

1969

A Comparison of the Achievement of Selected Students in High School Social Studies Taught by the Team Teaching Method and the Traditional Method

Curtis Harris Christian
Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Methods Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Christian, Curtis Harris, "A Comparison of the Achievement of Selected Students in High School Social Studies Taught by the Team Teaching Method and the Traditional Method" (1969). *All Master's Theses*. 1045.
<https://digitalcommons.cwu.edu/etd/1045>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

347

A COMPARISON OF THE ACHIEVEMENT OF SELECTED STUDENTS
IN HIGH SCHOOL SOCIAL STUDIES TAUGHT BY THE TEAM
TEACHING METHOD AND THE TRADITIONAL METHOD

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Curtis Harris Christian
May 1969

LD

577131

C4

SPECIAL
COLLECTION

REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES
REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES
REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES

REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES
REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES
REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES

REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES
REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES
REPRODUCED FROM THE ORIGINAL SOURCE BY THE NATIONAL ARCHIVES

174303

Library
Central Washington
State College
Ellensburg, Washington

1961

APPROVED FOR THE GRADUATE FACULTY

Daryl Basler, COMMITTEE CHAIRMAN

T. Dean Stinson

Dan A. Unruh

ACKNOWLEDGMENTS

I wish to express my sincere appreciation to Dr. Daryl Basler for his guidance and supervision during the writing of this paper.

Acknowledgment is also accorded Dr. T. D. Stinson and Dr. Dan Unruh for serving on the writer's committee.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM, HYPOTHESIS AND DEFINITIONS OF TERMS USED	1
The Problem	1
Statement of the problem	1
Importance of the study	1
Analysis of the problem	2
Limitations of the study	4
The Hypothesis	4
Statement of hypothesis	5
Definitions of Terms Used	5
Team teaching	5
Traditional teaching	5
Control groups	6
Experimental groups	6
II. REVIEW OF THE LITERATURE	7
Historical Background	7
The Nature and Adequacy of Research	10
The Context	17
The Need for Experimentation in the Classroom	20
III. METHODS OF RESEARCH	25
Research Setting	25
Procedures for the Experiment	26

CHAPTER	PAGE
Design of the experiment	26
Teaching procedures	27
Testing procedures	29
IV. PRESENTATION AND ANALYSIS OF DATA	31
Presentation of Evidence	31
Test Results	31
Test groups I and II	31
Test group I	32
Test group II	33
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	36
Summary	36
Conclusions	38
Recommendations	40
BIBLIOGRAPHY	45
APPENDIX A. Achievement Test	49
APPENDIX B. Test Group I, Matched-Pairs Raw Score	74
and I. Q.	
APPENDIX C. Test Group II, Matched-Pairs Raw Score	76
and I. Q.	

LIST OF TABLES

TABLE	PAGE
I. Test Group I, Matched-Pairs Achievement Results With Differences and Differences Squared	32
II. Test Group II, Matched-Pairs Achievement Results With Differences and Differences Squared	34

CHAPTER I

THE PROBLEM, HYPOTHESIS, AND DEFINITION OF TERMS USED

Despite growing and widespread popularity, the teaching team remains a hypothetical concept yet to be fully demonstrated as a means for improving instruction in the schools. Though the descriptive literature on teaching teams is voluminous, experimental data on achievement are in short supply.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to compare learning outcomes of students taught by traditional methods with that of students instructed by certain selected arrangements of resources commonly associated with the teaching team approach.

Importance of study. Although the entire profession writhes with ferment, education has focused an especially watchful eye upon approaches to improving classroom instruction. Waves of adaptation and experimentation surge across the nation. The traditional classroom and the traditional methodology now suddenly become open to question whereas heretofore they were largely closed to criticism. Yet, despite such activity

a paucity of research exists on classroom instruction as it relates to achievement. No one approach to teaching, no single arrangement to promote learning is substantiated as superior by empirical test. Clearly it is time to initiate a series of vigorous and sophisticated investigations of team teaching and other methodological variables as they relate to learning.

Analysis of problem. The teaching profession has suffered because it lacks precise terminology. Team teaching is an added instance of obtuse definition; the term has almost as many meanings as there are schools employing the system. It means a variety of things to the un-initiated as well as to one who has spent considerable time studying the developments in team teaching. For example, Bush and Allen in their book, A New Design for High School Education, say, "the integration of professional staff, support staff, and resource personnel into a productive unit to carry out a particular course cycle creates a teaching team." (9:47).

Organization differs; some teams involve two teachers, others four or five; some use aides or flexible schedules, others do not; some teams indicate two or more subject areas, others concentrate on a single course and a single grade level as used in this investigation.

The design of teaching teams also differs. In some schools the purpose of assigning one hundred fifty to two hundred students to a teaching team is to improve the guidance program. In the school where this study was made, the goal was to develop competence in one subject area and to facilitate specialization.

The central purpose of teaching teams from their inception has been to create more effective and efficient instruction. Students should learn better the necessary skills and knowledge in subject areas.

Members of the teaching profession and lay people in a community are familiar with the traditional or self-contained classroom method of instruction.

Prior to beginning this study, it was necessary to examine the two methods of teaching used in this investigation. This examination revealed the difficulty of determining the type of research that would best reveal the learning outcomes produced by both teaching methods. On the surface, this seemed to be a rather simple question; however, after observing the many different forms of team teaching and the difference in teacher techniques in the self-contained or traditional type program, it was evident that the answer was not as simple as it appeared.

Limitations of the study. This study did not attempt to measure team teaching in its entirety. Considering the complexities of team teaching, it is unlikely that a single study could encompass adequately the entire spectrum of variables associated with the team approach to instruction. This study did measure learning outcomes as they were affected by an application of certain variables thought to be important to learning and to which team teaching was associated empirically. An attempt was made to determine whether or not learning was enhanced by delegating to a group of teachers certain methodological variables thought to influence the mastery of subject content.

It was also recognized that it was impossible to control the variables, that might affect learning outcomes, in the team teaching groups as closely as in the traditional method of instruction.

II. THE HYPOTHESIS

The very nature of this investigation plus a very close examination of the problem, importance of the study, analysis of the problem, and limitations of the experiment, compel this writer to advance the following null hypothesis.

Statement of hypothesis. There will be no difference in achievements of students taught by a team of several teachers possessing a variety of specialities, and who control the necessary teaching aids to facilitate instruction, than when taught by individual teachers each using conventional techniques and working independently with groups of twenty-five to thirty students.

III. DEFINITIONS OF TERMS USED

Team teaching. Team teaching in this study was interpreted as involving three teachers in one subject area, United States History and Government, operating vertically without aides or flexible scheduling and the students rotating every twelve weeks to a team member. The team of three teachers possessed a variety of specialities and controlled the necessary aids to facilitate team teaching.

Traditional teaching. Traditional teaching in this experiment was interpreted as involving two teachers with each individual teacher using conventional techniques and working independently with groups of twenty-five to thirty students.

Control groups. Throughout the report of this study the term "control group" shall be interpreted to mean a group of students in a learning situation which is generally considered to be "traditional;" one teacher working alone with a class of twenty-five to thirty students in a self-contained classroom. In this investigation two such groups are used and referred to as groups C_1 and C_2 .

Experimental group. Since this study was conducted in only one high school, the term "experimental group" shall be interpreted as indicating the group of students taught under the team teaching method of instruction. Throughout this investigation, the experimental groups shall be referred to as E_1 and E_2 since there were two such groups used in this study.

CHAPTER II

REVIEW OF LITERATURE

During the 1950's the national literature on education became characterized by a concern for quality in education, the prelude to a more intense anxiety which followed Soviet orbital successes. Paralleling this national concern, there developed within education an enlivened interest in new approaches to curriculum and instruction. Educators became increasingly aware of the many archaic concepts and impractical conditions which surround the classroom and the school. With help from the philanthropic foundations, schoolmen began attempts to improve these conditions.

I. HISTORICAL BACKGROUND

One major focus of change was to develop means of lifting from the backs of teachers many burdensome clerical routines. The use of non-professional aides and assistants in Bay City, Michigan and in New England preceded more comprehensive programs for better use of the professional staff. Success in these initial endeavors led to proposals that other non-instructional activities as well could be delegated, that all learning did not necessarily have to be directed by teachers, and

that students might study individually to advantage. Meanwhile, programmed learning re-emerged from a thirty-year slumber and teachers became aware of the potential for independent study inherent in these materials. Some of the time customarily spent by pupils in classroom groups could be, it was surmised, replaced by independent study to the advantage of the student. Add to these developments the growing curricular reforms in the separate subjects arising from the phenomenal growth of knowledge, and it is understandable why imaginative educators sought to develop improved strategies of teaching which theoretically reflected these emerging concepts. (1:256).

Concurrent with regional and local efforts, the National Association of Secondary School Principals in 1956 established the "Committee on the Experimental Study of the Utilization of the Staff in the Secondary School," to sponsor wide experimentation in school organization and instruction. Investigation supported by this committee included team teaching, large and small group instruction, independent study, schedule modification, the employment of teacher assistants, and the use of new technological devices in teaching. Spurring this interest was national distribution of three booklets authored by Dr. J. Lloyd Trump: Images of the Future, New

Directions to Quality Education, and New Horizons for Secondary School Teachers, the first of which went into five printings. (2:1).

Close upon the heels of Trump's first publication, numerous articles began to appear in professional magazines. In the two-year period 1955-1957 not a single article on the subject of team teaching was listed in the Education Index. By contrast, between July 1959 and June 1960, thirty-five articles on this subject appeared in various journals. This deluge was loosed by the January 1958 issue of The Bulletin of the National Association of Secondary School Principals, the first comprehensive report fabricated on staff utilization. The profession had evidently become increasingly open-minded about ways students could be organized for instructional purposes and the ways schools should make use of the differentiated talents of the professional staff. Consequently, suggestions put forth by the Commission on the Experimental Study of the Utilization of the Staff spread widely. Today, variations of the recommendations, or adaptations thereof, are followed in schools in virtually every state of the Union. (2:15).

II. THE NATURE AND ADEQUACY OF RESEARCH

Of the 130 plus printed articles that were available on teaching teams and staff utilization, the vast majority were collected in five works, the January 1958, 1959, 1960, 1961, and 1962 issues of The Bulletin (20:1-213). These documents comprise an extensive reporting; each issue contains resumes from those school systems which undertook experimentation under the Commission. While The Bulletin is not primarily a research journal, some experimental data on learning are reported.

