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To how great an extent may elementary work in geography, history, and civics be subordinated to, inspired by, and derived from the study of current events?

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Thesis for the degree Master of Science, Massachusetts Agricultural College

David F. Carpenter

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TO HOW GREAT AN EXTENT MAY ELEMENTARY WORK IN GEOGRAPHY, HISTORY, AND CIVICS BE SUBORDINATED TO, INSPIRED BY, AND DERIVED FROM THE STUDY OF CURRENT EVENTS?

DAVID FREDERIC CARPENTER, B. Sc.

Thesis Submitted for the Degree of
MASTER OF SCIENCE

MASSACHUSETTS AGRICULTURAL COLLEGE

Amherst, Mass.

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OUTLINE

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INTRODUCTORY

In the development of this experiment current events has been made a leading daily study in a group of schools, and to the study of the news there has been added, as far as time would permit, the learning of any material, historical, geographical, or other, that was suggested by, or would give added interest or understanding to, the affairs being considered. This has taken nearly all the time usually given to geography, history, and civics as separate subjects. The term "social studies" when used in this thesis will refer to the sciences just named, not to the exclusion of other departments of knowledge which might be included in that title, but because they are all that are sufficiently prominent in elementary work to need attention.

This plan is revolutionary in making current events the center of instruction and all social study training dependent on it. The term "social study unit" will be used as a name for this combination. Such a procedure would find little favor unless it is clear that the pupils come through as well informed in geography, history, and civics as if they had studied them in the more usual and formal way. This thesis, therefore, will be chiefly concerned with showing how these subjects combine with current affairs, and especially with describing the results actually obtained, largely as measured by standard tests. Some of the arguments leading to the setting up of the experiment are first presented.
CONSIDERATIONS LEADING TO THE TOPIC

Time Saving

Chronologically the beginning of the idea lay in the desire to make the best use of time in rural schools, especially in the upper grades. The presence of children of all ages and grades in a one room school makes the wise use of time a serious problem and one not often solved to the satisfaction of any one. Various devices in the way of grouping, alternation of subjects, &c, have been proposed and are used from time to time, but each school is a separate problem and no devices fully meet all situations.

For several years the suggestion has been made to teachers who were willing to try new ideas that they unite all children whose reading ability and maturity made it feasible into one class for the study of geography. At first this was on the basis of the same general topic for all, each child or sub-group entering into it according to their ability or according to the text book in use. Gradually the idea of making current events the basis of as much geography work as possible replaced the plan of an assigned general topic. This would generally bring together children of grades V to VIII, and allow the use of the time, or any part of it, usually given to four classes in geography. The comments of teachers were favorable. They characterized the plan as a pleasing variation from the usual routine, as tending to a greater interest on the part of the pupils, and as having possibilities as a time saver. Gradually there was developed the idea of including history and civics in the procedure and using it not merely as a time saver, but also as a means of introducing training in a relatively new and important field.
New Appreciation and Knowledge of Modern Life

One of the amazing developments of modern times is the growth of the business of gathering and disseminating news. The Civil War perhaps gave the first great impetus to the newspaper business as we know it today. Since those days ease of communication has been vastly increased, till now the affairs of the whole world may become as our own and the spreading of news before millions is a matter of minutes. All this, of course, has grown up to meet a demand. It is almost literally true that everybody reads the papers, and this includes the children down to a very early age.

To a large extent this situation is recognized in schools. Weekly and monthly periodicals prepared for children have a large circulation, and standard newspapers and magazines are quite commonly found in schools. A current events period, occasional or weekly, is often a part of school programs. It is yet true, however, that there is no training in news appreciation at all adequate commensurate with the great part news reading plays in daily life. It cannot be said that children are being adequately trained in selecting, understanding, and evaluating the enormous mass of printed material that is being spread before them. There is little definite training of judgment as to the present value or future importance of news accounts or magazine articles.

Not only is the amount of news spread before us enormous but life itself is more complex, rapid, and changeful than ever before. It takes a considerable degree of well trained intelligence to keep even moderately well acquainted with our environment. A child cannot be too well prepared to live in modern times if we start his training in life activities at the dawning of his intelligent interest.
in the world around him, and give constant attention to such training as long as schools can help him. The traditional school starts well in the primary grades, but as time goes on it gradually withdraws the pupils from the world and takes more and more of his time with abstract subjects, largely separated from connection with life. There seems to cling about the conventional school something of those Middle Age cloisters in which schools originated. There is a place and a need for some scheme that will make the study of modern affairs and modern life an integral and natural part of school life.

Unifying Social Studies and Selecting Material

In recent years much thought has been given to the union of geography, history, and civics into one school subject, the elimination of less valuable material, and the bringing of the whole matter into a compact unit. So far, however, the union seems to be very imperfect. Sections of the separate studies are incorporated into a course of study. The sections may be of any length but the thought of the social study parts as being separate and independent units of study is constantly prominent. The influence which can blend all this varied material into a true union is wanting.

Current Events or Newsw Appreciation furnishes the atmosphere for a real social study unit. We are concerned in learning anything that may help us understand present day affairs which are of interest and importance. It is of little consequence what label the information might bear in the usual divisions of a curriculum. In our search we shall go often into geography, history, civics, science, and other fields of human knowledge, but about the only importance of these divisions in elementary instruction lies in their convenience for testing results.
History is constantly in the making and the knowledge of the earth is constantly becoming more extensive and complete. The amount of material worth knowing in history and geography is all the time increasing. In the time available only a fraction of the worth while content of these subjects can be taught. Selection is necessary, and a wise and rational basis of selection becomes of constantly increasing importance. Some criteria may be considered as established or at least generally accepted. We teach the history of the United States before any other and in the elementary grades largely to the exclusion of any other. In geography we put our country first and deal with others somewhat in proportion to their importance to us. The tendency is to minimize the history of war and dwell more on other phases of racial development. In geography the earth is treated as the home of man rather than a subject for abstract study.

Within these general principles, however, the selection of topics and the placing of emphasis seem to depend on the wisdom or whim of textbook makers. Material gets into a new book because it was in the old or because the author believes it valuable to the exclusion of something else to which another might give preference. The study of current affairs offers a natural basis for selecting of material in social studies. The daily news offers a constant invitation to learn something more about the world in which the events occur and of the history that lies behind.

In presenting this basis for the selection of social study content, it is assumed that the geography and history most worth studying are those topics most closely connected with our lives here and now, most naturally suggested by our daily affairs and our present interests. So far as this hypothesis is untrue or
incomplete, selection must be made from other criteria; but it can hardly be so false as to bar current events entirely as a starting point for other study. There is the further hypothesis, or corollary, that the things most worth while will most frequently recur in outlines of work growing out of news study. This provides at least to some extent an automatic review where it is most needed.

Present Status of Current Events in School Work

Probably alert teachers have always used the news whenever it would be of help in their work. The use of the term to designate a definite portion of school activity dates from about 1901, when Charles Palmer Davis began the publication of the weekly school paper "Current Events", in Springfield, Mass. By 1920 the term had begun to appear in curricula, usually in some such terms as, "Teach Current Events fifteen minutes a week." Since then interest has grown steadily until now there a number of papers, mostly weekly, published for the purpose of aiding such study; articles have appeared on various phases and uses of the topic; and at least one book, Kimball's Teaching Current Events, has appeared.

In all this there is a growing recognition of the value of current events because of its inherent interest and because of its usefulness as a helper in geography, history, &c. Perhaps a few attempts have been made to introduce it as study, independent of other subjects, but it has usually been relegated to the spare or odd period and to the position of handmaid to other school work.

In this experiment there is an attempt to make room for current events, not by crowding an already too full curriculum, nor by leaving out anything of value, but by consolidation with other work. The idea of giving a superior position to current events and...
making other school subjects dependent on it seems to be entirely new so far as any records can be found. There are therefore no references to be made that bear on the problem as here presented.

Setting for the Experiment

The schools in which this experiment is being conducted are in four towns in eastern Franklin Co., Mass., Erving, Leverett, Shutesbury, and Wendell. They are all small towns, with a rural and small village population. The foreign element is very large, mostly Polish, with a few of other Slavic peoples, French, and Italian. All the pupils in grades V to VIII have been included, the total number each year being about two hundred. A five room school is the largest in the district, but since the organization and problems of such a school approximate those of schools much larger, the range from the one room school to the large consolidated school may be considered as fairly well covered.

At the beginning of the school year 1929-30 there were eleven schools containing some or all of the grades V to VIII, and one having grades VII and VII, one V and VI, three V to VIII, and the others being one room rural schools having part or all the eight grades. There are also eight rooms having only grades below the fifth. The number of children in the care of one teacher varies from thirteen in the smallest rural school to thirty-two in the room having grades V and VI.

The teachers are all normal graduates or of long experience, or both. At the end of the school year 1928-29 the average amount of training beyond the high school was 1.5 years, the average experience 11 years, and the average length of service in this district 5.5 years. The four towns have formed a supervisory district
since the compulsory supervision law went into effect in 1902. The district was under the care of one superintendent for twenty years and the present incumbent is in his seventh year of service. In one town the expenditures have been reasonably liberal and the schools of high standing for many years. Two others may be considered as fairly representative of strictly rural conditions. In the fourth town for many years schools were run as cheaply as possible. A change of attitude has made possible considerable improvement in the past six years.
CONDUCT OF THE EXPERIMENT AND THE RESULTS

Preparation and Supervision

Since the beginning of the school year 1927-28 the schools have been provided with the weekly papers, Current Events and News Outline, the Current Events Year Books, and the manual, Teaching Current Events, all published by the American Education Press, Columbus, Ohio. The use of dailies and other papers and magazines was encouraged so far as teachers and pupils could provide them. Every school has had these additional helps to a considerable extent.

At a teachers' meeting early in September, 1927, the work was outlined along the lines of this introduction, and some suggestions were made as to procedure and records. Teachers were encouraged to pool the whole matter of geography, history, civics, and current events as far as possible. The current events equipment, especially the manual, outlines some work in those studies and teachers were advised to go beyond these suggestions along similar lines as far as time and equipment and pupil ability permitted.

About two months after the beginning of the school year the matter was further discussed at a teachers' meeting, much in encouraging reports being given and some misunderstandings cleared up. Soon after the appended circular was sent to teachers.

Of the schools in the group no two were alike and no section could be set apart as a control group. It was felt that so far as progress in the social studies was concerned, standard tests are now so comprehensive and reliable as to furnish a fair and reasonably complete measure. In regard to progress in current events itself, it was necessary to work out our own methods of measure.
Circular Issued to Teachers Dec. 8, 1927

The introduction of Current Events as a major study has several purposes:
1. Training in the intelligent use of newspapers and magazines
2. Training in citizenship by study of public affairs as they occur
3. Training in discrimination of values and wise choice of opinions.
4. Provision of new and live material in all lines of Study.

Newspapers and magazines themselves, together with the material with which you are provided, furnish abundant helps for the above. You are further asked to aid in the study of this question:

TO WHAT EXTENT MAY THE WORK IN GEOGRAPHY, HISTORY AND CIVICS BE SUBORDINATED TO, INSPIRED BY; AND DEVELOPED FROM THE STUDY OF CURRENT EVENTS?

Your are asked to proceed on the assumption that the answer is largely or wholly. To this end you should develop topics in these studies much beyond the hints given in your weekly papers. The field is practically without limit. The meeting of Congress suggests any amount of topics up to the whole constitutional history of the U. S. Any news from Canada suggests the whole geography of that vast dominion and its relations to the U. S. But your outlines should be limited, definite, and practicable for study, never vague. Sometimes the pupils may choose the things about which they wish to learn more, sometimes you will assign topics. Your attention is called to the outline of methods for teaching current events in your manual. The suggestions apply as well to this work in geography, history, and civics. Some of the factors governing assignments will be the importance of the topic, the maturity and interest of the pupils, and the material available.

You should develop some means of keeping an account of the work done. Your own outlines with notes as to the disposition of topics and results of study, pupils' notes bound with weekly papers, pupils' note books and maps, are some suggestions. Checking up will be done by the use of standard tests in geography, history, and civics, and tests developed from the material used in teaching current events.

This is not to be considered as added work but is to replace routine assignments in these studies and any part or all the time usually given to geography, history, and civics may be used.
This report covers two and one half years. There have been occasional teachers' meetings and many conferences with teachers, but for the most part supervision has consisted in instilling the main idea and leaving to the teachers most details. No one can predict the news, and therefore no very definite plans could be made. The teachers were not forced to drop all preconceived notions and strike out blindly in the new way, but were allowed to modify their procedure as they came to a better understanding of the plan. During the first year there were several eighth grade classes in history and a few others carried on in traditional and routine fashion. Since then there have been none. Of course the study of the United States constitution in the eighth grade has been given as required by law. Elementary or home geography and historical or biographical stories such as usually begin in the lower grades are often carried on into the fifth grade? All schools have work books in geography and history, the sections of which are given as tests from time to time, and the unfamiliar portions used as additional research if needed.

With these exceptions, the total amount of which is very small, the time usually given to geography and history has been given to a study of current events and derived topics. Some teachers have approximated the idea of one large school unit topic tied up with current events rather than several disconnected school subjects; others have been just as faithful in following the lead of current events in the selection of topics, but more inclined to develop them as lessons in geography, history, &c. There is also considerable variation among teachers as to records, drills, and reviews.
Measured Results in Social Studies

The central purpose of this thesis is to determine the amount of progress in geography, history, and civics when these subjects are combined with and subordinated to current events, as compared with the progress to be expected from more common methods. For this purpose use was made of standard tests, as varied as possible and as numerous as time permitted. These may be discussed in the following divisions:

1. Batteries of tests including one or more of the social studies.

2. Separate tests in (a) geography, (b) history, (c) civics.

The Stanford Achievement Tests are included in the first division. They have been given in January, 1928, 1929, and 1930. Forms A and B were used in 1928 and 1929, forms V and I in 1930. While they were evidently intended to be equivalent there is evidence that our pupils found the latter forms somewhat more difficult than the former. The following Table I gives the median for each grade, the Stanford standard for each grade after four months of the school year are past, and the percentage relation or efficiency:

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan., 1928</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>71.4</td>
<td>60.5</td>
<td>50.</td>
<td>41.6</td>
<td>31.8</td>
</tr>
<tr>
<td>Standard</td>
<td>71.</td>
<td>63.</td>
<td>54</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td>Percent.</td>
<td>101</td>
<td>96</td>
<td>92</td>
<td>97</td>
<td>99</td>
</tr>
<tr>
<td>Jan., 1929</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>71.2</td>
<td>59.4</td>
<td>52.7</td>
<td>42.9</td>
<td>34.</td>
</tr>
<tr>
<td>Standard</td>
<td>71</td>
<td>63</td>
<td>54</td>
<td>43</td>
<td>32</td>
</tr>
<tr>
<td>Percent.</td>
<td>100</td>
<td>94</td>
<td>98</td>
<td>100-</td>
<td>106</td>
</tr>
<tr>
<td>Jan., 1930</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>88</td>
<td>84.6</td>
<td>78.6</td>
<td>65.4</td>
<td>53.4</td>
</tr>
<tr>
<td>Standard</td>
<td>92</td>
<td>85</td>
<td>78</td>
<td>67</td>
<td>55</td>
</tr>
<tr>
<td>Percent.</td>
<td>96</td>
<td>100-</td>
<td>89</td>
<td>98</td>
<td>97</td>
</tr>
</tbody>
</table>
In Stanford Forms A and B Geography is submerged in the test called Nature Study, and Science and Literature are joined with History. They were, therefore, not well adapted to furnish evidence on the main point of this thesis. It may be sufficient to say that the tests containing historical and geographical material were carried along well with the others. With a slight allowance for the somewhat greater difficulty of Forms V and W the table gives a fair picture of the quality of work being done.

The forms used in 1930 have tests in geography and history separate from other topics and the table below gives the results for each of the ten tests, the median for each grade, the median for the combined scores and the standard set for grades after four months of the year are past:

**Table II**

Stanford Achievement Tests, Jan., 1930

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph Meaning</td>
<td>85.2</td>
<td>83.8</td>
<td>70.8</td>
<td>32.3</td>
<td>49.6</td>
</tr>
<tr>
<td>Word Meaning</td>
<td>84.4</td>
<td>77.8</td>
<td>69.2</td>
<td>62.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.0</td>
<td>84.0</td>
<td>78.0</td>
<td>65.6</td>
<td>55.8</td>
</tr>
<tr>
<td>Language Usage</td>
<td>93.0</td>
<td>96.0</td>
<td>72.5</td>
<td>66.0</td>
<td>57.2</td>
</tr>
<tr>
<td>Literature</td>
<td>86.3</td>
<td>82.8</td>
<td>64.5</td>
<td>63.3</td>
<td>52.5</td>
</tr>
<tr>
<td>History-Civics</td>
<td>89.2</td>
<td>89.7</td>
<td>62.0</td>
<td>55.0</td>
<td>45.5</td>
</tr>
<tr>
<td>Geography</td>
<td>85.2</td>
<td>83.2</td>
<td>70.0</td>
<td>62.6</td>
<td>54.4</td>
</tr>
<tr>
<td>Phys.-Hygiene</td>
<td>82.3</td>
<td>87.8</td>
<td>70.8</td>
<td>64.0</td>
<td>58.6</td>
</tr>
<tr>
<td>Arith. Reasoning</td>
<td>93.0</td>
<td>90.0</td>
<td>78.0</td>
<td>70.7</td>
<td>54.1</td>
</tr>
<tr>
<td>Arith. Computation</td>
<td>95.8</td>
<td>94.0</td>
<td>79.0</td>
<td>65.4</td>
<td>61.0</td>
</tr>
<tr>
<td>Combined Score</td>
<td>88.0</td>
<td>84.6</td>
<td>69.6</td>
<td>65.3</td>
<td>53.4</td>
</tr>
<tr>
<td>Standard</td>
<td>92.0</td>
<td>85.0</td>
<td>78.0</td>
<td>67.0</td>
<td>55.0</td>
</tr>
</tbody>
</table>
Examination of this table with reference to social studies shows that these subjects stand as well or better than Literature and Physiology, and that all four are about on a level with reading ability as shown by the first two tests. In general the evidence of this test and of many others is that standing in informational studies generally will not rise far above skill in reading. When we compare History-Civics-Geography scores with those of Paragraph and Word Meaning in the above table, it is interesting to note that there is a relative gain in the social studies, especially in history. The fifth and sixth grade scores in history are 55 and 69 respectively, much below the corresponding figures after Paragraph Meaning, 62.3 and 70.8; while the seventh and eighth grades rise to 89.7 and 89.2, distinctly above the Paragraph Meaning scores of 83.8 and 85.2. Geography keeps more closely to the Paragraph and Word Meaning rates.

Included in the first division is also a battery of tests issued by the Public School Publishing Co., Bloomington, Illinois, and used in the school year 1929-30, the first form being given in Nov., 1928, and the second and equivalent form in May, 1929. With these tests was furnished a table for translating scores into terms of grades and tenths, or months, assuming ten months to a school year. In the following table these grade scores are used, so that there is shown the median grade rating of each school grade for each trial and also the difference between corresponding items. These differences indicate the progress made from November, 1928, to May, 1929, a seven month period, or .7 of a year.
Table III

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>2.2</td>
<td>8.4</td>
<td>8.0</td>
<td>8.6</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>7.8</td>
<td>7.4</td>
<td>7.2</td>
<td>7.5</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>1.0</td>
<td>.8</td>
<td>1.1</td>
<td>.2</td>
</tr>
<tr>
<td>VII</td>
<td>7.9</td>
<td>7.7</td>
<td>7.0</td>
<td>7.2</td>
<td>6.4</td>
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<tr>
<td></td>
<td>6.5</td>
<td>6.7</td>
<td>5.8</td>
<td>6.3</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>1.4</td>
<td>1.0</td>
<td>1.2</td>
<td>.8</td>
<td>.6</td>
</tr>
<tr>
<td>VI</td>
<td>7.1</td>
<td>7.1</td>
<td>7.1</td>
<td>7.5</td>
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<td></td>
<td>6.0</td>
<td>6.2</td>
<td>6.0</td>
<td>5.9</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>.9</td>
<td>1.1</td>
<td>1.6</td>
<td>1.1</td>
</tr>
<tr>
<td>V</td>
<td>6.5</td>
<td>5.5</td>
<td>5.3</td>
<td>5.5</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>5.99</td>
<td>5.2</td>
<td>4.9</td>
<td>5.5</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>.8</td>
<td>.3</td>
<td>.4</td>
<td>0.</td>
<td>.2</td>
</tr>
<tr>
<td>IV</td>
<td>4.8</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>4.2</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

This is to be read as follows: Grade VIII at the first trial in grammar made a median rating of 7.8, or a little less than eighth grade standing; at the second trial the rating was 9.2, or a little better than ninth grade standing, a gain of 1.4 grades in a seven month period, or .7 of a grade year. Every difference of .7 or more indicates satisfactory progress. In history and geography the differences are all more than .7 except in the fifth grade, which appears weak throughout.

Division 2(a) includes the Buckingham-Stevenson Place geography Test, used in 1925, 1926, 1928, and 1929, always in the spring term, usually in May. A different test was used in 1927, perhaps unfortunately, but we have records for two years before the experiment began and two during its progress. This test has norms for high and low divisions in each grade. The standards used in the table below are the average or a little above the average of the two given for each grade. The table shows the standard assumed
for each grade, the median score for each grade each year, and the relation of medians to standards, or efficiency.

Table IV

Buckingham-Stevenson Place Geography Test

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>43</td>
<td>41</td>
<td>34</td>
<td>22</td>
</tr>
<tr>
<td>1925 Median</td>
<td>40</td>
<td>37</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>Percent.</td>
<td>93</td>
<td>90</td>
<td>62</td>
<td>77</td>
</tr>
<tr>
<td>1926 Median</td>
<td>47</td>
<td>39</td>
<td>26</td>
<td>15.5</td>
</tr>
<tr>
<td>Percent.</td>
<td>109</td>
<td>95</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>1928 Median</td>
<td>45</td>
<td>39.4</td>
<td>33.6</td>
<td>20.4</td>
</tr>
<tr>
<td>Percent.</td>
<td>105</td>
<td>96</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>1929 Median</td>
<td>45</td>
<td>41</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Percent.</td>
<td>105</td>
<td>100</td>
<td>115</td>
<td>86</td>
</tr>
</tbody>
</table>

This table may be read downward in each column or downward from right to left, following one group through the several grades, noting that 1927 is missing. In general there is a steady and satisfactory improvement in this relatively simple phase of geography, the location of places. While some changes in the general conduct of the schools may account for part of the improvement, it is clear that in the skill covered by this test instruction through this social study unit causes no loss, but probably some gain over ordinary methods.

