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### LYNN AYERS

*United States History Builder for Admission and Standardized Tests* AuthorHouse

Radar, including its maintenance, was a dark secret throughout World War II. After the war, radar per se received much publicity, but the Navy's program for selecting and preparing personnel to become electronics specialists - one of the most challenging training activities of all times - has remained almost unknown. Noted scientist/historian Louis Brown made no mention of the program in his highly acclaimed book, *A Radar History of World War II*. He subsequently commented, "It is an omission that I greatly regret, especially because it is the kind of history that I value." This book has been written to finally document the history of this program. It is especially intended for the few remaining men who participated in this activity and their descendants. It should also be of interest to the huge number of persons whose careers have been greatly influenced by aftereffects of the war's electronic miracles, as well as to students and others in broadening their knowledge of electronics evolution. Radar was first demonstrated at the Naval Research Laboratory, and the U.S. fleet had its initial operational system in 1939. It was then directed that radar be incorporated on all major ships. At the time of Japan's attack on Pearl Harbor, however, only 79 sets had been installed on the Navy's approximately 2,000 vessels. In the then-existing Navy and Marine forces, only a few hundred men were qualified in advanced electronics and essentially none in radar. Further, President Roosevelt had ordered huge increases in ships, aircraft, and submarines; many thousands of highly qualified personnel would be needed to maintain the associated electronics. Thus, there was a crisis in naval electronics, especially radar. The crisis was solved through the Electronics Training Program - an activity of almost unbelievable intensity, cramming the major topics of a standard electrical engineering curriculum into less than a year. The program began in mid-1942 as a combined effort of six engineering colleges and several highly advanced Navy schools. Captain William C. Eddy was largely responsible for its coordination. An admissions examination, commonly called the Eddy Test, was used in selecting the students. Chapters 1 and 2 review the evolution of electronics during the first four decades of the 20th century. Chapter 3 examines the avalanche of radar and the resulting crisis. Chapters 4, 5, and 6 cover in detail the Electronics Training Program -- its origin, curriculum, locations, facilities, and key personnel. Information on the many types of wartime electronic systems is given in Appendix I, and Appendix II summarizes radar developments in other countries. Extensive pictures are included throughout the book. During the war years, about 30,000 men made it through the Navy's electronics training, corresponding roughly to 6 percent of those initially taking the Eddy Test and 35 percent of those admitted to the program. The final appendix of this book gives brief biographies of 33 representative graduates, members of what Tom Brokaw has called "the greatest generation."

*Our Navy, the Standard Publication of the U.S. Navy* Simon and Schuster

Glen Williford lends new insight to the reasons for America's relatively quick comeback from the attack on Pearl Harbor. For the first time, he tells the complete story of American efforts to build and reinforce its Pacific garrisons in the Philippines and Hawaii during the six months prior to the war and to supply Bataan and Corregidor in early 1942. One effort involved a carefully organized convoy and air ferry routes that were reaching their heights in December 1941. The author fully describes the reinforcement efforts in the context of both the existing military strategies and the realities and physical limits of America's defense capabilities at the time. It concludes with an examination of the transition from the desperate defensive efforts to protect lines of communication to Australia and build a major base there to using these assets to resume the offensive.

### **The Danger in Overemphasizing the Use of Scholastic Assessment Tests (SAT) As a Tool for College Admissions** Penguin

