

THE CONSTRUCTION OF AN ACHIEVEMENT TEST IN CIVICS

by

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Dedicated

To My Mother

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E. S. H.

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CHAPTER I

THE PROBLEM - ITS SCOPE AND VALUE

The teachers of citizenship experience considerable difficulty in checking the thoroughness with which they are attaining their goals of instruction. One of the principal difficulties lies in the lack of objective tests in the field of civics. Perhaps it would be better to say, in the lack of objective tests that are germane to the actual problems of classroom teachers of civics.

After a careful survey of the number and quality of the available tests in civics, it was decided to construct a test that might help to meet the needs of teachers in checking the results of citizenship teaching. The test places stress on the amount of information of civic nature with which the child is familiar. The assumption is made that no one can be a valuable citizen of his country who does not have a basal knowledge of the working of his government.

The writer was guided in the preparation of the test by the principles of test construction set forth by Percival M. Symonds in his book on "Measurement in Secondary Education", and by William A. McCall in his text on "How to Measure in Education". The advice of Carl B. Althaus, Assistant Professor of Education, University of Kansas, was also valuable in this part of the study.

In the summer of 1930, after taking the course in Educational Measurements at the University of Kansas, the question of objective tests assumed greater importance in the minds of members of that class. It was then that the writer decided to construct his test for use in teaching civics. Howard Copeland Hill's "Community and Vocational Civics" was chosen as the source book of the test items. This text-book is used in Southwest High School in Kansas City, Missouri, and is widely used in the smaller school systems of the country.

The construction and evaluation of the test proved to be difficult, for as Percival M. Symonds says:^{1*}

A subject like civics presents unusual difficulties to the test maker. In looking over a civics text-book with a view toward selecting test items, one is surprised at how really few significant statements there are. Either the facts are detailed local or statistical facts that no one is expected to remember or there are vague statements about trends or tendencies. There are few direct statements that could be made a basis for testing.

In spite of the difficulties, it was possible to complete four section tests. From these four tests, items were drawn for two forms of the Achievement Test in Civics.

As indicated earlier in the chapter, the test purports to measure factual knowledge rather than civic attitudes. The present tests on attitudes have marked limitations. While teachers

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*References are listed at end of chapter.

of today are spending considerable time in stressing the importance of proper civic habits, it appears impossible to check attitudes by means of a test. If students are confronted, on a test, with three or four possible methods of procedure in a stated case they are certain to select the response which they know the teacher has stressed, regardless of whether they would react in that manner if they were face to face with the actual situation. "After all," they reason, "it is only a test and we must make good marks."

The conduct of students in the corridors, classrooms, and in their homes is the only true test of benefits derived from civic training. Such reactions can be indicated on test papers in a very limited manner.

It is hoped that the test reported in this study may be of some service to teachers, in ascertaining how much civic information their students have acquired. A wide range of subject matter is covered and the most pertinent items used in all civics courses for junior high schools or for freshmen in senior high schools are presumably included.

REFERENCES

1. Percival M. Symonds. Measurement in Secondary Education. Macmillan Co., 1928. New York, p. 179.

CHAPTER II

RELATED LITERATURE

Some of the tests in civics purport to measure practically every phase of civic training. The difficulty on the part of the teachers of civics, seems to lie in the fact that it is impossible to find a test that measures both factual knowledge and civic attitudes. A few of the most commonly used tests will be discussed briefly in this chapter.

The Brown-Woody Civics Test is probably one of the best civics tests available.¹ The test has been given to thousands of students in junior and senior high schools. From the results norms were established. There are two forms of the test. Thus a teacher may give one form at the beginning of the school year and the other at the close of the year to check the improvement made. By means of the norms furnished, the teacher may determine how his students compare with the students of other schools.

Both forms of the Brown Woody test are divided into three parts - vocabulary, civic information, and civic thinking. The working time is 35 minutes. The Vocabulary consists of forty words. Each word is followed by four definitions. The student is directed to underscore the correct definition. There are eighty questions of the Yes - No type in the civic information part of the test. There are nine questions in the civic thinking section of the

test. In the first question the student is directed to select the better qualified of two specified individuals to fill the office of mayor of a city. Several qualifications are listed under the name of each man. The student is directed to check the particular qualities which fit the candidate for the position.

Ruch and Stoddard² in their book, "Tests and Measurements in High School Instruction" say:

Each item of the Brown-Woody Civics Test covers a point brought out in at least five of nine common textbooks in civics. The test has a reliability coefficient of .92.

The civics information test is criticized by Wilson and Hoke³ as follows:

The civic information test may be taken as information merely, without defense. Is the President elected for six years? The student who does not know that is ignorant.

This part of the test does contain much that is worthwhile in the way of testing material. This is found particularly in the materials that deal with the nature of our government and the constitution.

The directions for giving the test and for scoring it are clear, definite, and easily followed. Norms are available in the manual of directions.

Howard Copeland Hill has a test on "Civic Information" which consists of twenty multiple choice questions. Such terms are involved as: labor, corruption, wealth, capital, excise tax, labor union, injunction, budget, closed shop, and citizen. He also has a number of multiple response questions on "Civic Attitudes." The pupil is directed to check the best of four methods of procedure in connection with certain specific situations. Some of these situations are: (1) the use of public property, (2) what to do in case a ball is knocked through a window while playing on a vacant lot, (3) driving a car without a license, (4) feeding a beggar, (5) using leisure time, (6) obeying the laws, (7) the idle pupil, (8) the value of an education, and (9) the highest type of accuracy.

One criticism of the tests described in the preceding paragraph is that they are too short to be of much value. The test on Civic Attitudes has less significance because it is impossible to measure adequately and objectively the attitudes of an individual.

Howard Copeland Hill has recently completed another type of test over the parts of his book, "Community and Vocational Civics." This consists of a battery of tests. They will be published soon.

Some interesting sidelights on tests in the social studies, especially history tests are given in the explanation and

description of several tests by Ruch and Stoddard⁴ in "Tests and Measurements in High School Instruction."

Barr Diagnostic Tests in American History

Description of the tests. Five tests printed in an 8-page folder, cover (1) Comprehension, (2) Chronological Judgment, (3) Historical Evidence, (4) Evaluation of Facts, and (5) Casual Relationships. The tests place considerable emphasis on factual material (although such is not their intent) and they have not been adequately standardized. However, their chief defect is their inadequacy for pupil diagnosis in the five fundamental categories of historical ability. Six minutes only is allowed for each test, and the number of pupil reactions obtained in each case is small. Scoring is unnecessarily complicated by means of a weighting system.

Interpretation and utilization of results. The norms given for the Barr Diagnostic Tests in American History are not of great value, since they are simply grade medians for an unstandardized test; and the test should not be looked upon as a measure of achievement in history. Nevertheless, the test is of value in pointing out what is important in history ability and illustrating practicable methods of objective testing in a difficult field. . . .

Ruch and Stoddard make the following statements on the next page of their book:

Pressey-Richards American History Test

The Pressey-Richards Test for Understanding American History covers:

- (1) Character Judgment (25 items, 5 minutes)
- (2) Historical Vocabulary (25 items, 6 minutes)
- (3) Sequence of Events (25 items, 6 minutes)
- (4) Cause and Effect Relationships (25 items, 8 minutes)

It is designed to provide a brief measure of the abilities listed, but is primarily factual.

'Character Judgment' consists in finding the best single adjective which applies to well-known personages; the correct answer is usually an uncritical generalization. The 'Historical Vocabulary' is useful but restricted to pre-World War terms. It could be readily extended by the teacher of history. The test on 'Sequence of Events' is filled with implied dates considered socially unimportant in recent investigations (e.g., The Twenty-First Yearbook), and the test on 'Cause and Effect Relationships' offers little opportunity for thoughtful reaction on the part of the student. . . .

Gregory Tests in American History, Test III

Description of the test. Test III of the Gregory Tests in American History is designed to measure history for Grades VIII to XII inclusive. The following names of the parts indicate the contents of the test:

- Part 1. Miscellaneous Facts and Dates.
- Part 2. The Period of Discovery, Exploration, and Colonization.
- Part 3. The Period of Revolution from 1760 to 1789.
- Part 4. The Period of National Growth, from 1789 to 1830.
- Part 5. The Period of Sectional Disputes and Civil War, 1830 to 1865.
- Part 6. The Period of Reconstruction and National Development, from 1865 to 1900.
- Part 7. The Period from 1900 to 1922.

There are ten questions under each part except the first, which has forty questions.

Interpretation and Utilization of Results.

Although 40 of the 100 items in this test are designed to measure the more fundamental phases of history, they are really primarily factual. The brevity of each of the parts necessitated but scanty

treatment of historically important periods. Thus in Part 7, which covers the most recent period in American History, but two questions out of the ten are connected with the World War. . . .

The Van Wagenen Reading Scale in History (Forms A and B) is useful for a measure of comprehension, but it involves a noticeable dependence upon memorized historical facts. . . .

The Kepner Background Tests in Social Sciences (Forms A and B) diagnose weaknesses in factual material, as follows:

Exercise I. Association of Men and Events.

Exercise II. Literary Background.

Exercise III. Geographic Concepts.

Exercise IV. Historical Vocabulary

Exercise V. Social and Economic Vocabulary.

Exercises VI and VII. Dates and Chronology.

The utility of these tests is lessened by reason of the diversity of pupil-preparation in the informations tested and the lack of existing standards in the teaching of history; who can say what background is essential? These tests have, however, been prepared with considerable care and show a fair degree of reliability. . . . There is some question whether or not the Kepner Tests differ greatly from 'pure' achievement tests in the functions measured.

A study made by John R. Murdock⁵ in a thesis entitled, "Critical Studies of the Standardized Tests in the Social Studies for High Schools" contains some interesting points. Among other items appears the following statement:

Testing in the social studies has been sporadic and unsatisfactory - teachers giving as the reason the lack of worthwhile tests. . . .

Ten tests were studied by Murdock and they were given to 240 juniors and seniors from a typical high school, that of Mason City, Iowa. The tests given were:

1. Barr, Diagnostic Tests in American History, Series 2A.
2. Barr, Diagnostic Tests in American History, Series 2B.
3. Kepner, Background Tests in Social Science Form A.
4. Kepner, Background Tests in Social Science Form B.
5. Gregory Tests in American History, Test III, Form A.
6. Gregory Tests in American History, Test III, Form B.
7. Pressey and Richards. Test for the Understanding of American History (one form only).
8. Van Wagenen Reading Scales, History Scale A.
9. Van Wagenen Reading Scales, History Scale B.
10. Van Wagenen American History Scale. Information.

The conclusions reached by Murdock⁶ are as follows:

With the exception of the Barr Tests, all of the six tests studied were easy and objective of scoring. The Barr tests, however, required about four times as long as any of the others in scoring, because of the unfortunate use of such devices as the drawing of lines in matching tests. This results in tangles of criss-crossed lines which are very difficult to score.

The Van Wagenen tests are easily marked, but require a somewhat complicated procedure in arriving at final scores.

The Gregory tests suffer somewhat from crowded typography in places, thus leaving insufficient space for answers. . . . This fact together with a poor choice of type face, makes for difficulty in reading the test items.

The Barr Tests are printed on a quality of paper too transparent to be entirely satisfactory.

The Pressey-Richards test suffers most in mechanical make-up, as the quality of paper and printing is not satisfactory.

Wilson and Hoke⁷ in their text-book entitled, "How to Measure", tell of a special study made by Buckner and Hughes on test results of the social studies. This was first published in Volume I, number 1, of the "School of Education Journal" University of Pittsburgh. After considering the objectives of the social studies they constructed a battery of tests making use of the new type test in its various forms and then experimented with them. The conclusions reached by Buckner and Hughes are as follows:

1. The ability of the ablest pupils may be tested almost equally well by any one of the types of tests used.

2. The alternate response and multiple response tests appear to give opportunity for testing partial attainment or comprehension which may be better than nothing, but in which distinction between the abler and the poorer students may not be so clearly made.

3. An examination combining different types of tests gives more equable opportunity for the functioning of different types of pupil ability than an examination containing one type only.

4. Objective tests take much more of the teacher's time for preparation - if properly constructed than the essay type, but are much more easily scored and cover a wider field.

5. Pupils are more interested in examinations composed of different types of tests than in the traditional or essay examination, and find more enjoyment in the new type than in the old.

This quotation from Ruch and Stoddard⁸ sums up the conclusions reached by the writer in his study of tests in Social Science.

