

1952

## The effectiveness of two methods of teaching social studies in high school

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THE EFFECTIVENESS OF TWO METHODS OF TEACHING  
SOCIAL STUDIES IN HIGH SCHOOL

A Thesis

Presented to

the Faculty of the Department of Education  
Indiana State Teachers College

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

Alva Freadman Allen

June 1952

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The thesis of Alva Freadman Allen,  
Contribution of the Graduate School, Indiana State Teachers  
College, Number 737, under the title THE  
EFFECTIVENESS OF TWO METHODS OF TEACHING SOCIAL STUDIES  
IN HIGH SCHOOL

is hereby approved as counting toward the completion of the  
Master's degree in the amount of 8 hours' credit.

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Date of Acceptance Jan 17, 1952

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

There has been considerable emphasis and discussion in educational circles for the past several years concerning the effectiveness of various methods of teaching the social studies. The majority of the methods acclaimed by those interested in the improvement of the methods of teaching social studies have been inconclusive, and in spite of considerable research and observation none has been able to present sufficient evidence to warrant the acceptance of one method over another.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this experiment (1) to evaluate two methods of teaching social studies; (2) to determine whether one method proved to be more effective than the other; (3) to measure the general social outcomes to be desired from a course in American history; and (4) to determine student attitudes, opinions, and preferences toward the teaching methods used in this experiment through use of a questionnaire study.

Importance of the experiment. It has long and frequently been recognized by most educators that the social studies

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lend themselves well to the training and development of citizenship and an appreciation of the American democratic way of life. It is extremely important today to place emphasis upon these important phases of school work. Communism seems to be diametrically opposed to the American democratic way of life and the price Americans have paid for this democratic freedom has been too great to pass over lightly. Educators and good social studies teachers realize that there is a direct challenge to step up citizenship training to combat those forces opposed to our way of life. If there are "best methods" of teaching the social studies, these should be discovered and utilized to capacity. Considerable research and study has been made to discover these "best methods." The present experiment has been made to determine the effectiveness of two methods of teaching the social studies with the earnest hope to aid in this very important job of preserving and perpetuating our American heritage.

## II. DEFINITIONS OF TERMS USED

Textbook-question-and-answer method. The textbook-question-and-answer method used throughout this experiment was the plan found, through a review of literature on teaching methods, to be in wide use in the secondary schools of today. Under this system, the student, aided by the teacher, followed



the textbook rather closely. The teacher acted as the guide under this system, and questions were asked that could be answered by the students with material from the textbook. Some of the questions were taken directly from the textbook and some were teacher-made. The nature of the questions asked under this system was sufficient in scope and range of difficulty to allow for some individual differences and to allow for the development of original ideas concerning the causes and effects of events in history past and present.

Panel discussion and group activity. The panel discussion and group activity method of instruction as used throughout this experiment shall be used to refer to the procedure of dividing the class into panels or groups of students for the purpose of covering the lesson materials. Each panel or group was assigned a definite section of each chapter for which it would be responsible. Each panel or group had its own chairman, with the teacher acting as the coordinator of all groups for the purpose of having a unified plan for the presentation of the materials of any given chapter. The panels or groups were free to present their materials in any manner they chose. The students were urged to use other sources of material to supplement the adopted text. Other history books and encyclopedias were recommended in order to make this section of the experiment more pupil-centered.

Social outcomes. Since it is one of the objectives of a course in American history to enable a student to judge present social issues more critically by knowing how our nation has solved similar problems of the past, the term "social outcomes" as used throughout this experiment shall be interpreted to mean the evidenced ability of the student to parallel present social issues and problems with those of the past. The development of ideas in students today was considered highly important in view of the complex problems our country and world of today are being called upon to face. It was believed that the development of proper social concepts and understandings would compensate in many ways for less emphasis upon the "what," "which," and "where" of the social studies.

### III. THE METHODS USED IN THE EXPERIMENT

Method of procedure. The method of procedure employed throughout the experiment was to conduct two six-weeks experiments with a class in American history taught to students in their junior year in high school. The first six weeks of the experiment were conducted by means of the traditional textbook-question-and-answer method. For this portion of the experiment the teacher was the leader of the class discussions and was the center of the class activity. The regular textbook was used and the guide questions at the

beginning of each chapter and the study questions at the end of each chapter were discussed with the entire class. Any member was free to ask any other questions or offer any suggestions at any time. The second six weeks of the experiment were conducted by means of panel and group activity. During this portion of the experiment the class was divided into groups, and each group was organized with one member acting as chairman. The teacher remained in the background and allowed the students to plan their own methods of procedure. Other recognized books on American history were used for additional material in covering the work for this six weeks.

Each method of teaching was evaluated at the end of the experimental period during which it was employed. Standardized tests and teacher-made tests were administered at the end of each experimental period to determine its effectiveness. A comparison of the test results was made at the end of the full experimental period.

Method of selecting tests. Careful study and consideration was used in the selection and administering of all tests. Several sample tests from leading test publishers were considered before the final selection was made. The purpose of the experiment demanded the best available tests. The Crary American History Test, Form AM and Form EM, and

teacher-made tests were used for testing the textbook materials covered during the experiment.

Administering the questionnaire. A questionnaire was given each student at the end of the experimental period. The students were urged to answer all questions carefully and conscientiously in order that their preferences for each of the teaching methods would be shown. This was done so that the results of the questionnaire could be used to help determine the possible effectiveness of the two methods of teaching.

#### IV. LIMITATIONS OF THE EXPERIMENT

Certain unavoidable limitations had to be considered during all phases of the experiment. A single-group was used throughout the experiment, and this should have permitted some carry over from one phase of the experiment to the other. The group was extremely small (only sixteen members in the group) and this placed additional limitations on any conclusions that were made. The group was extremely heterogeneous and this plus its size made difficult any definite conclusions. More will be written about the heterogeneous element of the group in later chapters.

#### V. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II will be devoted to the review of related literature and research projects conducted with similar

purposes in mind. Chapter III will give a detailed description of the experimental group, efforts taken to keep all factors constant throughout the experiment, methods used in devising, selecting, and administering tests, and a review of the expressed student preferences for the plans or procedures used. Chapter IV will give the results of the experiment and Chapter V will carry the summary, conclusions and recommendations.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Considerable time and effort have been devoted to the writing of literature on the methods of teaching the social studies, and a number of surveys and experiments have been made in an attempt to discover the most effective means for teaching the social studies. Only a brief summary of the literature written and a brief review of the experiments already made will be given.

Literature on methods and aims of teaching social studies. The writings in this field of endeavor have all been for the elucidation of the teaching methods. Variable factors have been considered and attempts have been made to allow for adoption of methods to meet the different areas involved. Authoritative literature points out that no major differences need exist in this broad field of work which aims to develop good American citizens through the social studies.

Harl R. Douglass<sup>1</sup> has written extensively on the subject of education for a better adjustment to living through work and methods pursued in the social studies. He states:

A social studies program which satisfies the

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<sup>1</sup> Harl R. Douglass, Education for Life Adjustment (New York: Ronald Press and Co., 1950), 491 pp.

requirements of education for life adjustment need differ in no essential way from any good social studies program, of which there are many in the schools of the United States. Such programs vary in name, in organization, and in other minor matters, but in essentials of philosophy, of objectives, of content, and of general approach to method they are more alike than unlike. . . . no extensive nor far-reaching curricular reorganization is necessary to make an existing social studies program serve the purposes of education for life adjustment. These purposes may be achieved through a subject organization or within an organization in which the usual subject lines have been dimmed or largely obliterated. Some revision, however, is generally necessary in most programs. Many of them suffer from sins of omission and commission, do not include content and experiences of greater significance, and are cluttered with inconsequentialities which have only the halo of tradition or the claims of a logical discipline to justify their inclusion. In the good social studies program, regardless of its general scheme of organization, more meaningful content and experiences have been incorporated and matters of less importance have been minimized or entirely eliminated. . . .<sup>2</sup>

This writer concluded that the methods of instruction could do much to improve the effectiveness of the social studies. The review of the literature referred to in this chapter was made to determine what methods of instruction could best serve the purpose of improvement. The literature on teaching methods stated that the greatest need was not for creation of any completely new and unheard of methods of teaching, but for the discovery of which method, among those already in existence, would serve the needs of a given

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<sup>2</sup> Ibid., p. 110.

group and area best. Some changes in organization of the school curriculum might be necessary in some cases, but the needed curricula usually exist for effective teaching. It has been the feeling of writers and researchers in this field of educational endeavor that more emphasis should be placed on the creation of effective social studies programs with the general school subjects listed in this broad category of school work throughout the United States. Since citizenship training is one of the paramount objectives in many social studies courses, many attempts have been made and much has been written about the methods of teaching that would best accomplish this objective. Although no one can point to any one method and acclaim it as the "one and only," some methods were found to work better than others.

Walter S. Monroe<sup>3</sup> has given some valuable aid to the social studies teacher searching for a method to create interest and develop more activity by students and thus contribute to better citizenship training. In discussing one of the plans and procedures in teaching the social studies more effectively, he writes:

Early attempts to develop the skills of cooperative living and group techniques for solving problems were projected through a pattern of teaching referred to as the socialized recitation. This method of teaching

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<sup>3</sup> Walter S. Monroe, editor, Encyclopedia of Educational Research, revised edition, 1950, citing Methods of Teaching, pp. 745-752.



provided opportunities for the teacher and pupils to work together and to share the products of their efforts in general group discussion, usually under the leadership of a pupil with the teacher serving as a guide and consultant. Studies involving the socialized recitation have usually included other instructional techniques, such as problem solving, assignments, and directed study. . . .<sup>4</sup>

It was intended through this experiment to adopt to the actual classroom work two of the many methods that have been written about by several researchers. Monroe<sup>5</sup> and his co-workers found that it was not possible to acclaim one method over another. They expressed strong convictions that the level of success of any teaching method probably depended upon the excellency of the teacher. They found that the weakness of any plan was not attributable to the curriculum as much as it was to the organization of that curriculum and the qualifications of the teacher employed to execute the curriculum. Their findings on the socialized recitation method of instructions were uncertain, but by careful observation and interpretation of the available results they would not declare the plan undesirable. This socialized recitation method referred to closely parallels the panel discussion and group activity method which was one of the methods employed in this experiment.

Several factors have contributed to this recent

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<sup>4</sup> Ibid., p. 748.

<sup>5</sup> Loc. cit.

increase in efforts to find the most effective methods of teaching the social studies. Some rather harsh and unjust criticisms have been hurled at the teachers in this field. Charges have been made that recent students do not have a sufficient knowledge of history, and the blame has partly been hurled at the teaching methods employed to train young people in this field. Some charges have also been leveled at the so called "Progressive Education" method or philosophy. Arthur E. Traxler<sup>6</sup> replies to these charges by writing:

. . . There is reason to think that it may be a gross oversimplification and misstatement of the situation to charge that the insufficient history knowledge of present-day students is due to the philosophy and methodology of Progressive education. Efficient learning is the result of the intelligence of the learner, his interests, and many other factors. . . .

Moreover, broad statements based on averages and general tendencies are likely to be misleading. The fact that many high-school graduates are not well grounded in the history of their country should not lead to a sweeping condemnation of all high-school graduates and all secondary-school history teachers. While the average may be low, the picture may be quite different when the records of the more intelligent students from the better schools are examined.<sup>7</sup>

Again sufficient evidence was not found to warrant anything conclusive for any particular plan over another. All the literature recognized the fact that there was room

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<sup>6</sup> Arthur E. Traxler, "Progressive Methods as Related to Knowledge of American History," School and Society, 57:640-643, May 1943.

<sup>7</sup> Ibid., 55:640-641.

for improvement and that there was much to be desired in almost all methods of instruction. The job will never be done effectively until more of the now existent means of teaching are utilized by more conscientious and sincere teachers. It was not intended to charge that social studies teachers lacked sincerity, but more such teachers must work to nearer capacity if this field of educational endeavor is to escape the harsh criticisms of the critical eye of the ever-observing public. It was found that the writers and experimenters who have devoted time to the search for more effective means of teaching have had some compliments and criticisms about all the plans they have considered. They have found that the plan of procedure for each locality must be determined in terms of the needs of that locality and the ability of the group to be worked with, but at the same time these workers have felt that a more unified plan was something to be desired, and thus research goes on to find that more desirable plan.

Recognition of the fact that the needs of varying localities will alter the method of procedure for instruction in the social studies has caused Ernest L. Fereday<sup>8</sup> to write:

Any school curriculum is inescapably conditioned by the nature of the society it is to serve. The special contribution of historical study is its approach to each age and historical figure on the basis of such

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<sup>8</sup> Ernest L. Fereday, "Social Studies in the Modern Secondary Schools," The Journal of Education-London, 82:597-598, November, 1950.

standards as prevailed at the given time, constantly checking hasty conclusions founded on our own contemporary values. The essential is to stress in every sub-topic the slow evolutionary growth of all our political machinery and legal conventions to serve the ultimate purpose of individual freedom. . . . The amalgam of ideas and institutions from Western Europe's inescapable past is meaningless until studied in the light of history.

To prepare a rising public opinion for the friendly and peaceful settlement of disputes between nations, predisposing the minds of a new generation to the democratic defence of international good order, is a task which would appear to involve us whether we like it or not in an "amorphous hotchpotch." The challenge which confronts us is to develop social studies interesting in themselves and significant beyond themselves.<sup>9</sup>

Fereday<sup>10</sup> insisted that the social order of today was making unheard of demands upon governments and societies. The problem of creating a family of nations capable of settling their differences by peaceful means is a problem of education through an evolutionary process of enlightenment rather than any act of magic. The job of the social studies is to enable people to see a way of rising above mistakes and holding peace and democracy dearer than winning petty differences or quarrels. The failure of the League of Nations following World War I has shown the need for a successful United Nations after World War II. The social studies have not accomplished all that was to be desired in the past nor is it likely that they will accomplish this objective in the future unless some

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<sup>9</sup> Ibid., 82:598.

<sup>10</sup> Loc. cit.

very effective means of teaching the social studies is discovered and put into wide usage. Again comes the justification for this experiment.

The investigation of related literature revealed some valuable aids to the teacher searching for means of improving teaching techniques. It was logical to assume that if the present methods of instruction had not accomplished the full purpose of the social studies program there must be some cause for the shortcomings. Different approaches to the general problem have revealed a number of weaknesses. Some were attributed to a lack of student interest, some to a lack of a balanced curriculum, some to a lack of organization within the already established curriculum, some to methods of instruction employed by the teacher, and still others to the lack of ability on the part of the student to read and understand that which his grade placement in school would demand. A student must possess the ability to read and understand the printed page if the desired progress for his grade level is noted. There has been a general agreement among social studies teachers that the lack of ability to read has accounted for a lot of the failures in the social studies.

Alfred Gemmell<sup>11</sup> has done some work in this area of

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<sup>11</sup> Alfred Gemmell, "The Problem of Reading Readiness in the Social Studies," Educational Digest, 16:34-36, December 1950.

difficulty and found that the problem of reading readiness was a major factor in the social studies. He said:

Social-studies teachers are generally agreed that pupil reading difficulties constitute the greatest obstacle toward more successful learning and consequently, more successful teaching. Despite the increasing use of visual and auditory aids, it is on the written page that the student of history, civics, and economics still depends for most of his information. With so much of the student's success dependent on reading-interest, ability, and comprehension--it is time to look more closely at the causes of "reading retardation," as the problem is commonly known in educational circles.<sup>12</sup>

Mr. Gemmell<sup>13</sup> stated that many of the causes for the defects in reading could be traced to the physical and emotional make-up of the child and could be helped by medical treatment. There were others who failed to read well enough to learn because of reasons referred to as "laziness," "lack of interest," or "don't care to read."

The various books and articles read indicated an awareness of problems in this teaching field. Much of the difficulty with methods of teaching social studies could probably be traced to the looseness of morals and the breakdown of the family circle.<sup>14</sup> The problem of reading readiness was one of consequence and when this was linked with the generally poor attitude of students that have been developed

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<sup>12</sup> Ibid., 16-34.

<sup>13</sup> Loc. cit.

<sup>14</sup> Loc. cit.

before they approach the social studies it would appear that some blame should be placed at the doorsteps of the students' homes before being too harsh with social studies teachers.

The problem of teaching effectively was found to be a difficult one. The research channels all tended to agree that it would be necessary to cause students to realize that the social studies major aims and objectives were a "whole life" process and not just a separated phase of one's educational needs. The social studies is a broad field and must be developed into an interesting phase of the student's whole educational process. In considering the broadness of the social studies, V. K. Wright<sup>15</sup> has stated:

The subject-matter of social studies may be stated as the life and work of man the world over, and part of its aim is the orientation of the individual to his neighborhood, his national society, and to the world on which that society impinges. This total approach not only necessitates but also produces a fusion of history and geography, current affairs, citizenship, and in its widest application demands some correlation with science and English. . . .<sup>16</sup>

It was gratifying to learn that educators are concerned with finding effective ways of teaching the social studies. The investigation of related studies showed that research was under way for the purpose of improving the methods of teaching. All studies indicated more and more

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<sup>15</sup> V. K. Wright, "Social Studies in the Classroom," The Journal of Education-London, 82:600-602, November, 1950.

<sup>16</sup> Ibid., 82:600.

emphasis upon citizenship training and life-like projects of work in the classroom.

A review of some of the experiments already made.

Avery D. Gabbard<sup>17</sup> has conducted an experiment with three methods of teaching to determine their comparative value and has found a close correlation among all three methods. He found the question and answer method and the socialized method to be slightly more effective than the lecture method but not conclusive enough to rule out the lecture method.

Darrell L. Gabbard<sup>18</sup> has conducted an experiment with three methods of teaching social studies in the high school and has found the question and answer method to hold a slight preference over the socialized and the lecture methods. He stated that pupil activity added little to the students' achievements during his experiment except in a few extreme cases.

This writer also reviewed an experiment conducted by Hubert John Klausmeier<sup>19</sup> with two methods of teaching social

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<sup>17</sup> Avery D. Gabbard, "An Experiment to Show the Comparative Value of Teaching by the Lecture, Question and Answer, and Socialized Methods," Unpublished Master's thesis, Indiana State Teachers College, June 1950. 43 pp.

<sup>18</sup> Darrell L. Gabbard, "An Experiment with Three Methods of Teaching Social Studies," Unpublished Master's thesis, Indiana State Teachers College, July 1950. 33 pp.

<sup>19</sup> Hubert John Klausmeier, "An Experiment with Two Methods of Teaching Social Studies in High School," Unpublished Master's thesis, Indiana State Teachers College, August 1947, 234 pp.



studies in the Evansville school system. Mr. Klausmeier found the lecture method to be a little more effective but not conclusive enough to rate it above any other method.

The varied preparations of these experimenters might throw additional light upon their findings, but this writer felt confident of their earnest efforts to discover a more effective means of instruction. Although their findings were not all the same, they have shown that the conscientious teacher can take an acceptable method of teaching and with special effort make it more effective.

It was found that research projects have been made, experiments and investigations conducted, and many, many books written on the methods of teaching social studies more effectively. Victoria V. Brown<sup>20</sup> investigated the number of valuable books on teaching methods available to the social studies teachers and found that good books for use in the social studies field were abundant. There were textbooks and reference books by the shelves that were available for the effort of reaching for them.