*A SLOW MOVING TARGET, The LSTs Of World War II*, is a historical novel that contains many authentic stories about the turmoil and hardships that the Amphibious Fleet endured during beach invasions in World War II. To enhance the military adversities, the story revolves around the personal lives of five young fictitious sailors who, in 1942, enlisted in the U.S. Navy to defend their country against the Axis. They come from different parts of America and meet in the same boot-camp at Bainbridge, Maryland. As a result of the difficulties they encounter in boot-camp and in the war they become life-long buddies. After boot-camp was completed they were transferred to the dreaded and perilous Amphibious fleet of LSTs (Landing Ship Tank), because the LST is truly a A Slow Moving Target having the reputation of a brief life during an invasion. In this historical novel each principle character in the book presents his own unique and unusual experiences. The main character of the novel is John Maroni, who attempts to keep the group together and to preserve their friendship throughout the war. They call themselves The Five Phibies. The Five Phibies are later split-up and are transferred to different LSTs which compelled them to fight in separate campaigns in both the Pacific and Atlantic theaters. They continued to communicate with one another via one central location in the States. They send their mail to John Maroni's kid sister, Angela, in Queens, New York, who rewrites the letters by relating their war experiences, their health, and anything new about their personal lives, but deliberately leaving out any unpleasant ordeals, then sending the letters on to the Phibies. Phibie No. 1 is John Maroni who was born in Queens, New York. Phibie No. 2 is Dan Bletcher born in Dover, New Jersey. Phibie No. 3 is Andre Robbier born in Chicago, Illinois. Phibie No. 4 is Rich Hienman born in Dallas, Texas. Phibie No. 5 is Bob Olsen born in Boston, Massachusetts. Understandably, most historical World War II novels are written around large fighting vessels such as aircraft carriers, battle ships, cruisers, destroyers, and submarines. Very little is written about the LST and their amphibious operations on beach landings of unloading troops and cargo because it isn't a glamorized fighting ship. The book provides many authentic LST battles which are depicted through the fictional characters presented in this novel. The author tried to encompass the five Phibies in several authentic battles even though their characters and experiences were created by his own imagination. The LST played a very important role in the military operations in the islands in the Pacific, and during the invasions of France, Italy, and Africa. Without the LST and its ramp, the delivery of cargo to the beaches during an assault would have been extremely difficult and time consuming. The LST was not the most elegant looking ship to come out of American shipyards but it was designed for a purpose, to deliver men and cargo to an invading beach as quickly as possible, and to support the Allied troops ashore with ammunition, tanks, jeeps, trucks, artillery, medical supplies, and most critical of all food and water. Without these

back-up goods the war may have been extended a year or more which would have cost many more American lives. The LST and the other Amphibious forces must be recognized for their part in the war by being one of the most essential components of World War II, and should be commended for their effort in the invasion of hostile enemies both in the Pacific and in the Atlantic theaters. This author attempts to do just that. The novel does not cover the land struggle after an invasion because the ground assaults have already been covered by other authors, and to repeat them here would serve no other purpose but to reiterate their achievements.

*Laws Governing Marine Inspection* National Geographic Society

"A valuable reexamination" (Booklist, starred review) of the event that changed twentieth-century America—Pearl Harbor—based on years of research and new information uncovered by a New York Times bestselling author. The America we live in today was born, not on July 4, 1776, but on December 7, 1941, when an armada of 354 Japanese warplanes supported by aircraft carriers, destroyers, and midget submarines suddenly and savagely attacked the United States, killing 2,403 men—and forced America's entry into World War II. *Pearl Harbor: From Infamy to Greatness* follows the sailors, soldiers, pilots, diplomats, admirals, generals, emperor, and president as they engineer, fight, and react to this stunningly dramatic moment in world history. Beginning in 1914, bestselling author Craig Nelson maps the road to war, when Franklin D. Roosevelt, then the Assistant Secretary of the Navy, attended the laying of the keel of the USS Arizona at the Brooklyn Navy Yard. Writing with vivid intimacy, Nelson traces Japan's leaders as they lurch into ultranationalist fascism, which culminates in their scheme to terrify America with one of the boldest attacks ever waged. Within seconds, the country would never be the same. Backed by a research team's five years of work, as well as Nelson's thorough re-examination of the original evidence assembled by federal investigators, this page-turning and definitive work "weaves archival research, interviews, and personal experiences from both sides into a blow-by-blow narrative of destruction liberally sprinkled with individual heroism, bizarre escapes, and equally bizarre tragedies" (Kirkus Reviews). Nelson delivers all the terror, chaos, violence, tragedy, and heroism of the attack in stunning detail, and offers surprising conclusions about the tragedy's unforeseen and resonant consequences that linger even today.

