The relationships between the Bible knowledge scores and school conduct ratings of certain high school students as compared with the relationships between their school achievements in literature, history and conduct.

by

Maude E. Smith, A. B. Sterling College, Sterling, Kans., 1904
(Undergraduate degree, institution and date)

Submitted to the Department of Education and the faculty of the Graduate School of the University of Kansas in partial fulfillment of the requirements for the degree of Master of Arts.

Approved by:

[Signatures]

Instructor in Charge

May 29, 1926.
Acknowledgments

The writer wishes to take this means of expressing her sincere appreciation of the guiding counsel and constructive criticisms which Dr. J. W. Twente and Prof. P. A. Witty have been so ready and able to give in the course of this study.

Indebtedness is acknowledged to Superintendent C. H. Oman of the Garnett High School, Superintendent A. F. Senter of the Ottawa High School, and Dean S. D. Hendrix of the Iola High School and Junior College, for their splendid cooperation and the help of their teaching staffs in the gathering of data.

M. E. S.
Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Chapter I  The Problem and Related Literature</td>
<td>1</td>
</tr>
<tr>
<td>Chapter II  The Method of Procedure</td>
<td>6</td>
</tr>
<tr>
<td>Chapter III  Presentation of Data</td>
<td>9</td>
</tr>
<tr>
<td>Chapter IV  Summary and Conclusions</td>
<td>48</td>
</tr>
<tr>
<td>Bibliography</td>
<td>52</td>
</tr>
</tbody>
</table>

Appendix

1. Pressey-Richards American History Test.

2. Barrett-Ryan Literature Test.

3. School Conduct Rating Scale.

Introduction

"Man is a little thing whilst he works for and by himself but when he gives voice to the rules of love and justice, is godlike."¹

"This union of the individual will with the will of mankind is the consummation of both strength and righteousness of character."²

"Every child has in him the springs of love and of all needed virtues; it is far more important to recognize and bring to perfection these universals than it is to discover and cultivate the occasional talent -- "valuable as these are."³

Ethical character is one of the seven cardinal objectives of the American public school.⁴ The genuinely moral person is one in whom the habits are formed and active of regarding all capacities and habits from the social standpoint -- Accordingly he finds his happiness or satisfaction in promotion of these activities, irrespective of the particular pains or pleasures that may accrue."⁵

1. Emerson R. W. The American Scholar P.
2. Sisson E. O. Essentials of Character P. 162
5. Dewey & Tufts - Ethics Ch. XV P. 298.
Such is the ideal for democracy because "External authority, in a democracy, must be replaced by voluntary disposition and interest, these can be created only by education. ---Democracy is more than a government. It is a mode of associated living."¹

We find that "Our school laws speak in no uncertain terms of the moral purpose of the school."² The method has been left to the individual administration. In the majority of the public schools of today, transfer to the moral field is expected from the several studies.

Teaching of morals may be (1) direct: Special lessons are given which treat of commonly accepted virtues, anniversaries are observed with special reference to their moral significance.

(2) Morals may be taught indirectly: "History and literature" it is claimed "show character in action and thus create ideals and standards, i.e. moral intelligence. In the formal work, languages and mathematics, there is a discipline of the will to attentiveness, persistence, accuracy, love of truth."³ Life on the playground, and in school societies, student government, -- all give occasion for moral development in actual life situations.³

(3) "A third point of view is to extend the opportunities in both these directions— to give more direct and systematic ethical teaching and at the same time, enrich the human relations of school life by giving them moral significance. This point of view presupposes the need of theory and practice in moral training as in every other course of the curriculum." ¹

"Teachers may or may not touch upon these (ethics) lessons, as there is no time assigned and there are no tests given at the end of the term." ²

"Conduct is an expression of the attitude and dispositions of an individual as well as realizing social results and maintaining the social fabric." ³

"Intelligence, habits and ideals are all three required. Without habits ideals degenerate into sentimentalism, without moral understanding and ideals, habits become dead routine, incapable of growth into new and better ambitions." ⁴

There is a trend in present day experimental education toward investigation by the use of

1. Palmer, G. H. Ethical and Moral Instruction in Schools. P. VIII.
carefully chosen tests and all possible devices, to discover among school children those who are inclined toward delinquency and by special method and careful effort to guide these tendencies into habits of usefulness to society.¹

Up to the present time, the responsibility for a large part of moral training has been left to the home or church or both. That there is a need for more positive moral education in the public school is evidenced (1) in the insistence upon greater socialization of the school, and (2) in the different plans proposed for definite religious instruction.

Dewey and others stress the social value in education: "The much lamented separation, in the schools of intellectual and moral training, - of acquiring information and growing in character, is simply one expression of the failure to conceive and construct the school as a social institution, having social life and value in itself. -- -- At all events separation between instruction and character continues in our schools as a result of divorce between learning and doing."²

1. Raubenheimer, A. S. - An Experimental Study of Some Behavior Traits of the Potentially Delinquent Boy. Psychological Monograph. V. 34, No. 6, 1925.
There are a number of plans for definite religious instruction. The North Dakota Plan\(^1\) and similar ones encourage Bible study by state syllabi and state examinations. The week day religious schools, independent of state support, offer religious education to all within their reach. The Bible provides a part of the curriculum for these schools. Dr. Felix Adler thinks, "It is impossible to impress moral ideas without direct or implied reference to some fundamental religious or philosophical system."\(^2\) Those familiar with the history of the secularization of the American public school understand that farthest from the thought of these leaders was that of the omission of religion from the life of the child.\(^3\)

"School room discipline gives training in group cooperation, but there is an absence of concerted positive character education. As in other fields, so in character education, sustained study, research and experiment are required to give us programs, means and methods that are worth while."\(^4\)

Chapter I
The Problem & Related Literature

In the light of the general problem of moral education as stated in the preceding chapter, this study is an attempt to discover (1) what, if any, relationship exists between the high school student's history and literature knowledge and his school conduct, and (2) what, if any, relationship exists between his Bible knowledge and school conduct. In a general way, it will be a comparison of the possibilities of the indirect moral training, through literature and history, and of the more direct moral training through Bible instruction.

It is desired to (1) determine the three relationships:

(a) Between Bible knowledge and school conduct,
(b) Between history knowledge and school conduct,
(c) Between literature knowledge and school conduct.

(2) To discover the significance of these correlations in pointing out some problems with reference to achievements in history, literature, Bible and conduct.

The study should be of value (1) in determining just how much, if at all, our present plans for moral education are functioning in the school life of the pupil. (2) There should be an additional value in
it as an index to the ethical values of literature, history, and Bible in education and therefore assist in forming a satisfactory curriculum for the weekday religious school. (3) It should also cause an inquiry into better methods of presentation of these ethical studies.

Literature and opinion in regard to the ethical value of history and literature are so abundant as to make extended quotation unnecessary. In an inquiry\(^1\) reported by Dr. Clifford Barnes, including one thousand representative schools of the United States, fifty-eight percent gave first place in ethical value to the group comprising literature and history. Dr. Starbuck's "Iowa Plan\(^2\) also emphasizes the value of these subjects for character training.

Knowledge of the Bible (1) has cultural value: "A knowledge of it is necessary for that broad culture which it is the function of education to give - It interprets life in terms of the loftiest ideas possible for man to receive."\(^3\)

---

2. Character Education Institution - Character Education Methods. Iowa Plan $20,000 Award.
(2) It presents ideals in concrete form: "It is saturated with the moral spirit. - - Duty, guilt and its punishment, the conflict of conscience with inclination are the leading themes. No literature in the world o-
fers what is equal to it for training in filial and fraternal duties."¹

(3) It leads to self-discovery: "for the most faithful delineation of the ever-recurring fundamental characteristics of human life -- the Hebrew histories and hymns are imperishable models."²

(4) It is not dogmatic but dynamic: "One of the most striking traits of the Bible is its applicability to changing conditions and needs."³ "Compare the timid social ideas of the wisest Greeks with the audacious metaphors which first occurred to the Galilean peasant. The use of organic metaphors is characteristic - the operation of a ferment, the growth of corn, or a tree - - - thus the future is quite differently regarded -- - not as the painful preservation of an equilibrium," the Greek concept "but as a free and natural growth."⁴

In the inquiry into moral education reported by Dr. Barnes, it was found that twenty-one percent of the schools reported nothing in the way of systematic moral training. Forty-nine percent considered the personality of the teacher and the tone of the school so important that only indirect training was needed. Thirteen percent were in favor of religious exercises, eighteen percent, of graded moral lessons. Among the conclusions drawn from this inquiry and similar ones in England, France and Germany were the following facts: "The hesitation and distrust shown toward systematic moral instruction based upon a syllabus wherever the plan has not been tried. (This applies to the greater part of the schools.) On the other hand, the universally favorable attitude of those teachers who have had experience in this method of instruction." Also "The high regard shown for Bible lessons and religious exercises by those who make use of them, and the intense opposition expressed by those who are unaccustomed to their use."

Dr. W. S. Athearn reports a survey of over two thousand Sunday School pupils in twenty-four Sunday Schools in various parts of the country but chiefly in Indiana. The highest possible score on each section of

the test was 25. The median score for all ages from ten to eighteen years was 3.79 on the Old Testament, 4.43 on the New Testament, and 9.7 on Ethical Judgment.

The Pearson Coefficients of correlation were as follows:

- \( r \) between Old Testament and New Testament \( .5 \)
- \( r \) between New Testament and Ethical Judgment \( .38 \)
- \( r \) between Old Testament and Ethical Judgment \( .33 \)

The correlation showed, as indicated a marked relationship between knowledge of the Old Testament with that of the New Testament, but revealed a failure of the knowledge of the Bible to function largely in the field of ethical judgment.
Chapter II

The Method of Procedure.

In order to secure a representative number of high school students, the plan was to take a cross section of those high schools surveyed, by testing all the students doing the same year's work in each of the high schools.

The year chosen was the Freshman year. The high schools were those in Garnett, Iola, and Ottawa, Kansas.

Garnett is a city of the second class located in an agricultural community. Iola is a considerably larger city of the second class, and is an industrial center. Ottawa is also a city of the second class comparing fairly well with Iola in size. Ottawa is the home of the denominational school, Ottawa University.

To the freshman class in the high school of each of these cities, the following tests were administered:

1. The Boston Revision of the Giles Sunday School Examination, questions 1 to 50.

This is a multiple choice, having twenty-five questions each, on the Old Testament and on the New Testament.

1. See Appendix.
(2) The Barrett-Ryan Literature Test, a multiple choice test covering a large field of literature. The highest possible score on this test is 100.

(3) The Pressey-Richards Test on The Understanding of American History. This is a multiple choice test. It is composed of four parts, the highest score possible on each part being 25, making a total of 100 points. The first part of this test is a character judgment test on historical personages, the second part is a test on the meaning of historical terms, the third part is a test on the chronological order of historical events, and the fourth part is a test on the causal relations of historical events.

The rating scale by which each student received three independent ratings by his teachers on school conduct is a scale of eighteen points. It is an adaptation from Rugg's Rating Scales for High School Students. The final score for conduct is the arithmetical mean of these ratings, weighted as explained below. In Ottawa, fourteen students' conduct scores are the average of only two ratings. In Iola, thirty-seven students' conduct scores are the average of only two ratings.

1. See Appendix.
The Bible scores are weighted by multiplying each score by two, making the highest possible score in Bible 100.

The conduct scores are weighted by multiplying each rating as follows:

Superior rating multiplied by $5\frac{1}{2}$
Average " " " 4\frac{1}{2}
Inferior " " " 3
Very Inferior " " " 0

These weightings are arbitrary and are used so that a total score on the conduct scale will approach 100.

