

**L**ongitudinal

**S**tudy of

**A**merican

**Y**outh

**SPRING 1993**

This questionnaire should be completed by:

Instructions:

This survey will ask you a series of questions about your experiences and thoughts in a number of areas concerning school and your plans for the future. Take your time and think about each question carefully.

This questionnaire will be scanned by a machine to record your answers. For each question, please use the pencil provided for you and darken the oval that best reflects your answer. For example:

- Have you ever: (MARK ALL OVALS THAT APPLY)
- driven an automobile?
  - played soccer?
  - held a job for pay?

In this example, if you have not driven an automobile, you should leave the oval to the left of the question blank, as shown above. If you have played soccer and held a job for pay, you should darken the appropriate ovals. **It is important to use the #2 pencil provided for you and to darken all of the area inside the ovals.**

In a few places in the survey, you will be asked to write answers directly on the questionnaire. In these cases, please print clearly and try to stay within the boxes provided for each answer. Do not write in other areas of the questionnaire since the optical scanner may mistake stray marks for answers.

If you have any questions about the correct procedure for recording your answers, please ask your monitor for help. When you finish the questionnaire, please return it to your monitor.

Please enter today's date (month/day):

Please list each course you are CURRENTLY ENROLLED in and the teacher's name for that section/course. The first six questions ask you to grade each course: You may use all five letter grades: A, B, C, D, or F. Do not grade lunch, study hall, or free hours.

HOUR	COURSE	TEACHER								
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

**SUBJECT MATTER:** How much do you like the subject matter of each course? A means you really like the subject; F means you hate it.

**TEACHER CLARITY:** How clear is the teacher in explaining the material? A means very clear; F means not clear at all.

**CHALLENGE:** How much does each course challenge you to use your mind? A means that it challenges you a lot; F means that it never challenges you.

**USEFULNESS:** How useful do you think each course will be to you in your career? A means that it will be very useful; F means that it will be of no use.

**TEXTBOOK CLARITY:** How clear is the textbook for each course? A means very clear; F means hard to understand. Leave blank if you do not use a textbook.

**DIFFICULTY:** How difficult or easy is each course for you? A means that it is very easy; F means that it is very difficult.

**COMPUTERS:** For each course, write Y if you sometimes use a computer; N if you never use a computer in that course.

**HOMEWORK:** How many hours of homework do you have for this class in an average week? Write the number of hours in each box.

**THIS SCHOOL YEAR I...**  
(MARK ALL OVALS THAT APPLY)

- am on a sports team that competes against other schools
- am a member of an intramural sports team
- ran for an office in student government
- am having a lot of trouble keeping up with my classes
- am active in band or orchestra
- work on the school newspaper, yearbook, magazine, or other publication
- am an active member of a vocational education club
- am active in debate, speech, or drama
- am active in chorus or dance
- am an active member of a church or religious group
- belong to a science club
- belong to a math club
- belong to a computer club
- have talked to a teacher about my career plans
- have talked to my mother about my career plans
- have talked to my father about my career plans
- have talked to my school counselor about my career plans
- am bored with school
- use the school library at least once a week
- use a public library at least once a week
- could not get into all the courses that I originally wanted
- am active in cheerleading, pep club, or majorettes
- wrote a computer program
- had an outstanding teacher who changed my mind about what I want to do in my life
- thought seriously about dropping out of school
- did volunteer work in a political campaign
- entered a project in a science fair
- cut classes now and then
- worked part-time for pay
- worked full-time for pay
- read six or more books (not for class)
- visited a science museum, natural history museum, or planetarium
- visited a zoo, aquarium, or botanical garden
- read a news magazine most weeks
- talked with my parents about some issues in the news
- talked with my friends about jobs and plans for the future at least once
- used a computer for 10 hours or more (other than in a class)
- read a newspaper at least 3 times a week
- had disciplinary problems in school
- smoked a cigarette most days
- had a date with a person of the opposite sex most weeks
- am going steady with someone
- went to a movie at least once most weeks
- attended at least one school dance with a date
- sometimes worried about my safety at school
- had something stolen from me at school
- worked part-time in a business as a part of my school program
- have a driver's license
- drive to school most days
- drove the family car at least once a week
- attend a private or religious school

