IJA # 3707

Archival Materials from the Shamash Secondary School all Relating to the SAT Examination

CREDIT BANK OF IRAQ

بنك الاعتماد العراقي

Currency

العملة

D/Credit

Margin L.D.

Convr.

Form

Postage

Corresp. Comm.

Cable

Nett L.D.

114/805

1/28

9/50

عمولة المراسلة

اجرة برقية

الصافي

MANAGER

المدير

الطائفة الموسوية
في بغداد
التلفون { ٨٣٠٢١ الرئيس
٤٥٢ السكرتير

الرقم ط/ ..... / .....
التاريخ .....

الموضوع/ .....

الى بنك الاعتماد العراقي - بغداد

م/ طلب تحويل مبلغ (٣١٩/٠٠) دولارا

بعد التحية .

سبق أن اشترك خمس وعشرون طالبا من طلبة مدرسة شماش الاعدادية العائدة الى الطائفة الموسوية في امتحانات خاصة معروفة باسم

(Scholastic Aptitude Test and Achievement Tests)

جرت في بغداد بتاريخ ١٩٦٨/٣/٢ من قبل المؤسسة التربوية المعروفة بالاسم والعنوان التاليين :

Educational Testing Service , Princeton, New Jersey, 08540, U.S.A.

هذا وان اجور الاشتراك في هذه الامتحانات بلغت بمقدار (٣١٩/٠٠) دولارا وذلك بموجب المستمسكات المرفقة طيا .

لذا يرجى التوسط لدى مديرية التحويل الخارجي لتحويل مبلغ (٣١٩/٠٠) دولارا الى المؤسسة المذكورة اعلاه ، وذلك أسوة بالسنوات السابقة ، اذ سبق ان طلبت ادارة مدرسة شماش الاعدادية بكتابها المرقم ش/٤/٦٧ والمؤرخ في ١٩٦٧/٢/١٣ تحويل مبلغ (٢٧٩/٥٠) دولارا عن اجور امتحانية لاثنين وعشرين طالبا كانوا قد اشتركوا في امتحانات مماثلة في مارت سنة ١٩٦٧ ووافقت مديرية التحويل الخارجي على ذلك في حينه .

هذا وتفضلوا بقبول فائق الاحترام .

الحاخام ساسون خضوري
رئيس الطائفة الموسوية

المرفقات

صورة مذكرة طلب دفع مبلغ (٣١٩/٠٠) دولارا مرقمة ٣١٢١ - ١١٠ - ٠٣ ومؤرخة ١٨/ كانون الثاني / ١٩٦٨ صادرة من المؤسسة المختصة باجراء الامتحانات مع كتب تأكيد على تسديد الطلب .

صورة منه الى /

١- مديرية التحويل الخارجي المتعلق بتسهيل معاملة التحويل المشروح اعلاه مع الشكر .

٢- ادارة مدرسة شماش الاعدادية - للعلم والتأشير .

٣- اللجنة الادارية لليهود العراقيين للعلم وتسهيل العمل بعد ان تتم الموافقة على ذلك .

٤- مدرسة فرنك عيني الاعدادية شماش .

كتاب بنك الاعتماد الى التحويل الخارجي ٧٠/١٢٢٤
٧٠/٢/٢٩

سة الطائفة الموسوية
في بغـــداد
التلفون { ٨٣٥٣١ الرئيس
٨٠٤٥٢ السكرتير

الرقم ط / ..... / .....
التاريخ .....

الموضوع / .....

الى بنك الاعتماد العراقـــي ـ بغـــداد

م/ طلب تحويل مبلغ (٣١٩/٠٠) دولارا

بعد التحية .

سبق أن اشترك خمس وعشرون طالبا من طلبة مدرسة شماش الاعدادية العائدة الى الطائفة الموسوية في امتحانات خاصة معروفة باسم

(Scholastic Aptitude Test and Achievement Tests)

جرت في بغداد بتاريخ ٢/٣/١٩٦٨ من قبل المؤسسة التربوية المعروفة بالاسم والعنوان التاليين :

Educational Testing Service , Princeton, New Jersey, 08540, U.S.A.

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لذا يرجى التوسط لدى مديرية التحويل الخارجي لتحويل مبلغ (٣١٩/٠٠) دولارا الى المؤسسة المذكورة اعلاه ، وذلك أسوة بالسنوات السابقة ، اذ سبق ان طلبت ادارة مدرسة شماش الاعدادية بكتابها المرقم ش/٤/٦٧ والمؤرخ في ١٣/٢/١٩٦٧ تحويل مبلغ (٢٧٩/٥٠) دولارا عن اجور امتحانية لاثنين وعشرين طالبا كانوا قد اشتركوا في امتحانات مماثلة في مارت سنة ١٩٦٧ ووافقت مديرية التحويل الخارجي على ذلك في حينه .

هذا وتفضلوا بقبول فائق الاحترام .

الحاخام ساسون خضوري
رئيس الطائفة الموسوية

المرفقات

صورة مذكرة طلب دفع مبلغ (٣١٩/٠٠) دولارا مرقمة ٣١٢١ـ ١١٠ـ ٠٣ ومؤرخة ١٨/ كانون الثاني / ١٩٦٨ صادرة من المؤسسة المختصة باجراء الامتحانات مع كتب تأكيد على تسديد الطلب .

صورة منه الى /

١ـ مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه مع الشكر .
٢ـ ادارة مدرسة شماش الاعدادية ـ للعلم والتأشير .
٣ـ اللجنة الادارية لليهود العراقيين للعلم وتحويل المبلغ بعد ان تتم الموافقة على ذلك .
٤ـ مدرسة فرنك عيني واعدادية شماش .

كتاب بنك الاعتماد الى التحويل الخارجي ٧٠/١٢٢٤
٩٧٠/٢/٢٩

رئاسة الطائفة الموسوية
في بغداد
رقم التلفون { ٨٣٥٣١ الرئيس
٨٠٤٥٢ السكرتير

الرقم ط / ..... / .....
التاريخ .....

الموضوع / .....

الى بنك الاعتماد العراقي ـ بغداد

م/ طلب تحويل مبلغ (٣١٩/٠٠) دولارا

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(Scholastic Aptitude Test and Achievement Tests)

جرت في بغداد بتاريخ ١٩٦٨/٣/٢ من قبل المؤسسة التربوية المعروفة بالاسم والعنوان التاليين :

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هذا وتفضلوا بقبول فائق الاحترام .

الحاخام ساسون خضوري
رئيس الطائفة الموسوية

رئاسة الطائفة الموسوية ـ بغداد

المرفقات

صورة مذكرة طلب دفع مبلغ (٣١٩/٠٠) دولارا مرقمة ٣١٢١ـ ١١٠ـ ٠٣ ومؤرخة ١٨/ كانون الثاني / ١٩٦٨ صادرة من المؤسسة المختصة باجراء الامتحانات مع كتب تأكيد على تسديد الطلب .

صورة منه الى /

١ـ مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه مع الشكر .
٢ـ ادارة مدرسة شماش الاعدادية ـ للعلم والتأشير .
٣ـ اللجنة الادارية لليهود العراقيين للعلم وتحويل المبلغ بعد ان تتم الموافقة على ذلك .
٤ـ مدرسة فرنك صبي واعدادية شماش .

١٢٢٤/٧٠
٩٧٠/٢/٢٩

الى مدير التحويل الخارجي - البنك المركزي

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08540

October 17, 1969

Shamash School
New Alwiyah
Baghdad
Iraq

Gentlemen:

We wrote to you on October 16, 1968 requesting payment of past due invoices in the amount of $319.00.

We request that you please forward a check for the above promptly. If there is any reason why the overdue balance cannot be paid at this time, we would appreciate an explanation of the circumstances.

Thank you for your immediate attention to this matter.

Yours truly,
EDUCATIONAL TESTING SERVICE

Gloria S. Conover

(Mrs.) Gloria S. Conover
Head, Accounting

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

عدادية

٩١٦٩٣

No. ..... العدد

Date 17th August, 1969. التاريخ

To :-
Mrs. Mildred B. Stephens,
Head, Accounting,
Educational Testing Service,
Princeton, New Jersey, 08540,
(U. S. A.).

Our code No. with ETS is: 674-180

Dear Madam,

I wish to refer to my letter of 13th December 1968, a copy of which is enclosed herewith.

In connection with the fees of $319.00 due to your Institution for Examination Services rendered to students from our School in March 1968, I am very sorry to inform you that the Exchange Control Department in Baghdad has not yet approved of our request to remit to you the indicated sum. I am still holding the fees pending settlement.

In March 1969, students from our school did not apply for taking the SAT & Achievement Tests because of the difficulty of settling the fees. There will be some 30 to 40 students from our School who would like to take the SAT & Achievement Tests in March 1970, if arrangement can be made for their fees to be paid locally in Baghdad.

I would appreciate it very much if your Institution will try to arrange a workable solution for this matter in order to enable our students to take the Tests in March 1970. Meanwhile, I shall be waiting for your reply which I hope to reveive early enough to enable me to order the Registration Forms and other material within the time-limit set for the March Administration of the Examinations.

Thanking you, & hoping to hear from you soon, I remain,

Sincerely Yours,

A. S. Obadiah
Principal.

Copy to :-
Educational Testing Service,
Princeton, New Jersey, 08540,
(U. S. A.).

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد

Date 17th August, 1969. التاريخ

To :-
Mrs. Mildred B. Stephens,
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Educational Testing Services,
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(U. S. A.).

Our code No. with ETS is: 674-180

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Thanking you, & hoping to hear from you soon, I remain,

Sincerely Yours,

A. S. Obadiah
Principal.

Copy to :-
Educational Testing Service,
Princeton, New Jersey, 08540,
(U. S. A.).

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 17th August, 1969. التاريخ .....

To :-
Mrs. Mildred B. Stephens,
Head, Accounting,
Educational Testing Services,
Princeton, New Jersey, 08540,
(U. S. A.).

Our code No. with ETS is: 674-180

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Thanking you, & hoping to hear from you soon, I remain,

Sincerely Yours,

A. S. Obadiah
Principal.

Copy to :-
Educational Testing Service,
Princeton, New Jersey, 08540,
(U. S. A.).

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

No. ..... العدد .....

Date 13th December, 1968. التاريخ .....

To: Mrs. Mildred B. Stephens,
Head, Accounting,
Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Our code No. with ETS is: 674-180

Dear Madam,

Your invoice No. 3121-110.03 dated January 18, 1968
(Total due $319.00)

With reference to your letter of 14th October, 1968, regarding the sum of $319.00 due to your Institution for services rendered to students from our school in connection with the March 1968 administration of the College Board Examinations, I regret to inform you that as far as we are aware the exchange control department in Baghdad has refused to remit to you the indicated sum.

We are very sorry for the delay. Meanwhile we are applying again to the authorities concerned for the transfer of the examination fees and we hope that our request will be met this time.

For future administrations of the SAT and Achievement Tests, we suggest that arrangement be made for our school to pay the Examination fees to a representative of Educational Testing Service in Baghdad in order to avoid difficulties arising in this connection. If such an arrangement can be made, our school will be ready to pay for any extra charges in Exam fees which may occur as a result.

Yours Sincerely,

A. S. Obadiah,
Principal.

EDUCATIONAL TESTING SERVICE PRINCETON, N. J. 08540

AREA CODE 609
921-9000
CABLE: EDUCTESTSVC

Shamash School
Attn: A. S. Obadiah, Principal
New Alwiyah, Baghdad, IRAQ

October 14, 1968

Gentlemen: -

We wrote to you on several occasions requesting payment of past due invoices in the amount of $319.00-see attached correspondence.

We request that you please forward a check for the above amount promptly. If there is any reason why the overdue balance cannot be paid at this time, we would appreciate an explanation of the circumstances.

Thank you for your immediate attention to this matter.

Yours truly
EDUCATIONAL TESTING SERVICE

Mildred B. Stephens

(Mrs.)Mildred B. Stephens
Head, Accounting

MBS/lsb

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J. 08540

AREA CODE 609
921-9000
CABLE EDUCTESTSVC

Invoice No: 3121-110-01

January 18, 1968

Shamash School
New Alwiyah
Baghdad
Iraq

P.O.#

Terms: Net 30 days

For services rendered in connection with the March 1968 administration of the College Board Examinations as follows:

25 SAT & ACH	@ $12.50 ea.	$312.50
3 Reports to extra colleges	@ $1.00 ea.	3.00
1 College Handbook		3.50
Total due		$319.00

OVERDUE
PLEASE REMIT

I certify that this bill is correct and that the payment therefor has not been received.

EDUCATIONAL TESTING SERVICE

Gloria S Conover
Supervisor Accounts Receivable

OVERDUE
PLEASE REMIT

Please return one copy with check made payable to EDUCATIONAL TESTING SERVICE

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

(TRUE COPY)

No. ..... العدد

Date 29th January, 1968 التاريخ

Our Code No. with ETS is: 674-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Dear Sirs,

I am returning herewith your invoice No.3121-110.03, dated 18th January, 1968, together with its duplicate which I received recently.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $310.00 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $319.00 at the earliest possible.

Thanking you, I am,

Very truly yours,

A.S.Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL

مدرسة شمش الاعدادية

New Alwiyah - Baghdad

بغداد
علوية الجديدة

Tel. No. 91693

تلفون ٩١٦٩٣

No. .....

العدد .....

Date 17th May, 1968

التاريخ .....

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Our Code No.with ETS is: 674-180

Dear Sirs,

Your Invoice No.3121-110.03 dated January 18,1968
(Total due $319.00)

I have just received another copy of your invoice No. 3121-110.03 dated January 18, 1968, in which you are asking us to remit to you the sum of $319.00 for services rendered in connection with the March 1968 administration of the College Board Examinations.

I wish to refer you again to my letter of 29th January, 1968, (a copy of which is enclosed herewith), in which I explained that unless we receive your invoice, properly stamped with the signature of an authorized official of ETS on it, it will not be possible for us to remit to you the sum of $319.00 due to your Institution, because the exchange control department in Baghdad will not allow such a transfer without the supporting documents being properly signed and stamped.

I shall be much obliged therefore, if you will kindly send me the invoice by airmail immediately after it is stamped and signed in order to enable me to settle our debt with you.

Thanking you, I remain,

Yours sincerely,

A.S. Obadiah,
Principal.

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J. 08540

AREA CODE 609
921-9000
CABLE: EDUCTESTSVC

Invoice No: 3121-110-03

January 18, 1968

Shamash School
New Alwiyah
Baghdad
Iraq

P.O.#

Terms: Net 30 days

For services rendered in connection with the March 1968 administration of the College Board Examinations as follows:

25	SAT & ACH	@ $12.50 ea.	$312.50
3	Reports to extra colleges	@ $1.00 ea.	3.00
1	College Handbook		3.50
		Total due	$319.00

~~I certify that this bill is correct and just and payment therefor has not been received.~~

EDUCATIONAL TESTING SERVICE

Supervisor, Accounts Receivable

This signature was confirmed verbally June, 1968

Please return one copy with check made payable to EDUCATIONAL TESTING SERVICE

SHUMAISH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شميش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 17th May, 1968 التاريخ .....

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Our Code No.with ETS is: 674-180

Dear Sirs,

Your Invoice No.3121-110.03 dated January 18,1968
(Total due $319.00)

I have just received another copy of your invoice No. 3121-110.03 dated January 18, 1968, in which you are asking us to remit to you the sum of $319.00 for services rendered in connection with the March 1968 administration of the College Board Examinations.

I wish to refer you again to my letter of 29th January, 1968, (a copy of which is enclosed herewith), in which I explained that unless we receive your invoice, properly stamped with the signature of an authorized official of ETS on it, it will not be possible for us to remit to you the sum of $319.00 due to your Institution, because the exchange control department in Baghdad will not allow such a transfer without the supporting documents being properly signed and stamped.

I shall be much obliged therefore, if you will kindly send me the invoice by airmail immediately after it is stamped and signed in order to enable me to settle our debt with you.

Thanking you, I remain,

Yours sincerely,

Obadiah

A.S. Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

(TRUE COPY)

No. .....

Date 29th January, 1968

Our Code No. with ETS is: 674-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
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The Exchange Control Department in Baghdad refuses the transfer of the sum of $319.00 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $319.00 at the earliest possible.

Thanking you, I am,

Very truly yours,

A.S.Obadiah,
Principal.

مدرسة فرنك عيني
مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ٧١/ ٦٨
التاريخ ١٩٦٨/٦/١٤

الى بنك الاتحاد العراقي ـ بغداد

م/ طلب تحويل مبلغ (٣١٩٫٠٠) دولارا

بعد التحية ،

نظرا لاشتراك خمس وعشرين طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٣١٩٫٠٠) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :ـ

Educational Testing Service, Princeton, New Jersey, 08540, U.S.A. -

وذلك اسوة بالسنة الماضية اذ سبق ان طلبنا بكتابنا المرقم ش/ ٦٧/٤ والمؤرخ في ١٩٦٧/٢/١٣ تحويل مبلغ (٢٧٩٫٥٠) دولارا عن اجور امتحانية لاثنين وعشرين طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه . هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٣١٩٫٠٠) دولارا ، يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني محكم المرقم ٦٠١١٤ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام ،،

عبدالله عهديا
ع.المدير

المرفقات:
صورة من مذكرة طلب دفع مبلغ (٣١٩٫٠٠) دولارا مرقمة ٣١٢١ـ١١٠ـ٠٣ ومؤرخة ١٨/كانون الثاني/١٩٦٨ صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب.

صورة منه الى /
مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء مع العلم ان هذه الامتحانات جرت في بغداد بتاريخ ١٩٦٨/٣/٢ .

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد

Date 17th May, 1968 التاريخ

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Our Code No.with ETS is: 674-180

Dear Sirs,

Your Invoice No.3121-110.03 dated January 18,1968
(Total due $319.00)

I have just received another copy of your invoice No. 3121-110.03 dated January 18, 1968, in which you are asking us to remit to you the sum of $319.00 for services rendered in connection with the March 1968 administration of the College Board Examinations.

I wish to refer you again to my letter of 29th January, 1968, (a copy of which is enclosed herewith), in which I explained that unless we receive your invoice, properly stamped with the signature of an authorized official of ETS on it, it will not be possible for us to remit to you the sum of $319.00 due to your Institution, because the exchange control department in Baghdad will not allow such a transfer without the supporting documents being properly signed and stamped.

I shall be much obliged therefore, if you will kindly send me the invoice by airmail immediately after it is stamped and signed in order to enable me to settle our debt with you.

Thanking you, I remain,

Yours sincerely,

A.S. Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

(TRUE COPY)

No. .....

العدد .....

Date 29th January, 1968

التاريخ .....

Our Code No. with ETS is: 674-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Dear Sirs,

I am returning herewith your invoice No.3121-110.03, dated 18th January, 1968, together with its duplicate which I received recently.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $310.00 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $319.00 at the earliest possible.

Thanking you, I am,

Very truly yours,

A.S.Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 17th May, 1968 التاريخ .....

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Our Code No.with ETS is: 674-180

Dear Sirs,

Your Invoice No.3121-110.03 dated January 18,1968
(Total due $319.00)

I have just received another copy of your invoice No. 3121-110.03 dated January 18, 1968, in which you are asking us to remit to you the sum of $319.00 for services rendered in connection with the March 1968 administration of the College Board Examinations.

I wish to refer you again to my letter of 29th January, 1968, (a copy of which is enclosed herewith), in which I explained that unless we receive your invoice, properly stamped with the signature of an authorized official of ETS on it, it will not be possible for us to remit to you the sum of $319.00 due to your Institution, because the exchange control department in Baghdad will not allow such a transfer without the supporting documents being properly signed and stamped.

I shall be much obliged therefore, if you will kindly send me the invoice by airmail immediately after it is stamped and signed in order to enable me to settle our debt with you.

Thanking you, I remain,

Yours sincerely,

A.S. Obadiah,
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

No. ..... العدد

Date 29th January, 1968 التاريخ

Our Code No.with ETS is: 674-180

To: Educational Testing Sergice,
Princeton, New Jersey, 08540,
U. S. A.

Dear Sirs,

I am returning herewith your invoice No.3121-110.03, dated 18th January, 1968, together with its duplicate which I received recently.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $319.00 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $319.00 at the earliest possible.

Thanking you, I am,

Very truly yours,

A. S. Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

علي شمش
قضاء بغداد
هاتف ٩١٦٩٣

No. _____

Name _____

Date 29th January, 1968

Our Code No. with ETS is: 679-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Dear Sirs,

I am returning herewith your invoice No. 3727-770.03, dated 18th January, 1968, together with its duplicate which I received recently.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $319.00 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $319.00 at the earliest possible.

Thanking you, I am,

Very truly yours,

A. S. Obeidah,
Principal.

Dear Sirs

It is the third time I receive a copy of this invoice such you are asking us to remit to you the sum $319.00 for services rendered to Shamash school connection with the March 1968 administration of the College Board Examinations. I wish to refer you to my letters to you on this subject dated 29th January and 17th May 1968, Copies of which are enclosed herewith.

Sgd.:
A. S. Obeidah
Principal
Shamash School.

2nd June 1968

كتب ... الانظر على (Invoice) الوضع مما ... ليمكن الاستفادة واستلام نسخ الاجابة ... الى اميركا

١٩٦٨/٦/٢

EDUCATIONAL TESTING SERVICE

PRINCETON, N. J. 08540

AREA CODE 609
921-9000
CABLE: EDUCTESTSVC

Invoice No: 3121-110.03

January 18, 1968

Shaaba School
Kaw Alaiyah
Baghdad
Iraq

P.O.#

Terms: Net 30 days

For services rendered in connection with the March 1968 administration of the College Board Examinations as follows:

26	SAT & ATP @ $12.50 each	$312.50
3	Reports to extra colleges @ $1.00 each	3.00
1	College Handbook	3.50
	Total due	$319.00

OVERDUE
PLEASE REMIT

Please return one copy with check made payable to EDUCATIONAL TESTING SERVICE

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد

Date 29th January, 1968 التاريخ

Our Code No.with ETS is: 674-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U. S. A.

Dear Sirs,

I am returning herewith your invoice No.3121-110.03, dated 18th January, 1968, together with its duplicate which I received recently.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $319.00 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $319.00 at the earliest possible.

Thanking you, I am,

Very truly yours,

A. S. Obadiah,
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. ..... العدد .....

Date 29th December, 1967 التاريخ .....

Our Code No.with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,08540
U.S.A.

Dear Sirs,

I have sent you under a separate cover, 25 Registration Forms properly filled up by students from this school who are to sit the SAT and Achievement Tests on March 2, 1968 in Baghdad. The total fees amount to 319.00 Dollars as detailed below:

	Dollars
25 SAT & Achievement Test @ $12.50	312.50
3 Additional score reports to Colleges @$1.00	3.00
1 Copy of the College Handbook (latest edition 1967-1969) @ $3.50	3.50
Total fees:	$ 319.00

According to the regulations enforced in this country, we have to present a signed invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are prermitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice, signed by the official concerned, (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 319.00 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

Principal.

copy to:

Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,U.S.A.

P.S. Kindly note that due to circumstances beyond our control, we could not possibly mail the Registration Forms earlier. We therefore request you kindly to exempt our school from the penalty fees usually paid, in case you receive the Forms after the penalty date of January 13,1968. Thank you.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 29th December, 1967 التاريخ .....

Our Code No.with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540
U.S.A.

Dear Sirs,

I have sent you under a separate cover, 25 Registration Forms properly filled up by students from this school who are to sit the SAT and Achievement Tests on March 2, 1968 in Baghdad. The total fees amount to 319.00 Dollars as detailed below:

	Dollars
25 SAT & Achievement Test @ $12.50	312.50
3 Additional score reports to Colleges @$1.00	3.00
1 Copy of the College Handbook (latest edition 1967-1969) @ $3.50	3.50
Total fees:	$ 319.00

According to the regulations enforced in this country, we have to present a signed invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are prermitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice, signed by the official concerned, (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 319.00 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

Principal.

copy to:

Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey, U.S.A.

P.S. Kindly note that due to circumstances beyond our control, we could not possibly mail the Registration Forms earlier. We therefore request you kindly to exempt our school from the penalty fees usually paid, in case you receive the Forms after the penalty date of January 13, 1968. Thank you.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 29th December, 1967 التاريخ .....

Our Code No.with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,08540
U.S.A.

Dear Sirs,

I have sent you under a separate cover, 25 Registration Forms properly filled up by students from this school who are to sit the SAT and Achievement Tests on March 2, 1968 in Baghdad. The total fees amount to 319.00 Dollars as detailed below:

	Dollars
25 SAT & Achievement Test @ [illegible].50	312.50
3 Additional score reports to Colleges @$1.00	3.00
1 Copy of the College Handbook (latest edition 1967-1969) @ $3.50	3.50
Total fees:	$ 31[illegible].00

According to the regulations enforced in this country, we have to present a signed invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice, signed by the official concerned, (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 319.00 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

Principal.

copy to:

Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,U.S.A.

P.S. Kindly note that due to circumstances beyond our control, we could not possibly mail the Registration Forms earlier. We therefore request you kindly to exempt our school from the penalty fees usually paid, in case you receive the Forms after the penalty date of January 13,1968. Thank you.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

Cancelled

No. العدد

Date 29th December, 1967 التاريخ

Our Code No.with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540
U. S. A.

Dear Sirs,

I am enclosing with this letter 24 Registration Forms properly filled up by students from this school who are to sit, the SAT and Achievement Tests on March 2, 1968 in Baghdad. The total fees amount to 306.50 Dollars as detailed below:

	Dollars
24 SAT & A[illegible]vement Test @ $12.50	300.00
3 A[illegible] score reports to Colleges @ $1.00	3.00
1 Copy of the C[illegible]ege Handbook (latest edition, 1967-1969) @ $3.50	3.50
Total fees:	$ 306.50

According to the regulations enforced in this count[illegible] we have to present a si[illegible] invoice from your Board for this amou[illegible] to the foreign exchange [illegible]l Department in Baghdad, before we are permitted to transfer th[illegible]y in dollars to you.

I shall therefo[illegible]ch obliged if you will send me at your earliest convenience [illegible]essary invoice, signed by the of[illegible]cial concerned, (in duplica[illegible]e if possible) to be presented to [illegible]oreign exchange control Department in Baghdad, to enable me to [illegible]fer the sum of 306.50 Dollars to you in due cour[illegible]

Thanking you, I remain,

Yours faithfully,

Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
U.S.A.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. العدد

Date Baghdad, 14th August, 1967. التاريخ

Our code No. with ETS. 674-180

To:
Educational Testing Service,
Princeton, 08540,
New Jersey,
U. S. A.

Dear Sirs,

1. I have received the enclosed invoice No: 3121-110.13, dated December 12, 1966, a long time ago. The sum of 279.50 dollars covering examination fees, additional score reports and one copy of College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, Irving Trust Co., New York, for payment to you through their Princeton Correspondent as per the enclosed photo-copy of Debit advice, bearing reference No. 59645-66 and dated 1st June, 1967. Kindly acknowledge receipt.

2. As I informed you previously, the only way we can arrange for payment in dollars is by air transfer, after securing the permission of the Foreign Exchange Control Department in Baghdad and after presenting the supporting documents justifying such a transfer.

Yours faithfully,

A.S. Obadiah,
Principal.

Copy to:
Mr. Robert M. Kraty, Internal Auditor - with reference to his letter of 15th June, 1967.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. العدد

Date Baghdad, 14th August, 1967. التاريخ

Our code No. with ETS. 674-180

To:
Educational Testing Service,
Princeton, 08540,
New Jersey,
U. S. A.

Dear Sirs,

1. I have received the enclosed invoice No: 3121-110.13, dated December 12, 1966, a long time ago. The sum of 279.50 dollars covering examination fees, additional score reports and one copy of College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, Irving Trust Co., New York, for payment to you through their Princeton Correspondent as per the enclosed photo-copy of Debit advice, bearing reference No. 59645-66 and dated 1st June, 1967. Kindly acknowledge receipt.

2. As I informed you previously, the only way we can arrange for payment in dollars is by air transfer, after securing the permission of the Foreign Exchange Control Department in Baghdad and after presenting the supporting documents justifying such a transfer.

Yours faithfully,

A.S. Obadiah,
Principal.

Copy to:
Mr. Robert M. Kraty, Internal Auditor — with reference to his letter of 15th June, 1967.

EDUCATIONAL TESTING SERVICE PRINCETON, N. J. 08540

Area Code 609
921 - 9000
CABLE-EDUCTESTSVC

Shamash Secondary School
Att: Business Office
Baghdad, IRAQ

June 15, 1967

Gentlemen:

In the course of a recent audit of Accounts Receivable, we have noted a number of overdue invoices for your account, totaling $279.50. A list of these invoices and duplicate copies are attached for your reference.

Our correspondence files indicate that our Accounts Receivable Department has written you regarding this account on several occasions.

Since this balance is considerably past due, we would appreciate your prompt remittance, or your reason for withholding payment.

Thank you for your cooperation.

Very truly yours,

Robert M. Kratky
Internal Auditor

RMK/jb
Enclosures

EDUCATIONAL TESTING SERVICE
PRINCETON, N. J. 08540

AREA CODE 609
921-9000
CABLE: EDUCTESTSVC

Invoice No: 3121-110.13

Chamsah Secondary School
Dar Ilalyah
Baghdad, Iraq

December 12, 1966

P.O.#

Attn:

Terms:

Please return one copy with check made payable to EDUCATIONAL TESTING SERVICE

مدرسة فرنك عيسى
مدرسة شمس الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ٦٦/
التاريخ ١٩٦٦/٢/٢٤

الى بنك الاعتماد العراقي ـ بغداد

الموضوع: طلب تحويل مبلغ (٢٥٧٫٧٥) دولارا. ٢٧٩٫٥٠

بعد التحية ،

نظرا لاشتراك واحد وعشرين طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما. لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٢٥٧٫٧٥) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :

Educational Testing Service, Princeton, New Jersey, 08540, U. S. A.

وذلك أسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ٦٥/١٠٠ والمؤرخ في ١٩٦٥/١/٣٠ تحويل مبلغ (١٨٧٫٥٠) دولارا عن اجور امتحانية لستة عشر طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه. هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٢٥٧٫٧٥) دولارا ، يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيسى بحكم المرقم ٦٠١١٤ واعلامنا.

هذا وتفضلوا بقبول فائق الاحترام ،،

عبد الله عيدا
عن المدير

المرفقات:
صورة من مذكرة طلب دفع مبلغ (٢٥٧٫٧٥) دولارا مرقمه ١٢-١١٠-٢١٢١ صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب.

صورة منه الى :
مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٦/٣/٥.
١٩٦٦/٣/٤

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد

Date 17th February, 1967 التاريخ

Our Code No.with ETS is: 674-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U.S.A.

Dear Sirs,

I am returning herewith your invoice No.3121-110.13, dated 12th December, 1966, together with its duplicate which I received only a week ago.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $279.50 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $279.50 at the earliest possible.

Thanking you, I am,

Very truly yours,

A.S. Obadiah
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. ..... العدد

Date 17th February, 1967 التاريخ

Our Code No.with ETS is: 674-180

To: Educational Testing Service,
Princeton, New Jersey, 08540,
U.S.A.

Dear Sirs,

I am returning herewith your invoice No.3121-110.13, dated 12th December, 1966, together with its duplicate which I received only a week ago.

The Exchange Control Department in Baghdad refuses the transfer of the sum of $279.50 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $279.50 at the earliest possible.

Thanking you, I am,

Very truly yours,

A.S. Obadiah
Principal.

[illegible] SECONDARY SCHOOL.

New Aliwiyah - Baghdad

Tel. No. 91693.

No.

Date 17th February, 1967

Our Code No. with ETS is: [illegible]

To: Educational Testing Service.
Princeton, New Jersey, 08540.
U.S.A.

Dear Sirs,

I am returning herewith your invoice No. 3121-110.13; dated 12th December, 1966, together with its duplicate which I received only a week ago.

The Exchange Control Department in Baghdad release the transfer of the sum of $279.50 due to your Institution unless the enclosed invoice with its duplicate are signed by the proper official of ETS. It would be even better if the invoice is stamped if this is usual routine with you.

I shall be much obliged if you will return the invoice with its duplicate by air mail immediately after they are signed, in order to enable me to secure the permission of the Exchange Control Department in Baghdad to transfer to you the sum of $279.50 at the earliest possible.

Thanking you, I am,

Very truly yours,

A.S. Obeidah
Principal.

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J. 08540

AREA CODE 609
921-9000
CABLE: EDUCTESTSVC

Invoice No: 3121-110.13

Hamdi Secondary School
Attn: A.S. Obeidah, Principal
New Aliwiyah
Baghdad, Iraq

December 12, 1966

P.O.#

Attn:

Terms: Net 30 days

[illegible] services in connection with College Entrance Examination on 3/4/67.

A Achievement Tests	2 @13.50	$27.00
Additional score reports to colleges	2 @ 1.00	2.00
1 College Handbook	1 @ 2.50	2.50
	Total	$279.50

I certify that this bill is correct and just and payment therefor has not been received.
Educational Testing Service
Gloria L. Conover - Supervisor Accts Rec
Bookkeeper

Please return one copy with check made payable to EDUCATIONAL TESTING SERVICE

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J.
CABLE ADDRESS: EDUCTESTSVC

Shamash Secondary School
Att: A.S. Obahiah, Principal
New Alwiyah
Baghdad, Iraq

December 22, 1966

P.O.#

Terms: Net 30 days

Services in connection with College Entrance Examination on 3/4/67.

1	SAT & Achievement Tests	@	12.00
2	Additional score reports to college	@	1.00
1	College Handbook	@	2.50
		Total	

Please return one copy with check made payable to EDUCATIONAL TESTING SERVICE

مدرسة فرنك عيني
مدرسة شمس الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ٤ / ٦٧
التاريخ ١٩٦٧/٢/

الى بنك الاقتصاد العراقي ـ بغداد

م/ طلب تحويل مبلغ (٢٧٩٫٥٠) دولارا

بعد التحية .

نظرا لاشتراك اثنين وعشرين طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التفضل لدى مديرية التحويل الخارجي لاستحصال مبلغ (٢٧٩٫٥٠) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : ـ

Educational Testing Service, Princeton, New Jersey, 08540, U. S. A.

وذلك اسوة بالسنة الماضية اذ سبق ان طلبنا بكتابنا المرقم ش/ ١٨/ ٦٦ والمؤرخ في ١٩٦٦/٢/٢٤ تحويل مبلغ (٢٥٧٫٧٥) دولارا عن اجور امتحانية لواحد وعشرين طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه . هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٢٧٩٫٥٠) دولارا ، يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني محكم المرقم ٦٠١١٤ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام .

عبد الله عهديا
عن المدير

المرفقات

صورة من مذكرة طلب دفع مبلغ (٢٧٩٫٥٠) دولارا مرقمة ١٣ ـ ١١٠ ـ ٣١٢١ ومؤرخة ١٢/ كانون الاول /١٩٦٦ صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

: مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه [illegible] امتحانات تجرى في بغداد بتاريخ ١٩٦٧/٣/٤ .

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد

Date 2nd December, 1966 التاريخ

Our Code No.with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 22 Registration Forms properly filled up by students from this school who are to sit the SAT and Achievement Tests on March 4, 1967 in Baghdad. The total fees amount to 279.50 Dollars as detailed below:

	Dollars
22 SAT & Achievement Tests @ $12.50	275.00
2 Additional score reports to Colleges @$1.00	2.00
1 Copy of the College Handbook (latest edition) @ $2.50	2.50
Total fees:	279.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 279.50 Dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S. OBADIAH,
Principal.

Copy to:

Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey.
U.S.A.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 2nd December, 1966 التاريخ .....

Our Code No.with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,08540,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 22 Registration Forms properly filled up by students from this school who are to sit the SAT and Achievement Tests on March 4, 1967 in Baghdad. The total fees amount to 279.50 Dollars as detailed below:

	Dollars
22 SAT & Achievement Tests @ $12.50	275.00
2 Additional score reports to Colleges @$1.00	2.00
1 Copy of the College Handbook (latest edition) @ $2.50	2.50
Total fees:	279.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 279.50 Dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S. OBADIAH,
Principal.

Copy to:

Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey.
U.S.A.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. .....

Date 3rd December, 1965

العدد .....

التاريخ .....

Our Code No. with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 21 Registration Forms properly filled up by students from this school who are to sit the SAT and achievement Tests on March 5, 1966 in Baghdad. The total fees amount to 252.75 Dollars as detailed below:

	Dollars
21 SAT & Achievement Tests @ $11.25	236.25
14 Additional score reports to Colleges @ $1.00	14.00
1 Copy of the College Handbook 1965-1967 @$2.50	2.50
Total fees:	252.75

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 252.75 Dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S. OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey.
U.S.A.

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540

INVOICE CB 45371

Please credit to your account, or return this invoice with your remittance for this amount.

EXAM FEE	EXTRA SCORE REPORTS	COLLEGE HANDBOOK	CENTER CHANGE	TRANSFER	LATE REGISTRATION	WIRES	CORRECT FEE	AMOUNT PAID	AMOUNT DUE
$ 236.25	$ 14.00	$ 2.50	$	$	$	$	$ 252.75	—	$ 252.75

TEST DATE: 3/5 1966

PROJECT — JOB: 110-3

REGISTRATION NUMBER:

x 12/16

CLEB

TESTING PROGRAM

Shamash Secondary Sch
New Alwiyah, Baghdad.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد

Date 25th March, 1966 التاريخ

Our Code No.with ETS: 674-180

To: Educational Testing Service,
Princeton, 08540,
New Jersey.
U. S. A.

Dear Sirs,

1. I have received the original of the enclosed invoice, CB 45371 about a month ago. The sum of 257.75 dollars covering examination fees, extra score reports and one College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent, as per the enclosed copy of Debit advice. Kindly acknowledge receipt.

2. In your invoice there appears an overcharge of 5 dollars in the column headed by " Amount Due". If you think this is really the case, kindly credit our account with 5 dollars to be settled later.

3. As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

No. ..... العدد .....

Date 25th March, 1966 التاريخ .....

Our Code No.with ETS: 674-180

To: Educational Testing Service,
Princeton, 08540,
New Jersey.
U. S. A.

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Yours faithfully,

A.S. Obadiah,
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. ..... العدد .....

Date 25th March, 1966 التاريخ .....

Our Code No.with ETS: 674-180

To: Educational Testing Service,
Princeton, 08540,
New Jersey.

U. S. A.

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2. In your invoice there appears an overcharge of 5 dollars in the column headed by " Amount Due". If you think this is really the case, kindly credit our account with 5 dollars to be settled later.

3. As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

ثانوية الشمس

علي شفي
قاطع قوطة
تلفون ٧٢٢١٢

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

No. _____

Date 25th March, 1966

Name _____

Title _____

Our Code No.with ~~EXP-4180~~

~~Invoice~~

To: Educational Testing Service,
Princeton, 08540,
New Jersey.

U. S. A.

Dear Sirs,

1. I have received the original of the enclosed invoice, CB 45371 about a month ago. The sum of 257.75 dollars covering examination fees, extra score reports and one College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent, as per the enclosed copy of Debit advice. Kindly acknowledge receipt.

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3. As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obeidat,
Principal.

A231T

INVOICE CB 45371

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540

To insure proper credit to your account, you must return this invoice with your remittance for this amount.

EXAM FEE	EXTRA SCORE REPORTS	COLLEGE HANDBOOK	CENTER CHANGE	TRANSFER	LATE REGISTRATION	WIRES	CORRECT FEE	AMOUNT PAID	AMOUNT DUE
$ 236.25	$ 14.00	$ 2.50	$	$	$	$	$ 252.75	$ —	$ 257.75

TEST DATE 3/5 1966

PROJECT — JOB 110-3

REGISTRATION NUMBER

12/16

CCCB
TESTING PROGRAM

Shamash Secondary Sch
New Alwiyah, Baghdad.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الإعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. 4 March 1965 العدد

Date ~~19th February~~, 1965 التاريخ

674-180

Our Code No. with ETS: ~~990210~~

To: Educational Testing
College Entrance Examination Board,
Box 592, Princeton, 08540,
New Jersey.
U.S.A.

Dear Sirs,

I have received the enclosed invoice, ~~in duplicate~~ about a month ago. The sum of 187.50 dollars covering examination fees, extra score reports and one College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

(2) In your invoice there appears an overcharge of 5 dollars in the column headed by "Amount Due". If you think this is really the case, kindly credit our account with the 5 dollars in the settled date.

مدرسة فرنك عيني
مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ١٨ / ٦٦
التاريخ ١٩٦٦/٢/٢٤

الى بنك الاعتماد العراقي ـ بغداد

الموضوع: طلب تحويل مبلغ (٢٥٧٫٧٥) دولارا .

بعد التحية ،

نظرا لاشتراك واحد وعشرين طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٢٥٧٫٧٥) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :

Educational Testing Service, Princeton, New Jersey, 08540, U. S. A.

وذلك أسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ش/ ١٠ / ٦٥ والمؤرخ في ١٩٦٥/١/٣٠ تحويل مبلغ (١٨٧٫٥٠) دولارا عن اجور امتحانية لستة عشر طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه . هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٢٥٧٫٧٥) دولارا ، يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني محكم المرقم ٦٠١١٤ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام ،،

عبد الله عويديا
عن المدير

المرفقات:
صورة من مذكرة طلب دفع مبلغ (٢٥٧٫٧٥) دولارا مرقمه ٤٥٣٧١
صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

صورة منه الى :
مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٦/٣/٥ .

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

شمش الاعدادية
علوية
تلفون ٩١٦٩٣

No.
Date 25th February, 1965

Our Code No. with ETS:

To:
College Entrance Examination Board,
Box 592, Princeton, 08540,
New Jersey,
U.S.A.

Dear Sirs,

I have received the enclosed invoice, to deposit about a month ago. The sum of 187.50 dollars covering examination fees, extra score reports and one College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

مدرسة فرنك عيسى
مدرسة شمال الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ٦٥/٧/١٠
التاريخ ١٩٦٥/١/٣٠

الى بنك الاعتماد العراقي ـ بغداد

الموضوع: طلب تحويل مبلغ (١٨٧٫٥٠) دولارا .

بعد التحية ،

نظرا لاشتراك ستة عشر طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (١٨٧٫٥٠) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : ـ

College Entrance Examination Board, Box 592, Princeton, New Jersey, 08540, U.S.A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ش/٦٥/١٠ والمؤرخ في ١٩٦٤/٢/٢٧ تحويل مبلغ (١٦٤٫٥٠) دولارا عن اجور امتحانية لخمسة عشر طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه . هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (١٨٧٫٥٠) دولارا يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيسى بمحكم المرقم ٣٠١٤ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام ،

عبد الله عويدا
عن المدير

المرفقات :
صورة من : مذكرة طلب دفع مبلغ (١٨٧٫٥٠) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

صورة منه الى :
مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٥/٣/٦ .

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

العدد .....

التاريخ .....

No. 3rd December, 1965

Date ~~14th November~~, 1964

Our Code No. with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 16 Registration cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March 5, 1965 in Baghdad. The total fees amount to 187.50 Dollars as detailed below:

		Dollars
16	SAT & Achievement Tests @ $ 11.25	180.00
5	Additional score reports to Colleges @$1.00	5.00
1	Copy of the College Handbook 1963-1965 @$2.50	2.50
	Total fees:	187.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 187.50 Dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
U.S.A.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 3rd December, 1965 التاريخ .....

Our Code No. with ETS: 674-180

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 21 Registration Forms properly filled up by students from this school who are to sit the SAT and achievement Tests on March 5, 1966 in Baghdad. The total fees amount to 252.75 Dollars as detailed below:

	Dollars
21 SAT & Achievement Tests @ $11.25	236.25
14 Additional score reports to Colleges @ $1.00	14.00
1 Copy of the College Handbook 1965-1967 @$2.50	2.50
Total fees:	252.75

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 252.75 Dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S. OBADIAH,
Principal.

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Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey.
U.S.A.

إن القائمة التي ارسلت بتاريخ
٣/١٢/١٩٦٥ مطلوبة إذ ورد
زيادة المبلغ المستحق هو $ 257.75 بدلا
من $ 252.75

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

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Princeton, New Jersey.
U.S.A.

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N.Y., University 5-9500

DOUGLAS D. DILLENBECK
Director of Guidance Services

To Guidance Directors:

Manual of Freshman Class Profiles
Complimentary Distribution Experiment

In order to test the usefulness of the *Manual of Freshman Class Profiles*, one complimentary copy of the 1965-67 edition is being offered to the guidance director of each secondary school using College Board tests. These copies will be supplied with the understanding that reactions to the book and comments on its usefulness will be sought at a later date, in an effort to learn more about the effectiveness of the *Manual* as a counseling aid.

If you are willing to help with this study and wish to receive a copy of the *Manual*, please return the enclosed labels by June 15. These will be the basis for the print order for the 1965-67 edition of the *Manual*, which will be distributed in September. Requests for complimentary copies received after June 15 cannot be honored.

Beginning with this edition, the *Manual* will be published biennially, and its schedule will thus coincide with that of *The College Handbook*. Copies of the *Manual* will of course also be available for sale and, as in the past, will be for professional use only. The 1965-67 edition contains profiles of 420 colleges and universities.

Your willingness to participate in this study of how the *Manual* is used will be appreciated, and prompt return of the enclosed card is requested.

Sincerely yours,

Douglas D. Dillenbeck

May 21, 1965

Manual of Freshman Class Profiles

The 1965-67 edition of the *Manual of Freshman Class Profiles*, scheduled for publication in September, is the fifth edition of this source book of information for secondary school counselors. The purpose of the *Manual* is to make available in a single volume and in a uniform format the characteristics of the freshman classes at the Board's member colleges, in order to provide a means for counselors to compare a student's characteristics with those of the students in both the applicant and enrolled groups of the colleges to which he will apply. The 1965-67 edition will contain profiles of 420 Board colleges.

The profiles consist of four sections: "General information," "Applicants for admission," "Enrolled students," "Financial aid." For each of these sections the colleges present information either in text form or in tables, or both.

Information is provided on the criteria for admission, the financial aid policy, the academic and general characteristics of the freshman class, and on distribution of applicants for admission and enrolled freshmen according to their rank in class or grade-point average and according to their scores on College Board tests. Many colleges also provide similar information describing students who apply for financial aid and who receive it.

It is available only to schools, colleges, and approved counseling agencies for their professional use.

1965 Preliminary Scholastic Aptitude Test (PSAT)
SPRING REGISTRATION FORM

The enclosed *1965 PSAT Announcement* leaflet provides detailed information about the 1965 PSAT and instructions for completing this registration form. Please review the procedures for registration in the *Announcement* before completing this form.

Schools located on the North American continent (except Mexico), the Caribbean Islands, and Hawaii, and U.S. Dependents Schools will have an opportunity to revise their registrations in the fall. FOR ALL OTHER SCHOOLS, THIS SPRING REGISTRATION FIGURE WILL BE USED AND MUST BE RECEIVED PRIOR TO SEPTEMBER 13 TO INSURE DELIVERY OF TEST MATERIAL FOR THE ADMINISTRATION.

The PSAT may be given on only one date. Enter below the estimated number of students to be tested at your school in 1965 on the one date you choose to give the test.

Tuesday, October 19	OR	Saturday, October 23
Number of Students		Number of Students

SHAMASH SECONDARY SC
NEW ALWIYAH
BAGHDAD IRAQ

NUMBER OF STUDENTS TESTED IN 1964: 0000

990210
SECONDARY SCHOOL CODE

We will send your school a quantity of the PSAT *Bulletin for Students* equal to your estimated number of students, plus 5% extra. If you will need more copies of the *Bulletin*, please indicate the additional number here.

If possible, we would like to add ZIP codes to our address list for schools. Please enter this code for your school on the line to the right.

ZIP code

I agree to the conditions printed on the stub portion of this form.

Signature _____ Title _____ Date _____

PLEASE RETURN THIS PRE-ADDRESSED CARD AS SOON AS POSSIBLE, BUT NO LATER THAN SEPTEMBER 13.

Conditions which must be met by schools using the PSAT:

1. All test books kept under lock until administration date.
2. Test administered only on the chosen date.
3. Test administered in strict compliance with directions given in Supervisor's Manual to ensure standard test conditions at all secondary schools.
4. Every test book collected at the end of the testing period.
5. Answer sheets returned as soon as possible after the administration.
6. Every test book, used or unused, destroyed on October 19, or October 23, as appropriate.

This is your
SECONDARY SCHOOL CODE NUMBER.
It will be helpful if you would refer to it in all correspondence.

990210

Record here for your files, your estimate of the number of students you will be testing in 1965.

Tuesday, October 19	Saturday, October 23
Number of Students	Number of Students

Spring Estimate

RETAIN THIS STUB PORTION

1965
Preliminary Scholastic Aptitude Test
(PSAT)
SPRING REGISTRATION FORM

Correspondence about this test should be addressed to:

Box 589
Princeton, New Jersey 08540

170-01

Retain this stub portion for your files.

FIRST CLASS
PERMIT NO. 89
PRINCETON, N. J.

BUSINESS REPLY CARD
No postage stamp necessary if mailed in the United States

Postage will be paid by

Preliminary Scholastic Aptitude Test (PSAT)
Box 589
Princeton, New Jersey 08540

missions test, and the College Board is not aware of any college that requires the PSAT for admission or that will accept PSAT scores as a substitute for SAT scores. Thus, a student applying for admission to college should be sure to take any admissions tests required by the college or colleges to which he is applying, whether or not he has taken the PSAT.

Test dates

The test dates for the 1965 PSAT are Tuesday, October 19 and Saturday, October 23. A school may choose either date, but all participating students in the school must be tested on the same day. A different form (edition) of the PSAT will be used for each test date and no school will be authorized to use more than one form.

If both of the scheduled test dates conflict with school vacations, teachers' conferences, or religious observances, or if there are other compelling reasons for requesting a different test date, a school must request a special testing date by letter, using the appropriate address given on the inside front cover of this leaflet. The letter should contain a detailed account of the circumstances and should specify the desired test date. The special test date should be as close to the dates given above as possible.

The only circumstance under which a school may give the test on more than one date will arise when a school wishes to test on Saturday but has some students who cannot take the test on that day because of religious convictions. Such a school may test these students on the Friday immediately preceding the scheduled testing date. If for some reason the special administration for these students cannot be held on Friday, the test may be administered on the following Sunday. In either case, the principal of the school should notify the College Board,

using the appropriate address on the inside front cover, stating that this is being done because of the religious convictions of the students being tested at the special administration.

How schools register for the test

All schools wishing to administer the PSAT in 1965 must register with Educational Testing Service (ETS), which conducts the PSAT program for the College Board. The information below is intended to assist school principals in registering for the test. Registration for the PSAT is designed to insure that schools will receive PSAT materials in adequate time prior to the test date. For this reason, the following registration procedures are used:

- Schools located on the North American continent (except Mexico), Hawaii, and the Caribbean Islands, and U.S. Dependents Schools will receive a Spring and a Fall Registration Form. Schools in these areas should follow the procedures explained under both "Spring and Fall Registration" on page 10. The Spring Registration Form may be used to submit an *estimate* of the number of students to be tested in 1965; it should be returned by July 15, since shipments of the PSAT *Bulletin for Students* are made in August. The Fall Registration Form may be used to give a *final* registration figure; this Form must be returned by October 1.
- Schools located in areas other than those specified in the preceding paragraph will receive only the Spring Registration Form on which they are to specify the number of students they will test in 1965. Schools in these areas should follow the procedures discussed under "Spring Registration" on page 10. These schools are urged to return the Spring Form by July 15,

since the PSAT *Bulletin for Students* is shipped in August. The latest date for return of the Spring Form is September 13 to guarantee delivery of test materials for the administration.

The Registration Forms have a perforated stub on which schools may copy their registration information; this stub should be removed before mailing the Registration Form.

SPRING REGISTRATION: Schools should indicate, in the box designating the date on which they will administer the PSAT, the number of students to be tested in 1965. (Please note that a school may administer the test on only *one* of the two test dates; the edition of the test appropriate for the date indicated will be shipped.) If the school administered the PSAT in 1964, the number of students tested is printed on the Form to help in making an estimate for 1965.

Each school that submits a Spring Registration Form automatically receives a quantity of the PSAT *Bulletin for Students* equal to the number of students to be tested plus five per cent extra. Space is provided on the Form for schools to request additional copies of the *Bulletin* if they will be needed. *Bulletin* shipments are made August 20. If schools that gave the PSAT in 1964 have not registered by the July 15 deadline, a quantity of *Bulletins* based on anticipated volume will be shipped.

FALL REGISTRATION: The Fall Registration Form, which will be mailed to schools August 30, will show the number of students tested in 1964, the estimated number of students to be tested in 1965, the test date chosen on the Spring Form, and the number of *Bulletins* that were shipped. Schools wishing to revise the Spring estimate should indicate the revised total number of students to be tested in the appropriate box by date.

Students who have had little experience with timed multiple-choice tests, or who feel uncertain about taking such tests for college admissions, may benefit from taking the PSAT. This experience with a test similar to the SAT may give them a better understanding of what to expect in the SAT. It should be noted, however, that a student who takes the PSAT will not necessarily obtain a higher score on the SAT than a student of equal ability who did not take the PSAT.

Some students, on the recommendation of their schools and the colleges to which they are applying, take the SAT in their junior year for admission under an "early decision plan" or for other purposes. Such students may have no reason to take the PSAT since their plans are quite definite, unless they wish to obtain an early estimate of their probable performance on the SAT later in their junior year.

Although some scholarship programs have made use of the PSAT in initial screening of scholarship applicants, the College Board has been making every effort to help such sponsors find other screening procedures. For various reasons a few sponsors may continue to use the PSAT in their selection programs this year. Such sponsors have been informed that some schools may decide not to administer the PSAT. Use of the PSAT by scholarship sponsors, therefore, should not be a major factor in any school's decision to offer the test if, in the school's judgment, it serves no other educational purpose.

It cannot be emphasized too strongly that PSAT scores, like the scores from any test, offer only one piece of information for use in assessing a student's abilities. These scores should be used in conjunction with school records and other information about the student for the most valid judgment of his abilities.

The PSAT is not intended as an ad-

Considerations in deciding to use the PSAT

The primary purpose of the PSAT is to provide schools with valid, reliable, and inexpensive data for use in helping high school juniors and seniors estimate their ability to do work at various kinds of colleges. Since this test can provide scores early in the school year, counselors may find the scores useful in helping students who intend to go to college decide which colleges to consider. In addition, counselors may find PSAT scores useful in encouraging able students who had not planned to go to college to do so.

The PSAT score interpretation materials supplied to counselors and students are based upon extensive studies of juniors and seniors. A few schools have administered the PSAT to students in their sophomore year, but no norms or validity data are available for such students.

The PSAT contains the same types of multiple-choice questions as the SAT and measures the same verbal and mathematical abilities. Scores are reported on a scale of 20 to 80 that is comparable to the SAT scale of 200 to 800. Studies show that PSAT scores from either the junior or senior year are good predictors of SAT scores. In fact, they are virtually as useful for the prediction of senior-year SAT scores as are SAT scores earned at the end of the junior year.* For this reason, PSAT scores may be adjusted to permit comparison with the published SAT score distributions of applicants, and of admitted and enrolled students of many colleges. By using PSAT scores in conjunction with these descriptions of the students at various colleges, counselors can help students make realistic college plans consistent with their abilities.

*See *College Board Score Reports: A Guide for Counselors and Admissions Officers*

If a school indicates a different test date on the Fall Form, it will be assumed that the school found it necessary to change test dates. Care should therefore be taken to insure that any discrepancy in test dates chosen in the Spring and Fall is intentional. If no revisions are necessary, please check the appropriate box to confirm Spring registration figures and return the Fall Form.

If the number of students to be tested, as indicated on the Fall Form, exceeds the number of *Bulletins* sent in August, enough extra copies will be included automatically in the test shipment to insure that each student taking the test will have one. Schools may request additional *Bulletins* by indicating the number of additional copies required in the appropriate space on the Fall Form.

Administering the test

All test and informational materials are sent directly to the secondary school principal, who may either administer the test himself or appoint a representative to do so. Testing time is two hours; an additional 20 minutes should be allowed for instructions and administrative details. General procedures for storing and handling the tests are listed on the stub of the Registration Form. Detailed procedures are given in a Supervisor's Manual which will be shipped with the tests.

After giving the test, the school destroys the test books; the answer sheets are returned for scoring in the envelope provided with the test shipment.*

*Counselors and principals who wish to take the complete test under the standard administration conditions may do so without charge. The answer sheets for these test-takers should be returned in an envelope separate from that used for the students' answer sheets to avoid subsequent billing. The envelope should be marked to the attention of the PSAT Program Director to insure that the scores are reported only to the person who took the test.

PSAT *fees*

The fee charged by the College Board for each student who takes the PSAT is $.75, which covers the cost of both test materials and scoring services. After the test administration, schools should forward the fees in the prepaid return envelope included in the test shipment. Some schools that give the PSAT on Saturday or incur other special expenses charge an additional fee to cover these expenses – generally $.50 to $1 per student. (The amount forwarded remains $.75 for each student.)

Reporting of PSAT *scores*

PSAT scores will be mailed to the principal no later than the middle of December if the school returns the answer sheets immediately after the scheduled administration dates. At his discretion, the school principal may release the scores to students and to colleges and scholarship programs that might request them.

The high school will receive three score labels for each student and a roster of scores for all students tested. These score labels are designed to take up a minimum amount of space on student record forms used by schools. They are pressure-sensitive and may easily be attached to school records and to the students' interpretive leaflet, *Your College Board Scores: Preliminary Scholastic Aptitude Test*, which is sent to schools with the test materials.

To facilitate sorting of score reports at the schools, ETS will print on one of the score labels a two-digit code number corresponding to the student's homeroom or some other grouping that the school specifies. Schools that want this service must designate their optional code numbers and instruct their students to fill in the code number on their answer sheets before they

Introduction

This leaflet describes the 1965 Preliminary Scholastic Aptitude Test (PSAT), which is offered for use in secondary school guidance programs. The PSAT, a shorter version of the Scholastic Aptitude Test (SAT), is one of several guidance services offered by the College Entrance Examination Board to aid students in the transition from high school to college. It will be administered on Tuesday, October 19 and Saturday, October 23 this year. Since the PSAT is designed for school use, the decision to administer it rests solely with the schools.

Schools wishing to administer the PSAT in 1965 should complete the Registration Form mailed to school principals with this *Announcement*. (A copy of this *Announcement* is also mailed directly to the school guidance director in the spring.) Instructions for filling out this year's registration forms are given under "How schools register for the test" on page 9. The fee of $.75 for each student tested is paid at the time the answer sheets are returned.

Information concerning the test, school registration procedures, test administration policies, and score reporting is included in this *Announcement* leaflet. A calendar of important dates in the 1965 PSAT program is on the back cover.

take the test. (Detailed information on this service is given in the Supervisor's Manual which is included in the test materials sent to each school.)

Score distributions will be sent to schools for any group of juniors or seniors of the same sex consisting of 25 or more students. For example, if the PSAT is administered to 20 junior boys and 35 junior girls, only a distribution of scores for the girls will be prepared. The score distributions are provided to help schools develop local norms which can be used to make an over-all evaluation of the group's performance on the PSAT.

Publications for the PSAT *program*

The College Board provides, in addition to this *Announcement*, three other publications for use in the PSAT program. The *Bulletin for Students* explains the nature and purpose of the PSAT and contains sample questions similar to those the student will find in the test.* This publication is the only authoritative source of information on the nature and content of the PSAT; it is revised as necessary to reflect developments in the test itself, and contains all information and practice materials that a student needs before taking the test. Copies of the *Bulletin* will be sent to schools according to the procedures described on pages 9-11.

Your College Board Scores: Preliminary Scholastic Aptitude Test is a leaflet designed to help the student understand his scores. It explains how to interpret PSAT scores in terms of percentile ranks in various populations. Norms are given for national samples

*Schools requiring a more detailed description of the PSAT can obtain a sample copy of the test by writing to either of the addresses on the inside front cover. The sample test is intended for inspection only by school counselors and principals, and must be requested on official school letterhead. The test must not be shown to students.

of all high school juniors, all high school seniors, juniors who go on to college, and seniors who go on to college. Copies of this leaflet will be sent to schools at the time the tests are shipped, for subsequent distribution to students with their scores.

College Board Score Reports: A Guide for Counselors and Admissions Officers provides more detailed information about PSAT scores, including, in addition to the norms described above, reliability coefficients, standard errors of measurement, coefficients of correlation with SAT scores, and tables for estimating SAT scores from PSAT scores. Information about scores on the College Board's Scholastic Aptitude Test and Achievement Tests also appears in this booklet, which is distributed to schools in late summer.

A limited number of copies of *College Board Score Reports: A Guide for Counselors and Admissions Officers* will be sent to schools routinely. Please see the statement regarding additional copies printed on the inside front cover of that publication.

Contents

5 Introduction

6 Considerations in deciding to use the PSAT

8 Test dates

9 How schools register for the test

11 Administering the test

12 PSAT fees

12 Reporting of PSAT scores

13 Publications for the PSAT program

The Preliminary Scholastic Aptitude Test (PSAT) *is under the supervision of two committees of the College Entrance Examination Board. The Committee of Examiners in Aptitude Testing is responsible for the technical content of the test. The Committee on Guidance is responsible for administrative arrangements and other aspects of the* PSAT *to assure its usefulness as a guidance instrument in secondary schools. Members of the two committees are listed on the inside back cover.*

Address correspondence concerning the PSAT to:

College Entrance Examination Board
Box 589, Princeton, New Jersey 08540
or
Box 1025, Berkeley, California 94701

This publication was prepared and produced for the College Entrance Examination Board by Educational Testing Service.

1965 PSAT Program Calendar

July 15

Deadline for return of Spring Registration Form to insure early arrival of PSAT *Bulletin for Students*

August 20

Bulletin for Students shipped to schools

August 30

Fall Registration Form mailed to schools on the North American continent (except Mexico), Hawaii, and the Caribbean Islands, and U.S. Dependents Schools

September 13

Deadline for return of Spring Registration Form from schools in areas other than those specified above

October 1

Deadline for return of Fall Registration Form

October 14

Notify ETS if tests for October 19 administration have not been received

October 19

Notify ETS if tests for October 23 administration have not been received

October 19 or 23

PSAT Administrations

November 15—December 15

Approximate dates for release of PSAT scores

December 21

Approximate date for release of score distributions

D35P105

Announcement of the 1965 Preliminary Scholastic Aptitude Test

To be administered on
Tuesday, October 19
Saturday, October 23

College Entrance Examination Board

EDUCATIONAL TESTING SERVICE PRINCETON, N. J.

College Board Guidance Services

May 1965

MEMORANDUM FOR: SECONDARY SCHOOL PRINCIPALS

SUBJECT: 1965 PRELIMINARY SCHOLASTIC APTITUDE TEST PROGRAM

The 1965 Preliminary Scholastic Aptitude Test to be given on Tuesday, October 19 or Saturday, October 23 this year, is described in the accompanying Announcement. Also enclosed is a Registration Form to be used if your school plans to administer the test. A copy of the Announcement, without a Registration Form, has been sent to the Guidance Director of your school for his information.

The procedures for registering to administer the test have been changed to simplify the task for you. The details are given on pages 9-11 of the Announcement. It may be helpful if you refer to these pages when you are completing the Registration Form.

Richard W. Watkins
Program Director

RWW:mbc

enclosure

TELEPHONE: WALNUT 1-9000, CABLE: EDUCTESTSVC

missions test, and the College Board is not [illegible] any college that requires the PSAT [illegible]ion or that will accept PSAT scores as a substitute for SAT scores. Thus, a student applying for admission to college should be sure to take any admissions tests required by the college or colleges to which he is applying, whether or not he has taken the PSAT.

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Students who have had little experience with timed multiple-choice tests, or who feel uncertain about taking such tests for college admissions, may benefit from taking the PSAT. This experience with a test similar to the SAT may give them a better understanding of what to expect in the SAT. It should be noted, however, that a student who takes the PSAT will not necessarily obtain a higher score on the SAT than a student of equal ability who did not take the PSAT.

Some students, on the recommendation of their schools and the colleges to which they are applying, take the SAT in their junior year for admission under an "early decision plan" or for other purposes. Such students may have no reason to take the PSAT since their plans are quite definite, unless they wish to obtain an early estimate of their probable performance on the SAT later in their junior year.

Although some scholarship programs have made use of the PSAT in initial screening of scholarship applicants, the College Board has been making every effort to help such sponsors find other screening procedures. For various reasons a few sponsors may continue to use the PSAT in their selection programs this year. Such sponsors have been informed that some schools may decide not to administer the PSAT. Use of the PSAT by scholarship sponsors, therefore, should not be a major factor in any school's decision to offer the test if, in the school's judgment, it serves no other educational purpose.

It cannot be emphasized too strongly that PSAT scores, like the scores from any test, offer only one piece of information for use in assessing a student's abilities. These scores should be used in conjunction with school records and other information about the student for the most valid judgment of his abilities.

The PSAT is not intended as an ad-

Considerations in deciding to use the PSAT

The primary purpose of the PSAT is to provide schools with valid, reliable, and inexpensive data for use in helping high school juniors and seniors estimate their ability to do work at various kinds of colleges. Since this test can provide scores early in the school year, counselors may find the scores useful in helping students who intend to go to college decide which colleges to consider. In addition, counselors may find PSAT scores useful in encouraging able students who had not planned to go to college to do so.

The PSAT score interpretation materials supplied to counselors and students are based upon extensive studies of juniors and seniors. A few schools have administered the PSAT to students in their sophomore year, but no norms or validity data are available for such students.

The PSAT contains the same types of multiple-choice questions as the SAT and measures the same verbal and mathematical abilities. Scores are reported on a scale of 20 to 80 that is comparable to the SAT scale of 200 to 800. Studies show that PSAT scores from either the junior or senior year are good predictors of SAT scores. In fact, they are virtually as useful for the prediction of senior-year SAT scores as are SAT scores earned at the end of the junior year.* For this reason, PSAT scores may be adjusted to permit comparison with the published SAT score distributions of applicants, and of admitted and enrolled students of many colleges. By using PSAT scores in conjunction with these descriptions of the students at various colleges, counselors can help students make realistic college plans consistent with their abilities.

*See *College Board Score Reports: A Guide for Counselors and Admissions Officers*

If a school indicates a different test date on the Fall Form, it will be assumed that the school found it necessary to change test dates. Care should therefore be taken to insure that any discrepancy in test dates chosen in the Spring and Fall is intentional. If no revisions are necessary, please check the appropriate box to confirm Spring registration figures and return the Fall Form.

If the number of students to be tested, as indicated on the Fall Form, exceeds the number of *Bulletins* sent in August, enough extra copies will be included automatically in the test shipment to insure that each student taking the test will have one. Schools may request additional *Bulletins* by indicating the number of additional copies required in the appropriate space on the Fall Form.

Administering the test

All test and informational materials are sent directly to the secondary school principal, who may either administer the test himself or appoint a representative to do so. Testing time is two hours; an additional 20 minutes should be allowed for instructions and administrative details. General procedures for storing and handling the tests are listed on the stub of the Registration Form. Detailed procedures are given in a Supervisor's Manual which will be shipped with the tests.

After giving the test, the school destroys the test books; the answer sheets are returned for scoring in the envelope provided with the test shipment.*

*Counselors and principals who wish to take the complete test under the standard administration conditions may do so without charge. The answer sheets for these test-takers should be returned in an envelope separate from that used for the students' answer sheets to avoid subsequent billing. The envelope should be marked to the attention of the PSAT Program Director to insure that the scores are reported only to the person who took the test.

PSAT *fees*

The fee charged by the College Board for each student who takes the PSAT is $.75, which covers the cost of both test materials and scoring services. After the test administration, schools should forward the fees in the prepaid return envelope included in the test shipment. Some schools that give the PSAT on Saturday or incur other special expenses charge an additional fee to cover these expenses—generally $.50 to $1 per student. (The amount forwarded remains $.75 for each student.)

Reporting of PSAT *scores*

PSAT scores will be mailed to the principal no later than the middle of December if the school returns the answer sheets immediately after the scheduled administration dates. At his discretion, the school principal may release the scores to students and to colleges and scholarship programs that might request them.

The high school will receive three score labels for each student and a roster of scores for all students tested. These score labels are designed to take up a minimum amount of space on student record forms used by schools. They are pressure-sensitive and may easily be attached to school records and to the students' interpretive leaflet, *Your College Board Scores: Preliminary Scholastic Aptitude Test*, which is sent to schools with the test materials.

To facilitate sorting of score reports at the schools, ETS will print on one of the score labels a two-digit code number corresponding to the student's homeroom or some other grouping that the school specifies. Schools that want this service must designate their optional code numbers and instruct their students to fill in the code number on their answer sheets before they

Introduction

This leaflet describes the 1965 Preliminary Scholastic Aptitude Test (PSAT), which is offered for use in secondary school guidance programs. The PSAT, a shorter version of the Scholastic Aptitude Test (SAT), is one of several guidance services offered by the College Entrance Examination Board to aid students in the transition from high school to college. It will be administered on Tuesday, October 19 and Saturday, October 23 this year. Since the PSAT is designed for school use, the decision to administer it rests solely with the schools.

Schools wishing to administer the PSAT in 1965 should complete the Registration Form mailed to school principals with this *Announcement*. (A copy of this *Announcement* is also mailed directly to the school guidance director in the spring.) Instructions for filling out this year's registration forms are given under "How schools register for the test" on page 9. The fee of $.75 for each student tested is paid at the time the answer sheets are returned.

Information concerning the test, school registration procedures, test administration policies, and score reporting is included in this *Announcement* leaflet. A calendar of important dates in the 1965 PSAT program is on the back cover.

take the test. (Detailed information on this service is given in the Supervisor's Manual which is included in the test materials sent to each school.)

Score distributions will be sent to schools for any group of juniors or seniors of the same sex consisting of 25 or more students. For example, if the PSAT is administered to 20 junior boys and 35 junior girls, only a distribution of scores for the girls will be prepared. The score distributions are provided to help schools develop local norms which can be used to make an over-all evaluation of the group's performance on the PSAT.

Publications for the PSAT *program*

The College Board provides, in addition to this *Announcement*, three other publications for use in the PSAT program. The *Bulletin for Students* explains the nature and purpose of the PSAT and contains sample questions similar to those the student will find in the test.* This publication is the only authoritative source of information on the nature and content of the PSAT; it is revised as necessary to reflect developments in the test itself, and contains all information and practice materials that a student needs before taking the test. Copies of the *Bulletin* will be sent to schools according to the procedures described on pages 9-11.

Your College Board Scores: Preliminary Scholastic Aptitude Test is a leaflet designed to help the student understand his scores. It explains how to interpret PSAT scores in terms of percentile ranks in various populations. Norms are given for national samples

*Schools requiring a more detailed description of the PSAT can obtain a sample copy of the test by writing to either of the addresses on the inside front cover. The sample test is intended for inspection only by school counselors and principals, and must be requested on official school letterhead. The test must not be shown to students.

of all high school juniors, all high school seniors, juniors who go on to college, and seniors who go on to college. Copies of this leaflet will be sent to schools at the time the tests are shipped, for subsequent distribution to students with their scores.

College Board Score Reports: A Guide for Counselors and Admissions Officers provides more detailed information about PSAT scores, including, in addition to the norms described above, reliability coefficients, standard errors of measurement, coefficients of correlation with SAT scores, and tables for estimating SAT scores from PSAT scores. Information about scores on the College Board's Scholastic Aptitude Test and Achievement Tests also appears in this booklet, which is distributed to schools in late summer.

A limited number of copies of *College Board Score Reports: A Guide for Counselors and Admissions Officers* will be sent to schools routinely. Please see the statement regarding additional copies printed on the inside front cover of that publication.

Contents

5 Introduction

6 Considerations in deciding to use the PSAT

8 Test dates

9 How schools register for the test

11 Administering the test

12 PSAT fees

12 Reporting of PSAT scores

13 Publications for the PSAT program

The Preliminary Scholastic Aptitude Test (PSAT) is under the supervision of two committees of the College Entrance Examination Board. The Committee of Examiners in Aptitude Testing is responsible for the technical content of the test. The Committee on Guidance is responsible for administrative arrangements and other aspects of the PSAT to assure its usefulness as a guidance instrument in secondary schools. Members of the two committees are listed on the inside back cover.

Address correspondence concerning the PSAT to:

College Entrance Examination Board
Box 589, Princeton, New Jersey 08540
or
Box 1025, Berkeley, California 94701

This publication was prepared and produced for the College Entrance Examination Board by Educational Testing Service.

1965 PSAT Program Calendar

July 15

Deadline for return of Spring Registration Form to insure early arrival of PSAT *Bulletin for Students*

August 20

Bulletin for Students shipped to schools

August 30

Fall Registration Form mailed to schools on the North American continent (except Mexico), Hawaii, and the Caribbean Islands, and U.S. Dependents Schools

September 13

Deadline for return of Spring Registration Form from schools in areas other than those specified above

October 1

Deadline for return of Fall Registration Form

October 14

Notify ETS if tests for October 19 administration have not been received

October 19

Notify ETS if tests for October 23 administration have not been received

October 19 or 23

PSAT Administrations

November 15—December 15

Approximate dates for release of PSAT scores

December 21

Approximate date for release of score distributions

D3SP10S • 201810

Announcement of the 1965 Preliminary Scholastic Aptitude Test

To be administered on
Tuesday, October 19
Saturday, October 23

College Entrance Examination Board

EDUCATIONAL TESTING SERVICE PRINCETON, N. J.

College Board Guidance Services

May 1965

MEMORANDUM FOR: GUIDANCE DIRECTORS

SUBJECT: 1965 PRELIMINARY SCHOLASTIC APTITUDE TEST PROGRAM

The Preliminary Scholastic Aptitude Test of the College Entrance Examination Board will be administered on Tuesday, October 19 and Saturday, October 23 of this year. The PSAT is offered as an aid in the guidance of high school juniors toward college. Its comparability to the Scholastic Aptitude Test, which is required for admissions purposes by many colleges, and its ready availability to schools particularly recommend it for guidance use. The fee is $.75 for each student tested.

A Registration Form and the 1965 PSAT Announcement leaflet have been sent to all secondary school principals. A copy of the Announcement is enclosed for your information.

Richard W. Watkins
Program Director

RWW:mbc

enclosure

TELEPHONE: WALNUT 1-9000, CABLE: EDUCTESTSVC

EDUCATIONAL TESTING SERVICE PRINCETON, N. J. 08540

College Board Admissions Tests

April 1965

Memorandum for: GUIDANCE DIRECTORS

Subject: Distribution Plans for the 1965-66 College Board Admissions Tests Publications

To insure early and adequate delivery of the 1965-66 publications for the College Board Admissions Tests, we plan to ship to you, by September 1, the following publications and materials:

1965-66 Bulletin of Information for College Board Admissions Tests
A Description of the College Board Scholastic Aptitude Test
A Description of the College Board Achievement Tests
College Board Score Reports: A Guide for Counselors and Admissions Officers
Your College Board Scores: Scholastic Aptitude Test, Achievement Tests
Registration Forms in envelopes
School Code Posters
Pad of Request Forms for Additional Score Reports

The quantity of materials you will receive in this shipment is based on the number of students from your school who took the tests during 1964-65. A substantial percentage is added, based on the expected increase in total test-takers from all schools. Since it is impossible to calculate an individual percentage increase for each school, a school that has an unusually large increase in the number of test-takers will need to order additional materials in the fall. The combination Shipment Notice/Order Form, enclosed in the shipment, will show the quantity of each publication sent to your school, and should be used to order additional materials as specified in the last paragraph of this memorandum.

Schools that did not have any students take the tests in 1964-65 will receive one copy of each publication, three School Code Posters, and a pad of Request Forms for Additional Score Reports.

The following notes about the publications and materials to be shipped to you by September 1 may be helpful:

1. Each school will receive envelopes containing Registration Forms in a quantity equal to the number of Bulletins shipped, plus an appropriate additional supply. You will note that the Registration Form has been redesigned and should be considerably easier for students to complete than the 1964-65 version.

2. Each school will receive three copies of a School Code Poster with the school's College Board code number printed on it. This code number will be the means for reporting the students' scores to their schools. It is important, therefore, that the posters be prominently displayed so that students can copy the correct code number onto their Registration Forms. Additional blank posters, on which the school may enter its College Board code number, may be ordered as described below.

3. To facilitate prompt issuance of score reports requested after a student has submitted his Registration Form, each school will receive a pad of Request Forms for Additional Score Reports. (Two of these forms appear as pages in each Bulletin.) Any time a student asks the College Board to send scores to colleges and scholarship programs not listed on his Registration Form, the request should be made on this form.

Each shipment of Admissions Tests materials sent to schools will be addressed to the Guidance Director. Since these late summer shipments may arrive before your school opens for the fall term, we suggest that you ask the school custodian to anticipate the arrival of the packages and that you inquire about them when you return to school.

Later in September, schools that had candidates for College Board tests in the past will receive information about the 1966 Supplementary Achievement Tests and a copy of the booklet, A Description of the College Board Supplementary Achievement Tests.

The College Board wishes to provide enough copies of the booklets describing the Scholastic Aptitude Test and the Achievement Tests, not only for the students who will need them, but also for teachers whose students may be taking Achievement Tests in their subject. Each year the Board hears of many teachers who have not been aware of the booklets, and who, upon learning about them, express an interest in reading them. It will be appreciated if you will arrange to distribute the booklets to teachers as well as students.

If you require additional supplies of the descriptive booklets or any other items, indicate the quantities in the "Additional Materials Required" column of the Shipment Notice/Order Form. Return the first copy of this form after September 1 to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, retaining the second copy for your files. Please allow three weeks for delivery.