The data secured from the administration of these tests and the rating scale will be presented in the following chapter, in the form of frequency distributions, correlation tables, summaries, and percentile graph.
Chapter III

Presentation of Data.

In Tables I, II, III, IV, are given the frequency distributions for each test and the conduct scale, their medians and Q's. Garnett, Iola, Ottawa, and the Total Scores.
Table I

Frequency distribution of the scores from each test and the conduct ratings.

Garnett. 49 cases.

<table>
<thead>
<tr>
<th>Score</th>
<th>Bible</th>
<th>Literature</th>
<th>History</th>
<th>Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>3</td>
<td>8</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>45-59</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-44</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td>8</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>30-34</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>0-4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Median</td>
<td>43.5</td>
<td>19.8</td>
<td>43.8</td>
<td>79.2</td>
</tr>
<tr>
<td>Q</td>
<td>11.7</td>
<td>4.9</td>
<td>7.2</td>
<td>6.7</td>
</tr>
</tbody>
</table>
Table II
Frequency distribution of the scores for each test and conduct ratings.
Iola. 104 cases.

<table>
<thead>
<tr>
<th>Score</th>
<th>Bible</th>
<th>Literature</th>
<th>History</th>
<th>Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>85-89</td>
<td>1</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>80-84</td>
<td>3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>75-79</td>
<td>9</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>70-74</td>
<td>3</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>65-69</td>
<td>8</td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>60-64</td>
<td>2</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>55-59</td>
<td>9</td>
<td>6</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>50-54</td>
<td>9</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>45-49</td>
<td>9</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>40-44</td>
<td>12</td>
<td>6</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>35-39</td>
<td>11</td>
<td>3</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>30-34</td>
<td>12</td>
<td>11</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>25-29</td>
<td>4</td>
<td>13</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>20-24</td>
<td>5</td>
<td>20</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>15-19</td>
<td>3</td>
<td>27</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>10-14</td>
<td>1</td>
<td>14</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5-9</td>
<td>2</td>
<td>8</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>0-4</td>
<td>0</td>
<td>2</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td>Median</td>
<td>46.1</td>
<td>20.3</td>
<td>33.4</td>
<td>85.8</td>
</tr>
<tr>
<td>Q</td>
<td>13.95</td>
<td>6.2</td>
<td>8.8</td>
<td>8.6</td>
</tr>
</tbody>
</table>
Table III
Frequency distribution of the scores from each test and the conduct ratings.
Ottawa. 126 cases.

<table>
<thead>
<tr>
<th>Score</th>
<th>Bible</th>
<th>Literature</th>
<th>History</th>
<th>Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>8</td>
<td>3</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>14</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>14</td>
<td>1</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>55-59</td>
<td>17</td>
<td>2</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>50-54</td>
<td>11</td>
<td>3</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>45-49</td>
<td>13</td>
<td>7</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>40-44</td>
<td>10</td>
<td>1</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td>9</td>
<td>21</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>30-34</td>
<td>7</td>
<td>16</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>2</td>
<td>23</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>1</td>
<td>23</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>1</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-4</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>126</td>
<td>126</td>
<td>126</td>
</tr>
<tr>
<td>Median</td>
<td>57.4</td>
<td>27.4</td>
<td>48.4</td>
<td>83.6</td>
</tr>
<tr>
<td>Q</td>
<td>11.4</td>
<td>7.7</td>
<td>9.1</td>
<td>5.6</td>
</tr>
</tbody>
</table>
Table IV

Frequency distribution for total scores in each test and the conduct rating scale. 279 cases.

<table>
<thead>
<tr>
<th></th>
<th>Bible</th>
<th>Literature</th>
<th>History</th>
<th>Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>90-94</td>
<td>5</td>
<td>39</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>85-89</td>
<td>3</td>
<td>68</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>80-84</td>
<td>7</td>
<td>41</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>75-79</td>
<td>19</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>70-74</td>
<td>14</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>65-69</td>
<td>25</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>60-64</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>55-59</td>
<td>30</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>50-54</td>
<td>26</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>45-49</td>
<td>25</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>40-44</td>
<td>27</td>
<td>39</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35-39</td>
<td>28</td>
<td>39</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30-34</td>
<td>22</td>
<td>38</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25-29</td>
<td>10</td>
<td>22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20-24</td>
<td>11</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15-19</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10-14</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5-9</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0-4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total 279 | 279 | 279 | 279 | 279

Median 51.4 | 23.4 | 41.2 | 83.4

Q 13.7 | 7.4 | 9.9 | 6.4

1. 65 Cases dropped because of incomplete data.
Table V
Correlation between the scores in Literature and Conduct Garnett H. S.

<table>
<thead>
<tr>
<th>Garnett Literature</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>9</td>
<td>14</td>
<td>19</td>
<td>24</td>
<td>29</td>
<td>34</td>
<td>39</td>
<td>44</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>95-99</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>49</td>
</tr>
</tbody>
</table>

\[ r = 0.2638 \pm 0.029 \]
Table VI
Correlation between the Scores in History and Conduct Garnett H. S.

<table>
<thead>
<tr>
<th>Garnett History</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F 1 0 1 3 9 9 9 7 2 6 1 0 0 0 1 0 49

\[ r = 0.2644 \pm 0.029 \]
Table VII
Correlation between the scores in Bible and Conduct Garnett H. S.

<table>
<thead>
<tr>
<th>Garnett</th>
<th>Bible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>4</td>
</tr>
<tr>
<td>6-9</td>
<td>9</td>
</tr>
<tr>
<td>10-14</td>
<td>14</td>
</tr>
<tr>
<td>15-19</td>
<td>19</td>
</tr>
<tr>
<td>20-24</td>
<td>24</td>
</tr>
<tr>
<td>25-29</td>
<td>29</td>
</tr>
<tr>
<td>30-34</td>
<td>34</td>
</tr>
<tr>
<td>35-39</td>
<td>39</td>
</tr>
<tr>
<td>40-44</td>
<td>44</td>
</tr>
<tr>
<td>45-49</td>
<td>49</td>
</tr>
<tr>
<td>50-54</td>
<td>54</td>
</tr>
<tr>
<td>55-59</td>
<td>59</td>
</tr>
<tr>
<td>60-64</td>
<td>64</td>
</tr>
<tr>
<td>65-69</td>
<td>69</td>
</tr>
<tr>
<td>70-74</td>
<td>74</td>
</tr>
<tr>
<td>75-79</td>
<td>79</td>
</tr>
<tr>
<td>80-84</td>
<td>84</td>
</tr>
<tr>
<td>85-89</td>
<td>89</td>
</tr>
<tr>
<td>90-94</td>
<td>94</td>
</tr>
<tr>
<td>95-99</td>
<td>99</td>
</tr>
</tbody>
</table>

F 1 0 0 0 5 4 3 8 5 3 6 4 2 3 1 2 1 0 1 49

\[ r = .5385 \pm .068 \]
Table VIII
Correlation between the scores in Bible and History Garnett H. S.

<table>
<thead>
<tr>
<th>Garnett Bible</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90</td>
<td></td>
</tr>
<tr>
<td>4 9 14 19 24 29 34 39 44 49 54 59 64 69 74 79 84 89 94</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Garnett History</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80-84</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>75-79</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>50-54</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40-44</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>30-34</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>25-29</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20-24</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ A = 0.4874 \pm 0.072 \]
Table IX
Correlation between the scores in Literature and History Garnett H. S.

<table>
<thead>
<tr>
<th>Garnett Literature</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-84</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>60-64</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>45-49</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>40-44</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>30-34</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>25-29</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>20-24</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>15-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>10-14</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>49</td>
</tr>
</tbody>
</table>

\[ r = .5196 \pm .07 \]
### Table X

**Correlation between the scores in Bible and Literature Garnett H. S.**

**Garnett Bible**

<table>
<thead>
<tr>
<th>Scores</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>9</td>
<td>14</td>
<td>19</td>
<td>24</td>
<td>29</td>
<td>34</td>
<td>39</td>
<td>44</td>
<td>49</td>
<td>54</td>
<td>59</td>
<td>64</td>
<td>69</td>
<td>74</td>
<td>79</td>
<td>84</td>
<td>89</td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>

**Garnett Literature**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

### Calculations

\[
\begin{align*}
r & = 0.3913 \\
& \pm 0.082
\end{align*}
\]
Table XI
Correlation between the scores in Literature and Conduct Ottawa H. S.

<table>
<thead>
<tr>
<th>Ottawa Literature</th>
<th>5 10 15 20 25 30 35 40 45 50 55 60 65</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1 2 1</td>
<td>4</td>
</tr>
<tr>
<td>90-94</td>
<td>1 1 3 2 4 1 1</td>
<td>13</td>
</tr>
<tr>
<td>85-89</td>
<td>1 3 5 9 7 4 7 1 1</td>
<td>38</td>
</tr>
<tr>
<td>80-84</td>
<td>1 1 5 4 4 4 5 3 1</td>
<td>28</td>
</tr>
<tr>
<td>75-79</td>
<td>1 2 3 8 5 2 3 1 1</td>
<td>26</td>
</tr>
<tr>
<td>70-74</td>
<td>1 1 1 1 1</td>
<td>5</td>
</tr>
<tr>
<td>65-69</td>
<td>3 2 1 1</td>
<td>7</td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>50-54</td>
<td>2 1</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>3 8 18 23 23 16 21 1 7 3 2 1 0 1 26</td>
<td></td>
</tr>
</tbody>
</table>

\[ r = .0596 \pm .033 \]
Table XII

Correlation between the scores in History and Conduct Ottawa H. S.

<table>
<thead>
<tr>
<th>Ottawa History</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>3</td>
<td>13</td>
<td>19</td>
<td>13</td>
<td>16</td>
<td>22</td>
<td>17</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>126</td>
</tr>
</tbody>
</table>

\[ r = 0.3473 \pm 0.053 \]
Table XIII
Correlation between the scores in Bible
and Conduct Ottawa H. S.

<table>
<thead>
<tr>
<th>Ottawa Bible</th>
<th>10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1 1 1 1 4</td>
</tr>
<tr>
<td>90-94</td>
<td>1 1 1 2 3 4 1</td>
</tr>
<tr>
<td>85-89</td>
<td>2 3 3 4 6 1 6 5 4 1 2 1 38</td>
</tr>
<tr>
<td>80-84</td>
<td>4 2 5 3 4 5 3 1 1 28</td>
</tr>
<tr>
<td>75-79</td>
<td>1 1 2 1 3 4 1 3 3 2 2 2 1 26</td>
</tr>
<tr>
<td>70-74</td>
<td>2 2 1</td>
</tr>
<tr>
<td>65-69</td>
<td>2 1 1 2 1</td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
</tr>
<tr>
<td>50-54</td>
<td>2 1</td>
</tr>
<tr>
<td>F</td>
<td>1 1 1 2 7 9 10 13 11 17 14 14 10 8 3 2 3 126</td>
</tr>
</tbody>
</table>

r = .4115 ± .0499
Table XIV
Correlation between the scores in Bible and Literature Ottawa H. S.

<table>
<thead>
<tr>
<th></th>
<th>Ottawa Bible</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14</td>
<td>11</td>
</tr>
<tr>
<td>15-19</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>1</td>
</tr>
<tr>
<td>25-29</td>
<td>2</td>
</tr>
<tr>
<td>30-34</td>
<td>2</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
</tr>
<tr>
<td>40-44</td>
<td>1</td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
</tr>
<tr>
<td>50-54</td>
<td>1</td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
</tr>
<tr>
<td>65-69</td>
<td>0</td>
</tr>
<tr>
<td>70-74</td>
<td>0</td>
</tr>
</tbody>
</table>

F

|       | 1 1 1 2 7 9 10 13 11 17 14 14 10 8 3 2 3 126 |

r = .296 ± 0548
Table XV
Correlation between the scores in Bible and History Ottawa H. S.

