THE EFFECT OF INSTRUCTION IN SPECIFIC READING SKILLS ON EIGHTH GRADE HISTORY ACHIEVEMENT

BY

SISTER MARY JOLENTA HOSPOD, O.S.F., B.S.

A THESIS

Submitted to the Faculty of the Creighton University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Department of Education

OMAHA, 1940
Thesis Approved

By

[Signature]
Major Adviser

[Signature]
Dean

58471
ACKNOWLEDGEMENT

It is a pleasure to express my appreciation to those who have encouraged and assisted me in this study. To Mr. J. Marvin Hawker for his generous help and highly-valued guidance throughout the study; to Miss Margaret Waldron for her human interest and timely criticism; to the teaching staff of the control group for their hearty co-operation; to each of the above mentioned the writer is sincerely grateful and much indebted.
# TABLE OF CONTENTS

| LIST OF TABLES | iv |
| LIST OF FIGURES | v |

## CHAPTER

I. **THE PROBLEM**  
Statement of the Problem  
The Problem of Reading in the Mastery of History  
Related Studies  
Specific Reading Skills Required in History  
Plan for the Study  

II. **THE EXPERIMENTAL PROCEDURE**  
The Testing Program  
Initial Status of the Two Groups  
Comparison of Teaching Methods  

III. **THE FINDINGS**  
Reading Achievement  
History Achievement  
Comparison of the Two Groups  

IV. **CONCLUSIONS AND RECOMMENDATIONS**  
Summary  
Limitations  
Conclusions  

**BIBLIOGRAPHY** 64  
**APPENDICES** 70
<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Comparison of the I. Q.'s made by the Two Groups on the Otis Self-Administering Tests of Mental Ability (Form B)</td>
<td>25</td>
</tr>
<tr>
<td>II.</td>
<td>Comparison of Median Scores of the Two Groups on the Subtests of the Iowa Silent Reading Tests (Form Am)</td>
<td>28</td>
</tr>
<tr>
<td>III.</td>
<td>Comparison of Median Scores of the Control Group on the Initial and Final Iowa Silent Reading Tests</td>
<td>43</td>
</tr>
<tr>
<td>IV.</td>
<td>Comparison of Median Scores of the Experimental Group on the Initial and Final Iowa Silent Reading Tests</td>
<td>47</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Percentile Ranks of the Two Groups on the Iowa Silent Reading</td>
<td>27</td>
</tr>
<tr>
<td>Tests (Form Am)</td>
<td></td>
</tr>
<tr>
<td>II. The Grade Equivalents for the Medians of the Two Groups on the</td>
<td>29</td>
</tr>
<tr>
<td>Iowa Silent Reading Tests (Form Am)</td>
<td></td>
</tr>
<tr>
<td>III. The Percentile Ranks of the Two Groups on the Junior American</td>
<td>31</td>
</tr>
<tr>
<td>History Tests (Form A)</td>
<td></td>
</tr>
<tr>
<td>IV. The Percentile Ranks of the Control Group on the Iowa Silent</td>
<td>44</td>
</tr>
<tr>
<td>Reading Tests (Forms Am and Bm)</td>
<td></td>
</tr>
<tr>
<td>V. The Grade Equivalents for the Medians of the Two Groups on the</td>
<td>46</td>
</tr>
<tr>
<td>Iowa Silent Reading Tests (Form Bm)</td>
<td></td>
</tr>
<tr>
<td>VI. The Percentile Ranks of the Experimental Group on the Iowa Silent</td>
<td>48</td>
</tr>
<tr>
<td>Reading Tests (Forms Am and Bm)</td>
<td></td>
</tr>
<tr>
<td>VII. The Percentile Ranks of the Two Groups on the Iowa Silent Reading</td>
<td>49</td>
</tr>
<tr>
<td>Tests (Form Bm)</td>
<td></td>
</tr>
<tr>
<td>VIII. The Percentile Ranks of the Control Group on the Junior American</td>
<td>51</td>
</tr>
<tr>
<td>History Tests (Forms A and B)</td>
<td></td>
</tr>
<tr>
<td>IX. The Percentile Ranks of the Experimental Group on the Junior</td>
<td>52</td>
</tr>
<tr>
<td>American History Tests (Forms A and B)</td>
<td></td>
</tr>
<tr>
<td>X. The Percentile Ranks of the Two Groups on the Junior American</td>
<td>54</td>
</tr>
<tr>
<td>History Tests (Form B)</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study is to determine what effect the development of certain reading and study skills has upon the child's mastery of history. Beyond the skills needed in general reading those skills peculiar to the understanding of history such as interpretation of maps, graphs, and charts, understanding historical vocabulary, and historical reasoning are stressed. In short, the investigator attempts to determine how the emphasis of specific reading skills influences achievement in history.

Reading Problems in History Achievement

Regardless of the fact that numerous studies have been made in the field of reading, educators are still faced with these problems: (1) Do children get the thought of the author from what they read? (2) What factors influence their comprehension of the material read? (3) What can teachers do to help pupils comprehend more accurately and thoroughly?

History teachers are confronted with the same
problems as reading teachers. However, they have not only all the skills pertaining to general reading but also skills peculiar to the teaching of history to develop, if they would improve comprehension.

When do children really comprehend? When they are able to answer questions verbally over material read. Most of the tests of reading comprehension are based on the idea that the correct answers to objective test items mean correct comprehension. But in the light of recent research by Dewey, children may answer the questions verbally and fail completely in their application of that knowledge to non-verbal situations, such as the identifications of pictures, the use of maps, the following of campaign routes, the effect that one historical event may have on others, etc. This shows that very often children can give correct answers but fail to acquire the proper inference that should grow out of the thorough understanding of the material.¹

Thorndike, after a careful study of the variety of mental processes utilized in the interpretation of what is read, came to the following conclusions:

1. Reading is a very elaborate procedure, involving a weighing of each of many elements in a sentence, their organization in their proper relations one to another, the selection of certain of their connotations and rejection of others, and the cooperation of many forces to determine final response.

2. That reading an explanatory or argumentative paragraph in his textbooks on geography, history or civics and (though to a less degree) reading a narrative or description involves the same sort of organization and analytic action of ideas as occur in thinking of supposedly higher sorts.²

Related Studies

For a number of years investigations have been carried on rather extensively in the field of reading. No attempt, however, has been made in this report to summarize all the investigations, merely those which have a rather direct bearing upon the mastery of history.

Investigations Relative to Reading Comprehension in History. Dewey carried on an investigation in which he attempted to study the nature and limitations of comprehension in reading at the eighth grade level. For this purpose he used two types of techniques, namely, pencil and paper tests, which he administered to 140 pupils, and oral interviews with 85 pupils who had

²E. L. Thorndike, "Reading as Reasoning," Journal of Educational Psychology, VIII (June, 1917), 323-332.
taken the pencil and paper test previously. To the latter group, he gave the written tests and oral interviews on two different reading selections.

As a result of this investigation he concluded:

1. Children are often inconsistent in answering different types of tests on identical or similar ideas.

2. There is a correlation between the intelligence and consistency of children's responses on different types of tests of the same meaning.

3. Pupils often select the correct picture on a given test, however, in the oral interview, they demonstrate that they have inadequate or false concepts of what the picture represents.

4. On the whole, children achieve more correct answers in the oral interview than they do on written tests.

5. Because the children know certain meanings of a word, this is no guarantee that they understand the meaning necessary for comprehension of a given topic.

6. Verbal presentation is not an adequate method of teaching. Concrete materials such as models, charts, maps, and pictures, whenever possible, will make more certain a real understanding of the material presented to the children.

7. In general, the pupils of the eighth grade do not have sufficient backgrounds in the fields of history, civics, economics, or geography. They even lack the general experience necessary to understand and explain certain selections which they read or which are read to them. These limitations should be recognized when presenting any technical material,
namely, judicial decisions, problems of federal finance, and various abstract ideas.

8. It is difficult to foretell whether the content material or the test questions will be understood by every child and at any time.

9. As a rule, children find difficulties in arranging the events occurring in history into proper sequences.

Finally, Dewey sums up his investigation as follows:

The problems of teaching and measuring reading comprehension are complex ones. In the first place, it is difficult to formulate and make use of techniques for insuring proper reading comprehension by children. Teachers must realize that the problem of teaching children to comprehend what they read is something more than the casual explanation of difficult ideas in words. The children must receive an adequate experience regarding each idea presented in words in the reading material. If this method is not followed the children will acquire skill in the use of words but will secure little or no understanding regarding the ideas for which the symbols stand. The limitations of pencil and paper tests are such that great caution must be exercised in the use and interpretation of test results. Teachers must not be satisfied with the results of written tests as adequate measures of reading comprehension. It is probable that the use of the oral interview technique will aid greatly not only in the diagnosis of individual reading comprehension difficulties but in the enrichment of the teacher's understanding of the total reading process.

Ayer conducted an investigation in the field of reading comprehension in history. She attempted to mea-

---


sure the effects of literary embellishments, technical vocabulary, and complicated sentences on understanding of history. To measure the effect of these various factors, Ayer simplified twenty paragraphs selected from widely used fifth grade histories by eliminating the troublesome terms and involved sentences.

This experiment was carried on in the fifth and seventh grades, and included 567 fifth grade pupils and 486 seventh grade pupils. The author used two comparable groups for each paragraph. One group read the original paragraph while the other group read the simplified material. Six true-false items were given on each paragraph. From this the investigator was able to obtain a measure of the effect of the various factors such as literary embellishments, technical vocabulary, and so on.

From this study the investigator drew the following conclusions:

1. In every paragraph with the exception of one the average score showed better results when the paragraphs were simplified.

2. Technical vocabulary proved to be a hindrance to comprehension; however, such terminology may be classed as essential to history.

3. Reading comprehension is handicapped by difficulties unessential to history, especially, complicated long sentences and abstract words.
4. Children often guess what they do not understand from the general atmosphere of the paragraph and they respond in stereotyped fashion.

5. Over-potency of knowledge is a common cause of error.

6. The material found in many widely used fifth grade histories is difficult enough for high school use.

7. Children of the intermediate grades probably cannot comprehend theories of government, law making, social strife, growth of domestic institutions, conflict over balance of power, and biographies of men whose contributions to society are of an abstract nature because abstractions are beyond the fifth grade pupils power to grasp.5

Investigations Relative to the Various Factors that may Influence Comprehension. Hilliard, after a careful study listed the following possibilities of difficulties in reading comprehension:

1. Low general intelligence
2. Insufficient vocabulary
3. Faulty rate of reading
4. Lip movement and articulation
5. Poor environment
6. Too little reading practice
7. Poor school attendance
8. Small recognition span
9. Lack of motivation
10. Lack of organization ability
11. Inability to reproduce
12. Inability to reason

This writer found that for certain of these factors there were no known measuring instruments, therefore, he decided to study the effects of the following factors only: general intelligence, vocabulary, rate of reading, ability to reproduce, lip movement, and organization.

Using standardized tests the investigator found coefficients of correlation between general intelligence and reading ability to be from .38 to .90 with a majority of coefficients above .60. The relationship between reading comprehension and vocabulary, as measured by standardized tests, ranged from .30 to .82 with only one coefficient of correlation below .40. Coefficients of correlation between ability to reproduce as measured by Whipple's Dutch Homestead Test and other standardized reading tests were found to be from .27 to .64. The coefficients of correlation as measured by Green's Organization Test and a number of standardized reading tests ranged from .25 to .61. The rate of reading was related to reading comprehension, as measured by four reading tests. The coefficients of correlation were found to range from .12 to .72.

After an experiment with lip readers and non-lip readers, Hilliard stated that lip movement is more
influential on the rate of reading than on reading comprehension.

He concluded:

Every method of comparison used in this study reveals intelligence and vocabulary as far out-ranking all other factors studied on reading comprehension. The effects of rate, reproduction and organization can be explained through the factor of general intelligence. Intelligence is not supposed to be subject to improvement through training. The main suggestion to be made in connection with this point is that the teachers endeavor to push each child to the limit of his intelligence. Vocabulary, however, may be easily and extensively improved through training and in the opinion of the author this type of training is at present our surest means of developing efficient comprehension in silent reading.7

Good made a study on the thirteen freshmen enrolled in a science class in the Hyde Park High School, Chicago, in order to determine the effect of mental set on comprehension in reading. The sets he employed were: (1) encouragement, (2) skimming, (3) discouragement, and (4) reproduction.

The best scores in reading were obtained when children were instructed to reproduce the material read. The lowest scores were made when pupils were encouraged.

7Ibid., p. 138
The investigator acknowledged that he probably has not secured the mental sets that he endeavored to obtain, hence, he was not positive that the results obtained were to be attributed to mental sets.  

Germane, after a laborious study of the value of summarizing in silent reading as compared with re-reading the same article arrived at the following conclusions:

1. That studying by means of a written corrected summary of the whole article is not as efficient a method in the case of the untrained student as simply re-reading the selection.

2. That the written paragraph summary is not as economical a method of studying as re-reading the article.

3. That the summary controlled by means of definite questions is a more efficient method of study than re-reading the selections. This is especially true when the questions used in controlling the summary are answered mentally.

4. That pupils who wrote their summaries lost much time in writing down statements of minor importance.

5. That the reading comprehension of pupils in the grades should receive greater emphasis.

These findings show that reading comprehension is influenced by numerous factors. But it is difficult to point out how much influence each factor exerts on

---

8 Carter C. Good, "The Effect of Mental Set or Attitude on Reading Performance of High School Pupils," Journal of Educational Research, XIV (October, 1926), 178-186.
Investigations Relative to Endeavor to Improve Reading Comprehension. Alderman carried on an experiment in order to determine whether or not it is possible by practice to improve pupils' ability to read. He gave them drill exercises in: (1) vocabulary, (2) organization, and (3) retention. He performed this experiment with two comparable groups and found that the drill group gained more in one semester than the non-drill group. He concluded that the drill in organization was of most value to the child, retention was next, and vocabulary was of least benefit.  