In the spring of 1928, near the end of the first year of the experiment, the Gregory-Scencer Geography Test was given. This proved to be rather difficult in form and language as well as in subject matter for this group and the results are low. So far as this thesis is concerned the results are negative, the low score being due as much to reading and other difficulties as to any method.
Table V
Gregory-Spencer Geography Test

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median</td>
<td>40</td>
<td>42.5</td>
<td>36</td>
<td>13</td>
</tr>
<tr>
<td>Standard</td>
<td>78</td>
<td>69</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Percent.</td>
<td>77</td>
<td>62</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

One of the separate history tests was the Harlan Test for Information in American History, given in the spring of 1925 and again three years later, with the following results:

Table VI
Harlan Test for Information in American History

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>86</td>
<td>56</td>
</tr>
<tr>
<td>Median, June, 1925</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>Percent</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>Median, June, 1928</td>
<td>59</td>
<td>44</td>
</tr>
<tr>
<td>Percent</td>
<td>69</td>
<td>79</td>
</tr>
</tbody>
</table>

In this as in several other tests the reading difficulty had much to do with the low score. At the time of the second giving, near the end of the first year of the experiment, the work in history had not been so completely absorbed into the social study unit as has since been true.

Another history test, used in May or June, 1928, and again in 1929, is the Iowa General Information History Test. The standards as prescribed, the medians, and the percent or efficiency are shown in the table below:
Table VII

Iowa General Information History Test

<table>
<thead>
<tr>
<th>Grades</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>22</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median, 1928</td>
<td>20</td>
<td>12.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Percent.</td>
<td>91</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median, 1929</td>
<td>18.7</td>
<td>13.7</td>
<td>7.4</td>
<td>3.8</td>
</tr>
<tr>
<td>Percent.</td>
<td>85</td>
<td>105</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This test is of the recall type, containing one hundred questions, meant primarily for high schools, and not standardized below the seventh grade. Its difficulty is shown by the standards set. Out of the one hundred questions, 22 is good for an eighth grade and 40 is a median for high school juniors and seniors. Taken as a whole the results make a good showing for history as acquired in this social study unit.

The third part of the second division includes tests in civics. Of such tests the Hill Civics Test was given in Nov., 1926, and again in April, 1928. This is a multiple choice type, in two parts, called Information and Attitudes. Of the two parts that on Civic Attitudes depends on individual judgment and follows quite closely the general ability of the groups taking it. The part referring to Civic Information seems the more significant for the purpose of this essay. The standards given by the author are for November. The April standards used in the table are those for November plus one half the difference between each grade and the next above.
This test has but one form. This fact probably affected results very little, if at all, as the trials were a year and a half apart, and the test did not come to the attention of either teachers or pupils during that time. In any case it could not affect the most significant item in the table, the showing made by the two sixth grades in Civic Information. After one year of current events and derived topics the sixth grade score or efficiency was 99 percent, 36 percent more than the sixth grade of the year before.

The Hill-Wilson Civics Test, similar in form to the Hill test but differing in material, was used in May, 1930.

Table IX

Hill-Wilson Civics Test

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>10.8</td>
<td>9.0</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>Medians</td>
<td>11.5</td>
<td>9.3</td>
<td>10.1</td>
<td>7.2</td>
</tr>
<tr>
<td>Percent.</td>
<td>106</td>
<td>103</td>
<td>123</td>
<td></td>
</tr>
</tbody>
</table>
If this test is well standardized these results indicate a high degree of efficiency for this social study unit in training in civics. Again the results in the sixth grade are striking. This group is above the average in ability, but even with that help the rating of 123 percent is remarkable. This test is not given a standard for the fifth grade, but the median score of the fifth grade as compared with the norm for the sixth is significant, all the more as this group is the lowest in learning ability of those now in the schools. The result of the civics tests would seem to show that pupils, especially in the fifth and sixth grades, are being better trained in understanding of civic affairs through the current events approach.

Effect on Different Learning Abilities

Several detailed studies of tests were made to determine the effect of this method of instruction on the progress of dull and bright pupils as compared with the normal. As this would be a study in the comparison of subject and project methods rather than one having a direct bearing on the main topic of this thesis, only one table is given dealing with this matter. In this study each child's score was reduced to a percent of the norm for his grade and the frequency table made from these percentages, thus bringing a larger number into one table. It compares the results of 1926 and 1929 in the Buckingham-Stevenson Place Geography Test, with those of Comprehension in Reading, from the Monroe Reading Test for the same years, the latter being entirely independent of the experiment.
<table>
<thead>
<tr>
<th>Percent</th>
<th>Buckingham-Stevenson Test</th>
<th>Monroe Read. Test, Comp.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May, 1926</td>
<td>May, 1929</td>
</tr>
<tr>
<td>200</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>190</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>180</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>170</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>160</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>140</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>130</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>120</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>110</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>100</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>90</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>80</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>70</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>60</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>50</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
<td>167</td>
</tr>
<tr>
<td>Q3</td>
<td>114</td>
<td>124</td>
</tr>
<tr>
<td>Median</td>
<td>86</td>
<td>97</td>
</tr>
<tr>
<td>Q1</td>
<td>60</td>
<td>68</td>
</tr>
<tr>
<td>Q3 - Q1</td>
<td>54</td>
<td>56</td>
</tr>
</tbody>
</table>
The quartile difference is used here to determine whether the bright and the dull pupils are being drawn farther away from the central tendency, represented in this table by 100 \( p \). In the reading test there is an actual but small reduction of this difference, indicating, if it is large enough to be considered as meaning anything, that there has been better teaching or better grading. In the geography test the quartile difference grew in three years from 54 to 56, but the median increased at the same time from 86 to 97. This means a relative decrease, for 56 is a smaller part of its median, 97, than 54 is of 86.

All the records which made it possible to study groups at or just before the beginning of the experiment in comparison with corresponding groups in the spring of 1929 were examined. The change in the quartile difference between the earlier time and the later "as never great, and as often a decrease as an increase. It does not appear that there is anything inherent in the method which tends to over-accelerate the bright pupils or cause any tendency to greater slowness in the dull. The conclusion, confirmed by the studies mentioned which are not given here, is that the tendency to greater "spread" or scattering of scores, if it exists at all, is not large enough to merit consideration.
Progress in Current Events

While the main purpose of this thesis is covered in the record of what has actually happened in the acquisition of historical, geographical, and civic material, the story of measured results would not be complete without some reference to the amount of gain in knowledge of current events. In this field there can be no tests with established norms. As the affairs of today recede into the past they are forgotten, and any standard set for a certain time would be too high in a few weeks or months. Short form tests can and are prepared from time to time. They are useful in stimulating effort and in comparing schools for supervisory purposes, but given in this district alone would have no value in this discussion.

Through the kindness of neighboring superintendents, two tests prepared for this district were given to a large number of children outside the district and at about the same time. The first, containing twenty-five statements in a multiple choice form and covering events from Sept., 1928, to December of the same year, was given in January, 1929, in this district and to more than a thousand children in other towns. The table gives the number of pupils and the median correct score for grades V to VIII.

Table XI

Current Events, Jan., 1929

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erving Dist.</td>
<td>28 14.9</td>
<td>48 12.2</td>
<td>47 14.0</td>
<td>51 9.2</td>
</tr>
<tr>
<td>All Others</td>
<td>411 11.7</td>
<td>374 10.7</td>
<td>135 10.7</td>
<td>127 8.0</td>
</tr>
</tbody>
</table>
In May of this year a test prepared by another superintendent for his schools was given in both districts. The test was of fifteen multiple choice statements. The results are as follows:

Table XII

<table>
<thead>
<tr>
<th>Grade</th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erving Dist.</td>
<td>12.9</td>
<td>11.7</td>
<td>12.2</td>
<td>9.6</td>
</tr>
<tr>
<td>&quot;A&quot;</td>
<td>10.4</td>
<td>9.4</td>
<td>7.4</td>
<td>5.4</td>
</tr>
</tbody>
</table>

In January, 1930, a test similar in form to that of a year before was given in this district and to a large number of pupils in other towns, including several high schools. The table shows the number of pupils and median scores for each grade in each district.

Table XIII

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S.Sr.</td>
<td>VIII</td>
<td>33</td>
<td>12.0</td>
<td>123</td>
<td>14.0</td>
<td>156</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>H.S.Jr.</td>
<td>VIII</td>
<td>41</td>
<td>10.6</td>
<td>28</td>
<td>12.0</td>
<td>150</td>
<td>12.9</td>
<td>219</td>
</tr>
<tr>
<td>H.S.Sr.</td>
<td>VIII</td>
<td>64</td>
<td>9.1</td>
<td>196</td>
<td>12.0</td>
<td>260</td>
<td>11.3</td>
<td></td>
</tr>
<tr>
<td>H.S.Fr.</td>
<td>VIII</td>
<td>72</td>
<td>9.3</td>
<td>239</td>
<td>10.7</td>
<td>311</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>VIII</td>
<td>33</td>
<td>12.3</td>
<td>45</td>
<td>12.2</td>
<td>89</td>
<td>12.9</td>
<td>84</td>
</tr>
<tr>
<td>VII</td>
<td>VIII</td>
<td>44</td>
<td>13.2</td>
<td>78</td>
<td>9.2</td>
<td>89</td>
<td>7.2</td>
<td>115</td>
</tr>
<tr>
<td>VI</td>
<td>VIII</td>
<td>45</td>
<td>9.6</td>
<td>66</td>
<td>8.0</td>
<td>94</td>
<td>5.1</td>
<td>293</td>
</tr>
<tr>
<td>V</td>
<td>VIII</td>
<td>57</td>
<td>6.2</td>
<td>71</td>
<td>6.0</td>
<td>268</td>
<td>6.7</td>
<td>339</td>
</tr>
</tbody>
</table>

Comparison of Erving district with others in Tables XI and XII and with totals in Table XIII shows a knowledge of current events averaging about 25 percent greater than that in a group of schools, all of which would be rated as high or higher than those of this district, but which usually give only ordinary attention to this topic.
Reports of Teachers

During four months in the Fall of 1929, teachers made weekly reports naming the news topics which occasioned further study, the study topics derived from current events, the social study topics independent of current affairs, and frequency of tests and reviews.

In Feb., 1930, this questionnaire was sent to teachers:

In compiling an account of our current event-social study project, it shall be greatly helped by your written statements on the following points:

1. Are these statements true?
   a. The time usually given to geography and history is given to current events and derived topics.
   b. Exceptions are: history in biographical form and some elementary geography in Grade V, and the Constitution of U. S. in Grade VIII.
   c. Also except the use of exercise books, primarily for tests, but also for additional work.

2. Estimate the fractional part of your social study work included in b and c.

3. Do you think of social study work as a unit or as separate lessons in geography and history?

4. The records show that we get more current events and as much geography and history. Does the work impose an extra burden on you or trespass on other work?

5. How does the attitude and interest of the pupils compare with that under more formal methods?

6. Can you make any comment on the showing made by pupils as they pass into higher grades and high school?

7. How do you keep records so as to offset the lack of system necessarily a phase of this procedure as compared with more formal text book work?

The answers to question 1 were wholly in the affirmative, confirming statements already made. The estimates under number 3 varied from 1/10 to 2/5, averaging about 1/5, but in the weekly reports the number independent of current events was only seven percent of the whole. Assuming the truth to be between these extremes, at least 1/3 of the social study has been dependent on current events. Of the remainder a large part is indirectly connected with the same work, having grown out of tests and reviews.
The answers to question 3 show an interesting change in
the teachers' point of view. The influence of all ordinary school
procedure leads teachers to think of their work as a series of
disconnected lessons in in the entirely separate studies of geography, history, civics, etc., having no relation to each other, except
as they, illuminate some interesting or important item of news. Grad-
ually one begins to feel that the steady march of human events is itself
a unifying influence, quite powerful enough to tie together all study
of current affairs into a real unit. Probably two years ago all of
us were thinking of the separate parts. Now seven out of ten declare
that they think of all this work as a social study unit.

In reply to number 4 the answers were clear, unanimous,
and probative to the effect that there is no added burden and no
trespassing on other work, several making strong statements to the
contrary. Under number 5 all those whose length of experience made
comparison possible spoke of the greater interest shown, and all
expressed the belief that the use of current events as a starting
point tends to greater interest on the part of the pupils. Question
3 brought out a variety of answers, but all agreed that pupils
showed increased ability in some way, such as self-reliance, general
knowledge, skill in study or research, etc.

An attempt has been made to secure from reports and records
a quantitative statement as to pupils interest and participation,
but this proved impracticable, because of the influence of other
factors, and because of lack of basis for comparison. There was no
way of telling how much pupils participation any teacher would
allow under the ordinary routine, and there is a wide difference
in teachers in this regard, also there is a wide difference in the
children's opportunities for finding material. If we measure the pupil's free activity by the readiness to volunteer items of news and other information, we find situations varying from schools in which nearly every class represented had a daily and perhaps a radio to groups where few of the children ever saw even a weekly in the home. If we use as a measure the readiness to undertake original research for helpful material, we find differences closely paralleling learning ability. The teachers all agreed, however, that the method tends to encourage pupil participation in all forms.

The impossibility of reducing the news to any system or regularity makes the matter of recording work of especial importance. In this social study unit it is not possible to indicate progress by referring to a text book or course of study. The answers to number 7 show that the teachers recognize this and have endeavored to meet the situation. The two forms of record most often mentioned were the teacher's plan or note book, and the record of regular, usually weekly, tests.

Training in News Appreciation

A strong motive for undertaking this experiment lay in the belief that there should be in the schools in some way some training recognizing the widespread habit of newspaper reading and fitting young people to think wisely of current events as they march past. The question naturally arises as to how far the experiment has succeeded in this direction. To this no very complete answer can be given. We are dealing with the beginning, and as the xxxxx project has progressed there has come the increasingly strong conviction that for any adequate training some procedure of this kind should be continued throughout the child's school life.
In regard to what has been accomplished we can offer one fact and two observations. The fact has already been presented in the section showing the amount of acquisition of current affairs as compared with other schools. Any training would of necessity start with the developing of a wider knowledge of the subject, and thus the pupils are acquiring to an appreciable extent.

In school work with the news two marked tendencies have been noted. These, especially the first, are probably generally true, wherever children have been allowed any initiative in providing material for the current events period. The first is the almost instinctive avoidance of matters unwholesome or unworthy and the tendency to rise above the trivial and evenscent to things really worth while. Of course murders and divorces are mentioned, but these are generally have noted, sometimes with wonder, the very small proportion of such topics selected by the children, even when there was no ban on them. Of course children are always ready to discourse about their favorite comic strip, but grown people often turn to that page first, and the children prove to be quite as ready as their elders to turn to pages of greater importance.

The second observation has to do with the way the news is considered. The first and simplest way is to take each happening as it comes, more or less interesting or exciting, but isolated and not making any very lasting impression. The other is to think of every event in connection with others of like nature, as a part of some movement or trend, and to consider its significance in its place. The trip of the Graf Zeppelin around the world was spectacular, the kind of news that made us look at the headlines every morning, but it was also an important step in the conquest of the air. The
children easily, almost naturally, come to think of affairs in their relations and to place first those which seem most important from this point of view. Such tendencies under competent direction for a series of years should certainly develop better thinkers and therefore better citizens.

**Effect on Content of Instruction**

Another argument for trying the experiment in this form is the fact that the amount of material in social studies has so greatly increased, that no one can learn it all, that some must be taken and much omitted, and that this condition makes a competent selective agent necessary. If we let current events select social study material will the traditional content of these studies be seriously affected? Of course the question cannot be fully answered now. The time has been too short, the number of schools and children too small, and the material for study and reference far too limited. We can only hint at the probable facts. In geography it would not seem that any great change is to be expected, either in content or in the form of presentation. The ordinary text books are the chief and apparently satisfactory source of information, supplemented by gazetteers, books of travel, &c. The lesson for the day, when once selected, is not appreciably different in content or handling from a geography lesson which has come in the regular routine of a text book.

Civics is not so commonly a separate study, this text book below the eighth grade, and therefore there is not so much question of change in material. Reference to Tables VIII and IX would seem to indicate that the content of civic information, especially in the 5th and 6th grades has greatly increased.
In history there is more reason to suspect that persistent use of current events as a selective agency would bring about some changes. The most apparent and radical, perhaps the only significant one probable, is the tendency to emphasize recent history as compared with that more remote. There is much being said and written about teaching history by backward development, starting with the present and proceeding into the past by regular or chronological steps. The acquisition of history in this social study unit lacks the regularity of this method, but in other ways approximates it. In inquiring into what lies behind any present affair of interest the tendency is to look first into the recent past. This does not mean that valuable lessons of older times are lost or neglected. One can hardly do anything with the history of Massachusetts without thinking of Salem and Plymouth. The trip of the Graf Zeppelin turned our thoughts to Magellan and Cook as well as to Jules Verne and Nellie Bly. It does mean that the history of the last fifty to seventy-five years assumes a new importance and schools must have material to meet the demand. Pupils working along lines described in this thesis are very likely to know more of the history of aviation than of the history of slavery, for example, and probably to their benefit.

School Procedure

The teachers were left as free as possible in the details of their work, very little in the way of method being prescribed. This was advisable because the variety in size of classes and combinations of grades made any general plan impossible, and because as part of the experiment it was desirable to learn if any new ways would be developed or any special ways preferred. It may be said
at once that there is little or nothing new to be described. The whole matter resembles a continuous project or succession of projects, and any of the excellent treatises on the project method will give good and complete suggestions as to procedure. Many variations of method are usual, each teacher trying to find the best way with her group and with each new topic. Work is done by whole classes, by groups or grades, by committees, and by individuals. The nature of the lessons varies from strict assignments to the freest of research. The feature of research, however, is usually prominent. Pupils are exercised in locating the knowledge needed to a much greater extent than when lessons were always assigned.

Generally schools do not wait for their weekly papers but take the news as early as possible, studying the items and the additional topics they suggest, often reviewing and enlarging the subject when the papers come. However, the use of school newspapers tends to establish a weekly cycle somewhat as follows:

First day, reading and study of the papers.
Second and third days, study of suggested lessons, search for helpful material, &c.
Fourth and fifth days, class work, records, maps, reviews, &c.

From the standpoint of the historian or geographer the work is exceedingly unsystematic and disconnected. It was one of the assumptions in planning the experiment that the logical order, so dear to the adult and especially to the scientist, has little value for the child and the beginner. Apparently this assumption is well grounded. The pupils seem to be getting as much information as if they received it in more orderly fashion, and they seem to be as well prepared for higher grades and high school. This is not to say that there is no place for systematic attention to geography and
history. It does appear, however, so far as this experiment can show, that good progress can be made in the elementary grades without adhering to the logical order so long dominant.

Through the usual type of schools run continuous streams of geography and history, theoretically separate, practically somewhat mingled. There may be also a stream of current events, intermittent when a weekly or occasional period is used, or thinly continuous, when a few minutes a day are devoted to the subject, but usually meager because time is limited. From current events little contributions are made from time to time to the streams of geography and history. In the schools of this experiment current events form the large and continuous stream, to which has been added anything from any source which might stimulate interest and increase understanding. Most of the added material has come from history and geography, but any field of human knowledge might contribute. So far as this whole group of school subjects is concerned this is an exact reversal of the usual procedure.
In looking back one is struck with the growth and change of our ideas as the experiment proceeded. At first we were much concerned as to whether the pupils were getting a sufficient amount of the material selected and preserved in the regular text books. The topic and purpose of this thesis is evidence of this. As time has passed we have become more impressed, almost oppressed, with the magnitude of the project we have undertaken, to make the children even moderately well acquainted with the drift and mighty movement of modern affairs. It has become increasingly evident that any adequate handling of the main subject would involve such frequent and extensive excursions into all fields of social study that there need be no fear as to the amount of material acquired. We interpret the records here presented to mean that the quantity of generally accepted social study material is not lessened by this procedure.

The important change with respect to the social studies is the disregard of the formal order in which they are usually presented.

In exchange for this formal order and without any additional cost of time we have an increased knowledge of current events, which may be stated in figures as about 25 percent greater than to be expected in schools generally. There is nothing spectacular or very significant in this. Any school by a little effort can equal or exceed this standing, but it would be difficult for schools generally to do as well and carry on all other work fully. Neither is the possession of this additional knowledge of news in itself of great value unless the material is used. It must be graded, selected, assimilated, and made to function in citizenship, culture, and life.
The children of these grades understand and enjoy a great deal that is going on, but much escapes them because of their lack of maturity. This fact leads to the conclusion that the proper treatment of current events alone or of our social study unit would require continuous attention throughout school life. The current events test recorded in Table XIII was given in two school systems to all high school students as well as to grammar grades. In one high school all the classes and in the other all but the seniors made median scores lower than the grade below the high school. Possibly the upper elementary grades can comprehend the news so well that there is no ground for expecting much higher ratings in high school classes, but it does not seem quite right that they should know less.

This experiment and this thesis have nothing to do with high school curricula, but we cannot avoid the suspicion that curriculum makers are on the wrong track when students are directed into abstract studies so far that they lose contact with the vital affairs of our own times.

The pronoun "we" used in these paragraphs is not merely editorial but includes the teachers, who have done the real work. This has been written with the strong conviction, usually a certainty, that it expresses very closely the ideas of the teachers. Their open-minded willingness to try something new and their full cooperation, often against tradition and sometimes against their own beliefs, has made possible whatever of value may be found in this account.
Summary

This experiment combines the social studies, geography, history, and civics into a social-study unit with current events, in which current events is the center of main new stream of instruction to which other fields of knowledge contribute.

It is undertaken with the hope of saving time, or of stimulating learning without additional cost of time, through natural combination and increased interest.

Attention is given to increased training in Jews Appreciation and knowledge of modern life.

The experiment makes the flow of current affairs the selecting agency in determining the content of social-study material.

Current Events has grown in 20 or 30 years to a well recognized place in school work, but has not before been made a major study.

The work of this experiment has been done in rural and small village schools by teachers of experience and training.

Schools were provided with weekly school newspapers and other helps.

The main idea was explained and discussed, but teachers were left very free as to details.

An extensive series of standard tests shows that the content of geography, history, and civics acquired is fully equal to that which would be expected from ordinary methods.

The knowledge of current events was increased about 25 percent as compared with schools of neighboring districts.

