A COMPARATIVE STUDY OF CERTAIN EXAMINATION TEST SCORES IN WINFIELD HIGH SCHOOL DURING THE YEAR 1928-1929

by

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Head of the Department

May 26, 1931
To Dr. J. W. Twente, for his assistance and advice in my graduate work; to Dr. H. E. Schrammel, for supplying information concerning the Emporia Tests; to those fellow-teachers who assisted by their criticism, the writer wishes to express gratitude.

For his interest, encouragement, untiring assistance, and kindly criticism, I wish to make special acknowledgment to Dr. R. S. Thompson.
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CHAPTER I

History reveals to us that rivalry in the scholastic and physical contests is not a new idea. In fact the urge which competition lends to any activity, whether mental or physical, is recognized as one of the strongest forces which can be brought to play upon human endeavor. In the schools of the United States, competition in many forms has been promoted and utilized in the evolutionary development of better means of passing on the race heritage to the succeeding generations. One of the earliest forms of contesting was the old-fashioned spelling-bee, in which the desire of the individual to "spell down" his opponent furnished an incentive sufficient to carry him through hours and hours of study until mastery was attained. The motive here was preeminence over another individual, but the information acquired gave new power and skill in concentration to the individual.

In the field of physical education and development, the vitalizing influence of competi-
tive games has always been utilized. The athletic contests have been and are today prevalent in schools everywhere. This is an individual affair also, but class or school honor is more at stake, and the incentive to win in order that the class or school might win honor adds zest to the preparation. This form of contest has tended to raise the standards of health and school-subject preparation because, going hand in hand with the athletic contest, is the fact that all participants must be eligible in scholarship as well as in the health and skill required. Thus indirectly a purely physical contest benefits scholarship.

Along with competition in athletics, another type of contest developed, which was sponsored by the National Safety Campaign. This provided for the writing of essays, and the individual who wrote the best essay was considered the winner in this contest. In nearly all schools debate and oratorical contests have been and are today conducted as inter-class or inter-school affairs. It is only fitting that scholarship should find its place in this field of competition to help maintain a balance between scholarship in academic subjects and other student activities.
All of these different types of contests show how the idea has become a part of our school systems.

As a natural outgrowth of the competitive thinking of the day, the scholarship contests in school subjects began to gain favor. In these the subjective, essay-type of examination was found to be entirely impractical; and until reliable, valid objective tests of subject matter were developed, the scholarship contests between schools did not gain much headway. The need was felt by many schoolmen for some form of incentive to add new life to scholarship in academic subjects; but before competitive scholarship could be put on a working basis it was necessary for such men as Starch and Elliott, Monroe, Wood, Toops, Patterson, Russel, and Ruch to perform experiments and give to us the results of their study. Such research provided the idea of competitive scholarship with a scientific basis, thus making it of much more value for application in the educational field.

With the advent of the objective tests competition in school subject matter became more practical. The scholarship contest, as it exists to-day, became possible because the objective test
put the scoring on an equivalent basis for all schools. An objective test is one in which one word or a very few words form the answer, and this answer is the only one which is correct. Thus the scoring does not depend upon the interpretation given by the teacher or pupil. The scholarship contest, which is studied in this paper, is the Every Pupil contest, developed in Kansas within the last decade.

The purpose of introducing these Every Pupil Tests into the schools was to create more interest in scholarship, and to direct the attention of each pupil to increasing his scholastic ability along with his skill in athletics and forensics. All schools felt the need of restoring balance between neglected scholarship and over-emphasized athletic contests. These scholarship tests give an opportunity to secure recognition of their talents to some individuals who are unable to enter other forms of contesting. Also these contests help to establish standards of attainment and to stimulate students to continue their education. On the other hand, through the emphasis placed on intellectual attainment, the high school is commended to the public.
In a bulletin published in 1928 by the Emporia State Teachers College, a long discussion of the intrinsic values and serious dangers of scholarship contests is given. In this is published the results of a questionnaire entitled "Are the Scholarship contests worth while?" All 445 replies to this question indicate a preference for competing in tests in scholastic attainment, and a feeling that these are worth while to all pupils.

This testing in scholarship started when Holton (Kansas) High School challenged Sabetha (Kansas) High School to a dual scholarship contest in American History on April 22, 1924. There were ten pupils from each school, which took part in what was probably the first and only such contest held that year. Then during 1925, thirty-three of these contests were conducted by the State Teachers College at Emporia, Kansas, and several by the Agricultural College at Manhattan, Kansas.

These contests were first called dual contests in that they were contests between two schools, who were participating in the same grade or subject, agreed upon by the schools. This name was used even after the examination spread to
include many schools over the state. In 1928 the name was changed to the present one of Every Pupil Contest. This name typifies the type of contest it is, as one of the rules is that every pupil enrolled in the subject in which the school is entered in contest must take the test.

From 1924 to 1929 interest in these scholarship tests increased rapidly. In 1927 was introduced the idea of giving two examinations in the same subjects. One was held on January 11th, and the second on March 15th in the same year. This same plan is in operation to-day. In 1929 the first examination was held on January 8th, and the second on April 10th. The following figures, which include the number of pupils participating in both examinations, when two were held, indicate the growth in number of schools which are adopting this form of contest. These numbers do not indicate the actual number of individuals, taking these tests. They really represent the number of tests sold. In every school most of the pupils took the tests in at least two of the subjects in which the school was entered, and many individual students took tests in as many as four subjects.
TABLE I

Showing the number of tests sold in all subjects in the Every Pupil Contests and the numbers of examinations offered in each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of tests sold</th>
<th>Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>1,506</td>
<td>1.</td>
</tr>
<tr>
<td>1926</td>
<td>65,000</td>
<td>1.</td>
</tr>
<tr>
<td>1927</td>
<td>140,000</td>
<td>2.</td>
</tr>
<tr>
<td>1928</td>
<td>344,000</td>
<td>2.</td>
</tr>
<tr>
<td>1929</td>
<td>446,000</td>
<td>2.</td>
</tr>
</tbody>
</table>

The rules for this contest remain very much the same from year to year. In an Every Pupil contest it is required that every member of the class participate. The test is given at the regular class period and thirty-five or forty minutes are designated as the time required. At first all of the papers were sent to Emporia, where the class in Educational Measurements scored them. Now, however, the regular teacher usually gives the test, scores the papers, and works up the results under the direct supervision of the superintendent or principal.
The tests are objective and keys are sent with the copies of the tests. The keys are not given to the teacher until the last examination paper in that subject has been handed in. All answers must agree with the key and directions must be followed to the detail. A small charge is made for the tests to cover the expense of printing. This charge is two cents per copy of the test, and one cent for each copy of general directions and report blank. This cost is usually assumed by the participating schools. The class accomplishment is reckoned by the midscore in the test. No formal entry has to be made by the competing schools. When the tests are sent for the school is automatically entered, and results may be sent in to Emporia for comparison in one, all, or none of the subjects. In 1929 Winfield High School entered in ten subjects. In this study only five of these are considered. After all scoring and filling out report blanks have been completed, the results are sent in to Emporia, and there a complete report of all entering schools is compiled by the testing bureau. These reports are then sent out to the schools which took part in the contest, and results are used in a comparative
way. This comparison helps the teacher as well as the pupils, for it serves as a measuring device for methods of work and standards to be attained.

The Every Pupil test proves of much interest to the students themselves, for they feel that this gives them the best chance they have for comparing their achievement with other students in their own school and also with students in other high schools over the state. They like to take these tests and on the day these are to be given, the attendance is better than under ordinary conditions.

In a bulletin from the Kansas State Teachers College several superintendents and principals have voiced their opinions of the Every Pupil contests. From most of them came favorable comment, and wishes for continuance of the same plan. Some of the reasons given for liking this plan are:

1. As a method of comparison, the scores from these tests helped teachers to bring their department up to a higher standard.

2. This comparison of scores in chart form acted as an incentive to pupils
to remedy defects in their work.
3. These tests help to unify and standardize the work in all departments.
4. They show the superintendents and principals facts about the organization of the courses in the schools and the efficiency of the teachers.
5. These tests stimulate the better students to stand in the highest one percent of their classes.
6. They provide outside judgment in content matter for the teacher and aid in the formation of the course of study.
7. The tests place scholarship on a par with other activities such as athletics, forensics, and music.

Some adverse criticism came from a few schools. These are as follows:

1. The work must be held too closely to the text, because there is no time for outside material to be brought into the course.
2. These tests encourage dishonesty, for
some resort to dishonest means in order to win.

3. Some pupils are coached too closely, and the winning of the contest is made the chief aim of the schools.

Thus it may be seen that both favorable and unfavorable criticisms are made of these tests. However, on the whole, most of the schools consider them a good incentive and help. The Every Pupil scholarship contests have awakened new interest in scholastic ability and have apparently set higher standards in scholastic achievements; yet there are a number of fallacies, which must be overcome before the real value of these tests will be realized. One of the main weaknesses is that the establishing of reliability coefficients has not been attempted except in the English department. This study would furnish a very profitable field of investigation and would prove of great value to the tests.

The scope of these tests covers in nearly every case the subject matter of the texts studied in the schools. Of course until the general objectives in each subject are more nearly
standardized in the different schools, this narrowing influence must be felt in these tests.

Another weakness, which is very apparent, is that the tests do not differ enough from year to year to insure wide preparation. In some instances the same test is given, or so nearly the same test that coaching from the test given the previous year almost insures a high score in the test given in the present year. As long as it is possible to win a contest by coaching from tests given in previous years, the Every Pupil contest will prove to be narrowing, inadequate, and of little value. However as stated later in this study these tests, as prepared for in Winfield High School, were not unduly stressed in the teaching program. They were used as a comparative instrument in measuring the work accomplished during the year by different schools.

The specific aim of this study is as follows:

To evaluate the Every Pupil scholarship tests—

1. In the light of Standard Educational tests.
2. In the light of teachers' marks.
3. In general determination of the value of these tests.

In this study the term "standardized test" is used to designate that type of test which has been carefully constructed according to scientific procedure. In the standardized test the results are based on the performance of a large random sampling of pupils under controlled conditions. The standard test is one in which norms have been established, and is one in which reliability coefficients and validity have been established. To be a standardized test the whole procedure must be standardized. From the time the examiner enters the room until he leaves, every word and act must be definitely outlined by the author of the test in his manual. Although some standardized tests are recognized as being much better than others, none of them are perfect instruments for measurement. Much has been accomplished in making these measurements more exact, but much remains to be done. In this study the main advantage of standard tests is to make use of one of the greatest advantages these tests have, that is in comparing
results with other tests given.

Examinations have been used in the schools from earliest times or as long as formal education has been in existence. The purposes of both oral and written tests are much the same, that is motivation, training in expression, and measurement. However the growth in development of all examinations has been slow. In 1845 Horace Mann advocated the written examination for much the same reasons as are now given for the superiority of the objective tests, which are so wide-spread to-day. He declared in part that written examinations were impartial, were just to the pupil, and eliminated all possibility of favoritism. The new type examination shows how great a step in advancement has been made from the written examination as found in Horace Mann's day.

In 1894-97 Dr. Rice did some pioneering in educational tests. A great protest arose from educators, when Dr. Rice published articles, showing how scientific measurements could be applied to the results of teaching. He first attempted a definite measurement of spelling, giving three different tests to a large number of school
children. He gave other tests but did not attempt a standardized scale as it is known to-day. However his comparative test plan gave birth to the idea of norms. The main objection to Dr. Rice's spelling tests is that his word lists do not show any evaluation of words, that is, a child is given just as much credit for spelling an easy word as a difficult one. This was improved upon by the assigning of value according to difficulty in the Ayres and Iowa scale. Dr. Rice also recognized that Arithmetic was being poorly taught, and he worked on this subject, but did not develop a standard test.

Thorndike made possible the next advancement, which was the constructing of a scale unit for measuring educational achievement. Ayers has said, "If Dr. Rice is called the inventor of educational measurements, Professor E. L. Thorndike should be called the father of the movement." In 1908 Stone's Arithmetic tests were worked out under the direction of Thorndike. Following this in 1909 was published the Thorndike Handwriting Scale, and later several students of Thorndike developed the statistical technique for the construction of educational tests, Hillegas
constructed a composition scale, Buckingham a spelling scale, Trabue a Language Scale, and Woody a scale of the Fundamentals of Arithmetic. Courtis directed the survey of the New York City schools in 1911-12, using the Courtis Arithmetic Tests. So may be seen the development of a great testing movement for scientific measurement of education. However the impetus, which came through the World War sped up the interest, until to-day tests and scales are in daily use throughout the country. Every school survey made, relies upon tests as one of its chief instruments for determining the efficiency of the school system being surveyed. At first the elementary schools received most of the attention, but gradually the movement has worked up into the secondary schools, where a fertile field has been found for its use. This testing movement has taken two directions, which seem to fuse and give us a stronger program of guidance and measurement than either one alone would have given. These two directions are the formation of standardized educational tests to be used to measure the results of the teaching process, and mental tests to determine general intelligence and aptitudes for training. The use
of these two forms of measurements contributes to the success of the teacher in giving a much better measuring stick to apply to the principle of guidance than would mere guess work or intuition. Terman has aptly said, "Educational guidance without educational testing is professional quackery." These standardized measurements have been used in a supervisory way to measure pupil progress, teaching efficiency, and to establish standards of performance.

In all of these tests, which are known under the general name of "New Type" examinations, the authors attempt to show the superiority of the objective test over the old essay-type examination. Sterling G. Brinkley has made a study of these new-type examinations, and in this he makes a comparison of a number of types of tests by correlating each against a general criterion made up of a large number of tests, both old and new type, with teacher's marks, and pupil's judgments. These were combined in a single measure. These results show that the objective test is somewhat superior to the essay examination, and also that the new type examinations are at least as valid as the
essay examinations.

Within the last ten years the construction and use of the new type examination in the high school has developed rapidly, until to-day there is a wide variety of materials and techniques to which the teacher has access. The Every Pupil Scholarship contest is built upon this new type test and use is made of all available material in their construction.

Fifteen years ago the use of the subjective tests formed the basis of measurement, but since that time the number of educational tests has increased surprisingly. This testing movement has suffered greatly from what is known as "Educational faddism", which results in many schools being put through a testing program in order to be considered scientific and modern. However a more critical attitude is developing among administrators, and this will lead to a saner use of these scales. The main concern of educators is whether or not the new type examination has met the demands of the school for a better form of measurement.

Going hand in hand with the measuring
function is another great value of testing, the diagnosis of pupil ability and pupil difficulties. Since this is generally recognized, diagnostic tests are gaining in favor. These tests are used to locate pupil weakness in order that these weaknesses may be corrected. The study habits of the individual child are helped by objective tests, because the work is not cluttered up with unnecessary material. Thus the spirit of progress and service is centering around the development of the individual child.

As given by Symonds in his book, "Measurements in Secondary Education", the advantages of the objective examination are summed up as follows:

"The new type examination is more objective in scoring, that is, the personal equation of the teacher does not enter into the scoring. Also they are more comprehensive in that they cover more of the entire field of the subject, since the pupil does not have to spend so much time writing, and also because a more complete sampling is possible. The pupils favor these examinations, since
there is no chance for the teacher to show favoritism or personal bias."

In S. G. Brinkley's study the advantages of the new type examinations are also set forth. He states that these examinations are more reliable than the old type, also more valid. Their objectivity is another decided advantage. Other advantages pointed out are that the tests measure skill as well as knowledge, that they are a better aid to the teacher in diagnosing the strength or weakness of a pupil than was the old type, and that they encourage quick thinking. One advantage claimed, Brinkley did not find true, that is, that the new type test is more economical of the teacher's time than the old. The new examinations are easier to grade than the old, but they require a longer time to construct.

The limitations of these tests are recognized too. One serious handicap is that the pupil does not have an opportunity to organize his thoughts, or to summarize his statements. However this is offset by the fact that a good examination shows organization in itself. In the high school the major uses to which educational tests have been
put are the supervision and administration of instruction, the discovery of special difficulties of the pupil, and the classification and promotion of pupils. These tests help the teacher to measure the progress her pupils are making and also her own efficiency in teaching. Certain standards of performance may be set up definitely and progress toward these standards can be measured and presented to the pupils. In this way the highest incentive for progress, the surpassing of one's own record, may be set up. Thus it may be seen that standardized tests are not mere toys or tools to help in the teaching process, but that their significance to the educational world is far reaching. Their use means that at last school work is being changed from guess work to scientific accuracy. These tests function in a way to give to the teacher and administrator the means by which the "teaching situation" may be analyzed.

The objective tests, which are so much in use in every school room to-day, are not truly standardized, but they represent a step much in advance of the essay type examination and serve the purpose of testing the pupil's work over a certain portion of the subject matter as well as
the standardized tests. Ruch believes these objective tests are very often as scientific an instrument as the standardized ones. The Every Pupil tests are in a sense this type of objective test, since they are not standardized in that no attempt has been made to determine reliability or validity. They are objective tests, which have as their purpose the testing of pupils over the year's work. The Columbia Research Bureau tests were given in three subjects, American history, English, and plane geometry. The one in chemistry was not available at this time so Power's test was used as the one best suited to use here. The Columbia Research Bureau tests were used wherever available for the reason that the reliability of these tests is unusually high, and they are recommended highly by a great many educators. The Columbia Research Bureau tests are designed to measure achievement in upper high school and beginning college range. The scoring is objective, and the tests can easily be given by any teacher even if she is unfamiliar with testing technique. There are extensive norms available, which are based on beginning college students. Grades in Regent's examinations and college courses have
also been used in determining the value of the 19 test material. The Power's test in chemistry requires information in a wide range of subject matter and has great diagnostic value. It is essentially a power test, since lengthening the time does not materially change the score. The Power's test appears in two forms. The author experimented over a period of four years before the test was brought to its present form. The norms are based on pupils in sixty schools and medians for juniors and seniors in these schools are given with a standard median of 83. The Patterson test in constitution was the only test available for the writer at the time the test was given, but it has proved to be of little value, because it has no reliability as far as could be found. Table II shows the subjects, tests, and reliability of the different subjects.

Ranking in importance with the growth of educational testing is the measurement of intelligence. There is a wide application of intelligence testing to school children. These tests have generally proved of great value for the classification of students in different subjects.
### Table II

Showing the Reliability Coefficients of the Standardized Educational Tests.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Reliability Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Columbia Research Bureau, American History</td>
<td>.91</td>
</tr>
<tr>
<td>2. Columbia Research Bureau, Plane Geometry</td>
<td>.93</td>
</tr>
<tr>
<td>3. Columbia Research Bureau, Tenth Year English</td>
<td>.965</td>
</tr>
<tr>
<td>4. Power's Chemistry Test</td>
<td>.72-.84</td>
</tr>
<tr>
<td>5. Patterson's Constitution Test</td>
<td>No data</td>
</tr>
</tbody>
</table>

This is especially true of the Binet-Simon individual examination. The group test is less valuable but has many advantages. These are listed by Ruch and Stoddard as follows:

1. Economy of time, labor, and money costs.
2. Ordinarily only a single test sitting is needed.
3. Scores can be used for classification.
in several different high school subjects.

4. More reliable than teachers' marks or even educational tests.

5. Experiments have shown fairly high predictive values for such high school subjects as English, mathematics, science, languages, and history."

In Ruch and Stoddard the results of predicting school marks in pooled high school subjects are given. These correlations range with the different intelligence tests from .34 to .59 with the grades used ranging from IX to XII, and the range of number of students from 55 to 480. Of course the intelligence test should not be the sole criterion for this classification. Another very important use of intelligence testing is for guidance. In choosing subjects and courses to be taken and also in choosing a vocation, these tests prove helpful. Of course everyone recognizes the limitations that an intelligence test has. They all cluster around the main fact, that an individual abuses the knowledge by considering a single measure as a final criterion for guidance or
classification. However, when intelligence tests are used in connection with all available information about a pupil, they will prove valuable to administrators and teachers.

In Table 48 in Ruch and Stoddard's book on tests and measurements, the Terman Group Test of Mental Ability is ranked as one of the best and most serviceable mental tests for use in secondary schools. It may be used in grades seven to twelve, and is issued in two forms, A and B. Either form may be used alone as a tentative basis for classification. Each form is made up of one hundred and eighty-five questions. This group test is especially well fitted for secondary school pupils, because of its simplicity and definiteness. Terman says that these tests measure primarily the ability to think in abstract terms. Grade norms, which are based on examination of about 40,000 school children, are available. There is also a list of percentile scores given. Under their remarks for this Terman Group Test of Mental Ability Ruch and Stoddard say that this is "the most reliable group intelligence test in High School".

In this study the intelligence quotients
were computed from the scores made in the Terman Group Test of Mental Ability, Form A. These were considered the best to use because the testing had been done by one trained in this work and for use in the Winfield school system.

When the question of grading systems and teachers' marks is approached, a wide field of criticism and dissatisfaction is spread before the view. From the time when teachers began to pass judgment on a pupil's achievement, and to put down either number grades or letter grades to signify this achievement, teachers' marks have been a target for criticism and words of dissatisfaction. The teachers themselves have not been satisfied and have felt that there were too many loop holes which tended to make their marking system of little value. The old type examination with its subjective grading was responsible for this feeling, for the questions were unscaled, the marking system was not definite, and the general mood of the teacher had too great an influence on the grade.

Many experimenters have worked in this field, and by having different groups of teachers grade the same paper under the old type subjective
examination have found that chaos results because of lack of standards in grading. Starch made such a study with English, geometry, and history papers. Great variation was shown in each. In English the grades ranged from 50-97, the passing grade being 75. In geometry the range was from 29-92, the passing mark being the same, while in history the grades varied from 43-90.

Many other interesting studies, bringing out the fallibility of teachers marks, should be noted. A number of the important studies in this field have been made by Johnson, Kelley, Miles, Smith, and others. These studies have been valuable; yet, because of their lack of constructive suggestions, they have failed to bear the fruit they should have borne. One error which stands out in teachers' marks is that "each teacher has her own standard of value". Johnson, in his study in the University of Chicago High School, has data which demonstrate these different values. In this study it is shown that these English teachers failed almost three times as many pupils as the domestic science teachers did, and that it was twice as hard for a pupil to get an A grade in
The introduction of the new type examination, standardized and informal, has helped greatly in changing this situation as described in the preceding paragraph. By the informal test is meant an examination modeled over a standardized test by the teacher to fit her needs for that particular time.

There are several errors in teachers' marks which have been pointed out rather clearly. One of these is that a teacher tends to grade not only on the achievement of a pupil but on his attitude toward his work, and toward his teachers. Perhaps his attitude should be considered, but achievement should be the most outstanding goal of a teacher's marks. Another error, as pointed out by Terman, is that a teacher very often fails to consider over-age pupils or those emotionally unstable. However teachers' marks made on reading or grading an examination paper are quite different from those based on a whole semester's work, thus giving an opportunity for observing and judging a pupil's entire year's work. The latter is found to be more reliable as a true measure of a pupil's
achievement and ability. The teachers' marks used in this study are the marks based on an intimate knowledge of the pupils over a relatively long period of time.

There are many grading systems in use to-day. In some places the old system of percentages of one hundred is in use. In this 100 per cent marks the perfect student, while 60 per cent, 70 per cent, or 75 per cent is arbitrarily fixed as the failing point. This method of grading presents many flaws, one of the greatest of which is that the children are not graded in a comparative way, but according to a certain unmovable standard. Nearly all progressive school systems to-day make use of some sort of letter markings for grades, which puts grading on a more comparative basis than percentages do. One of the most common letter systems in vogue to-day is the allotting A, B, C, and D to the four degrees of quality of passing work and F to work of failing quality. To use this system as a comparative method of grading, the pupils are ranked according to ability and achievement. It is generally conceded that with a large group the students' achievement will fall along the normal
curve of distribution. Thus those who do the work in the class receive a grade of A; those who do better than average but not the best are given a grade of B; those who do average work, a C grade; while those who do less than average work receive a D grade. Then the one who compares so poorly with his classmates that no credit can be given receives an F grade.

The plan used in Winfield High School makes use of the letters A, B, C, D, and F with some teachers using the minus and plus on these letters to show closer distinction. In this study all of the grades range from F, which is given a value of one; D, which is given two points; up to A, which is given twelve points. These letter grades are defined by the Principal as follows:

A indicates that the pupil is one of the best students enrolled in the subject; B indicates better than average; C is for average work; D is poorer than average work; and F is such poor work that credit can not be given for it.

This puts grading on a comparative basis within
each class, as it should be. With the teachers in Winfield High School the grading is chiefly on achievement. Such factors as attitude, whether constructive or destructive, physical and mental handicaps, and effort do enter into the teachers' marks, but only as they show themselves in achievement.

Although teachers' marks may be criticized, they have a great value, for they are and will continue to be the most widely used tool for rating pupils. As the teachers become more efficient in their use of the objective tests, and base their grades on the achievements in these tests, the more valid will become their marks. McCall has said that the judgments rendered by teachers seem to be "the only immediate hope of measuring pupils' purposes". In this way the teacher, because of her intimate knowledge of the pupil, can weigh the physical, social, and emotional traits of the pupil in a way that no objective test can.
CHAPTER II

This study was made in Winfield High School during the school year 1928-1929 in five subjects; namely, American history, plane geometry, tenth year English, chemistry, and constitution. Every Pupil scores, Standard Educational Test scores, averages of teachers' marks for the year, and intelligence quotients were used. The Every Pupil examination in constitution was given on January 8, 1929, and in American history, geometry, tenth year English, and chemistry the examinations were given on April 10, 1929. The rules as laid down by Emporia were adhered to strictly. All schools, entering the contest, took the test the same day. The students knew the test was to be given on this day, but class work up to this time had been the regular, curricular work with no undue emphasis being placed on this test. One fact which had been stressed by the administration was that regular class work was to be given, no undue excitement was to be aroused, and the policy of honesty was to be observed at any cost. Table III
### TABLE III

Showing Tests Given for This Study, Dates They Were Given, and Number of Pupils Taking the Tests.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date Given 1929</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia Research Bureau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. American History</td>
<td>April 17</td>
<td>147</td>
</tr>
<tr>
<td>2. Plane Geometry</td>
<td>April 17</td>
<td>128</td>
</tr>
<tr>
<td>3. Tenth Year English</td>
<td>April 17</td>
<td>110</td>
</tr>
<tr>
<td>4. Power's Chemistry</td>
<td>April 17</td>
<td>94</td>
</tr>
<tr>
<td>5. Patterson Constitution</td>
<td>January 2</td>
<td>93</td>
</tr>
<tr>
<td>Every Pupil Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. American History</td>
<td>April 10</td>
<td>147</td>
</tr>
<tr>
<td>2. Plane Geometry</td>
<td>April 10</td>
<td>128</td>
</tr>
<tr>
<td>3. Tenth Year English</td>
<td>April 10</td>
<td>110</td>
</tr>
<tr>
<td>4. Chemistry</td>
<td>April 10</td>
<td>94</td>
</tr>
<tr>
<td>5. Constitution</td>
<td>January 8</td>
<td>93</td>
</tr>
</tbody>
</table>
gives the names of the tests, dates given, and the number of pupils taking the tests. If any pupil took one test but not the other, his score was thrown out. Thus these numbers represent the actual number of pupils who took both the Educational tests and the Every Pupil tests.

