

AN EXPERIMENTAL COMPARISON OF  
TWO METHODS OF TEACHING HISTORY  
IN THE JUNIOR HIGH SCHOOL

A THESIS

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C. H. J.

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## CHAPTER I

### INTRODUCTION

#### The Problem

In the troubled times of the present, when one seems at a loss to know where to turn for a solution of problems and even the great leaders of the nation are perplexed, a social studies teacher finds herself in a quandary to know just what to say and how to say it. Educators insist that much of the responsibility for the presentation of the whole truth of present day affairs and the stimulation of thought, interest, and responsibility for action in youth is placed upon the Social Studies instructor. With such a mighty task to accomplish, this experiment was undertaken with two Junior High School classes to determine whether there is any specific method of presenting the materials of history, which would catch the interest of pupils and stimulate them to search more diligently for the truth, and if possible, to think straighter.

#### Purpose

It is the purpose of this study to carry out a controlled experiment with two Junior High School classes, to see what results can be obtained from a continuous term of eighteen weeks devoted to the assignment, study, report method in one class and a study, discussion method in the other.

### Sources of Material

In a spirit of investigation this experiment was carried out with two groups of selected students of as nearly as possible equated ages, intellectual ability, and scholastic attainment chosen from the history classes in the Lowther Junior High School, Emporia, Kansas.

### Similar Studies

A thorough search of experimental studies was made to determine whether comparable studies of this nature had been carried on. No identical experiment was discovered. Studies were found in which the study, discussion method was compared with other methods but no study was found contrasting or comparing it with the assignment, study, report method for Junior High School students.

Harl R. Douglass and Kenneth L. Pederson<sup>1</sup> conducted an experiment in American History in the Hibbing, Minnesota, High School to determine the relative effectiveness of large unit plans of supervised study as compared with or without supervised study. Ninety students, carefully paired on the basis of intelligence quotient, mental age, previous records, and achievement tests were used in this experiment over a period of two semesters. The only variable in the two groups was in the amount of time given to supervised study; equipment and instruction being the same. One group used work sheets four days a week with a discussion on the fifth day and the other assignment, supervised study, and discussion daily. The same tests were given to both.

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<sup>1</sup> Harl H. Douglass and Kenneth L. Pederson, "An Experiment Evaluation of a Unit Procedure in Teaching American History," School Review, 44:362-371, May, 1936.

The experimenters declared that the large unit plan in the hands of well trained teachers who were familiar with it was likely to produce results superior to those using the daily discussion method but that teachers could not be relied upon to predict accurately the related effectiveness of two teaching procedures so nearly equivalent. Bright pupils succeeded best in the unit plan.

Nine sections of pupils, including boys and girls of comparable ages, intelligence quotients, and fifth grade records were used in a study by Miss Martha Willard<sup>2</sup> to determine whether a daily recitation plan of instruction or the Ambridge plan (Ambridge plan of procedure was a contract or modified Dalton plan of instruction) was more effective. After fourteen weeks of work, she concluded that the Ambridge plan, judged by objective tests and problem solutions, yielded better results with a greater degree of assimilation.

W. M. Funk<sup>3</sup> experimented with four groups of twelfth grade students in problems of American Democracy in a study of the daily recitation versus the mastery-technique method. He concluded: (1) that neither method produced better scores in true-false, multiple response, completion sentences, application and organization tests; (2) that organization was as good in one as in the other; (3) the experimental method showed pupils read more extensively and widely; (4) that the majority of students preferred the mastery-technique method.

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<sup>2</sup> Martha Willard, "An Experiment in the Use of Two Methods of Instruction," Journal of Educational Method, 8:506-510.

<sup>3</sup> W. M. Funk, "A Comparative Study of the Results Obtained by a Mastery-Technique and the Method of Daily Recitation and Assignment," School Review, 36:336-345, 1928.

Parr and Spencer<sup>4</sup> tested the recitation and laboratory methods and found the recitation method superior especially with children of the lower quartile. Both methods worked equally well for bright pupils; the method yielded greater returns in ideational learning and poorer results in informational knowledge. The experimenters declared that the teacher's preference for a method influenced the success of an experimental procedure.

Records show other investigations of a like nature but no study comparing the study, discussion with an assignment-study-report method in the Junior High was found.

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<sup>4</sup> Nelson L. Bossing, Progressive Method of Teaching in Secondary Schools, Chicago: Houghton-Mifflin Co., 1925, pp. 414-416.

## CHAPTER II

### METHOD OF PROCEDURE

The data for this study were secured by means of an experiment, conducted during the spring semester of 1938 in the Lowther Junior High School in Emporia, Kansas. Two eighth "A" history classes of as nearly equal ability as careful equating could make them were chosen, one meeting at eight-ten in the morning and the other at two-twenty-five in the afternoon. The class periods were fifty-five minutes in length, and ordinarily used thirty minutes for recitation and twenty-five for supervised study. One of these groups was taught by an assignment-study-report method, and the other by a study-discussion. The morning class was used as the experimental group.

The enrollment of these two classes was thirty-four and thirty-seven respectively. From these, twenty-five pairs of students were selected, matched as nearly as possible on the following points: (1) race, (2) sex, (3) chronological age, (4) mental age, (5) intelligence quotient, (6) average of seventh grade record in Mathematics, English, and Geography, (7) an average of twelve weeks of work in eighth "B" Mathematics, English, and History, and eighth "B" History.

The intelligence quotient was obtained from scores made on the Henmon-Nelson Tests of Mental Ability--Form A for elementary grades 3-8. The mental age was taken from the score sheets. The tests were given on the same day

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<sup>1</sup> V. A. C. Henmon and M. J. Nelson, The Henmon-Nelson Tests of Mental Ability. Form A Grades 3-8. Boston: Houghton Mifflin Company.

during regular class periods at the close of the Fall Semester, December, 1937. All tests were scored and rechecked by the writer. Seventh and eighth grade averages were obtained from the official records in the office of the principal of the Lowther Junior High. All pupils were in the writer's classes in eighth "B" history and consequently had no new-teacher difficulty to overcome.

Every effort was made in pairing of pupils, in the assignments, in class-room equipment, and in the length of study periods to make the results both valid and reliable. Rearranging large groups during the middle of the year made it difficult to create perfect groupings, and as a consequence, though the study may lack something in the exactness of its control, it was the best that could be secured under classroom conditions without disrupting the school organization. Factors common to both groups were:

1. Pairing of pupils
2. Use of the same basic text
3. Same teacher
4. Same presentation of the problem
5. Same subject matter
6. Same amount of school time for preparation
7. Same building
8. Same teacher in subject during previous semester
9. Same working system, equipment, library, etc.

In the introduction and exploring of new problems, the treatment of the two groups was identical. From this point on, each member of the experimental group concentrated on a single report for which he alone was responsible. In the control group, after the entire class had prepared on a general assignment, the recitation was conducted in the traditional discussion form. This

procedure continued throughout the entire eighteen weeks.

The interest of eighth grade children lies chiefly in those things that concern the present. With this in mind, an effort was made to create a situation out of which would arise the statement of a problem, the solution of which required a careful use of material found in the basal text.

The steps followed with the experimental group were:

1. Statement of the problem.
2. Assignment of reports: These were previously anticipated and prepared by the teacher, and so arranged that when the reports were given in class they resulted in a complete solution of the problem. At times the teacher arbitrarily assigned reports; at other times the pupils were allowed to make their own selection.
3. Preparation of reports: The class text served as a basis for materials, and from that beginning the students sought material from all available sources. Since eighth grade students had no regular study periods in the library and all work was supposed to be completed in the fifty-five minute class period, materials from the library were placed in the classroom for use; practically all of the new Junior High School history texts were included in the collection. Time, equivalent to that given to the discussion group for preparation, was allowed this group; no reports were given until this amount of time was consumed. While not required, no objection was made when many students in this group spent a good deal of time outside on their reports. While reading, pupils were encouraged to take

notes, these in turn were to be organized, arranged in an outline, and summarized.\*

4. Presentation of report: The entire fifty-five minutes was used for the reports. All pupils stood before the class and each was permitted to use a skeleton outline in presenting his material if he desired. Test of the reporter's success was determined by: (1) the interest of the class, (2) the ease of the class in securing his main points. Pupils listening knew that their knowledge of the subject necessarily must come from the reports and as a result very close attention was encouraged and the jotting down of notes which would be useful in reviews was not uncommon.

5. Opportunity for questioning the report: Following each report, a short time was allowed so that the class might ask for information or explanations which were not entirely clear.

The pupil presenting the report answered all questions.

No comments were made by the teacher during these recitations. Her work had been completed before the reports began. During the period of preparation, the teacher helped suggest sources of material, addition of points to help clarify the topic, checked outlines to see that the subject material was complete and saw that the pupil was ready to report when his time came. While only twenty-five pupils were used in the controlled experi-

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\* At the close of the Fall semester and the beginning of the spring term, the English teacher cooperated by including in her course such units as: (1) the use of the library, (2) how to find material, (3) taking notes, and (4) outlining a report. This was a decided help for the students using the "report" method. It must not be understood that the average child became an expert, but there was evidence of improvement during the term when emphasis was placed on research by the two departments.



ment, each of the thirty-four pupils was necessarily assigned and helped. Pupils paired with the other class were not informed of the pairing nor were any of the pupils aware of the fact that an experimental method of presenting history was under trial.

The "discussion" group studied and recited daily. The same introduction, explanatory questions, and presentation of the problem took place as with the experimental group. From then on, however, these steps were used:

1. Citation of material for the solution of the problem: Though no outside reports were given and the assignment was based on the text, many children in this class used the outside material as freely as did the experimental group. Only fifty-five minutes of work were required daily in this class, thirty minutes being given to recitation and twenty-five to preparation. Questions and outlines were frequently used in preparation of the lesson and as a basis for discussion.
2. Discussion: The first part of the recitation was given over to determining whether the pupils had understood and learned necessary facts and then questions involving a general discussion were introduced. In these, pupils were encouraged to participate freely but were also permitted to ask questions of the teacher who commented when necessary to correct error or offer additional material.
3. Summary: Outlining the lesson or merely summing up the main points brought out in the discussion completed the lesson. The Emporia History Test,<sup>2</sup> Grades VII and VIII, Form A, prepared by

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<sup>2</sup> H. E. Schrammel, and others, The Emporia History Test, Grades VII and VIII, Form A, Emporia, Kansas: Bureau of Educational Measurements, Kansas State Teachers College.

H. E. Schrammel, Calkins, Bechtoldt, Freese, and Wharton, was given the first day of the Spring term to both the experimental and control groups to determine just how much they knew before the experiment began. A second test, Understanding of American History,<sup>3</sup> devised by L. C. Pressey and R. C. Richards, was given the second day, but an error in giving it tended to invalidate the results. Nevertheless, it was given under a controlled situation at the close of the term and though the results lack in reliability the comparison of the two groups will be noted.

During the eighteen weeks, both groups were tested with identical tests and the results for classes and individuals were tabulated. Nine tests were given upon the completion of units of work and a tenth, a final examination, was given over the entire term's work. Form B, of The Emporia History Test<sup>4</sup> was given in order to compare its results with those of Form A, and Pressey and Richards, The Understanding of American History, was repeated.

The Unit Tests were prepared by the following teachers of American History:

Test 1: Misses Laura Houk and Catherine H. Jones.

Test 2: Miss Catherine H. Jones

Test 3: Miss Laura Houk

Test 4: Miss Catherine H. Jones

Test 5: Miss Catherine H. Jones

Test 6: Miss Maxine Lewis

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<sup>3</sup> L. C. Pressey and R. C. Richards, Understanding of American History, Bloomington, Illinois, Public School Publishing Co.

<sup>4</sup> H. E. Schrammel and others, The Emporia History Test, Grades VII and VIII, Form B, Emporia, Kansas: Bureau of Educational Measurements, Kansas State Teachers College.

Test 7: Miss Charlotte Curry

Test 8: Miss Charlotte Curry

Test 9: Miss Laura Houk

Test 10: Misses Houk and Jones

The Emporia History Test, Form A and B, and Pressley and Richard's Understanding of American History were printed tests and were obtained commercially. Each child had a copy of these. All tests, with two exceptions, were typed and a copy placed in the hands of each student. The two exceptions were written on the blackboard.

An effort was made to give tests to the two groups at the same hour through the cooperation of the English teacher but since several of the students were scattered through other classes it was deemed wise to attract less attention by giving tests in the regular history class. Precaution was taken to ascertain that no more cheating went on in these two groups than one would expect in any average group.

The text used in the experiment was The American People and Nation by Tryon and Lingley.<sup>5</sup> The term's work began with a study of the West following the War of 1812 and continued to the present.

Because of the rather unusual departure from the usual discussion method of recitation, curiosity led the writer to seek some reaction from the students in the experimental group to the term's work. Suggested questions and responses were:

	Yes	No
1. Did you find it easier to prepare your lesson?	20	5
2. Did you learn more by this method?	15	10
3. Is it easier to find material in reference books?	25	
4. Is it easier to take notes on reports?	25	

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<sup>5</sup> Rolla M. Tryon and Charles R. Lingley, The American People and Nation, Boston: Ginn and Company, 1927, pp. 655.

	12	
	Yes	No
5. Is it easier to outline?	16	9
6. Is it easier to talk before your class?	17	8
7. Did you find class periods more interesting?	17	8

Pupils were assured that what they said made no difference in grades and that they need sign no names unless they cared to. At the close of the questionnaire they could state what they liked or disliked about the term's work. A few of the comments copied from their papers are as follows:

"Taking notes gave me an idea of how to save a lot of work copying down everything."

"Recitations are a lot more interesting than reading to yourself, and reports give everything even if some are uninteresting."

"I think I accomplished more by listening than reading from a book."

"Yes, I'm not so frightened any more. I found it easier to prepare for tests."

"It made me work a little harder but it was fun."

"When we give reports all the time without stopping, it gets rather tiresome unless we stop a day and do something else."

"No! I would rather have a general discussion."

"I think I gain more when I study from the book."

"Didn't get the reports as easily as if we had had regular recitation."

"We did not study the lesson as thoroughly as we did when we had assignments."

## CHAPTER III

### PRESENTATION OF DATA

The purpose of this chapter is to present the data obtained from an experimental study conducted in the spring of 1938 in two history classes in the Lowther Junior High School in Emporia, Kansas, in which two entirely different methods were used. An experimental group was taught exclusively by the assignment, study report method while the control group used the study, discussion plan of procedure. The same tests were given to each group and the study extended through a semester of eighteen weeks.

#### Pairing of Pupils

Table I on the following page shows the manner in which pupils were paired. The intelligence quotient, the mental age, the seventh and eighth grade records were obtained as explained in Chapter II.

The seventh and eighth grade records were weighted as follows: An "E" grade was weighted as 5, a "C" grade as 4, an "M" grade as 3, a "P" grade as 2, and an "F" grade as 1. In Table I, a grade of 3.6 means an average of the grades in English, Geography, and Mathematics in the Seventh grade and English, History, and Mathematics in the eighth. The pairing is read across the page thus: R. B., with an intelligence quotient of 101, chronological age of 13 years, 8 months, mental age 13 years, 10 months, seventh grade average of 3.6 (M+), eighth grade average 2.3 (P+), and a history grade of 2 (P), is paired with R. Ma., directly across the page with an intelligence quotient of 102, chronological age of 13 years, 9 months, mental age 14 years, seventh grade average 3 (M), eighth grade average 2.3 (P+), and a history

TABLE I  
PAIRING OF PUPILS IN THE TWO CLASSES

Experimental Group							Control Group							
Pair No.	Name	I.Q.	Chrono-logical Age	Mental Age	7th Grade Record	8th Grade Record	8th His-tory Record	Name	I.Q.	Chrono-logical Age	Mental Age	7th Grade Record	8th Grade Record	8th His-tory Record
1	R.B.	101	13- 8	13-10	3.6	2.3	2	R.Ma.	102	13- 9	14	3	2.3	2
2	H.G.	125	13- 7	17-10	4	4.6	4	R.E.	120	13- 1	15- 8	4.3	4.3	4
3	C.G.	107	13- 9	14- 8	2.6	3	2	K.S.	108	13- 7	14- 8	3	2.3	2
4	B.H.	91	14	12- 8	2	2.3	2	L.S.	94	13- 6	12- 8	2.6	2.3	2
5	C.H.	110	13- 4	14- 8	4.3	3.6	4	B.K.	109	13- 9	15	3.6	4	4
6	C.Me.	116	13- 1	15- 2	3.6	3.6	4	L.L.S.	116	13- 3	15- 4	3.3	3.6	3
7	P.S.	133	13- 2	17- 8	3.3	2.3	3	B.P.	126	12-11	16- 4	3	3.6	4
8	H.T.	142	12- 7	17-10	4	4.3	4	C.L.	137	12-11	17- 8	4	4.3	4
9	J.U.	131	12- 8	16- 8	4.3	4.1	3	H.L.	133	12- 3	16- 4	4.6	4.3	4
10	C.U.	122	12- 3	14- 8	4.3	4.4	4	R.M.	111	13- 8	15- 4	4.3	4	4
11	J.W.	103	13- 9	14- 3	3.6	3.3	3	J.S.	104	13- 9	14- 3	3.6	4	3
12	W.W.	124	13- 9	17	4	4.3	4	R.S.	119	13- 5	16	4	4	4
13	B.B.	117	13-11	16	3	3	3	M.Y.	117	13- 8	16	3.3	3.6	3
14	L.B.	80	14- 2	11- 4	2.6	3.3	3	D.D.	86	14- 6	12- 5	2	2	2
15	B.H.	113	13- 3	15- 2	4.3	3.6	3	M.J.D.	113	13- 8	15- 4	3	3.3	3
16	B.Ho.	92	14-10	13- 6	2.6	2.3	2	W.W.	94	14- 7	13-10	2.3	2.3	2
17	P.K.	110	13- 9	15- 2	4.6	4.6	4	V.A.	110	13- 9	15- 2	4	3.6	3
18	H.K.	86	14- 2	12- 2	2.6	3	3	I.C.	89	14	12- 6	3	3	3
19	E.W.	97	15- 1	14- 8	2.3	2.3	2	D.J.	100	14- 7	14- 6	2	2.3	2
20	D.O'D.	117	12-11	15- 2	4.6	4.6	4	J.R.	122	12- 4	15- 2	4.3	4.3	4
21	B.P.	123	13	16	4.6	5	5	T.S.	116	13- 8	16	4.6	4	4
22	E.R.	136	13	17- 8	4.6	5	5	M.W.	131	13- 6	17- 8	4.3	4.3	5
23	M.J.R.	108	13- 4	14- 6	4	3	3	W.G.	107	13- 9	14- 8	4	3	3
24	V.W.	100	13- 9	13- 9	4	4	4	H.W.	109	13- 6	14- 8	4.3	4.3	4
25	E.W.	122	13- 4	16- 4	4	4.3	4	M.D.	129	13- 2	17	3.6	4.3	4
Median		114.16	13-6.37	15-.75	4.107	3.83	3.83		112.5	13- 8	15-2.5	3.85	3.81	3.81
Mean		112.2	13-6.24	15-1.56	3.47	3.6	3.2		112.16	13-6.5	15-1.5	3.4	3.4	3.28
S.D.		15.36							13.6					
Range		80-142	12- 3 15- 1	11- 4 17-10	2 to 4.6	2.3 to 5	2-5		86-137	12- 3 14- 7	12- 5 17- 8	2 to 4.6	2 to 4.3	2-5

Read Table thus: Pair 1, R.B., Experimental Group, with an I.Q. 101, Chronological age 13-8, Mental age 13-10, 7th, 8th, and 8B History Record is compared with R.Ma., of the Control Group, with an I.Q. of 102., Chrono-logical age 13-9, Mental age 15-8, 7th, 8th, and 8B History Records. Read in like manner for other pairs.

grade of 2 (P).

Pairs 1-12 are boys and 13-25 are girls. Pair number 14 is colored girls.

The median intelligence quotient, derived from the Henmon-Nelson Tests of Mental Ability, Form A, was 114.16 for the experimental group and 112.5 for the control group. The median chronological age was 13 years, 6.37 months for the experimental group and 13 years and 8 months for the control; the median mental age was 15 years, .76 months for the experimental and 15 years, 2.5 months for the control group. The difference between the two groups as far as academic promise is concerned on the measures used and by a consensus of teachers' opinions, as well as statistically, is insignificant.

Twenty-one of the experimental group and twenty-three of the control group had taken their seventh grade work in the Lewther Junior High and all had taken the eighth "B" in this school. The range in pupils is from the poorest to the best in scholastic achievement. Though not perfectly paired, the grouping is the best that could be made at the mid-year and is probably as normal a set-up as one would find in the average school.

#### Results of Test I

Table II on the following page shows the results of Test I. This test was Form A of the Emporia History Test for Grades VII and VIII. The point value of the test is 120. The score was obtained by counting each reason or statement as one point as required by the test. Both the reliability and validity of this test have been determined. A copy is found in the appendix.

The pupils are so arranged that pair numbers read across the page: R. B. with a score of 59 is compared with R. Ma. with a score of 44. H. G.

with a score of 87 is compared with R. E. with a score of 72 and thus throughout Table II.

The median score on the Emporia History Test for the experimental group is 59.5 and for the control group is 63.75, a difference of 4.25 in favor of the control group.

The range for the experimental group was 36-88 while that for the control group was 39-90.

The mean for the upper quartile of the experimental group was 78.8, for the control group 77.5 with 1.3 in favor of the experimental group. The middle one-half had a mean of 55.6 for the experimental group and 60.6 for the control, a difference of five points on the test in favor of the control group. In the lower quartile, the mean of the experimental group was 45.2; the control group 45.2. The greatest difference seemed to be in the middle half. Whether significant, here, is problematical with indications that chance might be operating.

A comparison of the two groups by pairs is shown in Figure 1 and a ranking of the scores of the two groups in ascending order is given in Figure 2.

This test was given the first day of the Spring semester, 1938, before any instruction had been given in either of the experimental methods. The purpose was to determine how much pupils knew before the experiment began and to serve as a basis of comparison with Form B which would be given at the close of the same semester.



TABLE II  
SCORES MADE BY PUPILS IN TEST 1

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	59	R.Ma.	44
2	H.G.	87	R.E.	72
3	G.G.	56	K.S.	52
4	B.H.	52	L.S.	68
5	G.H.	66	B.K.	65
6	C.Mc.	59	Ll.S	68
7	P.S.	60	B.P.	78
8	H.T.	88	C.L.	90
9	J.U.	58	H.L.	73
10	C.U.	65	R.M.	64
11	J.W.	81	J.S.	51
12	W.W.	75	R.S.	49
13	B.E.	54	M.Y.	57
14	L.B.	47	D.D.	41
15	B.H.	36	M.J.D.	65
16	B.Ho.	57	H.W.	39
17	P.K.	75	V.A.	50
18	H.K.	52	I.C.	50
19	E.W.	44	D.J.	66
20	D.O'D.	63	J.R.	69
21	B.P.	67	T.S.	73
22	E.R.	67	M.A.W.	61
23	M.J.R.	58	W.G.	53
24	V.W.	46	H.F.	48
25	E.W.	66	M.D.	65
	Median	59.5	Median	63.75
	Mean	61.32	Mean	60.96
	S.D.	12.99	S.D.	13.2
	Range	36-88	Range	39-90
	PE <sub>M</sub>	±1.752	PE <sub>M</sub>	±1.75
	Total Points	120	Total Points	120

Read Table thus: In pair number 1, pupil R.B. of the experimental group made a score of 59; pupil R. Ma. in the control group made a score of 44. Read in like manner for pair 2 and succeeding pairs.

Points

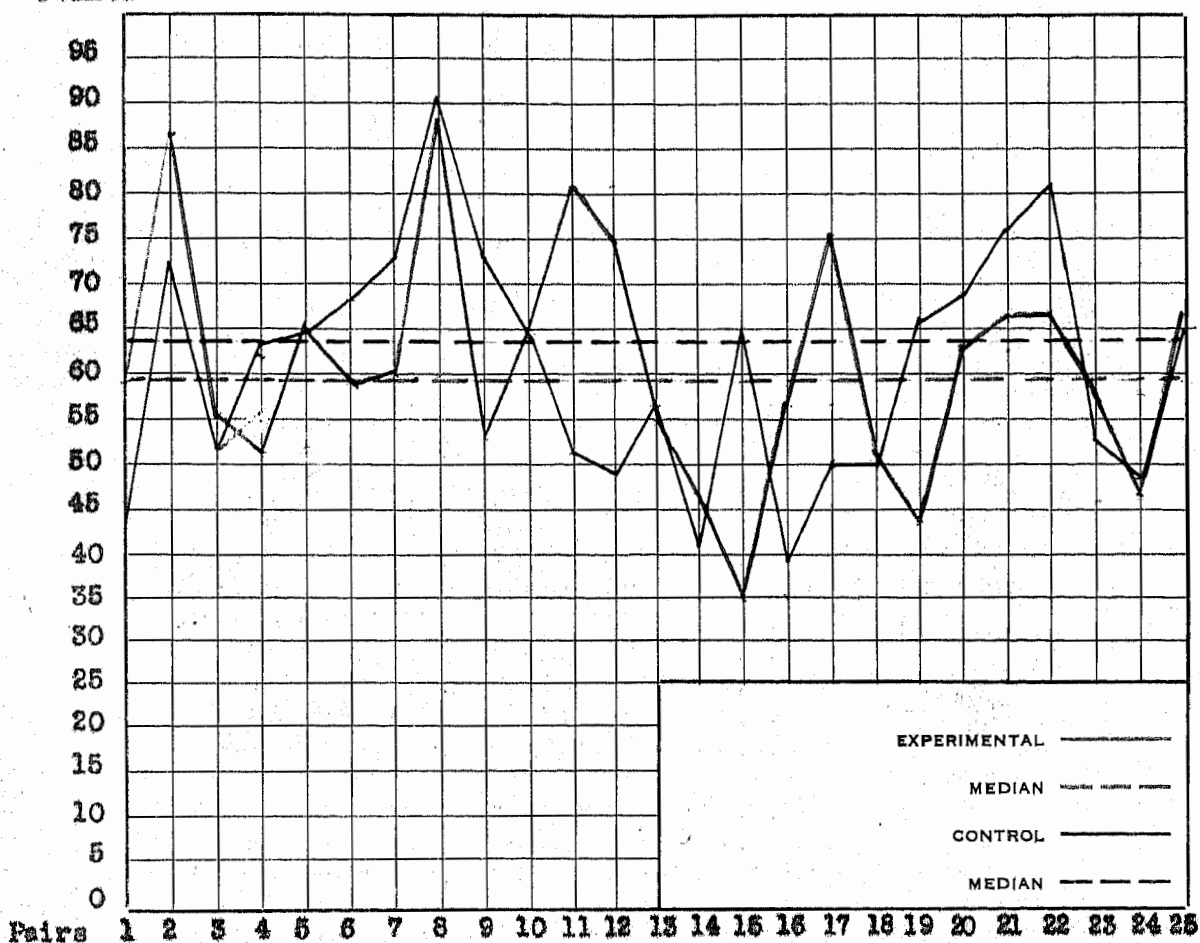


Figure 1

## Ranking of Pupils by Pairs on Test 1

In the experimental group student number 1 made a score of 59; the control group student in this pair made 44. Read in like manner for other pairs. Pairs 1-12 are boys; pairs 13-25 are girls.

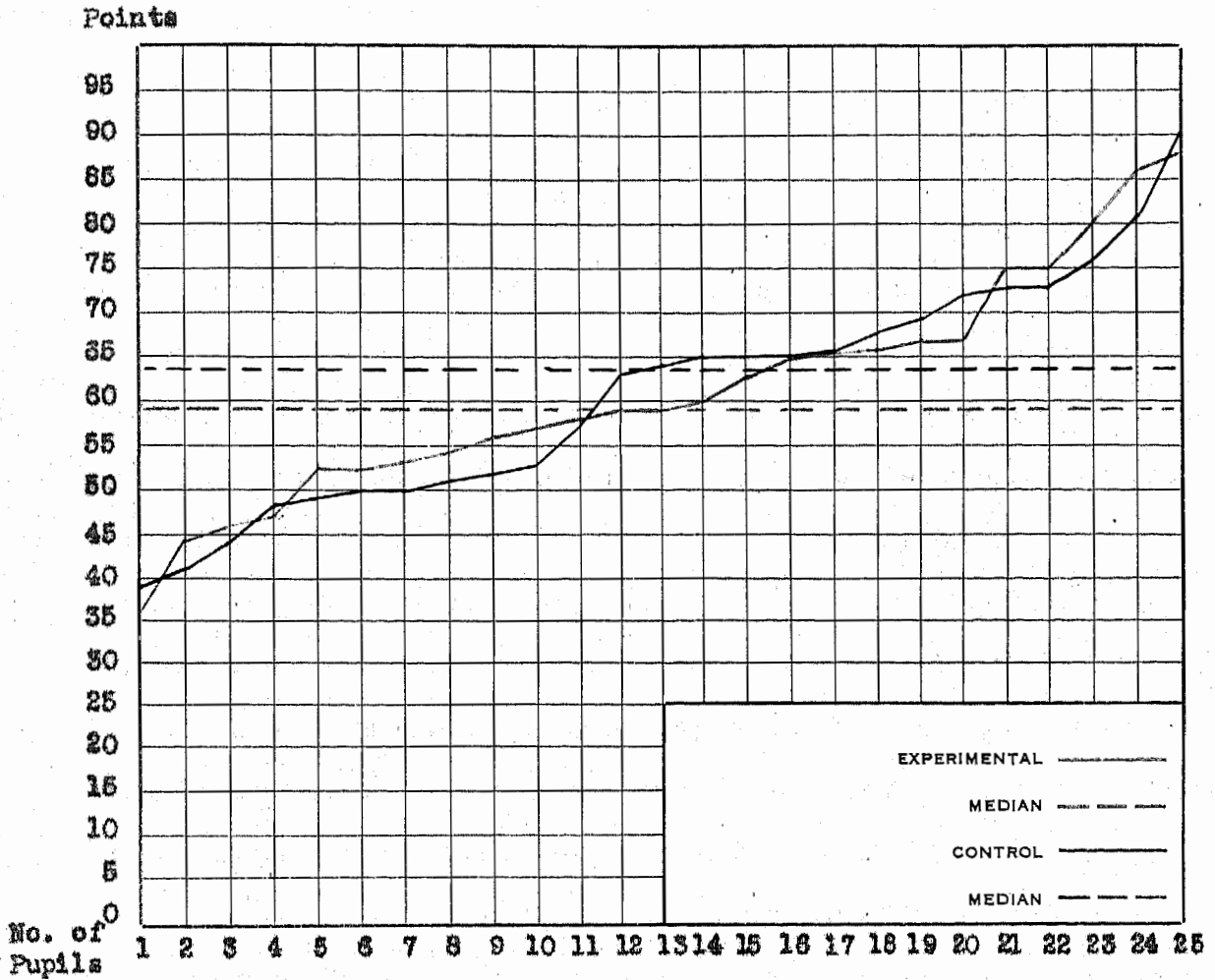


Figure 2

Comparison of the Two Classes in Test 1

Read Figure thus: In the experimental group, the lowest score made was 36; in the control group, 39. The scores for the two groups are arranged in ascending order.

## Results of Test 2

Table III shows the results of Test 2. This was the Pressey-Richards Understanding of American History and is composed of the following tests: character judgment, historical vocabulary, sequence of events, and cause and effect relationships. The test was given the second day of the new term, January 25, 1938, and the purpose was to find out just what each person knew before the experiment began. It also served as a basis for pairing. The possible score on the test was 100. The median of the experimental group was 34.375 and of the control 26.79. The range of the experimental group was 18-63 and the control 18-56. Twenty pupils in the experimental group exceeded those with whom they were paired in the control group while only five of the control group surpassed those with whom they were compared. Since both groups had had the same previous instruction there is no way to account for the better rating of pairs 4, 11, 14, 21, and 22.

With this test as a measure, the experimental group would be rated as the significantly better equipped in historical knowledge at the beginning of the study. However, the fact that neither group scored high as against norms for the test should be considered perhaps.

Figure 3 presents a comparison of the pairs in the two groups. Figure 2 presents a comparison of the pairs in the two groups. Figure 4 shows that the lowest score made in both groups was 18. The scores are arranged in ascending order.

According to the norms for grade 8, the class should have a median of 52 but due to error in the time of giving the test, the median was lower than it should be. Though the results of this test will be compared with the same test given at the close of the eighteen weeks, it cannot be considered reliable.

TABLE III  
PAIRING OF PUPILS IN TEST 2

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	30	R.Ma.	26
2	H.G.	41	R.E.	29
3	G.G.	30	K.S.	15
4	B.H.	23	L.S.	26
5	G.H.	40	B.K.	34
6	C.Mc.	29	Ll.S.	21
7	P.S.	42	B.P.	39
8	H.T.	63	C.L.	56
9	J.U.	47	H.L.	43
10	C.U.	41	R.M.	23
11	J.W.	22	J.S.	26
12	W.W.	42	R.S.	27
13	B.B.	47	M.Y.	28
14	L.B.	18	D.D.	21
15	B.H.	33	M.D.J.	27
16	B.Ho.	29	N.W.	20
17	P.K.	47	V.A.	21
18	H.K.	27	I.C.	16
19	E.N.	20	D.J.	18
20	D.O'D.	43	J.R.	24
21	B.P.	22	T.S.	32
22	B.R.	36	M.A.	44
23	M.J.R.	20	W.G.	18
24	V.W.	31	N.F.	30
25	E.W.	40	M.D.	31
	Median	34.375		26.79
	Mean	34.52		28.56
	Range	18-63		18-56
	S.D.	10.78		9.3
	PE <sub>M</sub>	±1.45		±1.28
Total Points		100		100

Read Table thus; In pair number 1, pupil R.B. of the experimental group made a score of 30; pupil R.Ma. in the control group made a score of 26. Read in like manner for pair 2 and succeeding pairs.

Points

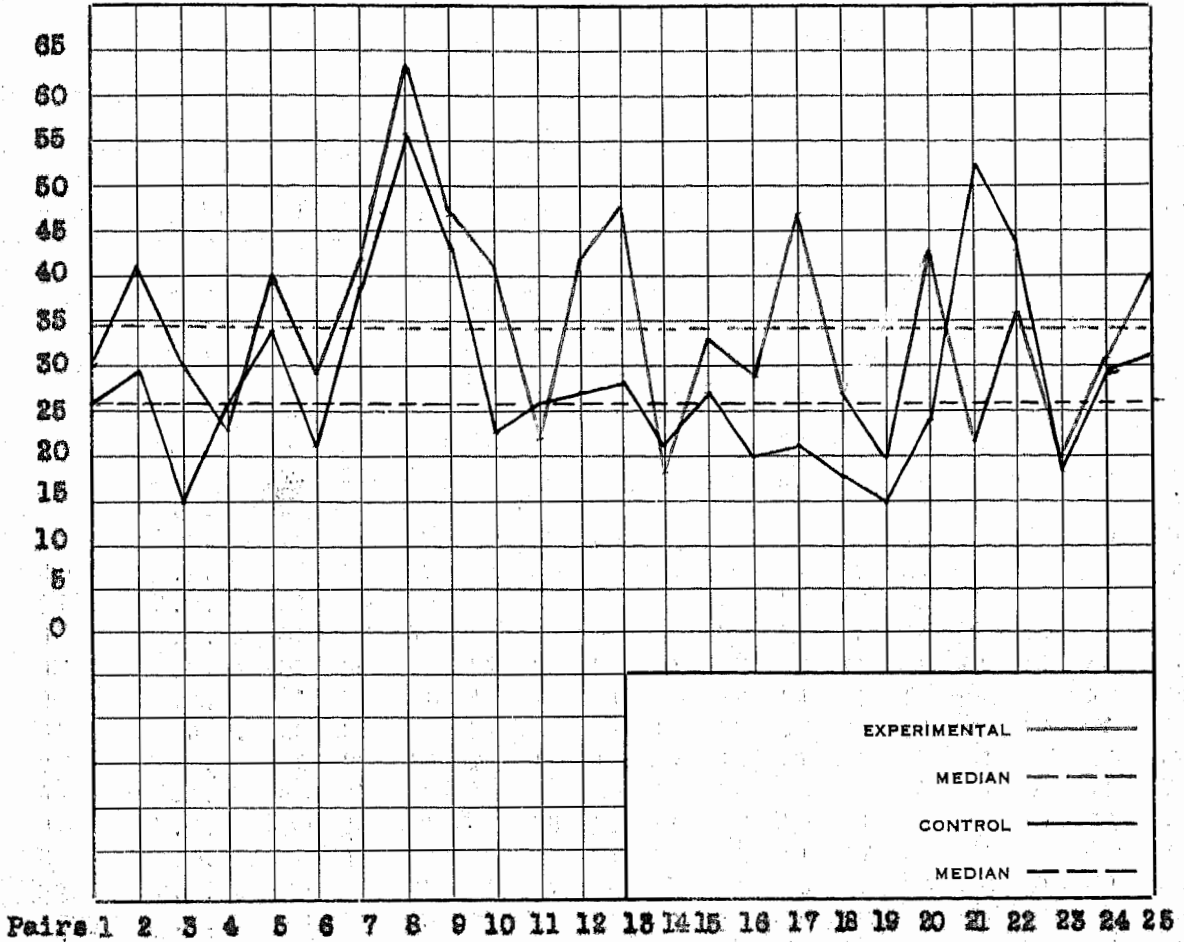


Figure 3

Ranking of Pupils in Pairs on Test 2

Read Figure thus: In the experimental group, student No. 1 made a score of 30; the control group student in this pair made 26. Read in like manner for the other pairs.