The writer found some very interesting literature that was closely related to the purposes of this study. Much has been written on ways to improve and make more

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<sup>20</sup> Victoria V. Brown, "The Provision of Books for the Social Studies," The Journal of Education-London, 82:598-600, November, 1950.

effective the methods of teaching social studies, as this chapter has indicated. It was believed that progress has been made and will continue to be made in improving the methods of instruction now in use as well as discovering new and better methods. The literature reviewed acknowledged that there remained much to learn, but many social studies teachers and many research projects are working toward the desired improvements.

### CHAPTER III

#### DESCRIPTION OF THE EXPERIMENT

This chapter was designed to give a detailed description of the experiment and of the procedures used throughout the experimental period. It has included a brief history of the experimental group to the extent that such knowledge was believed to be of value in the interpretation of the results of the study. It has included the precautions used to keep all factors constant throughout the experimental period in order to validate the findings.

The writer believed that the findings of the experiment would be of more value when measured by recognized standardized tests; he has therefore devoted a portion of this chapter to the factors considered in the selecting and administering of such tests. A number of standardized tests in the social studies field, intelligence tests, and some teacher-made tests were employed in this experiment. A careful discussion of these tests has been included in this chapter and a description may be read in some of the ensuing paragraphs. The writer has also included the method used to determine the preferences of the students involved in the experiment.

Description of the experiment. This experiment was

conducted for the purpose of evaluating the effectiveness of two methods of teaching social studies. The experiment was conducted for a period of twelve weeks at the Fair Oaks High School, Fair Oaks, Indiana, during the school year of 1951-1952. The first six weeks of the experiment were devoted entirely to teaching by the textbook-question-and-answer method. Under this method of teaching, the textbook was followed closely. The teacher acted as the guide under this method and was the center of the class activity. Questions were asked of the individual students that could be answered with material studied directly from the textbook for each day's work. A sample of one day's typical questions may be seen in the appendix.

The second six weeks of the experiment were devoted to a method of teaching which employed panel discussions and group activity for the purpose of covering the material of each day's assignment. By this method of teaching, the class was divided into panels or groups; each panel or group was organized with one member acting as the group chairman. Each panel or group was assigned a definite section of each chapter for which it would be responsible. The teacher remained in the background and acted only as a co-ordinator for the purpose of having unified lesson for each day and then allowed each group to present its material in whatever manner it chose.

Each method of teaching was evaluated at the end of the experimental period during which it was employed. Standardized tests and teacher-made tests were administered at the end of each experimental period to determine its effectiveness. A comparison of the test results was made at the end of the full experimental period. The tests were administered during the regular class periods under normal class conditions. Rules governing the proper selection and administration of tests were adhered to as closely as possible. A full description of the nature and purpose of the tests used has been included in later paragraphs of this chapter.

A brief history of the experimental group. The experimental group was a class in American history at the Fair Oaks High School, Fair Oaks, Indiana. The class was composed of ten boys and six girls, all in their eleventh year of school except one boy who was in his twelfth year of school and repeating the course. All of the students came from farms or from rural communities and were of moderate circumstances.

The abilities of the students showed a normal curve: a few being superior, the majority normal, and a few subnormal. Table I shows the intelligence quotients of the group as measured by the Terman-McNemar and Otis tests along with the age and sex of each student. It was necessary to give some detailed information about three members of the group: two were

TABLE I  
INTELLIGENCE QUOTIENTS, CHRONOLOGICAL AGES, AND  
SEX OF THE EXPERIMENTAL GROUP

Student Number	I.Q. Score (Terman- McNemar test)	I.Q. Score (Otis test)	Chronolo- gical age	Sex (F - female (M - male
1	106	106	17-4	M
2	96	104	17-0	M
3	97	105	16-5	M
4	108	103	17-1	F
5	106	101	16-9	M
6	97	95	17-3	F
7	114	107	17-0	F
8	102	103	16-7	M
9	114	117	16-10	M
10	81	80	18-2	M
11	112	108	16-8	F
12	87	82	16-8	M
13	75	83	20-0	M
14	87	77	16-8	F
15	104	98	17-1	F
16	102	114	16-11	M
Total	16			
Median I.Q.	102	103		
Average age	17-1			
Females - 6; Males - 10				

on probation from criminal court for larceny, and one twenty years of age was repeating the course. The work of these three members during the experiment was found to be about equal to the quality of work they had previously done. This will be discussed more fully in chapter four on interpretation of the findings.

Precautions used to keep all factors constant.

It was necessary to take special precautions to keep all the factors constant. The group was aware that an experiment was being conducted, but as little as possible was said about an experiment in order that students might always feel free and unbound in their attempts to do good class work. This writer met all the class sessions considered in this experiment. A special amount of effort was put forth to appear as natural and interested in one day's work and one experimental plan as the other. The same textbook was used at all times, and students were encouraged to try conscientiously to learn from the class work. All problems arising from absences or actions requiring some demeriting were treated in the same manner during each part of the experimental period. The only differences in the two experimental periods were the methods of instruction.

Test materials and methods used. The test materials were selected on the basis of content and purpose of tests.

Only those tests that were primarily designed to measure what was necessary to have measured for purposes of the experiment were selected. More than a half dozen tests were studied from four leading test bureaus in the nation before the final selections were made. Authorities in the testing field and in the social studies teaching field were consulted by correspondence and/or personal contact for suggestions before the final selections were made. The tests finally selected were: (1) Crary American History Test, Form AM; (2) Crary American History Test, Form BM; (3) The Iowa Tests of Educational Development, Test 10, Understanding of Contemporary Affairs, Form 1952; (4) Terman-McNeman Test of Mental Ability, Form C; (5) Teacher Made Tests; and (6) reference was made to the intelligence quotients of the experimental group as measured by the Otis Quick Scoring Mental Ability Tests that were administered to the group in April 1950.

The testing procedures and methods were made as normal as possible. The atmosphere of the physical surroundings related to seating, lighting, and ventilation was considered and adjusted to allow for the maximum amount of comfort to the group. The directions in the examiner's manuals were followed as closely as circumstances would permit. The general attitude of the experimental group during the testing periods was noted to be very satisfactory except for two or



three extreme cases which will be noted in chapter four under interpretation of the findings.

Crary American History Test, Form AM. This test was chosen because it was designed to measure the achievement of the major objectives of a course in American history. The test was composed of ninety test items selected on the basis of valid and satisfactory statistical requirements. The time required for administration of the test was about fifty minutes, or such that the test could be administered in one class period. This test measures more than just factual information. It measures skills, attitudes, interpretations, and understandings. The test was developed through a series of attempts to find the soundest possible way to measure the important outcomes of a course in American history; to determine the amount of emphasis needed in each phase of a course in history; the way to measure the desired objectives; and test items needed to measure these objectives. Difficulty and validity indices were computed for each test item and the mean validity of the test items was found to be .46.

Crary American History Test, Form BM. The processes followed in construction of Form BM were the same as those employed for Form AM discussed above. The mean validity of the test items for Form BM was found to be .45. The items difficulty for each of the ninety items on each of the two

tests can be seen in the appendix.

Teacher-made tests. In order to determine how well the students were grasping the events of history as they were discussed daily, the teacher devised some tests of a nature designed to measure these accomplishments. An outline of an entire unit of the textbook used was given each student. The teaching was done from this outline for several days. Then the teacher-made tests were administered to determine the achievement of each student for this period of time. The achievement on these tests was high. A sample of the unit outline and a sample of two tests (one administered during each method of teaching) were included in the appendix.

The Iowa Tests of Educational Development, Test 10, Understanding of Contemporary Affairs, Form 1952. The writer felt that there should be more gained from a general course in American history than a number of facts. Many facts are of great value in themselves, but it was believed that a large amount of emphasis should be placed upon the broad general concepts and achievements that this writer has chosen to call the "social outcomes" of a course in American history. The memorization of facts for the sake of facts was felt to be of minor importance.

After a study of high school pupils' attitudes toward the memorization of facts and the teaching methods generally

employed, Ronald C. Doll<sup>1</sup> stated:

Memorization of facts to pass examinations received the readily admitted support of many pupils because they know "that's the system" and "the system is hard to beat." A plurality of pupils believed in learning facts for future use as opposed to learning for immediate application because youth "live in the future"; they "have been taught to expect much of it"; and they "look forward to it eagerly." One boy voiced the thoughts of many of his peers when he said, "In my opinion, a student should be taught what is necessary in his life after graduation." Most pupils agreed, however, that "facts are useful when they aid thought on any particular subject. Facts should not be learned for their own sake."<sup>2</sup>

Youthful students like to have their creative impulses and ideas guided through proper channels, but they do not want them thwarted. They need and appreciate assignments and guidance that is definite and purposeful. It was found that the social outcomes could be of great value in future living. The study of present-day events in the light of what has been done with similar events in the past was considered a significant phase of a course in American history. Alfred Gemmell<sup>3</sup> has sanctioned the value of the social outcomes by writing:

The use of current events is of vital importance in arousing interest. Parallels between historic events

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<sup>1</sup> Ronald C. Doll, "High-School Pupils' Attitudes Toward Teaching Procedures," The School Review, 55:222-227, April 1947.

<sup>2</sup> Ibid., 55:226.

<sup>3</sup> Alfred Gemmell, "The Problem of Reading Readiness in the Social Studies," Educational Digest, 16:34-36, December 1950.

and the present can often be made. Our present all-out support of the UN is in marked contrast to our refusal to join the League of Nations. The many possible causes for this change in United States policy should sustain a most stimulating class discussion on what is without doubt the most momentous decision of our times. . . .<sup>4</sup>

Previous studies and experiments of a similar nature to the one reviewed here have considered the social outcomes important. After lengthy and detailed investigation, the writer chose the Understanding of Contemporary Affairs Test, Form 1952, to measure the social outcomes of this experiment. This test was designed to measure the extent to which high school students were informed about what was going on in the world of today and how well they understood the significance of these events. It tended to measure the extent to which the student could formulate judgments and apply principles to current problems.

Terman-McNemar Test of Mental Ability, Form C. In order to compare the achievements of the experimental group with the achievements of high school students in general, it was necessary to compare the intelligence quotients of the experimental group with the intelligence quotients of the high school students who took the tests for purposes of standardization and establishing the validity of the tests used during the experiment. The findings of the correlation

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<sup>4</sup> Ibid., 16:46.

between the experimental group and the groups used to establish validity of the test items is shown in Chapter IV.

Otis Quick-Scoring Mental Ability Tests, Form AM. All members of the experimental group had been given this test in April 1950. The test was not repeated during this experiment, but the test scores were considered in conjunction with the scores made on the Terman-McNemar Test.

Determining of student preferences. As a means of obtaining additional information to support the findings and interpretations of the experiment, the preferences of the students were considered. A questionnaire was given to each student at the end of the experimental period and he was urged to answer each question according to the way he felt it should be answered in his own particular case. Items were asked on the questionnaire that allowed for the expression of each student on which method of teaching gave him more enjoyment; which method of teaching required him to work harder; from which method of teaching he gained more knowledge; which method of teaching seemed more helpful to him and other similar questions. A sample of the questionnaire can be seen in the appendix.

It was believed that the student preferences would account for some justification of recommending one method of teaching above the other if one method should seem to

merit such a recommendation. In case the two methods appeared to be of near equal value in the experiment so far as mastery of subject matter was concerned, but there was an expressed student preference for one method to the other, the preferences of the students should probably be considered in determining which method would be used as the generally accepted method of teaching the course.

This chapter has been devoted to a careful discussion of the methods employed during the experiment and has explained the procedure followed in the selection of tests and the determining of student preferences. The writer believed that these explanations would add to the value of the study. To know why the experiment was conducted was not considered sufficient without information as to how it was conducted. The information given about the experimental group was believed to be of value in interpreting the results and in determining which method of teaching should be recommended for this and similar groups in other localities. The conclusions and recommendations should be more meaningful and significant after this background has been made.

## CHAPTER IV

### RESULTS OF THE EXPERIMENT

In this chapter the results of the experiment as measured by objective standardized tests have been presented and analyzed to show the overall results of the experiment in the following order: (1) group findings in the eleventh-grade American history class taught by the textbook-question-and-answer method for the first six weeks of the experiment; (2) group findings in the eleventh-grade American history class taught by the panel discussion and group activity method for the second six weeks of the experiment; (3) comparison of the different methods taught during the experiment; (4) comparison of the scores at the beginning and end of the experiment; (5) attendance as a contributing factors; (6) results of the student questionnaire.

In the interpretation of the results of this experiment a combination of many factors was considered when it was believed these factors had important effects upon the achievement and outcomes. The intelligence quotients, the chronological ages, and the general attitudes of the students were some of the factors considered. The intelligence quotients of the experimental group were found to be in the normal range. There was only a two point variance

between the median I.Q. of the experimental group and the median I.Q. of the group on whom the tests used in this experiment were standardized, the latter having the advantage. The median chronological ages of the experimental group and of the group on whom the tests used in this experiment were standardized were identical at seventeen years and one month.

The general attitude shown by the experimental group was considered very satisfactory with only two exceptions. As stated earlier in this report, two members of the experimental group were on probation from criminal court for larceny. These two boys generally carried a very poor attitude toward life in general and especially toward school work of any nature. Both of these boys were from broken homes, and the separated parents could not agree on matters that concerned the welfare of the boys. The boys actually appeared to gain more satisfaction from willful destruction of school property and purposeful disturbance of any normal classroom procedure than from the mastery of school work. These two boys had been counseled by school authorities and by legal authorities on a number of occasions but still persisted in defying any guidance. Their IQ's were normal, and they did not seem to be bothered by an inferiority complex. Their achievement was not low enough to destroy



the effects of the experiment but it was believed they could have achieved considerable more with a better attitude toward the work that was to be done.

One boy in the experimental group was twenty years of age and was repeating the course. His intelligence quotient was subnormal, but he maintained a satisfactory class attitude at all times. He was in his twelfth year of school.

The factors discussed in the two preceding paragraphs were believed to be of value in any review of the experiment. All other pertinent material has been given its place of consideration in the interpretation of the results of the experiment. Table II contains information for evaluating the experiment. The group findings for the two methods of teaching can be studied from this table.

The achievement made by the group as measured by standardized tests was somewhat greater under the textbook-question-and-answer method than under the panel discussion and group activity method. The median score on the test given at the end of the first six weeks of teaching by the textbook-question-and-answer method was found to be one hundred seven. The median score made on the test given at the end of the second six weeks of teaching by the panel discussion and group activity method was found to be one hundred three. There was a greater achievement by four points under the textbook-question-and-answer method. Since

TABLE II

INTELLIGENCE QUOTIENTS, CHRONOLOGICAL AGES, GRADE PLACEMENT,  
ABSENCES, AND STANDARD TEST SCORES OF EXPERIMENTAL GROUP

Student Number	IQ Score (Terman-McNemar Test)	Chronological age	Grade Placement	Absences first six weeks	Absences second six weeks	Test I, Crary AM, Hist. Test, Form AM (Beginning of Experiment)	Test II, Crary Am. Hist. Test, Form EM (Ques. and Ans. Method)	Test III, Crary Am. Hist. Test, Form AM (Panel-group Method)
1	106	17-4	11	2	3	102	106	102
2	96	17-0	11	0	1	105	104	113
3	97	16-5	11	1	1	99	112	102
4	108	17-1	11	2	0	106	116	117
5	106	16-9	11	2	0	105	96	102
6	97	17-3	11	0	1	112	114	99
7	114	17-0	11	0	2	107	116	106
8	102	16-7	11	2	2	99	108	104
9	114	17-10	11	0	0	110	118	116
10	81	18-2	11	0	0	89	99	97
11	112	16-8	11	0	0	116	118	119
12	87	16-8	11	1	2	84	89	90
13	75	20-0	12	2	0	101	96	90
14	87	16-8	11	0	0	89	102	103
15	104	17-1	11	1	0	113	113	110
16	102	16-11	11	4	1	105	100	90
<hr/>								
Total	x	x	x	17	13	x	x	x
Median	102	17-1	x	x	x	105	107	103
Ave. daily attendance				96.7	97.3			

the test given at the end of the second six weeks was the same test given at the beginning of the twelve weeks experiment, there should have been some carry over from the first administration of the test and therefore the difference in achievement under the two systems was believed to be more significant than four points would indicate at a first review.

Table III shows the point gain made by the experimental group during the experiment under each of the two methods of teaching. As the table indicates, the difference in point gain made under the two methods was not significant. Neither was the range of the point gain made under the two methods of teaching of great significance. However, since the greater point gain was made under the textbook-question-and-answer method and since more students showed more improvement under the textbook-question-and-answer method, the writer believed a slight preference was indicated toward the effectiveness of this method of teaching.

At no point in the experiment was it possible to indicate that one method was decisively superior to the other. There was a higher median score made on the test given to measure the achievement under the textbook-question-and-answer method than was made on the test given to measure the achievement under the panel discussion and group activity method. Table IV has included the ranked scores by experiments, for

TABLE III

POINT GAIN MADE BY THE ELEVENTH YEAR FAIR OAKS  
STUDENTS UNDER THE TWO METHODS TAUGHT IN AMERICAN  
HISTORY DURING THE TWELVE WEEKS EXPERIMENT

Point gain	Method of teaching	
	Question and Answer	Panel and Group Activity
	A	B
	No. of students	No. of students
15		1
14		
13	2	
12		1
11		
10	2	
9	2	
8	1	2
7		
6		2
5	1	1
4	1	
3	2	2
2		
1		
Median	8.2	7.3
Range	10	12
Difference between the median of method A and B was 0.9		
Difference between the range of method A and B was 2		

TABLE IV

RANKED SCORES BY EXPERIMENTS WITH TWO METHODS  
OF TEACHING AMERICAN HISTORY

Question and Answer Method		Panel and Group Activity Method	
Score	Frequency	Score	Frequency
118	2	119	1
116	2	117	1
114	1	116	1
113	1	113	1
112	1	110	1
108	1	106	1
106	1	104	1
104	1	103	1
102	1	102	3
100	1	99	1
99	1	97	1
96	2	90	3
89	1		
Median 107		103	
Difference between the median of the two methods was 4			

the two methods taught, in a simplified form that can be read easily and interpreted as an aid in determining the effectiveness of the two methods of teaching employed during the experimental period.

The social outcomes of the experiment were measured by standardized tests and the results were not encouraging. The test showed this experimental group made an average score of 40.6 on the test. This indicated that 40 per cent of the group who took the test for purposes of standardization made a grade below that of this experimental group. This indicated that the experimental group had not developed the desired understandings and interpretations from a course in American history, even though they had achieved the desired factual knowledge.

A careful check was made on the attendance of the experimental group to determine if it would have a marked effect upon the results of the experiment. Table II, presented on page thirty-six, shows the number of absences by each student during each phase of the experiment. The average daily attendance for the group during the first six weeks of the experiment was found to be 96.7 and for the second six weeks 97.3. It was decided that the average daily attendance was high enough that attendance was not a significant factor in interpreting the results of the experiment.

The writer felt that the preferences of the students

might be a significant factor. Therefore a questionnaire was prepared and given to each student at the end of the experimental period. The students were urged to mark the questionnaire according to their own personal preference. They were told that no expressed preference would effect the letter-grade they would receive. This was done in order that the questionnaire would give an accurate expression of the preferences of each individual. The results of this questionnaire study were considered to be of significance in the interpretation of the results of the experiment. Table V shows the results of the questionnaire study. These results showed a decided preference for the textbook-question-and-answer method of teaching over the panel discussion and group activity method of teaching.

The analyzation of the results of the experiment as contained in this chapter were given to serve as an aid to those interested in considering the effectiveness of various methods of teaching social studies. Chapter V contains the conclusions and recommendations based upon the results of the experiment.