The Standard Educational tests were given in American history, geometry, tenth year English, and chemistry April 17, 1929. The Patterson test in constitution was given January 2, 1929. In all subjects in which correlations were to be made, scattergrams were constructed and thus frequency tables were formed. Correlations were made in this study between Standard Educational tests and Every Pupil tests in order to note the comparison, and to find how closely the Every Pupil test would compare with a tested standard. Another object of the correlations here made was to find out whether intelligence quotients and marks given by teachers compared in a positive way with the scores made in the Every Pupil test. This use of correlation helps to evaluate the Every Pupil test.

Correlations were computed according to the formula of the Product-Moment method as given by
### TABLE IV

Showing Correlations between Standard Educational, Every Pupil Tests, Intelligence Quotients, and Teachers' Marks.

<table>
<thead>
<tr>
<th>Subject</th>
<th>( r_{22} )</th>
<th>P.E.</th>
<th>( r_{12} )</th>
<th>P.E.</th>
<th>( r_{14} )</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. American History</td>
<td>.632 ± .033</td>
<td></td>
<td>.582 ± .036</td>
<td></td>
<td>.809 ± .019</td>
<td></td>
</tr>
<tr>
<td>2. Plane Geometry</td>
<td>.563 ± .04</td>
<td></td>
<td>.632 ± .035</td>
<td></td>
<td>.781 ± .023</td>
<td></td>
</tr>
<tr>
<td>3. 10th Yr. English</td>
<td>.822 ± .02</td>
<td></td>
<td>.665 ± .035</td>
<td></td>
<td>.826 ± .02</td>
<td></td>
</tr>
<tr>
<td>4. Chemistry</td>
<td>.624 ± .042</td>
<td></td>
<td>.482 ± .053</td>
<td></td>
<td>.602 ± .044</td>
<td></td>
</tr>
<tr>
<td>5. Constitution</td>
<td>.495 ± .058</td>
<td></td>
<td>.306 ± .07</td>
<td></td>
<td>.782 ± .03</td>
<td></td>
</tr>
</tbody>
</table>

| 6. Median Coefficient       | .624 ± .582   |      | .782          |      |               |      |

<table>
<thead>
<tr>
<th>Subject</th>
<th>( r_{23} )</th>
<th>P.E.</th>
<th>( r_{24} )</th>
<th>P.E.</th>
<th>( r_{34} )</th>
<th>P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. American History</td>
<td>.424 ± .045</td>
<td></td>
<td>.643 ± .031</td>
<td></td>
<td>.541 ± .038</td>
<td></td>
</tr>
<tr>
<td>2. Plane Geometry</td>
<td>.236 ± .026</td>
<td></td>
<td>.617 ± .037</td>
<td></td>
<td>.396 ± .05</td>
<td></td>
</tr>
<tr>
<td>3. 10th Yr. English</td>
<td>.713 ± .021</td>
<td></td>
<td>.804 ± .022</td>
<td></td>
<td>.563 ± .043</td>
<td></td>
</tr>
<tr>
<td>4. Chemistry</td>
<td>.474 ± .024</td>
<td></td>
<td>.604 ± .04</td>
<td></td>
<td>.31 ± .061</td>
<td></td>
</tr>
<tr>
<td>5. Constitution</td>
<td>.300 ± .063</td>
<td></td>
<td>.544 ± .049</td>
<td></td>
<td>.268 ± .001</td>
<td></td>
</tr>
</tbody>
</table>

| 6. Median Coefficient       | .424 ± .617   |      | .396          |      |               |      |

**Formula Used**

\[
R = \frac{\sum F_{XY} X Y - (\sum F_{X} X)(\sum F_{Y} Y)}{\sqrt{[\sum F_{X} X^{2} - (\sum F_{X} X)^{2}][\sum F_{Y} Y^{2} - (\sum F_{Y} Y)^{2}]}}
\]
Holzinger. The Probable Error was also figured from the formula as given by Pearson. Correlations were made between Standard Educational scores, Every Pupil scores, Intelligence Quotients, and Teachers' marks. Table IV shows these correlations, which were found. When these correlations are studied, it may be observed that in American history the closest relationship exists between Columbia Research Bureau tests and teachers' marks. The Standard Educational tests given are the most valid measure available, because they have high reliability, and validity has been established from a large number of pupils. Thus, since this is true, teachers' marks are evidently better measures of school achievement than the scores in the Every Pupil tests are.

In this same table the correlations between the Every Pupil test and teachers' marks are consistently second highest to any other in the same subject, except a slight falling off in the second decimal in geometry, English, and chemistry. This is probably explained by the fact that the scores of the Every Pupil test served as one of the test grades upon which the teacher based her grade.
In tenth year English the coefficients of correlation rank consistently higher in every instance than in any of the other subjects. This showing of a high comparison could be an indication either that these tests and teachers' marks all measure language ability or the work is being standardized to a great extent.

When the correlations of I. Q. with Standard tests, teachers' marks, and Every Pupil tests are studied, one can see that the ratio between the Standard tests and I. Q. is substantially higher than the ratio between teachers' marks and I. Q. or Every Pupil test and I. Q. Of course the use of the I. Q. instead of the mental age is open to criticism, for the mental age refers to the present level of intelligence while the I. Q. refers to a wider span of the individual's mental growth. Here the correlations are lower than they would be had the mental age been used.

In constitution the lowest relationships are found. In the coefficient or correlation between the Patterson Constitution test and the Every Pupil test the fact that neither test possesses any reliability probably accounts for this
low correlation. This will also show up in any
correlation in which either of these tests is one
of the factors. In Table IV the Probable Error of
the coefficients of correlation have been computed.
The formula used here is $P.E. = \frac{.6745(1-r^2)}{\sqrt{n}}$
The Probable Error gives the limits within which
the true $r$ must fall. Garrett, in his book on
Statistics, says that to be reasonably sure that
there is some correlation present, an obtained $r$
should be at least four times its Probable Error.
In all calculations included in this table the $r$
is at least four times its Probable Error, and in
most cases it is many times as large. The only
case where the $r$ is the nearest to four times the
Probable Error is in constitution, where the $r$
between the Patterson Constitution test and I. Q.
is .306 and the $P.E.$ is .07. However, since the
$r$ is so small, there can not be much reliance
placed in these tests as predictive instruments.

In Table IV is included the median coefficient of correlation between Educational tests and
Every Pupil tests, Educational tests and Intelligence Quotients, Educational tests and Teachers' Marks, Every Pupil tests and Teachers' Marks, and
Intelligence Quotients and Teachers' Marks. Here the highest median coefficient is between Educational tests and Teachers' Marks, with the median coefficient of correlation between Educational tests and Every Pupil tests very close to the former. The median coefficient between Every Pupil and Teachers' Marks is almost as large as the second one mentioned.

In Table V are given the Means of the different distributions and the Standard Deviations from the Mean. The Mean gives the average score of each distribution and gives equal weight in determining the central tendency. The Standard Deviation from the Mean is the most reliable of the measures of variability. When the Standard Deviation is measured off above and below the Mean, the limits mark off the middle 68.26 per cent of the distribution if it is a normal distribution. Thus in American history the middle two-thirds of the scores in the Columbia Research Bureau test are included between the scores of 102.8 and 136.8. In the Every Pupil test in American history the middle two-thirds of the scores range between 31.25 and 40.95. In Intelligence Quotients these
same pupils range between 93.75 and 115.95 in the middle two-thirds of the distribution, and in Teachers' Marks this same part is between 4.63 and 9.83 or between D. and B. The same is true of each subject in each of the distributions given; the Mean plus and minus the Standard Deviation includes the middle two-thirds of the scores.

One of the greatest values, which may be gained from a correlation table is that of prediction. This makes use of the Standard Error of Estimate, which is probably the most practical way of applying the coefficient of correlation to school tests. By use of the formula, \( \sigma_{xy} = \sigma_x \sqrt{1-r^2} \) it can be determined from a single score in \( x \), what the most probable score in \( y \) would be. Thus, when \( r = 1, \sigma_{xy} = 0.0 \), which shows that a score in the one test may be predicted from a knowledge of the score in another test with close accuracy. In this formula, as applied to Table VI, the \( X \) will be the score in the Every Pupil test and \( \sigma_X \) will be the Standard Deviation of the \( X \) column. The \( r \) represents the coefficient of correlation between the Every Pupil and Educational tests, or the Every Pupil and I. Q., etc, and will be represented
TABLE V

Showing Means and Standard Deviations from the Mean for the Five Subjects as Listed in Educational Tests, Every Pupil Test, Intelligence Quotients, and Teachers' Marks.

<table>
<thead>
<tr>
<th>Educational Tests</th>
<th>Every Pupil Test</th>
<th>I. Q.</th>
<th>Teachers' Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>M1</td>
<td>S.D.1</td>
<td>M2</td>
</tr>
<tr>
<td>Am. Hist.</td>
<td>119.8</td>
<td>17.</td>
<td>36.1</td>
</tr>
<tr>
<td>Geom.</td>
<td>59.</td>
<td>9.9</td>
<td>24.7</td>
</tr>
<tr>
<td>Eng.</td>
<td>67.05</td>
<td>18.2</td>
<td>83.</td>
</tr>
<tr>
<td>Chem.</td>
<td>32.</td>
<td>8.9</td>
<td>50.</td>
</tr>
<tr>
<td>Const.</td>
<td>78.</td>
<td>15.55</td>
<td>80.15</td>
</tr>
</tbody>
</table>

Formulas Used

\[
\text{Mean} = \frac{\sum(f \times M)}{N}
\]

\[
\text{S. D.} = \sqrt{\frac{\sum FD^2 - C^2}{N}}
\]

- \( \sum \): sum
- \( f \): frequencies
- \( M \): midpoint of step
- \( N \): number of cases
- \( FD^2 \): frequencies times deviations squared
- \( C^2 \): correction squared
by the numbers as assigned in the table. In Table VI in American history the Standard Error of Estimate from the Every Pupil test to the Columbia Research Bureau test is 3.63. From this, if a pupil's grade in the Every Pupil test is 36.1, his grade in the Educational test will most probably be 119.8 with a $\sigma_{et}$ of 3.63, or the chances are 68 in 100 that his actual grade falls between 116.17 and 123.43. As the Standard Error decreased, so the probable divergence of the obtained average or Mean from the true mean is just so much less. This shows that reliability of this as a measure increases as the $\sigma_{et}$ decreases. Taking the Probable Error of the Estimate, which in this case is 2.45, the chances are even that this pupil's actual grade falls within the limits of 117.35 and 122.25. This may be followed through in all the subjects the same way. Thus the value of the results obtained in such work is predicting from what a pupil does in one test, what he will do in another test.

Another interpretation, which may be made of this same case, is taking the percentage better than chance for prediction. Thus in this case the
Standard Deviation of the distribution in the Every Pupil test is 4.85 and $\sqrt{1-r^2}$. Therefore the Every Pupil test is .22 per cent better than chance for predictive purposes.

**TABLE VI**

Showing Standard Error of Estimate and Probable Error of Estimate in predicting from scores of Every Pupil Test.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>$S_2$</td>
<td>$S_2$</td>
</tr>
<tr>
<td></td>
<td>$\nu_{21}$</td>
<td>$\nu_{23}$</td>
</tr>
<tr>
<td>American Hist.</td>
<td>3.63</td>
<td>4.37</td>
</tr>
<tr>
<td>Geometry</td>
<td>6.15</td>
<td>6.29</td>
</tr>
<tr>
<td>English</td>
<td>8.95</td>
<td>10.99</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6.9</td>
<td>6.6</td>
</tr>
<tr>
<td>Constitution</td>
<td>7.31</td>
<td>8.07</td>
</tr>
</tbody>
</table>

**Formula Used**

$$\sigma_{est} = \sigma_e \sqrt{1-r^2}$$

$$P.E._{est} = .6745 \sigma_e \sqrt{1-r^2}$$
Thus as the correlations, the Standard Deviations, the Probable Errors of these same distributions, and the Standard Error of Estimate are examined, one finds that there is a great deal to be gained by a thorough study of these measurements. In the coefficients of correlation in American history all are in the range, listed by Garrett, as showing substantial or marked relationship. The correlation between the Columbia Tests in American history and the teachers' marks is in the rank as denoting high relationship. In plane geometry the coefficients of correlation are all positive and all but two are in the range of denoting substantial and marked relationship. These two, which are between the Every Pupil test and Intelligence Quotients, and Intelligence Quotients and Teachers' Marks are ranked as low correlation, present but slight relationship.

In tenth year English all of the correlations are higher than in any other subjects. Four of them are ranked as denoting high relationship, while the other two show marked relationship. Chemistry shows results similar to geometry. Here all of the coefficients fall in the limits which
denote marked relationship as existing, except the one between Intelligence Quotients and Teachers' Marks, in which only slight comparison is shown. In constitution all of the coefficients of correlation are lower than the other subjects except between the Patterson test and Teachers' marks. Here there is high relationship shown. Two of the others show marked comparison, while three fall into the class of showing slight comparison.

All these facts taken into consideration prove the value of objective tests and their significance for teachers and administrators. They standardize the procedure and give a more workable scheme for advancing the achievement of the pupil to a higher level than the old methods gave.
TABLE VII

Showing the Number of Pupils Taking Examinations in Each Subject and the Range of Scores.

<table>
<thead>
<tr>
<th>Educational Test 1.</th>
<th>Intelligence Quotients 3.</th>
<th>Every Pupil Test 2.</th>
<th>Teachers' Marks 4.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.</th>
<th>R 1</th>
<th>R 2</th>
<th>R 3</th>
<th>R 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Hist.</td>
<td>147</td>
<td>86-169</td>
<td>20-45</td>
<td>2-12</td>
<td>78-134</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>128</td>
<td>39-86</td>
<td>8-41</td>
<td>2-12</td>
<td>78-146</td>
</tr>
<tr>
<td>10th Yr. English</td>
<td>110</td>
<td>26-110</td>
<td>40-109</td>
<td>1-12</td>
<td>70-146</td>
</tr>
<tr>
<td>Chemistry</td>
<td>94</td>
<td>8-47</td>
<td>25-68</td>
<td>2-12</td>
<td>78-132</td>
</tr>
<tr>
<td>Constitution</td>
<td>93</td>
<td>28-112</td>
<td>28-91</td>
<td>1-12</td>
<td>82-140</td>
</tr>
</tbody>
</table>
CHAPTER III

In the preceding pages the functioning of various types of examinations has been studied. Examinations in some form have been the measuring stick of students' achievement from earliest times, and will continue in all probability to be used in the same capacity. They have undergone great changes, just as any progressive methods must of necessity do. The first examinations were oral, and these have much in their favor. Then as a decided improvement came the written examinations, first the subjective essay type and then the objective type. Just as the essay type marked a step upward in the scale of progress over the oral examination, so the objective type test formed another step in advance over the essay type examination.

One type of the objective examination, which deserves special mention, is the Standard test. Great significance may be attached to the development of this type of test, since it has met and overcome so many of the objectionable features in
the essay type test. Perfection is not claimed for these tests, for there is yet much to be done to improve them, but the advancement shown is in the right direction. From the use of the standard test and based on it has grown the informal objective test, as in use in almost every school- room to-day. Although these are not standardized, they serve the teacher for her special needs at the given time. One outcome of this informal test is the scholarship contest idea, which has gained such headway in the last few years in the United States. Kansas High Schools have participated in the scholarship contest in one form, the Every Pupil test, since 1924. Although only two schools were then entered, it has grown until to-day many schools all over the state enter in several subjects. These have functioned in a very definite way to arouse interest in scholarship and to place a premium on scholastic ability as well as on extra curricular activities. Some of the large schools are withdrawing from these Every Pupil Contests for the reason that the administration of such schools feel that the general effect of these contests is narrowing and hampering to broadest development. This is admitted to be true, if the
winning of the contest is made the sole aim of the classroom work, but if it is used as an incentive to start the work and then is given as one form of checking up on the progress of pupil achievement, it will prove valuable to any school.

It has been shown in what way intelligence tests may be used by the teacher in helping her in her teaching situation, if they are used as one of the several measures employed in guiding student activities. The Terman Group Test of Mental Ability was used in this study, since it has been considered one of the best for high school pupils.

Teachers' Marks were used to compare with the Educational tests and Every Pupil tests, and as shown by statistical method, these judgments are as good a measure of the pupils' achievement as either of the two mentioned. Teachers' Marks have been criticized and experimented with to bring out their fallacies; yet as the teacher becomes more acquainted with objective tests and uses the scores from these tests to base her grading on, just that much better does the grading system become a true measure of the pupils' achievement.
Thus when the Every Pupil Scholarship test is evaluated in the light of the Standard Educational test, it has been found that the Every Pupil test is not perfected, nor will it be until reliability has been established, but that it acts as a good incentive to increased interest in scholarship.

Furthermore, as studied in connection with Teachers' Marks, the comparison shows Teachers' Marks to be as good or better a device for measuring pupil ability and achievement.

Finally, the general value of these tests is found to be that of creating interest in scholarship.

Therefore, the conclusion is reached that the method of this study has not proved adequate to determine the value of the Every Pupil tests. This cannot be done until reliability measures for it have been established.
INDEX TO TABLES

I. Table I.- Reliability Coefficients of Standard Educational Tests.

II. Table II.- Number of Tests Sold in All Subjects in the Every Pupil Contests.

III. Table III.- Correlations of Chronological Ages.

IV. Table IV.- Correlations between Educational Tests, Every Pupil Test, Intelligence Quotients, and Teachers' Marks.

V. Table V.- Means and Standard Deviations from the Mean.

VI. Table VI.- Standard Error of Estimate.

VII. Table VII.- Number of Pupils and Range of Scores.
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   Bulletin No. 56, July, 1928.
Do not open this booklet, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, etc. Write plainly.

Name .................................................................
(First name, initial, and last name)

Age last birthday ............ years.

Class ......................... Date .................... 19.

School or college............................................................

City ................................... Teacher ...................

How many school years have you studied American history in high school? (Indicate by drawing a circle around the right number.) \( \frac{1}{2}, 1, 1\frac{1}{2}, 2. \)

General Directions. This examination consists of four parts and requires ninety minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully and proceed at once to answer the questions. There is a time limit for each part. You are not expected to answer all the questions in any part before the time is up, but if you should, go back and make sure that your answers are right. You may then work further on any previous part or go ahead to the next part. If you have not finished a part when the time is up, stop work on that part and proceed at once to the next. No questions may be asked after the examination has begun.

You need two sharpened lead pencils. *Do not open the booklet yet.*

<table>
<thead>
<tr>
<th>PART</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>Total</td>
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</tr>
<tr>
<td>Rating</td>
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</tr>
<tr>
<td>Classification</td>
<td></td>
</tr>
</tbody>
</table>

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PART I

DIRECTIONS. Read each of the following statements very carefully. If a statement is true, place a plus (+) in the parentheses following it; if it is false, place a zero (0) in the parentheses following it. If you are not sure whether a statement is true or false, leave the parentheses blank. Do not guess. Twenty minutes.

SAMPLES.
a. George Washington was the first President of the United States........... ( +)
b. The panic of 1857 had no effect upon the economic life of the South........ ( 0)

1. All those who settled in Massachusetts previous to the Revolutionary War were required by law to become members of the Congregational Church. ()
2. The English colonists in North America enjoyed more complete self-government than did the French colonists........................... ( )
3. Nothing resembling the feudal system of landholding existed in colonial America. ........................................... ( )
4. Absolute liberty of conscience in religious matters was advocated by Cotton Mather........................................... ( )
5. Class distinctions based on family and wealth existed in colonial America as well as in the Old World.......................... ( )
6. Throughout the colonial period the Americans depended largely on England for their tools and clothing ........................................... ( )
7. The greatest barrier to the poor who wanted to migrate to America was the cost of the long sea voyage........................................... ( )
8. Peter Zenger was a New York publisher who was arrested for criticizing government officials ........................................... ( )
9. The Albany Plan of Union was a scheme for uniting the six Iroquois nations of central New York.......................... ( )
10. One of the principal industries of the Carolina colonists was cod fishing..... ( )
11. Some of the British colonies in North America never had colonial assemblies ( )
12. In colonial Virginia most churchgoers belonged to the Church of England ... ( )
13. The "Mayflower Compact" was the first written document to be adopted in America to provide a definite framework of government ......... ( )
14. Indentured servitude was a system whereby ship owners and other persons of means furnished the passage money to immigrants in return for their promise to work for a term of years to repay the sum advanced...... ( )
15. The majority of the English colonies in America had compulsory education laws ................................................ ( )
16. By 1680 Philadelphia was the largest city in English colonial America..... ( )
17. Mrs. Harriet Beecher Stowe wrote a novel picturing the worst features of the slavery system........................................... ( )
18. The Webster-Hayne debates set forth the opposing doctrines of nationalism and states’ rights........................................... ( )
19. The Crittenden Compromise was a proposal designed to prevent the Pullman strike of 1894.......................... ( )
20. The basic cause of the Mexican War was the discovery of gold in California. ( )
21. The *Alabama* was an English-built Confederate cruiser used to prey on the commerce of the United States.

22. Texas and Oregon were obtained at the same time through a compromise between Northern and Southern leaders.


24. By the Treaty of Paris, which concluded the French and Indian War, Louisiana was ceded to France.

25. Extensive land speculation was a very important contributing cause to the panic of 1837.

26. By 1860 less than one half of American manufactures were produced in the New England and Middle Atlantic states.

27. During the American Civil War the French attempted to establish an empire in Mexico.

28. One of the reasons why Andrew Jackson vetoed the recharter of the second United States Bank was that it tended to retard the prosperity of Eastern manufacturers.

29. By destroying the labor organizations then existing, the panic of 1837 tended to lower the standard of living of the working class.

30. Prior to 1860 our educational institutions included most of the present-day social sciences in their courses of study.

31. The first factory zone in America extended from Maine to Maryland.

32. The South and West stanchly supported the second United States Bank.

33. By 1850 the South was largely dependent on the North for credit and for manufactured goods.

34. The Tariff of 1816 was primarily designed to prevent the export of American raw materials to France.

35. The building of the Erie Canal increased the commercial importance of Boston.

36. Alexander Hamilton insisted that the Federal government assume the debts which the various states had incurred during the Revolutionary War.

37. The rapid Western expansion of agriculture led New England farmers to adopt large-scale farming in order to compete.

38. The majority of the foreigners who came to the United States before 1860 settled in the Eastern cities.

39. After 1820 the United States charged settlers nothing for the Western lands.

40. The Federal Constitution, as originally adopted, provided for a two-house legislature.

41. Recreation in urban America is tending to become less and less commercialized.

42. The organization of agriculture in the South changed materially with the abolition of slavery.

43. The Mugwumps were a group of dissatisfied Democratic leaders determined to defeat Grover Cleveland.

44. American manufacturers as a group have usually favored immigration into the United States.

45. By 1895 a majority of the disputes between capital and labor were settled by voluntary arbitration.
46. The "blanket injunction" was used against organized labor in connection with the Pullman strike of 1894.

47. The contention of the United States that it had sole jurisdiction of the seal fisheries in the Bering Sea was denied by an arbitral tribunal.

48. In 1920 more than three fourths of the American children of high school age were attending high schools.

49. American business men carried on trade with the Orient before the Spanish-American War.

50. Fewer courses in vocational training are now offered in American secondary schools than were offered in 1900.

51. The Grangers demanded legislation that would forbid railroads to discriminate between shippers.

52. Since 1900 the infant mortality rate in the United States has decreased.

53. The "crime of 1873" consisted in issuing a very large number of silver dollars.

54. President Roosevelt advocated that all big business concerns be destroyed.

55. Cleveland advocated reducing the Treasury surplus by spending large sums of money on internal improvements.

56. At the close of the Civil War, Eastern manufacturers and Western farmers advocated Federal aid for railways.

57. After being passed by Congress and signed by the President, laws affecting interstate commerce must be approved by the Supreme Court before they become effective.

58. President Cleveland favored the repeal of the Sherman Silver Purchase Act of 1890.

59. Since 1900, negroes have practically ceased to migrate from the South to the North.

60. During the twenty years following the Civil War, the average prices of commodities increased.

61. One of the principal purposes of the Ku Klux Klan, which operated during the late sixties, was to restore the political supremacy of the Southern whites.

62. The American Federation of Labor is composed of radical trade unionists who desire to transform America into a communistic state.

63. Since 1900 the majority of immigrants have crowded into the industrial centers of the United States.

64. The Civil War acted as a great stimulus to industry in the North.

65. In 1920 more than one half of the laborers in the factories of the North were foreign-born.

66. In 1902 President Roosevelt threatened to send a fleet of American war ships to Venezuela to prevent Germany from gaining a territorial foothold there.

