SAMPLE TEST PASSAGES FOR READUTIL

File RUWORD.DOC is in Microsoft WORD format.
File RUASC.TXT is in ASCII text file format.
(The text content of each file is identical.)

There are five short text extracts in this file.
Use them to test READUTIL. Each extract is already "marked" with three asterisks. Refer to the READUTIL Manual, file RUMANUAL.TXT or RUMANUAL.DOC.

Each test passage is in Gunning's book, together with its reading level - the "Fog Index". See the "References" given in the Manual. Sometimes the book also identifies the hard words and quotes the hard-word percentage. What better examples could there be for testing READUTIL?

You can compare READUTIL's results with those in the book (and given below).

The first sample is an extract from Somerset Maugham.

The second and third samples are newspaper extracts showing "before" and "after" - how the reading index, and hence readability, can improve with a little attention.

The fourth and fifth extracts are "before" and "after" examples from business writing.

READUTIL does not separate out any special words such as real names or abbreviations, so its total machine word count and reading level may show slight variations from Gunning's manual results.

ENTERING THIS FILE INFORMATION INTO READUTIL

Below, we give you the paragraph count for each test extract to help you to enter this file detail into READUTIL. We show Gunning's test results alongside for comparison.

Run this file through READUTIL using the following marker details. Then compare READUTIL's results with Gunning's results.

Entry information   (Gunning's results)

Marker 1, 1 para;   ("Fog Index 10.9, hard words 12.7%")

Marker 2, 4 paras;   ("Fog Index 17 plus")
Marker 3, 4 paras;   ("Fog Index 11")

Marker 4, 1 para;   ("Fog Index 17 plus")
Marker 5, 2 paras;   ("Fog Index 10").

You can enter each extract's marker information directly into READUTIL, or you can use the batch file READ.BAT which is provided for automatic processing. Refer to the Manual for details.

You can print this sample test passage file, and read each text sample. Compare the rewritten texts (markers 3 and 5) with the originals (2 and 4). Notice how short they are!

The first test passage:

***I have never had much patience with the writers who claim from the reader an effort to *understand* their meaning. You have only to go to the great *philosophers* to see that it is *possible* to express with *lucidity* the most subtle *reflections*. You may find it *difficult* to *understand* the thought of Hume, and if you have no *philosophical* training its *implications* will doubtless escape you: but no one with any *education* at all can fail to *understand exactly* what the meaning of each sentence is. Few people have written English with more grace than Berkeley. There are two sorts of *obscurity* you will find in writers. One is due to *negligence* and the other to *willfulness*.

The second test passage:

***Passage of the bill which makes once again six years of age the starting time for youngsters in school will more than pay for the cost of the extraordinary special sessions of the Legislature in amounts saved in public school expenses.

That is the opinion of A. R. Meadows, Alabama State Superintendent of Education, stated in a letter to city and county superintendents of schools urging them to express their appreciation to the governor and members of the Legislature for passing the bill.

The state superintendent pointed out that employed elementary teachers who would have been required to handle the large number of younger children who would have come into public schools this Fall, can now be shifted from first grade to other overcrowded grades and

that the demand for emergency teachers in elementary grades could consequently be reduce#.

Also, he said, the delay will benefit the younger children by requiring them to wait until they are more nearly ready to enter school before enrolling.

The third test passage:

***By once again setting the age for starting school at six years, the Legislature saved the public schools more money than was spent on the special sessions, according to A. R. Meadows, State Superintendent of Educatio#.

By letter he has urged city and county superintendents to thank the governor and members of the Legislature for passing the bill.

Meadows pointed out that many teachers who would have been needed to handle the many first-graders this year can now be shifted to other overcrowded grades. As a result there will be less need for emergency teachers.

Children will benefit, too, he said: By waiting until they are six, they will be more nearly ready for school.

The fourth test passage:

***The number of persons to attend any one of the various functions planned for 20 April cannot, of course, be reliably estimated until shortly before that date. It is therefore desired that detailed planning be based, and that tentative but noncommitting preparatory measures be initiated, on the assumption that there will be capacity attendance at all functions and that there may be an overflow for the afternoon and evening lectur#. In other words, planning and prearranging are to be done so that all last-minute adjustments will be downward adjustments, and therefore feasible with minimum difficulty on short notice. This principle will apply particularly to such events as the following, regarding which further word may issue from time-to-time if found desirable:

The fifth test passage:

***We have no way of telling until shortly before April 20 how many will

attend the functions that day. We had best plan, therefore, for capacity crowds at each event with possible overflow attendance at the afternoon and evening lectures.

By planning this way we can make last minute changes more easily if crowds prove small. Keep this principle in mind in planning the following events: