

Contents

How to Take the Test

- 1 When and how to apply for the test
When you should take the test, Examination fee, Refund of examination fee, Admission tickets, Who receives score reports, Fees for score reports
- 2 Calendar
- 2 Where is the test given?
Regular centers, Additional centers, Foreign centers, Sunday administrations, Change of center
- 5 Getting ready to take the test
- 5 Taking the test
- 5 Some necessary rules

The Nature and Uses of the Test

- 5 Origin and sponsorship
- 6 The development of the test
- 6 The uses of the test scores
- 6 How the test benefits law schools and candidates

The Meaning of Scores on the LSAT

- 7 What the test measures
- 8 How the scores are interpreted
- 8 Evaluating the scores
- 9 Conclusion

6 Law Schools

3 Center List

9 Sample Test Questions

Directions for Correspondence

Correspondence regarding any matter related to the test should be addressed to:

Law School Admission Test
Educational Testing Service
20 Nassau Street
Princeton, New Jersey

General information, however, may also be obtained from Educational Testing Service, Box 27896, Los Angeles 27, California.

EDUCATIONAL TESTING SERVICE
20 Nassau Street
Princeton, New Jersey



Law School Admission Test

*Bulletin of Information
for Candidates*

1959-60

Educational Testing Service

IN PREPARING THIS BULLETIN it is our intention, first, to explain to you how to register for the Law School Admission Test and what procedures to follow at the test center. Second, we want to give you as much information as we can about the background of the program, about the uses to which the test scores are put, and about the content of the test. Finally, we have

HOW TO TAKE THE TEST

When and how to apply for the test

1. Find out from the law school(s) of your choice whether or not you are to take the Law School Admission Test. If it is required or recommended, find out on what date you should take it. Plan to take the test on the earliest date your law school specifies.

2. *Registration for the LSAT does not constitute application for admission to law school.* Such application must be made by filing appropriate papers with the institution concerned.

3. Choose a *convenient* examination center. (See Center List, pages 3 - 4.)

4. Detach the application from this bulletin and fill it out completely, indicating the date on which you want to take the LSAT and send it with a check or money order for \$10 to Educational Testing Service. Your application and fee (made payable to Law School Admission Test) must be *received* in Princeton, New Jersey, no later than *two weeks before the test date* in the case of candidates applying for examination within the United States or Canada. For candidates wishing to be tested in other countries, the application and fee should reach ETS *one month* before the test date. (See Calendar, page 2.)

5. ETS will send you a ticket of admission giving the exact address of the examination center and the test date after your application has been received and found in order.

6. Arrive at the examination center no later than *8:45 A.M.* on the date shown on your ticket. You will be admitted only if you have your ticket of admission.

7. Within three to four weeks after the test date, your score will be sent to you and to the law schools which you specify in your application.

When you should take the test: Many law schools consider it highly desirable for their applicants both to apply for admission to their school(s) and to take the test at the earliest possible date. You should therefore, if possible, register for the February administration. You may, however, take the test on any of the dates listed in the Calendar, page 2.

If you are seeking admission to a class entering in February, 1960, inquire of your prospective law school whether or not you should take the test at the November administration.

Scholarship applicants are urged to register for either the November or the February administration.

Examination fee: The examination fee, which should accompany the application, is ten dollars (\$10), which must be paid in full by check or money order made payable to Law School Admission Test.

provided information which will help you to interpret the score you receive on the test.

A thorough reading of this bulletin is the best preparation for taking the test and will be far more profitable than any cramming you may do.

Candidates applying from outside the United States are requested to remit their fees by international money order or by check drawn on a bank in the United States.

Refund of examination fee: A partial refund will be made if you have registered and do not take the test, provided you return your ticket of admission not later than 60 days after the testing date and request a refund. The fee paid, less five dollars (\$5) to cover the expense of registration and cancellation, will be refunded.

Because of the unusual expense of establishing foreign centers, no refund can be made if you register for examination outside the United States, Canada, the Canal Zone, Mexico, or the West Indies.

If you do not attend an examination for which you have registered and you wish to transfer to a subsequent administration, you should write a letter to ETS requesting transfer and enclose a \$3.00 transfer fee. Do not return your ticket of admission or submit a new application. No transfer of administration can be made at foreign centers.

Admission tickets: Admission to the test is by ticket.

You will receive a ticket of admission giving the test date and the exact address of the place where you should report for assignment to an examination room. No tickets of admission will be mailed earlier than one month before each test date.

Supervisors are not authorized to admit any candidate without a ticket. If you lose your ticket, write or wire ETS, Princeton, for special authorization to take the Law School Admission Test. ETS cannot guarantee authorization, but every effort will be made to help you.

Who receives score reports? One copy of your score report will be sent directly to you. In addition, ETS will send a score report to each of the law schools you list on your application. No one law school will know the number or the names of other law schools to which you may be applying for admission. *Each law school will notify its applicants of the action taken on their applications for admission.*

A candidate who repeats the test will have all previous scores sent to the law schools named in his current application. You may expect that most law schools will consider all your scores in deciding whether or not to admit you.

If you have not applied for admission to any law school when you file your test application with ETS, leave the appropriate lines of the application blank. ETS will later issue the score report or reports when you submit the name(s) of the law school(s). (See, however, the note concerning the fee for late reports under "Fees for score reports," page 2.)

To insure accuracy, ETS scores all examination papers twice. If there is any discrepancy between these two scores, the papers are carefully rechecked to establish the correct score.

Fees for score reports: The examination fee entitles you to receive a copy of your score report and to have reports sent to one, two, or three institutions if named on your application. Each additional report to schools, after the first three, costs one dollar. Each report requested after the application has been submitted, *whether among the first three reports or an additional report*, costs one dollar.

Additional reports will be sent at any time upon receipt of the required fee, *but no deletions or substitutions in the institutions named on the application to receive reports will be made if the request reaches the Princeton office of ETS later than two weeks before the scheduled date of administration.*

Score reports will be issued as rapidly as possible, usually within three to four weeks of the testing date. Reports requested after registration closes cannot be issued as promptly as those requested before. It is to your advantage therefore to decide at an early date, preferably at the time you submit your application, on the law schools to which you wish your scores reported.

In requesting additional reports after your application has been sent to ETS, be sure to specify: 1) the institution(s) to which the report(s) is (are) to be sent; 2) the test you took or plan to take (that is, the Law School Admission Test); and 3) the date of the test.

To avoid duplication of requests, it is suggested you keep a record of the schools listed on your application.