67. Since the Civil War there has been a steady shift of population from rural sections to urban communities.

68. Most American labor unions have been organized during periods of widespread unemployment.

69. Harvesting machines were first used extensively in the United States after the close of the Civil War.

70. Before the Spanish-American War citizens of the United States had economic interests in Cuba.
11. The Sixteenth Amendment to the Constitution (income tax) was vigorously opposed by Western farmers. ............................................................ ( )
12. The total railroad mileage in the United States was less in 1925 than in 1915. ( )
13. Western farmers generally have supported expansion in the volume of paper money. ................................................................. ( )
14. Our merchant marine did not keep pace with our industrial growth after the Civil War. ................................................................. ( )
15. Over a million persons annually attend the Farmers’ Institutes held in the various states. ............................................................ ( )
16. The Federal Reserve System effectively prevents “elasticity” of currency. ( )
17. The proportion of illiteracy in the United States is greater among immigrants from southern Europe than among negroes. ..................... ( )
18. The Presidential Succession Act forbade any person to hold the office of President of the United States for more than two full terms. .......... ( )
19. The famous Fourteen Points outlined President Wilson’s program for insuring permanent World Peace. ........................................ ( )
20. Until 1890 stock grazers had almost free use of the unsettled Western plains. ( )

*If you finish before the time is up, go on to Part II.*

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**PART II**

**DIRECTIONS.** Below are eight groups of items, each of which is divided into two columns. Each item in the left-hand column is numbered. Each item in the right-hand column is followed by parentheses. Place in the parentheses the number of that item in the left-hand column that is associated with the item in the right-hand column. Each group is a separate problem; do not match items in different groups. *Twenty minutes.*

**SAMPLES.**

| I. | 1. 1492 Declaration of Independence | (a) |
|    | 2. 1620 Discovery of America       | (b) |
|    | 3. 1776                            |     |
|    | Pennsylvania                       |     |
| I. | 1. Pennsylvania                    |     |
|    | First permanent settlement in America | (c) |
|    | Tobacco                            | (d) |
|    | 2. Massachusetts                   |     |
|    | Largest number of German settlers  | (e) |
|    | Samuel Adams                       | (f) |
|    | 3. New York                        |     |
|    | Robert Morris                      | (g) |
|    | Last colony to be established      | (h) |
|    | 4. Virginia                        |     |
|    | Rum manufacture                    |     |
|    | Poor Richard's Almanac             | (i) |
|    | 5. Georgia                         |     |
|    | Zenger Trial                       |     |
|    | Dutch West India Company           | (j) |
|    | 1. 1493 Discovery of America       |     |
| II | 2. 1588 Albany Plan of Union       | (k) |
|    | 3. 1675 Louisiana Purchase         | (l) |
|    | 4. 1714 Northwest Ordinance       | (m) |
|    | 5. 1754 Bacon's Rebellion          | (n) |
|    | 6. 1787                            |     |
|    | 7. 1803                            |     |
| III| 1. 1815 Tariff of Abominations     | (o) |
|    | 2. 1820 Missouri Compromise        | (p) |
|    | 3. 1828 Emancipation Proclamation  | (q) |
|    | 4. 1837 Admission of Texas as a state | (r) |
|    | 5. 1845 Andrew Jackson’s victory at New Orleans | (s) |
|    | 6. 1863                            |     |
|    | 7. 1873                            |     |
| IV | 1. 1865 Hay-Pauncefote Treaty       | (t) |
|    | 2. 1878 Opening of Panama Canal    | (u) |
|    | 3. 1884 Esch-Cummins Act (Transportation Act) | (v) |
|    | 4. 1896 First election of Grover Cleveland | (w) |
|    | 5. 1901 Bland-Allison Act          | (x) |
|    | 6. 1912                            |     |
|    | 7. 1920                            |     |
V. 1. Mormons
2. Foreign diplomacy
3. Civil Service Reform
4. Organized labor
5. Harvesting machinery
6. Abolition
7. Civil War finance

VI. 1. Philanthropy
2. Dartmouth College Case
3. Organized labor
4. Telegraph
5. Missouri Compromise
6. Pullman strike
7. Railroads

VII. (This outline map shows the limits of the geographical sections listed below.)

VIII. 1. Philip D. Armour
2. T. Coleman du Pont
3. Charles M. Schwab
4. John D. Rockefeller
5. J. B. Duke
6. John Wanamaker
7. James J. Hill

If you finish before the time is up, complete Part I or go on to Part III.

Number right.......... (Score)
PART III

DIRECTIONS. Below are several statements and questions, each of which is followed by five phrases. Mark in the parentheses the number of that phrase that correctly completes the statement or answers the question. (One, and only one, phrase is correct in each case). Thirty-five minutes.

SAMPLE.

a. One of the principal products of colonial New York was —
   1 rice 2 indigo 3 flour 4 gold 5 aluminum. ..............( 3 )

1. The five Intolerable Acts were authorized by —
   1 the Colonial Assembly of Massachusetts 2 the First Continental Congress
   3 the royal Governor of Massachusetts 4 the Second Continental Congress
   5 the British Parliament. ..............................( 5 )

2. The bulk of intercolonial commerce was carried by means of —
   1 canals 2 inclined railways 3 pack horses 4 stagecoaches 5 river
   and coastwise boats. .................................( 3 )

3. The Molasses Act of 1733 was designed to aid —
   1 English West Indian planters 2 colonial merchant shippers
   3 French sugar growers 4 English merchants 5 Dutch carriers. ..............( 2 )

4. Which one of the following cities had a population of 10,000 or more during the colonial period?
   1 Hartford 2 Williamsburg 3 Charleston 4 Albany 5 Jamestown ( )

5. The Continental Congress of 1776 —
   1 drafted a Declaration of Independence 2 planned the city of
   Washington, D. C. 3 sent a petition to the British Parliament
   4 formulated the Federal Constitution 5 levied a protective tariff. ..............( 4 )

6. The chief source of specie for the colonies was —
   1 the mother country 2 colonial mines 3 trade with the Indians
   4 trade with foreign West Indies 5 gold mines of Argentine. ..............( 1 )

7. The Proclamation of 1763 —
   1 encouraged colonists to settle beyond the Alleghenies 2 directly en-
   couraged the French to carry on their fur trade in the Mississippi Valley
   3 forbade colonists to settle in the territory acquired from the French as a
   result of the French and Indian Wars 4 opened the Mississippi Valley
   to colonial missionaries 5 opened the Mississippi Valley to American
   land speculators. ............................................( 3 )

8. The Alien and Sedition Laws were enacted —
   1 for the purpose of ending radical French influence in America and silencing
   opposition to the government 2 to boost the political fortunes of
   John Marshall 3 to silence the discord within the Federalist party
   4 to end the dreamy career of Aaron Burr 5 to restrict immigration. ..............................( 1 )

9. The Federalist leaders were for the most part —
   1 discontented farmers 2 workingmen 3 tenant farmers 4 frontiersmen
   5 business men. .................................( 4 )
10. The Underground Railway was —
1 the first subway running under the Hudson River 2 the first experiment with an underground cable for operating trolley cars 3 the name given to a system of aiding the escape of runaway negroes 4 the chief line of communication between the battlefields of Antietam and Gettysburg 5 the passageway connecting the Senate Chamber and the Senate Office Building.

11. The religious denomination which was most active on the frontier between 1820 and 1840 was —
1 Methodist 2 German Lutheran 3 Episcopalian 4 Hebrew 5 Congregational.

12. The annexation of Texas was advocated by —
1 John Quincy Adams 2 Daniel Webster 3 President Tyler 4 Harriet Beecher Stowe 5 Theodore Roosevelt.

13. The Webster-Ashburton Treaty settled a long-standing dispute between Great Britain and the United States over —
1 the Maine boundary 2 the Oregon boundary 3 damages growing out of the War of 1812 4 fishing rights in Lake Ontario 5 the Florida boundary.

14. The Homestead Act of 1862 was —
1 the first general factory act passed by Congress after the Civil War 2 legislation which hastened the colonization of the Great West 3 legislation affecting the status of Cuba 4 a high protective tariff act 5 a scheme for housing urban laborers.

15. The ratification of the Federal Constitution was opposed by —
1 holders of bonds of the central government 2 speculators in Western lands 3 merchants 4 debtor farmers 5 manufacturers.

16. In the Dartmouth College Case the United States Supreme Court held —
1 that the courts had no right to nullify an Act of Congress 2 that a state could not impair a contract 3 that the Constitution of the United States was the supreme law of the land 4 that the college authorities had no power to refuse admission to the sons of farmers and mechanics 5 that the Federal government could not tax a state college.

17. The Whisky Rebellion was —
1 a revolt of the Iroquois because their supply of liquor was cut off 2 a riot of Pennsylvania miners caused by a rise in the price of whisky 3 a revolt caused by the enactment of state-wide prohibition in Pennsylvania 4 a revolt of western Pennsylvania farmers who objected to the Federal excise tax 5 a revolt of the whisky manufacturers against high license taxes.

18. The Federal Constitution was ratified by —
1 state legislatures 2 popular referendum 3 state conventions 4 Continental Congress 5 presidential proclamation.

19. The Missouri Compromise provided —
1 that the principle of squatter sovereignty should apply to Missouri 2 that all that part of the Louisiana Purchase north of the parallel 36° 30' except Missouri should be free soil 3 that all territory north of 36° 30' should decide for itself whether or not it wanted slavery 4 that Missouri should come in as a slave state and California as a free state 5 that Congress should not interfere with the slave trade for twenty years.

[9]

Go right on to the next page.
20. The Owenite Communities were —
1 camps for escaped convicts 2 training schools for wayward boys
3 Kentucky mountain villages which manufactured Owen’s whisky
4 communities idealizing social equality 5 convalescing centers for dis-
abled Civil War veterans ...........................................

21. The Ostend Manifesto aimed to —
1 stop the encroachments of Russia 2 aid Southern expansionists
3 protect our rights in Morocco 4 stimulate American trade with China
5 stir up a revolt in Panama against Colombia ..................

22. Which one of the following tended to encourage England to recognize the
complete independence of the Southern Confederacy?
1 the activities of Charles Francis Adams 2 the battle of Vicksburg
3 the attitude of English labor 4 the enactment of a protective tariff
by the North 5 disagreement among English statesmen ...........

23. The chief opposition to the War of 1812 came from —
1 New England 2 Virginia 3 New York 4 the West 5 the South 

24. The principal champion of high tariff in 1890 was —
1 James G. Blaine 2 William McKinley 3 George Pendleton
4 James B. Weaver 5 Charles Sumner ...............................

25. The Alabama claims were —
1 debts of the state of Alabama after the Civil War 2 claims of Alabama
against Jefferson Davis for seizure of state property in war time 3 claims
of the United States against Great Britain 4 claims of citizens of Alabama
against the United States 5 claims of British bankers who held bonds
issued by Alabama ..........................................

26. The leading cause of the panic of 1873 was —
1 the evils of radical reconstruction 2 the Bland-Allison Act 3 over-
building of railroads 4 the corruption of the Grant administration
5 anthracite coal strikes ...........................................

27. The Populists advocated —
1 an income tax 2 private ownership and operation of railroads
3 a gold standard 4 the abolition of all political parties 5 the
repeal of the Interstate Commerce Act of 1887 ..................

28. About what fraction of the total population of the United States is in the ten
largest cities of the United States?
1 one per cent 2 five per cent 3 fifteen per cent 4 twenty-five
per cent 5 forty per cent ........................................

29. Americanization is the process of —
1 keeping foreigners out of America 2 extending American trade
by means of subsidies 3 teaching American ideals to foreigners
4 becoming naturalized 5 protecting American industries ........

30. The Pendleton Act of 1883 was designed —
1 to prevent the nomination of Grover Cleveland for the presidency
2 to improve the Civil Service 3 to lower the tariff 4 to increase
pension rates for Civil War veterans 5 to restrict labor organizations

31. The principal customer of the United States outside of Europe is —
1 South America 2 Mexico 3 Canada 4 Japan 5 India ........ 
32. The Philippines were —
   1 annexed to the United States at the suggestion of President Cleveland
   2 annexed to the United States by joint resolution of Congress
   3 ceded to the United States in lieu of war indemnity
   4 annexed to the United States as a result of the Spanish-American War
   5 acquired from Spain in exchange for Lower California

33. The section of the country which most strongly opposed our entry into the
World War was —
   1 New England
   2 Middle Atlantic States
   3 South
   4 Middle West
   5 Far West

34. About what fraction of the total population of the United States is of negro
blood?
   1 one per cent
   2 five per cent
   3 ten per cent
   4 twenty per cent
   5 thirty per cent

35. The Scalawags were —
   1 selfish Southern politicians
   2 Northerners with Southern sympathies
   3 negroes
   4 poor whites serving jail sentences
   5 Northern trust promoters

36. About what proportion of the total expenditures of the Federal Government
is devoted directly and indirectly to past wars and possible future wars?
   1 ten per cent
   2 thirty per cent
   3 fifty per cent
   4 seventy per cent
   5 ninety per cent

37. The nomination of Taft in 1908 was effected primarily because of —
   1 his wide popularity
   2 his record as a successful vote getter
   3 his affiliation with Theodore Roosevelt
   4 his reform principles
   5 his opposition to big business

38. The Washington Conference of 1921 was called —
   1 to discuss the entry of the United States into the League of Nations
   2 to consider making separate peace with Germany
   3 to promote business interests of the United States in South America
   4 to discuss a unified Air Service for the Army and Navy
   5 to consider limitation of naval armaments

39. The Bland-Allison Act —
   1 made all other forms of money redeemable in gold
   2 standardized the gold dollar in terms of silver and copper
   3 made John Sherman Secretary of the Treasury
   4 directed the Treasury department to purchase a certain amount of silver bullion each month
   5 increased the powers of the Interstate Commerce Commission

40. The Progressive Party of 1912 —
   1 favored free trade
   2 favored a high protective tariff
   3 favored the creation of a non-partisan tariff commission
   4 made no mention of tariff
   5 favored a "single tax"

[II] Go right on to the next page.
41. The activities of four of the following tended to widen the breach between England and the American colonies. Which one did not?
   1 Grenville   2 Andros   3 Lord Chatham   4 Townsend   5 George III.

42. Four of the following contributed to the English colonization of America. Which one did not?
   1 rivalry between England and Spain   2 proclamation of 1763
   3 opposition in England to the Stuart kings   4 desire for freedom of worship
   5 economic conditions in England

43. Four of the following encouraged the United States to acquire California. Which one did not?
   1 Japan's threat to acquire California   2 strong expansionist feeling in the United States
   3 desire of American settlers in California for annexation
   4 desire of American merchants to get rid of Mexican trade restrictions
   5 fear of seizure by European powers

44. Four of the following contributed to the industrial diversification of the North before the Civil War. Which one did not?
   1 mechanical inventions   2 War of 1812   3 discovery of gold in California
   4 Fugitive Slave Law   5 protective tariffs

45. Four of the following were parts of the so-called "American System" supported by Hamilton and Clay. Which one was not?
   1 internal improvements at the cost of the government   2 issue of unsecured paper money
   3 the National Bank   4 protective tariff
   5 government subsidies

46. Four of the following represent recent attempts to improve our governmental machinery. Which one does not?
   1 short ballot   2 executive budget   3 city manager form of government
   4 diffusion of responsibility   5 Australian ballot

47. Four of the following contributed to the foundation and development of our free public school system. Which one did not?
   1 desire to diminish crime and pauperism   2 extension of the franchise
   3 availability of money from sale of state lands   4 religious dogmas and denominational rivalry
   5 feeling that in a democracy education must be widespread

48. Four of the following contributed to the breakdown of the American intellectual isolation. Which one did not?
   1 introduction of telegraph   2 railway construction   3 the Embargo Act
   4 cheap postage   5 correspondence schools

49. Four of the following contributed to the panic of 1893. Which one did not?
   1 speculation by industrial concerns   2 "Specie Circular"   3 lack of faith of business interests in a Democratic administration
   4 business depression in Europe   5 overproduction and unemployment

50. Four of the following tend to destroy unnecessarily our natural resources. Which one does not?
   1 competitive newspaper advertising   2 "One-crop" system
   3 pleasure automobiles   4 reforestation   5 electric billboards

If you finish before the time is up, complete Parts I and II or go on to Part IV.

Number right .......... (Score)
PART IV

DIRECTIONS. *In each of the blanks* at the right put the word or shortest phrase that will complete the sentence correctly. Write carefully and clearly. *Fifteen minutes.*

SAMPLE.

a. The name of the first permanent English settlement in America was ____________________________ (Jamestown).

1. The name of the first Englishman to circumnavigate the globe was ____________________________.

2. The name of the English statesman most responsible for the expulsion of France from North America by Great Britain was ____________________________.

3. The Swedes established a colony in the 17th century in what is now the state of ____________________________.

4. The name of the author of *The Wealth of Nations*, a book which pointed out the fallacies of “mercantilism,” was ____________________________.

5. The name of the principal advocate of the first United States Bank was ____________________________.

6. The Clay Compromise Tariff of 1833 aimed to placate the state of ____________________________.

7. The name of the principal leader of the anti-Federalists was ____________________________.

8. The name of the author of *Rip Van Winkle* and *The Legend of Sleepy Hollow* was ____________________________.

9. Henry Clay and the other “War Hawks” welcomed the War of 1812 as a means of acquiring from England the territory of ____________________________.

10. The Compromise of 1850 abolished the slave trade in ____________________________.

11. The name of the man to whom Andrew Jackson attributed his defeat in the presidential campaign of 1824 was ____________________________.

12. The name of the man who invented the compressed air brake for railroad trains was ____________________________.

13. The Thirteenth Amendment to the Federal Constitution made the former slaves ____________________________.

14. Our opportunity to insist on the policy of the “open door” in China came largely as a result of our participation in ____________________________.

15. The names of the two outstanding leaders of the Progressive Party were Theodore Roosevelt and ____________________________.

16. The name of the first important Federal law designed to regulate railroads was ____________________________.

*Go right on to the next page.*
17. The name of the presidential candidate who received the support of the South and the West in the election of 1896 was ____________________________

18. The first American Governor-General of the Philippine Islands later became President of the United States. His name was ____________________________

19. The principal issue in the presidential campaign of 1888 was the question of ____________________________

20. The name of the outstanding advocate in the United States of the “single tax” was ____________________________

*If you finish before the time is up, look over all four parts and correct any mistakes you have made.*

*Number right ............ (Score)*
EVERY PUPIL SCHOLARSHIP CONTEST
April 10, 1929
Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

AMERICAN HISTORY
By David L. Megill, Hays, Kansas
By Prof. W. D. Ross, K. S. T. C., Emporia, Kansas

TOTAL NUMBER POINTS

Pupil .................................. Age .................................. Grade ..................................
School ................................. Town ................................. State ................................. Date .................................

PART I

DIRECTIONS: The last part of each of the following statements has been written in five different ways. Only one of these makes the statement historically correct. Choose the part which makes the BEST historical statement and place its number in the parenthesis in front of the statement.
Example:

( ) The four acts passed to punish the colonists—and Massachusetts in particular—for resisting English taxation measures were: 1. the Navigation Laws. 2. the Intolerable Acts. 3. the Stamp Acts. 4. the Declaratory Acts. 5. the Townsend Acts.

( ) 1. The American colonists felt that they were “taxed without representation” because the laws taxing them were passed without the consent of: 1. the king. 2. Parliament. 3. representatives chosen by themselves. 4. Colonial Governors. 5. Colonial Proprietors.

( ) 2. The four acts passed to punish the colonists—and Massachusetts in particular—for resisting English taxation measures were: 1. the Navigation Laws. 2. the Intolerable Acts. 3. the Stamp Acts. 4. the Declaratory Acts. 5. the Townsend Acts.

( ) 3. Our commercial freedom, which we won as a result of the war of 1812, was freedom to: 1. win England. 2. win France and Spain. 3. win with Spain. 4. with French West Indies. 5. on the high seas.


( ) 5. The leaders of the Nullification Movement felt that a state or a group of states might of themselves declare null and void, in-so-far as it applied to them: 1. any decision of the U. S. Supreme Court. 2. any decision of a state court. 3. any law passed by a state. 4. any decision of a Federal court. 5. any law passed by Congress.

( ) 6. After some years of living together in the union the different sections of the United States came to realize that this government and country were theirs own, and there came an eight year period, called the Era of Good Feeling, when there was a notable absence of party strife. The president then was: 1. Adams. 2. Jackson. 3. Jefferson. 4. Monroe. 5. Madison.

( ) 7. We did not achieve our independence alone but had the help of two other countries. They were: 1. England and Germany. 2. France and Spain. 3. Holland and Denmark. 4. Russia and Austria. 5. Sweden and Italy.

( ) 8. The influence in Europe which was responsible for the promulgation of the American Monroe Doctrine was: 1. England. 2. France. 3. Prussia. 4. the Entente. 5. the Holy Alliance.

( ) 9. A feature of our material progress in the 20's and 30's was great development of transportation. As a part of this development there was constructed a traffic way which resulted in New York, rather than any other Atlantic seaport, becoming the leading seaport of the United States. This traffic way also brought about the rapid settlement of the Great Lakes region. It was: 1. the Baltimore and Ohio railroad. 2. The National Road. 3. The Pennsylvania Canal. 4. The Erie Canal. 5. The Cumberland Turnpike.

( ) 10. By 1830 there had come to stay in the larger American cities a system which has since been the chief cause for the continued growth and development of our cities. This was: 1. the American labor system. 2. the American system of selling. 3. a system of city planning. 4. our educational system. 5. the factory system.

( ) 11. The period 1840-50 stands out as an important decade of our history. This is because it was the period of: 1. greatest internal improvement. 2. great inventions, cheap lands, and great westward extension. 3. great slavery discussion. 4. much sectional strife. 5. great railroad construction.

( ) 12. The westward movement was accelerated during the 50's by increased railroad and steamship facilities and these increased facilities were greater because of help given by: 1. New York state. 2. Pennsylvania. 3. the Federal Government. 4. the states around the Great Lakes. 5. the Emigrant Aid Societies.

( ) 13. The Emancipation Proclamation declared free: 1. only a small part of the slaves in the United States. 2. all the slaves in the United States. 3. about one-half the slaves of the United States. 4. all slaves in states that were in arms against the United States.

( ) 14. Both Lincoln's and Johnson's reconstruction plans failed to take into consideration one thing which Congress felt should not be omitted. That thing was: 1. the placing of the newly freed negro in his state. 2. the decision as to whether or not southern states had been out of the union. 3. what should be done with Confederate leaders. 4. the mustering out of the Confederate army. 5. the restoration of postal service in the South.

( ) 15. During Grant's administration the United States Supreme Court rendered a decision upholding the power of state legislatures to fix railroad rates within their boundaries. This decision was made in connection with: 1. the Granger Cases. 2. the Dred Scott case. 3. the Tweed Ring. 4. the Credit Mobilier. 5. the Whiskey Ring.

( ) 16. During one of the financial panics with which our country has been visited, labor organizations for the first time made it plain that they were a force with which employers thenceforth would have to reckon. This panic was that of: (1) 1837. (2) 1857. (3) 1873. (4) 1884. (5) 1893.

( ) 17. Between the Civil War and the Spanish American War, during one President's administration there was more evidence of corruption in high places than in any other peace-time administration of our history. This was the administration of: 1. Johnson. 2. Cleveland. 3. Harrison. 4. Grant. 5. Garfield.

( ) 18. Some of our Presidents have been elected by means other than the Electoral College. At one time, however, an Electoral Commission had to be appointed to decide which party had won the electoral votes in certain disputed states. The President elected at that time was: 1. Jackson. 2. Hayes. 3. J. Q. Adams. 4. Jefferson. 5. Arthur.
( ) 20. It often happens that during a period of great prosperity and industrial progress, very little constructive work of a political nature is accomplished. One such period in our history was: 
( ) 22. After the Civil War there was a Presidential administration during which financial panic occurred, and a special session of Congress was called to legislate on the subject of money. This same administration marked the enacting of a "Republican tariff wearing Democratic clothes," and ended in the great silver flight. It was the administration of President: 1. Hayes. 2. Harrison. 3. Grant. 4. Cleveland. 5. Garfield. 

PART II.

DIRECTIONS: In each of the statements below, certain words or phrases have been omitted which are needed to make complete, historical statements. Such omissions are marked by the signs "***". The dotted lines to the right are numbered to correspond to the test items. In test item 1 there are four omissions. You will find four dotted lines provided. Test item number 2 has one omission; dotted line number 2 has been provided. Be sure to write the omission on the corresponding line. The omission number 2 should be written on dotted line number 2.

A. During Polk's administration occurred the "great westward extension" when we obtained, by annexation, treaty and purchase, four additions to the United States. These were (1)***, (2)***, (3)***, and (4)***.

B. After the adoption of the Missouri Compromise, the next discussion in Congress, of the slavery question, centered around an amendment to a bill appropriating money for the purchase of territory from Mexico. This amendment was called the (5)***.

C. In trying to settle the slavery question with reference to the territory acquired from Mexico, Congress was compelled to adopt a second compromise, known as the Compromise of (6)***.

D. The Kansas-Nebraska Bill repealed the (7)*** Compromise by dividing Nebraska into two territories to be called Kansas and Nebraska and giving these territories power to decide for themselves the question of (8)***, when they were ready for statehood.

E. Had it been possible for the Dred Scott Decision to be rendered in 1860, a provision of the Ordinance of 1857 would not have been made, nor would Congress have adopted two great compromises, for this decision stated that Congress had no right to prevent the extension of (9)***.

F. The present Republican party, when first formed, was composed of all the elements of other parties, which were opposed to (10)***.

G. In 1868 there occurred a series of debates between two candidates for the office of United States senator from Illinois. The debates resulted in the candidates becoming leaders of their respective political parties, and one of the debaters was elected President at the next presidential election. He was President (11)***.

H. An attempt was made to get the Crittenden Compromise passed by Congress in an effort to avert the Civil War. This compromise was a proposed amendment to the Federal Constitution which would restrict slavery as it had been restricted by the (12)*** Compromise.

I. In point of numbers, equipment, wealth and resources, the odds were all with the (North? South?) (13)*** at the beginning of the Civil War.

J. In the Civil War (14)*** northern states were fighting against (15)*** southern states.

K. The Civil War brought about complications with foreign nations, particularly with (16)***.

L. In financing the Civil War and in keeping the ranks filled, the north and south used (same? different?) (17)*** methods.

M. President Johnson (wasn't? wasn't?) (18)*** impeached.

N. (19)*** was the territory purchased by the United States during Johnson's administration.

O. The 13th amendment to the Federal Constitution gave (20)*** to the negro; the 14th gave him (21)*** and the 15th gave him the right to (22)***.

P. The Civil War brought increased industrial prosperity to one part of the United States and industrial desolation to the other part. The (23)*** enjoyed prosperity as a result of the war while the (24)*** suffered industrial chaos.
Powers General Chemistry Test

By S. R. Powers, Ph.D.
Associate Professor of Natural Science
Teachers College, Columbia University

Examination: Form A

For High Schools

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

Name ................................................................. (First name, initial, and last name)
Age last birthday ........................................ years
Class (underline) H. S. 1 2 3 4 Coll. 1 2 3 4
School or college ..................................................
City ....................................................................
Name of teacher ..................................................................
Date of this examination .............................................
How many months have you studied chemistry? ..................

<table>
<thead>
<tr>
<th>PART</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
</tr>
</tbody>
</table>

Directions

This is a test of ability to do tasks in chemistry. The directions for each division and the tasks are given on the following pages. When you turn the page, you will find directions for Part I. Read the directions and begin immediately with the test. When you have finished as much of Part I as you are able to do, go on immediately to Part II. In a similar manner read the directions for Part II and do as much of it as you can. Do not stop until you have completed as much as you are able to do of both Part I and Part II. You will be allowed 85 minutes to complete both parts of the test.

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PART I

DIRECTIONS. Part I is a test of range of information about chemistry. In each of the statements there are five choices for the last word or word group. Only one of them will make the statement correct. In each sentence draw a line under the one of these words or word groups which makes the truest sentence. Notice the sample sentence.

SAMPLE. Water is a compound of hydrogen and zinc nitrogen oxygen helium chlorine.
The word oxygen is underlined because it makes the truest sentence. Following are 30 sentences like this one. Do them in order and complete as many as you can.

Begin here.

1. Substances which hasten a chemical action without themselves undergoing chemical change are called catalysts electrolytes ionogens allotrops colloids.