* * * The field covered by social science is extremely complex and ordinarily only loosely organized. There is still little agreement on the relative merits of the special subjects and on the relative weight and sequence of their instructional units. Hence it is again necessary to point out (1) that adequate standard tests have not appeared in the group of social studies and (2) that such tests cannot be developed until instructional units, courses of study, methods and aims are better understood and definite programs become more universally established. For example, factual tests cover only material which is generally recognized as least valuable; and grade norms for tests are meaningless where sequences vary. Only some of the more recent tests afford brief measure of the socially valuable phases of ability in history.

The above studies indicate that much progress has been made in testing in social sciences. However, it seems that in no phase of the field has there been complete satisfaction in the final outcome of the testing procedure.

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2. G.M. Ruch and G.D. Stoddard, "Tests and Measurements in High School Instruction, World Book Company, Yonkers-on-Hudson, New York, 1927, p. 182.

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3. Guy M. Wilson and Kremer, J. Hoke. "How to Measure". The Macmillan Co., New York. 1928 p. 277.
4. G.M. Ruch and G.D. Stoddard, "Tests and Measurements in High School Instruction. World Book Company, Yonkers-on-Hudson, New York. 1927, pp. 178-181.
5. G.M. Ruch and Others, "Objective Examination Methods in the Social Studies". Scott Foresman Co. Chicago, 1926, pp. 105-106.
6. Ibid. pp. 110-111.
7. Guy M. Wilson and Kremer J. Hoke. "How to Measure". The Macmillan Co., New York. 1928, p. 278.
8. G.M. Ruch and G.D. Stoddard, "Tests and Measurements in High School Instruction. World Book Company, Yonkers-on-Hudson, New York. 1927, pp. 178.

CHAPTER III

THE CONSTRUCTION AND EVALUATION OF THE CIVICS TEST

In constructing and evaluating this test the steps as outlined by leading authorities for the construction and evaluation of tests were followed. The process of construction and the analysis of the final forms to determine their quality follows:

Construction of Section Tests

Four section or unit tests were made using "Community and Vocational Civics" by Howard Copeland Hill as the source of test material. Section Test Number I covers Section I of the text-book. The title of this section of the book is "Group Life". Section Test Number II covers Section II of the text-book. This section deals with Community Welfare. Section Test Number III covers Section III of the text-book. Government and Citizenship is the title of this section of the book. Section Test Number IV covers Sections IV and V of the text-book. These sections of the book are entitled, Industry and Business, and Occupations, respectively. Three types of exercises or test items were used: (1) true false, (2) multiple choice or vocabulary, and (3) completion.

The completion type, as used in this test, was an

experiment since nothing like it had been found in an objective standardized test in civics. This section proved very popular with the students. The true false items were made during the summer of 1930 and during the school year of 1930-1931. The other items were made during the school year of 1930-1931. An attempt was made to make items which contained valuable points of civic information.

TABLE I

Number of Items of Each Type Used in Each of the Experimental Tests Administered to 328 Freshmen Pupils Enrolled in Southwest High School, Kansas City, Missouri, During the School Year 1930-1931.

<u>Type of Test</u>	<u>Test I</u>	<u>Test II</u>	<u>Test III</u>	<u>Test IV</u>	<u>Total</u>
True-False	50	40	50	92	232
Vocabulary	40	22	25	15	102
Completion	81	79	65	75	300
Total	171	141	140	182	634

Table I shows that there were a large number of items made from which the items for the final forms of the test could be selected. Test I and Test IV were long for a single class period. It will be noted, however, that there were a large number of true false items in Test IV. Students are able to com-

plete more true false items in a given time than completion or multiple choice items. Test II and Test III were found to be well adapted in length, to use in a fifty minute class period. It may be stated here that 230 of the 634 items, made at the beginning, were used in the final forms of the test.

The tests for this study were mimeographed and not printed. Three hundred fifty copies of each section test were made.

Administration of Section Tests

The section tests were given to 328 civics students in Southwest High School. The students were about equally divided between two teachers of civics - the writer and his co-worker. The students ranged in age from twelve to fourteen years and were classified as freshmen in senior high school. The tests were given at the conclusion of the study of each section of the textbook and on the same day in all classes. There were few changes in the personnel of the classes as the year progressed so the same students took all the tests.

Brief directions were given before the pupils started the test. They were directed to read each item carefully before attempting to answer it. They were told to begin on the next part of the test as soon as they finished the preceding section. They were directed to be sure that their names were on their papers.

All the pupils were allowed the same amount of time.

A scoring key was used and the scoring was entirely objective. Each item of the test was scored right, wrong, or omitted. The items that were wrong were checked (✓); the others were not checked. The omissions were evident. All scores were stated in terms of the number right.

Pupils were asked to criticize test items by checking items that were not clear. This criticism helped greatly in selecting items for the final forms of the test.

After the tests were scored, the results were tabulated. The numbers of the test items were listed and the items on each test paper were tabulated to determine which items had been correctly answered and which had been missed. The results of the tabulation were arranged as follows:

TABLE II

Total Number of Correct Responses Obtained on Several Items of the
True-False Parts of the Section Tests

<u>Number of Test Items</u>	<u>Number of Correct Responses Test I</u>	<u>Number of Correct Responses Test II</u>	<u>Number of Correct Responses Test III</u>	<u>Number of Correct Responses Test IV</u>
1	286	327	293	323
5	165	129	309	259
10	268	250	165	304
15	264	283	319	314
20	79	304	253	319
25	189	231	264	255
30	290	325	182	292
35	157	293	219	304
40	209	X	156	324
50	210	X	199	329
60	X	X	X	327
70	X	X	X	175

Table II shows the number of correct responses for specified items on each of the section tests. Table I indicates that section tests I, II, and III contained, respectively, 50, 40, and 50 true false items and that section test IV contained 92 true false items. The X's in the columns of Table II indicate that there were no items of that number in the section test concerned. A sample only is shown in Table II. The analysis shows that some of the items were comparatively easy, judging by the correct responses received, while others were rather difficult

judged on the same basis. The table also shows that the items on the section tests had not been arranged according to difficulty.

TABLE III

Total Number of Correct Responses Obtained on Several Items
of the Vocabulary Parts of the Section Tests

<u>Number of Test Items</u>	<u>Number of Correct Responses Test I</u>	<u>Number of Correct Responses Test II</u>	<u>Number of Correct Responses Test III</u>	<u>Number of Correct Responses Test IV</u>
1	317	306	303	328
5	319	310	194	322
10	314	299	314	321
20	248	287	301	X
30	281	X	279	X
40	275	X	X	X

According to Table III, the vocabulary items received a larger number of correct responses than did the true-false items. This seemed to be especially true of Test IV. The writer chose the majority of the vocabulary test items for the final forms of the test from the items used in the first three section tests. The vocabulary items in general received a higher number of correct responses on section tests than did the other types of items.

X. Several of the section tests had less than 40 items.

Division of Test Items Into Forms A and B

After the section tests had been given, papers scored, and the results tabulated, the items for the final forms of the test were selected. The items were arranged in pairs according to the number of correct responses received. See Table VI. For the first true-false item in Form A, a test item was chosen that had received 328 correct responses on the section test. Likewise, for the first true-false item in form B, an item was chosen which had received 328 correct responses. For the second item in both forms A and B, items were chosen which had received a smaller number of correct responses than the items chosen for number one in both forms. This procedure was continued until seventy-two items had been chosen for the true false sections in both forms. The seventy second item in form A of the final test received sixty nine correct responses on the section test, and the seventy second item in form B received sixty nine correct responses on the original section test. To aid in the procedure of choosing items a single sheet was prepared with the numbers of and the types of questions given on the four section tests, together with the number of correct responses each question received. This may be referred to as the master sheet and was very valuable in making the test.

Tables IV and V show how the pairing of items was carried out.

TABLE IV

Assignment of True-False Test Items to Forms A and B of the Final
Test According to the Number of Correct Responses
They Received on Section Tests

<u>Number of Test Item on Section Test</u>	<u>Number of Correct Responses</u>	<u>Assignment to Final Form</u>
Item 3 in Section Test Number II	328	A-1
Item 34 in Section Test Number IV	328	B-1
Item 13 in Section Test Number I	315	A-11
Item 15 in Section Test Number IV	314	B-11
Item 18 in Section Test Number II	302	A-21
Item 4 in Section Test Number IV	302	B-21
Item 39 in Section Test Number III	290	A-31
Item 39 in Section Test Number IV	290	B-31
Item 2 in Section Test Number III	263	A-41
Item 91 in Section Test Number IV	263	B-41
Item 47 in Section Test Number IV	236	A-51
Item 9 in Section Test Number III	230	B-51
Item 43 in Section Test Number I	201	A-61
Item 11 in Section Test Number II	198	B-61
Item 29 in Section Test Number II	134	A-71
Item 5 in Section Test Number II	129	B-71

Table IV shows that the true-false items for the final test were taken from the four section tests and that they were paired according to the number of correct responses they received. The table also shows that the items were arranged in the final forms of the test according to the ascending order of difficulty. Number 72 was the last true-false item on both forms of the test. Item number 72 in form A was, originally, item number 20 of section test

number I. Item number 72 in form B was, originally, item number 14 of section test number II. These items were answered correctly by 79 and 69 students, respectively, of the 328 students who took the section tests.

TABLE V

Assignment of Vocabulary Test Items to Forms A and B of the Final Test According to the Number of Correct Responses They Received on Section Tests.

<u>Number of Test Item on Section Test</u>	<u>Number of Correct Responses</u>	<u>Assignment to Final Forms</u>
Item 14 in Section Test Number IV	326	A-1
Item 9 in Section Test Number IV	326	B-1
Item 10 in Section Test Number IV	321	A-5
Item 12 in Section Test Number IV	321	B-5
Item 10 in Section Test Number I	314	A-10
Item 30 in Section Test, Number I	314	B-10
Item 8 in Section Test Number I	301	A-15
Item 4 in Section Test Number IV	303	B-15
Item 20 in Section Test Number III	279	A-20
Item 25 in Section Test Number III	279	B-20
Item 7 in Section Test Number I	242	A-25
Item 4 in Section Test Number III	239	B-25
Item 3 in Section Test Number I	130	A-30
Item 29 in Section Test Number I	128	B-30

The vocabulary sections of the final forms of the test contained thirty items each. The method of choosing these items was the same as that used in choosing the true false. The difficulty of each item was determined by the number of correct

responses received on the section tests. The table indicates that the items were arranged according to the ascending order of difficulty. The pairing of items for the purpose of placing items of corresponding difficulty and identical numbers in both forms of the final test is illustrated in the table. It may be noted that item number 15 in form A was answered correctly by 301 students and that item number 15 in form B was answered correctly by 303 students - a slight difference which was not considered significant. All four of the section test results were included in the analysis.

Items which received adverse criticism from other teachers of civics who read the test, were not included in the final forms of the test. Reactions of students to certain items resulted in the elimination of other items. It was found that a few of the true false items were matters of opinion rather than either true or false statements. These were not used on the final forms of the test. In other words, only those items which seemed clear, concise, and valuable were chosen for the final test forms.

Scaling of Forms A and B

It has been shown how the test items were arranged in the order of increasing difficulty in the final forms of the test. The items were paired in such a manner that the items having corres-

ponding numbers in the two forms had the same or very nearly the same number of correct responses on the section tests. Number 3 of the true false items on each form is presumably as much more difficult than number two on each form as number two is more difficult than number one on each form of the final test.

A great many of the items that had been used in the section tests were eliminated, at the outset, because they seemed to be unimportant in a civics test or because they lacked clarity. A total of seventy-two true-false items were used in each form of the test. There were thirty vocabulary items in each form and thirty-eight completion items that appeared in each of the final forms of the test.

The following table shows how the test was scaled:

TABLE VI

The Number of Times Every Fifth Item in the True-False Part of
the Achievement Test in Civics Forms A and B Was Answered
Correctly on the Section Tests

Number of Items in Final Test	Number of Times Items were Answered Correctly on Section Test	
	A	B
1	328	328
6	321	321
11	315	314
16	308	307
21	302	302
26	292	292
31	289	289
36	275	274
41	263	263
46	250	249
51	236	230
56	215	214
61	201	198
66	179	174
71	129	134

Table VI shows that the items were arranged according to increasing order of difficulty in the final forms. The number of correct responses received by the items selected from the section tests for the first and sixth places on the final forms of the test were large. Items number fifty-six and sixty-one received considerably fewer correct responses and so on through the true-false part of the final test. No attempt had been

made to scale the section tests at the beginning.

