

THE DEVELOPMENT OF THE CONTRACT METHOD
IN THE TEACHING OF HISTORY IN THE
PHOENIX UNION HIGH SCHOOL

by

J. Claud Hays

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Approved: O. K. Osment
Major adviser

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
The Problem.....	1
Reasons for Making the Study.....	1
Definition of the Term.....	1
Survey of Previous Studies.....	5
Studies in the Use of the Method.....	6
An Experiment in the Unit Plan.....	8
The Contract Method and Supervised Study....	9
II. THE INCEPTION OF THE METHOD.....	11
The Initial Step.....	11
The Background of the Study.....	11
The Scope of the Study.....	12
III. AIMS AND APPLICATION OF THE TECHNIQUE.....	13
Aims to be Accomplished.....	13
Two Viewpoints.....	13
Aims of the Teacher.....	15
Preparing the Study Sheet.....	17
Outlining the Subject Matter.....	19
The Test Questions.....	20
Why Different Tests are Necessary.....	21
Theory of Weighting.....	21
Specimen of Questions Used.....	22

CHAPTER	PAGE
III. (Continued)	
Planning and Standardizing Tests.....	23
Sample of Tests.....	25
IV. DIFFICULTIES ENCOUNTERED IN ESTABLISHING THE CONTRACT METHOD.....	76
Establishing of Norms.....	76
Comparing Norms.....	79
Select Groups.....	82
Classifying Contracts.....	82
Pupil Difficulties.....	83
Directing the Students' Preparation.....	84
Study Methods.....	85
Difficulties in Assignments.....	86
Supervised Study.....	86
The Teacher in Supervised Study.....	87
Organization of Subject Matter.....	88
Class Discussions.....	89
Difficulties in Making Reports.....	89
Cheating.....	91
The Achievement Record.....	91
V. DETERMINATION OF DESIRABILITY OF PERIODS FOR INDEPENDENT STUDY.....	92
The Study Period.....	92
Grouping.....	92
Teaching Technique.....	95

CHAPTER	PAGE
V. (Continued)	
Summary of Free Period Experiment.....	96
VI. CONCLUSION.....	99
Summary of Data.....	99
Restatement of Thesis Problem.....	99
Faults to be Guarded Against.....	101
Suggestions for Improvements.....	102
BIBLIOGRAPHY.....	103

TABLES

NUMBER	PAGE
I. A Posting Sheet Selected From a Slow Moving Group Covering One Unit of History.....	65
II. A Posting Sheet of An Average Group Covering One Unit of History.....	66
III. A Posting Sheet Selected From a Superior Group on One Unit of History.....	67
IV. Distribution of Grade Marks by the Students During the Fourth Year of the Contract.....	92
V. The Mean Scores in Mental Ability and Achievement of Two Groups of Pupils in An Attempt to Determine the Efficiency of Independent Study.....	98

FIGURES

1. Results of the First Application of the Contract Tests to a Large Group of Random Sampling.....	78
2. Showing the Average Grade Distribution of Five Classes After the Second Year Revision.....	80
3. The Distribution of the Grade Marks for the Two Semesters of the Fourth Year of the Experiment.....	93

CHAPTER I
INTRODUCTION

The Problem. The problem is the development and application of a "contract method" of teaching history in a large urban high school; to present the difficulties which have arisen in adapting the technique to the students of varying mental abilities; and to discern and set forth the best methods which our experience has revealed.

Reasons for Making the Experiment. This study is the embodiment of a technique of teaching social science varying considerably from the traditional method, and is a technique proposed to meet a felt need. The rapidly increasing enrollment of this school frequently presented new difficulties in the methods of teaching. A contract method with sufficient flexibility to meet the newly arising problems was proposed. A large per cent of the students came from other schools and from schools of different classifications. The chief problem was that of classifying the student for his best accomplishment and providing a teaching technique for the various classifications.

Definition of the Term. The "contract method" is a plan proposed to enable the teacher, with his increasing duties and increasing pupil load, to teach more effectively. The method suggests a psychological arrangement presumably conducive to more effective learning by the pupil. It provides

the pupil with a definite task (a contract) and with ample freedom to perform this task according to his chief interests and rate of learning.

The primary purpose of the contract method is to motivate and organize, in so far as possible, the efforts of the pupil. Such a course or method should not overlook, ultimately, the importance of social training.¹ It must offer an opportunity for training in leadership, co-operation, and initiative. It proposes to assist the pupil in analyzing and evaluating subject matter and to establish relations of subject matter to life situations. It also proposes to encourage honesty, thrift, and skill.

Although there has been considerable study and experimentation devoted to the determination of the aims, content, and method of courses in the field of social science, we have by no means finally determined just what facts in history should be taught nor what methods or technique should be used in their teaching. In this study the writer proposes to outline the development and use of one method, the contract method, in the Phoenix Union High School. The writer will indicate the difficulties experienced in its operation by both the teacher and the pupil, as far as possible, and will suggest such desirable changes in procedure and technique as may seem justified by the data.

1. Wilson, Harry Bruce - "Organizing the High School and Classifying its Pupils", National Educational Association, 1924:776-8.

The contract method is the descendent of a combination of many plans, and judging from the basic principles involved, the genesis of this method will date back, at least, to Pestalozzi and Froebel, that is such principles as individual instruction by the teacher and more freedom of thought and action for the pupil.² Since modern educators realize the importance of freedom in thinking and freedom in activity, we see such methods coming into the high school as the Dalton Plan, the Winnetka Plan, the Project Method, the Socialized Recitation, and possibly the Scarsdale Plan, all of which may be considered the forerunners of the contract method, because of the effort to secure more individual instruction and to foster in the pupil greater initiative and freedom in the performance of his school work. Through the contract method, we strive to meet individual differences in pupils through the most economical and effective methods.

We have blundered along with mass instruction for several hundred years, but this generation with its Pueblo Plan, Batavia Plan, Elizabeth Plan, Burke's Experiment, and Morrison's Mastery Plan is in a fair way to reduce the absurdities based on the theory of that never discovered element, "the average child."³ The contract method does not propose a blanket-cover technique for the teaching of students of various abilities in the same group, but rather the teaching

2. Cubberley, E. P. - History of Education, p. 764.

3. Editorial Comment - Educational Review, 73:109, May, 1927.

of individuals in classified groups. In this respect, the writer is inclined to place Morrison in the lead of those who have contributed to the contract method.⁴ The contract method embodies the Morrison theory when he says: "The whole process of education, of adjustment to the objective conditions of life, is made up of unit learning, each of which must be mastered or else no adaptation is made."⁵ With the unit learning itself, Morrison says: "There are no degrees of learning; he either has it or he has it not."⁶ So the contract method partakes generally of the following procedure:

1. Units
2. Series of contracts
 - a. Outline of subject matter
 - b. Pretest
 - c. Assignment sheet
 - d. Study directions
 - e. Tests
 - f. Further study
 - g. Test, study, test to mastery

The unit having been identified, the next problem is the technique of pedagogical attack. Here, Morrison supplies the "Mastery Formula": "Pre-test, teach, test the result, adapt

4. Morrison, Henry C. - The Practice of Teaching in Secondary Schools, pp. 80-96.
 5. Ibid., p. 36.
 6. The term "unit" refers to a specific step in the contract method.

procedure, teach and test again to the point of actual learning."⁷ In the process of developing the unit, the teacher will make extensive use of material, historical and other, which serves to illustrate the unit of the contract. The teacher will use a great deal of direct verbal explanation, but in the end the work should produce the attitude aimed at and not a memorization of the documentary material used in developing the unit of the contract. The contract must be organized with clearness and simplicity, making the subject matter capable of being understood rather than capable merely of being remembered.

Survey of Previous Studies. There has been much said and written recently concerning the contract method, but possibly fewer than a half dozen outstanding experimental studies have been reported. One of the first of these studies of the contract technique is reported by Griffith.⁸ He tried out the theory of the contract method as contrasted with the traditional recitation to ascertain the method through which his students were able to master more factual material. His findings seem to suffer because of the lack of scientific technique. The teachers apparently did not receive sufficient guidance and instructions relative to the procedure to be used and certain factors that may have influenced the results were not common to both groups. However, the result of the experiment, as

7. Morrison, Henry C. - The Practice of Teaching Secondary Schools, p. 175.

8. Griffith, S. L. - "Harlin's American History Test of Method" School Review, Vol. 28:697-702, January, 1920.

indicated by a decision of the faculty, was decidedly in favor of the contract method, The result was also sufficient to stimulate other investigators to try similar experiments.

In the year following Griffith's experiment, Moon of the University of Chicago⁹ made a comparison of the two methods with two equated classes. Both classes were measured for the mastery of facts acquired through the utilization of the traditional recitation method. His findings show that the class working under the contract method rated five per cent higher in the memory of historical facts than did the class of the traditional recitation method.

In 1929 Essen and Cole¹⁰ made a study of the effectiveness of the contract method as compared with the ordinary method of traditional recitation. This study was a carefully controlled experiment involving the use of equated groups. Both groups were given initial and final tests. The results show that the mastery of facts in four of the five pairs of classes in this experiment range from 1.6 to 1 to 7 to 1 in favor of the contract method and that the contract method was apparently a significant factor in the superiority shown by the classes using the method.

Studies in the Use of the Method. Jackson made a study

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9. Moon, George R. - "An Experiment Made by a History Teacher", School Review 37:272-281, January, 1920.
 10. Essen, Victor E. and Cole, Robert D. - "The Effectiveness of the Contract Method", School Review 37:272-281, 1929.

of the function of the various elements of the contract
¹¹
 method. The purpose of his method was to show how

1. Assignments,
2. Freedom of study,
3. Freedom of progress,
4. Individual instruction, and
5. Group creativeness may be developed and improved upon.

The function of the teacher in this study was five-fold:

1. To preserve an atmosphere of study in the classroom,
2. To explain any detail of the assignment,
3. To give information in regard to the use of departmental equipment,
4. To give suggestions, and
5. When the need actually arose, to give full explanation of the point and of its relations to the general principle of the subject.

This study was hampered somewhat in actual practice because the State High School Inspector and the local school board did not accept the plan in full, stating that systematic drill was necessary. A compromise was adopted. Even though drill and memory work was necessary for college entrance, the authorities of this school admitted that the forced and unnatural method of teaching is mischievous in the extreme. The conclusion was that both the slow as well as the accelerated

11. Jackson, E. D. - "The Dalton Plan", School Review 28:688-690, May, 1920.

pupil did benefit by the plan. Further, the freedom of the plan tended to eliminate failures for the self conscious student.

An Experiment in the Unit Plan. Evans presents a description of the unit plan of organization in the Simon Fratz High School.¹² The development of the unit plan involved the division of the text book into the various logical divisions and prepared study sheets for each division. The guide sheet included an introduction planned to attract the interest of the pupil and clearly stated the relation of each sheet to the previous one. The study sheet also contained a short statement of the problem and emphasized the central idea of the unit. Reference to text books, exercises and suggestions for library reading, were also included.

Educators generally believe that mass production in education does not educate, but only turns out graduates. The contract method must meet this criticism, but it should be understood that the contract method, or any other mechanical device, can not succeed without the conscientious efforts of the teacher. The teacher must contribute as best he can to the process. The lack of books and materials other than text books in the classroom necessitates the guidance and assistance of the teacher. The contract method can stimulate and encourage the pupil, but the lack of reading ability on the part of

12. Evans, Jane C. - "An Experiment in the Use of the Unit Plan", Educational Outlook Vol. VI, January, 1932.

the dull pupil creates a serious problem and, regardless of the method in general use, the teacher must render individual assistance. As the contract method can not hold the assimilation step for long periods without interruption, the teacher's judgment must function constantly.

The Contract Method and Supervised Study. Much time may be wasted in handling supervised study. The guide sheets tend to crystallize and must be constantly revised in the light of experience. The guide sheet must set forth clear and specific requirements of the pupils. The guide sheets may indicate the topics for study and it may set the rate for which to accomplish the various topics, but in the supervised study periods the teacher must be ready to render direct assistance to each student individually. Individuality is encouraged by the contract method and the supervised study period provides an abundant opportunity for such development. Also, by the revision of the contract method into the various units, a new value of historical unity as well as a new interest in the individual differences of pupils may be developed.

Since it appeared to the writer that there was still opportunity for improvement of the contract method, additional steps were incorporated by the Phoenix Union High School with a view to improving the method. It is the purpose of the writer to make a study of the types of difficulties encountered by the pupils in their varying levels of mental abilities and to determine the desirability of periods for independent study

as indicated by the performance of two equated classes for one semester; one class of the contract method having one day each week for free study, and the other class taught entirely by the contract method. The results of these experimental classes will be considered by comparison with all other history classes in the school.

CHAPTER II

THE INCEPTION OF THE METHOD

The Initial Step. The head of the social science department of the Phoenix Union High School, realizing that the rapidly increasing enrollment was demanding more effective methods, proposed, in the fall of 1927, a revision of the methods of teaching history. The various teachers of the department made a systematic review and study of current methods used in different schools. The study and reports were discussed in several departmental faculty meetings before definite plans were made for the development of the contract method of teaching.

The Background of the Study. Of the various methods proposed for discussion, the Dalton Plan, the Winnetka Plan, and the Morrison Unit Plan were considered of chief importance in establishing the foundation of the new technique. The main purpose of the new method was to provide for more desirable outcomes from teaching and to alleviate other conditions due to the difference in nationalities among the pupils and the fact that a great number of the students were from many schools of varying educational efficiency. As the teachers were not so much concerned with a definition as they were with the function, aims, and outcome of the method as applied to the Phoenix Union High School, special study was centered upon

the planning of contracts of different levels of difficulty for the groups of various abilities and previous training. Special consideration of the educative process was observed with a hope of developing a satisfactory contract method.

Scope of the Study. As previously stated, the planning and revising of the contract method in the Phoenix Union High School has been under development and actual practice since 1927. The development of this paper has been influenced by more than twenty-four hundred pupils and involving approximately seven thousand tests. In other words, it is the experience and results of our contacts with the various pupils who entered the social science classes during this time. It is hoped that any teacher of other schools may benefit from our experiences in applying a contract method to similar courses and under various conditions. It should be stated that the method has not been entirely satisfactory in our school. The summary of this study will discuss the advantages of the method and the dangers to be guarded against.