Where is the test given?

Regular centers: The test is given at the regular centers listed on pages 3 - 4. *Note that not all centers are open for all*

four administrations. In selecting your center, state borders should be disregarded as there may be a center in another state nearer than any in your own state.

Enter the name, location, and number of your choice of center on your application.

Every effort will be made to assign you to the center you choose, but occasionally more candidates apply for a center than can be accommodated there. When this happens, candidates whose applications are received latest are assigned to the nearest possible centers.

The name and address of your assigned center will appear on your ticket of admission.

Additional centers: If you are farther than 100 miles from any center listed, you may request that a more convenient center be established. Your request, accompanied by the examination fee, must reach ETS, Princeton, by the requests-for-special-centers date specified in the Calendar, below.

If you register after one of these dates and live far from any center listed, inquire of ETS whether a more convenient center has been newly established.

In instances where an institution is 100 miles or less from an established center, Educational Testing Service will endeavor to set up a center at the request of an appropriate officer, if, in his opinion, the center will attract a minimum number of candidates in accordance with the following table:

Miles From Established Center	Minimum Number of Candidates
more than 100	1
50-100	15
25-49	25
under 25	75

Calendar of Important Dates

FOR THE EXAMINATION OF **Nov. 14 1959** **Feb. 20 1960** **Apr. 9 1960** **Aug. 6 1960**

Time Schedule for Test

On each testing date the schedule will be:

8:45 A.M. Candidates report at
examination center
9:00 A.M. Examination begins
1:05 P.M. Close of session

The Law School Admission Test is an examination of three hours and thirty-five minutes in length given in a single morning session.

A part of the session will be used to collect and check the test books and to allow for a rest period.

The actual test starts at 9:00 A.M. *No candidate will be admitted to an examination room after the test has begun.*

Requests for the establishment of special and Sunday centers within the United States must be received in Princeton before this date. (Special foreign centers must be requested two months before the test date.)	Oct. 8 1959	Jan. 14 1960	Mar. 3 1960	June 30 1960
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A candidate far from regular centers who registers after this date should inquire whether a more convenient special center has been established.

Registration closes for candidates applying for established foreign centers.	Oct. 14 1959	Jan. 20 1960	Mar. 9 1960	July 6 1960
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Registration closes at Princeton for candidates applying for established centers within the United States and Canada.	Oct. 31 1959	Feb. 6 1960	Mar. 26 1960	July 23 1960
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Applications received after this date cannot be guaranteed acceptance.

Sunday administration	Nov. 15 1959	Feb. 21 1960	Apr. 10 1960	Aug. 7 1960
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For candidates who present satisfactory evidence that their religious convictions prevent their taking the test on a Saturday. See Sunday Administrations, page 3.

Requests should reach the Princeton office of ETS at least five weeks before the scheduled date of administration.

Foreign centers: Normally the LSAT will be administered abroad only at the places indicated in the Center List. Upon request, however, centers will be established also in other foreign countries for candidates who find it impossible to be present at an administration within the United States or in the foreign areas listed. Such requests, accompanied by your completed application and examination fee, should be received at Educational Testing Service two months in advance of the given administration date.

Sunday administrations: ETS will endeavor to make special arrangements to hold the LSAT on the Sunday following each regular Saturday administration for candidates who present satisfactory evidence that their religious convictions prevent their taking the test on a Saturday.

Each candidate requesting this privilege will be charged a special fee of five dollars (\$5) in addition to the regular examination fee required of all candidates.

Requests to attend a Sunday administration should reach the Princeton office of ETS not later than 5 weeks before the scheduled date of administration.

Change of center: If in an emergency it is necessary to take the test at a center other than that which you listed on your application, you should write requesting permission to do so. Do not return your ticket of admission. ETS cannot guarantee to honor requests received in Princeton later than two weeks before the examination date. (See Calendar, page 2.)

Under normal circumstances, supervisors will not admit a candidate who presents a ticket for another center, unless he presents also an authorization (letter or telegram) from ETS.

Supervisors, not having access to registration files, may decide that unusual circumstances warrant a candidate's admission to the test even if he has no admission ticket or has an admission ticket for another center. In such a case, ETS will later check the candidate's application file to be certain he was entitled to admission. If it proves he was not entitled to admission, his test may be cancelled.

1959-60 Center List

Nov. '59	Feb. '60	Apr. '60	Aug. '60	
				ALABAMA
	•			304 Mobile, Spring Hill College
	•			303 Talladega, Talladega College
•	•	•		300 Tuscaloosa, University of Alabama
				ALASKA
	•			001 Anchorage, Anchorage High School
	•			010 College (Fairbanks), University of Alaska
				ARIZONA
	•			100 Tempe, Arizona State University
•	•	•		101 Tucson, University of Arizona
				CALIFORNIA
•	•	•		112 Berkeley, University of California
	•			113 Claremont, Pomona College
	•			114 Goleta, Santa Barbara College
•	•	•		115 Los Angeles, U. of Southern California
•	•	•		116 Sacramento, McGeorge College of Law
	•			120 San Diego, California Western University
	•			118 Santa Clara, University of Santa Clara
•	•	•		119 Stanford, Stanford University

