

AN EXPERIMENT WITH TWO METHODS OF TEACHING
SOCIAL STUDIES IN HIGH SCHOOL

- Contributions
of the Graduate School
Indiana State Teachers College
Number 560

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by
Herbert John Klausmeier
August 1947

The thesis of Herbert J. Klausmeier,
Contribution of the Graduate School, Indiana State
Teachers College, Number 560, under the title
An Experiment With Two Methods of Teaching
Social Studies in High School

is hereby approved as counting toward the completion
of the Master's degree in the amount of hours'
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Date of Acceptance July 29, 1947

ACKNOWLEDGMENTS

Acknowledgments are due to many individuals who have assisted the writer in conducting this study. The writer is indebted to Dr. J. R. Shannon, Indiana State Teachers College, for his constant guidance, assistance and encouragement; and to Dr. Olis G. Jamison and Dr. Walter O. Shriner for their helpful suggestions and criticisms concerning the final substance of the thesis.

To the teachers who devised the objective tests, Maybelle H. Batson, M. A., Columbia University, and Charles R. Epperson, M. S., Indiana University; and to Wayne Weller, M. S., Duke University, who evaluated the teaching methods, the writer is grateful. The students in the four experimental classes at Francis Joseph Reitz High School, Evansville, Indiana, gave their whole-hearted cooperation of which the writer is indeed cognizant. To my wife, Iyla J. Klausmeier, for her work in preparing the manuscript for final presentation, I owe a deep debt of gratitude.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

During the past years many methods of teaching social studies have been tried in secondary schools. A common method of instruction which has been widely used has been the reading of a textbook in class followed by discussion or recitation. A method of teaching which has proved popular at the college level has been that of the lecture. In high schools, however, the lecture method of teaching has not been widely used. It was thought that since the lecture method proved popular and effective for teaching social studies at the college level, it should be tried at the secondary level.

The writer has found no written evidence to support claims that the lecture method cannot be used effectively in teaching social studies in high schools. He, therefore, attempted to compare the lecture method with a textbook-and-recitation method at two high-school levels, the ninth grade and the eleventh grade.

I. THE PROBLEM

Statement of the problem. It is the aim of this experiment (1) to determine by means of objective tests which is the better method of teaching ninth-grade geography, the lecture method or the textbook-and-recitation method; (2) to

determine by means of objective tests which is the better method of teaching eleventh-grade United States history, the lecture method or the textbook-and-recitation method; and (3) to determine by means of a questionnaire which method of teaching is preferred by ninth-grade and eleventh-grade students in geography and United States history, respectively.

Importance of the problem. It is important to find a better method of teaching factual information in social studies at the high-school level. Many students do not receive formal education beyond high school, yet they are constantly in need of factual information to govern their actions in the matter of voting and in their participation in community life. Both history and geography are vitally important in the lives of all American citizens. Without a good knowledge of both history and geography, it is impossible for a citizen of the United States to be a world citizen. A scientific approach to the teaching of social studies in the high schools will enable teachers to choose methods of teaching which will best meet the needs of the students.

II. DEFINITIONS OF TERMS AND METHODS USED

Method of procedure. The experimental method of research was selected and the following procedure established:

- (1) Two ninth-grade classes in geography and two eleventh-

grade classes in United States history were used in an experiment running for eight weeks. These classes were taught by the writer. (2) All factors were kept constant except that in one history class and in one geography class the teacher lectured for four weeks while the other class in geography and the other class in history were being taught by the conventional mode of instruction--textbook and recitation. At the end of four weeks the method of teaching was reversed in the groups. (3) Objective tests prepared by other teachers of the same subjects were administered at the end of each four-week period. (4) At the end of the eight weeks, a questionnaire was given to the students to determine which method of teaching they preferred and why. (5) Complete records were kept showing test scores, attendance, psychological-test data, chronological ages, lesson plans covered, sample stenographic reports of lectures and recitations, an evaluation by an impartial observer, and samples of students' notes. (6) Comparison of the groups was made by mean scores and critical ratios based on standard error to determine the statistical significance of differences between the mean scores. (7) Conclusions were drawn from the statistical measures mentioned above, from the questionnaire data, and from psychological-test data showing the relative competence of the groups compared.

Lecture Method of Teaching. By the lecture method of

teaching is meant the giving of information to the students by the teacher in the form of lectures. The students, besides listening to the instructor, were required to keep notebooks. Thus the lecture method of teaching included the giving of lectures by the teacher and the taking and keeping of notes by the students.

Textbook-and-Recitation Method of Teaching. By the textbook-and-recitation method of teaching is meant the supervised reading of material assigned in a textbook followed by a discussion of the material read.

Ninth Grade. The ninth grade refers to the first year of high school in an eight-four organization of public schools. Ninth-grade students are commonly called freshmen.

Eleventh Grade. Eleventh grade refers to the third year of high school in an eight-four organization of public schools. Eleventh-grade students are commonly called juniors.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter II is a descriptive presentation of the experiment, Chapter III treats the results of the experiment as measured by objective tests, Chapter IV shows the results of the questionnaire, and Chapter V is a summary with conclusions. The appendices conclude the thesis.

CHAPTER II

DESCRIPTION OF THE EXPERIMENT

The experiment was conducted at Francis Joseph Reitz High School, Evansville, Indiana, where the writer was a teacher of social studies. The experiment was carried out with two classes in ninth-grade geography and two classes in eleventh-grade United States history. The four classes were unselected but typical of other groups in the same subjects. The writer had taught the four classes for ten weeks previous to the commencement of the experiment.

Setting up the experiment. At the beginning of the experiment, which ran for eight weeks, the students in one ninth-grade geography class and the students in one eleventh-grade United States history class were told that a new method of teaching, namely the lecture method, would be employed. They were also asked to turn in their textbooks, which were not used by the students during the lecture method of instruction. All students were requested to keep daily notes and a notebook. They were informed that their notebooks would be checked at the end of two weeks and graded at the end of four weeks.

In the other two classes, where the textbook-and-recitation method was employed as formerly, no information was

given to them that an experiment was being conducted. However, at the end of four weeks when the latter two groups were taught by lecturing, they were given the same information as the first two classes regarding note-taking; and their textbooks also were retained by the instructor.

Keeping all factors constant. The writer attempted to teach the same subject matter to corresponding classes. The textbook was used as a basis for the lectures, so the lectures were prepared to include the same factual material as contained in the textbook assignment. In each lesson plan, the time was carefully estimated and followed closely for each part of the lesson plan, so that the same amount of time would be spent in review for corresponding classes. Thus the amount of time spent by the students in the lecture class, listening and re-copying notes, was equal to that spent by the students in the textbook-recitation class in supervised study and recitation. Sample lesson plans are included in Appendix B. These plans show in detail how the corresponding classes were kept together in presentation of like subject matter.

Sample stenographic reports for the four classes on a specific day are included in Appendix C. These reports give as nearly as possible all the words spoken by the students and the instructor and show how like subject material was presented.

Corresponding classes were taught an equal number of lessons in each four-week period. When either a half day or the last period in the day was omitted, because of the dismissal of school, it was impossible to teach corresponding classes both in the ninth grade and in the eleventh grade, because in each case one met in the morning and the other in the afternoon. To meet this situation, which occurred twice, the writer devoted the entire class period in the classes which did meet to the reading of current magazines; he did not instruct them in material which was later tested.

During each four-week period at both grade levels, the reading of current magazines occupied about twenty-five minutes of time per week. This time was carefully allocated so that it was kept equal in corresponding classes. Sample Lesson Plans--Numbers II-A, II-B, IX-A, and IX-B--show how in lesson planning provision was made for magazine reading. Actual practice followed the planning.

The length of periods in minutes was constant for each day but varied from fifty to fifty-five minutes on different days. In this school of about fourteen-hundred enrollment, the shortened period was necessary to provide for an extra-curricular period once per week and assembly periods at different times. However, so far as this experiment is concerned, the length of periods was kept constant in corresponding classes by the nature of the school program.

An evaluation of the two methods of teaching lists the amounts of time spent in presenting each part of the lesson plan for a given day along with other data. This evaluation is found in Appendix E and illustrates how the time factor was kept constant for corresponding classes.

Isolation of teaching methods. A means of keeping the two methods of instruction isolated was the abandonment of the use of movies, out-of-class assignments, and class reports during the period of the experiment. This was done in order that those students learning by means of lecturing would not gain information through the use of books and that those studying from textbooks would not gain information through movies and class reports.

Devising tests of measurement. In order that the writer be able to determine which method of teaching was better as measured by objective tests, other teachers of the same subjects in the same high school prepared comprehensive objective tests. The ninth-grade geography tests were prepared by one teacher and the eleventh-grade history tests were prepared by another. These teachers were instructing four classes in ninth-grade geography and four classes in United States history, respectively. The writer gave these teachers an outline of the assignments in the textbook which they used as guides in preparing the tests.

It was thought that this method of preparing tests would measure more accurately the achievement of the students than had the writer prepared the tests himself. Since the tests were not seen by the writer until shortly before they were administered to the students, he had no means of unintentionally favoring any class by presenting test information during instruction periods.

In a meeting with the two teachers, the number of items per test and the type of questions were established. It was planned to construct objective tests, comprehensive as possible, yet sufficiently short so that all the students in the respective classes could finish in a fifty-minute period. In the ninth grade, the number of items was fixed at one hundred ten; in the eleventh grade, one hundred twenty-five.

For the ninth grade, the types of questions decided upon were matching and multiple choice, forty and seventy respectively. In the eleventh grade multiple choice items were used exclusively. Thus, in the ninth grade, a test of one hundred ten items--forty matching and seventy multiple choice--would be available at the end of each four-week period; and in the eleventh grade a test of one hundred twenty-five multiple choice items would be available. Samples of each test are found in Appendix F.

Determining student preferences. To ascertain which

method of teaching the students preferred, a questionnaire was administered at the conclusion of the experiment. The students were not given prior notice that this information would be requested. Each student was asked to write which method of teaching he preferred and why. The results of this questionnaire are treated in Chapter IV.

Establishing records of the students. From office files maintained by the high school, intelligence quotients, chronological ages, and actual grade placement of the students were obtained. Attendance and test records were kept by the instructor. These records with the number of students are found in Appendix A.

Obtaining an evaluation of methods. To obtain an evaluation of the two methods of teaching by an experienced instructor, the writer obtained the services of the head of the social studies department at Francis Joseph Reitz High School. His observation and conclusions are listed in Appendix E.

Securing a stenographic report. The writer secured a competent stenographer to make a stenographic report of what transpired in the four experimental classes during one day. This report is included in Appendix C. The parts of this report, I, II, III, IV, may be compared with Sample Lesson Plans IV-A, IV-B, XI-B, and XI-A respectively; they are for

the same classes on the same day.

Securing samples of students' notes. Students' notes were graded at the end of four weeks of lecturing; from these, samples were taken which correspond to Lesson Plans III-B and IV-B in the ninth grade, and Lesson Plans X-B and XI-B in the eleventh grade. Also, the sample notes pertain to the same lessons as included in the stenographic reports of the ninth- and eleventh-grade lecture classes.

CHAPTER III

RESULTS OF THE EXPERIMENT

In this chapter the results of the experiment, as measured by objective tests, will be presented and analyzed in the following order: (1) The group findings in the ninth-grade geography classes, (2) The group findings in the eleventh-grade United States history classes, (3) Intelligent quotient and chronological age as contributing factors, (4) Attendance as a contributing factor, (5) Class-size as a contributing factor, and (6) General observations.

Group findings, ninth-grade geography. In the lecture class on Test One, the range of scores is from 45 to 99; the mean score is 74.48. The range of scores in the book-recitation class is from 43 to 100, and the mean is 74.35. The range of scores is greater in the book-recitation class by 3. The mean of the lecture class exceeds that of the book-recitation class by 0.13. The standard error of difference of these means is found to be 4.26, and the critical ratio is 0.03. This signifies that there are 51 chances in 100 of the difference between the true means being greater than zero, in favor of the lecture class.

In the lecture class on Test Two, the range of scores is from 48 to 92; the mean is 68.77. The range of scores in

TABLE I

RANKED SCORES OF CLASS A AND CLASS B, TEST ONE
AND TEST TWO, NINTH-GRADE GEOGRAPHY

	TEST ONE SCORES		TEST TWO SCORES	
	Class A Lecture	Class B Book- Recitation	Class B Lecture	Class A Book- Recitation
	99--1	100--1	92--1	92--1
	98--1	96--1	85--1	90--1
	97--2	94--2	84--1	87--1
	94--2	93--1	82--1	85--5
	91--1	92--1	79--1	83--1
	89--1	88--1	78--2	77--1
	88--1	87--1	76--2	76--1
	87--1	86--1	74--2	74--1
	86--2	84--1	71--1	72--1
	85--1	81--1	69--1	70--1
	84--1	80--1	67--2	69--1
	78--1	77--1	65--1	68--1
	77--1	73--1	64--1	67--1
	75--1	68--2	63--1	66--2
	71--1	67--2	61--1	65--1
	70--1	66--1	60--2	64--1
	69--1	60--1	58--1	62--1
	68--1	59--1	54--1	61--2
	67--1	56--2	52--1	59--1
	61--1	50--1	51--1	57--1
	60--3	48--1	48--1	56--1
	59--1	43--1		55--1
	58--1			53--1
	54--1			47--1
	51--1			46--1
	50--2			45--1
	45--1			44--1
Total in class	33	26	26	33
Mean score	74.48	74.35	68.77	68.39
Diff. of means	0.13		0.38	
Standard dev.	16.29	16.24	11.27	13.74
σ of mean	2.84	3.18	2.21	2.39
σ of diff.	4.26		3.26	
Critical ratio	*0.03		**0.12	

*This signifies that there are 51 chances in 100 of the difference between the true means being greater than zero.

**This signifies that there are 55 chances in 100 of the difference between the true means being greater than zero.

the book-recitation class is from 44 to 92, and the mean is 68.39. The range of scores is greater in the book-recitation class by 4. The mean of the lecture class exceeds that of the book-recitation class by a difference of 0.38. The standard error of difference of these means is found to be 3.26 and the critical ratio is 0.12. Thus there are 55 chances in 100 of the difference of the true means being greater than zero, in favor of the lecture class.