Margaret A. Thorne
Program Director

MAT:as

. . . . . a lively forum of fact and opinion in guidance, advanced placement, college admissions, curriculum development, financial aid, testing, educational research, and education in general.

Some articles that have appeared in recent issues:

Education and Social Change in Puerto Rico
Angel G. Quintero Alfaro
Training the Pre-college Counselor
George H. Hanford
Transcripts and the Law
Bernard P. Ireland
The Personality Testing Tangle
S. A. Kendrick
Is There Static in the Educational Channel?
Gordon A. Sabine
Let's Intensify the School Curriculum
Thomas C. Mendenhall
A Universal View of Secondary Education
John H. Fischer
The Social Role of the High School
Edgar Z. Friedenberg
Things Are Stirring in English
Floyd Rinker
Ethics in Student Aid
Charles C. Cole Jr.
College Admissions in the 21st Century
Alvin C. Eurich
The Social Consequences of Educational Testing
Robert L. Ebel

Some topics planned for future issues:

Britain's New Centralized Admissions Plan
Does a Father Have a Legal Obligation to Finance a Child's College Education?
New Information for Guidance Counselors and Admissions Officers on Improved Methods of Predicting College Success
The Role of the Two-Year College
Faculty Perceptions of Students
Is There a *Right* College for Every Student?

Annual subscription rate: $1
Three issues per year

Please detach and mail to enter your subscription

Order Form

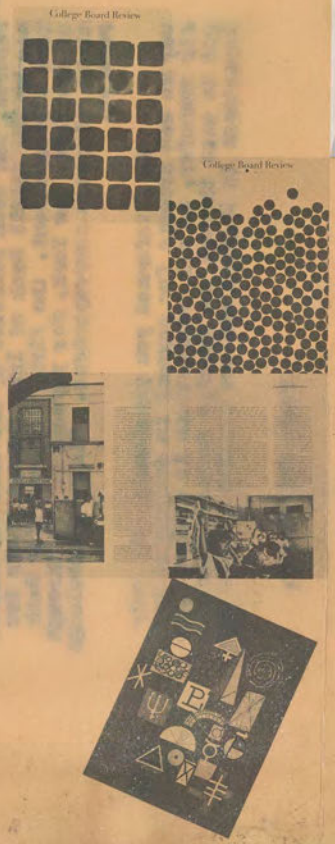
College Entrance Examination Board
Publications Order Office
Box 592, Princeton, New Jersey

Gentlemen:
Please enter my subscription for 1 year (3 issues) to the *College Board Review* at the annual subscription rate of $1.
☐ Please bill me. ☐ My payment is enclosed.

Name _____
Mailing address _____
_____
Position _____ Institution _____

College Board Review

the magazine of the
College Entrance Examination Board



Dear Educator:

If you are working in the field of guidance, advanced placement, educational administration, curriculum planning, college admissions, or financial aid for students, you may be interested in what a subscriber smilingly calls, *"one of the last great bargains of the Western World"* . . . a subscription to the College Board Review.

Broad in scope, distinctive in appearance, responsible in content, the *Review*, in addition to being the chronicle of the College Board's activities and interests, offers . . . . . .

217753

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

3 Copies

No. 19 February, 1965

Date ~~17th April, 1964~~

العدد .....

التاريخ .....

Our Code No.with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, 08540,
New Jersey,
U.S.A.

Dear Sirs,

I have received the enclosed invoice in duplicate about ~~two weeks~~ ago. The sun of ~~164.50~~ 187.50 dollars covering examination fees, ~~and~~ extra score reports, and one College ~~has been remitted by air mail one month ago by~~ the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

ثانوية الكرخ الثانوية

KARKH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

عاليه الكرخ
ثانوية الكرخ
تلفون ٧٢٢١٢

Name

Date

19 February, 1951

~~17th April, 1954~~

Our Code No.with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, N.J.,
New Jersey,
U.S.A.

Dear Sirs,

I have received the enclosed invoice in duplicate about two weeks ago. The sum of seven dollars covering examination fees, and extra score reports, has been remitted by ~~air mail one month ago by~~ the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obaidah,
Principal.

1. أكاديمية سبرنغفيلد — Springfield College
2. جامعة سان فرنسيسكو — University of San Francisco
3. جامعة شيكاغو — University of Chicago
4. كلية ديكنسون — Dickinson College
5. جامعة جورج واشنطن — George Washington University
(Washington State University (Pullman Washington)
Stanford University
San Francisco State College (Cal)
6. كالتك — California Institute of Technology
7. جامعة فلوريدا — University of Florida (Gainsville, Fla)
8. جامعة شيكاغو — Bucknell University

Self Taught Achievement

1.	[illegible]	Springfield College
2.	[illegible]	University of San Francisco
3.	[illegible]	" " Chicago
	[illegible]	Dickinson College
	[illegible]	California Institute of Technology
	[illegible]	University of Florida (Gainesville, Fla.)
6.	[illegible]	Bucknell University
8.	[illegible]	Washington [illegible]
		St. [illegible] University
		San Francisco State College (Cal.)

Examination Card No. 320

PLEASE SEND ME, for 10 days' free examination, the new 1964-65 ERC College Admissions Data Handbook. Also send the Guidance Counselor's Desk Calendar. If I am not fully satisfied, I may return these materials within 10 days and you will cancel your bill. Otherwise, I will subscribe at the regular $50 rate for new subscribers. If I do not subscribe, I will return everything but the Guidance Counselor's Calendar, which is mine, in any case. If I *do* subscribe, I have the privilege of purchasing another Calendar for $5.50.

Signature _____

(To be valid, this card must be signed above)

Is Your Address Correct?

Shamash Secondary School
New Alwiyah, Baghdad
Baghdad, Irag

Attention: Guidance Counselor

SEND NO MONEY • JUST MAIL THIS CARD • NO POSTAGE NEEDED

Remove stub before mailing card

SAVE THIS STUB FOR YOUR RECORDS

This Card Will Bring You . . .

- New, completely up-dated 1964-65 ERC Handbook.
- Exclusive 1964-1965 Guidance Counselor's Desk Calendar.
- 10-day Free Trial Privilege. If not satisfied, you may return the materials within 10 days and owe nothing.
- Remember: If you subscribe, you will receive monthly supplements for the whole school year, adding to and up-dating the Handbook.

THE ERC College Admissions Data Handbook is a sturdy three-ring binder of two-inch capacity, custom designed and built by hand for ERC, with strong, smooth-closing, precision rings and lever action for opening and closing them.

The Desk Calendar is printed on durable paper and is ring-bound so that it opens wide and lies flat on the desk when open.

MAIL THIS CARD TODAY!

FIRST CLASS
Permit No. 21878
Cambridge, Mass.

BUSINESS REPLY MAIL
No postage stamp necessary if mailed in the United States

POSTAGE WILL BE PAID BY —

Educational Research Corporation

Ten Craigie Street

Cambridge, Massachusetts 02138

Monday JANUARY 28

Opening date of Winter scoring period (through February 28) for National Guidance Testing Program (SCAT-STEP series).

Tuesday JANUARY 29

One week hence, February 5, CEEB Supplementary Achievement Tests administered by participating schools.

The following quotations are from UNSOLICITED letters we have received from subscribers to the ERC College Admissions Data Service. Of course, we DID solicit permission to quote.

"Clear, Up-To-Date, Comprehensive"

"We have been much pleased with the College Admissions Data Service. The material is clear, up-to-date, and comprehensive."

- Frank E. Root, Guidance Director
  Beverly High School, Beverly, Mass.

"WE HAVE MADE GOOD USE OF THE SERVICE"

"We have made good use of the College Admissions Data Service and the monthly bulletins. I personally want to thank you for the Guidance Counselor's Calendar. I find it most useful."

- Marie F. Stebbins, Vice Principal
  Sacramento Senior High School
  Sacramento, California

"Helpful To The Students . . . Readable And Easily Understood"

"The College Admissions Data Service is comprehensive and I have found it very helpful to the students who come in with questions about a given college. They find a concise arrangement of information which is readable and easily understood.

- Mrs. Bettie S. Coakley, Counselor
  King George High School, King George, Va.

"Most Effective Tool We Ever Bought"

"This is the most effective tool we ever bought. Congratulations! Thanks for an excellent guidance tool."

- Samuel L. Clauser, Guidance Director
  Conestoga Senior High School, Berwyn, Pa.

"We Have Found Entire Service Very Helpful"

"We have found the entire service very helpful. We are very happy to know that the whole service will be continued and improved. We are particularly happy with the monthly Bulletins, which bring us up to date on college programs and admissions policy changes."

- Charles O. Holland, Director, Pupil Personnel Services,
  Massena Central Schools, Massena, N.Y.

"Data Are Relevant, Well Organized, Very Usable"

"The data provided on each college are relevant, well organized, and very usable. If the publishers extend this service...it would appear to be the most valuable reference for the school counselor so far made available."

- May 20, 1961 List of Selected Publications, U.S. Office of Education, U.S. Department of Health, Education, and Welfare.

"WE THINK HIGHLY OF YOUR SERVICE"

"We think highly of your College Service. In fact, we feel that of all the college manuals we use in our guidance department, we get the best and most helpful information from yours."

- Sonia Fisher, Counselor
  Ela-Vernon Consolidated High School, Lake Zurich, Ill.

"EXTREMELY HELPFUL"

"The College Admissions Data Service has been extremely helpful in keeping abreast of current changes. Your monthly bulletins enable one to plan ahead in counseling college-bound students."

- Wm. N. Sagin, Guidance Director
  Anaconda High School, Anaconda, Mont.

"NEVER HAD THE PRIVILEGE OF EXAMINING A BOOK THAT HAD SO MUCH INFORMATION AT MY FINGERTIPS"

"Never have I had the privilege of examining a book that had so much information at my fingertips. I have referred to the book at several of my educational meetings and was gratified to watch the kindled interest shown by other counselors who were there.

"Needless to say, it definitely meets a great need for those of us who are called upon to answer questions pertaining to higher education. I especially appreciate the additional information concerning SAT scores that I have not been able to locate elsewhere. Some of my students were intrigued with the thumbnail sketches of the locations of the colleges."

- Mrs. Clarice B. Roehm, Counselor
  Mapleton High School, Mapleton, Oregon

"VERY FUNCTIONAL . . . QUITE COMPLETE"

"I have found your College Admissions Data Service very helpful in counseling high school students. It is very functional in content and make-up, and quite complete in coverage."

- J. W. Hinds, College-Vocational Counselor
  Proviso East High School, Maywood, Illinois

"A FINE JOB"

"May I compliment you on a fine job in publishing the College Admissions Data Service. It is handy, neat, and has pertinent information at the fingertip."

- Ernest R. Hartz, Guidance Counselor
  Middlebrook School, Trumbull, Conn.

"MY VOLUME STOLEN!"

"Excellent service! Proof of value to parents and students -- my revised volume stolen! So will you please send me another binder and bill me?"

- Elsie C. Menzies, Director of Pupil Personnel Services
  Guilford High School, Guilford, Conn.

"Very Enthusiastic"

"The Guidance Counselor's Desk Calendar has arrived and I must say I am very enthusiastic regarding its value to college placement counselors."

- Warren V. Noble, Director Pupil Personnel Services
  West Hempstead Schools, West Hempstead, N. Y.

Lawrence

College
600 Men
500 Women

Appleton, Wisconsin
Telephone: Area Code 414 RE 3-5577
Director of Admissions: Edward J. Roberts
Private college, established 1847.
70% of students from out of state.

ADMISSIONS

Requirements

No specific unit requirements, but 16 units recommended, including the following:

English	4	Science	2
Mathematics	2	Social Science	2
Foreign Language	2	Electives	2

SAT required.
Three Achievement Tests required: English and two others.
Interview not required.
Application fee $10, not refundable.

Basis for Candidate Selection

Academic: Secondary school record
SAT and ACH scores
School's recommendation
Rank in upper half of class

Other: Character and personality strongly emphasized.
Extracurricular participation important.

Admission Procedure

Normal sequence:
Take SAT in December or January of 12th year.
Take ACH by March of 12th year.
No deadline for filing admission application, but advised by March 1.
Notification of action of Admissions Committee beginning March 1 until class is filled.
College does not subscribe to Candidates Reply Date Agreement.
Candidate must accept offer of admission within two weeks of notification of acceptance and pay deposit of $100, not refundable if candidate subsequently withdraws.

College does not have Early Decision Program.

College does not have Early Entrance Program.

College participates in CEEB Advanced Placement Program; degree credit may be granted on basis of AP test.

Transfer students admitted in September; occasionally in January and March.

Experience

530 men and 528 women applied for admission to class entering fall 1962.
Of these applicants, 74% of men and 59% of women were offered admission.
Of those offered admission, 48% of men and 52% of women matriculated.
Size of freshman class (fall 1962): 191 men; 162 women.
19% of enrolled class came from independent schools; 81% from public schools.

Secondary school class rank: 25% of men entering fall 1962 ranked in top tenth of their secondary school class. Summary:

	Men	Women
Top tenth	25%	69%
Top quarter	62	93
Second quarter	18	7
*Third quarter	15	0
**Bottom quarter	3	0
No rank	2	0
	100%	100%

*Of these, 76% were from private schools.
**Of these, 83% were from private schools.

CEEB SAT scores: 23% of men entering fall 1962 scored between 500 and 549 on Verbal SAT.

Summary:

	Men		Women	
	Verbal	Math	Verbal	Math
750 and above	1%	1%	1%	1%
700-749	3	8	2	5
650-699	10	21	11	10
600-649	19	23	27	17
550-599	21	23	27	25
500-549	23	13	20	17
450-499	13	6	9	14
400-449	8	4	2	9
350-399	0	0	1	2
300-349	1	0	0	0
No score	1	1	0	0
	100%	100%	100%	100%

Admissions Staff

Edward J. Roberts, Director
Patricia O'Connor, Associate Director
Rogelio S. Llerandi, Admissions Counselor
Reed Taylor, Admissions Counselor
Mrs. Lucille Biechler, Assistant to Director

FINANCIAL

Expenses

Inclusive fee (1962-63): $2,100 per year including instructional costs; room and board; approved extra-classroom activities; lab, social, and health fees

This should be approximate total cost per year (not including travel, books, supplies, and personal expenses).

Other: Books and supplies: $60
Fraternity: $75 per year plus $25 initiation fee

Financial Aid

College participates in College Scholarship Service.
Scholarships:
112 freshmen had scholarship assistance (1962-63).
Deadline for filing scholarship application is March 15; however, earlier in 12th year advisable.
Financial aid applicants notified only after

admission and then as soon as possible after Aid Committee action.
Financial aid awarded on basis of need.

ACADEMIC

Accredited by North Central Association of Colleges and Secondary Schools; professionally by American Chemical Society, National Association of Schools of Music.

Faculty
Instructional Staff (1962-63): 113
Degrees held by faculty:

Doctors	54	Bachelors	13
Masters	46		

Student-faculty ratio: 11 to 1

Curriculum
Degrees offered: A.B., B.Mus.
Majors offered:

Anthropology-Sociology	Government
Art	History
Biology	Mathematics
Chemistry	Music
Classics	Philosophy
Economics	Psychology
English	Religion
French	Russian
Geology	Spanish
German	Theatre-Drama

Required Freshman Studies course (Freshman English) in which representative works in philosophy, natural science, social science, art, and religion are read and discussed. Sophomore Divisional seminars in humanities, natural science, and social science, for limited number of sophomores. Junior departmental reading program. Asian Studies Program. Tutorial or independent study. Honors program. Phi Beta Kappa chapter. Comprehensive examinations. Cooperative program in engineering with three years at Lawrence and two at any approved school of engineering; grants B.A. and B.S. degrees. Program for secondary school teaching.
Library of 85,662 volumes.

Academic Experience
3% of freshmen drop out for academic reasons.
35% of students go immediately on to graduate study; after student has been out five years, this figure increases to 60%.

Guidance Facilities
New students assigned to faculty advisers with whom they may confer at any time. Advice may be sought directly from one of the Deans. Dormitory counselors. College psychologist.

Physical Education
Required during freshman and sophomore years.
Air Force ROTC available, but not required.

Convocation Requirements
Attendance required at convocation of students and faculty held in chapel every other Thursday.

EXTRACURRICULAR ACTIVITIES

Athletics
Intercollegiate competition in football, basketball, baseball, track and field sports, tennis, golf, cross-country, swimming, wrestling, handball, squash.
Intramural, interfraternity, and intersorority competition for men and women.

Social Organizations
Six national fraternities with chapter houses.
Six national sororities with social rooms.
Between 55% and 60% of students join fraternities or sororities.

Other Student Activities
Students entrusted with as large a share of control over own affairs and behavior as they show themselves willing to accept and able to exercise properly. Weekly newspaper, literary magazine, publication reviewing college life with pictures. Women's glee club, men's chorus, Choral Society, Lawrence Singers, symphony orchestra, concert band. Debating. Lawrence College Theatre. College FM radio station.

REGULATIONS

Housing
All students live in dormitories or fraternity houses, unless residents of Appleton.
97% of students live on campus.

Automobiles
Students not living with their families may not have automobiles, unless they have special permission.

Other
Possession or use of alcoholic beverages not permitted in any college building on campus.

GENERAL

Environment
Campus of 48 acres on banks of Fox River, short distance from business section of Appleton (population: 48,411 - 1960 census), located 100 miles north of Milwaukee and 180 miles north of Chicago.
Industrial city in center of agricultural region.
Air, bus, and rail service.

Administration
President: Douglas M. Knight, Ph.D., LL.D.
Registrar: Dorothy H. Draheim
Administrative Staff: 29

Calendar
Three-course, three-term system with classes beginning September 23, 1963, and January 2 and March 23, 1964.
Freshman orientation begins September 18, 1963.

ERC EDUCATIONAL RESEARCH CORPORATION
TEN CRAIGIE STREET · CAMBRIDGE 38 · MASSACHUSETTS

November 23, 1964

It will pay you to examine the material enclosed with this letter.

And we will pay you to examine the complete ERC College Admissions Data Service. Yes, we will pay you.

But first, glance at the enclosed two-page sheet of unsolicited testimonials. We could send you many dozens, but these are typical.

Second, look at the 8-1/2 x 11 specimen sheet from the College Admissions Data Handbook. This sheet is from last year's Handbook.

> Notice, in the upper left-hand corner, the name, address, and telephone number of the Director of Admissions. It was from him that we got the admissions data on his college so the data would be accurate and up to date: in many cases more up to date than the college catalogue itself.
>
> Notice the kind of information about the college: the kind you and your students and their parents want: the kind not appearing in publications or college catalogues. Can I have a car on campus? Is smoking allowed? Is ROTC required? How about married students? Notice how clearly the information is presented: not heavily encoded, nor heavily abbreviated; your students can read it, then talk to you about the colleges.
>
> Many colleges have us print up quantities of their Handbook sheets for their use in answering inquiries about their colleges! How's that for an endorsement?

Now look at the specimen sheet from the Guidance Counselor's Desk Calendar. This sheet is from last year's Calendar. Notice the generous space for appointments, notes, and memos. Notice the reminders at the bottom of the pages: important dates and events for counselors to know about, listed where they cannot be overlooked. This Calendar contains more than 300 pages, printed on special paper, and wire bound so that it opens clear up and lies flat on your desk when open. You cannot buy a calendar like this anywhere for less than $5.50.

One more thing: the complete ERC College Admissions Data Service includes eight monthly mailings, October through May, each of 24 sheets (48 pages) adding to and updating the information in the Handbook. So besides the 352 sheets (704 pages) in the Handbook, you get 192 new sheets (384 pages) giving data on additional colleges and updating the information in the Handbook. So besides being kept up to date, the Handbook grows throughout the year!

We said we will pay you to look at these materials. We will. Note the offer on the enclosed postcard. Send no money - just sign the card and put it in the mail. We will send you the Handbook, in a custom-built three-ring binder, and the Guidance Counselor's Calendar. Examine these materials. Use them for ten days. See how they help you with one of your most important and time-consuming responsibilities. If you do not think this Service is worth the nonprofit price of $50.00 for the school year, keep the Calendar, return the other materials to us, and we will cancel your bill. The Calendar is your pay for trying out the Service.

When you subscribe, we will send you the monthly mailings, beginning with the new sheets for this October. And if you want an extra Calendar included with your subscription, we will send one to you for an additional $5.50.

Sincerely,

Phillip J. Rulon
Director of Research

You know, of course, that these materials are eligible for purchase with Government funds under Title V of the National Defense Education Act of 1958.

PJR:RM
641027

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N.Y., University 5-9500

JACK N. ARBOLINO
Director of the
Advanced Placement Program

October 1964

Dear Sir:

Enclosed you will find a School Participation Form and a copy of the 1964-65 Guide to the Advanced Placement Program. The form is self-explanatory; the Guide contains a concise description of the College Board's program for helping high schools offer college-level courses to their best students. You will note that for the first time this year the Guide includes a listing of the 1965 Advanced Placement Conference sites and Chairmen.

I should like to call your attention to page 24 of the Guide, which carries a summary of the procedure for administering the examinations. If your school is planning to prepare any students for the examinations next May, we would appreciate your filling out the form now and sending it to the Princeton address.

I should also like to call your attention to the fact that a newly revised edition of the Advanced Placement Program: Course Descriptions is out this year. Page 21 of the Guide explains how to obtain copies of it.

If the Advanced Placement Program has not yet been made available to your students and you would like to know more about it, please feel free to call on us for further information.

Sincerely yours,

Jack N. Arbolino

Jack N. Arbolino

Advanced Placement Examinations
School Participation Form

1964-65

Shamash Secondary School
New Alwiyah, Baghdad 990210
Baghdad, Iraq

Schools planning to administer Advanced Placement Examinations to their students in May 1965 are asked to designate an Advanced Placement Examinations Coordinator on this form. Schools that do not plan to administer the examinations should not return the form.

The Coordinator will be responsible for making all necessary arrangements for giving the examinations. Upon return of this form, the Coordinator will be sent two copies of *Information for Coordinators*. This leaflet is intended to assist the Coordinator by providing him with the examination schedule and detailed information about the registration of candidates, ordering copies of *Bulletin for Students*, the collection of fees, and other arrangements for the examinations. No additional order need be placed by the school to receive *Information for Coordinators*.

Please complete this form and return not later than December 4, 1964, to:

College Board Advanced Placement Examinations
Box 592
Princeton, New Jersey 08540

The Coordinator for this school's Advanced Placement Examinations is (please type or print):

Mr.
Mrs.
Miss_____ Title_____

Principal's signature_____

COLLEGE BOARD NEWS

Published by the College Entrance Examination Board, 475 Riverside Drive, New York, N. Y. 10027
Regional Offices: MIDWEST, *625 Colfax Street, Evanston, Ill. 60201;* NORTHEAST, *475 Riverside Drive, New York, N. Y. 10027;* SOUTH, *Sewanee, Tenn. 37375;* WEST, *703 Welch Road, Palo Alto, Calif. 94304*

June 1964 - Number 18

THREE TEST FEES ARE REDUCED

Fees for the Scholastic Aptitude Test, the Achievement Tests, and the Preliminary Scholastic Aptitude Test were reduced by the Trustees of the College Board at their March meeting. The SAT fee reduction, from $5.00 to $4.50, will take effect beginning with the December 1964 administration. The Achievement Tests reduction, from $7.50 to $6.75, will also take effect next December. And the PSAT fee reduction, from $1.00 to $.75, will become effective with the October 1964 administration of that test.

Fees were reduced for these three tests because they generate the largest margins of income over expenses and projections indicated that unless they were reduced, the College Board, a nonprofit organization, would accumulate greater reserves than are necessary.

CSS OFFERS A NEW SERVICE

Participants in the College Scholarship Service were notified in April of a new central processing service for college students who wish to have their financial aid awards renewed. Colleges that wish to use the new service, which will go into effect this fall, will distribute a special version of the now-familiar Parents' Confidential Statement to renewal applicants. The parents of these applicants will complete the renewal PCS and send it to the College Scholarship Service, which will process the Statement and return it to the college with a financial need analysis.

For the student who has filed a PCS (regular or renewal) in consecutive previous years, the analysis will be a cumulative report showing comparative figures for up to four years.

Renewal Parents' Confidential Statements will be evaluated and analyses of them will be produced in February, April, and June of 1965 for the first times. A fee of $1.50 will be charged for each renewal PCS.

The new service, in development for two years, is being offered in response to requests from college financial aid officers. It is intended to make upperclass financial aid programs more effective by providing full information in readily comparable form, while reducing the drain on the aid officer's time.

COLLEGE BOARD OFFICE FOR THE SOUTHWEST

The Southwestern Regional Office of the College Board will begin operating on September 1, 1964 in Austin, Texas. Initially it will serve educational institutions in Texas and New Mexico.

H. Paul Kelley, presently coordinator of measurement service in the Testing and Counseling Center at the University of Texas, will be the director. Dr. Kelley was formerly a psychometric fellow at Educational Testing Service.

Mrs. Elsie T. Bundy will be assistant director of the new regional office. For the past two years Mrs. Bundy has served as the College Board's visiting representative in Texas.

NEW PUBLICATIONS

Next fall, for the first time, the College Scholarship Service will provide a leaflet to go with each Parents' Confidential Statement. Called *Financial Aid for College, A Letter to Parents*, it carries the byline of Sidney Margolius, well-known author and expert on family finances. Mr. Margolius describes present-day financial aid resources and procedures, with special attention to the CSS need analysis method. One section answers the questions most often asked by parents seeking help with college expenses. The leaflets will be sent in bulk to schools in September, one leaflet for each PCS form.

In the same circularization with *A Letter to Parents* will go the revised edition of *Financing a College Education*. This new version of the CSS's guide for counselors contains an up-dated table of amounts expected from the incomes of families with no special financial problems. The table reflects changes brought about by the recent reduction in federal income tax rates.

The 1964-66 edition of *Advanced Placement Program: Course Descriptions* is just off the press. It provides the latest descriptions of Advanced Placement courses and examinations in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics and Spanish. *Course Descriptions* is revised every two years and is available at $1.50 per copy.

School counselors and college admissions officers will be able to look over one another's shoulders, figuratively speaking, when *College Board Score Reports: A Guide for Counselors and Admissions Officers* is distributed next fall. This new publication combines information and advice contained in *A Guide for Counselors*, which has been revised annually for many years, and *A Guide for Admissions Officers*, which appeared in 1962 for the first and only time as a separate publication. The combined publication will contain percentile ranks for high school juniors who have taken the Achievement Tests; in previous years *A Guide for Counselors* provided percentile ranks only for seniors who had taken Achievement Tests.

11,500 TAKE SPANISH SAT IN PUERTO RICO

On February 15 the first edition of a Spanish-language Scholastic Aptitude Test was administered throughout the island of Puerto Rico. It marked the culmination of an intensive 14-month effort by Latin-American educators and staff members of the College Board and Educational Testing Service. The story of how this first SAT in a foreign language was developed, as well as a description of education in present-day Puerto Rico, appears on 16 pages of *College Board Review* No. 53, Spring 1964 issue, just published. Copies are available at $.50 each from College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

SUMMER INSTITUTES FOR ENGLISH TEACHERS

Training institutes to upgrade the skills of high school English teachers are being held by 25 colleges and universities this summer. They are an outgrowth of the 20 Summer Institutes pioneered by the College Board's Commission on English in 1962. Floyd Rinker, executive director of the Commission, summarizes the results of these earlier institutes in *College Board Review* No. 53, Spring 1964.

The 868 English teachers who participated were exposed to the latest thinking in linguistics, literature, and composition. Mr. Rinker writes that, "the most severe challenge was presented by composition. Almost none of the participants had done any writing since college and not much then. Our course forced them to write, usually an essay a week. The prevailing reaction of the teacher-students was shock." According to one instructor, Mr. Rinker reports, the shock came from discovering that the rules of grammar, punctuation, and rhetoric which they had taught their students did not help much in actual writing. Their writing was often bad, the instructor concluded, not because it was incorrect but because they did not know how to say what they wanted to say.

College Entrance Examination Board
Post Office Box 592, Princeton, New Jersey 08540

Return requested

the PSAT by scholarship sponsors, therefore, should not be a factor in any school's decision to offer the test if, in the judgment of the school, it serves no other useful educational purpose.

When is the PSAT given?

The PSAT will be given on two dates in 1964: Tuesday, October 20 and Saturday, October 24. A school may choose either date, but all participating students in the school must be tested on the same date. A different form (edition) of the PSAT will be used for each test date and no school will be authorized to use more than one form.

If both of the scheduled test dates conflict with school vacations, teachers' conferences, or religious observances, or if there are other compelling reasons for requesting a different test date, a school must request a special testing date by letter, using the appropriate address given on the inside front cover of this leaflet. Such letters should contain a detailed account of the circumstances and should specify the desired test date. The special test date should be as close to the dates given above as possible.

The only circumstance under which a school may give the test on more than one date will arise when a school wishes to test on Saturday but has some students who cannot take the test on that day because of religious convictions. Such a school may test these students on the Friday immediately preceding the scheduled testing date. If for some very unusual reason the special administration for these students cannot be held on Friday, the test may be administered on the following Sunday. In either case, the principal of the school should notify the College Board, using the appropriate address on the inside front cover, stating that this is being done because of the religious convictions of the students being tested at the special administration.

How schools register

Educational Testing Service (ETS), which conducts the PSAT program for the College Board, sends registration forms with this announcement leaflet to secondary schools in the United States in May and again in September.* A school may register to give the PSAT either by returning the registration form or by writing to the appropriate address given on the inside front cover of this leaflet.

Schools are urged to register in the spring. In registering, a school furnishes an estimate of the number of students for which it will need test supplies. Such spring estimates are not necessarily final; they may be revised in September when registration materials are again sent to schools in the United States.

Delivery of materials in time for the test cannot be assured for registrations received later than October 2.

Administering the PSAT

All (PSAT) test and informational materials are sent to the secondary school principal, who may either administer the test himself or appoint a representative to do so. Testing time is two hours. An additional 20 minutes should be allowed for administrative details.

*The registration forms are sent to schools in foreign countries in May only. Registrations from these schools must be received no later than September 22.

After giving the test, the school destroys the test books and returns the answer sheets to ETS for scoring.

Schools collect the test fee

The fee charged by the College Board for each student who takes the PSAT is $.75, which covers the cost of both test materials and services. Schools are responsible for collecting the test fees and forwarding them to ETS after administering the test. Schools that give the PSAT on Saturday or incur other special expenses may want to charge an additional fee to cover these expenses—generally $.50 to $1 per student. (The amount forwarded to ETS remains $.75 for each student who takes the test.)

How PSAT scores are reported

A student's PSAT scores are reported to his high school principal by the end of the second week in December. The principal may, at his discretion, release scores to colleges and to scholarship programs that have not made arrangements to receive them directly from the College Board.

The high school will receive three score labels for each student and a continuous roster of scores for all students tested. These score labels are designed to take up a minimum amount of space on student record forms used by schools. They are pressure-sensitive and may easily be attached to school records and to the students' interpretive leaflet, *Your College Board Scores: Preliminary Scholastic Aptitude Test*, which is sent to schools with the test materials.

To facilitate sorting of score reports at the

scores of admitted students issued each year by many colleges. By using PSAT scores in conjunction with these descriptions of the freshman class at various colleges, counselors can help students make realistic college plans consistent with their abilities.

Some students, on the recommendation of their schools or the colleges to which they are applying for admission, take the SAT in their junior year for admission under "early decision plans" or for other purposes. Such students may have no reason to take the PSAT if their plans are quite definite, unless they wish to obtain an early estimate of their probable performance on the SAT in the junior year.

Students who have had little experience with timed multiple-choice tests, or who feel uncertain about taking such tests for college admissions, may benefit from taking the PSAT. This experience with an SAT-type of test may give them a better understanding of what to expect in taking the SAT. It should be noted, however, that a student who takes the PSAT will not necessarily obtain a higher score on the SAT than a student of equal ability who did not take the PSAT.

Use of PSAT by scholarship sponsors

Although some scholarship programs have made use of the PSAT in initial screening of applicants for scholarship awards, the College Board has been making every effort to help such sponsors find other screening procedures. For various reasons a few sponsors may continue to use the PSAT in their selection programs this year. Such sponsors have been informed that some schools may decide not to administer the PSAT. Use of

the same verbal and mathematical abilities as the SAT, scores from either test may be used to estimate a student's ability to do work at the college level. The PSAT, however, can provide scores early in the student's junior year.

School counselors may find PSAT scores useful in helping students who intend to go to college decide which colleges to consider. In addition, counselors may find PSAT scores useful in encouraging able students who are not planning to enter college. It cannot be emphasized too strongly, however, that PSAT scores, like the scores from any test, offer only one piece of information for use in assessing a student's abilities. Only when PSAT scores are used in conjunction with other information about the student can the most valid judgment of his abilities be made.

The PSAT is not intended as an admissions test, and the College Board is not aware of any college that requires the PSAT for admission or that will accept PSAT scores as a substitute for SAT scores. Thus, a student applying for admission to college should be sure to take any admissions tests required by the college or colleges to which he is applying, whether or not he has taken the PSAT.

Although PSAT scores are not a substitute for SAT scores in applying for admission to college, studies show that PSAT scores are good predictors of SAT scores. In fact, they are virtually as useful for the prediction of senior-year SAT scores as are SAT scores earned at the end of the junior year.* For this reason, PSAT scores may be adjusted to permit comparison with the published SAT

*See *College Board Score Reports: A Guide for Counselors and Admissions Officers.*

schools, ETS will print on each score report label a two-digit code number corresponding to the student's homeroom or whatever grouping the school specifies. Schools that want this service must designate their optional code numbers and instruct their students to fill in the code number on their answer sheets before they take the test. These code numbers are then printed on each score report. (Detailed information on this service is given in the Supervisor's Manual which is included in the test materials shipped to each school.)

Publications for the PSAT program

The College Board provides three publications for use in the PSAT program. The *Bulletin for Students* explains the nature and purpose of the PSAT and contains sample questions that are similar to those the student will find in the test.*

In August, copies of the *Bulletin* will be sent to schools in quantities based upon the spring estimate of the number of students to be tested. The registration form provides a space in which the school may indicate a need for additional *Bulletins*. If, when the final registration form is returned to the school in the fall, the estimate of students to be tested increases, a supplementary *Bulletin* shipment will automatically be sent.

Since some schools that administered the PSAT in 1963 will not register until the fall, these schools will receive a number of

*Schools requiring a more detailed description of the PSAT can obtain a sample copy of the test by writing to either of the addresses on the inside front cover. The sample test is intended for inspection only by school counselors and principals. It should not be shown to students.

Bulletins computed on the basis of anticipated usage.

Your College Board Scores: Preliminary Scholastic Aptitude Test is a leaflet designed to help the student understand his scores. It explains how to interpret PSAT scores in terms of percentile ranks in various populations. Norms are given for samples of all high school juniors, all high school seniors, juniors who go on to college, seniors who go on to college, and enrolled freshmen in hypothetical colleges. Copies of *Your College Board Scores: Preliminary Scholastic Aptitude Test* will be sent to schools at the time the tests are shipped, for subsequent distribution to students with their scores.

College Board Score Reports: A Guide for Counselors and Admissions Officers provides more detailed information about PSAT scores and their relevance to college admissions. It contains a description of the PSAT score scale, national percentile ranks for all high school juniors and seniors, percentile ranks for students who attend college after graduation from high school, and tables for estimating SAT senior-year scores from junior and senior-year PSAT scores. Information about scores on the College Board's Scholastic Aptitude Test and Achievement Tests also appears in this booklet, which is distributed to schools in late summer.

A limited number of copies of *College Board Score Reports: A Guide for Counselors and Admissions Officers* will be sent to schools routinely. Please see the statement regarding additional copies printed on the inside front cover of the publication.

A test designed for secondary schools

The Preliminary Scholastic Aptitude Test (PSAT), a shorter version of the Scholastic Aptitude Test (SAT), is specifically designed for use in the guidance programs of secondary schools. It is one of several guidance services offered by the College Entrance Examination Board to aid in the transition of students from secondary school to college.

The main purpose of the PSAT is to provide valid, reliable, and inexpensive data for use in helping students to estimate their ability to do various kinds of college work. The test contains multiple-choice questions of the same types as those used in the SAT and measures the same verbal and mathematical abilities. Scores are reported on a scale of 20 to 80 that is comparable to the SAT scale of 200 to 800.

The PSAT is intended primarily for high school juniors and seniors. The interpretive materials are based upon extensive studies of the performance of these two groups. At this time, there are no plans to conduct studies of the PSAT scores obtained by students in their sophomore year or earlier. Individual schools have tested students in their sophomore year, but there are no norms available for these students.

Since the PSAT is designed for school use, the decision to administer it rests entirely with the schools. Last year, more than 13,000 schools elected to administer the PSAT to approximately 1,020,000 students.

Some reasons for using the PSAT

Secondary schools use the PSAT as a guidance instrument to help students make decisions about college. Because the PSAT measures

The Preliminary Scholastic Aptitude Test (PSAT) is under the supervision of two committees of the College Entrance Examination Board. The Committee of Examiners in Aptitude Testing is responsible for the technical content of the test. The Committee on Guidance is responsible for administrative arrangements and other aspects of the PSAT to assure its usefulness as a guidance instrument in secondary schools. Members of the two committees are listed on the inside back cover.

Address correspondence concerning the PSAT to:
College Entrance Examination Board
Box 589, Princeton, New Jersey 08540
or
Box 1025, Berkeley, California 94701

This publication was prepared and produced for the College Entrance Examination Board by Educational Testing Service.

Announcement of the

1964 Preliminary Scholastic Aptitude Test

To be administered on
Tuesday, October 20
Saturday, October 24

D34P105—201609

College Entrance Examination Board

EDUCATIONAL TESTING SERVICE PRINCETON, N. J.

College Board Guidance Services

May 7, 1964

To Guidance Directors:

All secondary schools are being invited to use the College Entrance Examination Board's Preliminary Scholastic Aptitude Test, which will be administered on Tuesday, October 20 and Saturday, October 24 of this year. The PSAT is offered primarily as an aid in the guidance of high school juniors toward college. Its comparability to the Scholastic Aptitude Test, which is required for admissions purposes by many colleges, and its ready availability to schools and students particularly recommend it for guidance use. The fee is $.75 per student tested.

A registration form and an announcement leaflet have been sent to all secondary school principals. A copy of the announcement leaflet is enclosed for your information.

Sincerely yours,

Richard W. Watkins
Program Director

RWW:mbc
Enclosure

EDUCATIONAL TESTING SERVICE PRINCETON, N. J.

College Board Admissions Tests

April 1964

MEMORANDUM FOR: GUIDANCE DIRECTORS

SUBJECT: Distribution Plans for 1964-65 Publications in the College Board Admissions Testing Program

To insure early and adequate delivery of the 1964-65 publications for the College Board Admissions Testing Program, we plan to ship to you, by September 1, the quantity of publications and other materials that your school will probably need for the next academic year. The shipments will include the following publications:

1964-65 Bulletin of Information, Admissions Testing Program
A Description of the College Board Scholastic Aptitude Test
A Description of the College Board Achievement Tests
College Board Score Reports: A Guide for Counselors and Admissions Officers
Your College Board Scores: Scholastic Aptitude Test, Achievement Tests

Other materials included in the shipment will be:

Test Registration Cards (in envelopes)
School Code Posters
Pad of Request Forms for Additional Score Reports

Somewhat later in September, you will receive a separate mailing containing information about the 1965 Supplementary Achievement Tests and a copy of the booklet, A Description of the Supplementary Achievement Tests.

The following notes about the publications and materials to be shipped by September 1 may be helpful:

1. Each school will receive envelopes containing the Test Registration Card in a quantity equal to the number of Bulletins shipped plus an appropriate additional supply. The envelopes will also contain a Handbook Order Form for use by students who wish to order The College Handbook, 1963-65 at the time they register for the tests.

2. Each school will receive three copies of a School Code Poster, with the school's College Board code number printed on it. These School Code Posters should be displayed in the school so that students can copy the code number onto their Test Registration Cards. Since this number will be the means for reporting students' scores to their schools, it is important that the posters be readily available to students. Additional blank posters, on which the school may enter its College Board code number, may be ordered as described below.

TELEPHONE: WALNUT 1-9000, CABLE: EDUCTESTSVC

3. To facilitate prompt issuance of score reports requested after a student has submitted his Registration Card, each school will receive a pad of Request Forms for Additional Score Reports. (One such form will also be in the Bulletin.) Any time a student asks the College Board to send score reports to colleges and scholarship programs not listed on his Registration Card, the request should be made on this form.

Schools that had students who took the College Board Admissions Tests in 1963-64 will receive publications in quantities that have been estimated to be sufficient for their needs in 1964-65. Schools that had no students taking the tests in 1963-64 will receive one copy of each publication as well as the other materials described above.

Each shipment to schools will be addressed to the Guidance Director. A combination Shipment Notice/Order Form, enclosed in the shipment, will show the quantity of each publication sent to your school. The College Board wishes to provide enough copies of the booklets describing the Scholastic Aptitude Test and the Achievement Tests for the students who will need them and for distribution to teachers who may be interested in reading them. If you require additional quantities of any of the publications, or of the other materials, please indicate the quantities required in the spaces provided on the Shipment Notice/Order Form. Return the first copy of this form after September 1 to the College Entrance Examination Board, Box 592, Princeton, New Jersey, 08540, retaining the second copy for your file.

Since these late summer shipments may arrive before your school opens for the fall term, we suggest that you ask the school custodian to be on the lookout for the arrival of these packages. Upon your return to school in the fall, please inquire immediately to determine whether any packages addressed to you were delivered before school opened. You should not, in other words, place an order for the 1964-65 publications until you have received and inspected your shipment of publications next September. We hope that most Guidance Directors, as a result of this systematic distribution method, will be [illegible]red the necessity of ordering.

Margaret A. Thorne
Program Director

COLLEGE ENTRANCE EXAMINATION BOARD

Box 592, Princeton, N.J. 08540 · Box 1025, Berkeley, Calif. 94701

March 1964

Manual of Freshman Class Profiles, 1964 Edition

The fourth edition of the Manual of Freshman Class Profiles is now available. The enclosed reprint lists the colleges represented in the book and reproduces its Introduction and a sample profile.

The purpose of the Manual of Freshman Class Profiles is to make available in a single volume and in a uniform format the characteristics of the freshman classes at the Board's member colleges. The fourth edition contains profiles of 351 Board colleges, an increase of 101 over the third edition. Most of the profiles, as before, present information in both descriptive statements and tables.

The new Manual has been produced as a bound book rather than in the loose-leaf format used for the first three editions. The change in format has been made in order to produce the book as economically as possible and to keep it from becoming too cumbersome. It has been priced at $7 to cover the cost of printing and mailing only. The book has 600 pages and is paper bound.

Intended as a professional guidance aid, the Manual is available only to school and college officers and to recognized counseling agencies. It may be ordered on the coupon below or by letter or purchase order on official stationery to either of the addresses listed on the coupon.

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Manual of Freshman Class Profiles

1964 edition

College Entrance Examination Board

Contents

Freshman class profiles:

Agnes Scott College
Albertus Magnus College
Albion College
Albright College
Amherst College
Annhurst College
Antioch College
Appalachian State Teachers College
Arkansas College
Asheville-Biltmore College
Assumption College
Austin College (Texas)
Avila College
Babson Institute
Bard College
Barnard College
Barry College
Bates College
Beaver College
Beloit College
Bennett College (New York)
Bennington College
Birmingham-Southern College
Boston College
Boston University
Bowdoin College
Bradford Junior College
Bradley University
Brandeis University
Brenau College
Brown University
Bryn Mawr College
Bucknell University
Butler University (Indiana)
C. W. Post College
Caldwell College
California Institute of Technology
California State College (Pennsylvania)
Canisius College
Capital University
Carleton College
Carnegie Institute of Technology
Case Institute of Technology
Catholic University of America
Cedar Crest College
Centre College of Kentucky
Chapman College
Chatham College
The Citadel
Claremont Men's College
Clark University (Massachusetts)
Clarke College (Iowa)
Clarkson College of Technology
Clemson College
Coe College
Coker College
Colby College
Colgate University
College of Charleston
College of Mount Saint Vincent
College of New Rochelle
College of Notre Dame of Maryland
College of Saint Catherine
College of Saint Elizabeth
College of Saint Rose
College of the Holy Cross
College of the Holy Names
College of the Sacred Heart (Santurce, Puerto Rico)
Colorado College
Colorado Woman's College
Columbia College (South Carolina)
Columbia University (New York)
Connecticut College
Cooper Union for the Advancement of Science and Art
Cornell College
Cornell University
Dartmouth College
Davidson College
Denison University
DePauw University
Dickinson College
Dominican College (California)
Douglass College
Drew University (College of Liberal Arts)
Drexel Institute of Technology
Duke University
Dunbarton College of Holy Cross
Duquesne University
D'Youville College
Earlham College
East Carolina College
Eastern Baptist College
Edgewood College of the Sacred Heart
Elmhurst College
Elmira College
Emerson College
Emory University
Fairleigh Dickinson University
Fenn College
Finch College
Florida Southern College
Fordham University
Fort Wright College of the Holy Names
Fresno State College
Furman University
Gannon College
Geneva College (Pennsylvania)
George Washington University
Georgetown University
Georgia Institute of Technology
Georgia Southern College
Georgia Southwestern College
Gettysburg College
Goddard College
Gonzaga University
Good Counsel College
Gordon College
Goucher College
Greensboro College
Grinnell College
Grove City College
Gustavus Adolphus College
Gwynedd-Mercy College
Hamilton College
Hamline University
Hanover College
Hartwick College
Harvard College
Harvey Mudd College
Haverford College
Heidelberg College
Hiram College
Hobart College
Hofstra University
Hollins College
Hood College
Hope College
Illinois Institute of Technology
Immaculata College
Immaculate Heart College
Indiana State College (Pennsylvania)
Jackson College for Women
Johns Hopkins University
Juniata College
Kalamazoo College
Kenyon College
Keuka College
Kutztown State College
Ladycliff College
Lafayette College
LaGrange College
Lake Erie College
Lake Forest College
La Salle College
La Verne College
Lawrence College
Lebanon Valley College
Lehigh University
Lewis and Clark College
Lindenwood College
Loretto Heights College
Lycoming College
Macalester College
MacMurray College
Manhattanville College of the Sacred Heart
Marietta College (Ohio)
Mary Baldwin College
Marygrove College (Michigan)
Marylhurst College
Marymount College (New York)
Marywood College
Massachusetts Institute of Technology
Mercer University
Meredith College
Merrimack College
Miami University (Ohio)
Middlebury College
Millersville State College
Millikin University
Mills College
Morris Harvey College
Mount Holyoke College
Mount Mercy College (Pennsylvania)
Mount Saint Agnes College
Mount St. Mary's College (California)
Mundelein College
Muskingum College
Nasson College
Nazareth College of Rochester
New Bedford Institute of Technology
New York University
Newark College of Engineering
Newton College of the Sacred Heart
North Carolina State College
Norwich University
Notre Dame College of Staten Island
Oberlin College
Occidental College
Ohio Wesleyan University
Ottawa University
Parsons College
Pembroke College in Brown University
Pennsylvania State University
Pine Manor Junior College
Polytechnic Institute of Brooklyn
Pomona College
Pratt Institute
Presbyterian College
Princeton University
Principia College
Purdue University
Queens College (North Carolina)
Radcliffe College
Randolph-Macon Woman's College
Reed College
Regis College (Massachusetts)
Reinhardt College
Rensselaer Polytechnic Institute
Rhode Island College
Rice University
Ripon College
Rockford College
Rollins College
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Rosary Hill College
Rose Polytechnic Institute
Russell Sage College
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Simmons College
Skidmore College
Slippery Rock State College
Smith College
Southern Methodist University
Southwestern at Memphis
Southwestern University
Springfield College
Stanford University
Stetson University
Stevens Institute of Technology
Stonehill College
Suffolk University
Swarthmore College
Sweet Briar College
Syracuse University
Texas A & M University
Texas Technological College
Transylvania College
Trinity College (Connecticut)
Trinity College (Washington, D. C.)
Trinity University
Tufts College of Tufts University
Tulane University and Newcomb College
Union College (New York)
United States Air Force Academy
United States Merchant Marine Academy
United States Military Academy
United States Naval Academy
University of Bridgeport
University of Chicago (The College)

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Vassar College
Villanova University
Washington and Lee University
Washington College
Washington State University
Washington University
Waynesburg College
Webster College
Wellesley College
Wells College
Wesleyan College (Georgia)
Wesleyan University
Western College for Women
Western Maryland College
Western Reserve University
Westminster College (Pennsylvania)
Westmont College
Wheaton College (Illinois)
Wheaton College (Massachusetts)
Wheelock College
Whitman College
Whitworth College (Washington)
Wiley College
Willamette University
William Smith College
Williams College
Wilson College
Winthrop College
Wittenberg University
Wofford College
Woman's College of Georgia
Worcester Polytechnic Institute
Yale University
Yeshiva University
Young Harris College

Introduction

The *Manual of Freshman Class Profiles* is intended for secondary school counselors, teachers, and administrators who help students make their college plans. This fourth edition contains profiles supplied by 351 colleges; all are members of the College Entrance Examination Board. The profiles are designed to supplement information given by these colleges in *The College Handbook* and in their catalogues.

Each college prepared its own profile, following a format suggested by the College Board's committee on guidance. Standard forms were prescribed for all tables to enable counselors to interpret them more easily and accurately. But the college decided which tables to include and what other information to present in the accompanying text.

The freshman class represented in the tables of most of these profiles was selected in the spring of 1963 and entered college in the fall of that year. The admissions and financial aid policies of colleges change slowly except in unusual circumstances. An interval of one or two years will therefore make little difference to a college applicant in most cases.

How a profile is organized

A typical profile consists of a text statement and several tables. Both the statement and the tables first report on the characteristics of the college's applicants for admission and its enrolled students. Then both present information on financial aid applicants and recipients. The subheading "Financial aid" marks the beginning of that section in the statement. There is no corresponding subheading to set off the tables on financial aid, but the tables are presented in uniform sequence, and they can be identified by their titles.

In order to accommodate the growing number of profiles without proportionately increasing the cost of the *Manual*, the Board has discontinued the looseleaf binding of previous editions and slightly modified the profile format for economy of space. In each profile, the entire text statement is presented first, and the tables follow.

Questions a profile helps answer

The profile deals principally with three topics—admissions policies and practices, some characteristics of enrolled students, and financial aid. Its purpose is to provide the counselor with information that is relevant to the college planning of most students—information that because of its technical nature is unsuitable for a more general publication.

Given adequate interpretation, however, the profile may help answer, for a particular student, such questions as the following: How do I compare in high school achievement and scholastic aptitude with the recent applicants for admission to this college? How do I compare with those who were offered admission to the college? With those who enrolled? With those who applied for, and those who received, financial aid? How do my major curricular interests and goals compare with those of the students in the college?

In brief, when used intelligently with information in the college's catalogue, *The College Handbook*, and other dependable sources, the profile may help the counselor and student to estimate the probability of admission, success, and satisfaction in the college. Needless to say, such estimates can be reliable only to a limited extent, inasmuch as human behavior is largely unpredictable. But such estimates should be more reliable than those based on hearsay or other unreliable kinds of information.

How to read a profile

Each profile attempts to convey a large amount of information in a small space. Because the tables and text are interconnected and each helps to explain the other, the reader is urged, whenever possible, to read the entire text and examine all the tables before interpreting a profile.

The terms used in the tables are generally familiar, but some of them—such as "applicant for admission" and "family income"—can be misleading. The last section of this introduction defines such terms as they have been used by the colleges in preparing these profiles.

Some tables contain columns of numbers and columns of percentages, side by side. The reader should note the column headings carefully and be sure in each case whether he is reading a percentage or a number.

Percentages based upon very small numbers of applicants should be interpreted with caution. Suppose, for example, that only two of the applicants for admission to a college had College Board Scholastic Aptitude Test scores in the 300-349 category. If one of these two applicants was accepted—because of a very good school record, perhaps—an entry of 50% would appear in the "per cent accepted" column opposite 300-349. Or if the other applicant—perhaps a foreign student handicapped by language—was also accepted for admission, the entry would be 100%. Thus, an entry of 50% or 100% for applicants accepted in this score category could be attributed only to the specific qualifications of these two applicants. Such entries could not be accurately interpreted to mean that the college customarily accepts half or all of those applicants whose SAT scores fall between 300 and 349.

Percentages indicate college practices more accurately when they refer to relatively large numbers of applicants, therefore. They are unreliable when they are based on small numbers.

Why number of tables varies

The number of tables in the various profiles ranges from none to as many as 20. Some colleges have presented few tables because they believed that the prescribed tables would not clearly represent their actual practices. In some cases, they have submitted other numerical data, which have been printed in their statements to avoid confusion with the uniform tables in other profiles.

Some colleges have presented many tables in order to describe their applicants and students in several subgroups —public and private school students, for example. Some complex universities have presented separate tables for each of their major divisions, if their admissions criteria vary from one division to another.

Carl: an example

Carl is a senior in Jefferson High School, a public school in rural Minnesota. At the end of his junior year, he ranked 81st (from the top) in his class of 250 students, or in the second fifth.

In October of his junior year Carl took the College Board Preliminary Scholastic Aptitude Test and scored 48 on the verbal section and 62 on the mathematical section. As explained in the leaflet, *Your College Board Scores: Preliminary Scholastic Aptitude Test,* which he received from his counselor with the scores, he can use these scores to determine the best estimate of the scores that he will probably obtain on the Scholastic Aptitude Test in December or January of his senior year. *If his scores increase by the average amount,* his SAT scores will be 530 on the verbal section and—in view of the fact that he studied mathematics in his junior year and is taking mathematics in his senior year as well—670 on the mathematical section. (If he studied mathematics in only one of his last two years in high school or neither of them, his predicted SAT-mathematical score would be lower, as explained in the score leaflet.)

Carl is considering economics, business administration, and chemistry as careers, and he is interested in Washington and Lee University, whose profile appears in this *Manual.* From its catalogue Carl has learned that Washington and Lee offers major programs in all these fields of study. A freshman program suitable to all three majors can be planned, allowing postponement of a definite choice for at least a year.

Carl's high school program includes all the subjects specified by the Washington and Lee catalogue for admission. He took the College Board Achievement Test in chemistry in May of his junior year because he wished to offer a science test as one of the three Achievement Tests required by Washington and Lee. His score on the Achievement Test in chemistry was 675. He plans to take the Scholastic Aptitude Test in December of his senior year and the Achievement Tests in English composition and American history and social studies, subjects he is continuing as a senior, in either December or January.

Carl also learns from the catalogue that his average annual cost for necessary expenses at Washington and Lee would be approximately $2,100, to which would be added the cost of travel, clothing, and personal expenses. Carl and his family are unable to budget this amount from savings and current income, so Carl is interested in the possibility of financial aid, which, according to the catalogue, is awarded on the basis of an applicant's over-all record of achievement and his financial need.

Having determined from the catalogue and other sources that he would like to attend Washington and Lee and that he meets the minimum requirements for admission, Carl faces some additional questions. What is the probability that he will be admitted if he applies? If admitted, how will he compare with the other students in ability and preparation? What are the chances that he will receive enough financial aid to make his attendance possible? Here the counselor, with the Washington and Lee profile, can provide additional information. The counselor cannot, of course, predict with real certainty the actions the university would take on Carl's applications for admission and financial aid, inasmuch as these actions would depend in part upon the characteristics of the university's total applicant group this year and upon judgments made by the university's admissions committee and staff. Nor can the counselor forecast precisely how well Carl would perform scholastically in the university, because scholastic achievement is subject to many forces other than ability that are not yet recognized or adequately understood. Nevertheless, the profile information is positively related to these questions and can, therefore, improve upon the estimates that Carl and his counselor would otherwise make without this information.

The profile statement. This is an essential feature of the profile, containing data not reported in the tables, explanations of the tables, and, perhaps most important, the general principles and purposes underlying the university's practices in admissions and financial aid. Washington and Lee's statement points out that in 1963 it offered admission to approximately half of those who applied. In selecting those to whom admission was offered, it placed high value on such qualities as maturity, personal values, and academic motivation. The relationship between an applicant's College Board test scores and his school grades is mentioned as one indication of these qualities. The statement also specifies the university's interest in the applicant's probable participation in campus life and extracurricular activities, and it mentions with evident pride the wide geographic distribution of its student body. Considered in conjunction with the profile tables, the statement thus helps to fill in the picture of how the university evaluates its applicants. With this background, the counselor can profitably turn to the tables to compare Carl's qualifications with those of Washington and Lee's recent applicants and enrolled students.

Class rank (admissions and enrollment) table. In 1963 Washington and Lee accepted 45% of its 193 public school applicants who, like Carl, ranked in the second fifth of their classes. Of all those public school applicants who subsequently enrolled, 61 (approximately one-third of the freshmen from public schools) ranked in or below the second fifth.

Class rank in secondary schools of applicants for admission

	Public schools (Men)		
Class rank	*Number applied*	*Per cent accepted*	*Number enrolled*
Top fifth	334	78%	128
Second fifth	193	45	49
Third fifth	113	16	12
Fourth fifth	29	0	0
Bottom fifth	9	11	0
Not available	5	0	0
			Total 189

In view of Washington and Lee's statement that "consideration is given to the caliber of work performed in the particular school the applicant has attended," it appears that Washington and Lee would evaluate Carl's school record in the light of what it knows about Jefferson High School from previous experience or, lacking such experience, any significant information the school may report about itself to supplement Carl's record. In any case, more than one-fourth of the public school applicants accepted for admission ranked in the second fifth of their classes or lower, but their rate of acceptance was notably smaller than was the rate for applicants in the top fifth of their classes.

Residence (admissions and enrollment) table. Carl lives in Minnesota, possibly a favorable factor in his application to an institution as distant as Washington and Lee. However, as the table shows, and as the statement implies, the university receives substantial numbers of applications from all regions. The relatively small differences in acceptance rates for different regions may well be attributable to differences in the qualifications of the applicant groups from those regions. It appears, therefore, that geography would not be an important factor in the college's decision on Carl's admission. Aside from the question of admission, however, Carl may be interested in the fact that approximately one-third of last year's enrolled freshmen came from regions outside the South.

Residence of applicants for admission

Area	*Number applied*	*Per cent accepted*	*Number enrolled*
New England	81	40%	17
Middle Atlantic	263	42	58
North central	104	49	32
South	757	53	216
West, Northwest	48	54	14
Possessions, foreign	15	33	2

Scholastic Aptitude Test (admissions and enrollment) table. In 1963 Washington and Lee accepted 51% of the 253 applicants whose SAT-verbal scores were between 500 and 549, as is Carl's predicted score of 530. Because Carl's actual score on the SAT will probably be somewhat different from his predicted score, the counselor should consider also the score intervals just above and just below 500-549. (The standard errors of estimate for senior-year SAT scores predicted from junior-year PSAT scores are: verbal—57, and mathematical—60. This means that there are two chances in three that Carl's predicted SAT-verbal score of 530 is not more than 57 points above or below the score he will obtain when he takes the test as a senior.) Washington and Lee accepted 64% of its applicants who had SAT-verbal scores in the next higher category and 14% in the next lower category.

Similarly, last year the university accepted 77% of its applicants whose SAT-mathematical scores were in the range 650-699, as is Carl's predicted score of 670. Again, in light of the 60-point standard error of estimate, the counselor should note also that Washington and Lee accepted 93% of its applicants whose SAT-mathematical scores were in the next higher category and 63% of those in the next lower category.

Scholastic Aptitude Test scores of applicants for admission

	Men					
	Verbal			*Mathematical*		
Score intervals	*Number applied*	*Per cent accepted*	*Number enrolled*	*Number applied*	*Per cent accepted*	*Number enrolled*
750-800	6	100%	4	20	100%	8
700-749	49	87	21	87	93	39
650-699	134	77	49	186	77	76
600-649	198	75	75	243	63	85
550-599	258	64	97	264	51	78
500-549	253	51	77	205	38	40
450-499	181	14	15	136	8	12
400-449	87	2	1	53	4	1
350-399	63	0	0	35	0	0
Below 350	0	0	0	0	0	0
Not available	39	0	0	39	0	0

At this point it should be noted that these tables show only what the university actually did in its selection of students—they do not show the reasons behind the university's decisions. The fact that Washington and Lee accepted 87% of its appli-

cants whose SAT-verbal scores were in the range 700-749 and only 14% of those whose scores were in the range 450-499 does not necessarily signify that SAT-verbal scores were important factors in the decisions. In fact, if the university had not considered the applicants' SAT scores at all but had based its decisions entirely on school grades and other reports, the SAT table would probably be very similar to the one shown, in view of the correlation between SAT scores and school grades. On the other hand, if Washington and Lee had based its decisions primarily on SAT scores without considering class rank, the class rank table would probably be similar to the one shown. As the profile's statement implies, Washington and Lee considers both school achievement and test scores as well as other information, and test scores alone are seldom, if ever, the primary basis for an admissions decision.

English Composition Test (admissions and enrollment) table. Inasmuch as Washington and Lee requires the Achievement Test in English composition of all applicants, the distributions of these scores for applicants and enrolled students are significant to the prospective applicant. (Because applicants choose their other two Achievement Tests from 15 other subjects, the English Composition Test is the only Achievement Test for which scores for the whole group are available.) The table shows that scores on this test are positively correlated with admission, although a wide range of scores is reported for both admitted and enrolled students.

English Composition Test scores of applicants for admission

	Men		
Score intervals	*Number applied*	*Per cent accepted*	*Number enrolled*
750-800	8	100%	2
700-749	25	96	11
650-699	83	84	38
600-649	168	78	68
550-599	241	68	93
500-549	256	57	80
450-499	187	33	24
400-449	145	15	16
350-399	72	2	2
300-349	11	0	0
250-299	1	0	0
200-249	0	0	0
Not available	71	15	5
			Total 339

Carl plans to take the English Composition Test in December or January of his senior year, and his score will be reported to his high school within six weeks after the test date. He will, therefore, probably decide whether or not to apply for admission to Washington and Lee before he can compare his score on this test with those shown in the profile. If he applies, however, this table may be of interest to him and his counselor in anticipating the outcome of his application. If he is admitted, the table can give him one indication of his comparative strength in English or can indicate the possible need for additional work before he enrolls at the university.

In a few profiles, colleges have combined the data for two or more Achievement Tests to reflect their actual use in the admissions process. For example, a college may report the averages of applicants' scores on two or three tests, even though different applicants take different tests, if it is the average which the college uses in making admissions decisions. Similarly, a college may combine the distributions of applicants' scores on the several foreign language tests, if it uses these scores interchangeably in admissions. The table title specifies which test or combination of tests is reported.

What the admissions tables show. Carl's counselor, in an actual school situation, would have much more information about Carl than is presented here. Besides the detailed record of his scholastic achievement and extracurricular activities, the counselor would have further evidence of Carl's motivation, goals, and other personal characteristics. However, assuming that all these factors are favorable, the admissions information in the profile indicates that Carl might apply for admission to Washington and Lee with some hope of being accepted. In some of the qualifications portrayed by the profile, Carl is below the average of the applicant group. But he is well above the minimum of the accepted and enrolled group in every category. The university's decision regarding his admission would, therefore, rest upon its judgment of Carl's particular combination of scholastic and personal qualifications compared with those of its other applicants. His acceptance is possible but by no means certain. If Carl should decide that he wants to attend Washington and Lee, he should certainly apply for admission, but he should not assume that he will be accepted, and he should have alternative plans to provide for the possibility of his rejection by Washington and Lee.

If he were accepted for admission and enrolled, his standing among Washington and Lee freshmen in scholastic ability would be relatively low but not marginal. In view of the low percentage of academic failures in the freshman year, as reported in the profile statement, it seems clear that Carl could, with normal effort, achieve a satisfactory record at Washington and Lee.

Major fields of study table. Carl's vocational interests are still tentative, and this table serves primarily to confirm for him that major programs have recently been completed by students in the fields he is considering. The distribution of numbers among the various major fields may offer a general clue regarding the academic interests of the students at Washington and Lee, although this table refers to the class that entered the university in 1959 and cannot be assumed to describe the succeeding classes as well. Nor is such a table necessarily a complete list of the major programs offered, inasmuch as new programs may have been added in the intervening years, and small departments may happen not to have had any graduates in 1963. Each college providing this table prepared its own list of major programs, using its own terminology.

Major fields of study of the class of 1963

Field of study	*Men*
History	47
Business administration and commerce	44
Economics, political science, psychology	37
English	26
Biology, chemistry, geology, physics	20
Premedicine	19
French, German, Spanish	12
Philosophy, fine arts	8
Journalism	6
Mathematics	3
	Total 222

Principal postgraduate occupations table. This table provides a clue to the level and variety of aspirations in the student body, although, like the preceding table, it refers to an earlier class, and such data may change over the years. Even though the Washington and Lee table accounts for little more than half of the class of 1962, it is clear that both graduate study and employment are entered by substantial numbers of the students immediately following college. Carl would expect, therefore, that as his own plans took shape, he would find provision for either goal in the Washington and Lee program.

Principal postgraduate occupations of the class of 1962

Occupation	*Men*
Graduate study	79
Employment	30
Military service	24
Other and unknown	100
	Total 233

Financial aid

Aid applicants table. Carl and his parents plan to apply for financial aid to help meet his college expenses. The family's net income before taxes is $10,000, and there are four other children, including an older sister in her second year of college. If Carl had been accepted for admission to Washington and Lee in 1963, he would have been 1 of 147 applicants for financial aid, of whom 80 were offered some form of aid, and 28 were judged not to need such aid. However, Washington and Lee's statement points out that the university is now able to offer financial aid to almost all applicants who clearly need it.

Aid applicants accepted for admission

	Men
Aid applicants accepted for admission	147
Aid applicants offered aid	80
Aid applicants enrolled with aid	50
Aid applicants enrolled without aid	23
Aid applicants judged to have no need	28

Class rank (aid) table. In 1963 the university offered financial aid to 48% of its aid applicants who ranked in the second fifth of their high school classes, as Carl does. This percentage may not be very reliable because it is based on only 21 applicants. It appears, however, that once an applicant has been accepted for admission, his scholastic qualifications are not the primary factor in determining whether or not he will be offered financial aid. They may nevertheless have a bearing on whether he is offered a grant, loan, job, or some combination of these.

Class rank in secondary schools of aid applicants accepted for admission

	Men	
Class rank	*Number accepted*	*Per cent offered aid*
Top fifth	117	57%
Second fifth	21	48
Third fifth	9	56
Fourth fifth	0	0
Bottom fifth	0	0
Not available	0	0

Scholastic Aptitude Test (aid) table. In 1963 the college offered financial aid to 27% of its aid applicants who had SAT-verbal scores in the range 500-549, where Carl's predicted score falls. It offered aid to 60% of those whose SAT-mathematical scores were, like Carl's predicted score, in the range 650-699. There appears to be a positive relationship between the verbal scores and financial aid offers, but the numbers in some score categories are too small for the percentages to be reliable, and the apparent correlation may be somewhat spurious. In any case, this table should be interpreted in the light of Washington and Lee's statement regarding the increased availability of financial aid.

Scholastic Aptitude Test scores of aid applicants accepted for admission

	Men			
	Verbal		*Mathematical*	
Score intervals	*Number accepted*	*Per cent offered aid*	*Number accepted*	*Per cent offered aid*
750-800	2	100%	4	75%
700-749	14	93	23	87
650-699	33	85	42	60
600-649	34	56	28	50
550-599	40	28	29	34
500-549	22	27	19	42
450-499	2	100	1	100
400-449	0	0	1	0
Below 400	0	0	0	0
Not available	0	0	0	0

Family incomes table. In 1963 the university offered financial aid to 60% of the 25 applicants whose net family incomes were between $9,000 and $10,999—the range that includes Carl's family's income. Scholarship grants to this group ranged in value from $220 to $1,200, while job and loan offers ranged from $75 to $400. These ranges show that many factors in the family's financial situation—such as the number of dependents, indebtedness, savings and other assets—were taken into account by the university in determining how much aid each applicant should receive.

Family incomes of aid applicants accepted for admission

	Men			
			Range of offers	
Income level	*Number accepted*	*Per cent offered aid*	*Scholarship*	*Job and loan*
Below $3,000	3	67%	$1,250-1,800	$410
3,000-4,999	8	50	1,100-1,750	370-475
5,000-6,999	20	80	700-1,800	230-400
7,000-8,999	23	70	400-1,500	210-480
9,000-10,999	25	60	220-1,200	75-400
11,000-12,999	33	55	180-650	60-450
13,000 or over	35	26	100-300	50-480

What the financial aid tables show. If Carl were accepted for admission to Washington and Lee, and if the university judged that he needed financial aid, it appears probable that he would be offered an appropriate amount of aid in some form—scholarship, loan, job, or a combination of these—to enable him to attend.

Definition of profile terms

The following definitions were supplied to colleges that prepared profile statements:

Applicants for admission are students who submitted all necessary forms, information, and application fees. An admissions decision was made on each of them by the college.

Per cent accepted is the number of students in 100 who were accepted for admission, from among those students who applied for admission.

Number enrolled refers to those applicants who were accepted for admission and entered the college as freshmen.

Private school means any school not supported by taxes.

Residence of applicants for admission was purposely left undefined to make it easier for colleges to report from whatever records they had. The geographic areas named in the residence table, therefore, do not necessarily have the same boundaries in every profile.

Financial aid includes all scholarships, jobs, and loans that are administered by the college.

Aid applicants refers only to those applicants for financial aid who were accepted for admission by the college. Students who applied for financial aid but were not accepted for admission are not included in the profile figures for aid applicants.

Per cent offered aid is the number of students in 100 who were offered financial aid, from among those accepted students who applied for aid.

Family income means the net family income before taxes. It is the same amount as that entered in Item 18 of the Parents' Confidential Statement, provided by the College Scholarship Service.

Washington and Lee University

Lexington, Virginia

Washington and Lee is an independent nonsectarian university for men with an undergraduate enrollment of approximately 1,075 students and an enrollment of 130 students in its School of Law. Of the 1,268 students who completed applications for the freshman class entering in September 1963, 626 were accepted and 339 enrolled. Of those who enrolled, 56% came from public high schools and 44% from private schools.

Washington and Lee seeks to have in its freshman class candidates of good character who will live successfully at a college that operates under one of the country's most distinguished honor systems; the system is completely controlled by the students. The college wishes entering freshmen to possess a high degree of maturity, high values, and a determination to excel in the academic climate they will find on the campus. In the admissions process we seek to measure candidates for evidence of a strong promise of success in a liberal arts college that offers a blend of humanistic and scientific curriculums, upper-class work in business administration and journalism, and programs preliminary to medicine, law, engineering, and the ministry.

There is no set formula for admission, but consideration is given to the caliber of work performed in the particular school the applicant has attended, the correlation between his rank in class and his College Board Scholastic Aptitude Test and Achievement Test scores (taken by January of the senior year), and information from the school concerning the candidate's personal qualities. The median SAT-verbal score of the freshmen who entered in September 1963 was 595, and the median SAT-mathematical score was 622.

In recent years approximately 7% of the entering freshman classes failed to qualify academically for the second year.

Washington and Lee hopes to enroll students who will take an interest in and contribute to campus life and extracurricular activities. One markedly successful extracurricular activity is an amateur athletic program that offers participants no financial rewards of any kind.

With a tradition going back more than 200 years and in a southern location, Washington and Lee enjoys a student body whose members come from all over the nation. This nearly unique national distribution has been achieved without imposing any geographical quotas.

Candidates' visits to the campus, arranged in advance, are cordially invited but are not required—particularly in view of the distance many applicants would have to travel.

Freshmen who have performed satisfactorily in college-level secondary school courses and on the College Board Advanced Placement Examinations may apply for both advanced placement in college courses and for credit toward graduation.

The final date for supplying a complete set of admissions credentials is February 15, although an earlier application is urged in the candidate's own interest. The majority of candidates are notified of the actions taken on their applications by March 15. An early admissions decision plan is available for those students whose first choice of college is Washington and Lee University and whose school records through the junior year, including College Board test scores, are outstanding. Washington and Lee subscribes to the Candidates Reply Date Agreement.

Of the 24 graduates listed under "military service" in the accompanying postgraduate occupations table, 10 plan to take jobs when their military service is finished and 4 will go on to graduate schools.

Financial aid

Washington and Lee provides a broad program of financial aid to students; awards are based on an applicant's over-all record of achievement and his financial need. The Parents' Confidential Statement must be filed with the College Scholarship Service by January 23, and the personal application for aid must be filed with the university by February 1.

Financial assistance consists of scholarships, loans, and jobs, which may be awarded to an applicant separately or in some combination. Amounts of all awards are reviewed each year, and a student who is receiving help may expect it to continue as long as his academic record is satisfactory and his need continues.

During 1962-63 one-fifth of the student body was receiving financial aid. The increased use of existing loan funds has made it possible to assist financially almost all accepted students who clearly need help to attend the university.

Class rank in secondary schools of applicants for admission

	Public schools (Men)		
Class rank	*Number applied*	*Per cent accepted*	*Number enrolled*
Top fifth	334	78%	128
Second fifth	193	45	49
Third fifth	113	16	12
Fourth fifth	29	0	0
Bottom fifth	9	11	0
Not available	5	0	0
			Total 189

	Private schools (Men)		
Class rank	*Number applied*	*Per cent accepted*	*Number enrolled*
Top fifth	118	74%	38
Second fifth	127	55	39
Third fifth	143	45	41
Fourth fifth	100	32	24
Bottom fifth	95	10	8
Not available	2	0	0
			Total 150

Residence of applicants for admission

Area	*Number applied*	*Per cent accepted*	*Number enrolled*
New England	81	40%	17
Middle Atlantic	263	42	58
North central	104	49	32
South	757	53	216
West, Northwest	48	54	14
Possessions, foreign	15	33	2

Scholastic Aptitude Test scores of applicants for admission

	Men					
	Verbal			*Mathematical*		
Score intervals	*Number applied*	*Per cent accepted*	*Number enrolled*	*Number applied*	*Per cent accepted*	*Number enrolled*
750-800	6	100%	4	20	100%	8
700-749	49	87	21	87	93	39
650-699	134	77	49	186	77	76
600-649	198	75	75	243	63	85
550-599	258	64	97	264	51	78
500-549	253	51	77	205	38	40
450-499	181	14	15	136	8	12
400-449	87	2	1	53	4	1
350-399	63	0	0	35	0	0
Below 350	0	0	0	0	0	0
Not available	39	0	0	39	0	0

English Composition Test scores of applicants for admission

	Men		
Score intervals	*Number applied*	*Per cent accepted*	*Number enrolled*
750-800	8	100%	2
700-749	25	96	11
650-699	83	84	38
600-649	168	78	68
550-599	241	68	93
500-549	256	57	80
450-499	187	33	24
400-449	145	15	16
350-399	72	2	2
300-349	11	0	0
250-299	1	0	0
200-249	0	0	0
Not available	71	15	5
			Total 339

Major fields of study of the class of 1963

Field of study	*Men*
History	47
Business administration and commerce	44
Economics, political science, psychology	37
English	26
Biology, chemistry, geology, physics	20
Premedicine	19
French, German, Spanish	12
Philosophy, fine arts	8
Journalism	6
Mathematics	3
	Total 222

Principal postgraduate occupations of the class of 1962

Occupation	*Men*
Graduate study	79
Employment	30
Military service	24
Other and unknown	100
	Total 233

Aid applicants accepted for admission

	Men
Aid applicants accepted for admission	147
Aid applicants offered aid	80
Aid applicants enrolled with aid	50
Aid applicants enrolled without aid	23
Aid applicants judged to have no need	28

Class rank in secondary schools of aid applicants accepted for admission

	Men	
Class rank	*Number accepted*	*Per cent offered aid*
Top fifth	117	57%
Second fifth	21	48
Third fifth	9	56
Fourth fifth	0	0
Bottom fifth	0	0
Not available	0	0

Scholastic Aptitude Test scores of aid applicants accepted for admission

	Men			
	Verbal		*Mathematical*	
Score intervals	*Number accepted*	*Per cent offered aid*	*Number accepted*	*Per cent offered aid*
750-800	2	100%	4	75%
700-749	14	93	23	87
650-699	33	85	42	60
600-649	34	56	28	50
550-599	40	28	29	34
500-549	22	27	19	42
450-499	2	100	1	100
400-449	0	0	1	0
Below 400	0	0	0	0
Not available	0	0	0	0

Family incomes of aid applicants accepted for admission

	Men			
			Range of offers	
Income level	*Number accepted*	*Per cent offered aid*	*Scholarship*	*Job and loan*
Below $3,000	3	67%	$1,250-1,800	$410
3,000-4,999	8	50	1,100-1,750	370-475
5 000-6,999	20	80	700-1,800	230-400
7,000-8,999	23	70	400-1,500	210-480
9,000-10,999	25	60	220-1,200	75-400
11,000-12,999	33	55	180-650	60-450
13,000 or over	35	26	100-300	50-480

CONFERENCE FOR ADMINISTRATORS

The 1964 Advanced Placement Program conference for administrators will be held June 25-27 at the University of Colorado in Boulder. Its chairman will be Stephen A. Romine, dean of the university's School of Education; all requests for information on this conference should be addressed to him.

COLLEGE BOARD NEWS

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March 1964 – Number 17

MEMBER SCHOOL NOMINEES CONSIDERED

Eighty-six secondary schools will be proposed for membership in the College Board at the annual membership meeting in October.

The schools will be nominated by the committee on membership from a pool of 2,757 applications. The pool was created by inviting all schools with students who took College Board tests in 1962-63 to file applications which will be considered for selection in 1964, 1965, and 1966. The closing date for applications was January 15, 1964.

Schools nominated for membership this year will be notified in late March.

