

A DESCRIPTIVE STUDY OF 65
STUDENTS WHO FAILED THE
WRITTEN AND SPOKEN ENGLISH
COMPREHENSIVE EXAMINATION,
SPRING OF 1947

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This is to certify that the

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A DESCRIPTIVE STUDY OF 65 STUDENTS
WHO FAILED THE WRITTEN AND SPOKEN ENGLISH COMPREHENSIVE
EXAMINATION, SPRING OF 1947

By

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CHAPTER I

Introduction

The Written and Spoken English Department is one of seven subject areas which comprise the Basic College of Michigan State College. This course of Written and Spoken English consists of three terms. All freshman entering Michigan State College are required to take the above courses.

In order to complete the course, all students are required to take a Comprehensive Examination which consists of the writing of a theme, the giving of a speech, and the writing of an objective examination. While enrolled in the course, students are given term end grades in speech, theme writing, and a total grade which covers all of the term's work. These grades are given primarily to indicate the student's progress during the course.

Problem

In the Spring term of 1947, 113 of the 2,443 students who took the Written and Spoken English Comprehensive Examination failed to meet the minimum requirements of the comprehensive examination and therefore received a failing grade. In order to improve instruction and to determine more accurately some of the weaknesses of failing students, an examination of certain background factors was felt to be necessary and desirable.

Purpose of Study

The purpose of this descriptive study was to record and examine evidence concerning those students who failed the Written and Spoken Comprehensive Examination after they had completed all three terms of the course. This study was made in order to reveal the weaknesses in the performance of those students who failed the comprehensive examination of Written and Spoken English at Michigan State College for the year 1946-47.

It was hoped that the identification of these factors and their distribution and groupings would be of assistance in guiding the learning activities of students in Written and Spoken English sequence.

Subjects

In the Spring of 1947, 113 of the 2,443 students who took the Written and Spoken English Comprehensive Examination were given a failing grade.

It was decided that certain requirements would need to be met for each student before he could be included in this study. The following criteria were decided upon as being necessary information about each student in this study:

1. Enrollment in three terms (111-112-113) of Written and Spoken English.
2. Term end grades on speeches, and themes, for all three terms.
3. A total term end grade for all three terms.

4. Scores of the American Council of Education Psychological Tests which were given at the time of entrance to this college.
5. Scores of the Cooperative C-2 Reading Tests which were given at the time of entrance to this college.
6. Completion of all three parts (theme, speech, and machine) and the scores of each for the Written and Spoken English Comprehensive Examination.

Of the 113 failing students, only 65 met the above requirements for this study. The complete data on each subject is found in Appendix A.

Materials

It was felt that the scores and grades listed below were necessary for the purpose of complete analysis and thorough investigation of the student performance in the course and on the comprehensive examination. The following were used in this study:

1. Term end grades--At the end of the term, a class card was turned in by the instructor for each student. It shows the speech, theme and final grade received for each term. These were filed in the office of the department of Written and Spoken English.
2. Psychological test scores--At the time of entrance into this college, each student was supposed to take the American Council of Education Psychological Test which was mechanically scored. Psychological scores were obtained from the Board of Examiners.
3. Reading test scores--At the time of entrance into this college, each student is supposed to take the Cooperative C-2 Reading Test which was mechanically scored. Reading scores were obtained from the Board of Examiners.
4. Comprehensive Examination--After the completion of the three terms of Written and Spoken English (111-112-113), each student took the Comprehensive Examination which

included: (1) Speech test which consisted of a three-five minute speech judged by three instructors. (2) The theme test, which was a two-hour test in which each student was allowed paper, pen and ink, and a dictionary. He was required to write a theme which was read and graded by three instructors. (3) The machine scored test was of the objective type, two hours in length. Scores for these tests were also obtained from the Board of Examiners.

Chapter I

Definitions

In order to clarify the specific terms which were used in this study, the following definitions are given.

Term End Grades

The grading system at Michigan State College for the three terms achievement in Written and Spoken English consisted of five grades: A, B, C, D, F; A being the highest grade and F was the failing or lowest grade.

At the beginning of each term, the instructors were provided with a "class card" for each student, which was a type of individual record on which the instructor recorded speech, theme, and the composite or total grade. In this study, the speech grade (which will often be referred to as the term end speech grade); theme grade (often referred to as term end theme grade); and the total grade (which will often be referred to as the total term end grade). All 3 of the terms (111-112-113) previously mentioned were used in this study.

The speech, theme, and total term end grades are defined as follows:

1. Term end speech grade was a grade given by the instructor at the end of each term and represents the total speech grades.
2. Term end theme grade was a grade given by the instructor at the end of each term and represents the total theme grades.

3. The total term end grade was a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, theme, examinations, and daily performances.

Combined Term End Grades

In order to picture clearly the speech, theme, and total course achievement for each of the three terms, grades for each of three terms were listed in series. Similarly listed were the theme grades and total term end grades. In grouping these term performances together, a complete picture of term-to-term achievement was given:

Grade of A was given a value of 3 points.

Grade of B was given a value of 2 points.

Grade of C was given a value of 1 point.

Grade of D was not given any point value.

The following table was set up by using the point value as just stated.

<u>Combinations</u>	<u>Point Value</u>
AAA	9
AAB	8
ABB	7
BBB	6
BBC	5
BCC	4
CCC	3
CCD	2
CDD	1
DDD	0

For example, one subject received a term end speech grade of B for 111, a grade of C for 112, and a grade of C for 113.

The combined term end speech grade would be determined thus;
B (111) equals 2 points; C (112) equals 1 point; C (113) equals 1 point, the 3 grades total 4 points or BCC combination.
Another example could be this: A (111) equals 3 points; C (112) equals 1 point; D (113) no point value, the three grades total 4 points or BCC combination.

All combined speech, theme, and total term end grades were determined by the method just explained.

Comprehensive Examination

At the completion of all three terms of Written and Spoken English, students who had received a grade of D or better in each course are permitted to take the Comprehensive Examination, which consists of three parts--speech, theme, and machine scored portions.

The speech part consists of the giving of a three to five minute speech. The student was given the topic of his speech as he entered the examination room and was allowed at least fifteen minutes for preparation.

The theme test was of two hour length and required the student to write a theme on a topic which was assigned as he entered the examination room and was allowed at least fifteen minutes for preparation.

The speeches and themes were rated on a scale ranging from 1 to 10, each scale contained 5 categories, each speech and theme

were rated by 3 instructors. The ratings of the 2 closest scores on any one speech or theme were totaled. Since the highest score that could be given by one instructor in any performance was 50 and since the final score was the summation of 2 instructors' ratings, a perfect score would be 100. Thus the range of scoring would be from 0 to 100 on both speech and theme. The point of failure was 56.

The machine scored part was an objective test with a two hour time limit which was scored by the board of examiners. It was possible to receive 150 points on this portion of the comprehensive examination, with the point of failure as 85.

The grade level and failing point on the speech, theme, and machine scored portions were determined by starting with the total score of the comprehensive examination. The board of examiners determined what score was required for A, B, C, D, and failure. For example, on this examination a total score of 223 through 251 was a grade of C.

Considering the total examination as a whole, it was decided to have it equal $7/7$ or 350 points. The speech and theme were each valued at 100 points, and the machine scored portion 150 points. One-seventh of 350 is 50, therefore two-sevenths would equal 100 points or the value of speech or theme, and three-sevenths was 150 points. The highest score achieved by any student who took the comprehensive examination was 314 points, which consisted of speech, theme, and machine scores combined.

It is a policy of the Board of Examiners of Michigan State College to request all students entering this college to take the American Council of Education Psychological and Cooperative C-2 Reading Tests. These were objective tests which were mechanically scored.

The American Council of Education Psychological test scores were divided into three parts: quantitative, linguistic and the total scores. The latter is a combination of quantitative and linguistic scores.

The Cooperative C-2 Reading test scores were divided into 4 categories: vocabulary, rate, comprehension and the total score; the latter was a combination of the first three listed.

Both the psychological and reading test scores were computed in deciles which range from 1 to 10. For the purpose of this study the deciles were placed in the following grade values:

Grade of A equals the 10th decile

Grade of B equals the 8th and 9th deciles

Grade of C equals the 4th, 5th, 6th, and 7th deciles

Grade of D equals the 2nd and 3rd deciles

Grade of F equals the 1st decile.

CHAPTER II

Section 1.

Distribution and Groupings of Term End Speech Grades and Term End Theme Grades

A feasible starting point for the examination of the work of failing students seemed to be that of term end speech and theme grades. To bring out as clearly as possible the regular class performance of these failing students, the term end speech and theme grades were cast into tables. The same type of distribution and grouping was set up for all three terms, each term on a separate table.

Table I reports all data concerning term end speech and term end theme grades for the first term. (Written and Spoken English 111).

Table II reports all data concerning term end speech and term end theme grades for the second term. (Written and Spoken English 112).

Table III reports all data concerning term end speech and term end theme grades for the third term. (Written and Spoken English 113).

On these tables, term end speech grades are recorded in the horizontal columns with the letter grade for each column at the left hand side of the sheet. The totals for speech grades are recorded at the right hand side of the sheet.

On these tables, the term end theme grades are recorded in the vertical columns, with the letter grade at the top part of

the data sheet and the totals are recorded at the bottom of the theme columns.

For example, in Table I an examination of the data reveals that the figure 2 across from the B speech grades and the same figure 2 under the B theme grades shows that the same two people received a grade of B on both speeches and themes for lll.

Distribution and Groupings of Term End Speech and Term End Theme
Grades for lll

Discussion:

An examination of table I reveals 2 persons received a grade of B for speech and theme; 41 received a grade of C in both; 7 received a grade of D in both.

Of those who received a higher grade on speeches than on themes, 8 received a grade of C in speech, but a grade of D on themes; 7 received a grade of B in speech and a grade of C on themes. There were none who received higher grade on themes than on speeches.

The totals of the grades reveal that 49 received a grade of C in speech and 48 received a grade of C for themes. Nine received a grade of B in speech and 2 received a grade of B for themes; 7 received a grade of D in speech and 15 received a grade of D for themes.

It is evident that about $3/4$ of the grades for themes and speeches were in the C grade group. The remainder of the speech

grades (about 1/4 of the total) showed more in the B grade group (9) than in the D grade group (7).

The remaining theme grades were largely in the D grade group (15) with only 2 in the B grade group.

Summary:

The most pertinent information which the grouping and tabulations of term end speech and theme grades for the first term reveals:

1. The largest number (about 3/4) of the persons in this study were in the C grade group for both speech and theme.
2. More students received B grades in speaking than in writing (9 in speaking--2 in writing).
3. More students received D grades in writing (15) than in speaking (7).

TABLE I

Distribution and Groupings of Term End Speech and
Term End Theme Grades for lll.

Term End Speech Grades	Term End Theme Grades				Total
	D	C	B	A	
A					
B		7	2		9
C	8	41			49
D	7				7
Total	15	48	2		65

Distribution and Groupings of Term End Speech and Term End Theme
Grades for 112

An examination of the data of Table II reveals that 5 persons received a grade of B for speeches and themes; 32 received a grade of C for both, while 5 made a grade of D in each.

Several subjects received higher grades for speeches than for themes; 5 people received a grade of B in speech and C for themes; 2 received a grade of B in speech and D for themes; 4 received a grade of C in speech and D for themes.

Another group of students received higher grades for themes than for speeches; 2 subjects received a grade of B for speech and A for themes; 6 received a grade of C for speech and a grade of B for themes; 3 subjects received a grade of D for speech and a grade of C for themes; 1 person received a grade of D for speech and a grade of B for themes.

The grades in speech ranged from B through D; 14 received a grade of B; 42 received a grade of C; 9 received a grade of D.

The grades for themes ranged from A through D; 2 received a grade of A; 12 received a grade of B; 40 received a grade of C; 11 received a grade of D.

TABLE II

Distribution and Groupings of Term End Speech Grades
and Term End Theme Grades for 112.

Term End Speech Grades	Term End Theme Grades				Total
	D	C	B	A	
A					
B	2	5	5	2	14
C	4	32	6		42
D	5	3	1		9
Total	11	40	12	2	65

Summary:

The most important information which the grouping and tabulations of term end speech and theme grades for the second term reveals is:

1. The largest number (about 1/2) of the persons in this study were in the C grade group for both speech and theme.
2. There was an equal number in each area above the grade of C for both speech and themes (14 received speech grades of B--12 received theme grades of B, and 2 received theme grades of A).
3. More subjects received a grade of D for theme than for speech. (9 for speech--11 for themes).

Distribution and Grouping of Term End Speech and Term End Theme
Grades for 113

An examination of the data in Table III, which tabulates and groups the term end speech and themes grades for 113, reveals that 4 persons received a grade of B in speeches and themes; 30 received a grade of C in both; 10 received a grade of D in both.

Among subjects who showed higher grades in speech than for themes we find that 5 received a grade of B in speech and a grade of C on themes; 1 received a grade of B in speech and a grade of D for themes; 8 received a grade of C in speech and a grade of D for themes. Of the students who had higher grades in themes than in speeches 4 received a grade of C in speech and B for themes; 2 received a grade of D in speech and a grade of C for themes; 1 received a grade of D in speech and a grade of B for themes.

The total speech grades ranged from B through D; 10 received a grade of B; 42 received a grade of C; 13 received a grade of D.

The total theme grades ranged from B through D; 9 received grade of B; 37 received a grade of C; 19 received a grade of D.

It is interesting to note that the two areas which contained 1 person each, showed a grade of B in speech and D for themes; the other was opposite, a grade of B for themes and a grade of D in speech.

TABLE III

Distribution and Groupings of Term End Speech Grades
and Term End Theme Grades for 113.

Term End Speech Grades	Term End Theme Grades				Total
	D	C	B	A	
A					
B	1	5	4		10
C	8	30	4		42
D	10	2	1		13
Total	19	37	9		65

Summary:

The most pertinent information which the groupings and tabulations of term end speech and theme grades for the third term reveals is:

1. The largest number of persons in this study (a little less than half) were in the C grade group for both speech and themes.
2. About the same number of persons received a grade of B in speaking and writing. (10 speech--9 themes).
3. More subjects received a grade of D in writing than in speaking. (19 theme--13 speech).

CHAPTER II

Section 2.

The Groupings of the Scores Made On The Speech and Theme Parts of the Comprehensive Examination

Introduction:

The discussion in Section I dealt with the analysis of the data on term end theme and speech grades. In this section, an analysis will be made of the groupings of the scores received by the 65 failing students on the speeches given, and the themes written as a part of the Comprehensive Examination.

The speeches and themes were rated on a scale (see Appendices E, F, and H, for sample of rating scales) ranging from 1 to 10, each scale contained 5 categories, each theme and speech was rated by three instructors. The ratings of the closest 2 scores on any one theme or speech were totaled. Since the highest score that could be given by one instructor on any performance was 50, and since the final score was the summation of two instructor's rating, a perfect score on a performance would be 100. Thus the range of scoring would be from 0 to 100 on both the theme and the speech. A table was constructed to show the groupings of the scores made by the 65 students in this study on the speeches given and the themes written as a part of the Comprehensive Examination. These data are contained in Table IV.

Discussion:

As was stated in Definitions of Chapter I, page 8, 56 was the failing point for both speech and theme on the Comprehensive Examination.

It can be seen upon instant inspection of Table IV that the speech scores on the comprehensive examination ranged from 40 to 89. The greatest frequency (26 subjects) was in the 70-79 interval which was well above the failing point. The next largest number of scores (22 subjects) in speech were one bracket lower in the 60-69 interval; the third largest group (14 subjects) were in the 50-59 interval which clustered about the failing point; 2 subjects were in the 80-89 interval which was the highest range of scores; 1 subject was in the 40-49 interval which was the lowest for this group of subjects. This data reveals that 50 subjects were above the 59 point which was definitely above the failing point, and only one subject was below the 50-59 interval.

The data reveal that the theme scores ranged from 10-79; the greatest frequency (28 subjects) was in the 50-59 interval which clustered about the failing point of 56. The next largest group (13 subjects) was in the 40-49 interval; the third largest group contained 12 subjects in the 60-69 interval. Six persons were in the 70-79 interval which was the highest range for the theme scores. The remaining 6 subjects ranged from 10-39 with one subject in the 10-19 bracket which was the lowest score; one subject was in the 20-29 interval; 4 students were in the 30-39 bracket.

The subject who shared the highest bracket (80-89) in speech (with one other subject) was in the 40-49 range for themes or below the failing line. The other subject in the 80-89 range in the speech was in the 70-79 bracket for the theme. The subject who received the lowest score on the speech portion (40-49) was in the highest scoring bracket (70-79) for theme.

It is interesting to note that the person who received the lowest grade for the theme was in the 70-79 interval in speech.

The largest single grouping in the data was the 13 subjects at the junction of the 70-79 speech interval and the 50-59 theme axes. The next largest single grouping was 9 subjects at the junction of the 60-69 speech and the 50-59 theme axes.

Summary:

The most pertinent information which the tabulation of the scores made on the speech and themes of the comprehensive examination shows is:

Speech scores data

1. The largest frequency group consisted of 26 subjects.
(70-79 interval)
2. The second largest frequency group contained 22 subjects.
(60-69 interval)
3. Both of the groups mentioned were above the failing point.
4. Fifty subjects were definitely above the failing point.
5. The 50-59 bracket which includes the failing point, contained 14 persons.

TABLE IV

Groupings of the Speech Scores and Theme Scores of the Comprehensive Examination

Speech Score Made on the Comprehensive Examination	Failing point								Total
	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
90-100									
80-89				1			1		2
70-79	1	1	2	5	13	3	1		26
60-69			2	6	9	4	1		22
50-59				1	6	5	2		14
40-49							1		1
30-39									
20-29									
10-19									
Total	1	1	4	13	28	12	6		

Failing point

6. Only one subject was below the 50 score line and was in the 40-49 bracket.

Theme Scores data

7. The greatest frequency group consisted of 28 subjects which were in the 50-59 interval which contained the failing point of 56.
8. The next largest group consisted of 13 subjects and they were definitely below the failing point.
9. The third largest group contained 12 subjects which were definitely above the failing point.
10. There were 18 subjects who were definitely above the failing point.
11. There were 19 subjects who were definitely below the failing point.
12. The trend of the performance of the subjects seemed to be that the theme scores were generally below the scores of the speech.

CHAPTER III

In the previous sections the data were grouped for the purpose of showing the student performances on the speech and theme during the term's work and during the comprehensive examination.

In order to show the relationship between the performance of the students on the comprehensive examination and their term end grades, various tables were constructed. These tables listed the scores on the three sections of the comprehensive examination as well as its total score. These tables also included the speech and theme term end grades. A total combination of comprehensive scores and term end grades was used in portraying the performances of the subjects. For example, in one table, the machine score on the comprehensive examination is compared with the term end speech grades; in another the theme comprehensive score is stated in conjunction with the total term end grade. It was believed that a variety of specific comparisons would aid the investigator in obtaining a more thorough understanding of the performances of the subjects in the various sections of the comprehensive examination and in the sections of the course work.

A consistent pattern was followed in constructing the 12 tables. On the left hand side the comprehensive scores were listed, these scores were tabulated according to a 10 point division of the total possible score on each section as well as on the total comprehensive examination score. The right hand column contains the total class-interval frequency on the comprehensive examination scores.

On the top horizontal line are listed the term end grades. They represent the grade combinations obtained by each student during each of 3 term's work. (Chapter I, Definitions, page 8). These grades were listed in range from AAA to DDD. These distributions are listed in the vertical columns and the total number of students in each class-interval are at the bottom of the table. The tables are divided into 4 sections. Each section contains a distinct area of comparison. For example, Section 1 is comprised of 3 tables which show the relationship of the machine scores with, first the term end speech grades (Table V), second with term end theme grades (Table VI) and third with total term end grades (Table VII).

Similarly in Section 2, three tables show the relationship of, first the speech scores of the comprehensive examination with the term end speech grades (Table VIII), second with term end theme grades (Table IX), third with total term end grades (Table X).

Going on to Section 3, the tables show the relationship between first the theme scores of the comprehensive examination and the term end speech grades (Table X), and second with the term end theme grades (Table XI) and third with the total term end grades (Table XII).

Finally in Section 4, the tables show the relationship between first the total scores of the comprehensive examination and the term end speech grades (Table XII) second with the term end

theme grades (Table XIII) and third with the total term end grades (Table XIV).

A short explanation of the tables may aid the reader in understanding the construction. For example, on table V, 6 subjects fell in the 70-79 class interval on the machine scored part of the comprehensive examination and in the CCC grade combinations for term end speech grades.

CHAPTER III

Section 1.

Groupings and Distributions of Machine Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Discussion:

In Table V, the data are grouped according to machine scores made on the comprehensive examination and the combined term end speech grades.

The left hand column indicates that the range of possible machine scores is from 0 to 150. The subjects' performance ranged from 30-99, with 85 as the point of failure.

At the top of the table are listed the term end speech grades, they range from CBB through CDD (with no failures recorded).

The largest frequency (24 subjects) occurred in the 70-79 interval which was immediately below the failing point; the second largest group (18 subjects) was in the 60-69 interval; the third largest frequency (12 subjects) fell in the 80-89 interval; the lowest score was made by one person in the 30-39 interval. There were 51 persons who were below the 80 point score which was definitely below the failing point.

The data in Table V reveal that the combined term end speech grades showed CBB through DDC. The greatest frequency (22 subjects) occurred in the CCC range. The second largest frequency (17 subjects in the CCB group) and the third largest frequency (15 subjects

in the DCC group) were very close in number. Five persons were in the DDC group; 6 were in the BBC grouping. It is noted that 20 subjects received speech grades which were below the CCC combination; 23 students received speech grades which were higher than CCC combination.

It is interesting to note the one subject who received the lowest score (30-39 interval) on the machine scored test received a CCC combination for the three terms work in speech. The largest grouping (9 subjects) was found at the intersection of the 70-79 interval of the machine scored examination and the CCC speech grade axes.

Summary:

The most pertinent information which the groupings and tabulations of the machine scores made on the comprehensive examination and combined term end speech grades showed was:

Machine scored data:

1. The largest frequency contained 24 subjects in the 70-79 interval.
2. The second largest frequency consisted of 18 subjects in the 60-69 interval.
3. Both of the groups previously mentioned were below the point of failure.
4. The third largest group (12 subjects) hovered about the failing point.
5. There were 51 subjects who were definitely below the failing point.

TABLE V

Groupings and Distributions of Machine Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Machine Score Made on the Comprehensive Examination	Combination of the Three Term End Grades in 111-112-113										Total
	A A A	B A A	B B A	B B B	C C C	C C C	C C C	C C C	C C C	A A A	
140-150											
130-139											
120-129											
110-119											
100-109											
90-99					1	1					2
80-89					6	5	1				12
70-79		1	5	9	7	2					24
60-69		4	3	5	6						18
50-59			1	1	3	3					8
40-49											
30-39				1							1
20-29											
10-19											
Total		5	15	22	17	6					

Failing point

Combined Term End Speech Grades

6. The largest frequency (22 subjects) were in the combined CCC grade combination.
7. There were 23 subjects whose grades were higher than CCC grade combination.
8. There were 20 subjects whose grades were lower than CCC grade combination.

Combined Summary

9. There were 51 subjects who definitely received a failing grade on the machine scored part while no one received failing grades in the term end speech grades.
10. The greatest frequency of the machine scores (24 subjects) was in the 70-79 interval which was below the failing point, while the largest frequency (22 subjects) received CCC grade combination for the three terms performance on speeches.
11. There were 2 subjects who received the highest scores on the machine scored examination (90-99 interval) which was immediately above the interval containing the failing point. There were 6 subjects who received the highest grade on the term end grades which was a CBB grade combination.

Groupings and Distributions of Machine Scores Made on the Comprehensive Examination and Combined Term End Theme Grades.

Discussion:

In Table VI, the data are grouped according to machine scores made on the comprehensive examination and the combined term end speech grades. The left hand column indicates that the range of machine scores is from 0 to 150. The subjects' performance ranged from 30-99, with 85 as the point of failure. At the top of the table are listed the term end theme grades, they range from BBB through CDD (with no failures recorded).

The machine scored test revealed the largest frequency (24 subjects) occurred in the 70-79 interval which was immediately below the failing point; the second largest group (18 subjects) was in the 60-69 interval; the third largest frequency (12 subjects) fell in the 80-89 interval; the lowest score was one subject in the 30-39 bracket. There were 51 subjects who were below the 80 point score which was definitely below the failing point.