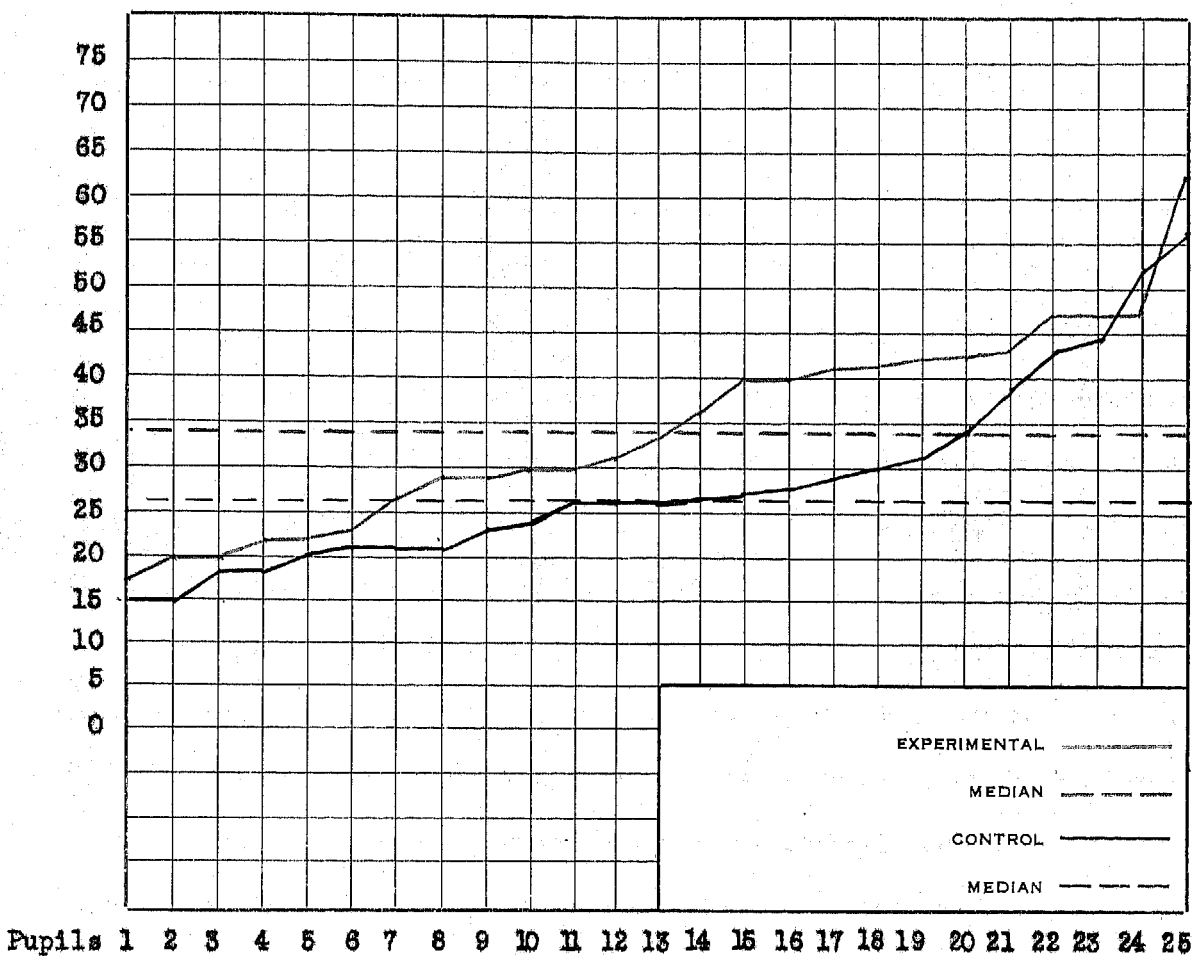


Figure 4

Comparison of the Two Classes in Test 2

Read Figure thus: In the experimental group, the lowest score made was 18; in the control group, 15. The scores for the two groups are in ascending order.

## Results of Test 3

Test 3 contains eighty-three points and was prepared by Miss Laura Houk. It consists of matching terms and descriptions, association, true-false, completion, and multiple choice questions. The test covers the period of Westward Expansion to the year 1828, and a copy of it may be found in the appendix. The results of this test are shown in Table IV.

The median for the experimental group, using the report method was 54.16, and that for the control group was 52.92, a difference of 1.24 in favor of the experimental group. The mean for the upper quartile of the experimental group was 69.16, for the control 68.5, the mean for the middle fifty per cent was 55 and 53 respectively, the lower quartile 34.66 and 33.66, showing only a slight gain in favor of the experimental group. The range for the experimental group was 28-72 and the control group 21-74. This closer grouping in the experimental group is probably more significant than the scores themselves. Twelve pupils in the experimental group made higher scores than those in the control group. Pair 2 made identical scores and pairs number 3, 7, 8, 12, 15, 16, 18, 19, 20, 23, 24, and 25 of the control group surpassed the scores of those paired with them in the experimental group. As a whole, the third test brings out no particular advantage accruing from the method of instruction used.

Figure 5 is a graphical comparison of the two groups by pairs, and Figure 6 is a comparison of the scores made by the two groups in ascending order.



TABLE IV  
PAIRING OF PUPILS IN TEST 3

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	55	R.Ma.	50
2	H.G.	72	R.E.	72
3	G.G.	31	K.S.	35
4	B.H.	39	L.S.	33
5	G.H.	61	B.K.	49
6	C.No.	53	Ll.S.	46
7	P.S.	53	B.P.	59
8	H.T.	71	C.L.	73
9	J.U.	65	H.L.	63
10	C.U.	62	R.M.	57
11	J.W.	52	J.S.	50
12	W.W.	55	R.S.	69
13	B.B.	56	M.Y.	51
14	L.B.	49	D.D.	21
15	B.H.	43	M.J.O.	44
16	B.No.	36	H.W.	40
17	P.K.	58	V.A.	49
18	H.K.	56	I.O.	51
19	E.H.	28	D.J.	35
20	D.O'D.	43	J.R.	53
21	B.P.	61	T.S.	58
22	E.R.	69	M.A.W.	63
23	M.J.R.	32	W.G.	55
24	V.W.	42	N.F.	62
25	E.W.	69	M.D.	74
	Median	54.16		52.92
	Mean	51.64		52.4
	S.D.	13.11		12.37
	Range	28-72		21-74
	PE <sub>M</sub>	±1.77		±1.67
	Total Points	83		

Read Table thus: Pair 1, experimental pupil R.B. scored 55; R.Ma., control pupil, scored 50. Read in like manner for succeeding pairs. Pairs 1-12, boys; 13-25, girls. Pair 14, colored girls.

Points

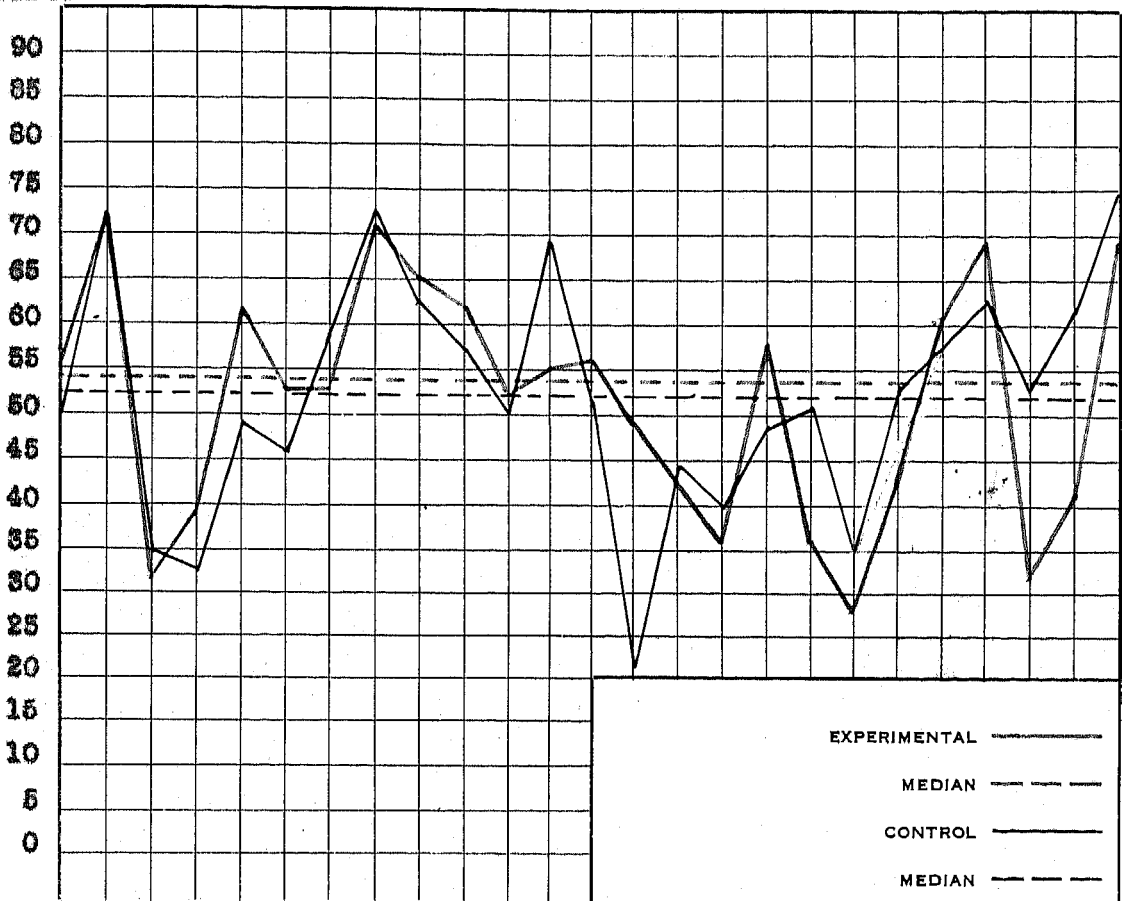


Figure 5

Ranking of Pupils in Pairs on Test 3

Read Figure thus: In the experimental group, student No. 1 made a score of 55; the control group student in this pair made 50. Read in like manner for other pairs.

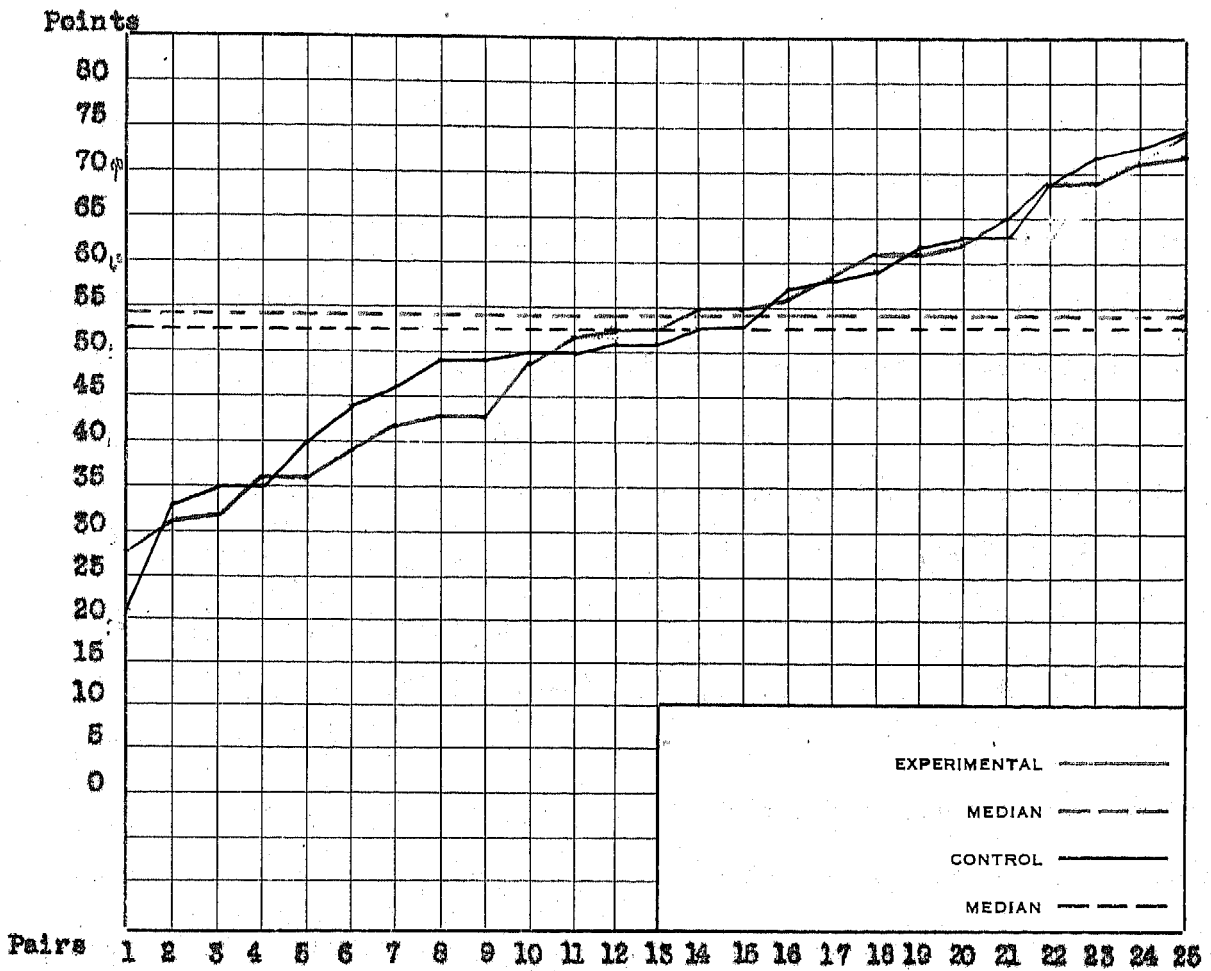


Figure 6

## Comparison of the Two Classes in Test 3

Read Figure thus: In the experimental group, the lowest score made was 28; in the control group, 21. The scores for the two groups are arranged in ascending order.

### Results of Test 4

The results of Test 4 may be found in Table V. This consisted of a forty-point test prepared by the writer. A copy is found in the appendix. It tested association of characters with events and completion of sentences involving recall and judgment. This test is likely not of high reliability and is of the common "garden variety" used by classroom teachers to encourage study.

The median for the experimental class was 19.5 and for the control 23.05. Four pupils, pairs 1, 5, 6, and 10 in the experimental group, exceeded those in the control group. Pair 12 produced identical results while individuals in twenty pairs in the control group surpassed their paired partners in the experimental group.

The range on the forty-point test in the experimental group was 6 to 28 and in the control group 14 to 36 indicating a decided gain in favor of the control group.

Figure 7 shows graphically the downfall of the experimental group in relation to the control group.

Figure 8 shows the points made by the two groups in ascending order.

The results of this test would seem to indicate that the questions followed too closely the material in the text and failed to make allowance for the more extensive reading done by the experimental group. The fault would seem to lie with the test as it was neither comprehensive enough nor long enough to be either valid or reliable. It does show definitely, however, that on factual, textual material the class using a discussion, question-answer technique has an advantage. It does not show whether they are strong or whether the other group is weak.

TABLE V  
SCORES MADE BY PUPILS IN TEST 4

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	16	R.Ma.	14
2	H.G.	24	R.E.	31
3	G.C.	11	K.S.	15
4	B.H.	16	L.S.	25
5	G.H.	27	B.K.	24
6	C.Me.	28	Il.S.	24
7	P.S.	15	B.P.	24
8	H.T.	24	C.L.	35
9	J.U.	23	W.L.	29
10	C.U.	23	R.M.	22
11	J.W.	20	J.S.	23
12	W.W.	26	R.S.	25
13	B.B.	18	M.Y.	27
14	L.B.	13	D.D.	15
15	B.H.	11	M.J.D.	19
16	B.No.	14	N.W.	15
17	P.K.	20	V.A.	26
18	H.K.	16	I.C.	24
19	E.W.	6	D.J.	22
20	D.O'D.	11	J.R.	23
21	B.P.	22	T.S.	29
22	E.R.	28	M.A.W.	36
23	M.J.R.	10	W.G.	15
24	V.W.	14	N.F.	18
25	E.W.	20	M.O.	34
	Median	19.5		23.05
	Mean	18.08		23.68
	S.D.	5.75		6.25
	Range	6-28		14-36
	PE <sub>M</sub>	±.76		±.84
Total Points		40		

Read Table thus: In pair number 1, pupil R.B. of the experimental group made a score of 16; pupil R.Ma. in the control group made a score of 14. Read in like manner for pair 2 and succeeding pairs.

Points

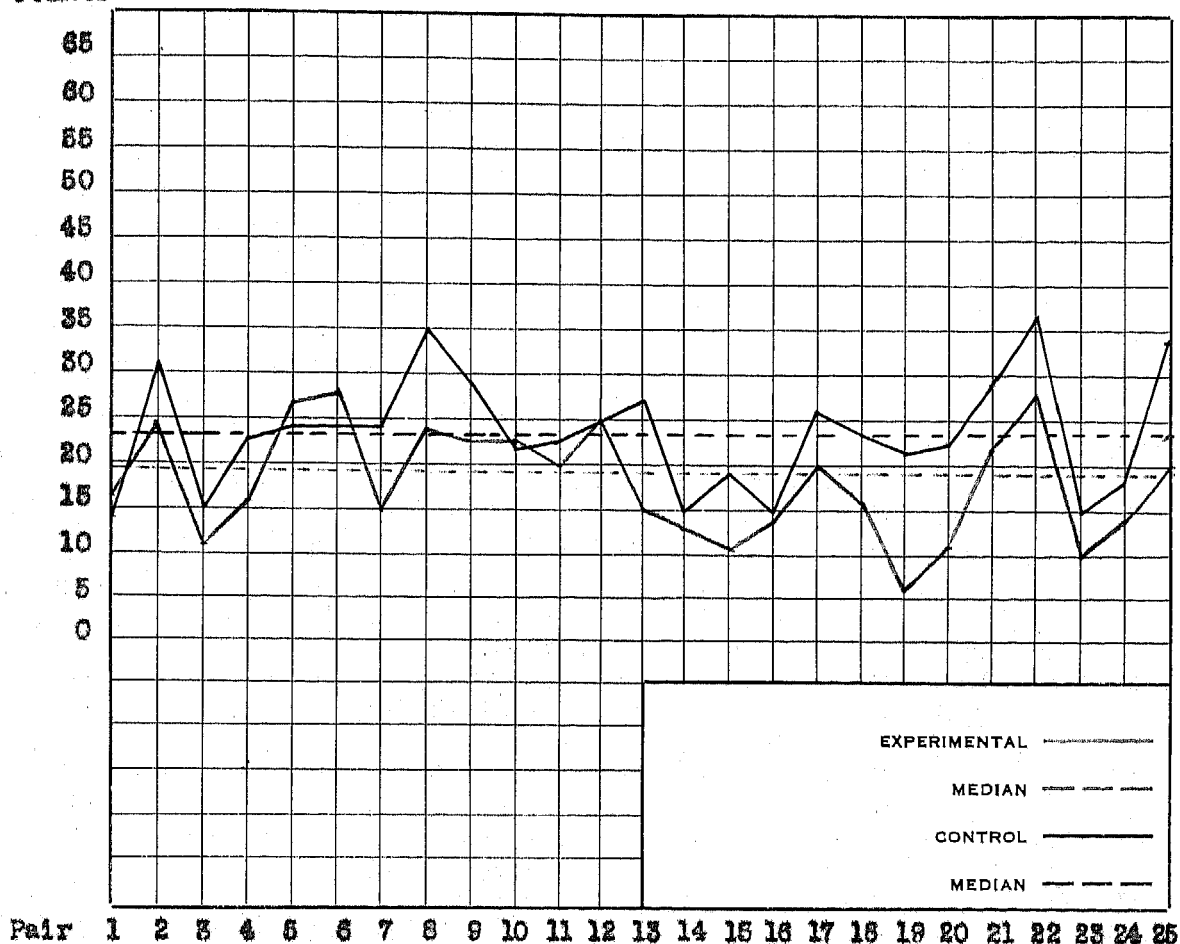


Figure 7

Ranking of Pupils in Pairs on Test 4

Read Figure thus: In the experimental group, student No. 1 made a score of 16; the control group student in this pair made 14. Read in like manner for the other pairs.

Points

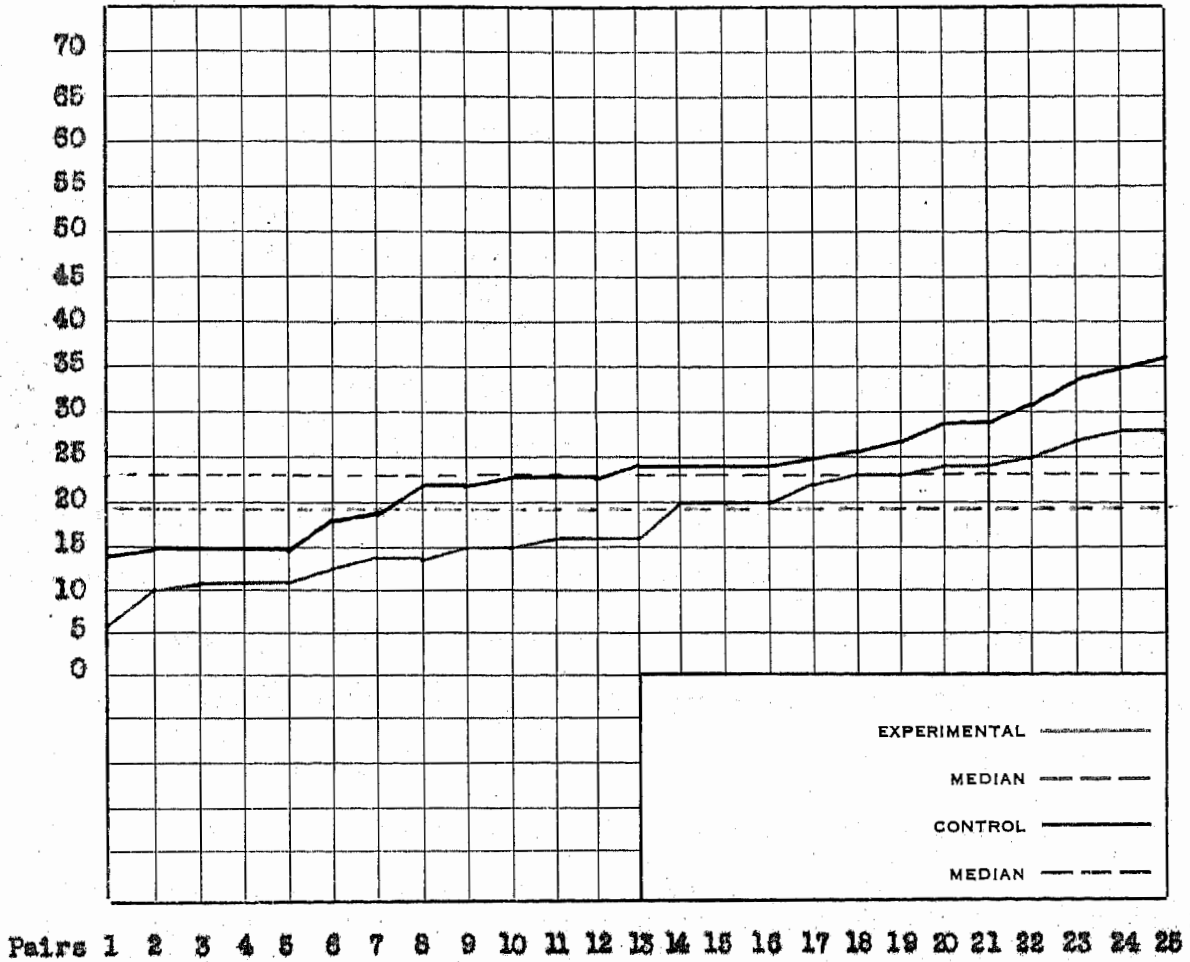


Figure 8

Comparison of the Two Classes in Test 4

Read Figure thus: In the experimental group, the lowest score was 6; in the control group 14. The scores for the two classes are arranged in ascending order.

### Results of Test 5

Test 5 was prepared by Miss Laura Houk to cover a cross section of our country between 1830 and 1860. It contained 64 points and was composed of multiple choice, short answers, memory exercises and weighing of judgment in true and false questions. The results of this test may be found in Table VI on the following page.

The median of the experimental group was 34.5 and of the control group 36.5. Nine pupils in pairs 1, 11, 12, 14, 15, 16, 17, 22, and 23 of the experimental group exceeded those with whom they were paired in the control group. Pair five was identical and fifteen members of the control group made higher scores than those paired with them in the experimental group. The range for the experimental group was 18 to 52, and for the control group 18 to 58.

The mean for the upper quartile shows an advantage of 5.5 points in favor of the control group and in the middle fifty per cent a gain of 1.84 points for the same group. In the fourth quartile the experimental group exceeded the control group by 2.34 points. The mean for the entire experimental group was 34.96 and that of the control group 36.6. The  $P_{50}$  of the experimental group was  $+1.21$ , that of the control group  $+1.53$  with a probable error of the difference of 1.95. This indicates that there are 54 chances in 100 that the control group would always rank ahead of the experimental group. There is not a significant difference.

Figure 9 presents graphically the ranking of each pair of pupils in Test 5, and Figure 10 indicates the comparison of scores of the two groups in ascending order.



TABLE VI  
SCORES MADE BY PUPILS IN TEST 5

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	30	R.Ma.	26
2	H.G.	45	R.E.	49
3	G.G.	23	K.S.	26
4	B.H.	27	L.S.	29
5	G.H.	45	B.K.	45
6	C.Mc.	33	L.L.S.	42
7	P.S.	39	B.P.	53
8	H.T.	52	C.L.	56
9	J.U.	29	H.L.	57
10	C.U.	46	R.M.	50
11	J.W.	36	J.S.	34
12	W.W.	43	R.S.	36
13	B.B.	34	M.Y.	38
14	L.B.	24	D.D.	18
15	B.H.	30	M.J.D.	22
16	B.Ho.	29	N.W.	19
17	P.K.	42	V.A.	28
18	H.K.	27	I.C.	32
19	E.W.	18	D.J.	42
20	D.O'D.	33	J.R.	37
21	B.P.	37	T.S.	39
22	E.R.	48	M.A.W.	37
23	M.J.R.	37	W.G.	22
24	V.W.	26	H.P.	34
25	E.W.	39	M.D.	42
	Median	34.5		36.5
	Mean	34.96		36.6
	S.D.	8.96		11.37
	Range	18-52		18-56
	PEM	+1.21		+1.53
	Total Points	64		

Read Table thus: In pair number 1, pupil R.B. of the experimental group made a score of 30; pupil R.Ma. in the control group made a score of 26. Read in like manner for pair 2 and succeeding pairs.

Points

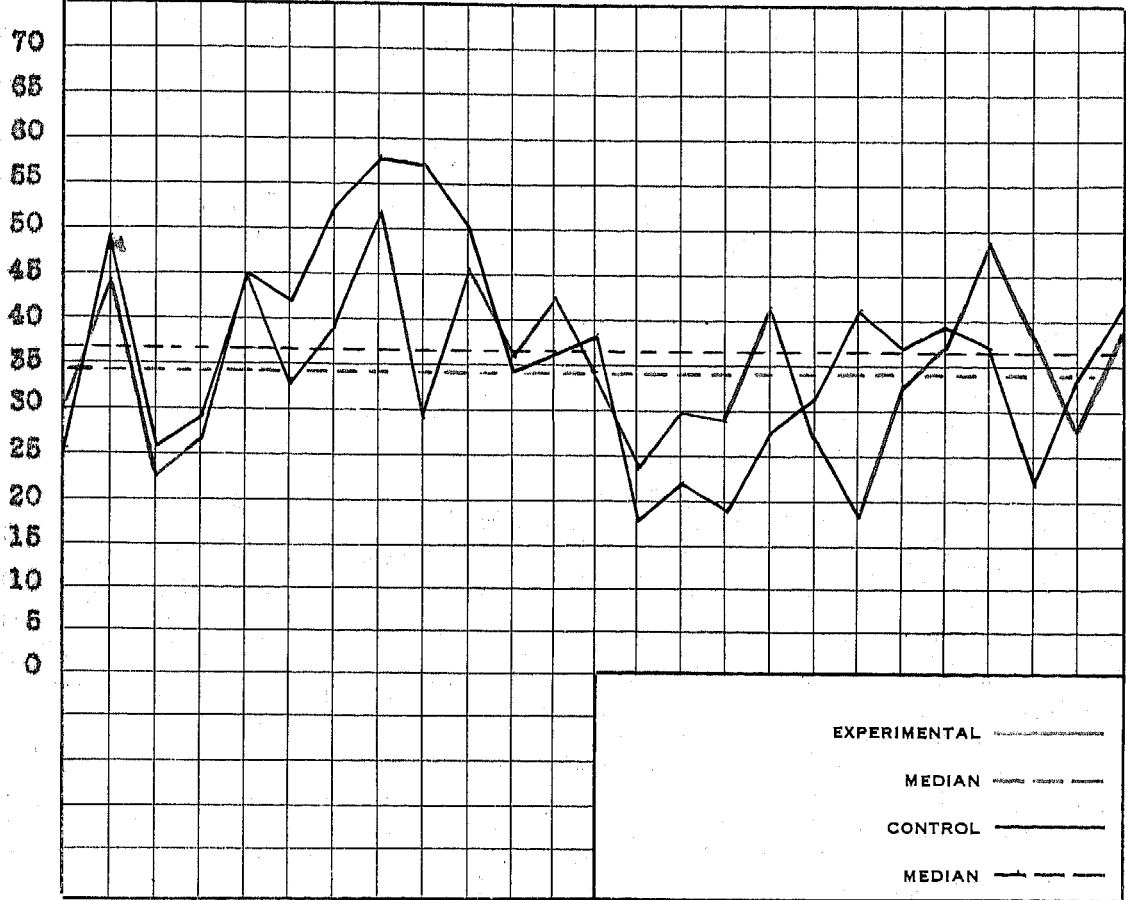


Figure 9

Ranking of Pupils in Pairs in Test 5

Read Figure thus: In the experimental group, student No. 1 made a score of 30; the control group student in this pair made 26. Read in like manner for other pairs.

Points

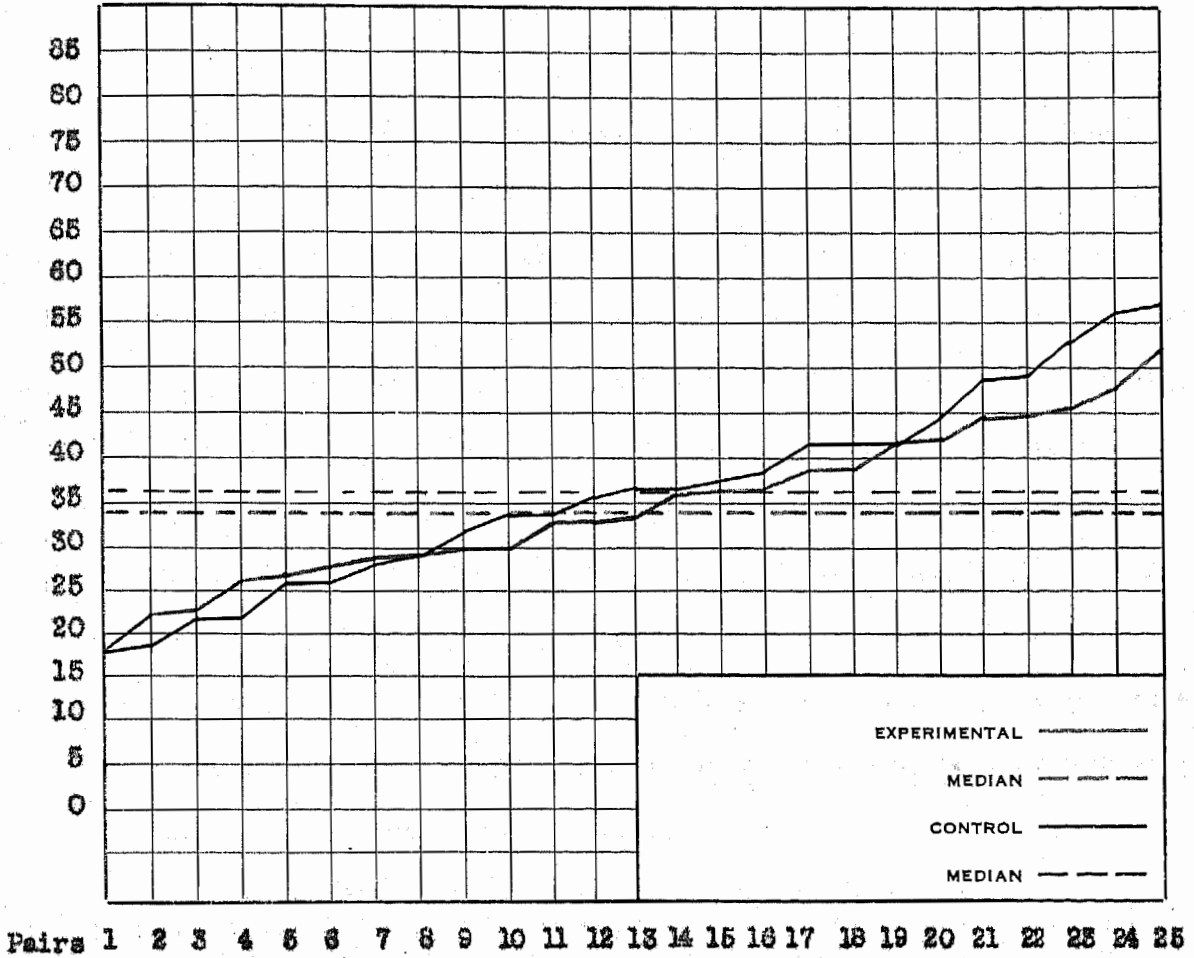


Figure 10

Comparison of the Two Classes in Test 5

Read Figure thus: In the experimental group the lowest score made was 18; in the control group, 18. The scores for the two groups are arranged in ascending order.