2. Oxygen was first prepared from chemicals by Boyle Priestley Arrhenius Hall Edison.

3. An essential constituent of all baking powders is alum cream of tartar phosphates sodium bicarbonate ammonium sulfate.

4. Hydrogen fluoride is used for bleaching etching glass preserving disinfecting deodorizing.

5. The acid which is contained in vinegar is tartaric acetic oxalic citric.

6. The sulfur used in commerce is mined is made from chemicals is extracted from plants is a product of decay comes out of the ocean.

7. Acids are characterized by the fact that when in solution they form ions of oxygen hydrogen metal non-metal hydroxide.

8. Chlorides may be most completely precipitated from solution by the addition of mercury nitrate silver nitrate lead nitrate copper nitrate magnesium nitrate.

9. Alcoholic fermentation results from the action on glucose of bacteria organic acid parasites yeast light.

10. Cotton fiber is nearly pure levulose dextrose lactose cellulose invertose.

11. The effect of pressure upon the volume of a gas at constant temperature was first measured by Raoult Henry Dulong and Petit Boyle Charles.

12. Ordinary soap is a compound of a fatty acid radical with potassium sodium calcium lithium magnesium.

13. Ammonia is obtained as a by-product from the manufacture of fertilizer liquid air coal gas soda soap.

14. Hypochlorous acid is used as a solvent developer stain bleach dye.
Ca(HCO₃)₂ .................................................. 16
NaNO₂ ................................................... 17

The weight of a liter of a certain gas is 0.18 gram. The molecular weight of the gas is ______. 18

The formula for copper sulfate, CuSO₄ · 5H₂O, indicates that 250 grams of the crystals contain ______ grams of water of crystallization. 19

A certain substance contains 75% carbon and 25% hydrogen. Its simplest formula is ______. 20

Give the chemical name for the substance or substances of which the following are chiefly or entirely composed:

Limestone .................................................. 21
Sand .......................................................... 22
Aqua regia .................................................. 23
Laughing gas .............................................. 24

A quantity of gas measures just one liter at 25°C. After the temperature is changed to -11°C (11° below 0°C), the volume becomes ______ liter(s) (pressure constant). 25

Give the equation, using correct molecular formulas, for each of the following chemical changes.
The action of sodium on water ........................................ 26
The laboratory preparation of ammonia gas from ammonium chloride and slaked lime. 27

Do not stop. Go right on with the next page.
28. The preparation of oxygen from potassium chlorate
\[ 2KClO_3 \rightarrow K_2Cl + 3O_2 \]

29. The decomposition of sodium bicarbonate by heat
\[ 2NaHCO_3 \rightarrow 2NaCO_3 + H_2O \]

Fill in the right-hand side and balance the following equations:
30. \[ H_2S + H_2O_4 \rightarrow \]
\[ S \quad \]
\[ O_2 \]

31. \[ 2NH_3 + H_2SO_4 \rightarrow \]
\[ 2NH_4Cl + \]
\[ _4 \]

32. \[ Cu + H_2SO_4 \rightarrow \]
\[ CuCl_2 + H_2O \]

33. Chloric acid
\[ HClO_3 \]

34. Potassium chromate
\[ K_2CrO_4 \]

35. Acetic acid
\[ CH_3COOH \]

36. Arsenious sulfide
\[ AsH_3 \]

37. One oxide of nitrogen contains 63.63% nitrogen and 36.37% oxygen; another contains 25.92% nitrogen and 74.08% oxygen. The ratio of the number of atoms of oxygen in the molecule of the first to the number of atoms of oxygen in the molecule of the second is \[ \frac{1}{3} \]

Number of questions correctly answered \[ \text{(Score, Part II)} \]

Look over your paper carefully to see that all your answers are right.
EVERY PUPIL SCHOLARSHIP CONTEST
April 10, 1929

Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

CHEMISTRY
By W. A. Manuel, Professor of Chemistry, Western State College of Colorado, Gunnison, Colorado.

Pupil .............................................. Age ............................................................... Grade .................................

School ........................................... Town .................................................. State ............... Date ..........................

PART I

DIRECTIONS: In the parentheses at the left, place the number of the word or phrase which makes the proper answer.

Examples:
( 1 ) All acids contain: 1. hydrogen. 2. oxygen. 3. carbon. 4. sulphur.
( 3 ) Galvanized iron is iron which has been coated with: 1. nickel. 2. copper. 3. zinc. 4. tin.
( 4 ) 1. Air is: 1. a mixture. 2. an element. 3. a compound.
( 7 ) 2. What is the weight of 22.4 liters of oxygen (standard conditions)? (1.) 16 g. (2.) 32 g. (3.) 64 g. (4.) 22.4 g.
( 8 ) 3. The Haber process of nitrogen fixation makes ammonia from nitrogen which is obtained from: 1. Chile salt peter. 2. coal. 3. water. 4. air.

PART II

DIRECTIONS: Fill each blank in the following table by writing in the proper answer, using plus (+) for true and minus (−) for false as in the sample.

<table>
<thead>
<tr>
<th>(Sample)</th>
<th>Hydrogen Sulfide</th>
<th>Ammonia Carbon Dioxide</th>
<th>Chlorine Hydrogen Chloride</th>
<th>Hydrogen Dioxide</th>
<th>Nitrogen Dioxide</th>
<th>Sulfur Dioxide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is an element.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td>2. It is an important constituent of the air.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td>3. It is a good bleaching agent.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td>4. It is heavier than air.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td>5. It will burn in the air.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td>6. Its water solution is acid.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
<tr>
<td>7. It is used in refrigeration.</td>
<td>+</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>−</td>
</tr>
</tbody>
</table>

PART III

DIRECTIONS: Solve these problems, using the margins for your calculations. Select the necessary data from the following: Atomic weights: Carbon = 12, Hydrogen = 1, Sulfur = 32, Oxygen = 16, Sodium = 23, Chlorine = 35.5, Mercury = 200.6. Place your answer in the proper blank.

Example: What is the percentage of C in CH₂?

1. What is the percentage of S in H₂SO₄?

2. What volume of oxygen (standard conditions) can be obtained from 108.3 grams of HgO?

3. What weight of NaCl can be formed from 20 grams of NaOH by treatment with an excess of HCl?

4. Three hundred cubic centimeters (300 cc) of oxygen at 27 degrees C would occupy what volume at 127 degrees C., the pressure remaining constant?

5. Three hundred cubic centimeters (300 cc) of dry oxygen at 570 mm pressure, would occupy what volume at 760 mm, temperature remaining constant?

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PART IV.

DIRECTIONS: These molecular symbols are arranged in alphabetical order to save time in finding the desired symbol.

1. AgNO₃
2. AgNO₄
3. Ag₂SO₄
4. AlCl₃
5. Al₂O₃
6. Al₂(SO₄)₃
7. Ba(NO₃)₂
8. BaSO₄
9. BaS
10. CO₃
11. CS₂
12. CuCl₂
13. Cu(NO₃)₂
14. CuSO₄
15. FeCl₂
16. Fe₂(CO₃)₃
17. Fe(OH)₃
18. Fe₂(SO₄)₃
19. HgCl₂
20. Hg₂Cl₂
21. HgO
22. H₂O
23. H₂S
24. H₂SO₄
25. KClO₃
26. KClO₄
27. KClO₃
28. K₂Cr₂O₇
29. MnCl₂
30. MnO₂
31. MgCl₂
32. MgSO₄
33. MnCl₂
34. Mn(NO₃)₂
35. MnO₂
36. NaCl
37. NaCN
38. NaNO₃
39. Na₂SO₃
40. NaNO₂
41. Na₂SO₄
42. (NH₄)₂CO₃
43. NH₄NO₃
44. NH₄OH
45. (NH₄)₂SO₃
46. PbCl₂
47. PbS
48. PbSO₄
49. Pb₃O₄
50. SO₂

PART V.

DIRECTIONS: Write the chemical name, not the formula, for the gas which is liberated when the following reactions take place. You must write so it can be easily read.

Example: a. Sodium Chloride + (conc.) sulfuric acid.

b. Zinc + (dil) sulfuric acid.

c. Hydrogen chloride.

d. Hydrogen.

1. Sodium + water.
2. Limestone + heat.
3. Sulfur burns in air.
4. Hydrochloric acid + ferrous sulfide.
5. Manganese dioxide + hydrochloric acid.
6. Sodium hydroxide + ammonium chloride.
7. Mercure oxide + heat.
8. Carbon burns in an insufficient supply of air.
9. Copper-sulfate solution is subjected to electrolysis.
10. Aluminum acts on a solution of sodium hydroxide.

PART VI.

DIRECTIONS: Each of the following statements is followed by several answers. All except one of these are correct. Find the one which is incorrect and write its number in the parenthesis in front of the statement.

Example: (3) Carbohydrates always contain: 1. carbon. 2. hydrogen. 3. oxygen. 4. nitrogen.

(3) The following are electrolytes: 1. sodium hydroxide. 2. sugar. 3. salt. 4. sulfuric acid.

(2) The following are used as "fire extinguishers": 1. carbon disulfide. 2. carbon dioxide. 3. carbon monoxide.

(2) Fats always contain: 1. nitrogen. 2. carbon. 3. oxygen. 4. hydrogen.

(4) Proteins always contain: 1. oxygen. 2. hydrogen. 3. nitrogen. 4. carbon. 5. chlorine.

(5) The following are "by-products" of the coking industry: 1. charcoal. 2. benzene. 3. ammonia. 4. tar.

(6) The following are obtained commercially from petroleum: 1. kerosene. 2. gasoline. 3. carbon acid. 4. gasoline.

(7) Zinc is a more active metal than: 1. iron. 2. copper. 3. sodium. 4. nickel.

(8) The following are or were prominent American Chemists: 1. Baekeland. 2. Cad. 3. Remsen. 4. Pasteur.

(9) All atoms contain: 1. ions. 2. protons. 3. electrons.

(10) The following contain oxygen: 1. sulfides. 2. sulfoxes. 3. sulfides. 4. thiosulfates.
PATTERSON'S TESTS
ON THE
FEDERAL CONSTITUTION

By
RAYMOND G. PATTERSON
Department of History, State Normal School, Westfield, Massachusetts

Form A. Fundamental Fact Test

DIRECTIONS
On the following page is a series of questions designed to measure your knowledge of the basic facts in the Constitution of the United States. Write your answers in blank spaces after the questions. Make answers brief and, where possible, in language of the Constitution. Complete sentences are unnecessary. You are at liberty to answer first the easy ones, then the more difficult ones. The test is evaluated at fifty points.

When done, fill in the blanks on page one relating to the time of the test and obligatorily hand in your paper, unless otherwise directed.

Do not turn this page until told to turn it. Ask no questions after the test begins.

Copyright, 1927.
By RAYMOND G. PATTERSON

THE PALMER COMPANY, Publishers
120 Boylston St., Boston, Mass.
PATTERSON'S TESTS ON THE FEDERAL CONSTITUTION

Form A. Fundamental Fact Test

1. Who signed the Constitution as President of the Constitutional Convention?

2. Which of the thirteen original states was unrepresented in the Convention?

3. What is the first declared purpose of the Constitution?

4. What three things are declared to be the supreme law of the land?

5. What form of government is guaranteed by the United States to every state in this Union?

6. What offense against the United States is the President denied the power to pardon or reprieve?

7. Who has power
   (a) To declare war?
   (b) To punish offenses against the law of nations?
   (c) To admit new states into this Union?

8. In whom is vested the sole power of impeachment?

9. In what cases has the Supreme Court original jurisdiction?

10. Who presides over an impeachment trial of a President?

11. In whom are vested the power and duty
    (a) To declare the punishment for treason?
    (b) To commission all officers of the United States?
    (c) To nominate ambassadors?
    (d) To ratify treaties?
    (e) To elect a President when the Electoral College fails?

12. What title is given the officer who presides over the House of Representatives?
What officer serves as President of the Senate?

Where must all bills for raising revenue originate?

For what purposes has Congress power to lay and collect taxes, duties, imposts, and excises?

What action is required regarding the receipts and expenditures of all public money?

In time of peace whose consent is required to quarter soldiers in any house?

In what condition may private property be taken for public use?

May an officer of the United States accept a present of any kind from a king or foreign state?

What form of test shall never be required as a qualification to any office or public trust under the United States?

What persons are disqualified for appointment as Presidential Electors?

How were Senators originally chosen?

Under the Constitution what persons are citizens of the United States?

What is the first right safeguarded by the Federal Bill of Rights?

At the trial of all crimes, what cases are excepted from the right to a trial by jury?

What punishments may not be inflicted?

Against what form of searches and seizures are the people guaranteed the right of security?

What right is conferred by Amendment XV?

What two authorities have power to propose Constitutional amendments?

How are officers of a state bound to support the Federal Constitution?
DIRECTIONS

This test is designed to measure the accuracy of your knowledge of our American Institution. It presents vital clauses of the Constitution, from which certain words have been omitted. You are to write the missing words in the numbered blanks. Each correct word counts one point. Only the words used in the Constitution will count in this test.

When finished, fill in the blanks on page one relating to the time of the test and immediately hand in your paper, unless otherwise directed.

Do not turn this page until told to do so. Ask no questions after the test begins.
PATTERSON'S TESTS ON THE FEDERAL CONSTITUTION

Form B. Completion Test

Section 1

1. We, the people of the United States, in order to form a more perfect... 
   .1, establish .2, insure domestic...3, provide for the...4, promote the... 
   .7, and secure the blessings of...8 to come and our...9, do...10 and establish this Constitution...11 the United States of America.

2. The Congress shall assemble at least once in every...12, and such meeting shall be on the first...13 in...14, unless they shall by law point a different day.

3. All bills for raising...15 shall originate in the House of Representatives; but the Senate may propose or concur with...16 other bills.

4. The Congress shall have power to lay and collect taxes,...18, and...19, to pay the debts and provide for...20...21 and...22...of the United States.

5. The Congress shall have power to make all laws which shall be...25 for carrying into execution the foregoing powers; and...26...27 vested by this Constitution in the government of the United States, or in any...28 or...29 thereof.

6. Representatives shall be apportioned among the several states according to their...30...31, counting the...32 number of persons in each state, excluding...33 not taxed.

7. The privilege of the writ of habeas corpus shall not be...35 unless in cases of...36 the judges...37 may require it.

8. No money shall be drawn from the treasury but in consequence of...38 made by law; and a regular statement and account of the...39 and...40 of all public money shall be...41 from time to time.

9. The judges, both of the Supreme and...42 courts, shall hold their offices during...43...44.

10. In all cases affecting...45, other public...46 and consuls, and those in which a...47 shall be a party, the Supreme Court shall have...48 jurisdiction.

11. The United States shall guarantee to every state in this Union a...49 form of government, and shall protect each of them against...50.
PATTERSON'S TESTS ON THE FEDERAL CONSTITUTION

Form B. Completion Test

Section 2

I do solemnly swear (or.............51) that I will.............52
.............53 the office of President of the United States, and will, to
the best of my ability, .............54, .............55, and
.............56 the Constitution of the United States.

1. Treason against the United States shall consist only in.............57
.............58 against them, or in .............59 to their enemies,
giving them ..........60 and ..........61.

2. All persons ..........62 or ..........63 in the United States, and
subject to the ..........64 thereof, are citizens of the United States
and of the state wherein they reside.

3. The citizens of each state shall be entitled to all ..........65 and

4. The enumeration in the Constitution of certain rights shall not be construed to
.............68 or ...........

5. The powers not delegated to the United States by the Constitution, nor
.............70 by it to the states; are .............71 to the states
respectively, or to the ..........72.

6. Congress shall make no law respecting an ..........73 of re-

7. The ..........74 the ..........75 exercise thereof; or
abridging the freedom of ..........76, or of the ..........77; or the
right of the people ..........78 to assemble, and to ..........79
the government for a redress of grievances.

8. The right of the people to be secure in their persons, .............80, .............81,
and .............82, against ..........83 searches and ..........84,
shall not be violated.

9. Neither slavery nor .............85, .............86, except
a .............87 for .............88, whereof the party shall have
been duly ..........89, shall exist within the United States, or any
..........90 subject to their jurisdiction.

10. The right of citizens of the United States to vote shall not be denied or
..........91 by the United States, or by any state, on account of
..........92, .............93, or previous condition of ..........94.

11. After one year from the ratification of this article the ..........95,
..........96, or ..........97 of intoxicating liquors within, the im-
portation thereof into, or the exportation thereof from the United States and
all territory subject to the jurisdiction thereof for ..........98 purposes
hereby prohibited.

12. This Constitution, and the ..........99 of the United States which shall be
made in pursuance thereof; and all ..........100 made, or which shall be made,
under the authority of the United States, shall be the supreme law of the land,
PATTERSON'S TESTS
ON THE
FEDERAL CONSTITUTION

By
RAYMOND G. PATTERSON
Department of History, State Normal School, Westfield, Massachusetts

Form C. Mathematical Test.
(The mathematics of the Constitution)

Student ...........................................

Sex .......... Age .......... years .......... months

Class .......... Section

Course (Curriculum)

Beginning .......... Ending .......... Total minutes

(Number of points correct)

Percentile score (Points correct multiplied by 2)

DIRECTIONS

This exercise is called a "Mathematical Test" because it is designed to measure the accuracy of your knowledge of the mathematics of the Constitution. Every proposition contained in the test may be answered by a number, a fraction, or some other numerical expression. Each correct answer counts a designated number of points. Enter your answers in the blank spaces following the questions. When finished, fill in the blanks on page one relating to the time of the test and hand in your paper, unless otherwise directed. Do not turn this page until told to do so. Ask no questions after the test begins.

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By RAYMOND G. PATTERSON

THE PALMER COMPANY, Publishers
120 Boylston St., Boston, Mass.
TESTS ON THE FEDERAL CONSTITUTION

Form C.—Mathematical Test

1. In what year was the Constitution drafted?

2. How many delegates signed the Constitution?

3. How many states participated in the Constitutional Convention?

4. The ratification of how many states was sufficient for the establishment of the Constitution?

5. Congress shall regularly assemble
   a. How often?
   b. In what month?
   c. On which day?

6. Congress was forbidden to prohibit the importation of slaves prior to what date?

7. Until that year a tax or duty might be imposed for each person imported exceeding what amount?

8. What persons are counted for representation in Congress?

9. In the apportionment the number of Representatives shall not exceed for how many persons?

10. What qualifications of age and residence within the United States are required of:
    a. A Representative?
    b. A Senator?
    c. A President?

11. For what length of term are the following federal officers chosen
    a. Senator?
    b. Representative?
    c. Judge?
    d. Vice-President?

12. Into how many classes are United States Senators divided?

13. What vote is required for the following purposes:
    a. To pass a bill in either House in the ordinary course of legislation?
    b. To enter the yeas and nays in the journal?
    c. To expel a member from either House?
    d. To convict in cases of impeachment?
    e. To choose a President in the Electoral College?
    f. To confirm appointments of the President?
    g. To propose a Constitutional amendment?
    h. To ratify a Constitutional amendment?
    i. To ratify treaties?
That number of members constitutes a quorum to do business in either House?

For how long may either House adjourn, during a session of Congress, without the consent of the other?

Within how many days after it shall have been presented to him, must the President return a bill to Congress to prevent its becoming a law without his signature (Sundays and adjournment excepted)?

Which amendment defines the process of electing a President and Vice-President?

How many presidential electors may each state appoint?

When the electors fail to elect a President, the House shall choose him thereafter from not exceeding how many candidates?

A quorum for the purpose of this balloting by the House shall consist of a member or members from how many of the states?

A vote of how many of the states is necessary to a choice of President by the House?

What date marks the limit of the time allowed the House to complete the choice of a President?

When the Electoral College fails in the choice of a Vice-President, what is the highest number of candidates from among whom choice may thereafter be made?

A quorum for the purpose of this choice shall consist of how many of the Senators?

What vote is necessary to a choice of Vice-President when taken in this way?

Which amendment grants woman suffrage?

Which amendment abolishes slavery?

Which amendment prohibits the liquor traffic?

The testimony of how many witnesses is required to convict a person of treason?

In civil cases, the right to a trial by jury shall be preserved where the value in controversy shall exceed what amount?

How many times for the same offense may a person be put in jeopardy of life and limb?
EVERY PUPIL SCHOLARSHIP CONTEST
January 6, 1929
Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

CONSTITUTION
By Prof. W. D. Ross, K. S. T. C. Emporia, Kansas,
and Lawrence M. Walker, Arlington, Kansas.

Pupil

School

Town

Age

Grade

State

Date

TOTAL NUMBER POINTS

DIRECTIONS: Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis in front of the statement, as in example A. If the statement is false, make a minus (−) in the parenthesis in front of it as in example B. Make the + and the − small and clear.

Examples: (+) A. Apples are good to eat.

(−) B. Potatoes grow on trees.

PART I


2. ( ) The plan of government which formed the basis of the Constitution was the so-called New Jersey plan.

3. ( ) Nearly every provision of the Constitution had its origin in British or colonial precedents.

4. ( ) Thomas Jefferson is looked upon as the Father of the Constitution.

5. ( ) The Constitution went into effect before all the thirteen states had ratified it.

6. ( ) Rhode Island did not accept the Constitution until Congress, in fixing duties upon imports, treated that state as a foreign country.

7. ( ) The national government acts directly upon the individual citizen.

8. ( ) Powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

9. ( ) The vitality of the Constitution is due to the fact that it can be adapted to changing conditions by usage, judicial interpretation, and formal amendment.

10. ( ) The law-making power of the national government is vested in Congress.

11. ( ) A Congress lasts two years and must have at least two sessions in that time.

12. ( ) Each state sends two senators to Congress, regardless of population.

13. ( ) The states are represented in the House of Representatives according to population.

14. ( ) The constituency of each representative is 211,977 persons. (1910 apportionment.)

15. ( ) Each state has one representative, regardless of population.

16. ( ) The term of a senator is of the same length as that of a representative.

17. ( ) No mention of congressional districts is made in the Constitution.

18. ( ) Congress has power to lay and collect taxes.

19. ( ) Congress may enact an ex post facto law.

20. ( ) Since the adoption of the seventeenth amendment to the Constitution, senators are chosen by the state legislatures.

21. ( ) The Speaker of the House of Representatives is chosen from its membership.

22. ( ) In apportioning representation only three-fifths of the negro population in a state is counted.

23. ( ) The official report of the proceedings of Congress which is published is the Congressional Record.

24. ( ) The House of Representatives has the sole power of impeachment.

25. ( ) When the Senate sustains the impeachment of a federal officer, it fixes the punishment.

26. ( ) The presiding officer of the Senate is always chosen by the senators.

27. ( ) Congress fixes the regulations governing naturalization.

28. ( ) Persons of any nationality may become naturalized in the United States.

29. ( ) An alien woman becomes an American citizen when she marries an American.

30. ( ) Children born in the United States of resident parents of any nationality are American citizens.

31. ( ) Most of the work of Congress is done in committees in each house.

32. ( ) Congress has power to borrow money on the credit of the United States, which is commonly done by the issue and sale of bonds payable at a future time.

33. ( ) Members of Congress are paid by the national government.

34. ( ) The customary refusal of the Senate to confirm federal appointments objectionable to the senators from the state involved is termed "senatorial courtesy."

35. ( ) There is no provision in the Constitution for political parties.

36. ( ) It takes a three-quarters vote of both houses to repass a bill over the president's veto.

37. ( ) Suffrage is entirely a national question.

38. ( ) The people of the United States do not elect the president directly.


40. ( ) Citizens of the respective states may vote for presidential electors regardless of failures to meet the qualifications for voting for state officers.

41. ( ) The veto power is one means by which the president exerts an influence over Congress.

42. ( ) The president and the Senate have joint power in determining the foreign policy of the United States.

43. ( ) A presidential elector is required by law to vote for the party ticket.

44. ( ) The president and vice-president are elected on the first Tuesday after the first Monday in November of every fourth year.

45. ( ) When the Electoral College fails to elect the president, the Electoral Commission chooses him.

46. ( ) Each state has as many presidential electors as that state has Representatives and Senators.

47. ( ) A naturalized citizen may be elected president of the United States.

48. ( ) The Constitution provides that no person may serve as president for more than two terms.

49. ( ) The Constitution provides for a president's cabinet composed of ten heads of executive departments.

50. ( ) Every bill or joint resolution which Congress passes must be presented to the president for his signature.

51. ( ) The twelfth amendment to the Constitution modified the method by which electors choose the president and vice-president.

52. ( ) The executive power of the government is vested in the president and vice-president.

53. ( ) Under the electoral system, a presidential candidate may receive a plurality of the popular vote but fail of election.
54. ( ) The president may pardon an individual for any offense against federal law except in case of impeachment.

55. ( ) According to the Presidential Succession Act, when neither the president nor the vice-president can discharge the duties of the chief executive, certain cabinet members succeed to the presidency.

56. ( ) When the House of Representatives chooses the president, all the states have equal power in voting.

57. ( ) The president may dismiss officials whose appointment must be confirmed by the Senate without the consent of the Senate.

58. ( ) The legislative branch of the government represents the "will" of the people, the executive branch represents the "force" of the people, and the judicial branch represents the "judgment" of the people.

59. ( ) The judicial power of the government is vested in one Supreme Court and in such inferior courts as Congress may establish.

60. ( ) All federal judges are appointed by the president subject to confirmation by the Senate.

61. ( ) The compensation of judges may not be diminished during their continuance in office.

62. ( ) The term of all federal judges is four years.

63. ( ) The judiciary can pass upon the constitutionality of federal and state laws only when cases involving concrete questions are presented for consideration.

64. ( ) Due process of law means the legal procedure that bears before it condemns, and which renders judgment only after a fair trial.

65. ( ) There are nine federal Circuit Courts of Appeal and eighty-two federal District Courts.

66. ( ) If a state should enact a law which discriminates unreasonably between persons or classes of persons, that state would deny the equal protection of the law to persons within its jurisdiction.

67. ( ) The jurisdiction of a court is its legal right to hear and determine controversies.

68. ( ) When a case arises in a court involving a question of the constitution, act of Congress, or a treaty, the court must follow the national authority.

69. ( ) The Constitution specifically provides that each state shall recognize the public acts, records, and judicial proceedings of every other state.

70. ( ) According to the Constitution, a citizen of one state may go to another state and there enjoy the same civil rights that he enjoyed in the former state.

PART II

DIRECTIONS: Place the number of the part which makes the best answer to the statement in the parenthesis at the front of the statement.

(3) Biology is a: 1. habit. 2. education. 3. science. 4. nerve.

In this sample, "science" is the correct answer. The number in front of the word "science" is 3. The figure 3 has been placed in the parenthesis.

1. ( ) Congress meets each year: 1. December 1. 2. First Tuesday after first Monday in November. 3. First Monday in December. 4. Second Monday in January.


