

South Dakota State University

## Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange

---

Electronic Theses and Dissertations

---

1958

### A Comparison of the Achievement Records of a United States History Class Taught by Socialized Methods and a United States History Class Taught by the Lecture-question Method

Kenneth S. Hauge

Follow this and additional works at: <https://openprairie.sdstate.edu/etd>

---

#### Recommended Citation

Hauge, Kenneth S., "A Comparison of the Achievement Records of a United States History Class Taught by Socialized Methods and a United States History Class Taught by the Lecture-question Method" (1958). *Electronic Theses and Dissertations*. 2509.  
<https://openprairie.sdstate.edu/etd/2509>

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact [michael.biondo@sdstate.edu](mailto:michael.biondo@sdstate.edu).

107382  
H 2 25  
S. J.

**A COMPARISON OF THE ACHIEVEMENT RECORDS  
OF A UNITED STATES HISTORY CLASS  
TAUGHT BY SOCIALIZED METHODS  
AND A UNITED STATES HISTORY  
CLASS TAUGHT BY THE LECTURE-  
QUESTION METHOD**

**By**

**Kenneth S. Hauge**

**A problem submitted  
in partial fulfillment of the requirements for the  
degree Master of Education at South Dakota  
State College of Agriculture  
and Mechanic Arts**

**August, 1958**

**SOUTH DAKOTA STATE COLLEGE LIBRARY**

### ACKNOWLEDGMENT

I wish to express my deep appreciation to Dr. Stanley Sundet, Head of the Education Department at South Dakota State College, for stimulating suggestions and criticism in the preparation of this research report.

K. S. H.

## TABLE OF CONTENTS

CHAPTER	page
LIST OF TABLES . . . . .	iv
I. INTRODUCTION . . . . .	1
Statement of Problem. . . . .	2
II. REVIEW OF LITERATURE . . . . .	3
III. PROCEDURES . . . . .	7
IV. RESULTS OF STUDY . . . . .	11
V. SUMMARY AND CONCLUSIONS. . . . .	16
VI. RECOMMENDATIONS. . . . .	19
LITERATURE CITED . . . . .	20
APPENDICES . . . . .	21
A. Sample Lesson Plan. . . . .	21
B. Otis Test of Mental Maturity. . . . .	23
C. Achievement Test. . . . .	24
D. Minimum Values of Significant Ratio Required for Significance at Various Levels. . . . .	25

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I. Intelligence Quotients from the California and Otis Tests of Mental Ability . . . . .	12
II. Scores from the Pre-Achievement and Final Achievement Tests . . . . .	13
III. Results of the "t" Test of Significance . . . . .	15

## CHAPTER I

## INTRODUCTION

The basic problem confronting all teachers is how to help each student develop himself to full capacity, mentally and socially. Lack of student interest is often an important factor in the examination of poor school records. This lack of interest is especially apparent in such countries as government and history. Various educators have suggested improved methods of instruction as one answer to this problem. Proponents of socialized recitation claim that the emphasis must be taken from the teacher and placed on the pupils. They believe that attitudes developed through study and classroom procedure are more important than the acquisition of knowledge. In this book, A. C. Blasing stated, "even facts may be better acquired under a system which places the responsibility on the pupils".<sup>1</sup>

This writer formed the opinion that use of socialized procedures in the classroom should result in increased mental and social achievement. This assumption was based on three propositions:

1. A greater number of students will contribute more to class discussion and do it in a more satisfactory manner in a socialized procedure-type class than in the lecture-question type. The lazy student with the high intelligence quotient often "takes a chance" on his ability to manufacture some kind of answer to any question that might fall to him and depends on getting enough from the lecture and other students' answers to pass tests (his aim, if not only, objective). Assigned a

---

<sup>1</sup>A. C. Blasing, Teaching Social Studies in Secondary Schools, p. 148.

specific phase of a social discussion, he will prepare and present it satisfactorily because he can give no excuse for not doing so that would satisfy either his teacher or himself. The student with reading and summarizing difficulties views a long lecture or reading assignment, with numbers of known and unknown questions to answer, as a horrible monstrosity which he cannot master. Assigned a specific phase of a social discussion (which the teacher should see is within his ability), he will prepare and present it with some degree of confidence.

2. A student's participation increases his interest and his learning is augmented because interest and learning are always concomitant. Interest, which can be developed by participation through socialized procedures, is the most important factor in the success of a student.

3. When a student is responsible for presenting a definite preparation to the class, he will devote sufficient time in concentrating on it to meet class approval. He will know it well; and he will present his knowledge in a manner satisfactory, not only to himself, but to his classmates.

#### Statement of Problem

The aim of this study is to compare the achievement records of the United States History classes, in which different teaching procedures were used, and to find out which group made the most progress.

## CHAPTER II

### REVIEW OF LITERATURE

In 1929, several studies comparing the effectiveness of various teaching methods were made by the University of Oregon. These studies were under the direction of Earl N. Douglass, Head of the Education Department.<sup>1</sup>

One study, by V. P. Morris, attempted to measure the relative effectiveness of the problem and the lecture methods of instruction in principles of economics. "Since the problem method of instruction lends itself as well to instruction in economics, there have been those who have insisted that the lecture method should be displaced entirely by the problem method."<sup>2</sup> It was the purpose of Morris to compare objectively and under controlled conditions the results of the two methods.

The lecture method of presentation used was largely of the traditional type with the majority of the classwork being done by the teacher. In the other section, effort was made to eliminate as much as possible the formal class lecture, and the theoretical material was presented and analyzed through specific economic problems. The class was organized around a few major questions of practical value. The classes were taught by the same teacher and each class included thirty pairs of students chosen according to ability. The results of the experiment

---

<sup>1</sup>H. N. Douglass, Controlled Experimentation in the Study of College Teaching, pp. 241-294.

<sup>2</sup>Ibid.



showed no significant difference as to the advantage of one method over the other.

L. D. Zeleny<sup>1</sup> made a study, in 1940, comparing two methods of instructing sociology students in college. The focal point of his problem was the question: "Will greater participation make more changes in personality growth?" Two class groups were set up, one making use of the group discussion plan and the other using the traditional recitation-discussion method. The classes were taught by the same instructor in the same room; and they were paired according to ability. The groups were rotated in five controlled experiments, and the results showed that slightly more knowledge of sociology was acquired by the use of the group discussion method than by recitation-discussion. However, Zeleny states definite results were obtained in regard to personality and they were as follows:

Every experimental approach made in the study showed the group discussion method of learning superior to the traditional recitation-discussion method in the development of personality. More socialized facts were learned, more attitudes were changed, personality became in general more socially adjusted and moved more in the direction of leadership, co-operation, sociability, and social responsibility. We conclude that, under conditions described in this study, the group learning plan was more effective than the discussion method in the development of personality.

Another writer, A. C. Dining<sup>2</sup>, states that a teacher must not regard the socialized recitation as a solution to all classroom problems, but as a method which may be used occasionally to great advantage. He says socialized recitation could well be called socialized discussion.

---

<sup>1</sup>L. D. Zeleny, Experimental Appraisal of Group Learning Plan, p. 41.

<sup>2</sup>Dining, op. cit., p. 163.

Boling stresses the many advantages to socialized recitation, especially in the teaching of social studies, where the importance of the development of right attitudes is recognized. However, he also lists several criticisms aimed at the abuse of the method rather than its use. Lessons may be socialized in name only, procedure may become mechanical, and the pupils may respond not through social urge but through habit or desire to please the teacher. He also points out that there may be inadequate mastery of subject matter, futile discussion, and domination by a few associative pupils.

Much information as to the actual use of socialized procedure was obtained from the writings of Boling.<sup>1</sup> He says, "The aim of socialization procedure is to provide a classroom situation where normal socialization takes place. This normal socialization is developed in the child by the development of the traits of initiative and responsibility within a group membership."

He describes five socialized procedures to be used in the classroom and points out many benefits that cannot be enumerated. Among these benefits he ranks development of leadership, co-operation, and a point of view as the most important.

