Intelligence and achievement of white and Salish Indian children

Bessie Young Marble

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THE INTELLIGENCE AND ACHIEVEMENT OF WHITE AND SALISH INDIAN CHILDREN

Jessie Young Marble
B.A. State University of Montana (1936)

Presented in partial fulfillment of the requirements for the degree of Master of Arts

STATE UNIVERSITY OF MONTANA
1937

Approved:

Chairman of the Board of Examiners

W. G. Gatesman
Chairman of Committee on Graduate Study
Introduction by Former Superintendent

Charles E. Coe
SAISH INDIANS

I was in the employ of the United States Indian service for more than thirty years, two thirds of this service was executive and supervisory, either as Superintendent of various Indian reservations or as Special Supervisor. During this period of Service I was at all times in more or less intimate contact with many of the Indian tribes occupying the western half of the United States and have had some contacts with the Indians of British Columbia. These long years of service afforded an excellent opportunity for studying the different tribes and making comparisons of their native abilities.

The Salish Indians, occupying the present Flathead Indian Reservation are of the Salishan family and rather closely related to the Coeur d' Alene, Pend O'Rielle and Kalispel tribes. Remnants of the two later tribes are with the Salish on the Flathead reservation.

The Salish have ever been a peaceful people and are proud of their long continued friendship with the white race. Before white settlement put an end to tribal warfare, the Salish suffered severely from raids of the fierce Blackfeet. While they were peace loving and did nothing to incite war, in defense of their homes and hunting grounds they were brave and resourceful, and were able to defend their heritage against their more aggressive neighbors.
The records of the Lewis and Clark expedition show the Salish Indians as being of the highest type of Indians encountered on that historic journey. They particularly emphasized the Salish traits of honesty, truthfulness, and morality.

The religious history of the Salish is peculiar and very interesting and differs from that of any other tribe of North America. The missionaries in all other cases carried the gospel to the Indians, but the Salish made a sustained effort of their own to get this religion. Having heard something about the Black Robes (Priests) from some wandering Iroquois Indians, they desired to have this new religion for their own. The nearest priests were in St. Louis, more than a thousand miles away. The trails were unmarked and unknown and country through which they must travel inhabited by warlike and hostile tribes. To undertake such a journey required courage, intelligence, perseverance and many weary months of hard and dangerous travel. Without going into details, it is sufficient for the purposes of this article to say that the Salish started four different expeditions to St. Louis to request the Black Robes to bring the gospel to them. Some of these expeditions failed and were never heard from, but these Indians refused to succumb to the hardships of the trail or to give up their quest, and finally reached St. Louis. The Black Robes came, established a Mission at St. Mary's, now Stevensville. This Mission was later moved to St. Ignatius, and the school established there was the first educational institution in Montana. The story of the Salish Quest presents all the elements of devotion to an ideal, per-
sistence against unknown dangers and almost unsurmountable difficulties that were displayed by the Knights of King Arthur in "The Search for the Holy Grail."

The foregoing sketches from Salishan history afford striking illustrations of the dominant traits of these Indians. I was Superintendent of the Flathead reservation for nearly fifteen years and I believe I know all of the older members of the tribe as well as a white man can ever know an Indian. I have celebrated with them in their festivals and sympathized with and aided them in their sorrows. These contacts have caused me to admire and respect them and to rate their native ability, character, and intelligence very highly among the tribes of the United States.

Missoula, Montana. 
May 10, 1937. )Signed) Charles E. Coe
THE INTELLIGENCE AND ACHIEVEMENT
OF
THE SALISH INDIANS

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INTRODUCTION
The study of this problem has been undertaken for the purpose of discovering the differences, if any, existing in the intelligence and achievement of the Salish Indians as compared with the white people with whom they are associated.

For the purpose of making the study more complete the social, historical, and economical background of the Salish tribe has been included. These factors the writer feels give the reasons for certain characteristics the Salish now have which are dependent upon, or have been dependent upon these or other factors.

When the early explorers landed on these shores and found a pre-literate race of mankind, it became evident at once that their civilization and the pre-literate must at some future time come in contact. That a struggle would later take place that would alter the history for the two groups was eminent from that time. No one doubted that the higher culture of the white group would ultimately survive, but at the same time thinking people knew that the people then found here would have some influence on the future of this country.

However, only in the most recent years has the importance of studying the history, habits, arts, education, etc., of our Indians been fully appreciated. Not only has this study been important in the working out of the problems of history, philology, sociology, and anthropology, but it has been important as to the bearing it has had in bringing about the present
political, social, educational, and other conditions in the peoples and races of our country, as well as the other countries of the North American continent.

Native Indian influence has affected every government in this part of the western hemisphere, and has left its impress upon all of our political machinery and institutions. It is felt in everyday life, as Indian names and customs abound in all parts of the country. Indian treaties fill volumes of our libraries; Indian men and women are found in all walks of life; Indian people have married into many prominent white families and vitally more important, this element is not becoming extinct on our continent. Because of these problems, this study is made of that part of Lake-Missoula County covered in this report. With these ideas in mind no apology is offered for the subject of this treatise, as this will be a vital question until the Indian is completely assimilated.

The findings in this study may be of use to others in making comparisons with other tribes, as many other tribes are located in the territory embraced in the Northwestern part of the United States. Valuable contributions seemingly may be made in this way to our present knowledge of the social life, the intelligence, and the achievement of the various tribes studied.

The problems, as before stated, which are covered in this study are of the intelligence and achievement of the
Salish Indians, and more especially of those located in that part of Lake County, and a small portion of Missoula County, which lies within the boundaries of School District No. 28.

The techniques used were a) historical, b) library, c) interview, d) measurement, e) letters, f) case study, g) and h) the questionnaire. The historical technique should naturally be used to give a background to the study. We need to know who these people are; where they, or their ancestors, resided in the past; what facts set them apart as a group of Indians under the name of Salish; what characteristics they had in part, which they have retained or lost; and the reason for either with its accompanying results on their lives.

The library gives the only connection we may have with many facts of the near or remote past.

Interviews were had with many persons who have intimate knowledge of the Salish people. Superintendent L. W. Shotwell of the Flathead Agency was interviewed to ascertain the present set-up of the government educational program for these Indians; M. A. Branson, their Day-School Indian Official was interviewed in regard to records of degree of blood, home conditions, and economical status; Superintendent G. E. Kidder of District No. 28 was interviewed many times in the course of the study, as it was under his direct supervision that many of the tests were recorded were given; Mrs. Henry Buck, Stevensville, Historian for the Montana Historical Society,
who is engaged in writing Salish history, was interviewed; as well as many others on and off the reservation.

Tests and measurements have been used in a way to establish the facts recorded, while letters form a considerable part of the important information obtained. The questionnaire method was used for the purpose of getting material which the other methods failed to bring out; while the case study brought the intimate facts of social life to the observation of the case worker.

The following records were obtained for use in making this study:

A. Attendance and scholarship records for white children who attended the schools of district No.28 of Lake County for the year 1935-36.

B. The records for Indian children attending the same schools for the same time.

C. Intelligence quotients for all the White children attending the schools listed during this period.

D. Intelligence quotients for the Indian children attending these schools for the year 1935-36.

E. Results of other tests given during the period 1935-36, and the drawing test of the year 1936-37.

F. Many statements from authorities as to historical, social, and economic factors of the Salish tribe, together with their relations with other tribes and white people since about 1800.
G. The history of the Government's attempt to educate the Flathead Indians and result of the efforts.

H. Intelligence records and estimates of many white people who have had business, social, and professional relations with this tribe.

I. Intelligence records and estimates of teachers who have observed these children for several years.

J. The 1935-36 census for the Flathead tribe as compiled for the government by Superintendent L. W. Shotwell, showing the exact degree of Indian blood of all members of the Flathead tribe.

K. School Surveys as made by the Day-School Inspector Marion A. Branson.


M. The school census for the year 1935-36, as compiled by M. A. Branson.

N. The monthly reports from the schools concerned as sent to the Indian Day School Inspector, M. A. Branson, for the year 1935-36.

O. Official records of District No. 28, and test results from Superintendent G. E. Kidder's office and extensively used in this study.

Acknowledgement of assistance and appreciation of assistance is graciously given to the following:

Dr. Freeman Daughters, Dean of the Department of Education, University of Montana
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Dr. W. R. Ames, Professor of Education and Psychology, University of Montana

Dr. Harry Turney-High, Chairman of the Department of Economics and Sociology, University of Montana

Gordon E. Kidder, Superintendent of District No. 28 Lake-Missoula County, Ronan, Montana

L. W. Shotwell, Superintendent of the Flathead Indian Reservation, Dixon, Montana

M. A. Branson, Day-School Indian Official, Ronan, Montana

Reverend Father L. Taelman of the Catholic Church, St. Ignatius, Montana

Mrs. Henry Buck of Stevensville, Montana

Charles E. Coe, Ex-Superintendent of the Flathead Indian Reservation, Dixon, Montana, and many others including my dear friends Dr. and Mrs. John H. Heidelman of Ronan, Montana
HISTORICAL BACKGROUND
Traditional Home of Group is in Bitter Root Valley

How Montana's Salish Indians—the Flatheads proper—came to enjoy the customs of both the plateau and plains peoples is told by Dr. Harry Turney-High, Montana State University anthropologist, who has studied Salish ethnology for many years.

Dr. Turney-High says that the Salish are definitely a plateau people who migrated—so legends tell—from a region which is not far from the California-Oregon boundary. Their traditional home is the Bitter Root valley. A long time after they migrated into the Bitter Root, the horse was introduced into their culture, and they began to take on some of the characteristics and customs of the plains Indians.

"It was thus that we white men found the Flatheads in Montana, and some of us blandly slapped a museum label—'Great Plains'—on them. To the west was friendship, recognized kinship, and free access for men and ideas. The plains were rarely visited until the horse came up from the south. To the east was implacable enmity, the great bison pasture accessible only by great feats of arms against overwhelming numbers."

The University professor disagrees with those who would list the Pend d'Oreille, Kalispel, Spokane, Flathead, Santeus and Tunaxe Indians as belonging to the Great Flathead group.

Extinct Groups

The Santeus group is extinct. "They survived only in the tribal memory as a half-legendary people, notable for their stupidity and lack of proper human emotions. It is impossible to separate fact from fiction today... (but)... from the memory of their physical appearance, it more and more seems that they practiced the culture which I have found archeologically for the past two years."

1. In a private conversation the above sketch of the Flathead Indians was given to the writer. It is from The Flatheads, Am. Anth. Assoc. LIV, 1937.
If this is true, Dr. Turney-High says, the Smteus represent a western expression of the "Talus and Cairn burials of the coast." If the Smteus are the archeological people which certain other archeologists have discovered, then their pit-dwellings, use of virgin copper ornaments, dentalium and other marine beads, flexed burials in cremation pits under the talus and cairn, certainly takes them, living or extinct, out of the Flathead group."

The Tunaxe group, supposedly extinct, is "Merely Kutenai." The existence of the Spokan is extremely dubious, save in very modern times. (It is doubtful if spokan meant anything but a water-fall, before white contact, Dr. Turney-High says.)

"The separation of the terms Pend d'Oreille and Kalispel is an artificiality of white nomenclature. Such peoples consider themselves the same folk... The Kalispels and Flatheads are somewhat different in dialect, material culture and with very different tribal histories."

Dr. Turney-High's research—he has spent eight years, studying the Flatheads—convinces him that the Bitter Root valley of extreme western Montana is the true home of the tribe.

Tribe's True Home

"A long time ago two bands of Salish were encamped, fishing in a large river not far from where the California-Oregon boundary runs into the Pacific ocean," Dr. Turney-High says. "A flight of ducks passed overhead, which caused a quarrel to arise between the two band chiefs as to whether the quack was made with the ducks' bills or with the wings. This developed into a bloody fight for several days' length between the two bands. Finally the chief whose band was being beaten called a truce, offering to lead the "Wing" faction to the new home into the interior, while the "Bill" party could stay in the old range. Striking off northeastward, they soon came to another river which might have been the Owyhee. Following this they came to its confluence with the Snake, which they followed until they arrived at the site of Lewiston, Idaho.

"At this point the Clearwater river flows into the Snake. The latter little river beckoned them into the Bitter Root mountains, and its headwaters pointed to an easy pass, the Lolo, into Montana. The Bitter Root valley was the property of the Pend d'Oreilles-Kalespels
who took pity on the Salish because of their desperate condition. The Kalispels returned to the Flathead lake region where they were found by the whites. The two peoples were friends, intermarrying, in time growing closer together, both culturally and linguistically."

Plateau Traits

The factors, Dr. Turney-High says, which point to the Flatheads having a "plateau culture" include the gathering of the bitter root, (spetlem, native term for the bitter root) as well as other roots and a host of berries, which prevented their abandonment of a semi-sedentary life; the organized, economic, male, communal salmon fishing; the former use (before the coming of the horse) of the communal house; and the social organization, which points to western influences. The Flatheads were ruled by a head chief, who had many powers—powers "which go far beyond the authority of any bison hunting head man."

Other factors which smack strongly of western influences—as contrasted with the influences from the eastern plains—are the "formalized intertribal ceremonial gift-exchange with the Snakes," the great annual fair with the Nez Perces, property inheritance along the female line, a great reverence for the individuals and families. There are also religious factors traceable to western backgrounds.

The Flatheads, after the introduction of the horse, took many traits from the plains Indians. Bison hunting by the use of the horse rendered the old long house of the Flatheads obsolete. They adopted the customs of the plains Indians, with the exception of the headwear. They accepted the stiff-backed cradle of the plains Indians and diffused it among the other interior Salishans. There were many social traits adopted by the Flatheads after their intercourse with the plains groups. Military affairs were conducted in the plains manner.

The Flatheads were thus notoriously culture-borrowers, Dr. Turney-High Says. But they did have some ideas of their own. They rejected many of the ideas and customs of the plateau and north coast Indians, as well as refusing to adopt some of the plains habits.

The University professor points out that while the study of Indian ethnology may appear to be "impractical," it is in the results and conclusions it yields that it is practical. It is possible to examine the Flatheads objectively, studying their culture, migrations, environment, life cycle, habits. It is possible to study the effect foreign ideas had on them.
Historical Background (con'd.)

Still a somewhat different division of the tribes is made by James A. Teit, who in speaking of the Salish or Flathead Indians says:

"The Flathead group consists of four tribes, and there were two others which are now extinct. The ones left are the Flathead or Tetes Plattes, the Pend d'Oreilles, the Kalispel, and the Bpokan. The Flatheads are also called Salish, Selish, Salees, etc., which terms are derived from their own name. They say that long ago there were two tribes of people inhab­iting the Flathead country. One of these was called "Leg people" and the other "Flat-Head (or Wide-Head) people." The former were the ancestors of the Flathead tribe today. They did not press their heads..."

That the Flathead Indians of Western Montana did not flatten their heads is further substantiated by The Handbook of American Indians, where the statement is made that the Flathead tribe received its name from the surrounding people, not because they artifically deformed their heads, but because, in contradistinction to most tribes farther west, they left their heads in their natural condition, flat on top.


However, to return to the two tribes, it is believed by Mr. Teit and others that although the exact location of the two tribes is not known, it is thought that the Leg people lived farther east and south, and the Wide-Heads people about where the Flatheads now live—around the Jocko and the Bitter-root Valley, west of the main range of the Rocky Mountains.

It seems that the Leg people were originally entirely or partly east of the range. In later times the two tribes lived together here.... At all events it seemsthat none but the Leg people remained in the country where the Wide-Heads had been, but their name persisted.
Mr. Teit further states: "In historic times these tribes known as the Flathead Group have used the tepee which is of plains origin as dwellings. In tribal ceremonies the use of the double lean-to has been perpetuated and is so used today. It is well-known that the archaic holds over in the religious ceremonies of many people.

Slavery was not prevalent among the Flathead tribes. Sometimes slaves were taken in war but were usually well treated. In later times slavery ceases to exist as the Flatheads and Kalispells took to captives, preferring to kill as many as possible and let the rest escape.

There is no tradition of a time when these tribes did not smoke. A kind of wild tobacco was used in smoking. Tubular pipes were used very long ago. Pipes were made of soapstone of various colors, red and black predominating."

For the last two hundred years, or since the horse was introduced, the Flatheads have had the traits of the plains people. Before that their material culture more closely resembled that of the plateau tribes. Arrowheads, spearheads, knives, and pipes were made by this tribe, but they did not make the pestles, hammers, and mauls which were made by the other Salish tribes. No pottery was made by the Flatheads, and their work in wood and bone carving was poorly developed.

4. James A. Teit, op. cit., pages 380
Ornamentation by painting and dyeing was practiced to a great extent. The dyes were principally blue, red, and yellow. Quills, mats, and sometimes hides were dyed. Paints of a great variety of colors were obtained from mineral earths. Skins were smoked and dressed in the same manner as by the Couer d'Alenes. The Flathead Indians made bags of nothing but skin. Sewed tule mats were made by all of the tribes, as were mats of woven rushes and the dead bark of the willow trees. These were occasionally striped with gaudy dyes of red and blue. Coiled basketry of more or less circular shapes were made from split cedar roots.

Women made all of the baskets, mats, and bags, and dressed all of the skins. They made nearly all of the clothes, made and erected the tents, gathered most of the fuel, dug all of the roots, did the cooking, and cured all of the berries. Yet they found time to help the men with the horses. The men hunted, fought, and looked after the horses, and made all of the weapons and tools.

Clothing was made entirely of skins. No clothing of woven bark or vegetal materials was used. The only overclothes used were robes, largely made of buffalo skins. Some robes of deer, bear, and elk were used. The men's costumes consisted of a shirt reaching to the hips, long leggins, belt, breechclout, moccasins, and a cap, headband or featherbonnet. Women's

6. James A. Teit, op. cit., p. 80
clothing consisted of a long dress reaching nearly to the ankles, short leggings, moccasins, a belt and a headband. Ornamentation of clothing was by fringing, puncturing, dyeing, painting, and by decorating with quill work. After bead work became of general use clothing was richly beaded. Almost all of the designs were geometric.

Before the advent of the horse, the great open plains were seldom visited by the tribe. A sufficient amount of meat could usually be had in the Flathead country by ordinary methods of hunting such as the surround and the still hunt. The hunters surrounded the buffalo in small numbers, and shot or killed from ambushes at the watering places.

Fishing was of less importance than hunting; small fish were plentiful in the streams and lakes. Hooks and lines were used. Nets were little employed.

Dogs were common to all of the tribes. They were haired like wolves and coyotes and resembled them in appearance and shape. The hair and the skins of the dogs were not used nor was their flesh eaten. The extent to which they were used for hunting is not made clear.

The chief weapons of warfare were the bow and the arrow, also the tomahawk, various kinds of knives, clubs, and spears. Cuirasses of heavy elk skins were in use, but were discarded after the introduction of the horse as cumbersome in mounting and riding. Guns were introduced later than among the Blackfeet. The Flatheads had no wars among themselves but had many
with the Blackfeet Indians.

The social organization appears to have been in general, the same kind as that common to the other Salish tribes; there were no privileged classes, clans, gentes, phratries; and it is doubtful if there were societies of any kind. Each tribe formed a unit bound together by blood ties, mutual interests and dialect. Each tribe consisted of a number of bands, each band making its headquarters as a rule in some definite locality and composed of families closely related by blood. Each band had a chief, and an assistant chief who looked after the affairs of the band. The tribal council was formed of the head chiefs of the bands. It is now certain that the tribal chief was not chief of a band. The head chief kept the tribal pipe and other ceremonial property. The ancient social organization changed so long ago that little information can be secured about it. The separate bands disappeared and the social organization became centralized in a tribe. The bands ceased to have any local or geographical significance.

There appears to have been a considerable number of ceremonies connected with wars and many kinds of dances among the Flathead tribes. There were two periods, one about midsummer and the other about midwinter when the whole tribe assembled for feasting and dancing. Singing formed an accompaniment to all of the dances.

History records that this tribe was a happy contented people until the white man came among them. They readily

7. James A. Teit, op. cit., p. 150

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took up the white man's culture and religion; they called for the white man's school to be established among them. Until the white man came their only cause of anxiety was the Blackfeet Indian tribe. 8

8. James A. Teit, op. cit. p. 380
ECONOMICAL AND HOME BACKGROUND
The Indian population of the Flathead reservation (1936) was 3051 people which represented 806 homes, with an average estimated income per family of $454.00, which came from the following sources:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payrolls, U.S.I.S.</td>
<td>$48,708.00</td>
</tr>
<tr>
<td>Rocky Mt. Pr. Co.</td>
<td>$80,000.00</td>
</tr>
<tr>
<td>ECW</td>
<td>$59,600.00</td>
</tr>
<tr>
<td>Roads Division</td>
<td>$19,680.00</td>
</tr>
<tr>
<td>WPA</td>
<td>$40,545.00</td>
</tr>
<tr>
<td>Lease Rentals</td>
<td>$25,387.00</td>
</tr>
<tr>
<td>Timber Permits</td>
<td>$750.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$274,670.00</strong></td>
</tr>
</tbody>
</table>

There are 195 farms operated by Indians on the Flathead Reservation, while at the same time 281 white farmers have farming leases from the Flatheads, who own in all 698 farms.

Four livestock associations are functioning in this tribe; and the value of the livestock alone in 1936 was $229,875.00. $22,375.00 was received from sale of wool, eggs, butter, cheese. Wheat, oats, barley and crested wheat seed were grown in the thousands of bushels, while potatoes and beets were other money making crops. Apples, cherries, and plums were grown, as were raspberries, and strawberries. 22,400 quarts were canned, and 3,280 pounds dried.

Forty-six families made gardens and each one saved seeds for this year. Thirty-five homes on the farms have electric lighting. Nine new homes were built and twenty-four were remodeled in 1936.

There were five 4-H clubs, enrolling children from the ages of ten to seventeen.

9a (Rocky Mountain Power Company) 9b. (Works Progress Ass'n)
9c. (United States Indian Service)
There were 1840 Indians who wore modern attire; 1216 eligible to vote; 1826 who spoke English; 1265 who wrote the English language; 483 who neither read nor wrote the English language, or their own language. Indians who are entirely self-supporting from their own thrift and industry were 432.