Nov. '59	Feb. '60	Apr. '60	Aug. '60	
	•	•	•	COLORADO
	•	•	•	130 Boulder, University of Colorado
	•	•	•	131 Denver, University of Denver
				CONNECTICUT
	•	•	•	500 Middletown, Wesleyan University
	•	•	•	501 New Haven, Yale University
	•	•		502 Storrs, University of Connecticut
				DELAWARE
	•			534 Newark, University of Delaware
	•	•		DISTRICT OF COLUMBIA
	•	•	•	551 Washington, Catholic University of America
	•	•	•	552 Washington, George Washington University
				FLORIDA
•	•	•	•	315 Coral Gables, University of Miami
•	•	•	•	317 Gainesville, University of Florida
	•			320 Pensacola, Pensacola Junior College
•	•	•	•	316 St. Petersburg, Stetson University
•	•			321 Tallahassee, Florida State University
				GEORGIA
•	•	•	•	330 Atlanta, Emory University
				HAWAII
	•	•	•	030 Honolulu, University of Hawaii
				IDAHO
	•	•		139 Moscow, University of Idaho
	•			138 Pocatello, Idaho State College
				ILLINOIS
•	•	•	•	353 Chicago, Loyola University
•	•	•	•	345 Chicago, Northwestern University
•	•	•	•	344 Chicago, University of Chicago
	•			348 Galesburg, Knox College
•	•	•	•	351 Rock Island, Augustana College
•	•	•	•	347 Urbana, University of Illinois
				INDIANA
	•	•		360 Bloomington, Indiana University
	•			364 Crawfordsville, Wabash College
	•			361 Greencastle, DePauw University
•	•	•	•	362 South Bend, University of Notre Dame
•	•			363 Valparaiso, Valparaiso University
				IOWA
	•			145 Cedar Rapids, Coe College
	•			146 Des Moines, Drake University
	•			147 Dubuque, Loras College
				KANSAS
•	•			150 Lawrence, University of Kansas
	•			151 Manhattan, Kansas State University
•	•	•	•	152 Topeka, Washburn University of Topeka
	•			153 Wichita, University of Wichita
				KENTUCKY
	•			376 Louisville, University of Louisville
				LOUISIANA
•	•	•	•	160 Baton Rouge, Louisiana State University
•	•	•	•	161 New Orleans, Tulane University
				MAINE
	•			578 Brunswick, Bowdoin College
	•			580 Waterville, Colby College
				MARYLAND
	•	•		605 Baltimore, University of Maryland
•	•			609 Emmitsburg, Mount St. Mary's College
				MASSACHUSETTS
	•	•		630 Amherst, Amherst College
•	•	•	•	631 Boston, Boston University
•	•	•	•	635 Brighton, Boston College
•	•	•	•	632 Cambridge, Harvard University
•	•	•	•	633 Williamstown, Williams College
•	•			634 Worcester, College of the Holy Cross

Nov. '59	Feb. '60	Apr. '60	Aug. '60	
•	•	•	•	MICHIGAN
•	•	•	•	390 Ann Arbor, University of Michigan
•	•	•	•	391 Detroit, University of Detroit
•	•	•	•	396 Detroit, Wayne State University
•	•	•	•	392 East Lansing, Michigan State University
•	•	•	•	395 Kalamazoo, Kalamazoo College
•	•	•	•	MINNESOTA
•	•	•	•	176 Minneapolis, University of Minnesota
•	•	•	•	179 St. Paul, William Mitchell College of Law
•	•	•	•	178 Winona, St. Mary's College
•	•	•	•	MISSOURI
•	•	•	•	187 Kansas City, University of Kansas City
•	•	•	•	186 St. Louis, St. Louis University
•	•	•	•	185 St. Louis, Washington University
•	•	•	•	MONTANA
•	•	•	•	193 Missoula, Montana State University
•	•	•	•	NEBRASKA
•	•	•	•	200 Lincoln, University of Nebraska
•	•	•	•	201 Omaha, Municipal University of Omaha
•	•	•	•	NEW HAMPSHIRE
•	•	•	•	660 Hanover, Dartmouth College
•	•	•	•	NEW JERSEY
•	•	•	•	687 Newark, Newark Colleges of Rutgers Univ.
•	•	•	•	689 Princeton, Princeton University
•	•	•	•	690 South Orange, Seton Hall University
•	•	•	•	NEW MEXICO
•	•	•	•	215 Albuquerque, University of New Mexico
•	•	•	•	NEW YORK
•	•	•	•	745 Albany, Albany Law School
•	•	•	•	715 Brooklyn, Brooklyn College
•	•	•	•	716 Brooklyn, St. John's University
•	•	•	•	717 Buffalo, University of Buffalo
•	•	•	•	718 Canton, St. Lawrence University
•	•	•	•	719 Clinton, Hamilton College
•	•	•	•	720 Geneva, Hobart College
•	•	•	•	721 Hamilton, Colgate University
•	•	•	•	722 Hempstead, Hofstra College
•	•	•	•	723 Ithaca, Cornell University
•	•	•	•	724 Loudonville, Siena College
•	•	•	•	725 New York, Columbia University
•	•	•	•	726 New York, Fordham University
•	•	•	•	727 New York, New York Univ. (Wash. Sq. C.)
•	•	•	•	729 Rochester, University of Rochester
•	•	•	•	731 Schenectady, Union College and Univ.
•	•	•	•	732 Syracuse, Syracuse University
•	•	•	•	NORTH CAROLINA
•	•	•	•	420 Chapel Hill, Univ. of North Carolina
•	•	•	•	423 Davidson, Davidson College
•	•	•	•	421 Durham, Duke University
•	•	•	•	422 New Bern, High School
•	•	•	•	424 Winston-Salem, Wake Forest College
•	•	•	•	OHIO
•	•	•	•	434 Ada, Ohio Northern University
•	•	•	•	436 Cincinnati, University of Cincinnati
•	•	•	•	437 Cleveland, Western Reserve University
•	•	•	•	438 Columbus, Ohio State University
•	•	•	•	441 Oberlin, Oberlin College
•	•	•	•	439 Oxford, Miami University
•	•	•	•	OKLAHOMA
•	•	•	•	235 Lawton, Cameron State Agricultural College
•	•	•	•	236 Oklahoma City, Oklahoma City University
•	•	•	•	OREGON
•	•	•	•	245 Portland, Portland State College
•	•	•	•	PENNSYLVANIA
•	•	•	•	758 Bethlehem, Lehigh University
•	•	•	•	771 Carlisle, Dickinson College
•	•	•	•	760 Easton, Lafayette College
•	•	•	•	763 Lancaster, Franklin and Marshall College

