A study of the general achievement of prospective teachers at Massachusetts State College.

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A STUDY OF THE GENERAL ACHIEVEMENT OF PROSPECTIVE TEACHERS AT MASSACHUSETTS STATE COLLEGE

BRACY - 1939
A STUDY OF THE GENERAL ACHIEVEMENT OF PROSPECTIVE TEACHERS AT MASSACHUSETTS STATE COLLEGE

by

ALFRED A. BRACY

Thesis submitted for the Degree of Master of Science.

Massachusetts State College
Amherst, Mass.

1939
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A STUDY OF THE GENERAL ACHIEVEMENT OF PROGRESSIVE TEACHERS AT MASSACHUSETTS STATE COLLEGE
CHAPTER I

THE INTRODUCTION
CHAPTER I

THE INTRODUCTION

(1) Background of the study -- One of the problems confronting educators at the present time is that of teacher preparation. Are prospective teachers adequately prepared in the subjects they are to teach? Have they a sufficient background in that part of the subject matter which they will be teaching to secondary school students?

(2) Is Personality Alone Sufficient? -- Educators would seem to be divided into several schools on the matter of teacher preparation. One group argues for teachers of pupils, holding that a person with a personality calculated to inspire students, gain their confidence, and instill in them a desire for scholastic attainment is the best teacher regardless of subject-matter preparation. They hold further that if he has the personality deemed necessary to a teacher it will make no difference what subjects he is to teach. He will be able to keep ahead of the class and can soon develop through his own initiative a sufficient mastery over the subject he is teaching. He will be an even better teacher since he has had to prepare the assignments well enough to keep ahead of his best students. In this way, he will have a realization of the processes
which take place in the minds of his students.

(3) Are Personality and Subject Matter Sufficient? -- A second group feels that subject matter plus personality are all important. They clamor for a student who has perfect mastery of a particular subject. "We know," they say, "that he will be a good teacher." He knows his field so thoroughly that he will have no worry about it. He will simply have to learn to handle such trivial matters as discipline and other incidentals that arise in the classroom. If his personality is such that he will make a teacher and he has a good subject matter background these things will be comparatively easy for him. And, after all, isn’t it better to learn these matters by experience? He is like putty and can be molded to fit the organization where he is teaching.

(4) Are Personality and Methods Sufficient? -- A third group of men, and these are mostly found in teacher training institutions, feel that professional courses are the elixir that will fortify the young hopefuls to such an extent that they may face a class of pupils without a tremor. They seek a person with an adequate personality, indoctrinate him with professional courses, and lo! he is a teacher. They feel that he has nothing further to worry about. He
knows how a class should be handled, and past experience has told them that this person will fit smoothly into a school organization.

(5) Are Personality, Methods and Subject Matter Sufficient? — The gentlemen who belong to this school of thought are the products of an era of specialization. They feel that in addition to having personality and methods a prospective teacher should be a specialist in some field. This should be so. Are not they themselves specialists? It is therefore inevitable that they should try to pattern after themselves the products they are working with.

(6) The Assumption of this report. — At the present time there is a group of educators who are rising up and asserting that to a certain extent they agree with all of the others. But, only to a certain extent. They feel that personality is important, a certain amount of professional training beneficial, and subject matter of use in imparting knowledge to students. They do disagree with too much specialization. This group doesn’t want to see a person specialize to the exclusion of all other matters. They are seeking a middle of the road course. This is in keeping with the more recent idea that the subject matter fields cannot be divorced each from the other. A person should have some field in which
he has much knowledge but he should be able to correlate his subject with related fields. In real life there is not isolation. Why should a teacher attempt to isolate his field from related ones? The assumption, therefore, of this report is that a prospective teacher should have personality, professional training, a special training in the field to be taught, and a broad general education.
CHAPTER II

DEFINITION OF THE PROBLEM AND OUTLINE OF PROCEDURE
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DEFINITION OF THE PROBLEM AND OUTLINE OF PROCEDURE

(1) The Problem Defined -- The problem which this study seeks to answer is: What is the general achievement level of prospective teachers at Massachusetts State College in relation to that of high school pupils and other students in the College?

(2) Materials and Subjects Used -- The materials used were a series of Cooperative Achievement Tests, the college grades of the subjects, and a Detroit Advanced Intelligence Test.

The subjects used in this study were students taking education courses who wish to become teachers. They are commonly called "prospective teachers" and in this study will either be referred to as such, or, since this study constitutes an experiment, they may be referred to as "subjects". The latter term is commonly used in educational and psychological research where human beings are used to furnish the data for a study.

(3) Method of Securing Subjects -- The subjects, or the people used to furnish data, were drawn from those taking courses in Education who signified a desire to teach. Their participation was purely voluntary. Those who wished to help were asked to
volunteer that their names might be recorded on appropriate cards.

(4) **The Scope of the Study. Use of Standardized Tests** -- This study is intended to cover that phase of the student's work that might be termed knowledge of subject matter. Personality, appearance and professional attitude are not taken into consideration since it was felt that these would not only constitute another study closely allied to this one, but also these would bring into the picture a much greater amount of subjectivity. Therefore only objective tests that have been standardized on high school students were employed. In this way it was possible to compare the scores made by high school pupils with those made by the prospective teachers.

(5) **Utilization of College Marks and Intelligence Test Scores** -- In order to have a still further check, each subject has been given an intelligence test and a transcript of his marks has been obtained.

(6) **Conditions Under Which the Study Was Given.** -- As has been stated before, the taking of the tests was entirely voluntary. While the number of people taking the tests fell far short of the number who agreed to take them it was felt unwise to use any undue authority to get the people to take the tests.

In order to create as little hardship as possible
the subjects took the tests at their own convenience. They could make definite appointments for sittings or they could, when they had spare time, come up to the room used for testing purposes and take a test. In one instance an entire class was tested but this was a class in Tests and Measurements and the tests were used for instructional purposes. In all other cases the subjects took the tests individually.

(7) Plan of Action. Tests Used -- After due deliberation it was decided that to obtain tests for the prospective teachers which would measure their abilities in a field such as foreign language would be unwise. Most of the people taking foreign language would not be teaching that subject, and too, everyone would not have had the same language. Otherwise it was decided to obtain achievement tests in several fields and to administer them to every student regardless of the subject he wanted to teach. The achievement tests used were obtained from the Cooperative Test Service and include the following:

1. Cooperative Literary Acquaintance Test
2. " General Mathematics "
3. " " Achievement "
   " " (Social Studies) "
4. " World History "
5. " American History "
6. " General Science "
7. " General English "

The intelligence test used was the Detroit Advanced Intelligence Test. This was chosen because it is
considered fairly reliable, the scoring of it is objective, and the results may be used in terms of letter grades (A, B, C, etc.) or the conventional Intelligence Quotient.

(8) Description of the Achievement Tests -- From a Layman's point of view the mere name of these tests is of little importance. It is therefore the intention of the author at this point to give a brief description of several typical tests as follows:

1. Cooperative Literary Acquaintance Test by F. S. Beers, University of Minnesota
   Donald G. Patterson, Univ. of Minnesota
   G. B. Shepley, University of Minnesota

This test is of one part and contains one hundred and fifty multiple choice questions with five items of choice to each question. A time limit of forty minutes is set for the entire test, which includes reading time for specific directions but not for general directions. Since this study is to compare the results of the tests of these prospective teachers with those for high school students only norms, in terms of percentiles, that have been obtained for the latter will be considered. For the purpose of clarity the table heading for the norms that have been used is given:
"Literary Acquaintance.

Public secondary schools of the East, Middle West, and West (13 grade systems). Norms based on 12,000 students in 50 schools. End of year norms in terms of scaled scores."

The percentiles that follow in the manual have been worked out for several grades. In this study the grade twelve percentiles have been used whenever possible.

2. Cooperative General Mathematics Test Revised Series (form C) by H. F. Lundholm State University of Iowa L. P. Siceloff, Columbia University.

This test is also composed of multiple choice questions. But it is divided into three parts with a time limit for each part. In this test, as in the other, the raw score is converted into a scaled score and then a percentile is obtained from the derived scaled score. It has the same general set-up as the other with a box on the front page where the percentile may be entered.

The rest of the tests, with one exception, follow the same general pattern as those that have been described. Instead of giving a description of the other tests it is this exception that will be described since it is felt that more detail may be obtained by inspecting the tests which are included
in the appendix. The one exception is the English test which was used.

3. Cooperative English Test
   (Usage, spelling, vocabulary)
   Form O
   by
   Sterling A. Leonard, M. H. Willing,
   V. A. C. Henmon, Univ. of Wisconsin,
   M. F. Carpenter, E. F. Lindquist, and
   W. W. Cook, State Univ. of Iowa,
   D. G. Paterson and F. S. Beers, Univ.
   of Minnesota
   Geraldine Spaulding, Bureau of
   Collegiate Educational Research,
   Columbia College.

The one exception to the general plan of using multiple choice items is this test. It is divided into three parts. Part one is divided into three sections with a time limit for each section. Sections one and two deal with capitalization, punctuation, and English usage. They do not use multiple choice items for it is necessary in these sections to change marks of punctuation, insert marks and words, and change tenses. The key indicates all possible changes that should be made. The score is the number of changes that the student has right thus not impairing the objectivity of the test. Section three of part one and parts two and three both go back to the usual multiple choice forms.

(9) Description of the Intelligence Test —
The title for the Intelligence Test used is:

Detroit Advanced Intelligence Test
Form W
Devised by Harry J. Baker
When a subject finished the seven achievement tests he was given one of the above tests as a further check on his ability. (Theoretically this test is supposed to reveal the ability of a person to learn) This particular test was chosen because it is divided into a number of different short parts, thus weakness or misunderstanding on one part would have little effect on the total score. This test does, however, require careful timing and the giving of explicit directions for each part. The examiner used the exact words given in the direction manual and timed the subjects to the second.

(10) **Use of College Marks** -- Are the marks of the prospective teachers above or below those of the average student at Massachusetts State College? To furnish the answer to this question a transcript of the college record of each prospective teacher taking any of the tests was obtained. It was then possible to compare these with the average for the juniors and seniors in this college.

(11) **The Setting of Standards** -- The standards which these prospective teachers should attain is open to question. To say where the line should be drawn is certainly open to debate. The author feels that most people will be agreed that teachers of a
particular subject should stand quite high in relation to the students they are to instruct. Therefore an arbitrary standard of the 95th percentile of grade twelve pupils has been set for the subject matter field in which a person is majoring. But what of those people who are not majoring in that subject? Presumably their knowledge may not be as great as that of majors in the subject. In relation to high school pupils, however, they should still rank high if what this study assumes is true. For the purposes of this report a standard of the 80th percentile has been set for the latter group. In college grades it was assumed that the prospective teachers should have at least a 75 as a standard in order to meet the assumption of a general education.
CHAPTER III

COLLECTION AND DISCUSSION OF DATA
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COLLECTION AND DISCUSSION OF DATA

(1) Results of the Tests — In this chapter will be found the returns from the testing program in the various subject fields. As indicated before, seven tests were administered in order to arrive at a conclusion regarding the general education of the prospective teachers relative to the secondary school pupils who are to be taught. The results of the tests and the comparisons follow under appropriate headings.

(2) Literary Acquaintance — One of the marks of an educated individual is a considerable degree of familiarity with past and current literature. It was felt, therefore, that a "good general education" for teachers would be measured in part by the extent of that familiarity. The test used to measure this was the Cooperative Test of Literary Acquaintance. The test is very suitable for the purposes of this study; it covers a wide range of English and foreign literature; it is general enough so that one need not have majored in the subject to answer successfully; the catalogue offers it for both secondary and college levels. It was taken by 57 undergraduates and 6 graduates. The results are
shown in Table I.

**TABLE I.**

The Placement of the Undergraduate and Graduate Prospective Teachers in the Secondary School Percentile Scale of the Cooperative Literary Acquaintance Test.

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates Major</th>
<th>Number of Undergraduates Non-Major</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>9</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>0-</td>
<td></td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>44</td>
<td>7</td>
</tr>
<tr>
<td>Mean</td>
<td>92.7</td>
<td>87</td>
<td>68.4</td>
</tr>
</tbody>
</table>

1. Read: 9 undergraduates who majored in English in college scored in the 95 - 99th percentile scale of Grade 13 pupils in this test; 13 who did not major in English scored in the same percentile group, etc.

It is evident from Table I that the majority of prospective teachers, in the abilities measured by the Literary Acquaintance Test, compare quite favorably with the best pupils they are to teach. Thirty-two or approximately fifty-six per cent
accomplished as much as the upper ten per cent of high school seniors. Just how high in the percentile scale of the pupils the prospective teacher should rank in order to teach successfully is controversial. Certainly, the prospective teacher of that particular subject field should rank very high; perhaps at least as high as the 95th percentile. But if the general assumption of this study is correct, the teacher of other subject fields should rank high also. For purposes of comparison the author has arbitrarily assigned the minimum of the 80th percentile for prospective teachers of subject fields other than the one being tested. With this arbitrary standard in mind it would appear that 9 of those who propose to teach English are meeting the standard and four are not. The one prospective teacher of English who is in the 60th percentile group is particularly weak. Of those prospective teachers who are non-majors in English, 39 are meeting the standard mentioned above (over 80th percentile) and 15 are not. Some of these are very weak. Should anyone whose knowledge of Literature is exceeded by forty or fifty per cent of high school seniors be permitted to teach any subject in a high school? The mean of the non-English majors is the 87th percentile.
Thus while the average pupil is meeting the standard, many individuals are not. And it is with these individuals that we should be concerned. Very few graduate students took the test. Of the seven who did, four are very weak. One graduate is exceeded by sixty-six per cent of high school seniors in the abilities measured by this test. The following summarizes the results for the Literary Acquaintance test.

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Non-Major</td>
<td></td>
</tr>
<tr>
<td>Meeting the Standard</td>
<td>9 29 3</td>
<td></td>
</tr>
<tr>
<td>Not meeting the Standard</td>
<td>4 15 4</td>
<td></td>
</tr>
</tbody>
</table>

(3) **English Usage, Spelling and Vocabulary**

Should anyone be permitted to teach any subject in a secondary school who has not a considerable command of the fundamentals of English? This ability was considered sufficiently important to warrant a special test. The Cooperative English Test was used. This test has a very large range; it is used extensively in secondary schools and is frequently used for college entrance. Surely prospective teachers should score very high on such a test. The results of the testing in English are found in Table II.

Four undergraduates who majored in English took this test. Three of them scored in the 95 - 99th
percentile group while one scored in the 90-95th percentile group. One English major failed to meet the standard set up in this study. However, in this instance the score achieved by the prospective teacher failing to meet the standard, was very close to the highest percentile.

**TABLE II**

The Placement of the Undergraduate and Graduate Prospective Teachers in the Secondary School Percentile Scale of the Cooperative General English Test.

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>95</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Mean</td>
<td>93.3</td>
<td>83.5</td>
</tr>
</tbody>
</table>

1. Read: 3 undergraduates who majored in English in college scored in the 95-99th percentile scale of Grade 12 pupils on this test; 5 who did not major in English scored in the same percentile group, etc.

The undergraduate non-majors present a different picture with 10 meeting the standard of the 80th
percentile and 8 not meeting it. In other words approximately 45 per cent of them failed to meet the standard. Of the five graduate students who took this test one met the standard and four did not.

Can a person whose grasp of English fundamentals, spelling and vocabulary is exceeded by a fairly large percentage of High School pupils, hope to teach successfully?

Summary for General English Test

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting the Standard</td>
<td>Major 3</td>
<td>Minor 10</td>
</tr>
<tr>
<td>Not meeting the Standard</td>
<td>Major 1</td>
<td>Minor 8</td>
</tr>
</tbody>
</table>

(4) General Mathematics -- It was felt that a mathematics test should be included in the series because of the prevalence of this subject in High Schools. Since the aim of the prospective teachers studied is presumably to teach in Secondary schools they will come in contact with students who are studying mathematics. These prospective teachers themselves have all had 2½ years of mathematics in High School and mathematics was a required subject for many of them in college.

The Cooperative Mathematics test stresses the functional side of the picture rather than memory or mechanical skills. It is rather comprehensive and is designed to measure individuals with different back-
backgrounds in mathematics. It contains a sampling of all the courses in mathematics usually taught in High Schools. It is therefore general enough to give a good picture of the mathematical background of the individuals taking it. The test was taken by 46 undergraduate and 7 graduate students. Results are shown in Table III.

### TABLE III

The Placement of Undergraduate and Graduate Prospective Teachers in the Secondary Percentile Scale of the Cooperative General Mathematics Test.

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>95</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>85</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>75</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>65</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>55</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total | 7   | 39   | 7

Mean | 88.6 | 89.9 | 65.7

1. Read: 6 Undergraduates who majored in mathematics in college scored on this test in the 95-99th percentile scale of Grade II pupils who had taken 3 years of general mathematics; 19 who did not major in mathematics scored in the same percentile group, etc.
A perusal of this table shows that many of these prospective teachers compare quite favorably with the high school students who have taken this test. On the other hand there is a greater amount of scatter in this test than occurred in the Literary Acquaintance Test. Here, there is a score running as low as the 0-5th percentile and others scattered throughout the lower part of the distribution, while the Literary Acquaintance Test had no undergraduate scores below the 45th percentile. 6 or approximately 86 per cent of the mathematics majors were in the 95-99th percentile. This means that of the people who wish to teach mathematics 6 are meeting the standards set up by this study and 1 is not. In the non major group 25 equal or exceed the 80th percentile and 14 are below this arbitrary standard which has been set up for them. In other words, approximately 64 per cent of the non majors are meeting the standards set up. But what of those people who were below standard? One person who is a mathematics major came in the 50-55th percentile. This implies that about one half of the high school students having three years of general mathematics equal or exceeds him on this same test. According to this, if this mathematics major were teaching fourth year general mathematics in an average high school about half of the students in the class would either know as much or more mathematics of this type than he does.
Should he be allowed to teach this subject? Of the fourteen non majors who are below the 80th percentile, 8 or approximately 57 per cent are in or below the 50th percentile group. They do not seem to bear out the assumption of this study that people should have a broad background. Should they be encouraged to enter teaching? Seven graduate students took this test. Three of these appear weak, falling in the 45th percentile or below.

### Summary for General Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>Meeting the standard</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Not meeting the standard</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

(5) General Science -- The cooperative General Science test was employed in this study more to test the general acquaintance of an individual with the various things that surround one in everyday life than for a knowledge of specific subject matter. It was felt that a special person should have some knowledge of the workings and manifestations of science if he is to be a successful teacher. The General Science test is ideally adapted for this because it has taken into consideration not only trends of science in secondary schools today but the way the path seems to lead. The test itself is not difficult but it covers many fields of science which
should be within the grasp of an alert teacher if he is to cope successfully with problems of everyday life that will arise in the classroom. The test was taken by 35 undergraduates and 7 graduate students. The results are shown in Table IV.

### Table IV

The Placement of Undergraduate and Graduate Prospective Teachers in the Secondary School Percentile Scale of the Cooperative General Science Test.

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>95</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>90</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>85</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>0-60</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>93.8</td>
<td>87.0</td>
</tr>
</tbody>
</table>

1. Read: 13 undergraduate science majors in college scored on this test in the 95-99th percentile scale of Grade 9 pupils who had taken 1 year of general science. 9 who did not major in science scored in the same percentile group, etc.

Table IV shows that of the undergraduate science majors 13 met the standards set up for majors and 4 did not. However, the four who did not meet the standard fell in 90-95th percentile. But, it must be remembered
that the norms used for comparison were obtained from the ninth grade pupils. Surely, it seems plausible that a college group, which is much more intelligent and highly selected than ninth grade pupils, could be expected to obtain unusually high results. This is all the more true when it is realized that this test was chosen because of the relatively little emphasis placed by it on academic training. An adult with the degree of intelligence possessed by any average college student may well be expected to equal or exceed the 99th percentile on this test. Therefore, it seems strange that these 4 people who are science majors and who have had the advantage of specialized training should not meet the standard. If they fall down on this portion of general science which is encountered in everyday life, is it not possible that they will fall still lower on more difficult tests taken by advanced students in high school? The results certainly seem to indicate this possibility. If there is this possibility, should they be allowed to teach?

14 undergraduate non majors met the standards set up for them and 4 did not. One of the four who did not meet the standard was in the 65-70th percentile, one was in the 70-75th percentile, and two were in the 75-80th percentile. Here is much
the same situation as was the case with the majors. These people are a selected group, yet as much as 40% of the ninth grade students equalled or exceeded them.

It can perhaps be argued that the recency of the subject in the case of the secondary school students could perhaps account for their superiority in some cases. But shouldn't the greater amount of experience in real situations count for something in the favor of the prospective teachers?

The mere fact that they are a relatively mature organism should be in their favor. They have plenty of time for recall since they will have to spend a minimum of time writing. All of this sums up to the fact that even though the 80th percentile has been set up as the standard for non majors it seems plausible that in this test, everyone should have achieved the highest brackets.

This would seem to apply to the graduate students as well, since the standard set up for them is the same as that of the undergraduate non majors. While none of the graduate students fell below the 85th percentile, three of the seven were below the 95th percentile.

Summary for General Science

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>Meeting the standard</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Not meeting the standard</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Social Studies -- One of the aims of teaching is to make worthy and useful citizens of the pupils in school. To accomplish this end they should know at least something of the history of people who have lived not only in the past but in civilizations different from their own; they should have some knowledge of the beginnings and growth of the United States; and they should have some idea of civics and the social forces that are working at the present time. It was felt that a teacher to be of the most benefit to his pupils should have a good grasp of these factors if he is to make worthy and useful citizens out of his students. Therefore, three tests that seemed to cover the topics discussed were included in this study. They are:

a. Cooperative World History Test
b. Cooperative American History Test
c. Cooperative General Achievement Test in the Social Studies

The results of the World History Test appear in Table V.
The Placement of Undergraduate and Graduate Prospective Teachers in the Secondary School Percentile Scale of the Cooperative World History Test.

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates Major</th>
<th>Number of Undergraduates Non-major</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>65</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-55</td>
<td>2</td>
<td>23</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total**

**Mean**

92.5  
87.1  
78.0

1. Read: 1 undergraduate who majored in History in college scored in the 95-99th percentile scale of grade 9 pupils on this test; 12 who did not major in History scored in the same percentile group, etc.

Two history majors took the World History Test. One reached the arbitrary standard. 23 non majors took the same test. 19 were in the 80th percentile or above. Four failed to meet this standard. Of five graduate students taking the test four met the standard. Should a teacher who is attempting to train future citizens have a background of other civilizations?
Summary of World History Test

<table>
<thead>
<tr>
<th>Meeting the Standard</th>
<th>Undergraduates</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>Meeting the Standard</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Not meeting the Standard</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The results of the American History Test appear in Table VI.

---

### TABLE VI

The Placement of Undergraduate and Graduate Prospective Teachers in the Secondary School Percentile Scale of the Cooperative American History Test.

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-major</td>
</tr>
<tr>
<td>95</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>90</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>35</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>0-10</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>Mean</td>
<td>87.5</td>
<td>86.10</td>
</tr>
</tbody>
</table>

1. Read: 1 undergraduate who majored in History in college scored in the 95-99th percentile scale of grade 11 pupils on this test; 7 who did not major in history scored in the same percentile group, etc.
54 prospective teachers took the cooperative American History Test. 46 were undergraduate non majors; 3 were undergraduate major; 6 were graduate students. In the undergraduate group one history major met the standard, one did not. 30 of the undergraduate non majors met the standard while 16 did not reach the 80th percentile.

In fact, three of the 16 failing to reach the standard fell between the 0-50th percentiles. This would be poor, even for a high school student who planned to go to college. Should it be considered high enough for a prospective teacher?

Four of the six graduates met the standard. One of the two who did not meet it was very weak, falling within the 0-50th percentile.

All those people in the undergraduate group who matriculated at Massachusetts State College had to take a course in United States History. In addition, they all had a course in it when they were in high school.

Summary for American History

<table>
<thead>
<tr>
<th></th>
<th>Undergraduates</th>
<th></th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Majors</td>
<td>Non-majors</td>
<td></td>
</tr>
<tr>
<td>Meeting the Standard</td>
<td>1</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Not meeting the Standard</td>
<td>1</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

The results of the Social Studies test appear in Table VII.
TABLE VII

The Placement of Undergraduate and Graduate Prospective Teachers in the Secondary School Percentile Scale of the Cooperative General Achievement Test in Social Studies

<table>
<thead>
<tr>
<th>Secondary School Percentile Scale</th>
<th>Number of Undergraduates</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>95</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>90</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>85</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>55</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>0–50</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>Mean</td>
<td>89.2</td>
<td>88.3</td>
</tr>
</tbody>
</table>

1. Read: 6 undergraduates who majored in Social Sciences in college scored in the 95-99th percentile scale of grade 12 pupils on this test; 13 who did not major in Social Science scored in the same percentile group, etc.

In the Social Studies Test, prospective teachers who majored in Social Sciences were considered majors and all others were considered non majors. 6 majors reached the standard of the 95-99th percentile and 6 did not. 18 non majors met the standard and three did not. Four of the six graduate students met the standard. Should anyone who hasn't a comprehensive background in civics and other subjects covered in
social studies attempt to be a teacher in a democracy such as ours, where its fate is dependent upon the knowledge and attitudes built up in its citizens?

Summary for Social Studies

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major Non-Majors</td>
<td></td>
</tr>
<tr>
<td>Meeting the Standard</td>
<td>6 18</td>
<td>4</td>
</tr>
<tr>
<td>Not meeting the Standard</td>
<td>6 3</td>
<td>2</td>
</tr>
</tbody>
</table>

(7) Caliber of Student Who is Interested in Teaching -- It might well be argued that the students who are interested in becoming teachers are not representative samples of the students at Massachusetts State College. If this is so, any deficiencies in subject matter coming to light as a result of the testing project could be thus explained. Two bases for judging the relative merit of these prospective teachers were used. They are as follows:

1. School marks received by each student. (In the case of seniors the marks run through the first semester of the senior year; for juniors through the first semester of the junior year.)

2. An intelligence test.

It was felt that the school marks would reveal how the prospective teachers compared scholastically with the rest of the upper classmen, while the
intelligence tests would reveal their ability in general. The results of the school marks will be treated in a separate chapter. The intelligence test will be dealt with in this chapter because it is an objective test the same as the others dealt with here.

(D) Detroit Advanced Intelligence Test - This test was administered after a subject had completed his achievement tests. Since many of the students didn't complete the tests this one would naturally have a small group taking it. All of the prospective teachers taking it, however, received a letter rating of "A". This means that in the light of norms established for this test they all had an Intelligence Quotient (I.Q.) of 118 or better. Upon further analysis some more interesting figures come to light. It is also possible to obtain a more exact rating for this test, namely the I.Q. When this was done the average I.Q. for the group was found to be 136.0. This would appear to be rather high. But on norms based on 13,244 scores the 75th percentile of college students was reached with a raw score of 148. The lowest raw score on this test was 149. That is, in terms of the norms established, every one of the prospective teachers equalled or exceeded the 75th percentile of college people taking this test.
To check still further these results, the mental rating of these prospective teachers in the series of tests given by the college were examined. The average was found to be approximately in the 64th percentile. This would seem to strengthen the results of the Detroit test. In other words the group of prospective teachers are at least average when compared with the rest of the student body.

A consideration of the average marks of the prospective teachers, in comparison with those made by the rest of the students, will be treated in the next chapter.
CHAPTER IV

COLLEGE MARKS OF PROSPECTIVE TEACHERS
CHAPTER IV

COLLEGE MARKS OF PROSPECTIVE TEACHERS

In the preceding chapter the results of the objective testing program are given and one indication of the status of "general education" among the prospective teachers was obtained. It is felt that this evidence alone will not be convincing to some readers because of the possible inapplicability of these tests and of the comparison of college students by means of high school percentile norms. For this reason a study has been made of the marks made by these prospective teachers in their college courses and the results are shown in this chapter under appropriate headings.

(1) School Marks of Prospective Teachers --

A transcript of the academic grades of the undergraduates taking the various tests was obtained and an average for them as a group was computed. Also the average for the class of '39, '40, and '41 for the academic year 1937-38 was secured. In addition to this the average of these three classes for the first semester of the year 1938-39 was procured. The results are found in Table VIII.
## TABLE VIII

Average Marks Received by Massachusetts State College Students for the Year 1937-38, and First Semester of 1938-39

<table>
<thead>
<tr>
<th>Class</th>
<th>Average Marks for 1937-38</th>
<th>Average Marks for first semester 1938-39</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>78.2</td>
<td>79.86</td>
</tr>
<tr>
<td>1940</td>
<td>74.06</td>
<td>77.59</td>
</tr>
<tr>
<td>1941</td>
<td>71.93</td>
<td>73.69</td>
</tr>
<tr>
<td>Av. Marks for 3 classes</td>
<td>74.73</td>
<td>77.01</td>
</tr>
<tr>
<td>Av. Marks for '39 &amp; '40</td>
<td>76.30</td>
<td>78.73</td>
</tr>
<tr>
<td>Av. for Prospective teachers (1940)</td>
<td>76.86</td>
<td>79.55</td>
</tr>
<tr>
<td>Av. for Prospective teachers (1939)</td>
<td>77.42</td>
<td>79.57</td>
</tr>
</tbody>
</table>

1. Read: The average mark for the class of 1939 for the year 1937-38 was 78.2. For the first semester 1938-39 it was 79.86, etc.

It is evident from this table that the class average mark tends to increase proportionately to the length of stay in college. The marks for a class of freshmen are lowest, while those of seniors are highest. According to Table VIII the average marks of the prospective teachers of the class of 1939 are exceeded by the average of the class of 1939 for the first semester of 1938-39 and for the year 1937-38. However, the prospective teachers' average was exceeded by only eight tenths of a point for 1937-38 and about three tenths of a point for the first semester of 1938-39. In both of these years the
prospective teachers of the class of 1940 exceeded their class average by about 3 points. These figures would seem to indicate that the students who served as subjects in this study are a representative cross-section of the student body. In fact, the average school mark of this entire group from the time they entered college through mid-year of 1938-39 was 78.0%. Even this mark, when it is realized that it covers the entire academic record of this group, seems to indicate that these students at least reach the average of the other students.