Carroll carried on three experiments in order to determine if it was possible by practice to improve students' ability to read directions. He reports an improvement in ability to read directions of about 60 per cent and makes the following statement:

To teach reading effectively it seems that the first and most important step is to stimulate interest in improving. This may be done: (1) by making known the fact that improvement is desirable and possible, (2) by making clear the highest number to be obtained in each daily test, (3) by letting the pupils know the exact

---


results of their daily effects, (4) by stimulating pupils to rival their own records and the records of one another, (5) and by drilling them in reading material such as they have to read in actual life situations.

The chief sources of errors apparently are: (1) sentences that involve slight mathematical calculation, (2) preponent factors in the questions of reading material, (3) sentences containing conditional clauses, (4) sentences that are too compact or too involved, (5) material containing ideas not clearly stated but merely implied, and (6) lack of the habit of carefully reasoning things out.

Miles carried on an investigation in grades IX to XI. He drilled an experimental group, and to the control group he gave regular class work. He concluded that the bright pupils have already by their daily work learned to read and comprehend well, and that they become bored by the drills and do not improve in ability to comprehend. On the other hand, slower children are likely to improve if the teacher is able to maintain their interest and effort. It often happens that the pupils with high intelligence quotients score high on the initial test. However, they lose interest because of continuous drill, and they score lower on the final test. All in all, improvement in comprehension

---

11 R. P. Carroll, An Experimental Study of Comprehension in Reading, Columbia University, Teachers College, Contribution to Education, No. 245, 1926.
depends upon the teacher. Both, the bright and dull children can be encouraged to a higher degree of comprehension if the teacher is able to arouse and maintain interest in the classroom.\textsuperscript{12}

Remmers and Stalnaker conducted an experiment with seven college students, who ranked in the lower quartile of the freshman class on the entering psychological examination. They were given approximately three hours of special drill on reading, and because of this special drill there was an increase in speed, in the number of lines read per minute from 20.7 to 25.8. Likewise, the percentage of correct answers on an objective test of reading comprehension increased from 60.8 to 81.3.\textsuperscript{13} The investigators sum up this study as follows:

An experiment with seven students was carried out to study the gain in speed and comprehension of motivated remedial speed drills. The results indicate that for approximately three hours of actual reading time spread over a period of nearly two months the increase in both these

\textsuperscript{12}Dudley H. Miles, "Can the High School Pupil Improve His Reading Ability?" \textit{Journal of Educational Research}, XIV (September, 1926), 88-98.

\textsuperscript{13}H. H. Remmers and J. M. Stalnaker, "An Experiment in Remedial Reading Exercises at the College Level," \textit{School and Society}, XXVIII (September, 1928), 727-800.
functions approximates twenty-five per cent of the material read. It is not known to what extent if any this gain transferred to other types of reading situations.\textsuperscript{14}

Investigations Relative to What Children Comprehend by What They Read. Scott and Myers administered twenty tests in history to 175 pupils in grades V to VIII inclusive, in a large city system, in an attempt to determine whether or not the pupils really knew what their answers meant when they gave correct responses to questions.\textsuperscript{15} These investigators conclude their report of the experiment with the following:

Apparently the child by routine word mechanics, can without knowing very much, seem to know a great deal; he may make a perfect recitation without knowing what he is reciting about. A correct answer is no proof that the child knows what he has answered.\textsuperscript{16}

Yoakam found that children acquire very little from a single reading. He reported the following results:

1. The effect of a single reading of content material varies with individuals but on the average is less than half of the total ideas in the article read and often falls to a third or less.

\textsuperscript{14} Ibid., p. 800.


\textsuperscript{16} Ibid., p. 333.
2. The effect of a single reading as measured by delayed recall shows that while an indispensable part of the process is reading and remembering, it is much less powerful as a means of insuring memory than the review incident to an immediate recall test.

3. The effect of a single reading varies with the type of material used.

4. If a single reading takes place without any immediate recall of the ideas, it is doubtful whether or not the reading will leave any impression on the mind of the learner after a lapse of thirty days unless the material is very interesting or striking.

5. The effect of a single reading varies in efficiency with the grade taking the test.17

Specific Reading Skills Required in History

Every history teacher needs to realize that he is not only a history teacher but a teacher of reading skills as well, especially those skills that are peculiar to the mastery of history. The preceding studies indicate that the following skills are especially essential in the teaching of history.

1. Ability to interpret paragraphs correctly.
In reading historical material the student must do much supplementing, he must think in terms of what has gone before and what may follow, he must do some critical

thinking of his own in order to gather the significance and meaning of the material he reads. Much of the meaning of historical reading is lost if the reader is incapable of comprehending it in terms of historical significance.

2. Ability to determine causes and effects. History is a series of causes and effects, the effects of one situation are the causes of new situations. World War II grew out of the results of World War I. The student who sees these cause and effect relationships has gone a long way toward the development of historical reasoning.

3. Ability to organize and evaluate what is read. Organization calls for ability to see logical relationships and logical sequences. Organization calls for judgment, the ability to classify properly. Outlining is one of the best ways to develop organization.

Ability to evaluate material encountered results from developing a questioning attitude on the part of the student. The child must be taught to consider the period, the training, and the bias of every author. We have an excellent example of failure to evaluate properly in the present world situation. What nation realized or gave Germany credit for being able to crush civilization and render practically all of Europe vir-
tually impotent in the course of few years?

4. Ability to use historical maps intelligently. There is more on an historical map than just places, there are historical implications in every historical map. The child must study not only places but their significance. For example, in following Grant's campaign in the West one sees his attempt to gain control of the Mississippi, his attempt to divide the South, to cut off its western food supply. The child must be taught to see and realize that one point on an historical map isn't just as significant as another.

5. Ability to see the relationship that exists between the geographical factors and historical facts. Geography plays a big role in the history of every nation. Switzerland has remained out of European wars chiefly because of her geographical features, while Belgium equally neutral in temperament has been the battlefield of Europe for centuries because of her geographical position. Alsace-Lorraine has been tossed back and forth because of her natural resources. Geographical features have always influenced history and will always continue to do so, consequently, the real student of history must consider the geography of the place being studied along with its history.
6. **Ability to retain important dates in history.**

This retention is emphasized not because of the dates themselves but because of the historical changes that took place either preceding or following them. July 4, 1776 is important not because it marks the date of the adoption of the Declaration of Independence; but because independence was achieved and has been retained, because that date marks the beginning of democratic governments as we have known them in our days. The year 1588 not only dates the defeat of the Spanish Armada but the time when the supremacy of the seas passed from the Spanish to the British who have maintained it to the present day. This year 1940 may mark the beginning of the end of democratic governments and the establishment of world-wide dictatorship. Thus we see, dates themselves are not important, it is the historical changes that they signify which makes dates important.

7. **Ability to comprehend vocabulary.** Every subject has its own peculiar vocabulary and history is no exception. Such terms as explorer, discoverer, colonial, pioneer, expedition, siege, garrison, etc. must be interpreted properly or confusion will exist in the child's mind. Every teacher must bear in mind that pupil's reasoning is dependent upon his concepts and can never be more nearly correct than the concepts with which he rea-
sons. Good teachers strive earnestly to see that correct interpretation of new terms are set up in the child's mind.

8. Ability to summarize material covered. Many books refer to the summaries—"the things to remember." Ability to summarize means the ability to select the important facts, the facts that will influence further events, that mark important changes, changes that might be political, social, industrial, or economic. Summaries aid in organization, and in evaluation as well as in retention of material.

Plan for the Study

This is a study, as stated above, to discover what effect the special stressing of those reading skills peculiar to the mastery of history would have on achievement in history. The two-group experimental technique was followed. The eighth grade of the Saint Francis parochial school in Omaha served as the experimental group. The control group was the eighth grade from another local parochial school. The control group was taught in the usual manner; specific reading skills were emphasized in the instruction of the experimental group. This investigation was carried on from November 6, 1939 to April 6, 1940.
The eighth grade was selected because it was felt that this is the culminating grade in the elementary school and there the level of comprehension should be the highest for the elementary grades. Children have had enough history by the time they have reached this grade that they should have sufficient knowledge of the subject to be tested rather extensively for comprehension.

In order to investigate the effect of special drill upon history achievement the following subsidiary problems were set up:

1. What is the relationship between the child's reading ability and his ability to comprehend history?

2. How well do children comprehend the words, phrases, and sentences in the material read, how complete are their concepts of these materials?

3. What effect does the stressing of these skills have upon the ability to comprehend at different levels of intelligence?

4. What effect does non-verbal material have on increasing comprehension? For example, pictures, maps, globes, etc.

5. What are the probable causes of poor comprehension in history?

6. What effect does the improvement of comprehension have upon history achievement?
CHAPTER II

THE EXPERIMENTAL PROCEDURE

The two-group experimental method was followed. Two eighth grade classes were used, the instructional technique employing special reading skills was applied to one group, while the conventional method of teaching history was followed with the other group. Both the experimental and the control groups used the same text, *American History, Revised Edition*, by Sister Mary Celeste.

The control group was made up of forty-one members, which was the entire eighth grade class of one of the local parochial schools. This group consisted of children of many nationalities, namely, Belgian, Irish, Polish and Bohemian. With these pupils the teacher followed the regular classroom procedure, using the regular text and following the directions suggested in the accompanying work book.

The experimental group consisted of thirty-eight members, which was the entire eighth grade of Saint Francis School, Omaha, Nebraska. This group is made up almost entirely of Polish children. A variety of methods was employed by the experimenter but all variations were
directed toward the achievement of the specific goals listed below:

1. Skill in paragraph interpretation.
2. Skill in determining causes and effects.
3. Skill in organizing and evaluating what is read.
4. Skill in using historical maps intelligently.
5. Skill in seeing the relationship that exists between geographical factors and historical facts.
6. Skill in retaining important dates in history. This retention is emphasized not because of the date itself but because of historical significance.
7. Skill in comprehending historical vocabulary.
8. Skill in summarizing.

The Testing Program

In order to measure the amount of progress and to determine the initial status of the groups a number of tests were administered. The following tests were selected for this experiment.

Intelligence Test. Form B of the Otis Self-Administering Tests of Mental Ability was chosen because of its ease of administration, its simplified scoring, the variety of material used, and the ease of figuring the I.Q's - since no arithmetical calculations are necessary. The validity and reliability of this test and the many purposes to which the results may be applied adds to its value. The test of mental ability was administered by the experimenter on October 30, 1939, to both
the experimental and the control groups. The directions for the administration and scoring of the test given in the test manual were followed carefully.

**Reading Tests.** Reading tests were given at the beginning of the experiment and at the end. For this purpose the Elementary Test, for grades 4 to 9, of Iowa Silent Reading Tests, New Edition, was chosen. The Iowa Silent Reading Tests give the teacher a rather exact estimate

... of the level of development of the several elements of silent reading ability in the class, as well as ... specific information concerning the limitations of the individuals comprising the class.  

The validity and reliability of these tests are high. In using this test the reading ability of the classes can be evaluated and the teacher is able to diagnose and remedy the skills in which students are most deficient. These tests estimate several abilities: rate-comprehension, directed reading, word meaning, paragraph comprehension, sentence meaning, and location of information. Since the tests have standard scores it was possible to compare the results obtained in both schools with average pupil achievement. While this test

---

has some difficulties in administration and scoring, the results are so comprehensive and explicit that its selection is justified.

Form Am of this test was given on October 30, 1939, in both schools. After five months had elapsed Form Bm of the same test was administered on April 9, 1940. These tests were administered and scored according to the directions in the manual.

History Test. The Carmen, Barrows, and Wood Junior American History Test was used because it has two equivalent forms, which make possible meaningful comparisons of the achievement of the same class at different times. The large number of items included, the wide range of the content, and the amount of reasoning ability and discrimination of judgment needed in answering the items gives a high degree of validity to the test. It stresses current history and the social and economic phases of American life thus showing the child and the teacher that history to be effective must be humanized and vitalized. This test is easily scored and the results are applicable to classification, diagnosis, and to the interpretation and selection of the instructional material.

Form A was used in both schools for the initial test which was given November 2, 1939. Five months later,
April 9, 1940, Form B of the same test was administered to these two groups. The tests were given and scored according to the manual of directions.

Initial Status of the Two Groups

**Intellectual Ability.** The intelligence quotients of the control group ranged from 66 to 131. The medians, upper and lower quartile deviations, means and sigmas for the two groups are presented in Table I. The intelligence quotient of each pupil and his performance on every test in the series are given in Appendix A.

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Q_1^1$</td>
<td>109.00</td>
<td>111.75</td>
</tr>
<tr>
<td>median</td>
<td>102.25</td>
<td>108.00</td>
</tr>
<tr>
<td>$Q_3^3$</td>
<td>93.00</td>
<td>95.00</td>
</tr>
<tr>
<td>$Q$</td>
<td>8.00</td>
<td>8.38</td>
</tr>
<tr>
<td>mean</td>
<td>99.45</td>
<td>106.30</td>
</tr>
<tr>
<td>S. D.</td>
<td>17.35</td>
<td>14.10</td>
</tr>
</tbody>
</table>

58474
The intelligence quotients of the experimental group ranged from 71 to 133. There is a difference of 6.85 points between the intelligence quotients of the two groups in favor of the experimental group.

The mean chronological age of the control group was 164.85 months or 13.74 years when the initial test was given while the mean chronological age of the experimental group was 162.64 months or 13.55 years. In comparing the groups as to the chronological age the experimental group on the average is 2.21 months younger than the control group.