The procedure described by Boling are: use of a pupil-leader, copied reports and discussion, panel discussion, debates, and individualized forms, such as a class organizing itself as a city council. Boling's<sup>2</sup> summary was as follows:

---

<sup>1</sup>J. L. Boling, Teaching in Secondary Schools, p. 155.

<sup>2</sup>Ibid., pp. 155-156.

In conclusion, those elements of socialization necessary for successful participation in a democratic society are the qualities it is assumed the classroom should foster. Training children for democracy by giving them training in democracy is the all absorbing purpose of socialized class procedures.

## CHAPTER III

### PROCEDURES

This study involved two groups of eleventh grade students taking a course in United States History. Selection of the two groups was mostly by chance, although, where possible, some shifting was done in an attempt to equate the sections. A total of 22 students enrolled in each class, but only seventeen were selected for the study on the basis of their mental ability scores. Every effort was made to keep every condition in the two classes alike except for the method of instruction. No particular variation in work done could be attributed to the hour of day as classes were conducted at consecutive afternoon periods.

A lesson plan (Appendix A) was set up to cover three units in the text, Our Own United States by Southworth. The subject matter selected covered the years 1830 to 1870. This includes the causes of the Civil War and the lasting effects of this conflict. Both classes were taught with the aim of giving the students an understanding of present day problems by a study of past experiences. For example, the instructor attempted to help the students develop an understanding of and appreciation of the southern people and their problems.

Reference books available to the students were as follows:

The Making of Modern America by L. H. Canfield and H. B. Wilder

The American Nation by Nichols

The Constitution of the United States by T. A. Borton

Magruder's American Government by W. A. McClenaghan

Encyclopedia Americana

Compton's Encyclopedia

Funk & Wagners Encyclopedia

Students were not given specific assignments from these books but were encouraged to use them. Members of the experimental class definitely had to go to the reference books for material not available in the text.

The control group was taught by the lecture-question method in which the teacher was the center of classroom discussion. Student recitation consisted mainly of answering questions or other spontaneous discussion. An example of this procedure was the assignment of the topic, History of Tariffs in the United States. Through questioning, the teacher attempted to show how sectional differences developed over this subject and how the attitude of an individual toward a tariff varies with his occupation. For instance, it was shown why different points of view were held by the cotton growers of the South and the textile manufacturers of New England. This example was then compared with the differences of opinion which exist today between the wool growers and the wool rug manufacturers.

Little actual time was spent lecturing except for needed explanations and to clarify important points such as the connection between tariffs and political party history.

Socialized procedures were used with the experimental group and an attempt was made to shift more responsibility to the students. Class discussions were pupil-centered with the instructor acting only as a guide. The socialized methods consisted of topical reports, panel discussions, and debates.

Assigned specific topics, the students reported to the class and were responsible for questions from the group. This procedure was used more than the others because it was suitable to all subject matter. After the report, the instructor usually asked leading questions to start the discussion and to bring out the main points of the lesson. An example of this procedure was an assigned report on the Revolution of 1820. A student gave an oral report on this topic and was responsible for answers to questions from the remainder of the class.

Two types of panel discussions were used quite successfully. The usual procedure was to select four or five panel members who discussed various aspects of a problem and answered questions from the group. In the symposium type panel, also used, panel members prepared short speeches presenting several points of view on a particular problem. Discussion by the group and audience followed the presentations. An example of this procedure was the assignment of four panel members to discuss the specific causes of the Civil War and each was expected to answer questions on his topic.

Debates were used to some extent but not in the formal organized fashion. In one case the class was divided into two groups with responsible leaders, and they proceeded to present two points of view on a problem, such as states rights. Also, smaller groups prepared arguments in regard to controversial problems, such as the Lincoln-Douglas Debates.

Mental ability scores from the California Test of Mental Maturity were available for all but three of the students. These tests had been administered when the students were in the 7th grade. As a further check the Otis Test of Mental Maturity (Appendix B) was given to both groups of

students before they started work on the problem.

An achievement test (Appendix C) published by the Educational Testing Bureau<sup>1</sup> was also administered at the beginning of the study. This two-hundred question test consisted of multiple choice, matching, and true and false questions. Eighty minutes was allowed for the taking of the test so that time was not a factor in the results. Six weeks later, when the study had been completed, this same achievement test was again given to both groups.

---

<sup>1</sup>Educational Testing Bureau, Fargo, North Dakota.

## CHAPTER IV

## RESULTS OF STUDY

A comparison of the intelligence quotients and achievement scores is made in Tables I and II. As shown in Table I, California test scores from the control group ranged from an intelligence quotient of 96 to 115, while the experimental group results ranged from 102 to 118. The control group mean score was 109 and the experimental group mean was 110. This was only a difference of one point in favor of the experimental section.

The Otis test scores from the control group ranged from an intelligence quotient of 99 to 125 with a mean of 110. The experimental group results for this same test ranged from 88 to 150 with a mean of 109. In this case a mean difference of one in favor of the control group was shown by the Otis test. Although the results of these two tests show some variations, one may assume the two sections were closely matched in regard to mental ability.

As shown by Table II the control group pre-test scores ranged from 86 to 118 with a mean of 104. The experimental group scores for the same test ranged from 88 to 138 with a mean of 105. This indicated a mean difference of one point in the pre-test results.

The control group scores from the final test ranged from 113 to 157 with a mean score of 131. The experimental group scores from this test ranged from 108 to 153 with a mean score of 132. This indicated a mean difference of also points in favor of the control group.

Whether the main differences are significant can be determined by testing the null hypothesis using the "t" test of significance. "The



TABLE I.

Intelligence Quotients from the California and Otis Tests					
Experimental Group Scores			Control Group Scores		
Student	California	Otis	Student	California	Otis
1		120	1	115	125
2	118	118	2	109	124
3	116	118	3	111	123
4	114	118	4	109	121
5	117	117	5	109	115
6	115	115	6	109	114
7	112	115	7	107	111
8	116	113	8	111	109
9	112	110	9	102	107
10	108	109	10	114	107
11	102	106	11	100	107
12	104	105	12	109	106
13	104	103	13		102
14	109	100	14	109	101
15	103	95	15		101
16	100	94	16	99	100
17	102	88	17	96	99
M = 110		M = 109	M = 109		M = 110

TABLE II.

Scores from Pre-Achievement and Final Achievement Tests					
Experimental Group Scores			Control Group Scores		
Student	Pre-test	Final	Student	Pre-test	Final
1	138	153	1	118	157
2	125	143	2	117	130
3	122	167	3	113	143
4	119	144	4	112	144
5	118	126	5	112	143
6	111	122	6	111	147
7	105	116	7	109	138
8	103	136	8	109	143
9	103	123	9	107	116
10	98	118	10	106	133
11	97	113	11	103	124
12	97	118	12	99	150
13	94	103	13	98	127
14	92	97	14	89	92
15	90	99	15	89	133
16	88	93	16	89	100
17	88	108	17	86	113
M = 105		M = 122	M = 104		M = 131

null hypothesis is a useful tool in testing the probability of differences. In its simplest form, this hypothesis asserts that there is no difference between two population means, and that the difference found between sample means is, therefore, accidental and unimportant.<sup>1</sup>

"When the null hypothesis may be rejected at a high level of confidence, we say that the difference is statistically significant. When a difference is said to be significant, it is too large to be reasonably attributed to chance alone; and the populations differ in the trait measured."<sup>2</sup>

The ratio between an obtained difference and its estimated standard error is referred to as the significant ratio or "t" score. The critical value (Appendix D) which the significant ratio must exceed, in order that one may declare the difference significant, depends upon the level of confidence one chooses to employ. According to Lindquist, a common practice is to utilize the 1% or 5% levels with 2.58 and 2.33 as the corresponding critical values of the significant ratio. However, Garrod says that the 5% level of confidence is often satisfactory, especially in preliminary work.