CHAPTER III

AIMS AND APPLICATION OF THE TECHNIQUE

Aims to be Accomplished. To function best, the contract method must assist in serving adequately the large groups assigned to each teacher and to minimize the routine of the teacher. The contract method must retain the socializing values of the traditional recitation and yet allow each pupil to progress at a rate suitable to his capacity and interest.¹³ The contract must be planned for classes of different sizes and for students of varying abilities. It must provide ample opportunity for varied techniques and methods such as text book teaching, collateral readings, socialized recitation, laboratory method, project method, etc. The class period should be a work period, and a special effort should be made to minimize the amount of time devoted to lecture. By the contract method the pupil should work individually, but may work collectively in small groups. The teacher is the director of the class activity, but his time is divided among the individual pupils as they encounter difficulties.¹⁴

Two Viewpoints. Objectives in teaching history should be

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13. Essen, Victor E. and Cole, Robert D. - "The Effectiveness of the Contract Method as Compared with the Ordinary Method of Teaching", School Review 37:272-281, 1929.
14. Graham, Roy - "Contract Method in High School", School Board Journal 79:47-48, September, 1929.

determined from two viewpoints; that of the teacher and that of the pupil. The stand of the teacher on attitudes and ideals is of great importance. The teacher must have his objectives and purpose definitely planned for each unit. The viewpoint of the pupil is subject to the influence of the teacher, and the truth should be clearly established that the student depends very largely upon the manner in which the teacher presents the subject matter for interest in and motivation of the subject.

A purely annalistic account of the past is not sufficient for the intellectual development of the student. He must have developed a critical attitude in his study of historical material, both past and present. The pupil must be taught to achieve understanding of the larger significant movements in human history which explain the society in which he lives, and which develop in him a reasoning attitude toward the social world about him.

It then becomes the task of the teacher to set forth the significant movements and forces of history in the form of a problem which may have several minor divisions. Each unit must be organized into levels with varying degrees of difficulty to provide for the intellectual development of the pupil. A unit of history embodies that scope which is centralized about a given theme; i.e., Discoveries and Explorations, Colonization, National Period, Westward Expansionist Movement, etc. It may consist of one or more chapters and should be covered in a

period of not more than three weeks. By orderly and clear thinking the teacher must be able to analyze the content in significant parts and to deal with each part separately, but always to show the interrelationships of the several parts. A major unit should be broken up into its sub-parts. Considering the Westward Expansionist Movement, the study sheet may be as follows:

The Westward Expansionist Movement

- a. The settlement of the Middle West. Early explorers and settlers; settlement of Tennessee and Kentucky; occupations; movements across the Mississippi.
- b. Life on the frontier: homes, occupations, education, religion, manners, amusements and ideals.
- c. The development of transportation: steamboats, roads, canals, railroads.
- d. The disappearance of the frontier and the development of the conservation movement, present-day activities in conservation.

The above topics deal with vivid and dramatic activities. The objectives here should bring into play a fresh and vigorous attitude by the pupil.

Preparing the Study Sheet

Aims of the Teacher. In preparing a study sheet to place in the hands of the pupil to aid in the preparation of lesson assignments, the teacher is to perform a five-fold function:

1. To preserve an atmosphere of study in the classroom,

2. To explain any detail of the assignment,
3. To give information in regard to the use of departmental equipment,
4. To give suggestions, and
5. When the need arises to give full explanation of a point and of its relation to the main problem of the unit.

In addition to the above points which require careful co-operation by the teacher, the study sheet should embody certain other points.

Among the aims which the teacher set out to make the guide sheet propose are:

1. It is to be a definite and clear lesson assignment,
2. It must embody certain aims,
3. It must offer training for reasoning,
4. It must stimulate interest,
5. It should encourage investigation,
6. The organization of the material must be a real challenge to the varying abilities of the pupils.

The guide sheet must suggest some general method and aims for the development of projects and enrichment of readings.

The Study Sheet. The contract method suggests a psychological arrangement presumably conducive to more effective learning by the pupil. It provides the pupil with a definite task, a contract, and with ample freedom to perform this task according to his interests and rate of learning. The contract study sheet must provide some motivating stimulus and should organize,

as far as possible, the time of the pupil. The method proposes to assist the pupil in selecting better methods of study, to develop judgment in the analysis and evaluating subject matter, and to establish relations of subject matter to life situations. Crowded as the program may seem, there is opportunity to encourage honesty, initiative, and skill as well as the assimilation of desirable factual materials.

Preparing the Study Sheet. After the teachers had read carefully through the unit of subject matter with a view to organizing it into units, each teacher submitted a list of topical subjects touching every important point of the unit. These topics were classified according to the combined judgment of the teachers in the department. Those topics which were considered most essential fell into the group of the minimum requirements. It was no easy task to classify all the subject matter into the various levels. Invariably, until after many trials and errors, the minimum essential sheet would be overloaded. This fact was established (1) because the result produced too many failures, and (2) because the requirement for the higher marks were too easy, that is if a student was able to pass the minimum essential, he usually found it relatively easy to make the mark of one.

Each pupil in the contract method is expected to meet the requirements of the minimum essential test, and for this reason a mimeographed sheet must be prepared for each pupil. The problems, activities, and all historical facts of the study

sheet are discussed by the class and teacher before a test on the minimum essentials is offered. If, for any reason, the pupil does not pass the test, he is given an opportunity to review the block of work and call for another test. It has been found necessary occasionally to offer a test the third time for the extremely slow pupil. The contract does not propose to offer the same test the second or third time to the same pupil, hence it is necessary to have prepared three equated tests covering the minimum essentials.

All pupils must meet the minimum requirements before they are eligible to ask for an advanced test. When the pupil has passed the first test he is then presented with a mimeographed study sheet for an advanced test. This study sheet is prepared from the same subject matter which was studied by the pupil while preparing for his test on minimum essentials. The contract does not grant so much freedom to the student preparing for the superior test because he is being tested for a higher degree of scholarship. He is limited to only two chances at passing the required test. In addition to this test, the pupil is required to make a special written or oral report selected from ten pages of reference reading. The report must be submitted in advance of the test. Sufficient time must be given to the preparation by the student for the advanced test before it is offered.

In the second superior contract test, the pupil must demonstrate his superior accomplishment in the first trial.

This superior accomplishment is recognized by a mark of one or two. In addition to the passing of a "mastery" test, which is offered at the end of each term of six weeks, the pupil is required to prepare a special project which is pertinent to the subject of the block. Only three study sheets are prepared for the pupil; one covering minimum essentials, one more advanced for the average pupil, and one for the superior pupil. A sufficient number of projects may be proposed on one sheet to prepare the pupil for the superior levels.

Planning Tests for Various Levels

Outlining the Subject Matter. After the subject matter had been classified into the various group levels, test questions were made. These tests were based upon the topics of the various study sheets. Three equated tests were prepared for the minimum essential study sheet. Two equated tests were prepared from the advanced study sheet. Only one test is prepared for those working on the superior accomplishment augment. The mark given on the test for the superior accomplishment depends upon the number of errors. As a rule not more than two errors would qualify for the mark of one. More than two errors but less than five errors would make a mark of two. Pupils making more than five errors are forced to content themselves with their previously made mark of three. Each unit was organized into contracts and tests were prepared for each contract as follows:

Unit (three weeks)		Test (Form I)
Minimum essentials		Test (Form II)
(mark of four)		Test (Form III)
Advanced level		Test (Form I)
(mark of three)		Test (Form II)
Superior level		Test (Form I)
(mark of two or one)		

Mastery test covers a "block" of two units

Two contracts, or units of three weeks each, are combined to form a "block" which roughly covers a six-week term. Assuming that the pupil has achieved a mark of three in the above unit and that was the best he could do and that he has made a mark of one on the following unit of three weeks, a mark of two may be predicted for his report card. According to the contract method, this mark of two can only be predicted the average of three and one. This is not necessarily true in each instance because the term mark should not be based wholly upon the tests. The written work and the daily recitation and other contributions should be considered in the mark average.

The Test Questions. The test questions were made by the teachers in a fashion similar to the making up of the study sheets. Generally, a question based upon a phase of minimum essential requirements, will fall into the minimum essential test. A question based upon the thought of an "advanced" study sheet would fall into the test for that level. The questions selected for the mastery tests are a challenge to

the memory of facts and to reasoning and judgment. One of the most difficult tasks was that of weighting the different tests for the same level.

Why Different Tests are Necessary. The contract method must afford ample freedom to the pupil that he may organize his efforts and pursue the method best suited to his rate of learning. Various tests of equal value are necessary for the following reasons:

1. The pupil of superior ability must not be detained in his progress because of the slow moving pupil.
2. The slow pupil who fails to pass the first or even the second test in a satisfactory manner should have an opportunity to review the unit of work and call for another test.
3. When students are absent on test days, they should have their chance to pass the unit, but in fairness to the other pupils they should have a different, but no more difficult test.

Theory of Weighting

When Questions are Equally Difficult. In preparing three different tests for the minimum essentials, care was exercised that the same thought should occur in each step. Also, special attention was given to the selection of words in order to maintain a balance of difficulty. Some questions were stated in a positive manner while the same thought was stated negatively on another test. Some questions were stated with the omission of important words to be supplied by the pupil. The following are questions taken from three different

tests which were prepared for the minimum essential test:

Specimen of Questions

Unit VIII - Level I (Minimum essentials)

Question I - Form I (true-false)

The sinking of the Maine was a direct cause of the Spanish-American War.

Question I - Form II

Congress was satisfied with Spain's apology concerning the sinking of the Maine.

Question I - Form III

The _____ was a direct cause for the Spanish-American War.

The weighting of the questions for the three forms of this level was largely a matter of teacher judgment, but the reaction of the pupils to the test was also considered. The theory of weighting was based upon the belief that each corresponding question on the three different forms must be a challenge for the correct answer to the same thought: The sinking of the Maine was a cause for the war or it was not a cause for the war. It will be observed also that each of the above questions carries two elements, "the sinking of the Maine" and a "direct cause for the war." These are the essential elements of the question. The first or basic element is not a problem for the pupils' consideration since it is stated. It can not effect the balance between the three forms of tests because it is a common factor to all three questions. Hence, the only problem for the student is the question: Was the

sinking of the Maine or some other factor a cause for the war?

The important point in this idea lies in the fact that the same challenge must occur in each corresponding question of the same level.¹⁵ This does not mean that the same questions should necessarily be represented by the same number on the different tests. To change the order of the questions on one form when two forms are used at the same time tends to reduce cheating. The only remaining factor which would have a tendency to upset the balance is the use of words of markedly different difficulty in the questions. This condition was overcome by a careful selection of understandable words.

Planning and Standardizing Tests

Planning Questions. When the teacher had drafted the first set of questions covering a unit of history, it was found that the task of validating and standardizing the tests was only started. Before a question was considered valid it was felt that it should be answered by the test or reference materials. If the question is prepared for a slow moving group the thought of each question should be suggested in the study sheet. However sound the question may appear to the teacher, it can not be considered final until it has been tested by the reaction of the pupils. Pupil criticism was not so-

15. Throughout this study reference to
 Level I is the minimum essential assignment
 Level II is the advanced assignment
 Level III and IV is the superior assignment

licited, but careful attention was given to unsolicited criticism. In order to better appraise the student reaction, each teacher made a list of criticisms offered and in group meetings these criticisms were tabulated and the questions revised.

It was discovered that many questions which were correctly stated and pertinent to the subject were not correctly answered, because the question involved some pivotal word which was not common to the pupil vocabulary. To illustrate:

Number of question	Number of errors
1	6
2	10
3	5
4	7
5	2
21	15
22	8
23	12
24	9
25	7

The teacher with the above tabulation taken from approximately one hundred and twenty-five pupils would be justified in believing that questions 2, 21, and 23 should be revised. The following questions were taken from tests which rated rather high in the frequencies of errors:

1. The stamp act imposed duties on many papers used in legal transactions.
2. The Monasteries served as inns during the Middle Ages.
3. The Writ of Habeas Corpus is an order requiring

a person held in custody to be brought before the court.

4. New Amsterdam was an economic obstacle to the English.
5. The Middle Colonies were characterized by diversity of religious faith.

It is somewhat surprising to know that the comprehension of such words as legal, inns, custody, obstacle, and diversity is not common to all high school juniors. Hence, a few words should be placed upon the study sheet to be defined in class discussions where such words are essential to the comprehension of the question as in the above sentences.

Sample of Tests

Tests. The following specimen tests are taken from Unit VI, The Civil War of the United States. This period, the division and reunion, is too long for one unit so it was divided into part one and part two. The contracts as represented here are the result of about three years of revision and standardization and are presented in the order in which the unit is taught.

Minimum Essentials

Unit VI - Study Sheet - Part I - Contract I

Unit VI - Test - Contract I - Part I - Form I

Unit VI - Test - Contract I - Part I - Form II

Unit VI - Test - Contract I - Part I - Form III

Advanced

Unit VI - Study Sheet - Part I - Contract II

Unit VI - Test - Part I - Contract II - Form I

Unit VI - Test - Part I - Contract II - Form II

Superior

Unit VI - Study Sheet - Part I - Contract III and IV

Unit VI - Test - Part I - Contract III and IV

(Followed by Mastery Tests)

AMERICAN HISTORY II
THE SLAVERY QUESTION
UNIT VI

First Achievement Level - (Required for the Mark of 4)

16

The Story of the Level

In the first two hundred years after negro slaves were brought here the question did not seem important. A farming country (the South) and a manufacturing country (the North) were growing up side by side. Slavery grew strong in the first and died out in the other without either caring what the other did about it. (1-3)

Slavery entered politics with the Missouri Compromise which was the opening gun in the struggle over whether or not the West should have slavery, and that was what the Civil War was really fought to decide. War almost took place over the question of slavery in the Mexican Cession but the Compromise of 1850 was supposed generally to have settled the slave question for all time. It was a dead issue and no one mourned for all were enjoying a business boom. (4-13)

The dead issue was resurrected by the Kansas-Nebraska Bill which put an end to all compromise. (14-15). Things happened rapidly after the Kansas-Nebraska Bill went into effect and the crises rapidly approached. The Republican Party was formed to oppose the extension of slavery, the South kept demanding more and more until the limit was reached in the Dred Scott Decision which would have opened the whole West to slavery. Lincoln's election, after the Democratic Party split over the Freeport Doctrine, brought on the war. (16-24)

Four years of hard fighting brought the defeat of the South - hampered as it was by slavery and the theory of states rights. (25-29) The War strengthened the position of the United States abroad. (30-34)

II

Each topic should be thoroughly mastered before applying for the first test.

III

Before applying for a test on the Second Level topics, do ten pages of reading from one of the following books and hand in a brief report with the author, title, and pages read.

