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American History Information in Relation to Character and Conduct

Floyd A. Hines
AMERICAN HISTORY INFORMATION IN RELATION TO
CHARACTER AND CONDUCT

by

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ACKNOWLEDGEMENTS

The author wishes to acknowledge his indebtedness to all who have helped to make this study possible. He is especially indebted to Doctor Pleasant R. Hightower for the suggestions leading to the problem, the guidance, kindly and constructive criticism and suggestions during the study. His philosophy of happiness has been caught and hours of study that might have been tedious and irksome have been hours of pleasure in the realization of an educational advancement.

The cooperation of County Superintendents, Principals, Teachers and Pupils in the various schools where the tests were administered is greatly appreciated. Without such cooperation this study could not have been made.

The assistance in giving tests, enthusiasm and encouragement of the author's wife, Mrs. Ina Crawford Hines, has been a constant source of inspiration in the making of this study.

To these and many others who in any way aided in this study the author wishes to express his sincere appreciation.
Chapter I

The Problem

The whole of history is in man and may be explained from individual experience as a stately forest may be explained from one acorn or the weed patch from one seed. In history the collective experiences of man are united in a written record. These experiences are usually of a material nature but are influenced greatly by the unseen emotions which cannot so definitely be written, yet may be felt by the student of history. History, as a rule, writes the character and conduct of the wise man. He is the one who performs so many of the deeds about which history must by necessity deal. This character and conduct is, without a doubt, made up of both positive and negative traits, and it is possible to find both types of traits in the same individual.

The value and place of American History facts are not discussed, attacked, or defended in this study. We cannot say that facts of history are ever emphasized. Neither need we ever say it. We do wonder if some of the aims of teaching the subject are as well carried out as that of placing the facts of the subject in the minds of the pupils. When Johann F. Herbart (1776-1841) first created the subject of history he placed the emphasis on the social rather than on
the political side. (1). Another has said that the aims of history are:

"1. An attempt to explain the present in the light of the past.

2. To see the genesis of civilization, its development and see what bearing it will have on the future.

3. To understand the genius of nations and epochs for lessons they teach the generations now living.

4. It paves the way for teaching the brotherhood of man." (2).

Then we may rightfully say that history teaching is not all fact, but may be a great device in inculcating moral ideals in the mind of the pupil. Views such as the following are due to the fact that history should stress moral aims more: "Moral thoughtfulness, as I have asserted, can be developed in our pupils only by training them to study human life. Of the subject of the curriculum the most valuable for this purpose are those which deal directly with life itself. These are History, Literature and Civics." (3).

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and a few lines further on Sharp states that, "In the discussion of this matter I have space only for a survey of the three leading subjects." (1) and again he lists history first.

This most valuable subject of the curriculum from a character angle is a direct influence of character upon character, or personality upon personality. History will never be able to do away with accounts of great men and great deeds. "Hence its most obvious asset as an instrument for training character. Personalities that habitually exhibit strength and devotion of character, and herioic incidents, together with more commonplace instances of devotion to duty, arouse admiration and strengthen and often clarify the love of excellence, and in so doing awaken or strengthen the desire to act in like manner............ They tend to make us more willing to serve............ Nobility of character tends to arouse the mind to imitations, not chiefly through some blind impulse, but because and in so far as it first arouses admiration." (2).

On the other hand let us look at the negative personalities and traits from a character viewpoint. "But history should also teach us that much which seems bad appears

2. Ibid Pg. 202-203.
to be such only because we do not get the point of view of its own age, or see the special circumstances of the case. And where this explanation will not hold, where, when all has been said, bad remains bad, as it often does, the truth stands fast, nevertheless, that there are good men in the world as well as bad. The discovery of this fact deals a blow to the most dangerous form of moral skepticism, skepticism as to the existence of virtue in the world.........whereas the character and conduct of the unprincipled, if presented together with the totality of their evil effects and from a strictly impartial point of view, must, from the very nature of wrong-doing, arouse abhorrence." (1).

Throughout the nation most of the states require for graduation two years of history in the high school and one of these courses is American History. "History as a subject of study in our elementary schools came in largely as a by-product of the Civil War. Goodrich's Little History was offered as early as 1822, (one hundred-fifty thousand copies being sold in ten years) and Noah Webster's History of the United States in 1832. Before that time such history as had been taught had been brought in incidentally under geography and reading. Vermont, in 1827, was probably the first state to add history to the required list of elementary school subjects.........The purpose from the first

1. Sharp, F.C.-Education For Character, pp. 204-205
    publs Merrill Co., Indianapolis, 1927
was to emphasize American accomplishments, with chief stress on the memorization of facts relating to our national heroes, wars and political struggles." (1). The schools of this study require from two to four years of Social Studies for graduation. In each of the schools of this study American History is required for graduation from high school. The teachers of these courses are licensed according to standards prescribed by law.

With such a course as American History, full of moral teaching materials, with licensed teachers and with pupils as subjects of teaching, do these moral ideals of personality and deeds become an integral part of the pupil make-up? Has the teacher availed himself of these unusual opportunities for training of character? We may rightfully assume that the pupil has gained a certain amount of historical information. Is there a relationship (either positive or negative) between this American History information and character and conduct in boys and girls of public high schools? This study assumes neither of the above possible relationships to be true, but through reliable tests of American History information and reliable tests of character and conduct, both under controlled and uncontrolled situations, it expects to determine this relationship. May the facts speak for themselves.

Houghton Mifflin Co., N. Y., 1919
This study does not intend to cast a reflection on history teaching. The subject of American History was selected because the writer is an American History teacher. He is anxious to know whether the moral precepts of history become a part of the character makeup of the students. Through the use of statistics of American History information, statistics registering certain character traits and attitudes of the same students of nine high schools treated according to a statistical formula, we shall show the relationship between the two groups of statistics. This relationship will be expressed in the terms of a correlation.
Chapter II

The Gregory Tests in American History

A definite test had to be selected for the measurement of American History information for a study of this kind. The tests must be as comprehensive as possible. The tests which best met the needs of this study were the Gregory Tests in American History, Test III, Form A (See Appendix A, p.34) which is published and distributed by the C. A. Gregory Company of Cincinnati, Ohio. These tests were standardized in the usual way with reports from seven to eight thousand students. Approximately a million copies of the tests have been used throughout the United States. The test questions were selected by taking the leading text books in American History and confining the questions to the more important topics, as found in a large number of the text books. A feature of the tests is the small amount of writing required of the student and the absolute objectivity of the scoring. The above facts led to the selection of these tests for this study.

The tests are in an eight page folder with the tests composed of seven parts located on pages two to eight with one part to each page. The first page of the folder contains space for the student information and directions for working the tests. Of the information only the pupil's name
was used for the purpose of identification.

Immediately following this is Part I made up of miscellaneous facts and dates. There are forty items in this test with a space for answering on the right-hand edge of the page, as in the following example:

1. America was named after a Florentine merchant ____________
   by the name of ____________ 1.__________

The score in this part equals the number of correct answers.

