
(b) Airplane Bombers of Great Value in Helping to Prevent Soil Erosion
(c) Skillful Airplane Pilots Sow Seeds Over Burned and Scarred Areas in California
(d) Airplanes Used in Sowing Seeds on Burned-over Regions

Part IV
(a) Airplanes Used to Spread Insect Powder Over Damaged Crops
(b) Airplanes Successful in Preventing Loss of Crops by Harmful Insects
(c) Airplane of Great Value in Flood Control
(d) Airplanes of Great Assistance to Healthy Crops

Writing Headlines
Exercise 35

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "Three Bird Pets" pp. 414-418

Directions: Newspaper reporters must write startling headlines for their papers to attract the eye of the reader. This makes the reader want to read the whole story. Make believe you are a news reporter and write headlines for your news columns.

For example: if a boy returning from school smells gas leaking and finds his mother lying on the bedroom floor unconscious, he opens

the windows and calls for help, your headline could be:

"Brave Boy Saves Mother"
or "Quick Thinking Saves Life"
or "Mother Rescued"

Write headlines for the following paragraphs:

1).	Paragraph	I -	Page 414	beginning	"Crows are very" etc.
2).	"	II -	" 414	"	"Nearly everybody used" etc.
3).	"	III -	" 414	"	"Because crows are" etc.
4).	"	IV -	" 414	"	"He was a very ugly" etc.
5).	"	II -	" 415	"	"The little fellow" etc.
6).	"	IV -	" 415	"	"Before long Don Pedro" etc.
7).	"	V -	"415-416	"	"Once in a while" etc.
8).	"	I -	" 416	"	"Don Pedro was always" etc.
9).	"	IV -	" 417	"	"He imitated every sound" etc.
10).	"	V -	" 417-418	"	"He was always curious" etc.

Answers:

1). Paragraph I - Page 414:
Crows Are Intelligent Birds

2). Paragraph II - Page 414:
Crows Are Useful Birds
or
Crows Are Helpful to Man

3). Paragraph III - Page 414:
Crows Make Amusing Pets
or
A Tame Crow Makes a Good Pet

4). Paragraph IV - Pages 414-415:
How the Crow Looked
or
The Crow Was an Ugly Baby

5). Paragraph II - Page 415:
The Crow Eats Too Often or
The Crow Always Wants to Eat

6). Paragraph IV - Page 415:
Don Pedro Roams About Garden
or
Don Pedro Likes to Hunt in the Garden

7). Paragraph V - Pages 415-416:

Don Pedro Feasts on Fruits
or
Don Pedro Helps Himself
or
Don Pedro Breaks the Law

8). Paragraph I - Page 416:

Don Pedro is Playful
or
Don Pedro Plays Tricks

9). Paragraph IV - Page 417:

Don Pedro is a Born Imitator
or
Don Pedro Imitates Every Sound

10). Paragraph V - Pages 417-418:

Don Pedro is Curious
or
Don Pedro Filled with Curiosity
or
Don Pedro's Curiosity Brings Disaster
or
Don Pedro's Curiosity Led to Trouble

Writing Headlines
Exercise 36

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "From Stagecoach to Airplane"

Directions: Write a headlines for each of the paragraphs listed below. Be sure each headline gives a complete idea or thought. There are four paragraphs. Make a headline for each one:

1). Paragraph I - Page 333 beginning: "In 1820, when Maine" etc.

2). " II - " 333 " "The goldseekers going" etc.

3). " III - " 333 " "Today trains can take" etc.

4). " IV - " 333 " "The story of transportation"etc.

Answers: (Any of these answers may be correct)

1). Paragraph I - Page 333:

(a) How People Traveled in 1820
(b) Why Traveling Was Slow in 1820
(c) The Ways People Traveled in the Olden Days

2). Paragraph II - Page 333:

(a) Goldseekers Bound for California in 1849
(b) Why the Goldseekers of 1849 Were Weary from Months of Traveling
(c) Why the Goldseekers to California Were Weary
(d) Why the Journey to California Was Long and Slow in 1849

3). Paragraph III - Page 333:

(a) Why People Today Can Travel so Quickly
(b) The Speed the Modern Train and Plane Make
(c) Speeding Trains and Fast Planes Transport People to Many Places
(d) Why the Traveler of Today Sees so Many Places

4). Paragraph IV - Page 333:

(a) Why the Story of Transportation is Thrilling
(b) Why Modern Traveling is Interesting
(c) The Various Means of Modern Travel Makes Transportation Very Interesting

Writing Headlines
Exercise 37

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "A Rubber Collector of the Amazon" - (Gathering the Rubber) - pp. 315-316

Directions: Read the story "Gathering the Rubber" pages 315 and 316. Write a headline for each of the paragraphs listed below. Be sure each headline gives a complete idea or thought. There are seven paragraphs in all. Make a headline for each one:

1). Paragraph II - Page 315 beginning:"Pedro, a dark-skinned" etc.

2). " III - " 315 " "Soon, from the newly-made" etc.

3). " I - " 316 " "This fluid, or latex" etc.

4). " II - " 316 " "It was still early" etc.

5). " IV - " 316 " "He visited nearly" etc.

6). " V - " 316 " "Pedro then took a" etc.

7). " VI - " 316 " "Before he started to" etc.

Answers:

1). Paragraph II - Page 315:

(a) Pedro Makes a Slanting Cut in the Bark of the Tree
(b) Why Pedro Makes a Cut in the Tree

2). Paragraph III - Page 315:

(a) A Milky Fluid Comes Out
(b) The Milky Fluid Runs Down into the Small Tin Basin at the Foot of the Tree
(c) Milky Fluid Collected in Small Tin Basin

3). Paragraph I - Page 316:

(a) Latex is the Juice of a Rubber Tree
(b) Latex is a Fluid
(c) Pedro is a Rubber Collector
(d) Pedro Collects Latex

4). Paragraph II - Page 316:

(a) Pedro Cuts the Barks of Many Trees During the Day
(b) The Rubber Collector Makes Cuts in the Bark of Many Trees and Gathers the Sap
(c) Pedro Makes the Cuts in the Bark of the Trees and Places Little Tins at the Base for the Sap to Run Into
(d) The Little Tins Used to Collect the Sap from the Trees

5). Paragraph IV - Page 316:

(a) The Rubber Collector Makes a Circular Route
(b) Rubber Collector Plans His Work Carefully
(c) Rubber Collector's Route Takes Him to His Hut Every Two Hours

6). Paragraph V - Page 316:

(a) Pedro Collects a Pail Full of Latex from the Small Tins
(b) Pedro Gathers a Pailful of Latex
(c) The Small Tins Yield a Pail Full of Latex

7). Paragraph VI - Page 316:

(a) Pedro Eats His Breakfast Before Starting to Prepare Rubber
(b) Whaat a Rubber Collector Eats for Breakfast
(c) The Kind of Breakfast a Rubber Collector Eats
(d) Rubber Collector Eats Unusual Kind of Breakfast

Writing Headlines
Exercise 38

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938
Story: "Wilfred Grenfell Who Loved His Fellowmen" pp. 143-146

Directions: Write a headline for each of the paragraphs listed below. Be sure each headline gives a complete idea or thought. There are thirteen paragraphs. Make a headline for each one:

1). Paragraph I - Page 143 beginning: "Labrador is a lonely" etc.

2). " II - " 143 " "Some years later" etc.

3). " III - " 143 " "The people who dwell" etc.

4). " I - " 144 " "During the summer" etc.

5). " II - " 144 " "Winter freezes a white" etc.

6). " V - " 144 " "Before 1892 there was" etc.

7). " VI - " 144 " "People whose lives" etc.

8). " I - " 145 " "In 1892 a young" etc.

9). Paragraph II - Page 145 beginning: "Dr. Grenfell's first" etc.

10). " III - " 145 " "At the end of the" etc.

11). " I - " 146 " "How proud Dr. Grenfell" etc.

12.) " II - " 146 " "At the end of forty" etc.

13). " III - " 146 " "Dr. Grenfell now had" etc.

Answers:

1). Paragraph I - Page 143:

(a) Why Labrador is a Lovely Land
(b) Why Labrador is a Lovely Land in Northeastern Canada
(c) Labrador is a Lovely Land

2). Paragraph II - Page 143:

(a) What Peoples Live in Labrador and How They Make Their Living
(b) How Peoples Make a Living in Labrador

3). Paragraph III - Page 143:

(a) Settlements Are Very Small in Labrador

4). Paragraph I - Page 144:

(a) Brave and Strong Men Do Work in Labrador

5). Paragraph II - Page 144:

(a) Cold Winter Weather Causes the Greatest Hardships to People in Labrador
(b) The Hardships the Labrador People Face in Winter

6). Paragraph V - Page 144:

(a) No Doctor Lived in Labrador Before 1892.

7). Paragraph VI - Page 144:

(a) People Suffered and Died Because No Doctor Lived in Labrador Before 1892 to Help Save Them
(b) The Lack of Doctors to Help People Sick and Hurt Caused Great Suffering in Labrador Before 1892

8). Paragraph I - Page 145:

(a) Dr. Wilfred Grenfell Goes to Labrador in 1892

9). Paragraph II - Page 145:

(a) Dr. Grenfell's Hard Work the First Year in Labrador
(b) Dr. Grenfell Worked Hard and Long During the First Year in Labrador
(c) Dr. Grenfell Was Not Discouraged the First Year in Labrador

10). Paragraph III - Page 145:

(a) Dr. Grenfell Seeks Aid
(b) Dr. Grenfell Goes to Newfoundland and Canada to Tell of the Needs of Labrador
(c) Dr. Grenfell Seeks and Receives Money to Carry on His Life's Work in Labrador

11). Paragraph I - Page 146:

(a) The First Hospital Started in Labrador Through the Efforts of Dr. Grenfell

12). Paragraph II - Page 146:

(a) A Grenfell Hospital Ship Visits Every Settlement Along the Labrador Coast
(b) Hospital Stations Established at Every One Hundred Fifty Miles Along Labrador Coast by Dr. Grenfell at End of Forty Years' Work

13). Paragraph III - Page 146:

(a) Dr. Grenfell Gets Aids
(b) Dr. Grenfell is Aided by More Doctors, Dentists, Nurses, and Teachers in Labrador
(c) Dr. Grenfell Gets More Helpers to Carry on His Work in Labrador

Selecting Major Topics When Minor Topics Listed in Outline Exercise 39

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Guarding Our Wealth" pp. 459-460

Directions: Read the story "Guarding Our Wealth" pages 459-460. Select only the major topics from the following list. Write only those on your papers. Remember that the major topics are the main thoughts

or ideas in the story.

1). Uncle Sam rich in natural resources

2). Forests, rivers, lakes and soil are some of her resources.

3). Herds of cattle, hogs, and sheep, oil wells, and mines are more of the resources of the United States.

4). Why Uncle Sam not so rich now

5). Uncle Sam too generous with some of his wealth

6). People of the United States have wasted some of Uncle Sam's finest treasures.

7). People of the United States did not save or conserve our great resources and did not use them wisely.

8). Conservation of natural resources

9). We must replant our forests.

10). Lakes and rivers must be restocked with fish.

11). Wild game must be protected

12). Our farm lands must be conserved so that its rich soil will not be worn out or blown away

13). Our minerals must be used with care as we cannot replace them when they are gone.

14). We must not forget conservation of people - we must keep them healthy and happy.

Answers: Major Topics

1). Uncle Sam rich in natural resources

2). Why Uncle Sam not so rich now

3). Conservation of natural resources

4). Conservation of people - keep them healthy and happy

Selecting Major Topics in a Story
Exercise 40

Book used: Tales and Travel, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Some Useful Plants of South America" pp.309-314

Directions: Read the story "Some Useful Plants of South America" pages 309-314. Write only the Major Topics on your papers after reading this story. Remember the Major Topics are the main thoughts in the story. As you read, keep these main ideas in mind:

Answers:

1). Chocolate comes from the cacao tree which grows in the rich sunny lands near the equator.

2). Cacao pods do not fall to the ground when they are ripe, but must be cut from the tree.

3). Cocoa is made from the cacao beans.

4). The bitter chocolate must be sweetened with sugar because it flavors drinks and foods.

5). Vanilla is a South American product, that comes from a creeping vine with brown beans.

6). Vanilla has a soft sweet fragrance, like thousands of flowers in the warm breeze and is used for flavoring.

7). Coffee is one of the leading products of South America and is found in berries or beans.

8). Quebracho or "axe-breaker" is a tree grown in South America and its extract used chiefly for tanning leather.

9). The Tagua Palm tree is another kind that produces all kinds of nuts and these are used to make all kinds, sizes, and types of buttons for clothing.

Selecting Major Topics in a Scrambled Outline
Exercise 41

Book used: Days and Deeds, William S. Gray and May Hill Arbuthnot, Scott, Foresman & Co., Chicago, 1943. Story: "Inside the Earth" pp. 276-284.

Directions: Read the story "Inside the Earth" pages 276-284. Select only the Major Topics from the following list and write only those points on your papers.

1). Joe Moss spends a few weeks with his cousin on a farm in Illinois.

2). On vacation

3). A cold draft of air blows against their backs.

4). Climbing a steep hill

5). The boys discover a small opening in the rocky ground.

6). Opening small but boys crawled through

7). Boys got a kerosene lantern, a flashlight, and two balls of heavy cord.

8). Boys decide to unwind string as they go through the cave.

9). Inside the cave

10). Loose rocks strewn on the floor of the cave

11). Passage curved first one way and then another

12). Joe unwound the cord allowing it to trail on the floor as they walked along.

13). The marvels of nature

14). Boys see icicle-shaped stones hanging from ceiling.

15). The columns and spires of stone glistened and sparkled when lantern and flashlight played on them.

16). The hanging icicles or steeples formed by dripping water that seeped through the cracks in the rocks.

17). Icicles hanging from the roof of caves are called stalactites.

18). Icicles growing up from the floor are called stalagmites.

19). It takes thousands of years for stalactites and stalagmites to meet and form a whole column.

20). The string is used up.

21). Boys discover a waterfall from cavern wall.

22). Boys discover a cave of ice.

23). Boys find this glistening ice was a rock formation.

24). The crystal-like icicles were purplish, greenish, and white.

25). Boys follow trail of string through the big rooms of queer rock formations.

26). Boys crawl out of the cave.

27). Outside the cave.

28). Boys return to the farm.

29). Father inquires what children did.

30). Children replied that they had found a big cave and went inside of it.

31). Father tells boys they should not go into caves along.

32). A valuable discovery

33). Boys show Mr. Huff the crystals found in the cave.

34). These crystals thought to be fluorite crystals - a rare mineral used for melting steel and other metals.

35). Fluorite also used in the manufacture of enamelware, such as sinks and bathtubs.

36). Mr. Huff sees engineer to see whether crystals really are fluorite.

37). Crystals actually are fluorite crystals and very valuable.

<u>Answers</u>: <u>Major Topics</u>

1). On vacation
2). Climbing a steep hill
3). Opening small but boys crawled through
4) . Inside the cave

5). The marvels of nature
6). Outside the cave
7). A valuable discovery

Alphabetizing
Exercise 42

Directions: Write each list in alphabetical order in column form:

1). noise, dog, pet, bark, children.
2). destroy, house, arrived, torrents, flood.
3). eat, apple, ache, sick, stomach.
4). children, home, dad, house, mother.
5). haughty, pretty, helpful, pride, prison.
6). come, climb, sentence, sat, sit.
7). money, bill, book, bark, barge.
8). instance, into, cost, in, inn.
9). dance, day, done, deed, dine.
10). fight, first, fire, fine, field.

Answers:

1).	2).	3).	4).
bark	arrived	ache	children
children	destroy	apple	dad
dog	flood	eat	home
noise	house	sick	house
pet	torrents	stomach	mother

5).	6).	7).	8).
haughty	climb	barge	cost
helpful	come	bark	in
pretty	sat	bill	inn
pride	sentence	book	instance
prison	sit	money	into

9).	10).
dance	field
day	fight
deed	fine
dine	fire
done	first

Alphabetizing
Exercise 43

Directions: Arrange each group in alphabetical order in column form:

1). jelly, cane, bean, sugar, sweet.
2). gold, gale, mountain, top, vane.
3). round, running, rote, rule, rail.

4). fly, flight, flown, flew, flung.
5). blight, blown, blue, blind, blunder.
6). member, membrane, memory, mentor, mental.
7). pasture, pastor, passing, pastoral, pasteurize.
8). alike, aloft, aloud, aloof, align.
9). barrel, barn, barb, bare, barley.
10). ring, rung, rang, rude, ride.

Answers:

1).	(2).	3).	4).
bean	gale	running	flew
cane	gold	rote	flight
jelly	mountain	round	flown
sugar	top	rule	flung
sweet	vane	running	fly

5).	6).	7).	8).
blight	member	passing	align
blind	membrane	pasteurize	alike
blown	memory	pastor	aloft
blue	mental	pastoral	aloof
blunder	mentor	pasture	aloud

9).	10).
barb	rang
bare	ride
barley	ring
barn	rude
barrel	rung

Alphabetizing
Exercise 44

Directions: Write each of the following groups in alphabetical order in column form:

1). rapidly, swiftly, immediately, gradually, soon.
2). foggy, wintry, balmy, sultry, fierce.
3). during, over, inside, within, from.
4). hurricane, squall, snowstorm, whirlwind, tornado.
5). usually, perhaps, possibly, certainly, probably.
6). since, because, as, while, although.
7). rose, jumped, mounted, climbed, hiked.
8). strolled, wandered, darted, sauntered, moped.
9). held, hoisted, took, seized, captured.
10). shovel, spade, hoe, scraper, pan.
11). view, consider, puzzle, discuss, argue.
12). grimly, seriously, smartly, stubbornly, proudly.

1).	2).	3).	(4).
gradually	balmy	during	hurricane
immediately	fierce	from	snowstorm
rapidly	foggy	inside	squall
soon	sultry	over	tornado
swiftly	wintry	within	whirlwind

5).	6).	7).	8).
certainly	although	climbed	darted
perhaps	as	hiked	moped
possibly	because	jumped	sauntered
probably	since	mounted	strolled
usually	while	rose	wandered

9).	10).	11).	12).
captured	hoe	argue	grimly
held	pan	consider	proudly
hoisted	scraper	discuss	seriously
seized	shovel	puzzle	smartly
took	spade	view	stubbornly

Alphabetizing
Exercise 45

Directions: Write each list below in alphabetical order. Make each list in column form:

1). bustle, bird, bun, butte, bush.
2). call, calm, calf, calendar, calves.
3). draft, doughnut, downpour, drama, drift.
4). floor, flip, floral, float, flood.
5). greeting, grill, greenhouse, griddle, grievous.
6). infield, infect, inflate, infirm, inferior.
7). lend, leg, leisure, length, legend.
8). mail, magnify, maintain, main, maim.
9). mustard, musical, muster, music, must.
10). palm, paddle, pack, puddle, page.

Answers:

1).	2).	3).	4).
bird	calendar	doughnut	flip
bun	calf	downpour	float
bush	call	draft	flood
bustle	calm	drama	floor
butte	calves	drift	floral

5).	6).	7).	8).
greenhouse	infect	leg	magnify
greeting	inferior	legend	mail
griddle	infield	leisure	maim
grievous	infirm	lend	main
grill	inflate	length	maintain

9). music	10). pack
musical	paddle
must	page
mustard	palm
muster	puddle

Use of the Dictionary
Exercise 46

Book used: A Dictionary For Boys and Girls - Webster's Elementary Dictionary - American Book Co., New York, 1935-1941, A. Merriam Webster.

Directions: The two guide-words at the top of each page in the dictionary are the first and last words on the page. Write the correct answers to the questions below:

1).	minded	392	mint
2).	outlay	433	outwork
3).	resemble	522	resort
4).	tackle	635	take
5).	unravel	686	unthinkable
6).	warble	706	warrant
7).	counter	151	couple

1).	On what page would you find the word minor?	PP.412-392-106- 85
2).	" " " " " " " " outstretched?	PP.433-561-278-317
3).	" " " " " " " " resolution?	PP.738-295-522-312
4).	" " " " " " " " taint?	PP.248-752-378-635
5).	" " " " " " " "unshakable?	PP.686-729-832-574
6).	" " " " " " " " warden?	PP.614-706-728-541
7).	" " " " " " " "countersign?	PP.141- 89-212-151

Answers:

1). Page 392
2). " 433
3). " 522
4). " 635
5). " 686
6). " 706
7). " 151

Use of the Dictionary
Exercise 47

Directions: The two guide-words at the top of each page in the dictionary are the first and last words on the page. Write the correct answers to the questions below:

1).	faun	236	federal
2).	live	363	loaves
3).	participate	444	pass
4).	reverend	526	revulsion
5).	solar	589	solstice
6).	translucent	664	trap
7).	dropsy	202	ducat
8).	chancel	108	character
9).	bayou	56	bearing
10).	wound	727	wrinkle

1).	On what page would you find the word feature?	PP.138-236-410-375
2).	" " " " " " " " llama?	PP. 98-299-363-451
3).	" " " " " " " " partisan?	PP.373-517-138-444
4).	" " " " " " " " revival?	PP.526-634-289-375
5).	" " " " " " " " solicitous?	PP.701-469-589-386
6).	" " " " " " " " transparent?	PP.258-664-593-417
7).	" " " " " " " " dual?	PP.202-175-327-459
8).	" " " " " " " " chantey?	PP.153- 75-108-267
9).	" " " " " " " " beagle?	PP. 56-171-238-439
10).	" " " " " " " " worrisome?	PP.649-386-726-598

Answers:

1).	Page	236
2).	"	363
3).	"	444
4).	"	526
5).	"	589
6).	"	664
7).	"	202
8).	"	108
9).	"	56
10).	"	727

Following Directions
Exercise 48

Book used: Stories of American Leaders, Heard and King, The John C. Winston Co., Philadelphia, 1941.

Directions: Use the Table of Contents in your history book and find on what pages references to the following are made. List each person's name and write beside it why remembered:

Part A

1). Elias Howe
2). Alexander Hamilton
3). The Wright Brothers
4). Robert E. Lee
5). Thomas Edison
6). Sam Houston
7). Eli Whitney
8). James J. Hill
9). Thomas Jefferson
10). Clara Barton

Part B

Use the Table of Illustrations and list all references on your papers concerning pictures of the following. Write name of person and page numbers beside it:

1). Daniel Boone
2). Andrew Jackson
3). Abraham Lincoln
4). Alexander Graham Bell
5). Robert Fulton

Answers:

Part A

1). Elias Howe pp. 124-135- The Sewing Machine
2). Alexander Hamilton pp. 1-18 - First Secretary of U. S. Treasury. Started mint for coining money.
3). The Wright Brothers pp.307-318 - Invented first airplane
4). Robert E. Lee pp. 203-222 - A Great Southern General
5). Thomas Edison pp. 280-306 - Wonders of Electricity
6). Sam Houston pp. 91-109 - Freedom of Texas - Great General helped Texas gain freedom from Mexico.

7). Eli Whitney pp. 110-123 Invented Cotton Gin.
8). James J. Hill pp. 239-259- One of the greatest railroad builders in the U. S. or Development of Railroads.
9). Thomas Jefferson pp. 38-51 - Third President of U. S. Louisiana Purchase
10). Clara Barton pp. 223-238 - The American Red Cross Society.

Part B

1). Daniel Boone - pp. 21-23-25-29-30-33-35
2). Andrew Jackson - pp. 74-79-81-84-89
3). Abraham Lincoln - pp. 181-185-187- 191-198
4). Alexander Graham Bell - pp. 262-271
5). Robert Fulton - pp. 137-139-147-148

Following Directions
Exercise 49
Map Work

Directions: Use your geography textbook to complete this exercise:

1). Trace map of North America on page 361.
2). Use map on page 285 and write the names of all the countries of North America in their correct places. Include all the countries of Central America under one title - "Central America".

3). The Atlantic Ocean is east of North America. Write it in the correct place on your map.

4). The Pacific Ocean is west of North America. Write it in the correct place on your map.

5). The Gulf of Mexico is south of the United States and east of Mexico. Write it in the correct place on your map.

6). The Rocky Mountains are in western Canada and United States. Write the name of them in the correct place on your map.

7). Hudson Bay is located in east central Canada. Write this name on your map in the proper place and color it blue.

8). Color the Atlantic and Pacific Oceans blue and also, the Gulf of Mexico.

9). Use your index and list all page references about the United States on your paper.

10). Use your index and list all page references about Alaska on your paper.

Answers:

1-8 on map
9-- United States pp. 3-239, 257, 273, 274, 279, 280, 281, 282, 289, 290, 326, 331.
10- Alaska - pp. 241, 257, 261, 286

Following Directions
Exercise 50

Book used: Living in the Americas, McConnell - Rand McNally & Co., New York, 1939.

Directions: Use your geography textbook to complete this exercise.

1). Trace the map of the United States from the map found on page 356.

2). The Missouri River rising in the Rocky Mts. and flowing southeast empties into the Mississippi River at St. Louis. Write the name of this river on your map.

3). Look in the Index of your geography book and find all the page references to the Missouri River. List them on your paper.

4). The Sierra Nevada Mts. are located in eastern California. Write the name of these mountains in the correct place on your paper.

5). List all index references to the Sierra Nevada Mts. on your paper.

6). Chicago is located in northeastern Illinois on the southwestern shore of Lake Michigan. Write the name of this city in the correct place on your map.

7). Find in your geography textbook the reasons for Chicago being one of the most important cities of our country; list seven reasons for Chicago's importance on your paper.

8). St. Louis is the largest city on the Mississippi River. It is located in eastern Missouri. Write the name of this city on your map.

9). List all the references to St. Louis on your papers. Use index to find them.

10). Pittsburgh is located in southwestern Pennsylvania on the Ohio River. It is important for steel. Write the name of this city in the correct place on your map. List all page references to Pittsburgh on your papers.

Answers:

1-2-4-6-8	on map
3	Missouri River: pp. 22,25, 193, 195, 196.
5	Sierra Nevada Mts.: pp. 202, 214, 221, 236.
7	Chicago: pp. 182-185
	(a) Second largest city in United States
	(b) World's leading grain market
	(c) World's leading meat-packing center
	(d) Important railroad center
	(e) Lake port
	(f) Manufacturing of farm machinery
	(g) Important steel center
9	St. Louis: pp. 174, 192-193.
10	Pittsburgh: pp. 68, 73, 75-77, 76, 96, 187.

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Initial Informal Test in

Reading Organization - Form A

Grade 5

EXERCISE I
INITIAL INFORMAL TEST - FORM A
TEST I - WORD CATEGORIES

Directions: Each list of twelve words belongs in two groups. For example: chair; table; haddock; cod; radio; oysters.

These words would make two short lists of furniture and fish.

Furniture	Fish
chair	haddock
table	oysters
radio	cod

Now make two groups from each of the following lists of words:

1). violin; cornet; truck; cello; airplane; piano; ship; saxophone; automobile; banjo; train; car.

2). house; street; church; road; cabin; highway; avenue; inn; hut; lane; post office.

3). pie; tea; cake; tonic; ice cream; coffee; cream puffs; cocoa; pudding; orangeade; fruit; milk.

4). newspaper; hockey; book; skating; magazine; coasting; map; sliding; program; tobogganing; calendar; skiing.

5). stove; ceiling; gas range; floor; wall; door; boiler; window; furnace; stoker; framework

Answers:

1). musical instruments and transportation
or
musical instruments and ways of traveling

2). buildings and streets
or
houses and roadways

3). beverages and desserts
or
drinks and sweets
liquids and desserts

4). reading material and winter sports
5). heaters and parts of a house or
kinds of heaters and parts of a room

EXERCISE II
INITIAL INFORMAL TEST - FORM A
TEST II - WORD CATEGORIES

Directions: Make three lists from each of the following groups of words:

1). oranges; walnuts; cabbages; bananas; lettuce; pecans; pears; mixed nuts; spinach; apples; butternuts.

2). Allegheny Plateau; Mystic River; Hudson Bay; Cumberland Plateau; Mississippi River; Delaware Bay; Connecticut River; New York Bay; Piedmont Plateau; Narragansett Bay; St. Lawrence River; Ozark Plateau.

3). plate; broom; bed; cup; mop; saucer; duster; lamp; bureau; bowl; brush; mirror.

4). baseball; sawmills; bulls; basketball; cows; cotton mills; football; calves; tennis; golf; woolen mills; paper mills.

5). George Washington; Joan of Arc; steel making; Abraham Lincoln; Florence Nightingale; spinning cotton; Queen Victoria; weaving; Betsy Ross; Thomas Edison; paper making; Thomas Jefferson.

Answers:

1). fruits, vegetables, and nuts.

2). mountains, rivers, and bays
or
plateaus, rivers, and bays

3). dishes, furniture, and housewares
or
dishes, furniture, and things to clean with

4). sports, mills, and animals
or
summer sports, mills, and cattle

5). men, women, and manufacturing
or
famous men, famous women, and manufactures

INITIAL INFORMAL TEST - FORM A
TEST III - GENERALIZING

Directions: Usually a particular word or phrase describes a group of things. For example:

(a) sparrows; bluejays; thrush; and swallows are all birds.

(b) bracelet; ring; ear rings; and pendant are all pieces of jewelry.

Write the correct word after each of the following lists:

1). 3 cups, 5 soup plates, and 2 bowls equal 10_____

2). 4 dogs, 3 sheep, 6 cows, and 2 horses equal 15_____

3). 7 watches, 3 clocks, and 1 sun dial equal 11_____

4). 2 rugs, 5 carpets, and 2 linoleums equal 9_____

5). one dozen roses, a half-dozen carnations, 3 violets, and 1 orchid equal 22_____

6). 2 rivers, 3 bays, 4 straits, and 1 ocean equal 10_____

Answers:

1). 10 dishes

2). 15 animals

3). 11 time pieces

4). 9 floor coverings

5). 22 flowers

6). 10 bodies of water

INITIAL INFORMAL TEST - FORM A
TEST IV - ORGANIZING SCRAMBLED SENTENCES

Directions: When rearranged, the following words make a complete sentence. Example:

are to Mother New York Dad going and.
Mother and Dad are going to New York.

Rearrange the following groups to make complete sentences:

1). short are winter and cold days in.

2). most and tables made wood are chairs of.

3). is capital United States the of the Washington, D. C.

4). found cotton are plantations South in large the.

5). transportation is carried truck airplane train bus ship motor car and on by.

6). Dutch colonial settled days the in New York in.

Answers:

1). Days are short and cold in winter.
or
In winter days are short and cold.

2). Most tables and chairs are made of wood.
or
Most chairs and tables are made of wood.

3). Washington, D.C. is the capital of the United States.
or
The capital of the United States is Washington, D. C.

4). Large cotton plantations are found in the South.
or
In the South are found large cotton plantations.

5). Transportation is carried on by truck, airplane, train, bus, ship, and motor car.

6). The Dutch settled in New York in colonial days.
or
In colonial days the Dutch settled in New York.

INITIAL INFORMAL TEST - FORM A
TEST V - ORGANIZING SCRAMBLED OUTLINES

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "Mr. Seward's Icebox." PP. 342-346.

MR. SEWARD'S ICEBOX

How We Got Alaska

The first peoples to live in Alaska were Indians and Eskimos. They lived there for perhaps thousands of years before the white man came. To them, the name Alaska meant "the great land."

Then, about two hundred years ago, a Danish sea captain named Bering sailed through the strait that separates Alaska from Asia. By so doing, he discovered that Alaska is not a part of the continent of Asia. Later on, Bering led a Russian expedition which explored the coast of Alaska. Russia then claimed the "great land" as her own and sent hunters and trappers there. They bought furs from the Indians and Eskimos and shipped them to Russia and other countries far away. Several settlements were made by the Russian fur traders, the most important of which was called Sitka.

After the Russians had developed the fur trade in Alaska, the English navigator, Captain Cook, explored the coast of "the great land" and made a map of it. He reported that it was a fine land of towering mountains and pleasant valleys. But the English did not make any settlements there.

Many years later, the Russians offered to sell Alaska to the United States. Alaska is twice as big as Texas. It is thirteen times the size of New York State. It is as big as one-sixth of the whole United States. But we could buy it for two cents an acre.

A wise man named William H. Seward told the American people to buy Alaska. He thought that at two cents an acre, the land was a fine bargain. Most Americans thought it would be foolish to buy land so near the north pole. At last, in 1867, Mr. Seward was able to persuade the government of the United States to buy Alaska from Russia for $7,200,000.

Many Americans laughed at Mr. Seward. They made

fun of Alaska, calling it "Seward's Folly" and "Seward's Icebox."

"All that money is thrown away on a lot of ice and snow," they said.

The Riches of Alaska

They were wrong, however, and Mr. Seward was right. From the very first, Americans made many thousands of dollars out of furs obtained in Alaska. The furs alone have sold for more money than the purchase price of Alaska.

About thirty years after the United States bought Alaska, gold was discovered along the Yukon River and in other places. Gold, and gold, and more gold! It was found in streams near Fairbanks, on the beach at Nome, and also in the mountains.

Thousands of men rushed to Alaska from many parts of the world. They dug hundreds of gold mines. The mines near the town of Fairbanks alone have produced gold worth nearly $85,000,000. Many people became rich. Then the American people knew that Mr. Seward had not been so foolish, after all. In time they even named an Alaskan town for him.

Many of the people who rushed to Alaska did not find gold. Some died; others returned to their homes. Still others stayed on in Alaska and made their homes there. They found that Alaska is an icebox only in the northern part, near the Arctic Circle, where the Eskimos live. They found that in many other parts of Alaska, the climate is mild and comfortable in the summertime.

Other minerals besides gold were found in Alaska. Valuable deposits of silver, platinum, and copper were discovered. Today we know that deposits of coal lie beneath about 21,000,000 acres of land there. So much coal lies waiting to be mined that Alaska may be called a great "coal bin." As yet, only a small part of it has been mined.

At first, Alaska had only winding trails; now it has railroads, wagon roads, and automobile roads. Every year, many tourists go to Alaska to see its beautiful scenery. Steamships sail from Seattle to Seward in about one week, carrying tourists, settlers, machinery, canned goods, and mail. When a ship follows

the coastline closely, the passengers may see many islands and mountains, beautiful waterfalls, and glaciers that come down to the water's edge.

After leaving the steamship at Seward, one may take The Alaska Railroad to Fairbanks. On this trip, too, there is beautiful scenery.

Many thousands of pounds of fish, especially salmon, herring, and halibut, are caught every year in Alaska's rivers or in waters near the coast.

Most of the salmon is canned and packed for shipment to the United States and other countries. The fisheries of Alaska bring in even more money than its gold mines.

In the deep Alaskan forests, men have cut pine, cedar, and spruce trees for lumber. Many thousands of dollars' worth of lumber has been shipped from Alaska.

Some of the people in Alaska earn their living by farming. They have found that fruits, vegetables, berries, and hay grow well during Alaska's short, mild summers.

Today we know that Alaska is rich in minerals, fish, furs, coal, lumber, and farm lands. Mr. Seward's "Icebox" seems to be full to overflowing with good things. Only about 60,000 settlers are now living in Alaska, but it is hoped that other people will want to go to this rich land and make their homes there. Alaska is now a territory of the United States; one of these days, it may become a state.

Directions: (a) Choose the main or major topic from this outline given in mixed order.

(b) Under the main topic, list the minor topics that go with it.

(c) Underline the main or major topic.

I First peoples were Indians and Eskimos
Alaska meant "the great land."
The peoples of Alaska
These peoples lived there years before
the white man came.

II Gold discovered along Yukon River.
Men rushed to Alaska.
Climate mild in summertime.
The riches of Alaska.
People became rich.
Alaska rich in fish and minerals.
Americans made thousands of dollars from furs.

III Alaska twice as big as Texas.
Alaska
Russia offers to sell Alaska to the United States.
We could buy Alaska for two cents an acre.

IV Winding trails in Alaska.
Railroads, wagon roads, and automobile roads
found in Alaska.
Steamships sail from Seattle to Seward, Alaska,
in about a week.

Scenery of Alaska.
Travel

Answers:

I The peoples of Alaska
1. First peoples were Indians and Eskimos.
2. Alaska meant "the great land."
3. These peoples lived there years before
the white man came.

II The riches of Alaska
1. Gold discovered along Yukon River.
2. Men rushed to Alaska.
3. Climate mild in summertime.
4. People became rich.
5. Alaska rich in furs and minerals.
6. Americans made thousands of dollars from furs.

III Alaska
1. Alaska twice as big as Texas.
2. Russia offers to sell Alaska to the United States.
3. We could buy Alaska for two cents an acre.

IV Scenery of Alaska

1. Winding roads in Alaska.
2. Railroads, wagon roads, and automobile roads found in Alaska.
3. Steamships sail from Seattle to Seward, Alaska, in about a week.
4. Travel

INITIAL INFORMAL TEST - FORM A
TEST VI - FINDING TOPIC SENTENCES

Directions: Many paragraphs have one sentence that explains what the entire paragraph is about. A sentence of this kind is called a topic sentence. It is usually found near the beginning of a paragraph, but sometimes it is placed at the end.

Now see if you can find the topic sentence in each of the following paragraphs.

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story used: "The Railroad Track". PP. 308-309.

1). Paragraph 1. Page 308:

"About two hundred years before the Rocket made its first trip to Liverpool, the first "tracks" were used in England. Trains did not run on these tracks, for the locomotive had not yet been invented. Wagons, pulled by horses, used the first tracks which were merely wooden rails, called wagonways."

2). Paragraph 2. Page 308:

"The first wagonways were laid from a coal mine to a near-by river. Coal had to be hauled from the mine to the wharf on the river bank where it was loaded on barges and shipped to other parts of England. It was found that a horse could pull a heavy wagonload of coal much more easily if the wheels of the wagon ran on tracks."

3). Paragraph 3. Page 308:

"Wooden rails were used until someone discovered how to make rails out of iron. Iron was stronger than wood and lasted longer, but it was far more expensive. The owners of the coal mines could not afford to use much iron, so the first iron rails were made very narrow - much narrower than the wooden ones."

4). Paragraph 4. Pages 308 and 309:

"The wagon wheels kept slipping off the narrow iron rails. Someone then thought of a way to make rails with upright edges. These edges prevented the wagon wheels from slipping off the narrow iron rails, but they were the cause of another kind of trouble. Dirt, stones, and bits of coal collected on the rails and clogged them. The perfect track had not yet been found."

5). Paragraph 1. Page 309:

" One day, a clever man asked this question: Why not put the upright edge on the wagon wheel instead of on the track? This new idea was tried, and it worked well. No longer would dirt, stones, bits of coal, and other things clog the rails."

6). Paragraph 2. Page 309:

"For many years, rails of different shapes were tried. Some were merely strips of iron laid over wood. Others were solid iron rails, but they had to have special iron supports. At last **an American, Robert L. Stevens, invented a rail that was very strong and easy to make.** All rails today are made like the one that Robert L. Stevens invented."

7). Paragraph 3. Page 309:

"The rails of modern railroad tracks are made of steel instead of iron or cast iron. A steel rail is much stronger than an iron rail. If a load is very heavy, a steel rail may bend but it will not break as easily as a cast iron or an iron rail does."

8). Paragraph 4. Page 309:

" In the beginning, tracks were used by coal wagons only. Today, they are used by huge locomotives, that pull long lines of freight or passenger cars. They have helped to carry people and goods into almost every part of the world."

Answers:

1). Paragraph 1. Page 308:

Wagons, pulled by horses, used the first tracks which were merely wooden rails, called wagonways.

2). Paragraph 2. Page 308:

The first wagonways were laid from a coal mine to a near-by river.

3). Paragraph 3. Page 308:

Wooden rails were used until someone discovered how to make rails out of iron.

4). Paragraph 4. Pages 308 and 309:

The perfect track had not been found.

5). Paragraph 1. Page 309:

One day a clever man asked this question: "Why not put the upright edge on the wagon wheel instead of on the track?"

6). Paragraph 2. Page 309:

For many years, rails of different shapes were tried.

7). Paragraph 3. Page 309:

The rails of modern railroad tracks are made of steel instead of iron or cast iron.

8). Paragraph 4. Page 309:

They have helped to carry people and goods into almost every part of the world.

INITIAL INFORMAL TEST - FORM A
TEST VII - ORGANIZING SEQUENCE FROM MEMORY

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940. P. 8

Directions: Read "On New Shores" and try to picture in your mind the order in which the things happen. Read the story once and then close your books. Look at the sentences below and after each write a number that follows in sequence, that is, write a 1 for the thing that happened first in the story; 2 for the thing that happened next until the whole list is completed. Number all the sentences in the order in which they happened in the story.

Story: Paragraphs 1 and 2. Page 8:

ON NEW SHORES

It is December and bitterly cold as the Pilgrims move the last women and children to shore from the little ship, the Mayflower. They are weary and worn from a long crossing over a stormy sea, but they look ahead bravely to life in a free land.

