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CORRELATION OF ABILITY IN READING WITH THE GENERAL GRADES IN HIGH SCHOOL

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The tests described in this article are concerned with an attempt to discover whether the pupil's ability in deriving meaning from different kinds of written material correlates with his ability in school work according to his grades registered by his teachers at the end of the school year. Pupils have to deal with different kinds of written pages in order to prepare their lesson assignments. An attempt has been made to construct four different tests that would illustrate four different types of reading of which a pupil must make use in his school work.

Problem-solving is a vital factor in the lives of most first-year high-school pupils. It is quite important for a pupil to discern the bearing that one idea has upon the one immediately following in order that, at the expression of the final idea, he may grasp the full meaning of their interrelationship and express it in the form of a definite result. Concentration of thought must be continuous, or the outcome has no value. To test the pupil's ability in this kind of reading, the Kansas

Silent-Reading Test was given. It is purely a problem-solving kind of reading test and was used as such.

Another kind of ability in reading that every pupil has need of is that of being able to grasp the central idea, or main thought, in a paragraph. To be able to ascertain quickly the main idea in a paragraph furnishes one a great labor-saving device that can be used in most studies. Not to be able to recognize essentials has, undoubtedly, added to the confusion of pupils' minds that later resulted in failure. To test this ability, four paragraphs were chosen from "A Father to His Freshman Son in College" published in the *Atlantic Monthly* some years ago.

Still another test was devised in which a selection of a purely informational character was used. This kind of material can hardly be called expository or descriptive; neither is it wholly argumentative or narrative; but it seems rather to be a composite of two or more forms of writing. It differs from the narrative in that there is no thread of story to aid in calling to mind what is read; neither is there a final solution to offer as in the case of the problem form of reading; nor is there just one central idea to be remembered as in the paragraph study. To recall items of information is one of the requirements that teachers make of pupils in most of the subjects studied. The selection used in this test was taken from a number of *The Independent* published in 1915.

Perhaps the most-used kind of reading up to entrance into the high school is of a narrative type. A test was therefore constructed, the aim of which was to test the pupil's ability to follow plot, to follow the thread of the story, in terms of his school abilities. The selection chosen for the narrative experiment was a story taken from an inside page of the *Chicago Tribune*, which had appeared over two weeks before the time of the test. The groups of pupils, upon being questioned after the test as to whether they had read the story before, replied in the negative.

It is not maintained that these four tests include all the kinds of reading demanded of the pupils; nor is it maintained that these tests, as they now stand, will meet all the requirements as tests of these four kinds of reading. The results are submitted with an understanding of the difficulties encountered.

The tests were given in May, 1918, to 173 pupils in the first-year class in the Oak Park High School. They necessitated the use of six different study-periods, but were controlled by one person, the writer, and the instructions were uniformly given. To each class the paragraph test and the information test were given in the same period; and the problem-solving test and the narrative test in the same period. Instructions for the problem-solving test were in accordance with those of the leaflet containing the Kansas Test, and the time of five minutes was allowed, this being also in accord with instructions. The other three tests differed from the problem-solving test in instructions concerning the time element.

The tests were undertaken in an effort to determine the relative abilities exhibited in these four kinds of readings, in comparison with school studies. The pupil, in preparing his work for class, permits his judgment as to whether he has his lesson to enter into the matter. Teachers numberless times have heard pupils, on failing to make a recitation, say, "I thought I had my lesson." It was therefore decided to make the matter of time individual and to test, rather, the pupil's judgment as to whether he had the material.

The pupil who fails in the classroom does so through lack of ability or lack of application. The lack of ability may be mental or physical or a combination of the two. The lack of application is the result of habits formed by his environment. The standards set up in each classroom are a type of measurement of each pupil's abilities. The reasons for each pupil's failure are not always diagnosed, but the results he produces are measured by the classroom standards. Theoretically each

pupil is to measure his preparation of the lessons assigned with the standards set up for the class. Each pupil must call upon his judgment to decide whether he has his class assignment prepared well or not. Often he fails to master the work through lack of ability, but sometimes his judgment is too poorly trained to inform him in regard to the effectiveness of his preparation.