It will be noted that, as measured by both Test One and Test Two, the lecture method of teaching resulted in slightly higher mean scores. Because the chances in 100 of the difference of the true means being greater than zero are very small, it may be concluded that the lecture method of instruction proved as effective as the book-recitation. Table 1, page 13, shows the ranked scores on the two tests for the ninth-grade classes.

Group findings, eleventh-grade United States history.

In the lecture class on Test One, the range of scores is from 53 to 105; the mean is 82.83. In the book-recitation class, the range of scores is from 50 to 116, and the mean is 82.89. The range of scores is greater in the book-recitation class by 14. The mean of the book-recitation class exceeds that of the lecture class by 0.06. The standard error of difference of these means is found to be 4.03 and the critical ratio is 0.01.

RANKED SCORES OF CLASS C AND CLASS D, TEST ONE
AND TEST TWO, ELEVENTH-GRADE UNITED STATES HISTORY

TEST ONE SCORES		TEST TWO SCORES	
Class C Lecture	Class D Book- Recitation	Class D Lecture	Class C Book- Recitation
105--1	116--1	116--1	114--1
99--1	113--1	111--1	105--1
97--1	108--2	110--1	104--1
95--2	102--1	103--2	99--1
94--2	100--1	98--1	97--2
93--1	96--1	94--2	94--1
92--1	94--1	93--1	93--1
88--3	92--1	91--1	88--1
86--3	89--1	89--1	87--1
83--1	88--1	88--1	86--1
81--1	86--1	87--1	85--1
80--2	85--1	83--3	83--1
79--1	83--1	82--1	80--2
76--1	80--2	81--1	79--2
75--2	75--1	79--1	78--1
73--1	73--2	77--1	77--1
72--1	71--1	69--1	76--3
69--2	70--1	68--1	75--2
68--1	65--1	65--2	74--1
66--1	64--1	63--1	73--1
53--1	63--1	58--1	68--1
	58--1	55--1	67--1
	56--1		64--2
	50--1		
Total in class	30	27	30
Mean score	82.83	82.89	83.10
Diff. of means		0.06	
Standard dev.	11.53	16.06	12.35
σ of mean	2.11	3.09	2.25
σ of diff.	4.03	3.82	
Critical ratio	*0.01	**0.43	

*This signifies that there are 50 chances in 100 of the difference between the true means being greater than zero.

**This signifies that there are 66 chances in 100 of the difference between the true means being greater than zero.

Thus there are 50 chances in 100 of the difference between the true means being greater than zero, in favor of the book-recitation class.

In the lecture class on Test Two, the range of the scores is from 55 to 116; the mean is 84.74. The range of the scores in the book-recitation class is from 64 to 114, and the mean is 83.10. The range of scores is greater in the lecture class by 11. The mean of the lecture class exceeds that of the book-recitation class by a difference of 1.64. In computing the standard error of difference of these means, the difference is found to be 3.82; the critical ratio is 0.43. Thus there are 66 chances in 100 of the difference between the true means being greater than zero, in favor of the lecture class.

Since there are 50 chances in 100 of the difference of the true means being greater than zero in Test One, and since the actual difference in the means is only 0.06, it may be concluded that the two methods of instruction proved equally effective during the first four-week period so far as test measurements are concerned. In Test Two the difference of the means is 1.64, and there are 66 chances in 100 of the difference between the true means being greater than zero; so the lecture method of instruction proved slightly more effective during the last four-week period.

Table II, page 15, shows the total ranked achievement scores of the eleventh-grade classes.

I. Q. scores and chronological age as contributing factors. Table III and Table IV, pages 39 and 40 , give I. Q. scores, chronological ages, attendance, test scores, and class-size for the two ninth-grade geography classes. The following comparisons are revealed between Class A and Class B: (1) The mean I. Q. score in Class A is 97.83 and in Class B is 98.65; the range in Class A is from 73 to 124 and in Class B is from 77 to 121, (2) The mean chronological age in Class A is 183.9 months and in Class B is 183.0 months. The two classes used were unselected groups; however, they are very nearly alike in respect to I. Q. and chronological age. The differences in the means of the I. Q. and of the chronological age between the two classes are not considered to have affected the results of the experiment as measured by the objective tests in the ninth-grade geography classes.

Table V and Table VI, pages 41 and 42 , give I. Q. scores, chronological ages, attendance, test scores, and size-of-class for the two eleventh-grade United States history classes. The following comparisons are revealed between Class C and Class D: (1) The mean I. Q. score in Class C is 101.71 and in Class D is 101.08; the range in Class C is from 88 to 124 and in Class D is from 69 to 125, (2) The mean chronological age in Class C is 202.9 months and in Class D is 203.7 months. These two classes were also unselected groups, but are nearly alike in respect to mean I. Q. and chronological

age. The differences in mean I. Q. and mean chronological age between the two classes are so small that they are not considered to have affected the primary results of the experiment as measured by objective tests.

As noted previously, on both tests at the ninth-grade level and on the first test at the eleventh-grade level, there was a wider range of scores made by the classes which had been taught by the book-recitation method. On Test Two in the eleventh grade, there was a wider range of scores made by Class D which had been taught by lecturing during the last four weeks. This same Class D, when it was taught by the book-recitation method, showed the greatest range of scores--fourteen greater than the lecture class--on Test One. This wider range of scores on Test Two constitutes a departure from the finding that there is less range in scores when lecturing is employed. I. Q. is the determining factor here in producing this departure. The range of I. Q.'s in Class C is from 88 to 124 and in Class D from 69 to 125.

The student with the highest I. Q., 125, in Class D made the highest score, 116, on Test One and the second highest score, 111, on Test Two. (The highest score on Test Two, 116, was made by a student with an I. Q. of 115.) A student with a comparatively low I. Q. of 84 (and a scholastic record much poorer than indicated by the I. Q.) made the lowest scores--50 and 55--on Test One and Test Two, respectively. It may be

noted that the latter score decreased the range of Class D on Test Two by 5; but the class still shows a greater range in scores than Class C. I. Q. is considered to have been the primary influence which caused the range of Class D to exceed that of Class C on Test Two; and the finding remains that when I. Q.'s are comparatively equal, there is a narrower range of scores made when the lecturing method is employed.

Attendance as a contributing factor. In comparing Class A and Class B, ninth-grade geography, it is found that the average daily attendance during the first four weeks is 96.3 per cent for Class A and 95.3 per cent for Class B; during the second four weeks, it is 95.4 per cent for Class A and 96.6 per cent for Class B.

A comparison of Class C and Class D, eleventh-grade United States history, shows that the average daily attendance during the first four weeks is 95.6 per cent and 94.7 per cent, respectively; during the second four weeks it is 94.1 per cent and 92.8 per cent for Class C and Class D, respectively.

In both the ninth-grade classes and the eleventh-grade classes an arbitrary figure was set up for eliminating students from the experiment due to excessive absences. Any student with a total absence of over seven days during the eight weeks or over three days more absence between the four-week periods was eliminated. This provision for elimination of students

for the reason of absences contributed to the relatively high average daily attendance in the four classes and to the close average daily attendance between the two classes at both grade levels.

Since there are relatively slight differences in average daily attendance between Class A and Class B at the ninth-grade level and between Class C and Class D at the eleventh-grade level, the conclusion is drawn that absences did not affect the results of the experiment.

Class-size as a contributing factor. Class A and Class B, ninth-grade geography, actually had 37 and 30 students respectively; four students were eliminated from each of these classes, chiefly for the reason of excessive absences. So in the experiment, 33 were left in Class A and 26 in Class B for test purposes. In the actual teaching of the classes there were 37 and 30.

Class C and Class D, eleventh-grade history, actually had 31 and 28 students respectively. In both Class C and in Class D, one student was eliminated, so for test purposes there remained 30 and 27. During the first four weeks the total number of students in each class was 31 and 28.

In teaching the four classes, the writer spent very little time with individual students, because of the nature of the teaching method and the lack of opportunity for assist-

ing students outside of the classroom. So the difference in class-size is not regarded as a modifying factor. The students in the larger classes had an almost equal opportunity to gain knowledge with those in the smaller classes.

In the testing program, the results could have been measured more accurately had the classes been both equal and larger in number. These were unselected groups, though, and typical classes at Reitz High School; so the writer could not change them in this respect. The classes are considered both large enough and similar in size so that the results are fairly reliable at both the ninth and eleventh-grade levels.

General observations. In conducting the experiment and analyzing the results, certain experiences were brought to light which the writer had not foreseen nor fully anticipated.

On pages 194 through 205, samples of students' notes taken during lectures are given. These notes show a great difference in ability in note-taking between a ninth-grade and an eleventh-grade student. They also illustrate how much a good student can gain from a lecture and how well he can organize his material. In general, the writer found the quality of the students' notebooks superior to what he had anticipated. In grading the notes, marks of "good", "passing", and "failure" were given. Of those students' notes included in the experiment in the ninth-grade, all were considered as passing; the

failures came to those students who had to be eliminated for the reason of absence. In the eleventh grade one notebook was marked as a failure. More "good" notes were found at the ninth-grade level than at the eleventh-grade level.

Another feature which was evident, but not measured, was the enthusiasm with which the students greeted the experiment. When, on the first day of lecturing, the students found that they were going to participate in an experiment to assist the writer in finding a better method of teaching, they gave their whole-hearted cooperation. This may have been due in part to the fact that the reading of textbooks would no longer be required. However, when they returned to the textbook, they remained cooperative and generally enthusiastic.

CHAPTER IV

RESULTS OF THE STUDENT QUESTIONNAIRE

On the day following the final test, a questionnaire was administered in the four classes to determine which method of teaching the students preferred and why. Each student made a definite choice and gave at least one reason for his choice. The wording of the reasons is copied directly in most cases and interpreted in others to give the students' answers most accurately. The results of the questionnaire comprise this chapter.

Group findings, ninth-grade geography. In Class A, twenty-seven students favored the lecture method of teaching; six preferred the book-recitation method. In Class B, twenty-three favored lecturing; three favored the book-recitation method.

A total of fifty in both classes favored the lecture method compared to nine favoring the book-recitation method.

All the reasons given by those fifty favoring the lecture method are listed below. The number of times the same reason was listed by different students is shown in the right column:

- | | |
|-------------------------------------|----|
| 1. I learn more or better. | 28 |
| 2. I understand the lessons better. | 17 |

3.	I remember more by listening and writing.	15
4.	I do not like to read; or it is tiresome or boring.	13
5.	Time passes more quickly; or the lessons do not seem so long.	13
6.	It takes less time to learn the same thing.	9
7.	It is more enjoyable or interesting.	9
8.	I pay more attention; or I do not waste so much time.	6
9.	It is easier.	5
10.	I like to take notes.	5
11.	The notes are good for review.	5
12.	You brought out the most important points.	4
13.	It increases my speed in writing.	2
14.	There is less homework.	1
15.	Lecturing is different.	1
16.	I work harder.	1
17.	I can discuss the topics better.	1
18.	I do not have to talk (answer questions) in class.	1

The reasons given by the nine students favoring the book-recitation method and the frequencies follow:

1.	I can make up for days absent more easily.	4
2.	I learn better.	3
3.	The maps and charts in the book help me.	2

- | | |
|--|---|
| 4. Time passes more quickly. | 2 |
| 5. There is less chance of losing lessons. | 1 |
| 6. It is easier. | 1 |
| 7. There is too much homework recopying notes. | 1 |
| 8. I do not like to write. | 1 |

In the ninth-grade geography classes, choices were made by all students included in the experiment. Fifty of the fifty-nine students preferred the lecture method to the book-recitation method. The ratio was about five to one, or 84.75 per cent, in favor of the lecture.

Group findings, eleventh-grade history. In Class C, twenty-four students favored lecturing against six for the book-recitation method. In Class D, thirteen were in favor of the lecture compared to twelve in favor of the book-recitation method. The reasons given by the thirty-seven students who favored the lecture method are listed below. The frequencies of the reasons are given in the right column.

- | | |
|--|----|
| 1. I learn more or better. | 14 |
| 2. I remember it better. | 14 |
| 3. I understand history better. | 11 |
| 4. I do not have or like to read. | 5 |
| 5. Notes are good for review. | 5 |
| 6. It is more interesting. | 4 |
| 7. The book contains too many unimportant details. | 3 |

- | | |
|---|---|
| 8. You point out the important parts. | 3 |
| 9. It is easier. | 2 |
| 10. I pay better attention in class. | 2 |
| 11. I learn the important things more quickly. | 2 |
| 12. It is less tiresome or boring. | 2 |
| 13. There is less homework. | 2 |
| 14. The tests are easier and less confusing. | 1 |
| 15. I get a broader view of the subject. | 1 |
| 16. It will help me when I go to college. | 1 |
| 17. The lectures are well organized and
interestingly given. | 1 |
| 18. I learn faster. | 1 |
| 19. Things are explained and discussed more
fully. | 1 |
| 20. It is more convenient not to carry a book
to class. | 1 |
| 21. There is less cramming for a test. | 1 |
| 22. Notes are brief. | 1 |

The reasons given by the eighteen students favoring the book-recitation method and the frequencies follow:

- | | |
|--|---|
| 1. I learn more or better. | 6 |
| 2. Taking notes is difficult or tiresome. | 5 |
| 3. It is easier and takes less work. | 4 |
| 4. It takes less time. | 3 |
| 5. I do not get some of the important things | 2 |

in my notes.

- | | |
|--|---|
| 6. I can understand better | 2 |
| 7. Reading is more interesting. | 1 |
| 8. There is not enough discussion by the students. | 1 |
| 9. I can always refer to my book to study. | 1 |
| 10. The book presents the material better. | 1 |
| 11. Notes are too easily lost. | 1 |
| 12. I get to read more and like to do that. | 1 |
| 13. There is less homework. | 1 |
| 14. I do not study enough when you lecture. | 1 |
| 15. I learn or remember more during lectures. | 2 |

In the eleventh-grade history classes, choices were made by fifty-five of the fifty-seven students included in the experiment. Two were absent; thus no opportunity was available to secure the desired information from them. Thirty-seven of the fifty-five students preferred the lecture to the book-recitation method. The ratio was about two to one, or 67.27 per cent, in favor of the lecture.