The data in Table VI reveals the combined term end theme grades distribution. The largest frequency (23 subjects) was in the CCC grade combination; the second largest grouping (17 students) were in the CCD grade combination; the third largest (11 subjects) were in the CCD grade combination; the remainder of the subjects (14 subjects) received grades which were higher than CCC combination; 8 subjects received CCB grade combinations; 5 subjects received CBB

grade combination; 1 subject was in the BBB grade combination.

It is interesting to note the two subjects who were in the highest range (90-99) for the machine scores test; one received a CCC and the other a BBB theme grade combination. The subject who scored the lowest (30-39 interval) received a CCC grade combination. Another point of interest is the 10 subjects found at the intersection of the 70-79 interval and the CCC theme grade combination axes.

Summary:

The most outstanding information which the groupings and tabulations of the machine scores made on the comprehensive examination and combined term end theme grades showed was:

Machine scored data:

1. The largest frequency contained 24 subjects in the 70-79 interval.
2. The second largest frequency consisted of 18 subjects in the 60-69 interval.
3. Both of the groups previously mentioned were below the point of failure.
4. The third largest group (12 subjects) hovered about the failing point.
5. There were 51 subjects who were definitely below the failing point.

Combined term end theme grades:

6. The largest frequency contained 25 subjects who received CCC grade combinations.
7. The second largest frequency (23 subjects) received CCD grade combination.

TABLE VI

Groupings and Distributions of Machine Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Machine Score Made on the Comprehensive Examination	Combination of the Three Term End Grades in 111-112-113										Total
	A	A	A	C	C	C	C	B	B	B	A A A
140-150											
130-139											
120-129											
110-119											
100-109											
90-99					1				1		2
80-89	—	3	4	3	1	1	1				12
70-79		2	6	10	4	2					24
60-69		4	6	7	1						18
50-59		2	1	1	2	2					8
40-49											
30-39				1							1
20-29											
10-19											
Total		11	17	23	8	5	1				

Failing point

8. There were 7 subjects who received grades higher than CCC grade combination.
9. There were 33 subjects who received grades lower than CCC grade combination.

Combined Summary:

10. There were 51 subjects who definitely below the failing point on the machine scored part while no one received lower than DDC grade combination on themes for the work during the 3 terms.
11. The greatest frequency of the machine scores (24 subjects) was in the 70-79 interval which was below the point of failure, while the largest frequency (23 subjects) received CCC grade combination for the three terms performance on themes.
12. There were 2 subjects who received the highest scores on the machine scored part (90-99 interval) which was immediately above the interval containing the failing point. There was one subject who received the highest grade on the themes which was a BBB grade combination.

Groupings and Distributions of Machine Scores Made on the Comprehensive Examination and the Combined Total Term End Grades

Discussion:

In Table VII, the data were grouped according to machine scores made on the comprehensive examination and the combined total term end grades. The left hand column indicates that the range of machine scores is from 0 to 150. The subjects' performance ranged from 30-99, with 85 as the point of failure. At the top of the table are listed the total term end grades, they range from CBB through DDD.

In dealing with the scores of the machine scored part, the largest frequency (24 subjects) occurred in the 70-79 interval which was immediately below the failing point; the second largest group (18 subjects) was in the 60-69 interval; the third largest frequency (12 subjects) fell in the 80-89 interval; the lowest score was made by one subject in the 30-39 interval. There were 51 subjects who were below the 80 point score which was definitely below the point of failure.

The data concerning the total term end grades reveal that the greatest frequency (25 subjects) occurred in CCC grade combination; the next largest frequency (23 subjects) was in the CCD grade combination; the remaining groups are fairly small in number; 7 subjects were in the CDD combination; 6 in the BCC grade combination; 3 subjects were in the DDD and 1 subject was in the BBC grade combination.

It is interesting to note that 7 subjects received higher grades than the CCC grade combination and 33 subjects received grades which

TABLE VII

Groupings and Distributions of Machine Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Machine Score Made on the Comprehensive Examination	Combination of the Three Term End Grades in 111-112-113										Total
	A A A	B B B	C C C	D D D	E E E	F F F	G G G	H H H	I I I	J J J	
140-150											
130-139											
120-129											
110-119											
100-109											
90-99											2
80-89	1	2	4	5	1	1					12
70-79	1		10	11	1	1	1				24
60-69	1	4	8	4	1	1					18
50-59		1	1	3	3						8
40-49											
30-39				1							1
20-29											
10-19											
Total	3	7	23	25	6	1					

Failing point

were lower than the CCC grade combination. Another point of interest is the grouping of 10 subjects which occurred at the intersection of the 70-79 interval of the machine scores and the CCC total term end grade axes.

Summary:

The data which seemed most outstanding in the groupings and tabulations of the machine scores made on the comprehensive examination and the combined total term end grades showed:

Machine scored data:

1. The largest frequency contained 24 subjects in the 70-79 interval.
2. The second largest frequency consisted of 18 subjects in the 60-69 interval.
3. Both of the groups previously mentioned were below the point of failure.
4. The third largest group (12 subjects) hovered about the failing point.
5. There were 51 subjects who were definitely below the failing point.

Combined total term end grades:

6. The largest frequency contained 25 subjects who received CCC grade combination.
7. The second largest frequency (23 subjects) received CCD grade combination.
8. There were 7 subjects who received grades higher than CCC grade combination.
9. There were 33 subjects who received grades lower than CCC grade combination.

Combined summary:

10. There were 51 subjects who definitely received a failing grade on the machine scored part, while no one received failing grades in the total term end grades.
11. The greatest frequency of the machine scores (24 subjects) . was in the 70-79 interval which was below the failing point, while the largest frequency (25 subjects) received CCC grade combination for the three terms performance on speeches.
12. There were 2 subjects who received the highest scores on the machine scored examination (90-99 interval) which was immediately above the interval containing the failing point. There was 1 subject who received the highest grade on the total term end grades which was a CBB grade combination.

CHAPTER III

Section 2.

Groupings and Distributions of Speech Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Discussion:

In Table VIII the data are grouped according to speech scores made on the comprehensive examination and the combined term end speech grades. The left hand column indicates that the range of possible speech scores on the comprehensive examination is from 0 to 100. The subjects' performance ranged from 40-89, with 56 at the point of failure.

At the top of the table are listed the term end speech grades, they range from CBB through CDD (with no failures recorded).

Concerning the speech part of the comprehensive examination the 60-69 interval (22 subjects) and the 70-79 interval (26 subjects) had approximately the same frequency. One subject fell in the 40-49 interval and 2 subjects were in the 80-89 range; 14 hovered about the failing point in the 50-59 range. Fifty subjects fell above the 50-59 class interval, and one definitely below.

Concerning the combined term end speech grade, the largest frequency (22 subjects) occurred in the CCC range; the second largest frequency (17 subjects in the CCB group) and the third largest frequency (15 subjects in the DCC group) were very close in number; 5 subjects were in the DDC group 6 subjects were in the BBC grouping.

It is noted that 20 subjects received speech grades which were below the CCC grade combination; 23 students received speech grades which were higher than CCC combination.

It is interesting to note the subject who received the lowest rating in the speech comprehensive examination (40-49 interval) was in the CCC grade combination for the speech term end grades. The 2 subjects who received the highest scores in the speech comprehensive examination (80-89 interval) were in the CCC grade combination for the speech term end grades.

The largest grouping (11 subjects) was found at the intersection of the 70-79 interval of the speech portion of the comprehensive examination and the CCC term end grade speech axes.

Summary:

The most pertinent information which the groupings and tabulations of the speech scores made on the comprehensive examination and combined term end speech grades showed was:

Comprehensive Speech Scores:

1. The largest number (about 1/3) were in the 70-79 range.
2. The second largest number (about 1/3) were in 60-69 range.
3. The two above groups contained 50 subjects which were definitely above the failing point.
4. There were 14 subjects who hovered about the failing point.
5. Only 1 person was definitely below the 50-59 range.

Combined Term End Speech Grades:

6. The largest frequency (22 subjects) were in the CCC grade combination.

TABLE VIII

Groupings and Distributions of Speech Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Speech Score Made on the Comprehensive Examination	Combination of the Three Term End Speech Grades in 111-112-113										Total
	D D D	D D C	D C C	D C C	C C C	C C C	C B B	B B B	B B A	B A A	A A A
90-100											
80-89					2						2
70-79			2	11	11	2					26
60-69		2	7	5	5	3					22
50-59	—	3	6	3	1	1					14
40-49				1							1
30-39											
20-29											
10-19											
Total		5	15	22	17	6					65

7. There were 23 subjects whose grades were higher than CCC grade combination.
8. There were 20 subjects whose grades were lower than CCC grade combination.

Combined summary:

9. There was 1 subject who was definitely below the failing point and 14 who hovered about the point of failure, while no one received failing grades in the term end speech grades.
10. The greatest frequency of the speech scores on the comprehensive examination (26 subjects) was well above the point of failure and the largest frequency (22 subjects) received CCC grade combinations for the three term's performance on speech.
11. There were 2 subjects who received the highest scores on the speech scored part of the comprehensive examination (80-89 interval) which was well above the failing point, while there was 1 subject who received the highest grade on the term end speech grades which was a BBB grade combination.

Groupings and Distributions of Speech Scores Made on the Comprehensive Examination and Combined Term End Theme Grades

Discussion:

In Table IX the data are grouped according to speech scores made on the comprehensive examination and the combined term end speech grades. The left hand column indicates that the range of possible speech scores on the comprehensive examination is from 0 to 100. The subjects' performance ranged from 40-89, with 56 as the point of failure.

At the top of the table are listed the term end theme grades, they range from DDC through BBB with no failures recorded.

The data for the speech part of the comprehensive examination reveal that the 60-69 interval (22 subjects) and the 70-79 interval (26 subjects) had approximately the same frequency. One subject fell in the 40-49 interval and 2 subjects were in the 80-89 range; 14 hovered about the failing point in the 50-59 range. Fifty subjects fell above the 50-59 class interval, and one definitely below.

Concerning the combined term end theme grades, the largest frequency (23 subjects) were in the CCC grade combination; the second largest grouping (17 subjects) were in the CCD grade combination; the third largest (11 subjects) were in the DDC grade combination; the remainder of the subjects (14 people) received grades which were higher than CCC combination; 8 subjects received CCB grade combination; 5 subjects received CBB grade combination; 1 sub-

ject was in the BBB grade combination.

It is interesting to note the subject who received the lowest grade (40-49 range) on the speech comprehensive examination received CCB grade combination for the term end theme grades, while one of the subjects who received the highest scores (80-89 interval) on the speech comprehensive examination received DDC grade combination for term end theme grades, the other subject who was in the same range of the speech comprehensive received CCC grade combination for the term end theme grades.

The largest grouping (13 subjects) was found at the intersection of the 70-79 interval of speech scored portion of the comprehensive examination with the CCC theme axes.

Summary:

The most pertinent information from the groupings and distributions of speech scores made on the comprehensive examination and the combined term end theme grades shows:

Comprehensive Speech scores:

1. The largest number (about 1/3) were in the 70-79 interval.
2. The second largest number (about 1/3) were in the 60-69 interval.
3. The two above groups contained 50 subjects which were definitely above the failing point.
4. There were 14 subjects who hovered about the failing point.
5. Only 1 person was definitely below the 50-59 range.

TABLE IX

Groupings and Distributions of Speech Scores Made on the Comprehensive Examination and Combined Term End Theme Grades

Speech Score Made on the Comprehensive Examination	Combination of the Three Term End Theme Grades in 111-112-113										Total
	D D D	D D C	D C C	D C C	C C B	C B B	B B B	B B A	B A A	A A A	
90-100											
80-89		1		1							2
70-79		2	6	13	2	2	1				26
60-69		6	7	4	3	2					22
50-59		2	4	5	2	1					14
40-49					1						1
30-39											
20-29											
10-19											
Total		11	17	23	8	5	1				65

Combined term end theme grades:

6. The largest frequency contained 23 subjects which received CCC grade combinations.
7. There were 14 subjects who received grades higher than CCC grade combination.
8. There were 38 subjects who received grades lower than CCC grade combination.

Combined Summary:

9. There was 1 subject who was definitely below the failing point and 14 who hovered about the point of failure, while no one received failing grades in the term end theme grades.
10. The greatest frequency of the speech scores on the comprehensive examination (26 subjects) was well above the point of failure and the largest frequency (23 subjects) received CCC grade combinations for the three terms' performance on speech.
11. There were 2 subjects who received the highest scores on the speech scored part of the comprehensive examination (80-89 interval) which was well above the failing point, and the 1 subject who received the grade in term end theme grades was in the BBB grade combination.

Groupings and Distributions of Speech Scores Made on the Comprehensive Examination and Combined Total Term End Grades

Discussion:

In Table X the data are grouped according to speech scores made on the comprehensive examination and the combined total term end grades. The left hand column indicates that the range of possible speech scores on the comprehensive examination is from 0 to 100. The student's performance ranged from 40-89, with 56 as the point of failure.

At the top of the table are listed the total term end grades, they range from DDD through CBB (with no failures recorded).

The data for the speech part of the comprehensive examination reveal that the 60-69 interval (22 subjects) and the 70-79 interval (26 subjects) had approximately the same frequency. One subject fell in the 40-49 interval and 2 subjects were in the 80-89 interval; 14 subjects hovered about the failing point in the 50-59 range. Fifty subjects fell above the 50-59 class interval, and one definitely below.

Concerning the combined total term end grades, the largest frequency (25 subjects) occurred in CCC grade combination; the next largest frequency (23 subjects) as in the CCD grade combination; the remaining groups are fairly small in number; 7 subjects were in the CDD combination; 6 subjects were in the BCC grade combination; 3 subjects were in the DDD and 1 subject was in the BBC grade combinations.

It is interesting to note that the subject who received the lowest score on the comprehensive speech examination (40-49 interval) received a CCC grade combination for total term end grades. The 2 subjects who received the highest scores on the comprehensive speech examination (80-89 interval) received a CCC grade combination for total term end grades. The largest grouping (12 subjects) was found at the intersection of the 70-79 interval of the speech scored part of the comprehensive examination and the CCC total grade axes.

Summary:

The information which seems most pertinent from the groupings and distributions of speech scores made on the comprehensive examination and the combined total term end grades shows:

Comprehensive speech scores:

1. The largest number (about 1/3) were in the 70-79 interval.
2. The second largest number (about 1/3) were in the 60-69 interval.
3. The two above groups contained 50 subjects which were definitely above the point of failure.
4. There were 14 subjects who hovered about the point of failure.
5. Only 1 subject was definitely below the 50-59 range.

Combined total term end grades:

6. The largest frequency had 25 subjects which were in the CCC grade combination.
7. The second largest frequency (23 subjects) was in the CCD grade combination.

TABLE X

Groupings and Distributions of Speech Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Speech Score Made on the Comprehensive Examination	Combination of the Three Term End Grades in 111-112-113										Total
	A	A	A	C	C	C	C	C	B	B	
90-100											
80-89				2							2
70-79	1		11	12	3						26
60-69	2	3	7	6	2	1					22
50-59		4	5	4	1						14
40-49				1							1
30-39											
20-29											
10-19											
Total	3	7	23	25	6	1					65

8. There were 7 subjects who received grades higher than the CCC grade combinations.
9. There were 33 subjects who received grades lower than the CCC grade combination.

Combined summary:

10. There was 1 subject who was definitely below the failing point and 14 hovered about the point of failure, while no one received failing grades in the term end speech grades.
11. The greatest frequency of the speech scores on the comprehensive examination (26 subjects) was well above the point of failure and the largest frequency (25 subjects) received CCC grade combinations for the three term's performance on total term's work.
12. There were 2 subjects who received the highest scores on the speech scored part of the comprehensive examination (80-89 interval) which was well above the failing point, while there was 1 subject who received the highest grade on the total term end grades which was a CBB grade combination.

CHAPTER III

Section 3.

Groupings and Distributions of Theme Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Discussion:

In Table XI, the data are grouped according to theme scores made on the comprehensive examination and the combined term end speech grades. The left hand column indicates that the range of possible theme scores is from 0 to 100. The subjects' performance ranged from 10-79, with 56 as the point of failure.

At the top of the table are listed the term end speech grades, they range from CBB through CDD with no failures recorded.

Concerning the theme scores made on the comprehensive examination, the largest frequency (28 subjects) was in the 50-59 interval which includes the failing point; the second largest frequency (13 subjects) was in the 40-49 interval which was immediately below the range with the largest frequency; the third largest frequency (12 subjects) was in the 60-69 interval which was immediately above the range with the largest frequency; 6 subjects were in the 70-79 interval; 4 subjects were in the 30-39 interval and 1 subject each in the 20-29 and 10-19 intervals.

In the combined term end speech grades the greatest frequency (22 subjects) occurred in the CCC interval; the second largest frequency (17 subjects) in the CCB interval; and the third largest

frequency (15 subjects in the DCC group) were very close in number. Five persons were in the DDC group; 6 were in the BBC grouping. It is noted that 20 subjects received speech grades which were below the CCC combination; 23 subjects received speech grades which were higher than CCC combination.

It is interesting to note that the subject who received the lowest score on the theme scored portion of the comprehensive examination received a CCB grade combination for term end speech grade.

The largest grouping (11 subjects) was found at the intersection of the 50-59 interval and the CCB speech grade axes.

Summary:

The most pertinent information which the grouping and distribution of theme scores made on the comprehensive examination and the combined term end speech grades was:

Theme scored part of the comprehensive examination:

1. The largest frequency was in the 50-59 range which hovered about the failing point.
2. There were 18 subjects who were above the 59 range.
3. There were 19 subjects who were below the 59 range.
4. The 10-19 and 20-29 range each claimed one subject.

Combined Term end speech grades:

5. The largest frequency (22 subjects) were in the CCC grade combination.
6. There were 23 subjects whose grades were higher than CCC grade combination.

TABLE XI

Groupings and Distributions of Theme Scores Made on the Comprehensive Examination and the Combined Term End Theme Grades

Theme Score Made on the Comprehensive Examination	Combination of the Three Term End Speech Grades in 111-112-113										Total
	A	A	A	C	C	C	B	B	B	B	A A A
90-100											
80-89											
70-79				2	2	1	1				6
60-69			1	2	5	2	2				12
50-59	—	2	6	7	11	2	2				28
40-49		1	4	5	2	1					13
30-39		1	1	2							4
20-29				1							1
10-19						1					1
Total		5	15	22	17	6					65

Failing point

7. There were 20 subjects whose grades were lower than CCC grade combination.

Combined Summary:

8. There were 19 subjects who definitely were below the line of failure on the theme scored part of the comprehensive examination while no one received failing grades in the term end speech grades.
9. The largest frequency (28 subjects) of the theme scored part of the comprehensive examination clustered about the failing point, while for the three terms' performance on speeches the largest frequency (22 subjects) received CCC grade combinations.
10. There were 6 subjects who received the highest scores on the theme part of the comprehensive examination (70-79 interval) which was well above the failing point. There were 6 subjects who received the highest grades on the term end speech grades which was a CBB grade combination.

Groupings and Distributions of Theme Scores Made on the Comprehensive Examination and Combined Term End Theme Grades

Discussion:

In Table XII, the data are grouped according to theme scores made on the comprehensive examination and the combined term end theme grades. The left hand column indicates that the range of possible comprehensive theme scores is from 0 to 100. The subjects' performance ranged from 10-79 with 56 as the point of failure.

At the top of the table are listed the term end theme grades, they range from CBB through CDD with no failures recorded.

Concerning the theme scores made on the comprehensive examination, the largest frequency (28 subjects) was in the 50-59 interval which includes the failing point; the second largest frequency (13 subjects) was in the 40-49 interval which was immediately below the range with the largest frequency; the third largest frequency (12 subjects) was in the 60-69 interval which was immediately above the range with the largest frequency; 6 subjects were in the 70-79 interval; 4 subjects were in the 30-39 interval and 1 subject each in the 20-29 and 10-19 interval.

The combined term end theme grades showed the largest frequency (23 subjects) were in the CCC grade combination; the second largest grouping (17 subjects) were in the CCD grade combination; the third largest (11 subjects) were in the DDC grade combination; the remainder of the subjects (14 students) received grades which were higher than

CCC combination; 8 subjects received CCB grade combination; 5 subjects received CBB grade combinations; 1 subject was in the BBB grade combination.

It is interesting to note that the subject who received the lowest score on the theme scored portion of the comprehensive examination received the highest grade for the combined term end theme grades.

The largest grouping (10 subjects) was found at the intersection of the 50-59 interval and the CCC combined theme grade axes.

Summary:

The most pertinent information which the groupings and distributions of theme scores made on the comprehensive examination and the combined term end theme grades shows is:

Theme scored part of the comprehensive examination:

1. The largest frequency was in the 50-59 interval which hovered about the failing point.
2. There were 18 subjects who were above the 59 interval.
3. There were 19 subjects who were below the 59 interval.
4. The 10-19 and 20-29 intervals each claimed one subject.

Combined Term End Theme Grades:

5. The largest frequency contained 23 subjects which received CCC grade combination.
6. There were 14 subjects who received grades higher than CCC grade combination.
7. There were 38 subjects who received grades lower than CCC grade combination.

TAB13 XII

Groupings and Distributions of the Theme Scores Made on the Comprehensive Examination and Combined Term End Theme Grades

Theme Score Made on the Comprehensive Examination	Combination of the Three Term End Theme Grades in 111-112-113										Total
	A A A	A A A	A A A	A A A	A A A	A A A	A A A	A A A	A A A	A A A	
90-100											
80-89											
70-79	2	1	2	1							6
60-69		3	2	1							12
50-59	4	9	10	3							26
40-49	5	2	4	2							13
30-39		3	1								4
20-29			1								1
10-19								1			1
Total	11	17	23	8	5	1					65

Failing point --

Combined summary:

8. There were 19 subjects who were definitely below the line of failure on the theme scored part of the comprehensive examination while no one received failing grades in the term end theme grades.
9. The largest frequency (28 subjects) of the theme scored part of the comprehensive examination clustered about the failing point, while the largest frequency (23 subjects) received CCC grade combination for the three terms' performance on themes.
10. There were 6 subjects who received the highest scores on the theme part of the comprehensive examination (70-79 interval) which was well above the failing point. There was 1 subject who received the highest grade on the term end theme grade which was a BBB grade combination.

Groupings and Distributions of Theme Scores Made on the Comprehensive Examination and Combined Total Term End Grades

Discussion:

In Table XIII, the data are grouped according to theme scores made on the comprehensive examination and the combined total term end grades. The left hand column indicates that the range of possible theme scores is from 0 to 100. The students' performance ranged from 10-79, with 56 as the point of failure.

At the top of the table are listed the total term end grades, they range from CBB through CDD with no failures recorded.

Concerning the theme scores made on the comprehensive examination, the largest frequency (28 subjects) was in the 50-59 interval which includes the failing point; the second largest frequency (13 subjects) was in the 40-49 interval which was immediately below the range with the largest frequency; the third largest frequency (12 subjects) was in the 60-69 interval which was immediately above the range with the largest frequency; 6 subjects were in the 70-79 interval; 4 subjects were in the 30-39 interval and 1 subject each in the 20-29 and 10-19 intervals.

The data of Table XIII reveal that the range of combined total term end grades was from DDD to CBB grade combinations. The largest frequency (25 subjects) occurred in the CCC grade combination; the next largest frequency (23 subjects) was in the CCD grade combination; the remaining groups are fairly small in number; 7 subjects

were in the CDD combination; 6 subjects were in the BCC grade combination; 3 subjects were in the DDD and 1 subject was in the BBC grade combination.

It is interesting to note that the subject who received the lowest score on the theme scored portion of the comprehensive examination received CCB grade combination for total term end grades.

The largest grouping (13 subjects) was found at the intersection of the 50-59 interval and the DCC total grade axes.

Summary:

The most evident information which the groupings and distributions of theme scores made on the comprehensive examination and the combined total term end grades shows is:

Theme scored part of the comprehensive examination:

1. The largest frequency (28 subjects) was in the 50-59 interval which hovered about the failing point.
2. There were 18 subjects who were above the 50-59 interval.
3. There were 19 subjects who were below the 50-59 interval.
4. The 10-19 and 20-29 intervals each claimed 1 subject.