(2) Marks in general course — In this College several courses have been required or strongly advised for all students. Presumably these courses have been required because they are necessary in the future lives of all students. And if they are necessary for all students the presumption is that they are perhaps even more necessary for prospective teachers. The marks made by prospective teachers, therefore, in these courses should be a good gauge of their general education. At least, the results when supplemented by the objective tests results in the preceding chapter should serve to complete the picture of the status of general education with these students. The same course subjects are used as in the preceding chapter and the results follow under appropriate headings.
(3) **English** -- In this college six English courses are required. In addition, many elective courses are available for major students. These, however, tend to be specialized in character so only the required courses will be considered. The marks of the prospective teachers in these four courses are found in Table IX.

### TABLE IX

Marks Received by the Undergraduate Prospective Teachers in the Six Required English Courses at Massachusetts State College

<table>
<thead>
<tr>
<th>Marks</th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Major</td>
<td>Major</td>
</tr>
<tr>
<td>95</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>90</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>85</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>80</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>75</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>70</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>65</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>Mean</td>
<td>68.1</td>
<td>75.8</td>
</tr>
</tbody>
</table>

Read: One undergraduate who did not major in English received an average mark of 85 in Freshman English; 2 who majored in English received the same mark, etc.

In the preceding chapter dealing with the objective tests used in this study, arbitrary
standards were set up for the prospective teachers. Since the tests were used to compare these people with high school students these same standards would not be applicable when comparing the prospective teachers with other college students. For the purposes of this section of the study a standard of 75 has been chosen as that which prospective teachers should have attained. In other words the assumption is that prospective teachers should at least receive an average mark in English and in other background subjects.

With this standard in mind it would appear that in their Freshman year 13 prospective teachers not majoring in English met the standard and 26 fell below it. Four of these people are particularly weak. The marks of between 60 and 65 per cent which they received places them just above the failure line. Nine of the 13 English majors met the standard. Presumably the English majors wish to teach that subject. Will these prospective teachers who received marks of less than 75 be adequately prepared to teach English?

In the second year of compulsory English 31 of the 41 non-majors failed to meet the standard. The majors had 2 out of 13 failing to receive a mark of 75. In both years the non-majors had an average
mark below the standard arbitrarily set up. This might mean that these people have an English background of less than average. Or, it might mean that in terms of the instructor's opinion these people are below average in English. In either event it would seem to suggest that the prospective teachers who are planning to teach a subject other than English show inadequate preparation in a subject upon which much of their other work will hinge.

Summary for English

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th></th>
<th>Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>Meeting the</td>
<td>9</td>
<td>13</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Meeting the</td>
<td>4</td>
<td>26</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(4) Mathematics -- With the exception of one group, the students at Massachusetts State College are required to take a year of Mathematics. The one exception is the Home Economics group. All other students take, in their Freshman year, two courses in mathematics. There are, in addition, sufficient elective courses so that a person may choose this branch of science for a major, but these will not be discussed in this study. The marks of the prospective teachers in Freshman mathematics are found in Table X.
TABLE X

Marks Received By The Undergraduate Prospective Teachers In The Two Required Mathematics Courses at Massachusetts State College

<table>
<thead>
<tr>
<th>Grades</th>
<th>First Semester</th>
<th></th>
<th>Second Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Major</td>
<td>Major</td>
<td>Non-Major</td>
<td>Major</td>
</tr>
<tr>
<td>95</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>85</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>75</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>8</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>Mean</td>
<td>67.2</td>
<td>80</td>
<td>70.3</td>
<td>83.8</td>
</tr>
</tbody>
</table>

Read: Three undergraduate prospective teachers who did not major in mathematics received a mark of 95 for the first semester of freshman mathematics; one who majored in mathematics received a grade of 95, etc.

A survey of the table on freshman mathematics shows that for the first semester twenty-eight non-majors who did not meet the standard of 75%. Ten of the non-majors equalled or exceeded 75%. In the group of eight majors, three failed to reach the standard of 75%.

There was a slight improvement in the second course in mathematics for the non-majors with twenty-three failing to reach the standard and fourteen equalling or exceeding it. The eight
majors as a group showed improvement. Seven of them equalled or exceeded the standard. The one major, however, who did not reach the standard dropped into the 60 group.

Summary for Mathematics

<table>
<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
<td>Non-Major</td>
</tr>
<tr>
<td>Meeting the Standard:</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Not meeting the</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Standard:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(5) Science -- All of the prospective teachers were required to take, in their freshman year, a course in chemistry and a course in botany. Since it is presumed that some people would become science majors and others would major in other fields the marks made in these courses were divided into two groups. One distribution considers science majors and the other non-majors. The marks of the prospective teachers in Freshman chemistry and botany are found in Table XI.

Of the thirty prospective teachers majoring in science sixteen failed to make a grade of 75. In other words, approximately 47 per cent of the prospective teachers reached the standard of 75. Seven of the twenty-two not majoring in science reached the standard. Simply stated this means that about thirty-two per cent reached the standard mark of 75.
TABLE XI

Marks Received by Undergraduate Prospective Teachers
In Freshman Chemistry and Botany at Massachusetts
State College

<table>
<thead>
<tr>
<th>Grades</th>
<th>Chemistry Major</th>
<th>Non-Major</th>
<th>Botany Major</th>
<th>Non-Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>85</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>75</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>70</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>65</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>22</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Mean</td>
<td>73.66</td>
<td>65.68</td>
<td>72.33</td>
<td>69.13</td>
</tr>
</tbody>
</table>

Read: 1. One undergraduate science major received a mark of 95-100 in freshman chemistry; no non-majors received a mark of 95, etc.

The figures for the botany course are almost identical except that they do not occur in the same intervals of the distribution. The only difference is that in the non-major group one more student was included. For the sake of clarity it might be well to explain this apparent discrepancy. In some instances students have transferred to this institution after their freshman year, therefore their freshman record would not be identical with that of the rest of the student body. In other cases a student failed a course and has to date not
removed the deficiency in it. Or else, he has not yet taken the course.

Summary for Science

<table>
<thead>
<tr>
<th></th>
<th>Chemistry</th>
<th>Botany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Non-Major</td>
<td>Major</td>
</tr>
<tr>
<td>Meeting the Standard:</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Not Meeting the Standard:</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

(6) Social Studies - In the Social Studies field all students have been required to take a course in United States History and a course in Economics. The preceding chapter mentioned the objective tests used to ascertain the general knowledge, in this field, of the prospective teachers. This section deals with the marks made, in History and Economics, by them. The marks in History and Economics are found in Table XII.

The distribution of marks for history and economics was not broken up into majors because there were only two history majors and an equal number of economics majors. Thirty-three or approximately sixty-three per cent of the fifty-two prospective teachers were below a mark of 75% for the course in United States History. Of the fifty-four taking economics, twenty-six did not reach 75. This is slightly more than 50% of the prospective teachers were meeting the standard.
TABLE XII
Marks Received by Undergraduate Prospective Teachers in United States History and Required Economics at Massachusetts State College

<table>
<thead>
<tr>
<th>Grades</th>
<th>History</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>90</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>85</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>75</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>70</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>65</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>60</td>
<td>53</td>
<td>69.5</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>Mean</td>
<td>69.5</td>
<td>73.3</td>
</tr>
</tbody>
</table>

1. Read: Two undergraduate prospective teachers received marks of 90-95 in history; three received marks of 90-95 in Economics.

Summary for History & Economics

<table>
<thead>
<tr>
<th></th>
<th>History</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting the Standard:</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Not meeting the Standard:</td>
<td>33</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER V

CONCLUSIONS AND IMPLICATIONS
(1) Purpose of the Chapter -- A summary of the objective tests and the school marks brought out common points. It will be the endeavor of this chapter to consolidate the findings and draw conclusions about them under various headings. These headings will follow in general those of the two preceding chapters. After the comparisons are made general implications will follow.

(2) English -- The objective testing utilized in this study measured literary acquaintance and general English. The school marks were for the two required years of English. This English would also be usage and literature. The combined summary of English is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Majors</th>
<th>Non-Majors</th>
<th>Grad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined literary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acquaintance and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>general English:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Combined marks in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>required English:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

1. Read: Where plus means meeting the arbitrary standard and minus means not meeting it, etc.

It would appear from these figures that in the major group about 30% failed to meet the standards
set up for the objective tests. Similarly about 23% didn't reach the mark of 75 in their college English marks.

The non majors also present a dismal picture with 37% not meeting the standards in the objective tests and 59% below standard in college English grades. The graduate students had only half of 50% of their number reach the standard in the objective tests. There are no marks available for them in compulsory English courses since they did not, in most cases, matriculate at Massachusetts State College.

(3) Mathematics -- Both Chapter IV and Chapter V had a section dealing with mathematics. In the first case an objective test in General High School Mathematics. In the second case the grades received in college were dealt with. The results of the two phases thus treated are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Majors</th>
<th>Non-Majors</th>
<th>Grad.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>General Mathematics Test</td>
<td>6</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Combined College Marks in Required Mathematics</td>
<td>13</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

1. Where plus (+) means meeting the standard and minus (-) means not meeting it.

Read: Six mathematics majors taking the general mathematics test equalled or exceeded the arbitrary standard; one major fell below the standard, etc.
In the mathematics test one major fell below the standard. In other words 14% failed to reach the level set up for people who wish to teach math. The non majors had 36% of their group below standard. 43% of the graduate students fall below the standard in this test. One-fourth or 25% of the mathematics majors received marks below the standard of 75 in the required freshman math courses. The undergraduates who were not math majors had 68% of their group fail to meet the standard.

(4) Science -- Chapter IV set forth the results in an achievement test in General Science, and Chapter V showed the marks received by the students in the required science courses in college. The summary of the results of these two phases of science studied is now presented for comparison.

<table>
<thead>
<tr>
<th></th>
<th>Majors</th>
<th>Non-Majors</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>13</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>College marks in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Botany</td>
<td>14</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>2. Chemistry</td>
<td>14</td>
<td>16</td>
<td>7</td>
</tr>
</tbody>
</table>

1. Where plus (+) means meeting the standard and minus (-) means not meeting it. Read: 13 science majors taking the general science test reached the standard; four did not, etc.

In the general science test 24 per cent of the science majors were below the standard, and 22%
of the non majors did not meet their standard. Every one of the Graduate Students met the standard (set up). 53% of the science majors fell below the standard in chemistry and botany. 65% of the non majors failed to reach the standard in botany and 68% failed in chemistry.

(5) Social Studies — Three objective tests were utilized in the social studies field and in the chapter dealing with marks, United States History and Economics were used. The summary of these is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Majors</th>
<th>Non-Majors</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>8</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td>-</td>
<td>8</td>
<td>67</td>
<td>23</td>
</tr>
<tr>
<td>+</td>
<td>12</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

Combined results of World History, U.S. History and Social Studies Tests:

<table>
<thead>
<tr>
<th></th>
<th>Majors</th>
<th>Non-Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History Marks:</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>Economics Marks:</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>

1. Where plus (+) means meeting the arbitrary standard and (-) minus means not meeting it.

Read: 8 majors who took the series of social studies tests equalled or exceeded the standard; 8 did not, etc.

The combined results of the social studies tests show that 50% of the people majoring in that field failed to reach the standard. 26% of the non majors did not reach the standard. 39% of the graduate students fell below the arbitrary standard. On this
particular section the college marks were not separated into major and non major groups. It was felt that a single comparison would suffice, especially since there were very few majors in history and economics. With this in mind it would appear that in United States History, 64% of the students failed to meet the standard. 48% of these prospective students did not reach the standard in economics.

(6) General Summary of Conclusions -- From the above findings the following general conclusions may be made:

(A) If our arbitrary standards are correct, many prospective teachers in this college do not have sufficient grasp of English either to teach English or any other subject.

(B) If our arbitrary standards are correct, many prospective teachers in this college do not have sufficient grasp of mathematics either to teach mathematics or any other subject.

(C) If our arbitrary standards are correct many prospective teachers in this college do not have a sufficient grasp of General Science to teach science or any other subject.

(D) If our arbitrary standards are correct
many prospective teachers in this college do not have a sufficient grasp of Social Studies to teach this or any other subject.

(E) If our arbitrary standards are correct many of the prospective teachers in this college do not have sufficient general education to be permitted to teach.

(F) The prospective teachers in this college compare favorably in intelligence with other students in this college and with students of other colleges as well.

(G) The prospective teachers in this college compare favorably in college marks with other students in this college.
CHAPTER VI

RELATED LITERATURE
CHAPTER VI
RELATED LITERATURE

This chapter is conventionally placed in the position of Chapter II, but it was deemed advisable in this study to postpone it to this position for two reasons, namely (1) because so very little has been done along the lines of the present study and (2) because much of the material which will be presented will serve as an implication to the conclusions drawn in Chapter V. The material, gleaned from many sources, follows under appropriate headings:

(1) Study Resembling This One --
The knowledge of prospective teachers. 
In the study conducted in Pennsylvania, by the Carnegie Foundation several interesting facts came to light. They are as follows:

1. Prospective teachers' scores in achievement were below the average for the entire group.

2. The male group of prospective teachers alone scored high. In the first test they were the highest group; in the second they were exceeded only by engineers.

3. Many pupils exceed the median scores of the teachers on the same tests.

4. The teachers, as a group, were exceptionally weak in general science and English vocabulary.

(2) Opinions On Teacher-Training Arguing For General Education --

Imparting culture. Ganders 2/ states that it is useless to argue whether or not a prospective teacher has twelve or eighteen hours of education. Much more would be accomplished if the liberal arts men, instead of "passing the buck" would educate and impart culture to these people while they have them.

Selection of teachers. Brownell 3/ has founded a challenge for progressive educators. He


states that the School of Education should:

1. Select those people with reasonable teaching potentialities.

2. Aid certain people in developing teaching potentialities.

3. Eliminate those who fail to develop satisfactorily.

4. Guide the persons with requisite ability through their period of education.

5. Provide aids for in-service teachers.

Emphasis on subject matter. Sullivan 4/ agrees that professional training is helpful to a prospective teacher, but he feels that the other side of teacher preparation has been neglected. There has been too little emphasis placed on subject matter. He feels that there should be a change and that subject matter should be stressed.

Teacher preparation. Gray 5/ advocated a plan

---


that utilized four types of training for teachers as follows:

1. A comprehensive general education in all fundamental subjects which would give a good background.

2. Broad specialization in the subjects or fields to be taught.

3. A supplementary liberal education.

4. Professional training. This latter to be cut to a bare minimum.

**Liberal Arts viewpoint.** Williams 6/ implies that a superior grade of teacher is needed in our schools. He feels that a teacher has a lack of preparation if he cannot go beyond the demands and need of a majority of pupils in imparting subject matter knowledge and showing relationships.

**Selection for professional training.** Swain 7/ argues that:

1. There should be definite selection of the people taking professional courses.

6/ Williams, K.P.: "Liberal Arts View of the Training of High School Teachers and Administrators"- High School Teacher, X -April 1934 - p. 105

2. The faculty should work as a unit for the training of teachers.

Higher grade of teachers. Champlin 8/ brings forth the proposition that there is a need for better products as teachers. If teaching is to be taken seriously the teacher must:

1. Be above average in intelligence.
2. Have outstanding character and personality qualifications.
3. Be well informed.
4. Be interested in cultural characteristics of other continents as well as his own.

Higher plane for teachers. Judd 9/ claims that there are two lines of thought that should be followed in the education of teachers:

1. They need more initiative and intellectual stimulation. There is too much "cut and dried" work.
2. A slackening of professional courses. There is a tendency to require too many of them.

Liberal Arts Colleges as Teacher-Training Institutes. Maynard 10/ made a study at Monmouth College showing how many of the students became teachers. He claims his institution is typical of Liberal Arts Colleges. They might as well face the facts: they are teacher training institutions whether they want to be or not. It is therefore their responsibility to cooperate and do their best for the prospective teacher.

Internship proposal. Ault 11/ proposes that teacher internship centers be established in regular schools. After adequate subject matter has been imparted, prospective teachers go there and are supervised. The ablest are then selected as teachers.

Five years for teachers. Klain 12/ recommends that prospective teachers spend four years getting a broad education. The fifth year should be professionalization with "cadet" teaching.

Improved teacher training institutes. Brown 13/ outlines a philosophy that expounds a broader background for the inmates of Teacher Colleges.


12/ Klain, J.Z.: "Beyond the Traditional Four Years; Trend Toward Fifty Year for Cadet Training"—School and Society XLV (June 15, 1937) p.p. 850-852.

Organization of Teacher Training to Secure General Education.

Liberal Arts preparation of Secondary School Teachers. Judd 14/ summarizes the systems used at Harvard and the University of Chicago for the education of Secondary School Teachers. These plans have particular departments to handle subject matter while the education department supplies professional training.

Teacher Training At Columbia University. 15/ A plan for four years of Liberal Arts Study with a minimum of teacher training. A fifth year devoted to technical problems of teaching. This plan it is argued will be selected partly through the length of time required for graduation, partly because of the expense involved.

Teacher Training At Cornell. 16/ This involves a five year course; a continual weeding out process of unfit. There is a definite attempt at


15/ "Five Year Preparatory Course for Secondary School Teachers at Columbia University"- School and Society, XLVII (May 28, 1938) p. 693

16/ "Teacher Training at Cornell University"- School and Society - (February 25, 1939) p. 239
selection of superior people. Five years needed to give a broad background in cultural material and specialized subject matter.

Courses for High School Teachers. This study 17/ tells of the courses offered in different colleges that prepare for Secondary School teaching. Tells of the fields in which they may specialize and what they must take.

Undergraduate vs. Graduate Professional Training. 18/ This experiment proved that there was apparently no gain in teaching ability by scattering professional training through the undergraduate years, over taking it all in the graduate year. In other words, specialized professional training can be well accomplished in the graduate year having undergraduate years for subject matter.


Teacher Education in Illinois. Fairchild enumerates the points in effect at Illinois State Teachers College with emphasis on broader subject matter preparation.

APPENDIX I

THE STANDARDIZED TESTS USED IN THIS STUDY

The standardized tests are shown here in order that the reader may see the wording of the question appearing in them. The tests in order of their appearance are as follows:

Cooperative English Test
Cooperative Literary Acquaintance Test
Cooperative General Mathematics Test
Cooperative General Science Test
Cooperative World History Test
Cooperative American History Test
Cooperative General Achievement Test
(Social Studies)

Detroit Advanced Intelligence Test
Please print:

Name..................................................Date

Last  First  Middle

Grade or Class.........................................Age................................Date of Birth

Yrs.  Mos.

School or College......................................City................................Sex................................M. or F.

Title of the English course you are now taking....................................Instructor...................................

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of three parts, and Part I includes three sections. The directions for each division are printed at the beginning of the division. There is a time limit for each division. If you have not finished a division when the time is up, stop work on that division and proceed at once to the next division. If you should finish before the time is up, you may go on to the next division. No questions may be asked after the examination has begun.

<table>
<thead>
<tr>
<th>Part</th>
<th>Pages</th>
<th>Minutes</th>
<th>Scaled Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>I—English Usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 1</td>
<td>2–3</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2</td>
<td>4–6</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 3</td>
<td>7–8</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II—Spelling</td>
<td>9–10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III—Vocabulary</td>
<td>11–14</td>
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(Sum of Scaled Scores for Parts:)

| Total              |       | 80      |              |            |
PART I: ENGLISH USAGE

This part consists of three sections with an indicated time allowance for each section. When the time is up for each section, go on to the next section at once, even if you have not finished the section you are working on. If you should finish a section before the time is up, you may go on to the next section. Specific directions are found at the beginning of each section.

Section 1 (25 minutes)

Directions: This section consists of two short themes in which there are a number of errors in capitalization, punctuation, and usage. You are to find these errors and indicate what the correction should be, as follows:

Punctuation and Apostrophes. If a punctuation mark has been omitted, put it in where it belongs. See line 6 in the sample exercise below, where a comma has been inserted after the word part.

Draw a small circle around any punctuation which should be taken out. See line 1 below, where the comma after the word little is to be removed.

If a wrong punctuation mark has been used, draw a circle around the wrong mark, and put the correct punctuation beside it. Always encircle the wrong punctuation; do not try to make the correct mark out of it. For example, if you find a period where there should be a comma, do not make a comma out of the period, but draw a circle around the period and place a comma beside it. Notice in line 5 how the period after the word important has been changed to a question mark.

Errors in the use of the apostrophe are to be corrected in the same way as errors in punctuation. See line 3 below, the word his, and line 5, the word boy’s.

In correcting apostrophe errors, a contraction should not be changed to two words. In line 8, note that the error is corrected by inserting an apostrophe in I’m, NOT by writing I am.

Usage. Wherever you find a mistake in usage, draw a line through the incorrect word or phrase, and write the correct word or phrase just above. In cases where the wrong form of a word is used, write in the correct form of the same word; do not change it to an entirely different word. Note that, in line 5 below, was has been changed to were, to agree with the plural noun grades. It would not be right to change the word to are, since this would be an unnecessary change in the tense of the verb, in addition to the necessary change to the plural form.

Correct each error in the shortest way possible. You will not need to make any elaborate changes in construction or word order. Make changes only where they are necessary for correctness, not where they would only improve the diction, sound, or sentence rhythm.

The titles of the themes may contain errors. Do not overlook them.

Sample Exercise

1) Ever since he was a little boy, Jack had
2) wanted to play football. His main interest
3) had always been in sports. The grades on his
4) report cards had been low. Why should anyone
5) think a boy’s grades were important? For
6) my part, Jack might have said, “The main
7) business is how to be a first-class half-
8) back. I’m not interested in anything else.”

Do not go on to the next page until the examiner tells you to do so.

You may turn back to the directions given above at any time if you are in doubt about how the corrections should be made.
Hidden treasure

For years', when spending vacations, on an
island off the Coast of Maine, I had hopes of un-
earth ing hidden treasure for it was said that a
famous Spanish pirate had buried his plunder there.
However I never had any luck. In spite of all my
exploring and digging.

One day last summer, four men appeared at the
dock, each one was carrying a tool for digging.
"Here boy," said one of them; can you tell us the
way to Black Rock."

"Its easier to lead you there than to tell you,"
said I, They accepted me as guide, and we started,
and it turned out that they were on a treasure hunt
alright, some old map had turned up and was in
there possession.

When we came to Black rock, I pointed it out
to the leader. Heres your money; now beat it, he said. I pretended to start home. But cir-
cled around and watched the men from behind the
rocks. Each of them were sure they should dig in a
different place, but at last they agreed on one spot
and begun work. After considerable digging, they
uncovered a box, which looked like it might of be-
inged to a pirate. In great excitement they pried
it open and beheld the treasure. A pile of stones.

A fallen Idol

"Ive absolutely no authority in this campaign,"
complained the old General. "I must consult with
a set of ignorant sentimental civilians without ca-
pacity or knowledge. And see their opinions pre-
ferred to mine. There is nothing I can do to avert
the catastrophe, which is sure to result."

"I sympathize with you, murmured his chief of
staff; I wonder how it come about?"

"Its the Politicians," groaned his superior offi-
cer. "Who are bringing pressure to bear. There
an incapable lot, but they talk like they were wiz-
ards. The king is young; there is much that he
don't know. Neither my service or my character
counts with him. He is swayed entirely by his
friends, any self-seeker with a plausible tongue
can have their way at court."

"I am surprised that the king should dis-
trust you," said the younger man, "That seems
unfair."

"Thats not worrying me," replied the Veteran.
"Trust and distrust is all in the game. Ones life
includes both. Ive been looked upon as an angel
and as a devil, my memories of both are about alike.
I am equipped, to meet any fate.

Go on to the next page.
Section 2 (15 minutes)

**General Directions:** In each of the following items, read the directions with great care and think each problem through before beginning to write. You will frequently need to make more than one change to do satisfactorily what the directions require. Study the sample exercises and the way in which the changes are made.

A. Substitute *yesterday* for *tomorrow* in the sentence
   at the right:
   
   Here it is necessary to change *will go* to *went.*
   Make the change as follows:
   
   I will go to camp tomorrow.
   
   I *went* yesterday
   
   I *will go to camp tomorrow.

B. Remove the quotation marks and make the necessary changes in wording:
   
   John said, "I came home about noon."
   
   John said, **"I came home about noon."**
   
   John said, "I came home about noon."
   
   John said, "I came home about noon."

You may, if it is necessary, make two sentences instead of one. But always try to make the *fewest possible changes* in wording or in form.

1. Write on the lines to the right the contractions—shortened forms to represent how the words are naturally spoken—for the three groups of words underlined in the following sentence. For instance, for *do not* you would write *don't.* You need not copy the sentence; write only the three contractions.

   *I am afraid they will fail to pass the examination, which is not an easy one.*

2. Revise the following sentence to show, following

   *Aunt Mabel replied that there was no necessity for waiting.***

   Aunt Mabel replied that there was no necessity* for waiting.*

3. Show by changing only *one* word that the *mascot* belonged to the *soldiers:*

   *The soldiers named the mascot "Buff."*

4. Change *a soldier* to *several soldiers:*

   *There was usually a soldier at the gate.*

5. Show by changing only *one* word that the *charm* belonged to the *room:*

   *The room lost the charm when the furniture was removed.*
It would be a great plan, Jerry told us, if we could work it.

Jones made a speech. It convinced the directors that their old machinery should be replaced by new.

Many of the tourists who were late in arriving at the station were left behind.

The explorer was determined to follow the river to its source. However, the state of his health made it foolhardy for him to go on.

The hat was rolling down the street.

The church is old and weather-beaten, and it is no longer fit for service.

One dog was in the kennel, but there was at least one pup in the cellar.

He began his study of French while he was attending Afton High School.
14. Change All the men to Each man:
   All the men in the blacksmith shop were willing to bet their last dollar on Tom’s horse.

15. Add last week after papers:
   The instructor would grade his papers if he had time.

16. Add and composing limericks after stamps:
   Collecting stamps was his hobby.

17. Add one word to show that the accounts belonged to his employers:
   The overseer studied his accounts.

18. Change we heard the telephone ring to the telephone rang:
   While planning the next move, we heard the telephone ring.

19. Change but to nevertheless:
   There was good reason for moving, but I stood still.

20. Add was receiving special orders from the superintendent after conductor; make no other change in wording or arrangement:
   The engineer waited for the conductor.

Go on to the next page.
Section 3 (10 minutes)

**Directions:** Read each of the following groups of sentences carefully; then decide which sentence in each group is better than the other sentences in that group, and put the number of this best sentence in the parentheses at the right of the group.

1-1 The author being a humorist adds interest to his book.
1-2 The author is a humorist which adds interest to his book.
1-3 The author's humor adds interest to his book.
1-4 The fact that the author is a humorist, this adds interest to his book. 1( )

2-1 The leaves were falling and the birds were going south, although it was still warm, showing that winter was near.
2-2 The leaves were falling and the birds were going south, and although it was still warm that showed that winter was near.
2-3 Although it was still warm, that winter was near was seen in the falling leaves and the birds going south.
2-4 Although it was still warm we knew that winter was near because the leaves were falling and the birds were going south. 2( )

3-1 The cat went after the mouse, although a rubber one.
3-2 Although it was a rubber mouse, the cat went after it.
3-3 Although it was rubber, the cat went after the mouse.
3-4 Although a rubber one, the cat went after the mouse. 3( )

4-1 The fact that he was well acquainted with the habits of the community helped him to become a useful citizen in it.
4-2 He was well acquainted with the habits of the community, causing him to become a useful citizen in it.
4-3 He was well acquainted with the habits of the community, thereby enabling him to become a useful citizen in it.
4-4 He was well acquainted with the habits of the community, thus helping him to become a useful citizen in it. 4( )

5-1 When very young Mozart’s father recognized his talent.
5-2 Mozart’s father recognized his talent when he was very young.
5-3 When Mozart was very young his father recognized his talent.
5-4 When he was very young his father recognized Mozart’s talent. 5( )

6-1 In the minutes of the last meeting it says that we voted to send a delegate to the convention.
6-2 It states in the minutes of the last meeting that we voted to send a delegate to the convention.
6-3 We voted to send a delegate to the convention, this is in the minutes of the last meeting.
6-4 The minutes of the last meeting state that we voted to send a delegate to the convention. 6( )

7-1 The reason he was angry was because he had lost the wager.
7-2 He was angry because he had lost the wager.
7-3 The reason he was angry was because of the loss of his wager.
7-4 He had lost the wager, therefore being angry. 7( )

8-1 The dog barking furiously aroused my alarm.
8-2 The dog's barking furiously alarmed me.
8-3 The dog barked furiously and I was alarmed.
8-4 The furious barking of the dog alarmed me. 8( )

9-1 Reading this mystery story, the plot will interest you.
9-2 When you have read this mystery story, the plot will interest you.
9-3 The plot of this mystery story you will enjoy if you read it.
9-4 If you read this mystery story, you will enjoy the plot. 9( )

10-1 In spite of its age, some antique furniture is strong.
10-2 Some antique furniture is strong, although being used for many years.
10-3 In spite of their using it for many years, some antique furniture is strong.
10-4 Although they use it for many years, some antique furniture is strong. 10( )

11-1 The salesman often met a new type of personality in his travels that interested him.
11-2 In his travels the salesman often met a new type of personality that interested him.
11-3 The salesman often met a new type of personality that interested him in his travels.
11-4 In his travels the salesman often met a new type of personality, thus interesting him. 11( )

Go on to the next page.
12-1 They sat down and read the papers after I had asked them to wait a few minutes when I could go with them.
12-2 I asked them to wait a few minutes and I would go with them, so they sat down and read the papers.
12-3 After I had asked them to wait a few minutes so that I could go with them, they sat down and read the papers.
12-4 While waiting until I could go with them after I had asked it, they sat down and read the papers a few minutes.

13-1 The drive was anything but pleasant, because of the steepness of the hill, the sputtering of the engine, and I got frightened.
13-2 The drive was unpleasant with my getting frightened and the engine sputtering on the steep hill.
13-3 Because of the steepness of the hill, the sputtering of the engine, and my fright, the drive was anything but pleasant.
13-4 The hill was steep and the engine sputtered. I became frightened and so the drive was unpleasant.

14-1 He was energetic and ambitious, his brother being lazy and indifferent.
14-2 He was energetic and ambitious, but his brother was lazy and indifferent.
14-3 He was energetic and ambitious, as his brother was lazy and indifferent.
14-4 He was energetic and ambitious, and his brother was lazy and indifferent.

15-1 Because they were so clever with bows and arrows and such good runners and so cunning in their planning, the Indians were dreaded.
15-2 The Indians were clever with bows and arrows. They were also good runners and cunning in their planning, which made them dreaded.
15-3 The Indians were dreaded because they were clever with bows and arrows; they were good runners, and they were cunning in their planning.
15-4 The Indians were dreaded because they were clever with bows and arrows, were good runners, and were cunning in their planning.