No explanation could be advanced for the fact that so few, relatively, in Class D favored the lecturing. This group scored higher, relatively, during the lecture period. Also, when observed by the critic, this class did not do so well in response to supervised reading and discussion. The writer found that this group responded well during the lecture period

and apparently were inclined favorably toward lecturing.

Group comparison of results. A comparison of the reasons given by the eleventh-grade students and the ninth-grade students reveals that the order of the first four reasons, according to frequencies, are nearly alike among those favoring the lecture method. The only difference is that Numbers Two and Three are reversed. Since the reasons given were entirely original on the part of the students and since they were copied with little change from the students' papers, it was concluded that they reflected the students' opinions accurately. In this respect they were valuable in that they were so nearly alike.

In the lecture groups, eight of the first ten reasons given by the eleventh-grade students appeared in the first ten reasons advanced by those in the ninth-grade groups. Such close correlation did not materialize between the groups favoring the book-recitation method. However, two significant reasons were given by the ninth-grade students. Reason Number One, "I can make up for days absent more easily," was considered of special merit because no provision was made to assist the students in making up work other than during the review period and during the time used in recopying notes. When two or more students had been absent, it was impossible to give them the notes of the previous day. They usually copied from another student's notes.

A second reason, "The maps and charts in the book help me," was regarded as important because the charts and maps in the book were always available to the students during the book-recitation period. They were more complete than the wall maps and globes used and were good supplementary aids. The critic noted this in his observation of Group B, page 207.

In the eleventh-grade groups, two students who favored the book-recitation method stated that they learned or remembered more during lectures. No explanation could be found for this apparent discrepancy in their choices, but the other reasons which they listed are included in the totals for those favoring the book-recitation method.

Since fewer, relatively, favored the lecture method in Group D, the total number in the eleventh grade who preferred lecturing was proportionately lower than in the ninth grade. One main factor which influenced the ninth-grade students in choosing the lecture was the textbook. The eleventh-grade history text seemed more suitable as a text at that level than did the geography text at the ninth-grade level.

General observations. In comparing the reasons given by the students with the notes and conclusions of the critic, pages 206 through 210, interesting parallels are observed. The critic, in his evaluation, concluded that the writer's presentation of the same factual material at both grade levels was

better when employing the lecture method. His evaluation , thus shows that what he considered better was also preferred by the majority of the students.

The main reasons given by the critic for deciding in favor of the lecture method are (1) attention was better and (2) the students seemed to grasp the facts more readily. Both of these reasons have a very close connection with seven of the ten reasons most frequently listed by both the ninth and the eleventh-grade students who favored lecturing. For the sake of comparison, the latter seven reasons are restated: (1) I learn more or better, (2) I understand the lessons better, (3) I remember more by listening and writing, (4) I do not like to read; or it is tiresome and boring, (5) It is more enjoyable or interesting, (6) It is easier, and (7) I pay better attention in class. Thus the critic's reasons concerning attention and understanding of material are identical in substance with students' reasons Number Seven and Number Two, respectively, which specifically list these same points. The two reasons of the critic previously mentioned are also closely connected, but less directly concerned with the other five reasons of the students stated above.

The matter of attention was noted by the writer before the questionnaire was administered. During the supervised reading portion of the lesson, those students who read quickly not only finished reading the assigned material in a short

time, but also answered the questions quickly and had time left for distractions. Especially in the eleventh grade, many students did not answer the supervised reading questions until the recitation started, thus giving themselves free time also. In the lecture classes, all the students were usually busy writing notes. During the lectures, the writer could enliven his presentation when he noted general waning of attention with much less ill effect than he could during supervised reading. There were many students in both classes who did not understand what they read and were therefore easily distracted.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. It was the purpose of this study to discover whether the lecture or the textbook-recitation was the better method of teaching social studies in high school, and to determine which method of teaching the students preferred and why.

The experimental method of research was selected and the following procedure established: (1) Two ninth-grade classes in geography and two eleventh-grade classes in United States history, taught by the writer, were used in an experiment running for eight weeks; (2) all factors were kept constant except that in one geography class and in one history class he lectured for four weeks while the two corresponding classes he taught by the book-recitation method. At the end of four weeks, the methods of teaching were reversed in the groups; (3) objective tests prepared by other teachers of the same subjects were administered at the end of each four-week period; (4) at the end of eight weeks, a questionnaire was administered to determine student preferences; (5) complete records showing test scores, attendance, psychological-test data, and chronological ages were kept by the writer; (6) comparison of the groups was made by mean scores and critical ratios based on standard error to determine the statistical

significance of differences between the mean scores; and (7) conclusions were drawn from these statistical measures, from the questionnaire data, and from psychological-test data showing the relative competence of the groups compared.

The experiment was conducted at Francis Joseph Reitz High School, Evansville, Indiana, where the writer was a teacher of social studies. The four classes selected were known to be relatively close together in size, ability, and achievement because the writer had taught them for ten weeks previously.

All factors were kept constant (1) by using the textbook as a basis for lecturing and preparing the achievement tests, (2) by keeping the number of periods and minutes per period equal in corresponding classes, (3) by isolating the two methods of teaching through elimination of movies, out-of-class assignments, and class reports during the experiment, and (4) by having the tests prepared by other teachers.

The results of the experiment, as measured by achievement tests, were computed and show:

1. The mean of Class A, taught by lecturing, was slightly higher than the mean of Class B, textbook-recitation, on Test One; and the mean of Class B, taught by lecturing, was slightly higher than the mean of Class A, textbook-recitation, on Test Two.

2. The mean of Class C, taught by lecturing, was lower than the mean of Class D, book-recitation; however, the difference of the means, 0.06, was not thought to constitute a significant difference. The mean of Class D, taught by lecturing, was higher than the mean of Class C, book-recitation, on Test Two.
3. On Test One and Test Two, ninth-grade geography, and on Test One, Eleventh-grade history, the range of scores was less in each case for the classes taught by lecturing. On Test Two, eleventh-grade history, the range was greater for Class D, taught by lecturing, but this was due to the much greater range of I. Q. of Class D.
4. Chronological age, attendance, and class-size did not affect the results of the experiment. I. Q. did contribute to the greater range of scores on Test Two by Class D. In all other respects I. Q. did not affect the results of the experiment.
5. As measured by the questionnaire, ninth-grade students preferred the lecture method, fifty to nine; and the eleventh-grade students preferred the lecture method, thirty-seven to eighteen.

Conclusions. The following may be concluded:

1. At both the ninth-grade level and the eleventh-grade level, teaching by the lecture method resulted in slightly higher achievement. This higher achievement in itself is so small, however, as not to constitute a valid reason for using the lecture method of instruction.
2. The majority of students at both grade levels preferred to be taught by lecturing. Many think they learn more, understand the subject better, or remember more. Because of their preferences and the fact that the measured achievement was relatively high when the lecture method was employed, the writer would use this type of instruction in preference to the textbook-recitation method.
3. Attention and interest are more easily stimulated and sustained during lecturing than during supervised reading of textbooks.
4. The writer would use the textbook and other references as supplements to his lectures so that any student who had time for work outside the classroom could use such materials.
5. The writer would not use the lecture method exclusively in the teaching of social studies. He would use it only when the aim of the lesson is to establish factual information from a basic textbook. The

project or activity type of lesson would be included to stimulate group activity when such is the primary aim in presenting a lesson or unit.

6. It is recommended that those teachers of social studies who are not positive of their methods in terms of objectives and student achievement, experiment with different methods of teaching.
7. Conducting this experiment has contributed towards making the writer a better teacher. It has stimulated his interest and ambition in the teaching profession.

A P P E N D I X

APPENDIX A

TABLES SHOWING RECORDS OF THE FOUR EXPERIMENTAL CLASSES

The four tables included in Appendix A give complete data for individual classes except that (1) in Table III, I. Q. scores are omitted for three students; (2) in Table V, two I. Q. scores are omitted; and (3) in Table VI, one I. Q. score is omitted. These scores are omitted because they were not available in the records maintained by the high school, and no opportunity was available for retesting all the students.

TABLE III

INTELLIGENT QUOTIENT SCORES, CHRONOLOGICAL AGES,
ABSENCES, TEST SCORES, AND GRADE PLACEMENT
CLASS A, NINTH-GRADE GEOGRAPHY

Student Number	I. Q. Score	Chrono- logical Age	Absences First Four Weeks	Absences Second Four Weeks	Test I Score Lecture Method	Test II Score Book- Recitation	Grade Placement
1	110	184	0	0	97	69	9th
2	---	182	0	0	91	66	9th
3	124	177	0	2	97	85	9th
4	108	184	1	1	98	92	9th
5	100	191	0	0	87	85	10th
6	93	188	1	0	94	85	9th
7	98	172	1	0	67	61	9th
8	93	183	0	1	86	53	9th
9	101	173	0	0	94	85	9th
10	73	192	3	4	69	46	9th
11	---	184	1	1	86	85	9th
12	90	191	1	0	75	66	9th
13	81	204	0	0	51	47	9th
14	83	192	1	0	45	55	9th
15	105	179	1	0	60	61	9th
16	101	184	0	1	88	87	9th
17	106	180	0	0	70	67	9th
18	96	180	0	1	54	44	9th
19	93	171	0	0	85	72	9th
20	90	197	3	1	50	76	9th
21	85	195	0	1	84	62	9th
22	113	181	0	0	60	65	9th
23	94	180	2	1	59	70	9th
24	104	187	0	0	99	90	9th
25	91	173	0	0	61	57	9th
26	98	191	0	0	60	64	9th
27	95	176	1	2	58	45	9th
28	106	175	1	4	68	56	9th
29	90	182	0	0	50	68	9th
30	---	179	0	0	89	77	9th
31	110	180	3	3	78	83	9th
32	109	192	2	2	71	59	9th
33	95	191	0	1	77	74	10th
Mean	97.83	183.9			74.48	68.39	
Attendance			96.3%	95.4%			

TABLE IV

INTELLIGENT QUOTIENT SCORES, CHRONOLOGICAL AGES,
ABSENCES, TEST SCORES, AND GRADE PLACEMENT
CLASS B, NINTH-GRADE GEOGRAPHY

Student Number	I. Q. Scores	Chrono- logical Age	Absences First Four Weeks	Absences Second Four Weeks	Test I Score Book- Recitation	Test II Score Lecture Method	Grade Placement
1	110	179	0	0	100	92	9th
2	95	176	1	2	66	51	9th
3	92	181	3	1	67	65	9th
4	95	191	3	0	68	67	9th
5	94	191	1	0	77	71	9th
6	103	172	0	0	88	76	9th
7	89	187	0	1	68	76	9th
8	97	198	3	3	48	61	9th
9	110	175	0	0	81	67	9th
10	121	183	0	0	86	79	9th
11	107	176	0	0	84	69	9th
12	116	173	0	0	94	78	9th
13	96	181	2	1	93	64	9th
14	77	192	1	2	43	58	9th
15	88	193	1	1	94	74	9th
16	89	176	1	0	56	63	9th
17	101	184	0	1	73	85	9th
18	104	176	0	1	59	60	9th
19	112	175	0	0	96	82	9th
20	98	188	1	2	80	84	9th
21	78	191	1	0	50	52	9th
22	112	174	0	0	87	74	9th
23	99	186	0	0	60	60	9th
24	90	187	2	0	67	54	9th
25	81	200	1	0	56	48	9th
26	111	172	1	0	92	78	9th
Mean	98.65	183.0			74.35	68.77	
Attendance			95.3%	96.6%			

TABLE V

INTELLIGENT QUOTIENT SCORES, CHRONOLOGICAL AGES,
 ABSENCES, TEST SCORES, AND GRADE PLACEMENT
 CLASS C, ELEVENTH-GRADE UNITED STATES HISTORY

Student Number	I. Q. Score	Chrono- logical Age	Absences First Four Weeks	Absences Second Four Weeks	Test I Score Lecture Method	Test II Score Book- Recitation	Grade Placement
1	105	193	0	1	80	75	11th
2	98	207	1	2	88	77	11th
3	109	205	2	0	105	114	11th
4	---	206	0	2	94	97	11th
5	107	187	2	1	93	83	11th
6	96	211	2	2	79	67	11th
7	99	192	2	1	75	76	11th
8	99	203	1	0	86	87	11th
9	101	212	0	0	76	68	11th
10	94	206	1	1	83	73	11th
11	---	210	0	1	66	76	11th
12	109	198	1	1	75	78	11th
13	96	211	1	0	68	74	11th
14	110	197	0	1	95	94	11th
15	104	202	1	1	92	88	11th
16	103	197	0	0	86	75	11th
17	98	200	0	0	73	80	11th
18	99	195	1	1	69	64	11th
19	95	203	0	2	95	86	11th
20	99	204	1	1	86	79	11th
21	108	218	4	3	72	76	11th
22	106	196	1	0	97	97	11th
23	88	206	0	0	53	64	11th
24	124	204	1	1	94	105	11th
25	94	200	1	2	80	85	11th
26	95	210	1	3	69	80	11th
27	111	206	1	2	99	104	11th
28	95	214	0	0	81	79	11th
29	99	200	0	0	88	99	11th
30	107	193	0	1	88	93	11th
Mean	101.71	202.9			82.83	83.10	
Attendance			95.6%	94.1%			

TABLE VI

INTELLIGENT QUOTIENT SCORES, CHRONOLOGICAL AGES,
ABSENCES, TEST SCORES, AND GRADE PLACEMENT
CLASS D, ELEVENTH-GRADE UNITED STATES HISTORY

Student Number	I. Q. Score	Chrono- logical Age	Absences First Four Weeks	Absences Second Four Weeks	Test I Score Book- Recitation	Test II Score Lecture Method	Grade Placement
1	102	203	0	3	102	103	11th
2	91	206	1	0	70	82	11th
3	94	208	2	3	71	68	11th
4	110	209	0	3	96	89	11th
5	84	216	1	1	64	69	11th
6	84	216	0	1	50	55	11th
7	110	203	2	0	80	77	11th
8	125	202	0	0	116	111	11th
9	103	203	0	0	89	94	11th
10	115	192	1	1	113	116	11th
11	106	194	0	1	92	83	11th
12	100	192	2	0	63	65	11th
13	69	198	2	2	56	79	11th
14	95	194	0	0	86	88	11th
15	97	205	0	0	80	103	11th
16	108	204	1	1	108	110	11th
17	107	197	3	1	83	87	11th
18	116	199	0	1	108	98	11th
19	104	192	2	5	88	91	11th
20	115	203	4	3	75	83	11th
21	88	217	1	1	58	65	11th
22	92	221	1	2	65	58	11th
23	94	206	2	0	73	83	11th
24	102	207	0	0	85	94	11th
25	122	206	0	3	94	63	11th
26	---	200	0	0	100	93	11th
27	95	209	0	1	73	81	11th
Mean	101.08	203.7			82.89	84.74	
Attendance			94.7%	92.8%			

APPENDIX B

SAMPLE LESSON PLANS USED IN EXPERIMENT

Sample lesson plans used for seven consecutive days of teaching in the two ninth-year geography classes and for six consecutive days in the two eleventh-year history classes follow. These plans are representative of all plans used during the experiment. The textbook used in the ninth-grade geography was The Nations Today by Leonard O. Packard, Charles P. Sinnott, and Bruce Overton. The textbook used in the eleventh-grade United States history was Our Nation by Eugene C. Barker and Henry Steele Commager.