The procedure for testing the significance of a difference is similar for large and small samples, but in the latter case, the significant ratio is calculated differently. The small sample formula<sup>3</sup> was used in this study as the total number of students involved was only thirty-four. To use this formula one must find the mean and standard

<sup>1</sup>W. S. Derry, Statistics in Psychology and Education, p. 212.

<sup>2</sup>W. P. Lindquist, A First Course in Statistics, p. 130.

<sup>3</sup>Lindquist, op. cit., p. 139.

deviation of the test results. Application of this "t" test to the available statistics then results in a significant ratio or "t" score.

TABLE III.

Results of the "t" Test of Significance

	"t" score
California Test	.45
Otis Test	.31
Pre-Achievement Test	.23
Final Achievement Test	1.33

The computed "t" scores for this problem are found in Table III, and the levels of significance are shown in Appendix D. One less than the size of the sample ( $N-1$ ) is referred to as the number of degrees of freedom. In Appendix D, number thirty is the one applicable to this study. Accordingly, the "t" scores would have to be 2.75, 2.46, or 2.04 in order to be significant at the one, two, or five per cent levels of confidence.

The "t" scores for this problem (Table III) are not large enough to rate significance at any one of these levels. From this one may conclude there was no significant difference in the mental ability or achievement of the two groups and the null hypothesis is accepted.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This study attempted to compare the achievement records of two groups of students taught by socialized and lecture-question teaching methods. The students were of almost equal mental ability and were taught under controlled conditions.

One would not want to go to the extreme and say facts are not important, but in the teaching of history the development of such things as attitudes and ideals, also, are of utmost importance. From this experiment the writer has arrived at the conclusion that the real value of socialized methods cannot be measured. This is pointed out in the following list of objectives of a United States History class:

1. Acquisition of important information.
2. Familiarity with a technical vocabulary.
3. Immunity to malicious propaganda.
4. Facility in interpreting social data.
5. Facility in applying significant facts and principles to social problems of daily life.
6. Skill in investigating social science problems.
7. Interest in reading about social problems and discussing them.
8. Sensitivity to current problems.
9. Interest in human welfare.
10. Habit of working cooperatively with others.
11. Habit of collecting and considering appropriate evidence before making important social decisions.

12. Development of attitudes favorable to social improvement.

Although not able to present proof, the writer is of the opinion that more of these objectives were achieved in the experimental group with socialized procedures than in the control group with the lecture-question method.

Socialized procedures were not found to be the complete answer to this problem of activation but much interest was apparent in most of the class discussions. Socialized procedures were also found to be most suitable to the good students with ability to express themselves, but the weak students did as much or more than the weak students in the control group. The experimental students definitely made more use of outside reference material in order to prepare themselves for reports and other assignments.

Class reaction to socialized methods was quite favorable, but the writer feels too much use was made of them in this particular study. After four or five weeks, the students were not as eager as they had been at the beginning.

The chief deficiency of the socialized procedures is that they are suitable only to certain subject matter, and a class taught in this manner cannot cover the material quite so fast.

The one specific conclusion that can be drawn is that there was no significant gain in knowledge, as measured by the tests, in either class. From this one may conclude that one method of teaching was not superior to the other method in regard to acquisition of factual knowledge.

In summary the investigator feels that the slipshod in the

experimental section definitely placed greater responsibilities on the students, but the real value of this method cannot be measured objectively.

## CHAPTER VI

## RECOMMENDATIONS

The investigator recommends more studies of this nature to determine the teaching procedure by which one may obtain maximum achievement from students. There are no recommendations which can be conclusive on the basis of this study, but some of the following suggestions might be considered.

1. Socialized procedures cannot be exclusively used in social studies, but they are a method that should be used to some degree at all times. Lessons should be socialized in the sense that pupils are given a chance to participate but not in a stereotyped manner. Classwork should be carried on, as much as possible, in an air of freedom. A good seating arrangement will also add much to this method of instruction.

2. Socialized methods require that the teacher have not only a broad background in the subject but also sufficient knowledge of the mental ability, social development, and environment of various students to enable him to give the needs of each individual consideration.

3. Socialized methods do help solve the problem of motivation. They tend to develop initiative, responsibility, cooperation, and either leadership or good followers traits whose development in many classroom situations are entirely neglected. Since socialized procedures require each student not only to read technical terms but to use them, he must become somewhat familiar with technical vocabulary. Through debate and rebuttal, students acquire some awareness of religious propaganda and a degree of immunity to it. Given a problem to solve on their own initiative they simplify it, if possible, by applying facts and principles of their own daily lives to it; therefore, they investigate not only by reading of the problems of the past, but also by discussing similar problems of the present with adults familiar with it, and thereby they gain skill in investigating.

4. This writer believes that in this study, too much use of socialized procedures was made in the experimental class. He would recommend a combination of both the lecture-questing and socialized class as a means of achieving the objectives of teaching history. As Bining has stated, "Many extravagant claims have been made for socialized methods. It is, however, no panacea for all educational ills."



## LITERATURE CITED

- Bining, A. C. and Bining, D. H. Teaching Social Studies in Secondary Schools. New York: McGraw Hill Book Co., 1935.
- Bossing, N. L. Teaching in Secondary Schools. Boston: Houghton Mifflin Co., 1952.
- Douglass, Karl R. Controlled Experimentation in the Study of College Teaching. University of Oregon Publications, 1929.
- Garrett, Henry E. Statistics in Psychology and Education. New York: Longmans, Green, and Co., 1954.
- Lindquist, E. F. A First Course in Statistics. Boston: Houghton Mifflin Co., 1942.
- Risk, Thomas M. Principles and Practices of Teaching in Secondary Schools. New York: American Book Co., 1941.
- Zelevy, L. D. Experimental Appraisal of Group Learning Plans. Journal of Educational Research 34: 1940.

## APPENDIX A

## SAMPLE LESSON PLAN

**Five General aims of American History<sup>1</sup>**

- I. The Teaching of certain definite knowledge
- II. The development of reasoning power and critical judgement
- III. Training in independent study
- IV. Formation of habits and skills
- V. Desirable patterns of conduct

The specific aim of the first week's work was to give the students an understanding of the many factors responsible for the development of sectional differences in this country and how these differences resulted in a Civil War. Such an understanding should result in an awareness of the continuity of history, and that the complexity and interdependence of human relations involve many problems.

The subject matter was indicated by the unit heading, "How the Various Sections of Our Country Developed Conflicting Interests".

**Experimental Group****Monday - Topical reports and discussion**

- I. Second Bank of the United States
- II. Tariff of 1816
- III. Election of 1820
- IV. Clay's American System
- V. Development of Sectional Differences

**Tuesday - Topical reports and debates**

- I. Election of 1821
- II. History of Tariffs
- III. Debate - Tariffs vs. Free Trade

**Wednesday - Topical reports and discussion**

- I. Jackson's Fight with the National Bank
- II. Revolution of 1828
- III. Calhoun's Exposition and Protest
- IV. Tariff of 1832

**Thursday - Panel discussion of States Rights,**


---

<sup>1</sup>Waring, op. cit., p. 38.

### Control Group

**Monday** - Discuss the financial conditions of this country during the early 1800's, the plans which had been proposed to improve these conditions, and the beginning of sectional differences.

**Tuesday** - Discuss the history of tariffs and explain reasons for and against tariffs.

**Wednesday** - Discuss President Jackson, his financial policies, and the revolution of 1828.

**Thursday** - Discuss states rights with reference to Hayne and Webster; also, discuss the constitution and our federal system of government.

# Otis Quick-Scoring Mental Ability Tests: New Edition

GAMMA TEST: FORM EM

GAMMA  
EM

by Arthur S. Otis

Do not open this booklet, or turn it over, until you are told to do so.  
Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name.....Grade.....Boy.....Girl.....  
First name Initial Last name

Date of birth.....How old are you now?.....  
Month Day Year

Date.....19.....School.....City and state.....

Read these directions. Do what they tell you to do.