<table>
<thead>
<tr>
<th>Ottawa Bible</th>
<th>10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 94</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>80-84</td>
<td>1 2</td>
</tr>
<tr>
<td>75-79</td>
<td>1 2 3</td>
</tr>
<tr>
<td>70-74</td>
<td>1</td>
</tr>
<tr>
<td>65-69</td>
<td>2 1 3</td>
</tr>
<tr>
<td>60-64</td>
<td>1 1 1 1 2 1 3</td>
</tr>
<tr>
<td>55-59</td>
<td>1 1 1 4 1 3 4 1 1</td>
</tr>
<tr>
<td>50-54</td>
<td>1 2 3 5 3 2 2 1 2 1</td>
</tr>
<tr>
<td>45-49</td>
<td>1 1 1 3 2 3 2 1 1</td>
</tr>
<tr>
<td>40-44</td>
<td>2 1 1 1 1 2 3 2</td>
</tr>
<tr>
<td>35-39</td>
<td>1 3 3 1 6 1 1 2 1</td>
</tr>
<tr>
<td>30-34</td>
<td>1 2 4 3 1 2</td>
</tr>
<tr>
<td>25-29</td>
<td>2 1</td>
</tr>
<tr>
<td>20-24</td>
<td>1 1 1 1</td>
</tr>
<tr>
<td>F</td>
<td>1 1 1 2 7 9 10 13 11 17 14 14 10 8 3 2 3 126</td>
</tr>
</tbody>
</table>

\[ r = .5024 \pm .045 \]
Table XVI

Correlation between the scores in Literature and History Ottawa H. S.

<table>
<thead>
<tr>
<th>Ottawa Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 10 15 20 25 30 35 40 45 50 55 60 65 F</td>
</tr>
<tr>
<td>9 14 19 24 29 34 39 44 49 54 59 64 69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ottawa History</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-84 1 1 2</td>
</tr>
<tr>
<td>75-79 1 2 3</td>
</tr>
<tr>
<td>70-74 1 1 1</td>
</tr>
<tr>
<td>65-69 1 1 1</td>
</tr>
<tr>
<td>60-64 1 2 3 1 1 10</td>
</tr>
<tr>
<td>55-59 2 1 7 2 3 2</td>
</tr>
<tr>
<td>50-54 1 1 2 2 6 3 5 2 22</td>
</tr>
<tr>
<td>45-49 2 2 4 4 4</td>
</tr>
<tr>
<td>40-44 1 3 3 1 1 4</td>
</tr>
<tr>
<td>35-39 1 2 3 5 2 5 1 19</td>
</tr>
<tr>
<td>30-34 4 5 1 2 1 13</td>
</tr>
<tr>
<td>25-29 1 2</td>
</tr>
<tr>
<td>20-24 1 1 1 1</td>
</tr>
<tr>
<td>F 3 8 18 23 23 16 21 1 7 3 2 1 0 126</td>
</tr>
</tbody>
</table>

\[ r = 0.4186 \pm 0.0496 \]
Table XVII

Correlation between scores in Literature and Conduct. Iola, Kansas.

<table>
<thead>
<tr>
<th>Iola Literature</th>
<th>0 5 10 15 20 25 30 35 40 45 50 F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1 1 2 3 2 3 12</td>
</tr>
<tr>
<td>90-94</td>
<td>1 3 4 4 4 1 1 18</td>
</tr>
<tr>
<td>85-89</td>
<td>2 6 8 4 2 3 1 26</td>
</tr>
<tr>
<td>80-84</td>
<td>1 2 2 1 6</td>
</tr>
<tr>
<td>75-79</td>
<td>1 3 6 4 1 1 16</td>
</tr>
<tr>
<td>70-74</td>
<td>1 1 4 3 1 1 11</td>
</tr>
<tr>
<td>65-69</td>
<td>1 2 2 1 6</td>
</tr>
<tr>
<td>60-64</td>
<td>1 1 1 3</td>
</tr>
<tr>
<td>55-59</td>
<td>1 1 1 3</td>
</tr>
<tr>
<td>50-54</td>
<td>1 1 1 3</td>
</tr>
<tr>
<td>F</td>
<td>2 8 14 27 20 13 11 3 6 0 0 104</td>
</tr>
</tbody>
</table>

$r = .3375 \pm .059$
Table XVIII

Correlation between the scores in History and Conduct. Iola High School.

Iola History

<table>
<thead>
<tr>
<th>Iola History</th>
<th>5  10 15 20 25 30 35 40 45 50 55 60 65 70</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1  2  2  1  2  1  2  1  1  2  1</td>
<td>12</td>
</tr>
<tr>
<td>90-94</td>
<td>1  1  1  1  1  2  3  4  1  3</td>
<td>18</td>
</tr>
<tr>
<td>85-89</td>
<td>4  4  6  2  4  1  1</td>
<td>26</td>
</tr>
<tr>
<td>80-84</td>
<td>3  2  1</td>
<td>6</td>
</tr>
<tr>
<td>75-79</td>
<td>1  2  5  6  1  1</td>
<td>16</td>
</tr>
<tr>
<td>70-74</td>
<td>1  2  1  1  2  4</td>
<td>11</td>
</tr>
<tr>
<td>65-69</td>
<td>1  1  1  2  1</td>
<td>6</td>
</tr>
<tr>
<td>60-64</td>
<td>1  1  1</td>
<td>3</td>
</tr>
<tr>
<td>55-59</td>
<td>1  1  1</td>
<td>3</td>
</tr>
<tr>
<td>50-54</td>
<td>1  1  1</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>0  3  6  16 16 16 11 17 7 3 6 2 1 0</td>
<td>104</td>
</tr>
</tbody>
</table>

\[ r = \cdot291 \pm \cdot061 \]
Table XIX

Correlation between the scores in Bible and Conduct. Iola High School.

Iola Bible

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>104</td>
</tr>
</tbody>
</table>

\[ r = .3356 \pm .059 \]
Table XX

Correlation between scores in Bible and Literature. Iola High School.

<table>
<thead>
<tr>
<th>Iola Bible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 14 19 24 29 34 39 44 49 54 59 64 69 74 79 84 89 94</td>
</tr>
</tbody>
</table>

| 50-54 | 0 |
| 45-49 | 0 |
| 40-44 | 1 1 3 1 6 |
| 35-39 | 1 2 3 |
| 30-34 | 1 1 1 1 1 1 1 2 2 1 11 |
| 25-29 | 2 1 1 2 1 2 2 1 1 13 |
| 20-24 | 1 1 1 1 5 2 1 3 1 1 2 1 20 |
| 15-19 | 1 2 4 8 3 1 3 1 2 1 1 27 |
| 10-14 | 1 1 2 2 1 3 2 1 1 14 |
| 5-9  | 1 1 1 3 1 1 8 |
| 0-4  | 1 2 |

F 2 1 3 5 4 12 11 12 9 9 9 2 8 3 9 3 1 1 104

\[ r = 0.4327 \pm 0.054 \]
Table XXI
Correlation between scores in Bible and History. Iola High School.

Iola Bible

<table>
<thead>
<tr>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>14</td>
<td>19</td>
<td>24</td>
<td>29</td>
<td>34</td>
<td>39</td>
<td>44</td>
<td>49</td>
<td>54</td>
<td>59</td>
<td>64</td>
<td>69</td>
<td>74</td>
<td>79</td>
<td>84</td>
<td>89</td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>

| 70-74 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 0 |
| 65-69 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 60-64 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 55-59 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |   |   |   |   |   |   |   |   |   |   |   |
| 50-54 | 1 | 1 | 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 45-49 |   |   |   |   |   |   |   |   | 1 | 6 |   |   |   |   |   |   |   |   |   |
| 40-44 |   |   |   |   | 3 | 2 | 2 | 5 | 1 | 3 |   |   |   |   |   |   |   |   | 17 |
| 35-39 | 1 |   |   |   | 1 | 1 | 1 | 3 | 1 | 2 | 1 |   |   |   |   |   |   |   | 11 |
| 30-34 | 1 |   | 1 |   |   | 4 | 1 | 2 | 2 | 2 | 2 | 1 |   |   |   |   |   |   | 16 |
| 25-29 |   |   | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 2 |   |   |   |   |   |   |   |   | 16 |
| 20-24 |   |   |   |   | 2 | 1 | 1 | 3 | 3 | 3 | 2 | 1 |   |   |   |   |   |   | 16 |
| 15-19 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 6 |
| 10-14 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 1 |   | 3 |
| F     | 2 | 1 | 3 | 5 | 4 | 12 | 11 | 12 | 9 | 9 | 9 | 2 | 8 | 3 | 9 | 3 | 1 | 1 | 104 |

\[ r = 0.773 \pm 0.027 \]
Table XXII
Correlation between the scores in History and Literature. Iola High School.

Iola History

<table>
<thead>
<tr>
<th>0-4</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>1 4 2 1</td>
</tr>
<tr>
<td>10-14</td>
<td>1 4 7 1</td>
</tr>
<tr>
<td>15-19</td>
<td>1 4 7 6 4 2 1 1 1</td>
</tr>
<tr>
<td>20-24</td>
<td>1 1 2 4 2 7 2 1</td>
</tr>
<tr>
<td>25-29</td>
<td>4 5 1 3</td>
</tr>
<tr>
<td>30-34</td>
<td>1 1 1 3 1 3 1</td>
</tr>
<tr>
<td>35-39</td>
<td>1 2</td>
</tr>
<tr>
<td>40-44</td>
<td>1 3 2 6</td>
</tr>
<tr>
<td>45-49</td>
<td>0</td>
</tr>
<tr>
<td>50-54</td>
<td>0</td>
</tr>
</tbody>
</table>

Iola Literature

<table>
<thead>
<tr>
<th>0-4</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>1 1</td>
</tr>
<tr>
<td>5-9</td>
<td>1 4 2 1</td>
</tr>
<tr>
<td>10-14</td>
<td>1 4 7 1</td>
</tr>
<tr>
<td>15-19</td>
<td>1 4 7 6 4 2 1 1 1</td>
</tr>
<tr>
<td>20-24</td>
<td>1 1 2 4 2 7 2 1</td>
</tr>
<tr>
<td>25-29</td>
<td>4 5 1 3</td>
</tr>
<tr>
<td>30-34</td>
<td>1 1 1 3 1 3 1</td>
</tr>
<tr>
<td>35-39</td>
<td>1 2</td>
</tr>
<tr>
<td>40-44</td>
<td>1 3 2 6</td>
</tr>
<tr>
<td>45-49</td>
<td>0</td>
</tr>
<tr>
<td>50-54</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ r = 0.5509 \pm 0.046 \]
Table XXIII
Correlation between the Total Scores in Literature and Conduct

<table>
<thead>
<tr>
<th>Total Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85</td>
</tr>
<tr>
<td>4 9 14 19 24 29 34 39 44 49 54 59 64 69 74 79 84 89</td>
</tr>
</tbody>
</table>

| 95-99  | 1 2 3 4 4 4 1 |
| 90-94  | 1 2 6 7 8 6 5 2 1 1 |
| 85-89  | 3 9 15 14 9 7 8 1 1 1 |
| 80-84  | 2 3 11 5 5 6 3 1 |
| 75-79  | 2 10 12 14 8 3 5 1 1 1 |
| 70-74  | 3 1 7 6 2 1 2 1 |
| 65-69  | 1 1 6 1 2 3 1 1 |
| 60-64  | 1 2 1 1 |
| 55-59  | 1 1 1 1 |
| 50-54  | 1 2 3 1 |
| F      | 2 13 30 60 54 41 30 27 9 7 3 2 1 0 0 0 0 0 0 279 |

\[ r = .182 \pm .027 \]
Table XXIV
Correlation between Total Scores in History and Conduct.