16-1 Entering the dimly lighted hall, the bear rug seemed to move.
16-2 When coming into the dimly lighted hall, the bear rug seemed to move.
16-3 To one entering the dimly lighted hall, the bear rug seemed to move.
16-4 The bear rug seemed to move to one entering the dimly lighted hall.

17-1 Because there was an excursion and the rates were very low, great crowds of students went to the mountains to ski.
17-2 There was an excursion and the rates were very low, which made great crowds of students go to the mountains to ski.
17-3 There was an excursion and the rates were very low, and so great crowds of students went to the mountains to ski.
17-4 An excursion was held for which the rates were very low and resulted in great crowds of students going to the mountains to ski.

18-1 Many professors believe that examinations are when they should be alert.
18-2 Many professors believe that they should be alert during examinations.
18-3 To many professors conducting examinations requires alertness.
18-4 Conducting examinations in the opinion of many professors demands alertness.

19-1 The nightingale is a small bird, migrating, and singing beautifully.
19-2 The nightingale is a migratory bird, small, and with a melodious song.
19-3 The nightingale is a small migratory bird having a melodious song.
19-4 The nightingale is a small migratory bird, being noted for its melodious song.

20-1 As I was coming into the room, a fine clock attracted my attention.
20-2 Coming into the room, a fine clock attracted my attention.
20-3 Upon coming into the room, my attention was attracted by a fine clock.
20-4 When coming into the room, a fine clock attracted my attention.

Part I Raw Score = Number right ______ (Maximum = 110)

Scaled Score ______

(See table on key)

Go on to the next page.
PART II: SPELLING (10 minutes)

Directions: In each of the following groups of words, select the word that is misspelled and put its number in the parentheses at the right. If you think all four words in the group are correctly spelled, indicate that there is none wrong by putting a zero (0) in the parentheses at the right. You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid wild guessing, since wrong answers will result in a subtraction from the number of your correct answers.

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**Number wrong**

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**Amount to be subtracted**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Number right**

Subtract______

Raw Score = Difference______

Scaled Score______

(See table on key)

Go on to the next page.
### PART III: VOCABULARY (20 minutes)

**Directions:** In each group below, select the numbered word which most nearly corresponds in meaning to the word at the head of that group, and put its number in the parentheses at the right. You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid wild guessing, since wrong answers will result in a subtraction from the number of your correct answers.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
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</thead>
<tbody>
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<td>1. <strong>airtight</strong></td>
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<tr>
<td>1-1 firm</td>
<td>10-1 muscle fibers</td>
<td>19-1 monster</td>
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<tr>
<td>1-2 light</td>
<td>10-2 artists</td>
<td>19-2 clout</td>
</tr>
<tr>
<td>1-3 transparent</td>
<td>10-3 the windpipe</td>
<td>19-3 gossip</td>
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<td>1-4 hermetically sealed</td>
<td>10-4 blood vessels</td>
<td>19-4 dandy</td>
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<tr>
<td>1-5 plane-sick</td>
<td>10-5 airplanes</td>
<td>19-5 dunce</td>
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<td>11. <strong>implicate</strong></td>
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<td>11-1 involve</td>
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<td>20. jollification</td>
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<td>11-2 deny</td>
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<td>20-1 capitulation</td>
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<td>22-1 clamorous</td>
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<tr>
<td>13-3 noon</td>
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<td>22-2 discontented</td>
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<td>13-4 twilight</td>
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<td>14. <strong>chorister</strong></td>
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<td>23. willowy</td>
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<td>23-1 windy</td>
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<td>14-3 cloistered order</td>
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<td>14-4 fruit peddler</td>
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<td>24-4 false argument</td>
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<td>24-5 intrepidity</td>
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Go on to the next page.
28. dispiritedly
   28-1 neglectfully
   28-2 refractorily
   28-3 conspicuously
   28-4 dishonorably
   28-5 dejectedly .28( )

29. incessantness
   29-1 hopelessness
   29-2 continuousness
   29-3 inclination
   29-4 rashness
   29-5 approbation .29( )

30. intricacy
   30-1 delicacy
   30-2 complexity
   30-3 invisibility
   30-4 scheme
   30-5 hostility .30( )

31. blithesome
   31-1 morbid
   31-2 cheery
   31-3 blessed
   31-4 blistering
   31-5 venturesome .31( )

32. excerpt
   32-1 accept
   32-2 ordain
   32-3 extract
   32-4 curtail
   32-5 deprive .32( )

33. devitalize
   33-1 eat
   33-2 rupture
   33-3 deaden
   33-4 soften
   33-5 wave .33( )

34. arrogance
   34-1 contrariness
   34-2 insubordination
   34-3 haughtiness
   34-4 vivacity
   34-5 hostility .34( )

35. exonerate
   35-1 flatter
   35-2 betray
   35-3 transgress
   35-4 exult
   35-5 vindicate .35( )

36. gallivant
   36-1 serenade
   36-2 scowl
   36-3 gad about
   36-4 plunder
   36-5 espouse .36( )

37. greathearted
   37-1 contented
   37-2 refreshing
   37-3 predacious
   37-4 remunerative
   37-5 magnanimous .37( )

38. decadence
   38-1 decision
   38-2 color
   38-3 joy
   38-4 decline
   38-5 handcraft .38( )

39. sheik
   39-1 mosque
   39-2 priest
   39-3 casque
   39-4 shepherd
   39-5 chief .39( )

40. ungaily
   40-1 cheap
   40-2 stupid
   40-3 clumsy
   40-4 hazardous
   40-5 secret .40( )

41. exorbitance
   41-1 excessiveness
   41-2 dissidence
   41-3 unanimity
   41-4 aggressiveness
   41-5 gaiety .41( )

42. pestilential
   42-1 alarming
   42-2 malignant
   42-3 preparing
   42-4 boisterous
   42-5 yearly .42( )

43. polytheistic
   Believing in
   43-1 Buddhism
   43-2 democracy
   43-3 many gods
   43-4 slavery
   43-5 procrastination .43( )

44. languishing
   44-1 rabid
   44-2 filthy
   44-3 colorless
   44-4 listless
   44-5 precious .44( )

45. conjurer
   45-1 tipstaff
   45-2 juryman
   45-3 tender
   45-4 magician .45( )

46. padre
   46-1 pedometer
   46-2 patricide
   46-3 priest
   46-4 parent
   46-5 genie .46( )

47. shoat
   47-1 cow
   47-2 snake
   47-3 horse
   47-4 young hog
   47-5 baby chick .47( )

48. acquiescent
   48-1 imperfect
   48-2 assenting
   48-3 transparent
   48-4 timid
   48-5 dexterous .48( )

49. misanthropic
   49-1 benevolent
   49-2 hating mankind
   49-3 genetic
   49-4 miscible
   49-5 mirthful .49( )

50. reflux
   50-1 unison
   50-2 relation
   50-3 ebbe
   50-4 magnitude
   50-5 unification .50( )

51. desecration
   51-1 dedication
   51-2 exemption
   51-3 abandonment
   51-4 cultivation
   51-5 profanation .51( )

52. inscrutability
   52-1 precipitancy
   52-2 admiration
   52-3 illiberality
   52-4 irascibility
   52-5 incomprehensibility .52( )

53. loquacity
   53-1 difficulty
   53-2 garrulosity
   53-3 contention
   53-4 property
   53-5 audacity .53( )

54. churlishness
   54-1 painfulness
   54-2 weariness
   54-3 ugliness
   54-4 fastidiousness
   54-5 boorishness .54( )

55. convergence
   55-1 deviation
   55-2 diversity
   55-3 convection
   55-4 reliability
   55-5 focalization .55( )

56. bereavement
   56-1 loss
   56-2 denunciation
   56-3 emancipation
   56-4 priest
   56-5 mourner .56( )

57. autonomy
   57-1 physical strength
   57-2 self-government
   57-3 trial by jury
   57-4 abrogation
   57-5 prohibition .57( )

Go on to the next page.
### Column G

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<th>58. inhibitive</th>
<th>68. coif</th>
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<td>58-1 natural</td>
<td>68-1 casket</td>
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<td>58-2 forbidding</td>
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<td>58-3 ejective</td>
<td>68-3 sash</td>
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<td>58-4 sloping</td>
<td>68-4 waif</td>
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<tr>
<td>58-5 preliminary</td>
<td>68-5 urn</td>
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| 59. landau | 69. euchre |
| 59-1 forest | 69-1 color |
| 59-2 weapon | 69-2 ostrich plume |
| 59-3 swamp | 69-3 crime |
| 59-4 vehicle | 69-4 anchor |
| 59-5 hamper   | 69-5 card game |

| 60. berate | 70. decant |
| 60-1 beg   | 70-1 ferment |
| 60-2 discount | 70-2 pour off |
| 60-3 boast | 70-3 decline |
| 60-4 bedeck | 70-4 discourse |
| 60-5 scold | 70-5 intone |

| 61. corrigible | 71. capitulation |
| 61-1 defensible | 71-1 surrender |
| 61-2 extricable | 71-2 omission |
| 61-3 amendable | 71-3 calamity |
| 61-4 empirical | 71-4 prevention |
| 61-5 available | 71-5 order |

| 62. lackadaisical | 72. depreciatory |
| 62-1 modest | 72-1 evasive |
| 62-2 ridiculous | 72-2 deceiving |
| 62-3 happy | 72-3 disparaging |
| 62-4 unclean | 72-4 pretending |
| 62-5 listless | 72-5 confuting |

| 63. juncture | 73. cassava |
| 63-1 mixture | 73-1 plant |
| 63-2 mockery | 73-2 salve |
| 63-3 commutation | 73-3 canister |
| 63-4 pattern | 73-4 house |
| 63-5 crisis | 73-5 servant |

| 64. hypochondriac | 74. callow |
| 64-1 melancholy | 74-1 unproductive |
| 64-2 logical | 74-2 inexperienced |
| 64-3 impenetrable | 74-3 candied |
| 64-4 impotent | 74-4 celestial |
| 64-5 gastronomic | 74-5 honored |

| 65. rumination | 75. eulogistical |
| 65-1 reflection | 75-1 logical |
| 65-2 destruction | 75-2 obscure |
| 65-3 wandering | 75-3 laudatory |
| 65-4 boasting | 75-4 religious |
| 65-5 fellow feeling | 75-5 metamorphic |

| 66. globose | 76. pemmican |
| 66-1 spherical | 76-1 dried food |
| 66-2 cubical | 76-2 thin skin |
| 66-3 rectangular | 76-3 pimpernel |
| 66-4 adhesive | 76-4 bird |
| 66-5 parallel | 76-5 pomade |

| 67. archais | 77. delectation |
| 67-1 architectural ornamentation | 77-1 re-election |
| 67-2 obsolete diction | 77-2 delirium |
| 67-3 curvature | 77-3 pleasure |
| 67-4 archway | 77-4 transference |
| 67-5 religious doctrine | 77-5 demarcation |

### Column H

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<td>78-1 pianist</td>
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<td>78-2 tax collector</td>
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<td>78-3 pragmatist</td>
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<td>78-4 stamp collector</td>
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<td>82-2 catbird</td>
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<td>82-3 cook</td>
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<td>86-2 fanatic</td>
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<td>86-4 prognostic</td>
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Figment
- fiction
- advertisement
- secret
- almanac
- solution . . .88( )

Debacle
- explosion
- voucher
- auction
- stampede
- eloement . .89( )

Lugubrious
- doeful
- ludicrous
- faithful
- hopeful
- oily . . . . .90( )

Inculcation
- teaching
- vibration
- translating
- coloring
- innovation . .91( )

Tocsin
- poison
- Indian vehicle
- decoy
- alarm signal
- potato . . . .92( )

Effluvium
- subtle emanation
- burning
- intonation
- canescence
- evaporation . .93( )

Meliorate
- despumate
- annul
- improve
- importune
- melodize . . . .94( )

Reniform
- reluctant
- kidney-shaped
- renegade
- reminiscent
- variegated . . .95( )

Bathos
- anticlimax
- index
- prelude
- parapet
- lake . . . . .96( )

Paladin
- enclosed litter
- pathology
- knight
- palpitation
- suffocation . .97( )

Cracknel
- nut
- weapon
- vegetable
- beverage
- biscuit . . . .98( )

Aliment
- injury
- food
- filament
- seasoning
- metal . . . .99( )

Ormolu
- armament
- aborigines
- gilded bronze
- raveling
- sediment . .100( )

Number wrong
0 3 7 11 15 19 23 27 31 35 39 43 47 51 55 59 63 67 71 75 79

Amount to be subtracted
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Number right_________
Subtract__________

Raw Score = Difference_________
Scaled Score_________
(See table on key)
AMERICAN COUNCIL ON EDUCATION

COÖPERATIVE LITERARY ACQUAINTANCE TEST

Form O

by

F. S. BEERS, University of Minnesota
DONALD G. PATERSON, University of Minnesota
and
G. B. SHEPLEY, University of Minnesota

Please print:

Name: ____________________________ Date: ______________

Last First Middle

Grade or Class: __________ Age: __________ Date of Birth: __________

Yrs. Mos.

School: __________________________ City: __________________________ Sex: M. or F.

Title of the English course you are now taking: __________ Instructor: __________

General Directions: Do not turn this page until the examiner tells you to do so. This examination requires 40 minutes of working time. The directions are printed at the beginning of the test. Read them carefully, and proceed at once to answer the questions. DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM; ANSWER THE EASIER QUESTIONS FIRST; then return to the harder ones, if you have time. No questions may be asked after the examination has begun.

By exercising careful judgment and making shrewd guesses you may profitably answer questions about which you are not absolutely sure; but since your score will be the number of correct answers diminished by a number proportional to the number of wrong answers, you should avoid answering questions about which you are totally ignorant. Shrewd guessing based on intelligent inference will improve your score, but wild guessing on questions that are entirely unknown to you will waste time which you could better put on other questions in the test, and may result in a large subtraction from the number of your correct answers.

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Scaled Score</th>
<th>Percentile</th>
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<tbody>
<tr>
<td>40</td>
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15 Amsterdam Avenue, New York City
Directions: Each item is followed by five possible answers. Select the correct answer and put its number in the parentheses at the right.

1. Joyce Kilmer is best known for his
   1-1 record of his war experiences.
   1-2 poem *Trees*.
   1-3 novel *Kim*.
   1-4 psychological research.
   1-5 translation of the *Odyssey*....1( )

2. Jesus was brought before what judge for trial?
   2-1 Augustus Caesar.
   2-2 Phillip.
   2-3 Agrippa.
   2-4 John Bunyan.
   2-5 Pilate. 2( )

3. *Macbeth* is
   3-1 a comedy of youthful love.
   3-2 an English king.
   3-3 a tragedy of personal ambition.
   3-4 a historical romance.
   3-5 a story of warfare. 3( )

4. The oldest epic poem in the Teutonic group of languages is
   4-1 *Merther*.
   4-2 *Canterbury Tales*.
   4-3 *Beowulf*.
   4-4 *Bhagavadgita*.
   4-5 *Revelations*. 4( )

5. "The Lord is my Shepherd, I shall not want," is found in
   5-1 *Lamentations*.
   5-2 *Proverbs*.
   5-3 *Psalms*.
   5-4 *The Rubaiyat*.
   5-5 *Zend Avesta*. 5( )

6. A parable is
   6-1 a miracle.
   6-2 an alternative.
   6-3 an epic.
   6-4 a story with a moral.
   6-5 an aroma. 6( )

7. The *Iliad* is the national epic of
   7-1 Germany.
   7-2 Spain.
   7-3 Greece.
   7-4 Iceland.
   7-5 Persia. 7( )

8. Cleopatra was
   8-1 a Buddhist goddess.
   8-2 queen of Egypt.
   8-3 god of rain.
   8-4 Caesar's wife.
   8-5 a eunuch. 8( )

9. "By the shore of Gitche Gume'
   By the shining Big-Sea-Water,"
   is quoted from
   9-1 *The Courtin*.
   9-2 *To a Waterfowl*.
   9-3 *Snow-Bound*.
   9-4 *The Village Blacksmith*.
   9-5 *The Song of Hiawatha*. 9( )

10. Lot's wife
    10-1 was raised from the dead.
    10-2 was turned into a pillar of salt.
    10-3 washed Jesus' feet.
    10-4 found Moses in the bulrushes.
    10-5 helped Jesus carry His cross. 10( )

11. *She Stoops to Conquer* is
    11-1 an old English proverb.
    11-2 a fable by Aesop.
    11-3 a play by Goldsmith.
    11-4 a treatise on the rights of women.
    11-5 a sonnet by E. B. Browning. 11( )

12. *The Rime of the Ancient Mariner* is by
    12-1 DeQuincey.
    12-2 Coleridge.
    12-3 Scott.
    12-4 Wordsworth.
    12-5 Byron. 12( )

13. Ichabod Crane loved
    13-1 Priscilla Alden.
    13-2 Lorna Doone.
    13-3 Katrina Van Tassel.
    13-4 Nell Gwyn.
    13-5 Dame Van Winkle. 13( )

14. *The Sleeping Beauty* is
    14-1 a poem.
    14-2 an allegory.
    14-3 a fairy tale.
    14-4 an essay.
    14-5 a novel. 14( )

15. In *Othello*, "the green-eyed monster"
    is a description applied to
    15-1 seductiveness.
    15-2 beauty.
    15-3 anger.
    15-4 miserliness.
    15-5 jealousy. 15( )

16. "To be, or not to be," is the opening of
    16-1 *Romeo and Juliet*.
    16-2 Mark Antony's funeral oration.
    16-3 Lady Macbeth's mad scene.
    16-4 Hamlet's soliloquy.
    16-5 *I Corinthians*. 16( )

17. The supernatural is suggested in *Macbeth* by the
    17-1 murder.
    17-2 witches.
    17-3 ogres.
    17-4 gods.
    17-5 elves. 17( )

18. "What this grim, ungainly, ghastly,
    gaunt, and ominous bird of yore
    Meant in croaking 'Nevermore,'"
    is quoted from
    18-1 *Lochinvar*.
    18-2 *Snow-Bound*.
    18-3 *My Last Duchess*.
    18-4 *The Raven*.
    18-5 *Highland Mary*. 18( )
9. “Aye, tear her tattered ensign down!
Long has it waved on high,”
is quoted from
19-1 The Chambered Nautilus.
19-2 Kubla Khan.
19-3 The Terror of Death.
19-4 The Wreck of the Hesperus.
19-5 Old Ironsides...

10. Ballads are
20-1 early narrative poems.
20-2 sonnets.
20-3 old Latin hymns.
20-4 magazines.
20-5 epitaphs...

11. Grendel is
21-1 a famous German poet.
21-2 a Viking pirate.
21-3 a German abbot.
21-4 a monster from whom Beowulf delivered Hrothgar.
21-5 one of the witches in Macbeth.

12. What ancient people migrated into the land of Canaan?
22-1 Persians.
22-2 Philistines.
22-3 Egyptians.
22-4 Israelites.
22-5 Russians...

13. “At night was come into that hostelrye
Well nyne and twenty in a companye,”
is quoted from
23-1 Caxton.
23-2 Spenser.
23-3 Malory.
23-4 Chaucer.
23-5 Caedmon...

14. Pre-Shakespearean dramas presented on pageant wagons were called
24-1 farces.
24-2 romantic comedies.
24-3 satyr-plays.
24-4 miracle plays.
24-5 tragi-comedies...

15. One of the greatest allegories of all times is said to be
25-1 The Ancient Mariner.
25-2 Pilgrim’s Progress.
25-3 Beowulf.
25-4 the Iliad.
25-5 the Decameron...

16. Who was the best known contemporary of Shakespeare?
26-1 Ruskin.
26-2 Swift.
26-3 Michael Drayton.
26-4 Boswell.
26-5 Ben Jonson...

17. “King Arthur made new knights to fill the gap,” is quoted from
27-1 Julius Caesar.
27-2 The Lady of the Lake.
27-3 Idylls of the King.
27-4 Tristram and Iseult.
27-5 Canterbury Tales...

28. “I wandered lonely as a cloud,” is quoted from
28-1 Shakespeare.
28-2 Mark Twain.
28-3 Longfellow.
28-4 Wordsworth.
28-5 Shaw...

29. Harris has perpetuated the wisdom and humor of the southern negroes in
29-1 Uncle Tom’s Cabin.
29-2 Porgy.
29-3 Uncle Remus, His Songs and His Sayings.
29-4 Scarlet Sister Mary.
29-5 The Green Pastures...

30. O. Henry’s hallmark is
30-1 his fantastic style.
30-2 his discursive style.
30-3 the unexpected turn at the end of his stories.
30-4 his romanticism.
30-5 his treatment of mythology...

31. “Blow high, blow low, not all its snow
Could quench our hearth-fire's ruddy glow,” is quoted from
31-1 Ode to Duty.
31-2 The Poet’s Dream.
31-3 Snow-Bound.
31-4 L’Allegro.
31-5 Ulalume...

32. “Judge not, that ye be not judged,” is quoted from
32-1 Luther.
32-2 Virgil.
32-3 Paul.
32-4 Dante.
32-5 Jesus...

33. Les Misérables is a story of
33-1 conjugal happiness.
33-2 oppression.
33-3 religious persecution.
33-4 race hatred.
33-5 self-inflicted poverty...

34. Elaine was
34-1 Charmian’s sister.
34-2 the lily maid of Astolat.
34-3 one of the three spinners.
34-4 King Arthur’s wife.
34-5 a courtesan...

35. “Sunset and evening star,” is quoted from
35-1 Tennyson.
35-2 Kipling.
35-3 Dante.
35-4 Leonardo da Vinci.
35-5 Homer...

36. “As idle as a painted ship,” is quoted from
36-1 Shipwreck.
36-2 The Miller’s Daughter.
36-3 The Princess.
36-4 Kubla Khan.
36-5 The Ancient Mariner...

Go on to the next page.
37. Poe's verse is
37-1 patriotic.
37-2 optimistic.
37-3 humorous.
37-4 conventional in themes.
37-5 impressionistic.

38. The shock and thrill of the sea are embodied in
38-1 A Pair of Blue Eyes.
38-2 Under the Greenwood Tree.
38-3 The Spy.
38-4 The Pilot.
38-5 Endymion.

39. The Song of Roland is a key to the spirit of
39-1 Cleopatra's reign.
39-2 Robert Burns.
39-3 the Roman Republic.
39-4 modern trends in song-writing.
39-5 the Middle Ages.

40. Ibsen's nationality is
40-1 Turkish.
40-2 Portuguese.
40-3 Norwegian.
40-4 Finnish.
40-5 French.

41. "So all day long the noise of battle roll'd Among the mountains by the winter sea," is quoted from
41-1 Idylls of the King.
41-2 My Last Duchess.
41-3 Ode on Intimations of Immortality.
41-4 Prometheus.
41-5 Ode on a Grecian Urn.

42. Il Penseroso is a study of
42-1 boyhood memories.
42-2 patriotic spirit.
42-3 a cheerful, social mood.
42-4 a meditative, solemn mood.
42-5 Epicureanism.

43. "The fruit of that forbidden tree," is quoted from
43-1 Macbeth.
43-2 Don Juan.
43-3 The Vicar of Wakefield.
43-4 the Koran.
43-5 Paradise Lost.

44. The Rape of the Lock may be classified as
44-1 tragic.
44-2 sordid.
44-3 religious.
44-4 satirical.
44-5 sociological.

45. The Daffodils is a
45-1 sardonic criticism.
45-2 philosophical lyric.
45-3 botanical report.
45-4 travesty.
45-5 translation from Sappho.

46. Thoreau was pre-eminent both as writer and as
46-1 adventurer.
46-2 operatic singer.
46-3 dramatist.
46-4 naturalist.
46-5 educator.

47. The Song of Hiawatha is about
47-1 aboriginal tribes in America.
47-2 Evangeline's journeys.
47-3 Aztec Indians.
47-4 early religious trends.
47-5 the lost art of poetry.

48. The American poet who can be praised for his taste and refinement is
48-1 Whitman.
48-2 Longfellow.
48-3 Paul Revere.
48-4 Browning.
48-5 Cotton Mather.

49. Robin Hood met his death by
49-1 the guillotine.
49-2 a duel.
49-3 treachery.
49-4 burning at the stake.
49-5 eating poisoned apples.

50. "The Reve was a sclendre coleric man, His berd was shave as ny as ever he can," is quoted from
50-1 Malory.
50-2 Spenser.
50-3 Chaucer.
50-4 Caxton.
50-5 Caedmon.

51. The outstanding English poet of the fourteenth century was
51-1 Shakespeare.
51-2 Chaucer.
51-3 Milton.
51-4 Wordsworth.
51-5 Tennyson.

52. Humor of situation accounts largely for the success of
52-1 Douglas.
52-2 She Stoops to Conquer.
52-3 The Conscious Lovers.
52-4 The Seasons.
52-5 Cymbeline.

53. Lewis Carroll is remembered because of his
53-1 children's books.
53-2 philanthropic enterprises.
53-3 epic poetry.
53-4 learning in mathematics.
53-5 iconoclastic views on science.

54. Home Thoughts from Abroad is by
54-1 Poe.
54-2 Horace.
54-3 Euripides.
54-4 Milton.
54-5 Browning.

Go on to the next page.
“Let each new temple, nobler than the last, 
Shut thee from heaven with a dome more vast,” is quoted from
55-1 Agnes.
55-2 The Chambered Nautilus.
55-3 The River of Life.
55-4 To the Moon.
55-5 Evangeline.

“As darkly seen against the crimson sky, Thy figure floats along,” is quoted from
56-1 Snow-Bound.
56-2 To a Waterfowl.
56-3 Kubla Khan.
56-4 The Chambered Nautilus.
56-5 Her Letter.

The theme of Thanatopsis is
57-1 machinery conquering natural forces.
57-2 race prejudice.
57-3 cruelty of nature.
57-4 metempsychosis.
57-5 relation of inner man to outer world.

An American Tragedy is by
58-1 Lindsay.
58-2 Thackeray.
58-3 Dickens.
58-4 Dreiser.
58-5 Bromfield.

Titania is
59-1 an ocean liner.
59-2 the wife of Neptune.
59-3 the fairy queen in A Midsummer Night’s Dream.
59-4 a Greek society.
59-5 sister to Ariel.

Hamlet is a tragedy of
60-1 disintegration of a soul.
60-2 craving for gold.
60-3 an Oedipus complex.
60-4 unrequited love.
60-5 religious heresy.

Richness of thought, frankness and kindness characterize Bunyan’s
61-1 Wildeve.
61-2 Robinson Crusoe.
61-3 Giant Despair.
61-4 Christian.
61-5 Sloth.

Dr. Primrose appears in
62-1 The Vicar of Wakefield.
62-2 Faust.
62-3 Pilgrim’s Progress.
62-4 A Tale of Two Cities.
62-5 The Deerslayer.

The author noted for his powerful portrayal of chivalric motives is
63-1 Thackeray.
63-2 Scott.
63-3 H. G. Wells.
63-4 Arnold Bennett.
63-5 Galsworthy.

64. “In the broad daylight Thou art unseen, but yet I hear thy shrill delight,” is Shelley’s reference to a
64-1 nightingale.
64-2 skylark.
64-3 chipmunk.
64-4 sea.
64-5 maiden.

65. The American poet who is the apostle of free verse is
65-1 Poe.
65-2 Whitman.
65-3 Irving.
65-4 Tennyson.
65-5 James Russell Lowell.

66. Mark Twain’s trip through the Alps is described in
66-1 A Tramp Abroad.
66-2 Travels with a Donkey.
66-3 The Royal Road to Romance.
66-4 The Mysterious Stranger.
66-5 Porgy.

67. “You’re a pore benighted ‘eathen but a first-class fighting man,” is quoted from
67-1 Whitman.
67-2 Hardy.
67-3 Van Dyke.
67-4 Kipling.
67-5 Poe.

68. Romances of science furnish the new field for literature explored by
68-1 H. G. Wells.
68-2 Henry James.
68-3 William Morris.
68-4 Arnold Bennett.
68-5 Siegfried Sassoon.

69. The love of money as a form of power is the theme of
69-1 The Assumption of Llannele.
69-2 Medea.
69-3 The Jew of Malta.
69-4 Rosmersholm.
69-5 Iolanthe.

70. The Song of Roland is
70-1 a modern novel.
70-2 Cellini’s autobiography.
70-3 an ancient epic of France.
70-4 sung in churches.
70-5 a Scottish chant.

71. What writer describes hell as being divided into circles?
71-1 Homer.
71-2 Bunyan.
71-3 Solomon.
71-4 Dante.
71-5 Virgil.

72. What writer describes hell as being divided into circles?
72-1 Homer.
72-2 Bunyan.
72-3 Solomon.
72-4 Dante.
72-5 Virgil.

Go on to the next page.
Diana is the personification of the
sea.
wind.
dew.
dawn.
moon.

In Don Quixote, giants turn out to be
fishes.
ferns.
mermaids.
sylphs.
windmills.

Bright Star! Would I Were Steadfast
as Thou Art is a
sonnet.
drama.
novel.
ballad.
satirical essay.

Whittier’s rural and folk poems show
indebtedness to
Browning.
Byron.
Burns.
Keats.
Poe.

The record of Thoreau’s life in the
woods is contained in his essay
Far from the Madding Crowd.
Compensation.
Brook Farm.
Walden.
Echoes from the Sabine Farm.

“Trust no Future, howe’er pleasant!
Let the dead Past bury its dead!”
is quoted from
A Psalm of Life.
America.
Barbara Frietchie.
Paul Revere’s Ride.
The Raven.

“Lift up your heads, O ye gates; even
lift them up, ye everlasting doors,” is
quoted from
Lamentations.
Genesis.
Psalms.
The Divine Comedy.
Faust.

Shadrach, Meshach and Abednego
were
cast into the lions’ den.
taken to heaven on a cloud.
cast into the fiery furnace.
explorers of Canaan.
able to walk on the sea.

Goethe’s Hermann and Dorothea is
based on
middle-class life in Germany.
French history.
Cellini’s autobiography.
Arabian Nights.
the War of the Roses.

Cellini’s Autobiography reflects
the odes of Horace.
early trends in Egyptian literature.
a man torn by his honor.
a timid soul.
the spirit of the later Italian
Renaissance.

The Decameron was written by
Boccaccio.
Petrarch.
Ariosto.
Tasso.
Cellini.