Reading Ability. The median scores of the control group on the initial reading test ranged from 25 to 72 with an average of 54.10 and a standard deviation of 11.60. The range of the scores of the experimental group on the initial reading test was from 36 to 81, with the mean at 58.25 and the standard deviation, 9.75.

The median scores on the parts of the test for the two groups are shown in Table II, and the difference in the initial status of the two groups is illustrated graphically in Figure 1, page 27.
Figure 1

The Percentile Rank of the Two Groups on Form A of The Iowa Silent Reading Tests.
Table II
Comparison of Median Scores of the Two Groups on the Subtests of the Iowa Silent Reading Test

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Control Group</th>
<th>Experimental Group</th>
<th>Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate-Comprehension</td>
<td>54.49</td>
<td>58.00</td>
<td>3.51</td>
</tr>
<tr>
<td>Directed Reading</td>
<td>49.55</td>
<td>57.65</td>
<td>8.10</td>
</tr>
<tr>
<td>Word Meaning</td>
<td>56.75</td>
<td>59.80</td>
<td>3.05</td>
</tr>
<tr>
<td>Paragraph Comprehension</td>
<td>62.60</td>
<td>62.40</td>
<td>0.20</td>
</tr>
<tr>
<td>Sentence Meaning</td>
<td>48.00</td>
<td>47.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Location of Information</td>
<td>49.69</td>
<td>64.65</td>
<td>14.96</td>
</tr>
<tr>
<td>Total Score</td>
<td>54.10</td>
<td>59.65</td>
<td>5.55</td>
</tr>
</tbody>
</table>

The results show that the experimental group ranked higher than the control group in all phases of the initial reading test except paragraph comprehension and sentence meaning in which the inferiority was less than one point.

Noting the standard deviations of 11.60 for the control group and 9.75 for the experimental group, it is evident that the class spread is much greater in the former group than in the latter. The experimental group is much more homogeneous. However, the experimental group was below the grade norm in every phase of this test except location of information, as indicated in Figure 2, which shows the grade equivalents of the experimental group and the control group on the initial reading test.

A careful study of the graph shows that the experimental group has a total score or grade equivalent of 7.2 which is below the norm; the control group has a
The grade equivalents for the median scores of the two groups on Form AM of the Iowa Silent Reading Tests.
total score of grade equivalent of 6.3 which is considerably below normal. The best attainment for the experimental group is in location of information; for the control group the best attainment is in paragraph comprehension. The experimental group is practically normal in one skill only, while the control group is below normal in all skills. The experimental group scored lowest in sentence meaning; the control group also had the lowest score in sentence meaning.

**History Achievement.** In the initial history test the control group ranged from 10 to 56 with a mean score of 30.70 and standard deviation of 10.96. The experimental group on the same test ranked from 17 to 66 with a mean of 35.10 and standard deviation of 12.45. The comparison of these results, as illustrated in Figure 3, shows the experimental group ranked higher than the control group. The difference in mean achievement was 4.40. However, the class spread in the history scores is greater for the experimental group than for the control. This is different from the situation that existed in reading.

In summarizing the ranking for the two groups before teaching, the investigator found the experimental group on the average ranked 6.85 points higher in intelligence; 4.15 points higher in reading; 4.40 points
**Figure 3**

The percentile rank of the two groups on Form A of the Junior American History Tests.
higher in history. However, none of these differences is statistically significant.2

The using of dissimilar groups in a two-group experiment may be questioned but Engelhart suggests that the use of ordinary school classes without modification is feasible, and eliminates disturbance of usual classroom conditions produced by rigid pairing or the setting up of equivalent groups. By this method original differences are not obliterated but an intelligence test and appropriate achievement tests are administered to determine the initial status of the classes. The differences between the groups are noted carefully, the experimental factor is then applied, and the inferiority or superiority of the experimental factor depends upon the decrease or increase in the already determined difference between the achievement of the groups at the close of the experiment. In other words, the experimental factor is applied to one of the classes even if its initial status, as shown by the measuring devices, is superior or inferior to the other class.

2Statistical computations obtain these values:

<table>
<thead>
<tr>
<th>Test</th>
<th>Difference</th>
<th>Standard Error</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Q.</td>
<td>6.85</td>
<td>3.54</td>
<td>1.09</td>
</tr>
<tr>
<td>Reading</td>
<td>4.15</td>
<td>2.40</td>
<td>1.72</td>
</tr>
<tr>
<td>History</td>
<td>4.40</td>
<td>2.64</td>
<td>1.86</td>
</tr>
</tbody>
</table>
Then if the achievement of this class, because of the application of the experimental factor, surpasses that of the class . . . whose initial ability was greater, it is justifiable to claim superiority for the experimental factor; but if the achievement drops below that of the class . . . whose initial ability was lower, then the inferiority of the experimental factor is shown.  

Comparison of Teaching Methods

As stated above, the teacher of the control group followed the conventional classroom procedure, while the experimenter tried a variety of techniques which purported to stimulate the development of the many reading skills peculiar to the mastery of history.

With these goals definitely in mind the experimenter set out to stimulate and motivate the class to achieve them. The children realized that they were competing with another school. They were encouraged to read widely and to improve their general reading skills. One of the factors that seemed to arouse a deep interest in the study of history and its influence was the current condition in Europe. This helped the children realize that history is not a dead subject but a vital factor in everyday living; that history is being made every day; that today's history has grown out of the past.

---

With the class wide awake and desirous of learning the writer discussed with them the results of the initial reading test. The pupils realized that they were not up to the grade norm in reading, for their mean score did not exceed the 55 percentile rank of seventh grade pupils according to the norms given in the manual. Being ambitious and anxious to correct their weaknesses they wanted to know what they could do to improve.

In this state of readiness the experimenter emphasized the importance of vocabulary in improving both general reading and history. With this end in view historical terms occurring in their reading were listed on the blackboard. The children were asked to look up these words in their dictionaries. Then the meanings of words were discussed, the words were used in sentences and correctly interpreted in the history material.

Other vocabulary drills were as follows:

1. Selecting a word from a given list of words that has the meaning as a given word. For example, navigate—(1) walk, (2) implicate, (3) sail over, (4) fish.

2. Selecting the word to make the meaning clear in a given sentence. For example, An indictment is a (1) charge, (2) statute, (3) commission, (4) warning, (5) proclamation.

3. Picking out new words from the child's outside reading.

4. Seeing how many different words the children could think of to express a given idea. For example, La Salle travelled down the Mississippi from its source to its mouth. La Salle
examined the immediate region lying on both sides of the Mississippi River. La Salle sailed down the Mississippi to learn more about the region lying on the West.

At no time during the entire period of the experiment was the stressing of the vocabulary neglected. Samples of these vocabulary tests are given in Appendix B.

Since the initial tests were all timed many of the children realized that their scores were low because they failed to complete the test in the time given. They learned that if they would increase their reading rate that would be able to raise their reading scores. Furthermore, they discussed factors that interfere with reading rates, i.e., lip movement, inner vocalization, short comprehension span, poor comprehension, failure to anticipate the meaning, lack of attention, and failure to concentrate on the subject matter.

Knowing the factors that interfered with speed they focused on speed drills. The writer asked the children what they would do if they were trying to increase their speed in running? They immediately answered that they would have to practice, go out for track. The experimenter emphasized that they have to do the same thing in reading, that they must practice with the idea of increasing their speed. However, increasing speed in reading is more interesting and valu-
able than increasing speed in running because new mater-
ial can be used for drill thereby gaining not only speed
but information and many worth-while pleasant experiences.
So enthusiastic did the youngsters become over the speed
tests that they were timing themselves at school and at
home. They used their mothers' electric oven clocks for
time signals to such an extent that the mothers complain-
ed until they learned of the real progress that the child-
ren were making. Speed drills like vocabulary drills
were stressed during the entire period. The children
were told how many words per minute they should be able
to read silently according to standard norms.

Rate without comprehension means nothing, conse-
quently, all drills given in school were followed by com-
prehension tests, a sample of which is given in Appendix
B. These tests revealed that some of the pupils really
grasped the meaning of the material while others failed.
To correct weaknesses the children were asked to look
for the answers to questions given over the material as
they read. These questions were the thought provoking
rather than factual, such questions as: Why was General
Grant so anxious to get the control of the Mississippi
River during the Civil War? How did Edison use his gen-
ius for the benefit of humanity?

A child's method of study determines to a great
extent his ability to comprehend, consequently, the open-book method of study was used with the whole class. Here, the experimenter had an opportunity to see that the child made use of every help in broadening his concepts and understanding of the material. These book helps included pictures, maps, graphs, glossary, references to the appendix, chapter headings, paragraph headings, summaries and tests at the end of the chapters. This made possible the individualizing of the teaching since the open-book method reveals the students who are capable of applying their knowledge to new situations and those who need further drill. By this method the children were taught how to study. They realized that the correct interpretation of the material at hand depended upon their ability to see the relationship between material previously covered and the material being studied. Just as Morrison says in his Practice of Teaching in the Secondary School, the real meaning of almost any paragraph cannot be grasped unless the reader is capable of making the proper inferences. All the way through the experiment the writer worked hard to develop reflective thinking on the part of the students. Every effort was made

---

to stimulate the thought on the part of the child, to perfect his method of thinking and to give him a motive for thinking.

Another means of developing comprehension was that of filling in skeleton outlines over units of study. This not only taught the child comprehension but evaluation and organization. When the unit of work was completed the children were asked to make a summary or an outline of their own of the main points of the chapter or unit.

After the children became interested in improving their reading and history scores they began to do extensive outside reading to supplement the regular text, American History, Revised Edition, by Sister Mary Celeste. All the books suggested in the text at the end of each unit that were available were placed at the disposal of the students, as well as books from our own extensive library and those secured from the Public Library. Most of them were read widely as shown in the list of the materials read given in Appendix C. So enthusiastic did the youngsters become in improving their reading just for the pleasure they received that many week ends they would ask to take home two and three books. There is no question that the extensive reading was one of the major
factors in improving both reading and history scores. All visual aids that could be secured were utilized. Extensive use of maps was made. Campaigns were followed in outline maps by the individual students, seceded states were shown, border states were pointed out, the locations and movements of the armies were followed. Wherever geographical factors would influence history these facts were pointed out to the children on maps, for example, the importance of gaining control of the Mississippi River, both from the Confederate and Union standpoint; the effect of swamp lands in determining the movement of troops; the importance of certain commercial routes; the commercial routes through Panama Canal etc. No new phase of work was taken up until the pupils knew specifically how to follow the maps illustrating the material already covered. The outline maps studied included: campaign maps, commercial routes, acquisition of territory maps, maps showing the relative position of the United States with other countries of the world, population maps, and product maps. Some of the maps were prepared by the teacher others were purchased. Samples of maps are shown in Appendix D, which gives the tests, maps, and other supplementary materials prepared by the teacher for each unit studied during the
As each unit was being studied the children brought in pertinent clippings and pictures. A bulletin board was kept for this purpose, which served to stimulate much interest not only in reading what was on the bulletin board but in finding materials in magazines and newspapers pertaining to the history assignment. Even the younger brothers and sisters of the eighth grade pupils were enthusiastic over being able to bring in something that related to the work studied in the upper grades.

Mastery of the material was tested by having the entire class participate in oral discussions, each contributing from his field of reading and each offering questions and criticisms as he saw fit. In this way erroneous ideas were cleared up, weaknesses in the child's study habits were discovered and interest was aroused. While this method of teaching does not measure objectively, it does play a very important role in developing real learning, which is not the mere memorization of facts but a definite change in the pupils' outlooks, ideas, standards, and attitudes. Real learning results in personal adaptions, personal appreciations and personal evaluations. It is in oral discussions that the child expresses and exposes his values of learning. The stu-
dents benefited greatly from the class discussions. While the knowledge of some was being tested the others were actually learning.

In the daily work thought provoking questions were given to help in the direction of study as in the testing. Through this type of inquiries the writer discovered the ability of the child to do effective thinking, to draw valid conclusions, to make logical inferences, to see the relationship between causes and effects, and to judge the validity of statements.

The written tests included discussion, identification, matching, multiple choice, time sequence, completion, true-false, vocabulary test, map study test, and picture recognition-test. Through these tests the teacher learned the facts on which the children needed drill. Samples of these tests as indicated above are found in Appendix D.

Summing up the methods used, the experimenter followed no specific method but aimed to use the best offered by Morrison, Washburne, Kelty, Wesley, and

5Morrison, Henry C., op. cit.

others as she felt each plan fitted the particular unit being studied and individual student's needs.

7Mary G. Kelty, Learning and Teaching History in the Middle Grades, Ginn and Company, Chicago, 1936.

8Edgar Bruce Wesley, Teaching the Social Studies, D. C. Heath and Company, Chicago, 1937.
CHAPTER III
THE FINDINGS

Reading Achievement

As stated previously Form Bm of the Iowa Silent Reading Test was given to both groups after a five month period of instruction.

The initial and final results for the control group on the subtests are illustrated in Table III.