<table>
<thead>
<tr>
<th>Total History</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>21</td>
<td>22</td>
<td>38</td>
<td>39</td>
<td>39</td>
<td>30</td>
<td>27</td>
<td>29</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>279</td>
</tr>
</tbody>
</table>

\[ r = 273 \pm .037 \]
Table XXV
Correlation between Total Scores in Bible and Conduct.

Total Bible

<table>
<thead>
<tr>
<th>Total Bible</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-94</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-89</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>22</td>
<td>28</td>
<td>27</td>
<td>25</td>
<td>26</td>
<td>30</td>
<td>18</td>
<td>25</td>
<td>14</td>
<td>19</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>279</td>
</tr>
</tbody>
</table>

\[ r = 0.3944 \pm 0.034 \]
Table XXVI
Correlation between Total Scores in Bible and Literature.

Total Bible

<table>
<thead>
<tr>
<th>Total Bible</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
<th>55</th>
<th>60</th>
<th>65</th>
<th>70</th>
<th>75</th>
<th>80</th>
<th>85</th>
<th>90</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-64</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-49</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-44</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-34</td>
<td></td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td></td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-4</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>22</td>
<td>28</td>
<td>27</td>
<td>25</td>
<td>26</td>
<td>30</td>
<td>18</td>
<td>25</td>
<td>14</td>
<td>19</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>279</td>
</tr>
</tbody>
</table>

\[ r = .403 \pm .033 \]
Table XXVII

Correlation between Total Scores in Bible and History.

<table>
<thead>
<tr>
<th>Total Bible</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>80-84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>75-79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>55-59</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>50-54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>40-44</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>35-39</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30-34</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>25-29</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20-24</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15-19</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10-14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

\[ r = 0.555 \pm 0.028 \]
Table XXVIII
Correlation between Total Scores in History and Literature.

<table>
<thead>
<tr>
<th>Total History</th>
<th>0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 F</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-64</td>
<td>1 1</td>
</tr>
<tr>
<td>55-59</td>
<td>2 2</td>
</tr>
<tr>
<td>50-54</td>
<td>2 1 3</td>
</tr>
<tr>
<td>45-49</td>
<td>4 2 1</td>
</tr>
<tr>
<td>40-44</td>
<td>1 1 3 1 2 1 9</td>
</tr>
<tr>
<td>35-39</td>
<td>1 7 2 5 5 4 2 1</td>
</tr>
<tr>
<td>30-34</td>
<td>1 2 2 4 4 2 3 5 3 2 1 1 1 30</td>
</tr>
<tr>
<td>25-29</td>
<td>1 1 5 5 3 5 7 11 2 1</td>
</tr>
<tr>
<td>20-24</td>
<td>1 2 2 9 9 12 8 4 4 4 2 1</td>
</tr>
<tr>
<td>15-19</td>
<td>1 4 7 8 14 9 6 5 4 2</td>
</tr>
<tr>
<td>10-14</td>
<td>2 6 9 3 3 4 2 1</td>
</tr>
<tr>
<td>5-9</td>
<td>1 5 3 1 2 1</td>
</tr>
<tr>
<td>0-4</td>
<td>1 1</td>
</tr>
<tr>
<td>F</td>
<td>0 0 4 6 21 22 38 39 39 30 27 29 13 4 1 3 3 279</td>
</tr>
</tbody>
</table>

\[ r = 0.4643 \pm 0.032 \]
Table XXIX

A summary of the correlations found in each school and of the total scores in Bible, literature, history and conduct rating.

279 cases in the total group.

<table>
<thead>
<tr>
<th>Town</th>
<th>r Literature - Conduct</th>
<th>r History - Conduct</th>
<th>r Bible - Literature</th>
<th>r Bible - History</th>
<th>r Literature - History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garnett</td>
<td>.2638 ± .029</td>
<td>.2644 ± .029</td>
<td>.5385 ± .068</td>
<td>.3913 ± .08</td>
<td>.4874 ± .07</td>
</tr>
<tr>
<td>Iola</td>
<td>.3375 ± .059</td>
<td>.291 ± .061</td>
<td>.3356 ± .059</td>
<td>.4327 ± .054</td>
<td>.773 ± .027</td>
</tr>
<tr>
<td>Ottawa</td>
<td>.0596 ± .033</td>
<td>.3473 ± .053</td>
<td>.4115 ± .05</td>
<td>.296 ± .055</td>
<td>.5024 ± .045</td>
</tr>
<tr>
<td>Total</td>
<td>.182 ± .027</td>
<td>.273 ± .037</td>
<td>.3944 ± .034</td>
<td>.403 ± .033</td>
<td>.555 ± .028</td>
</tr>
</tbody>
</table>
Table XXX

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Garnett</th>
<th>Iola</th>
<th>Ottawa</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>r literature - conduct</td>
<td>.2638 ± .029</td>
<td>.3375 ± .059</td>
<td>.0596 ± .083</td>
<td>.182 ± .027</td>
</tr>
<tr>
<td>r history - conduct</td>
<td>.2644 ± .029</td>
<td>.291 ± .061</td>
<td>.3473 ± .053</td>
<td>.273 ± .037</td>
</tr>
<tr>
<td>r Bible - conduct</td>
<td>.5385 ± .068</td>
<td>.3356 ± .059</td>
<td>.4115 ± .05</td>
<td>.3944 ± .034</td>
</tr>
<tr>
<td>r Bible - Literature</td>
<td>.3913 ± .08</td>
<td>.4327 ± .054</td>
<td>.296 ± .055</td>
<td>.403 ± .033</td>
</tr>
<tr>
<td>r Bible - history</td>
<td>.4874 ± .072</td>
<td>.773 ± .027</td>
<td>.5024 ± .045</td>
<td>.555 ± .028</td>
</tr>
<tr>
<td>r literature - history</td>
<td>.5196 ± .07</td>
<td>.5509 ± .046</td>
<td>.4186 ± .049</td>
<td>.4643 ± .032</td>
</tr>
</tbody>
</table>
Table XXXI
Partial correlations found in each of the three schools and of the total scores in Bible, literature, history and conduct rating.

<table>
<thead>
<tr>
<th>Partial Correlation</th>
<th>Garnett</th>
<th>Iola</th>
<th>Ottawa</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>r14.3</td>
<td>.068</td>
<td>.227</td>
<td>-.191</td>
<td>.026</td>
</tr>
<tr>
<td>r24.3</td>
<td>.0027</td>
<td>.0519</td>
<td>.178</td>
<td>.071</td>
</tr>
<tr>
<td>r34.1</td>
<td>.49</td>
<td>.221</td>
<td>.414</td>
<td>.357</td>
</tr>
<tr>
<td>r34.2</td>
<td>.4864</td>
<td>.183</td>
<td>.292</td>
<td>.303</td>
</tr>
</tbody>
</table>

**Key**

1 Literature

2 History

3 Bible

4 Conduct
A study of the summaries of the correlations (Tables XXIX and XXX) reveals the following facts.

In Garnett, (Table VI) the coefficients of correlation between history scores and conduct ratings, .2644, and (Table V) between literature scores and conduct ratings, .2638, are almost identical. Correlation is present in each but low. There is substantial correlation, .5385 between Bible scores and conduct ratings (Table VII).

In Iola, (Table XVIII) the coefficients of correlation between history scores and conduct ratings, .291, between Bible scores and conduct rating,.3356 (Table XIX), and between literature scores and conduct ratings,.3375 (Table XVII) are all low. The correlation between Bible scores and conduct ratings and between literature scores and conduct ratings are almost identical. The coefficient of correlation between history scores and conduct rating is about four points lower.

In Ottawa, (Table XI) the coefficient of correlation between literature scores and conduct ratings, .0596 is negligible. Correlation is present but low, .3473 between history scores and conduct ratings (Table XII). A marked correlation, .4115, exists between Bible scores and conduct ratings. (Table XIII)
When all the scores in each test are thrown into one group, the frequency distributions (Table IV) approximate the normal curve.

As indicated in the Total Column of Table XXX, there is negligible correlation, .182 between literature scores and conduct ratings for the whole group, (Table XXIII), a low correlation, .273, between literature scores, history scores and conduct ratings, (Table XXIV), and a marked correlation, .3944 between Bible scores and conduct ratings. (Table XXV)

The formula used in securing the following results in partial correlation is found in Otis's Statistical Method in Educational Measurement.¹

Reference to the table of Partial Correlations (Table XXXI), shows that in every case, in each of the three high schools and in the totals, when Bible is held constant, the coefficients of correlations between literature scores and conduct ratings, or between history scores and conduct ratings are negligible. In one case, that of Ottawa, the coefficient of correlation between literature scores and conduct ratings, with Bible held constant, -.191, is negative.

On the other hand, (Table XXXI) the coefficients of correlation between Bible scores and conduct ratings, holding constant either literature or history, are negli-

¹ Otis, A. S. Statistical Method in Educational Measurement
ible only in the Iola group, where they are .221 and .183 respectively. It is possible that there was an element of selection in this group because so many cases had to be omitted on account of incomplete data. In all the other cases, including Garnett, Ottawa and the total group, correlation is present between Bible scores and conduct ratings, when either literature or history is held constant. Two of these correlations are low, and four are marked. The low partial correlations, in both cases, are those between Bible scores and conduct ratings holding history constant. The one, that between Ottawa Bible scores and conduct ratings holding history constant, is .292; the other, that between Bible scores and conduct ratings for the whole group, holding history constant, is .303. The marked coefficients of partial correlation vary from .357 to .49. The partial correlation between Bible scores and conduct ratings for the whole group, holding literature constant, is .357. The partial correlation .49 is that between Garnett Bible scores and conduct ratings, when literature is held constant.

Table XXXII presents the frequency distribution of all the Bible scores of all three groups, including those scores not used in the correlations because of incomplete data. There are 344 cases. The median score of this distribution is 48.2 and the 7 is
14.1. The distribution approaches the normal curve closely enough to indicate that a fairly representative sampling has been made.

Figure I is a percentile graph of the 344 Bible scores. From this graph it can be seen that twenty percent of the total group made a score of 35 or less, and eighty percent of the total group made a score of 69 or less.
The frequency distribution of all Bible scores in the total group.

344 cases

<table>
<thead>
<tr>
<th>Scores</th>
<th>Bible</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>0</td>
</tr>
<tr>
<td>90-94</td>
<td>8</td>
</tr>
<tr>
<td>85-89</td>
<td>3</td>
</tr>
<tr>
<td>80-84</td>
<td>6</td>
</tr>
<tr>
<td>75-79</td>
<td>18</td>
</tr>
<tr>
<td>70-74</td>
<td>16</td>
</tr>
<tr>
<td>65-69</td>
<td>24</td>
</tr>
<tr>
<td>60-64</td>
<td>25</td>
</tr>
<tr>
<td>55-59</td>
<td>35</td>
</tr>
<tr>
<td>50-54</td>
<td>28</td>
</tr>
<tr>
<td>45-49</td>
<td>25</td>
</tr>
<tr>
<td>40-44</td>
<td>35</td>
</tr>
<tr>
<td>35-39</td>
<td>33</td>
</tr>
<tr>
<td>30-34</td>
<td>31</td>
</tr>
<tr>
<td>25-29</td>
<td>19</td>
</tr>
<tr>
<td>20-24</td>
<td>18</td>
</tr>
<tr>
<td>15-19</td>
<td>10</td>
</tr>
<tr>
<td>10-14</td>
<td>7</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
</tr>
<tr>
<td>0-4</td>
<td>2</td>
</tr>
</tbody>
</table>

Sum of cases 344

Median 48.2

Q 14.1
Figure I
Percentile graph of all Bible scores.
344 cases
Chapter IV

Summary and Conclusions

Limitations of this Study

There are numerous factors in school conduct no account of which has been taken in this study; such as home atmosphere, associates, teacher's influence etc. Tests. The tests may not have tested the knowledges sufficiently. Especially is this true of the literature test as it was too advanced to admit of high scores on the part of freshmen.