The 3051 people spoken of on page 20 were divided as follows:

<table>
<thead>
<tr>
<th>Census of December 1935</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Males .................. 1548</td>
</tr>
<tr>
<td>Total Females ................. 1503</td>
</tr>
<tr>
<td>Total .................. 3051</td>
</tr>
</tbody>
</table>

| Full Blood Males ................ 197 |
| Full Blood Females ............... 205 |
| Total .................. 402 |

| Mixed Blood Males .......... 1351 |
| Mixed Blood Females .......... 1298 |
| Total .................. 2649 |

| Total Full and Mixed Bloods. 3051 |

| Total Males this jurisdiction .......... 1237 |
| Total Females this jurisdiction .......... 1135 |
| Total .................. 2372 |

| Total males at another jurisdiction .... 63 |
| Total Females at another jurisdiction .... 46 |
| Total .................. 109 |

| Total Males elsewhere ............ 248 |
| Total Females elsewhere .......... 322 |
| Total .................. 570 |

| Grand Total .................. 3051 |

| Total Males wards of the government .... 1241 |
| Total Females wards of the government .... 1218 |
| Total .................. 2459 |

| Total Males non-wards of the government 307 |
| Total Females non-wards of government .... 285 |
| Total .................. 592 |

| 10. L. W. Shotwell, Census of the Flathead Indian Reservation as of December 31, 1935, M. A. Branson, Field Agent |

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Number partially self-supporting from their own thrift and industry, 518.

No. who have individual incomes to cover deficit..............18
No. of male Ind. 21 yrs. old and over, unemployed............ 85
No. of Adult Indians who make no effort at self-support.... 67
No. of these whose individual incomes are sufficient for... 13
No. Ind. belong. to co. or state farm org. of all kinds.... 29
Total number of individual belong to farm org. of all kinds1129
No. families living in permanent homes.......................... 772
No. Families whose homes have wooden floors.................. 798
No. " who live in tents, tepees, or temporary homes.... 34
No. Indians engaged in trades, professional, and industries, hired by others:
  Clerical or office.... No. Engaged 16...Earnings.$18,420.00
  Other work............ No. Engaged 9... "  13,350.00
  Skilled work........ No. Engaged 9... "  12,400.00
  Unskilled work...... No. Engaged 412... "  230,500.00

Amount of Indian Money in banks(Disbursment Officer)$ 44,579.01
Total value of Indian homes, barns............................ 188,200.00
Total value of furniture in Indian homes..................... 49,300.00
Total value of tools............................................ 32,400.00
Total value of wagons and other vehicles................... 230,000.00
Total value of livestock and poultry....................... 227,963.00
Total value of allotments.................................... 1,332,690.00
Total value of all Indian property.........................$ 2,104,132.01

When one realizes that this small tribe is financially fixed as above shown, the conclusion would be that the fathers and mothers of a group of Indian children studied in the schools are economically fitted to give a good environment to their children. We shall see if the results of the further study bear this out.

11. T. F. Farmer, Form B. p.2-6, op. cit.
CHARACTER OF THE FLATHEAD INDIANS
AS TOLD BY
EXPLORERS, MISSIONARIES, AND EARLY WHITE SETTLERS
Father DeSmet, in his travels among the Indians of North America in October 1841, spoke touchingly of the character of these people when he said, "It is the opinion of the missionaries who accompany me and of the travelers I have seen in the Far West, in short, of all of those who have become acquainted with the Flatheads, that they are characterized by the greatest simplicity, docility, and uprightness. Yet, to the simplicity of children is joined the courage of heroes..... I have spoken of the simplicity and courage of the Flatheads; I shall make some other remarks concerning their character. They little resemble the majority of Indians, who are, generally speaking, uncouth, importunate, improvident, insolent, stubborn, and cruel. The Flatheads are disinterested, generous, devoted to their brethren and friends; and even exemplary as regards probity and morality. Among them dissentions, quarrels, injuries and enmities are unknown."12

Patrick Gass calls the Flathead Indians "the whitest Indians he ever saw."13

Father Palladino says, "But if inferior in numbers to the other tribes in the Rocky Mountains, they seem to have surpassed them all in prowess and daring, and as a warlike people


they are considered by their enemies the bravest of the brave

... Father Palladino considered the Flatheads as a very
chaste tribe, and quoted Patrick Gass, Ross Cox and others to
substantiate his point; but also used one of them, Ross Cox,
to show that they used torture on their slaves.

Helen Fitzgerald Sanders in writing of these Indians
says, "Lewis and Clark were received with great kindness and
much wonder by the Salish." She tells of how eager these
Indians were for Christianity, in that they made four attempts
to get the Black Robes before they were successful.

Again years later, after Father DeSmet had come back to
labor among these Indians, he wrote, "The upper Pend d' Ocreilles,
the Kootenays, and the Flatheads, I found as years ago, strong
friends and adherents to the whites, and I have every reason
to think that they will remain faithful; they even glory, and
truly, that not a drop of white man's blood has ever been
spilled by any one of their respective tribes. This was in
1859.

Isaac I. Stevens said of these Indians, "The heroics of
the Flatheads in battle, and their good faith towards others,
have been the theme of praise, both from priest and layman.

14. L. B. Palladino, Indian and White in the Northwest (Wicker-
15. Helen Fitzgerald Sanders, Trails through Western Woods
The Alice Harriman Co., N. Y. &
16. Reverend P. J. DeSmet, New Indian Sketches (D & J Sadlier
Thomas Fitzpatrick, chief of the mountain men, throughout his book speaks of the friendly Flatheads and their kind deeds. General Miles also supported these characteristics of the Flatheads; while our own Arthur Stone speaks knowingly and feelingly of their many kindly characteristics in his book. Following Old Trails.

Lieutenant Mullan, who knows his Indians because of his extensive work among the many tribes of the northwest, says of the Flatheads, "The Chief Victor said that the Flatheads had promised to live in peace with the Blackfeet, and only war when their lives were threatened, and that none of his Indians should steal horses from either the whites or Indians; that since you promised to protect them, the matter should be referred to you. Here then is an act of bravery, nobleness, and honesty, on the part of the Indians that is but seldom if ever met with among any other tribe of Indians..." He finally sums up the Flathead Indians with this, "They are the best Indians in the mountains. They have treaty arrangements with the government..... They own great numbers of horses and cattle, and cultivate the soil more than any other Indians except the Pend d'Oreilles. They are friendly and under their chiefs, Victor, Ambrose, and Moise, will always remain so unless some great injustice is done them.


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Mrs. Elizabeth Heidelman, wife of Dr. J. H. Heidelman, (the Indian doctor who came to the Flathead reservation at Arlee in 1901) of Ronan, Montana says of these Indians and their chief, Chief Charlot, "If ever there lived a noble man, it was Chief Charlot. On Sundays when the priest didn't come, Chief Charlot would gather his Indians into his home and would have services with them. He regretted the government's action in taking his whipping post away as he felt it had a salutary influence on his people." Mrs. Heidelman further stated "To understand and know the Flathead Indian as he really is today, one has only to read 'The Surrounded' by D'arcy McNickle."

Dr. Heidelman was the only doctor between Missoula and Kalispel, so he had all of the sick to care for in that territory; he soon learned the language, especially the sign language, while he was caring for them. He speaks in the highest terms of Michael One-Night, Pierre LaMoose, Louie Pierre, Old Angus McDonald I, and many of the older men of the tribe, who are only a memory now.

In a touching story, by Reverend P. N. Point, we see the character of the Flatheads brought out, when in dealing with their old enemies, the Blackfeet, the Flatheads so impressed the Blackfeet with their religion that the Blackfeet went to their own home saying "The prayer of the Flatheads shall be ours." It was that the two should live like brothers.

Father Taelman, the Catholic priest at St. Ignatius, who has rounded out more than fifty years of priesthood has this to say of the tribe with whom he has spent this busy life:

22. D'arcy McNickle, The Surrounded, Dodd, Mead & Co. N.Y. (1936)

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"My experience is that the Salish Indians' intelligence is about the same as that of other Indians whom I have known, but the spirituality of this tribe is surely the highest of the Indians with whom I have worked. I do not think the Indians as a whole are of as high intelligence as the whites." In closing our interview he was asked if he expected to remain where he was, and he said, "Yes, I shall spend the remaining years of my life here, working for the salvation of my Indians." 23a

23a. Father Taelman said that he had always intended to become a priest, but while he was attending a Jesuit college in Europe he had a chance of reading Father DeSmet's letters and he at once became interested in the American Indians. Later when he was teaching languages in another school in Europe Father Coaldi came looking for recruits. He made talks to the students. Then and there Father Taelman made up his mind to be a Jesuit missionary to the Indians.

In September 1885 he entered the Jesuit Order. In 1898 he was ordained to the priesthood at Spokane, Washington with Bishop O'Day officiating. He spent sixteen years in preparation for the priesthood. He came to the Crow Mission in 1901, was there four years and in 1905 was sent as Superior to the St. Ignatius Mission. He also built the first church in Polson.

In 1909 he was transferred to Spokane to be the president of Gonzaga College. Through his efforts in 1912 Gonzaga college was made into a university and the law department was started. After four years at Gonzaga he was transferred back to "his life's work to be an Indian missionary." Back to the Crow Indians he went in 1913, where he built three churches. Then in 1926 because of his knowledge of the Flathead language it was decided that he should come back to the Flathead Reservation, where his ministry calls for the speaking of French, English, and Indian. (He speaks ten languages.) Father Taelman has 1308 Indians and 330 white Catholics under his jurisdiction. He has just finished compiling a census of his people for the government.
Father Tielman said, "I know my Indians. I am in touch with them, especially with the old people. He has traveled on the average of over one thousand miles a month for the last thirteen years to contact his people. He preaches in both English and Indian in his services.

Father Tielman doubts there being any full-blood Flathead Indians left. Chief Charlo's daughter, wife of Brazil Felix, before she died, said she very much doubted that there were any full-blood Flathead Indians left."
BUSINESS & PROFESSIONAL PEOPLE'S ESTIMATES
OF
INTELLIGENCE OF FLATHEAD INDIANS
TOGETHER WITH
TEACHERS' RATINGS AND ESTIMATES
As a prelude to the real study of this thesis, the writer undertook to obtain the estimate of the intelligence of the Indians of this tribe, by a questionnaire which was given to twenty-five men and women who had been in business among these people for from five to twenty-five or more years; some have lived in the homes of these people for years; some have learned their language; some have worked for years at the side of these people; and some have married into this group. The questionnaire was worded as follows:

We wish you to use the following list as a basis in giving us the mark for ten Indians that you know. We wish you to pick out two very bright ones, six average ones, and two dull ones, placing the ranking of each according to the following table, which has been used for ranking white people:

- Genius or near genius: above 140
- Very superior intelligence: 120--140
- Superior intelligence: 110--120
- Normal or average: 90--110
- Dull: 80--90
- Very dull, almost feeble-minded: 70--80
- Definitely feeble-minded: below--70

Using these rankings, what score would you assign for an average full-blood Indian?

Twenty-four replies were received which were as follows:

**The two bright ones:**
1 rated them: 120-140
6 rated them: 110-120
12 rated them: 90-110
5 rated them: 80-90

**The six average ones:**
5 rated them at: 90-110
8 rated them at: 80-90
11 rated them at: 70-80

**The two dull ones:**
24 rated them below: 70

**The full-bloods:**
6 rated them: 110-120
6 rated them: 90-110
7 rated them: 80-90
4 rated them: 70-80
1 rated them: below 70
In the following study teachers' evaluations were used in estimating the intelligence of our Flathead Indians. Only estimates were used from teachers who had known their pupils for years. The questionnaire used was similar to the one used by Gold.24

This is an attempt to get teachers' ratings as to the intelligence of the Salish or Flathead Indian children. Using 100 as representing the intelligence average for white children, and remembering that it is the intelligence and not achievement we are evaluating, please assign intelligence scores to:

1. Full-blood Indian children, average..............
2. Mixed-blood Indian children, average..............

Nineteen replies were received. The results of tabulating these showed a median score of 82.5 for the full-blood Indian and 90 for the mixed-blood.

A still further study was made in the following questionnaire which was sent to twenty teachers and principals of District No. 23. This questionnaire was:

To the Teachers: Please answer the following questions, but do not sign your name:

1. Do you find the Flathead Indian boys and girls difficult in the matter of discipline as compared with the white children?.............. ................................
2. Do they seem to learn as rapidly as the white children?........................................
3. Do they profit by industrial and academic training?.......................... ..............
   Underline the one showing the most profit.
4. Do they show a gradual curve of achievement or do you find a slowing down period?............. If so in what grades?..... At what ages?...........

The replies from eleven teachers and principals showed:

Question 1................. No. 10......Yes 1
Question 2................. No. 10......Yes 1
Question 3................. No. 1........Yes 10 (Ind. Tr.)

24. Douglas Gold, The Intelligence and Achievement of the Blackfeet Indians, Masters Thesis (1934) University of Montana
In each of these schools studied there was a preponderance of white children.

If value may be attached to such a subjective study as the foregoing marked "A", "B", and "C", the results would seem to indicate:

1. The mixed blood Indians are not as intelligent as the whites.

2. The intelligence quotients rise as there is a lessening of Indian blood.

3. The Indians profit more by industrial training than by academic training.

4. The Indian children seem to have a lengthened plateau of learning at about the seventh grade level, or from about fourteen to seventeen years of age.
RESULTS OF INTELLIGENCE TESTS
As an effort to get a more reliable medium for conclusions in regard to the intelligence of the Salish Indians as compared with the whites, intelligence tests' results were used.

The tests used were given during October-November, 1935, by the same person under as nearly similar conditions as possible to obtain. 24a

The schools of District No. 28, which were used in this study are:

1. Ronan Grade School
2. St. Ignatius Grade School
3. Arlee Grade School
4. Fable Grade School
5. Hillside Grade School (rural)
6. Valley Creek School (rural)

Charlo Grade School and Round Butte Grade School, although two of the larger grade schools in this district were not used for the reason that Indian children are not found in these schools. 25

The Following report 26 gives the Indian School census for the Flathead Indian Reservation for 1935:

A. Total School Population: 6 to 18 years

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>473</td>
<td>982</td>
</tr>
</tbody>
</table>

B. Enrollment:

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Reservation</td>
<td>8</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>Mission (Boarding)</td>
<td>65</td>
<td>77</td>
<td>142</td>
</tr>
<tr>
<td>Private (Par.)</td>
<td>16</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>State (Boarding)</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Local Public</td>
<td>262</td>
<td>210</td>
<td>472</td>
</tr>
<tr>
<td>Public Sch. off R.</td>
<td>78</td>
<td>90</td>
<td>168</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>435</td>
<td>415</td>
<td>850</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>6</td>
<td>24</td>
</tr>
</tbody>
</table>

24a G. E. Kidder, Supt of Dist. No. 28, Lake-Missoula County

25. M. A. Branson, Monthly Report of Indian Pupils in Public Schools, Office of Indian Affairs

C. Not enrolled (ages 6 to 18 only)

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physically unfit</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Married</td>
<td>5</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Feebleminded</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Past Comp. School Age</td>
<td>56</td>
<td>13</td>
<td>69</td>
</tr>
<tr>
<td>Not comp. Sch. Age (Mont.)</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td>73</td>
<td>51</td>
<td>124</td>
</tr>
</tbody>
</table>

D. No information as to enrollment (6-18) 1 7 8

Indians enrolled by schools in Dist. No 28, 1935-36 covered by this study:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>High</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronan</td>
<td>76</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>St. Ignatius</td>
<td>57</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Arlee</td>
<td>45</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Pablo</td>
<td>30</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hillside</td>
<td>9</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Valley Creek</td>
<td>5</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Totals ...</td>
<td>222</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

The Kuhlmann-Anderson Tests were chosen; first, because of the belief that they represented to a marked degree the right degree of difficulty for the mental level at which they were used; second, there are thirty-nine tests in this scale, arranged in the order of difficulty which children have in passing one-half of the trials and no more, each of which is scored for mental age independently of the rest, with the score earned on the battery of tests as the median of the ten scores; and, third, it is felt that the nine batteries of tests constitute a continuous scale with tests of increasing difficulty from the first to the last; and fourth, they were adapted equally well for group testing and for individual examination. 26

26. F. Kuhlmann--"The Kuhlmann-Anderson Intelligence Tests Compared with Seven Others" Journal Appl. Psychology, December 1928
The chart shows the following batteries as they were used for group testing.  

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Tests</th>
<th>Age Where Tests Fit Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (First Semester)</td>
<td>1-10</td>
<td>6-0</td>
</tr>
<tr>
<td>I (Second Semester)</td>
<td>4-13</td>
<td>6-6</td>
</tr>
<tr>
<td>II</td>
<td>8-17</td>
<td>7-6</td>
</tr>
<tr>
<td>III</td>
<td>12-21</td>
<td>8-6</td>
</tr>
<tr>
<td>IV</td>
<td>15-24</td>
<td>9-6</td>
</tr>
<tr>
<td>V</td>
<td>18-27</td>
<td>10-6</td>
</tr>
<tr>
<td>VI</td>
<td>22-31</td>
<td>11-6</td>
</tr>
<tr>
<td>VII-VIII</td>
<td>25-34</td>
<td>13-0</td>
</tr>
<tr>
<td>IX-XII</td>
<td>30-39</td>
<td>15-6</td>
</tr>
</tbody>
</table>

Only Salish blood pupils were used in obtaining the scores used for the Indians. Very few full blood Indians were found in the six schools included in this study. By reference to the census total as found in Chapter III, one finds but 402 adult full-blood Indians. Fifty-two marriages were contracted between men and women of this group. The census shows that there were 88 offspring from these 52 full-blood marriages; 27 families had no children; 5 families with a total of 18 children of school age reside in Canada; 5 families have only grown children; 5 families have their 21 children in parochial schools; 4 families with a total of 11 children of school age are found elsewhere in Lake County schools, while the under school-age group and the government-school group take out all but five full-blood Indians from this study. No 13-16, 14-16, or 15-16 blood Indians were found in the group studied.

29. L. W. Shotwell, Census, op. cit.
This would lead one to the conclusion that the Salish people are rapidly becoming assimilated into the white group.

The division for distribution was made on the basis of sixteenth degree of blood, as shown in Table No. I.

**TABLE I**

Distribution of Intelligence Quotients

By Sixteenth Degrees of Indian Blood

<table>
<thead>
<tr>
<th>Indian Blood</th>
<th>Number Cases</th>
<th>First Low Quart.</th>
<th>Median</th>
<th>Third Quart.</th>
<th>High</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/16</td>
<td>5</td>
<td>70</td>
<td>72</td>
<td>78</td>
<td>100</td>
<td>113</td>
</tr>
<tr>
<td>12/16</td>
<td>5</td>
<td>70</td>
<td>76</td>
<td>78</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>11/16</td>
<td>5</td>
<td>62</td>
<td>75</td>
<td>77.5</td>
<td>92</td>
<td>104</td>
</tr>
<tr>
<td>10/16</td>
<td>3</td>
<td>72</td>
<td></td>
<td>96</td>
<td></td>
<td>117</td>
</tr>
<tr>
<td>9/16</td>
<td>5</td>
<td>85</td>
<td>88</td>
<td>89</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>8/16</td>
<td>14</td>
<td>84</td>
<td>91</td>
<td>92</td>
<td>96</td>
<td>108</td>
</tr>
<tr>
<td>7/16</td>
<td>7</td>
<td>70</td>
<td>86</td>
<td>90</td>
<td>97</td>
<td>111</td>
</tr>
<tr>
<td>6/16</td>
<td>16</td>
<td>34</td>
<td>76</td>
<td>89</td>
<td>98</td>
<td>135</td>
</tr>
<tr>
<td>5/16</td>
<td>29</td>
<td>69</td>
<td>75.5</td>
<td>86</td>
<td>99</td>
<td>111</td>
</tr>
<tr>
<td>4/16</td>
<td>25</td>
<td>58</td>
<td>78</td>
<td>89</td>
<td>983/4</td>
<td>107</td>
</tr>
<tr>
<td>3/16</td>
<td>33</td>
<td>75</td>
<td>88</td>
<td>93.5</td>
<td>101</td>
<td>121</td>
</tr>
<tr>
<td>2/16</td>
<td>33</td>
<td>60</td>
<td>87.5</td>
<td>96-</td>
<td>101</td>
<td>130</td>
</tr>
<tr>
<td>1/16</td>
<td>16</td>
<td>94</td>
<td>95.5</td>
<td>98.5</td>
<td>107.5</td>
<td>117</td>
</tr>
<tr>
<td>All Indians</td>
<td>24</td>
<td>34</td>
<td>82</td>
<td>93</td>
<td>100</td>
<td>135</td>
</tr>
<tr>
<td>Whites</td>
<td>722</td>
<td>35</td>
<td>92</td>
<td>100</td>
<td>106</td>
<td>139</td>
</tr>
</tbody>
</table>

Owing to the unreliability of the small number of cases in some of these groups, they were again grouped into eighths, placing all above 6/16 as 4/8 blood, the 5/16 and 6/16 as 3/8,
the 3/16 and 4/16 as 2/8, while the 18/ and 2/8 were classed as 1/8 blood. This gave the resulting groups of 51, 46, 62, and 45 respectively, or a total of 204 cases which could be carried through while the other 18 of the 222 were discarded for the same reason.

TABLE II

Distribution of Intelligence Quotients
by 1/2, 3/8, 2/8, and 1/8 Degree of Indian Blood

<table>
<thead>
<tr>
<th>Indian Blood</th>
<th>Number Cases</th>
<th>Low</th>
<th>First Quart</th>
<th>Median</th>
<th>Third Quart</th>
<th>High</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half</td>
<td>51</td>
<td>56</td>
<td>78</td>
<td>88</td>
<td>97</td>
<td>119</td>
<td>88.7</td>
</tr>
<tr>
<td>Three</td>
<td>46</td>
<td>34</td>
<td>77</td>
<td>87</td>
<td>97</td>
<td>135</td>
<td>86.9</td>
</tr>
<tr>
<td>Eighths</td>
<td>62</td>
<td>58</td>
<td>83</td>
<td>91</td>
<td>101</td>
<td>121</td>
<td>90.3</td>
</tr>
<tr>
<td>Two</td>
<td>62</td>
<td>58</td>
<td>83</td>
<td>91</td>
<td>101</td>
<td>121</td>
<td>90.3</td>
</tr>
<tr>
<td>Eighths</td>
<td>45</td>
<td>60</td>
<td>90</td>
<td>97</td>
<td>104</td>
<td>135</td>
<td>96.1</td>
</tr>
<tr>
<td>One Eighth</td>
<td>45</td>
<td>60</td>
<td>90</td>
<td>97</td>
<td>104</td>
<td>135</td>
<td>96.1</td>
</tr>
<tr>
<td>All Indians</td>
<td>204</td>
<td>34</td>
<td>82</td>
<td>93</td>
<td>100</td>
<td>135</td>
<td>90.4</td>
</tr>
<tr>
<td>White</td>
<td>722</td>
<td>39</td>
<td>93</td>
<td>100</td>
<td>110</td>
<td>149</td>
<td>99.2</td>
</tr>
</tbody>
</table>

The percentile graph was used throughout this study as it was the most effective way of comparing two or more classes. This graph shows at a glance not only the median of the class, but also range and variability; it also shows what per cent of a class attains or exceeds any given score. Two or more curves on the same graph show very plainly the amount of overlapping of the scores of the different classes.