## Results of Test 6

In the appendix will be found a copy of Test 6. The first two questions consisted of matching names and description; twenty points in all; the third and fourth were multiple choice and true-false questions, types seeming best suited to testing material dealing with inventions, writers, and educators. The writer prepared the test. Table VII on the following page shows what results were obtained from this forty-point test.

The control group in this test proved superior to the experimental group with a median of 30.625 as compared to 26.5 for the experimental. Seven pupils in the experimental group, pairs 1, 2, 4, 6, 11, 14, and 24, exceeded those with whom they were paired in the control group. Pair 17 was identical, and 17 pairs in the control group surpassed those paired with them in the experimental group. The range in the experimental group was 7 to 35 and in the control group 19 to 58.

Figure 11 shows graphically the comparison of the pairs and Figure 12 is a comparison of the two groups showing the scores in ascending order.

In this test, the entire experimental group fell below the control group in rating. Here again the experimenter felt intensely the need of reliable, comprehensive standardized tests covering the units of work considered. A survey of the test as found in the appendix shows that it is factual to a great extent. Its validity is questioned as applied to what the experimental group has done.

TABLE VII  
SCORES MADE BY PUPILS IN TEST 6

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	30	R.Ma.	22
2	H.G.	35	R.E.	30
3	G.G.	19	K.S.	22
4	B.H.	24	L.S.	23
5	G.R.	30	B.K.	35
6	C.Mc.	31	Ll.S.	29
7	P.S.	23	B.P.	28
8	H.T.	30	O.L.	35
9	J.U.	31	H.L.	35
10	C.U.	24	R.M.	35
11	J.W.	32	J.S.	25
12	W.W.	28	R.S.	35
13	B.B.	19	M.Y.	25
14	L.B.	27	D.D.	21
15	B.H.	19	M.J.D.	33
16	B.No.	7	N.W.	19
17	P.K.	28	V.A.	28
18	H.K.	19	I.C.	31
19	E.N.	15	D.J.	37
20	D.O'D.	31	J.R.	35
21	B.P.	28	T.S.	33
22	E.R.	32	M.A.W.	37
23	M.J.R.	19	W.G.	29
24	V.W.	28	N.F.	23
25	E.W.	29	M.D.	35
	Median	25.5		30.525
	Mean	25.28		29.84
	S.D.	7.2		6.32
	Range	7-35		19-38
	PE <sub>M</sub>	±.97		±.85
	Total Points	40		

Read Table thus: In pair one, pupil R.B. of the experimental group made a score of 30; pupil R.Ma. in the control group made a score of 22. Read in like manner for pair 2 and succeeding pairs.

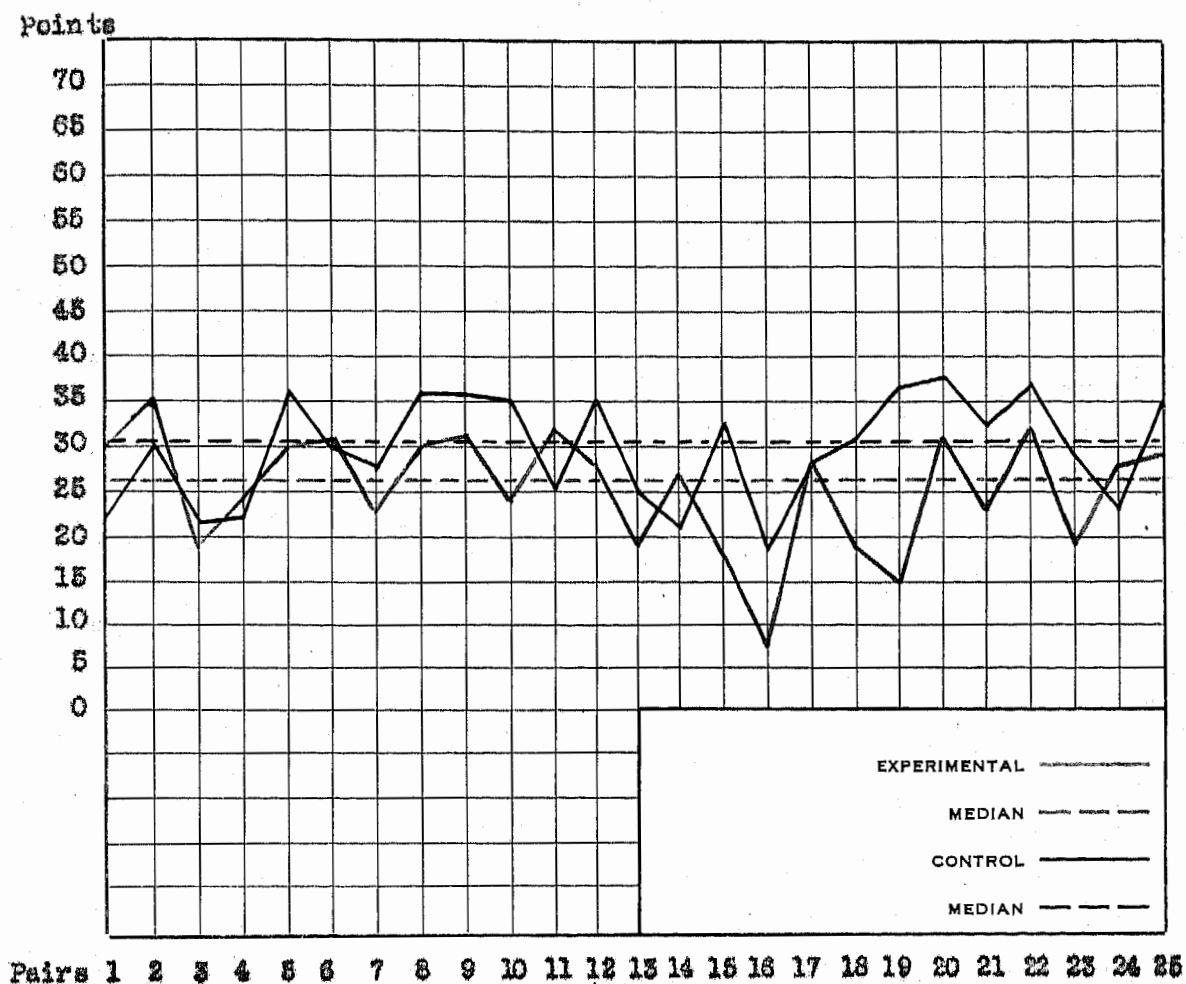


Figure 11

## Ranking of Pupils in Pairs in Test 6

Read Figure thus: In the experimental group student No. 1 made a score of 30; the control group student in this pair made 22. Read in like manner for the other pairs.

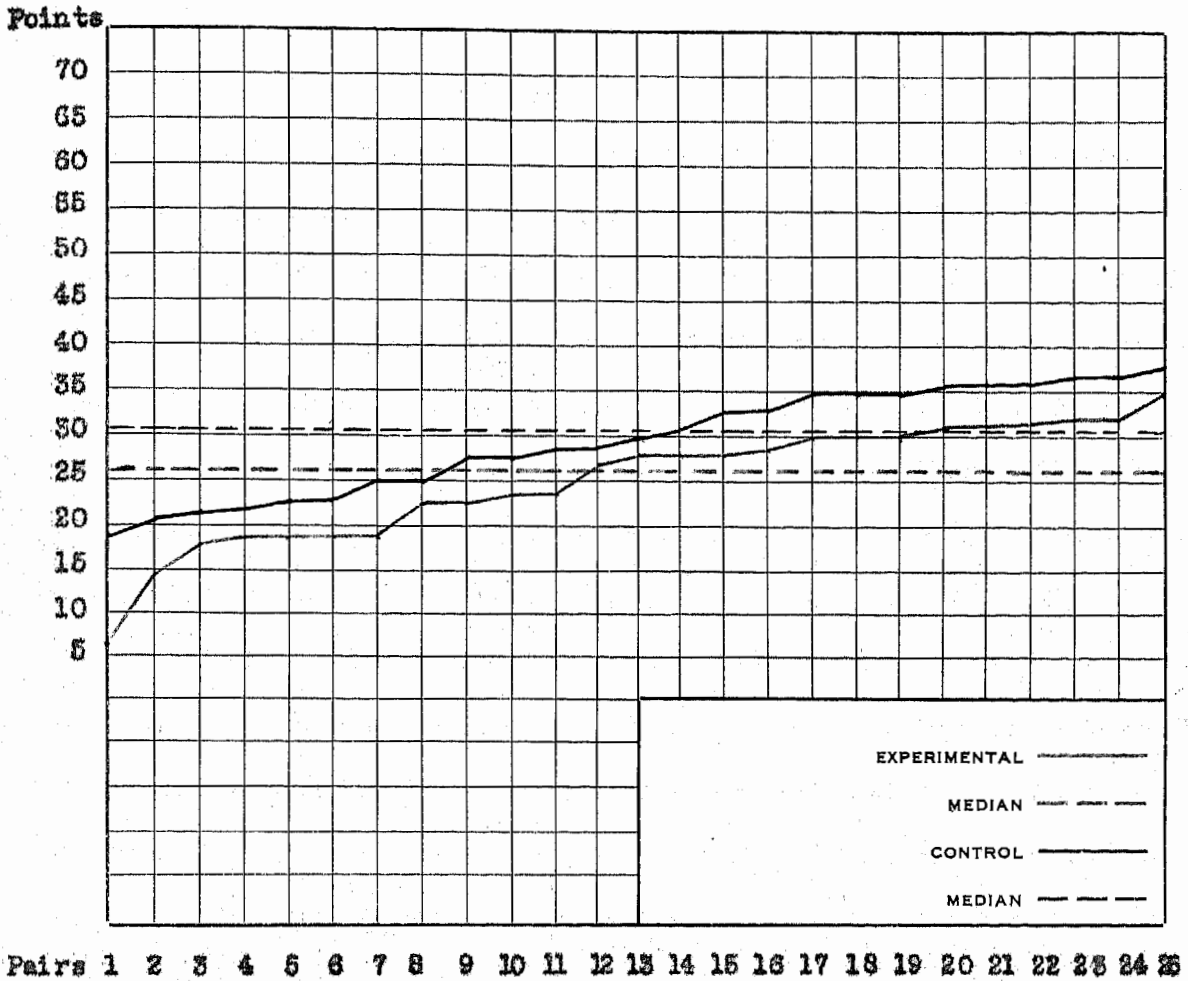


Figure 12

Comparison of the Two Classes in Test 6

Read Figure thus: In the experimental group the lowest score was 7; in the control group, 19. The scores are arranged in ascending order.

## Results of Test 7

This test, prepared by the writer, covered events leading to the Civil War and the War, itself. Arranging events in order, completion, matching, true-false, and memory questions made up this 67-point test. Results obtained from it may be found in Table VIII on the following page.

The control group with a median of 40.6 excelled the experimental group with a median of 33.75 by 6.85 points. Pairs 8, 10, 11, 12, 14, 15, 16, 17, 21, and 22 in the experimental group surpassed those with whom they were paired in the control group. The mean for the experimental group was 35.72; the control group was 39.66, a difference of 3.96. The PE<sub>y</sub> of the experimental group was  $\pm 1.62$ , that of the control group  $\pm 1.47$  with a probable error of the difference of 2.187. This indicates that there are 51 chances out of 100 that the control group will always rank ahead of the experimental group. There is not a significant difference. The difference of 1.3 in the mean of the upper quartile was in favor of the control group. The greatest difference appeared in the middle and lower groups.

Figure 13 shows graphically the ranking of the pairs and in Figure 14, arranged in ascending order, may be found the ranking in scores of the two groups.

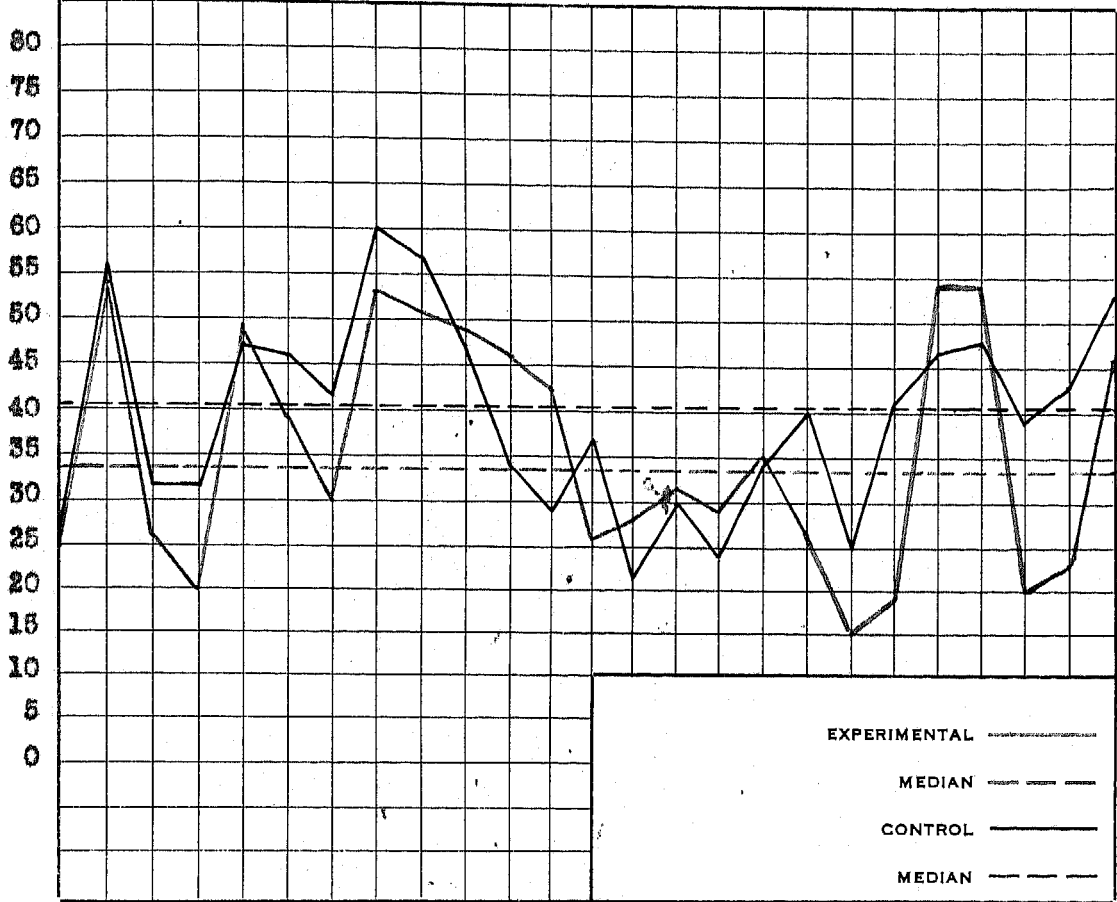


TABLE VIII  
SCORES MADE BY PUPILS IN TEST 7

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	25	R.Ma.	27
2	H.G.	54	R.E.	56
3	G.O.	26	K.S.	32
4	B.R.	20	L.S.	32
5	G.H.	49	B.K.	47
6	C.Mc.	39	Ll.S.	46
7	P.S.	30	B.P.	42
8	H.T.	53	C.L.	60
9	J.U.	51	H.L.	57
10	C.V.	49	R.M.	47
11	J.W.	46	J.S.	34
12	W.W.	43	R.S.	29
13	B.B.	26	M.Y.	37
14	L.B.	28	D.D.	22
15	B.H.	32	M.J.D.	30
16	B.Ho.	29	H.W.	24
17	P.K.	35	V.A.	34
18	H.K.	27	I.C.	40
19	E.N.	16	D.J.	25
20	D.O'D.	19	J.R.	41
21	B.P.	54	T.S.	47
22	E.R.	54	M.A.W.	46
23	M.J.R.	20	W.G.	39
24	V.W.	23	N.F.	43
25	E.W.	46	M.D.	53
	Median	33.75		40.625
	Mean	35.72		39.68
	Range	15-54		22-60
	S.D.	12.04		10.875
	PE <sub>x</sub>	±1.62		±1.47
	Total Points	67		

Read Table thus: In pair 1, pupil R.B. of the experimental group made a score of 25; pupil R.Ma. in the control group made a score of 27. Read in like manner for pair 2 and succeeding pairs.

Points



Pairs 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Figure 13

Ranking of Pupils in Pairs in Test 7

Read Figure thus: In the experimental group student No. 1 made a score of 25; the control group student in this pair made 27. Read in like manner for the other pairs.

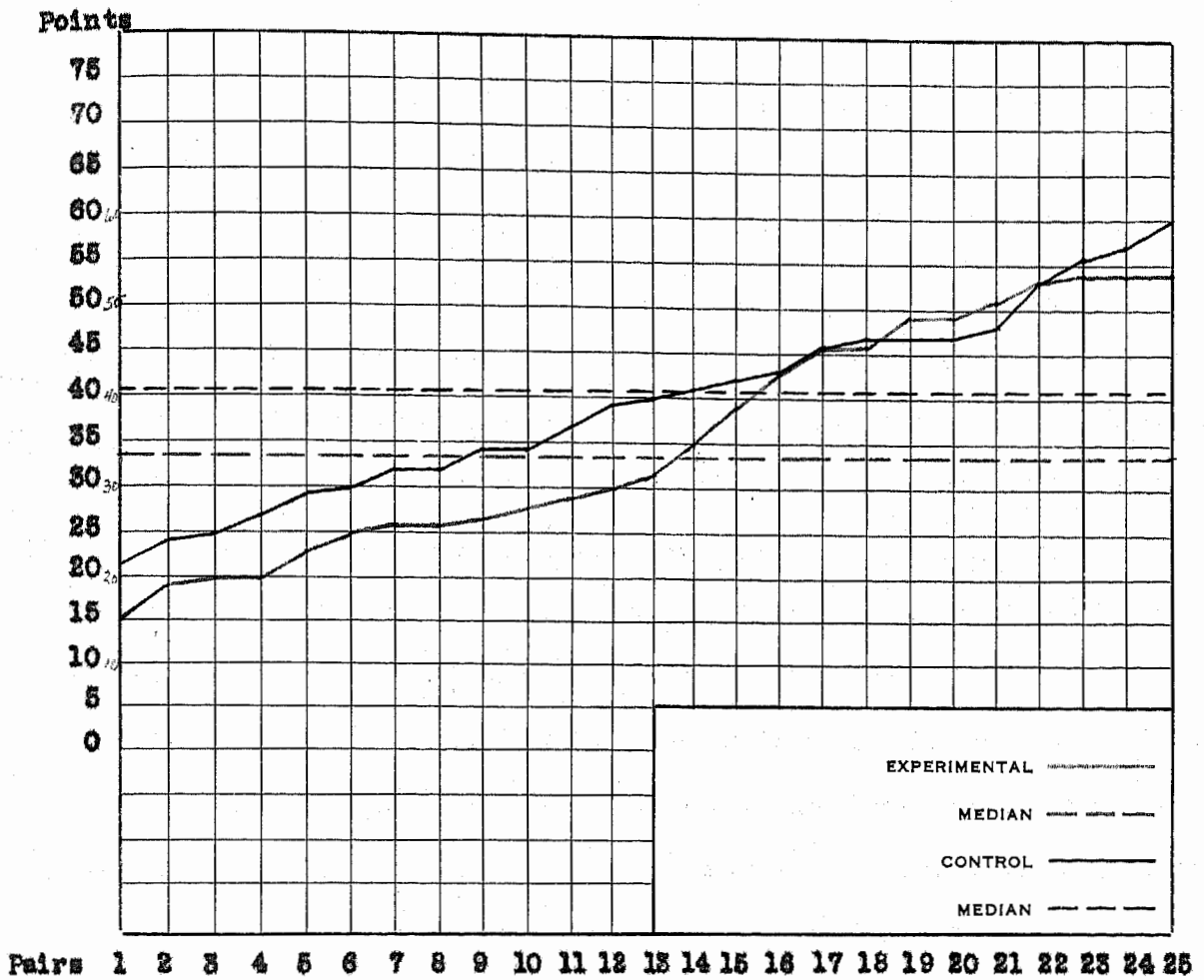


Figure 14

Comparison of the Two Classes on Test 7

Read Figure thus: In the experimental group the lowest score was 15; in the control group, 22. The scores are arranged in ascending order.

## Results of Test 8

In an effort to get completely away from the influence of any textbook and to determine whether the wider reading of the experimental group was yielding greater results than the more limited study of the control group, the services of Miss Maxine Lewis of Kansas State Teachers College were procured in the preparation of Test 8. Miss Lewis was an instructor in the Correspondence Division of the College. The test, similar in type to those previously given, required the weighing of judgment in the choice of answers, such as "place numbers of descriptive terms that describe immigrants before 1890." "After 1890." Section B in question I offered the experimental group a chance to show the results of more varied reading in such a question as "Name at least five European influences which forced these immigrants to America." The remaining questions were true-false, filling in blanks, and multiple choice. The test contained 51 points, and a copy of it is found in the appendix. The results of this test are found in Table IX.

In noting the results of this test, the experimental group shows a median of 30.94 while the control group has a median of 28.21, a difference of 2.73, insignificant in amount but a gain for the experimental group. Eleven pupils of the experimental group surpassed those paired with them in the control group, while thirteen of the control group--pairs 3, 4, 6, 7, 8, 9, 11, 13, 18, 20, 23, 24, and 25--exceeded those corresponding to them in the experimental group and pair 19 made identical grades. The range in grades was 21 to 45 for the experimental group and 18 to 40 for the control group. In the upper quartile the experimental group exceeded the mean of the control group by 2.3 points, the lower quartile by 1.34 points, and the middle fifty per cent by 2.24.

Figure 15 shows graphically the ranking by pairs in Test 8 and Figure 16, the ranking of scores of classes in the same test in ascending order.

Though insufficient opportunity has been given to judge accurately, it begins to appear that in questions admitting a choice in answers as in question I of this test or in those of an essay type, the experimental group does better work than the control group but since the study was one of comparison it seemed best to use questions requiring definite or factual answers instead of the essay type.

TABLE IX  
SCORES MADE BY PUPILS IN TEST 8

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	36	R.Ma.	30
2	H.G.	31	R.E.	29
3	G.O.	22	K.S.	34
4	B.H.	23	L.S.	26
5	G.H.	38	B.K.	24
6	C.Mc.	27	Ll.S.	33
7	P.S.	27	B.P.	28
8	H.T.	35	C.L.	40
9	J.U.	32	H.L.	39
10	C.U.	37	R.M.	30
11	J.W.	24	J.S.	29
12	W.W.	34	R.S.	24
13	B.B.	28	M.Y.	30
14	L.B.	23	D.D.	19
15	B.H.	30	M.J.D.	22
16	B.Ho.	31	N.W.	15
17	P.K.	42	V.A.	24
18	H.K.	29	I.C.	29
19	E.N.	23	D.J.	23
20	D.O'D.	32	J.R.	33
21	B.P.	34	T.S.	24
22	E.R.	45	M.A.W.	27
23	M.J.R.	21	W.G.	29
24	V.W.	23	H.F.	30
25	E.W.	30	M.D.	40
	Median	30.94		28.21
	Mean	30.24		28.44
	S.D.	6.78		6.48
	Range	21-45		15-40
	PE <sub>H</sub>	±.91		±.87
	Total Points	51		

Read Table thus: In pair number 1, pupil R.B. of the experimental group made a score of 36; pupil R.Ma. in the control group made a score of 30. Read in like manner for pair 2 and succeeding pairs.

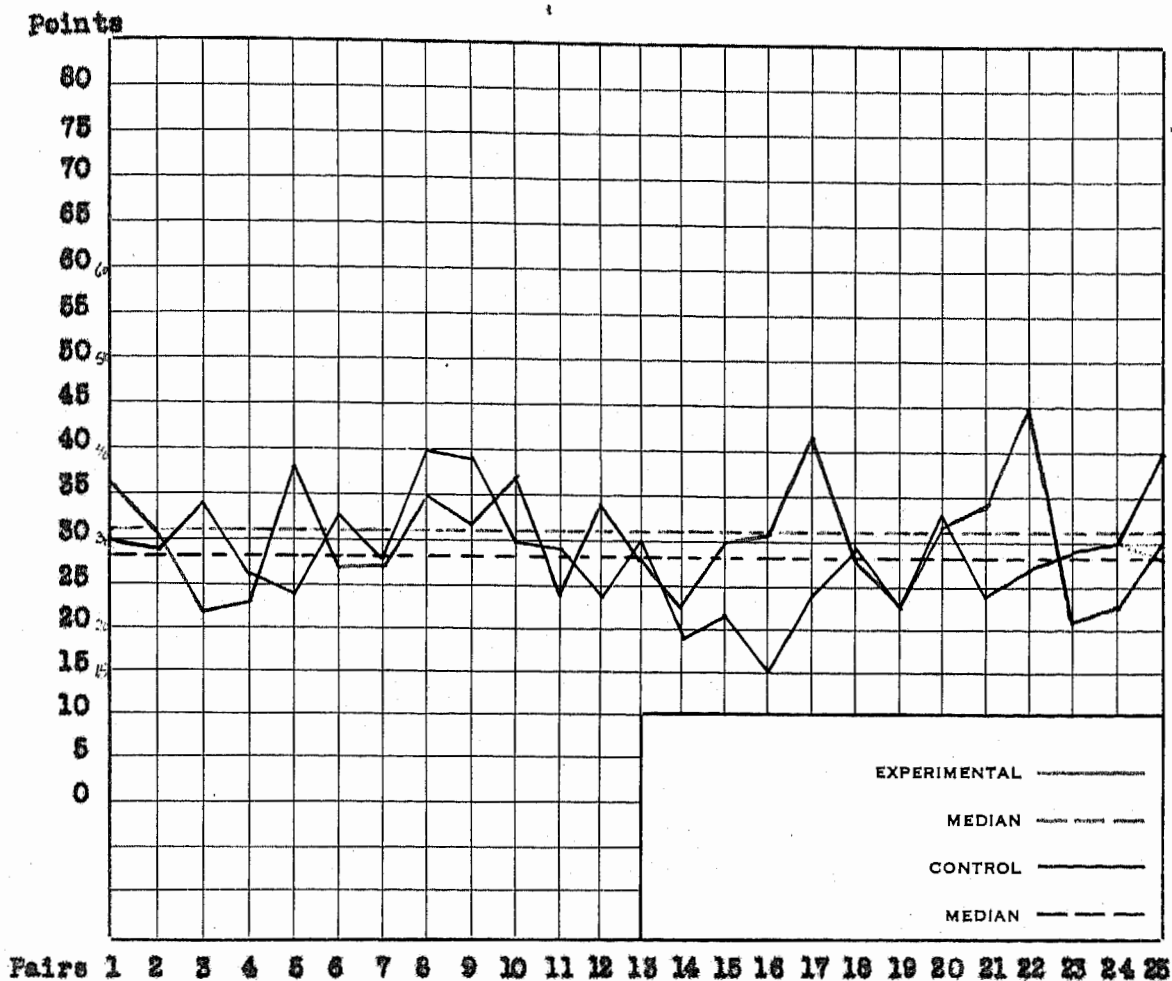


Figure 15

Ranking of Pupils by Pairs on Test 8

Read Figure thus: In the experimental group, student No. 1 made a score of 36; the control group student in this pair made 30. Read in like manner for other pairs. Pairs Number 1-12 are boys; pairs Number 13-25 are girls.

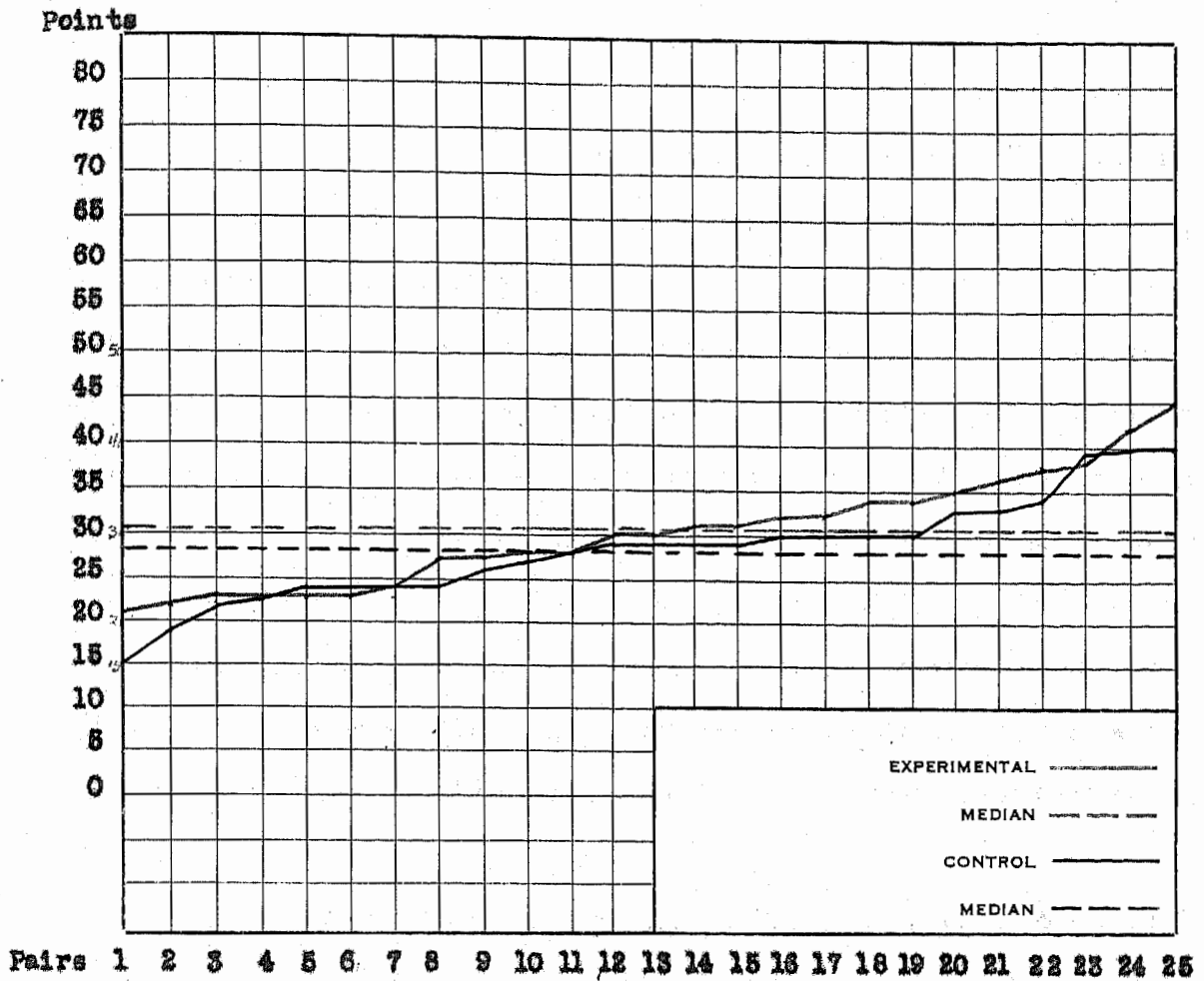


Figure 16

Comparison of the Two Classes on Test 8

Read Figure thus: In the experimental group, the lowest score made was 21, in the control group 15. The scores for the two groups are arranged in ascending order.



## Results of Test 9

In order to secure greater validity and, if possible, tests which were free from teacher influence and bias, other teachers of history were asked to devote their services to making tests for the experiment. No restrictions were put on these teachers except to define the period in American History covered. Among these aiding were Miss Charlotte Curry and Miss Laura Houk, teachers in the Social Studies Department of the Lowther Junior High School at Emporia. Miss Curry made test 9 which was given on May 2, 1938. The test was of such a nature that definite answers could be given yet required the exercise of reasoning in determining the right one. All answers were included in the questions involving choice rather than pure memory work except in Question XIV where a completing word or a short answer was required as, "How old is the 'Age of Steel'?" The test contained 65 points.

Table X shows the results of this test. The median of the experimental group was 39.55 while that of the control group was 41.25, a difference of 1.67 in favor of the control group. The experimental group ranged from 28 to 55, and the control group from 24 to 52. In the upper quartile there was a difference in the mean of 2.3 points in favor of the control group, although the highest score was made by student number 9 in the experimental group. In the fourth quartile there was a mean difference of 1.3 points in favor of the experimental group, three pupils in the control group making a lower score than those in the experimental group. The mean of the control group showed 1.5 superiority over that of the experimental group in the middle fifty per cent.

In the experimental group the mean of the boys exceeded that of the girls by 4.4 points while the boys of the control group exceeded the control

girls 2.6 points. In this test the boys made higher scores than the girls. The subject matter covered in this period may have appealed more to boys than to girls and possibly accounted for the difference in scores.

The mean for the boys of the experimental group was 41.08 and those of the control group 39.25, a difference of 1.83 in favor of the experimental. The mean for the girls of the experimental group was 38.15, favoring the control group 1.6 points.

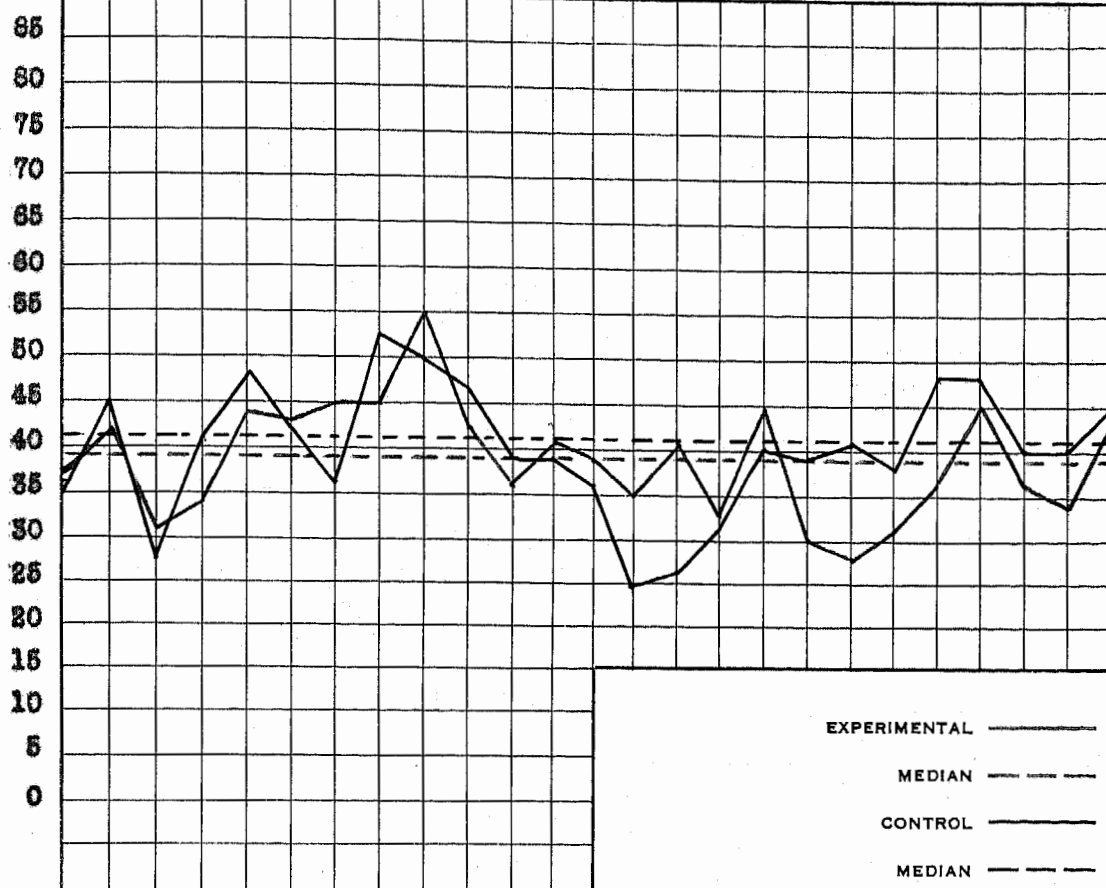
Figure 17 represents the ranking of pupils by pairs and Figure 18 indicates the ranking of scores of the two groups in ascending order.