Conduct ratings are acknowledgedly faulty and at best open to question.

Instruction factor. History and literature are school subjects, regularly and systematically presented, while the Bible knowledge is a result of the irregular and largely unsystematic training of home or Sunday School or both. The only exception to this statement known to the writer is that the Garnett freshmen had had opportunity, during their eighth grade work, to have week day religious instruction for four months.

Difference of approach and emphasis. Probably the moral element has not been specifically emphasized in the literature and history. Great variation in this respect may possibly be due to different teaching method. Considerable variation, whatever the cause, is evident in the increased correlation between history scores and
conduct ratings in the Ottawa group .3473 (Table XII), as compared with the correlation between the same subjects in the Garnett group,.2644 (Table VI), and in the increased correlation between literature scores and conduct ratings in the Iola group,.3375 (Table XVII) as compared with the correlation between the same subjects in the Ottawa group,.0596 (Table XI) In Bible instruction the reverse has probably been true. The approach may have been from the moral side almost exclusively. The presentation of the Bible material as unique truths, in an atmosphere of reverence, with generalizations made and applied may have led to greater transfer in Garnett and Ottawa. However there is no evidence of this in the Iola correlation, although the correlation between Iola Bible scores and conduct ratings,.3356 (Table XIX) is practically equal to that between Iola literature scores and conduct rating,.3375 (Table XVII) and slightly higher than the correlation between Iola history scores and conduct ratings,.291 (Table XVIII).

The time factor. Conduct is a matter of slow growth, largely a result of habit formation. Presumably the teaching of the Bible in home or Sunday School has extended over a much longer time than has the teaching of history and literature, and during the most impressionable period of the pupil's life.
Conclusions

The four specific objectives of this study as stated on page are as follows:

1. To determine the relationships between
   (a) Bible knowledge and school conduct
   (b) History knowledge and school conduct
   (c) Literature knowledge and school conduct

2. To discover the significance of these correlations in pointing out some problems with reference to achievements in history, literature, Bible and conduct.

The analysis, in the preceding pages, of the data provided by this study, is the basis upon which the following conclusions are based.

1. That the relationship between history knowledge and school conduct and between literature knowledge and school conduct is slight and variable, the greater advantage of the two subjects being with history. The relationship between Bible knowledge and school conduct tends to be more constant, in that there is no case in the three groups or the total group where the relationship between Bible knowledge and school conduct can be said to fall below the relationship between either history and school conduct or literature and school conduct, and in only one case is it as low as either of these two correlations. (Table XXX)
2. That there is, in the total group, a marked relationship between Bible knowledge and school conduct, and that this relationship is considerably higher than that between history and school conduct or literature and school conduct. This is found by comparing the raw correlations of total group (Tables XXIX; XXX). When history is held constant, the correlation between Bible scores and conduct rating for the total group is low (Table XXX). In the same group it is marked when literature is held constant.

3. That the superiority of the correlation on the part of Bible knowledge and school conduct rating exists in spite of the fact that the Bible has not been regularly and systematically presented as a public school subject.

4. That it would seem, in the light of the data of this study, that literature and history, as school subjects, are not functioning to any very perceptible degree in the school conduct of the high school student.

5. That there would seem to be a greater transfer to the school conduct of the high school student from the more direct training in morals as represented by Bible instruction.
Bibliography

Adler, Felix "Moral Instruction of Children" N. Y. 1892 (International Educational Series V. 21)


Arnold, Matthew "Thoughts on Education:" ed. by Leonard Huxley. N. Y. Macmillan Co. 1912.


"Religious Education and American Democracy" Boston, Pilgrim Press. 1917.

Bagley, W. C. "Educational Values. N. Y. Macmillan Co. 1911.


Cabot, Mrs. Ella Lyman - "An Unsectarian Religion for our Schools" Religious Education 19:39-44


Character Education - Institution - Character Education Methods Iowa Plan, $20,000 Award Washington D. C. 1922 VII 46 p.


Mann, Horace Life & Works of Horace Mann, Boston 1891 Lee & Shepard Publishers. 4 vols. (V.4)


Raubenheimer, A. S. An Experimental Study of Some Behavior Traits of the Potentially Delinquent Boy. A Psychological Monograph. V. 34: No. 6, 1925. Published by the Psychological Review Company. Princeton, N. J.


Educational Psychology Vol. 1-3.
T. C. Columbia University N. Y. 1923.

Upton, S. M. and

Voelker, P. F. The Function of Ideals and Attitudes in Social Education. N. Y. Teacher's College Columbia University, 1921. Teachers College Columbia University Contributions to Education No. 112.

UNDERSTANDING OF AMERICAN HISTORY
Tests Devised by L. W. Pressey and R. C. Richards

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

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

TEST 1: CHARACTER JUDGMENT

DIRECTIONS: In each of the lines below there is the name of some man prominent in American History. This name is printed in capitals at the beginning of the line. Following the name there are four adjectives printed in small letters. You are to draw a line under the adjective that you think BEST describes the man whose name appears at the beginning of the list. The first list has been correctly marked; “courageous” gives the best description of Columbus of any of the adjectives after his name, so it has been underlined. Do not underline more than one adjective in any list.

1. COLUMBUS: cowardly proud courageous rich.
2. WILLIAM PENN: tricky hesitant carefree diplomatic.
3. ROGER WILLIAMS: self-seeking suspicious fearful bad.
4. BENJAMIN FRANKLIN: emotional retiring prudent blunt.
5. PATRICK HENRY: hesitant fiery profound dignified.
7. THOMAS Paine: treacherous ambitious radical religious.
8. KING GEORGE III: autocratic indifferent shrewd cruel.
9. THE PURITANS: worldly generous sad strict.
10. GEORGE WASHINGTON: harsh competent witty impulsive.
11. THE MINUTEMEN: reckless poor alert disciplined.
12. THOMAS JEFFERSON: democratic prosperous severe aggressive.
13. ANDREW JACKSON: considerate unprejudiced thoughtful despotic.
14. AARON BURR: conscientious honored shy disloyal.
15. DANIEL WEBSTER: eloquent quarrelsome clever dominating.
16. JOHN C. CALHOUN: rich bitter unfaithful selfish.
18. ABRAHAM LINCOLN: energetic sympathetic intolerant polished.
19. JEFFERSON DAVIS: gallant destructive overconfident wise.
20. ULYSSES S. GRANT: determined quick statesmanlike brilliant.
21. EDWIN STANTON: inefficient smooth ruthless melancholy.
22. THE CARPETBAGGERS: popular patriotic immoral greedy.
23. GROVER CLEVELAND: daring uncompromising irritable careless.
24. WILLIAM McKinley: dashing powerful conservative affected.
25. THEODORE ROOSEVELT: thorough unreliable excitable forceful.
26. HERBERT HOOVER: efficient assertive nervous talkative.

Go back over your work and be sure you have made no mistakes.
TEST 2: HISTORICAL VOCABULARY

DIRECTIONS: On the page below there are some questions. Each question is followed by four answers; only one of these answers is right. You are to find the right answer and draw a line under it. The first question has been correctly answered.

1. What is a stockade? A part of a gun A supply of ammunition A public punishment A barrier for defense
2. What is an envoy? A transport Spy Diplomatic agent Bill.
3. What is a dynasty? A ruling family An earthquake An electrical appliance A league of nations.
6. What is meant by secession? Withdrawal from a union Accession to a throne A riot A civil war.
7. What is a referendum? Power to initiate legislation A veto Reference of legislation by the people Return of a bill without signature.
8. What is a manoeuver? A political campaign A mutiny A declaration of war A movement of troops.
10. What is a galleon? A sailing vessel A Spanish nobleman A piece of money A battering ram.
11. Who were the carpetbaggers? Traveling salesmen Negro freedmen Southern whites Northern adventurers.
12. What are re-enforcements? Improvised firearms A war tax Pledges of money Additional support.
13. When is a foreigner naturalized? When he enters a country Is admitted to citizenship Is convicted of crime Can speak English.
14. What is an embargo? A load on a ship Stopping of commerce A law to punish spies An act proclaiming neutrality.
15. What is meant by ratification? Rejection Registration Approval Voting.
16. What is a vanguard? A rear guard A flank attack A political party An advance guard.
17. When is property confiscated? When it is destroyed Exempt from taxes Seized by the government Owned by a trust.
19. What is a caucus? A legislative assembly A court A political meeting A call to arms.
20. What is a democracy? Americanism Popular government Despotism Government by a demagogue.
21. What is a veto? An executive refusal The repeal of a law A stamp of approval A judicial verdict.
22. What is a panic? A mass of people A political disturbance A financial crisis A gold rush.
25. Which is under Civil Service rules? Secretary of the interior Mail Carrier Sheriff Soldier.
26. What are annals? Stocks and bonds Historical records Almanacs Taxes.

Go back over your work and be sure you have made no mistakes.
**TEST 3: SEQUENCE OF EVENTS**

**DIRECTIONS:** In each of the lists on the page below are the names of four events. In each list you are to draw a line under the event that happened the longest time ago. The first list has been correctly marked.

1. Discovery of the Pacific  
   Discovery of the Mississippi  
   Discovery of America  
   Discovery of Hudson Bay.

2. Conquest of Cortez  
   Voyage of Magellan  
   Expedition of Coronado  
   Voyages of John Cabot.

3. Settlement of Boston  
   of Jamestown  
   of Plymouth  
   of New York.

4. War of 1812  
   Civil War  
   Revolutionary War  
   French and Indian Wars.

5. First Continental Congress  
   Hartford Convention  
   Constitutional Convention  
   Declaration of Independence.

6. Battle of Yorktown  
   of Saratoga  
   of Bunker Hill  
   of Lexington.

7. The first Fourth of July  
   The first Labor Day  
   The first Thanksgiving Day  
   The first Armistice Day.

8. Jay Treaty  
   Webster-Ashburton Treaty  
   Clayton-Bulwer Treaty  
   Hay-Pauncefote Treaty.

9. Wilmot Proviso  
   Kansas-Nebraska Acts  
   Missouri Compromise  
   Omnibus Bill.

10. Fugitive Slave Laws  
    Freedman's Bureau  
    Underground Railway  
    Personal Liberty Acts.

11. Granting of citizenship to slaves  
    Granting of suffrage to slaves  
    Emancipation Proclamation  
    Election of negroes to office.

12. Federal Reserve Act  
    Free Silver Campaign  
    Founding of the U. S. Bank  
    Specie Circular.

13. Surrender of Quebec  
    Surrender at Appomattox  
    Surrender of Yorktown  
    Surrender of Vicksburg.

14. Election of McKinley  
    of Lincoln  
    of Polk  
    of Monroe.

15. Spoils System  
    Civil Service Reform  
    Credit Mobilier  
    Whiskey Ring.

16. Admission of New Mexico  
    of Ohio  
    of Maine  
    of Kansas.

17. Battle of Buena Vista  
    Battle of Bull Run  
    Battle of San Juan  
    Battle of the Marne.

18. Settlement of Venezuelan boundary dispute  
    Texas boundary dispute  
    Maine boundary dispute  
    Oregon boundary dispute.

