A STUDY OF THE METHODS, AIMS, AND EXTENT OF REVISION IN FOUR WORKS OF CURRENT NON-FICTION

By

HERMAN RUDOLPH STRUCK

A THESIS

Submitted to the School of Graduate Studies of Michigan State College of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Department of Higher Education

1953

VITA

Herman Rudolph Struck

candidate for the degree of

Doctor of Education

Final Examination: May 22, 1953

Dissertation: A Study of the Methods, Aims, and Extent of Revision in Four Works of Current Non-Fiction

Outline of Studies:

Major Subject: Higher Education

Minor Subject: English

Biographical Items:

Born, July 19, 1912, Calumet, Michigan

Undergraduate Studies: Bachelor of Arts, Michigan State College, 1936-1941

Graduate Studies: Master of Arts in English, Michigan State College, 1945-1946; English, Ohio State University, 1948-1950; English and Education, Michigan State College, 1950-1953

Experience: United States Army, Medical Department, 1942-1945; Graduate Assistant in English, Michigan State College, 1946; Instructor in English, Michigan State College, 1946-1948, 1950 —

358107

A STUDY OF THE METHODS, AIMS, AND EXTENT OF REVISION IN FOUR WORKS OF CURRENT NON-FICTION

By

Herman R. Struck

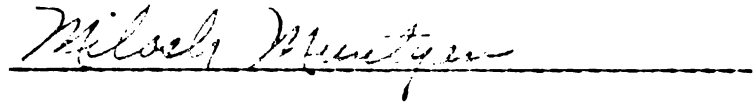
AN ABSTRACT

Submitted to the School of Graduate Studies of Michigan State College of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Department of Higher Education

Year 1953

Approved 

A Study of the Methods, Aims, and Extent of Revision in Four Works of Current Non-Fiction

This study of revisions was undertaken with the hope that it would provide fresh techniques for use in college composition classes, suggestions for experimentation in teaching, and new information on writing problems in general.

The project divided itself into three parts. First, it was necessary to analyze the revisions in the work drafts of current writers to determine what qualities of writing required revision, to what extent they required it, what methods the writers used to achieve those qualities, and how extensively the writers used the methods identified. Second, it was necessary to evaluate present methods and text-book recommendations in the light of the information the analysis supplied. Third, it was necessary to determine, through this appraisal, the value of the study in terms of the instructor, the student, and methods of teaching.

The material studied consisted of four original drafts showing the writers' revisions. Drafts of the following works were employed: Russel B. Nye, Midwestern Progressive Politics (East Lansing [Mich.], 1951); Douglas S. Freeman, Lee's Lieutenants, II (New York, 1943); Ely J. Kahn, Jr., "Profiles," The New Yorker, XXIX (March 14, 1953), 36-58; MacKinlay Kantor, "Dear Old Ghost of Mine," Esquire, XXIV (Nov., 1945), 40-44, 171-174. The material included the complete draft of Kantor's article, and sections of the remaining writers' work. Before revision the drafts contained about thirty thousand words, and

about two thousand separate revisions, these ranging from single-word revisions to revisions of entire paragraphs.

The changes made in the four drafts examined were analyzed in terms of their effects upon the writing, being classified under either "grammar and punctuation," "repetition," "meaning," "coherence," "emphasis," "concision," "tone," or "unclassified." Following classification, the total number of revisions comprising a single group were noted; these were then studied to identify, if possible, the techniques used to achieve the specific quality being investigated. Then, in separate chapters, the patterns or lack of patterns in each writer's revisions were illustrated and discussed. Finally, identical categories among the writers were compared.

The study revealed that the writers revised extensively. In a second draft of originally 13,000 words, Nye made approximately 850 revisions; Freeman, in a first draft of 6,700 words, about 240; Kahn, in a first draft of 6,000 words, about 430; Kantor, in a 4,600-word draft whose stage was unknown, also about 430 changes. The study also disclosed that as a group the writers revised chiefly to improve exactness of meaning, coherence, and emphasis; revisions of meaning far outnumbered other types, proving that transmitting precise meaning constituted the writers' major problem. Numerous methods were identified. Although most of these were methods recommended in current text books, a few were not; moreover, the study revealed the specific value of particular methods.

After examining textbooks on rhetoric, the present writer

concluded, on the basis of the extensive revision made in the drafts studied and the complexity of the methods employed, that revision was not sufficiently emphasized in current texts, and that they should be either rewritten with a more clear-cut recognition of the importance of revision than they now have, or supplemented with a volume devoted exclusively to revision.

Analysis of the findings in the study indicated that the writers' drafts could provide composition students with concrete proof of the necessity for revision; that the traditional method of assigning frequent short themes should be replaced by the assigning of one or two long papers, around which the term's work would focus; that some of the material in the drafts could be utilized to teach methods of achieving key qualities of writing more efficiently and effectively than they are now taught.

TABLE OF CONTENTS

	Page
Vita	ii
Acknowledgements	vi
Introduction	vii
CHAPTER I A SECTION OF MIDWESTERN PROGRESSIVE POLITICS	1
1. Description of Material	1
2. Grammar and Punctuation	2
3. Repetition	6
4. Meaning	10
5. Coherence	36
6. Emphasis	56
7. Concision	78
8. Tone	100
9. Unclassified	105
10. Summary of Chapter	113
CHAPTER II A SECTION OF LEE'S LIEUTENANTS	116
1. Description of Material	116
2. Grammar and Punctuation	117
3. Repetition	120
4. Meaning	122
5. Coherence	140

TABLE OF CONTENTS

	Page
ta	ii
knowledgements	vi
troduction	vii
HAPTER I A SECTION OF MIDWESTERN PROGRESSIVE POLITICS	1
1. Description of Material	1
2. Grammar and Punctuation	2
3. Repetition	6
4. Meaning	10
5. Coherence	36
6. Emphasis	56
7. Concision	78
8. Tone	100
9. Unclassified	105
10. Summary of Chapter	113
CHAPTER II A SECTION OF LEE'S LIEUTENANTS	116
1. Description of Material	116
2. Grammar and Punctuation	117
3. Repetition	120
4. Meaning	122
5. Coherence	140

CHAPTER II (Continued) Page

6. Emphasis 145

7. Concision 154

8. Tone 161

9. Unclassified 164

10. Summary of Chapter 168

CHAPTER III A SECTION OF A NEW YORKER ARTICLE 174

1. Description of Material 174

2. Grammar and Punctuation 175

3. Repetition 179

4. Meaning 182

5. Coherence 194

6. Emphasis 203

7. Concision 227

8. Tone 241

9. Unclassified 253

10. Summary of Chapter 260

HAPTER IV A COMPLETE ARTICLE FROM ESQUIRE 264

1. Description of Material 264

2. Grammar and Punctuation 265

3. Repetition 273

4. Meaning 277

5. Coherence 286

6. Emphasis 301

CHAPTER IV (Continued) Page

7. Concision 320

8. Tone 328

9. Unclassified 333

10. Summary of Chapter 337

CONCLUSION 342

Bibliography 376

Appendix A -- Draft of Midwestern Progressive Politics

Appendix B -- Draft of Lee's Lieutenants

Appendix C -- Draft of New Yorker article

Appendix D -- Draft of Esquire article

ACKNOWLEDGEMENTS

For assistance on this project, I am indebted to various people. I am especially grateful to Miss Clara Laidlaw for suggesting the study, and to Mr. Robert Geist for valuable help during its production. Dr. Milosh Muntyan, my major professor, and Dr. Russel Nye gave constant consideration and aid. To Dr. Nye I owe special thanks for the loan of an early draft of Midwestern Progressive Politics.

Mrs. Anne Alubowicz, of the library staff at Michigan State College, labored cheerfully and persistently to obtain books and manuscripts. The Public Library at Coral Gables, Florida, and the library of Mary Washington College made available various manuscripts. For his kindness in providing preparatory notes and drafts at considerable inconvenience to himself, I shall always be grateful to Mr. Ely J. Kahn, Jr., of the New Yorker.

Thanks are extended also to Mrs. Claire Dunn, who typed the thesis, and to my wife, who rendered invaluable assistance throughout the work.

H. R. S.

A STUDY OF THE METHODS, AIMS, AND EXTENT OF REVISION IN FOUR WORKS OF CURRENT NON-FICTION

By

Herman R. Struck

AN ABSTRACT

Submitted to the School of Graduate Studies of Michigan State College of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Department of Higher Education

Year 1953

Approved _____

A Study of the Methods, Aims, and Extent of Revision in Four Works of Current Non-Fiction

This study of revisions was undertaken with the hope that it would provide fresh techniques for use in college composition classes, suggestions for experimentation in teaching, and new information on writing problems in general.

The project divided itself into three parts. First, it was necessary to analyze the revisions in the work drafts of current writers to determine what qualities of writing required revision, to what extent they required it, what methods the writers used to achieve those qualities, and how extensively the writers used the methods identified. Second, it was necessary to evaluate present methods and text-book recommendations in the light of the information the analysis supplied. Third, it was necessary to determine, through this appraisal, the value of the study in terms of the instructor, the student, and methods of teaching.

The material studied consisted of four original drafts showing the writers' revisions. Drafts of the following works were employed: Russel B. Nye, Midwestern Progressive Politics (East Lansing [Mich.], 1951); Douglas S. Freeman, Lee's Lieutenants, II (New York, 1943); Ely J. Kahn, Jr., "Profiles," The New Yorker, XXIX (March 14, 1953), 36-58; MacKinlay Kantor, "Dear Old Ghost of Mine," Esquire, XXIV (Nov., 1945), 40-44, 171-174. The material included the complete draft of Kantor's article, and sections of the remaining writers' work. Before revision the drafts contained about thirty thousand words, and

about two thousand separate revisions, these ranging from single-word revisions to revisions of entire paragraphs.

The changes made in the four drafts examined were analyzed in terms of their effects upon the writing, being classified under either "grammar and punctuation," "repetition," "meaning," "coherence," "emphasis," "concision," "tone," or "unclassified." Following classification, the total number of revisions comprising a single group were noted; these were then studied to identify, if possible, the techniques used to achieve the specific quality being investigated. Then, in separate chapters, the patterns or lack of patterns in each writer's revisions were illustrated and discussed. Finally, identical categories among the writers were compared.

The study revealed that the writers revised extensively. In a second draft of originally 13,000 words, Nye made approximately 850 revisions; Freeman, in a first draft of 6,700 words, about 240; Kahn, in a first draft of 6,000 words, about 430; Kantor, in a 4,600-word draft whose stage was unknown, also about 430 changes. The study also disclosed that as a group the writers revised chiefly to improve exactness of meaning, coherence, and emphasis; revisions of meaning far outnumbered other types, proving that transmitting precise meaning constituted the writers' major problem. Numerous methods were identified. Although most of these were methods recommended in current text books, a few were not; moreover, the study revealed the specific value of particular methods.

After examining textbooks on rhetoric, the present writer

concluded, on the basis of the extensive revision made in the drafts studied and the complexity of the methods employed, that revision was not sufficiently emphasized in current texts, and that they should be either rewritten with a more clear-cut recognition of the importance of revision than they now have, or supplemented with a volume devoted exclusively to revision.

Analysis of the findings in the study indicated that the writers' drafts could provide composition students with concrete proof of the necessity for revision; that the traditional method of assigning frequent short themes should be replaced by the assigning of one or two long papers, around which the term's work would focus; that some of the material in the drafts could be utilized to teach methods of achieving key qualities of writing more efficiently and effectively than they are now taught.

TABLE OF CONTENTS

	Page
Vita	ii
Acknowledgements	vi
Introduction	vii
CHAPTER I A SECTION OF MIDWESTERN PROGRESSIVE POLITICS	1
1. Description of Material	1
2. Grammar and Punctuation	2
3. Repetition	6
4. Meaning	10
5. Coherence	36
6. Emphasis	56
7. Concision	78
8. Tone	100
9. Unclassified	105
10. Summary of Chapter	113
CHAPTER II A SECTION OF LEE'S LIEUTENANTS	116
1. Description of Material	116
2. Grammar and Punctuation	117
3. Repetition	120
4. Meaning	122
5. Coherence	140

CHAPTER II (Continued) Page

6. Emphasis 145

7. Concision 154

8. Tone 161

9. Unclassified 164

10. Summary of Chapter 168

CHAPTER III A SECTION OF A NEW YORKER ARTICLE 174

1. Description of Material 174

2. Grammar and Punctuation 175

3. Repetition 179

4. Meaning 182

5. Coherence 194

6. Emphasis 203

7. Concision 227

8. Tone 241

9. Unclassified 253

10. Summary of Chapter 260

CHAPTER IV A COMPLETE ARTICLE FROM ESQUIRE 264

1. Description of Material 264

2. Grammar and Punctuation 265

3. Repetition 273

4. Meaning 277

5. Coherence 286

6. Emphasis 301

CHAPTER IV (Continued) Page

7. Concision 320

8. Tone 328

9. Unclassified 333

10. Summary of Chapter 337

CONCLUSION 342

Bibliography 376

Appendix A -- Draft of *Midwestern Progressive Politics*

Appendix B -- Draft of *Lee's Lieutenants*

Appendix C -- Draft of *New Yorker* article

Appendix D -- Draft of *Esquire* article

ACKNOWLEDGEMENTS

For assistance on this project, I am indebted to various people. I am especially grateful to Miss Clara Laidlaw for suggesting the study, and to Mr. Robert Geist for valuable help during its production. Dr. Milosh Muntyan, my major professor, and Dr. Russel Nye gave constant consideration and aid. To Dr. Nye I owe special thanks for the loan of an early draft of Midwestern Progressive Politics.

Mrs. Anne Alubowicz, of the library staff at Michigan State College, labored cheerfully and persistently to obtain books and manuscripts. The Public Library at Coral Gables, Florida, and the library of Mary Washington College made available various manuscripts. For his kindness in providing preparatory notes and drafts at considerable inconvenience to himself, I shall always be grateful to Mr. Ely J. Kahn, Jr., of the New Yorker.

Thanks are extended also to Mrs. Claire Dunn, who typed the thesis, and to my wife, who rendered invaluable assistance throughout the work.

H. R. S.

INTRODUCTION

The college teacher of expository writing has always sought to instill in his students a recognition of the importance of unity, coherence, and emphasis. Although these three qualities imply many consequent qualities, a glance at almost any standard writing text will illustrate the general agreement concerning the major goals in teaching expository composition.

To attain his goals, the composition instructor utilizes various time-respected approaches and tools. He uses, first, weekly student themes. He notes in them errors in grammar, punctuation, and other mechanics, referring the student to a handbook which contains discussions of the errors committed. The handbook, a convenient reference, emphasizes mechanics. Second, the instructor has available to him texts on rhetoric. These advise the student on methods of achieving unity, coherence, and emphasis, and often illustrate their precepts by selections from student or professional writing. Third, the instructor has, either incorporated in the rhetorics mentioned or contained in a supplementary volume, a group of readings, which, again, may be the work either of talented students or of professional writers. These readings are used as models for the

student to analyze and emulate. The above tools are supplemented by a fourth -- the instructor's own critical sense, teaching skill, and ability to write, or perhaps rewrite.

Utilization of these methods and means is traditional. In the hope that this traditional approach might be improved, the present writer proposed to examine these methods, approaches, and tools in the light of an analysis of the actual revision techniques employed by current and competent writers of published non-fiction. It was hoped that the study would provide new approaches for teachers, fresh techniques in the classroom, suggestions for experimentation, and new light on writing problems in general.

The problem divided itself into three parts. First, it was necessary to analyze the revisions in the work drafts of current writers to determine what qualities of writing required revision, to what extent they required it, what methods the writers used to achieve those qualities, and how extensively the writers used the methods identified. Second, it was necessary to evaluate present methods and text-book recommendations in the light of the information the analysis supplied. Third, it was necessary to determine, through this appraisal, the value of the study in terms of the instructor, the student, and methods of teaching.

Survey of Literature

Previous studies of writers' revisions have differed

sharply from the present one in subject matter or in purpose, or in both. The bulk of such work has been done in the field of poetry, though the revisions of a few novelists have been or are being analyzed.[1] These studies have sought primarily to determine the genesis of a particular poem, to illustrate a poet's care in selecting words, to analyze the change in style of an individual writer, or to identify alterations in plot and characters. The literary subject matter and intent of these studies, therefore, obviously differed greatly from the subject matter and aim of the present study, which analyzed ordinary factual prose and had a practical rather than a literary aim. For these reasons, such literary criticism has not been examined exhaustively; a brief discussion of some representative pieces, however, will illustrate their disparity and consequent lack of pertinency to the present study.

A typical work is Tremaine McDowell's analysis of William Cullen Bryant's revisions,[2] in which he set out to answer the questions "How literally did [Bryant] adhere to the dogma that poetry shall be written only when the poet's

---

[1] Royal A. Gettman, of the University of Illinois, has been working on the manuscripts of George Meredith for several years, and Glendon Swarthout, of Michigan State College, has recently been studying the revisions of various British and American novelists, including Samuel Butler, Thomas Hardy, Somerset Maugham, and Ernest Hemingway.

[2] "Bryant's Practice in Composition and Revision," PMLA, LII (June, 1937), 474-502.

lip quivers and his eye o'erflows; and how successfully did he revise?"[3] In his article McDowell dealt with such matters as the growth of the conclusion of "Thanatopsis," Bryant's tendency to use 18th-century diction, and his success in correcting trite phrases and poor figures of speech.

A much more general approach was used by Marguerite Wilkinson, in The Way of the Makers (New York, 1925). Wilkinson made no detailed analysis of revisions; she was chiefly concerned with how poets receive inspiration for their work; Whitman's reliance upon emotion, for instance, was contrasted with Poe's reliance upon the intellect.

A more thorough work on revision is Phyllis Bartlett's study of poets from Milton to Housman.[4] Her approach was reminiscent of Wilkinson's, whose material she occasionally utilized; like Wilkinson, she was less concerned with specific revisions than with the conception and growth of poems. Occasionally, however, she did analyze revisions in order to illustrate the laboriousness with which certain poets revised, and to point out their use of metaphor and physical detail.

The dissimilarity of such work to the present study is repeated in the analyses of novelists' revisions. The critics of Henry James' emendations, for instance, have studied

---

3 Ibid., p. 500.

4 Poems in Process (New York, 1951).

his revisions to compare his early and late styles in respect to their degree of formality or informality, density or irrelevance, vagueness or concreteness; occasionally these critics used the changes to identify minute alterations in plot and character. F. O. Matthiessen, by means of the revisions in The Portrait of a Lady,[5] discerned in the later James a more mature feeling for drama, an increased preference for colloquialisms, greater concreteness, and a heightened "inner relevance."[6] On the other hand, Hélène Harvitt, comparing the original and final editions of Roderick Hudson,[7] found that James' later and more introspective style was "heavy, ambiguous, and sometimes almost impenetrable."[8] Royal A. Gettman, who chose "to compare the first and final editions of The American with respect to prose style, characters, and plot and to deduce from the differences and from the Prefaces James's general theory of revisions,"[9] reached much the same conclusions as did Matthiessen. These studies, it will be noticed, were

---

5 "The Painter's Sponge and Varnish Bottle: Henry James' Revision of The Portrait of a Lady," American Bookman, I (1944), No.1, 49-68.

6 Ibid., pp. 50-55.

7 "How Henry James Revised Roderick Hudson: A Study in Style," PMLA, XXXIX (1924), 203-227.

8 Ibid., p. 227.

9 "Henry James's Revision of The American," Amer. Lit., XVI (1945), 279-295. The quotation appears on p. 279.

for the purpose of identifying specific stylistic traits of a single writer.

Closer in subject matter to the present study of revisions than the previously discussed material, although no closer in purpose, are the studies on the prose of Abraham Lincoln. Of the various analyses, Roy A. Basler's "Abraham Lincoln's Rhetoric"[10] resembled the present project slightly in respect to methods, in that it analyzed Lincoln's use of repetitive words and sounds, grammatical parallelism, and figures of speech. However, Basler's article was fundamentally an analysis of Lincoln's character and habits of thinking, the conclusions being based upon certain recurrent patterns in the writing. Revisions were used rarely, though Lincoln's changes in Seward's suggested speech for the "First Inaugural Address" were employed to illustrate the simplicity and force which Lincoln imparted to the original draft. A somewhat similar study, although less thorough and less concrete than Basler's, is Dodge's attempt to show how Lincoln's changing style reflected his broadening intellect and deeper sensibilities.[11] This article also discussed revisions only briefly.

The work that resembles the present project most

---

10 Amer. Lit., XI (1939), 167-182.

11 Daniel Kilham Dodge, "Abraham Lincoln: The Evolution of his Literary Style," Illinois University Studies, I (May, 1900), No.1, 1-58.

closely in subject matter and purpose is Josephine Piercy's Modern Writers at Work (New York, 1930). Basically an anthology of fictional and non-fictional pieces, her book was interesting from the standpoint of the present study primarily because it contains various authors' views on writing and brief descriptions of their methods of working. Their statements are contained in personal letters to Miss Piercy or in brief excerpts from previously published material. In addition to the authors' comments and selected essays and stories, the book includes an occasional single manuscript page of a writer's letter, showing his revisions. No analysis of the revisions was attempted, but by giving students an intimate contact with living writers, Miss Piercy hoped to stimulate her students' interest in reading and motivate them to improve their own writing.

Material Used in Present Study

The material analyzed in the present study consisted of four manuscript drafts of non-fictional writing. The drafts represented four fairly distinct levels of writing: the first chapter of Russel B. Nye's Midwestern Progressive Politics,[12] a semi-academic, somewhat informal political history; chapters twenty-two and twenty-three of the second volume of Douglas S. Freeman's Lee's Lieutenants,[13] a

12 (East Lansing [Mich.], 1951).

13 (New York, 1943).

scholarly military history; a section of an article published in the New Yorker, a magazine well-known for its smooth and clever prose;[14] a complete draft of an article published in Esquire.[15]

In their original form the drafts selected varied in length from about 4,600 words to about 13,000, and, together, contained about 30,000 words. As a group the manuscripts represented early stages of revision. Nye's manuscripts represented early stages of revision. Nye's manuscript was the second of five drafts; Freeman's was titled a first draft; Kahn's New Yorker work was a first draft preceded only by extensive notes; the draft of Kantor's Esquire article, the stage of which was not determinable, may be a much-revised late draft.

No late drafts were chosen because the ones inspected contained so few revisions that little information could have been gained from them. On the other hand, the difficulty of analyzing writing still in the organizational stage and the project's primary interest in the writing itself rather than in problems of organizing made it unwise to use any early drafts that contained extensive rearrangement of material.

---

[14] Ely J. Kahn, Jr., "Profiles," New Yorker, XXIX (March 14, 1953), 36-58.

[15] MacKinlay Kantor, "Dear Old Ghost of Mine," Esquire, XXIV (November, 1945), 40-41, 171-74.

Method of Classification

Every revision was classified individually on the basis of the particular quality of writing the change affected. Eight major categories were used: (1) grammar and punctuation, (2) repetition, (3) meaning, (4) coherence, (5) emphasis, (6) concision, (7) tone, (8) unclassified.

The "grammar and punctuation" category included revisions of subject-verb disagreements, faulty parallelism, articles that did not agree in number with the nouns modified, and punctuation changes made to conform to a specific rule or to maintain a specific style of punctuation.

Revisions classified under "repetition" consisted only of those that were made, so far as could be determined, to avoid ineffective repetition. These included both exact repetitions and synonyms, but more often the former.

Under "meaning" were listed those revisions that altered the sense of the writing, either in a major or minor degree. These included changes that replaced one idea with an entirely different one, revisions that modified ideas slightly, and corrections of ambiguities and illogical statements.

Revisions listed under "coherence" consisted of changes that influenced in some way the reader's grasp of the relationship between the ideas or actions presented. Some simply enabled him to understand a correlation or contrast more quickly than did the original passage; others supplied

correlations or transitions that had been totally lacking.

In the "emphasis" group were revisions that increased, or occasionally decreased, the force of the writing. Such changes included deletions of qualifying words that weakened the writing; added information that reinforced or illustrated a point; rearrangements, such as re-paragraphing, that placed important material in a more advantageous position in a sentence or paragraph; and corrections of awkward and unforceful rhythms.[16]

Under "concision," three types of revisions were included: deletions of repetitious information, deletions of non-repetitious information, and changes that reduced the number of words in a passage but did not alter meaning.

Under "tone" were grouped those changes that altered the peculiar and personal quality which a writer imparts to his work. Tone, which may be said to represent a writer's mental and emotional attitude toward his subject, purpose, and reader, varies widely. It can range from seriousness to

---

[16] On the significance of rhythm to emphasis, Abram Lipsky states: "The effect of rhythm in language is to lock the parts together into a unity and thus to facilitate comprehension. It economizes attention, for it assists the reader in putting emphasis where it is due." ["Rhythm as a Distinguishing Characteristic of Prose Style," Archives of Psychology, I (June, 1907), No.4, 41.]

Similarly, Helen Griffith states: "In rhythmic prose and in good writing generally, syllables phonetically strong hold positions of logical and rhythmical importance." [Time Patterns in Prose (Psychological Monographs, XXXIX, No.3, Albany, 1929), 80.]

whimsy, from cold irony to light satire. Through such means as a writer's selection of words, through his humor or seriousness, his formality or informality, his bias or objectivity, an author reveals himself more or less clearly. Though this category is difficult to describe satisfactorily, the changes included in it were relatively easy to identify.

"Unclassified" revisions were of three general types: corrections of mistakes made when the writer clearly wanted one word but wrote or typed another; revisions that did not seem to affect the writing in any manner; changes which affected rhythm or other qualities so slightly that it was impossible to classify them. A major characteristic of the last named type in some of the writers, and one that caused considerable frustration during analysis, was its tendency to improve the writing, but in such slight and varied ways that the quality affected could not be satisfactorily determined. For example, one might decide first that the improvement resulted from better rhythm; soon, however, he might feel that the improvement came from better logic; then he perhaps suspected that the revision was a trifle more concrete or specific than the original. When this sort of mental somersaulting was at all prolonged, no certain judgment could be made.

Although classification was of course subjective, the subjectivity was constantly tempered by the necessity for

supplying tangible proof for assigning a revision to a particular category. Classification was not remarkably difficult in the majority of instances, although every writer made some revisions that were impossible to classify, and a considerable number had to be cross-classified.

It is conceded, however, that the classifications used in this study were only relatively accurate. Revisions categorized only under "emphasis," for example, were judged to have affected emphasis primarily; but the same revision could affect coherence or tone or other quality to some extent. The whole matter of interrelationship is an extremely subtle and pervasive one that seems to stem from language itself, from the various connotations and denotations of words, from the variety of their effects upon a reader, and from the constant interplay of those effects. A single word -- for example, an adjective describing a person's character -- changed on one page can modify either slightly or drastically the effect of another descriptive passage about the same person occurring ten pages later. Again, a general lack of coherence in a piece of writing certainly decreases the over-all emphasis of the work. In fact, one can argue that incorrect grammar causes effects other than lack of clarity; he could argue, for instance, that poor grammar reduces the emphasis of the writing because it distracts the reader. But all these facts merely

demonstrate the wholeness of a piece of writing. And even though they illustrate that from a rigidly logical point of view all the categories used here were artificial, they were, at the same time, necessary, useful, and informative.

Method of Analysis

After individual changes were classified, each classification group in a single writer's work was studied separately to discover if the changes making up the group revealed any consistent patterns of revision. An example of such a pattern was Nye's frequent deletion of articles. After the revision groups of each writer were studied, identical groups were compared; that is, the four "grammar and punctuation" groups were compared, then the four "repetition" groups, and so on. In this way, the writers' similarities and differences in technique were identified.

Method of Discussion and Presentation of Evidence

The material of each writer was dealt with first in separate chapters, each chapter being composed of the eight categories listed earlier under "Method of Classification" ("tone," "emphasis," and so on). At the beginning of each category the main subgroups of the category were listed. One or more examples illustrating each subgroup were cited and the examples discussed.

The number of examples cited to illustrate a subgroup,

in relation to the total number of revisions that illustrated it, was roughly in the ratio of one to eight. In other words, for each example used, there were seven others that might also have been used. The only exceptions to this practice occurred in "grammar and punctuation," which, because of its lack of importance, was illustrated with fewer examples; in the subgroup "rhythm" (under "emphasis"), and in "tone," both of which were illustrated with more than the normal number of examples because of the subjectivity involved in classifying.

After the subgroups of a category were illustrated and discussed, the important characteristics of the category were briefly summarized. Following the summary, all the revisions classified under that specific group were listed.

After the presentation and discussion of all eight groups, the total findings on a single writer were summarized, this final summary containing the techniques considered important. The implications of these findings for teaching composition were then discussed in the conclusion.

Method of Identifying and Recording

In each example discussed in the text, the word or words revised are typed in capital letters for easy recognition. Following these words, a notation in brackets identifies the revisions as a deletion, addition, substitution, or transposition. In changes involving only punctuation, the

punctuation mark when added is also followed by a notation in brackets, and the mark is also named: "and, [comma added]"; in substitutions, only the name of the punctuation mark is used: "and, [semicolon substituted]." An exception to this method occurs in the handling of dashes and exclamation points; it was not considered necessary to name these; they are, of course, followed by the type of revision involved. A second exception occurs in changes that include both punctuation and words; for the sake of clarity, the punctuation mark and word or words are underlined: "the work, AND [deleted]."

Each example is followed also by the page and line number in parentheses. Thus a quotation followed by (36:2) is on page 36, line 2 of the manuscript. When the material is on two lines, the information is listed as (36:2,3); when it is on three or more lines, the recording is (36:3-5) or (36:3-8), and so on. When the quotation is from two different pages, the two number groups are separated by a semicolon: (36:27; 37:1). Since two of Freeman's chapters were used, in the section dealing with his work the recordings (65,1:2) and 66,1:2) are employed, the first number referring to the chapter.[17] The few additions which the writers

[17] These chapter numbers are the ones Freeman used originally; they were used in recording in preference to the published chapter numbers in order to avoid confusion with page numbers. As stated earlier, chapters 65 and 66 make up chapters 22 and 23 of volume two of the published work.

inserted on backs of pages are identified by (b) following the page number; for example, 2(b) in (65,2(b):2) refers to such a page. This notation should not be confused with 2B, which indicates a regular page so numbered by the author.

At the end of each category are all the revisions classified under that heading, listed under the various types of changes, such as additions, deletions, substitutions, transpositions, and miscellaneous (any combination of the foregoing). In "Substitutions," the original word or passage is given first and separated from its replacement word by two sets of colons, as in the following: Midwest :: Midwestern.

The revisions that are cross-classified are indicated by superscript, lower-case letters; g refers to grammar and punctuation, r to repetition, m to meaning, c to coherence, e to emphasis, cc to concision, t to tone.

Appendices

Complete copies of each draft studied, with the pages and lines numbered, are included. To facilitate examination of them, the copies are bound separately and are removable. Appendix A contains Nye's draft; Appendix B, Freeman's draft; Appendix C, Kahn's draft; Appendix D, Kantor's draft.

CHAPTER I

A SECTION OF MIDWESTERN PROGRESSIVE POLITICS

1. Description of Material

The material analyzed in this chapter was the second draft of the opening chapter of Russel B. Nye's Midwestern Progressive Politics, a history of the Midwest's political movements from 1870 to 1950.[1] The chapter supplied the reader general knowledge of the region, such as its physical characteristics, the cultural and economic influences which the East had upon it, its agricultural and industrial development, and its patterns of thinking.

The draft contained approximately eight hundred and fifty revisions. During revision about a thousand of the original thirteen thousand words were deleted. Most of the changes revised only single words, phrases, and sentences; on only three occasions were entire paragraphs deleted or added. Hence the organization of the draft was left largely intact. The extensive revision and the numerous revision methods employed in the draft made it ideal material for this project.

For the material cited in this chapter the reader is

---

[1] The manuscript was obtained from Mr. Nye.

referred to Appendix A.

2. Grammar and Punctuation

The group of revisions made to correct grammatical structure and to conform to normal punctuation requirements was a small one of thirty-five changes.

Samples:

(1) The apparent unity of the group, partially imposed by the pattern of its history AND [added] settlement, AND ADMISSION TO THE UNION [deleted] is an illusion, for the area is obviously divided and redivided into smaller units. (3:16-18)

The change results from the deletion of and admission to the union and the subsequent shifting of and.

(2) ALL THIS MADE [deleted] the Midwest farmer a huge producer, FOR THOUGH THE NATIONAL POPULATION MORE THAN DOUBLED IN THE FORTY YEARS AFTER THE WAR, HE [deleted] grew enough by 1900 not only to feed the nation but had millions of tons left over for export. (9:16-19)

The deletion of he results because farmer, at first the object of the verb, becomes the subject during the revision.

(3) Its demands for changes in the established system stemmed from attempts to eradicate A [deleted] special GRIEVANCE [GRIEVANCES substituted] -- commission government, direct primaries, . . . or ownership of utilities. (13:20-24)

The deletion of a results from the conversion of grievance to the plural grievances.

Summary

Changes made for grammatical reasons seemed wholly insignificant. About half of them were secondary changes; that is, they stemmed from changes in other words. The remaining revisions were traceable either to mental slips resulting in incorrect grammar or to the desire to follow a customary pattern, such as using and before the final element of a series of three or more elements.

List of Revisions

	Page:line
Additions	
1. and	3:14
2. and	3:17
3. and	7:8
4. were	7:10
5. and	22:23
6. with	26:27
7. or	27:7
8. time	35:19
9. and	36:17
Deletions	
1. and	3:14
2. he	9:18
3. The West	13:14
4. a	13:22
5. have and do	15:14
6. and	19:13
7. who	24:27
8. to the	27:21
9. a	28:26
Substitutions	
1. assumed :: seemed	6:29

Substitutions (cont'd)

2.	it :: them	9:14
3.	grievance :: grievances	13:22
4.	fields :: field	15:19
5.	railroads :: railroad	20:22
6.	these :: which	23:2
7.	reward :: rewards	24:7
8.	anything :: nothing	25:19
9.	a :: an	26:9
10.	their :: its	26:23
11.	were :: was	27:8
12.	were :: in	27:13
13.	who, pointing :: pointed	27:21
14.	its :: their	30:22

Transpositions

None

Miscellaneous

1.	the [deleted, then added]	24:23
2.	who [added, then deleted]	24:26
3.	and [deleted, then added]	29:11

3. Repetition

Another extremely small number of changes were made to avoid repeating a previously used word or phrase.

Samples:

(1) From them came such things as workmen's compensation, child and female labor laws, conservation programs, unemployment COMPENSATION [deleted] insurance . . . and the like. (14:27,28; 15:1,2)

In this sentence compensation is used earlier.

(2) The wheat farmer of the Dakotas, Minnesota, and Kansas faced the worst PROBLEM [SITUATION substituted]. (11:29; 12:1)

Problems is used previously in lines 14, 22, 24, and 26 of page 11.

(3) The slogan "Vote the way you shot" carried weight in those new states that sent troops South in 1861, and the G.A.R. had strength enough to keep even strongly disaffected states like Iowa, Minnesota, and Wisconsin in the party column during periods of STRONG [deleted] agrarian unrest. (16:9-12)

Strongly, it will be noted, appears earlier in the same sentence.

Summary

The problem of undesirable repetition was for this writer hardly even a minor concern. The few revisions made to avoid such repetition indicated, of course, an awareness of the problem. But the problem was apparently much less acute for him than for the student writer, possibly because he possessed a more extensive vocabulary and certainly because

he used repetition for positive reasons far more than he avoided it for negative ones. As later sections will show, Nye employed repetition to increase emphasis and coherence. The important fact is that Nye repeated only key words and phrases.

List of Revisions

Page:line

Additions

None

Deletions

1. a feeling 8:11
   [see feeling, line 10]

2. of the tariffs 11:15
   [see tariff, line 14]

3. compensation 14:28
   [see compensation, line 27]

Substitutions

1. raised :: grew 9:18
   [see brought :: raised, line 20]

2. brought :: raised 9:20
   [see problems :: questions, line 20]

3. problems :: questions 9:20
   [see raised :: grew, line 18]

4. problems :: difficulties 11:22
   [see problems, lines 14,24,26]

5. problem :: situation 12:1
   [see problems, 11:14,22,24,26]

6. of :: in 15:26
   [see of various, same line]

7. period :: age 19:17
   [see period, line 12]

8. type :: variety 23:26
   [see type, line 24]

9. by :: through 24:14
   [see by, line 13]

Substitutions (cont'd)

10. early breed :: pioneers 25:4
[see breed, 24:23]

11. things :: cherished principles :: things 27:3
[see principles, line 1]

12. produced :: shaped 29:10
[see produced, line 9]

13. others to deny :: some a denial of^e ^m 34:13
[see to deny, line 14]

Miscellaneous

1. strong 16:12
[see addition of strongly, line 11]

2. perfectly :: ideally 19:14
[see addition of perfectly, line 14]

3. complainers :: malcontents 27:29
[see deletion of malcontents, line 20]

4. they :: businessmen 30:12
[see earlier deletion of businessmen, line 12]

5. current 33:29
[added, see current :: characteristic, later in line 29]

4. Meaning

The group of revisions in which Nye altered meaning was a large one of over three hundred changes which sharply exemplified the constant effort he exerted to transmit his ideas as precisely as possible. In Nye's work, this effort was evinced in numerous ways, such as in establishing the time element more exactly; in correcting ambiguity and poor logic; in replacing one idea with another; in limiting or extending existing ideas and information.[2]

---

[2] The words limiting and extending are important here because of their relation to the terms specific and general, and the usual association of specific with accuracy and general with vagueness. In the above preface to this group of revisions, the words specific and general were avoided in preference to precision. This term was chosen because, although a person normally associates revisions with increased specificity or concreteness or "accuracy," some of the revised statements in this group became more general rather than more specific or concrete. Yet it cannot be said -- and this is the point of the discussion -- that these general statements are less accurate or less precise than the original passages. So far as accuracy is concerned, specific and general are not opposing terms; the general statement, in one situation, may just as accurately represent a writer's ideas as a more specific statement does in another situation. This unity of the two supposedly opposed terms is based on the simple fact that no reader, if he has only the author's writing for a guide, can state the author's ideas more accurately than the author himself states them. Hence even when a writer uses a relatively more "vague" statement, it must be assumed that that statement more accurately represents his thought than a "specific" statement. The following example illustrates the point.

> Davis' remark typified the point of view responsible for much of the EASTERN [PAST AND PRESENT substituted] mis-

Time

The time element was revised chiefly by changing tense and supplying or changing dates. Although tense changes were numerous and made up of a variety of tense forms, they consisted primarily of changes from the simple present tense to the simple past and from the present perfect to the simple past. These two tense changes were numerically almost equal.

Samples (tense):

(1) But like many undoubtedly valid statements, his IS [WAS substituted] much easier to prove than to define. (2:3,4)

(2) If no leader or figurehead APPEARS [APPEARED substituted], the movement PROCEEDS [PROCEEDED substituted] without one, as did the Grange and the Farmer's Alliance. (14:13,14)

(3) Composed on the one hand of Eastern settlers and their descendants, and on the other of immigrants

---

understanding of the region and of the men and ideas it produced. (6:6-8)

Eastern is more specific, in the usual conception of that term, than past and present, because Eastern restricts misunderstanding to a particular region, while past and present does not. But the general phrase may be more accurate -- and probably is -- for the very fact that it is more inclusive; it is difficult to imagine, for example, that the misunderstanding of the West (the region referred to) was confined to the East. The South, which was settled before the West, probably also misunderstood the West. So Eastern may be totally inaccurate. It is for this reason that in the following discussion, specific will refer to restriction, to narrowing a meaning or idea. General will refer to extension, or broadening of an idea or its application. But both types of statements, it will be assumed, are made to increase accuracy.

from Northern Europe, its patterns of political thinking ARE [WERE substituted] often confused. (16:1-3)

(4) Spreading from a point outward after 1870, diminishing in force as it encountered increased resistance from adjacent and politically different areas, so-called Midwestern "radicalism" (or "insurgency" or "progressivism") HAS MADE ITSELF FELT [BECAME A REAL FORCE substituted] in American political life. (13:3-6)

(5) Midwest politics HAS BEEN [WAS substituted] consistently socialized politics -- that is, politics which HAS [deleted] attempted to give government some systematic control over the economic and social life of the people. (14:18-20)

(6) Midwest politics, perhaps more than any other, HAS [deleted] attempted from the beginning to adjust government to the needs of the people . . . . (15:2-6)

Simple present to simple past tense changes (examples 1 to 3) seem to stem from the historical nature of Nye's subject. Nye is constantly discussing various movements in American political history, and he carefully indicates that certain statements apply only to certain periods in the past. Possibly, also, some of the original present tenses result because the writer slips into the historical present, a form which such material could easily encourage.

The present perfect to simple past changes are naturally somewhat more refined than the simple present to simple past tense changes, though basi-

cally Nye's motivation seems identical in both types. In changing the present perfect to the simple past form he avoids saying that the action still continues; by using the simple past he indicates, instead, that the action began in the past and was completed in the past. Hence in both subgroups he carefully restricts his statements to the past.

The thoroughness of Nye's revisions of tense shows nothing especially significant beyond the obvious fact that correct tense is essential to accuracy, and that Nye gives careful attention to it.

The time element was also carefully identified by means of dates and other indications of time.

Samples (dates):

(1) The opening of the great iron and copper ranges, the development of cheap lake transportation, and the expanding network of rail lines AFTER 1860 [added] made the region a semi-agricultural, semi-industrial area like no other part of the nation . . . . (4:13-17)

(2) The staid Congregationalist Record of Boston spoke in 1900 of the "dangerous characters of the inflammable and covetous West," while Lyman Abbott complained LATER [added] of the Western "medicine man" who set up his campaign tent to hawk "one medicine which will cure all the ills to which humanity is subject." (6:13-17)

(3) So there remained in the region, UNTIL RECENT TIMES [added], an apologetic air of colonialism. (7:25)

(4) The real attitude of LATE 19TH CENTURY [added] business was Hamiltonian . . . . (19:19-22)

(5) The laissez-faire theories of Adam Smith and the economists were well enough in the books, but the slogan of "free enterprise and individualism" that had grown naturally out of the 18th century no longer fitted the new 19TH CENTURY INDUSTRIAL [added] economy. (20:6-9)

These revisions inform the reader that a statement or discussion applies to a particular period. In a few sentences, such as the last two, such time revisions also help maintain continuity. All these revisions affecting time, however, increase precision by narrowing the time element.

Ambiguity

Only rarely did Nye have to revise to correct ambiguities or illogical meanings.

Samples:

(1) The Eastern idea of the Midwest was that OF A [IT WAS A SORT OF substituted] spiritual and cultural desert . . . . (5:29; 6:1,2)

The original is obviously not what Nye means, because it states that the Eastern idea itself is a spiritual and cultural desert.

(2) It was only logical for rival firms, instead of ruining each other in wasteful price wars, to JOIN AND [deleted] split up the market . . . . (20:12-15)

Here failure to revise would have left the illogical statement "to join . . . up the market."

(3) The extent of a farmer's difficulties naturally

depended on the type of farming he did and the area in which he did it. Different portions of the Midwest, raising different cash crops, did not always agree upon THEM OR THEIR SOLUTIONS [WHAT THEIR PROBLEMS WERE OR HOW TO SOLVE THEM substituted]. (11:22-24)

The lack of immediate clarity in the original results from the vagueness of them, due to its extreme distance from difficulties and its closeness to crops. Another ambiguity is caused by their, which can be thought to apply to farmers of the different portions of the Midwest as well as to difficulties, the real antecedent.

Replacement of Ideas

A large group of revisions replaced one idea with another. Most of these occurred with nouns.

Samples:

(1) The opening of the great iron and copper ranges, the PROXIMITY [DEVELOPMENT substituted] of cheap lake transportation, and the expanding network of rail lines after 1860 made the region a semi-agricultural . . . area . . . . (4:13-17)

(2) Not until the late nineteenth century did the Midwest begin to feel itself a regional entity, and then it occasionally SUFFERED [SQUIRMED substituted] under the attacks of New Yorkers, Bostonians, and NATIVES [EXPATRIATES substituted] such as Ed Howe, Sinclair Lewis, and Glenway Westcott. (5:26-29)

(3) Easterners often looked at it as a sort of spiritual and cultural desert, a barren ground of desolate dullness and bucolic SENSITIVITY [IGNORANCE substituted]. (5:29; 6:1,2)

(4) The Harvard or Bowdoin graduate, lost in the vast prairie with a one-room school, a farmer's journal,

and an itinerant lecturer for intellectual stimulation, might fondly remember the gentler and far more civilized culture he had known -- a FEELING [RECOLLECTION substituted] never quite forgotten no matter how swiftly the Midwest progressed. (8:4-8)

(5) The Darwinian point of view seeped into the thinking of people who had never read Darwin or Spencer, but who found in the atmosphere of contemporary ideas a satisfactory explanation of the DICHOTOMY [CURRENT CONTRAST substituted] between spiritual ideals and social practices. (33:27-29)

These changes indicate that a writer continually strives to identify in his own mind his real meaning, and they emphasize the effort required to transmit that meaning. Sensitivity (example 3), for instance, has a meaning completely different from ignorance, which replaces it. Often an original and presumably inaccurate word such as sensitivity stems from the general context of a preceding discussion; the discussion immediately preceding sensitivity, for example, stresses the Midwest's self-consciousness (see Appendix A, 5:23-29). Such inaccuracies illustrate how association may seriously hamper preciseness, and they underscore the necessity for revision.

Limitation and Extension

By far the largest group of revisions affecting meaning were those that limited or extended existing ideas or information.

Samples:

(1) What he referred to was the TRADITION OF REVOLT [POLITICAL CONTENTIOUSNESS substituted] that seemed to permeate the settler as soon as he crossed the outer fringe of settlement, a tradition OF INDEPENDENCE [added] that stretched unbroken from the farmers of Shays to Sockless Jerry Simpson, Ignatius Donnely, Bryan, and Old Bob LaFollette, the spirit that raised more hell than corn in Kansas in the eighties and dumped milk in the nineteen-thirties. (2:8-13)

(2) Ohio, Michigan, Illinois and to a lesser extent Indiana became offensive outposts for an expanding Eastern industrialism, and defensive forts of a LOSING [SHRINKING substituted] Western agrarianism. (4:22-24)

(3) The settler IN OHIO & MICHIGAN AND ILLINOIS [added] established a New England town with its square or common . . . . (5:4-6)

(4) Still the influence of the East remained STRONG [added] on the settler in the Midwest. (5:14,15)

(5) Kansas and Nebraska once went nearly a year and a half without APPRECIABLE [MEASURABLE substituted] rain. (10:1,2)

(6) "I cannot recall," said one editor in summarizing the FARMER'S [added] general attitude, "another conspiracy in the history of mankind quite equal in colossal and criminal splendor to the profound and universal plot of Wall Street . . . ." (12:15-19)

(7) The ECONOMIC [added] thinkers of the pre-Civil War period erected the principle into a shrine. (19:12,13)

(8) All this, said Andrew Carnegie, was "triumphant democracy," concrete proof of the tremendous economic energy of DEMOCRACY [LAISSEZ-FAIRE CAPITALISM substituted]. (23:3,4)

(9) Of this $1.60 represented the cost of production and transportation, ROUGHLY [added] 50¢ went to Rockefeller (who leased the land), 25¢ to Williams (who owned the land), 35¢ to the mining company,

and one cent to the state as tax. (24:15-17)

(10) Joe Leiter once actually entered into negotiations for the purchase of the Great Wall of China, whereas "Bet-You-A-Million" Gates introduced $150,000 antes TO POKER [IN POKER CIRCLES substituted]. (25:1-3)

(11) THE FARMER [PEOPLE substituted] listened to press and pulpit and business . . . . (26:26-28)

(12) Spencer and his followers, applying Darwinism to PREVAILING HUMAN [CONTEMPORARY SOCIAL AND ECONOMIC substituted] institutions, found that it fitted them admirably. (31:23-25)

Most of these changes, it will be noted, limit ideas. For instance, political contentiousness (example 1), in Ohio & Michigan and Illinois (3), farmer's (6), and social and economic (12), narrow tradition of revolt, settler, attitude, and institutions. All of these practice the classroom admonition to be concrete. On the other hand, the substitution of People for farmer (11) is clearly a change from the specific to the general, from exclusion to inclusion. Yet an examination of the entire paragraph (see Appendix A, 26:22-29; 27:1-14) shows, even to a person without intimate knowledge of the subject, that in this context People is more accurate than farmer. The conclusion is that a writer, in his search for accuracy, does not always aim for specificness or concreteness, as those terms are usually interpreted, though he usually does.

Summary

In his numerous revisions that changed the meaning of the writing, Nye used many of them to identify the time element more exactly. This was accomplished by frequent tense changes and by revisions and additions of dates. However, Nye's care with time is probably traceable to his subject. His book is a history that necessarily deals frequently with dates. Moreover, since the particular chapter studied was the opening one which briefly presented events and influences that occurred over a long period, the frequency of revisions involving time is probably not unusual. For these reasons, Nye's concern with time cannot be regarded as especially significant.

Second, it was rarely necessary for Nye to correct ambiguous or illogical statements.

Third, in a large number of his revisions of meaning, Nye replaced an original idea with a totally different one. Many of the rejected passages indicated that inaccuracy often stemmed from the preceding material. Apparently the ideas discussed earlier continued to influence the writer, weakening his grasp on later ideas. The pressure from this residue of ideas probably varies with different individuals, but regardless of the variation, the presence of such pressure testifies to the necessity of revising.

Fourth, by far the largest number of Nye's changes

altered existing ideas by limiting or extending their meaning, the former being the most frequent. Most of Nye's modifications of meaning narrowed the ideas; a few, however, broadened an idea.

As a group these revisions demonstrated that exactness can be a major problem for a writer. Moreover, they supplied clear proof that even a practiced writer can have the accuracy of his ideas seriously marred by association.

List of Revisions

Additions

		Page:line
1.	always[e]	2:5
2.	of independence	2:10
3.	have	3:6
4.	after 1860	4:14
5.	-edge	4:25
6.	in Ohio & Michigan and Illinois	5:4
7.	strong	5:15
8.	it was a sort of	6:1
9.	later	6:15
10.	soon	6:23
11.	Their foundings	7:15
12.	until recent times, an	7:25
13.	during Reconstruction	9:4
14.	the simple [...] system	9:21
15.	of climate	10:1
16.	had	10:20
17.	pay old debts	10:26
18.	to live	10:27
19.	values	10:27
20.	more[t]	11:20
21.	extent of a	11:22

Additions (cont'd)

22.	farmer's	12:16
23.	of the national economy	12:19
24.	regular	12:24
25.	after 1870[c]	13:3
26.	one at a time certain	14:1
27.	always[e]	14:9
28.	always[e]	14:22
29.	governmental	14:22
30.	government to	15:3
31.	still[e]	15:11
32.	strongly[e]	16:11
33.	to new conditions	16:19
34.	economic	19:12
35.	perhaps	19:16
36.	late 19th century[c]	19:20
37.	an industrial	19:21
38.	prophetically	19:22
39.	19th century industrial[c]	20:9
40.	it was a logical	21:3
41.	the development	21:10
42.	business man	23:19
43.	roughly	24:16
44.	circles	25:3
45.	probably	26:18
46.	practicing	27:1

Additions (cont'd)

47.	American	27:4
48.	of them	27:5
49.	company	27:7
50.	fair	27:14
51.	all[e]	28:11
52.	the growth of	29:12
53.	consummate	29:17
54.	political[c]	29:17
55.	to democracy	29:23
56.	to either[e]	30:2
57.	with cash	30:6
58.	from the bosses	30:13
59.	usually	30:15
60.	popular[c]	31:5
61.	seriously[e]	31:8
62.	most of the social	32:16
63.	Senator[e]	32:17
64.	already[e]	33:8

Deletions

1.	felt	4:17
2.	admitted	5:25
3.	more	6:5
4.	close	7:9
5.	early	8:3

Deletions (cont'd)

6.		
7.	self-consciousness	8:8
8.	those of	8:10
9.	has	13:5
10.	Noticeable	13:6
11.	has	14:3
12.	has	14:19
13.	has	14:22
14.	has	14:25
15.	revolutionary	15:3
16.	some	15:7
17.	always	16:17
18.	join and	19:9
19.	for his payment	20:13
20.	early	22:17
21.	business	23:9
22.	being	26:12
23.	thinking	28:2
24.	of	29:25
25.	many	30:6
26.	true	30:16
27.	had	33:9
28.	whole	35:4
		36:19

Substitutions

1.	is :: was	2:4
2.	protested :: protests	2:6
3.	was :: became	2:8
4.	tradition of revolt :: political contentiousness	2:9
5.	the :: a	2:10
6.	that tradition :: the spirit	2:12
7.	is :: was	2:13
8.	is :: was	2:16
9.	is :: was	2:18
10.	a :: the	2:19
11.	It is agreed :: They agree	2:27
12.	deeply :: often	3:10
13.	subdivided :: divided and re-divided	3:18
14.	bonds :: affinities	3:23
15.	characteristic :: regional	4:1
16.	took up :: went into	4:8
17.	proximity :: development	4:14
18.	led to the creation of :: made the region	4:14,15
19.	situation :: area	4:16
20.	existed :: worked	4:16
21.	states :: settlements	4:18
22.	losing :: shrinking	4:23
23.	the :: a	5:4
24.	the practice of the :: the cracker-barrel practice of a	5:11

Substitutions (cont'd)

25. both of which changed his practices ::
26. and evolved new agricultural methods 5:13
27. waited for the :: subscribed to 5:16
28. older settlements :: East 5:25
29. suffered :: squirmed[e] 5:28
30. natives :: expatriates 5:28
31. of :: it was a sort of 6:1
32. sensitivity :: ignorance 6:2
33. Eastern :: past and present 6:7
34. national life :: politics 6:12
35. the ir cohorts :: William Jennings Bryan 6:13
36. replied :: complained :: remarked 6:17
37. was isolated :: may have been 6:21
38. leader :: current 6:25
39. in :: by 7:20
perhaps irremovably fixed in the region's ::
consistently coloring Midwestern[cc] 8:1,2
40. feeling :: recollection 8:7
41. self-conscious inferiority ::
self-consciousness 8:8
areas :: settlements 8:12
42. to some extent :: always[e] 8:18
43. They changed :: Contact 8:25
44. stress :: change 9:4
45. acres :: areas 9:7
46. crops :: seed 9:15
47.