By observing Graph I, the reader will see that only about twenty-five per cent of the three larger amounts of Indian blood
## PERCENTILE GRAPH

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- Whites
- All Indians
- One-Eighth
- Two-Eighths
- Three-Eighths
- One-Half

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groups reach the median of the whites, while those with the highest intelligence quotient reach only about 32 per cent of the median of the white group. In no instance does any Indian blood group reach the level of the white group.

The following conclusions were drawn as a result of the intelligence testing results:

1. Flathead or Salish Indians decrease in intelligence as they increase in degree of Indian blood.

2. In no part of the test did the Indian children reach the level of the whites.

A greater divergence is found between the lower one-half of the Indian and white groups than in the upper one-half.
RESULTS
OF
ACHIEVEMENT TESTS
In the further study of this tribe of Indians, the following achievement tests were used:

1. The Unit Scales of Attainment Form A developed by the Universities of Iowa, Wisconsin, and Minnesota.
2. Nation-wide Every Pupil Scholarship Test
3. Goodenough Intelligence Test

These tests were selected because: (1) one form and make of test could be used throughout all testing, (2) they were easy to administer, (3) easy to score, (4) they had established norms, and (5) they had a high degree of reliability and validity.

The Unit Scales of Attainment were given at the same time that the Kuhlmann-Anderson Intelligence Tests were given in October and November 1935. The Every Pupil Scholarship Test was given in January, 1937. The Goodenough Intelligence Test was given in March, 1937. All were given by the same person or under his direct supervision and instruction.

By a close observation of the intelligence quotients we note that all groups are within thirteen points of the same median, hence we should not expect to find any great variance in the results of the achievement tests. The educational age for the scores accompanies each graph.

Reading Graph II

Perhaps in reading more than in another subject should we expect to find the Indians having difficulty. The results of the test as graphed show that the one-eighth bloods have a lead over the whites in the lower grades, but we find them
### PERCENTILE GRAPH

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#### Reading--Unit Scales of Attainment

- **Dist. 28 Lake-Missoula County**

**Percentile Graph II**

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**Med.**

- 73.75
- 71

---

- **Whites**
- **All Indians**
- **One-Eighth**
- **Two-Eighths**
- **Three-Eighths**
- **One-Half**

---

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dropping back in the upper groups. The two-eighths group made a median but little under the whites. The three-eighths group still is low. The graph shows the Indians as inclined to outdo the whites in the lower grades but that they fall back at the upper curve of the graph.

Geography Graph III

Geography shows a wide range at the ten-percentile with three groups of Indians doing better work at the twenty-five-percentile line, only two points better at the fifty-percentile line, and slightly ahead at the seventy-five-percentile line. A further example in the following chapter would seem to substantiate these findings. Here again we find a slowing down of Indians in the upper grades.

Literature Graph IV

Literature follows quite closely the reading graph. A surprising fact was that the one-eighths led the whites until almost the sixty-percentile, but the graph also shows that while the whites lead at the seventy-five-percentile, there is only ten per cent less efficiency in the poorest Indian group.

Science Graph V

Almost perfect correlation is shown on this graph, with the one-eighth blood Indians doing ten per cent more efficient work at the seventy-five-percentile than the whites who are next to the lowest.

History Graph VI

The spread is wide in the lower part of the curve. The three-eighths blood Indians are low in most of the graphs.
PERCENTILE GRAPH

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Geography - Unit Scales of Achievement
Dist. 23, Lake-Missoula County

Percentile Graph III

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## PERCENTILE GRAPH

**Literature—Unit Scales of Attainment**

Dist. 28, Lake-Missoula County

### Percentile Graph IV

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## PERCENTILE GRAPH

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**No.** | 464 | 129 | Dist. 28. Lake-Missoula County
**Date** | Nov. '35

### Percentile Graph IV

| Score | 109 | 100 | 99 | 90 | 89 | 88 | 80 | 79 | 78 | 70 | 72 | 69 | 68 | 60 | 59 | 58 | 50 | 49 | 48 | 40 | 39 | 38 | 30 | 29 | 20 | 10 | 0 |

- **White**
- **All Indians**
- **One-Eighth**
- **Two-Eighths**
- **Three-Eighths**
- **One-Half**

**Med.** | 69 | 72

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### Percentile Graph

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**Ind:** 37

**Date:** Nov. 11, 1936

**Form:** A

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**Percentile Graph VI**

**History - Unit Scales of Attainment**

**Dist. 28, Lake-Missoula Montana**

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five points of the fifty-percentile, but all Indian groups fall back at the seventy-five-percentile with the exception of the one-eighths, who equal the whites at that point, yet they have not maintained their early lead over the whites at that percentile.

Punctuation Graph XI

The whites are outstanding in this work, for at no time do the Indians even approach their standard after the twelfth percentile is reached. Only twenty-five per cent of the best group of Indians approach the white median while only five per cent of the lowest group reach the whites' median.

Usage Graph XII

The usage study makes such a close correlation between the several groups of Indians and the whites, that no outstanding factors are noticeable.

Art Graph XIII

It is frequently stated that by nature, the Indian is an artist. In order to ascertain to what degree this is the case with the Flathead Indian children, the Florence Goodenough Intelligence Test was given in the grade schools of District No. 28. All papers were scored by the same person who had previously scored six thousand of the same test. This drawing test was chosen because: (1) it was something which all children were equally familiar; (2) it presented very little variability in its essential characteristics; (3) it was so simple in its general outline that very small children would be able to attempt it, yet it was sufficiently complicated in its detail to tax
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<th>Punctuation—Unit Scales of Attainment</th>
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White
All Indians
One-Eighth
Two-Eighths
Three-Eighths
One-Half

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PERCENTILE GRAPH

Class 3/8 1/2
No. 29 25

Punctuation--Unit Scales of Attainment
Dist. 28, Lake-Missoula County

Percentile Graph XII

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## PERCENTILE GRAPH

**Class** | **White** | **Ind.**
--- | --- | ---
No. | 463 | 121

**Date** | Nov. '35
**Form** | A | A.

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**Punctuation—Unit Scales of Attainment**
Dist. 28, Lake-Missoula County

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**Percentile Graph XII**

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---

**White**

**All Indians**

**One-Half**

**One-Eighth**

**Two-Eighths**

**Three-Eighths**

---

**Med** 79 67.5

---

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## Percentile Graph

**Usage--Unit Scales of Attainment**

Dist. 28, Lake-Missoula County

**Percentile Graph XI**

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**Med**

72  88.5

---

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PERCENTILE GRAPH

Usage—Unit Scales of Attainment
Dist. 28, Lake-Missoula County

Percentile Graph XI

Class 3/8 1/2
No. 30 25

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# PERCENTILE GRAPH

## Usage—Unit Scales of Attainment

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the abilities of an adult; and (4) because the subject chosen was one of universal interest and appeal.

The one subject which seemed to fill all these requirements was a human figure. As greater uniformity exists in man's clothing a man was chosen as the subject. 30

The scale for scoring has never been worked out for those above thirteen years of age. 31 However, in this study we shall attempt to show only the ranking in points made by Indians and whites compared grade for grade, regardless of age, but with the thought in mind that age has bearing on the results. Fifty-one points are possible in the drawing, the key to a copy is appended. 32

The pupils were given blank sheets of paper and were instructed as follows: "On these papers I want you to make a picture of a man. Make the very best picture that you can. Take your time and work very carefully. I want to see whether the boys in ________ school can do as well as those in other schools. Try very hard and see what good pictures you can make."


31. F. O. Smith, Chairman of Psychology Department of the University of Montana is now working out such a scale. This data is taken from his files.

32. Appendix. No. 1. Page 6
Table III and Graph XIII are the results of this study.

Table III shows the points made by grades for both Indians and whites. This shows the artistic ability of the Indians as slightly greater than the whites, as does the graph, which shows the Indians slightly in the lead at the twenty-five percentile, the fifty-percentile and the seventy-five-percentile.

**Drawing-Point Score Table III**

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### Percentile Graph

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**Med.** 27.5 28.0
AGE-GRADE DISTRIBUTION
A casual glance at graphs II to XIII would lead one to think that there was no difference in the achievement quotients of the Indians and the whites.

A close study of Table IV and Graph XIV, which show the results of the age-grade tabulation from the records of the Unit Scales of Attainment tests given in October and November 1935, reveals that the white children are competing in all grades with Indians one year their seniors, while in case of the seventh grade the Indian median shows over one year difference in age.

A further comparison of records of the ages and grades of both Indians and whites in the first eight grades was made from the Goodenough test results. This is shown in Table V and Graph XV.

This bears out the earlier assumption that white children are competing with Indians who are one year more matured. This gives a decided difference to the apparent results of the achievement tests shown in the graphs in this chapter.
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CORRELATING STUDY
As a further attempt to ascertain whether other tests would sustain the finding of the Unit Scales of Attainment results, the Nation-wide Every Pupil Scholarship Test results of the January 12, 1937 tests from one large school were tabulated. It was believed that this school would give a very good cross-section of the group studied.

The same care was used in giving these tests, as they were given under the direct supervision of the same person and scored by the people who had scored the former tests. However, they were given one year and three months later.

Table VI shows the Indian and white scores together with the state scores for the same test.

In English reports the Indians of the fourth grade lead the whites, but in no other grade. By referring to the Every Pupil Scholarship Test in Elementary English we find it is divided in sections marked punctuation, capitalization, sentence recognition and usage. By taking the punctuation, usage, and capitalization graphs of the Unit Scales as a composite whole, this seemingly is borne out.

However, it is well to keep in mind that according to the state percentiles both the Indians and the whites are below the state norms. Attention is called to the fact that in but three cases are the norms above state norms and in those three cases, the Indians are the group above.

The reading results show the second and fourth grades ahead of the whites. Graph II shows Indians of one and two-eighths leading in early years. In spelling results the median
scores of the second, fourth and eighth grades exceeded the median scores of the whites. Graph IX showed this to be the case.

In geography, the fourth, fifth, and sixth grades exceeded the whites. This bears out the findings recorded in Graph III.

In history, the fifth grade tied in their median with the whites but were low in the other grades for which we have the records. Our history graph, Graph VI, does not show by the composite curve that the "All Indians" are leading in any grade.

The fourth grade seems to be outstanding in attainment. A coincidence in this group is that there are five Indians in it; one is one-eighth, one is eleven-sixty-fourths, one is three-sixteenths, one is five-sixteenths and one is eight-sixteenths Indian blood.

The one-eighth Indian takes the lead in three subjects, while the eleven-sixty-fourths Indian takes the lead in the next two subjects. The one-half blood is at the bottom of the line, and he takes fifth place in each subject.
### COMPARISON OF PERCENTILE SCORES

**Jan. 12, 1937**  
Table VI

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**W** = Whites  
**I** = Indians  
**S** = Montana Norms

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**W** = Whites  
**I** = Indians  
**S** = Montana Norms

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### COMPARISON OF PERCENTILE SCORES

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<td>I</td>
<td>44</td>
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<td>62</td>
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<tr>
<td>Mea W</td>
<td>26</td>
<td>42</td>
<td>51</td>
<td>65</td>
<td>37</td>
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<td>57</td>
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<td>Mea W</td>
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<td>I</td>
<td>29</td>
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W = Whites  I = Indians  S = Montana Norms
CONCLUSIONS
The writer started out to ascertain the differences in the intelligence and achievement between the Salish Indians and the whites with whom these Indians live and associate. The findings from our various studies tend to show:

1. The Salish Indians were classed by early explorers and leaders as the "best Indians in the mountains."

2. The Salish Indians were the best farmers found by the early white men.

3. The Salish Indians appear to be one of the most peaceable and contented tribes.

4. The Salish were the most eager for the white man's religious culture.

5. People who know these Indians very well class them as of less intelligence than the whites, with their intelligence rather definitely correlated negatively to their degree of Indian blood.

6. The estimates of business and professional people of the intelligence of the brightest Indians rank those as of the average white man's intelligence. The average Indian was rated by those professional and business people as 80 to 90 on the basis of 100 for the average white. The full bloods, who were rated a little lower than the average Indian, were placed between 75 and 90.

7. Intelligence tests bear out the theory that Indian children are not as intelligent as the white children,
and that their intelligence is correlated to a marked degree negatively to their degree of Indian blood, their medians being: one-half, 89; three-eighths, 87; two-eighths, 91; one-eighth, 97; a composite score of all Indians, 93, and whites, 100.

8. Grade for grade, the Salish Indian children are but little below the white children in their school work, with the degree of Indian blood again showing definitely in negative correlation to their degree of Indian blood.

9. Grade for age the Indian pupils are one year, and in some grades more, older than the white children.

10. The seemingly close correlation between the white and Indian children does not exist for the reason that white children are competing with Indian children a year more mature than themselves.

11. The average Salish Indian is not a disciplinary problem in the schools.

12. The fact that very few full blood children are found on the Flathead Reservation leads one to conclude that the tribe is being rapidly assimilated by the white population.

In closing these words written by Captain John Mullan in 1865 come to my mind:

"I have seen enough of Indians to convince me of this fact, that they can never exist in contact with the whites; and their only salvation is to be removed, far, far from their presence. But they have been removed so often that there seems now no place left

33. Captain John Mullan- op. cit. p. 24-25
for their further migration; the waves of civilization have invaded their homes from both oceans, driving them year after year towards the Rocky Mountains; and now that we propose to invade these mountain solitudes, to wrest from their hidden wealth, where under heavens can the Indians go? And may we not expect to see these people make one desperate struggle in the fastnesses of the Rocky Mountains for the maintenance of their last homes and the preservation of their lives. It is a matter that but too strongly commends itself to the early and considerate attention of the general government. The Indian is destined to disappear before the white man, and the only question is, how it may best be done, and his disappearance from our midst tempered with those elements calculated to produce to himself the least amount of suffering, and to us the least amount of cost."
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EXAMPLES: bread meat eggs plate cheese
                bush stone tree flower grass

1. top rattle doll sled playing
2. book marbles pencil map slate
3. cup saucer plate spoon bowl
4. skating language arithmetic spelling reading
5. apples peaches nuts pears cherries
6. mother cousin brother aunt friend
7. town house village hamlet city
8. sparrow butterfly bee rabbit eagle
9. you we and I he
10. free happy glad joyous pleased
11. automobile ship motorcycle bicycle aeroplane
12. general ensign major colonel captain
13. energetic ambitious cautious industrious zealous
14. amazement wonder surprise astonishment anger
15. foolhardy dangerous reckless venturesome rash
EXAMPLES:
table    box furniture bed cloth wood
apple    cherry seed grow fruit leaf

1. silk    red pretty dress fashion cloth
2. salmon  meat water swim fish food
3. sheep   flock animal meat woolly butchered
4. diamond precious value sparkles jewel ring
5. hammer  carpenter nail tool useful iron
6. lettuce vegetable green leaves healthful garden
7. man boy strong fights muscle person
8. gun shoot muzzle weapon dangerous wound
9. carpentry tools trade man wages house
10. gold bright valuable mineral ring money
11. wagon vehicle brake wood ride carriage
12. baseball practice diamond healthful team sport
13. bee wax birds honey insect stings
14. mustard burns spice powder strong flavor
15. honesty excellence best virtue right desirable

Test No. 23

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EXAMPLES: (A) The third letter of the alphabet is .............
(B) The second letter before the sixth letter is .............

1. The fifth letter of the alphabet is . ......... 1
2. The second letter before the last letter is .... 2
3. The third letter before M is ......... 3
4. The letter midway between H and N is .... 4
5. The second letter after the fourth letter is ... 5
6. The letter two letters to the right of the letter E is .... 6
7. The first letter to the left of the tenth letter is ... 7
8. The letters of the word the in the order in which they come in the alphabet are .... 8
9. The letters of the word boy in the order in which they come are .... 9
10. The word you get by putting the first letter between the two middle letters of the alphabet is .... 10
EXAMPLES:  table top paint legs cloth dishes
tree shade nuts roots leaves branches
1. book story pages shelf picture printing
2. squirrel nuts fur tail cage tree
3. cat hair owner mouse claws milk
4. chair arms legs rocker seat comfort
5. house sidewalk window bed furnace door
6. boy shoes legs suit head knife
7. room furniture lamp people walls ceiling
8. concert encore performer violin singing
    applause music
9. army officers tents fighting soldiers ships
    deaths
10. banquet music wine guests dancing food
    laughter
11. fire alarm flame danger heat fireman
    insurance
12. blizzard winds death thunder danger snow wrecks
13. club banquets meetings committees clubhouse
    fun members
14. trial sentence crime defendant judge jury
    guilt
15. contest opponents crowds rowing strength
    rivalry dislike
EXAMPLES:

chair book couch desk box letter
dog cheese dish potato table bread

1. dirt iron force silver wool wire
2. ship waves cart road wagon bricks
3. store banana basket apple seed plum
4. sea rock mountain lake storm river
5. glass hat room ribbon basket dress
6. robin winter horse song squirrel fence
7. rain wind sky steam heat water
8. brass piano violin party pleasure flute
9. submarine officer duty bomb trench gun
10. poetry physics physiology beauty chemistry resonance
11. sermon newspaper manuscript book magazine speech
12. house cave barn hotel store castle
13. paper crayon pencil blackboard pen ink
14. frog feathers fish chicken animal duck
15. gold ruby stone pearl jewel diamond
K-O-B-O  
T-O-F-S

1. I-C-H-D-L
2. O-C-A-T
3. U-E-O-H-S
4. H-T-E-M
5. C-H-S-O-O-L
6. N-B-U-M-E-R
8. T-W-A-E-R
9. W-T-E-R-I-N
10. L-T-R-E-T-E
11. P-E-P-A-R
12. S-R-O-T-E
14. E-P-N-L-C-I
15. F-W-L-O-R-E

Test No. 29
EXAMPLES: my not is book that
ran the boy the street down

1. apples trees on grow
2. play boys like marbles to
3. grow boys men to become up
4. is lesson girl her studying the
5. there days are the week in seven
6. children room of the out ran six
7. away winter for nuts store squirrels
8. Mary I runs as as fast
9. do go we Saturday school on not to
10. she youngest selected our the in girl room
11. thousand many a year cars makes Ford
12. true stories teacher about the a told them colonies
13. who her lost girl pencil the another bought
14. allowed upon skate to they never river were the
15. an embankment train leaped lost lives their and many people the
EXAMPLES: girl come ill his
apple shell ripe banana

1. sit can pie big
2. ton sing boy some
3. tell some me can
4. why bury still you
5. are bat out tell
6. truth happy people riches
7. mirth beauty business ugly
8. trill hurry battle leaves
9. tramp lease trial found
10. across bought camel truce
11. makes story tremble asking
12. early income fashion simply
13. anchor sample truth ripple
14. beacon giving nation humble
15. family forgive angel bought
# Unit Scales of Attainment

**Developed by**

M. E. Branom  
L. J. Brueckner  
A. M. Jordan  
Prudence Cutright  
Mary G. Kelty  
W. A. Anderson  
August Dvorak  
M. J. Van Wagenen

## Division 3  
Grades VII-VIII  
Form A

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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<tr>
<td>Grade</td>
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**Date 19**

<table>
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<tr>
<th>Year</th>
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**Date of Birth 19**

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<th>Month</th>
<th>Day</th>
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**Age**

<table>
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<tr>
<th>Years</th>
<th>Months</th>
<th>Days</th>
</tr>
</thead>
</table>

**Teacher**

**School**

**Scored By**

---

*Published by*

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Printed in U. S. A.
Directions: Read sample paragraph A carefully.

A

America was discovered for Spain by an Italian sailor, Columbus, in 1492. Shortly after this another Italian sailor, John Cabot, sailing from England, reached the coast of Labrador. Still later the country was explored by the French sailor, Cartier, and the Spanish explorers, Cortez and Ponce de Leon. America could be reached only by a long and dangerous voyage across the Atlantic ocean in small wooden sailing vessels.

Beginning with paragraph 1 below, read each paragraph carefully, then draw a line under the one word or phrase that is true for each question or statement at the right of the paragraph and put its number in the space at the right as in the samples above. You may read the paragraph more than once if you need to do so.

The telephone is made of many different things. The wires are made of gold, silver and platinum melted together. The receiver case is made of rubber. The part into which you speak, called the transmitter, contains aluminum, mica, nickel, coal and a paper made from linen. Iron, copper, tin and zinc are used on the inside of the receiver, the part you hold to your ear. Shellac is used in making the mouth-piece.

Nearly every insect lives through four stages in its life. The first stage is the egg. The second is the larva stage. In this stage some insects are grubs, some are maggots and some are caterpillars. The larva eats leaves, grains and vegetables, causing great loss to farmers. During the third or pupa stage the insect is usually resting or sleeping and often is inside a cocoon. The pupa is sometimes called a chrysalis. The last is the adult stage, when the insect is full grown, has wings and lays eggs. Grasshoppers, bees, ants and mosquitoes are adult insects.
At the time Ansgar arrived in Sweden in the
sixth century iron was in universal use in the
country and had been so since the fifth century
before Christ. It was during this period, the
Iron Age, that the inhabitants of Sweden first
became acquainted with brass, silver, lead and
glass, as well as iron. As works of iron could
not, like those of bronze, be produced only by
casting, the smith's craft came to have far
greater significance during this age. Prior to
the Iron Age there was another period, the
Bronze Age, when the use of iron was alto­
gether unknown. Weapons and tools were
then made of bronze—a mixture of copper and
in. Gold was the only other metal known dur­
ing this period, which continued from about
the 15th century B. C. to the fifth century B. C.

When Bamboo was brought to live in the
zoo, five years ago, he was just a baby. One
of the principal difficulties in keeping a gorilla
alive in captivity is homesickness and loneliness. To keep him company Lizzie was shipped with him from Africa. They became great
playmates and are great playfellows today, al­
hough Bamboo is growing rapidly toward the
tage in a gorilla's life where he turns brutally
 savage. A couple of times a young ape has been
placed in the cage with them. Bamboo treated
the newcomer like a long-lost brother—some­
to wrestle about with. Lizzie, however, is
changed into a biting, tearing, punching little
demon until the stranger is removed.

In a typical flower there are four distinct
whorls, an outer calyx of sepals, usually green
in color and protective in function; within it is
the corolla of petals, commonly highly colored
to attract insects; next the androecium of sta­
mens, arising from receptacles within the pet­
als and consisting each of a stalk, the filament,
on which is an anther containing the pollen
sacs from which the pollen is ultimately dis­
charged, and in the center the pistil or gynoe­
tium of carpels which is made up of stigma,
style and ovary, and after flowering, is en-
larged to form the fruit and contain the seeds. The parts of the calyx are sometimes free or separate, at other times united; in the former case, the calyx is polysepalous, in the latter gamosepalous. A corolla is dipetalous, tripetalous, etc., according as it has two, three, etc., separate parts; the general name polypetalous is given to corollas with separate parts, while those in which the parts are united are monopetalous, gamopetalous or sympetalous. The filaments may cohere to a greater or lesser extent, the anthers remaining free. Thus, all the filaments may unite to form a tube around the pistil, in which case the term monodelphous is used, or they may be arranged in two bundles (diadelphous) as in the pea. When a gynoeicum consists of a single carpel it is simple or monocarpellary, when composed of several carpels, each of which has its own ovary, style and stigma, it is compound or polycarpellary.