19. Invention of McCormick reaper  
    Invention of cotton gin  
    Invention of telephone  
    Invention of locomotive.

20. Dred Scott Decision  
    Wabash Decision  
    Dartmouth College Case  
    Mason and Slidell Case.

21. Tariff of Abominations  
    McKinley Tariff  
    Clay’s Compromise Tariff  
    Payne-Aldrich Tariff.

22. Purchase of Alaska  
    Purchase of Virgin Islands  
    Louisiana Purchase  
    Gadsden Purchase.

23. Founding of the Republican Party  
    Founding of the Federalist Party  
    Founding of the Progressive Party  
    Founding of the Free-Soil Party.

24. Clayton Anti-Trust Act  
    Sherman Anti-Trust Act  
    Interstate Commerce Act  
    Pullman Strike.

25. Building of Panama Canal  
    Building of Roosevelt Dam  
    Building of Baltimore and Ohio Railway  
    Building of Erie Canal.

26. Entrance into the World War of Italy  
    Russia  
    U. S.  
    Japan.

Go back over your work and be sure you have made no mistakes.
TEST 4: CAUSE AND EFFECT RELATIONSHIPS

DIRECTIONS: In each of the lists below there are the names of three events that acted as “causes” and of one event which was the “effect” of the operation of the three “causes.” You are to find the “effect” and underline it. The first list has been correctly marked.

1. Religious persecution Colonization of America Desire for adventure
   Desire for political independence.

2. Revival of learning Discovery of the compass Discovery of America
   Voyages down the coast of Africa.

   Spanish possessions in America.

4. Desire for union New England Confederation
   Founding of New Amsterdam Indian Attacks.

5. French policy of paternalism Influence of Wm. Pitt Fall of Quebec
   Downfall of French power in America.


7. Increase in commerce Invention of steamboat Building of railroads
   Industrial revolution.

8. Western expansion Closing of Mississippi Louisiana Purchase
   Napoleon’s Wars in Europe.

9. Poor communications Size of country
   Difference in industries of sections Growth of sectionalism.

10. Ratification of the treaty of 1819 Holy Alliance
    Need for independence in South America Monroe Doctrine.

11. Issuing of paper money by state banks Closing of U. S. Bank Specie Circular
    Panic of 1837.

12. Demands for slavery in the territories Mexican boundary controversy
    Application of California for admittance to union Compromise of 1850.

13. Mexican War Rapid expansion of United States
    Annexation of Texas Louisiana Purchase.

14. “Log Cabin Campaign” Election of Harrison Panic of 1837
    Dictating attitude of Jackson.

15. Split in Democratic Party Constitutional Union Party
    Election of Lincoln Freeport Doctrine.


17. Opening of Mississippi Bravery of Farragut
    Fall of Forts Henry and Donalson Surrender of Vicksburg.

18. Death of Lincoln Oppression of South
    Supremacy of Republican Party Influence of Stanton.


20. Republican control after the Civil War Land grants from government
    Building of Southern Pacific Development of the West.


22. Guerilla warfare in Cuba Spanish-American War
    Sinking of the Maine Oppression of Cuba by Spain.

23. Struggle for party leadership Machine politics
    Formation of Progressive Party Reformers in Congress.

24. Secret rebates Failure of state legislation
    Decisions of Supreme Court Interstate Commerce Commission.

25. Anti-Saloon League Prohibition Amendment
    Progress and Education War-time needs.

26. Expense of armament Desire for permanent peace
    Disarmament Conference World War.

Go back over your work and be sure you have made no mistakes.
DIRECTIONS FOR THE PRESSEY-RICHARDS TESTS IN AMERICAN HISTORY

DIRECTIONS FOR GIVING: Before distributing the blanks make certain that all are supplied with pencils or pens. Then give each pupil a blank. Read the following directions:

VERBATIM:

Write on the lines at the top of the page your name, grade, age and the other information called for. (Allow time for this.) ... This examination consists of four tests, one on each page. You are to read the directions for the first test and do what they tell you to do; then go on to the second test, and so on. You will be given five minutes for the first test, six for the second, six for the third, and eight for the fourth. If you finish any test before the time is up you may go on to the next. In any case, be sure to stop work on each test when I tell you to do so. Now read the directions and do what they tell you to do. Ask no questions.

DO NOT PERMIT ANY QUESTIONS ABOUT EITHER THE DIRECTIONS OR THE ITEMS OF THE TEST. Allow the children five minutes for Test 1, six minutes for Test 2, six for Test 3, and eight for Test 4. At the end of the first five minutes, tell the children to go on to the next test; see that no one continues work on Test 1; allow no child to work overtime on any of the tests—although any pupil finishing the examination ahead of time may go back to earlier tests for further work if he wishes. If any children can proceed more rapidly than the time-limits set, allow them to do so. Any children who finish early should pass in their papers—or put them aside—and spend the remainder of the time in study, so that they will not disturb those who have not finished. This is not a “time-limit” test; the child is limited in his performance by his knowledge, so the time limits set are merely matters of convenience so that even the slowest readers will do some work on each test.

DIRECTIONS FOR SCORING: Do not count the first item. Each correct item counts 1 point, giving a total score of 100 points on the examination. If a child marks more than one answer to any question, score that item wrong. Omitted items are also scored wrong. Count the items correct on each test separately, marking the score at the top of each page; then add together the scores on the separate tests and write the total on the first page. The correct answers appear below. In scoring the blanks these answers may be marked in red on an unused blank, and this marked blank used as a score sheet.

**Test 1**
1. diplomatic
diplomatic agent

2. fearless
a ruling family

3. prudent
a league of states

4. fiery
abs. form of govern.

5. self-sacrificing
withdrawal from

6. radical
union

7. autocratic
reference of legislation

8. strict
movement of troops

9. competent
complete withdrawal

10. alert
Northern adventurers

11. democratic
additional support

12. despot
is admitted to

13. loyal
stopping of commerce

14. eloquent
approval

15. bitter
advance guard

16. peace-loving
seized by government

17. sympathetic
freedom

18. overconfident
political meeting

19. determined
popular government

20. ruthless
executive refusal

21. greedy
financial refusal

22. uncompromising
addition of land

23. conservative
general pardon

24. forceful
mail carrier

25. efficient
historical records

**Test 2**
Voyages of John Cabot

**Test 3**
of Jamestown

1st Continental Congress

of Lexington

Jay Treaty

Missouri Compromise

Fugitive slave laws

Emancipation Proc.

Founding of U. S. bank

surrender of Quebec

of Monroe

Spoils System

Admission of Ohio

Battle of Buena Vista

Maine boundary dispute

Invention of cotton gin

Dartmouth College Case

Tariff of Abomina-

tions

Louisiana Purchase

Spanish-American War

Formation of Pro-

gressive Party

Interstate Com. Com.

Prohibition Amend-

dment

Building of Erie Canal

Russia

Discovery of America

Settlement of Georgia

N. E. Confederation

Downfall of French power

Revolutionary War

Increase in commerce

Louisiana Purchase

Growth of sectionalism

Monroe Doctrine

Panic of 1837

Compromise of 1850

Mexican War

Election of Harrison

Election of Lincoln

Civil War

Opening of Mississippi

oppression of South

Ku Klux Klan

Building of S. Pacific Case
**TABULATION TABLE**

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>25</td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>98-99</td>
<td>24</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>96-97</td>
<td>23</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>94-95</td>
<td>23</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>92-93</td>
<td>21</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>90-91</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>88-89</td>
<td>19</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>86-87</td>
<td>18</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>84-85</td>
<td>17</td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>82-83</td>
<td>16</td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>80-81</td>
<td>15</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>78-79</td>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>76-77</td>
<td>13</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>74-75</td>
<td>12</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>72-73</td>
<td>11</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>70-71</td>
<td>10</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>68-69</td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>66-67</td>
<td>8</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>64-65</td>
<td>7</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>62-63</td>
<td>6</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>60-61</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>58-59</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>56-57</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>54-55</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>52-53</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>50-51</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>48-49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46-47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44-45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42-43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38-39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34-35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32-33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28-29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**No. Cases**

**40-47**

**44-45**

**42-43**

**40-41**

**38-39**

**36-37**

**34-35**

**32-33**

**30-31**

**28-29**

**26-27**

**24-25**

**22-23**

**20-21**

**18-19**

**16-17**

**14-15**

**12-13**

**10-11**

**8-9**

**6-7**

**4-5**

**2-3**

**0-1**

**Median**

<table>
<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>22</td>
<td>29</td>
<td>42</td>
<td>63</td>
</tr>
<tr>
<td>Test 1</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Test 2</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Test 3</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Test 4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

**NORMS.** (For testing in October.)

**Department of Psychology**

**The Ohio State University**

**DIRECTIONS FOR RECORDING:** Arrange the blanks in order of total score. Keep separate the results from different grades, classes, or sections, using a separate record sheet for each division. Use the table below for tabulating total score and the scores on the four tests. If the first paper shows a score of 73—with a score of 18 on Test 1, a score of 20 on Test 2, a score of 12 on Test 3, and a score of 23 on Test 4—record those scores by making a mark in the "73-75" row of the "Total Score" column, another mark in the "18" row of the "Test 1" column, another in the "20" row of the "Test 2" column, another in the "12" row of the "Test 3" column, and another in the "23" row of the "Test 4" column. This procedure means that five marks are made for each child, one mark in each column. Do this for each pupil's paper. Then add together the total number of marks in each column; this total should be the same for all five columns. Write this total in the space marked "No. cases," at the bottom of the table.

**INTERPRETATION OF SCORES:** Poor work on the first test indicates a lack of appreciation of the character of the great men in American History—and such appreciation is usually considered one of the objectives in the teaching of history. Low scores on Test 2 would suggest such a small technical vocabulary of historical terms as to seriously interfere with the understanding of the textbook; intensive drill in the meaning of unusual words should be tried. Low scores on the third test would indicate an insufficient drill on the basic facts of American History—all the facts used appear in several texts used as a basis for the test. Poor work on Test 4 suggests a failure to emphasize the interrelationship of historical events. If a class, or individual, shows a conspicuously low score on any test, the teacher should review her methods of teaching and try to find out the cause of the defect shown. She should then apply remedial measures; the test is only a starting point for such remedial instruction.
LITERATURE TEST

Devised by E. R. Barrett and Teresa M. Ryan

Score

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

Last name  First name    Middle name

Schooling: Grades 7, 8: High School Year 1, 2, 3, 4: College Year 1, 2, 3, 4.

Room ............................................. School ..................................

Town or City ................................. State ................. Date ..................

Mo.    day    yr.

In what country or state born? ............ Years in U.S. .......... Race ........

(I. Teacher will read this aloud while pupils read it silently.)

The purpose of this test is to find out how many of the 35 selections you have read and how well you remember important facts connected with each. Some of the selections you have read, and will remember; others you have read but have forgotten parts; and still others you may not recognize. Skip the selections that are difficult, or that you do not know. After you have finished all that you know, then go back over the difficult ones and answer as many of them as you can. Try to see how many of them you can answer correctly in 35 minutes.

Each selection is given a Roman numeral, such as I, II, III, IV, etc. Statements under each selection are numbered thus: 1, 2, 3, etc. Some of the selections have but one statement; others have two or more. (Notice sample below.)

I. THE LEGEND OF SLEEPY HOLLOW

1. Ichabod Crane is
   ☐ a store keeper
   ☒ a country school teacher
   ☐ a lawyer
   ☐ a rich farmer

2. The Headless Horseman is
   ☐ a real ghost
   ☐ Ichabod's shadow
   ☐ the creation of his imagination
   ☒ Brom Bones in disguise

The above sample is correctly marked, because the statements are true.