*Ground-Based Midcourse Defense (GMD) Extended Test Range (ETR)* Research & Education Assoc.

The dictionary consists of an alphabetical index to over 10,000 ship histories documenting nearly every ship that the US Navy has put to sea. Continental and Confederate vessels are also included. Entries include physical information, commissioning, service record, notable actions, and decommissioning. Drawings, photographs, and documents are also included. The Web site is an electronic version of the previously published dictionary series. Web entries may be corrected and updated from those that appeared in the printed series.

*Pearl Harbor Revisited* Trafford on Demand Pub

A widower pays tribute to his great true love and rekindles the romance of a passing generation.

*The Mid-Pacific Magazine ...* Pickle Partners Publishing

This is the story of the U.S. Navy's communications intelligence (COMINT) effort between 1924 and 1941. It races the building of a program, under the Director of Naval Communications (OP-20), which extracted both radio and traffic intelligence from foreign military, commercial, and diplomatic communications. It shows the development of a small but remarkable organization (OP-20-G) which, by 1937, could clearly see the military, political, and even the international implications of effective cryptography and successful cryptanalysis at a time when radio communications were passing from infancy to childhood and Navy war planning was restricted to tactical situations. It also illustrates an organization plagued from its inception by shortages in money, manpower, and equipment, total absence of a secure, dedicated communications system, little real support or tasking from higher command authorities, and major imbalances between collection and processing capabilities. It explains how, in 1941, as a result of these problems, compounded by the stresses and exigencies of the time, the effort misplaced its focus from Japanese Navy traffic to Japanese diplomatic messages. Had Navy cryptanalysts been ordered to concentrate on the Japanese naval messages rather than Japanese diplomatic traffic, the United States would have had a much clearer picture of the Japanese military buildup and, with the warning provided by these messages, might have avoided the disaster of Pearl Harbor.

*Pearl Harbor Naval Base Proposed Developments, Oahu* Brandylane Publishers Inc

This is the story of the fighter mission that changed World War II. It is the true story of the man behind Pearl Harbor---Admiral Isoroku Yamamoto---and the courageous young American fliers who flew the million-to-one suicide mission that shot him down. Yamamoto was a cigar-smoking, poker-playing, English-speaking, Harvard-educated expert on America, and that intimate knowledge served him well as architect of the Japanese attack on Pearl Harbor. For the next sixteen months, this military genius, beloved by the Japanese people, lived up to his prediction that he would run wild in the Pacific Ocean. He was unable, however, to deal the fatal blow needed to knock America out of the war, and the shaken United States began its march to victory on the bloody island of Guadalcanal. Donald A. Davis meticulously tracks Yamamoto's eventual rendezvous with death. After American code-breakers learned that the admiral would be vulnerable for a few hours, a desperate attempt was launched to bring him down. What was essentially a suicide mission fell to a handful of colorful and expendable U.S. Army pilots from Guadalcanal's battered "Cactus Air Force": - Mississippian John Mitchell, after flunking the West Point entrance exam, entered the army as a buck private. Though not a "natural" as an aviator, he eventually became the highest-scoring army ace on Guadalcanal and the leader of the Yamamoto attack. - Rex Barber grew up in the Oregon countryside and was the oldest surviving son in a tightly knit churchgoing family. A few weeks shy of his college graduation in 1940, the quiet Barber enlisted in the U.S. Army. - "I'm going to be President of the United States," Tom Lanphier once told a friend. Lanphier was the son of a legendary fighter squadron commander and a dazzling storyteller. He viewed his chance at hero status as the start of a promising political career. - December 7, 1941, found Besby Holmes on a Pearl Harbor airstrip, firing his .45 handgun at Japanese fighters. He couldn't get airborne in time to make a serious difference, but his chance would come. - Tall and darkly handsome, Ray Hine used the call sign "Heathcliffe" because he resembled the brooding hero of *Wuthering Heights*. He was transferred to Guadalcanal just in time to participate in the Yamamoto mission---a mission from which he would never return. Davis paints unforgettable personal portraits of men in combat and unravels a military mystery that has been covered up at the highest levels of government since the

end of the war.