Parts two to seven are of a different type and are composed of ten incomplete statements each. Each of the incomplete statements is followed by three statements, one of which completes the meaning of the main statement and is to be checked, (^), as in the following example:

1. Columbus made his first voyage across the Atlantic because ____________
   he believed he could discover a new continent.
   _x_ he believed the earth was round and he could find a
   shorter route to India.
   ____________ he wanted to secure the Indian trade for his native
   city, Genoa.

The score in each of these parts, two to seven inclusive, equals the number right minus one-half the number wrong.

These six parts deal with the following periods in American History:

Part II The Period of Discovery, Exploration and Colonization
Part III The Period of the Revolution from 1760 to 1789
Part IV The Period of National Growth from 1789 to 1820
Part V The Period of Sectional Disputes and Civil War, 1820 to 1865
Part VI The Period of Reconstruction and National Development from 1865 to 1900
Part VII The Period from 1900 to 1922.

The total score constitutes the sum of the scores of the seven parts and is used in this study as the basis of the American History Information Measure of the student.
Chapter III

Tests Used to Measure Character and Conduct

The solution of the problem of this study could not be completed without using tests other than the Gregory Tests in American History. For purposes of showing relationship we must have some testing of the conduct of the pupil by test forms that are reliable and which utilize both controlled and uncontrolled situations.

The tests described in this chapter have been chosen from validated materials and deal with such phases of conduct as cheating, lying and unselfishness.

Methods of Measuring Cheating

The Multi-Purpose Test (See Appendix B, p. 43), arranged by Hollis D. Kemper under the direction of the Institute of Character Research of the State University of Iowa, presents eight tests for cheating. These tests are arranged in a folder with the first page taken up with students information which is not used in this study. The tests are discussed in the order of their arrangement and page number in the folder.

2. Word Knowledge Test. This is a multiple choice test of forty items with five response words for each item. The number of the best word definition is to be placed in the
parenthesis at the right end of the line. This test is matched by a test of equal difficulty known as the Home Work Sheet (See Appendix C, p.52). In each case ten minutes is allowed for the test. The first test is given under controlled conditions in the classroom, while the latter is done at home under uncontrolled conditions. The home work sheet is supposed to be done without help. Cheating consists of getting help when it has been plainly stated that there is to be no help from the dictionary or any source. There must be a difference of nine correct responses in favor of the home work sheet before a cheat score is entered.

3. **Information Test.** This is a completion test of twenty-eight items with four response words for each item and a parenthesis at the right for the number of the correct response. The right margin of the page, which bears the correct answers, is folded and clipped and the answers cannot be seen. The paper is treated chemically in such a way that the writing registers on the flap beneath. When the test is completed the pupils unfold the flap and check their answers by means of the correct answers on the flap. Cheating consists of changing previous answers and adding new answers.

4. **Coordination Test. Squares Puzzle.** This test consists of six concentric squares which form five lanes, one lane outside each square. At the bottom of each lane is an "X" and an
arrow which indicates the direction to be followed. At a signal the student places the point of his pencil on the cross and with his eyes shut moves the pencil in the direction the arrow indicates around the square keeping between the lines of the lane and returns to the cross. Cheating consists of peeping. Fourteen or more corners turned correctly registers a cheat score.

5. Coordination Test, Mazes Puzzle. The same technique is employed here as in the squares test. A maze is a lane enclosed by parallel lines. There are fifteen mazes in this test ranging from one to thirteen corners. The procedure is the same as in the previous test and cheating consists in peeping. Thirty-two or more corners turned correctly registers a cheat score.

6. Information Test. This test resembles test two in technique employed for detecting cheating, method of procedure and differs only in the content of the twenty-eight items of the test. Cheating consists in changing previous answers and adding new answers.

7-8. Speed Test, Placing Dots in Squares. This is a speed test which consists of placing dots in small adjacent squares with a limit of thirty seconds and one dot to a square. There are three trials with the first two under honesty conditions and for practice, while the third trial is the test and the
pupils count and enter their own scores. In the scoring the pupils are given plenty of time for dishonesty. A difference of twenty-three or more dots in favor of the third trial over the second trial registers a cheat score.

7-6. Speed Test, Cancellation of A's. This test resembles the dots test except that from a series of alphabetical symbols running across the page the student underlines as many A's as possible in forty seconds. A difference of ten or more in favor of the third trial registers a cheat score.

7-6. Speed Test, Cancellation of 4's. This test resembles the cancellation of A's test in makeup. From a series of ten vertical columns with seventy digits to a column the student underlines as many 4's as possible in forty seconds. A difference of twelve or more in favor of the third trial registers a cheat score.

Method of Measuring Lying

The author in this study was interested only in the fact of lying and the motivation for the lying does not enter this study. The method consists of a few general and specific questions dealing with cheating. The questions (See Appendix D, p.54) are taken from Hartshorne and May, "Studies in Deceit" (3), and have been used by Doctor P. R. Hightower in his study at the University of Iowa. Questions one, two, three, four, and thirteen are general, but five, six, seven, nine and eleven are specific. Questions eight, ten and twelve
serve only as check questions, but questions ten and twelve are not used in this study. The scoring was done in two ways, first the admission of those who cheated on the tests was recorded and each pupil was given an honesty score or a truthfulness index. The second way of handling the answers was to secure the lie index or the dishonesty score. Only the cheaters are included in this, as the others had nothing about which to lie.

For purposes of scoring questions one and two are regarded as one and questions five, six and seven are treated as one. Question thirteen gives an opportunity for stating whether the previous answers have been given honestly. If they have not been honest answers, as shown by their cheat record, then an affirmative answer to this question is one more lie. Thus it may readily be seen that one can tell two general truths and make an admission with reference to both school cheating and home cheating or he may tell two general lies and make specific denials about home and school cheating. The handling of home and school separately gives, therefore a maximum lie index of plus three and a maximum truth index of minus three.

Method of Measuring Altruism

Now let us notice a method of measuring a positive phase of conduct. The tests up to this point in this chapter have dealt with negative phases of conduct. The technique
here chosen is described in Hartshorne and May "Studies in Service and Self Control." (4).

1. **Money Vote Test.** This is a test of altruism or unselfishness, (See Appendix E, p.56) where a cash prize is involved such as the one presented in this test. This vote was taken after the information test was given with no previous knowledge that such a prize was offered. The pupils vote on five alternatives giving their choice for disposal of the money, should the school win, with the rank of the five alternatives in order of preference. The situations presented for ranking are selected on the basis of unselfishness, having two extremes of unselfishness. The score is based on the degree of altruism or unselfishness shown. The items receive scores as follows: item number one in the test receives two points, item two receives one point, item three receives four points, item four receives three points and item five receives five points. Thus we may see that the highest score is five points and the lowest score is one point. The score made on the test depends on the item selected as first choice.

**The Teacher's Record of Character Traits**

This is a simple chart by which teachers may rate their pupils on twelve negative and twelve positive traits. (See Appendix F, p.58). This device was arranged by Doctor F. R. Hightower under the direction of the institute of character research of the University of Iowa.
Chapter IV

Description of Populations Tested

The groups selected for this study were selected because the author definitely wished to study the rural and small town school population in this character problem. The unit tested, a county in eastern central Indiana, has a total school population of approximately three thousand students. The groups studied are public schools and the grades tested are eleventh and twelfth.