Table III

Comparison of Median Scores of the Control Group on the Initial and Final Iowa Silent Reading Test

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Form Am</th>
<th>Form Bm</th>
<th>Amount of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate-Comprehension</td>
<td>54.49</td>
<td>52.30</td>
<td>-2.19</td>
</tr>
<tr>
<td>Directed Reading</td>
<td>49.55</td>
<td>72.45</td>
<td>22.90</td>
</tr>
<tr>
<td>Word Meaning</td>
<td>56.75</td>
<td>67.70</td>
<td>10.95</td>
</tr>
<tr>
<td>Paragraph Comprehension</td>
<td>62.60</td>
<td>66.00</td>
<td>3.40</td>
</tr>
<tr>
<td>Sentence Meaning</td>
<td>48.00</td>
<td>62.30</td>
<td>14.30</td>
</tr>
<tr>
<td>Location of Information</td>
<td>49.69</td>
<td>60.10</td>
<td>10.41</td>
</tr>
<tr>
<td>Total Score</td>
<td>54.10</td>
<td>65.00</td>
<td>10.90</td>
</tr>
</tbody>
</table>

From comparison of these results as indicated in Figure 4, we see that there has been improvement in all parts of the test except rate-comprehension which
Figure 4

The percentile ranks of the control group on Forms A and B of the Iowa Silent Reading Tests.
resulted in a decrease of 2.19. The final mean total score was 65.00 which is 5.00 below standard grade level for pupils in eighth grade seventh month, as illustrated in Figure 5, which indicates the grade equivalents of the two groups for Form Bm or the final test in reading. The final score or grade equivalent for the experimental group is considerably above normal. The mean total score or grade equivalent for the control group is 8.2 which is slightly below normal. The best attainment for the experimental group is in word meaning and paragraph comprehension; the best attainment for the control group is in directed reading; the lowest score for the experimental group is sentence meaning; the lowest score for the control group is rate-comprehension.

However, the teacher of the control group has done a splendid work in reading improvement since the class total score on the initial test was only 54.10 or the equivalent of grade six third month. This shows that in the course of five months there was an improvement from 54.10 to 65.00, which is equivalent to improvement from grade 6.3 to 8.2, or seventeen months progress.

Comparing the original and final reading tests for the experimental group the writer found the medians for each of the tests given in Table IV.
The grade equivalents for the median scores of the two groups on Form BM of the Iowa Silent Reading Tests.
Table IV

Comparison of Median Scores of the Experimental Group on the initial and Final Iowa Silent Reading Test

<table>
<thead>
<tr>
<th></th>
<th>Form Am</th>
<th>Form Bm</th>
<th>Amount of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate-Comprehension</td>
<td>58.00</td>
<td>70.90</td>
<td>12.90</td>
</tr>
<tr>
<td>Directed Reading</td>
<td>57.65</td>
<td>75.00</td>
<td>17.35</td>
</tr>
<tr>
<td>Word Meaning</td>
<td>59.80</td>
<td>88.35</td>
<td>28.55</td>
</tr>
<tr>
<td>Paragraph Comprehension</td>
<td>62.40</td>
<td>82.15</td>
<td>19.75</td>
</tr>
<tr>
<td>Sentence Meaning</td>
<td>47.50</td>
<td>67.65</td>
<td>20.15</td>
</tr>
<tr>
<td>Location of Information</td>
<td>64.65</td>
<td>71.95</td>
<td>7.30</td>
</tr>
<tr>
<td>Total Score</td>
<td>59.65</td>
<td>73.85</td>
<td>14.20</td>
</tr>
</tbody>
</table>

From the comparisons of these results, as shown in Figure 6, we see that the experimental group has improved in all parts of the test. The mean final score was 73.85 which is the grade equivalent of tenth grade. The class total score on the initial test was 59.65 or the grade equivalent of grade seven second month. This shows that in the course of five months there was an improvement which is equivalent to improvement from grade 7.2 to 10, or twenty-five months.

Comparing the final scores of the two groups we find that the mean final score of the control group was 65.00 while that of the experimental group was 73.85, there is a difference of sixteen months between the final scores. On the initial test, as illustrated in Figure 7,
Figure 6

The percentile rank of the two groups on Form BM of the Iowa Silent Reading Tests.
**Figure 7**

The percentile rank of the two groups on Form B of the Iowa Silent Reading Tests.
there was a difference between 54.10 (control) and 59.65 (experimental) which is the equivalent of eight months. There was an increase in difference of eight months in favor of the experimental group.

History Achievement

In comparing the results on Form A and Form B of the history test, the mean scores for the control group, as indicated in Figure 8, were 30.70 on the initial and 33.60 on the final. Those scores show that the control group on the original test made an average score equivalent to the lower 40 per cent of the average eighth grade class first month while on the final test they made an average score equivalent to the lower 50 per cent of the average eighth grade class first month. The progress that this group made in reading was far greater than that made in history. It seems that it is possible for a child to improve his general reading greatly without necessarily improving his history at the same time.

In comparing the history test results on Form A and Form B for the experimental group, as shown in Figure 9, the mean score was 35.10 on the initial and 66.70 on the final test. A score of 35.10 gives a percentile rank of approximately 52 for seventh grade pupils at the end
The Percentile Rank of the Control Group on Forms A and B of the Junior American History Tests.
<table>
<thead>
<tr>
<th>Score</th>
<th>Initial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The percentile ranks of the experimental group on Form A and B of the junior American History Tests.
of the year, while the final score of 66.70 achieved by the experimental group exceeds the highest norm given in the manual.

In comparing the control and the experimental groups on the initial test we find that the former's mean score was 30.70 while the latter's mean score was 35.10. In other words the difference of 4.40 points. On the final test the mean score for the control group was 33.60 while for the experimental group the mean score was 66.70 or a difference of 33.10 points. The progress of the experimental group was most unusual. They nearly doubled the mean score on the final test, as shown in Figure 10.

Comparison of the Two Groups

The experimental group from the facts shown on both the final tests in reading and history gained more than did the control group. The difference between the initial and final achievement for the control group in neither reading nor history was large enough to be statistically significant. But the differences between the final and initial achievement for the experimental group in both reading and history were large to indicate true differences in gain in achievement during the period of
Figure 10

The percentile rank of the two groups on Form B of the Junior American History Tests.
However, median and mean scores conceal some of the individual variations. In the control group fourteen pupils did poorer on the final test than on the original. Of these fourteen ten had normal intelligence quotients or above, the remaining four had an intelligence quotients below ninety. However, all of these children with the exception of one improved their reading scores during this period. This shows that pupils can improve reading skills without necessarily improving their ability to master history. It is necessary to stress skills peculiar to the mastery of history if one would improve comprehension in that subject.

The results show that progress can be made on all intelligence levels in both reading and history if the proper skills are stressed. Better results will be obtained in history when teachers develop effective skills and more extensive pupil participation.

9Statistical computations yield these values:

<table>
<thead>
<tr>
<th>Test</th>
<th>Difference</th>
<th>Standard Group</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Control Group</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>7.45</td>
<td>2.61</td>
<td>2.85</td>
</tr>
<tr>
<td>History</td>
<td>2.90</td>
<td>2.89</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experimental Group</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>16.45</td>
<td>2.29</td>
<td>7.18</td>
</tr>
<tr>
<td>History</td>
<td>31.60</td>
<td>3.37</td>
<td>9.38</td>
</tr>
</tbody>
</table>
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Summary

This is a study of the effects of stressing certain skills peculiar to the subject matter of history on the history achievement of pupils at the eighth grade level.

The procedure followed included: (1) an evaluation of the intelligence of the pupils, according to the Otis Self-Administering Test of Mental Ability, (2) an estimation of progress in the reading achievement of each child by evaluating his reading abilities, before and after the experiment, with the Iowa Silent Reading Tests by Greene and Kelley, and (3) an approximation of increase in history attainment by determining each pupil's history achievement before and after the experiment according to the Junior American History Test by Carmen, Barrows, and Wood.

Two groups of eighth-grade pupils of comparable ability and achievement were tested. One group followed the conventional classroom procedure, while the other group was submitted to a series of informal tests and drills, designed to stimulate the development of those
reading skills most fundamental in reading and comprehending historical material. Since both groups followed the same textbook, the basic assumption of this study is that any marked increase in the achievement of the experimental group results from the superiority of the instructional method employed.

Limitations

Before interpreting the results of the experiment, attention should be called to its limitations. The number of pupils used was small, the control group consisted of forty-one members, and the experimental group of thirty-eight. Both groups of pupils seemed to be working in the average school situation. However, the slight superiority which the experimental group showed on the initial tests might have influenced the results to a greater extent than the investigator concedes. Finally, all evaluations of pupil achievement are in terms of objective test performance, which allows no opportunity to determine the progress in the "intangible" aspects of instruction.

Conclusions

In spite of these limitations, the findings of this experimental study warrant the following conclusions:
Although there is a marked relationship between intelligence and the child's achievement in history, the greatest progress between the original and final test scores was made by students whose intelligence quotients ranged from 101 to 120. There was improvement made by those with I. Q.'s above 120, but their improvement was not so great as those with I. Q.'s ranging between 101 and 120. It is possible that the study habits of the latter group are more consistent than those of the brighter group, who find it unnecessary to apply themselves diligently in order to do satisfactory work.

This finding is similar to that of Miles, who concluded that bright pupils have already learned to read and comprehend well through their daily work, and that they become bored by the drills and do not improve in ability to comprehend.\(^1\) Slower pupils are likely to improve if the teacher is able to maintain their interest and effort.

Formation of the dictionary habit and development of an awareness to the appropriateness of words in conveying ideas facilitates improvement in history achievement. The results of intensive vocabulary drill is reflected by the great improvement made in the word meaning section of the reading test. On this subtest, the experi-

\(^{1}\text{Miles, op. cit., pp. 88-98.}\)
imental group showed a greater gain than on any other section of the tests. On the initial test the class mean of the experimental group on the word meaning section was seventh grade, second month; on the final test the mean word meaning achievement ranked above the twelfth grade level. The increase of the experimental group in word meaning was almost three times that of the control group.

Concrete materials such as maps, charts, pictures, and graphs make more certain real understanding of the materials being studied. Probably much of the unusual progress of the subnormal pupils in the experimental group can be accounted for because of the extensive use of concrete illustrative materials.

A wide reading of related materials gives a broader understanding of the immediate problems involved in the history assignment and increases the pupil's historical knowledge. The control group did little outside reading, while the members of the experimental group read much as indicated by the number of titles included in their reading list. Knowledge gained from this reading influenced improvement in both the history and reading test scores.

Another result of this extensive reading was improvement in reading taste. For example, some children
mentioned how much more interesting they found good historical biographies than books such as the *Rover Boys* series.

Particular emphasis on cause and effect relationships increases history achievement. In the experimental group, the causes and effects of each historical fact were stressed so that the pupils never thought in terms of the day's assignment, but in terms of "out of what conditions did this movement grow" or "what will be the result of this event." The class was not longer satisfied with mere facts, they sought the "why's" back of them.

In the experimental group every child made progress in both reading and history. Nevertheless, the improvement made in history was far greater than that made in general reading ability, as indicated by the test scores. The mean reading achievement for the control group was from 54.10 to 62.00, for the experimental group the mean reading achievement was from 58.25 to 74.70. The improvement in history was from 30.70 to 33.60 for the control group while that of the experimental group was from 35.10 to 66.70. It seems that, if the achievement of history is to be improved, each teacher must stress the skills peculiar to the subject and not depend alone on improvement in general reading ability to bring
maximum results in history achievement.

Recommendations

The results of this experiment did not come from any one controlled factor but from factors working together among which were the following:

The use of a variety of methods in teaching, drilling, and testing gives every learner an opportunity to learn. The direct learner profits from visual aids. The transfer type benefits from extensive reading, class discussions etc. The lesson learner type benefits also by listening to class discussions; his memory work takes on meaning and significance, his reading also helps to increase understanding.

Strong motivation is essential all the way through in order to lead the child to the development of a permanent interest in learning; to an appreciation of the value of education. If the interest is aroused, it may be that both bright and dull pupils can be urged to a higher degree of comprehension.

Vocabulary may be easily and extensively improved through training. Difficult words should be given special attention in class discussion, the use of dictionary for ascertaining meanings should be encouraged, the read
ing of relatively simple and varied materials must be stimulated, and pupils too, must be assisted in deriving word meanings independently by directing attention to context.

Drill in determining causes and effects. Building up these cause and effect relationship teaches the child to study each event in terms of what has preceded it, what is in terms of the conditions out of which it grew.

Outlining the material covered. This gives the children drill in evaluation of important points, in seeing relationship, in organization, summarizing significant points, in reflective thought over material covered and provides a good review.

Extensive use of maps, graphs, pictures, charts etc., aids in the interpretation of materials and in clarifying the child's thinking.

Summarization of every unit of teaching. Making summaries of a unit is valuable. The child sees it as a whole made up of parts not as a number of confused parts like a jig-saw puzzle. Good summaries aid the teacher in discovering errors that come up in a child's thinking and present an opportunity to clarify these errors.

Those skills especially needed in the study of history must be given especial emphasis. However, one
feels that motivation, attitudes, goals, ideas, and standards of value are the most essential factors in success in any subject, the specific skills are secondary but certainly important in the mastery of subject matter.
ANNOTATED BIBLIOGRAPHY

Books


Presents an inability on the part of both the fifth and seventh grade pupils to comprehend fifth grade history paragraphs.


This investigator found marked differences between the eye-habits of mature and immature readers.

Carroll, R. P., An Experimental Study of Comprehension in Reading, Columbia University, Teachers College, Contribution to Education, No. 245, 1926.

Found that the first and most important step in teaching reading effectively is to stimulate interest in improving.


Contains formulae for statistical computations.


Presents a detailed account of a system of measuring achievement, diagnosing difficulties, and conducting instruction in reading. The most important contribution of the volume is the demonstration of the utility of a new method of teaching reading.


A very practicable and explicit guide especially useful for the students in educational research.

Gray, William S., Summary of Investigations Relating to Reading, University of Chicago, Chicago, 1926.
Discusses practically all available studies in the field of reading comprehension.


Points out the results of tests of the comprehension of content material and some of the causes of poor results.

Kelty, Mary G., Learning and Teaching History in the Middle Grades, Ginn and Company, Chicago, 1936.