Who forges arms for Aeneas?
Hector.
Turnus.
Vulcan.
Priam.
Agamemnon.

The important writers in Russian
literature are nearly all
sentimentalists.
realists.
great essayists.
romanticists.
sadists.

Caliban is
a good fairy.
a dragon seen by Ulysses.
Rabelais’ giant.
a monster created by Shake-
speare.
a figment of Coleridge’s opium
dreams.

The Lobster Quadrille is found in
Alice in Wonderland.
Isadora Duncan’s repertoire.
Chopin’s music.
Maeterlinck’s The Blue Bird.
Ibsen’s Peer Gynt.

Which of the following is a novel in
verse?
Marmion.
Uncle Tom’s Cabin.
Pride and Prejudice.
Barnaby Rudge.
The Alhambra.

Cooper’s heroes are
titled snobs.
arrogant soldiers.
lowly men of lofty virtues.
heartless savages.

“So came the autumn, and passed, and
the winter,—yet Gabriel came not,” is
quoted from
Bryant.
Browning.
Hawthorne.
Poe.
Longfellow.
91. Thornton Wilder received the Pulitzer novel prize for
91-1 Elmer Gantry.
91-2 The Crock of Gold.
91-3 The Cabala.
91-4 The Bridge of San Luis Rey.
91-5 The White Monkey. 91( )

92. The character in Arabian Nights who possesses a huge tent reducible to pocket size is
92-1 Morgiana.
92-2 Ali Baba.
92-3 Aladdin.
92-4 Prince Ahmed.
92-5 a genie. 92( )

93. Cyrano is
93-1 a dullard.
93-2 a rake.
93-3 a prude.
93-4 a scandalmonger.
93-5 a romantic lover. 93( )

94. Hauptmann's The Weavers concerns
94-1 a group of starving German workers.
94-2 Hindu crafts.
94-3 the influence of music upon poetry.
94-4 the decline of the Roman Empire.
94-5 Switzerland. 94( )

95. Miranda is a character in
95-1 The Taming of the Shrew.
95-2 The Tempest.
95-3 Hamlet.
95-4 the Odyssey.
95-5 Paradise Lost. 95( )

96. "How the world wags," is quoted from
96-1 Annabel Lee.
96-2 In Memoriam.
96-3 The Faerie Queene.
96-4 The Bacchanals.
96-5 As You Like It. 96( )

97. In The Faerie Queene, Duessa is
97-1 a gnome.
97-2 an enchantress.
97-3 a goddess.
97-4 Pride.
97-5 a school teacher. 97( )

98. "Growth, sense, reason, all summed up in Man," is quoted from
98-1 Paradise Lost.
98-2 Adonais.
98-3 The Eve of St. Agnes.
98-4 The Revolt of Islam.
98-5 Time. 98( )

99. Congreve wrote
99-1 Il Penseroso.
99-3 Arms and the Man.
99-4 A Doll's House.
99-5 The Rivals. 99( )

100. Essay on Man is by
100-1 Edmund Burke.
100-2 Swift.
100-3 Shakespeare.
100-4 Lamb.
100-5 Pope. 100( )

101. Fascination Fledgeby, the drunken father of Jenny Curen, appears in
101-1 David Copperfield.
101-2 Our Mutual Friend.
101-3 The Spy.
101-4 Don Quixote.
101-5 The Merchant of Venice. 101( )

102. In what play is the setting a marked aid to characterization?
102-1 The Emperor Jones.
102-2 Volpone.
102-3 Tartuffe.
102-4 A Doll's House.
102-5 Justice. 102( )

103. Hardy's humor is expressed through the medium of his
103-1 love of nature.
103-2 major characters.
103-3 ridiculous situations.
103-4 style.
103-5 rustic characters. 103( )

104. An unusual friendship between an Irish orphan and a Buddhist priest is the theme of
104-1 The Way of All Flesh.
104-2 Green Mansions.
104-3 Captains Courageous.
104-4 Kim.
104-5 Lorna Doone. 104( )

105. A clerical poet devoted to holiness was
105-1 Dryden.
105-2 Burns.
105-3 George Herbert.
105-4 Defoe.
105-5 Swift. 105( )

106. In what part of The Divine Comedy are the descriptions most vivid and compelling?
106-1 The Epistles.
106-2 Decameron.
106-3 Apocalypse.
106-4 Paradiso.
106-5 Inferno. 106( )

107. The comic element in Othello is
107-1 Othello's nose.
107-2 the drunkenness of Ariel.
107-3 the witches.
107-4 the gravediggers.
107-5 the sinister humor of Iago. 107( )

108. Erasmus' satirical vein found free vent in
108-1 The Prince.
108-2 The Holy See.
108-3 The Praise of Folly.
108-4 Pantagruel.
108-5 Sacriste. 108( )

Go on to the next page.
109. The most intellectual and the least emotional of the English poets is
109-1 Virgil.
109-2 Byron.
109-3 Carl Sandburg.
109-4 Arnold.
109-5 Dickens.

110. Pope's *The Dunciad* is a
110-1 war sonnet.
110-2 novel.
110-3 realistic drama.
110-4 sordid tragedy.
110-5 poetical satire.

111. Which of Hawthorne's characters emerges from guilt through public expiation?
111-1 Chillingworth.
111-2 Hester Prynne.
111-3 Dimmesdale.
111-4 John Silver.
111-5 Clym Yeobright.

112. *Earl March Look'd on His Dying Child* is
112-1 an essay.
112-2 an epic.
112-3 a ballad.
112-4 a modern tragedy.
112-5 Burns' masterpiece.

113. An unsuccessful attempt at majesty is known as
113-1 elision.
113-2 hyperbole.
113-3 bombast.
113-4 euphemism.
113-5 inversion.

114. "Announced by all the trumpets of the sky," is quoted from
114-1 *By the Sea*.
114-2 *The Bells*.
114-3 *Ulalume*.
114-4 *To the Night*.
114-5 *The Snowstorm*.

115. Ur of the Chaldees possesses distinction as the
115-1 site of Paul's conversion.
115-2 birthplace of Abraham.
115-3 scene of Jacob's dream.
115-4 scene of Moses' death.
115-5 location of the Pyramids.

116. Livy is famous as a
116-1 Latin historian.
116-2 poet.
116-3 Greek dramatist.
116-4 novelist.
116-5 Spanish essayist.

117. Diana appears in
117-1 *All's Well That Ends Well*.
117-2 *The Merchant of Venice*.
117-3 *The Taming of the Shrew*.
117-4 *Macbeth*.
117-5 *The Tempest*.

118. Robert Herrick is remembered for his
118-1 philanthropic enterprises.
118-2 interest in Mohammedanism.
118-3 poetry.
118-4 painting.
118-5 parodies.

119. "Though nothing can bring back the hour
Of splendor in the grass, of glory in the flower," is quoted from
119-1 *Ivanhoe*.
119-2 *The Faerie Queene*.
119-3 *Rabbi Ben Ezra*.
119-4 *Snow-Bound*.
119-5 *Ode on Intimations of Immortality*.

120. Sir Peter Teazle says, "I leave my character behind me," in
120-1 *The School for Scandal*.
120-2 *Beau Brummel*.
120-3 *Marmion*.
120-4 *Fatal Dowry*.
120-5 *As You Like It*.

121. Matthew Arnold took refuge from the doubts that assailed his mind in
121-1 sentimentality.
121-2 opium.
121-3 Christian Science.
121-4 a somewhat despairing stoicism.
121-5 religious bigotry.

122. Bennett gives a detailed picture of the Five Towns in
122-1 *Nostromo*.
122-2 *Old Wives' Tale*.
122-3 *New Worlds for Old*.
122-4 *The Northern Farmer*.
122-5 *Twice-Told Tales*.

123. A modern dramatist whose plays seldom deal with contemporary social problems is
123-1 Shaw.
123-2 Barrie.
123-3 O'Neill.
123-4 Ibsen.
123-5 Galsworthy.

124. A short lyric usually dealing with love is called
124-1 a madrigal.
124-2 a masque.
124-3 a ballad.
124-4 an elegy.
124-5 an ode.

125. What story concerns an innocent and rather helpless youth in the grasp of a patron turned enemy?
125-1 *The Conquest of Canaan*.
125-2 *Arthur Mervyn*.
125-3 *If Winter Comes*.
125-4 *The Deerslayer*.
125-5 *Boy Hunters*.
6. "Ah, take the Cash, and let the Credit go,
Nor heed the rumble of a distant Drum!
" is quoted from
126-1 Amy Lowell.
126-2 Whitman.
126-3 Browning.
126-4 Milton.
126-5 Omar Khayyam.

7. The leader of the Dutch people in their struggle for liberty is the central figure of Goethe’s
127-1 Don Juan.
127-2 Faust.
127-3 Egmont.
127-4 Endymion.
127-5 Alastor.

8. Andromache in Troades is
128-1 King of Ithaca.
128-2 the little son of Hector.
128-3 wife of Menelaus.
128-4 the widow of Hector and mother of Astyanax.
128-5 the goddess of war.

9. Herodotus wrote
129-1 The Story of Croesus.
129-2 The Anabasis.
129-3 The Frogs.
129-4 the Iliad.
129-5 Agamemnon.

10. The ghost of Palinurus tells the story of his death in
130-1 Faust.
130-2 Robinson Crusoe.
130-3 Pilgrim’s Progress.
130-4 the Aeneid.
130-5 Prometheus Unbound.

11. In Crime and Punishment, Dostoevsky develops his story by
131-1 character analysis.
131-2 discursive rambling.
131-3 supernatural spectacle.
131-4 narrating bare plot.
131-5 insertions of rhymed verse.

12. What servant has a firm trust in the master’s goodness?
132-1 Malvolio.
132-2 Feste.
132-3 Sancho Panza.
132-4 Regina Engstrand.
132-5 Modestine.

13. In Dombey and Son, the character noted for his villainy and his white teeth is
133-1 Jacques.
133-2 Oliver Twist.
133-3 Mr. Carker.
133-4 Dombey.
133-5 Hans Carvel.

14. Pinero’s The Second Mrs. Tanqueray deals frankly with
134-1 Gothic romance.
134-2 Victorian sentimentalism.
134-3 biographical data.
134-4 historical facts.
134-5 a social problem.

15. Tito Melema is a character in
135-1 A Christmas Carol.
135-2 Dreamer’s Tale.
135-3 The Forsyte Saga.
135-4 Romola.
135-5 The Idiot.

16. “A great year and place,
A harsh discordant natal scream outshocking to touch the mother’s heart closer than any yet,” is quoted from
136-1 Whitman.
136-2 Browning.
136-3 Coleridge.
136-4 Keats.
136-5 Milton.

17. Maxwell Bodenheim’s poetry reveals
137-1 an ascetic.
137-2 a rebellious temperament.
137-3 a Mormon.
137-4 a nature-lover.
137-5 a historian.

18. Amy Lowell was pre-eminent both as poet and
138-1 critic.
138-2 dramatist.
138-3 novelist.
138-4 social worker.
138-5 teacher of the deaf.

19. Romain Rolland analyzes the psychology of a genius in
139-1 The Red Lily.
139-2 A Tale of Two Cities.
139-3 Anna Karenina.
139-4 Jean Christophe.
139-5 Dark Laughter.

20. “And soon thou’lt be aware, with keenest thrills of pleasure,
How Cupid stirs and leaps, on light and restless wing,” is quoted from
140-1 St. Joan.
140-2 Faust.
140-3 Tom Thumb.
140-4 Antigone.
140-5 Oedipus Rex.

21. The theme of Euripides’ Medea is
141-1 the grim revenge of a wronged woman.
141-2 Medea’s sentimental yearnings.
141-3 the necessity of problem plays.
141-4 warfare.
141-5 race hatred.

22. The Playboy of the Western World is a comedy by
142-1 Flaubert.
142-2 Gorky.
142-3 Ibsen.
142-4 Barrie.
142-5 Synge.
143. *The Cid* is chiefly concerned with the exploits of
143-1 Ruy Diaz.
143-2 Castile.
143-3 Cervantes.
143-4 Leon.
143-5 Ormsby.  

144. Coleridge wrote
144-1 *The Garden of Boccaccio*.
144-2 *The Garden of Allah*.
144-3 *The Raven*.
144-4 *Lyceids*.
144-5 *Headlong Hall*.  

145. "Oh, oh, you will be sorry for that word!
Give me back my book and take my kiss instead," is quoted from
145-1 Masters.
145-2 Sandburg.
145-3 Millay.
145-4 Lindsay.
145-5 D. H. Lawrence.  

146. Heavy business vicissitudes become the lot of
146-1 Donatello.
146-2 Adam Bede.
146-3 Silas Marner.
146-4 Silas Lapham.
146-5 Manfred.  

147. Hemingway's controlling idea might be said to be
147-1 the futility of life.
147-2 the importance of psychoanalysis.
147-3 public morality.
147-4 morbidity.
147-5 race hatred.  

148. In which of Barrie's plays are the characters given another chance at beginning life?
148-1 *Dear Brutus*.
148-2 *Peter Pan*.
148-3 *The Little Minister*.
148-4 *The Blue Bird*.
148-5 *Chanticleer*.  

149. Antigone died rather than violate
149-1 the law of the state.
149-2 her faith in her lover.
149-3 her promise to her sister.
149-4 the command of Pericles.
149-5 the law of the gods.  

150. Ibsen attacks the pig-headed meddler, who comes "dunning us with claims of the Ideal," in
150-1 *The Master Builder*.
150-2 *The Wild Duck*.
150-3 *Candida*.
150-4 *Cyrano de Bergerac*.
150-5 *Marco Millions*.  

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Number right ______

Subtract (See table above)

Raw Score = Difference ______

Scaled Score ______ (See table on key)
AMERICAN COUNCIL ON EDUCATION

COÖPERATIVE GENERAL MATHEMATICS TEST
FOR HIGH SCHOOL CLASSES

REVISED SERIES FORM O

by

H. T. LUNDEHOLM, State University of Iowa
and
L. P. SICELOFF, Columbia University

Please print:

Name.......................... Last First Middle

Grade or Class................ Age........ Date of Birth........

School........................... City................ Sex M. or F.

Instructor......................

Number of years (one semester = ½ year; one quarter = ½ year) you have studied:

Algebra............... Plane Geometry...... Solid Geometry........ Trigonometry........

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of three parts, and requires 40 minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully, and proceed at once to answer the questions. DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM; ANSWER THE EASIER QUESTIONS FIRST; then return to the harder ones, if you have time. There is a time limit for each part. You are not expected to answer all the questions in any part in the time limit; but if you should, go on to the next part. If you have not finished Part I when the time is up, stop work on that part and proceed at once to Part II. No questions may be asked after the examination has begun.

By exercising careful judgment and making shrewd guesses you may profitably answer questions about which you are not absolutely sure; but since your score will be the number of correct answers diminished by a number proportional to the number of wrong answers, you should avoid answering questions about which you are totally ignorant. Shrewd guessing based on intelligent inference will improve your score, but wild guessing on questions that are entirely unknown to you will waste time which you could better put on other questions in the test, and may result in a large subtraction from the number of your correct answers.

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Raw Score | Scaled Score (See table on key) | Percentile

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PART I

Directions: Each problem below is accompanied by several possible answers, only one of which is correct. In each problem find which is the correct answer, then write the number of that correct answer in the parentheses to the right of the problem.

1. What number is ten times as large as 3.6?
   - 1. $0.36$
   - 2. $3.60$
   - 3. $30.6$
   - 4. $360$
   - 5. $36$

   1( )

2. What is the product of $2\frac{1}{3}$ and 3?
   - 1. $5\frac{1}{3}$
   - 2. $6$
   - 3. $6\frac{1}{3}$
   - 4. $7$
   - 5. $12\frac{1}{3}$

   2( )

3. In the temperature graph (Figure 1), how many degrees did the temperature rise between 5 o'clock and noon?
   - 1. $10^\circ$
   - 2. $20^\circ$
   - 3. $15^\circ$
   - 4. $25^\circ$
   - 5. $22^\circ$

   3( )

4. What fractional part of a yard is 2 feet and 3 inches?
   - 1. $\frac{2}{3}$
   - 2. $\frac{5}{6}$
   - 3. $\frac{3}{4}$
   - 4. $\frac{7}{9}$
   - 5. $\frac{1}{4}$

   4( )

5. What per cent of 2 is $\frac{1}{2}$?
   - 1. 400%
   - 2. 20%
   - 3. 75%
   - 4. 40%
   - 5. 25%

   5( )

6. What is the value of the expression $(-3a^2)$ if $a$ is $(-2)$?
   - 1. $-24$
   - 2. $24$
   - 3. $18$
   - 4. $-18$
   - 5. $-8$

   6( )

7. How many degrees are there in the angle formed by the bisectors of two adjacent supplementary angles?
   - 1. $120^\circ$
   - 2. $90^\circ$
   - 3. $30^\circ$
   - 4. $45^\circ$
   - 5. $60^\circ$

   7( )

8. In a triangle ABC, angle A is $34^\circ$ and angle B is $62^\circ 15'$. How large is angle C?
   - 1. $84^\circ 15'$
   - 2. $83^\circ 15'$
   - 3. $27^\circ 45'$
   - 4. $53^\circ 45'$
   - 5. $83^\circ 45'$

   8( )

9. What is the value of $a$ in the formula $S = \frac{a}{1 - r}$ if $S = 2$ and $r = -\frac{1}{2}$?
   - 1. 1
   - 2. 2
   - 3. 3
   - 4. 4
   - 5. $2\frac{1}{2}$

   9( )

10. How much is $\frac{1}{2}\%$ of $160.00$?
    - 1. $80.00$
    - 2. $1.60$
    - 3. $8.00$
    - 4. $0.80$
    - 5. $16.00$

    10( )

11. By how much does $3x + 2y$ exceed $x - y$?
    - 1. $2x + y$
    - 2. $4x + y$
    - 3. $4x + 3y$
    - 4. $2x + 3y$
    - 5. $2x + 2y$

    11( )

12. How many degrees are there in each base angle of an isosceles triangle if the exterior angle at its vertex is $130^\circ$?
    - 1. $65^\circ$
    - 2. $25^\circ$
    - 3. $30^\circ$
    - 4. $60^\circ$
    - 5. $50^\circ$

    12( )

Go on to the next page.
3. What is the divisor if the dividend is \(3a^3\) and the quotient is \(\frac{a}{2}\)?

   13-1  \(\frac{3a^4}{2}\)
   13-2  2
   13-3  \(\frac{1}{6a^2}\)
   13-4  \(6a^2\)
   13-5  \(\frac{1}{2a^3}\) . . . . . . . . . . . . . . . . . \(13( )\)

4. \(V = \pi rh\) is a formula for the volume of a cylinder. If \(V = 44\), \(h = 3\frac{1}{2}\), and \(\pi\) is taken as \(\frac{22}{7}\), the radius, \(r\), is

   14-1  2
   14-2  2
   14-3  \(\sqrt{44}\)
   14-4  4
   14-5  22 . . . . . . . . . . . . . . . . . \(14( )\)

5. The width of a certain rectangle is \(W\) and its perimeter is 14. The algebraic expression for the length of the rectangle is

   15-1  \(7 - W\)
   15-2  \(W - 7\)
   15-3  \(\frac{7 - W}{2}\)
   15-4  \(2(W - 7)\)
   15-5  \(2W\) . . . . . . . . . . . . . . . . . \(15( )\)

6. A line segment 32 inches long is divided internally into two segments whose ratio is \(\frac{5}{3}\). The length of the longer segment is

   16-1  12.8 inches.
   16-2  20 inches.
   16-3  12 inches.
   16-4  28 inches.
   16-5  22 inches. . . . . . . . . . . . . . . . . . \(16( )\)

7. How many degrees are there in an angle which is one-fourth of its complement?

   17-1  18°
   17-2  22.30°
   17-3  30°
   17-4  45°
   17-5  36° . . . . . . . . . . . . . . . . . \(17( )\)

18. A storekeeper fixes the selling price of an article on the following basis:

<table>
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<tbody>
<tr>
<td>Overhead</td>
<td>20%</td>
</tr>
<tr>
<td>Profit</td>
<td>15%</td>
</tr>
<tr>
<td>Selling price</td>
<td>100%</td>
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</table>

In making a circle graph of these data, how many degrees are there in the central angle of the sector representing the overhead?

   18-1  200°
   18-2  20°
   18-3  144°
   18-4  36°
   18-5  72° . . . . . . . . . . . . . . . . . \(18( )\)

19. If one inch is added to the altitude of a certain parallelogram, its area is increased by 8 square inches. What is the length of the base of the parallelogram?

   19-1  16 inches.
   19-2  \(\sqrt{8}\) inches.
   19-3  7\(\frac{1}{2}\) inches.
   19-4  64 inches.
   19-5  8 inches. . . . . . . . . . . . . . . . . . \(19( )\)

20. Let \(A\) represent the average of two numbers \(x\) and \(y\). The formula for \(x\) in terms of \(A\) and \(y\) is

   20-1  \(2A + y\)
   20-2  \(2A - y\)
   20-3  \(y - 2A\)
   20-4  \(\frac{A - y}{2}\)
   20-5  \(\frac{A + y}{2}\) . . . . . . . . . . . . . . . . . \(20( )\)

21. What is the numerical value of the expression \(8^{\frac{3}{2}}\)?

   21-1  10\(\frac{3}{2}\)
   21-2  \(1385\frac{1}{2}\)
   21-3  12
   21-4  \(\sqrt{32}\)
   21-5  16 . . . . . . . . . . . . . . . . . \(21( )\)
Items 22 and 23 refer to Figure 2.

![Graph of point P and lines a and b]

**Figure 2**

22. What is the value of the ordinate of point P?
   - 22-1 6
   - 22-2 -6
   - 22-3 3
   - 22-4 -3
   - 22-5 9

23. If the equations whose graphs are lines $aa'$ and $bb'$ were solved simultaneously, what would be their common $x$ value?
   - 23-1 10
   - 23-2 -4
   - 23-3 3
   - 23-4 4
   - 23-5 -3

24. How many degrees are there in an acute angle whose sine equals $\frac{1}{2}$?
   - 24-1 $60^\circ$
   - 24-2 $72^\circ$
   - 24-3 $30^\circ$
   - 24-4 $45^\circ$
   - 24-5 $50^\circ$

25. The lateral faces of a regular pyramid are congruent isosceles triangles. By what must the area of one of these triangles be multiplied in finding the lateral area of a regular pyramid of $n$ sides?
   - 25-1 altitude
   - 25-2 base
   - 25-3 perimeter
   - 25-4 4
   - 25-5 $n$

26. For what two positive values of $y$ is the expression $y^4 - 5y^2 + 4$ equal to zero?
   - 26-1 5, 3
   - 26-2 1, 4
   - 26-3 2, 4
   - 26-4 1, 2
   - 26-5 3, 6

27. The value of $N$ in the equation $4\sqrt{16} - \sqrt{54} = N\sqrt{2}$ is
   - 27-1 $\sqrt{5}$
   - 27-2 $-4\sqrt{18}$
   - 27-3 $\frac{5}{3}$
   - 27-4 $\frac{8\sqrt{2}}{3}$
   - 27-5 5

28. The total surface area of a rectangular parallelepiped whose width, length, and height are 2, 3, and 5 inches, respectively, is
   - 28-1 10 square inches
   - 28-2 62 square inches
   - 28-3 30 square inches
   - 28-4 31 square inches
   - 28-5 25 square inches

29. In which quadrant (I, II, III, or IV) will the terminal side of an angle lie if its tangent is positive and its sine is negative?
   - 29-1 I
   - 29-2 II
   - 29-3 III
   - 29-4 IV
   - 29-5 Impossible case

30. In a right triangle the tangent of one acute angle is $\frac{3}{4}$. What is the cosine of the other acute angle?
   - 30-1 $\frac{4}{3}$
   - 30-2 $\frac{3}{4}$
   - 30-3 $\frac{3}{5}$
   - 30-4 $\frac{4}{5}$
   - 30-5 $\frac{5}{3}$

Go on to the next page.
Directions: Proceed as in the preceding exercises.

1. The result obtained in a multiplication problem is called the quotient.
2. The result obtained in a multiplication problem is called the remainder.
3. The result obtained in a multiplication problem is called the sum.
4. The result obtained in a multiplication problem is called the product.
5. The result obtained in a multiplication problem is called the addend.

In algebra the number 5 in the expression $5x^2$ is known as:
1. an exponent.
2. an index number.
3. a coefficient.
4. a power.
5. a characteristic.

If the sum of two angles is 90° the angles are:
1. adjacent.
2. complementary.
3. equal.
4. supplementary.
5. vertical.

Which one of the following statements is not always true of a parallelogram?
1. The opposite sides are equal.
2. The diagonals bisect each other.
3. The opposite sides are parallel.
4. The opposite angles are equal.
5. The diagonals are perpendicular to each other.

Solve the equation $L = \frac{mt - g}{t}$ for $t$.
1. $t = \frac{g}{L - m}$
2. $t = \frac{L - g}{m}$
3. $t = \frac{g}{m - L}$
4. $t = \frac{L + g}{m}$
5. $t = \frac{L}{m} + g$

Which one of the following angles is measured directly by its intercepted arc of a circle?
1. An angle formed by two secants intersecting at a point without a circle.
2. An angle formed by a tangent and a chord.
3. An angle formed by two tangents.
4. An angle formed by two radii.
5. An angle formed by two chords intersecting within a circle.

37. Which of the following expressions has the largest numerical value if $x$ is a positive integer greater than 1 and less than 100?
1. $\frac{x - 1}{x}$
2. $\frac{x}{x + 1}$
3. $\frac{1}{x}$
4. $\frac{x + 1}{x}$
5. $\frac{x}{x - 1}$

38. What unit of weight in the metric system is equal approximately to 2.2 pounds?
1. kilogram.
2. hectogram.
3. gram.
4. decigram.
5. centigram.

39. The product of $\sqrt{6}$ and $\sqrt{8}$ in its simplest radical form is:
1. $4\sqrt{3}$
2. $3\sqrt{2}$
3. $\sqrt{14}$
4. $2\sqrt{3}$
5. $3\sqrt{4}$

40. Which one of the following points lies on the straight line which is the graph of the equation $3x + 2y = -6$?
1. $(3, -1)$
2. $(-3, 0)$
3. $(2, -3)$
4. $(0, -3)$
5. $(1, -3)$

41. A right triangle has two equal acute angles. What is the expression for the area of the triangle if its hypotenuse is $h$?
1. $\frac{h}{2}\sqrt{2}$
2. $\frac{h^2}{4}$
3. $\frac{h^2}{\sqrt{3}}$
4. $\frac{h^2}{8}$
5. $\frac{h}{2}\sqrt{3}$

Go on to the next page.
42. Which of the trigonometric functions of an acute angle, in a right triangle, is defined as the ratio of the "side adjacent" to the "side opposite" that angle?
   42-1 tangent.
   42-2 sine.
   42-3 secant.
   42-4 cosine.
   42-5 cotangent.

43. What is the cosine of a 45° angle?
   43-1 $\frac{\sqrt{3}}{2}$
   43-2 $\frac{\sqrt{2}}{2}$
   43-3 $\frac{\sqrt{2}}{2}$
   43-4 $\frac{\sqrt{2}}{3}$

44. What is the total area of a cylinder of revolution whose altitude is 5 inches and radius of the base is 3 inches?
   44-1 $48\pi$ square inches.
   44-2 $45\pi$ square inches.
   44-3 $36\pi$ square inches.
   44-4 $24\pi$ square inches.
   44-5 $15\pi$ square inches.

45. Under which one of the following conditions is $a + b + c$ a geometric progression?
   45-1 $a = \sqrt{bc}$
   45-2 $b = \frac{a + c}{2}$
   45-3 $b = \sqrt{ac}$
   45-4 $b = \frac{a - c}{2}$
   45-5 $c = \sqrt{ab}$

46. Two numbers whose sum is 52 have a ratio 4 : 9. The smaller number is
   46-1 12
   46-2 16
   46-3 13
   46-4 4
   46-5 36

47. An investor receives $14 interest annually on an investment of $400. How much interest, annually, will he receive from an investment of $560 if the ratio between the interest and the amount invested remains the same?
   47-1 $15.60$
   47-2 $156$
   47-3 $196$
   47-4 $19.60$
   47-5 $78.40$

48. Two integers are in the ratio of 4 to 3 and their product plus their sum is 62. What is the larger of the two integers?
   48-1 31
   48-2 14
   48-3 10
   48-4 4
   48-5 8

49. A publishing house offers a certain magazine at the price of $2.00 per year, which is 20% less than the regular price. What is the regular price of the magazine?
   49-1 $2.27$
   49-2 $2.20$
   49-3 $1.80$
   49-4 $1.60$
   49-5 $2.50$

50. The difference between one-third and one-fifth of a certain number is eleven less than one-half the number. What is the number?
   50-1 11
   50-2 20
   50-3 30
   50-4 45
   50-5 15

51. In an isosceles triangle ABC, the vertex angle C is 72 degrees. Altitudes drawn from A and B intersect at a point K. How many degrees are there in angle KAC?
   51-1 36°
   51-2 54°
   51-3 30°
   51-4 18°
   51-5 72°

52. Let x represent the side of a given square. What algebraic expression will represent the perimeter of a square whose area is four times that of the given square?
   52-1 16x
   52-2 25x
   52-3 64x
   52-4 4x
   52-5 8x

Go on to the next page.
3. A printing press did a certain amount of work in 5 hours. When a second press was installed an equal amount of work was completed by both presses in 3 hours. How many hours would be required for the second press to complete that amount of work alone?
53-1 6 hours.
53-2 7 1/2 hours.
53-3 10 hours.
53-4 8 hours.
53-5 5 hours.

54. A chemist has 5 ounces of an acid solution of 22% strength. How many ounces of pure acid must he add in order to have a solution that is of 35% strength?
54-1 1 oz.
54-2 8 oz.
54-3 3 oz.
54-4 13 oz.
54-5 5 oz.

55. A line AB, 10 inches in length, moves in such a manner that each end is in one of two perpendicular lines. The locus of the midpoint of AB is a circle. What is the radius of this circle?
55-1 10 inches.
55-2 20 inches.
55-3 \( \sqrt{10} \) inches.
55-4 \( \sqrt{5} \) inches.
55-5 5 inches.