Hardships are ahead in this wild, unknown country. There will be little food at first, and the Mayflower's band of men, women, and children will often be cold and hungry. The Pilgrims will see no other white men. There will be no roads, no towns, no houses until these settlers build them. They will have to toil long, weary days to provide food and shelter in this new, strange land.

a). Hardships are ahead in this wild country.

b). Little food at first in the new country.

c). It is December and bitterly cold as the Pilgrims land on shore from the Mayflower.

d). The Pilgrims will se no other white men.

e). They will have to toil long, weary days to get food and shelter.

f). They are weary and worn from a long crossing over a stormy sea.

g). No roads, no towns, no houses until settlers build them.

Answers:

a). 3

b). 4

c). 1

d). 5

e). 7

f). 2

g). 6

INITIAL INFORMAL TEST - FORM A
TEST VIII - ORGANIZING SEQUENCE CORRECTLY
OUTLINE IN ORDER

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "A Son of the Frontier" pp. 247-256

A SON OF THE FRONTIER

Sam Becomes a Clerk

About the year 1800, the Houston family lived in the town of Marysville on the Tennessee River. Here young Sam Houston grew up. At that time, the Tennessee River was the boundary of the Indian country. On an island in the river, not far from Marysville, was an Indian village of about three hundred Cherokees. Two of the Cherokee boys who lived there were Sam's best friends.

When Sam was sixteen, his brothers who had a store in Marysville decided that he should help them behind the counter. But Sam did not want to work in the store. He tried to put off the day as long as long as he could by being very willing to bring in the fish and game which were part of the family's food. His brothers were puzzled because Sam always had a book in his pocket when he went hunting, and yet he always brought home some game.

What they did not know was that the two Indian lads who were his friends always joined him in the woods and helped him with his hunting. In return, Sam told them wonderful tales of heroes of ancient times and recited poetry to them. Like most Indians, they loved stories and the music of poetry.

Finally Sam's brothers had their way. Even his mother agreed that he ought to work in the store. He tried it for a while. Everyone liked him, even though he often kept customers waiting while he finished reading a page in a book before he looked up to ask what they wanted to buy. But Sam didn't like being a clerk. The store walls were too near. He could not remember any hero in history

who had clerked in a store, and the people who came into the place did not recite poetry.

One day when Sam's oldest brother arrived home for dinner at noon, he asked his mother, "Is Sam sick?"

"He seemed all right when he started for the store this morning," she answered.

"Well, he never got to the store. I suppose he's off in the woods again," his brother said in disgust.

Sam was in the woods. He was standing on the bank of the river thinking, "I don't see why so many people fear and dislike Indians. They lead a fine life. They hunt and fish enough to get food and clothing. But they never bother with store-keeping."

Just then a canoe came around the end of the island where the Cherokee Indians lived. Sam heard a joyful halloo from the two slim, black-haired figures in it. The canoe sped to where Sam was standing, and his two young Indian friends jumped out eagerly.

They had missed Sam during the weeks he had worked in the store. This was like old times; the three boys settled down for a long, happy day. Sam did not talk much. He listened to the latest hunting adventures of his friends with a heavy heart. "I can't bear that store another day," he kept thinking.

The Indian ladsrealized that Sam was unhappy. At the end of the day, they begged him, "Come home with us. Our father will be glad to have you stay with us."

A Guest of the Cherokees

Sam went with them. The father of Sam's friends was Oolooteka, the chief of the tribe. He was a wise and dignified man. He greeted Sam with great courtesy and said he would be glad to have his sons' friend stay as a guest in his home.

The Cherokees were among the most civilized of all Indian tribes. They lived in cabins and had a written language of their own. Village life, under the wise chief, was a life of beauty and happiness.

Sam was happier than he had been for a long time. Chief Oolooteka, or John Jolly as he called himself when dealing with white men, liked Sam. He thought the white boy had all the finest traits of the Indians. Like the chief's sons, Sam was brave and true to his friends. He loved to spend his time hunting in the woods and fishing in the river instead of selling goods day after day in a store.

At that time, Sam did not realize that the things he was learning from Chief Oolooteka and the other Indians would be very valuable to him when he grew up. Because of his stay in the Cherokee village, his whole life was to be very different from the lives of most white men.

Sam was so happy with his Indian friends that when his brothers came to urge him to return home, he would not leave. He told them, in Indian style, "I have found that I would rather measure deer tracks in the forest than measure cloth in the store."

Sam mastered the Cherokee language, and Chief Oolooteka was so pleased that he took the boy into his family as his own son. He made Sam a member of the tribe and gave him the Indian name, Kalanu, which means Raven. Perhaps the chief thought that Sam would become, like the bird, one who would travel far and see beyond the tops of mountains and trees into far places.

During Sam's stay with the Cherokees, he wished to do something in return for all the kindness he received. Whenever he went to Marysville he took back presents for them - cloth, beads, knives, and trinkets which he got at his brothers' store. When he was eighteen, he owed about a hundred dollars for these presents and decided to earn the

money to repay his brothers.

"Perhaps your 'Indian University' has taught you how to earn the money," one of his brothers taunted him.

That gave Sam an idea. He went about among the white settlers and told them he had decided to start a little school. The next year, when his school opened, several of the families sent their children. Sam was successful in earning the money he needed and also in making his pupils study. He knew how to make history live and how to make poetry seem like music.

Sam Helps His Indian Friends

After a time, Sam Houston was called upon to serve both his Indian friends and his country. The Cherokees were in great trouble, and the white settlers feared that the trouble would lead to new Indian wars. They called upon Sam to make peace.

He went to see Chief Oolooteka, who greeted him with great joy and relief. The troubles of his tribe were more than the chief could handle, but he knew Sam could help him.

"My son, our young chiefs have signed a talking paper. It says that we will leave our homes and go into the West. But we cannot go. The young chiefs do not know that the West is a darkening land, a place of evil," Oolooteka told Sam.

"But, my father, you must go. Your people did sign the paper. The Cherokee Nation does not break its word," Sam reasoned. Oolooteka nodded, for it was true that a promise had never been broken by his people.

Sam went on to say,"The White Father will protect you. He will pay you well for giving up your land here. He has chosen a new place for your people, and they will have blankets, guns, and kettles."

Because they knew and loved Sam, the Cherokees agreed to give up their best land in the Tennessee Mountains. They moved to the Arkansas River Reservation and came to be known as the "Cherokee Nation, West."

The settlers of the Tennessee country were no longer afraid of Indian wars. But Sam spent many years protecting his Indian friends from dishonest government agents. During those years, he seemed to be growing into the sort of man of whom his brothers would approve. He studied and practised law in Tennessee and became governor of the state.

Trouble came into his life there, and at once his thoughts turned to his Indian friends. He traveled by steamboat, flatboat, and horseback to Oolooteka's lodge on the Arkansas River. The chief was now sixty-five years old, but he still bore himself like a king. He greeted Sam, "My son, eleven years have passed since you were in my wigwam. A cloud has fallen across the white path you have been traveling. The Great Spirit has sent you to us. We are your people. Stay with us." Once more the Indians helped Sam.

Chief Oolooteka's lodge became the meeting place for the chiefs from all the tribes of the seven thousand Indians then living in the Arkansas Territory. Sam threw away his white man's clothing. He dressed like his Indian friends. He wore a white doeskin shirt trimmed with bright beads, leggings of yellow leather, and a headdress of feathers. Soon Oolooteka's visitors - Big Terrapin, Old Swimmer, Black Coat, Little Canoe, and many other chiefs - came to look upon Sam as their best friend and adviser.

These chiefs had begun to work out a plan to form an independent nation. If they had carried out their plan, there would have been another terrible Indian war. The Indians believed, however, that the White Father had entirely failed to

keep his promises to them. He did not protect them from dreadful attacks by the Plain Indians, the warlike Navajos, Comanches, and Apaches. He did not send them the blankets, guns, kettles, and other supplies which they needed, and his agents cheated them badly.

Any war, either with the Plains Indians or with the white men, was bound to cost the lives of many of Sam's friends and brothers, the Cherokees. And a war between Indians and whites would bring much suffering to his native land. So Sam worked hard to bring about a better understanding between the Indians and the white settlers.

Since peace and justice must go together, Sam first took steps to stop the cheating of the Indians by government agents. Then, because the Indians believed in him and trusted him, he was able to persuade the Plains Indians to meet at Fort Gibson. There they signed treaties which brought peace at last to the borders of the Arkansas Territory.

Sam Houston in Texas

After these treaties were signed, Samuel Houston was faced with a new task. At this time Texas belonged to Mexico, and the American settlers there had decided that they could no longer bear to live under Mexican rule. They wanted to have their own government. So they asked Sam Houston to help them.

Under his leadership, Texas declared its independence from Mexico and worked out a government of its own. But independence was not to be had for the asking. The new republic had to fight for it, with Sam Houston leading its army to victory. In the long struggle, his old friends, the Indians, proved to be a great help to him.

When Samuel Houston was chosen to be President of Texas, he had one great wish in his heart for the new republic. Texas must

join the United States! All his hopes and plans were directed toward that great end. Finally, in 1845, Texas was made a state. Another star was added to our flag. First as senator and later as governor, Sam Houston served the new state for many years.

Directions: Read the entire story. Try to keep in mind the order in which the happenings in the story take place.

Arrange in correct order, by number, the following main points as they take place in the story:

a). Sam becomes a friend of the Indians.

b). Sam more interested in hunting than helping in store.

c). Sam Houston's family settles in Marysville near the Tennessee River.

d). Sam's first visit to the Cherokee Indians

e). Sam opens a school.

f). Sam refuses to go home.

g). Sam makes peace between Cherokees and the white men.

h). Sam becomes governor of Tennessee.

i). Cherokee Indians move West.

j). Sam goes to see Cherokee friends near Arkansas River.

k). Several Indian chiefs make plans to become an independent nation.

l). Sam brings about a better understanding between Indians and white settlers.

m). Sam becomes President of Texas.

n). Sam helps the Texans

o). Texas becomes independent nation.

p). Texas becomes a state in 1845.

Answers:

a). 2	i). 8
b). 3	j). 10
c). 1	k). 11
d). 4	l). 12
e). 6	m). 15
f). 5	n). 13
g). 7	o). 14
h). 9	p). 16

INITIAL INFORMAL TEST - FORM A
TEST IX - SELECTING BEST TITLES

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "The Pony Express." PP. 257-259

I Paragraph 1. Page 257:

" A new, fast mail service between California and St. Joseph, Missouri, began in April, 1860. Light, wiry young men, mounted on tough little mustang ponies, carried letters across nearly two thousand miles of plains, mountains, and deserts in about ten days. They had to ride night and day, through every sort of weather, always at a gallop. The ponies were changed every ten or fifteen miles. When a rider had carried the mail pouch about a hundred miles, he turned the precious mail over to another rider and rested."

II Paragraph 2. Page 257:

" Stations had been built along the route, ten or fifteen miles apart. Many of them really were small forts. When a rider came within hearing distance of his next station, he raised his voice in an ear-splitting yell, like a howl of a coyote. The agent at the station, hearing the call, stood ready with a fresh pony as the winded, foaming horse came to a stop. The rider threw the mail pouch to the agent, who strapped it to the saddle on the fresh pony while the rider was getting from one horse to the other. In less than two minutes, the rider was once more on his way at a gallop. "

III Paragraph 3. Pages 257-258:

" Letters were written on tissue paper, for at first it cost five dollars to send a half ounce. Later this cost was lowered to one dollar. Sometimes a news-paper printed on tissue paper was included so that the people living in faraway California could read the news. Letters

from the East were sent as far as St. Joseph on railroad trains.

IV Paragraph 1. Page 258:

"At St. Joseph, Pony Express riders with their horses were taken across the Missouri River on a boat. Their course took them across a corner of Kansas, along the Platte River in Nebraska, through the Rocky Mountains, and down into the valley of the Great Salt Lake. From there the route led across the desert lands to Carson City, Nevada. After they had crossed the Sierra Nevada range of mountains and reached California, they headed for the Sacramento River Valley. A little above the city of Sacramento the pony's trip ended. The rider went on to Sacramento by boat, carrying the mail for that city."

V Paragraph 2. Pages 258-259:

" The Pony Express riders did not wear uniforms. Usually, the men wore buckskin hunting shirts, woolen trousers, high boots, and slouch hats. Often bright handkerchiefs were knotted around their necks to protect them from the sun and from flies. The mail was wrapped in oiled silk and placed inside the leather pouch to keep it from getting wet by rain or snow, or when the pony had to swim a river. The riders had to take whatever came in the way of weather."

VI Paragraph 1. Page 259:

" Indian attacks were the greatest danger the riders had to face. Their only arms were a knife and a pistol. At first they carried muskets, but these were found to be too heavy. When a Pony Express rider was attacked, he always tried to get to his next station. He did not fight except to save his life, because his first duty was to carry the mail. He would make his horse run faster, if possible, and in spite of many attacks very few mail pouches were

lost. Many times, when he got to a station, he would find that the agent and the fresh pony had been killed. Then he had to go on riding the same pony. Sometimes a rider who was waiting to take his place had been killed. In that case, the weary rider would have to keep on and go twice his usual distance."

Directions: Read the story "The Pony Express", pages 257-259. In each of the following groups there is one best title. Select the best title for each group and underline it.

I Paragraph 1. Page 257:

1). The riders carry the mail

2). Ponies were changed every ten or fifteen miles.

3). New, fast mail service between California and St. Joseph, Missouri started in 1860.

4). One rider carries the mail about a hundred miles.

II Paragraph 2. Page 257:

1). Pony express stations built along the route ten or fifteen miles apart.

2). Rider calls to agent when nearing a new station.

3). Fresh ponies made ready to continue trip.

4). Mail pouch strapped to pony saddle.

III Paragraph 3. Pages 257-258:

1). Cost of sending the mail.

2). Letters written on tissue paper.

3). Letters sent from East to St. Joseph by train.

IV Paragraph 1. Page 258:

1). Riders cross desert lands.

2). Pony express riders with ponies taken across Missouri River on a boat.

3). Pony's trip ended near Sacramento.

4). The Pony Express Route.

V Paragraph 2. Pages 258-259:

1). Riders had to travel in all kinds of weather.

2). The costume of the pony express riders.

3). No uniforms were worn.

4). Mail wrapped in oiled silk and placed in leather pouch.

VI Paragraph 1. Page 259:

1). Very few mail pouches lost.

2). Pony express riders carried weapons to protect themselves.

3). Indian attacks the greatest danger the riders had to face.

4). At times, the station agent, pony, and rider were killed.

Answers:

I New, fast mail service between California and St. Joseph, Missouri started in 1860.

II Pony express stations built along the route, ten or fifteen miles apart.

III Cost of sending the mail.

IV The Pony Express Route.

V The costume of the pony express riders.

VI Indian attacks the greatest danger the riders had to face.

INITIAL INFORMAL TEST - FORM A
TEST X - WRITING HEADLINES

Book used: Days and Deeds, William S. Gray and Mary H. Arbuthnot, Scott Foresman & Co., New York, 1943.
Story: "Ben Franklin, Printer's Boy" pp. 336-346

Directions: Newspaper reporters must write startling headlines for their papers to attract the eye of the reader. This makes the reader want to read the whole story. Make believe you are a news reporter and write headlines for your news columns. For example:

If a boy returning from school smells gas leaking and finds his mother lying on the bedroom floor unconscious, he opens windows and calls for help, your headline could be:

"Brave Boy Saves Mother"
or "Quick Thinking Saves Life"
or "Mother Rescued"

Write headlines for following paragraphs:

1). Paragraph 1, Page 336:

" In 1720 James Franklin was planning to publish a newspaper. There were two others in Boston, but James thought there could be one more. His friends told him he was making a mistake, and one man said that one newspaper was enough for all America. Still, some of the friends said they would write articles for the paper if James was determined to print one."

2). Paragraph 2. Page 336:

" James was determined, and so the articles were written, the paper was printed, and his younger brother Ben sold it on the streets. It was called the New England Courant and sold well from the start."

3). Paragraph 8. Page 337:

" For several nights candles in a tiny attic room burned till very late. They lighted up the face of a happy boy who was writing

busily. Now and then he would stop to laugh."

4). Paragraph 10. Page 337:

"He pretended he was a widow, a "Mrs. Silence Dogood." Ben made her a silly empty-headed kind of woman, who was always saying and doing foolish things. The article was really a "comic strip," only it was in writing instead of drawings."

5). Paragraph 1. Page 338:

"Ben had decided to keep his writing a secret. He was certain James wouldn't print the article if he knew who had written it. So when Ben copied it, he disguised his writing, and signed it "Silence Dogood.""

6). Paragraph 4. Page 338:

"He was now in a dark hall. He didn't dare to carry a lighted candle for fear he would be seen. He had to descend two flights of stairs in the dark. One stumble, and out would come Master James from his bedroom!"

7). Paragraph 4. Page 339:

"All this time he was opening the envelope. Now he began to read the pages. Ben went back to sorting type in its case, but he kept one eye on James. Would James know his handwriting? Would James print the article if he knew? Would James think it was funny? That was a bad three minutes for Ben. But what was this? James was smiling! Now he was actually laughing!"

8). Paragraph 5. Page 339:

"Just then some of the writers for the Courant entered the shop. And if James Franklin didn't read Ben's article out loud! The writers laughed and laughed, and James laughed with them. They stopped for a moment, and then began to laugh again."

9). Paragraph 6. Page 340:

"The article was printed in the Courant,

and when Ben saw his writing actually in print, he wanted to shout with happiness. John Collins did shout. His young friend, only sixteen, an author! For a considerable time both boys kept the secret, and no one even guessed the truth."

10). Paragraph 8. Page 345:

"People kept on asking for more Dogood stories. James Franklin kept on advertising for them, and Ben Franklin kept on writing them. He hadn't gone about Boston with his eyes shut, and he always knew something that should be made fun of. When he had written sixteen of these stories still no one knew who the author was."

Answers:

1). James Franklin plans to publish a newspaper in Boston.
or
James Franklin plans to publish a newspaper in 1720.

2). Newspaper published. or
The New England Courant is published
or
Newspaper sells well.

3). Happy boy writes busily. or
Boy works till late at night writing articles.
or
Happy boy enjoys writing articles.

4). Ben Franklin writes articles on "Mrs. Silence Dogood".
or
Ben makes a comic strip in writing.

5). Ben keeps writing a secret.
or
Ben disguises his writing.

6). Ben enters dark hall. or
Ben in dark hall was afraid of being seen.

7). Ben worried as James reads article.
or
Ben worried that his handwriting might be recognized.

8). James and the Courant writers enjoy the articles.
or
The writers for the Courant laugh at the funny articles read by James Franklin.

9). Ben's article printed in the Courant.
or
Ben and his friend enjoy reading the article in the courant.

10). People ask for more Dogood stories.
or
Ben wrote sixteen Dogood stories without being recognized.
or
James Franklin does not know that Ben is author of the Dogood stories.

INITIAL INFORMAL TEST - FORM A
TEST XI - WRITING MINOR TOPICS WHEN
MAJOR TOPICS ARE GIVEN IN OUTLINING

Book used: Days and Deeds, William S. Gray and Mary H. Arbuthnot, Scott, Foresman & Co., Chicago, 1943.
Story: "Pike's Peak or Bust". PP 80-86.

PIKE'S PEAK OR BUST

"Father, why don't we go to Pike's Peak and find gold?" asked Bob Drake one morning as he and his father were doing the chores on their Illinois farm. "Half our neighbors are leaving, and people from other places pass by every week."

"So you've caught the gold fever," laughed his father. "Well, son, to tell the truth, I've been thinking about going for some time. But you know it's over a thousand miles to the Peak, and that's a long distance in a covered wagon, especially for your mother and sisters."

"They want to go!" cried Bob. "I asked them." A few weeks later the Drake family set out for Colorado. With them went other farmers as well as bankers, schoolteachers, and shopkeepers. In 1859 and 1860 it seemed that everyone in the East was rushing to the gold fields of the West.

"The minute we arrive in Colorado, I'm going to get tools and go right out and dig for gold," Bob said over and over on the first few days of the journey. "I wish our oxen could go faster. Maybe the gold will all be claimed before we get there."

"Well, son," replied his father, "Colorado may not have as much gold as folks say. That is why I'm taking my blacksmithing tools along. People will have horses there. So I can at least make a little money by shoeing them."

Bob laughed at the idea of being a blacksmith in the gold fields. He could not think of doing anything in a land where there was gold but dig for it.

On went the covered wagons, and on followed the wondering livestock that was hitched to the backs of the vehicles. It was a queer-looking bank of travelers, but a merry one. The cry "Pike's Peak or bust!" was often heard, and Bob Drake said it as frequently and as loud as anyone else.

But the journey was not always a merry one for the travelers. Sometimes the trail was rough; often the weather was disagreeable; now and then water was scarce. One day the Drakes' best ox broke his leg and had to be shot, and once they almost lost their lives while fording a stream.

As the travelers neared Colorado, they met people returning from the gold fields, greatly disappointed because they had not struck it rich. "It's just talk about the gold," they said to those going west. "You'd better go back home."

Mr. Drake was sure he could make a living, even if he didn't find gold. He knew that where people had horses, they would need a blacksmith.

But Bob didn't give up the idea of looking for gold. Often he dreamed of the things he would buy when he returned from the mines with his saddlebags overflowing with gold.

In the last week of the journey the Drakes became acquainted with an interesting man from Nebraska, whose name was Byers. He was on his way to Colorado also, but, to Bob's great surprise, not to search for gold. He intended to start a newspaper near the gold fields and had brought with him a printing press and some type.

Bob could not help smiling when he heard that. He could not imagine anyone's wanting to run a newspaper when he could be digging for gold.

"I think a newspaper is a good idea," said Mr. Byers. "Folks in the gold fields will want to know the news just as much as people anywhere else. And I'd like a good, hard-working boy to help me run the paper. Bob, how would you like to be the one to assist me?"

"Oh, thank you, Mr. Byers," answered Bob, "but

I'm going to hunt for gold. That's why I'm on my way to Colorado."

"But you will need the right kind of tools for that," said his father, "and I haven't money to buy them now. Perhaps you'd better accept Mr. Byers's offer. I think it's a good one."

In spite of his disappointment Bob was not unhappy when he did agree to work for Mr. Byers. The job would soon give him money enough to set out for the golden hills.

When the Drakes finally reached Cherry Creek, Mr. Drake set up his blacksmith shop and was soon hard at work. He had a family to support and must have money ahead before he could begin searching for gold. At the same time Mr. Byers and Bob began making plans for the newspaper.

At that time there were two settlements, called Denver and Auraria, one on each bank of Cherry Creek. As there was great rivalry between the towns, Mr. Byers knew that he must not take sides if he wanted his newspaper to succeed.

It was Bob who hit on an idea for a place to put the newspaper office. "Let's build it in the creek," he said. "Then we won't be taking sides."

Mr. Byers agreed. A small building was put up on piles in the middle of the stream, and work on the first Colorado newspaper was begun.

Type flew, and the little press rumbled. It was a proud day for Bob when he ran out on the streets, yelling, "Rocky Mountain News! Here's your News. First paper in the Rocky Mountains!"

Eager hands snatched the papers at twenty-five cents apiece. It was the first newspaper that some of the miners had seen for many months.

Mr. Byers wrote articles about all the gold strikes he heard of and published other news of interest to the miners. Bob was fast learning how to run a newspaper, and to his own surprise he began to like it. However, the news still made him eager to get out into the gold fields himself, and he saved all the money he could.

But disaster came to the Rocky Mountain News. Up in the hills a storm broke and sent a whirling mass of water down Cherry Creek. The little printing shop in the stream was washed away. Mr. Byers managed to rescue his press and some of his type, but what to do next was a question.

Then Bob had a second idea. "Why don't we have a traveling newspaper," he said, "and go from one mining camp to another?" His eyes sparkled, for this would give him a chance to see what mining was like right in the camps.

As Mr. Byers thought the plan a good one, he and Bob packed the printing outfit on the backs of burros and set off for the mining camps.

One morning the traveling printers arrived at a camp high up in the mountains just in time to hear a miner cry out, "We've got it! Hurrah!"

Jumping from his burro and dashing ahead, Bob saw some miners washing gold in a stream. They had just found a gold mine in a mountain nearby.

Immediately Bob started back down the trail on a fast horse belonging to one of the miners, to spread the news in Denver and Auraria. The words "A new gold mine has been found" were hardly out of his mouth when a trail of eager miners had started for the mountain.

More gold deposits were discovered, and many people came to the two towns near the mines. After a while these towns united as one city, with the name Denver. All these happenings kept Bob so busy reporting that he had no time to think about hunting for gold. Then one day he had a third idea that surprised even himself.

"Mr. Byers," he said, "I like reporting about miners so well that I don't want ever to give it up. I want to become a newspaper man."

Mr. Byers smiled. "Bob," he said, "you have already had two good ideas - one to build the newspaper office in the middle of the creek and the other to have a traveling newspaper. But this last idea of yours - to become a newspaper man - I am afraid you can't carry out. You can't <u>become</u> a newspaper man, because you already <u>are</u> one, and a good one, too!"

Directions: Read the entire story. Below you will see the major points given and under each are the numbers of minor points to be written as sentences. These minor points will be facts obtained from the story. Indent all minor facts. Example:

A Good Violin Player Needs
1. to study very hard.
2. practice every day.
3. keep a supply of strings on hand.
4. keep violin always in tune.
5. keep bow well rosined.

I The Trip to Pike's Peak

1.
2.
3.
4.
5.
6.

II Arrival in Colorado

1.
2.

III Newspaper office

1.
2.
3.
4.
5.
6.

Answers:

I The Trip to Pike's Peak

1. Bob Drake urges father to go to Pike's Peak to find gold.

2. Drake family decides to go to Pike's Peak.

3. The trip across the country in covered wagons with animals and people

4. Difficulties the people and animals encountered going across the country.

5. People return from the gold fields, disappointed at not finding gold.

6. Bob Drake meets Mr. Byers.

II Arrival in Colorado

1. Mr. Drake opens blacksmith shop.

2. Bob urged to work for Mr. Byers.

III Newspaper office.

1. A small building was put on piles in the middle of the stream and work on the first Colorado newspaper was begun.

2. "Rocky Mountain News", the first newspaper in the Rocky Mountains published at twenty-five cents apiece.

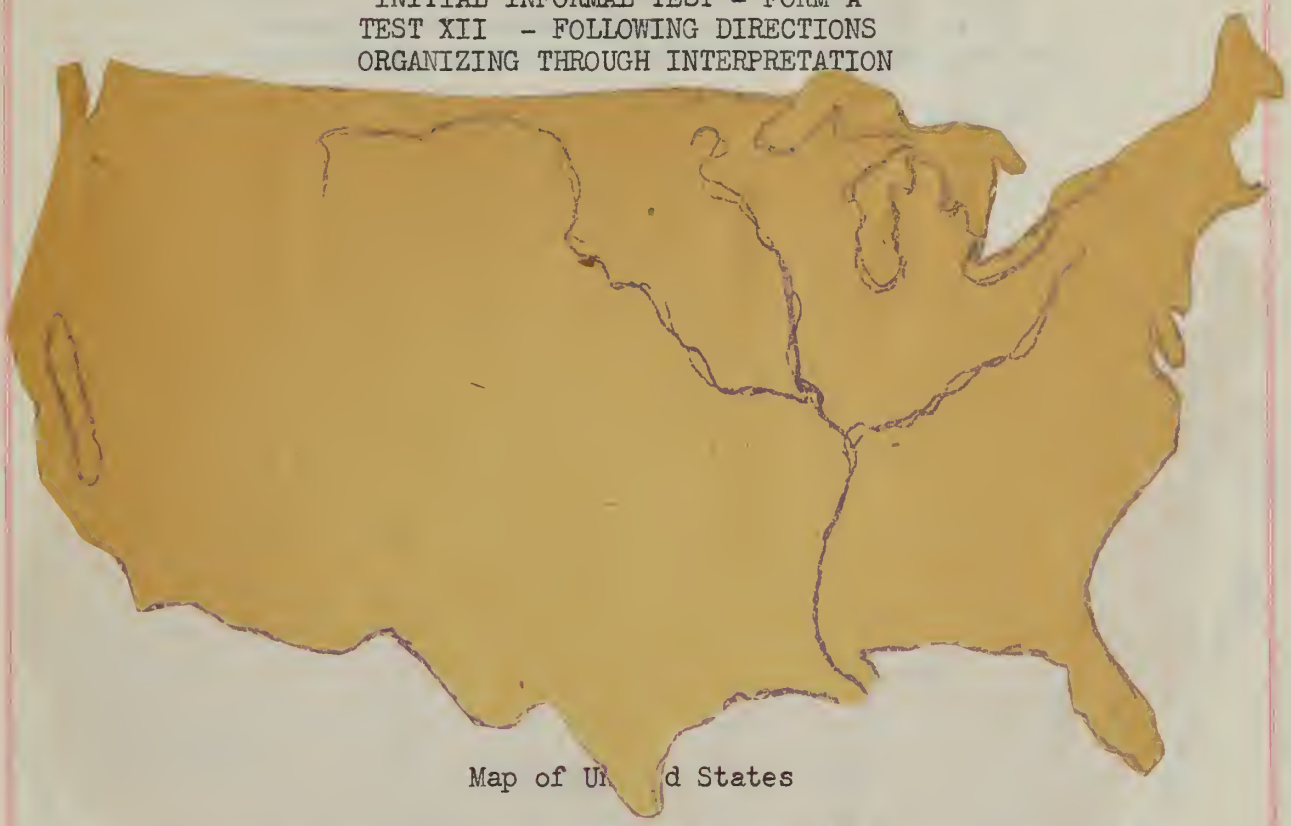
3. Bob Drake likes newspaper work.

4. Storm destroys the printing shop in the creek.

5. Bob Drake becomes a traveling newspaper reporter.

6. Mr. Byers says that Bob is a good newspaper man.

INITIAL INFORMAL TEST - FORM A
TEST XII - FOLLOWING DIRECTIONS
ORGANIZING THROUGH INTERPRETATION



Map of U[illegible]d States

1. The Mississippi River System drains the central part of the United States. Write the name Mississippi River on the map above.

2. Rocky Mts. are located in the West. Show their location by printing names Rocky Mts.

3. The Great Lakes are located in the northern part of the U. S. Print the words Great Lakes in the correct place.

4. The Appalachian Mts. are found in the East. Show location on map.

5. The Atlantic Ocean is located east of the U. S. Print the name of this ocean in the correct place.

6. The Great Plains are located east of the Rocky Mts. and west of the Mississippi River. Show these plains on your map.

7. New Orleans is near the mouth of the Mississippi River. Print the name of this city on your map.

8. The Pacific Ocean is located west of the U. S. Print this name in the right place.

9. New York is the largest city in the U. S. It is located in the northeastern part of the U. S. on the Atlantic seaboard. Print this name on your map.

10. The Great Valley of California is located west of the Rocky Mts. Show this on map.

Answers:

INITIAL INFORMAL TEST - FORM A
TEST XIII - ALPHABETICAL SEQUENCE

Directions: Write each list below in alphabetical order. Make each list in column form.

1). light, stamp, floor, book, pencil.

2). runner, catcher, pitcher, outfielder, diamond.

3). building, boat, heat, hat, cliff.

4). room, children, camera, materials, chair.

5). quartz, gold, quarter, displays, group.

6). apple, air, animal, art, anger.

7). deserts, despair, desolation, desk, destiny.

8). herring, herald, heritage, hero, here.

9). electricity, electrify, elect, electrical, electric.

10). temperate, temper, temple, tempest, temerity.

Answers:

1). book	2). catcher	3). boat
floor	diamond	building
light	outfielder	cliff
pencil	pitcher	hat
stamp	runner	heat
4). camera	5). displays	6). air
chair	gold	anger
children	group	animal
materials	quarter	apple
room	quartz	art
7). deserts	8). herald	9). elect
desk	here	electric
desolation	heritage	electrical
despair	hero	electricity
destiny	herring	electrify
	10). temerity	
	temper	
	temperate	
	tempest	
	temple	

INITIAL INFORMAL TEST - FORM A
TEST XIV - THE USE OF THE DICTIONARY

Directions: At the top of every page in the dictionary there are two guide-words that show the first and last words on each page. You will note a list of guide-words and page numbers below. Use these guide-words and page numbers to answer the following questions:

devotion	182	dialogue
gangplank	264	gate
jonquil	339	juicy
learned	354	legal
manifest	377	many
odds	424	officer
passable	445	pasteurize
quake	497	quarter
read	507	reasoning
seasick	555	secretary

1). On what page would you find the word dewdrop?

2). " " " " " " " " gasoline?

3). " " " " " " " " judge?

4). " " " " " " " " leeway?

5). " " " " " " " " manifold?

6). " " " " " " " " odorous?

7). " " " " " " " " Pasteur?

8). " " " " " " " " qualify?

9). " " " " " " " " realize?

10). " " " " " " " " secede?

Answers:

1).	Page	182	6).	Page	424
2).	"	264	7).	"	445
3).	"	339	8).	"	497
4).	"	354	9).	"	507
5).	"	377	10).	"	555

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FINAL INFORMAL TEST IN

READING ORGANIZATION - FORM B

Grade 5

FINAL INFORMAL TEST - FORM B
TEST I - WORD CATEGORIES -TWO LISTS

Directions: Write two lists for each of the following:

1). wheat, beaver, oats, rye, coyote, fox, barley, wolf, bran, corn, lion.

2). Alexander Hamilton, Sam Houston, railroad, airplane, Daniel Boone, balloon, Elias Howe, dirigible, Lewis and Clark, truck.

3). Navajos, combine, Seminoles, thresher, header, Iroquois, combine, Mohawks, drill, Hurons.

4). Overture, addition, march, multiplication, waltz, subtraction, division, folk tune, fractions, fox trot.

5). closing, signature, loam, clay, body, greeting, sod, heading, dirt, earth.

Answers:

1). grains and animals
or
grains and wild animals

2). famous men and transportation
or
famous leaders and means of travel

3). Indian tribes and farm machinery
or
kinds of Indians and farm implements

4). musical pieces and Arithmetic processes
or
musical compositions and four fundamentals in Arithmetic

5). parts of a letter and soil
or
parts of a letter and loose earth

FINAL INFORMAL TEST - FORM B
TEST II - WORD CATEGORIES -THREE LISTS

Directions: Make three lists for each of the following:

1). Amazon, Seattle, Wyoming, Mystic, Kansas, San Diego, St. Paul, Penobscot, Vermont, Cleveland, Mohawk, Iowa, Rio Grande, Oklahoma, Portland.

2). mayor, Jamaica, Cascade Range, selectmen, Puerto Rico, governor, Black Hills, Cuba, Coast Range, Haiti, president, city manager, Dominican Republic, presidential range, Green Mountains.

3). furniture, trout, black bass, automabiles, flounder, mesa, machinery, hill, plateau, rubber goods, shad, highland, cash registers, perch, peak.

4). opal, minutes, bobolink, seconds, sapphire, meadowlark, hours, garnet, bloodstone, days, woodpecker, pearl, scarlet tanager.

5). bagpipe, flute, orchid, rose, tangerine, lemon, banjo, bachelor-button, plum, mandolin, petunia, strawberry, guitar, carnation, grapefruit.

Answers:

1). rivers, cities, and states.

2). heads of local governments, islands, and mountains
or
leaders of cities or towns, islands, and high lands

3). manufactures, fish, and mountains
or
manufactures, fish, and high lands

4). precious stones, time, and birds
or
precious stones, divisions of time, and birds

5). musical instruments, flowers, and fruits

FINAL INFORMAL TEST - FORM B
TEST III - GENERALIZING

Directions: Usually a particular word or phrase describes a group of things. For example:

(a) sparrows; bluejays; thrush; and swallows are all birds.

(b) bracelet; ring; ear rings; and pendant are all pieces of jewelry.

1). 2 frying pans, 1 teakettle, 1 saucepan, and 3 pans equal 7_____

2). 3 screws plus 2 hammers plus 1 screwdriver plus 10 nails equal 16_____

3). 2 automobiles plus 1 motorcycle plus 2 trucks plus 1 beach wagon equal 6_____

4). 4 sopranos plus 3 altos plus 3 tenors plus 4 baritones plus 10 members of the chorus equal 24_____

5). 3 lilacs, 4 asters, 7 pansies, 8 lilies-of-the-valley, plus 5 snapdragons equal 27_____

6). 3 punches, 2 bottles of ink, 5 pens, 6 pencils, and 3 pieces of cardboard equal 19_____

Answers:

1). 7 utensils

2). 16 pieces of hardware or tools

3). 6 vehicles

4). 24 singers

5). 27 flowers

6). 19 pieces of school supplies

FINAL INFORMAL TEST - FORM B
TEST IV - ORGANIZING SCRAMBLED SENTENCES

When rearranged, the following words make a complete sentence.

Example:
are to Mother New York Dad going and
Mother and Dad are going to New York.

Directions: Rearrange the following groups to make complete sentences:

1). National West many Parks found the are in.

2). located famous the Grand in Canyon Arizona is for rocks beautifully colored is and its.

3). highest the is Mt. peak Whitney in United States the mountain.

4). were Robert Fulton famous Eli Whitney and Thomas Edison men.

5). Abraham of United Lincoln States during the War was Civil President the.

6). to mixed and are add we numbers learning fractions.

Answers:

1). Many National Parks are found in the West.

2). The Grand Canyon is located in Arizona and is famous for its beautifully colored rocks.

3). Mt. Whitney is the highest mountain peak in the United States.

4). Robert Fulton, Eli Whitney, and Thomas Edison were famous men.

5). Abraham Lincoln was President of the United States during the Civil War.

6). We are learning to add fractions and mixed numbers.

FINAL INFORMAL TEST - FORM B
TEST V - ORGANIZING SCRAMBLED OUTLINES

Book used: Tales and Travels, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938. Story: "Soil Conservation" pp. 451-458.

Soil Conservation

I

When our pioneers went into the great West to claim government land and build their homes on it, they found some of the richest country in the world.

Fertile acres lay waiting for the plow to bring forth their riches. The deep green forests gave all the wood that man could use. The grassy lowlands furnished abundant food for thousands of his cattle.

Today, from that same country, come reports of crops dying in the fields, and of farms being abandoned because nothing will grow on them. The newspapers print stories of dust storms that lift millions of tons of dried-out soil from that land and carry it hundreds of miles away.

We hear of carloads of half-starved cattle being shipped to other states because vast grazing grounds contain no more grass. What has happened to our good earth?

The rich top soil of good farming land contains humus. It is humus that gives the top soil its dark color and makes it spongy, loose, and easy to cultivate. It is humus that contains the best kind of food for growing plants. It is humus that helps the top soil to hold the moisture for the roots of tender new plants, and that leads the rain water deeper into the earth where it can be held in reserve for times of drouth.

What is humus? Nothing but decayed and decaying plants. A good supply of humus is necessary if plants are to grow vigorously.

You couldn't expect a cook to prepare meals for your family if no foodstuffs were provided for her use, could you? Even though the pantry were filled at first, you would know that she couldn't serve full meals day

after day, and year after year, unless supplies replaced those that were used up. What has that to do with soil conservation? Let's see.

Plants are the food makers for every living thing in the world. In their green-leaved kitchens, nature, with sunlight for power, makes food from air and water, with small amounts of a few other very important materials. Everything, except sunshine and air, comes from the soil. The soil is nature's pantry. How to keep that pantry supplied with food materials is a problem of soil conservation.

Before men began to cultivate our lands, many of our food plants grew wild. Only a part of each crop was eaten by animals; the rest decayed and enriched the soil. By this natural method, nature's pantry was constantly restocked.

After men began to farm the land, things changed. Often farmers grew the same crop on the same field year after year, and harvested all of it. None of it was left to decay and become soil. Slowly, but surely, the supply of plant food in the soil was used up. Now nothing much grows on the land. It is worn out; it holds neither plant food nor water. The sun has dried out the poor soil that was left. Water and wind have carried it away. Erosion has done its work.

Soil is ruined in much the same way when too many cattle or sheep are allowed to graze on a pasture. The grass is eaten off to the ground. None grows up to go to seed. The rich, spongy humus is dried out and erosion begins.

II

There are three kinds of erosion that the good farmer always guards against. The first, sheet erosion, takes place very gradually. The dry outer layer of top soil may easily be washed away by heavy rains, especially if a field is on a slope.

Sometimes a farmer knows sheet erosion is taking place, but says to himself that the soil is only being carried to another place on his own land, and that it is not really lost, and that he is just as well off as before. This is where he makes a mistake. Drier soil is being exposed. Its loose surface does not hold rain

water well. The rain beats upon it and runs off, carrying still more soil away.

A second kind of erosion is gully erosion. You have probably seen this happen in your own yard during a heavy rain. The rain has made a little furrow in sloping ground. More and more water near by runs down into it. Gradually, but surely, the force of the water washes out the gully wider and deeper.

A farmer who lets gullies start on a hill should know that in time he will have a useless piece of land. Every heavy rain will wash away more soil and deepen and widen the gully.