Contains an elaborate explanation and application with significant modification, of Morrison's plan to the middle grades.


A good general discussion; contains many suggestions in the use of thought-provoking questions.


An extensive treatment of the unit procedure or its prominent advocate. Gives specific examples.


Presents the technique used in an effort to adapt schools to individual differences.


A guide to research in the field of education. Contains suggestions on the writing of a thesis.


Contains practical suggestions that are applicable to various situations; a general reference.

The volume is based essentially on the teaching of the social studies. It deals with the problems that are of peculiar significance in the field. Particular emphasis has been laid upon objectives and upon the selection of curricular materials. One finds here exceptionally good suggestions in the bibliography.

Magazine Articles


Presents the method used in an effort to increase comprehension in reading.


Describes the method employed in the study of eye-movement. Offers suggestions for improving speed in reading.


Presents the results of experiments in Grades III to VI inclusive to improve comprehension.


Outlines types of remedial instruction for increasing reading comprehension.

Miles, Dudley H., "Can the High School Pupil Improve His
Concluded that the bright children are likely to become bored by constant repetition, while the slower pupils improve if the teacher is able to maintain their interest.

Rummers, H. H., and Stalnake, J. M., "An Experiment in Remedial Reading Exercises at the College Level," School and Society, XXVIII (September, 1928), 797-800.

This investigator concluded that motivated remedial drills in reading increased speed and comprehension.


Stresses training in answering questions, evaluating, outlining, and summarizing. Such procedure is probably more effective than conventional study methods.


Found that children constantly use words which for them have no meaning, although they may think that they understand them.


Analyzes pupils' answers to questions in paragraph reading and describes their psychological and pedagogical significance.

Unpublished Material


Concluded that the problems of teaching and measuring reading comprehension are complex.

He concluded that reading comprehension is influenced by a large number of factors. Just how much influence each factor exerts on comprehension it is not known.


Concluded that in every method of comparison used reveals intelligence and vocabulary to be far outstanding all other factors studied upon comprehension.


Summarizes the results of the value of an initial test before reading and of immediate recall in the case of delayed reproduction.
APPENDICES
APPENDIX A

GENERAL DATA FOR EACH INDIVIDUAL
### General Data for Each Individual of the Control Group

<table>
<thead>
<tr>
<th>No.</th>
<th>Group</th>
<th>Raw Score</th>
<th>I.Q.</th>
<th>C.A.</th>
<th>Reading</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Initial</td>
<td>Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Initial</td>
<td>Final</td>
</tr>
<tr>
<td>1.</td>
<td>I</td>
<td>74</td>
<td>131</td>
<td>155</td>
<td>69</td>
<td>77</td>
</tr>
<tr>
<td>2.</td>
<td>I</td>
<td>71</td>
<td>127</td>
<td>156</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>3.</td>
<td>I</td>
<td>69</td>
<td>122</td>
<td>163</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td>4.</td>
<td>I</td>
<td>67</td>
<td>119</td>
<td>166</td>
<td>60</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>I</td>
<td>65</td>
<td>115</td>
<td>162</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>6.</td>
<td>I</td>
<td>61</td>
<td>115</td>
<td>164</td>
<td>66</td>
<td>76</td>
</tr>
<tr>
<td>7.</td>
<td>I</td>
<td>60</td>
<td>116</td>
<td>157</td>
<td>63</td>
<td>67</td>
</tr>
<tr>
<td>8.</td>
<td>I</td>
<td>60</td>
<td>116</td>
<td>157</td>
<td>53</td>
<td>68</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>60</td>
<td>117</td>
<td>153</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>10.</td>
<td>I</td>
<td>55</td>
<td>119</td>
<td>141</td>
<td>59</td>
<td>73</td>
</tr>
<tr>
<td>11.</td>
<td>I</td>
<td>55</td>
<td>110</td>
<td>158</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>12.</td>
<td>I</td>
<td>51</td>
<td>109</td>
<td>152</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td>13.</td>
<td>I</td>
<td>51</td>
<td>100</td>
<td>175</td>
<td>61</td>
<td>76</td>
</tr>
<tr>
<td>14.</td>
<td>I</td>
<td>50</td>
<td>108</td>
<td>151</td>
<td>52</td>
<td>64</td>
</tr>
<tr>
<td>15.</td>
<td>I</td>
<td>50</td>
<td>105</td>
<td>158</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>16.</td>
<td>I</td>
<td>50</td>
<td>98</td>
<td>177</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>17.</td>
<td>I</td>
<td>50</td>
<td>102</td>
<td>166</td>
<td>52</td>
<td>59</td>
</tr>
<tr>
<td>18.</td>
<td>I</td>
<td>47</td>
<td>102</td>
<td>158</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>19.</td>
<td>I</td>
<td>47</td>
<td>97</td>
<td>170</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td>20.</td>
<td>I</td>
<td>46</td>
<td>100</td>
<td>161</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>21.</td>
<td>I</td>
<td>46</td>
<td>100</td>
<td>161</td>
<td>56</td>
<td>72</td>
</tr>
<tr>
<td>22.</td>
<td>I</td>
<td>45</td>
<td>102</td>
<td>154</td>
<td>44</td>
<td>65</td>
</tr>
<tr>
<td>23.</td>
<td>I</td>
<td>45</td>
<td>101</td>
<td>157</td>
<td>50</td>
<td>64</td>
</tr>
<tr>
<td>24.</td>
<td>I</td>
<td>43</td>
<td>102</td>
<td>150</td>
<td>62</td>
<td>67</td>
</tr>
<tr>
<td>25.</td>
<td>I</td>
<td>43</td>
<td>100</td>
<td>154</td>
<td>60</td>
<td>67</td>
</tr>
</tbody>
</table>
## GENERAL DATA FOR EACH INDIVIDUAL OF THE CONTROL GROUP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>I</td>
<td>42</td>
<td>100</td>
<td>152</td>
<td>56</td>
<td>64</td>
<td>8</td>
<td>24</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>27.</td>
<td>I</td>
<td>39</td>
<td>93</td>
<td>161</td>
<td>53</td>
<td>59</td>
<td>6</td>
<td>25</td>
<td>33</td>
<td>8</td>
</tr>
<tr>
<td>28.</td>
<td>I</td>
<td>39</td>
<td>96</td>
<td>156</td>
<td>45</td>
<td>49</td>
<td>4</td>
<td>26</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>29.</td>
<td>I</td>
<td>39</td>
<td>90</td>
<td>169</td>
<td>48</td>
<td>52</td>
<td>4</td>
<td>20</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>30.</td>
<td>I</td>
<td>38</td>
<td>85</td>
<td>181</td>
<td>25</td>
<td>38</td>
<td>13</td>
<td>14</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>31.</td>
<td>I</td>
<td>35</td>
<td>84</td>
<td>175</td>
<td>46</td>
<td>55</td>
<td>9</td>
<td>31</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>32.</td>
<td>I</td>
<td>35</td>
<td>82</td>
<td>180</td>
<td>48</td>
<td>57</td>
<td>9</td>
<td>26</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>33.</td>
<td>I</td>
<td>32</td>
<td>86</td>
<td>162</td>
<td>46</td>
<td>48</td>
<td>2</td>
<td>26</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>34.</td>
<td>I</td>
<td>30</td>
<td>78</td>
<td>178</td>
<td>42</td>
<td>47</td>
<td>5</td>
<td>16</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>35.</td>
<td>I</td>
<td>27</td>
<td>79</td>
<td>165</td>
<td>43</td>
<td>63</td>
<td>20</td>
<td>43</td>
<td>59</td>
<td>16</td>
</tr>
<tr>
<td>36.</td>
<td>I</td>
<td>25</td>
<td>77</td>
<td>166</td>
<td>40</td>
<td>43</td>
<td>3</td>
<td>20</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>37.</td>
<td>I</td>
<td>25</td>
<td>70</td>
<td>187</td>
<td>40</td>
<td>41</td>
<td>1</td>
<td>14</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>38.</td>
<td>I</td>
<td>20</td>
<td>68</td>
<td>176</td>
<td>25</td>
<td>39</td>
<td>14</td>
<td>18</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>39.</td>
<td>I</td>
<td>18</td>
<td>68</td>
<td>171</td>
<td>26</td>
<td>31</td>
<td>5</td>
<td>17</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>40.</td>
<td>I</td>
<td>18</td>
<td>66</td>
<td>176</td>
<td>39</td>
<td>40</td>
<td>1</td>
<td>15</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>41.</td>
<td>I</td>
<td>16</td>
<td>66</td>
<td>170</td>
<td>51</td>
<td>51</td>
<td>0</td>
<td>10</td>
<td>36</td>
<td>26</td>
</tr>
</tbody>
</table>

Mean: 46.55 | 99.45 | 164.85 | 54.10 | 61.55 | 30.70 | 33.60

S. D.: 15.05 | 17.35 | 10.35 | 11.60 | 12.05 | 10.95 | 14.90
<table>
<thead>
<tr>
<th>No.</th>
<th>Raw Score</th>
<th>Group</th>
<th>I.Q.</th>
<th>C.A.</th>
<th>Reading Initial Score</th>
<th>Final Score</th>
<th>Diff. Score</th>
<th>History Initial Score</th>
<th>Final Score</th>
<th>Diff. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>74</td>
<td>II</td>
<td>133</td>
<td>150</td>
<td>77</td>
<td>88</td>
<td>11</td>
<td>50</td>
<td>89</td>
<td>39</td>
</tr>
<tr>
<td>2.</td>
<td>74</td>
<td>II</td>
<td>132</td>
<td>151</td>
<td>81</td>
<td>92</td>
<td>11</td>
<td>52</td>
<td>97</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>68</td>
<td>II</td>
<td>124</td>
<td>156</td>
<td>69</td>
<td>88</td>
<td>19</td>
<td>61</td>
<td>97</td>
<td>36</td>
</tr>
<tr>
<td>4.</td>
<td>65</td>
<td>II</td>
<td>124</td>
<td>149</td>
<td>67</td>
<td>86</td>
<td>19</td>
<td>49</td>
<td>89</td>
<td>40</td>
</tr>
<tr>
<td>5.</td>
<td>64</td>
<td>II</td>
<td>124</td>
<td>147</td>
<td>65</td>
<td>89</td>
<td>24</td>
<td>66</td>
<td>92</td>
<td>26</td>
</tr>
<tr>
<td>6.</td>
<td>64</td>
<td>II</td>
<td>117</td>
<td>163</td>
<td>64</td>
<td>89</td>
<td>25</td>
<td>56</td>
<td>92</td>
<td>36</td>
</tr>
<tr>
<td>7.</td>
<td>63</td>
<td>II</td>
<td>119</td>
<td>156</td>
<td>60</td>
<td>82</td>
<td>22</td>
<td>36</td>
<td>84</td>
<td>48</td>
</tr>
<tr>
<td>8.</td>
<td>63</td>
<td>II</td>
<td>116</td>
<td>164</td>
<td>62</td>
<td>85</td>
<td>23</td>
<td>31</td>
<td>84</td>
<td>53</td>
</tr>
<tr>
<td>9.</td>
<td>60</td>
<td>II</td>
<td>119</td>
<td>150</td>
<td>60</td>
<td>85</td>
<td>25</td>
<td>42</td>
<td>87</td>
<td>45</td>
</tr>
<tr>
<td>10.</td>
<td>60</td>
<td>II</td>
<td>119</td>
<td>149</td>
<td>62</td>
<td>80</td>
<td>18</td>
<td>32</td>
<td>80</td>
<td>48</td>
</tr>
<tr>
<td>11.</td>
<td>59</td>
<td>II</td>
<td>109</td>
<td>172</td>
<td>56</td>
<td>73</td>
<td>17</td>
<td>29</td>
<td>74</td>
<td>45</td>
</tr>
<tr>
<td>12.</td>
<td>57</td>
<td>II</td>
<td>116</td>
<td>150</td>
<td>59</td>
<td>78</td>
<td>19</td>
<td>30</td>
<td>78</td>
<td>48</td>
</tr>
<tr>
<td>13.</td>
<td>57</td>
<td>II</td>
<td>114</td>
<td>153</td>
<td>61</td>
<td>75</td>
<td>14</td>
<td>30</td>
<td>75</td>
<td>45</td>
</tr>
<tr>
<td>14.</td>
<td>57</td>
<td>II</td>
<td>112</td>
<td>164</td>
<td>68</td>
<td>82</td>
<td>14</td>
<td>31</td>
<td>79</td>
<td>48</td>
</tr>
<tr>
<td>15.</td>
<td>56</td>
<td>II</td>
<td>111</td>
<td>159</td>
<td>66</td>
<td>80</td>
<td>14</td>
<td>38</td>
<td>80</td>
<td>42</td>
</tr>
<tr>
<td>16.</td>
<td>56</td>
<td>II</td>
<td>110</td>
<td>160</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>53</td>
<td>91</td>
<td>38</td>
</tr>
<tr>
<td>17.</td>
<td>55</td>
<td>II</td>
<td>112</td>
<td>153</td>
<td>60</td>
<td>77</td>
<td>17</td>
<td>30</td>
<td>71</td>
<td>41</td>
</tr>
<tr>
<td>18.</td>
<td>54</td>
<td>II</td>
<td>107</td>
<td>174</td>
<td>61</td>
<td>72</td>
<td>11</td>
<td>31</td>
<td>79</td>
<td>48</td>
</tr>
<tr>
<td>19.</td>
<td>53</td>
<td>II</td>
<td>110</td>
<td>154</td>
<td>62</td>
<td>73</td>
<td>11</td>
<td>28</td>
<td>68</td>
<td>40</td>
</tr>
<tr>
<td>20.</td>
<td>51</td>
<td>II</td>
<td>106</td>
<td>159</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>53</td>
<td>89</td>
<td>36</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-----------</td>
<td>------</td>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>-------</td>
<td>----------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>21</td>
<td>II 50</td>
<td>101 169</td>
<td>56</td>
<td>72</td>
<td>6</td>
<td>16</td>
<td>29</td>
<td>69</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>II 50</td>
<td>105 158</td>
<td>50</td>
<td>73</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>II 50</td>
<td>101 168</td>
<td>56</td>
<td>75</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>II 50</td>
<td>100 171</td>
<td>60</td>
<td>71</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>II 50</td>
<td>101 169</td>
<td>59</td>
<td>70</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>II 49</td>
<td>100 168</td>
<td>52</td>
<td>69</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>II 47</td>
<td>97 170</td>
<td>52</td>
<td>65</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>II 42</td>
<td>98 156</td>
<td>53</td>
<td>65</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>II 41</td>
<td>94 163</td>
<td>45</td>
<td>65</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>II 41</td>
<td>90 173</td>
<td>48</td>
<td>65</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>II 40</td>
<td>88 178</td>
<td>49</td>
<td>65</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>II 40</td>
<td>91 168</td>
<td>53</td>
<td>65</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>II 39</td>
<td>92 164</td>
<td>57</td>
<td>64</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>II 37</td>
<td>86 175</td>
<td>44</td>
<td>64</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>II 36</td>
<td>93 154</td>
<td>49</td>
<td>66</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>II 33</td>
<td>82 175</td>
<td>36</td>
<td>57</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>II 26</td>
<td>78 165</td>
<td>43</td>
<td>51</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>II 24</td>
<td>71 182</td>
<td>36</td>
<td>49</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean: 52.60 106.30 162.64 58.25 74.70 35.10 66.70
APPENDIX B

GENERAL VOCABULARY, RATE COMPREHENSION AND WORD COMPREHENSION TESTS
General Vocabulary

One of the four numbered words means almost the same as the first word. Find the word. Mark its number in the parenthesis at the right.