Substitutions (cont'd)

48. a sizeable amount :: millions of tons[e] 9:19

49. appreciable :: measurable 10:2

50. of :: in 10:3

51. pressing among :: serious of 10:8

52. perhaps :: probably 10:9

53. became :: were 10:15

54. Important too to the Midwest farmer were ::
Then there was the whole matter of 10:25

55. set :: shaped 10:28

56. sent :: sold 11:13

57. The Morrill Act of 1862 with its protectionist policy ::
The protectionist policy of the tariffs of the 1862 and 1864 acts 11:15

58. in 1890 :: in the 80's 11:16

59. their problems or their solutions ::
what their problems were or how to solve them[c] 11:24

60. crop :: market 12:4

61. depended upon :: seemed to stem from 12:10

62. stem from Eastern control ::
emanate from the East 12:10

63. meaning :: including 12:11

64. farmer and the worker :: Midwest[c cc] 12:19

65. evinced :: sketched 12:20

66. "influence" :: "educate"[e] 12:25

67. is :: was 13:3

68. made itself felt :: became a real force 13:5,6

Substitutions (cont'd)

69. has been :: was 13:10

70. migrants :: early settler 13:15

71. has been :: was 13:16,17

72. The variations from the established system it demanded :: Its demands for changes in the established system 13:20,21

73. were deliberate and conscious :: stemmed from 13:21

74. In addition, the reforms it asked lay for the most part :: Then too it asked for reforms^cc 13:25,26

75. demanded :: asked 13:26

76. have been :: were 13:26

77. has been :: was 13:28

78. has also been historically :: was always^c cc 14:5

79. had in mind :: asked for 14:10

80. has been :: was 14:11

81. has come :: came 14:12

82. appears :: appeared 14:13

83. proceeds :: proceeded 14:13

84. can :: could 14:15

85. are :: were 14:16

86. represent :: represented 14:17

87. has been :: was 14:18

88. contents :: contented 14:21

89. charts :: charted 14:23

90. have been :: were 14:25

Substitutions (cont'd)

91. comes :: came 14:27

92. to :: during 15:3

93. are :: have been 15:14

94. opportunistic :: great 15:15

95. has been :: was 15:17

96. directness in protecting :: clear and direct desire to protect 15:18

97. wanted :: asked for 15:21

98. has been :: was 15:28

99. are :: were 16:3

100. has sprung :: sprang 16:7

101. East :: South 16:10

102. closing of the West and :: disappearance[cc] 16:19

103. difficulties :: complexities 16:24

104. The nineteenth and earlier twentieth :: The primary problem of America after 1865[cc] 16:29; 17:1

105. in :: of 17:25,26

106. by obtaining a fair share of the resources and marketing them in some form. :: by obtaining and marketing a fair share of the land and its products. 17:27; 19:1

107. was :: had always been :: was 19:9

108. dating :: deriving 19:10

109. days :: experience 19:11

110. it primarily as a :: the theory as a convenient[c] e 19:19

111. support :: confidence 19:27

Substitutions (cont'd)

112.	businesses :: business areas	20:4
113.	was :: became	20:10
114.	this :: such	20:23
115.	is :: was	21:2
116.	day :: youth	21:7
117.	saw :: knew	21:8
118.	monopolistic corporations :: industrial juggernauts[e]	21:9
119.	possessing :: retaining	21:12
120.	for its especial adaptation :: because it especially adapted	21:14
121.	markets :: profits	21:15
122.	perfectly :: very well indeed[t]	21:23
123.	this :: that	22:1
124.	to control :: controlling roughly	22:5
125.	the :: its basic	22:11
126.	duplicated the process :: followed it fairly closely	22:13,14
127.	the cherubic :: a shrewd[t]	22:14
128.	of the company :: under Morgan	22:15
129.	by interlocking :: interlocked	22:19
130.	were all paralleled by :: followed the pattern and so did[t]	22:24
131.	It was :: concrete	23:3
132.	democracy :: laissez-faire capitalism	23:4
133.	knew it :: had visualized it	23:8

Substitutions (cont'd)

134. accumulated great implication :: grew sterner 23:11

135. sterner :: more urgent 23:11

136. visualize :: think of 23:12

137. tentacle :: with tentacles 23:12

138. economic dictatorship implicit in the rise of big business ::
"big business" as a threat to political and economic democracy 23:22

139. within :: in 24:1

140. plainly disastrous :: invite disaster 24:5

141. the se :: such 24:20

142. who lived his business to the full ::
of the struggle of the fittest in business 24:24,25

143. power :: cooperation 25:8

144. life :: existence 26:8

145. environment :: development 26:24

146. finding realization :: being realized 26:25

147. The farmer :: People[cc] 26:26

148. it began to be apparent that they possessed
none ::
some wondered if they really possessed any 27:2

149. that :: The 27:4

150. clearly :: clear 27:8

151. and :: amidst 27:19,20

152. had not yet found :: could not find 27:20

153. does :: need[e] 27:25

154. are :: were 27:25

Substitutions (cont'd)

155. might be :: was 27:25,26

156. is :: was 27:28

157. complainers :: malcontents 27:29

158. parade of :: industrial 28:1

159. stress of economic :: fierceness of[cc] 28:4

160. state of affairs that produced :: witness[cc] 28:8

161. no :: little 28:10

162. interests :: affairs 28:15

163. beneficent set of laws :: one kind of law[cc] 28:16

164. restrictive or regulative legislation :: another[cc] 28:17

165. answer :: man 28:20

166. them :: business 28:23

167. specialist :: specialists 28:26

168. marks :: devices characteristic 29:4

169. complex :: puzzling 29:5

170. produced :: encouraged 29:12

171. his own interests without seriously alienating class interests :: everybody's interests without alienating any or endangering his others' 29:14

172. was able :: had to be able 29:14

173. others' :: own 29:14

174. daring :: skill 29:16

175. politicians :: politics 30:2

176. their relations with :: paying off 30:13

177. paying off political machines :: political bribery 30:13

Substitutions (cont'd)

178. characteristic of municipal :: true in city 30:14

179. pointed out :: complained 30:16

180. of the ethics of business men who did not understand what constituted loyalty, and who :: that business men often did not understand the ethics of politics, that they 30:19,20

181. commenting on :: surveying 30:27

182. the American scene :: American politics 30:27

183. of :: in 31:5

184. in :: into 31:8

185. all human :: later 19th century 31:9

186. universal :: popular 31:23

187. prevailing :: contemporary 31:24

188. human :: social and economic 31:24

189. Led :: Worked out 32:1

190. postulated :: drew 32:1

191. theory :: principle 32:2

192. politics and business :: politicians and businessmen 32:14

193. likened the growth of the railroad trust to animal life in its elimination of the weaker units by absorption into the stronger :: thought the function of a railroad trust to be the elimination of weaker units by absorption into the stronger[cc] 32:24,25

194. authored articles :: wrote numerous articles for the journals 32:28

195. American business accepted laissez-faire before Darwinism :: American business had already accepted laissez-faire 33:8

Substitutions (cont'd)

196. people who demanded :: society which valued 33:9

197. possessed :: evolved 33:23

198. their ideas necessary explanation :: the atmosphere of contemporary ideas a satisfactory explanation 33:28,29

199. dichotomy :: contrast 33:29

200. current in the nineteenth century :: characteristic of the later 19th century 33:29; 34:1

201. peculiarity of a nation getting :: peculiar paradox of a nation that became 34:11

202. others to deny :: some a denial of[e r] 34:13,14

203. old-fashioned American :: traditional 35:4

204. after 1865 :: by 1870 35:17

205. inherited :: held both 36:12

206. yet :: quite 36:16

207. system :: substitute 36:19

208. order :: democratic vision[e] 36:24,25

Transpositions

1. political 30:12
[Originally follows aware of the; transposed to follow immorality of]

2. than 31:26
[Transposed to follow for him]

Miscellaneous

1. tough prairie sod 9:13
[Transposed to follow 160 acre units, line 7, replacing it provided for them.]

2. under[cc] 10:15
[Transposed to follow which was not, line 14, replacing open to the.]

Miscellaneous (cont'd)

3. series of 15:23
[Added after but a.]

4. attempte 15:23
[Replaces desire as a part of the addition of series of]

5. when it appeared 19:13
[Revised to Post-war, and transposed to begin the sentence]

6. energy 23:4
[Transposed to replace power]

7. in the cities 29:10
[Revised to to the cities and transposed to follow flood of immigration]

8. he said[cc] 29:26
[Revised to when he wrote and transposed to follow observers, lines 25,26]

5. Coherence

Nye revised many times to increase the coherence of his writing. Chief among his methods were (1) the use of preparatory words, phrases, and sentences; (2) the substitution of demonstrative and possessive pronouns for articles; (3) the substitution of nouns for pronouns; (4) the use of multiple-purpose topic sentences; and (5) the repetition of identical or similar words and phrases.

Preparatory Words, Phrases, and Sentences

Samples:

(1) As historian, political scientist, and campaigning candidate, Wilson knew what he was talking about; and he was neither the first nor last to say it. BUT [added] like many undoubtedly valid statements, his was much easier to prove than to define. (2:2-4)

(2) THOUGH [added] American business, it is true, never actually adopted laissez-faire wholeheartedly, it used the theory as a convenient weapon to silence opposition. (19:17-19)

(3) Then too, the Civil War left the Midwest a strong Republican tradition. THE SLOGAN [added] "Vote the way you shot" carried weight in those new states that sent troops South in 1861 . . . . (16:8-12)

In the first two examples, but and though indicate the contrasts that actually exist in the statements. In the third example, without The slogan, a preparatory phrase, a reader might pause momentarily to adjust to the quotation.

(4) The region is too fluid, too subdivided and disunified, to be defined as more than a state of mind, a

regional self-consciousness that knows no clear demarcation lines. BUT CERTAIN FACTS ABOUT IT ARE CLEAR. [added] The Midwest is a large and imperial land, larger than the heartland of central Europe. (3:1-4)

In this revision, But of course contrasts the two sentences, while certain facts about it are clear prepares the reader for the shift from the abstract state of mind to the concrete facts.

Demonstrative and Possessive Pronouns for Articles

Samples:

(1) Lord Bryce fell into the dilemma confronting most foreign travellers and some Easterners, and solved it by defining the West as that which was not East, THE [HIS substituted] dividing line apparently being the Allegheny mountains. (2:23-26)

(2) It is pioneer in spirit, though THE [ITS substituted] frontier phase has passed . . . . (3:8-11)

(3) Andrew Carnegie, a shrewd little Scotsman, built up an organization that culminated in 1901 with United States Steel -- THE [ITS substituted, then WHOSE substituted] capitalization under Morgan was larger than the entire national wealth in Washington's day. (22:14-16)

(4) There was no such thing as a "natural" right in the sense of the Declaration; life was a struggle, and the only "natural" right was the right to compete in THE [THAT substituted] struggle. (33:5-7)

The use of demonstrative and possessive pronouns for articles is extremely frequent, such changes accounting for almost half of the one-word substitutions. Moreover, although they chiefly serve to strengthen the flow of thought, they also occasionally increase the emphasis slightly (see example 4

above).

Nouns for Pronouns

Samples:

(1) They agree that there is a Midwest, but its limits depend upon the criteria used to define it -- geological, geographical, economic, political, social, historical. IT [THE REGION substituted] is too fluid, too subdivided and disunified, to be defined as more than a state of mind . . . . (2:27,28; 3:1-3)

(2) The region is too fluid, too subdivided and disunified, to be defined as more than a state of mind, a regional selfconsciousness that knows no clear demarcation lines. But certain facts about it are clear. IT [THE MIDWEST substituted] is a large and imperial land, larger than the heartland of central Europe. (3:1-4)

(3) Though American business, it is true, never actually adopted laissez-faire wholeheartedly, it used IT [THE THEORY substituted] as a convenient weapon to silence opposition. (19:17-19)

(4) The American believed in opportunity, in the right of the individual to improve himself by his own courage and initiative, feeling that if he failed he had only himself to blame. But only a smaller and still smaller minority found the doors of opportunity open; courage and initiative alone seemed not enough. THEY [PEOPLE substituted] felt that in attempting to establish democracy they were attempting something impossible, and began to question whether or not they really had a fair chance to establish it. (27:9-14)

In the last example, the only one in which the reason for the substitution may not be immediately clear, They might temporarily be construed as referring to minority of the preceding sentence. People, however, has an inclusiveness that refers unmistakably to Americans in general rather than

to the minority that still had opportunities.

Multiple-Purpose Topic Sentence

An interesting and unorthodox method of gaining coherence was Nye's use of a topic sentence which actually covered not only the material in the paragraph which contained the sentence but also the material of following paragraphs. In effect, the sentence was a topic sentence for two or three paragraphs, not merely one. For example, the paragraph which opens with the sentence "The most serious of his problems were transportation, money, credit, and tariffs" (10:8) actually discusses only transportation -- specifically, railroads (10:8-24). The next paragraph (10:25-29; 11:1-13) discusses money and credit, and the following one (11:14-21) discusses tariffs.

This free use of topic sentences violates the precept of having a topic sentence cover only the subject matter of the immediate paragraph. However, the method actually combines, while at the same time alters, two traditional rules. The first rule, that a topic sentence cover only the immediate paragraph, has already been mentioned. This precept Nye followed by supplying to each of the last two paragraphs a topic sentence which covers only the material discussed in that particular paragraph: "Then there was the whole matter of money and credit" (10:25); "The tariff was the Midwest farmer's third major problem." (11:14) The second rule

violated is the recommendation to use a transitional paragraph when it is necessary to provide a preview of the material to be discussed. The fundamental principle of this procedure Nye adopted, but he abandoned the usual method of placing such information in a separate paragraph.

The value of Nye's technique is quite clear. While a strictly transitional paragraph is a useful guide to a reader, it is, on the other hand, an awkward device when used in informal writing. By incorporating such information in a paragraph with other material, Nye avoided the formality and stiffness of the separate transitional paragraph and yet retained the advantage of its increase in coherence.

Repetition of Key Words and Phrases

Samples:

(1) "The voice of the West," said Woodrow Wilson in 1911, "is a voice of protest." As historian, political scientist, and campaigning candidate, Wilson knew what he was talking about; and he was neither the first nor last to say it. But like many undoubtedly valid statements, his was much easier to prove than to define. Historians and commentators always puzzled over exactly what is the "West," and why it protests.

What Wilson meant BY THE WEST [added], of course, was that region which became known as the Middle West after the settlement of the Pacific Coast and desert-mountain areas. (2:1-8)

This addition prevents ambiguity. If by the West were omitted in the second paragraph, What Wilson meant might be interpreted as referring to protest.

(2) Nebraska and Kansas, border states, have much in common with the states to the north of them, but at the same time HOLD [added] strong affinities with Missouri, Oklahoma, and the Southwest. (3:22-24)

(3) It was always difficult for demagogues to gain a Midwestern following of any significance, and HARD [added] for those who skirted the fringe of demagoguery to avoid committing themselves to any but specific and pertinent reforms. (14:5-7)

These additions (examples 2 and 3) are apparently made because in each the original idea is too far away from the related statement that follows it for the two to be easily connected. Thus hold repeats the idea of possession carried earlier by have, because Nye seems to have felt that have is too far from affinities to maintain the continuity. And hard (example 3) is a considerable distance from its synonym difficult.[3]

(4) The shipbuilder built a different vessel for the Great Lakes and FOR THE [added] wide treacherous rivers. (5:11,12)

(5) Throughout the nineteenth century and perhaps well into the twentieth the Midwest suffered from a colonial complex, the result of its newness and OF [added] its dependence on the East for population, ideas, credit, and culture. (5:23-25)

(6) Richard Harding Davis . . . . , in typical Eastern fashion, pitied "the men who would excel in a great

---

[3] This change also increases emphasis, through rhythm. Hard naturally gets more stress than the surrounding words, and it breaks the monotony of four successive unaccented or lightly accented syllables: fi - cance - and - for. The change demonstrates the multiplicity of effects produced by the revision of one word; the revision makes the line clearer, less monotonous, more emphatic.

metropolis . . . wasting their energies in a desert of wooden houses in the midst of an ocean of prairie" -- a thorough misconception of the Midwest and OF [added] the challenge it presented to the man of energy and vision. (6:2-6)

The above three samples (4,5,6) show a largely unjustified concern for coherence in parallel structure. In many such instances, even when the words omitted in an elliptical construction are easily supplied, Nye still inserts the missing word or words.

(7) All this, said Andrew Carnegie, was "triumphant democracy," concrete proof of the tremendous economic energy of laissez-faire capitalism. The leaders of finance and industry were "builders," men who built railroads, opened banks, dug up and cut down or converted huge national resources, and made the nation rich. It was a wonderful structure they reared, but it was not "TRIUMPHANT [added] democracy" as the prewar United States had visualized it. (23:3-8)

The inserted triumphant not only maintains Carnegie's idea of successful laissez-faire capitalism, but, by the ironical manner in which it is used, it also serves as a smooth transition to the counter-argument.[4]

Nye's extensive repetition of key words in the following paragraphs illustrates the importance of repetition in gaining continuity.

[4] It will probably be noticed that, besides assisting continuity, triumphant further emphasizes the contrast by sharpening the irony.

> Lying between conservatism on the one hand and radicalism on the other, the Midwest has been since 1870 in delicate political balance, its allegiance uncertain, the despair of party leaders and platform planners. The party vote which elected successful candidates from 1865 to 1900 always hung near fifty percent. Not infrequently one party still may carry the state locally while another carries it nationally; the spectacle of a governor from one party and a legislative majority from another is not uncommon IN MIDWESTERN STATES [added]. As a result campaign issues in Midwest politics have not always been clear cut; parties embrace each other's platform with great alacrity, and the results of an election may not prove whose platform won. (15:7-16)

In this paragraph of 118 words, Midwest or a form of it is used three times, platform three times, party (singular or plural) five times.

> Finally, the Midwest was in the process of swift change during the nineteenth century. Many of its settlers came West to escape political, social, or economic discrimination; movement rather than adaptation was the traditional MIDWESTERN [added] means of solving problems. With the gradual disappearance of freeland, the Midwest found itself forced to adapt to new conditions, willy nilly -- there was no place left to move to. The accelerated rate of change made adaptation more difficult than in the older regions, where the problems of wealth, monopoly, railroads, urbanism, and population had evolved slowly and gradually. Trends of national development were speeded up in the Midwest. The East, for example, had half-a-century to work out the conflict between public and private interest in the use of natural resources; many Western states had only a decade or so. Political compromises between antagonistic interests take time, and the Midwest had little of it. (16:15-28)

In this paragraph (148 words), West, Western, Midwest, and Midwestern are used seven times.

> The evolution of the great trust is perhaps best represented by the development of Standard Oil. In Cleveland, shortly after the Civil War, a quiet young man named Rockefeller began refining oil when the average profit was approximately 30%. By good management he was able to do much better than that, and by 1870 his was the largest business in the Midwest. Persuading twelve other refiners to join him, he formed the South Improvement Company, forced railroads to grant it rebates, enlarged his own capital, and bought out his rivals. Next he formed a pool with other refiners, controlling roughly four-fifths of the national OIL [added] output. For nine years he carefully bought or forced out rivals, and in 1882 with the assistance of an astute corporation lawyer, Samuel C. T. Dodd (who is generally credited with developing the trust) he united them all in one huge trust. Broken by the Ohio courts in 1892, Standard Oil reorganized in New Jersey under more lenient law and proceeded on its way. (21:26-28; 22:1-10)

A paragraph of about 170 words, this one uses six references to oil: Standard Oil (21:27), refining oil (21:28), refiners (22:2), refiners (22:5), oil (22:5), and Standard Oil (22:9,10).

It is worth noting that in the revisions affecting coherence, deletions almost equalled additions. Since unevenness would seem more or less inevitable in an early draft, one would naturally conclude that this balance between additions and deletions merely indicated that some sections lacked coherence and others were oversupplied with it. Analysis does, in fact, reveal that many deletions were unnecessary for adequate continuity, as in the following examples.

> The new trend toward "big business" demanded a new type of business man, quite different from the Conservative European who was satisfied with HIS [deleted] ten percent and safety. (23:24-27)
>
> Supporters of the status quo pointed to the quadrupling of the national wealth since 1865, to new inventions, great factories, thousands of miles of railroads, and asked how could anyone be discontented? There might be evil, inequality, and injustice in the system, CONTINUED THE CONSERVATIVE ARGUMENT [deleted], but one need not burn down the barn to get rid of rats. (27:21-25)
>
> It is rich in mines, lakes, and forests. It is ALSO [deleted] pioneer in spirit, though its frontier phase has passed . . . . (3:8-11)

These deletions are unnecessary to continuity chiefly because they stand extremely close to the word or idea referred to. In the second example, besides the nearness of supporters of the status quo to There might be evil . . . in the system, the colloquial tone which is adopted at the end of the first sentence and continued into the second helps the reader to connect the passage with the conservatives. The last sample is quite similar, except that here the parallel structure makes the also superfluous.

Although most deletions of transitional expressions stemmed from an excess of continuity, other factors also influenced the writer. One of these was inaccurate use of transitional words or groups of words:

> CONTRIBUTING TO THIS TREMENDOUS EXPANSION OF PRODUCTION WAS A TECHNOLOGICAL REVOLUTION IN MACHINERY. [deleted] (9:11,12)

> This sentence, which is a sort of minor topic sentence preparing the reader for a different phase of the main subject of the paragraph, fails to include all the material actually discussed; besides discussing machinery, Nye also talks about seed, plant and animal diseases, and pests, none of which the transition sentence mentions. (see 9:12-16)

Second, transitional words were deleted sometimes because they slowed down the writing and decreased the emphasis.[5]

Samples:

(1) Then there was the whole matter of money and credit. In Iowa or Nebraska the farmer sold his staple crops for cash to pay old debts, to finance new crops, and buy what he needed to live. Fluctuation in money THEREFORE [deleted; VALUES added] affected him swiftly and seriously. (10:25-27)

(2) Most of its radicalism, THEN, [deleted] was nothing but a series of perfectly logical attempts to find some sensible method of removing certain threats to Midwestern interests. (15:23,24)

(3) The Western spirit, whether near-, mid-, or far-, was a spirit of insurgency and protest.

> Certain traits of this spirit may be isolated and identified IN THE MIDWESTERN PAST [deleted]. (13:14-18)

---

[5] These examples furnish further evidence of the many effects a revision brings about. Concision, which usually increases emphasis, may at the same time decrease continuity.

> To discuss only one of these, in the first example therefore occurs in a short sentence which follows a sentence approximately three times as long. Nye is clearly trying for punch and crispness, qualities which therefore reduces by creating a much more distinct stop in the sentence than does values.

Third, it is possible also that Nye felt that he used certain transitional words too often, and therefore deleted some. For example, thus was deleted six times, and then three times, the two words accounting for over a fourth of the total number of deletions affecting continuity.

The consistently coherent character of the writing of course supports the idea that fundamentally the deletions sprang from excessive continuity. The existence of contributing causes simply exemplifies the variety of motivations that operate during revision. The end result of the revision of this draft was a strong over-all increase in coherence.

Summary

The results in this section showed that Nye gave considerable attention to coherence during revision and that he relied upon a large number of methods roughly equal in importance rather than upon only a few. He added numerous subordinating and coordinating conjunctions, as well as occasional complete sentences, to prepare the reader; he also inserted

prepositions frequently to indicate that he was maintaining parallel structure. He replaced many articles with demonstrative and possessive pronouns; these substitutions made up nearly half of the total number of one-word substitutions in the group.

Nye also replaced a large number of pronouns with nouns, and he often utilized repetition with key words. Finally, he used on one occasion a topic sentence that covered the material in not one paragraph but three, an unorthodox method that achieved much the same effect as a formal transitional paragraph but avoided its stiffness.

List of Revisions

		Page:line
	Additions	
1.	But	2:3
2.	by the West	2:7
3.	But certain facts about it are clear	3:3
4.	hold	3:23
5.	for the	5:12
6.	of	5:24
7.	of	6:5
8.	by 1900	9:18
9.	And	9:26
10.	his	10:16
11.	after 1870^{m}	13:3
12.	but it was still West against East^{e}	13:14
13.	were	13:25
14.	hard^{e}	14:6
15.	rather than sweeping political revolutions^{e}	14:10
16.	in Midwestern states	15:13
17.	The slogan	16:9
18.	Finally	16:15
19.	Midwestern	16:18
20.	for	19:14
21.	Though	19:17
22.	late 19th century^{m}	19:20

Additions (cont'd)

23.	19th century industrial^{m}	20:9
24.	competing	20:22
25.	When it was finally^{e}	21:17
26.	oil	22:5
27.	until	22:21
28.	doing business	22:27
29.	"triumphant^{e}	23:7
30.	his own^{e}	27:10
31.	But	29:5
32.	their	29:16
33.	political^{m}	29:17
34.	yet	30:2
35.	them	30:5
36.	popular^{m}	31:5
37.	it	32:16
38.	Thus	33:24
39.	of its	34:12

Deletions

1.	also	3:8
2.	thus	4:22
3.	in the states	4:24
4.	though	5:6
5.	Thus	6:13
6.	Yet with all this, with its newness, opportunities, and unhampered atmosphere	7:24

Deletions (cont'd)

7.	his	8:6
8.	There	8:22
9.	they rubbed them	8:23
10.	by the Midwest	9:2
11.	it	9:5
12.	Contributing to this tremendous expansion of production was a technological revolution in machinery.	9:11,12
13.	All this made	9:16
14.	however	9:20
15.	thus	10:6
16.	thus	10:23
17.	therefore	10:27
18.	economic	11:14
19.	in the Midwestern past	13:18
20.	then	13:28
21.	Lying as it has between conservatism on the	14:18
22.	then	15:23
23.	thus	19:21
24.	a second device	21:14
25.	out	22:7
26.	Thus	23:8
27.	after the war	23:24
28.	his	23:26
29.	present	27:24

Deletions (cont'd)

30.	continued the conservative argument	27:24,25
31.	then	28:17
32.	its	30:1
33.	for example	30:8
34.	in the postwar world	31:5
35.	before Darwinism	33:8
36.	in the nation	34:23

Substitutions

1.	it :: his	2:4
2.	the :: his	2:25
3.	It :: The region	3:1
4.	It :: The Midwest	3:3
5.	the :: its	3:9
6.	those states :: them	4:19
7.	that :: life	5:8
8.	Neither concept was, of course, entirely accurate :: The Midwesterner, of course, was neither ignorant nor isolated	6:20
9.	Yet :: So	7:24
10.	and :: but	11:7
11.	came :: replaced it	11:16
12.	a protected one :: one protected by a tariff	11:18
13.	them :: their problems	11:24
14.	their problems or their solutions :: what their problems were or how to solve them	11:24

Substitutions (cont'd)

15. , a :: as a[e] 12:11

16. farmer and worker :: Midwest[cc m] 12:19

17. Politically :: As a result of these things 13:1

18. has also been historically :: was always[cc m] 14:5

19. it :: the region 15:29

20. it primarily as a ::
the theory as a convenient[e m] 19:19

21. largest and earliest :: earliest big trusts 22:11

22. the :: its :: whose 22:15

23. were all paralleled by ::
followed the pattern, and so did[m] 22:24

24. do so :: change its mind 23:21

25. in business :: toward "big business" 23:24

26. how it worked a ::
how great a margin of profit could 24:12,13

27. Thus :: So 24:21

28. and :: whereas 25:2

29. these men :: The men who ran them 25:15

30. while the fortunes :: and those 26:4

31. the hands of these men :: their hands[cc] 26:13

32. them :: wealth 26:14

33. their :: the nation's 26:23

34. this :: the United States 26:27

35. They :: Some people 27:1

36. Neither of them was :: He was apparently not 27:5

37. They :: People 27:12

Substitutions (cont'd)

38. to accomplish :: to establish democracy they were attempting 27:13

39. it :: answer 28:2

40. advantage :: it 28:17

41. He :: The boss 28:23

42. the need :: both 28:28

43. the :: this 31:5

44. the hypothesis :: Darwinism 31:24

45. , and deserving of their fate :: Both deserved what they got. 32:5

46. he :: the loser 33:2

47. the :: that 33:7

48. and :: or 33:16

49. the nation :: America 34:18

Transpositions

1. after the settlement of the Pacific Coast and desert-mountain areas 2:7,8
[Originally follows that region which; transposed to follow Middle West]

2. a "gentleman's agreement" among corporations to control profits and prices 21:15,16
[Originally follows railroads, line 15; transposed to follow The pool, lines 13,14]

3. in 1870 29:25
[Originally follows expressed; transposed to follow Adams]

4. Gunton's Magazine, the unofficial organ of business in the 90's, complained in 1901 that businessmen were heartily sick of contributing to machine politics and would welcome a thorough

Transpositions (cont'd)

purging of the whole machinery of government. 30:15-18
[Originally follows the local machine, line 15; transposed to follow on the law books, line 5]

Miscellaneous

1. in the Midwest 4:12
[Revised to the Midwest and transposed to replace it, line 12]

2. therefore 16:17
[Transposed to follow adaptation was, line 18; then deleted]

3. these 30:19
[First added, then deleted]

4. it :: his failure
his failure :: it 33:2,3
[Transposed to replace each other]

5. They 33:23
[Revised to The conservatives. See the conservative point of view, line 16, and the long deletion that follows, lines 16-23]

6. Emphasis

There were seven principal methods by which Nye increased the emphasis[6] of his writing: (1) transposing words or phrases for better placement; (2) stressing parallelism; (3) employing contrast; (4) furnishing further information; (5) using adverbs; (6) correcting monotonous rhythms; (7) replacing and's with commas and semicolons.

Placement

Samples:

(1) Iron ore sold in Cleveland at $2.65 a ton IN 1896 [transposed to follow IRON ORE]. (24:14,15)

(2) The problem, as the Midwest conceived it, was to reaffirm 18th century democratic faith and to preserve it against the rising tide of skepticism, cynicism, and "plutocracy," AS THEY CALLED IT [transposed to follow CYNICISM, AND]. (36:26,27; 37:1)

---

[6] Nye seldom deleted emphatic words or phrases. However, ambiguity, lack of accuracy or some similar factor occasionally necessitated a deletion. The following examples illustrate this: (1) "Since the Mesabi range in Minnesota ALONE [deleted] produced about four million tons of ore a year, the accrued profit to all concerned was obviously considerable." (24:17-19) (2) "It was hard, in the midst of tremendous material progress surrounding them, for the farmer and the worker to understand their OWN [deleted] failure to share equitably in it . . . ." (27:17-20)

In the first example, alone could refer to Minnesota, and if so interpreted would mean that the Mesabi range extends into other states as well, whereas the Mesabi is confined to northeast Minnesota. In the second example, own implies that others also failed to share in the wealth, a statement that might be true, but which is not a part of Nye's discussion, which is centered largely on the wage earner and the farmer.

The transposition of in 1896 is made because the paragraph stresses profits, not time (see 24:7-19). Hence ending the sentence with $2.65 a ton keeps the emphasis on the principal theme. In the second example, plutocracy is a powerful word, but the original version decreases its effectiveness by burying it within the sentence. Although transpositions like these do not occur frequently, the ones that are employed reveal that Nye is fully aware of the value of position.

Parallelism

Samples:

(1) It is rich in mines, lakes, and forests. It is pioneer in spirit, though its frontier phase has passed -- IT IS [added] individualistic, materialistic, self-reliant, politically independent, often suspicious of the East and the Old World. (3:8-11)

(2) It was always difficult for demagogues to gain a Midwestern following of any significance, and HARD [added] for those who skirted the fringe of demagoguery to avoid committing themselves to any but specific and pertinent reforms. (14:5-7)

(3) People felt that they were attempting to accomplish something impossible, and began to question whether or not they really had a fair chance TO ACCOMPLISH IT [added]. (27:12-14)

(4) The alliance of business and politics, despite obvious advantages to both, was yet not an unmixed blessing TO EITHER [added]. (30:1,2)

In these examples, it is repeats the two preceding uses of It is; hard echoes difficult; to accomplish

repeats that infinitive; and to either carries out the parallelism of to both.

Contrast

Samples:

(1) Neither Bryan nor LaFollette could justifiably be classed as radicals, and even those who came closest to it -- Donnelly, Simpson, possibly Weaver and others -- always asked for particular reforms in railroads, currency, and credit RATHER THAN SWEEPING POLITICAL REVOLUTIONS [added]. (14:7-10)

(2) All this, said Andrew Carnegie, was "triumphant democracy," concrete proof of the tremendous economic energy of laissez-faire capitalism. The leaders of finance and industry were "builders," men who built railroads, opened banks, dug up and cut down or converted huge national resources, and made the nation rich. It was a wonderful structure they reared, but it was not "TRIUMPHANT [added] democracy" as the prewar United States had visualized it. (23:3-8)

(3) None of them would have bet, as Gates is supposed to have, on the course of a raindrop down a windowpane; the high living of men like Jim Brady would have inspired nothing but righteous horror in the breasts of CHURCHGOING CHRISTIANS LIKE [added] Carnegie, Rockefeller, or Morgan. (25:17-20)

In the first sample, the phrase rather than sweeping revolutions is thrown against the idea preceding it in the sentence (the request for particular reforms); in the second, triumphant, through its ironical use, contrasts with the first triumphant quoted from Andrew Carnegie; and churchgoing Christians is set off against high living.

Additional Information

Samples:

(1) Some of it came too from the people who poured in from Scandinavia and Germany, outlanders with foreign ways whose contrast with the older native "Yankees" gave them the feeling of foreignness, still noticeable, though unadmitted, in the heavily Norwegian, Swedish, FINNISH, POLISH, [added] and German settlements of the Midwest. (8:8-12)

(2) York Staters rubbed elbows with Virginians, Maine downeasters with Pennsylvania Dutchmen; later with Germans, Norse, Irish, Scotch, and Holland Dutch; and still later with Poles and Italians, FINNS, [added] and German settlements of the Midwest. (8:22-25)

(3) There was a mood on the people, a suspicious and restless mood, an unwillingness to be stratified -- no matter what Darwin AND SPENCER [added] said or Adam Smith implied. (34:18-20)

By increasing the amount of his information, Nye adds weight to his argument. For example, Finns (the second example) seems to be added in order to strengthen Nye's statement that the Midwest had an unparalleled diversity of population (see 8:20-22).

Adverbs

Samples:

(1) Historians and commentators ALWAYS [added] puzzled over exactly what is the "West," and why it protests. (2:4-6)

(2) Neither Bryan nor LaFollette could justifiably be classed as radicals, and even those who came closest to it -- Donnelly, Simpson, possibly Weaver and others -- ALWAYS [added] asked for particular reforms in railroads, currency, and credit rather than sweeping political revolutions. (14:7-10)

(3) Rather than favoring a police state, which contented itself ONLY [added] with the prevention of violence and fraud, the Midwest in its political thinking ALWAYS [added] showed a desire for positive governmental action, ... (14:20-23)

(4) Not infrequently one party STILL [added] may carry the state locally while another carries it nationally . . . . (15:11-13)

(5) Though these immigrants were quickly absorbed, they were TO SOME EXTENT [ALWAYS substituted] subject to the natural self-consciousness of late and foreign arrivals. (8:17-19)

(6) Abram S. Hewitt, the rich New York ironmonger, DEFINED A RICH MAN AS ONE WHO HAD [THOUGHT NO MAN WAS RICH UNLESS HE HAD substituted] 20 million or more, while the New York World remarked in 1888 that "millionaires are as thick as hops." (25:26-28)

It will be noticed that most of the adverbs emphasize time or degree, as for example always, only, still, no. Moreover, many of these are "unqualified" words, such as always, which appears often. Adverbs are employed frequently to gain emphasis.

Rhythm[7]

Since a judgment of rhythm is sometimes controversial, only revisions that seemed clearly traceable to it were so

[7] In the discussion on rhythm, metrical "feet" have been used as convenient terms throughout the study; however, they are not to be interpreted as ordinary, arbitrary metrical feet. As used here, the feet are based heavily on phrasing, a factor in accenting syllables that is important even in poetry, and much more important in establishing prose rhythm. For a clear explanation of phrasing, see the second and sixth

classified. Moreover, due to the subjective nature of the subject, more examples than usual have been cited and discussed.

Samples:

(1) As historian, political scientist, and campaigning candidate, Wilson knew what he was talking about; and he was neither the first nor last TO MAKE THE OBSERVATION [SAY IT substituted]. (2:2,3)

In this passage, make the observation has an iambic pattern that creates monotony. Say it, on the other hand, is more crisp and forceful because it breaks the original's succession of iambs.

(2) Thus the fittest were "good" and those who lost in the struggle were "evil," AND DESERVING OF THEIR FATE [. BOTH DESERVED WHAT THEY GOT substituted]. (32:4,5)

This is similar to the preceding example. The lack of emphasis in the original is due to the prolonged iambic pattern (here three feet), which the revision corrects.

---

chapters in George R. Stewart, Jr., The Technique of English Verse (New York, 1930). For information on prose rhythm the present writer is indebted to Edith Rickert, New Methods for the Study of Literature (Chicago, 1927); George Saintsbury, A History of English Prose Rhythm (London, 1922); Norman R. Tempest, The Rhythm of English Prose (Cambridge [England], 1930). Other sources were cited in the Introduction.

The reader should perhaps be reminded at this point that "accented" and "unaccented" are relative terms. A syllable may be accented in one sentence because it is surrounded by more weakly accented syllables; the same syllable can be unaccented or very lightly accented when surrounded by more strongly stressed syllables.

(3) Fluctuation in money values affected him QUICKLY AND DEEPLY [SWIFTLY AND SERIOUSLY substituted]. (10:27)

This change is clearly made to utilize the s alliteration.

(4) "I cannot recall," said one editor in summarizing the farmer's general attitude, "another conspiracy in the history of mankind quite equal in colossal a and criminal splendor to the profound and universal plot of Wall Street," a plot, it was commonly believed, to reduce the Midwest to vassalage, THROUGH MONOPOLISTIC MANIPULATION [deleted]. (12:15-19)

In this passage the alliteration is heavy and unpleasant, an unpleasantness that stems partly from the preponderance of o's in monopolistic, but chiefly from the almost identical number of syllables in monopolistic and manipulation, from the identical position of accent in the two words (the stresses fall on the second and fourth syllables of both), and from the identical placement of the consonants m, n, p, and l.

(5) Earlier America, with ECONOMIC FLUIDITY AND INSTABILITY [ECONOMICALLY FLUID AND INSTABLE substituted], had already developed a native type quite different from the conservative European . . . . (23:25-27)

Here the frequency of short i sounds (five in fluidity and instability) and y sounds gives the original passage a repetition of identical vowel sounds that is undesirable in serious prose. The passage is somewhat similar to the previously

quoted monopolistic manipulations.

(6) "Old Hutch" BENJAMIN [deleted] Hutchinson did corner it in 1888. (24:27)

This deletion, like the third example, is made for the sake of alliteration. Benjamin interrupts the alliteration and also prevents the quick double stress on Hutch.

(7) Darwinism tore up the old fixed beliefs in permanence, in solid stability, and left nothing constant IN THEIR PLACE [transposed to follow LEFT] but inconstancy. (31:20-21)

This shift, which brings constant and inconstancy closer together, at first seems to increase emphasis only through more immediate contrast of constant with inconstancy; but the stresses in the two versions show that the revision avoids the dead spot in the original caused by three successive unstressed syllables (stant in their):[8]

Original: left nothing constant in their place but inconstancy

Revision: left in their place nothing constant but inconstancy[9]

[8] Accented, unaccented, and lightly accented syllables have been represented by the following symbols: — (accented), ˘ (unaccented), / (lightly accented).

[9] The above revision is notable too because, in the original, the three unaccented syllables preceding place cause place, through delay, to receive an emphasis which its importance as far as meaning goes does not warrant. The revision corrects this by placing the stress more emphatically on constant and inconstancy.

And's, Commas, and Semicolons

Samples:

(1) Local banks grew fewer and fewer, [added] AND [deleted] less and less autonomous, their reserves deposited in larger banks . . . . (11:2-4)

(2) The Midwest radical was traditionally a rather conservative radical, attacking one at a time certain specific problems within the existing governmental system, [added] AND [deleted] requesting specific and practical solutions. (13:28; 14:1,2)

(3) It is pioneer in spirit, though its frontier phase has passed -- it is individualistic, materialistic, self-reliant, politically independent, AND [deleted] often deeply suspicious of the East and the Old World. (3:8-11)

(4) It was some little time before the malcontents found the answer -- that all this industrial "progress" served private rather than public ends, AND [deleted] that government was perverted and corrupted so that it might continue to do so -- the answer came slowly and dimly, but it came. (27:29; 28:1-3)

In the last three examples, it will be noted, the deletion stresses the parallel structure.

(5) Americans in general are susceptible to the belief that a law can cure nearly anything, AND [semicolon substituted] Midwesterners were particularly so. (13:24,25)

(6) Not infrequently one party still may carry the state locally while another carries it nationally, AND [semicolon substituted] the spectacle of a governor from one party and a legislative majority from another is not uncommon in Midwestern states. (15:11-13)

(7) Some will always have more than others, AND [semicolon substituted] why fly in the face of facts? (27:27)

> In contrast to the comma revision, which usually stresses parallel structure, the semicolon substitition occurs in no special situation; the semicolon change occurs before long clauses as well as before short ones, before summarizing clauses, clauses adding new ideas, and before clauses that furnish evidence to support a previous statement.

Summary

Nye's work on emphasis revealed some relatively routine facts and others that were unusual. First, the few normally emphatic words or phrases which were deleted were almost invariably traceable to inaccuracy or ambiguity, which rendered ineffectual their usual emphasis. Since ambiguity and inaccuracy or similar faults were constant factors in these revisions, it is probably safe to say that Nye deleted an emphatic passage only when lack of clarity nullified it anyway. This conslusion is further substantiated by the consistent forcefulness of the writing.

Second, the infrequency of changes that gained emphasis through a more colorful choice of words was, at least at first, puzzling, particularly since Nye's prose is respectably vivid for semi-academic writing. It contains, for example, such passages as these:

> What he referred to was the political contentiousness that seemed to permeate the settler as soon as he crossed the outer fringe of settlement, a tradition of independence that stretched unbroken from the farmers of Shays to Sockless Jerry Simpson, Ignatius Donnely, Bryan, and Old Bob LaFollette, the spirit that raised more hell than corn in Kansas in the eighties and dumped milk in the nineteen thirties. (2:8-13)

> Easterners often looked at it as a sort of spiritual and cultural desert, a barren ground of desolate dullness and bucolic ignorance. (5:29; 6:1,2)

> Political intransigeance has never been confined to any section of the United States, though in the West and South it may have seemed more persistent and pyrotechnical. (6:27-29)

> They changed business from a rough-and-tumble individualism to corporate cooperation; they absorbed rather than competed, slicing up the national economy like a melon. (25:7-9)

These examples bolster the hypothesis that colorful words or passages occurred to this writer while he was writing very early drafts (the one studied is a second draft). This situation is probably not unusual, since at this stage enthusiasm is often high and the imagination stirred by the freshness of the material. Color in writing is usually supplied by figures of speech (see <u>rockribbed</u>, 5:9; <u>buccaneers</u>, 25:23; j<u>uggernauts</u>, 21:9), and these are possibly more apt to occur to a writer in the early stages, before his thinking is more rigidly channeled by association with relatively routine impressions.

On the more positive side, the writer's revisions for emphasis had many strong characteristics. One of these was

his correction of poor placement; these revisions, though few in number, illustrated his appreciation of the value of position. Similarly, and with about the same frequency, he utilized parallel constructions, or accentuated already existing parallelism by insertions that filled in ellipses. He also gained emphasis to a small but noticeable extent by supplying illustrative data which supported or reinforced previous statements. Finally, his use of unqualified adverbs such as always and only stood out; these words strengthened the writing considerably.

Three techniques that Nye used are worth special mention. The first is the deletion of and when it joined parallel passages. These deletions, by increasing the stress on the parallelism, brought out the ideas more forcefully than did the originals. Second, semicolons often replaced and's. Although this technique is implied in the textbook admonition to avoid the loose use of and as a connective, and to that extent is not remarkable, it does illustrate the virtue of carrying this advice a step further: even when and is not used loosely, its removal by means of a semicolon can add to the force of the writing. The technique is apparently effective with all types and lengths of phrases and clauses, with about equal relative force.

Finally, the analysis supplied some interesting facts about the relationship of rhythm to emphasis. In most rhyth-

mically monotonous passages, there occurred either a succession of three unstressed syllables or a prolonged iambic pattern. However, when three unstressed syllables were followed or preceded by two stressed ones, the monotony of the first three was lessened. Certain stress combinations also modified the effect of the iambic pattern. When three successive iambs were followed by a trochee (— ∪), the monotony was decreased. On the other hand, an anapest (∪∪ —) following the iambs neither increased nor decreased the monotony. But a group of four iambs, regardless of the stress pattern preceding or following it, invariably formed a rhythmically dead passage.

There was also some evidence for believing that two anapestic feet, especially when surrounded by iambic feet, create galloping rhythm unsuitable for prose, at least ordinary prose. This effect of anapestic feet, however, and for that matter all the material on weak rhythms, needs more intensive investigation than this study, because of its purpose, can give it. The problem of rhythm is enormously complicated by punctuation, half-stresses, length of sentences, inflections, and similar factors. But these difficulties do not invalidate the practical value of the generalities presented here.

List of Revisions

		Page:line
	Additions	
1.	always[m]	2:5
2.	outer	2:10
3.	it is	3:9
4.	Finnish, Polish	8:11,12
5.	Finns	8:24
6.	The	10:8
7.	but it was still West against East[c]	13:14
8.	hard[c]	14:6
9.	always[m]	14:9
10.	rather than sweeping political revolutions[c]	14:10
11.	only	14:21
12.	always[m]	14:22
13.	still	15:11
14.	certain	15:24
15.	strongly	16:11
16.	and rewards	19:6
17.	Now that the Civil War had settled the question of political unity, there was much to be done -- the West to populate, illimitable natural resources to tap, millions of machines to be made > and nothing in the way. Andrew Carnegie expressed the mood perfectly in 1886, saying "The old nations of the earth creep at a snail's pace > the Republic thunders past with the rush	

Additions (cont'd)

of the express. The United States, the growth of a single century, has already reached the foremost place among nations, and is soon the [to] outdistance all the others in the race." America had the best political system, the most money, and the most intelligent leaders and farseeing business men of any in the world. The job ahead simply lay in making the land more prosperous. With cities to build, land to settle, mines to open, and railroads to shoot across the prairies, no man could busy himself too much about farm prices, minor recessions, wages, factory conditions, slums, and so on. The business of the nation was laying track, digging mines, and building factories. True, injustice, graft, and corruption might creep in, but when the task was done America might then pause to brush some of the sand out of the gears of the social and economic machinery. 19(b):1-16

18. when it was finally[c] 21:17

19. as a result 23:6

20. "triumphant[c] 23:7

21. and safety 23:27

22. really[t] 24:14

23. quietly 24:27

24. a 25:7

25. churchgoing Christians like 25:19

26. at least 26:7

27. was 27:4

28. his own[c] 27:10

29. to accomplish it 27:14

30. inequality and injustice 27:24

31. all[m] 28:11

Additions (cont'd)

32.	to either[m]	30:2
33.	thrown	31:8
34.	seriously[m]	31:8
35.	at all[t]	31:18
36.	were	32:5
37.	Senator[m]	32:17
38.	already[m]	33:8
39.	and Spencer	34:19
40.	Darwin	37:3

Deletions

1.	and[cc]	3:10
2.	in any sense[cc]	10:28
3.	through monopolistic manipulation of the national economy[cc]	12:19
4.	Noticeably[m]	13:6
5.	even	13:15
6.	it has been[cc]	14:18
7.	as it has[cc]	15:7
8.	always[m]	19:9
9.	the[cc]	19:10
10.	the[cc]	19:11
11.	only	23:2
12.	the[cc]	23:6
13.	as a result	23:6

Deletions (cont'd)

14.	alone	24:18
15.	Benjamin	24:27
16.	own	27:19
17.	with all this	27:23,24
18.	and[cc]	28:1
19.	simply	33:11
20.	these men	33:24

Substitutions

1.	point out the fact :: make the observation :: say it[cc]	2:3
2.	tradition of revolt :: political contentiousness[m]	2:9
3.	seeming :: apparent	3:16
4.	illusory :: an illusion	3:17
5.	influence :: "educate"	4:16
6.	of :: for an	4:23
7.	sturdy :: rockribbed	5:9
8.	suffered :: squirmed[m]	5:28
9.	expressed the usual Eastern view when he remarked of :: in typical Eastern fashion, pitied[cc]	6:2,3
10.	to some extent :: always[m]	8:18
11.	of :: in	9:9
12.	Contributory :: Contributing	9:11
13.	The combination :: All this	9:16

Substitutions (cont'd)

14.	a sizeable amount :: millions of tons[m]	9:19
15.	in market for the purchase of :: purchase	9:22
16.	focussing eventually on :: leading eventually to	10:19
17.	quickly and deeply :: swiftly and seriously	10:27
18.	and :: ,[cc]	11:2
19.	constituted :: was	11:14
20.	, a :: as a[c]	12:11
21.	and :: ,[cc]	12:15
22.	influence :: "educate"[m]	12:25
23.	, and :: ;	13:25
24.	and :: ,[cc]	13:27
25.	and :: ,[cc]	14:2
26.	found appreciable backing :: received much support	14:3,4
27.	Midwest :: Midwestern	14:5
28.	, and :: ;	15:12
29.	bequeathed it certain :: placed it in various	15:28
30.	lay open to :: waited for	17:6,7
31.	was :: had always been :: was[m]	19:9
32.	it primarily as a :: the theory as a convenient[c m]	19:19
33.	monopolistic corporations :: industrial juggernauts[m]	21:9
34.	with economic fluidity and instability :: economically fluid and instable	23:25

Substitutions (cont'd)

35. , and :: ; 24:1

36. closed an :: shut the door on the 25:9,10

37. clearly :: quite 25:21

38. railroad kings :: buccaneers[t] 25:23

39. defined a rich man as one who had :: thought no man was rich unless he had 25:26

40. The Morgan :: Morgan's 26:3

41. accomplish :: establish 27:14

42. The new :: After 1870 27:16

43. evil :: evils 27:24

44. does :: need[m] 27:25

45. , and :: ; 27:27

46. the :: both 28:15

47. in order :: so[cc] 28:18

48. no new thing in :: not new to 28:21

49. paled into insignificance before :: were insignificant 29:8,9

50. interests :: the various 29:15

51. that lay :: implicit 31:6

52. the entire area of :: all 31:9

53. lay in :: was 32:3,4

54. and deserving of their fate :: Both deserved what they got[c] 32:5

55. provided :: inserted 33:10

56. others to deny :: some a denial of[m r] 34:13,14

Substitutions (cont'd)

57. the old-type :: old-style[cc] 34:25

58. order :: democratic vision[m] 36:24,25

Transpositions

1. gradually 4:3
   [Originally follows developed; transposed to follow century]

2. to the East 7:7
   [Originally follows economically; transposed to follow intellectually, line 6]

3. was 10:23
   [Originally follows only; transposed to follow lifeline]

4. always 15:9
   [Originally follows allegiance has; transposed to follow 1900, line 10]

5. therefore 16:17
   [Originally follows movement; transposed to follow adaptation was, line 18]

6. evolved 16:22
   [Originally follows gradually; transposed to follow population had]

7. for example 16:25
   [Originally follows work out; transposed to follow The East]

8. different 20:21
   [Originally follows thirty; transposed to follow 450, line 20]

9. added 21:24
   [Originally follows with; transposed to follow company, line 25; transposed again to follow with, line 24]

10. in 1896 24:15
    [Originally follows ton; transposed to follow Iron ore, line 14]

Transpositions (cont'd)

11. emerged[t] 24:21
[Originally follows So; transposed to follow industry"]

12. Carnegie 25:19
[Originally follows Rockefeller; transposed to follow Christians like]

13. in 1859 31:8
[Originally follows Darwin's book, line 7; transposed to follow thrown; again transposed to follow pond of ideas]

14. in their place 31:21
[Originally follows constant; transposed to follow left]

15. eagerly 32:17
[Originally follows Darwinism; transposed to follow fit it, they, line 16]

16. as they called it 37:1
[Originally follows "plutocracy"; transposed to follow cynicism, and]

Miscellaneous

1. accepting as the West that :: 2:25
defining the West as that

2. did to 5:16
[Revised to so did and transposed to follow from there]

3. the 8:25
[Added, then deleted]

4. differing economically and ideologically from the westerly plains states, frequently failed ::
differed economically and ideologically from the westerly plains states, and frequently failed 16:5,6

Miscellaneous (cont'd)

5. Nor was there 26:7
   [Revised to Nor was there, in the light of and transposed to line 8. Transposed again to line 12 to begin a new paragraph]

6. as well 29:16
   [Replaced by and when and is transposed from its position following intelligence]

7. but 30:13
   [Revised to while and transposed to follow found that, lines 11,12]

7. Concision

Nye increased the concision of his writing by three general methods: (1) deleting non-repetitious information, (2) deleting repetitious information, and (3) deleting superfluous words, the omission of which did not affect the meaning.

Non-Repetitious Information

Samples:

(1) Lord Bryce, IN HIS PERCEPTIVE SURVEY OF THE AMERICAN COMMONWEALTH, [deleted] fell into the dilemma confronting most foreign travellers and some Easterners . . . . (2:23-26)

(2) Its culture is diverse, both Protestant and Catholic -- France, Britain, and Spain have claimed or occupied PORTIONS OF [deleted] it . . . . (3:5-8)

(3) The apparent unity of the group, partially imposed by the pattern of its history and settlement, AND ADMISSION TO THE UNION [deleted] is an illusion, for the area is obviously divided and re-divided into smaller units. (3:16-18)

(4) Originally agricultural and self-sufficient, the area in the later nineteenth century gradually developed economically specialized subdivisions AS IT BECAME APPARENT THAT CERTAIN RESOURCES WERE BETTER FITTED FOR SOME CROPS AND INDUSTRIES THAN OTHERS [deleted]. (4:2-5)

(5) FORTUNES COULD BE MADE WITHIN A FEW YEARS BY MAKING OR SELLING SOMETHING CHEAPER THAN ANYONE ELSE COULD. [deleted] (19:6,7)

(6) Post-war industrialism, WHEN IT APPEARED, [deleted] fitted perfectly into the pattern . . . . (19:13-16)

(7) The trust worked very well indeed, and as a form of control dominated business into the 20th century, WITH ADDED EMBELLISHMENTS SUCH AS THE HOLDING COMPANY [deleted]. (21:23-25)

(8) "Old Hutch" Hutchinson, WHO [deleted] did corner it in 1888, CALLED JOVIALLY DOWN TO THE MILLING CROWD IN THE CHICAGO PIT, "STEP UP TO THE CAPTAIN, BOYS," WHILE HIS COMPETITORS WALKED THE PLANK [deleted]. (24:27-29)

(9) THE IDEALS OF THE PIONEER, AGRARIAN STAGE OF NATIONAL DEVELOPMENT WERE NOT BEING REALIZED IN THE NEW ERA OF INDUSTRIAL AND CORPORATE POWER. [deleted] (26:24-26)

(10) A CHEAPER AND MORE EFFICIENT METHOD AT FIRST THAN THE TRADITIONAL LOBBY, THE [deleted] "influencing" OF [deleted] politicians with cash could and did turn out to be extremely expensive. (30:5-7)

(11) THE CONSERVATIVE POINT OF VIEW MUST BE PIECED TOGETHER OF SUCH DISPARATE ELEMENTS AS THE ECONOMICS OF GEORGE GUNTON, OF J. LAURENCE LAUGHLIN, THE SOCIOLOGY OF SUMNER (WHO CAME CLOSEST TO BEING ITS SPOKESMAN), THE POLITICAL JOURNALISM OF J. STERLING MORTON, THE POLITICS OF ALDRICH AND MARK HANNA, THE MAGAZINE ARTICLES OF CARNEGIE. THE OPPOSITION PRODUCED PARTIES, BOOKS, AND MEN -- FROM JERRY SIMPSON TO LAFOLLETTE, HENRY GEORGE TO THE MUCKRAKERS, FROM ANTI MONOPOLISM TO PROGRESSIVISM -- A POSITIVE, COHERENT, AND VOCAL PROGRAM WHICH THE CONSERVATIVES NEVER REALLY EVOLVED. [deleted] (33:16-23)

Deletions of non-repetitious information make up the major share of the changes that increase concision.

Repetitious Information

Samples:

(1) IT WAS TRUE, NATURALLY, THAT THE MIDWEST WAS BOUND INTELLECTUALLY TO THE EAST AS IT WAS ECONOMICALLY. THE BOOKS AND PERIODICALS IT READ WERE FOR THE MOST PART EDITED AND PUBLISHED IN THE EAST. IT LOOKED TO THE EAST FOR INTELLECTUAL LEADERSHIP, AND ITS EDUCATIONAL SYSTEMS COPIED THE EAST AND WERE STAFFED FROM NEW ENGLAND. PUBLIC EDUCATION CAME SWIFTLY TO THE REGION; RURAL AND NORMAL SCHOOLS PEPPERED THE MAP, WHILE THE STATE UNIVERSITY, ITS EVOLUTION ACCELERATED BY THE GREAT LAND GRANTS,

BECAME A CHARACTERISTIC REGIONAL DEVELOPMENT. IN POINT OF THOROUGHNESS AND AVAILABILITY, THE PUBLIC EDUCATIONAL SYSTEM OF THE MIDWEST ACTUALLY SURPASSED THAT OF THE EAST. THEIR FOUNDINGS COINCIDENT WITH THE IMPORTANT DEVELOPMENTS IN EDUCATION OF THE LATTER HALF OF THE NINETEENTH CENTURY, THE NEW SCHOOL SYSTEMS OF THE MIDWEST WERE READY TO ACCEPT NEW THEORIES. WITH NO PRIVATELY ENDOWED SCHOOLS AVAILABLE, THE PEOPLE WERE PERFECTLY WILLING TO USE THE STATE AS AN AGENT TO SECURE THEIR EQUIVALENTS. THE MIDWEST, THEREFORE, WHILE IT STILL LOOKED TO THE EAST FOR INTELLECTUAL TRAILS TO FOLLOW, WAS PROVIDED BY ITS SCHOOLS WITH AN INTELLIGENT ELECTORATE, FAMILIAR WITH THE ISSUES OF THE DAY AND RELATIVELY OPENMINDED ABOUT THEM. NOTICEABLY, ECONOMISTS, POLITICAL SCIENTISTS, AND OTHER TEACHERS WHOSE "RADICAL" VIEWS FORCED THEM FROM EASTERN SCHOOLS GRAVITATED TOWARD THE STATE INSTITUTIONS OF THE MIDWEST. [deleted] (7:6-23)

Much of this paragraph repeats ideas that are stated earlier:

Still the influence of the East remained strong on the settler in the Midwest. His fashions in dress, architecture, and ideas came from there; so did his money and much of his government. He subscribed to newspapers from New York, Philadelphia, and Boston, read Eastern books, listened to Eastern speakers on the lyceum. If he could afford it, he sent his children East to school; if he could not, he sent them to one of the numerous "Yales" or "Harvards" of the West" that dotted the Midwest, or to a state university staffed from the East. The Midwest was of the East, and yet not of it, different and yet part of the culture which had settled it. (5:14-22)

(2) TRUE OR NOT, THE PICTURE OF ECONOMIC DICTATORSHIP IMPLICIT IN THE RISE OF BIG BUSINESS WAS GENERALLY ACCEPTED AS THE TRUE ONE BY MORE THAN A FEW. [deleted] (23:21-23)

Essentially the same meaning is incorporated in a preceding passage from the same page:

The public began to think of the corporation as a giant octopus with tentacles stretched into every

man's life, controlling his destiny from cradle to grave -- even then, as Ignatius Donnelly remarked, he might be buried in a coffin made by a coffin trust. (23:12-14)

The concentration achieved by the deletion of repetitious information is, in general, not great, although an occasional deletion, such as the first one above, sometimes causes a considerable reduction in words.

Economy with Words

Samples (elliptical constructions):

(1) Andrew Carnegie, a shrewd little Scotsman, built up an organization that culminated in 1901 with United States Steel, whose capitalization under Morgan was larger than the entire national wealth HAD BEEN [deleted] in Washington's day. (22:14-16)

(2) Rockefeller amassed 1 1/2 billion, and E. S. Harkness, his partner, HAD [deleted] three-quarters of a billion. (25:29; 26:1)

Deletions such as these are relatively infrequent.

Samples (articles):

(1) As A [deleted] historian, political scientist, and campaigning candidate, Wilson knew what he was talking about; and he was neither the first nor last to say it. (2:2,3)

(2) Their foundings coincident with the important developments in education of the latter half of the nineteenth century, the new school systems of the Midwest were ready to accept THE [deleted] new theories. (7:15-17)

(3) THE [deleted] two million farms in the nation in 1860 raised 200 million bushels of wheat; THE [deleted] six million farms in 1900 raised 665 million bushels, a rate of increase duplicated in the production of corn, cattle, hogs, dairy, and

other agricultural products. (9:8-11)

(4) Supporters of the status quo pointed to the quadrupling of the national wealth since 1865, to THE [deleted] new inventions, THE [deleted] great factories, THE [deleted] thousands of miles of railroads, and asked how could anyone be discontented? (27:21-23)

Nye's deletions of articles is a strong characteristic of his revisions. These omissions consistently and appreciably speed up the writing.

Samples (general verbs and nouns):

(1) As the fierceness of competition forced the American businessman to become a single-minded specialist in money-making, so did it CAUSE A [deleted] change IN [deleted] his attitude toward politics. (28:4-6)

In the original, the real verb idea is incorporated in a noun, with a consequent use of a general verb. By converting the noun to a verb, Nye increases concision by removing three words.

(2) Political intransigeance has never been confined to any section of the United States, though in the West and South it may have ASSUMED [SEEMED substituted] more persistent and pyrotechnical FORMS [deleted]. (6:27-29)

This deletion of a general noun (<u>forms</u>) and reliance upon an adjective (py<u>rotechnical</u>) to carry the meaning is employed frequently.

(3) Thus "Wall Street" became A [deleted] very real THING [deleted] to the Midwest . . . . (12:10-13)

This revision is similar to the preceding one. The adjective <u>real</u> carries the meaning.

Samples (passive voice):

(1) The Midwest was of the East, and yet not of it, different and yet part of the culture BY [deleted] which IT [deleted] had BEEN [deleted] settled IT [added]. (5:21,22)

(2) Its educational systems WERE [deleted] copied FROM [deleted] the East's and were staffed from New England. (7:10,11)

Each of these changes reduces the passage by two words.

Samples (clauses and phrases):

(1) But like many STATEMENTS THAT ARE UNDOUBTEDLY VALID [UNDOUBTEDLY VALID STATEMENTS, substituted] his was much easier to prove than to define. (2:3,4)

By replacing a clause with an adverb and adjective, the writer deletes two words, a pronoun and a verb.

(2) Composed on the one hand of SETTLERS AND DESCENDANTS OF SETTLERS FROM THE EAST [EASTERN SETTLERS AND THEIR DESCENDANTS substituted], and on the other of immigrants from Northern Europe, its patterns of political thinking were often confused. (16:1-3)

This technique, often employed, converts a prepositional phrase used as an adjective to a single word adjective.

Samples (implied meanings):

(1) What he referred to was the political contentiousness that seemed to permeate THE TEMPER OF [deleted] the settler as soon as he crossed the outer fringe of settlement . . . . (2:8-13)

As used here, <u>temper</u> of course is strictly dead wood; to use it is analogous to saying that polit-

ical contentiousness permeated the mind of the settler. Since contentiousness implies a mental state, that word therefore carries the "mental" idea adequately.

(2) It was not the SAME [deleted] spirit AS THAT [deleted] of the roaring camps of the gold trail, nor the Billy-the-Kid lawlessness of the cattle states -- the Far West and the Southwest have their traditions too, but they are not the same. (2:13-16)

In this sentence, not has the same meaning as same; hence not the spirit says exactly the same thing as not the same spirit, the use of same being somewhat similar to a double negative. The clause they are not the same, which ends the sentence, further justifies the deletion.

(3) Its culture is diverse, both Protestant and Catholic -- France, Britain, and Spain have EITHER [deleted] claimed or occupied it . . . . (3:5-8)

This deletion seems to demonstrate the probably frequent lack of necessity for the first part of this correlative. Or in such cases is sufficient.

Summary

Nye increased the conciseness of his writing chiefly by deletions of non-repetitious information. Seldom did he delete repetitious material, although an individual revision of this type sometimes effected a considerable saving of words.

A third method which Nye employed to gain concision, and one of major interest, was his removal of superfluous words. These changes did not affect his meaning. They consisted of the use of elliptical constructions, the deletion of general verbs and nouns, substitution of the active voice for the passive, the deletion of words whose meaning was carried or implied by other words, the reduction of clauses and prepositional phrases to one- or two-word modifiers, and, finally, the deletion of articles.

As the list of revisions at the end of the section indicates, many of Nye's gains in concision, particularly those listed under economy with words, were cross-classified under emphasis. Generally, these cross-classified revisions increased the emphasis by increasing the speed of the writing, or, to state the idea from a different view, they increased the speed of the reading by presenting the same number of ideas in fewer words. Concision apparently does more than merely economize on words; by creating a less interrupted flow of ideas, it enables a reader to meet important words relatively oftener. This continuous stream of information keeps the reader at a higher pitch of attention, and he actually feels the rush of the narrative. Hence deletions of and's and articles, and substitutions of the active voice for the passive, if they do not distract the reader by jerkiness or some other unpleasant quality, give

the writing greater force through greater speed.

Occasionally substitutions resulting in brevity also radically changed the accent patterns of a word group. Perhaps the best example is in the clause "Wilson knew what he was talking about; and he was neither the first nor last to make the observation." (2:2,3) The last three words were replaced by the far crisper "say it," a change which avoided the original's three foot iambic pattern (to make the ob ser va).

List of Revisions

Page:line

Additions

None

Deletions

		Page:line
1.	a	2:2
2.	the temper of	2:9,10
3.	same [spirit] as that	2:14
4.	in his perceptive survey of the American commonwealth	2:23
5.	either	3:6
6.	portions of	3:7
7.	and•	3:10
8.	and admission to the union	3:17
9.	form a core of states that	3:19
10.	as it became apparent that certain resources were better fitted for some crops and industries than others	4:3-5
11.	a	4:10
12.	in the Northwest	4:13
13.	slowly and	5:1
14.	into something as unmistakably regional as the civilizations already developed in the East, Middle States, and South	5:3,4
15.	its spirit was not	5:7

Deletions (cont'd)

16. combined 5:24

17. a strong regional pride emerged 5:26

18. combined 5:28

19. could hardly be imagined 6:6

20. Davis' remark typified graphically the point of view responsible for much of the past and present misunderstanding of the region and of the men and ideas it produced 6:6-8

21. evidently on the comparative youth of the region and seemingly supported by 6:11,12

22. the 6:22

23. equally 6:26

24. forms 6:29

25. the 7:1

26. It was true, naturally, that the Midwest was bound intellectually to the East as it was economically. The books and periodicals it read were for the most part edited and published in the East. It looked to the East for intellectual leadership, and its educational systems copied the East and were staffed from New England. Public education came swiftly to the region; rural and normal schools peppered the map, while the state university, its evolution accelerated by the great land grants, became a characteristic regional development. In point of thoroughness and availability, the public educational system of the Midwest actually surpassed that of the East. Their foundings coincident with the important developments in education of the latter half of the nineteenth century, the new school systems of the Midwest were ready to accept new theories. With no privately endowed schools available, the people were perfectly willing to use the state as an agent to secure their equivalents. The Midwest,

Deletions (cont'd)

	therefore, while it still looked to the East for intellectual trails to follow, was provided by its schools with an intelligent electorate, familiar with the issues of the day and relatively open-minded about them. Noticeably, economists, political scientists, and other teachers whose "radical" views forced them from Eastern schools gravitated toward the state institutions of the Midwest.	7:6-23
27.	were [copied] from	7:10
28.	the	7:17
29.	those	7:21
30.	a self-consciously	7:25
31.	Aggressive in its feeling that it must outstrip and outshine the East, it had at the same time a deferential respect for seaboard culture and tradition.	7:25-27
32.	had	8:4
33.	inferiority of the	8:8
34.	rarely retaining national groupings in the manner of city dwellers	8:17,18
35.	All had much to give and much to take. They poured into the melting pot and the Midwest stirred them together.	8:26,27
36.	Primarily an agricultural region	9:3
37.	the	9:7
38.	as millions of acres of virgin soil went under the plow	9:8
39.	The	9:8
40.	the	9:9
41.	that was	9:10

Deletions (cont'd)

42.	in the Midwest	9:10
43.	for though the national population more than doubled in the forty years after the war	9:17,18
44.	The investment [his crop] represented	9:27,28
45.	in some states	10:3
46.	and problems	10:7
47.	probably the most important fact in his existence	10:9,10
48.	and	10:18
49.	to	10:26
50.	in any sense[e]	10:28
51.	large and	11:9
52.	in its essentials	11:16
53.	and complex	11:17
54.	immediate	11:26
55.	a [very real] thing	12:11
56.	through monopolistic manipulation of the national economy[e]	12:19
57.	of the late nineteenth and early twentieth centuries	13:7,8
58.	basis of	13:11
59.	always asked for different things; even the native federalism of the early settler, once he passed the mountains, dissolved into a demand for something the East did not need or want	13:14-16
60.	it has been[e]	14:18
61.	actively	14:22

Deletions (cont'd)

62.	as it has•	15:7
63.	has [always] been	15:9
64.	some wishing to institute swift changes, others following older native and European traditions	16:3,4
65.	the	16:12
66.	historically	16:15
67.	a factor that deeply affected its thinking	16:16
68.	The	16:23
69.	and the attendant complexities of economic and political life increased by the swiftness of their evolution	16:23-25
70.	either	17:7
71.	and highly developed	19:4
72.	A more mature system of manufacturing, industrial, and technical development offered tremendous inducements and rewards.	19:4-6
73.	Fortunes could be made within a few years by making or selling something cheaper than anyone else could.	19:6,7
76.	the•	19:10
77.	the•	19:11
78.	the philosophy of	19:13
79.	it fulfilled rather than denied the traditional bases of American democracy	19:15,16
80.	to repel interference and	19:19
81.	equally bitter and sometimes illegal competition	20:2
82.	pioneer society	20:8

Deletions (cont'd)

83.	tremendous	21:9
84.	the pool was found none too satisfactory since it was difficult to secure consistent and binding cooperation between firms	21:16,17
85.	in 1887	21:21
86.	what turned out to be	21:21
87.	with added embellishments such as the holding company	21:24
88.	the	22:3
89.	for stock	22:4
90.	dissolving it because certain members did not live up to their "gentlemen's agreement."	22:5,6
91.	of its evolution	22:11
92.	had been	22:16
93.	and Carnegie's check, a quarter of a million dollars, was the largest single payment up to that time made to any single individual in history	22:16-18
94.	established control over tremendous areas of business	22:20
95.	the•	23:6
96.	political and economic	23:6,7
97.	and a good many feared what it did represent	23:8
98.	True or not, the picture of "big business" as a threat to political and economic democracy was generally accepted as the true one by more than a few.	23:21-23
99.	Earlier America, economically fluid and instable, had already developed a native variety	23:25,26

Deletions (cont'd)

100. a new type characterized by energy, originality, daring, imaginativeness, shrewdness, and unscrupulousness 23:27,28

101. The farmer who was industrious and careful could usually be fairly certain, barring natural disasters, of a reasonable profit; the business man had no such security. 23:28,29; 24:1

102. possibilities of 24:7

103. suppressing it or 24:11

104. called jovially down to the milling crowd in the Chicago pit, "Step up to the captain, boys," while his competitors walked the plank 24:27-29

105. the methods of 25:7

106. cooperated or 25:8

107. the 25:10

108. had 26:1

109. business 26:9

110. would have 26:18

111. The ideals of the pioneer, agrarian stage of national development were not being realized in the new era of industrial and corporate power. 26:24-26

112. the 26:26

113. The 27:7

114. and capital's power 27:8

115. Most of all 27:9

116. The era 1865-1900 was an era of business, marked by a thorough and occasionally ruthless exploitation of the nation's resources, both natural and human. 27:15,16

Deletions (cont'd)

117.	and visible	27:18
118.	a [puzzling] one	27:20
119.	after 1865	27:21
120.	the [new inventions] the [great factories] the	27:22
121.	existing	27:24
122.	the facts of	27:26
123.	Some will always have more than others; why fly in the face of facts?	27:27
124.	and•	28:1
125.	cause a [change] in	28:5
126.	period	28:6
127.	the	28:6
128.	The American system of representative government requires a great amount of time and information, more than either the average voter or business man has at his disposal, and the boss supplied both.	28:26-28
129.	and opposed simplicity in government as a threat to the supremacy of the popular will	28:29; 29:1
130.	and relatively unfamiliar with the democratic process	29:11,12
131.	by	29:13
132.	His success depended upon the maintenance of delicate balance between the various factions and their demands.	29:15,16
133.	governmental or popular	29:20
134.	the	29:21
135.	of the national scene	29:26

Deletions (cont'd)

136.	A cheaper and more efficient method at first than the traditionsl lobby, the	30:5,6
137.	in his interviews with businessmen	30:11,12
138.	were at stake	30:15
139.	or to demand excessive returns on political investments	30:21,22
140.	itself in an orgy of corruption never before seen in American history	30:26
141.	Organized wealth and machine politics were simply too strong, and the people in many cases accepted their rule.	30:27-29
142.	It meant	31:12,13
143.	and almost	31:23
144.	since it [assured progress] by propagating the best in all walks of life	33:3,4
145.	to the death	33:6
146.	had	33:8
147.	The conservative point of view must be pieced together of such disparate elements as the economics of George Gunton, of J. Laurence Laughlin, the sociology of Sumner (who came closest to being its spokesman), the political journalism of J. Sterling Morton, the politics of Aldrich and Mark Hanna, the magazine articles of Carnegie. The opposition produced parties, books, and men -- from Jerry Simpson to LaFollette, Henry George to the Muckrakers, from Anti Monopolism to Progressivism -- a positive, coherent, and vocal program which the conservatives never really evolved.	33:16-23
148.	characteristic of the later nineteenth century	33:29; 34:1
149.	discernible in life	34:3,4

Deletions (cont'd)

150. The idea of natural selection supported laissez-faire; the argument for the freedom of the individual to struggle fitted the cherished American tradition of a man's right to make his own way in life without interference 34:5-8

151. in material wealth 34:11

152. all inherent in the times that produced it 37:11

Substitutions

1. point out the fact :: make the observation :: say it[e] 2:3

2. had reference :: referred 2:9

3. of specialization :: specialized 4:3

4. developed as :: became 4:5

5. by which it had been settled :: which had settled it 5:22

6. the emergence of :: emerged 5:26

7. its existence as :: itself 5:27

8. The Eastern idea of the Midwest was that it was a sort of :: 5:29;
Easterners often looked at it as a sort of 6:1

9. expressed the usual Eastern view when he remarked ::
in typical Eastern fashion, pitied[e] 6:2,3

10. perhaps irremovably fixed in the region's ::
consistently coloring Midwestern[m] 8:1,2

11. of the early settler :: settler's 8:3

12. a diversity characteristic of :: true of 8:20

13. in the post Civil War period ::
after the Civil War 9:3

Substitutions (cont'd)

14.	of huge proportions :: huge	9:16,17
15.	as it had been on the frontier :: of frontier days	9:21
16.	consolidation in :: consolidated	11:1
17.	and :: ,^{e}	11:2
18.	capable of sudden and complete disappearance :: likely to disappear suddenly	11:10
19.	differed as well with :: depended on	11:22
20.	and :: ,^{e}	12:15
21.	farmer and the worker :: Midwest$^{c\ m}$	12:19
22.	and applied politically :: political	13:2,3
23.	the reforms it encompassed :: its reforms	13:19
24.	In addition, the reforms it demanded have been for the most part :: Then too it asked for reforms^{m}	13:25,26
25.	and their realization attempted :: to be realized	13:26,27
26.	and :: ,^{e}	13:27
27.	and :: ,^{e}	14:2
28.	has also been historically :: was always$^{c\ m}$	14:5
29.	placed in this classification :: classed as radicals	14:8
30.	aimed at the institution of definite reforms :: were definitely reform parties	14:26,27
31.	settlers and descendants of settlers from the East :: Eastern settlers and their descendants	16:1
32.	an area of movement and :: in the process of	16:15

Substitutions (cont'd)

33.	solution to its problems :: solving	16:18
34.	closing of the West and :: disappearance[m]	16:19
35.	The heart of the Midwestern problem in the nineteenth and earlier twentieth :: The primary problem of America after 1865[m]	16:29; 17:1
36.	the young man of energy and ability :: an able, energetic young man	17:26
37.	available to :: of	19:4
38.	toward the control of :: in controlling	21:10
39.	lay in :: was	21:10
40.	possessed the advantages of reducing :: reduced	21:11,12
41.	gave warning :: warned	23:9
42.	the hands of these men :: their hands[c]	26:13
43.	The farmer :: People[m]	26:26
44.	the stress of economic :: the fierceness of[m]	28:4
45.	a state of affairs that produced :: witness[m]	28:8
46.	plying the diplomat's trade :: playing diplomat	28:12
47.	a beneficent set of laws :: one kind of law[m]	28:16
48.	restrictive or regulative legislation :: another[m]	28:17
49.	in order :: so[e]	28:18
50.	itemization of the bill including :: bill included	30:9
51.	when they looked impressive :: that looked impressive	30:20

Substitutions (cont'd)

52. likened the growth of the railroad trust to animal life in its elimination of the weaker units by absorption into the stronger :: thought the function of a railroad trust to be the elimination of weaker units by absorption into the stronger[m] 32:24,25

53. through the propagation of :: by propagating 33:3,4

54. the old-type :: old-style[e] 34:25

Miscellaneous

1. that are undoubtedly valid 2:4
   [Revised to undoubtedly valid and transposed to follow like many, line 3]

2. under[m] 10:15
   [Transposed to follow which was not, line 14, replacing open to the]

3. to the Midwest farmer 11:14
   [Revised to the Midwest farmer's and transposed to follow The tariff was]

4. and applied politically 13:2
   [Revised to political and transposed to follow "culture area" of, line 3]

5. on a scale larger 17:5
   [Revised to more and transposed to follow It had]

6. and 24:26
   [Transposed to replace after which he]

7. he said[m] 29:26
   [Revised to when he wrote and transposed to follow observers, lines 25,26]

8. He wrote numerous articles for the journals, showing the Spencerian nature of economic life, pointing out that 32:28; 33:1
   [Revised to he wrote and transposed to follow who lost, 33:2]

8. Tone

The tone of Nye's writing was informal and direct. His style, which was the tangible representation of his tone, was pleasantly easy; it occasionally used phrases such as "in the hopper" and colorful nicknames such as "Bet-You-A-Million" (John Gates) and "Sockless Jerry" (Simpson), and it was sprinkled with anecdotes that relieved the basic seriousness of the writing. Directness was apparent in his avoidance of pedantic or wordy expressions; he consistently preferred simple words to more learned ones. That Nye was highly aware of tone, consciously or unconsciously, and of the necessity of staying within its narrow boundaries, was borne out by a small but substantial number of revisions.

Samples:

(1) As historian, political scientist, and campaigning candidate, Wilson knew WHEREOF HE SPOKE [WHAT HE WAS TALKING ABOUT substituted]; and he was neither the first nor last to MAKE THE OBSERVATION [SAY IT substituted]. (2:2,3)

(2) The Midwestern idea of a directors' meeting in the eighties and nineties, as sketched by one Granger HACK [WRITER substituted], ran something like this --- Order of Business: bankrupt farmers, form new monopoly, rig market, fix prices; Resolutions Passed: raise interest rates, lower farm prices, instruct business through interlocking directorates to raise prices on all goods sold to farmers, order newspapers to support regular party candidates, allot money to "educate" legislatures, declare dividend, adjourn. (12:19-25)

(3) Andrew Carnegie, THE CHERUBIC [A SHREWD substituted] little Scotsman, built up an organization that culminated in 1901 with United States Steel, whose

capitalization under Morgan was larger than the entire national wealth in Washington's day. (22:14-16)

(4) Business men found politics a double-edged weapon, and complained of what amounted to blackmail -- powerful politicians in return for "protecting their interests" set and collected fees, threatening that unless they paid them, embarrassing legislation might appear IN THE HOPPER [ON THE LAW BOOKS substituted]. (30:2-5)

Of these, whereof he spoke is too stiff to accompany such expressions as the spirit that raised more hell than corn in Kansas in the eighties (2:12,13) and There is nothing else quite like it in the world (2:20,21). Hack is derogatory, and does not fit Nye's sympathy for the farmer, whom the Grange represented. Cherubic is too playful, particularly so in its contrast to the efficiency which Nye emphasizes in his discussion of trusts, of which Carnegie is an example. In the hopper is a figure of speech which at least approaches slang, and is too extreme even for the general informality of the rest of the writing.

Summary

Although revisions affecting the tone of the writing were few, they revealed that this aspect of writing received important consideration from this writer. Aside, however, from providing a sort of case history of a writer's knowledge

of its importance, the material did not, possibly because of an insufficient number of tone revisions, furnish any specific clues of how tone might be obtained. His changes, therefore, simply demonstrated its presence and importance.

List of Revisions

Page:line

Additions

1. more[m] 11:20
2. made 22:18
3. really[e] 24:14
4. once 25:22
5. people 26:17
6. and through 30:27
7. at all[e] 31:18

Deletions

None

Substitutions

1. whereof he spoke :: what he was talking about 2:2,3
2. underwent a time :: went through a period 9:3,4
3. augmented :: increased 9:16
4. desired :: wanted 11:19
5. hack :: writer 12:21
6. clamor :: demand 13:16
7. fashion :: way 14:10
8. evinced :: showed 14:22
9. perfectly :: very well indeed[m] 21:23
10. the cherubic :: a shrewd[m] 22:14

Substitutions (cont'd)

11.	railroad kings :: buccaneers[e]	25:23
12.	in the hopper :: on the law books	30:5
13.	fashion :: way	30:14

Transpositions

1.	emerged[e] [Originally follows So; transposed to follow industry]	24:21

9. Unclassified

The unclassifiable revisions in Nye's draft were numerous. They consisted of a few mental "slips" that necessitated changes; of a much larger number of revisions that seemed to affect the writing in no perceptible way; and of another large group that did improve the writing, but in such a slight and shadowy manner that they could not be classified.

Samples:

(1) The amassing of huge fortunes, the stifling of individual opportunity by monopoly, the CONCEPTION [CORRUPTION substituted] that inevitably followed politics-in-business and business-in-politics, the stratification of society that economic consolidation seemed to bring about -- all these made it extremely hard to adjust old democratic ideas to contemporary practice. (35:20-24)

Conception, which does not fit the context of the passage, is clearly a mistake. Nye has been discussing concepts earlier in the paragraph, however (see 35:18), and that discussion may have lead to his use of conception.

(2) He needed insurance too, for his investment in buildings, crops, stock, and machinery was quite likely to disappear suddenly THROUGH [BY substituted] fire, hail, wind, pests, or disease. (11:8-11)

Through and by are synonyms. A definition of through is "by the agency of."[10] A definition of

[10] Webster's New Collegiate Dictionary [Mass.], (Cambridge 1949), p. 886.

by is "Through the medium of."[11] The feeling that this change does not affect meaning in any way is borne out by a sentence in which this substitution is reversed: "A Minnesotan showed by an analysis of the mining-railroad interests how great a margin of profit could really be secured BY [THROUGH substituted] monopoly and agreement." (24:12-14) This change, which apparently stems from the by used earlier in the sentence, demonstrates that by and through can be interchanged with no alteration of meaning.

(3) The men who ran them avoided the headlines, contributed to churches and charities, and lived solidly respectable lives in RELATIVE [COMPARATIVE substituted] obscurity. (25:15-17)

This substitution, like the preceding one, makes no apparent difference in the writing. Certainly a variation in meaning cannot be the motivation, because relative is defined as "Arising from relation; comparative; not absolute or independent";[12] and comparative is defined as "Relative; not absolute."[13]

(4) Darwin and Spencer PROVIDED [GAVE substituted] the answers that politicians and businessmen needed. (32:14)

---

11 Webster's New Collegiate Dictionary, p. 114.

12 Ibid., p. 714.

13 Ibid., p. 167.

Here, as in the two preceding examples, the words are practically identical in meaning. This change, however, does seem to improve the writing to some extent, possibly because it replaces three syllables with one, with an accompanying increase in stress.

(5) Rather than favoring a police state, which contented itself only with the prevention of violence and fraud, the Midwest in its political thinking always showed THE [A substituted] desire for positive governmental action, for a government which charted a course of economic and social reform for the benefit of all. (14:20-23)

Precisely how this substitution of the indefinite article a for the definite the improves the passage cannot be satisfactorily determined. The change does seem to improve the sentence, but why it should is puzzling, because the would seem to be more specific than a, and since the Midwest certainly did not have numerous desires for positive governmental action (whereas a would seem to indicate it did), the definite the would appear to be the more accurate word. But for some unidentifiable reason, the is not more accurate.

Summary

This large group of unclassifiable changes consisted of a few mistakes in typing or thinking, and many more revisions that either changed the writing in no recognizable way or improved it so negligibly that the particular aspect of

improvement was indeterminable.

The group as a whole was notable chiefly as an example of how slight and subtle the effects of revisions may be. Although the author must have believed that all of these revisions improved the writing in some respect, precisely how most of them did so, or even in many cases if they did so, was beyond recognition.

A peculiar characteristic of this group was the frequency with which Nye revised articles with articles and prepositions with prepositions. This characteristic is revealed more clearly by the total list of revisions than by the examples cited in the text. While articles and prepositions were not revised by identical forms more often than verbs and adjectives, it seemed unusual that so many changes occurred with such relatively unimportant forms. Like many of Nye's other unclassifiable changes, his substitutions of articles and prepositions appeared to improve the writing minutely.

List of Revisions

		Page:line
	Additions	
1.	the production of	9:11
2.	were developed	9:15
3.	certain	14:1
4.	lines	20:22
5.	of the	24:23
	Deletions	
	None	
	Substitutions	
1.	nor was he :: and he was neither	2:3
2.	difficult :: hard	2:22
3.	that provides the essence of Midwesternism :: that can be called only Middlewestern	3:12
4.	arises from :: is a result of	4:1
5.	unduplicated in :: like no other part of	4:15
6.	softened under the impact of :: loosened after contact with	5:10
7.	represented :: typified	6:6
8.	figures :: men	6:12
9.	and :: while	6:15
10.	brought him :: put him in touch with	6:25
11.	it :: the crops	9:14

Substitutions (cont'd)

12.	to have :: had	9:18,19
13.	to obtain :: of obtaining	10:12
14.	as well :: too	11:8
15.	through :: by	11:10
16.	differed as well with :: depended on	11:22
17.	feeling :: attitude	12:16
18.	days :: day	13:9
19.	were :: lay	13:26
20.	the :: a	14:22
21.	quandaries :: dilemmas	15:28
22.	the :: those	16:10
23.	in :: during	16:15
24.	had come :: came	16:16
25.	adjust :: work out	16:25
26.	adjustments :: compromises	16:27
27.	The :: A	19:4
28.	of these an :: out of the	20:8
29.	were :: had been	20:20
30.	of :: in	20:28
31.	staggered :: amazed	21:9
32.	had :: held	22:21
33.	He :: The American business man	24:1
34.	by :: through	24:14
35.	and :: while	24:29

Substitutions (cont'd)

36. to :: in — 25:3

37. relative :: comparative — 25:16

38. nor would the high living of men like Jim Brady inspired anything ::
the high living of men like Jim Brady would have inspired nothing — 25:18,19

39. interests :: routine — 28:10

40. political :: politics — 28:14

41. might :: could — 28:15

42. calculating :: weighing — 29:13

43. turn :: join — 30:20

44. and :: while — 31:17

45. adaptations :: adaptation — 31:19

46. provided :: gave — 32:14

47. they :: what they — 32:15

48. and their absori [sic] :: by absorption — 32:25

49. as expressed in the Declaration ::
in the sense of the Declaration — 33:6

50. There were :: There never developed — 33:13

51. diear [ideas] explanations ::
ideas necessary explanations — 33:28,29

52. conception :: corruption — 35:21

53. position :: portion — 36:1

Transpositions

1. new — 9:8
[Originally follows millions of; transposed to follow Vast, line 7]

Transpositions (cont'd)

2. The Western spirit 13:16
[Transposed from before was a spirit of to precede whether near-, mid-, or far-, line 14]

Miscellaneous

1. But though 5:6
[Revised to but and transposed to follow East was there]

2. it 9:5
[Added, then deleted]

3. were passed 13:15
[Revised to he passed and transposed to follow once]

4. swiftness of the area's :: accelerated rate of 16:20
[see accelerated rate, lines 24,25]

5. accelerated rate :: swiftness 16:24,25
[see swiftness of the area's :: accelerated rate, line 20]

6. demands 29:13
[Deleted, then added]

7. as well as :: and 29:16,17
[see deletion of and following intelligence]

8. those who "lost" 34:13
[Revised to Darwinism; see those who "lost", line 14]

10. Summary of Chapter

The analysis of Nye's draft revealed that he revised extensively, chiefly to alter meanings and to increase the coherence, emphasis, and concision of his writing.

His revisions indicated that grammar and mechanics required little attention. Undesirable repetition was also a very minor problem; out of a total of approximately 850 revisions, only eighteen were made to avoid ineffective duplication of words and phrases.

The revisions that affected meaning, on the other hand, were extremely numerous, consisting of about 225 changes. Only a few of these were required to correct ambiguities and illogical statements, the number of these being comparable to those correcting poor repetition. There were many identifications of and more precise references to time, usually by means of tense changes and modifications and additions of dates. However, this characteristic too seemed unimportant, since it probably stemmed from the historical nature of the subject.

A large and important segment of these revisions of meaning replaced original statements with ones radically different in meaning. Many of the original inaccuracies were clearly caused by the continuing influence of preceding material upon the writer. The largest portion of meaning changes, however, modified original ideas only slightly;

most of these narrowed the original ideas.

Nye employed a diversity of methods for achieving coherence. He often employed such customary devices as conjunctions and conjunctive adverbs, parallel structure, and the substitution of concrete nouns for pronouns and general or abstract nouns. However, Nye gained coherence most strikingly by substituting demonstrative and possessive pronouns for articles, by repeating key ideas through identical words or synonyms, and by using multiple-purpose topic sentences.

Diversity also marked his gains in emphasis. Nye employed effectively the usual devices of position, parallel structure, supporting facts, and unqualified adverbs. The most outstanding methods, however, were his deletions of and's when they joined parallel passages, his replacement of and's with semicolons, and his avoidance of rhythmically monotonous passages.

Although deleting non-repetitious information was Nye's chief single means of increasing concision, other methods were important. Among these were the ordinarily-recommended techniques of removing or replacing general verbs and abstract nouns, and the substitution of the active voice for the passive. Other and more unusual ones were the deletion of articles, the substitution of one or two modifiers for clauses and prepositional phrases, and the deletion of words

whose meaning was carried by other words.

Nye revised very little for tone, his changes of this kind being only slightly more numerous than those correcting faulty repetition. However, those few changes noticeably altered the impression created by the original passage.

Finally, Nye made a fairly large number of changes -- about sixty-five -- that were unclassifiable. A few of these unclassifiable changes resulted from errors in typing or thinking. Most of them, however, were revisions that Nye apparently believed improved the writing. In spite of their purpose, about half of this latter group seemed to have no effect, favorable or unfavorable, on the writing. The remaining half, it was felt, did improve the writing slightly, but the specific quality improved was never clearly recognizable. One of the most puzzling characteristics of this group was Nye's numerous replacement of articles with articles and prepositions with prepositions. Though these forms would seem to be of relatively little importance in comparison, for example, to verbs, changes in them did sharpen the writing in some slight though unidentifiable way.

CHAPTER II

A SECTION OF LEE'S LIEUTENANTS

1. Description of Material

The material studied in this section was the first draft[1] of chapters sixty-five and sixty-six of Douglas S. Freeman's three volume Lee's Lieutenants: A Study in Command.[2]

The draft originally contained about 6,700 words. Although this was a first draft, Freeman's revisions were the least numerous of the four writers studied, totalling only about two hundred and forty. As in the other writers' drafts, however, the organization was largely settled, and almost no revisions involved rearrangement of material. Changes consisted mainly of added details of fact, often in the footnotes.

Freeman's very ordinary style, which will be discussed

---

1 The manuscript was obtained from Mary Washington College of the University of Virginia, Fredericksburg, Virginia.

2 Although these two chapters were originally numbered sixty-five and sixty-six in the manuscript, in the published work they form chapters twenty-two and twenty-three of the second volume. The manuscript contains both sets of chapter numbers, but in this study the original numbers were retained because they were less easily confused with line and page numbers.

more extensively in the final summary of this section, was, in terms of this study, both a hindrance and a help. Many awkward passages that might have been improved were not, and this fact undoubtedly helped to reduce the number of his revisions, which in turn made the emergence of recognizable patterns less likely. Moreover, perhaps partly because of the simplicity of his style, Freeman's changes did not reveal any unique revision techniques. On the other hand, by its presence in an effective over-all work, Freeman's generally unimpressive style demonstrated clearly that skillful or complex phrasing is not a necessary ingredient of forceful writing. And, more important to this study, the style gave unusual testimony to the usefulness of the techniques that did emerge.

For the material cited in this chapter the reader is referred to Appendix B.

2. Grammar and Punctuation

Like Nye's changes for grammar and formal punctuation, Freeman's revisions dealt chiefly with grammar and were few and often secondary -- that is, they stemmed from other revisions, such as the change of a plural subject to a singular one.

Samples:

(1) As the FEDERALS [ENEMY substituted] fell back, THEY [HE substituted] appeared to meet reenforcements

and ere rifles began to cool in the December air, THE FEDERALS WERE [HE WAS substituted] coming up again. (65,5:5-7)

(2) Added to THAT [THOSE substituted] of the men in the sunken road, the volleys from the hillside made an impenetrable front of fire. (65,7:3,4)

In the first sample, the changes they to he and the Federals were to he was are secondary changes caused by the revision of Federals to enemy, a revision that avoids faulty repetition (see Federal, line 4).

In the second example, the plural volleys requires that that be revised to those.

Summary

The revisions made for grammar were so few that no conclusions could be made except that grammar presented no problems to this writer.

List of Revisions

	Chapter,page:line
Additions	
1. man their 12-pounders	65,9:15
2. and	65,11:7
Deletions	
1. and	65,2:5
2. and	65,2:6
Substitutions	
1. was :: were	65,1:10
2. was :: were	65,2:6
3. nearest :: nearer	65,5:3
4. they :: he	65,5:6
5. The Federals were :: he was	65,5:7
6. that :: those	65,7:3
7. were :: was	66,3:14

3. Repetition

Like the changes which Freeman made for grammar, those made to avoid undesirable repetition were few. Only nine such revisions were made in the two chapters.

Samples:

(1) Out into the fire he DASHED [RODE substituted] . . . . (65,6:1-3)

Dashed appears in the next sentence (6:3).

(2) Men said afterwards that when he pulled up his horse, the Federals withheld their fire as if in TRIBUTE [ADMIRATION substituted] . . . . (65,6:5-7)

Tribute is used in the next sentence (6:8).

Summary

Extremely few of Freeman's revisions were made to avoid repetition. This fact may be explained, at least in part, by Freeman's insensitivity to style, or perhaps his lack of concern for it. Several facts support this statement. Freeman never, for example, used repetition for emphasis, and he used it for coherence only with proper nouns and pronouns, both of which are practically unavoidable. Moreover, his repeating of ere, an archaism for prose, in the published version, and his persistent use of unpleasant inversions reinforce the suspicion that Freeman's infrequent revision for repetition was not due wholly to his command of language.

List of Revisions

Chapter,page:line

Additions

None

Deletions

1. young — 66,7:2
   [see young, same line]

Substitutions

1. timed the assault :: considered that the attack began — 65,2(b):2
   [see timed the attack, line 1]

2. Couch seems to have regarded the attack :: General Couch seems to have considered the advance of — 65,2(b):4
   [see attack, attacks, lines 1,2,3,4]

3. Federals :: enemy — 65,5:5
   [see Federals, lines 4,7]

4. dashed :: rode — 65,6:1
   [see dashed, line 3]

5. tribute :: admiration — 65,6:6
   [see tribute, line 8]

6. attack :: assault — 66,1:13
   [see attack, lines 2,6,10,18]

7. advanced :: started forward — 66,5:17
   [see advanced, lines 9,11,16,20]

8. slowly :: growlingly — 66,6A:12
   [see slowly, line 11]

4. Meaning

The revisions in Freeman's draft that altered meaning far outnumbered those affecting other writing qualities. Numerically they practically equalled all other types combined. Freeman's additions and changes, like those in Nye's work, illustrated a writer's intense search for completeness and accuracy. Freeman partially achieved this goal by (1) identifying the time element more clearly, (2) correcting ambiguities, (3) supplying additional details that pictured a scene more accurately or explained a point more thoroughly, (4) replacing one idea with another, and (5) limiting or extending existing statements.

Time

Sample:

(1) At 11 o'clock ON THE MORNING OF DECEMBER 13 [added], three hours before the attack ended on Jackson's front, Longstreet had opened with his artillery in the hope of relieving the pressure on the Confederate right. (65,1:1-3)

Only about six such time revisions occur in the material studied. When one considers the importance of the time element in a narration involving military battles, it seems surprising that Freeman makes so few of these changes.

Ambiguity

Samples:

(1) It was a humiliation to the Washington Artillery to prepare to limber up and go to the rear while the

shells still were screaming AROUND [OVER substituted] the crest of Willis's Hill . . . . (65,9:9-11)

The original in the above passage could be interpreted, in a humorous sense, as meaning that the shells were curving around the crest.

(2) Let all the troops except Early's FIRST [ADVANCED substituted] units return to their bivouacs. (66,5:16,17)

In this sentence, first is so general that a number of interpretations might be made: the reader might think it refers (1) to the troops nearest the enemy; (2) to those nearest their bivouacs; (3) to those "first" in some quality (this meaning is shadowy, but there seems some vague suggestion of this or a similar meaning).

Added Details

Samples:

(1) This ditch was impassable except at the bridges OPPOSITE THE VARIOUS FREDERICKSBURG STREETS [added] . . . . (65,2:3)

(2) In their way, between the watercourse and the sunken road WAS [WERE substituted] NUMEROUS MINOR OBSTACLES -- HOUSES, BOUNDARY MARKS, GARDENS AND, HEAVIEST OF ALL [added] a plank fence . . . . (65,2:5-7)

(3) THOSE WHO DID NOT LIMP BACK TO THE SHELTER OF THE TOWN FOUND SUCH PROTECTION AS THEY COULD IN A SWALE ABOUT 400 YARDS FROM THE SUNKEN ROAD. ONLY THE COLORS THAT HAD BEEN PLANTED AT THE POINT OF DEPLOYMENT REMAINED TO COMFORT THE WOUNDED. [WHEN THE SMOKE LIFTED, MANY FEDERAL SOLDIERS STILL WERE BEHIND THE RIM OF THE DEPRESSION THROUGH WHICH THE

DITCH FLOWED, BUT FROM THE CONFEDERATE SIDE, THREE STANDS OF UNION COLORS THAT HAD BEEN PLANTED AT THE POINT OF DEPLOYMENT AND THE DEAD OR WRITHING VICTIMS ON THE GROUND SHOWED WHERE THE ATTACK HAD BEEN DELIVERED substituted]. (65,2:11-15)

In the first example, opposite the various Fredericksburg Streets provides the reader with a better understanding of the relative position of the impassable section.

In the second example, the increased number of facts, in the form of physical details, gives the reader a more complete scene.

The revision in the third example shifts the focus slightly from the Federals to the Confederates. Dead or writhing is also more inclusive and vivid than wounded.

(4) "Old Pete" had simply to wait for the oncoming wave to break itself in ghastly loss against the heights, but meantime, of course, he had to protect his advanced units. DICK ANDERSON'S LEFT BRIGADE WAS SOMEWHAT EXPOSED. [added] To the right of that force were Tom Cobb's men in the sunken road below the hill. (65,1:7-10)

(5) None of the official reports bear out McLaws' memory of the incident, AND SOME OF THE REPORTS AT LEAST INFERENTIALLY CONTRADICT HIM [added]. (65,1(b):9,10)

(6) MOST OF THE CONFEDERATE ACCOUNTS APPARENTLY TIMED THE ATTACK FROM THE APPEARANCE OF MASSES OF FEDERAL TROOPS ON THE OUTSKIRTS OF THE TOWN, ABOUT 11 A.M. THE FEDERALS CONSIDERED THAT THE ATTACK BEGAN WITH THE ADVANCE FROM "THE DITCH." ON THIS BASIS, COUCH REPORTED THAT FRENCH BECAME ENGAGED AT 12:10 AND THAT HANCOCK'S ATTACK WAS MERGED WITH FRENCH'S AT 1 P.M. COUCH SEEMS TO HAVE REGARDED THE ATTACK BY

HIS CORPS AS A CONTINUING ASSAULT AND NOT AS A SUCCESSION OF THRUSTS. THE POINT TO BE REMEMBERED IS THAT, ON THE WHOLE, THE REPULSE OF THE VARIOUS ATTACKS WAS SOMEWHAT LATER THAN THE HOUR GIVEN BY THE CONFEDERATES. [added] (65,2(b):1-5)

In example four, the addition of Dick Anderson's left Brigade was somewhat exposed is evidence justifying Longstreet's solicitude for his advanced units. In example five, the addition of and some of the reports at least inferentially contradict him further supports Freeman's suggestion that McLaws was inaccurate. The addition in number six supplies a more detailed explanation for the discrepancy in the time reported by the opposing forces and also reiterates Freeman's conclusion about the time.

Replacement of Ideas

Samples:

(1) When the smoke lifted, many Federal soldiers still were behind the rim of the depression through which the ditch flowed, but from the Confederate side, ONLY THE COLORS THAT HAD BEEN PLANTED AT THE POINT OF DEPLOYMENT REMAINED TO COMFORT THE WOUNDED [ONLY THE THREE STANDS OF UNION COLORS THAT HAD BEEN PLANTED AT THE POINT OF DEPLOYMENT AND THE DEAD OR WRITHING VICTIMS ON THE GROUND SHOWED WHERE THE ATTACK HAD BEEN DELIVERED substituted]. (65,2:12-15)

In this somewhat confusing example, the key passage to the point being illustrated is showed where the attack had been delivered, which replaces

remained to comfort the wounded. This substitution stems from the addition of the dead or writhing victims on the ground, which renders incongruous the "comfort" idea, since the colors would hardly comfort the dead.

(2) HE HAD JUSTIFIED PROMOTION. [A GREAT DAY FOR HIM THAT 13TH OF DECEMBER WAS substituted]. (65,12:18)

The revision in this second example is puzzling. It has the virtue of identifying the date, but a great day is less explicit than justified promotion, although perhaps more emphatic; the extreme inversion of normal word order is another fault.

(3) Almost at the moment of Cobb's fall, John R. Cooke had been hit in the forehead while he was atop MARYE'S HEIGHTS [WILLIS'S HILL substituted]. (65,4:1,2)

(4) After the LAST [HEAVY substituted] attack had been repulsed at 2 o'clock, the Confederate batteries had not been able to take advanced positions. (66,1:2,3)

The change from Marye's Heights to Willis's Hill is obviously for accuracy. The change from last to heavy is also evidently for accuracy, because a savage Federal artillery barrage occurs later. (66,5:9-14) Hence last is incorrect.