6

The people of Athens and Sparta spoke a common language, Greek. Athens, rising high from the plain and exposed to the fresh breezes from the sea, was a fast growing city of busy trade, but not so busy but that the freemen loved to sit in the sun and discuss poetry or listen to the wise words of a philosopher without a thought of war. Sparta, built at the bottom of a deep valley, used the surrounding mountains as a barrier to foreign thought. It was an armed camp, where the people knew how to fight and liked to fight but they never wrote a line that was considered literature. When Athens, attacked by the Persians in superior numbers, asked aid of Sparta, too small an army was dispatched to keep Athens from being sacked by the Persians, but when the Persians with their larger numbers threatened to overrun all Greece, the Spartans led the victorious land attack on the Persians while the Athenian ships destroyed the enemy's fleet. Famous sculptors, painters and scientists were sought far and wide to help rebuild the city of Athens and make it more beautiful but at the same time high walls were built to make it the strongest fortress of that day, stronger by far than Sparta, despite the fact that the Persians had been completely broken.

7

Although wages have been rising for half a century the natural connection between labor and ownership, as the means by which labor is made effective, has been severed in the large manufacturing industries. Sharing in the profits has been adopted in some enterprises and piece payment has been advocated in others, but neither has been found an adequate substitute for the present wage system and neither

Continue on next page

21. When the petals of a flower are separate the corolla is
   1. gamopetalous  2. dipetalous
   3. monopetalous  4. sympetalous
   5. polypetalous

22. When the sepals are separate the calyx is
   1. polysepalous  2. polycarpellary
   3. monodelphous  4. gamosepalous
   5. diadelphous

23. The development and distribution of the pollen is a function of the
   1. corolla  2. calyx  3. styles  4. stamens
   5. ovaries

24. The stamens are usually
   1. green  2. parts of the corolla
   3. bearers of the pollen sacs
   4. protective in function
   5. highly colored

25. The paragraph is mainly about the
   1. Persian attack upon Athens
   2. the contrast between Athens and Sparta
   3. rebuilding of Athens
   4. destruction of the Persian attackers
   5. union of Sparta and Athens

26. Athens and Sparta had similar
   1. speech  2. ideals  3. interests
   4. ideas  5. attitudes

27. The Spartans evidently looked upon the growth of Athens with
   1. suspicion  2. admiration  3. envy
   4. pride  5. fear

28. The Spartans fought with the Athenians against the Persians
   1. to aid the Athenians
   2. because they liked to fight
   3. because they hated the Persians
   4. to protect themselves
   5. to win the approval of the Athenians

29. The thing which the Spartans and Athenians had in common was
   1. trained army  2. foreign trade
   3. literary products  4. interest in art
   5. language

30. The Spartans were evidently
   1. artistically gifted  2. self centered
   3. liberal in their views  4. peace-loving
   5. of wide interests

31. The natural connection between labor and ownership is found in
   1. manufacturing  2. mining  3. shipping
   4. agriculture  5. education
involves the natural connection between labor and ownership. In the days when it was possible for any workman of good parts to become the owner of the shop, this natural connection was a real one, and still is, in the agricultural industries where the working farmers own the land. Under existing industrial conditions there is no way in which this identity can be re-established in the manufacturing, mining and transportation industries except by some form of industrial partnership which transfers to the workers not only a measure of control but also a prospect of loss as well as profit to result from wisdom or mistakes. Unless the risks of an enterprise, as well as its possible profits, are shared by all who enter in the control of an industry, advantageous changes in machinery or processes will be resisted and neither progressive nor prudent minds developed.

Just as at any earlier date the scientist looked first upon the molecule and then upon the atom as the ultimate element of matter, so today he envisages all the stuff of the universe in terms of electrons and protons, the negative and positive electricities which were earlier assumed to explain all electrical phenomena. So now we say that matter is granular in structure and electrical in nature. The constant change and motion of matter which appear as chemical, electrical or gravitational phenomena are ascribed to energy, the existence of which is an inference from the motions involved in the changes that occur in the form, chemical composition or location of bodies of matter. Only in this kinetic form can it be measured or detected, for between such occasions it masks its potentialities and appears as harmless as the explosive shell, the high tension wires or the reservoir of still water in the hills above the hydroelectric plant. To fill the broad spaces in which our tangible and ponderable matter forms mere specks, a vast ether is assumed through which energy may be transmitted from one body to another, whether as light or heat from solar bodies, or as so-called ether waves from a radio broadcasting station to a receiving set. Of the three entities of matter, energy and ether—ether is the most debatable assumption for energy may not be transmitted through a continuous ethereal medium but hurtled through space like a bullet, for which there is much evidence. In a science where the ether is a convenient postulate and energy a formless unknown, the electron stands out in stark reality as a definite ponderable particle, the tiny material and ultimate element of the universe.

End of Reading test. Look over your work.

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Directions: Read these two sentences carefully.

A. Furs are a product of ________ 1. fishing  2. hunting  3. lumbering  4. manufacturing  5. mining  
   A 2.

B. The animal of the desert that can go the longest time without water is the ________  
   1. horse  2. cow  3. goat  4. sheep  5. camel 
   B 5.

You see that there are five possible answers in each sentence. Only one answer is right.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. The most important fruit that we get from the Hawaiian Islands is ________ 1. grapefruit  2. pineapples  3. oranges  4. lemons  5. bananas  
   1.

2. The surface of Antarctica consists of ________ 1. forests  2. grasslands  3. sands  4. rocky exposures  5. snow and ice  
   3.

3. The United States is in the ________ 1. north temperate belt  2. south temperate belt  3. north frigid belt  4. south frigid belt  5. torrid belt  
   5.

4. The nomads of the Arabian Desert live in ________ 1. houses of wood  2. houses of stone  3. houses of adobe brick  4. tents  5. houses of burnt brick  
   1.

   1.

   1.

   1.

8. Norway is warmer than the northeastern coast of North America because ________ 1. it is much nearer the equator  2. it is much nearer the north pole  3. it is nearly at the level of the sea  4. it is nearly surrounded by water  5. it receives warm winds from the ocean  
   2.

9. Sailors who go out into the Arctic Ocean, fear most ________ 1. storms  2. ocean currents  3. fogs  4. ice  5. shallow places  
   4.

10. Greenwich, England, has a famous ________ 1. castle  2. observatory  3. prison  4. bridge  5. church  
    2.

11. The most important kind of live stock in the Netherlands is ________ 1. hogs  2. sheep  3. horses  4. dairy cattle  5. beef cattle  
    2.

12. The chief industry of England is ________ 1. farming  2. fishing  3. manufacturing  4. mining  5. lumbering  
    3.

    4.

    5.

    3.

Continue on next page
16. Shanghai has been called the New York of China because 1. this city has many skyscrapers 2. this city is in command of the best route through the mountains 3. this city has foreigners from almost every nation 4. this city is on the flood plain of a great river 5. this city is the leading seaport of China

17. The early settlers found that New England in contrast to England had 1. colder summers 2. colder winters 3. heavier rainfall 4. a longer growing season 5. a lighter snowfall

18. The annual rainfall in most of the densely populated regions of the world is 1. between 20 and 80 inches 2. between 0 and 20 inches 3. between 80 and 120 inches 4. between 120 and 150 inches 5. between 150 and 200 inches


20. The most important export of the forests of Siam is 1. rubber 2. nuts 3. teak wood 4. mahogany 5. wood pulp for paper

21. The chief building material for houses in the Netherlands is 1. wood 2. bricks 3. sandstone 4. limestone 5. sheet iron

22. The leading occupation of Japan is 1. manufacturing 2. mining 3. fishing 4. farming 5. lumbering

23. The United States is divided into 1. two time belts 2. three time belts 3. four time belts 4. five time belts 5. six time belts

24. China produces about three-fourths of the world’s supply of 1. lead 2. zinc 3. antimony 4. copper 5. emeralds


26. The city of Baku on the Caspian Sea is known for 1. oil refineries 2. flour mills 3. sugar mills 4. textile mills 5. shipyards

27. The leading country in the production of copper is 1. Japan 2. Belgian Congo 3. Chile 4. the United States 5. Peru

28. Germany leads the world in the production of 1. sugar beets 2. rye 3. oats 4. barley 5. flax

29. Another name for firth is 1. peak 2. plateau 3. grassland 4. lake 5. estuary

30. The lake plain of New York State is famous for 1. wheat 2. fruits 3. vegetables 4. dairy cattle 5. sheep


32. The great export crop of Egypt is 1. wheat 2. cotton 3. rice 4. corn 5. dates

33. The most important mineral product of British Malaya is 1. gold 2. silver 3. copper 4. petroleum 5. tin

34. The most important industry in the New England States is the 1. clothing industry 2. shoe industry 3. textile industry 4. iron and steel industry 5. fishing industry

35. A very important mineral exported from northern Africa is 1. phosphate 2. silver 3. copper 4. gold 5. potash

36. The city of New York is built mainly on 1. an isthmus 2. peninsulas 3. islands 4. the mainland 5. made land


39. A very important product of North China is 1. rice 2. soy beans 3. tea 4. camphor 5. silk


End of Geography test. Look over your work.

Number right
Directions: Read these two sentences carefully:

A. In the story of "Joseph and His Brothers," Joseph's brothers treated him very 1. kindly 2. cruelly 3. justly 4. nobly 5. generously

B. Robinson Crusoe was 1. lost on the ocean 2. left by his sailors 3. lost in a desert 4. shipwrecked on an island 5. seized by bandits

You see that there are five possible answers in each sentence. Only one answer is right. In the first sentence the right answer is cruelly, so a line is drawn under cruelly, and the number in front of it, 2, is put at the end of the line. Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. In "The Pied Piper of Hamelin," the pied piper was followed by 1. cats 2. dogs 3. rats 4. birds 5. snakes

2. Penrod was a 1. soldier 2. hunter 3. bandit 4. sailor 5. boy

3. Helen of Troy was 1. a Greek 2. an English 3. an American 4. a French 5. a Dutch woman

4. In the story of "Reynard the Fox," Bruin was caught by the Fox's 1. greater strength 2. faster running 3. kindness 4. trickery 5. honesty

5. The poem "Miles Standish," is about 1. a shipwreck 2. a courtship 3. an Indian attack 4. an exploring party 5. scattering a settlement

6. Heidi in her new home in Frankfort was very 1. homesick 2. sullen 3. happy 4. peevish 5. spiteful

7. Sir Galahad was a 1. crusader 2. prince 3. king 4. knight 5. baron

8. The Barefoot Boy was a 1. savage 2. nature lover 3. bully 4. lazy idler 5. fighter

9. The story, "Tom Sawyer," is 1. sad 2. inspiring 3. joyful 4. frightful 5. humorous

10. In the poem "My Bed is a Boat," the sailor is a 1. feather 2. toy 3. little child 4. doll 5. fairy


12. The poem, "The Daffodils," is 1. mysterious 2. joyful 3. humorous 4. heroic 5. sad

13. Anne of Green Gables was 1. sickly 2. bad-mannered 3. wealthy 4. an orphan 5. bad-tempered


17. Abou Ben Adhem 1. was selfish 2. was afraid of God 3. loved his fellow men 4. loved God 5. was a hypocrite


Continue on next page
23. Kipling's poem, "Recessional," shows that 1. worldly power is temporary 2. kings never doubt their power 3. boasting wins success 4. captains never fail 5. force always wins 23.
26. In "The Idyls of the King," the Knights of the Round Table 1. robbed the villages 2. raided neighboring lands 3. conquered weaker peoples 4. fought for the oppressed 5. cared for the poor 26.
27. Bret Harte was 1. a short story writer 2. an English poet 3. an American poet 4. an English novelist 5. a New England novelist 27.
29. In "The Vision of Sir Launfal," Sir Launfal found the holy grail in 1. his own castle 2. battle 3. church 4. preaching to the hard-hearted 5. sharing his little with a leper 29.
32. Lowell was 1. a Scotch poet 2. an English poet 3. a New England poet 4. an American novelist 5. an English novelist 32.
34. In "Sohrab and Rustum," Rustum refused during the combat to tell Sohrab who he was because he thought Sohrab 1. would be afraid to fight 2. would boast of challenging him 3. was his son 4. was a girl 5. was a poor fighter 34.
35. As a boy at Castle Devlen, Myles, in "Men of Iron," was 1. cautious 2. timid 3. underhanded 4. courageous 5. lonesome 35.
39. Browning was 1. an American poet 2. an English poet 3. a short story writer 4. an English novelist 5. an American novelist 39.

End of Literature test. Look over your work.

Number right
Directions: Read these two sentences carefully.

A. The sun rises in the 1. evening 2. west 3. south 4. morning 5. north

B. Wood comes from 1. lakes 2. trees 3. mines 4. river bed 5. plants

You see that there are five possible answers in each sentence. Only one answer is right.

In the first sentence the right answer is morning, so a line is drawn under morning, and the number in front of it, 4, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it and then put the number that is in front of it at the end of the line, just as in the samples above.

1. Enamel is a part of one’s 1. heart 2. brain 3. lungs 4. teeth 5. intestines

2. A food that contains much starch is 1. potatoes 2. lettuce 3. tomatoes 4. spinach 5. cabbage

3. The part of an electric circuit that burns out when there is too much current is the 1. faucet 2. valve 3. damper 4. switch 5. fuse

4. A bird that usually builds its nest on the ground or in low bushes is the 1. robin 2. swallow 3. meadow-lark 4. wren 5. bluebird

5. The part of a furnace pipe which controls the draft is a 1. faucet 2. damper 3. valve 4. switch 5. fuse

6. Germs may be killed by 1. moisture 2. warmth 3. dirt 4. boiling 5. water

7. The molar teeth are designed for 1. grinding food 2. defense 3. biting off food 4. good looks 5. attacking an enemy

8. Saliva is a digestive juice found in the 1. stomach 2. intestines 3. mouth 4. liver 5. pancreas

9. Distance above sea level is called 1. latitude 2. altitude 3. longitude 4. velocity 5. density

10. Hard water means 1. cold water 2. frozen water 3. impure water 4. distilled water 5. water containing dissolved minerals

11. The flowers of clover are pollinated by 1. honey bee 2. grasshoppers 3. mosquitoes 4. house flies 5. birds

12. A flower that grows best in the shady woods is the 1. buttercup 2. daisy 3. aster 4. bloodroot 5. poppy

13. A constellation is a 1. large star 2. a group of stars 3. the north star 4. bright star 5. a planet

14. The bones of the back are called 1. radius 2. ulna 3. humerus 4. spheroid 5. vertebrae

15. An animal helpful to man is the 1. rat 2. rattlesnake 3. toad 4. gopher 5. field mouse

16. Ligaments are found in 1. joints 2. the head 3. the intestines 4. the glands 5. the stomach

17. An example of a gas is 1. iodine 2. carbon 3. quartz 4. hydrogen 5. radium

18. An example of a water formed rock is 1. granite 2. limestone 3. pumice 4. basalt 5. gneiss

19. Rock made up of mica, felspar and quartz is called 1. hornblende 2. obsidian 3. granite 4. shale 5. basalt

20. Lime is used in making 1. brick 2. terracotta 3. asphalt 4. asbestos 5. plaster

Continue on next page
21. The vertebrae are parts of the 1. skull 2. foot 3. heart 4. backbone 5. arm

22. A stamen is a part of a 1. bird 2. flower 3. insect 4. seed 5. leaf

23. The part of the eye that changes in looking from something close by to something far away is the 1. lens 2. cornea 3. retina 4. iris 5. optic nerve

24. A foot-pound is a unit of 1. distance 2. weight 3. energy 4. capacity 5. work

25. Light travels at the rate of 1. 1,100 feet 2. 5,200 feet 3. 186,000 miles 4. 25,000 miles 5. 8,000 miles a second

26. At sea level water boils at 1. 100° F. 2. 144° F. 3. 182° F. 4. 212° F. 5. 256° F.

27. The system to which the capillaries belong is the 1. circulatory 2. digestive 3. excretory 4. respiratory 5. nervous

28. Water is made up of two elements, oxygen and 1. sodium 2. nitrogen 3. carbon 4. helium 5. hydrogen

29. Of the following the food that contains the most iron is 1. lemons 2. peaches 3. raisins 4. potatoes 5. cabbage

30. A complete set of adult human teeth has 1. 24 teeth 2. 20 teeth 3. 28 teeth 4. 32 teeth 5. 36 teeth

31. A plant that reproduces by means of spores is the 1. dandelion 2. daisy 3. buttercup 4. aster 5. fern

32. Woolen cloth keeps us warmer in winter than does cotton cloth because it 1. is a poor heat conductor 2. is thicker 3. has a coarser weave 4. comes from an animal 5. wears well

33. An organ necessary for plants to produce seeds is the 1. corolla 2. calyx 3. ovules 4. pistil 5. petals

34. Vertebrate animals differ from other animals in having 1. four legs 2. backbones 3. hair 4. milk glands 5. a nervous system

35. When air is cooled it 1. becomes dryer 2. expands 3. falls 4. goes up 5. becomes lighter

36. The saliva 1. dissolves fats 2. dissolves proteins 3. changes fats to sugar 4. changes starches to sugar 5. changes proteins to fats

37. Leaves with five points or lobes are found on the 1. oak 2. maple 3. elm 4. ash 5. willow

38. The light fleecy clouds are called 1. cumulus 2. stratus 3. gnomon 4. nimbus 5. cirrus

39. The amount of work done is measured by 1. time taken 2. force and time 3. force and distance 4. distance and time 5. force, time and distance

40. Bile is secreted by the 1. liver 2. kidneys 3. appendix 4. stomach 5. intestines

End of Elementary Science test. Look over your work.
Directions: Read these two sentences carefully.


You see that there are five possible answers in each sentence. Only one answer is right.

In the first sentence the right answer is Mayflower, so a line is drawn under Mayflower, and
the number in front of it, 2, is put at the end of the line.

Now look at the second sentence above and listen to the next directions.

In each of the following sentences you are to find the right answer, draw a line under it
and then put the number that is in front of it at the end of the line, just as in the samples
above.

1. The growth of factories also caused the 1. plantation system 2. return to farm life 3. growth of cities 4. taking of the census 5. end of small towns 1.


5. The first persons in America to make a successful airplane flight were 1. Maxim and Ader 2. Byrd's company 3. the Lindbergh family 4. Amundsen and his helpers 5. the Wright brothers 5.


7. Columbus believed that he had found 1. Vinland 2. America 3. the coast of Africa 4. the Indies 5. a new world 3.


9. In Maryland the law about religion was that 1. no one might attend his own church 2. even Jews were to be allowed 3. only Protestants might come to the colony 4. only Catholics might come to the colony 5. all Christians were to be allowed to worship in their own way 5.

10. The earliest machine invented for spinning was called the 1. spinning jenny 2. cotton gin 3. power loom 4. carding brush 5. flying shuttle 1.

11. In the United States the frontier 1. always remained at the Mississippi River 2. kept moving westward 3. followed the Atlantic coast 4. moved toward the South 5. always remained at the Appalachian Mountains 2.

12. The mountains which forced the English to remain near the coast were the 1. Laurentian Highlands 2. Sierra Nevada Mountains 3. Ozark Mountains 4. Appalachian Mountains 5. Rocky Mountains 4.


14. The people who work in factories in the United States form a 1. middle class 2. aristocratic class 3. wage-earning class 4. communistic class 5. office-holding class 3.


16. Most of the people in New England lived 1. in fur-trading posts 2. on plantations 3. in towns 4. in missions 5. scattered in the wilderness 2.

18. The English colonies in America wanted to  send representatives to Parliament
   forget that they had ever been English  be under the rule of France
govern their own affairs  pay no tax whatsoever

19. Robert Gray's voyage and the Lewis and Clark expedition gave the United
   States a claim to  the Hudson Bay region  Oregon  Alaska  Mexico  Texas

20. The route which led from the Missouri River to the far Northwest was called the
   Oregon Trail  Black Hawk Trail  Chilkoot Pass  Inside Passage  Young's Pass

21. Most of the immigrants to the United States during early days came from
   southern and eastern Europe  eastern and northern Africa  central Asia
   southern Australia  northern and western Europe

22. England made laws to govern the colonies as to their  agriculture
   manufacturing  traveling  education  lumbering

23. Which of these dates was in the 17th century?  1. 1812  2. 1783  3. 1664  4. 1519
   5. 1492

24. The Missouri Compromise was agreed upon in  1. 1820  2. 1828  3. 1790  4. 1850
   5. 1800

25. One of the most widely-read publications in the colonies was
   The New York Herald  The Canterbury Tales  The Liberator
   Poor Richard's Almanac  The Federalist

26. England found that her trade laws were hard to enforce so she passed the
   Writs of Assistance  Port Bills  Stamp Act  Intolerable Acts
   Navigation Laws

27. Which one of these have been secured by an amendment to the United States
   Constitution?  1. Interstate Commerce Commission  2. extension of suffrage to women
   initiative and referendum  4. restriction of immigration  5. recall

28. The capital city of the Aztec Indians was  1. Vera Cruz  2. Lima  3. Cuzco
   4. the City of Washington  5. the City of Mexico

29. Our first Democratic president was  1. Thomas Jefferson  2. Aaron Burr

30. The Monroe Doctrine was stated in  1. 1898  2. 1914  3. 1876  4. 1823  5. 1869

31. The earliest road to the region west of the Appalachians was the
   Cumberland Road  Old Bay Road  Wilderness Road  Forbes Road
   National Road

32. The chief cause of the Spanish-American War was  hatred of Spain
   the wish to punish Cuba  the desire to gain more territory  the desire of the Philipines for independence
   the treatment of the Cubans by the Spaniards

33. Merchant ships which serve as war vessels in time of war are called
   men-of-war  privateers  galleons  clipper ships  ships-of-the-line

34. The greatest American general in the South during the Revolution was
   Nathanael Green  Francis Marion  Andrew Dickens  Thomas Sumter
   Marquis de La Fayette

35. Most of the earliest English traders carried their goods to the Indian country
   by means of  keel boats  covered wagons  flat boats  pack horses  wagons

36. Cyrus McCormick chose as the place to build his factory, the city of
   Omaha  Chicago  Minneapolis  Pittsburgh  St. Louis

37. Which of these means of travel was the SECOND to come into use?
   trolley car  airplane  automobile  horsecar  bus line

38. In the North, a speaker for the cause of the colonies was  1. Patrick Henry

39. What President Jefferson planned to buy from France in 1803 was
   Santo Domingo  All the Mississippi Valley  The Natchez Trail  New Orleans
   the present state of Louisiana

40. By 1750 the largest city in the English colonies was  New York  Charleston
   Philadelphia  Savannah  Boston

End of American History test. Look over your work.
Directions: Do each example as you come to it.