The groups contain the following variations:

1. Several religious beliefs.
2. A few nationalities other than American.
3. Two racial groups with black only slightly represented.
4. Various levels of intelligence.
5. Various socio-economic levels.
6. Various occupational levels but mostly agricultural.
7. Various levels of character.
8. Both sexes.

Letters A to I refer to the schools tested. All schools, except School B, are located in unincorporated towns or small cities. School B is located in the country at a distance of one-half mile from a small village. All the towns are made up almost entirely of retired farmers. Schools E and F
are located in the same township but in a village and a small city in opposite corners of the township. All schools are township consolidated schools with grades one to twelve, ranging in size from 200 to 400 students.

A. This school is located in a town of 600 population. A mile from this town is a larger town of 1000 population which was a gas and glass city of the period before 1915. A part of the city is situated in the township of school A. The inhabitants rate low in wealth and their children are a constant source of trouble for the school attendance official. Tests were administered to the school ten days after it won a State Sectional Basketball Tourney.

B. This school is located in a strictly farming community in the north edge of what is known as the best corn growing section in Indiana.

C. This school is located in a town of two-hundred population and is what is considered the wealthiest township in the county. Only grade eleven was tested in this school.

D. This school is located in a town of one hundred population and in which there are many wealthy and many extremely poor people. The county seat city is located within the bounds of this township and has a school system of its own. Several people work in industries in the county seat city.
E. This school is located in a town of three hundred population and is of average class socially and most of the people are in the average class economically.

F. This school is located in a town of almost two thousand population and patrons of the school are made up of all levels of society.

G. This school is situated at the edge of a small town of one hundred inhabitants. The patrons of this school are of average socio-economic standing. This school had won, previous to this testing program, many athletic, health and scholastic awards over a period of years.

H. This school is the largest in size of the group and is located in a town of about fifteen hundred people and also near a large city, where many people find employment. A large German agricultural settlement is found in the region represented by this school.

I. This school is the smallest of the group, situated in a township that has a wealth of farming land, has less than one thousand total population and a few of these are employed in an industrial center a few miles away.

Tables 1 and 2 give data as to the number of pupils tested in each school and the number of tests administered by grades. The testing period was March 24 to April 10, 1931.
Table I

Approximate Number of Pupils in Each School Taking the Various Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>Total</th>
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<tr>
<td>Gregory Tests in</td>
<td>50</td>
<td>28</td>
<td>21</td>
<td>29</td>
<td>22</td>
<td>55</td>
<td>29</td>
<td>35</td>
<td>17</td>
<td>286</td>
</tr>
<tr>
<td>American History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-Purpose</td>
<td>62</td>
<td>29</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>50</td>
<td>32</td>
<td>40</td>
<td>17</td>
<td>304</td>
</tr>
<tr>
<td>Home Work Sheet</td>
<td>35</td>
<td>24</td>
<td>20</td>
<td>21</td>
<td>13</td>
<td>13</td>
<td>28</td>
<td>21</td>
<td>16</td>
<td>193</td>
</tr>
<tr>
<td>Lying</td>
<td>50</td>
<td>23</td>
<td>21</td>
<td>23</td>
<td>21</td>
<td>50</td>
<td>29</td>
<td>34</td>
<td>17</td>
<td>279</td>
</tr>
<tr>
<td>Money Vote</td>
<td>13</td>
<td>23</td>
<td>19</td>
<td>21</td>
<td>12</td>
<td>13</td>
<td>22</td>
<td>27</td>
<td>16</td>
<td>171</td>
</tr>
<tr>
<td>Total</td>
<td>215</td>
<td>132</td>
<td>102</td>
<td>131</td>
<td>83</td>
<td>131</td>
<td>135</td>
<td>164</td>
<td>83</td>
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Table II

Approximate Number of Tests Administered by Grades

<table>
<thead>
<tr>
<th>Test</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Total</th>
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<td>128</td>
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<td>Multi-Purpose</td>
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<td>Home Work Sheet</td>
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<td>193</td>
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<td>Lying</td>
<td>157</td>
<td>121</td>
<td>278</td>
</tr>
<tr>
<td>Money Vote</td>
<td>111</td>
<td>60</td>
<td>171</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>712</strong></td>
<td><strong>520</strong></td>
<td><strong>1232</strong></td>
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Chapter V

Administration of the Tests

The administration of the tests is discussed in the order in which the tests are presented in chapters two and three consecutively.

Gregory Tests in American History

These tests were administered, parts one to seven, in order. (Appendix A). The directions on page one and at the head of each part were carefully read and it was ascertained that each pupil understood what he was to do. There was no time limit to these tests. Pupils were told to continue working through the folder until the last were finished but not to sacrifice care for speed. The average time for completion of these tests was thirty-five minutes. The author was assisted in the administration of these tests by his assistant and since the groups were small there were few disciplinary problems. The tests are for the most part self-administering. All scoring was done by the author.

The Multi-Purpose Tests

These tests were administered in the order of their arrangement in the folder (Appendix B). The assistant was given special training in the administering of the tests.
Teachers were not present in the rooms and natural school room conditions were maintained as nearly as possible.

2. The Word Knowledge Test

The directions and example at the top of the test were read and explained to the pupils. They were given an opportunity to ask questions and then at a given signal began work. At the end of ten minutes all were told to stop and turn to the next test. At the end of the series of tests in this folder the home work sheet was given to the students and they were told that they were to follow the directions at the top of the sheet and have the same time limit as was employed in the Word Knowledge Test. These sheets were to be placed on the Principal’s desk.

3. Information Test

In this test six minutes were allowed for doing the test and two minutes for scoring. At the end of six minutes the examiner would say, "Stop. Check your papers by means of the answers on the marginal flap, which is folded and clipped. Place 'C' after the correct answers and 'X' after the incorrect answers. The total score is the total number of 'C's' recorded, which number is to be placed after the word 'score' at the bottom of the page." The flap of the page was folded to the left and clipped again and the students were told to turn to test four.
4. Squares Puzzle

The directions at the top of the page were followed with the following time allowances: ten seconds for square one, twelve seconds for square two, fifteen seconds for square three, eighteen seconds for square four and twenty seconds for square five.

5. Mazes Puzzle

The directions at the top of the page were followed with the following time allowances giving also two to four seconds for observation in each maze: five seconds for the first five mazes, ten seconds for the next five mazes, fifteen seconds for mazes eleven, twelve and thirteen, twenty seconds for maze fourteen, and twenty-five seconds for maze fifteen.

6. Information Test

The directions given for test three apply also for this test.

7. Speed Tests

The double testing technique was used in these tests. The tests were administered three times and the last test in each case was scored by the pupil. The examiner had to use accuracy to the second in these tests and in a business like manner the tests were conducted. The tests were given as follows:
a. **The Dots Test.** The directions at the top of the test were read and followed. The time allowance for each trial was thirty seconds and pupils were to put as many dots as possible in the square, one dot to each square. At the end of the first trial the student went immediately to the second trial, then to the first trial of the next test.

b. **Cancellation of A's.** The same method is followed as in the dots test. They were to underline as many A's in forty seconds as possible. Then as before they go to the next test.

c. **Cancellation of 4's.** The same procedure and the same length of time are used as in the cancellation of A's test. At the close of the second trial the pupils were ready for the third trials on page eight. The directions were followed and with the understanding that this was a real test. The following times were allowed: thirty seconds to the Dots Test, forty seconds to the cancellation of A's, and forty seconds to the cancellation of 4's. The pupils counted their own scores in the third trials and put down the score. Plenty of time was given for cheating to those who would be inclined to cheat.