TABLE V

## RESULTS OF THE QUESTIONNAIRE GIVEN TO THE EXPERIMENTAL GROUP

Question	Textbook-Ques- tion and Answer Method	Panel and Group Acti- vity Method
1. Which method of teaching gave you more enjoyment?	7	9
2. From which method of teaching did you gain more knowledge?	11	5
3. Which method of teaching seemed more helpful to you?	10	6
4. From which method of teaching did you receive the higher report card grade?	13	3
5. Which method of teaching stimulated more interest?	11	5
6. Which method of teaching required you to work the harder?	3	13
7. Which method would you prefer as the one generally pursued in your social studies classes?	10	6
Total	65	47

NOTE: This table should be interpreted on the basis of a possible 112 expressed preferences for either method on a unanimous choice for that method.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

A large amount of thought and emphasis has been given to various methods of teaching social studies. It was the purpose of this experiment to evaluate two methods of teaching social studies to determine whether one method was more effective than the other. The experiment was conducted at the Fair Oaks High School during the school year of 1951-1952. The experiment included twelve weeks of teaching. The first six weeks were devoted entirely to the textbook-question-and-answer method. The second six weeks were devoted to a method of teaching which employed panel discussions and group activity for the purpose of covering the materials for each day. The test materials used during the experiment were selected on the basis of the content of the test and the extent to which the test measured what it purported to measure.

The testing procedures and methods were made as congenial as possible. The atmosphere of the physical surroundings was considered and adjusted to allow for the maximum amount of comfort to the group. The general attitude of the experimental group was noted to be very satisfactory.

The achievement made by the group as measured by

standardized tests was somewhat greater under the textbook-question-and-answer method than under the panel discussion and group activity method. However, at no point in the experiment was it possible to indicate that one method was definitely superior to the other.

## II. CONCLUSIONS

Even though no complete conclusions could be made and no one method could be acclaimed as unquestionably the best method for teaching the social studies, some conclusions have been favorably noted.

The achievement of the experimental group in this study was slightly higher under the textbook-question-and-answer method of teaching than it was under the panel discussion and group activity method. The median score was near the same on tests given at the end of each six weeks of teaching during the experimental period. However, the higher score was made during the first six weeks of the experiment which was taught by the textbook-question-and-answer method. The difference in the median of the tests was found to be a positive four in favor of the first method of teaching. The writer believed the difference of four points between the achievement under the two methods of teaching was more significant than the tables show because the test given at the end of the second six weeks of teaching

was the same test given at the beginning of the experiment and there should have been some very definite carry-over on this test.

The student questionnaire used to determine student preference was decidedly in favor of the textbook-question-and-answer method. Nine of the sixteen members of the experimental group stated they received more enjoyment from the panel discussion type of teaching. The writer observed that the majority of these expressed preferences were made by boys. It was believed that because the teacher gave less direct supervision under this method, the boys could have more "fun" in the class. This belief was strengthened when it was realized that thirteen of the sixteen members declared they had to work harder under the panel method than under the question and answer method. It was also noted that thirteen of the sixteen members received a higher report card grade under the textbook-question-and-answer method than under the panel discussion and group activity method. Ten of the sixteen members expressed a desire for the textbook-question-and-answer method as the method generally used in the social studies classes.

The writer felt that a sincere and conscientious social studies teacher could make either method of instruction effective. Much of the success of any teaching method depends upon the ability of the teacher. This particular

experimental group of students favored the textbook-question-and-answer method differing from a slight to a noted preference.

These conclusions have been compared with the conclusions of experimenters who have conducted similar studies. Avery D. Gabbard<sup>1</sup> conducted an experiment with three methods of teaching and made the following conclusions:

It will be noted, as measured by objective tests, the socialized method of teaching resulted in a higher mean score gain than the lecture method, but slightly less than the question and answer method during the first semester. Since the actual difference in the means of the socialized and question and answer methods was only 0.09, it may be concluded that the two methods of instruction proved equally effective during the first semester, and each more effective than the lecture method.<sup>2</sup>

Another experiment with three methods of teaching social studies was conducted by Darrell L. Gabbard.<sup>3</sup> He found the question and answer method showed a slight preference over the socialized and the lecture method. The general conclusion was that increased pupil activity added little to the students achievement except in extreme cases.

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<sup>1</sup> Avery D. Gabbard, "An Experiment to Show the Comparative Values of Teaching by the Lecture, Question and Answer, and Socialized Methods," Unpublished Master's thesis, Indiana State Teachers College, June 1950. 43 pp.

<sup>2</sup> Ibid., p. 23.

<sup>3</sup> Darrell L. Gabbard, "An Experiment with Three Methods of Teaching Social Studies," Unpublished Master's thesis, Indiana State Teachers College, July 1950. 33 pp.

Hubert John Klausmeier<sup>4</sup> conducted an experiment with two methods of teaching social studies and found the lecture method a little more effective but not conclusive enough to rate it above any other method.

From the results of the experiment, as measured by objective standardized tests, the writer found the textbook-question-and-answer method of teaching both preferable and more effective than the panel discussion and group activity type. Although the preference of this method was not an "all conclusive" one, it was significant. The student questionnaire also showed a decided preference for this method of teaching.

### III. RECOMMENDATIONS

The writer would recommend a very careful and detailed study of the group to be taught before the adoption of any one method. The type of community from which the students come, the economic status of the family, the generally recognized attitude of the students, and their intellectual ability would be some of the determining factors. The writer felt that possibly with a low-ability class it was likely that the textbook method might be better. It was believed

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<sup>4</sup> Hubert John Klausmeier, "An Experiment with Two Methods of Teaching Social Studies in High School," Unpublished Master's thesis, Indiana State Teachers College, August 1947. 234 pp.

that the method which proved more effective with this particular experimental group might not prove as effective in all other situations. The conclusions of other similar experiments slightly favor the question and answer method with one exception. The recommendation here would be to consider a number of possible methods and with some preliminary testing, adopt the plan that appeared the most effective for the course to be taught. More extensive research and study must be made before any definite method can be labeled as the most effective. The writer was too limited in time and money for research at the Master's level to allow for this more extensive and detailed research. However, the findings of the studies at the Master's level are valuable guide posts to the important problem of finding more effective methods of teaching. It was believed that more similar studies should be made in varying sections of the country and a compilation made of the results of all these studies. After this process had been completed it was believed that some definite conclusions concerning the most effective means of teaching the social studies could be made. In the meantime, it is recommended that all social studies teachers put forth extra effort to develop the social studies teaching methods to fulfill the obligations of this field of educational endeavor in order to prepare students to exercise their rights of citizenship in a democracy.

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## APPENDIX

## SAMPLE QUESTIONS ASKED DURING A TYPICAL DAY'S WORK

1. How did the economic revolution aid in the disappearance of the American frontier?
2. What were some of the fields of endeavor that showed marked advances during the economic revolution?
3. What changes were made in the cattle kingdom that increased the profits derived from the raising of cattle?
4. What were some of the major factors that caused the farmer's frontier to move farther west?
5. What were some of the new methods of farming that grew out of the agricultural revolution?
6. How did the railroads improve the American way of life?
7. Who were some of the dominant figures in the movement to consolidate the railroads?
8. When was the first transcontinental railroad completed and why would you consider it important?
9. How did the motor age change the American way of life?
10. Who were some of the inventors that gave the world its start in its modern communication systems?
11. What effect did the Civil War have on big business?
12. How was the steel industry developed into one of America's leading industries?
13. How was the oil industry developed into one of America's leading industries?
14. How was the automobile industry developed into one of America's leading industries?

## OUTLINE OF UNIT FIVE

## Basis of Modern America

- I. The roots of present-day America were planted in the years following Lee's surrender at Appomattox.
  - A. Railroad lines spanned the continent.
  - B. Marvelous machines were invented to stimulate industry.
    - 1. Natural resources were abundant.
    - 2. Ample source of power was available.
    - 3. Abundant supply of labor could be found everywhere.
- II. Republican domination of the presidency and national politics was unbroken from 1861-1885.
  - A. All the following presidents were republicans.

1. Lincoln	1861-1865
2. Johnson	1865-1869
3. Grant	1869-1877
4. Hayes	1877-1881
5. Garfield	1881-1881
6. Arthur	1881-1885
  - B. The republicans met defeat in the national election of 1884.
- III. During the closing years of the 19th century new policies were developed that greatly changed our national development.
  - A. The Interstate Commerce Act of 1887 was passed.
  - B. Sherman Antitrust Act of 1890 was passed.
  - C. Elkins Act of 1903 was enacted to extend the powers of the I. C. C.
  - D. Hepburn Act of 1906 rendered the I. C. C. a more effective power.
- IV. The progressive era was distinguished by many advances.
  - A. The progressives championed changes.
  - B. T. Roosevelt was the leader of the progressive elements.
    - 1. Conservation and reclamation programs were established.
    - 2. An aggressive foreign policy was adopted.
    - 3. An attack was launched against big business combinations.

- V. World War II gave another challenge to the democracies.
  - A. The dominant figures were F. Roosevelt and Truman.
    - 1. Roosevelt was associated with the "New Deal," then the war.
    - 2. Truman was associated with the war and then the "Fair Deal."
  - B. F. Roosevelt and Truman worked to preserve democracy.

## CHAPTER 32

### The American Frontier Ceases To Exist

- I. An economic revolution swept the country after the War Between the States.
  - A. The economic revolution was based upon advances in three fields of endeavor.
    - 1. Agriculture made great strides forward.
    - 2. Transportation and communication systems spanned the country.
    - 3. Industry was geared to produce more and better products.
  - B. The mining frontier was significant in early America.
    - 1. Gold was discovered in California in 1849.
    - 2. Silver in Gold Canyon, Nevada, was found in 1859.
    - 3. Rumors spread that gold was in the Black Hills of Dakota.
  - C. The cattle kingdom was important to the West.
    - 1. It aided development in the West.
      - a. Cattle were once raised for hides.
      - b. Cattle now were raised for meat and hides.
    - 2. Meat packing industries were established in a number of places.
      - a. Dodge City, Kansas, was build around this type of industry.
      - b. Miles City, Montana, was built around this type of industry.
      - c. Chicago, Illinois, was built around this type of industry.
  - D. The farmer's frontier moved farther into the continent.
    - 1. Large numbers of settlers moved westward due largely to three factors.
      - a. The Homestead Act of 1862 was one factor.
      - b. The Civil War was another factor.
      - c. The extension of the railroads encouraged westward movement.

2. The Indian problem demanded attention.
3. Disappearance of buffalo herds deprived the Indian of his major source of living.

- II. The agricultural revolution completely changed farming methods.
- A. Corn planters were introduced.
  - B. Huskers made easier the task of harvesting the crops.
  - C. Hay loaders saved many man-hours in the field.
  - D. Reapers and binders simplified harvesting of wheat crops.

- III. Reclamation of arid lands was undertaken to gain more productive acres.
- A. Newlands Reclamation Act of 1902 was passed.
  - B. Roosevelt Dam (Salt River, Arizona) in 1907 furnished irrigation for more than 200,000 acres.
  - C. Boulder Dam (Colorado River, Arizona and Nevada) in 1935, put many more acres of arid land under irrigation and furnished power.

## CHAPTER 33

### Improvements In Transportation And Communication Speed Up American Life

- I. The railroads were helpful in improving the American way of life.
- A. By 1860 we had 30,000 miles of railroads.
  - B. By 1906 we had 200,000 miles of railroads.
  - C. Railroad consolidation was the practice of the era.
    1. Small roads combined and formed large ones.
    2. Cornelius Vanderbilt established the New York Central about 1867.
    3. Double and four-track lines came into use.
    4. Pennsylvania railroad was extensive by 1900.
    5. Baltimore and Ohio was also a major line.
    6. The Erie ran lines between Chicago and New York.
    7. James J. Hill established the Great Northern in 1893.
  - D. First transcontinental railroad was completed in 1869.
- II. The motor age also changed the American way of life.
- A. Streetcars, buses, trucks, and automobiles became common.
  - B. Airplanes became an accepted fact.

- III. Communication systems brought the country and world close together.
- A. Bell invented the telephone in 1876.
  - B. Cyrus W. Field succeeded in supervising the laying of the Atlantic Cable in 1858.
  - C. Marconi invented wireless telegraphy in 1901.
  - D. The radio came into use.
  - E. Edison completed his phonograph for use.

## CHAPTER 34

### The United States Becomes A Land Of Big Business

- I. The War Between the States aided big business.
- A. It created new and greater demands for goods.
  - B. Big business combinations were formed to get enough capital to permit mass production.
  - C. There were many types of big business organizations.
    - 1. Single corporations were prevalent.
    - 2. The pool was a combination of independent concerns engaged in the same type of business whose members pooled their interests to avoid competition and price cutting.
    - 3. The trust-stockholders of competing corporations surrendered their shares of stock to a common board of directors and received certificates which entitled them to share in the profits of the trust.
    - 4. The holding company was a corporation formed for the purpose of dominating other corporations by acquiring a controlling block of stock in each individual concern.
- II. The steel industry became one of America's leading industries.
- A. Andrew Carnegie was the dominant figure in the steel industry.
  - B. H. C. Frick controlled the coke industry and worked with Carnegie.
  - C. J. P. Morgan and Company aided in forming the U. S. Steel in 1901.
- III. The oil industry also became important to American industry.
- A. John D. Rockefeller was the dominant figure in the oil industry.
  - B. Standard Oil Company was formed in 1870.



- IV. The automobile industry and mass production revolutionized industry.
  - A. Henry Ford was the dominant figure.
  - B. Ford motor plants were good examples of mass production.
- V. Industrialization and the business cycle were unstable.
  - A. Prosperity extended from the Civil War to 1873.
  - B. A brief panic lasted from 1873 to 1878.
  - C. Prosperity again extended from 1878 to 1884.
  - D. The panic 1884-1886 interrupted prosperity.
  - E. Prosperity followed this panic until 1893.
  - F. The most severe panic in the history of the country before the 20th century occurred in 1893.
  - G. Prosperity lasted from about 1895 or 1897 to 1907.
  - H. A brief panic came in 1907 then again in 1913.
  - I. World War I brought prosperity.
  - J. Depression of 1920-21 halted prosperity again.
  - K. A brief spurt of prosperity then set in and lasted until 1929.
  - L. The worst panic in the entire history of our country came in 1929.
  - M. World War II brought prosperity again.

## CHAPTER 35

### Big Business Domination Leads To Government Regulation

- I. Public resentment was first aroused by the railroads.
  - A. Extension and consolidation led to abuses.
    - 1. Rebates were unfair.
    - 2. Pooling agreements to fix rates and eliminate competition were common.
    - 3. Discriminating rates aroused ill feelings.
  - B. State regulation of railroads was attempted.
    - 1. Grangers of Illinois were the leaders in regulation.
    - 2. Other states attempted to exercise some control.
  - C. Interstate Commerce Act (1887) attempted to regulate the railroads.
    - 1. It outlawed certain undesirable practices.
    - 2. The law was ineffective.
- II. Early attempts were made to control trusts.
  - A. Sherman Antitrust Act of 1890 was intended to control trusts.

B. The act was ineffective.

III. The "Muckrakers" were people who wrote of the evils in government and big business.

- A. Ida M. Tarbell wrote a "History of the Standard Oil Company."
- B. Lincoln Steffens wrote "The Shame of the Cities."
- C. David Graham Phillips wrote "The Treason of the Senate."
- D. Upton Sinclair wrote "The Jungle."

IV. Theodore Roosevelt attempted to enforce regulation.

- A. "The square deal" and "trust busting," 1902, was felt by the trusts.
- B. The Expedition Act of 1903 gave antitrust suits precedence in the courts.
- C. The Department of Commerce and Labor was created.

V. Roosevelt stepped up the program of conservation.

- A. Corporations had wasted America's natural resources.
- B. The forest reserve had 150,000,000 acres of timber land added.
- C. Game and bird preserves were established.
- D. Roosevelt withdrew many acres of land from public sale.

VI. Roosevelt attempted some degree of regulation of the railroads.

- A. The Elkins Act of 1903 outlawed rebates.
- B. The Hepburn Act of 1906 strengthened the Interstate Commerce Act and made it effective.
- C. The Mann-Elkins Act of 1910 extended the powers of the I. C. C. to include telephone, telegraph, and cables.

VII. The railroads and World War I presented new problems.

- A. The railroads could not meet the war demands by operating on a competitive basis.
- B. In December 1917 the government took over control of the railroads.
- C. The Esch-Cummins Act of 1920 returned railroads to private ownership.

VIII. Further regulation of big business was necessary.

- A. The Federal Trade Commission of 1914 was established.
- B. The Clayton Antitrust Act of 1914 increased government regulation.

## CHAPTER 36

The American Farmer Becomes  
A Victim of the Business Cycle

- I. Industrialization toughes agriculture.
  - A. New Machines revolutionized farming.
  - B. New Machines made large scale farming possible.
- II. Agriculture discontent was widespread.
  - A. Acts of God caused the farmers to become discontent.
  - B. Small returns on his products caused discontent.
  - C. Concentration of farm capital in hands of a few caused discontent.
  - D. Grievances against the railroads were widespread.
- III. The grangers attempted to regulate railroads.
  - A. The Patrons of Husbandry were organized in 1867.
  - B. Granger movements grew rapidly.
- IV. The farmers and currency inflation caused discontent.
  - A. Farmers favored currency inflation.
  - B. Farmers favored free and unlimited coinage of silver.
  - C. Prosperity in the first two decades of the 20th century relieved agricultural discontent.
  - D. Hard times followed World War I.
- V. Extension of farm credit became needed.
  - A. Agricultural Marketing Act of 1929 was passed.
  - B. Agricultural Adjustment Act of 1933 was passed.
    - 1. It tended to reduce acreage production and raise prices.
    - 2. Farmers were paid for reducing acreage production.
  - C. Agricultural Adjustment Administration of 1933 was an indirect aid to farmers.
  - D. Farm Credit Administration was proposed to help farmers.

## Chapter 37

## Labor Offers a Challenge to the Power of Capital

- I. Labor organizations.

- A. The National Labor Union of 1866 was an attempt to unite all industrial workers into one unit. It had a brief existence.
- B. The Knights of Labor was organized in 1869.
- C. The American Federation of Labor was being formed from 1881 to 1887.
- D. The Industrial Workers of the World came into being in 1905.

II. Labor disputes were widespread early in organized labor history.

- A. The Molly Maguries - was a dispute in the anthracite coal regions of Pennsylvania.
- B. The railroad strike of 1877 - railroad disputes spread to include 100,000 men in 14 states.
- C. Haymarket riot 1886 - was a lockout at the McCormick Reaper Works. Police attempted to break up the strike. They killed four and wounded many others. The workers held a protest meeting the next day....
- D. Homestead strike 1892 - took place at the Carnegie Steel Company at Homestead, Pennsylvania.
- E. Pullman strike 1894 - started in Chicago with a protest to wage cuts. . . .

III. T. Roosevelt entered the labor disputes.

- A. Labor had brighter days ahead under Roosevelt's administration.
- B. Roosevelt forced the anthracite coal mine operators to give some concession to the miners. He established the system of collective bargaining.

IV. Labor since World War I has grown steadily stronger.

- A. Labor prospered during the war and the condition of the American workingman was greatly improved.
- B. William Green became head of the A. F. of L. in 1924.
- C. The United Mine Workers Union was founded in 1936-37.

## CHAPTER 38

### Tariff Protection Becomes an Important American Policy

I. The tariff was entangled with politics.

- A. The republicans favored a high protective tariff.
- B. The democrats favored a low tariff.