Provisions for school membership call for three-year terms and rotation of members to give as many schools as possible the opportunity to serve. In the selection system, representativeness is first established according to the type of school, its geographic region, size of the student body, and number of candidates taking College Board examinations. Final selections are made at random from within groupings of schools based upon these criteria.

ADVANCED PLACEMENT CONFERENCES JUNE 25-27

The annual Advanced Placement Program conferences for school and college teachers and administrators this year will include the following: biology, Carleton College, Professor Thurlo Thomas; chemistry, Reed College, Dr. Donald T. Williams, assistant director of admissions; English, Transylvania College, John F. Harrison, chairman, department of English; foreign languages, Occidental College, Gilman H. Alkire, instructor in Russian; history, Univer-

sity of Illinois, Professor Norman A. Graebner; mathematics, University of Oklahoma, Professor John D. Hopperton; physics, Case Institute of Technology, James R. Hooper, Jr., associate dean of instruction.

Persons interested in attending a conference are asked to write to its chairman for information about conference fees and other details.

Among other actions taken at the December meeting, the Advanced Placement committee decided, on the basis of the final report of a survey conducted last autumn, not to give further consideration to adding Russian to the program at the present time.

COUNSELORS' PUBLICATIONS ANNOUNCED

The 1964 edition of the *Manual of Freshman Class Profiles* will be published by the College Board in March.

The *Manual*, a source book of information for secondary school guidance counselors, will contain descriptions of the characteristics of the freshman class entering colleges in September 1963. It will provide information on 351 College Board member colleges, an increase of 101 over the previous edition. Unlike the three previous editions, which were in loose-leaf binders, the 1964 *Manual* will be a bound volume.

An announcement describing the *Manual* in detail will be sent to schools and colleges. The price of the *Manual* will be $7 per copy.

Another publication to be available in March is the 1964-65 edition of *Admissions Schedules of the Member Colleges*. This booklet will summarize in tabular form the admissions requirements of the 543 College Board member colleges for applicants who expect to enter college as freshmen in September 1965. It indicates Board test requirements, with the colleges' required, preferred, or acceptable testing dates. It also includes the closing date for applications and indicates whether the college subscribes to the Candidates Reply Date Agreement. One copy will be sent free of charge to all schools with students who take College Board tests. Additional copies may be purchased for 50 cents each.

Copies of these publications may be ordered from: College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

GUIDANCE CONFERENCE SET

A Work Conference on Guidance for School-College Transition will be held from August 17-28, 1964, at Teachers College, Columbia University, under the auspices of the College Board and the department of guidance and student personnel administration at the college.

The conference is intended for prospective and experienced school counselors who have completed their basic programs of professional preparation but have not yet worked extensively in precollege guidance. The purpose of the conference is to assist school counselors in understanding the scope and variety of higher education; practices and trends in college admissions, placement, and financial aid; and the role of the secondary school and counselor in school-college transition. Professor Charles N. Morris of Teachers College will head the conference staff. Enrollment will be limited. The closing date for registrations is May 15, 1964. Persons interested in attending the conference may obtain further information from Professor Morris, Department of Guidance and Student Personnel Administration, Teachers College, Columbia University, New York, New York 10027.

RICHARD PEARSON NAMED PRESIDENT

Richard Pearson, Acting President of the Board since November 1963, was elected President by the board of trustees at a special meeting February 4 in New York City. Mr. Pearson had served as Executive Vice President of the Board from November 1956 until his appointment as Acting President. He was College Board program director for Educational Testing Service from 1952 to 1956, and previously was associated with the College Board and ETS in both Princeton and Los Angeles.

ENGLISH TEST COMMITTEE NAMED

A special committee of review has been appointed to survey all English examinations of the College Board and to submit findings and recommendations to the Board later this year.

The 16-member committee of school and college teachers is headed by Henry Sams, professor of English at Pennsylvania State University.

Harold Martin, professor of English at Harvard University, is vice chairman of the group and will provide liaison with the Board's Commission on English. He is chairman of the commission, which was formed in 1959 to study general problems in the teaching of English and the preparation of teachers.

Reasons for appointment of the special committee include the broadened and renewed efforts by national groups to improve and strengthen the field of English teaching, interest by College Board member colleges in the development of a satisfactory alternative to the Writing Sample, recent encouraging work in the measurement of writing ability, and expressed interest in examinations in literature as well as composition in the admissions testing program.

The new committee will evaluate all of the Board's current examinations in English, including the English Composition Test, the Writing Sample, the Advanced Placement Examination in English, and the verbal section of the Scholastic Aptitude Test. The committee will also seek to judge the present and anticipated needs for English examinations in college admissions and placement, and to coordinate its work closely with that of the Commission on English.

NEW PROGRAM STUDIED

Trustees of the College Board at their winter meeting December 12 in New York City reaffirmed their approval, in principle, of the extension of Board services at the college level.

The trustees adopted a resolution authorizing the Chairman to appoint an *ad hoc* committee to study possible extension of the Board's services at the undergraduate level and to present recommendations for possible actions.

Widespread interest has been expressed in developing admissions tests for transfer students and equivalency examinations to validate courses taken off the campus. Attention also has been drawn to the problems of financial aid for transfer students.

BOWLES ADMISSIONS STUDY PUBLISHED

Access to Higher Education, by Frank Bowles, the final report of the International Study of University Admissions, has been published by the United Nations Educational, Scientific, and Cultural Organization and the International Association of Universities. Mr. Bowles, who was President of the College Board before joining the Ford Foundation staff last November, directed the study during 1960-62 while on a leave of absence from the Board.

The 212-page book represents the first comparative study ever made of the factors in different educational systems which determine national and world-wide yields of educated persons. Although global in context and coverage, the study was based in part upon individual studies of the educational processes in 12 countries.

As a convenience to *College Board News* readers, the Board has obtained a supply of the book. Copies may be ordered at the publisher's price of $3 from: College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

PCS-USE SURVEY REPORTED

Certain financial aid practices, as established by a questionnaire survey of College Scholarship Service participants last October, will be considered by the CSS subcommittee on membership as the basis for possible new criteria for formal participation in the service.

Institutions participating in CSS currently are committed to re-

quire substantially all financial aid applicants to submit the Parents' Confidential Statement, to be prepared to report to CSS about financial awards based on the PCS, and to pay an annual participation fee of $50.

Among the results of the questionnaire, which drew 456 responses from the 512 CSS institutions questioned, were indications that more than 92 per cent of all CSS participants have some formal PCS requirement for some or all of their freshman financial aid candidates. Coincidentally, 92 per cent of all 1963-64 freshman awards made by 400 respondents were based on financial need.

TEST VOLUME INCREASES

Candidate volume for the Preliminary Scholastic Aptitude Test administrations last October was 1,020,076, an increase of about 150,000 over 1962. Seventy-six per cent of the students who took the test were secondary school juniors.

"KILL THE IQ"

"The concept of fixed general intelligence, or capacity for learning, is a hypothetical concept," Robert L. Ebel points out in *College Board Review* No. 52, Winter 1964. "At this stage in the development of our understanding of human learning, it is not a necessary hypothesis. Socially, it is not now a useful hypothesis. One of the important things test specialists can do to improve the social consequences of educational testing is to discredit the popular conception of the IQ. Wilhelm Stern, the German psychologist who suggested the concept originally, saw how it was being over-generalized and charged one of his students coming to America to 'kill the IQ.' Perhaps we would be well advised, even at this late date, to renew our efforts to carry out his wishes."

4.

5. Signature

7. Home address

15. Birth date: month day year

17. Mothers Maiden Name: (Ex: Mississippi)

19. Parents' nationality

[illegible]

4- AMEERA NAJI MUSHAFFI

6- Ameera N. Mushaffi

7- 1/187 RASHID STREET, BAGHDAD, IRAQ

15- month 1 Day 31 Year 1948

17- ALWA'LIA

18- mother [II] father [Vo]

20- ~~[illegible]~~ ~~3514~~ Massachusetts

3514 MASSACHUSETTS ~~IN~~ INSTITUTE of Technology

2562 New York University

3763 Springfield College

6 Last name: Edai-Shaoul First: Rachel Middle: Victor

7. [illegible]
Cornelia Al-Sharkia
[illegible] building Rashid Street
Baghdad

15. 11 24 1947

17. Dannoos

Mother [3] father [14]

20. (3087) Boston University 3
(2502) New York *
(2750) Queens College (New York)

4. MOSHIJ SALMAN DALLAL
6. Moshi Salman Dallal
7. 10/3/6 ALWIYAH, BAGHDAD, IRAK
month 4 Day 25 year 1948
15.
17. KAHTAN
18. Moth. [12] Father [1]

20. 3564 Massachusetts Institute of Technology
0935 McGill University (Canada)
2562 New York University

4. SABAH NASSIM NAWI

5. 6A/26 KARADA AL-SHARKIA BAGHDAD IRAQ

15. month 9 day 15 year 1947

17. Mother's Maiden Name: ANY.

19. Mother ☒ Father ☒

20. ~~[illegible] College~~

2562 New York University

2093 Columbia College (New York, N.Y.)

3087 Boston University.

4. EDWARD GEORGY NAFTALY

6. Edward Georgy Naftaly

4/5/1 Kard Al-Pasha, Baghdad IRAQ

15. month Day year

10 11 1946

17. Mothers Maiden name: KHDIAR

18. Mother [illegible] . Father [illegible]

20.

2562 New York University

3514 Massachusetts Institute of Technology

5812 University of Florida (Gainesville, Fla.)

4. ZUHAIR MENASHI DALLAL.

6. Zuhair Menashi Dallal.

7. 419 Arassah, Baghdad, Iraq.

15.

Month	Day	year
5	23	1945

17. SHASHA

18. Mother [7] Father [7]

20. 5246 George Washington University
Washington State University 4705
Stanford University 4704
San Francisco State College 4684

4. BERTINE ISAAC DABBY

6. Bertine Isaac Dabby

7. 74 / 17 / 1 Bustan AL-Khass

15. month 12 Day 23 Year 1945

17. KHDIAR

18. Mother [6] Father [8]

20. 4850 University of San Francisco
3514 Massachusetts Institute of Technology
2562 New York University

4- LISETTE MENASHY SHASHOUA.

6- Lisette Menashy Shashoua.

7- 33/1 Abu-Al-Nawas st. Bataween
Baghdad, Iraq.

15- month - Day - Year
3 - 22 - 1948

17- Mother's Maiden Name.
HESKEL-HAIM

18- Mother [12] Father [1]

20- 0935 McGill University (Canada)
1832 University of Chicago
2562 New York University

4. VILMA YOUSIF KAREEN

6. Vilma Yousif Kareen.

7. Arasa 81, ~~HINDIA~~ India, Karrada BAGHDAD, IRAQ

15.

month	Day	Year
6	10	1949

17. Mothers Maiden Name: DANGOOR.

18. Mother [4] Father [4]

20. 3514 Massachusetts Institute of Technology
0935 McGill University (Canada)
2562 New York University

4. FOUAD EZRA MUSSAFFI

6. Fouad E. Mussaffi

7 48w $\frac{17}{2}$ ~~Aurdy~~. Sadoon Baghdad Iraq.
~~Aurdy~~ Aurdy street

15) Month Day Year
9 12 1948

17) Mother maiden name:- Mussaffi

18) Mother [4] Father [1]

20) 2562 New York University
2750 Queens College
2093 Columbia College (New York, N.Y.

4- DHAFER GOURJI BALBOUL

6- Dhafer Gourji Balboul

7 Khan Dallah El Kabir Room No 14
BAGHDAD, IRAQ

15) 11-30 - ~~1964~~ 1946

17) FARAJ

18) Mother (3) Father (12)

20) 3514 Massachusetts Institute of Technology
3087 Boston University
4034 California Institute of Techology
2562 New York University
2750 Queens College (N.Y)

4 - SHOUA FRAIM MASHAAL

6 - Shoua Fraim Mashaal.

7 - 5A/2/2 Rusaf street, BAGHDAD, IRAQ

15 - Month 8 Day 19 Year 1946

17 - Mother's Maiden Name : LAWY.

18 - Mother [II] Father [II]

20 - 2562 New York University
2050 Bucknell University
3087 Boston University.

4. HENRY SALEH LOYA
6. Henry S. Loya
7. 9B Batawen, BAGHDAD IRAQ
15. Month 11 ~~November~~ Day 5 Year 1946
17. TERZI
18. Mother Don't know Father Don't know
20. 2186 Dickinson College
2562 New York University
3514 Massachusetts Institute of Technology

4. ADEL SALEH DARWISH

6. R Adel Saleh Darwish

2. 19 L Battawein, Baghdad, IRAQ.
1

15. month Day Year.
7 1 ~~1947~~
1947

17. Mother's Maiden name: ABD-AL-NABI

18. Mother ☐ Father ☐

20. 2562 New York University
~~3087 Boston "~~
3514 Massachusetts Institute of Technology
3087 Boston University.

مدرسة فرنك عيني

مدرسة شمس الاعدادية

بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ٦٤/ /
التاريخ ١٩٦٤/٢/٢٢

الى بنك الاعتماد العراقي ـ بغداد

م / طلب تحويل مبلغ (١٨٧,٥٠) دولارا)

بعد التحية ،

نظرا لاشتراك ستة عشر طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (١٨٧,٥٠) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : ـ

College Entrance Examination Board, Box 592, Princeton, New Jersey, U.S.A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا الرقم ش/ ٦٣/١٩ والمؤرخ في ١٩٦٤/٢/٢٧ تحويل مبلغ (١٦٤,٥٠) دولارا عن اجور امتحانية لطلبة كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه . هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (١٨٧,٥٠) دولارا يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني معكم الرقم ٢٠٨٨ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام ،،

عبدالله عويديا
عن المدير

الموفقات

مذكرة طلب دفع مبلغ (١٨٧,٥٠) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

صورة منه الى /
مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء ـ مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٥/٣/٦ .

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

5 Copies

No. 14th November 1964 العدد

Date ~~20th December, 1963~~ التاريخ

Our Code No.with ETS:990210

To:

College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

March 6, 1965

Dear Sirs,

I am enclosing with this letter ~~15~~ 16 Registration application cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March ~~7, 1965~~, in Baghdad. The total fees amount to ~~162.50~~ 187.50 Dollars as detailed below:

		Dollars
~~15~~ 16 SAT & Achievement Tests @ $ ~~12.50~~ 11.25		~~162.50~~ 180.00
~~2~~ 5 Additional score reports to Colleges @ $ 1.00		~~2.00~~ 5.00
One Copy of the College Handbook 1963-1965 at $2.50		2.50
Total fees:		~~164.50~~ 187.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control department in Baghdad, to enable me to transfer the sum of ~~164.50~~ 187.50 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

Obadiah

A.S.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
(U.S.A.)

مدرسة فرنك عيني

مدرسة شمس الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

الرقم ش/ ٦٤ / ٢٧ / ١٩٦٤/٢/٢٧

التاريخ

الى بنك الاعتماد العراقي – بغداد

م / طلب تحويل مبلغ (١٦٤,٥٠) دولارا

بعد التحية ،

نظرا لاشتراك ~~ستة طلاب~~ نيوشه عشر طالباً من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما • لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (١٦٤,٥٠) دولارا ، وهو المبلغ المطلوب دفعة لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :–

College Entrance Examination Board,
Box 592, Princeton, New Jersey. U.S.A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ش/٦٢/٢٥ والمؤرخ في ١٩٦٢/١٢/١٢ تحويل مبلغ (١٦٥) دولارا عن اجور امتحانية لخمسة طلاب كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه • هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (١٦٤,٥٠) دولارا يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني معكم المرقم ٢٠٨٨ واعلامنا •

هذا وتفضلوا بقبول فائق الاحترام ،،

المرفق

مذكرة طلب دفع مبلغ (١٦٤,٥٠) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب •

عباس عبد يا
~~المدير بالوكالة~~
عن المدير

صورة منه الى /

مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاءً –

مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٤/٣/٧ •

SHAMSHEEN SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

شمشين الثانوية

العلوية

تلفون ٩١٦٩٣

No. 1964 Nisan 1964

Date ~~20th December, 1963~~

Our Code No.with ETS:990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540.
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 16 application cards properly filled up by students from this school who are to sit the SAT and Achievement Tests on March 7, 1964, in Baghdad. The total fees amount to 164.50 Dollars as detailed below:

	Dollars
16 SAT & Achievement Tests @ $ 10.00	160.00
2 Additional score reports to Colleges @ $ 1.00	2.00
Total fees:	164.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control department in Baghdad, to enable me to transfer the sum of 164.50 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
(U.S.A.)

مدرسة فرنسك عيسى

و

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

الرقم ٦٢/ ٢٤ / ٦١

التاريخ ~~١٩٦١/١٢/١٢~~ ١٩٦٢/٢/٤

الى بنك الائتمان العراقي – بغداد

~~الى البنك العثماني – بغداد~~

م/ طلب تحويل مبلغ (٥٧ (١٥٥)) دولارا

بعد التحية •

نظرا لاشتراك خمسة طلاب من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة

(Scholastic Aptitude Test & Achievement Tests)

تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما • لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٥٧ (١٥٥)) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : –

College Entrance Examination Board,
Box 592, Princeton, New Jersey, U. S. A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ٣٥٨ / ٦٠ والمؤرخ في ~~١٩٦٠/١٢/١١~~ ١٩٦٠/١٢/١٤ تحويل مبلغ (١٢٩ (٥٧)) دولارا عن اجور امتحانية لاحد عشر طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه •

هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٥٧ (١٥٥)) دولارا ، يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيسى معكم المرقم ٢٠٨٨ واعلامنا •

هذا وتفضلوا بقبول فائق الاحترام •

المرفقات

مذكرة لطلب دفع مبلغ (١٥٥) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلبة

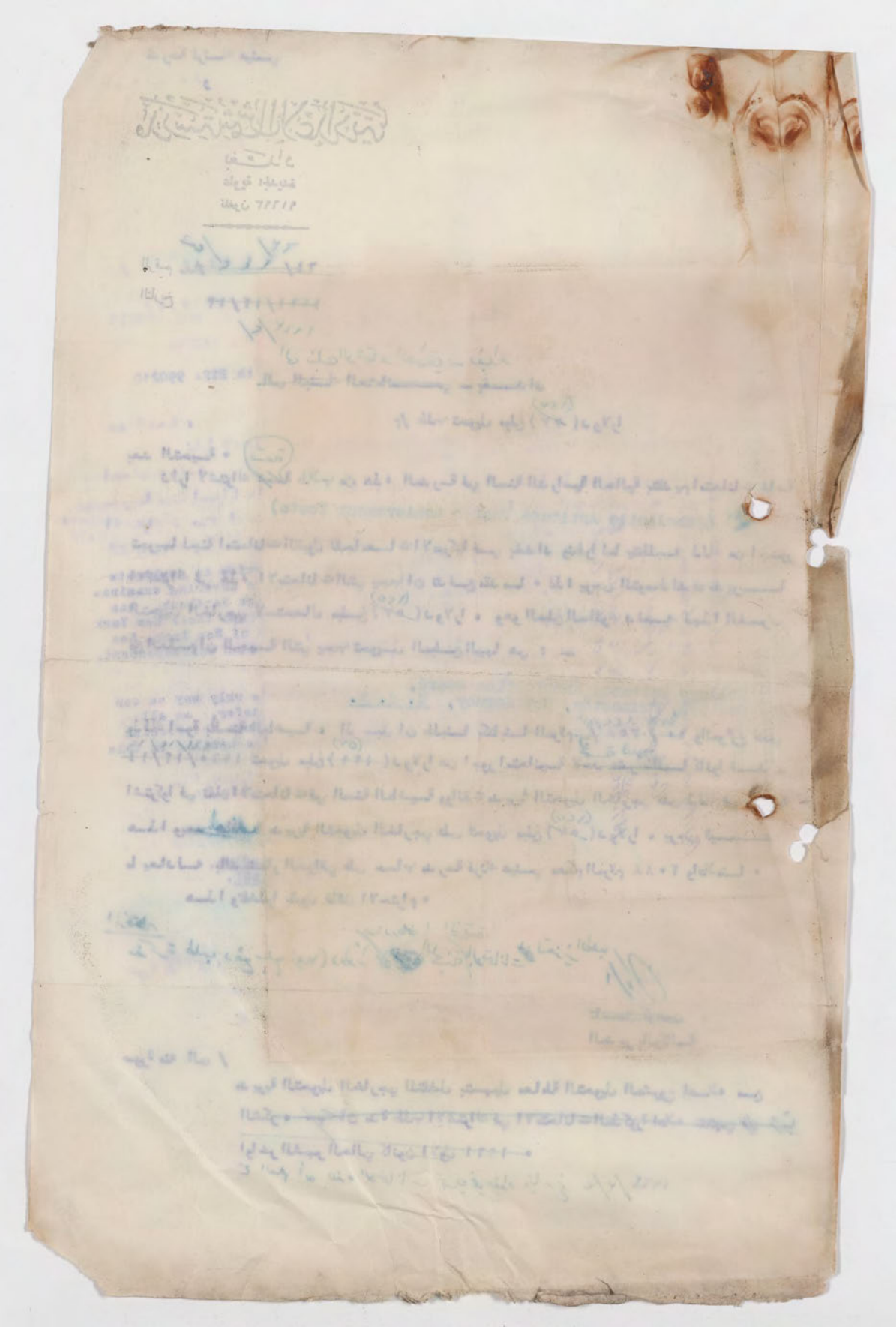
اسحق كوهين

المدير بالوكالة

صورة منه الى /

مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه مع الشكر • حيث ان مدة طلب الاشتراك في الامتحانات المذكورة اعلاه تنتهي في ~~نيسان~~ اواخر الشهر الحالي كانون الاول ١٩٦١ •

مع العلم أن هذه الامتحانات تجرى في بغداد بتاريخ ٤/٢/١٩٦٢



EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

March 1965

Received from Shamash Secondary School

One hundred eight seven dollars and 50/100 Dollars

College Board fees

$ 187. 50/100

Mrs. Elizabeth C. Bryan
Acct. & Rec. Dept.

Made in U. S. A.

INVOICE

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET
PRINCETON, NEW JERSEY

COLLEGE ENTRANCE
EXAMINATION BOARD

	CORRECT FEE	AMOUNT PAID	AMOUNT DUE
DATE 12/1/64			
EXAMINATION FEE March	180.00 (16@11.25)		
EXTRA SCORE REPORTS	5.00 (@ 1.00 each)		
COLLEGE HANDBOOK	2.50 (1)		
CENTER CHANGE			
TRANSFER FEE			
LATE REGISTRATION FEE			
	Total –		$187.50

Shamash Secondary School
Attn. Mr. A. S. Obadish, Principal
New Alwiyah
Baghdad, Iraq

TO INSURE PROPER CREDIT TO YOUR ACCOUNT YOU MUST RETURN THIS INVOICE WITH YOUR REMITTANCE

Bill sent in duplicate

INVOICE

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET
PRINCETON, NEW JERSEY

COLLEGE ENTRANCE
EXAMINATION BOARD

DATE	CORRECT FEE	AMOUNT PAID	AMOUNT DUE
12/14/64			

EXAMINATION FEE	March 180.00 (16@11.25)
EXTRA SCORE REPORTS	5.00 (@ 1.00 each)
COLLEGE HANDBOOK	2.50 (1)
CENTER CHANGE	
TRANSFER FEE	
LATE REGISTRATION FEE	
	Total – $187.50

Shamash Secondary School
Attn. Mr. A. S. Obadiah, Principal
New Alwiyah
Baghdad, Iraq

TO INSURE PROPER CREDIT TO YOUR ACCOUNT YOU MUST RETURN THIS INVOICE WITH YOUR REMITTANCE

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 19th February, 1965 التاريخ .....

Our Code No.with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, 08540,
New Jersey.
U.S.A.

Dear Sirs,

I have received the enclosed invoice in duplicate about a month ago. The sum of 187.50 dollars covering examination fees, extra score reports and one College Handbook, has been remitted by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

مدرسة فرنك عيني

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

الرقم ش/ ٦٥/

التاريخ ١٩٦٥/١/٣٠

الى بنك الاعتماد العراقي ـ بغداد

الموضوع: طلب تحويل مبلغ (١٨٧٫٥٠) دولارا .

بعد التحية ،

نظرا لاشتراك ستة عشر طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (١٨٧٫٥٠) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :ـ

College Entrance Examination Board, Box 592, Princeton, New Jersey, 08540, U.S.A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ش/١٩/٦٤ والمؤرخ في ١٩٦٤/٢/٢٧ تحويل مبلغ (١٦٤٫٥٠) دولارا عن اجور امتحانية لثلاثة عشر طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه . هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (١٨٧٫٥٠) دولارا يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني محكم المرقم ٢٠٨٨ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام »

عبد الله عبندا

عن المدير

المرفقات :

مذكرة طلب دفع مبلغ (١٨٧٫٥٠) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

صورة منه الى :

مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٥/٣/٦ .

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

شمش الاعدادية

علوية

بغداد

تلفون ٩١٦٩٣

No. _____ الرقم

Date 19th February, 1965 التاريخ

Our Code No. with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, 08540,
New Jersey.
U.S.A.

Dear Sirs,

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Yours faithfully,

A.S. Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 14th November, 1964 التاريخ .....

Our Code No.with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 16 Registration cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March 6, 1965 in Baghdad. The total fees amount to 187.50 Dollars as detailed below:

	Dollars
16 SAT & Achievement Tests @ $ 11.25	180.00
5 Additional score reports to Colleges @$1.00	5.00
1 Copy of the College Handbook 1963-1965 @$2.50	2.50
Total fees:	187.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control Department in Baghdad, to enable me to transfer the sum of 187.50 Dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S.Obadiah

A.S.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
U.S.A.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 14th November, 1964 التاريخ .....

Our Code No.with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

Dear Sirs,

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	Dollars
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Yours faithfully,

A.S.OBADIAH,
Principal.

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Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
U.S.A.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

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College Entrance Examination Board,
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(U.S.A.)

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Yours faithfully,

A.E.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
U.S.A.

INVOICE

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET
PRINCETON, NEW JERSEY

COLLEGE ENTRANCE EXAMINATION BOARD

	DATE	CORRECT FEE	AMOUNT PAID	AMOUNT DUE
EXAMINATION FEE	Mar 1/20 13 C.S. @12.50			162.50
EXTRA SCORE REPORTS	2 @ 1.00			2.00
COLLEGE HANDBOOK				
CENTER CHANGE				
TRANSFER FEE				
LATE REGISTRATION FEE				
				164.50

Shamash Secondary School
G. A. S. Obadiah Principal
New Alwiyah, Baghdad
Iraq

TO INSURE PROPER CREDIT TO YOUR ACCOUNT YOU MUST RETURN THIS INVOICE WITH YOUR REMITTANCE

THE PENNSYLVANIA STATE UNIVERSITY
109 WILLARD BUILDING
UNIVERSITY PARK, PENNSYLVANIA, 16802

Office of Student Affairs
Dean of Admissions and Registrar

Area Code 814
865-5471

From: Robert G. Bernreuter
Dean of Admissions & Registrar

To: Secondary School Principals & Headmasters

This is a request for information which will be of assistance to us in the consideration of applicants from your school. Please complete the enclosed card and return it to this office in the addressed envelope included for your convenience.

It would be most helpful to us to have this card returned promptly. By collecting the information at this time it is not necessary for us to ask for it on the application form.

Your cooperation is appreciated.

For the class graduating June 1964:

Total Number of students in Class of 1964 who are entering College or University this Fall (1964) in a Bachelor's Degree Program 22

Total Number of students in graduating class, June 1964 [illegible]

The Pennsylvania State University
Office of Student Affairs
The Admissions Office

By Registered Air Mail

By Registered Air Mail

نموذج

To:

College Entrance Examination Board,
Box 592, Princeton, New Jersey, 08540,
(U.S.A.)

For: A.S. Shadid, Principal
Jawad Sender School
New Alwiyah, Baghdad, Iraq

AMERICAN INSTITUTE OF LANGUAGES
Alwiya Post Office Circle
Baghdad, Iraq

Date _____

_____ has been given a three-hour examination to determine proficiency in the English language. The standard applied is the level of proficiency necessary to pursue undergraduate university training in the United States.

Ability:	Excellent	Good	Fair	Poor
1. To speak English	_____	___	___	___
2. To understand spoken English	_____	___	___	___
3. To understand written English	_____	___	___	___
4. To express thoughts in written English	_____	___	___	___
5. To understand English grammar	_____	___	___	___

Basis of evaluation for items 1-5 above:

Items 1 and 2: oral interview; Item 3: adapted version of AULC "Vocabulary and Reading Test"; Item 4: original 1-hour composition on assigned topic; Item 5: AULC "English Usage Test for Non-Native Speakers of English" (Form A or B)

Rating of language Proficiency in Speaking and Understanding English (using evaluation criteria of AULC Oral Rating Form) _____

Assigned composition topic _____

AULC English Usage Test (Form) Score _____

GENERAL RATING

( ) Should have no difficulty.

( ) English adequate, but should have "special vocabulary enlargement" of listening to advanced tapes and lectures of specialization in the accepting university's language laboratory for about two or three weeks at about three hours per day.

+( ) Should be able to manage if the school guarantees special English training for the candidate, along with his regular courses.

( ) Should have intensive English at any acceptable language institute for a period of approximately _____ providing the university will accept the candidate upon successful completion of such an intensive course.

( ) Should pursue an English course in his own country until he reaches a higher proficiency, then plan to enroll in an intensive English course in the United States, prior to university enrollment.

+ If this category is not available, then the next lower category should be pursued.

REMARKS:

THIS TRANSCRIPT IS OFFICIAL AND ACCURATE ONLY IF IT BEARS THE SEAL OF THE AMERICAN INSTITUTE OF LANGUAGES AND IS RECEIVED DIRECTLY THEREFROM.

Test of English as a Foreign Language

Bulletin of Information for Candidates 1964

EDUCATIONAL TESTING SERVICE

General information

Be sure to read this *Bulletin of Information* carefully if you plan to take the test. It will explain how to register for the test and tell you where you may take it. You will also find information about how your scores will be reported.

NATURE AND PURPOSE OF THE TEST

The Test of English as a Foreign Language (TOEFL) is given in one session lasting about three and one-half hours. It is divided into five parts, each part measuring an important language skill:

LISTENING COMPREHENSION	A test of the ability to understand spoken English
ENGLISH STRUCTURE	A test of recognition and control of important structural and grammatical points of spoken English
VOCABULARY	A test at a fairly advanced level of the vocabulary required for efficient reading
READING COMPREHENSION	A test of the ability to read and understand English prose, including the ability to draw conclusions and make inferences
WRITING	A test of effective style, usage, and diction in written English

This test is on an advanced level and is primarily designed to evaluate the English proficiency of foreign students for use by colleges and universities in the United States as part of their admissions procedures.

WHO MAY TAKE THE TEST

Any person who plans to enter a college or university in the United States and whose native language is not English may take this test. Most colleges and universities in the United States now require some evidence of the English proficiency of foreign applicants. Some institutions will specifically ask that this test be taken; others will accept the results of any good test of English.

Find out from the institutions of your choice what kind of evidence of your English competence they will need. If this test is required or recommended, find out when you should take it. It is usually a good idea to take the test at your earliest opportunity so that the institutions will have ample time to consider your application.

TEST DATES

The Test of English as a Foreign Language will be given on February 17, 1964, and on November 2, 1964. Your registration form and test fee must be *received* in Princeton, New Jersey, no later than *January 17, 1964*, if you will take the test on the February 17 test date, or no later than *October 2, 1964*, if you will take the test on the November 2 test date. When your registration form and test fee are received in Princeton, you will be mailed an admission ticket and the *Student Handbook* (see page 10).

HOW TO REGISTER

When you have decided on what date you will take the test, you will register for it by filling out the registration form in this BULLETIN. Then send your completed registration form, with the test fee, in the envelope provided in this BULLETIN. You must place the necessary airmail postage on the envelope which has been pre-addressed to: Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey 08540, U.S.A.

TEST FEE

The regular test fee is ten dollars ($10). Candidates applying from outside the United States or its possessions must submit fees by International Money Order made payable to Educational Testing Service. Residents of North America may pay by check or money order; however, checks are acceptable only if drawn on a bank account in the United States (or Canada).

Registration forms received in Princeton after the regular closing date of January 17 or October 2, are subject to a late registration fee of three dollars ($3), which should be included with the regular fee of ten dollars ($10). Please note that Educational Testing Service does not guarantee acceptance of registration after the regular closing dates, but will make every effort to see that you are tested. If Educational Testing Service cannot accept your registration, a refund of the fee you have paid will be sent to you.

WHERE TO TAKE THE TEST

Educational Testing Service has established test centers in the cities on the following list. After studying this list, select the center that will be the most convenient place for you to take the test. You do not have to take the test in your own country, and may find another center more convenient.

Center list

AFRICA

ALGERIA
103 Algiers

BASUTOLAND
191 Roma

CAMEROON
121 Buea

CONGO
161 Leopoldville

ETHIOPIA
102 Addis Ababa

GHANA
101 Accra

KENYA
175 Nairobi

LIBERIA
170 Monrovia

LIBYA
116 Benghazi
217 Tripoli

MOROCCO
186 Rabat
209 Tangier

NIGERIA
137 Enugu
158 Lagos

RHODESIA
194 Salisbury

SIERRA LEONE
139 Freetown

SOUTH AFRICA
149 Johannesburg

SUDAN
154 Khartoum

TANGANYIKA
133 Dar-es-Salaam

TUNISIA
218 Tunis

UGANDA
152 Kampala

UNITED ARAB REPUBLIC
123 Cairo

ASIA

AFGHANISTAN
151 Kabul

BRITISH CROWN COLONY
145 Hong Kong

BURMA
187 Rangoon

CAMBODIA
182 Phnom Penh

CEYLON
127 Colombo

INDIA
111 Bangalore
119 Bombay
124 Calcutta
134 Delhi

IRAN
204 Shiraz
211 Tehran

IRAQ
109 Baghdad

ISRAEL
212 Tel Aviv

JAPAN
155 Kobe
199 Sapporo, Hokkaido
200 Sasebo
215 Tokyo

JORDAN
104 Amman

KOREA
201 Seoul

LAOS
220 Vientiene

LEBANON
114 Beirut

INDONESIA
136 Djakarta, Java
150 Jogjakarta, Java
179 Palembang, Sumatra

MALAYSIA
156 Kuala Lumpur, Malaya
157 Kuching, Sarawak
181 Penang, Penang Island
203 Singapore

PAKISTAN
131 Dacca
153 Karachi
159 Lahore

SAUDI ARABIA
135 Dhahran

SYRIA
132 Damascus

TAIWAN
208 Taipei

THAILAND
112 Bangkok
126 Chiang Mai

TURKEY
105 Ankara
147 Istanbul
148 Izmir

VIETNAM
193 Saigon

AUSTRALIA AND NEW ZEALAND

AUSTRALIA
167 Melbourne, Victoria
207 Sydney, New South Wales

NEW ZEALAND
221 Wellington

EUROPE

AUSTRIA
219 Vienna

BELGIUM
120 Brussels

DENMARK
129 Copenhagen

ENGLAND
164 London

FRANCE
180 Paris

GREECE
108 Athens
214 Thessaloniki

ITALY
169 Milan
192 Rome

NETHERLANDS
213 The Hague

NORWAY
176 Oslo

PORTUGAL
163 Lisbon

SPAIN
165 Madrid
202 Seville

SWEDEN
205 Stockholm

SWITZERLAND
140 Geneva
222 Zurich

WEST GERMANY
117 Berlin
138 Frankfurt
144 Hamburg
174 Munich

NORTH AMERICA

BRITISH HONDURAS
115 Belize

CANADA
173 Montreal
177 Ottawa
183 Quebec
216 Toronto

CANAL ZONE
110 Balboa Heights

COSTA RICA
195 San Jose

EL SALVADOR
196 San Salvador

GUATEMALA
142 Guatemala City

HONDURAS
210 Tegucigalpa

MEXICO
168 Mexico City
171 Monterrey

NICARAGUA
166 Managua

PUERTO RICO
190 Rio Piedras

UNITED STATES OF AMERICA
301 Coral Gables, Florida
302 New York, New York

PACIFIC ISLANDS

AMERICAN SAMOA
178 Pago Pago, Tutuila

BRITISH PACIFIC ISLANDS
206 Suva, Fiji Islands

PHILIPPINES
146 Iloilo
184 Quezon City

SOUTH AMERICA

ARGENTINA
122 Buenos Aires
130 Cordoba

BOLIVIA
160 La Paz

BRAZIL
188 Recifé
189 Rio de Janeiro
198 Sao Paulo

BRITISH GUIANA
141 Georgetown

CHILE
128 Concepcion
197 Santiago

COLOMBIA
113 Barranquilla
118 Bogota

ECUADOR
143 Guayaquil
185 Quito

PARAGUAY
107 Asuncion

PERU
106 Arequipa
162 Lima

URUGUAY
172 Montevideo

VENEZUELA
125 Caracas

WHO RECEIVES SCORE REPORTS

This test is intended to give information concerning your English proficiency to institutions or agencies that you may plan to enter. Score reports will go only to such institutions. They will not be sent to the person taking the test.

For the regular test fee of ten dollars ($10), Educational Testing Service will send a score report directly to each of the institutions (maximum of three) that you list in item 6 of your registration form. If you list more than three institutions, there is an additional charge of one dollar ($1) for each extra institution. Also, if you make a separate request after mailing in your registration form (even though you have listed fewer than three institutions on the registration form), there is a charge of one dollar ($1) for each institution. You may make this request for additional score reports from Educational Testing Service up to the test date, but not thereafter.

If you wish to have additional score reports sent to institutions *after* the test date, your request should be mailed to:

575

AIR MAIL

Test of English as a Foreign Language
Educational Testing Service
Princeton, New Jersey 08540
U.S.A.

PLACE AIR MAIL POSTAGE HERE

gnm

Enclosed in the attached envelope is your registration form. To separate the envelope from the Bulletin, *tear this tab along the perforation and the envelope will fall free.*

Use this envelope to return your registration form and fee.

CLOSING DATES FOR SUBMITTING COMPLETED REGISTRATION FORM AND FEE

The *deadlines* for the receipt by Educational Testing Service in Princeton, New Jersey of your completed test registration form and fee are:

Closing Date	Examination Date
January 17, 1964	February 17, 1964
October 2, 1964	November 2, 1964

No guarantee is made that you will be tested if you register after the closing date. However, Educational Testing Service will accept registration forms received after the closing date for an additional fee of $3.00, if space is available at the test center.

YOU WILL RECEIVE AN ADMISSION TICKET VALID ONLY FOR ONE DATE AND CENTER

Test of English as a Foreign Language—1964

Do NOT write in this space

		Description of Services	Fees	Amount Remitted
8.	FEES (See page 4)	Regular test fee	$10.00	$
		Late registration fee (for registration forms received after January 17 or October 2, as appropriate.)	$ 3.00	$
		Score reports in addition to 3 normally sent (see item 5)	$ 1.00 each	$
		Form of remittance: See Bulletin of Information, page 4. International Money Order ☐ Check ☐ Make checks payable to: Educational Testing Service	Total Amount Enclosed →	$

9. Your Address for Admission Ticket

Enter here and in the address oval below, the address at which you wish to receive your admission ticket.

Number and Street

Town or City | District, Province, or State | Country

DO NOT DETACH

DO NOT DETACH

DIRECTIONS FOR FILLING OUT OVAL SPACE

This address slip will be used to airmail you your admission ticket and Handbook. In the oval space enter your name and the address given on line 9 above.

The exact address of the place to which you should report for assignment to an examination room will be printed on your admission ticket.

Name
Number and Street

City | District, Province or State | Country

BE CERTAIN THAT THE ADDRESS GIVEN IN THIS OVAL IS EXACTLY THE SAME AS THAT GIVEN ON LINE 9 ABOVE.

TOEFL TOEFL TOEFL TOEFL

Director, TOEFL
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036
U.S.A.

Include in your request the following information: the test name (TOEFL), the date on which you took the test, your registration number, your complete name, and $1 (International Money Order) for each institution to which a report is to be sent.

Scores cannot be cancelled at the request of the candidate. The scores will be reported automatically to the institutions named on your registration form.

APPLICATION FOR ADMISSION TO AN INSTITUTION IN THE UNITED STATES

Please note that registration for the Test of English as a Foreign Language does NOT constitute application for admission to any institution. Application for admission to an institution must be made by filing appropriate papers with the particular colleges or universities in which you are interested, as directed by the admissions office of the institution concerned.

When you make application to an institution to which you request that scores be sent, please include on your application for that institution the following information:

1) you have taken the Test of English as a Foreign Language
2) the date you took the test
3) you have requested that your scores be sent to the institution.

ADMISSION TO THE TEST

After your registration form and fee have been received at Educational Testing Service, you will be mailed an admission ticket. The admission ticket will indicate the test date and the exact address of the center to which you should report for assignment to a testing room. You must take this admission ticket with you to be admitted to the test center.

The bottom section of the registration form, on which you print your name and address, will be used as a mailing label to airmail you your admission ticket. The mailing label bears your

12077 **Fill in line 2 in your own handwriting. Typewrite or print in ink all other information requested.** **1964**

1.	NAME	LAST (family) NAME / FIRST NAME / MIDDLE NAME	Check ONE Test Date February 17 ☐ November 2 ☐
2.	SIGNATURE	Write name in usual manner as if signing a business letter.	
3.	HOME ADDRESS	Number and Street Town or City / District, Province or State / Country	
4. & 5.	BIRTH DATE and SEX	Birth Date month / day / year ▶ Check one: Male ☐ Female ☐ Sex	

					Do Not Write in Boxes Below
6.	SCORE REPORTS (See Bulletin of Information page 8.)	Institution	Address	Level (If graduate, give school or department)	
		1		☐ Undergraduate ☐ Graduate →	1
		2		☐ Undergraduate ☐ Graduate →	2
		3		☐ Undergraduate ☐ Graduate →	3
	(Enclose $1 for each score report after first three.)	4		☐ Undergraduate ☐ Graduate →	4
		5		☐ Undergraduate ☐ Graduate →	5
		6		☐ Undergraduate ☐ Graduate →	6

7. TEST CENTER — Select center from list on pages 5-8 in Bulletin of Information. Print the city, country and center number below.

City / Country / Center Number

DO NOT DETACH — DO NOT DETACH

12077
This is your Registration Number

Candidates must report promptly. No one will be admitted after a test has begun. Take with you 3 or 4 sharpened #2 (medium soft lead) pencils or a mechanical pencil with soft lead and an eraser. No pencils or erasers will be provided at the center. You will not be permitted to take any books, papers or dictionaries into the testing room.

SCHEDULE

8:45 A.M. Report at Test Center
9:00 A.M. Test Begins
12:30 P.M. Test Session Ends (Approximate)

Information about refunds for candidates absent from examinations is given in the Bulletin of Information. Any future communications with Educational Testing Service should include a reference to The Test of English as a Foreign Language, your registration number, your name and the date on which the test was taken or should have been taken.

THIS PART OF THE REGISTRATION FORM WILL BE RETURNED TO YOU WITH YOUR ADMISSION TICKET. BE SURE TO TAKE IT WITH YOU TO THE TEST CENTER

TOEFL TOEFL TOEFL TOEFL

registration number. This is the number that identifies all of your papers and records at Educational Testing Service. It is extremely important that you take this mailing label, as well as your admission ticket, to the test center so that you will have your registration number to copy onto your answer sheet before you take the test. If you do not have your registration number, or do not copy it correctly, there may well be a delay in identifying and reporting your test scores.

The mailing label also gives you information about the time to report for the test, the kind of pencils you should furnish, and other necessary details.

STUDENT HANDBOOK

After your registration form has been sent to and received at Educational Testing Service, you will be sent a *Student Handbook* which will tell you how to prepare for the test and will give you sample questions of the kinds you will be asked on the test. A sample of the answer sheet to be used is included in the *Handbook*. Record your registration number on the sample answer sheet and save it so that you will have your registration number to enter on all correspondence concerning this test. The *Handbook* also contains important information about the procedures you will follow at the center.

ON THE DAY OF THE TEST

This is the time schedule on each testing date:

8:45 a.m.	Candidates report to examination center
9:00 a.m.	Examination begins
12:30 p.m.	Examination ends (approximate)

The test lasts approximately three and one-half hours, and is given in one morning session. The actual test is scheduled to start at 9:00 a.m. *No candidate will be admitted to a testing room after the test has begun.*

All directions, which will be printed in the test book and also will be read aloud by the test supervisor, will be in *English*. No dictionaries or other books or notes are allowed.

INABILITY TO TAKE THE TEST

Educational Testing Service will refund part of your test fee if you have registered for the test and are unable to take it, provided you return your admission ticket within sixty (60) days after the date and request a refund. The amount refunded will be the total fee you paid less five dollars ($5) to cover the expense of registration and cancellation.

HOW TO FILL OUT THE REGISTRATION FORM

The registration form enclosed in the envelope in this BULLETIN should be filled out with a pen or typewriter. If you use a pen, please print everything except your signature which should be written on line 2 just as you would sign a business letter.

The spaces on the registration form are numbered. You will find below short explanations of what you are to put in each space. The explanations have the *same numbers as* the spaces. Before you fill in each space, please read carefully the explanation about that space.

1. Print or type your last name (family name), then your first name, then your middle name. Please do not use initials. You must use the same form of your name that you give on this line on all documents (registration form, answer sheet, a request for score reports, or correspondence) used in this testing program. At the end of this line, place a check in the appropriate box to indicate the date on which you will take the test.

2. Sign your name in full, as if signing a business letter.

3. In this space you are to print your complete home address. This should be a permanent mailing address, not a university address or temporary box number.

4. & 5. Give the date of your birth and place a check in the appropriate box to indicate your sex.

6. List here the institutions or agencies to which you wish your scores reported. You should print the name and address of the college or university to which you are applying for entrance. Then check the appropriate box "undergraduate" or "graduate"

for which you are applying. If you are applying for graduate work, you must also indicate the school, division, or department. This listing should be the one shown on the institution's informational material. Keep a record of the institutions and addresses to which you have requested that scores be sent to avoid duplication of requests.

7. To fill out line 7 (Test Center) first refer to the Center List beginning on page 5. This list is arranged alphabetically by continent, country, and city. When you have found the name of the city where you want to take the test, you will see next to the name of the city a center number. Copy the name of the city, the country, and the number of the test center you have chosen on line 7.

8. The fee for the Test of English as a Foreign Language is $10. There is an additional charge of $3 for registration forms received after the closing dates. See page 4 of this BULLETIN OF INFORMATION. If you have listed more than three institutions in item 6 there is a charge of $1 for each institution after the three normally sent. Enter in each space of item 8 the fee due. On the line "Total amount enclosed," add the amounts entered above and enter the total. Place a check in the box to indicate the form of remittance. See page 4 for further details.

9. When your registration form is received, Educational Testing Service will send you an admission ticket. Enter on line 9 the address to which you want your ticket sent.

The bottom section of the registration form will be used to airmail you your admission ticket. In the oval space print your name and the address to which you wish the ticket sent. Be sure that the address you print in the oval space is the same as the address on line 9.

• • •

When you have completed all the information on the registration form, put it, along with your International Money Order, in the pre-addressed envelope in this BULLETIN. Apply the proper airmail postage to the envelope and mail it.

NOTES

NOTES

2	7	Sleeman
2	6	al Hakim
1	0	Rabee
3	5	Sion
6	8	Musaffi
3	6	Loya
3	5	Shaoul
1	4	Dangoor
1	6	Kareen
1	4	Obadiah
0	3	Yahia
5	5	Dallal
4	8	Mubllem
2	6	Solomon
1	5	Shashona
1	4	Minassian
2	10	Mashaal *
1	8	Talwar

Jake

These are the Frank Iny students scores.

ORAL RATING FORM

for

Rating Language Proficiency in Speaking and Understanding English

Name of applicant..... Date.....

Name of interviewer..... Place.....

I. COMPREHENSION

..... 5. Understands everything; no adjustments in speed or vocabulary are needed.

..... 4. Understands nearly everything at normal speed, though occasional repetition may be necessary.

..... 3. Understands fairly well at slower-than-normal speed with some repetition.

..... 2. Obviously has trouble understanding; frequent adjustments in speed and vocabulary are necessary.

..... 1. Understands only very general conversational subjects at slow speed with frequent repetitions.

..... 0. Cannot be said to understand even simple conversational English.

II. PRONUNCIATION (including word accent and sentence pitch)

..... 5. Speaks with few (if any) traces of "foreign accent."

..... 4. Pronunciation understandable, but one is always conscious of a definite "accent."

..... 3. "Foreign accent" necessitates concentrated listening and leads to occasional misunderstanding. Words and sentences must sometimes be repeated.

..... 2. Many serious errors in pronunciation (e.g., *still* sounds like *steel*, *laws* sounds like *loss*), word accent (words are frequently accented on the wrong syllable), and sentence pitch (statements have the "melody" of questions, etc.). Frequent repetitions are required.

..... 1. Very hard to understand because of sound, accent, pitch difficulties.

..... 0. Pronunciation would be virtually unintelligible to "the man in the street."

III. GRAMMAR AND WORD-ORDER

..... 5. Uses English with few (if any) noticeable errors of grammar or word-order.

..... 4. In general uses "good English," but with occasional grammatical or word-order errors which do not, however, obscure meaning (e.g., "I am needing more English," "He gave to me the letter").

..... 3. Meaning occasionally obscured by grammatical and/or word-order errors.

..... 2. Grammatical usage and word-order definitely unsatisfactory; frequently needs to rephrase constructions and/or restricts himself to basic structural patterns (e.g., uses the simple present tense where he should use past or future).

..... 1. Errors of grammar and word-order make comprehension quite difficult.

..... 0. Speech so full of grammatical and word-order errors as to be virtually unintelligible to "the man in the street."

(OVER)

IV. VOCABULARY

..... 5. Use of vocabulary and "idioms" is virtually that of a native speaker of English.

..... 4. Rarely has trouble expressing himself with appropriate vocabulary and "idioms."

..... 3. Sometimes uses inappropriate terms and/or round-about language because of inadequate vocabulary.

..... 2. Frequently uses the wrong words; speech limited to simple vocabulary.

..... 1. Misuse of words and very limited vocabulary make comprehension quite difficult.

..... 0. Vocabulary is inadequate for even the simplest conversation.

V. GENERAL SPEED OF SPEECH AND SENTENCE LENGTH

..... 5. Speech speed and sentence length are those of a native speaker.

..... 4. Speed of speech seems to be slightly affected by language problems.

..... 3. *Both* speed of speech *and* length of utterance are apparently affected by language difficulties and limitations or by native language habits.

..... 2. Speed of speech and length of utterance seem *strongly* affected by language difficulties and limitations or by native language habits.

..... 1. Speed of speech and length of utterance are so far from normal as to make conversation quite difficult.

..... 0. Speech is so halting and fragmentary, or affected by native language habits, as to make conversation with "the man in the street" almost impossible.

COMMENTS:

TOTAL RATING .....(25 possible points)

x 4 .....(multiply by 4 to convert score to percents)

THE AMERICAN LANGUAGE INSTITUTE, GEORGETOWN UNIVERSITY
Washington, D. C.
1962

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540

May 1964

MEMORANDUM FOR: *College Admissions Officers/Secondary School Guidance Directors*

SUBJECT: *Additional Information on the new College Board Mathematics Achievement Tests*

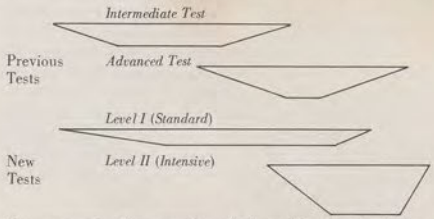
REFERENCE: *Basic Changes in College Board Mathematics Tests, December 1963*

It has become apparent from reactions to the December 1963 memorandum "Basic Changes in College Board Mathematics Achievement Tests" that there is need for further clarification of the nature of the new tests and for a frame of reference for comparing them with those offered up to this time.

This memorandum will attempt to answer the questions that have been raised by the December memorandum and to make clearer the preparation necessary for the Level II test and the composition of the candidate group who should take it. *Please forward one copy of this memorandum to the chairman of your mathematics department.*

How do the tests compare?

A visual presentation of the content range and the emphasis in each test may be helpful. In the following diagrams, the horizontal dimension indicates the content covered from the most elementary secondary school mathematics at the left to more advanced topics at the right. The vertical dimension in each case is an indication of the emphasis in terms of number of questions in the test which would deal with subject matter at the various stages of development of mathematical knowledge. A third dimension, which could not be shown, might be called depth of understanding. While all the tests stress understanding of concepts and the application of ideas in new situations rather than rote recall, Level II will require more insight in solving problems and greater understanding of the concepts tested than the other tests.



To summarize the meaning of these diagrams verbally: the present Intermediate and Advanced Tests are both broad-range tests with a wide area of overlap. The Advanced test tends to put its major emphasis at about the middle of its range, and includes some questions on what would traditionally be considered fourth year subject matter.

Level I, which is designed to be the College Board's principal achievement test for admissions purposes, will be a very broad-range, cumulative test sampling practically all the content of both the previous tests. It will contain less very elementary material and have less concentration at any one level. The Level II test will not go much beyond the present Advanced Test in topics included, but its concentration will be toward the upper end of the Advanced Test spectrum and it will require greater depth of understanding of the concepts tested.

What preparation is expected for the two new tests?

It is important to reemphasize that the introduction of the new tests is not ushering in a revolutionary change in the kind of mathematics being tested, nor does it imply a sudden sharp shift toward "modern mathematics" at either level. Over a period of years, the College Board Mathematics Tests have been undergoing a gradual shift toward the program of the College Board Commission on Mathematics, particularly in those areas where this program is in fundamental agreement with the various newer curriculum groups and texts and with the Report of the Secondary School Curriculum Committee of the National Council of Teachers of Mathematics. This gradual evolution will continue in the new tests.*

The introduction of the two new tests is intended, rather, to provide fairer and more comprehensive measurement for all students in a period when differences in mathematics courses offered by schools are unusually great and when curriculums are changing rapidly. While the Level I test will be a very adequate test for admission purposes for a large majority of schools and colleges, the offering of the Level II test is a frank recognition of the fact that a growing number of secondary schools are now

*A discussion of the nature and philosophy of these shifts can be found in an article entitled *Mathematical Reform and The College Board Mathematics Examinations* by Sheldon S. Myers and Marion G. Epstein American Mathematical Monthly, Vol. 70, No. 6, June-July 1963, pp. 665-667.

offering courses which go deeper and extend further than has been customary in the traditional program. Neither the Level I test nor the previous Advanced Test would provide an opportunity for high ability students who have taken such courses to demonstrate their knowledge and ability. It is for these students that the Level II test is designed.

Many students who would have been prepared for the Advanced Test will not have the preparation necessary for the Level II test. While it is not expected that everyone who takes either mathematics test will be familiar with every topic tested, a student can be expected to do well on the Level II test only if his courses have included most of the following:

a) substantial exposure to functions and the relations between functions and their graphs, including polynomial, exponential, and logarithmic functions (about 20% of the test)

b) enough trigonometry to be able to deal with radian measure, graphs, inverse trigonometric functions, trigonometric equations, polar coordinates (trigonometry about 20% of the test)

c) coordinate geometry through the conics

d) the complex number system

e) some familiarity with such topics as sequences, limits, probability.

This is not in any way a complete list of topics—rather it is an indication of the material included that may be beyond what has been taught customarily in a 3½-4 year traditional course sequence. The test will not include any calculus questions.

Both tests will continue to assume an understanding of such things as inequalities, absolute value, the structure of the number system. Set notation may be introduced in one or two questions. Both tests will also continue to test for understanding of concepts and for the application of knowledge, rather than for rote recall. While there will be some overlap in the topics covered in the tests, the Level II test will concentrate on more advanced topics and will demand greater depth of understanding.

At the end of this memorandum are the sets of sample questions which will appear in the 1964 edition of *A Description of the College Board Achievement Tests*. A study of these questions by your mathematics department may clarify further the nature of the two tests and verify that the tests will not constitute a revolutionary change.

Who should take the Level II test?

If a college to which a student is applying requires a specific one of the tests, there is, of course, no question. If there is no specific requirement, a candidate should take Level II if he is a very able student in mathematics and if he has completed 3½-4 years of a college preparatory mathematics program which includes most of the material listed in the section above. (Typical of such programs would be any sequence of courses which approximate the recommendations of the College Board Commission on Mathematics for 3½ years of high school mathematics. The series of texts published by the School Mathematics Study Group and by the University of Illinois Committee on School Mathematics, as well as many commercial texts published in recent years, include the depth and breadth of material expected.)

A student certainly need not be in an advanced placement course in calculus to be prepared for the test since no calculus is included, but any student in such a course at the time he takes the College Board Achievement Tests should probably be advised to take the Level II test.

The Level II test is being offered in January and in May. It is expected that it will be taken in May principally by high school juniors who, either by taking algebra in eighth grade or by taking accelerated courses in high school, have completed the equivalent of four years of the kind of program described.

The minimum expected score of 690 on the old Advanced Test mentioned in the December memorandum should not be taken too literally. It was intended only as an indication of the caliber and preparation of the candidates for whom the Level II test is designed, to assist guidance counselors who had had experience with Advanced Test scores.

What advice can be given to colleges with respect to mathematics test requirements?

Colleges, in their admissions decisions, are faced with the same problems that faced the Committee of Mathematics Examiners—applicants have a wider diversity of preparation in mathematics than ever before and the same test may not be appropriate for all.

Since the two tests will be scaled so that scores can be compared, the wisest course for most colleges which require a mathematics test would be to accept either Level I or Level II—at least until they have built up some experience with the new tests. To require Level I would prevent the capable student who has the preparation for Level II from demonstrating his full ability; to require Level II might eliminate some able students who had not had the opportunity for the more intensive preparation necessary, but who might still be able to perform well in college and could demonstrate this by a satisfactory score on the Level I test. Only a college which requires very high mathematical ability of all the applicants it accepts and in which the first mathematics course required for all freshmen is an intensive course in calculus for which full preparation for the Level II test would be necessary, should consider requiring the Level II test.

In 1964-65, the ceiling of 800 on scaled scores reported will be retained for the new tests, but consideration is being given to reporting raw scores for candidates who score 800 or above on the Level II test.

MATHEMATICS, LEVEL I (STANDARD)

The first fifteen questions illustrate the kinds of questions which are used in Mathematics, Level I.

1. $\left(\frac{x^2 - 5x + 4}{x + 3}\right)\left(\frac{x^2 + 2x - 3}{x - 4}\right) =$

(A) $x^2 - 1$ (B) $(x - 1)^2$ (C) $x - 1$ (D) 1
(E) $(x + 1)^2$

2. If $\sqrt{5^2 + 4^2} = \sqrt[x]{81}$, then x =

(A) 1 (B) 2 (C) 3 (D) 4 (E) 5

3. Two rectangular solids have the dimensions 4, 6, h, and 8, 2, (2h − 1), respectively. Their volumes are equal when h =

(A) $\frac{1}{8}$ (B) $\frac{4}{5}$ (C) 1 (D) 2 (E) 4

4. If f(x) = 5x + 6, for what value(s) of x is f(x) < 16?

(A) $x < 2$ (B) $x > 2$ (C) $x = 2$
(D) $-2 < x < 2$ (E) All values of x

5. If x is the measure of an acute angle such that $\tan x = \frac{k}{3}$, then sin x =

(A) $\frac{k}{3 + k}$ (B) $\frac{3}{\sqrt{9 - k^2}}$ (C) $\frac{k}{\sqrt{9 - k^2}}$
(D) $\frac{3}{\sqrt{9 + k^2}}$ (E) $\frac{k}{\sqrt{9 + k^2}}$

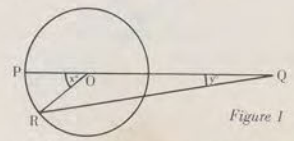


Figure 1

6. The circle in Figure 1 has center at O. If PQ and QR are secants and if x = 40, what is y?

(A) 10 (B) 20 (C) 30 (D) 40
(E) It cannot be determined from the information given.

7. On the curve shown in Figure 2, determine the y-coordinate(s) of the point(s) at which y = 2x.

(A) There is no such point.
(B) −1 only
(C) −2 only
(D) −5 only
(E) −2 and −10

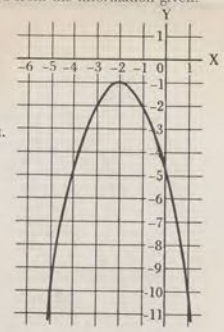


Figure 2

8. If $0 < x < 90$, what is the least x for which $\sin(2x + 45)^\circ = \cos(30 - x)^\circ$?

(A) 5 (B) 15 (C) 25 (D) 30 (E) 45

9. If f(x) = 2x + 1 and g(x) = 3x − 1, then f(g(x)) =

(A) 6x − 1 (B) 6x + 2 (C) x − 2
(D) 5x (E) $6x^2 + x - 1$

10. The distance between two parallel planes is d. The locus of points equidistant from these two planes and at distance $\frac{d}{2}$ from a line which lies in one of the planes is

(A) no point (B) one point (C) one line
(D) two lines (E) a circle

11. A circle is inscribed in △XYZ, touching XY at P, as shown in Figure 3. If the length of XY is 7, of YZ is 6, and of ZX is 8, what is the length of XP?

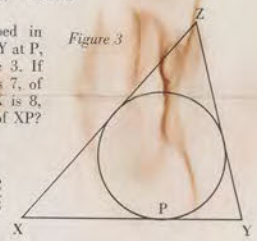


Figure 3

(A) $3\frac{1}{2}$ (B) 4
(C) $4\frac{1}{2}$ (D) $4\frac{2}{3}$
(E) 5

12. If h, k, m, and n are positive numbers, k is greater than m, and n is greater than h, which of the following is (are) true?

I. n + h may equal k + m.
II. k + h may equal n + m.
III. k + n may equal m + h.

(A) None (B) I only (C) I and II only
(D) I and III only (E) I, II, and III

13. If, in △XYZ, the degree measure of ∠Y is 60 and the degree measure of ∠X is p, and if XY is longer than XZ, then

(A) $0 < p < 30$
(B) $0 < p < 60$
(C) $30 < p < 60$
(D) $60 < p < 90$
(E) $60 < p < 120$

14. What is the least positive integer k such that the sum $(x + 1) + (x + 2) + \ldots + (x + k)$ is even for every integer x?

(A) 1 (B) 2 (C) 3 (D) 4 (E) 5

15. $\log_2 25$ is between what pair of consecutive integers?

(A) 1 and 2 (B) 2 and 3 (C) 4 and 5
(D) 5 and 6 (E) 12 and 13

(*Continued on next page*)

MATHEMATICS, LEVEL II (INTENSIVE)

The following 15 questions are typical of those which occur in Mathematics, Level II; although a few of these questions might also be suitable for Level I, most of them differ from the previous examples either conceptually or in degree of difficulty, and frequently in both of these aspects.

16. $\frac{1-i}{1+i} - \frac{1+i}{1-i} =$

(A) $-2i$ (B) -1 (C) 0 (D) 1 (E) $2i$

17. If $x + 2 = y$, what is the value of $|x - y| + |y - x|$?

(A) -4 (B) 0 (C) 2 (D) 4
(E) It cannot be determined from the information given.

18. What are all x such that $\frac{x+1}{x} \leqq 1$?

(A) $-1 \leqq x < 0$ (B) -1 [illegible] < 0
(C) $x < 0$ (D) $x > 0$ (E) [illegible] $\geqq 0$

19. How many numbers in the set $(-5, -3, 0, 3)$ satisfy the conditions $|n - 3| \leqq 6$ and $|n + 2| < 5$.

(A) None (B) One (C) Two (D) Three
(E) Four

20. For which real number x will $\frac{1}{x} + \frac{1}{x-1} - \frac{1}{x(x-1)} = 0$?

(A) For no real number (B) -1 (C) 0
(D) 1 (E) 2

21. If $(-x)^{2k-1} > 0$, where x is a real number and k is a positive integer, then

(A) $x < 0$ (B) $x \leqq 0$ (C) $x > 0$
(D) $x \geqq 0$ (E) x is any real number

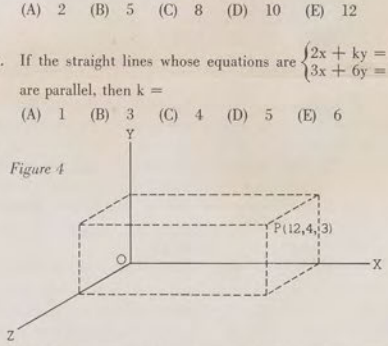
22. If $x_1 = \frac{1}{2}$ and if $x_{n+1} = x_n^2$ for $n = 1, 2, 3, \ldots$, what is the smallest n for which $x_n < 0.001$?

(A) 2 (B) 5 (C) 8 (D) 10 (E) 12

23. If the straight lines whose equations are $\begin{cases} 2x + ky = 3 \\ 3x + 6y = 4 \end{cases}$ are parallel, then k =

(A) 1 (B) 3 (C) 4 (D) 5 (E) 6

Figure 4



24. In Figure 4, point P has coordinates (12, 4, 3). What is the distance OP?

(A) 10 (B) 13 (C) 19 (D) 22 (E) 169

25. The vertical asymptotes of $y = \frac{x}{x^2 - 4}$ are

(A) $y = 0$, $x = 2$ (B) $y = -2$, $y = 2$ (C) $x = -2$, $x = 2$
(D) $x = 0$, $y = 0$ (E) $x = -1$, $x = 1$

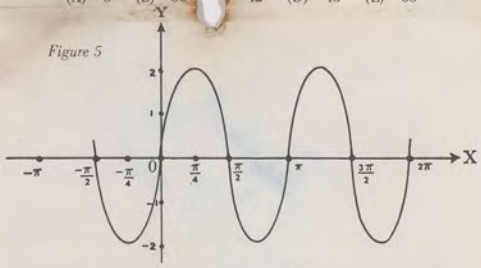
26. The graph of $\begin{cases} x = 4t - 2 \\ y = 4t^2 \end{cases}$ in the XY-plane is

(A) a circle
(B) a parabola
(C) an ellipse
(D) a hyperbola
(E) a straight line

27. What is the smallest positive value of x for which $\sin (5x)^\circ = -\frac{1}{2}$?

(A) 6 (B) 30 [illegible] 42 (D) 48 (E) 66

Figure 5



28. Which of the following equations has the graph shown in Figure 5?

(A) $y = \sin \frac{x}{2} + 1$ (B) $y = \sin 2x$
(C) $y = 2 \sin \frac{x}{2}$ (D) $y = 2 \sin x$
(E) $y = 2 \sin 2x$

29. If f and g are functions such that $f(x) = 2x - 3$ and $f(g(x)) = x$, then $g(x) =$

(A) $2x + 3$ (B) $3x + 2$ (C) $3x - 2$
(D) $\frac{x+3}{2}$ (E) $\frac{3x-1}{2}$

30. Figure 6 shows a chord of length c in a circle of radius r. Determine the central angle θ in terms of c and r. (arc sin x means the same as $\sin^{-1} x$.)

(A) $\theta = \text{arc tan } \frac{c}{r}$
(B) $\theta = \text{arc sin } \frac{c}{r}$
(C) $\theta = \text{arc sin } \frac{c}{2r}$
(D) $\theta = 2 \text{ arc sin } \frac{c}{r}$
(E) $\theta = 2 \text{ arc sin } \frac{c}{2r}$

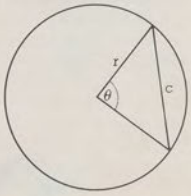


Figure 6

D54P60 201601

College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

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Important
Our students should take level I Exam in Math + not level II.

Shamash Secondary School
New Alwiyah, Baghdad 990210
Baghdad, Iraq

ATTENTION:
GUIDANCE
DIRECTOR

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد .....

Date 17th April, 1964 التاريخ .....

Our Code No. with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton,
New Jersey,
U.S.A.

Dear Sirs,

I have received the enclosed invoice in duplicate about two weeks ago. The sum of 164.50 dollars covering examination fees and extra score reports, has been remitted by air mail one month ago by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S. Obadiah,
Principal.

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

العدد .....

التاريخ .....

No. .....

Date 17th April,1964

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A.S. Obadiah,
Principal.

مدرسة فرنك عيني

مدرسة شمس الاعدادية

بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ٦٤/
التاريخ ١٩٦٤/٢/٢٧

الى بنك الاعتماد العراقي ـ بغداد

م / طلب تحويل مبلغ (٠ر١٦٤ر٥٠) دولارا

بعد التحية ،

نظرا لاشتراك ثلاثة عشر طالبا من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما . لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٠ر١٦٤ر٥٠) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : ـ

College Entrance Examination Board, Box 592, Princeton, New Jersey,

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا الرقم ش/٢٥/٦٣ والمؤرخ في ١٩٦٣/٢/٢٤ تحويل مبلغ (١٢٥) دولارا عن اجور امتحانية لتسعة طلاب كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه .

هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٠ر١٦٤ر٥٠) دولارا يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني معكم الرقم ٢٠٨٨ واعلامنا .

هذا وتفضلوا بقبول فائق الاحترام ،،

عبدالله عويديا
عن المدير

المرفقات

مذكرة طلب دفع مبلغ (٠ر١٦٤ر٥٠) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

صورة منه الى /
مديرية التحويل الخارجي ـ للتفضل بتسهيل معاملة التحويل المشروح اعلاه رجاء ـ مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ١٩٦٤/٣/٧ .

SHAMS SECONDARY SCHOOL

New Alwiyah - Baghdad
Tel. No. 91693

بنك الاعتماد العراقي
بالنيابة
قسم الحوالات
٦٢٢١٢ ت بغداد

Date 17th April, 1964

Our Code No. with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton,
New Jersey,
U.S.A.

Dear Sirs,

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Yours faithfully,

A.S. Obeidah,
Principal.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

العدد .....

التاريخ .....

Date 20th December, 1963

Our Code No. with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 13 application cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March 7, 1964, in Baghdad. The total fees amount to 162.50 Dollars as detailed below:

	Dollars
13 SAT & Achievement Tests @ $ 12.50	162.50
2 Additional score reports to Colleges @ $ 1.00	2.00
Total fees:	164.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control department in Baghdad, to enable me to transfer the sum of 164.50 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S. Obadiah

A.S. OBADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
(U.S.A.)

AMERICAN SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

Our Code No.with ETS:990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter 13 application cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March 7, 1984, in Baghdad. The total fees amount to 182.50 Dollars as detailed below:

	Dollars
13 SAT & Achievement Tests @ $ 12.50	162.50
2 Additional score reports to Colleges @ $ 1.00	2.00
Total fees:	164.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control department in Baghdad, to enable me to transfer the sum of 164.50 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S.OSADIAH,
Principal.

Copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
(U.S.A.)

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540

December 1963

MEMORANDUM FOR: *College Admissions Officers / Secondary School Guidance Directors*

SUBJECT: *Basic Changes in College Board Mathematics Achievement Tests*

The purpose of this memorandum is to alert you, a year in advance, to basic changes that will take place in the Mathematics Achievement Tests offered in the Admissions Testing Program of the College Entrance Examination Board. After three years of careful study, these changes were recommended by the College Board's Committee of Examiners in Mathematics* and approved by the Board's Committee on Examinations to take effect beginning with the December 1964 administration.

Two copies of the memorandum are enclosed, one for you and one to forward to the chairman of your mathematics department.

The present battery of Intermediate and Advanced Achievement Tests in Mathematics will be discontinued after the July 1964 administration. Starting with the 1964-65 academic year, two different tests will be offered. The Committee of Examiners believes these new tests will provide a better and fairer measure of candidate ability and training in today's educational picture, characterized as it is by varying degrees of ferment and change in mathematics curriculums.

The new tests will be:

Level I (Standard)—This test is designed to be an adequate and reliable test in mathematics for admissions purposes at all but a few colleges. It is expected that at least 80 per cent of all candidates who elect to take a mathematics test will take this test, regardless of years of preparation. It will be a broad-range, cumulative test, combining much of the content coverage of the present two tests. This test will be offered at all administrations.

Level II (Intensive)—This is a test designed especially for candidates with high ability in mathematics who have had the opportunity to take enriched or accelerated courses in mathematics. It will be narrower in scope than the present Advanced Test and will include more advanced material, stressing those aspects of pre-calculus mathematics which are important to full preparation for a good course in calculus and analytic geometry. It can be taken by high ability students either in the fourth year, or after completion of four years, of such a secondary school mathematics program. In the first year, this test will be offered only in January 1965 and May 1965.

More detailed information about the content of the two tests is given below in the section entitled *Description of the New Tests.*

Reasons for the Change

Over a long period of time, the Committee of Examiners in Mathematics has found it increasingly difficult to set fair examinations based on years of training. Among the problems with which the Committee has been concerned are:

- the blurring of course content distinctions by grade level and the concomitant gradual blurring of the lines of demarcation between content specifications for the two present tests;
- the difficulty that candidates encounter in selecting the test that is appropriate for them;
- the overlapping, with respect to years of preparation, of the candidate groups taking the present two levels of tests, with many fourth year students taking the Intermediate Test;
- rapidly changing curriculum in many schools, including shifts in grade placement of subject matter and the upgrading of some courses;
- the trend toward earlier testing dates for many candidates.

The Committee concluded that a single test for most candidates would solve many of these problems and be a fairer measure in the complex situation arising from the growth of integrated courses and shifts in grade placement

*Cletus O. Oakley, chairman of the department of mathematics at Haverford College, *chairman*; W. Eugene Ferguson, head of the department of mathematics at Newton High School, Newtonville, Mass.; George E. Forsythe, director of the computation center at Stanford University; Ransom VanB. Lynch, instructor in mathematics at Phillips Exeter Academy, Exeter, N.H.; and Henry Van Engen, professor of education and mathematics at the University of Wisconsin.

and sequence of subject matter. Also, such a test would clarify and simplify for the colleges the problem of interpretation and comparability of scores.

An extensive study was made to test this hypothesis, comparing the results on a specially constructed single test of the kind the committee proposed with those on a special form of the Intermediate and on a special form of the Advanced Test administered in January 1962 to a large group of candidates who had taken either of the regular mathematics tests in the December or January administrations. Information was obtained from the candidates about their preparation in mathematics and questionnaires were sent to the participating schools to ascertain the nature of their curriculums in mathematics.

The results of this study showed that the single test was entirely feasible from the viewpoint of good measurement and that it would serve admirably for college entrance screening for the candidate group as a whole at a variety of examination dates. The new Level I (Standard) examination will be a test of this type.

However, the Committee recognized that there is a small, but growing, group of students of high mathematical ability for whom neither the new Level I nor even the present Advanced Test would provide an adequate opportunity to demonstrate their training and achievement. At the same time, there are a few colleges which require for admission intensive preparation in mathematics and a very high level of ability. It is for these students and these colleges that the Level II test has been developed.

Scores and Score Interpretation

Scores on the new tests will be reported on the regular College Board scale, although it is probable that the present score ceiling of 800 will be lifted for the Level II test. As the change to the new tests occurs, continuity with previous mathematics scales and the comparability of scores between the two tests will be maintained.

On the Level I test, students with the same preparation can expect to receive scaled scores that are approximately the same as they would receive on the appropriate one of the current tests. Since the two tests will be scaled to reflect the greater difficulty of the Level II test and the greater mathematical sophistication required for it, it will be possible for colleges to accept and use scores on either test. A candidate making a certain score on the Level II test can be presumed to be able to make at least as high a score on the Level I test. However, a particular score on the Level I test cannot be presumed to imply an equivalent score on the Level II test since the candidate probably would not have had the necessary training.

Scores on both tests must, as always, be interpreted in terms of the student's secondary school record. While a student who has had training appropriate for the Level II test would not be able to demonstrate the full extent of his knowledge if he takes the Level I test, a student who takes the Level II test without adequate preparation for it would not have the opportunity, which would be provided by the Level I test, to demonstrate his grasp of the material he has studied.

Consideration is being given to providing separate norms on the Level I test for candidates with different numbers of years of training. The desirability of providing such distributions is complicated by the difficulty in getting reliable information about years of training and by the fact that differences in ability, in curriculum, and in teaching, as well as in the number of years of preparation, lead to differences in results on any test.

More specific information will be provided before you face the need to deal with scores on the new tests.

Implications for the Colleges

Those colleges which require a Mathematics Achievement Test for admission will need to make a change next year in their catalogues and other publications dealing with admissions requirements. Most colleges will find Level I (Standard) as satisfactory a test for admissions purposes as either the present Intermediate or Advanced Test. They may wish either to state that they prefer Level I but will accept Level II scores or that they will accept either test without preference. A college would gain nothing by requiring the Level I test, since Level I and Level II scores for candidates with the appropriate preparation will be comparable and such a requirement would create an unnecessary hardship for a candidate who is applying also to a college which requires the Level II test.

A college may, of course, require the Level II test but such a requirement should be made with full recognition that this test is designed for the exceptional student with extensive preparation and should be required only by those colleges which demand outstanding mathematical ability and training of all their incoming students. Such colleges would typically require all freshmen to take a mathematics course which is as advanced as a thorough course in calculus with analytic geometry. Colleges which do not require such a course of all freshmen should give careful consideration to the possibility that the requirement of the Level II test might eliminate in advance some applicants whom the college might wish to admit.

Those colleges which require Achievement Tests without specifying mathematics need make no change in their requirements and can accept scores on either test on the same basis as they now do for the present Intermediate and Advanced Mathematics Tests.

Implications for Schools

Since the choice between the two new tests involves questions of mathematics curriculum and mathematical ability, it is imperative that the mathematics departments of secondary schools participate with the guidance counselors in recommending to students which test to take. A knowledge of the content of the two tests in relation to the content of the courses the student has taken is crucial to the decision about test choice. If each student takes the test appropriate for him, schools can expect that the scores their students attain will not differ substantially from the school's past experience.