3. ( ) Constitutional amendments must be ratified by the legislatures of: 1. two-thirds of the states. 2. all the states. 3. three-fourths of the states.

4. ( ) Voting qualifications in the United States are fixed by: 1. Congress. 2. the Constitution. 3. each state.


6. ( ) The length of a U.S. senator's term is: 1. four years. 2. two years. 3. six years.

7. ( ) Impeachment of a federal officer means: 1. removal from office. 2. charging with misconduct in office. 3. pronouncing sentence upon finding him guilty of misconduct in office.


9. ( ) To fill a federal office a person must: 1. hold some religious belief. 2. be a member of some church. 3. must believe in a Supreme Being. 4. not be required to pass any religious test.

10. ( ) The number of presidential electors in each state is: 1. twice the number of members of Congress from the state. 2. proportional to the number of votes cast in the preceding election in the state. 3. equal to the number of Representatives and Senators from the state.

11. ( ) The first ten amendments to the Constitution restrict: 1. the state governments. 2. national government. 3. both the state and national governments.

12. ( ) The Volstead Act: 1. changed the federal income tax law. 2. provided for aid to agriculture. 3. put into effect the eighteenth amendment.

13. ( ) The total membership in the House of Representatives is: (1) 96. (2) 531. (3) 435. (4) 123.

14. ( ) The total membership in the U.S. Senate is: (1) 96. (2) 531. (3) 435. (4) 40.

15. ( ) The subject of the seventeenth amendment to the Constitution is: 1. woman suffrage. 2. prohibition. 3. popular election of senators. 4. taxation of incomes.

16. ( ) The salary of members of Congress is: (1) $12,000. (2) $30,000. (3) $15,000. (4) $10,000.

17. ( ) Vacancies in the U.S. House of Representatives are filled by: 1. President. 2. Congress. 3. House of Representatives. 4. special election in the state.

18. ( ) The number in the Electoral College is: (1) 531. (2) 1,062. (3) 435. (4) 96.

19. ( ) A bill may become a law over the president's veto by being repassed by: 1. majority vote in both houses of Congress. 2. two-thirds majority in both houses of Congress. 3. three-fourths majority of both houses of Congress.


21. ( ) The number of states necessary to ratify the Constitution was: (1) 13. (2) 9. (3) 11. (4) 10.

22. ( ) The person who presides at the trial of the president for impeachment is: 1. Speaker of the House of Representives. 2. Vice-President of the United States. 3. Chief Justice of the Supreme Court. 4. President pro tempore of the Senate.

23. ( ) In the one hundred thirty-nine years of our national government under the Constitution, the number of amendments to the Constitution that have been ratified by the requisite number of states is: 1. Ten. 2. Seventeen. 3. Nineteen. 4. Twenty.

24. ( ) Federal judges hold office for a term of: 1. life or good behavior. 2. four years. 3. six years. 4. two years.

25. ( ) The power of a Congress to appropriate money to support an army is: 1. unlimited. 2. limited to a period of two years. 3. limited to the length of time a president holds office.
COLUMBIA RESEARCH BUREAU
PLANE GEOMETRY TEST

By HERBERT E. HAWKES, PH.D.
Professor of Mathematics and Dean of Columbia College

and BEN D. WOOD, PH.D.
Associate Professor of and Director Bureau of Collegiate Educational Research
Columbia College, Columbia University

TEST: FORM A
For High Schools and Colleges

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

Name
(First name, initial, and last name)

Age last birthday

Class

School or college

City

Name of teacher

Date of this examination

How many months have you studied plane geometry?

<table>
<thead>
<tr>
<th>PART</th>
<th>SCORE</th>
</tr>
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<tbody>
<tr>
<td>I</td>
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<tr>
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<td>Total</td>
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GENERAL DIRECTIONS. This examination consists of two parts and requires 60 minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully and proceed at once to answer the questions. There is a time limit for each part. You are not expected to answer all the questions in either part in the time limit, but if you should finish Part I and are sure that your answers are right, you may go on to Part II. If you have not finished Part I when the time is up, stop work on that part and proceed at once to Part II. Ask no questions after the examination has begun.

You need two sharpened lead pencils and ample scratch paper. Rules and compasses are not needed. Do not turn the page yet.
PART I. TRUE AND FALSE STATEMENTS

DIRECTIONS. If a statement is true, put a plus sign (+) in the parentheses after it; if it is false, put a zero (0), as shown in the samples. One point is given for each correct marking; one point is subtracted from your score for each incorrect marking.

Unless a statement is true, wholly and without exception, it must be marked false. For example, the second sample is false, because such a parallelogram might be a rectangle and not a square.

You may draw figures anywhere in the margins; if more space is needed, use page 8. Time limit: 20 minutes.

SAMPLES.  

The four sides of a square are equal  

A parallelogram whose angles are right angles is a square  

1. If any angle of an isosceles triangle is 60 degrees, the triangle is equilateral  

2. Any portion of a plane bounded by three straight lines is a triangle  

3. In equal circles, if two arcs are equal they subtend equal central angles  

4. If the opposite sides of a quadrilateral are equal, the figure is a rectangle  

5. A diagonal of any parallelogram divides it into two congruent triangles  

6. If three diameters divide a circle into six equal arcs, the six angles at the center contain 60 degrees each  

7. The diagonals of a parallelogram meet at right angles  

8. If both members of an inequality are multiplied or divided by the same positive number, the results are unequal in the same order  

9. A line cutting two sides of an equilateral triangle and parallel to the third side forms an equilateral triangle  

10. If a chord bisects an inscribed angle, it bisects the intercepted arc  

11. The bisectors of the equal angles of an isosceles triangle intersect and form with its base an isosceles triangle  

12. Perpendiculars to a diameter at its extremities are parallel chords  

13. The lines joining the midpoints of the sides of an equiangular triangle divide the triangle into four congruent equilateral triangles  

14. Two chords from one extremity of a diameter making equal angles with it are equal  

15. In an equiangular triangle the line joining the midpoints of two sides is equal to one sixth the perimeter of the triangle  

16. If a line divides two sides of a triangle into proportional corresponding segments, it is parallel to the third side  

17. The bisectors of two adjacent angles of a parallelogram meet at right angles  

18. Two circles may be placed in a certain relative position such that one and only one common tangent may be drawn  

19. The lines joining the midpoints of the adjacent sides of a quadrilateral form a rhombus
20. The opposite angles of a parallelogram are supplementary.

21. If two sides of a quadrilateral are equal and parallel, the figure is a rectangle or a rhombus.

22. The diagonals of a parallelogram are equal.

23. The angle between two secants which intersect outside the circle is measured by one half the number of degrees in the difference of the intercepted arcs.

24. If two vertical angles are formed by two intersecting chords, each angle is measured by one half the number of degrees in the sum of their intercepted arcs.

25. The line joining the midpoints of the sides of any triangle divide it into four congruent equilateral triangles.

26. The diagonals of a parallelogram bisect the angles of the parallelogram.

27. The angle between two tangents to a circle is measured by the supplement of the larger of the two intercepted arcs.

28. A semicircle whose diameter is AB is the locus of points equidistant from the midpoint of AB.

29. If n is the number of sides of any convex polygon and s is the sum of its interior angles, then s equals \((2n - 4)\) right angles.

30. If the sum of the exterior angles equals the sum of the interior angles of a polygon, the polygon has three sides.

31. A diagonal of a polygon is a line joining any two vertices of the polygon.

32. If an inscribed angle \(ABC\) contains 60 degrees, then the chord \(AC\) equals the radius of the circle.

33. The angle between two intersecting tangents to a circle is measured by the number of degrees in the difference of the intercepted arcs.

34. The areas of any two similar polygons are to each other as the squares of any two corresponding sides.

35. All congruent line segments are equal and all equal line segments are congruent.
43. The ratio of the circumference to the diameter of a circle is the same for all circles.

44. The segments of two internal common tangents of two circles included between their respective points of contact bisect each other.

45. If two parallel lines intersect a circle or are tangent to it, they intercept equal arcs.

46. If two medians of a triangle are equal, the triangle is equilateral.

47. If the non-parallel sides of a trapezoid are equal, a circle may be passed through its vertices.

48. The diagonals of any pentagon form a regular pentagon.

49. If the median to the hypotenuse is equal to the shortest side about the right angle of a right triangle, the angle included between the hypotenuse and the longer side is 30 degrees.

50. All equilateral polygons are similar.

51. If two circles are tangent externally, their common internal tangent bisects the portion of their common external tangent between the points of contact.

52. The areas of two mutually equiangular triangles are to each other as the squares of any two corresponding medians.

53. If three circles pass through two points K and R, their centers may be the vertices of a triangle.

54. Knowing the radius of a circle and the number of degrees in a central angle, the length of the arc intercepted by the angle can be computed.

55. A central angle is measured by the length of its intercepted arc.

56. Two polygons of the same number of sides may have corresponding sides proportional and not be similar.

57. The line joining the midpoints of the bases of a trapezoid divides it into two similar trapezoids.

58. If three non-parallel transversals intercept two parallel lines so that the ratio of the two segments of one of the parallel lines is equal to the ratio of the two segments of the other, the transversals are concurrent.

59. If each of two parallelograms has one angle 90 degrees, the two figures are similar.

60. A line parallel to the bases of a trapezoid divides it into two similar trapezoids.

61. A circle may be passed through any three points in the same plane.

62. The apothem of an equilateral triangle is one-third the radius of the circumscribed circle.

63. In any triangle the sum of the squares of two sides equals half the square of the third side plus twice the square of the median drawn to the third side.

64. The area of a regular inscribed dodecagon is 4 $R^2$, where $R$ is the radius of the circle.

65. An equiangular polygon inscribed in a circle is regular.

Number right ______  Number right ______
Number wrong ______  Number wrong ______
Number omitted ______  Score ______
Sum should be 65.  (Score = rights - wrongs)
PART II. PROBLEMS

Directions. Find the answers to these problems as quickly as you can. If necessary, do your figuring in the blank space on pages 7 and 8, but put the answers in the parentheses on this page at the right of each problem.

Do not spend too much time on any one problem. If you find one difficult, skip it and then go back to it if you have time.

In this test you must show your geometrical ability by finding and stating exactly certain arithmetical relations. This means that you must check your arithmetical operations carefully before putting down an answer. Wherever possible, save time by indicating operations instead of working them out completely. Thus, if the answer to a problem happens to be one seventh of the square root of the product of \(13\) and \(91\), you should not do any further computing, but write \(\frac{1}{7}\sqrt{13 \cdot 91}\). Time limit: 40 minutes.

Sample. How many degrees are there in two right angles? \(180\) degrees.

1. An acute angle of a right triangle is 35 degrees; what is the other acute angle? \(55\) degrees.
2. In the parallelogram \(ABCD\), angle \(A\) is \(110\) degrees; what is the angle \(B\)? \(70\) degrees.
3. In the equilateral triangle \(ABC\), the median \(CK\) is drawn to side \(AB\); how many degrees are there in the smallest angle of triangle \(ACK\)? \(60\) degrees.
4. The points \(K, R,\) and \(L\) on a circle divide the circumference into three equal parts; the chords \(KR, RL,\) and \(LK\) form a triangle \(KRL\); how many degrees are there in angle \(KRL\)? \(60\) degrees.

5. In the figure, \(KR\) is a transversal of the parallel lines \(AB\) and \(CD\), and angle \(8\) is \(50\) degrees; how many degrees are there in the supplement of angle \(4\)? \(130\) degrees.

6. The diameter of a circle is \(12\) inches, and it forms the base of an isosceles triangle whose vertical angle is on the circle; how many inches are there in the altitude of the triangle? \(6\) inches.

7. In an equilateral triangle \(ABC\), the bisectors of angles \(A\) and \(B\) meet in \(K\); how many degrees are there in angle \(AKB\)? \(60\) degrees.

8. \(KR\) is parallel to side \(AB\) of triangle \(ABC\) and cuts \(AC\) in \(K\) and \(BC\) in \(R\). If \(CK\) is \(9\), \(CR\) is \(6\), and \(AK\) is \(15\), what is \(BR\)? \(6\) inches.

9. The altitude of the equilateral triangle \(ABC\) on \(AB\) is \(12\); a line joins the midpoints \(K\) and \(R\) of \(AC\) and \(BC\), forming the triangle \(KRC\); what is the altitude on \(KR\) of triangle \(KRC\)? \(6\) inches.

10. What is the fourth proportional to \(17, 51,\) and \(3\)? \(9\).

11. \(AB\) is the common internal tangent to two unequal externally tangent circles; how many degrees are there in any one of the angles made by the intersection of \(AB\) and the line of centers of the two circles? \(90\) degrees.
12. In a plane, how many lines constitute the locus of all points equi-
distant from two given parallel lines \( AB \) and \( CD \)?

13. Separate 126 into three parts in the ratio of \( 1 : 2 : 3 \).

14. What is the greatest number of common tangents two circles may
have?

15. \( KR \) is parallel to side \( AB \) of triangle \( ABC \) and cuts \( AC \) in \( K \) and \( BC \)
in \( R \); if \( CK \) is 6, \( CR \) is 4, and \( AK \) is 10, find \( BR \).

16. One of the angles formed by the shorter diagonal of rhombus \( ABCD \)
at \( B \) is 70 degrees; how many degrees are there in one of the angles
formed at \( C \) by the other diagonal?

17. In the quadrilateral \( ABCD \), the diagonals are 8 and 12 inches, re-
spectively; how many inches are there in the sum of the line joining
the midpoints of \( AB \) and \( BC \) and the line joining the midpoints of \( BC \)
and \( CD \)?

18. The quadrilateral \( KRLM \) is formed by the lines joining the mid-
points of adjacent sides of the quadrilateral \( ABCD \); the angle \( KRL \)
is 70 degrees; the sides \( KR \) and \( RL \) are respectively 5 and 8 inches;
how many inches are there in \( LM + MK \)?

19. In the parallelogram \( ABCD \), the bisectors of angles \( A \) and \( B \) meet
in \( K \), making the angle \( ABK \) equal to 40 degrees; how many degrees
are there in angle \( BAK \)?

20. If the acute angles of a right triangle are each 45 degrees and one side
about the right angle is \( m \), what is the hypotenuse?

21. \( AB \) is a diameter, and the chord \( AK \) is equal to the radius; how many
degrees are there in angle \( BAK \)?

22. The line \( AB \) is tangent to a circle at \( K \); from \( A \) and \( B \) lines are
drawn which are tangent to the circle at \( L \) and \( R \), respectively; \( AL \) is
22 inches and \( BR \) is 7 inches; how many inches are there in \( AB \)?

23. In the accompanying figure, angle \( ACB \) is
90 degrees and \( CK \) is perpendicular to \( AB \); if
\( AK \) is 4 and \( AB \) is 20, what is \( CK \)?

24. The point \( A \) in the common internal tangent of two unequal externally tangent circles is 22
inches distant from the lines of centers; from \( A \) two lines are drawn,
one tangent to the larger circle at \( B \), the other tangent to the smaller
circle at \( C \); how many inches are there in \( AB \) plus \( AC \)?

25. If one acute angle of a right triangle is 30 degrees and the hypotenuse
is \( m \), what is the longer of the other two sides?

26. One interior angle of a regular polygon contains 168 degrees; how
many sides has the polygon?

27. The area of a circle is 100 square feet; how many square feet are
there in the area of a sector of 75 degrees?

28. The apothems of two regular polygons of the same number of sides
are 15 and 12; what is the quotient of the perimeter of the larger
polygon divided by the perimeter of the smaller?

29. What is the area of a triangle whose sides are 15, 28, and 41?

30. What is the area of the regular polygon having \( n \) sides, the length of
whose sides is \( a \), and whose apothem is \( b \)?
31. If the radius of a circle is 2, what is the apothem of a regular inscribed hexagon? 

32. If the angle \( A \) in the figure at the left contains 46 degrees and the arc \( BC \) is three times the arc \( BR \), how many degrees are there in the arc \( BC \)?

33. In the figure for Problem 23, suppose \( AB \) is 25 and \( CK \) is 12; what is \( AK \)?

34. If the radius of a circle is equal to \( \sqrt{2} \), what is the area of an inscribed square?

35. If the radius of a circle is 2, what is the area of an inscribed equilateral triangle?

Number right____ (Score)

(You may use this space and the space on page 8 for figuring.)
Columbia Research Bureau Plane Geometry Test: Form A

(You may use this page for figuring.)
EVERY PUPIL SCHOLARSHIP CONTEST
April 9, 1930
Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia

PLAN GEOMETRY
By A. W. Philips
Professor of Mathematics, K. S. T. C., Emporia

Pupil ........................................................................ Age ............... Grade ............... 
School ............................................................... Town ......................... State ....................... Date ....

PART I

1. In this figure, $AC = BC$ and an exterior angle at $B$ is 143°. Find $\angle x$.

2. In this figure, $AB = 14$, $DE \parallel AB$, $AD = DC$. Find $DE$.

3. In this figure, $AC = BC$; $AD$ and $BD$ bisect whole angles $A$ and $B$, respectively; $\angle D = 126^\circ$. Find $\angle C$.

4. In this figure, $DE \parallel AB$; $AD = 6$; $AC = 21$; $BE = 4$. Find $EC$.

5. In this figure, $AB$ is a diameter; $CD$ is a chord $\perp AB$ at point $M$; $AB = 39$; $MB = 12$. Find $CM$.

6. The diameter of a circular pulley is to be determined from a fragment. The chord $CD$ is 12 and the $\perp$ bisector $h$ is 2. Find the diameter.

7. In this figure, the tangent $AB$ is 12 and the segment $AC$ of the secant $AD$ is 8. Find $CD$.

8. In this figure, the radius of the circle is 1. Find the area of the inscribed square.
PART II

DIRECTIONS: Think through the following problem keeping only an informal record of the steps. Then do two things:

FIRST: From the list of unrelated statements below, at the left, select only those which are essential to the argument and write them in logical order in the column marked proof. Use only statements which are listed and in the exact form in which they are printed. Steps 1 and 4 are already stated. There may be more blanks than you will need to fill.

GIVEN: Circle whose center is O with diameter AB, and chords AC and BD intersecting at P, making ∠ APD = 45°.

TO PROVE: ∠ DOC = 90°.

STATEMENTS

∠ APD = 45°
OC = OD
½ (arc AD + arc CB) = 45°
∠ APD = ∠ BPC
∠ DOC = 90°
arc AD + arc CB = 90°
∠ APB = ∠ DPC
arc DC = 90°
arc AD + arc DC + arc CB = 180°

PROOF

1. ....∠ APD = 45° ..........................
2. ..............................................
3. ..............................................
4. arc AD + arc DC + arc CB = 180°
5. ..............................................
6. ..............................................
7. ..............................................
8. ..............................................

AUTHORITIES

1. ( )
2. ( )
3. ( )
4. ( )
5. ( )
6. ( )
7. ( )
8. ( )

SECOND: From the list of reasons below, at the right, select those which are authorities, respectively, for the steps of your proof. In the column marked authorities indicate the reason for each step by writing the appropriate letter in each parenthesis.

REASONS

(a) Radii of the same circle are equal.
(b) Given.
(c) If equals are subtracted from equals, the remainders are equal.
(d) If equals are divided by equals, the quotients are equal.
(e) A central angle is measured by its intercepted arc.
(f) A diameter bisects a circle.
(g) An angle formed by two chords intersecting within a circle is measured by one-half the sum of the intercepted arcs.
(h) Vertical angles are equal.
(i) If equals are multiplied by the same number, the products are equal.
(j) An inscribed angle is measured by one-half its intercepted arc.
PART III

DIRECTIONS: In these exercises you are to make certain formal constructions. Compass and straight edge alone are to be used. All necessary construction lines are to appear in the completed figure.

1. Inscribe a square in this circle.

2. Divide line AB into three equal parts.

3. Construct an angle of 30° having line AB as one side and vertex at A.

4. Construct the locus of the vertices of right triangles erected upon a given base AB as the hypotenuse.

5. Construct the locus of points 3 units from the vertex of a given angle O and equidistant from the sides of this angle.

6. Line AB is 6 units long. Construct the locus of points 4 units from A and 3 units from B.
PART IV

DIRECTIONS: In each of the following numerical problems you are to compute the answer to the question and write it in the parenthesis at the left of the problem.

1. ( ) The hypotenuse of a right triangle is 15. The sides are in the ratio 3:4. Find the shorter side.

2. ( ) The altitude of a triangle is 6 and the area 42. Find the base.

3. ( ) Find the altitude of an equilateral triangle whose side is 8.0. (Result to two-figure accuracy.)

4. ( ) Two sides of a triangle are 4 and 11, respectively. The third side lies between 7 and what other number?

5. ( ) The area of a trapezoid is 75 and the bases are 10 and 15, respectively. Find the altitude.

6. ( ) How many sides has a polygon if the sum of its interior angles is 540°?

7. ( ) Corresponding sides of two similar parallelograms are 4 and 5, respectively. A diagonal of the larger figure is 15. What is the corresponding diagonal of the smaller?

8. ( ) A tree on level ground casts a shadow 90 ft. long at the same time that a man 6 ft. tall casts a shadow 10 ft. long. How many feet high is the tree?

9. ( ) Corresponding diagonals of two similar polygons are 7 and 4, respectively. The area of the larger is 98. What is the area of the smaller?

10. ( ) The lengths of two similar packing boxes are in the ratio 2:3. The volume of the smaller box is 16. What is the volume of the larger?

11. ( ) The radii of two intersecting circles are 10 and 17, respectively, and their common chord is 16. Find the distance between their centers.

12. ( ) A circle whose diameter is 16 is inscribed in a quadrilateral whose perimeter is 74. What is the area of the quadrilateral?
Do not open this booklet or turn it over until you are told to do so. Fill these blanks; then wait for further directions. Write plainly.

Name ......................................................................................
(First name, initial, and last name)
Age last birthday......... years.
Class..................
School or college.................................................................
City.......................... Date................19....................

General Directions. The test consists of four parts. The directions for each part are given at the beginning of the part. You will be given a limited time for each part. If you finish before the time is up, look over your answers to be sure they are right.

<table>
<thead>
<tr>
<th>PART</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>III</td>
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<td>Total</td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
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</tbody>
</table>
### PART I. SPELLING

**Directions.** In each line below only one of the four spellings of a word is correct. Select the one correct spelling in each line, underline it, and put its number in the parentheses at the right, as in the samples.  *Ten minutes.*

**Samples.**

<table>
<thead>
<tr>
<th>Sample</th>
<th>Correct Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1 fifty 2 fivety 3 fifety 4 fivty</td>
</tr>
<tr>
<td>b.</td>
<td>1 wisdom 2 wisdom 3 wisdeome 4 wisdome</td>
</tr>
<tr>
<td>c.</td>
<td>1 vanity 2 vanety 3 vainety 4 vanaty</td>
</tr>
</tbody>
</table>

In case the word intended may be doubtful, a definition or example is given at the end of the line.

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>Correct Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2 independent 3 indipendant 4 independent</td>
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<tr>
<td>2.</td>
<td>deceive</td>
<td>2 diceave 3 decieve 4 deceave</td>
</tr>
<tr>
<td>3.</td>
<td>prevailant</td>
<td>2 prevalent 3 prevalent 4 prevelent</td>
</tr>
<tr>
<td>4.</td>
<td>play-wright</td>
<td>2 playwrite 3 playwright 4 play-write</td>
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<tr>
<td>5.</td>
<td>studying</td>
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<tr>
<td>6.</td>
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<td>7.</td>
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<td>2 intresting 3 interesing 4 interesting</td>
</tr>
<tr>
<td>8.</td>
<td>ambission</td>
<td>2 ambition 3 ambishion 4 ambission</td>
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<tr>
<td>9.</td>
<td>cornor</td>
<td>2 cornore 3 corner 4 cornar</td>
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<tr>
<td>10.</td>
<td>extraordinary</td>
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<td>11.</td>
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<tr>
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<td>posesion</td>
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<tr>
<td>17.</td>
<td>thought</td>
<td>2 thort 3 though 4 through (The act of thinking)</td>
</tr>
<tr>
<td>18.</td>
<td>principal</td>
<td>2 prinincible 3 princeple 4 principle (Rule or standard)</td>
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<tr>
<td>19.</td>
<td>proceede</td>
<td>2 precede 3 proceed 4 procede (To go ahead)</td>
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<td>interreupt</td>
<td>interupt</td>
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<tr>
<td>course</td>
<td>cours</td>
<td>coarse</td>
</tr>
</tbody>
</table>

Number right .......... (Score)
PART II. MECHANICAL ACCURACY IN COMPOSITION

DIRECTIONS. In the passage on the next page there are numerous errors or violations of accepted usage in grammar, syntax, punctuation, use of capitals, idiom, and construction. Read the entire passage through carefully before making any corrections. Write in necessary punctuation where it belongs, and draw a small circle around punctuation marks which should be omitted. Draw a line through each faulty word or mark of punctuation and write directly above it the correct form. Make no elaborate changes in construction or word order, but correct every error in the shortest way possible. Make changes only where they are necessary, not where they would merely improve the style. Twenty-five minutes.
“I wonder” I said to myself, looking at the Broadway crowd how these kind of men would respond to the type of salesman whom I know make a hit in the middle west.

Hopkins pausing to light a cigarette answered things aren’t so different here to day than what you use to have in Omaha you have to treat every man like he was an old friend. And every woman as if there wasn’t nobody on earth you respected more than she. Between you and I, all of them are more decent, honest well meaning folks than you might of thought but some of them are crooks, and you got to look out. If you never get cheated, youll be luckier than me.

Turning away from the window, he went to the big, roll top desk in the corner leaving me still by the window. Due to the novelty of the scene I still watched the crowd. I tried to pick out some famous banker but they didnt seem to be any on the street that day. I should have liked to have seen Morgan or Rockefeller or some other important man instead of all these brisk, young fellows whom I thought must all be clerks.

I begun to feel awkwardly standing there so long until Hopkins in a real pleasant manner asked me “to go out to lunch.” Taking his hat and gloves from the table where they laid he led the way to the street. “We’ll go to Beefsteak Johns” says he “we’re liable to get a better meal there than anywheres else.” I agreed, though I couldnt scarcely help asking him “how a lunch room on a side street and which had so common a name could be better than the famous restaurants on Broadway?”

Number of errors properly corrected.............(Score)

[5]
PART III. VOCABULARY

DIRECTIONS. In each line select the numbered word which means most nearly the same as the first word in the line. Underline it, and write its number in the parentheses as in samples a, b, and c. Twenty-five minutes.

SAMPLES.