**My Parents...**  
(MARK ALL OVALS THAT APPLY)

- insist I do my homework
- tell me how proud they are when I make good grades
- always find time to talk to me when I want to talk about something
- want me to learn about computers
- expect me to complete college
- buy me math and science books
- tell me how confident they are in my ability
- encourage me to participate in sports
- often help me understand my homework
- reward me for getting good grades
- are very busy and don't spend much time with me
- expect me to do well in science
- expect me to do well in math
- often don't understand how I feel about things
- think that math is a very important subject
- think that science is a very important subject
- ask me a lot of questions about what I'm doing in school
- would like for me to have a career in science, medicine, or engineering
- are well-informed about political and social issues
- are active in community affairs
- vote in most local and national elections
- read a lot of newspapers and magazines
- read a lot of books
- really enjoy doing things with me
- set rules about the time I have to be home at night
- expect me to help with dishes after dinner
- assign me regular housekeeping jobs
- have too many rules about my behavior
- would not allow me to smoke if I wanted to
- limit the number of hours that I can watch T.V.
- set rules about how late I can stay up on week nights
- have met and talked with at least one of my teachers this year
- advise me about which courses I should take in high school
- have the final say in selecting my high school courses
- don't allow me to watch certain television shows
- have talked to me about which colleges I might attend
- have taken me to visit a college campus to help me select a college
- have a strong preference about which college I should attend
- don't care whether or not I go to college
- will not be able to afford to send me to college

**FOR LSAY USE ONLY**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IF YOU DID NOT TAKE A SCIENCE COURSE AT ANYTIME THIS YEAR, PLEASE GO TO NEXT COLUMN** →

Please indicate the reasons you selected the science course you took this year:

(MARK ALL OVALS THAT APPLY)

- I need the course for my career
- My mother/father wants me to take it
- My teacher(s) encouraged me to take it
- A school counselor recommended it
- Most of my friends are taking that course
- I want a high grade point average
- This course fits my ability level
- I need it for college
- It was the only science course available
- It fit into my course schedule
- My placement test score indicated I should take it
- I need it to graduate

**MY SCIENCE TEACHER THIS YEAR...**

(MARK ONE OVAL FOR EACH STATEMENT)

	True	False	Not Sure
really enjoys teaching science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to do my best all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encourages me to do extra work when I don't understand something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to work hard on science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to complete my homework every night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is a very good teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has talked to me about the kind of job I might want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to go to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often treats boys differently than girls in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often makes me feel dumb in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has encouraged me to take all the science I can get in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has encouraged me to think about a career in math or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pays more attention to the boys than the girls in science class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
thinks that it is very important that I do well in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IN MY SCIENCE CLASS THIS YEAR, MOST STUDENTS...**

(MARK ONE OVAL FOR EACH LINE)

	True	False
work hard in class	<input type="checkbox"/>	<input type="checkbox"/>
are often bored	<input type="checkbox"/>	<input type="checkbox"/>
can get help from the teacher	<input type="checkbox"/>	<input type="checkbox"/>
goof off a lot	<input type="checkbox"/>	<input type="checkbox"/>
come to class prepared	<input type="checkbox"/>	<input type="checkbox"/>

**IF YOU DID NOT TAKE A MATH COURSE AT ANYTIME THIS YEAR, PLEASE GO TO NEXT PAGE** →

Please indicate the reasons you selected the math course you took this year:

(MARK ALL OVALS THAT APPLY)

- I need the course for my career
- My mother/father wants me to take it
- My teacher(s) encouraged me to take it
- A school counselor recommended it
- Most of my friends are taking that course
- I want a high grade point average
- This course fits my ability level
- I need it for college
- It was the only math course available
- It fit into my course schedule
- My placement test score indicated I should take it
- I need it to graduate

**MY MATH TEACHER THIS YEAR...**

(MARK ONE OVAL FOR EACH STATEMENT)