The third type of erosion is wind erosion. A high wind, rushing across a treeless plain picks up anything in its path that is light enough to carry. Whenever it passes over a dry or barren field, it lifts some of the top soil and whirls it away in a great cloud. Each high wind leaves the field in worse condition than it was before. It takes only a few dust storms during a drouth to erode all the valuable top soil from thousands of acres of farm land.

III

It has been estimated that sheet, gully, and wind erosion have ruined nearly one hundred million acres of farm land in our country. They have put another one hundred million acres of land in such poor condition that the fields yield only poor crops. Every year hundreds of families have to leave their worn-out farms and seek new homes elsewhere. Can anything be done to stop this dreadful waste? Will Uncle Sam help?

"Yes," says Uncle Sam. "I am willing to help my people save their land."

At the Department of Agriculture in Washington, D. C., the Soil Conservation Service tells farmers and herders how to protect their land. In many places throughout the country they try to show people how to stop erosion and how to conserve the soil. Here is some of the advice they give:

To keep your land from wearing out, rotate or change crops often enough to rest the land and put some plant food back into the soil.

In plowing fields that slope, do not run furrows up and down the slope. Make them at right angles to the slope so that they follow the shape, or contour, of the land. Furrows made that way keep soil from being washed away. Wind cannot pick up loose soil as easily from these curved furrows. This method of plowing is known as contour plowing.

To hold the soil firmly in place, use strip-cropping. Perhaps you may have seen this kind of farming, but did not know why it was done.

In strip-cropping, a strip of land is planted with such a crop as alfalfa or clover. These plants take food from the soil, but they also add a very important plant food, nitrogen. They also grow close together, and, therefore, hold water well. The roots hold the soil firmly.

Next to the clover, a strip of corn or cotton may be planted. This kind of crop is necessary, but it takes nourishment from the soil and it adds none. Also, it permits water to flow off the land too rapidly.

Don't keep too many cattle for the size of the pasture land.

Plant grass on hillsides that show signs of erosion. If the land is steep, the hillside should be made into many flat terraces.

The Japanese, who do not have enough level land to raise food for all their people, use even the steepest hills for farms and conserve the soil by making terraces on which they do contour plowing.

If large gullies have already formed, they should be kept from growing larger. Grass or bushes planted on the sides of the gullies will check erosion. Dams of rock, timber, or of heavy wire set up in the gullies will keep the soil from washing away further.

IV

Each year, it is said, three billion tons of the top soil of our country is washed into the ocean. Three billion tons of soil is such a huge amount that it is hard for us to imagine how large it is.

Suppose that men with steam shovels, graders, scrapers,

and trucks came to one of your Uncle Sam's good 160-acre farms, cut off six inches of rich top soil, hauled it away and dumped it into the ocean. You would think that was very wasteful. Yet Uncle Sam would lose only about 250,000 tons of soil by that act.

When he loses three billion tons, he loses an amount that would take six inches of top soil from twelve thousand such farms, or a piece of land more than fifty miles square. In ten years erosion takes away an amount of soil equal to six inches of top soil on the whole State of Indiana.

The rich top soil of our farms is one of Uncle Sam's most valuable resources. If an enemy country were taking that wealth away from us, we would certainly try to stop it; we would probably go to war about it. Is it too much to expect that we should make war on every kind of erosion that is destroying the value of our farms?

Fortunately, the farmers and Uncle Sam are now working more closely together than ever before. "What can we do to save and improve our farms?" they asked. Uncle Sam is trying to answer the question. Our whole nation is learning soil conservation.

Directions: (a) Choose the main or major topic from this outline given in mixed order.

(b) Under the main topic, list the minor topics that go with it.

(c) Underline the main or major topic.

I. 1). When our pioneers went West, they found some of the richest country in the World.

2). Today come reports of crops dying in the fields, and of farms being abandoned because nothing will grow on them.

3). The rich top soil of good farming land contains humus.

4). Humus gives the top soil its dark color and contains the best kind of food for growing plants.

5). Now nothing much grows on the land; it holds neither plant food nor water.

6). The soil is worn out in parts of the West because the supply of plant food in it has been used up.

II. 1). Sheet erosion takes place very gradually.

2). The dry outer layer of top soil may easily be washed away by heavy rains or carried away slowly.

3). A second kind of erosion is gully erosion.

4). There are three kinds of erosion.

5). The third type of erosion is wind erosion.

III. 1). It has been estimated that sheet, gully, and wind erosion have ruined nearly one hundred million acres of farm land in our country.

2). Uncle Sam wants to help the American people save their land.

3). To hold the soil firmly in place use strip-cropping.

4). Don't keep too many cattle for the size of the pasture land.

5). The Soil Conservation Service tells farmers and herders how to protect their land.

6). If large gullies have already formed, they should be kept from growing larger.

IV. 1). Each year about three billion tons of the top soil of our country is washed into the ocean.

2). When Uncle Sam loses three billion tons, he loses an amount that would take six inches of top soil from 12,000 farms.

3). In 10 years erosion takes away an amount of soil equal to six inches of top soil on the whole state of Indiana.

4). Great damage is done by erosion every year.

5). We should make war on every kind of erosion that is destroying the value of our farms.

Answers:

I. The soil is worn out in parts of the West because the supply of plant food in it has been used up.

1). When our pioneers went West, they found some of the richest country in the world.

2). Today come reports of crops dying in the fields, and of farms being abandoned because nothing will grow on them.

3). The rich top soil of good farming land contains humus.

4). Humus gives the top soil its dark color and contains the best kind of food for growing plants.

5). Now nothing much grows on the land; it holds neither plant food nor water.

II. There are three kinds of erosion.

1). Sheet erosion takes place very gradually.

2). The dry outer layer of top soil may easily be washed away by heavy rains or carried away slowly.

3). A second kind of erosion is gully erosion.

4). The third type of erosion is wind erosion.

III. The Soil Conservation Service tells farmers and herders how to Protect their land.

1). It has been estimated that sheet, gully, and wind erosion have ruined nearly one hundred million acres of farm land in our country.

2). Uncle Sam wants to help the American people save their land.

3). To hold the soil firmly in place use strip-cropping.

4). Don't keep too many cattle for the size of the pasture land.

5). If large gullies have already formed, they should be kept from growing larger.

IV. Great damage is done by erosion every year.

1). Each year about three billion tons of the top soil of our country is washed into the ocean.

2). When Uncle Sam loses three billion tons he loses an amount that would take six inches of top soil from 12,000 farms.

3). In 10 years erosion takes away an amount of soil equal to six inches of top soil on the whole State of Indiana.

4). We should make war on every kind of erosion that is destroying the value of our farms.

FINAL INFORMAL TEST - FORM B
TEST VI - FINDING TOPIC SENTENCES

Directions: Many paragraphs have one sentence that explains what the entire paragraph is about. A sentence of this kind is called a topic sentence. It is usually found near the beginning of a paragraph, but sometimes it is placed at the end.

Now see if you can find the topic sentence in each of the following paragraphs.

Book Used: Tales and Travels, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938. pp. 268---270

1). Paragraph 1. Page 268:

"High up in the Andes Mountains, on the border between Peru and Bolivia, lies Lake Titicaca. It is the highest body of navigable water in the world. Although it lies so high in the mountains, the water in it flows from glaciers which are still farther up in the high mountains. Its blue-green waters have been described as "a pool of ice water in the heart of the snow-clad Andes."

2). Paragraph 2. Page 268:

"Lake Titicaca is noted for several reasons. It is the only large lake in South America. In one place it is more than 150 miles long, and at its widest point it is nearly seventy miles across. It is about three times the size of the State of Rhode Island."

3). Paragraph 3. Page 268:

"The wonderful thing about Lake Titicaca is the fact that it is almost two and a half miles above the level of the sea. The waters of the lake are almost twice as far above the sea level as Mount Washington in the eastern part of our country. They are almost as high up as the highest peaks of the Rocky Mountains and the Sierra Nevadas in the western part of the United States."

4). Paragraph 4. Pages 268-269:

"Tourists who take the large passenger steamboat for a trip on the lake may wonder how such a large boat ever got there. They can see that the treeless plains and the rocky ranges all around the lake could furnish no materials to make so large a boat. The answer to the puzzle is surprising."

5). Paragraph 1. Page 269:

"The boat was built in Great Britain. It was then taken to pieces, put on a ship and brought to a port in Peru. All the parts were carried by mule-back, across the mountains to Lake Titicaca, and finally the boat was put together again on the shore of the lake."

6). Paragraph 2. Page 269:

"The native boats used now by the Indians on Lake Titicaca are like the boats in the days of the Incas. They are called "balsas" and are made from the tall reeds that grow along the shore."

7). Paragraph 1. Page 270:

"The Indians cut the reeds with a sharp knife fastened on the end of a long pole. They then bind them into bundles about twenty feet long. The bundles are sewed or tied together to form the sides and bottoms of the boats. Balsas are shaped very much like canoes."

8). Paragraph 3. Page 270:

" When a balsa is new, it is hardly possible to sink it, but after about six months' use, the reeds become water-soaked. Usually, then, the Indian owner pulls the boat to pieces, dries the reeds carefully, and rebuilds the boat, adding new reeds where he needs them."

Answers:

1). High up in the Andes Mountains on the border between Peru and Bolivia, lies Lake Titicaca.

2). Lake Titicaca is noted for several reasons.

3). The wonderful thing about Lake Titicaca is the fact that it is almost two and a half miles above the level of the sea.

4). Tourists who take the large passenger steamboat for a trip on the lake may wonder how such a large boat got there.

5). All the parts were carried by mule-back, across the mountains to Lake Titicaca, and finally the boat was put together again on the shore of the lake.

6). They are called "balsas" and are made from the tall reeds that grow along the shore.

7). Balsas are shaped very much like canoes.

8). When a balsa is new, it is hardly possible to sink it, but after about six months' use, the reeds become water-soaked.

FINAL INFORMAL TEST - FORM B
TEST VII - ORGANIZING SEQUENCE FROM MEMORY

Book used: Frontiers Old and New, Nila B. Smith, and Stephen F. Bayne, Silver Burdett Co., New York, 1940. P.270

Directions: Read the story on page 270 and try to picture in your mind the order in which the things happen. Read the story once and then close your books. Look at the sentences below and number them in the order in which they happened in the story.

Story:

"Today with radio, telegraph, and telephone to send news rapidly, smoke signals are seldom needed. In the early days of our country, however, they were used both by white men and by Indians.

Dry brush was gathered and set on fire. Damp leaves placed on top made a heavy smoke. When a blanket was held over the smoking fire for a moment and removed quickly, a small puff of smoke went skyward. Large puffs were made by holding the blanket over the fire for a longer time.

Even now, many people, lost or hurt in the woods like Bob Jones, are thankful that smoke signals still bring help when needed."

(a) Dry brush was gathered and set on fire.

(b) Many people, lost or hurt in the woods like Bob Jones are thankful that smoke signals still bring help when needed.

(c) Today with radio, telegraph, and telephone to send news rapidly, smoke signals are seldom needed.

(d) Large puffs were made by holding the blanket over the fire for a longer time.

(e) Damp leaves placed on top made a heavy smoke.

(f) In the early days of our country, however, they were used both by white men and Indians.

(g) When a blanket was held over the smoking fire for a moment and removed quickly, a small puff of smoke went skyward.

Answers:

a = 3	e = 4
b = 7	f = 2
c = 1	g = 5
d = 6	

FINAL INFORMAL TEST - FORM B
TEST VIII - ORGANIZING SEQUENCE CORRECTLY
OUTLINE IN ORDER

Book used: Days and Deeds, pages 347-358, William S. Gray; Mary Hill Arbuthnot, Scott Foresman & Co., Chicago, Ill., 1943. Story: "The Youngest Officer".

The Youngest Officer

David Farragut, who became a famous American admiral, was born in 1801. His father was a captain in the United States Navy, and he told young David many tales of ships and the sea. The boy made up his mind to be a seaman, too, just as soon as he was old enough.

When David was six, his parents moved to the city of New Orleans. Then David's experience on the water began, for Captain Farragut often took the boy on a short trip along the coast or for a sail on the lake nearby.

When David was eight, his mother died, and he went to live with Commander and Mrs. Porter, friends of his father. Commander Porter, who was a fine seaman, took up the boy's naval instructions where his father had left off.

David studied hard, and by the time he was nine years old, he felt convinced, although he didn't say so aloud, that he was perfectly able to take charge of any vessel, large or small, and sail it to any spot on the globe.

On David's first Christmas in his new home Commander Porter told him that there was a very special package for him under the Christmas tree.

When the time came for the gifts, the commander handed the boy a thin package that looked quite unimportant. But when David took one glance at it, he could not hide his excitement. For the package was addressed to Mr. David Farragut and had come from the Navy Department in Washington. Inside was his appointment as midshipman in the United States Navy!

David waved the papers in the air and danced about gleefully. Suddenly remembering the dignity of his new position, he came to a stop right in front of the

commander, with the smart salute which a midshipman makes to an officer.

"What a wonderful Christmas present, sir!" he exclaimed.

"The Secretary of the Navy more than kept his word," replied Commander Porter, smiling. "He promised me he would make you a midshipman as soon as you were ten years old. But he has sent it when you are exactly nine years, five months, and twelve days old! Am I right?"

"Indeed you are, sir" David said, "and many thanks to you as well."

"You're the youngest midshipman in the United States Navy, David," Commander Porter said. "It is quite likely you may see some real fighting before you have sailed very long with me."

The words of Commander Porter, who was soon promoted to captain, came true in a short time. Our country was at war, and the skillful captain succeeded in capturing a number of vessels. As several of these were former United States ships that had fallen into the hands of the enemy, the sailors on them were happy to be recaptured by their own countrymen.

Men from Captain Porter's ship, the ESSEX, were put in charge of the crews of the captured ships, which were known as prize vessels. When more officers were needed, promotions were made. It was not long before two of David's best friends were acting lieutenants, while David was still a midshipman.

"Never mind, David," said one of them. "Your turn will come yet." And it did come sooner than anyone expected.

On June 30, 1813, when the orders of the day were read, David heard, "Midshipman Farragut transferred as prize-master to the U. S. prize ship BARCLAY."

The boy could hardly believe his ears. Prize-master! That meant that he would not only be doing the duty of a regular officer on the prize vessel, but would actually be acting as captain. The rest

of the orders he heard in a daze, hardly understanding the words, and wondering if everyone could see the excitement he felt.

Later on, when he had time to think the matter over, he realized that his early promotion had come because the ESSEX had been stripped of almost every officer that could be spared. But this knowledge did not discourage him. He would be acting captain just the same. Here was a chance to show what he had learned in the navy.

As David was packing his sea bag before going on board the BARCLAY, a messenger told him that he was wanted in Captain Porter's cabin. When the young midshipman entered and saluted, he saw a huge man dressed in a blue uniform standing behind the captain's table. He had a fierce red beard and bushy eyebrows, and looked like some old giant of the sea. Captain Porter introduced him as Captain Randall, Master of the BARCLAY, and he and David gravely shook hands.

While David stood at attention, Captain Porter said, "Mr. Farragut will be in command of the BARCLAY, Captain Randall, and you will be the navigating officer." Then, casting a fatherly eye on David, he went on, "I know that Mr. Farragut will do his duty as an officer in the American Navy, although I am assigning him to duty that would ordinarily belong to one far older in years and experience.

"In view of this fact, Captain Randall, I will appreciate your aid and cooperation. Any help you can give this young gentleman out of your many years' experience at sea, I hope you will feel free to give. And, gentlemen, I wish you both a successful trip."

"Aye, aye, captain, you can count on me," the red-bearded man replied. "I'll keep an eye on the young gentleman and see that no harm comes to him or the BARCLAY either, for that matter."

After saluting once more, David was dismissed to continue his preparations. He went on board his new command that afternoon. To his delight he found that his old friend, Sam Riley, was to be his boatswain. Immediately they both set to work.

Captain Randall remained in his cabin, and David saw little of him until dinner was served them on the

big cabin table.

When it was time for bed, Captain Randall showed David which bunk he was to have. But the boy had little sleep that night; his mind was too full of his responsibilities.

David was up at daylight. As soon as the sun was well above the horizon and the morning breeze began to stir, there was great activity in the little fleet. The ESSEX JUNIOR, which was the flagship, was making sail and had hoisted the signal directing her convoy to follow in order.

Making his voice as deep and seamanlike as he could, David gave the first order for the weighing of the anchor. The small prize crew was good-naturedly amused at the cocky little figure of their captain, but when the heavy voice of Sam Rily repeated the order, they went to their stations with a will.

As David was about to give his next order, he felt a heavy hand on his shoulder. Looking up, he saw Captain Randall.

"Very well done, my little man," the captain said in his deep, gruff tones. "You sound almost like a sailor indeed. But I'll be giving the orders on this ship from now on. 'Twill save you all the worry and trouble."

David felt greatly annoyed at the hand on his shoulder. He pushed it off as well as he could and said stiffly, "Thank you very much for the offer, Captain Randall, but my orders are to take command of this prize, and I must obey them."

"Now, now, there's no cause for offense," the captain returned with seeming good nature. "You can sit down in the cabin and play captain as big as life. But 'tis a man's work on deck. I'll take over here and relieve you of responsibility and worry."

David realized now what the crafty old sea dog's scheme was. He had pretended to yield to Captain Porter's orders and had shown a good nature he did not feel. David knew that if he allowed Captain Randall to send him to the cabin and take command on deck, all his authority would be gone. That thought was too much to bear.

"Captain Randall," he said in a firm voice, "I must remind you that I am in command of this ship by Captain Porter's specific orders. And while I am, I will give the orders. You will please step back, sir."

The sailors had moved forward and stood ready for the next command. David could see them winking and grinning at each other.

"This is my ship," bellowed Captain Randall, "and I am master here! I have sailed her for seven years, and I don't intend to be pushed out by any navy jack-anapes now. Men, you will weigh anchor when I give the word and not a second before."

David decided that there was only one thing for him to do. "Mr. Riley," he said, stepping forward, "I want the anchor weighed immediately, the fore and mainsails set, and-" Here David pretended to cast an eye aloft to judge the breeze and weather, but actually to regain his self-control. Then he finished, "Yes, set the foretopsail also."

Captain Randall was in a fury now. His face was crimson with rage. He raised his huge fist and brought it down on the rail with a crash that could be heard throughout the ship.

"I'll shoot the first man who raises a hand on this ship without my orders!" he bellowed.

David clanched his fists to hide his trembling. "Weigh anchor, Mr. Riley," he said.

For a moment there was a look of uncertainty on the face of the honest sailor. Then a reassuring grin spread over it like a sun.

"Aye, aye, sir," he said, and touched his forehead. He cupped his hands and roared, "Step lively there, men! Weigh anchor! Wipe that grin off your faces! You've heard your orders."

Riley started a sea song, and the men followed suit with cheerful voices as they went to work.

David knew that he had passed his first test.

With a shout of rage Captain Randall rushed down the hatch to get his pistols. But David was no longer

frightened. He stood by the hatch, and as Captain Randall's red beard appeared on a level with his own face, he raised his fist and shook it in the furious one before him.

"Stand back, sir! Stand back!" the boy shouted, pretending to be as angry as the captain. "If you set one foot on this deck, Captain Randall, I'll have you thrown overboard. Mr. Riley," he sang out, "send two men aft. If Captain Randall appears on the quarterdeck, throw him overboard!"

Now that the uncertainty was removed, the men appeared to be enjoying themselves. Riley passed the word, and two husky seamen, trying hard to conceal their grins, started aft. This was certainly going to be a great lark. Not often could a man in the navy boast that he'd thrown a captain overboard.

Captain Randall looked at David's tight lips and set face; he looked at Sam Riley, who was openly grinning now, and at the two advancing seamen. Then, muttering furiously to himself, he withdrew his red beard and bushy eyebrows down the hatch.

After that all went well, and soon the BARCLAY was taking its place in the little fleet. David paid no attention whatever to Captain Randall, speaking to him only when it was absolutely necessary.

And so in this fashion for two days they ate together at the officers' table and slept in the same cabin. On the third day the captain seemed on the point of making peace by speaking very pleasantly to David. But David was cautious. He did not know what new trick the sly officer might be about to attempt.

Later in the day the BARCLAY came alongside the ESSEX JUNIOR, and David prepared to report to Lieutenant Downes. Very politely Captain Randall asked permission to go along, and David did not refuse him.

David reported exactly what had happened as clearly and as accurately as he could. He felt certain that Lieutenant Downes would be a just judge. After listening closely to David's story, the lieutenant turned to Captain Randall and asked him to explain his conduct.

"'Twas nothing, sir," the captain answered, laughing heartily. "A mere joke from an old sea dog to a young one. I just wanted to see if I could frighten him easily."

"Then ask him, sir," said David, "how well he succeeded."

"Nay, it was only meant for a joke," repeated Captain Randall somewhat lamely.

Lieutenant Downes appeared uncertain whether to believe the captain's explanation or not. But after a moment's thought he said, "Very well, sir. I accept your explanation. But allow me to add that I consider your jokes in poor taste. And I want to hear no more such reports!"

Captain Randall backed out, plainly relieved at getting off so easily. When he had gone, the lieutenant turned to David with a friendly smile.

"David", he asked, "that fellow was serious all the time,wasn't he?"

"Yes, sir. I think he was."

"Would you like me to send someone else to the BARCLAY?" went on Lieutenant Downes. "He appears rather a tough customer to me."

David was panic-stricken at the idea of losing his command. "Oh, no, sir!" he cried. "Please do no, sir! I would be pleased to have Captain Randall aboard. I do not think that he will cause any more trouble."

"Very well, Mr. Farragut," Lieutenant Downes replied. "You have behaved with courage and firmness. I shall see that Captain Porter receives a report of this matter. How old are you?"

David was taken aback at the unexpected question. "Eleven," he started to say, but just in time he saw the date on a calendar on Lieutenant Downes's wall.

"I am twelve years old, sir-today!"

"Hmm--very well. Congratulations. You may return to your command, Mr. Farragut."

David returned to the BARCLAY without delay. He and Captain Randall never became friendly, but they had respect for each other, and there was no further trouble.

Before his twelfth birthday, David Farragut had proved himself a real captain.

Directions: Read the entire story once. Try to keep in mind the order in which the happenings in the story take place.

Arrange in correct order, by number, the following main points as they take place in the story.

(a) David receives a special Christmas present with his appointment as a midshipman in the United States Navy at the age of nine.

(b) The United States was at war and Captain Porter succeeded in capturing some vessels.

(c) The Farragut family moved to New Orleans when David was six years old.

(d) Midshipman Farragut was made the prize-master of the United States prize ship BARCLAY.

(e) David Farragut who became a famous American admiral was born in 1801.

(f) David meets Captain Randall, master of the BARCLAY.

(g) David's father was a captain in the United States Navy.

(h) David defies Captain Randall's attempt to take command of the ship.

(i) Captain Randall explained his bad conduct to Lieutenant Downes by stating that it had all been a joke.

(j) David is commended for his courage and firmness by Lieutenant Downes and returns to the command of the BARCLAY.

(k) Captain Randall promises to help and cooperate with the new commanding officer, David.

(l) When David gives his first orders, Captain Randall tries to take the ship's command away from him.

(m) As the men carried out David's order, he knew he had passed his first test while Captain Randall, in rage, went down the hatch.

(n) After David's mother died, he went to live with the Porters where Commander Porter gave him naval instructions.

(o) Lieutenant Downes accepts Captain Randall's explanation but states he wants to hear of no more such reports.

(p) Although Captain Randall and David never became friendly, they had respect for each other with David proving himself a real captain before his twelfth birthday.

Answers:

(a)	5	(i)	13
(b)	6	(j)	15
(c)	3	(k)	9
(d)	7	(l)	10
(e)	1	(m)	12
(f)	8	(n)	4
(g)	2	(o)	14
(h)	11	(p)	16

FINAL INFORMAL TEST - FORM B
TEST IX - SELECTING BEST TITLES

Book used: Tales and Travels, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Some Wonders of South America" pp. 262-264

I Paragraph 1. Page 262:

"Brazil has immense natural wealth in forests, mines, streams, and farming land. When its resources are well developed and its population has increased, it will undoubtedly be a powerful country."

II Paragraph 2. Page 262:

"A very large part of Brazil along the great Amazon River is a dense tropical jungle. Only a few small towns and some clearings are found along the river banks. In that part of Brazil there are no such seasons as spring, summer, fall, and winter. It is rainy and hot throughout every month of the whole year."

III Paragraph 3. Page 262:

"Trees put out leaves and blossoms and bear fruit at any time of the year. At the very same time, some trees may be blooming or bearing fruit while others of the same kind are without any leaves at all."

IV Paragraph 2. Page 263:

"Other parts of South America are wide flat plains. In those parts there are two seasons - a wet one and a dry one. During the wet season, when it rains once or twice every day, the plains are covered with grass and beautiful vegetation. During the dry season the vegetation dies and the plains look like deserts."

V Paragraph 2. Page 264:

"Along the western coast of South America are the Andes Mountains. Here some of the highest peaks in the world are found. In

the northern part of this mountain range, there are Chimborazo and Cotopaxi, the two mountains named in the poem on page 259."

VI Paragraph 3. Page 264:

"Traveling in the central parts of South America is difficult. There are not many good automobile roads and there are very few railroads. All the railroads except one are very short. The longest one is called the Trans-Andean because it crosses the Andes Mountains. It is about nine hundred miles long, a little longer than the distance from Chicago to New York."

Directions: Select the best title for each paragraph from each of the following:

I
(1) Brazil's Riches
(2) A Powerful Country
(3) When Resources Develop
(4) Brazil's Population

II
(1) Brazil's Jungle
(2) Tropical Climate
(3) Few Small Towns
(4) Rainy Weather

III
(1) Brazil's Trees and Blossoms
(2) Some Trees Bloom
(3) Other Trees Without Leaves
(4) Unusual Climate

IV
(1) Two Seasons on the Wide Flat Plains of S. A.
(2) Wet and Dry Seasons
(3) Beautiful Vegetation
(4) Wide Flat Plains

V
(1) The Andes Mountains
(2) High Peaks
(3) Chimborazo and Cotopaxi
(4) Western Coast of South America

VI
(1) Difficult Traveling in Central Parts of S. A.
(2) Few Good Railroads
(3) Not Many Good Automobile Roads
(4) Trans-Andean Railroad

Answers:

I Brazil's Riches

II Brazil's Jungle

III Brazil's Trees and Blossoms

IV Two Seasons on the Wide Flat Plains of S. A.

V The Andes Mountains

VI Difficult Traveling in Central Parts of S. A.

FINAL INFORMAL TEST - FORM B
TEST X - WRITING HEADLINES

Directions: Newspaper reporters must write startling headlines for their papers to attract the eye of the reader. This makes the reader want to read the whole story. Make believe you are a news reporter and write headlines for your news columns.

For example: if a boy returning from school smells gas leaking and finds his mother lying on the bedroom floor unconscious he opens the windows and calls for help, your headline could be:

"Brave Boy Saves Mother"
or "Quick Thinking Saves Life"
or "Mother Rescued"

Book used: Tales and Travels, Julia L. Hahn, Houghton Mifflin Co., Boston, 1938.
Story: "Some Wonders of South America" pp. 262-264

Write headlines for each of the following paragraphs:

1). Paragraph 1. Page 262:

" Brazil has immense natural wealth in forests, mines, streams, and farming land. When its resources are well developed and its population has increased, it will undoubtedly be a powerful country."

2). Paragraph 2. Page 262:

" A very large part of Brazil along the great Amazon River is a dense tropical jungle. Only a few small towns and some clearings are found along the river banks. In that part of Brazil there are no such seasons as spring, summer, fall, and winter. It is rainy and hot throughout every month of the whole year."

3). Paragraph 3. Page 262:

" Trees put out leaves and blossoms and bear fruit at any time of the year. At the very same time, some trees may be blooming or bearing fruit while others of the same

kind are without any leaves at all."

4). Paragraph 4. Page 262:

"The forests in that part of Brazil have probably not changed in appearance for thousands of years. The trees are very tall and grow close together. Among them there is a thick undergrowth of bushes and smaller trees. From tree to tree, plants and vines are climbing and linking themselves together."

5). Paragraph 1. Page 263:

"Near the ground the tangle of plants is so thick that it is almost impossible to travel through them. Most of the forest animals, such as monkeys and sloths, live in the trees and travel from treetop to treetop."

6). Paragraph 2. Page 263:

"Other parts of South America are wide flat plains. In those parts there are two seasons - a wet one and a dry one. During the wet season, when it rains once or twice every day, the plains are covered with grass and beautiful vegetation. During the dry season the vegetation dies and the plains look like deserts."

7). Paragraph 1. Page 264:

"Farther south on the continent, there are plains like the western prairies in the United States. On them there are almost no trees, but there is plenty of grass. The land makes good pasture ground for sheep and cattle, and good farming ground for crops like corn and wheat. The climate is much like that in the central part of our own country."

8). Paragraph 2. Page 264:

"Along the western coast of South America are the Andes Mountains. Here some of the highest peaks in the world are found. In the northern part of this mountain range, there

are Chimborazo and Cotopaxi, the two mountains named in the poem on page 259."

9). Paragraph 3. Page 264:

"Traveling in the central parts of South America is difficult. There are not many good automobile roads and there are very few railroads. All the railroads except one are very short. The longest one is called the Trans-Andean because it crosses the Andes Mountains. It is about nine hundred miles long, a little longer than the distance from Chicago to New York. "

10). Paragraph 4. Page 264:

"On this railroad is one of the most wonderful tunnels in the world. It is wonderful, not because of its length, but because of its altitude. It is only five miles long, but it is cut through mountains more than two miles above the level of the sea."

Answers:

1). Paragraph 1. Page 262:

Brazil Has Immense Natural Wealth
or
Immense Natural Wealth Found in Brazil

2). Paragraph 2. Page 262:

Dense Tropical Jungle Found in a Large Part of Brazil Along the Amazon River
or
A Dense Tropical Jungle Located in a Large Part of Brazil

3). Paragraph 3. Page 262:

Some Trees May Bloom at Any Time of the Year in the Jungle

4). Paragraph 4. Page 262:

How the Trees Look in the Jungle
or
How Trees Grow in the Jungle

5). Paragraph 1. Page 263:

Tangle of Plants Impedes Traveling in Jungle
or
Thick Tangle of Plants Make Traveling Almost Impossible in Jungle

6). Paragraph 2. Page 263:

How the Two Seasons Affect the Vegetation in South America
or
What Effects the Wet and Dry Seasons Have On the Vegetation of South America

7). Paragraph 1. Page 264:

Climate of Southern South America Similar to That of Central United States
or
Land of Southern South America Like Western Prairies of the United States

8). Paragraph 2. Page 264:

High Mountain Peaks Found in the Andes Mountains
or
Andes Mountains Located Along the Western Coast of South America

9). Paragraph 3. Page 264:

Traveling Difficult in Central South America
or
Very Difficult Traveling Found in the Central Parts of South America

10). Paragraph 4. Page 264:

One of the Highest Railroad Tunnels in the World Found in the Andes Mountains
or
Railroad Tunnel Cut Through Mountains Two Miles Above Sea Level

FINAL INFORMAL TEST - FORM B
TEST XI - WRITING MINOR TOPICS
WHEN MAJOR TOPICS ARE GIVEN IN OUTLINING

Book used: Frontiers Old and New, Nila B. Smith and Stephen F. Bayne, Silver Burdett Co., New York, 1940.
Story: "The Typewriter" pp. 273-283

THE TYPEWRITER

A Serious Accident

One afternoon, Alice Maxwell and her mother were busy in the living room when the telephone rang.

"I'll answer it," said Alice, as she picked up the receiver. After listening a moment, she turned to her mother and said, "I thought it would be Daddy calling, but it isn't Daddy after all. A strange man would like to speak to you, Mother."

Mrs. Maxwell took the telephone. Suddenly Alice saw her mother's face grow pale. "Oh, Mother! What has happened?" asked Alice, in fright.

"Your father has had an accident," said her mother anxiously, when she had hung up the receiver. "Two men from the factory are bringing him home."

"Is he hurt very badly?" Tears came into Alice's eyes.

"I don't know yet," said her mother. "Let's go outside and wait for them there. Oh, I do hope it isn't serious!"

Presently an automobile stopped in front of the house, and Mrs. Maxwell and Alice ran down the steps to meet Alice's father and the two men who were bringing him home. Alice's father had his right arm bandaged and in a sling.

"Now don't be alarmed, Mrs. Maxwell," said one of the men as they helped the injured man up the steps and into the house. "Your husband is in no danger, although he will not be able to use his arm for quite some time."

"Then you are not badly hurt. I'm so relieved!" said Mrs. Maxwell to her husband. But she still looked anxious as she arranged pillows on the couch and helped him to lie down in a comfortable position.

"I'm all right, dear," said Mr. Maxwell. "The doctor at the factory hospital said that my arm will be as good as new. That will take some time, perhaps several months. While it is getting better, I must not use it."

Mrs. Maxwell thanked the two men for their kindness. When they had gone, she said, "Now that we know you will be all right, the next question is what can we do to earn a living until you are able to work again? You will be paid for a few weeks, of course, but after that we will be needing money. If only I could take over your job in the factory!"

"I'm afraid that is out of the question," said her husband. "The work is not at all suited to women."

A New Plan

Mrs. Maxwell looked thoughtful for a little while. Then suddenly her face brightened. "The typewriter! Why didn't I think of it sooner? I used to type before we were married. With a little practice on the typewriter you gave me last Christmas, I should be able to type as fast as I used to. I shall go to the factory tomorrow and apply for a position as a typist."

The next morning, Alice and her mother prepared a hasty breakfast, and after making Alice's father as comfortable as possible, they set out for the factory. As they entered the building, they passed the door of a large office in which many young girls and women were busily typing at their desks. How their fingers flew over the keys! Alice loved the clattering sound the typewriters made. Only two men were to be seen in the entire office.

When Mrs. Maxwell and Alice reached the employment office, they were disappointed to find that it would not be open until after lunch. "I wonder what we had better do to fill in the time," said Alice's mother. "Perhaps we should take a trolley car downtown. I have an errand to do for your father.

We will have plenty of time to do it and get back to the employment office before it opens."

Soon Alice and her mother were downtown walking along Main Street. The errand took only a few minutes, and mother and daughter looked about for something interesting to do.

"Mother," said Alice, "what is that large white building over there - the one with the tall pillars?"

"That is the Museum. We might go in, if you like. It is full of interesting things to see."

They walked up a flight of wide stone steps and found themselves in a vast hall with a smooth marble floor. Pillars of colored marble supported the high, carved ceiling, and the walls were richly decorated with beautiful designs in blue, pale green, and gold. The beauty and quiet of the Museum were very different from the hurly-burly of the crowded street they had just left behind them.

A Very Useful Invention

Alice and her mother entered a room containing a number of odd-looking machines. Spying one in the center of the room, Alice said, "Look, Mother, that one looks like a sewing machine and a piano combined."

"It does look rather queer," said Mrs. Maxwell. "Let us see what it is." She read the sign in front of the railing, then she exclaimed, "Why, it's a typewriter!"

"Why does it look so queer?" asked Alice.

"It is a very old one. The sign says it was made in September, 1873. It was the first typewriter that was built to be sold for use in a business office."

"But, Mother," said Alice, "it doesn't look anything like the one you have at home. Yours is small and fits into a little case. This one is huge."

"Yes, but it does have a keyboard like mine and the same kind of rubber roller to carry the paper."

"See the pedal near the floor, for your foot," said Alice. "What do you suppose that is for?"

Mrs. Maxwell looked at the strange typewriter more closely. "It looks like a treadle. I think you would start a new line by stepping on it. On my machine, I start a new line by moving the rubber roller back with my hand."

"Do you think you could type a letter on this big typewriter, Mother?" asked Alice curiously.

" "Yes, I think I could, for the keys are arranged the same way as they are on mine at home. Of course, I would have to get used to stepping on the treadle after each line. But isn't it interesting that typewriters today work so much like this machine which was made so many years ago?"

"Yes. I thought it was such a queer-looking machine when we came into the room, but now I think it is wonderful. But, Mother," asked Alice, "before there were typewriters, how did people in offices carry on their business?"

"All letters and records had to be written by hand. Young men who could write clearly and neatly sat at desks writing and copying all day long. They did the same kind of work in offices long ago that young women do today in much less time on a typewriter."

By this time, more people had entered the room and were looking at the old typewriter. A young lady attendant came over to the group of people gathered about the machine and said, "For those of you who would like to see the typewriter in operation, I am going to type a short message on it."

She seated herself in front of the machine and put her foot on the treadle. After placing a sheet of paper under the roller, she began to type.

"Click-clickety-click!" went the machine. Alice craned her neck to try to see the letters on the paper, but she could not see any.

In a short time the attendant stopped and explained, "The typist could not see her work while she was typing on this machine, because the keys strike the paper from below. In order to see her work, this is what the typist had to do." The attendant then raised the rubber roller around which the paper was wound. Everybody looked under

the roller, and there on the paper were the letters.

"You will notice," the attendant went on, "that this machine types only capital letters." Pulling the typewritten sheet out of the machine, she handed it to one of the visitors, who in turn passed it along to another visitor. Finally the typewritten sheet reached Alice and her mother. They were allowed to keep the sheet because they were the last to receive it.

On the paper, neatly typed in capital letters, was this message: "The invention of the writing machine in 1867 by Christopher Latham Sholes was a blessing to mankind and especially to womankind for it opened, to women, the doors of business life."

The visitors thanked the attendant for showing them how the machine worked and then walked about the room to look at other exhibits.

"I believe we ought to be going now," said Alice's mother, looking at her watch.

As they made their way out of the Museum, Alice said, "Mother, Mr. Christopher Latham Sholes must have been a very clever man."

"Yes, indeed he was," replied Mrs. Maxwell.

The New Job

When Mrs. Maxwell and Alice returned to the factory, they had to wait only a few minutes for the employment office to open. Alice sat in the waiting room, feeling very excited, while her mother went into the office to apply for a position as typist. After what seemed to Alice a very long wait, the door opened and her mother came out, a happy smile lighting up her face.

"I am to start work on Monday! Isn't that splendid?" Mother and daughter left the factory arm in arm, talking excitedly about the new job. "We must hurry home and tell your father," said Mrs. Maxwell. "He will be so pleased and relieved."

When they arrived home, they found Mr. Maxwell sitting up in bed, reading a book. "Oh, Daddy," cried Alice, running to him, "Mother got the job!"

"Yes, our troubles are over," said Mrs. Maxwell. "I'm to start work on Monday."

Mr. Maxwell was as pleased as they knew he would be. After they had told him everything there was to tell about the new position as typist, Alice exclaimed, "And while we were waiting for the employment office to open, Mother and I went downtown and visited the Museum. And guess what we saw in it!"

Mr. Maxwell could not guess, of course. "An old typewriter!" Alice told him. "It was made by Christopher Latham Sholes in 1873. It's very big, and at first we thought it was very queer-looking. But it works almost like the one you gave Mother for Christmas."

"It was the first typewriter that was built to be sold for use in a business office," exclaimed Mrs. Maxwell.

"Here is a page that a young lady typed on it," said Alice, showing her father the sheet of paper. "All the letters are capitals."

Mr. Maxwell looked at the page with great interest. "When I was a little boy," he said, "my father showed me a letter that was typed by Mark Twain, the author of "Tom Sawyer" and "Huckleberry Finn." It was typed on the same kind of typewriter."

"What a blessing the typewriter has proved to be," said Mrs. Maxwell. "If it were not for the typewriter, there would be no place in business for me or for thousands and thousands of women like me. We all should be very thankful to Mr. Sholes for his wonderful invention."

Directions: Read the entire story.

Below you will see the major points given and under each one the numbers of minor points to be written as sentences. These minor points will be facts obtained from the story. Indent all minor facts.

For example:

A Good Violin Player Needs

1. to study very hard
2. practice every day
3. keep a supply of strings on hand
4. keep violin always in tune
5. keep bow well rosined

I A Serious Accident

1.
2.
3.

II A New Plan

1.
2.
3.

III A Very Useful Invention

1.
2.
3.
4.

IV The New Job

1.
2.
3.
4.

Answers:

I A Serious Accident

1. Mother receives a telephone message that her husband has been hurt.

2. Father is brought home in a car because his arm has been injured.

3. Mother helps to make father comfortable, and learns he cannot work for several months.

II A New Plan

1. Mrs. Maxwell decides to go to the factory to apply for a position as a typist.

2. The employment office is closed when Alice and her mother arrive there.

3. They decide to do an errand and go later to the museum.

III A Very Useful Invention

1. Alice and her mother see many odd-looking machines at the museum.

2. They see an old machine, the first typewriter that was made in September, 1873 and run by a foot treadle.

3. Before the typewriter was used in business offices, all the letters and records had to be written by hand by young men.

4. The attendant typed a short message that said, "The invention of the writing machine in 1867 by Christopher Latham Sholes was a blessing to mankind and especially to womankind for it opened, to women, the doors of business life."