Nov. '59	Feb. '60	Apr. '60	Aug. '60	
•	•	•	•	PENNSYLVANIA (Cont'd)
•	•	•	•	764 Lewisburg, Bucknell University
•	•	•	•	765 Meadville, Allegheny College
•	•	•	•	773 Philadelphia, Temple University
•	•	•	•	766 Philadelphia, University of Pennsylvania
•	•	•	•	767 Pittsburgh, University of Pittsburgh
•	•	•	•	770 Scranton, University of Scranton
•	•	•	•	772 Swarthmore, Swarthmore College
•	•	•	•	768 University Park, Pennsylvania State Univ.
•	•	•	•	769 Villanova, Villanova University
•	•	•	•	RHODE ISLAND
•	•	•	•	796 Providence, Brown University
•	•	•	•	SOUTH CAROLINA
•	•	•	•	454 Charleston, The Citadel
•	•	•	•	455 Columbia, University of South Carolina
•	•	•	•	SOUTH DAKOTA
•	•	•	•	250 Vermillion, University of South Dakota
•	•	•	•	TENNESSEE
•	•	•	•	475 Knoxville, University of Tennessee
•	•	•	•	468 Nashville, Vanderbilt University
•	•	•	•	470 Sewanee, University of the South
•	•	•	•	TEXAS
•	•	•	•	260 Austin, University of Texas
•	•	•	•	261 College Station, Agri. and Mech. C. of Texas
•	•	•	•	262 Dallas, Southern Methodist University
•	•	•	•	263 El Paso, Texas Western College
•	•	•	•	264 Houston, University of Houston
•	•	•	•	265 Lubbock, Texas Technological College
•	•	•	•	UTAH
•	•	•	•	284 Logan, Utah State University
•	•	•	•	285 Provo, Brigham Young University
•	•	•	•	286 Salt Lake City, University of Utah
•	•	•	•	VERMONT
•	•	•	•	822 Burlington, University of Vermont
•	•	•	•	VIRGINIA
•	•	•	•	847 Charlottesville, University of Virginia
•	•	•	•	850 Lexington, Washington and Lee University
•	•	•	•	849 Norfolk, College of William and Mary
•	•	•	•	865 Williamsburg, College of William and Mary
•	•	•	•	WASHINGTON
•	•	•	•	292 Pullman, State College of Washington
•	•	•	•	293 Seattle, University of Washington
•	•	•	•	294 Walla Walla, Whitman College
•	•	•	•	WISCONSIN
•	•	•	•	484 Madison, University of Wisconsin
•	•	•	•	485 Milwaukee, Marquette University
•	•	•	•	ENGLAND
•	•	•	•	041 London, English Speaking Union
•	•	•	•	FRANCE
•	•	•	•	064 Paris, American Community School
•	•	•	•	GERMANY
•	•	•	•	029 Heidelberg, University of Maryland
•	•	•	•	KOREA
•	•	•	•	079 Seoul, Foreign Language College of Korea
•	•	•	•	PHILIPPINE ISLANDS
•	•	•	•	067 Quezon City, University of the Philippines
•	•	•	•	PUERTO RICO
•	•	•	•	070 Rio Piedras, University of Puerto Rico
•	•	•	•	JAPAN
•	•	•	•	090 Tokyo, Narimasu High School

Getting ready to take the test

There are no undergraduate majors which are generally recommended by law schools for pre-law students. For this reason the Law School Admission Test is constructed in such a way as to give no advantage to candidates with particular subject matter backgrounds. The courses which provide the best preparation for taking the LSAT are the same as those which are the best preparation for law school, namely any courses, regardless of field, which help to develop clear and systematic thinking.

Since the test measures qualities of mind which are developed over a long period of time and since the test does not require any special kind of information, there is no specific preparation which you can make immediately before taking the test. For this reason, the test should be taken in stride and need not be prepared for by long hours of systematic study. Time spent in this way might more profitably be spent on your college courses.

Familiarity with the mechanics of taking the test and with objective test questions will enable you to use your time more efficiently when you take the examination. For this reason we have provided in this bulletin a number of sample questions which are representative of the material in the test itself. It is important that you study these carefully so that you will lose as little time as possible in adjusting yourself to the kinds of material with which you will be required to work on the test.

Taking the test

When you are taking the test, read the directions for each section with care. If you skip over instructions too hastily, you may miss a main idea and thus lose credit for an entire section.

Although the test stresses accuracy more than speed, it is important for you to use your time as economically as possible. Work steadily and as rapidly as you can without becoming careless. Take the questions in order, but do not waste time in pondering over questions which contain extremely difficult or unfamiliar material. The test is so designed that the average person taking it will answer correctly only about two-thirds of the questions. No one is expected to get a perfect score and there is no established passing or failing grade.

Many candidates wonder whether or not to mark the answers to questions about which they are not certain. Your score will be based on the number of questions you answer correctly. No deduction will be made for wrong answers. You are advised to use your time effectively and to mark the best answer you can to every question, regardless of how sure you are of the answer you mark. However, do not waste your time on questions that are too difficult for you. Go on to the other questions and come back to the difficult ones later if you have time.

Some necessary rules

No books, slide rules, dictionaries or papers of any kind may be taken into the examination room; you are urged not to bring them to the center at all. Supervisors will not permit anyone to continue the test who is found to have such materials with him. Anyone giving or receiving any kind of assistance during the test will be asked to leave the room. His testbook and

answer sheet will be taken from him and returned to ETS, but his answer sheet will not be scored. The incident will be reported to the institutions designated to receive the individual's score report.

Scratchwork may be done in the margins of the testbooks. Scratch paper is not permitted.

ETS will furnish special pencils and erasers which must be used for the entire test.

You must turn in all testbooks and answer sheets at the close of the examination period. No test materials, documents, or memoranda of any sort are to be taken from the room. Disregard of this rule will be considered as serious an offense as cheating.

If you wish to leave the room during a rest period or while a test is in progress, you must secure permission from the supervisor.

The test will be held only on the day and at the time scheduled. Be on time for the test. Under no circumstances will supervisors honor requests for a change in schedule. You will not be permitted to continue the test or any part of it beyond the established time limit. You should bring a watch.

Every effort is made to assure equally favorable conditions at all centers, with freedom from noise and other disturbance. Visitors are excluded. You can help by refraining from disturbing your fellow candidates.

To avoid errors or delay in reporting scores:

1. Always use the same form of your name in signing your application form, your answer sheets, and on any correspondence with ETS. Do not write "John T. Jones, Jr." one time, and "J. T. Jones" another. Such inconsistency makes correct identification of papers difficult.

2. Write legibly at all times.

3. With your ticket of admission you will receive a set of gummed labels on which is printed *your* examination number. *One of these labels must be pasted on the answer sheet exactly as the supervisor instructs.*

THE NATURE AND USES OF THE TEST

Origin and sponsorship

The initiative which led to the development of the Law School Admission Test came from a group of prominent American law schools. A number of them had for years been using their own independent tests, and they all shared the belief that a single uniform admission test, made available several times a year on a national and international scale, would help to ensure the fairness and effectiveness of their admissions procedures. Early in 1947 representatives of these law schools consulted with test specialists regarding the development of a suitable test. After a period of extensive experimentation conducted by Educational Testing Service to discover the materials which would do the best possible job, a prototype test was produced. Later research led to the improved form of the test which is now in use.

The law schools which provided financial support and advice during the early stages of the test's development formed the nucleus of a Policy Committee which now consists of 22 member schools. This body meets at least once annually to provide

ETS with guidance in matters of policy affecting the test. It is selected each year from the Law School Admission Test Board which consists of all law schools requiring the test and meeting certain other conditions. It is the function of ETS to consult with the Policy Committee on matters of policy, to develop suitable test materials, to administer the test, and to carry out research projects aimed at the improvement of the test.