Limitation and Extension

Samples:

(1) FROM THE TOWN INFANTRY POURED FORTH IN A DEFIANT ASSAULT. [ON THE EDGE OF THE TOWN NEAREST THE

HEIGHT, FEDERALS COULD BE SEEN MASSING IN GREAT NUMBERS FOR AN ASSAULT substituted]. (65,1:4,5)

In this sentence, the passage on the edge of the town nearest the height names the exact position from which the Federals attacked.

(2) Diligently, for ten minutes and more, after the repulse of the first PHASE OF THE [added] assault, Tom Cobb prepared his men for the second test . . . . (65,3:3-5)

(3) It was a humiliation to the Washington Artillery to prepare to limber up and go to the rear while the shells still were screaming over the crest of Willis's Hill; but the RELIEF GAVE [APPROACH OF THE RELIEF BATTERIES WAS TO GIVE substituted] the First Corps a thrilling spectacle and a proud memory. (65,9:9-11)

Phase of, in the second example, restricts the meaning of first. Approach of, in the third, is more exact, because the action that follows illustrates the bravery exhibited by the relief battery while getting to its position.

(4) Some of the reports would indicate that Capt. William A. Arnold's Baty. A, 1st Rhode Island Light Arty. should be added to this list; but Arnold's statement that he "remained in position all night," coupled with General Howard's reference to this battery as "near Hanover Street, in the suburbs" makes it certain that Arnold, though he DID EXCELLENT WORK [FOUGHT ADMIRABLY substituted] did not cross the ditch. (65,11:10-14)

(5) If this SERVED ITS PURPOSE [DEMORALIZED THE ENEMY FOR A FEW MINUTES substituted], the Confederates might reach those masses of blue soldiery. (66,2A:2,3)

In the fourth example, fought is more explicit

than did or work. And in the fifth and last example, demoralized the enemy for a few minutes represents a more concrete statement than served its purpose.

Summary

Freeman revised for exactness far more often than for any other quality. Analysis showed that only a few of these revisions of meaning were concerned with time, and only a few with ambiguities. The scarcity of time revisions contrasted sharply with Nye's work and was somewhat puzzling in a work of this kind, although differences in writing habits could account for it. The infrequency of ambiguity in both Nye's work and Freeman's indicates that this phase of writing is seldom a problem, though it does present itself occasionally.

A problem that did receive a good deal of Freeman's attention, however, was that of including enough details in a description to give a scene concreteness. His revisions adding such details were highly interesting, because almost invariably the revisions sharpened the reader's visual picture of the scene.

Freeman's addition of facts or ideas to clarify a point were less numerous and less spectacular. Much more impressive was the frequency with which he replaced one idea with another. If one assumes, as is necessarily assumed here,

that these changes increased accuracy, one cannot help being struck by both the fund of information at the writer's command and by his determination to transmit it accurately.

Nowhere was this ideal of accuracy more clearly present than in Freeman's refinements of existing meanings. A first assault was more precisely described as the first phase of the assault; a nearby house became the nearby house of the Widow Stevens. A revealing illustration of this extensive concern with meaning is the following unfinished revision: "When the smoke lifted, many Federal soldiers still were behind A rim of A depression . . . ." (65,2:12) In working on this sentence, Freeman wrote the above both a's but did not cross out the originals. Possibly Freeman decided that he needed further information about the terrain, since that would partially determine the choice of articles. If Freeman had chosen to say a rim he would have implied the existence of several rims; if he had chosen the rim he would have indicated only one. But since ordinarily a depression, it would seem, has only one rim, Freeman's indecision is puzzling. Oddly enough, although logically the choice of a or the affects the singular or plural quality of depression in the same way that it affects rim, through some obscure vagary of language the difference seems much less important with depression than with rim.

Freeman's revisions, like Nye's, provided an object

lesson in the care given to accuracy, a lesson the more remarkable, perhaps, because the draft is an early one. His revision methods added nothing to the facts discovered in Nye's work, but they illustrated beyond question the effectiveness of concrete details and the great effort a writer expends on seemingly minute phases of writing.

List of Revisions

		Chapter,page:line
	Additions	
1.	on the morning of December 13	65,1:1
2.	and at once[e]	65,1:4
3.	and would be required to conform	65,1:10,11
4.	This was Cadmus Wilcox's Brigade, the position of which, close to the river bank and exposed to an enfilade, is explained in Wilcox's report	65,1(b):1-3
5.	General McLaws related how he received notice from Cobb that Anderson planned to withdraw to the heights should the Union attack be directed against Anderson's Division. McLaws stated that he then went to Longstreet, who sent Pickett to reenforce Anderson and told Anderson to hold his ground until forced to yield it. This did not satisfy McLaws. After a ride to the left convinced him that "preparations for defence ... were incomplete and inconsiderable," McLaws related how he brought over Kershaw to secure the flank of McLaws' Division and sent word to that effect to Cobb, who was wounded about that time. It seems quite probable that this is the event Owen described and that McLaws either gave subsequent details or confused them. None of the official reports bear out McLaws' memory of the incident, which, as he described it, would be of importance only in evidencing his vigilance and Dick Anderson's lack of that quality.	65,1(b):4-11
6.	and some of the reports at least inferentially contradict him	65,1(b):10
7.	opposite the various Fredericksburg streets[e]	65,2:3
8.	advancing soldiers had to cross on the stringers[e]	65,2:3

Additions (cont'd)

9. shortly afternoon[c] 65,2:5

10. numerous minor obstacles - houses, boundary marks, and garden and, heaviest of all[e] 65,2:6

11. and, to less degree, from the town 65,2:8

12. Most of the Confederate accounts apparently timed the attack from the appearance of masses of Federal troops on the outskirts of the town, about 11 A.M. The Federals timed the assault with the advance from "the ditch". On this basis, Couch reported that French became engaged at 12:10 and that Hancock's attack was merged with French's at 1 P.M. Couch seems to have regarded the attack by his corps as a continuing assault and not as a succession of thrusts. The point to be remembered is that, on the whole, the repulse of the various attacks was somewhat later than the hour given by the Confederates. 65,2(b):1-5

13. Owen was not much in error when he said that the first direct assault was at 12:30 P.M. Thereafter, the Confederates regarded the appearance of each new unit on the nearer side of the "ditch" as a separate attack. 65,2(b):4

14. phase of the 65,3:4

15. of the Widow Stevens 65,3:8

16. (For the courageous behavior of this lady, who tore up her garments to bandage soldiers' wounds, see 3.B. & L., 100, and J. T. Goolrick. Historic Fredericksburg,51-52.) 65,3:8

17. present 65,4:6

18. about 1 P.M. 65,4:13

19. In 2 N.C. Regts., 439, Capt. James A. Graham noted the error of some writer in stating that Cooke's Brigade was in reserve. "Yet," said Captain Graham," I know the fact to be that Cooke was wounded while talking to

Additions (cont'd)

	General Cobb of Georgia, who was killed at the rock wall." Nothing in the reports can be cited in definite refutation of this; but if Cooke was hit, as Ransom reported, almost at the time Cobb was, and if Cobb fell, as Colonel McMillan stated, soon after the first Federal assault, then Captain Graham's statement can be supported on one assumption only. This would be that in the first advance of the Brigade to the crest of Willis's Hill the Twenty-Seventh, which was the right regiment, continued down the Hill, and that Cooke went with it to the sunken road. Unfortunately, Col. E. D. Hall's report is not clear on this point.	65,4(b):1-8
20.	(So Walton reported in O.R. 21, 574. Adjutant Owen, op. cit.,194, stated that Alexander received a request simply to send ammunition but replied that he had better send the guns complete, as the drivers might not find the guns they were to supply.)	65,9:5
21.	more Virginia	65,9:15
22.	naturally[t]	65,11:5
23.	but from the sketch in O.R. 21,1127	65,11:6
24.	at 2 o'clock	66,1:3
25.	had	66,1:5
26.	across the open field	66,1:19
27.	excellent	66,2B:16
28.	may	66,4A:2
29.	sometimes	66,4A:2
30.	day's	66,5:4
31.	easy[e]	66,5:10
32.	with a salvo	66,5:12

Additions (cont'd)

33. forward 66,5:16

34. (Doubtless on the authority of Col. A. R. Boteler, Jackson's friend, Mrs. Jackson, op. cit., 369-70, described how, after Jackson returned to his quarters, he shared his bed with Boteler, who had arrived during the General's absence. Jackson, the story has it, sat up late to write and, after two or three hours' sleep, got up again and resumed his writing. When he saw that the light by his side shone in Boteler's eyes he carefully shaded it. There is nothing improbable about the story, except that Jackson aroused himself after a few hours' sleep. That this happened on the night of December 13 seems most unlikely. After his battles, Jackson usually slept as if he were in a stupor. That particular evening, according to Capt. James Power Smith, the General was requested after supper to pose for some sketches by one of the Volcks, who was visiting headquarters. Jackson consented; Volck went to work in the presence of the staff. Soon Jackson, bolt upright on his camp stool, was sound asleep.) 66,6B:1-9

35. Corps 66,8:16

36. A different version appears in Lee and His Companions in Arms, 228 66,9:13

Deletions

1. and, for a short time near the railroad station, those of Lieut. Evan Thomas, Baty.C, 4th United States Arty. Hazard's and Frank's were the batteries most exposed. 65,11:8,9

2. officers 66,5:18

Substitutions

1. order to relieve :: the hope of relieving 65,1:2

2. opened :: responded 65,1:4

Substitutions (cont'd)

3. From the town infantry poured forth in a defiant assault ::
On the edge of the town nearest the height, the Federals could be seen massing in great numbers for an assault 65,1:4,5

4. particularly Tom Cobb's Brigade which was ::
Dick Anderson's left Brigade was somewhat exposed. To the right of that force were Tom Cobb's men 65,1:9,10

5. Consequently, from the position of the Washington Artillery, Longstreet scribbled a note to this effect and gave it to Adjutant William M. Owne to take down to Cobb. ::
Warning to this effect Longstreet put in writing and sent to Cobb through the Washington Artillery, which was on the hill above the Georgians.[e] 65,1:10-12

6. which, as he described it ::
Were the incident as described by him 65,1(b):10

7. resumed :: dressed 65,2:5

8. advanced steadily :: began ::
became engaged 65,2:5

9. been fired :: opportunity of firing[e] 65,2:12

10. Those who did not limp back to the shelter of the town found such protection as they could in a swale about 400 yards from the sunken road. Only the colors that had been planted at the point of deployment remained to comfort the wounded. ::
When the smoke lifted, many Federal soldiers still were behind a rim of a depression through which the ditch flowed, but from the Confederate side, three stands of Union colors that had been planted at the point of deployment and the dead or writhing victims on the ground showed where the attack had been delivered. 65,2:11-15

11. handled :: directed 65,2:16

12. Couch seems to have regarded the attack by ::
General Couch seems to have considered the advance of[r] 65,2(b):4

Substitutions (cont'd)

13.	If the prestige of family leadership had been impaired at Malvern Hill and at Crampton Gap, it was being restored now. :: If Howell Cobb's lack of aptitude for arms had impaired at Malvern Hill and at Crampton Gap the prestige of family leadership, Tom was restoring it now.[e]	65,3:2,3
14.	a :: the	65,3:8
15.	confusion :: mistake	65,3:16
16.	Marye's Heights :: Willis's Hill	65,4:2
17.	Brigadier General :: General Officer	65,4:4
18.	the second attack began :: the Federal attack was renewed	65,4:8
19.	that position was :: its defence had been	65,4:10
20.	region :: Brigades	65,4:10
21.	troop :: position	65,4:12
22.	mountain :: hill	65,5:8
23.	With the :: Upon receipt of that[c]	65,5:18
24.	pick a route his men could follow :: use the route that was least hazardous for his men	65,5:24
25.	reached :: climbed	65,6:11
26.	climbed the crest of the hill under heavy fire :: sustained a heavy fire on the crest of the hill	65,6:11
27.	trying to reach :: getting to	65,6:14
28.	North :: South	65,6:17
29.	employing :: establishing	65,8:10
30.	around :: over	65,9:10
31.	relief gave :: approach of the relief batteries was to give[e]	65,9:11

Substitutions (cont'd)

32. did excellent work :: fought admirably[e] 65,11:14

33. had not received :: did not receive 65,12:15

34. He had justified promotion. ::
A great day for him that 13th. of December was. 65,12:18

35. last :: heavy 66,1:2

36. would :: might 66,1:5

37. if he failed :: in the event of a repulse 66,1:17

38. served its purpose ::
demoralized the enemy for a few minutes 66,2A:2

39. said :: wrote :: said 66,2B:4

40. worth a trial ::
not unreasonably hazardous[e] 66,2B:11

41. find :: select 66,2B:11,12

42. The first step was to select ::
His first step was ::
His first step was to find ::
He would put it into execution at once and, as a first step would seek reliable[c] 66,2B:11,12

43. confound :: open on 66,2B:18

44. command of the second and of the last named ::
units to which the second and the last named were attached 66,3:2

45. fresh, though it had marched all ::
somewhat rested after its march of 66,3:9

46. As a practical matter ::
Now, where an hour might mean success or defeat 66,3:12

47. disposition :: formation 66,3:14

48. difficulty was encountered ::
Jackson's staff work broke down 66,3:18,19

Substitutions (cont'd)

49. For some reason :: Sandie Pendleton, his A.A.G. was hit and stunned, though not forced to leave the field. Without Sandie — 66,3:19

50. Ewell's :: a — 66,4A:14

51. for the first time got :: recovered[cc] — 66,5:1

52. dominate :: control — 66,5:2

53. Let the troops go back to the positions from which they had started forward :: Let all the troops except Early's first units return to their bivouacs. Tell A.P. Hill to relieve Early and to restore the front held by the Light Division.[e] — 66,5:16,17

54. first :: advanced — 66,5:17

55. the positions :: their bivouacs[c] — 66,5:17

56. giving the orders :: cancelling abruptly his plan — 66,6A:3

57. in that hour :: on the instant — 66,6A:7

58. remembered on the instant :: thought at the moment of the many soldierly[e] — 66,6A:7

59. came :: rose — 66,6A:14

60. quarters :: tent — 66,6B:2

61. would regard as :: might have considered — 66,8:12

62. another :: one — 66,8:17

63. soft :: low — 66,9:1

64. could :: to — 66,9:1

Miscellaneous

1. Southern artillery :: artillery of the First Corps — 65,1:4

Miscellaneous (cont'd)

2. Consequently, from the position of the Washington Artillery ::
   through the Washington Artillery, which was on the hill above the Georgians — 65,1:10,12
   [Original phrase begins the sentence; the revision ends the sentence]

3. The planking of one of these bridges was taken up, in part, so ::
   Part of the planking of one of these bridges had been taken up[e] — 65,2:3

4. those of Lieut. George Dickerson, Baty. E, 4th United States ::
   Lieut. George Dickerson, Baty. E, 4th United States Arty. had been beyond the ditch earlier in the day, but had been killed — 65,11:8,14
   [Original occurs in middle of footnote (line 8); the revision occurs at the end of footnote (line 14)]

5. as the Confederates afterwards found ::
   Subsequently, the Confederates found that — 65,12:4,5,2

6. , and Page's Battery ::
   Page's Virginia Battery and — 66,2B:20,19

5. Coherence

Freeman did not revise extensively for coherence, and only two distinct patterns emerged: (1) the substitution of demonstrative and possessive pronouns for articles, (2) the substitution of nouns for pronouns.

Demonstrative and Possessive Pronouns for Articles

Samples:

(1) This is one of the few instances where Jackson, in a formal report, so fully explained THE [HIS substituted] reasoning that the student is able, as it were, to watch the working of the General's mind. (66,2A:5; 2B:1,2)

(2) THE [THIS substituted] ditch was impassable except at the bridges opposite the various Fredericksburg streets. (65,2:3)

(3) WITH THE [UPON RECEIPT OF THAT substituted] order, powerful Joe Kershaw . . . became the central figure on the smoke-swept stage. (65,5:18-20)

(4) THE [THESE substituted] orders were passed down. (66,5:18)

(5) Let THE TROOPS GO BACK TO THE POSITIONS FROM WHICH THEY HAD STARTED FORWARD [ALL THE TROOPS EXCEPT EARLY'S FIRST UNITS RETURN TO THEIR BIVOUACS substituted]. (66,5:16,17)

In the first example, the substitution *his* maintains the connection between *Jackson* and *reasoning* much better than does *the*.

In the last four examples, all of which involve demonstrative pronoun substitutions, these pronouns refer to the preceding material and thus relate it to the new information more effectively than do the

original articles.

Nouns for Pronouns

Samples:

(1) In the windows and on the tops of Fredericksburg houses were many sharpshooters who tried to pick off Confederates. IT [THE WHOLE EFFORT substituted] was in vain. (65,2:8,9)

(2) Warning to this effect Longstreet put in writing and sent to Cobb through the Washington Artillery, which was on the hill above the Georgians. WHEN THE GEORGIAN READ IT [WHEN COBB READ THE NOTE substituted], he could not repress one proud assurance . . . . (65,1:11-14)

In the first example, *effort* provides better coherence than *it*, chiefly because *it* has no definite antecedent. The pronoun refers to the overall Federal attack, not just to the part the Union sharpshooters take in the attack.

The substitution in the second example (*it* to *the note*) is made because both *warning* and *writing* are somewhat indefinite; it is therefore difficult for the reader to link them to *it*.

Summary

The revisions which Freeman made for coherence yielded only two recognizable techniques: the substitution of possessive and demonstrative pronouns for articles, and the substitution of nouns for pronouns. These methods duplicated similar techniques in Nye's work. Freeman, in fact, used no

techniques that were not found in Nye's work; moreover, the few techniques that he used in common with Nye did not stand out as sharply in his revisions as they did in Nye's.

These and other facts suggest that in this draft Freeman was not particularly concerned with the subtleties of continuity. The much greater attention, for example, that Freeman gave to other phases of writing, such as completeness of information, suggests in a negative way the relatively little work Freeman bestowed upon coherence. Freeman's somewhat cursory treatment of it may have been caused partly by his general disregard for smoothly flowing prose, a disregard that was evident in his numerous awkward inversions.

List of Revisions

		Chapter,page:line
	Additions	
1.	meantime	65,1:8
2.	shortly afternoon[m]	65,2:5
3.	As the Federals moved on	65,2:7
4.	When the smoke lifted	65,2:12
5.	already	65,5:15
6.	For that matter[t]	65,5:22
7.	the situation was not unpromising	66,1:2
8.	Jackson's	66,1:11
9.	his	66,1:12
10.	Manifestly	66,2B:12
11.	Jackson's	66,3:19
12.	of	66,4A:2
13.	and to	66,4A:19
14.	that	66,9:13
	Deletions	
None		
	Substitutions	
1.	When the Georgian read it :: When Cobb read the note	65,1:12,13
2.	the :: This	65,2:3
3.	It :: The whole effort	65,2:9

Substitutions (cont'd)

4.	Tom Cobb :: he	65,3:4
5.	With the :: Upon receipt of that[m]	65,5:18
6.	Soon :: Not long thereafter	65,6:15
7.	the :: such an	66,1:6
8.	and :: but	66,1:6
9.	the :: his	66,2B:1
10.	The first step was to select :: His first step was :: His first step was to find :: He would put it into execution at once and, as a first step would seek reliable[m]	66,2B:11,12
11.	merely was told :: was directed, in few words	66,3:21
12.	advance :: emerge	66,5:6
13.	the positions :: their bivouacs[m]	66,5:17
14.	the :: these	66,5:18
15.	he :: Gregg	66,7:19
16.	the matter :: incid[ent] :: it	66,9:6

6. Emphasis

Unlike coherence, emphasis received considerable attention from Freeman. Three of the techniques he used stood out distinctly: (1) improving the rhythm, (2) adding information to strengthen or clarify a description or idea, and (3) substituting a better word or phrase to avoid a cliché or some other feeble expression.

Rhythm

Samples:

(1) GOOD THE SURVIVING COLONELS WERE. [THE SURVIVING COLONELS WERE GOOD SOLDIERS. substituted] (65,5:11,12)

The revision corrects the awkward inversion of the original. It should be noted that clumsy inversions mar this draft repeatedly.

(2) Alexander quickly told Pichigru Woolfolk to limber up his Virginia battery, Tyler Jordan to make ready two more Virginia guns, and George Moody to have his Louisianians PREPARE [MAN substituted] their 12-pounders. (65,9:14,15)

Man is more forceful because of its brevity and because it breaks up the three successive unstressed syllables of the original (i-ans pre). The phrase to have his Louisianians, however, is poor, though it is unrevised.

(3) Slowly the Federal bombardment, like the barking of a dog that has driven off an intruder, STOPPED NOW, AND ROSE [HALTED, ROSE substituted] again for an instant and then died growlingly away. (66,6A:11,12)

In this revision Freeman chooses a rhythm and sound that carries the metaphor of the barking dog more accurately. Halted, rose conveys a sharper impression of suspended action than does stopped now, and rose. The meanings of the two versions are identical, but the rhythm of the original, in terms of the figure, is less satisfactory.

(4) THERE, TO BE SURE, WAS THE ENEMY, [TO BE SURE, THE ENEMY WAS substituted] spread across the flats, weakened and discouraged by a vain attack. (66,1:12,13)

This revision avoids the galloping rhythm caused by the commas and the two successive anapestic feet (to be sure and was the e). The change also corrects the inversion which frequently spoils Freeman's sentences: was the enemy becomes the enemy was.

Additional Information

Samples:

(1) IF THE PRESTIGE OF FAMILY LEADERSHIP HAD BEEN IMPAIRED AT MALVERN HILL AND AT CRAMPTON GAP, IT WAS BEING RESTORED NOW. [IF HOWELL COBB'S LACK OF APTITUDE FOR ARMS HAD IMPAIRED AT MALVERN HILL AND AT CRAMPTON GAP THE PRESTIGE OF FAMILY LEADERSHIP, TOM WAS RESTORING IT NOW. substituted] (65,3:2,3)

The increased force of the revision is due partly to the specific naming of Howell and Tom Cobb and partly to the substitution of the active voice for the passive in the main clause. It will be noticed,

however, that the placement of at Malvern Hill and at Crampton Gap in the revision lacks the smoothness of the original placement. The rhythm of the phrase would be improved if it followed arms.

(2) Jackson decided that this plan was WORTH A TRIAL [NOT UNREASONABLY HAZARDOUS substituted]. (66,2B:11)

Worth a trial is both a cliché and a generality; it does not explain Jackson's reason for his decision; it merely states his conclusion. Not unreasonably hazardous is more effective because it does supply a specific reason for the decision.

(3) In their way, between the watercourse and the sunken road WAS [WERE substituted] [NUMEROUS MINOR OBSTACLES -- HOUSES, BOUNDARY MARKS, AND GARDENS AND, HEAVIEST OF ALL added], a plank fence. (65,2:5,6)

The added physical details sharpen the reader's mental picture of the scene and strengthen the point that the Federals' line of advance was difficult.

(4) The nearer, blasting fire of the Southern batteries on the heights first halted the Federal line and then hurled it back in confusion. COBB'S BRIGADE IN THE SUNKEN ROAD, AND COOKE'S ON THE CREST HAD FIRED ONE VOLLEY AND NO MORE. added] (65,2:10-12)

The sentence added brings out the quickness with which the Federals were thrown back. This idea is further accentuated by the later substitution of had opportunity of firing for had fired.

Word Choice

Samples:

(1) One gun did overturn crazily and MADE [FORCED substituted] every driver to the rear pull madly on his reins to prevent collision . . . . (65,10:9-11)

(2) On Jackson's front the SITUATION [OUTLOOK substituted] was not unpromising. (66,1:2)

(3) How could Jackson get at the FEDERALS [FOE substituted]? (66,1:16)

(4) Slowly the Federal bombardment, like the barking of a dog that has driven off an intruder, halted, rose again for an instant and then died SLOWLY [GROWLINGLY substituted] away. (66,6A:11,12)

In these revisions, the word forced (example one) is stronger partly because of the ô sound and partly because of the more intensive effort required to pronounce the initial f consonant. The forcefulness of the ou sound operates in the substitution of outlook (example two). The long o sound in foe makes it superior to Federals, with brevity also an aid here. In the fourth example, growlingly maintains the simile of the barking dog, which slowly does not. It is interesting to see how frequently words with long o are used by Freeman to increase the vigor of a passage. The sound also characterized many of Nye's revisions for emphasis.

Summary

Even in this early draft, Freeman gave fairly extensive care to emphasis. Although he employed various techniques to build emphasis, Freeman increased it chiefly by improving the rhythm of the writing, by adding information that sharpened the reader's image of a scene or strengthened his grasp upon an idea, and by substituting a more effective word or phrase. The last mentioned technique was the most frequently used.

Freeman's revisions also showed the often intimate relationship between emphasis and the amount of information a writer supplies to his reader. For a writer to drive home an idea or to create an emotion in the reader (and emotion of course is important in exposition as well as in fiction), it is necessary that the writer give the reader a clear and effective account of accessory facts and details. In this draft Freeman's addition of supporting details notably increased his emphasis.

Perhaps the most notable quality in Freeman's work on emphasis, however, was not the means by which he achieved emphasis, nor its dependence upon details, but the fact that he worked on emphasis so much in an early draft. His work suggests that emphasis is a quality that receives attention throughout all stages of revision.

List of Revisions

		Chapter,page:line
	Additions	
1.	and at once[m]	65,1:4
2.	advancing soldiers had to cross on the stringers[m]	65,2:3
3.	numerous minor obstacles -- houses, boundary marks, and gardens and, heaviest of all[m]	65,2:6
4.	Cobb's Brigade in the sunken road, and Cooke's on the crest had fired one volley and no more	65,2:11,12
5.	it was	65,6:8
6.	and, above all	66,1:19
7.	easy[m]	66,5:10
	Deletions	
1.	and	66,5:10
	Substitutions	
1.	and see the oncoming wave break :: for the oncoming wave to break	65,1:7,8
2.	Consequently, from the position of the Washington Artillery, Longstreet scribbled a note to this effect and gave it to Adjutant William M. Owne to take down to Cobb. :: Warning to this effect Longstreet put in writing and sent to Cobb through the Washington Artillery, which was on the hill above the Georgians.[m]	65,1:10-12
3.	which under their weight collapsed instantly. :: Under the weight of the men, this fence collapsed instantly	65,2:6,7

Substitutions (cont'd)

4.	been fired :: opportunity of firing[m]	65,2:12
5.	crest :: hill-top	65,2:18
6.	the troops whose gallant best his brother Howell never had elicited :: his confident troops[cc]	65,2:20
7.	If the prestige of family leadership had been impaired at Malvern Hill and at Crampton Gap, it was being restored now. :: If Howell Cobb's lack of aptitude for arms had impaired at Malvern Hill and at Crampton Gap the prestige of family leadership, Tom was restoring it now.[m]	65,3:2,3
8.	cheerful confidence :: confident cheerfulness :: calm cheerfulness	65,3:5
9.	responsibility :: himself responsible	65,4:9
10.	beginning to pile up :: piling up now	65,5:9,10
11.	Good the surviving Colonels were :: The Divisional commander knew that the surviving Colonels were good soldiers :: The surviving Colonels were good soldiers[cc]	65,5:11,12
12.	good :: excellent	65,5:14
13.	the courier had finished repeating the order, Kershaw :: he had finished reading the order, he	65,5:20
14.	for :: over	65,5:22
15.	follow him :: march fast behind him	65,5:24
16.	Off :: Out	65,6:1
17.	dashed :: rode[r]	65,6:1
18.	time :: era	65,7:11
19.	fury :: might	65,8:15
20.	the relief gave :: the approach of the relief batteries was to give[m]	65,9:10,11

Substitutions (cont'd)

21. prepare :: man — 65,9:15

22. made :: forced — 65,10:9

23. did excellent work :: fought admirably[m] — 65,11:14

24. situation :: outlook — 66,1:2

25. Federals :: foe — 66,1:16

26. worth a trial ::
not unreasonably hazardous[m] — 66,2B:11

27. Well and good :: Good, good! — 66,4B:3

28. descending darkness :: gathering twilight — 66,5:5

29. Let the troops go back to the positions from which they had started forward ::
Let all the troops except Early's first units return to their bivouacs. Tell A. P. Hill to relieve Early and to restore the front held by the Light Division[m] — 66,5:16,17

30. died :: faded — 66,6A:6

31. remembered on the instant ::
thought at the moment of the many soldierly[m] — 66,6A:7

32. stopped now, and rose :: halted, rose — 66,6A:12

33. slowly :: growlingly[r] — 66,6A:12

34. walked :: tipped — 66,8:17

35. said :: murmured — 66,9:10

Transpositions

1. It must have been to Longstreet an experience ::
To Longstreet it must have been an experience — 65,8:7

Miscellaneous

1. The planking of one of these bridges was taken up, in part, so ::
   Part of the planking of one of these bridges had been taken up[m] 65,2:3

2. There, to be sure, was the enemy ::
   To be sure, the enemy was 66,1:12

3. How could Jackson get at the foe? ::
   how was it to get at them? 66,1:16,18
   [Original on line 16; revision on line 18]

4. so to say :: as it were 66,2B:2
   [Original follows working; revision follows able]

7. Concision

Freeman made few revisions that increased the conciseness of his writing. In spite of the small number of such revisions, however, his deletions of non-repetitious and repetitious information and his economy with words showed one strong similarity to Nye's work: both men gained concision most by deleting non-repetitious material, and least by deleting repetitious material.

Non-Repetitious Information

Samples:

(1) NEEDLESS TO SAY [deleted] no foundation whatsoever exists for the story, cited and denied in Early, 183, that after the battle, Jackson fell asleep at a council of war called by Lee and, when aroused and asked for his opinion, muttered, "Drive 'em in the river; drive 'em in the river." (66,2B:4-7)

This comment is evidently deleted because Freeman later goes on to justify his statement that Jackson had no plan, at the time referred to, to drive the enemy into the river (see 66,2B:11 ff.).

(2) There was no council of war that evening. JACKSON'S MOVEMENTS, ALMOST HOUR BY HOUR, CAN BE FOLLOWED. [deleted] The experience about to be recounted in the text shows that Jackson had no plan to "drive 'em in the river" on the night of the 13th. (66,2B:7-10)

The sentences cited form part of a footnote. The idea in the deleted sentence has not been used elsewhere. Freeman possibly deletes the sentence to improve his transition; it is more likely, however,

that he deletes it to increase his accuracy.

Repetitious Information

Samples:

(1) After a ride to the left convinced him that "preparations for defence . . . were incomplete and inconsiderable," McLaws said, he brought over Kershaw to secure the flank of McLaws' Division and sent word to that effect to Cobb, WHO WAS WOUNDED ABOUT THAT TIME [deleted]. (65,1(b):6-8)

This information on Cobb's wound is undoubtedly deleted because the incident is handled in more detail and more dramatically later (see 65,2:19 to 3:12).

(2) Down in the sunken road, Tom Cobb was cool and self-possessed and was holding perfectly in hand THE TROOPS WHOSE GALLANT BEST HIS BROTHER HOWELL NEVER HAD ELICITED [HIS CONFIDENT TROOPS substituted]. (65,2:19,20)

This essentially repeats a later sentence: "If Howell Cobb's lack of aptitude for arms had impaired . . . the prestige of family leadership, Tom was restoring it now." (65,3:2,3)

Economy with Words

Samples (implied meanings):

(1) WHEN HE SAW, [deleted] after 2 o'clock, THAT [AS substituted] the attack on Jackson was collapsing, he decided that he safely could reduce force on his right to strengthen his centre. (65,8:3-5)

Here Freeman relies upon implication. He apparently assumes, and correctly, that the words as the attack on Jackson was collapsing suggest that Longstreet

either saw or was aware that the attack was failing.

Sample (phrase):

(1) In the windows and on the tops of HOUSES IN FREDERICKSBURG [FREDERICKSBURG HOUSES substituted] were many sharpshooters who tried to pick off Confederates WHO SHOWED THEMSELVES [deleted]. (65,2:8,9)

This example warrants some discussion. The first thing to be noted is Freeman's reliance upon implication in deleting who showed themselves: sharpshooters do not shoot unless they see the enemy.

Second, Freeman seems to have wasted an opportunity to tighten up his sentence. It could be compressed in this way: "From the windows and the tops of Fredericksburg houses numerous sharpshooters tried to pick off Confederates."

Third, his conversion of a prepositional phrase used as an adjective (in Fredericksburg) to a single-word adjective, although unimpressive in this particular instance, is identical to one of Nye's techniques for increasing concision.

Summary

Although revisions to gain concision were few in Freeman's draft, they roughly duplicated, in percentage, the way in which Nye increased concision. Both writers compressed their writing most by deleting non-repetitious information, slightly less by economizing with words, and least by deleting

repetitious information.

Few clear cut patterns emerged in Freeman's work on concision. The most easily recognizable pattern was his deletion of words and passages whose meaning was carried by other words. Freeman also converted adjectival prepositional phrases to single-word adjectives, a technique that Nye employed frequently. But in spite of the lack of sharp patterns and the small number of revisions, the important facts are that Freeman deleted non-repetitious information chiefly; that he took advantage of implication to tighten his writing; and that he occasionally reduced phrases to single words.

List of Revisions

Chapter,page:line

Additions

None

Deletions

1.	Cf. that of Crouch, mentioned below	65,1:18
2.	who was wounded about that time [see 65,3:9 ff.]	65,1(b):8
3.	For the statement that	65,2:2,3
4.	who showed themselves	65,2:9
5.	took	65,6:18
6.	hope [be brought back] in	65,9:3
7.	part	65,12:7
8.	without losing much in an advance	66,1:16,17
9.	more in the event of a repulse [see in retreat, line 19]	66,1:17
10.	and veritably drive them into the river	66,2A:3
11.	Needless to say	66,2B:4
12.	Jackson's movements, almost hour by hour, can be followed	66,2B:8
13.	made	66,3:14
14.	waiting	66,5:11
15.	With relief these orders were passed down. [see quote of Early, 6A:1,2]	66,5:17,18
16.	At the moment	66,6A:7
17.	prayers and all	66,6A:7

Deletions (cont'd)

18. an awesome 66,6A:18

Substitutions

1. related how :: said 65,1(b):7

2. houses in Fredericksburg ::
   Fredericksburg houses 65,2:8

3. the troops whose gallant best his brother Howell never had elicited ::
   his confident troops[e] 65,2:20
   [see 65,3:2,3]

4. Its approach was observed by Lafayette McLaws, who felt himself responsible for the sunken road because its defence had been entrusted to one of his Brigades. To be McLaws sure the he had sufficient fir[e] maximum fire-power on the road had not then heard of the wounding of Cobb [sic], but in a determination to put the maximum fire-power to the position under the hill, he directed Joseph Kershaw to send two of his regiments to reeforce Cobb. The Sixteenth Georgia, Cobb's reserve regiment, also was ordered to the sunken road. Robert Ransom, who was charged with the defence of Willis's Hill, decided, as soon as this second attack got underway, that he, too, should give near further [sic] ::
   From the high ground, McLaws as well as Longstreet watched the blue line deploy and then advance slowly. Did McLaws have enough men in the sunken road to beat back the enemy? He was not sure. Kershaw had better send two of his regiments to help Cobb. The reserve regiment of Cobb's should move down to the sunken road. Thither, also, Ransom hurried two exposed regiments 65,4:8-15

5. The divisional commander knew that the surviving Colonels were good soldiers ::
   The surviving Colonels were good soldiers[e] 65,5:11,12
   [see Of that McLaws was sure, line 12]

Substitutions (cont'd)

6. When he saw, after 2 o'clock, that :: After 2 o'clock, as 65,8:3
[see as the attack on Jackson was collapsing, he decided, 8:3,4]

7. for the first time got :: recovered[m] 66,5:1

8. second nature to him :: his second nature 66,7:18,19

9. explained in his kind voice that Jackson :: brought a message from Jackson 66,8:6,7

10. called :: directed 66,8:13

Miscellaneous

1. As far as the facts may be established from the naturally vague statements of Federal commanders regarding their position, it would appear ::
Statements of Federal battery commanders regarding their position are not altogether clear, but from the sketch in O.R., 21,1127 it would appear 65,11:5,6

2. at the beginn [added, then deleted] 66,5:17

3. one man to ride to headquarters and for another to spur back to Yerby's on a fresh horse, another ::
a man to ride to headquarters and to spur back to Yerby's on a fresh horse, one 66,8:16,17

8. Tone

Freeman made extremely few revisions that affected tone. This characteristic was similar to Nye's work on tone. However, two of Freeman's revisions are worth discussing because they show how a slight change can noticeably alter the impression a reader gets.

(1) Jackson COULD THINK OF ONE ONLY: [SOON THOUGHT OF ONE, THOUGH HE COULD NOT DEVISE AN ALTERNATIVE: substituted] The counterstroke might be delayed until nearly sundown and then might be launched after a heavy, close-range bombardment. (66,1:19; 2A:1,2)

The first version is faintly derogatory of Jackson. In the revision soon decreases the derogatoriness, a decrease that is perhaps somewhat but not wholly nullified by the addition of though he could not devise an alternative.[3]

(2) Original:
After the experience about to be recounted in the text, Jackson had no plan to "drive 'em in the river" on the night of the 13th.

Revision:
The experience about to be recounted in the text shows that Jackson most assuredly had no plan to "drive 'em in the river" on the night of the 13th. (66,2B:9,10)

The first version merely states the idea bluntly;

---

[3] A different explanation for this change might be made on the basis that Freeman preferred the longer but smoother and less abrupt revision. In other words, he may have revised solely to improve the rhythm. The fact that the preceding sentence ("Was there any solution?") is very short gives the idea some credibility.

> Freeman is more or less clubbing the reader with a dogmatic statement. The second version is more tactful; in this one, the facts, not Freeman, seem to support the statement.

Summary

Freeman's revisions indicated very little concern with tone. The earliness of the draft might have precluded his giving much attention to this fairly subtle aspect of writing, even if he normally does in later drafts. However, he did revise occasionally to increase the objectivity of his treatment.

List of Revisions

Chapter,page:line

Additions

1. For that matter[c] 65,5:22

2. naturally[m] 65,11:5

Deletions

None

Substitutions

1. retreat :: withdrawal 66,1:19

2. Jackson could think of one only ::
   Jackson soon thought of one, though he could not devise an alternative 66,1:19; 2A:1

3. After the experience about to be recounted in the text, Jackson had no plan to "drive 'em in the river" on the night of the 13th ::
   The experience about to be recounted in the text shows that Jackson most assuredly had no plan to "drive 'em in the river" on the night of the 13th 66,2B:9,10

Miscellaneous

1. encomiums :: fame 66,2B:19
   [see the deletion of <u>famous</u> earlier in the sentence]

9. Unclassified

Freeman's work contained a fairly large number of unclassifiable revisions.

Samples:

(1) Of that McLaws was sure, but he REASON [REASONED substituted] that reenforcements and the firm voice of a confident leader would steady the Georgians . . . . (65,5:12-14)

(2) Attacks seemed to come at intervals of scarcely more than FIFTEEN MINUTES [A QUARTER OF AN HOUR substituted]. (65,8:13,14)

(3) General Couch seems to have considered the advance of his corps as a continuing assault and not as a succession of THRUSTS [ATTACKS substituted]. (65,2(b):4)

(4) The gallant Light Division, though it had BORNE [ENDURED substituted] the hardest of the day's fighting, was prepared to push forward. (66,5:4,5)

The change in the first example (reason to reasoned) is probably a mental slip. Freeman has been consistently employing the past tense.

The changes in the last three samples seem to make no perceptible difference in the meaning. A quarter of an hour carries precisely the same meaning as fifteen minutes. Thrust denotes one quick, strong movement, a specificness that attack does not have, but in the context of the passage, and particularly because of the presence of succession, there seems little difference in meaning between

the two words. There is even less difference between *borne* and *endured*; both may be defined as "to suffer without yielding."

Summary

Nothing particularly noteworthy marked Freeman's unclassifiable revisions. They formed quite a large group, occurred most often with single-word substitutions, and indicated slightly that they were made to increase precision. In contrast to similar revisions in Nye's work, Freeman's changes rarely seemed to improve his writing. Aside from this contrast, however, the revisions seemed only to reflect a writer's individual and unanalyzable preferences.

List of Revisions

		Chapter,page:line
	Additions	
1.	the men of	65,7:10
2.	he	66,1:6
3.	and was	66,1:12
4.	was	66,1:15
5.	"Captain," said Jackson to a staff cavalryman whom he pressed into service to deliver orders to the artillery, "if you and your horse come out alive, tell General Stuart that I am going to advance my whole line at sunset."	66,3:17
	Deletions	
1.	too, should give near further	65,4:15
2.	northward	65,9:16
	Substitutions	
1.	itself :: proper	65,1:19
2.	in :: as	65,1(b):10
3.	sharpshooters in great numbers :: were many sharpshooters who	65,2:8,9
4.	had been :: was	65,2:16
5.	thrusts :: attacks	65,2(b):4
6.	indicated :: placed :: timed	65,3:13
7.	timed the wounding of Cobb in after :: indicated that the wounding of Cobb occurred	65,3:13,14
8.	have :: make	65,4:8

Substitutions (cont'd)

9.	put :: give	65,4:12
10.	roar :: roared	65,5:8
11.	reason :: reasoned	65,5:12
12.	they were [unreadable] exposed :: they were assigned to an exposed position	65,6:16,17
13.	have :: comm :: control	65,8:8
14.	fifteen minutes :: a quarter of an hour	65,8:14
15.	to :: as	65,10:18
16.	eyes :: ears	65,10:18
17.	Union :: Federal	66,1:14
18.	attack :: attacked	66,1:18
19.	by :: in	66,2B:5
20.	The attempt :: After the experience	66,2B:8,9
21.	called to :: used for	66,2B:13
22.	From :: Among	66,2B:16
23.	battery :: gunners	66,2B:19
24.	borne :: endured	66,5:4
25.	weary :: tired	66,6A:5
26.	When :: After	66,8:5,6
27.	before :: previously	66,8:10

Transpositions

1.	were hit in succession :: in succession were hit	65,6:19

Miscellaneous

1.	and late in the afternoon he [added, then deleted]	66,2B:11

10. Summary of Chapter

Discussion of the findings in Freeman's work will be clearer if preceded by a brief description and demonstration of his style, because, first, the style partially explains the small number of recognizable patterns in his revisions; and, second, it emphasizes the importance of the patterns that did appear.

In spite of the unanimous critical approval of Freeman's expert handling of enormous detail and the vigor of his narration, his style was by no means admired. As Allen Tate pointed out in his review,[4] Freeman's habit of placing adverbs before auxiliary verbs results in numerous awkward passages, as the position of admirably demonstrates in the following sentence:

> On the other hand, the Federal artillery was undiminished in strength and admirably was placed to mow down infantry that descended from the ridge.[5]

Other examples of clumsy inversion are: "Mercy there was for the fallen along with splendor for the triumphant survivor." "Numerous obstacles there were -- houses, boundary marks, gardens and, heaviest of all, a plank fence." "A great day for him that 13th of December was, a day that

---

[4] "Cold Pastoral," New Republic, May 10, 1943, p. 644.

[5] Lee's Lieutenants, II, 369. This and the examples used later in discussion are from the published work.

confirmed his faith in the tactical defensive."[6]

Moreover, both in his text and in footnotes, but especially in the latter, Freeman sometimes sinks into schoolboy simplicity, as in the following series of sentences:

> At a point on the canal a few hundred yards North of the monument to Mary Washington, was a mill fed from the canal. Past this mill ran the surplus water into the spillway. This ditch was impassable except at the bridges opposite the various Fredericksburg streets. Part of the planking of one of these bridges had been taken up. Advancing soldiers had to cross on the stringers.[7]

Perhaps the fundamental fault with Freeman's writing, stylistically, is its poor rhythm. The following passage is only one of many which show an awkwardness that is startling in such an experienced writer: "Jackson soon thought of one, but of one only that had practicality: . . . ."[8] This sentence is particularly interesting because originally the passage was fairly rhythmical and effective: "Jackson soon thought of one, though he could not devise an alternative: . . . ." (66,1:19; 2:1)

It can be seen from this material that Freeman's writing is not uniformly good. Occasionally he handles effectively a good figure of speech, as when he states "Slowly the Federal bombardment, like the barking of a dog that has

---

[6] Lee's Lieutenants, II, 374, 360, 368.

[7] Ibid., p. 360 (footnote).

[8] Ibid., pp. 369-70.

driven off an intruder, halted, rose again for an instant and then died growlingly away."[9]

Yet for all its faults of style, Freeman's writing has a narrative power that makes a reader almost oblivious to the stumbling rhythms and simple structure. To delineate adequately the source of Freeman's effectiveness would require an extensive discussion, but analyzed briefly and incompletely, his effectiveness apparently stems in large part from the well-organized, detailed, character-revealing battle accounts, and from the unceasing focus placed on the Confederate operations. To a remarkable degree the strength of the writing represents a victory of organization and development of detail over style, style referring here to such qualities as sentence structure, diction, imagery, and rhythm.

In spite of Freeman's stylistically poor prose, however, many of his revision methods corroborated ones used by Nye. Freeman's changes for correcting grammar and avoiding poor repetition, for example, were extremely few, as they were in Nye's draft. And in spite of Freeman's relatively few revisions for coherence, his substitutions of possessive and demonstrative pronouns for articles echoed Nye's methods.

Freeman's attention to emphasis, which was impressively

---

[9] Lee's Lieutenants, II, 373. This is identical with the final version in the first draft (66,6A:11,12).

extensive for an early draft, was marked by three techniques that Nye also used: adding information to sharpen a scene or support an idea, selecting a more effective word or figure of speech, and improving the rhythm. Freeman's work on emphasis, in fact, was notable both for its extensiveness and for its remarkable illustration of the importance of concrete details. His revisions for emphasis demonstrated, in addition, the important part that rhythm plays in producing effective writing, even in the work of a pedestrian stylist.

The majority of Freeman's revisions modified, supplemented, and replaced ideas. Most of his changes increased the specificness of the writing. This gain in specificity also characterized Nye's revisions, but whereas occasionally Nye made a specific idea more general rather than less, Freeman almost never made an idea more general.

Although Freeman revised little for concision, and in this respect differed sharply from Nye, in detail the two men's work was similar. Both compressed their writing most by deleting non-repetitious information and least by deleting repetitious information. This fact suggests that a skillful writer has his material fairly well organized even during the early stages of writing, and that he tends to include too much material rather than too little. Still other similarities in their revisions on concision were,

first, their mutual reliance upon implication in economizing with words, a characteristic, however, less well defined in Freeman's writing than in Nye's; and, second, their conversion of prepositional phrases to single words.

Some contrasts of the two men's methods are also worth noting. Unlike Nye, Freeman did not delete prepositions noticeably. Neither did he delete articles in an effort to speed up his writing. The first of these differences may have been caused by Freeman's use of simple sentence structure; for example, he rarely used parallel structure, a form which often employs prepositions. The difference in handling articles may have stemmed from Freeman's lack of feeling for sentence rhythm, a fault discussed earlier.

There were also interesting differences in the tone revisions of the two men. Whereas a fairly large number of Nye's revisions affected tone, very few of Freeman's affected it. It is important to remember, however, that Freeman's tone was somewhat difficult to identify, because it was objective -- and objectivity is a negative or colorless quality. The revisions, however, showed almost no labor to maintain objectivity. On only one occasion in the two chapters studied did Freeman give any positive indication that he was consciously striving for objectivity. In a footnote, Freeman originally wrote "As far as the facts may be established from the naturally vague statements of Federal

battery commanders regarding their position, it would appear that the guns were those of Capt. John G. Hazard . . . ." (65,11:5-8) Some Southern bias seems indicated by naturally, a bias that Freeman removed by revising the sentence to "Statements of Federal battery commanders regarding their position are not altogether clear, but from the sketch in OR 21, 1127 it would appear that the guns were those of Capt. John G. Hazard . . . ." (65,11:5-8)

Certain facts deserve special stress. Almost half of Freeman's total revisions altered meaning. His revisions for emphasis were considerably less numerous, though they made up about one-fourth of his total. Finally, the revisions that affected coherence and concision numbered practically the same; those of each type made up slightly over ten percent of the total.

CHAPTER III

A SECTION OF A NEW YORKER ARTICLE

1. Description of Material

The material analyzed in this chapter was a part[1] of a New Yorker "Profile" by Ely J. Kahn, Jr.[2] The article can be described as a character sketch written partly to inform, but chiefly to entertain, a sophisticated group of readers. The version studied was a first draft preceded only by copious notes. Kahn's revisions consisted of numerous additions, a relatively small number of deletions, and frequent rewriting of passages. In spite of the earliness of the draft, it was fairly well-organized; the writer worked chiefly on adding and deleting informative and illustrative details and on polishing tone, coherence, and similar qualities.

The section studied originally contained about six thousand words. The total number of separate changes, which varied from single-word revisions to revisions of whole paragraphs, was about four hundred and twenty-five. This

---

[1] The first six pages of the manuscript were not used because the revisions on them were too chaotic to be analyzed. The last eight pages were omitted because they formed a short separate section of the article.

[2] The manuscript was obtained from Mr. Kahn.

number does not include a few revisions that were impossible to decipher, even with the help of a magnifying glass. However, such changes, which consisted chiefly of additions that were later deleted, numbered only about six. Although in terms of the number of words originally in their drafts Kahn revised as often as Nye, still the number alone fails to reflect accurately the volume of Kahn's work, because his individual revisions were considerably longer than Nye's, as a glance at their drafts will show.

Kahn's style furnished an excellent contrast to the styles of the two preceding writers, particularly to Nye's. The differing aims and material of the two men were easily discernible in their revisions; as a consequence, while a few findings in Kahn's work reinforced certain earlier facts, they modified many other facts.

For the material cited in this chapter the reader is referred to Appendix C.

2. Grammar and Punctuation

The revisions correcting grammar in Kahn's work constituted a small group of twenty-four changes.

Samples:

(1) When Lasser's partners are out to lunch, he is FOND OF SNEAKING [LIKELY TO SNEAK substituted] into one of their offices, most of which are equipped with conventional desks, BURROWING [BURROW substituted] into a desk's drawers, and TOSSING [MERRILY FLING substituted] all the contents onto the desk top. (8:7-10)

The last two changes in this sentence (burrowing to burrow, flinging to fling), which stem from the first revision (sneaking to sneak), are made to maintain the parallel construction.

(2) FOR [TO substituted] Nation's Business he has contributed "Eleven Ways You Can Raise Money," FOR [TO substituted] Coronet "Fourteen Ways to Save on This Year's Taxes," FOR [TO substituted] Good Housekeeping "Twenty-five Ways a Wife Can Help Save on Income Taxes," and FOR [TO substituted] Parents Magazine "Thirty-three Ways Parents Can Save on Their Income Tax." (9:7-11)

All the changes in the above passage, with the exception of the first one, which is apparently made to avoid repeating also written for (line 5), are also made to maintain parallelism.

(3) Or, say A MAN [YOU substituted] CONTRIBUTES [CONTRIBUTE substituted] eighteen hundred dollars a year to the support of HIS [YOUR substituted] mother, who has a taxable investment income of her own of eight hundred dollars a year, for a net return on her capital of 3.2 percent. (28:11-14)

Contributes is revised to contribute and his revised to your for person agreement. Both changes stem from the earlier revision of a man to you, a revision affecting emphasis.

Summary

Kahn's revisions to correct grammar were few and normally stemmed from changes made for other reasons, such as undesirable repetition. They yielded nothing of significance. They closely resembled similar revisions in the work of the preceding writers studied.

List of Revisions

		Page:line
	Additions	
1.	had	20:15
	Deletions	
1.	and	26:1
	Substitutions	
1.	burrowing :: burrow	8:9
2.	flinging :: fling	8:10
3.	tops :: top	8:10
4.	for :: to	9:8
5.	for :: to	9:8
6.	for :: to	9:10
7.	explaining :: and explained	15:11
8.	this :: such	16:10
9.	to :: for	26:14
10.	his :: your	28:12
11.	The man :: You	28:15
12.	he gives :: you give	28:15
13.	he has :: you have	28:16
14.	he'd get his :: you'd get your	28:18
15.	We were :: I was	29:18
16.	spending :: spend	30:2
17.	to :: with their	35:13

Substitutions (cont'd)

18.	beseeches :: has besought	35:14
19.	spent :: spend	36:15
20.	are :: is	37:10
21.	to cope :: in coping	37:15
22.	it is now on appeal :: he has appealed its ruling	37:19

3. Repetition

In comparison to tone and other influences, undesirable repetition played a very minor role in Kahn's revision. Only eighteen such changes occurred.

Samples:

(1) FOR [TO substituted] Nation's Business he had contributed "Eleven Ways You Can Raise Money" . . . . (9:7-11)

The words writes for occur a few lines earlier (3,5), and Kahn apparently felt a variation was needed. Since for would have been used four times in the later sentence, the change seems justified.

(2) One book he wrote with Sylvia F. Porter, the New York Post's economist, "How to Live Within Your Income," was, by Lasser's standards, a dismaying FLOP [FIZZLE substituted]. (12:6-8)

This change clearly follows the use of flopped in the addition (marginal) made in line 6 on the same page.