1. signature  -- (1) autograph (2) sign (3) sell (4) printing
2. declaration -- (1) signing (2) announcement (3) war (4) peace
3. defiance  -- (1) retreat (2) challenge (3) worth (4) mistake
4. influential -- (1) affecting (2) static (3) indifferent (4) ignorant
5. tendency  -- (1) sleep (2) proneness (3) tenancy (4) selling
6. power     -- (1) weakness (2) sickness (3) strength (4) sleep
7. defence   -- (1) deform (2) protection (3) deform (4) define
8. evidence  -- (1) proof (2) shadow (3) star (4) house
9. extraction-- (1) insert (2) derivation (3) inscribe (4) encircle
10. account  -- (1) record (2) plumage (3) ferry (4) ferric
11. culture  -- (1) boldness (2) refinement (3) depression (4) fame
12. youthful -- (1) aged (2) senile (3) withered (4) buoyant
13. position -- (1) place (2) misplacement (3) thing (4) race
14. existence -- (1) dead (2) be (3) sleep (4) extinct

15. assiduity -- (1) perseverance (2) negligence (3) slack (4) careless

16. warehouse -- (1) school (2) storehouse (3) cabin (4) skyscraper

17. business -- (1) leisure (2) strike (3) sojourn (4) occupation

18. traitor -- (1) hero (2) true (3) royal (4) betrayer

19. commerce -- (1) teaching (2) trade (3) dance (4) nun

20. opposition -- (1) yielding (2) surrender (3) resistance (4) submit

21. sloop -- (1) airplane (2) automobile (3) vessel (4) wagon

22. defiance -- (1) respect (2) disobedience (3) departure (4) travel

23. crisis -- (1) juncture (2) criticism (3) criminal (4) cost

24. fife -- (1) instrument (2) drum (3) fiddle (4) organ

25. tact -- (1) violence (2) turbulence (3) delicacy (4) noise
General Vocabulary

One of the four numbered words means almost the same as the first word. Find the word. Mark its number in the parenthesis at the right.

1. history -- (1) song (2) dance (3) annals (4) paint
2. leader -- (1) follower (2) skater (3) player (4) commander
3. reliable -- (1) irresponsible (2) untrustworthy (3) dependable (4) heedless
4. gout -- (1) disease (2) gourd (3) chisel (4) gouge
5. indisposed -- (1) friendly (2) unfriendly (3) happy (4) healthy
6. sovereign -- (1) slave (2) worker (3) medicine (4) supreme
7. mind -- (1) intellect (2) mirage (3) minx (4) mirror
8. incident -- (1) thing (2) occurrence (3) march (4) bottle
9. state -- (1) lake (2) river (3) commonwealth (4) city
10. crash -- (1) shattering (2) quiet (3) melody (4) flow
11. magnificent -- (1) little (2) tiny (3) sublime (4) insignificant
12. fortune -- (1) misfortune (2) poverty (3) loss (4) riches
13. influence — (1) inflow (2) control (3) timidity (4) sloth
14. friendliness — (1) friendless (2) companionable (3) enemy (4) friction
15. liveried — (1) clothed (2) investigated (3) saved (4) delivered
16. balance — (1) balas (2) remainder (3) bald (4) baku
17. effort — (1) ease (2) sparkling (3) rest (4) struggle
18. service — (1) aid (2) refusal (3) separation (4) conceit
19. capture — (1) release (2) collect (3) tell (4) arrest
20. death — (1) life (2) sickness (3) disease (4) appearance
21. desire — (1) indifference (2) disinclination (3) apathy (4) crave
22. military — (1) miliary (2) army (3) tally (4) talon
23. awkward — (1) clumsy (2) lithe (3) supple (4) nimble
24. cheer — (1) dispirit (2) discourage (3) comfort (4) unhappy
25. noise — (1) nose (2) uproar (3) silence (4) quiet
Name of School ________________________ Date ________

Rate Comprehension

1. What name is given to a great organization that brings relief to human suffering?

2. The emblem of the Red Cross stands for the great humanitarian work. What does this mean?

3. In what year did the United States become the member of this international organization?

4. When was the American National Association founded?

5. Why is Clara Barton called the "Angel of the Battlefield?"

6. How did she come in contact with the European Red Cross?

7. Why is North Oxford in central Massachusetts mentioned in their bibliography?
8. Why was Clara Barton sent home from the boarding school?

9. What was her first nursing experience?

10. Why did the family entrust the sick brother to her?

11. What was her attitude toward the children not attending school?

12. Why did she abandon teaching school?

13. Where did she exhibit an unusual bravery?

14. Why is she called the "Angel of the Battlefield"?

15. What enormous task did she undertake after the World's War?
Name of Student ____________________________ Grade _____
Name of School ____________________________ Date _____

Kate Comprehension

1. What is a room for working over experiments called? _______________________

2. What means did Thomas use to protect his bottles? _______________________

3. Why does Thomas Edison's name symbolize electricity? ___________________

4. Why is February 11, 1847, very important to the people of the world? ______

5. What three qualities of Edison helped him in his advance? ________________

6. Why was Mrs. Edison able to lay the foundation for his education? _________

7. What made him start experimenting at the age of nine? ___________________

8. Why did he take a job as a news boy? ________________________________
9. By what other means did he make money?

10. Did the fact that Edison was working on a train stop him from experimenting?

11. Why was he prompted to publish his own paper?

12. How did he make his handicap of deafness a means of making him a success?

13. What was Edison's favorite invention?

14. Who invented the so called talking motion picture?

15. How did the nation pay tribute to the great inventor after his death?
Word Comprehension

1. What one word can you use instead of "the principle of dealing uprightly with others"?

2. Give one word which means the same as "an established law"?

3. Can you use a word to express each of the following? (The word is used as a noun, a verb and an adjective consecutively)
   a. the act of making law or laws
   b. to bring about or regulate by law
   c. pertaining to the power or to make laws

4. What do you call a member of the lower house of Congress?

5. Use a word which will describe an office or position open to applicants?

6. What is it that is composed of two Senators from each State chosen by the people for six years?
7. What word used in section three means the same as "come to the end"?

8. What does the word "vice" designate when it is used before president?

9. What word can you use instead of "to accuse one of crime, especially in regard to a public official, to arraign for misconduct in office"?

10. What punishment is used as a result of impeachment?

11. Express this in one word, an assembly of delegates for the discussion of settlement of affairs of common interest or the chief legislative body of a republic.

12. What is the proportion of members of any body or corporation that must be present if a meeting is to transact business legally called?

13. Who has the Power to fill up vacancies that may happen during the Recess of the Senate?

14. All persons born or naturalized in the United States and subject to the jurisdiction thereof are
APPENDIX C

READING LIST
The investigator while primarily interested in the development of the skills needed in the mastery of history realized that improving reading would improve historical reading within limits, for instance, an increase of speed and vocabulary in outside reading will carry over into classroom historical reading. Consequently, this list contains all books read by the children regardless whether they were historical or not.


Clementia, Sister M., *Quest of Mary Selwyn*, Benziger Brothers, New York, 1917.


Dickens, Charles, *A Christmas Carol*.


Finn, Francis, S.J., *Best Foot Forward*, Benziger Brothers, Chicago, 1899.

Finn, Francis, S.J., *That Football Game*, Benziger Brothers, Chicago, 1897.

Finn, Francis, S.J., *His First and Last Appearance*, Benziger Brothers, Chicago, 1900.

Finn, Francis, S.J., *Fairy of the Snows*, Benziger Brothers, Chicago, 1913.


Finn, Francis, S.J., *Sunshine and Freckles*, Benziger Brothers, Chicago, 1925.

Finn, Francis, S.J., *Bobby in Movieland*, Benziger Brothers, Chicago, 1921.


Finn, Francis, S.J., *Harry Bee*, Benziger Brothers, Chicago, 1892.


Finn, Francis, S.J., *His Luckiest Year*, Benziger Brothers, Chicago, 1918.


Finn, Francis, S.J., *Candles Beams*, Benziger Brothers, Chicago, 1926.


Finn, Francis, S.J., *Claude Lightfoot*, Benziger Brothers, Chicago, 1923.


Holland, Arabian Nights, Grosset & Dunlap, New York.


Optic, Oliver, *Poor and Proud*, Hurst & Company, New York, 1858.


Richards, Mrs. L. E., Captain January, Dana Estes Company, Boston, 1892.


Sherman, E., Polly What's Her Name, Goldsmith Publishing Company, Chicago, 1936.


Stevenson, R. T., Dr. Jekyll and Mr. Hyde, The Arthur Westbrook Company, Cleveland.


Stowe, H. B., Uncle Tom's Cabin, Blackie & Son, 1934.


Tarkington, Booth, Penrod, Grosset & Dunlap Company, 1914.
Thompson, F., Alice of Old Vincennes, Bob's Merrill Company, Indianapolis, 1900.

Tilton, Dwight, Miss Petticoats, C. M. Clark Publishing Company, Boston, 1902.

Tomilson, Everett T., Washington's Young Aides, Grosset & Dunlap, New York, 1897.

Tourgee, A. W., A Fool's Errand, Fords, Howard & Hulbert, New York, 1880.

Twain, Mark, Huckleberry Finn, Harper & Brothers, New York, 1918.


Vollmar, A., Heaven Sought and Found, Augustana Book Concern, Rock Island, 1925.

Vollmar, A., A Wonderful Christmas, Augustana Book Concern, Rock Island.

Waggaman, Mary, Winnie's Luck, Ave Maria Company, Notre Dame, 1930.


Webster, Jean, Daddy-Long Legs, Grosset & Dunlap Company, New York, 1912.

Webster, Frank V., Tom the Telephone Boy, Cupples & Leon Company, New York.


Reference Books


The Encyclopedia Britannica.


The University Library, Doubleday, Doran and Company, Garden City.


Young Folk's Library, Hall and Locke Company, Boston.

United States Histories.


Beard, Mary, A., A Short History of the American Labor Movement.


Some of the following pamphlets do not pertain to the particular period in history that was covered during the experiment but the children became so absorbed in reading that they asked for those in which they were especially interested.

1. Abraham Lincoln, The Great Emancipator
2. Andrew Jackson, President of the Plain People
3. Christopher Columbus, Discoverer of America
4. David Crockett, Backwoodsman and Congressman
5. Framing the Declaration of Independence
6. George Washington, First President of the United States
7. John Hancock, Great American Patriot
9. John Paul Jones, Founder of the American Navy
10. Mount Vernon, the Home of Washington
11. Peary and the Discovery of the North Pole
13. Samuel Adams, Father of American Independence
14. The Constitution of the United States
15. The Presidents of the United States
16. The Story of Clara Barton
17. Thomas A Edison
18. Thomas Jefferson, Lover of Liberty
19. American Railway Systems
20. Carrying the U. S. Mail
APPENDIX D

SUPPLEMENTARY MATERIALS USED IN UNITS OF STUDY
Unit One

Some of the following statements are true and some are false. Write "T" before each statement you consider true and "F" before each statement you consider false. Be sure to read each statement carefully.

( ) 1. The introduction of slavery in New York and Virginia as early as 1619 was copied by the other British colonies.

( ) 2. Black slaves first appeared in the United States when gold was discovered in California.

( ) 3. In the North, slavery disappeared gradually because of the factory system.

( ) 4. The invention of the cotton gin and the introduction of textile machinery in New England had changed the minds of the Southerners towards the decrease of slavery in the south.

( ) 5. Immigrants from Europe acknowledged the institution of slavery favorably.

( ) 6. Majority of immigrants settled in the North and South so as to profit through the sale of slavery.

( ) 7. Washington, our first president, who kept slaves as servants favored slavery as an institution.

( ) 8. The abolition movement in the United States first appeared during the Civil War.

( ) 9. Uncle Tom's Cabin was a book which grossly misinterpreted the actual treatment of the majority of the slaves.

