A comparison of social attitudes of groups of students who have studied the Rugg social science with those of students who have studied conventional history and geography

Wass, Raymond Clifton
Boston University

http://hdl.handle.net/2144/20632
Boston University
A Comparison of the social attitudes of groups of students who have studied the Rugg Social Science with those of the students who have studied conventional history and geography.

by

Raymond Clifton Wass
(B. Ped. University of Maine 1921)
submitted in partial fulfilment of the requirements of the degree of Master of Arts

1935
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>STATEMENT OF PROCEDURE</td>
<td>5</td>
</tr>
<tr>
<td>I THE UNIQUE PLAN OF THE RUGG SYSTEM</td>
<td>6</td>
</tr>
<tr>
<td>The Conventional Plan of Social Science Teaching</td>
<td>11</td>
</tr>
<tr>
<td>Interpretation of Table I</td>
<td>13</td>
</tr>
<tr>
<td>Interpretation of Table II</td>
<td>15</td>
</tr>
<tr>
<td>II CONTROLLED CHECK ON SOCIAL ATTITUDES</td>
<td>17</td>
</tr>
<tr>
<td>Outline for Oral Discussions</td>
<td>19</td>
</tr>
<tr>
<td>Sample Tests</td>
<td>21</td>
</tr>
<tr>
<td>III RESULTS OF TESTING PROGRAM</td>
<td>22</td>
</tr>
<tr>
<td>Interpretation of Table III</td>
<td>24</td>
</tr>
<tr>
<td>IV QUESTIONNAIRE SUMMARY</td>
<td>26</td>
</tr>
<tr>
<td>Complete Questionnaire Results</td>
<td>27</td>
</tr>
<tr>
<td>Summary of Results of Questionnaire</td>
<td>32</td>
</tr>
<tr>
<td>V COMMENTS BY OTHERS</td>
<td>33</td>
</tr>
<tr>
<td>Summary of an article by Hazel Canning</td>
<td>39</td>
</tr>
<tr>
<td>appearing in the April 21, 1935 issue of The</td>
<td></td>
</tr>
<tr>
<td>Boston Post</td>
<td></td>
</tr>
<tr>
<td>Summary of Comments by Others</td>
<td>43</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>46</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>48</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>14</td>
</tr>
<tr>
<td>II</td>
<td>16</td>
</tr>
<tr>
<td>III</td>
<td>23</td>
</tr>
</tbody>
</table>

### Table I
TEXTBOOK SURVEY

### Table II
GRAPHICAL REPRESENTATION OF COMPARATIVE TEXTBOOK SURVEY

### Table III
A COMPARATIVE STUDY OF THE RESULTS OBTAINED FROM TESTING THOSE WHO HAVE AND THOSE WHO HAVE NOT STUDIED THE RUGG SOCIAL SCIENCE BOOKS
Introduction

This thesis is to be a study of the comparison of the social attitudes of groups of students who have studied the Rugg Social Science with those of the students who have studied conventional history, geography and civics.

The problem involved in this study is worthwhile because the Rugg Course is a very decided departure from the conventional type of Social studies teaching. A careful survey of the books fails to show cases of prejudiced opinion or dogmatic attitude. In any discussion of the social studies today the idea of interrelationships is prominent. This course being based upon this principle contains historical background for educating pupils to become informed, thinking citizens. The generalizations in the book are not made from the experience or biased point of view of any one author. They are based upon prolonged investigations of what specialists in the social science field agree upon.

The text contains a great many tables, documents, diagrams, graphs and references not found in the average textbook. The maps, diagrams and references are very useful and reliable. Many illustrations are actual photographs. All references have been thoroughly checked.

The course has been criticized by various patriotic organizations on the ground that it is not truly American.
Those who oppose the course claim that it does not emphasize American ideals of patriotism. The gains of facism abroad and the imminent danger to democracy at home reveal to us that real democratic government cannot be brought about merely by establishing constitutional guarantees of liberty and providing the machinery of voting. There still remains the more fundamental problem of educating the people to an understanding of and participation in their collective affairs.

Dr. Rugg and his associates spent ten years in experimental work before the course was completed and put on the market. It therefore seems eminently worth while that a study of the effect of the course on the social attitudes of the student should be made.

Dr. Rugg claims the American way of progress, that is the democratic principle has been attacked. America is in a "critical period." This period is comparable to that which follows any great war. Our system of industry, agriculture, business and government has grown to enormous proportions. Can we carry on by the democratic method? Demagogues, statesmen, savants and propagandists have attacked the social problems of our country, usually from the point of view of some limited interest.

The Rugg Course claims to make the pupil "government conscious." Dr. Rugg says that "understanding" and "intelligent approval" are educational ideas. They imply not
only the capacity for comprehension but the trained ability as well. Hence in a democratic society education is not only an essential element of sound government. One can go even further and say that government is education, social life is education. "In a democracy, government is the co-operative carrying on of economic-social-political activities. It is group study, discussion, and decision concerning collective problems. It is the intelligent binding together of the people in support of a line of action that has been jointly studied and determined upon. It is working by organization, peaceful persuasion, the use of the ballot-box, the courts, and the progressive amendment and revision of the Constitution by the methods prescribed therein, to meet the changing demands of a modern industrial society." Any course whose author takes the above stand is worth studying.

Our problem as educators is to see to it that the American child is given a clear understanding of the fundamental principles of Democracy. He should know the fundamentals of all great governmental experiments and be able to attack a problem with an open unbiased mind. The Rugg Social Science Course claims to give the child this background.

The principle of activity is fundamental to the course. In studying the course the child undergoes a series of experiments. The pupil is thus not merely receptive but
active. He is a part of his own experience.

This new type of teaching demands very careful consideration and it shall be my purpose to discover whether or not this course is of value in the training of future American citizens.
Statement of Procedure

In this study I compared the text books of the Rugg course with those of the old order, that is; the conventional geography, history and civics.

I tested groups who had and groups who had not studied the Rugg course. Original and standard tests on social attitudes were used together with various oral discussion groups. These tests were given in the Hanover six year high school where the course has been in operation since 1932.

I also sent a short questionnaire to other schools using the course.

The second and third steps were a summarization of the Rugg plan and the conventional plan. The plan is described in detail as to its object and origin.

I then made a comparison of the attitudes of the students who have been tested. Sample tests are included.

I have made an evaluation of my plan and have closed with a summary of results together with comments by others, a bibliography and appendix.
Chapter I
THE UNIQUE PLAN OF THE RUGG SYSTEM.

The Rugg Plan is unique in that it attempts to teach an understanding of modern life and a knowledge of how that life evolved through one unified course rather than through the separate subjects of history, geography and civics. The author firmly believes that in young Americans there can be developed an appreciation of the significant contemporary problems of community life. The essential purpose of the course is to teach pupils to think for themselves in interpreting American life and its relation to the rest of the modern world. Dr. Rugg prepared his material on the fundamental principle that learning is an active, assimilative process. The situation of the school is real and dramatic. Learning proceeds through the gradual accumulation of experiences. Another unique phase of the course is that it is based upon more than a score of investigations of what to teach and how to organize and present materials in the social sciences. The course has been made by objective procedure. More than $75,000 was spent for research and gathering of data.

During the past 150 years there has been such a rapid development in industrial and economic life that even the keenest intellects have been baffled. By orienting pupils with the changing world of today and by preparing them for
the world of tomorrow, the author attempts to promote better human relations. Dr. Rugg maintains that we need young people who are not only informed but who can reason intelligently about the world. Young people should form opinions but they should form them only after careful study of the situations involved.

The Rugg Social Science Course presents a panorama of the development of civilization. The problems of industry, agriculture, commerce, education and the lively arts are used to make practical application of the methods of progressive education. Dr. Rugg maintains that to help the child live in this present situation and yet to improve and rebuild it the help of the creative artist is needed. That is an important new idea educationally. The creative artist is sensitive to the tools of art and to the child he has the "drawing out ability." Teachers should have faith and courage and firm belief in the child as a superior individual-as a creative being. Our new educational manifesto should recognize that the day of competitive selfish methods is over. We should have courage to cut loose from conformity and should have vision to see beyond subject restrictions.

The first book *An Introduction to American Civilization* aims to help young people understand American civilization by considering the chief modes of living of our people. *Changing Civilizations of the Modern World, the*
second volume, introduces the pupil to life in other lands. The next two texts, *A History of American Governments and Culture* present a comprehensive history of the United States in its geographical setting. Volume three deals with the land and with industrial and commercial history and their effect upon American society. The fourth volume deals more specifically with government and its effect upon American culture. *An Introduction to Problems of American Culture* (Volume V) is used along with *Changing Governments and Changing Cultures* (Volume VI) is an elementary treatment of world culture. The course is very much in accord with the cardinal principles of education. (health, command of fundamental processes, worthy home membership, vocational guidance, citizenship, wise use of leisure, ethical character) The third, fifth and seventh of these principles form the very foundation of the course.

The Rugg course has power. It can not be imitated readily because it is the result of a ten year social studies experiment in which 600,000 students and over one thousand teachers took part. The course is in accordance with the latest psychological and scientific investigations.

The Rugg course is essentially a laboratory method in teaching the social studies. The problem-solving workbook is the very center of the course. Each problem is an organized scheme of things for the pupil to do. Each unit compels him to find the answer to one or more important
questions. In order to prepare young people to answer the demands of changing conditions, Dr. Rugg attempts to develop sets of loyalties. The first are conducive to personal groups and include: integrity to one's own self, the concept of genuine tolerance, and the determination to be happy. For the second group of loyalties, the individual's loyalties to the group, Rugg places first; the deep-rooted belief in the necessity of frequent communion with others, the necessity of frank, glad compromise sufficient to maintain happy relations with others, the second loyalty is a natural outgrowth of the first. The scientific attitude of mind and the experimental way of knowing, as the most effective instruments for maintaining and improving social relations. The obligation to contribute to the carrying on of the political and social life of the community and the nation—also to the changing of its constitutional and legislative structure whenever changing modes of living and problems and issues demand it, is the highest group loyalty towards which the others aim. The Rugg course also claims to develop the habit of widespread reading of books, magazines, and newspapers, the habit of thinking in concrete and definite terms; the habits of basing opinions on facts or proved authority; of recognizing and discounting the influence of prejudices and regarding opinions as tentative rather than final; mental alertness—appreciation of the interest and significance of current issues.
The Rugg course claims to develop: Skill in assembling facts, weighing arguments, and drawing sound conclusions—in generalizing—in solving problems by choosing between options, skill in preparing from independent investigation and reading, briefs, outlines, summaries, and criticisms, skill in using varied avenues of learning that will contribute information to a given end—reference libraries, museums, pictures, exhibitions, and so on, skill in systematically presenting one's point of view, defending it, and criticizing that of others in the vigorous interplay of minds in open forum and debate and skill in expressing ideas through original work—drawing, writing, map making, dramatizing, timeline exercises, graph making.
The Conventional Plan of Social Science Teaching.

The old order of social science teaching is made up of three different texts, history, geography and civics each treating its subject independently. The history aims to show pupils in the seventh, eighth, and ninth grades a picture of the life that man has lived and, at the same time, tells the story of the world in the making. The whole story of man is divided chronologically; each division is separated into three or more units, each unit into two or more topics. The projects and activities suggested in their texts are of the thinking and doing type. They are of three kinds: those that may be done with no material other than that furnished by the text, those that require material outside the text, and those for which material is given in the exercises themselves. An effort has been made to suggest worth while things which children can actually do, and for which the material is at hand.

The geography in the older course of study has no connection with the history. To be sure the histories have maps but they are used to show battlefields rather than places where American pioneers crossed a dangerous river on a flat boat. The geography text presents the geography of the home region first and then that of the several continents. The first section is a natural introduction to the later regional studies. The book teaches that all regions
are interdependent; it is intended to be a human geography in spirit and in content. The authors do not believe any one problem can be used as a key opening a door to the understanding of any section; hence there have been selected several problems of permanent interest which lead the pupils to study a region in an inclusive way.

The many useful textbooks, now available for courses in community civics, are more or less similar in their scope and plan of organization. A special study made of the range of topics included in twenty-four of the newer textbooks in the field of community civics was recently made by Mr. F. J. Mulder, a graduate student of the University of Michigan. Mr. Mulder divides the civics topics into six parts. The first of which considers the meaning and obligations of group life. Part two considers the problems of community welfare; part three covers the individual and his economic well-being; part four deals with the problems of the economic and industrial life of a community, and part five is devoted to the machinery of government. Part six has to do with the Declaration of Independence and the constitution of the United States.

These three types of textbooks are essentially fact books. In the appendix will be found complete tables of contents of examples of the above books and of the Rugg books. A study of these tables of contents will serve to make clear the plan of these books and their general outline.
Table I shows the comparative number of pages in the various books studied devoted to war, capital, labor, government ownership, taxation, political parties, democracy, crime and education. Column one represents the textbook used, the social topics studied are listed in the remaining columns with the number of pages found in each book listed under the topic. In order that the results of this comparison may be more clearly understood I offer the following percentage interpretation using the total number of pages in all Rugg books as approximately 3600 and the total number of pages in all other texts as approximately 3090. These totals are used as a base in figuring the percentages.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Rugg</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>War</td>
<td>.015</td>
<td>.058</td>
</tr>
<tr>
<td>Capital</td>
<td>.020</td>
<td>.005</td>
</tr>
<tr>
<td>Labor</td>
<td>.035</td>
<td>.032</td>
</tr>
<tr>
<td>Gov't Ownership</td>
<td>.011</td>
<td>.034</td>
</tr>
<tr>
<td>Taxation</td>
<td>.007</td>
<td>.011</td>
</tr>
<tr>
<td>Political parties</td>
<td>.044</td>
<td>.006</td>
</tr>
<tr>
<td>Democracy</td>
<td>.013</td>
<td>.009</td>
</tr>
<tr>
<td>Crime</td>
<td>.008</td>
<td>.005</td>
</tr>
<tr>
<td>Education</td>
<td>.019</td>
<td>.022</td>
</tr>
</tbody>
</table>
Table I

Textbook Survey No. pages devoted to:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rugg 7A</td>
<td>none</td>
<td>26</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Rugg 7B</td>
<td>35</td>
<td>2</td>
<td>none</td>
<td>2</td>
<td>3</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>10</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>10</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Rugg 8A</td>
<td>none</td>
<td>7</td>
<td>9</td>
<td>12</td>
<td>none</td>
<td>5</td>
<td>none</td>
<td>1</td>
<td>7</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Rugg 8B</td>
<td>17</td>
<td>none</td>
<td>4</td>
<td>none</td>
<td>11</td>
<td>103</td>
<td>43</td>
<td>none</td>
<td>24</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Rugg 9A</td>
<td>none</td>
<td>none</td>
<td>8</td>
<td>7</td>
<td>none</td>
<td>13</td>
<td>3</td>
<td>22</td>
<td>10</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Rugg 9B</td>
<td>4</td>
<td>39</td>
<td>16</td>
<td>19</td>
<td>12</td>
<td>37</td>
<td>none</td>
<td>2</td>
<td>19</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book A</td>
<td>7</td>
<td>7</td>
<td>13</td>
<td>17</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book B</td>
<td>14</td>
<td>none</td>
<td>3</td>
<td>13</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book C</td>
<td>14</td>
<td>1</td>
<td>20</td>
<td>55</td>
<td>none</td>
<td>10</td>
<td>12</td>
<td>none</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book D</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book E</td>
<td>none</td>
<td>3</td>
<td>23</td>
<td>6</td>
<td>15</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book F</td>
<td>10</td>
<td>4</td>
<td>48</td>
<td>3</td>
<td>9</td>
<td>none</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugg</td>
<td>56</td>
<td>74</td>
<td>124</td>
<td>40</td>
<td>26</td>
<td>158</td>
<td>46</td>
<td>25</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>175</td>
<td>15</td>
<td>107</td>
<td>94</td>
<td>34</td>
<td>20</td>
<td>29</td>
<td>17</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table II is a graphical representation of the number of pages devoted to the various topics compared with the Rugg books. We find that there is a great variation in the study of war, capital, government ownership and political parties while both the Rugg books and the conventional books grant about the same space to labor, taxation and education.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Rugg</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gov't Ownership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Parties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Each space equals 5 pages)
Chapter II.

CONTROLLED CHECK ON SOCIAL ATTITUDES

The Rugg Social Science Course was first introduced into the Hanover six year high school in 1932. It was felt by members of the school department and by the social science instructors that the Rugg Course offered much that the boys and girls were not getting in the geography, history and civics courses offered previously to 1932.

I have been particularly interested in testing the pupils after they have used the Rugg course to find what their social attitudes are as compared with those of equal age and grade who have not studied the Rugg Course. Inasmuch as the course was introduced one volume at a time it has been possible to make a study of resulting changes in social attitudes. The testing program has covered a period of approximately one and one half years; from October 1933 to March 1935. As soon as the pupils completed one volume of the series they were tested.

Similar tests were given to those who had been studying the old order of social studies. Juniors and seniors who had never studied the Rugg books were also tested. By September 1935 all of the books except volume three were in use. It was felt that our program did not allow sufficient time for grades seven and eight to cover the four volumes so the three volumes were divided over the two grades.
The claims made in Dr. Rugg's brochure "Building a Science of Society for the Schools" have been verified with respect to the development of attitudes. These attitudes are:

1. Sympathetic tolerance and critical openmindedness toward modern institutions and problems, national and international.

2. The attitude of willingness to learn.

3. The scientific attitude of mind, the experimental way of knowing, as the most effective instrument for maintaining and improving social relations.

4. The obligation to contribute to the carrying on of the political and social life of the community and the nation.

5. The attitude of expectancy of changes—willingness to accept changes of constitutional and legislative structure whenever changing modes of living and problems and issues demand it.

The building of suitable tests has been particularly difficult as it is impossible to test attitudes objectively. The written tests had to be largely subjective in character. My best results were obtained by oral testing which amounted in many cases to a class discussion or open forum on national and international problems. The following standard tests were given: Economic Information Test, Hill test of Civic Attitudes, Buckingham Stevenson, Place Geography (world and United States), The Stanford Achieve-
ment Test, The Metropolitan Achievement Test, a test made from the Social Science outline of San Antonio and an abridged form of the Watson Test of Public Opinion. Dr. Rugg suggested the Watson Test. I have made one hundred tests from various parts of the Watson test. The average community is such that many of the questions would be resented by the parents. The test was therefore used in its entirety in only a few cases. I consider place geography an important factor in establishing national and international attitudes; I therefore used many place geography tests.

My greatest success was with oral work covering an outline of the attitudes mentioned above as quoted from Dr. Rugg's Brochure.

Outline:- Outline For Oral Discussion.

I. National and International Problems.
   (a) Reaction toward modern institutions.
   (b) Open-mindedness
   (c) Tolerance
   (d) Critical attitude

II. Scientific Attitude of Mind.
   (a) Knowledge of experimental methods.
   (b) Suggested ways of improving social relations.

III. Willingness to learn.
   (a) Interested in World affairs.
   (b) Active in discussion.
   (c) Alive to new developments both economic and social.
IV. Obligations of a good citizen.
   (a) How much of a man's time belongs to himself.
   (b) Patriotism.
   (c) Americanism.

V. Expectancy of change.
   (a) Evolution
   (b) Voluntary acceptance of change.
   (c) Why constitutional and legislative changes are necessary.
   (d) Comparison of changing modes of living.

VI. War
   (a) Glory
   (b) Cause
   (c) Result
   (d) Great Soldiers
Directions for Giving and Scoring
The Watson Test of
Public Opinion
THE WATSON TEST OF PUBLIC OPINION

Purpose of the Test

The real purpose of this test is the measurement of common deviations from fair-mindedness by a standardized objectively scorable test. The types of prejudices which it records are in the field of religious and economic issues. It does not assume that the radical or the conservative or the middle-ground position is necessarily correct. Any opinion can be held by the subject and it will not count as prejudice until opinion leads to some deviation from fair-mindedness.

This test measures the tendency of any individual to manifest prejudice, by (a) crossing out controversial words as disagreeable or annoying; (b) accusing sincere and competent persons who differ in opinion of being insincere and incompetent; (c) drawing from given facts conclusions which are in accord with the bias of the individual but which are not justified by those facts; (d) approving or condoning in one group acts which are condemned in some other group; (e) rating all of the arguments on one side of a disputed question as strong and those on the other side as weak, regardless of the real strength of the arguments; and (f) attributing to all of the members of a group characteristics which are true of only a portion of the group. Its reliability for gross score is .96; its correlation with criteria of validity, .85.

Directions for Administering the Test

Do not use the words "fair-mindedness" or "prejudice" with reference to these tests. It is essential that they be regarded as surveys of public opinion.