Tests must take into consideration not only the speed at which the pupil works, but also the degree of his comprehension. It has been pointed out by different writers that the rapid worker is likely to be more accurate. There is an appreciable number of pupils, however, who are slow in comprehension, and know they are slow, but stay at their work until they are confident that they have the assignment well prepared. There is a radical difference between this type of pupil and the types of pupils described in the previous paragraph.

In a test of a certain specified time, the pupil who is good but slow in his school work is likely to fall into the same group with the poor pupils. As yet no measurement has been devised that, with justice to all types of pupils, will satisfactorily estimate both rate of reading and comprehension.

In the problem-solving reading test the results were based upon the number of ideas gained in a specified time. In the paragraph test it was deemed advisable to let the pupil take the time he thought necessary for him to grasp the material. In the discussion of the results the correctness of the pupil's interpretation has been the basis of discussion without consideration of the time element. The last two tests were treated in the same manner, with the problem in mind to discover whether the pupil's ability to understand a certain type of reading material correlates with his school abilities.

The time each pupil took in each of the tests was noted, however. Because he was required to read under time conditions his concentration would tend to be more intense. The

time needed in the paragraph test ranged from 75 seconds to 280 seconds. Twenty-nine of the pupils needed from 200 seconds to 280 seconds to satisfy themselves that they understood the paragraphs. In the information test the time ranged from 65 seconds to 150 seconds; in the narrative test from 65 seconds to 155 seconds.

The school abilities of the pupils are registered in terms of school grades on the basis of correctness of ideas produced by pupils, and so, on the same basis, the last three tests were considered.

In the conducting of each of these last three tests the type-written test was placed face downward in front of the pupil, with a blank sheet of paper beside it. Then exact and uniform instructions were given to each group of pupils as to what was to be done. These instructions had been made and tried out upon a preliminary group in order to discover and avoid any lack of clearness in the understanding of the mechanism of the tests. Each pupil's rank in the problem-solving test was found by the standardized score that accompanies each problem.

In the paragraph test the task was a different one because there was no standard to go by. The pupil's answers were so varied that, to estimate their worth, one individual's judgment was not sufficient. Some sort of standard needed to be set up that would represent an aggregate of opinions for each type of answer. It was decided that the average opinions of two university classes in statistics would furnish a fair basis of standardization of answers.

Accordingly, through the courtesy of Professor H. O. Rugg, eighty-nine scorings of forty different answers were secured. Ten answers to each paragraph had been chosen, and those who did the scoring of these were asked to score on the basis of 0 to 10. In order that a more accurate scoring might be gained from these classes, the test itself was given to them after the same manner as it was submitted to the high-school pupils.

Then, from their judgments as to what was the central idea in each paragraph, they scored each pupil's answer before them. The average scoring of each of the forty varying answers was then used to rank the work of the pupils.

In the information test the "group-idea method" of scoring was used, the results being checked in the manner described by Gray in the monograph "Studies of Elementary-School Reading through Standardized Tests."

In the narrative test a key such as is described by Brown in *The Measurement of the Ability to Read* was constructed, and each pupil's reproduction was measured according to it. The number of ideas in this key that he reproduced was used as a measure of his work. Then this was expressed in terms of percentage of the total number of ideas in the key.

A comparison of the results of each test with the average of the pupils' grades in school subjects that primarily demand the use of the written page is submitted in Table I. This omits manual training and drawing. Then a comparison is made of the averaged grades of the boys with the tests; and in like manner a comparison of the averaged grades of the girls. A comparison of each of the tests is made separately with each of the studies English and algebra. These two subjects were chosen, since, by an inspection of the school grades, there seemed to be as great a variation between these two subjects as between any two subjects. Of the boys who studied Latin, only five varied more than 5 per cent from their grades in algebra; and of the girls, eight varied more than 5 per cent. In a comparison of the algebra and science, eight of the boys and ten of the girls varied more than 5 per cent in the two grades. Accordingly it was assumed that individual studies of the two subjects English and algebra would be representative of all the school work. Finally, a study is made of all the tests together compared with the school grades.