1. Farmer Jackson received $42.75 for 9 barrels of apples. What did he receive a barrel for the apples?

2. The father gave Harry 11 chickens. He gave Charley 6 chickens more than Harry. How many chickens did both boys have?

3. In a school auditorium there are 1,300 seats. There are 50 seats in each row. How many rows of seats are there?

4. What is the area of a room 4 feet by 5 feet?

5. At $.25 a hundred what do 600 post cards cost?

6. A bunch of bananas contained 120 bananas. Allowing three bananas to a pound, what did the grocer receive for the bunch if the bananas were sold at 14¢ a pound?

7. At 2 for 5¢ how much do 16 papers cost?

8. A quart of milk weighs 2.155 pounds, and a quart of water weighs 2.09 pounds. Find the difference in weight?

9. Find the cost of 50 pounds of sugar at $7.62 a hundred pounds.

10. Jack wished to earn $18.50 to buy a new bicycle. One Saturday he worked 7½ hours for $.40 an hour. How much more must he earn before he can buy the bicycle?

11. What number multiplied by 6 gives 21?

12. Ninety days is what fraction of 360 days?
1. An airplane flew 95.7 miles one day, 76.24 miles the second day, and 796.89 miles the third day. How many miles did the airplane fly in three days?

2. How long will 75.6 pounds of sugar last if 2 pounds are used each day?

3. Find the average weight of three chickens, one weighing 3.6 pounds, one weighing 3.75 pounds and one weighing 4.125 pounds.

4. A man receives $5.40 for 9 hours of work. What should he receive for 12 hours of work at the same rate?

5. Mary spelled 90% of the words in a spelling test correctly. If she spelled 18 words correctly, how many words were there in the test?

6. A book dealer allowed 10% off on a book because it was slightly soiled. What did the book sell for if the regular price was $2?

7. What is the yearly interest on $100 at 4%?

8. On an auto trip Harold traveled 29.6 miles the first hour, 32.7 miles the second, 34.1 miles the third, and 30.2 miles the fourth. What was the average number of miles traveled an hour?

9. In a certain class 16% of the pupils received a mark of "A" and 20% a mark of "B." What per cent of the class did not receive marks "A" or "B"?

10. On Saturday an $8 picture which had been marked 25% off was changed to 37 1/2% off. How much less did it sell for after the second reduction than after the first?

11. One store offered baseball mitts, regularly priced at $2.00, at 33 1/3% off; another store, at 30% off. How much less must a customer pay at one store than at the other?

12. Susan Miller made an automobile trip at 35 miles in 4 hours 30 minutes. What was the average number of miles an hour she traveled?

13. A carpenter cut three pieces, each 2 feet, 3 inches long, from a board 12 feet 8 inches long. How long was the piece that was left?

End of Arithmetic—Problems. Look over your work.
ARITHMETIC—FUNDAMENTAL OPERATIONS

Directions: Do each example as you come to it.
Do your figuring on this paper.
Use additional blank paper of your own
for figuring if necessary.
Write the answers at the right side of this page.

Illustration: 1. Subtract 476
476
-122
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354


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<td>1. 0.07 \times 0.25 = \frac{3}{8} \div \frac{3}{8}</td>
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<td>2. 5 \div 2 \frac{3}{4} = \frac{3}{5} \div \frac{3}{5}</td>
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<td>3. 6 \text{% of 786} = \frac{7}{8} \text{ of 720}</td>
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11. 40 = \text{% of 40} 1.375 = \text{%} 130 \text{% of 600} = 4 \times 3 \frac{3}{5} \times 7 = 23 \text{ bu. 2 pk.} 6 \text{ bu. 3\frac{1}{2} pk.}

12. 118.5 \text{%} = \text{7 = 20 \text{% of}} 3.5 \text{% of 650} = 5 = \text{% of 200} \frac{3}{4} = 75 \text{% of}

13. 14. 5. Add 6. Add


10. Add


16. Express as a decimal

118.5 \text{%} = \text{7 = 20 \text{% of}} 3.5 \text{% of 650} = 5 = \text{% of 200} \frac{3}{4} = 75 \text{% of}

17. 18. 19. 20.


\frac{1}{4} \text{ of 1\% of 320} = 7 \text{ bu. 2\frac{1}{8} pk.} 9 \text{ yd. 2\frac{1}{2} ft.} 37.57 \text{% of 720} = 

6 bu. 1\frac{3}{4} pk. 39 \div 6 6 5 8 

Look over your work.

Number Right.......

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Number Right
**ENGLISH—CAPITALIZATION**

**Directions:** Read the following sentences:

1. We are going to Boston. The “w” in We and the “b” in Boston are underlined because they should be changed to capital letters. Look at the next sentence. What letters should be changed to capital letters to make the sentence correct? Yes, the “t” in The and the “s” in Shep should be changed. Draw lines under these letters. Read carefully each sentence which follows. Underline all letters which should be changed to capital letters. Underline only the letters; not the whole word. Many sentences or groups of words, contain more than one word that should be capitalized. Be sure to underline all the letters which should be capitals.

<table>
<thead>
<tr>
<th>Sentence</th>
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<tbody>
<tr>
<td>1. the tramp asked, “where is your pump?”</td>
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<td>2. sincerely yours,</td>
</tr>
<tr>
<td>3. the source of the mississippi river is at itasca.</td>
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<tr>
<td>4. we have turkey at thanksgiving, goose at christmas, and eggs at easter.</td>
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<tr>
<td>5. that is a spanish shawl.</td>
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<td>6. she attended george peabody teachers college.</td>
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<tr>
<td>7. mr. austin said, “yes, mary has gone to europe.”</td>
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<tr>
<td>8. the fourth of july is commonly known as independence day.</td>
</tr>
<tr>
<td>9. superintendent webster was succeeded by mr. carroll r. reed who is now superintendent of schools.</td>
</tr>
<tr>
<td>10. she asked, “why don’t you wait until easter vacation?”</td>
</tr>
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<td>11. the soldiers of the south met the soldiers of the north on the field of bull run.</td>
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<td>12. she went east to school.</td>
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<tr>
<td>13. the national tuberculosis association sells christmas seals to promote health.</td>
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<td>14. william jennings bryan was the choice of the democratic party.</td>
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<tr>
<td>15. we celebrate st. valentine’s day in february.</td>
</tr>
<tr>
<td>16. he is reading “an elegy written in a country churchyard.”</td>
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<tr>
<td>17. the grand army of the republic is rapidly decreasing in number.</td>
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<tr>
<td>18. the breton pilot saved the french fleet from being captured by the english.</td>
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<tr>
<td>19. we next visited holland, which is called the land of dykes.</td>
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<tr>
<td>20. i stood in venice, on the bridge of sighs.</td>
</tr>
<tr>
<td>21. the week of april 14-18 was designated as schoolmen’s week.</td>
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<tr>
<td>22. lives of great men all remind us we can make our lives sublime, and departing, leave behind us footprints on the sands of time.</td>
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<tr>
<td>23. he received his bachelor of arts degree in june.</td>
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<tr>
<td>24. he replied, “waste! it is a shameless waste!”</td>
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<tr>
<td>25. “the assyrian came down like the wolf on the fold; and his cohorts were gleaming in purple and gold.”</td>
</tr>
<tr>
<td>26. is it your uncle harry who lives on fourth street?</td>
</tr>
<tr>
<td>27. james m. barrie, who wrote “peter pan,” is a scotchman.</td>
</tr>
<tr>
<td>28. french, algebra, english, and physics are high school subjects.</td>
</tr>
<tr>
<td>29. he found latin very difficult to master but had little trouble with algebra.</td>
</tr>
<tr>
<td>30. our father who art in heaven,</td>
</tr>
</tbody>
</table>

**Continue on next page**

Number right: 28
Directions: Read the following sentences:

1. The wind is cold today
2. Does he come from Chicago Illinois

The sentences are not punctuated. What mark should be placed at the end of the first sentence? A period is right. Put it in. What marks should be used in the second sentence to make it correct? Put them in. Read each sentence which follows carefully. Put in all marks of punctuation; such as periods, commas, question marks, etc., which are needed to make the sentences correct. The words following each number are to be punctuated as one sentence.

1. We had apples oranges and grapes at the picnic
2. My uncle lives in Racine Wisconsin
3. Silk is shipped to Seattle Washington
4. John Fred and Helen divided the candy
5. We may go on a picnic said Pauline
6. School opened Sept 2
7. No I cannot come
8. He does not live in this city
9. Dr R C Bell is going to Dallas Texas
10. I bought hose handkerchiefs and perfume yesterday
11. Don't touch that wire
12. It's our duty to inform him
13. Dear Mr Hanson
14. The lady's dress and the man's coat are blue
15. She stays at my uncle's house
16. The men's hats were scattered about the floor
17. You may tell them said Robert whatever you please
18. Mr Smith's house burned last night
19. His words were as follows
20. Who is there the soldier asked
21. What shall we do asked John
22. Ladies coats are displayed on the second floor
23. Thomas Carlyle who was of peasant origin wrote forty volumes
24. It's one's duty to do so
25. I bought Robinson Crusoe and Treasure Island for my nephew
26. Have you read Trader Horn
27. He shouted Can you hear me
28. Have you read Mrs Wiggs of the Cabbage Patch
29. Col Charles Lindbergh is often called Lindy
30. Jan Feb Mar are abbreviations

Continue on next page
Directions: Read the following sentences:

1. They are here.
2. It is an are dog.
3. I saw him yesterday.

They is here. Is is placed in black face type because it is the word we must decide about. Is is not the correct word to use; therefore we have crossed it out and written the right word, are, above. Read the second sentence. Are is placed in black face type to show us that it is the word we must decide about. It makes the sentence wrong. Cross out are and write the correct word above. What should it be? Our is correct. Write it above. Read the third sentence. What word must we decide about? Yes, saw is the word. Is it correct? Yes, it is. Leave the sentence just as it is because it is correct.

Cross out words in black face type which are not correct and write the correct word above. Leave words in black face type which are correct just as they are.

1. She knew whether there was any pencils.
2. He don't seem to understand.
3. We arrived to late to celebrate.
4. They declared their leader to be he.
5. The most attentive people at the debate were him and his mother.
6. Whom did you think called?
7. Give it to John or I.
8. You are awfully kind.
9. Who did they say came?
10. He said, "It was him." 
11. This food smells badly.
12. He hates being taunted.
13. I have rode on a merry-go-round.
14. The number of men and women attending are increasing.
15. They laughed at us falling.
16. The father, as well as his four sons, were hurt.
17. There goes the men.
18. They let no one beside the teacher help.
19. The cat takes care of its kittens.
20. His audience were the parents.
21. It seems like no one lives here.
22. I will leave for Chicago Sunday.
23. The three thieves ran away.
24. Either of the girls are to go.
25. One should do ones work carefully.
26. The boy's failure is due to his inability to read good.
27. I work my problem carefuller than he.
28. James, whom I am sure you know, is the best of the two boys.
29. Neither Mary nor Jane has their lesson.
30. He told me too bring the box in the house.

Number right .............

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PART I

DIRECTIONS: If the sentence is correct, place a plus (+) in the parenthesis at the left. If the sentence is incorrect, place a minus (—) in the parenthesis. Write nothing but the plus or minus. Note carefully the examples, which are correctly marked.

Examples:

A. Punctuation

(—) 1. Are you going to school.
(+) 2. The bell rang, but the children did not hear it.

B. Capitalization

(+) 1. Here comes James.
(—) 2. jack has a dog.

C. Sentence Recognition

(+) 1. Mary and John are building a playhouse.
(—) 2. Sitting by the stream.

A. Punctuation.

( ) 1. Skating, skiing, and sledding are sports of the winter season.
( ) 2. Fred, come here quickly, shouted Harold.
( ) 3. Jack jump for your life.
( ) 4. Washington D. C. is the seat of our national government.
( ) 5. July 4, 1776, is the date of the signing of the Declaration of Independence.
( ) 6. My father's watch, which is over fifty years old, is keeping good time yet.
( ) 7. John and Mary's playhouse was built by their uncle.
( ) 8. Hurrah! Skating will be fine tomorrow.
( ) 9. I walked to town with Mr. Jones, the grocer, this morning.
( ) 10. When I am ten years old, I am going to have a gun of my own.
( ) 11. I shall do my best; however, I feel that I won't hit the mark.
( ) 12. The flames leaped and flashed; the empty hay barn soon toppled over but no one seemed to feel sorry about it.

B. Capitalization.

( ) 13. Lumber which is warped should not be used for a table top.
( ) 14. Yes, I think I can do that.
( ) 15. Mary asked, “What did you say”?

( ) 16. Mary had a little lamb, its fleece was white as snow.
( ) 17. Italy is the home of mussolini.
( ) 18. The Old Testament contains many interesting stories.
( ) 19. She likes German, French, and science.
( ) 20. The city is located on lake Michigan.
( ) 21. “The Call of the wild” was written by Jack London; many people have read it.
( ) 22. The Fourth of July is not celebrated in the Near East.
( ) 23. The letter started with “Dear dr. Smith;” it closed with “Yours truly, Henry Adams.”
( ) 24. Last easter we heard Dr. Cadman over the radio.
( ) 25. The boys shouted, “hold that line!” they were cheering for Dartmouth.

C. Sentence Recognition

( ) 26. Whoever takes the book from the shelf.
( ) 27. Along the fence were rambler roses.
( ) 28. That it was raining mattered not at all.
( ) 29. The dog barked; the birds flew.
( ) 30. The Cardinal, the singer of Kentucky, and his mate.
( ) 31. Jerry, whom all the boys called “Hunk,” and who was a fine athlete.
( ) 32. Two little birch trees stood up crookedly on the hillside.
( ) 33. Speak.
( ) 34. The beautiful scenery in and around the Grand Canyon when I went to Arizona.
( ) 35. The soaking rain; the swollen river; the many rowboats; the drowned cattle.
PART II
Language Usage

DIRECTIONS: Note carefully this example.

(2) Apples [1. am, 2. are, 3. is, 4. be] good to eat.

The correct sentence is, “Apples are good to eat.” A “2” has been placed in the parenthesis before the sentence, to show that number 2 of the four forms in the brackets makes the sentence correct. In the parenthesis before each sentence write the number of the one form found in the brackets which makes the sentence correct. Write nothing but the number.

( ) 36. Hundreds of buffalo [1. are, 2. is] roaming the plains no more.
( ) 37. He came [1. to, 2. too, 3. two] often for any good use.
( ) 38. My mother has [1. written, 2. wrote, 3. writ] to me every day this week.
( ) 39. They said only his [1. character, 2. reputation] could be ruined by gossip.

( ) 40. John, you [1. can, 2. may, 3. kin] go to the baseball game today.
( ) 41. John and [1. me, 2. I] went to see our brothers play football.
( ) 42. Walter Johnson [1. use to could, 2. use to, 3. used to] be a great ball player.
( ) 43. I [1. can't, 2. can] hardly talk.
( ) 44. The proceeds of the carnival were divided [1. among, 2. between, 3. amongst] the two classes.
( ) 45. He did that [1. like, 2. as] I have done it many times.
( ) 46. I shall give it to [1. whoever, 2. whomever] earns it.
( ) 47. She [1. doesn't, 2. don't] hear you.
( ) 48. She says she [1. isn't, 2. am not, 3. ain't] going.
( ) 49. It is a store where [1. ladys', 2. ladies, 3. ladys'] wearing apparel is sold.
( ) 50. He [1. began, 2. begin, 3. begun] snoring very loudly.
( ) 51. She said she [1. seed, 2. saw, 3. seen] the vase on the mantle.
( ) 52. She has [1. set, 2. sit, 3. sat] the dish on the table.
( ) 53. The little rag doll has [1. set, 2. sat, 3. sit] in the little rocking chair for thirty years.
( ) 54. When he [1. dove, 2. dived, 3. doved], he broke his nose.
( ) 55. John's father [1. raises, 2. rises] at 5 o'clock every day.
( ) 56. It takes strength to [1. rise, 2. raise] 200 pounds of weight.
( ) 57. He [1. never et, 2. didn't eat, 3. has not eaten] his supper yet.
( ) 58. She gave a box of candy to John and [1. I, 2. me.]
( ) 59. Mary sewed [1. well, 2. good] making this dress.

( ) 60. I rented the car [1. from, 2. off, 3. off of] the Gaylord Co.
( ) 61. They didn't tell me [1. whose, 2. who's, 3. who's] to take.
( ) 62. Mary said she would be very glad to [1. except, 2. accept] it.
( ) 63. The wolf killed fifteen [1. sheep, 2. sheeps] in as many minutes.
( ) 64. She has [1. swam, 2. swum, 3. swum] the English Channel.
( ) 65. Did you say that to Harry and [1. I, 2. me, 3. myself]?
( ) 66. Few are the boys who have not [1. saw n, 2. seen no, 3. seen a] football game.
( ) 67. They thought Clayton to be [1. she, 2. her].
( ) 68. It was [1. he, 2. him] who did it.
( ) 69. Every one should be [1. respective, 2. respected, 3. respectful] to his elders.
( ) 70. [1. John's got, 2. John has, 3. John has got] more nerve than I.
( ) 71. The team [1. had ought to have, 2. ought to have] won the game on that play.
( ) 72. The crowd [1. sung, 2. singed, 3. sang] loudly.
( ) 73. The sick girl [1. laid, 2. lay, 3. layed, 4. lied] motionless.
( ) 75. Jack was [1. all hot, 2. heated up, 3. angry] over the matter.
( ) 76. John said Mary [1. lied, 2. lay, 3. laied] her scarf on the bed.
( ) 77. The player [1. done, 2. has done gone and done, 3. has done, 4. has did] remarkable playing.
( ) 78. She has [1. goed, 2. went, 3. gone] to a show every night.
( ) 79. I have [1. dranked, 2. drank, 3. drank] too much water.
( ) 80. The horse [1. in back of, 2. behind of, 3. behind, 4. back off of] the leader is gaining.
( ) 81. Just then the bell was [1. wrung, 2. ringed, 3. rang, 4. rung], and we had to stop playing.
( ) 82. Nothing has been [1. proved, 2. proven] by this evidence.
( ) 83. What is the use of taking all of the [1. boys', 2. boys's] cars?
( ) 84. Your style of writing is much different [1. as, 2. than, 3. from] Mary's.
( ) 85. Father has looked over two makes of cars, and he likes the second one [1. better, 2. best].
( ) 86. Where did you get [1. those, 2. them there, 3. them, 4. those there] apples?
( ) 87. If you don't [1. let, 2. leave] go of my brother, I'll hit you.
( ) 88. I noticed in the magazine [1. as how, 2. where, 3. that] Frank's poem was accepted.
Form B

Published by
Bureau of Educational Measurements
Kansas State Teachers College, Emporia

MORDY-SCHRAMEL
ELEMENTARY CIVICS TEST

By Francis E. Mordy, Manhattan, Kansas, and
H. E. Schrammel, Emporia, Kansas

Name ........................................... Age ................. Grade .................

School ................................................... Town ...................................

Teacher ............................................. State ...................................

DATE ............................................. FINAL SCORE .................

PART I

DIRECTIONS: Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (—) in the parenthesis before it, as in example B. Make the + and the — small and clear.

Examples: (+) A. Apples are good to eat.
(—) B. Potatoes grow on trees.

1. The best way to get a law changed is for all people who do not like the law to violate it.
2. Property for which no legal heir can be found reverts to the government.
3. The right to have an immediate trial may be secured through the writ of habeas corpus.
4. It is more important to help dependent people to help themselves than it is to provide for their continuous support.
5. The treatment accorded criminals in modern times is designed only to protect society.
6. Training for a worthy use of leisure time is a function of the school.
7. All states have a legislature consisting of two houses.
8. The United States Constitution may be amended by a popular vote of the people.
9. If the two houses of Congress cannot agree on a time of adjournment, the president may adjourn Congress.
10. The smallest unit of society is the family.
12. The Constitution guarantees to every state a republican form of government.
14. Political bosses favor the direct primary method of nomination of candidates.
15. The basis for American liberties may be traced back to the Magna Charta.
16. One of the greatest defects of our present ballot system is the length of the ballot.
17. Most of the work of Congress is actually done on the floors of Congress, by Congress as a whole.
18. According to the Constitution, the president has the power to coin money and regulate the value thereof.
19. The three branches of the national government are so organized that they act as checks upon each other.

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PART II

DIRECTIONS: Place the number of the part which makes the best answer to the statement in the parenthesis before the statement.

( ) Biology is a: 1. habit. 2. education. 3. science.

In this sample, "science" is the correct answer. The number of the word "science" is 3. The figure 3 has been placed in the parenthesis.

( ) 48. The trial jury in a case at court is called: a. 1. grand jury. 2. civil jury. 3. criminal jury. 4. petit jury.

( ) 49. A restraining order of the court is called: a. an injunction. 2. a writ of habeas corpus. 3. a writ of mandamus. 4. a subpoena.

( ) 50. A United States senator must be at least (1) 35 years. (2) 40 years. (3) 30 years. (4) 25 years of age.

( ) 51. A United States senator must have been a citizen for: a. 1. 7 years. (2) 10 years. (3) 9 years. (4) life.

( ) 52. The referendum provides that: a. the people may propose a law. 2. a law must be referred to the people before it can go into effect. 3. the people may recall an officer. 4. the Constitution may be changed.

( ) 53. Law enacted by a legislative body is called: a. common law. 2. international law. 3. statute law. 4. Constitutional law.

( ) 54. The right of the government to take property for public use by paying the individual for it but without securing his consent is called: a. eminent domain. 2. escheat. 3. franchise. 4. jeopardize.

( ) 55. Unfair distribution of the population of a state into representative districts for political purposes is known as a. filibustering. 2. lobbying. 3. pork barrel. 4. gerrymandering.

( ) 56. The smallest political unit is the: a. county. 2. precinct. 3. city. 4. state.

( ) 57. The number of members of any body which by law must be present in order to do business is called: a. a quorum. 2. an escheat. 3. suffrage. 4. referendum.

( ) 58. A short ballot provides: a. that the majority of officers shall be elected. 2. that a few officers shall be elected and the rest appointed. 3. that no officers shall be appointed. 4. that all officers shall be appointed.

( ) 59. A permit for a corporation to operate within a city is called: a. an ordinance. 2. a writ of habeas corpus. 3. a franchise. 4. a budget.

( ) 60. The best way to show good citizenship is: a. obey laws. 2. salute the flag. 3. stand when "America" is sung. 4. take office regardless of fitness for office.

( ) 61. The most recent form of city government is the: a. commission. 2. anarchy. 3. mayor and council. 4. city manager.