Give one complete copy of the blank to each individual, saying:

"This test is a study of the various ideas which people hold about religious and economic questions. You need not sign your name to the paper unless you prefer to do so. Be perfectly free and outspoken in indicating what you honestly believe. Be sure you read the directions carefully and then work as rapidly as you can. You may begin."

If the test is given to students in classes, this sentence may be added to the directions: "The results of this test will have no effect upon your standing in the class."

Do not answer questions which subjects will probably want to ask. The only reply to be made is: "Follow the directions as best you can."

Scoring the Test

If the test is used to determine the general level of prejudice in any individual or group, only the directions for obtaining the Gross Score will be needed. These are printed on page 4 of this folder. One set of directions will be adequate for the entire class.

If the test is used to study the prejudices in any individual or group with reference to direction as well as amount, then a copy of the Analytical Score Sheet will be needed for each individual taking the test. These score sheets are printed in a separate bulletin, together with a Summary Sheet and a Prejudice Profile for showing graphically the strength of prejudice along each of the typical lines of religious and economic bias.

The Analytical Score will show to what extent the prejudices manifested by the subject are in agreement with each of the following points of view:

I. Economic radicals.

II. Economic liberals.

III. Economic capitalists.

IV. Persons interested in a "social gospel" rather than an individualistic interpretation.

V. Persons interested mainly in a "personal gospel," prayer, mysticism, communion, salvation, etc.
VI. Fundamentalists, “orthodox.”
VII. Modernists, holding liberal Christian views.
VIII. Religious radicals, very broad, displeased with most existing Christian manifestations of religion.
IX. Protestants who are inclined not to think much of Catholics.
X. Catholics who are inclined not to think much of Protestants.
XI. Persons with high, strict standards of sex-ethics, amusement, “bad habits,” or similar moral matters.
XII. Persons with broad, tolerant standards of sex-ethics, amusement, “bad habits” or similar moral matters.

**Norms for the Test**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number Score</th>
<th>Gross Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Social Psychology—Eastern University</td>
<td>35</td>
<td>19 13 18 10 8 9 17 16 8 6 8 21</td>
</tr>
<tr>
<td>Students in Summer Quarter—University of Chicago</td>
<td>30</td>
<td>20 11 22 9 15 12 12 25 7 8 7 13 6</td>
</tr>
<tr>
<td>Students in Union Theological Seminary</td>
<td>29</td>
<td>17 14 21 5 17 6 7 19 10 7 7 8 12</td>
</tr>
<tr>
<td>Negro Students, Hampton Institute</td>
<td>7</td>
<td>21 9 19 14 14 18 17 14 9 7 6 18 10</td>
</tr>
<tr>
<td>Y. M. C. A. Secretaries of Certain Large Cities in East</td>
<td>109</td>
<td>29 11 22 19 14 21 25 22 8 16 9 22 12</td>
</tr>
<tr>
<td>Seniors in Middle Western High School</td>
<td>22</td>
<td>34 10 21 22 14 26 31 21 8 15 12 24 11</td>
</tr>
<tr>
<td>Newspaper men in Small Western Towns</td>
<td>30</td>
<td>27 7 18 23 13 20 18 19 11 8 10 16 14</td>
</tr>
<tr>
<td>Newspaper men in Large Western Cities</td>
<td>23</td>
<td>29 6 17 22 14 19 15 21 14 8 13 14 24</td>
</tr>
<tr>
<td>Journalism Students in Western University</td>
<td>21</td>
<td>25 13 20 10 19 10 9 21 20 8 14 9 23</td>
</tr>
<tr>
<td>Faculty in Journalism in Western University</td>
<td>5</td>
<td>17 5 10 5 11 6 7 14 16 4 11 5 23</td>
</tr>
</tbody>
</table>

For the following groups Gross Score only is available. Scores in parenthesis were based on the mimeographed form of the test and have been corrected to their approximate equivalent.

<table>
<thead>
<tr>
<th>Group</th>
<th>Gross Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Directors in Eastern Y. M. C. A. Groups</td>
<td>34%</td>
</tr>
<tr>
<td>Student Secretaries in Eastern Y. M. C. A. Groups</td>
<td>19%</td>
</tr>
<tr>
<td>Senior Students in Eastern College for Teachers (126)</td>
<td>26%</td>
</tr>
<tr>
<td>Faculty in Eastern College for Teachers (11)</td>
<td>21%</td>
</tr>
<tr>
<td>Men’s Bible Class in Eastern City (6)</td>
<td>41%</td>
</tr>
<tr>
<td>College and Normal School Students</td>
<td>(25%)</td>
</tr>
<tr>
<td>Methodist Ministers in a Mid-Western State</td>
<td>(32%)</td>
</tr>
<tr>
<td>Persons Selected by Their Friends as Most Fairminded</td>
<td>(5%)</td>
</tr>
<tr>
<td>Persons Selected by Their Friends as Most Prejudiced</td>
<td>(55%)</td>
</tr>
</tbody>
</table>

**Information**

Anyone desiring to do survey or experimental work in the field of prejudices or desirous of constructing tests for analogous traits should procure the study entitled “The Measurement of Fair-Mindedness” by Goodwin B. Watson, obtainable from the Bureau of Publications, Teachers College, Columbia University. This book gives complete information regarding the construction and standardization of this test, together with results of previous studies and suggestions for further experimentation. $1.50 postpaid.
GROSS SCORE

The gross score, or general amount of prejudice indicated by the test, is computed as follows:

FORM A. CROSS OUT TEST

Give 1 point for each word crossed out. Total possible score, 51 points.

FORM B. DEGREE OF TRUTH TEST

Give 3 points for each +2 or -2 which is circled or otherwise indicated. Total possible score, 159 points.

FORM C. INference TEST

Give 4 points for each alternative checked, other than:

Statement I. Alternatives 2 and 6.
Statement II. Alternatives 1 and 8.
Statement III. Alternative 7.
Statement IV. Alternative 4.
Statement V. Alternatives 5 and 6.
Statement VI. Alternatives 2 and 7.
Statement VII. Alternatives 1 and 8.
Statement VIII. Alternative 6.
Statement IX. Alternatives 5 and 8.
Statement X. Alternatives 4 and 6.

Total possible score, 100 points.

FORM D. MORAL JUDGMENT TEST

Give 3 or 5 points for each inconsistency as follows:

Compare Instances I and VII
Compare Instances II and XI
Compare Instances III and IX
Compare Instances IV, X and XV

Compare Instances V and XIII
Compare Instances VI and XII
Compare Instances VIII and XIV

Within each comparison, give 3 points if the act is "indifferent" in one case and approved or disapproved in the other. Give 5 points if the act is "approved" in one case and "disapproved" in the other. In the set of three instances, compare only the two which are most unlike, in the subject's reaction. Total possible score, 55 points.

FORM E. ARGUMENTS TEST

Give 4 points for each question on which the arguments on one side of the question are all rated as strong, or all rated as weak, while those on the opposing side are all given the opposite rating. Total possible score, 48 points.

FORM F. GENERALIZATION TEST

Give 3 points for each (All) or (No) which is circled or otherwise indicated. Total possible score, 96 points.

TOTAL TEST

Add the points for all forms of the test. Divide the sum by the total possible points (439), obtaining the score in per cent.

NOTE—If less than the whole test is used, the Per Cent Score may be found by dividing the sum of the prejudice points obtained on the forms completed, by the total possible number of points in all forms used.
A TEST IN CIVIC ATTITUDES

By HOWARD C. HILL

Do not open this paper, or turn it over, until you are told to do so. Fill out the blanks, giving your name, age in years and months, school, grade, and the date. Write plainly.

Name ............................................................ School ............................................................

Grade ...................... Date ...................... Age ............................................................

Years ........................ Month

Directions
The following is a sample of the exercises contained in this test. Read it carefully and note that an (X) is placed before the part which makes the best answer. Mark only one answer to each exercise.

SAMPLE
1. While walking home from school, you approach a timid, elderly woman waiting to cross the street. A large number of automobiles are passing. You should:
   a. ignore her and go about your business.
   b. call a policeman to help her across the street.
   c. look the other way and pretend not to see her.
   X d. offer to assist her across the street.
1. In using public property, the good citizen should:
   a. handle it carelessly because he does not own it.
   b. take as good care of it as if it were his own.
   c. use it so as to get the greatest amount of fun and enjoyment out of it.
   d. take better care of it than if he owned it because it belongs to others.

2. You are playing ball with two friends. When you are “at bat,” you knock the ball through a window. In this case:
   a. knock at the door and offer to pay for the window.
   b. run away as fast as you can that no one will see you.
   c. tell the owner that one of your comrades hit the ball.
   d. tell the owner to call your father on the phone and talk to him.

3. A child runs in front of your car when you are driving 35 miles an hour. Your brakes do not hold, and you injure the child. In this case:
   a. pay no attention to the child, but drive on as rapidly as possible.
   b. pick up the child and take it to the nearest hospital.
   c. drive rapidly to the police station and tell about the accident.
   d. try to communicate with the child’s parents and friends.

4. While driving on the boulevard with a new car bearing no license number, you speed up to 50 miles an hour. You see a motorcycle policeman following you. In this case:
   a. turn into another street and try to “lose” the policeman.
   b. put on more speed and attempt to escape from the policeman.
   c. try to force the policeman against the curb and then escape.
   d. slow down, wait for the policeman, and take the consequences.

5. While walking in the park, you notice a boy lying on the street; he has apparently been seriously injured by an automobile. In this case:
   a. look the other way and pretend not to see him.
   b. stop a passing auto to take him at once to a hospital.
   c. get him a drink of water and brush the dust off his clothes.
   d. try to learn his name and telephone to his friends.

6. An able-bodied, shabbily dressed young man appears at your back door and asks for money. In this case:
   a. say nothing to him but slam the door in his face.
   b. tell him that he ought to be ashamed of himself to beg for a living.
   c. give him the name of an organization that will help him to find work.
   d. give him a dime, some bread and butter, and an old suit of clothes.
7. The best way to employ leisure time is:
   a. to use it reading good books and magazines.
   b. to use it playing cards and working out puzzles.
   c. to play games, read good books, visit friends, and go to good entertainments.
   d. to go to the ball games, the motion-picture theatre, and the circus.

8. The best citizen is one who:
   a. never harms anyone else.
   b. tries to better the community.
   c. minds his own business.
   d. obeys all laws and ordinances.

9. We should obey the laws in order to:
   a. keep out of jail and escape punishment.
   b. win the praise of other people.
   c. set a good example to other folk.
   d. make our country safe and happy.

10. An ideal home is one in which:
    a. the family have a deep affection and consideration for one another.
    b. the members are a father, a mother, and three children.
    c. there is an abundance of good things to eat and drink and wear.
    d. the furniture is beautiful, books are numerous, and servants do the work.

11. The way I can get the most out of school is:
    a. to spend all my spare time reading, studying, and working.
    b. to join all athletic teams and go to all athletic contests.
    c. to go in for some student activity and do my school work well.
    d. to make everyone have a good time and to secure lots of friends.

12. The ideal pupil does his work well in order to:
    a. develop his own capacities so that he may enjoy life to the fullest extent.
    b. gain power and ability which will enable him to be of greater use in the community.
    c. get as high grades in his school work as he possibly can.
    d. gain more money in later life because of his ability to do highly paid work.

13. The chief value of an education is that it enables a person:
    a. to earn a living by his mind rather than by his muscles.
    b. to make money and to associate with interesting people.
    c. to be helpful to other people and of use to the community.
    d. to appear to advantage in society and to be envied by others.

(Continue on next page)
14. In case he knows about a serious offense against the rules of the school or the laws of his country, the good citizen should:
   a. scold the person who commits the offense.
   b. report the offense to the proper authorities.
   c. keep still and not become a tattle-bearer.
   d. say nothing, but report the second offense.

15. The highest type of courtesy is:
   a. to say or do nothing which will make another person feel uneasy or uncomfortable.
   b. to be considerate and thoughtful to everyone and to help those who are in trouble.
   c. to say only such things to others as will make them feel good and think well of you.
   d. to be polite to all acquaintances when at school, but to speak only to your friends when away from school.

16. A truthful and honest person is one who:
   a. does not take property which does not belong to him.
   b. never tells a lie when asked a direct question.
   c. never intentionally misleads or deceives another person.
   d. never says anything which will cause difficulty or trouble.

17. My responsibility to my fellow students and neighbors is:
   a. to do nothing to them I would not want them to do to me.
   b. to treat them with politeness at all times and in all places.
   c. to act toward them as I would like to have them act toward me.
   d. to do them no harm or injury if I can conveniently avoid it.

18. While walking in the park, you see some small children picking flowers. In this case you should:
   a. say and do nothing whatsoever.
   b. notify the police or park custodians and authorities.
   c. frighten the children away with harsh words or a stick.
   d. tell the children why they should not pick flowers in a park.

19. You are buying a tennis racket, the price of which is $7.50. You hand the clerk a ten dollar bill and he gives $4.50 in change. In this case you should:
   a. keep the two extra dollars and say nothing about the mistake.
   b. debate with yourself whether or not to return the dollars.
   c. promptly tell the clerk about his mistake and return the two dollars.
   d. keep the extra change and return it later because your conscience hurts you.

20. Your parents give you an allowance of $2.00 a week. The best use to make of the money is:
   a. to save part of it and to spend the balance for fun and for useful purposes.
   b. to spend none of it, but to put it all in your savings account at the bank.
   c. to spend all of it for candy and for harmless recreation.
   d. to spend it all for clothing, books, and presents for your friends and family.
A TEST IN CIVIC INFORMATION

By HOWARD C. HILL

Do not open this paper, or turn it over, until you are told to do so. Fill out the blanks, giving your name, age in years and months, school, grade, and the date. Write plainly.

Name........................................ School........................................

Grade........................................ Date........................................ Age........................................ Year Months

Directions

The following is a sample of the exercises contained in this test. Read it carefully and note that an (X) is placed before the part which makes the best answer. Mark only one answer to each exercise.

SAMPLE

1. The most important public officer in the state is:
   a. the Attorney General
   b. the Lieutenant Governor
   X c. the Governor
   d. the State Treasurer
1. Labor is:
   a. anything which is unpleasant.
   b. a disagreeable task which one must do.
   c. the use of man's muscles.
   d. man's energy used in production.

2. A corporation is:
   a. a method of buying and selling merchandise and personal services.
   b. a group of people engaged in manufacturing and commerce.
   c. a group of people authorized by law to act as one person.
   d. a company that sells bonds, mortgages, and stock certificates.

3. The Industrial Revolution was:
   a. an event in the history of the United States.
   b. the invention of street cars, airplanes, and automobiles.
   c. the change in manufacturing from the home to the factory.
   d. a change in methods of farming and fruit raising.

4. Wealth is:
   a. bonds, mortgages, certificates of stock, and real estate.
   b. anything that people want that requires effort to secure.
   c. fine clothes, jewels, a handsome home, and an automobile.
   d. gold, silver, precious stones, and money.

5. Capital is:
   a. gold and silver coin, paper money, and a bank account.
   b. anything made by work when used to make something else.
   c. the machinery and supplies used in a mill, mine, or factory.
   d. stocks, bonds, promissory notes, and mortgages.

6. City ordinances are made by:
   a. the mayor.
   b. the council.
   c. the mayor and the council.
   d. the mayor and the chief of police.

7. The national laws are made by:
   a. the President of the United States of America.
   b. the direct vote of the American people.
   c. the Congress of the United States and the President.
   d. the National Senate and the House of Representatives.
8. An excise tax is:
   a. a tax on goods brought into the country.
   b. a tax on personal property and income.
   c. a tax on houses, land, and inheritances.
   d. a tax on goods manufactured in the country.

9. Socialists believe that:
   a. all wealth should be divided equally among all the people.
   b. all workers should work equal hours and receive equal pay.
   c. all large industries should be owned and operated by society.
   d. only people who work with their hands should receive pay.

10. The President of the United States is elected by:
    a. the direct vote of the American people.
    b. the College of Electors, who are elected by the people.
    c. the members of the various state legislatures.
    d. the National Senate and the House of Representatives.

11. A bank is:
    a. a building in which money, bonds, and stock certificates are manufactured.
    b. an institution in which money may be deposited and loans may be secured.
    c. an establishment authorized by the government to collect the taxes.
    d. a place in which the workers spend their time counting money.

12. A labor union is:
    a. a combination of workers formed to promote the interests of wage earners.
    b. a band of workmen formed to secure an equal division of property.
    c. a group of people organized to destroy property and stir up disorder.
    d. a combination of strikers and strike-breakers who refuse to work.

13. A boycott is:
    a. a union of workmen to provide themselves insurance and social opportunities.
    b. a machine for counting ballots and controlling political elections.
    c. a combination of persons who refuse to deal or associate with another person or persons.
    d. a form of taxation which is used in a large number of states and cities.

14. An injunction is:
    a. a request for advice and assistance by an official of the government.
    b. a military order by an officer in the regular army of the United States.
    c. an order by a court commanding a jailer to free an innocent prisoner.
    d. an order by a court commanding or forbidding some contemplated action.

(Continue on next page)
15. The highest official in a city government is:
   a. the fire marshal.
   b. the mayor of the city.
   c. the chief of police.
   d. the city treasurer.

16. A closed shop is:
   a. a shop that has been closed because the owner has failed.
   b. a shop in which only union labor is employed.
   c. a factory in which the workers are out on a strike.
   d. a business that has been stopped by the government.

17. A budget is:
   a. an estimate of financial receipts and expenses.
   b. a means of raising taxes for the government.
   c. an annual report of the public school system.
   d. another name for the initiative and the referendum.

18. The President's Cabinet is:
   a. elected by the House of Representatives.
   b. chosen by the Congress of the United States.
   c. appointed by the President.
   d. elected by the Electoral College.

19. In the United States war is declared by:
   a. the vote of the American people.
   b. the Congress of the United States.
   c. the Chief Justice of the Supreme Court.
   d. the action of the state legislatures.

20. A citizen of the United States is:
   a. a person who can vote and hold political office.
   b. a person born or naturalized in this country and subject to its laws.
   c. a male resident of this country, twenty-one years of age or over.
   d. a person born or naturalized in this country who is twenty-one years of age.
A SURVEY OF PUBLIC OPINION ON SOME RELIGIOUS AND ECONOMIC ISSUES *

THE WATSON TEST

FORM A

CROSS OUT TEST

DIRECTIONS: Read through the words listed below. Consider each one quickly. If it suggests more that is disagreeable than that is agreeable, cross it out. You may cross out many or few words. Work as rapidly as you can, but be sure you cross out every word which is more annoying than pleasing, more antagonizing than appealing, more distasteful than attractive.

1. Bolshevist
2. Mystic
3. Sunday Blue Laws
4. Roman Catholic
5. Higher Criticism
6. Cigarettes
7. Religious Creed
8. Fundamentalist
9. Big Interests
10. Birth Control
11. Protestant
12. Evolution
13. Virgin Mary
14. Capitalist
15. Labor Union
16. Ku Klux Klan
17. Minimum Wage Laws
18. Dancing
19. Holy Communion
20. Soviet
21. Wall Street
22. Landlord
23. Vaudeville
24. Revolution
25. Censorship
26. Resurrection
27. Jesus
28. Prayer
29. Profit
30. Priest
31. Radical
32. Holy Bible
33. Baptist
34. Miracles
35. Child Labor
36. Blood Atonement
37. Jew
38. Damn
39. Trusts
40. Buddhism
41. Pope
42. God
43. Unitarian
44. Social Service
45. I. W. W.
46. Divorce
47. Mohammedanism
48. Military Preparedness
49. Union of Churches
50. Prohibition
51. Revival

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
NEW YORK CITY

© Copyright, 1925, by Goodwin B. Watson
REVISED 1927

5L.3-33.V
# FORM B
## DEGREE OF TRUTH TEST

**DIRECTIONS:** No one knows just what the American people are thinking. There is a need to find out just what convictions are most firmly held on some disputed issues. Indicate your opinion about each of the statements on the following pages by drawing a circle around the one of the numbers in the margin which expresses your judgment. The meaning of each number is as follows:

**MARK:**

-2 If you feel the statement is utterly and unqualifiedly true, so that no one who had a fairly good understanding of the subject could sincerely and honestly believe it false.

-1 If you feel that it is probably true or true in large degree.

0 If you feel that it is quite undecided, an open question, or one upon which you are not ready to express an opinion.

+1 If you feel that it is probably false or false in large degree.

+2 If you feel the statement is utterly and unqualifiedly false, so that no one who had a fairly good understanding of the subject could sincerely and honestly believe it true.