Equivalence of Forms A and B

Throughout the construction of the final test forms careful attention was given to the conditions which two forms of a test must meet to be regarded as equivalent forms. A study of the requirements which equivalent forms must meet was found in Ruch and Stoddard.¹

The requirements are stated as follows:

The word 'equivalent' as used in educational measurement has a technical definition. The main assumptions and conditions to be met by exactly equivalent forms may be stated:

1. The test items represented by the several forms of the test should be random samplings of a larger amount of valid and homogenous material, which collectively covers the entire subject matter in a thorough manner.

2. There should be no duplication of items from form to form.

3. The average difficulties of the forms should be equal; i.e., it should be a matter of indifference which form is used.

4. The various forms should show the same spread of scores for a given lot of pupils; i.e., the standard deviations and other measures of variability should be, within reasonable limits the same on all forms.

5. The scores of individual pupils should vary as little as possible from form to form; i.e., each form should be made long enough to provide stable and reliable individual measures.

The test items are random samplings from Hill's "Community and Vocational Civics". The material covered is of

value in the teaching of citizenship to freshmen students in high school and has been widely used. There are no duplications of test items in the test forms. The average difficulties of the two forms are equal and the measures of variability are nearly the same. The students taking the test, in a large number of instances, had the same or nearly the same score on both forms of the test. Thus, the writer was convinced that the two forms of the test were equivalent and that it made little difference which form a teacher used.

Table VII shows the medians and the quartile deviation of the two forms of the final test.

TABLE VII

Data on the Equivalence of Forms A and B of the Achievement

Test in Civics

<u>Form</u>	<u>N</u>	<u>Median</u>	<u>Quartile Deviation</u>
A	327	113.5	9.14
B	327	112.2	10.8

While the medians are not identical they are very nearly the same. The quartile deviations are also very nearly the same. These facts show that the two forms of the test may be regarded as equivalent.

Reliability

The completed tests forms A and B were mimeographed and given to the same pupils. They were given at the close of the school year 1930-1931. The tests were given to 327 students, practically all of whom had taken the four section tests. Form A was given first, followed by form B the succeeding day.

A study was made of the methods of determining the reliability of objective tests. The following was found in Ruch and Stoddard:²

Reliability has previously been defined as the degree to which a test measures whatever it does measure, regardless of what it may be claimed to measure. It is an aspect of validity; in fact, it is that aspect of validity which deals with the accuracy of the test as a measuring instrument, and that alone. No matter how carefully the test items are selected, unless the number of items be very large indeed, the test may yet prove to be relatively unreliable. A good test is one which entitles the user of the test to place confidence in the scores of the pupils as representative of rather exact quantitative measures of achievement. There is no exact way of ascertaining whether the rank and file of present day tests sin more against validity or against reliability, but the greater ease of revealing weaknesses in reliability sometimes gives the impression that unreliability is the greater weakness.

There are at least three ways of determining reliability; viz.,

1. By repetition of the same test after an interval supposedly great enough to eliminate most of the memory effect and yet not long enough for much true growth in ability to take place. This method is the least satisfactory of the three mentioned, and its

use should be confined to tests existing in but a single form.

2. By breaking the test into chance halves (usually the odd- and even-numbered items), correlating the half scores, and then 'stepping up' the r obtained by the Spearman-Brown formula so as to approximate the r which should be obtained by method 3 (the correlation of equivalent or similar forms). This method should be confined to tests existing in but one form, although it may be used with scores from a single form of a test with duplicate forms.

3. By correlations of sets of scores from two different forms of the same test applied to the same group of pupils. This is by far the most trustworthy method.

The writer used the method explained in number 3 as given in the preceding paragraph, in determining the reliability of his test. Coefficients of correlation were computed for each part of the test and for the entire test. The data on this are given in Table VIII.

TABLE VIII

Reliability Coefficients of the Entire Test and of Parts of
the Achievement Test in Civics

<u>Test</u>	<u>N</u>	<u>R</u>
Entire Test	327	.73 ± .0141
True-False	327	.56 ± .0256
Vocabulary	327	.50 ± .028
Completion	327	.50 ± .028

Table VIII indicates that the entire test has a higher coefficient of reliability than any of its parts. This is to be expected due to the greater length of the entire test. The longer the test the more reliable the results tend to be. It will be noted that the entire test has a reliability coefficient of .73 which is sufficiently high to justify its use as a group test according to Ruch and Stoddard.³

Validity

Symonds,⁴ in discussing validity states:

The adequacy and detail with which a test is a measure of a trait function or school subject is called its validity. Validity is measured or determined by the correlation of scores on the test with some independent criterion of the school subject in question. The criterion, in the case of high school subjects, is some other measure of the subject which

has no reference to the test whose validity is being considered.

In the case of achievement tests the independent criteria to be used for validation are few in number. One must usually fall back upon school marks or teachers' estimates of achievement as a criterion.

The writer made a comparison between the scores made on the total test by 163 students and the semester grades made by the same students for the semester ending June 5, 1931. For the study, arbitrary values were given to the letter grades as follows: E, seven points; S, five points; M, four points; I, three points; and F, one point. The procedure is shown in Table IX.

TABLE IX

Comparison of Scores Made on Tests Form A and B with Teachers' Marks
for the Semester Ending June 5, 1931. The Record of Every
Fifteenth Student is Listed

<u>Pupil Number</u>	<u>Semester Grade</u>	<u>Grade Value</u>	<u>Score Form A</u>	<u>Score Form B</u>
1	M	4	108	107
16	M	4	100	100
31	M	4	112	100
46	E	7	134	135
61	S	5	125	126
76	M	4	102	108
91	S	5	122	121
106	I	3	109	88
121	M	4	88	111
136	I	3	95	92
151	S	5	120	121
166	M	4	120	116

The correlation between teachers' marks and test scores show a validity coefficient of .76. This is high due to the fact that the teachers' marks for the semester were based partly on test results. However, test results were averaged with class work, reports, and other class activities in formulating semester grades. Table IX indicates the similarity of scores made by the same individuals on the two forms of the test.

According to Symonds: ⁵

Makers of our best standardized tests have usually assembled at the start several times as many items or elements as it was their intention to keep permanently. It is generally recognized that a standardized test should have at least two, preferably more, duplicate forms, so that the test may have its greatest usefulness in actual classroom practice. Often a teacher wishes to re-test her class soon after a first test is given. It is not desirable to repeat the identical test because certain of the items might be remembered and perhaps especially looked up in the interval. . . . The other reason for preparing many more test items at the start than it is intended to ultimately use in the test is in order to be able to discard items which seem to have little validity for the purposes of the test. Text-books, courses of study, and teachers' examinations have been used to determine the most valid items. Judgments of individuals have been used to sift through the most valuable items. . . .

A large number of items were used in the section tests. These items, which numbered about 675 were made after a careful analysis of Howard Copeland Hill's "Community and Vocational Civics", text-book in civics used in many schools over the country. The items that were finally selected for the two final forms of the test were those which seemed to be clearly stated and which were neither too difficult nor too easy. The results on the section tests and the criticism by teachers of social science and members of the Bureau of Research of the Kansas City School System determined what items should be included on the final forms of the test. No items were included which seemed to be deficient in the qualities of "validity for the purposes of the test".

Two hundred eighty (280) items were used in the final forms of the test.

Standardization

The standardization of an objective test requires that it be given to large numbers of students. Results of a more reliable nature may be obtained by giving the test to students of different schools and different capacities. The Achievement Test in Civics, Forms A and B, were given to 327 students of Southwest High School located in Kansas City, Missouri. The students are slightly above the average in intelligence according to the intelligence ratings on file in administration offices. The medians given in Table X may be a bit high for the student of average ability.

The following statement in regard to a standardized test is made by Symonds.⁶

So a standardized test is one carefully constructed and for which definite rules for giving and scoring have been prepared, for which representative norms are available, and whose significance and accuracy is known.

Tentative medians were worked out for the entire test for both of the final forms of the test - A and B.

TABLE X

Medians for Forms A and B of the Achievement Test in Civics
 Administered to Three Hundred Twenty Seven Freshmen
 Students, Age 12-13 Years in Southwest High School,
 Kansas City, Missouri, June, 1931

Test	Form A			Form B		
	First Quartile	Median	Third Quartile	First Quartile	Median	Third Quartile
Total Test	103.5	113.5	121.78	100	112.2	121.57
True-False	53	58.1	62	53.5	57.8	61.3
Vocabulary	24.7	26.4	27.8	26.08	28	29.5
Completion	22.3	28.02	32.5	14.3	24.4	30.3

The medians are very nearly the same on the total test and the true-false parts of the tests. There is more difference in the medians of the vocabulary and completion parts. However, they contain fewer items and the opportunity for making these two parts of the test equivalent are consequently lessened. These standards are the actual results of giving the test to freshmen students who had studied Hill's "Community and Vocational Civics" as a text-book in civics throughout an entire school year.

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2. Ibid. pp. 355-356.
3. Ibid. p. 56.
4. Percival M. Symonds. "Measurement in Secondary Education". The Macmillan Co. New York. 1927, p. 279.
5. Ibid. p. 285.
6. Ibid. p. 5.

CHAPTER IV

CONCLUSIONS AND SUMMARY

The test maker, in constructing educational tests, should be guided by certain rather definite principles. The test should be easy to administer and objective. Equivalent forms should be provided and these forms need to be scaled according to the difficulty of the items used in them. The tests should be standardized, reliable, and valid.

The Achievement Test in Civics is quite easy to administer. The directions are brief and easy to comprehend. There is only one correct answer for each question on the test. Thus objectivity is assured. The scoring of the papers involves no complicated procedure. In fact it is so simple that students may score their papers in class. The answers are all either checked or written on the margin of the test sheet where the person who is checking papers may see them readily. No judgment is required on the part of the examiner in scoring the paper as to the correctness of any particular response. Scoring may be done quickly and accurately.

Two equivalent forms were constructed from items that had been used on section tests and later evaluated. The forms were made as nearly equal in difficulty at all points of the scale, as possible. The students who took the tests made practically the same score on both of the final forms. The median for form A of the test

was found to be 113.5 and the median for form B was found to be 112.2. Form A had a quartile deviation of 9.14 while form B had a quartile deviation of 10.8. The writer considers these facts sufficient evidence that the two forms of the test are equivalent.

The results of the test were analyzed carefully and standards were decided upon. These standards, based upon rather a limited number of high type freshmen students, may be rather high for the average group of freshmen. They are suitable, however, for tentative use and may be replaced with standards of a more adequate nature.

The coefficient of correlation was worked out for the two forms of the Achievement Test in Civics by using Holzinger's Scales. This was done for the separate parts of the tests as well.

The reliability coefficient for the entire test was $.73 \pm .0141$. For the true-false part of the test a reliability coefficient of $.56 \pm .0256$ was obtained. The reliability coefficients for the entire vocabulary and completion parts of the test were found to be, respectively, $.50 \pm .028$ and $.50 \pm .028$.

The tests, here discussed, are long and comprehensive. This fact aided in the establishment of reliability coefficients of sufficient significance to warrant the conclusion that the tests are reliable.

The validity of the test was established by a very

careful selection of test items and by the correlation of the scores made on the final test with teachers' marks. This yielded a coefficient of correlation of .76. The writer considers that the test will measure what it purports to measure and is therefore a valid test.

In summing up, briefly, the findings of this study the following conclusions are justified:

1. The Achievement Test in Civics, which has two duplicate forms, meets the necessary requirements for (a) ease of administration, (b) objectivity, (c) equivalent forms, (d) standardization, (e) reliability, and (f) validity.

2. The test should be of service in checking the results of citizenship teaching and, perhaps, to some extent, in aiding the teacher to find the points of deficiency in her methods of citizenship training.

3. The section tests may be useful in the teaching of various phases of civic life as they are explained in Community and Vocational Civics.

4. The tests may be useful in comparing the achievements of different groups of students in the same schools. They might also be used in comparing the achievements of students in different schools.

5. The tests should serve the purposes usually served by standardized objective tests in an adequate and satisfactory manner.

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A P P E N D I X

1. Section Test Number I
2. Section Test Number II
3. Section Test Number III
4. Section Test Number IV
5. Form A, Achievement Test in Civics
6. Form B, Achievement Test in Civics

Task I

If the statement is true place a + in the parenthesis; if it is false place a - in the parenthesis.