	True	False	Not Sure
really enjoys teaching mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to do my best all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encourages me to do extra work when I don't understand something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to work hard on math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to complete my homework every night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
is a very good teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has talked to me about the kind of job I might want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
expects me to go to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often treats boys differently than girls in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often makes me feel dumb in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has encouraged me to take all the mathematics I can get in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has encouraged me to think about a career in math or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pays more attention to the boys than the girls in math class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
thinks that it is very important that I do well in math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IN MY MATH CLASS THIS YEAR, MOST STUDENTS...**

(MARK ONE OVAL FOR EACH LINE)

	True	False
work hard in class	<input type="checkbox"/>	<input type="checkbox"/>
are often bored	<input type="checkbox"/>	<input type="checkbox"/>
can get help from the teacher	<input type="checkbox"/>	<input type="checkbox"/>
goof off a lot	<input type="checkbox"/>	<input type="checkbox"/>
come to class prepared	<input type="checkbox"/>	<input type="checkbox"/>



Write in here the names of the two jobs or occupations that you think you are most likely to have when you are 40 years old. Even if you are not at all sure, write in your best guesses.

DO NOT WRITE OUTSIDE BOXES

First Choice:

Second Choice:

How sure are you of your FIRST CHOICE of job?

- Very sure
- Fairly sure
- Not sure

What is the highest level of education you will need to qualify for your FIRST CHOICE of job?

(MARK ONE OVAL ONLY)

- Less than high school graduation
- High school graduation only
- Vocational or trade school after high school
- College
  - some college, but no degree
  - 2-yr (Associate) degree
  - 4-yr college degree
  - Master's degree or equivalent
  - Ph.D., M.D., or other advanced degree
- I am not sure

What is your mother's reaction to your FIRST CHOICE of job? (MARK ONE OVAL ONLY)

- Very pleased with this choice
- Doesn't care what job I choose
- Doesn't want me to do this kind of work
- Doesn't know about this choice
- I don't know what she thinks

I would prefer a job or career that... (MARK ALL OVALS THAT APPLY)

- does not require many years of college
- does not take too much time away from my family
- allows me to work with other people in teams
- does not require a great deal of mechanical ability
- does not require a great deal of math ability or training
- allows me to work independently most of the time
- allows me to work with numbers and formulas
- requires a lot of abstract thinking

What is your father's reaction to your FIRST CHOICE of job? (MARK ONE OVAL ONLY)

- Very pleased with this choice
- Doesn't care what job I choose
- Doesn't want me to do this kind of work
- Doesn't know about this choice
- I don't know what he thinks

As things stand now, how far in school do you think you will get?

(MARK ONE OVAL ONLY)

- Less than high school graduation
- High school graduation only
- Vocational, trade or business school after high school
  - Less than two years
  - Two years or more
- College program
  - Less than two years of college
  - Two or more years of college
  - Finish college (four- or five-year degree)
  - Master's degree or equivalent
  - Ph.D., M.D., or other advanced degree

How much encouragement have you received from the following on your FIRST CHOICE of job? (MARK ONE OVAL FOR EACH LINE)

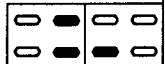
	A lot	Some	None
My mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My brother or sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another relative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which one of the following has had the MOST influence on your FIRST CHOICE of job? (MARK ONE OVAL ONLY)

- My mother
- My father
- My brother or sister
- Another relative
- A teacher
- A school counselor
- My friends
- What I have read

How many days of school have you missed so far this school year?

- none
- 1 to 5 days
- 6 to 10 days
- 11 to 15 days
- 16 to 20 days
- 21 days or more



If you plan to attend college next fall (September, 1993), please answer the questions on this page. Otherwise, please turn to page 6.

In deciding to go to college, how important to you is each of the following reasons?

(MARK ONE ANSWER FOR EACH REASON)

	<i>Very important</i>	<i>Somewhat important</i>	<i>Not important</i>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my reading and study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents want me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Probably could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Want to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In preparation for college, I

(MARK ALL OVALS THAT APPLY)

- Have looked at some college catalogues
- Visited one or more college campuses
- Have decided which college I want to attend
- Have decided on my major field of study in college
- Have talked to one or more college representatives
- Have talked to some college students about their campus
- Am still looking for more information about college

I expect my major field of study in college to be (If you are not sure, write in your best guess):

The college I expect to attend is (If you are not sure, write in your best guess):  
(Please enter name of college, city, and state.)