Work rapidly, but do not fail to circle one figure in each line.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>2.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>3.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>4.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>5.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>6.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>7.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>8.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>9.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>10.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>11.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>12.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>13.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>14.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>15.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>16.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>17.</td>
<td>+2</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
</tbody>
</table>

1. The churches are more sympathetic with capital than with labor.
2. Dancing is harmful to the morals of young people.
3. Jesus was more interested in individual salvation than in social reconstruction.
4. To have experienced business men, who have made a financial success in private enterprise, hold the public offices of the country would be better than the present personnel.
5. The modern laxness in the observation of Sunday is, on the whole, harmful to the best interests of the people.
6. Foreigners who work in our mines or factories should be paid on the basis of the same standard of living which we would set for American homes.
7. Lying, in any situation, is wrong.
8. No other religion will ever replace Christianity.
9. The ordinary Methodist minister is well above the average of his community in learning and in good judgment.
10. Preaching is one of the most effective ways of leading people to live better lives.
11. The Christian church acts as an opiate, preventing action toward the removal of social injustice.
12. With human nature as it is, it would be impossible to get the work of the world done for motives other than the profit motive.
13. Bible study is an indispensable element in the growth of Christian character.
14. Unless industrial and economic conditions in the United States are remedied by sweeping changes in the present capitalistic system, we shall have a class revolution.
15. The universe was formed by a "personal God," in the sense of a God who knew what He was doing.
16. Our government is controlled by great financial interests.
17. If all the money of the country were divided equally among the people, within five years most of the wealth would be controlled by a few, while the masses would be poor.
18. +2 +1 0 -1 -2 Man's will is free to decide whether he shall act righteously or sinfully.
19. +2 +1 0 -1 -2 The Christian church today retards progress by its weight of tradition and authority.
20. +2 +1 0 -1 -2 If children learn Bible passages when young, they are thankful in later life.
21. +2 +1 0 -1 -2 Reformers generally pass laws to keep others from doing things they themselves would secretly like to do.
22. +2 +1 0 -1 -2 There are Bible stories which are more immoral than are the teachings of the Koran.
23. +2 +1 0 -1 -2 Destruction of life and property during some labor struggles is due largely to the influence of dangerous radicals, often foreigners.
24. +2 +1 0 -1 -2 Profit sharing is a desirable method of improving industrial conditions today in a great majority of the corporations of the United States.
25. +2 +1 0 -1 -2 The movies are seriously impairing the morals of American children.
26. +2 +1 0 -1 -2 During His life on earth, Jesus believed that the end of the world was coming soon.
27. +2 +1 0 -1 -2 It is possible to get some definite communications from the Spirit World.
28. +2 +1 0 -1 -2 All industries of the United States should be controlled by the men who work in them.
29. +2 +1 0 -1 -2 Poor men cannot get justice in the courts to-day.
30. +2 +1 0 -1 -2 An ordinary Catholic priest is above the average in his town, so far as learning and good judgment are concerned.
31. +2 +1 0 -1 -2 If a young man of twenty-one smokes a package of cigarettes each day, it will injure his intelligence.
32. +2 +1 0 -1 -2 No act is absolutely unqualifiedly right, or absolutely unqualifiedly wrong.
33. +2 +1 0 -1 -2 Freedom of speech upon economic questions, even to the extent of advocating violence, should be permitted, provided it goes no further than speech.
34. +2 +1 0 -1 -2 People who are Christians in their way of living will be happier in the future life than will others.
35. +2 +1 0 -1 -2 Government ownership of the railroads, if given a fair trial, would prove to be better than the present system.
36. +2 +1 0 -1 -2 A girl who smokes cigarettes becomes coarser and less worthy of esteem.
37. +2 +1 0 -1 -2 No respectable person chews gum in public.
38. +2 +1 0 -1 -2 One important duty of society is to see that justly convicted criminals suffer some punishment for their wrongdoing.
39. +2 +1 0 -1 -2 The American laboring man ought to be the most contented in the world.
40. +2 +1 0 -1 -2 A public school teacher ought not to express to his class his opinion on any religious issue.
41. +2 +1 0 -1 -2 Destruction of life and property during some labor struggles is due largely to gunmen hired by employers.
42. +2 +1 0 -1 -2 The government of the United States should provide, at cost, insurance against accident, sickness, unemployment, and old age.
43. +2 +1 0 -1 -2 When the German youth spend all day Sunday out in the fields, hiking, bathing, enjoying races, games and dancing, they are making the most advisable use of their Sunday.
The young man who said, "If Christianity is not interested in the prevention of war, the abolition of race and economic inequality, then I am not interested in Christianity," was speaking in the spirit of Jesus.

Spanking children is sometimes a desirable way of producing Christian character.

Labor should be represented on the boards of directors of all industrial corporations in this country.

The chief reason for the refusal of the United States Government to recognize Russia is a fear of admitting the success of an economic system so obnoxious to our financiers.

The most important missionary job for the Christian church is to be found in remedying evils in our social order.

After death human beings, or at least some of them, continue a personal, self-conscious existence.

Anyone who regularly drinks coffee will be harmed by it.

Prohibition, in the experience of the United States, has been a failure.

Impurity of thought and act is the principal reason why many people do not feel the presence of God.

Even though the child may grow into Christian character without them, the conversion experiences (or decision or commitment experiences) are desirable for adolescents.

**FORM C
INFERENCE TEST**

**DIRECTIONS:** Mere facts may mean different things to different people. It is often important to know just what people think certain facts mean. In the following pages you will find several statements of fact and, after each, some conclusions which some people would draw from them. Put a check (✓) in front of each conclusion that you believe is fairly based upon the fact as given here. Do not assume anything else than the evidence given in the statement here, with all its terms understood. You are not to consider whether the conclusions are right or true in themselves, but only whether they are rightly inferred from the facts given in the statement. You may check as many as you believe to be perfectly sure and certain. Do not check any merely probable inferences.

**EXAMPLE:** 6500 students recently attended a conference in which the questions of race relations and of possible attitudes toward war were discussed, these being the problems the students felt to be most vital to-day.

- The students were all pacifists.
- The students were all militarists.
- The students came from all sections of the country.
- Some students are interested in the treatment of negroes and Japanese in this country.
- Some students felt war was wrong.
- The question of attitudes toward war is considered by many students to be important enough to be discussed.

**I. Statistics show that, in the United States, of 100 men starting out at an age of 25, at the end of 40 years one will be wealthy and 54 will be dependent upon relatives or charity for support.**

1. ☐ The present social order cheats the many for the benefit of the few.
2. ☐ The average young man, under present conditions, cannot count on being wealthy at the age of 65.
3. ☐ Most men are shiftless, lazy, or extravagant; otherwise they would not need to be dependent.
4. ☐ The one man is living upon luxuries ground out of the bones of the mass of common people.
5. ☐ Some day the workers will rise in revolt.
6. ☐ None of these conclusions can fairly be drawn.
II. A young Christian was driven out of his job by his Socialist fellow-workmen in a factory at Frankfort a. M., Germany, because he refused to give up his allegiance to the Christian faith. The young man, trying to find another job, broke down in health, and finally died with the "flu.”

1. □ Some Socialists disliked the Christiana.
2. □ The young man patiently bore his cross as a martyr for Jesus Christ.
3. □ There is less and less place for pious Christians in this matter-of-fact world.
4. □ The young man was very annoying in the manner in which he thrust his religion in the face of the others.
5. □ The world would be worse than it is to-day if the Socialists could run everything their way.
6. □ Germany is not a Christian nation.
7. □ Workmen are apt to be men of low intelligence, or low moral ideals, or both.
8. □ None of these conclusions can fairly be drawn.

III. A bishop of the Methodist Church, after visiting a church council in Soviet Russia, offered to raise $50,000 in the United States to aid the building of a theological school for the new or reformed Russian church.

1. □ As often happens with ministers, the bishop grew enthusiastic after only a superficial investigation.
2. □ The bishop believed that the Soviet system is a great contribution to civilization.
3. □ The bishop ought to have offered double that amount, or more.
4. □ The Methodists are taking the lead in the radical reforms of to-day.
5. □ Such men ought to live in Russia, if they like it well.
6. □ Methodists will take up a collection for anything.
7. □ None of these conclusions can fairly be drawn.

IV. Rents in New York City are almost 100 per cent higher than they were before the war, while average living costs are only about 50 per cent higher.

1. □ The landlords are getting rich, profiteering.
2. □ A man has a right to rent his houses for whatever he can get for them.
3. □ The tenants are making so many unreasonable demands and are abusing privileges so that rents have to be high.
4. □ None of these conclusions can fairly be drawn.

V. A considerable majority of the public school teachers of one of the large cities of this country are Roman Catholics.

1. □ The Roman Catholic church is one of the best educational agencies in the world.
2. □ The Roman Catholic church is trying to get control of the government.
3. □ It is time Protestants woke up to the danger of such situations and did something about them.
4. □ The school board must be largely Catholic.
5. □ The Protestants among the teachers are quite outnumbered.
6. □ No conclusion here stated can fairly be drawn.

VI. In the United States 3 per cent of the people own 60 per cent of the wealth.

1. □ Those who have gained so large a part of the wealth have been the most able men, and have won their wealth in a fair struggle.
2. □ There are more men who are not extremely wealthy than there are men who own great proportions of the wealth of the country.
3. □ Such a concentration of capital is inevitable if industry is to be effectively developed.
4. □ The big capitalists have greedily stolen for themselves wealth which belongs more truly to the masses of the workers.
5. □ We should have some socialistic or communistic scheme which would remedy this unfair distribution.
6. □ The great incomes should be more heavily taxed.
7. □ No conclusion here stated can fairly be drawn.
VII. The story of how Jesus raised Lazarus from the dead is found only in the "Gospel according to John," the last Gospel to be written. That Gospel was not known to the church until eighty years after the events in the life of Jesus had taken place.

1. The correctness of this story is questionable.
2. It is wrong to question any Bible statement.
3. The story is a mere superstition.
4. Since it is in the Bible, it is just as certain as though every book had an account of the event, given by an eyewitness.
5. The story may have changed some details, but it surely rests upon historic fact.
6. The story was doubtless written at about the time the event took place, but was incorporated in this Gospel years later, earlier writers having overlooked it.
7. The story grew up like other hero stories, to express the admiration which later generations had for the character and life of Jesus.
8. None of these conclusions can fairly be drawn.

VIII. In the midst of a disastrous coal strike, after the militia had murdered striking miners, a well-known author spoke at a mass meeting held in the state capitol and attended by 2000 people. Although reporters were present, not a word about the meeting, or the speech which condemned the mine-owners, was printed in any newspaper.

1. The newspapers are bound hand and foot by the big money interests which control them.
2. It is almost impossible to get fair treatment in the newspapers for labor's side in an important strike.
3. The radical who made a speech which the newspapers were unwilling to print ought not to have been allowed to speak.
4. The militia is merely the servant of the big money interests, to help suppress uprisings of laborers.
5. The miners had aroused antagonism by destroying the property of other people.
6. No conclusion here stated can fairly be drawn.

IX. A few generations ago the majority of people in this country attended church on Sunday. To-day thousands are motoring, golfing, and picnicking on Sundays, but are not attending church.

1. People to-day do not have as much of the spirit of Christian love as they once had.
2. People to-day have more fun than people used to have.
3. The younger generation to-day is morally much laxer than were the young people of times past.
4. Few intelligent people go to church to-day.
5. Many people enjoy Sunday more when they are motoring, golfing, etc., than they do when attending church.
6. It is wrong to play golf on Sunday, at least without going to church at all.
7. It is stupid to feel that you have to go to church every Sunday.
8. No conclusion here stated can fairly be drawn.

X. In response to a questionnaire, thirty-two school superintendents of a certain state answered that they believed that the high school students they knew were doing less drinking than before Prohibition, while seventeen others indicated that there was more drinking among their high school students.

1. The school superintendents who said "less drinking" were either prejudiced, or blind to actual conditions.
2. Moral conditions have been improved by Prohibition.
3. Prohibition is making many young people drink, just in the spirit of adventure and defiance.
4. These answers do not indicate any very pronounced effect on the state as a whole since the enactment of Prohibition.
5. The school superintendents who would report more drinking since Prohibition must have been "wet" in their sympathies and prejudices.
6. None of these conclusions can fairly be drawn.
FORM D

MORAL JUDGMENT TEST

DIRECTIONS: Most actual judgments of right and wrong have to be made in concrete instances. Mere general principles are not enough. In the following pages you will find several instances upon which the moral judgment of individuals would differ. Read each carefully. You may assume each fact as stated. Then look at the alternatives suggested below it. Place a check in front of the one with which you most fully agree. If you do not fully agree with any, check the one which comes nearest to expressing your opinion about the incident.

EXAMPLE: A man stumbled into his house, drunk with bootleg whiskey. He smashed up some of the furniture and beat his wife and children. Then he stole some money from his small son's bank in order to buy more whiskey.

☐ His action is worthy of approval.
☐ The people who tolerated the sale of bootleg whiskey were in some degree responsible.
☐ The occurrence is worthy neither of approval nor of disapproval. It is quite indifferent.
☑ It would be desirable to prevent such a thing happening again, if possible, by establishing a better type of character in the man himself.

I. In 1793 the government of the United States recognized the young French republic, and President Washington received Genet, the French ambassador. At the time Paris ran red with blood, the jails were full of the nobles who had been driven from power, and the government was in the control of a few high-handed dictators.

1. ☐ Washington was right in recognizing this government.
2. ☐ It made no difference whether recognition was extended or not.
3. ☐ Washington was unwise. The government should not have been recognized under such circumstances.
4. ☐ If it was a government which the majority of the French people really wanted, then it should have been recognized.

II. During the Irish rebellion of a few years ago, feeling in Scotland ran high and hot against the Irish. Some agitators were arrested and in the wave of feeling against them were deported to prison without fair trial. Recently a Glasgow court awarded damages to some of these men for the treatment the government had given them.

1. ☐ The action of the court was worthy of approval.
2. ☐ To do so was quite a matter of course—indifferent.
3. ☐ Such action must have been taken by unpatriotic judges, or the court would not have awarded damages.
4. ☐ To award damages to agitators was foolish, or wrong.

III. In the year 250 A. D. the Roman emperor, Decius, led a severe and systematic persecution of the Christians, one reason for it being that they would not join in worship of the emperor. They were charged with being unpatriotic. Rather than bow to the dictates of Rome, numbers suffered cruel martyrdom, and hundreds more were persecuted.

1. ☐ The Christians showed an admirable heroism.
2. ☐ What they did was quite indifferent and ordinary.
3. ☐ The martyred Christians were misguided, and rather foolish.
4. ☐ It was quite right that they should have been thus punished for refusal to obey the emperor.
IV. For many years there has been a custom in Japan for sick men to go to a certain idol to be cured. If they had a headache, they rubbed the idol's head. If they had a pain in the side they rubbed the side of the idol. Many cures have been reported from this shrine.

1. □ This was a commendable custom.
2. □ It did no particular harm, and no particular good.
3. □ This inspires a miraculous notion about healing which is probably foolish, and possibly harmful.
4. □ Such cures can be explained in purely psychological terms.

V. An old Babylonian tradition tells how the gods were jealous lest men become immortal, and so decided to kill off all men from the earth. One god named Ea slipped out of the council and warned his friend, a man named Utnapishtim. This man built a ship and saved his family and a pair of each kind of animal from death in the flood which the gods sent. After six days the storm ceased and Utnapishtim offered sacrifice to the gods who had themselves been terrified by the storm. The grateful gods gathered to smell the familiar sweet odor, like flies above the sacrifice.

1. □ This story is a fairly true picture of the way the gods do live.
2. □ The story may or may not be true.
3. □ The story is obviously not a true historical record.
4. □ Men would not today worship gods so weak in character as were these.

VI. During the latter part of the Great War and the years immediately following, officials of the United States government, suspecting certain organizations of being disloyal, broke into the headquarters of radical groups without legal warrant. Searching the premises they found publications of questionable character and confiscated them, and collected evidence enough to convict some of the ring-leaders.

1. □ Such action was quite right, where radicals were suspected of opposing the Constitution.
2. □ The matter is indifferent, not to be called either right or wrong.
3. □ Such action on the part of the government officials was wrong, or at least unwise.

VII. In spite of the objections which Secretary Hughes has raised to the immediate recognition of Soviet Russia, large groups within the country are insisting that the Soviet with its six years of stability is worthy of recognition, if not of full approval.

1. □ They are right in feeling that we ought to recognize this government.
2. □ It makes very little difference one way or the other.
3. □ This government is quite right and consistent in not recognizing a government which is in the condition of the Soviet at present.
4. □ If the Russian peasants and other Russian people really want this government, it should be recognized.

VIII. For a number of years the Socialists in a certain city have elected a strong city ticket because, in a large measure, of the efforts of a large group of men who arose early every Sunday morning, winter and summer, and put Socialist literature in the Sunday paper on the porch of every householder in the city.

1. □ They were both right and clever in so doing.
2. □ It makes no difference whether such campaigns are carried on or not.
3. □ Such propaganda methods are to be condemned.

IX. At a great student convention, recently, hundreds of Christian students pledged themselves, in loyalty to the teaching of Jesus, never again to take part directly or indirectly in another war. They would go to prison or death rather than to war, even if the government of the United States should call upon them to fight for their country.

1. □ The students are bravely standing out for their ideals.
2. □ The action of these students is very ordinary and commonplace.
3. □ They are misguided, and would be foolish to take such a position of disloyalty to their government.
4. □ Such a position is not merely foolish, it is disloyal, wrong, and to be strongly condemned.
X. At Lourdes, in France, is a famous shrine, erected to the blessed Virgin Mary. People with all sorts of ailments come there to kiss a sacred rock at the feet of the statue of the Virgin, and to pray for healing in front of the Grotto. Great rows of crutches hang in front of the shrine, left there by people who have been cured.

1. □ The Catholic Christians are wise and right in seeking healing in this manner.
2. □ The custom does neither good nor harm.
3. □ To deal with disease in this way is either foolish or harmful, or both.
4. □ If people believe they are going to be healed, almost any kind of faith-inspiring object will cure certain sorts of ailments.

XI. During and shortly after the war, raids conducted by the Department of Justice, A. Mitchell Palmer and others resulted in putting some "red radicals" in prison without full and fair trial. A New York newspaper editorial recently recommended that the government courts now award damages to these men.

1. □ The courts should do so.
2. □ It makes no difference whether they do or not.
3. □ Such a suggestion must have been made by a socialistic or unpatriotic paper.
4. □ For courts to do so would be unwise, and perhaps even encourage disloyalty.

XII. A group of detectives were hired to investigate the activities of a great business corporation suspected of using some underhand methods. Without any legal warrant, some detectives and some dissatisfied workmen of the company broke into the office, found the books, and proved that the corporation had been dishonest.

1. □ Since they got the evidence, what they did was all right.
2. □ The matter is indifferent.
3. □ To get evidence in such a manner was wrong, or at least not very wise.

XIII. A certain Bible story from the Old Testament tells how Jehovah was sorry he had made men and made up his mind to kill off every living thing. One man, Noah, he decided to save, and to him Jehovah gave definite instructions for building a boat about 400 feet long, in which the man, his family, and two of every sort of bird and beast could ride safely through the flood which lasted half a year. After the waters subsided Noah offered animals in sacrifice, and Jehovah, smelling the sweet savour, promised never to do such a thing again.

1. □ This reveals in fair manner one aspect of God's character.
2. □ The story may, or not, may be true.
3. □ The story is quite evidently not a record of fact.
4. □ A God who would kill men off in that fashion is too cruel for men to worship to-day.

XIV. A church in a western city publishes a news-letter each week, proclaiming its message and advertising its services. The letter is taken to the door of every home in the community by the boys of the church.

1. □ The church has an excellent plan for advertising.
2. □ It makes no difference whether churches follow such policies or do not.
3. □ The church should not seek to get the attention of people and to influence them in such a manner.

XV. In many cities of the West there has been a healing evangelist. She conducts great meetings, and wins crowds to accept her presentation of the saving Christ. Then if there are those who are ill but have faith to believe Jesus will heal them, she comes to them, dressed in white, and anoints them with oil from a silver goblet. She touches them and announces that they are cured. Hundreds of people declare that pains disappeared, others have their sight restored, and some of the lame walk.

1. □ She is rendering a wise and valuable service to needy humanity.
2. □ Her practice will do neither good nor harm.
3. □ She is really using psychological devices for healing.
4. □ The healing part of her work is not wise and is likely to be harmful.
FORM E
ARGUMENTS TEST

DIRECTIONS: In deciding important questions it is necessary to distinguish between strong, important arguments and weak, unimportant ones. In the following pages you will find some arguments which might be advanced in certain religious and economic issues.

Read each, and then decide whether you would call it strong or weak. If you feel that it is a strong, important argument, well worth considering, draw a line under the word Strong. It makes no difference whether it is on the side of the question with which you agree or not. Wherever the argument is weak, and unimportant, draw a line under the word Weak.