In the research journals a disappointingly limited amount of information on teaching teams is available. The American Educational Research Association, publishers of the Review of Educational Research, treats staff utilization tersely in but parts of two issues, one entitled, "Curriculum Planning and Development," and the other "Educational Organization, Administration, and Finance." (15:1-15). The Harvard-Lexington Experiment in Team Teaching has as yet no final published results, and may not report until 1969.

With the exception of reports on sixteen projects, the record consists entirely of subjective, opinion-type

evaluation. Such documents are inadequate as a measure of the learning which results from application of the methods. The following quotation is typical:

Probably the most significant conclusion which might be drawn is that the operation during the two years had been successful as evidenced by the fact that students expressed a desire to continue with the type of instruction, teacher aides indicated regret in the necessity to leave the program, teacher-team members and leaders indicated the desire to continue in the program and other teachers on the staff were interested in participating in teams next year (5:159).

The response of the students was probably the most satisfying single aspect of the experiment thus far. Their industry, interest, conduct, and cooperation were beyond expectations and they seemed to appreciate the change of pace and novelty of the methods of instruction. An informal poll showed almost unanimous approval of the project (3:65).

Articles listed in the Education Index on team teaching are primarily: (1) descriptions of the different approaches to team teaching, or (2) conceptual analyses or criticisms of team teaching. Other sections of the Education Index, such as "Student Achievements," deal with cultural or psychological factors, late school entrance, public relations, and test results. None specifically evaluate team teaching in terms of achievement and few discuss the learning environment in the classroom.

The National Education Association's report on staff utilization (3:15) briefly mentions achievement results from the Bay City, Michigan Study, but primarily

discusses the different arrangements for size, composition, planning, and scheduling involved in a team composition. The report concludes that, "There has been no large body of critical analysis of these projects by outsiders."

(3:20). Focus on Change, which purports to summarize the status of the experimental projects as of 1961, devotes but one paragraph to student achievement. No mention of content mastery is given other than such generalized notices as, "Achievement in large classes generally ranked as high as in traditional classes of comparable ability and sometimes higher." (27:75). No specific data are given.

Thus, in the majority of cases, reports elaborate on different methods of teaching and various aspects of team organization rather than results of student achievement. Since experimental research in education tends to be hampered by the difficulties of establishing carefully controlled conditions within an operating school, investigators evidently tend to rely primarily on subjective evaluations.

A Survey of Team Teaching Programs in Seven Western States by Walter Borg and Luna R. Brite at Utah State University only reports on the level at which team teaching is used at the present time. Also, it describes

the team members and concludes that members of teams need the same characteristics as teachers in a traditional environment (6:1-10). The study does not attempt to measure achievement. Harry I. Wigderon, Coordinator of Research, Tulare County Department of Education, Visalia, California writing in Team Teaching in June 1964 concluded that, "team teaching is a form not a substance; an organization, not a program." (29:3).

A limited number of schools (5:159) have attempted to evaluate the influence of these newer methods on student achievement.

Robert H. Anderson, writing on "Individualizing Instruction" in the Sixty-First Yearbook of the National Society for the Study of Education, stresses the need for research in methods of teaching and in grouping within the school environment. He states, "Although . . . there is a long and interesting story behind present-day classroom grouping practices, it is discouraging to review the limited research which has been based on past innovations and procedures." (1:108). Wrightstone argues in a brief but competent review that "the search for better class organization for instruction is complex and elusive." (30:30). Wrightstone lists six questions which

though partially answered by past research, require further study (30:30). Four of these, relevant to teaching teams, are:

1. How are groups within the class used to organize the class for more effective instruction?
2. What types of class organization are used to adapt secondary-school instruction to student abilities and needs?
3. What are the dynamic features of modern class organization for effective learning?
4. How do teachers organize classroom instruction for pupils of low ability, high ability, and with special disabilities?

Anderson concludes by stating, "The realization that adequate answers to such basic questions are not yet available should cause research workers and other personnel to intensify their efforts to understand what is being done. This applies no less to conventional classroom situations, which probably have less theoretical and objective justification than is widely assumed, than it does to the emergency patterns of collaborative teaching and flexible grouping." (1:244).

Directing his comments specifically to the experiments in staff utilization, Gregory R. Anrig states that, "There is a need to improve the standards of research being used to test such new ideas. Particularly, there is a need to provide for improved control and

evaluation of experiments (2:254)." Philip R. Pitruzzello of the University of Chicago develops this theme still further by writing that the few research reports to date have a common pattern--"a comparison of students through achievement testing after a year of instruction by team teaching and by conventional teaching." (22:335).

Pitruzzello then questions the competency of teachers with the new methods, and of the relevance of standardized tests to measure achievement. He believes that, "Far too many uncontrolled variables obscure the meaning of the results . . . perhaps the problem lies in basic research designs which are too broad to produce reliable answers to rather specific questions . . . less ambitious and more restricted approaches would be fruitful and enlightening. Focusing research on a single variable at a time would provide one approach to improving inquiry. More productive and better defined questions are possible with a single variable approach, as:

1. Will flexibility in relating grouping directly to the instructional task increase the effectiveness and efficiency of learning?
2. Will allowing the learning activity to determine class size enhance the attainment of specified objectives?
3. Will maximum utilization of specializations of team members improve instruction?

4. Will the special techniques applicable (allowable) by large group and small group instruction increase effectiveness and efficiency of learning?"

In summarizing his opinion, Pitruzzello insists that in the usual year-long studies, the variables become hopelessly subordinated to the administrative demands of operating a school and thus research becomes meaningless. He urges that the time covered be reduced to a single unit of instruction, allowing the experimental situation to be kept clear of interruptions during the shorter period of time (22:335).

The opinions of Wrightstone and Pitruzzello appear to be substantiated by a number of other researchers. Moorer, at a Florida State University conference on staff utilization, stated that, "We must be 'hard-nosed' and rigorous in the application of carefully designed schemes of appraisal so that we can document carefully our claims of improved quality." (19:278). Philip Lambert of the University of Wisconsin questions the sophistication of present research, especially in regard to the inadequacy of control groups. He suggests that experiments in team teaching must co-exist in schools within an on-going project (21:4). Drummond, writing in Educational Leadership, insists that "Much more sophisticated research

designs should be used, so that the variables in the situations can be more carefully controlled." (10:162).

Clearly then, a sharp call may be heard for competent investigation of the learning outcomes resulting from application of the staff utilization approach to an operating school situation.

III. THE CONTEXT

The teaching profession has for years suffered because it lacks precise terminology. Team teaching is an added instance of obtuse definition; the term has almost as many meanings as there are schools employing the system. As Ploghft describes it, "To the uninitiated, team teaching may mean a variety of things and to one who has spent considerable time studying the developments in team teaching it means a variety of things." (23:220).

Organization differs; some teams involve two teachers, others four or five; some teams use aides or flexible schedules, others do not; some teams include two or more subject areas, others concentrate on a single course and a single grade level; some teams subdivide the school vertically, others cut horizontally across the entire student body (26:278).

In the Claremont Graduate School Plan, the purpose of assigning 150 to 200 students to a group of four to six teachers is to improve the guidance program. In other instances, the goal is to develop enhanced competence in one subject area; to facilitate specialization. In yet another case the objective may be to fuse two subjects, such as English and history, in a new manner by using two specialists together rather than applying the core concept with one teacher and two subjects.

In spite of the complexity, or perhaps because of it, some choices must be made if one is to evaluate teacher teams in a meaningful sense. It was decided that the first point was to determine the purpose of team teaching. Numerous goals have been advanced, most of which miss the central aim, that of enhancing learning. Some stated objectives are:

1. To provide better training for new teachers.
2. To recognize and reward good teachers; to implement the merit system.
3. To improve the quality of in-service training.
4. To stimulate and refresh the teacher's imagination.
5. To provide "built-in" supervision.
6. To provide for the students some alternatives for identification.

7. To provide an improved organizational means to administer the school.
8. To make more efficient use of facilities.

Though these aims may have merit, they are subordinate to the problems of learning, of elevated curriculums, and of grouping for instruction which are more generic to the central notion of team teaching. Judson Shaplin of Harvard University states that the primary emphasis for teaching teams is upon the purposes of instruction, upon the possession of the necessary skills and knowledge by the teachers, and upon the inherent possibilities for flexible grouping of students to achieve these instructional purposes (24:1-98). Shaplin concludes that the underlying rationale must be that of attention to the problems of learning, and not upon the mere rearrangement of personnel which of itself will not improve instruction (24:1-98).

The central purpose of teaching teams was, from the first instance, clearly outlined by J. Lloyd Trump, a primary architect of the plan. He stated that, "The goal for teachers will be more effective and efficient instruction. Students will learn better the necessary skills and knowledge in subject areas" (27:32). Ploghft supports this viewpoint. He writes, "A

proposition that a hierarchy in the teaching team provides a means whereby good teachers may be recognized and rewarded, cannot be defended as deserving inclusions in any plan which is at the outset concerned with more effective teaching-learning situations. Certain teachers could be paid more than others if they were to have one hundred pupils in self-contained classrooms." (23:220).

Thus, team teaching is a contemporary phenomena with origins "in a variety of historic efforts to individualize instruction, to achieve greater flexibility and efficiency in the arrangement of instructional groups, and to reorganize or upgrade teaching services to children." (1:255). Within this framework a teaching team could be deemed superior for academic achievement if it (1) proved more effective in terms of learning outcomes, or (2) proved more economical in terms of time per unit of at-school instruction.

IV. THE NEED FOR EXPERIMENTATION IN THE CLASSROOM

Psychologists and educators (14:1-25) are calling for renewed attempts to relate learning theory to classroom instruction. Hilgard writes: "The strong emphasis these days upon the importance of pure science is an attempt to restore balance, but it must not be permitted

to degrade the importance of applied science. The applications of science require the same high order of abilities, and the same concern for objectivity, that characterizes pure science." (14:24). Hilgard substantiates this viewpoint by pointing out that ordinarily a "stage of invention" lies between a discovery in pure science and its practical application, and that conversely technology often does not wait for pure science, as the history of our practical knowledge about diet, metallurgy, and animal breeding makes abundantly clear. Hilgard continues by suggesting that education needs a taxonomy of learning as it applies to the classroom, and that this taxonomy should mesh educational objectives with educational processes to determine what can be taught best by machine, what by classroom teacher, and in which environments and with what resources. Hilgard concludes that, "Beyond research on principles of learning we need research on the bridges between theory and practice and then we need research at the point of application." (14:24).