- () 1. Captain Slocum was able to make a trip around the world without help from any one.
- () 2. We owe many of our traits and characteristics to our parents.
- () 3. The entire class is injured by a pupil who recites so that he cannot be heard.
- () 4. Ability to stand together is necessary for success in any common enterprise.
- (() 5. There are few conflicting interests in a good community.
- () 6. Many of our laws have developed from customs.
- () 7. The good citizen considers his own interests above those of anybody else.
- () 8. Our social heritage comes, as a rule, through the family.
- () 9. Children should have home duties.
- () 10. We get our first knowledge of government from the home.
- () 11. The home of Theodore Roosevelt was an ideal one.
- () 12. The homes of its citizens form the foundations of a community.
- () 13. Children can do very little to make the home life happy.
- () 14. Most families in the cities own their own homes.
- () 15. The actions of a moth are purely instinctive.
- () 16. Education is an inner change.
- () 17. Formal learning makes a more lasting impression upon us than does informal learning.
- () 18. The unskilled laborer is the first to lose his job when hard times come.
- () 19. An education lowers ones earning power.
- () 20. The good citizen in school takes part in every activity to which he is invited.
- () 21. Lessons should be mastered thoroughly.
- () 22. The gods of the ancient peoples were unselfish, noble characters.
- () 23. Religious organizations developed rapidly.
- () 24. The church stresses the nobler things in life.

- () 25. The church exists for training of children.
- () 26. Church membership is voluntary.
- () 27. We should respect all churches.
- () 28. Tribes used teamwork for protection.
- () 29. The settlers in Boonesborough were law breakers.
- () 30. There was much personal freedom in frontier communities.
- () 31. Boonesborough grew to be a large city.
- () 32. Chicago grew very slowly following the improvement of its harbor.
- () 33. Farming is one of the most certain and paying occupations in the world.
- () 34. Franklin helped to improve his neighborhood.
- () 35. In rural communities there is much specialization of labor.
- () 36. America is fully developed.
- () 37. The original American is the Indian.
- () 38. Before 1885 immigration was from northwestern Europe.
- () 39. The "new" immigrants settle in rural districts.
- () 40. Our naturalization policy has been a liberal one.
- () 41. Much of our material progress is due to immigrant labor.
- () 42. Asiatic immigrants are welcome to our shores.
- () 43. Americans are independent of other nations.
- () 44. Selfishness or self interest is the root of wars.
- () 45. Early wars were less destructive than are modern wars.
- () 46. Future wars may be fought with disease germs.
- () 47. The costs of wars are met by the generations taking part in them.
- () 48. The Hague Tribunal is a court for settlement of international disputes.
- () 49. The United States is a member of the League of Nations.
- () 50. The World Court meets at Geneva.

VOCABULARY

Place the number of the correct response in the parenthesis.

- () 1. Tenant - (1) man who paints (2) one who buys from another
(3) man who lives in a rented home (4) merchant
- () 2. Teamwork - (1) cooperation (2) conflict (3) ease of construction
(4) lack of planning
- () 3. Autocracy - (1) rule by arbitration (2) rule by one man
(3) free expression (4) group control by the people themselves
- () 4. Custom (1) habit of the group (2) law (3) national differences
(4) ideals
- () 5. Public opinion - (1) peoples' actions (2) early customs
(3) government policy (4) what the people think
- () 6. Sacrifice (1) sympathy (2) indifference (3) giving up for the
good of the group (4) planning for future
- () 7. Duplicate - (1) the same (2) resemblance (3) activity (4) process
- () 8. Instincts (1) play (2) action (3) inborn traits (4) plans
- () 9. Education - (1) advancement (2) an inner change (3) development
(4) testing

- () 10. Ancestors- (1) our forefathers (2) people who work for us
(3) our brothers and sisters (4) family group
- () 11. Occupant - (1) one who lives in or stays in a certain place
(2) architect (3) laborer (4) officer
- () 12. Variation - (1) differences (2) similarity (3) complexity
(4) attitude
- () 13. Formal learning - (1) learning by experience (2) learning at
school (3) learning unexpectedly (4) learning from our parents
- () 14. Service - (1) helping ourselves first (2) doing our bit for
the people about us (3) obeying all laws (4) hating one's enemies
- () 15. Industrious - (1) lazy (2) good worker (3) indolent (4) play-
ful
- () 16. Cherish - (1) display (2) hold to (3) enjoy (4) give up
- () 17. Enterprise (1) duty (2) simplicity (3) activity (4) excellent
- () 18. Recreation (1) play (2) occupation (3) leisure (4) restful
and enjoyable pastime
- () 19. Morality - (1) religion (2) worship of ancestors (3) relating
to pleasure (4) man's relations and duties to other men
- () 20. Idolatry (1) worshipping idols (2) early customs (3) fearing
man (4) problem of youth
- () 21. Century - (1) ten years (2) one hundred years (3) 500 years
(4) 1000 years
- () 22. Persecution (1) caring for helpless (2) ill treatment (3) poor
management (4) prosecution
- () 23. Voluntary - (1) forced (2) of one's own free will (3) with
others help (4) guided by friends
- () 24. Primitive - (1) modern (2) crude (3) barbaric (4) prehistoric
- () 25. Community - (1) group of people with common interests (2) town
(3) territory (4) area
- () 26. Pioneers - (1) immigrants (2) emigrants (3) early leaders
(4) cowboys
- () 27. Orientals (1) people of the West (2) the pilgrims (3) people
of the East (4) travelers
- () 28. Frontier (1) prairie (2) the confines or edges of civilization
(3) Desert (4) wilderness
- () 29. Facilities - (1) problems (2) goods (3) conveniences (4) hind-
rances
- () 30. Neighbor - (1) one who lives nearby (2) a close friend (3) youth
(4) pilgrims
- () 31. Tyrannical - (1) peaceful (2) free rule (3) democratic (4) des-
potic
- () 32. Revolt - (1) obeying authority (2) submission (3) rebellion or
mutiny (4) defeat
- () 33. Open door policy - (1) all immigrants may come in (2) restrict-
ed immigration (3) in use in the U. S. at present (4) a popular
policy
- () 34. Naturalization - (1) deporting (2) making a citizen of one
country into a citizen of another (3) adoption (4) prohibition
- () 35. Alien - (1) of foreign birth and unnaturalized (2) any natural-
ized foreigner (3) cast outs (4) of ancient times
- () 36. Inport - (1) sending out (2) bringing into our country from
outside (3) buying from chain stores (4) toys
- () 37. Refugees - (1) slaves (2) countries (3) those who flee from
persecution (4) tramps
- () 38. Arbitration - (1) settle by agreement (2) warring (3) state
government (4) limiting armament
- () 39. Disarmament (1) ruling by arms (2) putting down arms (3) avia-
tion (4) martial power
- () 40. Conference (1) city government (2) engagements (3) an assembly
(4) alliance

COMPLETION

Place the number of the blank in front of the word needed to complete the statement.

- | | | |
|--|--|--|
| <p>_____ wrong</p> <p>_____ personal interests</p> <p>_____ Boston</p> <p>_____ person</p> <p>_____ opinions</p> <p>_____ panic</p> <p>_____ right</p> <p>_____ loving deeds</p> | <p>_____ inheritance</p> <p>_____ task</p> <p>_____ parasites</p> <p>_____ rules</p> <p>_____ language</p> <p>_____ yardstick</p> <p>_____ trustworthy</p> <p>_____ family</p> | <p>_____ books</p> <p>_____ others</p> <p>_____ boycott</p> <p>_____ alike</p> <p>_____ states</p> <p>_____ automobile</p> |
|--|--|--|

1. Captain Slocum sailed from the city of 1 on his trip around the world.
2. In his solitude Captain Slocum found companionship in 2.
3. A ~~man~~ in Ireland named 3 used rough methods in collecting rents.
4. 4 are people who live wholly upon 5.
5. The community always suffers when any 6 fails in his 7.
6. Teamwork often means the giving up of our own 8 and 9.
7. If you rushed to the door when a fire occurred in your school building a 10 might result.
8. Every sport in which two or more people take part must have 11.
9. One way you may help do your part in the community is to be 12.
10. No two of us are exactly 13.
11. Differences among members of the same 14, whether in humankind or among lower animals, are caused chiefly by differences in 15.
12. The first great educational task of the family is the teaching of 16.
13. Our ideals of 17 and 18 are formed largely in the home.
14. We can not measure the best things in life with a 19.
15. A home is built of 20.
16. The 21 has proved a means of holding the family together.
17. Marriage and divorce laws are the work of the 22.

COMPLETION II

- | | | |
|---|---|---|
| <p>_____ better</p> <p>_____ two</p> <p>_____ textbook</p> <p>_____ master</p> <p>_____ experience</p> <p>_____ soldiers</p> <p>_____ foreign</p> | <p>_____ Red Cross</p> <p>_____ religion</p> <p>_____ education</p> <p>_____ simple</p> <p>_____ universities</p> <p>_____ well</p> <p>_____ home</p> | <p>_____ colleges</p> <p>_____ morality</p> <p>_____ enlarge</p> <p>_____ task</p> <p>_____ formal</p> <p>_____ distracted</p> <p>_____ one</p> |
|---|---|---|

1. Instincts are modified by 1.
2. Education by intention is 2 education.
3. In early American schools the 3 was the only means of instruction.
4. The Spartans and Romans endeavored to form 4 of their sons.
5. Education should 5 our world.
6. The main business in school is to 6 your work.
7. When studying do not allow yourself to be 7 from the 8 at hand.
8. The wisest plan to follow in entering school activities is to center on 9 or 10 enterprises.
9. The religious beliefs of primitive man were usually very 11.
10. Early peoples saw little connection between religion and 12.
11. The government looked after 13 in the early days much as our government looks after 14 today.
12. All denominations support 15 and 16.
13. The 17 has taken over most of the relief work formerly cared for by the church.

14. Speak 18 of all churches for all are engaged in the common task of making the world a 19 place in which to live.
15. Through 20 and 21 missions the church has helped people in all parts of the world.

COMPLETION III

<u> </u> music	<u> </u> industrious	<u> </u> courtesy
<u> </u> wit	<u> </u> material progress	<u> </u> specialized
<u> </u> thrift	<u> </u> Chicago	<u> </u> industrial arts
<u> </u> law abiding	<u> </u> neighbor	<u> </u> Ohio
<u> </u> wild beasts	<u> </u> descendants	<u> </u> savage foes
<u> </u> Kentucky	<u> </u> government	<u> </u> farming
<u> </u> control	<u> </u> English	<u> </u> impossible
<u> </u> cities		

1. Dangers from 1 and 2 force the members of a tribe to act together.
2. The clan or tribe exercises strict 3 over its members.
3. In the primitive tribe all the women take part in the 4 and the 5.
4. Progress is almost 6 in a primitive community.
5. Boonesborough was located on the 7 River.
6. The settlers in Boonesborough were mostly 8 and 9.
7. Pittsburgh is situated at the forks of the 10 River.
8. "The Loop" is the business center of 11.
9. 12 is an agency to meet human needs.
10. One who lives nearby is our 13.
11. The inhabitants of a city are highly 14 in their labor.
12. All European nations have 15 in our country.
13. The majority of Americans down to 1820 were of 16 descent.
14. The "New" immigrants generally live in 17.
15. We owe much of our 18 to immigrants.
16. America needs the 19 of the Scotch, the 20 of the Irish, the 21 of the French, and the 22 of the German to make it rich, varied, and interesting.

COMPLETION IV

<u> </u> food	<u> </u> generations	<u> </u> Descartes
<u> </u> Newton	<u> </u> four	<u> </u> property
<u> </u> Nations	<u> </u> fifty-five	<u> </u> conflicts
<u> </u> country	<u> </u> eleven	<u> </u> clothing
<u> </u> Galileo	<u> </u> Copernicus	<u> </u> Pasteur
<u> </u> seven		

1. The early colonists raised their own 1, and prepared their own 2.
2. An American could hardly live a day without using some product from another 3.
3. The science of today rests upon the work of 4, a Pole; 5, a Frenchman; 6, an Italian; and 7, an Englishman.
4. 8, a French scientist learned that germs cause disease.
5. 9 in interests bring about wars.
6. Modern warfare brings entire 10 into a struggle.
7. War destroys 11.
8. Much of the cost of wars must be met by later 12.
9. The World Court consists of 13 judges and 14 alternates.
10. The membership of the League of Nations now includes 15 nations.
11. During the League of Nations' first six years it helped to prevent 16 wars.