Be sure you mark every argument as comparatively Strong or comparatively Weak.

EXAMPLE:

Question: Is it desirable for a young man to go to college?

Strong
 Strong
 Strong
 Strong
 Strong
 Weak

Strong
 Strong
 Weak
 Weak
 Weak
 Weak

College will increase his earning power to more than enough to compensate for the years he misses out of the business world.

If he goes to college he can learn the school yells.

Some college men are stuck-up

There are many vocations which are better prepared for in other ways than by the more or less artificial life of the modern college.

Question I. Is Socialism desirable in the United States to-day?

1. Strong
 Strong
 Weak

It would give to all the people control of the natural resources now in the hands of a few.

2. Strong
 Weak

It would give over a great deal of control to men who are not refined or cultured, sometimes not respectable, and hence would be undesirable.

3. Strong
 Weak

Government enterprise has not proved as efficient in many ways as has private business.

4. Strong
 Weak

Socialism is desirable because it would take away money from those who have a great deal and would divide it up among the rest of the people.

5. Strong
 Weak

Socialists are undesirable radicals and extremists.

6. Strong
 Weak

The old parties have become so corrupt that the country should turn to Socialism.

Question II. Is the Roman Catholic Church a desirable institution in this country?

1. Strong
 Weak

It indoctrinates, rather than educates people to think for themselves as is essential in a democracy.

2. Strong
 Weak

Its center of government is in a foreign country.

3. Strong
 Weak

All of the recognized saints were Roman Catholics.

4. Strong
 Weak

It appeals to, and gives spiritual help to, great masses of people.

5. Strong
 Weak

Its use of images is very much like idolatry.

6. Strong
 Weak

Its priests do not marry, and hence are more spiritual.
Question III. Is it probable that Jesus was Virgin born, having no human father?

It is so stated in the Apostle's Creed.

The Virgin birth was well established in the traditions of the church even as early as 90 A.D.

Two records of Christ's life, one of them the first to be written, contain no reference at all to the Virgin birth, while a third mentions it only in one verse which seems to be a little out of harmony with the rest of the story.

It might easily be believed that there were unusual features about the birth of one who in all his life showed himself so much more God-like than were his fellow men.

It would seem probable that this is a story which grew up later, inasmuch as Virgin birth has been claimed for the founders of many religions and for many other great men (e.g., Plato, Augustus, Fo Hi, Buddha, Zoroaster).

Even his countrymen did not think so, for some of them are reported to have said, "Is not this the carpenter's son?"

Question IV. Should the United States officially recognize the Soviet?

Yes, for as George Washington said, "No nation has a right to intermeddle in the internal concerns of another, and every nation has a right to form and adopt whatever government they themselves like best to live under."

It should be recognized because only the workers are given a voice in its control.

Some supporters of the Soviet are seeking to stir up revolution against the existing order, in the workers of other countries of the world.

The United States has repeatedly, before, resumed or continued diplomatic relations with governments which were less popular with their people, and which gave less promise of stable and orderly government.

Its economic theories will not work.

In the judgment of the State Department the Soviet does not show willingness and capacity to fill its international obligations.

Question V. Should young people to-day participate in social dancing?

Many young people enjoy dancing.

John Wesley and other great church leaders have opposed dancing.

It often leads to undesirable excesses.

Dancing is one of the commonest, best recognized forms of recreation, bringing young men and women together, so that one who does not dance is shut out from many fellowships.

Dancing is a graceful form of self-expression in rhythm, and to music.

Dancing is likely to be accompanied by jazz instead of by more worthwhile forms of music.
Question VI. Does prayer to God bring to an individual benefits which he could not get by any form of self-communion, or by individual effort?

1. Strong Weak Prayers for the recovery of an ill person, for whom doctors had given up hope, have in some cases been followed by the recovery of the person.

2. Strong Weak As far as study has been made, both fortune and misfortune seem to come to prayers and non-prayers alike.

3. Strong Weak Many people find in prayer a strength which they can never find in self-communion.

4. Strong Weak Just as a wise and loving father can do things without violating laws, but which a child cannot understand, so an infinitely wise and loving God might be expected to work out the answers to prayers in ways which we cannot understand.

5. Strong Weak Self-communion is as useless as trying to lift oneself by one's bootstraps.

6. Strong Weak Even if there be a God in the Universe, He would not trouble with detailed individual prayers.

Question VII. Should a stringent Child Labor Amendment, such as would affect all children under 18 who are now working in the United States, be enacted by the United States?

1. Strong Weak It is better to let the children work, because some mothers and fathers need their children's wages to support the family decently.

2. Strong Weak The law would interfere with certain kinds of light work (e.g., on farms, helping in some stores, etc.) which are really beneficial to children.

3. Strong Weak The law is needed because as long as children are permitted to work, many employers will not pay to the heads of families a living wage for the whole family.

4. Strong Weak Present conditions of child labor are injuring the physical and mental development of over a million children in the United States.

5. Strong Weak Such a law is needed to prevent men from making too large profits through hiring children at low wages.

6. Strong Weak Employers would feel it unfair to restrict their right to hire any helpers they can get.

Question VIII. Is Buddhism a desirable and important contributor to the spiritual life of the world?

1. Strong Weak Its founder is said to have performed many miracles.

2. Strong Weak Millions of people have found in it inspiration to a richer and more satisfactory life.

3. Strong Weak It does not demand social changes to help make the world better, and so is inferior.

4. Strong Weak It is foolish, since it teaches the existence of eighteen hells.

5. Strong Weak Many Buddhists carry on missionary work for their religion.

6. Strong Weak Its goal is freedom from all desire, which means really the extinction of personality.

Question IX. Should the conditions for granting divorce be made easier?

1. Strong Weak Many people marry foolishly, and some easy way out of their bad situation should be left open.

2. Strong Weak Many churches forbid divorce except on most extreme grounds; so more stringent laws are needed in most states.

3. Strong Weak Further laxity would aggravate the condition now apparent in some sections of society in which marriage is little more than temporary license, and real home-making with its unselfish social adjustments is not attempted.
[Question IX Continued]

4. Strong Weak Difficult divorce leads to great increase in secret immorality, with conflicts and repressions which are unwholesome.

Strong Weak Unless divorces are readily obtainable, many children will have to grow up in quarrelsome, loveless homes.

6. Strong Weak If the divorce situation were made more stringent, people would not enter hasty, foolish marriages, but marriage would be more thoughtfully considered.

Question X. Is the Ku Klux Klan a desirable organization within the United States at the present day?

1. Strong Weak It stands for Protestantism, upon which the United States was founded.

2. Strong Weak It attempts sincerely to deal with grave national problems in the only way that to many seems practicable.

3. Strong Weak It is dangerous, for it involves much ritual, binding oaths, and fantastic nomenclature.

4. Strong Weak It has sanctioned the perpetuation of deeds of terrorizing and lawlessness.

5. Strong Weak Many of its local organizations have quietly, and lawfully, "cleaned up" communities once sheltering bootlegging, vice, etc.

6. Strong Weak It increases race and religious prejudices in this country.

Question XI. Is "profit sharing" desirable in most of the industries of the United States to-day?

1. Strong Weak It is, for in many industries the workers are not getting at the present time a living wage.

2. Strong Weak The system is unfair, requiring workmen to risk gains or losses, for which they are not responsible.

3. Strong Weak Profit sharing is a paternalistic scheme in which the employer tends to "hand out" benefits to his men, rather than an arrangement of justice.

4. Strong Weak It is just to let workingmen share more largely in the profits of their labor.

5. Strong Weak It is an unfair scheme, depriving the investor of the profits he should have from wise investment of his money.

6. Strong Weak It is desirable because, by keeping the workers contented, it will decrease the danger of radicalism.

Question XII. Do people live a conscious, personal life after death?

1. Strong Weak A God who is primarily Artist and Father would not willingly let His Masterpiece and Child perish.

2. Strong Weak There are many indications that the mental and spiritual life of man is so closely bound up with the physical body, especially the brain and nervous system, that when these decay, as they do, psychic life must stop.

3. Strong Weak Many things are so unfair in this life that a just God would surely provide some future life to give many a better chance.

4. Strong Weak The notions of going to a future heaven, or hell, are too absurd for intelligent people to believe.

5. Strong Weak As personality has been built up out of many influences from many persons, so it is reasonable to think of it living on only in the sense of its influences upon many other lives.

6. Strong Weak Some careful scientific researches reveal phenomena which are best explained as due to the present activities of those who have died.
FORM F

GENERALIZATION TEST

DIRECTIONS: In a democracy it is always important to know what the people are thinking, and how generally they believe certain statements to be true.

In the following pages you will find some statements commonly made, but in front of each a word is omitted. Before each line there are five words, any of which might fit in the blank. Draw a circle around the one which best expresses your own conviction. Be sure you do not omit any statements.

EXAMPLE:

All Most Many Few No — men are mortal.

1. All Most Many Few No — ministers of churches lead rather lazy lives.
2. All Most Many Few No — men of prominence in business to-day worked their way up from humble beginnings without money or influential friends to help them.
3. All Most Many Few No — wars have been caused by the desire to exploit the resources (human or material) of some other nations.
4. All Most Many Few No — Socialists are anxious to take away the money from the rich so they can have more for themselves.
5. All Most Many Few No — church members have private booze-stocks in their cellars.
6. All Most Many Few No — Communists are men of high ideals.
7. All Most Many Few No — poor men win important lawsuits against great corporations.
8. All Most Many Few No — American colleges are controlled in their teaching policies on certain issues by the money interests which support the college.
9. All Most Many Few No — local organizations of the Ku Klux Klan are rendering worth-while service to their communities.
10. All Most Many Few No — I. W. W.'s are persons whom respectable men and women would care to have in their homes.
11. All Most Many Few No — Sunday School teachers are doing more harm than good.
12. All Most Many Few No — peasants in Russia are better satisfied with the Soviet regime than they were with the Czar's rule.
13. All Most Many Few No — laws which would markedly increase the taxes of every property-holder should be passed.
14. All Most Many Few No — Christians should go to church at least once on every Sunday on which they are physically able to do so.
15. All Most Many Few No — adults are better capable to decide what is best for a youth of 16 to do than the youth is.
16. All Most Many Few No — so-called miracles in the Bible happened substantially as recorded.
17. All Most Many Few No — strikes have been due to the laziness or the greed of the workingmen or their leaders.
18. All Most Many Few No — soldiers have had their lives saved by carrying small Bibles in their breast pockets.
19. All Most Many Few No — ills of the body can be cured by prayer.
20. All  Most  Many  Few  No — Jews would take advantage of a man in a business deal, if they had an opportunity to do so.

21. All  Most  Many  Few  No — mothers of illegitimate children should be made to feel society's disapproval.

22. All  Most  Many  Few  No — directors of great corporations are concerned almost wholly with the amount of profit they can get for themselves.

23. All  Most  Many  Few  No — Mohammedans have led nobler lives than the average Christian leads.

24. All  Most  Many  Few  No — people who do not have enough intelligence to finish eight grades in public school should be sterilized, or otherwise prevented from having children.

25. All  Most  Many  Few  No — Christian churches are more interested in the hereafter than in this present world.

26. All  Most  Many  Few  No — missionaries to heathen lands do more harm than good.

27. All  Most  Many  Few  No — girls who are "easy to pet" are respected by the fellows who go with them.

28. All  Most  Many  Few  No — wars which the United States has fought have done more harm than good.

29. All  Most  Many  Few  No — Roman Catholics are superstitious.

30. All  Most  Many  Few  No — people to-day live better lives than did Samuel or David.

31. All  Most  Many  Few  No — ministers' children are as well behaved as are the average children of the town.

32. All  Most  Many  Few  No — religious beliefs are unscientific.
FORM G
PERSONAL DATA SHEET

Sex... Age... Occupation (Present or proposed)

Indicate your approximate wealth, including what you may reasonably expect to inherit:

$0-$500

$500-$5,000

$5,000-$50,000

Over $50,000

Indicate your most advanced school experience:

Grade School (No. of grades)

High School (No. of years)

College (No. of years)

Graduate Work (No. of years)

About how many years have you spent in a Sunday School or other religious educational agency?

What is your religious affiliation?

For the candidate of what political party have you most commonly voted?

During your years at home what was the principal occupation of your father, or the main wage-earner of your family?

How many years of your life have been spent in a rural community, or town of 5,000 or under?

How many years of your life have been spent in a city of 100,000 population or larger?

NOTE: If you wish the general results reported to you, write your name and address below. If you prefer this to be anonymous, place any four initials on the line below. Then you will be able to identify your own paper but no one else can possibly trace it.
American Historical Association
Commission on the Investigation of the Social Studies in the Schools

TEST OF CONCEPTS IN THE SOCIAL STUDIES

BY

MARY G. KELTY

AND

NELLE E. MOORE

FORM A

Name................................................................. Age at last birthday ...........................................

School grade.............................................................. School..............................................................

(Directions to teacher giving the test: The working time to be allowed on this test is 20 minutes. This test is not a speed test and the working time here allowed is generous for ordinary school grades. Two minutes more may be allowed if 90 per cent have not finished at the end of 20 minutes.)

DIRECTIONS: In each of the following paragraphs the first line is completed in five different ways, only one of which is correct. Choose the correct way of completing each sentence and place a check (☑) in front of it.

SAMPLE: A wreck is

☐ a house that is being built

☒ a ship that has been destroyed by accident

☐ a wooden frame to hang things on

☐ a group of men who fix broken automobiles

☐ a large number of playthings

Copyright, 1931, by Charles Scribner's Sons, New York City
1. A princess is
   - a woman who holds a high office
   - something that belongs to a prince
   - a beautiful rich girl
   - a king’s daughter
   - a girl who lives in the king's court

6. Occupation means
   - that it is not empty
   - a companion
   - a business that is good for the community
   - to take up room
   - the business at which one works

2. A century is
   - the last day of the world
   - a period of a thousand years
   - a long time ago
   - a period of a hundred years
   - a part of a square

7. The Middle Ages were
   - castles
   - the period between ancient and modern times
   - when people lived in a very queer way
   - European countries
   - people in the best years of their life

3. A highway is
   - a road well known
   - a main road
   - a place where the road is high
   - a big road
   - a road over high mountains

8. Hard times is a name given
   - to the state of things when business is poor
   - to lack of progress
   - to times when prices are high
   - to the difficulty of completing a task
   - to the state of affairs when people save

3. A highway is
   - a road well known
   - a main road
   - a place where the road is high
   - a big road
   - a road over high mountains

4. Waterpower means
   - a large body of water
   - falls and dams
   - the force of water used to move machinery
   - machinery
   - a stream which has electricity in it

9. Savings are
   - something of which you have more than one
   - the amount of money earned
   - something you don’t want to waste
   - sums laid up or kept
   - things like planting gardens and mending clothing

5. A treaty is
   - an agreement between two countries
   - a nice thing
   - to keep your promise
   - men who represent their country
   - the way one person behaves toward another

10. A kingdom is
    - a country which a king or queen rules
    - a big house in which a king lives
    - a country which belongs to one man
    - a palace
    - the power a king has
11. A craft is
- a kind of food
- getting money by dishonest means
- a fox
- using your head
- an occupation that requires skillful hands

12. A committee is a
- number of persons selected to do a certain task
- lot of people who get together and talk
- team
- group of people paid to carry on a certain business
- some boys and girls in a club

13. The mayor is
- a man who lives in a city
- the chief officer of a city
- somebody like the president
- an officer in the army
- the governor

14. A license is
- permission given by an authority to do certain acts
- money paid for taxes
- part of a machine
- a very large number
- any paper granted by the government

15. A store means
- a supply of goods of great value
- a place where food is produced
- a hidden supply of goods
- a place where supplies are kept
- a place where supplies are manufactured

16. War is
- any fight between two people
- a contest by force between nations or countries
- wearing uniforms
- a battle in which only two armies or navies take part
- being patriotic for one's country

17. An offender is
- a lawyer
- one who breaks any law or rule
- any one we do not like
- something that hurts us
- some one who has won a thing and wants to keep it

18. A guardian is
- one who is charged with the care of another person
- a protector or bodyguard of a government official
- any one who takes care of children
- one's parents
- a soldier who does duty as a watchman

19. "Great powers" are
- stories about wars
- very large armies
- trust companies
- governments that possess great influence in world affairs
- the oldest countries in the world
20. A plea is
- a request in order to obtain some desired action
- anything you want
- a scream of fear
- a favor granted to a friend
- a case tried in a court room

21. Patriotism means
- love of, and devotion to, one's country
- to tell how much you love your country
- to fight in the army or navy
- to die for the flag
- to do a great deed

22. The kaiser was
- any bad ruler
- a man that frequently counts his gold and silver coins
- the title used by the emperors of Germany
- a merchant of the desert
- the ruler of Russia

23. A rebel is
- a person who revolts against his government
- a British soldier
- one who is against you
- a person who fights in an army
- a spy

24. To prohibit means
- to go outside the city
- to display goods
- to interfere with other people's business
- to break a law
- to forbid by law

25. Federal refers
- to the government of the United States as a whole
- to a political party advocating the extension of states' rights
- to people who hold office
- to an army
- to wars between the states

26. A reformer is
- one who tries to change people's religion
- any person who tries to make others do as he wants them to
- one who works to bring about changes for the better
- one who does differently than those around him
- one who tells what he has succeeded in finding out

27. The toga was
- a kind of sled
- a token of some kind
- a kind of hat worn by the people of India
- an animal
- a long loose garment worn by the Romans

28. A sermon is
- church music
- the man who gives a public talk upon a matter connected with religion
- a public talk for the purpose of teaching religion
- a meeting in a church
- a scolding from one's parents
29. A massacre is
□ a battle between armies
□ a raid which takes the enemy by surprise
□ wholesale murder of persons who can not resist
□ a small war
□ killing enemies in warfare

30. Homage means
□ land in the Middle Ages
□ what you owe
□ respect shown through actions
□ things at home
□ killing a man by accident

31. To vanquish means
□ to overcome an enemy
□ to be beaten
□ to disappear from sight
□ great conceit
□ to be very hungry

32. A siege is
□ an attempt to force a fortified place to surrender
□ anything that lasts a long time
□ taking something by grabbing it
□ a sudden seizing of a fortified place
□ a sort of war between two parties

33. Graft means
□ something used in making drawings of buildings or machines
□ telling things that are not true
□ using underhand and dishonest means to get wealth or position
□ to hold with the hand
□ belonging to a political party

34. Station means
□ the place where a nobleman lives
□ a place intended for rest
□ any building along a railroad line
□ rank or standing in society
□ writing paper

35. Unanimous means
□ generous or unselfish
□ the majority vote
□ having the agreement of all
□ the people who vote the same way
□ almost everybody
American Historical Association
Commission on the Investigation of the Social Studies in the Schools

TEST OF CONCEPTS IN THE SOCIAL STUDIES

BY

MARY G. KELTY

AND

NELLE E. MOORE

FORM B

Name........................................................................................................ Age at last birthday.................................................................

School grade.......................................................................................... School...........................................................................

(Directions to teacher giving the test: The working time to be allowed on this test is 20 minutes. This test is not a speed test and the working time here allowed is generous for ordinary school grades. Two minutes more may be allowed if 90 per cent have not finished at the end of 20 minutes.)

DIRECTIONS: In each of the following paragraphs the first line is completed in five different ways, only one of which is correct. Choose the correct way of completing each sentence and place a check (√) in front of it.