56. A rectangular piece of tin is twice as long as it is wide. From each corner a 2 inch square is cut out and the sides turned up so as to form a box whose volume is 60 cubic inches. What is the width of the box?
56-1 7 inches.
56-2 14 inches.
56-3 3 inches.
56-4 4 inches.
56-5 5 inches.

57. A formula for the area of a sphere is \( A = 4\pi r^2 \). What is the radius of a sphere whose area, in square units, is numerically equivalent to the circumference, in linear units, of its great circle?
57-1 1
57-2 2
57-3 1
57-4 4
57-5 8

58. What is the edge of a cube whose volume in cubic inches is numerically equal to one-half its area in square inches?
58-1 9 inches.
58-2 \( \frac{3}{2} \) inches.
58-3 3 inches.
58-4 4 inches.
58-5 6 inches.

59. One base of a trapezoid is 4 feet greater than the altitude and the other is 2 feet greater than the altitude. Find the altitude of the trapezoid if its area is 54 square feet.
59-1 8 feet.
59-2 9 feet.
59-3 12 feet.
59-4 6 feet.
59-5 10 feet.

60. From a point on the ground midway between two buildings, the angles of elevation of their tops are 30° and 60°, respectively. If the taller building is 60 feet high, what is the height of the other building?
60-1 60 feet.
60-2 20 feet.
60-3 30 feet.
60-4 40 feet.
60-5 35 feet.

Number wrong ______________
Amount to be subtracted 0 1 2 3 4 5 6 7 8 9 10 11 12
Number right ______________
Subtract (See table above) ______________
Raw Score = Difference ______________
In the following spaces indicate the number of years that you have studied each of the following sciences (one semester = \( \frac{1}{2} \) year; one quarter = \( \frac{3}{2} \) year) and the grade in which you studied each science.

<table>
<thead>
<tr>
<th></th>
<th>General Science</th>
<th>Chemistry</th>
<th>Physics</th>
<th>Biology</th>
<th>Physiology</th>
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<td>No. of years you have studied:</td>
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**General Directions:** Do not turn this page until the examiner tells you to do so. This examination consists of two parts, and requires 40 minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully, and proceed at once to answer the questions. DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM; ANSWER THE EASIER QUESTIONS FIRST; then return to the harder ones, if you have time. There is a time limit for each part. You are not expected to answer all the questions in any part in the time limit; but if you should, go on to the next part. If you have not finished Part I when the time is up, stop work on that part and proceed at once to Part II. No questions may be asked after the examination has begun.

By exercising careful judgment and making shrewd guesses you may profitably answer questions about which you are not absolutely sure; but since your score will be the number of correct answers diminished by a number proportional to the number of wrong answers, you should avoid answering questions about which you are totally ignorant. Shrewd guessing based on intelligent inference will improve your score, but wild guessing on questions that are entirely unknown to you will waste time which you could better put on other questions in the test, and may result in a large subtraction from the number of your correct answers.
Directions: Each of the following incomplete statements is followed by five possible answers. Select the one that is most appropriate and put its number in the parentheses at the right.

1. Concrete is made from
   1-1 clay
   1-2 sand and soda
   1-3 limestone and clay
   1-4 cement, sand, and gravel
   1-5 quicklime and sand ........... 1( )

2. A young frog, after it hatches from the egg, but before it grows legs and loses its gills, is called
   2-1 a parasite
   2-2 an embryo
   2-3 a nymph
   2-4 a tadpole
   2-5 a chrysalis .................. 2( )

3. A substance whose compounds are used in matches is
   3-1 lead
   3-2 magnesium
   3-3 manganese
   3-4 phosphorus
   3-5 chromium ................... 3( )

4. Good physical condition, plenty of fresh air, and nourishing food constitute the best preventive of
   4-1 typhoid fever
   4-2 malaria
   4-3 diphtheria
   4-4 ptomaine poisoning
   4-5 tuberculosis .................. 4( )

5. Under which branch of science is the nature of the sun, moon, and stars usually studied?
   5-1 zoology
   5-2 botany
   5-3 astronomy
   5-4 astrology
   5-5 geology ....................... 5( )

6. Which of the following represents the mud deposited by a river as it slows up at its mouth?
   6-1 Mississippi delta
   6-2 Hudson River Palisades
   6-3 Grand Canyon
   6-4 Atlantic coastal plain
   6-5 Appalachian Mountains ..... 6( )

7. Which of the following is a poisonous gas from the exhaust of an automobile engine?
   7-1 carbon dioxide
   7-2 oxygen
   7-3 hydrogen
   7-4 carbon monoxide
   7-5 nitrogen ...................... 7( )

8. Which of the following is surrounded by flat rings?
   8-1 Mercury
   8-2 Venus
   8-3 Neptune
   8-4 Uranus
   8-5 Saturn ..................... 8( )

9. A constellation which represents a lion is
   9-1 Cassiopeia
   9-2 Taurus
   9-3 Leo
   9-4 Boötes
   9-5 Big Dipper .................. 9( )

10. A meal of baked potatoes, creamed cauliflower, creamed chipped beef, and cornstarch pudding
    10-1 is well-balanced
    10-2 contains too much protein
    10-3 contains too much starch
    10-4 contains too much roughage
    10-5 contains too much fat ........ 10( )

11. A snake is
    11-1 a marsupial
    11-2 a reptile
    11-3 a mammal
    11-4 an amphibian
    11-5 a protozoan .................. 11( )

12. Dunes are
    12-1 piles of wind-blown sand
    12-2 ridges of soil deposited by a retreating glacier
    12-3 flat land formed by deposits at the mouths of rivers
    12-4 snake-like bends in rivers flowing over nearly flat land
    12-5 a type of rock movement ..... 12( )

13. Bacterial poisons in spoiled food are the cause of
    13-1 typhoid fever
    13-2 malaria
    13-3 tuberculosis
    13-4 botulism
    13-5 diphtheria .................. 13( )

14. The study of plant and animal life is called
    14-1 geology
    14-2 geography
    14-3 zoology
    14-4 botany
    14-5 biology ..................... 14( )

15. A white rose viewed through a piece of green glass looks
    15-1 black
    15-2 white
    15-3 red
    15-4 green
    15-5 blue ......................... 15( )

16. The formula of a clear colorless liquid suitable for drinking is
    16-1 \( \text{H}_2\text{O} \)
    16-2 \( \text{CO}_2 \)
    16-3 \( \text{CO} \)
    16-4 \( \text{C}_2\text{H}_2\text{O}_4 \)
    16-5 \( \text{C}_7\text{H}_8\text{N}_{16}\text{SO}_{22} \) ........... 16( )

Go on to the next page.
17. The lungs are
17-1 part of the circulatory system
17-2 part of the respiratory system
17-3 part of the excretory system
17-4 part of the digestive system
17-5 involved in temperature regulation

18. Which of the following enters through a break in the skin caused by the bite of an animal such as a dog?
18-1 yellow fever germ
18-2 hookworm
18-3 hydrophobia germ
18-4 malaria germ
18-5 tapeworm

19. Which of the following causes a glowing splint to burst into flame?
19-1 carbon dioxide
19-2 oxygen
19-3 hydrogen
19-4 carbon monoxide
19-5 nitrogen

20. The study of plant life is called
20-1 geology
20-2 geography
20-3 biology
20-4 botany
20-5 zoology

21. A method of vaccinating for smallpox was discovered by
21-1 Trudeau
21-2 Darwin
21-3 Mendel
21-4 Harvey
21-5 Jenner

22. Which of the following was formed by the wearing of running water?
22-1 Mississippi delta
22-2 Hudson River Palisades
22-3 Grand Canyon
22-4 Atlantic coastal plain
22-5 Appalachian Mountains

23. Which of the following makes up about 1/5 of the air?
23-1 hydrogen
23-2 nitrogen
23-3 carbon dioxide
23-4 argon
23-5 oxygen

24. A meal of tomato juice, roast beef, lettuce and cucumber salad, potatoes, carrots, and custard pudding
24-1 is well-balanced
24-2 contains too much protein
24-3 contains too much starch
24-4 contains too much roughage
24-5 contains too much fat

25. Conduction is the method by which
25-1 heat is distributed through a liquid
25-2 heat is distributed through a piece of iron
25-3 a liquid is kept at constant temperature
25-4 a volume of gas is kept at constant temperature
25-5 the soil inside a greenhouse is warmed by the sun

26. The capillaries are
26-1 part of the circulatory system
26-2 part of the respiratory system
26-3 part of the excretory system
26-4 part of the digestive system
26-5 part of the nervous system

27. A whale is
27-1 a marsupial
27-2 a reptile
27-3 a mammal
27-4 an amphibian
27-5 a protozoan

28. A frog is
28-1 a marsupial
28-2 a reptile
28-3 a mammal
28-4 an amphibian
28-5 a protozoan

29. Latitude is
29-1 the deviation of the compass from the true north
29-2 the distance above sea level
29-3 the shortest line on the earth's surface connecting the North and South Poles
29-4 a circle on the earth's surface parallel to the equator
29-5 the international date line

30. An incinerator is used
30-1 to decompose sewage
30-2 to prevent sewage odors in the home
30-3 in purification of city water supplies
30-4 in disposal of garbage
30-5 to insure complete combustion of smoke

31. The energy produced by friction is
31-1 electrical energy
31-2 chemical energy
31-3 mechanical energy
31-4 atomic energy
31-5 heat energy

32. The energy produced by a generator or dynamo is
32-1 electrical energy
32-2 chemical energy
32-3 mechanical energy
32-4 atomic energy
32-5 heat energy

Go on to the next page.
33. The planet nearest the sun is
   33-1 Mercury
   33-2 Venus
   33-3 Saturn
   33-4 Uranus
   33-5 Neptune

34. An element whose compounds are much used in paint is
   34-1 lead
   34-2 magnesium
   34-3 manganese
   34-4 phosphorus
   34-5 tin

35. Under which branch of science is plant breeding usually studied?
   35-1 zoology
   35-2 botany
   35-3 astronomy
   35-4 astrology
   35-5 geology

36. The moon is on a line between the earth and sun at the time of
   36-1 an eclipse of the moon
   36-2 an eclipse of the sun
   36-3 the full moon
   36-4 the half moon
   36-5 the new moon

37. The kidneys are
   37-1 part of the circulatory system
   37-2 part of the respiratory system
   37-3 part of the excretory system
   37-4 part of the digestive system
   37-5 involved in temperature regulation

38. The study of the earth’s structure and its changing surface is called
   38-1 geology
   38-2 geography
   38-3 biology
   38-4 botany
   38-5 zoology

39. The fact that inheritance follows definite laws which may be expressed mathematically was shown by
   39-1 Trudeau
   39-2 Darwin
   39-3 Jenner
   39-4 Harvey
   39-5 Mendel

40. Which of the following makes up about 4/5 of the air?
   40-1 oxygen
   40-2 nitrogen
   40-3 carbon dioxide
   40-4 argon
   40-5 hydrogen

41. Which of the following is transmitted by infested pork that has not been well cooked?
   41-1 hydrophobia
   41-2 typhoid fever
   41-3 malaria
   41-4 diphtheria
   41-5 trichinosis

42. Declination is
   42-1 the deviation of the compass from the true north
   42-2 the distance above sea level
   42-3 the shortest line on the earth’s surface connecting the North and South Poles
   42-4 a circle on the earth’s surface parallel to the equator
   42-5 the international date line

43. The undeveloped chicken in the egg is called
   43-1 a larva
   43-2 an embryo
   43-3 a nymph
   43-4 a tadpole
   43-5 a chrysalis

44. The part of a flower which produces pollen is the
   44-1 pistil
   44-2 stamen
   44-3 calyx
   44-4 corolla
   44-5 receptacle

45. Which of the following temperatures most nearly approximates the boiling point of water at New York City?
   45-1 10° F.
   45-2 100° F.
   45-3 210° F.
   45-4 212° F.
   45-5 215° F.

46. The circulation of the blood was first demonstrated by
   46-1 Trudeau
   46-2 Darwin
   46-3 Mendel
   46-4 Harvey
   46-5 Jenner

47. In man, which of the following contains an enzyme which acts on starches?
   47-1 bile
   47-2 gastric juice
   47-3 saliva
   47-4 blood
   47-5 lymph

48. Which one of the following groups is richest in protein?
   48-1 meat, fish, and cheese
   48-2 potatoes, rice, and macaroni
   48-3 milk, butter, and bread
   48-4 lettuce, milk, and spinach
   48-5 asparagus, corn, and beets

49. Days and nights are equal in the Northern Hemisphere on
   49-1 June 21
   49-2 March 21
   49-3 December 21
   49-4 January 1
   49-5 November 21

Go on to the next page.
50. A meridian is
   50-1 the deviation of the compass from the true north
   50-2 the distance above sea level
   50-3 the shortest line on the earth's surface connecting the North and South Poles
   50-4 a circle on the earth's surface parallel to the equator
   50-5 the international date line . 50( )

51. The structure within a flower, at the bottom of which seeds are produced, is the
   51-1 anther
   51-2 stamen
   51-3 calyx
   51-4 corolla
   51-5 receptacle . . . . . . . 51( )

52. In the Frigid Zone
   52-1 there is practically no seasonal change
   52-2 the seasons are marked most definitely by a change in rainfall
   52-3 the seasons are most marked by changes in temperature
   52-4 the seasons are marked most definitely by changes in length of day
   52-5 seasonal changes are very irregular from year to year . 52( )

53. In the Temperate Zone
   53-1 there is practically no seasonal change
   53-2 the seasons are marked most definitely by a change in rainfall
   53-3 the seasons are most marked by changes in temperature
   53-4 the seasons are marked most definitely by differences in length
   53-5 seasonal changes are very irregular from year to year . 53( )

54. Which of the following is 23½° south of the North Pole?
   54-1 Antarctic Circle
   54-2 Tropic of Capricorn
   54-3 Arctic Circle
   54-4 Tropic of Cancer
   54-5 equator . . . . . . . 54( )

55. The part of a camera which corresponds to the retina of the eye is the
   55-1 finder
   55-2 focusing device
   55-3 diaphragm
   55-4 shutter
   55-5 film . . . . . . . . . . 55( )

56. The loudness or softness of a tone is determined by its
   56-1 frequency
   56-2 interference
   56-3 quality
   56-4 amplitude
   56-5 resonance . . . . . . . 56( )

57. The pitch of a sound is determined by its
   57-1 frequency
   57-2 interference
   57-3 quality
   57-4 amplitude
   57-5 resonance . . . . . . . 57( )

58. The difference between "C" sounded on a cornet and on a violin is a difference in
   58-1 frequency
   58-2 interference
   58-3 resonance
   58-4 amplitude
   58-5 quality . . . . . . . . . 58( )

59. Discharge of a storage cell involves a change from
   59-1 electrical to chemical energy
   59-2 chemical to electrical energy
   59-3 chemical to heat energy
   59-4 light to electrical energy
   59-5 mechanical to heat energy . 59( )

60. Moraines are
   60-1 piles of wind-blown sand
   60-2 ridges of soil deposited by a retreating glacier
   60-3 flat land formed by deposits at the mouths of rivers
   60-4 snake-like bends in rivers flowing over nearly flat land
   60-5 a type of rock movement . 60( )

61. A term applied to the muscular movements of the walls of the intestine is
   61-1 salivation
   61-2 digestion
   61-3 assimilation
   61-4 emulsification
   61-5 peristalsis . . . . . . . 61( )

62. Which of the following is a one-celled green plant?
   62-1 earthworm
   62-2 Pleurococcus
   62-3 Paramoecium
   62-4 fern
   62-5 Amoeba . . . . . . . . . 62( )

Go on to the next page.
PART II

Directions: Proceed as in the preceding exercises.

63. The chief way in which the seeds of the milkweed are scattered is by
   63-1 man
   63-2 birds
   63-3 water
   63-4 animals
   63-5 wind

64. Which one of the following does not belong with the others?
   64-1 heart
   64-2 arteries
   64-3 blood
   64-4 stomach
   64-5 veins

65. The best way to get rid of mosquitoes is to
   65-1 trap the adults at night
   65-2 use poison
   65-3 introduce an insect which feeds on the mosquito
   65-4 drain or cover with oil any pools of stagnant water
   65-5 protect and provide nesting places for insect-eating birds

66. Aviators who fly to very high altitudes have to carry tanks of oxygen because
   66-1 it is very cold high above the earth
   66-2 the air is too thin to hold up the plane
   66-3 there is not enough oxygen to breathe
   66-4 the engine will not run without oxygen
   66-5 there is much nitrogen

67. Of the following the most important consideration in ventilating a room is, under normal conditions,
   67-1 oxygen control
   67-2 carbon dioxide control
   67-3 humidity control
   67-4 bacteria
   67-5 circulation of air

68. If an animal is fitted to its environment, this state is called
   68-1 adaptation
   68-2 domestication
   68-3 coordination
   68-4 evolution
   68-5 interrelation

69. Some of the earliest civilizations grew up along the flood plains and deltas of such rivers as the Nile in Egypt and the Yellow and Yangtse Rivers in China. This was probably because of
   69-1 good harbors
   69-2 accidental location of some wandering peoples
   69-3 rich soil deposited by the rivers
   69-4 protection from enemies
   69-5 temperate climate

70. When a person does not become infected by the germs of a particular disease he is said to be
   70-1 a cretin
   70-2 a phagocyte
   70-3 hormonous
   70-4 susceptible
   70-5 immune

71. A substance which allows no light to pass through is said to be
   71-1 transparent
   71-2 translucent
   71-3 diffusive
   71-4 pellucid
   71-5 opaque

72. All living things
   72-1 contain chloroplastids
   72-2 are parasitic
   72-3 contain protoplasm
   72-4 are carnivorous
   72-5 are herbivorous

73. An organism that lives at the expense of another organism is called
   73-1 a saprophyte
   73-2 a parasite
   73-3 an erythrocyte
   73-4 a host
   73-5 a symbiote

74. A female codfish lays from two to eight million eggs a year. The ocean would soon be packed full of codfish if it were not for
   74-1 a favorable environment
   74-2 the rivers adding more water to the ocean
   74-3 heredity
   74-4 variation
   74-5 failure in the struggle for existence

75. Vaccination and inoculation serve to
   75-1 destroy white corpuscles
   75-2 dissolve red corpuscles
   75-3 concentrate the blood
   75-4 increase bodily resistance to certain disease germs
   75-5 prevent disease germs from entering the body

76. All life is dependent for food upon
   76-1 colorless plants
   76-2 herbivorous animals
   76-3 communal association
   76-4 green plants
   76-5 forests

77. Plants receive the energy with which they manufacture their food from
   77-1 chlorophyll
   77-2 sunlight
   77-3 soil water
   77-4 air
   77-5 fertilizers

Go on to the next page.
78. What have a man, a dog, a fish, and a bird in common?
- hair
- teeth
- warm blood
- lungs
- skeleton

79. Man
- controls his environment
- is gaining increasing control over his environment
- has no control over his environment
- is not affected by his environment
- is unable to modify his environment

80. The largest of the water animals (whales) grow to be much heavier than land animals ever could grow and still be able to move about readily. This is possible because
- the buoyant force of the water enables water animals to be supported and to move easily even though they are very heavy
- land animals do not need to move so fast to catch their food
- the struggle for food and space to live is less severe in oceans than on land
- ocean animals have to be large in order to withstand the enormous deep-sea pressures

81. When the relative humidity is high a decrease in temperature
- usually results in fog or rain
- usually brings clear and fair weather
- always is followed by northwest winds
- never occurs
- always occurs within a few hours

82. Cells that manufacture food from carbon dioxide and water
- must have flagella
- must have cilia
- must be motile
- must contain chlorophyll
- must have stomata

83. Many of the most effective competitors of man are to be found among the
- birds
- worms
- carnivorous plants
- insects
- saprophytes

84. Which of the following five terms includes all the others in it?
- amphibians
- mammals
- vertebrates
- birds
- fishes

85. Protoplasm is
- an enzyme
- a hormone
- a living substance
- a vitamin
- a tissue

86. Chromosomes are involved in the processes of
- ingesting food
- digestion
- heredity
- excretion
- assimilation

87. Energy is released from foods by
- digestion
- absorption
- oxidation
- excretion
- ingestion

88. As one descends into a deep mine
- atmospheric pressure increases and temperature increases
- atmospheric pressure decreases and temperature decreases
- there is no change in temperature
- there is no change in pressure
- the temperature becomes greater and atmospheric pressure less

89. The voice of a bass singer is different from that of a tenor singer because
- the vocal cords of the bass singer are more tightly stretched
- the vocal cords of the bass singer are longer and thicker
- the bass singer sings lower down in his throat
- the vocal cords of the bass singer are shorter and thinner
- the larynx of the bass singer is smaller

90. Which of the following is associated with natural selection?
- protection of unfit individuals
- struggle for existence
- elimination of useful adaptations
- overabundance of food supply
- stock and plant breeding
91. Dinosaurs are examples of
   - extinct birds
   - modern reptiles
   - extinct reptiles
   - modern amphibians
   - extinct mammals

92. Air pressure at St. Louis is about 14 pounds per square inch whereas at the Continental Divide in Colorado it is only about 10 pounds per square inch. In order to get as much oxygen into the lungs at the Continental Divide as would be obtained by five deep breaths in St. Louis, one would have to breathe
   - five times
   - seven times
   - fourteen times
   - ten times
   - twenty-one times

93. A Boy Scout learns to whittle a stick into shavings with which more easily to start his campfire. This is
   - because the shavings yield more heat per ounce than the wood
   - to furnish a greater amount of fuel
   - to raise the kindling temperature
   - to increase the surface exposed to the air
   - to allow the gases to escape

94. Mendel’s law deals with
   - survival
   - heredity
   - environmental relationships
   - mutations
   - geographical distribution

95. A permanent magnet
   - does not have its magnetism destroyed by great heat
   - can be made only by using a natural magnet
   - retains its magnetism when removed from the influence of a magnetic field
   - can only be made by the use of an electric current
   - can only be made from soft iron

96. If a line is drawn on a weather map so that it passes only through cities or towns which reported the same atmospheric pressure for the day the map is being made, this line is called
   - a contour line
   - an isotherm
   - an isotope
   - a barostat
   - an isobar

97. A device which makes use of a temporary magnet is
   - an electric bell
   - a compass needle
   - a telephone receiver
   - a telephone magneto
   - a magneto on an old type Ford

98. The diagram above shows an experiment for measuring the rate of
   - radiation
   - convection
   - transpiration
   - cohesion
   - conduction

99. The rods represented are of wood, iron, glass, and copper. The copper rod is
   - number 1
   - number 2
   - number 3
   - number 4

100. The wax balls stick to the rods because of
    - cohesion
    - adhesion
    - capillary action
    - osmosis
    - dialysis

Number wrong | 0 | 3 | 7 | 11 | 15 | 19 | 23 | 27 | 31 | 35 | 39 | 43 | 47 | 51 | 55 | 59 | 63 | 67 | 71 | 75 | 79
Amount to be subtracted | 2 | 6 | 10 | 14 | 18 | 22 | 26 | 30 | 34 | 38 | 42 | 46 | 50 | 54 | 58 | 62 | 66 | 70 | 74 | 78 |
AMERICAN COUNCIL ON EDUCATION

COÖPERATIVE WORLD HISTORY TEST

Form 1937

by
HOWARD R. ANDERSON, State University of Iowa
and
E. F. LINDQUIST, State University of Iowa

Please print:

Name........................................Date..................
   Last    First    Middle
Grade or Class.....................................Age................Date of Birth...........
   Yrs.    Mos.
School........................................City................Sex...........
   M. or F.
Title of the history course you are now taking........................Instructor

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of three parts, and requires 90 minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully, and proceed at once to answer the questions. DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM; ANSWER THE EASIER QUESTIONS FIRST; then return to the harder ones, if you have time. There is a time limit for each part. You are not expected to answer all the questions in any part in the time limit; but if you should, go on to the next part. If you have not finished Part I when the time is up, stop work on that part and proceed at once to Part II. No questions may be asked after the examination has begun.

By exercising careful judgment and making shrewd guesses you may profitably answer questions about which you are not absolutely sure; but since your score will be the number of correct answers diminished by a number proportional to the number of wrong answers, you should avoid answering questions about which you are totally ignorant. Shrewd guessing based on intelligent inference will improve your score, but wild guessing on questions that are entirely unknown to you will waste time which you could better put on other questions in the test, and may result in a large subtraction from the number of your correct answers.

<table>
<thead>
<tr>
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<th>Minutes</th>
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<th>Percentile</th>
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Scaled Score
(See table on key)

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437 West 59th Street, New York City
Part I (Time: 40 minutes)
SECTION A: HISTORICAL PERSONAGES

Directions: Each of the following items characterizes or suggests one of the five historical personages following the statement. In the parentheses following each statement write the number corresponding to the name of the person to whom it applies. The first item has been correctly worked out to show you how to proceed.

0. An English naval hero:  O(1) Sir Francis Drake,  O(2) Pitt the Elder,  O(3) Napoleon,  O(4) Edward VII,  O(5) George V


2. Boasted, "Give me a place to stand on and I will move the earth":  2(1) Archimedes,  2(2) Aristarchus,  2(3) Ptolemy,  2(4) Hippocrates,  2(5) Pythagoras

3. The first to declare that the earth revolved around the sun:  3(1) Archimedes,  3(2) Aristarchus,  3(3) Ptolemy,  3(4) Hippocrates,  3(5) Pythagoras


5. Succeeded in placing her son Nero at the head of the Roman Empire:  5(1) Agrippina,  5(2) Hatshepsut,  5(3) Roxana,  5(4) Sappho,  5(5) Zenobia

6. The remains of a granite obelisk proclaim today the fame of this first great woman in history:  6(1) Agrippina,  6(2) Hatshepsut,  6(3) Roxana,  6(4) Sappho,  6(5) Zenobia

7. Consolidated a large group of the western Germanic tribes under his rule and defeated the Visigoths in 507:  7(1) Theodoric,  7(2) Vercingetorix,  7(3) Clovis,  7(4) Charlemagne,  7(5) Charles Martel

8. Aided Boniface in the attempts to Christianize the Germans east of the Rhine:  8(1) Theodoric,  8(2) Vercingetorix,  8(3) Clovis,  8(4) Charlemagne,  8(5) Charles Martel


Go on to the next page.
The first provincial to attain the principate: 10(1) Justinian, 10(2) Hadrian, 10(3) Trajan, 10(4) Constantine, 10(5) Theodosius. 


His conversion to Christianity was determined by political considerations rather than by religious conviction: 12(1) Justinian, 12(2) Hadrian, 12(3) Trajan, 12(4) Constantine, 12(5) Theodosius. 


Opened a school and established a center of learning at Winchester: 16(1) Bede, 16(2) Jean Froissart, 16(3) Edward Gibbon, 16(4) Alfred the Great, 16(5) Caedmon. 

Produced the first historical work written by an Englishman: 17(1) Bede, 17(2) Jean Froissart, 17(3) Edward Gibbon, 17(4) Alfred the Great, 17(5) Caedmon. 

Recounted in his history the part England played in the Hundred Years' War: 18(1) Bede, 18(2) Jean Froissart, 18(3) Edward Gibbon, 18(4) Alfred the Great, 18(5) Caedmon. 


He held the highest offices, both political and ecclesiastical, in the reign of Henry VIII: 21(1) Thomas Morton, 21(2) William Laud, 21(3) Anselm, 21(4) Cardinal Wolsey, 21(5) Thomas à Becket. 

He confiscated the property of the Catholic monasteries: 22(1) Charles V, 22(2) Charles II, 22(3) Ferdinand I, 22(4) Henry VIII, 22(5) Henry IV. 

Foreign wars prevented him from interfering effectively to suppress the Protestant Revolt: 23(1) Charles V, 23(2) Charles II, 23(3) Ferdinand I, 23(4) Henry VIII, 23(5) Henry IV. 

Proposed the formation of a world confederation to promote peace: 24(1) Charles V, 24(2) Charles II, 24(3) Ferdinand I, 24(4) Henry VIII, 24(5) Henry IV. 

Go on to the next page.

26. Primarily responsible for the theory that a process of natural selection has produced the different species of plants and animals: 26(1) Christian Huygens, 26(2) Louis Pasteur, 26(3) Charles Darwin, 26(4) Charles Lyell, 26(5) Francis Bacon.


28. Wrote voluminously to convince people that persecution and intolerance were unjust and useless: 28(1) Voltaire, 28(2) Danton, 28(3) Robespierre, 28(4) Mirabeau, 28(5) Bosquet.

29. Was killed because he advised his colleagues to terminate their policy of terrorism: 29(1) Voltaire, 29(2) Danton, 29(3) Robespierre, 29(4) Mirabeau, 29(5) Bosquet.

30. His "stateism" advocated divine-right kingship: 30(1) Voltaire, 30(2) Danton, 30(3) Robespierre, 30(4) Mirabeau, 30(5) Bosquet.

31. Was the most versatile of the men listed: 31(1) Titian, 31(2) Leonardo da Vinci, 31(3) Ghiberti, 31(4) Velasquez, 31(5) Anthony Van Dyck.


35. Was chiefly responsible for the creation of a country which, during the years since the World War, has not seen fit to adopt a dictatorial form of government: 35(1) Pilsudski, 35(2) Masaryk, 35(3) Admiral Horthy, 35(4) Paderewski, 35(5) Venizelos.


Go on to the next page.
This battle resulted in the annihilation of the Roman army by Hannibal: 40(1) Leuctra, 40(2) Cannae, 40(3) Adrianople, 40(4) Actium, 40(5) Salamis.


This defeat showed the helplessness of the Roman Empire in the face of the invading barbarians: 42(1) Leuctra, 42(2) Cannae, 42(3) Adrianople, 42(4) Actium, 42(5) Salamis.

An archaeological term referring to the oldest civilization on the mainland of Europe: 43(1) Neolithic, 43(2) Paleolithic, 43(3) Cretan, 43(4) Mycenaen, 43(5) Mesozoic.

This age was characterized by the use of stone weapons with ground edges: 44(1) Neolithic, 44(2) Paleolithic, 44(3) Cretan, 44(4) Mycenaen, 44(5) Mesozoic.

This age was characterized by the use of unpolished stone weapons: 45(1) Neolithic, 45(2) Paleolithic, 45(3) Cretan, 45(4) Mycenaen, 45(5) Mesozoic.

An Egyptian architectural form carried over into the Roman basilica: 46(1) Metope, 46(2) Pediment, 46(3) Clerestory, 46(4) Frieze, 46(5) Architrave.