CIVICS TEST

COMPLETION

I Place the number of the blank in front of the word needed to complete the statement:

diet	necessary	wealth
reduction	modern	author
historian	effort	preventable
health	germs	crowded
community	tuberculosis	smoke
sickness	dust	sparingly

1. Health is 1 for play, work, and study.
2. Prescott, the 2 was an invalid for years.
3. Robert Louis Stevenson, the 3 continued his work after doctors had despaired of his life.
4. In a 4 army the 5 of the soldiers is protected as never before.
5. About fifty per cent of all sickness is 6.
6. Health costs 7 but it is worth it.
7. Public health is public 8.
8. The darker and more 9 the district the higher the rate of 10 and death becomes.
9. The prevention of 11 of disease requires action by the 12.
10. When food is plentiful 13 multiply rapidly.
11. The chief enemies of air and light are 14 and 15.
12. 16 causes one seventh of all deaths.
13. Use ice water. 17.
14. One should always have a balanced 18.

II	minute	character of roof and fire escapes
	plumbing	material
	higher	country
	thickness of walls	prevent
	placement of chimneys and flues	care
	strength of floor	needless
	hazards	foundations
	rural	foresight
		wiring
		height of the
		Chicago
		structure
		kerosene

1. Once every 1 on the average a fire breaks out somewhere in our 2.
2. Fire insurance does not 3 loss.
3. The greater the loss by fires the 4 the insurance rates become.
4. The greater part of our loss by fires is 5.
5. The building regulations of most communities cover 8, 9, 10, 11, 12, 13, 14, 15, and 16.
6. 6 and 7 would reduce our fire losses to one fifth their present extent.
7. Firemen of today must face many 17.
8. One should never start a fire with 18.
9. Better fire protection is greatly needed in the 19 sections.
10. Dillon, Sheehan and Chief Seyferlich are fire heroes of the 20 fire department.

III	finger-print	local	civilian
	supreme	riots	thorough
	guard	fair play	life
	prohibition	property	robbed
	state	murders	physique
	policemen	arrest	enemies
	friends	leaking	

1. Justinian said "The safety of the public is the 1 law."
2. The police exist to establish 2 in the community.
3. In the old days every man served as a 3.
4. In the early days neither 4 nor 5 was safe; 6 were frequent; men were 7 in broad daylight; 8 were common incidents.
5. Before beginning work a successful candidate received 9 training for his duties as a policeofficer.
6. The police are not required to have a superior 10 as used to be the case.
7. As a rule the police commission is a 11.
8. One duty of the police is to 12 law-breakers.
9. The police 13 public safety.
10. A 14 is an unfailing method of identification.
11. Under the eighteenth Amendment to the Constitution of the United States 15 is provided.
12. Police power is exercised mainly by the 16 governments acting for the state and within the limits fixed by 17 law.
13. Junior citizens may aid the police by telling them about 18 water plugs gas mains.
14. Policemen are your 19, not your 20.

IV	happier	institutions	heredity	deaf
	housing	necessities	disease	accident
	lovely	foreigners	mall	
	safer	idiots	obstacles	
	planned	billboards	garden	
	separate	crippled	recent	

1. We are willing to pay more for 1 things than for the 2 of life.
2. Ugly 3 often spoil beautiful landscapes.
3. Most American communities were not 4.
4. Many people who live in the slums are 5.
5. The main feature of Washington, D.C. is a kite-shaped 6 or park, called the 7.
6. Minneapolis is a leader in taking care of the 8 problem.
7. Victories over physical 9 have become common only in 10 years.
8. The Dowling School at Minneapolis is for 11 children.
9. In early days people who were blind were looked upon as 12.
10. The first schools for the 13 were established in Europe.
11. The founder of education for the 14 in America was Dr. Samuel J. Howe.
12. The feeble-minded are 15 and the community is 16 when they are in 17 classes or in special 18.
13. Mental defects are caused chiefly by 19, 20, and 21.

TRUE - FALSE

If the statement is true, place a plus in the parenthesis; if it is false place a - in the parenthesis.

- (0) 1. In a modern army the health of the soldiers is carefully protected.
- () 2. Health is worth the effort it costs.
- () 3. The community does nothing to prevent diseases.
- () 4. The United States has no national health agencies.
- () 5. The national child welfare association is a private health agency.
- () 6. The water supply is the greatest concern of any community.

- () 7. The responsibility of our own physical welfare rests chiefly upon ourselves.
- () 8. Fires cost us on an average of \$5.00 per person a year.
- () 9. The greatest cause of fire is carelessness.
- () 10. Insurance rates rise and fall.
- () 11. The first fire company in America was founded by the early Dutch settlers in New Amsterdam.
- () 12. Rural sections have excellent fire protection.
- () 13. Forest fires are very destructive.
- () 14. The national government takes little part in the war on fire.
- () 15. Gasoline is as dangerous as dynamite.
- () 16. The "hue and cry" was the early method of protecting the community from thieves.
- () 17. Sir Robert Peel organized the first police force in London.
- () 18. No cities have women on their police forces.
- () 19. The police are organized like an army.
- () 20. The police cannot enforce city ordinances.
- () 21. Finger prints are a help in identifying criminals.
- () 22. Many states have state police forces.
- () 23. There are no ways by which junior citizens may aid the police.
- () 24. Beautiful things are desirable.
- () 25. American communities have been carefully planned.
- () 26. The housing problem is confined to the city.
- () 27. Washington, D.C. was designed by Major L'Enfant.
- () 28. Chicago is carrying out a most extensive effort at city planning.
- () 29. The United States has done a great deal in the way of house reform.
- () 30. All of us may help to make our homes more beautiful.
- () 31. The community has the largest responsibility toward making our surroundings attractive.
- () 32. All handicapped people are unhappy.
- () 33. Rehabilitation is caring for the sick and needy.
- () 34. The Romans and Greeks were kind to blind and deaf children.
- () 35. The early schools for the blind and the deaf were supported by private gifts.
- () 36. The United States has no college for the deaf.
- () 37. Insanity is incurable.
- () 38. Mental defectives should be in separate classes in our schools.
- () 39. Proper medical care would reduce physical disabilities.
- () 40. The latest development in the education of the blind is the housing of pupils in families.

VOCABULARY

Place the number of correct response in parenthesis:

- () 1. Quarantine: (1) isolation of person or places infected with contagious diseases. (2) remedy. (3) commune. (4) sanitation.
- () 2. Vaccination: (1) removing. (2) operation. (3) perform. (4) inoculation to prevent serious attack of disease.
- () 3. Environment: (1) surroundings. (2) position. (3) frontier. (4) early.
- () 4. Local: (1) outside. (2) of or pertaining to a place in general. (3) central. (4) distant.
- () 5. Contagious: (1) catching. (2) poisonous. (3) attractive. (4) arrival.

- () 6. Epidemic: (1) affecting a large number of people in a community at once. (2) provide. (3) dangerous. (4) unsightly.
- () 7. Conflagration: (1) crime. (2) uprising. (3) inspiring. (4) a burning.
- () 8. Spontaneous combustion: (1) insurance. (2) suddenly bursting into flames. (3) quickly. (4) openly at arms.
- () 9. Hazard: (1) easy. (2) difficult. (3) pleasant. (4) risk.
- () 10. Emergency: (1) ordinary. (2) placid. (3) energy. (4) sudden or unexpected occurrence.
- () 11. Fugitive: (1) banished. (2) royal. (3) council. (4) undesirable.
- () 12. Civilian: (1) criminal. (2) bandit. (3) one who follows civil rather than military service. (4) soldier.
- () 13. Caliber: (1) merit. (2) unsound. (3) large. (4) constructive.
- () 14. Ordinance: (1) effort. (2) act of arranging. (3) presenting. (4) precedent.
- () 15. Enforce: (1) to carry out. (2) slide. (3) protect. (4) continue.
- () 16. Slums: (1) beauty spots. (2) parks. (3) suburbs. (4) low or squalid sections of cities.
- () 17. sanitation. (1) portion. (2) seclusion. (3) hygiene. (4) antiseptic.
- () 18. Obstacles: (1) helps. (2) hindrances. (3) aids. (4) provisions.
- () 19. Rehabilitation: (1) to restore. (2) condition. (3) planning. (4) disposal.
- () 20. Handicap: (1) against government. (2) confusion. (3) to place at a disadvantage. (4) unerring.
- () 21. Feeble-minded: (1) having undeveloped brains. (2) aged. (3) lunatics (4) beggars.
- () 22. Morons: (1) having the mind of an infant. (2) having the mind of a child between 8 and 12. (3) imbecile. (4) idiot.

C O P Y

CIVICS TEST

Name _____

Hour _____

Date _____

PART I
TRUE-FALSE

If the statement is true, place a (+) in the parenthesis; if false, place a (-) in the parenthesis.

- () 1. Nature acts in an orderly fashion.
- () 2. Common law is just and its principles fit many different situations.
- () 3. International law is of little importance.
- () 4. It is wise for all clubs to make their own constitution.
- () 5. Few bills are introduced in one legislative session.
- () 6. If a bill is vetoed by the President of the United States, it cannot become a law.
- () 7. Our laws should be respected and observed.
- () 8. "Obedience to law is liberty."
- () 9. Most county officers are elected by the people.
- () 10. The attorney general must approve bills before they can be paid by the treasurer.
- () 11. The Civil Service Commission was established by Congress in 1918.
- () 12. In Commission City Government, the law making body and the law enforcing body are the same.
- () 13. Machinery in state government brings good government.
- () 14. It is easy to secure honest officials.
- () 15. The United States needs to educate the public for a greater respect of the law.
- () 16. Laws must be constitutional.
- () 17. Violation of private law is a crime.
- () 18. A unanimous verdict of the jury is required in civil cases.
- () 19. The chief work of the judge in a trial is to settle points of law.
- () 20. In most states judges are chosen by popular election.
- () 21. Many court practices can be changed by state legislatures.
- () 22. National government is expensive to operate.
- () 23. War is the most expensive governmental project.
- () 24. The chief source of government support is taxation.
- () 25. Income tax is a direct tax.
- () 26. The assessor has power to raise the owner's estimate of the value of his own property.
- () 27. Budgets are being used by all governments.
- () 28. Our governments are our servants.
- () 29. Differences in opinion concerning governmental affairs make political parties necessary.
- () 30. Political parties, as a rule, control both lawmaking and law enforcement.
- () 31. Washington saw the importance of party government and insisted that his cabinet members should agree upon public questions.
- () 32. The present democratic party has in it many of Hamilton's policies.
- () 33. Candidates for local offices, delegates to political conventions and members of party committees are usually chosen at primaries.
- () 34. Registration of voters guards against dishonest voting at elections.
- () 35. The Australian ballot is used throughout the United States.

- () 36. If a man belongs to a political party he should adopt as his motto "my party, right or wrong".
- () 37. Citizenship is membership.
- () 38. The writ of Habeas Corpus is guaranteed at all times.
- () 39. The freedom to express oneself aids in a democracy.
- () 40. The United States leads the world in the percentage of voters voting in her elections.
- () 41. The good citizen sees the good points of his nation and turns a deaf ear to the bad points.
- () 42. No restrictions are placed upon officeholders.
- () 43. Citizenship involves caring for the unfortunates in our land.
- () 44. The executive department of our U.S. Government interprets the laws.
- () 45. The Supreme Court of the United States is composed of the Chief Justice and eight associate judges.
- () 46. The President's Cabinet is chosen by the Congress.
- () 47. The United States Constitution has twenty amendments.
- () 48. Treaties are signed by the President and go into effect immediately.
- () 49. Congress meets on the first Monday in January.
- () 50. Each state has as many electors in the electoral college as it has senators and representatives.

PART II

Vocabulary

Place the number of the correct definition in the parenthesis.

- () 1. Franchise (1) consider, (2) exclusive right to operate a utility or corporation in a city, (3) provision, (4) position.
- () 2. Municipal (1) pertaining to city, (2) rural, (3) pertaining to state, (4) federal.
- () 3. Charter (1) county law, (2) constitution of a city, (3) testament, (4) bulletin.
- () 4. Excise (1) any duty, toll or tax, (2) act, (3) permit, (4) law.
- () 5. Legislature (1) U.S. Congress, (2) law enforcing body, (3) state law making body, (4) judiciary.
- () 6. Capita (1) per head, (2) control, (3) regular, (4) purpose.
- () 7. Revenue (1) experience, (2) arrival at a decision, (3) plan for review, (4) item of income.
- () 8. Reciprocity (1) yielding, (2) proposing, (3) mutual action and reaction, (4) dominating.
- () 9. Ex post facto (1) neglect, (2) attainment, (3) value, (4) "after the deed".
- () 10. Export (1) neglect, (2) attainment, (3) value, (4) "after the deed".
- () 11. Electoral college (1) medical school, (2) private institution, (3) for graduate students, (4) presidential electors of the U.S.
- () 12. Filibuster (1) abrupt, (2) arouse, (3) to delay legislation by useless motions or arguments, (4) under rate.
- () 13. Veniremen (1) prospective jurors, (2) jurors, (3) witnesses, (4) councilmen.
- () 14. Summons (1) plea, (2) a warning to appear in court, (3) without form, (4) solicitation.