**Test for Measuring Lying**

These tests belong in the self administering class and were given along with the other tests. It was made certain that all understood the questions. (Appendix D).
Test for Measuring Altruism

This test also was self-administering and took very little time. Caution was taken to make sure that each pupil understood the method of ranking votes. (Appendix E).

The Teacher's Ratings of Character Traits

These charts were given to the teachers who best knew the pupils tested. A set of instructions accompanied the chart. (Appendix F).
Chapter VI

Presentation of the Data

The statement of the problem and a description of the various tests must of necessity precede the presentation of the results of the tests. The statistical results of the tests are presented in this chapter in the form of tables of correlations. Table 3 shows the relation between American History information and cheating at home and at school. Since the number of cases available was small, all cases were used in the correlations and thus are as reliable as the study could possibly be in that respect. The third part of the table takes a mixed correlation of both grades as a result of choosing at random fifty cases from each class. The correlations vary only slightly.

The cheat scores used in the correlations are the total fact scores which were obtained by taking the total number of times a pupil cheated on the opportunities presented. There was one opportunity for cheating at home and seven at school. Fact scores present a truer picture than the amount scores because pupils who cheated in all seven opportunities and in large amounts could so effect the picture that those who did not cheat would be entirely shaded in the picture.
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The correlations are all quite low and negative. A negative correlation in this case indicates that American History information does not contribute to cheating at school or at home. According to Rugg (1) "Statistical practice has tended to set the criterion that the correlation coefficient should be at least three times as large as the probable error. More constructive practice insists upon $r$ being 4 times P. E." Furthermore it is assumed that a good criterion of a significant correlation is .500. None of these correlations reach that high. In home cheating in grade eleven the $r$ is approximately five times the P. E. and in grade twelve it is almost three times the P. E. The school cheating correlations do not meet the above criteria.

Table III
Correlation of American History Information with Cheating at Home and at School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Home Cheating</th>
<th>School Cheating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>r</td>
</tr>
<tr>
<td>11</td>
<td>100</td>
<td>-.211</td>
</tr>
<tr>
<td>12</td>
<td>67</td>
<td>-.366</td>
</tr>
<tr>
<td>11-12</td>
<td>157</td>
<td>-.165</td>
</tr>
</tbody>
</table>

Table IV

Correlation of American History Information with Lying as Indicated by the Home and School Lie Indices

<table>
<thead>
<tr>
<th>Grade</th>
<th>Home Lie Index</th>
<th>School Lie Index</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade n r P.E.</td>
<td>Grade n r P.E.</td>
</tr>
<tr>
<td>11</td>
<td>65 -.232 .069</td>
<td>115 -.091 .062</td>
</tr>
<tr>
<td>12</td>
<td>49 -.249 .090</td>
<td>73  -.052 .070</td>
</tr>
</tbody>
</table>

Table 4 presents the data on lying with both the home and the school work included. None of the correlations is large enough to have meaning yet all are negative and the home correlations come nearer the significant correlation criteria than do the school correlations.

The data presented up to this point in this chapter deals with the negative side of the character of the pupils. If we should desire to know how American History information correlates with the positive traits of honesty and truthfulness, all that is necessary is to change the correlation signs.

Table 5 now presents this positive side of the picture. However the results are near the same level as in the negative traits correlations. The signs are here positive indication that American History information contributes toward these positive traits, but, not enough to make the
Table V
Correlation of American History Information with Altruism or Unselfishness

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>108</td>
<td>.013</td>
<td>.096</td>
</tr>
<tr>
<td>12</td>
<td>58</td>
<td>.224</td>
<td>.084</td>
</tr>
</tbody>
</table>

correlations significant. Grade twelve presents a correlation which approaches the criterion of three times the P. E.

Table 5 shows the relationship between American History information and Teacher's ratings of character traits. The correlations are very low and have almost no significance. This is just another way in which to look at the picture. Educators have placed much stress on teacher's markings and markings are almost universally used as the basis for promotion or retention. They should be reliable then in a study of this type serving as a check on the other relationships.

Table VI
Correlation of American History Information with Teacher's Ratings of Character Traits

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>r</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>100</td>
<td>.069</td>
<td>.067</td>
</tr>
<tr>
<td>12</td>
<td>100</td>
<td>.096</td>
<td>.067</td>
</tr>
</tbody>
</table>
Chapter VII
Summary and Conclusions

Practically all texts agree that, not the accumulation of information, but the formation of correct habits, attitudes, ideals, and thinking should be the supreme and ultimate aim of the teaching of history. These statements have been written and taught to prospective teachers. Educators have assumed that these aims were being achieved. Character literature does not present any facts to bear out this assumption. The problem of this study has been to determine what relationship does exist between American History information and character and conduct in the eleventh and twelfth grades.

First standard tests for American History information were selected and administered. Second validated tests for positive and negative traits of character were selected and given. These latter tests measured cheating, lying and unselfishness and indirectly honesty and truthfulness. In the third place teacher's ratings were taken of the pupils tested and these ratings used in the study.

The data obtained from the various tests were compiled and have been presented in the form of tables of correlation in Chapter VI of this study.
As revealed by the study, there is in every case some relationship, usually very little, between American History information and character and conduct in the traits studied. One case reaches an r of four times the P. E., several cases are three times the P. E., but the greater group shows relationships which are of no significance, statistically speaking. In no case does r meet the criterion of .500. There is no evidence to support a theory that American history information has a negative effect on character and conduct. But, the study does show that merely having a knowledge of American History does not necessarily warrant a parallel character growth.

Therefore the following suggestions are necessary and justifiable:

1. A more vitalized teaching of American History with motivation through the more agreeable phases of the facts is necessary.

2. We need better trained teachers. We do not say that colleges are not doing the best they can do to equip teachers for the profession. Qualifications have been increased. There should be a further increase of these standards.

3. Character methods courses should be introduced in the college curriculum. Facts have been taught and will
continue to be taught, but the need is for courses which shall show the prospective teacher how to develop character out of the facts.

4. American History courses should be placed earlier in the high school curriculum before the pupils who will drop out of school reach the limit of the compulsory attendance law age.
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Appendix A

Gregory Tests In American History

Test III, Form A
The examiner should read the directions aloud to the class, the pupils following him looking on their papers. They should then ask questions until all parts are clear. The directions are repeated on the inside before each part of the test.

DIRECTIONS FOR DOING THE TEST

There are seven parts to this test and each part has a set of directions telling you how it is done. READ THE DIRECTIONS FOR EACH PART CAREFULLY BEFORE YOU ATTEMPT TO DO ANY PART OF THE TEST AND DO THE PARTS JUST AS THE DIRECTIONS SAY. The test is so arranged that you have very little writing to do. Each part may be answered by making a cross (X) or writing a word, or date. You will be given all the time you need to do the test so read each part carefully and try to get just as many right as you can. If you come to a part you are not sure about do not spend too much time with it but give it some answer and go on the next. Be sure to do each part even if you simply guess at the answer.