Teachers show increasing satisfaction and pupils greater interest.
At least five-sixths of the social study work has been included in this unit.

Records of progress are provided by note books and tests. Observation shows the tendency is to select high types of news items and to study events as parts of some great whole.

It does not appear that the long established content of instruction will be seriously affected, possibly excepting the strong demand for more material in modern history.

School procedure is very varied, but the habit of research is prominent, and the use of weekly papers tends to create a kind of weekly cycle.

The stream of current events furnishes a unifying principle, which seems fully as effective in elementary work as the logical order of traditional studies.

The conclusion is that the answer to the opening question is, almost completely, and that the method is worthy of further trial in elementary grades and of extension to higher grades.
New Stanford Achievement Test
By Truman L. Kelley, Giles M. Ruch, and Lewis M. Terman

ADVANCED EXAMINATION: FORM V
FOR GRADERS 4-9

Name........................................ Grade................................ Boy or girl ..............
Age....................When is your next birthday?..............................How old will you be then?............
Name of school........................................ Date........................................

TO THE EXAMINER

Do not administer this test without first reading carefully the Directions for Administering.

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois
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PRINTED IN U.S.A.
**Educational Profile Chart: New Stanford Achievement Test, Advanced Examination**

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*Grade defined as in Table 2 of the Directions for Administering.*

**Educational Ages above this point are extrapolated values.**

See Guide for Interpreting for explanation of vertical lines.
DIRECTIONS: Write JUST ONE WORD on each dotted line.

SAMPLE:
Dick and Tom were playing ball in the field. Dick was throwing the ball and .......... was trying to catch it.

1. Ned was crying because his pony had died. Just then a fairy appeared and asked him why he was so sad. “Because,” said Ned, “my dear little .......... is dead.”

2-3. Christmas brought toys for all. There was a ball for Mary and a cart for Paul. When the children found the presents, they were very happy. Paul played with his .......... and Mary with her .......... all day.

4-5. Helen and Kate pulled their sled through the deep snow to the top of the hill and soon were coasting swiftly down again. They did this over and over. The .......... was so deep that they found it hard work to drag the .......... to the top.

6-7. A gray pussy saw a lark out in the field and thought it would make a fine dinner. “Come here, pretty lark,” said the .........., “and I will show you the bell that hangs on my neck.” But the wise lark said he did not care to see the .......... and flew away quickly.

8-9. A pretty squirrel once lived in a hollow tree near the window of a farmhouse. In the room where the window was, a little girl named Nellie lay sick. Every day the .......... came to the window and chattered as though to keep .......... from getting lonesome.

10-11. A grizzly bear had a home in the high peaks of the mountains. Four flocks of bighorn sheep occupied the same area but there never was any trouble between the .......... and the ..........

12-13-14. Sarah practices on the piano every morning while Tom tries to play tennis alone. One day Tom asked Sarah to play with him and she said, “I can’t, it would make me sick to play.” “Playing .......... won’t hurt you,” said ..........; “it’s better for you than playing the .......... so much.”

15-16. An old fairy tale tells of a little girl who was cured of telling falsehoods. A wise fairy clasped a diamond necklace about the little girl’s throat. Whenever she said anything that was not true, the diamonds turned to coal until the truth was told. This so shamed the .......... that she finally learned to speak only the ..........

17-18. Although Bert and John were brothers, they were not at all alike. John was big and strong and he had very few friends. On the other hand .......... was small and weak but he was .......... by everyone.

19-20. The Eskimos sometimes live in homes made of blocks of ice. Since ice melts rapidly when exposed to a temperature above 32 degrees, it is necessary for the Eskimos to keep the temperature of the room below .......... degrees to keep the house from ..........

21-22-23. All animals have some way of defending themselves from attack. The lion has sharp teeth, the rhinoceros has a hide so thick that scarcely anything can pierce it, while the deer can jump and run with great speed. If a single animal had the lion’s ..........., the rhinoceros’ thick ..........., and the deer’s ability to .........., it would be hard to conquer.

24-25-26. Dumped into Ernest’s corner of the attic are a roller skate and a much-read storybook. “Ernest likes me better than he likes you,” said the skate. “Why, you poor skate, how mistaken you are,” said the book. At this moment they heard from outdoors, “Come on, Ernest, let’s scoot.” The word “scoot” set the book’s leaves a-trembling and sent a thrill of joy through the iron heart of the skate. But just then it began to rain hard, “Pitter-patter, pitter-patter,” on the attic roof. This sent a thrill to the heart of the .......... and a shudder to the heart of the .......... Soon Ernest came in and said, “Where is that old .......... of mine?”

27-28. Trout cannot live in water which is warmer than that of their cold native mountain streams, and they prefer flowing water to still water. In the government fish hatcheries the baby trout are kept in special tanks in which the water is kept .......... and ..........
29-30 Johnny was walking down the sidewalk in a very peculiar way. He was saying, "If I step on a crack, I will break my back; if I step in the middle, I will feel fit as a fiddle." His sister, oftener produces should 1

31-32 Leonardo da Vinci, the artist who painted "The Last Supper," also made important discoveries as a scientist. We do not often think of him as both 36 cord to 7

33-34 In a certain village a ton of coal costs as much as a cord of wood, but it produces twice as much heat. Therefore the poor families in this village should be advised to burn 67 agriculture. manufactured 7

breed. certain 2

23 very annuals I One 64 39 7

35-36 Steel is made from iron and is therefore a manufactured product. Similarly brass is commonly made from copper and zinc. This explains why we never hear of and 71 hard.

37-38 The Iroquois and many other tribes of Indians were very fond of war. However, the Papago Indians of Arizona prefer peace and quiet. The men sit lazily in the shade of their huts while the women weave baskets. It is hard to imagine the Indian going to war or hard.

39-40 Deciduous trees lose their leaves in winter, while evergreens, as their name implies, do not. Therefore, in forests composed of trees the ground is less shaded in winter than is the case in forests whose trees are.

41-42 There are many kinds or breeds of cattle, each one being of some special use to man. Jersey cows are not highly desirable for meat, but produce large quantities of rich milk. Hereford cattle have just the opposite characteristics. Consequently, if one wanted to produce beef, he would choose the rather than the breed.

43-44 All things considered, water is the most important factor that determines success or failure in agriculture. Temperature is frequently a limiting factor, but is much oftener than temperature the factor.

45-46 "Prince," said the Sultan, "your condition cannot be sufficiently deplorable; no one can be more sensibly affected by your misfortune than I am. Never did anything so extraordinary befall any man! One thing only is wanting—revenge to which you are entitled; and I will omit nothing in my power to effect it." The expressed his gratitude and began to plan how he might secure the to which the Sultan thought he was entitled.

47-48 Ora and Anna Blackmore are twins. They have a sister, Helen, and two friends, Clara and Bessie. Write the names of two Blackmore girls who are not of the same age and.

49-50 When we hear of the Chinese wearing wooden shoes and eating with chopsticks, we think it very odd. A Chinaman would be just as surprised at our leather shoes and our table forks and spoons. The of any people appear anyone not familiar with them.

51-52 A few yards away large birds were greedily feeding upon dead fish, regardless of our presence. They were buzzards, scavengers of our southern seacoasts. In spite of their being ugly and unmannered, we owe them a kind of respect, for we have learned to know they are among the best friends of dwellers in the tropic disposed as they do of decaying which otherwise might be a menace to health.

53-54 Many gardeners plant perennial flowers in preference to annuals because the former will bloom for more than one season. Since larkspur is an annual and delphinium is a perennial, we can expect the will live longer than the.

55-56 If I were writing about the rich, I should be inclined to divide them, according to their attitude toward life, into workers and parasites. The motto of the worker is, "I owe the world a life," and the motto of the is, "The owes me a living."

57-58 Man will risk as much for notoriety as for money. If this were not true, why would anyone risk his life by going over Niagara Falls in a barrel? Such a feat, even if successful, may bring the "hero" no, but it is certain to bring him much.

Go right on to the next column.

Go right on to the next page.
59-60-61 We have all seen iron subjected to hot fires and yet it did not burn. However, iron does "burn up" and this fact is demanding the attention of some of our greatest engineers. Iron combines very readily with oxygen to form iron oxide, known as rust. Oxidation is only a form of slow combustion. Consequently, if ...........................................is not treated to.........................oxidation it will soon..............................................

62-63 A nation composed of good homes is a good nation. The best homes teach their children high ideals and good habits which tend to prevent sickness, poverty, vice, or crime. A ..........................................................has few problems which would not be half cured if all........................................were good ones.

64-65 One of the fundamental aims of silent reading is that of training each child to attain his highest level of achievement in speed without lowering his accuracy of comprehension. Neither..............................nor ................................should be developed at the expense of the other.

66-67 A membrane which permits the passage of water through it but which does not permit substances dissolved in water to pass is called a semi-permeable membrane. One which allows dissolved substances as well as.........................to pass is a ........................................membrane.

68-69 We like to subdue. Boys like to go stamping through the woods, breaking their way through to new paths. Before this modern age, war and hunting offered opportunities for the fighting spirit. The lives of most of us today are more...............................Modern conditions make little demand on our...............................tendencies.

70-71 To pant for recognition, to yearn to impress one’s personality upon one’s fellow-men, is the essence of ambition. The ambitious person may think that he merely thirsts to "do something" or "be somebody," but really what he craves is to figure potently in the minds of others, to be greatly loved, admired, or feared. To reap even a great success which no one ........................................does not satisfy the yearnings of the...............individual.

72-73 Among the most characteristic and amazing properties of bacteria is their ability for rapid multiplication. It has been estimated that the descendants of one bacterium under continued and favorable conditions would in three days number 281,500,000,000 and weigh about 7,000 tons. Fortunately, under ordinary conditions..........................does not proceed unchecked at such a..........................

74-75 "Naïve" and "unsophisticated" are frequently confused. The former suggests a type of behavior which is artless, spontaneous, and free from restraints of custom. The latter implies fully as great lack of knowledge of social usage, and, in addition, conduct which is primitive and perchance inelegant. Thus, the ........................................youth was the first to enter the car, and his..............................little sister warmly kissed him in the presence of the king.

76-77 The production of bodily energy involves a chemical process. Animal energy is derived ultimately from food. All cell activity involves the expenditure of energy. Therefore all..............................have to be..........................

78 Fundamentally, education depends upon the capacity of a person to profit by past experiences. Past situations modify present and future adjustments. Education in its broadest sense means acquiring experiences that serve to..............................existing inherited or acquired tendencies of behavior.

79-80 Suppose that in a certain country the law provides that a will, to be a valid legal instrument, must be signed by the testator (maker) in the joint presence of at least two witnesses who must themselves sign the document in attestation of the testator’s signature. Mr. Brown having drawn up a will in the morning calls in Mr. Smith to witness his signature and in the afternoon calls in Mr. Jones. Since Mr. Jones was not present in the morning, Mr. Brown again signs the will and Mr. Jones then signs it. This will is..........................because the two witnesses..........................witnessed the making of Mr. Brown’s signature.

End of Test 1. Look over your work.
DIRECTIONS: Draw a line under the word that makes the sentence true, as shown in the samples.

SAMPLES:
A rose is a box. flower. home. month. river.
A roof is found on a book. person. rock. house. word.

1. New York is the name of a city. person. ride. river. school.
2. A shining thing is dull. high. bright. warm. wide.
3. Silk is for books. dresses. gardens. horses. letters.
4. Joyful means even. great. happy. short. slow.
5. Tears come usually when we drink. eat. talk. walk. cry.
7. A limb is a part of a story. table. tree. wall. window.
8. To stitch is to reward. sew. starve. suggest. tempt.
9. The ocean is fire. land. paper. water. wood.
10. To lift means to raise. begin. drive. laugh. watch.
11. Cotton is used for baskets. clothes. dinners. notes. wheels.
12. An American is a ball. house. person. place. table.
13. A farmer works chiefly with fish. coal. plants. rocks. wood.
14. Beaches are found on a barn. coast. cloak. horse. roof.
15. A vessel is a boat. bow. cloth. forest. lady.
16. To pronounce is to sail. show. speak. stand. watch.
17. A couch is a kind of bed. captain. offer. pick. wall.
18. To be free is to have liberty. luxury. patience. religion. revenge.

21. A snake is a foreigner. gallery. geography. mold. serpent.
22. To inquire is to appear. rest. ask. sleep. watch.
23. A remark is something that is destroyed. slow. held. kept. said.
24. To despise is to bind. effect. hate. obey. observe.
25. A parson is a minister. pond. porch. prison. robin.
26. A monstrous thing is enormous. modest. musical. useful. torn.
27. An argument is a discussion. gully. gymnasium. penance. perjury.
29. A misunderstanding is a kind of diadem. disagreement. disk. magnet. monastery.
30. To scare is to sympathize. tackle. taunt. terrify. loan.
31. A worshiper is domestic. fearful. gracious. religious. steady.
32. To sneer is to scoff. scorch. scratch. scream. scrub.
33. To be brave is to be humble. courageous. frightful. honorable. ignoble.
34. Contentment means notion. provision. rainbow. satisfaction. trifle.
35. Unarmed means advantageous. beggarly. defenseless. verbal. wasteful.
36. A purchaser is a flatterer. buyer. flirt. hearer. voter.
37. A sawmill produces candy. brides. dew. wire. lumber.
38. Commerce means speed. station. trade. uncle. weather.
39. To grant means to get. give. see. step. wish.

Go right on to the next column.
40 Violence usually causes benefit happiness harm knowledge respect
41 A literary person is a champion driver robber founder writer
42 A cave is a ballad dresser frontier grotto plea
43 An occupation is a kind of bath luxury activity relative vein
44 Thou means her him me they you
45 To reveal is to abuse disclose mess motor seek
46 Solemnity means legibility magic neutrality seriousness untidiness
47 A ballot is used in draining freezing grinding voting wrapping
48 Ambition means aspiration frivolity loitering remorse slothful
49 To heed is to escape fancy hurry notice prove
50 Lifeless means inanimate indefinite infamous undecided untidy
51 Dignified means lonely monstrous prominent spiritual stately
52 An opponent is an owl antagonist officer outlaw inlet
53 Tumultuous is boisterous hapless jovial lowly massy
54 Constancy means grudge morsel rainfall steadfastness warfare
55 Eternally means already always completely entirely squarely
56 Liberality means promotion robbery reproof scandal generosity
57 A legacy is an inheritance inscription ox ankle elf
58 A frenzy is a county growth majority robber rage
59 To forbear means to abstain knead ladle loan mimic

Go right on to the next column.

60 To be prompt is to be formal frightful hospitable punctual purified
61 Capacity refers to authority bloom climate habit volume
62 Shameful means dispassionate immaterial naïve scandalous tractable
63 Romantic means perverse sentimental shabby shameless spry
64 Meager means exceptional scant suspicious trivial vertical
65 Indefinite means congenial indebted lawless workmanship vague
66 To be elaborate is to be artless complicated headstrong plain ignored
67 Ceaseless means boisterous diminished discontented ended incessant
68 Unscrupulous means dishonest vagrant voluntary willful zigzag
69 To sever is to cut hurt jump tie twist
70 To quail is to attack cower expand hunt retreat
71 Submissiveness means daring cute heaviness wise meekness
72 Doleful means molten nameless oriental vague rueful
73 An associate is an adversary antagonist emigrant ensign ally
74 Covetous means avaricious bountiful gaudy gray-headed harassed
75 A reprobate is one who is very ugly cowardly wealthy wicked youthful
76 To impair is to brand commend damage mingle scrape
77 Sluggish means cadaverous ineret loquacious spectral vertiginous
78 An insurrection is a fugitive rebellion publication punishment hermit
79 Quiescent means inactive angry perfect quick troublesome
80 Audacious means absurd adverse casual daring hapless

End of Test 2. Look over your work.
### Full score for easier sentences not dictated

Number right in sentences dictated

| Sum  | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Score| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 |

| Sum  | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100| 101| 102| 103| 104| 105| 106| 107| 108|
|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Score| 96 | 97 | 98 | 99| 100| 101| 102| 103| 104| 105| 106| 107| 108| 109| 110| 111| 112| 113| 114| 115| 116| 117| 118| 119| 120| 121| 122| 123| 124| 125|
DIRECTIONS: Draw a line under the word or phrase that makes the better sentence, as shown in the samples.

SAMPLES:

Apples is are good.
He told me.

1. He heated the water.
2. I calculate to go to the Fair.
3. He hasn't seen anybody.
4. Add those numbers.
5. A bunch of ships appeared.
6. It is I.
7. The sun rises in the morning.
8. You have given me two presents.
9. He found it under the table.
10. I was there before you was.
11. Jane is more prettier than Helen.
12. He didn't know that, either.
13. I have often eaten oranges.
14. He seldom ever goes to town.
15. I doubt whether it ever happened.
16. I remember seeing him there.

Go right on to the next column.

17. That looks like either John or Joe.
18. It is neither white nor black.
19. The truck carried a heavy cargo.
20. He served twenty years for his crimes.
21. It was most beautiful of all.
22. A noun is the name of something.
23. I asked him which one he chose.
24. The patient feels stronger every day.
25. The man whom you see is John.
26. They returned to their homes.
27. I am respectfully yours.
28. We divided them among the four of us.
29. The baskets were filled.
30. Had we been near we could have seen him.
31. The play was a complete success.
32. He was barely within speaking distance.
34. But don't forget, however, that I am here.
35. This is a course worth pursuing.
36. The enemy attacked us in the night.

Go right on to the next page.
37 He acted the part perfectly.
38 He couldn't scarcely chew it.
39 Us girls are going to town.
40 It is superior to the other.
41 She felt his absence keenly.
42 Several congressmen opposed the bill.
43 I liked him the best of all.
44 He has often ridden alone.
45 His attitude was distinctly friendly.
46 I am enthusiastic about my new car.
47 He drove the most carefully of all.
48 He fell off his bicycle.
49 They unanimously voted against it.
50 Slavery was abolished in 1863.
51 They loved each other.
52 I believe in observation of the Sabbath.
53 She invited Mary and myself.
54 I am certain that she shall come.
55 Do not cherish an idle fancy.

56 She lay on the couch and slept.
57 She likes Mary and me.
58 I forgot his name and felt disconcerted.
59 You, the captain, are in command.
60 He caught almost a hundred fish.
61 I have often rung this bell.
62 Seeing as how I promised, I will go.
63 You have fewer letters today.
64 Mary is the heroine of the play.
65 This is she.
66 They are both the same color.
67 After scolding me, I was sent home.
68 Due to lack of funds, the project failed.
69 If father were here, I would go.
70 The spectators praised the auto show.
71 Everyone gave himself to rejoicing.
72 The family was reared in the city.
73 The mountains inspired us with awe.
74 Each of them is good.

End of Test 4. Look over your work.

Number right...
Number wrong...
Difference...
DIRECTIONS: Draw a line under the word that makes the sentence true, as shown in the samples.

SAMPLES:
A giant is a big dog man boat
The Bible is the name of a place country book

1. Little Red Riding Hood took cakes to her aunt cousin grandmother
2. Black Beauty was a crow dog horse
3. Billy Whiskers was a goat mongoose pony
4. The bear in "Snow-White and Rose-Red" was a fairy king prince
5. Troubles came from the box of Arachne Pandora Syrinx
6. The man cast into the lions’ den was Daniel Jonah Joseph
7. Androcles removed a thorn from the foot of a bear dog lion
8. One of Robin Hood’s followers was Duke of York John Silver Little John
9. Venus was goddess of love the chase the harvest
10. "Ben Hur" is famous for the chariot race long siege great storm
11. Dr. Dolittle lived in Polynesia Puddleby Pushmi
12. Thor lost his armor chariot hammer
13. Hans Brinker lived in Germany Holland Switzerland
14. Lancelot was a king knight sailor
15. Don Quixote was a king knight sailor
16. "Twenty Thousand Leagues Under the Sea" tells of Puck Captain Nemo Uncas
17. The word "courtship" reminds us of John Edwards Miles Standish Wm. Penn
18. "Huckleberry Finn" was written by Cooper Mark Twain Stevenson

Go right on to the next column.

19. "A Christmas Carol" was written by Dickens Thackeray Wiggin
20. The naiads were islands mountains nymphs
21. Sindbad was a dwarf knight sailor
22. "Treasure Island" tells about Long John Micawber Uncas
23. The people who went into exile were the Egyptians Jews Persians
24. Sir Launfal sought the Golden Fleece Holy Grail Silver Buddha
25. "Toby Tyler" tells about a circus horse race rooster fight
26. "Little Women" was written by Alcott Brown Sedgwick
27. Prometheus was set free by Hercules Phaeton Vulcan
28. The Swiss Family Robinson lived as merchants pioneers sailors
29. "The Last of the Mohicans" is about fairies Indians sailors
30. "The Prince and the Pauper" was written by Tarkington Mark Twain Thackeray
31. A king famous for his wisdom was David Pilate Solomon
32. The Dead Sea is in Babylonia Palestine Syria
33. "The Call of the Wild" was written by Cooper Jack London Mark Twain
34. "Hamlet" was written by Coleridge Scott Shakespeare
35. Lord Fauntleroy always called his mother darling dearest honey
36. The story of "The Covered Wagon" is a story of life about 1776 1850 1925
37. "The Lady of the Lake" was written by Dryden Gray Scott
38. Shakespeare was noted for his novels plays short stories
39. The king ruling at the time of Jesus’ birth was David Herod Solomon

Go right on to the next page.
TEST 5. LITERATURE—Continued

40 Andromeda was rescued from the sea monster by Perseus Pygmalion Sir Cedric
41 Punch and Judy are actors elves puppets
42 Mrs. Wiggs was always cross happy despondent
43 Ichabod Crane is a character from Cooper Irving Mark Twain
44 "The Crimson Sweater" is a story of athletics love war
45 Mowgli grew up with Indians lions wolves
46 The god who supported the heavens was Achilles Atlas Hercules
47 Mecca was the birthplace of Buddha Mohammed Moses
48 Kenilworth was a castle city man
49 Gene Stratton Porter wrote books of adventure romance the sea
50 Ben Hur was a Greek Jew Turk
51 The scene of "Evangeline" is laid in Acadia Maryland Pennsylvania
52 "The Man Without a Country" was written by Aldrich Emerson Hale
53 Asgard is the home of the Greek gods Norse gods Roman gods
54 "Seventeen" was written by Kelland Mark Twain Tarkington
55 Pan played on a harp a lute pipes
56 Roland was a knight of Charlemagne Arthur Frederick the Great
57 Helen's Babies were Budge and Toddie Mary and Jane Tom and Pat
58 The blind poet was Keats Milton Shelley
59 "A Midsummer Night's Dream" is a play poem song
60 "Bob, Son of Battle" tells of a boy dog horse

Go right on to the next column.