TABLE X  
SCORES MADE BY PUPILS IN TEST 9

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	57	R.Ma.	35
2	H.G.	42	R.E.	45
3	G.G.	31	K.S.	27
4	B.H.	34	L.S.	41
5	G.H.	44	G.K.	48
6	C.No.	43	Ll.S.	42
7	P.S.	45	B.P.	36
8	H.T.	45	C.L.	52
9	J.U.	55	H.L.	50
10	C.U.	42	R.M.	47
11	J.W.	36	J.S.	39
12	W.W.	41	R.S.	39
13	B.B.	39	M.Y.	36
14	L.B.	56	D.D.	24
15	B.H.	41	M.J.D.	26
16	B.No.	53	H.W.	31
17	P.K.	45	V.A.	40
18	H.K.	30	I.C.	39
19	E.W.	28	D.J.	41
20	D.O'D.	31	J.R.	38
21	B.P.	36	T.S.	48
22	E.H.	45	M.A.W.	48
23	M.J.R.	36	W.G.	40
24	V.W.	34	H.F.	40
25	E.W.	43	M.D.	45
	Median	39.56		41.25
	Mean	38.84		39.88
	S.D.	6.79		7.46
	Range	28-55		24-52
	PE <sub>M</sub>	±.91		±1.01
	Total Points	65		

Read Table thus: In pair number 1, pupil R. B. of the experimental group made a score of 57; pupil R.Ma. in the control group made a score of 35. Read in like manner for pair 2 and succeeding pairs.

Points



Pairs 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Figure 17

Ranking of Pupils by Pairs on Test 9

Read Table thus: In the experimental group, student No. 1 made a score of 37; the control group student in this pair made 35. Read in like manner for the other pair.

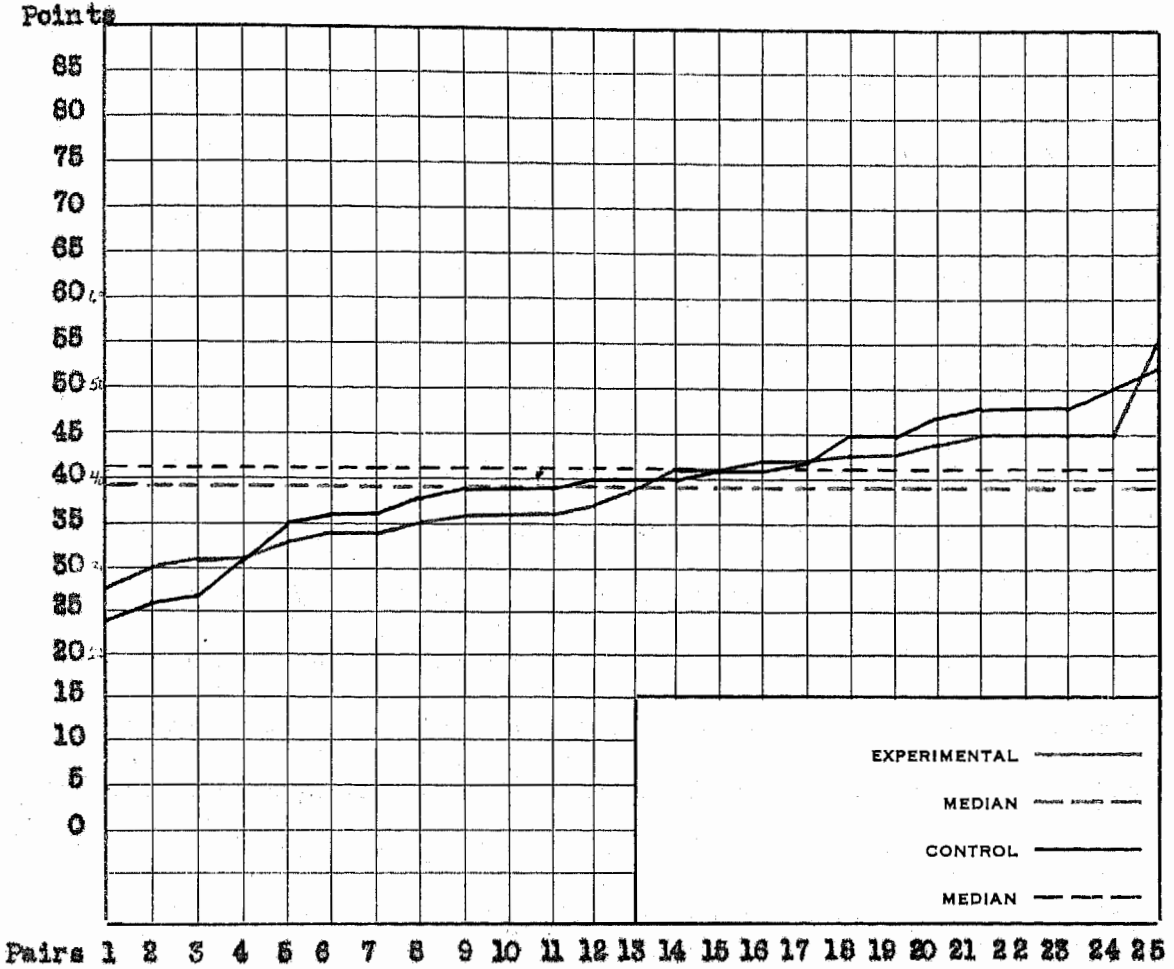


Figure 18

Comparison of the Scores of the Two Classes  
on Test 9

Read Figure thus: In the experimental group the lowest score made was 28; in the control group 24. The grades of the two groups are arranged in ascending order.

## Results of Test 10

Table XI shows the results of Test 10. This was an 80-point test prepared by Miss Charlotte Curry from material dealing with a cross section of our country from 1865 to 1900. Questions covered the following subjects: educational, cultural, and social development, political unrest and foreign expansion. Three types of questions were used, namely: true-false, multiple choice, and matching names and events.

The results show a median of 42.92 for the experimental group and 45.5 for the control. The mean of the upper quartile shows a difference of only .8 in favor of the experimental group; in the middle fifty per cent the control group exceeded the mean of the experimental group by 3.39 and in the lower quartile there is a difference of .3 in favor of the control group. The range of grades is 28 to 64 for the experimental group and 28 to 66 for the control group.

Figure 19 shows graphically the ranking of each pair of pupils, and Figure 20 indicates the ranking of the scores of the two groups in ascending order.

A survey of the pairs of pupils in the two groups shows pair 18 identical and pairs 5, 12, 19 differing only one point and pair 21, two points. In pair 12, the experimental pupil scored 46, the control pupil 45. In pairs 3, 19, and 21 the control pupil exceeded the experimental. The remaining pairs showed a much greater difference between the scores. Pupils in experimental pairs 1, 6, 7, 9, 14, 16, 17, and 22 exceeded those with whom they were paired in the control group. The highest score, 66, was made by a boy, pair 8 of the control group. In the experimental group a girl, number 22, made a score of 64.

Much of the material in this test was factual and probably favored a class doing rather intensive text-book work. This likely accounts for the gain of 8.39 in the control group of the middle fifty per cent. The gain in the upper and lower quartiles was insignificant.

TABLE XI

## SCORES MADE BY PUPIL IN TEST 10

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	44	R.Ma.	31
2	H.G.	48	R.E.	54
3	G.G.	38	K.S.	39
4	B.H.	26	L.S.	38
5	G.H.	48	B.K.	50
6	C.No.	58	L.L.S.	51
7	P.S.	46	B.P.	41
8	H.T.	67	C.L.	66
9	J.U.	55	H.L.	44
10	C.U.	41	R.M.	49
11	J.W.	39	J.S.	44
12	W.W.	46	R.S.	45
13	B.B.	42	M.Y.	49
14	L.B.	36	D.D.	28
15	B.H.	37	M.J.D.	43
16	B.No.	37	N.W.	32
17	P.K.	56	V.A.	41
18	H.K.	41	I.C.	41
19	E.N.	36	D.J.	37
20	D.O'D.	42	J.R.	49
21	B.P.	54	T.S.	56
22	E.R.	64	M.A.W.	57
23	M.J.R.	38	W.G.	52
24	V.W.	26	N.F.	47
25	E.W.	40	M.D.	54
	Median	42.92		45.5
	Mean	43.68		45.32
	Range	26-64		28-66
	S.D.	9.04		9.04
	PE <sub>M</sub>	$\pm 1.22$		$\pm 1.22$
	Total Points	60		

Read Table thus: In pair 1, pupil R.B. of the experimental group made a score of 44; pupil R.Ma. of the control group made a score of 31. Read in like manner for pair 2 and succeeding pairs.



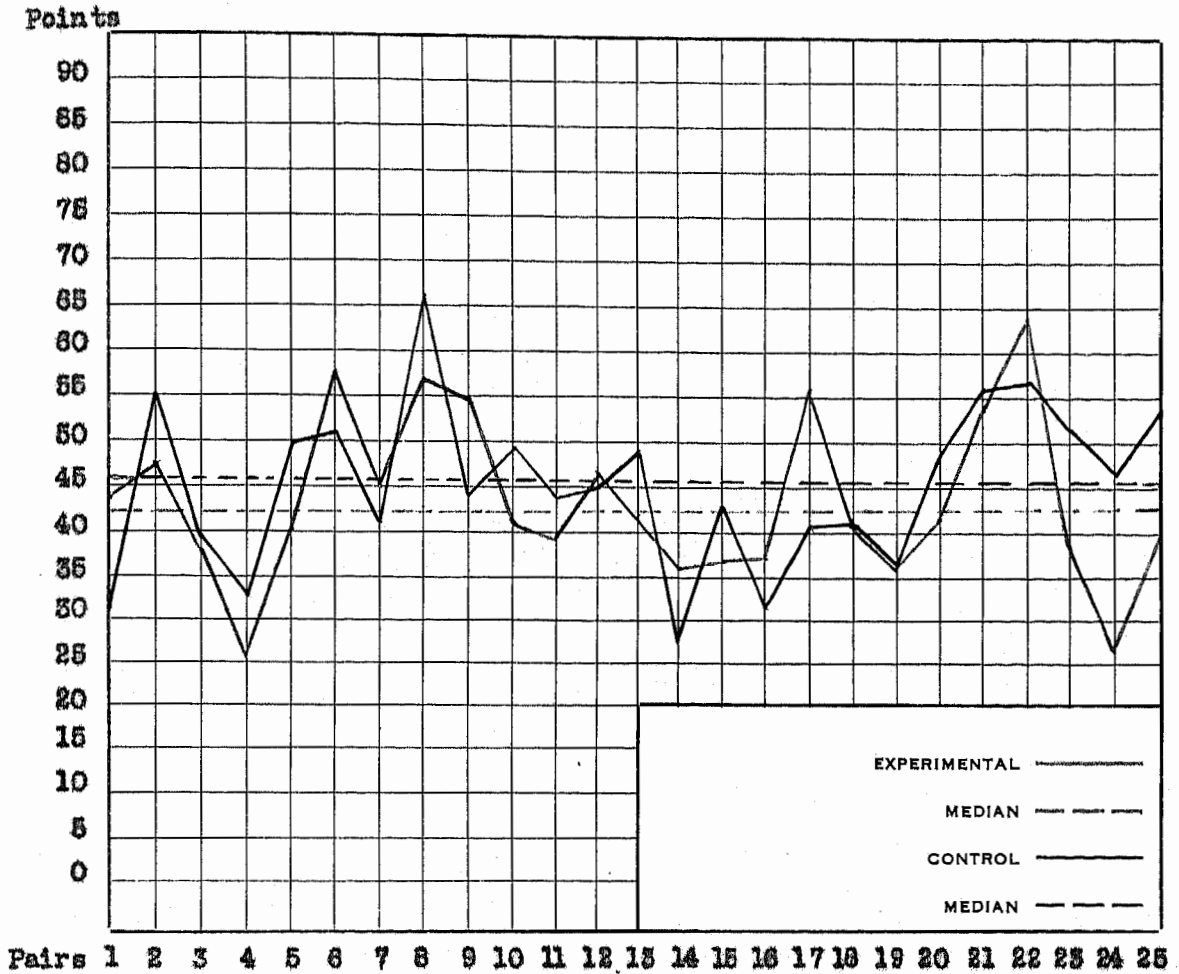


Figure 19

## Ranking of Pupils in Pairs on Test 10

Read Figure thus: In the experimental group student No. 1 made a score of 44; the control group student in this pair made 31. Read in like manner for the other pairs.

Points

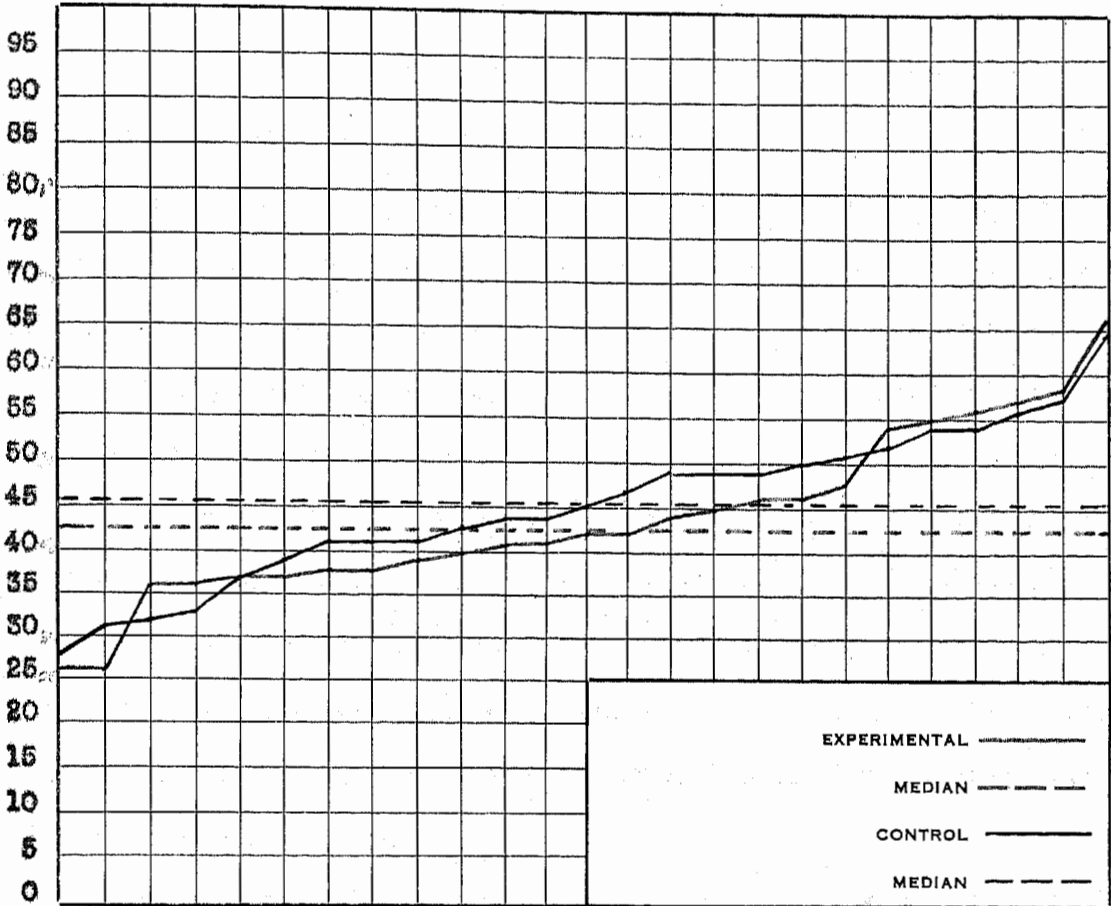


Figure 20

Comparison of the Two Classes on Test 10

Read Figure thus: In the experimental group, the lowest score was 26; in the control group, 28. The scores are arranged in ascending order.

## Results of Test 11

Test 11 was the last of the nine unit tests and covered subject matter dealing with "In Our Times." It contained 85 points and was prepared by Miss Laura Houk. The test was varied, of reasonable difficulty, and seemed to be a fair one for testing the development of the two groups. It consisted of matching, multiple choice, recall involving pure memory work, and true-false questions. Table XII on the next page shows the results obtained from this test.

The median for the experimental group was 52.5, while that of the control group was 52.92, a difference of only .42 in favor of the control group. The mean of the experimental group was 49.9 and for the control group 51.8, a difference of 1.9. Consulting Table XXIII, it will be noted that the control group has 52 chances out of 100 of always ranking ahead of the experimental group.

The boys of the experimental group had a mean average of 55.4, those of the control group 56.5, a difference of 1.1 in favor of the control group. The mean for the girls of the experimental group was 44.8 and for those of the control group, 47.9, a difference of 3.1 in favor of the control group. The boys in both groups excelled the girls in this test and the highest score in both was made by boys. Pairs 8 and 22 made identical scores.

A comparison of the scores of the pairs in the two groups is shown in Figure 21, and a ranking of the scores of the two groups in ascending order is presented in Figure 22.

TABLE XII  
SCORES MADE BY PUPILS IN TEST 11

Experimental			Control	
Fair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	40	R.Ma.	61
2	H.G.	64	R.E.	60
3	G.G.	42	K.S.	54
4	B.H.	33	L.S.	55
5	G.H.	64	B.K.	50
6	C.Mc.	58	Ll.S.	58
7	P.S.	57	B.P.	58
8	H.T.	68	C.L.	78
9	J.U.	52	H.L.	76
10	C.U.	67	R.M.	57
11	J.W.	52	J.S.	46
12	W.W.	68	R.S.	40
13	B.E.	44	M.Y.	49
14	L.B.	37	D.D.	25
15	B.R.	45	M.J.D.	54
16	B.Hc.	34	N.W.	24
17	P.K.	53	V.A.	45
18	H.K.	50	I.C.	38
19	E.N.	26	D.J.	54
20	D.O'D.	55	J.R.	54
21	B.F.	59	T.S.	54
22	E.R.	63	M.A.W.	63
23	M.J.R.	50	W.G.	50
24	V.W.	36	N.F.	42
25	E.W.	51	M.D.	71
	Median	52.5		52.92
	Mean	49.92		51.84
	Range	26-68		24-78
	S.D.	11.92		13.38
	PEM	±1.61		±1.80
	Total Points	65		

Read Table thus: Pair 1, R. B., experimental group made a score of 40; pair 1, R.Ma., control group made a score of 61. Read in like manner for pair 2 and succeeding pairs. Pairs 1-12, boys; pairs 13-25, girls.

Points

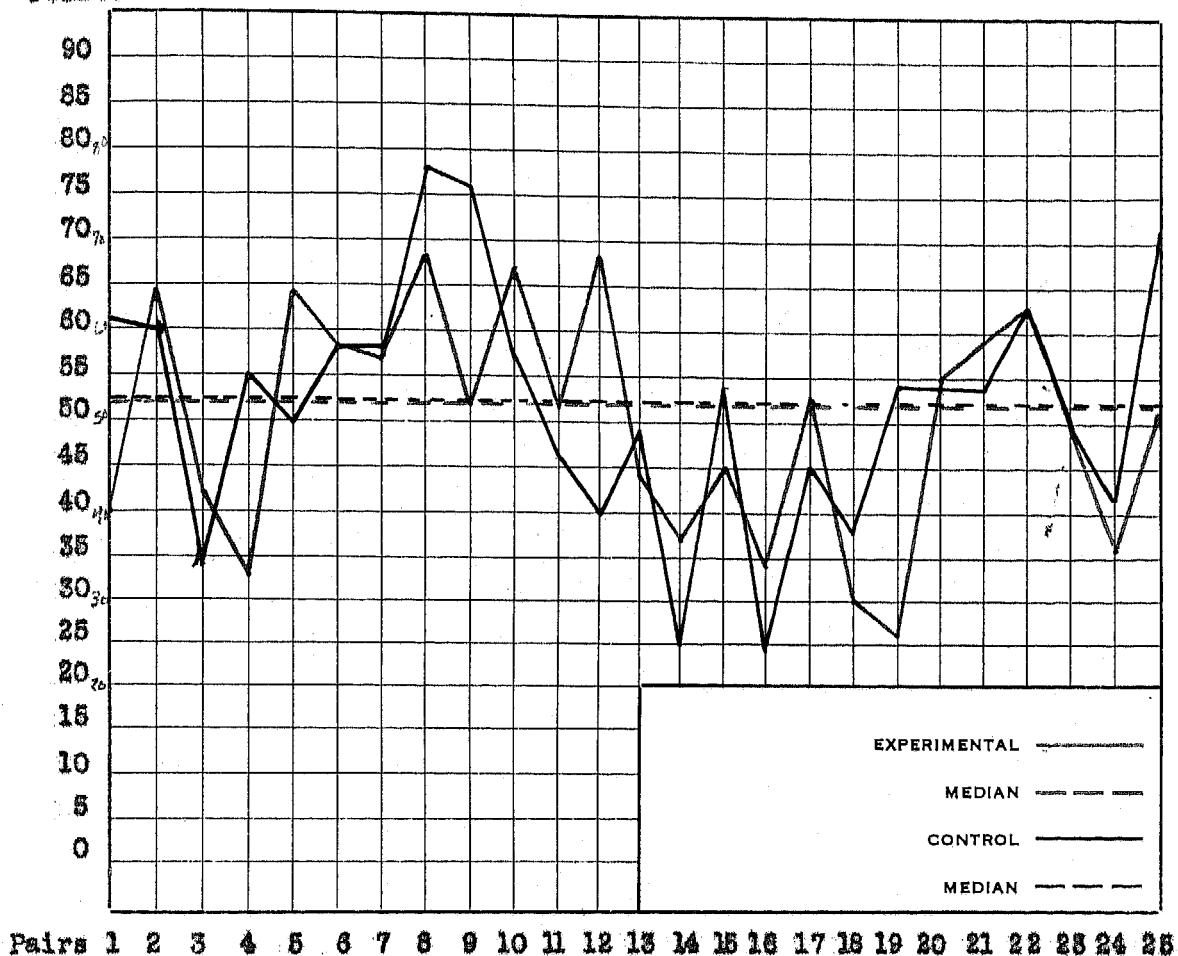


Figure 21

Ranking of Pupils by Pairs on Test 11.

Read Figure thus: In the experimental group, student No. 1 made a score of 40; the control group student in this pair made 61. Read in like manner for the other pairs.

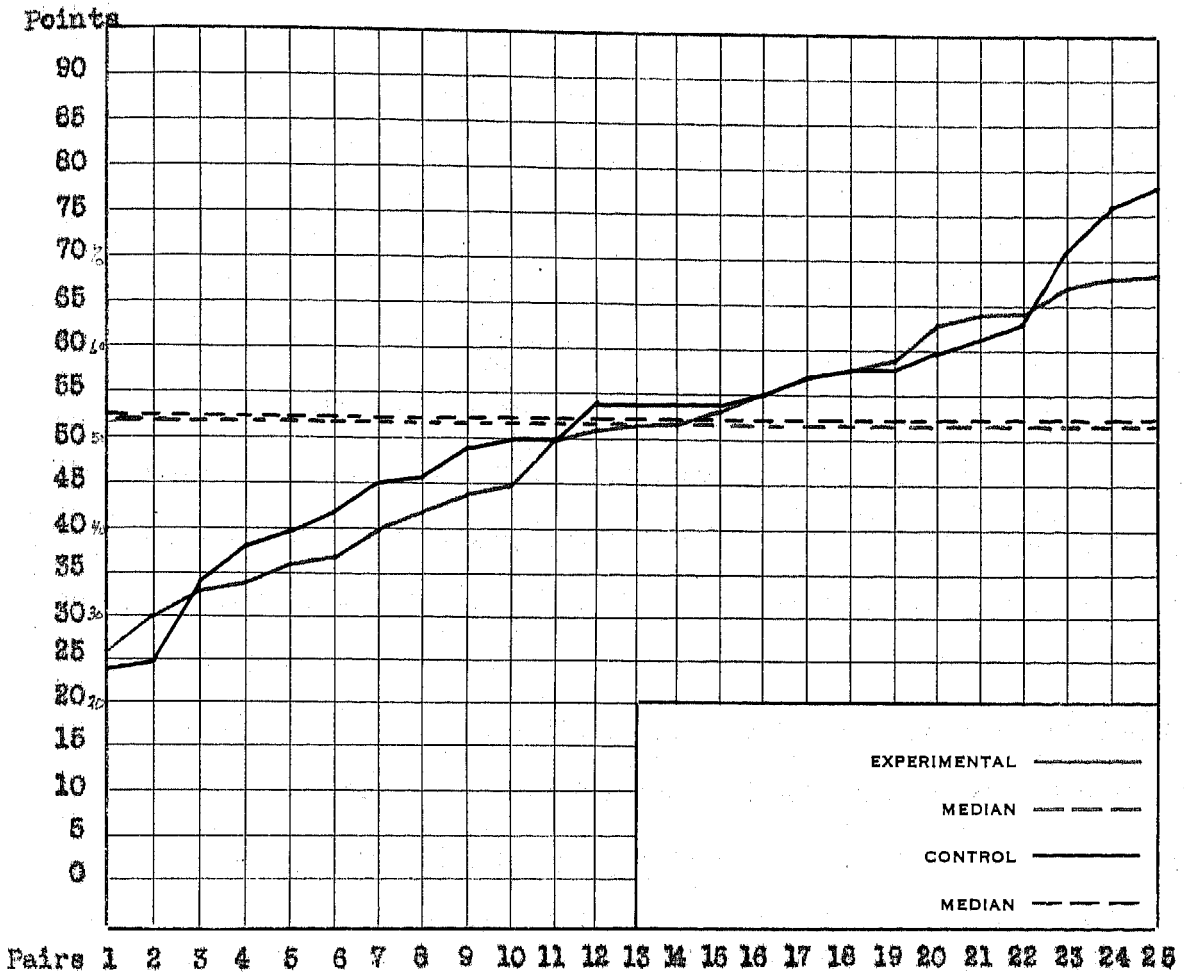


Figure 22

Comparison of the Two Classes in Test 11

Read Figure thus: In the experimental group the lowest score made was 25; in the control group, 24. The scores for the two classes are arranged in ascending order.

## Results of Test 12

Test 12 was used as the final test upon the completion of the nine big units. Since no previous unit tests had been returned to pupils for their retention, it was considered fair to select a sampling of questions from these; tests which had been prepared by the Misses Houk, Curry, Lewis, and Jones. After a careful consideration of all questions, a list was compiled by Misses Houk and Jones. Every effort was made to make the test comprehensive, varied, and fair to both groups. Matching questions, multiple choice, completion, and true-false were used. The questions were typed and a copy placed in the hands of each child. There were 116 points in the test. Table XIII shows the results.

Considering first the median, the experimental group was 80.5 and the control group 78.12. This gives the experimental group a gain of 2.38. The mean for the experimental group was 75.28 while that of the control group was 75.76, showing no appreciable difference in the two groups. The mean for the boys of the experimental group was 82 while that of the control was 81.3. The girls in the control group had a mean of 70.7; those in the experimental group 69.3, a difference of 1.4 points in favor of the control group.

The boys of the experimental group surpassed the girls of the same group by 12.7 points. Boys in the control group also excelled girls of that group by 10.6 points. This would indicate a slight superiority of the boys in both groups over the girls on this particular test.

The range in this test was 36 to 105 for the experimental group and 32 to 102 for the control group.

Figure 23 compares graphically the scores of each pair. Pair 8, boys, make identical scores of 100. Fourteen pupils in the experimental group

surpassed those with whom they were paired in the control group, while 10 pupils in the control group exceeded those paired with them in the experimental group. The highest score, 105, was made by a girl, number 22, in the experimental group while the highest in the control group, 102, was made by a boy in pair number 9.

Figure 24 compares the scores of the two groups in ascending order. In the lower quartile the mean of the experimental group was 50; the control group's 54 making it apparent that even though the lowest score was made by a member of the control group the method, using a more restricted study of the text, was better suited to this quartile. In the middle fifty per cent, the two groups show very little difference, the experimental group having a mean of 76.92 while the control group was 76.38. In the upper quartile the experimental group had a mean of 97, the control group 96.1, again showing practically no difference.



TABLE XIII  
SCORES MADE BY PUPILS IN TEST 12

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	79	R.Ma.	65
2	H.G.	97	R.E.	92
3	G.G.	47	K.S.	74
4	E.H.	60	L.S.	69
5	G.H.	86	B.K.	76
6	C.No.	81	L.L.S.	80
7	P.S.	83	B.P.	80
8	H.T.	100	C.L.	100
9	J.U.	98	H.L.	102
10	C.U.	91	R.M.	94
11	J.W.	77	J.S.	64
12	W.W.	88	R.S.	79
13	B.B.	74	M.Y.	82
14	L.B.	59	D.D.	52
15	B.H.	66	M.J.D.	52
16	B.No.	62	H.W.	51
17	F.K.	80	V.A.	67
18	H.K.	57	L.C.	64
19	E.N.	36	D.J.	61
20	D.O'D.	61	J.R.	76
21	B.P.	94	T.S.	87
22	E.R.	105	M.A.W.	88
23	M.J.R.	48	W.G.	77
24	V.W.	53	N.F.	81
25	E.W.	63	M.D.	101
	Median	80.5		78.12
	Mean	75.28		75.76
	S.D.	18.37		16.57
	Range	36-106		32-102
	PE <sub>M</sub>	±2.48		±2.25
	Total Points	116		

Read Table thus: In pair number 1, pupil R.B. of the experimental group made a score of 79; pupil R.Ma. in the control group made a score of 65. Read in like manner for pair 2 and succeeding pairs.

Points

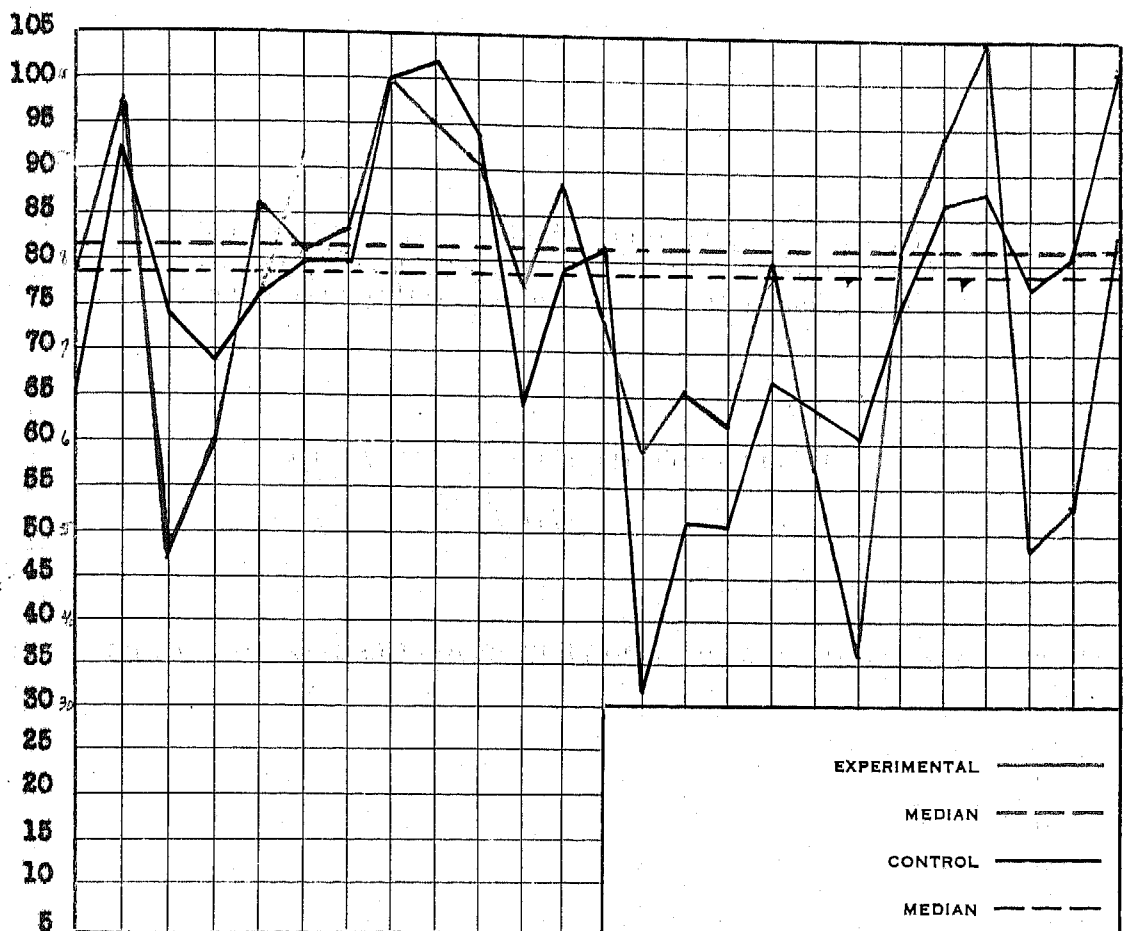
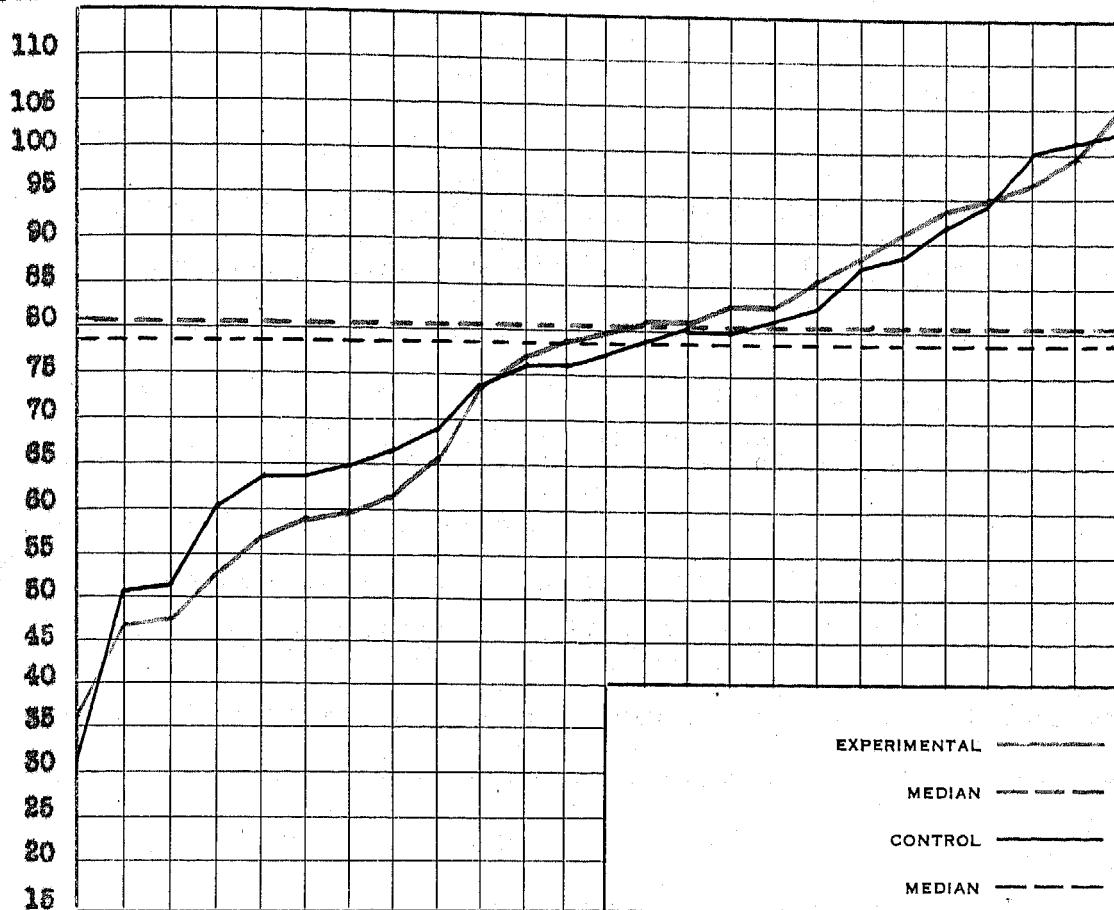


Figure 23

Ranking of Pupils by Pairs on Test 12

Read Figure thus: In the experimental group student No. 1 made a score of 79; the control group student in this pair made 65. Read in like manner for the other pairs.