College: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_

How sure are you that you will attend the college listed above:

- very sure
- fairly sure
- not sure

How important are each of the following to you in choosing a college to attend:

	<i>Very important</i>	<i>Somewhat important</i>	<i>Not important</i>
College expenses (tuition, books, room and board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of financial aid such as a school loan, scholarship, or grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of specific courses or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the college in academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the college in athletic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social life at the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to live at home and attend the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of my friends are attending the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other members of my family have attended the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much influence has each of the following had in your selection of a college to attend:

	A lot	Some	None
My mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My brother or sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another relative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I have read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do the following people think you ought to do after high school?

(MARK ONE OVAL FOR EACH LINE)

	Go to college	Get a full-time job	Enter a trade school	Begin an apprenticeship	Enter military service	They don't care	I don't know
Your father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about your school this year, please indicate what you think about the following statements.

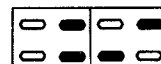
(MARK ONE OVAL FOR EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, I think I am getting a good education at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students in this school work hard and take their courses seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my teachers care about my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has serious problems with vandalism and student violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a lot of loyalty to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students in this school do not plan to go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have been happier at another school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students often disrupt class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have never felt like I fit in at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lot of students in this school cut class or skip school altogether.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is a very good place to study and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school, you aren't very popular if you get better grades than other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry that my success may make other students dislike me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes avoid discussing my accomplishments because other students might get jealous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you feel about each of the following statements?

(MARK ONE OVAL FOR EACH LINE)

	Strongly Agree	Agree	Disagree	Strongly Disagree
A woman who finds satisfaction and challenge in her career is likely to be a better mother than a woman who has had to drop her career to raise children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a good marriage, a man's career and a woman's career are of equal importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is more important for a woman to help her husband's career than to have one of her own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a family with preschool children, the husband should work full-time and the wife should work no more than half-time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a woman earns more money than her husband, the marriage is likely to be headed for trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please read each of the following paragraphs and answer the four questions about the material in the paragraph. Please try to complete this section prior to the end of this class period.

- Both jazz and one of its greatest figures, Louis Armstrong, were born in New Orleans. When he was a child, Armstrong taught himself to play the cornet and the bugle. As a young man he worked by day as a coalman and a milkman, and at night he played with jazz groups. After jobs entertaining guests on Mississippi River boat trips, Armstrong went to Chicago where he joined Erskine Tate's orchestra. There he switched instruments and, still without ever taking a music lesson, became known as the "World's Greatest Trumpeter." Like all great performers, Armstrong possessed an instinctive musicianship. He mellowed the brass-band sound of early jazz and introduced "scat" singing, using his gravelly voice as a musical instrument and singing nonsense syllables instead of words. A superb entertainer, he appeared in films and Broadway shows and played to standing ovations in concerts around the world. On one of his European tours in the 1930s, he played before England's King George VI, to whom he dedicated a musical number with the words, "This one's for you, Rex!" Armstrong was internationally loved and admired throughout his long career. In 1971, he died at the age of seventy-one, and the United States lost one of its finest goodwill ambassadors.

**The main purpose of the passage is to**

- analyze the development of jazz
- present two sides of a controversy about Armstrong
- describe an important event in Armstrong's life
- give a biographical sketch of a jazz musician

**The author uses the phrase "standing ovations" (lines 17-18) to show that Armstrong**

- was an extremely popular performer
- gave frequent concerts
- played mostly jazz music
- was active even at the end of a long career

**The tone of Armstrong's remark to King George VI (line 21-22) can best be described as**

- surprisingly informal
- bitterly sarcastic
- nervous and tense
- sympathetic and soothing

**The passage best supports which of the following statements?**

- Jazz is not as popular with audiences today as it was in the early 1900s.
- It is possible to become a good musician without formal training.
- Most American jazz musicians were extremely popular in Europe.
- The trumpet is better suited to jazz music than are other types of brass instruments.