61 Odin was a god of the Greeks Norse Romans
62 Caesar's funeral oration was given by Anthony Cicero Cassius
63 The woman who turned into a pillar of salt was the wife of Cain Esau Lot
64 Lobo was a bear fox wolf
65 "Oliver Twist" tells about Artful Dodger Long John Silver Peggotty
66 Holmes wrote "The Spy" "The Deacon's Masterpiece" "Kim"
67 Daddy Long Legs was a doll man spider
68 "Break, Break, Break" was written by Browning Goldsmith Tennyson
69 "Elegy Written in a Country Churchyard" was written by Poe Gray Rice
70 The goddess born from the head of Jupiter was Freya Juno Minerva
71 "A Perfect Tribute" is a story of Lincoln Roosevelt Washington
72 A character in "The Lady of the Lake" is Elaine Gabriel Roderick Dhu
73 The friend of the Three Musketeers was D'Artagnan Dick Shelton Sir Nigel
74 "The Trail of the Sandhill Stag" was written by Roberts Seton White
75 "Lead, Kindly Light" was written by Carlyle Cardinal Newman Phillips Brooks
76 "Captains Courageous" is about Ben Gunn Diska Troop John Silver
77 "Flow Gently, Sweet Afton" was written by Burns Keats Tennyson
78 "The Ancient Mariner" was written by Browning Coleridge Longfellow
79 "Annabel Lee" was written by Poe Longfellow Wordsworth
80 "The Story of a Bad Boy" tells of setting fire to a stagecoach hayrack house

End of Test 5. Look over your work.

Number right...........................
Number wrong.......................... \( \div 2 = \) ...........................
Difference.............................
DIRECTIONS: Draw a line under the word or phrase which makes the sentence true.

1. The Pilgrims came from
   England France Spain

2. Columbus made his first voyage to America in 1492 1620 1776

3. The canal which was opened for traffic in 1914 was the Erie Suez Panama

4. Columbus received his financial support from Portugal Spain Italy.

5. The members of the American Legion are foreigners laborers ex-soldiers

6. The highest officer of a city is the alderman chief of police mayor

7. The greatest Northern general of the Civil War was Grant Sheridan McClellan

8. The man who invented the process of hardening rubber was Edison Ford Goodyear

9. The first French settlers in America were farmers miners traders

10. An ally of America in the Revolutionary War was Prussia Holland France

11. The Spanish missions were forts churches castles

12. The first Englishman to sail around the world was Raleigh Nelson Drake

13. A voter has to be at least 18 years old 20 years old 21 years old

14. The discoverer of the Pacific Ocean was Balboa Magellan De Soto

15. The Quakers are a tribe of Indians political party religious sect

16. A famous Confederate general was Gage Stonewall Jackson Meade

17. The Louisiana Purchase was made during the presidency of Jefferson Madison Monroe

18. The “Rough Riders” were led by Pershing Roosevelt Sheridan

19. The term of the President of the United States is 2 years 4 years 6 years

   Go right on to the next column.

20. The population of the United States in 1920 in millions was about 55 90 110

21. In 1819 Florida was purchased from France England Spain

22. The battle of San Juan Hill was fought in the World War Civil War War with Spain

23. The turning point of the Civil War was at Antietam Gettysburg Pittsburg Landing

24. Spain’s treatment of Cuba was harsh wise liberal

25. The average number of children per American family is about 1 3 5

26. In the United States the usual size of a jury is 6 12 16

27. The United States Military Academy is located in West Point Annapolis Washington

28. States are not permitted to establish schools levy tariffs pass laws

29. Valley Forge relates to the Civil War Revolutionary War War of 1812

30. The Missouri Question concerned emigration slavery tariffs

31. The reaper was invented by McCormick Howe Watt

32. The number of children employed in mills is increasing decreasing about constant

33. The Orient refers to Europe Africa Asia

34. The modern process of manufacturing steel was invented by Bessemer Edison Bell

35. The American Revolutionary War began in 1762 1775 1783

36. The second President was Adams Jefferson Madison

37. A famous early traveler was Marco Polo William Penn Peter Stuyvesant

38. The U. S. Food Administrator during the World War was Hoover Pershing Wilson

39. Several famous debates were held between Lincoln and Clay Webster Douglas

40. Parliaments are similar to courts cabinets legislatures

   Go right on to the next page.
41 The crime which brings the greatest punishment is larceny manslaughter murder
42 A firm believer in the League of Nations was Roosevelt Wilson Lodge
43 The Emancipation Proclamation was issued by Jefferson Lincoln Washington
44 The “Lusitania” was an airship a battleship an ocean liner
45 Our federal government refers to the government of the states nation cities
46 The Virginia and Kentucky Resolutions opposed war Alien and Sedition Acts Canada
47 The Boxer Rebellion occurred in Japan Cuba China
48 A famous seaport of 1500 was Venice Alexandria Rome
49 Cabinet officers can be removed from office only by the President House Senate
50 “Direct legislation” is provided for by the initiative recall Volstead law
51 A serious financial panic occurred in 1837 1861 1865
52 The X.Y.Z. Affair occurred with France England Japan
53 The army can be called forth only by Congress Supreme Court Sec’y of War
54 A city is most likely to own its electric lights gas plant water system
55 Next in importance to agriculture in 1860 was mining lumbering manufacturing
56 Haig commanded the forces of France Italy England
57 The Oregon boundary was settled during the presidency of Polk Tyler Garfield
58 America’s worst failure in the War of 1812 was on the sea in Canada at New Orleans
59 The Saar Valley reminds us of the World War War of 1812 Mexican War
60 A well-known tariff law bears the name of Garfield Arthur McKinley
61 A President who was impeached but acquitted was Jackson Johnson Grant

Go right on to the next column.

62 The United States disputed the control of Yap with Japan China Chile
63 The Constitutional Amendment abolishing slavery was the 11th 12th 13th
64 Heavy governmental expenses are often met by the sale of stocks shares bonds
65 The Emancipation Proclamation freed slaves numbering in millions about 3 1 9
66 The Constitution assigns judicial powers to Congress Supreme Court the President
67 The chief national problem in 1865 was slavery states’ rights reconstruction
68 A famous early educator was Horace Mann Henry Clay Andrew Jackson
69 The Spanish Armada was destroyed in 1898 1588 1492
70 After the World War Bohemia became part of Czechoslovakia Germany Russia
71 A city with especially well-planned streets is Boston Brooklyn Washington
72 The Lewis and Clark Expedition was sent out by Jefferson Washington Hamilton
73 Typical life in early New England was that of the plantation small town open country
74 The inventor of the incandescent electric light is Edison Bell Marconi
75 The Red Cross was founded by Clara Barton Jenny Lind Rockefeller
76 A state that was once an independent country is Missouri Ohio Texas
77 Impeachments are tried by the House Senate Cabinet
78 The chief cause of the Mexican War was disputed territory immigration oil rights
79 Burgoyne surrendered his army at Saratoga Trenton Yorktown
80 The Gadsden Purchase refers to military supplies ships land

End of Test 6. Look over your work.

Number right.......................... 
Number wrong.......................... + 2 = ........................................
Difference.................................
DIRECTIONS: Draw a line under the word which makes the sentence true.

1. Christmas comes in December January July
2. The Eskimos are great fishermen miners farmers
3. The shape of the earth is flat square round
4. The largest bodies of water are called seas oceans lakes
5. Cotton grows on a bush vine tree
6. The sun rises in the west east south
7. Silk is produced extensively in Australia Japan New Zealand
8. The Panama Canal Zone is controlled by France Mexico United States
9. Animals provide us with cotton leather linen
10. Decayed plants help to make soils poorer heavier richer
11. Granite is a kind of tree rock fruit
12. The camel is commonly found in Arabia Switzerland Chile
13. A city having excellent water transportation is New Orleans Indianapolis Denver
14. Much tropical fruit is raised in Florida Kentucky Tennessee
15. Very favorable conditions for manufacturing are found in England Russia Turkey
16. A state having very little rainfall is Nevada Washington Pennsylvania
17. Gold is mined extensively in Ohio Pennsylvania Colorado
18. The New England Indians fertilized corn with fish manure lime
19. The city of Atlanta is in Florida Georgia Tennessee
20. Reindeer are common in Italy India Siberia

Go right on to the next column.

21. A river bounding Mexico on the north is the Orinoco Rio Grande Colorado
22. A state having no seacoast is Maryland Idaho South Carolina
23. The farm crop of most importance in Brazil is coffee corn potatoes
24. The British capital is Liverpool London Edinburgh
25. A principal industry of Switzerland is making watches cotton cloth steel
26. A country with a highly developed railroad system is Egypt Germany China
27. Czechoslovakia is in Asia Europe Africa
28. Zinc is a product of mining lumbering agriculture
29. Persia is famous for its schools rivers rugs
30. Seals are valuable chiefly for their meat furs oil
31. A country composed of islands is Japan Mexico Arabia
32. The central part of the U.S. is chiefly mountains plains plateaus
33. The Erie Canal is in Canada New York Pennsylvania
34. A great cattle country is Ireland Congo Argentina
35. There are many diamond mines in Mexico Japan South Africa
36. An important river of Europe is the Indus Yukon Danube
37. A very important Canadian industry is weaving iron mining fishing
38. Day and night are caused by the earth's rotation acceleration inclination
39. A country situated on an island is England Italy Portugal
40. One of the pests attacking the cotton is the gopher gypsy moth boll weevil

Go right on to the next page.
41 A principal export from Australia to Boston is sugar corn wool
42 Very little wheat is grown in Florida Indiana Michigan
43 Buddhism is a common religion in India France United States
44 When it is noon in New York, it is 9 A.M. in Omaha Portland, Ore. Cincinnati
45 A country with about the same latitude as Alaska is Norway Spain Japan
46 One of the greatest lumbering states is Kansas Illinois Washington
47 The sea between Europe and England is the Baltic North Caspian
48 The continent having the most irregular coast line is Europe South America Africa
49 The Colorado River is most noted for its shipping canyon fishing
50 Louisiana is best adapted for mining fishing agriculture
51 Canton is a city in China France Japan
52 A heavy meat-eating country is Greece United States China
53 Mexico is ruled by a czar king president
54 A monsoon is a kind of plain plateau storm
55 A country ruled by a king is France Denmark Switzerland
56 The nation having the greatest merchant marine is France United States Gt. Britain
57 An important factor in the growth of Los Angeles is mines water power climate
58 A principal lake section of the U.S. is the south west northeast
59 A group of islands is called an isthmus archipelago avalanche
60 The mountains in northern India are the Himalayas Abyssinia Caucasus
61 The largest river in the world is the Amazon Mississippi Congo
62 The path of the earth around the sun is its axis orbit diameter
63 The population of Argentina is chiefly European Indian Asiatic
64 Weather bureau maps show wind direction by isotherms isobars arrows
65 In most South American countries they speak Portuguese English Spanish
66 Belfast is in England Belgium Ireland
67 A seaport of the Pacific Ocean is Valparaiso Copenhagen Havana
68 The most backward continent is Africa Asia South America
69 The steppes are plains of India Africa Russia
70 Growing corn needs heavy rainfall warm nights dry winters
71 Alcohol is made from gasoline grains oils
72 The Cape of Good Hope is at the southern end of South America Africa India
73 An important rubber-manufacturing center is Birmingham Akron Denver
74 The state producing the most iron ore is Pennsylvania Minnesota Ohio
75 The mountains separating Russia and Siberia are the Ural Pyrenees Caucasus
76 Meridians are used in measuring longitude altitude latitude
77 The largest country in area in North America is Mexico Canada United States
78 A famous wheat district is the valley of the Red River Colorado River Delaware River
79 Sponges are obtained from Bering Sea Great Salt Lake Mediterranean Sea
80 The width of the Temperate Zone is 23°10' 90° 43°

End of Test 7. Look over your work.

Number right..................
Number wrong................ + 2 = ............
Difference.....................
DIRECTIONS: Draw a line under the word or phrase which makes the sentence true.

1. The body is covered by muscles bones skin
2. Tobacco is especially harmful to young children men women
3. A poor food for a child’s breakfast is milk bread beans
4. The heart pumps water air blood
5. The nerves of the eye are stimulated by sound odors light
6. The heart is found in the chest spinal column abdomen
7. Two bones meet to form ligaments tendons joints
8. The body gets its oxygen from water air food
9. The movement of the blood is called circulation digestion respiration
10. Much foot trouble is due to poor food too much walking improper shoes
11. Vaccination is often used to prevent malaria smallpox pneumonia
12. The “telephone system” of the body is the circulation nerves muscles
13. Ventilation is concerned with obtaining good food fresh air sleep
14. An example of an alcoholic drink is lemonade whisky soda-water
15. The framework of the body is the skeleton blood vessels muscles
16. Bleeding should be treated by giving alcohol inducing vomiting bandaging
17. One of the skin senses is temperature taste odor
18. The organ of the mind is the heart spinal cord brain
19. Pneumonia is a disease of the heart muscles lungs
20. The principal part of the nervous system is the brain medulla cord
21. Mosquitoes breed chiefly in manure milk water
22. Poor ventilation results from heating by oil stoves fireplaces stoves
23. The common house fly often lays its eggs in leaves manure water
24. “Prohibition” concerns the sale of tobacco alcohol drugs
25. The energy required by the muscles is furnished from the nerves food bones
26. A hindrance to good breathing is exercise tight clothing cold air
27. Hookworm disease in the United States is commonest in the South North East
28. Muscle action is controlled by the nerves bones blood vessels
29. Peas are eaten largely for their fats sugar protein
30. Food remains in the stomach about 15 minutes 3 hours 1 day
31. The small intestine is a part of the system of digestion circulation respiration
32. A food containing considerable oil is rice potatoes walnuts
33. One object of respiration is the absorption of oxygen carbon dioxide nitrogen
34. A good heat-producing food is olive oil turnips watermelons
35. Reading lights should be placed at the rear in front below
36. Fresh fruits and vegetables are valuable for their vitamins protein fats
37. A molar is a joint tooth nerve
38. The nerve of sight is the olfactory auditory optic
39. The forcing of air from the lungs is called inspiration expiration oxidation
40. The nutrient present in all fresh fruits is starch fat sugar

Go right on to the next column.
41 A disease of the nose and throat is sciatica neuritis catarrh
42 Chemicals which kill bacteria are called germicides solvents laxatives
43 Tissue-building material is furnished largely by fats salts proteins
44 The spinal column is made up of vertebrae ribs phalanges
45 The esophagus empties into the stomach liver pancreas
46 An antidote is a poison disease, remedy
47 The branches of the trachea are called the eustachian tubes bronchial tubes pleurae
48 Quinine is a remedy for tuberculosis smallpox malaria
49 Involuntary muscles control movements of the legs intestines arms
50 Iron is needed mainly by the bones blood teeth
51 The most powerful muscles of the body are those of the arm head back
52 Potatoes are rich in carbohydrates fats proteins
53 Dust and germs are kept from the lungs by the epiglottis capillaries mucous membranes
54 The pancreas is a part of the system of nerves digestion circulation
55 Inspiration and expiration are together called perspiration respiration absorption
56 Hay fever is caused by germs catarrh pollen
57 The aorta is a blood vessel nerve muscle
58 Saliva acts on starches sugars proteins
59 Bacteria reproduce by means of eggs seeds splitting
60 Digested food is taken into the blood in the stomach pancreas intestines
61 The bursting of a blood vessel in the brain causes headache apoplexy asphyxiation
62 An example of a one-celled animal is the frog fly amoeba
63 The tendons are held close to the bones by muscles cartilages ligaments
64 Hemoglobin is a substance found in the red corpuscles stomach brain
65 In eliminating urea the kidneys are assisted by the liver lungs intestines
66 The irregular bones of the wrist are called metatarsals phalanges carpals
67 The Black Death was bubonic plague typhoid fever malaria
68 The air sacs contain capillaries cilia valves
69 Poor posture is chiefly due to faulty muscles bones nerves
70 The two upper cavities in the heart are the auricles ventricles valves
71 Muscular coordination is largely regulated by the cerebrum pons cerebellum
72 A good tissue-building food is lean beef cabbage carrots
73 Diabetic persons are helped by taking iodine thyroid extract insulin
74 The number of coats in the eye is 2 3 4
75 A waste product of muscle action is oxygen energy lactic acid
76 The bone of the upper leg is the femur radius tibia
77 The red corpuscles in a drop of blood number hundreds thousands millions
78 Trypsin is secreted by the liver stomach pancreas
79 Tuberculosis of the lymph glands is called scrofula mumps dysentery
80 The enzyme of the saliva is called ptyalin pepsin trypsin

End of Test 8. Look over your work.

Number right................
Number wrong................ ÷ 2 = ................
Difference..................
DIRECTIONS: Find all the answers as quickly as you can. Write the answers on the dotted lines. Use the margins to figure on.

1. Charles has 6 brown rabbits and 5 white ones. How many rabbits has he?
   Answer

2. At a school picnic 9 boys and 15 girls went swimming. How many went swimming?
   Answer

3. Jim has 3 marbles, John has 8, and Bill has 9. If they put them all together, how many will there be?
   Answer

4. A hen had 9 chicks but 3 of them died. How many were left?
   Answer

5. Alice gathered 18 roses and took a dozen of them to a friend. How many did she keep?
   Answer

6. What is the cost of 3 boxes of dates at 21 cents a box?
   Answer

7. A freight train had 16 cars. Seven of them were box cars. The others were flat cars. How many flat cars were there?
   Answer

8. There were 100 people at a school play in the afternoon and 150 in the evening. How many people went to the two performances?
   Answer

9. Three boys together gathered 21 bushels of walnuts. If they shared them equally, how many bushels did each boy get?
   Answer

10. Bob bought a dozen handkerchiefs at the rate of 3 for $1. How much did he pay for them?
    Answer

11. Mr. Jones bought a new car for $975. The dealer allowed him $325 for his old car. How much did he have to pay in addition to the allowance for the old car?
    Answer

   Go right on to the next column.

12. Sarah sleeps ten hours every night. If she goes to sleep at nine o’clock, when does she wake up?
    Answer

13. A man paid the street-car fare for himself and two friends. If the fare is 7 cents, how much change should he receive from a half dollar?
    Answer

14. How many pounds of popcorn will be needed to plant a 30-acre field if 6 lb. are needed for one acre?
    Answer

15. Jack had no marbles so he bought as many 3-cent marbles as he could get for 15 cents and then Tom gave him 2 more. How many did Jack have then?
    Answer

16. Mrs. Fox started a savings account by depositing $85. The next month she deposited $75. A few days later she drew out $40. What was her balance in the bank?
    Answer

17. A class gave a candy sale and made $23 with which they wish to buy a picture. The picture costs $30 and the 20 pupils in the class decide to share the rest of the cost equally. How much will it cost each?
    Answer

18. In each 21 pounds of milk there is a pound of milk sugar. How many pounds of milk sugar are there in 1806 lb. of milk?
    Answer

19. A camping party took 12½ lb. of bacon for a 5-day trip. How much did that allow for each day?
    Answer

20. Jim has 20 cents to spend for marbles. He is going to buy 2 at 3 cents each and spend the remainder for 2-cent marbles. How many will he get altogether?
    Answer

   Go right on to the next page.
21 When oranges are 2 for 5 cents, how many can I buy for 60 cents?
Answer...........

22 Milk sells at 12 cents a quart. At this rate, how much will 12 gallons cost?
Answer...........

23 When $1.50 will buy 5 lb. of mixed nuts, how much will $2.40 buy at the same rate?
Answer...........

24 Tom has just 4 weeks of vacation and wishes to spend it in a city which it takes two days to reach by train. How many days can he spend in the city?
Answer...........

25 Frank gets 30 cents for every $1.50 magazine subscription that he sells. What per cent is his commission?
Answer...........

26 A recipe for lobster salad read, "with two cups of lobster meat use 1/4 cup of chopped celery." How much chopped celery should be added to 5 cups of lobster meat?
Answer...........

27 A box of 12 dozen oranges cost a dealer $4.80. He sold them at 50 cents a dozen. How much gross profit did he make on each dozen oranges?
Answer...........

28 A dealer profits 6 cents on a half-dozen buttons. How many dozen must he sell to make $12?
Answer...........

29 Jack pays 3 cents for a paper and sells it for 5 cents. What per cent of the selling price is his profit?
Answer...........

30 A man dug 60 bu. of potatoes from .3 of an acre of ground. At this rate, how many bushels should he get from 4 acres?
Answer...........

31 A boy bought 300 oranges at $2.75 per hundred and sold all of them at the rate of 3 for 10 cents. How much did he make if we ignore the cost of doing business?
Answer...........

21 When oranges are 2 for 5 cents, how many can I buy for 60 cents?  
Answer...........

22 Milk sells at 12 cents a quart. At this rate, how much will 12 gallons cost?  
Answer...........

23 When $1.50 will buy 5 lb. of mixed nuts, how much will $2.40 buy at the same rate?  
Answer...........

24 Tom has just 4 weeks of vacation and wishes to spend it in a city which it takes two days to reach by train. How many days can he spend in the city?  
Answer...........

25 Frank gets 30 cents for every $1.50 magazine subscription that he sells. What per cent is his commission?  
Answer...........

26 A recipe for lobster salad read, "with two cups of lobster meat use 1/4 cup of chopped celery." How much chopped celery should be added to 5 cups of lobster meat?  
Answer...........

27 A box of 12 dozen oranges cost a dealer $4.80. He sold them at 50 cents a dozen. How much gross profit did he make on each dozen oranges?  
Answer...........

28 A dealer profits 6 cents on a half-dozen buttons. How many dozen must he sell to make $12?  
Answer...........

29 Jack pays 3 cents for a paper and sells it for 5 cents. What per cent of the selling price is his profit?  
Answer...........

30 A man dug 60 bu. of potatoes from .3 of an acre of ground. At this rate, how many bushels should he get from 4 acres?  
Answer...........

31 A boy bought 300 oranges at $2.75 per hundred and sold all of them at the rate of 3 for 10 cents. How much did he make if we ignore the cost of doing business?  
Answer...........

32 A boy made a motor-boat trip in 3 1/2 hours when traveling at the average rate of 6 miles an hour. If he had increased his rate by one mile an hour, how long would it have taken him?
Answer...........