Points



Pairs 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Figure 24

Comparison of the Two Classes on Test 12

Read Figure thus: In the experimental group, the lowest score made was 38; in the control group, 32. The scores for the two groups are arranged in ascending order.

## Results of Test 13

Table XIV shows the results of Test 13. The test was Form B of the Emporia History Test for Grades VII and VIII, and contained 120 points.

The median for the experimental group was 76.25 and that for the control group was 74.16, a difference of two and nine hundredths in favor of the experimental group. The boys of the experimental group had a mean of 80.5, the control group 76.08, while the girls of the experimental group had a mean of 67.15 and those of the control group 69.69. The boys in both groups excelled the girls in both groups, while the girls in the control group excelled those in the experimental.

The mean average of the experimental group was 73.56 while that of the control group was 72.76, a difference of .80 in favor of the experimental. The range in grades for the experimental group was 44 to 101 while that of the control group was 36 to 100.

The highest score was made by boy number 8 in the experimental group and by a girl number 25 in the control group. The lowest score was made by the one colored girl in the control group but the lowest score in the experimental group was made by number 19, a white girl.

This test was given to determine what gains were made by pupils during the semester's work. Form A was given the first day of the term and Form B during the last week.

The median of the experimental group in Form B was 76.25, the median in Form A 59.50, showing a gain of 16.75. The median of the control group for Form B was 74.16 and for Form A 63.75, showing a gain of 10.41.

The range of scores in Form B for the experimental group was 44 to 101; for Form A, 36 to 88. The range of scores for the control group was:

Form B, 36 to 100; Form A, 39 to 90. Pair 2 made identical scores in Form B.

Figure 25 presents graphically the comparison of the pairs in the two groups while Figure 26 represents the comparison of the scores of the two groups in ascending order.

Table IV gives a comparison of the two groups in Tests Forms A and B. Gains made in scores, medians, general mean, and the mean upper, middle, and lower quartiles are shown in the summary. It will be noted that pupils in the experimental group in pairs 11, 16, and 18 actually lost and the same thing was true of pairs 3, 14, and 15 in the control group. It is somewhat difficult to determine the causes but they could be attributed to low I.Q., weather, poor study habits, or physical tiredness due to too many tests given by all departments at that particular time.

TABLE XIV  
SCORES MADE BY PUPILS IN TEST 13

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	E.B.	66	R.Ma.	58
2	H.G.	95	R.E.	96
3	G.G.	63	K.S.	42
4	B.H.	47	L.S.	62
5	G.H.	86	B.K.	75
6	C.Me.	65	LI.S.	69
7	P.S.	78	B.P.	83
8	H.T.	101	C.L.	97
9	J.U.	85	H.L.	91
10	C.U.	92	R.M.	91
11	J.W.	76	J.S.	53
12	W.W.	92	R.S.	77
13	B.B.	74	M.Y.	69
14	L.B.	52	D.D.	56
15	B.H.	70	M.J.D.	52
16	B.Ho.	66	N.W.	58
17	P.K.	90	V.A.	70
18	H.K.	50	I.C.	66
19	E.N.	44	D.J.	70
20	D.O'D.	67	J.R.	75
21	B.P.	80	T.S.	65
22	E.R.	90	M.A.W.	87
23	M.J.R.	64	W.G.	67
24	V.W.	55	N.F.	71
25	E.W.	61	M.D.	100
	Median	76.25		74.18
	Mean	73.56		72.76
	S.D.	16.68		16.62
	Range	44-101		36-100
	PEM	$\pm 2.25$		$\pm 2.27$
Total Points		120		

Read Table thus: In pair number 1, pupil R. B. of the experimental group made a score of 66; pupil R.Ma. in the control group made a score of 58. Read in like manner for pair 2 and succeeding pairs.

Points

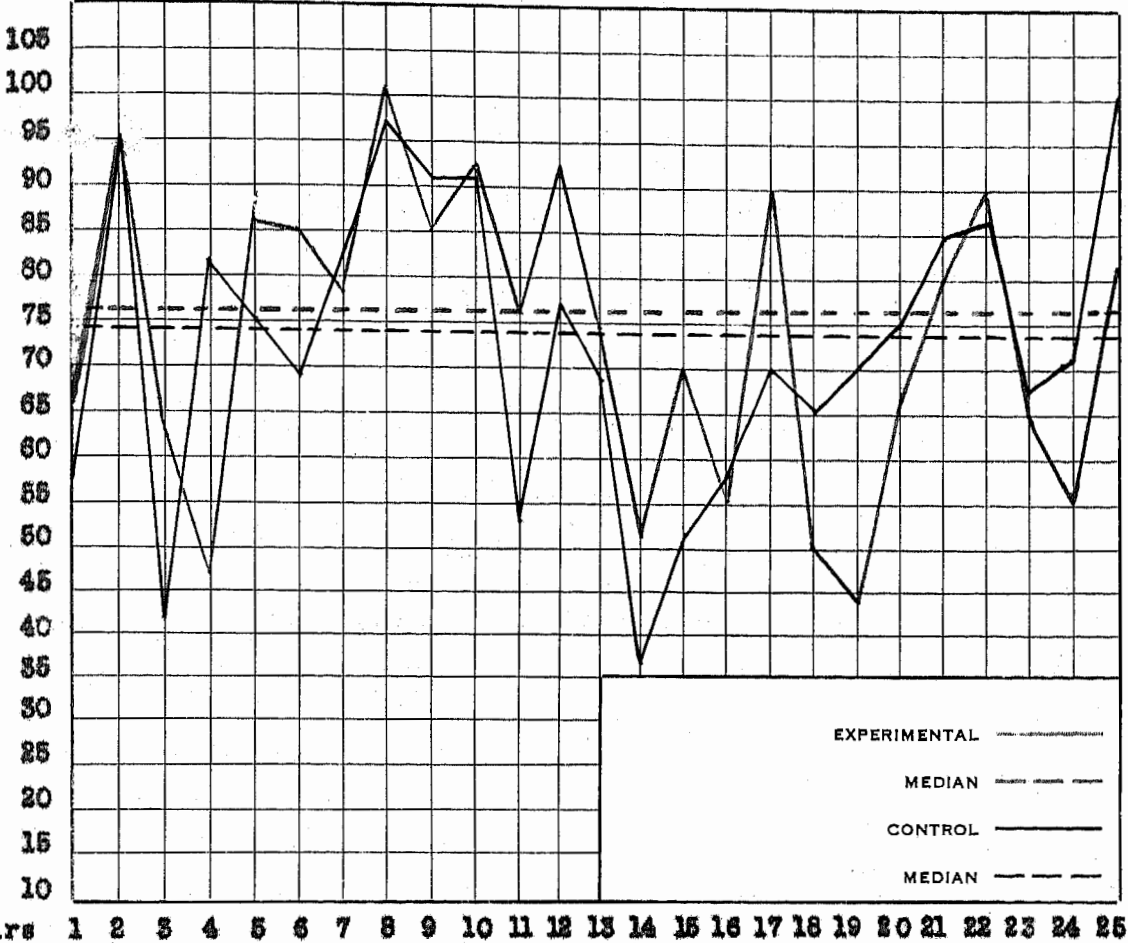


Figure 25

Ranking of Pupils by Pairs on Test 13

Read Figure thus: In the experimental group, student No. 1 made a score of 66; the control group student in this pair made 58. Read in like manner for other pairs.

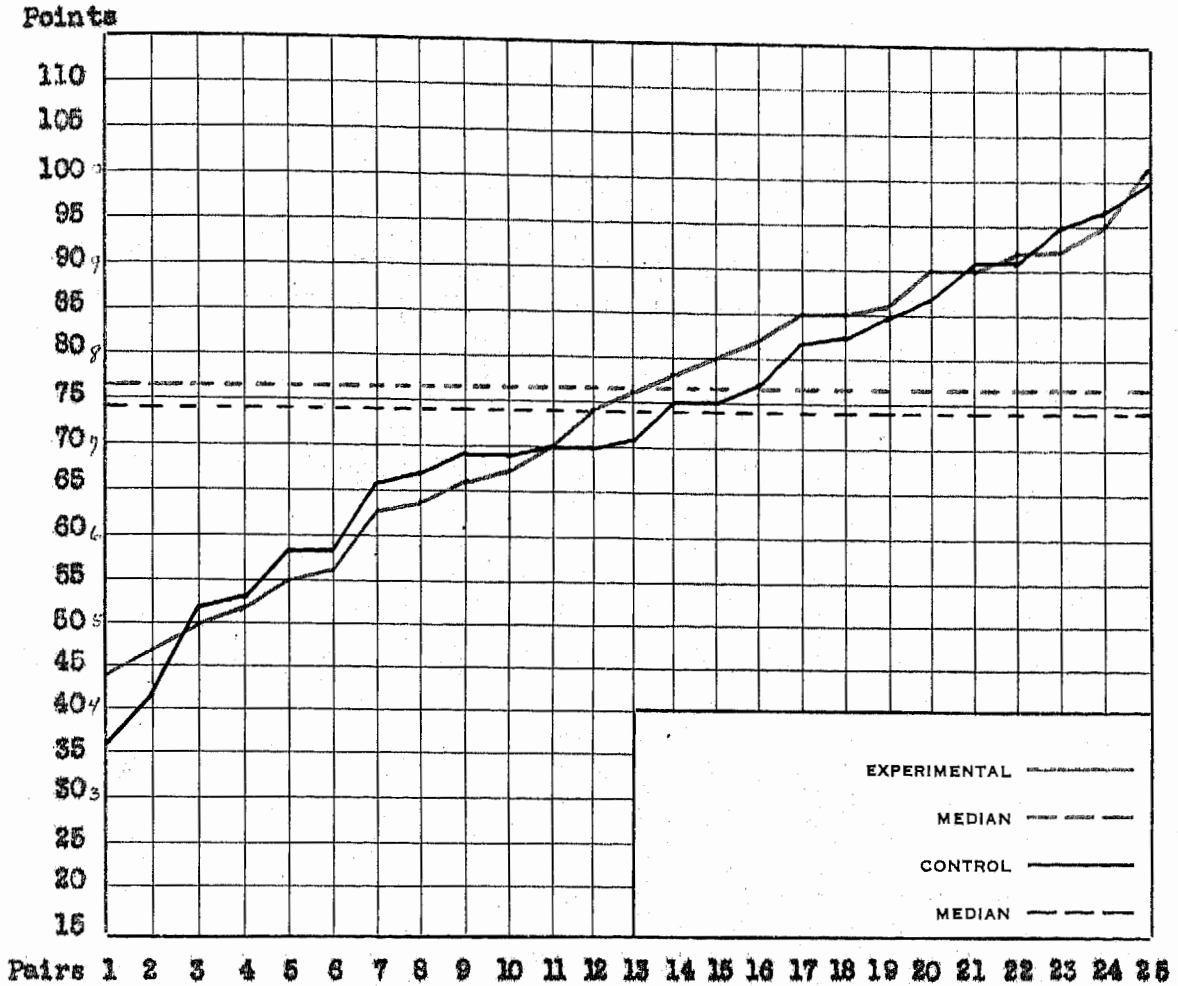


Figure 26

Comparisons of the Two Classes on Test 13

Read Figure thus: In the experimental group, the lowest score made was 44; in the control group, 36. The scores for the two groups are arranged in ascending order.



TABLE XV  
COMPARISON OF SCORES IN TESTS 1 AND 13  
FORM A AND B - EMPORIA HISTORY TESTS  
GRADES VII AND VIII

Experimental					Control			
Fair No.	Name	"A"	"B"	Gain	Name	"A"	"B"	Gain
1	R.B.	59	66	7	R.Ma.	44	58	14
2	H.G.	87	95	8	R.E.	72	85	23
3	C.G.	56	63	7	K.S.	52	42	-10
4	B.H.	52	47	5	L.S.	68	82	19
5	G.H.	66	86	20	B.K.	65	75	10
6	C.Me.	59	85	26	L.S.	68	69	1
7	P.S.	60	78	18	B.P.	73	83	10
8	H.T.	88	101	13	C.L.	90	97	7
9	J.U.	53	85	32	H.L.	73	91	18
10	C.U.	65	92	27	R.M.	64	91	27
11	J.W.	81	76	-5	J.S.	51	53	2
12	W.W.	75	92	17	R.S.	49	77	28
13	B.B.	64	74	20	M.Y.	57	69	12
14	L.B.	47	52	5	D.D.	41	36	-5
15	B.H.	36	70	34	M.J.D.	65	52	-13
16	B.Ho.	57	56	-1	H.W.	39	58	19
17	P.K.	75	90	15	V.A.	50	70	20
18	H.K.	52	50	-2	I.C.	50	66	16
19	E.W.	44	44	0	D.J.	66	70	4
20	D.O'D.	63	67	4	J.R.	69	75	6
21	B.P.	67	80	13	T.S.	76	85	9
22	B.R.	67	90	23	M.A.W.	81	87	6
23	M.J.R.	58	64	6	W.G.	53	67	14
24	V.W.	46	55	9	W.F.	48	71	23
25	B.W.	66	81	15	M.D.	65	100	35
Total Points		120	120			120	120	
Median		59.5	76.25	16.75		63.75	74.16	10.41
Mean		61.32	73.56	12.24		60.96	72.76	11.8
S.D.		12.99	16.68			13.2	16.82	
Range		36-88	44-101			39-90	36-100	
Upper Q		78.8	93.3	14.5		77.5	93.5	16.
Middle Q		55.6	75.	19.4		60.8	73.7	13.1
Lower Q		46.2	50.83	4.63		45.2	49.83	4.63

Read Table thus: In pair number 1, pupil R.B. made a score of 59 in Test Form A, 66 in Form B and a gain of 7; pupil R.Ma. of the control group made a score of 44 in Test Form A and 58 in Form B, with a gain of 14. Read in like manner for pair 2 and succeeding pairs. A summary of median, general mean, mean of upper, middle, and lower quartile, range and S.D. is also given for each group.

## Results of Test 14

Pressey and Richards' Test, Understanding of American History, was given on the last regular school day of the term. It was the same that had been given the second day of the semester. No reviewing of this particular test had followed the first one and the plan had been to use it as part of the control to see what gain the two groups would make following instruction in the two methods. A time error in the administration of the first test rendered its value as a means of comparison unreliable but as a test showing achievement, it is worth considering. The total score for this test is 100 and the results are found in Table XVI.

In considering the median for the two groups, it will be noted that the experimental made 50.62; the control group made 52.08, a difference of 1.46 in favor of the control group. The mean for the experimental group was 49.28 while that of the control group was 51.68.

The  $PE_M$  of the experimental group in Test 14 was  $\pm 1.64$ ; that of the control group  $\pm 1.41$  with a probable error of the difference of 2.16. This indicates that there are 53 chances in 100 that the control group would score above the experimental group or that the central tendencies are reliable. This was not a significant difference. The range for the experimental group was 25 to 76; for the control 50 to 76.

In the upper quartile the mean of the control group exceeded the experimental by only .5 point; in the middle fifty per cent by only .4 but in the lower quartile, the control group showed a gain of 6.3 points, a gain seeming to prove that emphasis upon a single text was more satisfactory for those in the lower twenty-five per cent.

Figure 27 graphically shows the ranking of pupils by pairs in Test 14.

Only one pair, number 2, made identical scores. Ten pupils in the experimental group exceeded those with whom they were paired in the control group, while fourteen in the control group surpassed those pupils with whom they were paired in the experimental.

Figure 28 presents the comparison of the scores of the two classes in the same test.

Table XVII is a comparison of the scores, medians, means, standard deviation, and probable error of the means of the two groups in Tests 2 and 14. In this table it will be interesting to note that, although the gains are far from flattering, there were no losses between the two tests.

TABLE XVI  
SCORES MADE BY PUPILS IN TEST 14

Experimental			Control	
Pair No.	Name of Pupil	Score	Name of Pupil	Score
1	R.B.	38	R.Ma.	52
2	H.G.	59	R.E.	59
3	G.G.	36	K.S.	39
4	B.H.	46	L.S.	45
5	G.H.	64	B.K.	52
6	C.Me.	52	LI.S.	55
7	P.S.	61	B.P.	57
8	H.T.	76	C.L.	69
9	J.U.	62	H.L.	67
10	C.U.	47	R.M.	62
11	J.W.	46	J.S.	40
12	W.W.	54	R.S.	50
13	D.B.	57	W.Y.	51
14	L.B.	25	D.D.	50
15	B.H.	47	W.J.D.	45
16	B.Ho.	35	N.W.	44
17	P.K.	60	V.A.	42
18	H.K.	32	I.C.	41
19	E.N.	34	D.J.	49
20	D.O'D.	60	J.R.	41
21	B.P.	54	T.S.	65
22	E.R.	59	M.A.W.	60
23	M.J.R.	32	W.G.	51
24	V.W.	43	K.F.	50
25	E.W.	53	M.D.	76
	Median	50.62		52.08
	Mean	49.28		51.68
	S.D.	12.17		10.5
	Range	25-76		30-76
	PE <sub>y</sub>	$\pm 1.64$		$\pm 1.41$
Total Points		100		

Read Table thus: Pair 1, R. B., experimental group 38; pair 1, R. Ma., control group 52. Pairs 1-12, boys; 13-25, girls.

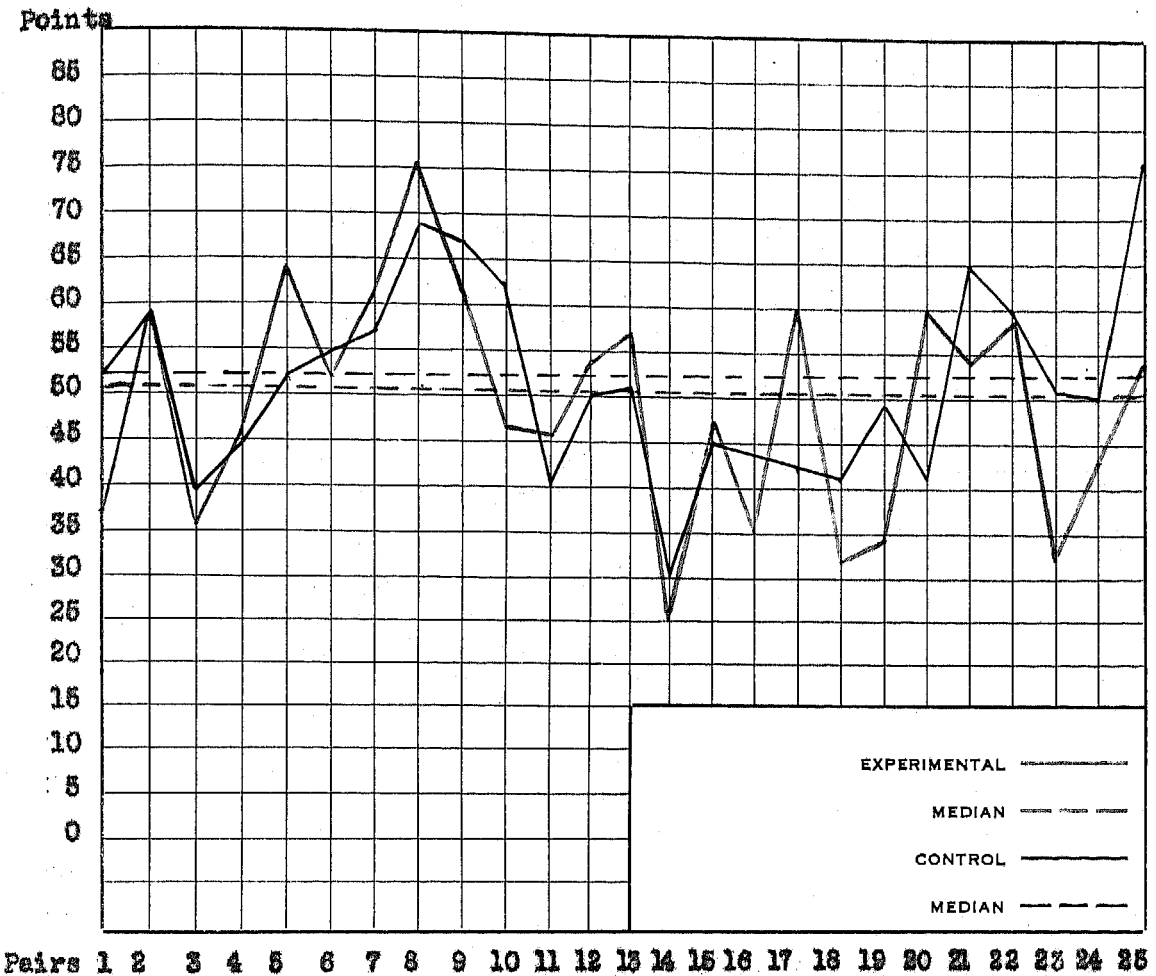


Figure 27

Ranking of Pupils by Pairs on Test 14

Read Figure thus: In the experimental group student No. 1 made a score of 38; the control group student in this pair made 52. Read in like manner for other pairs.

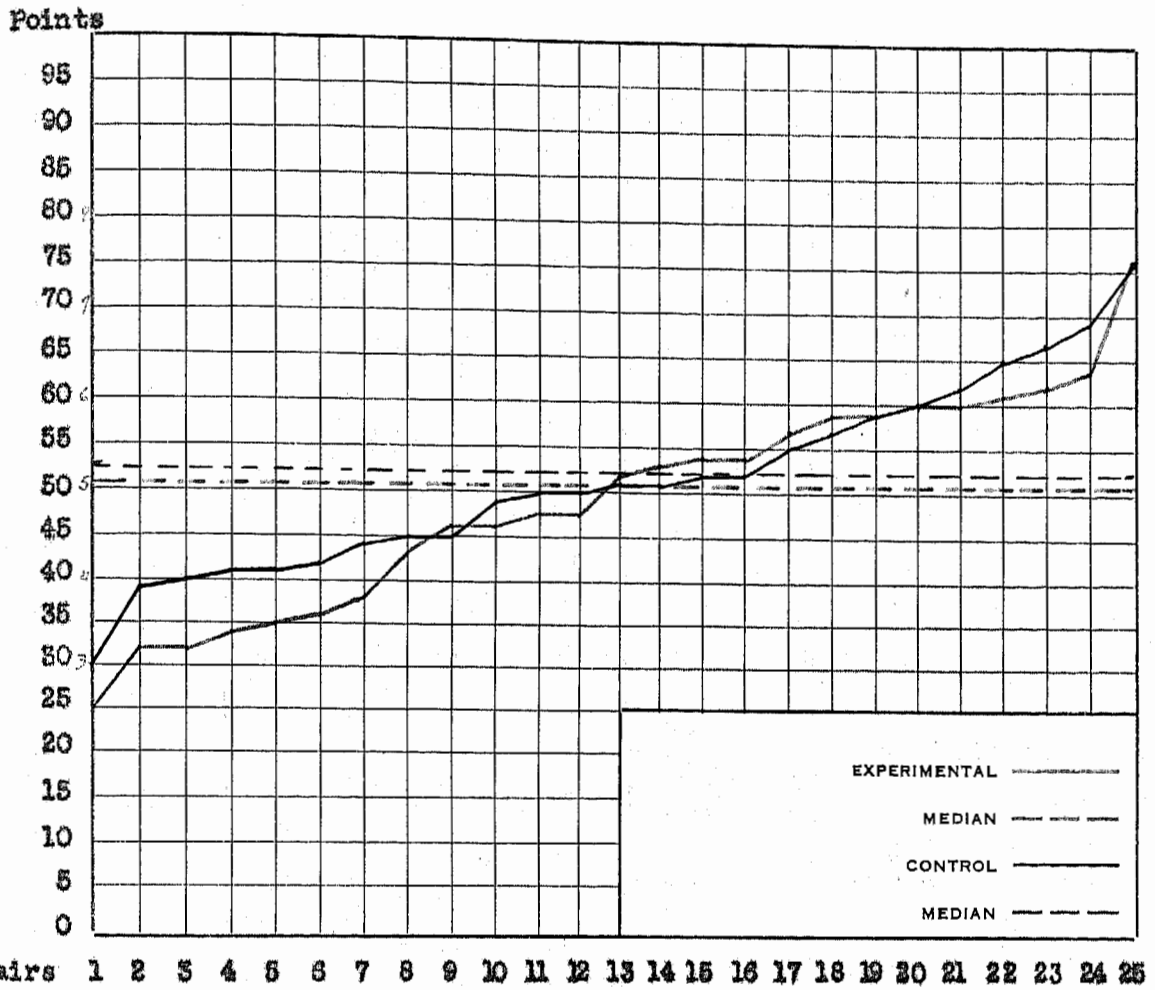


Figure 28  
 Comparison of the Two Classes on Test 14

Read Figure thus: In the experimental group the lowest score made was 25; in the control group 30. The remaining scores for the two groups are arranged in ascending order.

TABLE XVII

COMPARISON OF TESTS 2-14 PRESSEY AND RICHARDS TEST,  
UNDERSTANDING OF AMERICAN HISTORY

Experimental					Control			
Pair No.	Name	Test 2	Test 14	Gain	Name	Test 2	Test 14	Gain
1	R.B.	30	38	8	R.Ma.	26	52	26
2	H.G.	41	59	18	R.B.	29	59	30
3	C.G.	30	36	6	K.S.	15	39	24
4	B.H.	23	46	23	L.S.	26	45	19
5	G.H.	40	64	24	B.K.	34	52	18
6	C.Mc.	29	52	23	L.L.S.	21	55	34
7	P.S.	42	61	19	B.P.	39	57	18
8	H.T.	65	76	11	C.L.	56	69	13
9	J.U.	47	62	15	H.L.	43	67	24
10	C.U.	41	47	6	R.M.	23	62	39
11	J.W.	22	46	24	J.S.	26	40	14
12	W.W.	42	64	22	R.S.	27	50	23
13	B.B.	47	57	10	M.Y.	29	51	22
14(c)	L.B.	18	25	7	D.D.(c)	21	30	9
15	B.H.	33	47	14	M.J.D.	27	45	18
16	B.Ho.	29	35	6	H.W.	20	44	24
17	P.K.	47	60	13	V.A.	21	42	21
18	H.K.	27	32	5	I.C.	18	41	23
19	E.N.	20	34	14	O.J.	15	49	34
20	D.O'D.	43	60	17	J.E.	24	41	17
21	B.P.	22	54	32	T.S.	52	65	13
22	E.R.	36	59	23	M.A.W.	44	60	16
23	M.J.R.	20	32	12	W.G.	18	51	33
24	V.W.	51	43	12	H.F.	50	50	20
25	E.W.	40	53	13	M.D.	31	73	42
No. Points		100	100			100	100	
Median		34.37	50.63	16.26		26.79	52.08	25.29
Mean		34.52	49.28	14.76		28.56	51.68	23.12
S.D.		10.76	12.17			9.3	10.5	
Range		16-63	26-76			18-56	30-76	
Quartile								
Upper		48.16	66.5	18.34		44.68	67	22.34
Middle		34.53	50.2	15.67		26.07	50.6	24.53
Lower		20.83	32.5	11.67		17.8	38.8	21.
Mean, Boys		37.5	53.4	15.9		30.4	53.9	23.5
Mean, Girls		31.76	45.46	13.70		26.8	45.	18.2
PE <sub>M</sub>		±1.45	±1.64			±1.25	±1.41	

Read Table thus: Pair 1, R.B. in experimental group, made 30 points in Test 2, 38 in Test 14, a gain of 8. R.Ma. in the control group made 26 in Test 2, 52 in Test 14, a term gain of 26 points. Pairs 1-12, boys; pairs 13-25, girls; (c), colored girls. Summation indicates median, mean, S.D., range, mean of upper, middle, and lower quartile, and comparisons of boys and girls in achievement and PE<sub>M</sub>.

## CHAPTER IV

### SUMMARY AND CONCLUSION

During the Spring Semester of 1938, an experimental comparison of two methods of teaching eighth "A" history was carried out in two carefully controlled classes in the Lowther Junior High School in Emporia, Kansas, with the purpose of determining what results could be obtained from a continuous term of eighteen weeks devoted to a single method of instruction. The subject material began with the Westward Movement and continued to the present, including definitions of historical terms, identifications of persons and places, general facts and relationship of events. An assignment, study, report method was used by the experimental group, while the control group was given instruction in the same subject matter but by a general assignment for the entire class, study and recitation method. This was the customary "recitation" with the teacher asking questions, praising, scolding, commenting, explaining, and lecturing.

In the experimental group all subject matter presented in the class period came from reports made by the student on a previously assigned (individual) report made before the class. His clarity, forcefulness, and thoroughness determined to some considerable extent what the others got as there was no general rehashing from a discussion viewpoint. Questions were answered by the pupil reporting when his classmates were in doubt, or to clarify misunderstandings. The teacher offered no comments because all her instruction had been given previously when the reports were in preparation.

Fourteen tests were given to each group, two at the beginning of the term. The Emporia History Test, Form A, and Pressey-Richards' Understanding of American History were the tests given before the experimental study began.



Nine tests were given upon the completion of units, usually at intervals of from two to three weeks. These were followed by a final test prepared by two members of the Social Studies department of the Lowther Junior High, the Emporia History Test, Form B, and Fressey-Richards' Understanding of American History, the last being the same form given at the beginning of the term.

The results of the nine unit tests will be considered first. In Test 3--an 85-point test composed of association terms and descriptions, identification of persons, true-false, and multiple choice questions--the mean of the experimental group was 51.64; that of the control group 52.4, a difference of .76 in favor of the control group. The difference is insignificant. It is interesting to note that members of the control group made both the lowest and highest scores. The mean in Test 4 was 18.08 for the experimental and 23.68 for the control, a decided gain of 5.6 points for the traditional method group. This test was similar to the first except that it included completion sentences requiring careful memory work and was perhaps better suited to a class doing more intensive work from a single text than to a group reading widely from many sources. In Test 5, the control group had a mean of 36.6, the experimental group 34.96. The difference lies inside the chance realm. This test was prepared by Miss Houk and was composed of multiple choice, short answers, completion, and true-false questions. Tests 6 and 7 were prepared by the writer and were similar in form to those that preceded them. Again the mean of the control group exceeded that of the experimental group. In Test 8, prepared by Miss Lewis of the State Teachers College, the mean of the experimental group was 1.6 higher than that of the control. This test differed little from the other seven tests in type of questions, but the writer prepared it from subject matter without using any text, hence the examination was "keyed" closer to what the experimental group were doing.

Tests 9 and 10 were prepared by Miss Curry. Again the mean of the control group exceeded the experimental. In Test 11, prepared by Miss Houk, the mean of the experimental class was 49.92, the control group 51.84, a difference of 1.92 in favor of the latter group.

Table XVIII is a compilation of the nine unit tests showing the means for the upper twenty-five per cent, the middle fifty per cent, and the lower twenty-five per cent of the two groups. In the upper quartile, the control group showed a score of 3.02 points over the experimental group, 2.04 in the middle group, and 1.2 in the lower quartile. The total number of points in the nine tests was 576. Table XIX is a compilation of medians, means, and ranges of the same tests.

In the final test, the mean for the experimental group was 75.28 and for the control group 75.76. This was a difference of only .48 of a point, showing that the two groups are practically identical in this test. In the upper quartile the experimental group had a mean of 97, the control group 98; in the middle fifty per cent the mean was almost identical, 76.92 and 76.38 respectively, and in the lower quartile the control group was four points higher than the experimental, indicating the greatest difference in the group was in the lower quartile. Throughout, the lower quartile of the "traditional" method group tended to outscore the experimental group.

Next will be considered the results obtained from the two tests given during the first two days of the term and the two given at the end of the same term. The comparison of the Emporia History Test will be taken first. The mean for Form A was 61.32 for the experimental group and 60.96 for the control group, a difference of .36 in favor of the experimental group. In Form B, the experimental mean was 73.56, the control 72.76, a difference of only .80. These figures indicate no appreciable gains for either group over

TABLE XVIII

## MEAN SCORES OF THE NINE UNIT TESTS

Experimental					Control			
Test	Mean	Quartile			Mean	Quartile		
		Upper 25%	Middle 50%	Lower 25%		Upper 25%	Middle 50%	Lower 25%
3	51.64	69.16	55	34.66	52.4	65.5	53	33.6
4	18.08	26	18	10.3	23.68	32.3	23.39	15.3
5	34.96	46.5	34.46	24.5	36.6	52	36.3	22.16
6	25.28	32	26.38	16.5	29.84	36.66	30.46	20.6
7	35.72	52.5	35.07	20.3	39.68	53.6	39.6	26.16
8	30.24	38.8	29.84	22.5	28.44	36.5	27.6	21.16
9	38.84	46.5	38.84	31.16	39.68	47.16	40.36	29.63
10	43.68	57.3	42.3	33	45.32	56.5	45.69	33.3
11	49.92	55.66	50.6	32.66	51.86	68.16	52.6	33.63
Mean	36.485				36.632			
Mean		47.16				50.18		
Mean			36.726				38.77	
Mean				25.037				26.259

Read Table thus: In Test 3, the mean was 51.64, the upper quartile 69.16, the middle 50% was 55, and the lower quartile was 34.66. In the control group the mean was 52.4, the upper quartile was 65.5, the middle 50% was 53, and the lower quartile 33.6. Read in like manner for each succeeding test.

the other during the semester.

In the upper quartile of Test 1, Form A, the mean of the experimental group was 78.83, the control group 77.5, a difference of 1.3 in favor of the experimental group. In Test, Form B, the experimental mean was 93.3, the control 93.5, this time a difference of .2 in favor of the control group. In the middle fifty per cent, the experimental mean for Test A was 55.6, the control mean 60.6. In Form B, the experimental group had a mean 75, the control group 73.7. A gain of 1.3 is thus shown for the experimental group.

TABLE XIX  
 COMPILATION OF NINE UNIT TESTS

Test	Experimental			Control		
	Median	Mean	Range	Median	Mean	Range
3	54.16	51.64	28-72	52.91	52.4	21-72
4	19.5	18.08	6-28	23.05	23.68	14-36
5	34.5	34.96	18-48	36.5	36.6	18-58
6	26.5	25.28	7-36	30.625	29.84	19-38
7	33.75	35.72	15-54	40.8	39.68	22-60
8	30.94	30.24	21-46	28.21	28.44	15-40
9	39.58	38.84	28-58	41.25	39.88	24-52
10	42.9	43.68	26-64	45.5	45.52	28-66
11	52.5	49.92	26-68	52.92	51.84	24-78
Av.	37.158	36.485		39.06	38.632	
Final 12	80.5	75.28	36-105	78.12	75.78	32-102

Read Table thus: The median for Test 3 of the experimental group was 54.16, the mean 51.64, and the range 28-72; the median of the control group in the same test was 52.91, the mean 52.4, and the range 21-72. Read in like manner for the remaining tests.

In the lower quartile, Test Form A, the mean of the experimental class was 46.18, the control group 45.16. In Test Form B, the experimental group had a mean of 50.83, the control group 49.83. In both tests, there was only a difference of 1 in favor of the experimental group.

Comparisons noted in Table IX show that the experimental group made a slight gain over the control group in every case except in the upper quartile of Form B, a gain of only .2 and in the middle fifty per cent of Form A of the control group.