As one method of comparison the correlation coefficients of the pupils' standings in the tests and the school grades were computed. As another basis of comparison the pupils were arranged in the order of their rank in school work, and the result was divided into thirds. The upper third includes all those who had an average of 80 per cent or above; the second third includes all pupils with grades between 72 per cent and 80 per cent; and the lower third has in it all those who averaged in school 72 per cent or below.

TABLE I
CORRELATION COEFFICIENTS

TESTS	Average of All the Grades in the Different Subjects of All the Pupils	Average of All Grades in Subjects		English Grades	Algebra Grades	Grade of Girls in English	Grade of Boys in English
		Boys	Girls				
Problem-Solving test...	0.46	0.43	0.45	0.24	0.44	.....	.....
Paragraph test..	0.54	0.56	0.42	0.52	0.34	0.40	0.57
Information test.	0.51	0.53	0.54	0.46	0.51	.....	.....
Narrative test...	0.40	0.40	0.28	0.45	0.23	.....	.....

In order that a comparison of the results of the test with the separate studies might be made, the method was followed of considering those with an average of 80 per cent or more, in each study, as one group, and those with an average below 70 per cent as another group. This gives the extremes. Of course the remaining pupils fall into the group with the average between 70 per cent and 80 per cent.

The paragraph test ranks first in degree of correlation with the average of all the school grades. With a correlation of this test of 0.54 with all the averaged grades, of 0.56 with the

boys' averaged grades, and of 0.42 with the girls' averaged grades, it is interesting to turn to Tables II, III, and IV for a comparison of the thirds. In the upper thirds of the averaged school grades, 65.5 per cent of those in all the averaged grades, 64.5 per cent of the boys' group, and 63 per cent of the girls were in the upper third of the test. In the lower thirds, likewise, 68.4 per cent of those in all the averaged grades, 67.8 per cent of the boys, and 57.7 per cent of the girls were in the corresponding lower third of the test. The middle third of the test lends itself to a rather equally proportioned distribution in the thirds of the groups under discussion. The distribution

TABLE II
CORRELATION OF AVERAGED GRADES WITH THE TESTS BY
DIVISIONS INTO THIRDS EXPRESSED IN PER CENT—
ALL GRADES

TESTS	AVERAGED GRADES IN ALL SUBJECTS STUDIED		
	Upper Third	Middle Third	Lower Third
<i>Problem test—</i>			
Upper third.....	50.0	27.6	19.3
Middle third.....	36.2	44.8	19.3
Lower third.....	13.8	27.6	61.4
<i>Paragraph test—</i>			
Upper third.....	65.5	27.6	7.0
Middle third.....	20.7	48.3	24.6
Lower third.....	13.8	24.1	68.4
<i>Information test—</i>			
Upper third.....	62.0	27.6	12.3
Middle third.....	29.3	48.3	22.8
Lower third.....	8.6	24.1	64.9
<i>Narrative test—</i>			
Upper third.....	51.7	32.8	15.8
Middle third.....	29.3	34.4	36.8
Lower third.....	18.9	32.8	47.4

of the remaining number of those in the upper third of the test reveals what a small percentage of them were in the lower third of the three different groups.

TABLE III
CORRELATION OF AVERAGED GRADES WITH THE TESTS BY
DIVISIONS INTO THIRDS EXPRESSED BY PER CENT—BOYS

TESTS	AVERAGED GRADES IN ALL SUBJECTS STUDIED		
	Upper Third	Middle Third	Lower Third
<i>Problem test—</i>			
Upper third.....	45.20	19.3	35.5
Middle third.....	48.40	45.2	9.7
Lower third.....	6.40	35.5	58.8
<i>Paragraph test—</i>			
Upper third.....	64.50	29.0	6.4
Middle third.....	35.50	51.6	25.8
Lower third.....	.....	19.4	67.8
<i>Information test—</i>			
Upper third.....	64.50	25.8	9.7
Middle third.....	32.25	35.5	32.3
Lower third.....	3.25	38.7	58.0
<i>Narrative test—</i>			
Upper third.....	61.30	25.8	12.9
Middle third.....	32.30	45.1	22.6
Lower third.....	6.40	29.1	64.5