( ) 10. Slavery was always recognized by our Constitution but it did not guarantee non-interference with the importation of slaves after a period of twenty years.

( ) 11. The Dred Scott Decision rendered the Missouri Compromise null and unconstitutional.

( ) 12. The states in the North and South were balanced
in the Senate by the Mason and Dixon Line.

( ) 13. The South benefited by the high tariffs placed on imported goods.

( ) 14. The "gag rule" was a resolution passed that no petition against slavery should be read during the sessions of Congress.

( ) 15. The Missouri Compromise of 1820 was made ineffective by the passage of the Kansas-Nebraska Bill.

( ) 16. John Calhoun was an advocate of the "squatter sovereignty."

( ) 17. Kansas and Nebraska according to the Missouri Compromise were to be free.

( ) 18. The Monroe Doctrine opposed colonization of South America by European nations.

( ) 19. Increase of slavery in the South led to the building of many factories.

( ) 20. The cotton gin could be operated by a few negroes.

( ) 21. North Carolina was the first state to secede during the Civil War.

( ) 22. Daniel Webster's debates concerned chiefly the slave holders in the South.

( ) 23. Majority of the slaves in the South were cruelly treated by their masters.

( ) 24. The people of the South greatly favored the abolition movement.

( ) 25. The "Underground Railroad" served to be ineffective during the slave holding period.
Fill the blank spaces of the following sentences with the correct word or phrase that will make it true and correct.

1. The nurse who played an active part in the battlefield during the Civil War was ____________________________

2. The wounded and sick during the Civil War were taken care of by an organization called ____________________________

3. ____________________________ opened the mouth to the Mississippi River.

4. ____________________________ was general during the Civil War and later became president of the United States.

5. ______________ was a newspaper published in favor of the negroes in the South.

6. ______________ was called ____________________________ because of his stormy and brilliant speeches.

Select a correct term from the group and write it in the blank preceding each of the following sentences.

Chancellorsville Abraham Lincoln Ulysses S. Grant
William H. Seward Fort Sumter Gettysburg
McClellan Dec. 20, 1860 General George Meade
Jan. 1, 1863 John Ericsson

1. ______________ secession of the South Carolina.

2. ______________ issued the Emancipation Proclamation.

3. ______________ Secretary of State during the Civil War.
4. ____________ inventor of the Monitor.

5. ____________ had fallen into the hands of the Confederates early in the war.

6. ____________ was a complete failure in the Peninsular Campaign.

7. ____________ was a general of the North in charge of the Union land forces in Virginia.

8. ____________ the Emancipation Proclamation was issued.

9. ____________ the only great battle fought on Northern soil.

10. ____________ won a complete victory at Gettysburg.

11. ____________ Lee's last great victory.
Choose the word or phrase that will make each statement true. Write the number that precedes it in the parentheses at the left.

1. The direct cause of the Civil War was: (1) slavery, (2) Emancipation Proclamation, (3) secession, (4) Missouri Compromise.

2. When Lincoln became president his great task was to: (1) win the war, (2) preserve the union, (3) make the money, (4) free the slaves.

3. The slave states numbered: (1) six, (2) fifteen, (3) eighteen, (4) eleven.

4. All slaves were set free by means of: (1) the Emancipation Proclamation, (2) the Thirteenth Amendment, (3) the Freedman's Bureau, (4) Lee's surrender.

5. Throughout the Civil War the most important part of the Union plan of attack was: (1) the capture of Vicksburg, (2) Sherman's march to the sea, (3) the blockade, (4) the capture of Richmond.

6. The Missouri Compromise provided that: (1) the slavery question in the territory west of the Missouri should be decided by popular sovereignty, (2) Maine should be admitted as a free state, (3) the national government had the power to regulate slavery in the territories, (4) all the Louisiana Territory except Missouri should be free.

7. President Lincoln in his Emancipation Proclamation declared that the negroes in the states in rebellion against the Union by January 1, 1863 would be: (1) enslaved, (2) free, (3) exiled, (4) educated.

8. During the Civil War the complete control of the Mississippi was gained by the North with the capture of: (1) Vicksburg, (2) New Orleans, (3) Memphis, (4) Fort Henry.

9. The battle that was of great importance to the North was: (1) Battle above the Clouds, (2) Bull Run, (3) Gettysburg, (4) Chattanooga.
10. The Civil War was fought to: (1) free the slaves, (2) preserve the Union, (3) capture Fort Sumter, (4) punish the seceded states.

11. One of the economic results of the Civil War was: (1) the adoption of the first protective tariff, (2) the creation of a national banking system, (3) the adoption of the gold standard, (4) the demand by industrial interest for free trade.

12. The leading Southern officers had been trained: (1) in the Mexican War, (2) in the Indian War, (3) in the War of 1812, (4) in the World War.

13. The great item of wealth for the South was: (1) sugar, (2) cotton, (3) tobacco, (4) indigo.

14. South expected aid from: (1) Russia, (2) France, (3) Great Britain, (4) Austria.

15. Lee's greatest general was: (1) Beauregard, (2) Stuart, (3) Stonewall Jackson, (4) Grant.

16. Squatter Sovereignty was advocated by: (1) Lincoln, (2) Webster, (3) Douglas, (4) Stonewall Jackson.
Explain each question in the space below:

1. How did slavery become a fixture in the South?

2. Could the Civil War be avoided? Give reason for your answer.

1. ____________________________

________________________________

________________________________

________________________________

2. ____________________________

________________________________

________________________________

________________________________
Map Study

1. Show by means of little ships the Northern blockade.

2. Locate and print names of the following:
   a. capital of the Union
   b. capital of the Confederacy
   c. place of the first battle in the East which was fought when the Union armies marched against Richmond
   d. place where armies of Lee and McClellan fought when Lee first started to invade the North
   e. the forts on the Cumberland River in the West which Grant captured
   f. place where Lee surrendered to Grant in 1865

3. Locate the city that the North attempted to capture throughout the war.

4. Locate by means of dots the river which gave its name to the valley devastated by Sheridan. Print the name.
Name each picture and connect an event with it


Unit Two

Some of the following statements are true and some are false. Write "T" before each statement you consider true and "F" before each statement you consider false. Be sure to read each statement carefully.

1. Civil War had led to the development and construction of extensive railroad building.  ( )

2. The newcomers especially from foreign countries took advantage of the Homestead Act.  ( )

3. After the war the conditions of the North were in a sadder state than in the South.  ( )

4. Johnson strongly favored the institution of Freedman's Bureau.  ( )

5. Johnson was the only president who was impeached by Congress.  ( )

6. The Southern states were strongly democratic.  ( )

7. The Southern white men resorted to terrorism to prevent the negroes from voting.  ( )

8. Booker T. Washington was relative of George Washington.  ( )

9. The Ku Klux Klan was a party that helped the negro to control the polls.  ( )

10. Utah was not accepted to the Union earlier because of the small population.  ( )

11. The "New West" became prosperous because of the development of irrigation and reclamation.  ( )

12. The first boundary line of the earliest American frontier was the Appalachian.  ( )

13. The Long Trail was made before the Civil War by people who moved westward.  ( )

14. The men were lured to the West by the report of gold.  ( )

15. Mining settlements prospered very slowly in the West.  ( )
16. Railroad in the West brought a very little income to the farmer.

17. The Granger Movement was a movement organized by railroad engineers for the purpose of increasing their salaries.

18. The Legal Tender Act forced the farmer of the West to accept the greenback in payment of debts.

19. During Grant's administration political corruption was not known.

20. The radicals were willing to follow Lincoln's plan of reconstruction.

21. The period following the Civil War was marked by numerous and costly Indian Wars.

22. President Cleveland strongly favored reducing the tariff.

23. The Weather Bureau aids only farmers.

24. The Republican radicals failed to remove President Johnson from office.

25. The carpetbaggers were welcomed by leading men in the South.

26. The purchase of Alaska was an act of wise statesmanship.

27. The Civil War had caused great extension of telegraph lines for men realized the value of the telegraph.
Fill the blank spaces of the following sentences with the correct word or phrase that will make it true and correct.

1. The period after the Civil War is called __________ _________.

2. It was the lot of __________ ___________ to carry forward the work of reconstruction immediately following the Civil War.

3. During the Civil War cotton advanced greatly in price in the South because __________ ___________ were destroyed.

4. Some of the industries developed after the Civil War were __________ _________________ and _________________.

5. One of the most critical events after the Civil War was the _________________.

6. ________________ was called "Wizard of Electricity."

Select a correct term from the group and write it in the blank preceding each of the following sentences.

- lockout
- strike
- capitalism
- Graham Bell
- Bland-Allison Act
- McKinley Tariff
- President McKinley
- Interstate Commerce Commission
- Chief Justice Chase
- Secretary Stanton
- Andrew Johnson
- Homestead Act

1. ________________ restored the silver dollar.

2. ________________ is a means by which the employer closes the factory against the worker.

3. ________________ invented the telephone.
4. ________________ is a means by which all men quit work in a body.

5. ________________ removed the tax on goods from those countries that did the same on goods from our country.

6. ________________ "big business" enterprise.

7. ________________ was shot by an anarchist.

8. ________________ encouraged immigration to the West.

9. ________________ succeeded Lincoln as president.

10. ________________ presided over the Senate which impeached Johnson.

11. ________________ was removed from office by Johnson.

12. ________________ regulated transportation from state to state.
Choose the word or phrase that will make each statement true. Write the number that precedes it in the parentheses at the left.

1. (1) Grover Cleveland, (2) Chester Arthur, (3) Benjamin Harrison, (4) James Garfield was shot by a fanatic on July 2, 1881.

2. (1) the fifteenth amendment, (2) sixteenth amendment, (3) seventeenth amendment, (4) eighteenth amendment was passed to make the income tax legal.


4. The first trans-Atlantic cable was successfully laid by: (1) Samuel F. B. Morse, (2) Richard Hoe, (3) Alexander Bell, (4) Cyrus W. Field.

5. Charles Goodyear invented: (1) kodak, (2) the moving pictures, (3) the process of vulcanizing rubber, (4) the air brake.

6. The immediate cause of the panic of 1873 was: (1) Bland-Allison Act, (2) Sherman Silver Act, (3) failure of the Jay Cooke Bank in Philadelphia, (4) weakness of National Banks.

7. The way in which the laborer generally secures what he wants today is by resorting to the: (1) strike, (2) lockout, (3) arbitration, (4) collective bargaining.

8. The first great national organization of laborers was: (1) The Grange, (2) American Federation, (3) Knights of Labor, (4) State Bureaus.

9. (1) Theodore Roosevelt, (2) Woodrow Wilson, (3) Grover Cleveland, (4) Warren Harding was in favor of the trusts.

10. The Federal Trade Commission Law was passed to: (1) get rid of competition, (2) control of the trusts, (3) regulate trade, (4) investigate all the trusts.

11. The most disputed issue between the Democrats and Republicans was the: (1) labor, (2) tariffs,
12. The American Federation of Labor has never approved of: (1) trade unions, (2) immigration, (3) child labor, (4) collective bargaining.

13. The transcontinental railway secured its enormous area: (1) by purchase, (2) from the states, (3) from the Federal government, (4) from individual owners.


15. The death of Garfield led to: (1) a higher tariff, (2) an increased army, (3) civil-service reform, (4) the doctrine of nullification.

16. The outstanding exhibit at the Centennial Exhibition was the: (1) rotary press, (2) electric engine, (3) telephone, (4) telegraph.

17. Cleveland was greatly interested in: (1) conservation, (2) national defense, (3) tariff reform, (4) Monroe Doctrine.

18. The talking machine was invented by: (1) Edison, (2) Howe, (3) Bill, (4) McCormick.

19. The American force annihilated by Sitting Bull was led by: (1) Miles, (2) Custer, (3) Sheridan, (4) McClellan.

20. Johnson's administration was: (1) an era of good feeling, (2) a period of quiet industrial progress, (3) a time of bitter partisan strife, (4) a period of presidential strife.
Explain each question in the space below:

1. Explain in what way the Thirteenth Amendment differs from the Emancipation Proclamation.

2. Explain four different methods of lighting.

1. 

2. 
Map Study

1. Show by dash line (-----) the routes followed by the Santa Fe Trail, the Oregon trail, and the trail of the "Forty-niners" to California. Pring the name of each.

2. Mark with chain lines of "x's" the routes of the first railroad across the continent.

3. Shade in green the states whose most important crop is grain.

4. Shade in blue the states which raise the most cattle and sheep.

5. Draw a line around the states that owes its origin to a religious sect which settled there.
Identify the following
Unit Three

Some of the following statements are true and some are false. Write "T" before each statement you consider true and "F" before each statement you consider false. Be sure to read each statement carefully.

( ) 1. Russia was the only European country that had shown a friendly spirit toward the North during the Civil War.

( ) 2. Many Americans thought Alaska to be a wise purchase.

( ) 3. The Bering Sea was opened only for the Americans.

( ) 4. Seal fisheries were restricted in the Bering Sea to prevent exhaustion.

( ) 5. The Treaty of Washington had settled all our disputes with England which grew out of the Civil War.

( ) 6. France and England sent military and naval forces to Mexico during the Civil War to collect their debts.

( ) 7. Before 1895 the Cubans were under the Spanish rule.

( ) 8. Senor de Lome had established "reconcentration camps" in Cuba during the revolt.

( ) 9. These "reconcentration camps" helped the men, women and children who were deprived of homes.

( ) 10. "Remember the Maine" was the slogan of the Cubans.

( ) 11. The battleship Maine was sent to the harbor of Havana to put down the Cuban revolts.

( ) 12. The Spanish were blamed for the explosion of the battleship Maine.

( ) 13. Grover Cleveland was president during the Spanish American War.