TABLE XX

COMPARISON OF THE MEAN SCORES OF THE TWO GROUPS IN THE EMPORIA  
HISTORY TEST - FORMS A AND B  
TEST 1 AND 13

Test No.	Experimental				Control			
	Mean	Upper 25%	Middle 50%	Lower 25%	Mean	Upper 25%	Middle 50%	Lower 25%
1 "A"	61.32	78.85	55.6	46.16	60.96	77.5	60.6	45.16
Difference in Groups	.36	1.33		1			5.	
Test 13 "B"	73.56	93.3	75	50.83	72.76	93.5	73.7	49.83
Difference in Groups	.60		1.5	1.		.2		
Semester Gains	12.24	14.47	19.4	4.67	11.8	16.	13.1	4.67

Read Table thus: The experimental group in Form "A" excelled the control group in the mean, the upper and lower quartiles. In the middle 50% the control group excelled the experimental by 5. In Form B the experimental group excelled the control group in the general mean and in the middle and lower quartiles. The control group excelled the experimental group in the upper quartile. Semester gains show the difference between Test 1 and 13.

The boys in the experimental group excelled the boys in the control group in both tests while the girls in the control group of both tests ranked higher than those in the experimental group. The total scores made by the boys in both tests exceeded those made by the girls by 35.8 points.

Table XV on page 75 is a compilation of the scores made by the twenty-five pairs of students on the Emporia History Tests, Forms A and B. It also shows the median, mean, range, standard deviation, upper quartile, middle fifty per cent, and lower quartile of the two groups for each test.

Table XVII on page 79 is a compilation of the scores of the twenty-five pairs of pupils in the experimental and control groups in the Pressey and Richards American History Test. Though the comparison in this last test is somewhat unreliable due to an error in the administration of the test at the beginning of the term, when too little time was given both groups, nevertheless the results are interesting and worth noting since the test was given in exactly the same way to both groups. In Table XXI will be found a less detailed comparison of the two groups in which all numbers given indicate the means. In Test 2 at the beginning of the term the mean of the experimental group exceeded that of the control group, but in Test 14 the control group showed a decided gain over the experimental group. The table also shows the gains made by each quartile for Test 2 and Test 14. Th

The mean of the boys of the experimental group exceeded the mean of the boys in the control group by 7.1 in the first test while in the second test, Test 14, they showed only a difference of .5. The girls of the experimental group had a mean of 31.76 points in Test 2, the control group 26.8, making a difference of 4.96 in favor of the experimental group. In Test 14, they exceeded them only by .46. This test seemed to indicate that the discussion group profited more through their method than the report group.

TABLE XXI

COMPARISON OF THE MEANS OF THE TWO GROUPS IN TESTS 2 AND 14 PRESSEY-RICHARDS' UNDERSTANDING OF AMERICAN HISTORY

Test No.	Experimental Group				Control Group			
	Mean	Upper 25%	Middle 50%	Lower 25%	Mean	Upper 25%	Middle 50%	Lower 25%
2	34.52	48.18	34.53	20.83	28.56	44.66	26.07	17.83
Difference in Groups	5.96	3.50	8.46	3				
Test 14	49.28	68.5	50.2	32.5	51.66	67	50.6	36.83
Difference in Groups					2.40	5	.4	6.53
Semester Gains	14.76	18.34	15.67	11.67	23.12	22.34	24.53	21.

Read Table thus: The experimental group excelled the control group in Test 2 in mean, upper, middle, and lower quartiles. In Test 14, the control group excelled the experimental group in all means. Semester gains show the difference between Test 2 and Test 14 for each group.

Table XXII on the following pages is a composite chart of the scores made by the twenty-five pairs of students used in the experiment. The total number of points in the fourteen tests was 1015. Figure 29 presents graphically the total scores made by each of the twenty-five pairs of students in the fourteen tests. Figure 30 shows the medians of the two groups in Tests 1 to 14 and Figure 31 indicates the means of the two groups for the same tests.

TABLE XXII

COMPILATION OF SCORES ON TESTS 1 TO 14

## EXPERIMENTAL GROUP

Pair	Pupil	Tests														Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	R.B.	59	30	55	16	30	30	25	36	37	44	40	79	66	38	585
2	H.C.	87	41	72	24	45	35	54	31	42	46	64	97	95	59	794
3	G.G.	56	30	31	11	23	19	26	22	31	38	42	47	63	36	475
4	B.H.	52	23	39	16	27	24	20	23	34	26	33	50	47	46	460
5	G.H.	68	40	61	27	45	30	49	38	44	46	64	66	66	64	764
6	C.Ma.	59	29	53	28	33	31	39	27	43	58	58	61	85	52	676
7	P.S.	60	42	53	15	39	23	30	27	45	45	57	63	78	61	658
8	H.T.	88	63	71	24	52	30	53	35	45	57	68	100	101	78	863
9	J.U.	53	47	65	23	29	31	51	32	55	55	52	95	85	62	755
10	C.U.	65	51	82	23	45	24	49	37	42	41	67	91	92	47	727
11	J.W.	81	22	52	20	36	32	46	24	36	39	52	77	76	46	659
12	W.W.	75	42	55	25	43	26	43	34	41	46	66	68	92	54	734
13	B.S.	54	47	56	15	34	19	26	26	39	42	44	74	74	57	609
14	L.B.	47	18	49	13	24	27	28	23	35	36	37	59	52	25	473
15	B.H.	36	33	43	11	30	18	32	30	41	37	45	66	70	47	539
16	B.Ho.	57	29	36	14	29	7	29	31	33	37	34	62	56	35	489
17	P.K.	75	47	68	20	42	28	55	42	45	56	53	80	90	60	731
18	H.K.	52	27	36	16	27	19	27	28	30	41	30	57	50	32	472
19	E.N.	44	20	28	6	16	15	15	23	28	36	26	36	44	34	373
20	D.O'D.	63	43	43	11	33	31	19	32	31	42	55	61	67	60	611
21	B.P.	67	32	61	22	37	23	54	34	36	54	59	94	80	54	697
22	E.R.	67	36	69	28	43	32	64	45	45	64	63	106	90	59	805
23	M.J.R.	58	20	32	10	37	19	20	21	36	36	50	48	64	32	485
24	V.W.	46	31	42	14	28	28	23	23	34	26	36	63	55	43	482
25	E.W.	66	40	69	20	39	29	46	30	43	40	51	83	81	53	690
Median		59.5	34.375	54.16	19.5	34.5	26.5	33.75	30.94	39.68	42.9	52.5	80.57	76.25	50.62	635
Mean		61.32	34.52	51.64	18.08	34.96	25.28	35.72	30.24	36.64	43.68	49.92	75.28	73.56	49.28	635.59

Read Table thus: In pair number 1, pupil R. B. made scores 59, 30, 55, etc., total 585; in the control group pupil R.Ma. made scores of 44, 26, 50, etc., total 541. Read in like manner for pair number 2 and succeeding pairs.





Total  
Points

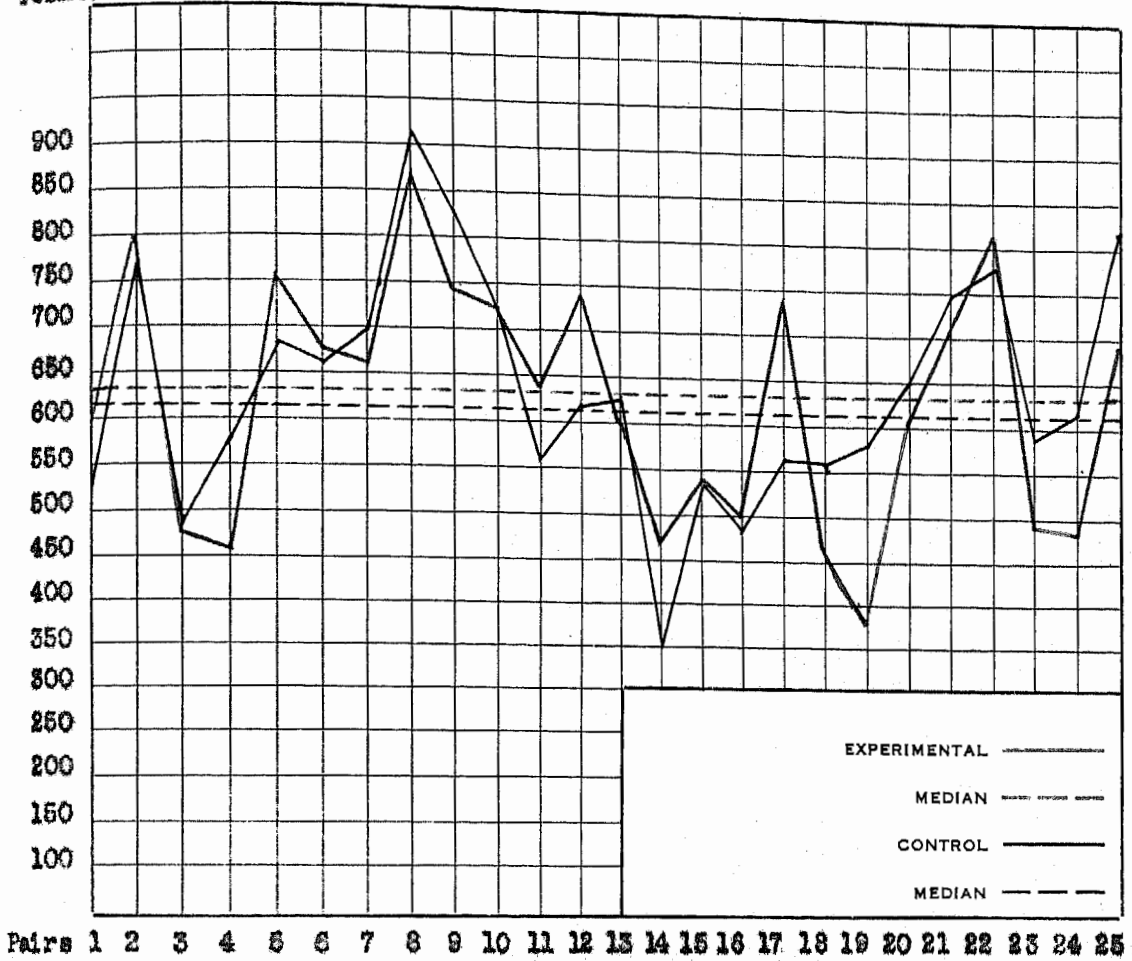


Figure 29

Composite Ranking of Pupils in Pairs on Tests 1 to 14

Read Figure thus: In the experimental group, student No. 1 made a total score of 585 points; the control group student in this pair made 541. Read in like manner for other pairs.

## Medians

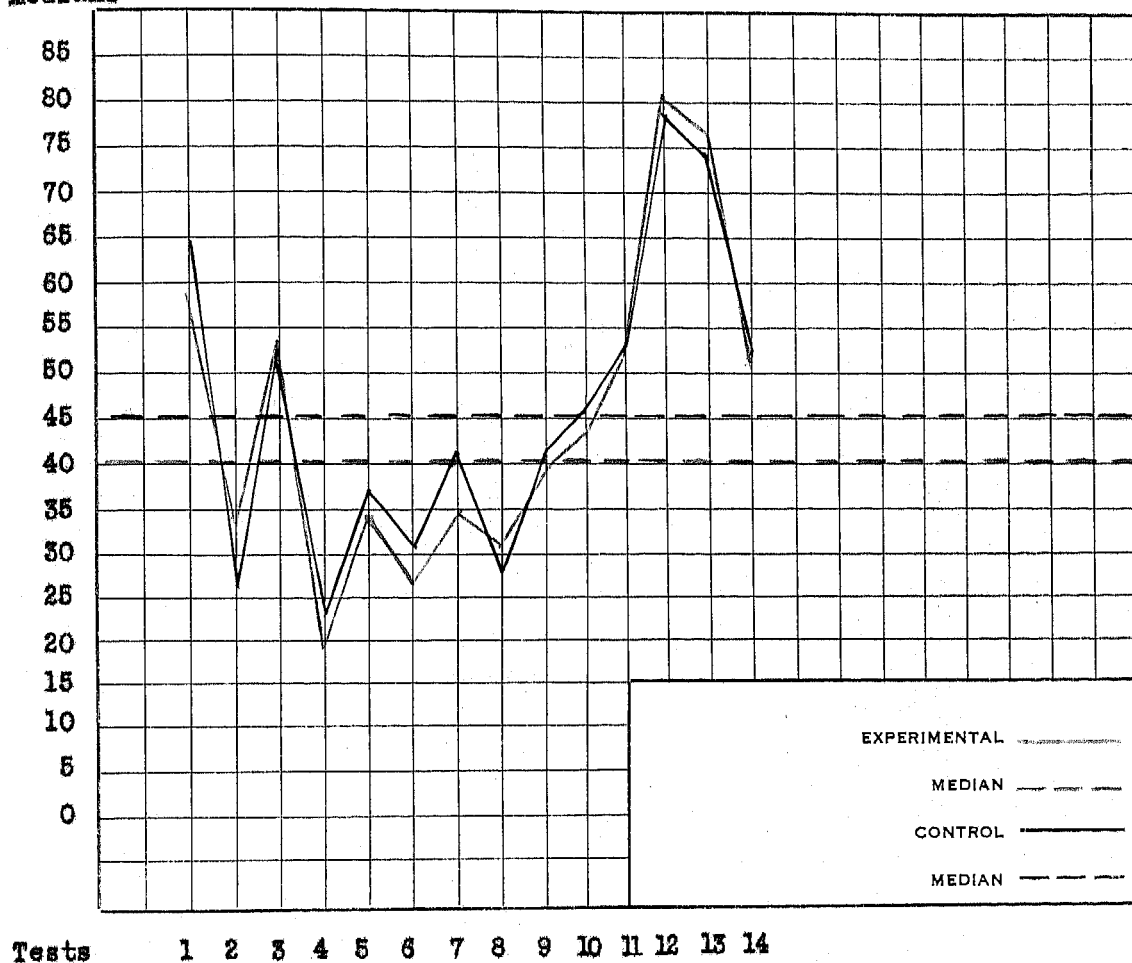


Figure 30

Composite Comparison of Medians of Tests 1 to 14

Read Figure thus: In the experimental group, the median for Test 1 was 59.5; for the control group, 45. Read in like manner for each of the remaining tests.

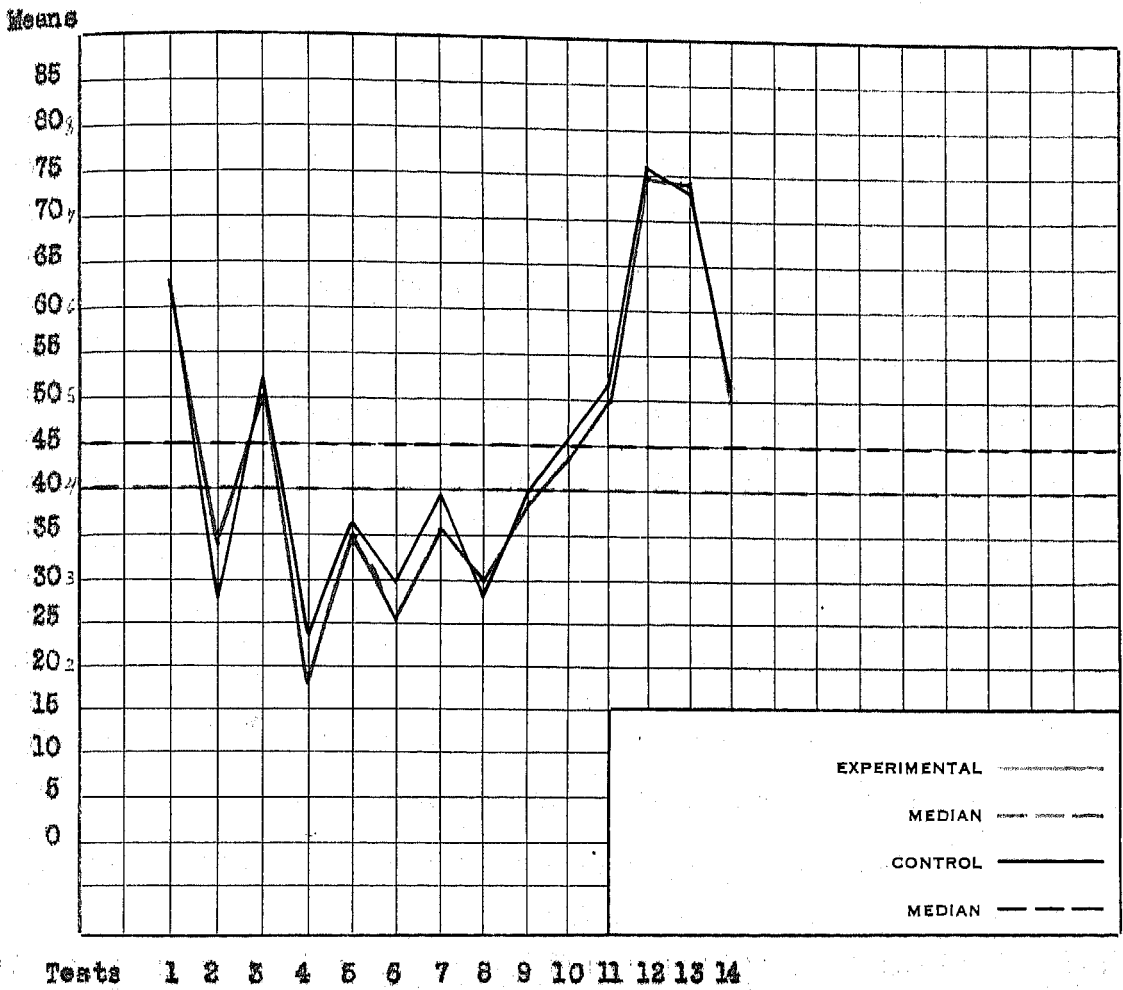


Figure 31

## Composite Comparison of Means on Tests 1 to 14

Read Figure thus: In the experimental group, the mean on Test 1 was 61.32; for the control group the mean was 60.96. Read in like manner for each of the remaining tests.

## Conclusions

The data obtained indicate that:

1. The report method did not produce better results than the discussion method in actual testing.
2. One semester is too brief a period to judge adequately the worth of this method.
3. Gains obtained in ease of presentation, interest, attention, more general participation, and better discipline could not be measured by the tests.
4. The "report" method was better adapted to the bright pupils.
5. A continuous period of any one method is probably not best suited to the eighth grade level.
6. Experience of the teacher in conducting the first term's work by the report method would prove beneficial during a second semester.
7. Boys in both groups exceeded girls in both groups. The mean of the boys in the experimental group was higher than that of the control group while the mean of the girls in the control group exceeded that of the girls in the experimental group, an indication that the research, report method may be of greater interest to boys than to girls.
8. Objective tests are better suited to classes doing intensive text-book work. The control group showed this especially in the lower quartile.
9. Drill in the mastery of facts seems necessary in the eighth grade. The report method does not give the teacher the opportunity for adequate drill.
10. Pupils in the "report" group, even in the upper quartile, had difficulty in acquiring and remembering facts for testing periods from other than their own reports.

11. Much previous training in note-taking and outlining is necessary before the report method would prove successful.

The purpose of this study was to see what would result from the teaching of two carefully equated classes in eighth "A" history for an entire semester by two entirely different methods, one an assignment, study, and report method and the other the usual assignment and discussion.

Study of the results indicate that pupils in the upper quarter and the middle fifty per cent do equally well by either method of instruction while those in the lower quartile profit more from a definite text assignment. Eighteen weeks was too brief a period to determine the real value of such an experiment for either pupils or teacher, but even in that short period some creditable report work was done by all the members and some of the best students prepared and delivered reports that would equal or even surpass many adults. The study further proves that no one method should be used to the exclusion of the others. It is evident from the results which were obtained from the three groups of tests, namely the nine unit tests and their final, the two Esportia History Tests, Form A and B, or Tests 1 and 13, and the Prassey-Richards Understanding of American History, Tests 2 and 14, that there was no significant difference between the two groups.

In all Unit Tests except 8 and 10, the control group showed that they would always score ahead of the experimental group. In Test 8, the experimental group indicated that in 51 chances in 100 there is a true difference and in Test 10 there was no difference. All the differences as determined by the common statistical procedure indicate insignificant variations. Table XXIII on the following page indicates the differences for this group.

TABLE XXIII

SIGNIFICANT DIFFERENCES OF THE TWO GROUPS ON UNIT TESTS

Test	Experimental			Control				Chances in 100
	Mean	S.D.	PE <sub>M</sub>	Mean	S.D.	PE <sub>M</sub>	PE <sub>D</sub>	
3	51.64	13.11	1.77	52.92	12.37	1.67	.041	51
4	18.08	5.75	.76	23.68	6.26	.84	.052	51
5	34.96	8.96	1.21	36.6	11.37	1.53	.164	54
6	25.28	7.2	.97	29.84	6.32	.85	.093	53
7	35.72	12.04	1.62	39.68	10.875	1.47	.068	52
8	30.24	6.76	.91	28.44	6.48	.97	.031	51
9	38.84	6.79	.91	39.88	7.46	1.01	.073	52
10	43.68	9.04	1.22	45.32	9.04	1.22	0	50
11	49.92	11.92	1.61	51.84	13.38	1.60	.079	52
12	75.28	18.37	2.48	75.76	16.57	2.23	.0749	52

Read Table thus: The control group with a mean of 52.92, S.D. 12.37, PE<sub>M</sub> 1.67 is compared with the experimental with a mean of 51.64, a S.D. of 13.11, a PE<sub>M</sub> 1.77. This is 51 chances in 100 that this difference is a true difference. It is statistically insignificant. Read in like manner for other tests.

TABLE XXIV

SIGNIFICANT DIFFERENCES OF THE EMPORIA HISTORY TESTS  
FORM A AND B - TESTS 1 AND 13

Experimental					Control					Chances in 100
Form	Mean	Range	S.D.	PE <sub>M</sub>	Mean	Range	S.D.	PE <sub>M</sub>	PE <sub>D</sub>	
A Test 1	61.32	36-88	12.99	1.752	60.96	39-90	13.2	1.78	.012	53
B Test 13	73.56	44-101	16.68	2.25	72.76	36-100	16.82	2.27	.008	51
Term Gains	12.24				11.80					

Read Table thus: Test 1 shows that with a PE<sub>M</sub> 1.752 for the experimental group and 1.78 for the control group there would be 53 chances out of 100 that the experimental group would rank ahead of the control group. Test 13 indicates that there were 51 chances out of 100 that the difference is a true difference. Statistically, both are insignificant.



TABLE XXV

SIGNIFICANT DIFFERENCES OF PRESSEY-RICHARDS' UNDERSTANDING OF AMERICAN HISTORY - TESTS 2 AND 14.

Experimental				Control				
Test	Mean	S.D.	$PE_M$	Mean	S.D.	$PE_M$	$\frac{D}{PE_D}$	Chances in 100
2	34.52	10.78	1.45	28.56	9.3	1.25	.104	53
14	49.28	12.17	1.64	51.68	10.6	1.41	.108	53
Gain	4.76			23.12				

Read Table thus: In Test 2, the experimental group had a mean of 34.52, S.D. of 10.78,  $PE_M$  of 1.45; the control group with a mean of 28.56 had a S.D. of 9.3 and  $PE_M$  1.25. The  $PE_D$  was .125 indicating that there were 53 chances in 100 that the experimental group would always rank ahead in this test. Read Test 14 in the same manner. Note that in this test there were 53 chances out of 100 that the control group would rank ahead.

The Emporia History Test, Form A, shows that the experimental group with a  $PE_M$  of 1.752 compared with  $PE_M$  1.75 for the control group and a  $PE_D$  of 2.49 will rank ahead of the control group in 53 chances out of 100 while in Form B the experimental group with a  $PE_M$  2.25 compared with  $PE_M$  2.27 in the control and a  $PE_D$  3.196 showed that in 51 chances out of 100 they would rank ahead. Again there is no significant difference. Table XXIV gives these figures in condensed form.

Table XXV shows the results of the two Pressey-Richards Tests, Understanding of American History. In Test 2 given at the beginning of the semester the experimental group shows that in 53 chances in 100 they would outrank the control group, while in Test 14, the control showed that in 53 chances in 100 there was a true difference.

With figures to prove that there is no significant differences between the two groups, it must be concluded that in this particular experiment one group did not profit more than the other from a continuous period of eighteen weeks devoted to a single method of instruction.

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## APPENDIX

### List of Tests

Henmon, V. A. C., and M. J. Nelson, The Henmon-Nelson Tests of Mental Ability, Form A, Elementary School Examination, Grades 3-8, Boston, Houghton Mifflin Company, 1931.

Pressey, L. C., and R. C. Richards, Understanding of American History, Bloomington, Illinois: Public School Publishing Company.

Schrammel, H. E., and others, Emporia History Test, Grades VII-VIII, Emporia, Kansas: Bureau of Educational Measurements, Kansas State Teachers College, 1937. Forms A and B.

#### Unit Tests:

- 3 - Prepared by Misses Laura Houk and Catherine H. Jones
- 4 - Prepared by Miss Catherine H. Jones
- 5 - Prepared by Miss Laura Houk
- 6 - Prepared by Miss Catherine H. Jones
- 7 - Prepared by Miss Catherine H. Jones
- 8 - Prepared by Miss Maxine Lewis
- 9 - Prepared by Miss Charlotte Curry
- 10 - Prepared by Miss Charlotte Curry
- 11 - Prepared by Miss Laura Houk
- 12 - Prepared by Misses Houk and Jones

TEST II

FORM A

Time: 40 minutes

Published by  
Bureau of Educational Measurements  
Kansas State Teachers College, Emporia

**EMPORIA HISTORY TEST**  
Grades VII-VIII

By H. E. Schrammel, E. J. Calkins, Harold Bechtoldt,  
Forrest Frease, and LaVerna Wharton  
Teachers College, Emporia, Kansas

Possible score ..... 120

Number wrong  
and omitted .....

FINAL SCORE .....

Name ..... Age ..... Grade .....

Town ..... State ..... Date .....

## PART I

**DIRECTIONS:** Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (—) in the parenthesis before it, as in example B. Make the + and the — small and clear.

Examples: (+) A. George Washington was the first president of the United States.

(—) B. Woodrow Wilson was elected president of the United States in 1860.

- ( ) 1. The contribution of the Hebrews to American life was in the field of religion.
- ( ) 2. The purpose of the Crusades was to capture the Holy Land from the Turks.
- ( ) 3. The Renaissance or "Revival of Learning" began in Italy before it began in England.
- ( ) 4. Columbus explored the mainland of North America.
- ( ) 5. The desire to establish homes in the New World was the principal reason for the coming of the Spanish.
- ( ) 6. One reason for rivalry between England and Spain was their religious differences.
- ( ) 7. With the defeat of the Invincible Armada the supremacy of the seas passed from Spain to England.
- ( ) 8. The English colonists from the first came to America with the idea of establishing permanent homes.
- ( ) 9. The House of Burgesses of Virginia, which met in 1619, was the first legislative body in North America.
- ( ) 10. After England became a Protestant nation, religious toleration was accorded to all.
- ( ) 11. The colony of Massachusetts Bay gave religious and political liberty to all persons.
- ( ) 12. In Maryland any Christian might worship as he pleased without losing his political rights.
- ( ) 13. The "patroon system" of land holding flourished in Georgia.
- ( ) 14. The West India Company was a Dutch company which made settlements along the Hudson, Delaware, and Connecticut Rivers.
- ( ) 15. All of the French colonies were located in what is now Canada.
- ( ) 16. The Frenchmen in the New World were given self-government.
- ( ) 17. As a result of the French and Indian War, England took Canada from France.
- ( ) 18. The local unit of government in the Southern colonies was the county.
- ( ) 19. In the English colonies there were free public schools for all children.
- ( ) 20. England wished to keep English trade in English hands after the close of the French and Indian War.
- ( ) 21. The tax which the English placed on tea was so high that the colonists could not afford to buy the tea.
- ( ) 22. The Townshend Acts were passed by the New England Confederation in protest to the actions of the English Parliament.
- ( ) 23. The first battle of the Revolutionary War came after the colonists had written the Declaration of Independence.
- ( ) 24. The Articles of Confederation created a strong central government.
- ( ) 25. The Second Continental Congress was in session during the War for Independence.
- ( ) 26. The Constitution, as drafted in 1787, provided for the admission of thirty-five new states.
- ( ) 27. The president of the United States has the constitutional power to levy and collect taxes without asking the help of state governments.
- ( ) 28. Each state has an equal representation in the Senate.
- ( ) 29. Alexander Hamilton believed that all debts contracted by the separate states prior to the adoption of the Constitution should be cancelled.
- ( ) 30. The Whisky Rebellion was an attempt to evade the prohibition amendment to the Constitution.
- ( ) 31. The Kentucky and Virginia Resolutions declared that the states might refuse to obey federal laws.
- ( ) 32. Napoleon was emperor of France at the time of the Louisiana Purchase.
- ( ) 33. Oregon was a part of the territory of Louisiana.

- ( ) 34. As a result of the War of 1812, the United States gained a part of the territory which formerly belonged to Canada.
- ( ) 35. The Monroe Doctrine has been interpreted by the United States to mean that the United States would tolerate no intervention in American affairs by European countries.
- ( ) 36. After the War of 1812 a tariff was passed to protect the American industries which were developed during the war.
- ( ) 37. The abuses of the factory system soon led to bitter feeling between labor and capital.
- ( ) 38. The X. Y. Z. Affair pertained to a secret organization in the North which tried to free the slaves.
- ( ) 39. The South, prior to the Civil War, favored a high protective tariff.
- ( ) 40. Jackson favored the establishment of a national bank.
- ( ) 41. The territory of Texas was bought from Mexico.
- ( ) 42. The invention of the cotton gin made possible the cheap production of cotton in large quantities.
- ( ) 43. By "squatter sovereignty" is meant the right of the people living within a territory to decide whether slavery shall be legal in that territory.
- ( ) 44. Prior to the Civil War, the North was wealthier than the South.
- ( ) 45. England sent troops to America to aid the South during the Civil War.
- ( ) 46. The Battle of Gettysburg was the turning point of the Civil War.
- ( ) 47. The Union Pacific Railway was built principally by slave labor.
- ( ) 48. The Grange was the first organized farmers' movement.
- ( ) 49. The frontier tended to develop a feeling of democracy.
- ( ) 50. Strikes are forbidden by state law in nearly all the states.
- ( ) 51. In 1936 the number of immigrants arriving from Europe was greater than the number which arrived in 1900.
- ( ) 52. Iron-clad vessels came into use during the Civil War.
- ( ) 53. The improved conditions of transportation and communication are responsible for many great changes in American life.
- ( ) 54. Arbitration means the peaceful settlement of a dispute by a group of persons agreed upon by both contesting parties.
- ( ) 55. The Nineteenth Amendment to the Constitution has to do with child labor.
- ( ) 56. The boundary between Canada and the United States is highly fortified.
- ( ) 57. The Philippine Islands are under the political control of Japan.
- ( ) 58. Candidates for the presidency of the United States are nominated by means of the direct primary.
- ( ) 59. The conservation of natural resources is one of the important problems facing the American people.
- ( ) 60. The Hohenzollern family was ruling in Germany at the time of the outbreak of the World War.
- ( ) 61. Russia was a democracy at the time of the outbreak of the World War.
- ( ) 62. Woodrow Wilson opposed the idea of the United States entering the League of Nations.
- ( ) 63. George VI succeeded to the throne of England after the abdication of Edward VIII.
- ( ) 64. The so-called "Lame Duck" amendment to the Constitution provides that the newly-elected Congress shall regularly take office in the January following the election.

## PART II

**DIRECTIONS:** Each of the following statements may be completed in four ways. Three of these are right, and one is wrong. In the parenthesis at the left of the statement place the number of the incorrect part.

**Example:**

( 3 ) One of the presidents of the United States was:  
**1. Washington. 2. Lincoln. 3. Smith. 4. Wilson.**  
 Smith was not a president of the United States; therefore, the figure "3," the number of this answer, has been placed in the parenthesis.

- ( ) 65. The Spanish settlers: **1. built towns on a grand scale. 2. set up the first printing press in America. 3. often married Indian women. 4. treated the Indians with respect.**
- ( ) 66. The Puritans came to America: **1. for religious freedom. 2. to look for gold in the new world. 3. because they wished to make a better living. 4. because they desired free government.**
- ( ) 67. English colonies were governed: **1. under a charter. 2. by a trading company. 3. directly by Parliament. 4. by a proprietor.**
- ( ) 68. There were better schools in New England than in the southern colonies because: **1. the people of the South were too poor to maintain schools. 2. wealthy planters of the South had private tutors for their sons. 3. the people of New England lived closer together. 4. the New England settlers wanted the children to study the Puritan religion.**
- ( ) 69. The Declaration of Independence stated: **1. all men are created equal. 2. the reasons the colonies had considered the English government unjust. 3. that these united colonies are, and of a right ought to be, free**

- and independent states. 4. the people of the colonies should establish a constitution for the United States of America.
- ( ) 70. Hamilton's financial policy included: 1. an excise tax. 2. establishment of a national bank. 3. assumption of state debts. 4. purchase of Louisiana Territory.
- ( ) 71. The Northwest Ordinance of 1787 provided that: 1. in due time states should be formed and admitted to the union. 2. slavery should be forbidden. 3. a state supported church should be organized. 4. lands should be set aside to maintain public schools.
- ( ) 72. The Constitution: 1. gave more power to the state governments than did the Articles of Confederation. 2. was based largely on England's experience in government. 3. provided for a two-house system of legislature. 4. provided for three departments of government.
- ( ) 73. The Federalist Party believed in: 1. strong central government. 2. protective tariff. 3. national bank. 4. agricultural regulations.
- ( ) 74. The Louisiana Territory: 1. was purchased from Spain. 2. was explored by Lewis and Clark. 3. was purchased by Jefferson. 4. cost the federal government fifteen million dollars.
- ( ) 75. The Oregon Territory: 1. was claimed by both the United States and Great Britain. 2. was the basis for the slogan "Fifty-four forty, or fight." 3. was obtained by the United States as a result of the war of 1812. 4. north of the 49th parallel was left to Great Britain.
- ( ) 76. Texas: 1. was admitted as a state to the United States before the Mexican War. 2. was readily accepted as a state by the northern members in Congress. 3. was settled largely by pioneers from the states. 4. was admitted by an extraconstitutional method.
- ( ) 77. The Industrial Revolution: 1. in America came before that in England. 2. resulted in concentration of people in cities. 3. took place more rapidly in the North than in the South. 4. made mass production possible.
- ( ) 78. Railroad building in the United State: 1. began with the building of the Baltimore and Ohio Railroad. 2. was opposed by western settlers. 3. progressed more rapidly in the North than in the South. 4. was aided by land grants from the federal government.
- ( ) 79. Nullification: 1. was advocated by Calhoun. 2. was attempted in the Kentucky and Virginia resolutions. 3. means secession from the Union. 4. was opposed by Jackson.
- ( ) 80. Labor unions: 1. grew up as a result of the low wages of unskilled labor. 2. grew up as a bargaining agency opposed to capital. 3. began as small local unions. 4. were encouraged by capitalists.
- ( ) 81. Education: 1. was first controlled by the church. 2. supported by public taxation was proposed by Horace Mann. 3. was more nearly universal in the South than in the North. 4. on the college level came before that of the high school.
- ( ) 82. Slavery: 1. was introduced in the United States in 1619. 2. was declared illegal by the Dred Scott decision. 3. was the real issue behind the organization of the Republican party. 4. was especially profitable in the South after the invention of the cotton gin.
- ( ) 83. The Emancipation Proclamation: 1. was a decision of the Supreme Court. 2. was an act of war. 3. freed slaves only in that part of the United States which was at war against the federal government. 4. made England more sympathetic with the North.
- ( ) 84. The Homestead Law of 1862: 1. had long been demanded by the western settlers. 2. provided that any citizen could take up 160 acres of public lands. 3. provided special favors for Northern soldiers. 4. was successful in preventing exploitation of the public domain.
- ( ) 85. A federal income tax: 1. was declared unconstitutional by the Supreme Court. 2. was made possible by a constitutional amendment. 3. places taxes on the man who is able to pay. 4. was opposed by laborers.
- ( ) 86. The United States entered the Spanish-American War because: 1. the United States wanted the Hawaiian Islands. 2. Americans sympathized with the Cubans. 3. the United States thought Spain was responsible for sinking the "Maine." 4. American business interests in Cuba were ruined by the revolution.
- ( ) 87. The "Alabama Claims" were: 1. brought against England for damages done to our merchant vessels during the Civil War. 2. settled peaceably by arbitration. 3. concerned the payment to Alabama for the damage done by the army of the North. 4. settled by England's paying \$15,500,000 to the United States.