The sample plans are given in the following order (1) plans for the two ninth-grade geography classes consecutively and (2) plans for the eleventh-grade history classes consecutively. The plans for the ninth grade are numbered from I-A through VII-B and those for the eleventh grade from VIII-A through XIII-B.

SAMPLE LESSON PLAN I-A

Book-Recitation, Ninth-Grade Geography

Topic: Japan.

Aims:

1. To develop an understanding and knowledge of the geographic and climatic features of Japan.
2. To develop an understanding of the people of Japan.
3. To compare and contrast Japan and Great Britain.
4. To develop a knowledge of the industries and agriculture of Japan.

Review:

Questions and answers to establish facts concerning China.

Introduction:

China, we found, is still a very backward country. The yellow race in China has been especially slow to adopt Western methods in industry and transportation. The Japanese have learned very quickly how to make the most of their industrial resources. That was proven by the last war. Many people expected the United States to defeat Japan in a very short time, thinking the Japanese could not manufacture war

materials in great enough quantity to last against the powerful United States. We were deceived in that respect. The Japs fought a long war, from 1941 to 1945, and then would not have surrendered had it not been for the atomic bomb.

Assignment:

During the next two days we shall see what contributed most to Japanese power. The assignment in your book for today is p. 621-630.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. Locate and name the four important islands of Japan.
2. What are the principal physical features of Japan?
3. Describe the climate.
4. Who opened Japan to world trade?
5. What progress have the Japanese made since 1853?
6. What characteristics of the Japanese enabled them to advance so rapidly?
7. Compare and contrast Japan and Great Britain.
8. What are the principal agricultural products of Japan?

9. What are the mineral resources?
10. What are the chief manufactures?

Equipment and Supplies Used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN I-B

Lecture, Ninth-Grade Geography

Topic: Japan.

Aims:

1. To develop an understanding and knowledge of the geographic and climatic features of Japan.
2. To develop an understanding of the people of Japan.
3. To compare and contrast Japan and Great Britain.
4. To develop a knowledge of the industries and agriculture of Japan.

Review:

Questions and answers to establish facts concerning China.

Introduction:

China, we found, is still a very backward country. The yellow race in China has been especially slow to adopt Western methods in industry and transportation. The Japanese have learned very quickly how to make the most of their industrial resources. That was proven by the last war. Many people expected the United States to defeat Japan in a very short time, thinking that the Japanese could not manufacture

war materials in great enough quantity to last against the powerful United States. We were deceived in that respect. The Japanese fought a long war, from 1941 to 1945, and then would not have surrendered had it not been for the atomic bomb.

During the next two days you will take notes about Japan. I will show you what enabled Japan to become so powerful.

Lecture Outline:

I. Location.

- A. Island chain off northeastern Asia.
- B. Four principal islands are Honshu, Hokkaido, Shikoku, and Kyushu.

II. Physical features.

- A. Mountainous.
- B. Only one sixth of land suitable for farming.
- C. Rivers run from mountains to sea and are very short.

III. Climate.

- A. Monsoon and warm.
- B. Never cold except in Hokkaido.
- C. Rainfall very dependable year after year.
- D. Similar to California.

IV. The people.

A. Early history.

1. Old civilization not so advanced as Chinese.
2. Isolated and backward.

B. Present period.

1. Commodore Perry first went to Japan in 1853.
2. Treaty signed with Japan in 1854 allowing trade with five Japanese cities.
3. Japan advanced rapidly.
 - a. Copied Western methods in industry, commerce, education, and warfare.
 - b. Became a great world power.
 - c. People are industrious, intelligent, and extremely patriotic.
 - d. Last war reduced Japan to minor power again.

V. Comparison and contrast with Great Britain.

A. Comparison.

1. Island empires.
2. Honshu equal in size to Great Britain.
3. Both are great cotton manufacturing nations.
 - a. British high grade.
 - b. Japanese low grade for Asiatic markets.
4. Merchant fleets.
5. Britain produces raw wool; Japan, raw silk.
6. Population is very dense.

B. Contrasts.

1. Food.

- a. Eight per cent of Japanese imports are foodstuffs.
- b. Forty-five per cent of British imports are foodstuffs.

2. Industry.

- a. Japan lacks coal and uses water power.
- b. Japan's coal production about one sixth of Britain's.
- c. Japan has little iron ore.
- d. Japan imports most of her iron ore.

3. Colonial possessions.

- a. Britain widespread; losing much since last war.
- b. Japan lost all since last war.

VI. Farming in Japan occupies half of people.

A. Rice.

- 1. Small farms of about two acres.
- 2. Monsoon rains for flooding.
- 3. Good soil plus skillful use of fertilizer.
- 4. Temperature always mild.
- 5. Highest per-acre yield in world, 2500 pounds per acre.
- 6. Japan imports small amounts of rice because it

is the chief food.

B. Silk.

1. Mulberry trees grow perfectly.
2. Plenty of labor to take care of crop.
3. Scientific care given to growth of trees and worms.
4. Japan leads world in silk production and export.

C. Tea.

1. Good climate.
2. Plenty of labor.
3. Exported value second to raw silk among farm products.

D. Wheat and sheep.

1. Grown in cooler regions.
2. Hokkaido is chief region.

E. Fish.

1. Principal meat in Japanese diet.
2. Taken mostly from sea.
3. Grown and fed in regions.
4. Crab meat and salmon exported.

VII. Japanese industry.

A. Textiles.

1. Low grade cottons.
2. High quality silk.

3. Rayon in large quantity.

B. Minerals.

1. Nagasaki was the center of shipbuilding.

2. Electrical machinery and apparatus made from copper, Japan's most abundant mineral.

3. Coal and iron are imported.

4. Water is chief source of power.

C. Paper, pottery, matting, novelties, and other manufactures.

D. Toys and hand-painted articles; cheap but pretty.

Recopy of Notes:

Individual problems clarified in this period.

Equipment and Supplies Used:

1. Wall map of the world.

2. Sixteen-inch globe.

SAMPLE LESSON PLAN II-A

Book-Recitation, Ninth-Grade Geography

Topic: Japan, trade and cities.

Aims:

1. To develop an understanding and knowledge of Japan's pre-war trade.
2. To develop an understanding and knowledge of the main cities of Japan.
3. To develop an understanding of the importance of foreign trade to Japan.

Review:

Questions and answers to establish facts concerning previous assignment on Japan.

Introduction and assignment:

Japan produces most of her own food; namely rice, fish, and tea. Also, Japan manufactures a great many products to sell outside of the country. To manufacture part of these goods Japan must import raw materials such as cotton. To buy and sell profitably, foreign trade is necessary. Today we shall study the imports and exports of Japan; also the main cities. The assignment in your book is p. 630-633.

Development:

Supervised reading. The questions listed below served as a basis for checking progress in supervised reading.

1. With whom did Japan trade prior to the last war?
2. What are the chief imports?
3. What are the chief exports?
4. Name and locate the capital.
5. Name and locate the leading seaports.
6. Who rules Japan today?
7. What cities were greatly damaged by atomic bombs in the last war?

Reading of Current Magazines:

Current magazines were read without specific directions from the teacher as to what to read. No discussion of the material read was held except as students felt free to ask questions or to make comments.

Equipment and supplies used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN II-B

Lecture, Ninth-Grade Geography

Topic: Japan, trade and cities.

Aims:

1. To develop an understanding and knowledge of Japan's pre-war trade.
2. To develop an understanding and knowledge of the main cities of Japan.
3. To develop an understanding of the importance of foreign trade to Japan.

Review:

Questions and answers to establish facts concerning previous lecture on Japan.

Introduction:

Japan produces most of her own food; namely rice, fish, and tea. Also Japan manufactures a great many products to sell outside the country. To manufacture part of these goods Japan must import raw materials such as raw cotton. To buy and sell profitably, foreign trade is necessary. Today we shall study the imports and exports of Japan, also the main cities; so the topic for your notes today is "Japan, trade and cities."

Lecture Outline:

I. Trade prior to last war.

A. Foreign trade was growing rapidly.

B. Imports.

1. Seventy per cent raw materials.

a. Cotton to make into cloth.

b. Petroleum, iron ore, rubber, wood pulp,
coal, and fertilizer.

2. Machinery of many kinds to use in factories.

3. Heavy trade with the United States.

C. Exports.

1. Raw silk greatest single article.

2. Rayon and cotton goods.

3. Electrical goods, chemicals, paper, novelties.

4. The United States was Japan's best customer.

II. Cities.

A. Seaports.

1. Yokohama, seaport for Tokyo.

2. Osaka, population of over three million,
cotton and center of airfields.

3. Kobe, center of shipbuilding.

B. Other cities.

1. Tokyo, capital, over six million population.

2. Kyoto, manufacturing of silk, velvet; over
one million population.

3. Hiroshima and Nagasaki destroyed by atomic bombs.

Reading of Current Magazines:

Current magazines were read without specific directions from the teacher as to what to read. No discussion of the material read was held except as students felt free to ask questions or to make comments.

Equipment and Supplies Used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN III-A

Book-Recitation, Ninth-Grade Geography

Topic: Australia.

Aims:

1. To develop an understanding and knowledge of the geographic features of Australia.
2. To develop an understanding of the people of Australia.
3. To develop an understanding of the importance of agriculture in Australia.
4. To gain a knowledge of the minerals and manufactures of Australia.
5. To gain a knowledge of the cities and political divisions.

Review:

Questions and answers to establish facts concerning previous assignment on Japan.

Introduction and assignment:

We have now completed our study of the three main countries of Asia--India, China, and Japan. All three of these have a predominantly monsoon climate. They are the centers of rice, tea, and silk production in the world. Also,

they are very densely populated; almost half of all the people in the world live in these three countries. Today we are turning from these Asiatic lands to study a continent completely south of the equator. Australia is completely south of the equator and entirely different from the Asiatic countries. It is one of the most interesting continents of the world, has a free and independent government, and belongs to the British Commonwealth of Nations. The assignment in your book is p. 637-646.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. Locate Australia. In what respect is Australia different from all other countries?
2. What are the principal physical features?
3. Who lives in Australia?
4. Compare the climate north and south; east and west.
5. What are the agricultural crops?
6. What minerals does Australia possess?
7. How are the manufactures connected with agriculture?
8. With whom does Australia trade?
9. Where are her exports and imports?

10. Locate the principal cities.

Equipment and Supplies Used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN III-B

Lecture, Ninth-Grade Geography

Topic: Australia.

Aims:

1. To develop an understanding and knowledge of the geographic and climatic features of Australia.
2. To develop an understanding of the people of Australia.
3. To develop an understanding of the importance of agriculture in Australia.
4. To gain a knowledge of the minerals and manufactures of Australia.
5. To gain a knowledge of the cities and political divisions.

Review:

Questions and answers to establish facts concerning the previous lecture.

Introduction:

We have now completed our study of the three main countries of Asia--China, Japan, and India. All three of these have a predominantly monsoon climate. They are the centers of rice, tea, and silk production in the world. Also, they are

very densely populated; almost half of all people in the world live in these three countries. Today we are turning from these Asiatic lands to study a continent completely south of the equator. Australia is completely south of the equator and is entirely different from the Asiatic countries. It is one of the most interesting continents of the world, has a free and independent government, and belongs to the British Commonwealth of Nations. The topic for your notes is "Australia."

Lecture Outline:

I. Location.

- A. Completely south of the equator, ten to forty degrees South Latitude.
- B. Directly south of Netherlands India.

II. Physical features.

- A. Mountain range separates interior from coastal plains.
- B. Murray River in southeast.
- C. Deserts and high plateaus west of mountains.

III. Climate.

- A. Northern part is very hot and wet in summer, tropical.
- B. Southern portion is temperate.
- C. Southeast trade winds bring heavy rainfall to

southeastern part.

- D. West of mountains arid condition develops into great deserts.

IV. The people.

A. Bushmen were native.

1. Dark-skinned.
2. Primitive.
3. Hunting and fishing.

B. Britain first used Australia as a penal colony.

C. British settled in eastern and southeastern part.

1. Total population about seven million.
2. Exclude Negroes, Chinese, and Japanese.

D. Good self-government and education.

E. Belongs to British Commonwealth of Nations.

V. Agriculture.

A. Sheep.

1. Australia leads world in wool production.
2. About one billion pounds produced per year.
3. Heavy-fleeced Merino sheep raised.
4. Mutton also valuable.
5. Chief region is west of mountains.