The application of learning theory to the classroom is an applied science which has too long been lightly treated. It is discouraging to review the limited published research on class organization and instruction. Much of that available is insufficiently

comprehensive and inadequately controlled. As Goodlad points out, "The effectiveness of experimental patterns has been determined largely by observations of administrative expediency, teacher satisfaction, and readiness of the teaching profession for change." (12:223). He suggests that, as a starting point, we need to learn the conditions of grouping under which students learn most effectively. True, we have determined that class size, per se, is not a critical variable affecting learning (1:240). But the appropriateness of class size to function needs rigorous study as does the value of ability grouping, of age grouping, and of grouping for interest.

Anderson joins those who advocate renewing efforts at applied research. He states that, "Among the ideas still generally accepted is that 'regular' classrooms in elementary and secondary schools should be of uniform size, capable of comfortably housing some twenty to thirty pupils. Despite the importance of such questions as optimum class size and optimum architectural layout of space, it is significant that no substantial theoretical justification has yet been offered in support of this arrangement of classroom space." (1:240). The quest of research thus remains that of fabricating class-

room patterns which enhance the significant differences between the ability, the interest, and the motivation of students, together with effective utilization of teaching resources.

Meanwhile, the volume of research remains thin. It is distressing to find that the 1960 edition of Research Studies in Education lists but seventeen dissertations in process under the wide category of "Methods of Teaching, Teaching Aids and Libraries." (11:1-86). Concurrently, however, some seventy-eight dissertations are investigating student problems beyond the high school, twenty-eight dissertations are exploring the subject of school plant and pupil transportation, and twenty-four are evaluating school public relations. Evidently it is more rewarding in some ways to investigate situations external to classrooms and to instruction than it is to deal directly with the learner and his immediate environment.

In conclusion, one additional point will be made. Method is not exclusive to learning; strategy alone does not encompass all teaching. An instructor may teach, for instance, nothing but specific facts. He may teach them brilliantly, and the facts may be important by all criteria; but why teach them if they soon are to be forgotten?

Assuming content is important, teaching then must be for transfer and generalization, for structure. Learning, to be vital, must be retained. Education is a road rather than an event.

CHAPTER III

METHODS OF RESEARCH

I. RESEARCH SETTING

Eleventh-grade students in social studies attending Eisenhower High School in Yakima, Washington were the subjects for this study. Eisenhower High School serves a community of largely middle and upper-middle class families, many of whom are doctors, attorneys, bankers, and business executives. The newest of two high schools in the district, Eisenhower enrolls approximately 1400 students in grades 10-12. As a group, the Eisenhower clientele tend to be strongly oriented toward a program of college preparatory education in the secondary school.

The experiment included 108 Eisenhower eleventh-grade students on which reliable data could be gathered. The experimental treatment was conducted during the students' regular classes in "United States History and National Government," the eleventh-grade social studies class required of students. Classes were held during all periods of a six-period day.

II. PROCEDURES FOR THE EXPERIMENT

The procedures used in this experiment will be discussed in terms of three factors: (1) the design of the experiment; (2) the teaching procedures; (3) the testing procedures.

Design of the experiment. Generally, the experiment followed the classical design for experimental research. Samples were drawn where necessary, from each population to be tested. In this case, samples were drawn from the population involved in the team teaching classes and were labeled groups E_1 and E_2 for convenience of identification. These groups were labeled the experimental groups. The control groups labeled as groups C_1 and C_2 were picked from the two classes at Eisenhower High School that were taught by traditional methods.

Matched pairs were drawn from the experimental and the control groups on the basis of sex and intelligence scores taken from the school records. (See Appendix B and Appendix C). The intelligence scores were based on the Henman-Nelson Test which is the intelligence test used at Eisenhower High School. The pairs used in this study were matched the first day of school and remained constant throughout the year. There were no dropouts or transfers during the school year.

Teaching procedures. Two conditions occurred in this experiment. One condition incorporated the instructional systems described as important to learning and which are generally considered generic to team teaching. The other condition omitted these systems, and attempts to emulate that teaching situation which is generally considered to be "traditional," one teacher working alone with a class of from twenty-five to thirty students in a self-contained classroom.

The study, covering a course in United States History and National Government, was of one year's duration. Instruction commenced on the first teaching day of the school year and the criterion measure, an achievement test, was administered on the designated examination date at the close of the school year.

The basic texts used in the course were History of a Free People by Bragdon and McCutchen (6) and Magruder's American Government, revised, by William A. McClenaghan (16). Also, Gordon's Reviewing American History, (13) which contains prepared criterion measures, was used as supplementary material. Some of the techniques and methods used in teaching the course were taken from some of the suggested guidelines in the book, Social Studies in Secondary Education written by Jonathan McClendon (18).

Three teachers, all males, carried the primary responsibility for conducting the course in this study. The three had been teaching together for two years prior to conducting the study, and were well acquainted with one another's competencies and shortcomings. Each instructor had his bachelor's degree from similar institutions and all had taken graduate work, thus affording similar educational backgrounds.

In terms of experience, variations did occur. One teacher had twenty eight years of classroom experience, a second had ten years experience and the third was beginning his fifth year. The teacher with ten years' experience was beginning his fourth year of team teaching and the other two had team-taught the previous year only. The teachers could be considered familiar with the techniques of team teaching based upon previous and present experience. Two of the teachers operating as members of the teaching team were also teaching the two "traditional" classes used in this study.

Additional variables which might interfere with the accuracy of the values to be explained have been considered. Independent variables controlled in this experiment were:

1. Student sophistication: The students were in their second year of instruction by teaching teams of this type, and were familiar with a variety of instructional systems.

2. All of the students attended one high school and the majority were from the same socio-economic community.
3. Parents and the community were now well accustomed to staff utilization procedures. No undue interest resulted from this study.

Testing procedures. An achievement test was constructed especially for the study. The content validity of the test was insured by selecting questions from the texts and supplementary material. Questions were selected from Gordon's textbook, Reviewing American History (13) including examinations covering the course from which questions were needed for this study. The validity of the test was further insured by choosing questions equally from each unit of instruction. The achievement test, finally agreed upon as the best possible examination for the study and containing 217 test items, (See Appendix A) was thoroughly examined and accepted by each participating teacher. The students were allowed three hours to complete this achievement test. A rigid time schedule for each unit was followed by teachers; this procedure established a good equitability between the distribution of content, the allowable time spent on each unit, and the criterion measure.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The results of testing were organized as follows:

1. A statistical comparison of the difference in achievement of the control group and experimental group as shown by a "t" test of significance of the matched-pairs in Test Group I.
2. A statistical comparison of the difference in achievement of the control group and experimental group as shown by a "t" test of significance of the matched-pairs in Test Group II.

I. PRESENTATION OF EVIDENCE

In order to make a complete statistical comparison between the groups the methods outlined in the introduction of this chapter were completed by running a "t" test of significance of the matched-pairs of both test Group I and test group II.

Test Group I. The results of the "t" test of significance of test group I is explained in the following comparisons. (See Table I on page 32. The formula used here is explained on page 30 of chapter III.)

$$\Sigma d^2 = \Sigma D^2 - \frac{(\Sigma D)^2}{N}$$

$$t = \frac{\bar{D}}{\sqrt{\Sigma d^2 / N(N-1)}}$$

$$t = 1.19$$

The achievement test constructed for the test groups in this experiment were administered to the experimental and control groups. The raw scores were computed so that a statistical comparison was made between the scores of the experimental and control groups.

A "t" test of significance was computed for each test group of matched pairs. This comparison showed whether there was any significant difference in the scores of the test groups. The formula used to compute the "t" tests was

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

from Van Dalen (30:342,383).

The five per cent level was established as the statistical measure of significant learning.

In summary, one could argue that the study was conducted under as controlled and yet as "natural" conditions as could be found in an operating school.

TABLE I

TEST GROUPS AND TEST RESULTS

MATCHED-PAIR GROUPS

Test Group I

<u>Experimental</u> ₁		<u>Control</u> ₁		<u>D</u>	<u>D</u> ²
M.M.	165	R.S.	152	-13	169
B.A.	129	L.Y.	144	+15	225
C.D.	93	J.S.	108	+15	225
B.D.	82	S.P.	96	+14	196
C.P.	107	P.S.	110	+ 3	9
J.P.	160	L.S.	143	-17	289
V.L.	90	P.M.	115	+25	625
M.G.	101	P.L.	112	+11	121
G.W.	133	N.H.	125	- 8	64
R.C.	82	C.L.	99	+17	289
E.H.	114	R.I.	127	+13	169
F.S.	121	L.I.	108	-13	169
S.S.	139	L.G.	129	-10	100
C.M.	127	R.G.	122	- 5	25
R.B.	138	C.G.	140	+ 2	4
L.B.	89	L.C.	104	+15	225
J.S.	124	J.B.	121	- 3	9
L.L.	129	C.B.	127	- 2	4
D.R.	134	C.H.	129	- 5	25
K.K.	121	B.L.	128	+ 7	49
K.J.	92	C.B.	86	- 6	36
B.S.	115	S.B.	121	+ 6	36
S.C.	116	G.H.	104	-12	144
D.L.	111	S.C.	108	- 3	9
C.A.	65	M.S.	61	+ 4	16
B.S.	113	T.R.	109	- 4	16
I.S.	138	F.S.	140	+ 2	4
C.N.	<u>122</u>	D.H.	<u>131</u>	<u>+ 9</u>	<u>81</u>
	3250		3299	+57	3333

There is no significant difference of achievement demonstrated by either test group at .05 level.

Test Group II. The results of the "t" test of significance of the matched-pairs groups are demonstrated by the following statistical comparison. (See Table II on page 34 of this chapter for the data used in this comparison. Also, the formula used here is explained on page 30 of chapter III).

$$\Sigma d^2 = \Sigma D^2 - \frac{(\Sigma D)^2}{N}$$

$$t = \frac{\bar{D}}{\sqrt{\Sigma d^2 / N(N-1)}}$$

$$t = .59$$

TABLE II

TEST GROUPS AND TEST RESULTS

MATCHED-PAIR GROUPS

Test Group II

Achievement Test Results

<u>Experimental</u> ₂	<u>Control</u> ₂	<u>D</u>	<u>D</u> ²
B.G. 135	S.B. 126	- 9	81
J.S. 127	R.B. 121	- 6	36
S.P. 119	J.C. 116	- 3	9
S.W. 191	C.C. 187	- 4	16
J.N.S. 112	B.C. 117	+ 5	25
J.A.S. 79	M.C. 81	+ 2	4
C.V.E. 94	D.E. 100	+ 6	36
M.M. 168	P.E. 162	- 6	36
R.J. 152	R.H. 146	- 6	36
R.T. 112	M.I. 121	+ 9	81
D.J. 94	J.J. 101	+ 7	49
R.V.P. 146	M.P. 141	- 5	25
V.W. 104	M.S. 109	- 5	25
L.W. 125	M.A.S. 117	- 8	64
K.W. 124	S.W. 118	- 6	36
S.C. 101	K.B. 105	+ 4	16
R.T. 86	S.D. 96	+10	100
R.M. 132	J.S. 138	+ 6	36
M.B. 121	C.A. 123	+ 2	4
S.D. 186	P.J. 180	- 6	36
P.H. 102	G.P. 107	+ 5	25
S.A. 136	S.S. 131	- 5	25
M.E. 112	M.V.S. 118	+ 6	36
J.B. 118	K.V. 121	+ 3	9
D.E. 145	V.S. 138	- 7	49
B.C. <u>123</u>	S.S. <u>117</u>	<u>- 6</u>	<u>36</u>
3244	3227	-17	931

The difference in achievement indicated by the above "t" test of significance does not show any significant difference in learning outcomes at the .05 level.