#### **Pearl Harbor** CreateSpace

From the American entry into World War II until September 1943, U.S. submarines experienced an abnormally high number of torpedo failures. These failures resulted from three defects present in the primary torpedo of the day, the Mark XIV. These defects were a tendency to run deeper than the set depth, the frequent premature detonation of the Mark 6 magnetic influence exploder, and the failure of the contact exploder when hitting a target at the textbook ninety-degree angle. Ironically, despite using a completely independent design, the Germans experienced the same three defects. The Germans, however, fixed their defects in six months, while it took the Americans twenty-two months. Much of the delay on the American side resulted from the denial of senior leaders in the operational forces and in the Navy's Bureau of Ordnance (BuOrd) that the torpedo itself was defective. Instead, they blamed crews for poor marksmanship or lack of training. In the end, however, the submarine force itself overcame the bureaucratic inertia and correctly identified and fixed the three problems on their own, proving once again the industry of the average American soldier or sailor. From the American entry into World War II until September 1943, U.S. submarines experienced an abnormally high number of torpedo failures. These failures resulted from three defects present in the primary torpedo of the day, the Mark XIV. These defects were a tendency to run deeper than the set depth, the frequent premature detonation of the magnetic influence exploder, and the failure of the contact exploder when hitting a target at the textbook 90-degree angle. Ironically, despite using a completely independent design, the Germans experienced the same three defects. The Germans, however, fixed their defects in six months, while it took the Americans 22 months. Much of the delay on the American side resulted from the denial of senior leaders in the operational forces and in the Navy's Bureau of Ordnance (BuOrd) that the torpedo itself was defective. Instead, they blamed crews for poor marksmanship or lack of training. In the end, however, the submarine force itself overcame the bureaucratic inertia and correctly identified and fixed the three problems on their own, proving once again the industry of the average American soldier or sailor. Contrary to the interpretations of most submarine historians, this book concludes that BuOrd did not sit idly by while torpedoes failed on patrol after patrol. BuOrd acknowledged problems from early in the war, but their processes and their tunnel vision prevented them from realizing that the weapon sent to the fleet was grossly defective. One of World War II's forgotten heroes, Admiral Lockwood drove the process for finding and fixing the three major defects. This is first book that deals exclusively with the torpedo problem, building its case out of original research from the archives of the Bureau of Ordnance, the Chief of Naval Operations, Vice Admiral Lockwood's personal correspondence, and records from the British Admiralty at the National Archives of the United Kingdom. These sources are complemented by correspondence and interviews with men who actually participated in the events.

#### **Solving the Naval Radar Crisis** DIANE Publishing

This extraordinary adventure of three brothers at the center of the most dramatic turning points of World War II is "liable to break the hearts of Unbroken fans, and it's all true" (The New York Times). They are three brothers, all Navy men, who end up coincidentally and extraordinarily at the epicenter of three of the war's most crucial moments. Bill, a naval intelligence officer, is tapped by FDR to set up and run his secret map room in the White House basement. Benny is the gunnery and anti-aircraft officer on USS Enterprise, one of the few ships to escape Pearl Harbor and, by the end of 1942, the only aircraft carrier left in the Pacific to defend against the Japanese. Barton, the youngest, gets a plum commission in the Navy Supply Corps because his mother wants him out of harm's way. But this protection plan backfires when Barton is sent to Manila and listed as wounded and missing after a Japanese attack. Now it is up to Bill and Benny to find and rescue him... Based on a decade of research drawn from archives around the world, interviews with fellow shipmates and POWs, and half-forgotten letters stashed away in attics, *The Jersey Brothers* is "a captivating tour-de-force" (San Antonio Express-News) that whisks readers from America's front porches to Roosevelt's White House to the battlefronts of the Pacific. But at its heart *The Jersey Brothers* is a family story, written by one of its own in intimate, novelistic detail. It is a remarkable tale of agony and triumph; of an ordinary young man who shows extraordinary courage as the enemy does everything short of killing him; and of brotherly love tested under the tortures of war. "The Jersey Brothers shines in singularity. A blend of history, family saga and family questions, Freeman's book [is] a winning and moving success, and adds an authoritative entry to the... vast canon of war literature" (Richmond Times Dispatch).