<p>| | | | | |</p>
<table>
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<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. please</td>
<td>1 satisfy</td>
<td>2 present</td>
<td>3 leave</td>
<td>4 irritate</td>
</tr>
<tr>
<td>b. edifice</td>
<td>1 stable</td>
<td>2 bread</td>
<td>3 building</td>
<td>4 stratagem</td>
</tr>
<tr>
<td>c. oddity</td>
<td>1 oval</td>
<td>2 queerness</td>
<td>3 wonder</td>
<td>4 rotundity</td>
</tr>
</tbody>
</table>

1. traverse | 1 cross | 2 return | 3 translate | 4 turn out |
2. lyrical | 1 excitable | 2 hysterical | 3 suitable for song | 4 meant for study |
3. specific | 1 definite | 2 accidental | 3 artistic | 4 mandatory |
4. synonymous | 1 identical | 2 truculent | 3 apparent | 4 nameless |
5. wan | 1 absent | 2 brilliant | 3 once | 4 pale |
6. caricature | 1 painting | 2 comic likeness | 3 exercise | 4 handwriting |
7. sagacity | 1 wisdom | 2 guess | 3 fidelity | 4 sugary |
8. facility | 1 ease | 2 intelligence | 3 happiness | 4 decoration |
9. appraisal | 1 exaggeration | 2 advice | 3 notification | 4 estimate |
10. loath | 1 lazy | 2 unwilling | 3 indulgent | 4 crabbed |
11. effigy | 1 image | 2 house | 3 drama | 4 twin |
12. nocturnal | 1 a song | 2 prowling | 3 nightly | 4 marital |
13. infamous | 1 detestable | 2 unequal | 3 esteemed | 4 tragic |
14. species | 1 currency | 2 exact | 3 type | 4 deceiving |
15. labyrinth | 1 city | 2 lagoon | 3 problem | 4 maze |
16. lotus | 1 a game | 2 a manuscript | 3 a boat | 4 a flower |
17. analogous | 1 remedial | 2 similar | 3 argumentative | 4 beside |
18. euphonious | 1 healthy | 2 elephantine | 3 ridiculous | 4 smooth-sounding |
19. hypothesis | 1 syringe | 2 chemical | 3 theory | 4 certainty |
20. cupidity | 1 beauty | 2 greed | 3 loving nature | 4 gayety |
21. prejudice | 1 dislike | 2 partiality | 3 plague | 4 verdict |
22. paradox | 1 example | 2 insect | 3 established reason | 4 seeming contradiction |
23. lachrymose | 1 tearful | 2 excited | 3 pachyderm | 4 huge |
24. wit | 1 amusement | 2 self-conceit | 3 playful expression | 4 clownishness |
25. hypercritical | 1 undiscriminating | 2 pretending | 3 over-critical | 4 atheistic |
26. prosaic | 1 exact | 2 commonplace | 3 written in prose | 4 colorful |
27. mercurial | 1 hot | 2 changeable | 3 viscous | 4 lazy |
28. capricious | 1 juvenile | 2 goatish | 3 fickle | 4 silly |
29. imminent | 1 distinguished | 2 inborn | 3 impending | 4 mixed |
30. chicanery | 1 adulterant | 2 incubator | 3 trickery | 4 exaggeration |
<table>
<thead>
<tr>
<th>Term</th>
<th>Definitions</th>
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</thead>
<tbody>
<tr>
<td>cataclysm</td>
<td>1 syllabus 2 index 3 excitement 4 upheaval</td>
</tr>
<tr>
<td>yokel</td>
<td>1 join 2 yellow 3 countryman 4 mollusk</td>
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<tr>
<td>efficacy</td>
<td>1 genius 2 effectiveness 3 sufficiency 4 content</td>
</tr>
<tr>
<td>agnostic</td>
<td>1 medicine 2 optimist 3 unbeliever 4 clairvoyant</td>
</tr>
<tr>
<td>celibate</td>
<td>1 convict 2 unmarried 3 festival 4 mourner</td>
</tr>
<tr>
<td>contingency</td>
<td>1 closeness 2 event 3 temporary absence 4 quality of mind</td>
</tr>
<tr>
<td>phlegmatic</td>
<td>1 juicy 2 slow 3 swelling 4 mechanical</td>
</tr>
<tr>
<td>inhibit</td>
<td>1 drink 2 restrain 3 dwell in 4 curse</td>
</tr>
<tr>
<td>redolent</td>
<td>1 lurid 2 inconvertible 3 restive 4 fragrant</td>
</tr>
<tr>
<td>palpable</td>
<td>1 physical 2 trembling 3 guilty 4 apparent</td>
</tr>
<tr>
<td>babel</td>
<td>1 a prophet 2 insanity 3 babble 4 tumult</td>
</tr>
<tr>
<td>imbroglio</td>
<td>1 kitchen 2 complicated situation 3 insult 4 dwelling place</td>
</tr>
<tr>
<td>felicitous</td>
<td>1 feline 2 fortunate 3 sorrowful 4 careful</td>
</tr>
<tr>
<td>shrewish</td>
<td>1 nagging 2 vicious 3 cunning 4 complacent</td>
</tr>
<tr>
<td>disinterested</td>
<td>1 lacking in interest 2 impartial 3 hilarious 4 preconceived</td>
</tr>
<tr>
<td>castigation</td>
<td>1 saliva 2 exercise 3 punishment 4 eczema</td>
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<tr>
<td>parasite</td>
<td>1 election 2 nuisance 3 foreign 4 hangover</td>
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<tr>
<td>divert</td>
<td>1 entertain 2 hidden 3 displease 4 different</td>
</tr>
<tr>
<td>orgy</td>
<td>1 instrumental music 2 revelry 3 dream 4 funeral services</td>
</tr>
<tr>
<td>impact</td>
<td>1 blow 2 compressed 3 treaty 4 majority</td>
</tr>
<tr>
<td>paroxysm</td>
<td>1 parasite 2 convulsion 3 catalysis 4 hemorrhage</td>
</tr>
<tr>
<td>cult</td>
<td>1 growth 2 sect 3 germ 4 gospel</td>
</tr>
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<td>somber</td>
<td>1 gloomy 2 sleepy 3 gray 4 sonorous</td>
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<td>1 stretched out 2 melted 3 plentiful 4 exude</td>
</tr>
<tr>
<td>squalor</td>
<td>1 humility 2 novel 3 filth 4 noise</td>
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<tr>
<td>nascent</td>
<td>1 budding 2 disgusting 3 negation 4 assent</td>
</tr>
<tr>
<td>sophistication</td>
<td>1 university education 2 debasement 3 pretense 4 knowingness</td>
</tr>
<tr>
<td>intrinsic</td>
<td>1 valuable 2 real 3 external 4 systematic</td>
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<tr>
<td>bovine</td>
<td>1 thirsty 2 cow-like 3 soft drink 4 beautiful</td>
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<tr>
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<td>1 benevolent 2 total abstinence 3 restrained 4 intoxicated</td>
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<td>comely</td>
<td>1 handsome 2 severely plain 3 promising 4 distasteful</td>
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<td>prig</td>
<td>1 fop 2 greedy person 3 fool 4 moral snob</td>
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<tr>
<td>insidious</td>
<td>1 envious 2 crafty 3 fraud 4 reasonable</td>
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<tr>
<td>denizen</td>
<td>1 sky line 2 cell 3 inhabitant 4 shadow</td>
</tr>
<tr>
<td>veracious</td>
<td>1 socially minded 2 greedy 3 imaginative 4 truthful</td>
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</table>

Go right on to the next page.
<table>
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<tr>
<th>#</th>
<th>Word</th>
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<th>2</th>
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<td>hopeful</td>
<td>bloody</td>
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<td>addition</td>
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<td>praise</td>
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<td>itinerary</td>
<td>redundant</td>
<td>memorandum</td>
<td>route</td>
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<td>rapid</td>
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<td>lose color</td>
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<td>electron</td>
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<td>druggist</td>
<td>anathema</td>
<td>desification</td>
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<td>swift</td>
<td>piquant</td>
<td>pertaining to the race</td>
<td>vulgar</td>
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<td>a leak</td>
<td>pragmatic</td>
<td>3</td>
<td>abundance</td>
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<td>occur</td>
<td>become known</td>
<td>3</td>
<td>die</td>
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<td>bespeak</td>
<td>interrupt</td>
<td>2</td>
<td>order</td>
<td>warn</td>
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Number right ......... (Score)
PART IV. LITERARY KNOWLEDGE

DIRECTIONS. Each of the following questions involves the recognition of a reference to a book. Underline the correct reference and write its number in the parentheses, as shown in the samples. *Forty-five minutes.*

SAMPLES.

a. Friday was —
   1 A holiday among the Greeks  2 the servant of Robinson Crusoe  3 the title of a novel  4 a winner of the Derby. 

   Edmond Dantes —
   1 was a character in a novel by Dickens  2 was false to his first love  3 escaped from prison by swimming a channel  4 was betrayed by his father.

1. Captain Hook was —
   1 a British officer in *The Spy*  2 *The Man in Lower Ten*  3 a pirate with a hook for a hand  4 the captain of the Pinafore.

2. “All the world’s a stage” was spoken by —
   1 Falstaff  2 Mercutio  3 Jacques  4 Malvolio.

3. The Struldbrugs —
   1 frightened Peer Gynt  2 lived underground  3 could not speak  4 were immortal.

4. “The proper study of mankind is” —
   1 mathematics  2 man  3 God  4 woman.

5. Hamlet outwits —
   1 Horatio  2 Ophelia and her mother  3 Fortinbras  4 Rosencrantz and Guildernstern.

6. *Sohrab and Rustum* is about —
   1 Greek  2 Scandinavian  3 Roman  4 Asiatic — heroes.

7. Tam o’ Shanter was —
   1 a horse  2 a faithful dog  3 the host at an inn  4 a drunkard.

8. *Andrea del Sarto* tells of —
   1 a bull fighter  2 a fashionable tailor  3 a disillusioned painter  4 an Italian organ grinder.

9. Mark Tapley was —
   1 gloomy  2 greedy  3 spiteful  4 cheerful.

10. Natty Bumppo is a character from —
    1 Sheridan  2 Dickens  3 Bret Harte  4 Cooper.

11. Rikki Tikki Tavi was —
    1 a rat  2 a mongoose  3 a yak  4 a bear cub.

12. John Gilpin’s ride was on a —
    1 mail coach  2 donkey  3 bicycle  4 horse.

13. David Copperfield —
    1 was cane by Squeers  2 was nursed by Peggotty  3 was taught to steal by Fagin  4 married Little Nell.

*Go right on to the next page.*
14. "Far from the madding crowd" is a phrase borrowed from —
   1 Shakespeare  2 Pope  3 Gray  4 Milton

15. The Idiot Boy was written by —
   1 Wordsworth  2 Whittier  3 Mark Twain  4 Howells

16. Bottom the Weaver appears in —
   1 Twelfth Night  2 As You Like It  3 Silas Marner  4 A Midsummer Night's Dream

17. The Rose of Devon was —
   1 a beautiful girl  2 a flower  3 a ship  4 an inn

18. Ichabod Crane was —
   1 a British general  2 a New Hampshire politician  3 an Irish peddler
   4 a colonial schoolmaster

19. Strife deals with trouble between —
   1 husband and wife  2 negro and white  3 capital and labor  4 father and daughter

20. Rob Roy was —
   1 a border thief  2 a pirate  3 a king's son  4 a minstrel

21. Oedipus the King is —
   1 a Norse saga  2 a Greek tragedy  3 a Roman comedy  4 a satire upon the classics

22. Silas Lapham's ruin was precipitated by —
   1 his purchase of shipping shares  2 his opening of a general store  3 the burning of his new house
   4 his support of a newspaper

23. Annabel Lee lived —
   1 at the sign of the sailors three  2 beside the busy quay  3 in a kingdom by the sea
   4 on the banks of the River Dee

24. The Autocrat of the Breakfast Table proposed to the schoolmistress —
   1 in the parlor  2 after the theater  3 on Boston Common  4 while boating on the Charles

25. Ellen's Isle is described in —
   1 A Dream of Fair Women  2 Walden  3 The Lady of the Lake  4 The Building of the Ship

26. The Wife of Usher's Well was known for —
   1 her many husbands  2 her gooseberry wine  3 a visit from her sons' ghosts
   4 her abduction by a band of fairies

27. Anna Karenin killed herself by —
   1 falling before a train  2 jumping from a church steeple  3 taking cyanide of potassium
   4 leaping from a transatlantic liner

28. Jane Eyre marries Rochester after he has been —
   1 reduced to penury  2 sentenced to prison  3 blinded  4 told he cannot live

29. Excalibur was the sword of —
   1 King Arthur  2 Roland  3 Siegfried  4 Henry V

30. Mrs. Malaprop was called the queen of —
   1 Mayfair  2 the gypsies  3 the dairymaids  4 the dictionary
Maid Marian was —
1 a personal attendant of Queen Victoria  2 the wife of an outlaw  3 the Lady of Shalott  4 a captive of the fairies. ( )

The Sermon on the Mount was delivered on —
1 Mount Ararat  2 Mount St. Michel  3 Mount Calvary  4 the Mount of Olives. ( )

Carver Doone shot Lorna —
1 in his father's house  2 by the brook  3 in London  4 in church. ( )

Peirod objected to being called a —
1 quitter  2 little gentleman  3 sissy  4 teacher's pet. ( )

W. W. Jacobs's sailor yarns are concerned with —
1 the Thames waterside  2 ocean tramps  3 the coast of Cornwall  4 North Sea fisheries. ( )

Mr. Micawber was always —
1 losing his spectacles  2 taking patent medicine  3 studying ancient languages  4 waiting for something to turn up. ( )

Green Mansions is —
1 a popular lyric  2 a South American romance  3 a traditional hymn  4 a tale of ancient Greece. ( )

The Four Million is based on —
1 high finance  2 deported Belgians  3 life in New York  4 cholera in India. ( )

The Light That Failed wrecked —
1 a train  2 a man  3 a ship  4 a home. ( )

The mother of "So Big" talked —
1 of ships  2 of sealing wax  3 of cabbages  4 of kings. ( )

Dr. Jekyll and Mr. Hyde were —
1 friends  2 brothers  3 enemies  4 the same person. ( )

The Bourgeois Gentilhomme is delighted to discover that —
1 his daughter wished to be a duchess  2 he spoke prose  3 his wife did not need money  4 all Lyons paid him honor. ( )

The Chimera was —
1 a devastating monster  2 a riddle  3 a monster that asked riddles  4 an optical illusion. ( )

The father of the Little Women fought in —
1 the Revolution  2 the Civil War  3 the Spanish-American War  4 the Great War. ( )

The Last of the Mohicans was —
1 Le Longue Carabine  2 Hawkeye  3 Uncas  4 Magua. ( )

The hero of Captains Courageous —
1 was shot in battle  2 fell overboard from a liner  3 ran through a rain of Indian arrows  4 was killed by a fanatical Thibetan priest. ( )

Lincoln's Captain Eri was —
1 a captain in the World War  2 a toy soldier  3 a schoolboy athlete  4 an old fisherman. ( )
48. Jim Hawkins went to sea with —
   1 smugglers  2 pirates  3 fishermen  4 his parents

49. Tom Sawyer escaped the labor of whitewashing the fence by —
   1 making a high score in spelling  2 evading his aunt  3 bullying his friend 4 strategy

50. Daddy Long-Legs was —
   1 an aged centipede  2 a friendly ostrich  3 a benevolent bachelor  4 the grandfather at Brobdingnag

51. In *Kidnapped* David Balfour was rescued by —
   1 Robert Bruce  2 Alan Breck  3 Graham of Claverhouse  4 Allan-a-Dale

52. The Jabberwock was —
   1 a South Sea Dialect  2 a fishing boat  3 a monster in a nonsense book  4 a child's puppet

53. The Holy Grail was —
   1 the eye of an Indian idol  2 a handkerchief bearing the portrait of Christ  3 a cup used by Christ  4 a charmed sword

54. The woman who saved her life by her skill in telling stories was —
   1 Jezebel  2 Blue Beard's wife  3 Scheherazade  4 Herodias

55. Mytil and Tytyl found the Blue Bird in —
   1 fairyland  2 home  3 heaven  4 the land of Never-Never

56. *The Spoon River Anthology* depicts life in —
   1 Australian mining camps  2 the Canadian Northwest  3 the American Middle States  4 the South African veldt

57. “They also serve” —
   1 to vindicate my name  2 because the Lord so wills  3 who only stand and wait  4 and serving, do their part

58. Moby Dick was —
   1 a white elephant  2 a pirate  3 a friend of Captain Ahab  4 a whale

59. The “She” in *She Stoops to Conquer* refers to —
   1 Lydia Languish  2 Kate Hardcastle  3 Sophia Primrose  4 Lady Teazle

60. Behind the painted portrait of Colonel Pyncheon was found —
   1 a will  2 a worthless deed  3 incriminating letters  4 an old diary

61. Haroun-al-Raschid —
   1 captured a Spanish galleon  2 disguised himself as a porter  3 negotiated for the ransom of Richard the Lion-Hearted  4 wore the cloak of darkness

62. Robinson Crusoe’s loneliness and helplessness made him feel that —
   1 he owed humanity a grudge  2 God was his comforter  3 he must write for assistance  4 fate was unjust to him

63. “Come down to Kew in lilac-time” is a line from a poem by —
   1 Masefield  2 Noyes  3 Kipling  4 Brooke
44. *Paradise Lost* is—
1 a popular version of the Book of Genesis 2 a poem built about the
classic character of Satan 3 a story of disillusioned love 4 a narrative of the
Second Crusade. .................................................................

45. *The Jackdaw of Rheims* touches—
1 the theft of a ring 2 the return of spring 3 Joan of Arc 4 Eleanor of
Aquitaine. ...........................................................................

46. "The Assyrian came down like the wolf on the fold,"—
1 Armed full to the teeth and alarmingly bold 2 His cadaverous cheeks
were wrinkled and old 3 For the glint of his eyes was both cunning and
cold 4 And his cohorts were gleaming with purple and gold. ............

47. Jonathan was the friend of—
1 David 2 Solomon 3 Joshua 4 Jacob. ......................................

48. King Alcmen's daughter played ball upon the beach with her handmaidens
after they had finished—
1 their dip in the surf 2 fishing 3 the family wash 4 picking up sea
shells. ......................................................................................

49. "Have I a right to stop ear when they cry,
As they were phantoms who took clouds for crags,
Tripped and fell, where man's march might safely move?"
has the characteristics of the verse of—
1 Wordsworth 2 Tennyson 3 Browning 4 Gray. ......................

50. Kenilworth presents a portrait of—
1 Queen Victoria 2 Queen Anne 3 Queen Elizabeth 4 Queen Guine-
vere. ......................................................................................

51. Maggie Tulliver was—
1 shot by accident 2 drowned with her brother 3 lost in the forest
4 shipwrecked in the Bay of Biscay. ...........................................

52. Grizel appears in the same story with—
1 Tom Tulliver 2 Tom Brown 3 Tommy Sandys 4 Tom Sawyer... ...

53. In his *Gettysburg Address*, Lincoln declared the purpose of the Civil War
was—
1 to free the slaves 2 to prove that all men are born free and equal 3 to
give the negro his constitutional rights 4 to test the permanence of
democratic government. ......................................................

54. Barrie's *Dear Brutus* shows us a little girl who didn't want to be—
1 a has-been 2 a might-have-been 3 a would-be 4 a never-will-be...

55. Arthur Dimmesdale was—
1 a cavalier 2 a clergyman 3 a sea fighter 4 a gambler in the '49 days ()

56. The Minotaur—
1 carried off Europa 2 was killed by Hercules 3 was slain in the arena
in *Quo Vadis* 4 devoured youths and maidens. ......................

57. "My heart leaps up when I behold"—
1 a fairy ring of sunny gold 2 The sun arising from the sea 3 a rain-
bow in the sky 4 Fair faces wreathed in cheering smiles. ..............

58. The Luck of Roaring Camp was—
1 a gold mine 2 a baby 3 a great strike 4 a dog. ......................

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<tr>
<td>79.</td>
<td>“A prophet is not without honor save in his own country” is from —</td>
<td>1 Carlyle 2 Emerson 3 the Bible 4 Bacon</td>
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<td>80.</td>
<td>In <em>As You Like It</em> Celia marries —</td>
<td>1 Orlando 2 Oliver 3 Jacques 4 Ganymede</td>
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<td>81.</td>
<td>Kaa —</td>
<td>1 trumpeted when danger threatened his master 2 journeyed to the Cold Lairs 3 married an English captain 4 went on a pilgrimage</td>
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<td>82.</td>
<td>Simon Lee —</td>
<td>1 was too old to work 2 was unjustly sentenced 3 died at Waterloo 4 robbed a bishop</td>
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<td>83.</td>
<td>Will Wimble is a creation of —</td>
<td>1 Addison and Steele 2 Charles Lamb 3 Dickens 4 Dr. Johnson</td>
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<td>84.</td>
<td>Palamon and Arcite —</td>
<td>1 were made immortal 2 sang before kings 3 were separated by shipwreck 4 loved the same lady</td>
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<td>85.</td>
<td>Fairy Mab —</td>
<td>1 tormented the Friar 2 played on the virginals 3 ate the junkets 4 wakened Puck</td>
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<td>86.</td>
<td>Poor Peter is a character in —</td>
<td>1 Cranford 2 Jane Eyre 3 Barry Lyndon 4 The Little Minister</td>
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<td>87.</td>
<td>Burke argued for conciliation with the American colonies on the ground of —</td>
<td>1 humanity 2 party solidarity 3 expediency 4 legal necessity</td>
<td></td>
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<td>88.</td>
<td>“When lilacs last in the dooryard bloom’d” recalls —</td>
<td>1 the milkmaid at the old well 2 the thrush and the evening star 3 parting at the gate 4 the death of Washington</td>
<td></td>
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<td>89.</td>
<td>God and Satan are represented as talking together in the Book of —</td>
<td>1 Job 2 Isaiah 3 Exodus 4 Joshua</td>
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<td>90.</td>
<td>Lancelot was in love with —</td>
<td>1 the Lady of Shalott 2 Iseult 3 the Lily Maid of Astolat 4 Guinevere</td>
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<td>91.</td>
<td>“God bless us every one” was a characteristic saying of —</td>
<td>1 Lady Macbeth 2 Colonel Newcome 3 Tiny Tim 4 Sir Roger de Coverley</td>
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<td>92.</td>
<td>The ballad of <em>Robin Hood</em> is by —</td>
<td>1 Chaucer 2 an unknown author 3 Guy Fawkes 4 Sir Thomas Malory</td>
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<tr>
<td>93.</td>
<td>In <em>A Night at an Inn</em> the idol comes in search of —</td>
<td>1 his priestess 2 his eye 3 his necklace 4 a promised sacrifice</td>
<td></td>
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<td>94.</td>
<td><em>The Time Machine</em> is a story of —</td>
<td>1 factory workers 2 new inventions for warfare 3 a wonderful magic clock 4 a world of underground laborers</td>
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<tr>
<td>95.</td>
<td>“The day is done and the darkness Falls from the wings of Night” was written by —</td>
<td>1 Wordsworth 2 Longfellow 3 Keats 4 Noyes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
96. The Children of Israel were delivered from Pharaoh by —
   1 Moses  2 Noah  3 Abraham  4 Samuel............................( )

97. "Convolvulus in streaked vases flush;
    The creeper, mellowing for an autumn blush,"
   is in the manner of —
   1 Pope  2 Burns  3 Chaucer  4 Keats............................( )

98. The Nun's Priest's Tale is —
   1 a Bible story  2 a beast fable  3 a legend of King Alfred  4 a story
   of an all-enduring wife........................................( )

99. Mr. Polly was —
   1 the scourge of the Spanish Main  2 an ineffectual Englishman  3 the
   pet of Betsy Trotwood  4 converted by missionaries.........................( )

100. Falstaff appears in —
   1 *The Winter's Tale*  2 *Henry VIII*  3 *The Merry Wives of Windsor*
   4 *Twelfth Night*....................................................( )

   *Number right...........(Score)*
EVERY PUPIL SCHOLARSHIP CONTEST
April 10, 1929
Bureau of Educational Measurements and Standards
Kansas State Teachers College, Emporia
E. R. Wood, Director

Form B
ENGLISH TEST
Prepared by E. R. Barrett and Teresa M. Ryan

Name ........................................ Age ...... Sex......
Underline proper year.
Name of School ...................................
City ........................................ State .........
Date of Examination .................................

I. PUNCTUATION AND CAPITALIZATION

DIRECTIONS: Insert the proper punctuation marks in the following sentences. Make any needed changes in capitalization.

1. Mary's father lived in Manhattan Kansas from August 6 1921 until May 3 1924
2. Since Alice has three brothers in Kansas she spent her vacation with her brothers families
3. Roger said that fifty three people out of every one hundred in his town drove cars
4. We were tired however we couldnt spend the cold night in the open
5. Why did John leave the field asked the coach he was to wait here until the team came
6. Its too bad said James to leave this large beautiful home so soon
7. A boy whom I met on the train talked to me about Edward Bok whose autobiography he had just read
8. The debate coach has chosen the following debaters Mary Jones a senior Alice Johnson a sophomore and Fern Davis a freshman
9. Among our many mottoes said the teacher this one Dare to do right appeals to most people
10. We do not have our car here we hope to ride in yours or Johns

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II. Sentence Structure and Diction

A

DIRECTIONS: In each of the following sentences one of the numbered words is incorrectly used. Write the number of this word in the parenthesis at the beginning of the sentence.

Notice: In this part of the test, you are asked to indicate the errors. In the other parts, you are to indicate what is correct.

Example:


“Sang” is incorrectly used here for “sung”; therefore “3,” the number of the word “sang,” is placed in the parenthesis at the beginning of the sentence.


B

DIRECTIONS: In the following paragraph are ten numbered groups of words. Some of these groups make complete sentences; others do not. If the first group is a complete sentence, make a plus sign in the parenthesis to the left, numbered “1.” If it is not a complete sentence, make a minus sign in the parenthesis. In like manner, in each numbered parenthesis make a plus sign if the group of words having the same number is a complete sentence, and a minus sign if the group is not.

1. ( ) [1]Edith and Edna, the twins, went

2. ( ) to a party yesterday. [2]Where they

3. ( ) had a most delightful time. [3]Which

4. ( ) they will long remember. [4]How

5. ( ) pretty they looked in their new

6. ( ) gowns! [5]Dressed alike in every de-

7. ( ) tail, as they always are. [6]At the

8. ( ) party their friends did not know

9. ( ) which was which. [7]Because they

10. ( ) looked so much alike. [8]Even their

11. ( ) friends who have known them all of

12. ( ) their lives. [9]Can you always tell

III. Verb Usage

DIRECTIONS: In the following sentences several words are enclosed in brackets. Each of these words is numbered. Only one of these words is the correct word for the place. Write the number of the correct word in the parenthesis at the beginning of the line.

Example:

(2) The child [1 spoke, 2 spoke, 3 spoken] to the teacher.