Part II (Cont.)

- () 15. Defendant (1) trusty, (2) attorney, (3) lawyer, (4) a person required to answer in an action or suit in law or equity or in criminal action.
- () 16. Treason (1) execution, (2) betrayal of trust or confidence, (3) foreboding, (4) perjury.
- () 17. Jurisdiction (1) power to exercise judicial authority whether in civil or criminal matters, (2) junction, (3) agreement, (4) in line with a definite decision.
- () 18. Valid (1) accept, (2) modify, (3) sound or well grounded, (4) painstaking.
- () 19. Ratify (1) remake, (2) name, (3) approve, (4) prohibit.
- () 20. Civil case (1) a state case, (2) involving a minor dispute between individuals or between a company and an individual, (3) common, (4) illegal case.
- () 21. Indict (1) profess, (2) procedure, (3) confine, (4) charge with an offense.
- () 22. Verdict (1) decision of a jury, (2) appraisal, (3) rate, (4) pertaining to the code.
- () 23. Unanimous (1) uncertain, (2) continuous, (3) unassuming, (4) all of the same opinion.
- () 24. Constitution (1) a document that limits and defines the powers of a government, (2) a unit, (3) a proposal of correct procedure, (4) appropriation.
- () 25. Caucus (1) a meeting of party leaders to decide on the policies of the party or on the candidates for office, (2) group control, (3) early provision of politics, (4) plan of the city.

PART III

COMPLETION

Place the number of the blank in front of the word that is needed to complete the sentence.

_____ ten
_____ corporation
_____ reprieve
_____ cabinet
_____ will
_____ states
_____ towns
_____ nine

_____ violation
_____ commerce
_____ persons
_____ congress
_____ initiative
_____ nations
_____ rules

_____ charter
_____ disrespect
_____ board
_____ committees
_____ law
_____ legal
_____ referendum
_____ governor

1. Law is an expression of the 1 of the people.
2. In past ages government was by 2 not by 3.
3. The national constitution may be amended by the concurrence of 4 and the 5 as set forth in Article V.
4. Before a bill is introduced, it must be written in proper 6 form.
5. The people may have a direct part in law making by use of the 7 and 8.
6. International law is confined to relations among 9.
7. Since no legislator could possibly examine every bill, most of the legislative work is done by 10.

Part III (Cont.)

8. A good citizen obeys the laws for the same reason that a true sportsman observes the 11 of a game.
9. The county 12 is the chief ruling body in the county.
10. Main responsibility for the enforcement of law in the state rests in the 13.
11. The chief executive work of the nation is done by 14 great departments.
12. The census is taken by the department of 15.
13. Under the city manager plan of government, the city is looked upon as a business 16.
14. 17 government has been adopted by Illinois and several other states.
15. A city gets its 18 from the state legislature.
16. "Free government has no greater menace than 19 for authority and continual violation of law".
17. It is the duty of a citizen not only to observe the law but also to let it be known that he is opposed to its 20.

<u> </u> accused	<u> </u> appeal	<u> </u> county
<u> </u> private	<u> </u> laws	<u> </u> direct
<u> </u> unanimous	<u> </u> yearly	<u> </u> servants
<u> </u> popular	<u> </u> tax	<u> </u> indirect
<u> </u> judges	<u> </u> incomes	<u> </u> expenditures
<u> </u> examinations	<u> </u> local	<u> </u> separate
<u> </u> battleship	<u> </u> war	<u> </u> legal
<u> </u> interpret	<u> </u> offense	<u> </u> conspire
<u> </u> courts	<u> </u> decision	

1. Many a person has been wrongly 1.
2. Courts are needed to 2 law.
3. 3 law deals with relations between individuals.
4. A crime is an 4 against the state and only the 5 can deal with it.
5. Members of a jury are selected after 6 in court.
6. Most states do not require a 7 verdict in civil cases.
7. In most states judges are chosen by 8 election.
8. There is no 9 from the 10 of the United States Supreme Court.
9. Most defects in court procedure are due to the 11 rather than to the judges.
10. The 13 cost of 14 government in the United States totals about \$750,000,000.
11. To build a single 15 costs more than the entire yearly expense of a city like Cincinnati.
12. The most expensive item of the government is the cost of 16.
13. A 17 is a compulsory payment to the state for which a direct service or community is not given in return.
14. Taxes may be either 18 or 19.
15. Our government formerly determined their 20 by their 21.
16. The general property tax is usually collected by 22 officers.
17. The President is not allowed to veto 23 items of the budget.

Part III (Cont.)

_____ rights
_____ private
_____ protection
_____ register
_____ representative
_____ voter
_____ duties
_____ ballots
_____ party

_____ directly
_____ oral
_____ short
_____ suspended
_____ invasion
_____ ignorance
_____ motion
_____ protective
_____ political

_____ compensation
_____ rebellion
_____ revenue
_____ machines
_____ Habeas Corpus
_____ respects
_____ royal
_____ salute
_____ renew

1. Political parties always develop wherever 1 government exists.
2. Representative government is in short 2 government.
3. The Republican Party has always advocated a 3 tariff.
4. The Democrats have supported a tariff for 4 only.
5. The people voted 5 for Washington and John Adams.
6. All but a few states now require each 6 to 7 once a year or every two years.
7. By 1860, most states had given up 8 voting in favor of printed 9.
8. A few communities have introduced voting 10.
9. To remedy the evil of 11 "bosses" or rings, the 12 ballot has been proposed.
10. If he obeys the laws, a citizen is entitled to 13 at all times.
11. The writ of 14 shall not be 15 unless the public safety is endangered by 16 or 17.
12. 18 property can not be siezed for public use without just 19.
13. People who cannot read and write may be denied the suffrage because of 20.
14. Citizenship has 21 as well as 22.

True - False

If the statement is true place a + in the parenthesis; If it is false place a 0 in the parenthesis. Check any statement that is not clear.

- () 1. An increase in people's wants leads to an increase in industry.
- () 2. The reason people work is to satisfy their material wants.
- () 3. Capital is wealth used to produce wealth.
- () 4. The Industrial Revolution brought an end to home manufacture as a profitable means of livelihood.
- () 5. The community owes all who live in it a living.
- () 6. Natural resources are essential to manufacturing.
- () 7. The American people are the most thrifty people in the world.
- () 8. Capital wasted is capital lost.
- () 9. Child labor is wasteful.
- () 10. Most of the employed women in our country receive high salaries.
- () 11. Conservation means stinginess.
- () 12. The conservation movement in the United States has met with no opposition.
- () 13. The states have complete control over child labor.
- () 14. The Boy Scouts have played an important part in restoring and preserving our natural resources in many parts of the country.
- () 15. Saving means to put aside something regularly out of one's earnings, no matter how little the amount may be.
- () 16. All people cannot save.
- () 17. We buy and sell because of differences in needs and desires.
- () 18. In a trade one person loses and the other gains.
- () 19. Nine-tenths of the world's business is carried on by credit.
- () 20. Utility alone gives an article value.
- () 21. Primitive tribes exchange goods by barter.
- () 22. Millions of dollars are lost every year through swindles and foolish investments.
- () 23. A promissory note may serve as money.
- () 24. The goldsmiths were the first bankers.
- () 25. The United States uses the metric system of weights and measures.
- () 26. The Federal Reserve banking system makes money more easily available for business purposes than it used to be.
- () 27. Cooperative marketing associations are of little value to the farmers of our country.
- () 28. Peoples of the ancient world possessed no skill in developing ways and means of sending messages.
- () 29. The latest victory in communication is the invention of the wireless.
- () 30. By Lincoln's time postal service was well developed.
- () 31. The Pony Express often failed to keep up to schedule.
- () 32. The Post Office is self sustaining.
- () 33. The daily paper is the most important agency for satisfying our curiosity about what is going on.
- () 34. Newspapers gather information from all over the world.
- () 35. Newspapers are often partisan in their policies.
- () 36. The camel was the Arab's beast of burden.
- () 37. The invention of the wheel aided transportation.
- () 38. Water transportation is more expensive than land transportation.
- () 39. Orville and Wilbur Wright deserve all the honor for the invention of the airplane.
- () 40. Good roads are an important item in transportation.
- () 41. Traffic conditions in large cities are satisfactory.

- () 42. Means of communication and transportation are owned by the public.
- () 43. James J. Hill built up a system of highways.
- () 44. The first railroads in the United States were short lines, their rates varied, and their tracks were of different widths.
- () 45. Most cities prefer to have only one telephone system.
- () 46. In early days people were at the same time both laborers and capitalists
- () 47. The American Federation of Labor is a loose federation of unions.
- () 48. The Standard Oil Company was organized in 1882.
- () 49. Violence sometimes occurs in industrial disputes.
- () 50. Only union members are employed in the Open Shop
- () 51. The chief weapon of employers in labor disputes is the boycott.
- () 52. The injunction is an effective weapon of the laborers.
- () 53. Industrial warfare is detrimental to society.
- () 54. Arbitration is an unsuccessful method of settling labor disputes.
- () 55. Marx advocated equal wages and an equal division of wealth.
- () 56. Some industrial systems have employee representation which gives the workers a voice in determining working conditions.
- () 57. We find satisfaction and happiness in congenial work.
- () 58. Youth should make a thorough investigation of the work of the world before deciding upon a life career, to avoid being a misfit.
- () 59. Untrained workers usually drift into blind alley jobs.
- () 60. Parents should choose their son's occupations.
- () 61. Diversified farming requires wide knowledge of all phases of farming.
- () 62. Farm work is monotonous.
- () 63. Rangers need not have high school training.
- () 64. Mining offers regular employment.
- () 65. Small buildings are designed by trained architects.
- () 66. A designer must be an expert draftsman.
- () 67. Superior engineers are in demand.
- () 68. Nature supplies us with raw material.
- () 69. A traffic manager should be well versed in business practice.
- () 70. The conductor has the main responsibility for the train.
- () 71. Women may not serve as buyers for stores.
- () 72. A store superintendent must have a wide experience in the mercantile business.
- () 73. Successful stenographers may become private secretaries.
- () 74. The United States is the largest employer in the world.
- () 75. Employees of the government are chosen because of politics.
- () 76. The teacher's surroundings are usually pleasant.
- () 77. No one should take up dentistry unless he loves the work.
- () 78. Medicine is one of the oldest of the professions.
- () 79. The legal profession is over crowded.
- () 80. The income of the average actor and actress is large.
- () 81. The ministry is overcrowded.
- () 82. A winning personality is a great asset in securing a position.
- () 83. One should be more courteous to his employer than to his fellow workers.
- () 84. It is not best for laboring people to study at night since it cuts down the efficiency of the working day.
- () 85. First impressions are lasting.
- () 86. Boys and girls of today may choose their own occupations.
- () 87. Wood is preferable to metal for buildings.
- () 88. A tool maker is an unskilled worker.
- () 89. Structural iron workers are poorly paid.
- () 90. Most of the work of the electrician is done by hand.
- () 91. Hand work is no longer of value in construction.
- () 92. The railroad industry offers few attractive openings to youth.

II COMPLETION

A

Place the number of the blank in front of the word needed to complete the statement.