IV The New Job

1. Mother applies for a job as a typist and gets it.

2. Alice tells her father that Mother got a job as a typist.

3. Alice tells father about the old typewriter at the museum.

4. Mother said that the typewriter was a blessing to women.

FINAL INFORMAL TEST - FORM B
TEST XII - FOLLOWING DIRECTIONS
ORGANIZING THROUGH INTERPRETATION
MAP WORK

Directions: On the map of the Western States below, write the answers to all the questions by placing them in the correct places on the map.

WESTERN STATES
in
UNITED STATES

1. Desert lands are found near the mouth or end of the Colorado River. Show these lands by printing the words Desert Lands in the correct place on your map.

2. Use the index in the back of your geography book and list on your paper all page references about the Colorado River.

3. Great Salt Lake is located in northern Utah. Print the name of this lake in the correct place on your map.

4. Use your geography index and list all page references on Great Salt Lake on your paper.

5. The Bitter Root Mountains form a boundary between eastern Idaho and western Montana. Print the name of these mountains in the correct place on your map.

6. Los Angeles is the largest city west of the Mississippi River. It is located in southwestern California. Print this fact in the proper place on your map.

7. Use your geography index and list all page references concerned with Los Angeles on your paper.

8. Salmon is found in large numbers in the Columbia River. Show the source (beginning) and mouth (end) of this river on your map.

9. Lumbering is carried on in the states of Washington, Oregon, and California. Print the word lumbering in each of these states.

10. Many national parks are located in the West. Print the following facts in the correct places on your map.

    (a) Yellowstone National Park is located in northwestern Wyoming.

    (b) Yosemite National Park is located in eastern California.

    (c) Mesa Verde National Park is located in southwestern Colorado.

    (d) Grand Canyon National Park is located in northwestern Arizona.

    (e) Sequoia National Park is located in Central California.

Answers:

1). Desert lands on border between southeastern California and southwestern Arizona.

2). Colorado River: pp. 201, 205, 216, 217, 225.

3). Great Salt Lake - Northern Utah

4). Great Salt Lake: pp. 204, 220, 233.

5). Bitter Root Mts. - boundary between eastern Idaho and western Montana.

6). Los Angeles - southwestern California.

7). Los Angeles: pp. 201, 216, 224, 225, 226, 232.

8). Columbia River - source in southwestern Canada and mouth in Pacific Ocean.

9). Lumbering - Washington
Lumbering - Oregon
Lumbering - California

10). Yellowstone National Park
(a)- in northwestern Wyoming.
(b)- Yosemita National Park in eastern California.
(c)- Mesa Verde National Park in southwestern Colorado.
(d)- Grand Canyon National Park in northwestern Arizona.
(e)- Sequoia National Park in central California.

FINAL INFORMAL TEST - FORM B
TEST XIII - ALPHABETIZING

Directions: Write each list below in alphabetical order. Make each list in column form.

1). old - boy - man - young - grandfather

2). breeze - nation - wind - blowing - country

3). judge - fierce - journey - crowd - company

4). picnic - people - plan - happy - humor

5). portray - portion - portrait - rope - romp

6). cure - comfort - cause - content - couple

7). passenger - passage - passable - passing - passer

8). shorten - shortstop - shortage - shorthand - shortcake

9). trade - tradition - tractor - traffic - trail

10). vanilla - vanish - vanquish - vanity - vane

Answers:

1). boy
grandfather
man
old
young

2). blowing
breeze
country
nation
wind

3). company
crowd
fierce
journey
judge

4). happy
humor
people
picnic
plan

5). portion
portrait
portray
romp
rope

6). cause
comfort
content
couple
cure

7). passable
passage
passenger
passer
passing

8). shortage
shortcake
shorten
shorthand
shortstop

9). tractor
trade
tradition
traffic
trail

10). vane
vanilla
vanish
vanity
vanquish

FINAL INFORMAL TEST - FORM B
TEST XIV - USE OF THE DICTIONARY

Directions: At the top of every page in the dictionary there are two guide-words that show the first and last words on each page. You will note a list of guide-words and page numbers below. Use these guide-words and page numbers to answer the following questions:

1).	alloy	19	alphabetically
2).	baron	53	baseball
3).	cello	105	central
4).	crimp	157	crookedness
5).	mountainous	403	Mrs.
6).	overshot	436	ozone
7).	florid	248	fluid
8).	librarian	358	lifter
9).	register	515	reinforce
10).	shellac	567	shingle

1).	On what page would you find allure?	Page 16 - 19 - 38 -124
2).	" " " " " " basal?	" 28 - 49 -326 - 53
3).	" " " " " " cement?	" 216 - 38 -105 - 86
4).	" " " " " "critical?	" 157 - 73 -381 -200
5).	" " " " " " movable?	" 275 -382 -403 -512
6).	" " " " " "overture?	" 178 -496 -728 -436
7).	" " " " " "flourish?	" 248 - 12 -306 -578
8).	" " " " " " lieutenant?	" 131 -358 -426 - 45
9).	" " " " " " regret?	" 515 -397 -734 -459
10).	" " " " " " sherbet?	" 631 -728 -315 -567

Answers:

1). Page 19

2). " 53

3). " 105

4). " 157

5). " 403

6). " 436

7). " 248

8). " 358

9). " 515

10). " 567

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STANDARDIZED TESTS

157a

157a

Kuhlmann-Anderson Tests

Fifth Edition

GRADE V

NAME ..... Boy ..... Girl .....

Grade ..... Teacher .....

Date ..... School .....
Year Month Day

Born ..... City .....
Year Month Day

Age .....
Years Months Days

Test Results ....

EDUCATIONAL TEST BUREAU — Minneapolis - Nashville - Philadelphia

TABULATIONS

M.U.	M.A.
*.....	
.....	
282	7-2
284	7-3
286	7-4
288	7-5
290	7-6
291	7-7
293	7-8
295	7-9
296	7-10
298	7-11
300	**8-0**
301	8-1
303	8-2
304	8-3
306	8-4
307	8-5
309	8-6
310	8-7

M.U.	M.A.
312	8-8
313	8-9
315	8-10
316	8-11
318	**9-0**
319	9-1
320	9-2
322	9-3
323	9-4
324	9-5
326	9-6
327	9-7
328	9-8
329	9-9
331	9-10
332	9-11
333	**10-0**
334	10-1
335	10-2
337	10-3
338	10-4

M.U.	M.A.
339	10-5
340	10-6
341	10-7
342	10-8
343	10-9
344	10-10
345	10-11
346	**11-0**
347	11-1
348	11-2
349	11-3
350	11-4
351	11-5
352	11-6
353	11-7
354	11-8
355	11-9
356	11-10
357	11-11
358	**12-0**
359	12-1

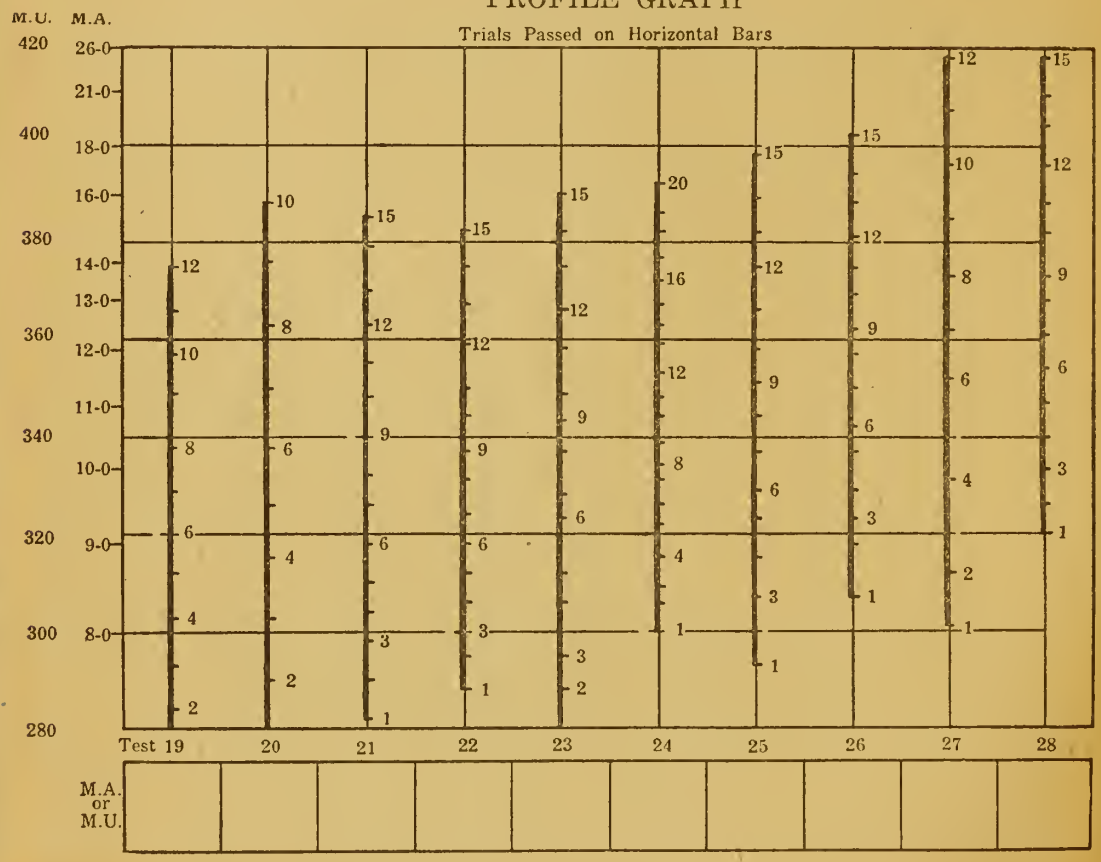
M.U.	M.A.
360	12-2
361	12-3
361	12-4
362	12-5
363	12-6
364	12-7
365	12-8
365	12-9
366	12-10
367	12-11
368	**13-0**
369	13-1
369	13-2
370	13-3
371	13-4
372	13-5
372	13-6
373	13-7
374	13-8
374	13-9
375	13-10

M.U.	M.A.
376	13-11
376	**14-0**
377	14-1
380	14-5
381	14-8
382	14-9
385	**15-3**
386	15-5
388	15-8
388	15-9
389	15-11
390	16-0
392	16-5
394	16-9
396	17-1
396	17-2
398	17-7
402	18-6
*.....	
.....	

*Zero score should be written in this space.

To find the median Mental Growth Units or Mental Age take the average of the 5th & 6th scores.

PROFILE GRAPH



Median Mental Age or Median Mental Growth Units .....

1	2	3	4	5	6	7	8	9
A	E	U	B	D	G	C	F	H

EXAMPLES:

(A) 1 6 2 .....

(B) 8 1 7 2 .....

(1) 5 3 6 .....

(2) 9 1 5 .....

(3) 5 3 2 .....

(4) 4 1 6 .....

(5) 2 1 7 9 .....

(6) 9 3 6 2 .....

(7) 4 2 1 5 .....

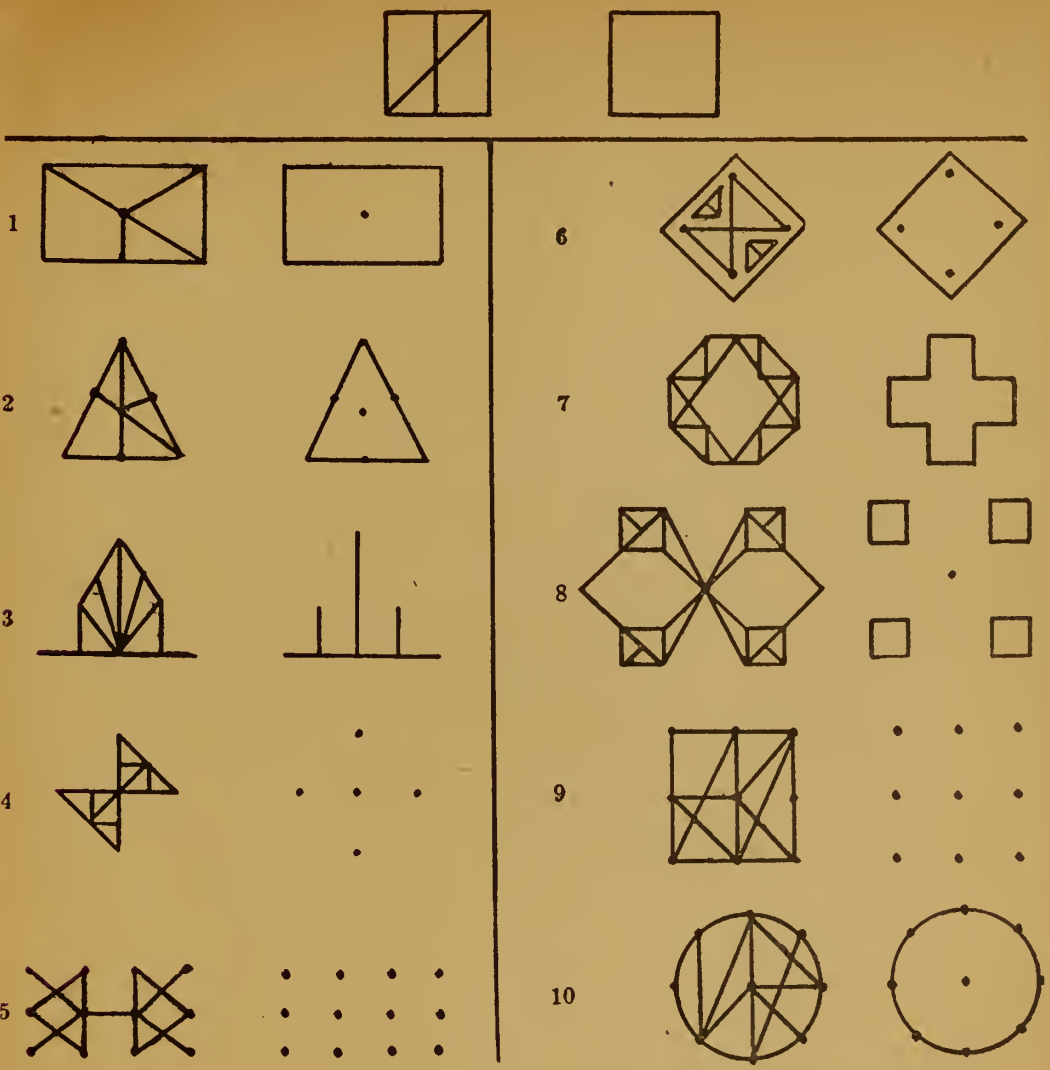
(8) 1 6 3 2 .....

(9) 7 9 1 8 2 .....

(10) 8 3 5 6 2 .....

(11) 4 2 5 1 3 4 .....

(12) 5 2 4 1 3 7 9 .....



Test 20

EXAMPLES:

bread meat eggs <u>plate</u> cheese

bush stone tree flower grass

1. top rattle doll sled playing
2. book marbles pencil map slate
3. cup saucer plate spoon bowl
4. skating language arithmetic spelling reading
5. apples peaches nuts pears cherries
6. mother cousin brother aunt friend
7. town house village hamlet city
8. sparrow butterfly bee rabbit eagle
9. you we and I he
10. free happy glad joyous pleased
11. automobile ship motorcycle bicycle airplane
12. general ensign major colonel captain
13. energetic ambitious cautious industrious zealous
14. amazement wonder surprise astonishment anger
15. foolhardy dangerous reckless venturesome rash

EXAMPLES:

table	box	<u>furniture</u>	bed	cloth	wood
apple	cherry	seed	grow	fruit	leaf

1. silk	red	pretty	dress	fashion	cloth	
2. salmon	meat	water	swim	fish	food	
3. sheep	flock	animal	meat	woolly	butchered	
4. diamond	precious	value	sparkles	jewel	ring	
5. hammer	carpenter	nail	tool	useful	iron	
6. lettuce	vegetable	green	leaves	healthful	garden	
7. man	boy	strong	fights	muscle	person	
8. gun	shoot	muzzle	weapon	dangerous	wound	
9. carpentry	tools	trade	man	wages	house	
10. gold	bright	valuable	mineral	ring	money	
11. wagon	vehicle	brake	wood	ride	carriage	
12. baseball	practice	diamond	healthful	team	sport	
13. bee	wax	birds	honey	insect	stings	
14. mustard	burns	spice	powder	strong	flavor	
15. honesty	excellence	best	virtue	right	desirable	

EXAMPLES:

early slow <u>wrong</u> light big <u>right</u>

free good old heavy bad fast

1. old rich wide poor green full
2. light soon bad sick dark narrow
3. brown open full dark sorry empty
4. laugh now wait whistle study cry
5. soon above when even below back
6. strong fight weak muscle jump work
7. like fun friend cousin enemy skate
8. never where while still quickly always
9. sharp narrow point steep dull study
10. string line straight turn old crooked
11. health cheerful weight gloomy sleepy food
12. polite pupil behavior book rude funny
13. tennis easy punish lesson nice reward
14. add arithmetic wrong subtract fraction number
15. false broken ancient valuable price modern

EXAMPLE:

detrimental

1. deem	3. lard	5. trip
2. nine	4. limb	6. arid

---

demonstrable

1. mean	16. reef	31. lean
2. eyes	17. babe	32. omen
3. road	18. luna	33. scab
4. lace	19. amen	34. slot
5. dare	20. star	35. fear
6. reds	21. stir	36. mere
7. open	22. nets	37. done
8. arms	23. rags	38. true
9. lets	24. lamb	39. odes
10. dime	25. shot	40. earn
11. odor	26. made	41. mope
12. east	27. need	42. node
13. beak	28. stew	43. rash
14. rant	29. bred	44. boar
15. read	30. alas	45. test

EXAMPLES:

table	top	paint	legs	cloth	dishes	
tree	shade	nuts	roots	leaves	branches	

1.	book	story pages shelf picture printing
2.	squirrel	nuts fur tail cage tree
3.	cat	hair owner mouse claws milk
4.	chair	arms legs rocker seat comfort
5.	house	sidewalk window bed furnace door
6.	boy	shoes legs suit head knife
7.	room	furniture lamp people walls ceiling
8.	concert	encore performer violin singing applause music
9.	army	officers tents fighting soldiers ships deaths
10.	banquet	music wine guests dancing food laughter
11.	fire	alarm flame danger heat fireman insurance
12.	blizzard	winds death thunder danger snow wrecks
13.	club	banquets meetings committees clubhouse fun members
14.	trial	sentence crime defendant judge jury guilt
15.	contest	opponents crowds rowing strength rivalry dislike

EXAMPLES:

chair book couch desk box letter

dog cheese dish potato table bread

1. dirt iron force silver wool wire
2. ship waves cart road wagon bricks
3. store banana basket apple seed plum
4. sea rock mountain lake storm river
5. glass hat room ribbon basket dress
6. robin winter horse song squirrel fence
7. rain wind sky steam heat water
8. brass piano violin party pleasure flute
9. submarine officer duty bomb trench gun
10. poetry physics physiology beauty chemistry resonance
11. sermon newspaper manuscript book magazine speech
12. house cave barn hotel store castle
13. paper crayon pencil blackboard pen ink
14. frog feathers fish chicken animal duck
15. gold ruby stone pearl jewel diamond

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

EXAMPLES:

The third letter of the alphabet is . . . .

The second letter before the sixth letter is . . . .

1. The fifth letter of the alphabet is 1

2. The second letter before the last letter is 2

3. The third letter before M is 3

4. The letter midway between H and N is 4

5. The second letter after the fourth letter is 5

6. The letter two letters to the right of the letter E is 6

7. The first letter to the left of the tenth letter is 7

8. The letters of the word the in the order in which they come in the alphabet are 8

9. The letters of the word boy in the order in which they come are 9

10. The word you get by putting the first letter between the two middle letters of the alphabet is 10

11. The word you can make out of the fifth letters from the ends, using one of them twice is 11

12. The word you get by putting the first and fifth letters between the two middle letters of the alphabet is 12

EXAMPLES:

K-O-B-O ..... B.....

T-O-F-S ..... S.....

1. I-C-H-D-L ..... C.....
2. O-C-A-T ..... C.....
3. U-E-O-H-S ..... H.....
4. H-T-E-M ..... T.....
5. C-H-S-O-O-L ..... S.....
6. N-B-U-M-E-R ..... N.....
7. C-R-H-A-I ..... C.....
8. T-W-A-E-R ..... W.....
9. W-T-E-R-I-N ..... W.....
10. L-T-R-E-T-E ..... L.....
11. P-E-P-A-R ..... P.....
12. S-R-O-T-E ..... S.....
13. C-R-Y-A-N-O ..... C.....
14. E-P-N-L-C-I ..... P.....
15. F-W-L-O-R-E ..... F.....

158a

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING CAPACITY TEST

By Donald D. Durrell
Professor of Education and Director of the Educational Clinic
Boston University

and Helen Blair Sullivan
Associate Director of the Educational Clinic
Boston University

Inter. Capacity

A

INTERMEDIATE TEST: FORM A

For Grades 3 to 6

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....

Name of school.....City.....Date.....

Test	Score	Grade Equivalent	Age Equivalent
1. Word Meaning			
2. Paragraph Meaning			
Total			

Patent No. 1,586,628

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois
 DS:RCT:INTER. A-17

PRINTED IN U.S.A.

TEST 1. WORD MEANING

I

A( )
B( )
C( )
D( )
E( )

II

A( )
B( )
C( )
D( )
E( )

III

A( )
B( )
C( )
D( )
E( )

IV

A( )
B( )
C( )
D( )
E( )

V

A ( )
B ( )
C ( )
D ( )
E ( )

VI

A ( )
B ( )
C ( )
D ( )
E ( )

VII

A ( )
B ( )
C ( )
D ( )
E ( )

VIII

A ( )
B ( )
C ( )
D ( )
E ( )

IX

A( )
B( )
C( )
D( )
E( )

X

A( )
B( )
C( )
D( )
E( )

XI

A( )
B( )
C( )
D( )
E( )

XII

A( )
B( )
C( )
D( )
E( )

XIII

A( )
B( )
C( )
D( )
E( )

XIV

A( )
B( )
C( )
D( )
E( )

Score.....

TEST 2. PARAGRAPH MEANING

I

A( )

B( )

C( )

D( )

E( )

II

A( )

B( )

C( )

D( )

E( )

III

A( )

B( )

C( )

D( )

E( )

IV

A( )

B( )

C( )

D( )

E( )

V

A( )

B( )

C( )

D( )

E( )

VI

A( )

B( )

C( )

D( )

E( )

VII

A( )

B( )

C( )

D( )

E( )

VIII

A( )

B( )

C( )

D( )

E( )

IX

A( )

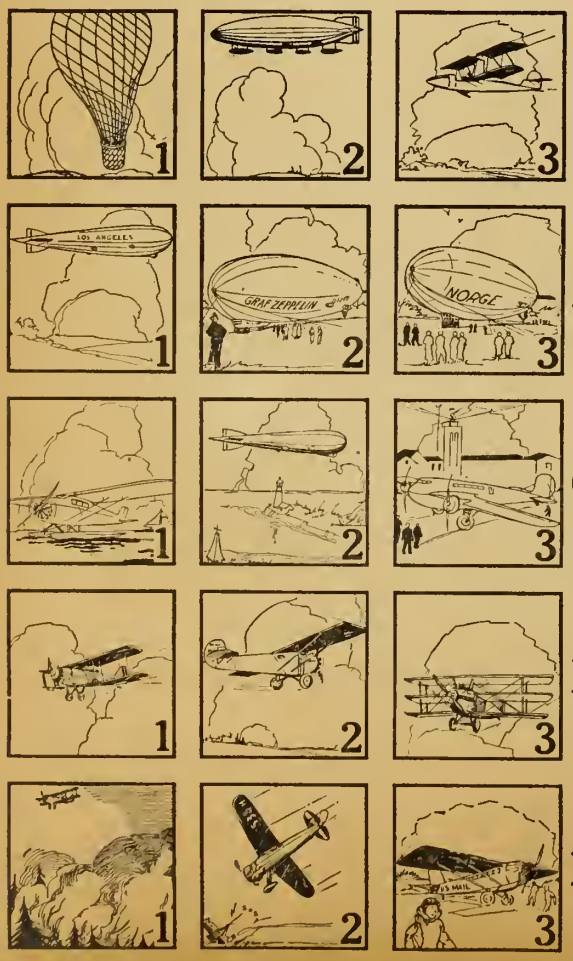
B( )

C( )

D( )

E( )

X



A( )

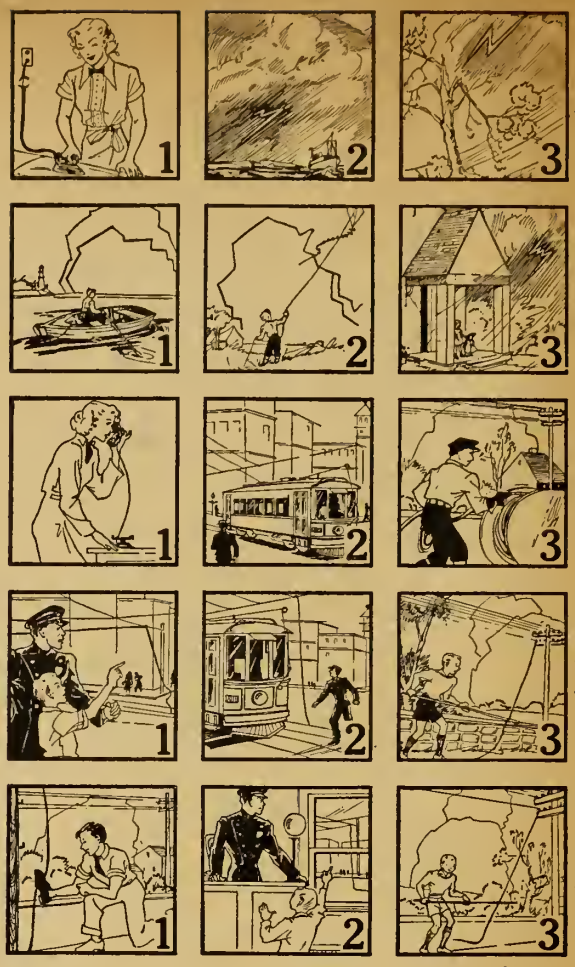
B( )

C( )

D( )

E( )

XI



A( )

B( )

C( )

D( )

E( )

XII

A( )

B( )

C( )

D( )

E( )

Score.....

159 a.

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By Donald D. Durrell
Professor of Education and Director of the Educational Clinic
Boston University

and Helen Blair Sullivan
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Inter. Achievem't

A

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Age.....When is your next birthday?.....How old will you be then?.....

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Test	Score	Grade Equivalent	Age Equivalent
1. Word Meaning			
2. Paragraph Meaning			
Total			
Optional Tests			
3. Spelling			
4. Written Recall Rating			

Patent No. 1,586,628

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois

a

TEST 1. WORD MEANING

Samples.

An *apple* is a kind of — 1 paint 2 metal 3 animal 4 fruit 5 chair . . 1 2 3 4 5

Large means — 1 angry 2 big 3 hurt 4 little 5 like 1 2 3 4 5

To *shut* means to — 1 help 2 give 3 take 4 run 5 close 1 2 3 4 5

---

1. A *dog* is an — 1 answer 2 elephant 3 animal 4 excuse 5 orange 1 2 3 4 5
2. A *robin* is a — 1 crow 2 bird 3 bug 4 flower 5 leaf 1 2 3 4 5
3. To *bring* is to — 1 find 2 carry 3 think 4 lose 5 fall 1 2 3 4 5
4. *Small* means — 1 hurry 2 large 3 little 4 like 5 help 1 2 3 4 5
5. To *fall* is to — 1 pay 2 lift 3 touch 4 drop 5 face 1 2 3 4 5
6. To *bake* is to — 1 break 2 lose 3 cook 4 speak 5 copy 1 2 3 4 5
7. A *dollar* is — 1 copper 2 money 3 business 4 healthy 5 clothing 1 2 3 4 5
8. A *voice* is used to — 1 clamp 2 speak 3 point 4 write 5 mark . . . 1 2 3 4 5
9. A *potato* is a — 1 song 2 planet 3 vegetable 4 table 5 postman . . 1 2 3 4 5
10. *Beef* is a kind of — 1 horse 2 boat 3 maze 4 ranch 5 meat 1 2 3 4 5

2 →

11. To *chop* means — 1 roll 2 note 3 come 4 chide 5 cut 1 2 3 4 5
12. If a thing is *above*, it is — 1 glad 2 pleasant 3 short 4 higher 5 between 1 2 3 4 5
13. A thing that is *bent* is — 1 warm 2 sharp 3 crooked 4 straight 5 tight . . . 1 2 3 4 5
14. *Travel* means — 1 trouble 2 journey 3 serious 4 prepare 5 junction . . 1 2 3 4 5
15. *Oil* is used for — 1 fuel 2 water 3 fun 4 writing 5 presents 1 2 3 4 5
16. *Quarrel* means — 1 stop 2 travel 3 fight 4 forget 5 throw 1 2 3 4 5
17. A *hall* is a — 1 horn 2 road 3 tooth 4 room 5 field 1 2 3 4 5
18. An *island* is surrounded by — 1 sugar 2 gardens 3 earth 4 salad 5 water 1 2 3 4 5
19. *Remain* means — 1 ride 2 measure 3 happen 4 stay 5 accompany . . 1 2 3 4 5
20. *Salt* is used on — 1 holidays 2 water 3 food 4 birds 5 flowers . . 1 2 3 4 5
21. *Marriage* means — 1 image 2 civil 3 bitter 4 obtain 5 wedding . . 1 2 3 4 5
22. A *carpenter* makes things of — 1 iron 2 stone 3 cement 4 wood 5 grass 1 2 3 4 5
23. A *maid* is a — 1 smile 2 father 3 girl 4 heart 5 fruit 1 2 3 4 5
24. A *palace* is a — 1 crown 2 storm 3 land 4 building 5 policeman . . 1 2 3 4 5
25. A *helmet* is worn on the — 1 knees 2 breast 3 feet 4 elbows 5 head 1 2 3 4 5

26. When you *miss school*, you are — 1 tardy 2 absent 3 present 4 taught 5 fair 1 2 3 4 5
27. A person is *alone* who is without — 1 money 2 food 3 company 4 shelter 5 danger 1 2 3 4 5
28. A *stomach* is part of the — 1 sea 2 sky 3 body 4 country 5 world 1 2 3 4 5
29. A man's *daughter* is his — 1 parent 2 child 3 sister 4 son 5 niece . . . 1 2 3 4 5
30. *Ill* means — 1 sick 2 hungry 3 well 4 safe 5 sorry 1 2 3 4 5
31. *Excellent* means very — 1 weak 2 good 3 happy 4 poor 5 tired . . 1 2 3 4 5
32. A *hive* is for — 1 oil 2 school 3 robbers 4 peaches 5 bees 1 2 3 4 5
33. To *tumble* is to — 1 type 2 ask 3 knock 4 fall 5 tickle 1 2 3 4 5
34. A *grandparent* is an — 1 antagonist 2 elephant 3 ancestor 4 impostor 5 umpire 1 2 3 4 5
35. A *smell* is an — 1 amount 2 answer 3 office 4 odor 5 idea 1 2 3 4 5
36. An *elm* is a — 1 mold 2 helm 3 bug 4 tree 5 tool. 1 2 3 4 5
37. A *mule* is a — 1 splinter 2 pearl 3 beast 4 ditch 5 handle. 1 2 3 4 5
38. *Costly* things are — 1 expensive 2 pliant 3 scorched 4 liberal 5 domestic 1 2 3 4 5

3→

39. An *author* is a — 1 patron 2 policeman 3 statesman 4 treasurer 5 writer 1 2 3 4 5
40. A *mayor* is an — 1 expert 2 animal 3 invalid 4 umbrella 5 official 1 2 3 4 5
41. A *zone* is a — 1 number 2 stepson 3 region 4 sliver 5 habit 1 2 3 4 5
42. To *injure* is to — 1 slump 2 insure 3 wound 4 sell 5 splash 1 2 3 4 5
43. To *rouse* means to — 1 waken 2 rule 3 roast 4 throw 5 love . . . 1 2 3 4 5
44. *Mild* means — 1 gentle 2 price 3 wild 4 new 5 behind 1 2 3 4 5
45. *Wicked* means — 1 generous 2 grateful 3 unselfish 4 evil 5 brilliant 1 2 3 4 5
46. To *make preparations* is to get — 1 over 2 measles 3 ready 4 upon 5 cloudy 1 2 3 4 5
47. A *selection* is a — 1 bullet 2 capital 3 desire 4 choice 5 folder. . 1 2 3 4 5
48. To *tour* is to — 1 prepare 2 toast 3 lean 4 travel 5 trust 1 2 3 4 5
49. *Twinkle* means — 1 wrinkle 2 ringing 3 pitiful 4 glisten 5 feeble . . 1 2 3 4 5
50. *Coarse* cloth is — 1 smooth 2 fine 3 rough 4 cold 5 short 1 2 3 4 5
51. A *bough* is a — 1 limb 2 leaf 3 pail 4 crest 5 trunk 1 2 3 4 5
52. To *welcome* means to — 1 endure 2 persist 3 receive 4 believe 5 practice 1 2 3 4 5

53. A *blunt* thing is — 1 dull 2 sharp 3 disagreeable 4 black 5 thin 1 2 3 4 5
54. *Circular* means — 1 careless 2 familiar 3 round 4 square 5 jealous 1 2 3 4 5
55. *Skillful* means — 1 laborious 2 excited 3 radical 4 expert 5 kindly 1 2 3 4 5
56. *Interior* means — 1 inferior 2 above 3 empty 4 dreary 5 inside.. 1 2 3 4 5
57. *Stupid* means — 1 studious 2 false 3 stylish 4 cowardly 5 dull.. 1 2 3 4 5
58. To *surrender* is to — 1 surround 2 soften 3 colonize 4 yield 5 dance.. 1 2 3 4 5
59. *Destruction* causes — 1 discipline 2 ruin 3 government 4 scandal 5 satisfaction 1 2 3 4 5
60. To *convince* means to — 1 declare 2 design 3 combine 4 nourish 5 persuade 1 2 3 4 5
61. A *sign* is an — 1 offering 2 agreement 3 acquaintance 4 indication 5 address 1 2 3 4 5
62. A *portion* is a — 1 gate 2 home 3 wall 4 riddle 5 share..... 1 2 3 4 5
63. To *overcome* is to — 1 discover 2 happen 3 anticipate 4 defeat 5 worry 1 2 3 4 5
64. An *insult* is an — 1 instinct 2 insertion 3 announcement 4 embrace 5 offense 1 2 3 4 5
65. To *confirm* is to make — 1 angry 2 equal 3 trouble 4 certain 5 time 1 2 3 4 5
66. *Valiant* means — 1 valid 2 lenient 3 brave 4 royal 5 loyal..... 1 2 3 4 5

4 →

67. To *kindle* means to — 1 pick 2 range 3 light 4 soil 5 assist 1 2 3 4 5
68. *Abrupt* means — 1 exclude 2 neutral 3 recent 4 sudden 5 rugged 1 2 3 4 5
69. *Fatigue* means — 1 fatal 2 faithful 3 conflict 4 dodge 5 weariness 1 2 3 4 5
70. A *durable* thing is — 1 fantastic 2 courteous 3 modified 4 lasting 5 moist 1 2 3 4 5
71. *Fourscore* is the same as — 1 fourteen 2 fortnight 3 eighty 4 twenty 5 four 1 2 3 4 5
72. To *ratify* is to — 1 confuse 2 approve 3 assist 4 report 5 poison 1 2 3 4 5
73. To *rebel* is to — 1 realize 2 pledge 3 justify 4 resist 5 flourish. 1 2 3 4 5
74. *Sullen* means — 1 sultry 2 satisfied 3 credulous 4 harmful 5 surly 1 2 3 4 5
75. *Probability* means — 1 disheveled 2 originality 3 likelihood 4 sincerity 5 enthusiasm 1 2 3 4 5

Score.....

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?
1 went to see their aunt 2 went to the seashore 3 went on a train
4 went for crabs 5 went fishing 1 2 3 4 5

B. The weather was —
1 quiet 2 funny 3 fair 4 gloomy 5 rainy 1 2 3 4 5

C. The best name for this story is —
1 Helen and Her Aunt 2 Gathering Shells 3 Eating Lunch Outdoors
4 One Warm Day 5 A Trip to the Beach 1 2 3 4 5

I

5→

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

1. When do Mary and John go to camp?
1 before school 2 when school is over 3 in the fall 4 when school starts
5 every day 1 2 3 4 5

2. Which word tells what kind of a time the children have at camp? 1 2 3 4 5
1 lonesome 2 sad 3 joyous 4 funny 5 weary 1 2 3 4 5

3. How do the children travel to camp? 1 2 3 4 5
1 on a train 2 on a bus 3 in an automobile 4 on a car 5 in an airplane .. 1 2 3 4 5

4. The best name for this story would be —
1 Close of School 2 Playing Games 3 A Trip on the Train
4 A Summer at Camp 5 The Boys at Camp 1 2 3 4 5

5. Mary and John enjoy camp life because they —
1 are glad to be away for the summer 2 like the ride on the train
3 are glad to be out of school 4 like to study nature
5 have fun playing games with the other children 1 2 3 4 5

II

Jack had a new fish line. His father took him fishing in a little brook at the back of his grandfather's house. Jack was the first to feel a bite. There was a strong pull at his line. He tried hard to pull the fish out of the water, but it pulled so hard his father had to help him. He was happy when he saw his fish lying on the grass near the stream.

6. Jack went —
   1 to his grandfather's house 2 into the water 3 fishing with his father
   4 to buy a fish line 5 to the ocean to fish 1 2 3 4 5

7. The fish —
   1 helped 2 struggled 3 ate 4 tried 5 fell 1 2 3 4 5

8. Jack tried to —
   1 fish near the stream 2 pull his father back 3 land his own fish
   4 put fish in the brook 5 lie on the grass 1 2 3 4 5

9. The best name for this story is —
   1 A Trip to Grandfather's 2 Catching Some Fish 3 Jack's Fishing Trip
   4 Buying a New Fish Line 5 How Father Fished 1 2 3 4 5

10. Jack enjoyed his trip because —
    1 the fish got away 2 the brook was near grandfather's 3 he caught a fine fish
    4 he went to a stream 5 his father helped him 1 2 3 4 5

6→

III

In the cold northlands many animals go to sleep for the whole winter. They have to store up enough fat on their bodies in the summertime to last them all winter while they are sleeping. These animals grow huge in the summer. Bears, which are among the animals which sleep all winter, get so large in the summer that they can hardly move about. All these animals which sleep during the winter crawl into caves or hollow trees when winter nears and stay until spring comes once more. When they come out, they are very thin and are starving.

11. How do the animals which sleep through the winter get their winter food?
    1 by carrying their food in with them 2 by getting fat in summer
    3 by coming out for food as they need it 4 by eating the bark of trees
    5 by living on small animals 1 2 3 4 5

12. The climate where these animals live is very —
    1 windy 2 warm 3 breezy 4 cold 5 hot 1 2 3 4 5

13. How do the animals look when they come out of the cave?
    1 huge and fat 2 lean and hungry 3 thin and tired 4 large and strong
    5 huge and starving 1 2 3 4 5

14. The best title for this story would be —
    1 Bears Which Go into Caves 2 Thin and Hungry Animals
    3 Animals Which Sleep through the Winter 4 Large Animals Sleep in Winter
    5 While They Are Sleeping 1 2 3 4 5

15. The animals which sleep through the winter make winter dens —
    1 in the summertime 2 in the open woods 3 when spring comes
    4 in caverns or hollow logs 5 while they are sleeping 1 2 3 4 5

IV

The St. Bernards are among the bravest of dogs. They are large and very strong. In Switzerland these dogs are trained to go out and find travelers who are lost in the snowdrifts on the high mountains. A first-aid kit containing food and medicine is hung about their necks, and a warm blanket is strapped on their backs. When they find worn-out travelers, they dig them out of the snow and help them if they are awake and able to move. If the traveler is injured and helpless, the dog is trained to go back to the town below and bring aid. Many lives are saved every year by these fearless animals.