The presentation and analysis of the data used will be discussed in the summary and conclusions presented in the following chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to clarify the issue of achievement as it relates to team teaching. Much has been written recently in vague terms about the positive or dilatory effects of teaching teams. Data, however, seldom were given in support of a particular position; opinions were typically just opinions. Such data as were available ordinarily lacked the cogency and sharpness required of reliable data. For instance, some tests which tend to measure learnings over a lifetime usually lack the sensitivity to detect differences arising from a few months of instruction in control versus experimental situations.

In addition, the chameleon-like quality of team teaching compounds the difficulty of accurately identifying what it is researchers were attempting to measure. Team teaching is not a single substance or system. It cannot, as presently constituted, be as closely defined as certain equalities of learning such as concepts or attitudes. The umbrella of team teaching encompasses weak, strong, and mediocre learning environments. One,

two, or all of the variables commonly associated with a team approach to teaching are, nationwide, applied to the learning situation and labeled simply, "team teaching." As a result of such looseness, literally everything excepting one teacher working alone with thirty students has been identified as team teaching. Thus, it was in an attempt to sharpen some definitions and bring some order to the situation that the present study was conceived.

Rationale for the study are threefold. The study attempts to gain: (1) more accurate identification and specific application of certain methodological variables generic to team teaching; (2) close control over the learning and testing environment; (3) a sensitive, precise criterion measure which would evaluate materials presented during the experiment, rather than generalized learnings. Present research on team teaching fails to meet these criteria.

The methodological variables selected for evaluation were teacher specialization through teaming, the use of large or small groups according to function, and the application of modern instructional devices such as the overhead projector and limited units of programmed materials. Additional variables often found in team teaching situations, such as use of teacher aides or

flexible period lengths were not examined.

The criterion measure was created especially for the study. In addition to establishing reliability and validity, attempts were made to enhance sensitivity and accuracy by testing separately for facts, for transfers (or associations), and for application of rules learned in the course. The criterion measure was purposely specialized; it tests generalized learnings across a large body of content.

II. CONCLUSIONS

The hypothesis of this study was that there would be no difference in achievements of students taught by a team of several teachers possessing a variety of specialities, and who control the necessary teaching aids to facilitate instruction, than when taught by individual teachers using conventional techniques and working independently with groups of twenty-five to thirty students. No new psychological concepts were espoused. Rather, certain theories commonly agreed upon were applied to a system of teaching in order to identify this system in terms of the psychology of learning. This system was then compared experimentally with traditional classroom situations for achievement outcome.

A "t" test of significance was run on the matched-pairs group and the results as discussed in Chapter IV lead this writer to the following conclusions:

The difference in achievement was in favor of the control group by 1.19 of a point in Test Group I. The difference is too small to be significant. The null hypothesis is retained.

In Test Group II of the matched-pairs the "t" test of significance tends to be contradictory to Test Group I and favors the experimental group by .59 of a point. This certainly is not of significance, therefore, the null hypothesis is retained.

In all of the statistical comparisons discussed above the conclusion reached by this writer is that there is no significant difference at .05 level. The null hypothesis is retained by this writer in all statistical comparisons.

Generalizations arising from this analysis must be tentative, both because only the subject field of social science was examined, and also because of the complex nature of learning in its immediate and long-range aspects.

Learning in the classroom, or elsewhere, incorporates a number of complex identities such as perception and

discrimination, association, aptitude, set, and motivation. These forces interact to form an individual's thinking or generalizations, which in turn cluster as concepts.

How strongly these elements basic to learning are influenced in the classroom by various strategies of teaching is yet to be determined. The profession of teaching needs to make a serious and resolute assault upon this very problem. Method and theory must fuse, or else good teaching will continue to be a matter of chance.

III. RECOMMENDATIONS

During the course of planning and conducting a study, many insights and innumerable avenues for exploration arise which are inconveniently invisible at the initiation of the experiment. This is as much an act of learning as it is an act of proving or disproving.

The writer lists some of the more important issues concerning learning in the classroom which arose during the course of this study, together with some suggestions for further investigation:

- (1) While learning may be measured in experiments of one or two hours, it is possible that under classroom conditions a period of one year's instruction is insufficient to gain a comprehensive measure of learning fair to both

conditions. The factor of teacher specialization could not be fully applied within the short time limit. In this experiment a single course was taught, so in essence all teachers become specialists. However, over a period of four or six courses, a more reliable comparison could be made between the one teacher working alone to prepare and teach and test, and a team who might share these tasks more efficiently and thus enhance specialization through added time for preparation.

- (2) Additional studies on methods or strategies of classroom instruction should maintain some control over what is to be taught and measured. However, a degree of freedom should be given to the separate conditions for organizing and pacing the materials.
- (3) This study was not an attempt to measure team teaching en mass. It was an attempt to test for achievement by this method as compared to traditional classroom instruction. Certain additional variables common to many teaching teams, such as the utilization of teacher aides or the scheduling of different length time modules, should be

examined separately and in concert with the variables of this experiment; teacher specialization, grouping for function, and use of modern instructional aids.

- (4) The individual who investigates a teaching team faces a serious dilemma. He either ignores the teacher variable and tests a control group against an experimental group, or else he controls the teacher variable and faces the possibility that the added preparation time given to teachers in team situations will inadvertently assist these same teachers in instructing their traditional classrooms. A way out of this dilemma is suggested. By teaching a series of units, in which the two sets of teachers alternate the two conditions, a design may be established which eliminates both problems. A minimum of four consecutive instructional units should be taught and tested so as to gauge effectiveness over the full cycle of a series of preparations, presentations and examinations. The criterion measures should be especially constructed for the experiment so as to enhance sensitivity to the material covered.

- (5) In testing the separate variables of team teaching, some modifications of these variables should be encouraged. For instance, the variable of grouping for function (i.e., large groups for instruction, small groups for discussion, etc.) may be organized so that small discussion groups immediately follow the large group presentation, so that the presentation is one day and the discussion is the next, or so that the discussion of a topic prepares the student for a large group presentation. In the first instance immediate reinforcement should be enhanced, in the second instance the strength of spaced learning, and in the third instance the facets of set and perception.
- (6) A series of studies need to be conducted on a number of grade levels and in all subject fields. If different subject fields have different structures, then studies should be conducted so as to determine the optimum instructional system for each structure. Also, it is psychologically sound to give younger children more activity and concrete experiences than the older students, who may by vicarious generalizations accelerate their rate of learning.

- (7) Careful analysis should be made of all student responses aligned to achievement, such as the effect of different instructional systems on the ability of students to think critically, to work independently, and on their concepts of learning and of self. Queries should not aim at describing the instructional systems employed, but at the results of these systems; do not examine students about the method, test for the objective, the result.
- (8) Close control over the present study was gained by preparing common instructional materials for both conditions, and by establishing a calendar for the teaching of these materials. Perhaps in attempting to eliminate intervening variables, such as teacher preparation of special handouts for just one of the two conditions, the writer eliminated some of the vitality of both, or either, of the conditions which he was attempting to examine.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Anderson, Robert H. "Organizing Groups for Instruction," Individualizing Instruction. The Sixty-first Year-book of the National Society for the Study of Education. Edited by Nelson B. Henry, Chicago: National Society for the Study of Education, 1962.
2. Anrig, Gregory R. "Planning and Perplexing Aspects of Large Group Teaching Experiments," The Bulletin of the National Association of Secondary School Principals XLVI. Washington, D. C.: January, 1962. 321 pp.
3. Baynham, Dorsey. "Selected Staff Utilization Projects in California, Georgia, Colorado, Illinois, Michigan, and New York," The Bulletin of the National Association of Secondary School Principals, XLVI. Washington, D. C.: January, 1962. 321 pp.
4. Bloom, Benjamin S. (ed.). Taxonomy of Education: Cognitive Domain. New York: David McKay Company, Inc., 1956. Reprinted 1964. 207 pp.
5. Bloomenshine, L. L. and T. M. Brown. "San Diego, California. Conducts Two-Year Experiment with Team Teaching," The Bulletin of the National Association of Secondary School Principals, XLV. Washington, D. C.: January, 1961.
6. Borg, Walter R. and Luna R. Brite. A Survey of Team Teaching Programs in Seven Western States. Logan, Utah: Utah State University, 1965. 29 pp.
7. Bragdon, Henry W. and Samuel P. McCutchen. History of A Free People. New York: The Macmillan Company, 1964. 770 pp.
8. Bruner, Jerome S. The Process of Education. New York: Vintage Books, Random House Inc., 1960. 97 pp.
9. Bush, Robert N. and Dwight W. Allen. A New Design for High School Education. New York: McGraw-Hill Book Company, 1964. 197 pp.
10. Drummond, H. D. "Team Teaching: An Assessment," Educational Leadership, XIX. Washington, D. C.: December, 1961. pp. 160-165.

11. Elam, Stanley (ed.). Research Studies in Education, 1960. Bloomington, Illinois: Phi Delta Kappa, 1960. pp. 1-86.
12. Goodlad, John I. "Classroom Organization," Encyclopedia of Educational Research. C. W. Harris and M. R. Tiba (eds.). New York: Macmillan Company, 1960. pp. 223.
13. Gordon, Irving L. Reviewing American History. New York: Amsco School Publications Inc., Revised 1966. 431 pp.
14. Hilgard, Ernest R. "Learning Theory and Its Application," New Teaching Aids for the American Classroom. Stanford: Institute for Communications Research, 1960. pp. 1-25.
15. Krathwohl, David R. (ed.). "Curriculum Planning and Development," Review of Educational Research, Vol. XXXI, No. 4. Washington, D. C.: American Educational Research Association, 1961.
16. Lobb, M. Delbert. An Experimental Study of the Utilization of the Staff in Education. A Report of a Three-year Project, 1957-1960. Jefferson County, Colorado: School District No. R-1, June, 1960. 30 pp.
17. McClenaghan, William A. Magruder's American Government. New York: Allyn and Bacon, Inc., 1966. 756 pp.
18. McLendon, Jonathon C. Social Studies in Secondary Education. New York: The Macmillan Company, 1965. 556 pp.
19. Moorer, Sam H. "Florida State Conference on Staff Utilization," The Bulletin of the National Association of Secondary School Principals, XLVI. Washington, D. C.: January, 1962. 321 pp.
20. "New Horizons in Staff Utilization," The Bulletin of the National Association of Secondary School Principals, XLII. Washington, D. C.: January, 1958. 213 pp.