To give some idea of how newly arrived human beings are, we might try setting the ages of geologic time against the span of our own twelve-month year. If we say that the earth was first formed in January, then the primeval ocean came into being perhaps as early as March, certainly no later than June. Life first appeared in late August, the earliest fossils appeared in November, and the dinosaurs had their day in mid-December. The first humanlike forms entered the scene shortly before midnight on December 30, and Homo sapiens appeared ten minutes before midnight on New Year's Eve.

**The main point of the passage is to**

- emphasize how short a time humans have been on earth
- give a brief description of the evolution of humans
- present an outline of the various geological ages
- support a particular theory on the formation of the earth
- make humans aware of how little control they have over their destiny

**On the twelve-month time scale used by the author, it took human beings approximately how long to evolve from the first forms of life?**

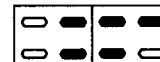
- Ten minutes
- One day
- Four months
- Nine months
- One year

**The author seems LEAST certain about when**

- Homo sapiens first appeared
- the first humanlike creatures appeared
- there were dinosaurs on earth
- the oceans were formed
- life on earth began

**In terms of the information in the passage, how long after the dinosaurs did the first humanlike forms appear?**

- Ten minutes
- One day
- Two weeks
- One month
- One year





One theory of the effect of sunspots is that they have great influence on the earth. This theory suggests that "spots" on the sun consist of great whirling, fiery storms. In years when there are many sunspots, we have electric changes on our planet. There is much radio interference, and compasses on ships and planes do not point true. We have especially fine displays of northern lights. It is even believed that, in heavy sunspot years, people are more active and have shorter tempers. But perhaps most important, heavy sunspot years are years of long droughts.

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**The author is most concerned with**

- describing sunspots
- describing the effects that sun storms have on the earth
- describing ways in which sun storms can be used by man
- explaining how sun storms cause storms on earth
- explaining how the effects of sun storms can be reduced

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**It can be inferred from the passage that storms occurring on the sun have the LEAST direct influence on which of the following?**

- Human behavior
- Agriculture
- Communication
- Transportation
- Industrialization

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**The author feels that the most important effect of sun storms is their effect on**

- radios
- ships' compasses
- weather
- the northern lights
- the behavior of people

---

**The way that the passage describes the storms on the sun (lines 2-4) suggests which of the following disturbances on the earth?**

- Tornadoes
- Blizzards
- Earthquakes
- Rainstorms
- Droughts

Of all the forces reshaping the American city, the most powerful and insistent are those rooted in changing methods of transportation. The changes are so big and obvious that it is easy to forget how remarkable they are. The streetcar has all but disappeared, the bus is proving an inadequate substitute, commuter rail service worsens, subways get dirtier, and new expressways pour more and more automobiles into the center of town.

If transit riding continues to decline and if automobile use continues to rise unchecked, how can the vital core of the city survive? Many city planners say flatly that it cannot. The only sure way to relieve congestion and preserve the unifying core of the city, supporters of mass transit claim, is to get people out of private automobiles and into public transit - "to move people, not vehicles."

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**The author suggests that the remarkable changes in transportation are often overlooked for which of the following reasons?**

- They have taken place very gradually over the years.
- They have proved to be more effective than old methods.
- They are so obvious that they are taken for granted.
- They have created new problems for city planners.
- They have decreased congestion in the cities.

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**The passage primarily is concerned with which of the following?**

- Various factors influencing the American city
- The disappearance of the streetcar
- The need for faster automobiles
- The growing network of expressways
- The effects of transportation changes on the city

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**According to the passage, many city planners feel that the growing use of automobiles rather than public transit will result in**

- the construction of more and more expressways
- the deterioration of the vital center of the city
- the relief of congestion in the city
- a decrease in commuter rail service
- demands for limitations on the use of automobiles

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**The author would probably support all of the following efforts EXCEPT**

- charging higher parking fees in municipal garages
- cleaning up the subway trains and stations
- improving train service to the outlying suburbs
- increasing the advertising budget for the transit system
- building more highways into the centers of cities

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THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