16. What is the most valuable thing that St. Bernard dogs do?
1 They can climb over snowdrifts. 2 They are good mountain climbers.
3 They are trained to rescue lost travelers. 4 They are large and strong.
5 They carry first-aid kits. 1 2 3 4 5

17. The St. Bernard dog is —
1 cowardly 2 speedy 3 courageous 4 rough 5 fierce 1 2 3 4 5

18. How does the dog assist worn-out travelers?
1 by digging large holes in the snow 2 by climbing the drifts to the traveler
3 by bringing first aid 4 by covering him with a blanket 5 by his great strength 1 2 3 4 5

19. The best title for this story is —
1 Training Dogs 2 The Heroic St. Bernard 3 A Strange St. Bernard Dog
4 People Lost in Mountains 5 Traveling through Snowdrifts 1 2 3 4 5

20. What do the dogs do for the travelers they cannot help? 1 stand the man on his feet
2 give him food and medicine 3 return to the village for aid
4 carry him down the mountain 5 give him the first-aid kit 1 2 3 4 5

V

7→

The camel possesses a most uncommon body, which almost seems made to order for the many purposes he fills in the life of the desert people. His mouth is peculiarly fitted for securing food. The strong membrane and powerful teeth enable him to tear off the dry shrubs and stiff, prickly cactus of the desert. His huge nostrils allow him to breathe deeply. They close tightly when a sandstorm arises, thus shutting out the choking sands. His hump, a mere lump of fat, is of great use if food fails, for he can obtain nourishment from it for many days. He is also provided with inside reservoirs which hold enough water to last him for four or five days. Unfortunately the camel is dull. To kneel down at a given signal is about the only trick he ever learns. Although the camel is homely he is nevertheless valuable, for without him many portions of the earth would remain untraveled.

21. The camel is — 1 more intelligent than the horse 2 capable of learning a great deal
3 rather unintelligent 4 poorly taught 5 friendly and intelligent 1 2 3 4 5

22. The body of the camel is —
1 unfortunate 2 unusual 3 graceful 4 evil 5 inspiring 1 2 3 4 5

23. The mouth of the camel — 1 is harmed by thorny cactus 2 is small and tough
3 is well suited for procuring food 4 tightens when a sandstorm arises
5 provides an inside reservoir 1 2 3 4 5

24. The best title for this story is — 1 The Homely Body of the Camel
2 Why the Camel Is Useful 3 The Stupidity of the Camel
4 Sandstorms on the Desert 5 How the Camel Eats 1 2 3 4 5

25. The camel is — 1 unsuited for desert travel 2 helpless in a sandstorm
3 a tricky animal 4 well adapted for desert travel 5 friendly and intelligent . . . 1 2 3 4 5

VI

Bill vaulted the fence into the corral and faced the bucking pony. At his approach the little animal struck out with his forefeet, but Bill was quick and avoided him. The boy caught the pony close to the head and with a rapid movement sprang into the stirrups. Then began the real task. With head down, back up, and whinnying loudly, the animal reared into the air, bouncing back to earth with terrific force. He tried every trick possible to throw his rider, plunging and rearing in all directions, but Bill held on. Finally, after many minutes, the exhausted pony, wet with perspiration, stood still. His nostrils trembled, but one felt that though his body had been subdued, his spirit was still unbroken.

26. When Bill approached, the pony was — **1 tired and broken** **2 quieted in spirit** **3 impatient to be ridden** **4 disturbed and angry** **5 thrown to the ground** 1 2 3 4 5

27. The pony was finally — **1 overbalanced** **2 exultant** **3 overpowered** **4 distracted** **5 restored** 1 2 3 4 5

28. The little pony tried to — **1 outlive his rider** **2 aid the boy** **3 unseat his rider** **4 exhaust the animal** **5 butt Bill** 1 2 3 4 5

29. The best title for this story is — **1 Riding the Range** **2 An Exhausted Pony** **3 Breaking a Pony** **4 A Perspiring Pony** **5 Bill Approached a Pony** 1 2 3 4 5

30. The article illustrates — **1 how to enter a corral** **2 a whinnying pony** **3 trickery in riding** **4 leading a pony** **5 skill in horsemanship** 1 2 3 4 5

VII

8→

Studying bird life with a camera is certainly an entrancing sport. One can engage in it without destroying life, yet get great satisfaction from the thrilling activities it offers. The sport is appropriate for any time or place. From it one can derive all sorts of adventures, for to be a good photographer of birds in their native haunts it is necessary to climb trees and cliffs as well as travel on land and water. How interesting it is to find their nests, learn where they stay at various times during the day, how the young are fed and cared for, and procure photographs of the birds in various attitudes. Hiking with the camera through the woods is always an enjoyment. There is a feeling of excitement and expectancy present, for one never knows at what moment he may come upon some unusual bird activity.

31. Making studies of bird life is interesting because — **1 they haunt native places** **2 of the various activities one can observe** **3 it is always done on water** **4 the young are fed and cared for** **5 the sport is appropriate** 1 2 3 4 5

32. Using a camera in place of a rifle encourages wild life by promoting — **1 destruction** **2 conservation** **3 dissatisfaction** **4 conversation** **5 haunts** 1 2 3 4 5

33. Bird study is a satisfying sport because — **1 the young are fed** **2 the birds like it** **3 one can get eggs out of nests** **4 it can be enjoyed during all seasons** **5 one can use a rifle** 1 2 3 4 5

34. The best title for this story is — **1 Interesting Birds** **2 The Excitement of Adventure** **3 Taming Wild Birds** **4 Photography of Wild Birds** **5 Destroying Bird Life** 1 2 3 4 5

35. Taking pictures of bird life is fascinating because — **1 it is helped by a camera** **2 it takes much time** **3 it gives more bird pictures** **4 it brings adventure without destruction of life** **5 it scatters the birds about** 1 2 3 4 5

VIII

In the part of our country which gets very little rain in the summer the ground must be wet by irrigation to make the plants grow. Otherwise all the crops would be spoiled by dry weather. This form of agriculture is carried on in states where snow is found high up in the mountains the entire year. A large reservoir is made by damming up the mountain streams. The snow, melting in summer, rushes into a stream. This, in turn, is joined to a large ditch. At the head of the ditch is an intake gate. This can be opened and closed at will. In this way water is drawn off and the various fields are irrigated. The water can be turned on whenever the fields need it. The parts of our country where irrigation is possible seldom have crop failures, because water can be secured when it is needed.

36. This form of agriculture is carried on where —
1 crops are grown in summer 2 mountain streams make it possible
3 cities are near 4 there are large reservoirs 5 there are crop failures 1 2 3 4 5

37. Because irrigation is possible crop failures are —
1 increased 2 reduced 3 possible 4 permitted 5 eliminated 1 2 3 4 5

38. They stop the water from flooding the fields by —
1 damming the ditch 2 use of gates 3 opening the reservoir
4 irrigating the fields 5 drawing off the water 1 2 3 4 5

39. The best title for this story would be —
1 Damming Up Streams 2 Supplying Water for Irrigation
3 Crops in Dry Weather 4 Building Huge Dams 5 Supplying Water for Colorado 1 2 3 4 5

40. Land that is irrigated yields better harvests because —
1 in summer it gets little rain 2 it is high up in the mountains
3 water may be applied as needed 4 the water can be turned off
5 agriculture is carried on 1 2 3 4 5

IX

9→

Sugar beets must be raised where cheap labor can be secured because the plants require a great deal of cultivation, most of which must be done by hand. First the plants are thinned and then blocked to get the correct number in the rows. The roots from which the sugar is extracted are not like the red beets which are eaten as vegetables, but are more like the common turnips. These roots are washed, sliced, and soaked in water. The water is later drawn off and boiled into beet syrup. Then the syrup is changed to a brown sugar called raw sugar. The last step is to send the raw sugar through the refinery, where it is cleaned and whitened. Then the white sugar is ready to be boxed and sold for use in our homes.

41. Sugar beets must be raised where labor is not expensive because they require —
1 much care 2 much washing 3 many plants in a row 4 soaking in water
5 much boiling 1 2 3 4 5

42. What kind of labor is most used in the raising of sugar beets?
1 machine 2 manual 3 difficult 4 easy 5 unusual 1 2 3 4 5

43. The raw sugar is — 1 made into syrup 2 refined and whitened
3 boxed and sold 4 left as it is 5 changed to brown sugar 1 2 3 4 5

44. The best title for this story is — 1 Blocking and Thinning Beets
2 Colorado Sugar Beets 3 How Beet Sugar Is Obtained
4 Cleaning Raw Sugar 5 How Beet Sugar Is Whitened 1 2 3 4 5

45. Raising sugar beets requires — 1 inexpensive labor 2 syrup changed to sugar
3 sugar to be cleaned 4 many common turnips 5 raw sugar 1 2 3 4 5

X

Airplanes are growing more important every year. Today they have traveled to almost every part of the world and into many places that would otherwise have remained unexplored. Daring pilots have been responsible for many outstanding feats. They have gone to the aid of dying men when there was no other opportunity of reaching them. At one time serum was carried to Alaska by plane and saved the lives of many children who were seriously ill of diphtheria. Every day of the year, and in all kinds of weather, Uncle Sam's pilots carry the mail through the air. Practically every day one reads of some new achievements of airplanes.

46. Airplanes have rendered valuable service to humanity by — 1 carrying many diseases 2 having no other opportunity 3 aiding the sick and dying 4 helping boys to become pilots 5 taking passengers in the air 1 2 3 4 5

47. The life of an airplane pilot is — 1 lonesome 2 easy 3 hazardous 4 happy 5 high 1 2 3 4 5

48. Airplanes are used for a variety of services such as — 1 exploring, carrying mail, and aiding the sick 2 carrying mail in all sorts of weather 3 bringing serum to diphtheria patients 4 serving humanity 5 traveling in all kinds of weather 1 2 3 4 5

49. The best title for this story is — 1 Mail Pilots 2 Exploring with Airplanes 3 Value of Airplanes 4 Life of an Air Pilot 5 A Trip to Alaska 1 2 3 4 5

50. The accomplishments of airplanes are — 1 unimportant 2 understanding 3 trivial 4 significant 5 serious 1 2 3 4 5

XI

10→

The mode of living on the plantations of the South was vastly different from that of the early New England people. The spacious Southern mansions, surrounded by the many slave cabins, gardens, and poultry yards, were often in themselves small villages. While many of these planters were living in wasteful extravagance, the Puritans of New England were living in modest two-room homes. They were thrifty people who were not in favor of the riotous living and entertaining of the planters. The New England people were more interested in the establishment of good common schools for all people, while the rich planters did not favor this idea. They had tutors at home for their children, or sent them to Europe to be educated.

51. The New Englanders were interested in — 1 having tutors for their sons 2 organizing good public schools 3 educating their children in England 4 living in two rooms 5 riotous living and entertaining 1 2 3 4 5

52. Which word best describes a Southern planter? 1 lavish 2 gallant 3 brave 4 weak 5 frugal 1 2 3 4 5

53. Which word best describes a New England home? 1 magnificent 2 insignificant 3 unpretentious 4 extensive 5 valuable 1 2 3 4 5

54. The best title for this story is — 1 A Story of Education 2 A Comparison of the Life of the Planters 3 Northern and Southern Modes of Living 4 The Thrifty New England People 5 Good Schools for All 1 2 3 4 5

55. The Southern gentlemen desired — 1 common education for all 2 the organizing of good public schools 3 good education for members of his own family 4 tutors for children in New England 5 good free schools for planters' sons 1 2 3 4 5

XII

The pulmotor, a device for the resuscitation of persons suffering from gas poisoning, drowning, or electric shock, consists of a tank of compressed oxygen which is thinned with air and pumped into the lungs of the patient. It must be remembered that if breathing is to be produced artificially the process must be begun within ten minutes after the breathing has stopped or the person may not revive. Therefore it is not safe to wait to begin to revive the person until the pulmotor arrives. Some other method of restoring consciousness should be attempted in order to avoid a fatality. While the pulmotor can be of great advantage, it is also a very dangerous instrument in the hands of an inexperienced person. There is great peril, if the instrument is not properly handled, of drawing the air out of the small air cells in the lungs and collapsing them.

11→

56. The pulmotor is an instrument for —
    1 **collapsing the lungs** 2 **avoiding drowning** 3 **inducing artificial respiration**
    4 **administering electric shock** 5 **inducing carbon monoxide** 1 2 3 4 5

57. What is conveyed to the patient by means of the pulmotor?
    1 **concentrated oxygen** 2 **a device of great advantage** 3 **air cells which collapse**
    4 **a mixture of oxygen diluted with air** 5 **a combination of oxygen and nitrogen** ... 1 2 3 4 5

58. If the person is to be resuscitated, artificial respiration should be started —
    1 **by a dangerous instrument** 2 **for collapsing the lungs** 3 **within ten minutes**
    4 **by a tank of oxygen** 5 **by an inexperienced person** 1 2 3 4 5

59. While waiting for the pulmotor one should —
    1 **attempt to avoid the instrument** 2 **apply another type of resuscitation**
    3 **pump oxygen from a tank** 4 **draw air out of the lungs** 5 **dilute the air** 1 2 3 4 5

60. The pulmotor is a menace in the hands of a novice because —
    1 **of the danger of injuring the stomach** 2 **it might not arrive on time**
    3 **it can be of great advantage** 4 **it should be properly handled**
    5 **of the danger of collapsing the lungs** 1 2 3 4 5

Score.....

TEST 4. WRITTEN RECALL

I

Blackie was a little kitten. One day a big dog chased him. He became frightened and ran up a tree. After he got high up in the branches, he was afraid to come down. The little girl who owned him came and stood beneath the tree. She called to Blackie and showed him his dish of milk, hoping he would want his supper enough to try to come down. But he would not come. Finally her father called the fire chief. He sent a fireman with a ladder. The man went up the tree and carried little Blackie down. The little girl was happy to have her kitten again.

II

John could hardly wait, so anxious was he to try the new canoe he had received for his birthday. As soon as he finished his breakfast he raced with his brother and sister to the lake. Here they examined his splendid new gift. John's father showed him how to use the paddle and told him that he might take his brother and sister for a short ride in the canoe, but warned him that he must not go too far from shore before he was thoroughly familiar with handling the new craft. All went smoothly, and gradually John forgot his caution and drifted farther from shore. Suddenly there came a great gust of wind. In a moment the lake was filled with heavy waves. John struggled to keep the little canoe upright. Luckily they were not far from a small island. He steered for this and reached the shore just as a particularly large wave turned the canoe bottom side up. The three children scrambled from the water out onto the island just as another huge wave came in. The canoe floated away, and John feared he had lost his precious gift. But a party in a little steamer presently came to the aid of the stranded children and rescued the canoe, which had blown a distance away.

160a

IOWA EVERY-PUPIL TESTS OF BASIC SKILLS

New Edition

TEST A: SILENT READING COMPREHENSION — FORM M

ELEMENTARY BATTERY — GRADES 3-4-5

By

H. F. Spitzer, in collaboration with Ernest Horn, Maude McBroom, H. A. Greene, and E. F. Lindquist (General Editor), all of the College of Education, State University of Iowa, with the Assistance of the Faculty of the University Experimental Schools.

CONVERSION TABLES *

Raw Score	I Grade Equivalents Pt. I	I Grade Equivalents Pt. II	Raw Score	II Grade Equivalents Pt. I	II Grade Equivalents Pt. II	Total Scores Raw Score	Total Scores Grade Equiv.	Total Scores Raw Score	Total Scores Grade Equiv.	Total Scores Raw Score	Total Scores Grade Equiv.
62	112	----	30	40	67	86–80		62–53		38–37	
61	108	----	29	39	65	85–78		61–52		37–36	
60	105	----	28	38	63	84–76		60–51		36–36	
59	102	----	27	38	61	83–75		59–51		35–35	
58	99	----	26	37	60	82–74		58–50		34–35	
57	96	----	25	36	58	81–72		57–50		33–34	
56	93	----	24	35	56	80–71		56–49		32–33	
55	90	----	23	34	55	79–70		55–48		31–32	
54	87	----	22	33	54	78–69		54–47		30–31	
53	84	----	21	32	52	77–68		53–46		29–31	
52	82	----	20	31	51	76–66		52–46		28–30	
51	80	----	19	30	50	75–65		51–45		27–29	
50	76	----	18	29	49	74–64		50–44		26–28	
49	73	----	17	28	47	73–63		49–44		25–28	
48	70	----	16	27	46	72–62		48–43		24–27	
47	68	----	15	26	44	71–61		47–42		23–26	
46	65	----	14	24	42	70–60		46–42		22–25	
45	63	----	13	23	40	69–59		45–41		21–24	
44	60	----	12	22	38	68–58		44–40		20–24	
43	59	----	11	21	36	67–57		43–40		19–23	
42	57	----	10	20	33	66–56		42–39		18–22	
41	55	----	9	19	30	65–55		41–38		17–21	
40	53	104	8	19	27	64–55		40–38		16–20	
39	51	95	7	18	24	63–54		39–37			
38	50	88	6	17	21						
37	48	83	5	16	19						
36	46	81	4	16	18						
35	45	79	3	15	17						
34	44	76	2	14	16						
33	43	74	1	13	16						
32	42	71	0	12	15						
31	41	69									

* See Examiner's Manual, page 6.

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Do not turn this page until you are told to do so.
Your teacher will tell you what to do.

Name _____
(LAST NAME) (FIRST NAME)

Sex _____ Grade _____
(BOY or GIRL)

Age on Last Birthday _____ Number of Months Since Last Birthday _____
(YEARS)

School _____

Teacher _____

Town or City _____ Date _____

SCORES

Part	Poss. Score	Raw Score	Grade Equivalent
I: Reading Comprehension	(62)		
II: Vocabulary	(40)		
TOTAL	(102)		

Directions: In this test there are selections for you to read. After each selection there are questions. Four answers are given for each question, but only one of these answers is right. You are to choose the *one* answer that you think is better than the others. Place an **X** in the box in *front* of this best answer. You may look back at the selection as often as you wish.

Sample: Toby is a big black horse. He pulls the milk wagon about the town.

1. What color is Toby?
   - ☐ Gray ☐ Black
   - ☐ White ☐ Red

2. What does Toby pull?
   - ☐ A plow ☐ A town
   - ☐ A sled ☐ A wagon

1

Every summer Donald goes to see his grandfather, who lives in the country. Donald likes the cornfields and gardens better than the crowded streets and parks about his home. One summer there was a goat on the grandfather's farm. Donald tried to ride the goat. His uncle helped him get on the goat's back. The goat ran and jumped, and Donald fell off. Then Donald ran, because he was afraid of the goat.

1. In what kind of place does Donald live?
   - ☐ In the country
   - ☐ In a small town
   - ☐ In a city
   - ☐ The story doesn't tell

2. What does Donald's grandfather do?
   - ☐ He works in a factory
   - ☐ He herds goats
   - ☐ He drives a bus
   - ☐ He farms

3. What does Donald's uncle do?
   - ☐ He farms
   - ☐ He herds goats
   - ☐ He works in the city
   - ☐ The story doesn't tell

4. How many times did Donald try to ride the goat?
   - ☐ One time
   - ☐ Three times
   - ☐ Two times
   - ☐ Many times

5. On whose farm was the goat?
   - ☐ The uncle's
   - ☐ The grandfather's
   - ☐ The neighbor's
   - ☐ The story doesn't tell

6. What was Donald afraid of?
   - ☐ That the goat would hurt him
   - ☐ That the goat would run away with him
   - ☐ That his uncle would scold him
   - ☐ That the goat would be hurt

2

The man on the radio said it was two o'clock. John pulled up his sleeve and looked at his watch. He told Mary that his watch was five minutes fast. Then Mary looked at her father's watch. It said one-thirty. She told her father his watch was wrong. He changed it so that it would not be slow.

7. What time was it?
   - ☐ One-thirty
   - ☐ Two o'clock
   - ☐ Five minutes before two
   - ☐ Five minutes after two

8. What did John do to his watch?
   - ☐ He set it ahead 5 minutes
   - ☐ He set it back 5 minutes
   - ☐ He set it ahead a half hour
   - ☐ The article does not tell us what he did

9. What does this paragraph tell?
   - ☐ It tells that John had a radio
   - ☐ It tells how Mary changed her father's watch
   - ☐ It tells that the watches were wrong
   - ☐ It tells that a watch was broken

10. Where did John keep his watch?
    - ☐ On his wrist
    - ☐ On the wall
    - ☐ In his pocket
    - ☐ In the desk

11. What time was it by John's watch?
    - ☐ One-thirty
    - ☐ Two o'clock
    - ☐ Five minutes before two o'clock
    - ☐ Five minutes after two o'clock

12. How many watches are mentioned in the paragraph?
    - ☐ One
    - ☐ Three
    - ☐ Two
    - ☐ Four

(Go on to the next page.)

3

Jack wanted to visit the Grant School. Tom told him the way. He had to go south two blocks on Main Street. Then he was to turn to the right on School Street and go two blocks west. Tom said the school was a large three-story building made of red brick. It was the only large building in that block.

13. Of what material was the Grant School made?
- ☐ Wood ☐ Cement ☐ Brick ☐ Stone

14. On what street was the Grant School?
- ☐ Main Street ☐ Grant Street
- ☐ School Street ☐ Market Street

15. What does this paragraph tell?
- ☐ How Jack might find Grant School
- ☐ How large Tom's school is
- ☐ Where Jack and Tom live
- ☐ What school Tom wanted to visit

16. What direction should Jack go on School Street?
- ☐ North ☐ South ☐ West ☐ East

17. The school was in what direction from the place where Jack talked to Tom?
- ☐ South ☐ Southeast
- ☐ Southwest ☐ West

Once a man was working on the roof of a big house. The only ladder that could reach the roof fell and was broken. The man could not think of any way to get down until the ladder was mended. His wife knew that he was wearing long knitted stockings and called up to him, "Ravel your stockings, John; start at the toe." When he had done this, he found that the yarn in one stocking was just long enough to reach the ground, so he let down one end. His wife tied a long cord to the end of the yarn, and a strong rope to the other end of the cord. John pulled up the cord and the rope. Then he tied one end of the rope to the chimney and slid safely to the ground.

(Go to the next column for the questions on this article.)

4

18. Which would be the best title for this story?
- ☐ "A Clever Wife"
- ☐ "The Broken Ladder"
- ☐ "The Big House"
- ☐ "How to Climb Ropes"

19. Why could the man not get down?
- ☐ The ladder was on the ground
- ☐ The ladder was too short
- ☐ He was afraid the ladder might break
- ☐ The ladder was broken

20. Why did the man's wife fasten a cord instead of a rope to the yarn?
- ☐ She had not found a rope yet
- ☐ The neighbors told her to
- ☐ The yarn was too weak to pull up a rope
- ☐ Yarn is made of wool

21. Who thought of raveling stockings to get a string of yarn?
- ☐ The man on the roof
- ☐ A neighbor
- ☐ The owner of the house
- ☐ The man's wife

22. What did the man do when he got the rope?
- ☐ Pulled up a ladder
- ☐ Slid down the chimney
- ☐ Tied the rope to the chimney
- ☐ Tied the rope around his waist

23. How long was the cord?
- ☐ About 5 feet long
- ☐ About one-half as long as the yarn
- ☐ About as long as the yarn
- ☐ About one-fourth as long as the ladder

Score

(Go on to the next page.)

5 6

PARAGRAPH 1 The mule deer is a medium-sized deer. It has strong antlers and large ears. The upper part of its body is brown in summer. In winter it is a dark gray. The lower part of the mule deer's body is black or brownish-black. Its tail is black. The average mule deer buck weighs from 150 to 200 pounds. A large buck would weigh about 250 pounds, and would be about 5 feet long and 3½ feet high.

PARAGRAPH 2 The large ears of the mule deer have given the animal its unusual name. These ears, which are about 9 inches long, remind you of that other big-eared animal, the mule. That is why this deer is called the mule deer.

PARAGRAPH 3 The mule deer lives in the hills and mountains of the western United States. At one time this deer also lived on the plains near the mountains. The mule deer is almost as sure footed as a mountain goat. It can climb steep, rocky hills and can jump across cracks between rocks without falling.

PARAGRAPH 4 The food of the mule deer changes with the season. In the spring the mule deer feeds on the leaves of shrubs and the leaves of young trees. Later in the spring and early summer it also eats some grass and other plants. In the late summer and fall acorns are eaten. In the winter the deer lives on dry grass, the leaves of evergreen trees, and on twigs.

24. What is the color of the lower part of the mule deer's body in winter?
- ☐ White
- ☐ Dark gray
- ☐ Light brown
- ☐ Black

25. A large mule deer buck would be about as tall as which other animal?
- ☐ A small dog
- ☐ A small pony
- ☐ A pig
- ☐ A horse

26. Which of the following does paragraph 1 tell?
- ☐ It tells about the food of the mule deer
- ☐ It tells about the home of the mule deer
- ☐ It describes the mule deer's appearance
- ☐ It describes the hoofs of the mule deer

27. Which of these would weigh about the same as an average mule deer buck?
- ☐ A six-year-old boy
- ☐ A full-grown man
- ☐ A twelve-year-old boy
- ☐ A horse

28. In which of the following places would you be most likely to find mule deer?
- ☐ A river bottom
- ☐ Swamp land near the seashore
- ☐ Flat meadows near lakes
- ☐ Rough mountain pastures

29. What is a good title for this article?
- ☐ "The Deer of the United States"
- ☐ "The Mule Deer"
- ☐ "How the Mule Deer Got Its Name"
- ☐ "The Appearance of the Mule Deer"

30. Which of the following is responsible for the mule deer's name?
- ☐ Its stubbornness
- ☐ Its food
- ☐ Its hard hoofs
- ☐ Its ears

31. During what month would the mule deer be likely to feed on acorns?
- ☐ January
- ☐ June
- ☐ April
- ☐ October

32. What wild animal other than the mule deer is mentioned in this article?
- ☐ The moose
- ☐ The antelope
- ☐ The mountain sheep
- ☐ The mountain goat

33. What is described in paragraph 3?
- ☐ The home of the mule deer
- ☐ The antlers of the mule deer
- ☐ The food of the mule deer
- ☐ The rocks in the mountains

34. What does paragraph 2 tell?
- ☐ How the mule deer gets its food
- ☐ How the mule deer got its name
- ☐ How large the mule deer grows
- ☐ Why the mule deer's name is unusual

35. What is the topic of paragraph 4?
- ☐ Acorns
- ☐ The food of the mule deer
- ☐ The mule deer and the seasons
- ☐ Evergreen trees and mule deer

(Go on to the next page.)

PARAGRAPH 1 — If you were asked the question, "What color are grains of corn?" most of you would probably say "yellow." In some places, however, "white" might be the answer, because corn with white ears is very common in parts of our country. A few boys and girls might say that grains of corn are many different colors.

PARAGRAPH 2 — The last answer given is really the best one, for there are many different colors of corn grains. Next to yellow and white, red is the most common, but ears with blue grains and ears with black grains are well known to corn growers and seed men. Some ears of corn may have several different colors of grains. Even single grains may be several colors.

PARAGRAPH 3 — Besides differing in color of the grain, corn also has different colored cobs, stalks, and leaves. The cob, to which the grains are fastened, is usually either red or white. Of course, most corn has green stalks and leaves, but there are some kinds that have red stalks and red leaves. The leaves may even have yellow and white stripes.

PARAGRAPH 4 — These and other odd facts about corn receive little attention because corn is not a plant that is raised just for curiosity. Most corn growers are not interested in the unusual color of corn grains but in the amount of grain they can grow and in the value of this grain for food.

36. Why would most people say "yellow" is the color of corn?
- ☐ Because they like yellow
- ☐ Because the author said so
- ☐ Because most corn which they have seen is yellow
- ☐ Because it is a better color than white

37. In paragraph 1 how many answers are given for the question?
☐ One ☐ Two ☐ Three ☐ Four

38. What is the topic of paragraph 2?
- ☐ How important color is to corn
- ☐ What the colors of corn grains are
- ☐ Why corn grains are different colors
- ☐ Why cornstalks differ in color

39. In which paragraph can you find the facts that prove that the last answer given in paragraph 1 is correct?
☐ Paragraph 1 ☐ Paragraph 3
☐ Paragraph 2 ☐ Paragraph 4

40. How are paragraphs 2 and 3 alike?
- ☐ Both tell about cornstalks
- ☐ Both tell about corn grains
- ☐ Both tell about color
- ☐ Both tell about leaves

41. A corn cob is most likely to be which of these colors?
☐ Red ☐ Blue ☐ Yellow ☐ Black

42. Why would some people give "white" rather than "yellow" as the color of corn?
- ☐ Because they have seen only white corn
- ☐ Because white is a good color
- ☐ Because white corn is better
- ☐ Because only white corn is good to eat

43. Why isn't more blue-grained corn grown?
- ☐ Because blue is a bad color
- ☐ Because corn isn't grown for color
- ☐ Because yellow is a more natural color
- ☐ Because blue is too much like black

44. What is the purpose of paragraph 4?
- ☐ To tell why the color of corn is not important
- ☐ To tell many odd facts about corn
- ☐ To tell the value of corn
- ☐ To tell that corn is a strange plant

45. What is the best title for this article?
- ☐ "The Ear of Corn"
- ☐ "The Uses of Corn"
- ☐ "Why Corn Grains Are Colored"
- ☐ "Colors of the Corn Grain and Corn Plant"

Score

(Do not turn this page until you are told to do so.)

PARA-GRAPH 1

Tom and Jack were two little boys who lived on a farm. Near their farm home was a creek where the boys liked to play on warm days. The stream of water in this creek was so narrow that the boys could step across it. At no place was the water more than ankle deep.

PARA-GRAPH 2

The boys liked to take off their shoes and wade in the water. At other times they built bridges across the creek or made boats to float on it. They put small rocks on these boats and called them men. The water flowed so fast that the rock men would always fall off.

PARA-GRAPH 3

One day Tom and Jack put a tiny sailboat in the creek, but instead of sailing with the wind, the boat was carried downstream by the water. The boys saw that they needed some water that was not flowing very fast before they could sail their boat. They decided to make a pond by putting a dam across the creek. A place where the banks of the creek were only about 6 feet apart was chosen as the spot to put the dam, and then the two boys went to work.

PARA-GRAPH 4

Sticks about a foot long were gathered and stuck about halfway into the ground. These sticks made a row from the water's edge to each bank. Then the boys picked up mud with their hands and placed it around the sticks, making a solid wall. Enough mud was used to cover the sticks and to make a dam about six inches wide at the top and 12 inches wide at the bottom. Near one end of the dam the boys put a flat rock. The top of this rock was not as high as the rest of the dam. This was to be the spillway or place where the water would flow out of their pond. All that was needed to finish the dam was to build it up where the water was flowing. The boys gathered a lot of mud before starting to build this last part of the dam. Then they stuck some sticks into the water and quickly put mud around them. The flow of water was stopped. The boys hurried to finish the job, and soon that part of the dam looked just like the part that had been built before.

PARA-GRAPH 5

By this time Tom and Jack were tired, but they were so interested in seeing if their dam would hold that they could hardly wait until the pond filled. The water began to gather in front of the dam. Then the water spread on each side of what had been the stream. It spread further and further until the banks on each side were reached. In about two hours the water had risen high enough to flow over the flat rock. The pond was more than 30 feet long and in some places about 18 feet wide.

PARA-GRAPH 6

The boys were very proud of the job, for there wasn't a leak in the dam, and the pond was surely a fine place to sail a boat. However, because it was getting late, the boys decided to wait until another day to sail their boat.

46. How long did it take the boys to build the dam?
- ☐ About 10 minutes
- ☐ More than a day
- ☐ Less than one day
- ☐ The story doesn't tell

47. At the deepest place, about how deep was the water in the creek?
- ☐ 3 inches
- ☐ A foot
- ☐ 9 inches
- ☐ A yard

48. What is told in paragraph 2?
- ☐ The width and depth of the creek
- ☐ The things the boys usually did at the creek
- ☐ The boys' adventure at the creek
- ☐ The amount of water that flowed in the creek

49. What kind of water did the boys want for their sailboat?
- ☐ Deep
- ☐ Still
- ☐ Swiftly flowing
- ☐ Rough

50. Why did the sailboat go downstream instead of sailing with the wind?
- ☐ It was built to go in that direction
- ☐ The force of the flowing water was stronger than the force of the wind
- ☐ There were too many rock men in the boat
- ☐ The boat was too small to sail

51. What was the first thing the boys did after they decided to make a pond?
- ☐ Gathered sticks
- ☐ Built the spillway
- ☐ Picked a place for the dam
- ☐ Packed mud around the sticks

52. What paragraphs do *not* deal with the dam?
- ☐ 1 and 2
- ☐ 4 and 6
- ☐ 3 and 4
- ☐ 5 and 6

53. About how long was the finished dam?
- ☐ 3 feet
- ☐ 12 feet
- ☐ 6 feet
- ☐ 24 feet

54. About how deep was the water in the pond at the deepest place?
- ☐ 8 inches
- ☐ 10 feet
- ☐ 6 feet
- ☐ 18 feet

55. What kept the dam from leaking?
- ☐ The sticks
- ☐ The mud
- ☐ The rock
- ☐ The creek

56. Why were the boys so anxious to see the pond fill?
- ☐ To see how deep the water would be
- ☐ To see if their boat would sail
- ☐ To see where the water would go
- ☐ To see if the dam would keep the water back

57. What is the best title for this story?
- ☐ "The Sailboat"
- ☐ "Playing at the Creek"
- ☐ "A Farm Pond"
- ☐ "A Summer Afternoon"

58. What paragraph tells about building the dam?
- ☐ Paragraph 3
- ☐ Paragraph 5
- ☐ Paragraph 4
- ☐ Paragraph 6

59. Why did the author tell about the boys' experience with the tiny sailboat?
- ☐ Because the boys often sailed boats on the creek
- ☐ Because that experience explains why the boys wanted a pond
- ☐ Because that experience explains why the boys liked to play at the creek
- ☐ Because the boys needed a boat for their pond

60. During what month do you think the boys built the dam?
- ☐ February
- ☐ October
- ☐ June
- ☐ December

61. Which of these words best describes how the boys felt that night after building the dam?
- ☐ Satisfied
- ☐ Bored
- ☐ Disappointed
- ☐ Full of energy

62. Why didn't the boys sail their boat the day that the pond had been built?
- ☐ It was too far across the pond and the water was too deep
- ☐ It was time for the boys to go home
- ☐ The boys were afraid the dam would break
- ☐ The boat was too tiny for such a large pond

(*Do not turn this page until you are told to do so.*)

11

PART II. VOCABULARY

Directions: In each exercise, decide which one of the four words in **heavy** type has most nearly the same meaning as the word above them in *light*, or *italic*, type. Then place an **X** in the box in front of the word that you choose. The sample is marked correctly.

Sample:

0. A *large* house
   - [ ] small
   - [ ] pretty
   - [X] big
   - [ ] tiny

1. *Alarm* the child
   - [ ] entertain
   - [ ] watch
   - [ ] punish
   - [ ] frighten

2. *Ample* supplies
   - [ ] plentiful
   - [ ] too few
   - [ ] well-chosen
   - [ ] good

3. *Aware* of our plans
   - [ ] informed
   - [ ] frightened
   - [ ] hopeful
   - [ ] scornful

4. *Completely* filled
   - [ ] partly
   - [ ] uncomfortably
   - [ ] entirely
   - [ ] often

5. *Purchase* a chair
   - [ ] make
   - [ ] destroy
   - [ ] buy
   - [ ] finish

6. A *sanitary* glass
   - [ ] clean
   - [ ] unbreakable
   - [ ] clear
   - [ ] large

7. Spoke *immediately*
   - [ ] clearly
   - [ ] at once
   - [ ] loudly
   - [ ] decidedly

8. A *desirable* change
   - [ ] odd
   - [ ] needed
   - [ ] poor
   - [ ] new

9. The home *folks*
   - [ ] pets
   - [ ] people
   - [ ] toys
   - [ ] environment

10. A strange *event*
    - [ ] story
    - [ ] person
    - [ ] place
    - [ ] happening

11. *Motion* of the wheel
    - [ ] rim
    - [ ] hub
    - [ ] noise
    - [ ] turning

12. A labor *convention*
    - [ ] law
    - [ ] meeting
    - [ ] strike
    - [ ] contract

13. *Customary* greeting
    - [ ] usual
    - [ ] pleasant
    - [ ] hasty
    - [ ] abusive

14. My first *choice*
    - [ ] need
    - [ ] selection
    - [ ] sorrow
    - [ ] intention

12

15. *Increase* the amount
    - [ ] use up
    - [ ] take away
    - [ ] add to
    - [ ] erase

16. *Dread* the journey
    - [ ] start
    - [ ] postpone
    - [ ] fear
    - [ ] finish

17. *Design* a house
    - [ ] plan
    - [ ] build
    - [ ] visit
    - [ ] buy

18. For your *benefit*
    - [ ] effort
    - [ ] program
    - [ ] information
    - [ ] good

19. *Desert* a friend
    - [ ] criticize
    - [ ] leave
    - [ ] fight
    - [ ] support

20. A *noted* man
    - [ ] famous
    - [ ] thin
    - [ ] tall
    - [ ] hated

21. *Engage* a lawyer
    - [ ] criticize
    - [ ] dismiss
    - [ ] hire
    - [ ] defeat

22. *Exceed* the limit
    - [ ] know
    - [ ] disregard
    - [ ] go beyond
    - [ ] change

23. A *feeble* excuse
    - [ ] new
    - [ ] old
    - [ ] weak
    - [ ] good

24. A *final* attempt
    - [ ] long
    - [ ] last
    - [ ] earnest
    - [ ] special

25. Her *former* teacher
    - [ ] good
    - [ ] disliked
    - [ ] earlier
    - [ ] married

26. Hard *labor*
    - [ ] material
    - [ ] reading
    - [ ] wood
    - [ ] work

27. A *genuine* diamond
    - [ ] expensive
    - [ ] real
    - [ ] uncut
    - [ ] antique

28. A *brief* letter
    - [ ] fiery
    - [ ] earnest
    - [ ] short
    - [ ] sincere

29. An *intimate* friend
    - [ ] close
    - [ ] older
    - [ ] false
    - [ ] talkative

30. *Manage* the operetta
    - [ ] attend
    - [ ] direct
    - [ ] write
    - [ ] pay for

31. Fine *manners*
    - [ ] behavior
    - [ ] clothes
    - [ ] education
    - [ ] speeches

32. A *medium* grade
    - [ ] good
    - [ ] poor
    - [ ] unfair
    - [ ] middle

33. *Military* decorations
    - [ ] government
    - [ ] costly
    - [ ] gay
    - [ ] army

34. *Primary* school
    - [ ] public
    - [ ] first
    - [ ] local
    - [ ] good

35. *Professor* of Greek
    - [ ] friend
    - [ ] inventor
    - [ ] teacher
    - [ ] writer

36. *Pursue* the runner
    - [ ] chase
    - [ ] cheer
    - [ ] go before
    - [ ] hinder

37. *Recall* her vacation
    - [ ] cancel
    - [ ] remember
    - [ ] lengthen
    - [ ] plan

38. The *injured* bird
    - [ ] wild
    - [ ] lost
    - [ ] hungry
    - [ ] wounded

39. *Display* his watch
    - [ ] show
    - [ ] wind
    - [ ] set
    - [ ] break

40. Swims *frequently*
    - [ ] deeply
    - [ ] often
    - [ ] rapidly
    - [ ] steadily

(Turn your booklet over and wait until the papers are collected.)

161 a

IOWA EVERY-PUPIL TESTS OF BASIC SKILLS

New Edition

TEST B: WORK-STUDY SKILLS — FORM M

ELEMENTARY BATTERY — GRADES 3-4-5

By

H. F. Spitzer, in collaboration with Ernest Horn, Maude McBroom, H. A. Greene, and E. F. Lindquist (General Editor), all of the College of Education, State University of Iowa, with the Assistance of the Faculty of the University Experimental Schools.

CONVERSION TABLES *

I

Raw Score	Grade Equivalents Pt. I	Pt. II	Pt. III	Pt. IV	Pt. V	Raw Score
21	----	105	----	----	89	21
20	----	101	----	----	85	20
19	----	97	----	----	76	19
18	107	92	98	116	68	18
17	98	87	80	99	64	17
16	88	80	71	92	60	16
15	80	74	64	85	55	15
14	73	61	58	78	50	14
13	67	57	54	73	46	13
12	62	54	52	68	42	12
11	58	50	50	64	39	11
10	54	45	48	60	36	10
9	51	41	46	55	34	9
8	48	37	44	50	31	8
7	45	33	42	45	29	7
6	41	28	40	40	26	6
5	37	24	38	35	23	5
4	33	21	36	31	20	4
3	28	17	32	26	17	3
2	24	14	27	21	14	2
1	22	10	20	15	11	1
0	20	10	15	10	10	0

II

Total Scores: Raw Score	Grade Equiv.	Raw Score	Grade Equiv.	Raw Score	Grade Equiv.
96–96		63–59		30–35	
95–95		62–58		29–34	
94–94		61–57		28–34	
93–92		60–56		27–33	
92–91		59–55		26–32	
91–90		58–55		25–31	
90–89		57–54		24–30	
89–88		56–53		23–29	
88–87		55–52		22–28	
87–86		54–51		21–27	
86–85		53–51		20–26	
85–83		52–50		19–25	
84–82		51–49		18–23	
83–81		50–49		17–22	
82–80		49–48		16–21	
81–79		48–47		15–20	
80–77		47–46		14–19	
79–76		46–46		13–17	
78–75		45–45		12–16	
77–74		44–44		11–15	
76–73		43–44		10–14	
75–71		42–43		9–12	
74–70		41–43		8–11	
73–69		40–42		7–10	
72–67		39–41		6–10	
71–66		38–41		5–10	
70–66		37–40		4–10	
69–65		36–40		3–10	
68–64		35–39		2–10	
67–63		34–38		1–10	
66–62		33–38		0–10	
65–61		32–37			
64–60		31–36			

* See Examiner's Manual, page 8.