21. Olds, Henry F. "Survey of a Meeting on Team Teaching," Minutes. Chicago: Committee on Team Teaching, March, 1961. p. 4.
22. Pitruzzello, Philip R. "A Report on Team Teaching," The Clearing House, XXXVI. Teaneck, New Jersey: Fairleigh-Dickison University, February, 1962. pp. 333-336.
23. Ploghoft, M. E. "Another Look at Team Teaching," The Clearing House, XXXVI. Teaneck, New Jersey: Fairleigh, Dickison University, December, 1961. pp. 219-221.
24. Shaplin, Judson T. and Henry F. Olds, Jr. (eds.). Team Teaching. New York: Harper and Row, Publishers, 1964. 430 pp.
25. Singer, Ira J. "Survey of Staff Utilization Practices in Six States," The Bulletin of the National Association of Secondary School Principals, XLIV. Washington, D. C.: January, 1962.
26. Taylor, Harris A. "Claremont Graduate School Program for Team Teaching," High School Journal XLIII. Chapel Hill, North Carolina: University of North Carolina, February, 1960. pp. 277-282.
27. Trump, J. Lloyd and Dorsey Baynham. Focus on Change. Chicago: Rand McNally and Company, 1961. 147 pp.
28. Van Dalen, Deohold B. Understanding Educational Research. New York: McGraw-Hill Book Company, 1966. 525 pp.
29. Wigderson, Harry I. "Coordinator of Research," Team Teaching. Tulare County Department of Education, Visalia, California, June, 1962. Revised June, 1964. Seattle: School Information and Research Service, April, 1965. 15 pp.
30. Wrightstone, J. Wayne. "Class Organization for Instruction," What Research Says to the Teacher. Washington, D. C.: Department of Classroom Teachers and the American Education Association, 1957. p. 30.

APPENDIX A

U. S. HISTORY
FINAL EXAMINATION

June 6, 1967

Completion Test

Write the word or expression that completes the statement correctly.

1. The first elected legislature in the New World was the _____.
2. The first written constitution in America was the _____.
3. The town meeting developed as a local legislature in _____.
4. The leader of Rhode Island colony who extended complete religious freedom to all people was _____.
5. Because they produced sufficient grain for export, the Middle Colonies were known as _____.
6. Immigrants to the colonies who agreed to work for a fixed number of years in exchange for their transportation were called _____.
7. The chief occupation of more than 90% of the English colonists was _____.
8. A celebrated victory for the American ideal of freedom of the press was the _____ case.
9. The legislative power is vested in _____.
10. The number of Presidential electors from each state shall be equal to the number of _____.
11. The _____ has the sole power of impeachment.
12. The _____ serves as the President of the Senate.
13. All bills for raising revenue shall originate in _____.

14. The privilege of unlimited debate in the Senate may be halted by a special 2/3's vote known as _____.
15. A Presidential veto may be overridden by a _____ vote of _____.
16. In our government today, there is a trend toward an increase in the powers of the _____ branch.
17. Cases of impeachment are tried by _____.
18. A Supreme Court decision, declaring an act of Congress unconstitutional, must be a _____ vote.
19. The only state in the Union having a unicameral or one-house legislature is _____.
20. As a result of the Missouri Compromise, _____ entered the Union as a free state.
21. The method used to smuggle Negro slaves out of the South was called _____.
22. Abraham Lincoln stated that his primary purpose in waging the Civil War was to _____.
23. The only President in the history of the United States to be tried for impeachment was _____.
24. The Alabama claims were peaceably settled by _____.
25. The Pittsburgh of the South is _____.

Matching Test

- | | | |
|-------|-----------------------|--|
| _____ | 26. Thomas Jefferson | a. Captured Quebec |
| _____ | 27. Charles Townshend | b. Committees of Correspondence |
| _____ | 28. Edmund Burke | c. Tax program opposed by the colonists. |
| _____ | 29. Haym Salomon | d. Englishman who favored colonists. |

- | | | | |
|-----------|----------------------|----|--|
| _____ 30. | General Wolfe | e. | Author of Common Sense |
| _____ 31. | General Cornwallis | f. | Wrote Declaration of Independence |
| _____ 32. | Marquis de Lafayette | g. | Surrendered army at Yorktown |
| _____ 33. | George Rodgers Clark | h. | Won the Northwest Territory |
| _____ 34. | Thomas Paine | i. | Foreigner who aided the colonists |
| _____ 35. | Samuel Adams | j. | Helped finance the Revolutionary War. |
| _____ 36. | Henry L. Stimson | k. | Led Filipino revolt against the U. S. |
| _____ 37. | John Hay | l. | Chinese Nationalist leader during W.W. I |
| _____ 38. | Sun Yat-sen | m. | Allied Supreme Commander for Japan |
| _____ 39. | Emilio Aguinaldo | n. | 1st Pres. of Independent Philippine Republic |
| _____ 40. | Millard Tydings | o. | Announced open-door policy |
| _____ 41. | Theodore Roosevelt | p. | Opened Japan to Western Trade |
| _____ 42. | Manual Roxas | q. | Stated that U. S. would recognize no territory taken by force |
| _____ 43. | Manuel Quezon | r. | Received Nobel Peace Prize for efforts in ending Russo-Jap War |
| _____ 44. | Chaing Kai-shek | s. | Chinese Communist leader |

- | | | | |
|-----------|----------------------|----|--|
| _____ 45. | Mal Tse-Tung | t. | Act providing independence for the Philippine Islands |
| _____ 46. | Douglas MacArthur | u. | UN Mediator for Palestine |
| _____ 47. | Matthew C. Perry | v. | Communist Leader of East Germany |
| _____ 48. | Dwight D. Eisenhower | w. | Chancellor of West Germany |
| _____ 49. | Marshal Tito | x. | First President of South Korea |
| _____ 50. | Syngman Rhee | y. | First Prime Minister of Israel |
| _____ 51. | Nikita Khrushchev | z. | Author of "atoms for peace" plan |
| _____ 52. | Vladyslaw Gomulka | A. | Communist leader of Poland |
| _____ 53. | Ralph Bunche | B. | Head of United Arab Republic |
| _____ 54. | Jawaharlal Nehru | C. | Communist leader of Yugoslavia |
| _____ 55. | Janos Kadar | D. | American plan for international control of atomic energy |
| _____ 56. | Gamal Nasser | | |
| _____ 57. | Konrad Adenauer | | |
| _____ 58. | Bernard Baruch | | |
| _____ 59. | David Ben-Gurion | | |
| _____ 60. | Walter Ulbricht | | |

Multiple-Choice Test

- _____ 61. European trade with the Far East during the 14th and 15th centuries was monopolized by (1) Spain, (2) Italian city-states, (3) Portugal, (4) England.
- _____ 62. The doctrine that colonies exist only to enrich the mother country is known as (1) mercantilism, (2) laissez-faire, (3) triangular trade, (4) power of the purse.
- _____ 63. The first settlers in New York were the (1) French, (2) English, (3) Dutch, (4) Swedes.
- _____ 64. Political friction between England and her American colonies during the last half of the 18th century was caused chiefly by quarrels between (1) royal governors and colonial assemblies, (2) the king and the royal governors, (3) colonial assemblies and the Continental Congress, (4) the royal governors and Parliament.
- _____ 65. A loose union of states by whose consent the central government operates is (1) a federal union, (2) an autocracy, (3) a confederation (4) a totalitarian government.
- _____ 66. Which power did Congress lack under the Articles of Confederation? (1) to declare war, (2) to make treaties, (3) to borrow money, (4) to collect taxes.
- _____ 67. Some of the best arguments for the Federal Constitution are found in (1) Common Sense by Thomas Paine, (2) The Federalist by Hamilton, Madison, and Jay, (3) The New Freedom by Woodrow Wilson, (4) Farewell Address by George Washington.
- _____ 68. Democratic government is characterized by (1) isolation and neutrality, (2) efficiency and uniformity, (3) freedom and tolerance, (4) recognition of class distinction and exclusion of inferior races.

- _____ 69. The government established by the Constitution of the United States provided for (1) executive supremacy, (2) a representative democracy, (3) a judicial oligarchy, (4) legislative supremacy.
- _____ 70. The government of the United States is a (1) pure democracy, (2) loose confederation, (3) federal republic, (4) corporate state.
- _____ 71. The United States government has (1) only those powers given to it in the Constitution, (2) all powers not denied to the states by the Constitution, (3) all powers necessary for the general welfare, (4) only residual powers.
- _____ 72. An example of a power specifically delegated to the national government is (1) regulation of railroads, (2) coinage of money, (3) regulation of marriage, (4) purchase of new territory.
- _____ 73. "Powers not delegated to the United States by the Constitution nor prohibited by it to the States" are reserved to the (1) local governments, (2) President, (3) states or people, (4) United States Supreme Court.
- _____ 74. In the Constitution of the United States, the power to declare war is granted to (1) the President, (2) the House of Representatives, (3) Congress, (4) the Senate of the United States.
- _____ 75. The Constitution of the United States specifically denies to the states the power to (1) charter a bank, (2) amend the Constitution, (3) levy taxes, (4) make treaties.
- _____ 76. According to the Constitution, Congress may not (1) declare war, (2) tax exports from any state, (3) borrow money, (4) pass laws providing for the punishment of counterfeiting.
- _____ 77. The Constitution of the United States guarantees to each state in the Union (1) protection against floods, (2) a republican form of government, (3) the right to coin money, (4) a fair share of the taxes.