Combined total term end grades:

5. The largest frequency had 25 subjects which were in the CCC grade combination.
6. The second largest frequency (23 subjects) was in the CCD grade combination.
7. There were 7 subjects who received grades higher than the CCC grade combination.

TABLE XIII

Groupings and Distributions of Theme Scores Made on the Comprehensive Examination and Combined Total Term End Grades

Theme Score Made on the Comprehensive Examination	Combination of the Three Term End Grades in 111-112-113										Total
	D	D	D	D	C	C	C	C	B	B	
90-100											
80-89											
70-79			2		2	2					6
60-69	1	2	3	6							12
50-59	2		13	9	3	1					28
40-49		3	5	5							13
30-39			2	2							4
20-29				1							1
10-19					1						1
Total	3	7	23	25	6	1					65

Failing point

8. There were 33 subjects who received grades lower than the CCC grade combination.

Combined summary:

9. There were 19 subjects who were definitely below the line of failure on the theme scored part of the comprehensive examination while no one received failing grades in the combined total term end grades.
10. The largest frequency (28 subjects) of the theme scored part of the comprehensive examination clustered about the failing point, while the largest frequency (25 subjects) received CCC grade combination for the three terms' performance on total terms' work.

CHAPTER III

Section 4.

Groupings and Distributions of Total Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Discussion:

In Table XIV, the data are grouped according to total scores made on the comprehensive examination and the combined term end speech grades. The left hand column indicates that the range of possible total scores is from 0 to 350. All 65 subjects failed the examination and their scores ranged from 160 through 200. The failing point was 200.

At the top of the table are listed the term end speech grades, they range from CBB through CDD with no failures.

The data from Table XIV shows that the largest frequency occurred immediately at and below the failing point, that is, the 190-200 interval claimed 46 or about $\frac{2}{3}$ of the subjects. Fourteen subjects were in the 180-189 interval; 3 were in the 170-179 interval; 2 were in the 160-169 interval.

Concerning the combined term end speech grades showed the greatest frequency (22 subjects) in the CCC interval; the second largest frequency (17 subjects in the CCB interval) and the third largest frequency (15 subjects in the DCC group) were very close in number. Five subjects were in the DDC group; 6 were in the BBC grouping. It is noted that 20 subjects received speech grades which were below the CCC combination; 23 subjects received speech

grades which were higher than CCC combination.

It is interesting to note that 6 subjects ranged from the 160 through the 200 interval groups and received CBB grade combination for the term end speech grades; 5 subjects ranged from the 160-200 interval and groups and received DDC grade combinations for the term end speech grades.

The largest grouping (18 subjects) was found at the intersection of the 190-200 interval and the CCC speech grade axes.

Summary:

The data which seems most outstanding from the groupings and distributions of the total scores made on the comprehensive examination and the combined term end speech grades show:

Total scores made on the comprehensive examination:

1. The largest frequency (41 subjects) was in the 190-200 interval, which included and was immediately below the point of failure.
2. The second largest frequency (14 subjects) was in the 180-189 interval.

Combined term end speech grades:

3. The largest frequency (22 subjects) was in the CCC grade combination.
4. There were 23 subjects whose grades were higher than CCC grade combination.
5. There were 20 subjects whose grades were lower than CCC grade combination.

TABLE XIV

Groupings and Distributions of Total Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Total Score Made on the Comprehensive Examination	Combination of the Three Term End Speech Grades in 111-112-113										Total
	A A A	A A C	A C C	C C C	C C B	C B B	B B B	B B A	B A A	A A A	
201-350											
190-200		1	12	18	12	3					46
180-189		1	3	4	4	2					14
170-179		2			1						3
160-169		1				1					2
150-159											
0-149											
Total		5	15	22	17	6					65

Failing point

Combined summary:

6. All 65 subjects failed the total comprehensive examination, while no one received failing grades in the term and speech grades.
7. The largest frequency (46 subjects) of the total comprehensive examination clustered at and immediately below the failing point, while the largest frequency (22 subjects) received CCC grade combinations for the three terms' performance on speeches.

Groupings and Distributions of Total Scores Made on the Comprehensive Examination and the Combined Term End Theme Grades

Discussion:

In Table XV, the data are grouped according to total scores made on the comprehensive examination and the combined term end theme grades. The left hand column indicates that the range of possible total scores is from 0 to 350. All 65 subjects failed the examination and their scores ranged from 160 through 200. The failing point was 200.

At the top of the table are listed the term end theme grades, they range from BBB through DDC grade combinations.

The data from Table XV shows that the largest frequency occurred immediately at and below the point of failure, that is the 200-190 interval claimed 46 or about $2/3$ of the subjects. Fourteen subjects were in the 180-189 interval; 3 were in the 170-179 interval; 2 were in the 160-169 interval.

The combined term end theme grades show that the largest frequency (23 subjects) were in the CCC grade combination; the second largest grouping (17 subjects) were in the CCD grade combination; the third largest frequency (11 subjects) were in the DDC grade combination; the remainder of the subjects (14 students) received grades which were higher than the CCC combination; 8 subjects received CCB grade combination; 5 subjects received CBB grade combination; 1 subject was in the BBB grade combination.

It is interesting to note the 160-169 interval which contains 2 subjects, one was in the DCC and the other in the CCB grade combination. The 190-200 interval claims 17 subjects which received CCC grade combination and 14 subjects in the DCC grade combination. Another point of interest is the subject who was in the 180-189 interval and yet received the highest (BBB) term end theme grade combination.

Summary:

The data which seems most outstanding from the groupings and distributions of the total scores made on the comprehensive examination and the combined term end theme grades shows that:

Total scores made on the comprehensive examination:

1. The largest frequency (46 subjects) was in the 190-200 interval, which included and was immediately below the point of failure.
2. The second largest frequency (14 subjects) was in the 180-189 interval.

Combined term end theme grades

3. The largest frequency contained 23 subjects which received CCC grade combination.
4. There were 14 subjects who received grades higher than CCC grade combination.
5. There were 38 subjects who received grades lower than CCC grade combination.

Combined summary:

6. All 65 subjects failed the total comprehensive examination, while no subject received failing grades in the term end theme grades.

TABLE XV

Groupings and Distributions of Total Scores Made on the Comprehensive Examination and Combined Term End Theme Grades

Total Score Made on the Comprehensive Examination	Combination of the Three Term End Theme Grades in 111-112-113										Total
	A A A	C C C	C C C	C C C	B B B	C C C	B B B	B B B	B B B	A A A	
201-350											
190-200	6	14	17	6	3						46
180-189	3	1	6	1	2	1					14
170-179	2	1									3
160-169		1		1							2
150-159											
0-149											
Total	11	17	23	8	5	1					65

Failing point

7. The largest frequency (46 subjects) of the total comprehensive examination clustered at and immediately below the failing point, while the largest frequency (23 subjects) were in the CCC grade combination for the three terms' performance on themes.

Groupings and Distributions of Total Scores Made on the Comprehensive Examination and Combined Term End Speech Grades

Discussion:

In Table XVI, the data are grouped according to total scores made on the comprehensive examination and the combined total term end grades. The left hand column indicates that the range of possible total scores is from 0 to 350. All 65 subjects failed the examination and their scores ranged from 160 through 200. The failing point was 200.

At the top of the table are listed the total term end grades, they range from CBB through DDD with no failures.

The data from table XVI shows that the largest frequency occurred immediately at and below the failing point, that is, the 190-200 interval claimed 46 or about $2/3$ of the subjects. Fourteen subjects were in the 180-189 interval; 3 were in the 170-179 interval; 2 were in the 160-169 interval.

Concerning the combined total term end grades, the largest frequency (25 subjects) occurred in the CCC grade combination; the next largest frequency (23 subjects) was in the CCD grade combination; the remaining groups are fairly small in number; 7 subjects were in the CDD combination; 6 subjects were in the BCC grade combination; 3 subjects were in the DDD and 1 subject was in the BBC grade combination.

TABLE XVI

Groupings and Distributions of Total Scores Made on the Comprehensive Examination and Combined Total Term End Grades

Total Score Made on the Comprehensive Examination	Combination of the Three Term End Grades in 111-112-113										Total
	D D D	D D C	D C C	C C C	C C B	C B B	B B B	B B A	B A A	A A A	
201-350											
190-200	2	5	15	19	4	1					46
180-189	1	1	5	5	2						14
170-179		1	2								3
160-169			1	1							2
150-159											
0-149											
Total	3	7	23	25	6	1					65

Failing point

It is interesting to note the largest grouping (19 subjects) was found at the intersection of the 190-200 interval and the CCC total term end grade axes.

Summary:

The data which seems most outstanding from the grouping and distribution of the total scores made on the comprehensive examination and the combined total term end grades show:

Total scores made on the comprehensive examination:

1. The largest frequency (46 subjects) was in the 190-200 interval, which included and was immediately below the point of failure.
- 2.. The second largest frequency (14 subjects) was in the 180-189 interval.

Combined term end theme grades:

3. The largest frequency had 25 subjects which were in the CCC grade combination.
4. The second largest frequency (23 subjects) was in the CCD grade combination.
5. There were 7 subjects who received grades higher than the CCC grade combination.
6. There were 33 subjects who received grades lower than the CCC grade combination.

Combined summary:

7. All 65 subjects failed the total comprehensive examination, while no subject received failing grades in the total term end grades.
8. The largest frequency (46 subjects) of the total comprehensive examination clustered at and immediately below the failing point, while the largest frequency (25 subjects) was in the CCC grade combination for the total performance for three terms.

CHAPTER III

Section 5.

Groupings and Distributions of Average Term End Grades and Areas of Failures on the Comprehensive Examination

Introduction:

Another approach in the analysis of the background data was portrayal of the term end grades in conjunction with the various areas in which the 65 students failed. Such a portrayal would enable the investigator to determine which section or sections of the comprehensive examination were most frequently the factor in the failure of the subject to pass the examination.

The average term end grades are arranged from A through D on the horizontal lines, and the areas of failure on the comprehensive examination are listed on the vertical lines.

Discussion:

An examination of Table XVII reveals that 54 subjects received an average term end grade of C, 1 received a grade of B, and 10 a grade of D.

The comprehensive examination was divided into 7 sections of possible failing areas.

The first one consisted of those who failed only the machine scored examination (23 subjects). Of these 23 subjects, 18 received a grade of C; 1 received a grade of B, and 4 received a grade of D.

The second area listed those who failed only speech and no one fell in this category.

The next area consisted of those who failed only theme and totaled 6 subjects. Four received a grade of C and 2 received a grade of D.

The fourth area contains those who failed both machine and speech, 6 fell in this grouping of which 5 received a grade of C and 1 received a grade of D.

The fifth category consists of the 29 subjects who failed both machine and theme. Twenty-six received a grade of C, and 3 received a grade of D.

The sixth area was for the both speech and theme failures and no one fell in this category.

The seventh area contained those who failed speech, machine, and theme portions, only 1 person was in this grouping.

The largest total frequency (29 subjects) for the seven areas listed immediately above was the group who failed both the machine and theme scored portions of the examination. The second largest frequency (23 subjects) failed on the machine scored portion.

Summary:

The most pertinent information which the groupings and the tabulations of average term end grades and possible areas of failure on the comprehensive examination were:

TABLE XVII

Groupings and Distributions of Average Term End Grades and Areas of Failures on the Comprehensive Examination

Average Term End Grades For 111 112 113	Comprehensive Examination							Total
	Failed Only Machine	Failed Only Speech	Failed Only Theme	Failed Both Machine and Speech	Failed Both Machine and Theme	Failed Both Speech and Theme	Failed Speech, Machine and Theme	
A								
B	1							1
C	18		4	5	26		1	54
D	4		2	1	3			10
Total	23		6	6	29		1	65

Average term end grades:

1. The average term end grades fell largely (54 subjects) in the C grade level.

Comprehensive examinations:

2. The largest number (29 of the 65 subjects) failed both machine and theme portions.
3. The next largest number (23 of the 65 subjects) failed the machine part.
4. Fifty-nine of the 65 students failed the machine part.
5. Thirty-six of the 65 subjects failed the theme part.
6. Seven of the 65 subjects failed the speech portion.
7. Only 1 failed all three parts (speech, theme, and machine.)
8. No student failed only the speech part of the comprehensive examination.
9. No student failed both the machine speech and theme part of the comprehensive examination.

CHAPTER IV

Groupings and Distributions of Term End Grades, Comprehensive Examination Scores and Psychological and Reading Test Scores

Introduction:

The American Council of Education Psychological Test was explained briefly in Chapter I, page 9. Since this examination indicates to a large degree the intellectual potentiality of the subject, it was believed that some analysis should be made of the subjects' performance on the psychological score in relation to subsequent class and comprehensive performance. All 65 students had taken the psychological examination upon matriculating at Michigan State College.

A table was constructed to portray the performance of the students in the various areas; average speech grade, average theme grade, average total term end grade, comprehensive speech scores, comprehensive theme scores, machine scores of the comprehensive examination quantitative scores of the psychological test, linguistic scores, and total score of the psychological test, vocabulary scores of the reading test, rate, comprehension, and total scores of the reading test.

In the left hand column are listed grades A, B, C, D and F. The grade A category will include a grade of A in the term performance: on the speech, theme and total terms' work.

It will also include a score of 78 through 90 on the comprehensive speech and theme examination, and a score of 135 through 117 on the machine scored portion of the comprehensive examination. Grade A will mean any performance on the psychological and reading examination that falls in the 10th decile.

The grade B category will include a grade of B on the term performance; on the speech, theme and total terms' work. It will include a score of 72 through 77 on the comprehensive speech and theme examination, and a score of 109 through 116 on the machine scored portion of the comprehensive examination. It will also include the 8th and 9th deciles for psychological and reading tests.

The grade C category will include grade of C on terms' performance; on the speech, theme and total terms' work. It will also include a score of 64 through 71 on the comprehensive speech and theme examination, and a score of 96 through 108 on the machine scored portion of the comprehensive examination. It will also include the 4th, 5th, 6th, and 7th decile for the psychological and reading tests.

The grade of D category will include grade of D on terms' performance; on the speech, theme and total terms' work. It will also include a score of 57 through 62 on the comprehensive speech and theme examination, and a score of 86 through 95 on the machine scored portion of the comprehensive examination. It will also include the 2nd and 3rd decile for the psychological and reading tests.

The grade of F category will include grade of F on terms' performance; on the speech, theme and total terms' work. It will also include a score of 0 through 56 on the comprehensive speech and theme examination, and a score of 0 through 85 on the machine scored portion of the comprehensive examination. It will also include the 1st decile for the psychological and reading tests.

CHAPTER IV

Section 1.

Groupings and Distributions of Term End Grades, Comprehensive Examination Scores and Psychological and Reading Test Scores for all 65 Students

Discussion:

The data from Table XVIII reveal that 3 people received a grade of A on the comprehensive speech; 1 person received a grade of A on the comprehensive theme, and 3 people were found in the 10th decile of the quantitative portion of the psychological test with 1 subject scoring in the 10th decile on the comprehension section of the reading test. It is to be noted also that no subject received an average grade of A in any term grade; no subject was in the 10th decile in the linguistic phase of the psychological test nor was anyone in the 10th decile in the vocabulary and rate phase of the reading test.

Going to opposite end of the table to analyze the failing performance, it should be noted that there were no failures in the average grades for the terms' performance. On the other hand, there were 7 subjects who failed the comprehensive speech, a little more than half (36 subjects) failed the comprehensive theme, and the majority (59 out of a possible 65) failed the machine scored portion. Another prominent point of interest is the performance on the psychological scores where 9 subjects failed the quantitative area and 22 failed the linguistic area.

Moving over to the reading scores we observe that a total of 32 subjects failed the vocabulary area; 13 failed the rate area, and 17 failed the comprehension area of the reading examination. In viewing the total picture of the failures as indicated by this table the similarity of number who failed the comprehensive theme and who failed the vocabulary phase of the reading is an important phenomenon.

It might be profitable at this time to observe the number of subjects who are found in the C category. We observe that a considerable majority of the subjects are found in this category in their term end grades. However, only 28 people received such a grade on their comprehensive speech and the small number of 8 subjects received this grade on comprehensive theme examination. One subject received a grade of C on the machine scored part of the comprehensive examination. It is pointed out that this is the highest grade given on the machine scored portion of the comprehensive examination. Moving over to the psychological and reading test scores, we note that approximately 1/3 of the subjects (21) are found in the C category.

Summary:

The findings which seemed most outstanding as the term end grades, comprehensive scores, psychological and reading scores were arranged on a table were:

1. The term end grades were not failing, the largest frequency fell in the C grade.
2. The comprehensive speech examination scores had the largest frequency in the C grade, and only 7 in the failing group.
3. The comprehensive theme examination scores showed the greatest frequency (36 subjects) in the failing grade.
4. The machine scored part of the comprehensive examination showed 59 in the failing group, with only 1 in the C grade.
5. The quantitative area of the psychological scores showed the largest frequency in the C group (22 subjects) with the D grade group (18 subjects) almost as large. There were 9 subjects in the failing group.
6. The linguistic area of the psychological scores shows an interesting contrast to the above statement. There were 22 subjects in the failing group.
7. The vocabulary area of the reading test showed 32 subjects in the first decile (F grade). This was the largest number in any of the frequencies of the psychological and reading examination.
8. The rate area of the reading test showed the largest frequency (27 subjects) in the D grade with the C grade group second largest (22 subjects). The failing group claimed 13 subjects.
9. The comprehension are showed the largest frequency (24 subjects) in the D grade, with the second largest frequency (21 subjects) in the C grade, and 17 subjects were in the failing group.

General Summary:

This summary is dealing with the 65 students who failed the total score of the comprehensive examination. The following points are brought into view so that the reader may see more clearly how the term end grades, comprehensive examination, psychological and

Groupings and Distributions of Term End Grades, Comprehensive Examination Scores, Psychological and Reading Test Scores for All 65 Subjects

[illegible]

reading tests rates these students.

10. The term end grades did not show any failing grades.
11. The comprehensive speech examination showed 7 subjects in the failing group.
12. The comprehensive theme examination showed 36 subjects in the failing group.
13. The comprehensive machine scored examination showed 59 subjects in the failing group.
14. In the psychological test, 9 subjects were in the quantitative area and 22 in the linguistic area were in the failing group.
15. In the reading test, 32 subjects were in the vocabulary area, 13 in the rate area, 17 in the comprehension area which were in the failing group.
16. The linguistic area of the psychological test and the vocabulary area of the reading test contained the largest frequencies.
17. The psychological and reading test scores indicated subjects in the failing group, but not as many as the comprehensive theme and machine scored parts of the examination failed.
18. The psychological and reading tests indicated that about $1/3$ of these subjects were in the first (or lowest) decile, the term end grades did not fail any of them, but in the theme scored portion of the comprehensive examination about $1/2$ of them failed, the speech part of the comprehensive examination failed about $1/10$, while the machine scored portion of the comprehensive examination failed about $9/10$. The total comprehensive examination failed 65 subjects.

CHAPTER IV

Section 2.

Groupings and Distributions of Term End Grades, Comprehensive Examination Scores and Psychological and Reading Test Scores for The Various Combination of Failures on The Sub-Scores of the Comprehensive Examination*

Introduction:

In order to make a specific analysis of the nature of the failures among the 65 subjects, it was believed that an analysis should be made of the failures occurring in the comprehensive examination. The question might be asked in what area of the comprehensive examination did the failures occur? If the students failed in 2 or more areas would there be any significance in the combination of the failing areas? The answer to these questions would assist the investigator in determining the specific shortcoming of the student on the examination. Furthermore, a table could be constructed to show the performance of those students on the course work, areas of the comprehensive examination and psychological and reading tests.

In order to show the failing performance on one area of the comprehensive examination with the performance on all other areas used in this study, 4 tables were constructed in the same arrangement as was mentioned in the introduction of Chapter IV.

*Sub-scores means scores on the three parts of the comprehensive examination.

Since previous tables discuss the term end grades and the comprehensive examination, no further discussion need be made here.

Table XVIV was constructed to show those subjects who failed only the theme scored part of the comprehensive examination. There were only 6 subjects in this category, therefore it would not seem that any valid observations could be made from such a small sampling.

Table XX shows those students who failed both the speech and machine parts of the comprehensive examination. There were only 6 subjects in this category, therefore it would not seem that any valid observations could be made from such a small sampling.

[illegible]

Groupings and Distributions of Term End Grades, Comprehensive Examination, Psychological and Reading Test Scores for Those Subjects Who Failed Only The Machine Scored Part of the Comprehensive Examination

Discussion:

Table XXI shows those students who failed only the machine scored part of the comprehensive examination. There were 23 subjects in this group and their performance in other areas of measurement as used in this study was as follows:

Of these 23 subjects, 2 received a grade of A and 9 received a grade of D in the speech part of the comprehensive examination; 1 received a grade of A and 14 a grade of D on the theme part of the comprehensive examination. It is further noted that 1 received a grade of B and 4 received a grade of F on the linguistic area of the psychological examination; 7 received a grade of C and 12 received a grade of F in the vocabulary area of the reading examination. In the reading test, 1 received a grade of B and 2 received a grade of F in the rate area; 1 received a grade of B and 3 received a grade of F in the comprehension area of the reading test.

Summary:

The most pertinent information which the scores made on the machine scored part of the comprehensive examination and the psychological and reading test scores shows was:

Groupings and Distributions of Term End Grades, Comprehensive Examination Scores, Psychological and Reading Test Scores for Those 23 Subjects Who Failed Only The Machine Scored Part of the Comprehensive Examination

[illegible]

1. All 23 of these subjects failed the machine scored part of the comprehensive examination.
2. It was apparent that no one of these 23 subjects failed either the speech or theme part of the comprehensive examination.
3. A majority of the 23 subjects were found in the C and D category of the speech and theme parts of the comprehensive examination, the linguistic area of the psychological test and the rate and comprehension area of the reading test.
4. In the vocabulary area, we found that 11 subjects were in the C and D category while 12 subjects were in the F category.

Groupings and Distributions of Term End Grades, Comprehensive Examination, Psychological and Reading Test Scores For Those Subjects Who Failed Both the Theme and Machine Scored Part of the Comprehensive Examination

Discussion:

Table XXII was constructed to show those subjects who failed both the theme and machine scored parts of the comprehensive examination. There were 29 subjects in this group and their performance in other areas of measurement as used in this study was as follows:

Of these 29 subjects, 1 received a grade of A and 4 received a grade of D in the speech part of the comprehensive examination. Two received a grade of B and 14 received a grade of F in the linguistic area of the psychological examination. In the vocabulary area of the reading test, 1 received a grade of B and 16 received a grade of F; in the rate area of the reading test, 2 received a grade of B and 10 received a grade of F. The comprehension area of the reading test showed 1 subject received a grade of A and 10 received a grade of F.

Summary:

In Table XXII, the most pertinent information which the scores made on the comprehensive examination and the psychological and reading test scores for those subjects who failed both the theme

and machine part of the comprehensive examination was:

1. Of the 29 subjects who failed the theme and machine parts of the comprehensive examination, none failed the speech part of the comprehensive examination. Twenty-four of the 29 were on the B and C grade level for the speech part of the comprehensive examination.
2. A near majority of the subjects were in the C and B category of the linguistic area of the psychological test, and of the rate and comprehension areas of the reading test.
3. The vocabulary area of the psychological test had the largest number of failures (16 subjects) with the linguistic area of the reading test with the second largest number of failures (14 subjects).

CHAPTER V

Summary

This descriptive study was conducted in order to reveal the weaknesses in the performance of those students who failed the comprehensive examination of Written and Spoken English at Michigan State College for the year 1946-47. It was hoped that the identification of these factors and the frequency of their occurrence would be of assistance in guiding the learning activities of students in this course. A study of the foregoing data and a review of the sectional summaries bring forth several conclusions that are reasonably evident.

Since this study was concerned with those 65 students who failed the comprehensive examination, the observations stated in the summary must be considered in relation to that group only.

Section 1 will be a comprehensive summary and Section 2 will be a condensed summary of the foregoing data.

Section 1 - Comprehensive Summary

I. Term End Speech and Theme Grades

A. Term end speech and theme grades for 111

1. The largest frequency for speech and theme term end grades was in the C category (speech--49 subjects; theme--48 subjects), while the B category showed 9 subjects in the term end speech grades and 2 subjects for the term end theme grades. The D category had 7 subjects in term end speech grades and 15 subjects for term end theme grades.