33 Mrs. Jackson bought 10 shares of Golden Oil at par ($50). No dividends were paid, and at the end of two years she sold for $23 a share. Not counting brokerage charges and interest, how much had she lost?
Answer...........

34 A tennis court is 36 feet wide and 78 feet long. How many yards is it around the court?
Answer...........

35 A recipe calls for 5 lb. of white flour to 3 lb. of graham flour. How much white flour must be used to make 16 lb. of such a mixture?
Answer...........

36 What does one dollar compounded annually at 10 per cent amount to in 2 years?
Answer...........

37 A man loaned a friend $300. In a year and 8 months the money was returned with $30 interest. What rate of interest was paid?
Answer...........

38 A ladder is standing against a wall in such a way that the base is 12 ft. from the wall and the top of the ladder is 16 ft. from the ground. How long is the ladder?
Answer...........

39 What is the cost of insuring a building valued at $24,000 if it is insured for 80 per cent of its value at the rate of 15 cents per $100 of insurance?
Answer...........

40 A boy made $1.60 by buying apples at 6 for 8 cents and selling them 3 for 8 cents. How many did he sell?
Answer...........

Go right on to the next column.
End of Test 9. Look over your work.
TEST 10. ARITHMETIC COMPUTATION

DIRECTIONS: Get the answers to these examples as quickly as you can without making mistakes. Look carefully at each example to see what you are to do.

Begin here.

(1) Add 6 1 __
(2) Add 5 0 __
(3) Add 7 3 __
(4) Subtract 8 __
(5) Add 17 __
(6) Subtract 12 __
(7) Subtract 16 4 __
(8) \(2 \times 5 = \) 10
(9) Add 37 __
(10) Subtract 15 __
(11) Subtract 765 327 __
(12) \(2) 8 \) 10
(13) Add 26890 __
(14) Multiply 253 __
(15) \(0 \times 4 = \) 0
(16) \(10 \div 2 = \) 5 and remainder 8 ) 59
(17) __
(18) Add 24 __
(19) Subtract 53212 __
(20) \(9) 58 \) 58
(21) 2 ) 15.8 __
(22) \(\% \text{ of } 156 = \) 4789 __
(23) Multiply 4789 __
(24) Subtract 62 \(\frac{1}{4} \) __
(25) \(\% \times \% = \) 37 \(\frac{3}{4} \) __

Go right on to the next page.
(26) \[ \frac{\%}{\%} = \]
(27) Add \[ \frac{\%}{\%} \]
(28) Subtract \[ \frac{\%}{\%} \]
(29) Add \[ \frac{\%}{\%} \]

(30) Subtract \[ \frac{\%}{\%} \]
(31) Add \[ \frac{\%}{\%} \]
(32) \[ \frac{\%}{\%} \]
(33) \[ \frac{\%}{\%} \]

(34) Subtract \[ \frac{\%}{\%} \]
(35) \[ \frac{\%}{\%} \]
(36) \[ \frac{\%}{\%} \]
(37) \[ \frac{\%}{\%} \]

(38) Multiply \[ \frac{\%}{\%} \]
(39) \[ \frac{\%}{\%} \]
(40) \[ \frac{\%}{\%} \]
(41) \[ \frac{\%}{\%} \]

(42) Subtract \[ \frac{\%}{\%} \]
(43) \[ \frac{\%}{\%} \]
(44) \[ \frac{\%}{\%} \]
(45) \[ \frac{\%}{\%} \]

(46) 50 is what per cent of 200?
Answer =

(47) Find the total roof surface of this building.

(48) Add \[ \frac{\%}{\%} \]

Answer =

Turn the page and go right on.
(49) The graph below shows, year by year, the amount of $1.00 invested at 4% interest compounded annually.

What is a dollar worth after 12 years?

Answer =

(50)

Find the average of
7.53
9.47
8.63
9.02
11.10

(51) Multiply
2 \times 3 = yd. 2 ft. 4 in.

(52) Multiply
679.4
4008

(53) \(4\) =

(60) If \(V = \frac{\pi r^2 h}{3}\), write the formula for \(h\).

\(h = \)

End of Test 10. Look over your work.
(f) GRAMMAR

In front of each of the following write

$S$ if it is a sentence $P$ if it is a phrase

$C$ if it is a clause $X$ if it is none of these

1. Near the school house 5. The boy picked up the book
2. His name is Arthur 6. Where the river Shannon flows
3. In a pea green boat 7. That the door was locked
4. A man of renown 8. That is clearly seen

Fill in the blanks correctly to show the comparison of the adjectives.

<table>
<thead>
<tr>
<th></th>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td></td>
<td>funnier</td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td></td>
<td></td>
<td>fastest</td>
</tr>
<tr>
<td>17-18</td>
<td></td>
<td>less</td>
<td></td>
</tr>
<tr>
<td>19-20</td>
<td></td>
<td></td>
<td>worst</td>
</tr>
<tr>
<td>21-22</td>
<td>well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read this paragraph and then the instructions below it.

A little over a hundred years ago a boy was born in Paris who seemed to be destined to rule over a great empire. His father was Napoleon Bonaparte, a man whose name was a terror to all Europe.

Find each of the following in the above paragraph and write it on the dotted line.

23. a proper noun
24. a common noun
25. an adjective
26. a noun in apposition
27. a preposition
28. a conjunction
29. an adjective phrase
30. an adverbial phrase

Read these sentences and then the instructions below them.
Two boys stood near the window.
The large room was very bright.
We wanted to know if it was found.

Find each of these words in the above sentences. Then after the word write what part of speech it is.

31. two
32. boys
33. stood
34. large
35. was
36. room
37. very
38. we
39. if
40. found

Read this paragraph:
While I was reading a book, Dick came in. I offered him a book but he said that he had read it. I think he reads a great deal.

After each verb, write its tense.

41. was reading
42. came
43. said
44. had read
45. think
46. reads
Read the following paragraph. Find in it the items mentioned below in Items 47 to 63 and write them on the dotted lines.

Early yesterday morning, Uncle Morton, who is an old man, came by our house. He wanted mother and me to go nutting while Henry stayed home alone. We went, of course, and many nuts were gathered. We had a good time and we hope that we will take another trip in the near future.

47. a verb in the past tense.
48. a verb in the present tense.
49. an adverb.
50. a personal pronoun.
51. a conjunction.
52. an infinitive.
53. an adverbial clause.
54. an adjective clause.
55. a noun clause.
56. a relative pronoun.
57. a participle.
58. a transitive verb.
59. an intransitive verb.
60. a compound sentence.
61. a complex sentence.
62. a verb in the passive voice.
63. a verb in the active voice.

STOP! Go back over your work to make sure no mistakes were made.
(g) HISTORY

PART I

INSTRUCTIONS: Four answers are given for each of the statements made below. In the parentheses at the left of each statement, write the number of the one answer that is correct, as shown in the examples.

EXAMPLES: (2) The Indians lived in
1 houses 2 wigwams 3 temples 4 huts
(4) America was discovered in
1 1120 2 1620 3 1776 4 1492

1. One of the earliest explorers was:
   1 Cabot 2 Champlain 3 Cartier 4 Raleigh
( )

2. New York was settled by
   1 Quakers 2 English Noblemen 3 Dutch 4 Irish
( )

3. The Huguenots were
   1 English 2 Dutch 3 Spanish 4 French
( )

4. The first man to sail around the world was
   1 Sir Francis Drake 2 Magellan 3 Columbus 4 Pizarro
( )

5. A Spaniard who crossed the Isthmus of Panama and was the first explorer to see the Pacific Ocean was
   1 Cartier 2 Pizarro 3 Balboa 4 Columbus
( )

6. The purchase of Louisiana was transacted by
   1 Monroe 2 Madison 3 Jefferson 4 Jackson
( )

7. The amendment to the constitution granting woman suffrage was passed by congress in
   1 1918 2 1921 3 1914 4 1916
( )

8. Because of Cartier's explorations, France became interested in the territory near
   1 Louisiana 2 the Hudson 3 Mexico 4 the St. Lawrence
( )

9. During the Civil War, the South obtained help from
   1 Spain 2 England 3 Mexico 4 France
( )

10. The Kansas-Nebraska Bill had to do with
    1 interstate commerce 2 suffrage 3 prohibition 4 slavery
( )

11. A campaign is a
    1 battle 2 series of battles 3 siege 4 bombardment
( )

12. The constitution is
    1 the supreme law of the land 2 an agreement between two countries
    3 a treaty of peace 4 an act regulating commerce
( )

13. Conservation means
    1 an agreement 2 Red Cross relief 3 food control
    4 protecting natural resources
( )

14. The term "Reconstruction" is used in connection with
    1 the period at the close of the Civil War 2 reforestation of waste
    lands 3 a third political party 4 the Dred Scott Decision
( )

15. To blockade means
    1 to fight with the Indians 2 to build with wood 3 to close ports
    with ships 4 to tax heavily
( )

16. Revenue pertains to
    1 an officer in the army 2 liquor traffic 3 income from taxes
    4 economy in public expenditure
( )

17. Samuel Gompers was
    1 a labor leader 2 a French author 3 an English statesman
    4 a Socialist candidate for president
18. A biography means
1 an index 2 the story of a war 3 the surrender of an army
4 the story of a person's life

19. The term "reparations" refers to
1 exports 2 war payments 3 tariff 4 taxes

20. A "lame duck" congressman is
1 one from Alaska 2 one who has not been reelected 3 one who is
lame 4 one who is not accepted by Congress

21. The battle of Saratoga was one of the important battles of the
Revoluntary War because
1 The Americans outwitted Burgoyne and forced him to sur-
render
2 Burgoyne's defeat encouraged France to aid America and
recognize her independence
3 the Americans captured large supplies of food and ammunition
which they sorely needed
4 they broke up the English plan for 1777

22. Georgia, the last of the thirteen original colonies, was settled by James
Oglethorpe because
1 he wished to check the Spanish colonies in Florida from spreading
north
2 he thought he could carry out a better form of government than
that of the other colonies
3 he wished to establish homes for debtors and those oppressed by
poverty
4 he wanted to found a colony which should rival Virginia

23. Writs of Assistance were
1 methods used by the English to assist the colonies in manufactur-
ing
2 warrants given to revenue officers to search for smuggled goods
3 agreements the colonists made to assist one another in case of
Indian attacks
4 laws governing trade between colonists and France

24. The Iroquois Indians were friends of the English because
1 they considered the English better neighbors
2 they thought the English would not infringe on their hunting
grounds
3 they were deceived by the French at Lake Champlain
4 Penn treated them fairly

25. The French pushed farther north and west because
1 the Iroquois Indians were along Lake Erie and Lake Ontario
2 the English settlements were east of the Alleghanies
3 they desired to explore more territory
4 they desired more hunting grounds

26. The Civil War decided that the United States
1 would uphold slavery
2 was an indivisible union
3 would recognize the confederacy
4 would not become an important nation

27. The Lewis and Clark expedition was sent out
1 to explore the land purchased from France
2 to find a suitable route for a canal
3 to conquer the Northwest
4 to put down an Indian uprising
( ) 28. The Spanish American War was fought
1 to gain more colonial possessions
2 to drive Spain out of the New World
3 to show the world our power
4 to help Cuba gain her freedom

( ) 29. The War of 1812 was fought by the United States
1 to aid France in her war with England
2 to prevent Great Britain from planting colonies in America
3 to prevent the impressment of our sailors by England
4 to repress the Barbary pirates

( ) 30. The Pan American Union was formed
1 to promote friendship between American republics
2 to hasten the construction of the Panama Canal
3 to support the recognition of the independence of Panama
4 to control trade with South American countries

( ) 31. In the presidential election of 1888, Cleveland received many more popular votes than Harrison, but Harrison became president because
1 the people wanted him for president
2 he received more votes in the house of representatives
3 he received more votes in the senate
4 he received more electoral votes

( ) 32. The United States entered the World War
1 to safeguard international relationships
2 to punish Germany for sinking the Lusitania
3 to help France and Great Britain
4 because Russia withdrew from the war

Part II

INSTRUCTIONS: Look at these two columns of words

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>1. steamboat</td>
</tr>
<tr>
<td>Virginia</td>
<td>2. first president</td>
</tr>
<tr>
<td>Fulton</td>
<td>3. John Smith</td>
</tr>
</tbody>
</table>

Each word in the second column is related to one word in the first column. For example, steamboat is connected with Fulton, so in front of the word steamboat write the number 3 (which is the number in front of Fulton.) In the same way first president is connected with Washington, so in front of the words first president, write the number 1, and since John Smith is connected with Virginia write the number 2 in front of John Smith.

(A) Match the following items in the same way. In front of each item in the second column write the number of the name in the first column with which it is connected.
(B) Match the following items in the same way. In front of each item in the second column write the number of the name in the first column with which it is connected.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Andrew Jackson</td>
<td>...Reaper</td>
</tr>
<tr>
<td>44. Wright Brothers</td>
<td>...Panama Canal</td>
</tr>
<tr>
<td>45. James Madison</td>
<td>...National Bank</td>
</tr>
<tr>
<td>46. Alexander Bell</td>
<td>...New Orleans</td>
</tr>
<tr>
<td>47. Judge Gary</td>
<td>...Socialism</td>
</tr>
<tr>
<td>48. Cyrus McCormick</td>
<td>...War of 1812</td>
</tr>
<tr>
<td>49. Eugene Debs</td>
<td>...The steel industry</td>
</tr>
<tr>
<td>50. Wm. G. Garrison</td>
<td>...Abolition</td>
</tr>
<tr>
<td>51. Alexander Hamilton</td>
<td>...Aeroplane</td>
</tr>
<tr>
<td>52. General Goethals</td>
<td>...Telephone</td>
</tr>
</tbody>
</table>

**Part III**

**INSTRUCTIONS:** Read the following statements carefully, considering the best word, name, or date for each space. Then complete the statement by writing ONE word, name, or date in each blank space as shown in the example.

**EXAMPLE:** America was discovered by Columbus in.................

53. Pilgrims and Puritans came from England and settled..............
54. The Spaniards took.........................from the Aztec Indians.
55. The city now built where New Amsterdam stood is...................
56-57. The capture of Constantinople by the................................affected European trade with India because it cut off trade by way of the............Sea.
58. President..............................was active in bringing to the attention of the nation the question of conservation.
59. .........................was called "The Great Peace Maker."
60. The commander of the American Expeditionary Force during the World War was...........................
61. The 13th amendment gave the negro..........................................
62-63. If the North had not built ships made of...................., the South might have won the.............War.
64. The French and Indian War was fought between the French and the ........................................
65-66. The North became more prosperous and powerful than the......... because it had a..................labor system instead of slaves.
67-68. The Monroe Doctrine was issued because.....................countries tried to interfere with countries in the..................hemisphere.

**STOP! Go back over your work to make sure no mistakes were made.**
Look at these sentences.

Shoes are made of........................
Oranges grow on........................
Pork comes from........................

On the blank line in each sentence you are to write ONE word that will make the sentence true. In the first sentence you may write the word **leather**. In the second sentence you should write the word **trees**. In the third sentence you should write either the word **pigs** or the word **hogs**.

Do the rest of the sentences on this page in the same way. Write ONE word or name on each blank line to make the sentence true.

1. Cotton comes from a....................
2. Paper is made from......................
3. Coal is taken from a.....................
4. The ocean east of America is the............
5. A.....................................is a body of water surrounded by land.
7. Alaska has a..........................climate.
8. The.................................Canal shortens the ocean route between New York and San Francisco.
9. ...................................is the country north of the United States.
10. The.................................River forms a natural highway from New York City to Albany.
11. The state of..............................is larger than all the northeastern states together.
12. The largest part of Africa is in the....................zone.
13. Distance north or south of the equator is measured in degrees and is called
14. When it is winter in Rio de Janeiro, it is..........................in Paris.
15. The Alps Mountains separate.......................from......................
16. Boats going down the Rhine pass into the....................Sea.
17. An animal useful to man living in the Andes Mountains is the......................
18. The height of a place above sea level is called its........................
19. ......................................is a country of many dikes because the land is
20. In going from Moscow to London you travel in a....................direction.
21. The.................................is a great desert in the....................part of Africa.
22. Siely is an............................in the......................
23. Lack of................................in a large part of Australia has made its development slow.
24. The manufacture of silk can thrive only in a....................settled region where labor is........................
25. A.................................is a good animal for use in the desert because it needs little food or
Some of the following sentences are true and some are not true. In front of each sentence write the letter "T" if it is true or the letter "N" if it is not true.

1. Some parts of the earth are warmer than others. T
2. Linen is made from flax. T
3. A continent is a large body of water. T
4. Desert people live in tents because tents are easy to move. T
5. Houses in a Philippine village are built upon posts because the ground is hot. N
6. Rye is called the "grain of poverty" because it will grow in soil too poor for the production of other cereals. T
7. Transportation is just as easy in South America as it is in North America. N
8. The climate of England is much colder than the climate of the New England states. T
9. The Northeastern States of the United States produce almost as much tobacco as the Southern States. T
10. The Alps Mountains of Switzerland are called the "Playground of Europe." T
11. Market gardening is an important industry in Long Island because of its nearness to an excellent market. T
12. South America developed less rapidly than North America because it has fewer good harbors. T
13. Manufacturing is the leading industry of Russia. T
14. When it is noon in St. Louis it is later than that in Los Angeles. T
15. Many people in Switzerland earn their living by watch making. T
16. If all available land in Cuba were used, Cuba could supply the sugar demand of the entire world. T
17. Much steel is manufactured in Pennsylvania because of the many iron mines that are there. T
18. The development of agriculture in Argentina has been largely due to the transportation provided by the Plata and its tributaries. T
19. Spain has always been a great trading country because of its exceptional harbors. T
20. Being in the same zone, Canada and Siberia have the same climate and natural resources. T

Part III

For each of the following questions four answers are given. Pick out the ONE that you think is best and write in the parentheses the number that is in front of this best answer. For example, in the first exercise the reason why cotton is not grown in Nevada is because the cotton plant needs a warm climate. This is answer numbered 4, and therefore a 4 has been placed in the parentheses in front of the question.

(4) Why is cotton not grown in Nevada?
1 Transportation in Nevada is very poor.
2 There are very few colored people in Nevada.
3 Nevada is not a manufacturing state.
4 The cotton plant needs a warm climate.
The most densely populated area of the world is the
1 north frigid zone.
2 north temperate zone.
3 south temperate zone.
4 south frigid zone.

Cotton cloth can be manufactured more cheaply in the South than
in the North because
1 the cotton plant is grown in the South.
2 the cost of manufacturing is cheaper.
3 the South exports a great deal of raw cotton.
4 there are fewer cities in the South.

It is possible to ship great quantities of fresh fruit without danger
of spoiling because
1 refrigerator cars keep them fresh.
2 the trains make good time.
3 the cost of shipment is low.
4 the price of the fruit is high.

In a country importing much raw material and exporting finished
products, you would expect the leading occupation of the country
to be
1 farming.
2 mining.
3 trading.
4 manufacturing.

The Great Lakes are exceedingly important because
1 they are so large.
2 they influence the climate of the land about them.
3 they flow into the St. Lawrence and thus form a great water route.
4 there are several large cities near them.

The north central states are called the granary of the United States
because
1 they have many grain elevators.
2 they produce most of the grain grown in this country.
3 they grow much grain to feed live stock.
4 transportation facilities in these states are good.

Many people travel to the far west because of
1 the good transcontinental railroads.
2 the beautiful scenery.
3 the moving pictures produced in California.
4 the greater opportunities for earning a living.

Why are the people of England engaged chiefly in manufacturing?
1 The land is too poor for agriculture.
2 They import a great deal of raw material.
3 There is an abundance of power and raw material in the British Isles.
4 They have a ready market for their finished products.

Why is Argentina unlikely to become an important competitor of the
United States?
1 Because Argentina is lacking in natural resources.
2 Because it hasn't any good seaports.
3 Because the conditions for manufacturing are unfavorable.
4 Because it has an extensive agricultural area.
10 The chief difficulty in the way of greater production in the Amazon valley is
1. the large tropical forests.
2. the fact that there are so few cities and villages.
3. the difficulty of transportation.
4. the unhealthy climate.

11 The chief reason for the lack of development of China until recently was
1. the religion of the people.
2. the lack of natural resources.
3. the fact that most of the Chinese were farmers.
4. its being isolated from the rest of the world.

---

**Part IV**

---

**Part III, No. right**

---

Answer the following questions which refer to the above map:

1. What makes it difficult to travel from the Klondike Region to the Mackenzie?
2. In what general direction does the Yukon River flow toward the Bering Sea?
3. In what direction is Point Barrow from Fairbanks?
4. In what direction does the Arctic Circle extend?
5. With your pencil darken any part of Canada that has sunlight continuously for 24 hours any time during the year.
6. How many miles is Nome from Dawson?

---

**Part IV, No. right**
**Survey Chart**

**Directions for Individual Scores on each Test:**

- **Total Score**
  - **Part I**
  - **Part II**
  - **Part III**
- **Grade**: Biology, History, Grammar

**Individual Survey Chart**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Geography</th>
<th>History</th>
<th>Grammar</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
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<td>40</td>
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<td>10</td>
<td>70</td>
</tr>
<tr>
<td>9B</td>
<td>45</td>
<td>30</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>9C</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>90</td>
</tr>
</tbody>
</table>

**Public School Achievement Tests**

**Battery B—Grades 6 to 8—Form 2**

**By Jacob A. Olanna**

**Published by the**

**Public School Achievement Tests**
DIRECTIONS: Some of the following statements are true and some are not true. On the line in front of each statement, write the letter T if it is true, or the letter N if it is not true.