Part 1 is a list of miscellaneous facts and dates. There you are asked to fill the blanks with words and dates which will make the statements true. The following examples illustrate how this part of the test is to be done.

America was discovered in the year. _______ • Th3 blank should be filled with the date, "1492."

America was discovered by _______ In this blank we should write the word, "Columbus." In doing Part 1 of the test write all names and dates to the right of the vertical line on page 2, so that they will be in a straight line for scoring.

In the other six parts of the test, statements are made in three ways, or reasons are given why each of the statements is true. In two of these statements or reasons is right and the other two are entirely wrong, or so nearly wrong that they could not possibly be accepted as the reasons for the statement made. You are asked to put a cross before the part or reason that makes the statement true. For example:

We secured the Louisiana Territory from
...England as a result of the Revolutionary War.
...Spain by annexation.
...France by purchase.

The last three words make the above statement true so we put a cross (X) on the line before the words, "France by purchase." In using the crosses be sure to make them on the line and not through the line.

England's claim on America was based on the discoveries of
Y, the Cabots.
...Hudson.
...Raleight.

The first reason is the correct one so we put a cross on the first line. The last six parts on the inside of this test sheet are similar to the two examples just given above.
### Fill the blanks with words, names and dates which will make the sentences true.

Put but one word or date in each blank, unless more than one is necessary, and write them to the right of the vertical line so they may be scored easily. That is, write them in the columns where it says: "Write your words and dates here." Be careful to get your words and dates on the right lines.

| Write your words and dates here | 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. |
|-------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. America was named after a Florentine merchant by the name of | 2. Jamestown, Virginia, was settled by the English in the year | 3. The Articles of Confederation were in force from 1781 to | 4. The year in which the "Old Liberty Bell" rang out the decision of the colonies to be free from England was | 5. The treaty of peace with England, which officially acknowledged our independence, was signed in the year | 6. The man in Washington's cabinet who placed our government on a firm financial basis was | 7. The man who surveyed and established the famous boundary line between Pennsylvania and Maryland were | 8. When the War of 1812 broke out the President of the United States was | 9. The last federalist president of the United States was | 10. The cotton gin was invented in 1793 by | 11. Florida was purchased in 1819 from | 12. The man who did most to bring about the Missouri Compromise was | 13. If we speak of the people as federalists and anti-federalists in 1800, then we would call Jefferson a | 14. When the government went into operation Washington chose as his secretary of state | 15. The X. Y. Z. Affair took place during the administration of | 16. The man who represented the United States in our new treaty with England in 1794 was | 17. The Declaration of Independence was written by | 18. Jefferson sent out an exploring expedition to explore the Great West in 1804 under the leadership of | 19. The number of amendments that have been added to the Constitution of the United States up to 1852 is | 20. The constitutional convention which met in 1787 chose as its president | 21. The Webster-Hayne debate took place in the year | 22. The man who succeeded Andrew Jackson to the presidency was | 23. The "Liberator," the great anti-slavery publication was edited by | 24. The first president elected by the Whig Party was | 25. The war with Mexico was fought during the administration of | 26. Webster's famous Seventh of March Speech was made in the year | 27. The man most influential in affecting the compromise of 1850 was | 28. Uncle Tom's Cabin was written by | 29. The chief defender of the doctrine of "squatter sovereignty" in the compromise of 1850 was | 30. The president of the Confederate States of America was | 31. The great World War broke out in the year | 32. The leader of the Democrats in 1896 was | 33. The Webster-Ashburton treaty was made by Daniel Webster, representing the United States, and Lord Ashburton, representing | 34. The secession of the southern states began under the administration of | 35. The man who drafted and presented the "Fourteen Points" was | 36. What is the name of the man who first used these words in closing a famous speech: "Liberty and union, now and forever, one and inseparable"? | 37. Was Panama free or a part of Colombia when we began the construction of the Panama Canal? | 38. Salt Lake City was founded and settled by a religious sect known as | 39. Southern sympathizers residing in the North during the Civil War were called | 40. Texas was admitted to the Union in the year |
PART 2—THE PERIOD OF DISCOVERY, EXPLORATION AND COLONIZATION

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE part of each of the ten statements.

1. Columbus made his first voyage across the Atlantic because
   - he believed he could discover a new continent.
   - he believed the earth was round and he could find a shorter route to India.
   - he wanted to secure the Indian trade for his native city, Genoa.

2. The capture of Constantinople by the Turks in 1453 affected European trade with India because
   - the strife between the Mohammedans and Christians was so severe that most of the trade ceased.
   - the Turks being in possession of a great commercial city were encouraged to increase their trade with India.
   - the Turks cut off the trade of southwestern Europe by way of the Mediterranean Sea and forced western European countries to seek other routes.

3. Europe at the time Columbus discovered America was
   - Catholic in religion and ruled by kings and a clergy who had little respect and sympathy for the common people.
   - Protestant and ruled by the great middle class that asserted its religious and political rights.
   - in the hands of the middle and lower classes that stood for equality and equal opportunity for all.

4. We should study the European background of American history primarily because
   - we are of European descent and should honor the original home of our fore-fathers.
   - our customs, government, institutions, laws and religion are European in origin, and we should study this background to better understand our own institutions.
   - Europe sent out explorers and discoverers and founded a home for us.

5. The Pilgrims that landed on the Massachusetts coast in 1620 have always been referred to with pride because
   - they planted the first rich and prosperous colony in New England.
   - they granted complete religious freedom to all settlers who came to their colony.
   - of their sturdiness of character, high ideals, and willingness to sacrifice for what they conceived to be right.

6. The Pennsylvania colony got on well with the Indians because
   - the colony was strong, well protected and greatly feared by the Indians.
   - Penn made treaties with the Indians which both sides faithfully kept. He treated them fairly.
   - the Quakers did not believe in fighting and Penn gave the Indians large amounts of supplies each year to buy their friendship.

7. The Iroquois, the most powerful Indian tribe east of the Mississippi, were
   - forever enemies of the French because the French led by Champlain joined forces with their enemies, the Algonquins.
   - friends of the French because the French promised to restore their lands captured by the English.
   - neutral in the strife between England and France because they had nothing to gain by fighting on either side.

8. William Pitt was famous in colonial history because
   - he was a great French general who captured Quebec in the French and Indian War.
   - of his daring speech in which he said: "I know not what course others may take; but as for me, give me liberty or give me death."
   - he aroused England from her slumber and was largely responsible for the success of the English colonies in the French and Indian War.

9. The union of four colonies in 1643, known as "The New England Confederation," was important because
   - it afforded the colonists better protection against their hostile neighbors and showed the value of a union which they later used at the time of the American Revolution.
   - it was a united protest against the oppression of England.
   - it was the first united attempt at religious freedom in America.

10. The West India Company was
    - a commercial company organized in England to carry on trade in the West India Islands.
    - a Dutch company which made settlements along the Hudson, Delaware and Connecticut Rivers.
    - a company organized in Spain to establish trading stations along the St. Lawrence.

MORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG
Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE of each of the ten statements.