#### **Lightning Strike** St. Martin's Press

**Abstract:** By the last year of the Second World War, US Navy fire fighting capability was superior to that of any other maritime force. This capability saved many ships from destruction. Many naval historians, following the lead of Samuel Eliot Morison in his *History of United States Naval Operations in World War Two*, credit this fire fighting mastery to a program of training and research and development that followed Pearl Harbor. In fact, the US Navy set the foundation for this fire fighting capability in the 1930s. The spur for this effort was the deployment of the great fleet carriers Lexington and Saratoga, the largest and fastest major US warships of the era. Each big carrier had aboard some 140,000 gallons of highly volatile aviation gasoline. The entry of the big carriers into service, therefore, promoted the development of several types of key fire fighting equipment, including steam and carbon dioxide smothering systems, chemical and mechanical foam projectors, the portable self-powered pump, and, especially, the fog nozzle. This thesis also explores the key role of several US naval officers in the development of this technology. In the 1930s, Edward Cochrane, later head of the Bureau of Ships, Joseph M. Kiernan of the Bureau of Construction and Repair, and acting Chief of Naval Operations Joseph Taussig strove for the development and adoption of this fire fighting gear despite the inertia of an often complacent naval bureaucracy. As a result of their efforts this essential fire fighting equipment had been examined, tested, and put into service, if in small quantities, before Pearl Harbor. The US Navy also drew on US civilian and foreign nations' expertise and experience in fire fighting before our entry into war. In the 1930s, the Navy established an informal program of information exchange with civilian fire fighting organizations. The Navy also monitored foreign knowledge of fire fighting, gaining vital information before Pearl Harbor from the British wartime experience. The Navy, however, did not match its exploration of fire fighting technology with the development of fire fighting practice. In the 1930s it failed to realize the importance of training its crews in sophisticated fire fighting techniques. Even so, the US Navy recognized the need for fire fighting schools and regular training before America's entry into the war. In brief, this paper confirms a number of beliefs about new technology. Its adoption is fostered by the work of a small group of visionaries who push for the new development in the face of initial setbacks and organizational inertia. Second, the Navy's experience with fire fighting stresses the importance of training. The best equipment in the world will not function without trained personnel. By the end of the war the US Navy had both.

*Navy Comptroller Manual* Research & Education Assoc.

B & T County 08-20-2001 \$45.00.

*The Jersey Brothers* Simon and Schuster

The Skill Builders help students prepare for the specific skills and subjects tested on an exam. They are designed to tutor students on every skill level, from high school to graduate or professional

school. Keys are included to show students which chapters to study for specific tests. REA's United States History Builder reviews all United States history questions covered on standardized tests such as the AP U.S. History, CLEP, GRE History, and the SAT II: American History and Social Studies exams. Topics covered range from the Colonial period to Watergate, Carter, and the New Conservatism.