1. The seeds of the burdock have "hooks."
2. Most plants grow best in shady places.
3. Honey bees are harmful to fruit crops.
4. Butterflies fly at night.
5. Honey bees gather nectar.
6. Flies are harmful insects.
7. The farmer plants corn in the summer.
8. Cocoons collected for study should be kept where it is cool and damp.
10. Cats are more valuable to farmers than birds.
11. Ferns grow best in sunshine.
12. We should pick all the pretty fruit blossoms we want because flowers are to be enjoyed.
13. The nesting place of robins makes them easy prey for cats.
14. Ragweed is a harmful weed.
15. Boys and girls can help preserve our forests.
16. Bats are most active in the daytime.
17. Junco is another name for snowbird.
18. The blue jay is a beneficial bird to the farmer.
19. The deer is a domesticated animal.
20. Toads are harmful to our gardens.
21. A caterpillar may become a young moth, beetle, or butterfly.
22. The downy woodpecker builds its nest in a hole in partly decayed trees.
23. The potato beetle eats the foliage of the potato vine.
24. All evergreen trees have cones.
25. Sheep furnish us with food and clothing.
26. Weeds are useful to man.
27. The larva of the oriental Peach Tree moth feeds only on the leaves of the peach tree.
28. The color of the meadow lark's breast is yellow with black near the throat.
29. Violets bloom in the summer.
30. The Aryshire is a breed of horse.
31. A frog lives in the water its entire life.
32. Forests are of value because they help prevent floods.
33. The tadpoles of toads are smaller than the tadpoles of frogs.
34. Ensilage is used to feed cattle.
35. A butterfly has a long hollow tongue.
36. The muskrat is larger than the beaver.
37. The pine tree has the longest needles of all the coniferous trees.
38. An evergreen tree "sheds" its leaves in the fall.
39. Forests moderate climate by breaking the wind.
40. The squash bug helps to pollinate the squash blossom.
41. Most domestic animals live in the woods all the time.

**Part II**

DIRECTIONS: In the following sentences write ONE word on each blank line to make the sentence correct.

1. The color of the crow is ..................................................................
2. The bluebird's eggs are ................................................................. in color.
3. The whip-poor-will sings mostly in the ...........................................
4. The ......................................................stage is the first stage in the life history of an insect.
5. The meat obtained from the deer is called .....................................
6. The seeds of the ...............................................................trees have "wings."
7. The nighthawk feeds almost entirely on ....................................... 
8. Water will freeze at ........... degrees Fahrenheit and boil at .......... degrees Fahrenheit.
9. Two trees that are most commonly used for Christmas trees are 

**Part III**

DIRECTIONS: In the parentheses at the left of each exercise, place the number of the ONE answer that is correct for each of the following items. The first one is done correctly as a sample. The robin likes to eat worms. "Worms" is answer number "2" and therefore a "2" has been placed in the parentheses in front of the exercise.

SAMPLE: (2) The robin likes to eat
1. flies 2. worms 3. mosquitoes 4. grasshoppers
( ) 1. An animal used for foods in this country is the
1. dog 2. cow 3. guinea pig 4. horse
( ) 2. The bluebird builds its nest in
1. holes in fence posts or tree trunks 2. low, marshy places
3. tops of tall trees 4. among the rocks on high ground
( ) 3. A deciduous tree is the
1. pine 2. spruce 3. fir 4. tamarack or larch
( ) 4. The fringed gentian blooms in the
1. spring 2. summer 3. fall 4. winter
( ) 5. The number of legs that a butterfly has is
1. two 2. four 3. six 4. eight
6. An animal that sleeps during the cold winter months is the
   1. deer  2. weasel  3. squirrel  4. woodchuck

7. The sheep furnishes us
   1. wool  2. beef  3. mutton  4. pork

8. A fresh-water fish is the
   1. trout  2. cod  3. mackerel  4. herring

9. A bird that eats harmful insects is the
   1. kingfisher  2. owl  3. eagle  4. oriole

10. A good tree to use for reforesting dry, sandy soil is the
    1. balsam  2. spruce  3. white pine  4. cedar

11. A food good for horses is
     1. blue joint  2. wheat straw  3. oats  4. buckwheat

12. A good tree to use for reforesting a moist, heavy soil is the
    1. white pine  2. maple  3. balsam  4. poplar

Part IV

DIRECTIONS: In Column I are the names of some insects and beetles. After each name you see two blank lines. On the first line write the number of the reason why the insect is harmful or useful, taken from Column II. On the second blank line, write the number of the statement from Column III which tells what should be done to the insect. You may not need to use some of the numbers whereas other numbers may have to be used more than once. The first one is done correctly: The housefly “scatters disease germs” (No. 4-Column II) and the best thing to do is to “destroy its breeding place” (No. 3-Column III). Therefore a “4” and a “3” are placed after the word “housefly.”

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: housefly</td>
<td>4 3</td>
<td>1. larva eats foliage of trees or plants 1. let it live because it is useful</td>
</tr>
<tr>
<td>1-2 current worm</td>
<td>—</td>
<td>2. causes disease by its bite 2. spray its food with poison</td>
</tr>
<tr>
<td>3-4 Anopheles mosquito</td>
<td>—</td>
<td>3. lays its eggs in the larva of harmful insects 3. destroy its breeding place</td>
</tr>
<tr>
<td>5-6 brown tail moth</td>
<td>—</td>
<td>4. scatters disease germs 4. destroy its nests containing the insects in dormant stage</td>
</tr>
<tr>
<td>7-8 Ichneumen flies</td>
<td>—</td>
<td>5. eats the larva of harmful insects 5. protect the birds that eat it</td>
</tr>
<tr>
<td>9-10 tent caterpillar</td>
<td>—</td>
<td>6. protect the insects that prey upon it</td>
</tr>
</tbody>
</table>

STOP! Go back over your work to make sure no mistakes were made.
Part I

DIRECTIONS: Some of the following statements are true and some are not true. On the line in front of each statement, write the letter T if it is true, or the letter N if it is not true.

1. To help keep well, you should wash your hands before each meal.
2. You should sit in any position you like when reading.
3. Children should eat pie or cake twice a day.
4. Boys and girls should keep away from open places in the ice.
5. It is safe for boys and girls to play near deep holes in the ground.
6. It is unwise to crawl under or through a standing train.
7. If you are warm, it is safe to sit in a cool draft on a hot day.
8. Putting your pencil in your mouth is a bad habit.
9. It is safe to start the fire in the kitchen stove with kerosene.
10. You should drink milk every day.
11. Seven-year-old children usually require ten or eleven hours sleep each day.
12. You should breathe through your mouth.
13. The body will get all the nourishment it needs if we eat food rich in carbohydrate only.
14. The liver acts as a storehouse for sugar.
15. By “sterilizing” a dish is meant killing all the germs that are on it.
16. Picking the nose is a healthy habit.
17. You should use a sharp instrument to clean your ear.
18. The large intestine is between the small intestine and the stomach.
19. Habits are more easily formed than broken.
20. You should eat every night just before going to bed.
21. Habits are formed by doing the same thing over and over until we can do the thing without even thinking about it.
22. You should drink at least four glasses of water each day.
23. Milk is a nearly perfect food for growing boys and girls.
24. The eye must be kept clean and healthy if we expect to see well.
25. You should eat only one or two kinds of food each day.
26. Bad air contains too much oxygen.
27. The body loses heat rapidly when it is wet.
28. Carrying your hands in your pockets may unfit you to protect yourself from injury on a stairway or elsewhere.
29. Digestion starts in the stomach.
30. Headache is caused only by eyestrain.
31. Matches should be left where children can reach them.
32. Leaves and rubbish should be burnt on a windy day.
33. Medicine should be put out of reach of small children.
34. Rubbish should be kept in cellars or attics.
35. Germs of various kinds are always present on the skin.
36. Germs grow faster in water than in milk.
37. Bacteria are always very harmful.
38. Red and dark blue are colors that are restful to the eyes.
39. It is better to sweep with a vacuum cleaner than with a broom.
40. An ordinary cold is a contagious or communicable disease.
41. A clean healthy skin is nature’s sign of a healthy body.
42. Our favorite domestic animals may convey disease and should be kept clean and watched carefully for any evidence of infection.

Part I:

Right......minus wrong...... = ...... 

Part II

DIRECTIONS: Write ONE word on each blank line to make each sentence correct.

1. Towels used by another may be dangerous to health for they may carry disease..........................................................

2. Children should never go into deep water until they can................. well.

3. Diphtheria is a disease of the.................................................................

4. If there is too much protein in the diet, the................................. will probably be overworked.

5. The flow of blood through the body is called the.......................... 

6-7. Protein is first digested in the.............................by the......................juice.

8-9. The blood from an.......................................that is cut is bright red and comes out in.................................

10. Vaccination is a treatment by which a person becomes immune to the attacks of..........................................................

11-12-13. The heat of cooking changes most..........................to forms that are more easily.................and kills any..........................that may be present.
Part III

DIRECTIONS: In the parentheses at the left of each question, write the number of the ONE answer that is correct, as in the sample below. We require most food in cold weather. "Cold" is answer number "4," and therefore a "4" is placed in the parentheses in front of the exercise.

SAMPLE: (4) In what kind of weather do we require most food?
1. hot 2. warm 3. cool 4. cold

( ) 1. The most common carriers of disease when put into the mouth are
1. pencils 2. fingers 3. toothpicks 4. unwashed fruits

( ) 2. We can be best protected from diphtheria by
1. toxin-antitoxin treatment 2. closing the schools 3. vaccination 4. isolating the patient

( ) 3. With what is food in the mouth mixed?
1. bile 2. water 3. saliva 4. pancreatic juice

( ) 4. The substance which covers the teeth is called
1. crown 2. enamel 3. tartar 4. dentine

( ) 5. The digestive juice of the stomach is called the
1. pancreatic juice 2. pylorus 3. sputum 4. gastric juice

( ) 6. We should wear glasses that have been properly fitted by
1. a jeweler 2. a doctor of medicine 3. an oculist 4. a dentist

( ) 7. In order to have beef most nutritious, what is the best way of preparing it?
1. fry 2. broil 3. roast 4. boil

( ) 8. Most of the food we eat is digested in
1. the small intestine 2. the mouth 3. the large intestine 4. the esophagus

( ) 9. A symptom of measles is
1. salivary glands become swollen and tender 2. opening the mouth is painful 3. the skin peels 4. the patient has a fever, followed by sneezing, inflamed and watery eyes

( ) 10. People who are immune to a contagious disease are
1. those who have had the disease or have received successful preventative treatment 2. those who have been exposed to the disease and did not take it 3. those who have carefully disinfected their person and clothing 4. those who have never been exposed to the disease.

( ) 11. Scarlet fever may be caused by
1. germs entering the body through pricks or cuts in the skin 2. germs entering through a sound skin 3. discharges from the nose or throat or from glands of a diseased person 4. breathing the air from the sick room of patient having scarlet fever

Part III: No. right............
**Part IV**

**DIRECTIONS:** In front of each part of the body named in Column I, write the name of the disease or abnormal condition in Column II that is sometimes found connected with it.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. throat</td>
<td>1. adenoids</td>
</tr>
<tr>
<td>2. nose</td>
<td>2. mumps</td>
</tr>
<tr>
<td>3. lungs</td>
<td>3. tuberculosis (pulmonary)</td>
</tr>
<tr>
<td>4. salivary glands</td>
<td>4. pyorrhea</td>
</tr>
<tr>
<td>5. teeth or gums</td>
<td>5. tonsillitis</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** In front of each food element named in Column I, write the number of the digestive juice or juices in Column II acted upon it in digestion.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. protein</td>
<td>1. bile</td>
</tr>
<tr>
<td>7. starch</td>
<td>2. saliva</td>
</tr>
<tr>
<td>8. fat</td>
<td>3. gastric juice</td>
</tr>
<tr>
<td>9. cane sugar</td>
<td>4. intestinal juice</td>
</tr>
<tr>
<td>10. mineral salts</td>
<td>5. pancreatic juice</td>
</tr>
<tr>
<td></td>
<td>6. not acted upon by any of the digestive juices</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** In front of each food in Column I, write the number of the compound in Column II in which it is rich.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. rice</td>
<td>1. starch</td>
</tr>
<tr>
<td>12. eggs</td>
<td>2. protein</td>
</tr>
<tr>
<td>13. cream</td>
<td>3. sugar</td>
</tr>
<tr>
<td>14. whole wheat bread</td>
<td>4. fat</td>
</tr>
<tr>
<td>15. cabbage</td>
<td>5. mineral salts</td>
</tr>
<tr>
<td>16. milk</td>
<td></td>
</tr>
<tr>
<td>17. beans</td>
<td></td>
</tr>
<tr>
<td>18. lettuce</td>
<td></td>
</tr>
</tbody>
</table>
PUBLIC SCHOOL ACHIEVEMENT TESTS

By JACOB S. ORLEANS

BATTERY C—Grades 4 to 8—FORM 2

Name.......................................................... Age..........................................................

Grade........................................ School......................................................... Teacher....................................................

City.................................................. State.................................................. Date...................................................

### Scores on each test:

<table>
<thead>
<tr>
<th></th>
<th>Nature Study</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>Part I</td>
<td></td>
<td>Part II</td>
<td>Part III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j)</td>
<td>Health</td>
<td></td>
<td>Part I</td>
<td>Part II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Individual Survey Chart

<table>
<thead>
<tr>
<th>Pupil's Grade</th>
<th>(i) Nature Study</th>
<th>(j) Health</th>
<th>Total Score and Test Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9A</td>
<td>39</td>
<td>61</td>
<td>103</td>
</tr>
<tr>
<td>9B</td>
<td>37</td>
<td>61</td>
<td>98</td>
</tr>
<tr>
<td>8A</td>
<td>35</td>
<td>59</td>
<td>94</td>
</tr>
<tr>
<td>8B</td>
<td>33</td>
<td>55</td>
<td>88</td>
</tr>
<tr>
<td>7A</td>
<td>30</td>
<td>51</td>
<td>81</td>
</tr>
<tr>
<td>7B</td>
<td>28</td>
<td>48</td>
<td>76</td>
</tr>
<tr>
<td>6A</td>
<td>25</td>
<td>46</td>
<td>71</td>
</tr>
<tr>
<td>6B</td>
<td>23</td>
<td>42</td>
<td>65</td>
</tr>
<tr>
<td>5A</td>
<td>22</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>5B</td>
<td>19</td>
<td>34</td>
<td>53</td>
</tr>
<tr>
<td>4A</td>
<td>15</td>
<td>29</td>
<td>44</td>
</tr>
<tr>
<td>4B</td>
<td>12</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>3A</td>
<td>6</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

### Directions for Individual Survey Chart

Place a dot to the left of the pupil's score in each subject and his total score and connect dots in consecutive order. Also draw a heavy horizontal line across the chart beginning in column one in the space for the pupil's present grade. Comparison of the two lines will show the subjects in which the pupil is above or below standard. The last column gives the grade's work the pupil is doing according to his combined scores on the five tests.

The scores given are for October testing. For scores a little higher than the ones given, place the dots a little higher in the spaces. Similarly, raise the horizontal line for testing later in the school year.
**Table IV**

**Buckingham & Stevenson Place Geography Test**

Public School Publishing Co.

Lombard, Ill.

There are four for the United States and three for the world in one booklet.

The first ten questions are used for preparation.

The test proceeds:

Name the continent on or nearest which each of the following is located:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Canada</td>
<td></td>
</tr>
<tr>
<td>30. Lake Michigan</td>
<td></td>
</tr>
<tr>
<td>34. England</td>
<td></td>
</tr>
<tr>
<td>39. Danube River</td>
<td></td>
</tr>
<tr>
<td>45. Gulf of St. Lawrence</td>
<td></td>
</tr>
</tbody>
</table>

Name the ocean nearest to each port of the following ports is located:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. Calcutta</td>
<td></td>
</tr>
</tbody>
</table>

Name the ocean into which each of the following countries is located:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>73. t. Lawrence</td>
<td></td>
</tr>
</tbody>
</table>

Name the country in which each of the following cities is located:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. Berlin</td>
<td></td>
</tr>
<tr>
<td>80. Hamburg</td>
<td></td>
</tr>
</tbody>
</table>

These samples are taken from Form I of the World Test.
The Gregory-Spencer Geography Tests, Form A
FOR GRADES 6, 7, AND 8

Designed by

DR. C. A. GREGORY, University of Cincinnati, Cincinnati, Ohio.
PETER L. SPENCER, Instructor in the University High School, University of Oregon, Eugene, Oregon.

Bureau of Administrative Research, University of Cincinnati, Cincinnati, Ohio.

Scores to be Filled in by Teacher Possible Scores
Part 1........... 10
Part 2........... 15
Part 3........... 10
Part 4........... 10
Part 5........... 23
Part 6........... 23
Part 7........... 10
Part 8........... 10
Total........... 111

(Do not look on the inside of this test until the examiner says to begin. After the examiner and the class have read directions aloud, the class should ask questions until all parts are clear. The directions are repeated on the inside before each part of the test.)

DIRECTIONS FOR DOING THE TEST

There are eight parts to this test and each part has a set of directions above it telling you how it is done. READ THE DIRECTIONS CAREFULLY BEFORE ATTEMPTING TO DO ANY PART OF IT AND DO THE PARTS JUST AS THE DIRECTIONS SAY. You will have all the time you need to do each part. Every part may be done by writing a number, a word, or making a cross (X) on a line provided for that purpose. Be SURE TO DO EACH PART, and if you are not sure just which part to mark, do the best you can. This will show you what the test is like: on pages 2 and 3 of this test there are 25 statements made and each statement has three parts, one of which is correct and the other two are wrong. Put a cross (X) before the part that makes the statement true. Be sure to put the cross IN THE SPACE and not through the line. Example:

[Table of cities and their descriptions]

The second part makes the statement true, so put a cross (X) on the dotted line before the words "The United States."

PARTS 3 AND 4 of the test are CAUSAL GEOGRAPHY. There are 20 statements made on these two pages and three reasons are given why each of the 20 statements is true. You are to put a cross (X) before the statement you think is most nearly right. Example:

South Central Africa is not well known because:

[Description of reasons]

The best answer is the third so put a cross (X) on the third dotted line.

PART 5 on page 7 is PLACE GEOGRAPHY. On page 6, opposite page 7, is a map of the world on which are located 74 cities. Instead of having the names of the cities printed on the map they are represented by numbers ranging from 1 to 74. In Part 5, there is a column with the names of 24 of these cities. You are to look at the names of the cities in this column and then at the map and find the number on the map that represents each city and write the number before the name of the city in the blank space provided for that purpose. For example: The name of the first city in the column is San Francisco and its number on the map is 7, so we have written 7 in the blank space before the words, San Francisco. (The examiner should use the blackboard if necessary to make this part clear.) You are to write the correct number before each of the other cities.

PART 7. This part is like Part 5, except that you are to locate countries by the number instead of cities.

PART 6 on page 7 is DESCRIPTIVE GEOGRAPHY. In the middle column on that page are 24 descriptive phrases describing the 24 cities mentioned above. You are to read the descriptive phrases and write the name of the city that each phrase describes in the blank space to the right of the phrase which describes it. Example: The fifth phrase from the bottom reads thus: "Leading American center for shipping and manufacturing on the western coast." The phrase describes San Francisco, so we have written the words, San Francisco, in the blank space to the right. The other cities are to be written just as we have done for San Francisco. PART 8 on page 8 is like this part except the phrases describe countries instead of cities.

Copyright 1923 by C. A. Gregory.
Below are given several trade routes together with the products which might be carried on them. Put a cross (X) before the principal article carried on each of these routes.

<table>
<thead>
<tr>
<th>No.</th>
<th>Trade Route</th>
<th>Principal Article(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tea</td>
<td>Is shipped from Duluth to Buffalo.</td>
</tr>
<tr>
<td></td>
<td>Iron</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rubber</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cotton</td>
<td>Is shipped from Calcutta to London.</td>
</tr>
<tr>
<td></td>
<td>Iron ore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coal</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Coal</td>
<td>Is shipped from Honolulu to San Francisco.</td>
</tr>
<tr>
<td></td>
<td>Cotton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sugar</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Hides</td>
<td>(is) shipped from Buenos Aires to Boston.</td>
</tr>
<tr>
<td></td>
<td>Livestock</td>
<td>(are)</td>
</tr>
<tr>
<td></td>
<td>Machinery</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Coffee</td>
<td>(is) shipped from Hong Kong to New York.</td>
</tr>
<tr>
<td></td>
<td>Iron goods</td>
<td>(are)</td>
</tr>
<tr>
<td></td>
<td>Silk</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Clothing</td>
<td>Is shipped from Galveston to Liverpool.</td>
</tr>
<tr>
<td></td>
<td>Lumber</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cotton</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Textile goods</td>
<td>(is) shipped from Liverpool to New York.</td>
</tr>
<tr>
<td></td>
<td>Coal</td>
<td>(are)</td>
</tr>
<tr>
<td></td>
<td>Meat and dairy products</td>
<td>(are)</td>
</tr>
<tr>
<td>8</td>
<td>Cotton</td>
<td>(is) shipped from Seattle to Yokohama.</td>
</tr>
<tr>
<td></td>
<td>Lumber</td>
<td>(are)</td>
</tr>
<tr>
<td></td>
<td>Toys</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Rice</td>
<td>(is) shipped from Rio de Janeiro to New York.</td>
</tr>
<tr>
<td></td>
<td>Minerals</td>
<td>(are)</td>
</tr>
<tr>
<td></td>
<td>Coffee</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Machinery</td>
<td>(is) shipped from New York to Rio de Janeiro.</td>
</tr>
<tr>
<td></td>
<td>Hides</td>
<td>(are)</td>
</tr>
<tr>
<td></td>
<td>Rubber</td>
<td></td>
</tr>
</tbody>
</table>

Part 1.—No. right...; No. wrong...; Score=number right minus ½ number wrong...
One of the three parts of each of the statements made below is correct and the other two are wrong. Put a cross (X) on the dotted line before the part of each statement you think is right.

1. The Erie Canal { The Suez Canal } connects Lake Superior with Lake Huron. The Soo Canal
2. New York { Detroit } produces more automobiles than any other city in the world. Chicago
3. The earth has day and night because it revolves around the sun. it rotates about its axis. the sun rises in the east and sets in the west.
4. Colombia { Java } produces most of the world’s supply of coffee. Brazil
5. Land in the belt of the horse latitude is usually arid because the air descending gets warmer, hence it is not giving up moisture. the winds are blowing from the north towards the warmer regions. the deserts of Sahara, Arabia, Atacama and Kalahari are in these latitudes.
6. Africa { Asia } is the home of the yellow race. Australia
7. Honolulu { Batavia } is the capital of Java. Yokohama
8. The Ganges { The Rhine } river is in Brazil. The Amazon
9. There are four seasons of the year because the earth revolves around the sun and its axis is inclined 23½ degrees from the vertical. the earth rotates about its axis and different parts are toward the sun at different times. the earth is nearer the sun in the summer than in the winter.
10. The eastern part of the United States { The northwestern coast of North America } is famous for salmon fishing. The North Sea
11. Our coal beds were formed by particles of earth with oils from animal matter. black soil washed into low places by rivers. vegetable matter decaying under water.
12. Lyons is one of the important cities of France because it has extensive silk manufacturing. It is located in the fruit growing section. It is one of the leading seaports for shipping on the Mediterranean Sea.
13. Pampas { Tundras } is the name applied to the great grass plains of South America. Selvas
14. Maple sugar { Beet sugar } is shipped in large quantities from the Hawaiian Islands to the United States. Cane sugar
15. The Equator { The Tropic of Capricorn } separates the Torrid Zone from the North Temperate Zone. The Tropic of Cancer

Part 2.—No. right...; No. wrong...; Score = number right minus ½ number wrong.
Three reasons are given for each of the ten statements made below. Put a cross (X) on the dotted line before the reason you think is most nearly right. Read all three reasons before making the cross. Be sure to check one and ONLY ONE reason why each of the ten statements is true before you go to the next page.