In each of the selections on the following pages, you have four choices for each statement. Only one of them is correct. You are to look at each of the four choices carefully, then make a cross in the square before the best one. As soon as you finish one page, go to the next page.

Please do not ask any questions during this test. Do not turn over this page until you are told to.

(Copyright applied for)
I. SILAS MARNER
1. The story centers about
☐ a murder
☐ a duel
☐ an adoption of a child
☐ a mistaken identity

2. Dunstan Cass
☐ marries Eppie
☐ is sent to prison
☐ is accidently drowned
☐ is killed by a horse

3. At the end of the story Eppie
☐ is living with her father
☐ is living in the Marner cottage
☐ is living in the Winthrop home
☐ dies

II. CROSSING THE BAR
1. The theme is
☐ repentance
☐ love
☐ death
☐ forgiveness

III. TREASURE ISLAND
1. An important character is
☐ a girl
☐ a boy
☐ an army officer
☐ a merchant

2. The treasure is
☐ salvage from a wrecked ship
☐ a miser’s hoard
☐ pirate gold
☐ nuggets from a gold mine

3. At the end of the story the treasure
☐ is lost in the sea
☐ is returned to former owner
☐ is confiscated by government officials
☐ is distributed among honest people

IV. ELEGY WRITTEN IN A COUNTRY CHURCHYARD
1. The scene is that of
☐ early morning
☐ afternoon
☐ midnight
☐ evening

2. It deals with the fate of
☐ the common people
☐ a friend of the poet
☐ a near relative
☐ a great hero

V. IVANHOE
1. It deals with the trouble between
☐ Puritans and Cavaliers
☐ Irish and English
☐ Scotch and English
☐ Saxons and Normans

2. An important historical character is
☐ Joan of Arc
☐ Richard I
☐ Sir Walter Raleigh
☐ Cromwell

3. The principal character is
☐ an ambitious queen
☐ a disinherited knight
☐ a dwarf
☐ a sea captain

4. An important event is
☐ the finding of a treasure
☐ the burning of a castle
☐ the murder of a king

5. Ivanhoe
☐ is killed in the tournament
☐ is sentenced to death
☐ marries Rebecca
☐ marries Rowena

VI. THE DESERTED VILLAGE
1. It portrays a
☐ blacksmith
☐ farmer
☐ doctor
☐ schoolmaster

2. It contains the following lines
“Somewhat back from the village street
Stands the old-fashioned country seat.”

“Full many a flower is born to blush unseen
And waste its sweetness on the desert air.”

“I’ll fares the land to hastening ills a prey,
Where wealth accumulates and men decay.”

“Of all sad words of tongue or pen
The saddest are these: ‘It might have been’.”

VII. MIDSUMMER NIGHT’S DREAM
1. The principal part of the play is
☐ on an island
☐ in a castle
☐ in a forest
☐ in a city

2. The play deals with
☐ love
☐ ambition
☐ revenge
☐ patriotism

3. An important element in it is
☐ soldiers
☐ fairies
☐ witches
☐ ghosts

4. The play within the play is acted by
☐ professional actors
☐ members of the court
☐ workmen
☐ students
VIII. THE CHAMBERED NAUTILUS

1. It contains this line
   - "Roll on, thou dark and deep blue ocean, roll."
   - "Thou, too, sail on, O Ship of State!"
   - "Build thee more stately mansions, O my soul!"
   - "A thing of beauty is a joy forever."

IX. THE HOUSE OF SEVEN GABLES

1. It has its setting in
   - New York
   - New England
   - England
   - France

2. The principal character is
   - a soldier
   - a sailor
   - an old maid
   - a widow

3. It tells of the death of
   - a merchant
   - a judge
   - a soldier
   - a child

4. The house finally
   - burns down
   - is torn down
   - passes into strangers' hands
   - remains in the Pyncheon family

X. IL PENSEROSEO

1. It pictures
   - desert life
   - mountain scenes
   - rural scenes
   - a battle field

2. It extols
   - society life
   - business life
   - army life
   - quiet life

XI. THE PILOT

1. The action takes place
   - in the Sixteenth Century
   - during the Napoleonic Wars
   - during the Revolutionary War
   - during the Civil War

2. An important character is
   - Herve Riel
   - Paul Jones
   - Commodore Perry
   - Admiral Nelson

XII. THE RAVEN

1. The raven is perched
   - on the chamber door
   - upon the bust of Pallas
   - above a volume of forgotten lore
   - upon the back of the old armchair

2. The raven finally
   - fluttered out the window
   - fled to the Plutonian shore
   - floated from his perch to the floor
   - still is sitting

XIII. VANITY FAIR

1. The principal character is
   - a beautiful Jewess
   - an unscrupulous woman
   - an expert carpenter
   - a minister of the gospel

2. It contains an account of the battle of
   - Waterloo
   - Blenheim
   - Bunker Hill
   - Flodden Field

3. Colonel Dobbin
   - marries Becky
   - marries Amelia
   - is shot as a deserter
   - is killed in battle

4. The story is about
   - religious life
   - sea life
   - social life
   - industrial life

XIV. THE PASSING OF ARTHUR
(IN IDYLLS OF THE KING)

1. It is written in
   - blank verse
   - ballad style
   - rimed couplet
   - sonnet form

2. Arthur is
   - burned on a funeral pyre
   - carried off on a ship
   - buried in a church
   - buried on a battle field

3. Excalibur is
   - a brave soldier
   - a war horse
   - a sword
   - a ship

XV. TO A WATERFOWL

1. It teaches
   - danger is ever near
   - prepare for the future
   - God will guide me
   - it is sinful to be sad

2. The bird is
   - on the water
   - in the air
   - in a tree
   - on the ground
XVI. OLIVER TWIST

1. Oliver
   - goes to sea
   - joins the army
   - falls into a den of thieves
   - makes a big fortune

2. The author reveals
   - hardships of pioneer life
   - inadequacy of the courts
   - vice in military life
   - corruption in the church

3. Fagan is
   - a villain
   - a priest
   - an army officer
   - an honest workman

XVII. EVANGELINE

1. It tells of a people
   - held in subjection
   - winning their freedom
   - starved into submission
   - being exiled

2. Evangeline finds Gabriel
   - in a prison
   - in a hospital
   - in an Indian hut
   - not at all

3. In her travels Evangeline is accompanied by
   - her father
   - her mother
   - her sister
   - a priest

XVIII. LORNA DOONE

1. At the beginning of the story Lorna lives
   - in a tavern
   - on a farm
   - among thieves
   - in a boarding school

2. She marries
   - a farmer
   - a soldier
   - a courtier
   - a sea captain

3. The Doones are
   - a Scottish clan
   - a military company
   - an Indian tribe
   - a band of outlaws

4. The Doones finally
   - live in peace
   - are subdued by their enemies
   - go to a foreign country
   - die of a pestilence

5. A historic character in the story is
   - James II
   - George Washington
   - Gladstone
   - Queen Elizabeth

XIX. THE LAST LEAF

1. It treats of
   - the coming of winter
   - a dying tree
   - an old man
   - the finishing of a story

XX. MACBETH

1. The central theme is
   - ambition
   - revenge
   - love
   - duty

2. An important element is contributed by
   - sailors
   - weird women
   - merchants
   - fairies

3. Most of the action is in
   - England
   - Scotland
   - France
   - Italy

4. Macbeth finally
   - rules in peace
   - flees into exile
   - is killed by Macduff
   - is killed by Banquo

XXI. ENOCH ARDEN

1. Enoch
   - marries Annie
   - refuses to marry her
   - is rejected by her
   - is prevented from marrying her

2. Enoch goes away
   - to war
   - to see the world
   - to explore new lands
   - to make money

3. Enoch
   - forgets Annie
   - returns and condemns her
   - returns and hides his identity
   - returns and claims her

XXII. THE SKETCH BOOK

1. It treats of life in
   - England
   - Spain
   - France
   - Italy
2. It contains a sketch of
☐ the Coliseum
☐ Notre Dame
☐ Westminster Abbey
☐ the Alhambra

3. It contains the story of
☐ How I killed a Bear
☐ The Great Stone Face
☐ Rip Van Winkle
☐ Masque of the Red Death

XXIII. THE PRISONER OF CHILLON
1. He is cast into prison
☐ alone
☐ with his father
☐ with his brothers
☐ with his son

2. He
☐ dies in prison
☐ is freed and rejoices
☐ escapes through his own efforts
☐ gains his freedom with a sigh

XXIV. A TALE OF TWO CITIES
1. The two cities are
☐ Paris and Berlin
☐ Paris and London
☐ New York and London
☐ Philadelphia and Boston

2. The theme is
☐ A little child shall lead them
☐ Do unto others as you would they should do unto you.
☐ Greater love hath no man than this, that he lay down his life for his friend
☐ Thou shalt not bear false witness

3. The story is laid in the days of the
☐ Civil War
☐ American Revolution
☐ Franco-Prussian War
☐ French Revolution

4. A leading character is
☐ Tom Tulliver
☐ Paul Dombey
☐ Roger Chillingworth
☐ Sidney Carton

5. A leading character
☐ dies in prison
☐ is accidentally shot
☐ is executed
☐ is pardoned

XXV. THE ANCIENT MARINER
1. The mariner is guilty of
☐ sinking a ship
☐ killing a bird
☐ plundering a village
☐ robbing a man

2. It contains the following line:
☐ “A little learning is a dangerous thing.”
☐ “All that glitters is not gold.”
☐ “He prayeth best who loveth best.”
☐ “Ay, tear her tattered ensign down.”

3. In the story the mariner
☐ saves the crew
☐ dies
☐ lives to do penance
☐ lives unchanged by his experience

XXVI. MERCHANT OF VENICE
1. The merchant’s name is
☐ Kubla Khan
☐ Orlando
☐ Porphyro
☐ Antonio

2. The climax in the story is
☐ a sudden death
☐ a court trial
☐ a devastating fire
☐ a duel

3. An important element is
☐ a man goes insane
☐ a man becomes jealous of his brother
☐ a woman disguises as a man
☐ a man loses faith in his wife

4. A conspicuous character is
☐ a slave
☐ a king
☐ a Greek
☐ a Jew

XXVII. LADY OF THE LAKE
1. The story opens with the
☐ dying of a horse
☐ killing of a deer
☐ losing of a child
☐ shooting of a man

2. Rhoderick Dhu
☐ marries Ellen
☐ is exiled
☐ resigns his power and lives in seclusion
☐ is mortally wounded in a fight

3. Ellen
☐ enters a convent
☐ marries Malcomb Graeme
☐ is drowned in the lake
☐ dies of disappointment

XXVIII. KING LEAR
1. The king is
☐ a brave warrior
☐ a foolish old man
☐ a wise ruler
☐ an unscrupulous villain

2. He retains
☐ the love of his children
☐ the support of his wife
☐ his regal power
☐ the devotion of his fool
3. A tragic incident is the
☐ slaughter of little children
☐ imprisonment in a tomb
☐ putting out of a man's eyes
☐ killing of the queen

XXIX. THE COTTER'S SATURDAY NIGHT
1. The prevailing atmosphere is that of
☐ industrial life
☐ commercial life
☐ rural life
☐ school life
2. The poem pictures
☐ the suffering of the common people
☐ the luxuries of the rich
☐ the desires of the poor for wealth
☐ the contentment of the peasants

XXX. THE PIT AND THE PENDULUM
1. The emotion emphasized is
☐ sorrow
☐ anger
☐ terror
☐ love
2. The main character is threatened with death from
☐ illness
☐ starving
☐ freezing
☐ being burned