Most students should be guided into the Level I (Standard) test. A student should take the Level II test only if he is applying to a college that requires the Level II test or if he meets the following conditions:

- he is taking an advanced placement course in mathematics or he is taking, or has completed, the fourth year of secondary school mathematics; and
- his courses have covered most of the topics included in the Level II test at a fairly sophisticated level; and
- in the school's judgment, based on past experience, he has the mathematical ability to attain a very high score—at least 690—on the present Advanced Mathematics Test.

Description of the New Tests

The introduction of two new levels of mathematics tests does *not* imply that the College Board Mathematics Achievement Tests are undergoing a sharp shift toward "modern mathematics." Over a period of years, the present tests have been undergoing a very gradual shift toward the program recommended by the College Board Commission on Mathematics, particularly in those areas where this program and the various other curriculum revision groups are in fundamental agreement. This gradual evolution will continue within each of the new examinations but no sudden, extensive change will take place. However, the modernization of the tests has reached the point where the symbols for union and intersection of sets may now be used, as well as the symbols for absolute value and inequalities which have been introduced in recent years.

Level I (Standard)

This test will be a combination of the present two tests but broader in coverage than either of them. By sampling the entire content domain of regular secondary school mathematics, it will provide an opportunity for candidates with widely different preparations to demonstrate their understanding and achievement in those topics which they have

studied. It is not expected that all candidates will be familiar with all the topics included.

At least half of the test will be algebra and plane geometry and the rest will consist of questions from other areas such as coordinate geometry, elementary trigonometry, functional notation, space perception and simple solids, and mathematical reasoning and proof.

In algebra, the content domain will include such topics as equations through quadratics and simple cubics, logarithms, factoring, properties of numbers and number systems, rational exponents, simple irrational equations, systems of equations, linear inequalities and their graphs, operations with complex numbers, and the notion of absolute value.

Included in coordinate geometry will be topics such as rectangular coordinates, properties of straight lines, distance between points, the elementary conics centered at the origin, and symmetry. The trigonometry in the test will be mostly numerical, including the trigonometry of angles, simple identities, interpolation, the law of sines and of cosines, and the graphs of simple trigonometric functions.

Level II (Intensive)

This examination will be narrower in scope than Level I and will, in general, test material more advanced than Level I. The test will be composed of approximately equal amounts of algebra, geometry (including both coordinate and synthetic geometry of two and three dimensions), trigonometry, functions, and a miscellaneous category consisting of such topics as sequences and limits, logic and proof, probability and counting procedures, and approximations. This test to a large extent implements, after a ten-year wait, the recommendations of the Commission on Mathematics on three and one-half to four years of college preparatory mathematics.

In general, greater technical facility and sophistication will be expected than in Level I. In trigonometry, the emphasis will be on analytic trigonometry and the content to be sampled will be extended to include the trigonometry of real numbers, radian measure, polar coordinates, DeMoivre's Theorem, multiple angle formulas, trigonometric equations, inverse trigonometric functions, periodicity, amplitude and phase, and graphs of more complex trigonometric functions. In coordinate geometry, conics not centered at the origin, translations and simple rotations, distance from a point to a line and loci will be among the topics, in addition to those in Level I, from which questions may be drawn. In algebra and functions, questions will sample such topics as polynomials of degree greater than two, including theorems on roots and their relation to coefficients, exponential and logarithmic functions, natural logarithms, absolute value functions and their graphs, systems of equations and existence of solutions, irrational equations, inverses and composition of functions, quadratic inequalities, and complex numbers and their graphs.

Both tests will continue to test for understanding of concepts and for the application of ideas in new situations rather than for rote recall.

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540

December 1963

MEMORANDUM FOR: *College Admissions Officers / Secondary School Guidance Directors*

SUBJECT: *Basic Changes in College Board Mathematics Achievement Tests*

The purpose of this memorandum is to alert you, a year in advance, to basic changes that will take place in the Mathematics Achievement Tests offered in the Admissions Testing Program of the College Entrance Examination Board. After three years of careful study, these changes were recommended by the College Board's Committee of Examiners in Mathematics* and approved by the Board's Committee on Examinations to take effect beginning with the December 1964 administration.

Two copies of the memorandum are enclosed, one for you and one to forward to the chairman of your mathematics department.

The present battery of Intermediate and Advanced Achievement Tests in Mathematics will be discontinued after the July 1964 administration. Starting with the 1964-65 academic year, two different tests will be offered. The Committee of Examiners believes these new tests will provide a better and fairer measure of candidate ability and training in today's educational picture, characterized as it is by varying degrees of ferment and change in mathematics curriculums.

The new tests will be:

Level I (Standard)—This test is designed to be an adequate and reliable test in mathematics for admissions purposes at all but a few colleges. It is expected that at least 80 per cent of all candidates who elect to take a mathematics test will take this test, regardless of years of preparation. It will be a broad-range, cumulative test, combining much of the content coverage of the present two tests. This test will be offered at all administrations.

Level II (Intensive)—This is a test designed especially for candidates with high ability in mathematics who have had the opportunity to take enriched or accelerated courses in mathematics. It will be narrower in scope than the present Advanced Test and will include more advanced material, stressing those aspects of pre-calculus mathematics which are important to full preparation for a good course in calculus and analytic geometry. It can be taken by high ability students either in the fourth year, or after completion of four years, of such a secondary school mathematics program. In the first year, this test will be offered only in January 1965 and May 1965.

More detailed information about the content of the two tests is given below in the section entitled *Description of the New Tests.*

Reasons for the Change

Over a long period of time, the Committee of Examiners in Mathematics has found it increasingly difficult to set fair examinations based on years of training. Among the problems with which the Committee has been concerned are:

- the blurring of course content distinctions by grade level and the concomitant gradual blurring of the lines of demarcation between content specifications for the two present tests;
- the difficulty that candidates encounter in selecting the test that is appropriate for them;
- the overlapping, with respect to years of preparation, of the candidate groups taking the present two levels of tests, with many fourth year students taking the Intermediate Test;
- rapidly changing curriculum in many schools, including shifts in grade placement of subject matter and the upgrading of some courses;
- the trend toward earlier testing dates for many candidates.

The Committee concluded that a single test for most candidates would solve many of these problems and be a fairer measure in the complex situation arising from the growth of integrated courses and shifts in grade placement

*Cletus O. Oakley, chairman of the department of mathematics at Haverford College, *chairman;* W. Eugene Ferguson, head of the department of mathematics at Newton High School, Newtonville, Mass.; George E. Forsythe, director of the computation center at Stanford University; Ransom VanB. Lynch, instructor in mathematics at Phillips Exeter Academy, Exeter, N.H.; and Henry Van Engen, professor of education and mathematics at the University of Wisconsin.

and sequence of subject matter. Also, such a test would clarify and simplify for the colleges the problem of interpretation and comparability of scores.

An extensive study was made to test this hypothesis, comparing the results on a specially constructed single test of the kind the committee proposed with those on a special form of the Intermediate and on a special form of the Advanced Test administered in January 1962 to a large group of candidates who had taken either of the regular mathematics tests in the December or January administrations. Information was obtained from the candidates about their preparation in mathematics and questionnaires were sent to the participating schools to ascertain the nature of their curriculums in mathematics.

The results of this study showed that the single test was entirely feasible from the viewpoint of good measurement and that it would serve admirably for college entrance screening for the candidate group as a whole at a variety of examination dates. The new Level I (Standard) examination will be a test of this type.

However, the Committee recognized that there is a small, but growing, group of students of high mathematical ability for whom neither the new Level I nor even the present Advanced Test would provide an adequate opportunity to demonstrate their training and achievement. At the same time, there are a few colleges which require for admission intensive preparation in mathematics and a very high level of ability. It is for these students and these colleges that the Level II test has been developed.

Scores and Score Interpretation

Scores on the new tests will be reported on the regular College Board scale, although it is probable that the present score ceiling of 800 will be lifted for the Level II test. As the change to the new tests occurs, continuity with previous mathematics scales and the comparability of scores between the two tests will be maintained.

On the Level I test, students with the same preparation can expect to receive scaled scores that are approximately the same as they would receive on the appropriate one of the current tests. Since the two tests will be scaled to reflect the greater difficulty of the Level II test and the greater mathematical sophistication required for it, it will be possible for colleges to accept and use scores on either test. A candidate making a certain score on the Level II test can be presumed to be able to make at least as high a score on the Level I test. However, a particular score on the Level I test cannot be presumed to imply an equivalent score on the Level II test since the candidate probably would not have had the necessary training.

Scores on both tests must, as always, be interpreted in terms of the student's secondary school record. While a student who has had training appropriate for the Level II test would not be able to demonstrate the full extent of his knowledge if he takes the Level I test, a student who takes the Level II test without adequate preparation for it would not have the opportunity, which would be provided by the Level I test, to demonstrate his grasp of the material he has studied.

Consideration is being given to providing separate norms on the Level I test for candidates with different numbers of years of training. The desirability of providing such distinctions is complicated by the difficulty in getting reliable information about years of training and by the fact that differences in ability, in curriculum, and in teaching, as well as in the number of years of preparation, lead to differences in results on any test.

More specific information will be provided before you face the need to deal with scores on the new tests.

Implications for the Colleges

Those colleges which require a Mathematics Achievement Test for admission will need to make a change next year in their catalogues and other publications dealing with admissions requirements. Most colleges will find Level I (Standard) as satisfactory a test for admissions purposes as either the present Intermediate or Advanced Test. They may wish either to state that they prefer Level I but will accept Level II scores or that they will accept either test without preference. A college would gain nothing by requiring the Level I test, since Level I and Level II scores for candidates with the appropriate preparation will be comparable and such a requirement would create an unnecessary hardship for a candidate who is applying also to a college which requires the Level II test.

A college may, of course, require the Level II test but such a requirement should be made with full recognition that this test is designed for the exceptional student with extensive preparation and should be required only by those colleges which demand outstanding mathematical ability and training of all their incoming students. Such colleges would typically require all freshmen to take a mathematics course which is as advanced as a thorough course in calculus with analytic geometry. Colleges which do not require such a course of all freshmen should give careful consideration to the possibility that the requirement of the Level II test might eliminate in advance some applicants whom the college might wish to admit.

Those colleges which require Achievement Tests without specifying mathematics need make no change in their requirements and can accept scores on either test on the same basis as they now do for the present Intermediate and Advanced Mathematics Tests.

Implications for Schools

Since the choice between the two new tests involves questions of mathematics curriculum and mathematical ability, it is imperative that the mathematics departments of secondary schools participate with the guidance counselors in recommending to students which test to take. A knowledge of the content of the two tests in relation to the content of the courses the student has taken is crucial to the decision about test choice. If each student takes the test appropriate for him, schools can expect that the scores their students attain will not differ substantially from the school's past experience.

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N IT SAVE THE MONEY?

Use of CPGA will cost the schools less than the practices it replaces. The *information processing* portion of the CPGA has been found to yield economies which range from savings of time alone to significant savings in money. This is particularly true in those schools which find more than half their senior classes in need of high school transcript services. Schools with as many as two-thirds college-bound have noted dollar savings of the order of 25 per cent.

The entire CPGA system, including the *records-keeping* procedures, yields savings which are dramatic. Recent studies in Georgia and Indiana high schools that now use the CPGA in all its aspects revealed dollar savings of the order of 230 per cent.

HOW CAN IT SAVE SCHOOL STAFF TIME?

Through the use of professional, systematic methods and materials, CPGA encourages schools to streamline their clerical routines. This has resulted in savings in clerks' time ranging from 40 to 75 per cent and savings of 65 to 75 per cent in time spent by teachers in posting student records. Guidance and administrative personnel have reported equally impressive economies.

ARE COMPUTERS REALLY NECESSARY?

A computer will do in one second the compiling, computing, analyzing, summarizing, and typing that would take a clerk *and* typist over an hour to do after they had become proficient. When the work is arranged so that a computer can process the records of students from many schools at one time, the machine will take in the records, compute the information, and print out the transcripts for class after class steadily and without getting tired or making errors. Whether computers are necessary for functions such as the preparation of student transcripts, then, is actually a question of whether schools can afford the valuable time of people to be spent on tasks that can be done better through electronics. The administration of student personnel is so complex, and becoming increasingly more so, that computers do seem necessary.

WHERE CAN WE FIND AN AVAILABLE COMPUTER?

This work does *not* require a computer in every school—not even in every city or county. One well programmed, large-scale computer at a university, in a state education agency, or in a regional educational data processing center could do this work for all of the schools in a state, or group of states, in several weeks during the summer.

Meanwhile, as such arrangements evolve—and time is required to do this—the ETS computer center will process reports on all schools wishing to have them. So long as the CPGA does not grow too large too rapidly, it will be feasible to carry the load on a centralized basis.

HOW DOES IT HELP THE STUDENT?

The student benefits most of all by having a complete high school record. If he has held a part-time job, earned an award, or taken a special course, these facts are right there on the record along with his courses and grades. His record is in focus, with grade averages by subject field, area, and year to remind him of strengths and weaknesses, progress or slippage. His test scores are interpreted on a comparative basis with local and national groups. His class rankings clearly describe his school achievement in the light of competition with his classmates. Moreover, his record is available for transmittal without delay to the colleges in which he is interested.

WHO ELSE BENEFITS?

The school benefits, too, for it has a comprehensive and accurate student record system that requires less time to maintain and costs less. The principal benefits by letting the computer accomplish things which before demanded time or remained undone. Teachers and counselors benefit by having at all times a comprehensive record for every student and, for seniors, a computed report.

The school system benefits since through the CPGA it will become directly involved in a major application of electronic computers early in the history of their use in education.

The college admissions people benefit by receiving transcripts that are clear, complete, and comparable from school to school. This takes the emphasis off test scores in reaching admissions decisions.

HOW MUCH DOES IT COST?

Costs of the CPGA need to be looked at in two ways: while ETS alone is doing the processing and after the processing begins to be shared by other educational data processing centers.

At present, the data processing service of CPGA, under which ETS provides coding materials, computer service, and five copies of the report for each student, costs $1.55 per student (or 31 cents for each computed transcript).

Materials for the record-keeping part of CPGA, replacing all current cumulative records, intermediate record files and report cards, cost about 20 cents per student per year.

As the system matures, and others share in the computer programs ETS has developed, costs may vary somewhat.

WHO PAYS FOR IT?

Through four years of design, development, and tryout, the considerable costs have been borne about equally by Educational Testing Service and the Ford Foundation, with large contributions of man-hours and small contributions in materials costs by the states and schools involved. From this point onward, however, the schools that use the CPGA will pay for it. This is as it should be, for by March 1964 the CPGA will be a fully operational student information processing system tailored to a widely recognized educational need.

Another way of putting this question is: who gets the money that CPGA saves the school?

WHAT'S ITS BACKGROUND?

The CPGA grew out of a discussion five years ago of transcript problems among some Georgia educators and staff members of Educational Testing Service. To try out the ideas generated there, the "Georgia Plan" was created and used experimentally by eleven schools in that state. Sixty schools in Georgia, including ten of the original eleven, now use the "Georgia Plan" on a permanent basis.

The results of this tryout attracted such interest nationally that the Ford Foundation provided funds for further tryouts and improvements in 75 schools across seven states.

In its 1963 version, CPGA is being used, either experimentally or operationally, by about 150 schools in fourteen states. The 1964 version will be generally available.

WHAT HAS TO BE BOUGHT?

There are two things that have to be bought to take advantage of the CPGA: (1) code sheets to record student information, and (2) data processing service resulting in computed CPGA reports. The code sheets are purchased near the end of the school year. Computed reports are invoiced early in the following school year.

Some other things *may* be bought. A complete record-keeping system has been developed as an accessory to the CPGA. This includes student records folders, permanent records, and report cards, all of which are coordinated with the processing system.

WHAT DO SECONDARY SCHOOL EDUCATORS THINK OF IT?

During the experimental phase of the CPGA development, four times as many schools were offered by their principals for demonstration centers as were called for in the pilot project. Only one school has been dropped from the study at its own request.

Hundreds of school principals and counselors have worked to develop the CPGA ideas. Many of them have said that the project excites their imagination. Schools whose principals have learned of CPGA have quickly laid plans to use it at the earliest practicable date.

There are scores of prominent school principals and counselors interested in sharing their enthusiasm for CPGA with colleagues.

WHAT DO COLLEGES THINK OF IT?

Georgia colleges are unanimous in their support of the "Georgia Plan," and encourage wide availability of computed student reports. Ninety-seven of ninety-eight New England colleges surveyed reacted favorably to CPGA. Only one institution entered a demurrer.

Fifty responses from college people in connection with CPGA reports received from Michigan high schools were favorable by better than three to one. Most critical comments were on matters of detail. A preponderance of favorable reaction also resulted from the Indiana demonstration project.

Scores of college people on school-college relations committees have worked along with school people to bring about changes such as those that characterize CPGA.

WHEN MAY SCHOOLS USE THE CPGA?

Schools wishing to try the CPGA system may do so starting in the spring of 1964. Code materials will be supplied in April. Posting from existing records to code sheets may be done on students just ending their junior year as soon as their eleventh grade records are complete.

Processing will then be done at ETS with computed reports delivered back to the school by September 1. During the academic year 1964-65, the school will then be able to use CPGA reports instead of conventional transcripts for its 1965 graduates.

If the trial by the school meets with success, the school may arrange to use CPGA on an operational basis for its 1966 graduates. Or, the school can revert to its conventional method of transcript preparation.

Arrangements for 1964 participation may be made at any time between now and May 1964. Schools wishing to participate should communicate with ETS as soon as possible.

Timetable for Participating Schools

April 1964	receive materials
June 1964	complete code sheets
July-August	ETS processing
September 1964	receive computed reports
Academic year 1964-65	use and evaluate computed reports
May 1965	retain one report as permanent record
June 1965	phase into CPGA if desired

WHAT ARE THE INGREDIENTS?

Putting the ideas of the CPGA into a workable plan involves four basic ingredients: courage, cooperation, leadership, and computers.

A special kind of courage is required to bring about *change* in the habits of people. The inertia built into any present way of doing things, like keeping student records, opposes any change with considerable force. Desirable as a new technique may be, replacing older methods with it calls for conviction and professional "push."

A common language is realized by schools working cooperatively to achieve it, each giving up a little of its own individuality in terminology, forms and procedures to gain the advantage of a language everyone will understand. Cooperation has been essential also in the design of a system that will make good use of the computer facilities presently available to education.

Leadership is almost as important as courage and cooperation. Among the school and college people of an area there must be a few leaders who will devote time and energy to cooperative effort in the fostering of change.

Large computers that are available for high volume school use during the summer—available through some central agency rather than within each school district itself—are important. Computers are available now at Educational Testing Service (ETS) for this purpose. Large computers in state and regional educational data processing centers soon will have similar capabilities.

Any school district or state that can bring these four ingredients together in a program of action can achieve a communications system such as the CPGA.

HOW DOES IT WORK?

The schools participating in CPGA agree upon a standardized set of procedures and terminology (common language) to describe each youngster's progress through school: his courses, the grades he earns, his honors and awards, his extracurricular activities, his out-of-school jobs, his interests, his test scores, his health and attendance records.

At the end of each academic year, the student's record is coded onto a single cumulative sheet that can be read at high speed by electronic equipment. During the summer following the junior year, the sheets for the whole class are sent off to a processing center where the coded information about both students and school is processed by computers.

When school opens in the fall, there are, on the principal's desk, five copies of a comprehensive report for every senior class member. The computers have at once transcribed the raw information—*finished rank-in-class calculations, computed averages, composites and other useful summary figures*—and printed it all in a uniform style. This report, useful in senior guidance, is kept up to date by hand during the student's senior year. When a transcript is needed for a college or employer, one of the copies is annotated with personal comments by the principal or counselor and mailed off.

Thus, the CPGA report, expressed in a language and form common to many schools, communicates with fidelity everything about the student the high school has to say to the college admissions man or the employer who needs to learn about his potential.

HOW DOES A SCHOOL GET STARTED?

The best way to launch the CPGA idea in a school or group of schools is to promote and support a state-wide or region-wide cooperative effort among schools to organize a communications system based on CPGA concepts and principles. The prototype materials, forms, systems, and training aids are available for adoption, adaptation, or as a point of departure for any group of schools wishing to band together and proceed on their own.

There is a second best, perhaps more immediate, way to get started. It is possible for a single school or school district simply to adopt the forms and procedures of the national project (the prototypes) and buy computer service from the project office at ETS. Using this alternative, the school, in effect, participates in the operating system with a general group of schools until its own state or regional system develops to a point at which it is ready to proceed on its own.

WHAT ABOUT EXISTING RECORDS PRACTICES IN SCHOOLS?

Any school with a student record system that it prefers not to replace may simply add to its present scheme the information processing service of CPGA. With few, if any, exceptions, schools with adequate student records will find that the information called for in the processing system will be readily available in file for transcription into coded form.

WHAT'S IN IT FOR ETS?

There is, in this project, a prospect of satisfying the mandate in ETS's charter to seek a variety of ways in which to serve American education. Further, any system of communication that extends and enriches the recorded academic picture of individual students will relieve unwholesome pressures that have been built up around the use of tests for selection, placement, scholarship award, and admissions. Anything that improves the usefulness of tests is very much ETS's business.

For Educational Testing Service, then, the CPGA project has been, and will continue to be one of professional service and leadership. If financial profit were a motive, the project doors would have been quietly closed four years ago.

HOW CAN I KEEP ABREAST OF THIS DEVELOPMENT?

A first step is to obtain more detailed information about the prototype program, what it looks like, what it does, how it works. Details are available on either the information processing part or the records-keeping part of CPGA or both.

A second step is to be included on the mailing list to receive the *CPGA Newsletter* which is issued four times a year.

Inquiries should be directed to:

WESLEY W. WALTON, DIRECTOR
DEVELOPMENTAL PROGRAMS
EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540

WHAT IS IT?

The Cooperative Plan for Guidance and Admission actually is two ideas: a common language that high school and college educators can use to communicate information about students; and a method of summarizing, transmitting, and increasing the usefulness of this information.

These two ideas are being offered to educators as a way of making student records more descriptive, comprehensive, and comparable from school to school. They have been developed to make student records more meaningful and useful to students, counselors, employers, college admissions and placement officers. Moreover, the CPGA has uncovered ways to reduce the paper work involved in keeping student records.

In the CPGA system, computers are used to analyze, summarize, and help educators in their interpretation of the evidence that each student's record contains.

In essence, the ideas embodied in the CPGA constitute a recipe for higher fidelity in the communication of information about students —a flexible plan to bridge the gap in guidance that exists during the student's transition from high school to college or job. Its purpose is toward clearer perceptions and insights about students and their potential. It is an unpatented plan which its originators hope all schools will use and adapt to their own needs.

In the course of conversations and correspondence pertaining to the Cooperative Plan for Guidance and Admission, certain questions are asked again and again. It seems fitting, therefore, to describe the CPGA through answers to a collection of these frequently asked questions.

THE COOPERATIVE PLAN
FOR GUIDANCE AND ADMISSION

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY
BERKELEY, CALIFORNIA

20 QUESTIONS ABOUT CPGA

THE COOPERATIVE PLAN
FOR GUIDANCE AND ADMISSION

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WITH RESPECT TO CPGA

Do you wish to receive detailed information on: a. the data processing parts of CPGA? YES ☐ NO ☐

b. the records keeping system of CPGA? YES ☐ NO ☐

Do you wish to be placed on the mailing list to receive *The CPGA Newsletter*? YES ☐ NO ☐

WITH RESPECT TO YOUR SCHOOL

What is your total high school enrollment? (9-12) ..... _____

What size was your 1963 graduating class? ..... _____

What percent of your graduates enter degree-granting institutions? ..... _____

What percent of your graduates enter other education beyond high school? ..... _____

COMMENTS:

Principal _____

"IMPROVING SCHOOL-COLLEGE COMMUNICATION OF STUDENT INFORMATION"

I.N. 295755

cpga

the cooperative plan for guidance and admission

PRINCETON, NEW JERSEY 08540 - AREA CODE 609, WALNUT 1-9000

November 1963

To High School Principals:

Five years ago a group of principals, superintendents, counselors, and admissions officers, together with staff members of Educational Testing Service, devised a plan for improving the communication of student information between schools and colleges. This plan called for a common language to be used by schools and colleges in exchanging student information, and the use of large-scale electronic equipment to process this information.

Since that time, the plan, known as the Cooperative Plan for Guidance and Admission (CPGA) has had extensive trials in 150 schools in 14 states with substantial support from the Ford Foundation. Sufficient evidence is now available to assure that CPGA is ready for use by all schools in the nation interested in trying it.

Recently three hundred sixty leading educators representing 49 states attended regional conferences to review CPGA progress and potential. Many reacted that CPGA is likely to be one of the most significant developments in education in the decade of the sixties.

The enclosed booklet, "20 Questions About CPGA," describes the plan in concise form. It answers some of the most frequently asked questions such as the cost to the school, the ways in which the plan makes use of computers, how it can reduce time and money involved in school paperwork, and how schools can arrange for participation in CPGA during 1964. For your further information, I am also enclosing lists of state steering committee members and of schools whose records are being processed under CPGA.

I invite you to read the booklet and discuss it with your counselor and superintendent. Your completion and return of the enclosed card will assure that you receive further information about CPGA as it becomes available. We shall be pleased to discuss 1964 participation with you at your convenience.

Sincerely yours,

Wesley W. Walton

Wesley W. Walton, Director
Developmental Programs

WWW:as
Enclosures

SCHOOLS PROCESSING UNDER CPGA

ARIZONA

Camelback High School, Phoenix
Holbrook High School, Holbrook
Pueblo High School, Tucson
Safford High School, Safford
Window Rock High School, Fort Defiance
Yuma Union High School, Yuma

FLORIDA

Booker High School, Sarasota
Dixie Hollins High School, St. Petersburg
Jennings High School, Jennings
Madison High School, Madison
Riverview High School, Sarasota
Sarasota High School, Sarasota
Taylor County High School, Perry
Venice High School, Venice

GEORGIA

Blakely High School, Blakely
Central High School, Thomasville
Clay County High School, Fort Gaines
Henry Grady High School, Atlanta
Marvin Pittman High School, Statesboro
Portal High School, Portal
Putnam County High School, Eatonton
Southeast Bulloch High School, Brooklet
Statesboro High School, Statesboro
Stephens County High School, Eastanollee
Talbot County High School, Talbotton
Toccoa High School, Toccoa

INDIANA

A. J. Kent High School, Kentland
Aurora High School, Aurora
Decatur High School, Decatur
Dyer Central High School, Dyer
Franklin Central High School, Acton
Frankton High School, Frankton
Honey Creek High School, Terre Haute
Jackson Central High School, Arcadia
Lebanon High School, Lebanon
Noblesville High School, Noblesville
Penn High School, Mishawaka
River Forest High School, Hobart
University High School, Bloomington

MICHIGAN

Benton Harbor High School, Benton Harbor
Big Rapids High School, Big Rapids
Detroit Country Day School, Detroit
East Grand Rapids High School, E. Grand Rapids
Elkton-Pigeon-Bay Port High School, Pigeon
Kingsford High School, Kingsford
Marian High School, Birmingham
Marshall High School, Marshall

MICHIGAN (cont'd.)

Oscoda High School, Oscoda
Saline High School, Saline
St. Mary High School, Monroe
Vicksburg High School, Vicksburg

MINNESOTA

Alexander Ramsey High School, St. Paul
Archbishop Murray Memorial High School, St. Paul
Centennial High School, Circle Pines
Falls High School, International Falls
Faribault High School, Faribault
Fridley High School, Fridley
Marshall High School, Minneapolis
Minnehaha Academy, Minneapolis
Owatonna High School, Owatonna
Redwood Falls High School, Redwood Falls
Rush City High School, Rush City
University High School, Minneapolis

NEW JERSEY

Bergenfield High School, Bergenfield
Northern Valley Regional High School, Demarest
Northern Valley Regional High School, Old Tappan
Saddle Brook High School, Saddle Brook
Woodbridge Senior High School, Woodbridge

NEW MEXICO

Central Consolidated High School, Kirtland
Gallup-McKinley High School, Gallup

PENNSYLVANIA

Our Lady of Mercy Academy, Pittsburgh
Mount Alvernia High School, Pittsburgh
St. Basil High School, Pittsburgh
St. Benedict Academy, Pittsburgh
St. Francis Academy, Pittsburgh
St. Joseph High School, Natrona
St. Thomas High School, Braddock
Villa Maria High School, Villa Maria
Vincentian High School, Pittsburgh

VERMONT

Bellows Falls High School, Bellows Falls
Bennington High School, Bennington
Bristol High School, Bristol
Hartford Senior High School, White River Jct.
Middlebury Union High School, Middlebury
Peoples Academy, Morrisville
Rice Memorial High School, Burlington
Rutland Senior High School, Rutland
Spaulding High School, Barre
St. Johnsbury Academy, St. Johnsbury
Winooski High School, Winooski
Woodstock Union High School, Woodstock

CPGA STATE STEERING COMMITTEE MEMBERS

ARIZONA
Mr. L. C. Bernardoni
Dept. of Pub. Inst., Phoenix
Mr. Van D. Clark
Camelback High School, Phoenix
Mr. John Curtain
Ariz. State Employ. Ser., Phoenix
Mr. Paul Danielson
Univ. of Arizona, Tucson
Mr. Ray J. Davis
Scottsdale Pub. Schools, Phoenix
Dr. Sandford S. Davis
Dept. of Ed. Psy., State U., Tempe
Mr. W. W. "Skipper" Dick
Dept. of Pub. Inst., Phoenix
Dr. G. Gordon Ellis
Phoenix Union High School, Phoenix
Mr. James E. Gibson
Univ. of Arizona, Tucson
Dr. Muriel N. Gurr
State Dept. of Pub. Inst., Phoenix
Mr. A. M. Gustafson
Alice Vail Jr. High School, Tucson
Dr. [illegible] Kelly
[illegible] Phoenix Company, Phoenix
Mr. T[illegible]t McCullah
Window Rock High School, Ft. Defiance
Dr. C. B. Merrit
Univ. of Arizona, Tucson
Mr. Ross A. Owens
Arizona State University, Tempe
Dr. Keith Perkins
Child Study Service, Phoenix
Dr. John Prince
St. Bd. of Dir. for Jr.Colls.,Phoenix
Mr. Merrills Smith
Mesa High School, Mesa
Mr. Alfred Thomas, Jr.
Arizona State University, Tempe

FLORIDA
Miss Dixie J. Allen
University of Florida, Gainesville
Mrs. Marianna Bailey
Boca Ciega High School, St. Petersburg
Dr. William A. Bost
County Bd. of Pub. Inst., Sarasota
Mr. Paul Fitzgerald
Pinellas Co. Coord. Guid., Clearwater
Dr. Joe Fordyce
Central Florida Jr. College, Ocala
Miss Margaret Gilkey
Dade Co. Pub. Schools, Miami
Dr. Blanche Hardy
N. Florida Jr. College, Madison
Dr. Richard Johnson
University of Florida, Gainesville
Dr. Victor B. Johnson
State Dept. of Ed., Tallahassee
Mr. Elton Jones
Ocala High School, Ocala
Dr. Culbraith Melton
University of Florida, Gainesville
Miss Dicksie P. Mitchell
Guid.&Test.Coor.Hillsborough Co.,Tampa
Mr. Paul Parker
Stetson University, DeLand
Mr. Gordon Parlette
Dade Jr. College, Miami
Mr. John Sexton
Northeast High School, St. Petersburg
Mr. Robert W. Sims
St. Dept. of Ed., Tallahassee
Mrs. Adelaide Snyder
Florida Atlantic U., Boca Raton
Dr. Frank H. Spain, Jr.
Univ. of S. Florida, Tampa
Mrs. Naomi Stevens
Gainesville High School, Gainsville
Dr. Howard Stoker
Florida State U., Tallahassee
Dr. Beverly Swan
State Dept. of Ed., Tallahassee
Mr. Richard H. Whitehead
University of Florida, Gainesville
Dr. Russell Wiley
Supt. of Pub. Inst., Sarasota

INDIANA
Mr. Max Beigh
Anderson High School, Anderson
Mr. Frank Blanning
Hanover College, Hanover
Mr. Paul Bowman
Manchester College, N. Manchester
Mr. Deane Dorwin
Decatur High School, Decatur
Dean Alice Eagle
N. Central High School, Indianapolis
Mrs. Josephine Ferguson
Valparaiso University, Valparaiso
Mr. Donald Fleener
Indiana Central College, Indianapolis
Mr. Melvin Harrison
Columbus High School, Columbus
Dr. Jean Harvey
Purdue University, Lafayette
Mr. John Klem
Ball State College, Muncie
Mr. Alexander Moore
Crispus Attucks High School
Indianapolis
Mr. E. Sterl Phinney
Taylor University, Upland
Mr. Harland White
Purdue University, Lafayette
Mrs. Victoria Young
North Side High School
Fort Wayne
Mr. Glenn Updike
Elkhart High School, Elkhart

MICHIGAN
Sister Mary Acquin
Marian High School, Birmingham
Mr. James Alexander
Oscoda High School, Oscoda
Mr. Horace J. Allen
Vicksburg High School, Vicksburg
Sister Mary Ambrose
Marian High School, Birmingham
Dr. Russell Baker
E. Grand Rapids High Sch., E. Grand Rapids
Mr. Austin J. Buchanan
Central Michigan Univ., Mt. Pleasant
Miss Mary Cowles
Big Rapids High School, Big Rapids
Mr. William Finni
Mich. State University, E. Lansing
Mr. Arthur Fiorazo
Kingsford High School, Kingsford
Mr. Wellington Grimes
Grosse Pointe High School, Grosse Pointe
Mr. Roland J. Lehker
University of Michigan, Ann Arbor
Mr. John McDonald
Vicksburg High School, Vicksburg
Mr. Keith McTaggart
E. Grand Rapids High School, E. Grand Rapids
Mr. Clayton J. Maus
Western Michigan University, Kalamazoo
Mr. Dominick Pellegreno
Saline High School, Saline
Miss Margaret Postmaus
E. Grand Rapids High School, E.Grand Rapids
Mr. Edward Rose
Marshall High School, Marshall
Mr. Michael Rotunno
Saline High School, Saline
Dr. Wm. Snelling
Detroit Country Day School
Birmingham
Mr. Albert Treado
Kingsford High School, Kingsford
Sister Ann Virginia
St. Mary High School, Monroe
Dr. Clyde Vroman
University of Michigan, Ann Arbor

MINNESOTA
Mr. Loren Benson
Hopkins Senior High School, Hopkins
Miss Marie Corrigan
College of St. Catherine, St. Paul
Mr. Raynold Erickson
State Department of Ed., St. Paul
Mr. Meredith Freeman
Mankato State College, Mankato
Dr. Robert J. Keller
University of Minnesota
Minneapolis
Dr. Theodore Kellogg
University of Minnesota
Minneapolis
Prof. John Merwin
University of Minnesota
Minneapolis
Mr. Russell J. R. McElhinney
Albert Lea Senior High School
Albert Lea
Dr. Martin Snoke
University of Minnesota
Minneapolis

VERMONT
Rev. Raymond Adams
Rice Memorial High School
Burlington
Dr. Max Barrows
St. Dept. of Ed., Montpelier
Mr. James F. Cawley
St. Dept. of Ed., Montpelier
Mr. Harold Collins
University of Vermont, Burlington
Mr. James Gilbert
Castleton State College, Castleton
Mr. L. Russell Heath
Springfield High School
Springfield
Mr. W. Neal Hoadley
Bristol High School, Bristol
Mr. Edward Miller
Rutland High School, Rutland
Mr. Jonothan Osborn
Peoples Academy, Morrisville
Mr. Robert Pierce
Northfield High School, Northfield
Mr. Harold Rising
Hartford High School
White River Junction
Miss Barbara Wells
Middlebury College, Middlebury

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N.Y., University 5-9500

JACK N. ARBOLINO
Director of the
Advanced Placement Program

October 1963

Dear Sir:

Enclosed you will find a School Participation Form and a copy of the 1963-64 Guide to the Advanced Placement Program. The form is self-explanatory; the Guide contains a concise description of the College Board's program for helping high schools offer college-level courses to their best students.

I should like to call your attention to page 24 of the Guide, which carries a summary of the procedure for administering the examinations. If your school is planning to prepare any students for the examinations next May, we would appreciate your filling out the form now and sending it to the Princeton address.

If the Advanced Placement Program has not yet been made available to your students and you would like to know more about it, please feel free to call on us for further information.

Sincerely yours,

Jack N. Arbolino

Jack N. Arbolino

ADVANCED PLACEMENT EXAMINATIONS, 1963-64
SCHOOL PARTICIPATION FORM

Schools planning to administer Advanced Placement Examinations to their students in May 1964 are asked to indicate their desire to do so and to designate an Advanced Placement Examinations Coordinator on this form. Schools that do not plan to administer the examinations should not return the form.

The Coordinator will be responsible for making all necessary arrangements for giving the examinations. Upon return of this form, the Coordinator will be sent two copies of *Information for Coordinators*. This booklet is intended to assist the Coordinator by providing him with the examination schedule and detailed information about the registration of candidates, ordering copies of *Bulletin for Students*, the collection of fees, and other arrangements for the examinations. No additional order need be placed by the school to receive *Information for Coordinators*.

Please complete this form and return not later than December 6, 1963, to:

College Board Advanced Placement Examinations
Box 592
Princeton, New Jersey 08540

The Coordinator for this school's Advanced Placement Examinations is (please type or print):

Mr.
Mrs.
Miss_____ Title_____

Principal's signature_____

Shamash Secondary School
New Alwiyah, Baghdad 990210
Baghdad, Iraq

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540
Box 1025, Berkeley, California 94701

September 1963

Memorandum for Schools and Colleges

Subject: *The 1964 College Board Supplementary Achievement Tests*

During the 1963-64 academic year, the College Board again will offer its Supplementary Achievement Tests Program to schools for administration to interested students. Thirty-minute Listening Comprehension Tests in French, German, Italian, Russian, and Spanish, and ninety-minute Achievement Tests in Greek and Italian will be offered.

Schools that prepare students in these subject-matter areas may arrange with Educational Testing Service (ETS), which conducts the program for the College Board, to administer any or all of these tests to their students on Tuesday, February 4, 1964.

The tests are administered by the school, at the school. Answer sheets and books will be returned to ETS for scoring. Score reports will be issued in March. The College Board pays all costs for shipment of test materials but cannot provide supervisory honoraria for the Supplementary Achievement Tests.

Eligibility

Any student registered or planning to register for an administration of the College Board's Achievement Tests, given this academic year on December 7, January 11, March 7, May 2, and July 8, is eligible to take one or more of the Supplementary Achievement Tests. There is no additional fee. Students themselves should *not* apply to the College Board or ETS to take a Supplementary Achievement Test. A test order blank will be sent in late November to schools that fill out and submit the enclosed preliminary estimate form. On the test order blank, schools will be asked to certify that all students for whom Supplementary Achievement Tests are being ordered have given assurance that they have registered, or expect to register, for an administration of College Board Achievement Tests on one of the above dates.

Listening Comprehension Tests: French, German, Italian, Russian, and Spanish

The aim of these five tests is to give certain candidates an additional opportunity to demonstrate their proficiency in a foreign language. Colleges may request candidates to take one of these tests provided their schools can make the necessary arrangements. It is not expected, however, that colleges will make any of the supplementary tests prerequisites for admission inasmuch as they are not available at College Board test centers.

Students are advised to take one of the Listening Comprehension Tests only if they have taken or plan to take the Achievement Test in that language on one of the five test administration dates specified above. The Russian Achievement Test will be offered at College Board test centers in January only. Since the Italian Achievement Test and the Italian Listening Comprehension Test are available only in the Supplementary Achievement Tests Program, a student who wishes to take both tests will have to take them on the same day. He may, of course, elect to take only the Achievement Test.

The five Listening Comprehension Tests require tape-playing facilities. No script will be provided. Only tapes recorded at 7½ inches-per-second will be supplied. If a school without tape-playing facilities wishes to administer the tests, the necessary equipment can often be rented locally at nominal cost. Rental arrangements and costs are the responsibility of the individual school.

All the Listening Comprehension Tests except Italian are reported on the customary 200-800 College Board score scale. A percentile rank table will be supplied with score reports for the Listening Comprehension Test in Italian since it is not included in the 1963-64 editions of *College Board Score Reports: A Guide for Counselors* or *College Board Score Reports: A Guide for Admissions Officers*. Scores for the Italian Listening Comprehension Test will be reported on a one-digit score scale.

Achievement Tests: Greek and Italian

The Greek and Italian Achievement Tests are each prepared and scored by a single well-qualified examiner. They are offered only in the Supplementary Achievement Test Program. Since each test requires 90 minutes of uninterrupted working time, schools may wish to give them outside the usual class period. The College Board recommends that schools should further arrange to administer the Italian Achievement Test before the Italian Listening Comprehension Test for students who plan to take both tests. Otherwise, there are no special administrative requirements for the Greek and Italian tests. Booklets for recording answers will be provided as part of the test materials.

Because of the relatively small number of candidates anticipated for the two tests and the inclusion of free-response materials in each, the test scores will be reported on a different and simpler score scale than the 200-800

College Board scale. Interpretive material for these tests will be supplied with the score reports, since it is not provided in the score interpretation publications.

Descriptive Materials

A description of the seven Supplementary Achievement Tests will be found in a new booklet, *A Description of the College Board Supplementary Achievement Tests*, a copy of which has already been sent to all schools whose students took College Board Admissions Tests last year. An additional supply may be ordered without cost if needed.

The booklet is intended to give both students and teachers information about the nature of the tests, the types of questions used, and the abilities and skills they measure. It contains sample questions for each of the seven tests. A demonstration tape for use with the sample questions of listening comprehension is available to secondary schools participating in the Supplementary Achievement Tests Program. A copy of the tape will be sent to these schools upon request and without charge. (The tape is approximately one hour in length and is recorded at 3¾ inches-per-second rather than the 7½ inches-per-second speed of the tapes used in the February test administration.)

Test Security

It is essential that the same security measures applied to admissions tests at College Board test centers be enforced by schools ordering these supplementary tests. Until the time of administration, the tests must be kept under lock in a place to which not more than a few authorized persons have access. No copy whatever is to be made of any portion of the taped or printed test materials.

Test content, whether in a tape recording or test booklet, can be disclosed only to the students themselves in the course of taking the tests, and all test materials must be returned immediately after the test administration in accordance with Educational Testing Service's instructions. To avoid any possible breach of security, each test should be administered at only one time on Tuesday, February 4.

Test Supervision

The Board hopes to achieve in the administration of the Supplementary Achievement Tests the same conditions of uniformly fair, standardized testing that exist at regular College Board centers. One condition at regular centers is that only candidates may see the tests. To achieve this in the case of the Listening Comprehension Tests, it is necessary to stipulate that teachers not serve as supervisors or proctors of tests in the languages they teach, since this of necessity would give them a full knowledge of test content. The Board asks, therefore, that the tests be administered by the principal or guidance counselor, or by a teacher of some subject other than the one being tested. The tapes, and instructions for their checking and use, have been prepared so as not to require a knowledge of the languages involved.

Preliminary Estimate of Numbers of Tests Needed

To help us determine printing quantities for the various tests, schools are asked now to estimate as closely as possible the number of students expected to take each test. Although copies of this memorandum are being sent to the school principal, the guidance director and the chairman of the foreign language department, the College Board asks that either the principal or the guidance director handle preliminary arrangements and administration of the tests. The enclosed preliminary estimate form, however, should be signed only by the principal. In arriving at estimates of how many students are anticipated for each Supplementary Achievement Test, the principal or guidance director is asked to coordinate with the chairman of the foreign language department to avoid submission of duplicate estimates. Confirmation of these estimates will be requested through the official test order blank, which will be mailed to the schools in late November. Preliminary estimate forms should be received in the Princeton or Berkeley Office of ETS, whichever the school customarily deals with, by October 21 at the latest. Only schools that submit an estimate form will automatically receive a test order blank later this fall.

Inquiries and Correspondence

Any inquiries or correspondence about the Supplementary Achievement Tests should be addressed to:

College Board Supplementary Achievement Tests
Box 592, Princeton, New Jersey 08540
or
Box 1025, Berkeley, California 94701

COLLEGE ENTRANCE EXAMINATION BOARD

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540
Box 1025, Berkeley, California 94701

To: *School Principals*

Subject: *The 1963-64 Supplementary Achievement Tests Program (February 4, 1964)*

This program, described fully in the enclosed announcement, enables the College Board in cooperation with schools to administer Listening Comprehension Tests in French, German, Italian, Russian, and Spanish to students who wish to take these tests in conjunction with the Achievement Tests series of the Board's Admissions Testing Program. It also provides the only opportunity for students to take College Board Achievement Tests in Greek and Italian.

Two extra copies of the program announcement are enclosed for circulation among your foreign language teachers and guidance staff. If, after consultation with these members of your staff, you decide to administer one or more of these tests, please complete and sign the Preliminary Estimate Form on the reverse side and mail it to the appropriate address. This will insure your receipt of an order blank in time for you to order, receive, and administer the tests.

Should you wish to receive a copy of the sample tape prepared for use with the booklet, *A Description of the College Board Supplementary Achievement Tests*, please check the appropriate box on the reverse side.

Thank you for your cooperation.

COLLEGE ENTRANCE EXAMINATION BOARD

This preliminary estimate form must be received no later than October 21, 1963

Supplementary Achievement Tests Preliminary Estimate Form

College Board Supplementary Achievement Tests Program
Box 592, Princeton, New Jersey 08540
or
Box 1025, Berkeley, California 94701

DATE _____

SCHOOL _____ STREET _____

CITY _____ STATE _____

We expect to administer the following tests to the indicated numbers of our students on Tuesday, February 4, 1964, and would like to receive a test order blank in late November.

NAME OF TEST	ESTIMATED NUMBER OF CANDIDATES
French Listening Comprehension Test.....	_____
German Listening Comprehension Test.....	_____
Italian Listening Comprehension Test.....	_____
Russian Listening Comprehension Test.....	_____
Spanish Listening Comprehension Test.....	_____
Greek Achievement Test.....	_____
Italian Achievement Test.....	_____

As a participating school, we do ☐, do not ☐ desire to receive a copy of the sample Listening Comprehension Tests tape.

(*Note:* This Preliminary Estimate Form is *not* an order form for Supplementary Achievement Tests. It is only an *estimate* of the number of students you think you will test in February. The actual test order blank will be sent to you late in November only if you have filled out and returned this form.)

_____
SIGNATURE OF PRINCIPAL

NAME & TITLE (PLEASE PRINT OR TYPE) _____
SCHOOL _____
STREET _____
CITY & STATE _____ ZIP CODE _____

The address slip at the left will be used to mail your test order blank. Please fill it out completely. The Principal may designate the Guidance Director to receive the test order blank, if desired.

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540
Box 1025, Berkeley, California 94701

September 1963

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Eligibility

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Box 1025, Berkeley, California 94701

COLLEGE ENTRANCE EXAMINATION BOARD

COLLEGE ENTRANCE EXAMINATION BOARD
Box 592, Princeton, New Jersey 08540
Box 1025, Berkeley, California 94701

September 1963

Memorandum for Schools and Colleges

Subject: *The 1964 College Board Supplementary Achievement Tests*

During the 1963-64 academic year, the College Board again will offer its Supplementary Achievement Tests Program to schools for administration to interested students. Thirty-minute Listening Comprehension Tests in French, German, Italian, Russian, and Spanish, and ninety-minute Achievement Tests in Greek and Italian will be offered.

Schools that prepare students in these subject-matter areas may arrange with Educational Testing Service (ETS), which conducts the program for the College Board, to administer any or all of these tests to their students on Tuesday, February 4, 1964.

The tests are administered by the school, at the school. Answer sheets and books will be returned to ETS for scoring. Score reports will be issued in March. The College Board pays all costs for shipment of test materials but cannot provide supervisory honoraria for the Supplementary Achievement Tests.

Eligibility

Any student registered or planning to register for an administration of the College Board's Achievement Tests, given this academic year on December 7, January 11, March 7, May 2, and July 8, is eligible to take one or more of the Supplementary Achievement Tests. There is no additional fee. Students themselves should *not* apply to the College Board or ETS to take a Supplementary Achievement Test. A test order blank will be sent in late November to schools that fill out and submit the enclosed preliminary estimate form. On the test order blank, schools will be asked to certify that all students for whom Supplementary Achievement Tests are being ordered have given assurance that they have registered, or expect to register, for an administration of College Board Achievement Tests on one of the above dates.

Listening Comprehension Tests: French, German, Italian, Russian, and Spanish

The aim of these five tests is to give certain candidates an additional opportunity to demonstrate their proficiency in a foreign language. Colleges may request candidates to take one of these tests provided their schools can make the necessary arrangements. It is not expected, however, that colleges will make any of the supplementary tests prerequisites for admission inasmuch as they are not available at College Board test centers.

Students are advised to take one of the Listening Comprehension Tests only if they have taken or plan to take the Achievement Test in that language on one of the five test administration dates specified above. The Russian Achievement Test will be offered at College Board test centers in January only. Since the Italian Achievement Test and the Italian Listening Comprehension Test are available only in the Supplementary Achievement Tests Program, a student who wishes to take both tests will have to take them on the same day. He may, of course, elect to take only the Achievement Test.

The five Listening Comprehension Tests require tape-playing facilities. No script will be provided. Only tapes recorded at 7½ inches-per-second will be supplied. If a school without tape-playing facilities wishes to administer the tests, the necessary equipment can often be rented locally at nominal cost. Rental arrangements and costs are the responsibility of the individual school.

All the Listening Comprehension Tests except Italian are reported on the customary 200-800 College Board score scale. A percentile rank table will be supplied with score reports for the Listening Comprehension Test in Italian since it is not included in the 1963-64 editions of *College Board Score Reports: A Guide for Counselors* or *College Board Score Reports: A Guide for Admissions Officers*. Scores for the Italian Listening Comprehension Test will be reported on a one-digit score scale.

Achievement Tests: Greek and Italian

The Greek and Italian Achievement Tests are each prepared and scored by a single well-qualified examiner. They are offered only in the Supplementary Achievement Test Program. Since each test requires 90 minutes of uninterrupted working time, schools may wish to give them outside the usual class period. The College Board recommends that schools should further arrange to administer the Italian Achievement Test before the Italian Listening Comprehension Test for students who plan to take both tests. Otherwise, there are no special administrative requirements for the Greek and Italian tests. Booklets for recording answers will be provided as part of the test materials.

Because of the relatively small number of candidates anticipated for the two tests and the inclusion of free-response materials in each, the test scores will be reported on a different and simpler score scale than the 200-800

College Board scale. Interpretive material for these tests will be supplied with the score reports, since it is not provided in the score interpretation publications.

Descriptive Materials

A description of the seven Supplementary Achievement Tests will be found in a new booklet, *A Description of the College Board Supplementary Achievement Tests*, a copy of which has already been sent to all schools whose students took College Board Admissions Tests last year. An additional supply may be ordered without cost if needed.

The booklet is intended to give both students and teachers information about the nature of the tests, the types of questions used, and the abilities and skills they measure. It contains sample questions for each of the seven tests. A demonstration tape for use with the sample questions of listening comprehension is available to secondary schools participating in the Supplementary Achievement Tests Program. A copy of the tape will be sent to these schools upon request and without charge. (The tape is approximately one hour in length and is recorded at 3¾ inches-per-second rather than the 7½ inches-per-second speed of the tapes used in the February test administration.)

Test Security

It is essential that the same security measures applied to admissions tests at College Board test centers be enforced by schools ordering these supplementary tests. Until the time of administration, the tests must be kept under lock in a place to which not more than a few authorized persons have access. No copy whatever is to be made of any portion of the taped or printed test materials.

Test content, whether in a tape recording or test booklet, can be disclosed only to the students themselves in the course of taking the tests, and all test materials must be returned immediately after the test administration in accordance with Educational Testing Service's instructions. To avoid any possible breach of security, each test should be administered at only one time on Tuesday, February 4.

Test Supervision

The Board hopes to achieve in the administration of the Supplementary Achievement Tests the same conditions of uniformly fair, standardized testing that exist at regular College Board centers. One condition at regular centers is that only candidates may see the tests. To achieve this in the case of the Listening Comprehension Tests, it is necessary to stipulate that teachers not serve as supervisors or proctors of tests in the languages they teach, since this of necessity would give them a full knowledge of test content. The Board asks, therefore, that the tests be administered by the principal or guidance counselor, or by a teacher of some subject other than the one being tested. The tapes, and instructions for their checking and use, have been prepared so as not to require a knowledge of the languages involved.

Preliminary Estimate of Numbers of Tests Needed

To help us determine printing quantities for the various tests, schools are asked now to estimate as closely as possible the number of students expected to take each test. Although copies of this memorandum are being sent to the school principal, the guidance director and the chairman of the foreign language department, the College Board asks that either the principal or the guidance director handle preliminary arrangements and administration of the tests. The enclosed preliminary estimate form, however, should be signed only by the principal. In arriving at estimates of how many students are anticipated for each Supplementary Achievement Test, the principal or guidance director is asked to coordinate with the chairman of the foreign language department to avoid submission of duplicate estimates. Confirmation of these estimates will be requested through the official test order blank, which will be mailed to the schools in late November. Preliminary estimate forms should be received in the Princeton or Berkeley Office of ETS, whichever the school customarily deals with, by October 21 at the latest. Only schools that submit an estimate form will automatically receive a test order blank later this fall.

Inquiries and Correspondence

Any inquiries or correspondence about the Supplementary Achievement Tests should be addressed to:

College Board Supplementary Achievement Tests
Box 592, Princeton, New Jersey 08540
or
Box 1025, Berkeley, California 94701

COLLEGE ENTRANCE EXAMINATION BOARD

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Telephone No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. الرقم

Date 14th March, 1963 التاريخ

Our Code No.with ETS: 990210

To:
College Entrance Examination Board,
Box 592, Princeton,
New Jersey,
U.S.A.

Dear Sirs,

I have received the enclosed invoice in duplicate about two weeks ago. The sum of 125 dollars covering examinations fees and extra score reports, has been remitted by air mail yesterday by the Credit Bank of Iraq through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent. Kindly acknowledge receipt.

As I informed you previously, the only way we can arrange for payment in dollars is by Air Transfer, as all transactions in dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A.S.Obadiah,
Principal.

Invoice صورة

Date
1/3/63

Examination fee
9 at $ 13.00 117.00

Extra Score Reports
8 at 1.00 8.00

$ 125.00

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Telephone No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

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Yours faithfully,

A.S.Obadiah,
Principal.

SECONDARY SCHOOL
Alwiyah - Baghdad
Telephone No. 91693 .

Our Code No.with ETS: 990210

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Box 592, Princeton,
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Yours faithfully,

A.S.Obaidah,
Principal.

مدرسة فرنك عيني
متوسطة وابتدائية
العلوية الجديدة - بغداد
تلفون : ٩١٦٩٣

الرقم .....
التاريخ ١٩٦٣/٣/١٢

الى — بنـــك الاعتمـــاد العراقـــي — بغداد

حيث ان البنـــك المركزى العراقـــي قـــد وافق على تحويـــل ١٢٥ دولارا الـــى

College Entrance Examination Board ,
Box 592 , Princeton , New Jersey , U.S.A.

ارجو تحويل المبلـــغ وقيـــد ما يعادلـــه بالدينار العراقي علـــى حساب المدرســـة المرقم ٢٠٨٨ معكـــم ، مـــع الشكر .

عبد الله عويديا

COLLEGE ENTRANCE EXAMINATION BOARD

Memorandum for: Recipients of scores on the College Board Achievement Test in PSSC Physics

In recent years a number of secondary schools have introduced the course in Physics developed by the Physical Science Study Committee. It was felt that the existing College Board Physics Test was not appropriate for PSSC Physics students, and since many candidates were affected, the College Board in 1959 began offering a special PSSC Physics Test for them. Beginning in the 1962-63 academic year a new single test, considered appropriate both for PSSC Physics students and for candidates who have followed traditional curricula, is being offered at some College Board administrations, whereas at other administrations both the traditional Physics Test and the special PSSC Physics Test are being offered.

Scores on the PSSC Physics Test are reported on the College Board scale and may be interpreted in the same way as scores on other College Board Achievement Tests.* Because data on candidate performance are not included in the College Board publications concerned with score interpretation, percentile ranks for candidates who took this test at the March 1963 administration are presented in the table below:

Percentile Ranks on the PSSC Physics Test for

Candidates Tested in March 1963

Score	Percentile Rank
800	99+
750	99
700	97
650	92
600	81
550	59
500	31
450	8
400	1-
Average (Mean) Score	541
Number Tested	1,283

March 1963

College Entrance Examination Board
Box 592, Princeton, New Jersey

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*For a discussion of the College Board scale see College Board Score Reports: A Guide for Counselors or College Board Score Reports: A Guide for Admissions Officers.

COLLEGE ENTRANCE EXAMINATION BOARD

Memorandum for: Recipients of scores for students who took the College Board Achievement Test in American History and Social Studies in March 1963

Beginning with this academic year, the College Board is offering both an American History and Social Studies Test and a European History and World Cultures Test instead of the single Social Studies Test that was part of the College Board testing program for many years. The decision by the College Board to offer these new tests was prompted by changes over recent years that have taken place in secondary school curriculums and in the admissions testing schedules of many colleges. After reviewing these changes, the College Board judged that two tests would provide better measurement and more meaningful information than could be provided by the single Social Studies Test.

The American History and Social Studies Test, the only one of the two new tests offered in March 1963, is primarily a test of American history. However, it contains a small number of questions that deal especially with American political and economic institutions and which are based on the content of secondary school economics and government courses. These areas were also covered by the earlier Social Studies Test, but less intensively, since that test also included some questions devoted to world history.

Scores on the new test are on the College Board scale and may be interpreted in the same way as scores on other College Board Achievement Tests.* The following table presents a distribution of American History and Social Studies scores of students tested in December 1962 or in January 1963.

Percentile Ranks for the American History and Social Studies Test

(Based on students tested in December 1962 or in January 1963)

Score	Percentile Rank
800	99+
750	98
700	93
650	84
600	71
550	55
500	39
450	24
400	13
350	5
300	1
Average (Mean) Score	533
Number Tested	39,706

March 1963

College Entrance Examination Board
Box 592, Princeton, New Jersey

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*For a discussion of the College Board scale see College Board Score Reports: A Guide for Counselors or College Board Score Reports: A Guide for Admissions Officers.

COLLEGE ENTRANCE EXAMINATION BOARD

Memorandum for: Recipients of scores for students who took the College Board Achievement Tests in Biology and Chemistry

In recent years a number of secondary schools have introduced new courses in the sciences which differ in varying degrees from the more traditional courses in these subjects. As part of its normal score reporting operation the College Board has analyzed the test results of the students trained in these new curricula in an attempt to determine whether they are at a disadvantage in comparison with students taking the more traditional courses. These analyses at the time of score reporting represent an attempt to develop score interpretation information during a period when more extensive research is underway but has not been completed.

Analysis of the Chemistry Test administered in May 1962, has led to the conclusion that when students in two new curricula, developed by the Chemical Bond Approach (CBA) and the Chemical Education Material Study (CHEMS), are tested at or near the completion of a course, they may be at a 20 to 25 point disadvantage when compared with students of equal competence taking traditional chemistry courses. On this basis we urge college admissions officers to give extra attention to the student's course of study in the few instances where a decision might hinge on a difference of this magnitude. Secondary schools that have adopted these new curricula are requested to indicate on their transcripts that they have done so.

This statement represents a change from our prior statements that there seemed to be no disadvantage for these students on the Chemistry Test. The study in May 1962 followed the same procedures as those used in earlier studies. However, it provided more dependable evidence than the earlier studies because, for the May administration, there were about five times as many examinees from the new chemistry curricula as there had been in past administrations. It should be noted that other limitations associated with analyses of data from the normal score reporting process remain. These results, then, are not considered definitive.

The problem of providing unbiased measurement for students from different curricula will remain under study during the coming year. We expect that additional information about chemistry will be available following the administration of the Chemistry Test in May 1963.

Because the numbers of examinees from the Biological Sciences Curriculum Study (BSCS) have remained small, it has not been possible to do an intensive analysis of the Biology Test. What evidence there is seems to indicate that the Biology Test is appropriate for students from the new biology curricula. In this case too, however, we would suggest that it might be advisable for an admissions officer to give special attention to students from these curricula if a decision hinges on a small score difference.

College Entrance Examination Board
Box 592, Princeton, New Jersey

December 1962

مدرسة فرنك عيني
مدرسة شمشان الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ٢٥ / ٦٣

التاريخ ١٩٦٣/٢/

الى بنك الاعتماد العراقي ـ بغداد

م/ طلب تحويل مبلغ (١٢٥) دولارا

بعد التحية ،

نظرا لاشتراك تسعة طلاب من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما. لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (١٢٥) دولارا ، وهو المبلغ المطلوب دفعة لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :ـ

College Entrance Examination Board,
Box 592, Princeton, New Jersey. U.S.A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ش/١٤٢/١٩٦١ والمؤرخ في ١٢/١٢/١٩٦١ تحويل مبلغ (٥٧) دولارا عن اجور امتحانية لخمسة طلاب كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه .
هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (١٢٥) دولارا يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني محكم المرقم ٢٠٨٨ واعلامنا.

هذا وتفضلوا بقبول فائق الاحترام ..

المرفق

مذكرة طلب دفع مبلغ (١٢٥) دولارا صادرة من اللجنة المختصة بالامتحانات لتعزيز الطلب .

المدير بالوكالة

صورة منه الى/

مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه مع العلم ان هذه الامتحانات تجرى في بغداد بتاريخ ٢/٣/١٩٦٣.

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Telephone No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

4 Copies

No. 20th December, 1963. الرقم

Date ~~14th December, 1962.~~ التاريخ

Our Code No.with ETS:990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter ~~nine~~ 13 application cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March ~~2, 1963~~ 7, 1964, in Baghdad. The total fees amount to ~~125~~ 162.50 Dollars as detailed below:

		Dollars	
13 ~~9~~	SAT & Achievement Tests at $ ~~13.00~~ 12.50	~~117.00~~	162.50
2 ~~8~~	Additional score reports to Colleges at $ 1.00	~~8.00~~	2.00
	Total fees:	~~125.00~~	164.50

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

I shall therefore be much obliged if you will send me at your earliest convenience the necessary invoice (in duplicate if possible) to be presented to the foreign exchange control department in Baghdad, to enable me to transfer the sum of ~~125~~ 164.50 dollars to you in due course.

Thanking you, I remain,

Yours faithfully,

A.S. OBADIAH,
Principal.

copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
(U.S.A.)

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Telephone No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... الرقم

Date 14th December,1962. التاريخ

Our Code No.with ETS:990210

To:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
(U.S.A.)

Dear Sirs,

I am enclosing with this letter nine application cards properly filled up by students from this school who are to sit the SAT and achievement Tests on March 2, 1963, in Baghdad. The total fees amount to 125 Dollars as detailed below:

	Dollars
9 SAT & Achievement Tests at $ 13.00	117.00
8 Additional score reports to Colleges at $ 1.00	8.00
Total fees:	125.00

According to the regulations enforced in this country, we have to present an invoice from your Board for this amount, to the foreign exchange control Department in Baghdad, before we are permitted to transfer the money in dollars to you.

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Yours faithfully,

A.S. OBADIAH,
Principal.

copy to:
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey,
(U.S.A.)

INVOICE

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET
PRINCETON, NEW JERSEY

COLLEGE ENTRANCE
EXAMINATION BOARD

		CORRECT FEE	AMOUNT PAID	AMOUNT DUE
DATE	11/1/62			
EXAMINATION FEE	Mar 1 SAT @ 3.00			
	4 CS @ 13.00			55.00
EXTRA SCORE REPORTS				
COLLEGE HANDBOOK				
CENTER CHANGE				
TRANSFER FEE				
LATE REGISTRATION FEE				57.00
				112.00

Shamyash Secondary School
G.A. S. Obadiah, Principal
New-Alwiyah, Baghdad
Iraq

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 6th April, 1962 ..... التاريخ

Our Code No.with ETS: 990210

To:

College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U. S. A.

Dear Sirs,

I have received the enclosed invoice about two weeks ago. The sum of 57 Dollars has been remitted to you by air mail on the 19th December 1961, through the First National City Bank of New York, New York.

Kindly acknowledge receipt.

Yours faithfully,

A.S. OBADIAH
Principal.

TRUE COPY

INVOICE

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET
PRINCETON, NEW JERSEY

COLLEGE ENTRANCE
EXAMINATION BOARD

	Correct Fee	Amount Due
1/17/62 Mar / SAT		
	@ 5.00	5.00
Examination Fee 4 c.s.	@13.00	52.00
Extra Score Reports		
College Handbook		
Center Change		
Transfer Fee		
Late Registration Fee		
		$ 57.00

Shamash Secondary School
c/o A.S. Obadiah, Principal
New Alwiyah, Baghdad. Iraq.

TO INSURE PROPER CREDIT TO YOUR ACCOUNT YOU MUST RETURN THIS INVOICE WITH YOUR REMITTANCE.

SHAMMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

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Principal.

COLLEGE ENTRANCE EXAMINATION BOARD

Memorandum for: Recipients of scores for students who took the College Board Achievement Tests in Biology and Chemistry in March, 1962

In recent years a number of secondary schools have introduced new science courses in biology and chemistry. The new courses, developed by various curriculum study groups, differ in varying degree from the more traditional courses in these subjects. As a result, the question has been asked: Are students who have studied the new courses at a disadvantage when they take College Board Achievement Tests in Biology and Chemistry?

This memorandum is intended to serve as a guide in the interpretation of test scores for students who have studied certain of the new curricula.

New chemistry curricula: Two new chemistry courses are now being offered in some schools to relatively large numbers of students: One is being developed by the Chemical Bond Approach Project (CBA); the other is being developed by the Chemical Education Material Study (CHEMS). Both have been introduced into schools so recently that they affect a relatively small number of candidates taking College Board tests this year. (Schools using the new chemistry curricula have been encouraged to notify the colleges to which their students are applying for admission that these students have had this different instruction.)

In order to evaluate the implication of curriculum changes for test score interpretation as quickly as possible, the College Board has conducted a two-phase study. First, qualified people closely associated with the development of the CBA and CHEMS curricula reviewed the December 1961, January 1962 and March 1962 College Board Chemistry tests. Each reviewer was asked to judge the appropriateness of each question in these tests for candidates who had completed a one-year course in the new curricula.

With these judgments available, it was possible to undertake the second phase of the study: an analysis of the test scores obtained by students from schools using the new curricula, in comparison with scores of students of similar ability who had studied more traditional chemistry courses.

Studies were made for students who had completed a year of either the CBA or CHEMS curriculum and who, in addition, had taken the College Board Chemistry test in December 1961 or March 1962. In each study the scores of students from a special curriculum were compared with the scores of students of similar ability who had studied more conventional chemistry courses. The general measures of ability used in the two studies were

scores on the test questions judged to be appropriate for students in the special curricula. These comparisons indicated that students from schools using either of these courses were at no important disadvantage on the College Board Chemistry test.

New biology curricula: Three new biology courses - all being developed by the Biological Sciences Curriculum Study (BSCS) and known as the Blue, Green and Yellow versions - have recently been introduced into some schools. In view of the fact that biology is primarily a sophomore course in secondary school, and that these new courses were introduced within the last year or two, very few high school students taking College Board tests this year have studied the new courses.

The College Board, however, has made a preliminary study similar to the first phase of the study conducted for the new chemistry curricula: Qualified people closely connected with the development of each of the three BSCS courses were asked to review the College Board Biology tests administered in December 1961, January 1962 and March 1962. Each reviewer was asked to indicate the extent to which he thought the test questions were appropriate for candidates who had completed a year of study in one of the BSCS courses. These judgments appear to indicate that the College Board Biology test should provide as good a measure of the ability of the students in any of the three versions of the BSCS curriculum as the Chemistry test provides for the students in the special chemistry curricula.

Since there is not yet enough information to make a meaningful analysis of the performance of BSCS students on the College Board Biology test, any judgments about the appropriateness of the test for such students remain tentative. Detailed studies will be carried out as soon as possible.

March 1962

College Entrance Examination Board
Box 592, Princeton, New Jersey

الفروع في العراق بغداد شارع البنوك • الفرع المركزي • الكرادة الشرقية - باب المعظم بصرة - موصل
شارع الرشيد - كرادة مريم - شارع المهدي زبير اربيل

Branches In Iraq BAGHDAD: (Main Office) (Mahdi Street) (Rashid Street) (Karradah) (Northgate) (West Bank) Arbil Basrah Mosul Zubair

OTTOMAN BANK
(Incorporated in Turkey with Limited Liability)
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TELEG. ADDRESS : OTTOMBANK

المركز الرئيسي
غلاطة - استانبول - تركيا
Head Office
Galata - Istanbul, Turkey

البنك العثماني
(شركة مساهمة مؤسسة في تركيا)
رأسمال المدفوع . . . ر . . . ره باون استرليني

BAGHDAD 19th Dec., 1961
IRAQ.

4

FIRST NATIONAL CITY BANK OF N.Y.,
NEW YORK.U.S.A.

in accordance with your
Letter of 28.11.61

DEBIT ADVICE TO

MESSRS. SHAMASH SECONDARY SCHOOL
NEW ALWIYAH.BAGHDAD.

in respect of our mail transfer, as per details mentioned below :

Reference Number	BENEFICIARY	AMOUNT
48923	COLLEGE ENTRANCE EXAMINATION BOARD, BOX 592, PRINCETON, NEW JERSEY.U.S.A. (U.S.DOLLARS FIFTY SEVEN ONLY).	$. 57.-

RATE	DEBIT I.D.	DEBIT Fils
2,8023 +150	125	20.490
I.D.		
Commission -.250		
Postage -.150		
Stamps -.180		-.580
Cable		
Tax 1‰		
TOTAL	21	.070

E. & O. E.

Iraq Dinars twenty ~~one~~ one & fils 070 only.

[redacted] with you

[redacted] FORM 5 NO. 2346

Yours faithfully,

Sub - Manager. Manager.

OBL 114

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 22nd December, 1961. التاريخ

Our Code No. with ETS: 990210

To the:
College Entrance Examination Board,
Box 592, Princeton, New Jersy,
U. S. A.

Dear Sirs,

I am enclosing, herewith, five applications of students from this school who will be taking the SAT and Achievement Tests on March 3, 1962.

The amount of 57 Dollars, covering examination fees, was remitted by air mail on the 19th instant by the Ottoman Bank, Baghdad, through their New York Correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent.

At present, the only way we can arrange for payment in Dollars is by Air Transfer, as all transactions in Dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A. S. OBADIAH,
PRINCIPAL.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 22nd December, 1961. التاريخ .....

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Yours faithfully,

A. S. OBADIAH,
PRINCIPAL.

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد .....

Date 22nd December, 1961. التاريخ .....

Our Code No. with ETS: 990210

To the:
College Entrance Examination Board,
Box 592, Princeton, New Jersy,
U. S. A.

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Yours faithfully,

A. S. OBADIAH,
PRINCIPAL.

AMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد .....

Date 22nd December, 1961. التاريخ .....

Our Code No.with ETS:990210

To the:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U.S.A.

Dear Sirs,

I have posted to you under a separate cover by air mail five applications of students from this School who will be taking the SAT and Achievement Tests on March 3, 1962.

The amount of 57 Dollars, covering examination fees, was remitted by air mail on the 19th instant by the Ottoman Bank, Baghdad, through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent.

At present, the only way we can arrange for payment in Dollars is by Air Transfer, as all transactions in Dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A. S. OBADIAH,
PRINCIPAL.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

No. ..... العدد .....

Date 22nd December, 1961. التاريخ .....

Our Code No.with ETS:990210

To the:

College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U.S.A.

Dear Sirs,

I have posted to you under a separate cover by air mail five applications of students from this School who will be taking the SAT and Achievement Tests on March 3, 1962.

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Yours faithfully,

A. S. OBADIAH,
PRINCIPAL.

مدرسة فرنك عيني
و
مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ش/ ١٤٢ / ٦١
التاريخ ١٩٦١/١٢/١٢

الى البنك العثماني – بغداد

م/ طلب تحويل مبلغ (٥٧) دولارا

بعد التحية •

نظرا لاشتراك خمسة طلاب من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما • لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٥٧) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : –

College Entrance Examination Board,
Box 592, Princeton, New Jersey, U. S. A.

وذلك اسوة بالسنة الماضية ، اذ سبق ان طلبنا بكتابنا المرقم ش/ ٣٥٨ / ٦٠ والمؤرخ في ١٩٦٠/١٢/١١ تحويل مبلغ (١٢٩) دولارا عن اجور امتحانية لاحد عشر طالبا كانوا قد اشتركوا في نفس الامتحانات في السنة الماضية ووافقت مديرية التحويل الخارجي على ذلك في حينه •

هذا وبعد موافقة مديرية التحويل الخارجي على تحويل مبلغ (٥٧) دولارا ، يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني معكم المرقم ٢٠٨٨ واعلامنا •

هذا وتفضلوا بقبول فائق الاحترام •

اسحق كوهين
المدير بالوكالة

صورة منه الى /

مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه مع الشكر ، حيث ان مدة طلب الاشتراك في الامتحانات المذكورة اعلاه تنتهي في اواخر الشهر الحالي كانون الاول ١٩٦١ •

SHMSH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. .....
Date 22nd December, 1961.

Our Code No. with ETS:990210

To the:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U.S.A.

Dear Sirs,

I have posted to you under a separate cover by air mail five applications of students from this School who will be taking the SAT and Achievement Tests on March 3, 1962.

The amount of 57 Dollars, covering examination fees, was remitted by air mail on the 12th instant by the Ottoman Bank, Baghdad, through their New York correspondent, the First National City Bank of New York, New York, for payment to you through their Princeton correspondent.

At present, the only way we can arrange for payment in Dollars is by Air Transfer, as all transactions in Dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

A. S. OHAGIAN,
PRINCIPAL.

مدرسة فرنك عيني
و
مدرسة شمس الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

الرقم ع/ ١٤٢ / ٦١
التاريخ ١٩٦١/١٢/١٢

الى البنك العثماني – بغداد

م/ طلب تحويل مبلغ (٥٧) دولارا

بعد التحية •

نظرا لاشتراك خمسة طلاب من هذه المدرسة في السنة الدراسية الحالية بتقديم امتحانات خاصة (Scholastic Aptitude Test & Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما • لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (٥٧) دولارا ، وهو المبلغ المطلوب دفعه لهذا الغرض مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي : –

College Entrance Examination Board,
Box 592, Princeton, New Jersey, U. S. A.

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هذا وتفضلوا بقبول فائق الاحترام •

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SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 25th November, 1961. التاريخ

Our Code No. with ETS : 990210

The College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U. S. A.

Dear Sirs,

Thank you for your consignment to this school of the 1961-1962 set of the Bulletin of Information Booklet together with the description Booklets of the College Board SAT and Achievement Tests. However, we urgently need at least three C.E.E.B. transmittal forms to be used for the purpose of transferring to you the students' test fees and their applications in a group. The Exchange Control Department in Baghdad requires these transmittal forms as testimonials before payment of fees to you in dollars can be effected.

Hoping to hear from you soon,

Yours faithfully,

A.S. Obadiah,
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. ..... العدد .....

Date 25th November, 1961. التاريخ .....

Our Code No. with ETS : 990210

The College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U. S. A.

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Hoping to hear from you soon,

Yours faithfully,

A.S. Obadiah,
Principal.

ثانوية المستنصرية
علوية
تليفون ٧٢٢١٢

BRITISH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. .....

Date 25th November, 1961.

Our Code No. with NTS : 990210

The College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U. S. A.

Dear Sirs,

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Hoping to hear from you soon,

Yours faithfully,

A.S. Obaidah,
Principal.

PUBLIC APPOINTMENTS

REPUBLIC OF IRAQ
UNIVERSITY OF BAGHDAD

Applications are invited for TEACHING POSTS in the subjects mentioned below. Salaries are according to qualifications. For further information and application forms, please apply to the Cultural Attaché, Embassy of the Republic of Iraq, 22, Queen's Gate, London, S.W.7. Applications with copies of recent testimonials and copies of degree certificates, etc., to be sent direct to the Secretary General, University of Baghdad, not later than 15th May, 1960.

FOREIGN STAFF REQUIRED for ACADEMIC YEAR 1960-1961.