- II. Cleveland favored lowering the tariff rates to get rid of the surplus.
- III. Several major tariff acts were passed by congress.
  - A. The McKinley Tariff of 1890 was a high tariff.
  - B. The Wilson-Gorman Tariff of 1894 was intended to lower the tariff but did not do so.
  - C. The Dingley Tariff of 1897 raised tariff rates to a new high. It contained reciprocity agreements designed to encourage trade with our neighbors to the south.
  - D. The Payne-Aldrich Tariff of 1909 was to reduce rates established by the Dingley Tariff but actually raised  $3/4$  of the rates.
  - E. The Underwood Tariff of 1913 was the first reduction in tariff rates since the War Between the States. Wilson was responsible for this.
  - F. The Fordney-McCumber tariff of 1922 undid the work of the Underwood Tariff and set new time tariff levels.
  - G. The Hawley-Smoot Tariff of 1930 raised tariff rates.
  - H. The Trades Agreement Act of 1934 did not make noticeable changes in rates but gave the president the power to raise or lower tariff rates as much as 50 per cent from the established rates.

## CHAPTER 39

### The Expansion of America Calls For Currency and Banking Reforms

- I. The currency problem was debated widely.
  - A. The financial magnates favored a high and sound currency.
  - B. The embattled farmers favored a cheap currency.
- II. The problems of the greenbacks demanded attention.
  - A. Greenbacks were issued to finance the War Between the States. The more greenbacks that were made the cheaper they became.
  - B. Retirement - greenbacks were being taken out of circulation and the currency restored to a sound basis.
  - C. Resumption - the government promised to redeem in coin any greenbacks presented to the treasury after January 1, 1879.

- III. The silver question caused many heated debates.
  - A. Cheap money advocates favored a free and unlimited coinage of silver.
  - B. The Bland-Allison Act of 1878 was passed.
    - 1. Authorized the Secretary of the Treasury to buy not less than \$2,000,000 nor more than \$4,000,000 each month to be made into silver money.
    - 2. The act did not satisfy the debtors nor silver mine operators.
  - C. The Sherman Silver Purchase Act of 1890 tried to appease the silverites.
    - 1. It authorized the buying of 4,500,000 ounces of silver each month.
    - 2. It did not satisfy its supporters and was repealed in 1893.
- IV. The gold shortage became a serious danger.
  - A. The government had maintained a gold surplus of \$100,000,000 to redeem the greenbacks.
  - B. The gold reserve dwindled to a low of \$41,000,000 in 1895 and presented a serious problem.
  - C. Cleveland turned to J. P. Morgan for help and was able to keep the currency of the U. S. on a gold basis.
- V. The need for elastic currency was felt.
  - A. The Federal Reserve Act of 1913 was a sound move.
  - B. It divided the country into twelve districts with a Federal Reserve Bank in each.
- VI. The currency and the depression were connected.
  - A. A depression swept the country in 1929.
  - B. A bank holiday - March 5-8, 1933, was declared.
  - C. Emergency acts were passed and banking began to recover. Then came World War II.

## CHAPTER 40

### The United States Becomes a Creditor Nation

- I. World War I made America a creditor nation.
  - A. We loaned money to European countries.
  - B. We sold war materials on credit.
  - C. We sold food on credit.
  - D. We sold surplus items after the war on credit.

- II. The Allied Powers owed the U. S. \$10,000,000,000.
  - A. Great Britain owed \$4,000,000,000.
  - B. France owed \$3,500,000,000.
- III. With interest, the Allies owed the U. S. about \$22,000,000,000.
- IV. A world-wide depression came in 1930.
  - A. Allies were unable to meet payment.
  - B. President Hoover declared a moratorium in 1931.
  - C. The U. S. had a large debt.
    - 1. Our credits were the debts due us from the Allies.
    - 2. Our debits (our domestic debt) was very large.
  - D. The Republicans attempted to reduce the national debt and also to reduce taxes.
  - E. The depression of 1929 halted this success.

## U. S. HISTORY

## Test Over the Growth of an Industrial America

- 1-3. Marvelous machines were invented in the 19th century to stimulate industry. These inventions and this industrial boom followed the Civil War was aided by an abundance of:
  - 1.
  - 2.
  - 3.
4. The progressive era in American history was headed by \_\_\_\_\_.
5. The dominant figure in American history during the era of World War I was \_\_\_\_\_.
- 6-7. The dominant figures in American history during the era of World War II were \_\_\_\_\_ and \_\_\_\_\_.
- 8-10. The economic revolution which swept the country after the War Between the States was based upon advances in three fields of endeavor. They were:
  - 8.
  - 9.
  - 10.
- 11-13. The meat packing industry was responsible for the development of three major cities in the West. They are:
  - 11.
  - 12.
  - 13.
- 14-16. Large numbers of people moved west and established the farmer's frontier. Three factors accounted for this westward movement:
  - 14.
  - 15.
  - 16.
- 17-20. Several different types of big business organizations emerged after the War. List four:
  - 17.
  - 18.
  - 19.
  - 20.
- 21-22. The most severe panics that our country has ever



experienced occurred in the years:

21.

22.

- 23-25. Public resentment to big business operations was first aroused by the railroads. Some of the major evil practices of the railroads were:

23.

24.

25.

- 26-27. Agricultural discontent was widespread after the War Between the States because of:

26.

27.

- 28-32. Labor disputes were widespread during the closing decades of the 19th century. List the five your authors discussed:

28.

29.

30.

31.

32.

33. The \_\_\_\_\_ party favored a high protective tariff.

34. The \_\_\_\_\_ party favored a lower tariff than their opponents.

35. The first major tariff act your authors discussed was the \_\_\_\_\_.

36. The first tariff act to bring about any real reductions in tariff rates was the \_\_\_\_\_.

37. The \_\_\_\_\_ class of people favored a cheap currency.

38. The total debt, with interest, that the allied owed the U. S. after funding the debt was about \_\_\_\_\_.

In the parentheses at the right place the number of a left-hand item which will correctly match.

- (1) Founded the Knights of Labor 1869.      39. Cornelius Vanderbilt ( )

- |   |                                |
|---|--------------------------------|
| (2) Associated with the United States Steel     | 40. Alexander G. Bell (____)   |
| (3) "History of Standard Oil Company"           | 41. Thomas A. Edison (____)    |
| (4) Controlled the coke industry                | 42. Andrew Carnegie (____)     |
| (5) "The Shame of the Cities"                   | 43. Henry Ford (____)          |
| (6) Organized the Standard Oil Company          | 44. James J. Hill (____)       |
| (7) Financier, aided in forming the U. S. Steel | 45. Cyrus W. Field (____)      |
| (8) "The Jungle"                                | 46. John D. Rockefeller (____) |
| (9) Invented the telephone                      | 47. Marconi (____)             |
| (10) Invented the phonograph                    | 48. H. C. Frick (____)         |
| (11) Dominant figure in the automobile industry | 49. Ida M. Tarbell (____)      |
| (12) American Federation of Labor               | 50. J. P. Morgan (____)        |
| (13) Invented wireless telegraphy               | 51. Uriah Stephens (____)      |
| (14) The Atlantic Cable                         | 52. Upton Sinclair (____)      |
| (15) Organized the N.Y.C. Railroad              | 53. Samuel Gompers (____)      |
| (16) Organized the Great Northern Railroad      | 54. Lincoln Steffens (____)    |

## U. S. HISTORY

Test over World War I and the Grant  
and Harding Administrations

1. What seemingly unimportant event furnished the spark that set all Europe aflame and began World War I?
2. What act of the Germans on May 7, 1915 did much to turn American opinion against Germany?
3. On what date did the U. S. A. enter the war?
4. How did the U. S. finance the war?
5. On what date did World War I end?

\* \* \* \* \*

Briefly outline the duties and functions of the following wartime measures:

6. War Industries Board:
7. Shipping Board:
8. War Labor Board:
9. Food Administration:
10. What were the important points of Wilson's "Fourteen Points"?

\* \* \* \* \*

Identify the following terms in brief, using complete and well worded sentences so that a few sentences will properly identify each term:

11. Triple Entente:
12. Triple Alliance:
13. Allied Powers:
14. Central Powers:
15. Contraband:

16. Belligerent:
17. Sabotage:
18. "Peace Without Victory":
19. Propaganda:
20. The A. E. F.:

\* \* \* \* \*

- 21-23. List the three most important problems of peace that faced the U. S. after World War I.
24. Briefly outline or discuss the work of the peace conference after World War I.
- 25-27. In the struggle over the League of Nations, the senators tended to fall into three main groups. Name the groups:
  - 25.
  - 26.
  - 27.
28. Briefly discuss the provisions and purposes of the Paris Peace Pact of 1928.
- 29-31. Briefly outline or discuss the purpose AND success of the following:
  29. The Washington Conference (1921):
  30. The London Conference (1930):
  31. The Geneva Conference (1932-34):
32. What is Pan Americanism?
33. What is Professional Politics?
- 34-35. List two causes for the growth and widespread use of professional politics:
  - 34.
  - 35.

The following is a list of the scandals, grafts, and corruptions of the Grant and Harding Administrations. Briefly discuss each:

36. Black Friday:

37. The Credit Mobilier:
38. The Whiskey Ring:
39. The Salary Grab Act:
40. Teapot Dome Scandal:
41. William M. ("Boss") Tweed and Tammany Hall:

## SAMPLE QUESTIONNAIRE GIVEN TO THE EXPERIMENTAL GROUP

Question	Textbook-Question and Answer Method	Panel and Group Activity method
1. Which method of teaching gave you more enjoyment?		
2. From which method of teaching did you gain more knowledge?		
3. Which method of teaching seemed more helpful to you?		
4. From which method of teaching did you receive the higher report card grade?		
5. Which method of teaching stimulated more interest?		
6. Which method of teaching required you to work the harder?		
7. Which method would you prefer as the one generally pursued in your social studies classes?		

ITEM DIFFICULTY VALUES FOR CRARY  
AMERICAN HISTORY TEST\*

Item No.	Form AM	Form BM	Item No.	Form AM	Form BM
1	68	69	31	68	75
2	55	48	32	60	55
3	74	50	33	62	73
4	69	46	34	55	58
5	91	60	35	53	46
6	65	64	36	51	44
7	72	65	37	37	41
8	65	48	38	77	36
9	47	41	39	51	80
10	66	55	40	55	76
11	56	43	41	36	67
12	46	21	42	73	61
13	59	18	43	61	58
14	34	37	44	46	53
15	79	32	45	42	45
16	63	49	46	49	22
17	26	53	47	56	57
18	28	64	48	50	54
19	42	57	49	40	44
20	49	53	50	41	35
21	52	53	51	69	60
22	69	48	52	60	57
23	54	61	53	54	54
24	37	59	54	58	46
25	87	49	55	39	42
26	32	33	56	45	33
27	29	30	57	60	28
28	12	86	58	19	17
29	74	83	59	81	47
30	59	78	60	82	87

ITEM DIFFICULTY VALUES FOR CRARY  
AMERICAN HISTORY TEST

Item No.	Form AM	Form BM	Item No.	Form AM	Form BM
61	79	91	76	58	40
62	75	77	77	43	39
63	71	73	78	59	38
64	72	73	79	43	37
65	75	66	80	45	35
66	60	61	81	39	34
67	92	62	82	26	31
68	73	60	83	20	31
69	69	56	84	24	29
70	44	56	85	24	29
71	64	54	86	25	28
72	62	51	87	15	24
73	66	49	88	41	35
74	71	44	89	39	31
75	53	44	90	39	16
Mean Difficulty				54	50

\*Information taken from the Manual of Directions for  
the Crary American History Tests.



GENERAL EDITOR: WALTER N. DUROST, SCHOOL OF EDUCATION, BOSTON UNIVERSITY

COORDINATOR FOR SOCIAL STUDIES TESTS: ERLING M. HUNT, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

## CRARY AMERICAN HISTORY TEST

BY RYLAND W. CRARY

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

FORM **Am**

## DIRECTIONS:

*Do not open this booklet until you are told to do so.*

This is a test of your knowledge of American history. The test includes several different types of questions; the exact directions for each kind are given within the test. You are to read each question, and decide which answer is the best one; then record the answer on the answer sheet. You may answer a question even when you are not perfectly sure that your answer is correct, but you should avoid wild guessing. Do not spend too much time on any one question. Study the sample questions below, and notice how the answers are marked on the separate answer sheet.

The directions below show you how to answer one type of question.

For Sample A in Column II you will find eight possible responses in Column I. Choose the phrase in Column I which goes best with the name in Sample A and notice its letter. On the answer sheet locate the question number and make a heavy black mark under the letter corresponding to the response which you have picked as correct. Notice that all letters (a, b, c, d, e, f, g, and h) are not given for this question. Letters corresponding only to five of the eight possible responses are entered on the answer sheet and these five letters are marked over the answer spaces.

## COLUMN I

- a. developments in radio
- b. atomic energy research
- c. combine thresher
- d. incandescent lighting
- e. mass production
- f. wireless telegraphy
- g. radar development
- h. penicillin research

## COLUMN II

Sample A. Thomas Edison

For Sample A the correct answer, of course, is "incandescent lighting," which is answer d. Now look at your answer sheet. At the top of the page in the left-hand column is a box marked SAMPLES. In the five answer spaces (marked b, c, d, e, and g) after Sample A, a heavy mark has been made filling the space (the pair of dotted lines) marked d.

The directions in the next paragraph show you how to answer a different type of question.

For the following question there are four possible answers. You are to decide which answer is the best one; then mark the corresponding space on your answer sheet.

Sample B. The first President of the United States was —

- a. Thomas Jefferson.
- b. John Adams.
- c. George Washington.
- d. James Monroe.

The correct answer for Sample B is "George Washington," which is answer c, so you would answer Sample B by making a heavy black mark that fills the space under the letter c. Do this now.

Read each question carefully and decide which one of the answers is best. Notice what letter your choice is. Then, on the separate answer sheet, make a heavy black mark in the space under that letter. In marking your answers always be sure that the question number in the test booklet is the same as the question number on the answer sheet. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on your answer sheet or on your test booklet. When you finish a page, go on to the next page. If you finish the entire test before the time is up, go back and check your answers. Work as rapidly and as accurately as you can. When you are told to do so, open your booklet to page 2 and begin.

**DIRECTIONS.** For each of the following groups of items in Column II you will find eight possible responses in Column I. For each item in Column II choose the phrase in Column I which goes best with it and notice its letter. On the separate answer sheet locate question number and make a heavy black mark under the letter corresponding to the response which you have picked as correct. Not that all letters (a, b, c, d, e, f, g, and h) are not given for each item. Only letters corresponding to five of the eight possible responses entered on the answer sheet for each item and these five letters are marked over the answer spaces.

## COLUMN I

- a. Louisiana Purchase
- b. First representative assembly in America
- c. "Great Depression" started
- d. Northwest Ordinance
- e. Federal Constitution took effect
- f. War Between the States
- g. Columbus discovered America
- h. Emancipation Proclamation

- a. extended credit facilities
- b. changed labor relations laws
- c. exempted unions from antitrust laws
- d. limited abuses of railroads
- e. limited immigration on a quota plan
- f. nationalized an important resource
- g. gave army full control of a new weapon
- h. attempted to limit monopoly growth

- a. Woodrow Wilson
- b. *Federal Constitution*
- c. Abraham Lincoln
- d. *The Federalist*
- e. Franklin D. Roosevelt
- f. *Mayflower Compact*
- g. *Declaration of Independence*
- h. Patrick Henry

- a. freedom of speech and press
- b. freedom from want
- c. women's right to vote
- d. federal income tax
- e. prohibition of liquor
- f. direct election of Senators
- g. popular election of President
- h. prohibition of slavery

- a. established League of Nations
- b. defined the Oregon boundary
- c. created the United Nations
- d. gave United States right to build Panama Canal
- e. renounced war
- f. independence of United States recognized by Britain
- g. concluded the War of 1812
- h. settled Maine boundary question

- a. developments in radio
- b. atomic-energy research
- c. combine thresher
- d. incandescent lighting
- e. mass production
- f. wireless telegraphy
- g. radar development
- h. penicillin research

## COLUMN II

1. 1619

2. 1789

3. 1803

4. 1863

5. 1929

6. Taft-Hartley Act

7. Federal Reserve Act

8. Interstate Commerce Act

9. Sherman Act

10. "... government of the people, by the people, for the people, . . ."

11. "That all men are created equal; that they are endowed by the Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

12. "Our own objectives are clear; the objective of smashing the militarism imposed by war lords upon their enslaved peoples — the objective of liberating subjugated nations — the objective securing freedom of speech, freedom of religion, freedom from war and freedom from fear everywhere in the world."

13. "... no religious test shall ever be required as a qualification any office or public trust under the United States."

14. "A firm Union will be of the utmost moment to the peace and liberty of the States, as a barrier against domestic faction and insurrection."

15. First Amendment

16. Thirteenth Amendment

17. Sixteenth Amendment

18. Seventeenth Amendment

19. Nineteenth Amendment

20. Treaty of Paris, 1783

21. Treaty of Ghent

22. Hay-Pauncefote Treaty

23. Webster-Ashburton Treaty

24. Kellogg-Briand Pact

25. Henry Ford

26. Massachusetts Institute of Technology

27. The Manhattan Project

28. Lee De Forest

**DIRECTIONS.** In questions 29 through 32, read each statement in Column II; then decide which of the eight sources of information in Column I is the best.

## COLUMN I

- a. Dictionary of American Biography
- b. Dictionary of American History
- c. Encyclopedia of the Social Sciences
- d. Who's Who in America
- e. World Almanac
- f. United States Census Reports
- g. Yearbook of Agriculture
- h. Reader's Digest

## COLUMN II

- 29. Life of James G. Blaine
- 30. Biographical data on Chester Bowles
- 31. Population of Calcutta
- 32. A discussion of "Liberty"

**DIRECTIONS.** In questions 33 through 37, read each "instrument of war" in Column II; then decide in which of the eight situations in Column I it was most significant.

- a. naval war in the Pacific
- b. siege of England
- c. destruction of Nazi industry
- d. defense of France
- e. Battle of the Atlantic
- f. hemispheric defense
- g. island hopping and Normandy landings
- h. Battle of the Bulge

- 33. Carrier warfare
- 34. Amphibious warfare
- 35. Submarine warfare
- 36. Infantry-armored division attacks
- 37. Guided missiles

**DIRECTIONS.** In questions 38 through 41, read each achievement in Column II; then decide by which of the eight processes in Column I it was achieved.

- a. Congressional statute
- b. federal injunction
- c. negotiation and treaty
- d. Constitutional amendment
- e. growth outside the law
- f. arbitration
- g. fact-finding board
- h. economic boycott

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- 39. End of "lame duck" sessions of Congress
- 40. End of Pullman strike
- 41. Development of nominating conventions

**DIRECTIONS.** In questions 42 through 46, read each achievement in Column II; then decide which of the eight methods in Column I was used most largely in its accomplishment in American history.

- a. coöperatives
- b. government corporation
- c. local control and support
- d. individual enterprise
- e. labor-union pressures
- f. private corporate enterprise
- g. private capital and government subsidy
- h. foreign capital

- 42. Public school system
- 43. Tennessee Valley Authority
- 44. Mass production of automobiles
- 45. Raising of farm products
- 46. Railroad building

**DIRECTIONS.** In questions 47 through 50, read each event in Column II; then decide which of the eight events in Column I took place in the same decade. (Example: 1850's, 1870's, etc.)