A concrete illustration of this fact is furnished. One boy and seven girls in the upper third of all the grades were in the lower third of the test; while in the lower third of all the grades two boys and two girls were in the upper third of the test. In the boys' grades considered alone, no one in the upper third of the grade was to be found in the lower third of the test. In the case of the girls, four in the upper third of the grades were in the lower third of the test. In the lower third of the boys' grades, two were in the upper third of the test, and, by the same kind of comparison, two of the girls in the lower third of the grades were in the upper third of the test.

TABLE IV
CORRELATION OF AVERAGED GRADES WITH THE TESTS BY
DIVISIONS INTO THIRDS EXPRESSED BY PER CENT—GIRLS

TESTS	AVERAGED GRADES IN ALL SUBJECTS STUDIED		
	Upper Third	Middle Third	Lower Third
<i>Problem test—</i>			
Upper third	70.4	18.5	11.5
Middle third.....	18.5	51.9	26.9
Lower third.....	11.1	29.6	61.5
<i>Paragraph test—</i>			
Upper third.....	63.0	29.6	7.7
Middle third.....	22.2	40.8	34.6
Lower third.....	14.8	29.6	57.7
<i>Information test—</i>			
Upper third.....	55.6	29.6	15.4
Middle third.....	29.6	48.1	23.1
Lower third.....	14.8	22.2	61.5
<i>Narrative test—</i>			
Upper third.....	48.2	25.9	26.9
Middle third.....	25.9	40.8	34.6
Lower third.....	25.9	33.3	38.4

It is to be noticed that the correlation of this test with the English grades is high. The correlation coefficients of the boys' grades and the girls' grades were computed apart from each other that the relative correlation of each group with the test might be determined. It was discovered that both have a high percentage of correlation, but the boys' is appreciably higher.

An attempt was made to determine separately the correlation coefficients of the boys' grades in algebra and of the girls' grades in algebra with the results of this test, but because only sixty-seven of the girls had algebra as a study, and because nineteen of these were below the passing mark, it was difficult to secure a correlation table that seemed reliable. The grading system of the school does not require grades in intervals of

5 per cent much below 70 per cent, as it does above that grade. Consequently in the correlation table for the girls expressing these two relationships the assumed mean for ability in the test contained twenty-nine of the number of cases, the assumed mean being the class interval of 66 per cent. Because of the large proportion of failures and the small number of cases, no satisfactory table could be constructed.

It may be argued that this same factor may invalidate the results of the other correlations. But the greater number of cases and the smaller proportion of failures tend to reduce the influence of the few class intervals below 70 per cent.

The correlation coefficient for the boys' and girls' abilities in algebra compared with this test was determined, however, with the result of 0.34—not so high as the correlation between algebra and the problem-solving reading test.

A close relationship exists between the results of the information test and the paragraph test. With a correlation of 0.51 in this test with the total number of grades and a correlation of 0.54 on the same basis in the previous test, it can be seen that this statement is true. An inspection of Tables II, III, and IV reveals the fact that the percentage in the different thirds do not vary a great deal. The girls were not able to attain so high a degree of correspondence in the upper third of the test with the upper third of the grades as they did in the paragraph test, and in the lower third of the grades a higher percentage of them were in the upper third of the test.

Table V also reveals a likeness in results between the two tests, especially when the girls are considered alone. The same number in both tests remained in the upper thirds of the tests when those in the group of the average of 80 per cent in English are considered. In the corresponding group in algebra, only ten girls out of the twenty were in the upper third of the test. In the same group of the boys, twelve of the twenty-nine were in the upper third of the test. But none of the boys with

an average below 70 per cent in algebra were able in this test to get into the upper third. Three of the girls were.