The development of the test

Two of the guiding principles followed when the LSAT was being developed were, first, to find out from representatives of the law schools themselves what mental qualities are desirable for the study of law and, second, to find out what kind of test material worked best by trying it out on law students and law school applicants. Decisions as to the mental abilities which should be tested were made by the Law School Admission Test Policy Committee. It was the function of ETS, then, to suggest or develop kinds of questions which it believed would test adequately these abilities. Before the content of the test was finally determined, many different types of questions were tried out on law students and their scores were compared with their performance in law courses. The LSAT includes those types of questions which proved most useful in predicting which law students would do well in their studies.

The test has been carefully analyzed to see that its level of difficulty and other statistical qualities are appropriate. A program of research is constantly carried on to check on the effectiveness of the test and to discover ways in which it can be improved.

The uses of the test scores

1. Since the test scores provide valuable information about fitness for the study of law, many law schools give preference to applicants who have relatively high scores. It should be emphasized, however, that no law school admits students solely on the basis of test scores, nor does ETS recommend that they do. Consideration is always given to other sources of information about applicants, such as undergraduate record, law school application forms, the results of interviews, letters of recommendation, and so forth.
2. Many law schools look for a high standard of performance on the LSAT in making scholarship awards.
3. Admissions officers often find the test scores useful in discussing with applicants the advisability of attempting the study of law. The test scores may also prove helpful in counseling and guidance work with admitted students.

How the test benefits law schools and candidates

The test scores have two very important characteristics. 1) They are a dependable measure of certain mental abilities which have been found to be important in the study of law. 2) The scores are based on the same standard for all candidates, regardless of when they take the test. This uniformity of standards differen-

tiates the scores from undergraduate averages, the meaning of which varies markedly depending on the grading standards of the institution from which they come. By virtue of these two characteristics LSAT scores provide law schools with a means of increasing the accuracy of comparisons made among applicants. Thus the use of the test scores as a criterion for admission can help a law school to select from among its applicants those who are most likely to do well in their studies.

From the applicant's point of view, the use of the test scores makes it more likely that his abilities will be fairly evaluated. Thus an applicant with only a moderately high undergraduate record from a college with high grading standards is not so likely to lose out when compared with an applicant having a high record from a college where grading standards are relatively low.

Additional advantages to the candidates are: 1) the fact that the test is given regularly at centers established throughout the world, and 2), the fact that he can have this test score sent to 3 schools for the single \$10 testing fee and to additional schools at \$1.00 per transcript. Thus, by taking a single test he can meet part of the admission requirements at each of a large number of schools.

Some people look with suspicion on the LSAT, viewing it as an obstacle intended to make it more difficult for them to reach a desired goal. This is understandable among law school applicants who have been rejected partly on the basis of test scores or among candidates for the test who fear that this might happen. However, such an attitude toward the test is based on a misinterpretation of its purpose and function. Properly used, it can bring about a large saving in time, money and energy both for the law school and for the applicant who may not be adequately equipped to pursue the study of law with profit. It is much better for such an applicant to be forewarned of probable difficulty in a law school to which he has applied than for him to struggle through his first year only to fail at the end of it.

Law Schools

The names of most of the law schools in the United States appear in the list on page 7. Each is followed by an identifying code number which should be used when filling out the application form.

Bold-face type indicates institutions which, according to the best information available to Educational Testing Service as this Bulletin went to press, require the test of all applicants for the full-time study of law.

It is essential that you list on line 7 of your application the correct *code* numbers (not the names) of the law schools to which you want your score sent. Use numbers from the following list, *not* center numbers. Use of an incorrect code number may delay release of your score report or cause it to be sent to the wrong school. If the law school to which you wish your scores sent is not on the list, write out its full name and the state in which it is located, in the space provided on the application. Do not use abbreviations such as "C.I.T.," which may stand for either California Institute of Technology or Carnegie Institute of Technology.

- Albany Law School**, 2920
American University, 5007
Baylor University, 6032
Boston College, 3083
Boston University, 3087
California Western University, 4039
Brooklyn Law School, 2047
Catholic University of America, 5104
Chicago-Kent College of Law, 1115
Cleveland-Marshall Law School, 1125
College of William and Mary, 5115
Columbia University, 2093
Cornell University, 2098
Creighton University, 6121
Cumberland University, 1146
De Paul University, 1165
Detroit College of Law, 1168
Dickinson School of Law, 2187
Drake University, 6168
Duke University, 5156
Emory University, 5187
Florida Agricultural and Mechanical University, 5215
Fordham University, 2259
Franklin University, 1229
Georgetown University Law Center, 5244
George Washington University, 5246
Golden Gate College, 4329
Gonzaga University, 4330
Harvard University, 3434
Howard University, 5297
Indiana University, 1324
John Marshall Law School, 1344
Louisiana State University, 6373
Loyola University, Chicago, 1412
Loyola University of Los Angeles, 4403
Loyola University, New Orleans, 6374
Marquette University, 1448
McGeorge College of Law, 1182
Mercer University, 5409
Montana State University, 4489
New York Law School, 2552
New York University, 2968
North Carolina College at Durham, 5495
Northwestern University, 1565
Ohio Northern University, 1591
Ohio State University, 1592
Oklahoma City University, 6543
Rutgers University, 2512
St. John's University (Brooklyn, N. Y.), 2799
St. Louis University, 6629
St. Mary's University of San Antonio, 6637
Salmon P. Chase School of Law, 1709
Seton Hall University, 2811
South Carolina State College, 5618
Southern Methodist University, 6660
Southern University, 6663
Stanford University, 7404
State University of Iowa, 6681
Stetson University, 5630
Suffolk University, 3771
Syracuse University, 2823
Temple University, 2906
Texas Southern University, 6824
Tulane University of Louisiana, 6832
University of Alabama, 1830
University of Arizona, 4832
University of Arkansas, 6866
University of Buffalo, 2925
University of California
Berkeley Campus, 4833
Los Angeles Campus, 4837
University of California
San Francisco Campus, 4840
University of Chicago, 1832
University of Cincinnati, 1833
University of Colorado, 4841
University of Connecticut, 3915
University of Denver, 4842
University of Detroit, 1835
University of Florida, 5812
University of Georgia, 5813
University of Houston, 6870
University of Idaho, 4843
University of Illinois, 1836
University of Kansas, 6871
University of Kansas City, 6872
University of Louisville, 1838
University of Maryland, 5814
University of Miami, (Coral Gables, Fla.), 5815
University of Michigan, 1839
University of Minnesota, 6874
University of Mississippi, 1840
University of Missouri, 6875
University of Nebraska, 6877
University of New Mexico, 4845
University of North Carolina, 5816
University of North Dakota, 6878
University of Notre Dame, 1841
University of Oklahoma, 6879
University of Oregon, 4846
University of Pennsylvania, 2926
University of Pittsburgh, 2927
University of Puerto Rico, 0979
University of Richmond, 5817
University of San Francisco, 4850
University of Santa Clara, 4851
University of South Carolina, 5818
University of South Dakota, 6881
University of Southern California, 4852
University of Tennessee, 1843
University of Texas, 6882
University of Toledo, 1845
University of Tulsa, 6883
University of Utah, 4853
University of Virginia, 5820
University of Washington, (Seattle, Wash.), 4854
University of Wisconsin, 1846
University of Wyoming, 4855
Valparaiso University, 1874
Vanderbilt University, 1871
Villanova University, 2959
Wake Forest College, 5885
Washburn University of Topeka, 6928
Washington and Lee University, 5887
Washington University, (St. Louis, Mo.), 6929
Wayne State University, 1898
Western Reserve University, 1903
West Virginia University, 5904
Willamette University, 4954
William Mitchell College of Law, 6942
Yale University, 3987