*Navy Comptroller Manual* Naval Institute Press

Air Base, first published in 1941, by aviator Boone Guyton, is a fascinating look at the U.S. Navy's flying fleet shortly before Pearl Harbor and America's entry into the Second World War. In a style ranging from amusing to tragic and harrowing, Guyton describes his experiences as a Navy flyer. Following a year of flight-training at Pensacola, Guyton is based in San Diego with a carrier squadron aboard the Lexington and Saratoga. He describes the training cruises of the ship, the patrol flights, dive bombers, and war games, providing insight into the prewar Navy air force. Included are 8 pages of photographs. Following his naval service, Boone Guyton (1913-1996) worked as a test pilot in France until 1940. He returned to the U.S. and continued his work as a test pilot for Vought with the F4 Corsair. Following the war, Guyton settled in Connecticut and continued working as an executive for several aviation companies.

*Naval Reservist* Bloomsbury Publishing USA

A NEWER EDITION OF THIS TITLE IS AVAILABLE. SEE ISBN: 978-0-7386-0625-5 Get the AP college credits you've worked so hard for... Our savvy test experts show you the way to master the test and score higher. This new and fully expanded edition includes a comprehensive review course of all the topics covered on the exam: the Colonial Period, the American Revolution, the U.S. Constitution, Westward expansion, the Civil War, Reconstruction, Industrialism, World War I, the Great Depression, World War II, the Vietnam Era, Watergate, Carter, and the New Conservatism. Features 6 full-length practice exams with all answers thoroughly explained. Follow up your study with REA's test-taking strategies, powerhouse drills and study schedule that get you ready for test day. DETAILS - Comprehensive, up-to-date subject review of every US history topic used in the AP exam - Study schedule tailored to your needs - Packed with proven key exam tips, insights and advice - 6 full-length practice exams. All exam answers are fully detailed with easy-to-follow, easy-to-grasp explanations. TABLE OF CONTENTS ABOUT RESEARCH & EDUCATION ASSOCIATION ABOUT THE BOOK ABOUT THE TEST ABOUT THE REVIEW SECTION SCORING THE EXAM CONTACTING THE AP PROGRAM AP U.S. HISTORY STUDY SCHEDULE AP UNITED STATES HISTORY COURSE REVIEW 1 The Colonial Period (1500-1763) 2 The American Revolution (1763-1787) 3 The United States Constitution (1787-1789) 4 The New Nation (1789-1824) 5 Jacksonian Democracy and Westward Expansion (1824-1850) 6 Sectional Conflict and the Causes of the Civil War (1850-1860) 7 The Civil War and Reconstruction (1860-1877) 8 Industrialism, War, and the Progressive Era (1877-1912) 9 Wilson and World War I (1912-1920) 10 The Roaring Twenties and Economic Collapse (1920-1929) 11 The Great Depression and the New Deal (1929-1941) 12 World War II and the Post-War Era (1941-1960) 13 The New Frontier, Vietnam, and Social Upheaval (1960-1972) 14 Watergate, Carter, and the New Conservatism (1972-2001) AP UNITED STATES HISTORY PRACTICE TESTS Test 1 Answer Sheet Answer Key Detailed Explanations of Answers Test 2 Answer Sheet Answer Key Detailed Explanations of Answers Test 3 Answer Sheet Answer Key Detailed Explanations of Answers Test 4 Answer Sheet Answer Key Detailed Explanations of Answers Test 5 Answer Sheet Answer Key Detailed Explanations of Answers Test 6 Answer Sheet Answer Key Detailed Explanations of Answers AP US HISTORY EXCERPT ABOUT THE BOOK This book gives you all the tools you'll need to master the Advanced Placement Examination in United States History. REA's concise review is the perfect companion to your textbook readings and classroom discussion. And our six full-length practice tests, all based on the current format of the AP exam, mirror the actual test-taking experience. We don't stop there, however. Following each exam you'll find an answer key complete with detailed explanations that tell you not just what's correct but why. By studying our review section, completing all six practice exams, and carefully checking the