TABLE V

GRADES IN ENGLISH AND ALGEBRA 80 PER CENT OR ABOVE					GRADES IN ENGLISH AND ALGEBRA BELOW 70 PER CENT				
TESTS	Number of Pupils				TESTS	Number of Pupils			
	Boys		Girls			Boys		Girls	
	39	29	47	20		19	23	7	19
	Eng.	Alg.	Eng.	Alg.		Eng.	Alg.	Eng.	Alg.
<i>Problem test—</i>					<i>Problem test—</i>				
Upper third....	15	13	21	16	Upper third..	7	8	....	2
Middle third...	19	15	16	2	Middle third.	1	1	....	9
Lower third....	5	1	10	2	Lower third..	11	14	7	8
<i>Paragraph test—</i>					<i>Paragraph test—</i>				
Upper third....	22	17	20	13	Upper third..	5	2	....	4
Middle third...	14	12	18	4	Middle third.	2	5	2	9
Lower third....	3	....	9	3	Lower third..	12	16	5	6
<i>Information test—</i>					<i>Information test</i>				
Upper third....	23	12	20	10	Upper third..	2	....	....	3
Middle third...	11	13	20	7	Middle third.	5	14	2	8
Lower third....	5	4	7	3	Lower third..	12	9	5	8
<i>Narrative test—</i>					<i>Narrative test—</i>				
Upper third....	21	13	18	8	Upper third..	2	3	1	3
Middle third...	13	13	28	9	Middle third	1	3	2	8
Lower third....	5	3	11	3	Lower third..	16	17	4	8

Stated again in the terms of the correlation coefficient, the relationship between this test and the grades in English is 0.46; between this test and the grades in algebra, 0.51; between this test and the averaged grades of the boys, 0.53; between this test and the averaged grades of the girls, 0.54. These correlations present direct evidence of the strong relationship between reading ability and ability in school work. If the

argument is brought forth that this test reveals only the general intelligence of the pupil which he also reveals in his school work, the answer can be made that the intelligence of the pupil used in his school work must rest on the basis of his reading ability, and, consequently, if a measure of his reading ability can be secured, a measure of his possible ability in school work can also be secured.

It is interesting to look at the correlations in the narrative test at the outset. More variation is indicated here than in any of the other tests. The boys in this test are practically as uniform in the correspondence of their ability in this test compared with their school work as in the results of the other tests. But this is not true of the girls. In the table of the girls are found wide variations. A marked scattering of the thirds is seen here.

The writer can give no substantiated reason for this, but offers the suggestion that a larger majority of girls read a greater quantity of stories than do boys. Observation for a period of years of the reading habits of high-school pupils causes the writer to believe that, as a class, girls read much more than do boys. The type of reading done by girls is mostly fiction, and it has often been noted by the writer that the poor pupils among the girls often read a great deal, poor fiction though it may be that they read. When the story form of literature is very familiar to him, a poor pupil may find it quite as easy to follow the thread of a simple story as does the good pupil. This reasoning is not offered as a valid conclusion.

All the tests show rather high correlation with some phase of school abilities. The problem-solving reading test indicates high correlation with the different groups of pupils in their school abilities, with the exception of ability in English. Theoretically one would expect this. In the paragraph test there is high correlation with all the groups of abilities except that of algebra. The correlation of this test with English is

not so low as that of the problem-solving reading test with English, but is lower than that of the problem-solving reading test in the correlation with algebra. Tables II, III, and IV show that the paragraph test differentiates more sharply the upper and lower thirds of the groups of grades, with the exception of that of the girls, than do any of the other tests. It is seen in Table V that its correlation with the English and algebra grades of the boys is relatively high. In the English grades of the girls of the upper group there is little variation in the correlation of the tests; in the upper group of girls' grades in algebra the paragraph test ranks second in correlation. The information test closely parallels the correlation of the paragraph test in the upper and lower thirds of the different groups of grades, with the exception of the girls' group, in which there is a greater variation. In English in the girls' group the correlation remains practically the same as that of the paragraph test. The narrative test exhibits the greatest variation in correlation, as has been stated before.