1. The Great Basin of the United States is thinly settled because
   ....... it is surrounded by mountains.
   ....... it is so dry and the climate is so severe.
   ....... the soil is not fertile.

2. There are more good harbors on the eastern coast of the United States than on the western because
   ....... it has more large cities.
   ....... the gulf stream flows along it and keeps it free from ice.
   ....... the eastern coast is sinking.

3. Birmingham is one of the largest manufacturing cities in the south because
   ....... it is in the cotton belt.
   ....... it is located near limestone, coal, and iron beds.
   ....... it has an abundance of water power.

4. Much of the iron ore which is mined near Lake Superior is shipped to points east for smelting because
   ....... there are no smelters near the Great Lakes.
   ....... of the location of the markets and the coal beds it is cheaper to ship iron ore east than to ship coal west for smelting.
   ....... Buffalo, Detroit, Cleveland and other cities use much iron ore in their foundries.

5. Galveston is an important city in foreign commerce because
   ....... it has a better harbor than any other southern city.
   ....... it is the chief outlet for cotton and other goods produced north and west of it.
   ....... it has a great wall to protect it from the sea.

6. The plains directly east of the Rocky Mountains are dry because
   ....... few trees grow on them and the water runs off rapidly.
   ....... the winds lose their moisture in crossing the mountains before they get to them.
   ....... they lie in the belt of calms and no rain falls there.

7. A large number of people in Pennsylvania are engaged in manufacturing iron and steel products because
   ....... Pennsylvania has many great iron mines.
   ....... they have no lumber with which to build.
   ....... Pennsylvania has much coal with which to smelt the iron ore.

8. Many cattle are raised on the Great Western Plains but are fattened and prepared farther east for the market because
   ....... it is warmer on the prairies and they afford better protection for them.
   ....... the chief markets are in the east and the prairies produce better food for fattening.
   ....... labor is cheaper in the east, therefore it costs less to prepare them for the market.

9. Louisiana produces more sugar cane than any other state in the union because
   ....... it requires a warm, dry climate to mature the cane.
   ....... it has an abundance of cheap negro labor.
   ....... it has rich delta lands and a warm, moist climate.

10. Butte, Montana, is a great mining city because
    ....... it has rich deposits of copper.
    ....... it is underlain with coal beds.
    ....... it has ample water power to run machinery.

Part 3.—No. right . . . . ; No. wrong . . . . ; Score—number right minus ½ number wrong . . . . . . .
Three reasons are given for each of the ten statements made below. Put a cross (X) on the dotted line before the reason you think is most nearly right. Read all the reasons before making the cross. Be sure to check one and ONLY ONE reason why each of the ten statements is true before you go on to the next page.

1. Nearly half the people of France are engaged in agriculture because
   — it has favorable climate and much level land.
   — it has no coal for manufacturing.
   — the French are not skilled in manufacturing and must rely on farming for a living.

2. India, though it produces much food, frequently has famines because
   — it has such heavy rainfall that the farmers cannot plant their crops.
   — the soil is so poor and the climate so severe that agriculture is an uncertain business.
   — rainfall is irregular and droughts often kill the crops.

3. Africa is thinly populated because
   — it has poor soil and no raw material for manufacturing.
   — of its deserts, poor harbors, climate and unhealthy tropical jungles.
   — it has high and impassable mountains.

4. China, although one of the largest and oldest nations in the world, is very weak because
   — it has no minerals with which to manufacture.
   — the Chinese have refused to adopt modern methods of civilization.
   — the land is so poor that it is difficult for them to make a living.

5. England is a great manufacturing country because
   — it has an abundance of coal, iron, and water power.
   — it has a great merchant marine to distribute its manufactured products.
   — it produces large quantities of raw materials.

6. Iron ore has been found in Canada but little has been smelted there because
   — coal is scarce near the iron beds and transportation is expensive.
   — there is little need for iron goods since the principal industry is trapping and fishing.
   — the cold climate and the abundance of timber make iron goods unnecessary.

7. Much of Brazil has heavy rainfall because
   — the westerly winds from over the warm Pacific are chilled when they cross the mountains and lose their moisture.
   — the trade winds blow in from the ocean and discharge their moisture when forced to rise over the mountains.
   — so much of the land is swampy that the air is always moist.

8. Australia is an important British possession because
   — it produces much cotton which is shipped to England for manufacturing.
   — it is covered with forests and grass lands.
   — it trades its wool, meat and other raw materials for England’s manufactured goods.

9. Many tourists annually visit Switzerland because
   — it has large cities and rivers.
   — it has fine roads and tunnels which pierce the mountains, and make travel easy.
   — it has beautiful mountain scenery.

10. Argentina may be expected to rank among the great producing and exporting nations of the earth because
    — it has rich mines and plenty of water power for manufacturing.
    — it has rich soil and favorable climate for farming, therefore, most of the people are engaged in agriculture.
    — it is nearer to the great European markets than is the United States.

Part 4.—No. right . . . ; No. wrong . . . ; Score = number right minus ½ number wrong . . . . . .
PART 5. In the left-hand column below is a list of 24 cities. Each of these cities is represented by a number on the map on the opposite page. The city is marked by a little cross (×). Find the number on the map that represents each city in the column below and write it in the blank to the left of the city. Example: San Francisco is the first city in the list below. Looking on the map we see that the number 7 represents San Francisco, so we have written it in the blank space to the left of the words, San Francisco. Put the numbers that represent each of the other cities in the blank spaces in the same way. When two cities are written together consider them as one. DO THIS PART OF THE TEST BEFORE YOU READ THE DIRECTIONS FOR THE NEXT PART.

PART 6. In the middle of the page below is a list of 24 descriptive phrases. Each of these phrases describes one of the 24 cities in the left-hand column below. Read the phrase and write the name of the city that it describes in the blank space to the right in the column marked "Cities". Example: The fifth phrase from the bottom reads: "Leading American center for shipping and manufacturing on the western coast." This phrase describes San Francisco, so we have written the words, San Francisco, in the blank space to the right of the phrase. Read each of the phrases in the order they are given, starting at the top, and write the name of the city which each describes just as we have done for the phrase which describes San Francisco.

<table>
<thead>
<tr>
<th>No.</th>
<th>CITIES</th>
<th>DESCRIPTIVE PHRASES</th>
<th>CITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>San Francisco</td>
<td>Largest city and capital of Cuba</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Washington</td>
<td>Capitol of the British Empire and greatest commercial city in the world.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Berlin</td>
<td>Capital city of the United States.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Athens</td>
<td>Italian capital city, famous for its art galleries and historic buildings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Havana</td>
<td>Important port and capital of territory of Hawaii.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rio de Janeiro</td>
<td>Germany's capital and largest city. Famous railway, manufacturing and educational center.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>London</td>
<td>Capital and leading seaport of Japan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Honolulu</td>
<td>Lake port in Ohio, noted for trade in grain, lumber and Iron ore.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rome</td>
<td>Capital of Greece, famous for its ruins and history.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denver</td>
<td>Capital and greatest port of Brazil.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cleveland</td>
<td>Important lumber and grain port on Puget Sound.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tokyo-Yokohama</td>
<td>Greatest center for iron, steel, and plate glass manufacturing in the United States.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pekin-Tien Tsin</td>
<td>Leading port and capital of the Philippines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seattle-Tacoma</td>
<td>Educational center and capital of Scotland.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manila</td>
<td>Mining, railway and agricultural center of the Rocky Mountains.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Montreal</td>
<td>Capital of Egypt and noted tourist resort.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pittsburgh</td>
<td>&quot;The Crescent City&quot;, Mississippi River city, noted for cotton trade and sugar refineries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Edinburg</td>
<td>Leading New England seaport for wool, cotton, fish and leather products.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boston</td>
<td>Leading American center for shipping and manufacturing on the western coast.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Venice</td>
<td>Capital and important Chinese port.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cairo</td>
<td>Capital and principal seaport of Victoria.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calcutta</td>
<td>Commercial city of the Adriatic noted for its art galleries. Built on more than 100 Islands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Melbourne</td>
<td>Largest city of India located on the Ganges Delta. Important commercial center.</td>
<td></td>
</tr>
</tbody>
</table>

Part 5.—Score=number right........   Part 6.—Score=number right.
PART 7. In the left-hand column below is a list of 11 countries. Each of these countries is represented by a number on the map. Find the number on the map that represents each of the countries and write it below in the blank space to the left of the country. Example: Canada is the first country mentioned in the list below. Looking on the map we see that Canada is represented by the number 27, so we have written the number 27 in the blank space to the left of the word, Canada. Put the numbers that represent each of the other countries in the blank spaces in the same way. DO THIS PART OF THE TEST BEFORE YOU READ THE DIRECTIONS FOR THE NEXT PART.

PART 8. In the middle of the page below is a list of 11 descriptive phrases. Each of these phrases describes one of the 11 countries in the left-hand column below. Read the phrase and write the name of the country that it describes in the blank space to the right in the column marked "countries": Example: the sixth phrase from the top reads, "Largest British possession in America." This phrase describes Canada, so we have written the word, "Canada," in the blank space at the right of the phrase. Read each of the phrases in the order they are given, starting at the top and write the name of the country which each describes just as we have done for the phrase which describes Canada.

<table>
<thead>
<tr>
<th>No.</th>
<th>Countries</th>
<th>DESCRIBITIVE PHRASES</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Canada</td>
<td>Wealthiest nation in the world, second only to England in size of merchant marine.</td>
<td>Canada</td>
</tr>
<tr>
<td></td>
<td>Egypt</td>
<td>Most progressive country in the East; sometimes called the &quot;England of the Orient.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brazil</td>
<td>A fertile agricultural country due to the overflowing of the Nile river, and famous for its museums, sphinx and pyramids.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>India</td>
<td>Largest country in Europe. Ranks next to the United States in the production of grain and petroleum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>United States</td>
<td>Largest country in South America. Important in the production of rubber and coffee.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russia</td>
<td>Largest British possession in America.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japan</td>
<td>The country which leads the world in the building of ships and the manufacture of fine cutlery, woolen and cotton goods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>British Isles</td>
<td>North American country crossed about mid-way by the Tropic of Cancer. The home of the once famous Aztec Indians. Now noted for its minerals and petroleum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Norway</td>
<td>Asiatic country sometimes called &quot;Great Britain's Granary&quot;. Important for production of tea, grain, cotton and other raw materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>France</td>
<td>Scandinavian country which is so barren and poorly adapted to agriculture that the people are forced to the sea for most of their food.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
<td>European country largely engaged in agriculture, but because of the artistic tastes of its people is also very important in the manufacture of the best grades of pottery, textiles, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Part 7.—Score—number right.

Part 8.—Score—number right.
Test of Information in American History
Arranged by C. L. Harlan

Directions for Giving Test

1. Distribute papers face up on the desks. Ask pupils not to open papers until signal is given.
2. Have pupils fill in blanks on cover page.
3. When blanks are filled, say: "On the inside of this folder are some exercises in American History. Above each exercise are some directions. Read these directions carefully before beginning the exercise, then do what the directions tell you to do. Do not write more than is necessary to answer the question. Just a word or sentence is sufficient. When you have finished all the exercises bring your paper to me."
4. At the signal "Begin" see that each pupil opens the paper and reads the first direction and begins to fill the blanks.
5. This test is not a time test. Each pupil should be given sufficient time to finish all the exercises. Most pupils will finish within 25 minutes.
EXERCISE I. Score

At the right of the page are the names of some men mentioned in American History. Fill in blanks with the names which properly belong there.

1. America was discovered by...........................................................................near the close of the fifteenth century.  Jefferson
   2. The name of the man who is supposed to have discovered the Pacific Ocean is..............................................................Cornwallis
   3. The first president of the United States was......................................................Patrick Henry
   4. ..............................................................................................................is the name of a distinguished Frenchman who aided the colonists in securing their independence.
   5. ..............................................................................................................surrendered to the colonial troops at Yorktown.

EXERCISE II. Score

Below is a list of terms used in American History. Give a particular example of each, such as: Battle—Bunker Hill.

1. colony........................................................................................................7. territorial expansion
   2. pioneer.................................................................................................8. compromise
   3. treaty.....................................................................................................9. decisive battle
   4. explorer...............................................................................................10. admiral
   5. proclamation.........................................................................................
   6. general.................................................................................................

EXERCISE III. Score

Name the events which make the following places historically significant:

1. Valley Forge..............................................................................................
   2. Gettysburg, Pa.....................................................................................
   3. Mt. Vernon, Va...................................................................................
   4. Lake Erie............................................................................................
   5. Rio Grande River ..............................................................................

EXERCISE IV. Score

Tell the very first thing you would do under each of the following conditions, also what you would do next:

1. If a neighbor were to present to you for your signature a petition to have some man removed from public office—
   What would you do first?...........................................................................
   Would you sign the petition?....................................................................

2. If a man imprisoned in the county jail for some serious crime should be taken out by a mob with the intention of hanging him—
   What ought to be done first?....................................................................
   Then what?...............................................................................................
EXERCISE V. Score..........................

From the list at the right of the page select the names of two men who were prominent in the period in which they lived and write those names under the name of the period in which they were prominent.

1. Period of exploration and discovery.
   - Roosevelt
   - Jefferson Davis
   - Gen. Burgoyne
   - Abraham Lincoln
   - Magellan

2. Period of colonial growth.
   - Geo. Washington
   - Admiral Dewey
   - Gen. Sherman
   - Thomas A. Edison
   - John Smith

3. Revolutionary War period.
   - Benedict Arnold
   - Peter Stuyvesant
   - Sir W. Raleigh
   - Wm. Penn
   - John Smith

4. Civil War period.

5. Period from Spanish-American War to present.

EXERCISE VI. Score..........................

Give the year in which the following events occurred:

1. Discovery of America
2. Signing of the Declaration of Independence
4. Settlement of Plymouth Colony
5. First battle of American Revolution

EXERCISE VII. Score..........................

Name the most important event connected with the following dates:

1. 1803
2. 1820
3. 1812
4. 1765
5. 1850
EXERCISE VIII. Score..........................

Below are some general statements concerning the history of our country. Prove that they are true by stating a typical example or instance in American History which has shown them to be true.

1. One method employed by a nation in acquiring territory is by conquest.

2. The final decision of civilized people is that the enslavement of one people by another is wrong.

3. The national congress has regarded unrestricted immigration as dangerous to the welfare of the nation.

4. An exaggerated idea of the power of the president has, at times, endangered the life of the president.

EXERCISE IX. Score..........................

The following topics represent matters of importance in the history of the United States. State definitely of what significance each has been.

1. Articles of Confederation..........................

2. Mason and Dixon's line..........................

3. Monroe Doctrine..........................

4. The Tariff..........................

EXERCISE X. Score..........................

Below is stated a list of causes. State one very important immediate historical result of each.

1. Dred Scott decision..........................

2. The Embargo Act of 1807..........................

3. Daniel Boone's journey in Kentucky, 1768..........................

4. The "Spoils System"..........................

5. Lewis and Clark expedition..........................
Iowa General Information Test in American History

by

Degraff, Ruch, & Greene.

This test consists of one hundred incomplete statements of which the following are samples:

1. The war which was fought on land, under water, and in the air was the .................

10. The U. S. bought the Alaska from the government of .................

20. "Give me liberty or give me death," was uttered by ...............  

30. The third president of the U. S. to be assassinated was .............

40. The man chosen as president of the Southern Confederacy was ................

50. Roger Williams founded the town of ................

60. The term "cornerstone of American foreign policy" has been often applied to ................

70. The President of Mexico who led an army to punish the state of Texas for declaring its independence was ................

80. The provision that legislation may be submitted to the voters at an election is called ................

90. In the Revolutionary War, the most important battle and the turning point of the war south of the Potomac was the engagement at ................

100. Virginia is commonly known as "The Land of the.....
A TEST IN CIVIC INFORMATION

By HOWARD C. HILL

Do not open this paper, or turn it over, until you are told to do so. Fill out the blanks, giving your name, age in years and months, school, grade, and the date. Write plainly.

Name.............................................. School..............................................

Grade........................................... Date........................................... Age.............................................

Years         Months

Directions
The following is a sample of the exercises contained in this test. Read it carefully and note that an (X) is placed before the part which makes the best answer.

SAMPLE
1. The most important public officer in the state is:
   a. the Attorney General
   b. the Lieutenant Governor
   X c. the Governor
   d. the State Treasurer

Score..............................................
1. Labor is:
   a. anything which is unpleasant.
   b. a disagreeable task which one must do.
   c. the use of man's muscles.
   d. man's energy used in production.

2. A corporation is:
   a. a method of buying and selling merchandise and personal services.
   b. a group of people engaged in manufacturing and commerce.
   c. a group of people authorized by law to act as one person.
   d. a company that sells bonds, mortgages, and stock certificates.

3. The Industrial Revolution was:
   a. an event in the history of the United States.
   b. the invention of street cars, airplanes, and automobiles.
   c. the change in manufacturing from the home to the factory.
   d. a change in methods of farming and fruit raising.

4. Wealth is:
   a. bonds, mortgages, certificates of stock, and real estate.
   b. anything that people want that requires effort to secure.
   c. fine clothes, jewels, a handsome home, and an automobile.
   d. gold, silver, and precious stones.

5. Capital is:
   a. gold and silver coin, paper money, and a bank account.
   b. anything made by work when used to make something else.
   c. the machinery and supplies used in a mill, mine, or factory.
   d. stocks, bonds, promissory notes, and mortgages.

6. City ordinances are made by:
   a. the mayor.
   b. the council.
   c. the mayor and the council.
   d. the mayor and the chief of police.

7. The national laws are made by the:
   a. President of the United States of America.
   b. direct vote of the American people.
   c. Congress of the United States and the President.
   d. National Senate and House of Representatives.
8. An excise tax is:
   a. a tax on goods brought into the country.
   b. a tax on personal property and income.
   c. a tax on houses, land, and inheritances.
   d. a tax on goods manufactured in the country.

9. Socialists believe that:
   a. all wealth should be divided equally among all the people.
   b. all workers should work equal hours and receive equal pay.
   c. all large industries should be owned and operated by society.
   d. only people who work with their hands should receive pay.

10. The President of the United States is elected by:
    a. the direct vote of the American people.
    b. the College of Electors, who are elected by the people.
    c. the members of the various state legislatures.
    d. the National Senate and the House of Representatives.

11. A bank is:
    a. a building in which money, bonds, and stock certificates are manufactured.
    b. an institution in which money may be deposited and loans may be secured.
    c. an establishment authorized by the government to collect the taxes.
    d. a place in which the workers spend their time counting money.

12. A labor union is:
    a. a combination of workers formed to promote the interests of wage earners.
    b. a band of workmen formed to secure an equal division of property.
    c. a group of people organized to destroy property and stir up disorder.
    d. a combination of strikers and strike-breakers who refuse to work.

13. A boycott is:
    a. a union of workmen to provide themselves insurance and social opportunities.
    b. a machine for counting ballots and controlling political elections.
    c. a combination of persons who refuse to deal or associate with another person or persons.
    d. a form of taxation which is used in a large number of states and cities.

14. An injunction is:
    a. a request for advice and assistance by an official of the federal government.
    b. a military order by an officer in the regular army of the United States.
    c. an order by a court commanding a jailer or a warden to free an innocent prisoner.
    d. an order by a court commanding or forbidding some contemplated action.

(Continue on next page)
15. The highest official in a city government is:
   a. the fire marshal.
   b. the mayor of the city.
   c. the chief of police.
   d. the city treasurer.

16. A closed shop is:
   a. a shop that has been closed because the owner has become bankrupt.
   b. a shop in which only union or non-union labor is employed.
   c. a factory in which the workers are out on a strike.
   d. a business that has been stopped by the government.

17. A budget is:
   a. an estimate of financial receipts and expenses.
   b. a means of raising taxes for the government.
   c. an annual report of the public school system.
   d. another name for the initiative and the referendum.

18. The President’s Cabinet is:
   a. elected by the House of Representatives.
   b. chosen by the Congress of the United States.
   c. appointed by the President.
   d. elected by the Electoral College.

19. In the United States war is declared by:
   a. the vote of the American people.
   b. the Congress of the United States.
   c. the Chief Justice of the Supreme Court.
   d. the action of the state legislatures.

20. A citizen of the United States is:
   a. a person who can vote and hold political office.
   b. a person born or naturalized in this country and subject to its laws.
   c. a male resident of this country, twenty-one years of age or over.
   d. a person born or naturalized in this country who has reached the age of twenty-one.
A TEST IN CIVIC ATTITUDES
By HOWARD C. HILL

Do not open this paper, or turn it over, until you are told to do so. Fill out the blanks, giving your name, age in years and months, school, grade, and the date. Write plainly.

Name........................................................................................................ School....................................................................................................

Grade.............................................. Date........................................... Age.................................................................

Years................................................. Months........................................

Directions
The following is a sample of the exercises contained in this test. Read it carefully and note that an (X) is placed before the part which makes the best answer.

SAMPLE
1. While walking home from school, you approach a timid, elderly woman waiting to cross the street. A large number of automobiles are passing. You should:
   a. ignore her and go about your business.
   b. call a policeman to help her across the street.
   c. look the other way and pretend not to see her.
   d. offer to assist her across the street.
   X  d. offer to assist her across the street.
1. In using public property, the good citizen should:
   a. handle it carelessly because he does not own it.
   b. take as good care of it as if it were his own.
   c. use it so as to get the greatest amount of fun and enjoyment out of it.
   d. take better care of it than if he owned it because it belongs to others.

2. You are playing ball with two friends. When you are "at bat," you knock the ball through a window. In this case:
   a. knock at the door and offer to pay for the window.
   b. run away as fast as you can so that no one will see you.
   c. tell the tenant that one of your comrades hit the ball.
   d. tell the tenant to call your father on the phone and talk to him.