THE MEANING OF SCORES ON THE LSAT

What the test measures

As with any test, the score on the LSAT can be best understood by thinking of the purpose for which the test was designed and for which the scores are used. Many faulty interpretations of test scores can be traced to a misunderstanding of the job the test is supposed to do. As has been mentioned in earlier sections of this booklet, the LSAT was designed primarily to predict success in law schools. The test has been judged successful in performing its job because it has been found that the higher a student scores, the better are his chances of succeeding in law school. The name Law School Admission Test was chosen to describe this primary function of the test.

It may help to clarify this question of purpose if we consider for a moment the kinds of information that cannot be expected from the test scores. First of all, the LSAT is not an intelligence test. Although many of the items in the test are similar to those that are used in intelligence tests, it would be particularly unfortunate to interpret your score as an I. Q. The test does not have as its aim the classification of students into categories of intelligence, nor has any formal evidence been collected to

determine whether the test could be used successfully for such a purpose. No doubt, the abilities and aptitudes that are generally thought of as making up general intelligence are related to success in law school, and are also related to scores on the LSAT, but this does not justify the interpretation of LSAT scores as I. Q.'s.

A second unfortunate misinterpretation would be to think of the LSAT score as an indication of probable success on a job. No formal evidence has been collected relating scores on this test to job success in the fields of law, much less in other fields. Again, it seems safe to assume that there is *some* relationship between test scores and success in law—since the test does predict success in law school and since we have every reason to believe that success in law school is related to success in practicing law—but the extent of the relationship is unknown.

Having considered what the score does *not* tell us, let us now return to what it *does* tell us. It was mentioned earlier that it has been found that, in general, the higher a student's score the better his chances of succeeding in law school. We have

established this relationship between test scores and success in law school by experimental studies. A number of law schools throughout the country required their applicants to take the test. The test scores of accepted students were kept on file until law school grades were available for these same students. Then grades and test scores were compared to determine whether the scores could be used effectively to sort out the better law students from the poorer students. This kind of analysis is known as a validity study.

The validity studies of the law school test demonstrated that the test effectively predicts which students are most likely to do well at law school. The correlation between test scores and law school grades is not perfect; we cannot be *certain* that an applicant will or will not perform well. The score must be interpreted in terms of the probability of an applicant's success. That is, when a law school receives an applicant's score, it is possible to state the odds that he will successfully complete his course work at that law school. The higher the score the more favorable the odds. (Because Educational Testing Service does not have the necessary data, it is impossible for us to state these odds for various law schools. Only the law schools themselves can interpret your score in this way.)

How the scores are interpreted

There are many reasons why we cannot expect a test to provide perfect predictions of law school performance. The most obvious is that it is impossible for a test to measure all of the factors that are instrumental in determining whether an individual student will be successful. We do not know all of these factors; and among those that we do know at present there are some that are not amenable to testing of the kind done in the present program.

Because the law schools are well aware that the test does not measure all of the relevant characteristics, they use the test as a source of only one kind of information in a large pool of information about each applicant. The evidence indicates that undergraduate record is, on the average, at least as good a predictor as the test score and most schools give it as much weight as the score. Indeed, an admissions officer may on occasion discount a mediocre test score when it is counterbalanced by good college grades from an institution in which he has confidence. Information as to your interest in law, your willingness to apply yourself, and your character, as obtained from your application, interviews, and letters of recommendation, is also included in the pool of information. In general, letters of recommendation and interviews are given the least weight in the pool of information; they may, however, be the deciding factors in a choice between two applicants whose test scores and undergraduate records and averages are quite similar.

ETS does not set a passing or failing score on the test. Each school evaluates the scores in its own way. Of course, a score of 700 would be considered high at any school and a score of 300 would be low, but there is a wide range of scores around 500 which cannot be considered high or low in any absolute sense. Different schools judge the scores by different standards and what may be considered a mediocre score at one school may be considered quite satisfactory at another.

In a few cases, there may be special circumstances which

the admissions officer will want to keep in mind when considering a test score. He knows that familiarity with the test may improve the second of two scores, and in instances where a candidate has repeated the test he will probably assume that a score somewhere between the two gives a fairer estimate of the candidate's ability. Again, he may give weight to special conditions, such as illness at the time of taking the test, which may have handicapped a candidate.

Obviously you cannot expect to be told your chances of succeeding at every law school in the country. One important practical implication does follow, however, from this discussion. You should apply to several schools. It is an unfortunate mistake to give up when a law school turns you down because your score is too low. The school that turns you down may have had an unusually large number of applicants, or it may place more weight on the score than do other law schools. It is a common occurrence for students rejected by some law schools to be accepted by others. Your pre-law advisor may be very helpful in this connection. Possibly on the basis of his experience he may be able to suggest schools to which it would be most suitable for you to apply.

Evaluating the scores

The score scale for the LSAT was established at the earliest administrations of the test. At that time, a reference or standardization group of examinees was chosen and the numbers 200 through 800 were assigned to their examination papers in such a way that 500 was the average score and about two-thirds of the group received scores between 400 and 600. This scale has been used for all succeeding test forms, so that every applicant can be compared with the same reference group. This means that there is no penalty for being tested at the same time as a particularly able group. The system is completely fair in this respect.