1. Elson - History of the U. S.
2. Bassett - Short History of the U. S.
3. Rhodes - History of the U. S.
4. From - Compromise of 1850, Vol. I
5. Smith - Parties and Slavery
6. Chadwick - Causes of the Civil War
7. Burgess - Middle Period
8. Dodd - The Cotton King
9. Mace - The Anti-Slavery Crusade
10. Stephenson - Abraham Lincoln and the Union
11. Stanwood - History of the Presidency
12. Hart - American History Told by Contemporaries
13. MacDonald - Documentary Source Book
14. Dewey - Financial History of the U. S.
15. Forman - Our Republic
16. Dodd - Expansion and Conflict
17. Hosmer - The Appeal to Arms
The Outcome of the Civil War
18. Stephenson - The Day of the Confederacy
19. Biography of the important men of the period

Background

1. When and how did slavery originate in America? Why did it die out in the North and develop in the South? (237)
2. What attitude did the Constitution take on the question of slavery? (237)
3. Who was the man mainly responsible for the rise of abolition sentiment? (274) How did the Abolitionists differ from the Anti-Slavery men? (275)

Slavery Enters Politics

4. How did the Gag Resolution bring Abolition into politics? (274)
5. Compare the stand taken by the Free Soil and by the Liberty Party. (310)
6. What were the provisions for the Missouri Compromise? (239-40) Date.
7. What was the Popular Sovereignty Theory? (309)
8. Who were the "Big Three" of the Thirty-first Congress? (312)

- What were the views of Webster and Calhoun on the Omnibus Bill? (313-14)
9. Why was the Omnibus Bill regarded as the final compromise on slavery? (317) What was the Underground Rail Road?
 10. What was the provision of the Kansas-Nebraska Bill? (332)
 11. Who was the author? What was its purpose? What was its effect on the Missouri Compromise? (332)
 12. How did the Kansas-Nebraska Bill affect Kansas? Who was John Brown?
 13. What new political party did the Kansas-Nebraska Bill call into being? (335)
 14. What was the question decided by the Dred Scott Case? (341)
 15. Give the election of 1860; parties, candidates; how each stood on slavery?
 16. What was the immediate result of the election on the South?
 17. Name the ties of common interest between the sections. (354)
 18. Why are Vicksburg and Gettysburg considered the decisive battles in the Civil War? (373-4)
 19. Tell the story of the Assassination of Lincoln. (384)
 20. What were the provisions of the Emancipation Proclamation? Date? Provisions of the 13th Amendment? Date?

AMERICAN HISTORY II
DIVISION AND REUNION

Test Unit VI Part I Contract I Form I
Name _____ No. _____ Period _____ Date _____

1. Negro slavery was first introduced in the new world in 1619.
2. The Constitutional Convention refused to discuss the slavery question.
3. Under the Missouri Compromise, Maine came in as a free state.
4. The Missouri Compromise dealt with the slavery question for the Louisiana Territory.
5. The people of California voted to have a slave state.
6. Under the Popular Sovereignty idea, Congress was to decide the slavery question for each territory.
7. The Omnibus Bill dealt with the slavery question for the Mexican Cession.
8. Up to the year of 1850, our immigrants came from Northern Europe largely.
9. The demand for laborers in the United States brought a large number of immigrants to the U. S. from 1840 to 1850.
10. Congress aided railway development in the United States.
11. The Kansas-Nebraska Bill repealed the Missouri Compromise.
12. The Republican party was organized as a protest to the Kansas-Nebraska Bill.
13. The Dred Scott Case handed down the decision that the slave was property.
14. The Southern Democrats in 1860 demanded that the negro be regarded as property.
15. In 1860 the Republicans stood for no extension of slavery into the territories.
16. South Carolina hesitated to secede after the election of 1860.
17. The resources of the South exceeded those of the North.
18. The purpose of the Fugitive Slave Law was to aid the southern planters to capture run-away slaves.
19. John Brown believed he was justified in trying to free the slaves by force.
20. The Underground Railway was a method used to smuggle goods into the country in order to avoid tariff duties.

Underline the Correct Word

1. In the Thirty-first Congress, the champion of the South was Clay, Webster, Calhoun, Cass.
2. In the Thirty-first Congress, the champion of the Union was Webster, Calhoun, Cass, Seward.
3. The term "The Great Compromiser" has been applied to Webster, Calhoun, Clay, Seward.
4. The author of the Kansas-Nebraska Bill was Cass, Seward, Douglas, Clay.
5. The candidate in 1860 for the Northern Democrats was Brekinridge, Douglas, Stephens, Lincoln.
6. The candidate for the Republican party in 1860 was Fremont, Lincoln, Douglas, Stephens.
7. The military leader of the South was Jefferson, Davis, Lee, Grant.

AMERICAN HISTORY II

DIVISION AND REUNION

Unit VI Part I Contract I Form II

Name _____ No. _____ Period _____ Date _____

1. Negro slavery was first introduced in the New World in 1607.
2. The Constitution recognized the institution of Slavery.
3. Under the Missouri Compromise, Missouri came in as a free state.
4. The Missouri Compromise settled the slavery question for the Mexican Cession.
5. Under the popular sovereignty idea each region was to decide the slavery question for itself.
6. California excluded slavery in her constitution.
7. The Omnibus Bill settled the slavery question for the Oregon Territory.
8. Up to the year 1850, our immigrants came largely from southern Europe.
9. Poor economic conditions in Europe were responsible for a large number of immigrants coming to the United States in 1850.
10. Congress left railway development entirely to private and state enterprise.
11. The Kansas-Nebraska Bill repealed the Missouri Compromise.
12. The Republican Party favored the Kansas-Nebraska Bill.
13. The Dred Scott Case handed down the decision that a negro was a citizen.
14. The Northern Democrats in 1860 advocated no slavery in the United States.
15. The Republicans in 1860 advocated no slavery in the United States.
16. The immediate result of the election of 1860 was the secession of South Carolina.
17. The resources of the North exceeded those of the South.
18. The purpose of the Fugitive Slave Law was to aid the southern planters to capture run-away slaves.
19. John Brown believed he was commissioned by God to help free the slaves by force.
20. The "Underground Railway" was a method used to help fugitive slaves reach free territory.

- | | |
|------------------|--|
| ___ Calhoun | 1. Republican candidate in 1860 |
| ___ Webster | 2. Leader of the South in the
Thirty-first Congress |
| ___ Clay | 3. Author of Kansas-Nebraska Bill |
| ___ Douglas | 4. Champion for the Union |
| ___ Breckinridge | 5. Military leader of the South |
| ___ Lincoln | 6. Southern Democratic candidate
in 1860 |
| ___ Lee | 7. Great compromiser |
| | 8. Judge handing down Dred Scott
Decision |

AMERICAN HISTORY II

Unit VI

Contract I

Form III

Name _____ No. _____ Period _____ Date _____

1. Negro slavery was first introduced in the New World in 1607.
2. The Constitution recognized the institution of slavery.
3. Under the Missouri Compromise, Missouri came in as a free state.
4. The Missouri Compromise settled the slavery question for the Mexican Cession.
5. Under the popular sovereignty idea each region was to decide slavery for itself.
6. California excluded slavery in her constitution.
7. The Omnibus Bill settled the slavery question for the Louisiana Territory.
8. The Kansas-Nebraska Bill strengthened the Missouri Compromise.
9. The Republican Party favored the Kansas-Nebraska Bill.
10. The Dred Scott Case resulted in the decision that a negro was a citizen.
11. The Northern Democrats in 1860 advocated that the slavery question should be left to the territories.
12. The Republicans in 1860 advocated no slavery in the United States.
13. The immediate result of the election of 1860 was the secession of South Carolina.
14. The resources of the North exceeded those of the South.
15. The Emancipation Proclamation was issued at the end of the war.
16. John Brown believed he was commissioned by God to free the slaves by force.
17. The Underground Railway was a method used to help fugitive slaves reach free territory.
18. The battle of Vicksburg was a victory for the South.
19. Gettysburg was a decisive victory for the South.
20. Great Britain was more actively sympathetic with the Confederacy after the battles of Vicksburg and Gettysburg.
21. The Emancipation Proclamation applied only to the seceded states.
22. The 13th Amendment forever prohibited slavery from the United States.

- | | |
|--------------------|--|
| _____ Calhoun | 1. Republican candidate in 1860 |
| _____ Webster | 2. Leader of the South in the
Thirty-first Congress |
| _____ Clay | 3. Author of Kansas-Nebraska Bill |
| _____ Douglas | 4. Champion for the Union |
| _____ Breckinridge | 5. Founder of Abolitionist Movement |
| _____ Lincoln | 6. Military leader of the South |
| _____ Lee | 7. Southern Democratic candidate
in 1860 |
| _____ Garrison | 8. Great compromiser |
| | 9. Judge handing down Dred Scott
Decision |

AMERICAN HISTORY II
THE SLAVERY QUESTION

Second Contract Level - (Required for the Mark of 3)

The Story of the Level

The election of 1848 (1) brought the ancestor of the Republican Party. (2) The Omnibus Bill, (3) even though not entirely pleasing to the North, (4) seemed to have permanently settled the slavery question and the country turned to business with a sigh of relief. (5) Foreign affairs involving Britain (6) and Spain (7) caused a ripple, but the puzzling (9) Douglas Kansas-Nebraska Bill (8) made everybody forget everything else. The Republican Party (10) showed a strength in 1856 which caused the South to secede (13) in spite of all efforts to prevent it. (14-15) The South proved strong enough in a military way to force a long war. (16-17)

State

1. The successful candidate in the election of 1848.
2. Provisions of the Omnibus Bill.
3. The main issue of the Free Soil Party.
4. Views of Webster and Calhoun on the Omnibus Bill.
5. The economic condition of the country between 1850 and 1860.
6. The provisions of the Clayton-Bulwer Treaty.
7. The provisions of the Ostend Manifesto.
8. The provisions of the Kansas-Nebraska Bill.
9. Three possible motives of Douglas in proposing the Kansas-Nebraska Bill.
10. Platform of the Republican Party when organized.
11. The results of the election of 1856.
12. The main points in the Dred Scott Case.
13. How the South justified secession.

Discuss

14. The attempts to preserve the Union without war.
15. Lincoln's attitude toward the Union; toward the South.
16. Military advantages of the South.
17. Disappointed hopes of the South.

Identify

Wilmont Proviso

Davis-Calhoun Theory

Preemption Act

"Know-Nothing Party"

Biographies of

Clay
 Lincoln
 Robert E. Lee
 Calhoun
 Webster
 Douglas

References

1. Study pages 306-363 in text
2. II - Activities for mark of "3"
 1. Submit an oral or written report on ten pages of reference reading
3. Elson - History of the U. S.
4. Bassett - Short History of the U. S.
5. Foreman - Our Republic
6. Channing - History of the U. S.
7. Rhodes - History of the U. S.
8. Smith - Parties and Slavery
9. Chadwick - Causes of the Civil War
10. Burgess - Middle Period
11. Hough - The Passing of the Frontier
12. Dodd - The Cotton King
13. Stanwood - History of the Presidency
14. Hart - American History Told by Contemporaries
15. MacDonald - Documentary Source Book

AMERICAN HISTORY II

Unit VI Part I Contract II Form I

Name _____ No. _____ Period _____ Date _____

1. The Democrats in 1848 defended the Mexican War as just and necessary.
2. The "Free Soil" Party believed in the immediate abolition of slavery.
3. The Omnibus Bill provided for a new fugitive slave law which would make the return of run-away slaves easier.
4. Webster favored the abolition movement.
5. Webster opposed the Omnibus Bill.
6. By 1850 the age of small production supplying narrow local markets was over.
7. The existence of slave labor deprived the South of the immigrants.
8. The Clayton-Bulwer Treaty gave to England and the United States the joint control over any canal across the Isthmus of Panama.
9. The Ostend Manifesto stated we had a right to take Cuba if Spain refused to sell it.
10. The Republicans in 1856 demanded the repeal of the Kansas-Nebraska Act.
11. In 1856 the Republicans demanded the admission of Kansas as a free state.
12. Under the Kansas-Nebraska Bill, Kansas and Nebraska were to settle their slavery question by the popular sovereignty principle.
13. The Southern Democrats in 1860 demanded nothing less than the principle laid down in the Dred Scott Decision.
14. The Republicans won in the election of 1856.
15. The Supreme Court took a pro-slavery attitude in the Dred Scott Case.
16. Both Lincoln and Douglas were extreme abolitionists.
17. After 1857 the South mentioned that it was their constitutional right to have their slaves protected in the territories.
18. The Confederacy was formed after Lincoln took the oath of office.
19. The South hoped to gain by a divided North.
20. Queen Victoria issued a proclamation of strict neutrality.
21. According to the Wilmont Proviso, all territory acquired from the Mexican War should be free.
22. The Preemption Act permitted the settler to buy the land on which he had settled before it was sold publicly.
23. The Davis-Calhoun Theory placed the full control of slavery in the hands of Congress.

- | | |
|------------------|------------------------------|
| ___ 1860 | 1. Elected President in 1848 |
| ___ Taylor | 2. Dred Scott |
| ___ Buchanan | 3. "Forty-Niners" |
| ___ Cuba | 4. Great compromiser |
| ___ A Slave | 5. "Seventh of March Speech" |
| ___ Webster | 6. Wealth of South |
| ___ Panama Canal | 7. Clayton-Bulwer Treaty |
| ___ Gold Seekers | 8. Ostend Manifesto |
| ___ King Cotton | 9. Elected President in 1856 |
| ___ Clay | 10. Republican victory |
| | 11. Fort Sumter |
| | 12. Robert E. Lee |

AMERICAN HISTORY II

Unit VI Part I Contract II Form II
 Name _____ No. _____ Period _____ Date _____

1. The Free Soil Party believed slavery should be limited and discouraged.
2. In the Omnibus Bill, Clay proposed that California could come in free or slave state as she wished.
3. Webster favored Clay's Compromise measures.
4. Webster believed slavery should be abolished regardless of its effects on the Union.
5. The main gain for the North in the Compromise Measures of 1850 was the admission of California.
6. The South was developing manufacturing rapidly in 1850.
7. The Clayton-Bulwer Treaty gave the United States the exclusive right to build a canal across the Isthmus.
8. The South wanted Cuba for the extension of its slave trade.
9. The Ostend Manifesto stated that we would, under no circumstances, take Cuba.
10. The Democratic party in 1856 opposed "popular sovereignty."
11. Fremont was elected president in 1856.
12. Douglas was a presidential possibility in 1860.
13. The North was satisfied with the decision of the Supreme Court in the Dred Scott Case.
14. Lincoln believed the Union would not continue unless the slavery question was settled.
15. The Kansas-Nebraska Bill determined that Kansas was to be a slave state and Nebraska a free state.
16. In their platform of 1860, the Northern Democrats stood for the popular sovereignty principle.
17. The Dred Scott Decision declared it unconstitutional for Congress to exclude slavery from the territories.
18. When Lincoln was sworn into office, a rival government in the South was already in operation.
19. It was a military advantage to the South that it was fighting on its own soil.
20. All the slave holding states joined the Confederacy as soon as the war was in progress.
21. Napoleon sympathized with the Confederacy.