1. The Articles of Confederation were unsatisfactory because
   ______ they gave congress power to rule the colonies with an iron hand.
   ______ they gave congress the power to make laws but provided no way to enforce them.
   ______ they attempted to force the colonists to adopt a common religion and free schools.

2. "Writs of assistance" were
   ______ methods used by England to assist her colonies in trade and manufacturing.
   ______ warrants given to revenue officers to search for smuggled goods.
   ______ agreements the colonists had to assist one another in case of an attack from the Indians or foreign foes.

3. The colonists in 1755 claimed to be loyal English subjects and yet they openly disobeyed the laws of England made relative to trade and taxation. The colonists claimed the right to disobey these laws because
   ______ no country has a right to tax her colonies and regulate their trade against their will.
   ______ a group of people have a right to disobey the laws of any country if the laws hurt their trade and business.
   ______ the laws were unjust and were made to benefit England without consulting or taking into consideration the welfare of the American colonies.

4. One of the following is a quotation from the Declaration of Independence. Put a cross on the line before that quotation.
   ______ "Liberty and Union, now and forever, one and inseparable."
   ______ "We hold these truths self-evident: That all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."
   ______ "The world will little note nor long remember what we say here. but it can never forget what they did here."

5. While the American colonies were not always right in their attitude towards England yet one of the great political lessons to be drawn from the strife between England and the colonies is
   ______ that government by oppression and without due respect for the rights of the governed must ultimately fail.
   ______ that when colonies become as strong and as able to take care of themselves as were the American colonies they should always be given their freedom.
   ______ that attempts of a ruling country to tax her colonies and regulate their foreign trade is fundamentally wrong.

6. The new constitution of the United States was to go into effect
   ______ as soon as it was adopted by the constitutional convention and officers could be elected.
   ______ as soon as it was submitted to a popular vote of the people and a majority voted in favor of it.
   ______ as soon as it was ratified in state conventions by as many as nine states.

7. The Boston Tea Party was a
   ______ formal reception given the new governor sent over by George III to rule the colonies.
   ______ group of American colonists dressed as Indians who threw the tea sent over by England into the sea as a protest against the tax.
   ______ company formed to import tea and spices directly from China instead of from England.

8. The member of the Virginia House of Representation who said in a speech against the Stamp Act, "Caesar had his Brutus; Charles the First his Cromwell, and George the Third may profit by their example," was
   ______ James Otis.
   ______ Alexander Hamilton.
   ______ Patrick Henry.

9. The battle of Saratoga was one of the most important battles of the Revolutionary War because
   ______ the Americans completely outwitted the famous English general, Burgoyne, and forced him to surrender.
   ______ Burgoyne's defeat encouraged France to acknowledge the independence of the American colonies and to aid them in their fight for independence.
   ______ the Americans captured large supplies of food and guns for which they were in sore need.

10. Many compromises were made in the Constitutional Convention. On the question of slavery the country was divided into North and South. On the question of representation in congress there was also a division into small states and large ones. Put a cross before the compromises which particularly favored the small states.
   ______ Representation in the House of Representatives based on population.
   ______ Three-fifths of all slaves should be counted in determining the number of representatives in the lower house.
   ______ Equal representation in the senate.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG.
Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE part of each of the ten statements.

1. The "Holy Alliance" was
   ______ a religious organization for the spread of the gospel among the heathens.
   ______ an organization of the Catholic church for the spread of Catholicism.
   ______ an organization of European monarchs to keep down revolutions and check the growth of democracies, especially in the New World.

2. The purchase of Louisiana by Jefferson in 1803 was made primarily because
   ______ the land east of the Mississippi was all settled and we were in sore need of additional land for settlement.
   ______ we were at war with France and were about to seize this territory and plant English colonies there.

3. The Monroe Doctrine is
   ______ a law, passed by congress during Monroe's administration, stating in substance that the American continents are not open for future colonization by European nations and that any attempt at colonization or at re-subjecting nations now free would be considered an unfriendly act.
   ______ not a law but simply a declaration of our foreign policy made by Monroe in his message to congress.
   ______ a theoretical form of government proposed by Monroe but rejected by congress because of its being unconstitutional.

4. One phase of Hamilton's financial scheme was
   ______ to establish a United States bank with the government as a stockholder.
   ______ to establish a United States treasury system as we have today.

5. The first three presidents of the United States were elected according to Section 1, Article II, of the constitution, which provided
   ______ that the presidential electors should each vote for two men for president and the person receiving the highest number of votes should become president, provided that number be a majority of all the votes cast. After the choice of the president, the person having the greatest number of votes should become vice-president.
   ______ that the electors should vote for a president and a vice-president; that the person having the greatest number of votes for president should become president provided the number be a majority of all the electors appointed; the person receiving the greatest number of votes for vice-president should be vice-president, if this number be a majority of all electors appointed.
   ______ that the senators and representatives should meet in joint session and elect by ballot both president and vice-president.

6. The Alien Law passed in 1798
   ______ made it easier for foreigners to come to this country and secure homes.
   ______ lengthened the time it took foreigners to become American citizens and was aimed to make it more difficult for foreigners to gain control of the government.
   ______ gave the president power to banish any foreigner whom he considered dangerous to the government.

7. The Virginia and Kentucky Resolutions
   ______ praised the Alien and Sedition Laws as great safeguards to American liberty.
   ______ declared the Alien and Sedition Laws unconstitutional and void.
   ______ declared that the right to hold slaves was a question to be settled by the states and not by the national government.

8. The Missouri Compromise of 1820 provided
   ______ that Missouri should enter the Union as a slave state and all territory received from the Louisiana purchase west of Missouri and north of thirty-six degrees and thirty minutes should be free.
   ______ that the people of Missouri should decide by popular vote whether or not Missouri should enter the Union as a slave state.
   ______ that Missouri should enter the Union as a free state but in all states formed from the territory west of the Missouri and north of thirty-six degrees and thirty minutes the people should decide for themselves whether the state should be free or slave.

9. The XYZ Affair was
   ______ a secret organization formed in the North to free the slaves.
   ______ a secret agreement between France and Spain to re-capture the territory north of the St. Lawrence River.
   ______ an attempt of French representatives to extort a bribe from men sent to represent us in France.

10. The Hartford Convention which was made up of delegates from three New England states met in 1814 to
    ______ formulate plans for carrying on the war more effectively against England.
    ______ formulate plans to prevent the national government from encroaching on what these states considered their rights.
    ______ form a more effective trade agreement with France.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG.
Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE part of each of the ten statements.

1. The thirteenth amendment to the constitution of the United States made
   — the negro a voter.
   — the negro a free man.
   — the negro a citizen.

2. The panic of 1837 was caused chiefly by
   — Jackson's failure to re-charter the United States bank in 1836 which forced the national government out of the banking business.
   — the almost total failure of the corn, wheat, and potato crop in 1836.
   — wildcat banking which encouraged speculation and the later issuance of Jackson's "Specie Circular" which provided that only gold and silver would be accepted in payment for government lands.

3. The "Ostend Manifesto" was a
   — document prepared by three of our European representatives stating in substance, that the United States should offer to buy Cuba from Spain, and if Spain refused to sell, we should be justified in seizing it by force.
   — document which proposed a new government for Cuba which provided that the further importation of slaves from Africa should cease.
   — document drawn up at Ostend which specifically defended our rights on the high seas.