- | | | | |
|------------------|-------------------|---------------|-------------------|
|Jamestown |health |comforts |coal |
|necessities |resources |forests |below |
|shares |careful |swindles |investments |
|dangerous |organization |money |increasingly |
|scarce |tools |bodily |certificates |
|satisfy |work |natural |insufficient |
|Alexandria | | | |

1. The Englishmen who founded 1 Virginia soon learned why 2 is necessary.
2. The goods we want are 3
3. The wants of the Indians were for the most part limited to 4 needs.
4. As a family income grows an 5 large part of it goes for the 6 and refinements of life.
5. Luxuries, once we are accustomed to them, soon come to seem 7
6. In production man depends first of all on 8 resources.
7. Capital is man's 9
8. Man uses nature and capital to 10 his wants.
9. The Industrial Revolution caused a great change in the 11 of business.
10. The capital of a corporation is represented by 12 of stock, called 13
11. To prepare yourself adequately for the future, your first duty is to take care of your 14 .
12. We need to be 15 with labor, capital, and natural resources because the stock is limited.
13. It is said that our country contains more 16 than the rest of the world put together.
14. 17 are the best kind of vegetation to hold moisture and prevent loss of soil in floods.
15. In thirty-five states children who are fourteen years old may engage in 18 employment.
16. Saving means merely to live 19 one's income no matter how small that income is.
17. It is always wasteful to buy an 20 amount of good food.
18. To waste time is to waste 23 .
19. The most important way of saving is to conserve human 24

B

.....satisfy	.....decreases	.....exchanged
.....directly	.....tobacco	.....barter
.....value	.....cooperative	.....bank
.....iron	.....examined	.....metric
.....complicated	.....interest	.....business
.....price	.....individuals	.....repayment
	.....banks	

1. By buying and selling or exchanging goods, we are better able to 1 our wants.
2. The 2 of an article is its value expressed in money.
3. Air has no tangible 3 because it cannot be 4 for anything else.
4. As complete satisfaction approaches, desire for the commodity 5
5. Where one article is exchanged 6 for another 7 has taken place.
6. Virginia planters used 8 for money.
7. Ancient Spartans used 9 for money.
8. The chief agency for credit is the 10
9. California leads the nation in 11 associations.
10. Our system of weights and measures is very 12.
11. It has been proposed that the U.S. adopt the 13 system.
12. Banks are 14 at frequent intervals.
13. The Federal Reserve banking system gives valuable aid to the 15 interests of the nation.
14. From the land banks farmers can borrow funds at a low rate of 16 and with a long period for 17.
15. A Federal Reserve bank deals with 18 not with 19.

C

.....necessity	.....partisan	.....government
.....roads	.....freedom	.....private
.....incomes	.....transportation	.....society
.....mediators	.....open shop	.....socialism
.....bequeath	.....United Press	.....laborer
.....parcel post	.....Associated Press	.....attendant
	.....correct	

1. Looked upon as a toy when invented by Alexander Graham Bell in 1876 the telephone is now regarded as a 1
2. The Post Office carries merchandise by 2 at slight cost.
3. The first amendment guarantees 3 of the press.
4. News from other countries is usually secured through the 4 or the 5.
5. 6 newspapers are likely to be unfair in accounts of industrial warfare and political controversies.
6. When carts and wagons began to take the place of pack animals 7 became a necessity.
7. Modern 8 rivals the magic carpets described in the "Arabian Nights."
8. The Panama Canal was from the first a 9 enterprise.
9. Telephone, telegraph and street car lines have usually belonged to 10 companies
10. While thousands of people often have barely enough to eat from day to day, many others have yearly 11 greater than the wealth of kings.
11. Employers favor the 12.
12. The body chiefly affected by industrial warfare is, in short 13.
13. The National Department of Labor has a number of trained 14 who have succeeded in settling controversies submitted to them.
14. Karl Marx is known as the founder of scientific 15.
15. The inability of the individual 16 to bargain successfully with his employer led to the development of labor organizations.

....Dislike	.....Blind Alloy	.....professions	.....ranks
....Future	.....Smile	.....Architects	.....engineering
....Designers	.....Cheerful	.....winning	.....living
....Political	.....Unattractive	.....superintendent	.....governmenta.

1. Wherever we look we may find persons who 1 their work.
2. Blind alloy jobs are those that have no 2.
3. We all depend on the earth for a 3.
4. Living conditions in many mining communities are 4 and depressing.
5. 5 deal chiefly with the erection of buildings; 6 with the making of manufactured articles.
6. 7 includes the making of maps and surveys, planning of railroads, subways mines, etc.
7. An expert carpenter may rise to the position of 8 of building operations.
8. Promotion in the railroad business usually comes from the 9.
9. Those who choose office positions should be careful to avoid 10 jobs.
10. All kinds of workers are ~~required~~ to carry on 11 activities.
11. Ambassadors and ministers are 12 appointments.
12. 13 are occupations that require special knowledge, skill and ability.
13. A 14 countenance, a 15, and a 16 manner go far in securing one a job.

III

VOCABULARY

Place number of correct response in parenthesis.

- () Money - (1)medium of exchange established by law (2)wampum (3)used by early tribes (4)used only by the United States.
- () Credit - (1)unlimited value (2)buying at one time and paying at another (3)loss of ambition (4)renewal of attention.
- () Value - (1)A large sum (2)valid (3)receiving much of the supply (4)the power of a commodity to command other commodities in exchange for itself.
- () Price - (1)the value expressed in dollars and cents (2)the trademark (3)the early value (4)of no particular interest
- () Lockout - (1)insurgent employees (2)unwilling workers (3)employer refuses to allow men to work until they come to terms (4) a vast monopoly
- () Blacklist - (1)referring to producers (2)of unknown origin (3)avoiding publicity (4)a list of workers who are undesirable
- () Work - (1)human effort used to change the form or place of a commodity in order to increase its utility or power to satisfy human wants (2)exortion (3)straining to succeed (4)talent
- () Barter - (1)useless (2)unfathomable (3)exchange (4)valuable
- () Architect - (1)one who plans buildings (2)a keeper of records (3)one who audits accounts (4)the consumer
- () Consul - (1)a representative to a foreign city to promote his country's trade and protect the interests of its citizens (2)a spy (3)an early Colonial governor (4)constable
- () Diversified Farming - (1)growing various kinds of products (2)intensive farming (3)early farming methods (4)continual work
- () Marketing - (1)shop tending (2)the whole process of transferring goods from the producer to the consumer (3)materials of value (4)early competition.
- () Budget - (1)methodical use of ones money (2)privilege (3)contact (4)use of the revised methods of government.
- () Schedules - (1)trial methods (2)conditions of learning (3)a definite plan to be followed (4)preparation
- () Universal - (1) world wide (2)of great importance (3)perfect understanding (4)the latest developments.

Civics Test

Directions:

You will be given 35 minutes for this test. When you have finished one part go right on to the next.

I - True-False

If the statement is true place a * on the line in front of it;
If it is false place a 0 on the line in front of it.

-1. The community does nothing to prevent disease.
-2. In a modern army the health of the soldiers is carefully protected.
-3. The greatest cause of fire is carelessness.
-4. An increase in people's wants leads to an increase in industry.
-5. Children should have home duties.
-6. Boys and girls of today may choose their own occupations.
-7. Nature supplies us with raw material.
-8. It is wise for clubs to make their own constitution.
-9. Beautiful things are desirable.
-10. War is the most expensive governmental project.
-11. Children can do very little to make the home life happy.
-12. We owe many of our traits and characteristics to our parents.
-13. The "hue and cry" was the early method of protecting the community from thieves.
-14. Few bills are introduced in one legislative session.
-15. Ability to stand together is necessary for success in any common enterprise.
-16. Superior engineers are in demand.
-17. The settlers in Boonesborough were law breakers.
-18. Natural resources are essential to manufacturing.
-19. Most of the employed women in our country receive high salaries.
-20. The camel was the Arab's beast of burden.
-21. No cities have women on their police forces.
-22. The conservation movement in the United States has met with no opposition.
-23. Peoples of the ancient world possessed no skill in developing ways and means of sending messages.
-24. The good citizen considers his own interests above those of anybody else.
-25. Many of our laws have developed from customs.
-26. Chicago grew slowly following the improvement of its harbor.
-27. Candidates for local offices, delegates to political conventions and members of party committees are usually chosen at primaries.
-28. Citizenship is membership.
-29. Selfishness or self interest is the root of wars.
-30. Boonesborough grew to be a large city.
-31. Freedom to express oneself aids in a democracy.
-32. Captain Slocum was able to make a trip around the world without help from anyone.
-33. Gasoline is as dangerous as dynamite.
-34. Rangers should not have high school training.
-35. Before 1865 immigration was from Northwestern Europe.
-36. Tribes used team work for protection.

-37. Farm work is monotonous.
-38. We get our first knowledge of government from the home.
-39. No one should take up dentistry unless he loves the work.
-40. Income tax is a direct tax.
-41. Common law is just and its principles fit many different situations.
-42. The community owes all who reside in it a living.
-43. The goldsmiths were the first bankers.
-44. Future wars may be fought with disease germs.
-45. The United States uses the metric system of weights and measures.
-46. Insurance rates rise and fall.
-47. The chief weapon of employers in labor disputes is the boycott.
-48. The states have complete control over child labor.
-49. The teacher's surroundings are usually pleasant.
-50. The assessor has the power to raise the owner's estimate of the value of his own property.
-51. The American Federation of Labor is a loose federation of unions.
-52. Only union members are employed in the open shop.
-53. Most families in the cities own their own homes.
-54. Utility alone gives an article value.
-55. The latest development in the education of the blind is the housing of pupils in families.
-56. It is not best for laboring people to study at night since it cuts down the efficiency of the working day.
-57. The home of Theodore Roosevelt was an ideal one.
-58. The "new" immigrants settle in rural districts.
-59. In Commission City Government, the law making body and the law enforcing body are the same.
-60. Budgets are being used by every government.
-61. The Hague Tribunal is a court for settlement of international disputes.
-62. The costs of wars are met by the generations taking part in them.
-63. The church exists for the training of children.
-64. Small buildings need to be designed by trained architects.
-65. Political parties as a rule control both law making and law enforcement.
-66. The reason people work is to satisfy their material wants.
-67. There are few conflicting interests in a good community.
-68. The housing problem is confined to the city.
-69. In rural communities there is much specialization.
-70. Religious organizations developed rapidly.
-71. The national child welfare association is a private health agency.
-72. The good citizen in school takes part in every activity to which he is invited.

II
Vocabulary

Place the number of the correct definition on the line in front of the word.

- ...1. Schedule: (1) trial methods, (2) conditions of learning (3) a definite plan to be followed (4) preparation
- ...2. Work: (1) human effort used to change the form or place of a commodity in order to increase its utility or power to satisfy human wants
(2) exertion (3) Straining to succeed that one may be called famous
(4) talent
- ...3. Sacrifice: (1) sympathy (2) indifference (3) giving up for the good of the group (4) planning for future.
- ...4. Lockout: (1) insurgent employers (2) unwilling workers showing their feeling
(3) employer refuses to allow men to work until they come to terms (4) a vast monopoly
- ...5. Consul: (1) a representative to a foreign city whose duty is to promote his country's trade and protect the interest of its citizens (2) a spy sent out by an unscrupulous government (3) an early colonial governor (4) a constable.
- ...6. Public opinion: (1) people's actions (2) early customs (3) government policy
(4) what the people think
- ...7. Teamwork: (1) cooperation (2) conflict (3) case of construction (4) lack of planning
- ...8. Tenant: (1) man who paints (2) one who buys and sells from another (3) one who lives in a rented home (4) merchant
- ...9. Industrious: (1) lazy (2) good worker (3) indolent (4) playful
- ...10. Ancestors: (1) our forefathers (2) people who work for us (3) our brothers and sisters (4) family group
- ...11. Sanitation: (1) portion (2) seclusion (3) hygienic (4) anaesthetic
- ...12. Contagious: (1) catching (2) poisonous (3) attractive (4) arrival
- ...13. Quarantine: (1) isolation of persons or places infected with contagious diseases (2) remedy (3) commune (4) sanitation
- ...14. Spontaneous Combustion: (1) insurance (2) suddenly bursting into flames
(3) quickly (4) openly at arms
- ...15. Instincts: (1) play (2) action (3) inborn traits (4) plans
- ...16. Service: (1) helping ourselves first (2) doing our bit for the people about us (3) obeying all laws (4) hating one's enemies
- ...17. Import: (1) sending out into a foreign land (2) bringing into our country from outside (3) buying from chain stores (4) toy
- ...18. Occupant (1) one who lives in or stays in a certain place (2) architect
(3) laborer (4) officer
- ...19. Refugees (1) slaves of the rich (2) countries (3) those who flee from persecutions (4) tramps
- ...20. Civil Case (1) a state case (2) involving a minor dispute (3) common
(4) illegal case
- ...21. Conference (1) city government (2) engagements (3) assembly (4) alliance
- ...22. Revolt (1) obeying authority (2) submission (3) rebellion or mutiny
(4) defeat
- ...23. Open door policy (1) all immigrants may come in (2) restricted immigration
(3) in use by the U.S. at present (4) a popular policy
- ...24. Variation: (1) differences (2) similarity (3) complexity (4) attitudes
- ...25. Duplicate: (1) the same (2) resemblance (3) activity (4) process
- ...26. Frontier: (1) prairie (2) confines or edges of civilization (3) desert
(4) wilderness
- ...27. Enterprise: (1) duty (2) simplicity (3) an activity (4) excellent
- ...28. Alien: (1) of foreign birth and unnaturalized (2) any naturalized foreigner
(3) cast outs (4) of ancient times
- ...29. Legislature: (1) U.S. Congress (2) law enforcing body (3) State law making
body (4) judiciary
- ...30. Autocracy: (1) rule by arbitration (2) rule by one man (3) free expression
(4) group control by the people themselves.