When you receive your score, you will find on the back of the score report a description of the score system and a distribution of scores for a large group of applicants. The distribution of scores, which gives the percentages of candidates whose scores fall below each of several selected scores, will enable you to determine your standing among all applicants who have taken the test over a number of years. If your score is very high in this group your chances of being accepted are quite good, whereas if your score is very low you are less likely to be accepted although the exact degree of likelihood will vary depending on the schools to which you apply.

When you compare your scores with the distribution on the back of the score report or if you should compare scores with your friends, there is one point you should remember: scores on the LSAT, and in fact scores on any test, are not perfectly reliable. You should think of your score as representing a small range of scores within which your true score lies. In other words, if your score is 500, it would be appropriate to say that your true score lies somewhere between 470 and 530. If you think of a score in this way your score of 500 is not really different from scores of 515 and 490 obtained by two of your friends.

You should not conclude that because we suggest that you think of your score as representing a band of scores the tests are scored in a careless fashion. On the contrary, extreme care is taken in scoring; scores are checked, and rechecked when

discrepancies arise. Unreliability is characteristic of the measurement process itself; it is present in other indices of intellectual ability such as course grades, and it exists in physical measurement. Thus, for example, even a fine watch may be a few seconds off in reporting the time. Nevertheless, it provides valuable information which we do not hesitate to use. The same is true of a test of mental ability—it can be very helpful even though it is not perfectly reliable. Admissions officers who use the Law School Admission Test scores are informed and reminded of the degree of reliability which characterizes the scores and are encouraged to take this into account in making their evaluations.

Conclusion

If you have read this bulletin carefully, you have made the best possible preparation for taking the test, and you can face it without undue concern. We do not flatter ourselves that we can make test-taking a pleasant process. However, we do believe that, by giving you clear instructions about how to take the test and by explaining to you the nature of the test and the test scores, we can make the experience less trying for you and can help you to do your best.

SAMPLE TEST QUESTIONS

The sample questions presented here will familiarize you generally with the types of questions used in the test. The questions are designed to measure your capacity to read, to understand, and to reason logically with a variety of verbal, quantitative, and symbolic materials.

All questions are of the objective type; that is, you will be given several lettered answers to a question and from these you are to choose the *one* you think is best. (When you have tried the questions, check your answers against the list of correct answers on page 11.) In the test itself (but not in this bulletin) you will have a separate answer sheet on which you will indicate your answers to all questions. All directions for the sample questions are worded as if a separate answer sheet were provided, so that you will become familiar with directions of this type in advance of the test. The following example will illustrate how the answers are to be indicated on the answer sheet you will use in the test:

30. Chicago is a
- (A) state
 - (B) city
 - (C) country
 - (D) town
 - (E) village

Sample Answer Spaces:

	A	B	C	D	E
30		■			

Note that the letters of the suggested answers appear on the answer sheet and that you are to blacken the space beneath the letter of the answer you wish to give.

• *Directions:* The reading passage given below is followed by questions based on its content. After reading the passage, choose the best answer to each question and blacken the space beneath the appropriate letter on the answer sheet. The questions are to be answered on the basis of what is stated or implied in the passage.

NOTE: In one section of the test you will be allowed to refer to the reading passages when answering the questions. In another section, you will be given a certain length of time to study the passages in advance, and then you will be asked to answer the questions without looking back at the passages. In such cases, the questions are intended to test your ability to remember the main points of what you have read. You will be told in advance when the questions on the passages you study are to be answered from memory.

SOON AFTER the First World War began, public attention was concentrated on the spectacular activities of the submarine, and the question was raised more pointedly than ever whether or not the day of the battleship had ended. Naval men conceded the importance of the U-boat and recognized the need for defense against it, but they still placed their confidence in big guns and big ships. The German naval victory at Coronel, off Chile, and the British victories at the Falkland Islands and in the North Sea convinced the experts that fortune still favored superior guns (even though speed played an important part in these battles); and, as long as British dreadnoughts kept the German High Seas Fleet immobilized, the battleship remained in the eyes of naval men the key to naval power.

1. Public attention was focused on the submarine because
 - (A) it had immobilized the German High Seas Fleet
 - (B) it had played a major role in the British victories at the Falkland Islands and in the North Sea
 - (C) it had taken the place of the battleship
 - (D) of its spectacular activities
 - (E) of its superior speed
2. Naval victories on both sides led naval authorities to
 - (A) disregard speed
 - (B) retain their belief in heavy armament
 - (C) consider the submarine the key member of the fleet
 - (D) minimize the achievements of the submarine
 - (E) revise their concept of naval strategy
3. Naval men acknowledged that the submarine was
 - (A) a factor which would revolutionize marine warfare
 - (B) superior to the battleship in combat
 - (C) more formidable than the other types of ships which composed the fleet
 - (D) the successor to the surface raider
 - (E) a strong weapon against which adequate defense would have to be provided
4. Naval men were not in accord with the champions of the submarine because
 - (A) they thought that the advantages of the submarine did not equal those of the battleship
 - (B) they believed the submarine victories to be mere chance
 - (C) the battleship was faster
 - (D) the submarine was defenseless except when submerged
 - (E) submarines could not escape a battleship blockade

• *Directions:* This group of questions consists of the list of law cases in the left-hand column and the list of legal principles in the right-hand column; these principles may be either real or imaginary, but for purposes of this test you are to assume them to be valid. For each case you are to select the legal principle from the right-hand column which is *most applicable* to the case. To indicate your answer blacken the space beneath the

number on the answer sheet which corresponds to the letter of the legal principle you select.