answer explanations, you'll be able to completely inventory your strengths and weaknesses. Follow our study schedule (see page x) and when test day rolls around, you'll have everything you need to be completely at ease with the material. Teachers, too, will find this book an excellent resource for the Advanced Placement course in U.S. History. In fact, many AP instructors use it as a supplementary text because it so comprehensively supports and addresses specific curriculum objectives for the course and exam. ABOUT THE TEST The Advanced Placement Program is designed to allow high school students to pursue college-level studies while attending high school. The three-hour five-minute AP U.S. History exam is usually given to high school students who have completed a year's study in a college-level U.S. History course. The test results are then used to determine the awarding of course credit and/or advanced course placement in college. According to the College Board, students taking this exam are called upon to demonstrate "systematic factual knowledge" and bring to bear critical, persuasive analysis of the full sweep of U.S. history. This is why we make every effort to establish and build upon context for you, rather than encouraging rote memorization of disconnected facts. The AP U.S. History Exam is divided into two sections: 1) Multiple-Choice: This section is composed of 80 multiple-choice questions designed to gauge your ability to understand and analyze U.S. history from the Colonial period to the present. The majority of the questions, however, are based on 19th- and 20th-century history. This section tests factual knowledge, scope of preparation, and knowledge-based analytical skills. You'll have 55 minutes to complete this section, which accounts for 50 percent of your final grade. 2) Free-Response: This section is composed of three essay questions designed to measure your ability to write coherent, intelligent, well-organized essays on historical topics. The essays require you to demonstrate mastery of historical interpretation and the ability to express views and knowledge in writing. The essays may relate documents to different areas, analyze common themes of different time periods, or compare individual and group experiences which reflect socioeconomic, racial, gender, and ethnic differences. Part A consists of a mandatory 15-minute reading period, followed by 45 minutes during which you must answer a document-based question (DBQ), which changes from year to year. In Part B the student chooses to answer on two of the topics that are given. You will have 70 minutes to write these essays. The free-response section counts for 50 percent of your final grade. These topics are broken down into thirds: - Political Institutions (1/3rd) - Social and Economic Change (1/3rd) - Behavior and Public Policy, Diplomacy and International Relations, Intellectual and Cultural Development (1/3rd) The time periods covered are as follows: - Pre-Colonial through 1789 (1/6th of exam) - 1790-1914 (1/2 of exam) - 1915-present (1/3rd of exam) ABOUT THE REVIEW SECTION This book begins with REA's concise yet thorough 230-page review of U.S. history designed to acquaint you with the exam's scope of coverage. Our review covers these topics and historical time periods: - The Colonial Period (1500-1763) - The American Revolution (1763-1787) - The United States Constitution (1787-1789) - The New National (1789-1824) - Jacksonian Democracy and Westward Expansion (1824-1850) - Sectional Conflict and The Causes of the Civil War (1850-1860) - The Civil War and Reconstruction (1860-1877) - Industrialism, War, and the Progressive Era (1877-1912) - Wilson and World War I (1912-1920) - The Roaring Twenties and Economic Collapse (1920-1929) - The Great Depression and the New Deal (1929-1941) - World War II and the Post-War Era (1941-1960) - The New Frontier, Vietnam, and Social Upheaval (1960-1972) - Watergate, Carter, and the New Conservatism (1972-2001) SCORING THE EXAM The multiple-choice section of the exam is scored by crediting