- ( ) 88. Definite steps in the direction of world peace were the: **1. Washington Disarmament Conference. 2. establishment of a World Court. 3. establishment of the League of Nations. 4. adoption of high protective tariffs.**
- ( ) 89. Important questions that arose at the close of the World War were: **1. need for governmental economy. 2. creation of a Federal Reserve Banking System. 3. reduction of immigration. 4. ownership and operation of railroads.**

### PART III

**DIRECTIONS:** From the list of answers in Column II select the name or term which matches each item of Column I, and write the number of the answer in the parenthesis at the left of the item. The answers of one section may be matched with the items in Column I of the same section only. The example has been correctly marked.

**Example:** (18) Author of Tom Sawyer

- | Column I  | Column II     |
|---|---------------|
| ( ) 90. Founded American Red Cross  | 1. Adams      |
| ( ) 91. Inventor of telephone   | 2. Barton     |
| ( ) 92. First leader of the Mormons in the Far West   | 3. Bell       |
| ( ) 93. Man who invented process of vulcanizing rubber  | 4. Byrd       |
| ( ) 94. Founder and first president of W. C. T. U.  | 5. Cooper     |
| ( ) 95. French general who helped American Colonies during the Revolution   | 6. Edison     |
| ( ) 96. Famous "Liberty or Death" speech  | 7. Franklin   |
| ( ) 97. First man to fly over both the North and South Poles  | 8. Hancock    |
| ( ) 98. Helped to settle Jamestown  | 9. Henry      |
| ( ) 99. First man to sail across the Pacific Ocean  | 10. Goodyear  |
| ( ) 100. Leader of fight in United States Senate against the United States becoming a member of League of Nations | 11. Lafayette |
| ( ) 101. Author of "Leatherstocking Tales"  | 12. Lodge     |
| ( ) 102. American who won the help of France for the American colonies during Revolutionary War                   | 13. Magellan  |
| ( ) 103. First vice-president of the United States  | 14. Mann      |
| ( ) 104. Leader of American expeditionary forces in France in World War   | 15. Peary     |
|   | 16. Pershing  |
|   | 17. Smith     |
|   | 18. Twain     |
|   | 19. Willard   |
|   | 20. Young     |

- |  |                      |
|--|----------------------|
| ( ) 105. Absence of government   | 1. Anarchy           |
| ( ) 106. A nation taking neither side during a war   | 2. Australian ballot |
| ( ) 107. A warring nation  | 3. Belligerent       |
| ( ) 108. The exclusive control of the supply of goods  | 4. Dictatorship      |
| ( ) 109. A device whereby the voters approve or disapprove a measure adopted by a legislative body | 5. Embargo           |
| ( ) 110. Arrangement of congressional districts for the benefit of a political party               | 6. Gerrymandering    |
| ( ) 111. Prohibition imposed by law upon commerce  | 7. Initiative        |
| ( ) 112. A device whereby legislation may be introduced or enacted directly by the electorate      | 8. Monopoly          |
| ( ) 113. Withdrawing from the Union  | 9. Neutral           |
| ( ) 114. The type of general election ballot used in the United States                             | 10. Nullification    |
| ( ) 115. Attempt by a state to prevent the operation within its territory of a United States law   | 11. Public utility   |
|  | 12. Referendum       |
|  | 13. Secession        |
|  | 14. Short ballot     |

### PART IV

**DIRECTIONS:** In each of the following items is a list of historical events. Select the event which is the most recent, and place its number in the parenthesis at the left. The example has been correctly marked.

**Example:**

- (4) 1. The administration of Washington  
 2. The administration of Wilson  
 3. The administration of Lincoln  
 4. The administration of Hoover
- ( ) 116. 1. Purchase of Alaska  
 2. Gadsden Purchase  
 3. Louisiana Purchase  
 4. Florida Purchase
- ( ) 117. 1. Missouri Compromise  
 2. Kansas-Nebraska Bill  
 3. Wilmot Proviso  
 4. Compromise of 1850
- ( ) 118. 1. The Albany Plan of Union  
 2. The New England Confederation  
 3. Mayflower Compact  
 4. Articles of Confederation
- ( ) 119. 1. Japanese Exclusion Act  
 2. Open-door Policy in China  
 3. Holy Alliance  
 4. Monroe Doctrine
- ( ) 120. 1. Kentucky and Virginia Resolutions  
 2. Hartford Convention  
 3. South Carolina Ordinance of Nullification  
 4. Whisky Rebellion



TEST 3  
(88 Points)

Match the words or names in Column 1 with the statement in Column 2 by placing the letter before the proper word in the Column 1.

Column 1	Column 2
_____ Flatboat	a. Capable of being sailed
_____ Squatters	b. Companies traveling together especially through a desert or dangerous country
_____ Electoral College	c. Land owned by government
_____ Navigable	d. The change from hand labor to machinery
_____ Conestoga	e. An early improved highway
_____ Barrier	f. Any obstruction
_____ Internal improvements	g. That part of the country facing another country or unsettled region
_____ Turnpike	h. People who settle on land without paying for it
_____ Frontier	i. Accommodations for immigrants
_____ Caravan	j. A principle or a body of principles
_____ Compromise	k. A group who elect the president
_____ Statesman	l. The construction or improvement of things in the public domain within a country
_____ Tariff	m. List of imports taxed
_____ Tavern	n. A feeling of extreme disgust or hatred
_____ Public domain	o. Going from one country or region to another
_____ Holy Alliance	p. A heavy vehicle covered with canvas
_____ Doctrine	q. A bargain reached by give-and-take method
_____ Migratory	r. An equal number of free and slave states represented in Congress
_____ Yankee	s. An association of European countries
_____ Industrial Revolution	t. A New Englander
_____ Abominations	u. One skilled in the art of government
_____ Balance in Congress	v. A raft used in early transportation

Identify the following persons by placing the proper letter before each name.

a. writer, b. inventor, c. president, d. statesman, e. explorer

Example: c Washington

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| <u>    </u> 1. Albert Gallatin  | <u>    </u> 11. Henry Clay        |
| <u>    </u> 2. Daniel Boone     | <u>    </u> 12. Samuel Slater     |
| <u>    </u> 3. James Robertson  | <u>    </u> 13. Andrew Jackson    |
| <u>    </u> 4. De Witt Clinton  | <u>    </u> 14. Eli Whitney       |
| <u>    </u> 5. Robert Fulton    | <u>    </u> 15. Meriwether Lewis  |
| <u>    </u> 6. James Monroe     | <u>    </u> 16. Zebulon Pike      |
| <u>    </u> 7. William Crawford | <u>    </u> 17. Francis Lowell    |
| <u>    </u> 8. John Fitch       | <u>    </u> 18. Washington Irving |
| <u>    </u> 9. James Hargreaves | <u>    </u> 19. William Clark     |
| <u>    </u> 10. John Adams      | <u>    </u> 20. James F. Cooper   |

True or False: If true, place a + before the number. If the statement is false place a - before the number.

1. The War of 1812 discouraged western migration.
2. The Presbyterian church sent the first missionaries into the west.
3. The Erie Canal caused the development of many other lines of transportation.
4. The Erie Canal followed the route of the Potomac River.
5. The famous Cumberland Road was built along the Mohawk River.
6. The flat boat carried a larger load but it was not as safe as the steam boat.
7. The Cumberland Road was the first great government project.
8. The canal is useful because it can be used during the entire year.

- \_\_\_\_\_ 9. Indians were placed in the land west of the Mississippi because it was supposed to be unsuitable for white settlement.
- \_\_\_\_\_ 10. The West made the East more democratic.
- \_\_\_\_\_ 11. Before 1830, the government gave land free to those who would settle the west.
- \_\_\_\_\_ 12. In 1820, western land was sold at \$1.25 an acre.
- \_\_\_\_\_ 13. In 1800 there were no settlements west of the Appalachian Mountains.
- \_\_\_\_\_ 14. To accommodate the people traveling to the west, an excellent system of inns was developed.
- \_\_\_\_\_ 15. There were no factories developed in the U. S. before the War of 1812.
- \_\_\_\_\_ 16. Missouri came in as a slave state and thus destroyed the balance of power in Congress.
- \_\_\_\_\_ 17. The Missouri Compromise provided that no more free states should be admitted north of the southern boundary of Missouri and east of the Rocky Mountains.
- \_\_\_\_\_ 18. After the Monroe Doctrine was issued, the Holy Alliance stopped its work.
- \_\_\_\_\_ 19. Up to the year 1824, four of the five presidents had come from Virginia.
- \_\_\_\_\_ 20. Andrew Jackson and Henry Clay were leaders from the South.
- \_\_\_\_\_ 21. The West and South united in 1828 to elect Jackson President.

- \_\_\_\_ 1. Three of these were causes of westward migration. What was not?  
(1) Demand for cotton. (2) Improve living quarters for its  
Indians. (3) Need of fertile soil. (4) No share in the government.
- \_\_\_\_ 2. Madison objected to the construction of roads because; (1) they  
were too costly. (2) he was a strict constructionist. (3) people  
settled so far apart that they could not be protected.
- \_\_\_\_ 3. A frontier is; (1) a village. (2) settlement of 50 people to a  
square mile. (3) settlement of six people to a square mile. (4)  
Indian territory.
- \_\_\_\_ 4. Three of these are effects of the Erie Canal. What was not?  
(1) Cities grew. (2) Freight rates decreased. (3) West filled  
up. (4) New York City stopped growing.
- \_\_\_\_ 5. The chief importance of the steamboat was; (1) it was safer than  
the flat boat. (2) it carried larger loads than the flat boats.  
(3) it could travel upstream. (4) it was newer.
- \_\_\_\_ 6. The steamboat was invented in; (1) 1798. (2) 1788. (3) 1807.
- \_\_\_\_ 7. What state developed an elaborate system of canals, rail, and in-  
clined railways? (1) New York. (2) Massachusetts. (3) Pennsylvania.  
(4) Georgia.
- \_\_\_\_ 8. The city profiting most by the trade of the Cumberland road was;  
(1) New York. (2) Baltimore. (3) Philadelphia. (4) Charleston.
- \_\_\_\_ 9. Settlement of the Southern Louisiana boundary line was made in  
1819 by; (1) Jay's Treaty. (2) Florida Treaty. (3) Treaty of  
Paris.
- \_\_\_\_ 10. Which of these states was not founded in 1830? (1) Ohio. (2) Michi-  
gan. (3) Missouri. (4) Louisiana. (4) Alabama. (6) Mississippi.

- \_\_\_\_\_ 11. The Erie Canal was completed in: (1) 1807. (2) 1817. (3) 1825.  
(4) 1830.
- \_\_\_\_\_ 12. The section of the country responsible for the development of  
democracy was: (1) North. (2) South. (3) West.
- \_\_\_\_\_ 13. England gained a monopoly of manufacturing because: (1) she had  
a large population. (2) she early abandoned feudalism. (3) she  
was "Mistress of Seas." (4) she produced all raw material within  
England itself.
- \_\_\_\_\_ 14. Three of these were bad effects of factory growth. What was not?  
(1) Child Labor. (2) Long Hours. (3) Low wages. (4) Low prices  
of goods.
- \_\_\_\_\_ 15. The country in which the industrial revolution first developed  
was: (1) France. (2) U.S. (3) England. (4) Spain.
- \_\_\_\_\_ 16. The man who produced the Spinning Jenny was: (1) Watt. (2) Cart-  
wright. (3) Hargreaves. (4) Lowell.
- \_\_\_\_\_ 17. The first Spinning factory in U. S. was established in 1789 at  
(1) Boston. (2) Pawtucket. (3) Lowell. (4) Baltimore.
- \_\_\_\_\_ 18. The first complete factory was established at Waltham in (1) 1789.  
(2) 1815. (3) 1793. (4) 1830.

## TEST 4

(40 Points)

## I. Matching names and events.

- A. Jackson ..... "Great Nullifer"  
 Robert Y. Hayne ..... Chosen by House of Representatives  
 Daniel Webster ..... Tippecanoe  
 Martin VanBuren ..... Famous visitor to U.S.  
 Ashburton ..... Tyler's Secretary of State in 1842  
 John C. Calhoun ..... Senator who debated the question of  
 State Rights  
 W. H. Harrison ..... Englishman who helped settle a boundary  
 Henry Clay ..... "Old Hickory"  
 John Q. Adams ..... "Great Compromiser"  
 Lafayette ..... Established Sub-Treasuries

## II. Complete Sentences:

1. Removal from office and replacing with one's friend is called .....
2. The State that opposed the Tariff of Abominations was .....
3. The great conflicts in Jackson's Administration were: 1.....  
 2.....  
 3.....
4. Great changes in Jackson's term of office were: 1.....  
 2.....  
 3.....
5. The difficulty over the tariff of abominations was settled by .....
6. The president in office when the present Democratic party was  
 organized was .....
7. The new political party appearing in 1832 was .....
- Its first successful president was .....
8. .... of ..... proved to Jackson that the people  
 did not want the U. S. Bank.

9. The principal argument in favor of the sub-treasury was that it was .....
10. The principal argument against the sub-treasure was .....
11. The state whose boundary was settled in 1842 was .....
12. The year 1837 is outstanding because of the .....
13. The agency which decides whether laws are constitutional is .....
14. Banks chosen by Jackson in which to place the government money were called .....

III. Show by diagram the development of the tariff up to 1842.

IV. True or false;

1. Adams favored internal improvements at government expense.
2. The right of a State to obey a law is called nullification.
3. Jackson approved the doctrine of nullification.
4. Nullification of a law occurred for the first time in Jackson's administration.
5. The U. S. Bank was unconstitutional.
6. Jackson did right to destroy the bank because it gave a small group of people a monopoly of the money of the country.
7. Democrat and democrat are the same.
8. Jackson was able to collect a debt from France.
9. Jackson ordered public land paid for in paper money.
10. Business in U. S. before 1835 was very bad.

TEST 5  
(64 Points)

1. Five of these states were started between 1850 and 1860. Cross out the three which were not.

Arizona	Florida
Arkansas	Wisconsin
Michigan	Iowa
Kentucky	Utah

2. Why did Americans want to move westward?
- a. Because of the land system, the adventurous spirit of Americans, the panic of 1819, the cheaper land in Texas. b. Because of the desire to annex Canada and density of population west of the Mississippi. c. Because of the collapse of commerce after the Revolution, the wider use of the spoils system, and hostility toward the Indian.
3. Under Mexican government, what experiences did settlers in the southwest have? a. Greater freedom than in U.S. b. Same political conditions they enjoyed in U. S. c. A friendly invitation to settle in Texas and later harsh laws which resulted from the Mexican suspicion of Americans.
4. What were the chief events in the struggle for Texas independence?
- a. Successive appointments of Travis Bowie and Crocket to lead Texas army. b. Consultation of 1835, Texas declaration of independence, leadership of Houston, loyalty of Texas soldiers and capture of Santa Anna and his army. c. Assistance of the U. S. army and navy and financial support of the U. S.
5. How did the new nation Texas come to be the 26th state in the Union?
- a. It was purchased by the U.S. for \$40,000,000. b. The U. S. was first to make permanent settlements there. c. The U. S. annexed it.



6. What were the chief events in the war between the U. S. and Mexico?
- A succession of attacks upon Mexico City.
  - The success of Taylor's campaign, the capture of Mexico City by Scott, and conquest of Mexico.
  - The occupation of Mexico by an American army under Captain Robert E. Lee and the retreat of the Mexican army from the U. S.
7. Of what importance to the U. S. is the territory acquired from Mexico?
- It contains the heart of the industrial area.
  - It is the agriculture region having an average of 40 inches of rain and a growing season of 200 days.
  - It has great mineral and oil wealth, vast areas, productive under irrigation, extensive grazing lands, and the port of San Francisco.
8. How did Oregon come to be a part of the U. S.?
- By the work of missionaries and settlers and by peaceable fixing of the Oregon boundary line in 1846.
  - It was bought from Russia.
  - It was annexed in the same way as Texas.
9. How were California and the western mountains settled?
- Through the effort of explorers, trappers, gold seekers, and farmers.
  - Through the efforts of cotton planters, the Gadsden purchase and new irrigation methods.
  - Through the efforts of land developing companies.
10. What did the compromise of 1850 decide?
- The boundary of the Mexican cession.
  - The payment of a sum of money to Mexico and the Wilmot Proviso which prohibited slavery in the Mexican cession.
  - The entrance of California as a state, slavery in Utah and New Mexico, a fugitive slave law and the prohibition of slave trade in the District of Columbia.

## Short Answers

1. What trail began at Independence, Missouri, followed the Platte River, the Snake River and the Columbia river to the Coast?
2. What man founded a fur trading post in 1811 at the mouth of the Columbia River?
3. What explorers were sent out by President Jefferson to explore the Louisiana Territory?
4. What countries claimed Oregon territory in 1840?
5. What two groups of people went into the Oregon Territory in the early 19th century?
6. Who was the "preacher who rode for an empire" and established a mission at Walla Walla?
7. What was the name of the difficult pass through the mountains on the Oregon trail?
8. Who was the American empresario who received several grants of land from Mexico and became the governor of the Colony?
9. Who led Texas against Santa Anna at San Jacinto?
10. Who was the famous guide on many of Fremont's expeditions through the mountains?
11. What religious sect led by Brigham Young played an important part in the settling of Utah?
12. Who was the famous frontiersman who was killed at "The Alamo"?
13. What military hero was elected president in 1849?
14. What problem was revived after the Mexican territory had been acquired?

## Completion:

1. Give two reasons for the great increase in population in both East and West between 1830 and 1860.

a. .... b. ....

2. Two important questions considered in the election of 1844 were:

a. .... b. ....

3. List the territorial acquisitions to the U. S. after 1776. Give the date of the acquisition.

a. original area 1776

b. ....

c. ....

d. ....

e. ....

f. ....

g. ....

4. Around 1850, what four great leaders died?

1. .... 5. ....

2. .... 4. ....

## True and False:

... 1. Many people who left the Eastern states to dig for gold in California went by way of the Panama Canal.

... 2. Daniel Webster and Clay favored the Compromise of 1850.

... 3. The compromise of 1850 left the question of slavery to the people of Utah and New Mexico to decide.

... 4. A fugitive slave law was a part of the Compromise of 1850.

... 5. Most of the people who settled in California wanted slavery.

... 6. Gold was discovered in California by Sutter in 1848.

- ... 7. At the time of the Mexican War, Mexico had a good government, well trained officers, and plenty of military equipment.
- ... 8. The U. S. paid a great sum of money for the small amount of territory added by Mexican cession.
- ... 9. Ever since the Mexican War, South and Central America have felt that the U. S. did not treat Mexico fair.
- ...10. At Buena Vista, where the Mexicans outnumbered the Americans 2 to 1, General Taylor's army was defeated.
- ...11. When Oregon was admitted to the Union, the Balance in Congress was destroyed.
- ...12. The Santa Fe Trail was first used by the "forty-niners" on their way to California.
- ...13. The latitude of  $54^{\circ}-40'$  became the northern boundary of Oregon and Canada.
- ...14. The Boundary dispute in Oregon was settled peaceably by Great Britain and U. S.

**TEST 6**  
(40 Points)

**I. Match names and descriptions:**

- |                     |  |
|---------------------|--|
| 1. Dorothea Dix     | a. Founded girls school                                      |
| 2. Horace Mann      | b. "The Rocket," Father of R. R.                             |
| 3. Wm. Prescott     | c. Telegraph   |
| 4. Irving           | d. Itinerant preacher  |
| 5. Mary Lyon        | e. Reaper  |
| 6. Peter Cartwright | f. Legend of Sleepy Hollow                                   |
| 7. Peter Cooper     | g. Worked in interest of unfortunate<br>insane and criminals |
| 8. Geo. Stephenson  | h. Public schools  |
| 9. S. F. B. Morse   | i. Wrote about South America                                 |
| 10. Cyrus McCormick | j. Tom Thumb   |

**II. Match names and descriptions:**

- |                    |   |
|--------------------|---|
| 1. Jethro Wood     | a. Gold Bug                             |
| 2. W. T. G. Morton | b. Debater                              |
| 3. Elias Howl      | c. Holland                              |
| 4. Goodyear        | d. Interested in girls; wrote text book |
| 5. Whittier        | e. Sewing Machine                       |
| 6. Richard Hoe     | f. Use of Ether                         |
| 7. Emma Willard    | g. Iron Flow                            |
| 8. Edgar Allen Poe | h. Rotary Press                         |
| 9. Motely          | i. Snowbound                            |
| 10. Webster        | j. Vulcanizing rubber                   |
| 11. Martha Wright  |   |
| 12. Lucretia Mott  |   |

III. Select the Correct Answer;

1. Three of these were effects of R. R. building. Which was not?

- |                          |                      |
|--------------------------|----------------------|
| 1. Canals were increased | 3. Towns grew up     |
| 2. Highways built        | 4. Farmers benefited |

2. Four of these inventions appeared between 1830 and 1860. Which did not?

- |                       |                 |
|-----------------------|-----------------|
| 1. Sewing machine     | 4. Iron Plow    |
| 2. Matches            | 5. Rotary Press |
| 3. Passenger elevator |                 |

3. Which of the following led to the growth of schools in the U. S.?

1. Increased number of immigrants
2. Poor working conditions
3. Better means of transportation
4. More leisure time

4. Which of the following led to the development of labor Unions?

- |                       |                       |
|-----------------------|-----------------------|
| 1. Long hours of work | 3. Low wages          |
| 2. Panic of 1857      | 4. Fugitive slave law |

5. Which led to the Growth of Factories?

1. Admission of Calif. as a free state
2. Inventions
3. Better means of transportation
4. Low wages
5. Increased population
6. Mexican war

## IV. True or False:

1. Transportation put an end to home manufacturing.
2. The railroad could not have developed without the telegraph.
3. Railroads were common by 1860.
4. Manufacturing had progressed so rapidly in U. S. by 1860 that we bought very little manufactured goods from abroad.
5. The government encouraged railroad building by giving companies large grants of land.
6. After 1812 U. S. sent missionaries to foreign countries.
7. The public high school did not appear before 1860.
8. There was no uniform spelling of words by 1860 because we had no spelling texts.
9. Metal manufacturing became common in U. S. after 1830.
10. The industrial revolution began in U. S. in 1830.

TEST 7  
(67 Points)

I. List the following events in the order in which they occurred.

Missouri Compromise	Three-fifths Slaves counted for representation
Election of Lincoln	Kansas-Nebraska Bill
California admitted as a free state	Abolition Movement
Lincoln-Douglas debate	

II. 1. The Trent affair referred to:

- (1) the Canadian boundary dispute.
- (2) trial for treason.
- (3) stopping a British ship at sea.
- (4) dispute over the tariff.

2. The event leading to the secession of South Carolina was:

- (1) fall of Fort Sumter.
- (2) election of Lincoln.
- (3) John Brown's Raid.
- (4) Dred Scott decision.

3. In England sympathy with the North was found among:

- (1) all classes.
- (2) factory owners.
- (3) governing classes.
- (4) working classes.

4. The Emancipation Proclamation referred to:

- (1) freeing the slaves.
- (2) labor disputes.
- (3) women suffrage.
- (4) civil service reforms.
- (5) arbitration of labor disputes.



5. The battle between the Merrimac and the Monitor determined:

- (1) wooden warships would be used no longer.
- (2) McClellan's campaign would be a success.
- (3) southern forts could not be blockaded.
- (4) Lee could be captured.

6. An important result of the Civil War was:

- (1) power gained by the Republican Party.
- (2) well trained army of young men.
- (3) settlement of disputes between the Federal Government and the states.

7. The number of the states which seceded from the Union was:

- (1) 4. (2) 6. (3) 7. (4) 11.

8. The new Republican party was made up of four of these dissatisfied groups. Which was not included?

- (1) Know-nothings
- (2) Southern Whigs
- (3) Abolitionists
- (4) Anti-Nebraska Democrats
- (5) Northern Whigs

9. Kansas came in as a State under which constitution?

- (1) Lecompton
- (2) Wyandotte
- (3) Topeka
- (4) Leavenworth

III. The plans adopted by the Union to carry out the war were:

- 1.....
- 2.....
- 3.....
- 4.....

## IV. Match battles with descriptions.

- |                  |     |  |
|------------------|-----|--|
| 1. Gettysburg    | ( ) | Won by Farragut                                  |
| 2. Fort Donelson | ( ) | Turning point of war                             |
| 3. Bull Run      | ( ) | Opened the Mississippi River to the Union Armies |
| 4. Vicksburg     | ( ) | First important Union Victory                    |
| 5. New Orleans   | ( ) | Lee Surrendered                                  |
| 6. Antietam      | ( ) | Captured Confederate factories                   |
| 7. Atlanta       | ( ) | Lincoln issued emancipation                      |
| 8. Appomattox    | ( ) | Proved the Union army must train                 |

## V. Place number of correct answer before each description.

- |                       |     |                                   |
|-----------------------|-----|-----------------------------------|
| 1. Garrison           | ( ) | Great naval commander             |
| 2. Salmon P. Chase    | ( ) | Marching through Georgia          |
| 3. Roger B. Taney     | ( ) | President of the Confederacy      |
| 4. Jefferson Davis    | ( ) | Best military leader in the South |
| 5. Stephan A. Douglas | ( ) | Abolitionist                      |
| 6. Ericsson           | ( ) | Present system of National Banks  |
| 7. W. H. Seward       | ( ) | Famous Charge at Gettysburg       |
| 8. Robert E. Lee      | ( ) | Inventor of Monitor               |
| 9. Pickett            | ( ) | Dred Scott Decision               |
| 10. Sherman           | ( ) | Kansas-Nebraska Bill              |
| 11. Grant             |     |                                   |
| 12. Geo. McClellan    |     |                                   |
| 13. Johnson           |     |                                   |
| 14. Jackson           |     |                                   |
| 15. McDowell          |     |                                   |

## VI. True or False:

1. The Compromise of 1850 forbade slavery in the territories of New Mexico and Utah.
2. The Republican platform of 1860 stood opposed to the institution of slavery.
3. No other section of our country except the south ever threatened to leave the Union.
4. The firing upon Fort Sumter caused four more slave states to leave the Union.
5. The Trent affair violated principles fought for in the War of 1812.
6. The Alabama was a northern ship that destroyed southern shipping.
7. The Dred Scott decision declared that slaves were property.
8. The stricter fugitive slave law caused the beginning of the Underground Railroad.
9. California furnished gold to help pay the expenses of the Union.
10. The South possessed the better trained leaders at the beginning of the war.
11. All the Louisiana purchase north of  $36^{\circ} 30'$  was to be free soil.
12. The doctrine of Nullification gave to the states the right to judge the powers of Congress under the Constitution.

## VII. Why are the following dates important?

- April 12, 1861 .....
- January 1, 1863 .....
- July 3, 1863 .....
- January 29, 1861 .....

VIII. Place these names in the proper column:

- |                    |                    |
|--------------------|--------------------|
| 1. Jefferson Davis | 7. Sherman         |
| 2. U. S. Grant     | 8. Meade           |
| 3. McDowell        | 9. Lee             |
| 4. Jackson         | 10. Thomas         |
| 5. Farragut        | 11. J. E. Johnston |
| 6. Foote           | 12. Lincoln        |

Union

Confederacy

TEST 8  
(51 Points)

I. A. .... Immigrants before 1890.

..... Immigrants after 1890.

1. skilled laborers
2. a language rather similar to ours
3. very low standard of living
4. leadership and initiative
5. lack of opportunity for education before coming here
6. an ability to mix and assimilate easily
7. radical political opinions
8. large families
9. musical and artistic abilities
10. religion similar to those in America

B. Name at least five European influences which forced these immigrants to America.

- |        |        |
|--------|--------|
| 1..... | 4..... |
| 2..... | 5..... |
| 3..... |        |

II. True or False?

1. The North needed political reconstruction after the war as well as the South.
2. One result of the war was to create a newly rich class in the North.
3. The class known as the poor white disappeared in the South after the war.
4. Industry and manufacturing in the South has increased since the Civil War.
5. In the 19th century, the American government discouraged immigration to this country.

6. After 1880 there was a change in the type of immigration.
7. The Santa Fe was the first trans-continental railroad.
8. It was financed by state governments.
9. The Grange was at first a social group.
10. The Grange forced the railroad to reduce its power and to drop favoritism in freight rates.
11. The South was reconstructed by 1870.
12. The Civil War caused a shift in the population in the U. S.
13. Johnson's enemies in Congress believed the legislative body was the supreme power of the land.
14. The slaves were disloyal to their masters at various times throughout the war.

### III. Multiple choice:

1. Our present immigration restrictions are for: 1. social, 2. economic reasons.
2. Europeans in 1880 who came here had a (1. high, 2. low) standard of living in Europe.
3. The Civil War (1. weakened, 2. strengthened) the Republican party.
4. Johnson (1. approved, 2. disapproved) of Lincoln's plan of reconstruction.

### IV. Completion:

1. After the war, the Negroes in the South, when given a vote, joined the ..... party.
2. The men who had fought in the confederate army belonged to the ..... party.
3. .... followed Johnson as President.

4. .... was a dishonest railroad construction company. The discovery of graft in this company involved a number of Congressmen.
  5. .... was a political despot of New York City. During his reign (the reconstruction period) he stole thousands of dollars from the public treasury.
  6. The disputed election occurred in the year .....
  7. The contestants in the election were ....., a Republican, and ....., the Democrat.
  8. Because of the dispute a group of 15 known as the ..... commission chose the president.
  9. .... was chosen.
  10. The ..... Amendment has been the tool for big business.
  11. Congress by means of ..... acts set up a military despot in the South after the war.
  12. The 13th Amendment said .....
  13. The 14th Amendment provided .....
  14. The provision of the 15th Amendment was .....
- V. 1. In what section of the U. S. would you find the fastest-growing cities between 1865 and 1900?
- (1) N. E. (2) Miss. Valley (3) South (4) Far West
2. Four of these evils were found in the cities between 1865 and 1900. Which was not?
- (1) Parks (2) Dishonest public officials (3) Tenement (4) Impure drinking water (5) Inefficient fire department.
3. What per cent of the people lived in the cities in 1900?
- (1) 40% (2) 50% (3) 20%

TEST 9  
(85 Points)

I. Below are listed some of the conditions which caused agriculture to change between 1865 and 1900. Place an "E" before those which caused it to change in the east; an "S" before those which changed the South; a "C" before those of the central states or Mississippi Valley; and "W" before those of the West:

1. less land under cultivation
2. more need for vegetables and fruit
3. development of rapid transportation and refrigeration
4. opening of a large tract of fertile land
5. improvement of farm machinery
6. irrigation

II. Agriculture is still changing. Check those forces which are causing it to do so today.

1. closed world markets
2. change in eating habits
3. new uses for farm products
4. growing efficiency through inventions and science

III. Check the good results of the combining of small factories into larger ones.

- |                             |   |
|-----------------------------|---|
| 1. better machinery         | 7. labor disputes                                       |
| 2. safer working conditions | 8. labor organizations                                  |
| 3. better products          | 9. lower wages  |
| 4. larger quantities        | 10. women and children have opportunity to learn        |
| 5. lower prices             | 11. more conveniences                                   |
| 6. monopolies               | 12. less personal contact between employer and employee |



## IV. A strike is:

1. a free for all fight between the employees and the employer.
2. a refusal on the part of employees to work until certain demands have been met.
3. a refusal on the part of the employers to open the plant to laboring men so that they can work.

V. The greatest results of the strikes between the 80's and 90's were:

1. growing friction and dislike between labor and capital.
2. labor accomplished the purposes for which it struck.
3. states began to make laws regulating the differences between capital and labor.

## VI. From their beginning, labor organizations have had four general purposes to accomplish:

1. shorter working hours
2. higher pay
3. better conditions as to health and safety
4. prevention of child labor

Place a check before the ones which they have, so far, been least successful in accomplishing. Place a plus before the ones concerning the farther accomplishment of which there is now a bill before Congress.

## VII. Which of the following best describes the difference between the

A. F. of L. and the C. I. O.?

1. workers organized according to trades
2. open to skilled and unskilled workers alike
3. all workers belong to one organization regardless of their trade
4. only skilled craftsmen may belong
5. is strongest among factory workers
6. has greatest strength with such workers as carpenters, plumbers, mechanics, etc.

VIII. The modern sit-down strike accomplishes more for the worker than did those of former times because:

1. it is less violent.
2. the worker is in possession of the plant and the owners cannot bring in strike breakers to operate it.
3. the public in general is more sympathetic to them than they were to those of more violent nature.

IX. Massachusetts was the first state to pass labor legislation because:

1. the people of Massachusetts always have been more progressive and open minded than those in other states.
2. it was the only state where there were any abuses.
3. there was a great concentration of factories there and hence more labor difficulties.

X. Inventions between 1865 and 1900 for the most part had to do with:

1. farm machinery.
2. power machinery for use in factories.
3. things which made advancing people more comfortable.

XI. Distances were fast shrinking because:

1. the earlier surveyors made exaggerated mistakes as to the size of our country.
2. a different system of measurement was introduced.
3. inventions in transportation and communication enabled people to cover distances more rapidly.

XII. Check those inventions which made railroads more convenient between 1880 and 1890:

- |                   |                     |
|-------------------|---------------------|
| 1. air brakes     | 5. air conditioning |
| 2. coal for fuel  | 6. steel rails      |
| 3. diesel engines | 7. streamlines      |
| 4. pullman cars   |                     |

## XIII. True or False?

1. Between 1870 and 1900 the value of manufacturing increased 300%.
2. Manufacturing in the U. S. had well started before the Civil War but was greatly slowed down by that conflict.
3. Manufacturing began to expand westward rapidly in the latter part of the nineteenth century.
4. After the close of the Civil War manufacturing was slow to develop in the South.
5. The growth of manufacturing increased the production of raw materials.
6. The growth of manufacturing brought the problem of conservation before the nation.
7. Immigrants came in larger numbers to get work in our factories than they did to get our farms.
8. The first labor laws were state laws rather than national.
9. The national government can regulate only such labor difficulties as the Supreme Court rules have a bearing on interstate commerce.
10. The A. F. of L. is stronger than it ever was.
11. The 80's and 90's were our great railroad building years.
12. "Before 1900, the American railway train had become in speed and comfort practically the train which we know today."
13. Electric street railways are the fastest and cheapest means of transportation within the city today.
14. Street railways make the modern large city possible.
15. The invention of the typewriter brought women into business.
16. The U. S. government was one of the first in business to adopt the use of the typewriter.

XIV. 1. What do the following men have in common:

Terrence Powderly

William Green

Samuel Compers

John L. Lewis

2. Why did the national government interfere with the Pullman strike in 1892?
3. When either the State or the national government interfere in a strike which side receives the most benefit, labor or capital?
4. The invention of the kerosene lamp followed the discovery of what?
5. The substitution of bamboo for platinum wire make what invention within the price reach of millions?
6. Charles F. Brush and Thomas A. Edison both invented electric lights; whose invention was used first?
7. How old is the "Age of Steel"?