These questions do not presuppose any specific legal knowledge on your part; you are to base your answers entirely on the ordinary processes of logical reasoning.








































CASES

5. Mrs. B orders a piano from the Piano Company. It is agreed in writing that if the piano is not satisfactory Mrs. B can return it within ten days and have her money refunded. On the day after the piano is delivered, the piano is damaged by an earthquake. Mrs. B wants to return what is left of the piano and get her money back.
6. B goes to S's music store and selects a certain piano; however, he feels that it will not fit into the color scheme of his home, and so he requests S to have it refinished in a darker color. That night the store and the piano are burned. S wishes to collect from B the price of the piano.
7. B arranged with dealer S to buy a new car from S and to turn in his old car as part of the purchase price. S delivered the new car to B on Monday. On Wednesday B was to give S the used car and pay the difference between the purchase price and the trade-in allowance. On Tuesday B had an accident in which the new car was wrecked. B now claims that the car was S's property and that S should bear the loss.
8. B visited S's orchard. He liked the ripe apples which were ready to be removed from the trees, and so he agreed with S to buy all the apples in the orchard. S was to deliver the apples to B's warehouse. That night the apples were ruined by a severe frost. S now seeks to collect the purchase price from B.
9. B agreed with S to take all the potatoes of No. 1 quality which S could obtain during a specified two-week period. S procured a large quantity of potatoes, but before he could grade them the potatoes were destroyed in a fire which burned down the warehouse in which they were stored. S seeks payment of the contract price from B.
10. B browses around in S's book shop and finally selects and pays for a first edition of George Ade's *Fables in Slang*. As he is carrying the book home, it starts to rain and the book becomes water soaked. B wants to return the book and get a refund.

PRINCIPLES

- (A) Where there is a sale of goods and no obligations remain to be fulfilled, and where the goods are identified as the particular goods about which the parties bargain, the ownership interest in the goods, unless a different intention appears, is presumably intended to pass at once to the buyer.
- (B) Where there is a contract to sell goods that are identified as the particular goods about which the parties bargain, and where the seller is bound to do something to the goods to put them in a deliverable state, the ownership interest in the goods, unless a different intention appears, presumably is not intended to pass until the seller has completed his duties with respect to the goods.
- (C) When the agreement is not for the sale of specific goods but involves merely the supply of a certain amount of goods answering a particular description, no ownership interest passes at the time of the bargain.
- (D) Delivery of goods under a contract to sell, thereby giving control and present use and enjoyment of the goods, is generally a clear indication of the intention of the parties that the ownership interest in the property was to pass to the buyer immediately.
- (E) When goods are delivered to the buyer with an arrangement that indicates a present sale but gives the buyer an option to return the goods instead of paying the price, the ownership of the goods, unless a different intention appears, passes to the buyer when the goods are delivered.

• *Directions:* Each of these problems consists of two groups of figures, labeled 1 and 2. These are followed by five lettered answer figures. For each problem you are to decide what characteristic *each* of the figures in group 1 has that *none* of the figures in group 2 has. Then select the lettered answer figure that has this characteristic.

	1	2	A	B	C	D	E
11.	   	   	    				
12.	   	   	    				
13.	   	   	    				

(In sample problem 11 you will note that all the figures in group 1 are rectangles but none of the figures in group 2 is a rectangle. In sample problem 12, all the figures in group 1 include a dot but none of the figures in group 2 includes a dot. The figures in group 1 sample problem 13 are all white figures, but none of the group 2 figures is white.)

• **Directions:** Among the sentences in this group are some which cannot be accepted in formal, written English for one or another of the following reasons:

Poor Diction: The use of a word which is improper either because its meaning does not fit the sentence or because it is not acceptable in formal writing.

Example: The audience was strongly effected by the senator's speech.

Verbosity: Repetitious elements adding nothing to the meaning of the sentence and not justified by any need for special emphasis.

Example: At that time there was then no right of petition.

Faulty Grammar: Word forms and expressions which do not conform to the grammatical and structural usages required by formal written English (errors in case, number, parallelism, and the like).

Example: Everyone in the delegation had their reasons for opposing the measure.

No sentence has more than one of these errors. Some sentences have no errors. Read each sentence carefully; then on your answer sheet blacken the space under:

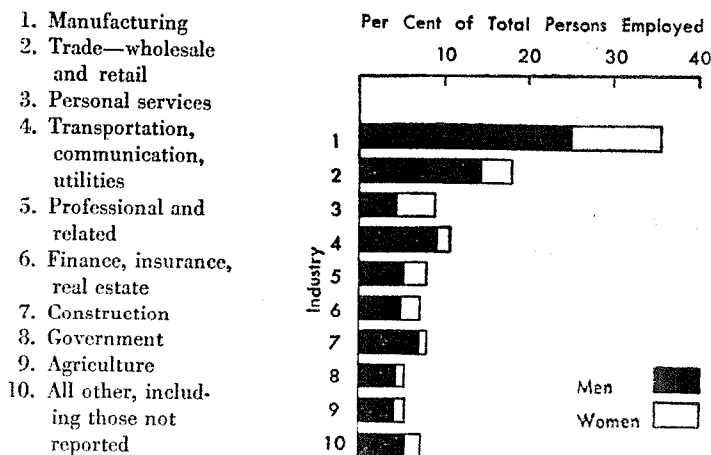
- D if the sentence contains an error in diction,
V if the sentence is verbose,
G if the sentence contains faulty grammar,
O if the sentence contains none of these errors.

14. In the last decade movie production has advanced forward with great strides.
15. In spite of their remarkable display of fortitude, the gallant defenders were plenty discouraged.
16. Neither of the men was seriously hurt in the accident.
17. The commission decided to reimburse the property owners, to readjust the rates, and that they would extend the services in the near future.
18. Who it was that invented the wheel has never been determined and is not known.
19. Holding the heavy log made his right hand ache so that he threw it into the fire.
20. The dean made an illusion to the Boer War in his talk.

• **Directions:** This section of the test consists of questions based on charts, tables, and graphs. Each question is followed by five choices, only *one* of which is correct. Whenever the option "Not answerable" appears, it is to be understood to mean "Not answerable on the basis of the data given."

Select the correct answer to each question and mark the corresponding space on the answer sheet.

DISTRIBUTION OF EMPLOYMENT IN NEW JERSEY BY INDUSTRY AND SEX—1940



Questions 21-23 are based on the graph above.

21. Which of the industries listed employed the greatest proportion of women?
(A) 1 (B) 2 (C) 3 (D) 7 (E) 8
22. Approximately how many thousand men were employed in the construction industry?
(A) 4 (B) 6 (C) 8 (D) 10 (E) Not answerable
23. Out of every 100 persons employed in the manufacturing industry, approximately how many were women?
(A) 10 (B) 20 (C) 30 (D) 40 (E) Not answerable

ANSWER KEY

- | | | | |
|------|-------|-------|-------|
| 1. D | 7. D | 13. A | 19. G |
| 2. B | 8. B | 14. V | 20. D |
| 3. E | 9. C | 15. D | 21. C |
| 4. A | 10. A | 16. O | 22. E |
| 5. E | 11. B | 17. G | 23. C |
| 6. B | 12. D | 18. V | |