B. Rabbits.

1. Grown with sheep in wild state.
2. Provide meat chiefly.
3. Destroyed as pests and furs sold.

C. Beef and dairy products.

1. South and southeastern sections.
2. More abundant rainfall gives better pasturage.
3. Little exported.

D. Wheat, oats, hay, sugar cane, apples, grapes.

1. Modern farming of wheat allows for surplus to be exported.
2. Hay and oats used for cattle feeding.
3. Sugar cane grown in warm, moist northeast.
4. Fruits ripen during northern winters.

VI. Forests.

- A. Not widespread.
- B. Eucalyptus tree most important.
- C. Wattle bark used for tanning.

VII. Minerals.

- A. Coal and iron.
 1. Found in fair quantity.
 - a. Coal in New South Wales.
 - b. Iron ore in Southern Australia.
 2. Exported rather than used in Australia.
- B. Gold is mined; about fifty million dollars annually.

VIII. Manufactures.

- A. Iron and steel center in Newcastle.
- B. Lumber, shoes, furniture, flour, woolen goods, dairy products.

- C. Foreign capital.
- D. Agriculture ranks far more important than manufacturing.

IX. Trade and transportation.

A. Foreign trade chiefly with Great Britain.

B. Imports.

1. Automobiles and other machinery.
2. Petroleum products.
3. Textiles and clothing.

C. Exports.

1. Wool and mutton.
2. Dairy products.
3. Wheat, flour, and fruits.
4. Small amounts of iron and coal.

D. Transportation.

1. Railroads.

- a. Government owned.
- b. Not adequate.

2. Road and river traffic limited.

X. Political divisions and cities.

A. Victoria, New South Wales, Queensland, South Australia, Western Australia, Northern Territory, and Tasmania, the island to the south of Australia.

B. Cities.

1. Sydney has a fine harbor and is leading wool

exporting city; population of over one million.

2. Melbourne in Victoria exports hides, wool, meat; also over one million population.
3. Adelaide in South Australia is outlet for Darling-Murray Basin.
4. Brisbane is near coal fields.
5. Canberra is the capital of the whole country.
6. Above five cities located in east and south-east region.

Recopy of Notes:

Individual problems clarified in this period.

Equipment and Supplies Used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN IV-A

Book-Recitation, Ninth-Grade Geography

Topic: The growing of sheep and New Zealand.

Aims:

1. To develop an understanding of the importance of sheep from Biblical times.
2. To develop an understanding of the characteristics of sheep.
3. To learn the important sheep and wool producers of the world.
4. To develop an understanding and knowledge of the geographic and climatic features of New Zealand.
5. To develop an understanding of the people of New Zealand.
6. To note the importance of agriculture and grazing in New Zealand.

Review:

Questions and answers to establish facts concerning previous assignment.

Introduction and Assignment:

We have noted the importance of sheep to Australia. New Zealand is another of the countries in the British Commonwealth of Nations where sheep are very important. Without

sheep neither Australia nor New Zealand would have reached their present status of fairly well established and progressive nations. The assignment in your book is p. 142-145 and 647-650.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. How long have men raised sheep?
2. Why can sheep grow well in dry hilly regions?
3. What are the two main kinds of sheep?
4. Which countries lead the world in sheep production?
5. Locate New Zealand.
6. What kind of climate does New Zealand have?
7. What are the important products of New Zealand?
8. Locate the two most important cities.
9. With whom does New Zealand trade?

Equipment and Supplies Used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN IV-B

Lecture, Ninth-Grade Geography

Topic: The growing of sheep and New Zealand.

Aims:

1. To develop an understanding of the importance of sheep from Biblical times.
2. To develop an understanding of the characteristics of sheep.
3. To learn the important sheep and wool producers of the world.
4. To develop an understanding and knowledge of the geographic and climatic features of New Zealand.
5. To develop an understanding of the people of New Zealand.
6. To note the importance of agriculture and grazing in New Zealand.

Review:

Questions and answers to establish facts concerning previous lecture.

Introduction:

We have noted the importance of sheep to Australia. New Zealand is another country in the British Commonwealth of

Nations where sheep are very important. Without sheep neither Australia nor New Zealand would have reached their present status of fairly well established and progressive nations. Your notes today will be in two parts: (1) the growing of sheep and (2) the country of New Zealand.

Lecture Outline:

I. Sheep were among the first animals domesticated.

A. Biblical times.

1. Measure of wealth.
2. Sacrificed in religion.
3. Wool used in cloth-making.
4. Meat eaten.

B. Easily raised in Biblical lands.

1. Dry and hilly regions of Egypt and Palestine.
2. Can climb well and eat close to ground.

II. Kinds of sheep.

A. Wool producing.

1. Merino of Spanish origin.
2. Wrinkly skin and long wool.

B. Mutton type.

1. Southdown of English origin.
2. Large and fat with short wool.

III. Countries leading in sheep production.

A. Australia and New Zealand.

1. Export both wool and mutton in large quantity.
 2. Few other countries export so much.
- B. Argentina, United States, Russia, Uruguay, and South Africa.

New Zealand

I. Location.

- A. About twelve hundred miles east of Australia.
1. In south temperate zone.
 2. Latitude compares to central United States--Indianapolis.
 3. Consists of two islands--North Island and South Island.
- B. Latitude compares to Tasmania in Southern Hemisphere.

II. Physical features.

- A. High mountains, snow-capped.
- B. Area about one and one half times that of Colorado.
- C. Valleys are fertile.

III. Climate.

- A. Temperate but winters are warmer than in central United States due to South Pacific.
- B. Rainfall is adequate.

IV. The people are progressive and largely of English descent.

V. Agricultural products.

- A. New Zealand ranks next to Australia in wool export.
- B. Ranks next to Netherlands in cheese production.
- C. Sheep and dairy products are principal products.
- D. Rabbits, a pest, produce valuable furs.

VI. The Kauri pine is New Zealand's most valuable tree.

- A. Good for lumber.
- B. Resinous gum.

VII. Trade.

- A. Exports are wool, frozen meats, hides, and dairy products.
- B. Imports are automobiles, petroleum, clothing, and tea.
- C. England, chief trading nation.
- D. Railroads are state owned.

VIII. Cities.

- A. Wellington is the capital and chief seaport.
- B. Auckland, second most important city.

Recopy of notes:

Individual problems clarified in this period.

Equipment and Supplies Used:

1. Wall map of the world.
2. Sixteen-inch globe.

SAMPLE LESSON PLAN V-A

Book-Recitation, Ninth-Grade Geography

Topic: Africa, Egypt, and Anglo-Egyptian Sudan.

Aims:

1. To develop an understanding of the geographic and climatic features which contribute to the lack of progress in Africa.
2. To develop an understanding of the relation between the lack of progress and European colonization of Africa.
3. To develop an understanding of the geographic and climatic features of Egypt and Anglo-Egyptian Sudan.
4. To ascertain why Britain is vitally interested in these regions.
5. To develop a knowledge of the principal products of these regions.

Review:

Questions and answers to establish facts concerning previous assignment.

Introduction:

Our next study of a region will be that of the entire

continent of Africa. Although it is next to Asia in size, its importance in world affairs is not nearly so great as that of Great Britain or even Japan. The total population of the entire continent is estimated at one hundred sixty million. Of these, the greater percentage are very backward people, mostly of the black race, who contribute little towards world progress.

Many geographic factors have contributed to the lack of progress. First, the greater part of Africa is located in the tropics where the climate is extremely hot and very wet, entirely unsuitable for habitation by white men. The colored people also cannot accomplish much in such a climate. Second, the great Sahara Desert covers most of the northern region from the tropics to the Mediterranean Sea so that area is too dry for the growing of food. Thus the regions of the tropics and the Sahara Desert are both unsuitable for production of food, and thereby progress is very slow. The lack of good harbors along the sea and very steep falls in the rivers further discourage advancement.

As a result of unfavorable living conditions, the people of Africa have not been able to develop good stable governments strong enough to keep out European powers. So Africa today is largely divided among the countries of Europe. The Union of South Africa, Egypt, Liberia, and Ethiopia today are politically independent; but Europeans still have wide influence over

the economic life of these nations.

Assignment:

In studying the lands of Africa, our main interest will be in locating the countries, finding the interesting and important characteristics of each, and seeing how they contribute towards a better Europe. The assignment in your text concerning Egypt and Anglo-Egyptian Sudan is p. 652-657.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. How do the climate of Africa and its physical features make it a backward continent?
2. What race of people largely inhabits Africa?
3. How has the backwardness of the people led to European conquest?
4. Locate Egypt.
5. Upon what is life dependent?
6. List the chief crops.
7. How does the Suez Canal figure in Egyptian independence?
8. Name and locate three important cities.
9. Explain the meaning of each word in Anglo-Egyptian Sudan.

10. With whom is most of the trade of Egypt and Anglo-Egyptian Sudan?
11. Why is Anglo-Egyptian Sudan important to both Britain and Egypt?

Equipment and Supplies Used:

1. Wall map of Africa.
2. Wall map of the world.
3. Sixteen-inch globe.

SAMPLE LESSON PLAN V-B

Lecture, Ninth-Grade Geography

Topic: Africa, Egypt, and Anglo-Egyptian Sudan.

Aims:

1. To develop an understanding of the geographic and climatic features which contribute to the lack of progress in Africa.
2. To develop an understanding of the relation between the lack of progress and European colonization of Africa.
3. To develop an understanding of the geographic and climatic features of Egypt and Anglo-Egyptian Sudan.
4. To ascertain why Britain is vitally interested in these regions.
5. To develop a knowledge of the principal products of these regions.

Review:

Questions and answers to establish facts concerning previous assignment.

Introduction:

Our next study of a region will be that of the entire continent of Africa. Although it is next to Asia in size,

its importance in world affairs is not nearly so great as that of Great Britain or even Japan. The total population of the entire continent is estimated at one hundred sixty million. Of these, the greater percentage are very backward people, mostly of the black race, who contribute little towards world progress.

Many geographic factors have contributed to the lack of progress. First, the greater part of Africa is located in the tropics where the climate is extremely hot and very wet, entirely unsuitable for habitation by white men. The colored people also cannot accomplish much in such a climate. Second, the great Sahara Desert covers most of the northern region from the tropics to the Mediterranean Sea so that area is too dry for the growing of food. Thus, the regions of the tropics and the Sahara Desert are both unsuitable for production of food; therefore progress is very slow. Third, the lack of good harbors along the sea and very steep falls in the rivers further discourage advancement.

As a result of unfavorable living conditions, the people of Africa have not been able to develop good stable governments strong enough to keep out European powers. So Africa today is largely divided among the countries of Europe. The Union of South Africa, Egypt, Liberia, and Ethiopia today are politically independent; but Europeans still have wide influence over the economic life of these nations.

In studying the lands of Africa, our main interest will be in locating the countries, finding the interesting and important characteristics of each, and seeing how they contribute towards a better Europe. Egypt and Anglo-Egyptian Sudan are the two countries I shall give you today.

Lecture Outline:

I. Egypt.

- A. Located in northeastern Africa.
- B. Is part of the Sahara Desert, hot and with little rainfall.
- C. Life dependent upon Nile River.
 - 1. Home of Egyptians for over six thousand years.
 - 2. Heavy rainfall along upper Nile.
 - 3. Floods to enrich soil.
 - 4. Constant source of water for irrigation and fertilization.
 - 5. Dams and canals control waters for irrigation.
- D. Chief crops are dependent upon water from Nile.
 - 1. Cotton, sugar cane, tobacco.
 - 2. Cereals, beans, lentils, and vegetables.
 - 3. Warm climate with controlled water allows two or three crops annually.
- E. Trade is chiefly with England.
 - 1. Imports are cotton goods and foodstuffs.

2. Exports are raw cotton (long staple), cotton-seed cake, and cottonseed oil.
3. No manufacturing of importance.

F. British still have troops in Egypt after World War II.

1. Egypt desires complete independence.
2. British vitally interested in protecting Suez Canal.
3. British station troops permanently along Suez.
4. Alexandria and Port Said as naval bases.

G. Cities.

1. Cairo is the capital, population about one million four hundred thousand.
2. Alexandria, founded by Alexander the Great in 332 B. C., is leading seaport.
3. Port Said guards Mediterranean entrance to Suez Canal.

II. Anglo-Egyptian Sudan.

A. Located south of Egypt.

1. Northern part of desert.
2. South is equatorial.
3. Middle is part of Sudan region of Africa.
4. Union of Nile River tributaries in southern part.
5. Important to Egypt and Britain due to control

of upper reaches of Nile.

B. Jointly controlled by Egypt and Britain.

C. Farming and grazing are important.

1. Cattle in the Sudan or grasslands.

2. Long-staple cotton in the north along the Nile.

D. Southern forests provide gum arabic.

1. Exudes from bark of tree.

2. Used in finishing paper and textiles, in medical prescriptions, and in making of candy, mucilage, and ink.

3. Dates are a second forest product.

E. Most trade is with England.

1. England can use the cotton to good advantage.

2. England supplies the money for irrigation and development.

Recopy of Notes:

Individual problems clarified in this period.

Equipment and Supplies Used:

1. Wall map of Africa.

2. Wall map of the world.

3. Sixteen-inch globe.

SAMPLE LESSON PLAN VI-A

Book-Recitation, Ninth-Grade Geography

Topic: Other British possessions in Africa.

Aims:

1. To develop a knowledge of the location of other British areas of control in Africa.
2. To develop an understanding of the potentialities of these regions.
3. To develop an understanding of the geographic and climatic features of the Union of South Africa.
4. To develop a knowledge of the importance of agriculture and mining in the Union of South Africa.
5. To develop an understanding of the progressive inhabitants of the Union of South Africa.

Review:

Questions and answers to establish facts concerning previous assignment.