___ First fighting of war	1. Robert E. Lee
___ A Slave	2. Fort Sumter
___ Gold Seekers	3. Republican victory
___ Southern General	4. Elected President in 1856
___ Clay	5. Ostend Manifesto
___ Panama Canal	6. Clayton-Bulwer Treaty
___ Buchanan	7. Wealth of South
___ 1860	8. "Seventh of March" speech
___ Webster	9. Great compromiser
___ Taylor	10. "Forty-Niners"
___ Cuba	11. Dred Scott
	12. Elected President in 1848

AMERICAN HISTORY II

Unit VI

Contract II

Form III

Name _____ No. _____ Period _____ Date _____

1. The Alabama claims settlement was the first important case of arbitration in our history.
2. England paid a large sum to the United States for damage done to the U. S. commerce by the Alabama.
3. The laboring people of England sympathized with the Northern cause.
4. The credit of the Union was improved after the battle of Gettysburg.
5. The excellent transportation system of the South increased the efficiency of the army.
6. Other nations gave little attention to the battle of the Virginia and the Monitor.
7. Napoleon sympathized with the Confederacy.
8. All the slave holding states joined the Confederacy as soon as the war was in progress.
9. It was a military advantage to the South that she was fighting on her own soil.
10. The Dred Scott Decision declared it unconstitutional for Congress to exclude slavery from the territories.
11. In their platform of 1860, the Northern Democrats stood for the popular sovereignty principle.
12. The Kansas-Nebraska Bill determined that Kansas was to be a slave state and Nebraska a free state.
13. Lincoln believed the Union would not continue unless the slavery question was settled.
14. The North was satisfied with the decision of the Supreme Court in the Dred Scott Case.
15. Douglas was a presidential candidate in 1860.
16. Fremont was elected president in 1856.
17. The main gain for the North in the Compromise Measures of 1850 was the admission of California.
18. The Democratic Party in 1856 opposed "popular sovereignty."
19. The slave question made business rather "slow" after 1850.
20. Webster believed slavery should be abolished regardless of its effects on the Union.
21. Webster favored the Omnibus Bill.
22. In the Omnibus Bill, Clay proposed that California decide the matter of slavery for herself.
23. The Free Soil Party believed slavery should be limited and discouraged.
24. The French violated the Monroe Doctrine during the Civil War.

- | | |
|-------------------------------|-------------------------------|
| ___ First fighting of the war | 1. Robert E. Lee |
| ___ A Slave | 2. Fort Sumter |
| ___ Gold Seekers | 3. Republican victory |
| ___ Southern General | 4. Elected President in 1856 |
| ___ Clay | 5. Ostend Manifesto |
| ___ Buchanan | 6. Wealth of South |
| ___ 1860 | 7. "Seventh of March" speech |
| ___ Webster | 8. Great Compromiser |
| ___ Taylor | 9. Elected President in 1860 |
| ___ Cuba | 10. Andrew Jackson |
| | 11. Elected President in 1848 |
| | 12. Dred Scott |
| | 13. "Forty-Niners" |

AMERICAN HISTORY II

SLAVERY

Unit VI

Project Sheet

For Mark of 2

To qualify for a mark of "2" the student must have passed the "4" and "3" tests and must have satisfactorily completed one of the following projects. A mark of "2" thus established will be subject to a successful passing of the superior level test at the end of the unit.

Look over the following projects and hand in three choices to the instructor. You will be assigned your first choice if possible without too much duplication of projects. Otherwise you will be assigned your second or third, or a project not chosen.

1. (a) By superimposing one on the other, one may show how the area of the Mexican Cession compares with the area of continental U. S. at present. Write in the figures in square miles on the margin of your map.

(b) Consult a World Almanac for figures on resources of the country acquired in the Mexican Cession and make a financial statement showing whether we paid Mexico too much for the territory. Copy chart and show how natural resources compare with those of the U. S. as a whole.

2. (a) By superimposing one on the other on a map, compare the area of California with that of the thirteen original states.

(b) Why do some maps not show California as a part of the Mexican Cession? Write a brief history of the "Bear Flag" revolution. Quote one good reference. Do not use a text.

3. Was there any precedent for the Wilmont Proviso? How did it differ from the anti-slavery provision of the Northwest Ordinance? Had the pro-slavery people any better right to object to the Wilmont Proviso than to the Ordinance? Why? You need not quote reference here. You should be able to get this by the use of your text and your head.

4. Webster's "Seventh of March Speech" led to Whittier's writing the bitter poem "Ichabod." Why? Long afterward when Whittier was an old man he wrote a companion poem "The Lost

Occasion", which he asked to be placed side by side with "Ichabod" in his complete works. Read the two poems and in your own words sum up what Whittier says in each. Explain the change of attitude.

5. Prepare a chart showing the views of a few representative leaders regarding slavery in the territories. Label your columns: Name of Leader, View Expressed, Where Expressed, Date (definite or approximate). Fill in for Jefferson Davis, David Wilmont, Stephen A. Douglas, Abraham Lincoln, William Lloyd Garrison, and Roger B. Taney.

6. (a) Make a map showing the order in which the southern states left the Union. You will have two groups of states. Add a third, the slave states who remained loyal.

(b) Write an explanation of why each group acted as it did. Why did the first group secede at once? Why did Virginia and the other members of the second group hesitate? What decided them? Why did the individual members of the first group remain loyal?

7. What plan was John Brown attempting to carry out at Harper's Ferry? Briefly describe a happening in Virginia which combined to make the South regard Brown's enterprise with so much fear.

8. By a map or maps show conditions causing the Compromise of 1850 and on another map, or maps, show how that compromise altered conditions as they had been established by the Missouri Compromise.

9. Write two editorials. (1) An editorial that might have appeared in a Republican newspaper just after the Lincoln-Douglas Debates. (2) An editorial that might have appeared in a Pro-Douglas paper at the same time. Editorials need not be long if they catch the proper spirit and are true to facts.

10. Draw cartoons on the Dred Scott Decision, showing (1) the attitude of the North, (2) the attitude of the South. Graded on originality and clearness rather than on art.

11. Chart elections in the following campaigns: 1848, 1852, 1856, 1860, 1864. Head the columns: Election, Candidates, Main Issues, Results.

12. List, in parallel columns, contrasting statements from the Constitution of the United States and the Constitution of the Confederacy, showing in that way all points of real difference. Accompany your chart with drawings in color of the flag of the United States as it was in 1860, and of the flag of the Confederacy.

13. By the use of maps show, (1) how the Kansas-Nebraska Act altered conditions as laid down in the Missouri Compromise. (2) How it altered conditions as laid down in the Omnibus Bill. (3) How the Crittenden Compromise would have altered previous settlements.

14. By means of pictures draw to scale, or by graphs, show a comparison of the strength of the North and of the South at the beginning of the Civil War.

15. Write briefly on any of the following topics (not more than 300 words) giving three good references in support of your statements.

- a. Why did Lincoln wait so long before he issued the Emancipation Proclamation?
- b. What effect had states Rights on the Confederacy's chances of winning the war?
- c. Why did the war strategy of the North so much stress the holding of the Mississippi River?

16. On a series of small maps, one for each campaign, trace the military movements of the following campaigns: (1) Peninsular, (2) War in the West, (3) Wilderness, (4) Sherman's March to the Sea. Make your maps big enough so that the movements of the armies may be clearly seen. Mount the four maps on one large sheet of paper.

17. Look up and report on "The Diplomacy of Lincoln", listing and briefly explaining the most important foreign affairs of his administration. Three references.

18. Look up the assassination of Lincoln and accompany your report with a sketch of Forde's Theatre. By the use of the sketch, explain just how the assassination took place and how the murderer escaped.

AMERICAN HISTORY II

Unit VI Contract Projects for Mark of 1

Use same procedure as for mark of 2.

1. Answer the following questions on the Freeport Doctrine:

- a. What was the exact language of the question Lincoln asked Douglas at Freeport?
- b. What might Douglas expect the political result to be if he answered "yes" to the above question? Why?
- c. What might he expect it to be if he answered "no"? Why?
- d. What did he answer? What was the result then? (Immediate and remote)

2. Wherein lay the fraud in the Lecompton Constitution? Explain fully.

3. Make a chart of the various political parties which came into existence between 1830 and 1860. Head your columns: Name of Party, Why Formed, Platform, Dates of Presidential Elections in Which Involved, Candidates, Results (What happened to the party? What did it accomplish?)

4. Answer the following questions on the theory of States' Rights:

- a. What was the theory?
- b. Trace its appearance in American History up to the Civil War. (Merely list them in order)
- c. What effect did the doctrine have on the South during the war? Cite specific instances if possible.
- d. Give a modern instance in which the rights of the states have been disregarded by the Federal Government in a way which might not have been possible but for the Civil War?

5. Just how was the Maximillian affair a violation of the Monroe Doctrine? Look up and write a brief report of the affair citing five good references.

6. Arrange in order of time the following events which led to the separation of the North and the South and by means of a series of pictures, a diagram or a chart, show how each brought the country one step nearer the war: The Missouri

Compromise, the Omnibus Bill, the Freeport Doctrine, the Dred Scott Decision, Uncle Tom's Cabin, the provision regarding slavery in the Northwest Ordinance, the Kansas-Nebraska Bill, John Brown's Raid, the invention of the cotton gin, the introduction of slavery into Virginia, and the Underground Railroad.

7. The outcome of the Civil War is sometimes called "The Triumph of American Nationalism." Define the term: nation, nationalism, and nationality. Is the United States, as now constituted, a nation? Bear previous questions in mind in answering the following: The United States claimed the right to revolt and secede from England in 1776 and upheld the right of South American to revolt and secede from Spain in 1823, yet in 1860 we refused to recognize the rights of the southern states to withdraw from the Union. Was that consistent? Why?

8. Dramatize the interview between Grant and Lee at Appomatox. See Drinkwater, Abraham Lincoln, for ideas.

9. Read Garland, Trail Makers of the Middle Border, page 309, for material on the siege of Vicksburg and make an oral report before the class. Project will be graded on how well you get your report over, as well as on organization of material. You might supplement your material by reading what Churchill, The Crisis, has to say on the same thing.

10. Read the first chapter of Booker T. Washington's Up From Slavery which is entitled "A Slave Among Slaves", and report to the class. Try to organize your material so that the class will get a good picture of slave life.

11. Read and prepare a report for the class from one of the following books:

- a. Chesnut, M. B. - A Diary from Dixie.
Choose a section on the attitude of the South during the war.
- b. Epler, P. H. - The Life of Clara Barton.
Choose a section telling of the work of nursing the sick and wounded during the war.
- c. Kieffer, H. M. - The Recollections of a Drummer Boy.
- d. Mahan, A. T. - From Sail to Steam. Report on blockade running during the war as Mahan describes it.
- e. Fox, John - The Little Shepherd of Kingdom Come. Report on a section showing how the war was conducted in the border of Kentucky.
- f. Kelly, Mrs. F. F. - Rhoda of the Underground.

DIVISION AND REUNION

Unit VI	Part II	Level I	Form I
Name _____	No. _____	Period _____	Date _____
<ol style="list-style-type: none"> 1. The South was victorious in the Battle of Gettysburg. 2. Grant headed the Union forces in the Battle of Vicksburg. 3. Public opinion in the North favored the policies of Lincoln more after the Battle of Vicksburg and Gettysburg. 4. Lincoln was elected President in 1864. 5. The Democrats in 1864 favored a stronger war policy. 6. The North raised much money by floating bonds. 7. The paper money issued by the South increased in value during the Civil War. 8. The Emancipation Proclamation freed all of the slaves. 9. The 13th Amendment applied only to the seceded states. 10. The problem of reconstruction was to restore the seceded states to their place in the Union. 11. Both Congress and the President claimed the right to settle the reconstruction problem. 12. The 14th Amendment made the negro a citizen. 13. Many negroes held seats in the legislatures of the South following the war. 14. State money was wisely expended in the reconstructed states. 15. The Civil War decided the supremacy of the national government. 16. A railroad was necessary to bind the East with the West politically as well as economically. 17. The 15th Amendment freed the negroes. 18. General Lee surrendered at _____. 19. The United States purchased _____ from Russia during this period. 			
_____ Wyoming		1. Bull Run	
_____ Northern politicians in the South		2. "Buffalo Bill"	
_____ Decisive Battle		3. Johnson	
_____ Impeachment		4. John D. Rockefeller	
_____ Date of Emancipation Proclamation		5. Emancipation Proclamation	
_____ Standard Oil		6. 1863	

- | | |
|---|------------------------------|
| ___ War Measure | 7. Carpet Baggers |
| ___ Cody | 8. K. K. K. |
| ___ Custer | 9. Susan B. Anthony |
| ___ Secret organization
in the South | 10. 1869 |
| ___ Woman's Rights Leader | 11. Massacred by the Indians |
| | 12. Gettysburg |
| | 13. Woman Suffrage |

DIVISION AND REUNION

Unit VI Part II Level I Form II

Name _____ No. _____ Period _____ Date _____

1. The Battle of Gettysburg was a victory for the North.
2. Vicksburg was a decisive victory for the South.
3. Great Britain was more actively sympathetic with the Confederate cause after the Battles of Vicksburg and Gettysburg.
4. The Republicans were successful in the election of 1864.
5. The Democrats in 1864 advocated the restoration of peace.
6. The North levied a tax on incomes during the war.
7. The South issued paper money to finance the war.
8. The Emancipation Proclamation was a war measure.
9. The 13th Amendment forever prohibited slavery from the United States.
10. The problem of reconstruction was to restore the seceded states to their place in the Union.
11. It was agreed that the President should settle the problem of reconstruction.
12. The 15th Amendment gave the negro the right to vote.
13. The Carpet Baggers worked for the best interest of the South.
14. The southern state debts increased enormously following the war.
15. As a result of the Civil War a state can not annul an act of Congress.
16. The first transcontinental railroad was completed in 1869.
17. The 14th Amendment gave the negro citizenship.
18. General Lee surrendered at _____.
19. The United States purchased Alaska from _____ during this period.

- | | |
|--|-------------------|
| _____ War Measure | 1. Woman Suffrage |
| _____ Woman's Right Leader | 2. 1869 |
| _____ Impeachment | 3. "Buffalo Bill" |
| _____ Wyoming | 4. Carpet Baggers |
| _____ Custer | 5. Gettysburg |
| _____ Date of first trans-continental railroad | 6. Johnson |
| _____ Standard Oil | 7. 13th Amendment |

_____ Decisive Battle

_____ Northern politicians
in the South

_____ K. K. K.

_____ Freed all the slaves

_____ Cody

8. John D. Rockefeller

9. Susan B. Anthony

10. Emancipation Proclamation

11. Bull Run

12. Massacred by the Indians

13. 1863

14. Secret organization in
the South

DIVISION AND REUNION

Unit VI

Part II

Contract I

Form III

Name _____ No. _____ Period _____ Date _____

1. The decisive battle fought on Northern soil was _____.
2. _____ was the northern leader in the Battle of Vicksburg.
3. The 14th Amendment gave the negro _____.
4. The 15th Amendment gave the negro _____.
5. The 13th Amendment _____ the negro.
6. Lincoln's war measure freeing negroes in revolting territory was the _____.
7. Northern politicians controlling southern state governments were called _____.
8. The first transcontinental railroad was completed in _____.
9. _____ was elected president in 1864.
10. _____ was the first state to grant woman the right to vote.
11. _____ was the president against whom impeachment charges was brought.
12. _____ organized the Standard Oil Company.
13. The southerners who worked with the "Carpet Baggers" were called _____.
14. The Democratic candidate in 1864 was _____.
15. The _____ was an organization for the purpose of intimidating the negroes.
16. The leading general of the South was _____.
17. The leading general of the North was _____.
18. The laying of the Atlantic cable was the work of _____.
19. _____ was a prominent woman's rights leader.
20. _____ was the new territory acquired during this period.