A plain or sculptured slab between the triglyphs in the Doric architectural style: 47(1) Metope, 47(2) Pediment, 47(3) Clerestory, 47(4) Frieze, 47(5) Architrave.


A Panhellenic festival when Greeks from all parts and colonies met to vie in athletic contests: 49(1) Festival of Olympia, 49(2) Feast of Panathenae, 49(3) Feast of Dionysus, 49(4) Saturnalia, 49(5) Feast of Apollo.

A festival held in December in honor of the god of sowing: 50(1) Festival of Olympia, 50(2) Feast of Panathenae, 50(3) Feast of Dionysus, 50(4) Saturnalia, 50(5) Feast of Apollo.

Phidias' famous frieze on the Parthenon portrays the great procession associated with this festival: 51(1) Festival of Olympia, 51(2) Feast of Panathenae, 51(3) Feast of Dionysus, 51(4) Saturnalia, 51(5) Feast of Apollo.

The chief heirs of Alexander: 52(1) Parthians, 52(2) Franks, 52(3) Seleucids, 52(4) Fatimites, 52(5) Moors.

These people of the eastern Euphrates valley, who were a constant source of trouble to Rome, were finally conquered by Trajan: 53(1) Parthians, 53(2) Franks, 53(3) Seleucids, 53(4) Fatimites, 53(5) Moors.

Arabian followers of Mohammed who established a kingdom in Spain: 54(1) Parthians, 54(2) Franks, 54(3) Seleucids, 54(4) Fatimites, 54(5) Moors.

Go on to the next page.

56. This family ruled England during most of the fifteenth century: 56(1) Capetian, 56(2) Plantagenet, 56(3) Tudor, 56(4) Bourbon, 56(5) Lancastrian. 56(3) Tudor, 56(4) Bourbon, 56(5) Lancastrian.

57. This ruling family succeeded the Carolingians in France: 57(1) Capetian, 57(2) Plantagenet, 57(3) Tudor, 57(4) Bourbon, 57(5) Lancastrian.

58. The center of the missionary activities of the Irish monks among the inhabitants of Northumbria: 58(1) Sant' Angelo, 58(2) Monte Cassino, 58(3) Cluny, 58(4) Lindisfarne, 58(5) St. Gall.

59. The monastery where the Benedictine Rule was promulgated: 59(1) Sant' Angelo, 59(2) Monte Cassino, 59(3) Cluny, 59(4) Lindisfarne, 59(5) St. Gall.

60. This monastery was fundamentally responsible for the reform movement in the Church during the twelfth century: 60(1) Sant' Angelo, 60(2) Monte Cassino, 60(3) Cluny, 60(4) Lindisfarne, 60(5) St. Gall.


63. An attempt to reconcile the Anglicans and dissenters: 63(1) Congress of Verona, 63(2) Hampton Court Conference, 63(3) Great Council of Oxford, 63(4) Synod of Whitby, 63(5) Congress of Berlin.

64. The industrial order which immediately preceded the advent of the factory: 64(1) Three-field system, 64(2) Domestic system, 64(3) Continental system, 64(4) Enclosure, 64(5) Mercantilism.

65. This agricultural system prevailed before the Agricultural Revolution: 65(1) Three-field system, 65(2) Domestic system, 65(3) Continental system, 65(4) Enclosure, 65(5) Mercantilism.


67. The illicit activities of this company resulted in a war with Spain in 1739: 67(1) Levant Company, 67(2) London Company, 67(3) Hudson Bay Company, 67(4) East India Company, 67(5) South Sea Company.


The name applied to an English town: 70(1) Guild, 70(2) Manor, 70(3) Hundred, 70(4) Borough, 70(5) Parish.

The smallest administrative division in English local government: 71(1) Guild, 71(2) Manor, 71(3) Hundred, 71(4) Borough, 71(5) Parish.

The judicial unit in Anglo-Saxon England: 72(1) Guild, 72(2) Manor, 72(3) Hundred, 72(4) Borough, 72(5) Parish.

A tax to buy immunity from foreign invasion: 73(1) Excise, 73(2) Benevolence, 73(3) Ship money, 73(4) Danegeld, 73(5) Dole.

A form of unemployment relief: 74(1) Excise, 74(2) Benevolence, 74(3) Ship money, 74(4) Danegeld, 74(5) Dole.

A "gift" extorted from a subject by the king: 75(1) Excise, 75(2) Benevolence, 75(3) Ship money, 75(4) Danegeld, 75(5) Dole.


This weapon of the Church was used to punish whole communities: 79(1) Index, 79(2) Excommunication, 79(3) Interdict, 79(4) Investiture, 79(5) Bull.

The subject of a long-drawn-out conflict between the emperor and the Pope: 80(1) Index, 80(2) Excommunication, 80(3) Interdict, 80(4) Investiture, 80(5) Bull.

A measure currently used by the Church to prevent Catholics from being influenced by heretical doctrines: 81(1) Index, 81(2) Excommunication, 81(3) Interdict, 81(4) Investiture, 81(5) Bull.

Recruited to suppress the Sinn Fein revolt: 82(1) Croix de Feu, 82(2) Balilla, 82(3) Cheka, 82(4) Duma, 82(5) Black and Tans.

An auxiliary Fascist organization for young boys and girls: 83(1) Croix de Feu, 83(2) Balilla, 83(3) Cheka, 83(4) Duma, 83(5) Black and Tans.

Crushed opposition to the Bolshevik government: 84(1) Croix de Feu, 84(2) Balilla, 84(3) Cheka, 84(4) Duma, 84(5) Black and Tans.
85. Responsible for an unsuccessful revolt in the Kingdom of Naples in 1820:
85(1) Mensheviki, 85(2) Boxers, 85(3) Cadets, 85(4) Carbonari, 85(5) Condottieri
........................................................................ 85( )

86. An uprising by this group was directed against the activities of all foreigners:
86(1) Mensheviki, 86(2) Boxers, 86(3) Cadets, 86(4) Carbonari, 86(5) Condottieri
........................................................................ 86( )

87. This socialist group opposed violence and dictatorship: 87(1) Mensheviki, 87(2) Boxers, 87(3) Cadets, 87(4) Carbonari, 87(5) Condottieri
........................................................................ 87( )

88. Had as its goal to extend German influence through Central Europe and Asia Minor to the Persian Gulf: 88(1) Zollverein, 88(2) Anschluss, 88(3) Putsch, 88(4) Drang Nach Osten, 88(5) Ausgleich
........................................................................ 88( )

89. This movement, although desirable on economic grounds, was forbidden by the peace treaties of 1919: 89(1) Zollverein, 89(2) Anschluss, 89(3) Putsch, 89(4) Drang Nach Osten, 89(5) Ausgleich
........................................................................ 89( )

90. An example was the conspiracy which led to the death of the Austrian Chancellor, Dollfuss: 90(1) Zollverein, 90(2) Anschluss, 90(3) Putsch, 90(4) Drang Nach Osten, 90(5) Ausgleich
........................................................................ 90( )

........................................................................ 91( )

92. The government established immediately following the death of Charles I:
92(1) Directory, 92(2) Limited monarchy, 92(3) Mandate, 92(4) Protectorate, 92(5) Commonwealth
........................................................................ 92( )

93. A system of colonial government established by the Treaty of Versailles:
93(1) Directory, 93(2) Limited monarchy, 93(3) Mandate, 93(4) Protectorate, 93(5) Commonwealth
........................................................................ 93( )

94. Provided that only a Protestant could obtain the English crown:
94(1) Act of Settlement, 94(2) Toleration Act, 94(3) Five-Mile Act, 94(4) Test Act, 94(5) Act of Supremacy
........................................................................ 94( )

95. Deposed the Pope as head of the Church of England:
95(1) Act of Settlement, 95(2) Toleration Act, 95(3) Five-Mile Act, 95(4) Test Act, 95(5) Act of Supremacy
........................................................................ 95( )

96. Intended to reduce the influence of dissenting clergymen:
96(1) Act of Settlement, 96(2) Toleration Act, 96(3) Five-Mile Act, 96(4) Test Act, 96(5) Act of Supremacy
........................................................................ 96( )

97. Precipitated the Franco-Prussian War:
97(1) "Blank Check," 97(2) Zimmerman Note, 97(3) Ems Dispatch, 97(4) Kruger Telegram, 97(5) Anschluss
........................................................................ 97( )

98. This incident helped to widen the breach between England and Germany at the turn of the century:
98(1) "Blank Check," 98(2) Zimmerman Note, 98(3) Ems Dispatch, 98(4) Kruger Telegram, 98(5) Anschluss
........................................................................ 98( )

99. Served to stiffen Austria's attitude toward Serbia in the Serajevo Crisis:
99(1) "Blank Check," 99(2) Zimmerman Note, 99(3) Ems Dispatch, 99(4) Kruger Telegram, 99(5) Anschluss
........................................................................ 99( )

Go on to the next page.
SECTION C: GEOGRAPHICAL TERMS

Directions: Proceed as in the preceding exercises.

10. The successful penetration of the barbarians to this point threatened the very gates of Constantinople: 100(1) Mecca, 100(2) Memphis, 100(3) Cnossus, 100(4) Sardis, 100(5) Adrianople. 100( )


12. The great pyramids are located near this city: 102(1) Mecca, 102(2) Memphis, 102(3) Cnossus, 102(4) Sardis, 102(5) Adrianople. 102( )

13. The valley of this river was known as Cisalpine Gaul: 103(1) Danube, 103(2) Po, 103(3) Rhine, 103(4) Rhone, 103(5) Tiber. 103( )

14. In the lower valley of this river was the kingdom of the Franks: 104(1) Danube, 104(2) Po, 104(3) Rhine, 104(4) Rhone, 104(5) Tiber. 104( )

15. The district to the south of this river was the ancient home of the Latins: 105(1) Danube, 105(2) Po, 105(3) Rhine, 105(4) Rhone, 105(5) Tiber. 105( )

16. Located at the Mediterranean entrance to the Suez Canal: 106(1) Delhi, 106(2) Bombay, 106(3) Singapore, 106(4) Port Said, 106(5) Hongkong. 106( )


19. As a result of the post-war treaties Italy has secured a foothold on the eastern coast of this sea: 109(1) Adriatic Sea, 109(2) North Sea, 109(3) Black Sea, 109(4) Baltic Sea, 109(5) Caspian Sea. 109( )

20. In 1914, Russia and Persia controlled the entire shore-line of this sea: 110(1) Adriatic Sea, 110(2) North Sea, 110(3) Black Sea, 110(4) Baltic Sea, 110(5) Caspian Sea. 110( )

21. Poland is furnished an outlet to this sea through the Polish corridor: 111(1) Adriatic Sea, 111(2) North Sea, 111(3) Black Sea, 111(4) Baltic Sea, 111(5) Caspian Sea. 111( )

22. Located farthest north of the islands listed: 112(1) Cyprus, 112(2) Helgoland, 112(3) Corsica, 112(4) Crete, 112(5) Malta. 112( )

23. This island is located off the coast of Syria: 113(1) Cyprus, 113(2) Helgoland, 113(3) Corsica, 113(4) Crete, 113(5) Malta. 113( )

24. A Mediterranean island south of Sicily: 114(1) Cyprus, 114(2) Helgoland, 114(3) Corsica, 114(4) Crete, 114(5) Malta. 114( )

Number wrong 4) Number right __________

Subtract __________

Raw Score = Difference __________
### Part II (Time: 15 minutes)

#### DATES AND EVENTS

Directions: In each of the following exercises, the four events in the left-hand column are arranged in the time order in which they occurred. Each of the numbers in the left-hand column, therefore, corresponds to a definite time interval. Interval (1) is that preceding the first event, interval (2) is that between the first and second events, and interval (5) is that following the last event.

In the parentheses following each event in the right-hand column, you are to write the number of the interval in which it occurred. For example, in the sample exercise, the opening of the reign of George III occurred between the founding of Jamestown and the signing of the Declaration of Independence. The number 3 is therefore written in the first parentheses. The number 1 is written in the second parentheses, since America was discovered before the time of the defeat of the Spanish Armada. The sample exercise has been correctly filled out; study it until you are sure that you understand how to proceed. Note that the same interval may be employed more than once in the same exercise, as in the sample.

<table>
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<tr>
<th>Event</th>
<th>Interval</th>
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<tbody>
<tr>
<td>Defeat of the Spanish Armada</td>
<td>(3)</td>
</tr>
<tr>
<td>Founding of Jamestown by the British</td>
<td>(1)</td>
</tr>
<tr>
<td>Signing of the American Declaration of Independence</td>
<td>(2)</td>
</tr>
<tr>
<td>World War</td>
<td>(5)</td>
</tr>
<tr>
<td>Opening of the reign of George III</td>
<td>(3)</td>
</tr>
<tr>
<td>Discovery of America by Columbus</td>
<td>(1)</td>
</tr>
<tr>
<td>Close of the Seven Years' War</td>
<td>(3)</td>
</tr>
<tr>
<td>Pyramid Age</td>
<td>(1)</td>
</tr>
<tr>
<td>Cretan Age</td>
<td>(2)</td>
</tr>
<tr>
<td>End of the Persian Wars against Greece</td>
<td>(3)</td>
</tr>
<tr>
<td>End of the Peloponnesian Wars</td>
<td>(4)</td>
</tr>
<tr>
<td>First Triumvirate</td>
<td>(1)</td>
</tr>
<tr>
<td>Augustan Age</td>
<td>(2)</td>
</tr>
<tr>
<td>Reign of Diocletian</td>
<td>(3)</td>
</tr>
<tr>
<td>Death of Theodosius I</td>
<td>(4)</td>
</tr>
<tr>
<td>Reign of Philip of Macedon</td>
<td>(1)</td>
</tr>
<tr>
<td>End of the Third Punic War</td>
<td>(2)</td>
</tr>
<tr>
<td>Establishment of the Principate</td>
<td>(3)</td>
</tr>
<tr>
<td>Justinian became Roman Emperor</td>
<td>(4)</td>
</tr>
<tr>
<td>Julius Caesar was assassinated</td>
<td>(1)</td>
</tr>
<tr>
<td>Odoacer, a German, seized control of the Western Roman Empire</td>
<td>(2)</td>
</tr>
<tr>
<td>The Roman Empire was divided under the rule of Arcadius and Honorius</td>
<td>(3)</td>
</tr>
<tr>
<td>Mohammed was born</td>
<td>(1)</td>
</tr>
<tr>
<td>Christianity was legally recognized in the Roman Empire</td>
<td>(2)</td>
</tr>
<tr>
<td>Paul of Tarsus preached the gospel of Christianity</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Go on to the next page.
124. The Model Parliament. . . . . . . . . . . . . . . . ( )

125. Magna Carta . . . . . . . . . . . . . . . . . . . . . . . . ( )

126. Hundred Years' War. . . . . . . . . . . . . . . . . . . . ( )

127. Luther posted his ninety-five theses. . . . . . . . . ( )

128. Council of Trent. . . . . . . . . . . . . . . . . . . . . . . ( )

129. Peace of Westphalia. . . . . . . . . . . . . . . . . . . . . ( )

130. The second French Republic was established . . . . . . . . ( )

131. Rome became the capital of the Kingdom of Italy. . . . . . . . ( )

132. Napoleon concluded a concordat with the Pope. . . . . . . . . ( )

133. Cardinal Richelieu was the chief minister of the French king. . . . ( )

134. Massacre of St. Bartholomew . . . . . . . . . . . . . . . . . ( )

135. The northern provinces of the Netherlands combined in the Union of Utrecht. . . . . . . . . ( )

136. Japan established the Kingdom of Manchukuo . . . . . . . . . ( )

137. Sino-Japanese War . . . . . . . . . . . . . . . . . . . . . . . . ( )

138. Japan annexed Korea . . . . . . . . . . . . . . . . . . . . . . . ( )

Number wrong 4) Number right 6)

Subtract  

Raw Score = Difference
Part III (Time: 35 minutes)

HISTORICAL JUDGMENT

Directions: This part of the test consists of a number of incomplete statements. Each statement can be correctly completed by one of the four words or phrases which follow it. Examine each statement and select the word or phrase which best completes the statement; then write the number corresponding to this word or phrase in the parentheses at the right. The sample exercise has been correctly completed to show you how to proceed.

000. The first Stuart king of England was 000(1) William I, 000(2) William III, 000(3) James I, 000(4) George I. 000(3)

139. The history of the Feudal Age in Egypt has been revealed in great part through the study of the 139(1) pyramids of Gizeh, 139(2) remains discovered around Alexandria, 139(3) inscriptions on the huge statues of the kings, 139(4) remains in the cliff tombs along the Nile 139( )

140. During the period of the empire in Egypt, religious teaching held that 140(1) Osiris alone was god of all mankind, 140(2) there was no soul, 140(3) there would be a resurrection of the dead for the last judgment, 140(4) the soul after death became a part of Osiris. 140( )

141. Assyrian art reveals a leading quality of the Assyrians to be 141(1) love of beauty, 141(2) religious zeal, 141(3) interest in humanity, 141(4) cruelty 141( )

142. The oppressive rule of the nobles caused many Greek farmers to 142(1) settle in the fertile valley of the Indus, 142(2) migrate to the country around the Black Sea, 142(3) serve as mercenaries in the Assyrian armies, 142(4) enlist in the Macedonian army 142( )

143. The treasury of the Delian League was moved to Athens because the 143(1) enemies of Pericles feared he would run away with the funds, 143(2) Persians were planning another invasion of Greece, 143(3) island of Delos had joined the Spartan League, 143(4) Athenian navy was unable to protect the island 143( )

144. The chief objective of Spartan education was to develop 144(1) a cultured and artistic citizenry, 144(2) good soldiers who were obedient citizens, 144(3) a select group for civil service, 144(4) an able body of tradesmen 144( )

145. The financing of the long civil wars in Rome was accomplished primarily by 145(1) levying heavy taxes on the large Roman estates, 145(2) negotiating loans from wealthy citizens of Rome, 145(3) imposing oppressive taxation upon the provinces, 145(4) increasing taxes on imports and exports 145( )

146. Caesar's campaign in Gaul was most important because it 146(1) made Cato and Cicero his staunch friends, 146(2) gave him an opportunity to make Britain a part of Rome, 146(3) gave him command of a seasoned army which was devoted to him, 146(4) took him away from the petty political strife in Rome 146( )

147. Octavian forced a conflict with Antony by 147(1) requesting that he divorce Cleopatra, 147(2) refusing to supply troops for campaigns in the East, 147(3) refusing to allow Antony to divorce Octavia, 147(4) recalling him from his command in the East 147( )

148. The transfer of the imperial capital to Constantinople markedly affected the Roman Church in that it 148(1) removed the military protection against barbarian invasions, 148(2) exposed the Church to attacks by other religions, 148(3) weakened the Church by weakening the prestige of Rome, 148(4) removed the authority which had tended to restrict the Church's freedom of action 148( )

Go on to the next page.
The feudal system developed after the fall of the Roman Empire because it furnished protection in the absence of a strong central government, was decreed by the Pope, was the German system of land tenure, strengthened the control of the king over the provinces.

A reason for the rapid spread of Mohammedanism was the Islamic tolerance of other religions, energetic efforts of Mohammedan missionaries during the period of schism in the Christian Church, peculiarly successful combination of religious zeal and martial courage among the Mohammedans, great westward colonization movement fostered by the Moslem caliphs.

In feudal society, the most important function of kingship was to support the national church, organize resistance to barbarian invasions, provide a system of courts to which cases might be appealed, carry on a central government while the lords were occupied with local government.

The rise of towns weakened the institution of serfdom by popularizing slavery, affording an asylum to runaway serfs, challenging the absolute power of the king, instituting payments in kind rather than in money.

Of those listed, which was the most important factor in the rise of Venice to power? Geographical position which made the city relatively secure from attack, monopoly of the all-water route to the Far East, cooperation with the other major Italian cities, a free-trade policy.

England engaged in the War of the Spanish Succession in order to humble Spain on land and sea, preserve the balance of power in Europe, secure the Spanish throne for an English prince, gain colonial supremacy in North America.

William Rufus succeeded in defeating the rebellious barons because of the small number involved in the rebellion, support of the Church, support of a French army, support of the English peasantry, obtained by promises of reform.

One of Henry II’s political reforms was the abolition of feudalism, emancipation of the serfs, separation of church and state, extension of trial by jury.

An occurrence of great importance in King John’s reign was the beginning of the Hundred Years’ War, murder of the king’s nephew, Arthur, long contest between king and Pope for supremacy, establishment of Parliament.

The English victory at Crécy demonstrated the greater bravery of the English soldiers, superiority of infantry, armed with the long bow, over cavalry, superiority of mounted knights over infantry, importance of artillery in warfare.

One of the significant results of the Lollard movement was the impetus it gave to the development and use of the English language, publication of the King James translation of the Bible, retardation of the Reformation in England, enactment of the Statute of Praemunire.

On the question of the supremacy of king or Parliament, the Whigs favored increased power for the legislative body, an absolute monarchy, the abolition of the monarchy and the establishment of a commonwealth, an aristocratic oligarchy.

One of the major achievements of the age of Elizabeth was the Industrial Revolution, Agricultural Revolution, extraordinary literary activity, colonization of North America.

The Model Parliament was important because it was the body which drew up the Petition of Right, first parliament, first legislative body in England in which all classes were represented, first parliament in which the members formally protested against the king’s usurpation of power.

Go on to the next page.
163. Mary Tudor's attempt to restore Roman Catholicism in England resulted in
163(1) the execution of Thomas Cranmer, 163(2) a nation-wide revolt, 163(3) her deposition, 163(4) widespread emigration to the American colonies

164. An immediate effect of the Hundred Years' War was to increase the power of the English nobility because this class 164(1) had been the backbone of the English army, 164(2) had financed the wars through its payment of feudal dues, 164(3) had gained wealth from contracts to raise mercenary forces, 164(4) had seized the authority of the crown while the king was fighting in France.

165. Adam Smith rejected that phase of the Physiocratic Doctrine which stated that 165(1) all monopolies should be abolished, 165(2) the original source of all wealth was agriculture and land, 165(3) protective tariffs were an obstacle to commercial progress, 165(4) government should not interfere with private property.

166. The victories at Austerlitz, Ulm, Jena, and Friedland were highly significant because they 166(1) led to the break-up of Napoleon's vast empire, 166(2) broke up the third coalition, 166(3) temporarily gave Napoleon supremacy on the sea, 166(4) made it possible for Napoleon to declare himself Emperor of the French.

167. France benefited from the second and third partitions of Poland because 167(1) Prussia and Austria were unable to concentrate their forces to suppress the French revolutionists, 167(2) they gave the French a pretext for seizing the Austrian Netherlands, 167(3) England withdrew from the coalition against France in protest against them, 167(4) France gained the goodwill of Russia by refusing to support Poland.

168. The national holiday of France commemorates the 168(1) anniversary of the proclamation of the first French Republic, 168(2) abolition of feudal rights and privileges, 168(3) taking of the Tennis Court Oath, 168(4) fall of the Bastille.

169. The Bill of Rights was passed in order to 169(1) provide a written constitution for England, 169(2) provide a truly democratic government, 169(3) bring the House of Windsor to the throne, 169(4) restrict permanently the power of the King.

170. The essential characteristic of the cabinet as developed in parliamentary governments is that it is 170(1) elected directly by the people, 170(2) directly responsible to the legislative body, 170(3) selected for a definite term of office, 170(4) appointed by the king.

171. In the nineteenth and early twentieth centuries the government of the Austrian Empire presented many administrative difficulties because of the 171(1) many nationalities within the empire, 171(2) hatred of the Hohenzollerns and the Bourbons for the Hapsburgs, 171(3) desire of the Slavs to be annexed to Russia, 171(4) fear of Turkish invasions.

172. During the eighteenth century the government of Poland was weak and inefficient because the 172(1) middle class dominated the government, 172(2) hereditary kings were generally inefficient, 172(3) nobility possessed undue influence, 172(4) parliament governed without regard for the wishes of the people.

173. The chief reason for England's anti-French policy during the eighteenth century was that 173(1) England was striving to eliminate France as a rival colonial power, 173(2) wished to help the persecuted Huguenots, 173(3) feared the strength of the Franco-Austrian coalition, 173(4) desired to destroy the achievements of the French Revolution.

174. The Invincible Armada was sent against England to 174(1) compel her to surrender the Spanish colonies she had captured, 174(2) avenge the death of Mary Stuart and bring England into harmony with Spanish policies, 174(3) break up the alliance England had formed with France, 174(4) prevent England from giving help to the Netherlands.

175. The growth of autocracy in early modern times was partially a result of the 175(1) decay of the old democratic Roman law, 175(2) change in the methods of warfare, 175(3) development of parliamentary government, 175(4) influence of the feudal lords who depended on the king for their livelihood.

176. An important factor in the collapse of Kerensky's provisional government was his 176(1) desire to cooperate with the Allies in continuing the war, 176(2) attempt to exclude radical socialists from Russia, 176(3) policy of making peace at any price, 176(4) attempt to secularize the church lands.

Go on to the next page.
A. Sardinia entered the Crimean War because she wished to secure the friendship of 177(1) Russia, 177(2) Turkey, 177(3) Austria, 177(4) France.

B. One of the problems confronting Spain during the latter half of the nineteenth century was the 178(1) securing of markets for surplus manufactures, 178(2) corruption and incompetence in her government, 178(3) development of an army to resist the threat of invasion by France, 178(4) strife between religious groups.

C. An important reason for the development of economic imperialism in the late nineteenth century was the 179(1) demand for new sources of labor, 179(2) rapid increase in population among the colored races, 179(3) need for profitable places of investment for surplus capital, 179(4) demand for markets in which raw materials might be sold.

D. One of the most significant results of the World War was that 180(1) economic disaster overtook virtually all the nations, 180(2) the system of alliances was definitely abolished, 180(3) Turkey was driven out of Europe, 180(4) democratic governments in Europe were generally strengthened.

E. The Boer War was caused primarily by the 181(1) imperialistic ambitions of the Boers, 181(2) resentment the Boers felt for England's autocratic rule, 181(3) mistreatment of the natives, 181(4) discrimination shown by the Boers against English settlers in the Transvaal.

F. In the early nineteenth century economic conditions in England were characterized by 182(1) the strict regulation of working conditions, 182(2) an efficient state system of poor relief, 182(3) terrific abuses among the working class, 182(4) a widespread acceptance of state socialism.

G. The Russian Soviet government has been handicapped in foreign relations because of Russia's 183(1) failure to join the League of Nations, 183(2) refusal to reduce armaments, 183(3) alliance with Japan, 183(4) supposed interest in promoting world revolution.

H. The new Indian Federal Constitution of 1932 marks a distinct concession to Indian liberal demands in that it provides for 184(1) a considerable extension of the electorate, 184(2) the secularization of Anglican church lands, 184(3) the appointment of natives to all civil and military offices, 184(4) the control of foreign relations by the native government.

I. In the early nineteenth century, disunion in Italy was due primarily to the 185(1) influence of the French Revolution, 185(2) clash between religious groups, 185(3) results of foreign domination, 185(4) influence of the Carbonari.

Number wrong 3)   Number right

Subtract

Raw Score = Difference
AMERICAN COUNCIL ON EDUCATION

COÖPERATIVE AMERICAN HISTORY TEST

REVISED SERIES FORM O

by

HOWARD R. ANDERSON, State University of Iowa
and
E. F. LINDQUIST, State University of Iowa

Please print:

Name.................................................................................................................................Date...

Last First Middle

Grade or Class.............................................................Age..........................Date of Birth..........................

Yrs.  Mos.

School........................................................................City.....................Sex M. or F.

Title of the history course you are now taking..................................Instructor........................................

General Directions: Do not turn this page until the examiner tells you to do so. This examination consists of two parts, and requires 40 minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully, and proceed at once to answer the questions. DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM; ANSWER THE EASIER QUESTIONS FIRST; then return to the harder ones, if you have time. There is a time limit for each part. You are not expected to answer all the questions in any part in the time limit; but if you should, go on to the next part. If you have not finished Part I when the time is up, stop work on that part and proceed at once to Part II. No questions may be asked after the examination has begun.

By exercising careful judgment and making shrewd guesses you may profitably answer questions about which you are not absolutely sure; but since your score will be the number of correct answers diminished by a number proportional to the number of wrong answers, you should avoid answering questions about which you are totally ignorant. Shrewd guessing based on intelligent inference will improve your score, but wild guessing on questions that are entirely unknown to you will waste time which you could better put on other questions in the test, and may result in a large subtraction from the number of your correct answers.

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PART I

Directions: Each of the following items characterizes or suggests one of the five personages or terms listed below the statement. Write in the parentheses the number corresponding to the name of the person or term to which the statement applies.