XXXI. AS YOU LIKE IT
1. The principal scenes are
☐ on the city street
☐ on board a ship
☐ in a forest
☐ in an army camp
2. Orlando spends time in
☐ hunting
☐ praying
☐ writing verses
☐ reading
3. The court fool is
☐ Amiens
☐ Touchstone
☐ Dennis
☐ Martext
4. Oliver and Orlando are
☐ rivals
☐ brothers
☐ partners
☐ neighbors

XXXII. SOHRAB AND RUSTUM
1. The setting is in
☐ Europe
☐ Asia
☐ Africa
☐ America
2. The most important incident is
☐ a father kills his son
☐ a boy kills his father
☐ a boy kills his brother
☐ a rebel kills a king
3. The chief feeling aroused is
☐ anger
☐ hatred
☐ sympathy
☐ joy

XXXIII. THE DE COVERLY PAPERS
1. Sir Roger is a
☐ merchant
☐ soldier
☐ country gentleman
☐ clergyman
2. Sir Roger is in love with
☐ a young girl
☐ an old maid
☐ a widow
☐ no woman

XXXIV. THE VISION OF SIR LAUNFAL
1. Sir Launfal meets
☐ a hungry child
☐ a gypsy
☐ a leper
☐ a blind man
2. Sir Launfal finds the Holy Grail
☐ on a far distant mountain
☐ at his own castle
☐ in an oasis in the desert
☐ in a cathedral
3. Sir Launfal is able to find the Grail because of his
☐ honesty
☐ purity
☐ charity
☐ shrewdness

XXXV. THE VIRGINIAN
1. The setting of the story is in
☐ Kansas
☐ Illinois
☐ Wyoming
☐ Kentucky
2. The Virginian
☐ finds a gold mine
☐ becomes owner of a ranch
☐ becomes a Virginia business man
☐ joins the army
A RATING SCALE (ADAPTED FROM HUGH)

Name of pupil ____________________________  City ____________________________  Grade ____________
Name of Teacher ____________________________

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

I. Qualities of Industry and Attitude toward School Work
   To what extent
   1. Does he do school work regularly and on time ...........................................
   2. Does his school work tend to equal the teacher's estimate of his real ability ...........
      If not, is this due:
      (a) To lack of industry .................................................................
      (b) To outside interests (social affairs, athletics, etc.) .........................
      (c) To working to support himself ..................................................
      (d) To doing too much domestic work at home ....................................
   3. Does he stick to a problem or project until it is completed .......................
   4. Does he respect disciplinary regulations .............................................
   5. Does he exercise control, thereby avoiding disturbance...........................
      in classroom and about school ........................................................
   6. Is his attitude toward teachers and school work one of hearty interest ........
      (a) Is his lack of interest caused by being forced to attend school against his will

II. Personal and Social Qualities
   To what extent
   1. Is he personally likable (i.e., is he interested primarily in what others are doing) ..................................................................................
   2. Does he recognize the importance of cleanliness in personal habits and neatness in dress ..............................................................
   3. Does he or she show a sensible attitude toward the other sex .................
   4. Is he scrupulously honest ........................................................................
      (a) In his scholastic work ....................................................................
      (b) In his relations to his fellows ........................................................
   5. Has he developed a sense of responsibility for carrying through projects
      (a) Which he starts himself ..................................................................
      (b) Which he has been turned over to him to carry out ............................
   6. Is he courteous and respectful to teachers and people generally .............
   7. Is he modest and unassuming with respect to his own abilities ..............
   8. Is he loyal to his fellows in both what he says and does .......................
   9. Is he interested primarily in the welfare of the whole group (team, club etc.) and not in his own advancement ...............................
10. Does he choose good associates .................................................................

   A Superior
   B Average
   C Below Average
   D Very inferior

Please place a check in the appropriate column after each item, as
Read These Instructions Carefully

On the following pages are fifty incomplete sentences about persons and events in the Old and New Testaments. Immediately following each incomplete sentence are four possible answers, only one of which will complete the sentence correctly. Read each incomplete statement and the four answers following it very carefully, and after choosing the answer which you are sure will complete the statement correctly, place an X in front of that answer.

Examples

1. Noah was the builder of
   - the tabernacle.
   - the walls of Jerusalem.
   - the ark.
   - the Temple.
2. In the Scriptures we read that Jonah was told by Jehovah to
   - throw the captain of the ship overboard.
   - cast his net into the sea so that he might catch the great fish.
   - row hard so as to get to dry land.
3. The Children of Israel wandered forty years in the Wilderness because
   - they liked that kind of life better than living in cities.
   - they failed to trust Jehovah and obey his command.
   - the people in Canaan wanted more money for their land than the Israelites wished to pay.
4. John the Baptist was asked to
   - becom the King of Israel.
   - becom one of the twelve disciples.
   - preach to the Romans.
   - baptize Jesus.

Use Lead Pencil to Fill Out Each of the Following Blank Spaces.

1. Name ................................................................. 
   Your age
2. Male or female?.................................3. Last birthday........................................
   Name of
4. City.......................................................5. Church school........................................
5. How many years have you actually attended Sunday School?
6. How many months have you attended a Week-Day Religious School?

Work carefully, but do not study too long on any one statement. If you do not know which answer is correct, GUESS.

If you mark an X before the wrong answer by mistake, place an O before it, showing that it is to be omitted, and then place an X in the correct place.

1. Christ was born in
   - Jerusalem.
   - Bethlehem.
   - Nazareth.
   - Capernaum.
2. Herod asked the Wise Men to tell him when they found Jesus so that he might worship Him, but
   - they did not find Jesus.
   - they did not obey Herod.
   - they did not know where to look for Jesus.
   - they thought Herod was crazy.
3. Mary and Joseph lived in Egypt until
   - Moses led them across the Red Sea.
   - Jesus grew to manhood.
   - Paul was converted.
   - Herod died.
4. John the Baptist was asked to
   - become the King of Israel.
   - become one of the twelve disciples.
   - preach to the Romans.
   - baptize Jesus.
5. John the Baptist was loyal to Jesus although it meant on his part increased popularity. great sacrifice. the loss of all his friends. poverty and disease.

6. While Christ was fasting and being tempted in the Wilderness His disciples awaited His return in Jerusalem. Moses received the Ten Commandments. Satan asked Him to turn the stones into bread. Judas was planning to betray Him.

7. The Beatitudes and the Lord's Prayer are a part of the Sermon on the Mount. the Epistle to the Hebrews. the Ten Commandments. the Twenty-third Psalm.

8. In the parable of the Sower, the seed is an evil thought. a grain of mustard seed. the word of God. a good intention.

9. Judas pretended to love Jesus but showed by his acts that he had more love for his country. sinners. money. the Pharisees.

10. At the trial of Jesus before Pilate, Peter bravely defended Him. asked that he might be tried instead. denied that he knew Jesus. advised Him what to say.

11. The Roman soldiers crucified Christ alone. between two thieves. with Barabbas. between James and John.

12. After Jesus arose He appeared in person to the disciples in the upper room at Jerusalem. at the Feast of the Passover. on the day of Pentecost. in Caesarea Philippi.


14. Barnabas was the first Christian martyr. one of the twelve disciples. a King of the Jews. a companion of Paul.

15. Peter and John healed a lame man who was a beggar asking for money. a son of a centurion. a Roman ruler. a Pharisee.


17. The Sanhedrin was a court of the Jews. a Jewish temple. a Roman palace. a book of the Jewish law.
18. The disciple who denied that he knew Christ afterward
went out and hanged himself.
persecuted the early Christians.
went to live in Babylon.
suffered persecution for preaching Christ's gospel.

19. Lazarus was raised from the dead by
Paul.
Peter.
John the Baptist.
Jesus.

20. Peter, James and John were with Christ
on the Mount of Transfiguration.
during His temptation.
during His boyhood in Nazareth.
when He was baptized by John the Baptist.

21. The Book of Revelation was written by
John.
James.
Peter.
Matthew.

22. The Epistles (I Timothy and II Timothy) were written by
Timothy.
Paul.
John.
Barnabas.

23. At the Last Supper the feet of the Apostles were washed by
Peter.
Andrew.
Thomas.
Jesus.

24. Pilate permitted Christ to be crucified because
Christ claimed to be King of the Jews.
Pilate feared the Jewish leaders more than he desired justice.
Christ had condemned Pilate as a hypocrite.
Christ did not defend himself.

25. The Good Samaritan was a friend to
the Prodigal Son.
the unfaithful steward.
the man who fell among thievos.
the Priests and Levites.

26. Adam and Eve were driven from Eden because
other people did not like them.
they disobeyed God.
the flood came.
Cain killed Abel.

27. Abel's offering was acceptable to
Jehovah.
the High Priest.
Isaac.
Cain.

28. During the absence of Moses the Children of Israel made for an idol
an altar to Moloch.
a serpent of brass.
a golden calf.
an image of Buddha.

29. Moses led the Children of Israel
against the Philistines.
across the Red Sea.
into the Promised Land.
out of their Babylonian captivity.

30. Aaron was
the great Lawgiver.
the saviour of his people.
Moses' interpreter and assistant.
the greatest king of Israel.
31. Jacob left home to look after his father's flocks. to see the world. because his mother reproved him. for fear his brother would kill him.

32. Abraham moved with his family into a new country to find the lands which God had promised to give him for an inheritance because he was persecuted on account of his religion because the Garden of Eden was crowded.

33. Abraham was unselfish and allowed his nephew, Lot, to take all of his sheep. to choose the best land. to collect the taxes. to become the chief of the tribe.

34. The boy who was sold by his own brothers and taken to Egypt was Jonathon. Samuel. Joseph. Moses.

35. Joseph was put into prison because he told the king there was going to be a famine. he was a Jew. he could not be trusted with money. he was accused falsely of wrong-doing.

36. The leader of the Israelites after the death of Moses was Joshua. Timothy. Aaron. Jacob.

37. Gideon was a prophet of Baal. a military leader of Israel. a disciple of Christ. a brother of Goliath.

38. The twelve spies sent into Canaan reported that the people were friendly. the land produced good crops. Israel should never try to possess the land. the Children of Israel should return to Egypt.


41. The first King of Israel was David. Solomon. Jonathon. Saul.

42. Ruth and Naomi were sisters. cousins. daughter-in-law and mother-in-law. daughter and mother.

43. The young man who was treacherous and proud and who tried to become king was Jonathon. Solomon. Absalom. Ahaz.
44. The prophet who did not want Israel to have a king was
   ___ Samuel.
   ___ Elijah.
   ___ Isaiah.
   ___ Malachi.

45. Solomon was
   ___ a great military leader and gained many victories.
   ___ the brother of Jonathan.
   ___ the prophet of Israel.
   ___ the King who built the temple and kept the nations at peace.

46. Nehemiah refused to
   ___ rebuild the walls of Jerusalem.
   ___ allow his enemies to interfere with his work.
   ___ fight for the Lord.
   ___ leave Babylon.

47. The prophet of Lamentations was
   ___ Ezekiel.
   ___ Isaiah.
   ___ Jeremiah.
   ___ Samuel.

48. The prophet who won the victory over the prophets of Baal at Mt. Carmel was
   ___ Obadiah.
   ___ Isaiah.
   ___ Elisha.
   ___ Elijah.

49. Esther was a Jewish maiden who
   ___ refused to have anything to do with the Jews.
   ___ married a King of Persia and influenced him to save her people.
   ___ betrayed Samson to the Philistines.
   ___ demanded the head of John the Baptist.

50. Daniel disobeyed the King's commandment in order to
   ___ show his hatred for the king.
   ___ escape the lion's den.
   ___ get a bag of gold.
   ___ worship God according to his usual custom.