- _____ 78. The unit of government in the United States that has shown the greatest increase in power and responsibility during the present century is (1) local government, (2) county government, (3) state government, (4) Federal government.
- _____ 79. A Constitutional right which protects the individual against unjust imprisonment is known as (1) bill of attainder, (2) ex post facto law, (3) habeus corpus, (4) extradition.
- _____ 80. To be elected to the office of President of the United States, a candidate must receive a (1) majority of the popular vote, (2) majority of the electoral vote, (3) two-thirds vote of the electoral college, (4) two-thirds of the people.
- _____ 81. A candidate for the Presidency who received a majority of the popular vote but not of the electoral vote was (1) Jefferson, (2) Lincoln, (3) Cleveland, (4) Truman.
- _____ 82. The President's Cabinet (1) is directly provided for in Article II of the Constitution, (2) was approved by the Supreme Courts, (3) has been established by custom, (4) was first established by Andrew Jackson.
- _____ 83. Civil service reform was advocated by (1) John Adams, (2) Andrew Jackson, (3) Carl Schurz, (4) Ulysses S. Grant.
- _____ 84. The theory of representative government is best exemplified in the United States by (1) the Cabinet, (2) the courts, (3) Congress, (4) our diplomatic corps.
- _____ 85. The House of Representatives has the sole power to (1) initiate revenue bills, (2) approve appointments of judges, (3) choose the Vice President in the event that no candidate has a majority in the electoral college, (4) declare war.
- _____ 86. The attempt of persons not members of the legislature to influence legislation is called (1) log rolling, (2) filibustering, (3) lobbying, (4) gerrymandering.

- _____ 87. Redrawing the lines of Congressional districts in order to elect as many members from one party as possible is called (1) gerry-mandering, (2) home rule, (3) preferential voting, (4) log rolling.
- _____ 88. An amendment to the Constitution may be proposed by (1) a two-thirds vote of Congress, (2) the President of the United States, (3) the House of Representatives, (4) a two-thirds vote of the Senate.
- _____ 89. A proposed amendment becomes a part of the Federal Constitution when it is ratified by (1) Congress and signed by the President, (2) a majority vote of the people of each state, (3) the legislatures of three-fourths of the states, (4) a two-thirds vote of the House of Representatives.
- _____ 90. The Lame Duck Amendment was a democratic gain because it (1) restricted the veto power of the President, (2) eliminated the session of Congress that included defeated candidates, (3) increased the powers of Congress, (4) made the electoral college more important.
- _____ 91. With the ratification of the 17th Amendment in 1913, United States Senators obtained office through (1) appointment by the President, (2) election by the electoral college, (3) direct election by the people of each state, (4) election of the state legislatures.
- _____ 92. Which was the most important export from the United States in 1850? (1) wheat, (2) iron, (3) manufactured goods, (4) cotton.
- _____ 93. The doctrine of "popular sovereignty" was first expressed in the (1) Bill of Rights, (2) Dred Scott Decision, (3) Virginia and Kentucky Resolutions, (4) Compromise of 1850.
- _____ 94. The Kansas-Nebraska Bill (1) repealed the Missouri Compromise, (2) hastened completion of the trans-continental railroad, (3) nullified the Dred Scott Decision, (4) provided for a fugitive-slave law.

- _____ 95. In 1800, most people were actively engaged in making a living by (1) trading, (2) manufacturing, (3) farming, (4) lumbering.
- _____ 96. The railroad abuses during the 1870's led to (1) construction of canals, (2) the Sherman Antitrust Act, (3) the Grange movement, (4) national ownership and operation.
- _____ 97. In general, an increase in the amount of money in circulation tends to make prices (1) go down rapidly, (2) go down slowly, (3) rise, (4) remain about the same.
- _____ 98. The Populist party was composed chiefly of (1) Eastern businessmen, (2) advocates of imperialism, (3) farmers and industrial laborers, (4) Northern abolitionists.
- _____ 99. The majority of the reforms advocated by the Populist party (1) were forgotten as the party declined, (2) have been incorporated into our laws by the major political parties, (3) were undesirable in a democratic country, (4) were merely campaign promises.
- _____ 100. The principal method attempted by the F. D. Roosevelt administration to solve the farm problem was by (1) purchasing one-half of all the farm products of the country, (2) sponsoring the co-operative movement, (3) increasing the tariff on farm products, (4) inducing farmers to curtail production.
- _____ 101. The agricultural Adjustment Act of 1933 was declared unconstitutional because (1) President Roosevelt felt the farmers were demanding too much, (2) there was a great demand for farm products, (3) the Secretary of Agriculture ordered little pigs killed, (4) the Supreme Court ruled that the law was a violation of states' rights.
- _____ 102. A study of trade reports shows that during the period 1914-35 the U. S. had (1) an almost equal amount of exports and imports, (2) an excess of exports over imports, (3) a steady flow of gold out of the country, (4) an excess of imports over exports.

- _____ 103. In international trade, a debtor nation may repay its debts by all of the following except (1) shipping gold, (2) providing services, (3) shipping goods, (4) reducing its tariff rates.
- _____ 104. Reciprocal trade agreements with many countries were adopted during the administration of (1) Herbert Hoover, (2) Grover Cleveland, (3) Woodrow Wilson, (4) Franklin D. Roosevelt.
- _____ 105. The main purpose of the reciprocal trade agreements was (1) to encourage new industries in the United States, (2) to prevent foreign producers from underselling American producers in the American market, (3) to increase our foreign trade, (4) to make the United States more self-sufficient.
- _____ 106. A protective tariff is intended to protect the (1) consumer from higher prices on imported goods, (2) consumer from higher prices on goods produced within the country, (3) manufacturer from lower prices on goods imported into the country, (4) manufacturer from higher prices on raw materials produced within the country.
- _____ 107. One effect of high protective tariffs in the United States is (1) fewer industries in the United States, (2) lower prices paid by consumers for foreign goods, (3) higher prices paid by consumers for domestic goods, (4) lower prices paid by consumers for domestic goods.
- _____ 108. The group which has most consistently advocated high protective tariffs is composed of (1) manufacturers, (2) farmers, (3) ship-owners, (4) laborers.
- _____ 109. A trend in the present economic policy of the U. S. is toward (1) increasingly high protective tariffs, (2) reciprocal tariff agreements, (3) a doctrine of national self-sufficiency, (4) a free-trade policy.
- _____ 110. The first great national labor organization was (1) the IWW, (2) the Knights of Labor, (3) the Grange, (4) the AFL.

- _____ 111. The American Federation of Labor was composed mainly of (1) professional workers, (2) unskilled laborers, (3) clerks in stores, (4) skilled laborers.
- _____ 112. The American Federation of Labor was organized mainly on the basis of (1) company unions, (2) craft unions, (3) credit unions, (4) industrial unions.
- _____ 113. The controversy between the AFL and the CIO was caused by (1) the antagonism between craft unions and industrial unions, (2) labor's attitude to the wages and hours bill, (3) support of the New Deal, (4) the Clayton Anti-Trust Act.
- _____ 114. The Congress of Industrial Organizations included in its membership (1) only unskilled workers, (2) only members of a particular craft, (3) only skilled workers, (4) both skilled and unskilled workers.
- _____ 115. Labor unions prefer to settle disputes by (1) compulsory arbitration, (2) administrative decree, (3) collective bargaining, (4) strikes.
- _____ 116. Labor unions do not advocate (1) picketing, (2) boycott, (3) blacklist, (4) the closed shop.
- _____ 117. The closed shop means (1) factories closed by anti-trust laws, (2) factories closed for the violation of labor laws, (3) factories employing only union labor, (4) factories closed on legal holidays.
- _____ 118. In 1893, President Cleveland used United States troops in the (1) railroad strike in Pennsylvania, (2) Pullman strike in Chicago, (3) anthracite coal strike, (4) Danbury hatters' strike.
- _____ 119. The Norris-LaGuardia Act (1) exempted labor unions from the anti-trust laws, (2) forbade the use of injunctions against unions opposing yellow-dog contracts, (3) regulated wages and hours, (4) abolished child labor.

- _____ 120. The first law in the United States which specifically stated that labor has the right to organize and bargain collectively was the (1) Sherman Act, (2) Clayton Act, (3) National Industrial Recovery Act, (4) Wagner-Connery Act.
- _____ 121. Our present Federal social-security legislation does not cover (1) old-age insurance, (2) industrial accidents, (3) unemployments insurance, (4) grants to widowed mothers.
- _____ 122. The purpose of the Social Security Act is to (1) provide cheap life insurance, (2) curtail employers' profits, (3) help relieve workers from the fear of destitution, (4) provide more business for the big insurance companies.
- _____ 123. A group not protected by the Federal Social Security Act is (1) workers in interstate industries, (2) white-collar workers, (3) workers in the building industries, (4) self-employed doctors.
- _____ 124. Under the National Social Security Act, the worker pays into a fund to help provide (1) workmen's compensation, (2) old-age insurance, (3) unemployment insurance, (4) old-age pensions.
- _____ 125. Effective Sept. 1963, the wages and hours law fixes the minimum wage that may be paid in industries engaged in interstate commerce at (1) \$1.00 an hour, (2) \$.40 an hour, (3) \$1.15 an hour, (4) \$1.25 an hour.
- _____ 126. The major cause of the panic of 1837 was over-speculation in (1) shipbuilding, (2) railroads, (3) Western lands, (4) stocks.
- _____ 127. One of the important causes of the depression that began in 1929 was (1) revaluation of the dollar, (2) interference by Government with business, (3) Federal spending, (4) overspeculation in the stock market.
- _____ 128. "The only thing we have to fear is fear itself" was said by President (1) Wilson, (2) Hoover, (3) F. D. Roosevelt, (4) Truman.

- _____ 129. Under the New Deal, most funds for the relief of unemployment were provided by (1) private charities, (2) local governments, (3) the Federal government, (4) state governments.
- _____ 130. The major purpose of the Federal Reserve system was to (1) increase the number of state banks, (2) provide for the free coinage of silver, (3) take the Government out of banking, (4) provide for the credit and currency needs of business.
- _____ 131. The stock market is regulated by the (1) CCC (2) SEC, (3) FTC, (4) FCC.
- _____ 132. To prevent inflation during W.W. II, the Government (1) encouraged the purchase of War Bonds, (2) passed the Wheeler-Rayburn Act, (3) removed rent controls, (4) lowered taxes.
- _____ 133. The Employment Act of 1946 (1) provided Government jobs for all veterans, (2) promoted maximum employment, production, and purchasing power (3) increased unemployment insurance benefits, (4) compelled industry to hire unneeded workers.
- _____ 134. Between 1890 and 1920, the greatest increase in immigration to the U. S. was from the countries of (1) Asia, (2) South America, (3) Northern Europe, (4) Southern Europe.
- _____ 135. The Gentlemen's Agreement of 1907 was (1) an Act of Congress preventing all Chinese from entering the U. S., (2) an act of Congress preventing Japanese immigration to this country, (3) an understanding among the nations not to attack Japan, (4) an immigration arrangement between the President of the U. S. and the Japanese government.
- _____ 136. To eliminate discrimination in employment, President Truman proposed (1) an anti-poll tax law, (2) an anti-lynch law, (3) an FEPC, (4) a Federal employment bureau.