SAMPLE: A wreck is

☐ a house that is being built

☑ a ship that has been destroyed by accident

☐ a wooden frame to hang things on

☐ a group of men who fix broken automobiles

☐ a large number of playthings

Copyright, 1934, by Charles Scribner's Sons, New York
1. A king is
- a man who can do whatever he pleases
- a man who owns a country
- a man who leads an army
- a man who rules over a nation or country
- the man you have to obey

2. A village is
- a group of houses larger than a town or city
- a place where you buy something
- a place near a large city
- a place where people live
- a smaller place than a town or city

3. A trade route is
- what traders use to exchange with
- any road over which people travel when passing from one country through another to a third country
- a highway over which automobiles drive
- a railroad which crosses the country
- the path over which goods are carried for the purpose of exchange

4. To conquer means
- to look for something new
- to gain possession of something by paying money
- to steal from some one
- to gain possession or mastery of something by force
- that people take what belongs to others

5. Election means
- building something of great size
- the day you vote
- the paper on which you write your choice
- choosing some one you like
- the act of choosing a person by vote

6. A duke is
- a nobleman of high rank
- a man highly honored
- a bird that swims
- a leader
- a class of people

7. Education means
- that you passed the final examination given by the school
- getting some place
- the process of training or schooling, as a whole
- finishing the high school
- the school that you attend

8. Private property is
- that which belongs to an individual for his personal use
- something that you got by fair means
- goods which the world does not know that an owner possesses
- property that belongs to the city
- something that does not belong to a company
9. Thrift is
- at great speed or fast
- care and economy in spending and saving
- to do what is right
- a bird that makes long flights
- not spending any money

10. The law means
- an officer
- obeying what you are told to do
- a rule made by the governing power
- you did something wrong
- something which you must not do

11. A loom is
- a water bird
- a person who weaves
- a frame for weaving threads together
- a spinning wheel
- something to make thread on

12. Re-election means
- choosing the same person for the same office a second time
- to elect new officers for some legislative governmental positions
- voting every second year
- voting for a second or third time
- to ask an officer to serve again

13. Rank means
- very rich
- being unkind to others
- position in life
- a noble
- ice used for skating

14. Prosperity means
- successful progress or good fortune
- a person who has money
- that people spend all their money
- not enough money
- to help the poor

15. The terms of a treaty are
- the length of the treaty
- the matters agreed upon in the treaty
- each half of the treaty
- how long it took to make the treaty
- the places where the names are signed

16. To worship is
- to go to whatever church you choose
- to pray to an image
- to reverence, usually by religious acts
- to be afraid
- to sail an old ship

17. A volunteer is
- one who does work alone
- one who offers himself, of his own free will, for army service
- a project
- one who does willingly whatever he is asked to do
- one who lives up to a promise

18. Reunion means
- to unite again after being separated
- leaving a union
- coming home
- forming a new group
- a party of some kind, or a club
19. A monastery is
☐ a prison
☐ a religious man
☐ any building with a wall around it
☐ a place where monks live
☐ a great cathedral

20. Evidence is
☐ a thing to tell in court
☐ the body of facts on which proof is based
☐ a fact against anybody
☐ information
☐ a statement everybody understands

21. A proprietor is
☐ a man who composes pieces
☐ a traveler
☐ a person who always does the proper thing
☐ a politician
☐ a person who owns a thing

22. A copyright is
☐ the right to put on one's own paper what he has seen on some one else's
☐ a story that has been copied correctly
☐ the owner of anything
☐ writing a thing for the second time
☐ the right given only to an author, to have his work printed

23. A customer is
☐ one who buys from a tradesman
☐ one who buys groceries
☐ one who sells goods in a store
☐ any one who comes into a store
☐ a man or person or some stranger

24. An employer is
☐ any one who works for another for a regular monthly wage
☐ a business man
☐ any one who has other people work for him for pay
☐ any one out of work
☐ anybody who works

25. Equality means
☐ that all people have the same worth or standing
☐ what an object is worth
☐ that things are the same size
☐ that a thief is as good as an honest citizen
☐ a great deal of a thing

26. A citizen is
☐ a member of a nation
☐ any person who obeys the laws
☐ a person who lives in a city a long time
☐ a person who is trusted
☐ only a person who was born within the country spoken of

27. A mob is
☐ many things bunched together
☐ one who feels superior to other people
☐ any large group of people
☐ people who crowd around a speaker
☐ a disorderly or lawless crowd
28. A native is
- any person who lives in the country about which we are speaking
- a black person
- a person born in the country about which we are speaking
- a wild person, not civilized
- a cannibal

29. Barter means
- to kill animals for food
- a barrier
- a person who hits a ball
- to trade or exchange one article for another
- to make a bargain concerning the sale of a domestic animal

30. Sanitation means
- a place where conditions are hygienic
- keeping your clothes neat
- being sane in your mind
- the use of measures for promoting public health
- a clean city

31. A written constitution is
- what the judge declares the laws to be
- the fundamental law of a civil state recorded in writing
- a set of directions
- a paper used in politics
- the whole body of law which Americans must obey

32. A ward is
- some one who takes care of another
- a long-continued battle
- any person under 21 years of age
- an office held by a man in a city
- a district in a city

33. Principal means
- anything that is right
- a great sum of money
- an amount of money, used to earn more money
- all of the money a man spends upon his home
- money in a bank

34. Impeachment means
- a letter that goes through the mail
- bringing to trial a high officer of the government
- challenging to a duel
- a fraud perpetrated upon an officer of the federal government
- finding that an officer is guilty

35. Maximum means
- the smallest possible quantity or degree
- the average of anything
- the greatest possible quantity or degree
- more than enough of anything
- an estimate of something
Survey of Public Opinion on Social, Religious and Economic Issues

The Watson Test

Cross Out Test

Directions: Read through the words listed below. Consider each one only. If it suggests more that is disagreeable than that is agreeable cross it out. You may cross out many or few words. Work as rapidly as you can but be sure you cross out every word which is more annoying than appealing, more catatrophizing than appealing, more distasteful than attractive.

Alcoholic
Sunday Law
Fundamentalist
Big Interests
Capitalist
Labor Union
Minimum Wage Law
Socialist
Wall Street
Landlord

11. Revolution
12. Profit
13. Radical
14. Child Labor
15. Trusts
16. Social Service
17. I. W. W.
18. Military Preparedness
19. Prohibition

Form B

Degree of Truth Test

Directions: No one knows just what the American people are thinking. There is need to find out just what convictions are most firmly held on some disputed issues.

Indicate your opinion about each of the statements on the following pages by drawing a circle around the one of the numbers in the margin which expresses your judgment. The meaning of each number is as follows:

Mark.

2 1 0 1 2
1 0 1 2
1 2
1 0 1 2
1 0 1 2

If you feel the statement is utterly and unqualifiedly true so that no one who had a fairly good understanding of the subject could sincerely and honestly believe it false.

If you feel that it is probably true or true in a large degree. If you feel that it is quite undecided or open question or one upon which you are not sure to express an opinion. If you feel that it is probably false or false in large degree. If you feel the statement is utterly and unqualifiedly false so that no one who had a fairly good understanding of the subject could sincerely and honestly believe it true.

Mark rapidly but do not fail to circle one figure in each line.
1. -2 -1 C -1 -2 To have experienced business men, who have made a
financial success in private enterprise, hold the public offices of the country would be better than the present personnel.

2. -2 -1 O -1 -2 Foreigners who work in our mines or factories should be paid on the basis of the same standard of living which we would set for American homes.

3. +2 -1 O -1 -3 With human nature as it is, it would be impossible to get the work of the world done for motives other than the profit motive.

4. +2 -1 O -1 -2 Unless industrial and economic conditions in the United States are remedied by sweeping changes in the present capitalistic system, we shall have a class revolution.

5. +2 -1 O -1 -2 Our government is controlled by great financial interests.

6. +2 -1 O -1 -2 If all the money of the country were divided equally among the people, within five years most of the wealth would be controlled by a few, while the masses would be poor.

7. +2 -1 O -1 -2 Destruction of life and property during labor struggles is due largely to the influence of dangerous radicals, often foreigners.

8. +1 -1 O -1 -3 Profit sharing is a desirable method of improving industrial conditions today in a great majority of the corporations of the United States.

9. +2 -1 O -1 -2 All industries of the United States should be controlled by the men who work in them.

10. +2 -1 O -1 -2 Poor men cannot get justice in the courts today.

11. +2 -1 O -1 -2 Freedom of speech upon economic questions, even to the extent of advocating violence, should be permitted, provided it goes no further than speech.

12. -1 1 O -1 -3 Government ownership of the railroads, if given a fair trial, would prove to be better than the present system.

13. +2 -1 O -1 -2 One of the important duties of society is to see that justly convicted criminals suffer some punishment for their wrong doing.

14. +2 -1 O -1 -3 The American laboring man ought to be the most contented in the world.

15. +2 -1 O -1 -2 A public school teacher ought not to express his opinions on religious issues.

16. +2 -1 O -1 -2 Destruction of life and property during labor struggles is due largely to gunmen hired by employers.

17. +2 -1 O -1 -2 The government of the United States should provide, at cost, insurance against accident, sickness, unemployment, and old age.

18. +2 -1 O -1 -2 Labor should be represented on the board of directors of all industrial corporations in this country.

19. +2 -1 O -1 -2 The chief reason for the refusal of the United States government to recognize the trade unions is a fear of declining the success of the economic system so obvious to our financiers.

20. +2 -1 O -1 -2 Prohibition, in the experience of the United States, has been a failure.
Form C

Inference Test

Directions: Here facts may mean different things to different people. It is often important to know just what people think certain facts mean. In the following pages you will find several statements of fact and, after each, some conclusions which some people would draw from them.

Put a check in front of each conclusion that you believe is fairly based upon the fact as given here. Do not assume anything else than the evidence as given in the statement here, with all its terms understood. You are not to consider whether the conclusions are right or true in themselves, but only whether they are rightly inferred from the facts given in the statement. You may check as many as you believe to be perfectly sure and certain. Do not check any merely probable inferences.

Example: 6500 students recently attended a conference in which the questions of race relations and of possible attitudes toward war were discussed, these being the problems the students felt to be most vital to-day.

☐ The students were all pacifists.
☐ The students were all militarists.
☐ The students came from all sections of the country.
☐ Some students are interested in the treatment of negroes and Japanese in this country.
☐ Some students felt war was wrong.
☐ The question of attitudes toward war is considered by many students to be important enough to be discussed.

1. Statistics show that, in the United States, of 100 men starting out at an age of 25, at the end of 40 years one will be wealthy and 54 will be dependent upon relatives or charity for support.
2. A young Christian was driven out of his job by his Socialist fellow-workers in a factory at Frankfort a. M., Germany, because he refused to give up his allegiance, to the Christian faith. The young man, trying to find another job, broke down in health, and finally died with the "flu".
3. Rents in New York City are almost 100 per cent higher than they were before the war, while average living costs are only about 50 per cent higher.
4. In the United States 3 per cent of the people own 60 per cent of the wealth.
5. In the midst of a disastrous coal strike, after the militia had murdered striking miners, a well-known author spoke at a mass meeting held in the state capitol and attended by 2000 people. Although reporters were present, not a word about the meeting, or the speech which condemned the mine-owners, was printed in any newspaper.
Form E

Arguments Test

Directions: In deciding important questions it is necessary to distinguish between strong, important arguments and weak, unimportant ones. In the following pages you will find some arguments which might be advanced in certain religious and economic issues.

Read each, and then decide whether you would call it strong or weak. If you feel that it is a strong, important argument, well worth considering, draw a line under the word Strong. It makes no difference whether it is on the side of the question with which you agree or not. Wherever the argument is weak, and unimportant, draw a line under the word Weak.

Be sure you mark every argument as comparatively Strong or comparatively Weak.

Example:

Question: Is it desirable for a young man to go to college?

Strong: College will increase his earning power to more than enough to compensate for the years he misses out of the business world.

Weak: If he goes to college he can learn the school yells

Strong: Some college men are stuck-up

Weak: There are many vocations which are better prepared in other ways than the more or less artificial "of the modern college.

Question 1. Is Socialism desirable in the United States to-day?
2. Should the United States officially recognize the Soviet?
3. Should a stringent Child Labor Amendment, such as would affect all children under 18 who are now working in the United States, be enacted by the United States?
4. Is "profit sharing" desirable in most of the industries of the United States to-day?

Generalization Test

Directions: In a democracy it is always important to know what the people are thinking, and how generally they believe certain statements to be true.

In the following pages you will find some statements commonly made, but in front of each a word is omitted. Before each line there are five words, any of which might fit in the blank. Draw a circle around the one which best expresses your own conviction. Be sure you do not omit any statements.

Example:

All Most Many Few No - men are mortal.

1. All Most Many Few No- men of prominence in business to-day
Toyed with their way up from humble beginnings without money or influence to help them.

---

Most Many Few
No—men have been caused by the desire to exploit the resources (mines or
materiel) of some other nations.

Most Many Few
No—socialists are anxious to take away the money from the rich so they can buy
more for themselves.

Most Many Few
No—Communists are men of high ideals

Most Many Few
No—poor men win important lawsuits
against great corporations.

Most Many Few
No—American colleges are controlled by
their teaching policies on certain issues
by the money interests which support
the college.

Most Many Few
No—L. & H.'s are persons whom respect
men and women could come to have
homes.

Most Many Few
No—representatives in Russia are better satisfied with the Soviet regime than they
were with the Czar's rule.

Most Many Few
No—the work of the workingman or their
leaders.

Most Many Few
No—strikes have been due to the laziness
of the workingman or their leaders.

Most Many Few
No—directors of great corporations are
conceived aside wholly with the desire
of profit they can get for themselves.

Most Many Few
No—of which the United States has never
done more harm than good.

---

Academic (framed or proposed)

---

If you have ever had school experience:

In the last year or two what was the principal occupation of your
father or the main wage-earner of your family?

In what part of your life have been spent in mental capacity—12
or under

O

Results of your life have been due to fate of an

---
A SOCIAL STUDY
By MANLY H. HARPER, PH.D.

DIRECTIONS

A. FILLING THE BLANKS BELOW

Fill only such blanks as the Director of the Study instructs you to fill.

1. Date .............................................

2. Your number ......................................

3. Age .............................................

4. Sex .............................................

5. Name .............................................

6. If you are now a student in an educational institution give:
   a. Name of institution you are attending ..........................................
   b. Address of the institution ..................................................

7. If you are now or were previously employed in educational work give:
   a. Latest grade or subject taught, or other work done ..........................
   b. Kind of institution ..................................................
   c. City or village or (if in a rural school) in what county .............
   d. State .............................................

8. Extent of your educational preparation:
   a. Number of years of work completed on the high school level .....
   b. Number of years of work completed above the high school level..
   c. Degree or degrees held, if any ....................................

B. MARKING THE PROPOSITIONS OF THE STUDY

Before turning to mark the following three pages of propositions please read these directions carefully.

In plans for the development of good citizenship full weight and proper consideration should be given to the opinions and ideals of teachers and other educators. Your sincere cooperation is desired, therefore, in marking the propositions of this study. Use care but do not take more time than you need. You should be able to complete the marking in 35 or, at most, 45 minutes.

If you agree with a proposition more fully than you disagree, mark it by placing a plus sign (+) in the parentheses at the left of the number.

If you disagree more fully than you agree, mark the proposition by placing a minus sign (−) in the parentheses at the left of the number.

Please mark each proposition even if in some cases you feel that you are merely guessing.

Make sure that you understand the above directions in the blackface type.
THE PROPOSITIONS

1. In teaching the vital problems of citizenship, teachers should so impress on the students the approved opinions in these matters that life's later experiences can never unsettle or modify the opinions given.

2. If our people were willing to try the experiment fairly the government ownership of railroads would be for the best interests of the country.

3. The practice of democracy, as developed in the United States, has no serious or far-reaching defects.

4. As a rule, the laborer in this country has as favorable an opportunity to obtain a fair price for his labor as his employer has to obtain a fair price for the goods which the laborer produces.

5. One should never allow his own experience and reason to lead him in ways that he knows are contrary to the teachings of the Bible.

6. The government should provide to all classes of people opportunity for insurance at cost against accident, sickness, premature death, and old age.

7. For the improvement of patriotism our laws should forbid much of the radical criticism that we often hear and read concerning the injustice of our country and government.

8. If any facts should be found favorable to socialism they should be omitted from histories written for high school use.

9. Among the poor, many more individuals fall short of highest satisfaction on account of too many desires than on account of lack of income.

10. The United States should exercise a wider and firmer control in Latin America.

11. Very large fortunes gained in this country have, in almost all cases, been obtained by proportionately large service to the common welfare.

12. The United States is justified in refusing to join the League of Nations.

13. Licenses to teach in the public schools should be refused to persons believing in socialism.

14. The measure of right or wrong in human action is in direct proportion to the measure in which the action enriches or impoverishes human experience.

15. On the whole in this country, the reward given manual laborers, as compared with the share taken by their employers, has been in just proportion to the services they have rendered.

16. The United States should avoid any extensive program of government ownership and operation in the generation, transmission, and distribution of hydroelectric power.

17. The present curricula of our schools are well suited to the development of broad and sympathetic understanding among our various economic groups—farmers, miners, manufacturers, etc.

18. During the dangers of impending war our government should prevent any groups of citizens from opposing, through public discussions or through publications, the government's most thorough preparation for the possible conflict.

19. Without directly teaching religion a teacher's influence in the public schools should always be definitely and positively favorable to the purposes and activities of our generally recognized religious organizations.

20. The wage system of industry operates with desirable efficiency in promoting the interest of laborers in the work they are employed to do.
21. Some events in the history of the United States during the past 40 years show that influential groups among our people have at times swayed our government into imperialism, the selfish policy of controlling and exploiting the people of another nation.

22. Because of conditions developed by science and invention, nations that continue to grow in strength and justice will inevitably become less interdependent.

23. Most students of our high schools should give a larger proportion of their time to the study of ancient languages, in view of the benefit of general mental development and refinement to be derived therefrom.

24. Our generally recognized religious organizations retard progress by continuing to operate as the dead hand of the past, hindering, through subservience to mythical superhuman authority, efficient search for truth and justice.

25. No normally healthy individual can justly appropriate and enjoy more property than he has earned by service to the common good.

26. The development of the highest welfare of the country will require government ownership of important minerals.

27. World conditions seem now to insure enduring peace among the nations.

28. In the industries of this country proper opportunity and encouragement are usually given to laborers to progress from lower to higher positions of all grades of responsibility and reward.

29. The methods and curricula now commonly employed in teaching citizenship insure our country's efficient progress in democracy.

30. Our educational forces should be directed toward a more thoroughly socialistic order of society.

31. For the sake of our continued prosperity teachers should endeavor to give students of suitable age a firm understanding of and belief in the protective tariff policy.

32. Many more industries and parts of industries should be owned and operated cooperatively by the producers (all the workers) themselves.

33. The power of huge fortunes in this country endangers democracy.

34. In the elementary schools a direct study of the Constitution of the United States has greater possibilities for building citizenship than has any study or work that can be properly undertaken in the practical arts—such as home-making, agriculture, mining, manufacturing, etc.

35. Events since the World War have shown clearly that the permanent policy of the United States should be to let Europe settle its political problems without our government's participation.

36. Considering the present lack of respect for authority, teachers should rise to the occasion by depending less on the self-direction of students and more on the firmly enforced plans and directions given by the teacher.

37. As a rule, the time spent on Latin by the girls in our high schools could much better be spent on such subjects as music, fine arts, home-making, literature, or social studies.

38. Some form of public regulation of business or some form of taxation should be used that would make impossible the accumulation or holding of a fortune as large as some fortunes now held.

39. Reproduction should be made impossible, by segregation or by surgical operation, for all those below certain low standards of physical and mental fitness.

40. Teachers can get no practical help from psychology that cannot be better obtained from mere common sense experience.

41. On the whole, we have had too much of government interference or regulation in private business.

42. The history of protective tariff legislation in this country is a worthy record of our government's impartial and efficient devotion to the welfare of all the people.

43. It should become common practice for owners of capital to share profits and management with their employees.

44. A large majority of those who usually vote the Republican ticket are influenced in their voting more by ignorance and prejudice than by rational thought. (No comparison with other parties is implied.)

45. Every boy and girl in American schools should be taught to give unquestioning and unlimited respect and support to the American flag.

46. History shows no development to encourage the hope that there can ever be a practical international or world government to deal with international or world affairs.

(over)
47. Our radical papers exaggerate greatly when they say that 5 per cent of our population owns 95 per cent of all the property in this country.

48. The development of the highest welfare of the country will require government ownership of the land.

49. The members of Congress from the agricultural sections should cooperate to make the laws of greatest possible advantage to the farmers.

50. There is no probability that the means of forming public opinion (especially the schools and the press) will be unfairly influenced or controlled by the wealthy interests.

51. Any self-direction by students of the elementary school should be limited to routine matters and special projects, leaving the regular work to be planned and directed entirely by the teacher.

52. We should attempt to give students in our public schools an abiding faith in the Constitution of the United States in all its parts and principles.

53. No school, college, or university should teach anything that is found to result in its students doubting or questioning the Bible as containing the word of God.

54. If every nation were as wise and just as the United States there would be no danger of more great wars.

55. In these days of lack of thoroughness, elementary teachers should give their attention more singly and directly to teaching the fundamentals—in reading, handwriting, arithmetic, etc.

56. The only god we should serve is truth revealed through the interpretation of experience by clear, unselfish, rational thought.

57. In matters of citizenship the student's interests, mental attitudes, and methods of work are not so vital as his desire to remember the conclusions emphasized by the teacher and other qualified authorities.

58. Our laws should prohibit giving information, even to adults, concerning birth control, through public meetings or through the mails.

59. By legislative and executive action, government in this country has often given manufacturing and commercial interests special advantages seriously detrimental to other important interests.