This is a test to see how well you can think. It contains questions of different kinds. Under each question there are four or five possible answers. You are to read each question and decide which of the answers below it is the right answer. Do not spend too much time on any one question. Here are three sample questions.

Sample a: Which one of the five things below is soft?

- (1) glass (2) stone (3) cotton (4) iron (5) ice

The right answer, of course, is *cotton*. The word *cotton* is No. 3. Now look at the "Answer Spaces for Samples" at the right. In the five spaces after the Sample "a," a heavy mark has been made, filling the space under the 3. This is the way to answer the questions.

Try the next sample question yourself. Do not write the answer; just put a heavy mark in the space under the number corresponding to the right answer.

ANSWER SPACES FOR SAMPLES				
1	2	3	4	5
a	⋮	⋮	⋮	⋮
6	7	8	9	10
b	⋮	⋮	⋮	⋮
11	12	13	14	15
c	⋮	⋮	⋮	⋮

Sample b: A robin is a kind of —

- (6) plant (7) bird (8) worm (9) fish (10) flower

The answer is *bird*, which is answer 7; so you should answer Sample "b" by putting a heavy mark in the space under the 7. Try the Sample "c."

Sample c: Which one of the five numbers below is larger than 55?

- (11) 53 (12) 48 (13) 29 (14) 57 (15) 16

The correct answer for Sample "c" is 57, which is No. 14; so you would answer Sample "c" by making a heavy black mark that fills the space under the number 14. Do this now.

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

The test contains 80 questions. You are not supposed to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to start. Try to get as many questions right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois  
 Copyright 1954 by World Book Company. Copyright in Great Britain. All rights reserved

PRINTED IN U.S.A. GAMMA: EM-7

This test is copyrighted. The reproduction of any part of it by mimeograph, hectograph, or in any other way, whether the reproductions are sold or are furnished free for use, is a violation of the copyright law.

Page 6

64	65	66	67	68	69	70
71	72	73	74	75		
76	77	78	79	80		
1	2	3	4	5		
6	7	8	9	10		
11	12	13	14	15		
16	17	18	19	20		
21	22	23	24	25		
26	27	28	29	30		
31	32	33	34			
36	37	38				
41	42	43	44			
46	47	48	49	50		
51	52	53	54	55		
56	57	58	59	60		
61	62	63	64	65		
66	67	68	69	70		
71	72	73	74	75		
76	77	78	79	80		

Page 5

46	47	48	49	50	51	52	53	54	55
56	57	58	59	60	61	62	63	64	65
66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85
86	87	88	89						
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	
31	32	33	34	35					
36	37	38	39	40					
41	42	43	44	45					
46	47	48	49	50					
51	52	53	54	55					
56	57	58	59	60					
61	62	63	64	65					
66	67	68	69	70					
71	72	73	74	75					
76	77	78	79	80					

Page 4

22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Page 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----








IQ

SCORE

AGE  
Years  
Months

- 1 An automobile is most likely to have —  
(1) a radio (2) a heater (3) a gasoline tank (4) a spare tire (5) fenders ...
- 2 A word meaning motion on an axis is —  
(6) progress (7) acceleration (8) rotation (9) vibration (10) retardation ...
- 3 The woodpecker gave the tree many pecks in quick —  
(11) rotation (12) order (13) pecks (14) succession (15) simultaneity ...
- 4 A horse does not always have —  
(16) a heart (17) eyes (18) horseshoes (19) skin (20) a tail ...
- 5 The opposite of generous is —  
(21) economical (22) poor (23) homely (24) sick (25) stingy ...
- 6 A man is always (?) than his daughter.  
(26) taller (27) wiser (28) older (29) darker (30) fatter ...
- 7 A queen is to a king as an aunt is to —  
(31) a ruler (32) an uncle (33) a cousin (34) a mother (35) a nephew ...

8 The first drawing below is related to the second as the third is related to one of the remaining four. Which one?

This  is to this  as this  is to this — (36)  (37)  (38)  (39) 

- 9 The opposite of strange is —  
(41) easy (42) familiar (43) often (44) cordial (45) close ...
- 10 A race must always have —  
(46) spectators (47) a circular track (48) a starting gun (49) contestants (50) victory
- 11 A vacuum cleaner is to a broom as an electric refrigerator is to —  
(51) a kitchen (52) a stove (53) electricity (54) an icebox (55) an invention
- 12 A party consisted of a man and his wife, his three sons and their wives, and four children in each son's family. How many were there in the party?  
(56) 9 (57) 10 (58) 12 (59) 18 (60) 20 ...

- 13 Wool is usually more costly than cotton because it is —  
(61) heavier (62) softer (63) more difficult to produce (64) coarser  
(65) harder to keep clean ...















- 14 The opposite of natural is —  
(66) superficial (67) strange (68) injurious (69) artificial (70) foreign ...

- 15 What letter in the word INDEPENDENTLY is in the same position in the word (counting from the beginning) as it is in the alphabet?  
(71) E (72) D (73) L (74) N (75) T ...

- 16 Which of the five words below is most unlike the other four?  
(76) lie (77) walk (78) cheat (79) steal (80) swindle ...

- 17 A church is most likely to have a —  
(1) steeple (2) bell (3) congregation (4) pipe organ (5) choir ...

- 18 Which of the five words below is most unlike the other four?  
(6) fine (7) climb (8) shiny (9) clean (10) mellow ...

19 This   is to this   as this   is to this — (11)   (12)   (13)   (14)  

- 20 Which one of the five words below comes last in the dictionary?  
(16) mare (17) list (18) mire (19) mile (20) lore ...

- 21 One number is wrong in the following series. What should that number be?  
1 3 9 27 36 243  
(21) 2 (22) 81 (23) 5 (24) 15 (25) 45 ...

- 64 The opposite of effect is — (66) result (67) outcome (68) cause (69) consequence (70) influence
- 65 A charge that is far above what is customary or reasonable is said to be — (71) expedient (72) expensive (73) unqualified (74) exorbitant (75) ex
- 66 Which one of the five things below is most like charcoal, tar, and coal? (76) wood (77) ashes (78) sand (79) soot (80) dirt

- 67 One number is wrong in the following series. What should that number be?  
 10 11 13 16 20 25 30 38  
 (1) 12 (2) 15 (3) 19 (4) 24 (5) 31








- 68 A fruit punch is made of a mixture of 2 parts grapefruit juice to 3 parts orange juice. How many quarts of juice will be needed for 15 quarts of the mixture?  
 (6) 3 (7) 5 (8) 9 (9) 10 (10) 12

- 69 If you take plenty of time doing a thing, you do it — (11) carefully (12) leisurely (13) tardily (14) lately (15) poorly

- 70 Tom can read 30 pages of a book while Ben reads 20 pages. How many pages can Tom read while Ben reads 30 pages?  
 (16) 40 (17) 50 (18) 60 (19) 45 (20) 35

- 71 Astronomy is to the sun and stars as (?) is to breathing and digesting.  
 (21) physics (22) mathematics (23) physiology (24) chemistry (25) the

- 72 If a rubber band 24 inches long is stretched to be 30 inches long, how long will an 18-inch section of the band stretch to?  
 (26) 21 in. (27) 23½ in. (28) 22½ in. (29) 24 in. (30) 25 in.

- 73 This  is to this  as this  is to this — (31)  (32)  (33)  (34) 

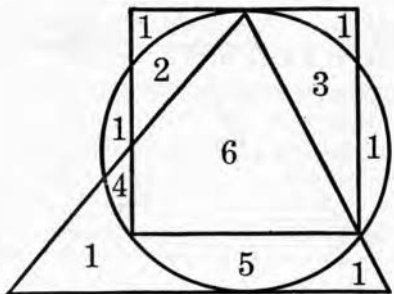
- 74 One cannot become a good stenographer without diligent practice. Alice practices stenography diligently. Alice cannot become a good stenographer.