3. A child runs in front of your car when you are driving 35 miles an hour. Your brakes do not hold, and you injure the child. In this case:
   a. pay no attention to the child, but drive on as rapidly as possible.
   b. pick up the child and take it to the nearest hospital.
   c. drive rapidly to the police station and tell about the accident.
   d. try to communicate with the child's parents and friends.

4. While driving on the boulevard with a new car bearing no license number, you speed up to 50 miles an hour. You see a motorcycle policeman following you. In this case:
   a. turn into another street and try to "lose" the policeman.
   b. put on more speed and attempt to outdistance the policeman.
   c. try to force the policeman against the curb and then escape.
   d. slow down, wait for the policeman, and take the consequences.

5. While walking in the park, you notice a boy lying on the street; he has apparently been seriously injured by an automobile. In this case:
   a. look the other way and pretend not to see him.
   b. stop a passing auto to take him at once to a hospital.
   c. get him a drink of water and brush the dust off his clothes.
   d. try to learn his name and telephone to his friends.

6. An able-bodied, shabbily dressed young man appears at your back door and asks for money. In this case:
   a. say nothing, but slam the door in his face.
   b. tell him that he ought to be ashamed of himself to beg for a living.
   c. give him the name of an organization that will help him to find work.
   d. give him a quarter, a sandwich, and an old suit of clothes.
7. The best way to employ leisure time is:
   a. to use it reading good books and magazines.
   b. to use it playing cards and working crossword puzzles.
   c. to play games, read good books, visit with friends, and go to good entertainments.
   d. to go to the ball games, the motion-picture theatre, and the circus.

8. The best citizen is one who:
   a. never harms anyone else.
   b. tries to improve the community.
   c. minds his own business.
   d. obeys all laws and ordinances.

9. We should obey the laws in order to:
   a. keep out of jail and escape punishment.
   b. win the praise of other people.
   c. set a good example to other folk.
   d. make our country safe and happy.

10. An ideal home is one in which:
    a. the family have a deep affection and consideration for one another.
    b. the members are a father, a mother, and three children.
    c. there is an abundance of good things to eat and drink and wear.
    d. the furniture is beautiful, books are numerous, and servants do all the work.

11. The way I can get the most out of school is:
    a. to spend all my spare time reading, studying, and working.
    b. to be a member of all athletic teams and attend all athletic contests.
    c. to go in for some student activity and do my school work well.
    d. to make everyone have a good time and to secure lots of friends.

12. The ideal pupil does his work well in order to:
    a. develop his own capacities so that he may enjoy life to the fullest extent.
    b. gain power and ability which will enable him to be of greater use in the community.
    c. get as high grades in his school work as he possibly can.
    d. gain more money in after life because of his ability to do highly paid work.

13. The chief value of an education is that it enables a person:
    a. to earn a living by his mind rather than by his muscles.
    b. to make money and to associate with interesting people.
    c. to be helpful to other people and of use to the community.
    d. to appear to advantage in society and to be envied by others.

(Continue on next page)
14. In case he knows of a serious offense against the rules of the school or the laws of his country, the good citizen should:
   a. scold the person who commits the offense.
   b. report the offense to the proper authorities.
   c. keep still and not become a tale-bearer.
   d. say nothing, but report the second offense.

15. The highest type of courtesy is:
   a. to say or do nothing which will make another person feel uneasy or uncomfortable.
   b. to be considerate and thoughtful to everyone and helpful to those who are in trouble.
   c. to say only such things to others as will make them feel good and think well of you.
   d. to be polite to all school acquaintances when at school, but to notice only your friends when away from school.

16. A truthful and honest person is one who:
   a. does not take property which does not belong to him.
   b. never tells a lie when asked a direct question.
   c. never intentionally misleads or deceives another person.
   d. never says anything which will cause difficulty or trouble.

17. My responsibility to my fellow students and neighbors is:
   a. to do nothing to them I would not want them to do to me.
   b. to treat them with politeness at all times and in all places.
   c. to act toward them as I would like to have them act toward me.
   d. to do them no harm or injury if I can conveniently avoid it.

18. While walking in the park, you see some small children picking flowers which are in full bloom. In this case, you should:
   a. say and do nothing whatsoever.
   b. notify the police or park custodians and authorities.
   c. frighten the children away with harsh words or a stick.
   d. tell the children why they should not pick flowers in the park.

19. You are buying a tennis racket, the price of which is $7.50. You hand the clerk a ten dollar bill and he gives $4.50 in change. In this case you should:
   a. keep the two extra dollars and say nothing about the mistake.
   b. debate with yourself whether or not to return the dollars.
   c. promptly tell the clerk about his mistake and return the two dollars.
   d. keep the extra change and return it later because your conscience hurts you.

20. Your parents give you an allowance of $2.00 a week. The best use to make of this money is:
   a. to save part of it and to spend the balance for fun and for useful purposes.
   b. to spend none of it for any purpose, but to put it all in your savings account at the bank.
   c. to spend all of it for candy and other kinds of harmless recreation.
   d. to spend it all for clothing, books, magazines, and presents for your friends and family.
A TEST IN CIVIC ACTION
By
Howard C. Hill and Howard E. Wilson

Fill out the blanks below, giving your name, school, grade, date, age in years and months, etc. Write plainly.

Name .......................................................... School ...........................................
Grade .................................. Date .......................... Age ........................ Years  Months
City ........................................ State ......................... Examiner ..........................

Directions

The following is a sample of the exercises in this test. Read the sample carefully. After the exercise you will see four possible answers, only one of which is correct. The correct answer is "the fire department." This is answer "b" and a "b" is placed in the parentheses in front of the exercise.

Sample Exercise
(b) A fire is discovered in your home. In order to get help to put out the fire, you would call:
   a. the police department.
   b. the fire department.
   c. the city council.
   d. the county clerk.

In this same way, you are to indicate the correct responses for each of the exercises on the following pages. Be sure to place the letter of the answer you select in the parentheses in front of each exercise.
1. You have a pet dog for which you must secure a license. To get the license you would apply to:
   a. the coroner or his assistants.
   b. a policeman or the sheriff.
   c. the county clerk or the city clerk.
   d. an officer of the health department.

2. You believe that you can make money during vacation by establishing a fruit and candy booth in a public park near your home. To get permission to run such a booth it would be necessary to:
   a. be the first to erect a booth after school closes.
   b. secure a license from the park authorities.
   c. obtain the permission of a wholesale candy company.
   d. get the consent of the policeman in your neighborhood.

3. The street in front of your home is not paved. It is full of mud holes and is almost impassable at times. In order to secure an improved street, you would:
   a. persuade the owners of property along the street to contribute money to pay the cost of paving.
   b. ask the state highway department to pave the street as part of the state road system.
   c. call the attention of a road-paving company to the condition of the street and ask them to pave it.
   d. join with the other property owners along the street, petitioning the city to have the paving done.

4. A friend of yours would like to secure a position as letter-carrier in your community. If he asked you how to get the job you would tell him to take the examination given by:
   a. the federal civil service commission.
   b. the mayor of your city.
   c. the judge of the county court.
   d. the postmaster in your community.

5. At a street corner near your home where there is neither a traffic policeman nor a "stop" and "go" signal light, frequent automobile accidents occur. In order to remedy the situation you would:
   a. ask a friend or a neighbor to serve as a traffic officer.
   b. request the chamber of commerce to erect a signal light.
   c. report the need to the city police authorities.
   d. petition the state highway department to provide traffic lights.

6. A man who has moved to your neighborhood recently from a foreign country wants to become an American citizen. If he should ask you what official to see in order to secure citizenship papers, you would direct him to:
   a. the mayor of the city.
   b. an officer of a court.
   c. the chief of police.
   d. a congressman from your state.

7. Just after a severe storm you discover a "washout" on a state highway, making travel dangerous. In order to have the break repaired as soon as possible, you would notify:
   a. the company which constructed the road.
   b. an officer of the state highway department.
   c. the board of education in your state government.
   d. the secretary of your state government.
8. A boy living in your neighborhood has contracted a contagious disease. His parents, in order to prevent the spread of the disease, ask you to report the case to the proper quarantine authorities. To carry out their request you would notify:
   a. the minister or secretary of your church.
   b. the department of health or a health officer.
   c. the editor of the local newspaper.
   d. the county coroner or his assistants.

9. A storm has blown down a tree, blocking the alley back of your home. To have the tree removed, you would:
   a. request the garbage collector to drag the tree away.
   b. notify the county board of the obstruction.
   c. send word to the state highway department that the alley is blocked.
   d. notify an officer of the city government about the difficulty.

10. A friend of yours wants to secure a position as teacher in the public schools of your community. He asks you who has charge of the hiring of teachers. You reply:
   a. the trustees of the state university.
   b. the members of the library board.
   c. the local school authorities.
   d. the state department of education.

11. Traffic along the street in front of your home seriously disturbs a sick neighbor. In order to have a zone of quiet established, you would:
   a. stretch ropes across the street to stop the traffic.
   b. post up a sign asking drivers of cars and trucks not to use the street.
   c. request the local police authorities to rope off the street.
   d. petition the superintendent of the nearest hospital to forbid traffic on the street.

12. Mr. Jones and Mr. Smith are candidates for the same public office. If you believe that Mr. Jones would make the better official, the most practical thing you, as a voter, can do to secure his election is to:
   a. write Mr. Jones a friendly letter praising his character.
   b. urge your brother or sister to vote for Mr. Jones.
   c. tell your friends about Mr. Smith’s bad qualities.
   d. vote for Mr. Jones and persuade your friends to do likewise.

13. In a local theater you notice that the exit signs are not in working order. The manager of the theater does not repair the lights when you tell him that they are defective. In order to secure prompt protection for the patrons of the theater, you would:
   a. send word to the National Board of Fire Underwriters.
   b. notify the state department of health.
   c. tell your friends not to go to the theater.
   d. report the matter to the local fire department.

14. Many towns and cities have adopted carefully-devised city plans. To have such a plan adopted and carried out in your community it would be necessary to secure official action by:
   a. the architects of the community.
   b. the faculty of your state university.
   c. the lawmakers of the local government.
   d. the local business men’s association.
( ) 15. An election for the office of mayor of your town is soon to be held. You would like to have Mr. Bates become a candidate. In order to get his name on the ballot it would be necessary to:
   a. publish his name, picture, and legal qualifications in the local newspaper.
   b. tell him you will be glad to work and vote for him.
   c. submit a petition, signed by a certain number of voters, to the election officials.
   d. report his qualifications and political record to the city council.

( ) 16. A business company, advertising by mail, offers a bicycle for sale at a low price. You send in the money asked for in the advertisement, but do not receive the bicycle. Your letters to the company bring no answer, and you believe it to be dishonest. In the hope of securing the return of your money you would report the incident to:
   a. your postmaster.
   b. the county sheriff.
   c. your chief of police.
   d. your next-door neighbor.

( ) 17. In your community lives a blind boy. His parents are poor, but they want their son to have an education. If they should ask you where to send the boy for the education he needs, you would direct them to:
   a. the state institution for the blind.
   b. the national college for the blind.
   c. the county or state normal schools.
   d. the American Red Cross Society.

( ) 18. Your town has no public library and you and a small group of acquaintances would like to have one established. In order to get the library, public opinion in its favor must be developed. To arouse the necessary public opinion, you would:
   a. get the newspapers and civic clubs to support the project.
   b. tell your friends to make speeches favoring a library.
   c. ask an architect to design a suitable building.
   d. start a discussion concerning the location of the library.

( ) 19. You learn that a manufacturing company plans to build a large factory in some town in your state. You want to secure the factory for your own community because you think it will help business. In order to have the advantages of your community presented to the manufacturing company, you would report the matter to:
   a. the national department of commerce.
   b. the local department of public works.
   c. the local business men's association.
   d. the postmaster of your city.

( ) 20. Your father feels that the value of his property has been estimated too high by the tax assessor. To secure a fairer valuation of the property, he should appeal to:
   a. the tax collector.
   b. the officers of his bank.
   c. the county treasurer.
   d. the tax review officials.
Below there are three exercises. Under each exercise there is a row of words printed in bold faced type. Each exercise asks a question. You are to read each exercise and then answer the question by drawing a line under the right word printed in the black type.

Read the following exercises:

(a) I am a little dark-skinned girl. I wear a slip of brown buckskin and a pair of soft moccasins. I live in a wigwam. What kind of a girl do you think I am?

Chinese French Indian African Eskimo

The answer to this exercise is "Indian," so draw a line under Indian.

(b) Spring is the time for planting seeds. They grow fastest in summer. Autumn is the harvest time. When are seeds put into the ground?

Spring Summer Autumn Winter

The answer to this exercise is "spring." Draw a line under Spring.

(c) In the sunny land of France there lived a sweet, little maid named Piccola. Piccola's father was dead, and her mother was very poor. Draw a line under the word below that tells in what country Piccola lived.

Germany Russia France England

On the three following sheets there are a number of exercises like these to be read and answered. When the signal is given, turn over this page and begin. Work rapidly but remember that your answers must be right in order to count. Remember that you are to draw a line under only one word in each exercise.
1. Locksley shot his arrow as carelessly in appearance as if he had not even looked at the mark, yet it alighted two inches nearer to the center than that of Hubert.

Draw a line under the word which best describes Locksley.

skilful strong handsome tall wise

2. It took us an hour to transport our stores to the spot selected for the encampment. Having pitched our tent, using the five oars to support the canvas, we got out our lines, and went down to fish.

Draw a line under the word which tells what these people were doing.

studying camping swimming hunting working

3. Jimmy was a newsboy. He had a small route for morning and evening papers, and when he had delivered them, he would hasten down to town, get a new supply of the latest editions, and join the boys in selling on the streets.

Draw a line under the word which best describes Jimmy.

lazy careless industrious slow dependable

4. The Indian men, when old, are counselors; for their government is by counsel of the sages; there is no force; no officers compel obedience or inflict punishment. Hence they generally study oratory in order to be good speakers.

By what means did the Indians enforce their laws?

policemen influence navy soldiers love

5. The maize has sprouted, the streams are flowing, the river is bluer than the sky, the robin is plastering his house hard by.

Draw a line under the season of the year that is described.

winter summer spring autumn

6. Ambassadors of Carthage, I have spoken not as you expected. I am your captive. Lead me back to whatever fate awaits me. Doubt not that you shall find that to Roman hearts country is dearer than life, and integrity more precious than freedom.

Draw a line under the word which you think best describes the speaker.

cowardly sly patriotic angry active

(Turn to next page.)
7. The sage-brush is a hardy plant, and grows in deep sand and among barren rocks, where nothing else would try to grow, except “bunch-grass.” The sage-brushes grow several feet apart, and all over the Far West clear to the borders of California.

Draw a line under the kind of land sage-brush grows in.

hilly wooded desert swampy damp

8. Early in the march, an occasional buffalo or deer had been shot, but these furnished no lasting supply of meat because they could not be transported. As they neared Vincennes, animals became so scarce that the men began to suffer bitterly from hunger.

Draw a line under the word which best describes the amount of food the men had.

little none plenty much some

9. The lamps now glitter down the street.
   Faintly sound the falling feet,
   And the blue even slowly falls,
   About the garden trees and walls.

Draw a line under the word which tells what time of day it was.

midnight forenoon dawn afternoon twilight

10. I see them now, scantily supplied with provisions, crowded almost to suffocation, delayed by calms, pursuing a circuitous route, and now, driven in fury before the raging tempest, on the high and giddy waves.

Draw a line under the word which most nearly describes the feelings of the passengers.

rejoicing worried hungry thirsty glad

11. When he breaks anything, instead of owning up honorably, as any manly boy will do, Calvin tries to hide it, slip the broken article out of sight, so that the deed may be laid to some one else.

Draw a line under the word which best describes Calvin.

honest strong afraid likable deceitful

12. Vergil was a large man, with dark hair and eyes. He was kind and gentle. It is said that when a person would point him out, saying, “There is the great poet Vergil,” Vergil would always slip away and hide.

Draw a line under the word which best describes Vergil.

rude modest youthful boastful ambitious

(Turn to next page.)
13. The crow will quickly discover anything that looks like a trap or snare set to catch him, but it takes him a long time to decide whether it is a snare or not.

Draw a line under the word which best describes the crow.

- crafty
- cautious
- stupid
- shrewd
- ignorant

14. A large Newfoundland, belonging to my friend Legrand, rushed in, leaped upon my shoulders, and loaded me with caresses; for I had shown him much attention during previous visits.

Draw a line under the word which best describes this dog.

- savage
- watchful
- affectionate
- hungry
- playful

15. Heralds on swift horses transmitted the message from hand to hand, village repeated it to village, the sea to the backwoods, the plains to the highlands, till it had been borne north, and south, and east, and west, throughout the land.

Draw a line under the word which best describes this scene.

- excitement
- lassitude
- activity
- fighting
- sluggishness

16. Schoolhouses where formerly fifty or sixty boys or girls were wont to assemble have been closed because there ceased to be enough pupils to make it worth while to hire a teacher for them.

Draw a line under the word which best describes this region now.

- populous
- well-settled
- abandoned
- prosperous
- rural

17. Ben was bright at his books and even brighter when at play with his comrades. He had some remarkable qualities which always seemed to give him the lead whether at sport or in some serious matters.

Draw a line under the word which tells what other boys thought of Ben.

- boastful
- domineering
- modest
- likable
- capable

18. His first impulse was to seize a paddle and make off; but a second thought told him it would be safer to remain where he was. Taking his seat, therefore, he patiently awaited the course of events.

Draw a line under the word which best describes the man.

- careless
- brave
- prudent
- angry
- excited
Current Events Test, Jan. 1929, (Table XI)

Draw a line under the right word. If the correct answer is not there, write it on the dotted line.

1. The convention met in Austin, Denver, Houston, Mobile, .........
2. Hoover was born in Ind., Ill., Cal., ..........
3. He is an artist, engineer, lawyer, soldier, ..........
4. Election day is in Jan., Feb., March, April, ..........
5. The governor of state serves one, two, three, four years, ..........
6. Edison invented the telegraph, phonograph, automobile, telephone, ..........
7. An important issue in the campaign was big money, prohibition, tariff, state rights, ..........
8. The J. J. Chief Justice is Holmes, Oliver, Smith,........
9. The Republican won in La., Miss., Ga., Tex., ..........
10. The Democratic won in Ill., Ind., I., Okla., ..........
11. An airship made a trip to this country and return from France, Italy, Russia, Sweden, ..........
12. It is in the Azores, Karmania, Italy, Malta, ..........
13. Japan's capital is Yokohama, Yedo, Kagasaki, Tokyo, ..........
14. Congress has authorized the building of a great dome in the Capitol, Columbia, Washington, No Garage, ..........
15. The Vastris was in India, Virginia, Spain, Brazil, ..........
16. The novel call for the house, Senate, ..........
17. Inventor of airplane, patent, Wright, Lindbergh, Cham, ..........
18. There was a great earthquake in China, India, Italy, Chile, ..........
19. Abyssinia is in America, Asia, Australia, Europe, ..........
20. Bolivia, connected with Peru, Brazil, Paraguay, Paraguay, ..........
21. Power cut from a hurricane to several states by ship, telegraph, railroad, airplane, ..........
22. The next Vice-pres. is Davis, Curtis, Mansfield,OLT, ..........
23. In 1928 the U.S. fought Cuba, France, Mexico, Turkey, ..........
24. Byrd is a soldier, ship-builder, naval officer, student, ..........
25. Ezra Meeker was a pedestrian, pioneer, scout, Indian hunter, ..........
Mark T. after the word or sentences which make each sentence true.

1. The U. S. Ambassador to Greece who died recently was (a) with that (b) from U. S. (c) Its. London.

2. The author of "The Weight" is (a) J. S. Smith (b) Dr. Groom (c) Indiana University.

3. The North Pole was discovered by (a) Robert (b) James (c) a special session.

4. The present work of Congress is (a) the regular long session (b) the regular short session (c) a special session.

5. The speaker of the House of Representatives is (a) Richard (b) John (c) John, after

6. The president of Israel in the 20th century is (a) (b) (c) James.

7. The new President was sworn to France is (a) (b) (c) Captain.

8. Senator Ford is from (a) Idaho (b) New (c) Idaho.

9. The "Fall of Rome" for 1st Americans is at (a) New York Univ. (b) Washington (c) Harvard Univ.

10. J. T. Wally, Sinclair, head of 1st oil company, has just (a) to (b) for (c) Yarn.

11. The leader of theLiterary Guild is (a) (b) (c) Ronald.

12. The tallest building in the world is (a) if (b) (c) Stanley.

13. The Moby Dick is (a) (b) (c) World War I, but

14. The April Fools of the kind of an earlier date in (a) the (b) the (c) the West.

15. The student in the class of the first race in (a) morning (b) evening (c) afternoon.
Current Events Test, January, 1930

Underline the right answer if it is given; if it is not given, write it in the blank space.

1. The Graf Zeppelin went around the world in how many days? 19 29 23 21
2. Palestine is in the care of Turkey England Arabia France
3. The Senate spent most of the fall discussing Farm Relief Tariff Foreign Relations Income Tax
5. Independence Hall is in Boston Charleston Chicago Salem
6. The U. S. has partial control over Mexico Cuba Jamaica Peru
7. The state most wholly in the Colorado river basin is Colorado Utah Arizona New Mexico
8. Among nations interested in Antarctic explorations is France Mexico England Brazil
9. Both poles have been reached by Admiral Byrd and by Peary Amundsen Wilkins Cook
10. The Boy Scout Jamboree was held in England France Washington Cuba
11. A foreigner whose help in the American Revolution was remembered last fall was Kosciusko Sobieski Pulaski Lenin
12. The Postmaster General is Mellon Mitchell Brown Hyde
13. A golden jubilee comes after how many years? 5 10 30 20
14. Trenton, N. J. is how many years old? 100 150 200 250
15. Water highway improvements have been completed on the Mississippi Ohio Arkansas Missouri
16. A German statesman who died last fall was Hindenberg Streseman Stinnes Fokener
17. The fastest steamship is the Mauretania Leviathan Celtic Lusitania
18. A prominent Frenchman who died recently was Foch Briand Tardieu Clemenceau
19. Russia wishes to control a railroad in Mongolia Manchuria Korea Turkestan
20. The American whose name is given to the new German war debt settlement is Dawes Hoover Young Stimson
21. A new president has recently been elected in Mexico Cuba Haiti Honduras
22. Mme. Curie helped discover tungsten neon helium oxygen
23. The premier of Great Britain is L. George Churchill Chamberlain MacDonald
24. One nation to be represented at the naval parley in London is Norway Spain Turkey France
25. The biggest airplane is American German British French