The sentence should be “The child spoke to the teacher”; therefore the figure “2,” the number of the word “spoke,” is placed in the parenthesis at the beginning of the line.

( ) David had [1 drove, 2 driven] his car ( ) into the yard but had not [1 took, 2 taked, 3 taken] the trouble to put it into his garage. He did not fear that it would ( ) be [1 stole, 2 stolen, 3 stoled]. No one ( ) [1 stole, 2 stealed, 3 stold] the car, but the next morning he found that his radia- ( ) tor had [1 bursted, 2 burst, 3 bust]. The ( ) water in it had [1 froze, 2 froze, 3 frozen]. He did not want to leave the car ( ) [1 sitting, 2 setting] in the yard. He ( ) [1 try, 2 tryed, 3 tried] to start it, but it ( ) [1 sit, 2 sat, 3 set] motionless as a stone. ( ) After he had [1 eaten, 2 ate, 3 eat] his ( ) breakfast, he had his car [1 drawn, 2 drew, 3 drug] to a service station. He had ( ) [1 rode, 2 ridden] it only a few times. ( ) Nothing about it could be [1 wore, 2 worn] out. The day before, he had ( ) [1 saw, 2 seen] in the paper that the ( ) price of wheat had [1 raised, 2 risen, ( ) 3 rose] and he thought that he ( ) [1 saw, 2 seen] a chance to make some money. This made him so happy that ( ) he [1 sung, 2 sang] a song as he ( ) [1 went, 2 gone] along. If he could have ( ) [1 went, 2 gone] home then, he would ( ) have [1 wrote, 2 written] a poem.

IV. Grammar

DIRECTIONS: Under each “A” in the following is a sentence containing brackets. In the brackets are two or more words, each of which is numbered. Choose which of these words would be the correct one to use in that place, and write the number of the word in the parenthesis before the sentence.

Under “B” four reasons are given for the choice of word in “A.” Make a plus sign in the parenthesis before the reason that you think is correct.

Example:

0—A

(3) John saw [1 I, 2 myself, 3 me] in Topeka.

0—B

( ) Nominative case, subject of “in Topeka.”
( ) Nominative case, to agree with “John.”
( ) Objective case, object of “saw.”
( ) Possessive case, modifies “Topeka.”

1—A

This is one of the best books that [1 has, 2 have] been published during the past five years.

1—B

( ) Singular, to agree with “this.”
( ) Singular, to agree with “one.”
( ) Plural, to agree with “that.”
( ) Subjunctive mode.

2—A

I thought it to be [1 she, 2 her].

2—B

( ) Nominative case, subject of verb understood.
( ) Nominative case, to agree with “I.”
( ) Objective case, object of “be.”
( ) Objective case, to agree with “it.”

3—A

The principal, with all of the teachers, [1 want, 2 wants] to do everything possible for the good of the school.

3—B

( ) Singular, to agree with “principal.”
( ) Plural, to agree with “all.”
( ) Plural, to agree with “teachers.”
( ) Plural, to agree with “principal” and “teachers.”
4—A
( ) The whole family are pleasant company, but I like John's sister better than [1 he, 2 him].

4—B
( ) Nominative case, subject of verb.
( ) Objective case, object of "than."
( ) Objective case, object of "like" understood.
( ) First person singular to agree with "John."

5—A
( ) If Sister or I [1 was, 2 were] at home today, Mother and Father would be happier.

5—B
( ) Singular, to agree with "I."
( ) Singular, to agree with "sister."
( ) Plural, to agree with "sister or I."
( ) Subjunctive mode.

6—A
( ) Every one of the players will leave [1 his, 2 their] wraps in the cloak room.

6—B
( ) Singular, to agree with "one."
( ) Plural, to agree with "everyone."
( ) Plural, to agree with "players."
( ) Plural, to agree with "wraps."

7—A
( ) The contractor has found a man [1 who, 2 whom] he thinks can do the work.

7—B
( ) Nominative case, to agree with "he."
( ) Nominative case, subject of "can do."
( ) Objective case, to agree with "man."
( ) Objective case, object of "thinks."

8—A
( ) Look [1 pleasant, 2 pleasantly] while you are having your picture taken.

8—B
( ) Adverb, modifying "look."
( ) Part of verb "look."
( ) Object of "look."
( ) Predicate adjective.

9—A
( ) Katherine wiped off the machine [1 good, 2 well] before she began writing.

9—B
( ) Adjective, modifies "Katherine."
( ) Adjective, modifies "machine."
( ) Adverb, modifies "wiped."
( ) Objective case, object of "machine."

10—A
( ) [1 Who, 2 whom] are you expecting to see at the station?

10—B
( ) Nominative case, subject of "are."
( ) Objective case, object of "are expecting."
( ) Objective case, subject of "to see."
( ) Objective case, object of "to see."

11—A
( ) [1 We, 2 our, 3 us] coming did not prevent the young people from enjoying themselves.

11—B
( ) Nominative case, subject of "prevent."
( ) Nominative case, subject of "coming."
( ) Objective case, subject of "coming."
( ) Possessive case, modifies "coming."

12—A
( ) We heard that [1 we, 2 us] two girls received the highest grades in the class.

12—B
( ) Nominative case, to agree with "that."
( ) Nominative case, subject of "received."
( ) Objective case, object of "heard."
( ) Objective case, to agree with "girls."

13—A
( ) Between you and [1 I, 2 me, 3 myself] there is plenty of room for another to sit.

13—B
( ) Nominative case, subject of "is."
( ) Objective case, object of "and."
( ) Objective case, object of "between."
( ) Proper form to use when speaker includes himself with another.

14—A
( ) She received two letters in this morning's mail and [1 doesn't, 2 don't] know who wrote either of them.

14—B
( ) Third person singular, to agree with "she."
( ) Present tense, to agree with "this morning's mail."
( ) Past tense, to agree with "received."
( ) Subjunctive mode, to agree with "know."

15—A
( ) The teacher told us, Sarah and [1 I, 2 me, 3 myself], that we could be excused at three o'clock.

15—B
( ) Nominative case, to agree with "we."
( ) Objective case, object of "and."
( ) Objective case, to agree with "us."
( ) Proper form to use when speaker includes himself with another.
Do not open this booklet, or turn it over, until you are told to do so. Fill these blanks, giving your name, age, etc. Write plainly.

Name ........................................................................................................................................
(First name, initial, and last name)

Age last birthday...............................years.

Class ...........................................Date..............................19..............................

School or college....................................................................................................................

City ........................................................Teacher....................................................

How many school years have you studied American history in high school? (Indicate by drawing a circle around the right number.) ½, 1, 1½, 2.

GENERAL DIRECTIONS. This examination consists of four parts and requires ninety minutes of working time. The directions for each part are printed at the beginning of the part. Read them carefully and proceed at once to answer the questions. There is a time limit for each part. You are not expected to answer all the questions in any part before the time is up, but if you should, go back and make sure that your answers are right. You may then work further on any previous part or go ahead to the next part. If you have not finished a part when the time is up, stop work on that part and proceed at once to the next. No questions may be asked after the examination has begun.

You need two sharpened lead pencils. Do not open the booklet yet.

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<td>Rating</td>
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<tr>
<td>Classification</td>
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</tbody>
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PART I

DIRECTIONS. Read each of the following statements very carefully. If a statement is true, place a plus (+) in the parentheses following it; if it is false, place a zero (0) in the parentheses following it. If you are not sure whether a statement is true or false, leave the parentheses blank. Do not guess. Twenty minutes.

SAMPLES.

a. George Washington was the first President of the United States. ( + )
b. The panic of 1857 had no effect upon the economic life of the South. ( 0 )

1. All those who settled in Massachusetts previous to the Revolutionary War were required by law to become members of the Congregational Church. ( )
2. The English colonists in North America enjoyed more complete self-government than did the French colonists. ( )
3. Nothing resembling the feudal system of landholding existed in colonial America. ( )
4. Absolute liberty of conscience in religious matters was advocated by Cotton Mather. ( )
5. Class distinctions based on family and wealth existed in colonial America as well as in the Old World. ( )
6. Throughout the colonial period the Americans depended largely on England for their tools and clothing. ( )
7. The greatest barrier to the poor who wanted to migrate to America was the cost of the long sea voyage. ( )
8. Peter Zenger was a New York publisher who was arrested for criticizing government officials. ( )
9. The Albany Plan of Union was a scheme for uniting the six Iroquois nations of central New York. ( )
10. One of the principal industries of the Carolina colonists was cod fishing. ( )
11. Some of the English colonies in America never had colonial assemblies. ( )
12. In colonial Virginia most churchgoers belonged to the Church of England. ( )
13. The "Mayflower Compact" was the first written document to be adopted in America to provide a definite framework of government. ( )
14. Indentured servitude was a system whereby ship owners and other persons of means furnished the passage money to immigrants in return for their promise to work for a term of years to repay the sum advanced. ( )
15. The majority of the English colonies in America had compulsory education laws. ( )
16. By 1680 Philadelphia was the largest city in English colonial America. ( )
17. Mrs. Harriet Beecher Stowe wrote a novel picturing the worst features of the slavery system. ( )
18. The Webster-Hayne debates set forth the opposing doctrines of nationalism and states' rights. ( )
19. The Crittenden Compromise was a proposal designed to prevent the Pullman strike of 1894. ( )
20. The basic cause of the Mexican War was the discovery of gold in California. ( )
21. The *Alabama* was an English-built Confederate cruiser used to prey on the commerce of the United States.

22. Texas and Oregon were obtained at the same time through a compromise between Northern and Southern leaders.


24. By the Treaty of Paris, which concluded the French and Indian War, Louisiana was ceded to France.

25. Extensive land speculation was a very important contributing cause to the panic of 1837.

26. By 1860 less than one half of American manufactures were produced in the New England and Middle Atlantic states.

27. During the American Civil War the French attempted to establish an empire in Mexico.

28. One of the reasons why Andrew Jackson vetoed the recharter of the second United States Bank was that it tended to retard the prosperity of Eastern manufacturers.

29. By destroying the labor organizations then existing, the panic of 1837 tended to lower the standard of living of the working class.

30. Prior to 1860 our educational institutions included most of the present-day social sciences in their courses of study.

31. The first factory zone in America extended from Maine to Maryland.

32. The South and West stanchly supported the second United States Bank.

33. By 1850 the South was largely dependent on the North for credit and for manufactured goods.

34. The Tariff of 1816 was primarily designed to prevent the export of American raw materials to France.

35. The building of the Erie Canal increased the commercial importance of Boston.

36. Alexander Hamilton insisted that the Federal government assume the debts which the various states had incurred during the Revolutionary War.

37. The rapid Western expansion of agriculture led New England farmers to adopt large-scale farming in order to compete.

38. The majority of the foreigners who came to the United States before 1860 settled in the Eastern cities.

39. After 1820 the United States charged settlers nothing for the Western lands.

40. The Federal Constitution, as originally adopted, provided for a two-house legislature.

41. Recreation in urban America is tending to become less and less commercialized.

42. The organization of agriculture in the South changed materially with the abolition of slavery.

43. The Mugwumps were a group of dissatisfied Democratic leaders determined to defeat Grover Cleveland.

44. American manufacturers as a group have usually favored immigration into the United States.

45. By 1895 a majority of the disputes between capital and labor were settled by voluntary arbitration.
46. The "blanket injunction" was used against organized labor in connection with the Pullman strike of 1894.

47. The contention of the United States that it had sole jurisdiction of the seal fisheries in the Bering Sea was denied by an arbitral tribunal.

48. In 1920 more than three fourths of the American children of high school age were attending high schools.

49. American business men carried on trade with the Orient before the Spanish-American War.

50. Fewer courses in vocational training are now offered in American secondary schools than were offered in 1900.

51. The Grangers demanded legislation that would forbid railroads to discriminate between shippers.

52. Since 1900 the infant mortality rate in the United States has decreased.

53. The "crime of 1873" consisted in issuing a very large number of silver dollars.

54. President Roosevelt advocated that all big business concerns be destroyed.

55. Cleveland advocated reducing the Treasury surplus by spending large sums of money on internal improvements.

56. At the close of the Civil War, Eastern manufacturers and Western farmers advocated Federal aid for railways.

57. After being passed by Congress and signed by the President, laws affecting interstate commerce must be approved by the Supreme Court before they become effective.

58. President Cleveland favored the repeal of the Sherman Silver Purchase Act of 1890.

59. Since 1900, negroes have practically ceased to migrate from the South to the North.

60. During the twenty years following the Civil War, the average prices of commodities increased.

61. One of the principal purposes of the Ku Klux Klan, which operated during the late sixties, was to restore the political supremacy of the Southern whites.

62. The American Federation of Labor is composed of radical trade unionists who desire to transform America into a communistic state.

63. Since 1900 the majority of immigrants have crowded into the industrial centers of the United States.

64. The Civil War acted as a great stimulus to industry in the North.

65. In 1920 more than one half of the laborers in the factories of the North were foreign-born.

66. In 1902 President Roosevelt threatened to send a fleet of American war ships to Venezuela to prevent Germany from gaining a territorial foothold there.

67. Since the Civil War there has been a steady shift of population from rural sections to urban communities.

68. Most American labor unions have been organized during periods of widespread unemployment.

69. Harvesting machines were first used extensively in the United States after the close of the Civil War.

70. Before the Spanish-American War citizens of the United States had economic interests in Cuba.
71. The Sixteenth Amendment to the Constitution (income tax) was vigorously opposed by Western farmers. .........................................................

72. The total railroad mileage in the United States was less in 1925 than in 1915. .................................................................

73. Western farmers generally have supported expansion in the volume of paper money ............................................................

74. Our merchant marine did not keep pace with our industrial growth after the Civil War. ............................................................

75. Over a million persons annually attend the Farmers' Institutes held in the various states. .........................................................

76. The Federal Reserve System effectively prevents "elasticity" of currency. .................................................................

77. The proportion of illiteracy in the United States is greater among immigrants from southern Europe than among negroes. .................................................

78. The Presidential Succession Act forbade any person to hold the office of President of the United States for more than two full terms. ........................

79. The famous Fourteen Points outlined President Wilson's program for insuring permanent World Peace. .........................................................

80. Until 1890 stock grazers had almost free use of the unsettled Western plains.

If you finish before the time is up, go on to Part II.

Number right .............. Number right ..............
Number wrong .......... Number wrong ..............
Number omitted ......... Rights minus wrong .............. (Score)

Sum should equal 80.
**PART II**

**DIRECTIONS.** Below are eight groups of items, each of which is divided into two columns. Each item in the left-hand column is numbered. Each item in the right-hand column is followed by parentheses. Place in the parentheses the number of that item in the left-hand column that is associated with the item in the right-hand column. Each group is a separate problem; do not match items in different groups. *Twenty minutes.*

**SAMPLES.**

<table>
<thead>
<tr>
<th>I.</th>
<th>1. 1492</th>
<th>Declaration of Independence</th>
<th>( 5 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 1620</td>
<td>Discovery of America</td>
<td>( 1 )</td>
</tr>
<tr>
<td></td>
<td>3. 1776</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I.</th>
<th>1. Pennsylvania</th>
<th>First permanent settlement in America</th>
<th>( 2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Massachusetts</td>
<td>Largest number of German settlers</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>3. New York</td>
<td>Robert Morris</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>4. Virginia</td>
<td>Rum manufacture</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>5. Georgia</td>
<td>Zenger Trial</td>
<td>( )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.</th>
<th>1. 1493</th>
<th>Albany Plan of Union</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 1588</td>
<td>Pope's Line of Demarcation</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>3. 1675</td>
<td>Louisiana Purchase</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>4. 1714</td>
<td>Northwest Ordinance</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>5. 1754</td>
<td>Bacon's Rebellion</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>6. 1787</td>
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<td></td>
<td>7. 1803</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III.</th>
<th>1. 1815</th>
<th>Tariff of Abominations</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 1820</td>
<td>Missouri Compromise</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>3. 1828</td>
<td>Emancipation Proclamation</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>4. 1837</td>
<td>Admission of Texas as a state</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>5. 1845</td>
<td>Andrew Jackson's victory at New Orleans</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>6. 1863</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. 1873</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.</th>
<th>1. 1865</th>
<th>Hay-Pauncefoote Treaty</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. 1878</td>
<td>Opening of Panama Canal</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>3. 1884</td>
<td>Esch-Cummins Act (Transportation Act)</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>4. 1896</td>
<td>First election of Grover Cleveland</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>5. 1901</td>
<td>Bland-Allison Act</td>
<td>( )</td>
</tr>
<tr>
<td></td>
<td>6. 1914</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. 1920</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. 1. Mormons
   William Lloyd Garrison
2. Foreign diplomacy
   Cyrus McCormick
3. Civil Service Reform
   Salmon P. Chase
4. Organized labor
   George Pendleton
5. Harvesting machinery
   James G. Blaine
6. Abolition
7. Civil War finance

VI. 1. Philanthropy
    Samuel F. B. Morse
2. Dartmouth College Case
    Henry Clay
3. Organized labor
    E. H. Harriman
4. Telegraph
    Andrew Carnegie
5. Missouri Compromise
    John Mitchell
6. Pullman strike
7. Railroads

II. (This outline map shows the limits of the geographical sections listed below.)

Greatest production of
   Cereals
   Iron
   Oil
   Automobiles
   Lumber
   Sugar
   Sheep
   Clothing (manufactured)
   Citrus fruit
   Furniture

II. 1. Philip D. Armour
    Oil
2. T. Coleman du Pont
    Steel
3. Charles M. Schwab
    Railroads
4. John D. Rockefeller
    Meat packing
5. J. B. Duke
    Merchandising
6. John Wanamaker
7. James J. Hill

If you finish before the time is up, complete Part I or go on to Part III.

Number right ....... (Score)
### PART III

**DIRECTIONS.** Below are several statements and questions, each of which is followed by five phrases. Mark in the parentheses the number of that phrase that correctly completes the statement or answers the question. (One, and only one, phrase is correct in each case). *Thirty-five minutes.*

**SAMPLE.**

*a.* One of the principal products of colonial New York was —

<table>
<thead>
<tr>
<th>1 rice</th>
<th>2 indigo</th>
<th>3 flour</th>
<th>4 gold</th>
<th>5 aluminum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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**1.** The five Intolerable Acts were authorized by —

<table>
<thead>
<tr>
<th>1 the Colonial Assembly of Massachusetts</th>
<th>2 the First Continental Congress</th>
<th>3 the royal Governor of Massachusetts</th>
<th>4 the Second Continental Congress</th>
<th>5 the British Parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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**2.** The bulk of intercolonial commerce was carried by means of —

<table>
<thead>
<tr>
<th>1 canals</th>
<th>2 inclined railways</th>
<th>3 pack horses</th>
<th>4 stagecoaches</th>
<th>5 river and coastwise boats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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**3.** The Molasses Act of 1733 was designed to aid —

<table>
<thead>
<tr>
<th>1 English West Indian planters</th>
<th>2 colonial merchant shippers</th>
<th>3 French sugar growers</th>
<th>4 English merchants</th>
<th>5 Dutch carriers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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**4.** Which one of the following cities had a population of 10,000 or more during the colonial period?

<table>
<thead>
<tr>
<th>1 Hartford</th>
<th>2 Williamsburg</th>
<th>3 Charleston</th>
<th>4 Albany</th>
<th>5 Jamestown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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**5.** The Continental Congress of 1776 —

<table>
<thead>
<tr>
<th>1 drafted a Declaration of Independence</th>
<th>2 planned the city of Washington, D.C.</th>
<th>3 sent a petition to the British Parliament</th>
<th>4 formulated the Federal Constitution</th>
<th>5 levied a protective tariff</th>
</tr>
</thead>
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<tr>
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</table>

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**6.** The chief source of specie for the colonies was —

<table>
<thead>
<tr>
<th>1 the mother country</th>
<th>2 colonial mines</th>
<th>3 trade with the Indians</th>
<th>4 trade with foreign West Indies</th>
<th>5 gold mines of Argentine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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**7.** The Proclamation of 1763 —

<table>
<thead>
<tr>
<th>1 encouraged colonists to settle beyond the Alleghenies</th>
<th>2 directly encouraged the French to carry on their fur trade in the Mississippi Valley</th>
<th>3 forbade colonists to settle in the territory acquired from the French as a result of the French and Indian Wars</th>
<th>4 opened the Mississippi Valley to colonial missionaries</th>
<th>5 opened the Mississippi Valley to American land speculators</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

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**8.** The Alien and Sedition Laws were enacted —

<table>
<thead>
<tr>
<th>1 for the purpose of ending radical French influence in America and silencing opposition to the government</th>
<th>2 to boost the political fortunes of John Marshall</th>
<th>3 to silence the discord within the Federalist party</th>
<th>4 to end the dreamy career of Aaron Burr</th>
<th>5 to restrict immigration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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**9.** The Federalist leaders were for the most part —

<table>
<thead>
<tr>
<th>1 discontented farmers</th>
<th>2 workingmen</th>
<th>3 tenant farmers</th>
<th>4 frontiersmen</th>
<th>5 business men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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10. The Underground Railway was —
   1 the first subway running under the Hudson River 2 the first experiment with an underground cable for operating trolley cars 3 the name given to a system of aiding the escape of runaway negroes 4 the chief line of communication between the battlefields of Antietam and Gettysburg 5 the passageway connecting the Senate Chamber and the Senate Office Building.

11. The religious denomination which was most active on the frontier between 1820 and 1840 was —
   1 Methodist 2 German Lutheran 3 Episcopalian 4 Hebrew 5 Congregational.

12. The annexation of Texas was advocated by —
   1 John Quincy Adams 2 Daniel Webster 3 President Tyler 4 Harriet Beecher Stowe 5 Theodore Roosevelt.

13. The Webster-Ashburton Treaty settled a long-standing dispute between Great Britain and the United States over —
   1 the Maine boundary 2 the Oregon boundary 3 damages growing out of the War of 1812 4 fishing rights in Lake Ontario 5 the Florida boundary.

14. The Homestead Act of 1862 was —
   1 the first general factory act passed by Congress after the Civil War 2 legislation which hastened the colonization of the Great West 3 legislation affecting the status of Cuba 4 a high protective tariff act 5 a scheme for housing urban laborers.

15. The ratification of the Federal Constitution was opposed by —
   1 holders of bonds of the central government 2 speculators in Western lands 3 merchants 4 debtor farmers 5 manufacturers.

16. In the Dartmouth College Case the United States Supreme Court held —
   1 that the courts had no right to nullify an Act of Congress 2 that a state could not impair a contract 3 that the Constitution of the United States was the supreme law of the land 4 that the college authorities had no power to refuse admission to the sons of farmers and mechanics 5 that the Federal government could not tax a state college.

17. The Whisky Rebellion was —
   1 a revolt of the Iroquois because their supply of liquor was cut off 2 a riot of Pennsylvania miners caused by a rise in the price of whisky 3 a revolt caused by the enactment of state-wide prohibition in Pennsylvania 4 a revolt of western Pennsylvania farmers who objected to the Federal excise tax 5 a revolt of the whisky manufacturers against high license taxes.

18. The Federal Constitution was ratified by —
   1 state legislatures 2 popular referendum 3 state conventions 4 Continental Congress 5 presidential proclamation.

19. The Missouri Compromise provided —
   1 that the principle of squatter sovereignty should apply to Missouri 2 that all that part of the Louisiana Purchase north of the parallel 36° 30' except Missouri should be free soil 3 that all territory north of 36° 30' should decide for itself whether or not it wanted slavery 4 that Missouri should come in as a slave state and California as a free state 5 that Congress should not interfere with the slave trade for twenty years.
20. The Owenite Communities were —
1 camps for escaped convicts  
2 training schools for wayward boys  
3 Kentucky mountain villages which manufactured Owen’s whisky  
4 communities idealizing social equality  
5 convalescing centers for disabled Civil War veterans ...........................................

21. The Ostend Manifesto aimed to —
1 stop the encroachments of Russia  
2 aid Southern expansionists  
3 protect our rights in Morocco  
4 stimulate American trade with China  
5 stir up a revolt in Panama against Colombia ...........................................

22. Which one of the following tended to encourage England to recognize the complete independence of the Southern Confederacy?
1 the activities of Charles Francis Adams  
2 the battle of Vicksburg  
3 the attitude of English labor  
4 the enactment of a protective tariff by the North  
5 disagreement among English statesmen ...........................................

23. The chief opposition to the War of 1812 came from —
1 New England  
2 Virginia  
3 New York  
4 the West  
5 the South ...........................................

24. The principal champion of high tariff in 1890 was —
1 James G. Blaine  
2 William McKinley  
3 George Pendleton  
4 James B. Weaver  
5 Charles Sumner ...........................................

25. The Alabama claims were —
1 debts of the state of Alabama after the Civil War  
2 claims of Alabama against Jefferson Davis for seizure of state property in war time  
3 claims of the United States against Great Britain  
4 claims of citizens of Alabama against the United States  
5 claims of British bankers who held bonds issued by Alabama ...........................................

26. The leading cause of the panic of 1873 was —
1 the evils of radical reconstruction  
2 the Bland-Allison Act  
3 overbuilding of railroads  
4 the corruption of the Grant administration  
5 anthracite coal strikes ...........................................

27. The Populists advocated —
1 an income tax  
2 private ownership and operation of railroads  
3 a gold standard  
4 the abolition of all political parties  
5 the repeal of the Interstate Commerce Act of 1887 ...........................................

28. About what fraction of the total population of the United States is in the ten largest cities of the United States?
1 one per cent  
2 five per cent  
3 fifteen per cent  
4 twenty-five per cent  
5 forty per cent ...........................................

29. Americanization is the process of —
1 keeping foreigners out of America  
2 extending American trade by means of subsidies  
3 teaching American ideals to foreigners  
4 becoming naturalized  
5 protecting American industries ...........................................

30. The Pendleton Act of 1883 was designed —
1 to prevent the nomination of Grover Cleveland for the presidency  
2 to improve the Civil Service  
3 to lower the tariff  
4 to increase pension rates for Civil War veterans  
5 to restrict labor organizations ...........................................

31. The principal customer of the United States outside of Europe is —
1 South America  
2 Mexico  
3 Canada  
4 Japan  
5 India ...........................................

[10]
The Philippines were—
1 annexed to the United States at the suggestion of President Cleveland
2 annexed to the United States by joint resolution of Congress
3 ceded to the United States in lieu of war indemnity
4 annexed to the United States as a result of the Spanish-American War
5 acquired from Spain in exchange for Lower California.

The section of the country which most strongly opposed our entry into the World War was—
1 New England
2 Middle Atlantic States
3 South
4 Middle West
5 Far West.

About what fraction of the total population of the United States is of negro blood?
1 one per cent
2 five per cent
3 ten per cent
4 twenty per cent
5 thirty per cent.