- If the first two statements above are true, the third is — (36) true (37) false (38) uncertain

- 75 Which of the following four pairs of words is most unlike the other three pairs?  
 (41) grass, lawn (42) start, begin (43) street, road (44) pretty, ugly

- 76 If the following words were rearranged to make the best sentence, with what letter would the second word of the sentence begin?  
 money the works more harder the man a earns he  
 (46) m (47) h (48) w (49) e (50) t

Questions 77-79 are based on the figure at the left.



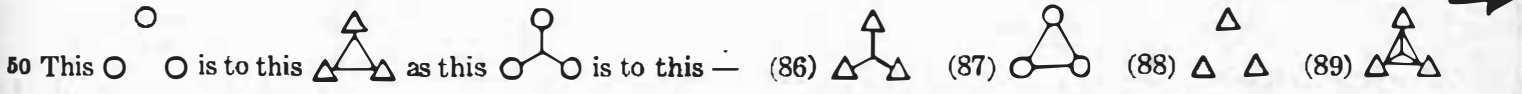
- 77 What number is in the smallest space that is in the circle and the triangle but not in the square?  
 (51) 1 (52) 4 (53) 2 (54) 3 (55) 6


- 78 What number is in the same geometrical figure or figures (and no others) as the number 3? (The geometrical figures are the circle, triangle, and square.)  
 (56) 1 (57) 3 (58) 2 (59) 4 (60) 6

- 79 How many spaces are there that are in any two geometrical figures, but not in both?  
 (61) 1 (62) 2 (63) 3 (64) 5 (65) 6


- 80 If a piece of rope 20 feet long is cut into two pieces, so that one piece is  $\frac{2}{3}$  as long as the other, how long will the shorter piece be?  
 (66) 13½ ft. (67) 10 ft. (68) 15 ft. (69) 16 ft. (70) 12 ft.

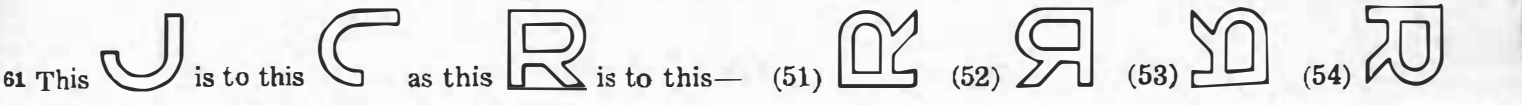
- 46 A city council is to a city as a (?) is to a state.  
 (66) mayor (67) legislature (68) judiciary (69) citizenry (70) governor . . . .
- 47 A thing that conforms to accepted standards is said to be —  
 (71) odd (72) ordinary (73) fantastic (74) legitimate (75) unusual . . . . .
- 48 A lake is to the land as (?) is to the ocean.  
 (76) water (77) a ship (78) an island (79) a wave (80) a beach . . . . .
- 49 Find the two letters in the word WATER that have just as many letters between them in the word as in the alphabet. Which one of these two letters comes first in the alphabet?  
 (81) W (82) A (83) T (84) E (85) R . . . . .



- 51 Some members of this club are Methodists. Some members are musicians. Some members are Methodist musicians. If the first two statements above are true, the third is —  
 (1) true (2) false (3) uncertain . . . . .
- 52 The opposite of sincere is —  
 (6) boastful (7) unfortunate (8) hypocritical (9) cantankerous (10) sad . . . . .
- 53 If the meaning of a sentence is not clear, the sentence is said to be —  
 (11) incorrect (12) absurd (13) contradictory (14) obscure (15) false . . . . .
- 54 If the following letters were placed in the order opposite to that in which they appear in the alphabet, what would the fourth letter be?   
 (16) G (17) K (18) P (19) T (20) E . . . . .
- 55 How many of the following words can be made from the letters in the word NAVIGATOR, using any letter twice if necessary?  
 vigor naval train native gravitation gainer night grain giant  
 (21) 6 (22) 5 (23) 7 (24) 3 (25) 4 . . . . .
- 56 Which of the four words below is most unlike the other three?  
 (26) strike (27) pound (28) roll (29) club . . . . .
- 57 If the words NAN, NON, DAD, PEP, and TOT were printed on a wall and looked at through a mirror, so to speak, how many of them would appear exactly as if seen directly?  
 (31) 2 (32) 3 (33) 4 (34) 0 (35) 1 . . . . .

- 58 One number is wrong in the following series. What should that number be?  
 1 2 5 6 9 10 13 14 16 18  
 (36) 11 (37) 12 (38) 19 (39) 15 (40) 17 . . . . .
- 59 If  $4\frac{1}{2}$  yards of lace cost \$9, how much will  $3\frac{1}{2}$  yards cost?  
 (41) \$8.00 (42) \$7.50 (43) \$4.50 (44) \$7.00 (45) \$3.50 . . . . .








- 60 Which word is needed to begin the following sentence?  
 — it is cloudy, the moon will be visible tonight.  
 (46) If (47) Although (48) Since (49) Because (50) Unless . . . . . 



- 62 If the following words were rearranged to make the best sentence, with what letter would the fourth word in the sentence begin?  
 money considered making making important is friends than more  
 (56) m (57) c (58) i (59) f (60) t . . . . .

- 63 A word meaning to refuse, reject, cast off, or disown is —  
 (61) reciprocate (62) resign (63) requisition (64) repudiate (65) retaliate . . . . .



- 22 A tape measure is to distance as a clock is to —  
 (26) its hands (27) an hour (28) time (29) a watch (30) school.....
- 23 If  $3\frac{1}{2}$  yards of ribbon will make 25 badges, how many badges will 10 yards make?  
 (31) 250 (32)  $33\frac{1}{2}$  (33) 75 (34) 10 (35) 50.....
- 24 Physician is to doctor as attorney is to —  
 (36) client (37) patient (38) office (39) lawyer (40) professional.....
- 25 All the boys in this room are members of the Y.M.C.A. Frank is in this room. Frank is not a member Y.M.C.A.  
 If the first two statements above are true, the third is —  
 (41) true (42) false (43) uncertain.....
- 26 If the following words were rearranged to make the best sentence, with what letter would the second word in the sentence begin?  
 as about means tall same the high  
 (46) t (47) a (48) m (49) s (50) h.....
- 27 If 10 boxes of apples are worth \$20 and each box is worth 15¢, how much are all the apples worth without the boxes?  
 (51) \$1.85 (52) \$18.50 (53) \$19.85 (54) \$20.15 (55) \$21.50.....
- 28 If we are patient with people whose opinions or ways differ from ours, we are —  
 (56) conservative (57) radical (58) tolerant (59) superior (60) compassionate.....
- 29 A rosebush must have —  
 (61) roses (62) thorns (63) roots (64) fertilizer (65) buds.....
- 30 If pencils are 3 for 10¢, how many can be bought for 90¢?  
 (66) 9 (67) 30 (68) 270 (69) 27 (70) 900.....
- 31 And is to band as (?) is to bend.  
 (71) bin (72) send (73) end (74) knee (75) lend.....
- 32 Transport means to carry across; transmit means to send across. Therefore, trans means —  
 (76) to carry (77) to send (78) around (79) back (80) across.....
- 33 This  is to this  as this  is to this — (1)  (2)  (3)  (4) 
- 34 If a motion-picture camera can take 6 pictures in  $\frac{1}{4}$  of a second, how many pictures can it take in 10 seconds?  
 (6) 15 (7) 24 (8) 240 (9) 60 (10) 40.....
- 35 Which of the following pairs of words is most unlike the other three pairs?  
 (11) east, north (12) short, long (13) hard, soft (14) wet, dry.....
- 36 Will go is to went as tomorrow is to —  
 (16) today (17) leaving (18) yesterday (19) time (20) motion.....
- 37 All persons living in this apartment are Republicans. Smith is not a Republican. Smith lives in this apartment.  
 If the first two statements above are true, the third is — (21) true (22) false (23) uncertain.....
- 38 Grand is to gland as (?) is to plank.  
 (26) board (27) prank (28) blank (29) lank (30) plant.....
- 39 Which of the following words is most like love, anger, and hope?  
 (31) fear (32) smell (33) life (34) think (35) do.....
- 40 The opposite of general is —  
 (36) specific (37) ordinary (38) prevalent (39) inferior (40) subordinate.....
- 41 What letter is the third letter to the left of the letter that is midway between L and T in the word EXPLANATION?  
 (41) N (42) P (43) I (44) E (45) A.....
- 42 To insist that roses can feel sad is —  
 (46) wicked (47) unfair (48) absurd (49) improbable (50) misleading.....
- 43 Carl is younger than Harry. Peter is younger than Carl. Harry is older than Peter.  
 If the first two statements above are true, the third is —  
 (51) true (52) false (53) uncertain.....
- 44 Which of the following is a trait of character?  
 (56) sincerity (57) deafness (58) skill (59) poverty (60) intelligence.....
- 45 A club that accepts only very rich members is said to be —  
 (61) snobbish (62) exclusive (63) conservative (64) Republican (65) un-American.....