Summary

Exceedingly few revisions for poor repetition occurred in Kahn's work, a fact which reinforces previous evidence that avoiding repetition is an extremely minor problem for a practiced writer. Kahn did use repetition to maintain coherence and, more often, to increase emphasis and humor.

List of Revisions

Page:line

Additions

None

Deletions

1. himself [see himself, line 19] 23:18
2. to boot [see to let, in the insertion to line 4] 24:4

Substitutions

1. For :: To [see He writes for, line 3] 9:7
2. written :: contributed [see writes, lines 3,5] 9:7
3. flop :: fizzle [see flop in insert, line 6] 12:8
4. re-using :: revamping [see has used, line 16]m 12:16
5. He :: Lasser [see he, lines 17,18] 12:18
6. Lasser :: He [see Lasser, 12:18] 13:1
7. tests :: surveys [see tested, line 4] 13:2
8. He has :: There are [see he, lines 9,10] 14:9
9. researcher :: scholar [see research in insert, line 3] 15:3
10. after :: following [see after, line 15] 20:11
11. sometimes :: occasionally [see some in insert, line 11] 23:11
12. tax :: fiscal [see tax, lines 1,3] 25:3
13. errors :: mistakes [see error, lines 10,15] 26:12
14. error :: mistake [see error, lines 10,15] 26:14

Substitutions (cont'd)

15. revise :: revamp [see revision, line 12] 30:17

16. Lasser, whose stake in this case is rather personal -- for one thing ::
No one is awaiting the final outcome more anxiously than Lasser, since, for one thing[e] 38:1,2

4. Meaning

The group of revisions that changed the meaning was a large one of about a hundred. In these revisions, the writer apparently was striving to state his ideas more precisely, usually by slight alterations, sometimes by radical ones. Less often, he added supplementary facts and comments, and corrected ambiguities.

Limitation and Extension

Samples:

(1) Lasser began writing a tax letter for Business Reports in October, 1950; originally, he called it "J. K. Lasser Reports." A year later, finding a single missive inadequate for the dissemination of such nuggets as "August is a Dreaming Month -- so comes a letter to you on thinking ahead -- stuff that comes out of talking and lounging in the country," he split THIS PART OF [added] himself in two and began turning out "J. K. Lasser Reports on Taxes" . . . . (7:7-13)

(2) Unlike the novelist, Lasser has faced this nettling issue head on and, for the past five years, has employed two FULL-TIME [added] assistants who do nothing but sift, correct, and generally polish his raw material. (17:14-16)

(3) Lasser sometimes finds this restriction a mite inhibiting, but he is inclined to welcome its adoption in the weeks just preceding the 15th of every March, when he is continually badgered with phone calls from CASUAL [added] acquaintances, inviting an interpretation of this or that paragraph of the tax law. (35:14-18)

(4) Similarly, he can regretfully refrain from answering inquiring letters from readers of "Your Income Tax" -- there have been as many as ten thousand such communications in a single year -- who seek advice by mail, and can politely refer to the nearest attorney anybody who asks, as one man did not long

ago, whether he can legally claim as a medical deduction, in view of his having a mild heart condition and his doctor's once having mentioned the stimulating benefits of an occasional nip, the purchase for personal consumption, during the fiscal year just past, of SIX [TWELVE substituted] hundred dollars' worth of bonded bourbon. (35:19; 36:1-9)

In the first three examples, Kahn increases his specificness and accuracy by adding information; in the fourth he is apparently concerned only with accuracy. A frequent characteristic of these changes is a slightly increased emphasis. This increase did not seem pronounced enough to justify cross-classifying many of them, but the emphasis is still discernible. Full-time, for example, aids in establishing the vigor with which Lasser deals with his editing problem, and casual strengthens the idea that a large number of people call Lasser for tax information. The twelve substitution also increases the emphasis -- in this case by stressing the ridiculousness of the caller's excuse for drinking. However, this last change may be merely for the sake of accuracy.

Replacement of Ideas

Samples:

(1) Lasser, himself the parent of two grown children, a boy and a girl, expounded further on this last thesis in an article he WROTE [COLLABORATED ON substituted] in the October, 1951, issue of Today's Woman. (9:11-13)

(2) HE DID NOT BOTHER TO NOTE THAT [THIS INJUNCTION MAY HAVE BEEN INSPIRED BY HIS DISMAY AT THE FACT substituted] his own daughter, like so many other children who disregard their parents' sound, practical advice, had several months earlier done exactly the opposite of what he advocated . . . . (10:1-8)

(3) The authors, making the best of things, rewrote the work last year, gave it the NEW [LESS ADMONITORY substituted] title of "Managing Your Money" . . . . (12:11-14)

(4) Lasser is pained by such COMMENTS [ALLEGATIONS substituted]. (27:17)

In these four examples, the meaning is altered quite drastically. As these samples illustrate, such sharp changes are usually made by revising verbs or nouns, though they may occasionally, as in example 3, result from adjective or adverb changes. In the last two sentences (3 and 4), tone as well as meaning is altered.

Added Details

Samples:

(1) Twice a month, for a publishing organization called Business Reports, THAT WAS REGARDED BY ITS FOUNDERS AS A PROMISING VENTURE CHIEFLY BECAUSE LASSER AGREED TO WRITE FOR IT [added], he turns out a tax letter called "J. K. Lasser Reports on Taxes." (7:1-3)

(2) One of his editorial jobs, "Estate Tax Handbook," PUBLISHED IN 1951 [added] and priced at fifteen dollars, has been averaging a thousand purchasers a month. (10:19; 11:1-3)

The first example shows how facts are occasionally added to bring out some aspect of the subject more

sharply. Here Lasser's importance is being stressed. The second example, the addition of a publishing date, represents one of a small number of time revisions whose purpose is evidently accuracy or completeness.

Ambiguity

Samples:

(1) Lasser's preoccupation with drawer space could have been no surprise to his partners in J. K. Lasser & Company. He himself has a low opinion of cluttering up premises by shifting things in drawers, in his office, accordingly, works at a flat table. . . . When Lasser's partners are out to lunch, he is likely to sneak into one of their offices, MOST OF [added] which are equipped with CONVENTIONAL [added] desks, burrow into a desk's drawers, and merrily fling all the contents onto the desk top. (8:1-10)

The final sentence demonstrates the occasional ambiguity, which sometimes leads to unintentional humor, that occurs in writing and requires revision. Obviously, most offices have desks of some kind, but Kahn's passage requires a differentiation between flat topped ones and conventional ones with drawers, a difference that Kahn's original sentence fails to point out.

Summary

The group of revisions that affected meaning had the following characteristics: (1) they were numerous (over a

hundred such changes were made); (2) they occasionally affected emphasis, and frequently tone; (3) they sometimes, though not often, corrected illogical statements and ambiguities; (4) they consisted, many times, of additional facts and comments; (5) a large group of them replaced one idea with a sharply different idea, ordinarily by means of nouns and verbs, infrequently by adjectives; (6) the largest number altered only slightly already existing ideas, by means, usually, of adjectives and adverbs.

List of Revisions

Page:line

Additions

1.	that was regarded by its founders as a promising venture chiefly because Lasser agreed to write for it	7:2
2.	this part of	7:12
3.	one of	8:8
4.	most of	8:9
5.	conventional	8:9
6.	probably	8:11
7.	eloquently[t]	8:19
8.	writing	10:10
9.	Eight publishing houses have shared, in most instances delightedly, in producing this output.	10:18
10.	considering their limited appeal	10:19
11.	published in 1951	11:1
12.	Tax books come high. To buy a complete set of Lasser's works, at list prices, would cost ... [the remaining words in the passage are unreadable]	11:5
13.	In an effort	11:11
14.	the assorted fruits of[t]	11:14
15.	on paper	16:6
16.	on tax filing	17:4
17.	full-time	17:15
18.	early	20:2
19.	of text	21:2

Additions (cont'd)

20.	by some custodian of a tax library[e]	23:11
21.	receipts	25:9
22.	It all boils down to this. I regard the Treasury as being an advocate for the revenue. I'm an advocate for the taxpayer. We're just on opposite sides. That's the way it should be.	28:19
23.	and without charge[e]	32:14
24.	poor, oppressed	33:1
25.	Practically	33:7
26.	casual	35:17
27.	ever	36:11
28.	the cost of	37:9

Deletions

1.	without charge	8:16
2.	sort of	16:9
3.	honestly	26:8
4.	if	31:2
5.	in general[e]	32:16

Substitutions

1.	fifteen :: twelve	7:3
2.	He was dissatisfied with it :: He had become bored with it, and besides	7:14,15
3.	was :: could have been	8:2
4.	stuffing things away :: cluttering up premises by stuffing things in drawers	8:3,4
5.	Lasser's income :: Lasser's earned income at it :: the income Lasser earns at it	8:5

Substitutions (cont'd)

6. the :: a desk's 8:9

7. The less specialized magazines that he has written for, in more instances than not at gratifyingly high rates, are legion. ::
He writes for all manner of professional journals, and he also writes for general-circulation magazines. cc e 9:2-4

8. wrote :: collaborated on 9:12

9. in October, 1951, for ::
in the October, 1951, issue of 9:13

10. getting hitched at once ::
having the ceremony performed before the end of the year t 9:17

11. He did not bother to note that ::
This injunction may have been inspired by his dismay at the fact 10:1

12. defy :: disregard e 10:2

13. moving at a ten thousand-volume-a-year clip ::
averaging a thousand purchases a month e 11:2

14. A friend of his, observing once on the flyleaf of a Lasser work entitled "How to Run a Small Business" (or, as its author calls it, "HTRSB") ::
An acquaintance noticed once on the flyleaf of "L's Bus Tax Handbook for 1949," the title then used for his corporation-tax perennial, 11:14-16

15. friend :: acquaintance 11:17

16. McGraw-Hill :: Simon & Schuster 11:19

17. HTRSB :: LBTHF 49 12:1

18. about :: scheduled 12:1

19. He :: They 12:9

20. several :: a couple of 12:9

21. no interest in living ::
had no desire to live 12:10

Substitutions (cont'd)

22. undiscouraged :: making the best of things[t] 12:11

23. new :: less admonitory[t] 12:13

24. re-using :: revamping[r] 12:16

25. fragments of :: excerpts from 12:19

26. fragment :: portion 12:19

27. eager :: anxious 13:2

28. releasing :: preparing 14:18

29. him :: his productivity 16:2

30. that he has laid down for himself. He regards Miss Porter and Mr. Shimkin as the two literary figures who have had the greatest influence on him. ::
that he admires or that have been laid down for him by Sylvia Porter and Leon Shimkin, the two literary figures he says have had the greatest influence on him 16:12-14

31. manages fairly well :: tries fairly hard ::
manages fairly well 17:2

32. several :: ten 17:4

33. later volume that covered substantially the same ground ::
subsequent edition of the volume[cc t] 17:5

34. He has never much gone in for rules of his own, but in a memo to his own office ::
Lasser has only once set down -- in a memorandum to his partners in the accounting firm -- any important rules of his own 17:6-8

35 - engaged :: employed 17:15

36 - whenever :: often when 17:20

37 - always :: for quite some time 18:4

38 - occupied :: had 18:6

39 - completed :: turned out 18:11

Substitutions (cont'd)

40. the manuscript would come back eighty percent marked up, and the weeds in the garden grew to enormous heights ::
Whenever the author turned out a manuscript, the weeds in his garden would grow to enormous heights. 18:12,13

41. supplant :: replace 18:15

42. unenlightened :: uninformed 20:12

43. soon after :: when :: after 20:15

44. passed :: reached 21:19;22:1

45. ten :: fourteen 22:13

46. curry favor with people whose tax ::
serve those taxpayers whose 23:7

47. were :: began 24:2

48. such volumes :: competing tax guides[c] 24:5

49. professes to be no longer disturbed by them ::
has never taken any action against any of them 24:8

50. just :: mostly 24:9

51. negligible :: harmless[e t] 24:10

52. Federal Government :: Bureau of Internal Revenue 24:16,17

53. If a mere hundred dollars were saved by every purchase of the yellow book, that would mean that since 1939 Lasser has clipped the Federal revenue by a billion dollars. ::
If all the book's purchasers had saved a hundred and twenty-eight dollars, the total revenue reprieved annually by Lasser from Federal imprisonment would seem to come to nearly ninety million dollars. 25:14-17

54. fiscal :: monetary 25:19

55. scared :: often too scared of the government to try[c e] 26:17

Substitutions (cont'd)

56. previous :: before :: running 26:19

57. comments :: allegations[c t] 27:17

58. an income of her own from investments amounting to ::
a taxable investment income of her own of[e] 28:13

59. his :: having him 30:1,2

60. now enjoys :: had attained 30:8,9

61. laws :: situation 30:12

62. tax situation :: personal income tax forms 30:12

63. give Vermont a :: have Vermont adopt a 31:7

64. some :: a given :: some stipulated 31:13

65. told the National Tax Journal, exultingly, ::
reported exultingly in the National Tax Journal[e] 31:17

66. federal government :: Bureau of Internal Revenue 32:1

67. remained :: been 32:1

68. It has not yet gone so far, however, as to seek to amend the existing tax laws to classify as deductible all work uniforms, and this reticence irritates Lasser. ::
If it were to permit all uniformed workers to make similar deductions, Lasser's victory over the Treasury would be a monumental one. But the Bureau has made no such move (the tax court's ruling applied technically to that one nurse only), and its reluctance nettles Lasser.[m t] 32:17-19

69 - agreed on :: defined 35:9

70 - six :: twelve 36:8

71 - furnish :: comprise 37:13

72 - the dispute :: his case[c] 37:16

Substitutions (cont'd)

73. the courts :: court[cc] 37:17

Miscellaneous

1. then 7:8
   [Revised to originally and transposed to precede he]

2. estimated[cc] 8:4,6
   [Transposed to replace computed, line 6]

3. the collection of 25:9
   [Added, then deleted]

5. Coherence

Kahn's work with coherence, which was considerably less extensive than Nye's, was evidenced chiefly in (1) replacing pronouns with proper nouns, (2) substituting a specific identification of the subject for a general identification, (3) replacing articles with possessives, and (4) repeating key words.

Nouns for Pronouns

Samples:

(1) In an effort to keep all these and others of his books straight, and to save time, Lasser usually refers to them, in writing and conversation, merely by their initials. "I'm using HCAM again," he will say to a comparative, and baffled, stranger. HE [LASSER substituted] is sometimes confused himself by the assorted fruits of his own productivity. (11:11-14)

(2) Shimkin, he says, has taught him to aspire to clarity, and Miss Porter to simplicity. HE [LASSER substituted] believes that the ideal paragraph should consist of no more than three sentences, the ideal sentence of no more than twelve words, and that there should be no more than one three-syllable word to every ten words. (16:15-19)

In both of these examples, the original *he* might be misunderstood. In the first one, *He* might be interpreted as referring to *stranger*; in the second, to *Shimkin*. This type of revision is common to all the writers studied.

Specific for General Identification

Samples:

(1) He brought it out in an effort to protect himself

against competitors who, encouraged by the rocketing sales during the early war years of "Your Income Tax," began flooding the market with hastily compiled, low-cost rivals to the yellow book. A number of SUCH VOLUMES [COMPETING TAX GUIDES substituted] are published every year now . . . . (23:18,19; 24:1-9)

(2) PRODUCTION, COLLECTION, MANAGEMENT, MAINTENANCE, CONSERVATION OF INCOME -- IT'S FULL OF LANGUAGE LIKE THAT TO HELP THEM. [IT'S FULL OF LANGUAGE GIVING THEM DEDUCTIONS ON THINGS LIKE PRODUCTION, COLLECTION, MANAGEMENT, MAINTENANCE, AND CONSERVATION OF INCOME. substituted] (33:4-6)

The above examples (1 and 2) illustrate Kahn's carefulness in referring to an idea more specifically. In the first example, competing tax guides repeats the idea in rivals, and establishes, perhaps unnecessarily, greater coherence than that achieved by such volumes. In the second example, giving them deductions, by being more specific than to help them, relates the sentence more clearly to the main point (the difference between the government's attitude toward large taxpayers and small ones). The revision also shows the general superiority of concreteness.

Possessive Pronouns for Articles

Sample:

(1) The Binghampton lawyer, one of those rare taxpayers undeterred by the prospect of tackling the government, took THE DISPUTE [HIS CASE substituted] into court, and Lasser rallied to his side. (37:15-17)

The change that occurs in the above example is

interesting chiefly because it illustrates the detailed attention given to improving coherence (the gain is noticeable though slight), and because substitution of a possessive for an article is a characteristic common to all the writers studied.

Repetition of Key Words

Samples:

(1) Lasser's literary output is varied. Twice a month, for a publishing organization called Business Reports, he turns out a tax letter called "J. K. Lasser Reports on Taxes." It has twelve thousand subscribers, who pay fifteen dollars a year for the privilege of learning Lasser's views on such subjects as "There's tax shelter south of the border," or "Is orange juice here to stay?" Lasser began writing a tax letter FOR BUSINESS REPORTS [added] in October, 1950 . . . . (7:1-8)

This type of revision, which repeats key words, is also employed for coherence by the other writers.

(2) He is presently working on a revision of the state personal income-tax form of Maryland, and he has already scored something of a triumph in Vermont. That state had long had a terribly complicated INCOME-TAX [deleted] form, and just after the Second World War, Ernest Gibson, then its governor, asked Lasser to overhaul it. (30:11-17)

The deletion of income-tax in the second example represents a rarity -- an instance where Kahn decreases coherence. In this instance, as in almost all deletions of coherence words, the original provides unnecessary coherence, since the reiteration of form maintains an adequate inter-relationship.

Summary

Kahn's work on coherence was neither extensive nor especially noteworthy. He increased coherence chiefly by employing clearer references to antecedents, by identifying a topic more specifically, by substituting possessives for articles, and by repeating key words. Since all of these techniques were found in Nye's revisions, they served only to confirm earlier findings. However, Kahn's method of substituting possessives for articles deserves some stress because it strengthens the indication that coherence in skillful writing derives from a variety of infrequently used techniques as well as from numerically more impressive ones.

List of Revisions

		Page:line
	Additions	
1.	for Business Reports	7:7
2.	accordingly	8:4
3.	of the following year	10:8
4.	that	12:2
5.	book	12:6
6.	copies[e]	12:11
7.	he	15:2
8.	to supplant him[e]	18:15
9.	prose	18:16
10.	having a	25:8,9
11.	to be	29:19
12.	accordingly	31:7
13.	who feels that a general tendency exists in this country to discriminate in favor of big tax payers and against small ones	33:1
14.	one	33:12
15.	Aside from some lawyer's taking an occasional potshot at Lasser, relations between the two factions have improved since they tangled in court.	35:4
16.	he	36:11
17.	of	36:16
18.	Institute	37:6

Deletions

1.	too	11:18
2.	his	14:13
3.	too	24:19
4.	income-tax	30:16
5.	The Bureau of Internal Revenue has not been entirely unaffected by Lasser's bristling forays against it.	32:1,2
6.	in her case	32:15
7.	Another outcome of the test case was that the nation's lawyers and C.P.A.s -- with Lasser abstaining as a party considered too controversial	35:4-7
8.	to problems that arise in connection	35:12

Substitutions

1.	his :: Lasser's	8:8
2.	His theory :: Lasser's premise[e t]	8:10
3.	the :: his	8:11
4.	Here :: and in which	8:18
5.	writing hours, notwithstanding all the journalistic commitments he fulfills, are devoted to books :: hours at the typewriter, notwithstanding all the journalistic commitments he fulfills, are devoted to writing books.	10:9,10
6.	the yellow book :: "Your Income Tax"	10:11,12
7.	He :: Lasser	11:13
8.	nonetheless :: nevertheless	11:13
9.	the :: its	11:15
10.	more :: others	14:9

Substitutions (cont'd)

11. Inside this :: Into each folder 14:12

12. and explained that he wanted information on advance financing of his death ::
on the pretense that he wanted to finance his burial in advance[e] 15:11,12

13. contemporaries :: colleagues 16:1

14. He :: Lasser 16:16

15. and Lasser thereupon :: whereupon Lasser 18:14

16. he was inspired ::
he had an inspired thought 20:12,13

17. color :: cover 21:3

18. best-selling author was born ::
moment later a new literary star was born[t] 21:11

19. while :: although 21:15

20. Through :: By means of 23:5

21. such volumes :: competing tax guides[m] 24:5

22. does :: swallows this bait 24:15

23. the subject arises :: tax guides are compared 25:1

24. following one of its mail surveys of Lasser readers, Simon & Schuster concluded that users of "Your Income Tax" the year before had, by virtue of their consultation of it, saved an average of one hundred and twenty-eight dollars apiece that they would otherwise innocently, and unnecessarily, have paid the federal government. ::
on the basis of one of its recurrent mail surveys of users of "Your Income Tax," Simon & Schuster concluded that the group had, thanks to Lasser's book, saved an average of one hundred and twenty-eight dollars apiece the previous year that they would otherwise innocently, and unnecessarily, have lavished upon the federal government.[cc] 25:9-14

Substitutions (cont'd)

25. Anyway :: However 25:17

26. scared :: often too scared of the government to try[e m] 26:17

27. comments :: allegations[m t] 27:17

28. small :: smaller 30:11

29. this :: the first 31:13

30. which would be the state tax ::
the result becoming the state tax due 31:13,14

31. Lasser and the legislature compromised ::
it compromised with Lasser 31:16

32. he declared :: Lasser stated 32:3

33. claimed he was :: charged him with 34:10

34. courts decided against him and for his adversary ::
courts nonetheless decided in favor of the lawyers[e] 34:15,16

35. got together in 1951, through a joint committee of the American Bar Association and the American Institute of Accountants. ::
In 1951, a joint committee of the American Bar Association and the American Institute of Accountants got together 35:6-8

36. currently with the title of Adjunct Professor of Taxation -- an annual seminar at New York University called the Institute on Federal Taxation. ::
an annual tax seminar known as the Institute on Federal Taxation, at New York University, where Lasser is a non-salaried faculty member with the title of Adjunct Professor of Taxation.[e t] 36:11-13

37. claim :: deduction 37:8,9

38. the dispute :: his case[m] 37:16

Miscellaneous

1. ultimately 18:14
   [Revised to Then and transposed to precede the handyman, line 13]

2. but 31:14
   [Transposed to follow elementary as that, line 15]

3. it's full of language like that to help them. 33:6
   [Revised to It's full of language giving them deductions on things like and transposed to precede 'production', line 4]

6. Emphasis

Kahn increased emphasis in his writing chiefly by (1) adding facts and illustrations, (2) adding or deleting adverbs, (3) reducing digressions and cleverness, (4) selecting more colorful words, (5) utilizing repetition, and (6) improving rhythm.

Additional Information

Samples:

(1) Lasser's colleagues in the technical-book-writing field view his productivity with astonishment, PARTICULARLY WHEN THEY REFLECT THAT UNTIL A YEAR AGO OR SO, IN ADDITION TO WRITING, HE PUT IN FOR WHAT MOST MEN WOULD BE A FULL-TIME JOB AS HEAD OF ONE OF THE COUNTRY'S BIGGEST ACCOUNTING FIRMS. [added] (16:1,2)

(2) In an effort to keep all these and others of his books straight, and to save time, Lasser usually refers to them, in writing and in conversation, merely by their initials. "I'M USING HCAM AGAIN," HE WILL SAY TO A COMPARATIVE, AND BAFFLED, STRANGER. [added] (11:11-13)

(3) For a writer who continually has to resort, for lack of suitable synonyms, to such polysyllabics as "deductibility" AND "COMPENSATION" [added], he manages fairly well to abide by his own rules. (16:19; 17:1-3)

The additional fact in the first example increases the emphasis upon astonishment. The second and third examples comprise illustrative material only. Illustrating by means of dialogue (example 2) is a favorite method of Kahn's. And of course compensation (example 3) strengthens Kahn's statement that

Lasser occasionally uses polysyllabics.[3]

Adverbs

Samples:

(1) Lasser's colleagues in the technical-book-writing field OFTEN [deleted] view his productivity with astonishment. (16:1,2)

(2) However, it could well be, as he himself occasionally suggests, that he has ACTUALLY [added] helped the government in a monetary way . . . . (25:17-19; 26:1-5)

In the first example, often weakens the statement by limiting it; without often the sentence gives the impression that the astonishment of Lasser's colleagues is continuous. In the second example, actually functions as an intensive; it adds nothing to the meaning of the sentence.

Digressions and Cleverness

Samples:

(1) (Lasser is inclined to overlook the fact that the KEY PRONOUN WAS BEING USED BY SIMON & SCHUSTER THREE YEARS BEFORE HE GOT INTO THE ACT, THOUGH TO BE SURE WITHOUT ANY ROLLICKING SUCCESS ["YOU" IN "YOUR INCOME TAX" ANTEDATED HIS ASSOCIATION WITH THE BOOK BY THREE YEARS substituted].) (25:3-6)

(2) Every so often, Lasser has indicated a willingness to join the opposition, if only to try to swing

---

[3] It is interesting to see how often details occur in pairs. A single illustration, particularly when it is made up of only one word, is almost never used. Furthermore, not only is a word often added to form a pair, but when three words are originally used, one of the three is frequently deleted.

it around to his way of thinking and his way of doing things. In 1943, he was invited by the then Secretary of the Treasury Henry Morgenthau to sit in with a committee set up to simplify income-tax forms. "My idea at the time," Lasser has since said, "was that the Treasury ought to get the hell out of the way and let its forms be drawn up by people like advertising copywriters, who are accustomed to presenting things to the public in clear and simple language. But I never got anywhere. I was frustrated by technicians and statisticians." He was to be frustrated again, five years afterward, when the Treasury consecutively expressed interest and then lack of interest in having him forsake all other activities and spend five years trying to unscramble the jumbled laws, policies, and administrative practices involved in the determination and collection of excess-profits taxes. (LASSER HAD CALCULATED THAT FIVE YEARS WAS THE MAXIMUM PERIOD HE COULD REASONABLY DETACH HIMSELF FROM "YOUR INCOME TAX," A PERENNIAL SOURCE OF INCOME HE WOULD HATE TO BECOME PERMANENTLY DISSOCIATED FROM; HE FIGURED THAT THE YELLOW BOOK COULD, BY VIRTUE OF THE MOMENTUM IT HAD ATTAINED, APPEAR WITHOUT ANYBODY'S NAME ON IT, BUT WITH NO DIMUNITION OF CIRCULATION, FOR FIVE EDITIONS.) [deleted] Lasser has been slightly more successful in dealing with smaller governmental entities. He is presently working on a revision of the state personal income-tax forms of Maryland, and he has already scored something of a triumph in Vermont. (29:1-7,15-19; 30:1-14)

These samples illustrate two principal ways in which Kahn stresses an important idea. In the first example, Kahn sacrifices cleverness for brevity. The mention of Simon and Schuster and the use of <u>rollicking</u> <u>success</u> both decrease to a perceptible degree the focus on Lasser. Moreover, although Kahn's use of parentheses indicates that his statement is an incidental one, the original version is

in some danger of becoming involved and thus spoiling Kahn's general tone of casualness.

In the second example, an incidental explanation clearly gets out of control, to the point where it seriously threatens the unity of the writing. Kahn's primary purpose in the paragraph is to show Lasser's influence on state and federal tax practices, but while writing the insertion Kahn seems to get farther and farther away from his topic. The sentence is, in fact, a good illustration of how the force of association pushes a writer into a digression. The five years required to unscramble the problems of the excess-profits tax leads to "Your Income Tax"; "Your Income Tax" in turn leads to its financial importance to Lasser; this fact leads to a third one -- that Lasser is not forsaking the profits from his book; finally, this third point seems to require an explanation of why Lasser can absent himself from the book for five years and still reap the profits. All the loose ends are thus tied up, but in the process Kahn's writing becomes more and more diffuse.

Word Choice

Samples:

(1) Finally, he had edited, and written A GOOD DEAL

[LARGE HUNKS substituted] of, seven additional tax books. (10:17,18)

(2) LASSER IS FOND OF CITING THIS AUTHORITATIVE OPINION; HE HAD REMINDED THE GENERAL PUBLIC OF IT IN "YOUR INCOME TAX," AND HIS PROFESSIONAL READERS IN "HANDBOOK OF TAX TECHNIQUES." SOME OBSERVERS OF LASSER'S EARNEST EFFORTS TO PUT JUSTICE HAND'S INJUNCTION INTO PRACTICE ARE INCLINED EVERY SO OFTEN TO MUTTER WORDS LIKE "AVOIDANCE" OR "EVASION." [NOTWITHSTANDING THIS AUTHORITATIVE OPINION, WHICH LASSER HAS BEEN HAPPY TO QUOTE IN SEVERAL OF HIS BOOKS, SOME SMALL-MINDED PEOPLE PERSISTENTLY HINT THAT LASSER ESPOUSES TAX AVOIDANCE, IF NOT DOWNRIGHT EVASION. substituted] (27:12-17)

The majority of Kahn's improvements in selecting words are of the type illustrated here. The first change is representative of the most frequently occuring kind, one in which a single word or short phrase is revised. In this particular sentence, a good deal is characterless and feeble. Large hunks, on the other hand, is both fresher and stronger. In the second example, Kahn improves his writing by substituting happy to quote for fond of, a hackneyed expression in his work, and by avoiding the prosaically-worded he had reminded the general public of it in "Your Income Tax," and his professional readers in "Handbook of Tax Techniques."

Worth noting also is the close relationship to tone that such gains in emphasis have, a fact that stresses the importance of the former quality in this writing. By no means all the revisions that increase emphasis are so related, but many are.

Repetition

Samples:

(1) "Well, I'd say to you, 'For God's sake, BE SENSIBLE [USE YOUR HEAD substituted] and make sure you support him entirely one year, and your brother the next year." (28:7,8)

(2) "All I'm ever trying to do is show PEOPLE [YOU substituted] all the methods there are -- all the legal methods, mind you -- of keeping THEIR [YOUR substituted] taxes down," he SAYS [ONCE EXPLAINED TO A FRIEND, AUTOMATICALLY EMPLOYING THE SECOND-PERSON PRONOUN substituted]. (27:19; 28:1,2)

Kahn's use of repetition is particularly interesting because, although he is writing exposition, he repeats details in a manner characteristic of fiction writers. As stated previously, Kahn's aim in this article is humor; his intent is to draw an entertaining portrait of a person. To do this he emphasizes various characteristics of the individual he is portraying. In instilling these characteristics in the reader's mind, Kahn does not merely mention a certain trait, illustrate, and pass on to something else. Instead, while discussing some other aspect of his subject's habits or activities, Kahn will work in material confirming the characteristic previously mentioned. The technique is quite similar to the way in which a fiction writer places a character in several carefully selected situations in order to reveal the type of person the

character is.

The two examples cited demonstrate Kahn's use of the device. Lasser, according to Kahn, likes to use simple words. Kahn first mentions this habit when he states that "Lasser believes that the ideal paragraph should consist of no more than three sentences, the ideal sentence of no more than twelve words, and that there should be no more than one three-syllable word to every ten words." (16:16-19) Kahn apparently drops the subject after noting that during a revision of one of his books Lasser changed "Don't procrastinate" to "Don't put it off until the last minute." (17:4-6) Later, however, as the first example shows, Kahn changes, in a passage of dialogue, "be sensible" to "use your head."

The peculiarity revealed by the second example is much more noticeable because Kahn reiterates it more frequently. This time it is Lasser's fondness for using the second-person pronoun. Kahn first alludes to this in the sentence "Lasser never alleges that the government cribs from him, although he is inclined to point out, whenever tax guides are compared, that the government was never notably addicted to the use of the second-person pronoun in its fiscal literature until 'Your Income Tax' made

this fashionable." (24:18,19; 25:1-3) He apparently abandons the topic immediately, but later, while discussing accusations that Lasser is guilty of tax-evasion, Kahn changes Lasser's use of people to you (see example 2), and also further emphasizes it by commenting upon Lasser's addiction to the word. Ten pages later Kahn again reinforces the point by inserting you should (37:3).[4]

---

[4] Another type of repetition, which was extensively used but which does not show up in the revisions, possibly because it was natural for Kahn to use it, appeared in quick, ironical contrasts. Two examples of many that might be quoted are the following (the repetition is underlined):

(1) One book he wrote with Sylvia F. Porter, the New York Post's economist, "How to Live Within Your Income," was, by Lasser's standards, a dismaying fizzle. They had anticipated sales of a couple of million for it, but the general public, perhaps having no desire to live within its income, bought a mere hundred and twenty-five thousand copies. (12:6-11)

(2) Its cover hails it as "The Simplest Tax Guide Ever Written." Lasser is occasionally accused of having borrowed heavily, in the preparation of this volume, from a 1943 Simon & Schuster twenty-five-cent book, credited to David B. Chase, which was entitled "Your Personal Income Tax Guide," and which was hailed on its cover as "The Simplest Tax Guide Ever Written." (23:8-15)

Rhythm

Samples:

(1) He applied for a small loan at a branch of the Chase National Bank, went hat in hand to a Household Finance office, dropped in at Frank Campbell's Funeral Parlor EXPLAINING THAT HE WANTED INFORMATION ON ADVANCE FINANCING OF HIS DEATH [ON THE PRETENSE THAT HE WANTED TO FINANCE HIS BURIAL IN ADVANCE substituted], and dangled his wristwatch in front of a West Forty-second Street pawn broker. (15:8-14)

The key words in the original and revised passages, with their accented and unaccented syllables marked, are these:

Original: ˘ — ˘ ˘ ˘ — ˘ ˘ ˘ — ˘ ˘
explaining that he wanted information on
˘ — ˘ — ˘ ˘ —
advance financing of his death

Revision: ˘ ˘ — ˘ ˘ ˘ — ˘ ˘ ˘ —
on the pretense that he wanted to finance
˘ — ˘ ˘ ˘ —
his burial in advance

It can be seen, first, that in the original there occurs an unbroken, triple series of the stress pattern ˘ ˘˘— (ing that he wanted information in advance). The repetition of this pattern gives the line a rhythm that is too consistent for ordinary prose. In the revision, however, this pattern occurs only twice in succession (tense that he wanted to finance).

(2) Another legal scrap of significance to Lasser occurred, between 1946 and 1949 (legal scraps of significance rarely are settled in UNDER [LESS THAN substituted] three years) . . . . (34:4-10)

(3) For a while, WHEN HE WAS STARTING IN ON [IN THE EARLY DAYS OF substituted] "Your Income Tax," he used the handyman on a place Lasser then had in South Orange. (18:5-7)

(4) "Your Income Tax" was a much LESS HIGH PRESSURE [MORE LEISURELY substituted] operation when it originated. (20:8,9)

These three revisions reveal the attention Kahn gives to smoothness. The revisions in examples two and three are quite similar, in that the disagreeable sound of the originals stems largely from the immediate repetition of the consonant n (in under, in on). In the fourth example, Kahn, possibly fortuitously, adopts a rhythm that complements the meaning of the sentence, a meaning which the rhythm of high pressure does not complement. Due to its two successive accented syllables (hi pres), the words have much more vigor than leisurely, which has only one accented syllable. The rhythm of leisurely, in fact, fits the sense of the word almost perfectly.

(5) In the fall of 1938, Shimkin, still persuaded that his original idea was A GOOD ONE [SOUND substituted], was casting about for someone to take over the project when he spied a tax bulletin on his desk . . . . (21:6-10)

While most of Kahn's changes in rhythm result in rhythmically slower passages, a few, like the fifth example, sacrifice slowness for briskness. None of

the last five syllables in the original (including the one in good) are accented as strongly as the one in sound.

Summary

Kahn's revisions for emphasis, which frequently affected tone and sometimes involved changes in meaning, were characterized by numerous additions of information and illustrations, the latter often in the form of anecdotes; by occasional changes in adverbs; by stress upon an important idea, often through a de-emphasis of cleverness; by the great attention given to selecting fresh, unusual words and phrases; by the fiction-like device of reiterating, incidentally but periodically, characteristics of the person under discussion, after those characteristics were originally mentioned and then seemingly dropped; and, finally, by extensive overhauling of rhythmically awkward or too vigorous passages.

Several aspects of Kahn's work were peculiar to it. One was his fiction-like use of repetition, described above. Another was his regular employment of repetition for ironical contrast, a use not revealed by his revisions, but easily observed in his original version. A third characteristic, which apparently stemmed directly from the subtle humor Kahn strives for, was the slow tempo and lack of vigor in the rhythm of his writing. An important part of this characteristic was the noticeable redundancy in the writing, a

redundancy that was only occasionally reduced in the draft studied, and which suggested that forceful rhythms and succinctness were inimical to Kahn's style of writing.

List of Revisions

Page:line

Additions

1. practical 10:2

2. and permit themselves to be governed by mere emotion 10:2

3. "I'm revising HCAM again," he will say to a comparative, and baffled, stranger. 11:13

4. himself 11:13

5. He flopped resoundingly with one called "Farmer's Tax Handbook," for which, in view of the size of his potential audience, he had held high hopes. "I concluded that either farmers don't pay taxes or don't keep records or aren't interested," Lasser said afterward. "Or maybe the trouble was that they knew more about the subject than I did." 12:6

6. copies[c] 12:11

7. He has fashioned numerous booklets out of "Your Income Tax," including a special one, for the Calvert Distillers Corporation, which urged tax payers to keep their wits about them and added, "Clear Heads Choose Calvert."[t] 12:18

8. Ever on the alert for by-products of his work, Lasser arranged to have made available, free of charge, eight fragments from HTRSB to any magazine that cared to use them, provided only that the magazine would give a plug to the parent book. He was gratifyingly rewarded by the editors of, among many other cooperative journals, Food Service News, Toys and Novelties, The Gift and Art Buyers, The Sporting Goods Dealer, Butcher's Advocate, and Esquire's Apparel Arts, which not only gave his book a boost, but said that printing a fragment of it constituted "one of the biggest scoops in our 21 years of publishing Esquire's Apparel Arts."[t] 12:18

Additions (cont'd)

9. a favorite pipe dream of his is an "Accountants' Encyclopedia." "I hope to get it done in another ten years," he said last month. "I expect to have my research finished in five." He is also doing research on a book on research. 15:3

10. particularly when they reflect that until a few years ago or so, in addition to writing, he put in for what most men would be a full time job as head of one of our country's biggest accounting firms. 16:2

11. and compensation" 17:2

12. "Suggested way to write any report," he typed at dawn one day. "1)First you tell them what you are going to tell them. 2)Them you tell them. 3)Then you tell them what you told them." 17:10

13. to supplant him[c] 18:15

14. copy off the press 22:5

15. by some custodian of a tax library[m] 23:11

16. Lasser and the publishers didn't then want to give the impression that he was simultaneously working two sides of the same street, so they prevailed upon Chase, who is not only a tax expert in his own right but also a partner in J. K. Lasser & Co. and Lasser's brother-in-law to boot, to let his name be affixed to it. 24:4

17. actually 25:18

18. the 29:3

19. and without charge[m] 32:14

20. "This whacky, quixotic, somersaulting tax 33:2

21. only in 35:11

22. one that he has a rather personal stake in 36:11

23. powerfully[t] 37:11

Additions (cont'd)

24. Moreover, he thought there was no reason why a lawyer's expenses incidental to a tax seminar shouldn't be deductible, if a businessman's night-club tabs, however incidental to a convention he is attending they may be, are deductible, as they are. 37:15

Deletions

1. "I'll bet a thousand to one the new book's no good[cc] 14:1,2

2. often[cc] 16:2

3. his 16:6

4. on the other hand, the student ascertained, Lasser once included, in a column he wrote for a while in the Saturday Review of Literature, a sentence of ninety words, containing nine three-syllable words, one four-syllable word, and two five-syllable words. And the sentence might have gone on interminably if he had not ended it with "and so forth and so on."[cc] 17:7-12

5. are two lawyers who 17:16,17

6. who contribute so mightily to his works that they are sometimes known as his amanuenses[cc] 18:19; 19:1

7. now that Lasser has thrown into it the accumulation of fourteen years of research since he assumed its authorship[cc] 23:1-3

8. with titles like "Your Income Tax and Tax Deductions," "Income Tax -- the Authentic Guide," and "Ax Your Income Tax." 24:3,4

9. to boot[r] 24:4

10. hastily got-up[cc] 24:8

11. innocently 26:19; 27:1

12. and thinks that the term that more aptly can be applied to him is "minimization."[cc] 27:17,18

Deletions (cont'd)

13. (Lasser had calculated that five years was the maximum period he could reasonably detach himself from "Your Income Tax," a perennial source of income he would hate to become dissociated from; he figured that the yellow book could, by virtue of the momentum it had attained, appear without anybody's name on it, but with no dimunition of circulation, for five editions.)[cc] 30:5-10

14. Lasser was as happy as any paperwork general would be on being given some real troops to command. 30:17-19; 31:1

15. radically 31:15

16. in general[m] 32:16

17. Another legal scrap of significance to Lasser occurred, between 1946 and 1949 (legal scraps of significance rarely are settled in less than three years), when a certified public accountant in New York, who had unsuccessfully gone to court to try to collect on a bill he had submitted to a client for some tax advice, found himself unexpectedly sued by the New York State Bar Association, which charged him with illegally engaging in the practice of law. The line of demarcation between law and accounting has long been a murky one, with each profession generally maintaining that the other is usurping its function in society. Lasser went to bat for the accountant whom the Bar Association was after, but the courts nonetheless decided in favor of the lawyers. Shortly afterward, a reviewer of one of Lasser's books in the American Bar Association Journal stated that while the author of this work seemed to have a "genius for simplification," this endowment was not always to be commended, inasmuch as "there are some complicated sections of the tax law that cannot be explained in simple language to the lay reader." Aside from some lawyer's taking an occasional potshot at Lasser, relations between the two factions have improved since they tangled in court. In 1951, a joint committee of the American Bar Association and the American Institute of Accountants got together and more or less defined their respective fields of activity in tax matters. The accountants agreed to give

Deletions (cont'd)

what might be construed as legal advice only in problems that arise in connection with books they are auditing, with their making out tax returns, and with their answering questions that some lawyer has besought them to answer. Lasser sometimes finds this restriction a mite inhibiting, but he is inclined to welcome its adoption in the weeks just preceding the 15th of every March, when he is continually badgered with phone calls from casual acquaintances, inviting an interpretation of this or that paragraph of the tax law. Now he can politely beg off, on grounds of impropriety. Similarly, he can regretfully refrain from answering inquiring letters from readers of "Your Income Tax" -- there have been as many as ten thousand such communications in a single year -- who seek advice by mail, and can politely refer to the nearest attorney anybody who asks, as one man did not long ago, whether he can legally claim as a medical deduction, in view of his having a mild heart condition and his doctor's once having mentioned the stimulating benefits of an occasional nip, the purchase for personal consumption, during the fiscal year just past, of twelve hundred dollars' worth of bonded bourbon.[cc] 34:4-19; 35:1-19; 36:1-9

Substitutions

1. have his slant :: hear him out 7:16

2. fond of sneaking :: likely to sneak 8:8

3. His theory :: Lasser's premise[c t] 8:10

4. The less specialized magazines that he has written for, in more instances than not at gratifyingly high rates, are legion. ::
   He writes for all manner of professional journals, and he also writes for general-circulation magazines.[cc m] 9:2-4

5. matrimony :: marriage 9:16

6. defy :: disregard[m] 10:2

7. creative :: writing 10:9

Substitutions (cont'd)

8. others :: more 10:16

9. a good deal :: large hunks[t] 10:18

10. moving at a ten thousand-volume-a-year clip ::
averaging a thousand purchases a month[m] 11:2,3

11. fooling around :: fiddling 12:19

12. thus tested :: pre-tested 13:3,4

13. A publisher will solicit the opinion of a projected Lasser from five or ten thousand potential buyers, by asking if they would buy such a Lasser book if it were to be written. If the response is insufficiently encouraging, Lasser doesn't write the book, and those testees who indicated that they would like the projected book have to satisfy themselves as best they can with some available Lasser. In the case of "How to Get a Capital Gain," Lasser is ::

"A publisher will write to ten thousand people," Lasser explains, "and say, 'We've got this book forthcoming, by Lasser, and would you like to be a charter subscriber?' Eight times out of ten, this pre-testing takes the author off the hook. If the response isn't sufficiently encouraging, Lasser doesn't write the book. The mail tests were okay on 'How to Get a Capital Gain.' It's an intriguing title, I guess. It will cost five dollars. You can get everything you want on the subject, of course, out of YIT, at one ninety-five, but the theory is to rewrite the yellow book more attractively and take out a lot of the extraneous stuff. I'll bet a thousand to one the new book's no good."[t] 13:4-19; 14:1,2

14. and explained that he wanted information on advance financing of his death ::
on the pretense that he wanted to finance his burial in advance[c] 15:11,12

15. He was interested in ascertaining just what interest rate the broker would charge in case Lasser pawned it and then redeemed it. Lasser

Substitutions (cont'd)

had anticipated that the rate would be about twenty-five percent. He learned that it would be forty percent, and when he heard, shortly after his visit to the joint, that the pawnbroker had gone out of business, he felt that the public had been spared one more menace. ::
The broker offered him ??? [sic], & said that he could redeem it on payment of what Lasser hastily computed to be forty percent interest. Lasser thanked him and retained the watch.[cc] 15:14-20

16. who he says :: whom he considers to 16:14

17. when he was starting in on ::
in the early days of[cc t] 18:5

18. and the weeds in the garden grew to enormous heights ::
while weeds in Lasser's garden would grow to enormous heights 18:12,13

19. and the prospect of their remaining impervious to his erosive style are, in his view, splendid. ::
and Lasser hopes that their training will render them impervious to his corrosive style. 19:2,3

20. less high pressure :: more leisurely[t] 20:9

21. a good one :: sound 21:7

22. picked up :: grabbed 21:10

23. chop it up into a number of little books ::
reduce it[cc] 22:14

24. Lasser is disturbed by the present bulkiness of "Your Income Tax," and, having spent fourteen years fattening the book, is now cheerfully planning ways to reduce it ::
"Your Income Tax" has become so fat a volume now that Lasser has thrown into it the accumulation of fourteen years of research since he assumed its authorship 22:14; 23:1-3

25. negligible :: harmless[m t] 24:10

Substitutions (cont'd)

26. a figure computed at, say, $137.55 is normally listed as $138, in one or two spots he'll give it as $137 -- to see if a competitor will pick it up without changing it. ::
odd cents are generally computed to the nearest dollar, in one or two spots they'll present a computation like $137.62 as $138 rather than $137 -- to see if a rival will pick it up instead of doing his own arithmetic. 24:12-15

27. key pronoun was being used by Simon & Schuster three years before he got into the act, though to be sure without any rollicking success.) ::
"You" in "Your Income Tax" antedated his association with the book by three years.)[cc] 25:4-6

28. scared ::
often too scared of the government to try[c m] 26:17

29. Lasser is fond of citing this authoritative opinion; he has reminded the general public of it in "Your Income Tax," and his professional readers in "Handbook of Tax Techniques." Some observers of Lasser's earnest efforts to put Justice Hand's preaching into practice are inclined every so often to mutter words like "avoidance" or "evasion." ::
Notwithstanding this authoritative opinion, which Lasser has been happy to quote in several of his books, some small-minded people persistently hint that Lasser espouses tax avoidance, if not downright evasion.[cc] 27:12-17

30. people :: you 27:19

31. their :: your 28:1

32. says ::
once explained to a friend, automatically employing the second-person pronoun 28:1,2

33. be sensible :: use your head 28:7

34. a man :: you 28:11

35. an income of her own from investments amounting to ::
a taxable investment income of her own of[m] 28:13

Substitutions (cont'd)

36. on some conferences convened with the notion of simplifying ::
with a committee set up to simplify[cc] 29:4-6

37. form be drawn up by people who were accustomed to explaining things to the public -- say advertising writers. What you ought to have is, on no more than two sheets of paper, an invitation to put down your income and your deductions, in any damn way you want, so long as you put them down; and then have a method of computation guaranteed to give you your absolutely lowest possible tax. ::
forms be drawn up by people like advertising copywriters, who are accustomed to presenting things to the public in clear and simple language.[cc] 29:8-18

38. We were :: I was[g] 29:18

39. had slightly more success ::
been slightly more successful 30:10,11

40. theoretical scientist would be on being presented with a laboratory ::
paperwork general usually is on being given some real troops to command. 30:18,19; 31:1

41. long :: for quite a while 31:1

42. one line calling for a statement of what federal income-tax had been paid for the appropriate period, the second line calling for a ::
1) a declaration of what federal income tax the filer had paid during the appropriate period, 2)[cc] 31:8-12

43. -- :: . 31:14

44. told the National Tax Journal exultingly ::
reported exultingly in the National Tax Journal[m] 31:17

45. It has not yet gone so far, however, as to seek to amend the existing tax laws to classify as deductible all work uniforms, and this reticence irritates Lasser. ::
If it were to permit all uniformed workers

Substitutions (cont'd)

to make similar deductions, Lasser's victory over the Treasury would be a monumental one. But the Bureau has made no such move (the tax court's ruling applied technically to that one nurse only), and its reluctance nettles Lasser.[m t] 32:17-19

46. under :: less than 34:6

47. courts decided against him and for his adversary ::
courts nonetheless decided in favor of the lawyers.[c] 34:15,16

48. -- currently with the title of Adjunct Professor of Taxation -- an annual seminar at New York University called the Institute on Federal Taxation. ::
an annual tax seminar known as the Institute on Federal Taxation, at New York University, where Lasser is a non-salaried faculty member with the title of Adjunct Professor of Taxation.[c t] 36:11-13

49. to :: you should 37:3

50. more efficiently to earn ::
to become more efficient in earning 37:14

51. Lasser, whose stake in this case is rather personal -- for one thing, a victory for his side could mean a total of a couple of hundred thousand dollars in tax-deductible expenses for his student body each year -- commented on it in the Journal of Accountancy, shortly after the appeal from the lower court's findings was filed, ::
No one is awaiting the final outcome more anxiously than Lasser, since, for one thing, a victory for his side could mean a total of a couple of hundred thousand dollars in tax-deductible expenses for his student body each year. Writing in the Journal of Accountancy, shortly after the appeal from the lower court's findings was filed, he said,[r] 38:1-5

Transpositions

1. YIT 13:19
   [Transposed to replace the yellow book, which replaced YIT]

2. each specifically identified as the one million, five hundred thousandth 22:3
   [Transposed to follow and Shimkin, line 5]

Miscellaneous

1. its exulting publishers had what they identified as the million, five hundred thousandth copy grabbed off the press, handsomely boxed, and presented to its author with the appropriately inscribed thanks of Messrs. Simon, Schuster, and Shimkin. Simon & Schuster do not do things halfway. They had two copies boxed, each identified as the million, five hundred thousandth, and each inscribed, on February 11, 1943, by the three publishers. One inscription says, "For Yoc -- the master, with the gratitude and esteem of his pupils of the Inner Sanctum." The other says, "For Yoc -- with 1,500,000 congratulatory and grateful salvoes from all the Ess's of the Inner Sanctum." ::
   its publishers, who never do things halfway, presented to its author two handsomely boxed copies, each specifically identified as the one million, five hundred thousandth, each autographed on February 11, 1943, by Messrs. Simon, Schuster, and Shimkin.[cc] 22:1-11

2. Future scholars may find themselves arguing about which ::
   Just as today there is spirited debate among scholars as to which of several seemingly genuine versions of the Tolstoy edition is the original manuscript, so in future years may there be similar confusion about which of the two copies of the yellow book is the true ... [unreadable] one hundred thousandth.[cc] 22:11

3. Lasser is convinced that revenue agents, no matter how conscientious, can never do a satisfactory job of educating and assisting the tax-

Miscellaneous (cont'd)

paying public. With the object of helping small taxpayers, whom he likes to call "the oppressed," grope through the intricacies of what he likes to call "That whacky, quixotic, somersaulting Federal tax law," he once proposed that every year all of the nation's C.P.A.s -- who now number forty-five thousand -- should offer their services free, ... [unreadable] to anybody who craved them. This quixotic proposal got nowhere. 27:7
[Added, then deleted]

4. Lawyers would advise people how to take an inventory, say.[cc] 34:13
[Added, then deleted]

7. Concision

In this draft, Kahn's revisions seldom increased the concision of his writing. Of the few that did increase it, more than half did so by deleting non-repetitious material; the remaining revisions were almost wholly those that economized with words without altering meaning. Deletions of repetitious ideas were negligible.