( ) 62. The sales tax bases a man's ability to pay taxes upon his: a. income. 2. property. 3. personal property. 4. consumption of products.

( ) 63. All cases between states must be decided: a. by a special court. 2. by the president. 3. in the state supreme courts. 4. in federal courts.

( ) 64. The power to regulate interstate commerce is in the hands of: a. Congress. 2. the various states. 3. the president. 4. the Supreme Court.

( ) 65. All bills for raising national revenue must be originated by the: a. Senate. 2. president. 3. House of Representatives. 4. state legislatures.

( ) 66. Laws for the District of Columbia are made by: a. the president. 2. Congress. 3. the city council. 4. the Supreme Court.

PART III

DIRECTIONS: In the list of answers in Column II find the word, phrase, name, or date which correctly matches each item in Column I, and write the number of the answer in the parenthesis at the left of the item. The items of one section may be matched with the answers in Column II of the same section only.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>67. Inauguration of the president (date)</td>
<td>1. January 20</td>
</tr>
<tr>
<td>68. Convening of Congress (date)</td>
<td>3. March 4</td>
</tr>
<tr>
<td>69. Exchange of votes by members of Congress</td>
<td>4. January 3</td>
</tr>
<tr>
<td>70. Calls out the army and navy</td>
<td>5. January 20</td>
</tr>
<tr>
<td>71. Declares war</td>
<td>6. March 4</td>
</tr>
<tr>
<td>72. Presidential advisors</td>
<td>7. President</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>73. Jury for investigating evidence</td>
<td>1. Civil and criminal</td>
</tr>
<tr>
<td>74. Serious crime</td>
<td>2. Decision</td>
</tr>
<tr>
<td>75. Decision of a jury in a criminal case</td>
<td>3. Felony</td>
</tr>
<tr>
<td>76. Decision of a jury in a civil case</td>
<td>4. Grand Jury</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>77. Method of recalling an officer</td>
<td>1. Family</td>
</tr>
<tr>
<td>78. Grants state pardons</td>
<td>2. Germany</td>
</tr>
<tr>
<td>79. Local law enacted by city council</td>
<td>3. Governor</td>
</tr>
<tr>
<td>80. Interprets state law</td>
<td>4. Initiative</td>
</tr>
<tr>
<td>81. Simplest unit of society</td>
<td>5. Japan</td>
</tr>
<tr>
<td>82. Right of people to propose a law</td>
<td>6. Ordinance</td>
</tr>
<tr>
<td>83. Country whose immigrants are excluded from the United States</td>
<td>7. Recall</td>
</tr>
<tr>
<td>84. Repeal of national prohibition</td>
<td>8. State</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>85. Founder of kindergarten</td>
<td>1. Jane Addams</td>
</tr>
<tr>
<td>86. Inventor of telephone</td>
<td>2. Clara Barton</td>
</tr>
<tr>
<td>87. Emancipation Proclamation</td>
<td>3. Alexander Bell</td>
</tr>
<tr>
<td>88. The man who proposed the organization of League of Nations</td>
<td>4. Calvin Coolidge</td>
</tr>
<tr>
<td>89. Great leader for national prohibition</td>
<td>5. Friedrich Froebel</td>
</tr>
<tr>
<td>90. Discoverer of germ theory</td>
<td>6. Andrew Jackson</td>
</tr>
<tr>
<td>91. Control of yellow fever</td>
<td>7. Abraham Lincoln</td>
</tr>
<tr>
<td>92. First American flag</td>
<td>8. Carrie Nation</td>
</tr>
<tr>
<td>93. Man who served as president and as chief justice</td>
<td>9. Louis Pasteur</td>
</tr>
<tr>
<td>94. Try both as president and as chief justice</td>
<td>10. Walter Reed</td>
</tr>
<tr>
<td>95. Try both as president and as chief justice</td>
<td>11. Betsy Ross</td>
</tr>
<tr>
<td>96. Try both as president and as chief justice</td>
<td>12. William H. Taft</td>
</tr>
<tr>
<td>97. Try both as president and as chief justice</td>
<td>13. Woodrow Wilson</td>
</tr>
</tbody>
</table>

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**EVERY PUPIL SCHOLARSHIP TEST**  
January 12, 1937  
Bureau of Educational Measurements  
Kansas State Teachers College, Emporia  

**PRIMARY ARITHMETIC TEST**  
Grade I-III  
By Mary C. Amrhein, Wellborn School, Kansas City, Kan.

---

**DIRECTIONS to teacher:**  
Follow the directions for each part. The time to be allowed is given with each part. See that each pupil observes the samples for each part. Give no other assistance. See "General Directions" for more detailed rules.

---

Name:  
Age:  
Grade:  
School:  
Teacher:  
Town:  
State:  
Date:  

---

**PART I**  
Find the answer to each problem and write it where it belongs. Look at the samples at the left of each row. Notice the words and signs in the samples, for they tell you what to do in each row. As soon as you finish one row, go right on to the next one. You will have 8 minutes for this part.

<table>
<thead>
<tr>
<th>Samples</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add</strong></td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>14</td>
<td>25</td>
<td>243</td>
<td></td>
</tr>
<tr>
<td>1 + 1 = 2</td>
<td>+ 1 + 2 = 3</td>
<td>+ 0 = 1</td>
<td>+ 3 = 4</td>
<td>+ 3 = 7</td>
<td>+ 5 = 9</td>
<td>+ 7 = 16</td>
<td>+ 9 = 25</td>
<td>+ 326 = 335</td>
<td></td>
</tr>
<tr>
<td><strong>Subtract</strong></td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>16</td>
<td>34</td>
<td>57</td>
</tr>
<tr>
<td>4 = 0</td>
<td>1 = 3</td>
<td>3 = 5</td>
<td>7 = 10</td>
<td>12 = 22</td>
<td>16 = 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Add</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>6 = 15</td>
<td>4 = 6</td>
<td>2 = 5</td>
<td>7 = 9</td>
<td>13 = 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 = 26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiply</strong></td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>32</td>
<td>57</td>
<td>625</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 = 7</td>
<td>2 = 9</td>
<td>3 = 6</td>
<td>6 = 8</td>
<td>4 = 32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Divide</strong></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>48</td>
<td>84</td>
<td>25</td>
<td>462</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

| Possible score | 70 |
| Number wrong and omitted | |

---

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PART II

DIRECTIONS: Read each sentence carefully. Decide what number should be in the blank. When you have decided upon the correct number write it in the blank. You will have 5 minutes for this part.

Samples:
1. 2 cats and 2 cats are . . . . . . . . . . cats.
2. 4 pigs and 4 pigs are . . . . . . . . pigs.
3. 9 dogs and 1 dog are . . . . . . . . dogs.
4. 8 hats less 5 hats are . . . . . . . . hats.
5. Mary has 22 dolls. Betty has 34 dolls. When they play together, they have . . . . . . . . dolls.
6. Ned had 15 sheep. He sold 8 of them. He has . . . . . . . . sheep left.
7. Floyd had 65 marbles. He lost 37 of them. Now he has only . . . . . . . . marbles.
8. Mother made 48 nut cookies and 72 plain cookies. There were . . . . . . . . cookies in all.
9. Patty sold 6 pop corn balls at 3 cents each. Then she had . . . . . . . . cents.
10. Jack saved 4 cents a week for 8 weeks. He saved . . . . . . . . cents.

PART III

DIRECTIONS: Write the two numbers that follow those given in each line. You will have 2 minutes for this part.

Sample: 25 26 27 . . . . 28 . . 29 .
1. 6 7 8 . . . . . .
2. 72 73 74 . . . . .
3. 34 35 36 . . . . .
4. 67 68 69 . . . . .

PART IV

DIRECTIONS: Draw a line under the larger of each pair. You will have 2 minutes for this part.

Samples: 54 64

1. 100 10
2. 63 87
3. 41 14
4. 325 558
5. V X
6. VI III
7. second minute
8. nickel penny
9. quarter dollar
10. day week

PART V

DIRECTIONS: On the line write the number that means the same. You will have 2 minutes for this part.

Samples: 1 . . . . . . . . . . . . .
two . . . . . . . . . . . . .
1. three . . . . . .
2. five . . . . . .
3. six . . . . . .
4. III . . . . . .
5. IX . . . . . .
6. VII . . . . . .
7. one dollar and forty cents . . . . .
EVERY PUPIL SCHOLARSHIP TEST
January 12, 1937
Bureau of Educational Measurements
Kansas State Teachers College, Emporia

ARITHMETIC
Grades VII-VIII
By Dalton L. Anderson, Emporia, Kansas

Final Score

Name ........................................... Age .................. Grade ..............

School ........................................ Teacher ..................................

Town .......................................... State ......................... Date ....................

PART I

DIRECTIONS: Get the right answers to as many examples as you can, and write the answers in the spaces left for them near each example. Make your answers stand out clearly. You will have 15 minutes for this part.

1. Add
942
634
123
519

2. Add
19.23
47.265
.47
9.56

3. Multiply
576
902

4. Subtract
6591
4638

5. \(\frac{47}{20,257}\)

6. \(6\% - 4\% =\)

7. Multiply
68.4
.027

8. Add
6\(\frac{1}{2}\)
13\(\frac{1}{2}\)
9\(\frac{1}{6}\)

9. \(9\% \div 6 =\)

10. 40\% of 142 =

11. \(3.4)19.38\)

12. \(\frac{3}{4} \times \frac{3}{5} =\)

13. \(4\frac{3}{4} \times 3\frac{3}{8} =\)

14. Multiply
94.32
.76

15. \(347)129,431\)

16. 448 = 6.4\% of ............

17. \(\frac{4}{3} \div \frac{2}{3} =\)

18. Subtract
8 hr. 35 min. 15 sec.
6 hr. 40 min. 20 sec.

19. 5 pints = ........... gal.

20. Change to a decimal
4\(\frac{1}{4}\)% =

21. 41\(\frac{1}{2}\)\% of 50 =

22. \(5b = 25\)

23. \(2\frac{1}{2} \times \frac{1}{4} \times 7\frac{1}{2} =\)

24. Divide
3) 8 yd. 2 ft. 3 in.

25. Add
4 hr. 20 min. 17 sec.
9 hr. 24 min. 47 sec.
7 hr. 32 min. 22 sec.

26. Change to percent
.532 = ............. %

27. The square root of
529 = .................

28. Multiply
7 gal. 2 qt. 3 pt.

29. 62.5\% of 80 =

30. The square of 19 =

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PART II

DIRECTIONS: Work these problems on separate paper, and write the answers in the spaces left for them. You will have 15 minutes for this part.

31. Mr. Brown raised 45 bushels of potatoes and sold 13 of them. How many bushels did he have left?

Ans. .................................................

32. Carl had three pencils, times as many as Carl. How many pencils did James have?

Ans. .................................................

33. If 20 tons of hay cost $160, how much would 9 tons cost?

Ans. .................................................

34. Virgil had $15. If he paid $1.25 for a school book, $3.75 for a hat, $0.69 for a tie, and $0.35 for a notebook, how much money did he have left?

Ans. .................................................

35. Luther has 4 gallons 2 quarts of feed for his rabbits. If he uses 2 quarts each day, how many days will it last?

Ans. .................................................

36. The heights of three boys in a class are 5 feet 5 inches, 5 feet 7 inches, and 4 feet 9 inches. Find their average height in inches.

Ans. .................................................

37. An article listed at $340 is sold at a 25% discount. How much is paid for the article?

Ans. .................................................

38. Leo saved $120 which was 60% of what he earned. How much did he earn?

Ans. .................................................

39. A rectangular lot is 50 rods long and 33 feet wide. Find the area of the lot in sq. rods.

Ans. .................................................

40. If it takes a car 6 hours to go 195 miles, how many hours will it take to go 650 miles traveling at the same rate of speed?

Ans. .................................................

41. Mr. Smith borrowed $1,200 at 5 1/2% simple interest for a period of two years. What was the total interest charged for the use of this money?

Ans. .................................................

42. What will be the fee for selling a piece of land valued at $1,208 if a commission of 4 1/4% is charged?

Ans. .................................................

43. If it takes 24 feet of wire to fence a square rabbit pen, how much wire will it take to fence a similar pen having an area four times as great?

Ans. .................................................

44. A bridge is 60 feet long and 15 feet wide. How many board feet of lumber will it take to lay a floor on it if the planks are 2 inches thick?

Ans. .................................................

45. Over how many square feet can a cow graze if tied to a post by a rope 28 feet long? (Let make no allowance for fastening the rope.

Ans. .................................................

46. Find the weight of an iron bar that is 4 inches wide, 3 inches thick, and 60 feet long if 1 cubic foot weighs 180 pounds.

Ans. .................................................

47. Charles lives 5 miles east and 12 miles north of school. What is the shortest distance in miles from his home to school?

Ans. .................................................

48. A school enrollment of 400 increases 50. What is the per cent of increase?

Ans. .................................................

49. Find the diameter of a circular tank if the circumference is 110 feet. (Use $\pi = 3\frac{1}{7}$)

Ans. .................................................

50. A box shaped tank is 20 inches wide, 18 inches deep, and 6 feet 5 inches long. How many gallons of water will it hold? (1 gallon = 231 cubic inches)

Ans. .................................................

51. A rectangular field is 30 rods wide and 50 rods long. Find its perimeter in rods.

Ans. .................................................

52. A circular disk 6 inches in diameter is how many times as large in area as one 3 inches in diameter?

Ans. .................................................

53. A prism 4 feet wide and 7 feet long contains 112 cubic feet. How high is it?

Ans. .................................................

54. Mr. Smith's car uses one-sixth of a gallon of gasoline in traveling five miles. How many gallons will it take to travel 150 miles?

Ans. .................................................
PART I

DIRECTIONS: Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (−) in the parenthesis before it, as in example B. Make the + and the − small and clear.

Examples: (+) A. George Washington was the first president of the United States.
(−) B. Woodrow Wilson was elected president of the United States in 1860.

1. The contribution of the Hebrews to American life was in the field of religion.

2. The purpose of the Crusades was to capture the Holy Land from the Turks.

3. The Renaissance or “Revival of Learning” began in Italy during the latter part of the fifteenth century.

4. Columbus explored the mainland of North America.

5. The desire to establish homes in the New World was the principal reason for the coming of the Spanish.

6. One reason for rivalry between England and Spain was their religious differences.

7. With the defeat of the Invincible Armada the supremacy of the seas passed from Spain to England.

8. The English colonists from the first came to America with the idea of establishing permanent homes.

9. The House of Burgesses of Virginia, which met in 1619, was the first legislative body in North America.

10. After England became a Protestant nation, religious toleration was accorded to all.

11. The colony of Massachusetts Bay gave religious and political liberty to all persons.

12. In Maryland any Christian might worship as he pleased without losing his political rights.

13. The “patron system” of land holding flourished in Georgia.

14. The West India Company was a Dutch company which made settlements along the Hudson, Delaware, and Connecticut Rivers.

15. All of the French colonies were located in what is now Canada.

16. The Frenchmen in the New World were given self-government.

17. As a result of the French and Indian War, England took Canada from France.

18. The local unit of government in the Southern colonies was the county.

19. In the English colonies there were free public schools for all children.

20. England wished to keep English trade in English hands after the close of the French and Indian War.

21. The tax which the English placed on tea was so high that the colonists could not afford to buy the tea.

22. The Townshend Acts were passed by the New England Confederation in protest to the actions of the English Parliament.

23. The first battle of the Revolutionary War came after the colonists had written the Declaration of Independence.

24. The Articles of Confederation created a strong central government.

25. The Second Continental Congress was in session during the War for Independence.

26. The Constitution, as drafted in 1787, provided for the admission of thirty-five new states.

27. The president of the United States has the power to levy and collect taxes without asking the help of state governments.

28. Each state has an equal representation in the Senate.

29. Alexander Hamilton believed that all debts contracted by the separate states prior to the adoption of the Constitution should be cancelled.

30. The Whisky Rebellion was an attempt to evade the prohibition amendment to the Constitution.

31. The Kentucky and Virginia Resolutions declared that the states might refuse to obey federal laws.

32. Napoleon was emperor of France at the time of the Louisiana Purchase.

33. Oregon was a part of the territory of Louisiana.
34. As a result of the War of 1812, the United States gained a part of the territory which formerly belonged to Canada.

35. The Monroe Doctrine declared that the United States would force the European nations to give up the power of intervention they then held in the Americas.

36. After the War of 1812 a tariff was passed to protect the American industries which were developed during the war.

37. The abuses of the factory system soon led to bitter feeling between labor and capital.

38. The X. Y. Z. Affair pertained to a secret organization in the North which tried to free the slaves.

39. The South, prior to the Civil War, favored a high protective tariff.

40. Jackson favored the establishment of a national bank.

41. The territory of Texas was bought from Mexico.

42. The invention of the cotton gin made possible the cheap production of cotton in large quantities.

43. By “squatter sovereignty” is meant the right of the people living within a territory to decide whether slavery shall be legal in that territory.

44. Prior to the Civil War, the North was wealthier than the South.

45. England sent troops to America to aid the South during the Civil War.

46. The Battle of Gettysburg was the turning point of the Civil War.

47. The Union Pacific Railway was built principally by slave labor.

48. The Grange was the first organized farmers’ movement.

49. The frontier tended to develop a feeling of democracy.

50. Strikes are forbidden by state law in nearly all the states.

51. In 1936 the number of immigrants arriving from Europe was greater than the number which arrived in 1900.

52. Iron-clad vessels came into use during the Civil War.

53. The improved conditions of transportation and communication are responsible for many great changes in American life.

54. Arbitration means the peaceful settlement of a dispute by a group of persons agreed upon by both contesting parties.

55. The Nineteenth Amendment to the Constitution has to do with child labor.

56. The boundary between Canada and the United States is highly fortified.

57. The Philippine Islands are under the political control of Japan.

58. Candidates for the presidency of the United States are nominated by means of the direct primary.

59. The conservation of natural resources is one of the important problems facing the American people.

60. The Hohenzollern family was ruling in Germany at the time of the outbreak of the World War.

61. Russia was a democracy at the time of the outbreak of the World War.

62. Woodrow Wilson opposed the idea of the United States entering the League of Nations.

63. George VI succeeded to the throne of England after the abdication of Edward VIII.

64. The so-called “Lame Duck” amendment to the Constitution provides that the newly-elected Congress shall regularly take office in the January following the election.

PART II

DIRECTIONS: Each of the following statements may be completed in four ways. Three of these are right, and one is wrong. In the parenthesis at the left of the statement place the number of the incorrect part:

Example:


Smith was not a president of the United States; therefore, the figure “3,” the number of this answer, has been placed in the parenthesis.

65. The Spanish settlers: 1. built towns on a grand scale. 2. set up the first printing press in America. 3. often married Indian women. 4. treated the Indians with respect.

66. The Puritans came to America: 1. for religious freedom. 2. to look for gold in the new world. 3. because they wished to make a better living. 4. because they desired free government.

67. English colonies were governed: 1. under a charter. 2. by a trading company. 3. directly by Parliament. 4. by a proprietor.

68. There were better schools in New England than in the southern colonies because: 1. the people of the South were too poor to maintain schools. 2. wealthy planters of the South had private tutors for their sons. 3. the people of New England lived closer together. 4. the New England settlers wanted the children to study the Puritan religion.

69. The Declaration of Independence stated: 1. all men are created equal. 2. the reasons the colonies had considered the English government unjust. 3. that these united colonies are, and of a right ought to be, free
1. the people of the colonies should establish a constitution for the United States of America. 2. an excise tax. 3. establishment of a national bank. 4. assumption of state debts. 4. purchase of Louisiana Territory.

The Northwest Ordinance of 1787 provided that: 1. in due time states should be formed and admitted to the union. 2. slavery should be forbidden. 3. a state supported church should be organized. 4. lands should be set aside to maintain public schools.

The Constitution: 1. gave more power to the state governments than did the Articles of Confederation. 2. was based largely on England's experience in government. 3. provided for a two-house system of legislature. 4. provided for three departments of government.

The Federalist Party believed in: 1. strong central government. 2. protective tariff. 3. national bank. 4. agricultural regulations.

The Louisiana Territory: 1. was purchased from Spain. 2. was explored by Lewis and Clark. 3. was purchased by Jefferson. 4. cost the federal government fifteen million dollars.

The Oregon Territory: 1. was claimed by both the United States and Great Britain. 2. was the basis for the slogan "Fifty-four forty, or fight." 3. was obtained by the United States as a result of the war of 1812. 4. north of the 49th parallel was left to Great Britain.

Texas: 1. was admitted as a state to the United States before the Mexican War. 2. was readily accepted as a state by the northern members in Congress. 3. was settled largely by pioneers from the states. 4. was admitted by an extraconstitutional method.

The Industrial Revolution: 1. in America came before that in England. 2. resulted in concentration of people in cities. 3. took place more rapidly in the North than in the South. 4. made mass production possible.

Railroad building in the United States: 1. began with the building of the Baltimore and Ohio Railroad. 2. was opposed by western settlers. 3. progressed more rapidly in the North than in the South. 4. was aided by land grants from the federal government.

Nullification: 1. was advocated by Calhoun. 2. was attempted in the Kentucky and Virginia resolutions. 3. means secession from the Union. 4. was opposed by Jackson.

Labor unions: 1. grew up as a result of the low wages of unskilled labor. 2. grew up as a bargaining agency opposed to capital. 3. began as small local unions. 4. were encouraged by capitalists.

Education: 1. was first controlled by the church. 2. supported by public taxation was proposed by Horace Mann. 3. was more nearly universal in the South than in the North. 4. on the college level came before that of the high school.

Slavery: 1. was introduced in the United States in 1619. 2. was declared illegal by the Dred Scott decision. 3. was the real issue behind the organization of the Republican party. 4. was especially profitable in the South after the invention of the cotton gin.

The Homestead Law of 1862: 1. had long been demanded by the western settlers. 2. provided that any citizen could take up 160 acres of public lands. 3. provided special favors for Northern soldiers. 4. was successful in preventing exploitation of the public domain.

A federal income tax: 1. was declared unconstitutional by the Supreme Court. 2. was made possible by a constitutional amendment. 3. places taxes on the man who is able to pay. 4. was opposed by laborers.

The United States entered the Spanish-American War because: 1. the United States wanted the Hawaiian Islands. 2. Americans sympathized with the Cubans. 3. the United States thought Spain was responsible for sinking the "Maine." 4. American business interests in Cuba were ruined by the revolution.

The "Alabama Claims" were: 1. brought against England for damages done to our merchant vessels during the Civil War. 2. settled peaceably by arbitration. 3. concerned the payment to Alabama for the damage done by the army of the North. 4. settled by England's paying $15,500,000 to the United States.
88. Definite steps in the direction of world peace were the: 1. Washington Disarmament Conference. 2. establishment of a World Court. 3. establishment of the League of Nations. 4. adoption of high protective tariffs.