B. Term end speech and theme grades for 112

1. The largest frequency for speech and theme term end grades was in the C category (speech--42 subjects; theme--40 subjects), while the B category showed 14 subjects in the term end speech grades and 12 subjects for the term end theme grades. The D category had 9 subjects in term end speech grades and 11 subjects for term end theme grades.

C. Term end speech and theme grades for 113

1. The largest frequency for speech and theme term end grades was in the C category (speech--42 subjects; theme--37 subjects), while the B category showed 10 subjects in the term end speech grades and 9 subjects for the term end theme grades. The D category had 13 subjects in term end speech grades and 19 subjects for term end theme grades.

II. Sub-Scores and Total Score of the Comprehensive Examination
and Combined Term End Speech, Term End Theme and Total Term
End Grades

A. Machine scores made on the comprehensive examination and combined term end speech, term end theme and total term end grades.

1. There were 51 subjects who were below the interval in which the failing point occurred on the machine scored part of the comprehensive examination, while 22 subjects received CCC grade combination and 23 subjects received CCB or CBB grade combinations for combined term end speech grades. The remaining 20 subjects received combined term end speech grades which were below the CCC grade combination.
2. There were 51 subjects who were below the interval in which the failing point occurred on the machine scored part of the comprehensive examination, while 23 subjects received CCC grade combination and 14 subjects received higher than CCC grade combination for the combined term end theme grades. The remaining 28 subjects received combined term end theme grades which were below the CCC grade combination.
3. There were 51 subjects who were below the interval in which the failing point occurred on the machine scored part of the comprehensive examination, while 25 subjects received CCC grade combination and 7 subjects received higher than CCC grade combination for the combined total term end grades. The remaining 33 subjects received combined total term end grades which were below the CCC grade combination.

B. Speech scores made on the comprehensive examination and combined term end speech, term end theme and total term end grades

1. There was 1 subject who was below the interval in which the failing point occurred on the speech part of the comprehensive examination, while 22 subjects received

CCC grade combination and 23 subjects received CCB or CBB grade combinations for combined term end speech grades. The remaining 20 subjects received combined term end speech grades which were below the CCC grade combination.

2. There was 1 subject who was below the interval in which the failing point occurred on the speech part of the comprehensive examination, while 23 subjects received CCC grade combination and 14 subjects received higher than CCC grade combination for the combined term end theme grades. The remaining 28 subjects received combined term end theme grades which were below the CCC grade combination.

3. There was 1 subject who was below the interval in which the failing point occurred on the speech part of the comprehensive examination, while 25 subjects received CCC grade combination and 7 subjects received higher than CCC grade combination for the combined total term end grades. The remaining 38 subjects received combined total term end grades which were lower than CCC grade combination.

C. Theme scores made on the comprehensive examination and combined term end speech, term end theme and total term end grades.

1. There were 19 subjects who were below the interval in which the failing point occurred on the theme part of the comprehensive examination, while 22 subjects received CCC grade combination and 23 subjects received CCB or CBB grade combinations for combined term end speech grades. The remaining 20 subjects received combined term end speech grades which were below the CCC grade combination.

2. There were 19 subjects who were below the interval in which the failing point occurred on the theme part of the comprehensive examination, while 23 subjects received CCC grade combination and 14 subjects received higher than CCC grade combination for the combined term end theme grades. The remaining 28 subjects received combined term end theme grades which were below the CCC grade combination.

3. There were 19 subjects who were below the interval in which the failing point occurred on the theme part of

the comprehensive examination, while 25 subjects received CCC grade combination and 7 subjects received higher than CCC grade combination for the combined total term end grades. The remaining 38 subjects received combined total term end grades which were lower than CCC grade combination.

D. Total score made on the comprehensive examination and combined term end speech, term end theme and total term end grades.

1. None of the 65 subjects were above the point of failure on the total score of the comprehensive examination; 46 subjects were in the interval which included and was immediately below the failing point, while 22 subjects received CCC grade combination and 23 subjects received CCB or CBB grade combinations for combined term end speech grades. The remaining 20 subjects received combined term end speech grades which were below the CCC grade combination.
2. None of the 65 subjects were above the point of failure on the total score of the comprehensive examination; 46 subjects were in the interval which included and was immediately below the failing point, while 23 subjects received CCC grade and 14 subjects received higher than CCC grade combination for the combined term end theme grades. The remaining 28 subjects received combined term end theme grades which were below the CCC grade combination.
3. None of the 65 subjects were above the point of failure on the total score of the comprehensive examination; 46 subjects were in the interval which included and was immediately below the failing point, while 25 subjects received CCC grade combination and 7 subjects received higher than CCC grade combination for the combined total term end grades. The remaining 38 subjects received combined total term end grades which were lower than CCC grade combination.

E. Various areas of failures on the comprehensive examination and the average total term end grades.

1. The average total term end grades (54 subjects) fell largely in the C grade level.
2. Twenty-three of the 65 subjects failed only the machine scored part of the comprehensive examination.
3. Twenty-nine of the 65 subjects failed both the machine and the theme scored part of the comprehensive examination.
4. Fifty-nine of the 65 subjects failed the machine scored part of the comprehensive examination.
5. Thirty-six of the 65 subjects failed the theme part of the comprehensive examination.
6. Seven of the 65 subjects failed the theme part of the comprehensive examination.
7. Only 1 subject failed all three parts (speech, theme, and machine) of the comprehensive examination.
8. No student failed only the speech part of the comprehensive examination.
9. No student failed both the speech and theme parts of the comprehensive examination.

III. Term End Grades, Comprehensive Examination Scores and Psychological and Reading Test Scores

A. General summary of the above heading.

1. The term end grades did not show any failing grades.
2. The comprehensive speech examination showed 7 subjects in the failing group.
3. The comprehensive theme examination showed 36 subjects in the failing group.
4. The comprehensive machine scored examination showed 59 subjects in the failing group.
5. In the psychological test, 9 subjects were in the quantitative area and 22 subjects were in the linguistic area in the failing group.
6. In the reading test, 32 subjects were in the vocabulary area, 13 were in the rate area, 17 in the comprehension area which were in the failing group.
7. The linguistic area of the psychological test and the vocabulary area of the reading test contained the largest frequencies.
8. The psychological and reading test scores indicated subjects in the failing group, but not as many as the comprehensive theme and machine scored parts of the examination failed.
9. The psychological and reading tests indicated that about $\frac{1}{3}$ of these subjects were in the first (or lowest) decile, the term end grades did not fail any of them, but in the theme scored portion of the comprehensive examination about $\frac{1}{2}$ of them failed, the speech part of the comprehensive examination failed about $\frac{1}{10}$, while the machine scored part of the comprehensive examination failed about $\frac{9}{10}$. The total comprehensive examination failed all 65 subjects.

IV. Term End Grades, Comprehensive Examination Scores and Psychological and Reading Test Scores for the Various Combination of Failures on the Sub-Scores of the Comprehensive Examination.

- A. The 23 subjects who failed only the machine scored part of the comprehensive examination.
1. All 23 of these subjects failed the machine scored part of the comprehensive examination.
 2. None of these 23 subjects failed with the speech or theme part of the comprehensive examination.
 3. A majority of the 23 subjects were found in the C and D category of the speech and theme parts of the comprehensive examination, the linguistic area of the psychological test and the rate and comprehension area of the reading test.
 4. In the vocabulary area, we found that 11 subjects were in the C and D category while 12 subjects were in the F category.
- B. The 29 subjects who failed both the theme and machine scored part of the comprehensive examination.
1. Of the 29 subjects who failed the theme and machine parts of the comprehensive examination, none failed the speech part of the comprehensive examination. Twenty-four of the 29 subjects were on the B and C grade level for the speech part of the comprehensive examination.
 2. A near majority of the subjects were in the C and B category of the linguistic area of the psychological test, and of the rate and comprehension areas of the reading test.
 3. The vocabulary area of the psychological test had the largest number of failures (16 subjects) with the linguistic area of the reading test with the second largest number of failures (14 subjects).

Section 2 - Condensed Summary

1. All of the 65 subjects failed the total comprehensive examination. No subject received a failing grade in the average term end speech, average term end theme and average total term end grades.
2. The average term end speech, average term end theme and average total term end grades were largely in the C category; there were no grades of A and no failures.
3. There were 7 subjects who failed the speech part of the comprehensive examination while none of the 65 subjects failed the term end speech grades. Forty-five of these subjects received grade combination of CCC or higher for term end speech grades.
4. There were 36 subjects who failed the theme part of the comprehensive examination while 37 of the 65 subjects received a grade combination of CCC or higher for term end theme grades.
5. The level of performance on the total term end grades was considerably higher than the level of performance on the total comprehensive examination.
6. The machine scored portion of the comprehensive examination failed about 9/10 or 59 of the 65 subjects.
7. The theme part of the comprehensive examination failed about 1/2 or 36 of the 65 subjects.
8. The speech scored portion of the comprehensive examination failed about 1/10 or 7 of the 65 subjects.
9. The level of performance on the speech part of the comprehensive examination was considerably higher than the level of performance on the theme and machine scored parts of the comprehensive examination.
10. The ability of the subjects apparently enabled them to obtain more easily the standard of achievement in the course work and in the speech area of the comprehensive examination than it did to attain the standard of achievement on the theme and machine scored parts of the comprehensive examination.
11. In the quantitative area of the psychological examination 27 subjects were found in the lowest 3 deciles.

12. In the linguistic area of the psychological examination 40 subjects were found in the lowest 3 deciles.
13. Thirty-two subjects are found in the 1st decile of the vocabulary area of the reading test, and 13 are in the 2nd and 3rd deciles.
14. Forty subjects are found in the lowest 3 deciles of the rate area of the reading examination.
15. Forty-one subjects are found in the lowest 3 deciles of the comprehension area of the reading test.
16. A similarity in performance becomes evident when it is noted that 36 subjects failed the theme part of the comprehensive examination and 32 subjects were in the 1st decile of the vocabulary and 41 subjects were in the lowest 3 deciles of the comprehension area of the reading test.

APPENDICES

APPENDIX A - Data Collected On Individual Subjects

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.				Coop. Reading			
	Grade	Speech	Theme	Machine	Total	111			112			113			Deciles				Deciles			
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T	
1	F 74	47	79	200		C	C	C	C	B	B-	C	C	C	C	9	4	6	1	3	2	2
2	F 51	59	85	195		C	C	C	D	D	D+	C	C	C	C	10	3	6	2	6	6	5
3	F 73	50	54	177		C	C	C	C	B	D	D	C+	D		9	1	3	1	2	2	2
4	F 81	43	74	198		C	C	D	C	C	C	C	C	D		5	2	3	3	4	4	4
5	F 54	60	71	185		C	C	C	D	D	C	C	C	C		4	2	3	3	3	1	2
6	F 61	59	74	194		B	B	C+	C	C+	C	C	C	C		4	5	4	6	4	5	5
7	F 68	57	59	184		C	C	D	C	C	C	B	B	C		7	5	6	2	6	8	5
8	F 63	66	62	191		C	C	C	C	C	B	C	B	D		1	1	1	1	2	3	2

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.
 Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate
 C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.			Coop. Reading			
	Grade	Speech	Theme	Machine	Total	111			112			113			Deciles			Deciles			
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T
9	F	60	54	81	195	C	B+	C	C	B	B	C	C	B	4	6	5	6	3	4	4
10	F	56	61	52	169	D	C	C	C	B-	C	B	B	B	2	1	1	1	1	1	1
11	F	58	58	72	188	C	C	C	C	C	B	C	D	B	2	4	3	5	3	3	4
12	F	64	46	85	195	D	D	D	C	C	C	D	C	D	1	6	3	4	4	4	4
13	F	57	74	62	193	D	D	D	D	C	D	C	C	C	4	2	2	1	4	6	3
14	F	71	55	71	197	C	C	C	C	C	C	C	C	C	3	1	1	1	1	1	1
15	F	68	49	77	194	D	D	D	C	C	C	C	C	C	6	2	3	2	5	5	4
16	F	57	67	63	187	C	C	C	D	C	C	D	C	C	3	2	3	1	5	7	5

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.

Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate

C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A, C, E. Psych.			Coop. Reading			
	Grade	Speech	Theme	Machine	Total	111			112			113			Deciles			Deciles			
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T
17	F	59	48	63	170	D	D	D	D	D	D	C	C	C	5	1	2	1	2	2	1
18	F	68	59	70	197	D	C	C	C	C	C	C	C	C	D	2	1	1	1	1	1
19	F	66	48	83	197	D	C+	D+	D	C	D	C	C	C	C	6	6	6	2	3	2
20	F	73	55	61	189	C	C	C	D	C	C	C	C	C	C	1	1	1	1	1	1
21	F	58	74	64	196	C	C	C	C	C	C	B	B	B	B	2	1	1	1	2	2
22	F	67	48	68	183	D	C	D	C	C	C	C	D	D	D	1	1	1	1	4	5
23	F	60	51	75	186	D	C	D	D	D	D	D	D	D	C	3	1	1	1	1	2
24	F	59	57	82	198	C	C	C	C	C	C	C	C	C	C	4	6	5	4	5	4

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.
 Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate
 C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.			Coop. Reading				
	Grade	Speech	Theme	Machine	Total	111			112			113			Deciles			Deciles				
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T	
25	F 71	57	70	198		C B C	C D	C D	C C	C D	C C	C C	C C	C C	3 2 2	1 2 2	1					
26	F 73	53	70	196		C C C	C C	C C	C C	C C	C B C	C C	C B C	C C	8 1 3	1 3 1	1					
27	F 65	43	72	180		C C C	C C	C A	C C	C C	C C	C C	C C	C D	10 7 9	4 2 1	2					
28	F 52	66	77	195		C C C	C C	C C	C C	C C	C C	C C	C C	C C	1 4 2	4 6 5	5					
29	F 70	50	79	199		C C C	C C	C C	C C	C C	C C	C C	C C	C C	9 4 7	1 2 2	1					
30	F 69	52	70	191		C C C	C B C	C C	C C	C C	C C	C C	C D	C D	3 1 1	1 1 1	1					
31	F 70	67	60	197		C C C	C B C-	C C	C C	C C-	C C	C C	C C	C C	5 9 8	1 3 3	3					
32	F 62	59	76	197		C C C	C C	C C	C C	C C	C C	C C	C B	C B	7 4 5	4 4 5	4					

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.
 Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate
 C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.			Coop. Reading										
	Grade	Speech	Theme	Machine	Total	111			112			113			Deciles			Deciles										
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T							
33	F	73	37	81	191	C	C	D	C	C	C	C	C	C	C	9	1	4	7	6	6	7						
34	F	70	47	63	180	C	C	C	C	C	C	C	C	C	C	1	1	1	1	1	1	1	1					
35	F	68	44	74	186	D	B	C	C	B	C	C	C	C	C	3	1	1	1	1	1	2	1					
36	F	72	46	79	197	C	C	C	C	C	C	C	D	D		2	2	1	4	3	3	3						
37	F	79	43	74	196	D	C	C	C	C	C	C	C	C		7	3	5	2	2	2	2						
38	F	77	38	84	199	C	C	C	C	C	C	C	C	C		9	9	9	9	9	10	10						
39	F	70	60	59	189	C	B	B	C	B-	C	C	C	B		1	2	1	2	6	2	3						
40	F	47	71	82	200	C	C	C	C	C	B	C	C	C		2	1	2	1	2	2	2						

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.
Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate
C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.			Coop. Reading			
	Grade	Speech	Theme	Machins	Total	111			112			113			Deciles			Deciles			
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T
41	F	69	58	73	200	C	C	C	B	B	B	B	B	B	7	1	2	1	3	2	2
42	F	64	66	56	186	C	C	C	C	C	C	C	C	C	9	4	6	1	2	2	1
43	F	68	38	65	171	D	D	D	C	C	C	C	D	C	4	4	4	5	4	4	5
44	F	56	52	87	195	C	C	C	C	C	C	D	D	D	8	1	3	1	2	1	1
45	F	71	29	98	198	C	C	C	C	C	C	C	C	C	4	3	3	5	2	2	3
46	F	75	55	66	196	C	C	C	C	C	C	C	B	C	9	3	5	2	4	4	3
47	F	70	63	66	199	D	C	C	D	D	D	D	B	C	8	6	7	1	6	5	4
48	F	70	51	78	199	C	B	C	C	B	B	D	D	D	7	8	8	6	9	8	8

AV. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.

Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate

C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.			Coop. Reading				
	Grade	Speech	Theme	Machins	Total	111			112			113			Deciles			Deciles				
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T	
49	F	72	43	75	190	C	C	C	D	C	C	C	C	C	C	5	4	4	7	4	6	5
50	F	70	51	74	195	C	C	C	C	C	C	D	D	D	D	2	2	1	1	1	1	1
52	F	72	50	60	182	D	C	C	C	B	D	C	C	D	D	5	1	1	1	1	1	1
53	F	58	59	82	199	C	C	C	D	D	B	C	C	D	D	3	2	2	4	2	1	2
54	F	79	58	55	192	C	C	C	B	B	B	C	C	C	C	2	5	3	1	2	2	2
55	F	75	72	53	200	C	B	C	C	C	B	B	B	B	B	6	2	3	4	1	1	1
56	F	66	39	85	190	C	C	D	C	C	B	D	D	D	D	5	2	3	1	2	1	1
57	F	51	51	67	169	D	D	D	C	D	C	C	C	C	C	5	1	2	2	3	4	3

AV. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.

Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate

C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A/C.E. Psych.			Coop. Reading						
	Grade	Speech	Theme	Machine	Total	111			112			113			Deciles			Deciles						
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.	Q	L	T	V	R	C	T			
58	F	74	55	65	194	D	B	C	C	C	C	C	C	C	C	2	1	1	1	1	1	1	1	1
59	F	65	60	67	192	C	C	C	C	C	C	D	D	D	D	3	6	4	1	6	3	4		
60	F	60	65	70	195	C	C	C	C	B	A	D	D	D	D	1	2	1	2	5	4	4		
61	F	86	79	33	198	C	C	C	C	C	C	C	C	C	C	8	6	7	7	8	7	7		
62	F	70	54	69	193	D	C	C	C	C	D	C	C	C	C	1	1	1	1	1	1	1	1	1
63	F	56	67	69	192	C	C	C	D	D	C	D	D	D	D	10	6	8	8	6	7	8		
64	F	74	17	95	186	B	B	B	C	C	B	C	C	C	B	9	6	7	5	5	2	4		
65	F	62	52	80	194	D	C	D	D	C	C	D	D	D	D	2	5	3	2	3	3	3		

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.
 Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate
 C. Comprehension T. Total

Name and Number	Comprehensive Examination					Term End Grades									A.C.E. Psych.			Coop. Reading			
	Grade	Speech	Theme	Machines	Total	111			112			113			Q	I	T	V	R	C	T
						Av.	Sp.	Th.	Av.	Sp.	Th.	Av.	Sp.	Th.							
66	F	66	72	57	195	D	D	D	D	D	D	C	B	C	9	2	4	3	2	3	3

Av. Term end grade is a composite grade given by the instructor at the end of each term; the composite grade represents the total of all grades given on speeches, themes, examinations, etc.
 Sp. Speech Th. Theme Q. Quantitative L. Linguistic T. Total V. Vocabulary R. Rate
 C. Comprehension T. Total

APPENDIX - B

PROFILE OF NO. 1

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2
C+	C+	C+	71	108	251	7	6	5	4	3	2
C	C	C	67	102	236	6	5	4	3	2	1
C-	C-	C-	64	96	223	5	4	3	2	1	0
D+	D+	D+	62	95	222	4	3	2	1	0	0
D	D	D	60	90	211	3	2	1	0	0	0
D-	D-	D-	57	86	201	2	1	0	0	0	0
F	F	F	47	77	200	1	1	1	1	1	1

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 2

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
Raw Scores												
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5	5
C-	C-	C-	71	108	251	4	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1	1
F	F	F	60	90	211							
F	F	F	57	86	201							
			51	85	195							

PROFILE OF NO. 3

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Raw Scores			Deciles			Deciles			Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5	5
C-	C-	C-	71	108	251	4	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1	1
F	F	F	60	90	211							
			57	86	201							
			50		177							
				54								

PROFILE OF NO. 4

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5	5
C-	C-	C-	71	108	251	4	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1	1
F	F	F	60	90	211							
F	F	F	57	86	201							
			43	74	195							

PROFILE OF NO. 5

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6	5
C+	C+	C+	71	108	251	6	5	4	3	3	3	3
C	C	C	67	102	236	5	4	3	2	2	2	2
C-	C-	C-	64	96	223	4	3	2	1	1	1	1
D+	D+	D+	62	95	222	3	2	1	1	1	1	1
D	D	D	60	90	211	2	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	57	71	185	1	1	1	1	1	1	1

PROFILE OF NO. 6

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5	5
C-	C-	C-	71	109	251	4	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1	1
F	F	F	60	90	211							
			57	86	201							
				74	194							

PROFILE OF NO. 7

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
			84	127	236 ⁹⁵						
			78	117	275						
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263						
B-	B-	B-	72	108	252	8	8	8	8	8	8
C+	C+	C+	71	109	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
						4	4	4	4	4	4
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211						
D-	D-	D-	57	86	201	2	2	2	2	2	2
F	F	F				1	1	1	1	1	1

54

184

SPEECH

THEME

TOTAL_____

MACHINE

PROFILE OF NO. 8

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314 <i>95</i>	10	10	10	10	10	10	10
			84	127	236							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 <i>9</i>	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252							
			71	109 <i>8</i>	251	7	7	7	7	7	7	7
			67	102	236	6	6	6	6	6	6	6
			64	96	223	5	5	5	5	5	5	5
			62	95	222	3	3	3	3	3	3	3
			60	90	211							
			57	86	201	2	2	2	2	2	2	2
						1	1	1	1	1	1	1

PROFILE OF NO. 9

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	7	7	7	7	7	7
C+	C+	C+	71	108	251	6	6	6	6	6	6	6
C	C	C	67	102	236	5	5	5	5	5	5	5
C-	C-	C-	64	96	223	4	4	4	4	4	4	4
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	54	81	191	1	1	1	1	1	1	1

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 10

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236 ⁹⁶	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5
C-	C-	C-	71	109	251	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1
F	F	F	60	90	211						
F	F	F	57	86	201						
			56								
				52	169						

SPEECH _____
 THEME _____
 TOTAL _____
 MACHINE _____

PROFILE OF NO. 11

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
			74	112	263	6	6	6	6	6	6	6
			72	108	252	5	5	5	5	5	5	5
C+	C+	C+	71	108	251	4	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1	1
D	D	D	60	90	211							
D-	D-	D-	57	86	201							
F	F	F		72	188							

PROFILE OF NO. 12

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
			Raw Scores			Deciles			Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	7	6	5	4
C+	C+	C+	71	109	251	7	6	5	7	6	5	4
C	C	C	67	102	236	6	5	4	6	5	4	3
C-	C-	C-	64	96	223	5	4	3	5	4	3	2
D+	D+	D+	62	95	222	4	3	2	4	3	2	1
D	D	D	60	90	211	3	2	1	3	2	1	1
D-	D-	D-	57	86	201	2	1	1	2	1	1	1
F	F	F	46		195	1	1	1	1	1	1	1

PROFILE OF NO. 13

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp. Th. Ma. To.			Raw Scores			Q	L	T	V	R	C	T
111	112	113										
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2	1
C+	C+	C+	71	105	251	6	5	4	3	2	1	1
C	C	C	67	102	236	5	4	3	2	1	1	1
C-	C-	C-	64	96	223	4	3	2	1	1	1	1
D+	D+	D+	62	95	222	3	2	1	1	1	1	1
D	D	D	60	90	211	2	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F			193	1	1	1	1	1	1	1

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 14

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236 ⁹⁵	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
			74	112 ⁹	263	6	6	6	6	6	6
			72	108	252	5	5	5	5	5	5
C+	C+	C+	71	109	251	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F	55	71	197						

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 15

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5
C-	C-	C-	67	102	236	4	4	4	4	4	4
D+	D+	D+	64	96	223	3	3	3	3	3	3
D	D	D	62	95	222	2	2	2	2	2	2
D-	D-	D-	60	90	211	1	1	1	1	1	1
F	F	F	57	86	201						
			49 79			197					