Non-Repetitious Information

Samples:

(1) WHEN HE GETS WHAT SEEMS TO HIM A GOOD IDEA FOR A MAGAZINE PIECE, HE USES IT OVER AND OVER, VARYING IT SLIGHTLY TO SUIT THE PARTICULAR PUBLICATION FOR WHICH IT IS DESIGNED. [deleted] (9:4-6)

(2) ANOTHER LEGAL SCRAP OF SIGNIFICANCE TO LASSER OCCURRED, BETWEEN 1946 AND 1949 (LEGAL SCRAPS OF SIGNIFICANCE RARELY ARE SETTLED IN LESS THAN THREE YEARS), WHEN A CERTIFIED PUBLIC ACCOUNTANT IN NEW YORK, WHO HAD UNSUCCESSFULLY GONE TO COURT TO TRY TO COLLECT ON A BILL HE HAD SUBMITTED TO A CLIENT FOR SOME TAX ADVICE, FOUND HIMSELF UNEXPECTEDLY SUED BY THE NEW YORK STATE BAR ASSOCIATION, WHICH CHARGED HIM WITH ILLEGALLY ENGAGING IN THE PRACTICE OF LAW. THE LINE OF DEMARCATION BETWEEN LAW AND ACCOUNTING HAS LONG BEEN A MURKY ONE, WITH EACH PROFESSION GENERALLY MAINTAINING THAT THE OTHER IS USURPING ITS FUNCTION IN SOCIETY. LASSER WENT TO BAT FOR THE ACCOUNTANT WHOM THE BAR ASSOCIATION WAS AFTER, BUT THE COURTS NONETHELESS DECIDED IN FAVOR OF THE LAWYERS. SHORTLY AFTERWARD, A REVIEWER OF ONE OF LASSER'S BOOKS IN THE AMERICAN BAR ASSOCIATION JOURNAL STATED THAT WHILE THE AUTHOR OF THIS WORK SEEMED TO HAVE A "GENIUS FOR SIMPLIFICATION," THIS ENDOWMENT WAS NOT ALWAYS TO BE COMMENDED, INASMUCH AS "THERE ARE SOME COMPLICATED SECTIONS OF THE TAX LAW THAT CANNOT BE EXPLAINED IN SIMPLE LANGUAGE TO THE LAY READER." ASIDE FROM SOME LAWYER'S TAKING AN OCCASIONAL POTSHOT AT LASSER, RELATIONS BETWEEN THE TWO FACTIONS HAVE IMPROVED SINCE THEY TANGLED IN COURT. IN 1951, A JOINT

COMMITTEE OF THE AMERICAN BAR ASSOCIATION AND THE AMERICAN INSTITUTE OF ACCOUNTANTS GOT TOGETHER AND MORE OR LESS DEFINED THEIR RESPECTIVE FIELDS OF ACTIVITY IN TAX MATTERS. THE ACCOUNTANTS AGREED TO GIVE WHAT MIGHT BE CONSTRUED AS LEGAL ADVICE, ONLY IN PROBLEMS THAT ARISE IN CONNECTION WITH BOOKS THEY ARE AUDITING, WITH THEIR MAKING OUT TAX RETURNS, AND WITH THEIR ANSWERING QUESTIONS THAT SOME LAWYER HAS BESOUGHT THEM TO ANSWER. LASSER SOMETIMES FINDS THIS RESTRICTION A MITE INHIBITING, BUT HE IS INCLINED TO WELCOME ITS ADOPTION IN THE WEEKS JUST PRECEDING THE 15TH OF EVERY MARCH, WHEN HE IS CONTINUALLY BADGERED WITH PHONE CALLS FROM CASUAL ACQUAINTANCES, INVITING AN INTERPRETATION OF THIS OR THAT PARAGRAPH OF THE TAX LAW. NOW HE CAN POLITELY BEG OFF, ON GROUNDS OF PROPRIETY. SIMILARLY, HE CAN REGRETFULLY REFRAIN FROM ANSWERING INQUIRING LETTERS FROM READERS OF "YOUR INCOME TAX" -- THERE HAVE BEEN AS MANY AS TEN THOUSAND SUCH COMMUNICATIONS IN A SINGLE YEAR -- WHO SEEK ADVICE BY MAIL, AND CAN POLITELY REFER TO THE NEAREST ATTORNEY ANYBODY WHO ASKS, AS ONE MAN DID NOT LONG AGO, WHETHER HE CAN LEGALLY CLAIM AS A MEDICAL DEDUCTION, IN VIEW OF HIS HAVING A MILD HEART CONDITION AND HIS DOCTOR'S ONCE HAVING MENTIONED THE STIMULATING BENEFITS OF AN OCCASIONAL NIP, THE PURCHASE FOR PERSONAL CONSUMPTION, DURING THE FISCAL YEAR JUST PAST, OF TWELVE HUNDRED DOLLARS' WORTH OF BONDED BOURBON. [deleted] (34:4-19; 35:1-19; 36:1-9)

(3) Lasser is disturbed by the present bulkiness of "Your Income Tax," and, having spent fourteen years fattening the book, is now cheerfully planning ways to CHOP IT UP INTO A NUMBER OF LITTLE BOOKS [REDUCE IT substituted]. (22:12-15)

(4) LASSER IS NOT IMPRESSED BY THE CLAIMS HIS PUBLISHERS MAKE FOR THE AMOUNT OF MONEY HE SAVES THE TAXPAYERS WHO FOLLOW HIS BOOKS. HE THINKS HE COULD SAVE PEOPLE EVEN MORE. [IN ANY EVENT, LASSER BELIEVES HE COULD, GIVEN THE OPPORTUNITY, SAVE TAXPAYERS EVEN MORE THAN SIMON & SCHUSTER BELIEVES HE SAVES THEM NOW. substituted] (26:6-8)

The motivation for these revisions is not clear.

The information in the first example may have been

thrown out because it anticipates to some degree a subject Kahn treats more thoroughly later (see "Lasser is forever revamping material he has used before. Nearly every book he has published contains great chunks of information, some of it hardly reworded, that he has used in earlier books." 12:16-18) The phrasing is also somewhat routine, and this, plus the first factor mentioned, possibly led to the deletion.

The second example, which is by far the longest passage that Kahn deletes in the draft, is, in part, even more puzzling. Most of this material (down to the words Lasser sometimes finds this restriction a mite inhibiting) seems fairly interesting, and it illustrates effectively the court battles which Lasser engages in. The rest seems to be deleted because it departs from the legal skirmishes being discussed, and because it lacks brevity, always one of Kahn's requirements when he inserts an incidental comment. However, in spite of these faults, at least the anecdote of the bonded bourbon would seem to be worth keeping.

In the last two examples, the best explanation seems to be that the discarded information (the reference to little books and Lasser's feeling about

his publisher's claims) are not sufficiently important to be retained.

Economy with Words

Sample (implied meanings):

(1) Lasser always has a flock of books simultaneously in the process of composition. At the moment, he is actually working on eleven of them -- six revising jobs and five originals. There are eight others in what he likes to call a "pipe-dreaming stage." He keeps them straight in his own mind by maintaining a large, black, loose-leaf folder for every manuscript. Into each folder, he tosses whatever new copy he writes and whatever suitable fragments he chips out of old books, WITH THE OBJECT OF INSERTING THEM IN NEW ONES [deleted]. (14:6-14)

Although the revisions in which Kahn saves words without changing the thought are few, they are significant in that they show techniques of concision that occur in the other writers. The first example illustrates the quite frequent occasion in which words can be omitted because their basic meaning is suggested by the remaining words. The essential meaning of the deleted with the object of inserting them in new ones is carried by the final words of the preceding sentence: by maintaining a large, black, loose-leaf folder for every manuscript.

Samples (general verbs and nouns):

(1) "Your Income Tax" has become so fat a volume that much of the information it contains is OF

[deleted] far too recondite A NATURE [deleted] for the run-of-the-mill taxpayer. (23:1-5)

(2) In 1943, he was invited by the then Secretary of the Treasury Henry Morgenthau to sit in ON SOME CONFERENCES CONVENED WITH THE NOTION OF SIMPLIFYING [WITH A COMMITTEE SET UP TO SIMPLIFY substituted] income-tax forms. (29:3-7)

The first example, which also represents a common method of increasing concision, shows the elimination of a general noun (nature) and subsequent reliance upon an adjective (recondite). Similarly, the noun in the third example (notion) is dead wood.

Summary

Kahn increased the concision of his writing almost wholly by deleting non-repetitious information and unnecessary words. Practically no deletions of repetitious material occurred. Kahn's gains in concision, while not of great importance, were useful in establishing the similarity of certain techniques of concision in the different writers. For example, the fact that Kahn's deletion of non-repetitious information accounts for a major part of his concision indicates that early drafts of writers probably include a considerable amount of what they consider excess material, of a non-repetitious kind. Second, the negligible quantity of repetitious material deleted in Kahn's draft supports the conclusion that skillful writers seldom incorporate this type of information even in their early drafts. Third,

Kahn's deletion of general nouns also strengthens the evidence that much redundant writing stems from the use of such words. And when one considers Kahn's discursive and occasionally diffuse style and especially his frequent failure to employ verbs efficiently, his removal of these general nouns certainly emphasizes the importance of this technique in getting concision. Finally, the fact that many of Kahn's compression revisions sharpened emphasis supports the inference, suggested by the work of the other writers, that an increase in concision ordinarily causes an increase in emphasis.

List of Revisions

Page:line

Additions

None

Deletions

		Page:line
1.	When he gets what seems to him a good idea for a magazine piece, he uses it over and over, varying it slightly to suit the particular publication for which it is designed.	9:4-6
2.	as he does whenever he writes	9:14,15
3.	"If you're going to get married, do so before Jan. 1, 1952," he enjoined.	9:18,19
4.	He has collaborated also on four book length pamphlets.	10:16,17
5.	publishers of ... [unreadable]	11:19
6.	"I'll bet a thousand to one the new book's no good."[e]	14:1,2
7.	In the writing of tax and business books, so much material must necessarily consist of citing regulations and rulings and court cases that there is unavoidably a lot of duplication.	14:3-5
8.	with the object of inserting them in new ones	14:14
9.	often[e]	16:2
10.	so clearly	16:6
11.	On the other hand, the student ascertained, Lasser once included, in a column he wrote for a while in the Saturday Review of Literature, a sentence of ninety words, containing nine three-syllable words, one four-syllable word, and two five-syllable words. And the sentence might have gone on interminably if he hadn't ended it with "and so forth and so on."[e]	17:7-12

Deletions (cont'd)

12.	who contribute so mightily to his works that they are sometimes known as his amanuenses[e]	18:19; 19:1
13.	was	21:12
14.	now that Lasser has thrown into it the accumulation of fourteen years of research since he assumed its authorship[e]	23:1-3
15.	from time to time	24:6
16.	hastily got-up[e]	24:8
17.	members of this	25:11
18.	There is, however, no way of ascertaining the accuracy of such figures.	25:16,17
19.	and thinks that the term that more aptly can by applied to him is "minimization."[e]	27:17,18
20.	It all boils down to this.	28:19
21.	I regard the Treasury as being an advocate for the revenue. I'm an advocate for the taxpayer. We're just on opposite sides. That's the way it should be.	28:19
22.	in Washington	30:2
23.	(Lasser had calculated that five years was the maximum period he could reasonably detach himself from "Your Income Tax," a perennial source of income he would hate to become dissociated from; he figured that the yellow book could, by virtue of momentum it had attained, appear without anybody's name on it, but with no dimunition of circulation, for five editions.)[e]	30:5-10
24.	when individuals had tried to take them	32:9
25.	professions	34:11
26.	Another legal scrap of significance to Lasser occurred, between 1946 and 1949 (legal scraps of significance rarely are settled in less than three years), when a certified public accountant in New York, who had unsuccessfully gone to	

Deletions (cont'd)

court to try to collect on a bill he had submitted to a client for some tax advice, found himself unexpectedly sued by the New York State Bar Association, which charged him with illegally engaging in the practice of law. The line of demarcation between law and accounting has long been a murky one, with each profession generally maintaining that the other is usurping its function in society. Lasser went to bat for the accountant whom the Bar Association was after, but the courts nonetheless decided in favor of the lawyers. Shortly afterward, a reviewer of one of Lasser's books in the American Bar Association Journal stated that while the author of this work seemed to have a "genius for simplification," this endowment was not always to be commended, inasmuch as "there are some complicated sections of the tax law that cannot be explained in simple language to the lay reader." Aside from some lawyer's taking an occasional potshot at Lasser, relations between the two factions have improved since they tangled in court. In 1951, a joint committee of the American Bar Association and the American Institute of Accountants got together and more or less defined their respective fields of activity in tax matters. The accountants agreed to give what might be construed as legal advice only in problems that arise in connection with books they are auditing, with their making out tax returns, and with their answering questions that some lawyer has besought them to answer. Lasser sometimes finds this restriction a mite inhibiting, but he is inclined to welcome its adoption in the weeks just preceding the 15th of every March, when he is continually badgered with phone calls from casual acquaintances, inviting an interpretation of this or that paragraph of the tax law. Now he can politely beg off, on grounds of impropriety. Similarly, he can regretfully refrain from answering inquiring letters from readers of "Your Income Tax" -- there have been as many as ten thousand such communications in a single year -- who seek advice by mail, and can politely refer to the nearest attorney anybody who asks, as one man did not long ago, whether he can legally claim as a medical deduction, in view of his having a mild heart condition and his doctor's once hav-

Deletions (cont'd)

ing mentioned the stimulating benefits of an occasional nip, the purchase for personal consumption, during the fiscal year just past, of twelve hundred dollars' worth of bonded bourbon.[e] 34:4-19; 35:1-19; 36:1-9

Substitutions

1. The less specialized magazines that he has written for, in more instances than not at gratifyingly high rates, are legion. ::
   He writes for all manner of professional journals, and he also writes for general-circulation magazines.[e m] 9:2-4

2. the manuscript of each :: every manuscript 14:12

3. He was interested in ascertaining just what interest rate the broker would charge in case Lasser pawned it and then redeemed it. Lasser had anticipated that the rate would be about twenty-five percent. He learned that it would be forty percent, and when he heard, shortly after his visit to the joint, that the pawnbroker had gone out of business, he felt that the public had been spared one more menace. ::
   the broker offered him ??? [sic], & said that he could redeem it on payment of what Lasser hastily computed to be forty percent interest. Lasser thanked him and retained the watch.[e] 15:14-20

4. a full-time job :: full-time 16:2

5. later volume that covered substantially the same ground ::
   subsequent edition of the volume[m t] 17:5,6

6. Lasser's mind often races faster than his typewriter, and furthermore, his fingers do not always touch the right keys. He loves informal punctuation, especially dashes, but often when he hopes to indicate a "-", he manages instead to strike a "6." It is up to the book department to straighten him out. "Occasionally we know what Lasser means," one member of the department said recently, "but

Substitutions (cont'd)

we don't think other people will." ::
not to mention decipher his somewhat erratic typing[t] 17:16-20; 18:1-3

7. when he was starting in on ::
in the early days of[e t] 18:5

8. chop it up into a number of little books ::
reduce it[e] 22:14,15

9. of far too recondite a nature ::
far too recondite 23:4

10. is cribbing :: cribs 24:19

11. key pronoun was being used by Simon & Schuster three years before he got into the act, though to be sure without any rollicking success.) ::
"You" in "Your Income Tax" antedated his association with the book by three years.)[e] 25:4-6

12. following one of its mail surveys of Lasser readers, Simon & Schuster concluded that users of "Your Income Tax" the year before had, by virtue of their consultation of it, saved an average of one hundred and twenty-eight dollars apiece that they would otherwise innocently, and unnecessarily, have paid the federal government. ::
on the basis of one of its recurrent mail surveys of users of "Your Income Tax," Simon & Schuster concluded that the members of this group had, thanks to Lasser's book, saved an average of one hundred and twenty-eight dollars apiece the previous year that they would otherwise innocently, and unnecessarily, have lavished upon the federal government.[c] 25:9-14

13. Lasser is not impressed by the claims his publishers make for the amount of money he saves the taxpayers who follow his books. He thinks he could save people even more. ::
In any event, Lasser believes he could, given the opportunity, save taxpayers even more than Simon & Schuster believes he saves them now. 26:5-8

Substitutions (cont'd)

14. Lasser is fond of citing this authoritative opinion; he has reminded the general public of it in "Your Income Tax," and his professional readers in "Handbook of Tax Techniques." Some observers of Lasser's earnest efforts to put Justice Hand's preaching into practice are inclined every so often to mutter words like "avoidance" or "evasion." ::
Notwithstanding this authoritative opinion, which Lasser has been happy to quote in several of his books, some small-minded people persistently hint that Lasser espouses tax avoidance, if not downright evasion.[e] 27:12-17

15. on some conferences convened with the notion of simplifying ::
with a committee set up to simplify[e] 29:4

16. form be drawn up by people who were accustomed to explaining things to the public -- say advertising writers. What you ought to have is, on no more than two sheets of paper, an invitation to put down your income and your deductions, in any damn way you want, so long as you put them down; and then have a method of computation guaranteed to give you your absolutely lowest possible tax. ::
forms be drawn up by people like advertising copywriters, who are accustomed to presenting things to the public in clear and simple language.[e] 29:9-18

17. in an attempt to clarify ::
trying to unscramble[t] 30:2,3

18. one line calling for a statement of what federal income-tax had been paid for the appropriate period, the second line calling for a ::
1) a declaration of what federal income tax the filer had paid during the appropriate period, 2)[e] 31:8-12

19. to help rectify what seemed to her an injustice. Since it already seemed that to Lasser, and since he is a man of gallantry, he hastened to oblige ::
for help, and Lasser gallantly rose to the occasion[t] 32:11-13

Substitutions (cont'd)

20. the practice of law and the practice of :: professions 34:11

21. One outcome of that tussle was that in some legal circles Lasser is viewed with something less than benevolence. A reviewer in the American Bar Association Journal of one of his books, "What You Should Know About Estate and Gift Taxes," attested that ::
Shortly afterward, a reviewer of one of Lasser's books in the American Bar Association Journal remarked that 34:16-19; 35:1

22. have resolved to confine themselves, when it comes to giving what might be construed as legal advice, to problems ::
agreed to give what might be construed as legal advice, only in problems 35:10,11

23. the courts :: court[m] 37:17

24. case has been decided against the Binghampton man ::
lawyer lost 37:17,18

Miscellaneous

1. estimated[m] 8:4,6,7
[Transposed to replace computed, line 6]

2. its exulting publishers had what they identified as the million, five hundred thousandth copy grabbed off the press, handsomely boxed, and presented to its author with the appropriately inscribed thanks of Messrs. Simon, Schuster, and Shimkin. Simon & Schuster do not do things halfway. They had two copies boxed, each identified as the million, five hundred thousandth, and each inscribed, on February 11, 1943, by the three publishers. One inscription says, "For Yoc -- the master, with the gratitude and esteem of his pupils of the Inner Sanctum." The other says, "For Yoc -- with 1,500,000 congratulatory and grateful salvoes from all the Ess's of the Inner Sanctum." ::
its publishers, who never do things halfway, presented to its author two handsomely

Miscellaneous (cont'd)

boxed copies, each specifically identified as the one million, five hundred thousandth, each autographed on February 11, 1943, by Messrs. Simon, Schuster, and Shimkin.[e] 22:1-11

3. Future scholars may find themselves arguing about which ::
Just as today there is spirited debate among scholars as to which of several seemingly genuine versions of the Tolstoy edition is the original manuscript, so in future years may there be similar confusion about which of the two copies of the yellow book is the true ... [unreadable] one hundred thousandth.[e] 22:11
[After this revision, the passage is deleted]

4. Lawyers would advise people how to take an inventory, say.[e] 34:13
[Added, then deleted]

8. Tone

As stated previously, in his article Kahn aimed primarily to entertain the reader. Since humor set the general tone of the writing, to describe the humor is to describe the tone. Kahn's humor was characterized by casualness, achieved partly by the use of irony and partly by indirectness in phrasing, an indirectness which frequently utilized more or less subtle implication and which was sometimes gained at the expense of forcefulness. His writing was also characterized by a preference for the literary and sophisticated word, for the unusual word, and by a pronounced liking for polysyllabic and Latin forms. A third characteristic -- and one that tempered the preceding ones -- was restraint. Kahn carefully avoided any bursts of verbal fireworks. Often such restraint was clearly for the sake of pace and contrast, but it was also occasionally due to a desire to present facts clearly and quickly, to avoid distracting the reader with cleverness.

In this kind of writing, fidelity to tone is highly important, because tone is integral to the attraction that the style holds for the reader. It is a style that requires a remarkable command of language, an ability to handle complex sentences, a knack of understatement, and what can be called a restrained disrespect for the subject.

Because tone classifications may be more open to contro-

versy than other classifications, a larger number of examples of tone changes than the usual eight-to-one ratio will be cited.

Samples:

(1) Lasser's books are not unvaryingly successful. One book he wrote with Sylvia F. Porter, the New York Post's economist, "How to Live Within Your Income," was, by Lasser's standards, a dismaying fizzle. They had anticipated sales of a couple of million for it, but the general public, perhaps having had no desire to live within its income, bought a mere hundred and twenty-five thousand copies. The authors, UNDISCOURAGED [MAKING THE BEST OF THINGS substituted], rewrote the work last year, gave it the NEW [LESS ADMONITORY substituted] title of "Managing Your Money," had had it published by Henry Holt & Co. (12:6-14)

This change brings out Kahn's irony more clearly. If, as is likely, undiscouraged is also used ironically, then Kahn possibly felt that it was too subtle. In the second revision in this sentence (new to admonitory), Kahn's wit is at the expense of the writers being discussed, an example of the disrespect mentioned earlier.

(2) EVER ON THE ALERT FOR BY-PRODUCTS OF HIS WORK, LASSER ARRANGED TO HAVE MADE AVAILABLE, FREE OF CHARGE, EIGHT FRAGMENTS FROM HTRSB TO ANY MAGAZINE THAT CARED TO USE THEM, PROVIDED ONLY THAT THE MAGAZINE WOULD GIVE A PLUG TO THE PARENT BOOK. HE WAS GRATIFYINGLY REWARDED BY THE EDITORS OF, AMONG MANY OTHER INFORMATIVE JOURNALS, FOOD SERVICE NEWS, TOYS AND NOVELTIES, . . . AND ESQUIRE'S APPAREL ARTS, WHICH NOT ONLY GAVE HIS BOOK A BOOST, BUT SAID THAT PRINTING A FRAGMENT OF IT CONSTITUTED "ONE OF THE BIGGEST SCOOPS IN OUR 21 YEARS OF PUBLISHING ESQUIRE'S APPAREL ARTS." [added] (12:18)

While his purpose here is ostensibly to illustrate

Lasser's habit of using old material (see line 15), Kahn also seems anxious to utilize the barb he throws at Esquire's Apparel Arts (see longhand note in upper right hand corner of page 12 of Appendix C). Kahn often ends sentences and paragraphs in this satirical manner, thus accentuating or maintaining his general tone.

(3) Its cover [Lasser's book "Your Personal Income Tax"] hails it as "The Simplest Tax Guide Ever Written." Lasser is occasionally accused by some custodians of tax libraries of having borrowed heavily, in the preparation of this volume, from a 1943 Simon & Schuster twenty-five-cent book, credited to David B. Chase, which was entitled "Your Personal Income Tax Guide," and which was hailed on its cover as "The Simplest Tax Guide Ever Written." THERE IS NO PLAGIARISM INVOLVED HERE, HOWEVER, FOR CHASE IS LASSER'S PARTNER AND BROTHER-IN-LAW, AND [WHAT THE LIBRARIANS HAVE NO WAY OF TELLING, EXCEPT BY GUESSWORK, IS THAT substituted] the Chase book, which came out only that one year, was written by Lasser. (23:8-18)

This example illustrates Kahn's use of indirectness. In his revision he simply avoids stating directly that plagiarism has not been committed.

(4) The Binghampton lawyer, one of those rare taxpayers NOT LEERY OF [UNDETERRED BY THE PROSPECT OF substituted] tackling the government, took his case into court, and Lasser rallied to his side. (37:15-17)

In this rather striking example, Kahn, by his revision, gives to the lawyer a cool poise, a quality present in Kahn's own writing.

(5) He had, of course, been aware of this section of the law, but IT WAS HIS CONTENTION that his Tax

> Institute did not comprise post-graduate education but, rather, was simply a means of helping people to become more efficient in earning their daily bread and butter, and in coping with termites. (37:11-15)

The above sentence, which is actually a final version insofar as this draft is concerned, illustrates the force which Kahn sometimes sacrifices to maintain his casual tone. Here he uses a useless "to be" verb (_was_), and places his main idea in a noun (_contention_). A more concise and vigorous rendering would be "he contended that." _Was a means of helping_ is also wordy, and could be reduced to "helped." But the point seems to be that, although force is probably admirable in most kinds of writing, in certain types such as Kahn's an increased energy is undesirable. A partial rewrite of the sentence demonstrates this:

> He had, of course, known about this section of the law, but he contended that his Tax Institute did not comprise post-graduate education but, rather, simply helped people become more efficient in earning their daily bread and butter, and in coping with termites.

Rewritten in this way, the sentence certainly has more vigor, but the vigor is stylistically incongruous with the rest of the writing.[5]

---

[5] Nor is there much probability that Kahn was unaware of the possibility of tightening his writing. The fairly numerous instances of increased concision argue against it.

(6) Lasser's colleagues in the technical-book-writing field view his productivity with astonishment. "HIS [YOC'S substituted] performance is really amazing," a rival tax author remarked not long ago to an acquaintance. "The average guy writing a book on this complicated, involved stuff has got to have a library. Well, Lasser has no library at home. Yet there are few people who can get taxes down on paper so expertly, so succinctly. He just sits there, at that typewriter, and pounds away. Sure, the stuff comes out rough and raw. Sure, sometimes it's wrong, sometimes it's garbled, but it's always full of ideas. I guess you could call him the Thomas Wolfe of our profession." (16:1-10)

The use of Yoc, a nickname for Jacob, Lasser's first name, helps create an atmosphere of casualness in the writing.

(7) Thomas Wolfe had to be edited extensively, and so does Lasser. Unlike the novelist, Lasser has faced this nettling issue head on and, for the past five years, has employed two full-time assistants who do nothing but sift, correct, and generally polish his raw material. THEY ARE TWO LAWYERS, WHO REFER TO THEMSELVES AS HIS BOOK DEPARTMENT. LASSER'S MIND OFTEN RACES FASTER THAN HIS TYPEWRITER, AND FURTHERMORE, HIS FINGERS DO NOT ALWAYS TOUCH THE RIGHT KEYS. HE LOVES INFORMAL PUNCTUATION, ESPECIALLY DASHES, BUT OFTEN WHEN HE HOPES TO INDICATE A "-," HE MANAGES INSTEAD TO STRIKE A "6." IT IS UP TO THE BOOK DEPARTMENT TO STRAIGHTEN HIM OUT. "OCCASIONALLY WE KNOW WHAT LASSER MEANS," ONE MEMBER OF THE DEPARTMENT SAID RECENTLY, "BUT WE DON'T THINK OTHER PEOPLE WILL." [, NOT TO MENTION DECIPHER HIS SOMEWHAT ERRATIC TYPING. THEY ALLUDE TO THEMSELVES AS HIS BOOK DEPARTMENT substituted]. (17:13-18; 18:1-3)

The prefacing phrase not to mention, a favorite of Kahn's, exemplifies the "incidental" type of humor that he employs. This revision also illustrates Kahn's habitual briefness when handling humor.

Usually this brevity materially strengthens the casualness.

(8) In the course of adapting "How to Live Within Your Income" into "Managing Your Money," he decided to FIND OUT [ASCERTAIN substituted] for himself just how the man on the street would fare if he walked into various institutions that offer to make financial arrangements. (15:3-8)

(9) A year ago, on the basis of one of its recurrent mail surveys of users of "Your Income Tax," Simon & Schuster concluded that the group had, thanks to Lasser's book, saved an average of one hundred and twenty-eight dollars the previous year that they would otherwise innocently, and unnecessarily, have HANDED OVER TO [LAVISHED UPON substituted] the federal government. (25:9-14)

(10) He lasted five years, by which time he had been grappling with so much RAW [UNREFINED substituted] Lasser prose for so long that, in his employer's opinion, his judgment had become impaired. (18:15-17)

(11) However, it could well be, as he himself occasionally suggests, that he has helped the government in a monetary way -- in part by educating people to make out their tax returns correctly, thus enabling the government to SAVE [ECONOMIZE substituted] on the administrative expenses of coping with eccentrically filled-out forms . . . . (25:17-19; 26:1-5)

(12) Lasser is PAINED [DISTRESSED substituted] by such COMMENTS [ALLEGATIONS substituted]. (27:17)

(13) But the Bureau has made no such move, and its reluctance IRRITATES [NETTLES substituted] Lasser. (32:18,19)

(14) Lasser was POWERFULLY [added] annoyed. (37:11)

Of samples eight to fourteen, the first five substitutions (ascertain, lavished, unrefined, economize, allegations) reveal Kahn's fondness for the

literary word. None of these, it will be noticed, are one-syllable words, and two are polysyllabic. His selection of the Latin-derived unrefined for the Anglo-Saxon raw indicates the trend of his choices, as does allegations, another Latin-derived word.

The last two samples (the substitution nettles and the addition powerfully) illustrate fairly typically Kahn's search for unusual and startling words. Such freshness contributes to the over-all sophistication.

Summary

Kahn's writing was notable for its care with tone; in relation to those of the other writers, his revisions for tone were extremely numerous; only his revisions for meaning and emphasis outnumbered them. Moreover, although a few of these changes altered the meaning or affected the emphasis as well as the tone, the great majority (over three-fourths) of them served no other purpose than to establish and maintain the urbane, witty, slightly mocking quality of the writing. This result Kahn obtained by using irony and satire; by utilizing indirectness, and sometimes wordiness, in handling ideas; by selecting literary, polysyllabic, and Latin-derived words; and by employing fresh, unusual words.

List of Revisions

Page:line

Additions

1. thus joggled 8:11

2. eloquently[m] 8:19

3. the assorted fruits of[m] 11:14

4. He has fashioned numerous booklets out of "Your Income Tax," including a special one, for the Calvert Distillers Corporation, which urged taxpayers to keep their wits about them and added, "Clear Heads Choose Calvert."[e] 12:18

5. Ever on the alert for by-products of his work, Lasser arranged to have made available, free of charge, eight fragments from HTRSB to any magazine that cared to use them, provided only that the magazine would give a plug to the parent book. He was gratifyingly rewarded by the editors of among many other cooperative journals, Food Service News, Toys and Novelties, The Gift and Art Buyers, The Sporting Goods Dealer, Butcher's Advocate, and Esquire's Apparel Arts, which not only gave his book a boost, but said that printing a fragment of it constituted "one of the biggest scoops in our 21 years of publishing Esquire's Apparel Arts."[e] 12:18

6. a ??? [sic] dollar one 15:13

7. reasonably 30:6

8. One gratifying aspect of Lasser's perpetual bickering with the government over what is or is not deductible is that it has been an uncontested point that the cost to purchasers of all Lasser's books -- assuming that these are bought to use in the production, collection, management, maintenance, or conservation of income, and not merely to read for pleasure -- is a perfectly deductible outlay. 34:3

9. powerfully[e] 37:11

Substitutions

1.	one letter :: a single missive	7:9
2.	the same :: an identical	7:13
3.	a prankish :: one	8:7
4.	tossing :: merrily flinging	8:10
5.	His theory :: Lasser's premise[c e]	8:10
6.	getting hitched at once :: having the ceremony performed before the end of the year[m]	9:17
7.	plus :: not to mention	9:18
8.	a good deal :: large hunks[e]	10:18
9.	undiscouraged :: making the best of things[m]	12:11,12
10.	new :: less admonitory[m]	12:13
11.	A publisher will solicit the opinion of a projected Lasser from five or ten thousand potential buyers, by asking if they would buy such a Lasser book if it were to be written. If the response is insufficiently encouraging, Lasser doesn't write the book, and those testees who indicated that they would like the projected book have to satisfy themselves as best they can with some available Lasser. In the case of "How to Get a Capital Gain," Lasser is :: "A publisher will write to ten thousand people," Lasser explains, "and say, 'We've got this book forthcoming, by Lasser, and would you like to be a charter subscriber?' Eight times out of ten, this pre-testing takes the author off the hook. If the response isn't sufficiently encouraging, Lasser doesn't write the book. The mail tests were okay on 'How to Get a Capital Gain.' It's an intriguing title, I guess. It will cost five dollars. You can get everything you want on the subject, of course, out of YIT, at one ninety-five, but the theory is to rewrite the yellow book more attractively and take out a lot of the extraneous stuff. I'll bet a thousand to one the new book's no good."[e]	13:4-19; 14:1,2

Substitutions (cont'd)

12.	toothsome excerpt :: suitable fragments	14:13
13.	has cut :: chips	14:13
14.	find out :: ascertain	15:5
15.	biggest :: major	16:2
16.	His :: Yoc's	16:2
17.	used :: employed	17:4
18.	later volume that covered substantially the same ground :: subsequent edition of the volume[cc m]	17:5,6
19.	call themselves :: refer to themselves :: allude to themselves	17:16,17
20.	Lasser's mind often races faster than his typewriter, and furthermore, his fingers do not always touch the right keys. He loves informal punctuation, especially dashes, but often when he hopes to indicate a "-", he manages instead to strike a "6". It is up to the book department to straighten him out. "Occasionally we know what Lasser means," one member of the department said recently, "but we don't think other people will." :: Not to mention decipher his somewhat erratic typing.[cc]	17:16-20; 18:1-3
21.	jerky :: informal	17:19
22.	wants :: hopes	17:20
23.	when he was starting in on :: in the early days of[cc e]	18:5
24.	raw :: unrefined	18:16
25.	works :: toil :: labor	20:1
26.	less high pressure :: more leisurely[e]	20:9
27.	christened :: dubbed	20:17
28.	convinced :: persuaded	21:7

Substitutions (cont'd)

29.	noticed :: spied	21:8
30.	job :: project	21:8
31.	best-selling author was born :: moment later a new literary star was born[c]	21:11
32.	autographed :: affectionately inscribed	22:4
33.	average :: run-of-the-mill	23:5
34.	simple :: uncomplicated	23:8
35.	There is no plagiarism involved here, however, for Chase is Lasser's partner and brother-in-law and :: What the librarians have no way of telling, except by guesswork, is that	23:15-17
36.	deliberately :: saucily	24:9
37.	negligible :: harmless[e m]	24:10
38.	handed over to :: lavished upon	25:13
39.	modestly :: patriotically	25:18
40.	save :: economize	26:2
41.	derived :: got	27:2
42.	put Justice Hand's preaching into practice :: carry out Justice Hand's injunction	27:15
43.	pained :: distressed	27:17
44.	comments :: allegations[m]	27:17
45.	dropping :: forsaking :: forsake	30:2
46.	in an attempt to clarify :: trying to unscramble[cc]	30:2,3
47.	wouldn't :: declined to	31:14
48.	promptly claimed such :: forthwith took those	32:7
49.	generally :: chronically	32:8

Substitutions (cont'd)

50. correct :: rectify 32:11

51. to help rectify what seemed to her an injustice. Since it already seemed that to Lasser, and since he is a man of gallantry, he hastened to oblige. ::
for help, and Lasser gallantly rose to the occasion[cc] 32:11-13

52. It has not yet gone so far, however, as to seek to amend the existing laws to classify as deductible all work uniforms, and this reticence irritates Lasser. ::
If it were to permit all uniformed workers to make similar deductions, Lasser's victory over the Treasury would be a monumental one. But the Bureau has made no such move, and its reluctance nettles Lasser,[e m] 32:17-19

53. admired :: commended 35:2

54. tiffing :: embroiled 36:10

55. -- currently with the title of Adjunct Professor of Taxation -- an annual seminar at New York University called the Institute on Federal Taxation. ::
an annual tax seminar known as the Institute on Federal Taxation, at New York University, where Lasser is a non-salaried faculty member with the title of Adjunct Professor of Taxation.[c e] 36:11-13

56. other :: fellow 36:16

57. argument :: contention 37:12

58. not leery of ::
undeterred by the prospect of 37:16

Miscellaneous

1. "poor, oppressed 33:1
[Revised to and who often refers to this latter category as "the oppressed." and transposed to follow and against small ones (33:1, insert)]

9. Unclassified

In spite of the sophistication one usually associates with New Yorker articles, a characteristic which it was thought would lead to considerable difficulty in categorizing changes, only a small number of revisions in Kahn's work proved unclassifiable.

Samples:

(1) He applied for a small loan at a branch of the Chase National Bank . . . and dangled his wristwatch in front of a West Forty-second pawn broker. The BROKER [PAWN BROKER substituted] offered him ??? [sic], and said that he could redeem it on payment of what Lasser hastily computed to be forty percent interest. (15:8-14)

(2) Lasser's two present watchdogs, who contribute so mightily to his works that they are sometimes known as his amanuenses, are both lawyers, and the prospect of their remaining impervious to his erosive style are, in his view, EXCELLENT [SPLENDID substituted]. (18:19; 19:1-3)

(3) Since 1949, Lasser's tax-guide competitors have included the Bureau of Internal Revenue, which has been GETTING [PUTTING substituted] out a twenty-five-cent instructional manual entitled "Your Federal Income Tax." (24:16-18)

(4) However, it could well be, as he himself occasionally suggests, that he has helped the government in a monetary way -- in part by educating people to fill out their tax returns PROPERLY [CORRECTLY substituted] . . . . (25:17-19; 26:1-5)

(5) He is aware that the Federal government has asserted that nine out of every [ten] mistakes it finds in individual income-tax forms seem to favor the taxpayer concerned; Lasser asserts that this ratio is the result of the government's searching exclusively for that kind of mistake, and IGNORING [CLOSING ITS EYES TO substituted] evidence of errors the other way around. (26:11-15)

In the first example, the original word broker is probably a mental "slip," as the use of pawn broker in the preceding sentence suggests. Broker may also be traceable to its association with Chase National Bank. None of the changes in the remaining four examples seem to vary the meaning, emphasis, tone, or any other quality of writing in the slightest. Excellent, for example, is often used to define splendid. Getting out and putting out are both informal expressions having, in certain contexts, the same meaning; in this instance, they mean producing. Correctly is a synonym for properly, and closing its eyes to is a common figure of speech which, like ignore, means to disregard something.

Summary

The only remarkable qualities of the unclassifiable changes in Kahn's work were their small number and the fact that they affected the writing so negligibly. In view of the artful style practiced by New Yorker writers, both characteristics seemed unusual. One would imagine that revision of sophisticated writing would produce many changes so slight in their effects that classification of them would be extremely difficult. One would also imagine that the person analyzing such changes would get at least a weak impression

that certain qualities in the writing were being affected. The unclassifiable revisions in Nye's work constantly gave one this feeling. But Kahn's changes created no such impression.

The explanation for these apparent anomalies, however, is not hard to find. To begin with, the subtlety in Kahn's work was not the subtlety of ideas, but of humor. To prove this it is only necessary to point out that, although the person Kahn used as a subject is a tax expert, Kahn was producing, not an informative article on taxes or tax laws, but a witty character sketch. He used facts, but he used them only to illustrate some humorous aspect of the person's character. With humor the main quality of the writing, the job of identifying effects in it was fairly simple in contrast to the job of identifying effects in writing that dealt with ideas, as Nye's writing did. Humor probably does not have, so consistently at least, the minute gradations possessed by ideas. For this reason, humorous effects that appeared subtle in a revision were far less subtle when they were seen in the process of formation. Compared to the deft and polished irony of a third or fourth revision, an early one was often as obvious as burlesque humor. Hence it was fairly easy, in most cases, to see what the writer wanted to do. This recognition of purpose was also made easy by, rather paradoxically, one of Kahn's methods of achieving

subtlety. In revising he frequently deleted phrases (and occasionally paragraphs) to avoid laboring a point. These deleted excesses, which over-played his humor, often plainly revealed his intent.

Because of these factors, the unclassified revisions in Kahn's writing suggested only that sophisticated and semi-informational humorous prose of this type is easier to analyze than more serious writing. The revisions did not demonstrate to any marked degree the tenuous but noticeable effects that such revisions can make.

List of Revisions

Page:line

Additions

None

Deletions

1.	one year	24:10
2.	to boot	34:9
3.	Lasser's jaundiced view of the government's position	37:19; 38:1

Substitutions

1.	hear :: have	7:16
2.	volumes :: pieces :: volumes	11:5,6
3.	three hundred dollar :: small	15:8
4.	broker :: pawnbroker	15:14
5.	commented :: remarked	16:3
6.	hit :: touch	17:19
7.	home :: place	18:6
8.	excellent :: splendid	19:3
9.	promptly :: shortly	20:15
10.	contained :: consisted of	21:1
11.	costs :: retails at	21:17
12.	will be :: is normally	24:13
13.	getting out :: putting	24:17
14.	asserts :: says :: claims :: alleges	24:18,19

Substitutions (cont'd)

15.	magic :: key	25:4
16.	properly :: correctly	26:1
17.	grappling :: coping	26:2
18.	on :: in	26:12
19.	ignoring :: closing its eyes to	26:15
20.	afraid :: frightened	27:5
21.	carry out :: obey	27:15
22.	labyrinthine :: jumbled	30:3
23.	revamp :: overhaul	30:17
24.	has written :: once wrote	31:4
25.	impervious :: unaffected by	32:1
26.	such professional expenditures as :: professional expenditures like	32:4
27.	are reluctant :: hesitate	33:16
28.	disallowed :: rejected	37:8
29.	taking on :: tackling	37:16

Transpositions

1. have 11:8
   [Transposed to follow "Handbook of Cost Accounting Methods," line 7]

Miscellaneous

1. a ... [unreadable] of his unusually breezy style, considering its 9:2
   [Added, then deleted]

2. Only once has it sold less than seven hundred thousand copies a year. The 1951 edition was the one that fared so comparatively poorly.... [unreadable] 21:17
   [Added, then deleted]

Miscellaneous (cont'd)

3. as Lasser himself patriotically points out 25:18
[Revised to as he himself occasionally suggests and transposed to follow it could well be, line 18]

4. fill 25:19
[Revised to filled- and transposed to follow eccentrically, 26:2]

5. made out 26:3
[Revised to make and transposed to follow educating people to, 25:19]

10. Summary of Chapter

The less important findings in Kahn's revisions were, first, that grammar and undesirable repetition presented few or no problems to him. These facts corroborated similar evidence in the work of Nye and Freeman. Second, the changes in Kahn's work that proved impossible to classify were few, a characteristic that evidently stemmed from the fact that humor, and not ideas, was of paramount importance in the writing. His few unclassifiable revisions differed markedly from similar revisions in the work of Nye and Freeman in that they rarely altered perceptibly the tone, emphasis, or other quality of the writing.

Other and more important points were that concision and coherence played minor roles in the revisions; that tone, relative to the other writers' work on it, required many revisions; that emphasis was stressed heavily; and that exact meaning was stressed more than any other quality.

Concision in Kahn's work derived almost exclusively from the deletion of non-repetitious information and economy with words. The results found in these revisions were important chiefly because, first, they supported the indication that the deletion of non-repetitious material is a major factor in reducing wordage during every stage of writing except, probably, a very late one. Second, since Kahn's deletions of general nouns accounted for a respectable share of his

revisions involving economy with words, one can infer with fair certainty that general nouns cause considerable prolixity in the work of even practiced writers. Third, many deletions, and especially those involving non-repetitious information, by increasing the stress on the material that remained, also increased the emphasis of the writing. This relationship was also recognized in the work of the other writers. Finally, the fact that Kahn's revisions increased concision so little suggested that the tone and general effect of sophisticated writing of this kind depend to a certain extent at least upon diffuseness.

Kahn's work on coherence, which was marked by the use of clearer references, more specific identification of ideas, replacement of articles by possessives, and the reiteration of key words, testified to the consistent presence of these methods, all of which were also found in Nye's changes. Kahn's substitutions of possessives for articles warrants special mention because they strengthened the evidence that good coherence springs from seldom used techniques as well as from frequently used methods.

The frequency of revisions needed to establish and maintain the witty and urbane tone of the writing was impressive, particularly when contrasted to similar revisions in the work of the other writers. Kahn achieved his tone by sharpening his irony and satire; by increasing his indirectness;

by selecting literary words, and polysyllabic and Latin-derived words; and by finding fresh words. Although some of these revisions were related to emphasis, the majority of them affected only tone.

The revisions that increased emphasis included numerous additional bits of information and numerous illustrations, many of which were anecdotes. On the fairly frequent occasions in which Kahn seemed interested almost wholly in presenting facts, those facts were usually highlighted by playing down the wit. This decrease in cleverness probably emanated from several interacting motives: from a desire for sharper contrasts and better pace, and for clarity undisturbed by humor. His substitutions of fresh words and phrases for stale ones also aided emphasis. Repetition, too, played a strong part; several originally minor points of humor, such as Lasser's use of "you" in speaking and writing, were built up, through revisions that took advantage of repetition, into major points. This technique, which appeared in neither Nye's nor Freeman's work, resembled the way in which fiction writers build up character.

Emphasis was also considerably enhanced by the correction of clumsy rhythms. Kahn revised to improve faulty rhythms more than any other writer. The original passages demonstrated the undesirability of repeating more than once the pattern of three unaccented syllables followed by an accented

syllable (⏑ ⏑ ⏑ —). A unique aspect of Kahn's sentence rhythms was the consistent lack of, and even avoidance of, brisk phrasing. These slow rhythms stemmed to a noticeable extent from the wordiness of the writing. Numerous passages in the writing could have been tightened without loss of meaning; but, as pointed out earlier in this summary, redundancy seemed to be integral to the sophisticated tone, and it is probable that, in most instances, tightening the writing would have affected the tone adversely.

Of the extremely large group of revisions that increased exactness of meaning, a sizeable number replaced one idea with a distinctly different one, usually by noun and verb substitutions, much less frequently by adjective substitutions. However, the largest number of meaning changes, as in the other writers' work, modified only slightly already existing ideas, normally through the selection of different adjectives and adverbs. In view of the light subject matter of the article, perhaps the most impressive fact about revisions of meaning was their numerical superiority to all other types of revisions made by the writer.

CHAPTER IV

A COMPLETE ARTICLE FROM ESQUIRE

1. Description of Material

The material studied in this section was a complete draft[1] of MacKinlay Kantor's "Dear Old Ghost of Mine," an article published in Esquire in November, 1945. The stage of writing the draft represented was impossible to determine. A comparison of the draft's final form to the published version revealed almost no changes, a circumstance that suggests a late draft. However, other evidence contradicts that supposition. The deletion of a long paragraph on page two, the numerous corrections of faulty repetitions, and the presence of a passage (on pages one and two) which indicates that Kantor was analyzing a reader's reaction all point to the draft's being an early one.

Before revision the manuscript draft contained about 4,600 words. In revising this material, Kantor made approximately 435 changes. Practically all these revisions affected single words or phrases; very rarely did they involve entire paragraphs or sentences. Because the draft contained

---

[1] The manuscript was obtained from the Public Library, Coral Gables, Florida.

a large number of revisions, and because the changes affected many phases of writing, the material proved extremely useful, particularly in demonstrating the potentialities of punctuation.

For the material cited in this chapter the reader is referred to Appendix D.

2. Grammar and Punctuation[2]

The revisions Kantor made to correct grammar and punctuation were numerous, chiefly because of the large number of comma additions.

Samples:

(1) Even as I did this, [comma added] I felt a certain pressure fighting me all the time I drew on the fabric. (10:19-21)

(2) As I stared at the core of light on the wall, [comma added] it began to assume a more specific shape. (16:19-21)

(3) "Oh, [comma added] I get the idea! (17:16,17)

Many of Kantor's revisions are comma additions setting off subordinate phrases and clauses, chiefly introductory clauses such as those in the first two examples, and interjections, such as illustrated by example three. Kantor is not consistent in his handling of such elements; many short introductory clauses of four or five words he leaves unpunctuated;

---

2 Throughout this chapter, all ellipses (. . .) in the sentences cited are those made by Kantor.

similarly, many interjections are not set off. Possibly a desire for greater emphasis motivates the majority of these comma revisions, but many of them, like those cited above, do not markedly help emphasis, although they do increase it slightly in some sentences.

(4) She was quite full up these days, what with the V-bombs having stopped nearly a fortnight before, [comma added] and more people coming back to London every day . . . no, nothing on the first floor. (4:5-8)

(5) The next day I dashed to Truxley Court, picked up my bag, [comma added] and encountered Kostal on the train bound for Bedford. (7:6-8)

Examples four and five illustrate the frequency with which Kantor separates two or more parallel elements. Again there is no consistency in Kantor's use of the comma with such elements; often he separates them, but sometimes he does not. And there is always the faint suggestion that the commas are added to increase the reader's ease of immediate comprehension (the sentence in example five is a good illustration of this), or to bring out the rhythm of a person's speech (as the comma in the fourth example may be doing). But these are shadowy impressions, and probably the best guess is that such revisions as these are chiefly a bow toward punctuation custom.

(6) I was working for USSTAF, [comma added] and they had flown me suddenly over to Britain from France, to consult with an 8th Air Force Officer. (7:16-18)

(7) It was six minutes after three, [comma added] and the house was very quiet; so was all of London. (9:13,14)

In example six, which illustrates the major type of comma revisions, the comma is apparently added only to conform to the practice of using it with coordinating conjunctions to separate long independent clauses. In this sentence the first clause is quite short, although originally longer; but the second one is fairly long. In addition, the background information which the sentence supplies does not warrant emphasis, a fact that supports the thesis that this type of change is made primarily in deference to custom.

In example seven, the revised sentence, which is also compound, contains the frequent type of comma revision that increases emphasis and coherence while at the same time conforming to conservative punctuation practice. Which of these three factors was the principal force is impossible to determine, but that the addition of the comma stresses <u>the house was very quiet</u> is quite clear. The increased coherence in the revised passage is perhaps less

attributable to the comma than to the semicolon, because the semicolon (before so) may be the major cause for the feeling that the passage is more coherent. However, the comma addition, which divides the first two clauses and thus decreases the speed of the writing, enables the reader to separate the two ideas (time and quietness) more easily.

Summary

Kantor's revisions for grammar and mechanics made up a large group, compared to similar revisions in the work of the preceding writers. It was an unusually interesting group because most of the changes consisted of comma additions that represented one aspect of Kantor's striking concern with punctuation, which was evident in so many of this writer's changes. The majority of these comma additions were used to separate independent clauses; a smaller number of them set off interjections and subordinate introductory clauses and phrases.

While the formal demands of punctuation seemed to cause the majority of these revisions, coherence and emphasis may have been factors in some of them. Both the increased coherence and emphasis were at least peripheral effects, with emphasis the stronger of the two. The slight but recognizable gains in coherence and emphasis among the revisions in this

group made it a notable one that underscored the importance of punctuation quite aside from the part it plays in achieving clarity. This importance will be discussed more extensively in the section on emphasis.

List of Revisions

Additions

		Page:line
1.	,^{c}	1:5
2.	,^{c}	3:14
3.	,^{e}	4:3
4.	,^{e}	4:6
5.	,^{c}	5:4
6.	,^{c}	6:18
7.	,^{c}	7:4
8.	,	7:7
9.	,	7:17
10.	and^{e}	9:3
11.	,	9:5
12.	,	9:15
13.	,	9:20
14.	,	10:19
15.	,	10:20
16.	,	10:23
17.	,	11:6
18.	,	11:21
19.	,$^{e\ c}$	12:1
20.	,^{c}	12:18
21.	,^{c}	14:6

Additions (cont'd)

22.	that	14:9
23.	,	14:26
24.	,[c]	16:20
25.	,	16:25
26.	of	16:25
27.	,	17:16

Deletions

1.	.	18:22

Substitutions

1.	20 :: 20th	1:1
2.	did I ever meet :: to meet up	2:18
3.	he or she or them is or are :: the spook or spooks is or are[c]	2:21
4.	10 :: 10th	3:9
5.	20 - 21 :: 20th - 21st	7:2
6.	with :: when[c]	8:17
7.	altogether :: all together	10:18,19
8.	poltergeister :: poltergeist	12:10
9.	but :: except for	13:3
10.	poltergeister :: poltergeist	13:19
11.	in :: with	14:1
12.	has :: had	14:9
13.	is :: was	14:9
14.	. :: :[e]	14:23

Substitutions (cont'd)

15. It didn't seem to stand out from the wall. Neither the core nor the area of discernible light that surrounded it, but a mass of brilliance was slowly taking shape :: It didn't seem to stand out from the wall: neither the core nor the area of discernible light that surrounded it. But a mass of brilliance was slowly taking shape.[e] 15:9-12

16. voice :: voices 15:16

17. and those :: . Those[c] 15:17

18. . :: --[e] 18:10

19. . :: , 18:13

3. Repetition

The deletions and substitutions which Kantor made to avoid poor repetition were considerably more numerous than those of the other writers studied.