Field of specialisation	Nos. req.	Qualifications, &c.
GENERAL CHEMISTRY	3	Ph.D.
ORGANIC CHEMISTRY	2	Ph.D.
BIOCHEMISTRY	1	Ph.D.
PHYSICAL CHEMISTRY	2	Ph.D.
PHARMACEUTICAL CHEMISTRY	1	Ph.D.
INDUSTRIAL CHEMISTRY	1	Ph.D.
ANALYTICAL CHEMISTRY	3	Ph.D.
GENERAL PHYSICS	5	Ph.D. *or* M.Sc.
THEORETICAL PHYSICS	2	Ph.D.
GEOPHOLOGY	1	Ph.D.
GEOMATICS	3	Ph.D.
ELECTRICITY & ELECTRONICS	2	Ph.D.
GENERAL MATHEMATICS	6	Ph.D.
APPLIED MATHEMATICS	3	Ph.D.
STATISTICAL MATHEMATICS	4	Ph.D.
HISTORY AND TEACHING METHOD OF MATHEMATICS	1	Ph.D.
GENERAL ZOOLOGY	3	Ph.D
BOTANY	2	Ph.D.
BIOLOGY	2	Ph.D.
BACTERIOLOGY AND PARASITOLOGY	1	Ph.D.
BACTERIOLOGY	1	Ph.D.
INVERTEBRATA	1	Ph.D
COMPARATIVE VERTEBRATA	1	Ph.D.
PATHOLOGY	1	Ph.D.
VETERINARY PATHOLOGY	1	Ph.D.
VETERINARY BACTERIOLOGY	1	Ph.D.
VETERINARY PARASITOLOGY	1	Ph.D.
VETERINARY SURGERY	1	Ph.D.
VETERINARY CLINICAL MEDICINE	1	Ph.D.
GENERAL SURGERY	2	F.R.C.S. *or* Ph.D. *or* equivalent
GYNAECOLOGY AND OBSTETRICS	1	M.R.C.O.S. *or* Ph.D. *or* equivalent
(The following should have high academic standing in the field of teaching so as to assume the Chair of Professor.)		
PEDIATRICS	1	Ph.D. *or* equivalent
EAR-THROAT-NOSE DISEASES	1	Ph.D. *or* equivalent
OPHTHALMOLOGY	1	Ph.D.
PHARMACOLOGY	1	Ph.D.
PHARMACOLOGY AND TOXICOLOGY	1	Ph.D.
MANUFACTURING PHARMACY	1	Ph.D.
(With good knowledge of Dispensing Pharmacy.)		
PHARMACY AND PHARMACOLOGY	1	Ph.D.
ORAL SURGERY	1	
(To be Head of Department and responsible for teaching Oral Surgery including Exodontia Minor Oral Surgery and Maxillo Facial Surgery.)		
OPERATIVE DENTISTRY	2	
(To be Head of Department and to teach Tooth Anatomy, Tooth Carving and Operative Dentistry and Crown and Bridge Work.)		
ORAL MEDICINE & ORAL PATHOLOGY	1	
(To be Head of Department and to teach Oral and Dental Pathology, Periodontology and Oral Medicine.)		
or		*or*
ORAL MEDICINE	1	
(Including teaching of Periodontology.)		
ORAL & DENTAL PATHOLOGY	1	
(Including teaching of Oral and Dental Pathology.)		
DENTAL RADIOLOGY	1	
(To give instructions in the principles of Radiology and Radiography including Radiological diagnosis.)		
DENTAL MATERIALS	1	
(To work under the Head of Department of Prosthetic Dentistry and to give students teaching in properties and manipulation of Dental Materials. (Not necessarily a Dental Surgeon, but may be a Physicist.))		
ORTHODONTICS	1	
DENTAL TECHNICIAN	1	
(To work in Orthodontics Department.)		
DENTAL LABORATORY TECHNICIAN	1	
(To work under Head of Department of Oral Pathology, to arrange preparation of pathological material for demonstrations and preparation of slides of pathological material.)		
IRRIGATION AND DRAINAGE AND FLOOD AND IRRIGATION DESIGN	3	Ph.D.
SOIL LABORATORY	1	M.Sc. *or* B.Sc.
SURVEYING	3	Ph.D. *or* M.Sc.
MATERIAL TESTING LABORATORY	1	M.Sc. *or* B.Sc.
POWER ENGINEERING	2	Ph.D.
ENGINEERING DRAWING	2	Ph.D.
FLUID DYNAMICS AND HYDRAULICS	1	Ph.D.

Field of specialisation	Nos. req.	Qualifications, &c.
HEAT DYNAMICS AND CONDUCTION	[illegible]	Ph.D.
MECHANICAL DRAWING	1	Ph.D.
ELECTRONICS	1	Ph.D.
	2	M.Sc. *or* B.Sc.
PETROLEUM ENGINEERING	2	Ph.D.
	1	M.Sc. *or* B.Sc.
ARCHITECTURAL ENGINEERING	2	Ph.D.
	[illegible]	M.Sc. *or* B.Sc.
MECHANICAL ENGINEERING	3	Ph.D.
ELECTRICAL ENGINEERING *(Power)*	3	Ph.D.
CIVIL ENGINEERING	2	Ph.D.
CHEMICAL ENGINEERING	1	Ph.D.
PALEONTOLOGY AND MICROPALEONTOLOGY	1	Ph.D.
MECHANICS *(Turning and Fitting)*	4	Diploma
BRICKLAYING	2	Diploma
CARPENTRY	3	Diploma
TINSMITHING	1	Diploma
BLACKSMITHING AND WELDING	1	Diploma
GENETICS	1	Ph.D.
ENTOMOLOGY	1	Ph.D.
ANIMAL HUSBANDRY	1	Ph.D.
	1	M.Sc.
	1	B.Sc.
BACTERIOLOGY *(Dairy)*	1	Ph.D.
FIELD CROPS	2	Ph.D.
	1	M.Sc.
	1	B.Sc.
AGRICULTURE MACHINE ENGINEERING	2	M.Sc. *or* B.Sc.
HORTICULTURE	2	Ph.D.
	2	M.Sc.
VEGETABLES	2	Ph.D.
	1	M.Sc.
SOIL	1	Ph.D.
FORESTRY	1	Ph.D.
	2	M.Sc.
	1	B.Sc.
AGRICULTURAL ECONOMICS	1	M.Sc.
SOCIOLOGY	2	Ph.D.
ISLAMIC SHARIA	3	Ph.D.
FINANCE	3	Ph.D.
ECONOMICS	8	Ph.D.
HISTORY OF LAW	1	Ph.D.
ROMAN LAW	1	Ph.D.
LABOUR LEGISLATION LAW	1	Ph.D.
PENAL LAW	1	Ph.D.
GENERAL INTERNATIONAL LAW	1	Ph.D.
CIVIL LAW	2	Ph.D.
CIVIL AND COMMERCIAL PROCEDURE AND EXECUTION	1	Ph.D.
ECONOMIC THEORY	1	Ph.D.
HISTORY OF ECONOMIC THOUGHT	1	Ph.D.
FINANCIAL ECONOMICS AND LEGISLATION	1	Ph.D.
ECONOMIC PLANNING	1	Ph.D.
DEMOGRAPHY	1	Ph.D.
BUSINESS ADMINISTRATION	2	Ph.D
COMMERCIAL ENGLISH	[illegible]	
CHARTERED ACCOUNTANTS	[illegible]	Ph.D.
DROIT PRIVE	[illegible]	Ph.D.
ARABIC RHETORIC AND CRITICISM	11	Ph.D.
QURAN AND TRADITION	1	Ph.D.
LITERARY CRITICISM *(English)*	1	Ph.D.
ECONOMIC GEOGRAPHY	2	Ph.D.
PHYSICAL GEOGRAPHY	1	Ph.D.
REGIONAL GEOGRAPHY	1	Ph.D.
ISLAMIC ARTS	[illegible]	Ph.D.
SUMARIAN AND AKKADIAN LANGUAGE	[illegible]	Ph.D.
MODERN GOVERNMENTS	[illegible]	Ph.D.
PUBLIC ADMINISTRATION	2	Ph.D.
ECONOMIC HISTORY	1	Ph.D.
ECONOMIC SYSTEMS AND DOCTRINES	1	Ph.D.
ISLAMIC PHILOSOPHY & MODERN PHILOSOPHY	1	Ph.D.
ANCIENT HISTORY	1	Ph.D.
ISLAMIC HISTORY	4	Ph.D.
KURDISH LITERATURE	1	Ph.D. *or* M.A.
(To be recruited from Leningrad or Harvard if possible)		
KURDISH HISTORY	1	Ph.D. *or* M.A.
PERSIAN AND OLD PEHIEVIAN	1	Ph.D. *or* M.A.
FRENCH	3	Ph.D. *or* M.A.
GERMAN	3	Ph.D. *or* M.A.
(To be of German nationality and teaching in the Goethe method)		
ENGLISH LANGUAGE AND LITERATURE	18	Ph.D. *or* M.A.
RUSSIAN	3	Ph.D. *or* M.A.
SPANISH	2	Ph.D. *or* M.A.
FLOWER MAKING	1	Diploma

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

3 Copies

Our Code No. with ETS : 990210

No. .....
Date 24th November 1961

العدد .....
التاريخ .....

The College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U.S.A.

Dear Sirs,

Thank you for your consignment to this school of the 1961-1962 set of the Bulletin of Information Booklet together with the description Booklets of the College Board SAT and Achievement Tests. However, we need at urgently least three C.E.E.B. transmittal forms to be used for the purpose of transferring to you the student's test fees and their applications in a group. The Exchange Control Department in Baghdad requires these transmittal forms as testimonials before payment of fees to you in Dollars can be effected.

Hoping to hear from you soon,

Yours faithfully,

A. S. OBADIAH,
Principal

Preliminary Scholastic Aptitude Test (PSAT)

PRINCIPAL'S COPY OF SCHOOL REGISTRATION FORM

Do NOT return to ETS

This school will administer PSAT on (check one) ☑ Form 1, Tuesday, October 17, 1961 / ☐ Form 2, Saturday, October 21, 1961 to an estimated 20 students.

The registration form must be received at ETS by September 29 or shipment cannot be guaranteed.

ETS must be notified immediately if adequate test supplies do not arrive by October 9.

CONDITIONS WHICH MUST BE MET BY SCHOOLS USING PSAT:

1. All test booklets kept under lock until administration date.
2. Test administered only on the specified date—that is, PSAT Form 1 administered only on Tuesday, October 17; PSAT Form 2 administered only on Saturday, October 21.
3. Test administered in strict compliance with directions given in **Supervisor's Manual** to ensure standard test conditions at all secondary schools.
4. Every test booklet collected at the end of the testing period.
5. Answer sheets returned as soon as possible after the administration.
6. Every test booklet, used or unused, destroyed October 17, or October 21, as appropriate.

D31R26V Item 277880

EDUCATIONAL TESTING SERVICE
PRINCETON • NEW JERSEY
TELEPHONE: WALNUT 1-9000 • CABLE: EDUCTESTSVC

College Board Guidance Services

May 10, 1961

To Principals of Schools Outside the United States:

Your school is invited to participate in the College Entrance Examination Board's Preliminary Scholastic Aptitude Test. The third annual administration of the test will take place on Tuesday, October 17, or Saturday, October 21, 1961. We encourage you to examine the enclosed announcement leaflet which provides both general information about the uses of the PSAT program and specific details concerning your participation. Registration materials are also enclosed.

The PSAT is offered to you primarily as an aid in the guidance of juniors toward college. Its comparability to the Scholastic Aptitude Test which is required by many colleges for admissions purposes, its ready availability to schools and students and its low cost (1961 fee is $1 per candidate) particularly recommend it for guidance use.

We hope that you will complete the registration form and return it as soon as possible. In view of the shipping difficulties involved in making shipments outside the United States, your registration should reach us before September 19. Please note, that this is the only registration form for the PSAT that will be sent to your school.

A copy of this letter and an additional announcement folder are enclosed for your guidance director.

Sincerely yours,

Robert E. Smith

Robert E. Smith
Program Director

RES:cm
Enclosures

EDUCATIONAL TESTING SERVICE
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Robert E. Smith

Robert E. Smith
Program Director

RES:cm
Enclosures

3rd Annual Preliminary Scholastic Aptitude Test

Tuesday, October 17
Saturday, October 21

1961

A two-hour version of the Scholastic Aptitude Test offered to the secondary schools for use in college guidance

College Entrance Examination Board

The Preliminary Scholastic Aptitude Test is under the supervision of two committees appointed by and acting for the College Entrance Examination Board. One of these, the Committee of Aptitude Examiners, is responsible for the technical content of the test. The second committee, the Committee on Guidance, is responsible for administrative arrangements and other aspects of the PSAT, to assure its usefulness as a guidance instrument in the schools. Members of the two committees are listed on the inside back cover. The PSAT is prepared and administered for the College Board by Educational Testing Service in Princeton, New Jersey, and Los Angeles, California.

Address correspondence concerning PSAT to:
Preliminary Scholastic Aptitude Test
Educational Testing Service
Box 589, Princeton, New Jersey
or Box 27896, Los Angeles 27, Calif.

A test designed for secondary schools

The Preliminary Scholastic Aptitude Test, a two-hour version of the Scholastic Aptitude Test, is specifically designed for secondary schools to use in their own guidance programs. It is one of the several guidance services offered by the College Entrance Examination Board to facilitate the transition of students from secondary school to college and was introduced in response to an expressed interest on the part of secondary schools for such a test. The school's decision to offer the PSAT should be based on a careful evaluation of the test's value in relation to the school's total guidance program.

The PSAT contains the same types of multiple-choice questions as are used in the SAT and measures the same verbal and mathematical abilities. Studies of the correlations between PSAT and SAT scores show that the PSAT is an excellent predictor of SAT scores. In fact, the PSAT is, for all practical purposes, almost as good a predictor of final SAT scores as another form (edition) of the SAT itself. PSAT scores are reported on a scale of 20 to 80 that is directly parallel to the College Board's standard admissions test scale of 200 to 800. This enables secondary school counselors to relate PSAT scores to information concerning known college admissions SAT score standards.

In a very real sense, the PSAT belongs to the secondary schools. It is primarily intended for use *by* the schools *in* the schools. The decision to administer the PSAT rests entirely with the principal or the school guidance director. (Last year, 11,200 schools chose to administer it to 730,000 students.)

The school's primary use for the PSAT

Secondary schools use the PSAT primarily for the guidance of their college-bound students. Since the test is offered in the fall, the scores are available early in the academic year. Although students in any class may take the PSAT, it is generally used for juniors and seniors who wish to clarify their college plans.

Secondary school juniors may, of course, take the SAT on any scheduled testing date if they desire to do so or are asked to take the SAT by colleges to which they are applying. The College Board offers the PSAT for guidance purposes because it provides scores earlier in the year and costs less than the SAT.

It is important to remind students that PSAT scores are not a substitute for SAT scores in so far as college admissions requirements are concerned. Students wishing to have scores submitted to colleges for admissions decisions should be guided by the requirements of the colleges concerned.

What schools may give the PSAT?

Any secondary school anywhere in the world may administer the PSAT if it wishes to do so. Educational Testing Service, which conducts the PSAT program for the College Board, sends registration forms to all secondary schools in the United States in May and again in September. A school may register to give the test either by returning the registration form or by writing directly to the address given on the inside front cover of this booklet.

Schools are urged to register in the spring. In registering, a school furnishes an estimate of the number of students for which it will need supplies. Such spring estimates are not

necessarily final; they may be revised in September when registration materials are again sent to all schools.

Delivery of materials in time for the test cannot be assured for registrations received later than the following dates: September 29 for schools in the United States, and September 19 for foreign schools.

When is the PSAT given?

The PSAT will be given on two dates in 1961: Tuesday, October 17 (Form 1), and Saturday, October 21 (Form 2). A school may choose either date, but all participating students in the school must be tested on the date selected. Form 1 can be given only on October 17; Form 2 only on October 21. Questions in Form 1 of the PSAT do not appear in Form 2.

If both of the regular 1961 dates conflict with school vacations, teachers' conferences, or religious observances, or if there are other compelling reasons, the school may select a special date to give the test. In such cases, Form 3 of the PSAT will be used.

The special date selected by the school cannot be earlier than October 14 or later than October 29. Use of Form 3 will also require increased supervision by the school and one-half hour of additional testing time. Requests for the use of Form 3 of the 1961 PSAT should be received before September 20.

How is the PSAT administered?

Schools register for, and make arrangements to give the test, through ETS. The secondary school principal or his designated representative administers the test in the school and is furnished test books, answer sheets, interpre-

tative materials, and information bulletins by ETS. Testing time is two hours, but an additional 20 minutes should be allowed for administrative details.

After giving the test, schools destroy the test books, and return the answer sheets to ETS for scoring.

What is the test fee?

The fee charged for each student who takes the PSAT is $1. This covers the cost of providing the test materials and services. Schools are responsible for collection of the test fee and forward to ETS, after the test administration, $1 for each student who has taken the PSAT.

A school giving the test on Saturday or otherwise incurring special expenses may, if it wishes, charge an additional fee. The amount of any additional fee should be determined by the school in relation to its extra expenses; most commonly, an additional fee of 50 cents or one dollar is charged. In any event, the amount forwarded to ETS remains $1 for each student tested.

How are the scores reported?

Each student's scores are reported to his school principal on four duplicate score report labels. Two of these carry the student's scores and appropriate national percentile rank. The other two labels carry only the scores and are intended for use by schools that prefer not to give the student his percentile rank. All labels are the pressure-sensitive type for easy placement on the student's interpretive booklet and his school record form.

Score reports are mailed to the schools in December from the Princeton office of ETS.

PSAT scores may be released by the principal at his discretion to colleges and other appropriate agencies.

A new service for the schools

To ease the clerical work involved in sorting PSAT score labels into homeroom groups or other classifications, a new service will be offered this year. Each PSAT answer sheet will carry, for school use, a two digit numerical grid on which students may enter any of 100 numbers (from 00 to 99). The number entered by each student will be printed by ETS on the student's score labels. For example, the school may assign each homeroom a code number, each student will then enter his homeroom number on his answer sheet, and the homeroom numbers will be printed by ETS on the score labels. When the school receives the score labels, a clerk can group the labels by homeroom, using the numbers printed on them. Detailed information concerning this service will be given in the test supervisor's *Manual of Instructions*, which is included in the test materials shipped to each school.

Score interpretation materials

The College Board publishes two booklets on the interpretation of PSAT scores and their relation to college planning, one for school counselors and the other for students. Shortly before the score reports are mailed, ETS will send one copy of the student booklet, *Your College Board Scores: Preliminary Scholastic Aptitude Test*, for each student tested. Copies of *College Board Score Reports: A Guide for Counselors*, which covers both the Board's regular test program and the PSAT, are sent to schools

in August. Additional copies may be requested if needed.

The booklet for students discusses the use of PSAT scores in planning for college. In it, PSAT scores for juniors and seniors are related to national norms and to the scores made by freshmen at various types of colleges. In addition, the problems of college selection and admission are discussed. Normative materials are not available for high school sophomores.

The booklet for guidance counselors, school administrators, and teachers who counsel students on their college plans, discusses the interpretation of PSAT scores and explains how to convert them to equivalent scores on the SAT. It also deals with more general problems such as those involved in encouraging able students to attend college and helping all students to understand the complexities of college admission and the financing of a college education.

There is no charge for these interpretive materials; their cost is covered by the test fee.

Use of PSAT by scholarship sponsors

The main purpose of the PSAT is to provide secondary schools with a valid, reliable, and inexpensive instrument for use in college guidance. The availability of the scores at ETS makes it possible for them to be used for other legitimate purposes pertaining to the transition of students from secondary school to college. To the extent that supplementary score reporting procedures can be devised, in addition to the normal reporting of scores to secondary schools, duplicate and multiple testing of high school juniors and seniors can be avoided.

One such supplementary score reporting service is provided for sponsors of scholarship programs who are interested in utilizing aptitude test results in their own procedures. These scholarship sponsors understand that a particular secondary school may not choose to administer the PSAT; in that event, the sponsors will be prepared to make alternative arrangements. One of these alternatives may involve referring a student to an administration of the SAT.

Information about the scholarship programs that utilize the PSAT will be sent in a separate announcement to all schools, in care of the guidance director, early in September.

Committee of Examiners for Aptitude Testing

Professor John B. Carroll, Professor of Education, Harvard University, *Chairman*

Professor Eric F. Gardner, Professor of Education and Psychology, Syracuse University

Professor Quinn McNemar, Professor of Psychology, Stanford University

Professor John E. Milholland, Chief, Evaluation and Examinations Division, University of Michigan

Professor Julian C. Stanley, Professor of Education, University of Wisconsin

Committee on Guidance (1961)

Mr. John S. Hafer, Dean of Admissions and Freshman Scholarships, Syracuse University, *Chairman*

Dr. Joseph D. Boyd, Dean of Men, Northwestern University

Professor Willis E. Dugan, College of Education, University of Minnesota

Mr. Charles F. Gavin, Director of Admissions, Carleton College

Mr. Ben W. Gibson, Jr., Liaison Officer, Board of Education, Atlanta, Georgia

Mr. Jack Guildroy, Chief Counselor, North Senior High School, Great Neck, New York

Dr. Arthur A. Hitchcock, Executive Director, American Personnel & Guidance Association, Washington, D. C.

Sister Jacinta Mann, Director of Admissions, Seton Hill College

Mr. John Palmer, Dean of Undergraduate Admissions, Tufts University

Dr. Edward Sanders, Dean of Students, Pomona College

Professor David V. Tiedeman, School of Education, Harvard University

Rev. John D. Verdery, Headmaster, The Wooster School, Danbury, Connecticut

BOSTON UNIVERSITY
755 COMMONWEALTH AVENUE
BOSTON 15, MASSACHUSETTS

BOSTON
JUN
MASS.

1961

SHAMASH SECONDARY SC
NEW ALWIYAH
BAGHDAD IRAQ

BOSTON UNIVERSITY

SIX-YEAR MEDICAL PROGRAM

PRELIMINARY ANNOUNCEMENT

The College of Liberal Arts and the Medical School are initiating a combined program of study over a six-year period leading to the A.B. and M.D. degrees. The first class will start in September, 1961.

This intensive program is designed for highly competent graduates of High and Preparatory Schools who wish to complete their medical education in the shortest possible time without sacrificing either the quality of their education or the advantages of the college experience.

Applicants to the program must present the following high school or preparatory school course work:

- Four years of English.
- Four years of Mathematics (algebra, plane and solid geometry, trigonometry, and preferably an introduction to analytic geometry).
- Minimum of two years of an ancient or modern language.
- One year each of history, chemistry and physics.

Selection of students will be based on the following criteria:

- Academic record in secondary school.
- Recommendations from teachers.
- College Board or Advanced Placement Examinations in English, mathematics, chemistry and physics.
- Scholastic Aptitude Test and the College Entrance Examination Board.

Application for admission may be made after September 1, 1960.

For further information, write to:

Office of Admissions
Boston University
705 Commonwealth Avenue
Boston 15, Massachusetts

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الإعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد .....

Date 7th July, 1961 التاريخ .....

Our School Code No.with ETS.990210

Mr. Robert E. Smith,
Program Director,
Educational Testing Service,
Box 589, Princeton,
New Jersey, U.S.A.

Dear Sir,

With reference to your memorandum of 9th June 1961, regarding the PSAT remittance form of our School, I would like to refer you to my letter of 24th October 1960, addressed to: the Rector, Baghdad College, Centre for SAT and achievement Tests, Baghdad with a copy to Educational Testing Service. In this letter I have requested Baghdad College to remit to you $ 12.50 being fees for PSAT which was administered on Tuesday 18th October 1960 to 25 students of this school.

The Rector of Baghdad College informs me that the sum of $ 12.50 has been paid to you as per their voucher sent to you immediately after the December 1960 administration of SAT and Achievement Tests. I hope that you will be able to locate the settlement of this account in time for the closing of your 1960 records.

Yours sincerely,

A.S. OBADIAH,
Principal.

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
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A.S. OBADIAH,
Principal.

Father Sullivan 22369

EDUCATIONAL TESTING SERVICE
PRINCETON • NEW JERSEY
TELEPHONE: WALNUT 1-9000 · CABLE: EDUCTESTSVC

Father Kelly acting for Father Sullivan, Baghdad College.

College Board Guidance Services

Memorandum for: Principals

Date: June 9, 1961

From: Robert E. Smith,
Program Director

As you may know, the administration of the Preliminary Scholastic Aptitude Test (PSAT) in October 1960, involved some 732,500 students and 11,200 schools. In processing the PSAT remittance forms we find that a number are missing.

We have not been able to locate one for your school. Would you please check your files and notify us so that we may close our 1960 records.

RES:cm

AMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 23rd December, 1960. التاريخ

To The:
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U. S. A.

Dear Sirs,

I am enclosing, herewith, eleven applications of students from this School who will be taking the SAT and Achievement Tests on March 18, 1961.

The amount of 129 Dollars, covering examination fees and reports to extra Colleges, was remitted by air mail on the 21st instant by the Ottoman Bank, Baghdad, through their Chicago correspondents, the First National Bank of Chicago, Chicago, for payment to you through their Princeton Correspondent.

At present the only way we can arrange for payment in Dollars is by Air Transfer, as all transactions in Dollars have got to pass through the Foreign Exchange Control Department in Baghdad and are settled in this way.

Yours faithfully,

Obadiah

A. S. Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
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COLLEGE ENTRANCE EXAMINATION BOARD

Notice to Recipients of Scores on

THE CEEB-PSSC PHYSICS TEST

Some schools and colleges may receive scores for candidates who took the CEEB-PSSC Physics at the March 1961 College Board administration. If scores on this test are received, the information on this sheet should be useful, since the interpretation of these scores is not discussed in the publications of the College Board concerned with score interpretation.

At the March 1961 administration of the College Board achievement tests, candidates who wished to take a Physics test had a choice between a test like those offered at other College Board administrations and a special Physics test designed to be an appropriate measure of achievement for students who had studied Physics under the Physical Science Study Committee program. The PSSC Physics course and the special test were discussed in the College Board Review, Fall, 1958, No. 36, "Test Year for New Physics Course."

Candidates who chose to take the CEEB-PSSC Physics test should not have taken the regular Physics test, so that no candidates should present scores on both tests since they measure different kinds of achievement. While the CEEB-PSSC Physics test and the regular Physics test are different, scores reported for the CEEB-PSSC Physics test are College Board Standard Ratings and are reported on the scale used for the regular Physics test to facilitate the use of scores by schools and colleges.

Percentile ranks for candidates tested in March 1961 are given in the table below. Additional information pertaining to the interpretation of College Board scores is contained in: College Board Score Reports - A guide for counselors; College Board Scores No. 2; and 1957 Supplement to College Board Scores No. 2.

Percentile Ranks for Candidates Who Took the
CEEB-PSSC PHYSICS TEST
March 1961

Score	Percentile Rank
800	99
750	98
700	95
650	87
600	74
550	52
500	26
450	9
400	1
Average Score	557
Number Tested	3,030

March 1961

Educational Testing Service

COLLEGE ENTRANCE EXAMINATION BOARD

Notice to Recipients of Scores on

THE HEBREW TEST
THE RUSSIAN TEST

Some schools and colleges may receive reports of scores on the Hebrew or Russian tests. If scores on these tests are received, the information on this sheet should be useful since the interpretation of scores on these tests is not discussed in the publications of the College Board concerned with score interpretation.

Achievement tests in Hebrew and Russian were offered in the College Board program for the first time in March 1961. The tests offered in these languages were similar to the tests offered in other modern languages in the College Board program. All of the tests were composed of multiple choice questions and tested knowledge of conversational forms, grammar, vocabulary and reading comprehension. These tests, like all other College Board tests, were developed by committees of examiners which included members from both colleges and secondary schools.

Scores on these tests are reported on the College Board scale. They were put on this scale in the same way as the scores on the other language tests that are offered in the regular College Board program. Thus, the level of ability and the number of years of study of the groups taking each test were taken into account in the scaling of these tests, and the scores may be considered comparable to scores on other College Board tests obtained at March administrations.

The percentile ranks of the scores obtained by candidates who took these tests in March 1961 are presented on the reverse side of this sheet. Candidates are grouped on the basis of their report of the number of years they studied the language. Scores for a given candidate should be interpreted in the light of the amount of training he has had.

Information on the interpretation of College Board scores is available in the following publications: College Board Score Reports - A guide for counselors; College Board Scores No. 2; and 1957 Supplement to College Board Scores No. 2.

March 1961

Educational Testing Service

Percentile Ranks for Candidates Tested March 1961

Scores	Hebrew Years of Study: 2 Years	3 Years	4 Years	Russian Years of Study: 2 Years	3 Years
800		99	98	99	96
750		99	98	92	84
700	97	94	91	77	57
650	97	85	77	62	33
600	90	77	55	45	17
550	73	59	36	29	4
500	60	41	18	16	3
450	40	22	8	4	3
400	27	10	2	2	1
350	13	3	1	1	0
300	3	2	0	0	
250	0	1			
200					
Average Score	472	529	584	511	575
Number Tested	30	115	137	174	69

Note: Scores for 130 candidates who took the Hebrew test and 89 candidates who took the Russian test are not included in these distributions. These candidates either did not give information on years of study, or had training in the languages outside the regular school curriculum.

Transmittal Form

College Entrance Examination Board
Box 592, Princeton, New Jersey or
Box 27896, Los Angeles 27, California

Date 11 December 1961

This form is provided for schools whose administrative practices require that they return all of their students' applications in a group. If you cannot instruct your students to return their application cards and fees individually, it is essential that you use one of the following methods to transmit applications in bulk.

1. For each application, submit an individual fee slipped into the folded application card (not clipped or stapled) to which the fee pertains.
2. Submit ONE check covering all fees in the shipment. Applications and fees should balance. Do not include fees for applications previously submitted or to be submitted later.

The first method will expedite the processing of applications and fees.

From: Mr. A.S. ORAIBAH Principal
(Officer transmitting applications) (Title)

SHAMAEA SECONDARY SCHOOL
(Name of school)

NEW ALWIYAH, BAGHDAD, IRAQ
(Address)

Number of applications		*Amount of basic examination fee*	*Total*
_____	@	$ 4.00 (SAT only)	$_____
_____	@	$ 6.00 (ACH only)	_____
11	@	$10.00 (SAT and ACH)	110.00
_____	@	$ 2.00 (Writing Sample only. No fee if taken in combination with one or two Achievement Tests on December 3.)	_____
19		Reports to extra colleges @ $1.00 per college	_____
_____		*College Handbooks* @ $2.00 per copy or $1.50 per copy if 10 or more are ordered	_____
11		Total number of applications	Total amount of fees $_____

Form of remittances enclosed: ☐ Checks ☐ Money orders

• Please note that applications received after the registration penalty date will be subject to a penalty fee of $2 each. Applications received at a College Board office later than two weeks prior to the date of the tests cannot be guaranteed acceptance.

D70R75 295250

مدرسة فرنك عيني

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

العدد ٥/ ٢٥٨ / ٦٠

التاريخ ١١/١٢/١٩٦٠

No. .....

Date .....

الى البنك العثماني - بغداد

م/ طلب تحويل مبلغ قدره ١٢٩ دولارا

بعد التحية •

نظرا لاشتراك (١١) طالبا من هذه المدرسة بتقديم امتحانات خاصة (Scholastic Aptitude Test and Achievement Tests) تجريها لجنة امتحانات القبول للجامعات الاميركية في بغداد ونظرا لما يتطلبه ذلك من اجور الاشتراك في هذه الامتحانات التي يجب ان تدفع مقدما • لذا يرجى التوسط لدى مديرية التحويل الخارجي لاستحصال مبلغ (١٢٩) مائة وتسعة وعشرون دولارا وهو المبلغ المطلوب لهذا الغرض • ونرفق لديا المستمسك اللازم لتعزيز هذا الطلب • مع العلم ان الجهة التي يجب تحويل المبلغ اليها هي :

College Entrance Examination Board,
Box 592, Princeton, New Jersey, U.S.A.

هذا وبعد موافقة مديرية التحويل الخارجي على تحويل هذا المبلغ يرجى قيد ما يعادله بالدينار العراقي على حساب مدرسة فرنك عيني معكم المرقم ٢٠٨٨ واعلامنا •

هذا وتفضلوا بقبول فائق الاحترام •

عبد الله عوبديا
المدير

صورة منه الى :-
مديرية التحويل الخارجي للتفضل بتسهيل معاملة التحويل المشروح اعلاه مع الشكر ، حيث ان مدة طلب الاشتراك في الامتحانات المذكورة اعلاه تنتهي في اواخر كانون الاول ١٩٦٠

CHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

العدد .....

التاريخ .....

Date. 9th December, 1960

Assistant Head,
Registration & Reports,
Educational Testing Service,
20 Nassau Street,
Princeton, New Jersey (U.S.A.)

Dear Madam,

Thank you for your letter of November 28 concerning payments of fees of the College Board Tests.

I appreciate the fact that the supervisors of examinations of your Centre in Baghdad cannot act as fee-collection agents, and I will try to arrange for payment of fees to be made directly to Educational Testing Service from now on.

However, I hope that some time in future it will be possible for your Department to arrange for Test fees to be collected locally in the same way as the University of London is doing. Every year, a large number of students from my school sit,(in Baghdad), the G.C.E. Examinations of the University of London; and the British Council in Baghdad collects the Exam fees for the University.

A local fee is charged by the British Council in addition to the University fee which the candidates pay willingly, for this saves them and the school the formalities which have got to be gone through to secure the foreign exchange necessary for the payment of such fees. I understand that "The American Friends of the Middle East" in Baghdad are undertaking to help Iraqi students to secure admissions to different American Universities. May be an approach to them by your Department on the question of fee-collection here, locally, would be favourably considered by the above-Gentlemen, if you think that such an approach would not, in principal, be objectionable.

Sincerely yours,

A.S. OBADIAH,
Principal.

copy to:

Messrs. The American Friends of the Middle East,
P.O.Box 329,
Baghdad.
IRAQ.

SHAMASH SECONDARY SCHOOL

New Alwiyah - Baghdad

Tel. No. 91693

مدرسة شمش الاعدادية

بغداد

علوية الجديدة

تلفون ٩١٦٩٣

العدد .....

التاريخ .....

No. .....

Date. 9th December, 1960

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Registration & Reports,
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20 Nassau Street,
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Principal.

copy to:

Messrs. The American Friends of the Middle East,
P.O.Box 329,
Baghdad.
IRAQ.

TRANSCRIPT REQUEST FORM

Department of Registration and Reports
College Entrance Examination Board
Box 592
Princeton, New Jersey

Date . . . . . .

LET US KNOW IF YOU NEED THESE

Please send my College Board scores to the following colleges or scholarship sponsors not named on my original application:

1 . . . . . 5 . . . . . .

2 . . . . . 6 . . . . . .

. . . . . 7 . . . . . .

4 . . . . . 8 . . . . . .

I took the Scholastic Aptitude Test in . . . . . .
Month Year

My examination number was (if available) . . . . . .

I took the Achievement Tests in . . . . . .
Month Year

My examination number was (if available) . . . . . .

I am enclosing one dollar ($1.00) for each college named.

Amount $. . . . . ☐ Check ☐ Money Order

Name . . . . . .
Please print. Use the same form of your name as given on your application(s).

Please give your name and address in the oval below.

COLLEGE ENTRANCE EXAMINATION BOARD

Notice to Recipients of Scores on

CEEB-PSSC PHYSICS TEST
ITALIAN AND GREEK TESTS

Some colleges and schools may receive scores for candidates who took the CEEB-PSSC Physics test, the Italian test or one of the Greek tests offered by the College Entrance Examination Board in March 1960. Scores on the CEEB-PSSC Physics test are reported on the score report form used to report scores on the regular achievement tests. While scores on the Italian and Greek tests are reported on a separate form, they were mailed at the same time as the scores on the other achievement tests and should be received by schools and colleges at approximately the same time. If scores on any of these tests are received, the information on this sheet should be useful, since the interpretation of scores on these tests is not discussed in the publications of the College Board concerned with score interpretation.

CEEB-PSSC PHYSICS TEST

At the administration of the regular College Board achievement tests in March 1960, candidates who wished to take the Physics test had a choice between a test like those offered at other College Board administrations and a special Physics test designed to be an appropriate measure of achievement for students who had studied Physics under the Physical Science Study Committee program. The PSSC Physics course and the special test are discussed in the College Board Review, Fall, 1958, No. 36, "Test Year for New Physics Course."

Candidates who chose to take the CEEB-PSSC Physics test should not have taken the regular Physics test, so that no candidates should present scores on both tests, since they measure different kinds of achievement. While the CEEB-PSSC Physics test and the regular Physics test are different, scores on the CEEB-PSSC Physics test are CEEB standard ratings and are reported on the scale used for the regular Physics test to facilitate the use of scores by colleges and schools.

A frequency distribution of the scores obtained by all candidates who took the CEEB-PSSC Physics test in March 1960, is given below. Additional information pertaining to the interpretation of College Board Test scores is contained in: College Board Score Reports - A Guide for Counselors; 1957 Supplement to College Board Scores No. 2; and College Board Scores No. 2.

CEEB-PSSC PHYSICS TEST

March 1960

Standard Rating	Frequency	Per Cent Below
800	13	99
750-799	28	98
700-749	78	95
650-699	141	88
600-649	282	76
550-599	446	56
500-549	547	31
450-499	509	8
400-449	178	0
Number of Candidates Tested	2,222	

See reverse side for information on Italian and Greek tests.

March 1960

Educational Testing Service

ITALIAN AND GREEK TESTS

Two weeks prior to the regular March College Board administration, schools having students who wished to take either the Italian or Greek test as one of their College Board achievement tests administered these tests at the school. The tests were partly or entirely essay tests, and were read and graded by the examiners responsible for their development. The examiner for the Greek test was Professor Moses Hadas of Columbia University; the examiner for the Italian test was Professor Salvatore J. Castiglione of Georgetown University. Each of these examiners was assisted in the development of the tests by three advisors from secondary schools, but the papers were graded by the examiner only. The grades reported are the ones given by the examiners, and were defined as follows:

5 - high honors
4 - honors
3 - creditable
2 - poor
1 - very poor

Distributions of the grades obtained on these tests by all candidates who took them are given in the table below. The following descriptions of the tests may be useful in the interpretation of these grades.

Italian

The Italian test was designed for students who had studied Italian two or three years. It had three parts which took a total of ninety minutes of testing time. Part I consisted of eighty multiple choice and completion questions covering grammer, syntax, word meaning and reading comprehension. Part II had ten questions in Italian requiring short answers in Italian. The questions were designed to test the student's ability to express himself in Italian in everyday situations. In Part III the candidate was asked to write a composition in Italian on an assigned topic. He was allowed thirty minutes for Part III.

Greek

The Greek test was designed for students who had studied Attic Prose, or Homer, or a combination of these for two or three years. Those who studied only Attic Prose were asked to translate several passages of prose and give short answers to questions based on these passages. The questions required identification of the form and grammatical function of selected words in the passage and translation of simple sentences into Greek. Students who had studied Homer were asked to translate poetry passages and answer questions requiring the identification of form, grammatical function and Homeric techniques used in selected words or phrases. Students who had both Attic Prose and Homer were asked to translate and answer the questions on some of the prose passages and some of the poetry passages. Prose and poetry passages not likely to have been studied in class by any of the students were used, and glosses of words assumed to be unfamiliar to the students were provided for the sight translations. The test took ninety minutes.

Distribution of Italian and Greek Test Grades
March, 1960

	Italian		Greek					
			Attic Prose		Homer		Homer & Attic Prose	
Grade	Frequency	%	Frequency	%	Frequency	%	Frequency	%
5	9	6	9	30	2	18	6	14
4	9	6	4	13	1	9	22	50
3	21	15	9	30	6	55	13	29
2	52	37	5	17	1	9	3	7
1	50	36	3	10	1	9		
Number Tested	141		30		11		44	

See reserve side for information on CEEB-PSSC Physics test.

March, 1960 Educational Testing Service

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET, PRINCETON, NEW JERSEY
TELEPHONE: WALNUT 1-9000 · CABLE: EDUCTESTSVC

Preliminary Scholastic Aptitude Test

Memorandum for: Principals and Guidance Directors

From: Robert E. Smith, Program Director Date: December 1, 1960

Preliminary Scholastic Aptitude Test scores for your students are enclosed. You will note that each student's name and scores are printed in quadruplicate on self-adhesive score labels. If scores for any of your students are missing and do not arrive separately within a few weeks, please notify this office. If scores for students unknown to you are included, please return these score labels to this office.

Each score label for junior or senior students carries the student's name, the file number of his answer sheet, his PSAT scores and the national percentile rank of these scores. Students and counselors should note that the national percentile rank relates the student's scores to the scores of all junior boys or junior girls (or seniors) throughout the nation rather than to those students who took the PSAT. Before using the scores it is important that counselors review the interpretive materials referred to in the next paragraph.

One score label should be placed on the student's interpretive booklet, Your College Board Scores: Preliminary Scholastic Aptitude Test, before or at the time the booklet is given to him. Supplies of this booklet and of College Board Score Reports: A guide for counselors were sent under separate cover to your school during the past few weeks. The remaining three score labels may be used on cumulative records, home room records and other forms at the school's discretion.

PSAT scores can be used by counselors to assist students by providing an estimate of Scholastic Aptitude Test scores (see pages 31-35, counselors' booklet) which when taken together with academic performance and personal factors will provide information on which to base college choices. This assistance will be of particular advantage to those students who otherwise may not name on their SAT application the colleges which are to receive their SAT scores. The College Board urges counselors to encourage students to name colleges on their SAT applications, because students who wait until after they have taken the test to request score reports for colleges may through this delay endanger their consideration for admission by missing college deadlines. The naming of colleges on the test application ensures the early and orderly receipt of the scores by these colleges.

Scholarship sponsors using PSAT scores in their selection procedures have received the scores of interested students. The sponsors will themselves communicate with finalists and semi-finalists.

We thank you for your cooperation in the administration of the PSAT and hope that these scores and interpretive materials will be useful in your guidance program. Any comments or suggestions you have concerning the PSAT will be considered carefully as we attempt to maximize the usefulness of this program for the schools.

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET, PRINCETON, NEW JERSEY

November 28, 1960

Mr. A.S. Obadiah, Principal
Shamash Secondary School
New Alwiyah, Baghdad
Iraq

Dear Mr. Obadiah:

We have received the carbon of your letter of October 24 to the Rector at Baghdad College concerning payments of fees. We noted the addition at the bottom of the letter suggesting that payments for the College Board Scholastic Aptitude Test and Achievement Tests be made through the center.

Unfortunately we cannot comply with your request of having fees collected by the center. Our supervisors cannot act as collection agents; payment must be made directly to Educational Testing Service.

We hope that you will not be greatly inconvenienced by following this policy.

Sincerely,

Diana Lucas

Diana Lucas, Assistant Head
Registration and Reports

DDL:pbh

College Entrance Examination Board
c/o Educational Testing Service
P. O. Box 592
Princeton, New Jersey

Advanced Placement Program
1960-1961 to be exp

PRINCETON
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Mr. Abdullah S. Obadiah, Principal
Shamash Secondary School, New Alwiyah
Baghdad, Iraq A 990210

PULL OUT FOR POSTAL INSPECTION

College Entrance
Examination Board

A GUIDE TO THE ADVANCED PLACEMENT PROGRAM 1960-61

1960-61 examinations summary

Administration: The Advanced Placement Examinations are administered to students by their schools. In November, schools are asked to indicate their intention to give the examinations and to name an Advanced Placement Examinations Coordinator on a School Participation Form. These forms should be returned by December 10, 1960. A School Estimate Form will then be sent to Examinations Coordinators for an estimate of the number of Advanced Placement candidates and the number of examinations needed. In February, the Examinations Coordinators will receive a Test Order Form which must be returned by April 19, 1961 in order to ensure the delivery of test supplies. Part of the examination fees, which the schools will collect, will be retained to help cover school expenses and as an honorarium. Students at schools where the examinations will not be available will be referred by the College Board to schools where they will be given.

Subjects: Examinations are offered in the following subjects: English Composition and Literature (*one* examination), American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Examination dates: May 15-19, 1961.

Candidate fees: $5 for registration plus $8 for each examination taken.

Inquiries: All correspondence concerning the examinations should be addressed to:
College Board Advanced Placement Examinations
Box 592, Princeton, New Jersey

The Program

The College Entrance Examination Board offers the Advanced Placement Program in the interest of able students; in the interest of secondary schools which enable these students, while still in secondary school, to undertake work on the college level commensurate with their abilities; and in the interest of colleges that welcome incoming students who are thereby prepared for courses more advanced than those usually studied in the college freshman year.

Descriptions of the college-level courses in 11 subjects are provided by the Program in its book, the *Advanced Placement Program: Course Descriptions.* Through the Director of the Program, the College Board encourages and advises secondary schools in the introduction of these courses. It also offers, for students who have taken these courses, Advanced Placement Examinations that are based on courses explained in the *Course Descriptions.* Both the course descriptions and the examination in each subject are written by a committee of school and college teachers of that subject. In turn, colleges consider for credit and advanced placement those students who have taken the courses and the Advanced Placement Examinations. The Program is thus an effective instrument of cooperation between schools and colleges that seek to enhance the educational opportunities open to able and ambitious students.

Origins

The Advanced Placement Program grew out of two experiments supported financially by the Fund for the Advancement of Education. It continues the School and College Study of Admission with Advanced Standing, and reflects many of the basic ideas and much of the underlying philosophy of the School and College Study of General Education. Both of these studies date from the early 1950's—and were in essence formalizations of earlier traditions.

College Board

The Advanced Placement Program is in its sixth year as a project of the College Entrance Examination Board. The Program operates through a Director who works with a general supervisory body, the Committee on Advanced Placement. The College Board itself, which was founded in 1900, is a membership association composed of colleges and universities, schools, and educational associations.

Educational Testing Service

In its operation of the Advanced Placement Program, the College Board has the help of Educational Testing Service, an independent, nonprofit agency with headquarters in Princeton, New Jersey. Educational Testing Service provides and grades the examinations, as well as offers administrative services involved in the Program.

College-level courses in schools

The Advanced Placement Program begins with courses on the college level given in secondary schools to able and ambitious students. A school that wishes to undertake such advanced work does not need to secure permission to do so, but it should be sure that it understands the Program. Teachers who are setting up college-level courses should read the course descriptions in the book, *Advanced Placement Program: Course Descriptions.* They are also advised to get in touch with teachers in schools offering advanced work and with the appropriate departments in the colleges that many of their students enter. In addition, teachers are encouraged to write to the Director at the address given on page 11 for any assistance he may be able to give.

Small schools have made successful arrangements for college-level work through individual instruction of a tutorial nature.

Advanced Placement Examinations

Thirteen Advanced Placement Examinations, based upon the courses discussed in the *Advanced Placement Program: Course Descriptions*, are offered: English Composition and Literature (one examination), American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Each examination is prepared by a committee of five teachers, three from colleges and two from secondary schools, with the assistance of

testing specialists on the Educational Testing Service staff. The members of these committees of examiners are appointed by the College Board.

Students are allowed three hours to complete each examination. Essay questions prevail, but they are supplemented in some of the examinations by questions of the multiple-choice, objective type. Each modern language examination includes a listening comprehension section that uses tape recordings to test the student's ability to understand the spoken language. Those parts of the May 1960 examinations that consisted of questions of the essay type may be purchased in sets (see page 10).

Since these examinations are based on college-level courses, students who have not had special preparation beyond regular secondary school work are advised not to take them unless advised to do so by their teachers. Students are urged to discuss their plans with their teachers.

In 1960-61, the examinations will be given during the week of May 15 to May 19 by schools throughout the country. Schools outside the United States that arrange to do so may also administer the examinations. Most students will take the examinations in their own schools; some, whose schools are not giving the examinations, will take them in local participating schools. Students who are unable to make these arrangements may write to the address given on the inside front cover. Candidate fees for examinations given in the schools are $5 for registration and $8 for the examination in each subject and will be collected by the school. Of the total fees collected, the school retains $5 plus $1 for

each examination it has given. The amount retained is intended to help cover its costs in giving the examinations and as an honorarium.

For those students who cannot take the examinations at a nearby school, the examinations will be given at special centers for an additional special administration fee of $10 for each examination.

Schools are asked to complete a School Participation Form and to return it by December 10, 1960, if they expect to have students who will wish to take Advanced Placement Examinations the following spring. Those schools that submit completed School Participation Forms will routinely be sent copies of two booklets: *Information for Coordinators* and *Bulletin for Students* (see page 10). A School Estimate Form will also be sent to Examinations Coordinators for an estimate of the number of Advanced Placement candidates in schools and the number of examinations that will probably be needed the following spring. In February, participating schools will receive a Test Order Form which must be returned by April 19, 1961.

Any school that does not now regularly receive Advanced Placement Program announcements may do so by requesting the addition of its name to the Program's mailing list.

Reading the examinations

A committee of readers for each examination grades the essay portions of the examination papers in June. Composed of teachers from schools and colleges throughout the country,

these committees are appointed by Educational Testing Service. At least one person holds joint membership on the examining committee and the reading committee in each subject to insure easy communication between the groups writing and grading the examination.

Examination papers are graded on the following five-point scale: 5—high honors, 4—honors, 3—creditable, 2—pass, 1—fail.

Colleges make their decisions

The materials supporting a candidate's request for credit and placement are sent only to the college that he is entering. These materials, which are received in July by the college, include a school report which gives a description of the advanced course or courses taken, the course grades, and the school recommendation regarding college credit or placement. The college also receives an Advanced Placement Examination report which includes examination questions, the student's paper, the grade given him by the reading committee, and interpretive information on examination grades.

Since colleges have reported a substantial number of cases of students who did not receive advanced placement or credit because they failed to apply for this consideration, the College Board hopes that schools will urge students who have done well on the examinations to seek credit and proper course placement. Advanced Placement grades will be sent to schools on September 1. Any school that would like to receive the examination grades before September, however, may request them after they have been released to colleges in July.

Each college makes its own decision regarding credit and advanced placement. The record indicates very clearly that almost all colleges entered by Advanced Placement students do give advanced placement to those students who have performed satisfactorily in college-level courses in school and on the examinations. The majority of these colleges grant credit as well as placement to qualified students.

Results

Most Advanced Placement students to date have taken college-level courses in school in only one or two subjects. Very few, therefore, plan to finish college in less than four years. They have enriched rather than accelerated their educational programs in both school and college.

It is possible, however, for some students actually to shorten their college careers. The number of such students is likely to be small, for they will have begun their acceleration as very able performers in three or more college-level courses in school. Most of them will go on to do graduate work.

Reports from individual colleges indicate that Advanced Placement students have done very well academically. It is worth noting that these students have also maintained an above-average level of extracurricular activities in school and college.

The College Board has received much favorable testimony about these students from both

colleges and schools. Research on their performance and other aspects of the Program is planned for the coming years, as the number of students and institutions interested in the Program continues to increase.

Given in the following table are the growing numbers of schools, students, and colleges participating in the Program over the last seven years.

Year	*Schools*	*Students taking examinations*	*Examinations taken*	*Colleges*
1953-4a	18	532	959	94
1954-5a	38	925	1,522	134
1955-6b	104	1,229	2,199	130
1956-7	212	2,068	3,772	201
1957-8	355	3,715	6,800	279
1958-9	560	5,862	8,265	391
1959-60	890	10,531	14,158	567

a Conducted as the School and College Study of Admission with Advanced Standing.

b Program responsibility assumed by the College Board.

Conferences

Nine conferences sponsored by the Advanced Placement Program were held late in June 1960. These conferences, similar to those of preceding years, were given in accordance with the Program's aims of developing communication between school and college and improving the work done in school and college. The conference participants included school and college teachers and administrators who are interested in the Program, as well as members of the committees of examiners and readers for the examination.

The 1960 conferences were organized according to the following fields of interest and met at the following institutions: for administrators,

Lawrenceville School (N. J.); biology, University of Colorado; chemistry, University of Illinois; English (eastern conference), Smith College; English (western conference), Northwestern University; history, Stanford University; foreign languages, Hotchkiss School (Conn.); mathematics, Case Institute of Technology; physics, Columbia University.

By-products

1. Students and teachers are stimulated to higher levels of achievement in the school's regular courses.
2. The Program conferences serve as forums for the valuable interchange of ideas between school and college teachers.
3. The Program provides challenging experiences for able secondary school teachers as well as for able students.
4. The Program tends to focus on subject matter and the teaching of subject matter.
5. Schools and colleges work together in an effective way, with the colleges showing an increasing interest in what the schools are doing.

Publications

The following informational publications are issued by the Advanced Placement Program and are available on request to College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

Advanced Placement Program: Course Descriptions. Intended primarily for teachers, this book

contains descriptions of the recommended Program courses and of the examinations that are based upon them, and also includes illustrative examination questions. The book is available at a cost of $1.50. This revised edition of the former *Advanced Placement Program Syllabus* was published in June 1960. It may also be obtained from Box 27896, Los Angeles 27, California.

Essay Questions from the 1959-60 Advanced Placement Examinations. Essay questions used in the 13 examinations given in May 1960 may be purchased in sets for $1 per set. Two kinds of sets are available. One is a complete set (one each) of the examinations in all subjects; the other, eight copies of any one of the examinations. The sets do not include the questions of the multiple-choice or objective type used in any of the previous Advanced Placement Examinations.

Information for Coordinators, Advanced Placement Examinations, 1960-61. Intended for teachers or administrators who have been appointed Advanced Placement Examinations Coordinators in their schools, this leaflet presents instructions on obtaining test materials, handling fees, and arranging for registration in those schools where examinations are to be administered. It is supplied without further request to schools that submit the School Participation Form.

Bulletin for Students, Advanced Placement Examinations, 1960-61. Intended primarily for students, this booklet presents information on the nature of the examinations, the examination schedule, and the reporting of scores.

Advanced Placement Program Newsletter. This newsletter is issued from time to time as an information medium for school and college teachers interested in the latest developments in the Program.

Further information concerning the Advanced Placement Program may be obtained from Jack N. Arbolino, Director, Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

D70R45 201100

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N. Y., University 5-9500

JACK N. ARBOLINO
Director of the
Advanced Placement Program

October 31, 1960

Dear Sir:

Enclosed you will find a school participation form and the "Guide to the Advanced Placement Program." The first is self-explanatory; the "Guide" is a concise description of the College Board's plan to help high schools offer college-level courses to their best students.

The Advanced Placement Program continues to grow. In 1959, 5,862 candidates from 560 schools took 8,265 examinations. In 1960 the comparable figures were 10,531 candidates, 890 schools, and 14,158 examinations. School and college teachers and administrators in all sections of the country recognize the Program as a workable way to strengthen American education.

I should like to call your attention to the inside front cover of the "Guide," which carries a summary of the procedure for administering the examinations. Detailed information will be sent to schools giving the examinations. If yours is not a participating school and you would like to know more about the Program, or if you would like help in establishing it, please do not hesitate to call on us. We will be glad to help in any way we can.

Sincerely yours,

Jack N. Arbolino

Jack N. Arbolino

College Entrance Examination Board
c/o Educational Testing Service
P. O. Box 592
Princeton, New Jersey

PRINCETON NOV 1 9-AM 1960 N.J.

PRINCETON N.J. OCT 31 '60 PB METER 377996 $1.00

AIR MAIL

Shamash Secondary School
New Alwiyah, Baghdad 990210
Baghdad, Iraq

ATTENTION:
GUIDANCE
COUNSELOR

Advanced Placement Program
1960 - 1961
to be updated

ATTENTION: THE PRINCIPAL

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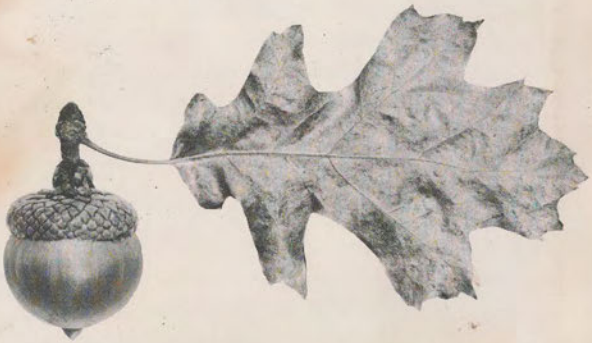
5 NOV 1918

College Entrance
Examination Board



A GUIDE TO THE ADVANCED PLACEMENT PROGRAM 1960-61

1960-61 examinations summary

Administration: The Advanced Placement Examinations are administered to students by their schools. In November, schools are asked to indicate their intention to give the examinations and to name an Advanced Placement Examinations Coordinator on a School Participation Form. These forms should be returned by December 10, 1960. A School Estimate Form will then be sent to Examinations Coordinators for an estimate of the number of Advanced Placement candidates and the number of examinations needed. In February, the Examinations Coordinators will receive a Test Order Form which must be returned by April 19, 1961 in order to ensure the delivery of test supplies. Part of the examination fees, which the schools will collect, will be retained to help cover school expenses and as an honorarium. Students at schools where the examinations will not be available will be referred by the College Board to schools where they will be given.

Subjects: Examinations are offered in the following subjects: English Composition and Literature (*one* examination), American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Examination dates: May 15-19, 1961.

Candidate fees: $5 for registration plus $8 for each examination taken.

Inquiries: All correspondence concerning the examinations should be addressed to:
College Board Advanced Placement Examinations
Box 592, Princeton, New Jersey

The Program

The College Entrance Examination Board offers the Advanced Placement Program in the interest of able students; in the interest of secondary schools which enable these students, while still in secondary school, to undertake work on the college level commensurate with their abilities; and in the interest of colleges that welcome incoming students who are thereby prepared for courses more advanced than those usually studied in the college freshman year.

Descriptions of the college-level courses in 11 subjects are provided by the Program in its book, the *Advanced Placement Program: Course Descriptions.* Through the Director of the Program, the College Board encourages and advises secondary schools in the introduction of these courses. It also offers, for students who have taken these courses, Advanced Placement Examinations that are based on courses explained in the *Course Descriptions.* Both the course descriptions and the examination in each subject are written by a committee of school and college teachers of that subject. In turn, colleges consider for credit and advanced placement those students who have taken the courses and the Advanced Placement Examinations. The Program is thus an effective instrument of cooperation between schools and colleges that seek to enhance the educational opportunities open to able and ambitious students.

Origins

The Advanced Placement Program grew out of two experiments supported financially by the Fund for the Advancement of Education. It continues the School and College Study of Admission with Advanced Standing, and reflects many of the basic ideas and much of the underlying philosophy of the School and College Study of General Education. Both of these studies date from the early 1950's—and were in essence formalizations of earlier traditions.

College Board

The Advanced Placement Program is in its sixth year as a project of the College Entrance Examination Board. The Program operates through a Director who works with a general supervisory body, the Committee on Advanced Placement. The College Board itself, which was founded in 1900, is a membership association composed of colleges and universities, schools, and educational associations.

Educational Testing Service

In its operation of the Advanced Placement Program, the College Board has the help of Educational Testing Service, an independent, nonprofit agency with headquarters in Princeton, New Jersey. Educational Testing Service provides and grades the examinations, as well as offers administrative services involved in the Program.

College-level courses in schools

The Advanced Placement Program begins with courses on the college level given in secondary schools to able and ambitious students. A school that wishes to undertake such advanced work does not need to secure permission to do so, but it should be sure that it understands the Program. Teachers who are setting up college-level courses should read the course descriptions in the book, *Advanced Placement Program: Course Descriptions.* They are also advised to get in touch with teachers in schools offering advanced work and with the appropriate departments in the colleges that many of their students enter. In addition, teachers are encouraged to write to the Director at the address given on page 11 for any assistance he may be able to give.

Small schools have made successful arrangements for college-level work through individual instruction of a tutorial nature.

Advanced Placement Examinations

Thirteen Advanced Placement Examinations, based upon the courses discussed in the *Advanced Placement Program: Course Descriptions,* are offered: English Composition and Literature (one examination), American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Each examination is prepared by a committee of five teachers, three from colleges and two from secondary schools, with the assistance of

testing specialists on the Educational Testing Service staff. The members of these committees of examiners are appointed by the College Board.

Students are allowed three hours to complete each examination. Essay questions prevail, but they are supplemented in some of the examinations by questions of the multiple-choice, objective type. Each modern language examination includes a listening comprehension section that uses tape recordings to test the student's ability to understand the spoken language. Those parts of the May 1960 examinations that consisted of questions of the essay type may be purchased in sets (see page 10).

Since these examinations are based on college-level courses, students who have not had special preparation beyond regular secondary school work are advised not to take them unless advised to do so by their teachers. Students are urged to discuss their plans with their teachers.

In 1960-61, the examinations will be given during the week of May 15 to May 19 by schools throughout the country. Schools outside the United States that arrange to do so may also administer the examinations. Most students will take the examinations in their own schools; some, whose schools are not giving the examinations, will take them in local participating schools. Students who are unable to make these arrangements may write to the address given on the inside front cover. Candidate fees for examinations given in the schools are $5 for registration and $8 for the examination in each subject and will be collected by the school. Of the total fees collected, the school retains $5 plus $1 for

each examination it has given. The amount retained is intended to help cover its costs in giving the examinations and as an honorarium.

For those students who cannot take the examinations at a nearby school, the examinations will be given at special centers for an additional special administration fee of $10 for each examination.

Schools are asked to complete a School Participation Form and to return it by December 10, 1960, if they expect to have students who will wish to take Advanced Placement Examinations the following spring. Those schools that submit completed School Participation Forms will routinely be sent copies of two booklets: *Information for Coordinators* and *Bulletin for Students* (see page 10). A School Estimate Form will also be sent to Examinations Coordinators for an estimate of the number of Advanced Placement candidates in schools and the number of examinations that will probably be needed the following spring. In February, participating schools will receive a Test Order Form which must be returned by April 19, 1961.

Any school that does not now regularly receive Advanced Placement Program announcements may do so by requesting the addition of its name to the Program's mailing list.

Reading the examinations

A committee of readers for each examination grades the essay portions of the examination papers in June. Composed of teachers from schools and colleges throughout the country,

these committees are appointed by Educational Testing Service. At least one person holds joint membership on the examining committee and the reading committee in each subject to insure easy communication between the groups writing and grading the examination.

Examination papers are graded on the following five-point scale: 5—high honors, 4—honors, 3—creditable, 2—pass, 1—fail.

Colleges make their decisions

The materials supporting a candidate's request for credit and placement are sent only to the college that he is entering. These materials, which are received in July by the college, include a school report which gives a description of the advanced course or courses taken, the course grades, and the school recommendation regarding college credit or placement. The college also receives an Advanced Placement Examination report which includes examination questions, the student's paper, the grade given him by the reading committee, and interpretive information on examination grades.

Since colleges have reported a substantial number of cases of students who did not receive advanced placement or credit because they failed to apply for this consideration, the College Board hopes that schools will urge students who have done well on the examinations to seek credit and proper course placement. Advanced Placement grades will be sent to schools on September 1. Any school that would like to receive the examination grades before September, however, may request them after they have been released to colleges in July.

Each college makes its own decision regarding credit and advanced placement. The record indicates very clearly that almost all colleges entered by Advanced Placement students do give advanced placement to those students who have performed satisfactorily in college-level courses in school and on the examinations. The majority of these colleges grant credit as well as placement to qualified students.

Results

Most Advanced Placement students to date have taken college-level courses in school in only one or two subjects. Very few, therefore, plan to finish college in less than four years. They have enriched rather than accelerated their educational programs in both school and college.

It is possible, however, for some students actually to shorten their college careers. The number of such students is likely to be small, for they will have begun their acceleration as very able performers in three or more college-level courses in school. Most of them will go on to do graduate work.

Reports from individual colleges indicate that Advanced Placement students have done very well academically. It is worth noting that these students have also maintained an above-average level of extracurricular activities in school and college.

The College Board has received much favorable testimony about these students from both

colleges and schools. Research on their performance and other aspects of the Program is planned for the coming years, as the number of students and institutions interested in the Program continues to increase.

Given in the following table are the growing numbers of schools, students, and colleges participating in the Program over the last seven years.

Year	*Schools*	*Students taking examinations*	*Examinations taken*	*Colleges*
1953-4a	18	532	959	94
1954-5a	38	925	1,522	134
1955-6b	104	1,229	2,199	130
1956-7	212	2,068	3,772	201
1957-8	355	3,715	6,800	279
1958-9	560	5,862	8,265	391
1959-60	890	10,531	14,158	567

a Conducted as the School and College Study of Admission with Advanced Standing.

b Program responsibility assumed by the College Board.

Conferences

Nine conferences sponsored by the Advanced Placement Program were held late in June 1960. These conferences, similar to those of preceding years, were given in accordance with the Program's aims of developing communication between school and college and improving the work done in school and college. The conference participants included school and college teachers and administrators who are interested in the Program, as well as members of the committees of examiners and readers for the examination.

The 1960 conferences were organized according to the following fields of interest and met at the following institutions: for administrators,

Lawrenceville School (N. J.); biology, University of Colorado; chemistry, University of Illinois; English (eastern conference), Smith College; English (western conference), Northwestern University; history, Stanford University; foreign languages, Hotchkiss School (Conn.); mathematics, Case Institute of Technology; physics, Columbia University.

By-products

1. Students and teachers are stimulated to higher levels of achievement in the school's regular courses.
2. The Program conferences serve as forums for the valuable interchange of ideas between school and college teachers.
3. The Program provides challenging experiences for able secondary school teachers as well as for able students.
4. The Program tends to focus on subject matter and the teaching of subject matter.
5. Schools and colleges work together in an effective way, with the colleges showing an increasing interest in what the schools are doing.

Publications

The following informational publications are issued by the Advanced Placement Program and are available on request to College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

Advanced Placement Program: Course Descriptions. Intended primarily for teachers, this book

contains descriptions of the recommended Program courses and of the examinations that are based upon them, and also includes illustrative examination questions. The book is available at a cost of $1.50. This revised edition of the former *Advanced Placement Program Syllabus* was published in June 1960. It may also be obtained from Box 27896, Los Angeles 27, California.

Essay Questions from the 1959-60 Advanced Placement Examinations. Essay questions used in the 13 examinations given in May 1960 may be purchased in sets for $1 per set. Two kinds of sets are available. One is a complete set (one each) of the examinations in all subjects; the other, eight copies of any one of the examinations. The sets do not include the questions of the multiple-choice or objective type used in any of the previous Advanced Placement Examinations.

Information for Coordinators, Advanced Placement Examinations, 1960-61. Intended for teachers or administrators who have been appointed Advanced Placement Examinations Coordinators in their schools, this leaflet presents instructions on obtaining test materials, handling fees, and arranging for registration in those schools where examinations are to be administered. It is supplied without further request to schools that submit the School Participation Form.

Bulletin for Students, Advanced Placement Examinations, 1960-61. Intended primarily for students, this booklet presents information on the nature of the examinations, the examination schedule, and the reporting of scores.

Advanced Placement Program Newsletter. This newsletter is issued from time to time as an information medium for school and college teachers interested in the latest developments in the Program.

Further information concerning the Advanced Placement Program may be obtained from Jack N. Arbolino, Director, Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

D70R45 201100

ADVANCED PLACEMENT EXAMINATIONS, 1960-61
SCHOOL PARTICIPATION FORM

In May 1961, secondary schools will again conduct the Advanced Placement Examinations. Schools wishing to participate in the Advanced Placement Program by preparing candidates and by administering the examinations to their students are requested to use this form to indicate their wish to participate and to name an Advanced Placement Examinations Coordinator.

The Coordinator will be responsible for making all necessary arrangements for giving the examinations.

Upon return of this form, the Coordinator will automatically be sent two copies of *Information for Coordinators.* This booklet is intended to assist the Coordinator by providing him with the examination schedule and detailed information about ordering copies of *Bulletin for Students*, the registration of candidates, the collection of fees, and other arrangements for the examinations. No order need be placed by the school to receive *Information for Coordinators.*

The Coordinator for this school's Advanced Placement Examinations is:

Name.----------Title----------

School----------

Address----------

Signature----------

The address slip below will be used to mail the booklet *Information for Coordinators.* Please fill out this entire sheet and return to.....

College Board Advanced Placement Examinations, c/o Educational Testing Service, Box 592, Princeton, New Jersey, *by not later than December 9, 1960.*

D90R20—277800

College Board Advanced Placement Examinations
c/o Educational Testing Service, Box 592, Princeton, New Jersey

To:----------

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N.Y., University 5-9500

JACK N. ARBOLINO
Director of the
Advanced Placement Program

October 31, 1960

Dear Sir:

Enclosed you will find a school participation form and the "Guide to the Advanced Placement Program." The first is self-explanatory; the "Guide" is a concise description of the College Board's plan to help high schools offer college-level courses to their best students.

The Advanced Placement Program continues to grow. In 1959, 5,862 candidates from 560 schools took 8,285 examinations. In 1960 the comparable figures were 10,531 candidates, 890 schools, and 14,158 examinations. School and college teachers and administrators in all sections of the country recognize the Program as a workable way to strengthen American education.

I should like to call your attention to the inside front cover of the "Guide," which carries a summary of the procedure for administering the examinations. Detailed information will be sent to schools giving the examinations. If yours is not a participating school and you would like to know more about the Program, or if you would like help in establishing it, please do not hesitate to call on us. We will be glad to help in any way we can.

Sincerely yours,

Jack N. Arbolino

Jack N. Arbolino

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد .....

Date 24th October 1960 التاريخ .....

Our School Code No.with ETS: 990210

The Rector,
Baghdad College, Centre for SAT and Achievement Tests,
B a g h d a d.

Dear Sir,

I am enclosing herewith an ETS Remittance Report together with the equivalent of $ 12.50 in Iraqi currency (ID. [illegible]) being fees for the Preliminary Schlastic Aptitute Test (PSAT) which was administered on Tuesday 18th October 1960, to 25 studetns of this school.

I shall be much obliged if you will kindly arrange to remit same to Educational Testing Service, Box 589, Princeton, New Jersey on behalf of my School in order to avoid probable delay caused by the usual routine necessary for the transfer of fees, in a private capacity, through the Exchange Control Department.

Thanking you, I remain,

Yours faithfully,

A.S.Obadiah

A.S.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
Box 589, Princeton, New Jersey, U.S.A.

Kindly arrange with your Baghdad centre to collect all fees of PSAT and SAT and Achievement Tests which are liable to be due to you in future from Shamash Secondary School in Baghdad, in order to cut routine to a minimum and to save unnecessary delay in the settlement of payment for such fees, by our School, through the Exchange Control Department in Bahgdad. Thank you.

A.S. OBADIAH,

مدرسة شماش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

Tel. No. 91693

No. ..... العدد

Date 24th October 1960 التاريخ

Our School Code No.with ETS: 990210

The Rector,
Baghdad College, Centre for SAT and Achievement Tests,
B a g h d a d.

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I shall be much obliged if you will kindly arrange to remit same to Educational Testing Service, Box 589, Princeton, New Jersey on behalf of my School in order to avoid probable delay caused by the usual routine necessary for the transfer of fees, in a private capacity, through the Exchange Control Department.

Thanking you, I remain,

Yours faithfully,

A.S.OBADIAH,
Principal.

Copy to:
Educational Testing Service,
Box 589, Princeton, New Jersey, U.S.A.

Kindly arrange with your Baghdad centre to collect all fees of PSAT and SAT and Achievement Tests which are liable to be due to you in future from Shamash Secondary School in Baghdad, in order to cut routine to a minimum and to save unnecessary delay in the settlement of payment for such fees, by our School, through the Exchange Control Department in Bahgdad. Thank you.

A.S. OBADIAH,

استمارة سي ٢ (منقحة ١٩٣٥)

النسخة

الكمارك العراقية

تصريحـة — الادخال / الاخراج — البرى (بما فيه الجوى)

رقم _____ عن طريق _____ مركز كمرك _____

الكاتب

تاريخ _____ مجموع القطع _____

اسم المستورد أو المصدر الاصلي _____

اسم الشخص الذي تعود له ملكية الاموال عند ترسيمها _____

اسم الشخص الذي خرج الاموال _____

اسم المحل المرسلة منه _____ منشأ البضائع _____

المحل المسلمة اليه نهائيا _____ المحل المرسلة اليه _____

القطع		الكمية والوزن وأوصاف القطع					القيمة من جانب الكمرك	
عدد وأوصاف القطع	العلامات والارقام	الكمية	الوزن	الأوصاف	سعر السيف	سعر السوق	الرسم الكمركي فلس	دينار

اعترف — نعترف — بأن التفصيلات المشروحة أعلاه هي صحيحة .

امضاء المستورد / المصدر أو وكيله المفوض

التاريخ _____ المحل _____

مجموع القيمة المقدرة كتابة _____

مجموع الرسم كتابة _____

المثبن _____

سمح بالمرور

رقم الايصال _____

التاريخ _____

أمين الصندوق _____

مدير الكمرك والمكوس

Tel. No. 91693

No. .....

Date 24th October 1960

Our School Code No.with ETS: 990210

The Rector,
Baghdad College, Centre for SAT and Achievement Tests,
B a g h d a d.

Dear Sir,

I am enclosing herewith an ETS Headquarters Report together with the equivalent of $ 12.50 in Iraqi currency (ID. .....) being fees for the Preliminary Scholastic Aptitude Test (PSAT) which was administered on Tuesday 18th October 1960, to 25 students of this school.

I shall be much obliged if you will kindly arrange to remit same to Educational Testing Service, Box 589, Princeton, New Jersey on behalf of my School in order to avoid probable delay caused by the usual routine necessary for the transfer of fees, in a private capacity, through the Exchange Control Department.

Thanking you, I remain,

Yours faithfully,

A.S.GHADIAN,
Principal.

Copy to:
Educational Testing Service,
Box 589, Princeton, New Jersey, U.S.A.

Kindly arrange with your Baghdad centre to collect all fees of PSAT and SAT and Achievement Tests which are liable to be due to you in future from Ghazali Secondary School in Baghdad, in order to cut routine to a minimum and to save unnecessary delay in the settlement of payment for such fees, by our School, through the Exchange Control Department in Baghdad. Thank you.

A.S. GHADIAN,

PSAT

COLLEGE BOARD NEWS

College Entrance Examination Board, 475 Riverside Drive, New York 27, N. Y.

May 1960 — Number 7

1960-61 TEST FEES REDUCED

Fees for the Scholastic Aptitude Test, the Achievement Tests, and the Preliminary Scholastic Aptitude Test will be substantially reduced in 1960-61. Beginning with the tests administered in December, the Scholastic Aptitude Test fee will be changed from the current $6 to $4, and the Achievement Test fee from $9 to $6. The fee for the Preliminary Scholastic Aptitude Test, given in October, will be reduced from $1 to $.50.

The changes in fees were made in accordance with the College Board's status as a nonprofit service agency of schools and colleges. They were made possible by two factors, operational economies achieved through the use of new facilities, methods, and equipment by Educational Testing Service, which conducts the testing programs for the Board, and the increasing numbers of students to whom the economies apply. The number of tests taken by students has grown by about 250,000 annually in the last three years with a total of approximately 1,300,000 expected in the 1959-60 academic year.

It is estimated that the effect of all Board fee reductions in 1960-61 will total a savings of about $2,650,000 for students and their parents.

WRITING SAMPLE SCHEDULED

Administrations of an English essay exercise to be known as the Writing Sample have been scheduled for the College Board's December 3 and January 14 testing dates in 1960-61. The Writing Sample may be taken in December either separately from the Achievement Tests, at a fee of $2, or in place of one of the three Achievement Tests to which candidates are entitled for the $6 fee. On the

January date, when Achievement Tests are not given, the Writing Sample will be administered in the afternoon at the $2 fee. Students will be given one hour to write an essay on an assigned topic. Copies of their essays, ungraded, will be sent to their schools and to the colleges they name.

Further information about the Writing Sample, including a statement by the Board's committee on examinations, is contained in an announcement scheduled for distribution to schools and colleges in May.

HEBREW, RUSSIAN TESTS ADDED

Tests in Hebrew and Russian will be offered by the College Board for the first time in 1961. The tests, which will be administered at Board testing centers on the March 18 date only, will be among the Achievement Tests available to students. The other one-hour objective tests in foreign languages which are part of the Achievement Test program are in French, German, Latin, and Spanish. They will continue to be administered at Board centers on the December, March, May, and August testing dates.

Tests in Greek and Italian, which are taken by relatively small numbers of students, will not be given at Board centers but will be available to schools for their administration to interested students. Students taking the March or May Achievement Tests will be entitled to take the Greek or Italian test at no additional fee when it is given by their school.

Italian listening test: A test in Italian will be added in 1961 to the listening comprehension test offerings, which this year included only French, German, and Spanish. It is anticipated that a Russian listening comprehension test will become part of this program in 1962. These tests are administered by schools to their students on a single date approximately two weeks before the Board's March Achievement Test date. They are available at no additional charge to students who register for the March or May Achievement Tests.

Schools interested in administering the test in Greek or Italian or any of the listening comprehension tests next year may make arrangements to do so by writing to: College Board Supplementary Achievement Tests, Box 592, Princeton, New Jersey, or Box 27896, Los Angeles 27, California.

COLLEGE SCHOLARSHIP SERVICE USE INCREASES

Through April 15 almost 60,000 parents had filed the Parents' Confidential Statement form with the College Scholarship Service for transmission to colleges to which their children were applying for admission with financial aid. A substantial portion of the increase of 38 per cent in the number of statements submitted this year, as compared with the same period last year, was credited to the system introduced last fall of distributing the form to students through their schools. This procedure will be continued in 1960-61. Another contributing factor was the rise in number of colleges requiring the form, from 196 to 254.

Transcript fee reduced: Starting next fall, students will be charged $2 for each transcript of the Parents' Confidential Statement that they request the College Scholarship Service to send to colleges. This year's fee schedule is $3 for the first copy and $2 for each additional copy.

NEW COLLEGE BOARD PUBLICATIONS

An unusual edition of the Report of the President of the College Board was published in May and widely distributed to school and college officers. Entitled Admission to College: A Perspective for the 1960's, the report is an analysis by Frank H. Bowles of the major educational and social factors which have determined the direction and scope of the Board's development in recent years, and of the trends that can be perceived in the foreseeable future. Topics covered are: Student Identification and Guidance, the Nature of College Preparation, Student Finance, Admissions Operations, Organization and Membership, Research, and Staff Functions and Finance. The report is available at $.50 per copy.

Included in the mailing of Mr. Bowles' report was a new booklet, The College Board Today, which briefly describes the organization

and purpose of the Board, and its current testing programs, services, research interests, and associational activities. This publication is free.

Test information revised: New editions of the informational materials relating to the Scholastic Aptitude Test, Achievement Tests, and Preliminary Scholastic Aptitude Test are now in preparation for distribution in September. These include the two booklets which describe the Scholastic Aptitude Test and Achievement Tests, the two leaflets for students which provide interpretive information on the test scores, and a single booklet for counselors which will consolidate interpretive materials now contained in separate booklets on the Scholastic Aptitude Test and Achievement Tests and on the Preliminary Scholastic Aptitude Test. A sample set of these publications will be sent to schools and colleges in September. Schools will be asked to order copies for students who expect to take the test and for counselors. All of these publications will be free.