- a. Agricultural Adjustment Act
- b. Missouri Compromise
- c. Dred Scott Case
- d. Civil Service Act
- e. Northwest Ordinance
- f. Townshend Acts
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- h. Sherman Antitrust Act

- 47. National Industrial Recovery Act
- 48. Kansas-Nebraska Act
- 49. Constitutional Convention
- 50. Spanish-American War

85. Which one was NOT an issue between the two major parties in the election of 1948?

- a. foreign policy
- b. labor policy
- c. tax policy
- d. inflation-control policy

86. What was the chief method used to combat the depression during the Hoover administration?

- a. large programs of public works
- b. subsidies to farmers
- c. federal grants for work relief
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87. Why did the Royal Proclamation of 1763 offend the Colonies?

- a. It taxed them without their consent.
- b. It restricted westward expansion.
- c. It limited growth of local industries.
- d. It deprived them of their charters.

**DIRECTIONS.** In questions 88 through 90, read the question and the possible answers which are numbered 1, 2, 3, 4, 5, 6. Any, all, or none of these answers may be right. Decide which of the responses, a, b, c, d, e, give ALL the numbers of the correct answers and mark the corresponding space on your answer sheet.

88. What conditions contributed to the economic depression of the early 1930's?

- (1) The lack of farm prosperity in the 1920's.
- (2) The decline of foreign markets after World War I.
- (3) The lack of purchasing power of low-income groups.
- (4) The large military budgets of the 1920's.
- (5) The lack of industrial capacity and natural resources.

- a. 1, 2, 3
- b. 1, 2, 4
- c. 2, 3, 5
- d. 1, 4, 5
- e. all of the above

89. What things are true of America's position of world leadership today which were NOT true after World War I?

- (1) America has a position of undisputed naval supremacy.
- (2) America is taking an active role in nearly all aspects of world affairs.
- (3) America is taking an active part in influencing European actions.
- (4) America is the acknowledged leader of one of the two clearly defined power groups in the world.
- (5) America has the largest army in the world.

- a. 1, 2, 3, 4
- b. 1, 2, 3, 5
- c. 4 only
- d. 3, 4, 5
- e. all of the above

90. What lessons from historical experience aided the Founding Fathers in building the Federal Constitution in 1787?

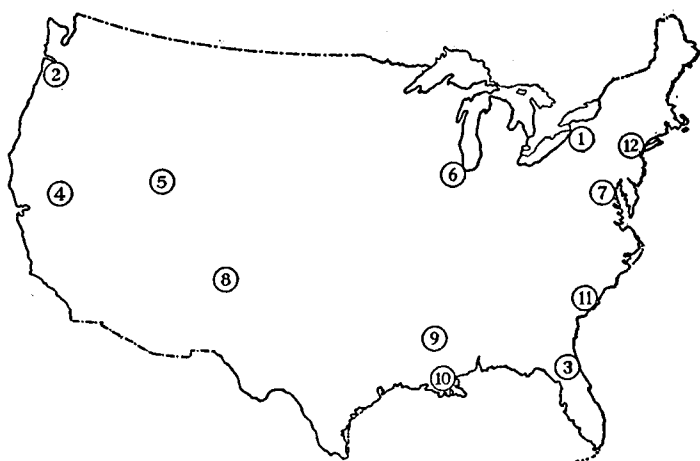
- (1) Distrust of unlimited central authority.
- (2) The need for effective union of the former colonies.
- (3) The need for each state to make its own tariffs.
- (4) The need for each state to keep its sovereignty.
- (5) The need for an effective executive branch.
- (6) The need for the central government to have an effective taxing power.

- a. 1, 2, 3, 4
- b. 3, 4, 5, 6
- c. 2 only
- d. 1, 2, 5, 6
- e. all of the above

Go back and check your answers

69. By what method did the United States acquire the greatest part of its Western area?
- purchase
  - squatter sovereignty
  - armed conquest
  - discovery
70. In what order did the following groups usually appear on a Western frontier?
- farmers, hunters, tradesmen
  - farmers, soldiers, tradesmen
  - hunters, farmers, tradesmen
  - tradesmen, hunters, farmers
71. Which of the following groups of Presidents did most to increase the influence of the executive branch?
- Abraham Lincoln, Woodrow Wilson, Franklin Roosevelt
  - Thomas Jefferson, William McKinley, Herbert Hoover
  - Grover Cleveland, Theodore Roosevelt, Calvin Coolidge
  - Andrew Johnson, Theodore Roosevelt, Harry Truman
72. America did not enter World War II until December 8, 1941, because —
- of a strong minority of pro-Axis sympathizers.
  - of a large element of support for traditional American isolationism.
  - we had no real interest in the outcome of the war.
  - of our historical record of conflict with the English.
73. What were the terms for gaining 160 acres of land under the Homestead Act?
- \$1.25 per acre, 5 years' settlement and improvement
  - \$1.00 per acre, 3 years' settlement and improvement
  - free land, 5 years' settlement and cultivation
  - free land, no restrictions
74. The South opposed the election of Lincoln because he —
- demanded immediate abolition of slavery.
  - avored high tariffs on manufactured goods.
  - had threatened to make war on the slave states.
  - opposed the extension of slavery.
75. What was the principal effect of Pearl Harbor on America?
- It taught the meaning of the issues at stake in the war.
  - It unified the nation for its war effort.
  - It caused widespread fear of invasion.
  - It ended criticism of the Roosevelt administration.
76. Why was the Peter Zenger case important?
- It was a great step in developing freedom of the press.
  - It meant that threats to a free press were ended.
  - It established the right of the government to censor the press.
  - It gave courts the right to limit a newspaper's aims.
77. Why did the South object to high tariffs?
- They increased the costs of slaves.
  - They kept the price of cotton low.
  - They increased the prices of manufactured goods.
  - They helped Western farmers at the expense of the planters.
78. Atomic energy is controlled and developed in America by —
- private industry controlled by Congress and the armed forces.
  - the Army and Navy under Congressional supervision.
  - the Federal government with the aid of industry and other research agencies.
  - the President of the United States and the Civilian Defense Administration.
79. Why was Theodore Roosevelt so strongly opposed to Woodrow Wilson's administration?
- He disliked its progressive laws.
  - He thought Wilson would get us into war.
  - He wanted more social legislation.
  - He wanted a more vigorous foreign policy.
80. In what sections were the Populists most successful in gaining votes?
- New England and Middle Atlantic States
  - Middle West and South
  - Far West and South
  - Eastern Seaboard and Rocky Mountain States
81. Which one of the following groups was LEAST sympathetic to the New Deal?
- organized labor
  - farmers
  - businessmen
  - college-age youth
82. In what respect was the Massachusetts Bay Colony most democratic?
- educational laws
  - treatment of religious minorities
  - voting qualifications
  - separation of church and state
83. Which one of the following groups gave Andrew Jackson his greatest support?
- Western farmers and Eastern merchants
  - city workers and Western farmers
  - Eastern bankers and Western traders
  - Southern planters and Western businessmen
84. In what aspect was World War II most similar to World War I?
- techniques of warfare on the ground
  - utilization of air power
  - effect on civilian populations
  - maintenance of Atlantic supply routes

Go on to the next page.



**DIRECTIONS.** Questions 51 through 58 are based on the map above. For each question there are five possible answers. You are to decide which answer is correct; then mark the corresponding space on your answer sheet.

51. The western terminal of the Erie Canal is represented on the map by —  
a. 1      b. 2      c. 6  
d. 12      e. none of the above
52. America's leading seaport is represented on the map by —  
a. 2      b. 3      c. 7  
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53. The nation's Capital is represented on the map by —  
a. 1      b. 7      c. 11  
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54. The great Mormon settlement is represented on the map by —  
a. 2      b. 4      c. 5  
d. 8      e. none of the above
55. The chief grain-trading center of America is represented on the map by —  
a. 1      b. 5      c. 6  
d. 8      e. none of the above
56. Lincoln's boyhood home is represented on the map by —  
a. 1      b. 6      c. 9  
d. 10      e. none of the above
57. A fur-trading post established by John Jacob Astor is represented on the map by —  
a. 1      b. 2      c. 4  
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58. The center of the film industry is represented on the map by —  
a. 2      b. 4      c. 7  
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**DIRECTIONS.** Read the following paragraph and the conclusion (questions 59 through 66) below. Decide whether each conclusion is correct or incorrect; then, on your answer sheet, opposite the question number, make a heavy black mark under the letter T if the conclusion is true and under the letter F if it is false.

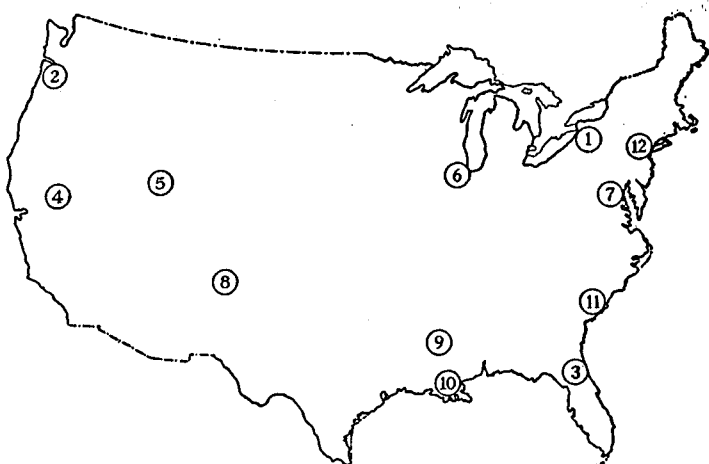
On the surface Charleston is quiet and well behaved, and do not doubt that the more intelligent citizens are wholly sincere in their expressions of a desire for peace and reunion. The city has been humbled as no other city has been, and I can see how any man, after spending a few days here, can desire that it be further humiliated merely for revenge. Whether it has been humiliated enough for health is another thing. Said one of the Charlestonians on the boat: "You won't see the real sentiment of our people, for we are under military rule we are whipped, and we are going to make the best of things but we hate Massachusetts as much as we ever did." This idea of making the best of things is one I have heard from scores of persons. I find very few who hesitate to frankly own that the South has been beaten. "We made the best fight we could, but you were too strong for us, and now we are anxious to get back into the old Union and live as happily as we can," said a large cotton factor. I find very few who make any special profession of Unionism, but they are almost unanimous in declaring that they have no desire but to live as good and quiet citizens under the laws.

59. The selection was written about ten years after the war.
60. The selection was written just after the War Between the States.
61. Charleston was under martial law.
62. The author seems to be a Northern visitor.
63. The people seemed resigned to their situation.
64. The people felt that they had won the war and lost their peace.
65. The Charleston people felt that with better leadership they could have won the war.
66. A majority conceded that the South had lost the war.

**DIRECTIONS.** For each of the following questions there are four possible answers. You are to decide which answer is the best one; then mark the corresponding space on your answer sheet.

67. American workers organized in labor unions after 1865 to —  
a. seek the overthrow of capitalism.  
b. seek better wages and working conditions.  
c. seek political control of the government.  
d. aid immigrants in becoming better Americans.
68. What contributed most to the Northern victory in the War Between the States?  
a. military leadership  
b. foreign support  
c. agricultural resources  
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- c. 2, 3, 5
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- a. 1, 2, 3, 4
- b. 3, 4, 5, 6
- c. 2 only
- d. 1, 2, 5, 6
- e. all of the above

Go back and check your answer.

# EVALUATION AND ADJUSTMENT SERIES

GENERAL EDITOR: WALTER N. DUROST, SCHOOL OF EDUCATION, BOSTON UNIVERSITY

COORDINATOR FOR SOCIAL STUDIES TESTS: ERLING M. HUNT, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

## CRARY AMERICAN HISTORY TEST

BY RYLAND W. CRARY

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

FORM **B<sub>M</sub>**

### DIRECTIONS:

*Do not open this booklet until you are told to do so.*

This is a test of your knowledge of American history. The test includes several different types of questions; the exact directions for each kind are given within the test. You are to read each question, and decide which answer is the best one; then record the answer on the answer sheet. You may answer a question even when you are not perfectly sure that your answer is correct, but you should avoid wild guessing. Do not spend too much time on any one question. Study the sample questions below, and notice how the answers are marked on the separate answer sheet.

The directions below show you how to answer one type of question.

*For Sample A in Column II you will find eight possible responses in Column I. Choose the phrase in Column I which goes best with the name in Sample A and notice its letter. On the answer sheet locate the question number and make a heavy black mark under the letter corresponding to the response which you have picked as correct. Notice that all letters (a, b, c, d, e, f, g, and h) are not given for this question. Letters corresponding only to five of the eight possible responses are entered on the answer sheet and these five letters are marked over the answer spaces.*

#### COLUMN I

- a. developments in radio
- b. atomic energy research
- c. combine thresher
- d. incandescent lighting
- e. mass production
- f. wireless telegraphy
- g. radar development
- h. penicillin research

#### COLUMN II

*Sample A. Thomas Edison*

For Sample A the correct answer, of course, is "incandescent lighting," which is answer d. Now look at your answer sheet. At the top of the page in the left-hand column is a box marked SAMPLES. In the five answer spaces (marked b, c, d, e, and g) after Sample A, a heavy mark has been made filling the space (the pair of dotted lines) marked d.

The directions in the next paragraph show you how to answer a different type of question.

*For the following question there are four possible answers. You are to decide which answer is the best one; then mark the corresponding space on your answer sheet.*

*Sample B. The first President of the United States was —*

- a. Thomas Jefferson.
- b. John Adams.
- c. George Washington.
- d. James Monroe.

The correct answer for Sample B is "George Washington," which is answer c, so you would answer Sample B by making a heavy black mark that fills the space under the letter c. Do this now.

Read each question carefully and decide which one of the answers is best. Notice what letter your choice is. Then, on the separate answer sheet, make a heavy black mark in the space under that letter. In marking your answers always be sure that the question number in the test booklet is the same as the question number on the answer sheet. Erase completely any answer you wish to change, and be careful not to make stray marks of any kind on your answer sheet or on your test booklet. When you finish a page, go on to the next page. If you finish the entire test before the time is up, go back and check your answers. Work as rapidly and as accurately as you can. When you are told to do so, open your booklet to page 2 and begin.

**DIRECTIONS.** For each of the following groups of items in Column II you will find eight possible responses in Column I. For each item in Column II choose the phrase in Column I which goes best with it and notice its letter. On the separate answer sheet locate the question number and make a heavy black mark under the letter corresponding to the response which you have picked as correct. Notice that all letters (a, b, c, d, e, f, g, and h) are not given for each item. Only letters corresponding to five of the eight possible responses are entered on the answer sheet for each item and these five letters are marked over the answer spaces.

## COLUMN I

## COLUMN II

- a. Sherman Antitrust Act
- b. Constitutional Convention
- c. Taft-Hartley Act
- d. Lindbergh's flight
- e. California became a state
- f. Kansas-Nebraska Bill
- g. Wagner Act
- h. Beginning of the "New Deal"

- 1. 1787
- 2. 1850
- 3. 1854
- 4. 1890
- 5. 1933
- 6. 1947

- a. extended provisions of the antitrust laws
- b. limited farm production to adjust to market conditions
- c. established a Federal Farm Board
- d. excluded Southerners from participating in government during reconstruction
- e. placed colonial Massachusetts under oppressive English laws
- f. encouraged industrial production during wartime
- g. taxed legal documents of the colonists
- h. established codes of fair prices and minimum wages

- 7. Clayton Act
- 8. "Intolerable" Acts
- 9. National Industrial Recovery Act

- a. The Good Neighbor Policy
- b. Constitution of UNESCO
- c. The Northwest Ordinance
- d. Declaration of Independence
- e. Wilson's War Message
- f. The Monroe Doctrine
- g. Lincoln's Second Inaugural Address
- h. The Atlantic Charter

- 10. "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan — to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."
- 11. "We owe it, therefore, to candor, and to the amicable relations existing between the United States and those powers, to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety."
- 12. "... that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed; ..."
- 13. "... religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. ..."

- a. defines rights of citizens accused of crimes
- b. freedom from fear
- c. repeal of federal prohibition
- d. suffrage for Negroes
- e. suffrage for women
- f. abolition of "lame duck" session
- g. direct election of Senators
- h. presidential election procedures

- 14. Fifth Amendment
- 15. Twelfth Amendment
- 16. Fifteenth Amendment
- 17. Twenty-first Amendment

- a. created the League of Nations
- b. concluded Spanish-American War
- c. gave United States title to Alaska
- d. provided for joint control with Britain of any canal through Panama
- e. established United Nations
- f. ended French and Indian War
- g. provided for Mexican recognition of United States ownership of Texas and California
- h. established 5-5-3 naval agreement

- 18. Clayton-Bulwer Treaty
- 19. Treaty of Paris, 1763
- 20. Treaty of Guadalupe Hidalgo
- 21. Washington Conference
- 22. San Francisco Conference

- a. research on uses of the peanut
- b. transatlantic cable
- c. radar development
- d. research in wireless telegraphy
- e. atomic bomb developments
- f. sulfanilamide discovery
- g. mass production of cargo ships
- h. aviation experimentation

- 23. Cyrus Field
- 24. George Washington Carver
- 25. Henry J. Kaiser
- 26. Los Alamos
- 27. Samuel P. Langley

**DIRECTIONS.** In questions 28 through 32, read each statement in Column II; then decide which of the eight sources of information in Column I is the best.

COLUMN I

- a. Dictionary of American Biography
- b. Dictionary of American History
- c. Encyclopedia of the Social Sciences
- d. Who's Who in America
- e. World Almanac
- f. United States Census Report
- g. Yearbook of Agriculture
- h. Webster's International Dictionary

COLUMN II

28. Derivation of the word "legislature"
29. Treaty of Washington, 1871
30. Population of Naples
31. Life of William Henry Harrison
32. Biographical data on the present Secretary of Agriculture

**DIRECTIONS.** In questions 33 through 38, read each item referring to recent military history in Column II; then decide which of the eight choices in Column I applies to it.

- a. turning point of World War II in the Pacific
- b. scene of first use of the atomic bomb against enemy territory
- c. fall of France in World War II
- d. capital of North Korea
- e. most American casualties in World War II
- f. collapse of Italy in World War II
- g. last large-scale campaign in the war against Japan
- h. spectacular amphibious operations in Korea

33. Hiroshima
34. Inchon
35. Dunkirk
36. Battle of Midway
37. Battle of the Bulge
38. Okinawa

**DIRECTIONS.** In questions 39 through 42, read each achievement in Column II; then decide by which of the eight processes in Column I it was achieved.

- a. warlike conquest
- b. administrative regulation
- c. Bill of Rights
- d. Constitutional amendment
- e. negotiation and purchase
- f. Act of Congress
- g. growth outside the law
- h. Supreme Court ruling

39. Accession of Alaska
40. Guarantee of freedom of worship
41. Development of political parties
42. End of unlimited term of the President of the United States

**DIRECTIONS.** In questions 43 through 46, read each achievement in Column II; then decide which of the eight methods in Column I was used most largely in its accomplishment in American history.

- a. foreign capital
- b. combined local, state, and federal support
- c. federal construction
- d. state construction
- e. municipal support and control
- f. private corporate enterprise
- g. private enterprise, coöperatives, and federal aid
- h. coöperatives

43. Grand Coulee Dam
44. The steel industry
45. The American highway system
46. Canal building, 1820-1835

**DIRECTIONS.** In questions 47 through 50, read each event in Column II; then decide which of the eight events in Column I took place in the same decade. (Example: 1850's, 1870's, etc.)