Introduction and Assignment:

Besides Egypt and Anglo-Egyptian Sudan, Great Britain has many other interests in Africa. Her colonies and mandates extend all through Africa to the very southern tip. For many

years, the region which is now called the Union of South Africa was a colony of Great Britain also. This last country is now free and independent and belongs to the British Commonwealth of Nations. In the first part of this lesson you will note the less important colonies of Great Britain, mainly to fix their locations and remember the names. Later we shall study the Union of South Africa in detail because it is the most important region of all the continent. The assignment in your text is p. 657-663.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. What are the British colonies and the mandates in East Africa?
2. Describe the people of this region.
3. How could the interior plateau be used to better advantage?
4. For what is Tanganyika noted?
5. Why may Zanzibar and Zomba be described as spice islands?
6. Locate the Union of South Africa.
7. Describe the climate of South Africa.
8. What are the veld and the bush?

9. Name three animals of South Africa.
10. Where are the centers of diamond and gold mining?
11. List the exports in order of value.
12. What type of government does the country have?

Equipment and Supplies Used:

1. Wall map of Africa.
2. Wall map of the world.
3. Sixteen-inch globe.

SAMPLE LESSON PLAN VI-B

Lecture, Ninth-Grade Geography

Topic: Other British possessions in Africa.

Aims:

1. To develop a knowledge of the location of other British areas of control in Africa.
2. To develop an understanding of the potentialities of these regions.
3. To develop an understanding of the geographic and climatic features of the Union of South Africa.
4. To develop a knowledge of the importance of agriculture and mining in the Union of South Africa.
5. To develop an understanding of the progressive inhabitants of the Union of South Africa.

Review:

Questions and answers to establish facts concerning previous lecture.

Introduction:

Besides Egypt and Anglo-Egyptian Sudan, Great Britain has many other interests in Africa. Her colonies and mandates extend all through Africa to the very southern tip. For many years, the region which is now called the Union of South Africa

was a colony of Great Britain, too. This last country is now free and independent and belongs to the British Commonwealth of Nations. In the first part of this lesson you will note the less important colonies of Great Britain, mainly to fix their locations and to remember their names. Later we shall study the Union of South Africa in detail because it is the most important region of all the continent.

Lecture Outline:

I. British East Africa.

- A. Comprised of Uganda, Kenya, Tanganyika; first two are colonies, last is mandate from Germany.
 - 1. Indian Ocean east.
 - 2. Equator cuts directly through region.
 - 3. Source of Nile; Lake Victoria or Victoria Nyanza.
- B. People are native colored or Asiatics.
 - 1. Shiftless.
 - 2. Women do most work.
- C. Agriculture.
 - 1. Lowlands of coast.
 - a. Sugar and coconuts, copra is exported.
 - b. Very hot and moist.
- D. Big-game country.
 - 1. Tanganyika has many gorilla, elephants, and

others.

a. Formerly German; mandated to British after World War I.

b. Hunters from all parts of the world.

2. Ivory is the chief product.

a. Elephants killed to protect settlement.

b. Ivory used in toilet fixtures, chessmen, billiard balls, and piano keys.

E. Zanzibar and Zomba; islands of Britain.

1. Just off coast in Indian Ocean.

2. Produce ninety per cent of world's supply of cloves.

II. The Union of South Africa.

A. Belongs to British Commonwealth of Nations.

1. Four provinces: Orange Free State, Transvaal, Natal, and Cape of Good Hope.

2. Southwest Africa is a mandate taken from Germany.

3. Lie in temperate zone and have many white people.

B. The veld and the bush.

1. Vast plateau of over five thousand feet gradually rising from coast.

a. Rolling grassland called the veld.

b. Part covered with scrubby trees called

the bush.

2. Plateau is higher in east than west.
 - a. Southeast trade winds bring heavy rainfall to eastern plateau.
 - b. Western portion becomes desert.

C. Agricultural products.

1. Sheep and wool; South Africa ranks very high in wool export.
2. Angora goats provide long, glossy hair for export.
3. Ostrich farming is widespread.
4. Karroo, a scrubby plant, provides good pasturage in semi-arid regions for above three.
5. Tropical products in eastern lowlands.
 - a. Sugar cane, cotton, tobacco, fruits.
 - b. Hot, moist, and free from frost.

D. The diamond industry.

1. Diamonds found by Boers in 1867.
2. For many years South Africa led world.
 - a. Cullinan diamond found in 1905 largest in the world.
 - b. Stones are of exceptional beauty and value.
3. Mining diamonds.
 - a. Dry diggings into old volcanic passages.
 - b. Blue earth crushed and weathered.

- c. Washed after softening to get diamonds.
 - d. About ten pounds of diamonds from seventy thousand tons of blue earth.
 - e. Thievery of diamonds rare due to precautions.
4. Centers of diamond production.
- a. Kimberly, Johannesburg, Pretoria.
 - b. Centers of political influence as well.
5. Uses of diamonds.
- a. Adornment and decoration, jewelry.
 - b. Cutting implements for hard substances.
 - 1. Rock drills.
 - 2. Abrasive or sharpening wheels.
 - 3. Wear out rapidly.
 - c. Valued at close to twenty million dollars annually.
6. Centers of diamond cutting.
- a. Amsterdam and Antwerp.
 - b. United States is the greatest importer.
- E. Gold mining.
- 1. Discovered by Dutch in Transvaal in 1886.
 - a. Very rich deposits; produces about one-third of world supply.
 - b. Employs about one-quarter million people.
 - c. Johannesburg is the center of gold mining

and refining.

F. Trade is largely with Great Britain.

1. Exports in order of value are gold, wool, diamonds, fruits, hides, and skins.
2. Imports include automobiles, petroleum, cotton goods, clothing.

G. Cities.

1. Capetown, Port Elizabeth, East London, and Durban are the chief seaports.
2. The capital is Pretoria.

III. Rhodesia and Bechuanaland.

A. Colonies of Great Britain.

B. Climate and agricultural crops of tropical nature.

IV. Other British possessions.

A. Nigeria.

1. Hot, swampy but highest population for Africa; about twenty million.
2. Agricultural products are palm products, cacao, and livestock.

B. The Gold Coast.

1. Produces some gold, more diamonds.
2. Ranks next to Belgian Congo in diamond export.
3. Climate tropical and unsuited to white men.
4. Exports are cacao, gold, diamonds.

Recopy of Notes:

Individual problems clarified in this period.

Equipment and Supplies Used:

1. Wall map of Africa.
2. Wall map of the world.
3. Sixteen-inch globe.

Review:

Questions of American history and geography were discussed.

Explanations and Applications:

During the past few days it has been pointed out that Britain is the most important of European countries in Africa. The British have used their influence and power

SAMPLE LESSON PLAN VII-A

Book-Recitation, Ninth-Grade Geography

Topic: French and other possessions in Africa.

Aims:

1. To develop a knowledge and understanding of the location of French possessions in Africa.
2. To develop an understanding of the importance of these regions to France.
3. To develop an understanding of the importance of the Belgian Congo.
4. To locate Spanish and Portugese territories in Africa.
5. To develop an understanding and knowledge of the relative importance of these areas in world affairs.

Review:

Questions and answers to establish facts concerning previous assignment.

Introduction and Assignment:

During the past two days it has become evident that Great Britain is the most influential of European countries in Africa. The British have used their influence and control

very well, though, to advance the backward peoples and to make these regions of greater value to the world. France is the second most important nation in controlling African territory. The French have a better record in governing their possessions than the British; that is because France allows her colonies a greater measure of self-government. Today we are going to study the French possessions first and then locate all the other small territories and regions to complete the study of Africa. The assignment in your book is p. 663-668.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. List the three French territories in Northwest Africa.
2. How do the Atlas Mountains affect the climate?
3. What are the principal products of this region?
4. Name and locate four important cities.
5. Where is Tangiers? Controlled by whom?
6. List possessions of France in Western and Equatorial Africa.
7. What are the chief products?
8. What is Belgium's colony called?
9. What is the most valuable export of the Belgian Congo?

10. Name and locate territories of Spain and Portugal.

Equipment and Supplies Used:

1. Wall map of Africa.
2. Wall map of the world.
3. Sixteen-inch globe.

SAMPLE LESSON PLAN VII-B

Lecture, Ninth-Grade Geography

Topic: French and other possessions in Africa.

Aims:

1. To develop a knowledge and understanding of the location of French possessions in Africa.
2. To develop an understanding of the importance of these regions to France.
3. To develop an understanding of the importance of the Belgian Congo.
4. To locate Spanish and Portugese territories in Africa.
5. To develop an understanding and knowledge of the relative importance of these areas in world affairs.

Review:

Questions and answers to establish facts concerning previous lecture.

Introduction:

During the past two days it has become evident that Great Britain is the most influential of European countries in Africa. The British have used their influence and control

very well, though, to advance the backward peoples and to make these regions of greater value to the world. France is the second most important nation in controlling African territory. The French have a better record in governing their possessions than the British; that is because France allows her colonies a greater measure of self-government. Today we are going to study the French possessions first and then locate all the other small territories and regions to complete the study of Africa.

Lecture Outline:

I. Northwest Africa formerly called the Barbary Coast.

A. Morocco, Algeria, Tunisia.

1. Atlas Mountains run east and west; keep out Sahara winds and help increase rainfall from Mediterranean.
2. Pirates, known as Corsairs, dominated seas till 1815.
3. Arabs and Berbers, chief inhabitants, make livelihood by farming.
4. Crops are wheat, barley, olives, linseed, fruit, nuts, and dates.
5. France has attempted to forward civilization.
6. Many French have moved to these countries during the past war.

7. Algiers, Tunis, and Casablanca are the leading cities.

B. Tangiers, on Straits of Gibraltar, is an international city with population of about two hundred fifty thousand.

II. France in West Africa.

A. Senegal, Ivory Coast, Dahomey, French Equatorial Africa, French West Africa.

1. Tropical climate or desert.

2. Tropical products.

a. Mahogany, ebony, wild rubber.

b. Oil palm.

c. Cacao.

d. Rice, cotton, sugar cane on small scale.

B. France and Britain jointly have a mandate over the Cameroons and Togoland.

C. Sahara Desert mostly controlled by France.

1. Extremely dry.

2. Few oases make caravan routes possible.

3. Lack of water prevents growth of plant and animal life.

4. Northeast trade winds bring no rain.

5. During last war, Allies found desert trying.

D. Madagascar is an important island east of Africa.

1. French are having trouble there now due to the

riots of the natives.

2. Important crops of livestock, grain, and vegetables.

3. Graphite is found in good quantity.

III. The Belgian Congo.

A. Colony of Belgium.

B. Rubber, cacao, palm nuts, coffee, ivory.

C. Copper and diamonds; leads world in diamond production.

IV. Ethiopia.

A. Taken by Italy.

B. Regained independence after World War II.

C. Italian Somaliland given to Ethiopia.

V. Spain and Portugal in Africa.

A. Spain controls Rio De Oro.

B. Portugal controls Mozambique.

Recopy of Notes:

Individual problems clarified in this period.

Equipment and Supplies Used:

1. Wall map of Africa.

2. Wall map of the world.

3. Sixteen-inch globe.

SAMPLE LESSON PLAN VIII-A

Book-Recitation, Eleventh-Grade History

Topic: Internal problems following World War I.

Aims:

1. To develop an understanding and knowledge of the great internal problems following World War I.
2. To develop an appreciation of the complexity of the problems.
3. To learn how the party in power reacted to the situation.
4. To analyze government action in terms of accomplishments and results.

Introduction:

The period following World War I is very important because much of what happened then concerns us today and will influence very directly our lives in the next years. During the last few days we studied the elections in the 1900's. A knowledge of the Presidents and parties in power will serve as an excellent basis upon which to build our study of the problems between the world wars.

Since the people elect the law makers in this country, we shall be able to see how the will of the people was reflected

in legislation. Do not forget that in order to win elections, public officials and would-be public officials generally try to please the majority of the voters. They represent no one officially until elected. When elected, they attempt to pass laws which will gain votes for the party. To gain votes they rely upon the intelligence and common sense of the voters. Usually the majority express themselves clearly in voting, disapprove the bad and select the good. The record of the party or of the candidate is the best criterion the voter has of choosing candidates. As a general rule, the dishonest politician and the officials with little faith in the soundness and the judgment of the common man do not last long nor accomplish much; they are quickly forgotten. You know this from our previous studies of the Presidents.

Assignment:

Today we shall study the readjustments immediately following World War I. Farm relief, the beginnings of the last depression, the federal debt, and returning to a peacetime basis nationally were the main problems. The assignment in your text is p. 907-915.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress

in supervised reading and for the discussion which followed:

1. What was the Republican theme from 1920 to 1932 so far as internal conditions were concerned?
2. How great was the debt incurred by World War I? How was it paid?
3. What war-time provisions were made to care for soldiers and their dependents?
4. What did the Soldiers' Bonus Bill of 1924 give veterans?
5. How was this act modified in 1931 and 1936?
6. Do you think it was a good bill?
7. How was the farm problem met during the administrations of Wilson, Harding, Coolidge, and Hoover?
8. Were the Republicans justified in their failure to support farm prices?
9. What part did the farm problem play in bringing about the depression?
10. How did national prohibition figure in the elections of 1928 and 1932?
11. Was repeal of national prohibition good or bad for the nation? Why?
12. Contrast Republican and Democratic action on tariff from 1913 to 1934.

SAMPLE LESSON PLAN VIII-B

Lecture, Eleventh-Grade History

Topic: Internal problems following World War I.

Aims:

1. To develop an understanding and knowledge of the great internal problems following World War I.
2. To develop an appreciation of the complexity of the problems.
3. To learn how the party in power reacted to the situation.
4. To analyze government action in terms of accomplishments and results.

Introduction:

The period following World War I is very important because much of what happened then directly concerns us today and will influence very directly our lives in the next years. During the last days we studied the elections in the 1900's. A knowledge of the Presidents and parties in power will serve as an excellent basis upon which to build our studies of the problems between the world wars.

Since the people elect the law makers in this country, we shall be able to see how the will of the people was reflected

in legislation. Do not forget that in order to win elections, public officials and would-be public officials generally try to please the majority of the voters. They represent no one officially until elected. When elected, they attempt to pass laws which will gain votes for the party. To gain votes they rely upon the intelligence and common sense of the voters. Usually the majority express themselves clearly in voting, disapprove the bad and select the good. The record of the party and the candidate is the best criterion the voter has of choosing candidates. As a general rule, the dishonest politician and the official with little faith in the soundness and judgment of the common man do not last long nor accomplish much; they are quickly forgotten. You know this from our previous studies of the Presidents.