The Scalawags were—
1 selfish Southern politicians
2 Northerners with Southern sympathies
3 negroes
4 poor whites serving jail sentences
5 Northern trust promoters.

About what proportion of the total expenditures of the Federal Government, is devoted directly and indirectly to past wars and possible future wars?
1 ten per cent
2 thirty per cent
3 fifty per cent
4 seventy per cent
5 ninety per cent.

The nomination of Taft in 1908 was effected primarily because of—
1 his wide popularity
2 his record as a successful vote getter
3 his affiliation with Theodore Roosevelt
4 his reform principles
5 his opposition to big business.

The Washington Conference of 1921 was called—
1 to discuss the entry of the United States into the League of Nations
2 to consider making separate peace with Germany
3 to promote business interests of the United States in South America
4 to discuss a unified Air Service for the Army and Navy
5 to consider limitation of naval armaments.

The Bland-Allison Act—
1 made all other forms of money redeemable in gold
2 standardized the gold dollar in terms of silver and copper
3 made John Sherman Secretary of the Treasury
4 directed the Treasury department to purchase a certain amount of silver bullion each month
5 increased the powers of the Interstate Commerce Commission.

The Progressive Party of 1912—
1 favored free trade
2 favored a high protective tariff
3 favored the creation of a non-partisan tariff commission
4 made no mention of tariff
5 favored a "single tax."
41. The activities of four of the following tended to widen the breach between England and the American colonies. Which one did not?
   1 Grenville  2 Andros  3 Lord Chatham  4 Townsend  5 George III.

42. Four of the following contributed to the English colonization of America. Which one did not?
   1 rivalry between England and Spain  2 proclamation of 1763
   3 opposition in England to the Stuart kings  4 desire for freedom
   5 economic conditions in England

43. Four of the following encouraged the United States to acquire California. Which one did not?
   1 Japan's threat to acquire California  2 strong expansionist feeling in the United States
   3 desire of American settlers in California for annexation
   4 desire of American merchants to get rid of Mexican trade restrictions
   5 fear of seizure by European powers

44. Four of the following contributed to the industrial diversification of the North before the Civil War. Which one did not?
   1 mechanical inventions  2 War of 1812  3 discovery of gold in California
   4 Fugitive Slave Law  5 protective tariffs

45. Four of the following were parts of the so-called "American System" supported by Hamilton and Clay. Which one was not?
   1 internal improvements at the cost of the government  2 issue of unsecured paper money
   3 the National Bank  4 protective tariff
   5 government subsidies

46. Four of the following represent recent attempts to improve our governmental machinery. Which one does not?
   1 short ballot  2 executive budget  3 city manager form of government
   4 diffusion of responsibility  5 Australian ballot

47. Four of the following contributed to the foundation and development of our free public school system. Which one did not?
   1 desire to diminish crime and pauperism  2 extension of the franchise
   3 availability of money from sale of state lands  4 religious dogmas and denominational rivalry
   5 feeling that in a democracy education must be widespread

48. Four of the following contributed to the breakdown of the American intellectual isolation. Which one did not?
   1 introduction of telegraph  2 railway construction  3 the Embargo Act
   4 cheap postage  5 correspondence schools

49. Four of the following contributed to the panic of 1893. Which one did not?
   1 speculation by industrial concerns  2 "Specie Circular"  3 lack of faith of business interests in a Democratic administration
   4 business depression in Europe  5 overproduction and unemployment

50. Four of the following tend to destroy unnecessarily our natural resources. Which one does not?
   1 competitive newspaper advertising  2 "One-crop" system  3 pleasure automobiles
   4 reforestation  5 electric billboards

If you finish before the time is up, complete Parts I and II or go on to Part IV.

Number right:________(Score)
PART IV

DIRECTIONS. In each of the blanks at the right put the word or shortest phrase that will complete the sentence correctly. Write carefully and clearly. Fifteen minutes.

SAMPLE.
The name of the first permanent English settlement in America was ......................................... (Jamestown)

The name of the first Englishman to circumnavigate the globe was ........................................ ( )

The name of the English statesman most responsible for the expulsion of France from North America by Great Britain was ................................................................. ( )

The Swedes established a colony in the 17th century in what is now the state of ................................................................. ( )

The name of the author of The Wealth of Nations, a book which pointed out the fallacies of "mercantilism," was ................................................................. ( )

The name of the principal advocate of the first United States Bank was ................................................................. ( )

The Clay Compromise Tariff of 1833 aimed to placate the state of ................................................................. ( )

The name of the principal leader of the anti-Federalists was ................................................................. ( )

The name of the author of Rip Van Winkle and The Legend of Sleepy Hollow was ................................................................. ( )

Henry Clay and the other "War Hawks" welcomed the War of 1812 as a means of acquiring from England the territory of ................................................................. ( )

The Compromise of 1850 abolished the slave trade in ................................................................. ( )

The name of the man to whom Andrew Jackson attributed his defeat in the presidential campaign of 1824 was ................................................................. ( )

The name of the man who invented the compressed air brake for railroad trains was ................................................................. ( )

The Thirteenth Amendment to the Federal Constitution made the former slaves ................................................................. ( )

Our opportunity to insist on the policy of the "open door" in China came largely as a result of our participation in ................................................................. ( )

The names of the two outstanding leaders of the Progressive Party were Theodore Roosevelt and ................................................................. ( )

The name of the first important Federal law designed to regulate railroads was ................................................................. ( )

Go right on to the next page.
17. The name of the presidential candidate who received the support of the South and the West in the election of 1896 was .................................................

18. The first American Governor-General of the Philippine Islands later became President of the United States. His name was .............................................

19. The principal issue in the presidential campaign of 1888 was the question of ...........................................

20. The name of the outstanding advocate in the United States of the “single tax” was ..............................................

If you finish before the time is up, look over all four parts and correct any mistakes you have made.

Number right ................ (Score)
Form A. Fundamental Fact Test

School........................................... Student...........................................
City or Town................................. Sex.................... years........ months
State............................................. Class......................... Section
Date of Test................................. Course (Curriculum)
Time of Test....... Beginning............ Ending.............. Total minutes
Score (Number of points correct) ..................................................
Percentile score (Points correct multiplied by 2) .................................

DIRECTIONS

On the following page is a series of questions designed to measure your knowledge of the basic facts in the Constitution of the United States. Write your answers in the blank spaces after the questions. Make answers brief and, where possible, in the language of the Constitution. Complete sentences are unnecessary. You are at liberty to answer first the easy ones, then the more difficult ones. The test is evaluated at fifty points.

When done, fill in the blanks on page one relating to the time of the test and immediately hand in your paper, unless otherwise directed.

Do not turn this page until told to turn it. Ask no questions after the test begins.
PATTERSON'S TESTS ON THE FEDERAL CONSTITUTION

Form A. Fundamental Fact Test

1. Who signed the Constitution as President of the Constitutional Convention?

2. Which of the thirteen original states was unrepresented in the Convention?

3. What is the first declared purpose of the Constitution?

4. What three things are declared to be the supreme law of the land?

5. What form of government is guaranteed by the United States to every state in this Union?

6. What offense against the United States is the President denied the power to pardon or reprieve?

7. Who has power
   (a) To declare war?
   (b) To punish offenses against the law of nations?
   (c) To admit new states into this Union?

8. In whom is vested the sole power of impeachment?

9. In what cases has the Supreme Court original jurisdiction?

10. Who presides over an impeachment trial of a President?

11. In whom are vested the power and duty
   (a) To declare the punishment for treason?
   (b) To commission all officers of the United States?
   (c) To nominate ambassadors?
   (d) To ratify treaties?
   (e) To elect a President when the Electoral College fails?

12. What title is given the officer who presides over the House of Representatives?
What officer serves as President of the Senate?

Where must all bills for raising revenue originate?

For what purposes has Congress power to lay and collect taxes, duties, imposts, and excises?

What action is required regarding the receipts and expenditures of all public money?

In time of peace whose consent is required to quarter soldiers in any house?

On what condition may private property be taken for public use?

May an officer of the United States accept a present of any kind from a king or foreign state?

What form of test shall never be required as a qualification to any office or public trust under the United States?

What persons are disqualified for appointment as Presidential Electors?

How were Senators originally chosen?

Under the Constitution what persons are citizens of the United States?

What is the first right safeguarded by the Federal Bill of Rights?

In the trial of all crimes by the civil courts, what cases are excepted from the right to a trial by jury?

What punishments may not be inflicted?

Against what form of searches and seizures are the people guaranteed the right of security?

What right is conferred by Amendment XV?

What two authorities have power to propose Constitutional amendments?

How are officers of a state bound to support the Federal Constitution?
Form B. Completion Test

School ___________________________ Student ___________________________
City or Town ______________________ Sex __________ Age __________ years __________ months
State ______________________________ Class __________________________ Section __________
Date of Test ______________________ Course (Curriculum) __________________________
Time of Test ______________________ Beginning __________ Ending __________ Total minutes __________
Score (Number of points correct) __________________________
Percentile score (Points correct multiplied by 2) __________________________

DIRECTIONS

This test is designed to measure the accuracy of your knowledge of our American Constitution. It presents vital clauses of the Constitution, from which certain words have been omitted. You are to write the missing words in the numbered blank spaces. Each correct word counts one point. Only the words used in the Constitution will count in this test.

When finished, fill in the blanks on page one relating to the time of the test and immediately hand in your paper, unless otherwise directed.

Do not turn this page until told to do so. Ask no questions after the test begins.

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THE PALMER COMPANY, Publishers
120 Boylston St., Boston, Mass.
PATTERSON'S TESTS ON THE FEDERAL CONSTITUTION

Form B. Completion Test

Section 1

1. We, the people of the United States, in order to form a more perfect ...........
   1, establish ........... 2, insure domestic ..................... 3, pro-
   vide for the .............. 4, promote the ............ 5, provide the .............. 6
   7, and secure the blessings of .............. 8 to ourselves
   and our ..................... 9, do .............. 10 and establish this Constitution
   .............. 11 the United States of America.

2. The Congress shall assemble at least once in every .............. 12, and such meet-
   ing shall be on the first .............. 13 in .............. 14, unless they shall by law ap-
  point a different day.

3. All bills for raising .............. 15 shall originate in the House of Represent-
   atives; but the Senate may propose or concur with .............. 16 as on
   other bills

4. The Congress shall have power to lay and collect taxes, .............. 17,
   .............. 18, and .............. 19, to pay the debts and provide for the
   .............. 20, .............. 21 and .............. 22, .............. 23
   of the United States.

5. The Congress shall have power to make all laws which shall be .............. 24
   and .............. 25 for carrying into execution the foregoing powers, and
   all .............. 26, .............. 27 vested by this Constitution in the government of
   the United States, or in any .............. 28 or: .............. 29 thereof.

6. Representatives shall be apportioned among the several states according to
   their .............. 30, .............. 31, counting the .............. 32
   number of persons in each state, excluding .............. 33 not taxed.

7. The privilege of the writ of habeas corpus shall not be .............. 34, unless when in cases of ....... 35 or .............. 36 the public
   .............. 37 may require it.

8. No money shall be drawn from the treasury but in consequence of .............. 38
   ......... 39 and .............. 40 of all public money shall be .............. 41 from time to time.

9. The judges, both of the Supreme and .............. 42 courts, shall hold their
   offices during .......... 43, .............. 44.

10. In all cases affecting .......... 45, other public .......... 46
    and consular, and those in which a .......... 47 shall be a party, the Supreme
    Court shall have .......... 48 jurisdiction.

11. The United States shall guarantee to every state in this Union a .......... 49
    form of government, and shall protect each of them against
ATTERTON'S TESTS ON THE FEDERAL CONSTITUTION

Form B. Completion Test

Section 2

I do solemnly swear (or..................51) that I will..................52
..................53 the office of President of the United States, and will, to
the best of my ability, ..................54, ..................55, and
..................56 the Constitution of the United States.

Treason against the United States shall consist only in..................57
..................58 against them, or in ..................59 to their enemies,
giving them ..............60 and ..................61.

All persons ..............62 or ..................63 in the United States, and
subject to the ..................64 thereof, are citizens of the United States
and of the state wherein they reside.

The citizens of each state shall be entitled to all ..................65 and

The enumeration in the Constitution of certain rights shall not be construed to
..................68 or ..................69 others retained by the people.

The powers not delegated to the United States by the Constitution, nor........
..................70 by it to the states, are ..................71 to the states
respectively, or to the ..................72.

Congress shall make no law respecting an ..................73 of re-
ligion, or ..................74 the ..................75 exercise thereof; or
abridging the freedom of ..................76, or of the ..................77; or the
right of the people ..................78 to assemble, and to ..................79
the government for a redress of grievances.

The right of the people to be secure in their persons, ..............80, ..............81,
and ..................82, against ..................83 searches and ..............
..................84, shall not be violated.

Neither slavery nor ..................85, ..................86, except
as a ..................87 for ..................88, whereof the party shall have
been duly ..................89, shall exist within the United States, or any
..................90 subject to their jurisdiction.

The right of citizens of the United States to vote shall not be denied or
..................91 by the United States, or by any state, on account of
..................92, ..................93, or previous condition of ..................94.

After one year from the ratification of this article the ..................95,
..................96, or ..................97 of intoxicating liquors within, the im-
portation thereof into, or the exportation thereof from the United States and
all territory subject to the jurisdiction thereof for ..................98 purposes
is hereby prohibited.

This Constitution, and the ..............99 of the United States which shall be
made in pursuance thereof; and all ..............100 made, or which shall be made,
under the authority of the United States, shall be the supreme law of the land,
Form C. Mathematical Test.
(The mathematics of the Constitution)

School.................................................. Student........................................
City or Town........................................ Sex........................................
State.................................................... Age...........................................
Date of Test......................................... years...........................................
Time of Test......................................... months........................................
Course (Curriculum)................................. Beginning....................................
Score (Number of points correct).................. Ending........................................
Percentile score (Points correct multiplied by 2)...

DIRECTIONS

This exercise is called a "Mathematical Test" because it is designed to measure the accuracy of your knowledge of the mathematics of the Constitution. Every proposition contained in the test may be answered by a number, a fraction, or some other numerical expression. Each correct answer counts a designated number of points. Write your answers in the blank spaces following the questions.

When finished, fill in the blanks on page one relating to the time of the test and immediately hand your paper, unless otherwise directed.

Do not turn this page until told to do so. Ask no questions after the test begins.

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THE PALMER COMPANY, Publishers
120 Boylston St., Boston, Mass.
TESTS ON THE FEDERAL CONSTITUTION

Form C.—Mathematical Test

1. In what year was the Constitution drafted?
2. How many delegates signed the Constitution?
3. How many states participated in the Constitutional Convention?
4. The ratification of how many states was sufficient for the establishment of the Constitution?
5. Congress shall regularly assemble
   a. How often?
   b. In what month?
   c. On which day?
6. Congress was forbidden to prohibit the importation of slaves prior to what date?
7. Until that year a tax or duty might be imposed for each person imported not exceeding what amount?
8. What persons are counted for representation in Congress?
9. In the apportionment the number of Representatives shall not exceed for how many persons?
10. What qualifications of age and residence within the United States are required of:
    a. A Representative?
    b. A Senator?
    c. A President?
11. For what length of term are the following federal officers chosen
    a. Senator?
    b. Representative?
    c. Judge?
    d. Vice-President?
12. Into how many classes are United States Senators divided?
13. What vote is required for the following purposes:
    a. To pass a bill in either House in the ordinary course of legislation?
    b. To enter the yeas and nays in the journal?
    c. To expel a member from either House?
    d. To convict in cases of impeachment?
    e. To choose a President in the Electoral College?
    f. To confirm appointments of the President?
    g. To propose a Constitutional amendment?
    h. To ratify a Constitutional amendment?
    i. To ratify treaties?
What number of members constitutes a quorum to do business in either House?

For how long may either House adjourn, during a session of Congress, without the consent of the other?

Within how many days after it shall have been presented to him, must the President return a bill to Congress to prevent its becoming a law without his signature (Sundays and adjournment excepted)?

Which amendment defines the process of electing a President and Vice-President?

How many presidential electors may each state appoint?

When the electors fail to elect a President, the House shall choose him thereafter from not exceeding how many candidates?

A quorum for the purpose of this balloting by the House shall consist of a member or members from how many of the states?

A vote of how many of the states is necessary to a choice of President by the House?

What date marks the limit of the time allowed the House to complete the choice of a President?

When the Electoral College fails in the choice of a Vice-President, what is the highest number of candidates from among whom choice may thereafter be made?

A quorum for the purpose of this choice shall consist of how many of the Senators?

What vote is necessary to a choice of Vice-President when taken in this way?

Which amendment grants woman suffrage?

Which amendment abolishes slavery?

Which amendment prohibits the liquor traffic?

The testimony of how many witnesses is required to convict a person of treason?

In civil cases, the right to a trial by jury shall be preserved where the value in controversy shall exceed what amount?

How many times for the same offense may a person be put in jeopardy of life or limb?
Pupil ........................................ Age .............. Grade ..............
School ...................................... Town .............. State .............. Date ..............

DIRECTIONS: Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis in front of the statement, as in example A below. If the statement is false, make a minus (−) in the parenthesis in front of it as in example B. Make the + and the − small and clear.

Examples: (+) A. Apples are good to eat.
(−) B. Potatoes grow on trees.

PART I.
2. ( ) The plan of government which formed the basis of the Constitution was the so-called New Jersey plan.
3. ( ) Nearly every provision of the Constitution had its origin in British or colonial precedents.
4. ( ) Thomas Jefferson was looked upon as the Father of the Constitution.
5. ( ) The Constitution went into effect before all the thirteen states had ratified it.
6. ( ) Rhode Island did not accept the Constitution until Congress, in exercising duties upon imports, treated that state as a foreign country.
7. ( ) The national government acts directly upon the individual citizen.
8. ( ) The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.
9. ( ) The vitality of the Constitution is due to the fact that it can be adapted to changing conditions by usage, judicial interpretation, and formal amendment.
10. ( ) The law-making power of the national government is vested in Congress.
11. ( ) A Congress lasts two years and must have at least two sessions in that time.
12. ( ) Each state sends two senators to Congress, regardless of population.
13. ( ) The states are represented in the House of Representatives according to population.
14. ( ) The constituency of each representative is 211,877 persons. (1910 apportionment.)
15. ( ) Each state has one representative, regardless of population.
16. ( ) The term of a senator is of the same length as that of a representative.
17. ( ) No mention of congressional districts is made in the Constitution.
18. ( ) Congress has power to lay and collect taxes.
19. ( ) Congress may enact an ex post facto law.
20. ( ) Since the adoption of the Seventeenth Amendment to the Constitution, senators are chosen by the state legislatures.
21. ( ) The Speaker of the House of Representatives is chosen from its membership.
22. ( ) In apportioning representation only three-fifths of the negro population in a state is counted.
23. ( ) The official report of the proceedings of Congress which is published is the Congressional Record.
24. ( ) The House of Representatives has the sole power of impeachment.
25. ( ) When the Senate sustains the impeachment of a federal officer, it fixes the punishment.
26. ( ) The presiding officer of the Senate is always chosen by the senators.
27. ( ) Congress fixes the regulations governing naturalization.
28. ( ) Persons of any nationality may become naturalized in the United States.
29. ( ) An alien woman becomes an American citizen when she marries an American.
30. ( ) Children born in the United States of resident parents of any nationality are American citizens.
31. ( ) Most of the work of Congress is done in committees in each house.
32. ( ) Congress has power to borrow money on the credit of the United States, which is commonly done by the issue and sale of bonds payable at a future time.
33. ( ) Members of Congress are paid by the national government.
34. ( ) The customary refusal of the Senate to confirm federal appointments objectionable to senators from the state involved is termed "senatorial courtesy."
35. ( ) There is no provision in the Constitution for political parties.
36. ( ) It takes a three-fourths vote of both houses to repass a bill over the president's veto.
37. ( ) Suffrage is entirely a national question.
38. ( ) The people of the United States do not elect the president directly.
40. ( ) Citizens of the respective states may vote for presidential electors regardless of failures to meet the qualifications for voting for state officers.
41. ( ) The veto power is one means by which the president exerts an influence over Congress.
42. ( ) The president and the Senate have joint power in determining the foreign policy of the United States.
43. ( ) A presidential elector is required by law to vote for the party ticket.
44. ( ) The president and vice-president are elected on the first Tuesday after the first Monday in November of every fourth year.
45. ( ) When the Electoral College fails to elect the president, the Electoral Commission chooses him.
46. ( ) Each state has as many presidential electors as that state has Representatives and Senators.
47. ( ) A naturalized citizen may be elected president of the United States.
48. ( ) The Constitution provides that no person may serve as president for more than two terms.
49. ( ) The Constitution provides for a President's cabinet composed of ten heads of executive departments.
50. ( ) Every bill or joint resolution which Congress passes must be presented to the president for his signature.
51. ( ) The Twelfth Amendment to the Constitution modified the method by which electors choose the president and vice-president.
52. ( ) The executive power of the government is vested in the president and vice-president.
53. ( ) Under the electoral system, a presidential candidate may receive a plurality of the popular vote but fail of election.
54. ( ) The president may pardon an individual for any offense against federal law except in case of impeachment.
55. ( ) According to the Presidential Succession Act, when neither the president nor the vice-president can discharge the duties of the chief executive, certain cabinet members succeed to the presidency.
56. ( ) When the House of Representatives chooses the president, all the states have equal power in voting.
57. ( ) The president may dismiss officials whose appointment must be confirmed by the senate without the consent of the senate.
58. ( ) The legislative branch of the government represents the "will" of the people, the executive branch represents the "force" of the people, and the judicial branch represents the "judgment" of the people.
59. ( ) The judicial power of the government is vested in one Supreme Court and in such inferior courts as Congress may establish.
60. ( ) All federal judges are appointed by the president subject to confirmation by the senate.
61. ( ) The compensation of judges may not be diminished during their continuance in office.
62. ( ) The term of all federal judges is four years.
63. ( ) The judiciary can pass upon the constitutionality of federal and state laws only when cases involving concrete questions are presented for consideration.
64. ( ) Due process of law means the legal procedure that hears before it condemns, and which renders judgment only after a fair trial.
65. ( ) There are nine federal Circuit Courts of Appeal and eighty-two federal District Courts.
66. ( ) If a state should enact a law which discriminates unreasonably between persons or classes of persons, that state would deny the equal protection of the law to persons within its jurisdiction.
67. ( ) The jurisdiction of a court is its legal right to hear and determine controversies.
68. ( ) When a case arises in a state court involving a question of the constitution, act of congress, or a treaty, the court must follow the national authority.
69. ( ) The Constitution specifically provides that each state shall recognize the public acts, records, and judicial proceedings of every other state.
70. ( ) According to the Constitution, a citizen of one state may go to another state and there enjoy the same civil rights that he enjoyed in the former state.

PART II

DIRECTIONS: Place the number of the part which makes the best answer to the statement in the parenthesis at the front of the statement.

1. ( ) Congress meets each year: 1. December 1. 2. First Tuesday after first Monday in November. 3. First Monday in December. 4. Second Monday in January.
3. ( ) Constitutional amendments must be ratified by the legislatures of: 1. two-thirds of the states. 2. all the states. 3. three-fourths of the states.
4. ( ) Voting qualifications in the United States are fixed by: 1. Congress. 2. The Constitution. 3. each state.
6. ( ) The length of a U. S. senator's term is: 1. four years. 2. two years. 3. six years.
7. ( ) Impeachment of a federal officer means: 1. removal from office. 2. charging with misconduct in office. 3. pronouncing sentence upon finding him guilty. 4. removal from position.
9. ( ) To fill a federal office a person must: 1. hold some religious belief. 2. be a member of some church. 3. must believe in a Supreme Being. 4. not be required to pass any religious test.
10. ( ) The number of presidential electors in each state is: 1. twice the number of members of Congress from the state. 2. proportional to the number of votes cast in the preceding election in the state. 3. equal to the number of Representatives and Senators from the state.
11. ( ) The first ten amendments to the Constitution restrict: 1. the state governments. 2. national government. 3. both the state and national governments.
12. ( ) The Volstead Act: 1. changed the federal income tax law. 2. provided for aid to agriculture. 3. put into effect the eighteenth amendment.
13. ( ) The total membership in the House of Representatives is: (1) 96. (3) 531. (4) 455. (4) 125.
14. ( ) The total membership in the U. S. Senate is: (1) 96. (2) 53. (3) 455. (4) 45.
15. ( ) The subject of the seventeenth amendment to the Constitution is: 1. woman suffrage. 2. prohibition. 3. popular election of senators. 4. taxation of incomes.
16. ( ) The salary of members of Congress is: (1) $12,000. (2) $20,000. (3) $15,000. (4) $10,000.
17. ( ) Vacancies in the U. S. House of Representatives are filled by: 1. President. 2. Congress. 3. House of Representatives. 4. special election in the state.
18. ( ) The number in the Electoral College is: (1) 53L (2) 1,062. (3) 435. (4) 96.
19. ( ) A bill may become a law over the president's veto by being repassed by: 1. majority vote in both houses of Congress. 2. two-thirds majority in both houses of Congress. 3. three-fourths majority of both houses of Congress.
21. ( ) The number of states necessary to ratify the Constitution was: (1) 13. (2) 9. (3) 11. (4) 10.
22. ( ) The person who presides at the trial of the president for impeachment is: 1. Speaker of the House of Representatives. 2. Vice-President of the United States. 3. Chief Justice of the Supreme Court. 4. President pro tempore of the senate.
23. ( ) In the one hundred thirty-nine years of our national government under the Constitution, the number of amendments to the Constitution that have been ratified by the requisite number of states is: 1. Ten. 2. Seventeen. 3. Nineteen. 4. Twenty.
24. ( ) Federal judges hold office for a term of: 1. life or good behavior. 2. four years. 3. six years. 4. two years.
25. ( ) The power of a Congress to appropriate money to support an army is: 1. unlimited. 2. limited to a period of two years. 3. limited to the length of time a president holds office.
Graph of Teachers' Marks in Chemistry.

Graph of Intelligence Quotients of Chemistry Students.
Graph of Teacher’s Marks in Tenth year English.

Graph of intelligence Quotients of Tenth year English students.
Graph of scores made on Columbia Research Bureau test in American History.

Graph of scores made in Every-Pupil test in American History.
Graph of Teacher's Marks in American History.

Graph of Intelligence Quotients of American History students.
Graph of Teacher's Marks in Constitution.

Graph of Intelligence Quotients of Constitution students.
Graph of scores made in Patterson's Federal Constitution Test.

Graph of scores made in Every Pupil Constitution Test.
Graph of Teacher's Marks in Plane Geometry.

Graph of Intelligence Quotients of Plane Geometry students.
Graph of scores made in Every-Pupil Geometry Test

Graph of scores made in Columbia Research Bureau Geometry Test.