Samples:

(1) When I say that I met up with ghosts there in THAT [A substituted] quiet room in South Kensington, I mean just that. (1:3-5)

(2) THEN SUDDENLY [deleted] on the afternoon of April 20th, I found myself back in London again. (7:15,16)

(3) In this case, my whole desire was to lick THESE POLTERGEISTER [THE ANTAGONIST substituted] by brute strength, if indeed my strength could be called brutal -- to figuratively kick the chief poltergeist in the seat of the pants, or at least reduce him to heartbreak because he couldn't manage to draw off those covers. (12:12-17)

In the first sentence (example one), <u>that</u> originally occurs three times, and the unpleasantness of its triple use is further accentuated by the position of the third one at the end of the sentence. In the second example, <u>Then</u> <u>suddenly</u> is deleted because of Kantor's use of <u>suddenly</u> later, in line 17 ("they had flown me suddenly") and in line 19 ("It was necessary to suddenly find lodgings"). The one in line 19 was also deleted.

(4) Such a SOUND [BABBLE substituted] might be noticed if one stood at the far end of a large house, and heard a party and a funeral simultaneously in progress in rooms on another floor and at the opposite end of the house. (15:19-22)

This change clearly stems from the use of sounds and a sound earlier (lines 13,14). Moreover, not only does babble avoid a weak repetition; it also increases emphasis. For a similar gain, see the revision of utterances to hullabaloo (15:24).

Summary

In his revisions Kantor showed the same awareness of unpleasant repetition as did the other writers; however, he revised to avoid poor repetition considerably oftener than the others. The reasons for this larger number are, however, impossible to determine: they may stem from the earliness of the draft, or the rapid way in which Kantor may write, or a poor vocabulary. In any event, the important point is that the material illustrated effectively that such errors are corrected in revisions, and that the corrections often sharpened the emphasis by colorful or more exact words.

List of Revisions

Page:line

Additions

None

Deletions

1. to London [see to London, lines 12,13] 3:14
2. "The only one [see the only one, line 25][e] 4:26
3. out [see out, line 5] 7:7
4. Then suddenly [see suddenly, lines 17 and 19] 7:15
5. suddenly [see suddenly, lines 15 and 17] 7:19
6. more [see more, line 14] 15:14
7. Yet [see And yet, 15:26] 16:1
8. It was daylight [see It was, line 12; Its, line 13][cc] 18:11,12
9. gray [see gray, 3:26] 19:14

Substitutions

1. there in that :: a [see that, lines 3,5] 1:4
2. London :: Britain [see to London, line 1] 3:2
3. houses :: structures [see houses, line 21; house, line 22] 3:22
4. I shopped along :: I tagged [see I'd shop around, line 17] 4:17,18
5. a :: the [see a very, line 7] 6:7
6. my :: the [see my, line 25] 8:26
7. down :: into [see down, line 11] 9:10

Substitutions (cont'd)

8.	gives :: throws [see gave, lines 19,20]	11:25
9.	haul :: drag [see hauled, 10:19]	12:5
10.	these poltergeister :: the antagonist [see lines 7,10,15]	12:13
11.	antagonist of the bed clothing :: opponent [see antagonist, 12:13][t]	13:1,2
12.	sound :: whisper [see sound, line 5]	13:3
13.	from :: of [see from, line 6]	15:6
14.	sound :: babble [see sound, lines 13,14][e m]	15:19
15.	sound :: utterance [see sound, lines 13,14][m]	15:23
16.	utterances :: hullabaloo [see utterances, line 23][e]	15:24
17.	seem :: appear [see seem, line 1]	16:2
18.	saw :: perceived [see saw, line 24]	16:23,24
19.	body :: weight [see body, line 26]	17:24
20.	side :: body [see side, lines 23,25]	17:26

Transpositions

1.	I was really :: Really I was [see I remember, line 13; I got back, line 15][t]	8:16

4. Meaning

The group of revisions in Kantor's draft that altered meaning was a large one that illustrated a writer's customary difficulty in transmitting his ideas accurately. The group was made up of three sub-divisions, the smallest of which consisted of revisions that corrected ambiguities and illogical statements. The second and considerably larger subdivision was formed by revisions that replaced one idea with a totally different one. And the third sub-division, which equalled the second in size, consisted of revisions that limited or extended existing ideas and information, often with greater specificness.

Ambiguity

Samples:

(1) She remembered me now. She remembered, too, that I hadn't returned to sleep [THERE added] that previous night and she shook her LITTLE [deleted] finger waggishly, suggesting indecorous frolics in which I might have indulged on the night of April 10th. (8:5-9)

(2) I am about as uncourageous a man as you EVER MET IN YOUR LIVES [COULD MEET substituted]. (10:27; 11:1)

In the original, the second sentence of the first example is ambiguous, because it might be interpreted to mean that Kantor came back to the room, went to sleep, woke up, and then could not get to sleep again. That idea, of course, is not what he means, because the reader knows that Kantor never returned

to the lodging house at all that night (see 7:1-3). The addition of *there* prevents any momentary misunderstanding.

In the second example, the original statement is illogical because, obviously, few if any readers of the article ever met the author. By substituting *could meet* for *ever met in your lives*, Kantor corrects the illogicality.

Both types of revisions sometimes result in unintentional humor, as the use of *little finger* in the first example demonstrates. Here, *little*, which seems to be this writer's favorite and eventually most deleted adjective, presents the possibility that the woman is shaking her smallest finger reprovingly, an action commonly and more easily performed by the forefinger.

Replacement of Ideas

Samples:

(1) I didn't remember the street [NUMBER added], but it was only half a block from the turning; I recognized the house readily when I saw it. (7:23-25)

(2) I CLOSED [LOCKED substituted] the door, turned off the light, opened the window, and looked into the gray night before I went to bed. (9:2-4)

(3) My opponent was a POWERFUL [STUBBORN substituted] demon but assuredly a silent one. (13:1-3)

In the first example the change is readily

recognized; Kantor apparently did remember the street, but not the house number.

The substitution in the second example is especially interesting, because locked also carries the action of closing the door, and because it reduces the possibility that the subsequent appearance of the ghost can be attributed to non-psychic machinations.

The substitution of stubborn for powerful is also interesting, because it shows that even practiced writers have trouble being consistent. The description that precedes and follows the sentence cited emphasizes the ghost's persistence, not strength. For instance, Kantor first became aware of the phenomenon when the bed covers began "sliding slowly and steadily toward the foot of the bed." (10:1,2) Later, "a certain pressure" was fighting him "all the time" he was pulling the covers back up around him (10:20); still later, Kantor described the force as "a dull pressure -- like the power of inertia" (14:1), and, "The first moment I relaxed my grip or shifted my weight, however slightly, the covers started to go down again." (14:3,4)

Limitation and Extension

Samples:

(1) The best way I could describe the phenomenon is to say that it looked A LITTLE [deleted] like the mysterious wavery flare of a radium compound. (14:21-23)

(2) Beyond the foot of the couch, on the south wall next to the one big window, was a KIND OF [deleted] hall-tree where you could hang coats and clothing. (6:12-14)

(3) I lay with my weight pinioning the crumpled bed-clothes on ONE [MY RIGHT substituted] side, and with my LEFT [added] elbow locking a mat of sheet and blanket and comforter against my body. (17:24-26)

The first two examples illustrate Kantor's frequent removal of words that weaken his expression, usually because they are vague. The words a little, for instance, reduce the positiveness of the comparison. As noted before, little mars Kantor's early writing in the draft; he uses a total of twelve originally. But in the final stage of this draft he has only six.

Kind of is another weak expression that occurs frequently. In the sentence in the second example, kind of dulls the reader's image of the hall tree he is supposed to imagine. A "hall tree" is fairly easy to imagine; a "kind of hall tree" is almost impossible.

It can be seen from these two examples that the

expurgation of certain weak words changes both the meaning and the emphasis of the writing. Hence many of the revisions represented by the sentences just cited are classified under both categories.

In the third example, the addition of right to identify the side and left to identify the elbow provides a much more specific and therefore more easily grasped picture of the action than the original passage provides. Left is especially important.

Summary

Kantor used many revisions to alter meaning. A small number of this group corrected ambiguities and illogical statements that marred the smoothness and clarity of the writing and sometimes produced undesirable humor. A larger group of these revisions replaced one idea with another, apparently to maintain consistency in action or description.

List of Revisions

		Page:line
	Additions	
1.	, [below] ,^{c}	5:9
2.	number	7:24
3.	vacant	8:1
4.	there	8:6
5.	,	10:25
6.	chief	12:15
7.	left	17:25
	Deletions	
1.	serenely	1:13
2.	rather^{e}	1:15
3.	get up nerve enough to^{cc}	2:22
4.	bunches of^{cc} ^{e}	4:11
5.	quiet	5:12
6.	kind of^{cc} ^{e}	6:13
7.	small	6:17
8.	little	8:7
9.	about^{e}	9:13
10.	a little^{e}	14:22
11.	sometimes^{e}	14:24
12.	modern	15:20
13.	Steadily	16:19

Deletions (cont'd)

14. stubbornly[e] 17:8

15. quickly 17:12

16. clear[e] 17:16

17. kind of[e] 17:20

Substitutions

1. To the best of my observation and knowledge and recollection I did have ::
   It was 1:5,6

2. is :: is or was 1:14

3. me because it settles an argument which I have been pursuing with myself for most of my forty-one years ::
   After existing completely ghost-less for forty-one years, it is very satisfying 1:15,16

4. if we were once :: when once we were 3:15

5. floors :: floor 4:8

6. looked :: trotted[e] 4:10

7. with an earnest looking face :: earnestly[cc] 4:10

8. seemed :: it looked 4:16

9. She was right about the room being small. It was, I should say, about fourteen feet in length and certainly not more than six or eight feet wide. ::
   She was correct. The room was about ten or twelve feet in length and certainly not more than seven feet wide.[cc e] 5:1-3

10. in some earlier year :: by some earlier generation[e] 5:5

11. a third or fourth floor hall bedroom ::
    third or fourth floor hall bedrooms 5:17

12. Between :: Beyond 6:12

Substitutions (cont'd)

13.	forgot :: forget	7:12
14.	the :: one	7:14
15.	doing a little work :: working[cc]	7:16,17
16.	in the later or earlier days of :: during[cc]	7:21
17.	I was sure I would remember the house if I saw it :: I recognized the house readily when I saw it[cc]	7:25
18.	a :: the	9:1
19.	closed :: locked[e]	9:2
20.	on :: at	9:11
21.	the :: a	9:15
22.	nowadays :: these days	9:17
23.	one :: visible entity[e]	10:15
24.	If :: When	11:1
25.	ever met in your lives :: could meet	11:1
26.	into the war :: overseas	11:11
27.	overseas :: to the ETO	11:13
28.	By :: All	12:25
29.	powerful :: stubborn	13:2
30.	get the covers up around me again :: retain the covers[cc]	13:11
31.	of :: on	14:14
32.	a pitch dark night :: the dark[cc]	14:25
33.	five :: ten	15:7,8
34.	sound :: babble[e r]	15:19
35.	observed :: noticed	15:19

Substitutions (cont'd)

36.	a room :: rooms	15:21
37.	sound :: utterance^{r}	15:23
38.	certain :: specific	16:20
39.	one :: my right	17:25
40.	spring-bolts :: spring-bolt	18:13
41.	did :: do	18:16
42.	army :: RNVR	19:11
43.	by :: beside	19:14

Transpositions

1.	was at the time :: at the time was^{e}	19:6

5. Coherence

Kantor's numerous revisions for coherence employed a variety of methods, their outstanding general characteristic being the skillful handling of punctuation. To increase coherence, Kantor used principally (1) re-paragraphing, (2) ellipses, (3) commas, (4) dashes, (5) references to time and place, (6) possessive adjectives and demonstratives for articles, and (7) semicolons.

Re-paragraphing

Sample:

(1) Well, that was the room. And you and I can now leave it until the night of April 20th-21st, because I didn't stay there that first night. After dinner I spent the evening with a friend in Hampstead, and we talked until so late that I had to spend the night out there; the underground had stopped running and there weren't any taxicabs. ¶ [added] The next day I dashed to Truxley Court, picked up my bag, and encountered Kostal on the train bound for Bedford. He said that he had come back late to Truxley Court and had spent a comfortable night. Certainly he didn't have ghosts on his mind. I had paid Mrs. Stuart her prescribed thirteen-and-six, and Truxley Court easily slid out of my mind -- the way you forget that little hotel in Joplin or Fort Wayne where you happened to spend one night, and to which you do not expect to return. (7:1-14)

Most of Kantor's re-paragraphing revisions either separate a description from an action or divide a descriptive passage or action passage into clearly defined parts. In the example cited above, Kantor divides an action passage, and his justification for it can be easily seen: the re-paragraphing aids

in giving the impression that a night has passed. The opening words of the new paragraph (The next day) provide the major part of the continuity, but the re-paragraphing also helps.

Sometimes re-paragraphing also results in greater emphasis (see 1:3) and in a few cases improves the readability of an originally over-long passage (see 6:12 and 6:22).

Ellipses

Sample:

(1) I went into the hall and down the half flight of stairs to the bathroom at the second-floor-rear. [. . . substituted] On the way back to my room I looked at my wristwatch. (9:10-13)

Kantor uses ellipses skillfully to strengthen the continuity of his writing. Many of these changes, like the above example, indicate an omitted action; others signify omitted dialogue (see 4:2) or the passing of time (see 18:11). In almost all such revisions, the writer uses ellipses only to strengthen coherence that is already fairly well-established by such words as On the way back (above example). His use of ellipses thus resembles his use of re-paragraphing.

Commas

Samples:

(1) Sundry later explorations about the premises (when

I was searching for a bathroom where some spinster tenant hadn't locked herself in already) proved that the same plan followed on the first floor, [comma added] below, [comma added] and on the third and fourth storeys above. (5:6-10)

The comma additions in this sentence illustrate how carefully Kantor attends to his coherence. If below were not set off by the commas, a forgetful reader might not know, until he comes to third and fourth storeys above, that the speaker is on the second floor, because the information is given on the preceding page (4:17-20). By setting off below, however, Kantor leaves no necessity for remembering. The gain in coherence is perhaps slight, but it is a gain.

(2) For a long moment I thought that in some peculiar manner I must have wound my foot in the bed-clothing, [comma added] and that somehow the weight and pressure of my foot were dragging the covers. (10:3-6)

(3) After that fourth onslaught, I dragged the whole mass of bed clothing up against increasing pressure, [comma added] and locked the stuff around me. (13:7-9)

Examples two and three illustrate Kantor's frequent addition of commas to separate similar sentence elements in order to prevent any momentary misunderstanding. In the sentence in example two, some possibility exists that the reader will have a very fleeting impression that Kantor, the "I" in the story, has wound his foot in the bed-clothing and

also in something else. This impression would of course be almost immediately corrected by that following and; but, as in his use of ellipses and re-paragraphing, Kantor does increase the coherence slightly.

The second sentence, in example three, is similar. In order to prevent the reader's interpreting the and following pressure as perhaps signalling another sort of force, Kantor uses a comma to indicate a compound verb and object. This type of comma addition is numerically Kantor's principal device for increasing coherence.

(4) The attempts came not in a sly or quick jerky motion, [comma added] but with a dull pressure -- like the power of inertia, like whole chunks of gravity dangling from the foot of the bed. (13:25; 14:1-3)

Example four illustrates a less frequent use of the comma. The writer's purpose here is apparently to decrease the speed of the writing. By slowing the writing in this way he makes it easier for the reader to follow the ideas or actions. Besides increasing coherence, this type of comma revision often adds emphasis; in this sentence, for instance, the phrase but with a dull pressure receives slightly greater stress because of the comma that precedes it.

Dash

Sample:

(1) About the time I was settled, [-- substituted for comma] turned on my right side in the smooth, narrow bed, the way I sleep habitually, [-- substituted for comma] I suddenly became aware that someone was trying to pull the covers off me. (9:22-25)

Most of Kantor's revisions with the dash replace commas. Most of them also clarify passages in the manner of the revision cited above. If, as in the original, turned on my right side in the smooth, narrow bed, the way I sleep habitually is set off only by commas, there is considerable danger that the reader will consider this passage, momentarily at least, as an additional action separate from settled. But by substituting dashes, the author gives a clear signal that the material makes up an appositive.

On rare occasions Kantor employs the dash much as he does ellipses -- to indicate omission of action or dialogue; in so doing he reduces abruptness (see 7:27). Occasionally too he uses a dash that does not clarify the writing appreciably but does slow it down, with perhaps a minute gain in emphasis (see 7:12).

Time and Place

Sample:

(1) She was so glad to oblige me . . . . she remembered that I hadn't returned to sleep THAT PREVIOUS NIGHT [THERE THE NIGHT OF APRIL 10TH substituted], and she shook her finger waggishly, suggesting indecorous frolics in which I might have indulged on the night of April 10th. (8:5-9)

Although Kantor makes very few additions that orient the reader to time and place, probably because he originally incorporates an overabundance of such guide posts (see deletions of in London, 1:14; to London, 3:14), the few he does add are interesting illustrations of his care in preventing uncertainty in the reader. In the above revision, for example, he substitutes a specific date for the relatively vague that previous night. It will be noticed that the exact date, April 10th, is included in the sentence originally, but at the very end; yet he seems to feel that he should mention the date as soon as he refers to his previous experience. Kantor's revision, in other words, suggests an unqualified respect for immediacy. This observation seems borne out also by his addition of In England at the very beginning of his article (1:1).

Demonstrative and Possessive Pronouns for Articles

Sample:

(1) On the way back to THE [MY substituted] room I looked at my wristwatch. (9:12,13)

Kantor's work on coherence is fairly notable for its substitution of possessives for articles, and less so for its substitution of demonstratives for articles. The coherence gained by these methods is slight but still noticeable enough to mark them as useful devices. The technique appears in all the writers studied.

Semicolon

Samples:

(1) We intended going our separate ways when once we were billeted, [semicolon substituted] but together we applied for rooms, and together we were directed by the billeting officer to No. 40 Truxley Court, in the south end of Kensington. (3:14-18)

(2) After dinner I spent the evening with a friend in Hampstead, and we talked until so late that I had to spend the night out there. [semicolon substituted] The [the substituted] underground had stopped running and there weren't any taxicabs. (7:3-6)

Kantor uses the semicolon expertly; by replacing commas, periods and and's with it, he brings out the relationship of ideas and actions much more clearly. His substitution of the semicolon for the comma in the first sentence cited, for instance, sharpens the contrast between the plans of the two men to separate and their action in applying for

rooms together.

In the second example, the semicolon links the cause-and-effect relationship more closely than does the period. Kantor's frequent use of the semicolon in such passages illustrates clearly the usefulness of this device.

In addition to the methods just discussed, Kantor also took advantage, though to a less impressive degree, of preparatory words, coordinating conjunctions, colons, and similar devices.

Samples:

(1) I was now hearing sounds . . . perhaps <u>a sound</u> would be correct. It was more like a murmur of distant voices than anything else I can think of now or could think of then: voices of a number of human beings. Those distant people were speaking or wailing or laughing rapidly, but they seemed incredibly far away. Such a babble might be noticed if one stood at the far end of a large house, and heard a party and a funeral simultaneously in progress in rooms on another floor and at the opposite end of the house.

MOST ASSUREDLY [added] I could hear voices. I knew that they were the utterance of humans, that they were many in number, and that their hullabaloo ran from caterwauling through speechifying and gossip into honest laughter. And yet I couldn't recognize one word that they were saying. (15:13-27)

(2) It was a gentle AND [BUT substituted] persistent and sturdy pressure which took them there. (10:2,3)

(3) The bed was now revealed, competently made up, [colon substituted] sheets, one blanket and a neat comforter of puckered sateen. (8:23-25)

In the first example, Most assuredly is necessary for smoothness because the unprefaced I could hear voices suggests that the writer has not mentioned them before, whereas in the preceding paragraph he has stated I was now hearing sounds.

In the second example, the substitution of but for and supplies the contrast between gentle and the words persistent and sturdy, whereas the replaced and improperly indicated addition.

The third example demonstrates the slight confusion that a comma which precedes a series unaided by prefatory words can cause; at the same time it demonstrates the customary superiority of the colon in such writing situations.

Summary

Kantor's work on coherence was notable chiefly for his skillful use of punctuation marks. He frequently added commas to divide similar sentence elements for easier understanding; to clarify slightly ambiguous passages; and to slow the writing in other passages to allow the reader more time to grasp relationships. Ellipses were also used quite frequently to indicate omitted action and dialogue and the passing of time. The dash, usually replacing commas, considerably increased the immediacy of understanding, and the semicolon, which Kantor employed oftener than either the dash

or ellipsis, strongly emphasized the value of this mark in conveying relationships accurately and clearly.

Among the variety of other methods used, which included preparatory words, careful selection of coordinating conjunctions, and other devices, re-paragraphing was prominent, both in number and effect. Several of these re-paragraphing revisions revealed the frequently tight relationship between coherence and emphasis. Kantor revised for time and place infrequently, but always helpfully. He also substituted a sufficient number of possessive and demonstrative adjectives to prove, in conjunction with similar findings in Nye's manuscript, that this technique is a valuable one.

Like the other writers' revisions for coherence, Kantor's revisions brought out clearly that a variety of methods are used to produce smooth-flowing writing. His revisions also showed, as did the other writers', that single revisions for coherence rarely accomplish any individually remarkable gain. Occasionally a re-paragraphing or a semicolon may produce a really outstanding increase in continuity, but in general coherence stems from the cumulative effect of many small gains.

List of Revisions

		Page:line
	Additions	
1.	In England	1:1
2.	,g	1:5
3.	,	3:6
4.	,g	3:14
5.	that	4:9
6.	,	4:17
7.	,[except the first],	4:22
8.	,g	5:4
9.	, [below] ,m	5:9
10.	, [on the south wall next to the one big window] ,	6:12,13
11.	,g	6:18
12.	at	6:26
13.	first	7:3
14.	,g	7:4
15.	out	7:5
16.	to Truxley Court	7:9
17.	--	7:12
18.	,	7:18
19.	,	8:12
20.	,	8:16
21.	,	8:26

Additions (cont'd)

22.	,[e]	9:13
23.	,	10:5
24.	,	11:16
25.	,[e g]	12:1
26.	, [that April night in Truxley Court] ,[e]	12:3
27.	,[e]	12:5
28.	,[g]	12:18
29.	,[e]	13:8
30.	precaution	13:15
31.	,[e]	13:23
32.	,[e]	14:1
33.	,[g]	14:6
34.	,	14:24
35.	,	15:3
36.	, [more or less] ,	15:6
37.	Most assuredly[e]	15:22
38.	,[e]	15:24
39.	still	16:1
40.	,[g]	16:20
41.	-- [or rather, of luminous material] --[e]	16:21,22
42.	;[e]	17:7
43.	,	17:25
44.	,	18:3
45.	,	18:16

Deletions

1.	I wanted to wash before I went out for dinner. At the time I barely noticed the room itself. I took in the scenery more completely in my second visit to Truxley Court. Probably by this time the reader is dying to know what this ghost-infested room looked like.[e]	5:23-25; 6:1,2
2.	Ah yes indeed	8:2
3.	but	8:5
4.	,	11:15

Substitutions

1.	he or she or them is or are :: the spook or spooks is or are[g]	2:21
2.	¶ [re-paragraphing]	3:1
3.	, :: ;[e]	3:15
4.	. :: ;	3:23
5.	. ::	4:2
6.	. :: ...	4:8
7.	She was so sorry. :: But	4:14
8.	.... :: . ¶ [re-paragraphing]	4:15
9.	¶ :: [no paragraph]	4:18
10.	¶ [re-paragraphing]	4:20
11.	¶ [re-paragraphing]	4:24
12.	, :: --	5:11
13.	It looked :: The room was	5:22;6:3
14.	¶ [re-paragraphing]	6:12
15.	it :: the window	6:16
16.	¶ [re-paragraphing]	6:22

Substitutions (cont'd)

17. . :: ; 7:5

18. ¶I [re-paragraphing] 7:6

19. the :: her 7:11

20. and :: ; 7:19

21. -- :: ... 7:22

22. and :: ;[e] 7:24,25

23. , :: -- 7:27

24. , :: ... 8:1

25. , but :: ; 8:1

26. that previous night ::
the night of April 10th 8:6,7

27. , :: -- 8:17

28. with :: when[g] 8:17

29. ¶I [re-paragraphing] 8:20

30. the :: my 8:20,21

31. The bed was now revealed as competently made up, ::
The bed was now revealed competently made up: 8:23,24

32. the :: my 8:25

33. . :: 9:12

34. the :: my 9:12

35. and :: ... 9:16

36. , [turned on my right side in the smooth, narrow bed, the way I sleep habitually] , ::
-- [turned on my right side in the smooth, narrow bed, the way I sleep habitually] -- 9:23,24

37. and :: but 10:2

38. , :: ;[e] 10:13

Substitutions (cont'd)

39.	the :: those	12:8
40.	¶ [re-paragraphing]	13:14
41.	and there :: . ¶ [re-paragraphing] There[e]	15:7
42.	, :: ...[e]	15:13
43.	and those :: . Those[g]	15:17
44.	, [lying over them in sound, as frosting covers a cake] , :: -- [lying over them in sound, as frosting covers a cake] --[e]	16:13,14
45.	these :: such	17:7,8
46.	. ::	18:11
47.	¶ [re-paragraphing][e]	18:12
48.	¶ [re-paragraphing][e]	19:14
49.	¶ [re-paragraphing]	19:16,17

6. Emphasis

Kantor used a large variety of methods to increase the emphasis of his writing: (1) re-paragraphing, which utilized placement and brevity; (2) removing weak, qualifying adjectives and adverbs; (3) improving rhythm; (4) choosing more striking words and phrases; (5) utilizing punctuation marks such as commas, exclamation points, semicolons, and periods to speed up or slow down the writing and to take advantage of placement and brevity. In his work on emphasis, Kantor's manipulation of commas, semicolons, and other punctuation marks was undoubtedly his outstanding quality.

Re-paragraphing

Samples:

(1) In England, on Friday night, April 20th, 1945, I went to bed in a haunted room, and during the night I was besieged by ghosts. ¶ [added] This is no gag. When I say that I met up with ghosts in a quiet room in South Kensington, I mean just that. It was the first first-hand supernatural experience of my life. (1:1-7)

(2) She left a key and went away. I put my musette bag on a chair and got out my toilet articles. The room was about as un-ghostlike as the interior of an A and P store. ¶ [added] A wide hall door, fastened by a modern spring lock, filled about half the north wall; the other half was occupied by the head of the studio couch -- a very modern-looking studio couch, with a heavy greenish spread and a lot of daytime cushions. The couch-bed took up a good share of the floor space, its head against the north wall next to the door, its right side against the west wall of the room. (5:21,22; 6:3-11)

Both of these examples illustrate the use of

brevity and placement. By breaking the first paragraph after the word ghosts, Kantor emphasizes his opening sentence. Moreover, the re-paragraphing also increases the force of the already emphatic four-word sentence "This is no gag."

The second paragraph seems to have been broken chiefly to stress the simile which ends the new paragraph. This comparison accentuates the ordinariness of the room; the ordinariness of the room in turn helps to create credibility, just as the information on time and place does in a different way in the first example ("In England, on Friday night, April 20th, 1945").

Qualifying Words

Sample:

(1) I wasn't drunk and I wasn't asleep and I wasn't sick; I am confident that the room is or was haunted; and I am RATHER [deleted] pleased that this eerie incident befell. (1:12-15)

Here, as in most of the revisions which the example represents, Kantor deletes an adverb that reduces the positiveness of his statement.

Rhythm

Samples:

(1) She was so glad to oblige me . . . she remembered that I hadn't returned to sleep there the night of April 10th, and she shook her finger waggishly, suggesting DELICIOUS ILLICIT [INDECOROUS substituted]

frolics in which I might have indulged on the night of April 10th. (8:5-9)

(2) I HAD NEVER BEFORE MET [NEVER BEFORE HAD I MET substituted] a poltergeist, and always I believed that I would run a mile if a vase flew off a mantel or an unexplained rapping sounded on the wall. (12:9-12)

These changes are typical of the few revisions Kantor makes to better the rhythm and sound of his sentences. The cause of the first revision (indecorous for delicious illicit) is easy to identify; the triple occurrence of l and the succession of four short i sounds (one in delicious, three in illicit) create a highly unpleasant effect.

The second example deserves more lengthy discussion, because the revision does not merely correct a poor rhythm or sound by substituting words; it produces a more forceful rhythm by changing the order of the original words. Of the first five words in the original, met is the only one which is heavily stressed. The only other syllable in the group that might also be heavily stressed is the second one in before; but, partly because in the original arrangement before immediately precedes met, which is a key word that overshadows before, and partly because the five weakly stressed vowels preceding fore (I had ne ver be) build up a cumulative speed, fore is stressed much less than met,

though more than the syllables that precede it.

In the revision, however, the syllable *fore* is preceded by only three unstressed syllables (ne ver be), and the cumulative speed is reduced. Moreover, *fore* is separated from *met* by two syllables (had I). As a result of the different position, *fore* receives about the same stress as *met*. The advantages of this equality, although not tremendous, are worthwhile. First, the change avoids the unpleasant crescendo culminating in *met*. Second, the change, by emphasizing *fore*, stresses the uniqueness of Kantor's meeting a *poltergeist*.

Word Choice

Samples:

(1) In England, on Friday night, April 20th, 1945, I went to bed in a haunted room, and during the night I ENCOUNTERED [WAS BESIEGED BY substituted] ghosts. (1:1-3)

In this example, *besieged* is stronger because the hostility it denotes is not weakened, as *encounter* is, by a second denotation -- that of a mere meeting. By its stronger suggestion of conflict, *besieged* arouses more interest and suspense.

(2) Truxley Court . . . the name SPRINTED BACK INTO MY MIND [MATERIALIZED substituted] again. (7:22,23)

The use of *materialized*, a word often employed in discussions of psychic phenomena, has the advantage

of keeping the reader aware that he is reading a ghost story.

(3) Those distant people were speaking or wailing or laughing rapidly, but they seemed incredibly far away. Such a SOUND [BABBLE substituted] might be noticed if one stood at the far end of a large house, and heard a party and a funeral simultaneously in progress in rooms on another floor and at the opposite end of the house. (15:17-22)

In the above illustration, babble is narrower and more specific than sound; sound can refer to any noise, but babble denotes only a particular quality of voice or voices. Kantor frequently strengthens his writing by this increased exactness.

Among other revisions improving word choice, several replace trite phrases (see to leave him heartbroken revised to reduce him to heartbreak, 12:16); occasionally a simile is sharpened (see a new General Electric refrigerator revised to an A and P store, 6:4).

Punctuation

Sample (exclamation point):

(1) Yes, yes . . . she had but one vacant room this time; she would give it to me for the night. It was that same second storey front-hall-bedroom.

How fortunate, said Mrs. Stuart, that it hadn't been taken by someone else BUT [! substituted] She was so glad to oblige me. (8:1-5)

By using the exclamation mark here, Kantor

increases his suspense through irony. He has already stated that this second floor bedroom was the one in which the ghost appeared, and Mrs. Stuart's pleasure in having the room available contrasts with the first fact. The exclamation point simply sharpens the contrast.

Kantor uses this device sparingly, chiefly to bring out Mrs. Stuart's practicality and friendliness, both of which contrast with Kantor's eerie reception in the room.

Sample (period):

(1) I do know that the brightness on the wall was, within five minutes, as white as milk AND [deleted] [period added] yet [Yet substituted] when I moved my head, when I lifted slightly and gazed across the tight drawn comforter toward the window, the window was as dark and gray as ever; and so was the sky beyond it. (14:14-18)

Kantor often breaks his sentences in this way, apparently to stress an idea (here the degree of whiteness) through a combination of better placement and brevity. His addition of commas to set off "within five minutes" (an addition not shown in the sample) further increases the stress on the whiteness.

Samples (commas):

(1) It was six minutes after three, [comma added] and the house was very quiet; so was all of London. (9:13,14)

(2) For a long moment I thought that in some peculiar manner I must have wound my foot in the bed-clothing, and that somehow the weight and pressure of my foot were dragging the covers. It was nonsensical, [comma added] and in the same moment in which I evolved the theory I rejected it. I sat up and looked toward the foot of the bed. There was nothing there. The room shone soft and gray in light from the wide window. The falling, fading moon kept trying to make itself felt from behind misty clouds. There wasn't much light; yet I could see the desk, the hall tree and chairs; I could make out their dull shapes in the gloom. The covers were still being pulled toward the foot of the bed, [comma added] and no visible entity was pulling them. (10:3-16)

(3) In this case, [comma added] my whole desire was to lick the antagonist by brute strength, if indeed my strength could be called brutal -- to figuratively kick the chief poltergeist in the seat of the pants, or at least reduce him to heartbreak because he couldn't manage to draw off those covers. (12:12-17)

By inserting commas in sentences like those cited, Kantor obtains greater emphasis by slowing down his writing. In the first sentence, for example, the inserted comma, aided by the semicolon, emphasizes the house was very quiet.

In the second example, the comma sets off it was nonsensical more sharply, thereby strengthening the reader's impression that Kantor's first reaction to the sensation of having bed covers pulled off him by an unseen being was completely practical. This impression encourages the reader to believe the story.

The comma insertion in the third example also

illustrates how Kantor reduces the speed of his writing, but this time with a short introductory phrase. The pause called for by the comma increases emphasis on the words my whole desire.

Comma additions of the kind just discussed are numerous in Kantor's work. Moreover, they follow no consistent style of punctuation, such as the open or close type. Kantor's variable use of commas and other marks indicate that apparently his only goals are coherence or emphasis -- sometimes both. For instance, in the following sentence Kantor separates the first and second clauses with a comma, but not the second and third, although the difference in length, particularly between the first and third, is not great: "Some force was trying to drag those covers off me, and I considered it damned annoying and I resented that force with my whole soul." (12:4-7) In his handling of introductory elements, Kantor shows this same variability. For instance, whereas he does set off the opening prepositional phrase In this case in the third example above, in the following sentence he does not: "In each case there was a little hall bedroom walled off at the front -- a narrow room with one window looking down on the spring-time trees of Truxley Court."

(5:10-13)

Samples (semicolons):

(1) The only way that wretched little poltergeist and his pals could draw those covers farther down was to drag me with them; [semicolon added] and I weigh around 175 these days. (13:19-21)

(2) Certainly there was laughter. Certainly I heard remotely the sound of sobbing, [semicolon substituted] and more than these -- lying over them in sound, as frosting covers a cake -- was the bickering chatter of little voices, other voices, men and women gabbling, interrupting one another, prattling of things that must have been petty in the extreme if they could be recited with such careless rapidity. (16:11-18)

Kantor employs the semicolon for emphasis by using it to separate independent clauses joined by and, by substituting it for and, and by substituting it for commas.

Example one demonstrates the first type; this addition retains the and for coherence and further emphasizes the short clause I weigh around 175 these days.

The substitution of a semicolon for and is not illustrated, because this device, which Nye used frequently, is used by Kantor only occasionally. However, he does employ it effectively (see 12:19).

Example two shows the more frequent semicolon-for-comma substitution. Here the heavier stop accentuates sobbing; it also seems to make the emphasis

on the first clause ("Certainly I heard remotely the sound of sobbing") more nearly equal to that of the preceding four-word sentence ("Certainly there was laughter."). The repetition of certainly is of course another factor.

An interesting characteristic of these semicolon revisions is that a few of them also increase the coherence of the writing by indicating the relationship of ideas or actions more clearly (see 3:14-18). This dual effect further supports the already strong evidence that coherence and emphasis constantly support each other.

Summary

Kantor increased the emphasis in his writing by five major methods: using shorter paragraphs; removing weak adjectives and adverbs and adding strong ones; improving ineffective rhythms; selecting more effective words and phrases; and utilizing various punctuation marks to slow down the writing and take advantage of placement.

Re-paragraphing played an important role in augmenting emphasis. In this manuscript Kantor originally had forty-six paragraphs. After the revision of the manuscript, he had sixty-eight -- a gain of twenty-two paragraphs. Fourteen of these twenty-two caused a noticeable increase in emphasis, an increase that resulted usually from ending the

paragraphs with an important idea or emotion briefly stated.

A numerically less impressive number of revisions deleted some adjectives and a larger number of adverbs that originally reduced the positiveness of a statement. These deletions included such words as some and rather.

In comparison to Nye and Kahn, Kantor did not make many revisions to better the rhythm of his sentences, but the ones he did make illustrated effectively the importance of rhythm to emphasis. They furnished further evidence, for example, that a skillful writer avoids a succession of four or more unstressed syllables; that through a cumulative force, a succession of four unstressed or weakly stressed syllables can weaken the stress on a syllable which would normally be accented heavily.

Kantor frequently added force to his writing by selecting more effective words. While a few of these substitutions were more effective because of their multiplicity of denotations, most of them possessed a narrower denotation and therefore a greater explicitness.

His work on emphasis was remarkable for its utilization of punctuation. None of the other three writers studied gave as much attention to punctuation as Kantor. The exclamation mark, for example, although used infrequently, served, by means of skillful irony, to sharpen contrasts and evoke suspense. Another minor but useful device was his method of

breaking long sentences to take advantage of placement and brevity.

An important tool in this writer's revisions was the comma, which he used to slow down the writing in order to bring out ideas and actions more forcefully. A frequent characteristic of these comma revisions was their occurrence with short independent clauses, whose brevity they accentuated.

The semicolon was another of Kantor's major means of slowing the writing and obtaining more emphasis. A large number of these semicolon revisions resembled Nye's, in that they replaced commas and and's. Kantor's use of the semicolon, however, went considerably beyond Nye's use of it. Frequently, in sentences containing three independent clauses, Kantor employed the semicolon to stress the shortest of the three; often, too, he connected sentences with it to gain a coherence that aided emphasis as well.

It is worth noting that Kantor's impressive use of punctuation in general and the comma and semicolon in particular was not marked by any adherence to a specific style. In joining some independent clauses, he often relied upon a coordinating conjunction alone; others of similar length he joined with coordinating conjunctions and commas. His treatment of short introductory phrases also varied: some he set off; others he did not. The only guide seemed to be his estimate of the value of the change to coherence or emphasis.

List of Revisions

		Page:line
	Additions	
1.	just	1:5
2.	;	1:14
3.	,	3:16
4.	,	4:2
5.	,^{g}	4:3
6.	,^{g}	4:6
7.	,	4:13
8.	!	8:4
9.	and^{g}	9:3
10.	,^{c}	9:13
11.	,	10:7
12.	,	10:15
13.	the	11:21
14.	,$^{c\ g}$	12:1
15.	, [that night in Truxley Court] ,^{c}	12:3
16.	,^{c}	12:5
17.	,^{g}	12:13
18.	,	12:16
19.	,^{c}	13:8
20.	;	13:21
21.	,^{c}	13:23
22.	,^{c}	14:1

Additions (cont'd)

23.	, [within five minutes] ,	14:14,15
24.	;	14:18
25.	Most assuredly[c]	15:22
26.	,[c]	15:24
27.	-- [or rather, of luminous material] --[c]	16:21,22
28.	,	17:3
29.	;[c]	17:7
30.	,	17:20
31.	,	17:23
32.	;	19:5

Deletions

1.	some	1:4
2.	in London	1:14
3.	rather[m]	1:15
4.	without broadcasting the location of the actual house and the actual name of the fictitious Mrs. Stuart[cc]	3:3-5
5.	bunches of[cc m]	4:11
6.	"The only one[r]	4:26
7.	,	5:3
8.	I wanted to wash before I went out for dinner. At the time I barely noticed the room itself. I took in the scenery more completely in my second visit to Truxley Court. Probably by this time the reader is dying to know what this ghost-infested room looked like.[c]	5:23-25; 6:1,2
9.	kind of[cc m]	6:13
10.	about[m]	9:13

Deletions (cont'd)

11.	sepulchral	11:18
12.	steady	13:4
13.	and	13:5
14.	a little[m]	14:22
15.	sometimes[m]	14:24
16.	I would say now that[cc t]	15:1
17.	say[t]	15:8
18.	stubbornly[m]	17:8
19.	clear[m]	17:16
20.	kind of[m]	17:20
21.	"And how are you this morning?[cc]	19:17

Substitutions

1.	encountered some :: was besieged by	1:2,3
2.	experience :: incident	1:15
3.	business-like ghost :: banshee	2:18
4.	the kind faced and fluttery little :: a fluttery[cc]	2:24,25
5.	, :: ;[c]	3:15
6.	. :: !	4:4
7.	looked :: trotted[m]	4:10
8.	. :: !	4:13
9.	She was right about the room being small. It was, I should say, about fourteen feet in length and certainly not more than six or eight feet wide. :: She was correct. The room was about ten or twelve feet in length and certainly not more than seven feet wide.[cc m]	5:1-3

Substitutions (cont'd)

10.	in some earlier year :: by some earlier generation^{m}	5:5
11.	¶ [re-paragraphing]	5:6
12.	filled :: tenanted	5:16
13.	upstairs :: of stairs	5:18,19
14.	a new General Electric refrigerator :: an A and P store	6:4
15.	¶ [re-paragraphing]	6:4
16.	, and :: ;	6:6
17.	sprinted back into my brain :: materialized	7:23
18.	and :: ;^{c}	7:24,25
19.	¶ [re-paragraphing]	8:3
20.	delicious illicit :: indecorous	8:8
21.	¶ [re-paragraphing]	8:10
22.	closed :: locked	9:2
23.	the rest of mankind :: other men	9:7
24.	woke up :: awoke	9:9
25.	I went back to the room :: In the bedroom, I	9:17
26.	¶ [re-paragraphing]	10:3
27.	¶ [re-paragraphing]	10:9
28.	, :: ;	10:12
29.	, :: ;^{c}	10:13
30.	one :: visible entity^{m}	10:15
31.	I reached down with both hands, got :: Reaching down with both hands, I got	10:17
32.	pulled :: hauled	10:19
33.	¶ [re-paragraphing]	10:21

Substitutions (cont'd)

34. dragging myself :: crawling 11:11,12

35. no one was so glad ::
never was anyone so delighted 11:14

36. ghosts :: ghouls[t] 11:17

37. Hutton's got :: Hutton has 11:19

38. to leave him heartbroken ::
reduce him to heartbreak 12:16

39. and :: ; 12:19

40. qI [re-paragraphing] 12:22

41. , :: : 12:26

42. ghoulish :: fiendish 12:26

43. time :: onslaught 13:7

44. , :: -- 14:1

45. qI [re-paragraphing] 14:14

46. and yet :: . Yet 14:15

47. qI [re-paragraphing][c] 15:7

48. and there :: . There[c] 15:7

49. It didn't seem to stand out from the wall. Neither the core nor the area of discernible light that surrounded it, but a mass of brilliance was slowly taking shape. ::
It didn't seem to stand out from the wall: neither the core nor the area of discernible light that surrounded it. But a mass of brilliance was slowly taking shape.[g] 15:9-12

50. And all this time I was :: I was now 15:13

51. , :: ...[c] 15:13

52. sound :: babble[m r] 15:19

53. qI [re-paragraphing] 15:22

Substitutions (cont'd)

54.	utterances :: hullabaloo[r]	15:24
55.	and :: . And	15:26
56.	tell a :: recognize one	15:26
57.	, :: ;	16:13
58.	, [lying over them in sound, as frosting covers a cake] , :: -- [lying over them in sound, as frosting covers a cake] --[c]	16:13,14
59.	I saw it beginning :: it began[cc t]	16:20
60.	. :: :	16:24
61.	, :: :	17:3
62.	. :: !	17:5
63.	. :: !	17:17
64.	and :: .	17:22
65.	, :: ;	18:2
66.	. :: --[g]	18:10
67.	¶ [re-paragraphing][c]	18:12
68.	, :: ;	18:17
69.	. :: -- [and see the luminous flare and manouevering of milky flowing light I did]	18:21,22
70.	too :: also	18:23,24
71.	and :: ;	18:26
72.	fussy, dull :: waxy	19:11
73.	plodding :: bustling	19:13
74.	¶ [re-paragraphing][c]	19:14

Transpositions

1.	enough nerve :: nerve enough	2:22
2.	easily slid :: slid easily	7:12
3.	I had never before :: Never before had I	12:9,10
4.	I could :: could I	16:7,8
5.	was at the time :: at the time was[m]	19:6

Miscellaneous

1.	alone in that room again :: in that room again -- alone	19:8

7. Concision

The revisions which increased the conciseness of Kantor's writing consisted almost entirely of deletions of non-repetitious material and of deletions of unnecessary words, in equal proportion.

Non-Repetitious Information

Samples:

(1) It wouldn't be nice to rob a KIND-FACED AND [deleted] fluttery LITTLE [deleted] old Scotswoman of possible future tenants, in case some copies of this magazine trickle over to London. (2:24-26; 3:1)

This example illustrates Kantor's frequent deletion of adjectives, little being the one most commonly cut out. Usually such deletions increase the emphasis on the remaining word or words; here, for instance, by removing kind-faced and little, Kantor stresses fluttery.

(2) In addition to this precaution, I hung on to the top margin of all three bed garments with a grip which I FIRMLY BELIEVE [deleted] would have rung the bell in a 6th Avenue pin-ball emporium if I had essayed one of those Test-Your-Grip machines with such fervor. (13:14-18)

Deletions of references to the author himself, such as this example, number the same as adjective deletions. Such references mar the tone of the writing by drawing undue attention to the writer.

(3) The maid had not turned down the bed, as is the habit of good English chambermaids; BUT IT WAS ONLY

THE WORK OF A MOMENT TO TAKE OFF THAT [I TOOK OFF THE substituted] couch cover and FOLD [FOLDED substituted] it on a chair. (8:20-23)

This revision, which eliminates a superfluous detail, represents by far the commonest type of revision involving non-repetitious material. In the example cited, the fact that the work required only a short time is unimportant to the story, although the physical details (which are retained) are important, both for creating a feeling of actuality and for setting the scene of the action that is to follow. Kantor's excision of such material is reminiscent of Nye's work.

Economy with Words

Sample (articles):

(1) The room shone soft and gray in THE [deleted] light from the wide window. (10:9,10)

The deletion of articles, which is illustrated above, is a device Kantor uses infrequently and with varying effectiveness. Occasionally removal of an article results in a slightly undesirable abruptness (see 14:9); but usually the abruptness is either totally absent or so slight that the emphasis obtained by the deletion compensates for the jerkiness. In the sentence cited, the removal of the produces some choppiness, but at the same time it increases the stress on light.

Samples (implied meanings):

(1) The lodgings were in fact two houses, No. 40 and No. 42, tan-colored Victorian structures remodelled as a single lodging-house. You could enter either at No. 40 or 42; there was a passage cut through BETWEEN THE TWO HOUSES [deleted] on the first floor. (3:20-24)

(2) She was so glad to oblige me . . . she remembered that I hadn't returned to sleep there the night of April 10th, and she shook her finger waggishly, suggesting IN THE GESTURE [deleted] indecorous frolics in which I might have indulged on the night of April 10th. (8:5-9)

The last two examples illustrate Kantor's principal method for tightening his writing. In these he relies upon other words that indirectly carry the same meaning as the deleted words. In example one, there was a passage cut through suggests, in context with the preceding clause, the identical meaning that is more specifically stated by between the two houses.

The deletion in the second example relies somewhat more heavily upon implication. It is perhaps possible for a reader to interpret the revised passage to mean that the woman actually spoke of indecorous frolics, but such an interpretation is unlikely. In any event, the writer is clearly guessing that the reader will associate the action with the idea.

Summary

Kantor tightened his writing by five principal methods. First, he deleted adjectives fairly often. Usually, in doing so, he restricted the number of adjectives in a single passage to one or two. Some of these adjective deletions, by reducing diffusion, increased the stress on the remaining word or words.

Second, he deleted references to himself. Deletions of this type numbered about the same as adjective deletions. These personal references were apparently deleted principally to improve the tone of the article, although they also speeded up the narrative.

Third, Kantor removed a relatively large number of superfluous details. These details, which did not duplicate any other material, slowed down the writing unnecessarily.

Fourth, he deleted articles infrequently but noticeably.

Fifth, he deleted a large number of words whose meaning was suggested by preceding words or passages.

List of Revisions

Page:line

Additions

None

Deletions

1. All my life I've enjoyed reading ghost stories or hearing weird tales of happenstances which seemed not to be explained by the ordinarily accepted laws of physiology, chemistry, and plain common sense. I like such stories and anecdotes because often they were dramatic, and in common with a great many other people I am masochistic enough to get a kick out of being terrified by spooks. When Bela Lugosi or Boris Karloff stalks across the screen I frantically clutch whomever is sitting next to me with the reserved prayer that it be my wife or at least some personable and attractive substitute. During my boyhood we kids in Webster City, Iowa, used to frighten each other by skylarking around the town cemetery in the witching hours. We had a private lodge called The Whowawas. Membership was won by a bloodcurdling and solitary expedition -- through the snow often enough (?) -- to an old tomb on the hillside tenanted by the late Dr. Crapper and his family. But in none of these midnight forays, nore in any other place — 1:18; 2:1-17

2. Until April, 1945. Then I had a ghost in my room. — 2:20,21

3. get up nerve enough to[m] — 2:22

4. without broadcasting the location of the actual house and the actual name of the fictitious Mrs. Stuart[e] — 3:3-5

5. for the night — 3:16

6. quiet, little — 3:19

7. old — 3:21

Deletions (cont'd)

8.	between the two houses	3:24
9.	little	3:26
10.	bunches of$^{e\ m}$	4:11
11.	and wasn't taking a bath	5:8
12.	at the time	5:14
13.	opened it	5:22
14.	kind of$^{e\ m}$	6:13
15.	toward the window	6:17
16.	again	7:14
17.	I found a taxicab and went out there	7:26
18.	and flittery	7:27
19.	me, now. She remembered, too	8:5
20.	in the gesture	8:8
21.	We went to a pub for dinner. I remember that the pub was called the Antelope and it was in Chelsea near Sloane Square.	8:13-15
22.	I was glad to find the cosy room, albeit the small room.	8:19,20
23.	off of me	10:6
24.	the	10:10
25.	the	10:12
26.	on the left side of my bed	13:12,13
27.	I firmly believe^{t}	13:16
28.	It seemed to me^{t}	13:18,19
29.	the	14:9
30.	on the east wall	14:10

Deletions (cont'd)

31.	as I've said[t]	14:13
32.	beyond	14:17
33.	back	14:19
34.	I would say now that[t]	15:1
35.	the	15:16
36.	than I am[t]	16:3
37.	It was daylight[r]	18:11,12
38.	scrubbed my teeth	19:9
39.	"And how are you this morning?[e]	19:17

Substitutions

1.	my recital of the experience :: the tale[t]	1:9,10
2.	the kind faced and fluttery little :: a fluttery[e]	2:24,25
3.	with an earnest looking face :: earnestly[m]	4:10
4.	She was right about the room being small. It was, I should say, about fourteen feet in length and certainly not more than six or eight feet wide. :: She was correct. The room was about ten or twelve feet in length and certainly not more than seven feet wide.[e m]	5:1-3
5.	gave me :: left	5:21
6.	. It was :: :	6:21
7.	doing a little work :: working[m]	7:16,17
8.	in the later or earlier days of :: during[m]	7:21
9.	I was sure I would remember the house if I saw it. :: I recognized the house readily when I saw it.[m]	7:25

Substitutions (cont'd)

10. , but it was only the work of a moment to take off that couch cover and fold it up on a chair. ::
; I took off the couch cover and folded it on a chair. 8:21-23

11. get the covers up around me again. ::
retain the covers^{m} 13:11

12. a pitch dark night :: the dark^{m} 14:25

13. I saw it beginning :: it began$^{e\ t}$ 16:20

14. beginning to be cast :: casting itself 16:22

Miscellaneous

1. Beyond the foot of the couch, on the south wall next to the one window, was a hall-tree where you could hang coats and clothing. The window in the south wall giving on the road outside was nearly as big as the door on the opposite end, and a low table stood in front of it. ::
Beyond the foot of the couch, on the south wall next to the one big window, was a hall-tree where you could hang coats and clothing. A low table stood in front of the window. 6:12-16

8. Tone

Although Kantor made only a few revisions that affected tone, those few reflected two clear cut intentions: to minimize as much as possible personal references to the writer; to use only a quiet humor that would not destroy the basic seriousness and dramatic effect of the writing.

Samples:

(1) I WILL TELL THE STORY [THIS ARTICLE IS WRITTEN substituted] not with the hope of proselyting any nonbelievers, but because MY RECITAL OF THE EXPERIENCE [THE TALE substituted] may prove entertaining to some people. (1:8-10)

(2) All this time, may I add, there hadn't been a sound: no rapping, no patter of unseen feet, no fiendish chuckling, no sheeted dead to squeak and gibber between the foot of the bed and the hall tree. My ANTAGONIST OF THE BED CLOTHING [OPPONENT substituted] was a stubborn demon but assuredly a silent one. (12:25-27; 13:1-3)

The revision in the first example avoids a direct reference to the author and represents the most frequent type of change made for tone; over half are of this kind. As in this sample, such revisions create in the reader a feeling that the writer is fairly detached and impersonal in his approach. Like this sample also, many of the revisions achieve this effect by utilizing the passive voice.