60. The man whose vacant lots in a thriving city increase many fold in value because the city's homes and business grow up around those lots, should, in justice, be required to repay in taxes a large part of the unearned profits to the city that created the increased values.

61. A league or association of nations, including the United States, is the only kind of organization sufficiently inclusive to deal adequately with broader international affairs.

62. The opportunities for education offered to the young of this country show that our people are properly sensitive and loyal to the principle of equality of opportunity for all.

63. A larger proportion of time in our high schools should be given to such subjects as modern history, civics, economics, and sociology.

64. If it were true that 1 per cent of the citizens of the United States owned more property than the other 99 per cent, it would be of great importance in our high schools to seek to interest the students in a study of the causes operating to produce this unequal distribution of wealth.

65. Citizens should desire our elementary and high schools to give unprejudiced and vigorous study and discussion to important social and political issues upon which community opinion is divided.

66. It would be undemocratic for the United States to surrender any of its sovereign power to an international super-government in order to become a member of such an organization.

67. Taxes on very large inheritances should be high enough to prevent any heirs receiving huge fortunes.

68. The classroom teacher should be given a larger and more responsible share in organizing the curriculum of the school and in determining the subject matter and method of her own teaching.

69. It would be well to give a larger proportion of the time in our elementary schools to elements involved in the problems of capital and labor.

70. Histories written for elementary or high school use should omit any facts likely to arouse in the minds of the students questions or doubt concerning the justice of our social order and government.

71. The life and work of the school cannot properly be like the activities of life outside of school because the school has its own work to do in preparing young people for later life.
The following questions were taken from the Social Science outline for San Antonio——

1. How has man improved the methods by which he gets his living from the earth?
2. Why is it necessary for men to "trade" their possessions with each other and with people of other countries?
3. How have improved methods of communication helped man's living conditions?
4. How have better methods of transportation helped man to better his living conditions?
5. How have improved methods of manufacturing helped man to better his living conditions?
6. What are some of the problems which any city must face in order to keep the people healthy?
7. Why is it necessary to have a government?
8. What different kinds of government have been developed in the world?
9. Where did our forefathers get the ideas of free government which they put in the Constitution?
10. Why did our people finally set up an independent government of their own?
11. Why did the first government of the United States fail?
12. When a permanent government was at last established, what kind of government was it?
13. What were the serious problems faced by this new government and how were they solved?
14. What is the best form of city government?
15. What should be the attitude of our government toward foreign nations?
16. What should be the attitude of government toward "big business"
17. What are the best ways for our government to raise money?
18. How should our government spend its money?
I have (have not) studied the Rugg Social Science Course.

I. 1. Explain each of the following in its relation to the Revolutionary War: (3 1/3% each)
   a. Mercantile theory of trade.
   b. Navigation Acts of
      (a) 1651
      (b) 1660
      (c) 1663
      (d) 1672
   c. Molasses Act of 1733.
   d. Personality of George III.
   e. Proclamation of 1763.
   f. Write of Assistance.

II. Give the chief provisions of each of the following: (3 1/3% each)
1. Grenville program
   a.
   b.
   c.
2. Townshend Acts
   (a) .................................................................
   (b) .................................................................
   (c) .................................................................

3. Intolerable Acts
   (a) .................................................................
   (b) .................................................................
   (c) .................................................................
   (d) .................................................................
   (e) .................................................................

III. Five causes for the Revolutionary War: (3 1/3% each)
   (a) .................................................................
   (b) .................................................................
   (c) .................................................................
   (d) .................................................................
   (e) .................................................................

IV. What part did each of the following men play in the prelude to the Revolution? (3 1/3% each)
   (a) James Otis ..............................................
   (b) Patrick Henry ...........................................
   (c) Edmund Burke .........................................
   (d) Paul Revere .............................................
   (e) Samuel Adams .........................................
BOWMAN UNITED STATES HISTORY TEST
PART A

By Lela Gipson Bowman
From Master's Thesis
Department of History
University of Chicago

Name.............................................................................................................Age..........................................................................................Boy or Girl...............................

School..................................................................................................Teacher.........................................................Grade.................................

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

Directions to the Pupil

1. Do not turn this page until told to do so.

2. Do not hurry, but work constantly and waste no time.

3. Study the directions for each section carefully and be sure that you understand what you are to do before you begin to answer the questions.

4. The first exercise in each section is already correctly answered to show you how your answers should be written.

5. Try to answer each exercise correctly as you go along. Be sure to write your answers plainly.

6. When you finish one page, turn to the next and continue. Do not stop until you finish the entire test or until you are told to stop.
SECTION I—RELATION OF PERSONS TO THE GROWTH OF AMERICA

A. Fill in the blank in each sentence with the person's name which will make the statement true. For example, Wilson has been placed on the blank line in the first exercise, as Wilson was president of the United States during the World War.

1. ______________ was president of the United States during the World War.
2. ______________ was commanding general of the Northern Army during the last year of the Civil War.
3. The expedition of ______________ gave the United States a claim on the territory between the Appalachians and the Mississippi.
4. The author of the Kansas-Nebraska Bill was ______________.
5. ______________ was commanding general of American troops abroad during the World War.
6. ______________ invented the steamboat.
7. The "War-hawk" from South Carolina in 1812 was ______________.
8. The telephone was invented by ______________.
9. ______________ was fourth president of the United States.
10. ______________ was elected president in 1920.
11. ______________ was for two terms president of the United States, but not consecutively.
12. The leader of the early settlers at Jamestown against the Indians was ______________.
13. ______________ is present chief justice of the United States Supreme Court.
14. The first chief justice of the United States Supreme Court was ______________.
15. ______________ had charge of the American fleet at the battle of Manila Bay.
16. ______________ opposed the coinage of free silver in the election of 1896.
17. The reaper was invented by ______________.
18. ______________ first sailed around the world.
19. ______________ was a temperance advocate, an orator, and an unsuccessful candidate for president of the United States.
20. ______________ aided Patrick Henry in encouraging the American people to fight for independence.
21. ______________ founded Rhode Island.
22. ______________ wrote "Uncle Tom's Cabin."
23. ______________ was commander of the American ships during the Revolution.
24. ______________ discovered the Mississippi River.
25. ______________ was elected president of the United States in 1928.

B. In each exercise below, underline the one name which you think makes the statement true and then write the letter of that name in the parenthesis to the right, as has been done in the first exercise.

1. The Pacific Ocean was discovered by
   a. Balboa   b. Vespucius   c. Drake
   (a)

2. The cotton gin was invented by
   a. Marconi   b. S. F. B. Morse   c. Eli Whitney
   ( )

3. A great abolitionist was
   ( )

4. The engineer who built the Panama Canal was
   ( )

5. A great military leader in 1803 was
   a. Napoleon   b. Cornwallis   c. Perry
   ( )

6. The man who conquered Mexico was
   a. Ponce de Leon   b. La Salle   c. Cortez
   ( )

7. The man who took possession of the New World in the name of England was
   a. Winthrop   b. Cabot   c. Oglethorpe
   ( )

8. A great negro educator was
   ( )

Go right on to the next page!
9. The governor of Virginia following the Civil War in England in 1660 was
10. The Prime Minister of England during the World War was
   a. Ferdinand Foch  b. David Lloyd George  c. Sir Douglas Haig
11. The inventor of the phonograph was
   a. Robert Morris  b. Wilbur Wright  c. Thomas Edison
12. A great educational leader about 1850 was
13. The man who discovered a river which bears his name was
   a. Father Marquette  b. Louis Joliet  c. Henry Hudson
14. The man who wrote "The Star-Spangled Banner" was
   a. Francis Scott Key  b. Ralph Waldo Emerson  c. James Russell Lowell
15. A former president of the United States Federation of Labor was
   a. Pinchot  b. Gompers  c. Debs
16. Hamilton fought a duel with
17. A governor of Virginia was
   a. Peter Stuyvesant  b. Daniel Boone  c. Patrick Henry
18. The expedition which set out to find the "Seven Cities of Cibola" was that of
   a. Pizarro  b. Coronado  c. Lewis and Clark
19. A cable connecting the United States with Europe was successfully laid through the efforts of
   a. Cyrus Field  b. Luther Burbank  c. James Otis
20. The commander of the fleet at the battle of New Orleans was
   a. McClellan  b. Farragut  c. Scott
21. The first president of the American Red Cross was
   a. Frances E. Willard  b. Jane Addams  c. Clara Barton
22. Maryland was founded by
23. The man who urged peace between England and America in 1775 was

Score, Section I: ..................

SECTION II—HISTORICAL EVENTS RELATED TO HISTORICAL CHARACTERS

A. Ten of the twelve names in the second column below are related to the ten titles or events given in the first column. On the blank line before each title or event in the first column, write the letter which appears before the name of the proper person given in the second column. Thus, d has been placed on the line in the first exercise, as George Washington was the first president of the United States and a d is the letter appearing before his name in the second column.

1. _______ First president of United States
2. ___________Secretary of State under President Tyler
3. ___________Proposed Compromise of 1850
4. ___________Commander of Confederate Army in Civil War
5. ___________Discovered America in 1492
6. ___________ Issued the Emancipation Proclamation
7. ___________Author of Declaration of Independence
8. ___________First Secretary of United States Treasury
9. ___________Proved that lightning and electricity are the same
10. ___________Known as "Old Hickory" in the War of 1812

d. George Washington  e. John C. Calhoun
f. Benjamin Franklin  g. Daniel Webster
h. Alexander Hamilton  i. Albert Gallatin
j. Robert E. Lee  k. Andrew Jackson
l. Christopher Columbus

Go right on to the next page!
B. Now do the following list in the same way.

1. ................ Committed treason at West Point in 1780
2. ................ President of Southern Confederacy
3. ................ President of United States during the building of the greater part of the Panama Canal
4. ................ Appointed Chief Justice of the United States Supreme Court by President John Adams
5. ................ A Frenchman who gave aid to the United States
6. ................ An Englishman who favored the American Colonies in Parliament
7. ................ Fifth president of the United States
8. ................ Attempted a settlement on Roanoke Island in 1585
9. ................ Founder of Pennsylvania
10. ............... Discovered a lake which bears his name

a. Marquis de Lafayette
b. Sir Walter Raleigh
c. Benedict Arnold
d. William Penn
e. Father Marquette
f. Jefferson Davis
g. James Monroe
h. John Marshall
i. John Hancock
j. Samuel Champlain
k. William Pitt
l. Theodore Roosevelt

---

SECTION III—CHRONOLOGICAL JUDGMENT

A. In the second column is a list of twelve dates. In the first column is a list of ten events which are associated with ten of the dates in the second column. On the blank line before each event in the first column, write the letter which appears in the second column before the date of that event. For example in the first exercise, k has been placed on the blank line in the first column, as the Emancipation Proclamation was issued in 1863 and as k is the letter appearing before “1863” in the second column.

1. k Issuing of the Emancipation Proclamation
2. c Constitutional Convention
3. e Inauguration of Lincoln
4. d Landing of Pilgrims
5. e Purchase of Louisiana
6. f Discovery of America by Columbus
7. g War with England for Commercial Independence
8. h Declaration of Independence
9. i Battle of Lexington and Concord
10. k Founding of Jamestown

a. 1776
b. 1812
c. 1803
d. 1492
e. 1519
f. 1607
g. 1620
h. 1861
i. 1807
j. 1787
k. 1863
l. 1775

B. Now do the following list in the same way.

1. ................ Introduction of slavery in Virginia
2. ................ Panama Canal opened
3. ................ Accession of Oregon territory
4. ................ Signing of armistice after World War
5. ................ Panic
6. ................ Spanish-American War
7. ................ United States entered World War
8. ................ Stamp Act
9. ................ Lee’s surrender
10. ............... Signing of Articles of Confederation

a. 1865
b. 1898
c. 1619
d. 1914
e. 1927
f. 1781
g. 1846
h. 1765
i. 1867
j. 1917
k. 1918
l. 1837

---

Score, Section III: ..................
SECTION IV—GEOGRAPHICAL LOCATION OF POLITICAL DIVISIONS, HISTORICAL FEATURES, AND CITIES

A. On the two preceding pages is a map of the United States. Each state is numbered on the map. On the blank line before each state in the following list, write the number of that state as given on the map. Thus, in the first exercise, 7 has been placed on the line, as New York is numbered 7 on the map.

a. 7 New York i. ..........Missouri q. ..........Mississippi
c. ..........Massachusetts k. ..........Oregon s. ..........Alabama
d. ..........California l. ..........Kansas t. ..........Nebraska
e. ..........Pennsylvania m. ..........Kentucky u. ..........Ohio
g. ..........Florida o. ..........Michigan w. ..........Georgia
h. ..........Illinois p. ..........South Carolina x. ..........Maryland

B. On the same map, some of the rivers and lakes are lettered. On the blank line before each river or lake in the following list, write the letter which indicates that river or lake on the map.

5. ..........Delaware River 11. ..........East River 18. ..........Wabash River
13. ..........Lake Erie

C. Below is a list of important cities. In the blank after the name of each city, write the name of the state in which the city is located. If the city is in a foreign country, write the name of the country.

1. New York City ..........New York 18. Mobile
2. Philadelphia ......................... 19. Atlanta
5. San Francisco ...................... 22. Norfolk
7. Pittsburgh ......................... 24. Minneapolis
8. Detroit ............................... 25. Jersey City
10. Milwaukee ......................... 27. Gettysburg
11. Denver .............................. 28. Quebec
13. Louisville ......................... 30. New Haven
14. Richmond ......................... 31. Scranton
15. Albany .............................. 32. Hartford
16. Brooklyn ......................... 33. Providence
17. Rochester ......................... 34. West Point
18. Columbus

Score, Section IV: ........................
CHAPTER III

RESULTS OF TESTING PROGRAM
### TABLE III  A COMPARATIVE STUDY OF THE RESULTS OBTAINED FROM TESTING THOSE WHO HAVE AND THOSE WHO HAVE NOT STUDIED THE RUGG SOCIAL SCIENCE BOOKS.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Type of Test</th>
<th>Have not studied</th>
<th>Have studied</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Stanford Achievement</td>
<td>101.6 : 82-89</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hill Civic Attitudes</td>
<td>14 : 12.6</td>
<td>no group</td>
<td></td>
</tr>
<tr>
<td>7 A</td>
<td>Place Geography U. S.</td>
<td>12 : 24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>7 A</td>
<td>Buckingham Stevenson</td>
<td>II 28 : II 24</td>
<td>II 24</td>
<td></td>
</tr>
<tr>
<td>7 A</td>
<td>Place Geography World</td>
<td>III 26 : III 25</td>
<td>III 24</td>
<td></td>
</tr>
<tr>
<td>7 B</td>
<td>Place Geography U. S.</td>
<td>II 18 : III 24</td>
<td>II 19</td>
<td></td>
</tr>
<tr>
<td>7 B</td>
<td>Place Geography U. S.</td>
<td>II 20 : III 40</td>
<td>II 19</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Hill Civic Attitudes</td>
<td>16 : 14.3</td>
<td>no group</td>
<td></td>
</tr>
<tr>
<td>8 A</td>
<td>Place Geography World</td>
<td>II 48 : III 43</td>
<td>III 45</td>
<td></td>
</tr>
<tr>
<td>8 A</td>
<td>Place Geography U. S.</td>
<td>II 28 : II 27</td>
<td>II 27</td>
<td></td>
</tr>
<tr>
<td>8 B</td>
<td>Place Geography World</td>
<td>III 34 : III 44</td>
<td>III 35</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Hill Test in Civic Attitudes</td>
<td>15.2 : 15.4</td>
<td>15.2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Hill Civic Attitudes</td>
<td>15.5 : 15.4</td>
<td>15.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Abridged Watson Public Opinion</td>
<td>no tangible results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Outline San Antonio</td>
<td>no tangible results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Hill Civic Attitudes</td>
<td>15.5 : 15.2</td>
<td>15.5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Hill Civic Attitudes</td>
<td>15.3 : 15.1</td>
<td>15.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Hill Civic Attitudes</td>
<td>16.9 : 17.5</td>
<td>16.9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Hill Civic Attitudes</td>
<td>17.1 : 17.4</td>
<td>17.1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Hill Civic Attitudes</td>
<td>16.7 : 17.3</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Social Science</td>
<td>no test medians available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Outline San Antonio</td>
<td>Interesting results but</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Watson Public Opinion in full</td>
<td>no tangible except</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Watson Public Opinion in full</td>
<td>possible lean toward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Watson Public Opinion in full</td>
<td>more open-mindedness.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table III shows the results of the testing program. This includes the grade tested, the type of test used, the grade median and the test median. The "control group" is listed as "Those who have studied the Rugg course" and "Those who have not studied the Rugg course" are called the "experimental group". The test median column II means median established by nation wide testing with the particular standard test used. Grade median in columns I and III means the median results obtained from testing the control group. It will be noted that in every case the "A" groups, regardless of grade placement, rated higher than the test median. They were equal to or above those who had not studied the Rugg course. The "B" grade groups were students of lower ability and although they did not equal the test median they were equal to or above the grade median of those who had not studied the Rugg course. The Watson Test of Public Opinion showed a more open-mindedness on the part of those who had studied the Rugg course. The comparison seems to prove that there is no loss of grade placement and that in many instances there is a gain. The data do not prove anything definite about social attitudes except that a greater knowledge of place geography is evidenced. This would make one more nationally and internationally conscious.

As the results of the formal tests did not show any advantage in favor of the Rugg system except from a grade placement and place geography point of view I tried some
informal testing. This testing took place in various discussion groups. The topics studied are listed with the sample tests on page 18. It has been my experience that people express their views more freely in the open forum than they do in formal writing. I found that those who had studied the Rugg course were in general more open-minded, more internationally conscious and much more alive to the problems of the day. After studying the Rugg course the pupils have a more definite interest in world affairs.

As a result of this study I believe that the Rugg course is superior to others for developing desirable social attitudes because it puts theory into practice. It is possible to use the new methods of teaching procedure. The course is applied to modern problems as a study of the table of contents readily proves. The study of current problems by the Rugg method gives the pupils a chance to see the concepts gained from the textbook actually in force in present society. This gives them an opportunity to view with toleration problems on which people all about them are taking sides. The course is based upon the following psychological principles of learning: learning by doing, the doctrine of interest, the principle of growth, the unit idea and practice in skills.
CHAPTER IV

QUESTIONNAIRE SUMMARY

The Rugg Course is in use in 83 towns and cities of Massachusetts and in over 4200 towns and cities throughout the United States.

The following questions were sent to 38 representative schools who are using the Rugg Course. The replies were most interesting and in general bear out my own conclusions that the Rugg Course develops a greater interest in national and international problems.