1. Participated in the gold rush to California:
   1-1 Free-Soilers
   1-2 Grangers
   1-3 Forty-niners
   1-4 Mormons
   1-5 Six Nations . . . . . . . . . . . 1( )

2. Invented the sewing machine:
   2-1 Elias Howe
   2-2 Cyrus McCormick
   2-3 Pizarro
   2-4 Eli Whitney
   2-5 John Winthrop . . . . . . . . . . . 2( )

3. Was instrumental in the rapid “filling in” of the West:
   3-1 Federal Reserve Act
   3-2 Freeport Doctrine
   3-3 Homestead Act
   3-4 Mercantilism
   3-5 Specie Circular . . . . . . . . . . . 3( )

4. The present-day method of selecting candidates for the presidency:
   4-1 Caucus
   4-2 Nominating convention
   4-3 Initiative
   4-4 Popular sovereignty
   4-5 Referendum . . . . . . . . . . . . 4( )

5. The capital of the Confederacy:
   5-1 Atlanta
   5-2 Boston
   5-3 Havana
   5-4 Chicago
   5-5 Richmond . . . . . . . . . . . . 5( )

6. Located south of Florida:
   6-1 Bahama Islands
   6-2 Bermuda
   6-3 Cuba
   6-4 Hawaii
   6-5 Philippine Islands . . . . . . . . . 6( )

7. Sought unsuccessfully in December 1916, to obtain clear-cut terms on which the warring powers would agree to end hostilities:
   7-1 William J. Bryan
   7-2 William R. Hearst
   7-3 William McKinley
   7-4 Henry L. Stimson
   7-5 Woodrow Wilson . . . . . . . . . . . 7( )

8. His conquests in South America opened a source of easy wealth to Spain:
   8-1 Hernando Cortez
   8-2 Elias Howe
   8-3 Pizarro
   8-4 Eli Whitney
   8-5 John Winthrop . . . . . . . . . . . 8( )

9. Involves a general rise in prices on staple commodities:
   9-1 Deflation
   9-2 Inflation
   9-3 Moratorium
   9-4 Reparations
   9-5 War debts . . . . . . . . . . . . . . 9( )

10. The city discriminated against in the Intolerable Acts:
    10-1 Atlanta
    10-2 Boston
    10-3 Chicago
    10-4 Havana
    10-5 Santo Domingo . . . . . . . . . . . 10( )

11. The river on which the Swedes made an early settlement:
    11-1 Delaware
    11-2 Illinois
    11-3 Missouri
    11-4 Ohio
    11-5 Sabine . . . . . . . . . . . . . . . . 11( )

12. Planned to spread agricultural education and to create social fellowship among farmers:
    12-1 Free-Soilers
    12-2 Grangers
    12-3 Mormons
    12-4 Pennsylvania Dutch
    12-5 Puritans . . . . . . . . . . . . . . 12( )

13. Owners of silver mines referred to it as the crime of 1873:
    13-1 Bland-Allison Act
    13-2 Demonetization of silver
    13-3 Eighteenth Amendment
    13-4 Sherman Act
    13-5 Volstead Act . . . . . . . . . . . . 13( )

14. His activities as a fur trader strengthened the claim of the United States to the Oregon country:
    14-1 John Jacob Astor
    14-2 William Berkeley
    14-3 Andrew Carnegie
    14-4 Sir William Johnson
    14-5 William Penn . . . . . . . . . . . 14( )

15. “... The people of a territory can, by lawful means, exclude slavery... for the reason that slavery cannot exist a day... unless it is supported by local police regulations...”
    15-1 Dred Scott Decision
    15-2 Embargo Act
    15-3 Federal Reserve Act
    15-4 Freeport Doctrine
    15-5 Specie Circular . . . . . . . . . . . 15( )

Go on to the next page.
16. Based on the theory that commerce in order to be profitable must consist of more exports than imports:
   16-1 Embargo Act
   16-2 Federal Reserve Act
   16-3 Freeport Doctrine
   16-4 Mercantilism
   16-5 Specie Circular

17. Donor of the Hague Peace Palace:
   17-1 John Jacob Astor
   17-2 Andrew Carnegie
   17-3 Henry Ford
   17-4 William Penn
   17-5 John D. Rockefeller

18. Adopted the principle of religious toleration for his colony:
   18-1 Lord Baltimore
   18-2 Hernando Cortez
   18-3 Pizarro
   18-4 Eli Whitney
   18-5 John Winthrop

19. Wrote widely-read tales of the life of the pioneers in the time of the American Revolution:
   19-1 Samuel L. Clemens
   19-2 James F. Cooper
   19-3 James R. Lowell
   19-4 John Trumbull
   19-5 Benjamin West

20. Migrated overland to the Rocky Mountain region and established a prosperous agricultural community:
   20-1 Forty-niners
   20-2 Free-Soilers
   20-3 Grangers
   20-4 Mormons
   20-5 Six Nations

21. A Texan traveling to California by land in the days of the gold rush in all probability would have passed through this settlement:
   21-1 Denver
   21-2 Omaha
   21-3 Salt Lake City
   21-4 Santa Fé
   21-5 St. Louis

22. Was instrumental in securing French aid for the American colonies in their struggle with the mother country:
   22-1 John Adams
   22-2 Benjamin Franklin
   22-3 Thomas Jefferson
   22-4 James Monroe
   22-5 George Washington

23. Enables the people to participate directly in legislation:
   23-1 Caucus
   23-2 Constitutional amendment
   23-3 Nominating convention
   23-4 Popular sovereignty
   23-5 Referendum

24. In the year 1800 agricultural produce grown in states bordering the Ohio River most likely was exported to Europe from this port:
   24-1 Boston
   24-2 Charleston
   24-3 New Orleans
   24-4 New York
   24-5 Philadelphia

25. Regulations drawn up for this territory provided a procedure for admitting territories to statehood:
   25-1 Alaska
   25-2 Louisiana Purchase
   25-3 Northwest Territory
   25-4 Oregon Territory
   25-5 Texas

26. Did much to improve living conditions among the underprivileged in one of our largest cities:
   26-1 Jane Addams
   26-2 Mark Hopkins
   26-3 Mary Lyon
   26-4 Horace Mann
   26-5 Frances E. Willard

27. Postponed international debt payments for one year:
   27-1 Deflation
   27-2 Inflation
   27-3 Moratorium
   27-4 Reparations
   27-5 War debts

28. Were used about the middle of the nineteenth century to transport commodities between New England and China via Cape Horn:
   28-1 Clippers
   28-2 Galleons
   28-3 Galleys
   28-4 Astrolabes
   28-5 Portolani

29. Refers to discrimination in freight rates:
   29-1 Interlocking directorate
   29-2 Mandate
   29-3 Pooling
   29-4 Protectorate
   29-5 Rebate

30. Furthered the cause of public education in the period around 1840 by causing the provisions of the Massachusetts school law to be executed:
   30-1 Susan B. Anthony
   30-2 Charles W. Eliot
   30-3 Noah Webster
   30-4 Horace Mann
   30-5 Frances Wright

31. Urged the establishment of English colonies in America chiefly on the grounds that these would be a check on Spanish power in the New World:
   31-1 William Bradford
   31-2 John Winthrop
   31-3 Walter Raleigh
   31-4 John Smith
   31-5 Roger Williams

Go on to the next page.
32. A movement for the public ownership of natural resources, public utilities, and, in general, the means of production in basic industries:
   32-1 Imperialism
   32-2 Interlocking directorate
   32-3 Mandate
   32-4 Protectorate
   32-5 Socialism

33. Forbidden by the Clayton Act:
   33-1 Imperialism
   33-2 Interlocking directorate
   33-3 Pooling
   33-4 Rebate
   33-5 Socialism

34. Was invalidated by congressional enactment of a law authorizing the manufacture of 3.2 per cent beer:
   34-1 Bland-Allison Act
   34-2 Demonetization of silver
   34-3 Eighteenth Amendment
   34-4 Sherman Act
   34-5 Volstead Act

35. Caused the government to coin at least 2,000,000 silver dollars monthly, to be stored in the treasury vaults as security upon which to issue silver certificates:
   35-1 Bland-Allison Act
   35-2 Demonetization of silver
   35-3 Eighteenth Amendment
   35-4 Sherman Act
   35-5 Volstead Act

36. Were allies of the Dutch and later of the British against the French:
   36-1 Grangers
   36-2 Mormons
   36-3 Pennsylvania Dutch
   36-4 Puritans
   36-5 Six Nations

37. By failing to approve their recommendations for appointive positions within their own states, the president can coerce congressmen of his own party who disregard party regularity:
   37-1 Caucus
   37-2 Impressment
   37-3 Paper blockade
   37-4 Patronage
   37-5 Primary

38. The success of the Erie Canal led to the building of a canal and portage system uniting this city with the Ohio River:
   38-1 Boston
   38-2 Charleston
   38-3 New Orleans
   38-4 New York
   38-5 Philadelphia

39. Ran from Fort Cumberland, Maryland, via Columbus and Indianapolis to Vandalia, Illinois:
   39-1 Baltimore and Ohio Railroad
   39-2 Erie Canal
   39-3 National Road
   39-4 Ohio River
   39-5 Wilderness Road

40. Made it possible to send American exports from a foreign port without the payment of duties:
   40-1 Merit system
   40-2 Patronage
   40-3 Pooling
   40-4 Rebate
   40-5 Right of deposit

41. The port of Mobile was located in this area:
   41-1 Acadia
   41-2 Louisiana Purchase
   41-3 Northwest Territory
   41-4 Quebec
   41-5 West Florida

42. Carried gold, silver, drugs, and other tropical treasures from Porto Bello to Seville:
   42-1 Clippers
   42-2 Galleons
   42-3 Galleys
   42-4 Portolani
   42-5 Astrolabes

43. A policy looking toward the political domination of a "backward" people largely for economic advantage:
   43-1 Imperialism
   43-2 Nationalism
   43-3 Protectionism
   43-4 Self-determination
   43-5 Balance of power

44. May be considered an unwise policy, under existing competitive conditions, since American farmers already produce larger crops than can be marketed profitably at home and abroad:
   44-1 Alliance
   44-2 Annexation
   44-3 Extraterritoriality
   44-4 Receivership
   44-5 Reclamation

45. The powers assembled at the Washington Conference agreed in due time to relinquish this right in China:
   45-1 Alliance
   45-2 Annexation
   45-3 Extraterritoriality
   45-4 Receivership
   45-5 Reclamation

46. Proposed the Senate resolution which led to the Washington Disarmament Conference:
   46-1 William E. Borah
   46-2 Calvin Coolidge
   46-3 William L. Garrison
   46-4 Herbert Hoover
   46-5 Henry C. Lodge

47. Was successful in his attacks on New Orleans and Mobile:
   47-1 David G. Farragut
   47-2 Ulysses S. Grant
   47-3 Robert E. Lee
   47-4 William T. Sherman
   47-5 George Washington

Go on to the next page.
48. Commanded an army which included a considerable proportion of foreign troops:
   48-1 David G. Farragut
   48-2 William T. Sherman
   48-3 Andrew Jackson
   48-4 Ulysses S. Grant
   48-5 George Washington

49. Aroused the ire of the Japanese by asserting that the United States cannot approve and recognize territorial acquisitions made by force:
   49-1 William J. Bryan
   49-2 William R. Hearst
   49-3 William McKinley
   49-4 Henry L. Stimson
   49-5 Woodrow Wilson

50. Describes the function of the United States in Santo Domingo after President Roosevelt had brought about American intervention in that country:
   50-1 Alliance
   50-2 Annexation
   50-3 Extraterritoriality
   50-4 Receivership
   50-5 Reclamation

51. Located to the northeast of the Thirteen Colonies:
   51-1 Acadia
   51-2 Louisiana Purchase
   51-3 Northwest Territory
   51-4 Quebec
   51-5 West Florida

52. Claimed by Mexico in 1846 as its boundary with the United States:
   52-1 Colorado River
   52-2 Missouri River
   52-3 Ohio River
   52-4 Rio Grande
   52-5 Nueces River

53. Has sought to preserve and re-create the early social and economic life of the United States:
   53-1 John Jacob Astor
   53-2 William Berkeley
   53-3 Andrew Carnegie
   53-4 Henry Ford
   53-5 Sir William Johnson

54. Probably did more than any other single private citizen to bring on the Spanish-American War:
   54-1 William J. Bryan
   54-2 William R. Hearst
   54-3 William McKinley
   54-4 Henry L. Stimson
   54-5 Woodrow Wilson

55. Exerted his power over the Indians in what is now New York State in order to keep them friendly to the English:
   55-1 John Jacob Astor
   55-2 William Berkeley
   55-3 William Pitt
   55-4 Sir William Johnson
   55-5 William Penn

56. Failed in its major purpose of bringing about international agreements to lower tariffs and to stabilize currencies:
   56-1 Hague Conference (1907)
   56-2 London Conference (1933)
   56-3 Montevideo Conference (1933)
   56-4 Versailles Conference (1919)
   56-5 Washington Conference (1921)

57. His attitude toward slavery was expressed in these words: “Let Southern oppressors tremble... I shall strenuously contend for immediate enfranchisement... I will be as harsh as truth and as uncompromising as justice...”
   57-1 John C. Calhoun
   57-2 William L. Garrison
   57-3 Abraham Lincoln
   57-4 William H. Seward
   57-5 Daniel Webster

58. The authority over a backward people conferred on a strong power by the League of Nations:
   58-1 Imperialism
   58-2 Interlocking directorate
   58-3 Mandate
   58-4 Protectorate
   58-5 Socialism

59. Abolished slavery in the states of Delaware and Kentucky:
   59-1 Dred Scott Decision
   59-2 Emancipation Proclamation
   59-3 Article I, Section IX, United States Constitution
   59-4 Thirteenth Amendment
   59-5 Wilmot Proviso

60. Marked the announcement of a new United States policy to forego intervention, as far as possible, in time of revolution and unrest in neighboring countries:
   60-1 Hague Conference (1907)
   60-2 London Conference (1933)
   60-3 Montevideo Conference (1933)
   60-4 Versailles Conference (1919)
   60-5 Washington Conference (1921)

Go on to the next page.
DATES AND EVENTS

Directions: In each of the following exercises, the four events (A, B, C, and D) in the left-hand column are arranged in the time order in which they occurred. In each item, select that one of the five numbered phrases which will correctly complete the statement, and put its number in the parentheses at the right.

Sample:
A. Defeat of the Spanish Armada
B. Founding of Jamestown
C. Signing of the Declaration of Independence
D. World War

60. The Boston Tea Party occurred
   0-1 before event A
   0-2 after event A and before event B
   0-3 after event B and before event C
   0-4 after event C and before event D
   0-5 after event D ...................................... 0(3)

61. It became possible for United States battleships in the Pacific to join the Atlantic fleet on a few days' notice
   61-1 before event A
   61-2 after event A and before event B
   61-3 after event B and before event C
   61-4 after event C and before event D
   61-5 after event D ...................................... 61( )

62. It first became possible to travel across the United States from east to west entirely by railroad
   62-1 before event A
   62-2 after event A and before event B
   62-3 after event B and before event C
   62-4 after event C and before event D
   62-5 after event D ...................................... 62( )

63. As a war measure, slaves were freed on the executive order of the President
   63-1 before event A
   63-2 after event A and before event B
   63-3 after event B and before event C
   63-4 after event C and before event D
   63-5 after event D ...................................... 63( )

64. The United States became the world’s greatest creditor nation
   64-1 before event A
   64-2 after event A and before event B
   64-3 after event B and before event C
   64-4 after event C and before event D
   64-5 after event D ...................................... 64( )

65. Kentucky threatened secession when Congress, in order to secure a commercial treaty with Spain, proposed to renounce the claim to the free navigation of the mouth of the Mississippi
   65-1 before event A
   65-2 after event A and before event B
   65-3 after event B and before event C
   65-4 after event C and before event D
   65-5 after event D ...................................... 65( )

66. The steamboat became the chief means of transporting passengers and freight in the Mississippi Valley
   66-1 before event A
   66-2 after event A and before event B
   66-3 after event B and before event C
   66-4 after event C and before event D
   66-5 after event D ...................................... 66( )

Go on to the next page.
A. Declaration of Independence
B. War of 1812
C. Civil War
D. Spanish-American War

A. Revolution of 1688
B. Close of the Seven Years’ War
C. Battles of Lexington and Concord
D. Treaty of peace in 1783

A. Beginning of the Civil War
B. The McKinley Tariff Act was passed
C. Theodore Roosevelt was elected president
D. Close of the World War

A. Massachusetts Bay Colony was established
B. Revolution of 1688
C. Opening of the French and Indian War
D. First Continental Congress

A. Founding of Jamestown
B. Washington was inaugurated president
C. Kansas-Nebraska Act
D. Surrender of Lee at Appomattox

A. Revolution of 1688
B. Close of the Seven Years’ War
C. Battles of Lexington and Concord
D. Treaty of peace in 1783

A. Beginning of the Civil War
B. The McKinley Tariff Act was passed
C. Theodore Roosevelt was elected president
D. Close of the World War

67. The telephone was invented by Alexander Graham Bell
   67-1 before event A
   67-2 after event A and before event B
   67-3 after event B and before event C
   67-4 after event C and before event D
   67-5 after event D ..................... 67( )

68. Parliament passed a law providing for an internal tax to be collected in the Thirteen Colonies in order to defray a part of the expenses incurred in suppressing a recent Indian uprising
   68-1 before event A
   68-2 after event A and before event B
   68-3 after event B and before event C
   68-4 after event C and before event D
   68-5 after event D ..................... 68( )

69. A Democratic president who made tariff reform the leading campaign issue was defeated when seeking re-election
   69-1 before event A
   69-2 after event A and before event B
   69-3 after event B and before event C
   69-4 after event C and before event D
   69-5 after event D ..................... 69( )

70. The battles of Lexington and Concord were fought
   70-1 before event A
   70-2 after event A and before event B
   70-3 after event B and before event C
   70-4 after event C and before event D
   70-5 after event D ..................... 70( )

71. Cotton first became the most valuable export of the United States
   71-1 before event A
   71-2 after event A and before event B
   71-3 after event B and before event C
   71-4 after event C and before event D
   71-5 after event D ..................... 71( )

72. The American colonists first successfully used the boycott to compel Parliament to repeal tax legislation
   72-1 before event A
   72-2 after event A and before event B
   72-3 after event B and before event C
   72-4 after event C and before event D
   72-5 after event D ..................... 72( )

73. In order to prevent British expansion west of the Alleghenies, the French erected a series of forts from Lake Erie to the head of the Ohio River
   73-1 before event A
   73-2 after event A and before event B
   73-3 after event B and before event C
   73-4 after event C and before event D
   73-5 after event D ..................... 73( )

74. Congress passed a tariff raising the average of duties to the highest level in the history of the United States
   74-1 before event A
   74-2 after event A and before event B
   74-3 after event B and before event C
   74-4 after event C and before event D
   74-5 after event D ..................... 74( )

Go on to the next page.
PART II

Directions: Each statement below can be correctly completed by one of the four words or phrases which follow it. Examine each statement and select the word or phrase which best completes the statement; then write the number corresponding to this word or phrase in the parentheses at the right.

75. President Washington warned the nation to avoid "entangling alliances" because he

75-1 realized that such alliances were unconstitutional
75-2 felt that our alliance with France precluded other alliances
75-3 had seen the nation devastated by foreign armies during the Napoleonic Wars
75-4 felt that such alliances would endanger the peace and welfare of the country

76. The tax on tea was not repealed at the same time as were the other Townshend Duties because

76-1 the East India Company was thus given a monopoly of the American market
76-2 Parliament wanted to retain one tax in order to demonstrate England's right to tax the colonies
76-3 the colonists drank smuggled tea, hence were not annoyed by the tax
76-4 the East India Company could well afford to have its products taxed

77. One of the factors which promoted unity in the British colonies was the

77-1 ease of communication
77-2 fear of the Indians and other common enemies
77-3 fear that England might sell the colonies to France
77-4 absence of local patriotism and intercolonial jealousies

78. Labor unions have frequently demanded that the government should

78-1 adopt a laissez-faire policy in industry
78-2 adopt a policy of free trade
78-3 restrict immigration and contract labor
78-4 grant homesteads to all skilled workers

79. The public land policy pursued by the federal government during the last quarter of the nineteenth century resulted in the

79-1 shifting of the center of population from Indiana to Ohio
79-2 rapid growth of cities
79-3 decline of slavery
79-4 disappearance of the frontier

80. If President Van Buren had wanted to travel from New Orleans to St. Louis in the shortest possible time, he would have sought passage by

80-1 steamboat
80-2 railroad
80-3 Conestoga wagon
80-4 sailboat

81. The United States protested against the intervention of Napoleon III in Mexico chiefly because

81-1 it violated our treaty of 1778 with France
81-2 it constituted a menace to our safety
81-3 of our friendship with Great Britain
81-4 of our traditional friendship with Mexico

82. A characteristic of the new type immigrant who came in large numbers after 1890 was that he

82-1 tended to settle in rural communities
82-2 was generally drawn from the more cultured levels of European society
82-3 was generally uneducated
82-4 was usually anxious to become naturalized

83. In the century following the discovery of America by Columbus, Spanish colonization in the New World centered in the region bounded by the Tropic of Cancer to the north and the Tropic of Capricorn to the south, because

83-1 English sea rovers harassed shipping in the northern latitudes
83-2 the territory to the north and south had been denied Spain by the papal decision incorporated in the Treaty of Tordesillas
83-3 Spaniards preferred to live in a semitropical climate
83-4 exploration to the north and south had failed to reveal gold and silver

84. The Northwest joined the South in favoring the annexation of Texas because the majority of the people in the northwestern states

84-1 wanted to maintain the balance between free and slave states
84-2 favored a policy of territorial expansion
84-3 resented the cession of Oregon to Great Britain
84-4 feared a war with Mexico
5. The religious motive was not a factor in the settlement of the
85-1 French Huguenots in Carolina
85-2 Quakers in Pennsylvania
85-3 Dutch in New Amsterdam
85-4 Catholics in Maryland

6. An important advantage of the English over the French in the French and Indian War was the
86-1 compact line of English settlements
86-2 strongly centralized government of the Thirteen Colonies
86-3 alliance with Spain
86-4 refusal of colonial merchants to sell supplies to the French in Canada

7. Why did the British interfere with American exports to the neutral Scandinavian countries in the early years of the World War?
87-1 The British needed the confiscated goods for war purposes
87-2 The British wanted to secure this carrying trade for themselves
87-3 The Scandinavian countries re-exported much of the goods to Germany
87-4 Ships that entered the Baltic Sea might be tempted to run the British blockade and enter German ports

8. Which of the following indicates the order, from large to small, of the average size of landholdings in the three sections of the country during the colonial period?
88-1 New England, the South, the middle colonies
88-2 The middle colonies, the South, New England
88-3 The South, New England, the middle colonies
88-4 The South, the middle colonies, New England

9. An important result of the Spanish-American War was that it
89-1 removed the menace of Spanish intrigue to reconquer Florida
89-2 permitted the acquisition of Cuba by the United States
89-3 strengthened American interests in and control over the Caribbean region
89-4 precipitated colonial rivalry between Great Britain and this country

10. The percentage of persons engaged in which of the following lines of work decreased between 1880 and 1920?
90-1 Manufacturing
90-2 Transportation and trade
90-3 Clerical work
90-4 Agriculture

11. The Missouri Compromise was a victory for the North because it
91-1 proved Congress had the right to regulate slavery
91-2 excluded slavery from all the territory north of the Ohio and east of the Mississippi
91-3 closed most of the Louisiana Purchase to slavery
91-4 abolished slavery in federal territory acquired through purchase

12. An important reason for the comparatively slow increase in the French population in New France was that
92-1 the land was a state monopoly
92-2 only missionaries were allowed to trade with the Indians
92-3 the Algonquin Indians were warlike and hostile
92-4 only Catholics were allowed to settle there

13. In the election of 1852, only about five per cent of the popular vote was cast for the Free-Soil Party. What did this probably indicate?
93-1 Most people preferred to let the slavery question rest
93-2 Slavery was no longer a major national issue
93-3 The Dred Scott Decision had definitely determined the status of slavery
93-4 Slaveholding was becoming increasingly popular

14. Which of the following major military objectives of the North in the Civil War was the last to be realized?
94-1 To capture the Confederate capital
94-2 To establish an effective blockade of the Confederacy
94-3 To gain control of the Mississippi
94-4 To divide the Confederacy in two by a drive from Chattanooga to Atlanta and Savannah

Go on to the next page.
95. In regulating commerce with her American colonies, Spain followed a policy of
   95–1 free trade
   95–2 restricting trade to Spaniards under a strict government monopoly
   95–3 requiring foreign traders to bring their precious cargoes to the “India House” at
       Seville for the payment of duties
   95–4 granting unrestricted trading privileges to all Spanish citizens . . . . . . . . 95( )

96. At the peace conferences following the World War, the aims of American diplomats differed from those of the
   statesmen representing the Allied powers in that the United States
   96–1 favored the preservation of the Austro-Hungarian Empire
   96–2 expected neither reparations nor indemnities
   96–3 opposed the establishment of a League of Nations
   96–4 opposed any territorial cessions by the defeated powers. 96( )

97. The peace movements prior to the World War failed to
   97–1 effect any considerable reduction in land or naval armaments
   97–2 enlist even the nominal support of the great powers
   97–3 provide for the establishment of a court of arbitration
   97–4 arouse any interest in the abolition of especially cruel methods in warfare . . . . 97( )

98. An important motive behind Hamilton’s proposal for an excise tax on the manufacture of distilled liquor was the
   desire to
   98–1 impress the inhabitants of the interior with the authority of the federal government
   98–2 substitute this type of taxation for import duties
   98–3 reduce and finally eliminate the consumption of whiskey
   98–4 reduce the federal tax burden of the seaboard states . 98( )

99. An important result of the Mexican War was the
   99–1 annexation of Texas
   99–2 promulgation of the Monroe Doctrine
   99–3 conciliation of the expansionist element by the acquisition of Oregon
   99–4 increased ill will between pro slavery and antislavery forces . . . . . 99( )

100. In which respect were the English colonies in America similar to those of Spain?
    100–1 Diversity in race
    100–2 Toleration of Negro slavery
    100–3 Effective control of colonial trade by the mother country
    100–4 Amount of liberty granted the individual colonies . . . . 100( )
AMERICAN COUNCIL ON EDUCATION

COÖPERATIVE GENERAL ACHIEVEMENT TEST

PART I. A SURVEY TEST IN THE SOCIAL STUDIES

FORM O

by

H. R. ANDERSON, E. F. LINDQUIST, J. E. PARTINGTON,
State University of Iowa
and others

Please print:

Name............................................................... Date............................................................

Last First Middle

Grade or Class................................................. Age........................................ Date of Birth.

Yrs. Mos.

School............................................................. City...................................................... Sex........................................

M. or F.

Instructor................................................................

Number of years (one semester = ½ year; one quarter = ½ year) you have studied:

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<th>Modern European History</th>
<th>Medieval History</th>
<th>American History</th>
<th>Civics</th>
<th>Economics</th>
<th>Sociology</th>
<th>Other Social Studies (list)</th>
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General Directions: Do not turn this page until the examiner tells you to do so. This test consists of 120 questions on various aspects of the social studies and requires 40 minutes working time. The directions are printed at the beginning of the test. Read them carefully and proceed at once to answer the questions. DO NOT SPEND TOO MUCH TIME ON ANY ONE ITEM; ANSWER THE EASIER QUESTIONS FIRST; then return to the harder ones if you have time.

It is important that you read all the items, whether or not you have studied the subject dealt with. Even in sections covering fields in which you have not taken courses, you will probably be able to answer some questions.

You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid wild guessing, since wrong answers will result in a subtraction from the number of your correct answers.

Time Limit: 40 minutes

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<th>Raw Score</th>
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15 Amsterdam Avenue, New York City
GEOGRAPHY

1. Of the following, the one farthest away from the United States is
   1–1 Alaska.
   1–2 Cuba.
   1–3 the Philippine Islands.
   1–4 Hawaii. 1

2. A ship which sails due east from the New York harbor would eventually arrive on the coast of
   2–1 Portugal.
   2–2 France.
   2–3 England.
   2–4 Ireland. 2

3. A certain nation-wide radio broadcast is heard daily during the winter in New York at 5 PM. It is heard in Seattle, Washington, at
   3–1 1 PM.
   3–2 2 PM.
   3–3 8 PM.
   3–4 7 PM. 3

4. Russia, including Siberia, is about as large as
   4–1 the United States.
   4–2 North America.
   4–3 Australia.
   4–4 that part of the United States west of the Mississippi. 4

5. An automobile party is going from Buffalo to Chicago. The shortest route, of those listed below, is
   5–1 south of Lake Erie through Cleveland and Toledo.
   5–3 north of Lake Ontario through Kingston and Toronto.
   5–4 north of Lake Erie across Ontario and through Detroit. 5

CIVICS AND AMERICAN GOVERNMENT

6. The chief function of local government is to
   6–1 provide certain services and protections, such as police, fire, schools, etc.
   6–2 make treaties with foreign countries.
   6–3 regulate interstate commerce.
   6–4 provide military protection against foreign armies. 6

7. A basic weakness of the old council–mayor form of city government is the
   7–1 danger of jealousy among the members of the council.
   7–2 lack of representation of minority parties.
   7–3 failure to provide for ward or district representation.
   7–4 lack of centralized responsibility in a chief executive. 7

8. To prevent an eleven-year-old boy from working an excessive number of hours in a textile mill, one would appeal to the
   8–1 municipal government.
   8–2 county government.
   8–3 state government.
   8–4 national government. 8

9. Political party platforms are vague and general in most of their statements because
   9–1 they are designed to appeal to as many groups as possible without antagonizing any large body of voters.
   9–2 there are few issues which can be definitely supported or opposed.
   9–3 politicians do not usually grasp the vital questions of the day.
   9–4 the voter is more concerned with local than with national problems. 9

10. Appropriation bills must originate in the
    10–1 House of Representatives.
    10–2 Senate.
    10–3 Treasury Department.
    10–4 Cabinet. 10

11. The governmental agency which is concerned with developing electrical and water power in the southern United States is the
    11–1 SEC.
    11–2 TVA.
    11–3 WPA.
    11–4 CCC. 11

12. The President of the United States can be removed from office during the term for which he was elected by
    12–1 loss of support for his program in Congress.
    12–2 loss of confidence in him on the part of the country.
    12–3 impeachment and conviction.
    12–4 trial by the Supreme Court. 12

13. A veto by the President may be overridden in Congress by a
    13–1 majority vote in both houses.
    13–2 two-thirds vote in both houses.
    13–3 two-thirds vote in either house.
    13–4 majority vote in either house. 13

14. The chief method used to adapt our Constitution to economic and social change is
    14–1 amendment.
    14–2 establishing unwritten laws of custom.
    14–3 reinterpretation of the Constitution by the courts.
    14–4 direct action by the executive based on current needs. 14

Go on to the next page.
15. Ambassadors and ministers (as contrasted to members of the consular service) are sent to foreign countries chiefly to
15-1 make treaties.
15-2 represent commercial interests.
15-3 cultivate friendly feelings and inform our government concerning what goes on in the country.
15-4 look after the interests of American residents and tourists.

16. Presidents in order to secure cooperation in putting through their legislative programs sometimes make use of
16-1 the merit system.
16-2 patronage.
16-3 gerrymandering.
16-4 the filibuster.

17. A person charged with a crime in one state and found in another state may be brought back for trial only
17-1 by his own consent.
17-2 by consent of the federal government.
17-3 after grand jury trial in the state in which he has been found.
17-4 by consent of the state in which he has been found.

18. The twentieth amendment to the Constitution of the United States
18-1 abolished the "Lame Duck Session."
18-2 gave women the right to vote.
18-3 repealed prohibition.
18-4 prohibited child labor.

19. The Civil Service Commission was established because an agency was needed to
19-1 select the best persons for policy-making jobs.
19-2 select new administrators for each new party coming into power.
19-3 supervise the distribution of patronage.
19-4 select those best fitted for subordinate administrative, clerical, and technical jobs.

20. Although no specific provision for it is made in the Constitution, Congress had the power to pass a Pure Food and Drug Act because
20-1 no state was willing to take the responsibility.
20-2 the Supreme Court specifically granted it the power to do so.
20-3 the power to regulate interstate commerce was judged to include such an act.
20-4 it is a necessary law, and the power to pass it was not delegated to the states.