In the tests discussed here there are appreciable correlations with the school abilities. It may be argued, that, in the comparisons of the results with the averages of the subjects studied, a fair standard of judgment is not set up on the supposition that pupils' grades in the different subjects may vary widely. It will be granted that there are a few cases of such variation as was pointed out in the discussion as to the choice of English and algebra for special study in these tests. The division into thirds, however, on the basis of the averaged grades of subjects studied represents fairly closely the standing of the pupils in the different subjects. This was verified in algebra and English. In the upper third of the averaged grades of all the pupils there is only one boy that did not have a grade of 80 per cent in algebra, his grade being 75 per cent. The same boy is in the upper third of the boys' group. In the corresponding thirds seven girls did not have a grade of 80 per

cent, and one of these was conditioned in algebra. In the lower third of the averaged grades of all pupils no boy had a grade of 80 per cent in algebra. The same was true in the separate ranking of the boys' grades. The girls had the same record. In English four boys in the upper third of the averaged grades of all pupils and one boy in the like third of the boys' grades did not have a grade of 80 per cent. The girls all had an average of 80 per cent or above in both upper thirds in which they are listed. Two boys and two girls were in the lower third of the averaged grades who had a grade of 80 per cent or more in English. One boy and three girls had a like grade in English in their corresponding groups in the lower third. With the relation in mind that the grades in Latin and science bear to algebra, the comparison of the results of the tests with the averaged grades by division into thirds seems to be fairly accurate.

CONCLUSIONS

A large proportion of those who did well in their school work did well in the test, and a large proportion of those who failed in school work were in the lower groups of the tests.

Whether or not these results are valid should be further tested by another set of tests which would act as a check on the results obtained. If the weaknesses of the pupil that are evident in one test are revealed in other tests of the same type, it seems fair to assume that the pupil has difficulty in that respect, and training to remove that difficulty should be given.

It may be lack of mental ability or it may be lack of training that places these pupils in the lower groups of both school grades and tests. At least it is not fair to them to give them what they cannot understand, but what is comparatively easy for most of those in the upper groups.

Greater refinement of the tests will be needed if pupils are to be grouped in classes according to the outcome of tests

in reading ability. The places of the upper and lower groups can be pretty well determined, but the middle groups varied much in ability in the tests. Some of the pupils of these middle groups easily take their places in the upper groups; and some, according to the tests, belong in the lower group. To find adequate tests to discover those who cannot keep the pace set by the best pupils of the school, and yet who are more rapid than the poor pupils, is a task not yet accomplished.

More girls had better school grades than the boys, yet the boys did better work in the tests. This is not understood by the writer, unless it be that tests are more distracting to girls than to boys. In all of the many groups examined by the writer it has been noted that the boys took the tests in a more matter-of-fact way than the girls. From these tests, at least, it seems advisable that the boys and girls should be scored separately in order to set up a fair standard for each.

It is apparent that these results in the tests did not correlate equally with English and algebra. Algebra is more uniform in its demands upon the pupil in the form of reading used. In English all forms of reading are used with varying degrees of intensity in the study of each. To analyze all the types of reading necessary for the interpretative ability demanded of the high-school pupil, and to vary the selections in each of the various types according to the pupil's needs, ought materially to aid them in methods of study.

It does not appear that each pupil's difficulty in the tests is peculiarly individual. The same types of errors recurred in different pupils' papers. No teacher will assert that the majority of failures in school do not fall into classifications of reasons for failures. In the lower groups pupils in the tests did not interpret well what they read, just as they did not interpret well what they studied for classroom work. Further testing will be necessary to determine whether the reasons for the

errors in certain types of reading are fundamental causes of failures in school. It will be more to the point to discover what these reasons are and, by beginning work at this point, see what effect they have upon the pupils' school work.

The same pupils will need to be tested more than once in tests of like difficulty in each of the types of reading to eliminate the element of chance in the results.