89. Important questions that arose at the close of the World War were: 1. need for governmental economy. 2. creation of a Federal Reserve Banking System. 3. reduction of immigration. 4. ownership and operation of railroads.

PART III

DIRECTIONS: From the list of answers in Column II select the name or term which matches each item of Column I, and write the number of the answer in the parenthesis at the left of the item. The answers of one section may be matched with the items in Column I of the same section only. The example has been correctly marked.

Example: (18) Author of Tom Sawyer

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>90. Founded American Red Cross</td>
<td>1. Adams</td>
</tr>
<tr>
<td>91. Inventor of telephone</td>
<td>2. Barton</td>
</tr>
<tr>
<td>92. First leader of the Mormons in the Far West</td>
<td>3. Bell</td>
</tr>
<tr>
<td>93. Man who invented process of vulcanizing rubber</td>
<td>4. Byrd</td>
</tr>
<tr>
<td>94. Founder and first president of W. C. T. U.</td>
<td>5. Cooper</td>
</tr>
<tr>
<td>95. French general who helped American Colonies during the Revolution</td>
<td>6. Edison</td>
</tr>
<tr>
<td>96. Famous “Liberty or Death” speech</td>
<td>7. Franklin</td>
</tr>
<tr>
<td>97. First man to fly over both the North and South Poles</td>
<td>8. Hancock</td>
</tr>
<tr>
<td>98. Helped to settle Jamestown</td>
<td>9. Henry</td>
</tr>
<tr>
<td>99. First man to sail across the Pacific Ocean</td>
<td>10. Goodyear</td>
</tr>
<tr>
<td>100. Leader of fight in United States Senate against the United States becoming a member of League of Nations</td>
<td>11. Lafayette</td>
</tr>
<tr>
<td>101. Author of “Leatherstocking Tales”</td>
<td>12. Lodge</td>
</tr>
<tr>
<td>102. American who won the help of France for the American colonies during Revolutionary War</td>
<td>13. Magellan</td>
</tr>
<tr>
<td>103. First vice-president of the United States</td>
<td>14. Mann</td>
</tr>
<tr>
<td>104. Leader of American expeditionary forces in France in World War</td>
<td>15. Peary</td>
</tr>
<tr>
<td>106. A nation taking neither side during a war</td>
<td>17. Smith</td>
</tr>
<tr>
<td>107. A warring nation</td>
<td>18. Twain</td>
</tr>
<tr>
<td>108. The exclusive control of the supply of goods</td>
<td>19. Willard</td>
</tr>
<tr>
<td>109. A device whereby the voters approve or disapprove a measure adopted by a legislative body</td>
<td>20. Young</td>
</tr>
</tbody>
</table>

PART IV

DIRECTIONS: In each of the following items is a list of historical events. Select the event which is the most recent, and place its number in the parenthesis at the left. The example has been correctly marked.

Example:

(4) 1. The administration of Washington
    2. The administration of Wilson
    3. The administration of Lincoln
    4. The administration of Hoover

( ) 116. 1. Purchase of Alaska
          2. Gadsden Purchase
          3. Louisiana Purchase
          4. Florida Purchase

( ) 117. 1. Missouri Compromise
          2. Kansas-Nebraska Bill
          3. Wilmot Proviso
          4. Compromise of 1850

( ) 118. 1. The Albany Plan of Union
          2. The New England Confederation
          3. Mayflower Compact
          4. Articles of Confederation

( ) 119. 1. Japanese Exclusion Act
          2. Open-door Policy in China
          3. Holy Alliance
          4. Monroe Doctrine

( ) 120. 1. Kentucky and Virginia Resolutions
          2. Hartford Convention
          3. South Carolina Ordinance of Nullification
          4. Whisky Rebellion

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PART I

DIRECTIONS: Each of the items of this part refers to a state or a city marked on the accompanying map. Find the number of the state, or letter of the city, corresponding to each item and place this number or letter in the parenthesis before the item. The example has been correctly marked.

Example: (17) The state farthest to the southeast.

1. The capital of the United States
2. A lake port in Ohio noted for trade in grain, lumber, and iron ore
3. An industrial center in the eastern part of the Rocky Mountains region
4. A city near the mouth of the Mississippi River
5. The city having Independence Hall as a historical attraction
6. An important city located on the eastern end of Lake Erie
7. A city on Puget Sound
8. The largest New England city
9. The city having the world's tallest buildings
10. A shipping port located on the western end of Lake Superior
11. The state which has the largest land area
12. The state which has the Columbia River as a part of its northern boundary
13. The state which is the farthest to the northeast
14. The state in which is found the greatest part of the Yellowstone National Park
15. The state in which the Roosevelt Dam is located
16. The state in which Carlsbad Caverns is located
17. The state which is the most sparsely settled
18. The state in which the Erie Canal is located
19. The state in which Omaha is located
20. The state in which the Great Salt Lake is located
PART II

DIRECTIONS: Read the following sentences carefully. If a sentence is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (—) in the parenthesis, as in example B.

Examples:
( + ) A. The Mississippi River flows into the Gulf of Mexico.
( — ) B. The Rocky Mountains are in the eastern part of the United States.

( ) 21. The North Central States may be called the granary of the United States because this section produces about two-thirds of the nation’s wheat and corn.
( ) 22. Rosin and turpentine are known as "naval stores.”
( ) 23. Glaciers once covered most of the land north of the Ohio and Missouri Rivers with great mountains of ice.
( ) 24. The southwestern states are thinly populated chiefly because a large part of that territory lacks sufficient rainfall for raising grain crops.
( ) 25. Kansas has all the materials necessary to make a great manufacturing state.
( ) 26. Since winter wheat needs a long growing season, it is raised principally in North Dakota and Canada.
( ) 27. Since England is farther from the equator than is Newfoundland, the climate of England is colder than that of Newfoundland.
( ) 28. The agricultural output of the plains region of the United States could be increased by adequate means of irrigation.
( ) 29. Mining is an important industry in Florida.
( ) 30. Conservation of natural resources is left exclusively to the control of various states.
( ) 31. The United States has such a wide variety of climates and natural resources that it needs to buy nothing from foreign countries.
( ) 32. The wide Pacific coastal plain is an extremely rich agricultural region.
( ) 33. The Willamette-Puget Sound Valley is a desert.
( ) 34. Cotton grows well in the sandy soil of Florida.
( ) 35. Effective methods of transportation and communication are essential to the development of a nation.
( ) 36. The New England States have water falls which furnish power for factory operation.
( ) 37. Seattle and Tacoma, Washington, are located on the Chesapeake Bay.

( ) 38. Agriculture is highly developed in Labrador.
( ) 39. Most of the manufactured goods of Philadelphia are shipped down the St. Lawrence River.
( ) 40. The land north of the Great Northern Forest is a treeless plain called the tundra.
( ) 41. The region around the North Pole is known as the Antarctic.
( ) 42. Alaska yields vast amounts of wealth in minerals, animal furs, and fish.
( ) 43. The temperature throughout Mexico is hot during the entire year.
( ) 44. The islands of the West Indies are really the tops of a high, rugged mountain chain.
( ) 45. One of the principal exports of Cuba is sugar.
( ) 46. Of all the continents Europe has the greatest proportion of land which is suitable as a home for mankind and as a place for farming and manufacturing.
( ) 47. The Gulf Stream is a great current of warm water that flows from the tropical part of the Atlantic Ocean toward the western coast of Europe.
( ) 48. Norway is a great manufacturing country.
( ) 49. The chief export of Great Britain is raw materials.
( ) 50. England's location has made her the world's greatest center for trade and travel.
( ) 51. England imports much coal with which to carry on her manufacturing.
( ) 52. The people of Holland have increased the size of their country by building dykes out into the ocean and draining the land cut off from the sea in this way.
( ) 53. France is a more important manufacturing nation than is England.
( ) 54. The Nazis government of Germany was noted for its democratic political views.
( ) 55. Wheat is one of the leading products of Russia.
( ) 56. The Pyrenees Mountains are in northern Africa.
( ) 57. The Balkan States lack raw materials because they are so old that all the natural resources have been exhausted.
( ) 58. Since medieval times the Mediterranean Sea has been important commercially.
( ) 59. Irrigation with the water of the Nile River keeps Egypt from being a desert land.
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PART I

DIRECTIONS: Each of the items of this part refers to a state or a city marked on the accompanying map. Find the number of the state, or letter of the city, corresponding to each item and place this number or letter in the parenthesis before the item. The example has been correctly marked.

Example: (17) The state farthest to the southeast.

1. The capital of the United States
2. A lake port in Ohio noted for trade in grain, lumber, and iron ore
3. An industrial center in the eastern part of the Rocky Mountains region
4. A city near the mouth of the Mississippi River
5. The city having Independence Hall as a historical attraction
6. An important city located on the eastern end of Lake Erie
7. A city on Puget Sound
8. The largest New England city
9. The city having the world's tallest buildings
10. A shipping port located on the western end of Lake Superior
11. The state which has the largest land area
12. The state which has the Columbia River as a part of its northern boundary
13. The state which is the farthest to the northeast
14. The state in which is found the greatest part of the Yellowstone National Park
15. The state in which the Roosevelt Dam is located
16. The state in which Carlsbad Caverns is located
17. The state which is the most sparsely settled
18. The state in which the Erie Canal is located
19. The state in which Omaha is located
20. The state in which the Great Salt Lake is located
PART II

DIRECTIONS: Read the following sentences carefully. If a sentence is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (—) in the parenthesis, as in example B.

Examples:
( + ) A. The Mississippi River flows into the Gulf of Mexico.
( — ) B. The Rocky Mountains are in the eastern part of the United States.

( ) 21. The North Central States may be called the granary of the United States because this section produces about two-thirds of the nation’s wheat and corn.
( ) 22. Rosin and turpentine are known as “naval stores.”
( ) 23. Glaciers once covered most of the land north of the Ohio and Missouri Rivers with great mountains of ice.
( ) 24. The southwestern states are thinly populated chiefly because a large part of that territory lacks sufficient rainfall for raising grain crops.
( ) 25. Kansas has all the materials necessary to make a great manufacturing state.
( ) 26. Since winter wheat needs a long growing season, it is raised principally in North Dakota and Canada.
( ) 27. Since England is farther from the equator than is Newfoundland, the climate of England is colder than that of Newfoundland.
( ) 28. The agricultural output of the plains region of the United States could be increased by adequate means of irrigation.
( ) 29. Mining is an important industry in Florida.
( ) 30. Conservation of natural resources is left exclusively to the control of various states.
( ) 31. The United States has such a wide variety of climates and natural resources that it needs to buy nothing from foreign countries.
( ) 32. The wide Pacific coastal plain is an extremely rich agricultural region.
( ) 33. The Willamette-Puget Sound Valley is a desert.
( ) 34. Cotton grows well in the sandy soil of Florida.
( ) 35. Effective methods of transportation and communication are essential to the development of a nation.
( ) 36. The New England States have water falls which furnish power for factory operation.
( ) 37. Seattle and Tacoma, Washington, are located on the Chesapeake Bay.
( ) 38. Agriculture is highly developed in Labrador.
( ) 39. Most of the manufactured goods of Philadelphia are shipped down the St. Lawrence River.
( ) 40. The land north of the Great Northern Forest is a treeless plain called the tundra.
( ) 41. The region around the North Pole is known as the Antarctic.
( ) 42. Alaska yields vast amounts of wealth in minerals, animal furs, and fish.
( ) 43. The temperature throughout Mexico is hot during the entire year.
( ) 44. The islands of the West Indies are really the tops of a high, rugged mountain chain.
( ) 45. One of the principal exports of Cuba is sugar.
( ) 46. Of all the continents Europe has the greatest proportion of land which is suitable as a home for mankind and as a place for farming and manufacturing.
( ) 47. The Gulf Stream is a great current of warm water that flows from the tropical part of the Atlantic Ocean toward the western coast of Europe.
( ) 48. Norway is a great manufacturing country.
( ) 49. The chief export of Great Britain is raw materials.
( ) 50. England’s location has made her the world’s greatest center for trade and travel.
( ) 51. England imports much coal with which to carry on her manufacturing.
( ) 52. The people of Holland have increased the size of their country by building dykes out into the ocean and draining the land cut off from the sea in this way.
( ) 53. France is a more important manufacturing nation than is England.
( ) 54. The Nazis government of Germany was noted for its democratic political views.
( ) 55. Wheat is one of the leading products of Russia.
( ) 56. The Pyrenees Mountains are in northern Africa.
( ) 57. The Balkan States lack raw materials because they are so old that all the natural resources have been exhausted.
( ) 58. Since medieval times the Mediterranean Sea has been important commercially.
( ) 59. Irrigation with the water of the Nile River keeps Egypt from being a desert land.
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61. The average rainfall is low for all parts of Africa.

62. Gold and diamonds are important products of South Africa.

63. Siberia, as one of the world's great grain reserves, is of less value than its area would indicate because its rivers are commercially of little value.

64. India is a politically independent country.

65. The area of Japan is about equal to that of the part of the United States east of the Mississippi River.

66. Japan is looking for a land to which her people may move because the Japanese Islands are so densely populated.

67. China's large population is scattered evenly over her large land area.

68. Manufacturing in China is extensive.

69. The chief export of China is raw silk.

70. Almost all of India is a desert.

71. The highest mountain range in the world is the Himalaya.

72. The Philippine Islands are under the control of Great Britain.

73. All the countries of South America are politically independent.

74. A great mountain wall extends down the eastern coast of South America.

75. The most important industry of the Amazon region is that of gathering rubber.

76. Since Venezuela is in the northern part of South America, the average temperature of that country is very similar to that of Northern Canada.

77. The wealth of South America consists largely of raw materials.

78. The chief export of Australia is wool.

79. The population of Australia is greater than that of the United States.

80. The chief export of the Hawaiian Islands is sugar.

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PART III

DIRECTIONS: Place the number of the part which makes the best answer to the statement in the parenthesis before the statement, as in the example.

Example:


In this example "Pennsylvania" is the correct answer; therefore, a figure 1 has been placed in the parenthesis.

( ) 81. The raising of many crops on one farm is called: 1. diversified farming. 2. dry farming. 3. extensive farming. 4. intensive farming.

( ) 82. The winds which blow toward the equator are called the: 1. sirocco. 2. trade winds. 3. monsoon. 4. prevailing westerly winds.

( ) 83. The distance north or south of the equator measured in degrees is called: 1. longitude. 2. gravitation. 3. equinox. 4. latitude.

( ) 84. An eclipse of the sun occurs when: 1. the earth is between the moon and the sun. 2. the sun is between the earth and the moon. 3. the moon is between the earth and the sun. 4. Mars is between the earth and the sun.

( ) 85. The Red River Valley of the North is a: 1. spring wheat region. 2. winter wheat region. 3. corn region. 4. cotton region.

( ) 86. The Florida keys are: 1. railroads. 2. lakes. 3. islands. 4. cities.

( ) 87. A drought-resisting crop is: 1. cotton. 2. corn. 3. kaffir. 4. oats.


( ) 89. The canal which connects Lake Superior with Lake Huron is the: 1. Soo. 2. Erie. 3. Suez. 4. Welland.

( ) 90. The "Father of Waters" is the: 1. Mississippi River. 2. Great Lakes. 3. Mediterranean Sea. 4. Missouri River.


( ) 92. Hard coal is known as: 1. bituminous. 2. anthracite. 3. coke. 4. drift.

( ) 93. Minneapolis is a center for: 1. sugar refining. 2. flour milling. 3. textile manufacturing. 4. salt mining.

( ) 94. Atlantic City is known as a: 1. mining town. 2. flour milling center. 3. wool market. 4. pleasure resort.
95. Chicago has become a great railroad center because: 1. it is located on the Ohio River. 2. it has immense wealth to build railroads. 3. it is located at a natural meeting point of trade routes. 4. it is on the Mississippi River.

96. The most highly industrialized country in South America in the decade following the World War was: 1. Brazil. 2. Peru. 3. Argentina. 4. Colombia.

97. The country which leads in the production of coffee is: 1. Chile. 2. Argentina. 3. Brazil. 4. Uruguay.

98. The canal which shortens the distance of ships traveling between the Pacific and Atlantic ports of the United States is the: 1. Kiel. 2. Welland. 3. Erie. 4. Panama.

99. The Spaniards were first attracted to the Andean countries by the: 1. fertile land. 2. variety of plants. 3. precious metals. 4. raw materials for manufacturing.

100. The portion of South America having a climate most nearly like that of the United States is: 1. Brazil. 2. northern South America. 3. Argentina and Chile. 4. Peru and Ecuador.


102. The form of government in France immediately after the World War was: 1. Fascist. 2. Republican. 3. Monarchial. 4. Soviet.


104. Lyons is one of the important cities of France because: 1. it has extensive silk manufacturing. 2. it is located in the fruit growing section. 3. it is one of the leading seaports for shipping on the Mediterranean Sea. 4. it has extensive wool manufacturing.


106. The largest country in Europe is: 1. Russia. 2. France. 3. Czechoslovakia. 4. Germany.

107. The most prosperous farming region of Italy is: 1. around Naples. 2. the coastal region of the Gulf of Taranto. 3. the Tiber Valley. 4. the Po Valley.

108. The importance of the Balkan States lies in their: 1. intensive agriculture. 2. large manufacturing plants. 3. strategic geographical location. 4. artistic productions.

109. Alsace-Lorraine is noted chiefly for its: 1. iron ore. 2. food products. 3. tapestries. 4. wines.

110. The chief export of India is: 1. rice. 2. cotton. 3. cloth. 4. sugar.

111. China is very weak because: 1. it has no minerals. 2. the Chinese have refused to adopt modern methods of civilization. 3. the land is poor. 4. it is sparsely settled.


114. Australia is an important British possession because: 1. it produces much cotton. 2. it is covered with forests and grass lands. 3. it trades its wool, meat, and other raw materials for England's manufactured goods. 4. it is an effective prison island for English offenders.


116. The Hawaiian Islands are valuable to the United States chiefly as a: 1. naval base and a coaling and repair station for ships. 2. potential mining region. 3. winter resort for tourists. 4. rich agricultural region.


118. The home of the yellow race is: 1. Africa. 2. Asia. 3. Australia. 4. Europe.


120. The country on the southern boundary of the United States is: 1. Mexico. 2. Canada. 3. Panama. 4. Chile.
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64. India is a politically independent country.

65. The area of Japan is about equal to that of the part of the United States east of the Mississippi River.

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85. The Red River Valley of the North is a: 1. spring wheat region. 2. winter wheat region. 3. corn region. 4. cotton region.

86. The Florida Keys are: 1. railroads. 2. lakes. 3. islands. 4. cities.

87. A drought-resisting crop is: 1. cotton. 2. corn. 3. kaffir. 4. oats.


89. The canal which connects Lake Superior with Lake Huron is the: 1. Soo. 2. Erie. 3. Suez. 4. Weland.

90. The "Father of Waters" is the: 1. Mississippi River. 2. Great Lakes. 3. Mediterranean Sea. 4. Missouri River.


92. Hard coal is known as: 1. bituminous. 2. anthracite. 3. coke. 4. drift.

93. Minneapolis is a center for: 1. sugar refining. 2. flour milling. 3. textile manufacturing. 4. salt mining.

94. Atlantic City is known as a: 1. mining town. 2. flour milling center. 3. wool market. 4. pleasure resort.
95. Chicago has become a great railroad center because: 1. it is located on the Ohio River. 2. it has immense wealth to build railroads. 3. it is located at a natural meeting point of trade routes. 4. it is on the Mississippi River.

96. The most highly industrialized country in South America in the decade following the World War was: 1. Brazil. 2. Peru. 3. Argentina. 4. Colombia.

97. The country which leads in the production of coffee is: 1. Chile. 2. Argentina. 3. Brazil. 4. Uruguay.

98. The canal which shortens the distance of ships traveling between the Pacific and Atlantic ports of the United States is the: 1. Kiel. 2. Welland. 3. Erie. 4. Panama.

99. The Spaniards were first attracted to the Andean countries by the: 1. fertile land. 2. variety of plants. 3. precious metals. 4. raw materials for manufacturing.

100. The portion of South America having a climate most nearly like that of the United States is: 1. Brazil. 2. northern South America. 3. Argentina and Chile. 4. Peru and Ecuador.


102. The form of government in France immediately after the World War was: 1. Fascist. 2. Republican. 3. Monarchial. 4. Soviet.


104. Lyons is one of the important cities of France because: 1. it has extensive silk manufacturing. 2. it is located in the fruit growing section. 3. it is one of the leading sea ports for shipping on the Mediterranean Sea. 4. it has extensive wool manufacturing.


106. The largest country in Europe is: 1. Russia. 2. France. 3. Czechoslovakia. 4. Germany.

107. The most prosperous farming region of Italy is: 1. around Naples. 2. the coastal region of the Gulf of Taranto. 3. the Tiber Valley. 4. the Po Valley.

108. The importance of the Balkan States lies in their: 1. intensive agriculture. 2. large manufacturing plants. 3. strategic geographical location. 4. artistic productions.

109. Alsace-Lorraine is noted chiefly for its: 1. iron ore. 2. food products. 3. tapestries. 4. wines.

110. The chief export of India is: 1. rice. 2. cotton. 3. cloth. 4. sugar.

111. China is very weak because: 1. it has no minerals. 2. the Chinese have refused to adopt modern methods of civilization. 3. the land is poor. 4. it is sparsely settled.


114. Australia is an important British possession because: 1. it produces much cotton. 2. it is covered with forests and grass lands. 3. it trades its wool, meat, and other raw materials for England's manufactured goods. 4. it is an effective prison island for English offenders.


116. The Hawaiian Islands are valuable to the United States chiefly as: 1. naval base and a coaling and repair station for ships. 2. a potential mining region. 3. a winter resort for tourists. 4. rich agricultural region.


118. The home of the yellow race is: 1. Africa. 2. Asia. 3. Australia. 4. Europe.


120. The country on the southern boundary of the United States is: 1. Mexico. 2. Canada. 3. Panama. 4. Chile.
PART I

DIRECTIONS: Read the following sentences carefully. If a statement is true, place a plus (+) in the parenthesis before the statement, as in example A below. If the statement is false, make a minus (—) in the parenthesis before it, as in example B. Make the + and the — small and clear.

Examples: (+) A. George Washington was the first president of the United States.
(—) B. Woodrow Wilson was elected president of the United States in 1860.