4. When Texas asked to become a state in 1845 she was
   — still a part of Mexico and the war with Mexico was fought to free this territory so that it might become a part of the United States.
   — a free and independent state.
   — part of the territory ceded to the United States by Spain in 1819 and hence already one of our possessions.

5. "Popular Sovereignty" was a new doctrine proposed by General Lewis Cass of Michigan in 1847 which held that
   — each male citizen, including slaves, twenty-one years old, were sovereigns and had the right to vote on all questions pertaining to local government.
   — the people of the territories had a right to decide for themselves whether or not they would have slaves and congress had no right to interfere.
   — the franchise should be extended and popularized so that more people would have the right to vote.

6. The "Trent Affair" was an important episode in the Civil War because
   — Mason and Slidell were two famous southern generals and their capture was a great military blow to the South.
   — the Trent was a large merchant vessel that had succeeded in running the blockade in the South and its capture prevented the South from getting much needed supplies from England.
   — we violated a principle which we fought for in the War of 1812 pertaining to the right of search on the high seas.

7. One of the groups below contains a part of the provisions of the compromise of 1850. Put a cross on the line before that group.
   — California should be admitted as a free state; slave trade should be abolished in the District of Columbia and Utah and New Mexico should be organized without reference to slavery.
   — California should be admitted as a slave state and the territories of Utah and New Mexico should decide for themselves whether they should be free or slave.
   — California should be admitted as a slave state and the principle of "squatter sovereignty" should apply to all other territory.

8. Dorr's Rebellion was
   — an uprising of the people of Rhode Island in protest against Jackson's "specie payment."
   — a contest between two rival governments in Rhode Island, one of which protested against limited suffrage and elected Dorr, governor.
   — an armed resistance of a group of farmers along the Hudson against the payment of rents to the descendants of the patrons.

9. The seceded southern states established a government of their own
   — at Montgomery, Alabama, under the name of the "Confederate States of America" and elected Jefferson Davis president.
   — at Richmond, Virginia, under the title of the "Southern Confederacy" and chose as their president, Robert E. Lee.
   — and elected Alexander H. Stephens of Georgia as their first president.

10. Lincoln chose as his Secretary of State
    — Stephen A. Douglas, the democratic candidate for the presidency against him in 1860.
    — Edward M. Stanton who later served as Secretary of War under Johnson.
    — William H. Seward, a member of the Republican party and a rival of his for the presidency.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG
PART 6—THE PERIOD OF RECONSTRUCTION AND NATIONAL DEVELOPMENT FROM 1865 TO 1900

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE part of each of the ten statements.

1. The Alabama Claims were
   - claims against England for damages done to our merchant vessels by the Alabama and other similar vessels built in England and sold to the South during the Civil War.
   - claims presented to Congress by the states of Alabama for damages done to property in the Civil War.
   - land claims of the southern confederacy whose capital was at Montgomery, Alabama.

2. The name “Carpetbagger” was given to
   - northern politicians who went south and, taking advantage of the ignorance of the negroes, succeeded in getting themselves elected to office.
   - dishonest southern politicians who persuaded the negroes to elect them to office.
   - the more ambitious negroes of the South who, though they could put all their property in a carpetbag, promised to make their fellow countrymen rich if they would only elect them to office.

3. The Hayes-Tilden election dispute arose from the fact that
   - some of the southern states had not reported the results of the election within the time specified by the constitution and the Republicans wanted to throw out those votes.
   - each candidate received the same number of votes and the house of representatives could not decide whether the states which had seceded should be allowed to vote in choosing a president.
   - two sets of electoral votes, each claiming to be authentic, were presented from some of the southern states notably, South Carolina, Florida and Louisiana. If one set of votes were counted, Hayes would become president, and if the other set were counted Tilden would become president.

4. The Presidential Succession Act passed by Congress during Cleveland's administration provided
   - that no person should succeed himself as president for more than one term.
   - that in case of the death of both president and vice-president or their inability to act, then the secretary of state followed by other members of the cabinet in the order in which the offices were created should become president.
   - that in case both the president and vice-president should die or be unable to act, then the speaker of the house of representatives should act as president until another was elected.

5. The Civil Service Reform Bill introduced in Congress by Senator Pendleton of Ohio
   - aimed to increase the service congressmen should render the nation by forcing them to be present each day congress was in session.
   - aimed to do away with the “spoils system” which had been in operation since Jackson's administration by appointing a commission to inquire into the fitness of candidates for office so that a man would become an office holder because of his fitness and not because he was a member of some political party.
   - empowered the president to make post office and other appointments because of the fitness of the candidates for office and not because they were members of his political party.

6. During Cleveland's second administration a dispute arose over the Venezuela boundary line which threatened to cause war between the United States and one of the European countries mentioned below. Put a cross before the name of that country.
   - Germany.
   - France.
   - England.

7. The Philippines Islands became possessions of the United States
   - as a result of the war with Spain and our paying Spain twenty millions of dollars for them.
   - because they were about to be captured by the Japanese and Russia asked the United States to buy them from her rather than let them fall into the hands of the Japanese.
   - by simply annexing them. They had gained their freedom from Spain and were annexed to the United States to maintain the balance of power in the Orient.

8. When the president of the United States is impeached he is tried
   - by the senate and house of representatives in joint session.
   - by the United States supreme court.
   - by the United States senate.

9. Only one person over served two non-consecutive terms as president of the United States. That person was
   - Andrew Jackson.
   - Grover Cleveland.
   - Ulysses S. Grant.

10. Congress declared war against Spain in 1898
    - because the Spaniards sank the battleship Maine, which carried down with her over two hundred and fifty sailors and officers.
    - because Cuba wanted her independence and asked the United States to help get it.
    - because of the oppression and misrule of the Spaniards in Cuba which made a stable government impossible and life almost intolerable.

SCORE EQUALS THE NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG.
PART 7—THE PERIOD FROM 1900 TO 1922

Read all three parts of each of the ten statements made below and put a cross (X) on each of the dotted lines before the parts that make the statements true. Be sure to check ONLY ONE part of each of the ten statements.

1. When the great World War broke out, the ruling house in Germany was
   - The Hohenzollerns
   - the Romanoffs
   - the Hapsburgs.

2. Direct primary elections, popular since 1900, are supposed to be superior to the convention system because
   - they deal with the great expense of holding county and state conventions.
   - they prevent a few politicians from getting together and choosing candidates who may not represent the interests of the people.
   - they require higher qualifications for candidates than in the convention system.

3. The leader of the fight in the United States Senate against our nation's becoming a member of the "League of Nations" in Wilson's administration was
   - Oscar Underwood
   - James Watson
   - Henry Cabot Lodge.

4. The federal reserve banks were established by congress
   - to increase the amount of money in circulation.
   - to distribute and control the money of the country in such a way that a few individuals could not exact any rate of interest they pleased.
   - to aid the farmers to purchase and improve government land.

5. The "Boxer Rebellion" which occurred in 1900 was
   - a rebellion of one of the countries in Mexico in protest against the high taxes being imposed upon it.
   - an attempt of the Filipinos to gain their freedom a short time after we had secured the islands from Spain.
   - an uprising of a group of people in China known as "Boxers" who tried to rid their country of all foreigners by murdering them and taking their property.