Today we are going to study the readjustments immediately following World War I. Farm relief, the beginning of the last depression, the federal debt, the tariff, and returning to a peacetime basis nationally were the main problems. I shall give you these in detail now.

Lecture Outline:

I. Immediate post-war problems.

A. Paying for the war.

1. Total cost of about thirty-five billion dollars.

2. Total debt at end of war near twenty-five billion dollars.
3. Government reduced income taxes, especially in the top brackets, on the theory it would aid business and prevent depression.
4. Many special taxes were completely abolished.
5. By 1929, the debt had been reduced to sixteen billion dollars.
6. Panic commencing in October, 1929, started debt rise again which had not been stopped until 1946.
7. National debt rose five billion dollars from 1929 to 1932.
8. Present debt about two hundred and sixty-seven billion, and again Republican Congress favors drastic tax reductions.

B. Providing for veterans.

1. War measures.
 - a. Care of soldiers' dependents provided.
 - b. Provisions made for wounded and disabled.
 - c. Education and training of disabled soldiers.
2. Demobilization.
 - a. Cash bonus of sixty dollars upon discharge from service.
 - b. Law of 1925 extended hospitalization to

many veterans for specified diseases regardless of how incurred.

c. Allowance for disabilities was increased.

3. Soldiers' Bonus Bill of 1924.

a. Passed over Coolidge's veto.

b. Allowed service men \$1.25 per day for overseas and \$1.00 per day for duty in the United States. This was not a cash bonus; the amount to an individual soldier was to apply on an insurance policy. Veterans could borrow a small amount on the paid-up policy.

4. In 1931 another bill was passed affecting the one of 1924.

a. Passed over Hoover's veto.

b. Permitted veterans to borrow fifty per cent of value of insurance policy.

5. Law of 1936 further extended borrowing.

a. Passed over Roosevelt's veto.

b. Allowed veterans to collect full amount due on policies which matured in 1945.

6. Bonus laws with vetoes illustrate how Congress reacts under pressure.

II. The farm problem.

A. Wilson administration.

1. Federal Farm Loan Banks and Joint-Stock Banks.
2. Enabled farmers to borrow more money at lower interest rates.

B. Harding administration.

1. Intermediate Credit Banks.
2. Provided further borrowing and contracting of debts.

C. Coolidge administration.

1. McNary-Haugen Bill twice passed by Congress.
2. Coolidge vetoed bill twice.
3. Would raise farm prices to pay debts through government subsidy.
4. Coolidge thought farmers should take care of their own problems without federal action.
5. Bills were not passed over Coolidge's veto.
6. Coolidge typified Republican attitude, "Back to normalcy," without government interference.

D. Hoover administration.

1. Agricultural Marketing Law.
 - a. Created Federal Farm Board to purchase surpluses and sell later to increase prices.
 - b. Five hundred million dollars allocated to Federal Farm Board.
 - c. Constant surpluses defeated program.

- d. High tariff laws of 1920's resulted in other countries not buying American farm products.
- 2. Government relief to farmers delayed.
 - a. Hoover believed it good psychology to advocate "Prosperity is just around the corner."
 - b. Farmers' plight constantly grew worse.

III. Prohibition.

- A. Eighteenth Amendment in 1920 ratified and in effect.
 - 1. Widespread disobedience to law.
 - 2. Smith declared for repeal in 1928; Hoover against.
 - 3. Democratic platform of 1932 included repeal.
- B. Twenty-first Amendment ratified in 1933.
 - 1. Outright repeal of national prohibition.
 - 2. Enabled government agencies to collect taxes.
 - 3. Ended era of lawlessness due to prohibition.
 - 4. Ended enforcement of a difficult and expensive law.

IV. Tariff is both an internal and an international problem.

- A. Underwood Tariff Act of 1913 had lowered tariffs.
- B. Fordney-McCumber Act of 1922 doubled Underwood rates.
- C. Hawley-Smoot Act of 1930 carried average tariff

rates still higher.

1. Other countries retaliated.
2. American goods boycotted.
3. Led to decreased sale of American goods abroad.

D. Reciprocal trade agreements of 1934.

1. Allowed President to reduce rates up to fifty per cent.
2. Many treaties concluded with other cooperating nations.
3. Prices in the United States had risen; therefore, exports did not suddenly rise.

Recopy of Notes:

Individual problems clarified in this period.

SAMPLE LESSON PLAN IX-A

Book-Recitation, Eleventh-Grade History

Topic: International relations between the wars.

Aims:

1. To develop an understanding of our foreign policy following World War I.
2. To show how our failure to enter the League of Nations affected international relations.
3. To develop a knowledge of our efforts to maintain peace.
4. To develop an understanding of how foreign debts were repudiated.
5. To learn how Latin-American relations were improved.

Introduction:

We noted yesterday that internal and foreign affairs cannot be separated; neither can they be studied in one day. Both of these are great problems which affect our lives in many ways. Both the last two great wars have cost us heavily in loss of life and in money. If we could conduct our international affairs in such a way as to eliminate wars, the world would be in a much happier state now.

Assignment:

Today your lesson is concerned with international affairs. Try to figure out how our failure to enter the League of Nations affected world peace, and also how our other attempts at maintaining peace failed. The assignment in your book is p. 915-923.

Development:

Supervised reading. The questions listed below served as a basis for checking progress in supervised reading:

1. How did our failure to enter the League of Nations affect world peace?
2. What did the United States contribute to world peace through the World Court and the Hague Tribunal?
3. What was the chief aim of the Washington Conference in 1921?
4. What nations signed the Kellogg-Briand Pact? What were its provisions?
5. How were World-War I loans to European countries settled?
6. Trace the improvements in Latin-American affairs from 1920 to 1940.

Reading of Current Magazines:

Current magazines were read without specific directions from the teacher as to what to read. No discussion of the material read was held except as students felt free to ask questions or to make comments.

SAMPLE LESSON PLAN IX-B

Lecture, Eleventh-Grade History

Topic: International relations between the wars.

Aims:

1. To develop an understanding of our foreign policy following World War I.
2. To show how our failure to enter the League of Nations affected international relations.
3. To develop a knowledge of our efforts to maintain peace.
4. To develop an understanding of how foreign debts were repudiated.
5. To learn how Latin-American relations were improved.

Introduction:

We noted yesterday that internal and foreign affairs cannot be separated; neither can they be studied in one day. Both of these are great problems which affect our lives in many ways. The last two great wars have cost us heavily in loss of life and in money. If we could conduct our international affairs in such a way as to eliminate wars, the world would be in a much happier state now. Today I am going to give you the facts concerning our international relations after the first war.

Lecture Outline:

I. The League of Nations.

- A. The United States Senate and apparently the people of this country rejected the League of Nations.
- B. The United States sent observers to League meetings.
- C. The League weakened rapidly after 1935.
- D. It might have worked had we entered in 1920.
- E. The isolation policy of the United States following World War I did not contribute to the economic stability of the world and thereby peace.
- F. The refusal of the United States after World War I.

II. The World Court.

- A. The United States was not a member of the World Court.
- B. Purpose was to hear world disputes and offer advisory opinions.
- C. Operated with the League of Nations.
- D. Elihu Root's dream.
- E. One judge from the United States was always selected as a member.

III. The Hague Tribunal.

- A. Founded in 1899; called first by the Czar of Russia.
- B. Purpose chiefly to protect neutrals and adopt regulations for "civilized warfare."
- C. Aimed to settle disputes submitted by affected

nations.

IV. World Conferences.

A. Washington Conference called by Harding in 1921.

1. To promote peace by reducing navies.
2. Formulated agreements regarding international relations in the Pacific.
3. United States, Britain, France, Italy, and Japan agreed to reduce navies according to a definite schedule.

B. Conference at Geneva in 1927.

1. Purpose was to limit all types of armaments.
2. United States, Britain, and Japan agreed.

C. Kellogg-Briand Pact of 1928.

1. Signed by practically every nation of the world.
 - a. Condemned recourse to war for solution of international controversy.
 - b. Sought pacific means to settle all disputes.
 - c. All nations signing agreed to such action.
2. Thought to be a good means of ending wars.

D. Failure of conferences, pacts, and treaties.

1. Japan attacked China as early as 1932; full scale, 1937.
2. Italy attacked Ethiopia in 1935.

3. Germany started her grabbing campaign in 1938.
4. World War II demonstrated failure of treaties.
5. Countries can exist without war to general advantage.

V. Repaying of World-War I debts.

A. United States lent ten billion dollars of citizens' money.

1. England was to repay with interest at 3.3 per cent.
2. France would pay at 1.6 per cent.
3. Italy's loan was fixed with interest at 0.4 per cent.
4. Payments would be made over a long period of years.

B. European countries, except Finland, refused to make payments after Germany ceased reparation payments.

1. Claimed the United States had too much profit out of war.
2. The United States would not accept goods in payment of debts.

C. Johnson Act of 1934 prohibited loans by citizens to any government in arrears.

D. In 1939 all countries were required to pay cash for goods.

- E. Later acts gave Allied governments huge sums to win World War II.

VI. Latin-American relations.

- A. General improvement since World War I.
 - 1. Mexican trouble in 1938 over Mexican appropriation of foreign oil investments.
- B. Marines withdrawn from Nicaragua in 1924 and 1932.
- C. Marines withdrawn from Haiti in 1934.
- D. In 1934 Cuba granted freedom from United States military intervention.
- E. Roosevelt attended Pan-American Congress in 1936 at Buenos Aires.
- F. Pan-American Congress of 1939 and of 1940 pledged mutual cooperation.
- G. In 1941 at Rio de Janeiro, nineteen governments agreed to declare war or to break relations with Axis countries; Argentina and Chile refused.

Reading of Current Magazines:

Current magazines were read without specific directions from the teacher as to what to read. No discussion of the material read was held except as students felt free to ask questions or to make comments.

SAMPLE LESSON PLAN X-A

Book-Recitation, Eleventh-Grade History

Topic: Introduction to the New Deal.

Aims:

1. To develop an understanding of economic conditions leading to the New Deal.
2. To develop an appreciation of the need for federal action in alleviating effects of the depression.
3. To develop an understanding of the nature of the New Deal.
4. To ascertain whether the New Deal was legal.
5. To understand why Franklin D. Roosevelt symbolizes the New Deal.

Review:

Questions and answers to establish facts from the previous day.

Introduction:

The panic of 1929 led to the greatest depression in our history. From October of 1929 until President Roosevelt took over the Presidency in 1933, economic conditions constantly deteriorated. In previous depressions, very little was

done by the federal government directly to relieve the distress and suffering of the poor. And the poor are the ones who suffer most in times of depression. The people of low income, whether owners of farms, small businesses, or laborers, usually do not have sufficient savings or earning power to carry them through extended months of depression. Since the poor usually suffer more than the wealthy, class-consciousness arises.

The New Deal of Roosevelt led the government into aiding the poor primarily, and a new concept of government came into American life. From 1933 till 1940 many laws were enacted, the purpose of which was to relieve the suffering of the poor and to prevent future depressions. Under the New Deal the federal government accepted the responsibility of providing employment and of providing direct relief to those citizens who could not live decently due to the failure of private enterprise and capitalism. Starvation and threat of rebellion were halted and prosperity very slowly returned.

The means employed by the government are not accepted by all the citizens of this country alike. Some believe that the government has gone too far in its legislation, has destroyed initiative and enterprise in many citizens. Others think the New Deal did not go far enough; that there is still further need for the government to supervise and control our capitalistic system in order that depressions do not reoccur.

At the present time, practically everyone in the United States agrees that the greatest threat to America is communism. Further, they are of the opinion that another great depression would aid communism. Yet a recession and a depression are commonly predicted; they are accepted by many as a certainty. Are we still too ignorant to prevent such an occurrence? Depressions can be prevented through intelligent action of all the people. Too many in this country still are not willing to cooperate for the mutual good of all and the survival of our republic. Selfish interests and greed constantly wreck intelligent programs for prevention of depressions. No one can predict the future accurately; everyone hopes for the continued success of our "American way of life." We shall be successful only if we intelligently cooperate and work together to make America strong.

Assignment:

For the next days we shall study the New Deal. We shall attempt to learn (1) the nature of the New Deal, (2) what the New Deal did to relieve the effects of the depression, (3) what action and reforms were inaugurated by the New Deal to prevent future depressions, and (4) to make a study of what remains of New Deal legislation. The assignment in your text concerning events leading to the New Deal and the nature of it is found on p. 929-935.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. What are the characteristics of the New Deal?
2. Why was the New Deal started?
3. Why are New Deal measures controversial?
4. List depression conditions from 1929 to 1933 leading to the New Deal.
5. Give three ways by which legality of the New Deal is determined.
6. Give three places, with examples, where precedents for action and laws were found for establishing the New Deal.
7. Whose name is synonymous with the spirit of the New Deal?
8. Write a brief description of Franklin D. Roosevelt.

SAMPLE LESSON PLAN X-B

Lecture, Eleventh-Grade History

Topic: Introduction to the New Deal.

Aims:

1. To develop an understanding of economic conditions leading to the New Deal.
2. To develop an appreciation of the need for federal action in alleviating effects of the depression.
3. To develop an understanding of the nature of the New Deal.
4. To ascertain whether the New Deal was legal.
5. To understand why Franklin D. Roosevelt symbolizes the New Deal.

Review:

Questions and answers to establish facts from the previous day.

Introduction:

The panic of 1929 led to the greatest depression in our history. From October of 1929 until President Roosevelt took over the Presidency in 1933, economic conditions constantly deteriorated. In previous depressions, very little was done by the federal government directly to relieve the

distress and suffering of the poor. And the poor are the ones who suffer most in times of depression. The people of low income, whether owners of farms, small businesses, or laborers, usually do not have sufficient savings or earning power to carry them through extended months of depression. Since the poor usually suffer more than the wealthy, class-consciousness arises.