- _____ 137. "We should consider any attempt on their (European nations) part to extend their system to any portion of this hemisphere as dangerous to our peace and safety" was a statement of policy made by (1) G. Washington, (2) James Monroe, (3) William McKinley, (4) Woodrow Wilson.
- _____ 138. The Hay-Paunceforte Treaty between the U. S. and Great Britain was concerned with the (1) boundary between Maine and Canada, (2) building of a canal across the Isthmus of Panama, (3) "open door" in China, (4) Bering Sea seal fisheries.
- _____ 139. The Platt Amendment provided for (1) the annexation of Cuba by the U. S., (2) the establishment of a protectorate over Cuba by the U. S., (3) the withdrawal of American investments from Cuba, (4) the return of Cuba to Spain.
- _____ 140. The Monroe Doctrine was the basis for our intervention in the (1) Mexican War, (2) Spanish-American War, (3) Oregon boundary dispute, (4) Venezuela boundary dispute.
- _____ 141. Theodore Roosevelt's point of view in regard to foreign affairs is best expressed by (1) "Peace at any price," (2) "Millions for defense, but not one cent for tribute," (3) "We are too proud to fight," (4) "Speak softly and carry a big stick."
- _____ 142. Theodore Roosevelt's corollary to the Monroe Doctrine provided for (1) freedom for all the colonies of European nations in the Western Hemisphere, (2) the neutrality of the U. S. in case of European wars, (3) the recognition of the American nations which had seceded from Spain, (4) intervention in the affairs of Latin American countries to insure payment of debts by those countries.
- _____ 143. World War II started in 1939 when Germany launched an attack upon (1) England, (2) France, (3) Poland, (4) Russia.

- _____ 144. After the fall of France to the Nazis in 1940, a Free French movement was started by (1) Petain, (2) Laval, (3) Daladier, (4) de Gaulle.
- _____ 145. I became British Prime Minister during the darkest days of W. W. II and held that post until victory was achieved in 1945: (1) Chamberlain, (2) Attlee, (3) McClellan, (4) Churchill.
- _____ 146. The "arsenal of democracy" during W. W. II was (1) England, (2) the U. S., (3) Canada, (4) Sweden.
- _____ 147. When a labor dispute arose in a defense industry during W. W. II, the government agency that tried to prevent a strike was the (1) Federal Trade Commission, (2) Department of Justice, (3) War Labor Board, (4) War Manpower Commission.
- _____ 148. The U. S. Government financed W. W. II by (1) borrowing from England, (2) confiscating factories engaged in defense production, (3) increasing taxes and selling war bonds, (4) increasing customs duties.
- _____ 149. During W. W. II, the U. S. had under arms approximately (1) one, (2) seven, (3) thirteen (4) twenty-three, million men.
- _____ 150. The Commander-in-Chief of the American army in the European theatre of operations was (1) Eisenhower, (2) MacArthur, (3) Bradley, (4) Clark.
- _____ 151. The first city in the history of warfare to be atombombed was (1) Munich, (2) Tokyo, (3) Hiroshima, (4) Nanking.
- _____ 152. Which pair of countries were on our side in W. W. I and were our enemies in W. W. II? (1) Italy and Japan, (2) Germany and Japan, (3) Soviet Russia and Japan, (4) Austria and France.

- _____ 153. The Atlantic Charter stated that (1) no American troops would be sent across the Atlantic to invade foreign countries, (2) the U. S. fleet would patrol the Atlantic, (3) the British fleet would patrol the S. W. Pacific, (4) the United Nations would seek no aggrandizement, territorial or otherwise.
- _____ 154. The Charter of the United Nations was completed at the conference held at (1) New York, (2) San Francisco, (3) Yalta, (4) London.
- _____ 155. American membership in the United Nations required Senate approval because of the Senate's power to (1) initiate revenue bills, (2) filibuster, (3) ratify treaties, (4) recognize new governments.
- _____ 156. According to the United Nations Charter, each nations' voting strength in the General Assembly is according to (1) size, (2) population, (3) military strength, (4) the principle of one vote for one nations.
- _____ 157. The six nonpermanent members of the Security Council are selected by the (1) General Assembly, (2) Economic and Social Council, (3) five permanent members of the Council, (4) Secretariat.
- _____ 158. The United Nations Charter gives the Security Council the power to (1) veto decisions of the Assembly, (2) cancel treaties made by member nations, (3) recommend use of force to stop aggression, (4) elect the Secretary-General.
- _____ 159. The veto power in the UN is held by (1) each member of the Security Council, (2) each member of the General Assembly, (3) only the "Big Three" nations, (4) the five permanent members of the Security Council.
- _____ 160. A territory that is under the protection of the UN but whose government is supervised by a strong nation is called a (1) trusteeship, (2) protectorate, (3) mandate, (4) sphere of influence.
- _____ 161. A leading member of the UN that was never a member of the League of Nations is (1) Italy, (2) Soviet Russia, (3) France, (4) the United States.

- _____ 162. Which was an achievement of the United Nations? (1) establishment of a truce in Algeria, (2) award of Kashmir to Pakistan, (3) release of Hungary from control of Soviet Russia, (4) withdrawal of the French and British from the Suez Canal Zone.
- _____ 163. The UN finances its activities chiefly by (1) charging admission to visitors, (2) requesting funds of member nations, (3) placing a tax upon citizens of UN member nations, (4) selling UN stamps and souvenirs.
- _____ 164. The doctrine of laissez-faire helped the progress of the Industrial Revolution chiefly because the doctrine (1) advocated the regulation of business to protect consumers and small businessmen, (2) imposed a minimum of restrictions on the freedom of manufacturers to develop business, (3) protected the workingman from unfair labor practices on the part of the employer, (4) supported a governmental policy of high protective tariffs against foreign goods.
- _____ 165. Because of the continuing nature of the Industrial Revolution, the industrialized nations of the world have been able to (1) raise the national standard living despite increases in population, (2) eliminate periods of recession and depression in the economy of the nations, (3) eradicate poverty and hunger among the peoples of their nations, (4) resist demands to lower trade barriers among nations.
- _____ 166. A contributing factor to the rise of communism in Russia, of fascism in Italy and of nazism in Germany was the (1) popularity of democratic governments, (2) prevailing economic conditions, (3) provisions of the Treaty of Versailles, (4) weaknesses of the League of Nations.
- _____ 167. The emancipation of both serfs in Russia and slaves in the United States failed to accomplish the anticipated results, chiefly because (1) political turmoil brought restoration of serfdom and slavery to both nations, (2) the immediate outbreak of war nullified all social reforms, (3) the exploitation of both groups

continued for many years after emancipation, (4) serfs and slaves proved impossible to educate because of former hardships.

_____ 168. Which statement applies to the governments of both Great Britain and the U. S.? (1) Members of the lower house of the legislature are elected directly by the voters. (2) Cabinet members may introduce bills in the legislature, (3) The Chief Executive may be removed from office by impeachment. (4) The courts decide on the constitutionality of any law passed by the legislature.

_____ 169. Which statement best describes the reaction of many American colonists toward British colonial policy following the French and Indian War (1) They refused to accept the idea of Parliament's right to manage their internal affairs. (2) They petitioned the British Parliament for immediate independence. (3) They urged the colonial legislatures to enforce the taxation program of the British Parliament. (4) They opposed the withdrawal of British troops from the Ohio Territory.

_____ 170. Which provision of the Northwest Ordinance of 1787 was based upon an established practice followed in Great Britain? (1) "There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crime" (2) ". . . such State shall be admitted . . . on an equal footing with the original States" (3) "The inhabitants . . . shall . . . be entitled to the benefits of the writ of habeaus corpus, and of the trial by jury" (4) ". . . schools and the means of education shall forever be encouraged."

_____ 171. The idea that the Constitution of the U. S. provides for a central government of limited sovereign power is best supported by the (1) exercise of residual powers by the states, (2) use of implied powers by Congress, (3) grant of military power to the President of the United States, (4) right of judicial review of lower court decisions by the U. S. Supreme Court.

- _____ 172. The Constitution of the U. S. prohibits the passage of a bill of attainder. The effect of this provision is that a citizen is guaranteed (1) a trial, (2) the right to vote, (3) the right to bear arms, (4) freedom of religion.
- _____ 173. Patents and copyrights give to individuals and corporations who receive them (1) unlimited control of a product, (2) control of the product for a limited length of time, (3) public grants to make manufacturing profitable, (4) immunity from public interference in the manufacture of the product.
- _____ 174. The decision to embark on a space program is an example of the exercise by Congress of (1) implied powers, (2) police powers, (3) concurrent powers, (4) reserved powers.
- _____ 175. Which action required a two-thirds vote of the U. S. Senate to become effective? (1) declaration of war against Japan in 1941, (2) appointment of Earl Warren as Chief Justice of the U. S. Supreme Court, (3) ratification of the Nuclear Test Ban Treaty in 1963, (4) President Truman's removal of General Douglas MacArthur from his Far Eastern commands.
- _____ 176. The ideal of direct democracy is best exemplified by (1) manhood suffrage, (2) the initiative and referendum, (3) the city manager form of government, (4) the commission form of government.

True - False Test

- _____ 177. Among the workers not organized into unions are agricultural workers.
- _____ 178. Unions dominated by employers were known as industrial workers' unions.
- _____ 179. The Norris-LaGuardia Act restricted the issuance of injunctions by Federal courts.
- _____ 180. The Wagner-Connery Act forbade unfair labor practices relating to wages and hours.
- _____ 181. Male workers are entitled to social security old-age insurance benefits starting at the age of 60.

- ___ 182. Unemployment insurance is paid for by the employers only.
- ___ 183. Union practices compelling the hiring of unneeded workers are known as featherbedding.
- ___ 184. The Taft-Hartley Act prohibits contributions by both unions and employers to candidates for Federal office.
- ___ 185. The Taft-Hartley Act permits the union shop but outlaws the open shop.
- ___ 186. The Taft-Hartley Act empowers the Federal government to secure a temporary injunction in case of a strike affecting a single community.
- ___ 187. The Lusitania, sunk by a German submarine during W. W. I, was an American ship.
- ___ 188. The Zimmermann Note was a secret German offer of American territory to Japan.
- ___ 189. The head of the American Expeditionary Force during W. W. I was General John J. Pershing.
- ___ 190. By the Treaty of Versailles, Germany was limited to an army of one million men.
- ___ 191. The Republican campaign slogan in the Presidential election of 1920 was "the world must be made safe for democracy."
- ___ 192. The League of Nations required a unanimous vote in order to take important action.
- ___ 193. In 1935, Japan defied the League of Nations by invading Ethiopia.
- ___ 194. In 1936, General Francisco Franco led fascist revolt against the legal government of Spain.
- ___ 195. In 1938, Hitler demanded that Poland cede the Sudetenland to Germany.
- ___ 196. The leading English advocate of the policy of appeasement was Winston Churchill.