12. Congressional plan of reconstruction.
13. Date and provisions of 14th Amendment.
14. Who was elected president in 1872? (419)
15. Provisions of the 15th Amendment. (410)
16. Reasons why the Civil War was a turning point. (406)
17. Provision of the Homestead Act of 1862. (414)
18. Economic conditions 1860-70 (417)
19. Cause of the panic of 1837. (417-18)
20. Grievances of farmers after the war. (429-30)
21. Reasons for and against content of Dawes Act. (429)
22. Reforms advocated by Grangers. Results.
23. Main demands of Knights of Labor. (434)
24. Advantages and disadvantages of the South following the war.

Identify or Define

25. Big Business
26. Black Code Laws
27. Appomatox
28. Soul-less
29. Freedman's Bureau
30. Centralized Exposition
31. Peninsular Campaign
32. Wilderness Campaign
33. Western Campaign
34. Anaconda Policy
35. Ku Klux Act
36. Election "Home Rule of 1876"
37. Boss Tweed
38. Credit Mobilier
39. Civil Rights Act of 1875

References

1. Study pages 363-438 in text
2. Read ten pages of reference reading from one of the following books:
 - Elson - History of the U. S.
 - Bassett - Short History of the U. S.
 - Rhodes - History of the U. S.
 - From - Compromise of 1850, Vol. I
 - Smith - Parties and Slavery
 - Chadwick - Causes of the Civil War
 - Burgess - Middle Period
 - Dodd - The Cotton King
 - Mace - The Anti-Slavery Crusade
 - Stephenson - Abraham Lincoln and the Union

Stanwood - History of the Presidency
Hart - American History Told by Con-
temporaries, Vol. IV
MacDonald - Documentary Source Book
Dewey - Financial History of the U. S.
Biographies of important men of the period

The page references given in this contract apply to the text
books used: Muzzey, The American People.

AMERICAN HISTORY
DIVISION AND REUNION

Unit VI	Part II	Contract II	Form I
Name _____	No. _____	Period _____	Date _____
1. The battle between the Virginia and the Monitor revolutionized the navies of the world.			
2. After blockade of the ports, the southern planters raised grain instead of cotton.			
3. The poor transportation system of the South made it difficult to supply the soldiers with grain.			
4. The North resisted the Conscription Act.			
5. The tariff duties were increased by the Union government.			
6. The credit of the Confederacy was improved after the Battle of Gettysburg.			
7. The laboring classes in England favored the South.			
8. The Alabama was built in England for the Confederacy to use to prey upon union commerce.			
9. The Alabama claims settlement was the first important case of arbitration in our history.			
10. Lincoln believed the seceded states should be treated as conquered provinces.			
11. Congress rejected Lincoln's ten per cent plan.			
12. Johnson ordered conventions held in the seceded states to frame new constitutions.			
13. The Republicans believed they would lose their political leadership if the southern members were admitted to Congress.			
14. Congress passed the Freedman's Bureau bill over President Johnson's veto.			
15. The 14th Amendment gave the definition for citizenship in the United States.			
16. According to the 14th Amendment, representation in Congress of any state was to be limited if it refused to let the negro vote.			
17. The 15th Amendment forbade the states passing laws to prevent the negro from voting because of his former position.			
18. Grant was elected president in 1872.			
19. The Civil War decided the supremacy of the national government over the states.			
20. The Civil War cleared the way for the development of the West.			
21. The Homestead Act gave 160 acres of land to citizens who would develop it and reside there for five years.			
22. Manufacturing in the North developed rapidly between 1850-1860.			

23. The country was prosperous in 1873.
24. The new industrial period following the Civil War necessitated the regulation of trusts by the government.
25. The Daws Act gave the Indian citizenship and a homestead.
26. The western farmers opposed high rates charged by the railroads.
27. Big business was organized to protect the interest of its employees.
28. The Knights of Labor demanded the child labor be used.
29. Wages for factory workers were very low in the South after the Civil War.
30. The Centennial Exposition showed the great industrial development the United States had made.
31. The "Black Code" laws provided for the social control of the ex-slaves.

AMERICAN HISTORY
DIVISION AND REUNION

Unit VI Part II Contract II Form II

Name _____ No. _____ Period _____ Date _____

1. Other nations gave little attention to the battle of the Virginia and Monitor.
2. The confederate currency depreciated in value after the blockade of the ports.
3. The excellent transportation system of the South increased the efficiency of the army.
4. Drafting citizens in the North for the army was resisted even to riots.
5. The credit of the Union was improved after the Battle of Gettysburg.
6. The "greenbacks" issued by the Union were based on gold.
7. The laboring people of England sympathized with the Northern cause.
8. England paid a large sum to the United States for damages done to the U. S. commerce by the Alabama.
9. The Alabama claims settlement was the first important case of arbitration in our history.
10. Lincoln believed the southern states should be treated as though they had never been out of the Union.
11. Lincoln's ten per cent plan was readily accepted by Congress.
12. Congress accepted the work of Johnson in his reconstruction program.
13. Johnson issued an amnesty proclamation to persons formerly engaged in rebellion.
14. Johnson vetoed the Civil Rights Bill.
15. The 14th Amendment disqualified the leaders of the Confederacy from holding state or federal office.
16. The 14th Amendment gave the definition of a citizen in the United States.
17. The 15th Amendment allowed the states to deny the negro the right to vote because he had been a slave.
18. The Democrats won the election in 1872.
19. The Civil War cleared the way for the development of the West.
20. National supremacy over the states has been strengthened since the Civil War.
21. The Homestead Act gave a free grant of land to citizens who would live on it for five years.
22. There was a business depression in the United States in 1873.

23. Labor agitation developed during the new industrial period following the Civil War.
24. The Daws Act provided reservations for the Indians.
25. The western farmers demanded that the "greenback" be based on gold.
26. The Grange demanded the state legislation to regulate rates.
27. The Knights of Labor demanded the settlement of disputes by arbitration.
28. The old plantations were divided after the Civil War.
29. The Centennial Exposition gave the prophecy of a new age in America.
30. The North considered the "Black Code" laws as an attempt to put the negro back into slavery.

AMERICAN HISTORY

DIVISION AND REUNION

Unit VI Part II Contract III and IV

Name _____ No. _____ Period _____ Date _____

1. The object of the Peninsular Campaign was to capture Rickman.
2. To get control of the Mississippi River was an objective of the North.
3. Sherman was the Union leader in the Wilderness Campaign.
4. Sherman feared that hasty negro emancipation would drive the loyal slave states out of the Union.
5. Lincoln favored the plan of compensated emancipation.
6. The state rights doctrine strengthened the spirit of nationalism in the Southern Confederacy.
7. Lincoln signed the Confiscation Acts with reluctance.
8. The Civil Rights Act of 1875 was approved by the South.
9. President Johnson violated the Tenure of Office Act.
10. Partisan politicians of Congress wanted negro suffrage in order to retain Republican majorities.
11. The French violated the Monroe Doctrine during the Civil War.
12. The Klu Klux Act gave the president military power to suppress the clans.
13. Johnson was convicted in his impeachment case.
14. The Liberal-Republican advocated the reduction of tariff rates.
15. Boss Tweed was an ardent reformer of this period.
16. The National Labor Reform Party demanded the abolition of National Banking System.
17. The election of 1876 was settled by an electoral civil service reform.
18. The Liberal-Republican advocated civil-service reform.
19. The exposure of the "Whisky Ring" aided in the Democratic victory for the house in 1874.
20. The Credit Mobilier created a scandal in Congress.
21. Grant was a more efficient president than a general.
22. Following the Civil War the western farmers were discontented.

____ Slidell

1. Plan of Union Army

____ Seward

2. Restored "Home Rule"

____ 1873

3. Farmers League

___ Cyrus W. Field	4. Invented the Reaper
___ Hayes	5. Secretary of State
___ Standard Oil	6. Confederate Diplomat
___ McCormick	7. Example of a monopoly
___ Booth	8. Atlantic Cable
___ Grange	9. Assassinated a President
___ Anaconda Policy	10. Panic
___ Alabama Claims	11. Arbitration Case
	12. Supreme Court Case

The tests of Unit VI as previously given show the classification of questions as made by the history teachers jointly. The tests range from those on minimum essentials to the mastery test for the term inclusive. The minimum essential tests may appear too short and too easy to the critic, but it will be observed that all the tests of the unit cover the subject matter of the text thoroughly. Again there may be some difference of opinion as to what questions should be included in the test on minimum requirements. These questions were first classified according to teacher judgment, but as the questions were revised from time to time, some questions were shifted from one level to another as experience in administering them to the pupils seemed to indicate as desirable. So many tests of the unit necessitates a simplified system of bookkeeping. The posting sheet is for the information and convenience of both the teacher and the pupil.

Explanation of the Posting Sheet. The posting sheet serves as a perpetual inventory for the pupil. The sheet, complete examples of which are shown on pages 65, 66, and 67, should be posted in some place convenient to all pupils of the class. The student is in a position not only to observe his credits as he earns them, but to compare his rate of progress with the standard rate which is required for the various levels. The desirable outcome of the posting sheet is to show the pupil his mark level at all times. The method practically eliminates grievances of pupils who might

otherwise express surprise because of a low mark.

The first column of the posting sheet represents the students' number. The use of numbers for names of pupils facilitates bookkeeping and avoids embarrassment for the slow moving pupil since the record is before the entire class. In the second column is posted the record for the minimum essential test. Each student may have three trials, if necessary, to pass this level. It will be observed on page 65 that two pupils found it necessary to take the test the third time and also that the pupils of the slow class frequently take two chances. It should be observed, also, that the teacher has overlooked a point in the contract method with student number 3022. This student failed two tests. He was entitled to a third test, but for some reason he did not take his third test but did take a test for the mark of three. By rule of contract, he should not attempt the third level until the fourth is completed. It is only natural that this student would fail the mark of three, because he was not prepared even for the minimum essential.

In the mark of three column, which is the third column, each student is required to read ten pages from some acceptable reference and to make a written or an oral report. This report is a prerequisite for the third level test and is posted on the record sheet as "10." The student has only two trials to make his mark of three. Occasionally a map or some other project may be accepted for a reference reading report. A

TABLE I. A POSTING SHEET SELECTED FROM A SLOW MOVING
GROUP COVERING ONE UNIT OF HISTORY

Student No.	1st Level: Mark of 4	2nd Level: Mark of 3	3rd & 4th Level: Mark of 2 & 1	Added Checks: Daily Work	Mark: Average
2031	: P ₀	:10 F ₆ P ₃	: (4) PR ²	: 2-	: 2
2096	: P ₃	:10 F ₇ P ₂	: (8) R ²	: 3	: 3
2105	: P ₂	:10 P ₀	: (3) R ²	: 3	: 3+
3022	: F ₆ F ₆	:10 F ₈	:	: F	: F
4031	: F ₆	: F ₈ F ₆	:	: F	: F
4189	: P ₃	:10 F ₆ F ₈	:	: 4-	: 4
4294	: F ₅ P ₄	:10 F ₁₀	:	: F	: F
4314	: F ₆ P ₃	: F ₅ P ₃	:	: 4	: 4
4326	: P ₂	:10 F ₁₀	: (7) R ²	: 3	: 3+
4378	: P ₃	:10 F ₇ F ₈	:	: 4	: 4
4428	: F ₄ P ₁	:10 P ₃	:	: 4	: 4
4441	: F ₅ P ₁	:10 P ₂	: (2) R ²	: 2-	: 2
4506	: F ₈ P ₀	:	:	: 3-	: 3
4558	: F ₅ P ₁	:	:	: 4	: 4
4633	: F ₈ P ₀	: P ²	:	: 4	: 4
4643	: F ₅ F ₈	:10 F ₆ F ₁₃	:	: F	: F
4735	: F ₇ P ₂	:10 P ₃	:	: 4	: 4+
4768	: F ₅ P ₂	:10 P ¹	: (6) R ²	: 3	: 3+
4788	: F ₆ P ₁	:10 F ₁₃	: (2) R ²	: 2	: 2
4793	: P ₃	: F ₄ P ₃	:	: 4	: 4
4796	: F ₆ P ₁	:10 F ₇ P ₀	:	: 3	: 3
4822	: F ₅ P ₃	:10 F ₆ F ₆	:	: 3	: 3
4825	: F ₈ F ₅ P ₃	:10 F ₁₀	:	: 4-	: 4-
4844	: F ₅ P ₃	:10 F ₅ P ₃	:	: 4	: 4
4858	: P ₂	:10 P ₁	: (2) R ²	: 3-	: 3
5221	: F ₆ F ₅ F ₅	:	:	: F	: F
5418	: F ₆ P ₀	:10 P ₀	: (3) R ²	:	: 4
5336	: P ₁	:10 F ₇ P ₀	:	: 2	: 2
4645	: F ₆ P ₃	:10 P ₃	: (4) R ²	: 3	: 3

TABLE II. A POSTING SHEET OF AN AVERAGE GROUP
COVERING ONE UNIT OF HISTORY

Student No.	1st Level Mark of 4	2nd Level Mark of 3	3rd & 4th Level Mark of 2 & 1	Added Checks	Mark Average
4017	P ₀	10 P ₁	(4) R ₂ R ₁		2+
4026	P ₀	10 P ₂	(6) R ₂		3
4031	P ₁	F ₄ P ₀	(8) R ₂		3
4030	P ₂	10 P ₁	(3) R ₂		2
4044	F ₆ P ²	F ₄			4
4058	P ₁	10 P ₃	(5) R ₂		3+
4088	P ₁	10 P ₁	(2) R ₁		2
4096	P ₁	10 P ₂	(4) R ₂ R ₁		2+
4106	P ²	10 P ₃			3
4116	P ²	P ₂			4+
4122	F ₇ P ₃	F ₄			4
4113	P ₁	10 F ₆			4
4140	P ₁	10 F ₄ P ₂	(8) R ₂		3+
4121	P ₂	F ₅			4
4153	P ₂	10 P ₃	(2) R ₂		2
4162	P ₃	10 P ₁	(4) R ₂		2
4180	F ₅ P ₀	10 F ₅			4
4183	P ₁	10 P ₂	(6)		3
4198	P ₂	10 P ₁	(2) R ₂ R ₁		1
4208	P ₂	10 P ₃	(5) R ₂		2-
4244	P ₃	10 F ₅ P ₀			3
4211	P ₁	10 P ₁	(4) R ₂		2
4328	P ₃	10 F ₅ F ₄			4
4242	P ₂	10 P ₀	(1) R ₂ R ₁		1
4250	F ₅ F ₆	10 P ₃	(6)		3
4243	P ₂				F
4269	F ₃	10 P ₂	(4) R ₂		2
4292	F ₇ P ₂				F
4280	F ₄ P ₁	P ₃			4+
4294	F ₅ P ₃	10 P ₂	(4) R ₂		2
4291	P ₀				4
4307	P ₀	10 P ₂	(1) R ₂		2