Do not turn this page until you are told to do so.
Your teacher will tell you what to do.

Name _____
(LAST NAME) (FIRST NAME)

Sex _____ Grade _____ Date _____
(BOY or GIRL)

Age on Last Birthday _____ (YEARS) Number of Months Since Last Birthday _____

Town or City _____

School _____

Teacher _____

SCORES

Part	Poss. Score	Raw Score	Grade Equivalent	
I: Map Reading	(18)			
II: Use of References	(21)			
III: Use of Index	(18)			
IV: Use of Dictionary	(18)			
V: Alphabetization	(21)			
TOTAL	(96)			

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PART I. MAP READING

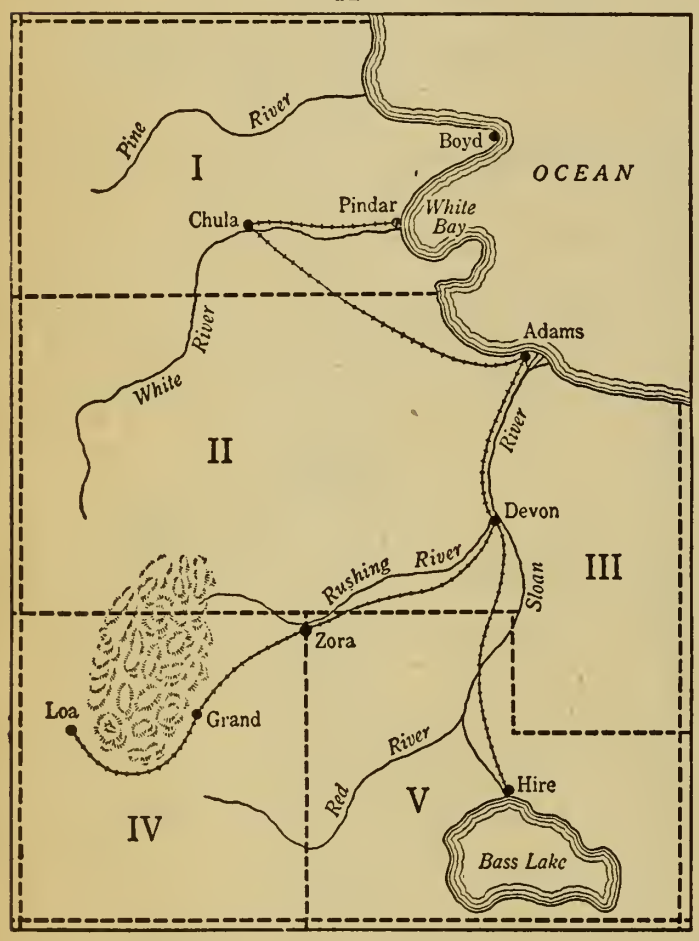
Directions: The map on this page is a map of a make-believe country. There are five states in this country numbered I, II, III, IV, and V. Read each question and then use the map to answer it. Place an **X** in the box in front of the answer that you think is best.

Sample:

What is the largest body of water shown in this map?

- ☐ A river
- ☐ An ocean
- ☐ A lake
- ☐ A pond

A



- ● Cities
- Railroads
- State Boundaries
- Rivers
- Mountains

Scale of Miles: 0 — 50 — 100

1 2

1. If you were marking the directions on this map, which direction would you call A?
   - ☐ North
   - ☐ East
   - ☐ South
   - ☐ West

2. How far is it in a straight line from Grand to Adams?
   - ☐ 200 miles
   - ☐ 140 miles
   - ☐ 165 miles
   - ☐ 100 miles

3. Which of these rivers has a delta?
   - ☐ Red
   - ☐ Sloan
   - ☐ Rushing
   - ☐ White

4. In what general direction does the Sloan River flow?
   - ☐ North
   - ☐ East
   - ☐ South
   - ☐ West

5. Which state is the smallest?
   - ☐ III
   - ☐ IV
   - ☐ V
   - ☐ I

6. Between what states is a river the boundary?
   - ☐ II and III
   - ☐ III and I
   - ☐ I and II
   - ☐ II and V

7. Which of these cities is on a bay?
   - ☐ Zora
   - ☐ Pindar
   - ☐ Devon
   - ☐ Boyd

8. Which state has no railroad?
   - ☐ I
   - ☐ V
   - ☐ III
   - ☐ IV

9. How many states on the map have a seacoast?
   - ☐ One
   - ☐ Three
   - ☐ Two
   - ☐ Four

(Go on to the next page.)

10. Why is the railroad from Loa to Grand curved?
    - ☐ To follow a river
    - ☐ To go by another city
    - ☐ To follow a divide
    - ☐ To miss a mountain

11. Which river on the map has the largest tributaries?
    - ☐ Pine
    - ☐ Rushing
    - ☐ White
    - ☐ Sloan

12. Near which of these cities would you be most likely to find snow in summer?
    - ☐ Loa
    - ☐ Hire
    - ☐ Boyd
    - ☐ Chula

13. What city is located on a cape?
    - ☐ Adams
    - ☐ Pindar
    - ☐ Devon
    - ☐ Boyd

14. According to the map, which of these could you *not* use to go from Boyd to Adams?
    - ☐ Boat
    - ☐ Airplane
    - ☐ Horse
    - ☐ Train

15. From what city would you expect a large number of *fresh-water* fish to be shipped?
    - ☐ Boyd
    - ☐ Hire
    - ☐ Devon
    - ☐ Loa

16. If you went by boat from Adams to Devon, would you be going upstream or downstream?
    - ☐ Upstream
    - ☐ Neither
    - ☐ Downstream
    - ☐ The map doesn't show

17. In how many states are there mountains?
    - ☐ One
    - ☐ Three
    - ☐ Two
    - ☐ Four

18. Which of these cities is probably highest above sea level?
    - ☐ Devon
    - ☐ Adams
    - ☐ Hire
    - ☐ Pindar

Score on Part I

(Do not go on to Part II until you are told to do so.)

PART II. USE OF REFERENCES

Directions: After each question there are listed four things that might be used in answering the question. Only one of these things is correct or better than any of the others. Place an **X** in the box in front of the one that you think is best.

Sample:

Which of these would you use to find how to pronounce the word *tomb*?

- ☐ A globe
- ☐ A dictionary
- ☐ A history book
- ☐ A world almanac

1. Which of these would you use to learn what the word *siege* means?
    - ☐ An atlas
    - ☐ A dictionary
    - ☐ *Parade of the Animal Kingdom*
    - ☐ A language book

2. Which of these would you use to learn which rivers in North America flow north?
    - ☐ A map
    - ☐ *Northwest Passage*
    - ☐ A history book
    - ☐ An encyclopedia

3. Which of these would you use to find the day of the week on which Christmas comes next year?
    - ☐ An atlas
    - ☐ A science book
    - ☐ A calendar
    - ☐ An encyclopedia

4. If you wanted to learn about bees, which of these would you use?
    - ☐ *Handbook of Nature Study*
    - ☐ *The Book of Reptiles*
    - ☐ A dictionary
    - ☐ A world almanac

5. Which of these would you use to find which states have a seacoast?
    - ☐ *The Statesman's Yearbook*
    - ☐ An encyclopedia
    - ☐ A geography of the United States
    - ☐ A history book

6. If you wanted to know how to pronounce the word *chassis*, which of these would you use?
    - ☐ A language book
    - ☐ An encyclopedia
    - ☐ A book about automobiles
    - ☐ A dictionary

(Go on to the next page.)

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7. Which of these would tell you most about eclipses?
   - [ ] *Astronomy for Young Folks*
   - [ ] A world almanac
   - [ ] A dictionary
   - [ ] An atlas

8. What reference would help you most in deciding whether you should say, "The bird *drowned* in the water," or, "The bird *drownded* in the water"?
   - [ ] *Birds of America*
   - [ ] An encyclopedia
   - [ ] A dictionary
   - [ ] A speller

9. If you wanted to find the name of a strange plant, which of these would you use?
   - [ ] A dictionary
   - [ ] An encyclopedia
   - [ ] *Handbook of Nature Study*
   - [ ] *Science for Beginners*

10. If you wanted to locate the principal rivers of Canada, which of these would you use?
    - [ ] A world almanac
    - [ ] An encyclopedia
    - [ ] *Life in the Canadian Rockies*
    - [ ] A map

11. Which of these would help you learn how to use the word *paradox* in a sentence?
    - [ ] A language book
    - [ ] A dictionary
    - [ ] An encyclopedia
    - [ ] *Handbook of Nature Study*

12. Which of these would tell you most about the apple growing industry of Oregon?
    - [ ] *The Oregon Trail*
    - [ ] A dictionary
    - [ ] An encyclopedia
    - [ ] An atlas

13. Which of these would show you how the word *dedicate* should be divided at the end of a line?
    - [ ] Lincoln's *Gettysburg Address*
    - [ ] An encyclopedia
    - [ ] A language book
    - [ ] A dictionary

14. If you wanted to learn about the life of George Washington, which of these would you use?
    - [ ] An encyclopedia
    - [ ] A dictionary
    - [ ] A geography
    - [ ] A reader

6

15. In which of these would you look to find a copy of *The Village Blacksmith*?
    - [ ] *Best Loved Poems of the American People*
    - [ ] An encyclopedia
    - [ ] *Poetry Magazine*
    - [ ] A history book

16. Where could you find the *latest* population figures for the largest cities of the world?
    - [ ] A world almanac
    - [ ] An atlas
    - [ ] An encyclopedia
    - [ ] *National Geographic Magazine*

17. In which of these would you look to find which states grow the most cotton?
    - [ ] An atlas
    - [ ] *Handbook of Nature Study*
    - [ ] The life story of "Cotton Ed" Smith
    - [ ] A world almanac

18. If your family were planning a trip to Mexico City, in which of these would you look to find what states you would cross?
    - [ ] An atlas
    - [ ] *Children of Mexico*
    - [ ] A world almanac
    - [ ] An encyclopedia

19. Where would you write for information on gardening?
    - [ ] The United States Department of Agriculture.
    - [ ] The State Highway Commission
    - [ ] The publishers of *A Child's Garden of Verse*
    - [ ] The President of the United States

20. In which of these would you look to find something about the mining of asbestos?
    - [ ] A dictionary
    - [ ] An atlas
    - [ ] An encyclopedia
    - [ ] A history book

21. If you wish to know what kind of weather we are likely to have tomorrow, what do you do?
    - [ ] Look in the newspaper
    - [ ] Look in the kitchen almanac
    - [ ] Ask some old resident
    - [ ] Look in a science book

Score on Part II

(Do not go on to the next page until you are told to do so.)

PART III. USE OF INDEX

Directions: This is a test of your ability to use an index. You are to use the index given below to answer the questions in the opposite column. Read each question and then look at the index to find the answer. Write the number which answers the question in the blank space, as has been done in the sample.

Index

Sample:

0. What page tells about air? *82*

1. What page tells about jute? _____
2. On what page would you look to learn something about your breakfast cereal? _____
3. How *many* pages tell about the fur industry? _____
4. What page shows the location of the American Desert? _____
5. On what page would you find a picture of a dust storm? _____
6. How *many* pages tell about Indians? _____
7. On what page are Italian colonies mentioned? _____
8. Where are some meat packing cities named? _____
9. On what page would you look to learn what *ore* is? _____
10. Where would you look for the cause of dust storms? _____
11. What page tells about our trade with Mexico? _____
12. On what page would you look to learn something about the Thames estuary? _____
13. To what page would you turn to find how many fish hatcheries there are in the United States? _____
14. On what page would you look to find something about gold? _____
15. What page would tell you the nearest city in which you could see a camel? _____
16. On what page would you look to find an air route to Europe? _____
17. On what page would you look to learn what a delta is? _____
18. On what page would you look for information on the mining of tin? _____

(Do not go on to the next page until you are told to do so.)

Score on Part III

PART IV. USE OF DICTIONARY

Directions: This is a test of your ability to use a dictionary. In answering the questions on the next page, you are to use the sample dictionary and pronunciation key shown below. Place an **X** in the box in front of the answer which you think is best.

SAMPLE DICTIONARY

rec'ord (rĕk'ŏrd; rĕk'ôrd), *n.* **1.** A written statement of happenings. **2.** An official written statement of public acts. **3.** Something made by treating an original blank so that it will reproduce certain things, as sound. **4.** The best recognized achievement in a competitive sport. — *adj.* **5.** Surpassing others of its kind; as, a *record* arithmetic score.

re'gal (rē'găl), *adj.* Suitable for or pertaining to a king; very fine; splendid.

re·ju've·nate (rē·jōō'vē·nāt), *v.* To make young or vigorous again.

ru'ble (rōō'b'l), *n.* A Russian coin.

sard (särd), *n.* A brownish red stone.

scup'per (skŭp'ēr), *n.* A hole at the side of a ship to drain water from the deck.

Ser'bi·an (sûr'bĭ·ăn), *n.* One of the people of Serbia.

ser'if (sĕr'ĭf), *n.* One of the fine lines of a letter of print.

slough (slŭf), *n.* The cast-off skin of a snake, etc.

spoon'ful (spōōn'fŏŏl), *n.* As much as a spoon can hold.

sur'rey (sŭr'ĭ), *n*; *pl.* —reys (ĭz). A kind of open, two-seated carriage (or horse-drawn vehicle).

tar'iff (tăr'ĭf), *n.* A charge or system of charges for a service or privilege, as of importing goods.

toque (tōk), *n.* A small, round, brimless hat.

tri'cot (trē'kō), *n.* A knitted or ribbed cloth or fabric.

tro'phy (trō'fĭ), *n.* An object serving as a memorial of victory.

tym'pa·num (tĭm'pȧ·nŭm), *n.* The eardrum.

AIDS TO USING THIS SAMPLE DICTIONARY:

1. **Key words for pronunciation:** āge, măn, ăccount, câre, ȧsk, sofȧ, ärm; ēve, hẹ̄re, ĕvent, ĕnd, silĕnt, makēr; īce, ĭll, charĭty; ōld, ŏbey, ôrb, ŏdd, cŏnnect; fōōd, fŏŏt; cūbe, ûrn, ŭp, circŭs.
2. **Syllables** are indicated by a dot (·) or by the accent mark (').
3. **Abbreviations** used: *adj.*, adjective; *n.*, noun; *pl.*, plural; *v.*, verb.

1. Which of these is the correct spelling for a fine line used in letter print?
   - ☐ sherif
   - ☐ sheriff
   - ☐ seriff
   - ☐ serif

2. With which of these does *toque* rhyme?
   - ☐ Tokay
   - ☐ soak
   - ☐ subdue
   - ☐ rock

3. Which of the meanings of *record* given in the sample dictionary best fits its use in the sentence, "A *record* crowd heard the music played"?
   - ☐ number 2
   - ☐ number 3
   - ☐ number 4
   - ☐ number 5

4. How would you divide *rejuvenate* at the end of a line?
   - ☐ rej·uvenate
   - ☐ reju·venate
   - ☐ rejuv·enate
   - ☐ rejuven·ate

5. Which of these is the correct spelling for a charge on imported goods?
   - ☐ tariff
   - ☐ tarif
   - ☐ tarrif
   - ☐ tarriff

6. How many syllables are there in *tympanum*?
   - ☐ one
   - ☐ two
   - ☐ three
   - ☐ four

7. What part of speech is the word *trophy*?
   - ☐ adjective
   - ☐ verb
   - ☐ adverb
   - ☐ noun

8. In which sentence is *serif* used correctly?
   - ☐ The *serif* arrested the robber
   - ☐ His Bible had a picture of a *serif*
   - ☐ The *serif* of the *t* was broken
   - ☐ We shall *serif* everyone in order

9. With which of these does the second syllable of *tricot* rhyme?
   - ☐ cot
   - ☐ sew
   - ☐ suit
   - ☐ caught

10. Which of these is correctly spelled?
    - ☐ Surbian
    - ☐ Serban
    - ☐ Serbian
    - ☐ Surban

11. Which of the following is the correct spelling of a certain measure of amount?
    - ☐ spoonful
    - ☐ spoonfull
    - ☐ spoon-ful
    - ☐ spoon full

12. In which of these sentences is the word *scupper* used correctly?
    - ☐ Children *scupper* their shoes
    - ☐ They will *scupper* their ship to avoid capture
    - ☐ The *scupper* ordered the ship back to port
    - ☐ Water from the wave flowed through the *scupper*

13. How is the plural of *surrey* spelled?
    - ☐ surreys
    - ☐ surrys
    - ☐ sureys
    - ☐ surries

14. In which sentence is the word *ruble* used correctly?
    - ☐ The peasant had change for a *ruble*
    - ☐ The *ruble* was the largest jewel in the crown
    - ☐ The street was filled with *ruble* from the wrecked buildings
    - ☐ The furniture had a *ruble* finish

15. What part of speech is the word *regal*?
    - ☐ noun
    - ☐ adjective
    - ☐ verb
    - ☐ adverb

16. In which sentence is the word *sard* used correctly?
    - ☐ The hot iron *sard* his skin
    - ☐ The mother *sard* for her lost child
    - ☐ A *sard* was set in her ring
    - ☐ The captain drew his *sard*

17. How many correct pronunciations has the noun *record*?
    - ☐ one
    - ☐ two
    - ☐ three
    - ☐ five

18. Which of these rhymes with *slough*?
    - ☐ bough
    - ☐ cough
    - ☐ rough
    - ☐ through

Score on Part IV

(Do not go on to the next page until you are told to do so.)

10

11

PART V. ALPHABETIZATION

Section A

Directions: In this part of the test you are to choose the word in each group that should appear first if the four words were arranged in alphabetical order. Place an **X** in the box before the word that you think should be first. The sample has been marked correctly.

Sample:

- [ ] can
- [ ] read
- [X] age
- [ ] may

1. [ ] go
   [ ] boy
   [ ] hen
   [ ] open

2. [ ] fork
   [ ] tea
   [ ] wax
   [ ] card

3. [ ] sun
   [ ] tell
   [ ] want
   [ ] rat

4. [ ] yet
   [ ] X-ray
   [ ] zebra
   [ ] young

5. [ ] lip
   [ ] mouse
   [ ] joke
   [ ] kid

6. [ ] bug
   [ ] candy
   [ ] bag
   [ ] coat

7. [ ] door
   [ ] dare
   [ ] ham
   [ ] dust

8. [ ] men
   [ ] pup
   [ ] mine
   [ ] quiet

9. [ ] water
   [ ] vat
   [ ] wire
   [ ] yard

10. [ ] elope
    [ ] elk
    [ ] elf
    [ ] else

11. [ ] will
    [ ] wild
    [ ] wilt
    [ ] wile

12. [ ] manna
    [ ] manner
    [ ] manito
    [ ] manly

13. [ ] sorrel
    [ ] sorry
    [ ] sorrow
    [ ] sorrily

14. [ ] nut
    [ ] nutting
    [ ] nutrition
    [ ] nutty

15. [ ] literary
    [ ] literal
    [ ] literate
    [ ] literature

(Do not go on to Section B until you are told to do so.)

Section B

Directions: At the top of every page in the dictionary there are two guide words and the number of the page. These guide words are the first and the last word found on that page. A list of these guide words and the page number is given below. Use these guide words and page numbers to answer the questions.

burr	108	butter
button	109	cabbage
cabin	110	cafeteria
caffeine	111	calendar
calender	112	came

Sample: On what page would you find the word *burrow*?

- [X] 108
- [ ] 109
- [ ] 110
- [ ] 111

16. On what page would you find the word *cake*?
    - [ ] 108
    - [ ] 109
    - [ ] 110
    - [ ] 111

17. On what page would you find the word *calf*?
    - [ ] 109
    - [ ] 110
    - [ ] 111
    - [ ] 112

18. On what page would you find the word *bust*?
    - [ ] 108
    - [ ] 109
    - [ ] 110
    - [ ] 111

19. On what page would you find the word *byroad*?
    - [ ] 108
    - [ ] 109
    - [ ] 110
    - [ ] 111

20. On what page would you find the word *caged*?
    - [ ] 109
    - [ ] 110
    - [ ] 111
    - [ ] 112

21. On what page would you find the word *butte*?
    - [ ] 108
    - [ ] 109
    - [ ] 110
    - [ ] 111

(Turn your booklet over and wait until the papers are collected.)

162a

IOWA EVERY-PUPIL TESTS OF BASIC SKILLS

New Edition

TEST A: SILENT READING COMPREHENSION — FORM N

ELEMENTARY BATTERY — GRADES 3-4-5

By

H. F. Spitzer, in collaboration with Ernest Horn, Maude McBroom, H. A. Greene, and E. F. Lindquist (General Editor), all of the College of Education, State University of Iowa, with the Assistance of the Faculty of the University Experimental Schools.

CONVERSION TABLES *

Raw Score	Grade Equivalents Pt. I	Grade Equivalents Pt. II	Raw Score	Grade Equivalents Pt. I	Grade Equivalents Pt. II	Total Scores Raw Score	Total Scores Grade Equiv.	Total Scores Raw Score	Total Scores Grade Equiv.	Total Scores Raw Score	Total Scores Grade Equiv.
64	114	----	31	45	49	93	80	65	48	37	34
63	110	----	30	44	48	92	78	64	47	36	34
62	107	----	29	43	46	91	76	63	47	35	33
61	104	----	28	42	45	90	74	62	46	34	33
60	100	----	27	41	44	89	71	61	46	33	32
59	97	----	26	40	43	88	67	60	45	32	32
58	94	----	25	39	42	87	66	59	45	31	31
57	90	----	24	38	41	86	65	58	44	30	31
56	88	----	23	37	41	85	64	57	44	29	30
55	85	----	22	36	40	84	62	56	44	28	30
54	80	----	21	35	39	83	62	55	43	27	29
53	77	----	20	34	38	82	61	54	42	26	28
52	74	----	19	33	37	81	61	53	42	25	28
51	71	----	18	31	36	80	60	52	41	24	27
50	69	----	17	30	35	79	59	51	41	23	27
49	66	----	16	28	34	78	58	50	40	22	26
48	64	----	15	27	33	77	57	49	40	21	26
47	63	----	14	26	32	76	56	48	40	20	25
46	61	----	13	25	31	75	55	47	39	19	25
45	61	----	12	24	30	74	54	46	39	18	24
44	60	----	11	23	29	73	54	45	38	17	24
43	58	----	10	22	28	72	53	44	38	16	23
42	57	----	9	21	27	71	53	43	37	15	23
41	55	----	8	20	26	70	52	42	37	14	22
40	54	92	7	19	25	69	51	41	36	13	22
39	53	78	6	18	24	68	50	40	36	12	21
38	52	67	5	18	23	67	49	39	35	11	21
37	50	62	4	17	22	66	49	38	35	10	20
36	49	59	3	16	21						
35	48	58	2	15	20						
34	47	56	1	14	19						
33	46	53	0	13	17						
32	45	51									

* See Examiner's Manual, page 6.

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Do not turn this page until you are told to do so.
Your teacher will tell you what to do.

Name _____
(LAST NAME) (FIRST NAME)

Sex _____ Grade _____
(BOY or GIRL)

Age on Last Birthday _____ Number of Months Since Last Birthday _____
(YEARS)

School _____

Teacher _____

Town or City _____ Date _____

SCORES

Part	Poss. Score	Raw Score	Grade Equivalent	
I: Reading Comprehension	(64)			
II: Vocabulary	(40)			
TOTAL	(104)			

Directions: In this test there are selections for you to read. After each selection there are questions. Four answers are given for each question, but only one of these answers is right. You are to choose the *one* answer that you think is better than the others. Place an **X** in the box in *front* of this best answer. You may look back at the selection as often as you wish.

Sample: Toby is a big black horse. He pulls the milk wagon about the town.

1. What color is Toby?
   - ☐ Gray ☐ Black
   - ☐ White ☐ Red

2. What does Toby pull?
   - ☐ A plow ☐ A town
   - ☐ A sled ☐ A wagon

1

In ten minutes school would start. Peter was getting into the car, where Father had been waiting for the children. Mary could not find her mittens. She looked in the hall and in the closet. Then she found them in her pocket. She ran to the car and they started; but Mary and Peter were five minutes late.

1. How did Mary and Peter go to school?
   - ☐ They drove the car
   - ☐ They walked
   - ☐ They rode with their father
   - ☐ They ran all the way

2. Where were Mary's mittens?
   - ☐ In the car
   - ☐ In the drawer
   - ☐ In the closet
   - ☐ In her pocket

3. Who was ready first?
   - ☐ Father
   - ☐ Peter
   - ☐ Mary
   - ☐ Mother

4. How long did it take Mary to find her mittens and get to school?
   - ☐ 5 minutes
   - ☐ 15 minutes
   - ☐ 10 minutes
   - ☐ 20 minutes

5. What does this paragraph tell?
   - ☐ How far Mary and Peter had to go to school
   - ☐ That Father was angry because Mary was slow
   - ☐ That Mary lost her mittens and the children were late to school
   - ☐ That Peter always got ready before Mary

The candle tree is a very queer tree that grows in Panama. It gets its name from its fruit, which looks just like bunches of tallow candles hanging from its branches. They are the color of yellow wax and grow to be almost four feet long. Not only does the fruit look like a candle, but more than half of it is pure fat. An oil is made from this fat and burned in lamps.

(Go to the next column for the questions on this article.)

2

6. What color is the fruit of the candle tree?
   - ☐ White
   - ☐ Green
   - ☐ Red
   - ☐ Yellow

7. Why is this tree called the candle tree?
   - ☐ Because candles are made from its fruit
   - ☐ Because the tree looks like a candle
   - ☐ Because its fruit looks like candles
   - ☐ Because it is used to put candles on at Christmas

8. Which word would you use to describe the candle tree?
   - ☐ Common
   - ☐ Ugly
   - ☐ Odd
   - ☐ Grand

9. About how long is the fruit of the candle tree?
   - ☐ As long as a pencil
   - ☐ As long as the leg of a common chair
   - ☐ Longer than a yardstick
   - ☐ Longer than an average man is tall

10. In what way is the fruit useful?
    - ☐ It is good to eat
    - ☐ It can be burned like candles
    - ☐ It is fed to animals
    - ☐ Lamp oil can be made from it

11. The fruit of the candle tree is like a real candle in shape and color. What is a third way that it is like a real candle?
    - ☐ It has a wick
    - ☐ It is made chiefly of fat
    - ☐ It will burn like a candle
    - ☐ It grows on a tree

12. Which is the best title for this article?
    - ☐ "A Strange Tree"
    - ☐ "The Trees of Panama"
    - ☐ "How to Make Candles"
    - ☐ "Oil from Candles"

(Go on to the next page.)

3

Tom's uncle gave him a mother and father rabbit for Christmas. In less than four months there were five baby rabbits. Tom was kept busy feeding them. Then he told his playmates that he would name a rabbit for each boy who would bring in some dandelions every day. Soon all the boys in the neighborhood were feeding Tom's rabbits.

13. How many rabbits did Tom have altogether?
    - ☐ Two ☐ Five ☐ Six ☐ Seven
14. Where did Tom get the rabbits?
    - ☐ He found a nest of them in a field
    - ☐ He found them on his uncle's farm
    - ☐ They were given to him
    - ☐ He bought them from the neighbor boys
15. In what month were the baby rabbits probably born?
    - ☐ In February ☐ In July
    - ☐ In April ☐ In December
16. Who fed Tom's baby rabbits?
    - ☐ The mother rabbit
    - ☐ Tom's uncle
    - ☐ Tom and the neighbor boys
    - ☐ Tom had to do it alone
17. What is told in this paragraph?
    - ☐ How Tom got help in feeding his rabbits
    - ☐ What a happy Christmas Tom had
    - ☐ How Tom found the rabbits
    - ☐ What Tom did with the baby rabbits
18. What did Tom feed the rabbits?
    - ☐ Corn ☐ Milk
    - ☐ Leaves ☐ Peas
19. What does this article tell you about Tom?
    - ☐ That he was too lazy to feed his rabbits
    - ☐ That he earned his spending money by raising rabbits
    - ☐ That he was foolish to let his friends feed his rabbits
    - ☐ That he was clever in getting other people to do his work

(Go on to the top of the next column.)

4

Most farmers grow corn for the grain. Because the stalk of corn is good cattle feed, however, some corn is grown chiefly for the stalk. In a few places corn is grown for neither of these two reasons. It is grown for the cobs. These cobs are used in the making of pipes. For each usable cob, the factory pays the farmer one-half cent. This corn which is grown for the cobs is very much like any other corn except that the cobs are very large.

20. How many uses of the corn plant are named in this article?
    - ☐ One ☐ Two ☐ Three ☐ Four
21. For what part of the plant is corn usually grown?
    - ☐ The kernels of corn
    - ☐ The stalk
    - ☐ The cob
    - ☐ The paragraph does not tell
22. How does the corn which is grown for cob pipes differ from other corn?
    - ☐ Cobs grow in place of grains
    - ☐ The stalks are hard and will not burn
    - ☐ The cobs will not burn
    - ☐ The cobs are larger
23. What would be a good name for this article?
    - ☐ "Corn for Feed"
    - ☐ "How Cob Pipes Are Made"
    - ☐ "A Strange Use of Corn"
    - ☐ "The Main Use of Corn"
24. What does the factory do with the cobs?
    - ☐ It burns them
    - ☐ It sells them for feed
    - ☐ It makes pipes out of them
    - ☐ It uses them for fertilizer
25. For what are corn stalks used?
    - ☐ For pipes ☐ For feed
    - ☐ For fuel ☐ For factories

Score

(Go on to the next page.)

PARAGRAPH 1 — One of the problems which the early visitors to the Great Plains had to face was that of finding firewood. There were no forests on the plains, and the only trees were along the streams. Wood was very hard to get, yet everyone needed fire to cook food.

PARAGRAPH 2 — The travelers in the covered wagons usually gathered enough wood at some stream to last until they reached the Rocky Mountains. Traders and hunters, who found it hard to carry enough wood with them, often had only the sparse bunch grass to use for fuel. These plainsmen learned many ways of making the best use of such fuel.

PARAGRAPH 3 — As every one knows, grass burns very quickly, and it was hard to fry meat over a grass fire. The plainsmen found that the grass fire would be hotter and last longer if they twisted the grass into tight rolls before putting it under the frying pan. They learned that the grass would cook their food still better if they put the bundles in a hole in the ground before setting them afire. This hole was usually dug about six inches deep, six inches wide, and twelve inches long. The pan with the meat in it was placed over the grass before the match was used to light it. By the time the grass was all burned, the meat in the pan was usually fried.

26. Why did the plainsman need a fire?
- ☐ To keep warm
- ☐ To do his blacksmith work
- ☐ To cook his food
- ☐ To make light for the night watch

27. Why did the plainsman sometimes use grass instead of wood?
- ☐ Because he didn't have any wood
- ☐ Because grass makes a better fire
- ☐ Because he could twist grass into rolls
- ☐ Because the wood was harder to put in the hole in the ground

28. What is one reason why it helped to burn the grass in a hole in the ground?
- ☐ It made the fire burn faster
- ☐ It put the pan closer to the fire
- ☐ It kept the heat from escaping at the sides
- ☐ It kept the fire from spreading

29. Why didn't the plainsmen carry wood with them when they traveled?
- ☐ Because they didn't need fires
- ☐ Because they carried axes to cut wood when they needed a fire
- ☐ Because there wasn't any wood where they came from
- ☐ Because the wood would have been too much of a load

30. Why was the grass twisted into tight rolls?
- ☐ Because it would burn faster that way
- ☐ Because it would burn more slowly that way
- ☐ Because more grass could be burned that way
- ☐ Because the rolls would hold up the frying pan

31. Why was the pan placed over the grass before it was set afire?
- ☐ So that the match would not go out
- ☐ So that the grass would burn better
- ☐ So that no heat would be lost
- ☐ To keep the pan from heating too suddenly

32. Which made the most use of bunch grass for fuel?
- ☐ Travelers in covered wagons
- ☐ Plainsmen (hunters and traders)
- ☐ Both travelers and plainsmen used it equally
- ☐ The article does not give any hint

33. What is the main idea in paragraph 2?
- ☐ How the traders and hunters traveled
- ☐ What the plainsmen used for fuel
- ☐ That traders and hunters did not carry wood
- ☐ How to build a grass fire

34. Why was the hole in the ground made longer than it was wide?
- ☐ To provide a draft for the fire
- ☐ Because the bunches of grass were long and narrow
- ☐ Because it was easier to dig the hole that way
- ☐ To leave room to light the fire

35. What is a good title for this article?
- ☐ "The Covered Wagons on the Great Plains"
- ☐ "How the Plainsman Cooked on a Grass Fire"
- ☐ "The Grass Fires of the Great Plains"
- ☐ "Firewood on the Great Plains"

(Go on to the next page.)

PARAGRAPH 1 The mason spider usually builds its home in the side of a bank of earth. It is a strange home in many ways. It is round and long like a pipe and just about as large across as a quarter of a dollar.

PARAGRAPH 2 This tunnel-like home is lined with silky material which the spider spins. Water will not go through this material, so even in wet weather the spider's home is dry inside.

PARAGRAPH 3 The door to this home is the most curious part of it. The door shuts by itself. It is about as large as a dime and is made of thin layers of fine earth, which the spider has worked together with silky threads. Springy silk-like threads hold the door tightly in place and act as a sort of hinge that makes the door spring back with a sharp snap whenever it is opened. The opening into which the door fits is also bound with threads. The outside is all covered with bits of moss, so that no one can tell where the door is.

PARAGRAPH 4 All day the mason spider stays in this home. If anything tries to open its door, the spider will cling to the walls and hold tightly at the bottom of the door to keep it shut. When night comes, the spider goes out of its home to spin a few threads on the grass. It carries the bugs and insects which are caught in the threads back into its home and eats them.

36. With what does the spider line its home?
- ☐ With silk thread that it finds
- ☐ With grass
- ☐ With fine threads it makes itself
- ☐ With moist dirt or clay

37. About how large around do you think the body of the mason spider is?
- ☐ About the size of a pin head
- ☐ A little smaller than a dime
- ☐ About as large as a quarter
- ☐ About the size of a dollar

38. What is the topic of paragraph 2?
- ☐ The size of the spider's home
- ☐ The lining of the spider's home
- ☐ The door of the spider's home
- ☐ The moss on the spider's home

39. What is the topic of paragraph 3?
- ☐ The silk which the spider spins
- ☐ The lining of the spider's home
- ☐ The door of the spider's home
- ☐ The work the spider does to build a home

40. What does the mason spider do when something tries to push open the door of its home?
- ☐ It bites or stings
- ☐ It pretends to be dead
- ☐ It spins a web of silk
- ☐ It holds the door shut

41. Of what is the door to the spider's home mostly made?
- ☐ Pieces of cloth
- ☐ Grass and sticks
- ☐ Dirt and moss
- ☐ A dime-shaped piece of wood

42. For what does the spider use moss?
- ☐ To make a soft lining for his house
- ☐ To bind the edges of the opening
- ☐ To hold the door in place
- ☐ To hide the door

43. When does the mason spider hunt for its food?
- ☐ At night
- ☐ In the morning
- ☐ In the afternoon
- ☐ The article does not tell

44. What is a good title for this article?
- ☐ "The Food of the Mason Spider"
- ☐ "The Home of the Mason Spider"
- ☐ "A Curious Door"
- ☐ "Why Spiders Spin Silk"

45. Why does the spider spin threads in the grass?
- ☐ To get food
- ☐ To get silk for its house
- ☐ To keep enemies away from its home
- ☐ To hide its home from sight

46. What does paragraph 4 tell?
- ☐ Why the spider stays at home
- ☐ How the spider clings to the walls
- ☐ How the spider opens its door
- ☐ How the spider spends its time

Score

(Do not turn this page until you are told to do so.)

PARA-GRAPH 1

The word "century" means one hundred years. There is a plant that is called the century plant because it is supposed to bloom only once after one hundred years and then die. Many people believe that this is true. It is true that this strange plant grows for many years before it blooms and that it withers soon afterward. It is not true that the plant always grows one hundred years before blooming. Often it blooms in a much shorter time, sometimes in less than twenty years. The number of years depends on the strength of the plant, the kind of soil in which it grows, and the climate of the country.

PARA-GRAPH 2

The century plant has thick blue-green leaves, sometimes striped with white or yellow. The stem is very short, and the leaves seem to grow right out from the roots. The leaves sometimes grow to be fifteen feet long, a foot wide, and several inches thick. They end in a sharp point, and thorns or spines grow all along their edges. A tall, slender stalk grows up from the center of the plant when it is ready to bloom. This stalk is often fifteen or twenty feet high. A large number of small flowers grow at its top. Although it takes many years for the plant to bloom, the flowers last but a very short time.

PARA-GRAPH 3

The century plant grows best in sandy, rocky soil and in a warm climate. A few of the plants are grown in the United States and in Europe. People in these countries raise the century plant because it is strange and handsome. In some countries it is not grown just for its appearance. Mexico is one of these countries. There the people call it the *maguey* plant. There it grows wild in the corners of the fields and along the roads, but it is also raised by the farmers in the fields. Next to corn, it is the most valuable crop in the whole country.

PARA-GRAPH 4

The century plant has a number of uses. A paste made from the leaves is used for making paper. The juice from the leaves will lather like soap and may be used in place of soap. Rope, sandals, and clothing are made of fibers from the leaves. The long leaves are used by the poorer people of Mexico for the roofs of their homes. Sometimes the thorns are used for pins and needles. The large root is cooked for food. The root is also used in making medicine. The firm white stem is dried and used as insulating material. In Mexico, however, the plant is chiefly raised for its juice, from which a drink is made.

PARA-GRAPH 5

In order to get the juice, the people cut out the heart of the plant to form a sort of bowl in the center. Sap drains from the leaves into this bowl, which has been covered by a stone or leaf to keep out the dirt. One plant often yields several quarts of juice a day for as long as six months. When the juice is fermented, it makes a sour, whitish drink that the Mexicans like very much. A plant which has been cut in this way for juice never blooms.

47. How many names are given for the plant described in this article?
- ☐ One ☐ Two ☐ Three ☐ Four

48. Why does the name "century plant" give people a false idea about the plant?
- ☐ The plant usually lives to be much more than one hundred years old
- ☐ The plant does not bloom one hundred times
- ☐ The plant often blooms before it becomes one hundred years old
- ☐ The word "century" does not mean one hundred years

49. How many times does a century plant bloom when it is allowed to grow naturally?
- ☐ Never ☐ Twice
- ☐ Once ☐ Many times

50. Why did the author write this article?
- ☐ To tell how plants are often misnamed
- ☐ To tell about the plants of Mexico
- ☐ To tell about the century plant
- ☐ To tell why we should raise more century plants

51. According to the article, which of these parts of the century plant grows to be the longest?
- ☐ Stalk ☐ Leaf ☐ Thorns ☐ Stem

52. With what about the century plant is paragraph 2 mainly concerned?
- ☐ Its appearance ☐ Its uses
- ☐ Its leaves ☐ Its size

53. According to the article, in which of the following places are the most century plants grown?
- ☐ The United States ☐ Europe
- ☐ Mexico ☐ Africa

54. What is the topic of paragraph 4?
- ☐ The leaves of the century plant
- ☐ The uses of the century plant
- ☐ The century plant of Mexico
- ☐ Making cloth and paper from the plant

55. How many uses are given for the roots?
- ☐ One ☐ Two ☐ Three ☐ Four

56. Which would seem to you the best directions for growing a century plant in your home?
- ☐ Plant it in sand, keep it warm, water sparingly
- ☐ Plant in rich soil, keep it warm, water often
- ☐ Plant in sand and dirt, keep cool, water seldom
- ☐ Plant in sand covered with water, keep in warm sun

57. From what part of the plant are sandals made?
- ☐ Leaves ☐ Thorns
- ☐ Stems ☐ Roots

58. What is told in paragraph 5?
- ☐ How many century plants are raised in Mexico
- ☐ How soap is made from juice of the plant
- ☐ How a drink is made from the century plant
- ☐ How valuable the century plant is

59. Of what is the bowl that is mentioned in the last paragraph made?
- ☐ Part of the plant ☐ Wood
- ☐ It is a hole dug in the ground ☐ Stone

60. Why is this bowl kept covered?
- ☐ To keep people from stealing the juice
- ☐ To keep the juice clean
- ☐ To keep sap from draining into it
- ☐ To keep the juice from fermenting

61. What makes the century plant so valuable to Mexicans?
- ☐ The drink they make from it
- ☐ The fibers from the leaves
- ☐ Its use as a food
- ☐ Its decorativeness

62. Which is the first step in making a drink from the juice of the century plant?
- ☐ Collecting the juice
- ☐ Covering the "bowl"
- ☐ Cutting out the center of the plant
- ☐ Collecting the blooms

63. Why do the Mexicans raise the century plant?
- ☐ For its handsome appearance
- ☐ For its flowers
- ☐ For the money they can make selling the plants in the United States
- ☐ For the many useful things they can make from it

64. What part of the century plant makes it a good ornamental plant?
- ☐ Its flowers ☐ Its needles
- ☐ Its leaves ☐ Its stalk

(Do not turn this page until you are told to do so.)