Minute analyses of thought-abilities used in each type of reading call for determination before the value of its correlation with school abilities of the pupils can be established.

According to the outcomes of these tests, the problem-solving reading test does not adequately measure pupils' abilities in English; the narrative test fails to correlate to any appreciable extent with the algebra grades, and does not measure girls' school abilities. Also the paragraph test, in its results, and algebra are rather low in correlation. It is to be supposed that it would rank higher in correlation than the information test. No reason can be offered by the writer as an explanation. The reasoning processes in the two tests would need careful analysis to reveal the cause.

The exact significance of the high correlation of the tests with the grades, and the significance of the low correlations, demand further investigation before any general principles can be established.

THE PARAGRAPH TEST

A FATHER TO HIS FRESHMAN SON IN COLLEGE

PARAGRAPH I

Your mind, like your body, is a thing whereof the powers are developed by effort. That is a principal use, as I see it, of hard work, in studies. Unless you train your body you can't be an athlete, and unless you train your mind you can't be much of a scholar. A good part of what you learn by hard study may not be permanently retained, and may not seem to be of much final

value, but your mind is a better and more powerful instrument because you have learned it.

PARAGRAPH 2

I say, plan to earn your living! Whether you actually earn the money you live on, makes no great difference, though in your case I guess you'll have to if you are going to live at all well. But if you get money without earning it, it leaves you in debt to society. Somebody has to earn the money you spend. If you get it without due labor of your own, you owe for it. Recognize that debt and qualify yourself to discharge it.

PARAGRAPH 3

If you had come as far as you have in life without acquiring manners, you might well blush for your parents and teachers. I don't think you have, but I beg you hold on to all the good manners you have, and get more. Good manners seem to me a good deal to seek among present-day youth, but I suppose they have always been fairly scarce, and the more appreciated for their scarcity.

PARAGRAPH 4

You will have to think more or less about yourself, because that belongs to your time of life, provided you are the sort that thinks at all. But don't overdo it. You won't, because you will find it, as all healthy people do, a subject in which over-indulgence tends rapidly to nausea. To have one's self always on one's mind is to lodge a kill-joy.

THE INFORMATION TEST

LABOR AND DRINK IN ENGLAND

In England the drinking habits have had the effect of seriously diminishing the output of war materials. In one shipyard a battleship which had been brought in for immediate repairs was held up for a whole day because the workmen went on a drunk. It is impossible in some places to get the workmen to work more than forty hours a week no matter what the need. The loss of efficiency due to drink is on the average estimated at twenty per cent or more. Lloyd George says: "We are fighting Germany, Austria and drink, and so far as I can see the greatest of these three deadly foes is drink." The day after his announcement of a war against drink he received 15,000 letters commending his course.

The action of King George in banishing liquor from his household during the war has been followed by many notables, and there is said to be a decline in drinking at the clubs and restaurants. But the liquor interests are so

strong in British politics, that there is little likelihood that complete prohibition will be adopted, as in Russia. It is possible, however, that the sale of spirits may be prohibited about the armament works. Most of the employers favor this.

THE NARRATIVE TEST

Bodies of German cavalry often passed by a great monastery and sometimes their officers were civil to the monks and sometimes not. Then came more cavalry up the winding road, and they were English. The Germans sat on their horses under the cover of a high red brick wall and as the first English patrol approached the Germans fired and unseated some of the English.

There was a skirmish fight and the Germans were driven away, but left one dying man behind, who was brought into the monastery and tended in his last hours by the abbot himself. This German cavalry officer was hardly more than a boy, with many ribbons on his breast. It was Prince Max of the kaiser's blood.

He spoke several times before he died, sending last messages to his people and thanking the abbot for his courtesy that night. In the valley below the priest buried the German princeling secretly. He would not reveal this secret when the kaiser sent word to know the whereabouts of his cousin's grave.

"Tell the kaiser," he answered back, "I will let him know the prince's burial place when there are no more German soldiers in Belgium and when restitution has been made for the crimes against our people."

To this day there are a few people who know where Prince Max lies buried and will not tell.