6. The initiative, referendum and recall are measures designed
   - to protect the men and women in office and prevent hasty legislation which might be disastrous to the community and the state at large.
   - to keep important community and state problems out of politics so that they may be decided for the best interests of all.
   - whereby the people may begin new legislation, sit in judgement on important issues and remove from office those who are not carrying out the wishes of the people.

7. In order to amend the constitution of the United States, the proposed amendment
   - must be passed by a majority of both houses, and signed by the president.
   - must be passed by two-thirds majority of both houses of congress and ratified by three-fourths of the states.
   - must be passed by three-fourths of both houses of congress and ratified by two-thirds of the states.

8. The Panama Canal Zone was purchased from
   - Ferdinand de Lesseps, a French engineer, who attempted to dig the canal and failed.
   - the people of Panama who had rebelled against Colombia and whose independence was acknowledged by the United States and other foreign countries.
   - the Mexicans who had owned the territory from an early day.

9. As a general policy the democratic party has always
   - stood for a high protective tariff.
   - stood for a tariff for revenue only.
   - been against tariff of any kind.

10. The Volstead Act
    - was the initial step taken by congress which finally led to the giving of the ballot to women.
    - is an act of congress to enforce the eighteenth amendment to the federal constitution commonly known as "the Prohibition Amendment."
    - pertains to the election of United States senators by popular vote.

SCORE EQUALS NUMBER RIGHT MINUS ONE-HALF THE NUMBER WRONG
Appendix B

Multi-Purpose Test
Multi-Purpose Test

(Speed, Information, Coordination, and Attitudes)

Arranged by Hollis D. Kempter
Under the Direction of
The Institute of Character Research,
State University of Iowa

Date: Month .................................. Day .................................. Year ..................................

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

School .......................................... City .................................. State ..................................

Father living? .................................. Mother living? .................... No. of brothers and sisters

Father's occupation .................................. Mother's occupation ..................

Father's nationality .................................. Mother's nationality ..............

Member of what church? ............. Church preference ..................

Are you a Boy Scout? ...... If so, for how long? ........ Rank attained ..............

Are you a Camp Fire Girl? ...... If so, for how long? .... Rank attained ..............

Have you ever attended a Week-day Religious school? ..................

How long did you attend Week-day Religious School? ..................

Are you a member of the Hi-Y Club? ...... If so, for how long? ..........

Are you a member of the G. R. Club? ...... If so, for how long? ..........

Note: In the following six questions place in parenthesis the number of the correct answer.

1. Have you attended Sunday School? (1) regularly, (2) quite often, (3) occasionally, (4) never ( )

2. Have you attended church? (1) regularly, (2) quite often, (3) occasionally, (4) never ( )

3. Do you have religious worship in your home? (1) regularly, (2) quite often, (3) occasionally,

   (4) never ( )

4. Does your father attend church? (1) regularly, (2) quite often, (3) occasionally, (4) never ( )

5. Does your mother attend church? (1) regularly, (2) quite often, (3) occasionally, (4) never ( )

6. Do you like to attend religious services? (1) very much, (2) somewhat, (3) feel indifferent,

   (4) dislike somewhat, (5) dislike very much ( )

DO NOT TURN THIS PAGE UNTIL THE SIGNAL IS GIVEN.

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COORDINATION TEST
SQUARES PUZZLE

Put your pencil on the X in Square No. 1. When the signal is given shut your eyes and move the pencil in the direction of the arrow around the center and back to the cross, without touching the sides of the lane. Wait for the signal for each trial.
INFORMATION TEST

In each of the sentences below, you have a choice among four words. Place in the parenthesis at the right the number of the one of these words which makes the truest sentence.

Diamonds are obtained from (1) reefs (2) oysters (3) mines (4) elephants (3)

The cotton gin was invented in (1) Babylon (2) England (3) France (4) U.S.A. (4)

Oxygen taste (1) sweet (2) sour (3) bitter (4) tasteless (3)

The airplane was invented in (1) Italy (2) United States (3) Spain (4) Australia (2)

Hydrogen tastes (1) sweet (2) sour (3) bitter (4) tasteless (3)

The Westinghouse Co. makes (1) paper (2) motorcycles (3) dynamos (2)

Cotton dioxide is usually (1) solid (2) liquid (3) gaseous (4) viscous (3)

The liver is in the (1) chest (2) head (3) neck (4) abdomen (4)

The steam engine was invented in (1) China (2) Italy (3) England (4) United States (3)

Gingham is a kind of (1) silk (2) wool (3) cotton (4) linen (3)

Electro magnets are usually made of (1) copper and zinc (2) German silver (3) brass and rubber (4) iron and copper (4)

The unit of electrical current is the (1) ampere (2) volt (3) ohm (4) henry (1)

Vinegar is made from (1) pickles (2) apples (3) bark (4) lemons (2)

An air-cooled engine is used in the (1) Packard (2) Bolek (3) Franklin (4) Ford (3)

The ratio of the area of Asia to the area of Europe is about (1) 5 to 1 (2) 17 to 1 (3) 9 to 1 (4) 11 to 1 (1)

Adobe is the name of a (1) building material (2) Indian tribe (3) Chinese official flower (1)

From Petrograd to Moscow is about (1) 500 mi. (2) 1,000 mi. (3) 1,500 mi. (4) 2,000 mi. (1)

The number of rows of kernels on an average ear of corn is about (1) 5 (2) 15 (3) 25 (4) 35 (2)

William Shakespeare was born about (1) 1564 (2) 1565 (3) 1560 (4) 1560 (2)

The Gnome engine is chiefly used in (1) airplanes (2) tractors (3) automobiles (4) motorcycles (1)

One of the books of the Bible is (1) Jacob (2) Jesus (3) Josue (4) Judah (3)

An irregular four-sided figure is called a (1) osseum (2) tetrahedron (3) trapezium (4) parallelogram (4)

The printing press was invented about (1) 1450 (2) 1550 (3) 1460 (4) 1550 (1)

A plot can full of lead would weigh about (1) 10 lb. (2) 12 lb. (3) 13 lb. (4) 24 lb. (2)

The Mackintosh robe is a kind of (1) fish (2) catkin (3) fowl (4) fruit (4)

The distance from New York to London in miles is about (1) 5,290 (2) 5,580 (3) 5,000 (4) 4,200 (1)

From Constantinople to Moscow is about (1) 1,000 mi. (2) 1,200 mi. (3) 1,790 mi. (4) 2,700 mi. (2)

The color of bromine vapor is (1) violet (2) green (3) brown (4) white (3)

Score:

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Second trial—

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Now, count your dots and put down your score.  Score...........................

The first two trials were for practice. Now, we will have the real speed test in making dots. Wait for signal.

Third trial—

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Count the 4's you have underlined and put down your score.  Score............................
Instructions for Marking Teacher's Record

Of Character Traits

Be as accurate as possible. Do not permit likes and dislikes to influence you. Each student's record must be made definitely on conduct. In both positive and negative traits people whose conduct is highly satisfactory are to be graded superior or 4, and those whose conduct is highly unsatisfactory are to be graded very poor or C. The majority will probably come between these two extremes.