11

PART II. VOCABULARY

Directions: In each exercise, decide which one of the four words in **heavy** type has most nearly the same meaning as the word above them in *light*, or *italic*, type. Then place an **X** in the box in front of the word that you choose. The sample is marked correctly.

Sample:

0. A *large* house
   - [ ] small
   - [ ] pretty
   - [X] big
   - [ ] tiny

1. A *lad* from Cuba
   - [ ] cane
   - [ ] boy
   - [ ] plant
   - [ ] dog

2. *Darkness* of night
   - [ ] middle
   - [ ] weirdness
   - [ ] blackness
   - [ ] stillness

3. *Hammer* on the box
   - [ ] sit
   - [ ] knock
   - [ ] pull
   - [ ] scratch

4. Ring for the *maid*
   - [ ] manager
   - [ ] girl-servant
   - [ ] clerk
   - [ ] butler

5. A small *package*
   - [ ] donkey
   - [ ] bundle
   - [ ] book
   - [ ] basket

6. A *marvelous* sight
   - [ ] sad
   - [ ] terrible
   - [ ] ugly
   - [ ] wonderful

7. *Question* him
   - [ ] stop
   - [ ] suspect
   - [ ] follow
   - [ ] ask

8. *Collect* bugs
   - [ ] sell
   - [ ] gather
   - [ ] fear
   - [ ] discover

9. A *splendid* talk
   - [ ] poor
   - [ ] long
   - [ ] fine
   - [ ] strange

10. A river *bank*
    - [ ] bottom
    - [ ] current
    - [ ] side
    - [ ] curve

11. An *oak* chest
    - [ ] iron
    - [ ] glass
    - [ ] wooden
    - [ ] copper

12. A *cruel* king
    - [ ] wise
    - [ ] rich
    - [ ] unkind
    - [ ] powerful

13. I *fear* mice
    - [ ] am afraid of
    - [ ] am fond of
    - [ ] kill
    - [ ] raise

14. *Search* carefully
    - [ ] hide
    - [ ] creep
    - [ ] prepare
    - [ ] look

12

15. Happened *daily*
    - [ ] every day
    - [ ] twice a day
    - [ ] every other day
    - [ ] seldom

16. An *easier* task
    - [ ] simpler
    - [ ] less important
    - [ ] shorter
    - [ ] greater

17. Hard *labor*
    - [ ] words
    - [ ] soil
    - [ ] work
    - [ ] food

18. A *severe* storm
    - [ ] short
    - [ ] bad
    - [ ] freak
    - [ ] dust

19. *Protect* a city
    - [ ] capture
    - [ ] build
    - [ ] guard
    - [ ] discover

20. A long *silence*
    - [ ] absence
    - [ ] stillness
    - [ ] delay
    - [ ] speech

21. A *sad* mood
    - [ ] cheerful
    - [ ] unhappy
    - [ ] weary
    - [ ] angry

22. The *main* road
    - [ ] longest
    - [ ] highest
    - [ ] oldest
    - [ ] most used

23. He is my *uncle*
    - [ ] friend
    - [ ] father
    - [ ] relative
    - [ ] ancestor

24. *Interrupted* the song
    - [ ] repeated
    - [ ] stopped
    - [ ] clapped for
    - [ ] liked

25. A *dangerous* trip
    - [ ] long
    - [ ] impossible
    - [ ] exciting
    - [ ] risky

26. *Gate* to the garden
    - [ ] road
    - [ ] opening
    - [ ] wall
    - [ ] guide

27. A glance *backward*
    - [ ] forward
    - [ ] to the rear
    - [ ] to the side
    - [ ] upward

28. A long *hall*
    - [ ] room
    - [ ] stairway
    - [ ] series
    - [ ] passageway

29. *Obey* the order
    - [ ] follow
    - [ ] disregard
    - [ ] listen to
    - [ ] give

30. Do not *joke*
    - [ ] laugh
    - [ ] play
    - [ ] make fun
    - [ ] hint

31. *Vacant* building
    - [ ] old
    - [ ] empty
    - [ ] unfinished
    - [ ] burned

32. The *calm* air
    - [ ] cool
    - [ ] warm
    - [ ] still
    - [ ] windy

33. A strange *motion*
    - [ ] movement
    - [ ] sight
    - [ ] picture
    - [ ] motor

34. An old *sailor*
    - [ ] warrior
    - [ ] captain
    - [ ] seaman
    - [ ] officer

35. A close *race*
    - [ ] shave
    - [ ] road
    - [ ] contest
    - [ ] danger

36. *Tall* building
    - [ ] big
    - [ ] huge
    - [ ] high
    - [ ] wide

37. *Lack* of bread
    - [ ] need
    - [ ] plenty
    - [ ] crust
    - [ ] dislike

38. *Fortunately* he came
    - [ ] quickly
    - [ ] luckily
    - [ ] slowly
    - [ ] carefully

39. A *generous* piece of cake
    - [ ] good
    - [ ] large
    - [ ] small
    - [ ] square

40. A wise *companion*
    - [ ] comrade
    - [ ] teacher
    - [ ] counselor
    - [ ] ruler

(Turn your booklet over and wait until the papers are collected.)

163a

IOWA EVERY-PUPIL TESTS OF BASIC SKILLS

New Edition

TEST B: WORK-STUDY SKILLS — FORM N

ELEMENTARY BATTERY — GRADES 3-4-5

By

H. F. Spitzer, in collaboration with Ernest Horn, Maude McBroom, H. A. Greene, and E. F. Lindquist (General Editor), all of the College of Education, State University of Iowa, with the Assistance of the Faculty of the University Experimental Schools.

CONVERSION TABLES *

I

Raw Score	Grade Equivalents Pt. I	Pt. II	Pt. III	Pt. IV	Pt. V
22	----	106	----	----	----
21	----	102	----	----	90
20	----	97	105	----	86
19	----	90	87	96	79
18	100	79	76	88	72
17	90	72	65	80	68
16	78	66	61	70	63
15	72	61	58	61	56
14	66	58	55	57	50
13	60	54	52	54	46
12	56	50	50	52	42
11	52	46	48	49	39
10	49	43	46	46	36
9	46	40	44	44	34
8	43	37	42	42	31
7	40	34	40	39	29
6	36	31	38	36	27
5	32	28	36	33	24
4	28	25	34	29	21
3	24	22	32	26	18
2	21	19	30	23	15
1	19	16	27	17	13
0	18	13	24	10	10

II

Raw Score	Total Scores: Raw Score / Grade Equiv.	Raw Score / Grade Equiv.	Raw Score / Grade Equiv.
22	100–92	66–54	32–34
21	99–92	65–54	31–34
20	98–91	64–53	30–33
19	97–90	63–52	29–33
18	96–89	62–52	28–32
17	95–88	61–51	27–31
16	94–87	60–50	26–31
15	93–86	59–50	25–30
14	92–85	58–49	24–29
13	91–84	57–49	23–29
12	90–83	56–48	22–28
11	89–82	55–47	21–27
10	88–82	54–47	20–27
9	87–81	53–46	19–26
8	86–79	52–46	18–26
7	85–78	51–45	17–25
6	84–76	50–45	16–24
5	83–74	49–44	15–23
4	82–72	48–44	14–23
3	81–69	47–43	13–22
2	80–67	46–43	12–22
1	79–66	45–42	11–21
0	78–65	44–42	10–21
	77–64	43–41	9–20
	76–63	42–41	8–20
	75–62	41–40	7–19
	74–61	40–40	6–19
	73–60	39–39	5–18
	72–59	38–38	4–18
	71–58	37–38	3–17
	70–57	36–37	2–17
	69–56	35–36	1–16
	68–55	34–36	0–16
	67–55	33–35	

*See Examiner's Manual, page 8.

Do not turn this page until you are told to do so.
Your teacher will tell you what to do.

Name _____
(LAST NAME) (FIRST NAME)

Sex _____ Grade _____ Date _____
(BOY or GIRL)

Age on Last Birthday _____ (YEARS) Number of Months Since Last Birthday _____

Town or City _____

School _____

Teacher _____

SCORES

Part	Poss. Score	Raw Score	Grade Equivalent	
I: Map Reading	(18)	_____	_____	_____
II: Use of References	(22)	_____	_____	_____
III: Use of Index	(20)	_____	_____	_____
IV: Use of Dictionary	(19)	_____	_____	_____
V: Alphabetization	(21)	_____	_____	_____
TOTAL	(100)	_____	_____	_____

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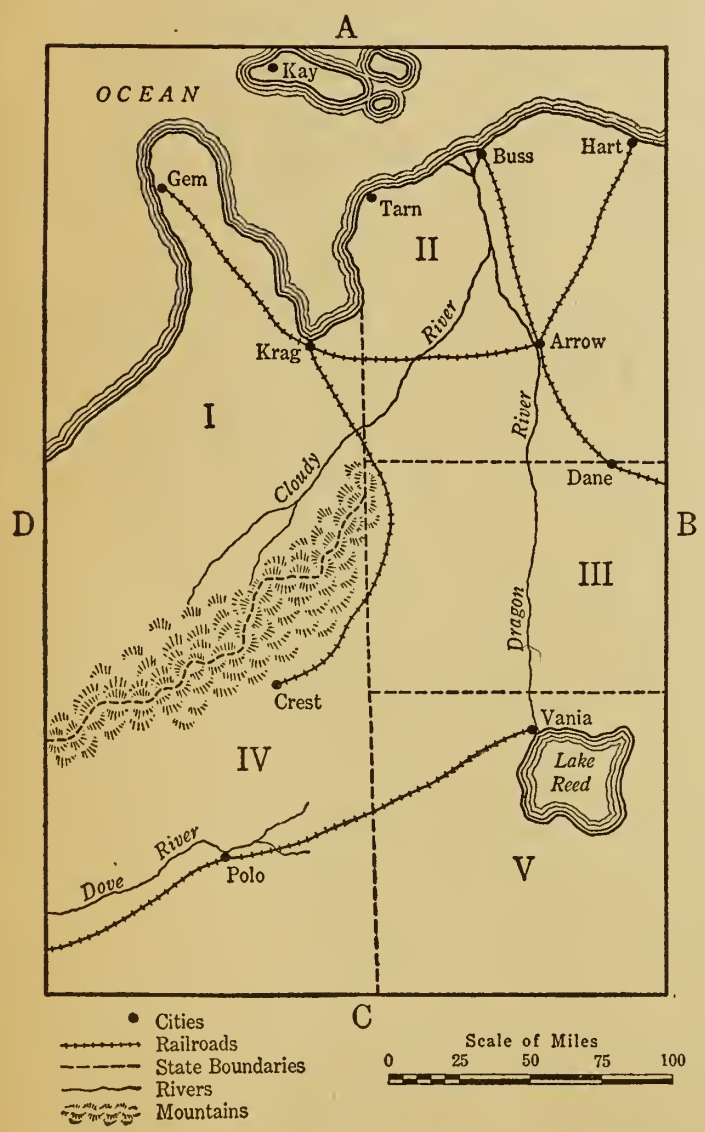
PART I. MAP READING

Directions: The map on this page is a map of a make-believe country. There are five states in this country numbered I, II, III, IV, and V. Read each question and then use the map to answer it. Place an **X** in the box in front of the answer that you think is best.

Sample:

What is the largest body of water shown in this map?

- [ ] A river
- [ ] An ocean
- [ ] A lake
- [ ] A pond



1. In marking the directions on this map, what would you call D?
   - [ ] North
   - [ ] East
   - [ ] South
   - [ ] West

2. In which state is there a lake?
   - [ ] I
   - [ ] IV
   - [ ] II
   - [ ] V

3. What city is located on a state boundary?
   - [ ] Polo
   - [ ] Dane
   - [ ] Arrow
   - [ ] Vania

4. What city is located on an island?
   - [ ] Kay
   - [ ] Gem
   - [ ] Vania
   - [ ] Krag

5. In how many of the states is more than one city shown?
   - [ ] One
   - [ ] Three
   - [ ] Two
   - [ ] Four

6. Why is the boundary line between State I and State IV so crooked?
   - [ ] It follows a river
   - [ ] It follows a mountain range
   - [ ] It follows a sea coast
   - [ ] It gives the states more territory

7. If you travel upstream from Arrow, what city will you reach?
   - [ ] Vania
   - [ ] Buss
   - [ ] Dane
   - [ ] Hart

8. Which city is northeast of Arrow?
   - [ ] Dane
   - [ ] Crest
   - [ ] Buss
   - [ ] Hart

9. How could you travel from Hart to Kay?
   - [ ] By boat
   - [ ] By train
   - [ ] By wagon
   - [ ] By bus

(Go on to the next page.)

10. Which city is located on a bay?

- ☐ Buss
- ☐ Vania
- ☐ Gem
- ☐ Krag

11. Which city is located at the mouth of a river?

- ☐ Vania
- ☐ Buss
- ☐ Arrow
- ☐ Krag

12. About how many miles is it from Krag to Arrow?

- ☐ 10
- ☐ 75
- ☐ 40
- ☐ 150

13. Which river has its beginning in the mountains?

- ☐ Cloudy River
- ☐ Crest River
- ☐ Dragon River
- ☐ Dove River

14. Which city is located on a peninsula?

- ☐ Kay
- ☐ Buss
- ☐ Gem
- ☐ Krag

15. Which state probably has the densest population?

- ☐ II
- ☐ IV
- ☐ III
- ☐ V

16. Why wasn't the railroad from Krag to Crest built straighter?

- ☐ Because of the river
- ☐ Because of the mountains
- ☐ Because the scenery is more beautiful along the route taken
- ☐ The map doesn't show

17. Which of these four cities probably ships the most products to foreign countries?

- ☐ Buss
- ☐ Polo
- ☐ Vania
- ☐ Tarn

18. Near which of these four cities would you probably find swiftly flowing streams?

- ☐ Vania
- ☐ Arrow
- ☐ Buss
- ☐ Crest

Score on Part I

(Do not go on to Part II until you are told to do so.)

PART II. USE OF REFERENCES

Directions: After each question there are listed four things that might be used in answering the question. Only one of these things is correct or better than any of the others. Place an **X** in the box in front of the one that you think is best.

Sample:

Which of these would you use to find how to pronounce the word *tomb*?

- ☐ A globe
- ☐ A dictionary
- ☐ A history book
- ☐ A world almanac

1. Which would you use to find what a fable is?
   - ☐ An atlas
   - ☐ A geography book
   - ☐ A dictionary
   - ☐ *The Arabian Nights*
2. If you wanted to learn about cork, which of these would you use?
   - ☐ An encyclopedia
   - ☐ An atlas
   - ☐ A dictionary
   - ☐ A history book
3. Which tells the correct way to divide *Christmas* at the end of a line?
   - ☐ A speller
   - ☐ A language book
   - ☐ A dictionary
   - ☐ An encyclopedia
4. Which would you use to locate the principal rivers that empty into the Gulf of Mexico?
   - ☐ An encyclopedia
   - ☐ *Mexican Twins*
   - ☐ A dictionary
   - ☐ A map
5. Where would you look to find a correct form for writing a friendly letter?
   - ☐ An atlas
   - ☐ An encyclopedia
   - ☐ A dictionary
   - ☐ A language book
6. In which of these would you expect to find the most information about corals?
   - ☐ A dictionary
   - ☐ A geography of North America
   - ☐ An encyclopedia
   - ☐ A world almanac
7. Which would you use to find whether New York is nearer to the north pole than Rome is?
   - ☐ A dictionary
   - ☐ A globe
   - ☐ A world almanac
   - ☐ A map of the United States

(Go on to the next page.)

5

8. Where would you look to find how to use the word *hackle* in a sentence?
   - [ ] A dictionary
   - [ ] An encyclopedia
   - [ ] A speller
   - [ ] A language book

9. Where would you look for pictures of life in other lands?
   - [ ] A world almanac
   - [ ] *National Geographic Magazine*
   - [ ] *Reader's Digest*
   - [ ] An atlas

10. Which would tell you what Edison invented?
    - [ ] A geography of the United States
    - [ ] *Popular Science Magazine*
    - [ ] A dictionary
    - [ ] An encyclopedia

11. Which would tell the number of miles one must travel to go by automobile from Chicago to Springfield, Illinois?
    - [ ] A globe
    - [ ] A road map
    - [ ] An encyclopedia
    - [ ] A world almanac

12. If you wanted to know what the price of hogs is likely to be tomorrow, what would you do?
    - [ ] Ask a banker
    - [ ] Look in a yearbook of agriculture
    - [ ] Look in a newspaper
    - [ ] Look in a farm magazine

13. In which of these books would you expect to find a copy of "The Children's Hour" by Longfellow?
    - [ ] An encyclopedia
    - [ ] A history of the United States
    - [ ] *Best Loved American Poems*
    - [ ] *Aesop's Fables*

14. Which tells what large cities are in Asia?
    - [ ] A dictionary
    - [ ] *National Geographic Magazine*
    - [ ] A world almanac
    - [ ] An atlas

15. Which gives the chief crops raised in China?
    - [ ] A geography of Asia
    - [ ] A globe
    - [ ] A yearbook of the United States Department of Agriculture
    - [ ] A dictionary

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16. Which gives the meaning of the abbreviation, *bbl.*?
    - [ ] A dictionary
    - [ ] A geography book
    - [ ] A speller
    - [ ] An atlas

17. Which of these would tell the year in which George Washington died?
    - [ ] The Constitution of the United States
    - [ ] An atlas
    - [ ] A geography of the United States
    - [ ] An encyclopedia

18. Which tells the latest population figures for New York?
    - [ ] A world almanac
    - [ ] An encyclopedia
    - [ ] An atlas
    - [ ] A history book

19. What would you use in deciding which of the two italicized words in this sentence is correct?

    "Sugar {*disalves* / *dissolves*} in water."

    - [ ] An encyclopedia
    - [ ] A dictionary
    - [ ] A speller
    - [ ] A language book

20. Which would you use to tell whether a certain evergreen tree is a pine or a spruce?
    - [ ] Comstock's *Handbook of Nature Study*
    - [ ] *National Geographic Magazine*
    - [ ] A dictionary
    - [ ] *Popular Science Magazine*

21. Where would you find the most information about the making of dishes?
    - [ ] A dictionary
    - [ ] An encyclopedia
    - [ ] A sales catalog
    - [ ] A geography book

22. In which of these would you look for the story of the Civil War?
    - [ ] A history of the United States
    - [ ] A geography of the United States
    - [ ] A world almanac
    - [ ] An atlas

Score on Part II

(Do not go on to the next page until you are told to do so.)

PART III. USE OF INDEX

Directions: This is a test of your ability to use an index. You are to use the index given below to answer the questions in the opposite column. Read each question and then look at the index to find the answer. Write the number which answers the question in the blank space, as has been done in the sample.

Index

Sample:

0. What page tells about air? *82*

1. What page tells about floods? _____
2. What page tells about the raising of oranges? _____
3. On what page will you find a map of Alaska? _____
4. What page tells something about codfish? _____
5. What page will tell something about the damage done by winds? _____
6. *How many* pages will tell something about wool? _____
7. Where would you look to see if Utah is an Indian word? _____
8. On what page would you find a picture of a zebra? _____
9. *How many* pages tell about trout, a kind of fish? _____
10. What page tells about the manufacture of tobacco? _____
11. On what page does the *longest* discussion of butter begin? _____
12. On what page would you look *first* to find something about the Suez Canal? _____
13. On what page would you look for the population of Utah? _____
14. On *how many* pages would you look to find something about diamonds? _____
15. What is the *first* page that tells something about the mining of gold? _____
16. On what page does the *longest* discussion of waterfalls begin? _____
17. What page would tell about ways of controlling floods along the Mississippi? _____
18. Where would you look to see if there are any large gold mines in Nevada? _____
19. On what page would you be likely to find something about horses? _____
20. On what page would you look *first* if you wanted to find a general discussion of rivers and streams? _____

(Do not go on to the next page until you are told to do so.)

Score on Part III

PART IV. USE OF DICTIONARY

Directions: This is a test of your ability to use a dictionary. In answering the questions on the next page, you are to use the sample dictionary and pronunciation key shown below. Place an **X** in the box in front of the answer which you think is best.

SAMPLE DICTIONARY

al'li·ga'tor (ăl'ĭ·gā'tēr), *n.* A large crawling creature found chiefly in the streams and marshes of the warmer parts of America.

a·skew' (a·skū'), *adv.* To one side; crooked.

back'log' (băk'lŏg'), *n.* A large log of wood forming the back of a fire in a fireplace.

bod'kin (bŏd'kĭn), *n.* **1.** A sharp implement for making holes in cloth. **2.** A blunt needle with a large eye for drawing tape through a hem.

cha·let' (shă·lā'; shăl'â), *n.* A herdsman's cabin, or small wooden cottage, of the Swiss mountains.

crack'ling (krăk'lĭng), *n.* **1.** A series of sharp cracking sounds. **2.** The well-browned, crisp rind of roasted pork.

cut'ler (kŭt'lēr), *n.* A person who makes, sells, or repairs knives, scissors, and other things used for cutting.

di'a·dem (dī'ȧ·dĕm), *n.* A crown.

din'gle (dĭng'g'l), *n.* A narrow dell or valley.

ef·fete' (ĕ·fēt'), *adj.* Worn out by age; without energy.

e'gret (ē'grĕt), *n.* A small white heron with long plumes over the tail.

fane (fān), *n.* A temple; a church.

flex (flĕks), *v.* To bend.

gui·tar' (gĭ·tär'), *n.* A musical instrument with a long neck and six strings plucked with the fingers.

hack (hăk), *v.* **1.** To cut or notch. **2.** To cough in a short, broken manner. — *n.* **3.** A horse or coach that is let out for hire. **4.** A person who hires himself out for any kind of work.

her'on (hĕr'ŭn), *n.* A wading bird with long slender legs and a long neck and bill.

jag'uar (jăg'wär), *n.* A large, tawny-yellow, spotted cat-like animal found from Texas south to Paraguay in South America.

AIDS TO USING THIS SAMPLE DICTIONARY:

1. Key words for pronunciation: āge, măn, ăccount, câre, ȧsk, sofȧ, ärm; ēve, hẹre, ẽvent, ĕnd, silĕnt, makẽr; īce, ĭll, charĭty; ōld, ȯbey, ôrb, ŏdd, cŏnnect; fo͞od, fo͝ot; cūbe, ûrn, ŭp, circŭs.
2. Syllables are indicated by a dot (·) or by the accent mark (').
3. Abbreviations used: *adj.*, adjective; *adv.*, adverb; *n.*, noun; *pl.*, plural; *v.*, verb.

1. Which of these is the correct spelling for a musical instrument?
   - ☐ guitar
   - ☐ guitor
   - ☐ gitar
   - ☐ giutar

2. How would you divide *crackling* at the end of a line?
   - ☐ crac-kling
   - ☐ cracl-ing
   - ☐ crack-ling
   - ☐ It can't be divided

3. Which of these words rhymes with *fane*?
   - ☐ tan
   - ☐ rain
   - ☐ dawn
   - ☐ loan

4. In which sentence is *cutler* used correctly?
   - ☐ He took the broken sword to a *cutler.*
   - ☐ He rode back to town in a *cutler.*
   - ☐ He sent his shoes to a *cutler* to be fixed.
   - ☐ She wore a beautiful *cutler.*

5. How many syllables are there in the word *alligator*?
   - ☐ one
   - ☐ three
   - ☐ two
   - ☐ four

6. Which of these is the correct spelling for the name of a Swiss cottage?
   - ☐ challet
   - ☐ chalett
   - ☐ chalay
   - ☐ chalet

7. In which sentence is *dingle* used correctly?
   - ☐ My uncle brought a *dingle* from China.
   - ☐ A *dingle* frightens me when it howls at night.
   - ☐ The sheep were grazing in a small *dingle.*
   - ☐ Would you like to play *dingle* after school?

8. What part of speech is the word *heron*?
   - ☐ adjective
   - ☐ noun
   - ☐ adverb
   - ☐ verb

9. Which of these spellings is correct?
   - ☐ baklog
   - ☐ backlog
   - ☐ back-log
   - ☐ back log

10. Which syllable of the word *diadem* is accented?
    - ☐ first
    - ☐ third
    - ☐ second
    - ☐ The dictionary doesn't show

11. With which of these does the second syllable of *askew* rhyme?
    - ☐ sew
    - ☐ few
    - ☐ moo
    - ☐ draw

12. Which of these is the correct spelling for the word meaning "worn out by age"?
    - ☐ efete
    - ☐ effete
    - ☐ effeet
    - ☐ afete

13. How many correct pronunciations has the noun *chalet*?
    - ☐ one
    - ☐ three
    - ☐ two
    - ☐ five

14. In which of the following places would you be most apt to find a *bodkin*?
    - ☐ At a county fair
    - ☐ Growing in the garden
    - ☐ In a lady's sewing basket
    - ☐ In a carpenter's tool box

15. What part of speech is the word *flex*?
    - ☐ adjective
    - ☐ adverb
    - ☐ verb
    - ☐ noun

16. The first syllable of *bodkin* rhymes with which of the following?
    - ☐ rode
    - ☐ good
    - ☐ blood
    - ☐ pod

17. Which of the meanings given in the sample dictionary fits the use of *hack* in this sentence? "He rented a *hack* to take him to the city."
    - ☐ first
    - ☐ third
    - ☐ second
    - ☐ fourth

18. In which of these places would you expect to find *jaguars*?
    - ☐ Wyoming
    - ☐ Alaska
    - ☐ Mexico
    - ☐ Canada

19. In which sentence is *egret* used correctly?
    - ☐ You will *egret* what you have done.
    - ☐ An *egret* is a bird with long slender legs.
    - ☐ The set in her ring was an *egret.*
    - ☐ The *egret* I planted is growing well.

Score on Part IV

(Do not go on to the next page until you are told to do so.)

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PART V. ALPHABETIZATION

Section A

Directions: In this part of the test you are to choose the word in each group that should appear first if the four words were arranged in alphabetical order. Place an **X** in the box before the word that you think should be first. The sample has been marked correctly.

Sample:

- [ ] can
- [ ] read
- [X] age
- [ ] may

1. [ ] study
   - [ ] proof
   - [ ] change
   - [ ] match
2. [ ] meet
   - [ ] kill
   - [ ] quiet
   - [ ] penny
3. [ ] rice
   - [ ] put
   - [ ] stop
   - [ ] under
4. [ ] suffer
   - [ ] ugly
   - [ ] thin
   - [ ] time
5. [ ] idea
   - [ ] heavy
   - [ ] honey
   - [ ] green
6. [ ] ship
   - [ ] rust
   - [ ] read
   - [ ] roan
7. [ ] more
   - [ ] mend
   - [ ] mine
   - [ ] mark
8. [ ] flew
   - [ ] fly
   - [ ] flag
   - [ ] flute
9. [ ] hawk
   - [ ] hair
   - [ ] halt
   - [ ] habit
10. [ ] recite
    - [ ] rebel
    - [ ] reduce
    - [ ] record
11. [ ] march
    - [ ] marble
    - [ ] martin
    - [ ] mare
12. [ ] champ
    - [ ] chain
    - [ ] change
    - [ ] chase
13. [ ] porter
    - [ ] port
    - [ ] portly
    - [ ] portage
14. [ ] trick
    - [ ] tricolor
    - [ ] tricycle
    - [ ] trickle
15. [ ] formality
    - [ ] formalize
    - [ ] formalist
    - [ ] formalism

(Do not go on to Section B until you are told to do so.)

Section B

Directions: At the top of every page in the dictionary there are two guide words and the number of the page. These guide words are the first and the last word found on that page. A list of these guide words and the page number is given below. Use these guide words and page numbers to answer the questions.

briar	88	bronco
bronze	89	buffet
buffoon	90	butter
button	91	café
cafeteria	92	came

Sample: On what page would you find the word *bribe*?

- [X] 88
- [ ] 89
- [ ] 90
- [ ] 91

16. On what page would you find the word *calf*?
    - [ ] 89
    - [ ] 90
    - [ ] 91
    - [ ] 92
17. On what page would you find the word *broke*?
    - [ ] 88
    - [ ] 89
    - [ ] 90
    - [ ] 91
18. On what page would you find the word *buttress*?
    - [ ] 89
    - [ ] 90
    - [ ] 91
    - [ ] 92
19. On what page would you find the word *buff*?
    - [ ] 88
    - [ ] 89
    - [ ] 90
    - [ ] 91
20. On what page would you find the word *butler*?
    - [ ] 88
    - [ ] 89
    - [ ] 90
    - [ ] 91
21. On what page would you find the word *bronchitis*?
    - [ ] 88
    - [ ] 89
    - [ ] 90
    - [ ] 91

(Turn your booklet over and wait until the papers are collected.)

CHAPTER IV

ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

Introduction. In this chapter the results of all the standardized tests and the teacher-built informal tests both initial and final forms will be analyzed with tabulations noted and comparisons made. The pertinent findings reveal significant data.

Results of Standardized Tests. The results obtained from the Kuhlman-Anderson Intelligence Tests Grade V show a wide range in learning ability. The evidence revealed a range of I.Q.'s from 75 to 124 in mental ability proving beyond a doubt that these varying capacities are truly a definite cross-section of any typical fifth grade class.

The pertinent findings disclosed by the Durrell-Sullivan Capacity Test Intermediate - Form A showed levels of reading abilities to varied degrees. These score levels ranged from 72 to 114 as revealed by the results found. Table I gives a graphic description of these results.

TABLE I

RANGE OF I. Q. BASED ON KUHLMANN-ANDERSON TEST - GRADE V

	No.	Range of C.A.	Range of M.A.	Range of I.Q.
BOYS	19	9-10 to 12-10	8-10 to 12-11	75 to 121
GIRLS	12	10-0 to 11- 8	10-3 to 12-10	94 to 124
Total	31	9-10 to 12-10	8-10 to 12-11	75 to 124

The Durrell-Sullivan Reading Achievement Test - Intermediate - Form B was given this group at the end of the fourth grade year. Since these records are available the results are used for comparison with those as revealed by the findings obtained from the Durrell-Sullivan Reading Achievement Test - Intermediate - Form A given at the end of the experiment. The range of reading scores on the Durrell-Sullivan Reading Achievement Test - Intermediate - Form B given at the end of the fourth grade in this same class was 34 to 102. At the close of the experiment, the Durrell-Sullivan Reading Achievement Test - Intermediate - Form A was given and the scores ranged from 36 to 122. A comparison is drawn here showing the gains made from the results of the second test. The total range revealed gains made of from 2 to 20 points, thus giving tangible proof that improvement was noted. In Table II the results of the scores on the Durrell-Sullivan Reading Achievement Test - Intermediate - Form B given in the fourth grade and those obtained on the Durrell-Sullivan Reading Achievement Test - Intermediate - Form A are noted, the comparison drawn, and the gains of improvement listed.

The results obtained from the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form M - Test A -Silent Reading Comprehension showed a range of scores from 27 to 92 while the findings of the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form M - Test B - Work-Study Skills revealed a score range of 24 to 80.

At the close of the experiment as was mentioned above, the Durrell-Sullivan Reading Achievement Test - Intermediate - Form A was

given and the results found showed a range of scores from 36 to 122 disclosing concrete evidence of the gains made by the children from the facts obtained.

When the experimental work had finished, the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form N - Test A-Silent Reading Comprehension was given and the results of the scores revealed the range of 28 to 95. This showed a gain of from 1 to 3 points in total scores over the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form M - Test A - Silent Reading Comprehension given at the beginning of the experiment. The results of the tests with comparisons noted are shown in Table II.

TABLE II

RANGE OF SCORES ON STANDARDIZED TESTS

		Initial Test	Final Test	Net Score Gains in Points
1. Durrell-Sullivan Capacity Test - Intermediate Form A	72-114			
2. Durrell-Sullivan Reading Achievement Test Intermediate - Forms A - B		(Form B) (1947) (34-102)	(Form A) (1948) (36-122)	2-20
3. Iowa Every-Pupil Tests of Basic Skills - Elementary Battery -Grades 3-5 Forms M & N Test A - Silent Reading Comprehension		(Form M) (Test A) (27-92)	(Form N) (Test A) (28-95)	1-3
4. Iowa Every-Pupil Tests of Basic Skills Elementary Battery - Grades 3-5 Forms M & N. Test B - Work-Study Skills		(Form M) (Test B) (24-80)	(Form N) (Test B) (26-84)	2-4

The results of the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form N - Test B Work-Study Skills showed a range of scores of 26 to 84 disclosing gains of from 2 to 4 points over the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery Grades 3-5 - Form M - Test B Work-Study Skills given at the beginning of the experiment. In Table II a comparison of results is given and the improvement noted.

In Table III the Median on Durrell-Sullivan Reading Achievement Test Intermediate Form B given in the fourth grade showed the Median Score at 65 while the Median Score of the Durrell-Sullivan Reading Achievement Test - Intermediate Form A given at the end of the experiment revealed the Median at 77 with a net score gain of 12 points showing 18%+improvement. The Upper Quartile on the Durrell-Sullivan Reading Achievement Test - Intermediate - Form B was 77 while that of the Durrell-Sullivan Reading Achievement Test - Intermediate Form A revealed a score of 100 showing a gain of 23 points or 29%+ in improvement. The lower quartile on the Durrell-Sullivan Reading Achievement Test - Intermediate Form B was 50 while the lower quartile on the Durrell-Sullivan Reading Achievement Test - Intermediate Form A was 67 revealing gains of 17 points or 34% in improvement. The age equivalent corresponding to the Median Score on the Durrell-Sullivan Reading Achievement Test - Intermediate - Form B was 10-9 with the grade equivalent of 5-3 while the age equivalent corresponding to the Median Score on the Durrell-Sullivan Reading Achievement Test - Intermediate - Form A given at the conclusion of the experiment was 11-7, a gain of 10 months over the first test with the grade equivalent of 6-0 showing a gain of

7 months.

TABLE III

RESULTS OF DURRELL-SULLIVAN READING ACHIEVEMENT TESTS
INTERMEDIATE - FORMS B AND A BY CLASS

	Form B 1947	Form A 1948	Net Score Gain	Percent Gain
	Initial Test	Final Test		
Median	65	77	12	18%+
Upper Quartile	77	100	23	29%+
Lower Quartile	50	67	17	34%
Age Equivalent corresponding to Median Score	10-9	11-7	10 months	
Grade Equivalent corresponding to Median Score	5-3	6-0	7 months	

In Table IV, the Median for the boys on the Durrell-Sullivan Reading Achievement Tests - Intermediate - Forms B and A showed a gain of 12% in improvement while that of the girls revealed a gain of 20%+. On the upper quartile the boys produced a gain of 24% while that of the girls produced evidence of 17%+ gain. The lower quartile showed the boys made a notable gain of 46%+ while that of the girls was 16%.

It is noted here that the girls on the Median Scores made an 8% gain over that of the boys while on the upper quartile scores, the boys made a 7% gain over the girls. On the lower quartile the boys' scores produced a 30% gain over those of the girls. These results are very significant since several boys were in the group of slow readers. The definite gains of improvement by both boys and girls are indicated in Table IV.

TABLE IV

RESULTS OF DURRELL-SULLIVAN READING ACHIEVEMENT TESTS
INTERMEDIATE - FORMS A & B BY SEX

		Form B Initial Test 1947	Form A Final Test 1948	Net Score Gain	Percent Gain
Median	Boys	63	71	8	12%+
	Girls	74	89	15	20%+
Upper Quartile	Boys	75	93	18	24%+
	Girls	90	106	16	17%+
Lower Quartile	Boys	45	66	21	46%+
	Girls	66	77	11	16%
Age Equivalent corresponding to Median Score	Boys	10-8	11-3	7 months	
	Girls	11-7	12-3	8 months	
Grade Equivalent corresponding to Median Score	Boys	5-2	5-7	5 months	
	Girls	6-0	6-7	7 months	

In Table V, the Median on the Iowa Every-Pupil Tests of Basic Skills - Test A Form M and Test A Form N - Silent Reading Comprehension showed a net score gain of 32% while the upper quartile showed a gain of 16% with the lower quartile producing gains of 29%. The age equivalent corresponding to the Median score at the beginning of the experiment was 9-8 on the Iowa Every-Pupil Tests of Basic Skills Form M - Test A Silent Reading Comprehension with the grade equivalent at 4-6 while the age equivalent corresponding to the Median score on the Iowa Every-Pupil Tests of Basic Skills - Form N - Test A Silent Reading Comprehension was 10-4 a gain of 8 months with the grade equivalent of 5-2 producing evidence of 8 months gain.

TABLE V

RESULTS OF IOWA EVERY-PUPIL TESTS OF BASIC SKILLS ELEMENTARY BATTERY - GRADES 3-4-5 SILENT READING COMPREHENSION - TEST A FORMS M AND N BY CLASS

	Test A Form M	Test A Form N		
	Initial Test	Final Test	Net Gain	Percent Gain
Median	53	70	17	32%+
Upper Quartile	72	84	12	16%+
Lower Quartile	47	61	14	29%
Age Equivalent corresponding to Median Score	9-8	10-4	8 months	
Grade Equivalent corresponding to Median Score	4-6	5-2	8 months	

In Table VI, the Median for the boys on the Iowa Every-Pupil Tests - Forms M and N - Test A - Silent Reading Comprehension showed a gain of 30%- while those of the girls showed a gain of 17%-. In the upper quartile the boys showed a gain of 32%- while those of the girls revealed gains of 12%-. On the lower quartile the boys made gains of improvement amounting to 47% while the gains of the girls totalled 29%. The age equivalent corresponding to the Median Scores for the boys on the Iowa Every-Pupil Test Form M - Test A was 9-8 while that on Form N - Test A was 10-1 a gain of 5 months while the girls made no gain. The grade equivalent corresponding to the Median Score for the boys on the first test - Form M - Test A was 4-6 while that on the second test - Form N - Test A was 5-0 a gain of 6 months. The grade equivalent for the girls was 5-5 on the first test while that on the second test was 5-5 showing no gains made. It is significant here to note that the boys made gains on the age equivalent and grade equivalent corresponding to the Median score but the girls made no gain either on age or grade equivalent.

TABLE VI

RESULTS OF IOWA EVERY-PUPIL TESTS OF BASIC SKILLS
ELEMENTARY BATTERY - GRADES 3 - 5 SILENT READING
COMPREHENSION - TEST A FORMS M AND N BY SEX

	Test A Form M Initial Test	Test A Form N Final Test	Net Score Gain	Percent Gain
Median (Boys)	52	68	16	30%+
(Girls)	64	75	11	17%+
Upper Quartile (Boys)	62	82	20	32%+
(Girls)	81	91	10	12%+
Lower Quartile (Boys)	36	53	17	47%+
(Girls)	48	62	14	29%
Age Equivalent (Boys) corresponding	9-8	10-1	5 months	
to Median Score (Girls)	10-7	10-7	No Gain	
Grade Equivalent (Boys) corresponding to	4-6	5-0	6 months	
Median Score (Girls)	5-5	5-5	No Gain	

On the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 - Form N - Test B - Work-Study Skills as compared with Form M showed the Median gain of 31% while that of the upper quartile was 22% in improvement with the lower quartile showed a gain of 41%+. The age equivalent corresponding to the Median Score on the Initial Test - Form M - Test B was 9-8 while the score for Form N -

Test B was 10-4 a gain of 8 months. The grade equivalent corresponding to the Median Score on Form M - Test B was 4-6 while the grade equivalent on Form N - Test B was 5-2 a gain of 8 months. Table VII gives a full description of these results.

TABLE VII

RESULTS OF IOWA EVERY-PUPIL TESTS OF BASIC SKILLS
ELEMENTARY BATTERY - GRADES 3 - 5 WORK-STUDY SKILLS
TEST B - FORMS M AND N BY CLASS

	Test B Form M	Test B Form N		
	Initial Test	Final Test	Net Score Gain	Percent Gain
Median	47	62	15	31%+
Upper Quartile	58	71	13	22%+
Lower Quartile	36	51	15	41%+
Age Equivalent corresponding to Median Score	9-8	10-4	8 months	
Grade Equivalent corresponding to Median Score	4-6	5-2	8 months	

In Table VIII on the Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Work-Study Skills Test B, the boys' scores were lower than the girls' but the percent of improvement was greater.