Multiple Choice

Select the number preceding the word or expression that best completes the statement.

- _____ 197. The development of the spirit of nationalism after 1812 in the U. S. was best illustrated by the (1) Hartford Convention, (2) proclamation of the Monroe Doctrine, (3) presidential election of 1824, (4) enactment of the Tariff of 1828.
- _____ 198. Which issue aroused the strongest sectional feeling during President Jackson's administration? (1) tariff question, (2) spoils system, (3) change in the method of nominating a President, (4) question of Indian lands in Georgia.
- _____ 199. Since the end of W. W. II, which has been an important business trend in the U. S.?
(1) decline of discount houses, (2) shift of industries to the S. E., (3) decrease in the use of credit facilities, (4) diversification of interests and holdings by large corporations.
- _____ 200. President Polk failed to gain bipartisan support for the Mexican War mainly because (1) the Whigs argued that Westward expansion would hurt New England manufacturing, (2) the Democrats maintained that Great Britain would use the war as an excuse to occupy all of Oregon, (3) many feared that acquisition of new territories would reopen the slavery controversy, (4) before the war, Mexico had declared herself in favor of selling the disputed territory.
- _____ 201. The chief reason why the English commercial class supported the Southern Confederacy instead of the North at the time of the Civil War in the U. S. was that the South (1) was fighting for self-determination and the preservation of its social structure, (2) with its superior military officers and fighting men was more likely to win the war, (3) was more likely to guarantee the payment of debts to British citizens, (4) was more likely to provide favorable tariff conditions for British goods.

- _____ 202. In U. S. history, the presidential election of 1876 showed that (1) it is possible for the method provided by the Constitution for selecting a President to prove unworkable, (2) a third party was influential in the outcome of the election, (3) the Republican party returned to power for the first time since the election of 1860, (4) the stationing of federal troops in the South had no political effect on the election.
- _____ 203. In 1919, President Wilson found it impossible to negotiate a peace settlement on the basis of the Fourteen Points, chiefly because of the (1) Allied refusal to support an association of nations, (2) collapse of the Austro-Hungarian and Ottoman Empires, (3) establishment of mandated territories in Africa and Asia, (4) secret territorial agreements among the Allied governments.
- _____ 204. The careers of Theodore Roosevelt and Franklin D. Roosevelt were similar in that each man (1) led the cause for international peace but involved the U. S. in a general war, (2) led the fight for progressive ideas and developed a slogan that has become part of our historical background, (3) succeeded to the presidency upon the death of the previous President, (4) successfully mediated an international dispute between major world powers.
- _____ 205. During the late 1920's and early 1930's, U. S. foreign policy changed most significantly in respect to (1) Canada, (2) Great Britain, (3) Latin America, (4) Middle East.
- _____ 206. Which generalization is supported by the history of the world between 1919 and 1939 (1) the failure of collective security encouraged aggression, (2) the Treaty of Versailles destroyed the spirit of nationalism, (3) the British Empire reached the height of its power, (4) the strong nations were ready to abandon imperialistic policies.
- _____ 207. With respect to agriculture in the U. S., which of the following is a basic cause of the other three? (1) parity pricing of farm products,

(2) scientific and mechanized methods of farming, (3) over-production of farm products, (4) decline in farm population.

- _____ 208. In the U. S., an important contributory cause of the Great Depression of the 1930's was the (1) decrease in the amount of gold bullion in the Treasury, (2) contraction of consumer credit by the government, (3) decline in consumer purchasing power, (4) decline in industrial production.
- _____ 209. Which pairs the major source of revenue of the federal government with the major source of revenue of local governments in the U. S.?
(1) excise taxes-sales taxes, (2) tariffs-inheritance taxes, (3) employment taxes-corporation taxes, (4) income taxes-property taxes.
- _____ 210. A major effect of the lowering of reserve requirements for member banks by the Board of Governors of the Federal Reserve System would be (1) a decrease in margin requirements for stock purchases, (2) a decrease in the supply of check-book money, (3) an increase in commercial bank loans, (4) an increase in "tight money!"
- _____ 211. A major difference between farmers and industrial producers is the (1) existence of overhead costs for the industrialists, (2) need for credit by the farmer but not by the industrialist, (3) need for skilled labor in the factory but not on the farm, (4) difficulty of adjusting production to meet market demand.
- _____ 212. Concerning the trend in wage scales in the U. S., it is most nearly accurate to state that wages are (1) decreasing as a result of automation, (2) decreasing as a result of greater increase in the labor supply, (3) increasing as a result of greater productivity per worker, (4) increasing as a result of restrictions on immigration.

Select the number on the item that does not belong in the corresponding group.

- _____ 213. Effects of the French and Indian War on the American colonists: (1) acquisition of valuable military experience, (2) realization of need of colonial unity, (3) removal of French danger, (4) willingness to pay cost of the war.
- _____ 214. Reasons for the American victory in the Revolutionary War: (1) Americans were superior wilderness fighters, (2) Americans were fighting on their own soil, (3) Americans had numerical superiority over the English forces, (4) Americans had the assistance of France.
- _____ 215. Achievements of the Second Continental Congress: (1) held the thirteen colonies together, (2) issued the Declaration of Independence, (3) encouraged a revolution within England, (4) arranged the military alliance with France.
- _____ 216. Boundaries of the U. S. as established by the Treaty of Paris (1783): (1) the Atlantic Ocean on the east, (2) the Gulf of Mexico on the south, (3) the Mississippi River on the west, (4) the Great Lakes and Canada on the north.
- _____ 217. Effects of the American Revolution in the United States: (1) establishment of an official church, (2) establishment of new democratic state constitutions, (3) break-up of large estates, (4) gradual emancipation of Negroes in the Northern states.

APPENDIX B

GROUP I

MATCHED-PAIRS E_1 AND C_1

<u>Experimental₁</u>			<u>I.Q.</u>	<u>Raw Score</u>	<u>Control₁</u>			<u>I.Q.</u>	<u>Raw Score</u>
Girl	1	M.M.	125	165	Boy	1	R.S.	125	152
Boy	2	B.S.	119	129	Girl	2	L.Y.	119	144
Boy	3	C.D.	101	93	Girl	3	J.S.	100	108
Boy	4	B.D.	97	82	Girl	4	S.P.	100	96
Boy	5	C.P.	109	107	Girl	5	P.S.	106	110
Boy	6	J.P.	122	160	Girl	6	L.S.	122	143
Boy	7	V.L.	104	90	Girl	7	P.M.	105	115
Boy	8	M.G.	109	101	Girl	8	P.L.	108	112
Boy	9	G.W.	115	133	Girl	9	N.H.	116	125
Boy	10	R.C.	93	82	Girl	10	C.L.	95	99
Boy	11	E.H.	111	114	Girl	11	R.I.	111	127
Boy	12	F.S.	103	121	Girl	12	L.I.	103	108
Boy	13	S.S.	121	139	Girl	13	L.G.	121	129
Boy	14	C.M.	115	127	Girl	14	R.G.	113	122
Boy	15	R.B.	123	138	Girl	15	C.G.	125	140
Boy	16	L.B.	97	89	Girl	16	L.C.	96	104
Boy	17	J.S.	111	124	Girl	17	J.B.	111	121
Boy	18	L.L.	114	129	Girl	18	C.B.	115	127
Girl	19	D.R.	116	134	Boy	19	C.H.	116	129
Girl	20	K.K.	115	121	Boy	20	B.L.	113	128
Girl	21	K.J.	95	92	Boy	21	C.B.	95	86
Girl	22	B.S.	108	115	Boy	22	S.B.	108	121
Girl	23	S.C.	111	116	Boy	23	G.H.	110	104
Girl	24	D.L.	109	111	Boy	24	S.C.	108	108
Girl	25	C.A.	81	65	Boy	25	M.S.	79	61
Girl	26	B.S.	106	113	Boy	26	T.R.	106	109
Girl	27	I.S.	121	138	Boy	27	F.S.	120	140
Girl	28	C.N.	118	122	Boy	28	D.H.	117	131

APPENDIX C

TEST GROUP II

MATCHED-PAIRS E_2 AND C_2

<u>Experimental₂</u>			<u>I.Q.</u>	<u>Raw</u> <u>Score</u>	<u>Control₂</u>			<u>I.Q.</u>	<u>Raw</u> <u>Score</u>
Girl	1	B.C.	115	135	Boy	1	S.B.	115	126
Girl	2	J.S.	114	127	Boy	2	R.B.	113	121
Girl	3	S.P.	104	119	Boy	3	J.C.	104	116
Girl	4	S.W.	135	191	Boy	4	C.C.	137	187
Girl	5	J.N.S.	108	112	Boy	5	B.C.	108	117
Girl	6	J.A.S.	88	79	Boy	6	M.C.	90	81
Girl	7	C.V.E.	91	94	Boy	7	D.E.	92	100
Girl	8	M.M.	128	168	Boy	8	P.E.	127	162
Girl	9	R.J.	117	152	Boy	9	R.H.	117	146
Girl	10	R.T.	107	112	Boy	10	M.I.	107	121
Girl	11	D.J.	94	94	Boy	11	J.J.	95	101
Girl	12	R.V.P.	122	146	Boy	12	M.P.	120	141
Girl	13	V.W.	110	104	Boy	13	M.S.	110	109
Girl	14	L.W.	111	125	Boy	14	M.A.S.	111	117
Girl	15	K.W.	106	124	Boy	15	S.W.	106	118
Boy	16	S.C.	107	101	Girl	16	K.B.	106	105
Boy	17	R.T.	105	86	Girl	17	S.D.	106	96
Boy	18	R.M.	126	132	Girl	18	J.S.	127	138
Boy	19	M.B.	114	121	Girl	19	C.A.	114	123
Boy	20	S.D.	137	186	Girl	20	P.J.	137	180
Boy	21	P.H.	105	102	Girl	21	G.P.	106	107
Boy	22	S.A.	113	136	Girl	22	S.S.	115	131
Boy	23	M.E.	107	112	Girl	23	M.V.S.	107	118
Boy	24	J.B.	110	118	Girl	24	K.V.	112	121
Boy	25	D.E.	118	145	Girl	25	V.S.	117	138
Boy	26	B.C.	112	123	Girl	26	S.S.	112	117