PROFILE OF NO. 16

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test			
			Raw Scores			Deciles			Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10	10
			84	127	236							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252							
C+	C+	C+	71	109	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211							
D-	D-	D-	57	86	201	2	2	2	2	2	2	2
F	F	F				1	1	1	1	1	1	1

187

65

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6	5
C+	C+	C+	71	105	251	6	5	4	3	6	5	4
C	C	C	67	102	236	3	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1	1
B	B	B	60	90	211							
D-	D-	D-	57	86	201							
F	F	F			170							

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 18

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores				
Sp. Th. Ma. To.			Raw Scores			Deciles			Deciles				
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T	
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10	10	
B+	B+	B+	77	116	274	9	9	9	9	9	9	9	
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8	
B-	B-	B-	72	108	252	7	6	5	4	7	6	5	4
C+	C+	C+	71	109	251	7	6	5	4	7	6	5	4
C	C	C	67	102	236	3	3	3	3	3	3	3	
C-	C-	C-	64	96	223	2	2	2	2	2	2	2	
D+	D+	D+	62	95	222	1	1	1	1	1	1	1	
D	D	D	60	90	211								
D-	D-	D-	57	86	201								
F	F	F		70	197								

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 19

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp. Th. Ma. To.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	7	6	5	4
C+	C+	C+	71	109	251	6	5	4	6	5	4	3
C	C	C	67	102	236	5	4	3	5	4	3	2
C-	C-	C-	64	96	223	4	3	2	4	3	2	1
D+	D+	D+	62	95	222	3	2	1	3	2	1	0
D	D	D	60	90	211	2	1	0	2	1	0	0
D-	D-	D-	57	86	201	1	0	0	1	0	0	0
F	F	F	48		177	0	0	0	0	0	0	0

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 20

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Raw Scores			Raw Scores			Deciles			Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
			84	127	236 ⁹⁵							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 ⁹	263							
B-	B-	B-	72	108	252	8	8	8	8	8	8	8
C+	C+	C+	71	109 ⁸	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211							
D-	D-	D-	57	86	201	2	2	2	2	2	2	2
F	F	F	55	61	189	1	1	1	1	1	1	1

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 21

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
				127	⁹⁵ 236						
			78	117	275						
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263						
B-	B-	B-	72	108	252	8	8	8	8	8	8
C+	C+	C+	71	109	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
						4	4	4	4	4	4
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211						
D-	D-	D-	57	86	201	2	2	2	2	2	2
F	F	F		67	196	1	1	1	1	1	1

PROFILE OF NO. 22

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam		A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma. To.	Q	L	T	V	R	C	T
A	A	A	90	135	10	10	10	10	10	10	10
				314							
				236							
				275							
B+	B+	B+	77	116	9	9	9	9	9	9	9
B	B	B	74	112	8	8	8	8	8	8	8
B-	B-	B-	72	108	8	8	8	8	8	8	8
C+	C+	C+	71	109	7	7	7	7	7	7	7
C	C	C	67	102	6	6	6	6	6	6	6
C-	C-	C-	64	96	5	5	5	5	5	5	5
D+	D+	D+	62	95	3	3	3	3	3	3	3
D	D	D	60	90	2	2	2	2	2	2	2
D-	D-	D-	57	86	2	2	2	2	2	2	2
F	F	F	48	68	1	1	1	1	1	1	1
				183							

PROFILE OF NO. 23

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252							
C+	C+	C+	71	105	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201							
F	F	F	51	75	186	1	1	1	1	1	1	1

PROFILE OF NO. 24

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores				
Raw Scores			Deciles			Deciles				Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T	
A	A	A	90	135	314	10	10	10	10	10	10	10	
			84	127	236 ⁹⁵								
			78	117	275								
B+	B+	B+	77	116	274	9	9	9	9	9	9	9	
B	B	B	74	112 ⁹	263	8	8	8	8	8	8	8	
B-	B-	B-	72	108	252								
C+	C+	C+	71	108 ⁸	251	7	7	7	7	7	7	7	
C	C	C	67	102	236	6	6	6	6	6	6	6	
C-	C-	C-	64	96	223	5	5	5	5	5	5	5	
						4	4	4	4	4	4	4	
D+	D+	D+	62	95	222	3	3	3	3	3	3	3	
D	D	D	60	90	211								
D-	D-	D-	57	86	201	2	2	2	2	2	2	2	
F	F	F		52	198	1	1	1	1	1	1	1	

PROFILE OF NO. 25

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Raw Scores			Deciles			Deciles			Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5	5
C-	C-	C-	71	105	251	4	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1	1
F	F	F	60	90	211							
F	F	F	57	86	201							
			198									
			70									

PROFILE OF NO. 26

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp. Th.			Raw Scores			Q			V			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6	5
C+	C+	C+	71	104	251	6	5	4	3	3	3	3
C	C	C	67	102	236	5	4	3	2	2	2	2
C-	C-	C-	64	96	223	4	3	2	1	1	1	1
D+	D+	D+	62	95	222	3	2	1	1	1	1	1
D	D	D	60	90	211	2	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	53	70	196	1	1	1	1	1	1	1

PROFILE OF NO. 27

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp. Th.			Raw Scores			Q			V			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2	1
C+	C+	C+	71	106	251	6	5	4	3	2	1	1
C	C	C	67	102	236	5	4	3	2	1	1	1
C-	C-	C-	64	96	223	4	3	2	1	1	1	1
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	43	72	180	1	1	1	1	1	1	1

PROFILE OF NO. 28

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252							
C+	C+	C+	71	109	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	88	201							
F	F	F	52	77	195	1	1	1	1	1	1	1

SPEECH

THEMS

TOTAL

MACHINE

PROFILE OF NO. 29

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2	1
C+	C+	C+	71	106	251	7	6	5	4	3	2	1
C	C	C	67	102	236	6	5	4	3	2	1	1
C-	C-	C-	64	96	223	5	4	3	2	1	1	1
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	50	77	199	1	1	1	1	1	1	1

PROFILE OF NO. 30

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp. Th. Ma. To.			Deciles			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6	5
C+	C+	C+	71	105	251	6	5	4	3	3	3	3
C	C	C	67	102	236	5	4	3	2	2	2	2
C-	C-	C-	64	96	223	4	3	2	1	1	1	1
D+	D+	D+	62	95	222	3	2	1	1	1	1	1
D	D	D	60	90	211	2	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	52	70	141	1	1	1	1	1	1	1

PROFILE OF NO. 31

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp. Th.			Raw Scores			Q	L	T	V	R	C	T
111	112	113	Th.	Ma.	To.							
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	7	7	7	7	7	7
C+	C+	C+	71	105	251	6	6	6	6	6	6	6
C	C	C	67	102	236	5	5	5	5	5	5	5
C-	C-	C-	64	96	223	4	4	4	4	4	4	4
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F			197	1	1	1	1	1	1	1

PROFILE OF NO. 32

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp. Th. Ma. To.			Deciles			Deciles						
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2	1
C+	C+	C+	71	106	251	6	5	4	3	2	1	0
C	C	C	67	102	236	5	4	3	2	1	0	0
C-	C-	C-	64	96	223	4	3	2	1	0	0	0
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F		76	197	1	1	1	1	1	1	1

SPEECH _____
 THEME _____
 TOTAL _____
 MACHINE _____

PROFILE OF NO. 33

Term End Grades			Comprehensive Exam		A. C. E. Psychological Exam			Cooperative Reading Test Scores			
			Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
111	112	113	Raw Scores								
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	7	7	7	7	7
C+	C+	C+	71	108	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1
F	F	F		81	191	1	1	1	1	1	1
			37								

PROFILE OF NO. 34

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6	5
C+	C+	C+	71	106	251	6	5	4	3	3	3	3
C	C	C	67	102	236	5	4	3	2	2	2	2
C-	C-	C-	64	96	223	4	3	2	1	1	1	1
D+	D+	D+	62	95	222	3	2	1	1	1	1	1
D	D	D	60	90	211	2	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	41	63	180	1	1	1	1	1	1	1

PROFILE OF NO. 35

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
B+	B+	B+	74	112	263	6	6	6	6	6	6
B-	B-	B-	72	108	252	5	5	5	5	5	5
C+	C+	C+	71	108	251	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F	44	71	186	1	1	1	1	1	1

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 36

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp. Th. Ma. To.			Raw Scores			Q	L	T	V	R	C	T
111	112	113										
A	A	A	90	135	314	10	10	10	10	10	10	10
			84	127	236							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263							
B-	B-	B-	72	108	252	8	8	8	8	8	8	8
C+	C+	C+	71	106	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
						4	4	4	4	4	4	4
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211							
D-	D-	D-	57	86	201	2	2	2	2	2	2	2
F	F	F	46	77	197	1	1	1	1	1	1	1

PROFILE OF NO. 37

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	7	6	5	7
C+	C+	C+	71	108	251	6	5	4	6	5	4	6
C	C	C	67	102	236	5	4	3	5	4	3	5
C-	C-	C-	64	96	223	4	3	2	4	3	2	4
D+	D+	D+	62	95	222	3	2	1	3	2	1	3
D	D	D	60	90	211	2	1	0	2	1	0	2
D-	D-	D-	57	86	201	1	0	0	1	0	0	1
F	F	F	43	74	176	0	0	0	0	0	0	0

PROFILE OF NO. 38

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles				Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T		V	R	C	T
A	A	A	90	135	314	10	10	10		10	10	10	10
B+	B+	B+	84	127	236	9	9	9		9	9	9	9
B	B	B	78	117	275	8	8	8		8	8	8	8
B-	B-	B-	77	116	274	7	7	7		7	7	7	7
C+	C+	C+	74	112	263	6	6	6		6	6	6	6
C	C	C	72	108	252	5	5	5		5	5	5	5
C-	C-	C-	67	102	236	4	4	4		4	4	4	4
D+	D+	D+	64	96	223	3	3	3		3	3	3	3
D	D	D	62	95	222	2	2	2		2	2	2	2
D-	D-	D-	60	90	211	1	1	1		1	1	1	1
F	F	F	57	86	201								
			38	84	199								

SPEECH _____
 THEME _____
 TOTAL _____
 MACHINE _____

PROFILE OF NO. 39

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	4	4	4
C+	C+	C+	71	107	251	7	6	5	4	4	4	4
C	C	C	67	102	236	6	5	4	3	3	3	3
C-	C-	C-	64	96	223	3	3	3	3	3	3	3
D+	D+	D+	62	95	222	2	2	2	2	2	2	2
D	D	D	60	90	211	1	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F			189	1	1	1	1	1	1	1
				59								

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 40

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	238	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	6	5	4	3	3	3
C+	C+	C+	74	112	263	7	6	5	4	3	3	3
C	C	C	72	108	252	7	6	5	4	3	3	3
C-	C-	C-	71	108	251	7	6	5	4	3	3	3
C-	C-	C-	67	102	236	7	6	5	4	3	3	3
C-	C-	C-	64	96	223	7	6	5	4	3	3	3
D+	D+	D+	62	95	222	7	6	5	4	3	3	3
D	D	D	60	90	211	7	6	5	4	3	3	3
D-	D-	D-	57	86	201	7	6	5	4	3	3	3
F	F	F	47	72	200	7	6	5	4	3	3	3

SPEECH

THEME

TOTAL _____

MACHINE

PROFILE OF NO. 41

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6	5
C+	C+	C+	71	108	251	6	5	4	3	6	5	4
C	C	C	67	102	236	5	4	3	2	5	4	3
C-	C-	C-	64	96	223	4	3	2	1	4	3	2
D+	D+	D+	62	95	222	3	2	1	1	3	2	1
D	D	D	60	90	211	2	1	1	1	2	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F		75	200							

PROFILE OF NO. 42

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
			Sp. Th.	Ma.	To.	Deciles			Deciles			
111	112	113				Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	7	6	5	4
C+	C+	C+	71	105	251	7	6	5	7	6	5	4
C	C	C	67	102	236	6	5	4	6	5	4	3
C-	C-	C-	64	96	223	3	3	3	3	3	3	2
D+	D+	D+	62	95	222	2	2	2	2	2	2	1
D	D	D	60	90	211							
D-	D-	D-	57	86	201							
F	F	F		56	186	1	1	1	1	1	1	1

PROFILE OF NO. 43

SPEECH _____
 THEME _____
 TOTAL _____
 MACHINE _____

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
B	B	B	74	112	263	6	6	6	6	6	6	6
B-	B-	B-	72	108	252	5	5	5	5	5	5	5
C+	C+	C+	71	106	251	4	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1	1
D	D	D	60	90	211							
D-	D-	D-	57	86	201							
F	F	F			171							

38

PROFILE OF NO. 44

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5
C-	C-	C-	71	105	251	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1
F	F	F	60	90	211						
			57	86	201						
			52								
					171						

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5	5
C-	C-	C-	71	108	251	4	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1	1
F	F	F	60	90	211							
F	F	F	57	86	201							
					195							

PROFILE OF NO. 46

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	7	6	5
C+	C+	C+	71	105	251	7	6	5	7	6	5
C	C	C	67	102	236	6	5	4	6	5	4
C-	C-	C-	64	96	223	3	3	3	3	3	3
D+	D+	D+	62	95	222	2	2	2	2	2	2
D	D	D	60	90	211	1	1	1	1	1	1
D-	D-	D-	57	86	201						
F	F	F	55	66	196						

PROFILE OF NO. 47

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	283	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
B+	B+	B+	74	112	263	6	6	6	6	6	6
B-	B-	B-	72	108	252	5	5	5	5	5	5
C+	C+	C+	71	108	251	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F			199	1	1	1	1	1	1

PROFILE OF NO. 48

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam Deciles			Cooperative Reading Test Scores Deciles			
Sp. Th.			Raw Scores			Q			V			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8	8
B+	B+	B+	77	116	274	7	7	7	7	7	7	7
B	B	B	74	112	263	6	6	6	6	6	6	6
B-	B-	B-	72	109	252	5	5	5	5	5	5	5
C+	C+	C+	71	108	251	4	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1	1
D	D	D	60	90	211	1	1	1	1	1	1	1
D-	D-	D-	57	86	201	1	1	1	1	1	1	1
F	F	F	51	78	199	1	1	1	1	1	1	1

PROFILE OF NO. 49

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2	1
C+	C+	C+	71	109	251	7	6	5	4	3	2	1
C	C	C	67	102	236	6	5	4	3	2	1	0
C-	C-	C-	64	96	223	5	4	3	2	1	0	0
D+	D+	D+	62	95	222	4	3	2	1	0	0	0
D	D	D	60	90	211	3	2	1	0	0	0	0
D-	D-	D-	57	86	201	2	1	0	0	0	0	0
F	F	F	43	75	190	1	0	0	0	0	0	0

SPEECH _____
 THEME _____
 TOTAL _____
 MACHINE _____

PROFILE OF NO. 50

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
			84	127	236 ⁷⁵							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263							
B-	B-	B-	72	109 ⁹	252	8	8	8	8	8	8	8
C+	C+	C+	71	109	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211							
D-	D-	D-	57	86	201	2	2	2	2	2	2	2
F	F	F	51		195	1	1	1	1	1	1	1
				114								

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 52

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
Raw Scores												
A	A	A	90	135	314	10	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	3	2	1
C+	C+	C+	71	107	251	7	6	5	4	3	2	1
C	C	C	67	102	236	6	5	4	3	2	1	1
C-	C-	C-	64	96	223	5	4	3	2	1	1	1
D+	D+	D+	62	95	222	4	3	2	1	1	1	1
D	D	D	60	90	211	3	2	1	1	1	1	1
D-	D-	D-	57	86	201	2	1	1	1	1	1	1
F	F	F	50	80	182	1	1	1	1	1	1	1

PROFILE OF NO. 53

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5
C-	C-	C-	71	105	251	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1
F	F	F	60	90	211						
F	F	F	57	86	201						
				72	199						

PROFILE OF NO. 54

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112 ⁹	263	8	8	8	8	8	8
B-	B-	B-	72	108	252	7	6	5	4	7	6 5 4
C+	C+	C+	71	108 ⁸	251	7	6	5	4	7	6 5 4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F		52	192						

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 55

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ms.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8
B-	B-	B-	72	108 ⁹	252	7	6	5	4	3	2
C+	C+	C+	71	105 ⁸	251	7	6	5	4	3	2
C	C	C	67	102	236	7	6	5	4	3	2
C-	C-	C-	64	96	223	7	6	5	4	3	2
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2
D-	D-	D-	57	86	201	1	1	1	1	1	1
F	F	F			200	1	1	1	1	1	1

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document provides a conclusion and a summary of the key findings. It reiterates the importance of accurate record-keeping and the need for ongoing research in this field.

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
Sp. Th.			Raw Scores			Deciles			Deciles			
111	112	113	Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
			84	127	236							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263							
B-	B-	B-	72	108	252	8	8	8	8	8	8	8
C+	C+	C+	71	109	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211							
D-	D-	D-	57	(86)	201	2	2	2	2	2	2	2
F	F	F				1	1	1		1		1

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 57

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
			74	112 ⁹	263	6	6	6	6	6	6
			72	108	252	5	5	5	5	5	5
C+	C+	C+	71	109	251	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F	51	67	169						

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 58

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8
B-	B-	B-	72	108 ⁹	252	7	6	5	4	7	6 5 4
C+	C+	C+	71	108 ⁸	251	7	6	5	4	7	6 5 4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F	55 ⁻	65 ⁻	144						

SPEECH

THEME

TOTAL

MACHINE

PROFILE OF NO. 59

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10
			84	127	236						
			78	117	275						
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263						
B-	B-	B-	72	108 ⁹	252	8	8	8	8	8	8
C+	C+	C+	71	100 ⁹	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
D+	D+	D+	62	95	222	4	4	4	4	4	4
D	D	D	60	90	211	3	3	3	3	3	3
D-	D-	D-	57	86	201	2	2	2	2	2	2
F	F	F		67	192	1	1	1	1	1	1

SPEECH _____
 THEME _____
 TOTAL _____
 MACHINE _____

PROFILE OF NO. 60

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
			84	127	⁹⁵ 236						
			78	117	275						
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263						
B-	B-	B-	72	108	252	8	8	8	8	8	8
C+	C+	C+	71	107	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
						4	4	4	4	4	4
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211						
D-	D-	D-	57	86	201	2	2	2	2	2	2
F	F	F		70	¹⁹⁵	1	1	1	1	1	1

PROFILE OF NO. 61

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores Deciles			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
A	A	A	90	135	314	10	10	10	10	10	10	10
			84	127	236							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252							
C+	C+	C+	71	105	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3	3
D	D	D	60	90	211	2	2	2	2	2	2	2
D-	D-	D-	57	86	201							
F	F	F			198	1	1	1	1	1	1	1
				33								

PROFILE OF NO. 62

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores			
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C	T
Raw Scores												
A	A	A	90	135	314	10	10	10	10	10	10	10
			84	127	236							
			78	117	275							
B+	B+	B+	77	116	274	9	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8	8
B-	B-	B-	72	108	252							
C+	C+	C+	71	108	251	7	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5	5
D+	D+	D+	62	95	222	4	4	4	4	4	4	4
D	D	D	60	90	211	3	3	3	3	3	3	3
D-	D-	D-	57	86	201	2	2	2	2	2	2	2
F	F	F	54	67	193	1	1	1	1	1	1	1

PROFILE OF NO. 63

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
			84	127	⁹⁵ 236						
			78	117	275						
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263	8	8	8	8	8	8
B-	B-	B-	72	108	252						
C+	C+	C+	71	108	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211						
D-	D-	D-	57	86	201	2	2	2	2	2	2
F	F	F	56			1	1	1	1	1	1
				69	192						

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test		
			Raw Scores			Deciles			Deciles		
Sp. Th.			Ma.			L			R		
111 112 113			113			10			10		
A	A	A	90	135	314	10	10	10	10	10	10
			84	127	236						
			78	117	275						
B+	B+	B+	77	116	274	9	9	9	9	9	9
B	B	B	74	112	263						
B-	B-	B-	72	108	252						
C+	C+	C+	71	109	251	7	7	7	7	7	7
C	C	C	67	102	236	6	6	6	6	6	6
C-	C-	C-	64	96	223	5	5	5	5	5	5
D+	D+	D+	62	95	222	3	3	3	3	3	3
D	D	D	60	90	211						
D-	D-	D-	57	86	201	2	2	2	2	2	2
F	F	F				1	1	1	1	1	1

PROFILE OF NO. 65

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	L	T	V	R	C T
A	A	A	90	135	314 ⁹⁵	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
C+	C+	C+	74	112	263	6	6	6	6	6	6
C	C	C	72	108	252	5	5	5	5	5	5
C-	C-	C-	71	109	251	4	4	4	4	4	4
D+	D+	D+	67	102	236	3	3	3	3	3	3
D	D	D	64	96	223	2	2	2	2	2	2
D-	D-	D-	62	95	222	1	1	1	1	1	1
F	F	F	60	90	211						
F	F	F	57	86	201						
F	F	F	52	80	194						

PROFILE OF NO. 66

SPEECH

THEME

TOTAL

MACHINE

Term End Grades			Comprehensive Exam			A. C. E. Psychological Exam			Cooperative Reading Test Scores		
111	112	113	Sp. Th.	Ma.	To.	Q	I	T	V	R	C T
A	A	A	90	135	314	10	10	10	10	10	10
B+	B+	B+	84	127	236	9	9	9	9	9	9
B	B	B	78	117	275	8	8	8	8	8	8
B-	B-	B-	77	116	274	7	7	7	7	7	7
B	B	B	74	112	263	6	6	6	6	6	6
B-	B-	B-	72	108	252	5	5	5	5	5	5
C+	C+	C+	71	106	251	4	4	4	4	4	4
C	C	C	67	102	236	3	3	3	3	3	3
C-	C-	C-	64	96	223	2	2	2	2	2	2
D+	D+	D+	62	95	222	1	1	1	1	1	1
D	D	D	60	90	211						
D-	D-	D-	57	86	201						
F	F	F		57	194						

APPENDIX C

Letter Grade	Term End Grades 111			Term End Grades 112			Term End Grades 113			Comprehensive Exam.			A. C. E. Psychological Test			Cooperative C-2 Reading Test			
	Speech	Theme	Total	Speech	Theme	Total	Speech	Theme	Machine	Quantitative	Linguistic	Total	Vocabulary	Rate	Comprehension	Total			
A				2						3					1	1	1		
B	8	2	2	14	12	2		10	9	3				3	2	2	108		
C	50	48	44	42	39	47		42	37	49				22	21	20	580		
D	7	15	19	9	12	16		13	19	13				18	24	22	303		
E																	233		
total	65	65	65	65	65	65		65	65	65				65	65	65	1253		

Letter Grade	Term End Grades 111			Term End Grades 112			Term End Grades 113			Comprehensive Exam.			A. C. E. Psychological Test			Cooperative C-2 Reading Test				Total
	Speech	Theme	Total	Speech	Theme	Total	Speech	Theme	Machine	Quantitative	Linguistic	Total	Vocabulary	Rate	Comprehension	Total				
A				2			3	1		3					1	1	1			
B	8	2	2	14	12	2		14	3		13	3	4	2	3	2	2	108		
C	50	48	44	42	39	47		28	8	1	22	22	20	18	22	21	20	580		
D	7	15	19	9	12	16		13	17	5	18	18	23	13	27	24	22	303		
E								7	36	59	9	22	18	32	13	17	20	233		
total	65	65	65	65	65	65		65	65	65	65	65	65	65	65	65	65	1253		

APPENDIX C - Groupings and Distributions of Term End Grades, Comprehensive Examination and Psychological and Reading Test Scores For Those Subjects Who Failed Both the Theme and Machine Parts of the Comprehensive Examination

Letter Grade	Term End Grades 111			Term End Grades 112			Term End Grades 113			Comprehen- sive Exam.			A. C. E. Psycholog- ical Test			Cooperative C-2 Reading Test				Total
	Speech	Theme	Total	Speech	Theme	Total	Speech	Theme	Total	Speech	Theme	Machine	Quantitative	Linguistic	Total	Vocabulary	Rate	Comprehension	Total	
A					1					2			1					1	1	
B	4			8	3		2	1		12			7	2	3		1	2	1	1
C	22	21	18	19	20	23	20	18	24	11			9	7	8		7	7	8	6
D	3	8	11	2	5	6	7	10	5	4			8	6	6		5	10	9	8
E											29	29	4	14	12		16	10	10	13
total	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29		29	29	29	29

APPENDIX C - Groupings and Distributions of Term End Grades, Comprehensive Examination and Psychological and Reading Test Scores For Those 23 Subjects Who Failed Only the Machine Scored Part of the Comprehensive Examination

Letter Grade	Term End Grades 111			Term End Grades 112			Term End Grades 113			Comprehensive Exam.			A. C. E. Psychological Test			Cooperative C-2 Reading Test			
	Speech	Theme	Total	Speech	Theme	Total	Speech	Theme	Total	Machine	Theme	Total	Quantitative	Linguistic	Total	Vocabulary	Rate	Comprehension	Total
A				1			2	1					4	1			1		
B	3	1	1	5	6	2	7	6	2										
C	18	19	18	15	12	15	13	12	17				8	10	9	7	10	8	10
D	2	3	4	3	4	6	3	5	4				8	8	9	4	10	11	9
E													3	4	5	12	2	3	4
total	23	23	23	23	23	23	23	23	23				23	23	23	23	23	23	23

APPENDIX C - Groupings and Distributions of Term End Grades, Comprehensive Examination and Psychological and Reading Test Scores For Those Subjects Who Failed Only the Theme Part of the Comprehensive Examination

[illegible]

APPENDIX C - Groupings and Distributions of Term End Grades, Comprehensive Examination and Psychological and Reading Test Scores For Those Subjects Who Failed Only the Speech and Machine Scored Parts of the Comprehensive Examination

[illegible]

WRITTEN AND SPOKEN ENGLISH

Course (Circle) 111, 112, 113

Last Name First Name Initial

Recitation Section

Term Year

Lecture Section

Instructor

Clinic ☐ Reading ☐ Speech ☐ Writing ☐

Units	1	2	3	4	5	Mid Term Tests	Mid Term Grade	6	7	8	9	10	Final Exam Grade	Final Course Grade
Speeches														
Writing Projects														
Outlines														
Class Discussions														
Tests														
Attendance														

This card is to be returned to the CENTRAL OFFICE at the end of the term. Grades are to be recorded in the appropriate squares. Use the College letter grading system.