The second illustration is a good example of how Kantor manages to utilize humor without letting it spoil his fundamental seriousness. If Kantor's

underlying purpose were not serious he could not be as dramatic as he is; yet at the same time he needs humor for relieving the tediousness of necessary background material, for contrast with the dramatic events, and, finally, for entertaining a reader who is not, in all probability, vitally interested in or convinced of the validity of psychic phenomena. Hence in order to fulfill all these requirements, the tone is often light, but never uproarious; and though this restraint is noticeable throughout the article, it is especially so when Kantor is describing his encounter with the ghost. When the writer replaces antagonist of the bed clothing (an acceptable phrase in itself) with opponent, he is merely refusing to go beyond the point of humor he has already established with the ironically-used comments in the preceding sentence ("no patter of unseen feet, no fiendish chuckling"). He does not wholly remove the humor; he simply keeps it within certain bounds.

A somewhat similar example occurs in his description of the room where the visitation took place. Originally, Kantor wrote "There was just as much spooky atmosphere as you would find in a dairy lunch or at a meeting of the Girl Guides." (6:25-27) In

this sentence he replaces spooky with psychic, thus avoiding a word that now is used only humorously, and using instead a word that carries more intellectual respectability.

Summary

Kantor's revisions for tone were few, but they revealed his respect for and his work with it. By deleting or changing passages which referred directly to himself, the author avoided highlighting himself at the expense of the story. Moreover, by removing such references, often by means of the passive voice, he avoided giving the reader any impression that he was trying to bludgeon the reader into believing his story. There was, consequently, a marked gain in objectivity.

Kantor's revisions for tone demonstrated that a writer seems to work carefully to maintain a more or less predetermined attitude toward his material and his reader. Basically, his tone was serious, but he evidently also wanted to employ sufficient humor to hold even a purely skeptical reader. To accomplish both of these ends, Kantor utilized a restrained humor that never endangered his seriousness. Broadly humorous passages were consistently deleted or rephrased.

List of Revisions

Page:line

Additions

None

Deletions

1.	I firmly believe[cc]	13:16
2.	as I've said[cc]	14:13
3.	forever	14:27
4.	I would say now that[cc e]	15:1
5.	say[e]	15:8
6.	than I am[cc]	16:3

Substitutions

1.	I will tell the story :: This article is written	1:8
2.	my recital of the experience :: the tale[cc]	1:9,10
3.	me :: the yarn	1:11
4.	I will use :: are presented	2:23,24
5.	I've no desire :: It wouldn't be nice	2:24
6.	spooky :: psychic	6:25
7.	corralled :: found	7:26
8.	ghosts :: ghouls[e]	11:17
9.	fought :: brought	12:21
10.	antagonist of the bed clothing :: opponent[r]	13:1,2
11.	I saw it beginning :: it began[cc e]	16:20

Substitutions (cont'd)

12. I've :: I have 19:2

Transpositions

1. I was really :: Really I was^{r} 8:16

9. Unclassified

The unclassified revisions in Kantor's draft showed no unusual characteristics. Relative to the number of words in the writers' drafts, Kantor's work contained a slightly higher percentage of unclassified changes, but the difference was not significant.

Samples:

(1) Now, let's see just where could she put us . . . she was so TERRIBLY [FRIGHTFULLY substituted] sorry! (4:3,4)

(2) She was quite full up these days, what with THE [added] V-bombs having stopped nearly a fortnight before, and more people coming back to London every day . . . no, nothing on the first floor. (4:5-8)

(3) The only way I got myself overseas in the first place was by crawling out on a limb until I COULD [COULDN'T substituted] crawl back again. (11:10-13)

In the first example, a passage which represents a woman's speech, the substitution of frightfully for terribly does not seem to alter the effect in any way. Possibly the writer felt that frightfully was more characteristically feminine than terribly, but the point is questionable. About one-third of the total number of unclassifiable changes are of this kind.

The addition of the in the second example illustrates the type of change that improves, or seems to improve, the writing slightly, but insufficiently in

any specific way to permit classification. This type also makes up a third of the total number.

The substitution of couldn't for could in the third example illustrates the changes necessitated by mental slips, typing errors, false starts, and similar errors. Slightly more than a third of the changes stem from such causes.

Summary

The unclassifiable group of revisions in Kantor's draft had much the same characteristics as the similarly categorized changes in the other writers' work: some seemed caused by errors in thinking or typing; others, although apparently made to improve tone or some other quality, seemed to have absolutely no effect on the writing; a few seemed to improve the writing slightly, but never sharply enough for them to be classified with any degree of certainty.

List of Revisions

		Page:line
	Additions	
1.	first	1:6
2.	the	4:5
3.	,	6:8
4.	job -- one	11:21
5.	on	13:13
	Deletions	
1.	then	3:5
2.	I know	11:14
3.	peculiar	16:2
4.	there	17:24
5.	don't	19:3
6.	for	19:5
	Substitutions	
1.	a certain :: the	1:14
2.	and see :: to visit him or her or them again	2:23
3.	Heavy :: (H)	3:10
4.	terribly :: frightfully	4:4
5.	The :: A	6:4
6.	got back :: crawled	9:20
7.	could :: couldn't	11:12

Substitutions (cont'd)

8.	As for corpses, ghouls, tombs and the like :: Corpses, ghouls, tombs and the like ...	11:17
9.	have :: own	11:20
10.	job as :: the job was that of	11:21
11.	at :: in	12:3
12.	withdraw :: draw off	12:17
13.	get the covers off :: remove the covers,	13:23
14.	from nearly the :: nearly	15:2,3
15.	over :: over-all	15:3
16.	that :: which	16:1
17.	all :: not	17:7
18.	in :: within	17:16
19.	qI [re-paragraphing]	17:26
20.	woke :: went	18:5

10. Summary of Chapter

Among Kantor's revisions for grammar and punctuation, comma additions were the only ones of importance. A few commas were added to set off interjections; chiefly, however, they were used to set off introductory phrases and clauses, and two or more parallel elements such as independent clauses. The motivation for many of these comma revisions was puzzling, mainly becuase no consistent punctuation pattern was discernible in the draft. Some brief introductory phrases, for example, were set off needlessly; longer phrases, which normally are followed by commas regardless of clarity, were often not set off. Hence many of the comma additions were included in this group simply because no basis other than punctuation was apparent.

While the more or less formal demands of punctuation appeared to be the probable cause of most of the comma additions in this group, in a few of them coherence and emphasis were equally potent factors, with emphasis present more frequently and more forcefully. This relationship of punctuation to coherence and emphasis made this group of revisions unique among the four groups studied, and it forecast the important part that punctuation played in so many of Kantor's revisions.

His revisions to avoid ineffective repetition were relatively more numerous than similarly classified changes in the other writers. The reason for this characteristic is indeterminable. Much more important, however, is that Kantor did painstakingly delete or replace these repetitious words, often with a distinct gain in specificness.

The unclassifiable changes in Kantor's draft, with the exception of their extremely small number, possessed characteristics largely identical to those of the unclassifiable revisions in the other writers' work: some seemed to improve the writing slightly; others failed to affect it in any manner.

Kantor's revisions for tone, while numerically unimpressive, provided clear-cut examples of a writer's appreciation of its value. Two types of revisions were observable: direct references to the author were either deleted or minimized, in the latter usually by means of the passive voice; broadly humorous passages were removed entirely or rephrased to achieve a quieter humor that was more appropriate to the underlying seriousness of the writing.

To strengthen the coherence of his writing, the writer employed a wide variety of methods. Among his minor devices were additions of preparatory words, a more accurate selection of coordinating conjunctions, more prompt identification of time and place, and the substitution of possessive and

demonstrative adjectives for articles.

Kantor improved his coherence chiefly through punctuation. His respect for its potentialities was obvious in his many revisions of it, and his accurate and varied use of it was impressive. Ellipses were used skillfully, although infrequently, to indicate that time had elapsed, or that dialogue or action had been omitted. The dash was used still more sparingly, usually to point out the appositive relationship of the material set off, but occasionally also to show omitted action or dialogue, and to reduce the speed of the writing. In contrast to the infrequent use of ellipses and dashes, the semicolon was used quite extensively, and always expertly. By replacing commas, periods, and and's with it, the author correlated ideas and actions much more comprehensibly. Of the various punctuation revisions that improved coherence, Kantor's additions of the comma were the most plentiful. A major share of these additions provided more immediate understanding of relationships by separating structurally similar sentence elements. A few improved coherence simply by slowing the reading. None of these comma revisions, individually, bettered continuity remarkably, but their total effect was considerable.

Revisions for coherence revealed their customary strong relationship to emphasis. Many revisions affected these qualities equally, the dual effect being conspicuous among

revisions utilizing the semicolon and re-paragraphing. Kantor's work on coherence also revealed, as did Nye's and Kahn's, that coherence is created by a large number of small effects. With the exception of the re-paragraphing and semicolon revisions, single revisions rarely improved coherence sharply.

As with coherence, Kantor revised extensively to increase the emphasis of his writing. Similarly, too, he used numerous methods. His less frequently used techniques included removing weak adjectives and adverbs, such as some and rather; selecting more salient words, which were ordinarily more specific than the originals; improving the rhythm of his sentences. Kantor's improvements in rhythm indicated, like Kahn's and Nye's, that, in general, four consecutive unstressed or weakly stressed syllables create dead spots in the writing. His draft also demonstrated that these weak groups can cause incorrect emphasis on certain words.

A highly important method for improving emphasis was re-paragraphing, a device which Kantor used more often than any other writer studied. Starting originally with forty-six paragraphs, he broke these into sixty-eight. Of the twenty-two new divisions, fourteen strengthened emphasis markedly by utilizing end- or opening-placement, sometimes using both simultaneously, often through further stressing of brief

sentences. Another of Kantor's major methods for increasing emphasis was punctuation, his use of commas and semicolons being particularly outstanding. He added many commas that emphasized certain phrases and clauses by decreasing the speed of the writing. He sometimes replaced and's and commas with semicolons; he also added semicolons to separate independent clauses already joined by and. By creating long pauses, these semicolons accentuated certain sentence elements, usually short clauses.

Revisions that altered meaning were numerous. A small group of these revisions corrected ambiguities and illogical statements; a much larger number replaced the original ideas with completely different ones. The third and largest group merely modified existing meanings, usually through removal of weak words such as kind of, but sometimes also by the addition of a word that provided more specific information. Because of these last two qualities, a large portion of these meaning revisions were cross-classified with emphasis.

Kantor gained conciseness occasionally by deleting articles, and slightly more often by deleting adjectives and references to himself. He increased concision still more frequently by removing unnecessary personal observations and unimportant details. Finally, and most frequently, he deleted words and passages whose meaning was implied by the surrounding words.

CONCLUSION

The present study has four distinct values in the field of composition: (1) it demonstrated the extent and importance of revision in current writing; (2) it showed the relative stress that current writers gave various key writing qualities; (3) it provided concrete illustration of the usefulness of several new techniques and numerous traditionally recommended techniques of writing, and the frequency of their occurrence; (4) it furnished suggestions and material for new approaches to the teaching of composition. These points will be discussed in order.

The importance and extent of revision was easily seen. In a single draft of originally 13,000 words, Nye made approximately 850 revisions; Freeman, in a draft of 6,700 words originally, made about 240 revisions; Kahn, in 6,000 words, made 430 revisions; Kantor, in 4,600 words, made 430 revisions. These revisions refer to changes that involved single words, sometimes phrases, clauses, sentences, and sometimes entire paragraphs. When one remembers that the single drafts studied represented only a portion of a writer's revisions, the number of changes they made is impressive. Nye, for instance, revised five such drafts; Kahn revised at least three. Information on Kantor's work

is not available; a comparison of his published article with the draft studied showed that he (or the editor) altered only a few words, but whether the original draft was an early or late one is not known. However, a comparison of the final version of Freeman's draft with his published version revealed further extensive changes.

Among the various qualities of writing, exactness of meaning, coherence, and emphasis received, in general, the greatest attention.[1] Of these, meaning, except in Kantor's revisions, was worked on most extensively. In approximate figures, 300 of Nye's 850 revisions altered meaning; 70 of Kantor's 430 revisions; 100 of Kahn's 430 revisions; and 100 of Freeman's 240 revisions. In other words, about one-third of Nye's changes, about fifteen percent of Kantor's, one-fourth of Kahn's, and forty-five percent of Freeman's revisions consisted of changes in meaning.

Coherence, which in general was labored over less than meaning, received less impressive consideration from the four men. Less than a fifth of the revisions in the work of Nye, Freeman, and Kahn improved coherence. Kantor, chiefly

---

[1] It should be remembered that the study did not deal at all significantly with unity or organization.

because of his punctuation changes, revised considerably more often to improve coherence, utilizing about one-fourth of his total revisions for this purpose.

Emphasis was concentrated upon only slightly more than coherence, and again the writers varied. As in Nye's and Freeman's revisions with coherence, less than a fifth of their changes affected emphasis. On the other hand, nearly one-fourth of Kahn's revisions and about one-third of Kantor's revisions increased the force of their writing.

Other aspects of writing received, for the most part, considerably less attention, although occasionally a single writer labored over a specific quality. The writers' work on grammar and formal punctuation was negligible; similarly, except in Kantor's draft, little revision was needed for correcting faulty repetition. Concision, whose relationship to emphasis was strong, was worked on extensively only by Nye, his revisions for it amounting to about one-fourth of all his changes. Only Kahn revised extensively for tone; his revisions for it roughly equalled his changes for coherence.

The writers' methods of revision and the frequency with which the methods were used of course varied from one writer to another, but there were many resemblances. To achieve clarity, every writer had to correct occasional ambiguous and illogical statements; all of them, too, revised many

times to alter completely an idea, a circumstance that was sometimes clearly traceable to the lingering force of previous ideas. The writers' most numerous changes in meaning, however, consisted of slight modifications or alterations of existing ideas, most of these revisions narrowing their original meanings. For many reasons, such as divergent subject matter and individual differences among the writers, some variation occurred in the kinds of revisions they made. Nye and Kantor, for example, made frequent time changes, whereas Freeman and Kahn made very few. On the other hand, while Nye and Kantor seldom incorporated further information, apart from time facts, Freeman and Kahn often did. Although such variation was interesting, the salient points of these revisions were the clear proof that association with earlier ideas made it mandatory for a writer to revise, and that exactness in meaning was apparently the quality most difficult to achieve. The latter fact suggests that exactness probably demands from almost anyone a tremendous amount of attention during revision.

In imparting emphasis to their writing, a few writers occasionally employed methods peculiar to themselves. Only Nye, for example, used parallelism extensively to increase the force of his writing. Only Nye used contrasting words. Kahn was the only one of the four who found it necessary to delete weakening digressions and distracting humor; he was

also the only one to exploit repetition markedly to gain emphasis. Kantor, chiefly through skillful re-paragraphing, took advantage of placement frequently; Nye also used placement, though less frequently than Kantor.

Again, however, there were more resemblances than variations in the writers' revisions for emphasis. All of them, for instance, used a diversity of methods; all of them revised many times searching for colorful and forceful-sounding words. The search for stronger-sounding words was most evident in Nye's revisions, but it was clear even in the changes made by Freeman, whose revisions showed the least gain in emphasis. With the exception of Kantor, all the writers reinforced their writing by adding supporting facts.

Weak rhythms were corrected by all four men; Kahn was perhaps the most meticulous reviser for rhythm, but even Freeman, the least skillful of the group stylistically, revised occasionally to improve rhythm. The writers' work on rhythm indicated that two anapestic feet (∪ ∪ —), especially when surrounded by iambs (∪ —) and not trochees (— ∪), create a galloping rhythm inimical to ordinary prose. Most rhythmically monotonous passages that underwent revision were marked by a succession of three or more unstressed or weakly stressed syllables, or by a prolonged iambic pattern of three or more feet. This statement applies generally, but there were modifying factors. For example, when three

unstressed syllables were preceded or followed by two stressed ones, the monotony of the three unstressed ones was lessened; only a few passages containing this accent pattern were revised. Certain stress combinations also modified the effect of the iambic pattern. When three successive iambs were followed by a trochee, the monotony of the iambs was decreased. On the other hand, the revisions indicated that a dactyl (— ∪ ∪) following three iambs seemed neither to decrease nor increase the monotony. But the writers' changes showed clearly that a group of four iambs, regardless of the surrounding rhythmical pattern, invariably created a dull and unemphatic passage.

Kantor's work on rhythm, which supported the evidence in Nye's material that three unstressed syllables create ineffective rhythms, also showed that a succession of four unstressed or weakly stressed syllables can, through their cumulative speed, weaken the stress on a following syllable that would otherwise be accented. In other words, four successive unstressed or weakly stressed syllables not only form ineffective passages, but also distort normal stress. As a result, an important and naturally accented syllable may be left unstressed or lightly stressed, with a consequent loss of proper emphasis.

Punctuation, although given little attention by Freeman and Kahn, was used extensively and effectively by Nye and

Kantor to add force to their writing. The revisions of both men illustrated the effectiveness of replacing and's and commas with semicolons.

As in emphasis, the writers' revisions to improve coherence demonstrated its over-all complexity. In the writing studied, coherence resulted from a mass of individually minute effects; hence it evidently requires careful attention and the use of numerous methods. Moreover, in spite of the wide range of methods employed, those common to two or more writers greatly outnumbered those employed by only one writer. All four writers, for instance, substituted demonstrative and possessive pronouns for articles, and nouns for pronouns. Other devices, almost all of which at least two writers employed, included the frequent addition of preparatory words, phrases, and sentences; the repetition of key words; multiple-topic sentences; references to time and place; punctuation (beyond fundamental requirements); and re-paragraphing. Of the various techniques used to improve coherence, the potentialities of punctuation and the replacement of articles with demonstrative and possessive pronouns were probably the most impressive.

Although extensive changes for concision were made only by Nye (who tightened his writing during revision only less often than he altered meaning), there were certain strong resemblances in method among the four writers. Each increased

concision least by deleting repetitious information, and most by deleting non-repetitious information. Each to some extent deleted superfluous words such as articles, general and "to be" verbs, abstract nouns, and various words whose meaning was implied by other words. Nye's work on concision was especially revealing because it utilized all the methods employed by the other writers and other methods as well. He converted a large number of passive voice constructions to the active voice, deleted numerous general verbs and nouns, converted adjective clauses and adjective prepositional phrases to one- or two-word modifiers, deleted many passages whose meaning was suggested by the remaining context, and removed numerous unnecessary articles.

Grammar and punctuation revisions were unimportant and do not justify discussion. Almost the same thing might be said of revisions correcting poor repetition; however, those of Kantor, the only writer to revise extensively to avoid repetition, were interesting, not because they established any recognizable pattern or method, but because they almost invariably resulted in much stronger and more explicit words than the originals.

Similarly, the writers' revisions for tone yielded no clue concerning methodology, although their revisions did reveal the writers' awareness of the problem. Kahn's revisions for tone were the most numerous and the most interesting.

His changes suggested that the sophisticated cleverness of New Yorker writing encourages the use of indirect humor, the use of polysyllabic, literary, and unusual words, and the avoidance of vigorous phrasing.

The foregoing somewhat arithmetical description of the relative stress which the writers placed upon key components of their writing and upon their methods cannot, of course, be regarded with finality, since arithmetic is probably as fallible a guide in analyzing writing as it is in analyzing literature. No pretension is made, therefore, that the percentage or number of revisions involving a particular quality of writing or a particular method of revision would hold for a large number of revised drafts of writing similar to the kind studied. Nevertheless, certain facts strongly support the possible constancy of the findings. In the first place, it is hard to believe, when faced with the consistent evidence among the four writers regarding the importance of revising for meaning, that this quality, under any circumstances, would require only minor attention. A second major supporting fact is the multiple effects of single changes. Changes in meaning -- for example, deletions of weak adverbs -- frequently improved emphasis; less frequently, though markedly, they improved coherence. As a glance at the lists of revisions will show, numerous revisions also strengthened coherence and emphasis simultaneously. This same

interrelationship existed between concision and emphasis, and between concision and tone. These relationships characterized even one-word changes. The pervasive effects of single revisions, by demonstrating the wholeness of a piece of writing, testify to the probability that, within reasonable limits, revisions in writing similar to the kind studied would stress the same key qualities of writing and would employ the same methods, in a manner roughly equal to the revisions studied.

In view of the large number of methods these writers used in revising, and the complexity of the methods, and especially in view of the extensive revision to which the authors subjected their work, one would expect college writing texts to stress heavily the part that revision plays in the writing process. Yet with few exceptions, composition texts treat revision perfunctorily or not at all.[2] Among the standard writers on composition, Porter G. Perrin devotes the most space to revision. He points out its necessity intermittently throughout his section on rhetoric, but restricts specific discussion of it to about four

---

2 Two exceptions are Kenneth W. Houp, Explanatory Writing (New York, 1949) and Henry H. Adams, Techniques of Revision (New York, 1951). Houp devotes twenty-four pages of general but useful information to revision (see pages 43-67). Adams, so far as this writer knows, is unique in that he focuses all his material around revision. Unfortunately, neither of these books can be considered standard.

pages.[3] As little space as Perrin gives to revision, other popular writers in the field give it much less. In Fundamentals of Good Writing, for instance, Cleanth Brooks and Robert Penn Warren do not mention revision directly at all.[4] Nor does John S. Naylor in Informational Writing;[5] nor do the authors of The Technique of Composition, a book which is in its fourth edition.[6] Foerster and Steadman's text,[7] a perennially good seller, also carries no implicit admonition to revise.[8]

---

[3] Writer's Guide and Index to English, rev. ed. (New York, 1950), pp. 16-18, 189-90. See also pages 264, 287, 297, 738 et passim.

[4] (New York, 1950).

[5] (New York, 1942).

[6] Kendall B. Taft, John Francis McDermott, Jr., and Dana O. Jensen, The Technique of Composition, 4th ed. (New York, 1950).

[7] Norman Foerster and J. M. Steadman, Jr., Writing and Thinking, 5th ed., rev. by James B. McMillan (Cambridge [Mass.], 1952).

[8] An examination of three widely used texts in courses for training composition teachers for high schools and junior colleges was interesting because it revealed their similarity to the college texts just discussed. One gives three pages to revisions, its importance and its techniques. It suggests that the teacher may have a student keep a chart of theme errors, under the headings grammar, spelling, sentence structure, punctuation, and diction, and that the teacher have him correct the errors. Little or nothing is said of unity, coherence, emphasis, clarity, or meaning. The writer of this text stresses mechanics to the practical exclusion of everything else. The difficulty of achieving the key qualities of writing and the methods by which they

Such cursory treatment fails to do justice to the importance of revision; because it does, it fails to orient the student to the writing process and, in addition, misses a great opportunity to motivate him. It should be noted here, parenthetically, that in the preceding statement and in the following discussion the present writer is neither directly concerned with, nor is he defending, any psychological assumptions relative to the teaching of writing. His views are based on his own experience and the experience of

---

may be attained are almost totally ignored. Dorothy Dakin, How to Teach High School English (Boston, 1947), pp. 158, 183-186.

A second gives about one and a half pages to revision. It also suggests that the student keep a chart of his mechanical errors, and recommends that he revise, although almost no concrete methods for revising are given. Lucia B. Mirrielees, Teaching Composition and Literature, rev. ed. (New York, 1949), pp. 54-55, 218.

A third gives one page to revision, suggesting that the student rewrite an unacceptable paper, but giving little indication of what grounds make it unacceptable, nothing of how to motivate the student to revise, or how he should revise, and providing only a vague notion of what the student is revising to attain. Lou LaBrant, We Teach English (New York, 1951), p. 184.

While these are all texts to prepare composition teachers on the lowest level of college and the highest level of secondary education, none of them pay more than lip-service to the whole revision process, which is so essential to the production of clear, unified, coherent writing. In no case is it made clear for what purpose the student is revising, what methods he may use in revising, or what he should look for to revise, over and above grammar, spelling, diction, and poor sentence structure. They almost totally ignore most of the essential qualities of good writing beyond simple correctness, and offer the student no suggestions of how to organize his writing, or how to achieve unity, coherence, emphasis, and clarity.

instructors with whom he has exchanged information, and on the physical material available to the student.

Although of course the authors of these texts imply in vague ways that revision is necessary, one might conclude, from the sparseness of their discussion of revision and from their lack of specificness on the subject, that they simply assume that the student automatically understands its importance. But the assumption is unrealistic. The shocked reaction of students who are asked to rewrite a paper testifies only too clearly to their unacceptance of revision as a normal part of writing. There is no reason why they should. All their reading lives they have been exposed only to the finished products of professional writers. Rarely if ever do they learn about the time and effort even ordinary writers take to produce a book or article; even more rarely do students see actual evidence of such work. For these reasons, it is hardly surprising that most students are convinced that skillful writers produce polished prose effortlessly with a single draft, or that, since they cannot do the same thing, they feel that they are hopelessly bad writers. The brief treatments that texts normally give it stand very little chance of correcting this impression.

Nor do the other traditional approaches and tools employed by composition instructors encourage the student to revise. The assigning of short weekly themes, the use of

handbooks emphasizing mechanics, the reading of polished and -- to the student -- depressingly perfect models do not help. For several reasons, the short theme is perhaps the most pernicious. It encourages short, quickly-written pieces that do not permit the student to obtain the objectivity necessary for good revising even if revision is demanded. Moreover, knowing the student has to produce one theme a week, the instructor rarely feels justified in asking that an average or even below-average paper be reworked. Nor do short papers, understandably, reveal a student's faults as clearly or as quickly as do long ones.

The students' lack of understanding about revision underscores one of the important uses of the material found in this study. Although the students' misunderstanding is hard for the composition teacher to combat by current methods, because they lack concreteness, the instructor, by using a projector and screen to show copies of revised drafts, can correct the students' conception of writing. The projector and screen appears to be particularly promising, but booklets made up of photostats of drafts, although expensive originally, would also be useful, since they could be studied outside of class.

The instructor could also accompany the exhibiting of the drafts with certain additional facts. He could point out, for instance, that the revisions in a particular draft

represented only a portion of a writer's total revision. He could point out that the writers whose work was being shown were not literary masters, but merely competent contemporaries, and that for some of them, such as Freeman and Nye, writing was a sideline and not a means of making a living. This information would tend to allay any suspicion that the students were being encouraged to imitate literary perfectionists. In support of his statements, the instructor could note that each writer had certain difficulties more or less peculiar to him, such as Kantor's trouble with weak repetition, and Nye's persistent effort to attain clarity. By emphasizing these differences, the instructor could counteract the feeling that the student's difficulties are abnormal.

The foregoing is essentially preparatory work. Second and more positively, the findings suggest the desirability of replacing the present system of assigning numerous short weekly themes with one or at most two longer papers, and to have the term's work consist mainly of revising such papers. This approach would improve the present system in a variety of ways. It would foster in the student the solid respect for revision which is necessary if he is to make the most of his abilities. By providing the student an opportunity to rework a single piece of writing with adequate intervals between revisions, the system would enable the student to

experiment with reorganizing; to recognize the improvement that unity of material effects; to understand the importance of apportioning material to stress salient ideas; to become aware of the difficulty of achieving exactness and clarity. It would avoid the artificiality of the present system, which, by over-emphasizing a single expository tool, such as definition, instills in the student a distorted conception of its value. At present, when writing a definition paper, the student devotes the entire paper to clarifying a particular term; yet it is extremely unlikely that the student doing any future writing, in college or out, will ever find it advisable to devote more than a few sentences, or at most a paragraph, to defining a specific term. The stress on revision inherent in the system recommended here would also have the extremely important virtue of motivating the student to greater effort, because it would enable him to see his writing constantly growing in effectiveness. He would not be writing with only a confused notion of what his faults are or how he can correct them, a condition that the present system encourages through its lack of stress on revisions and through its hurried skipping from one piece of writing to another. The new approach would provide him with clear evidence of improvement, with all the concomitant benefits that improvement brings about in anyone. Finally, the procedure would enable the student, through constant analysis

of revision and practice in it, to master specific techniques.

The reference to specific techniques brings us to a third recommendation. Instead of relying solely upon lectures, classroom criticism of short themes, and other traditional approaches in composition, the instructor can use the material uncovered in the study to furnish the students with specific methods for revising, and to provide concrete illustrations of them. A check list can be formulated from the material to guide the student in revision. A brief sample list follows. The material is taken from Nye's draft, of which the student would have a copy identical to Appendix A.

1. Examine all "to be" verbs (<u>is</u>, <u>are</u>, <u>was</u>, <u>were</u>, etc.) and general verbs (<u>do</u>, <u>happen</u>, <u>occur</u>, <u>prevail</u>, <u>cause</u>). When a sentence contains a "to be" or general verb, examine other words in the sentence, particularly nouns, to determine whether they convey the real verb idea of the sentence.

<u>Example</u>: Original: As the fierceness of competition forced the American businessman to become a single-minded specialist in money-making, so did it CAUSE A CHANGE in his attitude toward politics.

Revision: As the fierceness of competition forced the American businessman to become a single-minded specialist in money-making, so did it CHANGE HIS attitude toward politics. (28:4-6)

See also "A Congressional committee in 1873 gave warning . . . ." (23:8-11)

2. Check your sentences for passive voice constructions. In the passive voice the subject is acted upon. ("The ball was hit by the boy.") Passive voice constructions employ "to be" and prepositional phrases. Wherever possible, replace the passive with the active. ("The boy hit the ball.")

Example: Original: Its educational systems WERE COPIED FROM the East's . . . .

Revision: Its educational systems COPIED the East's . . . . (7:10,11)

See also "The Midwest was of the East . . . ." (5:21,22)

3. Examine your nouns. Are they general abstract nouns (case, condition, factor, nature, thing)? When your sentence contains this type of noun, examine your sentence carefully to see if an adjective or adverb already in the sentence can replace the general word.

Example: Original: Thus "Wall Street" became A VERY REAL THING to the Midwest . . . .

Revision: Thus "Wall Street" became VERY REAL to the Midwest . . . . (12:10-13)

See also "What he had reference to . . . ." (2:8-13)
and "Political intransigeance has never been confined . . . ." (6:27-29)

4. Examine clauses and prepositional phrases. ("The boy who had red hair.") ("The settlers from the East") Whenever you can do so without awkwardness,

convert these clauses and phrases to one- or two-word modifiers.

Examples: Original: (clause) Like many STATEMENTS THAT ARE UNDOUBTEDLY VALID, his was much easier to prove than to define.

Revision: Like many UNDOUBTEDLY VALID STATEMENTS, his was much easier to prove than to define. (2:3,4)

Original: (phrase) . . . the young man OF ENERGY AND ABILITY found it not too hard to make a comfortable fortune . . . .

Revision: . . . an ABLE, ENERGETIC young man found it not too hard to make a comfortable fortune . . . . (17:25)

See also "The Midwest farmer, a producer of huge proportions . . . ." (9:16-19)

5. Examine your articles (a, an, the). Can you replace them with demonstrative or possessive adjectives (that, this, those, these; his, her, your, their, whose, its)?

Examples: Original: It is pioneer in spirit, though THE frontier phase has passed . . . .

Revision: It is pioneer in spirit, though ITS frontier phase has passed . . . . (3:8-11)

Original: There was no such thing as a "natural" right in the sense of the Declaration; life was a struggle, and the only "natural" right was the right to compete in THE struggle.

Revision: There was no such thing as a "natural" right in the sense of the

> Declaration; life was a struggle, and the only "natural" right was the right to compete in THAT struggle. (33:5-7)

See also "Lord Bryce fell into the dilemma confronting most foreign travellers . . . ." (2:23-26)
and "Andrew Carnegie, a shrewd little Scotsman, built up an organization . . . ." (22:14-16)

To train the student to recognize these various methods, case books covering such phases of writing as coherence, emphasis, tone, exactness, and concision can easily be fashioned from material in this study. Kantor's work on punctuation, for instance, can be used to teach the relationship of punctuation to coherence and emphasis by means of a booklet containing his entire draft, but showing only those punctuation revisions that affect coherence and emphasis. Using this booklet in class, the instructor can demonstrate the various ways in which the comma, semicolon and other punctuation marks can improve coherence and emphasis. Following this preparation of the student, the instructor can then ask the student to analyze each punctuation revision in the case book for its effects upon the writing. The student's analysis of these revisions will enable him to absorb not only the routine requirements necessary for basic clarity, but also the numerous ways in which punctuation can be used to strengthen writing beyond these minimum essentials. Such a teaching tool can effectively dispel from the student's

mind the cloud of theory that surrounds punctuation by proving its practicality.

The following section of a case book on both punctuation and re-paragraphing illustrates the method outlined. The revisions selected represent Kantor's success in increasing coherence and emphasis.

Revisions of "Dear Old Ghost of Mine"
MacKinlay Kantor
(published in Esquire, Nov., 1945)

In England, on Friday night, April 20th, 1945, I went to bed in a haunted room, and during the night I was besieged by ghosts. ¶I [added] This is no gag. No.1
When I say that I met up with ghosts in a quiet room in South Kensington, [comma added] I mean just that. No.2
It was the first first-hand supernatural experience of my life.

This article is written not with the hope of proselyting any non-believers, but because the tale may prove entertaining to some people. It doesn't matter a particle to me whether folks believe the yarn or not. I know what I saw and heard and felt. I wasn't drunk and I wasn't asleep and I wasn't sick; I am confident that the room is or was haunted; [semi- No.3
colon added] and I am pleased that this eerie incident befell. After existing completely ghost-less for forty-one years, it is very satisfying to meet up with

an honest-to-God banshee filled with good old-fashioned ectoplasmic corpuscle.

Probably the spook or spooks is or are still there, and maybe some day I will go back to visit him or her or them again. In the meantime a fictitious address and name for the landlady are presented. It wouldn't be nice to rob a fluttery old Scotswoman of possible future tenants, in case some copies of this magazine trickle over to London. If anyone approaches me and produces bonafide evidence that he is going immediately to Britain and promises faithfully to sleep in that room, I shall furnish him with the true address, [comma added] and he can go and see for himself. But not unless. No.4

My first acquaintance with the room came on the afternoon of Tuesday, April 10th. The 364th Squadron of the 305th Bomb (H), with which I was flying at the time, had been stood down for a couple of days (that means taken off Operations), so I decided to go up to London for a brief holiday. Major J. J. Kostal of Chicago, the Group bombardier, [comma added] went with me. No.5 We intended going our separate ways when once we were billeted, [semicolon substituted] but together we applied for rooms, [comma added] and together we were directed by the billeting officer to No. 40 Truxley Court, in the south end of Kensington. No.6 No.7

Truxley Court is a winding street not far from Old Cromwell Road. The lodgings were in fact two houses, No. 40 and No. 42, tan-colored Victorian structures remodelled as a single lodging house. You could enter either at No. 40 or 42. [semicolon substi- No.8
tuted] There was a passage cut through on the first floor. The entire menage was presided over by a gentle, beaming woman with curly gray locks. She was Mrs. Effie Stuart and she did her best to make us comfortable.

American officers, [comma added] she said No.9
[ellipsis added] Ah yes, indeed, she often had Amer- No.10
icans in her house. Now, let's see just where could she put us . . . she was frightfully sorry! She was quite full up these days, what with the V-bombs having stopped nearly a fortnight before, and more people coming back to London every day . . . no, nothing on the first floor. Perhaps on the third or fourth storey. [ellipsis substituted] Oh, dear no. She No.11
remembered that all those rooms were filled . . . . She trotted about earnestly, jangling her keys, trying the doors of rooms, retreating with hesitant apologies.

Ah, yes, here indeed! On the second storey, on the side. But she could not put us in a room together. She had only single rooms left. ¶I [added] The room No.12

on the side was small, but it looked comfortable. I told Kostal to go ahead and take it, [comma added] and I'd shop around. I tagged after Mrs. Stuart, [comma added] and at length she hesitated before an open door at the front on the second storey. ¶ [added] This was in fact the second storey and a half. There was a peculiar construction of these houses. The rear portion on every floor, except the first, was half a flight below the front portion of the house. ¶ [added and the following paragraph combined with this sentence] Mrs. Stuart looked at me inquiringly. No.13 No.14 No.15 No.16

"This is the only one I have left," she said in her thin, clear voice. "It's very small, I know." (Appendix D, pages 1-4)

STUDENT ANALYSIS SHEET

State what you believe to be the quality or qualities of writing (coherence or emphasis or both) improved by each revision. Justify your choice by an analysis of the writing situation. If a specific punctuation rule is involved, cite the rule and explain why its application improves coherence or emphasis or both in this particular instance.

No.1_____

No.2_____

Classroom use of material like the foregoing will of course determine the selection of individual revisions. It would probably be wise, also, to show the revisions in longhand, even punctuation revisions, in order to retain some of the authenticity of the originals. It would also be advantageous to show, by means of a projector or photostat, the entire original manuscript before assigning case books made from it.

We may now consider the potentialities of the drafts as case books, measuring them against an ideal case book, which would have a subject of broad appeal, numerous revisions, reasonably clear revision patterns in a specific area such as coherence, a wide range of methods in that area, and other qualities such as readability.

Measured against this ideal, Freeman's draft would probably not prove helpful. Scholarly histories do not usually enthrall the average undergraduate, especially when the material consists of isolated chapters such as Freeman's. Moreover, Freeman's revisions were few, distinct patterns seldom emerged, and the writing was occasionally confusing because the plentiful footnotes were set off from the text only by brackets.

Nye's work would be considerably more usable. Its political matter would probably arouse more interest; it contained about four times as many revisions as Freeman's

draft; it employed a large number of methods, particularly those dealing with coherence, emphasis, and concision; its revision patterns were clear and numerous; and the writing was devoid of footnotes.

Kahn's draft would probably be about as useful as Nye's, though for different reasons. Its subject matter and light tone probably make it slightly superior so far as student interest is concerned. Its revisions, relative to its length, were numerous, and it contained an extensive number of techniques, though they did not emerge as sharply as Nye's. The article also contained no footnotes. Kahn's draft would appear to be especially valuable in essay writing classes, where such faintly satirical writing would be appreciated more than in the lower level expository classes.

Kantor's draft promises to be the most consistently usable of the four. Since it describes a struggle with a ghost, its subject matter is good for any level of class. Its tone, too, a nice balance of the serious and humorous, made it pleasant to read. For a brief article (4,600 words), the material had numerous revisions. Its over-all range of techniques was not as extensive as Nye's, but its value for illustrating punctuation and paragraphing give it unusual merit, both for low-level and high-level classes.

An analysis of the potentialities of the various drafts for illustrating specific phases of writing will follow.

For reasons already mentioned, the discussion will not include Freeman's draft.

Grammar and Punctuation

With the possible exception of Kantor's draft, none of the three manuscripts are of any value for illustrating grammar and mechanics. Even Kantor's is of doubtful worth. Although his revisions for grammar formed by far the largest group of the four studied, his changes were confined chiefly to punctuation; in all other respects Kantor's revisions duplicated those of Nye and Kahn, whose few revisions did not reveal anything significant or usable for case books.

Repetition

To illustrate poor repetition and corrections of it, Kantor's draft is easily the best. Kantor had more trouble with this phase of revision than any other writer, and his changes consistently improved the precision of his writing. Whether it would be worthwhile to develop a case book on this relatively minor phase of writing is questionable, though its demonstration of how such revisions improve emphasis would have some value.

Meaning

For a case book showing the alterations in meaning a writer makes to increase his accuracy in transmitting ideas, Nye's draft is the best. He made approximately three hundred

such changes, many of which were closely related to emphasis, and he used a variety of methods.

A case book on this phase of writing would seem eminently useful, since it could illustrate graphically the way in which a writer's associations with preceding material can interfere with exactness. Recognition of this fact should instill in students a greater respect for revision in general and for revision of meaning in particular.

Kahn's draft would also be usable in this area, especially in essay writing classes. Although he made less than half as many such changes as Nye, his work on meaning was otherwise very similar; for instance, he corrected a few ambiguities and illogicalities, added many supplementary facts, changed many meanings radically, and, most frequently, modified ideas. Like Nye's, Kahn's revisions of meaning occasionally were related to emphasis, and frequently to tone.

Coherence

For a case book on coherence, Nye's material would illustrate the largest number of methods. His coherence revisions included numerous additions of preparatory words, phrases, and sentences, a large number of demonstrative and possessive pronoun substitutions for articles, many nouns for pronouns, and fairly frequent use of repetition of key words and phrases. Since many of these changes also improved

emphasis, the draft would be useful for illustrating the natural affinity of these qualities.

To a less comprehensive degree, Kantor's manuscript would also be useful for demonstrating work on coherence. Although his draft also employed some of Nye's methods, it was notable primarily for the important part that punctuation can play in achieving coherence. The fact that Kantor's punctuation revisions increased emphasis as well as coherence makes it especially usable for a case book.

Emphasis

For illustrating methods of gaining emphasis, there is not much choice among the three writers' work. Nye's draft is perhaps slightly the best in an over-all sense, since it utilized to some extent almost every method that appeared in the study. However, Kahn's was superior in illustrating the effectiveness of correcting poor rhythms and reducing digressions and distractive humor. Kantor's revisions for emphasis, although lacking certain methods, such as the addition of supporting facts, were excellent for their punctuation and paragraphing. It would seem best to use both Nye's and Kantor's work in lower-level expository classes, and to use Kahn's material only in advanced classes such as essay writing.

Concision

For illustrating concision, Nye's material is far superior to the other writers' work. He revised over two hundred times to increase conciseness, whereas Kantor, whose draft contained the next highest number of such revisions, made only fifty-five changes that improved concision. Moreover, Nye used every method employed by the other writers studied, and other techniques besides. The fact, too, that Nye's revisions were closely related to emphasis would make them useful for convincing students of the value of concision.

Tone

For a case book demonstrating tone, Kahn's work contained by far the most numerous revisions. His changes illustrate how he produced or maintained irony, how he utilized indirectness for increasing the subtlety of his humor, how he gave the impression of casualness through a lack of vigor in phrasing, how he preferred the literary word to the more simple one, and how he strove for fresh, unusual words. Since, however, tone is dealt with only on a very rudimentary level in most exposition classes, Kahn's draft can probably be used best with advanced classes.

Kantor's revisions for tone, although like Nye's extremely few, might also be usable, perhaps in company with concision revisions, because his changes in tone were easily recognized.

For several reasons, further manuscripts would have to be examined to take full advantage of the case book method suggested here. First, although this study identified numerous revision methods, it is highly probable that analysis of other writers' work would reveal many more. Second, of the four drafts studied for this project, only Kantor's article on ghosts appears to have the broad appeal which would seem necessary for consistently successful use in the classroom, though this hypothesis would have to be tested in the classroom. Third, it seems probable that drafts containing a wider range of methods in a specific area, such as emphasis, could be found. Although it is unlikely that the ideal draft described earlier could ever be found, drafts approximating it more closely than the present ones could almost certainly be discovered.

The best material for case books appears to be magazine articles. Unlike a chapter from a book, a magazine article forms a complete piece of writing in itself. Moreover, in general, the style of writing in magazine articles is more likely to appeal to students than the style employed in most books; such a style is probably also closer to the one students will eventually use.

However, there are difficulties. One is that of finding articles with more or less universal and lasting appeal.

A second difficulty lies with magazine writers themselves. As a group, they seem reluctant to let their early drafts be seen. Letters and other appeals to over thirty contemporary magazine writers yielded only three encouraging replies, and only one manuscript. The remainder either did not answer or stated that their methods of work would prevent any analysis.

Besides indicating the usefulness of exhibiting writers' work drafts, and the usefulness of long papers and case books, the study strongly suggests either that present texts should be overhauled so that they represent more accurately than now the fundamental importance of revision, or that they be supplemented by a handbook devoted solely to revision. Although a detailed analysis of the information that such a section or volume would include cannot be made until the material identified in this study has been carefully tested in the classroom, a general description of its purpose and contents may be outlined.

The section or book would have two goals: to convince the student of the necessity of revision, and to provide him with specific methods for revising. In order to attain the first goal, the material would have to include a sufficient number of revised pages from the working drafts of reputable current authors to demonstrate clearly the normal and necessary role that revision performs in writing. To

attain the second goal, the material would include the techniques that the study has identified as common to all the writers analyzed, and, in addition, any other methods considered practical. The practicality of the methods would be illustrated by selected samples from the work drafts; such samples would aid in convincing the student of the general facts about revision and also help him to recognize a specific technique. Thoroughly tested case books, of the kind described earlier, would certainly be included. This material, plus additional facts and ideas that experimentation and further research may uncover, could show the student in concrete and irrefutable form that an able writer makes the most of his ability only by revision, and could provide the student with the tools with which he can make the most of his own ability.

BIBLIOGRAPHY

Books and Articles

Adams, Henry H. Techniques of Revision. New York: Ronald Press, 1951.

Bartlett, Phyllis. Poems in Process. New York: Oxford University Press, 1951.

Basler, Roy P. "Abraham Lincoln's Rhetoric." American Literature, XI (1939). 167-182.

Brooks, Cleanth and Robert Penn Warren. Fundamentals of Good Writing. New York: Harcourt, Brace, 1950.

Dakin, Dorothy. How to Teach High School English. Boston: D. C. Heath, 1947.

Dodge, Daniel Kilham. "Abraham Lincoln: The Evolution of His Literary Style," Illinois University Studies, I (May, 1900), No. 1, 1-58.

Foerster, Norman and J. M. Steadman, Jr. Writing and Thinking. 5th ed., rev. by James B. McMillan. Cambridge (Mass.): Riverside Press, 1952.

Freeman, Douglas Southall. Lee's Lieutenants. Vol. II. New York: Charles Scribner's Sons, 1943.

Gettman, Royal A. "Henry James's Revision of The American," American Literature, XVI (1945), 279-295.

Griffith, Helen. Time Patterns in Prose (Psychological Monographs, XXXIX, No. 3). Albany: Psychological Review, 1929.

Harvitt, Hélène. "How Henry James Revised Roderick Hudson: A Study in Style," Publications of the Modern Language Association, XXXIX (1924), 203-227.

Houp, Kenneth W. Explanatory Writing. New York: Appleton-Century-Crofts, 1949.

Kahn, Ely J., Jr. "Profiles," The New Yorker, XXIX (March 14, 1953), 36-58.

Kantor, MacKinlay. "Dear Old Ghost of Mine," Esquire, XXIV (Nov., 1945), 40-41, 171-174.

LaBrant, Lou. We Teach English. New York: Harcourt, Brace, 1951.

Lipsky, Abram. "Rhythm as a Distinguishing Characteristic of Prose Style," Archives of Psychology, I (June, 1907), No. 4, 1-44.

Matthiessen, F. O. "The Painter's Sponge and Varnish Bottle: Henry James' Revision of The Portrait of a Lady," American Bookman, I (1944), No. 1, 49-68.

McDowell, Tremaine. "Bryant's Practice in Composition and Revision," Publications of the Modern Language Association, LII (June, 1937), 474-502.

Mirrielees, Lucia B. Teaching Composition and Literature. rev. ed. New York: Harcourt, Brace, 1949.

Naylor, John S. Informative Writing. New York: Macmillan, 1942.

Nye, Russel B. Midwestern Progressive Politics. East Lansing (Mich.): Michigan State College Press, 1951.

Perrin, Porter G. Writer's Guide and Index to English. rev. ed. New York: Scott, Foresman, 1950.

Piercy, Josephine K. Modern Writers at Work. New York: Macmillan, 1930.

Rickert, Edith. New Methods for the Study of Literature. Chicago: University of Chicago Press, 1927.

Saintsbury, George. A History of English Prose Rhythm. London: Macmillan, 1912.

Stewart, George R., Jr. The Technique of English Verse. New York: Henry Holt, 1930.

Taft, Kendall B. and John Francis McDermott, Jr. and Dana O. Jensen. The Technique of Composition. 4th ed. New York: Rinehart, 1950.

Tate, Allen. "Cold Pastoral," New Republic, CVIII (May 10, 1943), 644.

Tempest, Norton R. The Rhythm of English Prose. London: Cambridge University Press, 1930.

Webster's New Collegiate Dictionary, Springfield (Mass.): G. and C. Merriam, 1949.

Wilkinson, Marguerite. The Way of the Makers. New York: Macmillan, 1925.

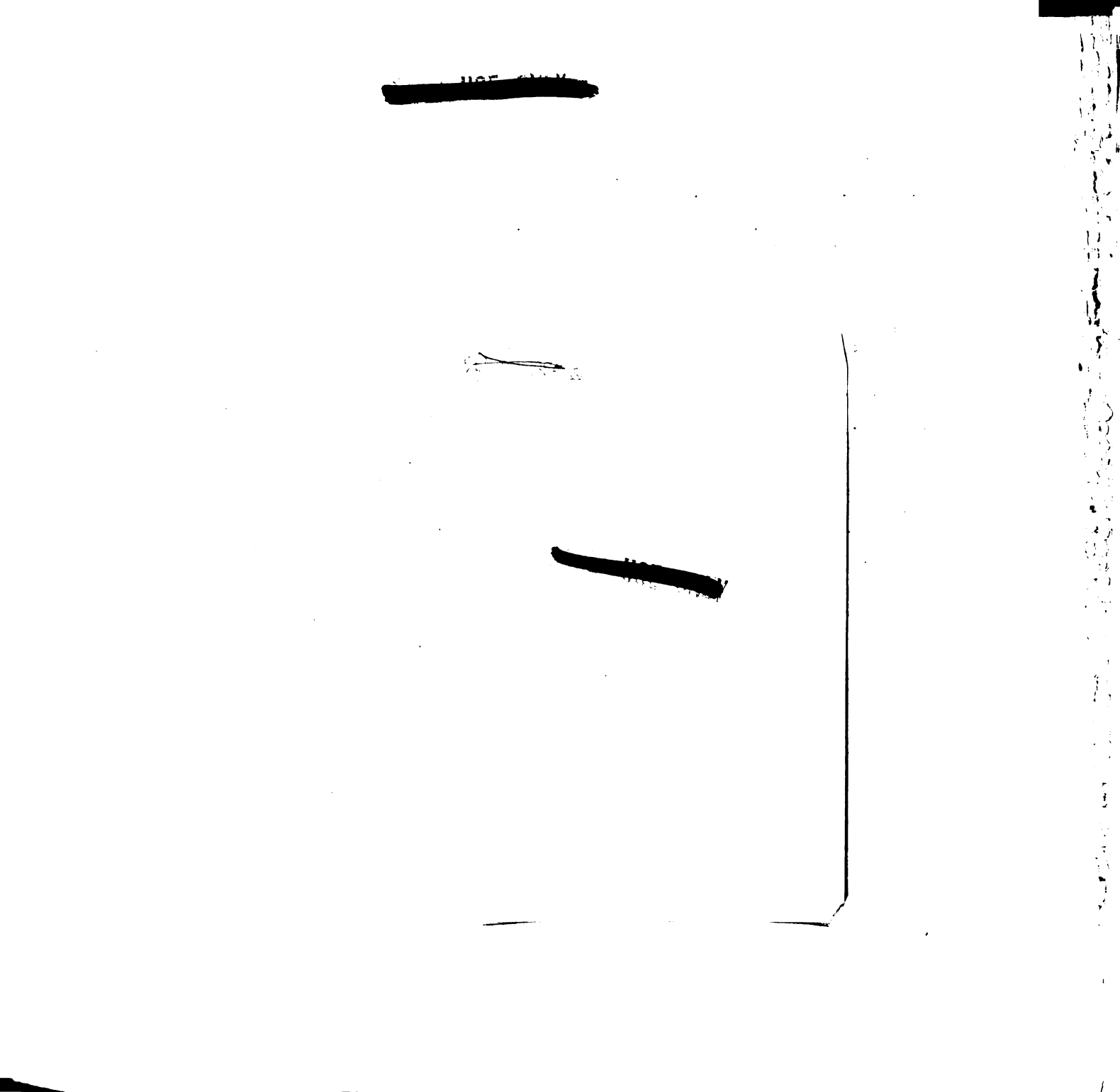
Manuscripts

Freeman, Douglas Southall. First draft of chapters 22 and 23, Vol. II, Lee's Lieutenants. New York: Charles Scribner's Sons, 1943. The manuscript was obtained from Mary Washington College of the University of Virginia.

Kahn, Ely J., Jr. Section of a first draft of "Profiles," The New Yorker, XXIX (March 14, 1953), 40-58. The complete manuscript draft was obtained directly from Mr. Kahn and is now in the possession of the present writer.

Kantor, MacKinlay. Complete draft of "Dear Old Ghost of Mine," Esquire, XXIV (Nov., 1945), 40-41, 170-174. The manuscript was obtained from the Public Library, Coral Gables, Florida.

Nye, Russel B. Second draft of chapter one, Midwestern Progressive Politics. East Lansing (Mich.): Michigan State College Press, 1951. The manuscript was obtained directly from Mr. Nye. It is now in his possession.





MICHIGAN STATE UNIVERSITY LIBRARIES
3 1293 03146 1415