SUMMARY OF QUESTIONS SENT TO 38 DIFFERENT SCHOOLS:

1. Do you have the Rugg Social Science Course in your school?
2. How long have you used it?
3. Have you noticed any change in the social attitudes of your students since the course was introduced?
4. Comments.
<table>
<thead>
<tr>
<th>Place</th>
<th>Questions</th>
<th>Comments by other schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breed Jr. High</td>
<td>3</td>
<td>More intelligent grasp of material--more ability for comparisons of present day affairs with the past</td>
</tr>
<tr>
<td>Lynn, Mass.</td>
<td>Yes Yrs. Yes</td>
<td></td>
</tr>
<tr>
<td>Lincoln Jr. High</td>
<td>Only as reference 5</td>
<td></td>
</tr>
<tr>
<td>Medford</td>
<td></td>
<td>Not used enough, to have much influence. My personal opinion is that it is one of the best books out on this subject.</td>
</tr>
<tr>
<td>Hamilton High</td>
<td>Yes 3 Yrs. Yes</td>
<td>More interested in the problems of the United States and other countries. Better appreciation of the relationships between nations.</td>
</tr>
<tr>
<td>Roberts Jr. High</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Medford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Jr. High</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Hingham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shurtleff High</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Chelsea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Jr. High</td>
<td>Yes 6 Yrs.</td>
<td>We have the set for reference but not for class adoption.</td>
</tr>
<tr>
<td>Boston</td>
<td></td>
<td>Like the idea - but think the text is too advanced.</td>
</tr>
<tr>
<td>North Adams</td>
<td>For reference</td>
<td></td>
</tr>
<tr>
<td>Eastern Jr. High</td>
<td>Yes 2 1/2 Yrs. No</td>
<td></td>
</tr>
<tr>
<td>Lynn, Mass.</td>
<td></td>
<td>We need to get down to basic principles.</td>
</tr>
<tr>
<td>Natick Jr. High</td>
<td>No 6 Yrs. No</td>
<td>Use several sets for reference. We have our own integrated course in the Social Studies.</td>
</tr>
<tr>
<td>Place</td>
<td>Questions</td>
<td>1</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>Framingham Memorial Jr. High</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Arlington Ctr. High</td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>Arlington West Jr. High</td>
<td>Gr. Gr. 8</td>
<td></td>
</tr>
<tr>
<td>Williams Jr. High</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Amesbury Jr.</td>
<td>Yes</td>
<td>Ever</td>
</tr>
<tr>
<td>Plymouth Jr. H. S.</td>
<td>8A</td>
<td>groups 4</td>
</tr>
<tr>
<td>Lexington Jr. H. S.</td>
<td>Yes</td>
<td>Yrs. 2</td>
</tr>
<tr>
<td>Westfield Intermediate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Medford - Hobbs Jr. H. S.</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Place</th>
<th>Questions</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwood Jr. High</td>
<td>Since Sept.</td>
<td>Yes 1934 Yes</td>
</tr>
<tr>
<td>Rockland High</td>
<td>Yes Since Sept. No 1934</td>
<td></td>
</tr>
<tr>
<td>Methuen Central Jr. High</td>
<td>Only one Yr. the 9th.</td>
<td></td>
</tr>
<tr>
<td>Providence Rhode Island High School</td>
<td>Yes 4 Yrs.</td>
<td>Increased interest in live social problems</td>
</tr>
<tr>
<td>Reading High</td>
<td></td>
<td>None that I can specifically credit to the Rugg Social Science Course.</td>
</tr>
<tr>
<td>Thayer Academy Braintree</td>
<td>No</td>
<td>It is used in the Thayerlands School</td>
</tr>
<tr>
<td>Cobbett Jr. High Lynn</td>
<td>VII 4 Yrs.</td>
<td>None that can be attributed to the use of Rugg</td>
</tr>
<tr>
<td>Place</td>
<td>Questions</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Holden High</td>
<td>Yes</td>
<td>Book V ½ yr. for French&lt;br&gt;Book VI ½ yr. for juniors and seniors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I didn't anticipate any change that the eye could detect.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Many pupils have developed an interest in world and local problems that they would otherwise not have acquired.</td>
</tr>
<tr>
<td>Greenfield Jr. High</td>
<td>Gr. 7</td>
<td>Yes, but hesitate to attribute it entirely to course</td>
</tr>
<tr>
<td>4 different rooms</td>
<td>4 yrs.</td>
<td>Find Rugg good on generalization and conclusion but rather wordy. Consider language usage difficult for all but classes of high level.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Gr. 9 ½ yr.</td>
</tr>
<tr>
<td>Greenfield</td>
<td>Gr. 7</td>
<td>Yes, but can't say it is entirely due to this one course</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>Find children very much interested in most of the work. Have to do much explaining except in best classes. Personally I enjoy teaching the course based on the book.</td>
</tr>
<tr>
<td></td>
<td>4 yrs.</td>
<td></td>
</tr>
<tr>
<td>Greenfield</td>
<td>Gr. 8</td>
<td>Every course in school influences social attitudes. Impossible to say how much change is due to Rugg influence</td>
</tr>
<tr>
<td>3</td>
<td>Vol. II</td>
<td>Course needs revision as much of the material is pre-depression and therefore obsolete from economic standpoint.</td>
</tr>
<tr>
<td>Place</td>
<td>Questions</td>
<td>1</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>Greenfield</td>
<td>Yes</td>
<td>Gr. 8</td>
</tr>
<tr>
<td></td>
<td>Vol.</td>
<td>II</td>
</tr>
<tr>
<td>Pembroke</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Pickering Jr. High</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Lynn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohasset</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
SUMMARY OF RESULTS OF QUESTIONNAIRE REGARDING SOCIAL ATTITUDE CHANGE.

1. More individual thinking
2. Increased interest in live social problems
3. Open-mindedness--racial sympathy--constructively critical attitude.
Chapter V

Comments by Others

I have been much interested in the comments made by various educators regarding the Rugg course. I received a very comprehensive criticism of the Rugg course from Dr. Butterfield, Commissioner of Education, Connecticut, while studying under him at Boston University. Ginn and Company, publishers of the Rugg books, sent me many comments which they had received from various superintendents and teachers.

I am giving here Dr. Butterfield's criticism together with a few others which seemed to me valuable.
Dr. Butterfield, Commissioner of Education, Connecticut, says: "The Rugg system is far ahead of other social science systems but there should very soon be others far ahead of Rugg's. The course should be diluted. Four year's books should be used for six year's teaching. One and one-half hour's work will need two hours to complete. The vocabulary is beyond the pupils. One word in every one hundred show the author's erudition". Dr. Butterfield suggests that five words in every lesson be learned from context and not from dictionary definition.

Ginn and Company, publishers of the Rugg Social Science Course offered me the following information:

"To the Superintendent of teacher who asks 'does the Rugg Course contain enough history and geography?' From California, from the Middle Atlantic States, from Michigan, from New England, from Iowa...from all over the country comes testimony that Rugg pupils rate well on the Stanford and other examinations in history and geography. Here are a few of the statements that have come to us (others may be secured by applying to any one of Ginn and Company's offices)"

From Clinton, Iowa

Records of 7th-8th grade pupils using the Rugg books in Clinton, Iowa, as determined by the Stanford Achievement tests in Geography and History are:
Seventh Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>1930</th>
<th>1931</th>
<th>1932</th>
<th>Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>92.46</td>
<td>97.04</td>
<td>101.6</td>
<td>82-89</td>
</tr>
<tr>
<td>History</td>
<td>89.24</td>
<td>86.94</td>
<td>83.9</td>
<td>82-89</td>
</tr>
</tbody>
</table>

Eighth Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>1931</th>
<th>1932</th>
<th>Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>91.68</td>
<td>95.5</td>
<td>100.4</td>
</tr>
<tr>
<td>History</td>
<td>94.98</td>
<td>101.14</td>
<td>95.8</td>
</tr>
</tbody>
</table>

From Superintendent Earl F. Smith, Columbus Grove, Ohio:

"In considering the first of these introductions two years ago we were curious as to whether the Rugg plan would present sufficient subject matter in correlated geography, history and civics. The real test of the Rugg series and the satisfaction of our curiosity came this spring when the 8th grade with an enrollment of 32 took the state 8th grade test. This class was just an average one in mental ability. Twenty of the 32 enrolled received certificates for being in the upper quartile among all 8th grade pupils in Putnam County. Six of these 20 were in the upper quartile in the state and received the second certificate of accomplishment."

From Superintendent Samuel H. White, Windsor South District, Chester, Vermont:

"I find that the rural school teachers are handling the Rugg as well as the teacher in the junior high school."
Sometimes I think we are too apt to feel that the rural children cannot do the work that the regular grades do. I believe that if we give them half a chance and furnish them with good books and good teachers they will do work that compares favorably with that of graded schools....On the Metropolitan Achievement Tests which I gave in the district late in the fall of 1933 the children using Rugg in the seventh and eighth grades scored very high in history and geography, much higher than children in lower grades in these same subjects....Results of the Standard Graduation Examinations also show scores above the standard medians."

From Marguerite Saddler, Social Science Teacher, Garfield School, Olympia, Washington:

"For two consecutive years we have given the Stanford Achievement Tests to the pupils in the latter part of the 8th grade using Rugg. One purpose has been to determine the amount of knowledge the students have attained in history and civics. In both instances the results have been most gratifying, proving that the students attain the required knowledge, and in many cases, much more through modern pedagogy."

From the Hanover six year high school:

Seventh Grade

<table>
<thead>
<tr>
<th></th>
<th>1934</th>
<th>Score</th>
<th>Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td></td>
<td>85</td>
<td>82</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>86</td>
<td>82</td>
</tr>
</tbody>
</table>
Dr. Howard E. Wilson in his book "The Fusion of Social Studies" says of Dr. Rugg and his Social Science Course:

"Probably the outstanding leader among those who are proponents of fusion among the social studies is Harold O. Rugg of Teachers College, Columbia University. Trained as an engineer and coming into the field of teaching the social studies after 1915, when results of existing confusion were forcing themselves to the attention of all interested in the curriculum, Dr. Rugg found little merit in the work or in the claims of the various subject-matter specialists or of the committees through which the social-studies curriculum had been established. Of dynamic personality and with an aggressive spirit, Rugg attacked the reports of the American Historical Association, the American Sociological Society, and other such organizations. He categorically denied the assumption of "special values inherent in logically organized subject fields" and demanded "a new synthesis of knowledge." He demanded a curriculum including only data of recognized social worth, and organized in terms of units-of-experience or units-of-understanding. In 1923 he organized a program of research upon which a fusion course was to be based; experimental editions of the resultant course were subsequently tried out in various junior high schools, and, in 1929, the first of a series of textbooks for a fused course appeared from his pen. It is around Rugg and his vigorous assertions and proposals that much of the controversy over fusion has been waged, and a
description of his course is essential here."

"The fusion of Social Studies" See pages 34-35-36-37-38
By Howard E. Wilson

"The course, as described in the preface to the text books, is based upon the following five considerations. First, the materials utilized are selected as socially useful; social usefulness has been determined presumably in an objective manner by analysis of life-activities and of the works of subject specialists and "frontier thinkers." Second, the course is organized in appropriate learning units, psychological rather than logical in character. Third, the material is presented through the use of the "dramatic episode," which Rugg contrasts with the encyclopedic character "of current school histories and geographies." Fourth, "learning by doing" is the basic principle of instruction. And fifth, the last characteristic is "Carefully planned recurrence of important concepts, generalizations, and historical themes in varied settings," Rugg seems to present these five principles as inherent in fusion and as attainable only through fusion; the first two of his principles have already been noted as operative in greater or less degree in all the fusion courses described; the other three have not been regarded as inherent in fusion in the other courses but have been frequently allied with it. In the San Antonio course the proposals regarding dramatic presentation, active learning, and controlled repetition were definitely regarded as allied with but not actually a part of fusion."
Summary of an article by Hazel Canning appearing in the April 21, 1935 issue of The Boston Post.

Dr. Rugg Answers Critics

Eminent Teacher of old New England Family, Demands Right of Free Speech--Explains Views on Russia--Declares Himself a Capitalist.

Dr. Harold Rugg is an eminent teacher of an old New England family. He worked his way through Dartmouth College and graduated from the Engineering School--the first of eight generations of New England Ruggs to go to college. The sound New England principles of personal liberty plus neighborliness and tolerance learned from his father were the backbone of his character.

When immediately after college he went as an engineer into the Southwest, the very intensity of his Americanism made him keenly conscious of the utter ignorance of the American tradition among the immigrants and sons of immigrants of the Southwest. He realized how easily they might become the prey of unscrupulous politicians. Surely an understanding of what politics, laws and soap-box orators really signified could train these new Americans to form a
sound opinion "on their own". Swerved by this interest Rugg gave up engineering, for education. 1920 found him at Columbia College. Backed by Rockefeller's money he plunged into the study of more intelligent and more democratic ways of teaching young American citizens.

In Europe people were being told what to do and what to think, in our land the refusal of public schools for open forum, and imprisonment for an honest opinion were beginning to jeopardize true Americanism. The one immediate and sound remedy was, in Rugg's opinion, to teach young Americans to think. This meant presenting to them an accurate picture of their world. For instance in the story of Washington, children are taught the story of Washington and the cherry tree but not how he brought prosperity back to America after the Revolution when the situation was very similar to today's.

The last of the series of books was finished in 1932 after 12 years of labor. These books were to interpret the changing world to young Americans—and these are the books that are today being criticized. It is significant to note that the sixth volume "Changing Governments and Changing Cultures", the volume the most violently attacked, was chosen by the University of Missouri as one of the 100 most distinguished American books. In 1934 Dr. Rugg was summoned by the South African republic to give them advice about education. He has also served on two fact-finding commissions sent to Porto Rico and the Philippines, and to
China under the Institute Pacific Relations. His books are used extensively in Massachusetts, the Middle West, and exclusive schools in New York State and the Eastern seaboard.

Dr. Rugg has given children a realistic conception of life and changing democracy. He has tried to teach them open-mindedness, toleration, passing of prejudice, sympathetic understanding, and weighing of opinions.

In his effort neither to blame nor to praise the Russian experiment, Rugg has been accused of praising it. But his disapproval of anything brought about by dictatorship and his insistence that the welfare of men should be brought about by enlightened citizens with democratic forms of government, express his true attitude toward Russia. He points out that the interdependence of peoples makes it necessary for children to know the truth. He insists that the quick sympathy of children, if truthfully educated, may do more than the conferences at Geneva.

Rugg speaks sternly in defense of the American right of freedom of speech. The right to interpret the American way of progress he would grant to the citizen of the United States who--irrespective of ancestry and partisanship--devotes himself intelligently and scientifically to the task of bringing the American way about.

His method throughout spells social evolution not revolution. His stand on private ownership is clearly taken when he declares himself personally a capitalist,
in describing his almost fierce sense of possessiveness of his farm, his library, and his motor car which he feels he has earned with his own labor.
Summary of Comments
by Others.

A summary of these comments indicates that the course is far ahead of other texts dealing with the social sciences.

The course can be handled by rural school teachers as well as by city school teachers. Students rate higher on standard achievement tests after having studied the course. Students attain the required knowledge through much more modern pedagogy. No sane person can question Harold Rugg's Americanism.

Students who have studied the Rugg course show a more intelligent grasp of material and more ability for comparisons of present day affairs with the past.

They are more interested in the problems of the United States and other countries, and have a better appreciation of the relationship between nations.

We feel that our pupils are better prepared for citizenship in these complex times thru taking this course than thru any other we have been able to offer before.

There is a definite change from lack of interest in what is going on about them.
Many pupils have developed an interest in world and local problems that they would otherwise not have acquired.

EVALUATION

The work on this thesis has covered a period of one and one half years. I feel that the plan has been worthwhile in that it has proven conclusively that we did not make a mistake by changing to the Rugg Course from the conventional courses in geography, history and civics. As has been previously noted it is quite impossible to test attitudes objectively. However, class discussions and open forums on national and international questions have shown that those students who have had the advantage of the Rugg Course have developed a keener insight and a greater interest in these problems.

The standard objective and subjective tests have shown that Rugg students are in every case equal or above their grade norm. The lower ability groups have not been up to standard but their norms have been higher than they were before they studied Rugg.

Eight hundred and fifty test papers have been corrected and the results summarized for possible conclusions.

These conclusions coincide with the comments made by the 38 schools to which a questionnaire was sent regarding their use of the Rugg Course.
BIBLIOGRAPHY


Buckingham, B. R. The Rugg Course in the Classroom. Ginn & Company

Canning, Hazel. Author of Radical School Books: Answers Critics. The Boston Post, April 21, 1935


Dodge-Lackey. Advanced Geography-Book II. Rand McNally and Company

Erdahl and McCall. General Analysis of Rugg's Social Science Course. December, 1931. Ginn & Company

Rugg, Harold O. An Introduction to American Civilization. Ginn & Company


Rugg, Harold O. Introduction to Problems of American Culture. Ginn & Company


Tyron and Lingley. The American People and Nation. Ginn & Company


Tests from Bureau of Publications. Teachers College Columbia
Agents Letters from Report of an Experiment with the Initial Volumes of the Rugg Social Science Materials carried on in Six Elementary Schools of Los Angeles March-June 1930. Ginn & Company
APPENDIX

A COMPARISON OF TEXTBOOK CONTENT TAKEN FROM TEXTS USED IN
THE HANOVER SIX YEAR HIGH SCHOOL
A comparison of textbook content taken from texts used in Hanover 6 year High School.

Textbook Key

A: Citizenship through Problems by Edmonson & Dondineau
B: The Ancient People and Nation by Tyron & Lingley
C: America in the Making by Chadsey, Weinberg, Miller
D: Advanced Geography Book Two by Dodge-Lackey
E: Problems of American Democracy by Hughes
F: Building Citizenship by Hughes

Advanced Geography Book I Dodge-Lackey

Table of Contents

Part I Elements of Human Geography

How the Earth Has Become Known
The Necessities of Life
Products for Home Use or Manufacturing and Trade
Products Made from Raw Materials: Manufacturing
How Trade Helps to Satisfy Man's Needs
How People Are Benefited by Group Life
How Man Depends Upon Plants
How Man Makes Use of the Great Land Features

Part II Regional Geography of North America

North America--Our Continent and Its Possibilities for Leadership
The United States and the Varied Interests of Its People
The New England States
The Middle Atlantic States
The South Atlantic and South Central States
The Appendix

The United States and the World Reference Tables
Index and Pronouncing Vocabulary
The North Central States
The Plateau States
The Pacific Coast States
The Distant Possessions of the United States
The Countries of Northern North America
The Countries of Southern North America

Advanced Geography - Book II - Dodge-Lackey

Table of Contents

Regional Geography of the Continents

South America - Europe - Africa - Asia - Australia

South America -- The Latin-American Continent
Countries of Tropical South America
Countries of Subtropical and of Temperate South America
Europe - The Continent Most Closely Associated with ours
Countries of the Lesser Highland and Neighboring Lowlands
Countries of the Great Lowland Plain and Central Upland
Countries of the Greater Highland and Neighboring Lowlands
Africa - The Slow Development of Africa
Intertropical Regions
The Subtropical Desert Regions
The Temperate Regions
Possessions of European Countries in Africa
Independent Countries of Africa
Asia - The Continent with the Oldest Nations
Countries of the Northern Plains and Uplands
Countries of the Dry Southwestern Plateau Region
Countries of the Warm Monsoons
Countries of the Temperate Monsoons and High Dry Plateaus
Australia, New Zealand, and the Pacific Islands

The United States and the World

Reference Tables

Suggestions for Collateral Reading

Index and Pronouncing Vocabulary
Main Ideas in Geography
The Earth Shapes Man's Ways of Living
Man is a Trader
Man Changes the Earth
What Geography Is
North America
The Land
Rivers and Valleys
Climate of North America
Glaciers
Discovery and Settlement
Political Divisions
The United States
Ways of Showing the Forms of the Land
Surface Features
Climate of the United States
Growth of the United States
The New England States
Land and People
Agriculture and Manufacture
Other Industries
Cities and Routes of Trade
The Middle Atlantic States
Physical Features
Soils
Climate and Agriculture
Valuable Minerals
Principal Cities and Industries
Resorts
The South Atlantic States
Physical Features
Mineral Wealth and Forests
Agriculture and Other Industries
Cities and Routes of Trade
The National Capital
The South Central States
Physical Features
Agriculture
Lumber and Mineral Wealth
Cities and Routes of Trade
The North Central States
Physical Features
Wheat, Corn, and Other Crops
Stock Raising and Meat Packing
Mining and Lumbering
Cities - Transportation
The Plateau States
Description of the Region
Grazing - Irrigation and Crops
Mining - Routes and Cities

The Pacific States
Description of the Region
Industries - Manufacturing and Commerce

Outlying Possessions of the United States
Alaska
Panama Canal Zone
Porto Rico
Hawaiian Islands
The Philippine Islands, Guam, and Samoa

Northern Countries of North America
The Dominion of Canada - Newfoundland, Greenland

Southern Countries of North America
Mexico - Central America - The West Indies

South America
Physical Features
Plants and Animals
People and Industries - Coffee and Rubber
Islands - Brazil
Countries of the Plata Basin
Countries of the Andes
Countries of the North Coast

Oceans, Polar Regions, and World Winds
The Ocean - Waves - Currents, and Tides
Uses of the Ocean
The Polar Regions
World Winds
Causes of Winds

Europe
Physical Features - History and People -
Occupations and Industries
British Isles
Germany
Belgium
The Netherlands
Denmark
Norway
Sweden
Poland
Baltic States
France
Spain and Portugal
Switzerland
Italy
Austria
Hungary
Czechoslovakia
Balkan Countries
Eastern Europe
Asia

Physical Geography - Plants and Animals
People and Industries
Southwestern Asia
India
Southeastern Asia
China
Empire of Japan
Asiatic Russia

Africa

Physical Geography - People and History
Countries of Africa
Australia and Pacific Islands
The Earth as A Whole

Appendix

Review of Important Products
Books for Reference Reading
Tables of Area, Populations, etc.
Index and Pronunciations

America In The Making - Chadsey-Weinberg-Miller
Growth Of The Nation
Table of Contents

Chapter

I Early Years of the Republic
A Nation Among The Nations, 1789
In the New Nation, the United States of America,
The People North, South, and West Face Serious Problems

II The Ship of State Sets Sail
Shortly After Washington Becomes President,
European Autocracies Begin to Fall--The European Wars
which Follow Help to Solve Some of America's Problems
but Create Others--Hamilton's Domestic Policies Strengthen
America--Two Political Parties Arise Differing in Their
Interpretations of the Constitution
Chapter

III Buying an Empire
Thomas Jefferson, Republican President, a Believer in Economy and States' Rights, a Strict Constructionist, Agrees that the United States Pay Fifteen Million Dollars for the Purchase of Louisiana—He then Sends Lewis and Clark to Explore the New Government Lands