APPENDIX D - Sample Class Card for Term End Grades

Names of Instructors (111) _____ (112) _____

Term Paper Topic (112) _____

Home Town _____ Age _____

East Lansing Address _____ E. L. Phone _____

Name of High School Attended _____

English in High School (Indicate amount of training in writing) _____

Term Paper Topic in High School _____

Speech in High School _____

Course in Composition and Speech in College _____

Enrollment Officer's Name _____

Vocational Preference _____

Instructor's Comment _____

APPENDIX E - Sample of Speech Rating Scale

SPEECH RATING SCALE

Name and/or Number Date

	Superior					Unsatisfactory				
	10	9	8	7	6	5	4	3	2	1
Fluency										
Physical and Vocal Control										
Organization										
Content										
Sense of Communication										

Rater Total

APPENDIX F - Instructions for Speech Rating Scale

EXPLANATION OF THE TERMS ON THE SPEECH RATING SCALE

FLUENCY

- A fluent speaker will use appropriate diction (choice of words),
will observe exactness in the meanings of the words used,
will use sound sentence structure,
will use conventional grammar and pronunciation.
- A fluent speaker will be free from:
silent hesitations (I sawthe bird.),
vocalized hesitations (I'm ..uh..going to talk..uh..on the..),
word or phrase repetitions (He...he..walked home.),
reconstruction of thought (She thought...I mean..she knew).

PHYSICAL AND VOCAL CONTROL

Physical control refers to posture, gestures, movement and facial expression that contribute to the total communication.

Vocal control refers to articulation, volume, rate and pitch. The articulation should permit the speech to be understood; the volume, should permit the speech to be heard; the rate should permit the listener to follow the thought easily; the pitch should lend meaning to the thought expressed. No consideration should be given to voice quality (harsh, guttural, nasal, etc.).

ORGANIZATION

The speaker should make clear the central idea of the speech; it may be clearly implied or specifically stated.

The speaker should indicate a singleness of purpose and should adhere to that purpose.

The speech should be coherently and effectively organized.

CONTENT

The speaker should use adequate evidence in the development of the central idea (facts, statistics, quotations, testimony etc.).

The supporting materials should be accurate, significant and interesting.

The speaker should use persuasive techniques (appeals to reason and feeling).

The speaker should accomplish the purpose of the speech in relation to the topic that was drawn.

APPENDIX F (Cont'd.)

SENSE OF COMMUNICATION

Generally, this category refers to the speaker's awareness of the audience, subject and occasion.

A sense of communication exists when the speaker gives a lively meaning to the words as he utters them.

The speaker should implement his communication by meaningful eye contact, direct questions, rhetorical questions, and polarizing words, such as "I", "you" and "we".

The speaker should show evidence of enthusiasm and mental alertness; he should speak "with the audience" rather than "at the audience."

The speaker's composite performance should be considered in this category.

APPENDIX G - Material for Speech Comprehensive Examination

RADIO

Because of the large enrollment, it is impractical to require students to consult the library to obtain opinions and factual materials to serve as bases for discussions, speech, and written assignments. This booklet, which has been prepared by members of the Department of Written and Spoken English, should supply you with a minimum amount of such materials. It is suggested that you supplement these materials by extractions from current magazines and newspapers.

You will be asked to return the booklet to the department. Please do not write in it or otherwise mutilate it. It is suggested that you copy on cards such notes and extracts from the booklet as you may wish to use in your speeches or papers.

Introduction

On the following pages you will find a review of the history of radio, and charts and tables designed to give you an over-all picture of radio programs. Much information on radio itself is included because it contributes to an understanding of the programs.

Discussion

The history of radio is "a simple tale of an idea, an experiment, a mighty industry, a daily habit, and a basic influence in our modern civilization." Italy, Denmark, England, and America all contributed to the development of radio over a period of a great many years. America produced the first noted results. The first licensed radio station opened on October 16, 1920, in Pittsburgh and was known as KDKA. The inaugural broadcast was the election returns of Warren G. Harding. The growth of radio stations was rapid. By May 1, 1922, there were 99 stations in the U.S. By 1946, 26 years later, there were 930 stations in the U.S.

There are three systems of radio ownership: private ownership (all U.S. stations), government ownership (all British stations), and part private - part government ownership (Canadian and Australian stations). By January 1, 1940, in the U.S. there were 881 commercial stations, 36 non-commercial stations, and 357 colleges that offered courses of instruction in radio.

By 1940, 27 million families owned 40 million radio sets. Eight million of these sets were in automobiles. In 1941, the people of the U.S. bought 51,197,000 new radio sets. In 1945, it was estimated that the average number of sets per American family was 2.6.

There are two general classes of radio programs. Sustaining programs, which are unsponsored, but may be bought by a sponsor later. They serve the public interest, and satisfy the Federal Communications Commission. They represent all programs from such non-commercial stations as WKAR. Commercial programs are all sponsored. They are aimed at getting a listener's response to a name or product. Some of them, such as the variety show, may have a general appeal. Others, such as women's and children's shows may have a specific appeal.

Radio has grown into a big business through sale of time. The cultural impact of radio programs has been great. Because many people hear the same thing at the same time, radio has become a great democratizing agent. Social strata bars are impossible on radio. There are no programs just for the rich. The poorest man can hear the best if he has a radio set. Hence, it has produced a community of spirit and a consciousness of equality. Radio programs play a large part in setting standards of conduct and morals. Though variety is the key note of radio, programs must be typical to please everyone and are, therefore, standardizing in their effect. Thus they tend to standardize habits of thinking and speech. Radio programs have been educational in that they have given the average person a broader horizon through bringing the world to his front room. They have improved man's understanding of all things. They have given him contact with things he otherwise would have avoided. However, they have failed to play as large a part as they could. This is partially due to commercial broadcasters' desire to sell time rather than donate it to educational purposes, and partially due to educators' refusal to adapt education to radio. Educators are not wholly to blame for they have lacked funds to buy time on large stations, and to secure good enough talent and material for educational stations such as WKAR to promote a large public interest in education.

Radio has provided jobs for over 100,000 people. In the last ten years, it has provided a new medium for writers and musicians, and it has aided some industries by quick dissemination of information. For example, it has aided farmers with crop and weather information. It has also boosted employment in other industries both indirectly through the sale of more products such as cereals and soaps, and directly through the creation of new interests. Phonograph records sales have increased 2500%, and attendance at opera has increased over 1000%. This renewed interest in music has opened new opportunities for music education and has provided an incentive for composers. Through foreign music programs, radio had drawn attention to the culture of other lands. Radio had made the best in drama available to the masses. This has spurred local interest in good drama, and has resulted in a growth of the civic theatre.

Contrary to expectations, church attendance has not been reduced by radio. While it has brought religious services to the ill and the shut-ins, it has not encouraged devotion in the home. There are too many distractions such as small children, the Sunday paper and the preparation of Sunday dinner to compete with it. It has, however, toned down the bombastic type of religious service, and through the broadcasting of services of all faiths, it may have encouraged religious tolerance.

Radio has given us speedier and more complete news coverage, and has enlightened the public on major issues. The introduction of the news commentator has been a mixed blessing, for too many times the public uses the comment as a substitute for thought.

Because the FCC demands that stations grant equal time to all parties, radio has given the public a better balance in partisan matters. Radio prevents politicians from appealing to sectional or group interests by making one promise to one section or group and a different promise to another. It has lessened the dangers of mass psychology; the listener is not as liable to suggestion as if he were in a large audience.

Standards of language are greatly determined through the spoken word. No accurate surveys have been made of the effect radio has on our standards of speech. While announcers are chosen for uniformity of speech without sectional variety, poor grammar and pronunciation are common in wildwest programs and in comedy programs such as "It Pays to be Ignorant." The result is likely to be a standard speech containing elements of both the precise speech of the announcers and the substandard speech of the comedy programs. Regional dialects will tend to disappear.

Most children would rather listen than read. As a result, radio programs have given children new interests. They have created interest in hobbies, and in better health habits. A small minority of children have developed bad habits such as stealing or disobedience through listening to radio programs. Psychologically, programs built around horror, kidnapping and intrigue have been bad for some children, for they have produced bad dreams and nightmares. On this point the radio surveys made by CBS differ widely from other surveys made by such groups as the Federated Women's Clubs of America. Women's Clubs claim programs teach many and serious bad habits.

Women make up the largest part of the radio audience; 37% of the day's audience is women. The sale of 81% of all products through radio is influenced by women. Radio programs have influenced their fashions, hairdos, and speech. Radio has changed women's mode of conduct in and out of the home. They frequently emulate stars and characters on the radio. Plots of popular serials based on psychosis, neurosis, auto accidents, murder, births of babies, marital discord, etc., have induced mild forms of mental distress in many women. Radio programs have helped in home making by supplying recipes and suggestions for interior decoration and the solving of certain problems with children.

Radio programs have increased men's appreciation of music and drama, have broadened men's horizons by greater news coverage, and have increased men's interest in sports. They have given every man an alma mater whether he attended college or not through play by play broadcasts of college football. They have tended to keep men at home.

In order to improve its programs, radio maintains constant search for new talent, and for better program material, and constant research for better transmission and reception. However, commercial stations are still guided more by sale of time than by public interest and welfare. Because of this, the sponsor still wields too much power over type and quality of program. Yet, radio is remarkably sensitive to public opinion when it is expressed.

Non-network advertising by type of rendition
1944

Type	Total non-network
Electrical transcriptions.	\$12,498,075
Live talent	27,169,120
*Records	1,290,860
Announcements	14,983,305
*Victrola records as contrasted to electrical transcriptions.	

Hattinger and Neff, Radio Advertising, p. 116.

Progressive Comparisons in Three Media

	Advertising Revenue		
	Magazines	Newspapers	Radio
1928	\$190,000,000	\$720,000,000	\$ 20,000,000
1937	165,000,000	570,000,000	165,000,000
1944	272,700,000	250,000,000	246,541,360
1945	308,700,000	246,000,000	249,641,000

"Radio has struck a saturation point. It has a time limitation not experienced by other media. There is no more space in a 24 hour day. New frequency bands may be opened up by Frequency Modulation transmission and Television and allow radio to expand its sales of time."

Hattinger and Neff, Radio Advertising, p. 116.

Per Broadcast
Talent Costs for Net-work shows
1942

NBC - Red		CBS	
Jack Benny	\$18,000	Major Bowes	\$18,000
Fred Waring	12,500	Fred Allen	12,000
Bing Crosby	12,500	Kate Smith hour	12,000
Frank Morgan, Fannie Brice	10,000	Ford Sunday Evening Hour	10,000
Charlie McCarthy	11,000	Orson Wells	7,000
Burns and Allen	10,000	Hit Parade	7,500
Eddie Cantor	9,000	Amos and Andy	7,000
Bob Hope	10,000	Helen Hayes Theatre	5,000
Information Please	8,500	We the people	4,500
Kay Kyser	7,000	Duffey's Tavern	3,500
Fibber McGee	6,500	Hobby Lobby	3,000
Mr. District Attorney	4,200	Life Can Be Beautiful	2,500
Phil Spitalny	4,000	Edwin C. Hill	2,200
Lum and Abner	3,500	Vox Pop	2,500
One Man's Family	3,000	Heda Hopper	2,000
Great Gildersleeve	2,500	Death Valley Days	2,000
Truth or Consequences	2,000	First Nighter	1,800
Road of Life	3,000	Stars over Hollywood	1,500
The Goldberg's	2,500	Romance of Helen Trent	1,500
Valiant Lady	2,000	Take it or Leave It	1,500
Vic and Sade	2,500	William L. Shirer	1,000
Portia Faces Life	1,500		
Dr. IQ	2,000		
NBC - Blue		Mutual	
Walter Winchell	5,000	No figures available but it is known that Milton Berle and Charles Laughton were receiving \$5,000 per half hour for "Three Ring Time".	
Irene Rich	1,500		
John's other wife	1,600		
Tom Mix	1,850		
Easy Aces	2,500		
Quiz Kids	3,000		
Gang Busters	4,000		

Note: These figures represent total talent costs. For example, Jack Benny must pay his entire cast out of the figure of \$18,000 per broadcast.

Talent costs for live shows on non-network stations are negligible.

When figuring what a sponsor pays for one broadcast you must add talent cost to station or network time costs. Therefore, the sponsor for Jack Benny would pay \$18,000 for talent for one show plus approximately \$18,000 for network time for one show or a total of approximately \$36,000 for one show exclusive of rehearsal costs.

Programs broadcast over NBC networks
November 1936

<u>Type of Program</u>	<u>per cent of time consumed</u>
MUSIC	58.2%
opera	0.2%
classical	11.1%
semi-classical	7.2%
light	23.0%
dance	16.7%
LITERATURE	15.4%
Drama	11.9%
Comedy	2.3%
Readings	1.2%
TALKS	8.4%
Humanities	0.7%
Social Science	6.3%
Dialogue (listener participation)	1.4%
SPECIAL EVENTS	3.2%
News (eye-witness accounts)	0.5%
Sports	2.7%
CURRENT TOPICS	3.0%
News	2.4%
Sports	0.6%
WOMEN'S PROGRAMS	1.9%
CHILDREN'S PROGRAMS	4.0%
RELIGION	1.3%
REPORTS	0.7%
NOVELTY	3.9%
	100.0%

APPENDIX H - Sample of Theme Rating Scale

THEME RATING SCALE

Name and/or Number Date

	Superior					Unsatisfactory				
	10	9	8	7	6	5	4	3	2	1
Conventions of Grammar										
Sentence Structure										
Diction										
Organization										
Content										

Rater Total

APPENDIX I - Instructions for Theme Rating Scale

EXPLANATION OF TERMS IN THE THEME RATING SCALE

Grammatical conventions

This category refers to such matters as reasonable spelling, correct punctuation at major junctures, the usual grammatical agreements (subject-verb, pronoun-antecedent) and the correct use of possessives. It refers also to the avoidance of sentence fragments, comma faults, period faults, and dangling modifiers.

Effective sentence structure

Effective sentence construction means the strategic use of such things as the periodic sentence, subordination, and parallelism. It means that by variety in sentence length, in sentence structure, and in sentence order, monotony and childishness of expression may be avoided and variety and maturity of expression achieved. It means sentences which are free from awkwardness and obscurity. It means that successful attention has been given to the requirements of sentence euphony and rhythm, so that what is said is pleasing to the ear.

Diction

Good diction means the use of words well chosen to express the writer's meaning. It means the avoidance of slang, of excessive colloquialism, of expressions which are crude or trite, of wordiness, of pompousness. It means the use of accepted idioms, of expressions which are vigorous and alive of the specific and concrete in preference to the general and abstract.

Organization

The size of the topic should fit the length of the paper. The theme as a whole should have a single, controlling idea or purpose, expressed or clearly implied, to which each part of the theme contributes. Each paragraph should be recognizable as a unit (i.e., developing a single topic or sub-topic) in the development of the theme. The ideas presented should be smoothly and logically linked together. This is achieved by a recognizable pattern of development and by the use of such transitional devices as the connective, parallelism, pronoun reference, and repetition. By the use of such things as position, proportion, and repetition that which is of most importance in the theme should be made to seem so to its reader.

Content

Content refers to the quality and adequacy of the substantiating material (examples, statistics, arguments) employed in support of ideas expressed in the paper. A theme of College caliber should concern itself with matter worthy of adult consideration and express a reasonably mature point of view.

APPENDIX J - Sample of Material Used for Theme Comprehensive
Examination

LANSING, MICHIGAN

January 22

1947

STATUS OF HIGHER EDUCATION IN MICHIGAN

The presidents of the State-supported institutions of higher education feel that it is important to bring to the attention of members of the 1947 Legislature certain facts concerning the present and future welfare of the schools under their charge.

This is a joint presentation of facts because the difficulties with which the seven schools are now confronted are common to all of them.

Unless their problems are solved, the institutions cannot continue to serve the citizens of Michigan as they have in the past.

Charles L. Anspach

CHARLES L. ANSPACH, President
Central Michigan College of Education

Grover C. Dillman

GROVER C. DILLMAN, President
Michigan College of Mining and Technology

John A. Hannah

JOHN A. HANNAH, President
Michigan State College

John M. Munson

JOHN M. MUNSON, President
Michigan State Normal College

H. A. Tape

HENRY A. TAPE, President
Northern Michigan College of Education

Alexander G. Ruthven

ALEXANDER G. RUTHVEN, President
University of Michigan

Paul V. Sangren

PAUL V. SANGREN, President
Western Michigan College of Education

The National Situation

As is now well known by all who have studied the matter, the colleges of this nation are in a period of growth unprecedented in history. The U.S. Office of Education reports that on October 15, 1946, a total of 2,062,000 students were enrolled in 1749 universities and colleges of the United States. That total represents an increase of more than 50 per cent over the previous peak, enrollment of 1,360,000 in pre-war 1939-40. This growth was well under way before World War II, and is not, as too commonly believed, alone the result of the return to civilian life of millions of education-hungry veterans. The veterans have speeded the growth of enrollments, and at a time when most colleges are ill-prepared to accommodate them, but the growth in college enrollments would have come even if there had been no GI Bill of Rights, and it will continue long after the last of the veterans have left the campuses.

It is now possible to predict with some accuracy the trend of demand upon American colleges and universities in the future. The combined forecast of the American Council on Education, the U.S. Office of Education, the Veterans' Administration, and surveys conducted by unbiased and objective observers, is:

- 1 -- There will be a breath-taking increase in enrollments -- provided our colleges and universities can accept all qualified applicants -- until a peak is reached about 1950.
- 2 -- After 1950, there will be a moderate decline until about 1960, when the veterans will have been educated.
- 3 -- After 1960, enrollments will again assume an upward trend.

These prospective increases in college enrollments can be attributed to a number of factors. Principal among them are these:

- 1 -- The tendency of American parents to seek more and better education for each new generation. Early in our history, ability to read and write was considered sufficient; by the turn of the present century, 95 per cent of the population of elementary school age were in school. Since World War I, enrollments of young people of high school age have jumped from 20 to 70 per cent. The American thirst for education is not yet satisfied, and the colleges are the next to feel the effects.
- 2 -- The liberality of the Federal Government in providing educational benefits for veterans, as will be discussed in more detail later.
- 3 -- The natural increase in the national population, and an increasing birth rate.
- 4 -- The constant raising of minimum educational requirements for entry into business and the professions.

As has been stated above, veterans are not the sole cause of the current rapid increase in college enrollments, but they are a factor of major importance in planning for the immediate future, and all agree that they are entitled to special consideration in adjusting college facilities to meet the demands of those who would be college students.

Therefore, it is important to note that there are approximately 1,000,000 veterans now enrolled in American universities and colleges. The Veterans' Administration has conducted a sampling study of the educational plans of veterans who are not in college, but have been approved as eligible for college study. Results indicate that not fewer than 3,000,000 veterans, or three times the number of veterans now in college, plan to attend some college or university later, and that 75 per cent of those 3,000,000 or 2,250,000, will enter as freshmen or sophomores.

It must be remembered that a veteran may receive college training under the GI Bill of Rights at any time up to nine years after the official end of the war or his date of discharge, whichever is later. This means that there will be veterans enrolled in our colleges under the GI Bill of Rights for at least 9 years, or until 1956. There will be some disabled veterans, who receive special benefits, in our colleges as late as 1959 or 1960.

Conditions in Michigan

The situation in Michigan is in line generally with conditions in the country as a whole.

The enrollment in Michigan universities and colleges at the present time is in excess of 83,000, an increase of more than 38 per cent over the previous peak enrollment of some 60,000 students prior to World War II.

Applying to Michigan the estimates of the Veterans' Administration and the American Council on Education, and checking them against the estimates of our own Department of Public Instruction, it would follow:

- 1 -- That there may be a total of 210,000 full-time students, veteran and non-veteran, in Michigan colleges and universities by 1950, provided facilities are available for all qualified applicants.
- 2 -- That this enrollment will decline to approximately 120,000 full-time students in Michigan colleges by 1960 when the veterans will have been educated.
- 3 -- That after 1960, enrollments will again assume an upward trend.

The plight of the seven State-supported institutions of higher education is best summarized in the following facts:

If these schools are able to provide the teaching and physical facilities to handle the number of Michigan men and women who are clamoring for admission to them, enrollments will increase precipitously in each of the next three years and reach a peak about 1950, decline gradually until 1960, and then start upward again.

If this enrollment were to be spread evenly, it would mean that each of the seven colleges would be expected in 1950 to take care of two and one-half times as many students as are now enrolled, and that even in 1960, when enrollments had eased off with the graduation of the last of the veterans, each college would be expected to take care of one and one-half times the number of students now enrolled.

As for veterans at Michigan colleges, experiences here have been similar to the national pattern. In June, 1946, there were 20,101 veterans enrolled in the colleges of the state, and it was estimated by the Office of Veterans' Affairs that the number who would enter in the fall of that year would be 29,650. The actual admissions were 45,000, and this number will be considerably increased by the fall of 1947. The survey of the Veterans' Administration indicates that as many as 135,000 additional Michigan veterans may be expected to enter colleges later, and of course most of them will seek to enter Michigan colleges. The seven State schools will be expected to take care of more than their share of them. Not until 1950 will the number of veterans in college begin to decline significantly. In other words, the difficulties just now centering around the education of Michigan veterans will persist for years.

There are a number of other factors which should be taken into consideration, among them the unfortunate fact that Michigan women have found it extremely difficult to get into colleges this year. State-supported schools cannot indefinitely discriminate against women in their admissions.

Further, professions depleted as the result of war must be replenished, and the training offered by State-supported colleges must keep pace with the ever-developing sciences.

Finally, there is a serious deficiency of approximately 10,000 adequately-trained teachers in the public schools of this state; the obligation for making good that deficiency rests upon the State-supported schools primarily.

Past, Present and Future

The officers of the State-supported colleges have for some years foreseen the difficulties ahead. They have often described them to the Legislature, but up until the present building program was undertaken, our institutions have had practically no buildings from the State for nearly 20 years. Thus many of the current difficulties, in so far as lack of adequate physical facilities are concerned, are inherited difficulties.

It must be said that the 1945 Legislature and State officials faced the problems of the State-supported colleges in a truly statesmanlike manner. The Legislature provided a part of the funds that would be needed for operations and buildings, and instructed the schools to do their best to meet the unknown demands that would be made upon them.