# American History Test

Test 5  
Chapters 9, 10

Name .....

## BASED ON CANFIELD AND WILDER'S THE MAKING OF MODERN AMERICA

Several answers are given to each of the following questions. Write a plus sign in the parenthesis after each true answer and a zero after each false answer.

- 1-4. How did the spirit of nationalism affect the history of our country from 1815 to 1830?
- The United States became a self-sufficient nation. ( )
  - A protective tariff was enacted to encourage the development of manufacturing. ( )
  - A better currency was provided by the creation of a Second United States Bank. ( )
  - The "states rights" doctrine disappeared from our national politics. ( )
- 5-8. What were the immediate reasons for issuing the Monroe Doctrine?
- Russia's ambition to push the boundary of Alaska southward. ( )
  - Our desire to dominate the Latin American countries. ( )
  - England's activity in the Oregon country. ( )
  - Our belief that Spain was planning to re-conquer her former South American colonies. ( )
- 9-12. Why did the slave question become important when Missouri applied for admission as a slave state in 1820?
- Because Missouri was the first state formed out of the Louisiana Purchase. ( )
  - Because slavery had been prohibited in the Louisiana Purchase Treaty. ( )
  - Because it would upset the even balance between free and slave states. ( )
  - Because the North had a larger number of representatives in the House than the South. ( )
- 13-16. What were the chief provisions of the Missouri Compromise?
- Slavery was to be abolished in the District of Columbia. ( )
  - Missouri was to be admitted into the Union with slavery. ( )
  - Maine was to be admitted into the Union as a free state. ( )
  - The remainder of the Louisiana Purchase Territory was to be organized on the principle of "popular sovereignty". ( )
- 17-20. What were the most troublesome problems during Jackson's administration?
- The sectional dispute over slavery. ( )
  - The sectional quarrel over protective tariffs. ( )
  - The quarrel over re-chartering the Second United States Bank. ( )
  - The quarrel with Spain over Florida. ( )
- In the parenthesis at the right, place the number preceding the word or phrase which is the best answer.*
21. The most troublesome problem during John Quincy Adams' administration was-(1)tariffs, (2) slavery, (3) internal improvements. ( )
22. The Monroe Doctrine is- (1) an agreement between England and the United States, (2) a statement of our foreign policy, (3) an alliance between American Republics. ( )
23. In his famous "Exposition and Protest", Vice President Calhoun-(1) revived the doctrine that the states should be the judges of whether or not Congress was overstepping its power, (2) defended Clay's American System, (3) advocated internal improvements sponsored by the Federal government. ( )
24. Calhoun's Bonus Bill advocated-(1) high protective tariffs, (2) a bonus for the veterans of the War of 1812,(3)projects for internal improvements at national expense( )
25. Real opposition to the enactment of tariff legislation first appeared in-(1) 1789, (2) 1812, (3) 1828. ( )
26. The nullification controversy of 1833 arose over- (1) slavery, (2) tariffs, (3) internal improvements. ( )
27. Henry Clay helped to avoid serious trouble over the tariff question by proposing-(1) a tariff for revenue only, (2) to discontinue tariffs, (3) a gradual lowering of tariffs. ( )
28. President Jackson was bitterly opposed to the Second United States Bank chiefly because- (1) it stimulated speculation, (2) opposition to it was popular with the common people, (3) it issued unsound currency. ( )

Go right on to the next page.

Test 5 - The Making of Modern America by Canfield and Wilder, LPage 2

29. The Panic of 1837 was largely the result of- (1) speculation and over extension of credit, (2) government interference with business, (3) high tariffs.
30. After the Panic of 1837, the Federal government- (1) deposited its money in state Banks, (2) chartered a Third United States Bank, (3) established the Independent Treasury System.
31. A serious drawback of Clay's American System was that-(1) the South did not benefit as much from it as the East and West, (2) it failed to contribute to the industrial development of the East, (3) the West did not benefit as much from it as the South and East.
32. The United States acquired Florida by- (1) conquest, (2) purchase, (3) annexation.

*Write a plus sign in the parenthesis after each true statement and a zero after each false statement.*

33. It is difficult to make national laws which do not seem partial or unfair to one section or another.
34. John Quincy Adams was a popular president.
35. The Missouri Compromise was a remarkable victory for the South.
36. Both President Monroe and Jackson vetoed internal improvement appropriations.
37. Jackson was the first president to make use of the "Spoils System" .
38. The Southern States openly supported South Carolina when she nullified the tariff act of 1828 and 1832.
39. When the Whigs came into power, Clay and Webster expected to be the power behind the throne.
40. The spread of democracy in the United States is closely linked with the name of Andrew Jackson.
41. President Van Buren was to blame for the Panic of 1837 and the other misfortunes of his administration.
42. President Tyler and Henry Clay agreed on all questions concerning the policy of his administration.
43. The Whigs managed to force the Democrats out of office, but they failed to undo the work of Jackson.

*Match the following, placing the corresponding number of the left column in the correct parenthesis at the right.*

- |                         |  |
|-------------------------|--|
| 1. Henry Clay           | 44. Spokesman for the South and a leading opponent of the Tariff Act of 1828.                                      |
| 2. William H. Harrison  | 45. The man who is entitled to much of the credit for President Monroe's successful foreign policy.                |
| 3. James Monroe         | 46. The statesman who sponsored most of the compromises between the North and South.                               |
| 4. Martin Van Buren     | 47. The man who, in one of the most powerful speeches ever delivered in Congress, defined the nature of the Union. |
| 5. John Quincy Adams    | 48. Jackson's personal choice for the Presidency in 1836.  |
| 6. Andrew Jackson       | 49. The man who defeated Van Buren in the presidential campaign of 1840.   |
| 7. John C. Calhoun      | 50. President who sought to solve the Indian problem by moving all Indians to lands west of the Mississippi River. |
| 8. Simon Bolivar        |  |
| 9. Robert Hayne         |  |
| 10. Daniel Webster      |  |
| 11. John Tyler          |  |
| 12. William H. Crawford |  |

# American History Test

Name .....