- a. Monroe Doctrine
- b. Lincoln-Douglas debates
- c. Agricultural Adjustment Act
- d. Emancipation Proclamation
- e. Election of William McKinley
- f. Atomic Energy Act
- g. Election of Warren G. Harding
- h. Treaty of Ghent

47. Tennessee Valley Act
48. Dred Scott Decision
49. Hartford Convention
50. "Cross of Gold" Address

83. Which one of the following groups consists of foreign observers all of whom have written important comments on American life?

- a. Dorothea Dix, F. M. Trollope, George Eliot
- b. Charles Darwin, Adam Smith, Benjamin Disraeli
- c. Alexis de Tocqueville, Charles Dickens, Harriet Martineau
- d. Thorstein Veblen, Jacob Riis, Harriet Martineau

84. Which of the following was NOT a platform demand of the Populist Party?

- a. free coinage of silver
- b. a national sales tax
- c. the direct election of U. S. Senators
- d. government ownership of railroads

85. Which of the following was one of the principal campaign issues stressed by the Progressive Party in 1924?

- a. monopoly
- b. foreign policy
- c. right to strike
- d. farm relief

86. In which two presidential elections listed below did third parties play a significant role?

- a. 1920 and 1936
- b. 1912 and 1924
- c. 1932 and 1948
- d. 1896 and 1916

87. Which of the following is NOT a part of the Atomic Energy Act of 1946?

- a. provision for death sentence in case of violation of security
- b. civilian control through an Atomic Energy Commission
- c. a ban on participation of private enterprise in developing atomic energy
- d. provision for both peacetime and military developments in atomic research

**DIRECTIONS.** In questions 88 through 90, read the question and the possible answers which are numbered 1, 2, 3, 4, 5, 6. Any, all, or none of these answers may be right. Decide which of the responses, a, b, c, d, e, give ALL the numbers of the correct answers and mark the corresponding space on your answer sheet.

88. Which principles listed below are among those established by the Federal Constitution?

- (1) separation of powers
- (2) limited central authority
- (3) right of nullification
- (4) sovereignty of the states
- (5) checks and balances
- (6) provision for constitutional growth

- a. 1, 2, 3, 4
- b. 3, 4, 5, 6
- c. 2 only
- d. 1, 2, 5, 6
- e. all of the above

89. Which measures listed below were part of the "New Deal" effort to end the economic depression of the 1930's?

- (1) Works Progress Administration
- (2) Agricultural Adjustment Act
- (3) National Industrial Recovery Act
- (4) Hawley-Smoot Tariff
- (5) Federal Reserve Act

- a. 2, 3, 5
- b. 1, 2, 4
- c. 1, 2, 3
- d. 1, 4, 5
- e. all of the above

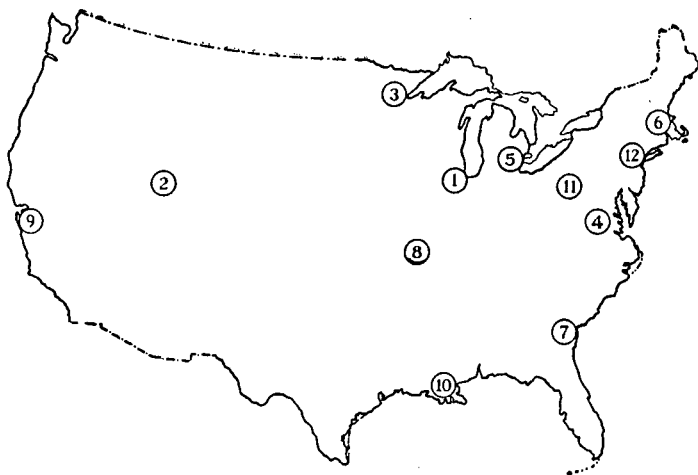
90. In which of the following organizations for international cooperation has the United States participated?

- (1) Pan American Union
- (2) League of Nations
- (3) World Court
- (4) International Postal Union
- (5) UNESCO

- a. 1, 4, 5
- b. 1, 2, 3
- c. 1, 3, 5
- d. none of the above
- e. all of the above

Go back and check your answers

68. What was the principal effect on the United States of the North Korean invasion of South Korea in June, 1950?
- It brought a unanimous demand for a preventive war against Russia.
  - It brought quick action on a largely expanded program of military preparedness.
  - It caused widespread demands that the United States resign from the United Nations.
  - It ended criticism of the administration.
69. Which of the following labor unions was most important in the period from 1890 to 1920?
- C.I.O.
  - A.F. of L.
  - Knights of Labor
  - Brotherhood of Railroad Trainmen
70. What was the South's greatest resource in the War Between the States?
- stability of its economy
  - foreign support
  - industrial resources
  - quality of its fighting men and leaders
71. What was Lincoln's stand on slavery in the campaign of 1860?
- He accepted the principle of popular sovereignty.
  - He urged immediate abolition of slavery.
  - He favored emancipation by government purchase of slaves.
  - He believed that slavery should not be allowed to spread farther.
72. Why has the United States abandoned its former position of isolationism in world affairs?
- It has set out on a career of world domination.
  - The lessons of history have proved the impracticability of this position.
  - Statesmen have persuaded us that a different foreign policy was needed.
  - The nations of western Europe have tricked us into an undesirable position.
73. What was the chief cause of death in the War Between the States?
- rifle fire
  - shrapnel
  - poison gas
  - disease
74. Which of the following government agencies designed to combat the depression originated during the Hoover administration?
- Works Progress Administration
  - Federal Security Agency
  - Federal Housing Authority
  - Reconstruction Finance Corporation
75. Over which of the following did the United States establish a protectorate for the purpose of obtaining air bases prior to entrance into World War II?
- Greenland
  - the Hebrides
  - Labrador
  - Spitzbergen
76. Which of the following was not a campaign issue in 1940 but became an issue in 1950?
- foreign policy
  - labor policy
  - tax policy
  - administrative efficiency
77. What was Daniel Webster's idea of the Union as set forth in his reply to Hayne of South Carolina?
- a union of people
  - a binding treaty
  - a compact among states
  - a military alliance
78. Which of the following was the last territory to be secured by the United States?
- Alaska
  - Hawaii
  - Cuba
  - the Panama Canal Zone
79. In which of the following periods did railway mileage in the United States increase from 30,000 miles to about 250,000 miles?
- 1830-1870
  - 1840-1880
  - 1860-1910
  - 1890-1930
80. Which of the following artists was famous for his portraits of Washington, Jefferson, and Madison?
- Grant Wood
  - James A. M. Whistler
  - Gilbert Charles Stuart
  - John Singer Sargent
81. Of the following, which was the first attempt to bring about a united nation?
- Articles of Confederation
  - Bill of Rights
  - Constitutional Convention
  - Northwest Ordinance
82. To whom was the "Roosevelt Corollary" to the Monroe Doctrine most disagreeable?
- the nations of western Europe
  - the rising powers of Asia
  - the American businessman
  - the governments of Latin America



**DIRECTIONS.** Questions 51 through 58 are based on the map above. For each question there are five possible answers. You are to decide which answer is correct; then mark the corresponding space on your answer sheet.

51. The chief meat-packing center is represented on the map by —  
a. 1      b. 2      c. 3  
d. 12      e. none of the above
52. The greatest steel center of the United States is represented on the map by —  
a. 3      b. 5      c. 8  
d. 11      e. none of the above
53. The financial center of the United States is represented on the map by —  
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54. The automobile-manufacturing center of the United States is represented on the map by —  
a. 3      b. 4      c. 5  
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55. The first college founded in the English colonies is represented on the map by —  
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56. The scene of the final battle of the War of 1812 is represented on the map by —  
a. 1      b. 4      c. 7  
d. 10      e. none of the above
57. The first permanent English settlement in America is represented on the map by —  
a. 4      b. 6      c. 7  
d. 12      e. none of the above
58. The western terminal of the Santa Fe Railway is represented on the map by —  
a. 2      b. 8      c. 9  
d. 10      e. none of the above

**DIRECTIONS.** Read the following paragraphs and the conclusions (questions 59 through 66) below. Decide whether each conclusion is correct or incorrect; then, on your answer sheet, opposite the question number, make a heavy black mark under the letter T if a conclusion is true and under the letter F if it is false.

I visited the corporate factory establishment at Waltham, within a few miles of Boston. The Waltham Mills were at work before those of Lowell were set up. The establishment is for the spinning and weaving of cotton alone, and the construction of the requisite machinery. Five hundred persons were employed at the time of my visit. The girls earn two, and sometimes three, dollars a week, besides their board. The little children earn one dollar a week. Most of the girls live in the houses provided by the corporation, which accommodate from six to eight each. When sisters come to the mill, it is a common practice for them to bring their mother to keep house for them and some of their companions in a dwelling built by their own earnings. In this case, they save enough out of their board to clothe themselves and have their two or three dollars a week to spare. Some have thus cleared off mortgages from their fathers' farms; others have educated the hope of the family at college; and many are rapidly accumulating an independence. I saw a whole street of houses built with the earnings of the girls, some with piazzas and green Venetian blinds, and all neat and sufficiently spacious. . . .

The people work about seventy hours per week, on the average. The time of work varies with the length of the days, the wages continuing the same. All look like well-dressed young ladies. The health is good, or rather (as this is too much to be said about health anywhere in the United States) it is no worse than it is elsewhere.

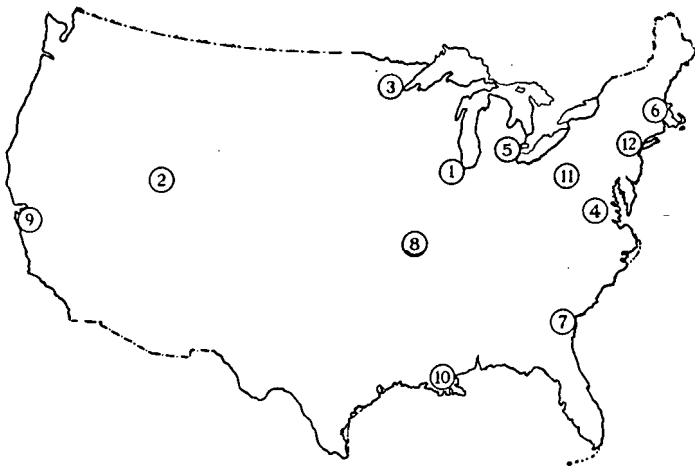
59. This selection describes conditions in the early twentieth century.
60. The writer is favorably impressed with the conditions she has observed.
61. Prices at the time were very low as compared to prices today.
62. The writer is a mill worker herself.
63. The writer considers working conditions in the mills deplorable.
64. The writer is urging reform of working conditions in the mills.
65. The writer is completely uncritical of the United States.
66. The writer seems to be a labor agitator.

**DIRECTIONS.** For each of the following questions there are four possible answers. You are to decide which answer is the best one; then mark the corresponding space on your answer sheet.

67. Which of the following groups of Presidents did LEAST to increase the influence of the executive branch?  
a. Millard Fillmore, Chester Arthur, Warren G. Harding  
b. Abraham Lincoln, Woodrow Wilson, Franklin D. Roosevelt  
c. Thomas Jefferson, Grover Cleveland, Herbert Hoover  
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- f. United States Census Report
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## COLUMN II

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31. Life of William Henry Harrison
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45. The American highway system
46. Canal building, 1820-1835

**DIRECTIONS.** In questions 47 through 50, read each event in Column II; then decide which of the eight events in Column I took place in the same decade. (Example: 1850's, 1870's, etc.)

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- c. Agricultural Adjustment Act
- d. Emancipation Proclamation
- e. Election of William McKinley
- f. Atomic Energy Act
- g. Election of Warren G. Harding
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- c. Alexis de Tocqueville, Charles Dickens, Harriet Martineau
- d. Thorstein Veblen, Jacob Riis, Harriet Martineau

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- d. farm relief

86. In which two presidential elections listed below did third parties play a significant role?

- a. 1920 and 1936
- b. 1912 and 1924
- c. 1932 and 1948
- d. 1896 and 1916

87. Which of the following is NOT a part of the Atomic Energy Act of 1946?

- a. provision for death sentence in case of violation of security
- b. civilian control through an Atomic Energy Commission
- c. a ban on participation of private enterprise in developing atomic energy
- d. provision for both peacetime and military developments in atomic research

**DIRECTIONS.** In questions 88 through 90, read the question and the possible answers which are numbered 1, 2, 3, 4, 5, 6. Any, all or none of these answers may be right. Decide which of the responses, a, b, c, d, e, give ALL the numbers of the correct answer, and mark the corresponding space on your answer sheet.

88. Which principles listed below are among those established by the Federal Constitution?

- (1) separation of powers
- (2) limited central authority
- (3) right of nullification
- (4) sovereignty of the states
- (5) checks and balances
- (6) provision for constitutional growth

- a. 1, 2, 3, 4
- b. 3, 4, 5, 6
- c. 2 only
- d. 1, 2, 5, 6
- e. all of the above

89. Which measures listed below were part of the "New Deal" effort to end the economic depression of the 1930's?

- (1) Works Progress Administration
- (2) Agricultural Adjustment Act
- (3) National Industrial Recovery Act
- (4) Hawley-Smoot Tariff
- (5) Federal Reserve Act

- a. 2, 3, 5
- b. 1, 2, 4
- c. 1, 2, 3
- d. 1, 4, 5
- e. all of the above

90. In which of the following organizations for international cooperation has the United States participated?

- (1) Pan American Union
- (2) League of Nations
- (3) World Court
- (4) International Postal Union
- (5) UNESCO

- a. 1, 4, 5
- b. 1, 2, 3
- c. 1, 3, 5
- d. none of the above
- e. all of the above

Go back and check your answers.

**SCIENCE RESEARCH ASSOCIATES**

**THE IOWA TESTS OF EDUCATIONAL DEVELOPMENT**

**TEST 10**

**UNDERSTANDING of CONTEMPORARY AFFAIRS**

**FORM 1952**

**57 W. GRAND AVE., CHICAGO 10, ILL.**

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# UNDERSTANDING of CONTEMPORARY AFFAIRS

1

## PART I SOCIAL, ECONOMIC, AND POLITICAL DEVELOPMENTS (26 minutes)

DIRECTIONS: The sample item has been correctly marked on the answer sheet. Mark the rest of the items in a similar fashion.

1. Which two major powers are struggling against each other in the current cold war?
- a. Great Britain and Germany.
  - b. Russia and the United States.
  - c. Turkey and Egypt.
  - d. Japan and China.
2. Why did college sports receive much attention in 1951?
- a. A new type of formation was introduced in football.
  - b. Several prominent athletes were convicted of taking bribes.
  - c. Several schools dropped intercollegiate sports.
  - d. The colleges and universities abandoned the Sanity Code.
3. Considering the past history of presidential campaigns, what was most unusual about General Eisenhower's position in 1951?
- a. He was strongly considered by both Republicans and Democrats.
  - b. Never before had a military man on active duty been considered as a presidential candidate.
  - c. He was the youngest Republican candidate of the twentieth century.
  - d. He was the first presidential possibility to come from the state of Kansas.
4. Why did President Truman recommend to Congress the appointment of a U. S. ambassador to the Vatican?
- a. The Constitution requires him to do it.
  - b. He thought it would further unite forces opposed to Communism.
  - c. Leaders of most religious denominations asked him to do it.
  - d. He thought it would bring Protestants and Catholics into closer harmony.
5. What has done most to arouse American public opinion against several Russian satellite nations (Rumania, Hungary, Czechoslovakia)?
- a. They have ordered our ambassadors to return home.
  - b. They have refused to repay war debts.
  - c. They have denounced American free enterprise and advocated that American workers overthrow their government.
  - d. They have imprisoned American citizens and demanded special concessions for their release.
6. Why did public education receive so much attention in newspapers and magazines during 1951?
- a. We are spending a larger per cent of our income on education than we have ever spent before.
  - b. The shortage of teachers and classroom space is becoming critical.
  - c. Investigations proved that many school teachers are radical or subversive.
  - d. Sharp decreases in elementary and high school enrollments are causing concern.

6. People in the United States watched with great interest the British elections held in the fall of 1951 because they believed which of the following?
  - a. A Conservative victory would indicate that Britain was less willing to cooperate with the other western democracies.
  - b. A Labor victory would indicate that Britain's financial condition would rapidly improve.
  - c. A Labor victory would give promise that the oil dispute with Iran would soon be settled.
  - d. A Conservative victory would be some evidence that the British people wanted more free enterprise and less nationalization.

---

7. What aspect of our juvenile delinquency problem was brought dramatically to public attention during the past year?
  - a. Gang warfare in metropolitan areas.
  - b. Sharp decline in offenses involving property.
  - c. Rapid increase in crimes against persons.
  - d. Increasing drug addiction among teen-agers.

---

8. What action did Congress take in 1951 concerning the employment of manpower for defense?
  - a. It passed a National Service Act which permits the conscription of all citizens.
  - b. It enacted into law a universal military training plan (UMT) for all young men.
  - c. It extended the draft act for four years and lowered the draft age to 18½.
  - d. It failed to renew the draft act and ordered reservists back to service to provide manpower.

---

9. Why did beef shortages occur in several areas during 1951?
  - a. Beef cattle were withheld from market as a protest against price rollbacks.
  - b. Shortages of refrigerator cars caused uneven distribution of available supplies.
  - c. Large quantities of beef went to the black market.
  - d. Beef cattle production was at a low level.

---

10. Which of these questions, related to television, was raised during the Kefauver crime investigation?
  - a. Can a defendant legally refuse to be televised?
  - b. Should all courtrooms be equipped for telecasting?
  - c. Can one network claim exclusive rights to telecasting a specific event?
  - d. Should beer and liquor advertising be banned from television?

---

11. Why did few people doubt that Juan Peron would be re-elected President of Argentina in late 1951?
  - a. His candidacy was strongly supported by the United States.
  - b. The Pan-American Union worked for his election.
  - c. He succeeded in controlling the press and radio in Argentina.
  - d. He had succeeded in bringing freedom and peace to Argentina.

---

12. Why will some states probably gain additional representatives in Congress, and other states lose them, in the near future?
  - a. Reapportionment of representatives always precedes a presidential election.
  - b. A law passed by Congress last year gives the President power to apportion representatives among the states.
  - c. The Constitution requires that adjustments be made after a census is taken.
  - d. The Hoover Commission on reorganizing the government made this proposal and it was adopted.

---

13. What caused great suffering and property damage in the U. S. in 1951?
  - a. Forest fires in the Western states.
  - b. Extreme drought in the dust bowl area.
  - c. Premature blizzards in the New England states.
  - d. Severe floods in the Midwest.

---

14. Which of these factors may prevent a significant increase in federal taxes during 1952?
  - a. Increasing inflationary pressures.
  - b. A national election in the fall.
  - c. Increased aid to Britain and Western Europe.
  - d. A speed-up in the rearmament program.