( ) 14. Admiral Dewey was commander of the American
naval forces in the Spanish American War.

( ) 15. Dewey's battles on the seas proved to be failures.

( ) 16. The Spanish fleet was commanded by Admiral Cer­vera.

( ) 17. The Spanish fleet had succeeded in reaching the eastern coast of the United States.

( ) 18. In Cuba the American troops on land had every means of transportation facilities.

( ) 19. Western cowboys under Roosevelt played an important part in the Spanish-American War.

( ) 20. The Philippines were secured by vote of the Filipino people.

( ) 21. United States went to war with Spain to secure the island of Puerto Rico.

( ) 22. Charles A. Lindbergh discovered the South Pole.

( ) 23. All immigrants are admitted without restriction to the United States.

( ) 24. Our latest territorial acquisition was the Virgin Islands.

( ) 25. From China only teachers, students, travelers and merchants are permitted to enter the United States.

( ) 26. Spanish-American War was fought to gain more territory.

( ) 27. All American possessions lie in the Western Hemisphere.

( ) 28. An arrangement for the building of a canal was made by the Clayton-Bulwer Treaty with England.
Fill the blank spaces of the following sentences with the correct word or phrase that will make it true and correct.

1. The Chinese Exclusion Act of 1882 forbade the ______
   ____________________________.

2. Pan-American Union is an organization composed of __
   ____________________________ American republics.

3. The "Boxers" were ____________________________ who led a rebellion against all foreigners.

4. The Chinese ports were kept open to the trade of all nations by means of ____________________________
   ____________________________.

5. Of all the Pacific groups the _________ _________
   ____________________________ lie nearest to the United States.

6. ____________________________ connects the Atlantic and Pacific Ocean.

Select a correct term from the following group and write it in the blank preceding each of the following sentences.

Imperialism  Hay-Harran Treaty  "Big Stick Policy"
De Lesseps  Maine  Hague Tribunal
Oregon Voyage  Weyler  Admiral Cervera
George Goethals  William McKinley  George Dewey

1. ____________________________ was in command of naval forces during the Spanish-American War.

2. ____________________________ had proved to the Americans that a water passage through the isthmus of Panama was needed.

3. ____________________________ is a process of economic and territorial expansion.

4. ____________________________ made a name for himself in the construction of the Suez Canal.
warned European nations not to interfere with the affairs of the South American republics.

constructed "reconcentration camps" during the Spanish-American War.

successfully carried on the work of the construction of the Panama Canal.

gave the United States the right of way through the territory of Columbia for the construction of Panama Canal.

was sunk in the harbor of Havana.

commanded a strong Spanish fleet at Cape Verde Island.

settled through arbitration Venezuela's blockade by European nations.

was spoken of very disrespectfully by a Spanish minister at Washington.
Choose the word or phrase that will make each statement true. Write the number that precedes it in the parentheses at the left.

( ) 1. Hawaiian Islands were annexed to the United States because: (1) American interest was endangered, (2) Hawaiian had asked it, (3) The Hawaiian had revolted against their queen, (4) Americans gave more assistance to the revolutionists.

( ) 2. The Samoan Islands belong to: (1) Germany, (2) Russia, (3) England, (4) United States.

( ) 3. The waters of the Atlantic and Pacific Oceans are connected by: (1) Panama Canal, (2) Erie Canal, (3) Caribbean Sea, (4) Suez Canal.

( ) 4. (1) French, (2) English, (3) Germans, (4) Americans were first who understood the work of building a canal across Panama but were unsuccessful.

( ) 5. The Conqueror of yellow fever at Panama was: (1) Goethals, (2) General Gorgas, (3) De Lesseps, (4) Roosevelt.

( ) 6. The Panama Canal was built in order to: (1) open a shorter water route, (2) destroy malaria and yellow fever, (3) fortify our island possessions, (4) increase trade between United States and other nations.

( ) 7. England claimed that the toll exemption for American vessels using the Panama Canal was a violation of: (1) the Clayton-Bulwer Treaty, (2) the Webster-Ashburton Treaty, (3) the Hay-Pauncefote Treaty, (4) the Briand-Kellogg Peace Pact.

( ) 8. The Panama Canal was completed in: (1) 1917, (2) 1914, (3) 1913, (4) 1915.

( ) 9. The Philippine Islands are governed by: (1) a president, (2) governor-general, (3) king, (4) military governor.

( ) 10. The "Open Door Policy" meant that: (1) United States, (2) Germany, (3) England, (4) China, should be opened for trade.
11. The "Boxers" were the: (1) Chinese, (2) Germans, (3) English, (4) French, who revolted against all foreigners who tried to come into their country.

12. (1) Spain, (2) Portugal, (3) United States, (4) France, was the first Western nation to enter Japan.

13. The Chinese were excluded from America because: (1) they work for smaller wages, (2) they are uneducated, (3) they use opium, (4) they carry contagious diseases.

14. The eighteenth Amendment provides for: (1) an income tax, (2) prohibition, (3) woman suffrage, (4) fugitive slaves.

15. United States Senators are elected by: (1) state legislatures, (2) the people, (3) political conventions, (4) Republicans.

16. The Virgin Islands were bought from: (1) Sweden, (2) Greece, (3) Denmark, (4) Norway.

17. The beginning of American colonial expansion was in the year: (1) 1898, (2) 1902, (3) 1892, (4) 1914.

18. The Rough riders during the Spanish-American War were led by: (1) Pershing, (2) Roosevelt, (3) Sheridan, (4) Lee.

Explain each question in the space below

1. in what way was the French intervention in Mexico hostile to the Monroe Doctrine?

2. Contrast the South before the Civil War with the South today, with reference to the following: position of Negro, agriculture, manufactures.
Map Study

Use the map in answering these questions

1. Print names and date of:
   a. the territory bought by the United States from Russia
   b. the island that applied for the admission to the United States after deposing its queen
   c. the three island colonies that came to the United States as a result of the treaty with Spain in 1898

2. Print names of:
   a. other island possessions of the United States in the Pacific Ocean
   b. the protectorates of the United States in or near the Caribbean Sea
   c. the country involved in the Boxer Rebellion

3. Show by a dotted line the voyage of the Oregon. Label it.

4. If you wished to go by boat from New York City to San Francisco, show by dotted line the shortest route your vessel could take.
1. What battle is commemorated in this scene?

2. What active part did this ship play upon the seas?
Give an important statement in connection with each figure.


Some of the following statements are true and some are false. Write "T" before each statement you consider true and "F" before each statement you consider false. Be sure to read each statement carefully.

1. Child Labor has been forbidden in all the states.  
2. In some states women were first permitted to vote after the Civil War.  
3. The Adamson Law forbade the railroad engineers to strike.  
4. The Eighteenth Amendment gave the women the right to vote.  
5. The Nineteenth Amendment forbade the sale of intoxicating liquors.  
6. Majority of the immigrants who came to America before 1880 were from the northern part of Europe.  
7. The Progressive Party was established to combat corruption; it influenced the "Big Business" in government.  
8. The immigration laws regulated requirements of foreigners who came to reside in the United States.  
9. Restriction of immigration referred to the Chinese only.  
10. Compulsory education is prevalent in most of the states.  
11. The first Catholic School in the United States was established in Baltimore.  
12. The assassination at Sarajevo caused Austria to make severe demands on Serbia.  
13. Russia acted as a big sister to Serbia during her crucial moments.  
14. In the World's War Germany was in alliance with Austria.
( ) 15. Germany was the least prepared for the unexpected conflict.

( ) 16. Germany declared war on the United States because of our trade with the central powers of Europe.

( ) 17. United States remained neutral between 1914 and 1917.

( ) 18. The Lusitania was a German submarine sunk on the English Coast.

( ) 19. Marshall Foch was the commander in chief of the American Expeditionary forces.

( ) 20. The most important battle during the World's War was the battle of St. Mihiel.

( ) 21. The first battle of the Marne saved Paris.

( ) 22. Calvin Coolidge became president because of the death of Warren Harding.

( ) 23. Allied war debts to the United States were paid in full soon after the World War.

( ) 24. The United States ratified the Treaty of Versailles.

( ) 25. Since the World War, farming has not been a very profitable occupation in the United States.

( ) 26. The Federal Trade Commission was established during Wilson's administration.
Fill the blank spaces of the following sentences with the correct word or phrase that will make it true and correct.

1. The victory over woman's suffrage was won under the leadership of ____________________________.
2. The amendment which gave the women the right to vote is the ____________________________.
3. When war was declared on Serbia ___________________ and ___________________ were first to come to her aid.
4. ___________________ took an active part in helping Austria win this war.
5. At the beginning of this war ___________________ planned to be neutral.
6. Tripple Alliance was composed of ___________________, ___________________ and ___________________.
7. Triple Entente was composed of ___________________, ___________________ and ___________________.

Select a correct term from the group and write it in the blank preceding each of the following sentences.

Woodrow Wilson Ferdinand Foch World's Court
April 6, 1917 Belleau Wood League of Nations
John J. Pershing Saint Mihiel January 8, 1918
Herbert C. Hoover Nov. 11, 1918 Warren Harding

1. ___________________ United States entered the World's War.
2. ___________________ was commander of the American forces.
3. ___________________ the Armistice was signed.
4. ___________________ was one of the "Big Four."
5. ___________________ administered the Food Control Board.
6. __________________________ was called "The Gray Man of Christ."
7. __________________________ was the most difficult victory for the Americans.
8. __________________________ was not approved by the United States.
9. __________________________ died on his trip to San Francisco.
10. __________________________ settled disputes between nations.
11. __________________________ the American marines covered themselves with glory.
12. __________________________ President Wilson gave fourteen points concerning peace.
Choose the word or phrase that will make each statement true. Write the number that precedes it in the parentheses at the left.

( ) 1. The heir to the Austrian throne and his wife were struck down by bullets in the province of: (1) Bosnia, (2) Serbia, (3) Russia, (4) Germany.

( ) 2. A young student from: (1) Serbia, (2) Austria, (3) Sarajevo, (4) Russia was blamed for this assassination.

( ) 3. Serbia was given only: (1) forty, (2) forty-eight, (3) eighteen, (4) ten hours in which to answer the demands of Austria.

( ) 4. The first country to declare war on Serbia was: (1) Germany, (2) Russia, (3) Belgium, (4) Austria.

( ) 5. (1) King Albert, (2) Cardinal Mercier, (3) Woodrow Wilson, (4) Pope Benedict XV spoke and encouraged the people of Belgium during the World's War.

( ) 6. (1) England, (2) Germany, (3) France, (4) Russia desired to extend her claims over new lands.

( ) 7. United States entered the World's War: (1) to fight for the Americans in Europe, (2) to gain honor and fame, (3) to stop the sinking of American ships, (4) to gain territories in the Old World.

( ) 8. One of the battles of the World's War was: (1) Santiago, (2) Belleau Wood, (3) Bull Run, (4) Bunker Hill.

( ) 9. The nation that helped the most in winning the World's War was: (1) England, (2) France, (3) United States, (4) Italy.

( ) 10. (1) General Pershing, (2) Marshall Foch, (3) Admiral Dewey, (4) President Wilson was in command of the American forces.

( ) 11. Which of the following countries never joined the League of Nations? (1) England, (2) France,
(3) Italy, (4) United States.

( ) 12. The "Fourteen Points" concerning the World's Peace were made by: (1) Pershing, (2) Orlando, (3) Clemenceau, (4) Wilson.

( ) 13. The largest number of American soldiers fought in: (1) the battle of the Marne, (2) Belleau Wood, (3) the Meuse-Argonne offensive, (4) Battle of Cantigny.

( ) 14. The Secretary of War in the World War was: (1) Dawes, (2) Houston, (3) Baker, (4) Daniels.

( ) 15. The Peace Treaty of the World War was signed at: (1) Berlin, (2) Paris, (3) Geneva, (4) Versailles.

( ) 16. Battle of Cantigny and Meuse-Argonne were battles of the: (1) Spanish-American War, (2) World War, (3) Mexican War, (4) War of 1812.

( ) 17. The main issue of the election of 1920 was: (1) the gold standard, (2) the allied debts, (3) the League of Nations, (4) Omnibus Bill.

( ) 18. Organized labor won a victory in: (1) the Shipping Board, (2) the National Defense Act, (3) the Adamson Law, (4) Personal Liberty Laws.


( ) 20. (1) Bunker Hill, (2) Quebec, (3) Chateau-Thierry, (4) Belleau Wood was a decisive battle of the World War.

( ) 21. The nation in which most of the American Expeditionary Force fought against the Germans during the World War was: (1) England, (2) Germany, (3) Italy, (4) France.
Explain each question in the space below:

1. Why did immigration play an important role in the development of America?

2. Why was it difficult to settle America's trouble with Germany by arbitration?

3. Why were our American soldiers in Europe successful in helping to win the World's War?
Map Study

Use the map in answering these questions:

1. Place the boundary lines of the countries of Europe as they were fixed after the World War.

2. Print in the names of the countries.

3. Color in blue the country which gave the immediate cause for fighting.

4. Color in green the countries that were on the Allies' side (in Europe).

5. Show by dots the extent of the German line of advance in 1918.

6. Show by a dash line the distance between Paris and the place where the German advance was stopped on the Merne River.

7. Locate the following:
   Rhine and Seine Rivers, English Channel, North Sea, the cities of Paris and London.
Write a brief paragraph suggested by each picture

[Image of a soldier] - The soldier is marching with determination, his uniform crisp and his posture upright. His presence exudes authority and discipline, embodying the spirit of a disciplined force.

[Image of a group of soldiers] - The group of soldiers stands in formation, their uniforms matching and their attention focused. Their posture and alignment suggest a well-trained and disciplined unit, ready for action.