The schools for their part promised to improvise facilities as fast as possible until additional buildings, staff members and equipment could be made available.

It is fair to say that, as a result of this teamwork, no State has done a better job in the current national emergency in higher education. All Michigan can take pride in the fact that no qualified Michigan veteran has been refused admission to the State schools and, with the exception of limitations placed upon the admission of women, this is true in the cases of non-veteran students also. Both staffs and students have made great sacrifices. In addition, the schools have carried forward programs of housing on a self-liquidating basis and at no expense to the State.

If the increase in the number of students attending college was caused solely by the assistance given to veterans in completing their schooling, it might conceivably be possible to provide emergency temporary facilities for their training. This is, however, not the case. All agencies concerned with higher education in America agree that the increase in enrollments represents a permanent expansion of student attendance. Under those circumstances, it must be clear that the crowding, the attempt to carry on with inadequate space and equipment, cannot continue for long. Indeed, there is a general feeling among educators that they should not be continued beyond the current school year. To do so would be to cheat not only the veterans, but also the non-veterans, who have a right to expect to receive in their own state as good an education as they can obtain elsewhere. They cannot obtain such an education under current conditions.

the first of these is the fact that the system is not a simple one, and that the results are not always the same. The second is that the system is not a simple one, and that the results are not always the same.

The third is that the system is not a simple one, and that the results are not always the same. The fourth is that the system is not a simple one, and that the results are not always the same.

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The thirteenth is that the system is not a simple one, and that the results are not always the same. The fourteenth is that the system is not a simple one, and that the results are not always the same.

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The nineteenth is that the system is not a simple one, and that the results are not always the same. The twentieth is that the system is not a simple one, and that the results are not always the same.

The twenty-first is that the system is not a simple one, and that the results are not always the same. The twenty-second is that the system is not a simple one, and that the results are not always the same.

The conditions now confronting institutions of higher education in Michigan are not temporary ones which can be satisfied by temporary or stop-gap methods.

The serious problems related to the adequacy of our educational plant, changes in curricula to meet changing needs, and the financing of higher education, are in part the results of past failures of the State to provide adequate funds, in part to be ascribed to the certain prospect of a doubling of college enrollments in the next ten years.

For example, the building program initiated by the 1945 Legislature does not represent an attempt to solve emergency problems by creating permanent structures, as some have charged, nor does it represent a solution to the problems of the future. Simply because our colleges have had practically no buildings financed by State revenues for nearly two decades, the current building program does no more than make good a limited portion of the accumulated deficiencies.

Specifically, the structures building and projected are no more than sufficient for a number of students equivalent to the peak enrollment prior to World War II.

Nor can it be claimed in justice that the colleges have done nothing to help themselves. It may be pointed out that approximately 50 per cent of the total value of all campus structures on the campuses of the colleges of education, the College of Mining and Technology, Michigan State College and the University of Michigan, have been placed there by self-liquidating projects or by gifts, at no capital cost to the State. All dormitories on our campuses have been built on a self-liquidating basis or with gift funds.

Our institutions have made a valiant effort to provide temporary housing for the maximum number of veterans and their families, civilian students, and faculty. These temporary housing projects have been partially subsidized by the Federal Public Housing Agency, and part of the cost has been borne by the institutions in the form of sites and utility installations.

The Federal Works Agency is now making available some temporary educational facilities on the same basis. Army barracks and similar structures are being moved onto the campuses. These structures are temporary and inadequate, but they are making it possible to take care of a larger number of students on a temporary basis.

The students utilizing temporary facilities now when they are underclassmen will require structures of the permanent kind when they become juniors and seniors, and are required to take laboratory courses and other specialized work prior to receiving their degrees.

What Other States Are Doing

As said earlier in this report, the conditions which exist in Michigan are paralleled in other states. The following is a list of the current legislative requests being made by a number of state-supported institutions:

OPERATING AND BUILDING BUDGETS

PRESENT AND NEXT BIENNIUM

<u>University</u>	<u>OPERATION</u>		<u>BUILDINGS</u>	
	<u>Appropriation Present Biennium</u>	<u>Request Next Biennium</u>	<u>Appropriation Present Biennium</u>	<u>Request Next Biennium</u>
Ohio State	\$12,671,889 (d)	\$26,500,000	\$9,413,923	\$24,000,000
Minnesota	8,650,000	15,256,000	1,156,600	15,534,000
Indiana	5,840,000	11,400,000	-0-	12,300,000
Iowa	5,394,000	8,107,000	2,297,500	5,081,900
Illinois	29,110,396 (a)	48,083,000	16,809,000	29,450,000
California	25,754,194	32,092,728 (c)	54,051,480	?
Wisconsin	10,688,645	18,227,000	8,000,000	14,841,250 (b)

(a) Original appropriation	\$19,207,250
Deficiency appropriation requested	<u>9,903,146</u>
	\$29,110,396

(b) Includes \$9,543,000 to cover additional cost of structures originally estimated to cost \$8,660,000 for which appropriations were made.

(c) Based upon doubling of appropriation request for 1947-48.

(d) 1945-46 Original Appropriation	\$11,223,328
1946 Supplementary Appropriations	<u>1,448,561</u>
	\$12,671,889

Conclusion

No thinking person will deny that the youth of the state is its most important crop. As has well been said in the report to the President of the United States by the Director of War Mobilization and Reconversion: "Never before has the need for higher education been so imperative. Our productive capacity, our national security, and the development of our democracy will depend in the final analysis upon the understanding, knowledge, and skills with which we equip our youth."

THEORY OF THE EARTH

The theory of the earth is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the processes which have shaped the earth and its various parts.

THE EARTH AND ITS PARTS

THE EARTH AND ITS PARTS

THE EARTH

The earth is a planet which is the third from the sun. It is a sphere which is covered by a thin layer of water and a thin layer of land. The land is divided into continents and islands. The water is divided into oceans and seas. The earth is made up of different layers. The outermost layer is the crust. Below the crust is the mantle. Below the mantle is the core. The core is made up of two parts: the inner core and the outer core. The inner core is made of solid iron and nickel. The outer core is made of molten iron and nickel. The mantle is made of molten rock. The crust is made of solid rock. The earth is a very old planet. It is estimated to be about 4.5 billion years old. The earth is a very large planet. It has a diameter of about 7,926 miles. The earth is a very important planet. It is the only planet in our solar system that we know of that has life on it.

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Just now we have, as a specific responsibility, the task of providing for thousands of young men and women whose education was delayed by the war as good a training as we can give. We have the further responsibility, however, of giving the same opportunities to the new generations of boys and girls who desire to prepare themselves for service and society. It is our confirmed opinion that these responsibilities must be met if our country is to continue to prosper and we are ever to have peace at home and abroad.

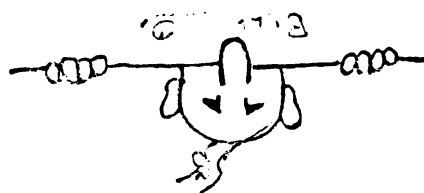
Our colleges and universities require, first of all, funds for their maintenance and operation.

Our enrollments are more than twice what they were when the Legislature last met and made its appropriations for the present biennium. To take care of twice as many students requires almost twice as many teachers and almost twice as much in the way of supplies and materials---and the costs of all of the items that we buy have increased materially. Our first concern is funds for operation and maintenance with an ever-increasing student enrollment.

Our next concern is for the completion of the buildings now under construction and the continuing of the building program that has been planned. It must be clearly understood that at each institution, that program will do no more than to take care of enrollments at the pre-war level. These buildings were not designed to take care of the enrollments that we now have, and the larger numbers that are in prospect. Knowing that in the future we will always have more students than we now have on our campuses, our next concern is the necessity of providing permanently satisfactory educational facilities for those additional students.

Unless the required relief is provided, your colleges and universities are in the position of being unable to provide adequate educational opportunities for the students already enrolled. They certainly should not be expected to accept additional thousands until we are able to give them opportunities comparable to those being provided in our neighboring states.

We respectfully submit to the members of the Legislature the fact that unless the funds required for facilities, for salaries, and for maintenance and operating costs are made available on the basis of increased enrollments, our colleges and universities will be forced to determine how many students they can educate adequately, and limit their enrollments to that number.



APPENDIX K - Sample of Machine Scored Part of the
Comprehensive Examination

Part I

BASIC 111 - 112 - 113
COMPREHENSIVE EXAMINATION

Michigan State College
Board of Examiners

Directions:

1. Print your name and student number on the answer sheet and also in the lower right hand corner of the test booklet.
2. Print the name of the test and the part number in the appropriate place on the margin of the answer sheet.
3. Do any necessary figuring or scribbling on the pages of this test booklet, but be sure that your final answer is recorded on the answer sheet.
4. Select the one best answer for each item. Any answer sheets marked with more than the specified answers per item will be regarded as failures.
5. Your score on this examination will be the number of answers you have marked correctly.
6. No questions concerning interpretation of the examination will be answered.
7. Please leave as soon as you have finished. Present your answer sheet, test booklet, pencil and identification card to one of the door proctors.

Name

Student Number

Items 1 through 15 deal with punctuation. In each case one response is better than the others and is correct, even though there may be other ways of punctuating some of the sentences given here.

1. His home (A) however (B) from a very early period (C) was a nest of Abolitionists (D) one of those household centers of agitation of which the South complained.

1. No punctuation is needed in this sentence.
2. Commas necessary at A and B only.
3. Commas necessary at B and D only.
4. Comma necessary at A, B, and D.
5. Commas necessary at A, B, and C; semicolon at D.

2. Sanborn (A) who was nearly kidnapped by United States marshalls in the John Brown agitation (B) found a congenial atmosphere (C) at Mrs. Thoreau's table.

1. No punctuation is needed in this sentence.
2. Comma is needed at A.
3. Comma is needed at B.
4. Commas needed at A and B.
5. Commas needed at B and C.

3. He told the Temperance Society (A) that he was too Transcendental (B) to join societies (C) for reforming other men.

1. No punctuation is needed in this sentence.
2. Commas are needed at A and B.
3. Dashes are needed at A and B.
4. Commas are needed at A, B, and C.
5. Comma needed at B only.

4. "I was glad to hear the other day (A) that they had gone to Concord (B) it must be so much better to go to (C) than a Woman's Rights or Abolition Convention (D)

1. Period needed at D.
2. Commas needed at A and B; period and quotation marks at D.
3. Commas needed at A and C; semicolon at B; period and quotation marks at D.
4. Comma needed at B; period and quotation marks at D.
5. Semicolon needed at B; period and quotation marks at D.

5. Indeed (A) he made no sharp distinction between African slavery (B) and other kinds (C) less frequently condemned by his neighbors.

1. No punctuation is needed in this sentence.
2. Comma normally used at A.
3. Comma needed at A, and a semicolon at B.
4. Comma needed at A, semicolon at B, and comma at C.
5. Commas needed at A, B, and C.

6. As so often is the case when the thief is not in one's own house (A) Thoreau was philosophic about slavery (B) he did not condemn wage slavery the less (C) because he hated the very thought of involuntary servitude.
1. No punctuation is needed in this sentence.
 2. Commas needed at A and B.
 3. Comma needed at A; semicolon at B.
 4. Semicolon needed at B; dash at C.
 5. Comma needed at B and C.
7. At that time he proposed no violence against a state (A) which (B) though quite capable of crushing him (C) was a cowardly organization (D) that could be defied.
1. No punctuation is needed in this sentence.
 2. Commas needed at B and C.
 3. Commas needed at A, B, and C.
 4. Commas needed at all four places.
 5. Commas needed at A, B, and C; period at D and capital T for that.
8. A man was (A) first of all (B) a Virginian or a New Yorker (C) a citizen of the United States afterward (D) sometime a long time afterward.
1. No punctuation is needed in this sentence.
 2. Comma needed only at C.
 3. Commas at A and B; semicolons at C and D.
 4. Commas at A and B; semicolon at C.
 5. Commas needed at all four places.
9. Thirteen years later (A) than the Mexican War (B) Lee (C) who believed in Union (D) and hated slavery (E) was to secede with his state because he was a Virginian.
1. No punctuation is needed in this sentence.
 2. Commas needed at A, B, and E.
 3. Commas needed at B, C, and E.
 4. Commas needed at B, C, D, and E.
 5. Commas needed only at B and E.
10. Massachusetts was acting for him (A) and he (B) Thoreau (C) was responsible for Massachusetts.
1. No punctuation is needed in this sentence.
 2. Commas necessary at all three places.
 3. Comma needed at A only.
 4. Commas needed at B and C; optional at A.
 5. Comma needed at C only.
11. "Every freeman of the North was thereby (A) as McMaster says (B) made a slave-catcher. (C) (Words of McMaster directly quoted.)
1. No punctuation is needed in this sentence.
 2. Quotation marks are needed at C.
 3. Commas are needed at A and B, and quotation marks at C.
 4. Commas at A and B, and quotation marks at all three points.
 5. Comma and quotation marks at A; semi-colon and quotation marks at B; quotation marks at C.

12. After the salutation "Gentlemen" of a business letter the normal mark of punctuation is

1. a comma
2. a colon
3. a semicolon
4. none of these.

13. In the sentence "A letter addressed to him at 111 Center St., East Lansing Michigan will reach him" - a comma is needed.

1. before "Michigan"
2. after "Michigan"
3. both before and after "Michigan"

14. Which of the following sentences needs a colon?

1. He slept soundly worn out by watching.
2. They were "afraid of their own shadows."
3. These things, too, a man may love the coolness of a summer's night, the crack of bat against ball, rest from toil.
4. I have proved that this position is untenable therefore you should change your minds and join me.

15. Which of the following sentences needs a pair of dashes?

1. He was a damn fool I beg your pardon, ma'am, for buying something he can't afford.
2. A car which has defective brakes should not be allowed on the streets.
3. This car even though it has been completely overhauled is not a good buy.
4. I bought a luxury I cannot afford a new car.
5. New cars which are expensive enough in any case are particularly high priced right now.

16. Mr. O'Malley, Barnaby's fairy god-father in the comic strip, went through this reasoning process one day:

"Most kids are glad, I suppose, when a box of breakfast food is empty. So they can mail in the top for the very interesting gift the manufacturer offers...A clever sales stunt... But say! It can be improved upon!

"The first company to convert its plant to my idea will revolutionize the breakfast food industry!... We'll make only the boxtops!

"What a boon to the over-worked mother, too! No more trouble fixing breakfast and nagging kids to eat! Just slip each offspring a boxtop! And watch him trot off to school, happy and contented... Where's the phone book?"

The flaw in Mr. O'Malley's thinking lies in his assumption.

1. that youngsters want to send in boxtops for gifts.
2. that mothers have to nag children to get them to eat breakfast.
3. that mothers would be willing to send their children to school without breakfast.
4. that cereal manufacturers would like a new method of increasing their sales.
5. that a procedure such as he suggests actually would revolutionize the breakfast food industry.

Items 17 through 41 are based on the following selection from Franklin. Glance through the items rapidly first to get an idea of what to look for as you read the passage.

A Method of Practicing to Develop a Style

There was another Bookish Lad in the Town, John Collins by Name, with whom I was intimately acquainted. We sometimes disputed, and very fond we were of Argument, and very desirous of confuting one another.... A Question was once somehow or other started between Collins and me, of the Propriety of educating the Female Sex in Learning, and their Abilities for Study. He was of the Opinion that it was improper, and that they were naturally unequal to it. I took the contrary Side, perhaps a little for Dispute's sake. He was naturally more eloquent, had a ready Plenty of words, and sometimes as I thought bore me down more by his Fluency than by the Strength of his Reasons. As we parted without settling the Point, and were not to see one another again for some time, I sat down to put my Arguments in Writing, which I copied fair and sent to him. He answer'd and I reply'd. Three or four Letters of a Side had pass'd, when my Father happen'd to find my Papers, and read them. Without ent'ring into the Discussion, he took occasion to talk to me about the Manner of my Writing, observ'd that tho' I had the Advantage of my Antagonist in correct Spelling and Pointing(which I ow'd to the Printing House)I fell far short in elegance of Expression, in Method and in Perspicuity, of which he convinc'd me by several Instances. I saw the Justice of his Remarks, and thence grew more attentive to the Manner in writing, and determin'd to endeavour at Improvement.

About this time I met with an odd Volume of the Spectator. It was the Third. I had never before seen any of them. I bought it, read it over and over, and was much delighted with it. I thought the Writing excellent, and wish'd if possible to imitate it. With that View, I took some of the Papers, and making short Hints of the Sentiment in each Sentence, laid them by a few Days, and then without looking at the Book, try'd to compleat the Papers again, by expressing each hinted Sentiment at length, and as fully as it had been express'd before, in any suitable Words, that should come to hand.

Then I compar'd my Spectator with the Original, discover'd some of my Faults and corrected them. But I found I wanted a Stock of Words or a readiness in recollecting and using them, which I thought I should have acquir'd before that time, if I had gone on making Verses, since the continual Occasion for Words of the same Import but of different Length, to suit the Measure, or of different Sound for the Rhyme, would have laid me under a constant Necessity of searching for Variety, and also have tended to fix that Variety in my Mind, and make me Master of it. Therefore I took some of the Tales and turn'd them into Verse; And after a time, when I had pretty well forgotten the Prose, turn'd them back again. I also sometimes jumbled my Collection of Hints into Confusion, and after some Weeks, endeavour'd to reduce them to the best Order, before I began to form the full Sentences and compleat the Paper. This was to teach me Method in the Arrangement of Thoughts. By comparing my work afterward with the original, I discover'd many faults and amended them; but I sometimes had the Pleasure of Fancying that in certain Particulars of small Import, I had been lucky enough to improve the Method or the Language and this encourag'd me to think I might possibly in time come to be a tolerable English Writer, of which I was extreemly ambitious.

--Benjamin Franklin, Autobiography

17. "Bookish" as used in line 1 is best taken to mean
1. affected 2. fond of reading 3. overfond of reading 4. owning books
18. In lines 2 and 3 the expression "very fond we were of Argument"
1. misuses an adjective for an adverb.
2. is an example of bad syntax.
3. is an example of an inversion rarely used today.
4. is normal present-day English.
19. In line 3 "confuting" means
1. arguing with 2. talking together 3. defeating(in argument) 4. confusing.
20. In line 4 "Propriety" means
1. suitability 2. cost 3. ways and means 4. proper methods.
21. On the basis of this passage what is Franklin's attitude toward the education of women?
1. He believed strongly that they should be educated.
2. He didn't believe that they had the capacity for a great deal of education.
3. It is impossible to tell exactly what he felt on the subject.
22. With respect to his opponent's abilities, Franklin
1. had a better vocabulary.
2. was a readier speaker.
3. was a readier speaker but had a poorer vocabulary.
4. was inferior in vocabulary and in ability to speak readily.
5. had less ability to reason accurately.
23. By "copying fair" (line 11) Franklin means that he
1. "played fair" with his opponent.
2. quoted his opponent's arguments correctly.
3. rewrote his arguments neatly before sending them on to Collins.
24. Another way of saying "of a Side" (line 12) is
1. from each of us.
2. one sided.
3. on one side of a sheet.
4. altogether.
25. Franklin's father
1. objected to the position Franklin had taken on the subject.
2. objected to the position Collins had taken on the subject.
3. disagreed with both of the boys.
4. expressed no opinion on the subject at all.
26. In line 16, what is "pointing"?
1. Making a point. 2. Punctuation 3. Organizing 4. Paragraphing
27. Franklin was superior to Collins in "Spelling and Pointing" because
1. he was more studious.
2. he had had a better education.
3. his father had given him particular training in these things.
4. he had set type.

N.B. As much of the text as you need to answer the remaining questions is reprinted.

.....I fell far short in elegance of Expression, in Method and in Perspicuity, of which he convinc'd me by several Instances. I saw the Justice of his Remarks, and thence grew more attentive to the Manner in writing, and determin'd to endeavour at Improvement.

About this time I met with an odd Volume of the Spectator. It was the Third. I had never before seen any of them. I bought it, read it over and over, and was much delighted with it. I thought the Writing excellent, and wish'd if possible to imitate it. With that View, I took some of the Papers, and making short Hints of the Sentiment in each Sentence, laid them by a few Days, and then without looking at the Book, try'd to compleat the Papers again, by expressing each hinted Sentiment at length, and as fully as it had been express'd before, in any suitable Words, that should come to hand.

Then I compar'd my Spectator with the Original, discover'd some of my Faults and corrected them. But I found I wanted a Stock of Words or a readiness in recollecting and using them, which I thought I should have acquir'd before that time, if I had gone on making Verses, since the continual Occasion for Words of the same Import-but of different Length, to suit the Measure, or of different Sound for the Rhyme, would have laid me under a constant Necessity of searching for Variety, and also have tended to fix that Variety in my Mind, and make me Master of it. Therefore I took some of the Tales and turn'd them into Verse; And after a time, when I had pretty well forgotten the Prose, turn'd them back again. I also sometimes jumbled my Collection of Hints into Confusion, and after some Weeks, endeavour'd to reduce them to the best Order, before I began to form the full Sentences and compleat the Paper. This was to teach me Method in the Arrangement of Thoughts. By comparing my work afterward with the original, I discover'd many faults and amended them; but I sometimes had the Pleasure of Fancying that in certain Particulars of small Import, I had been lucky enough to improve the Method or the Language and this encourag'd me to think I might possibly in time come to be a tolerable English Writer, of which I was extremely ambitious.

28. By "Method (line 17) Franklin means
1. orderly presentation of arguments.
 2. ability to reason correctly.
 3. rules of argument.
29. In line 17 "Perspicuity" means
1. clearness.
 2. ability to argue correctly.
 3. size of vocabulary.
 4. amount of knowledge
30. In lines 17-18 "by several Instances" means
1. in several moments.
 2. by a number of examples.
 3. by a couple of comparisons.
 4. by some detailed explanation.
31. As a result of the experience recorded in Paragraph I, Franklin resolved
1. to give up arguing.
 2. to get more facts to base his arguments on.
 3. to pay more attention to the style of what he wrote.
 4. to learn more about the tricks of debating.
32. Which of the following best describes the style of Paragraph II?
1. Direct, simple
 2. Elaborate and involved
 3. Heavy and ponderous

33. What was Franklin doing when he made "short hints of the Sentiment in each Sentence"?
1. He was memorizing the fine aphorisms that the Spectator contains.
 2. He was making notes of the emotional appeals used in the Spectator.
 3. He was making a brief summary of the main idea in each sentence.
34. In line 29 "wanted" means
1. lacked
 2. desired
 3. searched for
35. Franklin believed that it is all right for a man to write verses because
1. it is an accomplishment which all men should have.
 2. it is something all men do when they are young.
 3. it improves one's vocabulary.
 4. it is a pleasant pastime.
36. In line 32 "Import" means
1. meaning
 2. sound
 3. weight
 4. source
37. The "Tales" referred to in line 35 are
1. some of Charcer's Canterbury Tales.
 2. some of the Spectator papers.
 3. some works unidentified in the passage.
38. Which of the weaknesses noted in Paragraph I is Franklin trying to correct by jumbling the "Hints into Confusion" (line 37)?
1. His weakness in eloquence.
 2. His lack of "elegance in expression".
 3. His lack of "method".
 4. His weakness in "Perspicuity".
39. As used in line 42 "Import" means
1. the same thing it means in line 32.
 2. significance.
 3. neither of these things.
40. As used in line 43 "Language"
1. is a synonym for "method".
 2. means style.
 3. means vocabulary.
41. By saying that he met with an "odd Volume" (line 20) of the Spectator, Franklin means
1. that the volume had an odd, not an even, number.
 2. that the book was in some way different from the ordinary editions of the Spectator.
 3. that he found one volume, and not a set, somewhere.
 4. that it was an old edition of the work.