TEST 10  
(80 Points)

I. True or False?

1. A great deal of the improvement in education between 1865 and 1900 was an outcome of the gradual growth along those lines which has taken place throughout our history.
2. Kansas has had a Normal school for 75 years.
3. Not many girls attended the schools until after the beginning of the 20th century.
4. Labor Unions opposed the public schools because they cost too much.
5. The coming of the immigrants in larger numbers retarded the development of public schools.
6. There were no high schools before the Civil War.
7. By 1900, the South was still far behind the North in the matter of education.
8. The United Press is a national organization for gathering news.
9. The writers who wrote about different sections of our country helped to unify it.
10. Much of the credit for the American people's becoming more musical can be given to the public schools.
11. Changes improving the status of women were brought about (before 1900) by national laws.
12. Women were given the right to vote by 1900.
13. The Red Cross originated in this country.
14. The American Red Cross was established before the Civil War.
15. When it came to financial questions the West and South combined forces against the East in the early 90's just as they do today.

16. Although business men have complained of unfair conditions before the present time, this is the first time in our history that the farmers have complained.
17. There had not been a period of prosperity before the Panic of 1893 as there had been before the fall of the stock market in 1929.
18. Cheap money would mean that a person who loaned money would not get back as much in real value as he had loaned.
19. Cheap money would raise prices and make it easier to pay debts.
20. The issue of the 1896 campaign was the free and unlimited coinage of silver.
21. The Pan-American Union, established in 1889, still exists.
22. During Cleveland's administration, we had disputes with Great Britain over the seal fisheries in Alaska and the boundary between Venezuela and British Guiana. We were wrong in both of them.
23. It has been proved that the Spanish really did blow up the Maine.
24. We gained Cuba, Porto Rico, and the Philippines as a result of the Spanish-American War.
25. Although we took the Philippines, we paid Spain for them.
26. We gained Hawaii as a result of war.
27. The U. S. has never had to interfere in Cuban affairs since its own government was established in 1902.
28. The question of whether or not we should own and control the Philippines has never been fully settled.

## II. Choose the correct answer:

## 1. Illiterate means:

- (1) fond of poor literature.
- (2) not knowing anything about literature.
- (3) unable to read or write.

## 2. Normal schools are:

- (1) average or ordinary schools.
- (2) schools for average boys and girls.
- (3) schools for training teachers.

## 3. Check the changes which took place in schools between the close of the Civil War and 1900:

- (1) a longer school year.
- (2) consolidation of rural schools
- (3) graded schools
- (4) better textbooks
- (5) new subjects
- (6) federal aid for public schools

## 4. The Associated Press is:

- (1) a union of newspapermen.
- (2) a news-gathering agency with representatives all over the world to which all large newspapers belong.
- (3) the name of the leading paper in Washington, D. C.

## 5. The interest in paintings in this country came as a result of:

- (1) many Americans traveling in Europe.
- (2) the coming of immigrants to America.
- (3) the exhibit of European paintings shown at the Centennial exhibition in Philadelphia in 1876.

6. Of course one of the greatest reasons why little progress was made in music in early America was because the people were too busy with the hard work of clearing the wilderness but another reason was;

- (1) they had no musical ability.
- (2) the Puritan strain in the American people considered music unnecessary, almost wicked.
- (3) they did not care for it.

III. Connect the right pairs of the following:

- |                                       |  |
|---------------------------------------|--|
| <u>      </u> 1. George Peabody       | a. First president of American Red Cross           |
| <u>      </u> 2. Stephenson C. Foster | b. Established an educational system in the South. |
| <u>      </u> 3. Clara Barton         | c. Founder of the W. C. T. U.                      |
| <u>      </u> 4. Frances E. Willard   | d. Composer of American southern songs             |

IV. Identify:

- |                      |                                    |
|----------------------|------------------------------------|
| 1. ( ) Humanitarians | a. Home courses of study           |
| ( ) Lyceum           | b. Those who sought help of others |
| ( ) Chautauqua       | c. Lecture courses                 |

V. 1. The U. S. government aided in the start and support of what kind of colleges?

2. The support from the U. S. government was in what form?

3. What kind of colleges are Vassar, Smith, Wellesley, and Bryn Mawr?

4. What kind of schools were started for the Negro in the South?

5. For what does A. P. stand?

VI. Much literature developed from 1865 to 1900 about the many varied and interesting sections of our large country. Of which section of our



country did each of the following authors write?

1. Bret Hart
  2. Edward Eggleston
  3. Joel Chandler Harris
  4. Mark Twain
  5. We commonly know Samuel Clemens as whom?
  6. For whom did Louisa M. Alcott, Frances Hodgson Burnett, and Joel Chandler Harris write?
  7. What sort of literature did James Whitcomb Riley and Eugene Fields write?
  8. Where have you seen one of George Innes' paintings?
  9. What is Whistler's most famous picture?
  10. What is Augustus Saint Gauden's most famous statue?
  11. Where have you seen a copy of one of the paintings of Edwin A. Abbey?
  12. How did the art exhibit at the Chicago World's Fair, 1893, differ from that in Philadelphia in 1876?
- VII. 1. Which party stood for low tariff, Republican or Democrat?
2. How was 1893 similar to 1929?
  3. What is the Australian Ballot?
  4. What is meant by Government surplus?
  5. Cleveland was a Democrat. Harrison was a Republican. In the matter of spending money, which one was more like the Democrats of today?
  6. Why was the boundary dispute between Venezuela and British Guiana any of our affair?
  7. High Tariff: (1) increases taxes. (2) makes foreign goods cost more than those produced in this country. (3) assures us better made goods than foreigners make.

8. Check the one of which men complained the most in the early 90's:

(1) Imperfect enforcement of the I. C. Act and Anti-Trust Laws

(2) Fall of prices

(3) Low wages

9. By "Free Silver" is meant:

(1) giving it away

(2) making an unlimited amount of it into money

(3) exempting it from taxation

VIII. Connect the presidents with the events of their administration:

- |               |  |
|---------------|--|
| ( ) Hays      | a. First Civil-service reformer        |
| ( ) Garfield  | b. Two non-consecutive terms           |
| ( ) Arthur    | c. Excessive spending                  |
| ( ) Cleveland | d. Spanish-American War                |
| ( ) Harrison  | e. Assassinated                        |
| ( ) McKinley  | f. Reconstruction of the South finally |

## TEST 11

(65 Points)

## I. Matching.

- |  |                      |
|--|----------------------|
| 1. President of U. S. during the World War                           | a. Newton Baker      |
| 2. Food administration for the U.S. during the World War             | b. Woodrow Wilson    |
| 3. Commander-in-Chief of the allied forces.                          | c. Herbert Hoover    |
|  | d. Ferdinand Foch    |
|  | e. John J. Pershing  |
| 4. A truce or agreement to cease fighting                            | a. allies            |
| 5. Persons taking part in actual warfare                             | b. alliance          |
|  | c. Armistice         |
| 6. Payments or services for damages or injury done to another nation | d. Reparations       |
|  | e. Combatants        |
| 7. A disguise or change in appearance                                | a. Espionage         |
| 8. Ammunition and war supplies                                       | b. Camouflage        |
| 9. The practice of spying  | c. Neutrality        |
|  | d. Contraband of War |
|  | e. Conservation      |
| 10. Military campaigns in which Americans had an important part      | a. Dardanelles       |
| 11. Territory which Germany had taken from France in 1871            | b. Poland            |
|  | c. Serbia            |
| 12. A country which was restored to its independence after war       | d. Chateau-Thierry   |
|  | e. Alsace-Lorraine   |

- |   |                  |
|---|------------------|
| 13. A desire to attain more land  | a. Neutrality    |
| 14. Not taking sides in a conflict  | b. Isolation     |
| 15. Settling a dispute peacefully   | c. Belligerent   |
| 16. To feel separated by distance   | d. Imperialism   |
|   | e. Arbitration   |
|   | f. Alliance      |
| 17. A man in a foreign port who looks after the trade interest of his own country | a. anarchist     |
|   | b. consul        |
| 18. One who establishes friendly relations with a foreign country                 | c. individualist |
|   | d. dictator      |
| 19. One who does not believe in organised government                              | e. ambassador    |
| 20. Direct legislation  | a. recall        |
| 21. Referring a legislative bill to the people                                    | b. suffrage      |
|   | c. referendum    |
| 22. Removing an officer by a vote of the people                                   | d. filibuster    |
|   | e. initiative    |

II. These were causes of the World War. Check the immediate causes once.

To what countries would these factors apply today?

1. Growth of nationalism or great loyalty to one's own country
2. Desire to obtain more land
3. Struggle for commercial power
4. Large standing armies and navies
5. Dispute over territories
6. Assassination of the Austrian Crown Prince

III. Arrange the following efforts to maintain peace in the order they came:

World Court

Washington Conference

London Naval Conference

The Hague Conference

IV. Which of these effects of automobiles are present-day problems?

1. Quicker and easier travel
2. A large number of people earning a living in the auto industry
3. People become better acquainted with their state and nation
4. Auto accidents kill more people each year than were killed in the War of 1812
5. Building of better roads
6. Enormous amounts of freight sent by auto-trucks

V. Which of the following describe the progressive party in 1912? Which split away from the Republican party?

1. Favored conservation
2. Favored a lower tariff
3. Favored stricter government control of corporations
4. Wished to make changes faster
5. Favored the sale of public lands

VI. The U. S. entered the World War to:

1. help make the world safe for democracy.
2. gain territory in Europe.
3. repay France for the help she had given to this country during the American Revolution.
4. to maintain freedom of the seas.

VII. One of the provisions of the treaty of Versailles in 1919 was:

1. there should be no German navy in the future.
2. that Germany must establish a republican form of government.
3. that there should be a "League of Nations."

VIII. The Workmen's Compensation Acts provide:

1. workmen should be paid for eight hours a day.
2. the employee should receive full pay in case of accident.
3. the employer pays part of the wages and doctor's bills when a workman is injured.

IX. What are some new American ideals?

1. The organization of large business corporations.
2. Increased expenditures for government activities and a popular demand for new government services.
3. A balanced economy well being for all citizens and social security for the common man

X. What are evidences of the growth of government?

1. The organization of large business corporations
2. Increased expenditure for government activities and a popular demand for new government services
3. The high tariff policy and territorial expansion

XI. Roosevelt dealt with the following problems. Which are problems today?

How did each deal with them?

1. Prevention of corporations from getting so powerful
2. Formation of railroads into large groups
3. Wasteful use of mines and forests
4. A test of the Monroe Doctrine in the Venezuela difficulty
5. Building of Panama Canal

### XII. Amendments to the Constitution.

1. The amendment which defined a citizen
2. The amendment which repealed the prohibition amendment
3. The amendment which gave women the write to vote
4. The amendment which provided for the election of senators by vote of the people
5. The amendment which placed a tax on incomes
6. The prohibition amendment
7. The amendment which did away with the "lame duck congress"

XIII. List the territories added to the U. S. since 1789. Give dates if possible.

### XIV. Short Answers.

1. The wireless telegraph was used at first by our national government for what purpose?
2. What man deserves much credit for making the radio possible?
3. What invention of J. P. Holland's made travel on the sea more dangerous and was one cause for our entering the World War?
4. What is the greatest problem facing people interested in air travel?
5. What source of power will probably be more widely used for the making of electricity in the future?
6. What caused the rapid rise of prices after 1896?
7. Give three instances when the League of Nations has failed to do what it was intended to do.
8. What foreign policy has the U. S. set up in order to keep the country out of war?
9. What have the European countries done about the war debts which they owed the U. S.?

10. What have been the permanent results of the World War?

XV. True and False:

1. The parcel post system was established in 1913 to help trade within the U. S.
2. At present, a larger per cent of the people of the U. S. than any other country live in comfort.
3. The income tax is not a problem today.
4. The Federal Reserve banking system helps that part of the country which needs it most.
5. Nothing was done during Wilson's administration to control trusts.
6. It has always been the policy of our government to send an army in time of trouble into a foreign country to protect the property of Americans in that country.
7. The League of Nations has been successful in settling disputes between foreign nations.
8. President Theo. Roosevelt was testing the strength of the Monroe Doctrine when he sent armies into the Caribbean Sea to help Central American countries maintain order and pay their foreign debts.
9. It is the general opinion today that it was right to lay all the blame for the World War on Germany.
10. War propoganda was largely the cause for our declaring war on Germany in 1917.
11. The U. S. joined the League of Nations.
12. The U. S. is a member of the World Court.



TEST 12  
(116 Points)

Matching:

- |                     |  |
|---------------------|--|
| ( ) Daniel Boone    | 1. Spoils System                       |
| ( ) Robert Fulton   | 2. Explored country to the Southwest   |
| ( ) Henry Clay      | 3. Sewing Machine                      |
| ( ) Andrew Jackson  | 4. Reaper                              |
| ( ) Zebulon Pike    | 5. Public Schools                      |
| ( ) John C. Calhoun | 6. Rubber                              |
| ( ) Daniel Webster  | 7. W. O. T. U.                         |
| ( ) Robert Hayne    | 8. Telegraph                           |
| ( ) Horace Mann     | 9. South Carolina, who favored slavery |
| ( ) Cyrus McCormick | 10. Mt. Holyoke College                |
| ( ) S. F. B. Morse  | 11. Steamboat                          |
| ( ) Goodyear        | 12. Defended State Rights              |
| ( ) Mary Lyon       | 13. Great Compromise                   |
| ( ) Frances Willard | 14. Opposed nullification              |
| ( ) Elias Howe      | 15. Pioneer in Mississippi Valley      |
|                     | 16. Settled Venezuelan Affair          |

- |                        |   |
|------------------------|---|
| ( ) Irving             | 1. Red Cross                              |
| ( ) Stephen A. Douglas | 2. Served two terms but not consecutively |
| ( ) Grant              | 3. Head of U. S. Army in France           |
| ( ) Clara Barton       | 4. President of Confederacy               |
| ( ) Stephen C. Foster  | 5. Kansas-Nebraska Bill                   |
| ( ) T. R. Roosevelt    | 6. The Legend of Sleepy Hollow            |
| ( ) Dewey              | 7. Opposed to League of Nations           |
| ( ) Goethals           | 8. Worked for Conservation                |
| ( ) Pershing           | 9. Head of Union army in 1864-1865        |
| ( ) Jefferson Davis    | 10. Built Panama Canal                    |
| ( ) Grover Cleveland   | 11. Fought battle at Manila Bay           |
| ( ) Henry Cabot Lodge  | 12. Southern Folk Songs                   |
|                        | 13. Invented Iron Plow                    |

### III. Multiple Choice:

1. How did Texas come to be the twenty-sixth state in the Union?
  - (1) It was purchased by the U. S. for \$40,000,000.
  - (2) The U. S. was first to make permanent settlement there.
  - (3) The U. S. annexed it.
2. Oregon became a part of the U. S.:
  - (1) by the work of Missionaries and settlers and by the peaceable fixing of the Oregon Boundary in 1846.
  - (2) by purchase from Russia.
  - (3) by annexation in the same way as Texas.
3. How were California and the Western Mountains settled?
  - (1) through the efforts of cotton planters, the Gadsden Purchase and new irrigation methods.
  - (2) through the efforts of explorers, trappers, gold seekers and farmers.
  - (3) through the efforts of land development companies.

4. Illiterate means: (1) fond of poor literature. (2) not knowing anything about literature. (3) unable to read or write.
5. Normal schools are: (1) average or ordinary schools. (2) schools for average boys and girls. (3) schools for training teachers.
6. The associated press is: (1) a union of newspapermen. (2) a news-gathering agency with representatives all over the world to which the leading newspapers belong. (3) the name of the leading newspaper in Washington, D. C.
7. Check those inventions which made railroads more convenient between 1860 and 1890:
- |                   |                     |
|-------------------|---------------------|
| a. air brakes     | e. air-conditioning |
| b. coal for fuel  | f. steel rails      |
| c. diesel engines | g. streamlined      |
| d. pullman cars   |                     |
8. Which of the following best describe the difference between the A. F. of L. and the C. I. O.?
- Workers organized according to trades
  - open to skilled and unskilled laborer alike
  - all workers belong to one organization regardless of their trade
  - only skilled craftsmen may belong
  - is strongest among factory workers
  - has the greatest strength with such workers as carpenters, plumbers, mechanics.
9. The modern sit-down strike accomplishes more for the worker than did those of former times because: (1) it is less violent. (2) the worker is in possession of the plant and the owner cannot bring in strike breakers to operate it.

10. Three of these were causes of the western migration, which was not?  
 (1) demand for cotton. (2) improve living quarters for its  
 Indians. (3) need of fertile soil. (4) no share in the government.
11. Three of these were effects of the Erie Canal. Which was not?  
 (1) Cities grew. (2) Freight rates decreased. (3) West filled  
 up. (4) New York stopped growing.
12. The section of the country responsible for the development of  
 democracy was: (1) North. (2) South. (3) West.
13. England gained a monopoly of manufacturing because of: (1) large  
 population. (2) early abandonment of the feudal system. (3) her  
 position as mistress of the seas. (4) the production of all raw  
 materials within England herself.
14. Manufacturing made little progress in the U. S. before 1830 be-  
 cause: (1) she lacked resources. (2) machinery was too expensive.  
 (3) she lacked railroads.
15. The first spinning factory in the U. S. was established in 1789  
 at: (1) Boston. (2) Pawtucket. (3) Lowell. (4) Baltimore.
16. Which of these led to the growth of schools in U. S.? (1) in-  
 creased number of immigrants. (2) poor working conditions.  
 (3) better means of transportation. (4) more leisure time.
17. Which led to the growth of factories? (1) admission of California  
 as a free state. (2) inventions. (3) better means of transporta-  
 tion. (4) more leisure time.
18. Check the following events which were evidences that U. S. was de-  
 veloping into a World Power:
- (1) The Monroe Doctrine, 1823
  - (2) Venezuelan Affair, 1895
  - (3) Civil service reforms

- (4) Alabama Claims
- (5) Spanish-American War
- (6) Interstate Commerce Act
- (7) Hague Conference
- (8) Seal Fishery Question
- (9) Pan-American Congress
- (10) Boxer Rebellion

#### IV. Completion:

1. Who has the right to decide whether a law is constitutional?
2. Who was the President when the present Democratic party was formed?
3. What trail at Independence, Missouri, followed the Platte River, the Columbia River, and the Snake River to the coast?
4. What religious sect, headed by Brigham Young, played an important part in the settling of Utah?
5. What countries claimed the Oregon territory in 1840?
6. What problem was revived after the Mexican territory had been acquired?
7. The men who fought on the Confederate side belonged to what party?
8. The contestants in the disputed election of 1876 were .....  
Republican and ..... Democrat. The choice of .....  
was decided by an .....
9. The definition of a citizen is to be found in the ..... amendment.
10. The U. S. government aided in the start and the support of what kind of colleges?
11. The support from the U. S. government was in what form?
12. For what does A. P. stand?
13. What do the following men have in common? Compers, Powderly, Wm. Green, and John L. Lewis.

14. When either the State or the National government interferes in a strike, which side receives the most benefit?

V. Matching:

- |                           |   |
|---------------------------|---|
| ( ) Compromise            | 1. A principle or body of principles  |
| ( ) Internal improvements | 2. A financial crisis   |
| ( ) Tariff                | 3. Absence of government  |
| ( ) Doctrine              | 4. Entire control over a product  |
| ( ) Industrial revolution | 5. Approval of an act of Congress   |
| ( ) Monopoly              | 6. A political meeting  |
| ( ) Ratification          | 7. A warring nation   |
| ( ) Caucus                | 8. A president's refusal  |
| ( ) Veto                  | 9. A transfer from hand to machine  |
| ( ) Panic                 | 10. Secret voting   |
| ( ) Australian Ballot     | 11. Government in hands of a single person  |
| ( ) Dictatorship          | 12. Law referred to people for approval   |
| ( ) Anarchy               | 13. An agreement reached by both sides giving in                                  |
| ( ) Belligerent           | 14. The construction or improvement of things of public interest within a country |
| ( ) Neutral               | 15. A nation taking neither side during war                                       |
|                           | 16. List of goods upon which duty is charged                                      |

VI. True or false?

1. The war of 1812 discouraged western migration.
2. The Erie canal caused the development of many other lines of transportation.
3. The Cumberland road was the first great federal project.
4. Before 1830, the government gave land free to those who would settle the West.

5. There were no factories developed in the U. S. before the War of 1812.
6. The Missouri Compromise provided that no more free states should be admitted north of the southern boundary of Missouri and east of the Rocky Mountains.
7. The west wanted a president in 1824 who would represent the common people.
8. A fugitive slave law was a part of the Compromise of 1850.
9. Ever since the Mexican War, South and Central America have felt that the U. S. did not treat Mexico fairly.
10. No other section of our country except the South ever threatened to leave the Union.
11. The Trent affair violated principles fought for in the War of 1812.
12. The Pan-American Union, established in 1889, still exists.
13. Cheap money would raise prices and make it easier to pay debts.
14. The Red Cross originated in this country.
15. The issue of the 1896 campaign was the free and unlimited coinage of silver.

TEST II

FORM B

Time: 40 minutes

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**EMPORIA HISTORY TEST**  
Grades VII-VIII

By H. E. Schrammel, E. J. Calkins, Harold Bechtoldt,  
Forrest Frease, and LaVerna Wharton  
Teachers College, Emporia, Kansas

Possible score ..... 120

Number wrong  
and omitted .....

FINAL SCORE .....

Name ..... Age ..... Grade .....

Town ..... State ..... Date .....

## PART I

**DIRECTIONS:** Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (—) in the parenthesis before it, as in example B. Make the + and the — small and clear.

**Examples:** (+) A. George Washington was the first president of the United States.  
(—) B. Woodrow Wilson was elected president of the United States in 1860.

- ( ) 1. Many ideas of government and law came from the Romans.
- ( ) 2. The capture of Constantinople in 1453 cut off the eastern trade route to the Orient.
- ( ) 3. The "Revival of Learning" is also called the "Industrial Revolution."
- ( ) 4. The Indians in various sections of the Americas at the time of the discovery of America had attained varying degrees of culture.
- ( ) 5. Coronado found rich deposits of gold on his trip through the southwestern part of what is now the United States.
- ( ) 6. The belief in mercantilism resulted in commercial rivalry between England and France.
- ( ) 7. The Russians and the Japanese made explorations in the Western Hemisphere during the fifteenth century.
- ( ) 8. The colony of Virginia was settled in order to give religious freedom to the colonists.
- ( ) 9. Charter colonies were those usually owned by people living in England.
- ( ) 10. The Iroquois Indians lived in what is now Florida.
- ( ) 11. The New England Confederation was formed to protect the settlers from attacks by the English.
- ( ) 12. In all the English colonies the governors were appointed by the king of England.
- ( ) 13. Tobacco soon became the leading crop in colonial Virginia.
- ( ) 14. The first of the French explorations came after the early English colonies had been firmly established.
- ( ) 15. French colonization was carried on by private companies.
- ( ) 16. The Intercolonial Wars were fought in America while the mother countries in Europe were at peace.
- ( ) 17. The principal occupation of the English colonists was manufacturing.
- ( ) 18. The local unit of government in the New England colonies was the town.
- ( ) 19. The English Parliament taxed the American colonies to help pay the cost of the Intercolonial Wars.
- ( ) 20. The First Continental Congress met for the purpose of adopting the Declaration of Independence.
- ( ) 21. France aided the American colonists in their war for independence.
- ( ) 22. The Northwest Ordinance was passed by the congress under the Articles of Confederation.
- ( ) 23. The Americans were the first people to try a form of democratic government.
- ( ) 24. Harvard, which was the first college in the colonies, was founded at Cambridge, Massachusetts.
- ( ) 25. All delegates to the Constitutional Convention believed there should be two houses of Congress.
- ( ) 26. The number of Representatives a state may have in Congress depends upon the population of that state.
- ( ) 27. The first ten amendments to the Constitution are known as the "Bill of Rights."
- ( ) 28. Alexander Hamilton believed in laying a duty on some of the goods brought into the United States.
- ( ) 29. The Constitution states that there shall be two principal political parties.
- ( ) 30. The purchase of the Louisiana Territory was in accordance with Jefferson's belief in a strict construction of the Constitution.
- ( ) 31. Texas was a part of the territory of Louisiana.
- ( ) 32. The United States entered the War of 1812 for the purpose of showing the strength of her powerful navy.
- ( ) 33. The Monroe Doctrine dealt in part with European intervention in the Western Hemisphere.



- ( ) 34. The Industrial Revolution helped to take manufacturing out of the home.
- ( ) 35. The factory system caused workers to leave their homes on the farms and move to the cities.
- ( ) 36. Governor Clinton of New York encouraged the building of the Erie Canal.
- ( ) 37. During the Jacksonian Era the South opposed the building of roads and canals by the federal government.
- ( ) 38. The Missouri Compromise prohibited slavery in all of the Louisiana Territory.
- ( ) 39. According to the Constitution, any state may nullify a law of the federal government.
- ( ) 40. The Webster-Ashburton Treaty settled the dispute concerning the boundary of Maine.
- ( ) 41. The Mormons in Utah showed the value of irrigating desert lands.
- ( ) 42. The academy in the United States developed before the high school.
- ( ) 43. According to the Dred Scott decision, Congress might declare slavery illegal.
- ( ) 44. At the outbreak of the Civil War, South Carolina had already seceded from the Union.
- ( ) 45. The Emancipation Proclamation freed the slaves in all parts of the United States.
- ( ) 46. The Ku-Klux Klan was an organization which aided the Negroes.
- ( ) 47. According to the Homestead Law, each settler was granted six hundred forty acres of land.
- ( ) 48. The federal government granted large tracts of land to many of the transcontinental railroads.
- ( ) 49. The American Federation of Labor is an organization of radicals who wish to overthrow the existing government.
- ( ) 50. Between 1900 and the World War most of the immigrants to the United States were coming from lands in the south and east of Europe.
- ( ) 51. The North declared a blockade on the Southern ports during the Civil War.
- ( ) 52. The American frontier moved steadily westward until it reached the Pacific coast, the last frontier.
- ( ) 53. During the 1930's the United States was passing through the only major depression she has ever known.
- ( ) 54. The Socialist Party believes in government ownership of all forms of wealth.
- ( ) 55. The Eighteenth Amendment to the Constitution was repealed by the Twenty-first Amendment.
- ( ) 56. Up to 1898, Cuba was under the control of France.
- ( ) 57. The Boxer Rebellion was an attempt by certain European powers to gain rights in China.
- ( ) 58. According to the Constitution, each state in the Union has the right to decide whether or not a Negro may vote in that state.
- ( ) 59. Some government projects deal with the reclamation of waste lands.
- ( ) 60. Germany had a democratic form of government at the time of the outbreak of the World War.
- ( ) 61. The European countries which borrowed money from the United States during the World War have repaid the loans.
- ( ) 62. All aliens of German descent were deported at the time the United States entered the World War.
- ( ) 63. In the election of 1936 the Democrats secured a majority in both the House of Representatives and the Senate.
- ( ) 64. According to the Constitution, a person elected to the presidency of the United States in November is inaugurated the following January.

## PART II

**DIRECTIONS:** Each of the following statements may be completed in four ways. Three of these are right, and one is wrong. In the parenthesis at the left of the statement place the number of the incorrect part.

**Example:**

( 3 ) One of the presidents of the United States was:

1. Washington. 2. Lincoln. 3. Smith. 4. Wilson.

Smith was not a president of the United States; therefore, the figure "3," the number of this answer, has been placed in the parenthesis.

- ( ) 65. A country which claimed parts of the Western Hemisphere was:  
1. France. 2. England. 3. Spain.  
4. Germany.
- ( ) 66. A "proprietary" colony in America was: 1. Massachusetts. 2. Pennsylvania. 3. Maryland. 4. Georgia.
- ( ) 67. The Mayflower Compact was: 1. an agreement drawn up by the Pilgrims while on the "Mayflower." 2. an agreement the Pilgrims made with the Indians. 3. one of the first written laws in the colonies. 4. an agreement to abide by the established government.
- ( ) 68. The Stamp Act Congress: 1. was composed of delegates from nine colonies. 2. protested against the Stamp Act. 3. was held before the First Continental Congress. 4. wrote the Declaration of Independence.
- ( ) 69. The Colonies were handicapped in carrying on the Revolutionary War by: 1. weaknesses of Congress. 2. difficulty of raising men and money. 3. having to fight France at the same time. 4. disloyalty of some of their generals.

- ( ) 70. The Articles of Confederation were unsuccessful because: 1. there was too much power in the hands of the federal government. 2. Congress was unable to raise money. 3. each state could pass its own tariff laws. 4. there was too much power in the hands of the state governments.
- ( ) 71. The disputes in the Constitutional Convention were between: 1. the large and the small states. 2. commercial states of the North and the slave states of the South. 3. the states along the eastern border and those beyond the Allegheny Mountains. 4. the aristocratic leaders and the supporters of mass rule.
- ( ) 72. Political parties are organized: 1. because people differ in their belief as to what powers the federal government should have. 2. because certain groups are unpatriotic. 3. to elect certain men to office. 4. because interested groups of people champion different issues.
- ( ) 73. The Anti-Federalist Party: 1. was led by Jefferson. 2. believed in states rights. 3. believed in a strict construction of the Constitution. 4. advocated the passage of the Alien and Sedition acts.
- ( ) 74. Florida: 1. was purchased from Spain. 2. was occupied by Jackson before its purchase. 3. was a part of the Louisiana Territory. 4. was the home of warring Indian tribes before its purchase.
- ( ) 75. The Mormons: 1. settled in Utah under the leadership of Brigham Young. 2. left the boundaries of the United States for religious reasons. 3. started the system of irrigation and reclamation west of the Mississippi River. 4. were emigrants from Russia.
- ( ) 76. Settlements in the Northwest Territory: 1. were governed under the provision of the Ordinance of 1787. 2. were more democratic than the older settlements. 3. were opposed to a system of internal improvements. 4. had begun even before the Revolutionary War.
- ( ) 77. Improvements in American industries prior to 1870 included: 1. Eli Whitney's invention of the cotton gin. 2. production of the Ford automobile. 3. development of a reaper by Cyrus McCormick. 4. appearance of Fulton's steamboat.
- ( ) 78. A protective tariff: 1. was passed in 1816. 2. after 1850 was opposed by the manufacturing North. 3. after the War of 1812 was passed to prevent the dumping of foreign goods on the American market.
4. after the War of 1812 was passed to allow American industries to get started.
- ( ) 79. The factory system: 1. tended to eliminate child labor. 2. created the wage question. 3. increased the demand for labor. 4. encouraged specialization.
- ( ) 80. Universal manhood suffrage: 1. has existed in the United States since the adoption of the Constitution. 2. was feared by many of the signers of the Constitution. 3. was withheld on the basis of property and religious qualifications. 4. was obtained by the Sixteenth Amendment.
- ( ) 81. The development of the newspaper: 1. parallels the development of public education. 2. was aided by the growth of railways and cities. 3. was encouraged by low postage rates. 4. was hindered by federal regulations on freedom of the press.
- ( ) 82. The Compromise of 1850 provided that: 1. California be admitted as a free state. 2. slave trade should be abolished in the District of Columbia. 3. the Underground Railroad was to function without restrictions. 4. the residents of New Mexico and Utah territories should be permitted to decide the question of slavery for themselves.
- ( ) 83. Reconstruction in the South: 1. was hindered by the "Carpetbaggers." 2. was complete by 1860. 3. resulted in the reduced strength of the "planting aristocracy." 4. was concerned with the place of the Negroes as freedmen.
- ( ) 84. Immigration since 1890 has: 1. been marked by a change in nationality of the immigrants. 2. changed from settlement in agricultural areas to settlement in cities. 3. been restricted by the United States government. 4. increased each year.
- ( ) 85. The Interstate Commerce Act: 1. provided that railroad rates should be reasonable. 2. was passed on the recommendation of the railroads. 3. is an example of federal control over business. 4. was constitutional.
- ( ) 86. The Hague Conference: 1. was a conference of nations. 2. limited armaments. 3. organized a permanent court of arbitration. 4. was an effort to maintain peace.
- ( ) 87. An ally of the United States during the World War was: 1. France. 2. Austria. 3. Italy. 4. England.

- ( ) 88. An important political issue between 1876 and 1900 was: 1. unlimited coinage of silver at the ratio of 16 to 1. 2. the extension of the merit system in Civil Service. 3. governmental control of agricultural production. 4. governmental control of railroads and monopolies.
- ( ) 89. A factor that has made the United States a great international power is its: 1. remarkable industrial expansion since the World War. 2. financial and commercial leadership. 3. leadership in the League of Nations. 4. wealth of natural resources and man power.

### PART III

**DIRECTIONS:** From the list of answers in Column II select the name or term which matches each item of Column I, and write the number of the answer in the parenthesis at the left of the item. The answers of one section may be matched with the items in Column I of the same section only. The example has been correctly marked.

Example: (18) Author of Tom Sawyer

- | Column I   | Column II               |
|--|-------------------------|
| ( ) 90. Man who developed a successful reaper                              | 1. Anthony              |
| ( ) 91. Founder of Georgia   | 2. Austin               |
| ( ) 92. An outstanding advocate of woman's suffrage                        | 3. Blaine               |
| ( ) 93. English statesman and founder of Maryland                          | 4. Braddock             |
| ( ) 94. Brothers who first flew in an airplane                             | 5. Bryan                |
| ( ) 95. President of the United States who served two nonconsecutive terms | 6. Calvert              |
| ( ) 96. President of the Confederate States                                | 7. Carnegie             |
| ( ) 97. "Free Silver" advocate who made the "Cross of Gold" speech         | 8. Cleveland            |
| ( ) 98. A leader of the steel industry                                     | 9. Davis                |
| ( ) 99. Leader of expedition against French and Indians at Fort Duquesne   | 10. George              |
| ( ) 100. Supervisor of the construction of the Panama Canal                | 11. Goethals            |
| ( ) 101. First president of the Lone Star Republic                         | 12. Houston             |
| ( ) 102. President of the United States during the World War               | 13. McCormick           |
| ( ) 103. President who was known as the "Trust Buster"                     | 14. Oglethorpe          |
| ( ) 104. Author of "Uncle Tom's Cabin"                                     | 15. Roosevelt, F. D.    |
| ( ) 105. A tax on goods brought into a country                             | 16. Roosevelt, Theodore |
| ( ) 106. To prevent commerce or commu-                                     | 17. Stowe               |
|  | 18. Twain               |
|  | 19. Wilson              |
|  | 20. Wright              |

5. Communism
6. Corporation
7. Custom Duty
8. Dictatorship
9. Excise
10. Filibuster
11. Initiative
12. Recall
13. Spoils System
14. Suffrage

- ( ) 107. The right to vote on political matters
- ( ) 108. To prevent action in a legislative body by speaking merely to consume time
- ( ) 109. Absolute governmental rule exercised by one person
- ( ) 110. Practice of owning all things in common
- ( ) 111. Faction that wished to do away with slavery
- ( ) 112. A body formed and authorized by law to act as a single person
- ( ) 113. The practice of removing and appointing government workers because of party affiliation
- ( ) 114. The privilege of the people to propose a bill to the legislature
- ( ) 115. A tax levied on the manufacture, sale, or consumption of goods within a country

### PART IV

**DIRECTIONS:** In each of the following items is a list of historical events. Select the event which is the most recent, and place its number in the parenthesis at the left. The example has been correctly marked.

Example:

- (4) 1. The administration of Washington  
2. The administration of Wilson  
3. The administration of Lincoln  
4. The administration of Hoover
- ( ) 116. 1. Establishment of Interstate Commerce Commission  
2. Sherman Anti-Trust Law  
3. National Recovery Act  
4. Clayton Anti-Trust Law
- ( ) 117. 1. Credit Mobilier Scandal  
2. Teapot Dome Scandal  
3. Tweed Ring  
4. Whisky Ring
- ( ) 118. 1. Construction of Erie Canal  
2. Construction of Panama Canal  
3. Construction of Union Pacific Railway  
4. Construction of Cumberland Road
- ( ) 119. 1. Establishment of "pet banks"  
2. Establishment of the First United States Bank  
3. Establishment of Federal Reserve banks  
4. Establishment of the first state bank in the United States
- ( ) 120. 1. Invention of locomotive  
2. Invention of steam engine  
3. Invention of steam boat  
4. Invention of automobile