NOYES NAMED ACTING PRESIDENT

Edward S. Noyes, a former chairman of the College Board, has been appointed acting president of the Board for a two-year period beginning July 1. He will serve during the absence of President Frank H. Bowles, who has been granted a leave of absence to direct an international study of university admissions theory and practice.

College Entrance Examination Board
Post Office Box 592, Princeton, N. J.

PRINCETON N.J. U.S. POSTAGE 12 04 PB METER P.B. 366999

Shamash Secondary School
New Alwiyah, Baghdad 990210
Baghdad, Iraq

ATTENTION:
THE PRINCIPAL

Form 3547 requested

PSAT
PRELIMINARY SCHOLASTIC APTITUDE TEST
EDUCATIONAL TESTING SERVICE
P.O. BOX 589
PRINCETON, NEW JERSEY

MAY 10 '60
PB METER 327392

VIA AIR MAIL

EDUCATIONAL TESTING SERVICE

20 NASSAU STREET, PRINCETON, NEW JERSEY

TELEPHONE: WALNUT 1-9000 • CABLE: EDUCTESTSVC

Preliminary Scholastic Aptitude Test

May, 1960

To [illegible]ls of Schools outside the United States:

We cordially invite your school to participate [illegible] second annual Preliminary Scholastic Aptitude Test of the College Entrance Examination Board. This test will be administered by interested secondary schools throughout the world on Tuesday, October 18, or Saturday, October 22, 1960. Registration materials and an announcement leaflet providing information concerning the PSAT are enclosed.

The PSAT is offered to schools primarily as an aid in the guidance of juniors toward college. Its similarity to the Scholastic Aptitude Test, which is required by many colleges for admissions purposes, its ready availability to schools and students, and its low cost recommend it for guidance use with juniors and seniors.

This year we are pleased to announce a new test fee of fifty cents per candidate. The fee is reviewed annually to insure that the test is offered at cost. The reduction is made possible by improved operating efficiencies since the test was introduced in 1959 and by the large number of students who participate; 623,052 students took the test last fall.

We hope you w[illegible] return the enclosed registration [illegible]m at an early date to facilitate the operation of the program and to assu[illegible] shipment of materials. In view of the shipping difficulties involved [illegible] making shipments outside the United States, your registration should rea[illegible]us before September 16. Please note, [illegible]t this is the only registration fo[illegible] for the PSAT that will be sent to your school.

Please include a reasonable overage when estimating the number of students to be tested in order to avoid the need for small supplemental shipments.

Sincerely yours,

Robert E. Smith

Robert E. Smith
Program Director

RES:cm
Enclosures

1960

Tuesday, October 18
Saturday, October 22

Preliminary Scholastic Aptitude Test

Junior year guidance

for scholarship awards

A two-hour version
of the Scholastic Aptitude Test

College Entrance
Examination Board

What is the PSAT?

The PSAT is a two-hour version of the three-hour Scholastic Aptitude Test, using the same kinds of multiple-choice questions and measuring the same verbal and mathematical abilities. It yields separate verbal and mathematical scores on a scale ranging from 20 to 80, a gradation parallel to that of the College Board's standard admissions test scale of 200 to 800. This scale allows guidance officers to relate the preliminary test scores directly to information about college admission standards. Materials designed to aid both counselors and students to understand the meaning of their scores are sent to the schools.

Who may take the PSAT?

For college guidance purposes, schools may allow students in any class to take the PSAT, *when enrolled for it by the school principal.* In general, however, the PSAT has proved to be most useful for juniors and seniors who wish to clarify their college plans.

Although juniors may continue to take the regular SAT for guidance purposes at the scheduled test date, the College Board recommends the PSAT for this purpose instead, because it provides scores earlier in the junior year and costs less than the SAT.

Colleges that use test scores for pre-admissions counseling are urged by the College Board to base such counseling on PSAT scores.

Juniors seeking to enter college at the end of their junior year or seeking admission through an "early decision" program will usually be required to take the SAT.

Seniors may take the PSAT, but they should understand that PSAT scores will not be accepted by College Board member colleges as a substitute for an SAT admissions requirement of the college.

Secondary school students should take the PSAT if they wish to apply for scholarships offered by sponsored scholarship programs that require the test. Specific information about the eligibility requirements and descriptions of the scholarship programs using the PSAT are sent to the schools in September.

When will the PSAT be given?

The PSAT will be given on two dates in 1960: Tuesday, October 18 (Form 1), and Saturday, October 22 (Form 2). A school may choose either date but all participating students at the school must be tested only on the one date chosen. A different form or edition of the test is used on each date to prevent students at schools that choose the later date from learning the questions and thus having an unfair advantage. As a condition of use of the test, schools must agree to administer only the 1960 Form 1 on the Tuesday date or only the 1960 Form 2 on the Saturday date.

In the event that both of the regular 1960 dates conflict with school vacations, teachers' conferences, religious observances, or other compelling circumstances, a special later date can be selected by the school. In this event, another form of the PSAT, Form 3, must be used. However, the special test date selected by the school must not be later than Saturday,

November 5. The use of Form 3 of the test will require increased supervision by the school and one-half hour of additional testing time. Requests for the use of Form 3 of the PSAT must be received before September.

What schools may give the PSAT?

Any secondary school anywhere in the world may administer the PSAT. The decision to give the test should be based on: first, judgment by the school of the value of the PSAT in its guidance program; and, second, whether or not some of its students are eligible for and wish to qualify for one or more of the various scholarship programs requiring PSAT scores. The College Board urges the school to offer the PSAT to all eligible students who plan to submit their scores to scholarship sponsors requiring the test.

Who administers the PSAT?

The test is administered in the secondary school by the school principal or his designated PSAT representative. Schools register for and make arrangements to give the test through the PSAT Program Director at Educational Testing Service, which operates the program for the College Board. The testing time is two hours, but an additional 20 minutes should be allowed for administrative details.

Registered schools are sent test booklets, answer sheets, and other materials by ETS. After giving the test, schools destroy the booklets and return the answer sheets to ETS for scoring. Publications explaining the meaning of PSAT scores and reports of the students' scores are subsequently sent by ETS to the schools.

What is the test fee?

The fee due the College Board for the PSAT is 50 cents for each student tested. Schools are responsible for collecting this fee, which is charged to cover the costs of providing the test. After giving the test, principals forward to Educational Testing Service 50 cents for each student who has taken the PSAT. Schools giving the test on Saturday or otherwise incurring special expenses are free, if they wish, to charge an additional fee to defray those expenses.

How do students enroll for the test?

All students enroll for the PSAT with their school principal or his designated PSAT representative. The procedures for enrolling students can be handled in any way the school [illegible] most convenient.

How do schools register to give the test?

School registration forms are sent to secondary schools in the United States during May and again in September. Any school may register to give the test by returning the registration form or by writing directly to the address given on the inside front cover. Schools are urged to register in the spring. In registering, schools give estimates of the numbers of students for whom they will need sup-

plies. These estimates are not final, for schools may revise their spring estimates in the fall. Delivery of materials in time for the test cannot be guaranteed for registrations [illegible] received later than the following [illegible] tember 30 for schools in the United [illegible], and September 16, for foreign schools.

To whom are the scores reported?

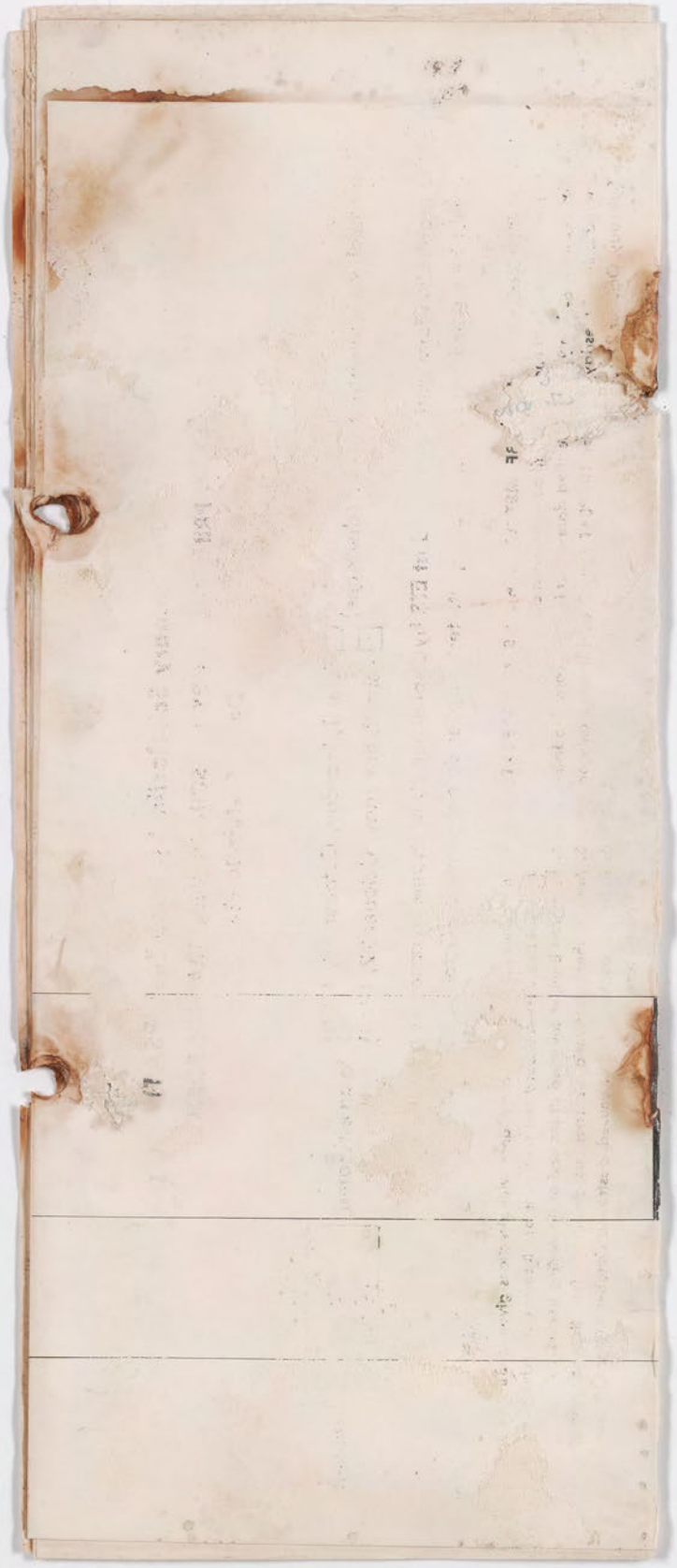
The students' test scores are reported to their schools and to the scholarship programs for which the students wish to qualify. Each student's scores are reported to the school on four duplicate score report labels. These labels are backed by a pressure-sensitive adhesive and, at the school's option, may be affixed to the student's interpretive leaflet and to his school record forms. Score reports are mailed to [illegible] schools in December. All reports are sent from the Princeton office of Educational Testing Service.

What interpretive materials are provided?

Copies of two interpretive publications [illegible] prepared for students and one for counselors, will be sent to the principal of each participating school after it has given the test and before it receives PSAT score reports. There is no charge for these publications. They are provided to assist school personnel and students in understanding the use of test scores in college guidance and planning.

The leaflet for students discusses the use of PSAT scores in planning for college. In it, PSAT scores are related to national norms and to the scores of freshmen at various types of colleges. One copy of the leaflet will be sent for each student tested at the school.

[illegible] participating school will also receive [illegible] booklet prepared for use by guid[illegible] counselors, school administrators, and teachers who advise students on their college plans. The counselor's booklet explains the interpretation of PSAT scores and tells how to convert them to equivalent scores on the widely used SAT. The booklet also discusses the more general problems involved in encouraging able students to attend college, understanding the complexities of college admission, and financing a college education.



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Posted on 2/8/1960.

Preliminary Scholastic Aptitude Test (PSAT)

PRINCIPAL'S COPY OF SCHOOL REGISTRATION FORM

Do NOT return to ETS

This school will administer PSAT on (check one) ☐ Form 1, Tuesday, October 18, 1960 / ☐ Form 2, Saturday, October 22, 1960 } to an estimated [ ] students.

The registration form must be received at ETS by September 30 or shipment cannot be guaranteed.

ETS must be notified immediately if adequate test supplies do not arrive by October 10.

CONDITIONS WHICH [illegible] BE MET BY SCHOOLS USING PSAT:

1. All test booklets kept u[illegible] [illegible]il administration date.
2. Test administered only [illegible] [illegible]ecified date—that is, PSAT Form 1 administered only [illegible] Tuesday [illegible]ber 18; PSAT Form 2 administered only on Saturday, Oc[illegible]r 22.
3. Test administered in [illegible] compliance with directions given in Supervisor's Manual to ensure standard test conditions at all secondary schools.
4. E[illegible]y test booklet collected at the end of the testing period.
5. Answer sheets returned as soon as possible after the administration.
6. Every test booklet, used or unused, destroyed October 18 or October 22, as appropriate.

D30R27 Item 277880

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET, PRINCETON, NEW JERSEY

Advanced Placement
Fees.
Settled

PRINCETON JUN-7'60 N.J.
U.S. POSTAGE
04
PB. METER 366999

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET, PRINCETON, NEW JERSEY
TELEPHONE: WALNUT 1-9000 • CABLE: EDUCTESTSVC

May 31, 1960

MEMORANDUM

Your enclosed invoice for the Advanced Placement Examinations was computed on the basis of information supplied by each student on the Master Record card. The amount due was determined in the following manner: Number of candidates tested at $5.00 per candidate and number of examinations taken at $8.00 per test used. From this total, we subtracted a Coordinator's retainer of $5.00 and in addition $1.00 for each examination administered. As explained on page six of "Information for Coordinators", these deductions are intended to help the schools meet some of the administrative expenses of giving these examinations to their students.

We regret any confusion occasioned by mention of the Summary Voucher in the Coordinator's Manual. As schools administer these examinations to their own students, the Advanced Placement Examinations are an institutional program. Referring to page seven of the "Supervisor's Handbook" you will note that sections of the book which have been starred (*) do not apply to institutional programs.

We hope this information will be helpful and if we can be of further assistance, please do not hesitate to let us know.

Institutional Programs Section

APE-2

SHEMESH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 26th August, 1960 ..... التاريخ

To:
Educational Testing Service,
Box 592,
Princeton, New Jersey,
U. S. A.

Dear Sirs,

I have arranged with the Ottoman Bank, Baghdad, to remit to you by air mail through their New York Correspondents, the First National City Bank of New York, 55 Wall Street, New York, the sum of $ 19.00 in settlement of you Invoice No.0847 dated 31st May 1960, a copy of which is herewith enclosed.

Please acknowledge receipt.

Yours faithfully,

A.S.Obadiah,
Principal.

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

SHEMESH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. ..... العدد .....

Date ~~26th August, 1960~~ التاريخ .....

To:
Educational Testing Service,
Box 592,
Princeton, New Jersey,
U. S. A.

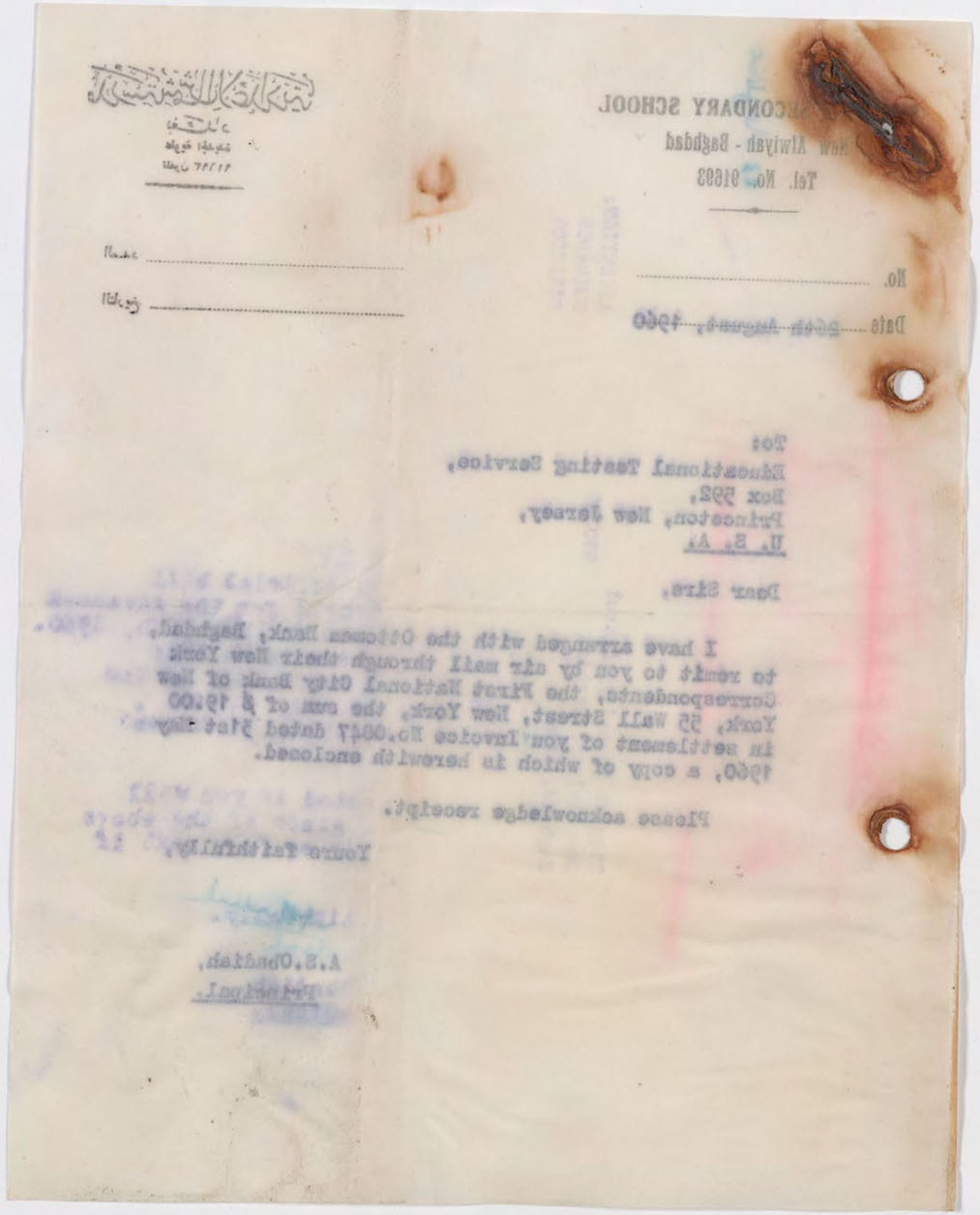
Dear Sirs,

I have arranged with the Ottoman Bank, Baghdad, to remit to you by air mail through their New York Correspondents, the First National City Bank of New York, 55 Wall Street, New York, the sum of $ 19.00 in settlement of you Invoice No.0847 dated 31st May 1960, a copy of which is herewith enclosed.

Please acknowledge receipt.

Yours faithfully,

A.S.Obadiah,
Principal.



SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

No. .....

Date ..... 25th August, 1960

To:
Educational Testing Service,
Box 592,
Princeton, New Jersey,
U. S. A.

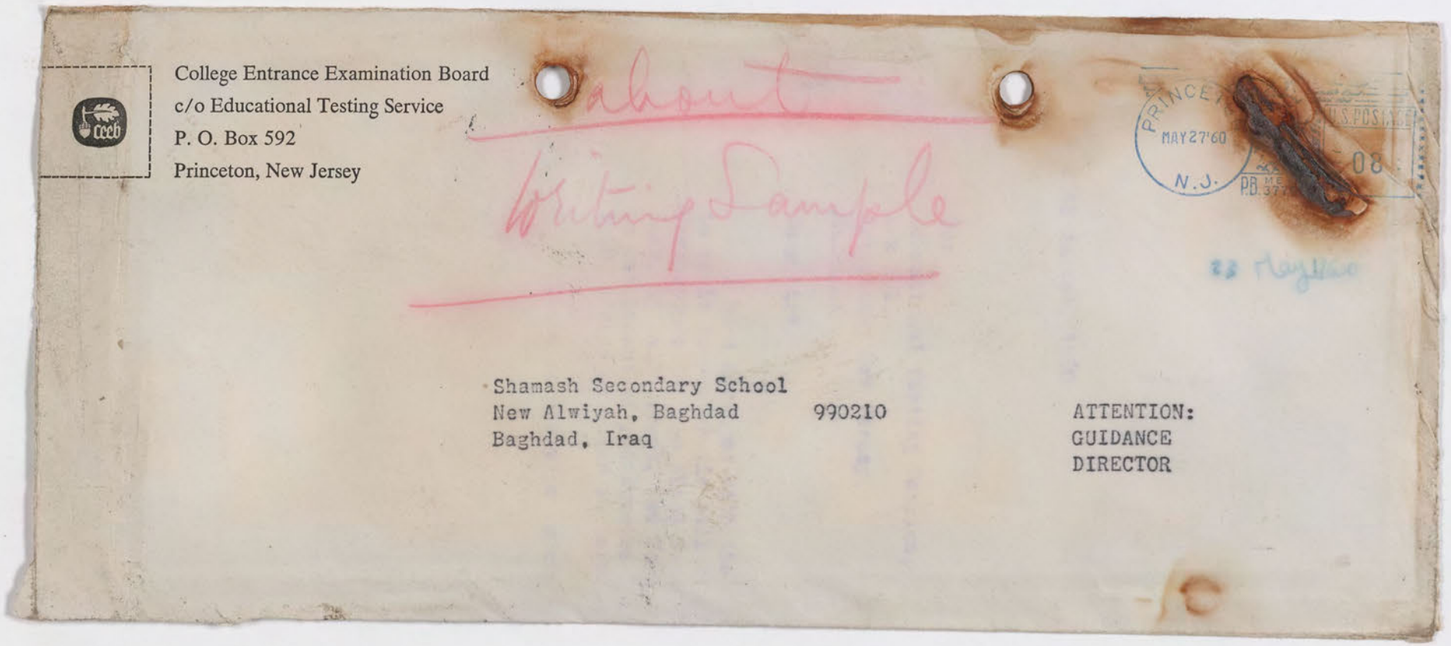
Dear Sirs,

I have arranged with the Ottoman Bank, Baghdad, to remit to you by air mail through their New York Correspondents, the First National City Bank of New York, 55 Wall Street, New York, the sum of $ 19.00 in settlement of your Invoice No.0047 dated 31st July 1960, a copy of which is herewith enclosed.

Please acknowledge receipt.

Yours faithfully,

A.S.Obaidah,
Principal.



College Entrance Examination Board
c/o Educational Testing Service
P. O. Box 592
Princeton, New Jersey

about
Writing Sample

PRINCETON N.J. MAY 27 '60
U.S. POSTAGE 08

Shamash Secondary School
New Alwiyah, Baghdad 990210
Baghdad, Iraq

ATTENTION:
GUIDANCE
DIRECTOR

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N. Y., University 5-9500

JOHN A. VALENTINE
Director of Examinations

May 23, 1960

MEMORANDUM TO SCHOOLS

We hope that the enclosed announcement of a new College Board offering will be helpful to you in preparing to advise students who will apply for college admission during the 1960-61 academic year.

It is apparent that many Board member colleges will require or recommend that their candidates submit a Writing Sample, as explained in the enclosed announcement, and will inform schools and students accordingly through their catalogue statements and other communications. At the present time, however, the individual colleges are in the process of determining whether they will use the Writing Sample, and if they do, what its relation will be to their other entrance requirements.

Because this is a period of decision for the colleges, we will be unable to provide you with a summary report of their requirements until later in the year. We are requesting this information from the colleges with the hope that it can be sent to you in convenient form in August or September at latest.

Sincerely yours,

John A. Valentine

John A. Valentine

COLLEGE ENTRANCE EXAMINATION BOARD
475 Riverside Drive, New York 27, N. Y., University 5-9500

WRITING SAMPLE TO BE ADDED TO BOARD PROGRAM IN DECEMBER AND JANUARY

The College Entrance Examination Board announces that an English essay exercise to be known as the Writing Sample will be offered on two of its scheduled testing dates in the academic year 1960-61. Students applying for admission to colleges that ask applicants to submit the Writing Sample will register for either the December 3, 1960 or January 14, 1961 date on which the new offering will be provided at Board testing centers.

The introduction of the Writing Sample was approved by vote of the Board's members last fall, following a request by a number of the member colleges for a writing exercise conducted under conditions which would guarantee the authenticity of the student's work. A subsequent survey by a special committee disclosed that at least 100 of the member colleges were interested in using the Writing Sample as an indicator of the writing ability of their candidates. Secondary school members of the Board, at the same time, expressed a preference for including the Writing Sample in the admission testing schedule rather than offering it under any separate and different administrative plan.

After considering the place of the Writing Sample in the Board's total program, the Committee on Examinations summarized its views in the following statement:

"Members of the College Board are unanimous in their belief that learning to write clearly and accurately is of first importance to intellectual growth. It is of concern to them that many school and college students fall short of reasonable standards of writing ability. In appointing a Commission on English, charged to

explore ways of improving the teaching of English in school and college, the Board has made a major effort to find good long-range solutions in this critical problem area.

"As an intermediate measure, and in response to a majority vote by the Board as a whole and the explicit wishes of at least a third of its member colleges, the Board will introduce the Writing Sample in its regular testing program for the academic year 1960-61. Students who register for this one-hour exercise will be asked to write essays on a prescribed topic. The essays will not be graded by the Board. Copies will be distributed to the colleges to which the students are applying for admission and to their schools. No copies of the essays will be retained by the Board. The Writing Sample will supplement other information (school grades, English Composition Test scores, etc.) about the ability of candidates to write clearly and correctly.

"The Board will undertake (a) to survey the various uses colleges make of the essays of candidates, (b) to evaluate the contribution of the Writing Sample to the whole admissions process, and (c) on the basis of experience and research to develop recommendations regarding its most effective use."

The Writing Sample will be available to students on the December date in conjunction with the administration of the afternoon Achievement Tests. Candidates may take the Writing Sample as one of the three Achievement Test options covered by the Achievement Test fee of $6, or may take only the Writing Sample at a fee of $2. On the January date, when the Achievement Tests will not be given, the Writing Sample will be offered in the afternoon at the $2 fee. A description of the Writing Sample and complete details of the registration procedure will be provided in publications to be sent to schools and colleges in September.

May 1960

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شماش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 17th May, 1960. ..... التاريخ

To:
Educational Testing Service,
Box 592,
Princeton, New Jersey,
U. S. A.

Dear Sirs,

1. Kindly supply me with an official bill showing your fee charge to this School for the Advanced Placement Examination in Mathematics for May 17th, 1960. Only two students of this School have taken this Examination. I need at least one extra copy of the bill in order to be able to settle your account, officially through the Exchange Control Department in Baghdad.

2. It will be much appreciated if you will kindly send the Math. Examination grade of the above two student to this School as early as July next if possible.

Yours faithfully.

Sent inside envelope No.1

A. S. Obadiah,
Principal.

SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شوش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 17th May, 1960. ..... التاريخ

To:
Educational Testing Service,
Box 592,
Princeton, New Jersey,
U. S. A.

Advanced Placement Examinations
Coordinator's Report Form

Please note: In the shipment of the Advanced Placement Examination materials for May 17th, 1960, the Coordinator's Report Form was not included. Nor was there any mention of this Form in your shipping order No. 293, dated 28/4/60, sent to this School under a separate cover.

As a substitute, I give on this sheet below an account for examination books and answer sheets returned to ETS from my Centre:

2 Used answer sheets (Mathematics sec I)
2 Used section II exam. book in Math. (pink)cc

Sent inside envelope No. 1

Faithfully yours

A. S. Obadiah,
Principal.

SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91695

No. .....

Date 17th May, 1960.

To:
Educational Testing Service,
Box 592,
Princeton, New Jersey,
U. S. A.

Advanced Placement Examinations
Coordinator's Report Form

Please note: In the shipment of the Advanced Placement Examination materials for May 17th, 1960, the Coordinator's Report Form was not included. Nor was there any mention of this Form in your shipping order No. 295, dated 28\4\60, sent to this School under a separate cover.

As a substitute, I give on this sheet below an account for examination books and answer sheets returned to ETS from my Centre:

2 Used answer sheets (Mathematics sec I)
2 Used section II exam. book in Math. (pink)

Faithfully yours

A. S. Obaidah,
Principal.

60 Bulletin for Students:

Preliminary Scholastic Aptitude Test

This leaflet is written for high school students who have registered with their principals to take the Preliminary Scholastic Aptitude Test (PSAT) on Tuesday, October 18, or Saturday, October 22, 1960. Because the PSAT can be helpful to you in planning your future beyond high school, it is important that you understand not only the value of the PSAT scores but also how to prepare for and to take the test.

Growing numbers of students are seeking admission to our colleges in response to the increasing national demand for college-educated men and women. As a student in high school, you should thoughtfully consider continuing your education. If you decide to go to college you will need to consider both the choice of suitable colleges to which you might go and their requirements for admission. Many factors in addition to your test scores, such as your grades and your school's recommendations, are of prime importance in arriving at these decisions.

Your PSAT scores permit a direct comparison of your scores with those of national and college groups outside of your own school, and hence can assist you, your parents, and your counselor by providing an estimate of your ability to succeed at the college of your choice. The PSAT is a two-hour version of the Scholastic Aptitude Test (SAT), a test required for admission by about 400 colleges. The PSAT is intended for use in the high school guidance program as a "preliminary" SAT. The parallel nature of these two tests and the specially developed interpretive materials that will be provided give the PSAT a unique value in the guidance of students toward college. As an aid in interpreting your scores, an interpretive booklet will be sent to your school in December for distribution with your test scores. In addition, your counselor will be provided with more detailed information so that he can help you to understand your scores.

Preparing to take the PSAT

Since the PSAT tests your ability to reason and not your ability to recall facts, short-term specific preparation for it is unprofitable. The greater part of your preparation for the test has already taken place. If you have observed the world about you thoughtfully, if you have read widely and well, and if you have studied conscientiously, you have completed the most effective preparation for the PSAT. It will be to your advantage, however, to read attentively the section in this leaflet that describes the test and explains the various types of questions you may be asked. You should also become familiar with the description of the answer sheet which you will be required to fill out when you take the PSAT.

When you take the PSAT, remember...

- Read the directions carefully.
- Work attentively and rapidly.
- Keep in mind that the test is two hours long and that you will be allowed to work one hour on the Verbal section and one hour on the Mathematical section.
- Take the questions in order; skip the difficult ones and try them again later if you have time.
- Do not be disturbed if you cannot answer all of the questions in a section of the test or if you do not have time to finish it. Many of the students who take the test do not attempt all of the questions, and no one is expected to know the answers to all of them.
- When the test is scored, a percentage of the wrong answers is subtracted from the number of right answers as a correction for haphazard guessing. It is improbable, therefore, that mere guessing will improve your scores significantly; it may even lower your score. If, however, you are not sure of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved, and it is to your advantage to answer such a question.
- No books, slide rules, or papers of any kind may be used during the test.

- Student may give assistance to any other student during the test. Test booklets and answer sheets must be handed back to the supervisor; they may not be removed from the test room.
- For use in taking the PSAT, you must bring with you several sharpened No. 2 pencils or a mechanical pencil with soft lead and an eraser. You should make solid black marks that completely fill the boxes on your answer sheet, so that the electronic scoring machines can record your responses.

Completing the answer sheet

When you take the PSAT, you will be given an answer sheet on which you will record your answers by blackening-in one of the five boxes that follow the number of each question. As you will see in the section that describes the test, each question has five possible answers, lettered (A), (B), (C), (D), or (E). When you have selected your answer, fill in the appropriate box completely. If you make an erasure, be sure to do a thorough job. The following example illustrates how the answer to a question should be indicated on your answer sheet:

30. Chicago is a

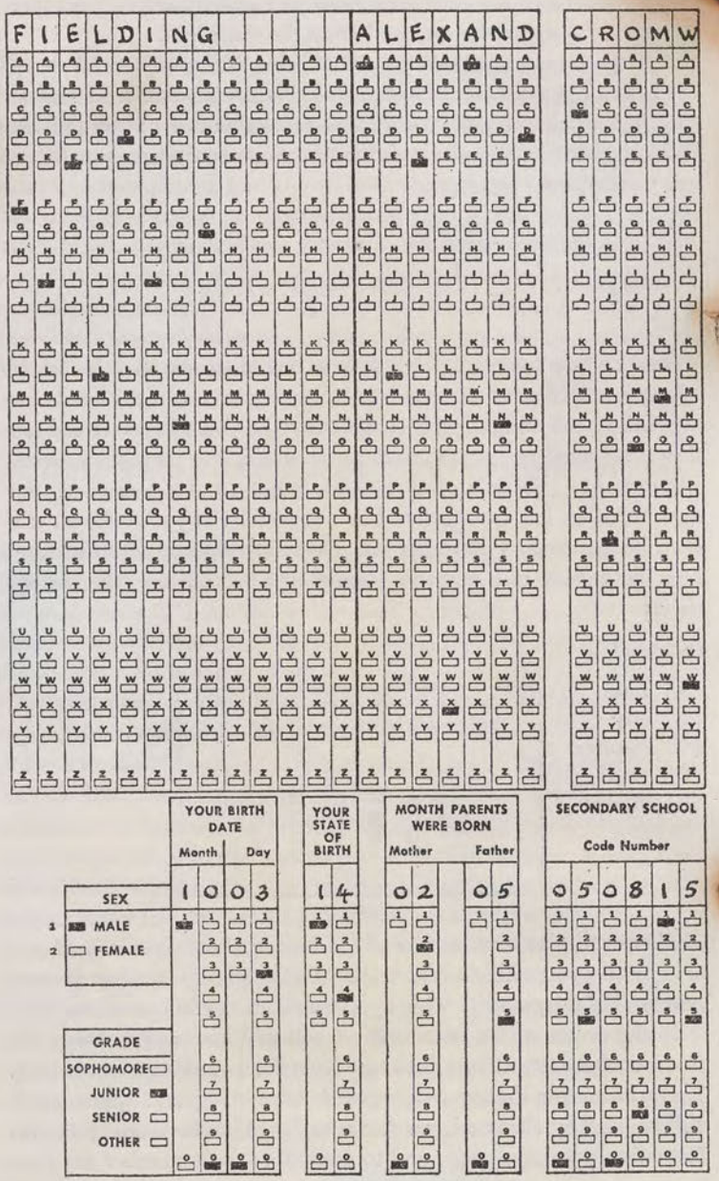
(A) state
(B) city
(C) country
(D) town
(E) village

Sample Answer Spaces:

There will also be a section of the answer sheet on which, if you are eligible, you will be asked to blacken the appropriate box for any scholarship program for which you would like to be considered.

In the center of the answer sheet you will find a series of boxes that have been set off by a dark rule from the rest of the answer sheet. The information that you will provide here is important, because it will be used by electronic machines to "read" automatically the information you have given and to compute a code number for you.

Sample of completed center portion of answer sheet



You will need to provide the following information in the center portion of your answer sheet: your last and first names, your mother's maiden name, the month and day of your birth, your sex, your grade in school, the state where you were born, the month of your mother's birth, and the month of your father's birth. It will be very helpful if you will make sure beforehand that you can record all of the above information readily and correctly at the time you take the PSAT. With this in mind, a blank sample and a completed sample of this portion of the answer sheet have been included here. After you have studied the completed sample, fill in the blank sample with your own information for practice.

Looking first at the completed sample portion of the answer sheet, you will notice that the top two-thirds of the sheet has three main groups of boxes running down the alphabet from A to Z. If you look from left to right across the top of the columns and count, you will see that the first group of columns has 13 boxes for the letters of the student's last name, the second set of columns has boxes for 7 letters of his first name, and the third set has boxes for the first 5 letters of his mother's maiden name.

Our hypothetical student, Alexander Fielding, whose mother's maiden name was Cromwell, first printed his last name in the empty boxes at the top of the left-hand set of columns. If his last name had contained more than thirteen letters, he would have filled in only the first thirteen. Moving to the right to the "First Name" column, he filled in seven letters of his first name: "Alexand." Over the columns to the far right he printed the first five letters of his mother's maiden name: "Cromw."

Alexander was then asked to blacken the lettered box in each column that corresponded to the letter in his name at the top of that column. Note that he blackened only one box in each column.

The bottom third of the center portion of the answer sheet has five groups of columns of boxes to be filled in: (1) your sex, and your grade in school, (2) the month and day of your birth, (3) the code number of the state in which you were born, (4) the month in which your mother was born and your father's month of birth, and (5) the code number of your secondary school. (A list of state code numbers and your secondary school code number will be provided at the time you take the PSAT.)

To return to our example, Alexander blackened the boxes labeled "male" and "junior" in the first lower column. Since he was born on

October 3, he wrote the digits "10" and "03" in the empty boxes at the top of the birth-date columns. Note that, since the day of Alexander's birth has only one digit, "3," he wrote "03" in the boxes. Two digits must be placed in each set of this series of boxes. (For instance, if Alexander had been born in January, he would have written "01" in the first two of this series of boxes.) Then Alexander blackened the appropriate box below each number that corresponded to the number at the top of each column.

The third column has a double series of boxes running from 1 to 0 (standing for "10"). Alexander was born in Chicago and therefore he wrote "14," the Illinois code number, in the empty boxes at the top of the state of birth columns. He then blackened the corresponding number below in each column. In the fourth set of columns he blackened the box for his mother's month of birth, February. Then he blackened the box for May, his father's month of birth.

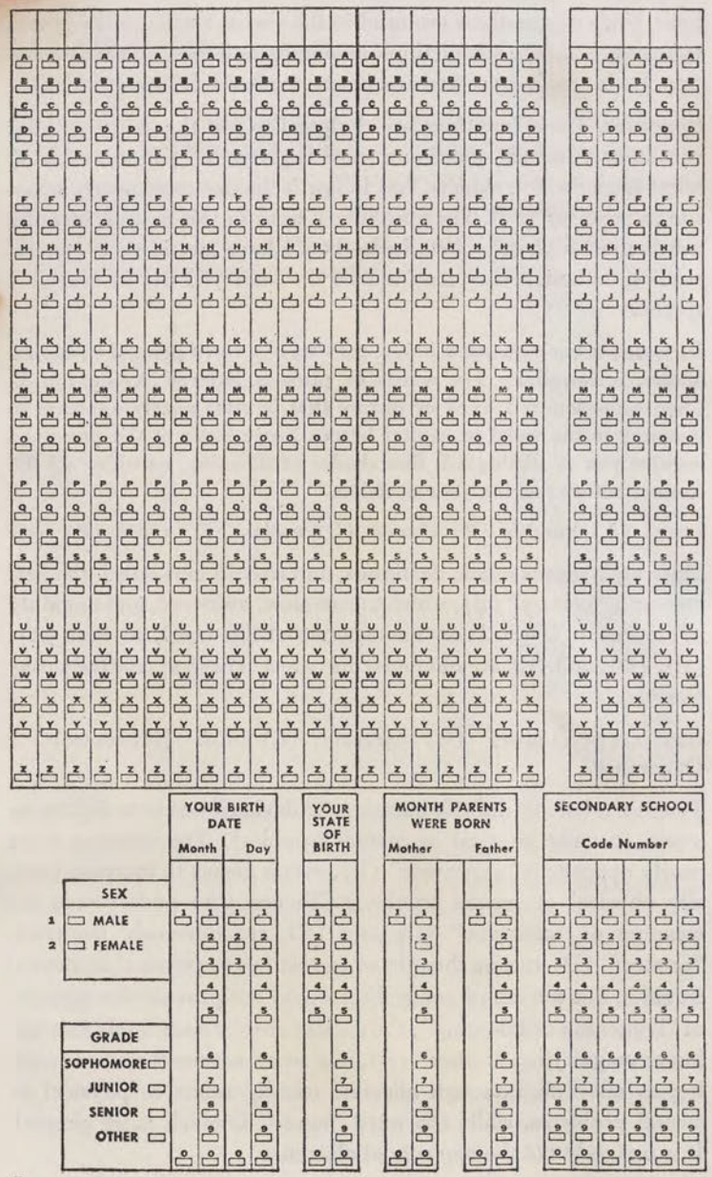
You are now ready to fill in the blank sample answer sheet on page 7 for practice. Make up your own code numbers for the state in which you were born and for your secondary school.

A description of the PSAT

The two-hour PSAT uses the same kinds of multiple-choice questions and measures the same verbal and mathematical abilities as the three-hour SAT. In order that each student may have the best possible chance to demonstrate his ability, the test includes several different types of questions, some verbal and some mathematical. These types have been chosen because they are closely related to skills that are needed in college work. The Verbal section emphasizes materials that test your ability to understand word relationships and to comprehend what you read; the Mathematical section emphasizes materials that test your ability to understand and solve problems.

The sample questions that follow are examples of the kinds of questions you will find in the PSAT and of the general range of difficulty within parts of the test. Do not consider them as a complete sample test, either in the number of questions given or in the order in which they appear.

Blank sample



Verbal section

Four kinds of questions are used in the verbal section of the PSAT: opposites, sentence completions, analogies, and reading comprehension. Each type is described and illustrated in the following sections:

Opposites. These questions are designed to test the extent of your vocabulary. In each question a word is given and you are asked to select from the five choices that follow it the one most nearly *opposite* in meaning to it. The vocabulary used in this section includes words most high school students should have met in their general reading, although they may not be the kind you use in everyday speech.

***Directions:* Each question below consists of a word printed in capital letters, followed by five words or phrases lettered A through E. Choose the lettered word or phrase that is most nearly *opposite* in meaning to the word in capital letters. Since some of the questions require you to distinguish fine shades of meaning, consider all the choices before making your decision.**

1. **AGILE: (A) humble (B) clumsy (C) useless (D) timid (E) ugly**

Since agile means quick, dexterous, and easy in movement, the best answer is "clumsy" (B), which means slow, awkward, and ungainly in movement. If you know the meaning of this word, answers (A), (C), (D), and (E) are obviously incorrect. This is a relatively easy question.

2. **ALLEVIATE: (A) lower (B) aggravate (C) finish (D) control (E) amuse**

This is a relatively difficult question. "Alleviate" means to lighten or lessen (usually physical or mental troubles). The meaning most nearly opposite is "aggravate" (B), which means to increase (usually physical or mental troubles). To one who understands the meaning of "alleviate," (C) and (E) are obviously incorrect. "Control" (D) can be thought of in relation to physical or mental troubles, but the act of controlling would not provide the opposite of "lightening or lessening"; the correct answer must imply increasing or magnifying. "Lower" (A), in a sense, carries the same meaning as alleviate, although alleviate usually refers to physical or mental problems, while the word "lower" is much more general. It is certainly not the *opposite* of alleviate.

Handbook Order Card

Tear off this tab to release card from book.

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Handbook Order Card

The College Handbook presents in comparable form descriptions of member colleges of the College Board, together with information about location, size, terms of admission, programs of study, freshman year, costs, financial assistance, and where to write for further information. These statements were prepared by the colleges themselves. General sections contain scholarship and ROTC information.

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Sentence completions. These questions require you to complete a sentence in which one or two words are missing. They provide a measure of one aspect of reading comprehension: your ability to select those choices that are consistent in logic and style with other elements in the sentence. If you understand the implications of the sentence, you will be able to select the one answer that best fulfils its meaning. The sentences deal with a wide variety of topics familiar to the secondary school student who has read widely and studied seriously. Understanding the sentences does not depend on specialized knowledge in science, literature, music, philosophy, social studies, or other such fields. On the other hand, a broad general knowledge covering a wide range of topics is likely to be helpful.

***Directions:* Each of the sentences below has one or more spaces, each blank indicating that a word has been omitted. Beneath the sentence are five lettered words or sets of words. You are to choose the one word or set of words that, when inserted in the sentence, *best* fits in with the meaning of the sentence as a whole.**

3. **Where the world is going is of no particular concern to him; that it ..... is sufficient.**

(A) flourishes (B) acts (C) moves (D) grows (E) triumphs

The problem here is to comprehend not only the individual words in the sentence but also the logic of the sentence—to decide what idea provides a proper balance for the "where the world is going" of the first part. A careful analysis will reveal that only "moves" (C) provides this balance. To a person with no concern for where the world is going, knowledge that it "flourishes" or "acts" or "grows" or "triumphs" would also be of no concern since they all imply something about direction or destination. That it *moves* is sufficient.

..... makes it possible for us to profit by the experience of past generations as if this experience were our own.

(A) Language (B) Democracy (C) Progress
(D) Truth (E) Economy

This relatively difficult sentence completion requires some understanding of one important function of language, that it enables us to profit by the experience of past generations. Notice that if (B), (C), (D), or (E) were to be fitted into the blank space, they would fit no better than their opposites. We can profit from the experience

of past dictatorships as well as from past democracies. Falsehood has its lessons as well as Truth. Thus there is nothing particularly *fitting* about any of the choices except "Language" (A). Lacking a language, it would be almost impossible for one generation to communicate with another. Given a language, the experiences of Democracy, Progress, Truth, or Economy—or their opposites—of one generation can be used by a succeeding one.

Analogies. These questions test your understanding of relationships between words and ideas. You are asked to analyze relationships and to recognize those that are similar to each other. Some of the questions will involve cause and effect relationships; in others you will be asked to carry an analogy from a concrete, tangible relationship to a more abstract and less tangible one. Explore each relationship thoroughly and select as your answer the choice that comes closest to satisfying all of the demands.

Directions: In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.

5. FOOTBALL: SPORT::
(A) frame:picture (B) clock:time (C) gourmet:food
(D) cherry:fruit (E) intelligence:personality

This is a relatively easy analogy. Since football is one of a number of sports, the correct answer must involve some object that is included in a larger group described by the second part of the answer. The choice that best fits this description is (D), "cherry:fruit."

6. AXIOM:HYPOTHESIS::
(A) self-evident:tentative (B) concrete:abstract (C) fact:fancy
(D) assume:conclude (E) adage:maxim

This relatively difficult analogy requires that you analyze the relationship between "axiom" and "hypothesis" in order to arrive at the correct answer. Since an axiom is a self-evident truth, while a hypothesis is a tentative statement assumed as a basis for reasoning, the best answer is (A).

Reading comprehension. Approximately half of the time on the Verbal section of the PSAT is devoted to measures of reading comprehension, because it is important that college students be able to read with

understanding, insight, and discrimination. The selections come from a variety of fields, such as history, social science, physical science, biological science, music, art, literature, and philosophy.

Reading comprehension is tested at several levels. Some of the questions depend simply on an understanding of the plain sense of what has been directly stated. To answer other questions, you must be able to interpret and analyze what you have read. Still other questions are designed to test your ability to recognize reasonable applications of the principles or opinions expressed by the author. And some of the questions require you to judge what you have read—to observe good and bad points in the presentation, to recognize how far the author has supported his statements by evidence, and to recognize and evaluate the means used by the author to get his points across.

Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is *stated* or *implied* in that passage.

(The passages for this test have been adapted from published materials to provide the candidate with significant problems for analysis and evaluation. The ideas contained in the passages are those of the original author and do not necessarily represent the opinions of the College Entrance Examination Board or Educational Testing Service.)

Talking with a young man about success and a career, Doctor Samuel Johnson advised the youth "to know something about everything and everything about something." The advice was good—in Doctor Johnson's day, when London was like an isolated village and it took a week to get the news from Paris, Rome, or Berlin. Today, if a man were to take all knowledge for his province and try to know something about everything, the allotment of time would give one minute to each subject, and soon the youth would flit from topic to topic as a butterfly from flower to flower; life would be as evanescent as the butterfly that lives for the present honey and moment. Today commercial, literary, or inventive success means concentration.

7. The author implies that a modern scientist

(A) makes discoveries by accident
(B) must bend his mind in a specific direction
(C) is able to contribute only if he has a background of general knowledge

(D) must be well versed in the arts
(E) must be successful, whatever the cost

This is a "plain-sense" question. The author gives Dr. Johnson's view, which he says was good in Dr. Johnson's day, and then gives his own view of what is true today. He says that success in a particular field—science, as well as any other—today demands concentration within that field. The answer, then, is (B). Some students answer (C); but (C) is true of Dr. Johnson's view and is directly contrary to the author's.

Question 8 is harder, but still requires only an understanding of the plain sense of the selection.

8. According to the passage, if we tried now to follow Doctor Johnson's advice, we would

(A) lead a more worthwhile life
(B) have a slower-paced, more peaceful, and more productive life
(C) fail in our attempts
(D) hasten the progress of civilization
(E) perceive a deeper reality

The author has tried to show that it is impossible today to follow Dr. Johnson's advice; in one minute per topic, no one could learn much of anything. So the answer to question 8 is (C). Some students answer (B) and some answer (D); however, the author nowhere implies that we could or should turn the clock back. These may be the students' own views, but the question is not asking for them.

9. Why does the author compare the youth to a butterfly (next-to-last sentence)?

(A) Butterflies symbolize a life of luxury and ease.
(B) The butterfly, like the youth, exhausts a present source of energy.
(C) The butterfly, like the youth, has no clear single objective.
(D) The butterfly, like the youth, is unaware of the future.
(E) The butterfly lives but a short time and thus retains the innocence of youth.

To answer this question, you should understand why it suits the author's purpose to compare the youth to a butterfly. All five of the choices state comparisons that could reasonably be made. But only one of the comparisons, (C), deals with "concentration," or the "single objective," which the author is driving at.

10. In which one of the following comparisons made by the author is the parallelism of the elements *least* satisfactory?

(A) Topics and flowers
(B) The youth and the butterfly
(C) London and an isolated village
(D) Knowledge and province
(E) Life and the butterfly

Sometimes an author uses comparisons that are not very reasonable ones. In question 10 you are asked to look critically at what has been said.

The same kind of thinking needed in the analogies is called for here. The comparisons in (A) and (B) are satisfactory. The author's statement that "the youth would flit from topic to topic as a butterfly from flower to flower" is a clear and effective comparison. Choice (C) is also satisfactory; by today's standards, Johnson's London was very much like an isolated village. The word "province" (D) is often used to refer to a person's sphere of interest or activity and the philosopher who took all knowledge as his province is well known—whether or not his name comes to mind; so (D) is satisfactory. But in (E) the comparison is a little shaky. What the author really means is that human life would be like the life of a butterfly—aimless and evanescent—not that human life would be like the butterfly itself. The least satisfactory comparison, then, is (E).

Mathematical section

Some questions in the Mathematical section require you to apply graphical, spatial, numerical, symbolical, and logical techniques to situations already familiar to you; these may be similar to exercises in your textbooks. In other questions you are presented with novel situations and are called upon to do original thinking and problem-solving. You will not be expected to use mathematical knowledge beyond elementary algebra or the geometry implied by the formulas printed for your reference at the beginning of each Mathematical section of the test. Although no specific knowledge of subject matter beyond that just described is required, well-taught courses in mathematics preceding and following the ninth grade will probably improve your performance on the PSAT and will provide a stronger foundation for your college-level work.

The following sample questions illustrate both the types of problems and the range of difficulty to be expected in the PSAT.

Directions: **In this section solve each problem, using any blank space in the booklet for figuring. Then select the *one* correct answer.**

The following information is for your reference in solving some of the problems:

Circle:
area $= \pi r^2$
circumference $= 2\pi r$
degrees of arc in a circle $= 360°$

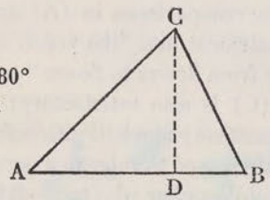
Straight angle $= 180°$

Triangle:

sum of the angles of a triangle $= 180°$
If CD is perpendicular to AB, then

(1) area of $\triangle ABC = \dfrac{AB \times CD}{2}$

(2) $\overline{AC}^2 = \overline{AD}^2 + \overline{DC}^2$



Definitions of symbols:

$<$ means "is less than"; $>$ means "is greater than";
$\leqq$ means "is less than or equal to"; $\geqq$ means "is greater than or equal to";
$\perp$ means "is perpendicular to"; $\parallel$ means "is parallel to."

Note: **Figures accompanying problems are not necessarily drawn to scale.**

11. **If there are P girls and R boys in a class, what is the ratio of the number of girls to the total number of boys and girls in the class?**

(A) $\dfrac{P-R}{P+R}$ (B) $\dfrac{P}{P+R}$ (C) $\dfrac{P}{R}$ (D) $\dfrac{R}{P}$ (E) $\dfrac{P+R}{P}$

This question requires the construction of a ratio. One might first think of the answer in this form: $\dfrac{\text{girls}}{\text{class}}$ and then in this form: $\dfrac{\text{girls}}{\text{girls} + \text{boys}}$. Direction letter substitution gives us: $\dfrac{P}{P+R}$.

12. **City R is 200 miles directly east of city T, and city H is 150 miles directly north of T. What is the shortest distance (in miles) between H and R?**

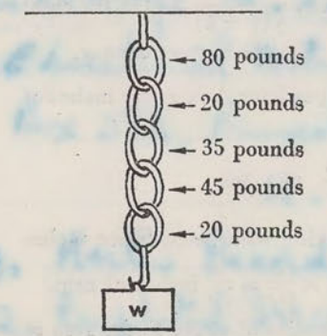
(A) $50\sqrt{7}$ (B) 175 (C) 250 (D) 300 (E) 350

This question involves the Pythagorean Theorem and the recognition of a right triangle. One must see that the ratio $\dfrac{150}{200}$ is the same as $\dfrac{3}{4}$, thus making this a 3-4-5 right triangle or a 150-200-250 right triangle.

13. **A square and an equilateral triangle have equal perimeters. What is the length of a side of the triangle if the area of the square is 9?**

(A) 3 (B) 4 (C) 6 (D) 9 (E) 12

If the area of the square is 9, its side is 3 and its perimeter is 12. If the perimeter of an equilateral triangle is also 12, its side is 4.



14. **The chain in the figure above has 5 links. The maximum weight that each link can hold is shown. What is the maximum weight W, in pounds, that the chain can hold?**

(A) 20 (B) 35 (C) 45 (D) 80 (E) 200

Since "a chain is no stronger than its weakest link," this chain can hold no more than 20 pounds.

15. **If the area of a certain triangle is equal to one-half the product of two of its sides, what kind of triangle is it?**

(A) Equilateral (B) Acute (C) Right (D) Obtuse
(E) It cannot be determined from the information given.

If the area of a triangle is one-half the product of two sides, one side must serve as the base and the other side as the altitude. This occurs only in the case of the two legs of a right triangle.

16. If an arrow (→) between two expressions indicates that the expression on the right exceeds the expression on the left by 1, then which of the following is (are) true?

I. $x^2 \rightarrow (x+1)^2$

II. $\frac{x}{y} \rightarrow \frac{x+1}{y+1}$

III. $x(x+2) \rightarrow (x+1)^2$

(A) None (B) I only (C) II only (D) III only (E) I and II

In this question, you must work with a new symbol that has been defined. In cases I and III the right expressions must be expanded before comparison. In I, the right member exceeds the left by $2x+1$. In II, the right member exceeds the left by $\frac{y-x}{y(y+1)}$. In III, the right member exceeds the left by 1, making (D) the correct answer.

17. If rain is falling at the rate of 2 inches per hour, how many inches of rain will fall in x *minutes?*

(A) $\frac{1}{30x}$ (B) $\frac{x}{30}$ (C) $\frac{30}{x}$ (D) $\frac{60}{x}$ (E) $30x$

This question requires relational thinking with rates. Since inches per hour times hours equals inches, $2 \times \frac{x}{60} = \frac{x}{30}$ inches of rain.

18. If the radius of circle X is 40% of the radius of circle Y, the area of circle X is what per cent of the area of circle Y?

(A) 16 (B) 20 (C) 40 (D) 80 (E) 160

If the radius of circle X is R, that of circle Y is .4R. Therefore, the area of circle X is πR^2 and of circle Y is $.16\pi R^2$. The per cent is $\frac{.16\pi R^2}{\pi R^2} \times 100 = 16$.

School Report Form

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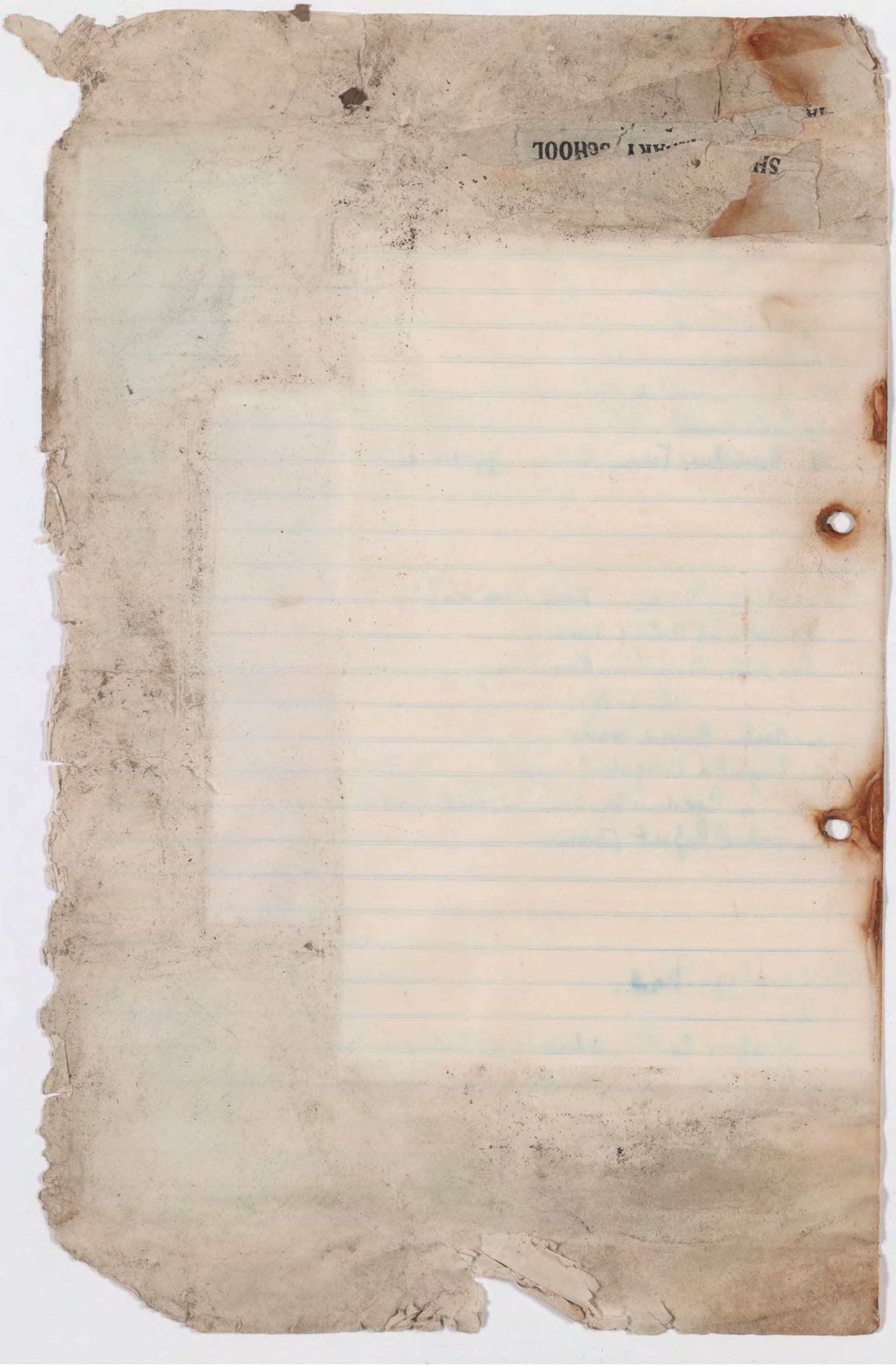

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1960 Bulletin for Students:

Preliminary Scholastic Aptitude Test

This leaflet is written for high school students who have registered with their principals to take the Preliminary Scholastic Aptitude Test (PSAT) on Tuesday, October 18, or Saturday, October 22, 1960. Because the PSAT can be helpful to you in planning your future beyond high school, it is important that you understand not only the value of the PSAT scores but also how to prepare for and to take the test.

Growing numbers of students are seeking admission to our colleges in response to the increasing national demand for college-educated men and women. As a student in high school, you should thoughtfully consider continuing your education. If you decide to go to college you will need to consider both the choice of suitable colleges to which you might go and their requirements for admission. Many factors in addition to your test scores, such as your grades and your school's recommendations, are of prime importance in arriving at these decisions.

Your PSAT scores permit a direct comparison of your scores with those of national and college groups outside of your own school, and hence can assist you, your parents, and your counselor by providing an estimate of your ability to succeed at the college of your choice. The PSAT is a two-hour version of the Scholastic Aptitude Test (SAT), a test required for admission by about 400 colleges. The PSAT is intended for use in the high school guidance program as a "preliminary" SAT. The parallel nature of these two tests and the specially developed interpretive materials that will be provided give the PSAT a unique value in the guidance of students toward college. As an aid in interpreting your scores, an interpretive booklet will be sent to your school in December for distribution with your test scores. In addition, your counselor will be provided with more detailed information so that he can help you to understand your scores.

Preparing to take the PSAT

Since the PSAT tests your ability to reason and not your ability to recall facts, short-term specific preparation for it is unprofitable. The greater part of your preparation for the test has already taken place. If you have observed the world about you thoughtfully, if you have read widely and well, and if you have studied conscientiously, you have completed the most effective preparation for the PSAT. It will be to your advantage, however, to read attentively the section in this leaflet that describes the test and explains the various types of questions you may be asked. You should also become familiar with the description of the answer sheet which you will be required to fill out when you take the PSAT.

When you take the PSAT, remember...

- Read the directions carefully.
- Work attentively and rapidly.
- Keep in mind that the test is two hours long and that you will be allowed to work one hour on the Verbal section and one hour on the Mathematical section.
- Take the questions in order; skip the difficult ones and try them again later if you have time.
- Do not be disturbed if you cannot answer all of the questions in a section of the test or if you do not have time to finish it. Many of the students who take the test do not attempt all of the questions, and no one is expected to know the answers to all of them.
- When the test is scored, a percentage of the wrong answers is subtracted from the number of right answers as a correction for haphazard guessing. It is improbable, therefore, that mere guessing will improve your scores significantly; it may even lower your score. If, however, you are not sure of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved, and it is to your advantage to answer such a question.
- No books, slide rules, or papers of any kind may be used during the test.

- No student may give assistance to any other student during the test. Test booklets and answer sheets must be handed back to the supervisor; they may not be removed from the test room.
- For use in taking the PSAT, you must bring with you several sharpened No. 2 pencils or a mechanical pencil with soft lead and an eraser. You should make solid black marks that completely fill the boxes on your answer sheet, so that the electronic scoring machines can record your responses.

Completing the answer sheet

When you take the PSAT, you will be given an answer sheet on which you will record your answers by blackening-in one of the five boxes that follow the number of each question. As you will see in the section that describes the test, each question has five possible answers, lettered (A), (B), (C), (D), or (E). When you have selected your answer, fill in the appropriate box completely. If you make an erasure, be sure to do a thorough job. The following example illustrates how the answer to a question should be indicated on your answer sheet:

30. Chicago is a

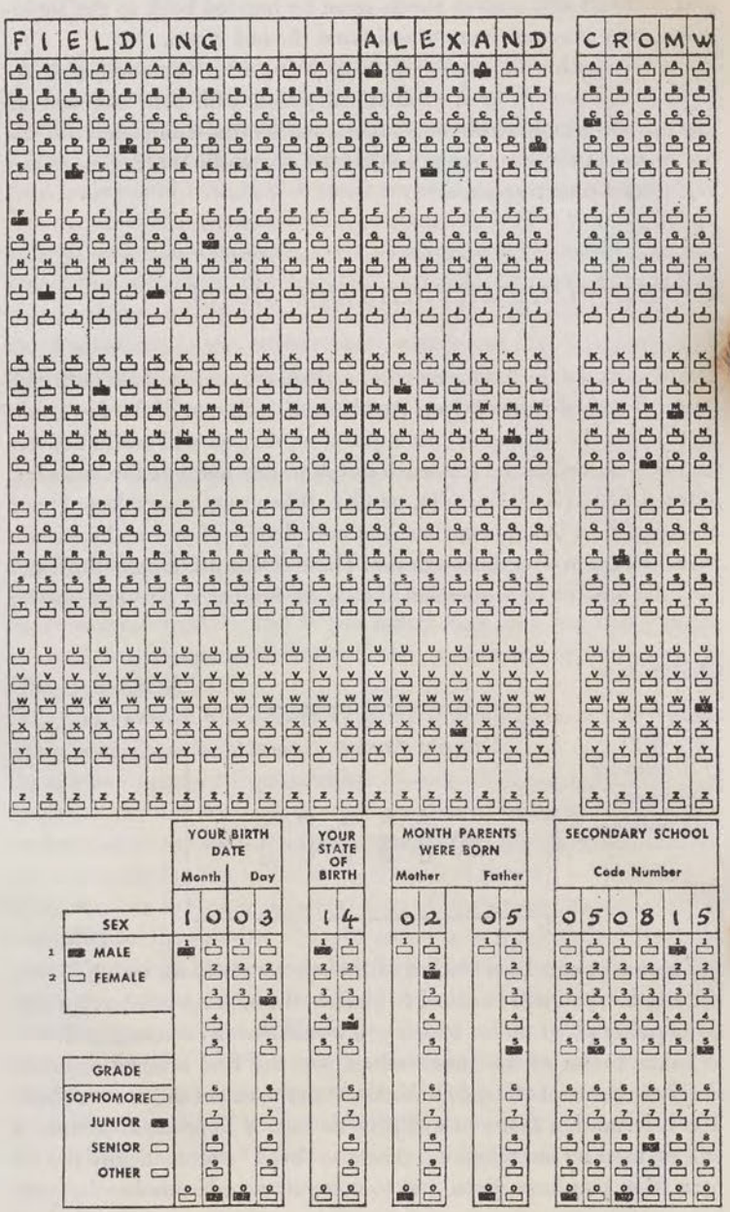
(A) state
(B) city
(C) country
(D) town
(E) village

Sample Answer Spaces:

There will also be a section of the answer sheet on which, if you are eligible, you will be asked to blacken the appropriate box for any scholarship program for which you would like to be considered.

In the center of the answer sheet you will find a series of boxes that have been set off by a dark rule from the rest of the answer sheet. The information that you will provide here is important, because it will be used by electronic machines to "read" automatically the information you have given and to compute a code number for you.

Sample of completed center portion of answer sheet



You will need to provide the following information in the center portion of your answer sheet: your last and first names, your mother's maiden name, the month and day of your birth, your sex, your grade in school, the state where you were born, the month of your mother's birth, and the month of your father's birth. It will be very helpful if you will make sure beforehand that you can record all of the above information readily and correctly at the time you take the PSAT. With this in mind, a blank sample and a completed sample of this portion of the answer sheet have been included here. After you have studied the completed sample, fill in the blank sample with your own information for practice.

Looking first at the completed sample portion of the answer sheet, you will notice that the top two-thirds of the sheet has three main groups of boxes running down the alphabet from A to Z. If you look from left to right across the top of the columns and count, you will see that the first group of columns has 13 boxes for the letters of the student's last name, the second set of columns has boxes for 7 letters of his first name, and the third set has boxes for the first 5 letters of his mother's maiden name.

Our hypothetical student, Alexander Fielding, whose mother's maiden name was Cromwell, first printed his last name in the empty boxes at the top of the left-hand set of columns. If his last name had contained more than thirteen letters, he would have filled in only the first thirteen. Moving to the right to the "First Name" column, he filled in seven letters of his first name: "Alexand." Over the columns to the far right he printed the first five letters of his mother's maiden name: "Cromw."

Alexander was then asked to blacken the lettered box in each column that corresponded to the letter in his name at the top of that column. Note that he blackened only one box in each column.

The bottom third of the center portion of the answer sheet has five groups of columns of boxes to be filled in: (1) your sex, and your grade in school, (2) the month and day of your birth, (3) the code number of the state in which you were born, (4) the month in which your mother was born and your father's month of birth, and (5) the code number of your secondary school. (A list of state code numbers and your secondary school code number will be provided at the time you take the PSAT.)

To return to our example, Alexander blackened the boxes labeled "male" and "junior" in the first lower column. Since he was born on

October 3, he wrote the digits "10" and "03" in the empty boxes at the top of the birth-date columns. Note that, since the day of Alexander's birth has only one digit, "3," he wrote "03" in the boxes. Two digits must be placed in each set of this series of boxes. (For instance, if Alexander had been born in January, he would have written "01" in the first two of this series of boxes.) Then Alexander blackened the appropriate box below each number that corresponded to the number at the top of each column.

The third column has a double series of boxes running from 1 to 0 (standing for "10"). Alexander was born in Chicago and therefore he wrote "14," the Illinois code number, in the empty boxes at the top of the state of birth columns. He then blackened the corresponding number below in each column. In the fourth set of columns he blackened the box for his mother's month of birth, February. Then he blackened the box for May, his father's month of birth.

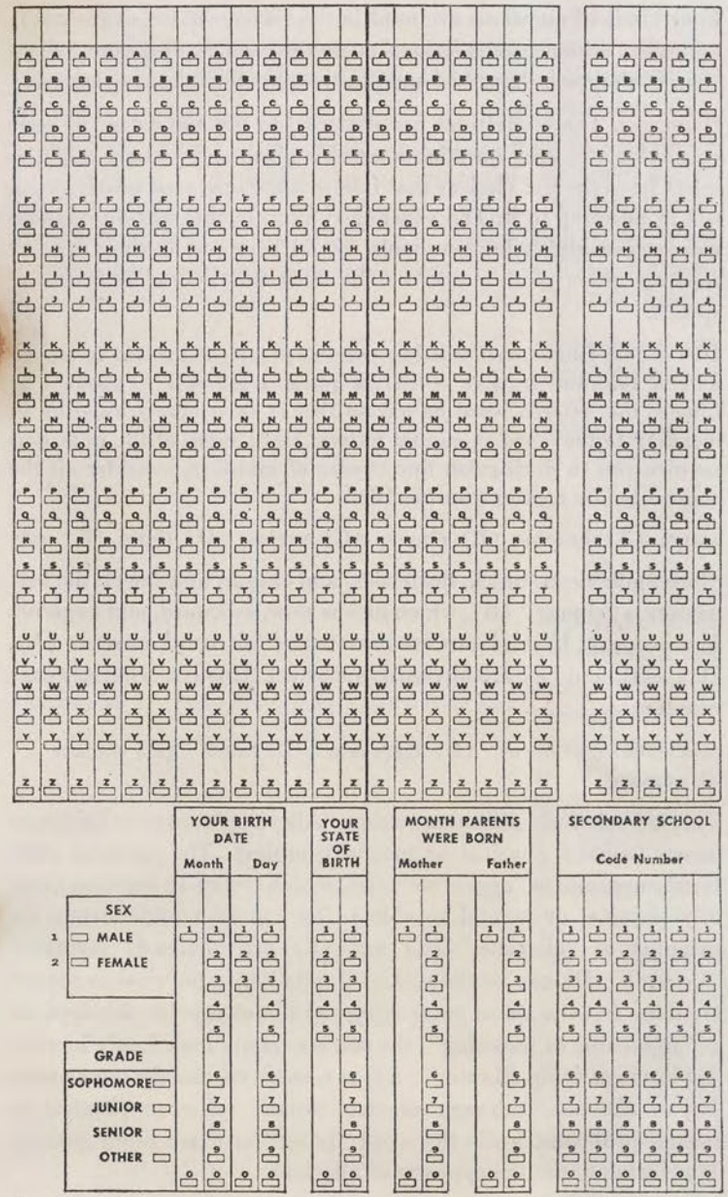
You are now ready to fill in the blank sample answer sheet on page 7 for practice. Make up your own code numbers for the state in which you were born and for your secondary school.

A description of the PSAT

The two-hour PSAT uses the same kinds of multiple-choice questions and measures the same verbal and mathematical abilities as the three-hour SAT. In order that each student may have the best possible chance to demonstrate his ability, the test includes several different types of questions, some verbal and some mathematical. These types have been chosen because they are closely related to skills that are needed in college work. The Verbal section emphasizes materials that test your ability to understand word relationships and to comprehend what you read; the Mathematical section emphasizes materials that test your ability to understand and solve problems.

The sample questions that follow are examples of the kinds of questions you will find in the PSAT and of the general range of difficulty within parts of the test. Do not consider them as a complete sample test, either in the number of questions given or in the order in which they appear.

Blank sample



Verbal section

Four kinds of questions are used in the verbal section of the PSAT: opposites, sentence completions, analogies, and reading comprehension. Each type is described and illustrated in the following sections:

Opposites. These questions are designed to test the extent of your vocabulary. In each question a word is given and you are asked to select from the five choices that follow it the one most nearly *opposite* in meaning to it. The vocabulary used in this section includes words most high school students should have met in their general reading, although they may not be the kind you use in everyday speech.

***Directions:* Each question below consists of a word printed in capital letters, followed by five words or phrases lettered A through E. Choose the lettered word or phrase that is most nearly *opposite* in meaning to the word in capital letters. Since some of the questions require you to distinguish fine shades of meaning, consider all the choices before making your decision.**

1. **AGILE: (A) humble (B) clumsy (C) useless (D) timid (E) ugly**

   Since agile means quick, dexterous, and easy in movement, the best answer is "clumsy" (B), which means slow, awkward, and ungainly in movement. If you know the meaning of this word, answers (A), (C), (D), and (E) are obviously incorrect. This is a relatively easy question.

2. **ALLEVIATE: (A) lower (B) aggravate (C) finish (D) control (E) amuse**

   This is a relatively difficult question. "Alleviate" means to lighten or lessen (usually physical or mental troubles). The meaning most nearly opposite is "aggravate" (B), which means to increase (usually physical or mental troubles). To one who understands the meaning of "alleviate," (C) and (E) are obviously incorrect. "Control" (D) can be thought of in relation to physical or mental troubles, but the act of controlling would not provide the opposite of "lightening or lessening"; the correct answer must imply increasing or magnifying. "Lower" (A), in a sense, carries the same meaning as alleviate, although alleviate usually refers to physical or mental problems, while the word "lower" is much more general. It is certainly not the *opposite* of alleviate.

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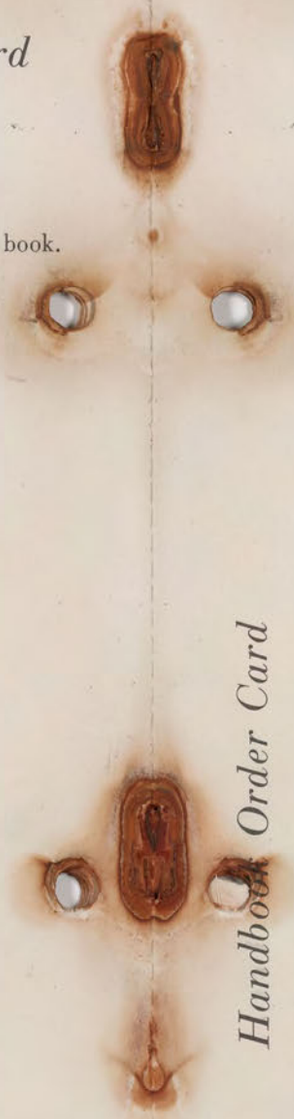

Handbook Order Card

The College Handbook presents in comparable form descriptions of member colleges of the College Board, together with information about location, size, terms of admission, programs of study, freshman year, costs, financial assistance, and where to write for further information. These statements were prepared by the colleges themselves. General sections contain scholarship and ROTC information.

The price of the *Handbook* is $2. If you wish to order a copy, fill out the address lines on the back of this card, enclose the card in an envelope with a check or money order for $2, and mail to:

College Entrance Examination Board
Box 592, Princeton, New Jersey
or Box 27896, Los Angeles 27, California

Be sure to fill in the other side!

Allow three weeks for delivery.

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Sentence completions. These questions require you to complete a sentence in which one or two words are missing. They provide a measure of one aspect of reading comprehension: your ability to select those choices that are consistent in logic and style with other elements in the sentence. If you understand the implications of the sentence, you will be able to select the one answer that best fulfils its meaning. The sentences deal with a wide variety of topics familiar to the secondary school student who has read widely and studied seriously. Understanding the sentences does not depend on specialized knowledge in science, literature, music, philosophy, social studies, or other such fields. On the other hand, a broad general knowledge covering a wide range of topics is likely to be helpful.

***Directions:* Each of the sentences below has one or more spaces, each blank indicating that a word has been omitted. Beneath the sentence are five lettered words or sets of words. You are to choose the one word or set of words that, when inserted in the sentence, *best* fits in with the meaning of the sentence as a whole.**

3. **Where the world is going is of no particular concern to him; that it ..... is sufficient.**

(A) flourishes (B) acts (C) moves (D) grows (E) triumphs

The problem here is to comprehend not only the individual words in the sentence but also the logic of the sentence—to decide what idea provides a proper balance for the "where the world is going" of the first part. A careful analysis will reveal that only "moves" (C) provides this balance. To a person with no concern for where the world is going, knowledge that it "flourishes" or "acts" or "grows" or "triumphs" would also be of no concern since they all imply something about direction or destination. That it *moves* is sufficient.

4. **..... makes it possible for us to profit by the experience of past generations as if this experience were our own.**

(A) Language (B) Democracy (C) Progress
(D) Truth (E) Economy

This relatively difficult sentence completion requires some understanding of one important function of language, that it enables us to profit by the experience of past generations. Notice that if (B), (C), (D), or (E) were to be fitted into the blank space, they would fit no better than their opposites. We can profit from the experience

of past dictatorships as well as from past democracies. Falsehood has its lessons as well as Truth. Thus there is nothing particularly *fitting* about any of the choices except "Language" (A). Lacking a language, it would be almost impossible for one generation to communicate with another. Given a language, the experiences of Democracy, Progress, Truth, or Economy—or their opposites—of one generation can be used by a succeeding one.