TABLE III. A POSTING SHEET SELECTED FROM A SUPERIOR GROUP ON ONE UNIT OF HISTORY

Student No.	1st Level : Mark of 4	2nd Level : Mark of 3	3rd & 4th Level : Mark of 2 & 1	Added Checks : Mastery Test	Mark : Average
4000	: P ₂	: 10 P ₃	:	:	: 3-
4012	: P ₂	: 10 P ₂	:	:	: 3-
4021	: P ₁	: 10 P ₀	:	: 86%	: 3
4022	: P ₃	: 10 P ₁	: R ₂ R ₁	: 96%	: 1-
4029	: P ₀	: 10 P ₀	: R ₂ R ₁	: 96%	: 1
4036	: P R ₀ P	:	:	:	:
4164	: F ₆ F ₅	: 10	:	:	: F
4172	: P ₁	: 10 P ₂	: R ₂ R ₁	: 96%	: 1
4165	: P ₂	: 10 P ₁	: R ₂ R ₁	: 84%	: 2-
4178	: P ₃	: 10 P ₃	: R ₂ R ₁	: 100%	: 1
4192	: P ₂	: 10 F ₂ F ₆	:	:	: 3
4207	: P ₀	: 10 P ₁	: R ₂ R ₁	: 92%	: 2
4230	: P ₂	: 10 P ₃	: R ₂	: 92%	: 2
4312	: P ₁	: 10 F ₆ P ₁	:	:	: 3
4293	: P ₁	: 10 P ₁	: R ₂	: 94%	: 2
4366	: P ₃	: 10 P ₂	:	: 84%	: 3
4370	: P ₂	: 10 P ₃	: R ₂	: 86%	: 3+
4406	: P ₀	: 10 P ₀	: R ₂ R ₁	: 94%	: 2+
4343	: P ₃	: 10 P ₃	: R ₂	: 84%	: 2-
4379	: P ₁	: 10 P ₀	: R ₂ R ₁	: 94%	: 2
4424	: F ₇ P ₁	: 10 F ₇ F ₇	:	:	: 4
4476	: P ₁	: P ₃	:	: 80%	: 3
4506	: P ₃	: 10 P ₁	: R ₂ R ₁	: 86%	: 3+
4520	: F ₄ P ₀	: 10 P ₂	: R ₂	:	: 3+
4624	: P ₁	: 10 P ₁	: R ₂	: 90%	: 2

blank in this column indicates that the pupil did not submit the work or that it might have been submitted but was not acceptable.

The fourth column shows the posting for the pupils who submit their project required for the mark of two and one. Column number five shows the posting for any enrichment work which the pupil may desire to do. The student may submit enrichment work as he may desire.

The Semester Mastery Test

The entire testing program consists of:

1. Minimum essential test,
2. The average accomplishment test,
3. The superior accomplishment test,
4. The unit mastery test, and
5. The term mastery test.

The following test is the first semester mastery test and is compiled from the various unit tests of the whole semester. The unit mastery test is made up only of the questions taken from the various levels of the unit. The semester mastery test is made up from the various unit tests of the entire semester. The mastery test does not include all the questions of the various units, but only one question for each important historical fact. The semester mastery test may be used as a memory test because it contains no questions new to the student.

It should be stated here that the matching questions are considered to be the weakest element of the test, but that the questions may easily be made into a multiple choice type.

AMERICAN HISTORY I

Final Examination - First Semester - January, 1933.

Name _____ No. _____ Period _____ Date _____

If the statement is correct put a plus before the number.
If it is wrong put a zero before the number.

1. The ownership of the Ohio Valley was the cause of the conflict between the French and the English in America.
2. The Constitution was quickly ratified by all the states.
3. England lost Canada as a result of the French and Indian Wars.
4. One big problem of the first Secretary of the Treasury was to establish our credit.
5. The Democrats stood for loose construction of the Constitution.
6. The Missouri Compromise made the Louisiana territory south of 36° 30' slave territory.
7. England recognized the independence of the colonies as a result of the Revolutionary War.
8. The Northwest Ordinance provided a form of government for the territory north of the Ohio and south of the Great Lakes.
9. The Federalists favored the manufacturing interests.
10. The Monroe Doctrine forbade the European powers to establish colonies in the Western Hemisphere.
11. The Crusades weakened feudalism.
12. The interference of our trade by England was one cause of the War of 1813.
13. The Louisiana territory was acquired from France.
14. The first ten amendments to the Constitution of the United States are based on the principles in the English of Rights.
15. The colonists refused to accept the Stamp Act as their way of paying the French and Indian War debt.
16. Both political parties opposed France after the X.Y.Z. Affair.
17. The term Renaissance means "rebirth."
18. The election of 1800 resulted in a Federalist victory.
19. The capture of Constantinople may be taken as the opening event of the exploration period.
20. The first permanent northern English colony was established by the pilgrims.
21. The Intolerable Acts were passed to punish Virginia.
22. During the early national period, United States manufacturers found it difficult to compete with the British.

23. The Crusades encouraged commerce between Europe and Asia.
24. The colonists refused the English imported tea because of its higher price.
25. When the colonies became royal colonies, the power of the colonial assembly decreased.
26. The Massachusetts Circular Letter invited the other colonies to accept the Townsend Acts.
27. The religious motive was an important cause of English colonization.
28. Congress, under the Articles of Confederation, found it difficult to raise money.
29. The impressment of American seamen by the British was one cause of the War of 1812.
30. France greatly decreased her possessions in the New World as a result of the French and Indian wars.
31. The Northwest Ordinance pledged the United States to build colonies rather than states in the future.
32. Jefferson's reduction of the United States navy left us unprepared for war in 1812.
33. The New England Confederation was formed for defense against the Indians and Dutch.
34. The Virginia Plan was favored by the small states in the Constitutional Convention.
35. The tariff of abominations raised rates.
36. The Northwest Ordinance permitted slavery to exist in the Northwest Territory.
37. Under the Great Compromise, representation in the House of Representatives was to be equal from each state.
38. Protective tariff decreased foreign competition for United States manufacturers.
39. England agreed to stop the impressment of American seamen in the Treaty of Ghent.
40. The spoils system was the most efficient method of selecting officers.
41. The whole country was extremely prosperous during 1837.
42. Under the mercantile theory of trade, a country's wealth was based on its gold and silver.
43. The United States acquired the First Mexican Cession as a result of the Mexican War.
44. Rhode Island led in the idea of religious freedom.
45. The Embargo Act was popular with the New England states.
46. The Writs of Assistance were warrants given to revenue officers to search for smuggled goods.
47. The Second Continental Congress assumed the powers of a national government.
48. The Stamp Act Congress aided colonial unity.
49. Washington urged the people to take an active part in European affairs.
50. Jay's Treaty was favorably received by the people of the United States.

51. The Critical Period is the time when the Articles of Confederation were enforced.
52. The Alien and Sedition Acts weakened the Federalist Party.
53. Hamilton insisted the United States pay its national domestic debt at face value.
54. The United States and England issued the Monroe Doctrine together.
55. The Albany Plan of Union was approved by the King.
56. The French and Indian Wars developed nationalism among the colonists.
57. France plotted to keep the United States from receiving the territory between the Mississippi River and the Alleghany Mountains.
58. The Louisiana Purchase was in accord with the strict interpretation of the Constitution of the United States.
59. The Pinckney Treaty with Spain gave the United States free navigation of the Mississippi River.
60. The Webster-Ashburton Treaty settled the north-eastern boundary dispute between Canada and the United States.
61. According to the terms of the Oregon boundary settlement, the United States received the land as far north as 54° 40'.
62. The doctrine of states rights found expression in the Hartford Convention.
63. American politics largely reflected the affairs of Europe up to the War of 1812.
64. The election of 1800 was one in which the House of Representatives was called upon to decide the presidency.
65. Van Buren was Jackson's choice as his successor for the presidency.
66. Many colonists openly sympathized with England during the years 1763 and 1774.
67. One result of the Navigation and Trade Acts was a great amount of smuggling.
68. The causes of the Revolutionary War accumulated over a long period of years.
69. The Federalists succeeded in placing the government on a firm financial basis.
70. English colonization, like that of Spain, was undertaken at the expense of the crown.
71. Pennsylvania was noted in colonial days for its fair treatment to the Indians.
72. England urged the United States to annex Texas.
73. The Mexican War was fought during Jackson's administration.
74. The Pope's Demarcation Line separated the possessions of Spain and Portugal in the newly discovered sections of the Old and New Worlds.
75. The Albany Plan of Union was a plan to unite all the colonies.

Match the Following Blanks

- | | |
|-----------------|--|
| ___ Fulton | 1. Early French explorer |
| ___ Houston | 2. A member of Parliament who befriended the colonists |
| ___ Cartier | 3. Patriot diplomat |
| ___ Hudson | 4. Colony leading in religious toleration |
| ___ Franklin | 5. President of Texan Republic |
| ___ Burke | 6. Englishman sailing for Holland |
| ___ Henry | 7. A Virginia orator |
| ___ Washington | 8. Colonist noted for his work on sea |
| ___ Hamilton | 9. A Quaker proprietor |
| ___ Penn | 10. Date of Missouri Compromise |
| ___ Isabella | 11. Country opposing France in French and Indian War |
| ___ 1776 | 12. President of Constitutional Convention |
| ___ J. P. Jones | 13. Date of first representative assembly |
| ___ 1619 | 14. Leader of the Federalists. |
| ___ 1820 | 15. Sovereign who financed Columbus |
| | 16. Date of Declaration of Independence |
| | 17. Date of Monroe Doctrine |
| | 18. Inventor of the steamboat |

Fill in the Following Blanks

1. What colony had the first representative assembly? _____
2. Who was the first Chief Justice to increase the power of the United States Supreme Court? _____
3. Who invented the Cotton Gin? _____
4. Who wrote the Declaration of Independence? _____

5. What was the decisive battle of the Revolutionary War? _____
6. Who was the author of the "Star Spangled Banner"? _____
7. What country led in the exploration movement during the 16th century? _____
8. What explorer's ship was the first to circumnavigate the globe? _____
9. Who was the first Secretary of State? _____
10. What was the date of the Constitutional Convention? _____
11. Who was a noted colonial traitor? _____
12. What territory did the United States acquire by annexation? _____
13. What department of our government makes our laws? _____
14. What was the western boundary given to the colonies at the close of the Revolutionary War? _____
15. From what country did the United States acquire Florida? _____
16. What group of states most strongly opposed the War of 1812? _____
17. What did we call the attempt of French directory to exact a bribe from our envoys? _____
18. What European country gave the most help to the colonies in winning their independence? _____
19. The Lewis and Clark expedition strengthened the claim of the United States to what territory? _____
20. What were the English captains called who attacked Spanish ships? _____
21. What country gained supremacy of the sea as a result of the defeat of the Spanish Armada? _____
22. What colony drew up the first written constitution in America? _____
23. What were the young men called who urged Congress to declare the War of 1812? _____
24. What battle of the War of 1812 was fought after the Peace Treaty was signed? _____
25. Who was president during the "Era of Good Feeling"? _____

26. What president purchased the Louisiana territory? _____
27. What explorer gave England her first claim to the New World? _____
28. What country lost out as a colonial power as the result of the French and Indian Wars? _____
29. Who was the president during the War of 1812? _____
30. What battle was the opening of armed conflict of the Revolutionary War? _____
31. Where did the British finally surrender in the Revolutionary War? _____
32. Who was the great leader who kept the West for the colonies during revolution? _____
33. What name is given to the first ten Amendments to the Constitution? _____
34. In order to starve Europe into recognizing our rights as a neutral, Jefferson passed what act? _____

CHAPTER IV

DIFFICULTIES ENCOUNTERED IN ESTABLISHING THE CONTRACT METHOD

Establishing of Norms. After the teachers had determined upon a set of questions for the units of history, the students were occasionally able to see some faults of the tests, at least from the students' viewpoint. Much of the student criticism was not, in the opinion of the teachers, sound. If it were known, however, that a given student had good ability and had applied himself faithfully to his task and still failed to pass his tests, his criticism was regarded as possessing value.

After the teachers had prepared a group of tests for a given unit, the next step in further standardizing the questions was to submit the tests to the pupils of all classes. The pupils were ranked according to their ability to answer the questions, but the teachers were having the pupils test the questions as well as having the questions test the pupils. The teachers then made a study of the frequency and the types of errors which occurred on the pupils' tests with a view of revision. After this revision the questions were again submitted to the entire group of history classes. The results were more satisfactory; a higher average score was shown; and there was less pupil complaining. The teachers looked upon the revision as an improvement. The teaching technique

for all groups of pupils was identical, the only difference being made was in the questions. Even with this improvement, the questions were far from satisfactory. A graphic distribution of the achievement marks made by all classes is shown in the following figure.

A revision of the questions necessitated a change in the study sheet. In this revision special care was taken to avoid any overlapping of topics in the same unit. More reference books were added to the study sheet. In many instances page references were given. Pupils' attention was directed to the definition of certain words of the unit. These additional steps were considered necessary in establishing a norm because it removed the difficulties and clarified the requirements of the pupils. In other words, a normal group of pupils with a proper technique of teaching will produce a normal result.