1. The contribution of the Hebrews to American life was in the field of religion.
2. The purpose of the Crusades was to capture the Holy Land from the Turks.
3. The Renaissance or “Revival of Learning” began in Italy during the latter part of the fifteenth century.
4. Columbus explored the mainland of North America.
5. The desire to establish homes in the New World was the principal reason for the coming of the Spanish.
6. One reason for rivalry between England and Spain was their religious differences.
7. With the defeat of the Invincible Armada the supremacy of the seas passed from Spain to England.
8. The English colonists from the first came to America with the idea of establishing permanent homes.
9. The House of Burgesses of Virginia, which met in 1619, was the first legislative body in North America.
10. After England became a Protestant nation, religious toleration was accorded to all.
11. The colony of Massachusetts Bay gave religious and political liberty to all persons.
12. In Maryland any Christian might worship as he pleased without losing his political rights.
13. The “patron system” of land holding flourished in Georgia.
14. The West India Company was a Dutch company which made settlements along the Hudson, Delaware, and Connecticut Rivers.
15. All of the French colonies were located in what is now Canada.
16. The Frenchmen in the New World were given self-government.
17. As a result of the French and Indian War, England took Canada from France.
18. The local unit of government in the Southern colonies was the county.
19. In the English colonies there were free public schools for all children.
20. England wished to keep English trade in English hands after the close of the French and Indian War.
21. The tax which the English placed on tea was so high that the colonists could not afford to buy the tea.
22. The Townshend Acts were passed by the New England Confederation in protest to the actions of the English Parliament.
23. The first battle of the Revolutionary War came after the colonists had written the Declaration of Independence.
24. The Articles of Confederation created a strong central government.
25. The Second Continental Congress was in session during the War for Independence.
26. The Constitution, as drafted in 1787, provided for the admission of thirty-five new states.
27. The president of the United States has the power to levy and collect taxes without asking the help of state governments.
28. Each state has an equal representation in the Senate.
29. Alexander Hamilton believed that all debts contracted by the separate states prior to the adoption of the Constitution should be cancelled.
30. The Whisky Rebellion was an attempt to evade the prohibition amendment to the Constitution.
31. The Kentucky and Virginia Resolutions declared that the states might refuse to obey federal laws.
32. Napoleon was emperor of France at the time of the Louisiana Purchase.
33. Oregon was a part of the territory of Louisiana.

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34. As a result of the War of 1812, the United States gained a part of the territory which formerly belonged to Canada.

35. The Monroe Doctrine declared that the United States would force the European nations to give up the power of intervention they then held in America.

36. After the War of 1812 a tariff was passed to protect the American industries which were developed during the war.

37. The abuses of the factory system soon led to bitter feeling between labor and capital.

38. The X. Y. Z. Affair pertained to a secret organization in the North which tried to free the slaves.

39. The South, prior to the Civil War, favored a high protective tariff.

40. Jackson favored the establishment of a national bank.

41. The territory of Texas was bought from Mexico.

42. The invention of the cotton gin made possible the cheap production of cotton in large quantities.

43. By "squatter sovereignty" is meant the right of the people living within a territory to decide whether slavery shall be legal in that territory.

44. Prior to the Civil War, the North was wealthier than the South.

45. England sent troops to America to aid the South during the Civil War.

46. The Battle of Gettysburg was the turning point of the Civil War.

47. The Union Pacific Railway was built principally by slave labor.

48. The Grange was the first organized farmers' movement.

49. The frontier tended to develop a feeling of democracy.

50. Strikes are forbidden by state law in nearly all the states.

51. In 1936 the number of immigrants arriving from Europe was greater than the number which arrived in 1900.

52. Iron-clad vessels came into use during the Civil War.

53. The improved conditions of transportation and communication are responsible for many great changes in American life.

54. Arbitration means the peaceful settlement of a dispute by a group of persons agreed upon by both contending parties.

55. The Nineteenth Amendment to the Constitution has to do with child labor.

56. The boundary between Canada and the United States is highly fortified.

57. The Philippine Islands are under the political control of Japan.

58. Candidates for the presidency of the United States are nominated by means of the direct primary.

59. The conservation of natural resources is one of the important problems facing the American people.

60. The Hohenzollern family was ruling in Germany at the time of the outbreak of the World War.

61. Russia was a democracy at the time of the outbreak of the World War.

62. Woodrow Wilson opposed the idea of the United States entering the League of Nations.

63. George VI succeeded to the throne of England after the abdication of Edward VIII.

64. The so-called "Lame Duck" amendment to the Constitution provides that the newly-elected Congress shall regularly take office in the January following the election.

PART II

DIRECTIONS: Each of the following statements may be completed in four ways. Three of these are right, and one is wrong. In the parenthesis at the left of the statement place the number of the incorrect part.

Example:

(3) One of the presidents of the United States was: 1. Washington. 2. Lincoln. 3. Smith. 4. Wilson. Smith was not a president of the United States; therefore, the figure "3," the number of this answer, has been placed in the parenthesis.

65. The Spanish settlers: 1. built towns on a grand scale. 2. set up the first printing press in America. 3. often married Indian women. 4. treated the Indians with respect.

66. The Puritans came to America: 1. for religious freedom. 2. to look for gold in the new world. 3. because they wished to make a better living. 4. because they desired free government.

67. English colonies were governed: 1. under a charter. 2. by a trading company. 3. directly by Parliament. 4. by a proprietor.

68. There were better schools in New England than in the southern colonies because: 1. the people of the South were too poor to maintain schools. 2. wealthy planters of the South had private tutors for their sons. 3. the people of New England lived closer together. 4. the New England settlers wanted the children to study the Puritan religion.

69. The Declaration of Independence stated: 1. all men are created equal. 2. the reasons the colonies had considered the English government unjust. 3. that these united colonies are, and of a right ought to be, free...
and independent states. 4. the people of the colonies should establish a constitution for the United States of America.

( ) 70. Hamilton's financial policy included: 1. an excise tax. 2. establishment of a national bank. 3. assumption of state debts. 4. purchase of Louisiana Territory.

( ) 71. The Northwest Ordinance of 1787 provided that: 1. in due time states should be formed and admitted to the union. 2. slavery should be forbidden. 3. a state supported church should be organized. 4. lands should be set aside to maintain public schools.

( ) 72. The Constitution: 1. gave more power to the state governments than did the Articles of Confederation. 2. was based largely on England's experience in government. 3. provided for a two-house system of legislature. 4. provided for three departments of government.

( ) 73. The Federalist Party believed in: 1. strong central government. 2. protective tariff. 3. national bank. 4. agricultural regulations.

( ) 74. The Louisiana Territory: 1. was purchased from Spain. 2. was explored by Lewis and Clark. 3. was purchased by Jefferson. 4. cost the federal government fifteen million dollars.

( ) 75. The Oregon Territory: 1. was claimed by both the United States and Great Britain. 2. was the basis for the slogan "Fifty-four forty, or fight." 3. was obtained by the United States as a result of the war of 1812. 4. north of the 49th parallel was left to Great Britain.

( ) 76. Texas: 1. was admitted as a state to the United States before the Mexican War. 2. was readily accepted as a state by the northerners in Congress. 3. was settled largely by pioneers from the states. 4. was admitted by an extraconstitutional method.

( ) 77. The Industrial Revolution: 1. in America came before that in England. 2. resulted in concentration of people in cities. 3. took place more rapidly in the North than in the South. 4. made mass production possible.

( ) 78. Railroad building in the United State: 1. began with the building of the Baltimore and Ohio Railroad. 2. was opposed by western settlers. 3. progressed more rapidly in the North than in the South. 4. was aided by land grants from the federal government.

( ) 79. Nullification: 1. was advocated by Calhoun. 2. was attempted in the Kentucky and Virginia resolutions. 3. means secession from the Union. 4. was opposed by Jackson.

( ) 80. Labor unions: 1. grew up as a result of the low wages of unskilled labor. 2. grew up as a bargaining agency opposed to capital. 3. began as small local unions. 4. were encouraged by capitalists.

( ) 81. Education: 1. was first controlled by the church. 2. supported by public taxation was proposed by Horace Mann. 3. was more nearly universal in the South than in the North. 4. on the college level came before that of the high school.

( ) 82. Slavery: 1. was introduced in the United States in 1619. 2. was declared illegal by the Dred Scott decision. 3. was the real issue behind the organization of the Republican party. 4. was especially profitable in the South after the invention of the cotton gin.

( ) 83. The Emancipation Proclamation: 1. was a decision of the Supreme Court. 2. was an act of war. 3. freed slaves only in that part of the United States which was at war against the federal government. 4. made England more sympathetic with the North.

( ) 84. The Homestead Law of 1862: 1. had long been demanded by the western settlers. 2. provided that any citizen could take up 160 acres of public lands. 3. provided special favors for Northern soldiers. 4. was successful in preventing exploitation of the public domain.

( ) 85. A federal income tax: 1. was declared unconstitutional by the Supreme Court. 2. was made possible by a constitutional amendment. 3. places taxes on the man who is able to pay. 4. was opposed by laborers.

( ) 86. The United States entered the Spanish-American War because: 1. the United States wanted the Hawaiian Islands. 2. Americans sympathized with the Cubans. 3. the United States thought Spain was responsible for sinking the "Maine." 4. American business interests in Cuba were ruined by the revolution.

( ) 87. The "Alabama Claims" were: 1. brought against England for damages done to our merchant vessels during the Civil War. 2. settled peaceably by arbitration. 3. concerned the payment to Alabama for the damage done by the army of the North. 4. settled by England's paying $15,500,000 to the United States.
Definite steps in the direction of world peace were the:
2. Establishment of a World Court.
4. Adoption of high protective tariffs.

Important questions that arose at the close of the World War were:
1. Need for governmental economy.
2. Creation of a Federal Reserve Banking System.
3. Reduction of immigration.
4. Ownership and operation of railroads.

PART III

Directions: From the list of answers in Column II select the name or term which matches each item of Column I, and write the number of the answer in the parenthesis at the left of the item. The answers of one section may be matched with the items in Column I of the same section only. The example has been correctly marked.

Example: (18) Author of "Tom Sawyer"

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>90. Founded American Red Cross</td>
<td>1. Adams</td>
</tr>
<tr>
<td>91. Inventor of telephone</td>
<td>3. Bell</td>
</tr>
<tr>
<td>92. First leader of the Mormons in the Far West</td>
<td>5. Cooley</td>
</tr>
<tr>
<td>93. Man who invented process of vulcanizing rubber</td>
<td>7. Franklin</td>
</tr>
<tr>
<td>95. French general who helped American Colonies during the Revolution</td>
<td>11. Lafayette</td>
</tr>
<tr>
<td>96. Famous &quot;Liberty or Death&quot; speech</td>
<td>12. Lodge</td>
</tr>
<tr>
<td>97. First man to fly over both the North and South Poles</td>
<td>13. Magellan</td>
</tr>
<tr>
<td>98. Helped to settle Jamestown</td>
<td>14. Mann</td>
</tr>
<tr>
<td>99. First man to sail across the Pacific Ocean</td>
<td>15. Peary</td>
</tr>
<tr>
<td>100. Leader of fight in United States Senate against the United States becoming a member of League of Nations</td>
<td>16. Pershing</td>
</tr>
<tr>
<td>101. Author of &quot;Leatherstocking Tales&quot;</td>
<td>17. Smith</td>
</tr>
<tr>
<td>102. American who won the help of France for the American colonies during Revolutionary War</td>
<td>18. Twain</td>
</tr>
<tr>
<td>103. First vice-president of the United States</td>
<td>19. Willard</td>
</tr>
<tr>
<td>104. Leader of American expeditionary forces in France in World War</td>
<td>20. Young</td>
</tr>
</tbody>
</table>

PART IV

Directions: In each of these events is a list of historical events. Select the event which is the most recent, and place its number in the parenthesis at the left. The example has been correctly marked.

Example: (4) 1. The administration of Washington
2. The administration of Wilson
3. The administration of Lincoln
4. The administration of Hoover

| 116. | 1. Purchase of Alaska |
| 117. | 1. Missouri Compromise |
| 118. | 1. The Albany Plan of Union |
| 119. | 1. Japanese Exclusion Act |
| 120. | 1. Kentucky and Virginia Resolutions |

Absence of government
Anarchy
Australian ballot
Australian ballot
Belligerent
Belligerent
Dictatorship
Dictatorship
Embargo
Embargo
Gerrymandering
Gerrymandering
Initiative
Initiative
Monopoly
Monopoly
Neutral
Neutral
Nullification
Nullification
Public utility
Public utility
Referendum
Referendum
Secession
Secession
Short ballot
Short ballot
United States law
United States law

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Now read the sample exercise.

Little John ran down the road. He had a reading book in one hand, a spelling book in the other, and a lunch-box under his right arm.

Now, when the signal to begin is given, read as many of the following exercises as you can, and answer the questions that belong with each exercise. You will have exactly fifteen (15) minutes.

1. (3) The person who told Harry not to get up was his:
   1. brother. 2. father. 3. sister. 4. mother.

2. (2) Harry's mother was surprised because he:
   1. stayed in bed. 2. was dressed. 3. prepared breakfast. 4. lighted the fire.

3. ( ) The month was:

4. ( ) The number of roads meeting at the farmhouse was:
   1. two. 2. five. 3. three. 4. four.
More than three hundred years ago, there was, upon the banks of the River James, an encampment of Indians. The people lived in long, low houses made of bark and boughs, each one large enough to hold twenty families.

Peter crossed his arms and swung around on one leg. He could do the corkscrew, skate backward as easily as forward, and lie so low and near the ice that he might have kissed it. All these stunts he did as easily and neatly as one turns around on the parlor floor.

Elephants have been used for doing roadwork in Texas. In order to get Spencer Highway between Houston and the coast completed on schedule, a herd of idle circus elephants nearby was drafted. Crowds watched the huge beasts switch cars of gravel, push heavily loaded trucks out of mudholes, lift logs, spray fountains of water on the roadway, and do everything else asked of them.

The world’s tallest lighthouse stands on tiny Lehua Island, one of the Hawaiian group, on a ledge 707 feet above the Pacific. Because Lehua is very dangerous to climb, the light is so equipped with electrical devices that it will keep on shining for a year, unattended. Lighthouses usually stand but 100 to 200 feet above the water, though one on the California coast rises to 422 feet.

The door of Scrooge’s counting-house was open that he might keep his eye upon the clerk who was copying letters. Although it was cold, biting weather, Scrooge had but a small fire to keep himself warm; and the clerk’s fire was much smaller. He couldn’t replenish it, for Scrooge kept the coal box in his own room; and as surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part.

1. in a valley. 2. along a river. 3. on the prairie. 4. on a plain.

1. big. 2. small. 3. of stone. 4. high.

1. fairly well. 2. as well as many. 3. better than many. 4. not at all.

1. roller skates. 2. ice. 3. the parlor floor. 4. the sidewalk.

1. other road gangs. 2. the African jungles. 3. a group of circus animals. 4. India.

1. sprayed the roadway. 2. spread cement. 3. helped tear up the old roadway. 4. frightened the crowd.

1. only the road workers. 2. the owners of the elephants. 3. no one. 4. a great many people.


1. once a day. 2. twice a week. 3. once a year. 4. once every two years.


1. copying letters. 2. helping customers. 3. counting money. 4. caring for the fire.

1. the clerk’s room. 2. Scrooge’s room. 3. the basement. 4. the kitchen.

1. friendly. 2. generous. 3. hard hearted. 4. sympathetic.
You don’t have to be a mechanic to understand the difference between gasoline that knocks and gasoline that drives your car with full-powered ease. Listen to the motor of your own car. And remember, what sounds like only click-click-click from the driver’s seat would be a violent knock if heard through a stethoscope. Knock damages engine parts, runs up repair bills, wastes gasoline and oil, overheats the motor, and robs you of the fine performance your car should give.

According to the paragraph, engine-knock is caused by:
1. poor oil. 2. poor driving. 3. poor gasoline. 4. a poor motor.

A stethoscope is an instrument for:
1. measuring distance. 2. magnifying sound. 3. measuring vibrations of the earth. 4. measuring heat.

Knock:
1. damages tires. 2. wastes gasoline. 3. makes the car run more smoothly. 4. has no effect on the car.

You’ve perhaps heard “Scotty” over the radio, and been told that he plays the piano with hands encased in mittens. It’s all true, though you might be tempted to wonder why he does it? But Henry Scott delights his hearers with anything from jazz to Liszt’s Second Hungarian Rhapsody.

He has developed his stunt of playing with heavy, wool knit mittens to a remarkable degree. He never plays for any one without them.

His stunt was first conceived when he came in one afternoon from skating and, sitting down at the piano without removing his mittens, found that by careful manipulation he could play in spite of the heavy yarn coverings on his hands. The stunt has developed for him a great deal of technique which he believes he could not possibly have developed without something like the mittens to hinder his playing.

“Scotty” plays:
1. only jazz. 2. only classical music. 3. neither jazz nor classical music. 4. all types of music.

Scott wears the mittens:
1. because his hands are deformed. 2. to keep his hands warm. 3. because the idea of playing with mittens on fascinates him. 4. to keep his hands clean.

The musician believes the mittens have:
1. kept him from developing a technique. 2. made it impossible for him to play certain types of music. 3. had no effect on his playing. 4. helped him develop a technique.

The beauty and richness of the country were almost as appealing to Daniel Boone as the abundance of game. Everywhere great forests, broken here and there by smaller patches of prairie and meadow, covered the land. The forest trees were mainly hard-woods, oak, hickory, beech, black and white walnut, tulip, and coffee-berry. They grew with high branches and comparatively little underbrush, so that it was easy to walk or ride among them. From tree to tree flitted song birds of many kinds; and the red birds, with their loud, clear whistling and their bright plumage, were especially cheerful as companions of the forest. Everywhere flowed streams and springs of crystal cold water. The climate on the whole was mild and temperate, the sun nearly always shining, and the winter short and gentle.

In the forest grew:
1. elm and poplar trees. 2. soft pine. 3. cottonwood trees. 4. oaks and white walnut trees.

Walking in the forest was:
1. easy. 2. difficult. 3. impossible. 4. dangerous.

As companions in the forest, Daniel Boone had:
1. his family. 2. a group of trappers. 3. his dogs. 4. birds.

The extreme northern end of South America is farther from the extreme southern end than Panama is from Greenland. At the southern tip is a high rocky cape; at the northern tip the mountains reach the sea; and between them is the great Andean mountain system which is a world by itself. This mountain world is high and cool, even where the hot tropic lowlands lie at its feet. Some of the world’s highest volcanoes are Andean peaks, the smoking tops of which are covered with perpetual snow. Dust blown out from these volcanoes has made much rich valley land between the ranges.

The cape mentioned in the paragraph is in:

The climate of the Andean mountain world is:
1. tropical. 2. warm. 3. rainy. 4. cool.

As a result of volcanic action, there have been benefits to:
1. agriculture. 2. mining. 3. lumbering. 4. mountain-climbing.
A soil is fine earthy matter in which plants will grow. It may be mixed with coarse or even stony materials, or it may be entirely fine and free from stones. If the soil is sandy, the farmer calls it a light soil. Water readily drains out of such soils, and plants growing in them often suffer from lack of moisture. Sandy soils are in many cases less fertile than others. If the soil is clayey, the farmer calls it heavy. Sometimes it holds too much water, and care must be taken not to work it, when it is wet, or it may bake under the sun's heat into hard lumps. If the soil is a mixture of sand and clay, it is a loam. Many of the soils that are the most productive are loams.

Glaciers once covered most of the land north of the Ohio and Missouri Rivers with great mountains of ice. The glaciers began to form long ago when the winters became longer and colder for a time. North of the Great Lakes it was so cold for such a long time that the snow did not melt but lay on the ground even in summer. Each year it piled higher and higher until the weight of the snow on top pressed the snow underneath into solid ice. Finally the pile began to move. The huge mass, or glacier, pushed its way southward for hundreds of miles, until it reached the place where the sun was warm enough to melt the ice as fast as it pushed down from the north.

The biggest surprise and the biggest thrill I ever got anywhere came on a forbidden trek through the Siamese jungles near the Burma border line. That's where the hamadryads mate and breed, fight and kill. The fiercest, fightingest, fastest snake alive; the only snake which can outrun a horse; the only snake that will attack a man on sight—that's the ring cobra, more properly known as the hamadryad. You don't hunt the hamadryad; he hunts you. He's sixteen feet of coiled and poisoned fury. His hood, when puffed out like the black cobra, is almost as wide as this page. He's king of the serpents, roving terror of the Siamese jungle lands.

For every $2 spent on elementary and secondary school pupils, we spend $1.50 to control the criminal. There are more than 25,000,000 pupils in these schools. How many criminals there are, no one can say with certainty, but it is clear that the per capita outlay of society on its criminals far exceeds the per capita expenditure for its children.

It costs on the average about $400 a year to maintain a delinquent in a public institution, and somewhat less than $100 for each public school pupil. In a sense, then, if the $100 spent annually on each public school pupil does not produce a good citizen, the state must pay later three or four times that amount for penal or correctional treatment.
Tommy
**TABLE OF MENTAL AGE EQUIVALENTS OF SCORES**

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</tr>
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<td>43</td>
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</tr>
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<td>34</td>
<td>11-6</td>
<td>51</td>
<td>Above 13</td>
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</table>

1 It has not seemed wise to attempt to derive mental age equivalents above age 13. In finding the IQ's of retarded children who are more than thirteen years old, the chronological age should be treated as thirteen only, and the IQ recorded as "or below." In the case of children who earn scores above 40, the mental age should be recorded as "13 or above" and the IQ as "or above."
GOODENOUGH INTELLIGENCE TEST

KEY¹

1. Head present.
2. Legs present.
3. Arms present.
4a. Trunk present.
4b. Trunk proportion.
4c. Shoulders present.
5a. Attachment of limbs. (A)
5b. Attachment of limbs. (B)
6a. Neck present.
6b. Neck outline.
7a. Eyes present.
7b. Nose present.
7c. Mouth present.
7d. Features in two dimensions.
7e. Nostrils shown.
8a. Hair present.
8b. Hair detail.
9a. Clothing present.
9b. Two articles non-transparent.
9c. Entirely non-transparent.
9d. Four articles shown.
9e. Complete costume.
10a. Fingers present.
10b. Number correct.
10c. Detail correct.
10d. Thumb shown.
10e. Hand shown.
11a. Arm joints.
11b. Leg joints.
12a. Proportion. Head.
12b. Proportion. Arms.
12c. Proportion. Legs.
12d. Proportion. Feet.
12e. Two dimensions.
13. Heel.
14a. Coördination. Lines A.
14b. Coördination. Lines B.
14c. Coördination. Head.
14d. Coördination. Trunk.
14e. Coördination. Arms and Legs.
15a. Ear present.
15b. Ear detail.
16c. Eye detail. Shape.
17a. Chin and forehead shown.
17b. Chin and forehead; detail.
18a. Profile A.
18b. Profile B.

¹See over for Table of Mental Age Equivalents of Scores. This Key is, of course, merely an outline and can be used only by a scorer who is thoroughly familiar with the methods of scoring each item as described in the author's book, Measurement of Intelligence by Drawings, pages 112-153 (published by World Book Company).