21. Most of the early state constitutions were undemocratic in that they
21-1 restricted the legislative body to a single house.
21-2 denied the right to vote to nonmembers of the state church.
21-3 granted the governor an absolute veto over legislation.
21-4 prescribed property qualifications for holding office.

22. Under both the Articles of Confederation and the Constitution the states lacked the power to
22-1 negotiate treaties with foreign countries.
22-2 levy taxes.
22-3 maintain a militia.
22-4 place duties on imports and exports.

THE CONTRIBUTIONS OF EARLY CIVILIZATIONS AND THE MIDDLE AGES

23. The people of Babylonia
23-1 possessed considerable legal and business ability.
23-2 built pyramids similar to those of Egypt.
23-3 built a navy that dominated the Mediterranean.
23-4 developed a relatively democratic government.

24. Of the following, the empire which covered the most territory at the height of its power was
24-1 Assyria.
24-2 Babylonia.
24-3 Egypt.
24-4 Persia.

25. Which of the following did not characterize farming in ancient Egypt?
25-1 Irrigation.
25-2 Use of the horse as a draft animal.
25-3 Slave labor.
25-4 Cultivation of wheat and barley.

26. Which of the following did the Persians most urgently demand from conquered peoples?
26-1 Universal use of the Persian language.
26-2 Acceptance of Zoroastrianism as the true faith.
26-3 Tribute and soldiers.
26-4 Compliance with Persian customs.

27. The chief source of information regarding the civilization of ancient Crete has been
27-1 clay tables found at Cnossus.
27-2 accounts in contemporary Greek writings.
27-3 commercial and other records kept by the Egyptians.
27-4 archeological remains recovered through excavation.
28. Perhaps the chief factor which kept the Greeks from attaining political supremacy in the ancient world was their  
28-1 interest in intellectual pursuits.  
28-2 failure to effect a united leadership.  
28-3 inadequate military forces.  
28-4 failure to develop a powerful navy.  

29. The migration of artists, writers, and philosophers to Athens in the fifth century B.C. may be partially explained by the fact that  
29-1 oppressive laws forced them to leave other Greek cities.  
29-2 the Athenian government paid large subsidies to able artists.  
29-3 the opportunity for them to make a good living and become influential was greater there than in other Greek cities.  
29-4 the other Greek cities refused to extend citizenship to foreign artists and writers.  

30. The Roman architecture was most like the Greek in the use of  
30-1 the arch.  
30-2 concrete.  
30-3 pillars.  
30-4 the dome.  

31. The success of Rome in destroying Carthage depended largely upon the ability of the Romans to  
31-1 build a fleet equal or superior to that of Carthage.  
31-2 develop an army numerically stronger than that of Carthage.  
31-3 secure an alliance with the Greek city-states.  
31-4 fortify the city of Rome so as to resist any Carthaginian attack.  

32. The security of Augustus’ position as Roman emperor resulted from  
32-1 his conciliation of those Romans who wished a republic and his apparent subjection to the Senate.  
32-2 the slaughter of political opponents.  
32-3 the indefinite postponement of his coronation.  
32-4 his victories, which gave Rome a series of triumphs.  

33. An important result of the contact between the Romans and the German barbarians was that the  
33-1 Romans reverted to paganism.  
33-2 Germans gradually adopted some of the customs and culture of the Romans.  
33-3 Germans allied themselves with the Huns.  
33-4 Germans became much better fighters.  

34. Which of the following Asiatic peoples were the first to invade Europe?  
34-1 Arabs.  
34-2 Huns.  
34-3 Mongols.  
34-4 Turks.  

35. An important cause for the downfall of the empire established by Charlemagne was the  
35-1 quarrel between the church and the state.  
35-2 conquering advance of Attila.  
35-3 increasing luxury of the court.  
35-4 civil strife among his successors.  

36. Among those named below, the theory that the planets moved in orbits around the sun was first advanced by  
36-1 Copernicus.  
36-2 Galileo.  
36-3 Robert Boyle.  
36-4 Isaac Newton.  

37. Perhaps the most significant direct result of the Crusades was the  
37-1 development of commercial enterprise.  
37-3 abolition of feudalism.  
37-4 overthrow of Saracen power in Spain and Sicily.  

38. Which of the following statements does not apply to the elementary schools in the Middle Ages?  
38-1 The church generally controlled the schools.  
38-2 Most of the teachers were clergymen.  
38-3 Most of the pupils paid tuition.  
38-4 Girls and boys enjoyed equal educational opportunities.  

39. One of the greatest intellectual contributions of the Middle Ages was the  
39-1 beginnings of the idea of evolution.  
39-2 establishment of universities.  
39-3 establishment of the ideal of universal education.  
39-4 addition of geometry and algebra to the exact sciences.  

40. One of the important factors in the development and establishment of the supremacy of the papacy over the whole church in the ninth and tenth centuries was the  
40-1 utter dependence of the Carolingian kings on papal support.  
40-2 Babylonian captivity of the church.  
40-3 danger of invasion by the Saracens.  
40-4 intervention of the Pope in the business of local church councils.
41. The art of the Renaissance was similar to that of the centuries just preceding in that
41–1 water colors were used rather than oils.
41–2 the subjects presented were mainly religious.
41–3 the artists displayed little ability in portraying the human body accurately.
41–4 painting was still done exclusively on plaster.

42. The principal reason for the existence of the craft guild in medieval times was to
42–1 preserve to its own members the monopoly of trade.
42–2 attend to poor and sick relief in the community.
42–3 develop trade and commerce on a national scale.
42–4 decorate and beautify the local cathedral.

THE RISE OF MODERN EUROPEAN NATIONS

43. Feudalism was characterized by the
43–1 subjection of the nobility to the will of the people.
43–2 ease with which a person could rise from one social class to another.
43–3 almost complete subordination of the church to the state.
43–4 exploitation of the peasant class.

44. An evil effect of the mercantile system was that it
44–1 encouraged a selfish nationalism.
44–2 resulted in free trade.
44–3 caused higher duties to be levied on export manufactures.
44–4 led to the substitution of barter for money exchange.

45. The efforts of Peter the Great to obtain for Russia a ready access to the sea were most successful in the direction of the
45–1 Baltic Sea.
45–2 Black Sea.
45–3 Pacific Ocean.
45–4 White Sea.

46. The Netherlands revolted against Spain because
46–1 she failed to protect them against attack by Louis XIV.
46–2 the closing of the Scheldt ruined the prosperity of Antwerp.
46–3 taxation was increased and new taxes were added.
46–4 Spanish merchants were given a monopoly of the trade with America and the Spice Islands.

47. During the seventeenth century, Sweden sought conquests across the Baltic in order to
47–1 expand to her natural boundaries.
47–2 organize a Protestant state powerful enough to check the growth of Catholicism.
47–3 forestall the conquest of her own territories by ambitious German princes.
47–4 add to her revenues by controlling the commerce of northern Europe.

48. In time, a measure of religious toleration resulted from the Reformation because
48–1 the Protestant sects were naturally tolerant.
48–2 there was no reason for religious strife after the Peace of Augsburg.
48–3 the expulsion of the Saracens made all Europe Christian.
48–4 so many sects grew up that no one of them was able to dominate.

49. The Industrial Revolution began in England because that country
49–1 had developed the most influential craft guilds.
49–2 was wealthier than other European nations.
49–3 had enjoyed a long period of peace at home, undisturbed by foreign wars.
49–4 had the necessary capital, labor, and raw materials.

50. The type of power which was chiefly utilized at first to operate machinery in the weaving industry was
50–1 water.
50–2 gasoline.
50–3 steam.
50–4 electricity.

51. Of the following, the line of reform least indulged in by the enlightened despots of the eighteenth century was
51–1 religious toleration.
51–2 codification of the law.
51–3 increase in the authority of national legislative bodies.
51–4 improvement of educational opportunities.

52. The alliance with the thirteen American colonies was significant to France chiefly because she
52–1 regained possession of the Louisiana Territory.
52–2 gained American help against a European coalition.
52–3 was thus able to strike at Great Britain.
52–4 regained naval supremacy and her lost colonies in India.
53. Which of the following is the most accurate statement of the way in which the mercantilists sought to attain national prosperity?
   53-1 By exporting and importing as much as possible.
   53-2 By increasing exports but limiting imports mainly to raw materials.
   53-3 By limiting both exports and imports.
   53-4 By increasing the import of manufactures but restricting the export of raw materials.

54. The French Revolution had an unfortunate effect in England in that
   54-1 its excesses led the English for some time to oppose political, social, and economic reform.
   54-2 it encouraged the bloodiest revolution in English history.
   54-3 it inspired the revolution of the American colonies.
   54-4 the government came to favor everything that smacked of reform and radicalism.

55. Napoleon was instrumental in spreading the reforms of the French Revolution throughout western and central Europe because he
   55-1 believed in the right of the people to self-determination.
   55-2 organized an empire which included all of Europe save England, Turkey, and Russia.
   55-3 sought to introduce equality of rights and administrative reforms in the territories he conquered.
   55-4 gained the good will of the crowned heads of Europe.

56. Among the factors in the nineteenth century which contributed to the building of the British Empire was
   56-1 Gladstone's policy of exploiting the weaker subject peoples.
   56-2 the consistently imperialistic policy of the government.
   56-3 the policy of civil and religious oppression which forced British subjects to leave the mother country.
   56-4 the tremendous impetus to trade given by the Industrial Revolution.

57. Which of the following items in President Wilson's "Fourteen Points" was most nearly realized by the peace treaties closing the World War?
   57-1 The abolition of secret diplomacy.
   57-2 The formation of a general association of nations.
   57-3 The removal of economic barriers between nations.
   57-4 The reduction of armaments.

58. Austria-Hungary concluded an alliance with Germany (1879) chiefly in order to gain support in the event of a clash with
   58-1 France.
   58-2 Italy.
   58-3 Russia.
   58-4 Turkey.

59. A basic cause of the World War was the
   59-1 development of nationalism.
   59-2 assassination of an Austrian archduke by Serbians.
   59-3 ill will between Russia and England growing out of Balkan disputes.
   59-4 desire to make the world safe for democracy.

60. Germany's first objective in the World War was to
   60-1 strike a crushing blow at France.
   60-2 bottle up the British fleet.
   60-3 defeat Russia by capturing Moscow.
   60-4 consolidate her position in the Near East.

61. The group which has benefited most from colonial expansion in Africa and Asia since 1875 is the
   61-1 investment bankers.
   61-2 common laborers.
   61-3 holders of national bonds.
   61-4 farmers.

62. The dictatorship which is most opposed to private ownership of business enterprises is that of
   62-1 Germany.
   62-2 Russia.
   62-3 Poland.
   62-4 Italy.

THE DEVELOPMENT OF THE UNITED STATES

63. In the sixteenth century, the interest of European nations in the colonization of America was stimulated by the
   63-1 flow of wealth from Mexico and Peru into Spain.
   63-2 failure of Portugal to profit from the trade with India.
   63-3 need for obtaining colonies to which convicts might be sent.
   63-4 growing conviction that the best route to the Far East was westward across the Atlantic.

64. The leading staple exported from the British colonies in America during the eighteenth century was
   64-1 rice.
   64-2 cotton.
   64-3 wheat.
   64-4 tobacco.

Go on to the next page.
55. An important reason for the heavy immigration to Massachusetts from 1630 to 1640 was the
65-1 religious and political strife which prevailed in England.
65-2 religious toleration which characterized the colony.
65-3 flight of English royalists following the execution of Charles I.
65-4 promise of easy wealth held out by the huge returns on capital invested in the Jamestown colony.

66. Under the English colonial system, manufacturing was discouraged in the colonies on the ground that
66-1 factory hands made poor soldiers in the French and Indian Wars.
66-2 the mother country needed a market for surplus goods.
66-3 England lacked a surplus of capital to establish factories in the New World.
66-4 the increased production of staples such as wheat, cotton, and tobacco would make possible a profitable exchange for French manufactures.

67. French aid for the American colonies in their struggle with Great Britain was secured chiefly by
67-1 John Adams.
67-2 Benjamin Franklin.
67-3 Thomas Jefferson.

68. Of the following, the greatest obstacle to the success of the colonists in the Revolutionary War was the
68-1 numerical superiority of the British forces.
68-2 effective blockade of the American coast by the British fleet.
68-3 lack of cooperation between the French and American troops.
68-4 difficulty of raising money to buy supplies and munitions.

69. Which can best be described as both a cause and a result of the rapid development of the West in the 1860's?
69-1 Tax-supported schools.
69-2 Opportunities to industrialize large areas in the West.
69-3 High prices on basic farm products.
69-4 Improved transportation.

70. During the thirty years immediately following the Civil War, the most clear-cut issue between Republicans and Democrats was
70-1 the gold standard.
70-2 the tariff.
70-3 civil service reform.
70-4 slavery.

71. Of the following motives behind the continuous movement of pioneers from comparatively civilized regions to the frontier, the most important was
71-1 wanderlust and the craving for adventure.
71-2 the discovery of precious metals.
71-3 craving for life in a community where no legal restraints existed.
71-4 desire for cheap and fertile land.

72. What was the chief source of income in the South during the first half of the nineteenth century?
72-1 Commerce.
72-2 Agriculture.
72-3 Manufacturing.
72-4 Shipping.

73. An underlying reason for the harsh reconstruction program adopted by Congress after the Civil War was the fear that the South
73-1 was about to rise in revolt.
73-2 would refuse to pay its share of the national debt.
73-3 would unite with the West in opposing the policies of the industrial states of the North.
73-4 might prove disloyal in the war which threatened to break out as a result of the French invasion of Mexico.

74. The steamboat became the chief means of transporting passengers and freight in the Mississippi Valley shortly after the
74-1 inauguration of President Washington.
74-2 War of 1812.
74-3 gold rush to California.
74-4 Civil War.

75. Very popular books dealing with many phases of American life following the Civil War and combining sentiment and satire were written by
75-1 Hamlin Garland.
75-2 Nathaniel Hawthorne.
75-3 James R. Lowell.
75-4 Mark Twain.

76. After the panic of 1873, a majority of the western farmers favored raising the prices on agricultural commodities by
76-1 making national bank notes redeemable in gold.
76-2 increasing the volume of paper money and making it legal tender for all purposes.
76-3 revoking the Homestead Act and thus restricting the area under cultivation.
76-4 eliminating export duties to enable American products to compete in foreign markets.

Go on to the next page.
77. An important factor in keeping the Republican Party in power during the latter half of the nineteenth century was that it consistently presented the best program on all issues. It had the support of the southern Negro vote. It was free from political corruption. It received credit for saving the Union.

78. During the twentieth century, an important cause of friction between the United States and Mexico has been Mexico's policy of seeking territorial expansion in the direction of the Panama Canal. It has conspired for the re-annexation of Mexican territories now under the jurisdiction of this country. It has sought to reclaim land and mineral concessions owned or controlled by foreigners. It has favored the establishment of Catholicism as the state religion.

79. The first session of Congress in Franklin D. Roosevelt's first administration was notable for its cooperation in carrying out administration policies. There was lack of harmony within the political parties. There were delays on important measures. There was effective Congressional leadership in opposition to the policies of the President.

80. The reason the British interfered with American exports to the neutral Scandinavian countries in the early years of the World War was that the British needed the confiscated goods for war purposes. The British wanted to secure this carrying trade for themselves. The Scandinavian countries could re-export the goods to Germany. Ships that entered the Baltic Sea might be tempted to run the British blockade and enter German ports.

81. Under the NRA no provision was made for a single employer to decide whether or not he wished to accept the code. Employers were to organize. Employees were to organize. Agreement as to maximum hours and minimum wages in the codes for each industry.

82. During the World War, the United States, Great Britain, and France made loans to various Allied powers for the purchase of war materials. The role of the United States differed from those of the other two powers, however, in that all the money loaned was spent for munitions purchased in this country. The other two countries each figured both as debtor and as creditor. The money loaned by this country was borrowed from the citizens of the country. At the time the loans were being made only the United States expected to be repaid.

83. A major issue facing the American farmer today is obtaining adequate political representation. Getting more land. Getting prices on his crops that will give him a reasonable profit. Enlarging his yield.

84. The National Labor Relations Act provides a maximum work-week of forty hours in industry. No worker may be discharged for union membership. For a closed shop in industries engaged in interstate commerce. That employers must recognize "company unions."

85. The major part of federal expenditures in the United States since the World War has been accounted for by regular civil functions. The cost of past wars and of preparedness for future wars. The development of natural resources. The cost of relief and social service functions.

86. Business leaders are opposed to the tax on undistributed surpluses chiefly because they believe that it hinders capital expansion. It results in too close a scrutiny of their practices by the Treasury Department. It requires more money to administer than is brought in. It results in unfair income taxes in certain years for the stockholders of those companies who distribute their profits to avoid the tax.
From the standpoint of trade with the Orient, the construction of the Panama Canal was primarily of aid to American producers located near Chicago, on the Atlantic seaboard, on the Pacific Coast, in the Rocky Mountain states.

The need of legislation to eliminate wasteful overproduction is greatest in the case of aluminum, cigarettes, steel, petroleum.

One result of the mechanization of industry in this country has been a lengthening of the working day of the employees, an elimination of the need for labor unions, the creation of a serious problem of adjusting production and prices, an increased cost per unit of output.

The United States has found itself involved in world affairs primarily because of its democratic government, membership in the World Court, increased naval strength, far-flung expanding commercial interests.

The economic policy of a fascist type of government involves government ownership of all means of production, a capitalist economy of the laissez faire type, government regulation of industry in the interest of the state, elimination of all inequalities in the distribution of wealth.

The state which has grown most rapidly in population since 1920 is California, Illinois, Iowa, New York.

The most nearly correct statement regarding the United States national debt for the period 1916-1938 is that there was a steady decrease followed by a gradual increase, a gradual increase followed by a steady decrease, a rapid increase, after which there was a steady decrease, finally followed by a rapid increase, a steady increase.

Between 1880 and 1920, a decrease occurred in the proportion of Americans engaged in manufacturing, transportation and trade, clerical work, agriculture.

The purpose of the New Deal which has been most nearly realized is the restoration of United States foreign trade to the 1926 level, a balanced budget, a lasting reduction of the number unemployed, an increase in prices on basic agricultural products.

The economic meaning of the term "barter" may be said to be the exchange of a commodity for money, transfer of ownership by the use of money or its substitutes, direct exchange of one article for another, transfer of goods in exchange for a promise to pay at a future date.

Which of the following is least likely to be a factor in establishing a monopoly?
- Merger.
- Interlocking directorate.
- Holding company.
- Unionization.

One of the advantages expected from the Federal Reserve System was that it would tend to stabilize the currency, encourage the establishment of branch banks by the large city banks, minimize the severity of panics, tend to centralize the currency reserves in Washington.

The industries which are most likely to be overdeveloped are those in which a high degree of managerial skill is needed, the amount of capital needed to start is large, large numbers of skilled workers are needed.

Other things being equal, a bank curtails its loans to customers when the rate of interest is low, its cash reserves get low and the rediscount rate rises, money is needed to move crops, there is an increase in business profits.
101. In 1911, when the Supreme Court ruled that the Standard Oil interests must be reorganized into numerous companies, comparatively little change was made in the actual management of affairs because
101-1 John D. Rockefeller was senior partner in all the newly organized companies.
101-2 the principal stockholders in the old holding company continued to be principal stockholders in the newly formed companies.
101-3 Congress held the Supreme Court decision to be null and void.
101-4 the organization managed to avoid carrying out the ruling. 101( )

PROBLEMS OF SOCIETY

102. Perhaps the most important problem facing the United States today is
102-1 devising a satisfactory low-cost housing program.
102-2 reorganizing the executive branch of the government.
102-3 reducing corruption in city, state, and federal governments.
102-4 working out political and social policies to meet the increasing complexity of modern society. . . . . . . . . . 102( )

103. The one of the following industrial questions which has received the greatest general attention in recent years is the
103-1 improvement of methods of production.
103-2 manufacture of superior products.
103-3 reduction of advertising costs.
103-4 problem of relations between employer and employee. . . . 103( )

104. The chief reason for the present emphasis on national reforestation projects is to
104-1 provide hunting and fishing reserves.
104-2 protect the lumber industry.
104-3 facilitate flood control and check soil erosion.
104-4 insure recreational opportunities for future generations. . . 104( )

105. The leader of the forces of industrial, or vertical, unionism in this country during Franklin Roosevelt's first administration was
105-1 Myron Taylor.
105-2 John L. Lewis.
105-3 Samuel Gompers.
105-4 Matthew Woll. . . . . . . . . 105( )

106. Probably the most important reason for the increased enrollment in American high schools during the past ten years is the
106-1 influence of the junior high school in easing the transition from elementary to high school.
106-2 lessened opportunities in the business and industrial world.
106-3 offering of a more varied and immediately useful curriculum.
106-4 increase in the proportion of our population that is of high school age. . . . . . . . . . 106( )

107. Probably the best way to reduce the amount of crime is to
107-1 build better prisons.
107-2 increase the severity of punishment.
107-3 improve living conditions.
107-4 make punishment more certain. . . . . . . . . . 107( )

108. Of the following, the most important factor in causing nations to become concerned with one another's problems has been the
108-1 growing effectiveness of armaments.
108-2 "international mindedness" of the working peoples.
108-3 improvements in communication and transportation.
108-4 general acceptance of the idea of an association of nations. . 108( )

109. The most effective weapon used by organized labor during the last few years has been the
109-1 closed shop.
109-2 lockout.
109-3 sit-down strike.
109-4 boycott of nonunion-made products. . . . . . . . . . 109( )

110. The passage of a strict food-and-drug law was especially opposed by the patent medicine manufacturers because
110-1 their sales are particularly dependent on misleading advertising.
110-2 their products are nearly always injurious.
110-3 their costs of production would greatly increase.
110-4 it would forbid the sale of all home remedies. . . . . . . . . . 110( )

111. The strongest objection in Congress to wages and hours legislation has come from the
111-1 Middle Western farming states.
111-2 South.
111-3 New England textile manufacturing states.
111-4 Pacific Coast. . . . . . . . . 111( )

Go on to the next page.
112. The factor among the following which has had the greatest influence in increasing the population of the United States during the twentieth century is

112-1 increase in birth rate.
112-2 birth control legislation.
112-3 decrease in death rate.
112-4 immigration. 

113. A disastrous result of the application of machinery and science to farming has been

113-1 periodic overproduction.
113-2 rapid exhaustion of the soil.
113-3 the elimination of submarginal land.
113-4 the increased cost of production per unit of output. 

114. Unemployment insurance is partially financed by a tax on

114-1 retail sales.
114-2 pay rolls.
114-3 luxuries.
114-4 gasoline and cigarettes. 

115. Of the following groups, the one with the lowest birth rate is that of the

115-1 poor who cannot afford to raise children.
115-2 unemployed who are on relief.
115-3 farmers.
115-4 economically prosperous.

116. The type of school that was the last to be established in this country was

116-1 public high school.
116-2 academy.
116-3 denominational college.
116-4 agricultural and mechanical college. 

117. Much was done to improve living conditions among the underprivileged in one of our largest cities by

117-1 Jane Addams.
117-2 Mark Hopkins.
117-3 Horace Mann.
117-4 Frances E. Willard. 

118. The magazine of those listed which most nearly represents the reading interests of the American public is

118-1 Scribner's.
118-2 Nation.
118-3 Atlantic Monthly.
118-4 Saturday Evening Post. 

119. In general, the immigrants who came to America in large numbers after 1890

119-1 were as easily assimilated as those arriving previously.
119-2 tended to settle in rural communities.
119-3 were as literate as earlier immigrant groups.
119-4 tended to settle in the cities. 

120. Which statement describes what has happened in the last ten years in relation to the liquor problem?

120-1 A constitutional amendment prohibiting the sale of intoxicating liquor was repealed.
120-2 The Supreme Court declared the prohibition amendment unconstitutional.
120-3 All state laws prohibiting the liquor traffic have been nullified by Congress.
120-4 Congress passed a law legalizing the nation-wide sale of liquor. 

Number wrong 

Number right 

(See table at left; subtract) 

Raw Score = Difference
Detroit Advanced Intelligence Test
Devised by Harry J. Baker

<table>
<thead>
<tr>
<th>Name</th>
<th>First</th>
<th>Last</th>
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</thead>
<tbody>
<tr>
<td>Grade</td>
<td>School</td>
<td>City</td>
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</table>

| Boy | Girl | Home Language |

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**SCORE RECORD**

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<tr>
<td>Total</td>
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</tbody>
</table>

( )

- **Line A:** Pecks bushey many now a in

- **Line B:**

- **Line C:**

- **Line D:**

- **Line E:**

- **Line F:**
# Part 1

<table>
<thead>
<tr>
<th>Line A</th>
<th>Gloves are worn on the</th>
<th>1 ears</th>
<th>2 feet</th>
<th>3 hands</th>
<th>4 head</th>
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<td>1</td>
<td>A touchdown comes in</td>
<td>baseball</td>
<td>bowling</td>
<td>3 golf</td>
<td>4 football</td>
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<tr>
<td>2</td>
<td>The Pacific was dis-</td>
<td>Balboa</td>
<td>Columbus</td>
<td>3 Drake</td>
<td>4 Hudson</td>
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<tr>
<td>3</td>
<td>New Orleans is in</td>
<td>Alabama</td>
<td>Georgia</td>
<td>3 Louisiana</td>
<td>4 Texas</td>
</tr>
<tr>
<td>4</td>
<td>Ivory is obtained from</td>
<td>elephant</td>
<td>mines</td>
<td>3 oysters</td>
<td>4 reefs</td>
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<tr>
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<td>Bombay is a city in</td>
<td>Argentine</td>
<td>India</td>
<td>3 Japan</td>
<td>4 Spain</td>
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<td>The thyroid is in the</td>
<td>abdomen</td>
<td>head</td>
<td>3 neck</td>
<td>4 shoulder</td>
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<td>7</td>
<td>Sapphires are usually</td>
<td>blue</td>
<td>green</td>
<td>3 red</td>
<td>4 yellow</td>
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<td>8</td>
<td>The U. S. Naval Academy</td>
<td>Annapolis</td>
<td>Philadelphia</td>
<td>3 Washington</td>
<td>4 West Point</td>
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<td>The eucalyptus is a</td>
<td>drink</td>
<td>fabric</td>
<td>3 machine</td>
<td>4 tree</td>
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<td>Artichoke is a kind of</td>
<td>corn</td>
<td>grass</td>
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<td>Habeas Corpus is a term</td>
<td>used in</td>
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<td>1914</td>
<td>3 1917</td>
<td>4 1920</td>
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<td>fish</td>
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<td>The oldest U. S. City is</td>
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<td>Plymouth</td>
<td>3 St. Augustine</td>
<td>4 Santa Fe</td>
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<td>The Orpington is a</td>
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<td>Africa</td>
<td>Asia</td>
<td>3 Europe</td>
<td>4 S. America</td>
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<td>17</td>
<td>Il Trovatore was com-</td>
<td>Bach</td>
<td>Mozart</td>
<td>3 Verdi</td>
<td>4 Wagner</td>
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<td>18</td>
<td>Apiculture is the study of</td>
<td>bees</td>
<td>birds</td>
<td>3 flowers</td>
<td>4 monkeys</td>
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<td>The Eider is a kind of</td>
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<td>duck</td>
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<td>Magenta is a kind of</td>
<td>color</td>
<td>drink</td>
<td>3 fabric</td>
<td>4 food</td>
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<tr>
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<td>The castanet is used in</td>
<td>farming</td>
<td>fishing</td>
<td>3 hunting</td>
<td>4 music</td>
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<td>Pearls are obtained from</td>
<td>mines</td>
<td>ore</td>
<td>3 oysters</td>
<td>4 trees</td>
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<td>23</td>
<td>Martin Luther was a</td>
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<td>sculptor</td>
<td>3 statesman</td>
<td>4 theologian</td>
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<td>Bile is formed in the</td>
<td>kidneys</td>
<td>liver</td>
<td>3 spleen</td>
<td>4 stomach</td>
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<td>Pasteur was famous in</td>
<td>literature</td>
<td>politics</td>
<td>3 science</td>
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<td>Comenius was an</td>
<td>educator</td>
<td>astronomer</td>
<td>3 musician</td>
<td>4 statesman</td>
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<tr>
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<td>Thanatopsis was written</td>
<td>Bryant</td>
<td>Kipling</td>
<td>3 Longfellow</td>
<td>4 Scott</td>
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<td>Denim is a kind of</td>
<td>dance</td>
<td>drink</td>
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<td>4 food</td>
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<td>A puck is used in</td>
<td>football</td>
<td>golf</td>
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<td>4 tennis</td>
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<td>Portia is a character in</td>
<td>Henry IV</td>
<td>Merchant of Venice</td>
<td>3 Romola</td>
<td>4 Vanity Fair</td>
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<td>A silo is used in</td>
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<td>fishing</td>
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<td>electricity</td>
<td>horsepower</td>
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<td>The author of the</td>
<td>Homer</td>
<td>Moses</td>
<td>3 St. Paul</td>
<td>4 Plato</td>
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<td>Pentateuch was</td>
<td>gas</td>
<td>liquid</td>
<td>3 mineral</td>
<td>4 vegetable</td>
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<td>The micrometer is used in</td>
<td>chemistry</td>
<td>bowling</td>
<td>3 physics</td>
<td>4 dyeing</td>
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<td>billiards</td>
<td>croquet</td>
<td>3 golf</td>
<td>4 tennis</td>
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<td>The stethoscope is used</td>
<td>by the</td>
<td>carpenter</td>
<td>2 lawyer</td>
<td>3 doctor</td>
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<td>Philology is a study of</td>
<td>language</td>
<td>music</td>
<td>3 stars</td>
<td>4 trees</td>
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<td>Carnegie was a</td>
<td>physician</td>
<td>philanthropist</td>
<td>3 sculptor</td>
<td>4 warrior</td>
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<td>3 ever</td>
<td>4 eyes</td>
<td>5 pencil</td>
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<td>1 aid</td>
<td>2 convok</td>
<td>3 dismiss</td>
<td>4 invite</td>
<td>5 legislature</td>
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<td>1 drop</td>
<td>2 find</td>
<td>3 friend</td>
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<td>4 scarce</td>
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Approved by:

[Signatures]

Thesis Committee

Date May 29, 1939