Figure 1 indicates that the contract method at this stage of development was exacting too much for the minimum requirements. It also indicated that those students who were able to pass the minimum essentials test found it relatively easy to make a higher mark. Thirty per cent of all the students achieved a mark of two and one. The result of the revision, as compared with the Iowa High School Content Examination, Form A seemed to indicate that the lower levels of the contract was yet too difficult. The Iowa Test was given to the pupils in order to make comparison with the

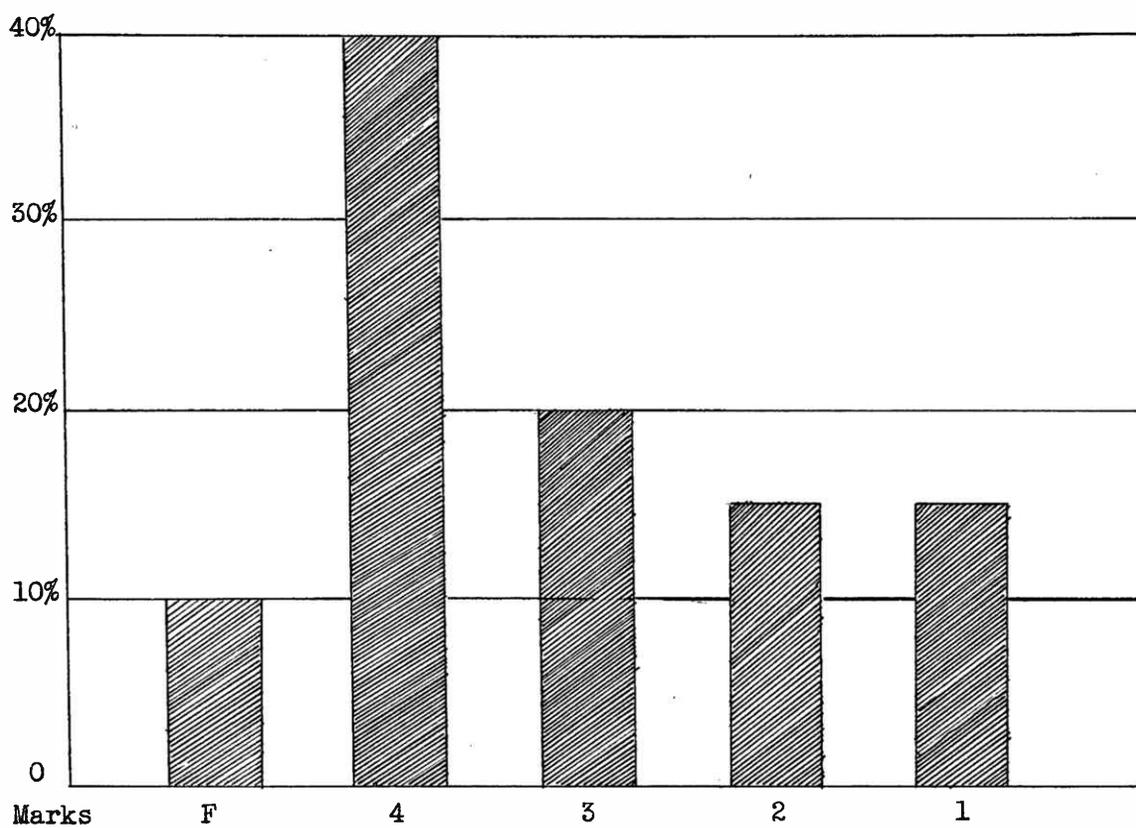


Figure 1. Results of the First Application of the Contract Tests to a Large Group of Random Sampling. The Columns Represent the Percentage of Distribution of Grades.

Phoenix test. Ten per cent of the pupils failed the mastery test while only seven per cent failed the Iowa Test. Certainly, ten per cent of a group of pupils failing a test is too high. Therefore, the Phoenix tests of minimum essentials were considered too difficult. The teachers again revised the tests; some questions were reconstructed while others were shifted from one level to another.

A beginners' class, American History I, was organized at the beginning of the second semester. The revised contracts were presented to this class for one semester, but little revision was attempted because of the fact that it was used with a small group. During the second year of the experiment, the contract method was applied to approximately six hundred students. A survey of the results of the contract at the end of the second year was somewhat more satisfactory. It will be noted from Figure 2 that the per cent of pupils failing was unchanged, but that the number receiving a mark of four had been reduced from forty to thirty-four per cent and the number who received a mark of three was increased from twenty to thirty per cent. The percentage of pupils receiving a mark of two was practically unchanged while the percentage of pupils receiving a mark of one was reduced from fifteen per cent to approximately two per cent. It seems probable that the superior tests, mark of one, are now too difficult.

Comparing Norms. The mastery test consisted of one

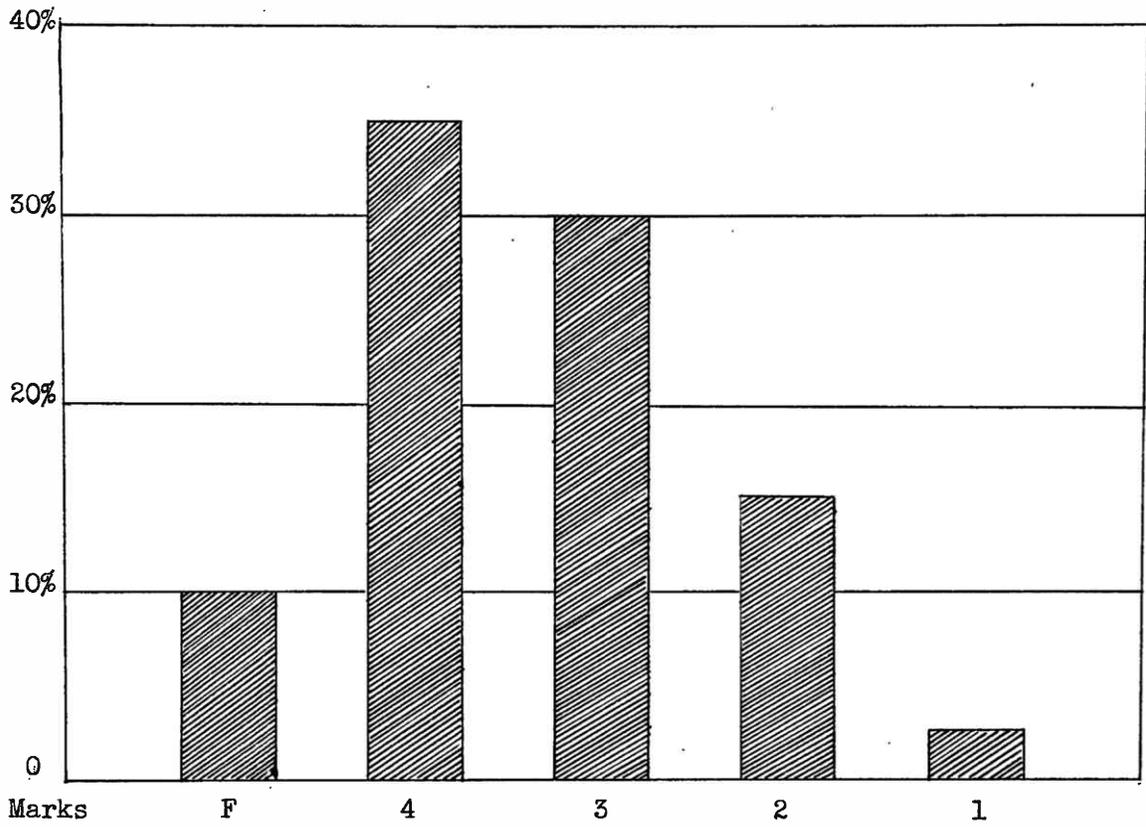


Figure 2. The Average Grade Distribution of Five Classes After Second Year Revision.

hundred points and was easily compared with the Pressey-Richards "Understanding of American History" which also consists of one hundred points. The Phoenix tests were considered by the teachers, due to the results of the second year testing, to be too difficult in the superior levels. In the previous revisions it was necessary to reduce the minimum requirements. In doing so the superior levels were over loaded. The opinion of the teachers was confirmed by a comparison with a standardized test, the Pressey-Richards "Understanding of American History." One hundred of the Pressey-Richards tests were administered to that number of juniors who had just finished the course in American History by the contract method.

The norm established by the Pressey-Richards Tests of high school juniors who had completed the course in American History is 63, while the average of the same test which was given to Phoenix juniors at the completion of their course in American History was found to be 61.5. The median achievement of the Phoenix pupils compared favorably with the published norms of the standardized test, while at the same time only twenty-six per cent of the students were able to achieve the mark of two and one in the Phoenix mastery tests. It seemed self evident, therefore, that the standards set for these marks were too high. To establish a norm more nearly ideal, further revision of the contract method seemed necessary. Five teachers of the Social Science Department

set for themselves the task of a thorough revision of the entire set of contracts. After several departmental meetings and considerable work done by the teachers individually, the contracts were revised prior to the beginning of the fourth year.

Select Groups. After this thorough revision, the teachers decided to secure a check on the revised contracts by application to a select group. The teachers believed that the contract method was fairly standardized and that the average of the tests results should be a fair norm. Fifty pupils were selected from a group of more than six hundred juniors. This group represented a normal distribution of mental ability as determined by two tests, The Otis Self Administering Tests and The Otis Classification Test. If the tests covering the contracts were properly prepared, and if our group of pupils represented a normal distribution of intelligence and ability, a careful controlled teaching technique should show tests results very close to the normal distribution. For a full semester the achievement marks of the two classes into which this group were divided were observed and checked. The results were gratifying but not ideal. The distribution of the grades were as follows: the per cent of failures was six plus, the mark of four 24%, the mark of three 38%, the mark of two 25%, and the mark of one 6%.

Classifying Contracts. After the above mentioned

experiment was finished, the history teachers set themselves a new task which is not finished at the present time. It was felt that even though a contract method may be developed to cover the full range of mental abilities, the contracts would function better if they were adjusted to the pupils in classified groups. Almost none of the materials were discarded, but the contracts were revised into sections. To classify the groups according to abilities would facilitate the care for such problems as are occasioned by racial, linguistic, and mental ability differences.

Pupil Difficulties. The pupil must be encouraged to develop a sense of judgment in the matter of "weeding out" that which is not pertinent to the subject. It was discovered, through the use of the contract method, that most of the retarded or slow pupils found it difficult to grasp the text book materials to say nothing of more difficult source readings. They wasted much time in the library. All students were encouraged to do some type of project work pertaining to history. However, the project work was not required in the minimum essentials contract. In addition to encouraging the pupils to do more library work, they were taught how to use the card index catalogue and the Readers' Guide. As a result, better preparations were observed especially after the names of references were printed on the study sheet. This was not only a time saving device, but more interest and enthusiasm was stimulated in the pupils.

Through the use of the contract method, it was also discovered that many of the fluent readers were not necessarily intelligent readers. Some checks were made occasionally in the classes with the slow moving pupils. Certain fluent readers were called upon to read certain passages from the text book, and after half the period had been devoted to reading aloud by various pupils, they were asked to write from memory the most important points of which they had read or heard read. This method of testing was very convincing to both the teachers and the pupils. The pupils realized that much they had heard and little they had read had been comprehended.

Directing the Students' Preparation. At the beginning of each unit of work, the pupil should be given some idea of the scope of work to be covered. The teacher should answer such questions as may arise in the mind of the student. He must explain the theory and principles underlying the method of supervised study. He must show the students that any progress they make will be the result of their efforts and theirs alone. He must seek to make the student feel responsible for covering the material laid out for them, and to enable them to achieve in their semester's work in terms of how well and how much of it they are able to do. He may also hint that a race is in progress; a race in which the bright student, the strong student, and the diligent workers, will not be held back by the lack of progress of

the weak student, and the weaker students will not be dragged through advanced work before they are ready for it.

Study Methods. The teacher should offer some general technique of studying history. While teaching these pupils how to make the best use of the contract method, a review of "How to Study" by Kornhauser was introduced. The following principles of study were formulated and presented to the pupils:

1. Write out and pronounce all proper names. Try to connect each name with some place or event. Direct the pupil in making some project.
2. If a date is of importance and one which will be required, the pupil should learn it as he has learned the multiplication tables.
3. The student should make use of maps, dictionary, or additional references for every location and word he is not sure of.
4. Try to find the cause of each event. Have the student compare, if possible, his topic with a similar current topic.
5. The pupil should be taught to locate the principal points of his lesson.
6. The pupil should be taught to ask himself some questions after having read the lesson.
7. The pupil might practice making out a set of questions on the chapter.
8. Stories may be re-enacted, models, charts, written interviews and illustrated lectures by the students will lend much interest to the work.

The above questions may be changed or modified as the general mental level of the class may demand. With groups

of low mental ability very explicit study techniques will be required. For the student of the upper strata of mental ability, a greater latitude in method of approach is preferable.

Difficulties in Assignments. Too frequently the assignment is vague and indefinite. The study sheet of the contract method must overcome this defect. In fact, the study sheet of the contract method makes a worth-while contribution to all types of teaching. The assignment of the lesson should be suggestive of what is to be accomplished. Hurried directions at the end of the period usually strike deaf ears. The pupil is in the mental attitude of meeting his next class or the next step in his day's program and is not properly impressed with the assignment. A careless, general, or vague assignment is usually little better than no assignment. If the assignment is only verbal, the student frequently forgets it and such indifference cultivates laziness on the part of the student. The indifferent attitude almost invariably leads to failure. The assignment must be to the point and must be explicitly stated on the study sheet. After that it should be explained verbally.

Supervised Study

What is Supervised Study? Supervised study means much more than silent study of books and study guides. In supervised study, the whole class must be held responsible for certain knowledge of the text, but definite phases may be

assigned to individual students for special study and reported to the class. The pupil should be encouraged to single out some points of special interest in the lesson and to follow these points through other sources until he can speak or write with confidence, interest, and authority on the subject. This is what Morrison means in his formulae.... "to the point of mastery." In this supervised study, it is the duty of the teacher to see, if possible, that the interest and efforts of the pupil does not lag until the point of mastery is reached.

The Teacher in Supervised Study. The teacher has an excellent opportunity in developing study habits and assisting the pupil in the organization of his own material for study. A difficulty to be guarded against is too great a reliance of the pupil on the study sheet. The supervised period is an opportunity for the teacher to show the child how to study as well as what to study. Most pupils with proper teacher guidance will solve their problems and will find much delight in attacking their new problems. They will develop stronger personalities and will secure confidence in their abilities.

Supervised study shows the teacher the peculiar character traits of each pupil. The classroom is the laboratory in which the teacher studies and directs the mental growth and habits of the pupil. There is no occasion for keeping the class together in the supervised study period. If the teacher waits for the slow readers, the fast ones become loafers;

if he moves along with the fast ones, the slow pupils get lost. With the supervised study plan, all the pupils are kept working at capacity. The bright pupil will read widely, and the slow pupil will have to be encouraged to read thoroughly and as rapidly as possible not to sacrifice thoroughness.

The contract provides for supervised study, and the experience of the teacher in the development of a contract method of teaching history confirms the statement of Hall-¹⁷ Quest are:

1. Organization,
2. Assignment, and
3. Co-operation.

The difficulties to be guarded against are:

1. Some teachers do not actually supervise,
2. Teachers can not supervise from the front of the room,
3. The teacher must not interfere too much with the pupil's learning activities,
4. The teacher must suggest proper use of classroom equipment,
5. The pupil must not feel that he is working for the teacher.