Test 6  
Chapters 11, 12, 13

## BASED ON CANFIELD AND WILDER'S THE MAKING OF MODERN AMERICA

*In the parenthesis at the right, place the number preceding the word or phrase which is the best answer.*

1. Whitney's cotton gin has been called one of the most fateful invention in history because it-(1)led to an over-production of cotton,(2) fastened slavery more firmly upon the South, (3) reduced the cost of cotton cloth. ( )
2. The chief demand of the West was- (1) internal improvements at federal expense, (2) protective tariffs, (3) a sound currency system. ( )
3. The progress of American manufacturing was slow until the-(1) War of 1812,(2) War Between the States, (3) First World War. ( )
4. The federal government's first contribution to the cause of good roads was the-(1) Wilderness Road, (2) Cumberland Road, (3) Common Road. ( )
5. The Turnpikes of the early 19th century were financed chiefly by- (1) the state governments, (2) the federal government, (3) private capital. ( )
6. The factory system was introduced in the United States by- (1) English capitalists, (2) Samuel Slater, an immigrant from England, (3) the federal government. ( )
7. The first railroad in America was the-(1) Union Pacific, (2) Baltimore and Ohio, (3) Charleston and Hamburg. ( )
8. Next to the existence of slavery the most conspicuous difference between the economic system of the North and South was the almost total absence in the South of-(1) factories, (2) investment capital, (3) natural resources. ( )
9. The great majority of Southern whites- (1) owned slaves, (2) owned no slaves at all, (3) were wealthy planters. ( )
10. The chief aim of the South was to- (1) develop manufacturing, (2) safeguard and extend the plantation system, (3) diversify its agriculture. ( )
11. The wealth of the South was mainly invested in- (1) slaves and land, (2) unproductive enterprises, (3) Northern industrial enterprises. ( )
12. The early labor unions in the United States were-(1)restricted largely to unskilled workers, (2) dominated by socialists, (3) restricted largely to skilled workers. ( )
13. Progress in labor organization was slow chiefly because-(1) it had been regarded illegal for workers to band together for the purpose of raising wages,(2) working conditions were satisfactory,(3)a laborer's job was his only chance to make a living. ( )
14. In 1800, life in America was characterized by-(1)an excellent system of transportation, (2) an excellent system of public schools, (3) a rapidly growing population. ( )
15. The settlement of the West led to- (1) a spread of democratic ideas throughout the nation, (2) rapid expansion of manufacturing, (3) anti-slavery movements. ( )
16. Before the War Between the States, most immigrants came from-(1) the upper classes of European society, (2) southern and eastern Europe, (3) Great Britain and North-western Europe. ( )
17. The rapid growth of cities in the North was largely due to the fact that-(1) cities offer more opportunities for amusement than rural areas,(2)the manufacturing industry was centered in the North, (3) it was easier to earn a living in cities than in rural areas. ( )
18. The carrying trade and ship building declined in the United States because-(1) the speed of the clipper ships caused American shipbuilders to under-estimate the importance of steamships,(2)the English lowered their freight rates,(3)our foreign trade declined. ( )
19. After the War of 1812, the market for agricultural products was revived chiefly by-(1) a greater demand for food from European countries, (2) the development of manufacturing and the resultant growth of cities, (3) governmental price supports. ( )

Go right on to the next page.

Test 6 - The Making of Modern America by Canfield and Wilder, page 2

20. In 1816, the American colonization Society was organized to- (1) free the Negro slaves, (2) send emancipated Negroes to Liberia, (3) defend slavery.
21. The first state to forbid the retail selling of intoxicating liquors was-(1) Ohio, (2) Illinois, (3) Maine.
22. The "underground railroad" was- (1) a secret route for aiding slaves to escape to the North or Canada, (2) a secret route for smuggling free Negroes kidnapped in the North into the South, (3) a secret route for smuggling Negroes from the West Indies into the United States.
23. The Mormon movement owed its origin to- (1) Brigham Young, (2) Joseph Smith, (3) the Grimke Sisters.
24. In 1821 the first free public high school was established in- (1) New York, (2) Indiana, (3) Massachusetts.
25. The first free state university in America was established in 1837 by-(1) Michigan, (2) Minnesota, (3) Pennsylvania.
26. The crowning achievement of American life in the middle of the 19th century was- (1) its growing public school system, (2) its use of practical results of the sciences, (3) its progress in fine arts.

*Write a plus sign in the parenthesis after each true statement and a zero after each false statement.*

27. Americans produced no works of literary importance before 1850.
28. A wave of reform and "uplift" characterized the period between 1830 and the War Between the States.
29. The United States had always imposed some restrictions on immigration.
30. Women have always had equal educational opportunities in America.
31. The agitation for Women's rights did not begin until the 20th century.
32. Before 1850, the agricultural prosperity of the South was solely dependent upon cotton.
33. On the whole, the slaves of the South were considerately treated.
34. In the first half of the 19th century, many implements were invented to lighten the burden of farmers.
35. The Liberty party was pledged to protect the institution of slavery.
36. The abolitionists kept the slavery question before the people.
37. Before the War Between the States most workers labored from twelve to fifteen hours a day.
38. By 1856 several states of the North and West had passed laws intended to stop the sale of distilled spirits.
39. The South, with an abundant supply of cotton, took an early lead in the manufacturing of textiles.
40. Northern abolitionists discouraged the slaves from revolting against their masters.

*Match the following, placing the corresponding number of the left column in the correct parenthesis at the right.*

- |                            |  |
|----------------------------|--|
| 1. Herman Melville         | 41. The best known of the various abolitionists.                                       |
| 2. Ralph Waldo Emerson     | 42. Wrote stories about Indians, woodsmen, and the Revolutionary War.                  |
| 3. James Fenimore Cooper   | 43. Author of Moby Dick, rated as one of the master pieces of American literature.     |
| 4. Henry W. Longfellow     | 44. Poet who wrote about common folk and nature in bold free verse.                    |
| 5. Washington Irving       | 45. The best known and most widely loved of all American poets.                        |
| 6. William L. Garrison     | 46. American poet who was regarded abroad as the leading spokesman of American ideals. |
| 7. Walt Whitman            | 47. An outstanding American essayist, poet and philosopher.                            |
| 8. James Russell Lowell    | 48. American author who developed standards for judging literature.                    |
| 9. John Greenleaf Whittier | 49. The most important figure in the growth of public education in the United States.  |
| 10. Nathaniel Hawthorne    | 50. The first ambassador whom the New World of Letters sent to the Old World.          |
| 11. Horace Mann            |  |
| 12. Edgar Allen Poe        |  |
| 13. William Cullen Bryant  |  |
| 14. George Bancroft        |  |
| 15. William G. Simms       |  |

# American History Test

Name.....

Test 7  
Chapters 14 and 15

## BASED ON CANFIELD AND WILDER'S THE MAKING OF MODERN AMERICA

Several answers are given to each of the following questions. Write a plus sign in the parenthesis after each true answer and a zero after each false answer.

- 1-4. What were the chief results of the Mexican War?
- a. We took Mexico under our control as a protectorate. ( )
  - b. The war united our people more firmly in devotion to the highest national ideals. ( )
  - c. Mexico acknowledged our title to Texas, New Mexico and California. ( )
  - d. The war revived the slavery dispute between the North and South. ( )
- 5-8. What was the basis of the American claim to the Oregon territory?
- a. We were the first white people to visit it. ( )
  - b. The exploration of the region by Lewis and Clark. ( )
  - c. The discovery of the Columbia River by Captain Robert Gray. ( )
  - d. It was included in the Louisiana Purchase. ( )
- 9-12. Why did the Compromise of 1850 break down?
- a. Because the fugitive slave law failed to win Northern support. ( )
  - b. Because the leaders of the Republican party refused to accept the Compromise of 1850. ( )
  - c. Because the Compromise of 1850 was a distinct victory for the South. ( )
  - d. Because the abolitionists kept the slavery question before the people. ( )
- 13-16. What were the chief results of the Kansas-Nebraska Bill?
- a. It quieted all sections of the country for the time being. ( )
  - b. The Republican party was organized to oppose the extension of slavery. ( )
  - c. It resulted in the inauguration of an era of violence in the territory of Kansas. ( )
  - d. It increased Douglas's popularity among the Northern Democrats. ( )
- 17-20. What causes led to the secession of the South?
- a. The economic and political grievances of the South. ( )
  - b. The election of Lincoln on a platform opposed to the extension of slavery. ( )
  - c. The refusal of Congress to enact a fugitive slave law. ( )
  - d. Southern opposition to democracy. ( )

In the parenthesis at the right, place the number preceding the word or phrase which is the best answer.