5. Why has Sweden *not* joined the North Atlantic Treaty Organization?
- a. She is convinced that Russia does not intend to provoke another war.
  - b. She already had a defensive alliance with Finland and Norway and did not feel the need for another.
  - c. Her tradition of neutrality is so strong that she does not want to break it now.
  - d. While not pro-Communist, her attitude is somewhat anti-Britain and U. S.
6. With what activities was Congress *primarily* occupied during 1951?
- a. Government reorganization and tax reduction.
  - b. Investigations and defense measures.
  - c. Armed forces unification and public housing.
  - d. Civil rights and national health insurance.
7. What is the chief problem presented by migratory agricultural workers?
- a. They have caused serious unemployment among farmers.
  - b. They have been found to be the largest single source of criminals.
  - c. They are demanding free transportation from one job to another.
  - d. They have been unable to secure their fair share of economic and educational advantages.
8. To what extent were President Truman's proposals to raise taxes accepted by Congress?
- a. They were accepted without change.
  - b. Congress voted only about one-fifth the tax raise the President suggested.
  - c. Congress voted only about one-half the tax raise suggested by Truman.
  - d. Congress voted about two times the tax raise Truman suggested.
19. Considerable publicity was given late in 1951 to the one-millionth:
- a. soldier drafted since the start of the Korean war.
  - b. person killed in an automobile accident in the U. S.
  - c. soldier returned home on rotation from Korea.
  - d. child born in this country since the close of World War II.
20. Why was General Douglas MacArthur replaced as commander of American and United Nations forces in the Far East in 1951?
- a. He wished to be free to run for President in 1952.
  - b. He had reached compulsory retirement age.
  - c. The American public blamed him for our military reverses in Korea.
  - d. He and officials in Washington were in sharp disagreement over conduct of the war in Korea.
21. What is a common factor in the unrest in Iran, Lebanon, Egypt, and Iraq?
- a. Dislike of political and economic domination by Western powers.
  - b. Resentment at being excluded from the United Nations.
  - c. Control by strong pro-Communist parties.
  - d. Conviction that the Western nations will give no help if these countries are attacked by Russia.
22. Which of these is a privately financed program designed to aid the needy in foreign countries?
- a. C A R E.
  - b. The Marshall Plan.
  - c. N A T O.
  - d. The "Red Feather" campaign.
23. Why did defense mobilizer Wilson request suspension of plans for production of equipment for color TV?
- a. To restrict the use of color TV to the military.
  - b. To provide time for additional research and development.
  - c. To conserve critical materials.
  - d. To enable the FCC to reconsider the whole problem.

24. Which best explains why truce negotiations in Korea progressed slowly during 1951?
- Both sides wanted to use the negotiations simply to gain time and build up their forces.
  - Neither side was willing to make all the concessions demanded by the other.
  - The negotiators on both sides had little power to act and had to consult their governmental superiors frequently.
  - The military forces of both sides objected to the negotiations and refused to guarantee the safety of the negotiators.
- 
25. Which *best* expresses the attitude of both the Communist and the United Nations negotiators attempting to draw up an armistice in Korea?
- Reluctant to negotiate.
  - Mutually suspicious.
  - Treacherously insincere.
  - Eager to end the stalemate.
- 
26. What was an important shift in strategy on the part of U. N. forces in the Korean war during 1951?
- The destruction of enemy forces, rather than the control of territory, was the major objective.
  - The use of naval, instead of ground, forces was emphasized.
  - Repeated withdrawals were made to lengthen and strain Communist supply lines.
  - They concentrated on bombing railyards rather than airfields.
- 
27. Why have the western democracies proposed a Middle East Defense Organization (MEDO)?
- To unite the Arab states of that region against Egypt and her plans to oust Britain from the Suez Canal.
  - To serve as a counter-force to the North Atlantic Treaty Organization (NATO).
  - To protect from Communist aggression the oil supplies and trade routes essential to the free nations.
  - To force Iran to settle her oil dispute with Britain peacefully.
- 
28. Paul Hoffmann, former head of the Marshall Plan, has said that there are four fronts in our struggle with Russia. On which front are the "Voice of America" broadcasts and the student exchange program important weapons?
- Military front.
  - Economic front.
  - Political front.
  - Psychological front.
- 
29. What happened to the cost of living during the calendar year 1951?
- It remained practically constant because of price controls.
  - It increased about 25%.
  - It increased less than 10%.
  - It decreased because of price rollbacks.
- 
30. Why has the United States hesitated in cooperating with the Spanish government headed by Franco?
- Spain has almost no army to help defend Europe and little prospect of developing one.
  - There are few, if any, places suitable for air or naval bases useful to the West.
  - Spain has less need for military equipment than other European nations.
  - Many people doubt that Franco is genuinely friendly to the Western democracies.
- 
31. Which of these most closely approximates U. S. national income for 1951?
- 275 billion.
  - 175 billion.
  - 75 billion.
  - 375 million.
- 
32. Which of the following started the dispute between Iran and Britain?
- Britain's stationing of troops in Iran.
  - Iran's nationalization of her oil industry.
  - Iran's firing on British tanker ships.
  - Britain's refusal to sell her oil interests in Iran.

33. Which of these statements *best* summarizes the developments in Germany during 1951?
- The signing of a German peace treaty made her an independent country once again.
  - The Big Four have reached basic agreement as to how Eastern and Western Germany will be unified.
  - Russia and the Western allies have tentatively agreed that both will withdraw their troops from Germany.
  - Through agreements with the Western allies, the West German Federal Republic made considerable progress toward becoming a free nation.
34. What characterized the peace treaty negotiated with Japan in San Francisco in 1951?
- Severe penalties for past crimes, but few restrictions.
  - No severe penalties or restrictions.
  - No severe penalties, but many severe future restrictions.
  - Both severe penalties and future restrictions.
35. What does the Twenty-second Amendment to the Constitution, passed last year, provide?
- It forbids the use of non-union labor on products entering interstate commerce.
  - It modifies the electoral system and provides for the direct election of the President.
  - It limits the number of terms a President may serve.
  - It provides for the addition of Alaska and Hawaii as states of the Union.
36. Besides cooperating with the North Atlantic Treaty Organization, how else has France been active in combating Communist aggression?
- She has taken the leadership in boycotting trade with Russia.
  - She has sent large quantities of military supplies to underground forces in Poland and Czechoslovakia.
  - She has banned the Communist Party from France and all the territory she controls.
  - She has helped wage a bitter fight against Communist rebels in Indo-China.
37. The increases in individual income tax rates beginning November 1, 1951 were of what nature?
- The increases apply only to very high incomes.
  - Taxpayers in all income brackets will pay between 10% and 15% more.
  - The increases apply chiefly to lower incomes.
  - Taxpayers in all income brackets will pay about 25% more.
38. What do the assassinations of the past few years in the East and Middle East have in common? (Gandhi, Bernadotte, Nokrashy, Razmara, Abdullah, Ali Khan)
- All involved the elimination of Moslem leaders.
  - All were inspired by anti-British sentiment.
  - All were the work of fanatical groups hoping to win their aims by wiping out the opposition.
  - All were carried out by agents acting under orders from Moscow.
39. Why did representatives of labor leave their positions with the Wage Stabilization Board and other defense agencies for a short time in 1951?
- They felt that the government was spending far too much for defense.
  - They protested that there were too many Communists in the defense agencies.
  - They were informed that defense planning was primarily the job of leaders in government and business.
  - They believed that labor was not represented in proportion to its importance in defense planning.
40. Why was the inclusion of Greece and Turkey in the North Atlantic Treaty Organization considered important?
- These countries are strategically located.
  - Russia had attempted to force their admission.
  - Both countries are important producers of petroleum.
  - Both agreed to stop trading with Russia.
41. Why is the cost-of-living index (published by the U. S. Bureau of Labor Statistics) of greater significance today than it was ten years ago?
- The cost of living is now very high.
  - The index is now being computed by a new formula.
  - Some wage adjustments are based on the index.
  - Tax rates are determined by the index.

42. Why was considerable opposition aroused by President Truman's recent order directing all federal agencies to classify as secret or confidential all information affecting the nation's security?
- Newspaper men and others feared that it would result in undesirable suppression of news.
  - The agencies felt that the President's order interfered with their freedom.
  - Congress felt that the action taken was half-hearted and would be ineffective.
  - Business men felt that the order would interfere with their legitimate activities.
- 
43. Which one of these would be inflationary?
- Increasing production.
  - Increasing consumption.
  - Increasing savings.
  - Increasing income taxes.
- 
44. What became the major objective of the North Atlantic Treaty Organization (NATO) during 1951?
- To push back the Iron Curtain and liberate territory now controlled by Russia.
  - To cut all trade and economic relationships with Russia and Russian controlled territory.
  - To arrange for gradual disarmament of all member nations.
  - To develop a fighting force capable of defending the member from Communist aggression.
- 
45. What is the reason for assuming that in a few years colleges and universities will again be crowded?
- The number of students in elementary and high schools is increasing.
  - Federal financial assistance for worthy students has been made possible.
  - Educational benefits have been extended to all who serve in the armed forces.
  - More young men go to college to escape compulsory military training.
- 
46. Why is business forecasting more difficult today than it was twenty-five years ago?
- Business statistics have become less reliable.
  - Business is subject to less government control.
  - Economic behavior is less national.
  - Governmental decisions have greater effect upon business affairs.
- 
47. Which of these will pay federal social security premiums for the first time in 1952?
- Self employed persons with earnings above a stated minimum.
  - Manufacturers employing 100 to 500 workers.
  - Retailers employing 5 to 10 persons.
  - Employed children under 16 years of age.
- 
48. Which of these best describes the housing outlook for 1952?
- Because of recent strikes, the shortage is expected to become more severe.
  - Because of the defense program, the situation has again become critical in many areas.
  - Extensive federal projects are expected to result in surplus housing.
  - Technical advances in construction are expected to enable us to meet increased demands easily.
- 
49. What is the fundamental issue in the dispute between Egypt and Great Britain which became critical during the past year?
- Control and leadership of the Arab League.
  - Repayment of the Egyptian war debt to Great Britain.
  - Control of the Suez Canal Zone and the Sudan.
  - Ownership of valuable archeological discoveries.
- 
50. Freight tonnage transported by which of these carriers has shown the greatest percentage gain during the last five years?
- Inland waterways.
  - Highway trucks.
  - Railways.
  - Coastwise vessels.

PART II  
SCIENTIFIC, TECHNICAL, AND MEDICAL DEVELOPMENTS  
(14 minutes)

7

- 
51. What type of aircraft has been most extensively used for rescue work in Korea?
- a. Fast jet-powered transports.
  - b. Helicopters.
  - c. Commercial-type passenger planes.
  - d. Small blimps.
- 
52. If a patient's heart stops beating during an operation, what method of starting it again has frequently proved successful?
- a. Administration of oxygen with the anesthetic.
  - b. Placing the patient in an iron lung.
  - c. Massage of the heart muscle.
  - d. Injection of fresh whole blood.
- 
53. What is the chief reason why less manpower is required today to build roads and dams than was required twenty-five years ago?
- a. Earth moving machinery of high capacity has been developed.
  - b. Engineers have learned to follow natural contours and to use natural formations.
  - c. Most heavy construction now involves the use of prefabricated steel units.
  - d. Pre-cast concrete units are widely used.
- 
54. What is stimulating exploration and industrial development in Northern Canada and Alaska?
- a. Development of short-cut air routes over the Pole to Europe.
  - b. The need for developing new agricultural lands.
  - c. The near exhaustion of timber resources in the United States.
  - d. Discovery of deposits of important minerals.
- 
55. Why are ammoniated dentifrices currently popular?
- a. They improve blood circulation in the gums.
  - b. They whiten the teeth by removing film.
  - c. They improve the taste of the toothpaste.
  - d. They destroy decay-producing bacteria.
- 
56. In what respect is the usual treatment of patients following surgery today most different from that of twenty years ago?
- a. The patient is encouraged to get out of bed and move around sooner.
  - b. More sedatives are administered to keep the patient quiet and comfortable.
  - c. Dressings are changed less often to avoid disturbing the healing tissues.
  - d. More stimulants are given to maintain the patient's strength.
- 
57. Why are jet planes more costly to operate than conventional planes of the same general size?
- a. They must be operated by large crews of specially trained flyers.
  - b. Jet engines have very short lives and must be replaced at frequent intervals.
  - c. The fuel consumption of a jet engine is extremely heavy.
  - d. Special and expensive equipment is required to launch and land jet aircraft.
- 

GO ON TO THE NEXT PAGE

58. What is the chief difference between sonar and radar?
- Sonar requires use of wires, whereas radar is wireless.
  - Sonar refers to the equipment used to send out signals whereas radar is equipment used to receive them.
  - The two systems are practically identical, the main difference being the name used.
  - The two systems are similar except that one uses sound waves where the other uses radio waves.
- 
59. Which of the following is most frequently used in the treatment of certain mental diseases?
- Administration of severe electrical shock.
  - Removal of fluid from the spinal cord.
  - Blood transfusion.
  - Confinement in a straitjacket.
- 
60. On what does Einstein's fame as a scientist rest chiefly?
- His ingenious scientific experiments.
  - His very accurate observation of natural phenomena.
  - His discovery of fundamental theoretical principles in science.
  - His invention of new substances and equipment.
- 
61. Bottled gas is widely used for cooking and heating, and has recently entered the market in competition with gasoline as a motor fuel. What is the source of this bottled gas?
- It is specially purified gasoline.
  - It is a distillation product of petroleum.
  - It is a combustible gas formed as a by-product of fermentation.
  - It is a mixture of oxygen and acetylene in combustible proportions.
- 
62. Most research money is being spent on the development of what weapon other than the atomic bomb?
- The recoilless rifle.
  - The poison gas bomb.
  - The self-propelling artillery rifle.
  - The guided missile.
- 
63. What is the direct cause of most "cold snaps" in the weather of a locality?
- An increase in the wind velocity in the locality.
  - Snow or rainfall in the locality or nearby.
  - Clouds in the daytime, clear skies at night.
  - The movement of arctic air into the locality.
- 
64. How has the Federal Communications Commission proposed to increase the possible number of television stations?
- By using narrower channels which can be placed closer together.
  - By setting up new channels in higher frequency bands.
  - By permitting more stations to use the same channel.
  - By arranging for shared time on a single channel.
- 
65. Which group in our population has the highest percentage of persons who are suffering from stomach ulcers?
- Wealthy women who live in luxury.
  - Poor people who are undernourished.
  - Adult men who are living under stress.
  - Old people whose stomachs are becoming weak.
- 
66. Scientists appear to have been most successful in influencing what aspect of weather?
- Temperature variations.
  - Electrical storms.
  - Rainfall.
  - Wind velocities.
-

67. Why has rust, a fungus disease, again become a serious problem to U. S. wheat growers?
- A new strain of rust has appeared, to which present varieties of wheat are not resistant.
  - Increased use of artificial fertilizers has favored the development of rust.
  - Federal funds for rust detection and control have been cut off as an economy measure.
  - Excessive moisture in recent years has favored the growth of rust.
- 
68. What professional workers are qualified to treat most kinds of serious mental disorders?
- Ministers, chaplains, and other religious counselors.
  - College professors of psychology.
  - Doctors specializing in psychiatry.
  - Psychoanalysts.
- 
69. How is it possible for heavy crop dusting which kills most insects to lead actually to increased crop damage from insects?
- It increases the appetites of the surviving insects.
  - It allows surviving insects to multiply rapidly in the absence of their insect enemies.
  - It causes the insects which survive to attack plant roots.
  - It attracts hordes of other insects to feed on the bodies of those destroyed.
- 
70. What recent development has done most to improve the effectiveness of submarines?
- A battery driven electric motor.
  - A waterproof torpedo tube.
  - A device which permits the submarine commander to see under water.
  - A device to permit the submarine to breathe while submerged.
- 
71. Chlorophyll, the green coloring matter in plant leaves, is being used as an ingredient in products designed to do which of these?
- Remove odors.
  - Stimulate plant growth.
  - Color foods.
  - Destroy insects.
- 
72. Why has fluorine been purposely added to drinking water in some cities?
- To kill bacteria.
  - To prevent tooth decay.
  - To improve taste.
  - To prevent frozen water pipes in winter.
- 
73. What tends to happen to the medical effectiveness of a given dosage of a specific kind of antibiotic, such as penicillin, over a period of years?
- It becomes more effective as it eliminates more and more bacteria.
  - It becomes more effective as it increases the resistance of the patient.
  - It becomes less effective as impurities creep in.
  - It becomes less effective as resistant strains multiply.
- 
74. What is the chief harmful effect of the "magnetic storms" which accompany sun spots?
- They interfere with radio and wire communications.
  - They are usually accompanied by high and destructive winds.
  - They generate heavy charges of lightning.
  - They short circuit power lines.
- 
75. What recent development has done most to make the use of household insecticides and lacquers more convenient?
- The electric vaporizer.
  - The hand sprayer.
  - The pressurized "bomb."
  - The vacuum cleaner.

# TERMAN-McNEMAR TEST OF MENTAL ABILITY

By LEWIS M. TERMAN  
Stanford University, California

and QUINN McNEMAR  
Stanford University, California

C

## TEST: FORM C

TEST	SCORE
1	
2	
3	
4	
5	
6	
7	
TOTAL	
MA	
IQ	

Name.....

Date of birth.....  
Month Day Year

Age..... Grade..... Boy..... Girl.....

School.....

City..... State.....

Teacher..... Date.....

Study the examples below in order to see how the answer spaces should be marked to indicate the correct answers.

1. Steel is made from  
1 lead 2 iron 3 tin 4 copper 5 zinc.....1
- The correct answer, *iron*, is number 2, so the second answer space has been blackened.  
You mark the correct answers for the remaining samples in the same way.
2. A horse always has  
6 rider 7 stable 8 shoes 9 hoofs 10 saddle.....2
3. A quart is one fourth of a  
1 gallon 2 pint 3 bushel 4 barrel 5 keg.....3

In taking this test, you are first to decide which answer is correct, and then blacken with a soft *pencil* the answer space which is numbered the same as your choice for the correct answer. Make your mark as long as the pair of lines, and move the pencil up and down firmly to make a **heavy black line**. If you change your mind, erase your first mark completely.

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Edition a

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## TEST 7. BEST ANSWER

Read each statement and mark the answer space which has the same number as the answer which you think is BEST.

SAMPLE. We should not put a burning match in the wastebasket because

1 Matches cost money.      2 We might need a match later.

3 It might go out.      4 It might start a fire. ....

1	2	3	4
1	2	3	4

1. The saying, "Idle brains are the devil's workhouse," means

1 The devil is lazy.      2 People who are idle get into trouble.

3 Many hands make light work.      4 The devil works with his brains. .... 1

1	2	3	4
1	2	3	4

2. The saying, "It's an ill wind that blows nobody good," means that

5 Winds bring rain.      6 That which brings misfortune to some may help others.

7 Trade winds help commerce.      8 It's easy to catch cold in a storm. .... 2

5	6	7	8
5	6	7	8

3. Farmers rotate crops because

1 Variety is the spice of life.      2 It confuses the plant pests. ,

3 It helps maintain soil fertility.      4 It gives the farmer a balanced diet. .... 3

1	2	3	4
1	2	3	4

4. The saying, "Little strokes fell great oaks," means

5 Continued effort brings results.      6 Oak trees are weak.

7 Little strokes are best.      8 Anyone can fell an oak. .... 4

5	6	7	8
5	6	7	8

5. The saying, "A miss is as good as a mile," means

1 A girl can walk just about a mile.      2 Errors are unpardonable.

3 The evil men do lives after them.      4 A failure is a failure, no matter how small. ... 5

1	2	3	4
1	2	3	4

6. The saying, "It never rains but it pours," means

5 Salt stays dry when it rains.      6 Every cloud has a silver lining.

7 Troubles seldom come singly.      8 Storms are more frequent than showers. .... 6

5	6	7	8
5	6	7	8

7. The cause of echoes is

1 Static electricity in the air.      2 The reflection of sound waves.

3 The absence of anything in the air.      4 Not known. .... 7

1	2	3	4
1	2	3	4

8. The saying, "Look before you leap," means

5 Consider first, act afterward.      6 Trust your eyes, but not your feet.

7 Anything is right which looks right.      8 Never take chances. .... 8

5	6	7	8
5	6	7	8

9. The saying, "Never ride a free horse to death," means

1 Never accept free rides.      2 Never abuse privileges granted as favors.

3 One should prize anything that is free.      4 A horse is to ride, not to kill. .... 9

1	2	3	4
1	2	3	4

10. The saying, "If the shoe fits, wear it," means

5 Be sure to buy shoes that fit.      6 Give the devil his due.

7 Don't take unnecessary steps.      8 Recognize your own faults and virtues. .... 10

5	6	7	8
5	6	7	8

11. Copper is used for electric wiring because

1 It is decorative.      2 It is easily bent.

3 It retains heat.      4 It is a good conductor. .... 11

1	2	3	4
1	2	3	4

12. The saying, "Don't cross your bridges till you come to them," means

5 Where there's a will there's a way.      6 Everything comes to him who waits.

7 Don't anticipate possible troubles.      8 Bridges are dangerous. .... 12

5	6	7	8
5	6	7	8

## TEST 1. INFORMATION

Mark the answer space which has the same number as the word that makes the sentence TRUE.