Organization of Subject Matter. A special effort was made through the contract method to assist the student in the organization and preparation of his lessons. The continuity of the story should be kept before the pupil in his study

17. Hall-Quest - Supervised Study in Elementary Schools.

sheet. Each study sheet was planned with an introduction showing how it would contribute to further discussions. It was found that specific questions on the study sheet with book references and page references were helpful to some, while it reduced the initiative of others. This condition was a further reason why the contracts should be applied to homogeneous groups.

Class Discussions. There may be considered another element entirely and quite apart from the socialized recitation. The socialized recitation has its motivating and stimulating value, but it must be held to the topic under discussion. Oral reports certainly demand a place in the contract method, and students should be permitted to ask questions following a report, but there is always some one who desires to moralize or philosophize. This "philosopher" is usually recognized by his class mates as the fellow who is never able to make real contributions and for that reason does not hold the esteem of his class mates. Such discussions usually lead to disaster. Students must be accurate in their reports, not only for the sake of proper training, but for the sake of the class mates who may get the wrong impression because of careless reports.

Difficulties in Making Reports. This element of the contract method makes heavy demands on the time of the teacher and is a real challenge to the teacher who holds this type of student work up to a high standard. The pupil, under pressure

for time, will be tempted to have someone else do the reading or make up a skeleton report from the table of contents. If the reports should not be read by the teacher, or too hastily checked, the pupil will realize that he has "gotten by" and therefore is encouraged to slight this phase of his requirements. Consequently, this type of work may encourage a high degree of initiative or it may depress the interest of the pupil to a point of indifference.

The teacher can maintain a high standard in the reference reading requirements. The teacher should prepare a set of questions based upon the written reports and may, through a socialized lesson period, have the pupil verify his reference reading by answering some of the questions. The teacher should, also, make an occasional opportunity to praise some of the best reports and to mention the name of the student. Other reports may have a place of prominence on the bulletin board. The pupil should have his choice of making his report in written or oral form. In either case, the teacher should require a carefully prepared report because if the student is making an oral report he is taking the full time of his classmates. The student should be encouraged to do his reference reading on some topic of the unit under discussion. A pupil should not be permitted to make a report on the Panama Canal, for example, while the topic for discussion is the Civil War. With proper guidance, this will develop a fine sense of judgment on the part of the pupil in the reading he should do.

Cheating

Opportunity for Dishonesty. The contract method proposes a rather large range of liberties for the student. This seems necessary for the encouragement of honesty and fair play but, without proper guidance, it may as easily encourage dishonesty. The method must be democratic, fair, and flexible, but it has been discovered that some of the liberties permit dishonesty; for example: pupils having some one else prepare their reports, passing information concerning tests taken by other pupils, copying in class, etc.

The Achievement Record

Fourth Year Results. The duties of the teachers during the fourth year developing of the contract method relative to the revision of the contract, consisted of "ironing out" of the smaller difficulties. The contract method was stressed from every angle. It was tested fairly from the teaching viewpoint and from the viewpoint of the pupil. At the close of the fourth year the writer, working from records collected from teachers and from the Registrar's office, made a tabulation of the various grade marks achieved by the students of the history classes. The total grade record of seven hundred students is shown in Table IV.

TABLE IV. DISTRIBUTION OF GRADE MARKS MADE BY THE STUDENTS
DURING THE FOURTH YEAR OF THE CONTRACT

Test Marks	No. of Tests	Per cent	According to Normal Curve
F	245	6.8	252
4	825	23	864
3	1403	39.2	1368
2	870	24.4	864
1	254	7.1	252

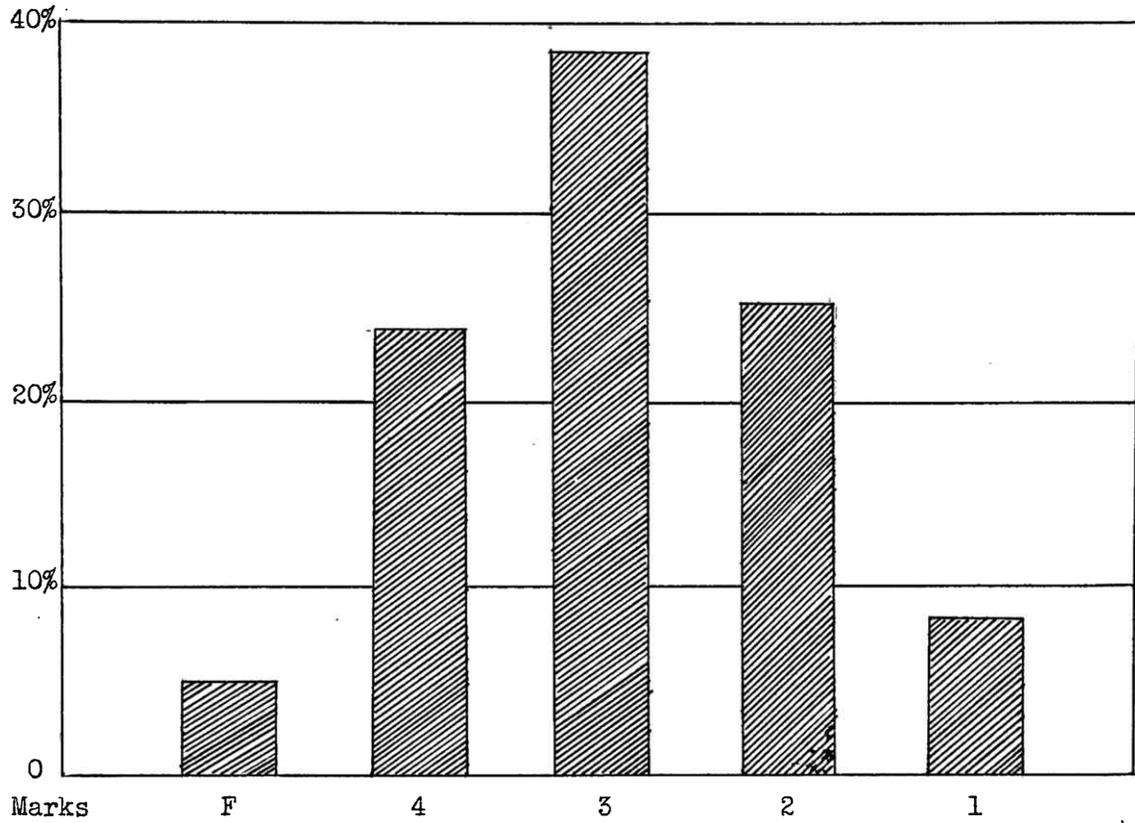


Figure 3. The Distribution of the Grade Marks for the Two Semesters of the Fourth Year of the Experiment.

CHAPTER V

DETERMINATION OF DESIRABILITY OF PERIODS FOR INDEPENDENT STUDY

The Study Period. Some teachers felt that the contract method as utilized in the Phoenix Union High School did not provide sufficient time for the slow moving student to assimilate the minimum essentials. It seems rather to be something of a dragging process tending to pull the students of this group over the subject matter with undue rapidity. It seemed desirable, therefore, to determine whether or not a time allotment for individual study should be provided in the contract method. For convenience and for a more satisfactory method of teaching, the office of guidance and research had previously classified all students into three groups, generally referred to as the X, Y, and Z groups. The contracts were functioning best in the two groups. The progress of the Z group was not considered satisfactory. It was felt that an independent study period would better enable this group of pupils to assimilate that which they had studied.

Grouping. Two classes with thirty-five students in each class were selected for study. The teacher was anxious to have at least twenty-five students for ultimate comparison. The students were selected as having the same mental ability, below normal, as determined by the Otis Self Administering Test and the Otis Classification Test. The classification

obtained in the freshman year was considered most reliable. Both groups were also given the Phoenix semester mastery test. This test, of one hundred points, was also given to both groups at the end of the semester. The classes were equal in sex and the difference between the average chronological age was only five months. Three students were transferred or dropped from one class and others of a superior ability were added. In order to maintain a balance, only thirty-two students in each class were compared. The records of the superior students were ruled out. There were no students of either group who spoke a foreign language at home. Thirty-two students of the first class attended 2017 days during the semester. Those of the second class attended 2036 days during the semester. The difference in attendance should, therefore, make no appreciable difference in the results.

The Teaching Technique. The students of the first hour were given the independent study period. The students were not informed that they were the subject of an experiment. Monday was fixed as the day for the independent study period. The students of the independent study period had the freedom of studying their text book if they chose to do so. The teacher kept about twenty-five good reference books on the desk for those students who sought information aside from the text. In addition to reference books, the students had access to a current news leaflet each week and four or five current periodicals. In the free period, the students took the lead

in determining which points of the contract they should study and how. The teacher was ready to lend assistance and was generally kept quite busy assisting the students in the use of maps, charts, and reference readings. The students were encouraged to invite the help of the teacher when such help was necessary. They were responsible for analyzing their difficulties and budgeting their time for the study of the various points. No students of any class were denied the use of classroom equipment. The difference between the two experimental classes was one free study period per week for the first hour class. On each day, excepting Monday, the two classes had the same assignment. The teacher made a special effort to make use of the same illustrations, figures of speech, and catch words in the discussion of the various topics of the contracts.

Summary of Free Period Experiment. Because of a few transfers to and from the experimental classes during the semester, it was necessary to base the final conclusion upon the findings of only twenty-two students in each class. Although the number of subjects is insufficient for a definite finding, the fact that the experiment covered the duration of a full semester adds some strength to the conclusions. The chronological age of the first hour class was approximately five months older than was that of the second hour class, and the intelligence quotient was, as derived from each test, one point higher. It was known that students frequently met

with difficulties while studying at home. The class study period affords the student the opportunity of personal contact with the teacher while at the same time he had access to the classroom equipment.

It will be noted that the students of the first hour class were in advance of the second hour class by three points at the beginning of the semester, but the increase of the first hour class over the second hour class was five points at the end of the semester. The results of these data do not indicate a strong argument for the independent study period, especially since the teacher in charge of the experimental classes was an advocate of the independent study period. It is possible that should the influence of the teacher be ruled out of the free period, the result would indicate a waste of time.

TABLE V. THE MEAN SCORES IN MENTAL ABILITY AND ACHIEVEMENT OF TWO GROUPS OF PUPILS USED IN AN ATTEMPT TO DETERMINE THE EFFICIENCY OF INDEPENDENT STUDY

Class	Chronological Age	Otis Self Admin- istering Test	Score	I. Q.	Otis Classifica- tion Test	Score	I. Q.	Phoenix Mastery Test
A	178	33	93	88	91	26	71	
B	174	33	92	88	90	23	66	

Group A was given an independent study period and group B followed the regular class procedure.

CHAPTER VI

CONCLUSION

Summary of Data. This thesis is the embodiment of the experience of the faculty of the Department of History in the study of the contract method in the Phoenix Union High School. It covers a period of approximately four years and the experiment and study of five teachers dealing with 2400 students. Many theories have been tried out, some of which have been discarded as impractical. These points which are desirable and are incorporated in the contract method are listed below, as well as those points which were discovered in the experiment to be guarded against as undesirable.

Restatement of the Thesis Problem

THE DEVELOPMENT OF THE CONTRACT METHOD IN THE TEACHING OF HISTORY IN THE PHOENIX UNION HIGH SCHOOL

The purpose of this study is to set forth a more efficient method of teaching history, and to indicate the difficulties which have arisen together with suggestions of desirable points which should be adapted as well as undesirable ones to be guarded against. It is the sincere wish of the writer that whoever may be interested in the development of a contract method will share his experiences with some benefit. The writer also wishes to recommend the following points to the

consideration of the faculty of any school contemplating the utilization of this procedure:

1. The socialized element of recitation should be encouraged. The contract method lends itself well to such a lesson plan. The plan in return tends to discourage rambling in class discussion and aids in the organization of the unit for the student.

2. The development of projects and class activities require some type of laboratory plan. The contract method is of value in outlining, suggesting, stimulating, and motivating students. It encourages the student to attempt independent study and challenges originality.

3. The contract method is a decided advantage to the teacher. It holds the student responsible for the text and specific collateral material. Consequently the teacher may add such enrichment as he may desire. There is no reason why any essential points should be overlooked since the contract is before the student and the teacher.

4. The method offers some advantages due to its system of bookkeeping. In the first place, practically all tests may be graded with a key. The results of these tests may be posted for the benefit of the teacher, and the posting sheet serves as a perpetual inventory of the students' progress. The student is familiar with his record from day to day; hence, there is no occasion for his being in doubt about his mark at the end of the term.

5. Definite objectives may be set forth in the utilization of the method. The student is handicapped without objectives definitely fixed. With his guide sheet in hand, he can not lose sight of the objectives.

6. It provides for definite and carefully planned assignments. Because of the numbering of the various topics for discussion on the study sheet, the contracts are always definite and clear.

7. The contract method is an aid to orderly thinking by the student. The topics are broken up into parts convenient for daily assignments which, when completed and summarized, presents a complete concept of the phase of social science under consideration.

8. The contract method makes possible systematic reviews as the student or teacher feels the need for them.

9. The method practically eliminates the idea that one teacher may be easier to make high marks under than another teacher. Each student must complete the same work for a given mark regardless of the teacher. Therefore, the contract method facilitates accurate measuring.

Faults to be Guarded

1. The student is robbed of the training in organization of his lesson. This is already done by the teacher on the guide sheet. The teacher should demand, then, well organized reports both oral and written.

2. Information pertaining to the tests passes rapidly from student to student throughout the day. The same test should not be offered more than two successive times during the same day. If possible, the teacher should present a different test to alternating rows of pupils in the same class. This method prevents cheating across the aisle.

3. Students should never have access to the test before the test is to be given. It is possible for tests to be scattered from the mimeograph, or for teachers to be careless in the handling of tests.

4. No student should be permitted to take two tests in the same day for a given mark. If he should fail, he should be required to make satisfactory preparation before calling for the second test.

5. Some students may obtain a passing grade without study. Many students cleverly learn enough from two tests to pass the third. The teacher's judgment must be depended upon in this case.

Suggestions for the Improvement of the Contract Method in the Phoenix Union High School

1. In the process of experimenting, we have permitted as many as two testing periods per week. This is entirely too much testing. The method does not permit sufficient time for the discussion of projects, reports, etc. It is poor economy of time.

2. A contract method should be developed for homogeneous groups. A contract method which serves the accelerated student best would not be adequate for a slow moving group. The fast student will be discouraged while waiting on the slow student, and the slow student will be poorly taught in that he may be carried along faster than his ability justifies.

Undoubtedly the best thing which may be said about the contract method is the advantage it offers to the slow moving groups. This method makes possible more personal contacts between the teacher and the pupil. The problem of individual difference is met in a more efficient manner through the contract method perhaps than by any other method. It is a common expression among both the slow and the more accelerated, that had it not been for the contract method they could never have accomplished so much in the various social science courses.

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