Analogies. These questions test your understanding of relationships between words and ideas. You are asked to analyze relationships and to recognize those that are similar to each other. Some of the questions will involve cause and effect relationships; in others you will be asked to carry an analogy from a concrete, tangible relationship to a more abstract and less tangible one. Explore each relationship thoroughly and select as your answer the choice that comes closest to satisfying all of the demands.

Directions: **In each of the following questions, a related pair of words or phrases is followed by five lettered pairs of words or phrases. Select the lettered pair which best expresses a relationship similar to that expressed in the original pair.**

5. FOOTBALL: SPORT::
(A) frame:picture (B) clock:time (C) gourmet:food
(D) cherry:fruit (E) intelligence:personality

This is a relatively easy analogy. Since football is one of a number of sports, the correct answer must involve some object that is included in a larger group described by the second part of the answer. The choice that best fits this description is (D), "cherry:fruit."

6. AXIOM:HYPOTHESIS::
(A) self-evident:tentative (B) concrete:abstract (C) fact:fancy
(D) assume:conclude (E) adage:maxim

This relatively difficult analogy requires that you analyze the relationship between "axiom" and "hypothesis" in order to arrive at the correct answer. Since an axiom is a self-evident truth, while a hypothesis is a tentative statement assumed as a basis for reasoning, the best answer is (A).

Reading comprehension. Approximately half of the time on the Verbal section of the PSAT is devoted to measures of reading comprehension, because it is important that college students be able to read with

understanding, insight, and discrimination. The selections come from a variety of fields, such as history, social science, physical science, biological science, music, art, literature, and philosophy.

Reading comprehension is tested at several levels. Some of the questions depend simply on an understanding of the plain sense of what has been directly stated. To answer other questions, you must be able to interpret and analyze what you have read. Still other questions are designed to test your ability to recognize reasonable applications of the principles or opinions expressed by the author. And some of the questions require you to judge what you have read—to observe good and bad points in the presentation, to recognize how far the author has supported his statements by evidence, and to recognize and evaluate the means used by the author to get his points across.

Directions: **Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is *stated* or *implied* in that passage.**

(The passages for this test have been adapted from published materials to provide the candidate with significant problems for analysis and evaluation. The ideas contained in the passages are those of the original author and do not necessarily represent the opinions of the College Entrance Examination Board or Educational Testing Service.)

Talking with a young man about success and a career, Doctor Samuel Johnson advised the youth "to know something about everything and everything about something." The advice was good—in Doctor Johnson's day, when London was like an isolated village and it took a week to get the news from Paris, Rome, or Berlin. Today, if a man were to take all knowledge for his province and try to know something about everything, the allotment of time would give one minute to each subject, and soon the youth would flit from topic to topic as a butterfly from flower to flower; life would be as evanescent as the butterfly that lives for the present honey and moment. Today commercial, literary, or inventive success means concentration.

7. The author implies that a modern scientist

(A) makes discoveries by accident
(B) must bend his mind in a specific direction
(C) is able to contribute only if he has a background of general knowledge

(D) must be well versed in the arts
(E) must be successful, whatever the cost

This is a "plain-sense" question. The author gives Dr. Johnson's view, which he says was good in Dr. Johnson's day, and then gives his own view of what is true today. He says that success in a particular field—science, as well as any other—today demands concentration within that field. The answer, then, is (B). Some students answer (C); but (C) is true of Dr. Johnson's view and is directly contrary to the author's.

Question 8 is harder, but still requires only an understanding of the plain sense of the selection.

8. According to the passage, if we tried now to follow Doctor Johnson's advice, we would

(A) lead a more worthwhile life
(B) have a slower-paced, more peaceful, and more productive life
(C) fail in our attempts
(D) hasten the progress of civilization
(E) perceive a deeper reality

The author has tried to show that it is impossible today to follow Dr. Johnson's advice; in one minute per topic, no one could learn much of anything. So the answer to question 8 is (C). Some students answer (B) and some answer (D); however, the author nowhere implies that we could or should turn the clock back. These may be the students' own views, but the question is not asking for them.

9. Why does the author compare the youth to a butterfly (next-to-last sentence)?

(A) Butterflies symbolize a life of luxury and ease.
(B) The butterfly, like the youth, exhausts a present source of energy.
(C) The butterfly, like the youth, has no clear single objective.
(D) The butterfly, like the youth, is unaware of the future.
(E) The butterfly lives but a short time and thus retains the innocence of youth.

To answer this question, you should understand why it suits the author's purpose to compare the youth to a butterfly. All five of the choices state comparisons that could reasonably be made. But only one of the comparisons, (C), deals with "concentration," or the "single objective," which the author is driving at.

10. In which one of the following comparisons made by the author is the parallelism of the elements *least* satisfactory?

(A) Topics and flowers
(B) The youth and the butterfly
(C) London and an isolated village
(D) Knowledge and province
(E) Life and the butterfly

Sometimes an author uses comparisons that are not very reasonable ones. In question 10 you are asked to look critically at what has been said.

The same kind of thinking needed in the analogies is called for here. The comparisons in (A) and (B) are satisfactory. The author's statement that "the youth would flit from topic to topic as a butterfly from flower to flower" is a clear and effective comparison. Choice (C) is also satisfactory; by today's standards, Johnson's London was very much like an isolated village. The word "province" (D) is often used to refer to a person's sphere of interest or activity and the philosopher who took all knowledge as his province is well known—whether or not his name comes to mind; so (D) is satisfactory. But in (E) the comparison is a little shaky. What the author really means is that human life would be like the life of a butterfly—aimless and evanescent—not that human life would be like the butterfly itself. The least satisfactory comparison, then, is (E).

Mathematical section

Some questions in the Mathematical section require you to apply graphical, spatial, numerical, symbolical, and logical techniques to situations already familiar to you; these may be similar to exercises in your textbooks. In other questions you are presented with novel situations and are called upon to do original thinking and problem-solving. You will not be expected to use mathematical knowledge beyond elementary algebra or the geometry implied by the formulas printed for your reference at the beginning of each Mathematical section of the test. Although no specific knowledge of subject matter beyond that just described is required, well-taught courses in mathematics preceding and following the ninth grade will probably improve your performance on the PSAT and will provide a stronger foundation for your college-level work.

The following sample questions illustrate both the types of problems and the range of difficulty to be expected in the PSAT.

Directions: In this section solve each problem, using any blank space in the booklet for figuring. Then select the *one* correct answer.

The following information is for your reference in solving some of the problems:

Circle:
area $= \pi r^2$
circumference $= 2\pi r$
degrees of arc in a circle $= 360°$

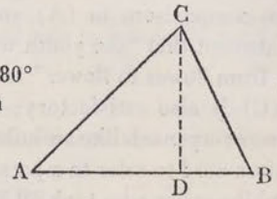
Straight angle $= 180°$

Triangle:

sum of the angles of a triangle $= 180°$
If CD is perpendicular to AB, then

(1) area of $\triangle ABC = \dfrac{AB \times CD}{2}$

(2) $\overline{AC}^2 = \overline{AD}^2 + \overline{DC}^2$



Definitions of symbols:

$<$ means "is less than"; $>$ means "is greater than";
$\leqq$ means "is less than or equal to"; $\geqq$ means "is greater than or equal to";
$\perp$ means "is perpendicular to"; $\parallel$ means "is parallel to."

Note: Figures accompanying problems are not necessarily drawn to scale.

11. If there are P girls and R boys in a class, what is the ratio of the number of girls to the total number of boys and girls in the class?

(A) $\dfrac{P-R}{P+R}$ (B) $\dfrac{P}{P+R}$ (C) $\dfrac{P}{R}$ (D) $\dfrac{R}{P}$ (E) $\dfrac{P+R}{P}$

This question requires the construction of a ratio. One might first think of the answer in this form: $\dfrac{\text{girls}}{\text{class}}$ and then in this form: $\dfrac{\text{girls}}{\text{girls} + \text{boys}}$. Direction letter substitution gives us: $\dfrac{P}{P+R}$.

12. City R is 200 miles directly east of city T, and city H is 150 miles directly north of T. What is the shortest distance (in miles) between H and R?

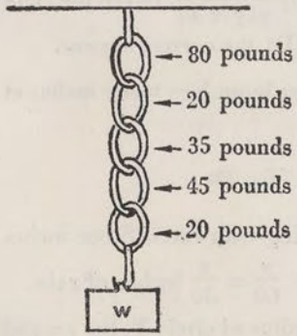
(A) $50\sqrt{7}$ (B) 175 (C) 250 (D) 300 (E) 350

This question involves the Pythagorean Theorem and the recognition of a right triangle. One must see that the ratio $\dfrac{150}{200}$ is the same as $\dfrac{3}{4}$, thus making this a 3-4-5 right triangle or a 150-200-250 right triangle.

13. A square and an equilateral triangle have equal perimeters. What is the length of a side of the triangle if the area of the square is 9?

(A) 3 (B) 4 (C) 6 (D) 9 (E) 12

If the area of the square is 9, its side is 3 and its perimeter is 12. If the perimeter of an equilateral triangle is also 12, its side is 4.



14. The chain in the figure above has 5 links. The maximum weight that each link can hold is shown. What is the maximum weight W, in pounds, that the chain can hold?

(A) 20 (B) 35 (C) 45 (D) 80 (E) 200

Since "a chain is no stronger than its weakest link," this chain can hold no more than 20 pounds.

15. If the area of a certain triangle is equal to one-half the product of two of its sides, what kind of triangle is it?

(A) Equilateral (B) Acute (C) Right (D) Obtuse
(E) It cannot be determined from the information given.

If the area of a triangle is one-half the product of two sides, one side must serve as the base and the other side as the altitude. This occurs only in the case of the two legs of a right triangle.

16. **If an arrow ($\rightarrow$) between two expressions indicates that the expression on the right exceeds the expression on the left by 1, then which of the following is (are) true?**

I. $x^2 \rightarrow (x+1)^2$

II. $\frac{x}{y} \rightarrow \frac{x+1}{y+1}$

III. $x(x+2) \rightarrow (x+1)^2$

(A) None (B) I only (C) II only (D) III only (E) I and II

In this question, you must work with a new symbol that has been defined. In cases I and III the right expressions must be expanded before comparison. In I, the right member exceeds the left by $2x+1$. In II, the right member exceeds the left by $\frac{y-x}{y(y+1)}$. In III, the right member exceeds the left by 1, making (D) the correct answer.

17. **If rain is falling at the rate of 2 inches per hour, how many inches of rain will fall in x *minutes?***

(A) $\frac{1}{30x}$ (B) $\frac{x}{30}$ (C) $\frac{30}{x}$ (D) $\frac{60}{x}$ (E) 30x

This question requires relational thinking with rates. Since inches per hour times hours equals inches, $2 \times \frac{x}{60} = \frac{x}{30}$ inches of rain.

18. **If the radius of circle X is 40% of the radius of circle Y, the area of circle X is what per cent of the area of circle Y?**

(A) 16 (B) 20 (C) 40 (D) 80 (E) 160

If the radius of circle X is R, that of circle Y is .4R. Therefore, the area of circle X is πR^2 and of circle Y is $.16\pi R^2$. The per cent is $\frac{.16\pi R^2}{\pi R^2} \times 100 = 16$.

Affix label with student's name and scores here

Your scores on the Preliminary Scholastic Aptitude Test

The numbers above are the scores you made several weeks ago on the Preliminary Scholastic Aptitude Test of the College Entrance Examination Board. The purpose of this leaflet is to tell you what these scores mean and to suggest how to use this information in planning for college.

The questions you answered on the Verbal and Mathematical parts of the PSAT measured your ability to reason with verbal and quantitative

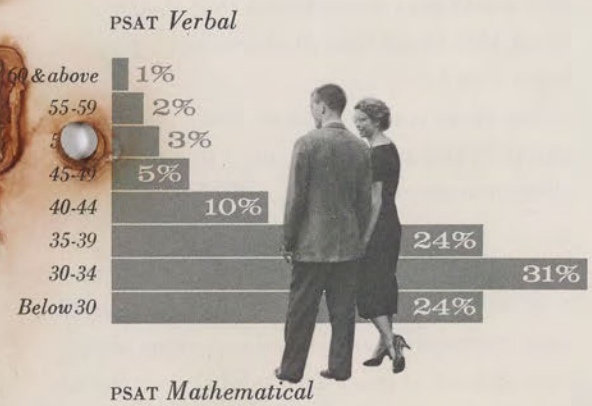
material—to read with skill and understanding and use words correctly, and to understand numbers and their use in solving problems. Since these abilities are important for good work in college, your test scores give an indication of how well you might do in college.

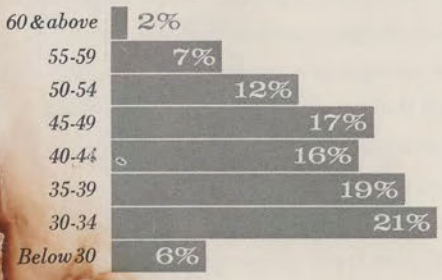
Scores on the PSAT run from a low of 20 to a high of 80 points on a scale similar to the 200 to 800-point scale used for the College Board's Scholastic Aptitude Test, which is taken by many seniors for admission to college. Both the PSAT and the SAT score scales are arbitrary ones that were chosen to avoid resemblance to other marking scales in use, like the one running up to 100. "Scaled scores" are simply your marks on the test expressed in terms of its special score scale. The 20 to 80-point PSAT score scale has no passing or failing marks.

To give you some idea of what your PSAT scores mean on a national basis, Figures 1 and 2 show how *all* high school juniors and seniors might have done if they had taken the PSAT when you did. You can use these charts to figure out where your scores place you among all juniors or seniors. For example, suppose that a junior, Paul, scored 46 on the Verbal part of the test. You can see from the "PSAT Verbal" part of Figure 1 that 5% of all juniors would receive scores near Paul's—between 45 and 49. By adding up the per cents above the 45-49 group you see that about 6% of all juniors would get higher scores than Paul's. Similarly, if you add up the per cents below 45, you will find that about 89% would do worse than Paul did.

Now, looking at the "PSAT Mathematical" part of Figure 1, suppose Paul's Mathematical score

Figure 1: Scores of all school juniors (if all juniors took the PSAT*)*





Note: Students who have taken the Preliminary Scholastic Aptitude Test in competing for sponsored scholarships should await direct word from scholarship program sponsors, who will notify only those applicants who qualify for further consideration or awards. The College Board does not select potential scholarship winners, notify finalists, or award scholarships. Inquiries concerning particular scholarship programs that require the PSAT *should be addressed to the individual programs.*

is 43. This puts him among those who had scores between 40 and 44. Sixteen per cent of all juniors would have scores in this vicinity. About 38% would have scores higher than Paul's and about 46% would have Mathematical scores lower than his.*

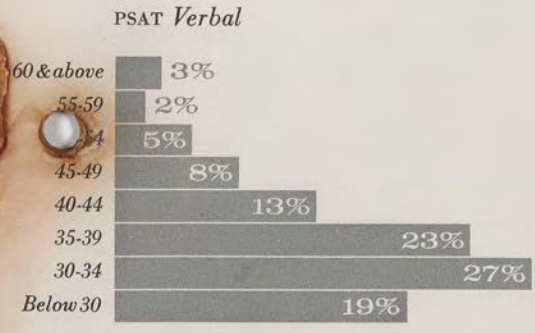
See where your own scores place you on these charts. If you are a senior, use Figure 2 to see where you stand among all seniors.

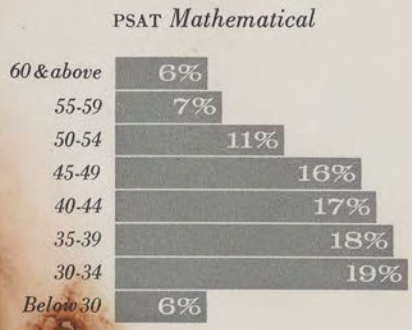
Should you go to college? Because the PSAT is a shorter version of the Scholastic Aptitude Test, your PSAT scores can also tell something about your chances of being successful at a variety of colleges. The Scholastic Aptitude Test is required of applicants at several hundred colleges. It enables these colleges to compare the academic promise of all their applicants on the same basis. PSAT scores, available to you early in your junior or senior year, make it possible for you to begin now to think seriously about your chances for success at different types of colleges.

Of course, test scores do not tell the whole story about you, for no test is a perfect indicator of future college success. In fact, your high school record—your grades, the academic subjects you studied, your rank in class—agrees better than anything else with what your achievement in college will be. This is because your desire to learn as well as your ability to learn are both reflected in your school record. Later on, therefore, colleges will use both whatever test scores they have for you and your school record to evaluate your application. If you have high scores and a mediocre school record, you may not be working hard in school. Low scores can often be outweighed by a school record that shows that you are serious about your school work. In general, though, your test scores should agree with your day-by-day performance. If both are good, the chances are that you will do well in college. If both are low, you may have difficulty with college work.

*In general, girls do less well than boys on the Mathematical part of the test and should not be surprised if their Mathematical scores are lower than their Verbal scores.

Figure 2: Scores of all school seniors (if all seniors took the PSAT*)*

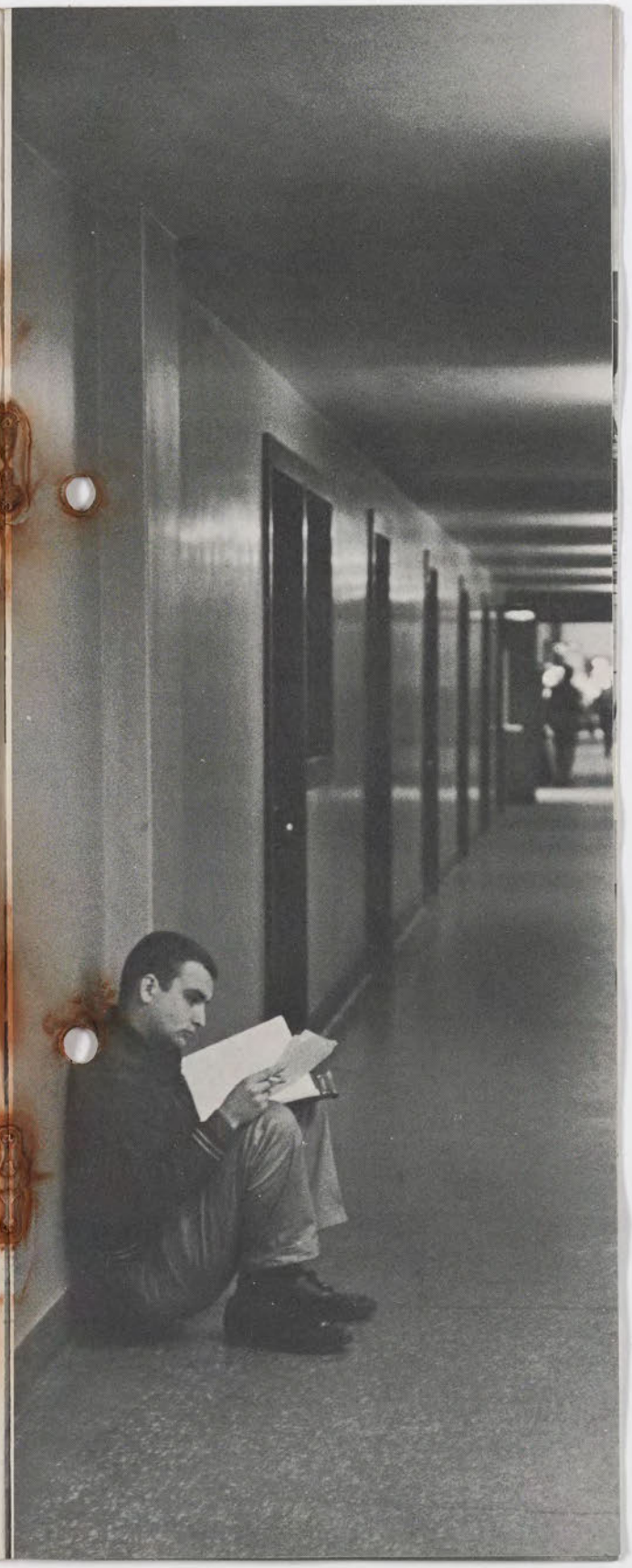




In addition to the information revealed by your scores and school record, colleges like to know about you as a person. This they learn from your school, from interviews, and from accounts of your outside activities. Colleges know that the adjustment to independent study and responsibility requires that students have developed some degree of maturity and hence often look for evidence of this. Thus, no single part of your total record will be all-important; colleges will judge your promise by a combination of school work, test scores, and outside activities. You should judge your readiness for college in the same way.

The majority of the students who enter college comes from the top half of their high school classes. If you stand well up in your class and, in addition, have PSAT scores that place you in the upper half of all juniors or seniors—scores around 35 or better—you should seriously consider going on to college. If you do have scores this high and have decided against college, you should take up this question with your school advisers. These people are in a good position to help you review your plans and to assist you in exploring ways of financing your college education if lack of funds has prompted your decision against college.

On the other hand, if you scored below 35 but are doing good work in academic subjects and planning on college, you should not at all alter your course. When you begin to think about possible colleges, see your school adviser early, for his experience with many students and his knowledge of many colleges and their requirements will help to put you on the right track.



Your prospects of admission: There are well over 1,000 four-year colleges and universities in the country and more than 600 two-year junior colleges and technical schools. Some are state universities, others are private or church-related colleges. Some of these colleges have rigorous academic standards and admit only those stude who have high ability and superior school records. Other colleges, with a smaller ratio of applicants to available openings, admit almost all of the qualified students who apply. Still other colleges admit all applicants, although many of these colleges expect their students to meet high academic standards and give failing grades to those who do poorly. Sometimes a large university will have stricter requirements for one division, like its engineering school, than for another. Thus, as you see, colleges have different requirements, serve different purposes, and educate different groups of students.

Because admissions requirements at different types of colleges vary widely, it may be helpful for you to compare your PSAT scores w the estimated PSAT scores of enrolled freshmen at three actual colleges of good reputation. These are charted in Figure 3. The scores shown are those that would have been made by these freshmen when they were high school *juniors*. If you are a senior, subtract 4 points from each of your PSAT scores to see where your PSAT scores place you in relation to these three college freshman classes.

Let us consider what Figure 3 means for individual students like yourself. College X is typical of a relatively small group of colleges that have very high admissions standards. Their

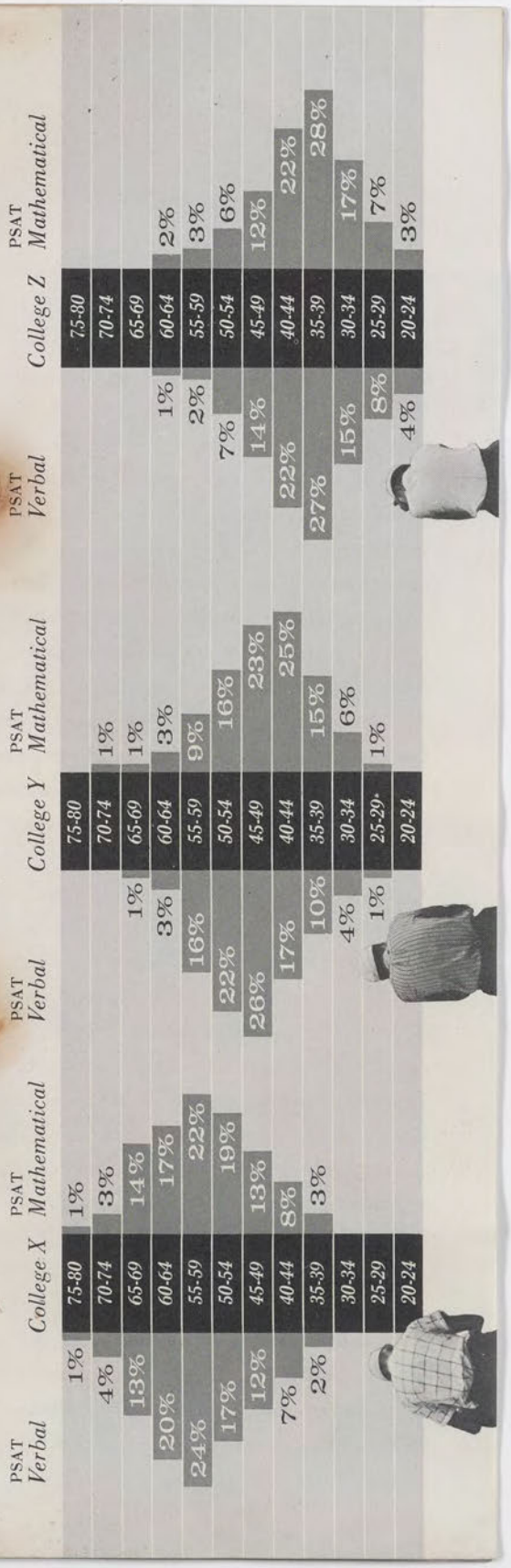
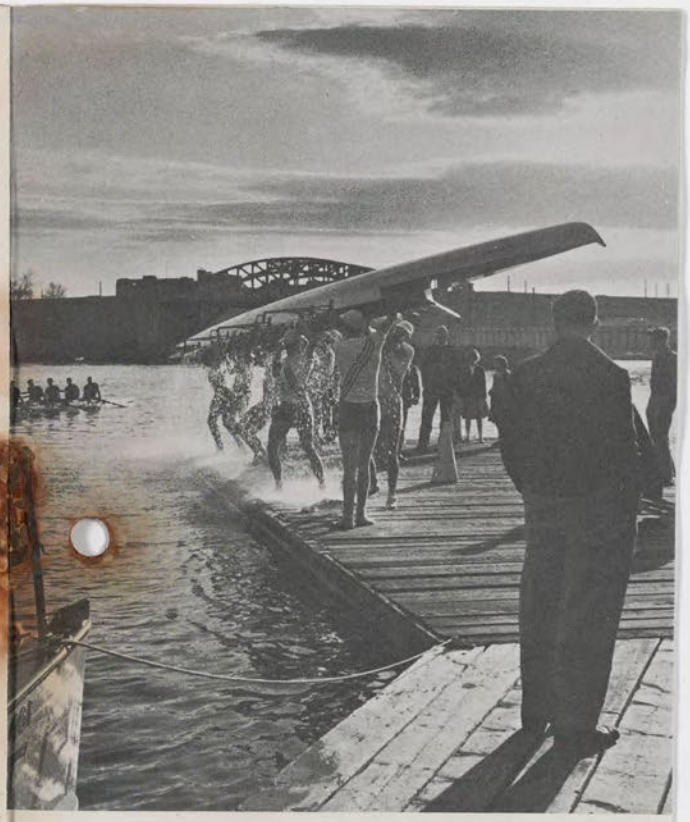


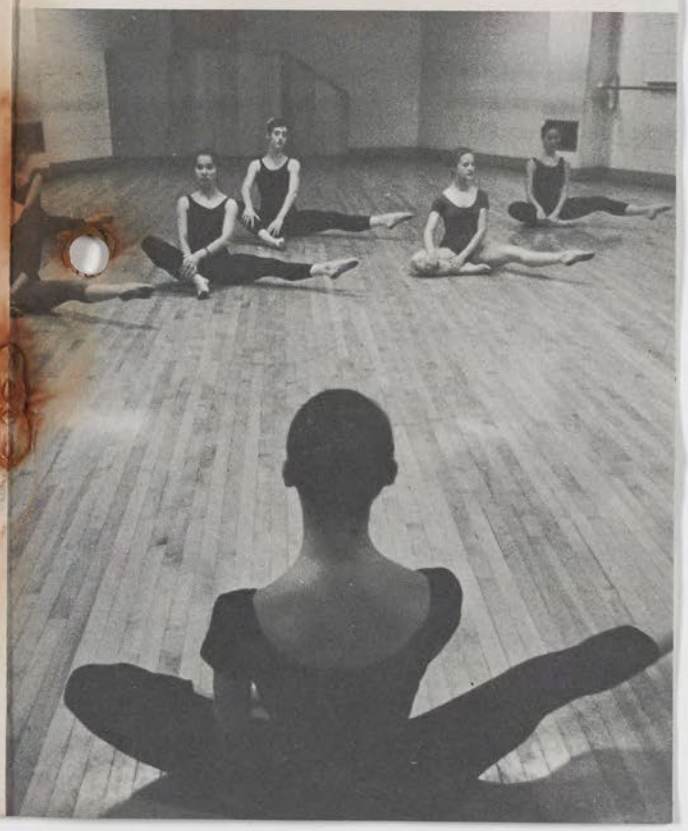
Figure 3: Scores of freshmen at three colle (if they had been tested as high school juniors)

students usually come from the top 5 to 10 per cent of their high school classes and have correspondingly high test scores. Students admitted to colleges like X rarely fail academically because these colleges accept only highly qualified students.

To use our earlier example of Paul, whose Verbal and Mathematical scores are 46 and 43, you can see from Figure 3 that his chances of success at College X are slim. Only 12 per cent of the enrolled freshmen have Verbal PSAT scores near his. Nine per cent have lower scores, while 79 per cent have higher scores. Paul's Mathematical score of 43 is also very low at College X, falling in the bottom 11 per cent. This college has learned that students with scores like Paul's and with only fair high school grades usually fail if admitted. Although some students with these scores were admitted, the outlook for students like Paul is not very bright at X, unless they have unusually good school records or other outstanding accomplishments. Such students would probably do better to consider a college where the prospects for admission and success are better. Remember that test scores do not tell the whole story—many students with very high scores were not admitted at X because they lacked other qualifications.

College Y is, of course, typical of a great many more colleges than the small number of colleges like X. Here, our hypothetical student looks more promising. A Verbal score of 46 is better than 32 per cent of the class and exceeded by about 42 per cent, while a Mathematical score of 43 is better than 22 per cent and worse than 53 per cent. Thus Paul stands at about the middle



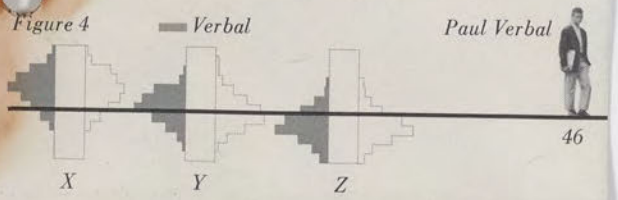


of the class at College Y and, if his other credentials are equally favorable, his chances for admission and success are good.

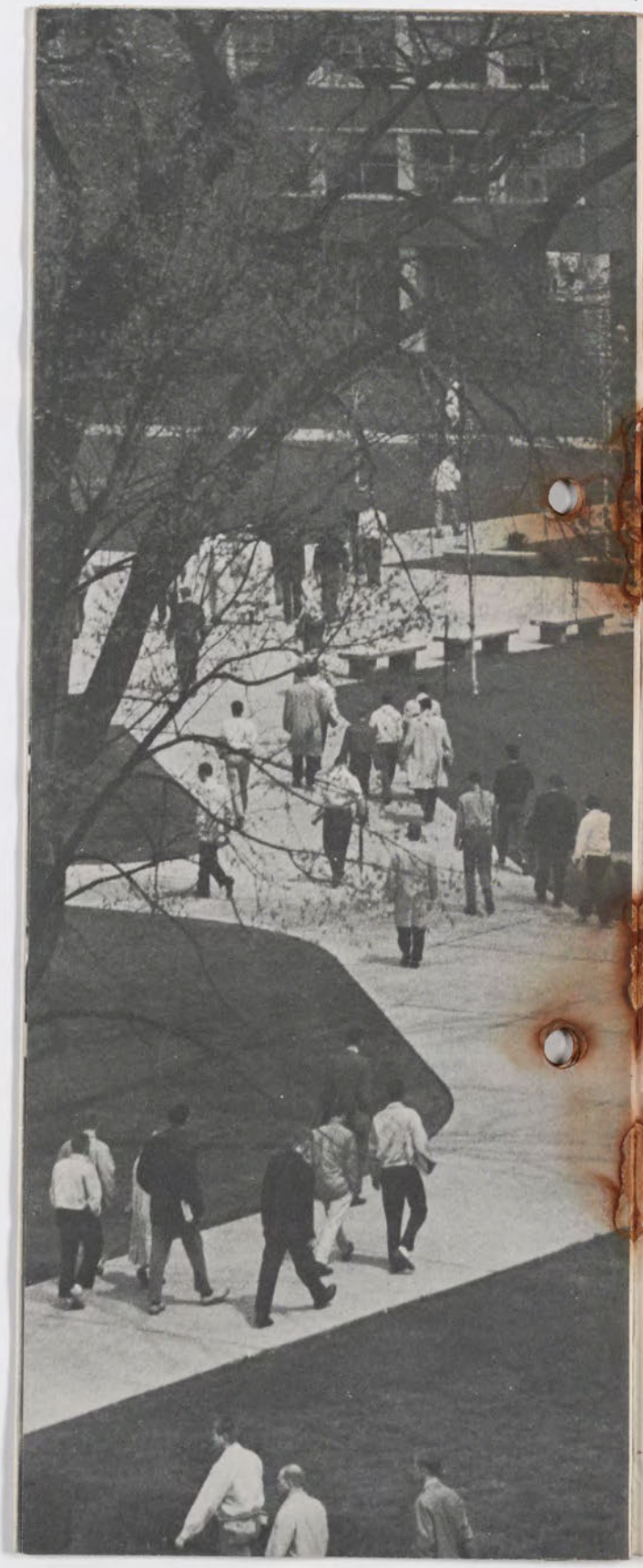
Turning now to College Z—representative of a much larger group of colleges than all those similar to X and Y put together—we see that Paul's scores, 46 Verbal and 43 Mathematical, place him in about the top quarter of the class. With a good school record Paul should do very well academically at College Z. Perhaps College Z is a college that accepts all applicants and then gives failing marks to the sizable group of students who do unsatisfactory academic work according to its standards. But even if it is, Paul would stand high enough in its freshman class to indicate that he has the ability to do successful work at this college.

A simple way to see where Paul would stand among the freshmen at all three colleges is to draw a line representing each of his scores right across all three charts. If this were done first for his Verbal score, the picture of his relative standing would look in outline like Figure 4.

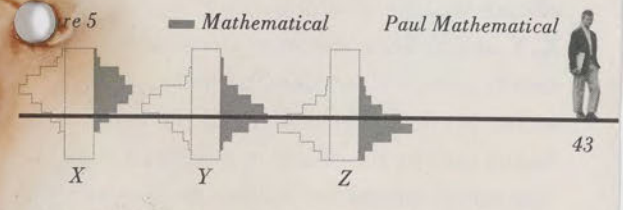
Figure 4



From Figure 4 you can see that, in PSAT Verbal score, Paul would stand below most of the freshmen at College X, at about the middle of the freshmen at College Y, and above most of the freshmen at College Z. His actual standings in percentages can be read from the full charts as already explained.

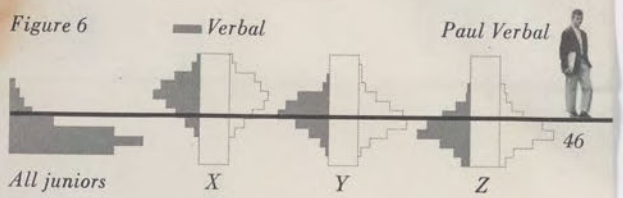


To see where Paul stands with respect to his Mathematical score, we would draw another line across all three charts as in Figure 5. We could then make similar observations about where he would stand among the freshmen at each college on the basis of Mathematical score.



Now, by drawing lines across the three charts in Figure 3 in just the same way for your own scores, see where you would stand among the freshmen at Colleges X, Y, and Z.

One more comparison of the relative standing at the three colleges of an individual student —like yourself or Paul—may be worth while. To illustrate in Paul's case, let us again draw a line for his PSAT Verbal score across the charts of all three colleges. But this time, let us also include a part of the Figure 1 chart showing how all junior-year students in the country would score in PSAT Verbal if all took the test. The result would appear in outline as shown in Figure 6.



The important thing to notice in Figure 6 is that, although Paul would stand higher than most juniors in the country, he would stand lower than most others in the entering class at

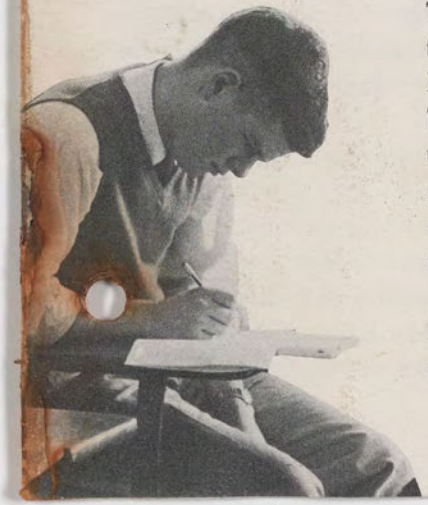
College X and only at about the middle of the class at College Y.

Of course, you would rather know how you compare with the freshmen at those colleges you are considering rather than at X, Y, and Z. But many colleges do publish and send to school officials the type of information shown for X, Y, and Z. These freshman class descriptions usually present information not only on test scores, but on high school grades and many other factors used by the college in selecting a class. Your school adviser has leaflets like these as well as much other information about colleges' requirements. In addition, conferences with college admissions officers, either at your school or at the colleges, will prove helpful in assessing your prospects.

College Entrance Examination Board
425 West 117 Street, New York 27, N. Y.

Photos by George Zimbel

Your College Board Scores



Several weeks ago, you spent three hours taking the Scholastic Aptitude Test of the College Entrance Examination Board. Since that time, your test has been carefully graded and a report of the scores you made has been sent to the various colleges you named and to your secondary school. The colleges are now comparing your scores with all of the other evidence they have collected about you (such information as secondary school record, principal's recommendation, and evidences of extracurricular activities). They are also comparing all of your credentials with those of the other applicants they are considering for admission.

We cannot, of course, tell you whether you will be admitted to one or more of the colleges to which you have applied. This is a decision which only those colleges can make. We can, however, tell you something about

the way in which colleges consider scores, and we can tell you something about the scores made by other candidates who have also taken the SAT.

To help you confer

Our purpose is to give you a basis for conferring about college admission with your school counselor and with the admission officers of the various colleges in which you are interested. These men and women have a good deal of knowledge about you (including your test scores) and can give you helpful advice in your educational planning. This leaflet should help you formulate questions about your college prospects. When you have these questions well in mind ask your school counselor and college admission officers to help you work out the answers.

The simplest fact about SAT scores is what they are: indicators of ability to do college work. They are not perfect indicators but considering that the test takes only three hours, they do a surprisingly good job in telling how a student will make out in college.

Scores range from 200 to 800

The scores are expressed as numbers on a scale that ranges from a low of 200 to a high of 800. This scale is the same for all forms (editions) of the test. That is, a score of 570 on one form of the SAT means the same thing in terms of academic promise as a score of 570 on any other form of the test. It also means the same thing whether a student takes the test in December or whether he takes it in March or at any other time.

The use of these scores makes it possible for college admission officers

to size up all their candidates on the same basis. The academic promise of a candidate from Maine can be accurately compared with the academic promise of a candidate from California. Also the test performance of a candidate who takes the SAT in December can be accurately compared with the test performance of a candidate who takes the test in March.

Uniform standard

Contrary to what some people suppose, a candidate's score on the SAT is in no way affected by the ability of other students taking the test at the same time that he does.

However useful and fair the test is, it is only one part of the evidence weighed by the college in considering your application. The college is principally interested in two things: the kind of student you are and the kind of person you are. It learns about you as a person in several ways—from your school, sometimes through an interview with you, often through your answers to the questions asked on the application form.

School record is most important part of application

The college also learns about you as a student from your school, because a student's day-to-day academic record over a period of years is known to agree better than anything else with his future college achievement. So the college carefully reviews your grades, the subjects you studied, your rank in class. Obviously, your desire to learn as well as your ability to learn are both reflected in your record. Thus a good school record is the single most important part of your college application.

Test scores supplement your school record

The test scores are added to the school record, partly because they make it possible to compare students from different schools, and partly because they tend either to confirm the individual's record or to call attention to differences between his record and his ability. The SAT measures certain kinds of abilities—your reading ability, your ability to understand and use words, and your ability to reason with words and numbers. Since these abilities are closely related to both school and college success, if you have done well in school, you have probably done well on the test and will probably do well in college. If you have not been a good student, you probably scored low on the test and will probably do poorly in college.

High or low scores

High test scores coupled with a poor school record often mean that you have not done your best in school. A high score, however, is neither an automatic ticket of admission nor a guarantee of success in college. It cannot compensate for mediocre preparation for college work any more than a strong body can compensate for lack of exercise and training in athletics. On the other hand, low scores can often be counterbalanced by an academic record which is good enough to demonstrate that your purpose is steadfast and that you are ready to undertake college courses.

Colleges weigh many factors

Clearly, then, a great many intangibles, both personal and intellectual, are involved in the college's evaluation of the individual applicant. It is also true that the college's decision may be influenced by other considerations which force it to make hard choices between individuals—such things as the number of students who can be admitted and the range of ability and interests that may be sought for the freshman class. In other words, the college's decision is not always determined wholly by the individual's ability to do school work alone. Each applicant must be compared with every other applicant against the background of the entire class that is to be admitted.

Values attached to a score vary

This means that test scores have no set value in college admission, nor do they have passing or failing levels, since college requirements vary. Even so, the fact remains that the test does estimate academic ability and that your scores can be viewed in relation to those of all other students or of any group of students to see how your test performance compares with theirs.

The SAT, as you probably know, yields two scores, a Verbal score and a Mathematical score. What scores do students generally make? Figures 1 and 2 give the answer.

How high school seniors scored

Figure 1 shows in two charts how high school seniors who actually took the test last year lined up on the Verbal and Mathematical scores. What do these charts tell you? Suppose your Verbal score is 482. This would fall among the scores shown on the chart as the "450-499" group. Seventeen per cent of last year's candidates got a Verbal score in the vicinity of

Figure 1 *Scores of the school seniors who took the* SAT

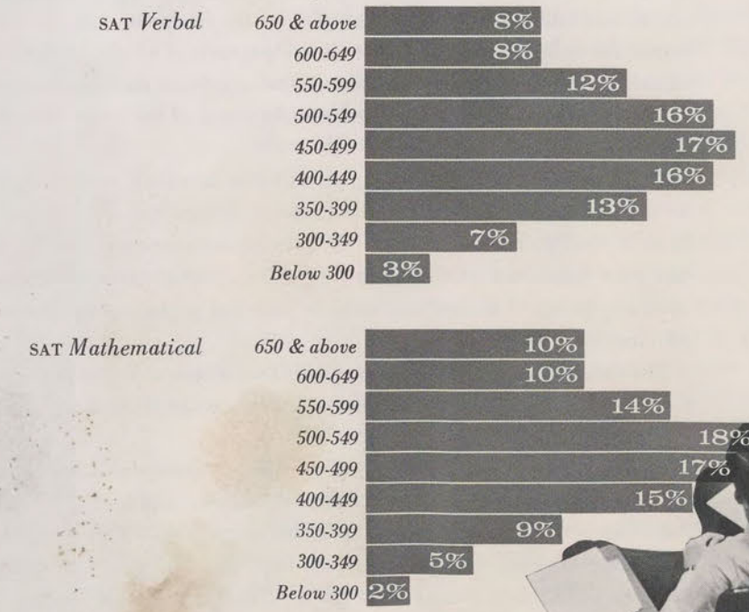
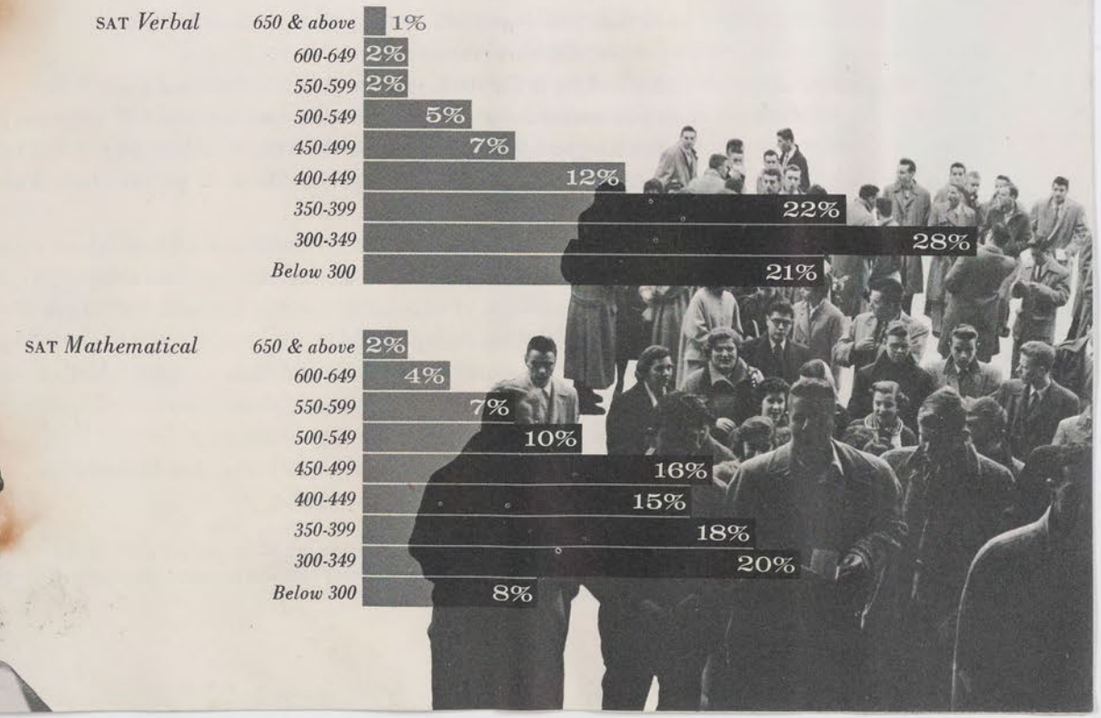


Figure 2 *Scores of all school seniors (if all seniors took the* SAT*)*



yours, that is, somewhere between 450 and 499. If you add up the per cents above the 499 mark, you will find that 44 per cent of last year's group did better than you. If you add up the per cents below 450, you will find that 39 per cent did worse than you.

Mathematical score example

Still looking at Figure 1, suppose your Mathematical score is 527. This puts you among those who had scores between 500 and 549. Eighteen per cent of the candidates had scores in this vicinity. About 34 per cent have Mathematical scores higher than yours. About 48 per cent have Mathematical scores lower than yours.*

How all seniors might have scored

Figure 2 gives a different picture. It shows how *all* high school seniors might have done if they had taken the SAT. Against this background, your supposed Verbal score of 482 looks somewhat different. Only about 10 per cent of *all* high school seniors would have scored higher and about 83 per cent would have scored lower than you. Your supposed Mathematical score of 527 also looks different against this background of *all* high school seniors. In this case you are up among the top 23 per cent.

Chart your position

Now look at your own actual scores in Verbal and Mathematical, and see where they put you on these two charts.

*In general girls do less well than boys on the Mathematical parts of the test and should not be surprised if their Mathematical scores are noticeably lower than their Verbal.

Students at three colleges

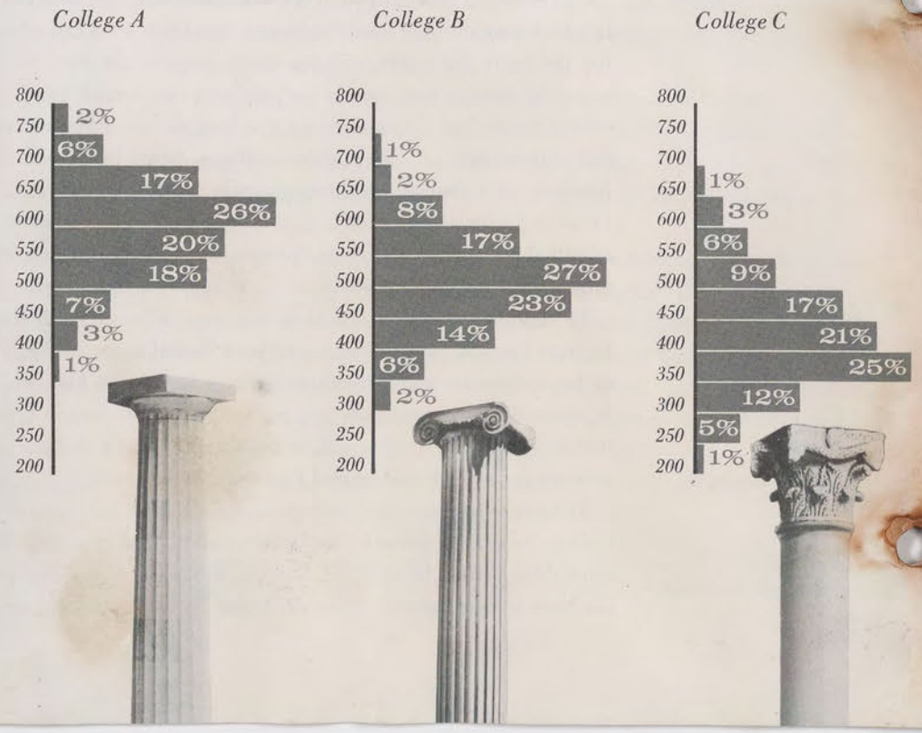
A much more helpful comparison would be provided by a graph which would show the scores of students who have been admitted to the colleges in which you are interested. Since graphs of this kind cannot be provided for the more than 200 colleges which require the SAT, you are again urged to discuss your scores as part of your overall record with your school counselor. He can advise you best on the different requirements and expectations of a great many colleges. Some indication of these differences, as reflected very incompletely by test scores alone, is given (Figure 3) by a comparison of the Verbal scores of students who were admitted and enrolled at three colleges, all of them fully accredited institutions of good reputation.

See how you stand

By using the same procedures that you followed with the charts in Figures 1 and 2, you can see where your Verbal score puts you in relation to the students in each of the three colleges depicted in Figure 3. In College A you will stand lower than you will in College B. And in College B you will stand lower than you will in College C. Add up the per cents above your scores at each college and find out for yourself.

The SAT scores have been selected for discussion here because this is the College Board test taken by the greatest number of students. Many of the same things could be said about the Achievement Tests. Perhaps you did not have to take any of the Achievement Tests. If you did, however, you

Figure 3 SAT *Verbal scores of freshmen at three colleges*



Achievement Test scores

Ask your counselor for help

should know that the scores on them are expressed in the same way as the SAT scores, that is, on a scale that ranges from a low of 200 to a high of 800. A full explanation of Achievement Test scores depends on factors best interpreted by your school counselor: the courses you have taken, the number of years of study in a subject, and your own particular interests and abilities. These individual factors prevent our giving you a more meaningful explanation of Achievement Test scores in this leaflet.

If you are a junior and have taken the SAT at the suggestion of your counselor for guidance purposes, it is possible now to estimate what your scores will be as a senior next year. By doing this and by comparing your scores with information about students who are now being admitted to various colleges, you can get a general indication of your chances of being admitted to a number of different possible colleges. Since this is not something you can do yourself, ask your counselor to help you.

It must be clear to you at this point that, however simple the test scores themselves are, the job of interpreting and applying them in college admissions is difficult and complex. Under the circumstances, the men and women who can be of most help to you are your school counselor and the admission officers of the colleges in which you are interested. Consult them, consider their advice carefully, and the chances are that your college experience will be worth while and enjoyable.

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425 West 117 Street, New York 27, N. Y.

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ATTENTION:
GUIDANCE
DIRECTOR

COLLEGE ENTRANCE EXAMINATION BOARD

Post Office Box 592, Princeton, New Jersey

April 14, 1960

To the Secondary School Guidance Director:

Again, as in 1959, we are inviting you to place an early order for copies of the 1960-61 College Board booklets and forms that your students will need in arranging to take the Board's Scholastic Aptitude Test and Achievement Tests in the academic year 1960-61. The students' booklets, all of which will be supplied free of charge, are:

1960-61 Bulletin of Information, which lists testing dates, centers, and fees, and explains how students register for and take the tests.

A description of the College Board Scholastic Aptitude Test, which tells why the SAT is given, how it is made, and how scores on it are used in college admissions, and which also includes many sample questions.

A description of the College Board Achievement Tests, a similar booklet about these tests.

In addition to the students' booklets, you may also order the following forms: separate applications which your students will need if they wish to register for tests on more than one date and transmittal forms to be used if you wish to return completed applications in bulk instead of having your students send them individually.

We would appreciate it if you would order only as many copies of the Bulletin as you will have students taking the tests next year. Each copy of the 1960-61 Bulletin will contain one application blank bound into the booklet. For students who will need more than one application blank in order to register for tests on an additional testing date or dates, please order separate applications rather than additional copies of the Bulletin containing applications.

We would also appreciate your ordering only as many copies of the SAT descriptive booklet as you will have students taking this test and only as many copies of the booklet describing the Achievement Tests as you will have students taking those tests. We are asking that, starting next fall, you give your students copies of the booklets describing the tests they will take at about the time they obtain the Bulletin from you. At present, many students obtain these booklets directly from the College Board by making a check-mark on their applications. This system is being discontinued because it leads some students to obtain their booklets too late in the year to permit a careful reading of them before taking the tests.

An order blank for these publications and forms is enclosed for your convenience. Estimates rather than exact figures of the various quantities you will need will be satisfactory, because you will receive another order form as part of our fall announcement, with which you will be able to supplement this first order if you should find that additional copies are needed.

Although we are asking you to order these materials now, they will not be shipped until September 1. Placing your order early, however, will enable us to prepare shipments in advance and to deliver your supplies shortly after school opens next fall.

The schedule of tests for 1960-61 is:

Saturday, December 3, 1960	SAT and Achievement Tests
Saturday, January 14, 1961	SAT only
Saturday, February 4, 1961	SAT only
Saturday, March 18, 1961	SAT and Achievement Tests
Saturday, May 20, 1961	SAT and Achievement Tests
Wednesday, August 9, 1961	SAT and Achievement Tests

Thank you for your interest and cooperation.

College Entrance Examination Board

College Entrance Examination Board

1959-60

ADVANCED PLACEMENT EXAMINATION

INFORMATION FOR COORDINATORS

Two copies of this booklet have been sent to each Coordinator, one for his own use and the other as information for the principal or headmaster of the school and for teachers of Advanced Placement courses. Additional copies may be obtained on request.

Address all correspondence to:
College Board Advanced Placement Examinations
c/o Educational Testing Service
Box 592
Princeton, New Jersey

In May 1960, secondary schools in the United States and abroad will conduct the Advanced Placement Examinations, which were formerly administered directly by Educational Testing Service for the College Board. The Advanced Placement Examinations are prepared for the College Board by examining committees composed of school and college teachers. The examiners are assisted by testing specialists of Educational Testing Service, which also provides other services in connection with the program.

Each school that plans to hold the examinations during the week of May 16 to 20 has appointed an Advanced Placement Examinations Coordinator, who will be responsible for making the necessary arrangements for giving the examinations. The purpose of this booklet is to assist the Coordinator by providing him with detailed information about the registration of candidates, the collection of fees, and other arrangements for the examinations.

Candidate estimates

All secondary schools planning to hold the Advanced Placement Examinations have been requested to submit an estimate of the number of students they expect to take the examinations and the number of examinations in each subject that their students will take. Sufficient copies of the *Bulletin for Students, Advanced Placement Examinations, 1959-60* have been sent to the Coordinators for distribution.

In February 1960, the Coordinators will receive a form on which to make a final estimate of:

1. The total number of students who expect to take the examinations in May 1960.

2. The examinations to be administered, listed by subject, and the number of students who plan to take each examination.

The figures given on this final estimate form will serve as the basis on which the examination supplies will be sent to the school. The form should be completed and returned to the address given on the inside front cover by April 20, 1960.

Examination schedule

It is expected that schools will notify Advanced Placement candidates as to the starting time and place of the examinations. The 1959-60 Advanced Placement Examinations may be given only during the week of May 16 to 20, on the dates that are shown below. Since each examination requires a full three hours of testing as well as time for distributing and collecting the examination materials, it is suggested that the morning examinations begin at 8:30 a.m., and the afternoon examinations at 1:30 p.m. Schools may vary the starting time by as much as two hours in order to adjust the administration of the examinations to meet local conditions. If a school has candidates who wish to take one of the German examinations *and* the Biology examination, the Friday schedule can be rearranged. For example, the conflict could be resolved by holding the German examination in the morning and the Biology examination in the afternoon. Candidates should be informed that they may take either the

Schedule for
the 1959-60 Advanced Placement Examinations,
May 16-20, 1960

	Morning	*Afternoon*
Monday May 16	Physics	Literature and English Composition
Tuesday May 17	French	Mathematics
Wednesday May 18	Spanish	European History
Thursday May 19	Chemistry	American History
Friday May 20	Intermediate German Advanced German Biology	Latin 4 Latin 5

Latin 4 or the Latin 5 examination, not both. Similarly, the Intermediate or the Advanced German examination may be taken, not both.

Coordinators will receive detailed information on the administration of the examinations in the *Supervisor's Manual*, which will be sent to them with the test supplies.

Examination supervision and rooms

It is expected that the Coordinator, at most of the schools offering the Advanced Placement Examinations, will also supervise them. If the size of the group to be examined is large and a number of examinations in different subjects are scheduled, he may obtain help in conducting the examinations.

Rooms should be selected which provide the best possible conditions for good performance on the examinations. Since parts of the examinations in French, German, and Spanish use tape recordings to test the listening skills of the students, special care should be taken to hold these examinations in quiet rooms. Before scheduling an examination in a particular room, the Coordinator should inspect it to make sure that it does not give an advantage to any individual or group of candidates. Wall displays, maps, charts, and bulletin-board or blackboard notes that relate to the subject of the examination either should not be in the room or should be covered during the examination.

Student notification and records

Students should be notified that the Coordinator is responsible for making all necessary arrangements for the examinations. It may be helpful to the Coordinator to ask students to fill out a simple form prepared by the school on which students would indicate their intention to take the examinations. A Master Record Card for each student, which will be used to identify the candidate with the examinations he has taken and the college to which his grades are to be reported, will be sent to the Coordinator with the examination supplies. This card should be filled out by candidates at the time they take the examinations and then returned by the Coordinator along with the examination materials. Coordinators should confirm the accuracy of their Master Record Cards, since the cards will serve as the basis for billing the school. If at the time he takes the examinations the candidate does not know which college he will attend, he should be given a Choice of College Card (as explained on page 8).

Joint school administration

Schools in the same area may wish to cooperate with each other by combining their testing of Advanced Placement Examination candidates in a single school or in a limited number of schools. The College Board should be notified as soon as possible, but not later than February 1960, that such an arrangement has been made. The names of the participating schools and the name of the person selected to receive further word about the administration of the examinations should be included. These schools should also submit a single combined final estimate of the expected number of Advanced Placement candidates by April 20, 1960. On the basis of this estimate, a single shipment of examination supplies will be made to the school at which the examinations are to be held.

For students not at participating schools

Students attending schools that do not plan to administer the Advanced Placement Examinations in 1960 have been asked to report their difficulty to the address given on the inside front cover. The names of nearby schools planning to administer the examinations will be sent to them. These candidates will also be advised to ask the Coordinators of these schools if they can be accommodated at one of them.

Students who are not affiliated with any school or who are unable to make arrangements to be tested at a nearby school can arrange to take the examinations at special centers operated by Educational Testing Service for the College Board. (See page 6 for further details about fees for special centers.) Requests for special centers in the United States, Canada, Mexico, the Canal Zone, and the West Indies must be received at Educational Testing Service by April 11, 1960, and for candidates wishing to be tested in Europe, Asia, Africa, Australia, Central America, and South America by March 18.

Fees, refunds, and honoraria

Regular fee policy

The regular fees for the Advanced Placement Examinations are $5 for registration and an additional $8 for each examination taken. Fees are to be collected by the schools in advance of giving the examinations. In doing so, the schools may make whatever arrangements are most convenient locally; unless the financial practice of the school prohibits such an arrangement, the Coordinator may be selected to collect the fees from Advanced Placement candidates. Since the school is to retain a portion of the fees, candidates who pay by check should be instructed to make their checks payable to the school, not the College Board.

A candidate cannot obtain a refund of either the $5 registration fee or the $8 examination fee if he attempts any part of an Advanced Placement Examination. In the event that a student does not attempt an examination for which he has paid the fee, he will be entitled to a refund of the $8 examina-

tion fee. The $5 registration fee should be refunded only if the student does not take any examinations. Candidates examined through schools will be instructed to direct any requests for refunds to the Advanced Placement Examinations Coordinator of the school.

Honoraria

After the examinations have been administered and the examination materials returned to Educational Testing Service, the school will be billed on the basis of the number of students tested and the number of examinations actually taken, as shown on the Master Record Cards. In computing this bill, the sum of $5, plus $1 for each examination administered, will be deducted.

These deductions are intended to help the schools meet some of the administrative expense of giving the examinations. Because local school situations are varied, the decision as to the exact use of these funds will be made by the schools. It is intended that the Coordinator receive at least $5 for his assistance in handling the arrangements for holding the examinations, to be paid if one or more candidates take the examinations. This payment should be regarded as a minimum reimbursement which would be supplemented if he served as examination supervisor, associate supervisor, or proctor.

Upon receipt of the bill from the College Board Advanced Placement Program, the Coordinator or whoever is in charge of the collection of fees should disburse the funds remaining after payment of the bill and then submit a statement to the College Board of how the funds were allocated.

Special center fee policy

Students tested at special centers operated by Educational Testing Service will be charged a special administration fee of $10 for each examination, in addition to the regular $5 registration fee and the

regular examination fee of $8 for each examination taken. If a student does not attempt an examination for which he has registered, the $8 examination fee and the $10 special administration fee will be refunded. A refund of $2 of the $5 registration fee will also be made only if he does not take any examinations.

Reports to colleges and schools

The materials supporting a candidate's request for credit and placement are sent only to the college which he is entering. These materials, which will be received by the college in July, include a School Report describing the advanced course or courses taken, the course grades, and the school's recommendation regarding college credit or placement. The college also receives an Advanced Placement Examination report which includes the examination questions, the student's paper, the grade given him by the reading committee, and interpretive information on examination grades. The student's examination grade or grades are also reported to his school in September. However, any school that wishes to receive the examination grades earlier may request them in July.

School Report

Forms are provided on which the school is asked to record, for each candidate taking each examina-

tion, a description of the advanced work he has completed, his grade in the course, and the school's recommendation. Blank School Report forms will be sent to the school with the examination materials in May 1960; the school should complete and return them to Educational Testing Service by the end of June. Educational Testing Service will attach the candidate's School Report form to his examination paper and send both to the college that receives his examination grades.

Grade reports

Examination grades will be sent by Educational Testing Service in July 1960 to the college that the candidate plans to attend. At the time the examinations are administered, candidates will be asked to designate this college on the Master Record Card. Students who are unable to name a college at that time should be given a Choice of College Card and instructed to send it to the address printed on it as soon as possible. A supply of Choice of College Cards will be included with the examination materials sent to the school's Coordinator.

In reporting Advanced Placement grades to the colleges, no partial reports can be issued. The grades made by the candidates on every examination taken during the week will be included.

The examination grades will be sent to schools about the middle of September. Schools that prefer to receive their reports earlier may request them after the first week of July. It is expected that colleges will send the examination papers to the secondary schools early in November.

The College Board does not release grades directly to students. Grade reports will be sent only to the college designated by the student and to his secondary school, either of which may, if it so chooses, reveal the grades to Advanced Placement candidates. Students will be notified by the college of its decision about advanced placement or credit.

241350

College Board Advanced Placement Examinations
c/o Educational Testing Service
Box 592
Princeton, New Jersey

Since some confusion seems to exist regarding the fees to be collected and the portion of these fees which schools will be permitted to withhold to cover the coordinator's retainer and to assist with administrative expenses, the following examples are provided by way of amplification and illustration of the fees and honoraria discussed on pages 5 and 6 of Information for Coordinators.

Situation No. 1: School "A" has one candidate [illegible] takes one examinat[illegible]

Candidate pays school "A"	$ 5.00 registration fee	
	[illegible].00 examination fee	
	$13.00 Total Candidate Fees	
School "A" is permitted to withhold:	for coordinator's retainer	$5.00*
	for administrative expenses	1.00
	Total School Withholding	$6.00
School "A" will be billed		$7.00

Situation No. 2: [illegible] candidate [illegible] total of three tests. ([illegible] in English, one in Mathematics)

Candi[illegible]	each for registration	$15.00
	[illegible].00 each for each examination	24.00
	Total Candidate Fees	$39.00
Scho[illegible] to withhold:	for coordinator's retainer plus $1.00 per [illegible] administered for administrative expenses	$5.00*
		3.00
	Total School Withholding	$8.00
School "B" will be billed		$31.00

*It is intended that coordinator receive at least $5.00. This may or may not be supplemented by use of administrative expense money at the discretion of the school.

John R. Valley
CEEB Program Director

December 2, 1959

College Entrance
Examination Board

A GUIDE TO THE ADVANCED PLACEMENT PROGRAM 1959-60

1959-60 examinations summary

Administration: The Advanced Placement Examinations will be administered to students by their schools for the first time in May 1960. In previous years the examinations were given at centers established by the College Board. Each school will be asked to designate an Advanced Placement Examinations Coordinator who will make all arrangements and conduct the administration of the examinations. Participating schools will receive all examination materials and administration instructions from the College Board. Part of the examination fees, which the schools will collect, will be retained to help cover school expenses and as an honorarium. Students at schools where the examinations will not be available will be referred by the College Board to schools where they will be given.

Subjects: Examinations are offered in the following subjects: Literature and English Composition (*one* examination), American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Examination dates: May 16-20, 1960.

Fees: $5 registration plus $8 for each examination taken.

Inquiries: All correspondence concerning the examinations should be addressed to:
College Board Advanced Placement Examinations
Box 592, Princeton, New Jersey

The Program

The College Entrance Examination Board offers the Advanced Placement Program in the interests of able students; in the interests of secondary schools which enable these students, while still in secondary school, to undertake work on the college level commensurate with their abilities; and in the interests of colleges that welcome incoming students who are thereby prepared for courses more advanced than those usually studied in the college freshman year.

Descriptions of the college-level courses in 11 subjects are provided by the Program in its book, the *Advanced Placement Program Syllabus.* Through the Director, the College Board encourages and advises secondary schools in the introduction of these courses. It also offers for students who have taken these courses Advanced Placement Examinations that are based on courses described in the *Syllabus.* Both the course descriptions and the examination in each subject are written by a committee of school and college teachers of that subject. In turn, colleges consider for credit and advanced placement those students who have taken the courses and the Advanced Placement Examinations. The Program is thus an effective instrument of cooperation between schools and colleges which seek to enhance the educational opportunities open to able and ambitious students.

Origins

The Advanced Placement Program grew out of two experiments supported financially by the Fund for the Advancement of Education. It continues the School and College Study of Admission with Advanced Standing, and reflects many of the basic ideas and much of the underlying philosophy of the School and College Study of General Education. Both of these studies date from the early 1950's—and were in essence formalizations of earlier traditions.

College Board

The Advanced Placement Program is in its fifth year as a project of the College Entrance Examination Board. The Program operates through a Director who works with a general supervisory body, the Committee on Advanced Placement. The College Board itself is a membership association founded in 1900 and composed of a membership of colleges and universities, schools, and educational associations.

Educational Testing Service

In its operation of the Advanced Placement Program, the College Board has the help of Educational Testing Service, an independent, nonprofit agency with headquarters in Princeton, New Jersey. Educational Testing Service provides and grades the examinations, as well as offers administrative services involved in the Program.

College-level courses in schools

The Advanced Placement Program begins with courses on the college level given in secondary schools to able and ambitious students. A school that wishes to undertake such advanced work does not need to secure permission to do so, but it should be sure that it understands the Program. Teachers who are setting up college-level courses should read the course descriptions in the book, *Advanced Placement Program Syllabus*. They are also advised to get in touch with teachers in schools offering advanced work and with the appropriate departments in the colleges which many of their students enter. In addition, teachers are encouraged to write to the Director at the address given on p. 11 for any assistance he may be able to give.

Small schools have made successful arrangements for college-level work through individual instruction of a tutorial nature.

Advanced Placement Examinations

Thirteen Advanced Placement Examinations, based upon the courses described in the *Advanced Placement Program Syllabus*, are offered: Literature and English Composition (one examination), American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Each examination is prepared by a committee of five teachers, three from colleges and two from secondary schools, with the assistance of

testing specialists on the Educational Testing Service staff. The members of these committees of examiners are appointed by the College Board.

Students are allowed three hours to complete each examination. Essay questions prevail, but are supplemented in some of the examinations by questions of the multiple-choice, objective type. Each modern language examination includes a listening comprehension section that uses tape recordings to test the student's ability to understand the spoken language. Those parts of the May 1959 examinations which consisted of questions of the essay type may be purchased in sets (see p. 10).

Since these examinations are based on college-level courses, students who have not had special preparation beyond regular secondary school work are advised not to take them unless advised to do so by their teachers. Students are urged to discuss their plans with their teachers.

In 1959-60, the examinations will be given during the week of May 16 to May 20 by schools throughout the country. Schools outside the continental United States which arrange to do so may also administer the examinations. Most students will take the examinations in their own schools; some, whose schools are not giving the examinations, will take them in local participating schools. Students who are unable to make these arrangements may write to the address given on the inside front cover. Fees for examinations given in the schools are $5 for registration and $8 for the examination in each subject and will be collected by the school. Of the fees collected, the school retains $5 plus $1 for each examination it has given. The amount retained is intended to help cover its costs in giving the examinations and as an honorarium.

For those students who cannot take the examinations at a nearby school, the examinations will be given at special centers for an additional special administration fee of $10 for each examination.

In the fall of each year, schools are asked if they expect to have students who will wish to take Advanced Placement Examinations the following spring, and how many examinations in each subject they estimate their students will need. Estimates of the number of students who will take the May 1960 examinations should be received by the College Board no later than December 10, 1959. Any school which does not now regularly receive Advanced Placement Program announcements may do so by requesting the addition of its name to the Program's mailing list.

Reading the examinations

A committee of readers for each examination grades the essay portions of the examination papers in June. Composed of teachers from schools and colleges throughout the country, these committees are appointed by Educational Testing Service. At least one person holds joint membership on the examining committee and the reading committee in each subject to insure easy communication between the groups writing and grading the examination.

Examination papers are graded on the following five-point scale: 5—high honors, 4—honors, 3—creditable, 2—pass, 1—fail.

Colleges make their decisions

The materials supporting a candidate's request for credit and placement are sent only to the college which he is entering. These materials, which are received in July by the college, include a school report which gives a description of the advanced course or courses taken, the course grades, and the school recommendation regarding college credit or placement. The college also receives an Advanced Placement Examination report which includes examination questions, the student's paper, the grade given him by the reading committee, and interpretive information on examination grades. The student's examination grade or grades are also reported to his school in September. However, any school that wishes to receive the examination grades earlier may request them after they have been released to colleges in July.

Each college makes its own decision regarding credit and advanced placement. The record indicates very clearly that almost all colleges entered by Advanced Placement students do give advanced placement to those students who have performed satisfactorily in college-level courses in school and on the examinations. The majority of these colleges grant credit as well as placement to qualified students.

Results

Most Advanced Placement students to date have taken college-level courses in school in only one or two subjects. Very few, therefore, plan to finish college in fewer than four years. They have enriched rather than accelerated their educational programs in both school and college.

It is possible, however, for some students actually to shorten their college careers. The number of such students is likely to be small, for they will have begun their acceleration as very able performers in three or more college-level courses in school. Most of them will go on to do graduate work.

Reports from individual colleges indicate that Advanced Placement students have done very well academically. It is worth noting that these students have also maintained an above-average level of extracurricular activities in school and college.

The College Board has received much favorable testimony about these students from both colleges and schools. Research on their performance and other aspects of the Program is planned for the coming years, as the number of students and institutions interested in the Program continues to increase.

Given in the following table are the growing numbers of schools, students, and colleges participating in the Program over the last six years.

Year	Schools	Students taking examinations	Examinations taken	Colleges
1953-4a	18	532	959	94
1954-5a	38	925	1,522	134
1955-6b	104	1,229	2,199	130
1956-7	212	2,068	3,772	201
1957-8	355	3,715	6,800	279
1958-9	560	5,862	8,265	391

a Conducted as the School and College Study of Admission with Advanced Standing.
b Program responsibility assumed by the College Board.

Conferences

Ten conferences sponsored by the Advanced Placement Program were held late in June 1959. These conferences, similar to those of preceding years, were given in accordance with the Program's aims of developing communication between school and college and improving the work done in school and college. The conference participants included school and college teachers and administrators who are interested in the Program, as well as members of the committees of examiners and readers for the examination.

The 1959 conferences were organized according to the following fields of interest and met at the following institutions: for administrators, University of Michigan; biology, Chatham College; chemistry, University of Denver; English (eastern conference), Hamilton College; English (western conference), Reed College; history, Yale University; foreign languages, University of Michigan; mathematics, Ripon College; physics (eastern conference), Rensselaer Polytechnic Institute; physics (western conference), California Institute of Technology.

By-products

1. Students and teachers are stimulated to higher levels of achievement in the school's regular courses.
2. The Program conferences serve as forums for the valuable interchange of ideas between school and college teachers.
3. The Program provides challenging experiences for able secondary school teachers as well as for able students.
4. The Program tends to focus on subject matter and the teaching of subject matter.
5. College teachers who know what the schools are doing become "duplication conscious" and review all their courses.
6. Schools and colleges work together in an effective way, with the colleges showing an increasing interest in what the schools are doing.

Publications

The following informational publications are issued by the Advanced Placement Program and are available on request to College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

Advanced Placement Program Syllabus. Intended primarily for teachers, the *Syllabus* contains descriptions of the recommended Program courses and of the examinations that are based upon them, and also includes illustrative examination questions. The book is available at a cost of $1.50. A revised edition was published in June 1958.

Essay Questions from the 1958-59 Advanced Placement Examinations. Essay questions used in the 13 examinations given in May 1959 may be purchased in sets for $1 per set. Two kinds of sets are available. One is a complete set (one each) of the examinations in all subjects; the other, eight copies of any one of the examinations. The sets do not include the questions of the multiple-choice or objective type used in any of the previous Advanced Placement Examinations.

Information for Coordinators, Advanced Placement Examinations, 1959-60. Intended for teachers or administrators who have been appointed Advanced Placement Examinations Coordinators in their schools, this leaflet presents instructions on obtaining test materials, handling fees, and arranging for registration in those schools where examinations are to be administered.

Bulletin for Students, Advanced Placement Examinations, 1959-60. Intended primarily for students, this booklet presents information on the nature of the examinations, the examination schedule, and the reporting of scores.

Advanced Placement Program Newsletter. This newsletter is issued from time to time as an information medium for school and college teachers interested in the latest developments in the Program.

In addition to College Board publications, the following reports of how the program has actually operated in the schools are also available.

The Bulletin of the National Association of Secondary-School Principals: Advanced Placement Programs in Secondary Schools. This December 1958 issue of *The Bulletin* contains general articles about programs for the academically talented in Part I. Articles in Part II describe 22 adaptations of the College Board's suggested Advanced Placement course outlines which have been used successfully in 16 different public schools. This back issue of *The Bulletin* may be ordered at a cost of $1.50 per copy from The National Association of Secondary-School Principals, 1201 16 Street N. W., Washington 6, District of Columbia.

The Advanced Placement Program in Independent Secondary Schools. Published as a Special Report of the National Council of Independent Schools in May 1959, this 40-page book describes the development of Advanced Placement Program studies in 16 independent schools. The book may be obtained at a cost of $.75 per copy from the National Council of Independent Schools, 84 State Street, Boston 9, Massachusetts.

Further information concerning the Advanced Placement Program may be obtained from Jack N. Arbolino, Director, Advanced Placement Program, College Entrance Examination Board, 425 West 117 Street, New York 27, New York.

COLLEGE ENTRANCE EXAMINATION BOARD

425 West 117th Street, New York 27, N.Y., University 5-9500

JACK N. ARBOLINO
Director of the
Advanced Placement Program

Dear Sir:

Enclosed you will find the Advanced Placement Program's school participation form and the "Guide." The first is self-explanatory; the "Guide" is a concise description of the College Board's plan to help high schools offer college-level courses to their best students.

The Advanced Placement Program has grown quickly. In 1956, 1,200 students from 104 schools took the examinations. In 1959 the comparable figures were 5,800 and 560. In every section of the country large and small, public and private schools have successfully participated. The National Association of Secondary School Principals and the National Council of Independent Schools have supported the Program and a number of distinguished educators have publicly recommended it.

If your school has already participated in the Program, I should like to call your attention to the inside front cover of the "Guide," which carries a summary of the new procedure for administering the examinations. Detailed information will be sent to schools giving the examinations. If yours is not a participating school and you would like to know more about the Program, or if you would like help in establishing it, I want to urge you to call on us. We will do everything we can to help.

Sincerely yours,

Jack N. Arbolino

20 - 1959

SUPERVISOR'S MANUAL

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

Form 1 - for administration Tuesday, October 20, 1959

TOTAL TIME	120 minutes
Section 1	60 minutes
Section 2	60 minutes

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)
EDUCATIONAL TESTING SERVICE
Box 589
Princeton, New Jersey

GENERAL INSTRUCTIONS

1. Importance of These Directions

In a test being administered at over 12,000 schools, we feel sure you will recognize the importance of systematic procedures. Only if all supervisors adhere strictly to the same schedule and give exactly the same instructions will the scores of all students tested at the many centers be comparable. You should therefore be thoroughly familiar with these instructions before the day of the test and then follow them exactly.