21. The underlying cause of the Mexican War was- (1) Mexico's attempt to reconquer Texas, (2) the annexation of Texas and the subsequent boundary dispute, (3) the mistreatment of American settlers in Mexico ( )
22. The platform of the Whigs in the election of 1844- (1) was silent on the subject of Texan Annexation, (2) announced its opposition to the annexation of Texas, (3) announced its opposition to the re-occupation of Oregon. ( )
23. President Tyler-(1) was opposed to the extension of slave territory, (2) refused to recognize the independence of Texas, (3) negotiated a treaty of annexation with Texas. ( )
24. It proved difficult for Congress to pass a law setting up civil government for the territory acquired from Mexico because- (1) Northern members wanted to exclude slavery from it, (2) of the opposition of the Spanish inhabitants in the territory, (3) there were no civilized inhabitants in the territory. ( )
25. The Fugitive Slave Law of 1850-(1) was acceptable to the North, (2) depended upon the state authorities for its enforcement, (3) put the whole power of the federal government behind the South for the return of runaway slaves. ( )
26. The United States acquired the Oregon territory by- (1) conquest, (2) purchase, (3) a compromise with England. ( )
27. The Ostend Manifesto demanded the possession of-(1) California, (2) Cuba, (3) Texas. ( )
28. The final addition to our continental territory was- (1) the Gadsden Purchase, (2) New Mexico, (3) the Oregon country. ( )

Go right on to the next page.

29. John Brown's raid was an attempt to- (1) force the North into war, (2) force the south to secede, (3) free the Negroes by force.
30. The issue in the Lincoln-Douglas debates was over the- (1) harmony of the Dred Scott Decision with squatter sovereignty, (2) right of states to secede from the Union, (3) right of Congress to abolish slavery.
31. The Dred Scott Decision- (1) ended the anti-slavery agitation, (2) declared the Missouri Compromise had been unconstitutional, (3) declared Congress had power to regulate slavery in the territories.
32. The Freeport Doctrine was proposed by- (1) Douglas, (2) Lincoln, (3) the Republican party.
33. The Republican platform of 1860 called for the- (1) immediate abolition of slavery throughout the United States, (2) exclusion of slavery from territories, (3) application of the principle of squatter sovereignty.
34. President Buchanan- (1) displayed a great firmness in dealing with the seceding states (2) avowed his belief in the right of secession, (3) believed that the South had no right to secede and the North had no right to prevent secession.
35. When Lincoln took office on March 4, 1861, he faced a critical situation because- (1) Fort Sumter was under Confederate attack, (2) seven southern states had already seceded from the Union, (3) a Confederate army was preparing to invade the North.

*Write a plus sign in the parenthesis after each true statement and a zero after each false statement.*

36. Mexico had always been hostile toward the immigration of Americans.
37. Between 1818 and 1846, the United States and England occupied Oregon jointly.
38. Mexico had recognized the independence of Texas.
39. The Texans were eager to join the United States.
40. The Mexican War was wholeheartedly supported by all sections of the country.
41. Religious organizations played an important part in the early settlement of Oregon.
42. In spite of a successful war, the Democratic party was defeated in the election of 1848.
43. Support for the Wilmot Proviso came almost entirely from the North.
44. In the election of 1852 the American people rejected the Compromise of 1850.
45. "Uncle Tom's Cabin" gave an accurate picture of Southern slavery.
46. Lincoln defeated Douglas for the United States Senatorship in Illinois.
47. The election of 1860. forced both parties and candidates to take definite stands on the slavery issue and the question of states' rights.
48. The influence of Clay and Webster helped to pass the Compromise of 1850.
49. The majority of the people regarded the Compromise of 1850 as a final settlement of the sectional dispute over slavery.
50. In his inaugural address, Lincoln announced his intention of freeing the slaves.

Test 8 - The Making of Modern America by Canfield and Wilder, page 2

26. A secret society which did much to restore political power to the southern whites was the- (1) scalawags, (2) carpetbaggers, (3) Ku Klux Klan. (
27. The chief purpose of the Fourteenth amendment was to- (1) make the Negroes voters, (2) provide a basis for the reconstruction of the southern states, (3) abolish slavery. (
28. The National Banking System was inaugurated by Congress in 1863 chiefly to provide- (1) a sound, uniform currency and facilitate the sale of bonds, (2) facilities for re-discounting commercial paper, (3) an elastic currency. (

*Write a plus sign in the parenthesis after each true statement and a zero after each false statement.*

29. The South fought mostly a defensive war while the North pushed the fighting into the South. (
30. Unlike the North, the Confederacy had no serious lack of co-operation. (
31. General Sherman's army confined itself to the destruction of property useful in war. (
32. The battle between the Merrimac and the Monitor made wooden ships obsolete. (
33. The War Between the States was half over before Lincoln found his best generals. (
34. The Union army depended entirely upon voluntary enlistments. (
35. Unlike the South, the North did not issue unsupported paper money. (
36. In the North opposition to the war was drastically suppressed. (
37. The reconstruction governments were efficient and satisfactory to the southern whites. (
38. Congress had to carry its reconstruction acts over the veto of President Johnson. (
39. The impeachment of President Johnson was based on political and personal vengeance. (
40. The so-called "Black Codes" were enacted by Congress to secure the rights of the Negroes. (
41. The harsh reconstruction policy of the Northern radicals aroused much sectional bitterness. (
42. During the War Between the States the North had the sympathy of most of the great European powers. (

*Match the following, placing the corresponding number of the left column in the correct parenthesis at the right.*

- |                        |   |   |
|------------------------|---|---|
| 1. Charles Sumner      | 43. The Union general who was good at drilling troops but hesitated to use them.      | ( |
| 2. Thomas J. Jackson   |   | ( |
| 3. Robert E. Lee       | 44. The Union general who made the famous march from Atlanta to the sea.              | ( |
| 4. George B. McClellan |   | ( |
| 5. Jefferson Davis     | 45. The Senator from Massachusetts who was an ardent believer in punishing the South. | ( |
| 6. A. E. Burnside      | 46. President of the Confederate States.  | ( |
| 7. William T. Sherman  | 47. The South's greatest general.   | ( |
| 8. George E. Meade     | 48. The ablest of the Northern generals.  | ( |
| 9. Ulysses S. Grant    | 49. General Lee's ablest assistant who won fame for his brilliant military maneuvers. | ( |
| 10. William H. Seward  |   | ( |
| 11. Phil Sheridan      | 50. The Northern general who defeated Lee's army at Gettysburg.                       | ( |
| 12. David G. Farragut  |   | ( |
| 13. Andrew Jackson     |   | ( |
| 14. Thaddeus Stevens   |   | ( |



## APPENDIX D

Minimum Values of Significance Ratio Required for  
Significance at Various Levels\*

Degrees of Freedom (N - 1)	Levels of Significance		
	5%	2%	1%
1	12.71	31.82	63.66
2	4.30	6.96	9.92
3	3.18	4.54	5.84
4	2.78	3.75	4.60
5	2.57	3.36	4.03
6	2.45	3.14	3.71
7	2.36	3.00	3.50
8	2.31	2.90	3.36
9	2.26	2.82	3.25
10	2.23	2.76	3.17
11	2.20	2.72	3.11
12	2.18	2.68	3.06
13	2.16	2.65	3.01
14	2.14	2.62	2.98
15	2.13	2.60	2.95
16	2.12	2.58	2.92
17	2.11	2.57	2.90
18	2.10	2.55	2.88
19	2.09	2.54	2.86
20	2.09	2.53	2.84
21	2.08	2.52	2.83
22	2.07	2.51	2.82
23	2.07	2.50	2.81
24	2.06	2.49	2.80
25	2.06	2.48	2.79
26	2.06	2.48	2.78
27	2.05	2.47	2.77
28	2.05	2.47	2.76
29	2.04	2.46	2.76
30	2.04	2.46	2.75
35	2.03	2.44	2.72

\* APPENDIX D HAS BEEN TAKEN FROM TABLE III OF LINQUIST'S A FIRST COURSE  
IN STATISTICS, Houghton Mifflin Company, Boston, 1942, p. 240.