42. The books in our library are cataloged in
1. a single alphabetical list by author, title, and subject.
 2. three alphabetical lists--one each for author, title, and subject.
 3. two alphabetical lists--one for author and title, and one for subject.
 4. two alphabetical lists--one for author, and one for title and subject.
43. If you wanted to consult the Journal of Education for 1940 you would expect to find it in
1. the Periodical Room.
 2. the Assigned Reading Room.
 3. the Reference Room.
 4. the stacks.
44. In our card catalog, an author named MacGoy would be listed immediately after
1. Madow.
 2. Mbordo.
 3. McGowan.
 4. Mabey.
 5. MacGuvern.
45. A title beginning with New Hampshire would be listed in our card catalog.
1. before Newark and New York.
 2. between Newark and New York.
 3. after Newark and New York.
46. The name Göthe would be filed in the card catalog as if it were spelled
1. GÖthe.
 2. Goethe.
 3. Geothe.
47. If you were looking at the subject card of a book by Carl Grabo entitled Prometheus Unbound: a study in Shelley's Symbolism, the first entry on the card would be
1. Grabo, Carl.
 2. Prometheus Unbound.
 3. Shelley.
48. The Reader's Guide contains
1. information about the contents of various newspapers.
 2. a list of articles appearing in various current magazines.
 3. a list of articles appearing in nineteenth century magazines.
 4. biographical sketches of famous Americans.
 5. biographical sketches of famous Englishmen.

49. Which of the following is the correct expansion of the following note from a reference work?

Birds as a family hobby. R.S.Deck. 11. Parent's M. 11:4+. Ag. '36

1. "Birds as a Family Hobby," illustrated by R.S.Deck, in the Parent's Magazine, for August, 1936, p. 11.
2. "Birds as a Family Hobby," by R.S.Deck, illustrated, Parent's Magazine, vol. 11, pp. 4 following, August, 1936.
3. "Birds as a Family Hobby," R.S.Deck, Parent's Magazine, page 11, column 4, August, 1936.

50. The best reference book to consult for a brief account of the life of a fairly well known American who died in 1910 is

1. Encyclopedia Americans.
2. Encyclopedia Britannica.
3. Who's Who.
4. Dictionary of American Biography.
5. Dictionary of National Biography.

51. Which of the following is the best work to consult to get some data on population shifts in the United States in the past fifty years?

1. Reader's Guide.
2. N. Y. Times Index.
3. World Almanac.
4. Educational Index.

52. In which of the following works would you look to find articles written at the time Grant was elected to the Presidency?

1. Reader's Guide.
2. International Index to Periodicals.
3. Nineteenth Century Reader's Guide.
4. Poole's Index to Periodical Literature.

53. The abbreviation op. cit. accompanied by an author's name (either in the note itself or by reference in the context) may be used to refer to

1. The last work cited.
2. Any work by that author that has been previously referred to.
3. The only piece of work by that author that has been previously referred to.
4. The exact page reference in the last note that has been previously referred to.

54. Which of the following is a correct bibliography entry for a magazine article?

1. E. Peixott, "Land of the Incas," Scribner's, vol. LIII, pp. 699-713, (February, 1913).
2. Peixott, E., "Land of the Incas," Scribner's, Feb., 1913.
3. Peixott, E., "Land of the Incas," Scribner's, vol LIII, pp. 699-713, (February, 1913).
4. Peixott, E., "Land of the Incas," Scribner's, February, 1913, p. 699.

55. If you wanted to find a brief biographical sketch of a well known American who died two or three years ago you would look in

1. any volume of Who's Who.
2. the volume of Who's Who for the year of his death.
3. any volume of Who's Who in America.
4. the volume of Who's Who in America for the year of his death.
5. any encyclopedia.

56. Which of the following is a correct and complete bibliography entry.

1. Carleton Beals, Fire on the Andes, J. B. Lippincott Co., London, 1934.
2. Beals, Carleton, Fire on the Andes, J. B. Lippincott Co., London, 1934.
3. Carleton Beals, Fire on the Andes, 1934.
4. Beals, Carleton, Fire on the Andes, J. B. Lippincott Co.

Items 57 through 66 consist of questions on three paragraphs the sentences of which have been scrambled.

Paragraph I

- A Woodrow Wilson was much too spectacular a figure to escape the assiduous attention of the writing fraternity.
- B Aside from the monumental work of Mr. Ray Stannard Baker, there are at least half a dozen shorter biographies, and not one of the countless memorialists of the time has failed to devote some attention to Wilson.
- C It was Hitler who made him live again, and Hitler achieved his effect by operating, not upon Wilson, but upon us.
- D Many of these books are excellent, and some are brilliant; but all they have done for Wilson is to embalm him.

57. Sentence A

1. should be first 2. should follow B 3. should follow C 4. should follow D.

58. Sentence B

1. should be first 2. should follow A 3. should follow C 4. should follow D

59. Sentence C

1. should be first 2. should follow A 3. should follow B 4. should follow D

60. Sentence D

1. should be first 2. should follow A 3. should follow B 4. should follow C

Paragraph II

- A We wrote very well, he said, we wrote beautifully, we wrote with an exquisite feeling for the subtlety, the splendor, and the power of the English tongue.
- B But after the novel had been out for a couple of months the one great scholar of the university summoned us to his office and began to praise our style.
- C Years ago when the world was fragrant and we were an instructor in English at a distant university we published our first novel.
- D "Why," Professor Curme said, his eyes in a fine frenzy rolling, "I have counted them and there are no less than eight split infinitives in your book."
- E Only microscopy could determine whether the world at large or our colleagues in the good life had the smaller interest in that event, though future historians will use it to date the renaissance of American literature, but we were already too old in sorrow to expect anything from either the world or the faculty.

61. Which sentence should begin this paragraph?

1. Sentence A 2. Sentence B 3. Sentence C 4. Sentence D 5. Sentence E

62. Which sentence should end this paragraph?

1. Sentence A 2. Sentence B 3. Sentence C 4. Sentence D 5. Sentence E

63. Which sentence should follow Sentence B?

1. Sentence A 2. Sentence C 3. Sentence D 4. Sentence E

Paragraph III

- A That's telling them.
- B "At present the split infinitive is widely used by our best writers; it is avoided by many, especially our minor writers, who here follow the instructions of their school teachers."
- C We continue to split infinitives when they sound best split, though usually we are not aware of having split one until the letters begin to come in.
- D But we like to refer them to Professor Curme, who puts the matter more to our taste.
- E Since we play only by ear we cannot honestly say that we split those infinitives with an engineer's precision and a poet's joy, but from that day on no denunciation of our inelegance has troubled us much.
- F We could refer our disparagers to the elegant Mr. Fowler who, in Modern English Usage, declares that it is better to split an infinitive than to be either awkward or ambiguous.

64. Which of these sentences is the first sentence of the paragraph?

1. Sentence A 2. Sentence B 3. Sentence ~~D~~ 4. Sentence E 5. Sentence F

65. Which of these sentences is the last sentence of the paragraph?

1. Sentence A 2. Sentence B 3. Sentence C 4. Sentence E 5. Sentence F

66. Which of these sentences should follow Sentence C?

1. Sentence B 2. Sentence D 3. Sentence E 4. Sentence F

In items 67 through 72 the concluding paragraphs of essays or speeches are given. Mark answer space

1. if the paragraph is taken from an expository speech or paper.
2. if the paragraph is taken from a paper or speech to convince.
3. if the paragraph is taken from a paper or speech the end of which is to lead to action.
4. if the paragraph is taken from a paper or speech to inspire.
5. if the paragraph is taken from a paper or speech to amuse.

67. Since the adoption of the pending bill will destroy the standard of hours and wages set by the Fair Labor Standards Act for public health and safety and substitute for it standards set by agreement, custom and practice, we urge the House to return this bill to the committee.
68. We here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.
69. All possibilities for reaching an accommodation, therefore, have not been exhausted. Secretary of State Marshall may be instructed to make a try at a general settlement direct with Premier Stalin, but if this cannot be arranged, the policy of meeting Soviet power with American power will undoubtedly be expanded and Russia will be confronted with American and British power not only at the Dardanelles, where the British have opposed them for a century, but wherever they seek to enlarge their influence.
70. The responsibility of the United States is growing, is growing more rapidly heavier and greater than any of us--than any of us--supposed it would when the war ended. Nor is there any escape from that responsibility. It is impossible to evade the consequences of history, and there is no way in which the United States can safely stand aside and mind its own internal business and enjoy its own blessings, while all about it the world sinks into disorder and squalor and the violence of a desperate struggle for mere existence.
71. Short-term profits made by the Argentine Government in this way are tremendous. But signs are increasing that President Peron and his financial advisers may be killing the goose that lays the golden eggs.
72. So you see I think the men in the House by not voting for daylight saving have not only ignored the wishes of the District's residents, but have in a sense acted contrary to the interests of their constituents. The men in the House can change their minds by favorably considering Senator Howard McGrath's pending daylight saving bill that would permit the District commissioners to establish fast time in the Nation's Capital.

For items 73 through 77 mark answer space

1. if the reasoning is based on faulty premises.
 2. if the reasoning process is itself invalid.
 3. if the premises are normally acceptable and the reasoning process is good.
73. Any attempt to gain assistance for Greece through the United Nations would have been futile, for other members of the Security Council would have blocked a decision.
74. Many leading Americans in and out of Congress regularly back the Red Cross drive for funds. Since it is notorious that the Red Cross does not do its job well, those who speak in favor of it are either deluded or insincere.
75. Some professors are good research men and some are good teachers. Since Jones is an excellent teacher, we may conclude that he is not a good research man.
76. There may be emergencies for the Government to meet and give aid, but it is a dangerous course if it becomes a fixed policy, for you may be sure of this--where the government spends its money it will soon control the activity.
77. If Columbus had never lived, America would still have been discovered; if Newton had never lived, someone would have discovered the law of gravitation; if Wilberforce had never lived, the slave trade could not have lasted forever; therefore, the world could do without great men.

For items 78 through 84 mark answer space

1. Name-calling: use of words to form judgments without presentation of evidence.
 2. Transfer: attempt to carry over prestige of something admired to an object not necessarily deserving of it.
 3. Testimonial: appeal to some respected or hated person to approve or disapprove of something.
 4. Plain-folks: speaker attempts to make it appear that he is one of the crowd.
 5. Band-wagon: attempt to convince audience to do something because everybody is.
78. Our factory has been manufacturing quality products every year since the adoption of the Constitution.
79. For years we Republicans have been warning that the short-haired women and long-haired men of alien minds in the administrative branch of the government were trying to wreck the American way of life and install a hybrid oligarchy in Washington through confiscatory taxation.
80. The case against the leaders of Nazi Germany was based to a great extent upon records which they themselves compiled.
81. If you don't want to throw your vote away, study the results of the last election.
82. I have watched with interest their clever and energetic efforts to put a heaven-home-and mother frosting on that European product--conscription.
83. This demand that we help Greece and Turkey is another departure from the American tradition voiced by the Founding Fathers.
84. A vote for me is a vote for a person who understands your problems. I went to your schools, played your games, and belonged to your civic organizations.

In items 85 through 104 choose the word which is defined in each item.

85. One who has betrayed his country.
1. chauvinist 2. radical 3. reactionary 4. quisling 5. poltroon
86. Having to do with healing.
1. therapeutic 2. beneficent 3. surgical 4. talismanic 5. quiescent
87. Devolving upon as a duty.
1. diligent 2. incumbent 3. feasible 4. inevitable 5. inexpugnable
88. To make worldly-wise.
1. prejudice 2. abjure 3. consummate 4. imbue 5. sophisticate
89. Having to do with the married state.
1. polygamous 2. martial 3. marital 4. ux^utrious 5. salient *Salic*
90. To make less heavy or burdensome.
1. diverge 2. dissipate 3. propitious 4. assuage 5. inhibit
91. Worthy of being hated.
1. obsequious 2. execrable 3. explicable 4. reprehensible 5. incompatible
92. Not to be overturned or proved wrong.
1. incontaminable 2. indelible 3. impotent 4. incompatible 5. incontrovertible
93. To make unnecessary.
1. obviate 2. entail 3. insinuate 4. impair 5. expedite
94. Understood but not expressed.
1. secretive 2. explicit 3. implicit 4. equivocal 5. ostensible
95. One who does not believe in God.
1. theist 2. atheist 3. deist 4. polytheist 5. polygamist
96. Pointless, senseless.
1. sadistic 2. fatuous 3. docile 4. pompous 5. abstemious
97. One who does not practice self-restraint.
1. ascetic 2. gourmet 3. heretic 4. libertine 5. extrovert
98. Capable of sensation and feeling.
1. sentient 2. sentimental 3. subjective 4. scrupulous 5. sensuous
99. Spreading throughout.
1. sterile 2. persuasive 3. pithy 4. pervasive 5. pertinent
100. Prominent or noticeable.
1. cursory 2. reticent 3. transcendent 4. impending 5. salient
101. Yielding abundantly, extravagant.
1. prodigal 2. paradoxical 3. rife 4. incipient 5. parsimonious

102. To blot out completely.
1. invalidate 2. aggregate 3. eradicate 4. execrate 5. terminate
103. One who assumes risk and management of a business.
1. supervisor 2. foreman 3. president 4. entrepreneur 5. capitalist
104. To satisfy, to make calm.
1. deprecate 2. dilate 3. collate 4. reiterate 5. placate

For items 105 and 106 choose the most accurate (true) statement.

105. 1. Subject matter sometimes dictates the organization of a speech or a piece of writing.
2. The overall purpose of a speech or a piece of writing has no relationship to the order of its parts.
3. Descriptive writing should be organized from the simple to the complex.
4. Chronological order is the best order to use in writing exposition.
5. The best organization to use in narrative writing is that of decreasing complexity (from the complex to the simple).
106. Normally,
1. The theme of a lecture or essay is unimportant.
2. Good note taking involves writing every illustration and example in a lecture or essay.
3. Attention getting devices and concrete examples are important to the listener and writer.
4. The plan or organization of a lecture or essay is important to the speaker or writer, but unimportant to the listener or reader.
5. Indications of the divisions of an essay help the reader, but indications of the divisions of a speech are of little, if any, help to the listener.

For items 107 through 109, choose the statement about language which is not true.

107. 1. Language is in a constant state of flux.
2. Language is always logical.
3. Language forms frequently develop by analogy.
4. No two words have exactly the same shades of meaning.
5. The meaning of a word is determined by the context in which it is found.
108. 1. Qualifying words are relative.
2. The same idea may be expressed by different words.
3. Different ideas may be expressed by the same words.
4. The origin of language is obscure.
5. We could have an unchanging language only by passing laws to govern it.
109. 1. Means other than words are commonly used for the conveyance of ideas.
2. Many present-day "incorrect" forms represent historically "correct" forms.
3. Word order is the most important grammatical device used in Modern English.
4. The use of endings to show relationships between words is becoming more important in Modern English.
5. Languages of the same family group have certain devices in common.

DIRECTIONS: The left hand column below consists of several paragraphs which discuss the character and interests of Thomas Jefferson. Various parts of these paragraphs have been underlined and numbered. These underlined parts may or may not contain various kinds of sentence errors--choppiness, bad order, wrong connectives, etc. In the right hand column various ways of correcting these errors are suggested. Mark the answer space, in each case, corresponding to the best correction of the sentence. In some cases the original sentence is the best; in that case mark answer space 1.

The keynote to Hamilton's
career which was public

110

was his love of efficiency, order,
and organization.

We turn to Jefferson. We turn
from a man of action to a man
of thought. 111

110. 1. career which was public
2. career--and it was public--
3. public career

111. 1. Leave this as it is.
2. We turn to Jefferson and we turn
from a man of action to a man of
thought.
3. Turning, to Jefferson, a man of
thought rather than of action.
4. When we turn to Jefferson, we turn
from a man of action to a man of
thought.

As Hamilton's talents were executive,
Jefferson's were meditative and
philosophical. Hamilton delighted
in setting up strong machinery and
watched its efficient operation;

112

people delighted Jefferson if they
were 113

112. 1. watched 2. watching 3. to watch

113. 1. Leave this as it is.
2. people delighted Jefferson as he
saw them.
3. Jefferson delighted in people, to
see them.
4. Jefferson delighted in people, and
in seeing them.

contented whether efficient or not.
His inefficiency has been exag-
gerated as governor of Virginia

114

but he nevertheless left the office
in discredit. He was not a parti-

115

114. 1. Leave this as it is.
2. Place this phrase after "office."
3. Place this phrase after "ineffi-
cency."

115. 1. discredit. He 2. discredit, and
3. discredit, yet 4. discredit, al-
though

cularly efficient Secretary of
State.

After the death of Burke he was a
political thinker and writer, in
his own generation, without a peer,
anywhere in the world.

116

116. 1. Leave this as it is.
2. He was a political thinker and writer
after the death of Burke without a
peer in his own generation anywhere
in the world.
3. But as a political thinker and
writer, in his own generation he
was without a peer, after the death
of Burke, anywhere in the world.

Jefferson had been reared in the
intellectual atmosphere of Virginia.
It was loose, genial, and careless.

117

117. 1. Leave this as it is.
2. Jefferson had been reared in the
loose, genial, and careless in-
tellectual atmosphere of Virginia.
3. Jefferson had been reared in the
intellectual atmosphere of Virginia,
which was loose, genial, and careless.

As a youth he had engaged in "dancing, junketing, and high jinks"; riding, the observation of wild life, and to play the violin were pleasing to him; 118

he read novels--Fielding, Smollett, and Sterne--and was enthusiastic over Ossian. He had wide contacts with nature, books, and men in later life. He was merely stimulated in intellectual curiosity. 119

He acquired a knowledge of half a dozen languages, of mathematics, of surveying and mechanics, of music and architecture, and of law and government. He eagerly gathered a large library while he had 120

a remarkable collection of prints. Writing about plants and animals, about history, politics, and education, he always did so with originality and insight. 121

He designed his house at Monticello which was famous 122

and the beautiful halls of the University of Virginia were his. 123

A lover of talk, deep, discursive, and many-sided, he was one of the best conversationalists of his time. 124

118. 1. Leave this as it is.
2. riding, observing wild life, and playing the violin was pleasing to him;
3. to Jefferson riding, observation of wild life, and to play the violin were fun;
4. he was fond of riding, observing wild life, and playing the violin;

119. 1. Leave this as it is.
2. His later life, full of wide contacts with nature, books, and men, merely stimulated his intellectual curiosity.
3. In his later life the contacts which he had with nature, books, and men were stimulants to his intellectual curiosity.

120. 1. library while he had.
2. library and.
3. library, and.
4. library, although he had

121. 1. Leave this as it is.
2. To write with originality and insight about plants and animals he was always able to do, and also about history, politics and education.
3. He wrote about plants and animals, about history, politics, and education--and always with originality and insight.

122. 1. Leave this as it is.
2. Place after "house."
3. Omit "which was" and place "famous" before "house."

123. 1. were his 2. were done by him
3. are his 4. omit "were his".

124. 1. Leave this as it is.
2. He was one of the best conversationalists of his time. He loved deep, discursive talk with many sides to it.
3. He was one of the best conversationalists of his time because he loved talk which was deep, discursive, and many-sided.
4. Loving deep, discursive, and many-sided talk, men admitted that he was one of the best conversationalists of his time.

Often putting up fifty people
for the night, as much courtesy
and warmth was shown to a
learned Negro as to a European
nobleman. 125

Throughout his life he liked
126

freedom, leisure, and breadth of
contacts.

125. 1. Leave this as it is.
2. Often putting fifty people up
overnight, he showed as much cour-
tesy and warmth to a learned Negro
as to a European nobleman.
3. He often put fifty people up over-
night and showed as much courtesy
and warmth to a learned Negro as
to a European nobleman.

126. 1. Leave this phrase where it is.
2. Place this phrase after "freedom."
3. Place this phrase at the end of
the sentence and capitalize "he."

127. The final determinant of the meaning of a word is

1. its etymology
2. its usage in context
3. the dictionary
4. its spelling
5. its pronunciation

128. Which of the following facts most tends to keep English from becoming an interna-
tional language?

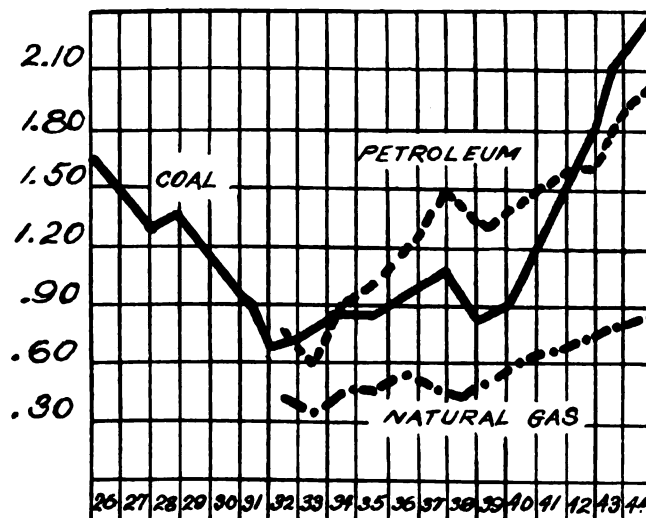
1. Its vocabulary is compounded almost equally of Teutonic and Romanic ele-
ments.
2. Its grammar is inconsiderable.
3. Its inflections are few and regular.
4. Its spelling is unphonetic.
5. Its word order is fixed.

N.B. Here as elsewhere only one response should be marked per item.

129. Which of the following words contains an extra vowel or the wrong vowel?
1. prairie 2. prevalent 3. privilege 4. seperate 5. grammar
130. Which of the following words needs a doubled consonant?
1. formerly 2. formaly 3. incredibly 4. harass 5. occasion
131. In which of the following words are i and e reversed?
1. achieve 2. sieze 3. siege 4. niece 5. receive
132. In which of the following words do some of the letters appear in the wrong order?
1. tragedy 2. conscientious 3. irrevelant 4. sacrilegious 5. sergeant
133. In which of the following words is final e retained before and added -able?
1. peace 2. admire 3. imagine 4. deplore 5. move
134. Which of the following words changes y to i before adding -es?
1. valley 2. attorney 3. enjoy 4. chimney 5. marry
135. Which of the following words requires the doubling of a consonant before adding -ing?
1. rate 2. occur 3. happen 4. profit 5. climb
136. Which of the following words should end in -ible rather than -able?
1. irresistable 2. indispensable 3. comparable 4. changeable 5. imaginable
137. In which of the following sentences is the wrong word of a pair of words used?
1. His two references were to Dante and Milton respectively.
2. I did my best but I could not alter his decision.
3. In the recent dispute in Georgia, Mr. Talmadge captured the capitol building.
4. I do not care for such advise.
5. The effect of this action was to bring on a revolution.
138. In which of the following sentences does the underlined word contain an unnecessary doubling?
1. He was unable to find hotel accommodations.
2. I do not choose to run.
3. He was accustomed to receive deference from everyone.
4. I received a questionnaire.
5. After the accident he dissappeared.
139. In which of the following sentences is the underlined word incorrect in the context?
1. John and Tom were not seriously injured, but the latter had a broken arm.
2. Try as I would, I could not lose my pursuer.
3. The dog wagged it's tail vigorously.
4. He was a stationary engineer.
5. The principal declared a half holiday for the school.
140. In which of the following sentences is the underlined word misspelled?
1. She has an artistic temperament.
2. I could not sit idly by while this man vilified my name.
3. He followed a route parallel to mine.
4. Parliament recessed.
5. He is a very mischevous child.

Competitive Trends in the Fuel Market

BILLIONS OF DOLLARS
(DOLLAR SALES)



Items 141 through 150 are based on the graph above. Mark answer space

1. if the item states a fact taken from the graph or a valid inference from data given in the graph.
2. if the item misstates information given by the graph, or draws an invalid inference from the data.
3. if the item gives information or draws an inference which cannot be derived from the graph.

141. More coal was mined in 1944 than in any year from 1926.
142. This graph shows the exact relative consumption of the three fuels.
143. Sales of coal were at their lowest in 1933.
144. In 12 years the sale of natural gas as a fuel has increased from about a half-billion dollars to well over a billion.
145. For several years more oil was used as a fuel than coal.
146. Each of these three fuels shows a slight recession about 1938.
147. Gas is not so useful a commercial fuel as gas or oil.
148. Since 1932 neither oil nor gas as fuels have suffered any serious setbacks.
149. Sales of coal fell off nearly a billion dollars from 1926 to the bottom of the depression.
150. This graph shows that the coal business has suffered by the competition of gas and

BEFORE TURNING IN YOUR ANSWER SHEET BE CERTAIN

1. THAT YOU HAVE MARKED NO MORE THAN ONE
ANSWER FOR EACH QUESTION.
2. THAT ALL MARKS ARE WELL-BLACKENED.

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