each correct answer with one point and deducting one-fourth of a point for each incorrect answer. You will neither receive a credit nor suffer a deduction for unanswered questions. The free-response essays are graded by instructors and professors from across the country who come together each June for a week of non-stop AP essay grading. Each essay booklet is read and scored by several graders. Each grader provides a score for the individual essays. The DBQ is scored on a scale from 0 to 15, 0 being the lowest and 15 the highest. Each topic-based essay receives a score from 0 to 9. These scores are concealed so that each grader is unaware of the previous graders' assessments. When the essays have been graded completely, the scores are averaged-one score for each essay—so that the free-response section generates three scores. The total weight of the free-response section is 50 percent of the total score. Your work in the multiple-choice section counts for the other 50 percent. Each year, grades fluctuate slightly because the grading scale is adjusted to take into account the performance of the total AP U.S. History test-taker population. When used with the corresponding chart, the scoring method we present here will strongly approximate the score you would receive if you were sitting for the actual AP U.S. History exam.

**SCORING THE MULTIPLE-CHOICE SECTION** For the multiple-choice section, use this formula to calculate your raw score:  $\text{Number right} - (\text{number wrong} \times 1/4) = \text{raw score}$  (round to the nearest whole number)

**SCORING THE FREE-RESPONSE SECTION** For the free-response section, use this formula to calculate your raw score:  $\text{DBQ} + \text{Essay \#1} + \text{Essay \#2} = \text{raw score}$  (round to the nearest whole number) You may want to give your essays three different grades, such as a 13, 10, and an 8, and then calculate your score three ways: as if you did

#### **Bureau of Ships Journal**

Information on court decisions & professional guidelines concerning standardized test score misuse. Witnesses: Federal Government Speaks Out: Jay Rosner, Dir., Princeton Review Foundation; TV Race Initiative: Secrets of the SAT, Frontline, PBS Documentary: Sharon Tiller, Exec. Producer, PBS Frontline, & Bob Laird, Dir. of Undergrad. Admissions & Relations with Schools, Univ. of CA, Berkeley; Undergrad. Admissions: Charles Ratliff, CA Postsecondary Ed. Comm., & Michael Beseda, St. Mary's College; Raising Educational Achievement: Raymond Orbach, Univ. of CA, Riverside; & Academic Preparation: Mark Rosenbaum, American Civil Liberties Union.

*Regulations Governing the Admission of Candidates Into the United States Naval Academy as*

#### *Midshipmen*

**WINNER OF THE GILDER LEHRMAN PRIZE FOR MILITARY HISTORY** An engrossing, epic history of the US Army in the Pacific War, from the acclaimed author of *The Dead and Those About to Die* "This eloquent and powerful narrative is military history written the way it should be."—James M. McPherson, Pulitzer Prize-winning historian "Out here, mention is seldom seen of the achievements of the Army ground troops," wrote one officer in the fall of 1943, "whereas the Marines are blown up to the skies." Even today, the Marines are celebrated as the victors of the Pacific, a reflection of a well-deserved reputation for valor. Yet the majority of fighting and dying in the war against Japan was done not by Marines but by unsung Army soldiers. John C. McManus, one of our most highly acclaimed historians of World War II, takes readers from Pearl Harbor—a rude awakening for a military woefully unprepared for war—to Makin, a sliver of coral reef where the Army was tested against the increasingly desperate Japanese. In between were nearly two years of punishing combat as the Army transformed, at times unsteadily, from an undertrained garrison force into an unstoppable juggernaut, and America evolved from an inward-looking nation into a global superpower. At the pinnacle of this richly told story are the generals: Douglas MacArthur, a military autocrat driven by his dysfunctional lust for fame and power; Robert Eichelberger, perhaps the greatest commander in the theater yet consigned to obscurity by MacArthur's jealousy; "Vinegar Joe" Stillwell, a prickly soldier miscast in a diplomat's role; and Walter Krueger, a German-born officer who came to lead the largest American ground force in the Pacific. Enriching the narrative are the voices of men otherwise lost to history: the uncelebrated Army grunts who endured stifling temperatures, apocalyptic tropical storms, rampant malaria and other diseases, as well as a fanatical enemy bent on total destruction. This is an essential, ambitious book, the first of three volumes, a compellingly written and boldly revisionist account of a war that reshaped the American military and the globe and continues to resonate today. **INCLUDES MAPS AND PHOTOS**

#### *A Rose for Raymonde*

1897/98, [v.2], "Appendix to the Report of the chief of the Bureau of navigation" contains correspondence and documents relating to the conduct of the war with Spain, collected, arranged and edited by Ensign H. H. Ward, under the direction of the bureau

#### **All Hands**

*Annual Report of the Secretary of the Navy*