IV Pirates and Paper Blockades
The United States Fights Sea Pirates in the Mediterranean; English and French Interfere with Neutral Ocean Trade; The United States Declares War Against England

V Freedom of the Seas
After Unsuccessful Campaigns against Canada, a Few Brilliant Naval Victories, and an Unnecessary Battle at New Orleans, the War Ends—The Treaty Mentions None of The Causes of the Struggle—Even so, the Conflict Has Important Results

VI The Monroe Doctrine: A Wall Against Autocracy
All of Spain's Mainland Colonies, Excepting Florida, Fight for Independence; Florida is Purchased by the United States; The Monroe Doctrine Warns Old World Powers against Interference or Aggression in the New World and Thereby Preserves the Western Hemisphere for New Ideals

VII Empire Builders
Across the Alleghenies
American Pioneers, Frontiersmen, and Settlers Push Their Way Westward Across the Alleghenies into the Wilderness Beyond

VIII Binding East and West
In Spite of Mountain Walls, the East and West are United by Natural Waterways, by the Building of Roads and Canals, by the Invention of the Steamboat, The Railroad, and the Telegraph

IX From the Mississippi to the Pacific The Missouri Compromise Shuts Slavery Out of Northern Louisiana—Slave Owners Enter Texas and Make it a Republic—Texas is Annexed to the United States—Texas Boundary Dispute Leads to Mexican War and Acquisition of Great Southwest—To the North Free Farmers Cross the Continent into Oregon—"Gold Rush" Makes California Ready for Statehood
Chapter X
Sectional Issues and Social Problems
High Tariff or Low Tariff
The North, South, and West Divide on Political Issues--
The Tariff Presents a Problem to North and South as to Whether the Nation Is an Indivisible Union or a Confederation of States--A Threat of Nullification Forces the Issue--President Jackson Supports the Union--A Compromise Settles the Question for a Time

XI
The United States Bank
Business Speculation
Reforms, Social Progress, The Problem of Banking
Government Funds Arouses Sectional Feeling--Jackson Ends United States Bank Charter, and Deposits National Funds in "Pet Banks"--A Wild Wave of Speculation Leads to Panic--All Sections Agree to Sounder Banking Methods

XII
Nationalism: Prosperity and Progress

XIII
Slave or Free
The Nation, although Prospering and Progressing, Finds the Issue of Slavery Difficult and Dangerous to Its Peace

XIV
Party Platforms and Presidents - "Washington to Buchanan The Story of Political Parties from the Time of Washington to the Year 1856, When the New-born Republican Party Enters National Politics on an Antislavery Platform

XV
Union of Disunion
The Bitter Sectional Feeling Concerning Slavery Reaches A Climax When the Southern States Announce That They Have Seceded from the Union

XVI
The Conflict
A Long and Bloody War Finally Decides That Slavery Shall End and That the Union Shall Remain One and Indivisible

XVII
The New South
After the Civil War the Nation, Bereft of Its Great Leader, Faces the Problem of Reconstructing the Union

Industrial Leadership

XVIII
Binding the New Union: Steam, Steel, and Electricity
After the Civil War, the New West Takes Its Place Beside The New South in the Growing Nation; Steam, Steel and
Chapter

Electricity Help to Bind North, South, East, and West in Closer Brotherhood

XIX The Age of the Machine
The New Tools and Power-driven Machines Increase the Yield of Farms, Mines, and Factories and Change the Daily Life of People in City, Town, and Country

XX The Bounty of the Land
The United States is Aided in Its Industrial Life by Stored-up Raw Materials, by Its Geographical Position, Its Coast Line, Valleys, and Waterways

XXI Parties, Platforms, and Domestic Problems, Lincoln to Coolidge
From Civil War Times On, the People, through Their Political Parties, Congressmen, and Presidents, Attempt To Solve Domestic Problems, Some of Which Become More Difficult During the Machine Age

World Responsibility and World Power

XXII International Complications - Treaties, Arbitration War With Spain - After the Civil War, as International Rivalry for World Colonies and World Trade Increases, the United States Finds Itself Compelled to Face Foreign Problems--Although Most of These are Settled Peacefully, A War with Spain Leads to the Acquisition of Island Possessions in the Caribbean and in the Pacific--The United States Seeks an "Open Door" in Orient, and Builds The Panama Canal to Bind the Atlantic and the Pacific Then Comes a Revolution in Mexico Which Leads to Border Troubles

XXIII The European Maelstrom: Keeping Out of the World War When the Rivalries of European Powers Seeking World Colonies and World Trade Leads to the World War, the United States, in Spite of a Declaration of Neutrality, Feels Itself Being Drawn into the Conflict

XXIV America in the World War
After the United States Enters the War the Nation, Through a Council of National Defense and Other Agencies, Organizes Its Every Resource for the Struggle More Than a Million American Troops Fighting on French Soil Help to Win the Victory
Planning World Relationships
After Wilson Secures a Treaty Which Incorporates Many of The "Fourteen Points," Including the League of Nations, Congress Refuses to Ratify the Treaty--A Separate Peace is Made, yet the Problems of German Disarmament and Reparation, Growing Partly Out of the Versailles Treaty, Remain to Be Faced and Solved--Another Difficult Post-War Problem is the Matter of Allied Debts

Dawn of a New Era
After the Armistice Congress Faces the Task of Restoring The Country to a Peace Basis--During This Period New Developments Open Up a New Era in World Trade and Present New Problems for Living Americans to Meet

Major American Accomplishments
Considered in Its Relation to the History of World Organization, American Civilization Has Made at Least Three Major Contributions: The Conquest of a Vast Wilderness; the Development of Many Modern Inventions; The Example of a Peaceful Union Based on Good Will

America's Place in Science
Americans, although Occupied for the Greater Part of Their History with the Crude Tasks of Conquering the Wilderness and Winning Their Way to Industrial Leadership, Have Made Important Contributions to Pure Science and Many to Applied Science

The Arts in America
With Prosperity and Leisure, America Has Produced Native Painters, Sculptors, Architects, Musicians, Writers, and Workers in Other Arts Who Have Expressed Something of the American Spirit in Their Work

American Ideals - In the American Wilderness, Separated From the Old World, the American People Develop Democratic Ideals Which Are Reckoned as the Greatest Gift of American Civilization to World Civilization

Declaration of Independence
Constitution of the United States
The American People and Nation
Tyron and Lingley

Contents

Foreword
Two Twelve-Book Libraries
Division One
Discovery, Exploration, and Conquest
Division Two
The Founding of the Colonies and the Struggle for Supremacy in North America 1607-1763
Division Three
Colonial Life About 1763
Division Four
The Revolution and the Establishment of the American Nation, 1763-1789
Division Five
Nationalism and Democracy, 1789-1829
Division Six
Expansion and Conflict, 1829-1865
Division Seven
Rebuilding the Union, 1865-1900
Division Eight
America in our Fathers' Time and in our Own
Appendixes
A. The Declaration of Independence
B. The Constitution
C. Interesting Facts About Our Presidents
D. Interesting Facts About The States
The experimental editions of the Rugg course, which were tried out in a fairly large number of junior high schools during the years 1923 - 1929, covered the content outlined below:

Grade VII
1. Town and City Life in America
2. Resources and Industries in America
3. Resources and Industries in Modern Nations
4. The American People

Grade VIII
5. The Westward Movement and the growth of Transportation
6. The Mechanical Conquest of America
7. America's March Toward Democracy

Grade IX
8. Americanizing Our Foreign-Born
9. Resources and Industries in a Machine World
10. Waste and Conservation of America's Resources
11. How Nations Live Together

The content as well as the arrangement of the course during these years, however, was entirely tentative and experimental. Several editions of the pamphlets appeared, embodying revision in selection, organization, and grade-placement of the material. Between 1929 and 1932 the six textbooks growing out of the experimentation were published, and the outline of units presented in them is given below:

Low VII
An Introduction to American Civilization
A Study of Economic Life in the United States

Unit I
Introduction: The American Standard of Living
Chapter I  We Live in a New and Changing Civilization

II  "The Rich Man of the Earth"?

Unit II  The Chief Factors in the High Standard of Living of the United States

Chapter III  What has the Location of the United States to do with its Physical Comfort?

IV  What has the Size of the United States to do with its High Standard of Living?

V  The United States: The Home of Many Nationalities and Races

Unit III  An Introductory Study of Power

Chapter VI  How Men Made Power in the Days Before the Steam Engine

VII  How Men Invented Engines to make Mechanical Power

VIII  Coal: Our Country's most Important Source of Power

IX  Oil -- Magic Power and Wealth

X  Harnessing the Power in the Streams of the United States

Unit IV  The Industrial Revolution

Chapter XIII  Introduction to Transportation and Communication

XIV  Roads and Wheels in American History

XV  The Railroads: Our Chief Carriers

XVI  Transportation on the Waterways of the United States

XVII  Air Transportation

XVIII  Communication by Written Messages

XIX  The Day of Electrical Communication

Unit VI  The American People and Their Work

Chapter XX  The United States has been Peopled by Immigrants
Unit VI

Chapter XXI Getting the Nation's Work Done

XXII The Rapid Growth of Towns and Cities in the United States

XXIII Can the United States, a Nation of Towns and Cities, Feed Itself?

Unit VII

Where the American People Live and Why They Live There

Chapter XXIV The Chief Sections of the United States

Unit VIII

How the American People Trade

Chapter XXV Trade - Buying and Selling

XXVI Manufacturing, Transportation, and Trade Depend on Large Business and Industrial Organizations

XXVII The United States Trades with the World

Unit IX

Interdependence in the Modern World

Chapter XXVIII How Americans Depend Upon One Another

XXIX How the People of the United States Depend Upon Other Countries

XXX A Conclusion

High VII

Changing Civilization in the Modern World

A Textbook in World Geography with Historical Backgrounds

Unit I Introducing the Study of Modern Civilizations

Chapter I Introducing the Study of Modern Civilizations

Unit II Europe Before the Industrial Revolution

Chapter II The Narrow World of the Europeans Before the Industrial Revolution

Unit III How England Became Modern Industrial Great Britain
Unit III
Chapter III How England Changed from the England of Manors to Modern Industrial Great Britain

Chapter IV How Great Britain Became the Pivot of World Trade

Chapter V Great Britain Made India the Center of a World Empire

Chapter VI The British Empire: Possessions in the Mediterranean and Africa

Unit IV France: Both Farmer and Manufacturer, the World's Second Largest Empire

Chapter VII France: A Country of Agriculture and Manufacturing

Chapter VIII How France Built the Second Largest Empire in the World

Unit V Germany: A Powerful Industrial Nation and The Center of European Trade

Chapter IX How Germany Became a Great Industrial Nation

Chapter X German's Small Empire and her Great World Trade

Unit VI The Agricultural Countries of Europe

Chapter XI Russia: A Vast Empire Peopled by Peasants

Chapter XII The Russian People: More Farmers Than Manufacturers

Unit VII How the Geography of Europe Made That Continent The World's Greatest Industrial and Commercial Region

Chapter XIII Europe: The Greatest Industrial and Commercial Region of the World

Unit VIII Europe From 1914 Until Today

Chapter XIV The Interdependence of European Countries in 1914

Chapter XV How the World War Changed European Countries

Chapter XVI How Europe is Recovering From The World War
Unit IX

China: A Changing Agricultural Civilization

Chapter XVII "The Unchanging Chinese," a People with Thousands Of Years of History

XVIII How Old China Lives and Works

XIX "The Changing Chinese"

Unit X

Japan: An Ancient Island Country Which is Becoming a Modern Industrial Nation

Chapter XX Japan: An Ancient Island Country

XXI Japan Today

Unit XI

How the Home of Ancient Civilization Became Modern Latin America

Chapter XXII Latin America: How Europeans Changed Indian Civilizations

XXIII South America: A Continent of Contrasts

XXIV The A B C Countries of South America

Unit XII

Summing Up Changing Civilizations in the Modern World

Chapter XXV Contrasts Between Industrial Countries and Agricultural Countries

XXVI Changing Civilizations in the Modern World

Low VIII

A History of American Civilization Economic and Social

Unit I

Europeans Find the Red Man's Continent

Chapter I The Red Man's Continent

II Adventurous Explorers Seeking Eastern Riches Found a New World: America

III Discontented Europeans Looking Hopefully to America

Unit II

Europeans Settle in the New World

Chapter IV The Earliest English Settlements on the Eastern Coast of North America
Unit II

Chapter V Dutch, French, and Spanish Settlements in North America

VI Founding the Remaining English Colonies

VII How the Colonists Lived in the First Years of Settlement, 1607 - 1700

Unit III

The Struggle for the Red Man's Continent

Chapter VIII The First Struggle of the White Man for the Red Man's Continent, 1607 - 1750

IX The French and English Struggle for North America

Unit IV

America's First Steps Toward Democracy

Chapter X America's First Steps Toward Democracy

Unit V

Life in the New States and the Great Westward Movement

Chapter XI Life in the States After the American Revolution

XII The First Settlements Beyond the Appalachians

XIII The Last Frontier: Cattle Plains, Mining Towns, and Homesteads, 1860 - 1890

XIV A Backward Glance at the Westward Movement and The Conquest of the Red Man's Continent

Unit VI

The Industrial Revolution in America

Chapter XV The Mechanical Conquest of America Begins: The First Machines, 1790 - 1860

Unit VII

The Northern Industrial Zone Versus the Cotton Kingdom

Chapter XVI The Northeastern States Developed Into an Industrial Zone of Cities and Towns

XVII The Southern States Became the Cotton Kingdom

XVIII The Civil War (1861-1865) Brought a New Industrial Revolution

Unit VIII

The Age of Big Business 1865 - 1914
Unit VIII
Chapter XIX The Great Industrial Expansion, 1865 - 1914
XX The Age of the Corporation
XXI The New South

Unit IX
The Industrial Revolution and the Worker
Chapter XXII How the Industrial Revolution Changed the Life of the Worker

Unit X
American Foreign Expansion and the Era of Prosperity
Chapter XXIII American Business Expands Abroad
XXIV America Since the World War
XXV America Faces the Future

High VIII
A History of American Government and Culture
America's March Toward Democracy

Unit I
America's First Steps Toward Democracy
Chapter I Introducing the Study of Government
II How the Early Colonies Were Governed
III The Later Struggle Within the Colonies for Democratic Government

Unit II
The Struggle for Self-Government, 1660 - 1783
Chapter IV The Beginning of the Struggle with England for Independent Government, 1660 - 1760
V The Climax of the Struggle, 1760 - 1776
VI The War for American Independence, 1776 - 1783

Unit III
The Making of the American Constitution
Chapter VII The Making of the American Constitution, 1783 - 1787
<table>
<thead>
<tr>
<th>Unit IV</th>
<th>The First Years of National Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td>VIII The National Government Under Hamilton and the Federalists</td>
</tr>
<tr>
<td></td>
<td>IX Did Democracy March Forward Under the Republicans?</td>
</tr>
<tr>
<td></td>
<td>X Manners and Customs During the First 40 Years of the Republic</td>
</tr>
<tr>
<td>Unit V</td>
<td>Jacksonian Democracy and Its Effect Upon American Culture</td>
</tr>
<tr>
<td>Chapter</td>
<td>XI The &quot;Reign of Andrew Jackson&quot;</td>
</tr>
<tr>
<td></td>
<td>XII The Culture of the Middle West and of the Northern Seaboard, 1830 - 1860</td>
</tr>
<tr>
<td></td>
<td>XIII Life in the Cotton Kingdom, 1830 - 1860</td>
</tr>
<tr>
<td>Unit VI</td>
<td>The Great Conflict: One United Nation or Two</td>
</tr>
<tr>
<td>Chapter</td>
<td>XIV The Controversy Over Slavery</td>
</tr>
<tr>
<td></td>
<td>XV Political Parties and Presidents, 1837 - 1861</td>
</tr>
<tr>
<td></td>
<td>XVI The Civil War</td>
</tr>
<tr>
<td></td>
<td>XVII The Reconstruction Period of the South</td>
</tr>
<tr>
<td>Unit VII</td>
<td>The Struggle Over Government in the Age of Big Business, 1865 - 1914</td>
</tr>
<tr>
<td>Chapter</td>
<td>XVIII Government by Professional Politicians</td>
</tr>
<tr>
<td></td>
<td>XIX The Rise of Government by Business</td>
</tr>
<tr>
<td></td>
<td>XX The Political Revolt of Farmers and City Workers</td>
</tr>
<tr>
<td></td>
<td>XXI The Common People March Toward Democracy</td>
</tr>
<tr>
<td></td>
<td>XXII American Government Extends Abroad</td>
</tr>
<tr>
<td>Unit VIII</td>
<td>The Red Man and the White Man's Government</td>
</tr>
<tr>
<td>Chapter</td>
<td>XXIII The Red Man and the White Man's Government</td>
</tr>
<tr>
<td>Unit IX</td>
<td>The Changing Culture of the American People</td>
</tr>
<tr>
<td>Chapter</td>
<td>XXIV Popular Education and the March Toward Democracy</td>
</tr>
</tbody>
</table>
Unit IX

Chapter XXV The Social Life of Homestead, Village, and City, 1865 - 1900

XXVI American Sports

XXVII The "Lively Arts"

Unit X

The United States After 1914: Current Problems

Chapter XXVIII America and the World War

XXIX The United States Since the World War: Facing the Problems of Democracy

Low IX

An Introduction to Problems of American Culture

Unit I

An Introduction to Problems of American Culture

Chapter I Introducing Some Important Problems of Our Changing Culture

Unit II

American Culture and Changing Group Life

Chapter II America: A Nation of Communities

III America's Million Neighborhoods

IV The Immigrant in Community and Neighborhood Life

V and VI The Changing American Family

VII The American and His Organizations

Unit III

The American and His Work

Chapter VIII Machines, Men, and Their Jobs

IX Scientific Planning in Industry

Unit IV

Government and Changing Town and City Life

Chapter X Changing Community Government in America

XI The Real Government of the Community
Unit IV
Chapter XII Introducing the Study of Law
XIII Some Problems of Law Enforcement and Crime
Unit V
Chapter XIV The Press and American Culture
XV The Story of American Newspapers, Magazines and Books
Unit VI
Chapter XVI What the American People Read
XVII Public Opinion and American Life
Chapter XVI Introduction to the Study of Public Opinion
XVII How Public Opinion is Formed
XVIII Liberty in the American Democracy
Unit VII
Chapter XIX Other Aspects of Our Changing American Culture
XX Advertising and the Consumer
XX The Changing Customs, Standards, and Recreations of the Common Man
XXI The Rise of the Fine Arts in America
XXII Assimilation of Different Nationalities and Races
XXIII Looking Ahead: The Age of Planning

High IX
Changing Governments and Changing Cultures

Unit I
Chapter I Introducing Changing Governments and Changing Cultures
II Storm Centers of the World: Introducing Changing Governments and Changing Cultures
II Europe - The Center of Industrial Civilization
Unit II
Chapter III The Background of Western Democracy
II Government in the "Dark Ages" of Undemocratic Europe
Unit II
Chapter IV The First National States and Absolute Monarchs
      V The Scientific Revolution: New Ways of Thinking
      VI The Revolution in the Arts of Life
Unit III
Chapter VII England's March Toward Democracy
      VIII England's First Steps Toward Democracy
      IX How "Frontier Thinkers" Directed the World's March Toward Democracy
      X How "Frontier Thinkers" Directed the World's March Toward Democracy (Continued)
      XI Great Britain: The First Representative Government
Unit IV
Chapter XI The March Toward Democracy in France and Germany
      XII Democracy's Difficult March Under Changing Governments in France, 1800 - 1914
      XIII Empire by Divine Right: Germany Until 1918
Unit V
Chapter XIV Changing Governments and the World War
      Industrial Countries Europeanize the Earth and Produce the World War
Unit VI
Chapter XV Russia: New Experiments in Government
      The Old Russia: From Imperial Autocracy to Proletarian Dictatorship
      The New Russia: Transforming a "Backward" Nation
Unit VII
Chapter XVII Industrial Europe Produces a New Culture
      The Lively Arts and the Changing Cultures in Europe
      Modern European Culture and the Fine Arts
Unit VIII  The Spread of European Civilization Around the World

Chapter  XIX  The Western World Turns Toward Asia
         XX  China: The Breakdown of an Old Culture
         XXI The Struggle for Democracy in Japan
         XXII India's March Toward Self-Government
         XXIII Mexico: A Changeless Culture

Unit IX  How The Modern World Is Governed

Chapter  XXIV How The Modern World Is Governed

Unit X  World Conflict Versus World Organization

Chapter  XXV World Conflict Versus World Organization
         XXVI Conclusion