AMPLE. Our first President was

1 Adams    2 Washington    3 Lincoln    4 Jefferson    5 Monroe.....

1 2 3 4 5  
☒ ☐ ☐ ☐ ☐

- |   |   |  |
|---|---|--|
| 1. Polo is a kind of                        | 1 disease    2 work    3 bear    4 game    5 language.....1                 | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 2. Herring is a kind of                     | 6 wig    7 flower    8 pattern    9 jewel    10 fish.....2                  | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. The lyre was an early instrument used in | 1 music    2 writing    3 mining    4 farming    5 sculpturing.....3        | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 4. Linen is made from                       | 6 hair    7 jute    8 flax    9 rayon    10 latex.....4                     | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Burlap is a kind of                      | 1 lumber    2 stone    3 hood    4 fabric    5 comedy.....5                 | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 6. Quicksilver is another name for          | 6 chromium    7 tin    8 mercury    9 aluminum    10 lead.....6             | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. The number of pounds in a ton is         | 1 (1000)    2 (2000)    3 (3000)    4 (4000)    5 (5280).....7              | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 8. Chinchilla is a kind of                  | 6 fur    7 seasoning    8 chemical    9 malady    10 furniture.....8        | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. The fathom is a measure of               | 1 weight    2 curvature    3 hardness    4 depth    5 strength.....9        | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 10. Larceny is a term used in               | 6 forestry    7 medicine    8 theology    9 pedagogy    10 law.....10       | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 1 →   |   |  |
| 11. Napoleon's final defeat was at          | 1 Waterloo    2 Paris    3 Verdun    4 Elba    5 Leipzig.....11             | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 12. The dynamo produces                     | 6 dynamite    7 powder    8 electricity    9 gas    10 steam.....12         | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Pasteur was a famous                    | 1 traveler    2 boxer    3 artist    4 bacteriologist    5 physicist.....13 | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 14. The Pharaohs were kings of              | 6 Babylon    7 Jerusalem    8 Syria    9 Greece    10 Egypt.....14          | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Sonata is a term used in                | 1 drawing    2 drama    3 music    4 poetry    5 phonetics.....15           | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 16. The Colosseum was an                    | 6 amphitheater    7 aqueduct    8 aquarium    9 archway    10 army.....16   | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17. The larynx is in the                    | 1 abdomen    2 throat    3 head    4 ear    5 pelvis.....17                 | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 18. Among birds that migrate widely are     | 6 eagles    7 cardinals    8 owls    9 robins    10 quail.....18            | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 19. Emeralds are usually                    | 1 red    2 yellow    3 green    4 purple    5 blue.....19                   | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 20. Sirloin is a cut of                     | 6 mutton    7 beef    8 veal    9 lamb    10 pork.....20                    | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 21. The head of a museum is called a        | 1 musician    2 curator    3 mortician    4 pastor    5 collector.....21    | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 22. A six-sided figure is called a          | 6 pentagon    7 hexagon    8 sextet    9 helix    10 scholium.....22        | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 23. The bat is most closely related to the  | 1 butterfly    2 swallow    3 owl    4 mouse    5 moth.....23               | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |
| 24. A character in "David Copperfield" is   | 6 Tiny Tim    7 Uriah Heep    8 Scrooge    9 Goliath    10 Darnell.....24   | 6 7 8 9 10<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 25. Quinine comes from                      | 1 leaves    2 roots    3 medicine    4 minerals    5 bark.....25            | 1 2 3 4 5<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  |

Score.....

## TEST 6. OPPOSITES

Mark the answer space which has the same number as the word which is OPPOSITE, or most nearly opposite, in meaning to the beginning word of each line.

SAMPLE. north — 1 hot 2 east 3 west 4 down 5 south.....

1 2 3 4 5  
☐ ☐ ☐ ☐ ☒

1. exit — 1 emit 2 transcend 3 entrance 4 origin 5 arrival .....1

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

2. amateur — 6 novitiate 7 musical 8 professional 9 inventor 10 experience 2

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

3. genuine — 1 stolen 2 counterfeit 3 sincere 4 original 5 unworthy.....3

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

4. abundance — 6 liberality 7 frugality 8 luxury 9 hunger 10 scarcity .....4

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

5. alert — 1 illiterate 2 pert 3 sluggish 4 disabled 5 easy .....5

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

6. waste — 6 refuse 7 conserve 8 devastate 9 dole 10 generate .....6

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

7. humiliated — 1 honored 2 refreshed 3 satisfied 4 lively 5 arrogant .....7

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

8. gravity — 6 fragility 7 specificity 8 purity 9 constancy 10 levity .....8

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

9. limitation — 1 explanation 2 encouragement 3 ability 4 freedom 5 speed 9

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

10. monotony — 6 difficulty 7 diversion 8 harmony 9 repetition 10 variety...10

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

6→

1. obtuse — 1 accessible 2 abstruse 3 acute 4 corpulent 5 agile .....11

1 2 3  
☐ ☐ ☐

2. expel — 6 remain 7 propel 8 exile 9 retain 10 contract .....12

6 7 8 9  
☐ ☐ ☐ ☐

3. asset — 1 bankruptcy 2 descent 3 misery 4 mortgage 5 liability .....13

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

4. acid — 6 alkaline 7 neutral 8 pepsin 9 briny 10 chemical .....14

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

5. eccentric — 1 particular 2 stupid 3 egocentric 4 ordinary 5 virtuous .....15

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

6. disperse — 6 approve 7 remove 8 gather 9 spare 10 whisper .....16

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

7. wax — 1 pale 2 waive 3 shine 4 age 5 wane .....17

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

8. blithe — 6 helpless 7 cheerless 8 stingy 9 lazy 10 slow .....18

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

9. active — 1 past 2 careless 3 passive 4 pensive 5 dull .....19

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

10. depress — 6 press 7 elate 8 oppress 9 exhort 10 climb .....20

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

11. concede — 1 deny 2 recede 3 finesse 4 usurp 5 resign .....21

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

12. recline — 6 succumb 7 stretch 8 erect 9 stand 10 decline .....22

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

13. invincible — 1 susceptible 2 weak 3 stubborn 4 visible 5 broken .....23

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

14. rash — 6 prudent 7 worthy 8 smooth 9 irrational 10 stringent .....24

6 7 8 9 10  
☐ ☐ ☐ ☐ ☐

15. defile — 1 confess 2 file 3 excel 4 purify 5 beautify .....25

1 2 3 4 5  
☐ ☐ ☐ ☐ ☐

Score.....

## TEST 2. SYNONYMS

Mark the answer space which has the same number as the word which has the SAME or most nearly the same meaning as the beginning word of each line.

SAMPLE. correct — 1 neat 2 fair 3 right 4 poor 5 good .....

1 2 3 4 5  
 1 2 3 4 5

1. comic — 1 clumsy 2 laughable 3 universal 4 tricky 5 peculiar .....1
2. hazardous — 6 adventurous 7 hard 8 annoying 9 speedy 10 dangerous 2
3. comfort — 1 entreat 2 console 3 pity 4 anger 5 discourage .....3
4. equip — 6 decorate 7 establish 8 surround 9 load 10 furnish .....4
5. introductory — 1 social 2 advisory 3 transitory 4 preliminary 5 internal ..5
6. writhe — 6 squeal 7 twist 8 split 9 hurt 10 crawl .....6
7. trivial — 1 amusing 2 rare 3 unimportant 4 detailed 5 uneven .....7
8. evade — 6 vacate 7 invade 8 shun 9 hide 10 desist .....8
9. denounce — 1 beguile 2 detest 3 inform 4 discover 5 condemn .....9
10. opposed — 6 censored 7 adverse 8 involved 9 oppressed 10 morose ..10

1 2 3 4 5  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10

2→

1. counsel — 1 quarrel 2 yield 3 advise 4 assemble 5 represent .....11
2. abhor — 6 detest 7 fear 8 avoid 9 defy 10 disgust .....12
3. depict — 1 vanish 2 slump 3 portray 4 edit 5 fabricate .....13
4. expel — 6 repel 7 eject 8 injure 9 expend 10 depart .....14
5. encumbrance — 1 contrivance 2 memory 3 burden 4 saddle 5 prison .....15
6. docile — 6 facile 7 cozy 8 agile 9 submissive 10 intractable .....16
7. quell — 1 inquire 2 dispel 3 instill 4 quest 5 subdue .....17
8. abandon — 6 flee 7 escape 8 refuse 9 forsake 10 refrain .....18
9. jubilant — 1 exultant 2 judicious 3 playful 4 pleasant 5 jeweled ....19
10. hoax — 6 danger 7 deception 8 persuasion 9 revelation 10 mischief 20
11. curdle — 1 coagulate 2 spoil 3 snuggle 4 condense 5 churn .....21
12. reverence — 6 revenge 7 relevance 8 obedience 9 veneration 10 mercy 22
13. incite — 1 instigate 2 revolt 3 announce 4 disrupt 5 consume ....23
14. boldness — 6 hypocrisy 7 ferocity 8 audacity 9 frankness 10 confidence 24
15. appease — 1 praise 2 pique 3 entice 4 gladden 5 placate .....25

1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10  
 1 2 3 4 5  
 6 7 8 9 10

Score .....

## TEST 5. ANALOGIES

Study the samples carefully.

Ear is to hear as eye is to  
 1 cry 2 glasses 3 spy 4 wink 5 see.....  
 Hat is to head as shoe is to  
 6 arm 7 leg 8 foot 9 fit 10 glove.....

DO THEM ALL LIKE THE SAMPLES.

1	2	3	4	5
6	7	8	9	10

1. Zoo is to animals as aquarium is to  
 1 birds 2 fish 3 bees 4 statues 5 butterflies.....1
2. Linoleum is to floor as sheet is to  
 6 cotton 7 piano 8 blanket 9 linen 10 bed.....2
3. Food is to hunger as water is to  
 1 desert 2 thirst 3 quench 4 drink 5 milk.....3
4. Add is to subtract as multiply is to  
 6 arithmetic 7 increase 8 fraction 9 add 10 divide.....4
5. Stone is to marble as wood is to  
 1 brick 2 soft 3 cut 4 oak 5 pile.....5
6. Abide is to depart as stay is to  
 6 play 7 leave 8 away 9 over 10 home.....6
7. Author is to book as artist is to  
 1 painter 2 brush 3 picture 4 easel 5 paint.....7
8. You is to yours as me is to  
 6 his 7 ours 8 mine 9 theirs 10 my.....8
9. Singing is to opera as dancing is to  
 1 masquerade 2 orchestra 3 movie 4 drama 5 ballet.....9
10. Shell is to nut as skin is to  
 6 hull 7 animal 8 white 9 soft 10 cover.....10

1	2	3	4	5
6	7	8	9	10

5→

1. Cub is to bear as gosling is to  
 1 fox 2 grouse 3 goose 4 rabbit 5 duck.....11
2. Liberty is to freedom as bondage is to  
 6 slavery 7 free 8 suffer 9 serf 10 revolution.....12
3. Imitate is to copy as invent is to  
 1 inventory 2 copyright 3 originate 4 machine 5 patent.....13
4. 1 is to 3 as 9 is to  
 6 (18) 7 (27) 8 (36) 9 (45) 10 (81).....14
5. Complex is to simple as hard is to  
 1 tough 2 work 3 easy 4 smooth 5 brittle.....15
6. Tree is to forest as person is to  
 6 women 7 couple 8 human 9 crowd 10 men.....16
7. City is to mayor as army is to  
 1 soldier 2 navy 3 private 4 admiral 5 general.....17
8. Wolf is to sheep as cat is to  
 6 milk 7 fur 8 kitten 9 mouse 10 dog.....18
9.  $\frac{4}{3}$  is to  $\frac{1}{3}$  as 28 is to  
 1 (7) 2 (14) 3 (33) 4 (34) 5 (43).....19
10. Hog is to bristles as snake is to  
 6 fangs 7 scales 8 venom 9 coil 10 rattle.....20
11. Seldom is to never as little is to  
 1 none 2 neither 3 small 4 often 5 large.....21
12. Day is to 365 as week is to  
 6 (7) 7 (31) 8 (48) 9 (52) 10 (60).....22
13. Corrupt is to depraved as sacred is to  
 1 hallowed 2 Sunday 3 depressed 4 Bible 5 prayer.....23
14. Square is to cube as circle is to  
 6 round 7 circumference 8 sphere 9 dice 10 line.....24
15. Thermometer is to temperature as metronome is to  
 1 intensity 2 weight 3 distance 4 pressure 5 time.....25

1	2	3	4	5
6	7	8	9	10

## TEST 3. LOGICAL SELECTION

Mark the answer space which has the same number as the word which tells what the thing ALWAYS or ALWAYS involves.

EXAMPLE. A cat always has	1 kittens	2 spots	3 milk	4 mouse	5 hair.....	1	2	3	4	5
An orchestra always has	1 violinists	2 piano	3 musicians	4 saxophone	5 singers.....	1	2	3	4	5
A museum always has	6 visitors	7 minerals	8 collections	9 guides	10 paintings.....	6	7	8	9	10
School always involves	1 children	2 students	3 arithmetic	4 geography	5 sports.....	1	2	3	4	5
A box always has	6 contents	7 wood	8 lid	9 hinge	10 depth.....	6	7	8	9	10
Contentment always involves	1 devotion	2 position	3 satisfaction	4 elation	5 recognition	1	2	3	4	5
A newspaper always has	6 pictures	7 editor	8 puzzles	9 fiction	10 cartoons.....	6	7	8	9	10
A wheel always has	1 circumference	2 spokes	3 tire	4 wood	5 metal.....	1	2	3	4	5
A policeman always has	6 club	7 cap	8 beat	9 uniform	10 authority.....	6	7	8	9	10
A nation always has	1 states	2 colonies	3 seaports	4 laws	5 navy.....	1	2	3	4	5
Night always has	6 stillness	7 moon	8 clouds	9 ghosts	10 hours.....	6	7	8	9	10
3→						1	2	3	4	5
A ship always has	1 engine	2 guns	3 hull	4 passengers	5 freight.....	6	7	8	9	10
A message always involves	6 telepathy	7 messenger	8 speech	9 communication	10 writing	1	2	3	4	5
Discipline always involves	1 revenge	2 anger	3 morale	4 whipping	5 training.....	6	7	8	9	10
A bottle always has	6 hollowness	7 label	8 cork	9 glass	10 transparency.....	1	2	3	4	5
Anxiety always involves	1 awe	2 grief	3 insomnia	4 uneasiness	5 discouragement.....	6	7	8	9	10
Compromise always involves	6 respect	7 friendship	8 adjustment	9 law	10 violation.....	1	2	3	4	5
An heir always has	1 money	2 lawyer	3 heirlooms	4 property	5 predecessor.....	6	7	8	9	10
An invention always involves	6 usefulness	7 originality	8 patent	9 value	10 imitation.....	1	2	3	4	5
A dance always has	1 music	2 partners	3 rhythm	4 audience	5 costume.....	6	7	8	9	10
A debt always involves	6 interest	7 creditor	8 mortgage	9 payment	10 worry.....	1	2	3	4	5
Rebuke always involves	1 criticism	2 help	3 resignation	4 postponement	5 despair.....	6	7	8	9	10
Admiration always involves	6 affirmation	7 generosity	8 flattery	9 esteem	10 love.....	1	2	3	4	5
Annihilation always involves	1 surprise	2 destruction	3 pain	4 punishment	5 vengeance.....	6	7	8	9	10
Abhorrence always involves	6 aversion	7 rage	8 fear	9 irreverence	10 nausea.....	1	2	3	4	5
Ostentation always involves	1 simplicity	2 modesty	3 wealth	4 display	5 perfection.....	1	2	3	4	5

Score.....

INDIANA STATE  
LIBRARY

## TEST 4. CLASSIFICATION

In each line below, four of the words belong together. Pick out the ONE WORD which does not belong with the others, and mark the answer space bearing its number.

MPLES.

- 1 dog 2 cat 3 horse 4 chicken 5 cow .....  
6 hop 7 run 8 stand 9 skip 10 walk .....

1	2	3	4	5
6	7	8	9	10

- 1 Catholic 2 Methodist 3 Presbyterian 4 Republican 5 Baptist .....1

1	2	3	4	5

- 6 damp 7 wet 8 moist 9 soggy 10 soft .....2

6	7	8	9	10

- 1 telegraph 2 train 3 automobile 4 bicycle 5 boat .....3

1	2	3	4	5

- 6 often 7 seldom 8 safely 9 always 10 rarely .....4

6	7	8	9	10

- 1 oats 2 rye 3 wheat 4 clover 5 barley .....5

1	2	3	4	5

- 6 cello 7 harp 8 drum 9 violin 10 guitar .....6

6	7	8	9	10

- 1 Scottie 2 Holstein 3 Collie 4 Shepherd 5 Spitz .....7

1	2	3	4	5

- 6 digestion 7 smell 8 sight 9 hearing 10 taste .....8

6	7	8	9	10

- 1 pepper 2 cinnamon 3 nutmeg 4 pickle 5 mustard .....9

1	2	3	4	5

- 6 chapel 7 temple 8 tabernacle 9 cathedral 10 casino .....10

6	7	8	9	10

4→

- 1 reason 2 pity 3 joy 4 anger 5 fear .....11

1	2	3	4	5

- 6 arithmetic 7 geometry 8 history 9 trigonometry 10 algebra .....12

6	7	8	9	10

- 1 mosquito 2 ladybug 3 gnat 4 snail 5 beetle .....13

1	2	3	4	5

- 6 grosbeak 7 swallow 8 oriole 9 lark 10 gazelle .....14

6	7	8	9	10

- 1 nail 2 brad 3 awl 4 staple 5 tack .....15

1	2	3	4	5

- 6 large 7 tall 8 high 9 short 10 low .....16

6	7	8	9	10

- 1 priest 2 organist 3 minister 4 rabbi 5 bishop .....17

1	2	3	4	5

- 6 devotion 7 adoration 8 reverence 9 avarice 10 admiration .....18

6	7	8	9	10

- 1 pine 2 fir 3 maple 4 cedar 5 spruce .....19

1	2	3	4	5

- 6 Christ 7 Caesar 8 Moses 9 Mohammed 10 Confucius .....20

6	7	8	9	10

- 1 hither 2 recent 3 whence 4 near by 5 down .....21

1	2	3	4	5

- 6 lead 7 brass 8 iron 9 tin 10 copper .....22

6	7	8	9	10

- 1 verdict 2 testimony 3 subpoena 4 court 5 evidence .....23

1	2	3	4	5

- 6 inherit 7 lend 8 beg 9 borrow 10 earn .....24

6	7	8	9	10

- 1 moreover 2 besides 3 also 4 furthermore 5 however .....25

1	2	3	4	5