2. Guarding the Security of the Test

During the period between receipt of test materials and the test administration, all test materials must be kept in a locked room to which only you or designated assistants have access. No one should be allowed to examine the contents of a test book.

Please make every effort to conduct the test quietly and to protect the students from disturbance. You should determine within the first half hour of the test session the number of candidates taking the test. The number of unused, sealed test books should be counted. This number, added to the number of candidates taking the test, must equal the number of books received from ETS. Immediately after the test has been administered, all used answer sheets are to be returned to Educational Testing Service, and all test books, used and unused, are to be destroyed.

3. Date and Time of the Test

There are two forms of the test. Form 1 is for administration only on Tuesday, October 20; Form 2 is for administration only on Saturday, October 24. Please be sure that you have the appropriate form of the test. If the test is administered on any other date, there can be no guarantee that the answer sheets for your school will be processed. The directions for administering the test assume that it will be given in the morning, but in fact it may be given either in the morning or afternoon. If it is necessary to administer the test in two or more sections at different times of the day you should make certain that students tested first have no opportunity to communicate with those taking the test later in the day. There should be no opportunity for one group to discuss test items with another group or the security of the test is destroyed.

The actual testing will require two hours; additional time must be allowed for reading dirrections and for distributing and collecting test materials. You should have a watch which you are willing to reset as the directions specify.

4. Seating

Ideally students should be seated far enough from each other to make it impossible for any student to see any other student's answer sheet. A common arrangement is the use of every other seat in alternate rows.

5. Supervision During the Test

If you are convinced beyond a reasonable doubt that anyone is giving or receiving any kind of assistance during the test, he must leave the examination room and must not be permitted to return. His test book and answer sheet are to be taken from him and the answer sheet destroyed with the test books. No test fee need be forwarded for such a student.

Should a student withdraw permanently from the test for any reason, no test fee need be forwarded for such a student. The fee will be required only for those who complete the test.

If it is necessary for a student to leave the room temporarily while the test is in progress, his test book and answer sheet should be kept in the test room. If two or more students are absent at the same time, they should be accompanied by a proctor.

If a student has a defective test book, give him a new book after removing the answer sheet from it, and direct him to continue work on his original answer sheet. If a student has a defective answer sheet, give him a new one from an unused test book, and direct him to write his name on the new answer sheet and continue work on it. At the end of the test, both answer sheets must be collected and clipped together, with a note of explanation written on each.

You or a proctor should walk about the room frequently during the course of the test to guard against cheating and to make sure each candidate is working on the appropriate section of the test.

6. Proctorial Assistance

If you have more than 25 students taking the test, it is suggested that you secure one proctor for each additional 25 students to assist in distributing and collecting test materials and in general test supervision.

7. Answer Sheet

The last page of this Manual is a facsimile of the answer sheet for this year's Preliminary Scholastic Aptitude Test. You should familiarize yourself with it and refer to it when reading over the directions that follow.

ADMINISTRATION OF THE TEST

After the students have been seated as directed, the doors to the examination room should be securely closed and no visitor should be permitted to enter.

Before distributing test materials, you say:

PRELIMINARY DIRECTIONS

> You will have two hours to work on this examination. The examination is divided into two sections; you will have one hour to work on each section. During the time allowed for each section you are to work only on it. When I say "BEGIN WORK," read the directions, start to work and continue on that section until I say "STOP". If you finish a section before time is called, you may check your work on it, but you are not to work on the other section. All your answers must be recorded in the appropriate space on the separate answer sheet. You will be given a special pencil for use in marking your answers. Be sure that all your answer marks are black and heavy and that they completely fill the space between the dotted lines. Don't make stray marks on your answer sheet; if you erase, do so completely. Ask no questions during the test. If your test book, answer sheet, or special pencil is defective, raise your hand. When you get your test book, read the directions on the back cover and look up at me when you have finished. Do not break the seal until I tell you to open the test book. Are there any questions now?

After answering questions regarding test procedures, give a test book, an answer sheet, and a special pencil to each student. When everyone has finished reading the directions, say:

FILLING OUT ANSWER SHEET

> You are not to start the test yet. Turn to the side of your answer sheet which has the spaces for recording your answers to the test. Print your name, your complete home address, the name and

> address of your school and check the box for sex and school class. (Pause while they do this.) Turn your answer sheet over. Read the section which lists the various scholarship programs and their elegibility requirements. If you are elegible for and interested in one or more of the programs listed, darken the appropriate box or boxes and then sign and date the certifying statement. Next, read the list of programs at the bottom of the sheet and darken the box if you have applied or plan to apply to any of these programs. When you have finished, look up at me. Are there any questions? Now turn your answer sheet back so that Section I and Section II appear at the top of the page.

PRELIMINARY TEST DIRECTIONS

> Remember that you are not expected to finish all test questions in the time allowed. Work steadily and don't waste time on a question that seems too difficult for you. If you have some knowledge of the question, take a guess at the answer, since no deduction will be made for wrong answers. You will receive credit of course only for right answers. You are to work for the next hour on Section I. As soon as you finish one page, go on to the next but don't go on to Section II until I tell you to do so. When I give the signal, open your test book, read the directions for Section I, and start to work.

Reset your watch at 8:59. When the watch reads exactly 9:00, say:

> BEGIN WORK.

AT 9:00

During the test you and/or the proctor should walk about the room frequently to make sure that all the students are working on the correct section of the test. Printed in the upper corner of each page in the test book, there is a large numeral "1" or "2" by which you will be able to tell at a glance the number of the section. You should also be ready to replace any defective test books, answer sheets or pencils.

> STOP. Even if you have not finished Section I, you must stop work on it. During the next hour, you are to work on Section II and only on that Section. Don't turn back to Section I. When I give the signal, open your test book to Section II, read the directions, and start to work.

AT 10:00

Reset your watch at 9:59. When the watch reads exactly 10:00, say:

AT 10:00

> BEGIN WORK.

AT 11:00

> STOP. Even if you have not finished Section II you must stop work and close your test book. Keep your answer sheet and test book separate on your desk. Test books and answer sheets will now be collected. You may keep the special pencils. No one may leave the room until all materials have been collected and counted. Remain in your seat until I dismiss you. There must be no talking.

Collect the test books and the answer sheets, and count both. Before you dismiss the students, you should be certain that you have an answer sheet from every student who took the test and that you have every test booklet (used and unused) sent to your school by Educational Testing Service.

DESTRUCTION OF TEST BOOKS

Immediately after the test administration, all test books, both used and unused, are to be destroyed by burning or thoroughly shredding. The unused answer sheets are to be destroyed with the test books.

(5-59-30 - 1)
10 - 2)

RETURN OF ANSWER SHEETS AND REPORTS

Large prepaid reply envelopes have been provided for the immediate return of used answer sheets and completed Supervisor's Report Form. The pink Supervisor's Report Form is inserted at the top of your shipment of test supplies. It is to be completed as soon as the test is over. Note that you are required to specify in this report the number of used answer sheets you are returning and to certify that all test books, used and unused, have been destroyed.

NOTE: It is important that you enclose the completed Supervisor's Report Form with your answer sheets.

For foreign schools, supervisors must pay the postage for the return of answer sheets via AIR MAIL. No envelopes will be provided for these schools.

Be sure that in your reply envelope you have included:

1. ALL USED ANSWER SHEETS
2. COMPLETED SUPERVISOR'S REPORT FORM
3. SUPERVISOR'S REPORT OF UNUSUAL EVENTS OR CIRCUMSTANCES- (if you have any to report)

To be mailed to Preliminary Scholastic Aptitude Test (PSAT), Box 589, Princeton, New Jersey.

Please be sure to seal the envelopes carefully. Bind down the clasp and tie the strings securely. If more than one envelope is needed to return answer sheets and report forms, please be sure to fill in all the information on each envelope.

RETURN OF REMITTANCE AND REMITTANCE REPORT FORM

Special blue envelopes have been provided for the return of the completed Remittance Report Form and your check or money order.

The blue Remittance Report Form, attached to the pink Supervisor's Report Form and inserted at the top of your shipment of test supplies, must be filled out completely and returned to Educational Testing Service.

Make your check or money order for the indicated amount payable to Preliminary Scholastic Aptitude Test.

Be sure that in your special blue envelope you have included:

1. COMPLETED REMITTANCE REPORT FORM
2. CHECK OR MONEY ORDER

It is important that the remittances and the Remittance Report be mailed separately from the answer sheets and Supervisor's Report.

As part of the application procedure for the scholarship programs listed below, you must blacken the box for each program in which you want to be considered. Before blacking in the box, read the accompanying eligibility statement to be certain you are an eligible candidate.

1. ☐ **The Armco Foundation Community Scholarships:**
for secondary school seniors from schools in Ashland, Ky.; Baltimore, Md.; Greater Kansas City, Mo.; Hamilton, Middletown, Piqua, Zanesville, Ohio; Sand Springs, Tulsa, Okla.; Butler, Ambridge, Etna, Pa.; Greater Houston, Gainesville, Tex.; Torrance, Calif.; and Montcoal, Madison, Seth, Van, West Va.; in upper third of class or recommended by principal, whose college major will be engineering or physical science.

2. ☐ **Boettcher Foundation Scholarships:**
for secondary school seniors in upper 10% of class who are U. S. citizens and residents of Colorado for two years prior to graduation.

3. ☐ **The Gates Foundation Opportunity Scholarships:**
for Colorado residents who will graduate from a Colorado secondary school during current school year.

4. ☐ **The John Huntington Fund for Education Scholarships:**
for secondary school seniors with demonstrated financial need who reside in Cuyahoga County, Ohio, and whose college major will be science or technology.

5. ☐ **The Lutheran Laymen's League-Valparaiso University Scholarships:**
for members of the Lutheran Church Missouri Synod Congregation, under 21, intending to enroll at Valparaiso University.

6. ☐ **National Honor Society Scholarships:**
for secondary school seniors who are members of National Honor Society at the time the PSAT is given.

7. ☑ **National Presbyterian College Scholarships:**
for communicant members of the United Presbyterian Church in the U.S.A. who ranked in upper third of junior class and who will graduate during current school year.

8. ☐ **National Printing and Publishing Industry Scholarships:**
for secondary school seniors (or graduates since January 1957 not yet in college) who are planning a management, engineering, teaching, or scientific career in the printing and publishing industry.

9. ☐ **National Scholarship Service and Fund for Negro Students Supplementary Scholarships:**
for 1. Negro secondary school seniors in upper 25% of class who request college advisory service from NSSFNS in fall of senior year, who plan to enroll in inter-racial colleges and who did not take the National Merit Scholarship Qualifying Test in April 1959. 2. Negro juniors who meet the above requirements.

10. ☐ **Rotary Scholarships of the Henderson (Ky.) Rotary Club:**
for all juniors and seniors of all high schools in the city and county of Henderson, Kentucky.

11. ☐ **Scholarship Testing Program of Indiana Colleges and Universities:**
for seniors in Indiana secondary schools.

12. ☐ **The Southern California Edison Company Scholarships:**
for seniors in California secondary schools within the Edison service area.

13. ☐ **Telluride Association Summer Program:**
for secondary school men completing junior year by July 1, 1960.

I hereby certify that to the best of my knowledge I am eligible for the scholarship programs I have checked above.

Signature _____ *Date* _____

14. ☐ **Blacken this box if you have applied or plan to apply to any of the programs below:**

Absalom Jones & Prince Hall Masons Children's Scholarship Awards
Allegheny Ludlum Steel Corporation Scholarships
Benjamin DeWitt Riegel Memorial Scholarships of Riegel Textile Corporation
Bodman Scholarships
Conoco Scholarships of Continental Oil Company
Continental Baking Company Scholarships
E. Keeler Company Scholarships
Ernest L. Hiestand, Jr. Scholarships of the Handcraft Foundation, Inc.
Harold M. Pitman Company Scholarships
Hiram Walker Scholarships
Iowa-Illinois Gas and Electric Company Scholarships
The James J. Kerrigan Memorial Scholarships of Merck & Co., Inc.
National League of Masonic Clubs Education Scholarships
Pennsalt Scholarships
The Philip Morris College Scholarships
Riegel Paper Corporation Scholarships
Scholarship Plan of Commercial Credit Company & its Finance, Factoring, & Insurance Subsidiaries
Socony Mobil Oil Company, Inc. Science Scholarships
UARCO Scholarships

SUPERVISOR'S REPORT OF UNUSUAL EVENTS OR CIRCUMSTANCES
PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

Name of Secondary School _____ Address _____ School Code Number _____

On this form the Supervisor should note all unusual events or circumstances affecting the candidates; please describe in sufficient detail to provide Educational Testing Service with an adequate understanding of the effects on test behavior. There is no need to return this report unless something unusual occurred.

PRINT NAME _____ LAST _____ FIRST _____ MIDDLE _____

WRITE SIGNATURE _____

PRINT HOME ADDRESS _____ NUMBER AND STREET _____ CITY OR TOWN _____ STATE _____

PRINT NAME OF SCHOOL _____ CITY OR TOWN _____ STATE _____

PRINT SCHOOL ADDRESS _____

CHECK SEX AND CLASS

☐ MALE ☐ FEMALE

1. ☐ SOPHOMORE
2. ☐ JUNIOR
3. ☐ SENIOR
4. ☐ OTHER

DO NOT WRITE IN THESE BOXES.

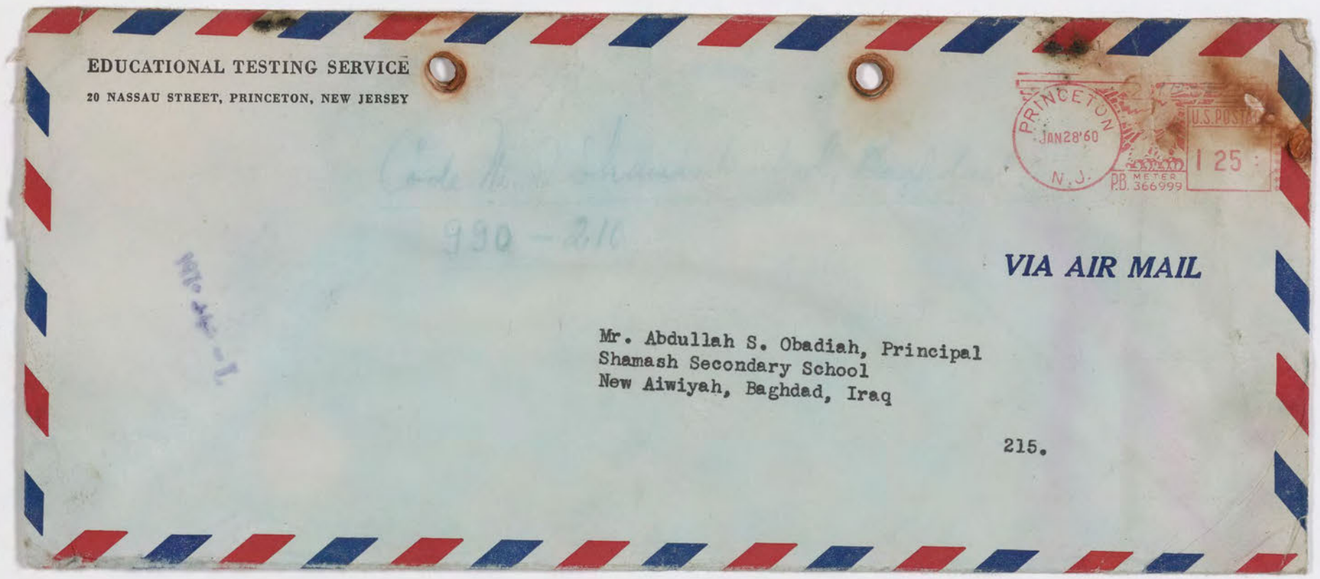
V | M

SECTION I

SECTION II

1959 PRELIMINARY SCHOLASTIC APTITUDE TEST, HPT1

Be sure your marks are HEAVY and BLACK



EDUCATIONAL TESTING SERVICE
20 NASSAU STREET, PRINCETON, NEW JERSEY
TELEPHONE: WALNUT 1-6550 · CABLE: EDUCTESTSVC

MEMORANDUM FOR: College Board Advanced Placement Examinations Coordinators

SUBJECT: Test Order for May 1960 Examinations

Enclosed are two copies of the form to be used in ordering copies of Advanced Placement Examinations to be administered in May 1960. One copy of this form must be submitted to reach the indicated address no later than April 20; the other copy may be retained for your files as a record of the materials ordered. Schools which are able to place orders early are urged to do so; Educational Testing Service will be able to handle supplementary orders received up to April 20.

Near the top of the form, you are asked to indicate the number of individuals to be tested. In most schools the information requested here is not the same as the total number of examinations ordered since a student may take more than one test. Usually the number of individuals to be tested will be less, therefore, than the total number of examinations ordered. Please determine carefully the number of students you will test since many of the accessory materials are needed only on a one-per-student basis regardless of the number of tests to be taken.

In the "No. to be Tested" columns, indicate the exact number of candidates registered for each test. Please do not include any overages. ETS will routinely add an overage of test materials to cover the possibility of defective supplies.

Be sure to indicate the preferred speed for the tape recordings if you order French, German, or Spanish examinations. If your machine will play either speed, it is suggested that you order 7 1/2 inches per second speed.

While two tests in Latin (Latin 4 and Latin 5) are offered, these are printed in a single test booklet. Therefore, you need not specify which level of tests your students will take. However, candidates will take either Latin 4 or Latin 5, not both.

Orders will be filled and shipped to arrive not earlier than April 25 and no later than May 11. If you have not received your order by the latter date, please inquire by a collect telephone call.

College Entrance Examination Board
Advanced Placement Examinations
c/o Educational Testing Service
Institutional Programs Section
20 Nassau Street
Princeton, New Jersey

February 29, 1960

Please complete and submit this form as soon as possible. This order MUST be RECEIVED at the address given below NO LATER THAN APRIL 20, 1960.

TO: COLLEGE BOARD ADVANCED PLACEMENT EXAMINATIONS
c/o Educational Testing Service
20 Nassau Street, Princeton, New Jersey
ATTENTION: Institutional Programs Section

T E S T O R D E R

City, State BAGHDAD IRAQ School SHAMASH SECONDARY SCHOOL

Number of Individuals to be tested 3 Tape Recording Speed ___7-1/2" ___3-3/4"

No. to be Tested	Test Title	No. to be Tested	Test Title
	American History		Biology
	European History		Chemistry
	Literature & English Composition		French
*	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX		Intermediate German
3	Mathematics		Advanced German
	Physics		Latin
*	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX		Spanish
*	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	*	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
*	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	*	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

* Please do not write in these boxes.

Ship test materials to:

Name and Title Mr. ABDULLAH A. CARTER - Principal

School SHAMASH SECONDARY SCHOOL

Street Address NEW BAGHDAD

City and State BAGHDAD IRAQ

RAILWAY EXPRESS ADDRESS (If different from address furnished above):

Send invoice for examination fees to: Mr. A.A. CARTER Principal Shamash Sch

24 March, 1960
Date of Order

Signature of Coordinator

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شماش الاعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. ..... العدد

Date 22nd January, 1960 ..... التاريخ

The College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U.S.A.

Dear Sirs,

I have arranged with the Ottoman Bank, Baghdad, to remit to you by air mail through their New York Correspondents, the First National City Bank of New York, 55 Wall Street, New York, the sum of $ 2.50 in settlement of your bill dated October 19, 1959, covering the cost of one copy of the College Handbook and one copy of College Board Score Reports, a Guide for Counselors. Please acknowledge receipt.

Yours sincerely,

A.S. Obadiah,
Principal.

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
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$ 19.00

N. 0847

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الاعدادية
بغداد
علوية الجديدة
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Yours sincerely,

A.S. Obadiah,
Principal.

EDUCATIONAL TESTING SERVICE

20 NASSAU STREET, PRINCETON, NEW JERSEY

January 8, 1960

Mr. Abdullah S. Obadiah, Principal
Shamash Secondary School
New Alwiyah, Baghdad, Iraq

Re: Leon-Fawzi Saleh Loya
Shaoul Shauntob Bakhash
Sabah Shafiq Ades
Menashi-Farid Salman Chitayat
Jacob Heskel Masliyyah
Salman Heskel Balass

Test CEEB

PLEASE NOTE ONLY THE SECTION(S) MARKED WITH AN X

A ___ We shall be glad to undertake arrangements to hold the

if we receive the examination fee and your request by
Because of the unusual expense involved in establishing a special center, we cannot initiate arrangements until the test fee has been received.

B X We are making arrangements to hold the March 12 College Board Examinations in Baghdad, Iraq.
The complete address of the examination center will appear on the ticket of admission which will be sent to you. Tickets are released about one month before the test date.

C ___ We plan to send you a ticket of admission for the center at

The exact address of the center will appear on the ticket of admission.

D ___ For a shipboard administration we must receive a letter from the Commanding Officer of your ship (not the Education Officer) indicating his willingness to have the test administered to you in accordance with our regulations. This letter must reach us by the deadline specified in Section A above, and should be submitted with the fee and special center request if possible.

E ___ We regret that your test fee and request were received too late for us to establish a special center for you the current test date.

F ___ Since you are too near a center already established for your test date we regret that we cannot set up a special center for you.

G ___ A Bulletin of Information and application are enclosed.

2
8-59-600

مدرسة شمال الأرض
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

Tel. No. 91693

No. ..... العدد

Date 8th December, 1959. التاريخ

To The :
College Entrance Examination Board,
Box 592, Princeton, New Jersey,
U. S. A.

Dear Sirs:

I am enclosing herewith, six applications of students from this School who are willing to take the SAT and Achievement Tests on March 12, 1960.

The amount of 92.00 Dollars, covering examination fees and the cost of materials ordered, was remitted by air mail on the 7th instant by the Ottoman Bank, Baghdad, through their New York correspondents, the First National City Bank of New York, 55 Wall Street, New York, for payment to you through their Princeton correspondent. At present the only way we can arrange for payment in Dollars is by Air Transfer, as all transactions in Dollars have got ot pass through the Foreign Exchange Department in Baghdad and are settled in this way.

Kindly note, that in all the six application forms, the blank assigned for item 8 (Test Centre) has been left vacant. In the centre list of your 1959-1960 Bulletin of Information, I see no mention to any Examination Centre in Baghdad. I shall, therefore, be much obliged if you will kindly establish a Centre in Baghdad for the examinations of March 12, 1960, and inform me of same at the earliest possible.

Yours faithfully,

A. S. Obadiah,
Principal.

540

SUPERVISOR'S MANUAL

GRADUATE RECORD EXAMINATIONS

NATIONAL PROGRAM FOR GRADUATE SCHOOL SELECTION

January 17, 1959
April 25, 1959
July 11, 1959

APTITUDE TEST

Section I	25 minutes
Section II	50 minutes
Section III	75 minutes
Total	150 minutes

ADVANCED TESTS

Time	3 hours

Compare the timing of the examinations on the front cover of the Supervisor's Manual with the timing on the back covers of the Aptitude and the Advanced Test books

(If there is a discrepancy please notify Educational Testing Service immediately by collect wire.)

EDUCATIONAL TESTING SERVICE
20 Nassau Street
Princeton, New Jersey

Box 27896
Los Angeles 27, California

NOTICE TO SUPERVISORS OF THE GRADUATE RECORD EXAMINATIONS: There is an error in the Advanced Education test form HGR being administered at this test session. Item 128 on page 18 now reads, "What was the singular contribution of The Cardinal Principles of Secondary Contribution?" [illegible] read, "What was the singular contribution of The Cardinal Principles of Secondary Education?" Please be sure to inform candidates of this error at the beginning of the afternoon session and have them correct item 128 before starting the test.

GRADUATE RECORD EXAMINATIONS

NATIONAL PROGRAM FOR GRADUATE SCHOOL SELECTION

January 17, 1959
April 25, 1959
July 11, 1959

APTITUDE TEST

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(If there is a discrepancy please notify Educational Testing Service immediately by collect wire.)

EDUCATIONAL TESTING SERVICE
20 Nassau Street
Princeton, New Jersey

Box 27896
Los Angeles 27, California

SUPERVISOR'S COMMENTS

If you have comments and [illegible]ons from your center, other than irregularities, list them in the space below. Then s[illegible]r name, fill in the date of administration and the center number, and rip off this sheet.

Return to ETS via First Class Mail along with the used answer sheets.

Be sure to note all irregularities on the Irregularity Report (back cover of this Manual) and not on this form.

Name

Administration Date

Center Number

Position

Address

Important! Return only one of these sheets from your center.
(It is not necessary to return this sheet if no comments have been made.)

CONTENTS

TEST SCHEDULE

GENERAL INSTRUCTIONS

1. General Duties of the Supervisor 4
2. Equipment of the Supervisor 4
3. Center Code Number 5
4. Duties of Proctors 5
5. Counting of Test Materials 5
6. Admission of Candidates 6
7. Examination Number Labels 7
8. Seating of Candidates 7
9. Closing the Examination Room 7
10. Distribution of Test Materials 7
11. Supervisor's Irregularity Report 8
12. Supervision During the Test 8
13. Supervisor's Comments 10
14. Collection of Test Materials 10
15. The Supervisor's Report Form and Return of Test Materials 11
16. Supervisor's Summary Voucher and Address Labels 11

DETAILED INSTRUCTIONS FOR THE ADMINISTRATION OF THE APTITUDE TEST - MORNING SESSION 12

DETAILED INSTRUCTIONS FOR THE ADMINISTRATION OF THE ADVANCED TESTS - AFTERNOON SESSION 16

DETAILED INSTRUCTIONS FOR RETURN OF MATERIALS 19

TEST SCHEDULE

Morning Session

8:30 a.m.	Supervisors and proctors arrive at examination center
8:45 a.m.	Candidates report at examination center
9:00 a.m.	Aptitude test
11:50 a.m.	Approximate time for close of morning session

Afternoon Session

1:30 p.m.	Supervisors and proctors arrive at examination center
1:45 p.m.	Candidates report at examination center
2:00 p.m.	Advanced Tests
5:15 p.m.	Approximate time for close of afternoon session three-hour Advanced Tests

GENERAL INSTRUCTIONS

We feel sure you will recognize the importance of systematic procedures in a test being administered at many schools all over the country. Only if all supervisors adhere to the same schedule and give exactly the same instructions will the scores of all students tested at the many centers be comparable. You should, therefore, be thoroughly familiar with these instructions before the day of the test and then follow them exactly.

1. General Duties of the Supervisor

As supervisor your chief concerns are to safeguard the security of the test, to conduct the examination efficiently and quietly, to protect the candidates from disturbance, and to return the test materials promptly. To aid you in administering the test you should be familiar with the Supervisor's Handbook, a comprehensive guide to tests administered by Educational Testing Service. You should also be familiar with the current Bulletin of Information for this program.

2. Equipment of Supervisor

You should read thoroughly the instructions in this Manual and in the Handbook before the day of the examinations. The necessary equipment for the examinations, aside from test books and special pencils, which Educational Testing Service will supply consist of:

a. Final Shipment Notice, listing the expected number of candidates and the quantities of tests sent. The supervisor will record on this form the actual number of candidates who took the test

b. Form N, an alphabetical list of candidates, on which each one's presence or absence must be indicated

c. Substitute Admission cards, to be filled in by each candidate admitted to the examination without a ticket of admission, or with an incorrect ticket

d. This Manual and a copy of the Supervisor's Handbook

e. A Supervisor's Report form

f. An Irregularity Report form, which is the last page (yellow) of this Manual

g. Supervisor's Comment sheet, on inside front cover of this Manual

h. Summary Vouchers for all honoraria and necessary administrative expenses

i. Address Labels, one for each supervisor, associate supervisor, and proctor

You must provide the following equipment:

a. A reliable watch (not a stop watch) which you are willing to adjust as the instructions require

b. A clock (alarm-clock size or larger), if possible, in the event that there is no clock in the examination room. If this is not possible, post the amount of time remaining at various intervals.

3. Center Code Number

Before the test session obtain the Center Number from the Final Shipment Notice, where it appears to the right of the examination center address, and post it in view of all the candidates for their use in filling out their answer sheets.

4. Duties of Proctors

Proctors are to walk about the room frequently during the course of each examination to guard against cheating and to insure that every candidate is working on the appropriate section or part during a given time interval. To aid the proctors in checking this, a large Arabic numeral designating the section or part at which the test book is open has been printed in the upper corner of each page. During the time allowed for each section or part in the test, the candidate must work on that section or part only. Care will be needed to make certain that the candidates are working only on the appropriate section or part.

If a candidate is detected working on the wrong section or part, the proctor, or the supervisor if there is no proctor, must note on the Irregularity Report the candidate's examination number and name, the name of the test, the time (shown by your reset watch) when the irregularity was detected, and the following information: WORKED. . . . . .MINUTES ON SECTION . . . . . .PART . . . . . MISSED THAT TIME ON TEST . . . . . PART. . . .

If a candidate has a defective test book, the proctor is to take it, give him a new book after removing the answer sheet from it, and direct him to continue work on his original answer sheet. The unused answer sheet is to be returned, clipped to the used one, with an explanatory comment attached. If a candidate has a defective answer sheet, the proctor should give him a new answer sheet from an unused test book and direct him to write his name and to continue on it. At the end of the test, both answer sheets must be collected and clipped together, with a note of explanation written on both.

Proctors should at all times give strict attention to their duties. They should not read or engage in conversation while an examination is in progress. If a proctor stands behind a candidate, he should take care not to remain there long enough to disturb or embarrass the candidate.

5. Counting of Test Materials

Upon receipt of the test supplies, you should open the cartons and check the inside packets containing the tests. Do not open the plastic bags. Check the quantities and

kinds of tests against those listed on the Final Shipment Notice. It is advisable, if possible, to have an associate supervisor or proctor assist you. If there is any discrepancy, notify Educational Testing Service at once by collect telegram. After completing this checking, place all tests under lock until the day of the administration.

6. Admission of Candidates

Each candidate who is properly registered with Educational Testing Service has been sent a ticket of admission stapled to the mailing address form which the candidate completed when he registered.

As the candidates enter the examination room, you will inspect, but not collect each ticket of admission to make sure it is for the correct administration, the correct center, signed properly, and that the names on the ticket of admission and the mailing form agree. Each candidate's ticket is stamped either " Good for One Half-Day of Testing" or "Good for Two Half-Days of Testing." Candidates registered for one session of the examination may not register with you for the other session.

A candidate with a ticket for a different administration or center who is without authorization for transfer from ETS may be admitted, provided you have sufficient test materials. Candidates presenting unsigned tickets should be instructed to sign them and the name signed should be compared with that appearing in the address oval of the mailing form. If the signatures do not agree, you should keep the ticket and all the attached examination number labels and return ticket and labels to Educational Testing Service, explaining your action on the Irregularity Report. The candidate in this instance is also permitted to take the test. A candidate who has lost his ticket may be admitted if his name appears on the Form N (the alphabetical list of candidates). If his name does not appear on the Form N, he may be admitted at your discretion, however, it should be made clear that ETS may cancel his test if a check of the records at this office shows that he was not entitled to take the test.

Every candidate admitted with an incorrect ticket or without a ticket must be given a Substitute Admission Card. You should see that he fills out the card completely. Have him read the reverse side of the card, sign the Candidates Affirmation, and return it to you. Filling out of the card by an unregistered candidate does not constitute registration, but serves merely as an aid to ETS in processing the answer sheet of a candidate who is properly registered but who does not have examination number labels. Under no circumstances should a candidate use the examination number labels from a ticket issued to someone else. A student who has an incorrect ticket of admission should use the examination number labels he has, but should also fill out the Substitute Admission Card.

All Substitute Admission Cards should be fastened together and returned to ETS as directed in "Detailed Instructions for Return of Test Materials" at the end of this Manual. They will be checked against the registration files at ETS, and any tests taken by an unregistered candidate may be cancelled.

7. Examination Number Labels

Gummed labels on which the candidate's examination number has been printed are attached to the ticket of admission. The candidate should affix one label in the space provided on the answer sheet, as later instructions indicate. Under no circumstances should a candidate use the examination number labels issued to someone else. Use of incorrect labels will result not only in the delay of the candidate's own report but also in the possible issuance of an incorrect report for some other candidate. It is extremely important that the number on each label used be plainly visible when the answer sheets are processed.

8. Seating of Candidates

If possible, the candidates should be seated in every other seat in every other row. If this cannot be done, it is suggested that you have the candidates use odd-numbered seats in every row at the front of the room and in every other row at the back of the room. Desks, tables, or chairs with arms on which the candidates can write, provide acceptable work places for taking the test. Left-handed candidates should be seated in a separate section of the room according to instructions given in the Handbook.

9. Closing the Examination Room

The doors of the room are to be closed at 9:00 a.m. Any candidates who arrive a few minutes late may be admitted at the discretion of the supervisor, provided the actual test administration has not begun and admittance of these candidates will not disturb the others. Under ordinary circumstances no candidate should be admitted after the actual testing has begun. However, if you decide to admit a candidate who has been delayed by an unusual circumstance (flood, snowstorm, etc.) you must assume the responsibility of giving him the full testing time. Do not permit a candidate to come in late and finish with the on-time candidates. The circumstances should be fully explained in your Irregularity Report to Educational Testing Service -- not on the candidate's answer sheet.

Visitors are not allowed to enter the room while the test is in progress.

10. Distribution of Test Materials

The test books will be arranged in the order of their serial numbers, but they need not be distributed or collected in that order. Each candidate must be handed his book individually; it is absolutely essential that each candidate receive only one book. After distribution the proctors must return the remaining books to you immediately. No person except a candidate is allowed to break the seal on or to examine the contents of a test book except when a test book is found to be defective. In such a case, the proctor will break the seal of a new test book, remove the answer sheet, and direct the candidate to continue the test with the new book. (See Duties of Proctors).

The candidate should have nothing on his desk but his test book, answer sheet, and special pencil supplied by Educational Testing Service. The use of rulers, compasses, dictionaries, protractors, or slide rules is prohibited during the test. The use of scratch paper is prohibited. Any preliminary work can be done in the margins of the test book.

11. Supervisor's Irregularity Report

Attached to the back of this Manual is an Irregularity Report form which you should detach and complete in accordance with the following instructions. If additional Report forms are needed, they may be obtained from other Supervisor's Manuals. The supervisor, associate supervisors, and proctors should note on the Report all irregularities which affect one or possibly two or three candidates. Irregularities which affect a large group or all of the candidates present should be described in detail on a separate sheet of paper and attached to the Report.

On the heading of the Report form write "GRE - National Program," the examination center and number, and the date. If no irregularities occur, the heading should be filled in, and the word "None" written under "Brief Description".

All Irregularity Report forms used at the examination center should be collected and clipped together before being returned to Educational Testing Service. All irregular answer sheets should be returned with the other used answer sheets, sorted as directed at the end of this Manual.

The following section of this Manual (Supervision During the Test) contains instructions for noting certain types of irregularities on the Report forms.

12. Supervision During the Test

a. Account of materials

You should determine within the first half hour of the test session the number of candidates taking the test. The number of unused, sealed test books should be counted. This number, added to the number of candidates taking the test, must equal the number of books received from Educational Testing Service. If any defective test books are found, the number of defective books must be included in the total of used test books. Before the candidates leave the room, you must be certain that you have every one of the books which were sent to you. You will be held responsible for returning the full number to Educational Testing Service.

In the event that the number of books counted does not equal the number of test books received from ETS, you should permit the candidates to finish the section on which they are working when the discrepancy is noted; at its conclusion, STOP the examination. The candidates should be informed that one of them has been accidentally given an extra book. You should request that the book be returned to you. When the book is handed in, resume the test. The circumstances should be detailed in your Irregularity Report. If the book is not handed in, resume testing, place the room in a proctor's charge, and then telephone ETS, giving a report of the circumstances. You will be advised what to do next. In no case should candidates be dismissed before telephoning ETS. (Phone: Princeton, New Jersey, Walnut 1-9000 or Los Angeles, California, NOrmandy 3-1181.)

The used and unused books should be arranged separately in whatever order is most convenient. Neither you nor a proctor may inspect a test book, except to determine whether a particular test book is defective.

b. Attendance

The number of candidates taking the test must be entered on the Final Shipment Notice. The individual candidate's presence or absence must be indicated opposite his name on Form N. If you admit to the test any candidates not listed on Form N, their names must be added to the list. It is most important that the attendance record be correct. The rules governing closing of the examination room (Section 9) must be strictly enforced.

c. Information about guessing

If the candidates ask whether or not they should guess, tell them the following: "Many candidates wonder whether or not to guess the answers to questions about which they are not certain. In these tests, a percentage of the wrong answers will be subtracted from the number of right answers as a correction for haphazard guessing. It is improbable, therefore, that mere guessing will improve your score significantly; it may even lower your score, and it does take time. If, however, you are not sure of the correct answer but have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chances of getting the right answer are improved, and it will be to your advantage to answer such a question."

d. Cheating

If you are convinced beyond a reasonable doubt that a candidate is giving or receiving assistance during an examination you should require him to surrender his examination materials to you. He must leave the room and must not be permitted to return. His test book and answer sheet are to be returned to Educational Testing Service with a note of explanation written on the Irregularity Report. Educational Testing Service will make the facts known to his college and to the schools he has named to receive a report.

e. Routine absences

The rest period during the Aptitude Test will be ten minutes long. During this time candidates may not leave the examination room except to go to a rest room. Two or more candidates may be allowed to go to a rest room at the same time unaccompanied by a proctor so long as you have accounted for all test materials. During the rest period candidates may talk quietly. These restrictions must be enforced during the Aptitude Test rest period, since candidates will still have on their desks the answer sheets on which they have just been working.

Routine absences to go to the rest room during the actual testing time need not be reported in the Irregularity Report. The candidate's test book and answer sheet should be collected, and upon his return, he is to be given the same test materials.

f. Absence due to illness

All cases of a candidate's leaving the room because of illness are to be recorded on the Irregularity Report attached to the back of this Manual. The candidate's test book and answer sheet are to be collected. On the Irregularity Report you should note the candidate's examination number and name, the name of the test, the time (shown by your reset watch) when the candidate left the room, and, under "Brief Description," the following information: LEFT ROOM FOR. . . . . MINUTES BECAUSE OF (type of illness). . . . . The candidate is to be given the same test materials upon his return.

If a candidate must withdraw permanently from the test, you should collect his test materials and note in the Irregularity Report the candidate's examination number and name, the name of the test, the time (shown by your reset watch) when the candidate withdrew, and the following information: FORCED TO LEAVE BECAUSE OF . . . . . .

g. Smoking

Smoking may be permitted at the discretion of the supervisor, provided the local building regulations permit it.

13. Supervisor's Comments

On the inside front cover of this Manual is a form entitled Supervisor's Comments. If you have comments or suggestions which you feel might improve the administration of these tests, write them here and return the form to ETS.

All irregularities, however, should be noted on the Irregularity Report as previously described.

14. Collection of Test Materials

At the end of the test session, after the candidates have been told to close their books you and/or the proctors are to collect quickly and quietly the special pencils, the test books, and the answer sheets - separately and in that order.

To insure cooperation of the candidate until ALL testing materials have been collected, it is essential that the answer sheet, most important item to the candidate, be collected last. You are to place the test materials so that the candidates will not have access to them as they leave the room.

Before the candidates are dismissed, a complete count of all test books and answer sheets must be made and CHECKED. In the directions to candidates, candidates are asked to print their full names on their test books at the top of the front cover. This has been requested so that if you find a test book or answer sheet missing when verifying count, you can match up test books with answer sheets, thereby locating the name of the candidate who used the missing material.

When all test materials, used and unused, which were sent from Educational Testing Service are in your possession, dismiss the candidates. No one is allowed to examine the test books or the answer sheets after they have been returned to the proctor or to you. This rule must be enforced.

15. The Supervisor's Report Form and Return of Test Materials

The Supervisor's Report Form will be found in your shipment of test supplies. At the end of each session you should list on this form the quantities of used and unused test booklets and answer sheets which you are returning.

The completed Supervisor's Report for each test should be clipped to the used answer sheets for that test. At the end of the last examination session all materials must be sent to the Princeton or the Los Angeles office of Educational Testing Service, as appropriate. Further detailed shipping instructions will be found at the end of this Manual.

Both used and unused test books must be kept under lock at all times until they are shipped.

16. Supervisor's Summary Voucher and Address Labels

The Supervisor's Summary Voucher form is to be filled out at the end of the administration and returned to ETS with the used answer sheets. Details for filling out the Summary Voucher are to be found on pages 29 and 35 of the Supervisor's Handbook.

Each associate supervisor and proctor, as well as the supervisor, is to write his address on a separate Address Label. These labels are used to mail the honorarium checks and must therefore be accurate and legible to assure prompt payment.

DETAILED INSTRUCTIONS FOR THE ADMINISTRATION OF THE APTITUDE TEST - MORNING SESSION

Admission of Candidates

The examination is to begin at 9:00 a.m. All candidates have been requested to report at 8:45 a.m. and have been informed that they will not be admitted after 9:00. You and your assistants should be at the examination room by 8:30. As each candidate is admitted to the room inspect, but do not collect, his ticket of admission. At 9:00 the doors to the examination room are to be closed, and as soon as possible thereafter, you should start reading the directions.

Any candidates who arrive a few minutes late may be admitted at the discretion of the supervisor, provided the admittance of these candidates will not disturb the others. If you admit a candidate after the test has begun, you must give him the full testing time, even though he must stay after the on-time candidates are dismissed. Such occurences should be noted on the Irregularity Report.

Timing of the Examination

Use a watch with a second hand (not a stop watch). The watch should be set so that it will read exactly 9:00 when you give the instruction "BEGIN WORK." The hours and minutes in the schedule must be followed exactly.

Supervisor's Schedule

A complete schedule for the supervisor follows. Read aloud all directions enclosed in boxes. Do not depart from these directions, nor answer any questions regarding the content of the examination.

Obtain the center number from the Final Shipment Notice and post it in view of all the candidates so that they can copy it on their answer sheets where necessary.

If the candidates inquire about the advisability of guessing the answers to questions, refer them to the instructions on the cover of the test book.

Insure the proper seating of all candidates, paying special attention to those that are left-handed, by following the procedure given in Section 8. After all candidates have been seated and before any test materials are distributed, the following preliminary directions are to be read aloud:

PRELIMINARY DIRECTIONS

> The entire Aptitude Test is 2 1/2 hours long and consists of three sections. You will have 25 minutes to work on Section I,

> 50 minutes for Section II, and 75 minutes for Section III. During the time allowed for one section you are to work ONLY on that section. (Pause.) You will be given a special pencil for use in indicating your answers. Mark all your answers on the separate answer sheet which is inserted in the test book. You are not to use scratch paper; scratchwork may be done in the test book. If your test book, answer sheet, or special pencil is defective, raise your hand. When you get your test book, print your full name in the upper left-hand corner of the front cover. Read the directions on the back cover. Look up at me when you have finished. Do not break the seal until I tell you to do so. You are not to ask questions during the examination. Are there any questions now?

When all questions have been answered, distribute a copy of the Aptitude Test and a special pencil to each candidate individually. Make sure that no one breaks a seal on a test book until you give the signal to do so. When all candidates have had time to read the directions, say:

> By using your pencil, break the seal of your test book from the inside. (Pause.) Take out the answer sheet inside the front cover and then close your test book. Fill in the information requested on your answer sheet. (Pause.) In the space provided, copy the center number which I have posted. (Pause.) Detach an examination number label from your ticket of admission, and paste it in the space provided. (Pause.) When I give the signal, open your test book to Section I, read the directions, and then start to work. You will have 25 minutes to work on this section. Be sure that

all your answer marks are black and heavy and that they completely fill the space between the dotted lines; do not make stray marks on your answer sheet; if you erase, do so completely. Keep your answer sheet flat on your desk and directly in front of you during the test. Are there any questions?

After answering any questions set your watch at 8:59. When the watch reads 9:00, say:

AT 9:00

BEGIN WORK.

AT 9:25

STOP. When I give the signal, turn to Section II, read the directions, and start to work. You will have 50 minutes to work on Section II. BEGIN WORK.

AT 10:15

STOP. Put your answer sheet inside your test book, close your test book, and leave it closed on the desk. (Pause.) You will have a ten minute rest period. During this time you may stand by your seat and talk quietly.

Walk about the room during the intermission to make sure that all test books are closed, with answer sheets inside. A short time before the end of the rest period, say:

ATTENTION PLEASE. Take your seat and get ready to resume work. (Pause.) When I give the signal, take out your answer sheet, open your test book to Section III, read the directions, and start to work. You will have 75 minutes to work on Section III.

Now set your watch at 10:24. When the watch reads 10:25, say:

BEGIN WORK. AT 10:25

STOP. Close your test book and keep it closed on your desk. Do not insert your answer sheet in your test book. Check to make sure that on your answer sheet you have given all the information requested and have pasted an examination number label in the space provided. (Pause.) Then check the cover of your test book to see that you have printed your full name in the upper left hand corner. (Pause.) We will now collect the special pencils, the test books, and the answer sheets. No one may leave the room until all materials have been collected and counted. Remain in your seats until you are dismissed. There should be no talking. AT 11:40

The special pencils, the copies of the Aptitude Test and the answer sheets -- in that order -- must be collected and counted as directed in the GENERAL INSTRUCTIONS, Section 14. It is imperative that no one leave the room until you make sure that you have an Aptitude Test book and answer sheet from each candidate. After everything has been checked, say:

Candidates for an Advanced Test are to report _____ (Designate the _____ at 1:45 this afternoon with tickets of place) admission. The doors to the examination room will be closed at 2:00. (For candidates remaining for the afternoon session who are not familiar with the center location, you might suggest some convenient eating places. Then dismiss the candidates.)

Fill out the Supervisor's Report for the Aptitude Test and attach it to the used Aptitude Test answer sheets. Any irregularities at the Aptitude Test session should be noted in the Irregularity Report.

The used Aptitude Test answer sheets and all other examination materials should be kept in a locked room to which only you or a designated assistant has access until after the afternoon session.

DETAILED INSTRUCTIONS FOR THE ADMINISTRATION OF THE ADVANCED TESTS - AFTERNOON SESSION

Admission of Candidates

The examination is to begin at 2:00 p.m. All candidates have been requested to report at 1:45 p.m. and have been informed that they will not be admitted after 2:00. Your assistants should be at the examination room by 1:30. As each candidate is admitted to the room, inspect, but do not collect, his ticket of admission. At 2:00 the doors to the examination room are to be closed, and as soon as possible thereafter, you should start reading the directions. Any candidates who arrive a few minutes late may be admitted at the discretion of the supervisor, provided the admittance of these candidates will not disturb the others. If you admit a candidate after the test has begun, you must give him the full testing time, even though he must stay after the on-time candidates are dismissed. Such occurrences should be noted on the Irregularity Report.

Timing of the Examination

The time allowed for the Advanced Tests is three hours.

Biology	History
Chemistry	Literature
Economics	Mathematics
Education	Philosophy
Engineering	Physics
French	Psychology
Geology	Sociology
Government	Spanish

Use an ordinary watch with a second hand (not a stop watch). The watch should be set so that it will read exactly 2:00 when you say "All candidates, BEGIN WORK." The hours and minutes in your schedule must be followed exactly.

Supervisor's Schedule

A complete schedule for the supervisor follows. Read aloud all directions enclosed in boxes. Do not depart from these directions, nor answer any questions regarding the content of the examination.

Obtain the center number from the Final Shipment Notice and post it in view of all candidates so that they can copy it on their answer sheets where necessary.

If the candidates inquire about the advisability of guessing the answers to questions, refer them to the instructions on the cover of the test book.

Insure the proper seating of all candidates, paying special attention to those that are

left-handed, by following the procedure given in Section 8.

After the seating arrangements have been completed and before any test materials are distributed, the following preliminary directions are to be read aloud, slowly and clearly:

PRELIMINARY DIRECTIONS

> During the afternoon session each candidate will take one Advanced Test, in accordance with the choice indicated in his application. All Advanced Tests are 3 hours long. Candidates will continue working to the end of the 3 hour period. Are there any questions? (Pause.) You will be given a special pencil for use in indicating your answers. No credit will be given for any answer unless it is recorded in the appropriate space on the separate answer sheet which is inserted in the test book. You are not to use scratch paper; scratchwork may be done in the test book. (Pause.) Ask no questions during the test. If your test book, answer sheet, or special pencil is defective, raise your hand. When you get your test book, print your full name in the upper left hand corner of the front cover. Read the directions on the back cover and look up at me when you have finished.

Distribute the special pencils and then separately the test books for each Advanced Test. After everyone has finished reading the directions, say:

> By using your pencil, break the seal of your test book from the inside. (Pause.) Take out the answer sheet inside the front cover and close your test book. Some of the answer sheets request information on both sides, others only on one side. Be sure to check your individual answer sheets for such a possibility and to see that you have filled in all necessary information.
> Copy in the space provided the center number I have posted. (Pause.) Detach an examination number label from your ticket of admission and paste it in the space provided. (Pause.) Most

of the answer sheets provide spaces for the same number of answers as there are questions on the test. However, some of the answer sheets provide more answer spaces than are called for by the number of test questions. On these answer sheets the end of the test is indicated by the word "STOP." Do not make any marks on these answer sheets beyond the space for the last question in the test. (Pause.) When I give the signal, all candidates turn to the beginning of the test and start to work. Fifteen minutes before the end of the test period, I shall warn you of the time remaining.

Set your watch at 1:59. When it reads exactly 2:00, say:

AT 2:00

All candidates, BEGIN WORK.

AT 4:45

ATTENTION, PLEASE. Fifteen minutes remain in which to complete the test.

AT 5:00

STOP. Close your test books. All candidates, check to make sure that you have filled in all necessary information, including printing your full name in the upper left hand corner of your test booklet. Make sure that you have pasted an examination number label in the space provided on your answer sheet. (Pause.) Special pencils, test books, and answer sheets will be collected. No one may leave the room until all materials have been collected and counted. Please remain in your seats until I dismiss you.

The special pencils, the test books, and the answer sheets - in that order - must be collected and counted as directed in the GENERAL INSTRUCTIONS, Section 14. It is imperative that no one leave the room until you are sure that you have an Advanced Test booklet and answer sheet from each candidate. After everything has been checked, dismiss the candidates.

Then fill out the Supervisor's Report for the Advanced Tests and attach it to the used Advanced Test answer sheets, sorted by subject. Any irregularities at the Advanced Test session should be noted in the Irregularity Report.

DETAILED INSTRUCTIONS FOR RETURN OF TEST MATERIALS

The following materials are to be returned immediately after the testing by FIRST CLASS MAIL, in the special prepaid business reply envelopes provided, to Educational Testing Service, 20 Nassau Street, Princeton, New Jersey, OR Box 27896, Los Angeles 27, California, as appropriate. It is not necessary to register the envelopes, they can just be deposited in any mail box. If extra envelopes are needed be sure to fill in all information on all the envelopes. (Supervisors at centers outside the United States and Canada return the materials by AIR MAIL, preferably registered. Overseas supervisors are requested NOT to return any materials by diplomatic pouch. Centers receiving special instructions with a shipment are to follow them and not the general instructions in this Manual.)

1. Used Aptitude Test answer sheets, including irregular ones, with completed Supervisor's Report attached
2. Used Advanced Test answer sheets, sorted by subject, including irregular answer sheets, with completed Supervisor's Report attached.
3. Completed Form N (list of candidates)
4. Completed Final Shipment Notice
5. Used Substitute Admission Cards
6. Summary vouchers for all honoraria and miscellaneous expenses
7. Address labels, one for each supervisor, associate supervisor and proctor
8. Completed Irregularity Report
9. Supervisor's Comment Sheet, if comments have been made

The following materials are to be sent immediately after administration of the test by RAILWAY EXPRESS COLLECT with a declared value of $50.00 on the entire shipment to Educational Testing Service, 20 Nassau Street, Princeton, New Jersey, OR 3607 Sunset Boulevard, Los Angeles 26, California, as appropriate: (Supervisors at overseas centers should return this material by registered FIRST CLASS MAIL, unless otherwise instructed in the shipment of materials. Please do not send by diplomatic pouch. When export regulations make it difficult to return the examination pencils, it is not necessary for the supervisor at an overseas center to do so.)

1. Used Aptitude Test books
2. Unused Aptitude Test books
3. Used Advanced Test books
4. Unused Advanced Test books
5. Unused Substitute Admission Cards
6. Special pencils

Paste the return labels over the printed labels on the mailing carton. Be sure to enter the school name, city, state, and center number in the appropriate spaces. Please make the center number, which appears on the Final Shipment Notice, as large as possible to facilitate checking returned material.

(12-58-2500)

ERVISOR'S IRREGULARITY REPORT

Program

Center (City-State-Number)

Date

On this form the SUPERVISOR should note all irregularities which affect one or possibly two or three candidates. Irregularities which affect a large group or all the candidates present should be described in detail on the reverse side of this sheet. At large centers, be sure to include in your report all rooms concerned. If no irregularities occur, the heading of the report should be filled out and the word "None" written under "Brief Description---." This form should be signed by the Supervisor and returned with all used answer sheets.

Candidate's Exam Number	Candidate's Name	Name of Test	Time by Reset Watch	Brief Description of Irregularity

Supervisor's Signature

(10-56)

SHAMASH SECONDARY SCHOOL
New Alwiyah - Baghdad
Tel. No. 91693

مدرسة شمش الإعدادية
بغداد
علوية الجديدة
تلفون ٩١٦٩٣

No. .... العدد

Date 6th October, 1959. التاريخ

Dear Sirs,

I shall be much obliged if you will kindly supply me with one copy of each of the following publications:

1. College Board Score Reports, A Guide for Counselors.
2. The College Handbook-- latest edition.

I will arrange to settle the cost of the above if any, through the Foreign Exchange Department in Baghdad on receiving your bill.

Sincerely yours,

A. S. Obadiah,
Principal.

College Entrance Examination Board,
Box 592, Princeton, New Jersey.

SHAMASH SECONDARY SCHOOL
BAGHDAD
Tel. No. 91693

مدرسة شماش الاعدادية
بغداد
تلفون ٩١٦٩٣

No ..... العدد .....

Date ..... التاريخ .....

Name of graduates from Shamash School (Baghdad) who sat for the SAT on the 20th October 1959

Nesat Fuad Sami Mualla

Sadik Fuad Alwan

Fawzi Abdulla Salman Chalpat

Yousif Ibrahim Salman Shoshana

Jacob John Hamoudi

Jameen Francis Yonna

1959-60 Bulletin of Information and application blank order slip

DATE

Please send the following materials for the use of students planning to take the Scholastic Aptitude Test or Achievement Tests of the College Board on any of the six 1959-60 testing dates:

Please do not write in this box

CENTER LISTS

P-41

SEND VIA:

DATE SENT:

_____ copies of the 1959-60 Bulletin of Information (one application blank bound in each)

_____ additional 1959-60 application blanks for students planning to take the tests on more than one testing date

_____ transmittal forms for returning completed applications in bulk shipments if the school wishes to do so

NAME (please print) Mr. Abdullah Obadiah TITLE Principal

SCHOOL Shamash Secondary School,

ADDRESS New Alwiyah, BAGHDAD, Iraq.

Please fill out the mailing label below.
It will be used to mail the Bulletins and application blanks you have requested.

College Entrance Examination Board
Princeton, New Jersey

To: Mr. Abdullah S. Obadiah,

Shamash Secondary School,

BAGHDAD, Iraq.

EDUCATIONAL MATERIALS

D39R17

COLLEGE ENTRANCE EXAMINATION BOARD

April 3, 1959

To the Secondary School Guidance Director:

Again, as in 1958, we are inviting you to place an early order for copies of the 1959-60 Bulletin of Information and test application blanks. These are the materials your students will need in arranging to take the Scholastic Aptitude Test and the Achievement Tests in the academic year 1959-60. An order slip for the 1959-60 Bulletins and application blanks is enclosed.

Although we are asking you to order them now, your Bulletins and application blanks will not be shipped until next September 1. Placing your orders early, however, will give us the time we need to prepare the many shipments in advance, and will permit us to deliver your Bulletins shortly after the opening of school next fall.

Each copy of the 1959-60 Bulletin will contain one application blank. As you probably know, we now ask the student to use a separate application in registering for each date on which he will take the tests. We would appreciate it if you would order only as many 1959-60 Bulletins as you will have students taking the tests next year, and order the additional separate applications (rather than additional Bulletins with enclosed applications) for those students who will need them to register for testing on an additional date or dates.

You may also order on the enclosed slip, copies of the transmittal forms for returning completed applications in bulk shipments, if you wish to return them in bulk rather than have your students send them in individually.

In September you will receive another order form for 1959-60 Bulletins and applications as part of our regular fall announcement, and with it you may supplement the order we are now requesting. Also included in the fall announcement will be information on obtaining reports of the test scores of your students.

The schedule of test dates for 1959-60 is:

Saturday, December 5, 1959	(SAT and Achievement Tests)
Saturday, January 9, 1960	(SAT only)
Saturday, February 6, 1960	(SAT only)
Saturday, March 12, 1960	(SAT and Achievement Tests)
Saturday, May 21, 1960	(SAT and Achievement Tests)
Wednesday, August 10, 1960	(SAT and Achievement Tests)

Thank you for your interest and cooperation.

College Entrance Examination Board

Where will the PSAT be given?

The PSAT will be given at all secondary schools in the United States and its territories and possessions where the schools want to test students for guidance purposes or where students are taking the test for scholarship purposes.

Who will administer the PSAT?

The test will be administered in the secondary schools by the school principal or his designated representatives. Registration and administration arrangements will be made through the PSAT Program Director at Educational Testing Service, Princeton, New Jersey, which is operating the program for the College Board. Testing time is two hours.

What is the test fee?

Schools will be responsible for the collection of student fees to cover test administration costs. Principals will forward to Educational Testing Service one dollar ($1) for each student taking the PSAT.

How do students register?

All students register through their school principal.

How does a school register students?

All secondary schools will be sent registration materials in May and again in September. Shipment of test materials cannot be guaranteed for registrations received after October 1, 1959.

To whom will the scores be reported?

Test scores will be reported to the secondary schools from which the candidates register, and to the scholarship programs for which candidates wish to qualify. In addition to the school score roster, a pressure-sensitive adhesive individual score report for attachment to each student's cumulative record folder and a similar report for each student's interpretive leaflet will be sent to the secondary school.

This interpretive leaflet will be designed to help each student understand the meaning of his scores. Supplementary interpretive materials concerning PSAT scores will also be sent to the schools, to assist them in counseling students.

Address correspondence concerning PSAT to:

Preliminary Scholastic Aptitude Test
Educational Testing Service
Box 589
Princeton, New Jersey

1959

Tuesday, October 20
Saturday, October 24

Preliminary Scholastic Aptitude Test

for junior guidance

for senior scholarship awards

A two-hour version of the Scholastic Aptitude Test replaces the Scholarship Qualifying Test

College Entrance Examination Board

The College Entrance Examination Board will offer the Preliminary Scholastic Aptitude Test, beginning in October 1959, in response to the interest shown by schools in a low-cost test which will facilitate the guidance of college-bound students. The new test, to be of primary value [illegible] advising juniors on college plans, will be closely related to the senior year Scholastic Aptitude Test. It will provide a completely adequate substitute for the SAT in the case of juniors who would otherwise take the SAT for guidance purposes. It will not, however, be a substitute for the SAT as a college admission requirement.

The Preliminary Scholastic Aptitude Test will replace the College Board Scholarship Qualifying Test, which last year was taken by juniors for guidance and by seniors for scholarship awards. The PSAT will continue to serve the need of scholarship sponsors for a nationally available test through which seniors may qualify for scholarship consideration.

What is the PSAT?

The PSAT is a two-hour version of the three-hour Scholastic Aptitude Test, using the same kinds of multiple-choice questions and measuring the same verbal and mathematical abilities. It will yield separate verbal and mathematical scores on a scale ranging from 20 to 80 [illegible] parallel to that of the College Board standard admissions test scale of 200 [illegible]. This will make it a simple matter for [illegible] officers to relate the preliminary test scores directly to information about college admission standards. Materials designed to help guidance counselors and students to understand the meaning of their scores will be sent to the principal along with their score reports.

Who may use the PSAT?

For guidance purposes: Secondary school students in any class the school wants to test for college guidance purposes may take the PSAT, *when registered for it by the school principal.* In general, schools will find the PSAT most useful for the guidance of college bound juniors and seniors.

[illegible] scholarship purposes: Secondary school students seeking to qualify for scholarships offered by sponsors requiring the PSAT will take the test. Specific information concerning the eligibility requirements and descriptions of scholarship programs using the PSAT will be sent to the schools in August and September. In 1958-59, over 1,600 scholarships were awarded to students taking the Scholarship Qualifying Test, which will be [illegible] this year by the PSAT.

When will the PSAT be given?

The PSAT will be given on two [illegible] in 1959: Tuesday, October 20, and Saturday, October 24. A school may choose either date, but all participating students at the school must be tested only on the [illegible] chosen. A different form (edition) of the test will be used on each date in order to maintain the security of the test in a manner [illegible] will make it equally fair to students of every school. The school must [illegible] to administer the form on the designated date.

EDUCATIONAL TESTING SERVICE

20 NASSAU STREET, PRINCETON, NEW JERSEY

TELEPHONE: WALNUT 1-9600 · CABLE: EDUCTESTSVC

Preliminary Scholastic Aptitude Test

May 25, 1959

To Principals and Headmasters of Schools Outside the United States:

We cordially invite you to participate in the new Preliminary Scholastic Aptitude Test (PSAT) of the College Entrance Examination Board. This test will be administered by secondary schools throughout the country on one of two alternate test dates - Tuesday, October 20, and Saturday, October 24, 1959. This year, on an experimental basis, the PSAT will be offered to a limited number of schools outside the United States with no change in test fee.

The PSAT replaces the Scholarship Qualifying Test formerly offered by the College Board in October. While continuing to serve interested scholarship sponsors as a screening test primarily for seniors, the PSAT is designed especially to assist schools in the guidance of college bound juniors. However, it is doubtful that any of these scholarship programs will be open to your students. A two-hour version of the Scholastic Aptitude Test, the PSAT provides an excellent, low cost, readily available guidance instrument for all students the school may want to test. As in previous years, scores of 1959 examinees (together with interpretive materials) will be sent to their schools without charge.

The College Board offers the PSAT in the expectation that it will substitute completely for the junior year use of the SAT for college guidance purposes. It is the Board's hope that juniors normally will not be expected to take both the PSAT and the SAT. However, in this introductory year of the PSAT, juniors so advised may take both the PSAT and the SAT.

This year, in recognition of school administrative problems, the test is being made available on either the Tuesday or the Saturday date. To protect the security of the test, two forms are being prepared; each school will designate its preferred test date on the school registration form and will be sent the appropriate test form for use on that date only.

We hope you will return the enclosed school registration form at an early date to facilitate the operation of the program and to assure shipment of materials. In view of the shipping difficulties involved in making shipments outside the United States, we cannot guarantee to process registrations received in Princeton after September 7. Please note that there will be only this one registration circularization sent to your school. When estimating the number of students for the registration form please include a reasonable overage to provide test materials for contingencies and thus to avoid the need for small supplemental shipments. In this regard, please note that test fees are paid after the test administration and then only for students actually tested.

Sincerely yours,

Robert E. Smith

Robert E. Smith
Program Director

RES:lh

COLLEGE BOARD NEWS

College Entrance Examination Board, 425 West 117 Street, New York 27, N. Y.

FOR USE ON OR AFTER MARCH 4, 1959

The Trustees of the College Entrance Examination Board today announced that the Board has decided on two courses of action, one immediate and the other long range, in response to the concerns expressed by schools and colleges over the rapidly growing problems of college admission.

The College Board, as it is known to educators and the hundreds of thousands of boys and girls who take college entrance examinations each year, is a nonprofit association of school and college members established in 1900 to facilitate the transition of students from school to college. The membership now consists of 250 colleges which require the examinations for admission and 37 educational associations representative of school interests throughout the nation.

PRELIMINARY SCHOLASTIC APTITUDE TEST ANNOUNCED

The first move authorized by the Trustees will be the introduction of a new test, to be known as the Preliminary Scholastic Aptitude Test, designed especially to assist schools in advising their college preparatory students early in the junior year.

The test will be given nation-wide in October at every school wishing to obtain for its college-bound juniors information which will provide (1) a forecast of their performance in the senior year on the Scholastic Aptitude Test when it is taken for college admission, and (2) an advance indication of their college capability which will be particularly helpful in arriving at a good and realistic choice of college.

It is estimated, on the basis of current trends toward earlier guidance, that the Preliminary Scholastic Aptitude Test will be taken by approximately 500,000 students in some 15,000 public and private schools. The combination of economies achieved through this large volume and

the cooperation of schools in administering the test to their students will make possible a fee of one dollar per student.

Replaces Scholarship Qualifying Test: The test will also be open to seniors who hope to qualify for scholarship programs conducted by sponsoring businesses, educational societies, and fraternal organizations which will require the test as part of their selection procedures. In 1958 over 1,600 scholarships were awarded to seniors taking the College Board's Scholarship Qualifying Test, which will be discontinued this year in favor of the Preliminary Scholastic Aptitude Test. Information on participating scholarship sponsors will be sent to schools this spring and in the fall.

In deciding on the new program the Trustees cited several benefits to students and schools in addition to the primary goal of encouraging earlier and better informed guidance efforts. Among these, it was noted that the Preliminary Scholastic Aptitude Test will in a very large number of cases take the place of two tests—the Scholarship Qualifying Test in the case of seniors and the Scholastic Aptitude Test in the case of a great many juniors who now take the latter for guidance.

There is abundant evidence that, if present conditions continued, more and more students would take both the Scholarship Qualifying Test and the Scholastic Aptitude Test twice, the first time for guidance as juniors and the second time for scholarships and admission as seniors. The number of juniors taking the Scholastic Aptitude Test has increased sixfold during the last five years while the number of seniors taking it has increased less than threefold. The fact that 126,000 juniors took this test in 1958 and that 172,000 juniors took the Scholarship Qualifying Test last October was regarded by the Trustees as a clear indication of school interest in testing for guidance and of the desirability of a low-cost test for this purpose.

"The Preliminary Scholastic Aptitude Test will do more than continue to fill the need of sponsors for a nationally available scholarship screening instrument," it was pointed out by Board President Frank H. Bowles. "It will also forestall the alternative development of multiple scholarship testing by individual sponsors, a possibility that rightfully dismays schools which find it hard enough to disrupt their class and activity schedules for one or two extracurricular tests. Moreover, it is a matter of considerable satisfaction to the College Board, and we hope to the students and their parents, that the PSAT will provide an excellent one dollar substitute for juniors who would otherwise take the seven dollar SAT for guidance purposes. The six dollars saved could be much better applied against college expenses."

Detailed information on the test: The Preliminary Scholastic Aptitude Test will be a two-hour version of the three-hour Scholastic Aptitude Test, using the same kinds of multiple-choice questions and measuring the same verbal and mathematical abilities. It will yield separate verbal and mathematical scores on a scale ranging from 20 to 80, a gradation parallel to that of the College Board's standard admissions test scale of 200 to 800. This will make it a simple matter for guidance officers to relate the preliminary test scores directly to admissions test score information. Interpretive information will be sent to schools with the scores.

The Preliminary Scholastic Aptitude Test will be given on two dates in 1959: Tuesday, October 20, and Saturday, October 24. A school may choose either date, but all students of the school must register only for the one date chosen. A different form (edition) of the test will be used on each date in order to maintain the security of the test in a manner which will make it equally fair to students of every school. The school must agree to administer the form for which it has registered on the designated date.

The test may be given at any secondary school in the United States and its territories and possessions. It will be administered by the school principal or his designated representatives. Arrangements for registration will be made through the Educational Testing Service (Box 589, Princeton, N.J.), which will operate the program for the College Board. Additional information and early registration materials will be sent to schools in May. Complete information on the test and scholarship sponsors will be mailed early in September, at which time schools will be asked for their final registrations. The test scores will be reported in December to schools and to the scholarship programs specified by senior candidates.

COMMITTEE ON ENTRANCE PROCEDURES CREATED

The second action taken by the Trustees was the creation of a permanent Committee on Entrance Procedures "to study the problems in the area of

college entrance procedures, to initiate and oversee the collection and dissemination of information relating to these problems, and to develop for consideration possible solutions to these problems."

It is expected that the 17-member Committee, working under the chairmanship of Sidney B. Bennett, Secretary of Admissions of Hamilton College, will investigate all educational and administrative aspects of an increasingly complex situation. Involved are such factors as the growing number of young people who wish to go to college, the confusions and costs resulting from their uncertainties about admission, the multiplication of these difficulties through the practice of applying to more colleges than necessary, and the growing diversity of admissions methods and schedules.

The Committee is broadly representative of schools and colleges. Its members, in addition to Mr. Bennett include: G. Grenville Benedict, Phillips Academy, Andover, Mass.; Mary E. Chase, Wellesley College; H. Westcott Cunningham, College of William and Mary; Virginia Deane, North Shore Country Day School, Winnetka, Ill.; Burton W. Dunfield, Denison University; C. William Edwards, Princeton University; Robert L. Foose, Westfield (N.J.) High School; O. W. Hascall, University of Colorado; and Joe Jefferson, Columbia University.

Also, Brother Brendan Joseph, Manhattan College; Richard W. Mechem, Walnut Hills High School, Cincinnati, Ohio; Kenneth L. Peters, Beverly Hills (Calif.) High School; Rixford K. Snyder, Stanford University; Ann Splitstone, Hollins College; and Harold Zuckerman, Board of Education of the City of New York.

College Entrance Examination Board
Post Office Box 592, Princeton, N. J.

Form 3547 requested

EDUCATIONAL TESTING SERVICE
20 NASSAU STREET, PRINCETON, NEW JERSEY
TELEPHONE: WALNUT 1-9000 · CABLE: EDUCTESTSVC

Preliminary Scholastic Aptitude Test

February 13, 1959

To Principals of Secondary Schools Outside the United States:

On trial basis, the College Entrance Examination Board will make the new Preliminary Scholastic Aptitude Test available to interested secondary schools outside the United States, its territories and possessions. Details of the PSAT are given in the enclosed newsletter.

Schools outside the United States who participate in the PSAT should realize that many - if not all - scholarship sponsors using the test will not consider their students eligible for awards. However, the PSAT is an inexpensive guidance instrument especially valuable for students in their junior year.

Although the Educational Testing Service will make all reasonable efforts to ship test supplies, principals of schools outside the United States are cautioned to register early. For this trial year at least, there will be no charge in addition to the standard fee of $1.00 per candidate. However, schools are requested to return their answer sheets by air mail wherever appropriate.

Sincerely yours,

Robert E. Smith

Robert E. Smith
Program Director

RES:mlh
enclosure

College Entrance
Examination Board

A GUIDE TO THE ADVANCED PLACEMENT PROGRAM AND THE ADVANCED PLACEMENT EXAMINATIONS 1958-59

pages cannot be separated for imaging صفحات لا يمكن فصلها من أجل تصويرها

College Board ceeb Advanced Placement Examinations 1958-9

Please complete and return this form not later than November 15 to College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

Please do not write in this box

Send via _____

_____

_____

Date sent: _____

The total number of students from this school that will probably be taking the Advanced Placement Examinations in May 1959 is approximately:

_____ students.

_____ none, but we have introduced Advanced Placement courses

_____ none, but we are planning to introduce Advanced Placement courses

The estimated numbers of each of the May 1959 Advanced Placement Examinations that students from this school will take are approximately as follows:

Examination	*Number*	*Examination*	*Number*
American History	_____	Latin 4	_____
Biology	_____	Latin 5	_____
Chemistry	_____	Literature and English Composition	_____
European History	_____	Mathematics	_____
French	_____	Physics	_____
German 3	_____	Spanish	_____
German 4	_____		

The number of copies of the 1958-59 Bulletin of Information, Advanced Placement Examinations that this school wants sent for use by students taking the examination and by their counselors and teachers is:

_____ copies

Note: One copy of the application form with which the student registers for the examination is bound into each copy of the Bulletin.

This school is interested in receiving (or in continuing to receive) Advanced Placement Program announcements regularly, and would like them addressed to:

Name _____ Title _____

School _____

Address _____

Signature _____

Note: Submission of this estimate and order form does not constitute registration of students for the examination. Students register by submitting individual applications.

The address slip at right will be used to mail the bulletins ordered. Please fill it out completely.

College Board Advanced Placement Examinations
Box 592, Princeton, New Jersey

To: _____

_____

_____

_____

Postmaster: Educational Materials. Contents fourth class mail. May be opened for postal inspection

BROWN

COLUMBIA

CORNELL

DARTMOUTH

HARVARD

PENNSYLVANIA

PRINCETON

YALE

Memorandum

In view of the [illegible] national discussions created by current [illegible] problems [illegible] many perplexing aspects for students, can[illegible] school guidance offices [illegible] the bewildering variety of procedures followed by America's colleges and universities. Aware of the broad public interest in these matters, we wish to clarify our common practices. Complete uniformity is neither possible nor necessarily desirable, but it is our hope that mutual recognition of the points that follow will facilitate effective communication between schools and our admissions offices, provide a more orderly admissions process, and offer an equitable basis for the consideration of candidates.

1. We expect candidates to file their formal applications in the fall of their senior year of secondary school and preferably before January first. No preferential treatment is given for earlier application.

2. We are vitally concerned with the content and quality of secondary school work, and give recognition to individual programs including "honors" or "advanced" courses. Such courses must, however, be clearly identified on transcripts.

3. We ask that a transcript be furnished as early as possible covering the three year record through the eleventh grade, and expect a supplementary report on the work of the first half of the senior year. The transcript blank adopted by the National Association of Secondary School Principals is recommended whenever our own forms are not used. After our entering classes have been determined, each of us will ask for end of senior year grades and certification that prospective matriculants have honorably completed their final semester of secondary school work. Though not desiring to increase admission pressures on students, we do wish to support secondary schools in their attempts to avoid a letdown of reasonable effort in the spring of senior year.

4. We consider a report of rank in class to be an essential part of each school transcript, and recognize in using this information that school grading systems and programs vary widely. Admissions officers cannot intelligently judge grades without some knowledge of these variations and the distribution of the award of different grades within a given school. To interpret rank in class properly, it is necessary to know how the rank is computed, which courses are included, what period is covered, who is included, and what weight is given to honors or advanced courses. This information should be supplied with each transcript. A school refusing to report rank in class restricts our ability to judge its candidates fairly.

5. We desire a detailed confidential report on each applicant's personal qualities from a school official familiar with him. Recognizing that our academically well qualified candidates are considerably in excess of the number of places available at our institutions, we affirm that qualities other than academic also play a significant part in our selection process. We recognize the pressures on schools and the responsibility on ourselves which result from our determination to consider the "whole" candidate and all those aspects of his environment which may help predict his development in college and subsequently. Deeply interested as we are in intellectual promise, we disavow a sole reliance on transcripts and test scores for selection. We beg your continued help and understanding in handling this complicated problem.

6. We subscribe fully to the College Entrance Examination Board testing program and believe that College Board scores, when used in conjunction with school grades and interpreted by experienced admissions officers, are the best widely available objective tests for predicting academic achievement at our colleges.

7. Though College Entrance Examination Board testing for admissions purposes is mainly done in the senior year, we recommend that in the spring of the junior year our candidates also take the College Board Scholastic Aptitude Test, and Achievement Tests in any subjects which will not be continued in the senior year.

8. We endorse wholeheartedly the College Entrance Examination Board Candidates Reply Date Agreement establishing a spring date before which candidates are not required to commit themselves to attend any one of the signatory institutions. It is strongly felt that if more colleges subscribed to this agreement, one of the most troublesome areas of college admission would be removed. Officials of schools regularly presenting candidates for College Board member institutions will, we hope, raise their voices whenever they can appropriately do so in support of the common reply date principle.

9. We believe that a personal interview when judiciously used can be a means of interpreting the institution to the candidate as well as an opportunity to learn something of the candidate's academic objectives and personal qualities. That some candidates may not be able to arrange interviews is understandable and the lack of an interview will not hurt their chances of admission.

10. Because of the pressures of admission committee work each spring, we regret that interviews cannot be provided at our offices from the first of March to early May. Campus visits may be made at any time as our offices are prepared to distribute bulletins and to direct visitors to points of interest on our respec-

tive campuses throughout the year. We urge visitors desiring to make appointments in advance to do so in writing and not by person to person telephone calls to the Director of Admissions. Furthermore, we ask that you advise visitors not to insist on seeing the Director of Admissions personally as most interviewing must be handled by his associates.

11. We subscribe to the use of alumni representatives in our second. chool programs and are currently seeking to establish a code which we ho will guide these representatives in serving schools and candidates effectively.

12. Each of us attempts to enroll a student body which is broadl esentative, rather than one drawn from a narrow segment of society.

13. In awarding financial aid, subscribe to the philosophy that a clear indication of financial need should be required of all recipients. Each college's decision on whether to provide assistance is reached independently, prior to a joint meeting of the eight colleges at which the amount of individual awards to common candidates is discussed. In general we are relying more heavily than hitherto on the "self-help" concept, which means more extensive use of jobs and long term, low interest rate loans as a portion of the total aid offered. Through the consultation mentioned above and through our common belief in the conditions under which aid should be granted we seek to reduce competitive bidding for prospective students.

This memorandum has been prepared to help schools in their dealings with our institutions, each of which fully endorses the statements presented. Some of these points relate to our internal operations, some ask for procedures in secondary schools which will increase the effectiveness of our relationships, and others concern matters about which you will be advising college-bound seniors. In the face of steadily mounting admission pressures, cooperation between schools and colleges is increasingly necessary, and both are subjected to changes and to more detailed schedules and reports than previously. We see no way of avoiding these pressures if candidates are to be provided the thorough, individual consideration we have always tried to give them.

Fall, 1960