Number right.....

III - Completion

Place the number of the blank in front of the word needed to complete the meaning of the sentence. There are a few more words than blanks.

___ music	___ control	___ descendants	___ Ohio
___ wit	___ cities	___ government	___ savage foes
___ thrift	___ industrious	___ English	___ farming
___ law abiding	___ material progress	___ courtesy	___ impossible
___ wild beasts	___ Chicago	___ specialized	___ contract
___ Kentucky	___ neighbor	___ industrial arts	___ Philadelphia

1. Dangers from 1 and 2 force the members of a tribe to act together.
2. The clan or tribe exercises strict 3 over its members.
3. In the primitive tribe all the women take part in the 4 and the 5.
4. Progress is almost 6 in a primitive community.
5. Boonesborough was located on the 7 River.
6. The settlers in Boonesborough were mostly 8 and 9.
7. Pittsburgh is situated at the forks of the 10 River.
8. "The Loop" is the business center of 11.
9. 12 is an agency to meet human needs.
10. One who lives nearby is our 13.
11. The inhabitants of a city are highly 14 in their labor.
12. All European nations have 15 in our country.
13. The majority of Americans down to 1820 were of 16 descent.
14. The "New" immigrants generally live in 17.
15. We owe much of our 18 to immigrants.
16. America needs the 19 of the Scotch, the 20 of the Irish, the 21 of the French and the 22 of the German to make it rich, varied and interesting.

IV - Completion

___ food	___ generations	___ practices
___ Newton	___ four	___ Descartes
___ nations	___ fifty-five	___ property
___ country	___ eleven	___ conflicts
___ Galileo	___ Copernicus	___ clothing
___ seven	___ unusual	___ Pasteur

1. The early colonists raised their own 1 and made their own 2.
2. An American could hardly live a day without using some product from another 3.
3. The science of today rests upon the work of 4, a Pole; 5, a Frenchman; 6, an Italian; and 7, an Englishman.
4. 8, a French scientist learned that germs cause disease.
5. 9 in interests bring about wars.
6. Modern warfare brings entire 10 into a struggle.
7. War destroys 11.
8. Much of the cost of wars must be met by later 12.
9. The World Court consists of 13 judges and 14 alternates.
10. The membership of the League of Nations now includes 15 nations.
11. During the League of Nations' first six years it helped to prevent 16 wars.

CIVICS TEST

Form B

Name Date.....Age.....

Directions: You will be given 35 minutes for this test. When you have finished one part go right on to the next.

I. True-False

If the statement is true place a + on the line in front of it; if it is false place a 0 on the line in front of it.

- 1. Newspapers gather information from all over the world.
- 2. Health is worth the effort it costs.
- 3. Good roads are an important item in transportation.
- 4. Capital is wealth used to produce wealth.
- 5. We should respect all churches.
- 6. We find satisfaction and happiness in congenial work.
- 7. Violence sometimes occurs in industrial disputes.
- 8. The United States needs to educate the public for a greater respect of the law.
- 9. A winning personality is a great asset in securing a position.
- 10. Conservation means stinginess.
- 11. Saving means to put aside something regularly out of one's earnings, no matter how little the amount may be.
- 12. The United States has no national health agencies.
- 13. Most cities prefer to have only one telephone system.
- 14. A promissory note may serve as money.
- 15. Primitive tribes exchange goods by barter.
- 16. No restrictions are placed upon officeholders.
- 17. The police can not enforce city ordinances.
- 18. An education lowers one's earning power.
- 19. The Indian is the original American.
- 20. Newspapers are often partisan in their policies.
- 21. The Industrial Revolution brought an end to home manufacture as a profitable means of livelihood.
- 22. Franklin helped to improve his neighborhood.
- 23. All people cannot save.
- 24. The United States Government is the largest employer in the world.
- 25. Child labor is wasteful.
- 26. First impressions are lasting.
- 27. By Lincoln's time postal service was well developed.
- 28. The latest victory in communication is the invention of the wireless.
- 29. America is fully developed.
- 30. There was much personal freedom in frontier communities.
- 31. Orville and Wilbur Wright deserve all the honor for the invention of the airplane.
- 32. Early wars were less destructive of life and property than are modern wars.
- 33. Chicago is carrying out a most extensive effort at city planning.
- 34. Most of the work done by the electrician is done by hand.
- 35. Laws must be constitutional.
- 36. Insanity is incurable.
- 37. A traffic manager should be well versed in business practice.
- 38. The homes of its citizens form the foundations of a community.
- 39. The Post Office is self sustaining.
- 40. The actions of a moth are purely instinctive.
- 41. Handwork is no longer of value in construction.
- 42. The legal profession is overcrowded.

43. Water transportation is more expensive than land transportation.
44. One should be more courteous to his employer than to his fellow worker.
45. Much of our material progress is due to immigrant labor.
46. The community has the largest responsibility in making our surroundings attractive.
47. The injunction is an effective weapon of the laborers.
48. The President's cabinet is chosen by Congress.
49. Violation of private law is a crime.
50. Means of communication and transportation are owned by the public.
51. Most county officers are elected by the people.
52. The railroad industry offers few attractive openings to youth.
53. A unanimous verdict of the jury is required in civil cases.
54. The Australian ballot is used throughout the United States.
55. The income of the average actor and actress is large.
56. America is independent of other nations.
57. The good citizen sees the good points of his nation and turns a deaf ear to the bad points.
58. Our naturalization policy has been a liberal one.
59. Many court practices can be changed by state legislatures.
60. Treaties are signed by the President and go into effect immediately.
61. The first fire company in America was founded by the early Dutch settlers in New Amsterdam.
62. Education is an inner change.
63. Marx advocates equal wages and an equal division of wealth.
64. Violence sometimes occurs in industrial disputes.
65. Washington saw the importance of party government and insisted that his cabinet members should agree upon public questions.
66. The Civil Service Commission was established by Congress in 1918.
67. The Attorney General must approve bills before they can be paid by the treasurer.
68. Rehabilitation is caring for the sick and needy.
69. Each state has as many electors in the electoral college as it has senators and representatives in the United States Congress.
70. The United States is a member of the League of Nations.
71. The United States has done a great deal in the way of house reform.
72. The national government takes little part in the war on fire.

II - Vocabulary

Place the number of the correct definition on the line in front of the word.

- ___ 1. architect (1) one who plans buildings (2) a keeper of records
(3) one who audits accounts (4) consumer
- ___ 2. barter (1) useless (2) unfathomable (3) exchange (4) valuable
- ___ 3. constitution (1) a document that limits and defines the powers of a government (2) a unit (3) a proposal of correct procedure along certain lines (4) appropriation
- ___ 4. blacklist (1) referring to producers (2) of unknown origin (3) avoiding publicity (4) undesirable workers in files of employers
- ___ 5. marketing (1) shop tending (2) the whole process of transferring goods from the producer to the consumer (3) materials of greatest value provided by the merchants (4) competition
- ___ 6. verdict (1) decision of a jury (2) appraisal (3) rate (4) pertaining to the code.
- ___ 7. budget (1) methodical use of money (2) privilege (3) contact
(4) use of the revised methods of government.
- ___ 8. unanimous (1) uncertain (2) continuous (3) unassuming (4) all of the same opinion.

9. naturalization (1) deporting (2) making a citizen of one country into a citizen of another (3) adoption (4) prohibition
10. neighbor (1) one who lives near by (2) a close friend (3) youth (4) pilgrims
11. export (1) to carry or send abroad (2) dispose of at home (3) on-treat (4) unfold
12. enforce (1) to carry out (2) slide (3) protect (4) continue
13. feeble minded (1) having undeveloped brains (2) aged (3) lunatic (4) beggars
14. franchise (1) consider for reliability (2) exclusive right to operate a utility or corporation in a city (3) provision (4) position
15. price (1) value expressed in dollars and cents (2) the trademark (3) the early value (4) of no particular value
16. filibuster (1) abrupt (2) arouse undue curiosity (3) to delay legislation by useless motions or arguments (4) underrating of ones ability
17. century (1) ten years (2) one hundred years (3) five hundred years (4) one thousand years
18. custom (1) habit of the group (2) law (3) national differences (4) ideals
19. handicap (1) against government (2) confusion (3) to place at a disadvantage (4) unerring
20. caucus (1) a meeting of party leaders to decide on the policies of the party or on the candidates for office (2) group control (3) early provisions of politics (4) plan of the city
21. charter (1) county law (2) constitution of a city (3) testament (4) bulletin of government
22. civil case (1) a state case (2) any suit or action between persons in their private capacities, not involving prosecution for crime (3) common (4) illegal case
23. rehabilitation (1) to restore (2) condition (3) planning (4) disposal
24. jurisdiction (1) power to exercise judicial authority whether in civil or criminal matters (2) junction (3) agreement to matters of judicial nature (4) in line with a definite decision
25. disarmament (1) ruling by arms (2) putting down arms (3) aviation (4) martial powers
26. excise (1) any duty, toll or tax (2) act (3) permit (4) law
27. veniremen (1) prospective jurors (2) jurors (3) witnesses (4) councilmen
28. arbitration (1) settlement by agreement (2) warring over minor matters (3) state government (4) limiting armament
29. reciprocity (1) yielding (2) proposing (3) mutual action and reaction (4) dominating
30. formal learning (1) learning by experience (2) learning at school (3) learning unexpectedly (4) learning from our parents
31. facilities (1) problems (2) goods (3) conveniences (4) hindrances

III - Completion

Place the number of the blank in front of the word needed to complete the meaning of the sentence. There are a few more words than blanks.

- | | | | |
|-----------------|----------------|----------------|----------------|
| ___ ten | ___ nine | ___ nations | ___ law |
| ___ corporation | ___ continue | ___ rules | ___ legal |
| ___ reprieve | ___ violation | ___ succeed | ___ referendum |
| ___ cabinet | ___ commerce | ___ charter | ___ governor |
| ___ will | ___ persons | ___ disrespect | ___ support |
| ___ states | ___ congress | ___ board | ___ twelve |
| ___ towns | ___ initiative | ___ committees | |

4 - Form B

1. Law is an expression of the 1 of the people.
2. In past ages government was by 2 not by 3
3. The national constitution may be amended by the concurrence of 4 and the 5 as set forth in Article V.
4. Before a bill is introduced, it must be written in proper 6 form.
5. The people may have a direct part in law making by use of the 7 and 8.
6. International law is confined to relations among 9.
7. Since no legislator could possibly examine every bill, most of the legislative work is done by 10.
8. A good citizen obeys the laws for the same reason that a true sportsman observes the 11 of a game.
9. The county 12 is the chief ruling body in the county.
10. Main responsibility for the enforcement of law in the state rests in the 13
11. The chief executive work of the nation is done by 14 great departments.
12. The census is taken by the department of 15.
13. Under the city manager plan of government, the city is looked upon as a business 16.
14. 17 government has been adopted by Illinois and several other states.
15. A city gets its 18 from the state legislature.
16. "Free government has no greater menace than 19 for authority and continual violation of law".
17. It is the duty of a citizen not only to observe the law but also to let it be known that he is opposed to its 20.
18. Those in authority need our 21 if they are to 22 in doing excellent work.

- | | | | |
|-----------------------|------------------|----------------------|---------------------|
| <u>rights</u> | <u>voter</u> | <u>directly</u> | <u>invasion</u> |
| <u>private</u> | <u>duties</u> | <u>oral</u> | <u>ignorance</u> |
| <u>protection</u> | <u>ballots</u> | <u>short</u> | <u>motion</u> |
| <u>register</u> | <u>party</u> | <u>suspended</u> | <u>protective</u> |
| <u>representative</u> | <u>machine's</u> | <u>Habeas Corpus</u> | <u>political</u> |
| <u>rebellion</u> | | <u>respects</u> | <u>compensation</u> |
| <u>revenue</u> | | | |

1. Representative government is in short 1 government.
2. The Republican Party has always advocated a 2 tariff.
3. The Democrats have supported a tariff for 3 only.
4. The people voted 4 for Washington and John Adams.
5. All but a few states now require each 5 to 6 once a year or every two years.
6. By 1860 most states had given up 7 voting in favor of printed 8.
7. A few communities have introduced voting 9.
8. To remedy the evil of 10 "bosses" or rings, the 11 ballot has been proposed.
9. If he obeys the laws, a citizen is entitled to 12 at all times.
10. The writ of 13 shall not be 14 unless the public safety is endangered by 15 or 16.