TABLE VIII

RESULTS OF IOWA EVERY-PUPIL TESTS OF BASIC SKILLS
ELEMENTARY BATTERY - GRADES 3-4-5 WORK-STUDY SKILLS
TEST B - FORMS M AND N BY SEX

		Test B Form M Initial Test	Test B Form N Final Test	Net Score Gain	Percent Gain
Median	(Boys)	42	60	18	42%+
	(Girls)	52	73	21	40%
Upper Quartile	(Boys)	50	66	16	32%
	(Girls)	71	77	6	8%+
Lower Quartile	(Boys)	34	47	13	38%+
	(Girls)	44	55	11	25%
Age Equivalent corresponding to Median Score	(Boys)	9-5	10-1	8 months	
	(Girls)	10-1	11-1	12 months	
Grade Equivalent corresponding to Median Score	(Boys)	4-3	5-0	9 months	
	(Girls	5-0	6-0	12 months	

In Table IX a full description of the results of all the Standardized Tests is given both for the initial and final tests and the evidence tabulated. It is significant to note here that gains of improvement are shown throughout all the standardized tests. These gains are noteworthy.

TABLE IX

STANDARDIZED TESTS

	Initial Tests				Final Tests		
	Durrell Sullivan Capacity	Durrell Sullivan Achievement Test Form B May 1947	Iowa-Every Pupil Test Form M Test A Silent Reading Comprehension	Iowa-Every Pupil Test Form M Test B Basic-Study Skills	Durrell - Sullivan Achievement Form A April 1948	Iowa-Every Pupil Tests of Basic Skills Form N Test A Silent Reading Comprehension	Iowa-Every Every-Pupil Tests Form N Test B Basic-Study Skills
Range of Scores	72-114	34-102	27-92	24-80	36-122	28-95	26-84
Median	91	65	53	47	77	70	62
Upper Quartile	99	77	72	58	100	84	71
Lower Quartile	86	50	47	36	67	61	51
Age Equivalent Corresponding to Median Score	11-10	10-9	9-8	9-8	11-7	10-4	10-4
Grade Equivalent Corresponding to Median Score	6-3	5-3	4-6	4-6	6-0	5-2	5-2
Median Chronological Age	10-4	9-11 (1947)	10-6	10-6	10-10	10-10	10-10

Informal Test Results. In Table X the results of the Informal teacher built tests, with tabulations recorded, are shown. The results of the Informal Test, Form A, given as the initial test at the beginning of the experiment before any of the Work-Book Exercises were begun, and the Final Informal Test, Form B, given at the conclusion of the five weeks' teaching program are used for comparison to show gains or losses noted. The comparison shows definite gains in eleven of the informal tests, losses in two of the tests, and no gain or loss in one test. On close analysis of the data, it is found that in the Word Categories, two groupings, Test I, no Median gain was made but gain in the range of scores was noted. The range of scores on Form A was 2-10 while that on Form B was 5-10, a decided increase on the lower score range. In Test 2, Word Categories, Three Groupings, a two point median loss was made although the score range showed a slight increase. The two points in median loss were due to the fact that a greater variety of names and of objects were used such as: orchid, petunia, sapphire, Haiti, Jamaica, Puerto Rico, Dominican Republic, mess, guitar, city manager, scarlet-tanager, garnet, bachelor-button. As some of these words are in very definite categories and in a sense, rather specialized, the results showed regressions from the Initial Informal Test.

In Test 3, Generalizing, a net score gain was made of one point with an increase in score range from 2-6 on Form A - Initial Test to 4-6 on the Form B - Final Test with the Median gain of 1 point. In Test 4, Scrambled Sentences, a one point score gain was made from a comparison of the results on the Initial and Final Tests with an

increase on the score range of from 1-6 to 2-6 with the median increased by one point. In Test 5, Selecting Best Titles, a net score gain of 2 points was noted with the median raised from a score of 3 to 5 while the score ranged from 0-6 on the Initial Informal Test, Form A to 2-6 on the Final Informal Test Form B.

In Test 6, Scrambled Outlines, the median on the Initial Informal Test was a score of 4 while the median on the Final Informal Test was 3, a loss of one point. Although the score range showed a slight increase from 1-4 on the Initial Test with 2-4 points on the Final Test. The median loss in this test was due to the very specialized scientific selection used although, in interest level it was very informative and instructive.

In Test 7, Organizing Sequence Correctly, a noteworthy gain was made in the median score. On the Initial Test the median score was 7 while that on the Final Test was 12, an increase on the score by 5 points. The score range showed an increase of from 1-13 on the Initial Test to 3-16 on the Final Test.

In Test 8, Organizing Sequence from Memory, the median score gain was 3 points on the Final Test with the score range on the Initial Test and the Final Test remaining the same. Both score ranges were from 1-7.

In Test 9, Topic Sentences, the median score gain was one point on the Final Test although the score range showed a loss of one point as compared with that of the Initial Test. The score range on the Initial Test was 5-8 while that on the Final Test was 4-8. This regression in score range was due to the slower group not comprehending

the specialized words used in the selection.

In Test 10, Writing Headlines, the median score gain was four points on the Final Test a definite improvement over the Initial Test. The score range on the Initial Test was 1-10 while that on the Final Test was 3-10 showing a definite gain on the lower score range.

In Test 11, Writing Minor Topics when Major Topics Given, the median score on the Initial Test was 11 while the median score on the Final Test was 13, a gain of two points. The score range on the Initial Test was 4-14 while the score range on the Final Test was 7-14 showing definite gains made.

In Test 12, Following Directions - Map Work, the median score on the Initial Test was 7 while that on the Final Test was 9, a gain of 2 points. The score range on the Initial Test was 2-10 while the score range on the Final Test was 6-10 with improvement noted from a comparison of these tests.

In Test 13, Alphabetizing, the median score gain on the Final Test was 2 points with the score range on the Initial Test 0-9 while that on the Final Test was 1-10 revealing gains made.

In Test 14, Use of the Dictionary, the median score gain was one point on the Final Test as compared with the results of the Initial Test. The score range on the Initial Test was 0-10 while that on the Final Test was 2-10 showing gains made.

TABLE X

TABLE ON THE INFORMAL TESTS
FORMS A AND B

Name of Test	No. of Pupils	Possible Score Forms A&B	Range of Scores Form A	Range of Scores Form B	Median Initial Test Form A	Median Final Test Form B	Net Score Gain
Test 1 Word Categories Two Groupings	31	10	2-10	5-10	10	10	No Gain
Test 2 Word Categories Three Groupings	31	15	2-15	4-15	15	13	-2 (Loss)
Test 3 Generalizing	31	6	2-6	4-6	5	6	1
Test 4 Scrambled Sentences	31	6	1-2	2-6	5	6	1
Test 5 Selecting Best Titles	31	6	0-6	2-6	3	5	2
Test 6 Scrambled Outlines	31	4	1-4	2-4	4	3	-1 (Loss)
Test 7 Organizing Sequence Correctly	31	16	1-13	3-16	5	12	7
Test 8 Organizing Sequence from Memory	31	7	1-7	1-7	4	7	3
Test 9 Topic Sentences	31	8	5-8	4-8	7	8	1
Test 10 Writing Headlines	31	10	1-10	3-10	6	10	4
Test 11 Writing Minor Topics When Major Topics Given	31	14	4-14	7-14	11	13	2
Test 12 Following Directions (Map Work)	31	10	2-10	6-10	8	10	2
Test 13 Alphabetizing	31	10	0-9	1-10	7	9	2
Test 14 Use of Dictionary	31	10	0-10	2-10	9	10	1

In Table XI a graphic description of the Informal Test Exercises Listed in order of Greatest Improvement with the net score gains recorded and losses found are tabulated in the numerical sequence shown. The highest net score gains on a comparison of the Initial and Final Tests showed gains of from 7 points on Organizing Sequence Correctly, Test 7, to a range of minus two loss on Word Categories--Three Groupings, Test 2. It is of interest to know that the data showed a definite loss on the Final Test on Word Categories--Three Groupings, due to the highly specialized words used, as explained earlier in this chapter, in analyzing the results found in Test 2 of the Final Informal Test Form B.

TABLE XI

TABLE OF INFORMAL TEST EXERCISES
LISTED IN ORDER OF GREATEST IMPROVEMENT

			Net Score Gain
1.	Organizing Sequence Correctly	Test 7	7
2.	Writing Headlines	Test 10	4
3.	Organizing Sequence from Memory	Test 8	3
4.	Selecting Best Titles	Test 5	2
5.	Writing Minor Topics When Major Topics Given	Test 11	2
6.	Following Directions -- Map Work	Test 12	2
7.	Alphabetizing	Test 13	2
8.	Generalizing	Test 3	1
9.	Scrambled Sentences	Test 4	1
10.	Topic Sentences	Test 9	1
11.	Use of the Dictionary	Test 14	1
12.	Word Categories -- Two Groupings	Test 1	No Gain
13.	Scrambled Outlines	Test 6	-1 (loss)
14.	Word Categories -- Three Groupings	Test 2	-2 (loss)

In Table XII the results of the total scores on the Initial Informal and Final Informal Tests of every pupil taking part in the experiment are recorded. The total possible score to be made was 132 with no one making this achievement although high scores of 128, 127, 126, 125 were obtained on the Final Informal Test. The data revealed net score gains of from 7 to 33 points on the Final Informal Test or from a 5% to 39% gain by pupils taking part in the experiment. In only one instance did the evidence reveal no gain by one pupil and that one made the same score on each test, a score of 110 on the Initial Informal Test and the Final Informal Test. Table XII shows the actual results made by every pupil on the Initial Informal Test - Form A and the Final Informal Test - Form B with improvement noted.

TABLE XII

TABLE ON THE TOTAL SCORES OF THE INFORMAL TESTS
FORMS A AND B

Pupils	Total Possible Scores Test A & B 132	Initial Test Form A Scores	Final Test Form B Scores	Net Score Gain	Net Percent Gain
1	132	83	104	21	20%+
2		95	124	29	23%+
3		105	121	16	13%+
4		91	103	12	11%+
5		83	101	18	17%+
6		102	127	25	19%+
7		100	115	15	13%+
8		99	109	10	9%+
9		94	108	14	12%+
10		55	64	9	14%+
11		110	110	No Gain	No Gain
12		103	125	22	17%+
13		75	108	33	30%+
14		100	123	23	18%+
15		94	110	16	14%+
16		58	88	30	34%+
17		99	119	20	16%+
18		92	114	22	19%+
19		108	126	18	14%+
20		105	124	19	15%+
21		48	79	31	39%+
22		66	94	28	29%+
23		80	102	22	21%+
24		87	116	29	25%-
25		74	111	37	33%+
26		77	103	26	25%
27		75	95	20	21%+
28		105	127	22	17%+
29		89	122	33	27%+
30		121	128	7	5%+
31		88	119	31	26%+

Table XIII shows the range of scores of boys and girls on the Informal Tests --- Initial - Form A and Final - Form B with medians tabulated, median net score gains made, and percent gains recorded. Although the girls' scores were higher than the boys' the data revealed a greater percent gain by the boys showing that this type of work -- organization of the basic skills of reading -- has a definite need in the fifth grade program.

TABLE XIII

SCORE RANGE ON THE INFORMAL TESTS WITH GAINS MADE BY SEX

	Range of Scores		Median Initial Test	Median Final Test	Median Net	Median Net
	Form A	Form B	Form A	Form B	Score Gain	Percent Gain
Boys	48-110	64-127	87	109	22	20%+
Girls	75-121	103-128	100	121	21	17%+

Interpretation: Even though the median scores of the boys were lower than the girls they made a greater gain than the girls. Throughout the tests, the boys' scores, although somewhat lower than those of the girls, made a greater percent gain than those of the girls.

Table XIV reveals the percent gains on the Informal Tests - Form A - the Initial Test, and Form B the Final Test by the various groups of readers taking part in the experiment. The data shows greater gains by the boys in every group with but one exception. In the group classified as excellent readers, the boys (2 in number) made an average gain of 19.48% on the Final Informal Test as compared with

15.71%+ by the girls, an increase of 3.77%+ for the boys. Under good readers as a group, the boys (4 in number) made an average gain of 14.15% as compared with the girls, (2 in number) who made 15.17% or an increase of 1.02% gain for the girls. In the group of fair or average readers, the boys (7 in number) made an average gain of 23.10% while the girls, (3 in number) made a gain of 22.94% or .16% increase for the girls. The slow readers composed entirely of boys, (6 in number) made an average gain of 23.50%. The results showed that the boys for the most part made greater gains than the girls even though the girls' scores revealed a good improvement throughout the Final Informal Test.

TABLE XIV

TABLE SHOWING PERCENT GAIN ON THE INFORMAL TESTS FORMS A AND B BY THE VARIOUS READING GROUPS

	No.	Average Percent Gain	Total Average Percent gain
Excellent Readers			
Boys	2	19.48%)	16.54+%
Girls	7	15.71%+)	
Good Readers			
Boys	4	14.15%)	14.49%
Girls	2	15.17%)	
Fair or Average Readers			
Boys	7	23.10%)	23.053%
Girls	3	22.94+%)	
Slow Readers			
Boys	6	23.50%)	23.50%

Interpretation: The Fair and Slow reading groups showed a greater percent gain than those of the brighter groups revealing that this type of work is of great value in the learning process. Work such as found in the Informal Tests - Forms A and B - is vitally necessary to all reading groups but especially important and extremely helpful to the average or slower groups. All the reading groups made gains but the most significant progress was made by the average and slower groups. It is also noteworthy that the boys made significant gains in all groups with the exception of one and that was in the group classified as good readers. Here they were but 1.02% lower than the girls. Because the reading range was widely divergent among the boys than the girls, it is extremely important that the boys' improvement was consequently greater than that of the girls in every group except the one mentioned above.

TABLE XV

TOTAL SCORES ON DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS - INTERMEDIATE
FORMS A AND B WITH FREQUENCIES

Score Intervals	Capacity Tallies	Capacity Freq.'s	Achievement Form B Tallies 1947	Achievement Form B Freq.'s 1947	Achievement Form A Tallies 1948	Achievement Form A Freq.'s 1948
120					1 (122)	1
115-119						
110-114	111	3			1	1
105-109	11	2			111	3
100-104	1	1	1	1	111	3
95- 99	111111	6	1	1	1	1
90- 94	11111111	8	111	3	11	2
85- 89	11111	5	1	1	11	2
80-84	11	2	1	1	1	1
75-79	111	3	111	3	1111	4
70-74	1	1	111	3	1111	4
65-69			1111	4	11111	5
60-64			1111	4	1	1
55-59					1	1
50-54			111	3		
45-49			111	3		
40-44			1	1	1	1
35-39			11	2	1	1
30-34			1	1		
25-29						
20-24						
15-19						
10 -14						
5- 9						
0- 4						
Total	31	31	31	31	31	31
Median	90-94		65-69		75-79	

TABLE XVI

TOTAL SCORES ON IOWA EVERY-PUPIL TESTS OF BASIC SKILLS WITH FREQUENCIES ATTACHED - FORMS M AND N

Raw Score Intervals	Silent Reading Comprehension Test A Form M		Work-Study Skills Test B Form M		Silent Reading Comprehension Test A Form N		Work-Study Skills Test B Form N	
	Tallies	Freq.'s	Tallies	Freq.'s	T.	F.	T.	F.
120								
115-119								
110-114								
105-109								
100-104								
95- 99					1	1		
90- 94	1	1			111	3		
85- 89	1	1			111	3		
80- 84	11	2	1	1	111	3	11	2
75- 79	11	2			1111	4	111	3
70- 74	11	2	11	2	11	2	111	3
65- 69	1	1	1	1	111	3	11111	5
60- 64	111	3	11	2	11111	5	11111	5
55- 59	11	2	111	3	11	2	111	3
50- 54	1111111	7	11	2	1	1	111	3
45- 49	111	3	111111	6			111	3
40- 44	1	1	11111	5	1	1	1	1
35- 39	11	2	111	3	11	2		
30- 34	11	2	111	3				
25- 29	11	2	11	2	1	1	111	3
20- 24			1	1				
15- 19								
10- 14								
5- 9								
0- 4								
Total	31	31	31	31	31	31	31	31
Median	50-54		45-49		70-74		60-64	
Median Gr. Eq.	4.4- 4.7		4.5 -4.8		5.2 -5.4		5.0- 5.3	
Median Age Eq.	9-6 to 9-10		9-7 to 9-11		10-4 to 10-6		10-1 to 10-5 (age)	
Median Chrono-logical Age	10-6		10-6		(age) 10-10		10-10	

TABLE XVII

TOTAL SCORES ON THE INFORMAL TESTS
FORM A (INITIAL) AND FORM B (FINAL) WITH FREQUENCIES

SCORE INTERVALS	Initial - Form A Informal Test		Final - Form B Informal Test	
	Tallies	Freq.'s	Tallies	Freq.'s
130-132				
125-129			11111	5
120-124	1	1	11111	5
115-119			1111	4
110-114	1	1	1111	4
105-109	1111	4	111	3
100-104	1111	4	11111	5
95- 99	111	3	1	1
90- 94	1111	4	1	1
85- 89	111	3	1	1
80- 84	111	3		
75- 79	111	3	1	1
70- 74	1	1		
65- 69	1	1		
60- 64			1	1
55- 59	11	2		
50- 54				
45- 49	1	1		
40- 44				
35- 39				
30- 34				
25- 29				
20- 24				
15- 19				
10- 14				
5- 9				
0- 4				
Total Pupils	31	31	31	31
Median	90-94		110-114	

FIGURE I

Class Percent Received on the INITIAL - INFORMAL TEST - FORM A - With That of Boys and Girls

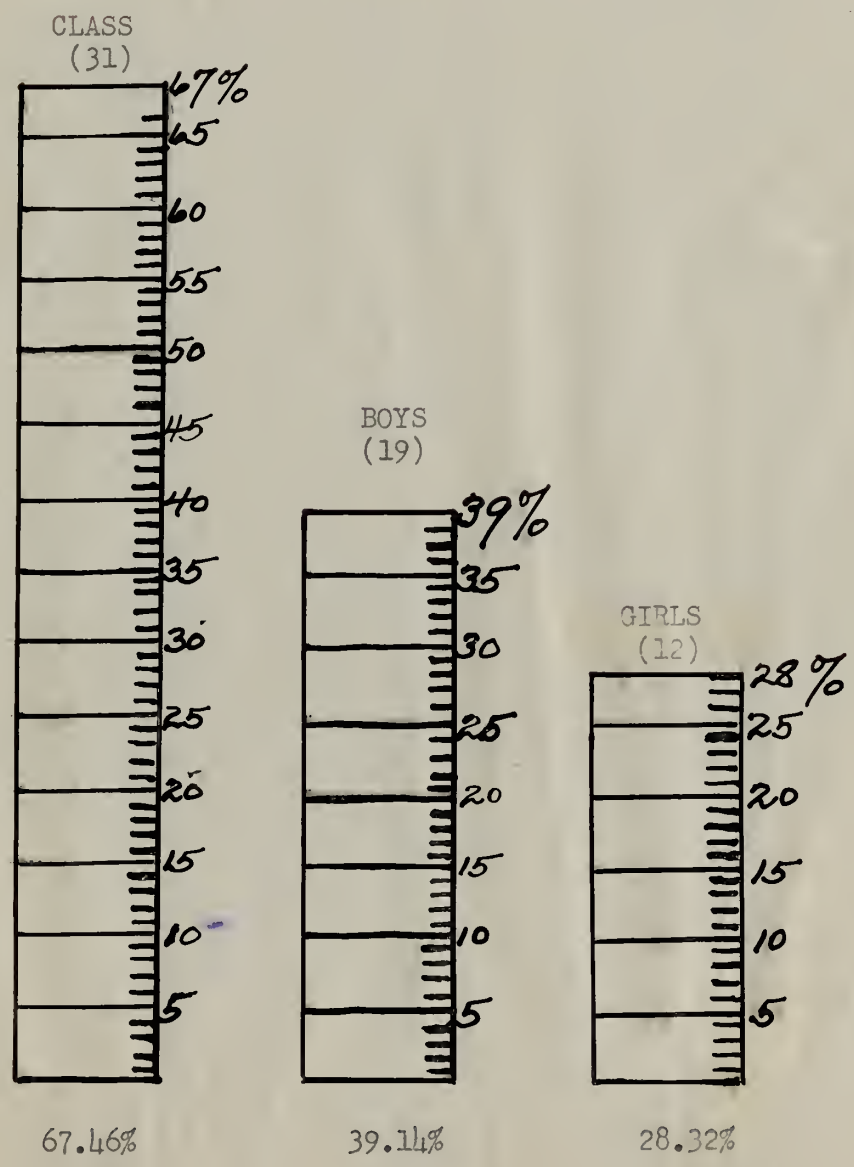


FIGURE II

Class Percent Received on FINAL - INFORMAL TEST - FORM B - With That of Boys and Girls

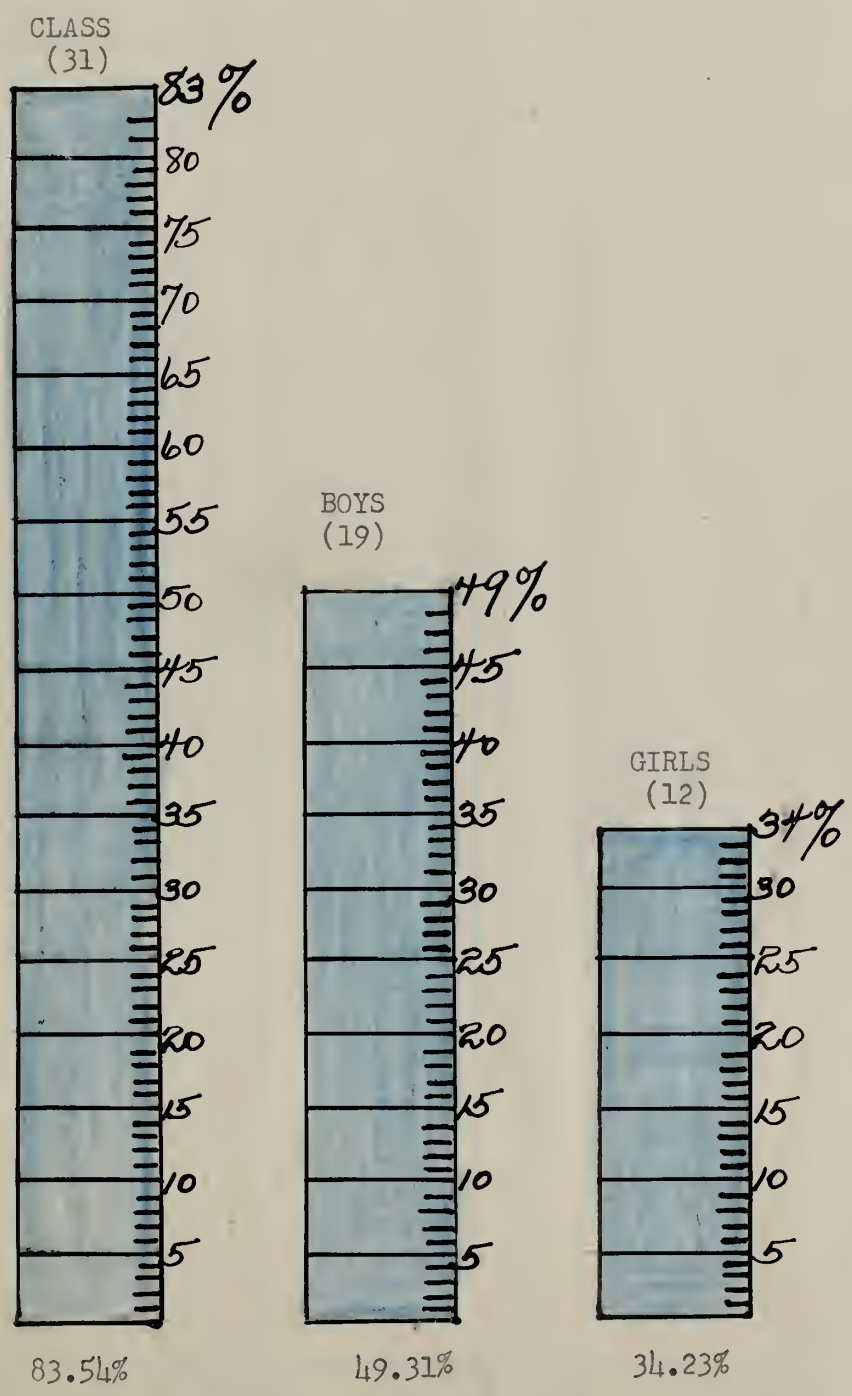


FIGURE III

Figures Showing Class Percent on the INITIAL-INFORMAL TEST - FORM A and FINAL INFORMAL TEST - FORM B With Gain Made

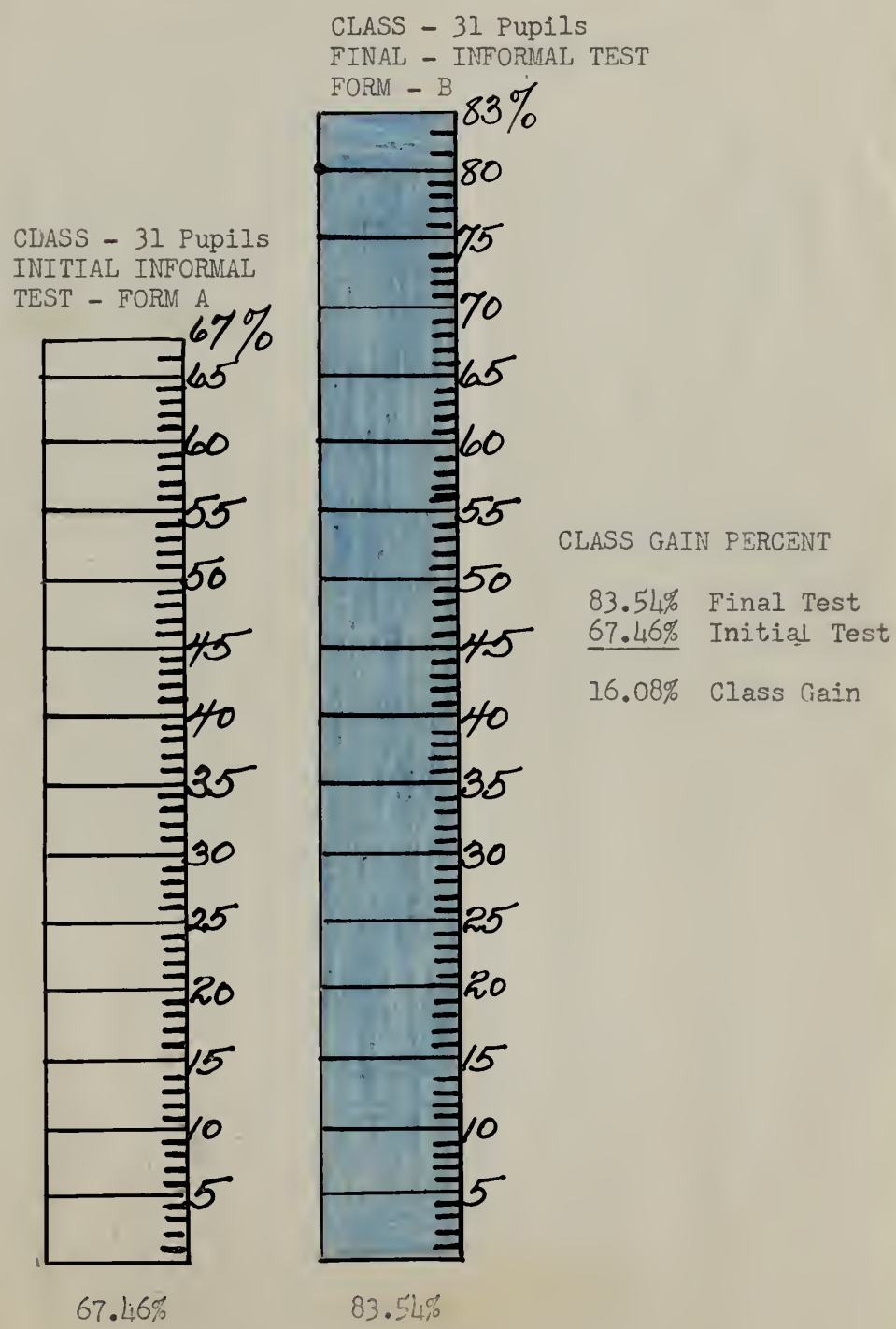
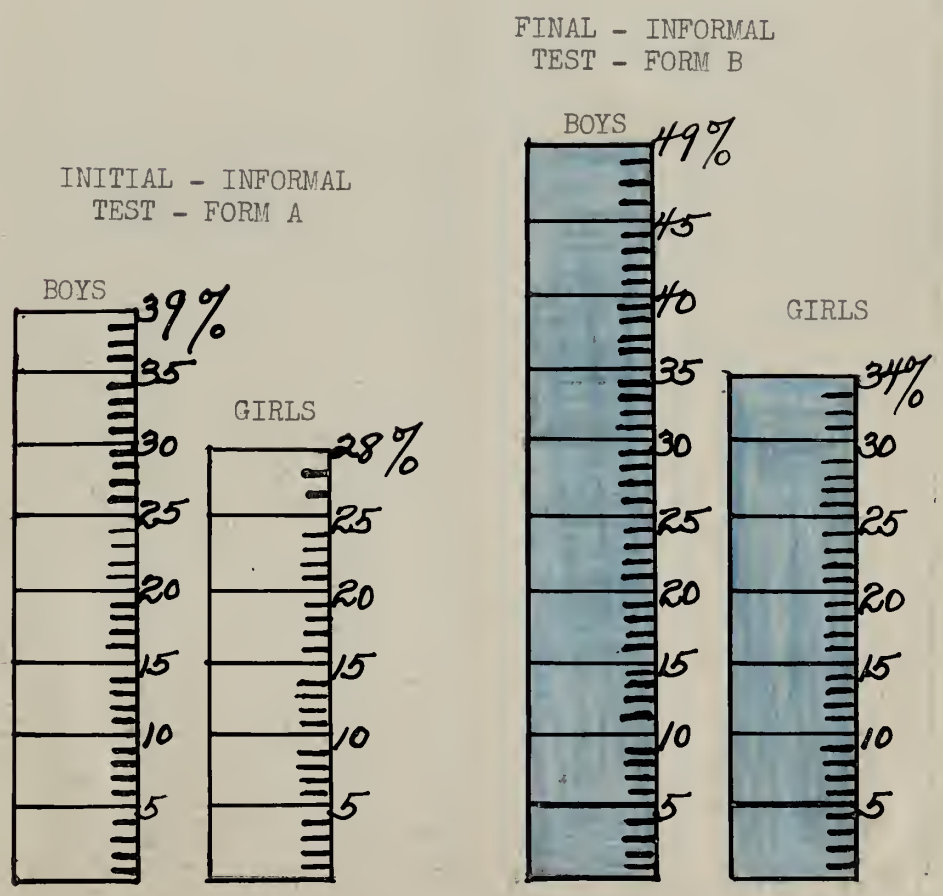


FIGURE IV

Figures Showing Percent Received by BOYS and GIRLS on INITIAL - INFORMAL TEST - FORM A and FINAL - INFORMAL TEST - FORM B With gains Made

	INITIAL TEST		FINAL TEST	GAIN
19	Boys	39.14%	49.31%	10.17%
12	Girls	28.32%	34.23%	5.91%



Conclusion: In conclusion, the data showed that the class made definite gains of improvement on the final forms of all the standardized tests. Even though some gains were slight, it is noted that after the five weeks' teaching program on the Workbook type of exercises on the basic reading skills of organization, improvement was made. The results disclosed that definite specific training on the organizational reading skills gave the pupils the needed practice and dexterity so necessary for success in achievement. The gains made are of significant interest.

The results on the teacher built Informal Tests Form A - the Initial Test, and Form B, the Final Test showed definite gains made by the class as revealed in Tables X[1], XI[2], XII[3], XIII[4], and XIV[5]. The Workbook exercises were similar to those in the Informal Tests. Since the Workbook exercises had been taught for a period of five weeks after the Initial Informal Test - Form A had been administered, this specific training proved of great value to the class in the higher scores made on the Final Informal Test - Form B. Every child in the class made

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1. Table X supra p. 36
2. Table XI " p. 37
3. Table XII " p. 39
4. Table XIII " p. 40
5. Table XIV " p. 41

score gains on the Final Informal Test - Form B excepting one boy and his score remained the same for both the Initial and Final Informal Tests. Figure I[6] showed the results in graphic form of the Initial Informal Test - Form A - while Figure II[7] disclosed those received on the Final Informal Test - Form B. Figure III[8] revealed the class percent on the Initial and Final Informal Test - Forms A and B - with gains made. Figure IV[9] showed the percent gains made by sex with the boys making the greater improvement.

In summary, the results again revealed that the Workbook type of exercises provided the necessary training for practice and dexterity in the reading skills of organization and the joy experienced by success in accomplishment.

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6. Figure I supra p. 46
7. Figure II " p. 47
8. Figure III " p. 48
9. Figure IV " p. 49

CHAPTER V

SUMMARY AND CONCLUSIONS

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. The need for the teaching of the basic skills of organization is of paramount importance in the fields of reading and the social studies. Because of this need, the writer built a Work-Book of exercises on the reading organizational skills primarily for children of Grade Five as a means of helping them in understanding and interpreting more intelligently the context of reading material and, more specifically, of that found in the social studies, reading, and literature for the fifth grade. With this aim in view and the felt-need apparent, the basic skills of organization were undertaken as the all important reason for this study.

Procedure. At the beginning of the experiment before any of the Work-book Exercises on the basic skills of organization was begun, the following standardized tests were administered:

1. The Kuhlman-Anderson Intelligence Tests for Grade Five.

2. The Durrell-Sullivan Capacity Test Intermediate-Form A. Since the Durrell-Sullivan Reading Achievement Test - Intermediate Form B was given this group at the end of the fourth grade year, the results were available and used for comparison with those scores as revealed by the findings obtained from the Durrell-Sullivan Reading Achievement Test - Intermediate Form A given at the end of the experiment.

3. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery Grades 3-5 Form M - Test A Silent Reading Comprehension.

4. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery Grades 3-5 Form M - Test B Work-Study Skills.

After all the standardized tests mentioned above had been given, the Initial Informal teacher built test - Form A was given before any actual work on the basic skills of organization as contained in the Work-book was taught. The time allotment used in administering the Initial Informal Test - Form A with its fourteen parts or sub-tests was one full week. At the completion of these preliminary tests, an intensive five-week teaching program on the basic skills of organization as found in the Work-book Exercises was inaugurated. Forty minutes a day were allotted for this work.

Description of the Informal Tests. The Informal Tests included the organizational skills of Word Categories with two and three groupings, Generalizing, Scrambled Sentences and Outlines, Organizing Sequence Correctly, Organizing Sequence from Memory, Topic Sentences, Writing Headlines, Writing Minor Topics When Major Topics are Given, Following Directions - Map Work, Alphabetizing, and The Use of Dictionary and were the basic organizational skills used in the experiment. At the conclusion of the five-week teaching program with both oral and written responses used, the following standardized tests were given and comparisons noted in Tables II[1], III[2], IV[3], V[4], VI[5], VII[6], VIII[7], IX[8].

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1. Table II Supra p. 23
2. " III " p. 25
3. " IV " p. 26
4. " V " p. 27
5. " VI " p. 29
6. " VII " p. 30
7. " VIII " p. 31
8. " IX " p. 32

1. The Durrell-Sullivan Reading Achievement Test - Intermediate Form A

2. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form N - Test A - Silent Reading Comprehension.

3. The Iowa Every-Pupil Tests of Basic Skills - Elementary Battery - Grades 3-5 Form N - Test B - Work-Study Skills.

Results of the Standardized Tests: In the comparisons noted in Table IX[9] on the standardized tests gains on all the tests were made on the median, upper quartile, lower quartile, age equivalent and grade equivalent corresponding to the median score. Although the girls' scores on the standardized tests were better than those of the boys, the boys made greater gains.

Pupils' Response to the Work. The boys and girls participated in the experiment in a very happy and enthusiastic manner. They were very interested in each phase of the experiment and eager to work on every exercise that was presented.

After the Initial Informal Test - Form A had been administered and the results ascertained, an intensive teaching program on the Work-book Exercises lasting five weeks was begun. It is interesting to note that until the experiment started, such items as writing headlines, selecting topic sentences, writing minor topics when major topics are given, organizing sequence correctly and organizing sequence from memory did not have too much meaning for the pupils. During the five-week teaching period that followed, numerous exercises on these phases were given so that the boys and girls became adept in the use of these

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9. Table IX supra p. 32

skills. Median gains were made in all these items as the comparisons of the Initial Informal Test - Form A and the Final Informal Test - Form B reveal in Table X[10].

In the beginning, the children confused writing headlines with writing titles. In the teaching period that followed exercises were provided whereby the pupils were given training in the use of finding headlines. Newspapers were used in the teaching program as concrete examples of the meaning of headlines. In contrast to this, numerous exercises were given and training provided in the use of selection of best titles. Because of the tendency on the part of the pupils to want to use a sentence for a title, specific examples of titles and illustrations were used from the reading, language, history and geography textbooks! Specific teaching on the titles of stories were noted, titles of short language stories given, and titles used in connection with the social studies' work in history and geography disclosed. This basic groundwork in the teaching of finding titles gave concrete evidence to the pupils of what was wanted with the consequence that gains were made in a comparison of the results on the Initial Informal Test - Form A and the Final Informal Test - Form B.

Results of Informal Tests. In Table X[11] median gains were noted on the basic skills of writing scrambled sentences in correct order, selecting best titles, organizing sequence correctly, organizing sequence

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10. Table X supra p. 36

11. " X " p. 36

from memory, writing topic sentences, writing headlines, writing minor topics when major topics are given, following directions in map work, alphabetizing, generalizing, and the use of the dictionary. In the skill of scrambled outlines, a one point loss on the median score was noted due to the fact that very specialized scientific material was used although in interest level it was very informative and instructive. In the Work-book teaching program, however, the children were provided with various exercises on scrambled outlines and this specific drill was the impetus for gain and improvement in their daily work.

In the word categories of three groupings, on a comparison of the data on the Initial and Final Informal Tests, a two-point loss on the median scores was revealed. This was due to the very specialized variety of names and objects used.

The results of the informal tests showed a definite gain on eleven of the tests, loss on two tests, and no gain or loss on one test. This revealed that specific training in the basic skills of organization is of paramount importance and help to the pupils of Grade Five.

In Table XII[12] on a comparison of the data of the Initial and Final Informal Tests the scores of each pupil were recorded. Net score gains of from 7 to 33 points were noted with from 5% to 39% in improvement. Only one child retained his own score on the Initial and Final

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12. Table XII supra p. 39

Informal Tests.

It is of considerable interest to note here that the pupils with the lowest scores made the greatest gain and the children with the greatest scores on the Initial Test - Form A made only slight gains on the Final Informal Test - Form B.

In Table XIII[13], the boys made the greater improvement with 20%- in gains but, oddly enough, with a score range lower than the girls! The girls made 17%- gain in improvement.

The slow readers made noteworthy gains of 23.50% in improvement in a comparison of results on the Initial and Final Informal Tests. This group achieved the greatest gains of all while the fair or average readers made gains of 23.053%. The good readers made 14.49% in improvement while the excellent readers made 16.54-% in gains. The results obtained give definite proof that specific training in the basic skills of organization is of major importance and practical help to the pupils of Grade V and especially to the slower readers!

Limitations of this Study. The following limitations were noted in this study:

1. This experiment was carried on with only one fifth grade consisting of thirty-one pupils of varying degrees in mental ability.

2. There were occasional absences among the pupils during the course of the experiment.

3. No endeavor was made to time the pupils during the administering of the Informal Tests.

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13. Table XIII supra p. 40

4. It was difficult to have definite, specific answers for some of the Informal Tests since various answers could be used in writing titles, headlines, and major and minor topics.

5. Only five weeks were used in time allottment to carry out the drill work on the Work-book Exercises.

6. There were eleven types of organizational skills used in this study. They were word categories, generalizing, scrambled outlines, scrambled sentences, organizing sequence correctly, organizing sequence from memory, topic sentences, writing headlines, writing minor topics when major topics are given, following directions, alphabetizing, and the use of the dictionary.

Conclusion. From the limitations noted above, the following conclusions are drawn from the results of this study:

1. Definite, specific training in the reading organizational skills produce pupil-growth in this area.

2. The boys' scores were lower than the girls but their gain of improvement was greater.

3. The slow readers showed greater gains than the good or excellent readers.

4. The good and excellent readers showed gains in improvement but the slow and fair or average readers made greater gains.

5. More than five weeks are needed to expand and develop the various reading organizational skills.

6. Organizational skills are of major importance in the reading, literature, and social studies programs of Grade V.

7. The class enjoyed working on all the exercises used in the experiment and were delighted with their success in achievement.

CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

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This study was carried out with only one fifth grade and several limitations[1] were listed. The need for further research on the following phases might prove of great value:

1. The use of the organizational exercises, as contained in this study, in all the fifth grades of a city to note the amount of improvement in this skill.

2. The use of similar exercises in Grade Four to note whether certain items are too difficult for the grade.

3. The comparison of grades four, five, and six in the use of these exercises and to note which exercises are too difficult for the particular grades.

4. The value of outlining as a study aid in Grade Five and how much it should be used.

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1. supra p. 57

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