The New Deal of Roosevelt led the government into aiding the poor primarily, and a new concept of government came into American life. From 1933 till 1940 many laws were enacted, the purpose of which was to relieve the suffering of the poor and to prevent future depressions. Under the New Deal the federal government accepted the responsibility of providing employment and of providing direct relief to those citizens who could not live decently because of the failure of private enterprise and capitalism. Starvation and threat of rebellion were halted and prosperity very slowly returned.

The means employed by the government are not accepted by all the citizens of this country alike. Some believe that the government has gone too far in its legislation, has destroyed initiative and enterprise in many citizens. Others think the New Deal did not go far enough; that there is still further need for the government to supervise and control our capitalistic system in order that depressions do not reoccur.

At the present time, practically everyone in the United

States agrees that the greatest threat to America is communism. Further, they are of the opinion that another great depression would aid communism. Yet a recession and a depression are commonly predicted; they are accepted by many as a certainty. Are we still too ignorant to prevent such an occurrence? Depressions can be prevented through intelligent action of all the people. Too many in this country still are not willing to cooperate for the mutual good of all and the survival of our republic. Selfish interests and greed constantly wreck intelligent programs for prevention of depressions. No one can predict the future accurately; everyone hopes for the continued success of our "American way of life." We shall be successful only if we intelligently cooperate and work together to make America strong.

For the next days we shall study the New Deal. First, we shall attempt to learn the nature of the New Deal; second, what the New Deal did to relieve the effects of the depression; third, what action and reforms were inaugurated by the New Deal to prevent future depressions; and last, to make a study of what remains of New Deal legislation.

The topic for today is "The nature of the New Deal."

Lecture Outline:

I. Nature of the New Deal.

A. Characterized by many laws.

- B. Experiments were widely tried.
- C. Bitter controversy aroused.
 - 1. Majority believed reforms were necessary for preservation of our republic.
 - 2. Minority, especially wealthy, believed effective functioning of democracy was destroyed.
- D. Reforms of permanency adopted which are good and accepted by the leaders of both parties.

II. Events leading to the New Deal.

- A. Panic and crash of 1929 in stock market.
- B. Failure of federal government and private enterprise to alleviate conditions by 1933.
 - 1. Ten million to fifteen million men unemployed.
 - 2. Other millions of workers on bare subsistence level.
 - 3. Farmers losing possession of land.
 - 4. Extremely low farm prices.
 - 5. Railroads on verge of bankruptcy.
 - 6. Banks closing by thousands.
 - 7. Stock market losses in billions.
 - 8. Thirty-two thousand business failures in 1932.
 - 9. Foreign trade half of normal.
 - 10. Practically no construction work in progress.
 - 11. General despair had set in.

III. Legality of the New Deal.

- A. Acts were within the framework of the Constitution.
- B. Followed methods of American political system.
- C. Satisfied public opinion and sustained public confidence.

IV. Precedents for New Deal.

- A. Federal legislation of preceding years.
 - 1. Regulation of railroads and business started in 1880's.
 - 2. Agricultural relief began during Wilson's administration.
 - 3. Labor legislation of Theodore Roosevelt and Woodrow Wilson.
 - 4. Manipulation of monetary system from Washington's time.
- B. State legislation.
 - 1. Progressive legislation of Wisconsin, Massachusetts, Oregon, and Kansas.
 - 2. Old-age pensions and labor legislation particularly strong in Wisconsin.
- C. Business and labor organizations.
 - 1. Codes and agreements on wages and hours.
 - 2. Control of production and distribution.

V. President Roosevelt symbolized the New Deal.

- A. Political background.

1. Long training.
2. Great skill in choosing issues and assistants.
3. Strong leadership.

B. Personal qualities.

1. Open and flexible mind.
2. Willingness to experiment.
3. Took responsibility for action.
4. Immense courage.
5. Friendly manner and excellent voice.
6. A leader not a follower.

Recopy of Notes:

Individual problems clarified in this period.

SAMPLE LESSON PLAN XI-A

Book-Recitation, Eleventh-Grade History

Topic: New Deal attempts to relieve effects of depression.

Aims:

1. To develop an understanding of the measures taken to get the country back to normal.
2. To develop an understanding of the complexity of the problem.
3. To evaluate the effects of early New Deal action.
4. To note what remains of the early measures.

Review:

Questions and answers covering previous assignment.

Introduction and Assignment:

Today I would like for you to give serious consideration to specific New Deal measures; how the New Deal attempted to relieve suffering caused by the depression. The problems for today concern reopening the banks, providing relief for the unemployed, aiding the farmers, assisting business in getting started again, and helping home owners in cities. The assignment in your book is p. 935-943.

Development:

Supervised reading followed by discussion. The

questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. How did the New Deal meet the banking crisis?
2. How did the New Deal provide for the unemployed?
3. What laws were enacted to aid the farmer?
4. What law was designed especially to aid the recovery of business?
5. How was the monetary system handled?
6. How were home owners assisted?
7. Which measures do you think were good?
8. Which measures were declared unconstitutional?

SAMPLE LESSON PLAN XI-B

Lecture, Eleventh-Grade History

Topic: Early action of the New Deal in relieving depression.

Aims:

1. To develop an understanding of the measures taken to get the country back to normal.
2. To develop an understanding of the complexity of the problem.
3. To evaluate the effects of early New Deal action.
4. To note what remains of the early measures.

Introduction:

Today I would like for you to give serious consideration to specific New Deal measures; how the New Deal attempted to relieve suffering caused by the depression. The problems for today concern reopening the banks, providing relief for the unemployed, aiding the farmers, assisting business in getting started again, and helping home owners in cities. The main topic for today is "Early action of the New Deal in relieving the depression."

Lecture Outline:

- I. The banking situation.
 - A. Roosevelt inaugurated March 4, 1933.

B. Banks were closing.

1. Michigan and many other states closed banks prior to March 4.
2. Failures of banks were of panic nature.

C. Roosevelt ordered national banks closed for inspection on March 6.

1. All national banks closed.
2. Most state banks closed.

D. Emergency Banking Act passed on March 9.

1. Gave the President power to prevent shipping and hoarding of gold.
2. Sound banks could borrow more from Federal Reserve Banks.
3. Conservitors were appointed to wind up affairs of closed banks.

E. Thirteen thousand banks reopened after two weeks.

1. Confidence in banks restored.
2. Closed banks eventually paid most depositors.

II. Relief for the unemployed.

A. Civilian Conservation Corps.

1. Employment for youths aged seventeen to twenty-three.
2. During first seven years employed over two million five hundred thousand men.
3. Reclamation and conservation type work.

B. Federal Emergency Relief Administration.

1. Distributed over three billion dollars.
2. Abolished in 1938.
3. Works Progress Administration succeeded it.
4. Criticized widely.

C. National Industrial Recovery Act of 1933.

1. Administered by National Recovery Administration.
2. Provided for relief through system of public works.
3. Public Works Administration employed about four million under provisions of N.I.R.A.
4. Security wages ranging from thirty to ninety dollars paid per month to individuals depending on type of work.
5. Other provisions of N.I.R.A. to relieve unemployment.
 - a. Reduced hours of labor.
 - b. Provided minimum wages.
 - c. Practically abolished child labor.
 - d. Spread employment and increased wages.
 - e. Allowed for less competition to raise prices.
 - f. Declared unconstitutional in 1936.

III. Aiding the farmer.

A. Agricultural Adjustment Act of 1933.

1. Reduced production.
2. Subsidized farmers for reduction.
3. Farm prices went up.
4. City people paid more for food.
5. Declared unconstitutional in 1936.

B. Emergency Farm Mortgage Act of May, 1933.

1. Lent money on liberal terms.
2. Greatly decreased interest rates.
3. Till 1937 about three billion, five hundred million dollars was lent.

C. Farm Bankruptcy Act of 1934.

1. Halted foreclosures on farm mortgages.
2. At least ten per cent of all farmers lost farms through foreclosures from 1927 to 1932.
3. Supreme Court declared unconstitutional in 1935.

D. Mortgage Moratorium Act of 1936.

1. Gave farmers additional three years to make payment without foreclosures.
2. Saved many farms.

IV. Other emergency measures.

A. Reducing value of money.

1. Gold standard forsaken.
2. Decreased value of gold in the dollar from

one dollar to fifty-nine cents.

3. Silver purchased in quantity.
4. Put more money in circulation.
5. Did not increase prices materially as expected.
6. Did not produce ill effects as widely predicted.

B. Reconstruction Finance Corporation.

1. Created in 1932 under Hoover.
2. Lent to businessmen.
3. Saved many sound businesses.
4. Still in operation.
5. Funds for lending greatly increased under New Deal.

C. Home Owners' Loan Corporation of 1933.

1. To finance mortgages at lower interest rates.
2. From 1933 to 1936 over three billion dollars lent to over one million home owners.
3. Saved many homes in cities for private owners.

Recopy of notes:

Individual problems clarified in this period.

SAMPLE LESSON PLAN XII-A

Book-Recitation, Eleventh-Grade History

Topic: Permanent reforms attempted by the New Deal.

Aims:

1. To develop an understanding of the reform measures attempted under the New Deal.
2. To develop an understanding of how these measures would prevent depressions.
3. To develop an understanding of the wide scope of the New Deal measures.
4. To analyze the controversial nature of the measures.
5. To note what remains of the reforms attempted.

Review:

Questions and answers to establish facts from previous assignment.

Introduction and Assignment:

Part of the measures intended to relieve the effects of the depression were also intended as permanent reforms; others stayed in effect for several years longer than originally planned. There were many criticisms of the New Deal in the late 1930's for not taking the federal government out

of many activities just as there were last year over continuing price controls. However, the majority of the people apparently were in favor of the New Deal measures both in respect to temporary measures and permanent reforms because they continued electing the Democrats and Roosevelt to office. Today we shall study the permanent reforms wherein efforts were made to better conditions in farming, conservation, business, and banking. The assignment in your text is p. 943-950.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. Why did Roosevelt seek permanent reforms?
2. What changes were made in the Agricultural Act of 1938 to give stability compared to the acts of 1933 and 1936?
3. What was accomplished through the Resettlement Administration of 1935?
4. How can the C. C. C. be classified as a conservation measure?
5. No precedent can be found in the history of the United States for creation of the Tennessee Valley Authority. Why?
6. What are the main features of the T. V. A.?

7. Was Roosevelt successful in enacting permanent reforms to regulate business?
8. The Glass-Steagall Banking Act of 1933 will help to prevent future depressions. How?
9. The Federal Securities Act of 1933 should prevent wild speculations on the stock market. How?
10. List the measures which you think are good as permanent safeguards against depression.

SAMPLE LESSON PLAN XII-B

Lecture, Eleventh-Grade History

Topic: Permanent reforms attempted by the New Deal.

Aims:

1. To develop an understanding of the reform measures attempted under the New Deal.
2. To develop an understanding of how these measures would prevent depressions.
3. To develop an understanding of the wide scope of the New Deal measures.
4. To analyze the controversial nature of the measures.
5. To note what remains of the reforms attempted.

Review:

Questions and answers to establish facts from previous lecture.

Introduction:

Part of the measures intended to relieve the effects of the depression were also intended as permanent reforms; others stayed in effect for several years longer than originally planned. There were many criticisms of the New Deal in the late 1930's for not taking the federal government out of many activities just as there were last year over continu-

ing price controls. However, the majority of the people apparently were in favor of the New Deal measures both in respect to temporary measures and permanent reforms because they continued electing the Democrats and Roosevelt to office. Today we shall study the permanent reforms wherein effort was made to better conditions in farming, conservation, business, and banking. Entitle your notes for today "Permanent reforms attempted by the New Deal."

Lecture Outline:

I. Reforms in agriculture.

A. Agricultural Adjustment Act of 1933.

1. Raised prices.
2. Declared unconstitutional in 1936.

B. Soil Conservation Act of 1936.

1. Permitted Secretary of Agriculture to contract with farmers to reduce acreage.
2. To prevent water and wind erosion.
3. Restore fertility and control production.

C. Agricultural Adjustment Act of 1938 replaced act of 1936.

1. Continued soil conservation.
2. Subsidized farming.
3. Provided for governmental regulation of farm production; both for reduction and increasing.

D. Resettlement Administration (later called Farm Security Administration).

1. Took poor soil out of production.
2. Assisted "marginal" farmers in relocation.
3. About ten million acres of land retired from production.
4. Six hundred thousand families were moved.

E. Tenancy.

1. By 1935, forty-two per cent of all farmers were tenants.
2. Act in 1937 authorized government to subsidize purchase of farms from tenants.

II. Conservation.

A. Civilian Conservation Corps.

B. Departments and bureaus increased for creation of fish and game preserves, conservation of oil, coal, gas resources, and additions to natural forests and parks.

C. Tennessee Valley Authority of 1933.

1. No precedent in United States history.
2. Government ownership and operation.
3. Purpose to build and operate dams in the Tennessee Valley for generating electric power, making fertilizer, controlling floods, and advancing well-being of people in the valley.

4. Three million people lived in valley.
5. Cheapened electric rates and made electricity available over a wide area.
6. Forced private companies to close and others to lower rates.
7. Built up entire valley.
8. Sustained by Supreme Court.
9. Attacked most by private utility companies but also by many others.

III. Business and Banking.

A. The National Industrial Recovery Act of 1933.

1. Attempted to reduce cut-throat competition.
2. Conflicted with previous governmental policy of destroying monopolies.
3. Purpose was to get industry started again to increase employment.
4. Law provided for organizations of industries through codes of fair trade practices. Monopolies forbidden, but at the same time anti-trust laws were suspended.
5. Ideal of N. R. A. was industrial self-government with cooperative business codes acting as laws.
6. Did not work well.
7. Supreme Court declared law unconstitutional.

8. Law was very unpopular after a short time; even New Dealers objected to its operation.

B. Guffey Coal Act of 1935.

1. Attempted to bring coal industry out of depression permanently.
2. Organized soft-coal industry as a unit to conserve coal, to regulate prices, wages, and labor conditions.
3. Supreme Court declared it unconstitutional.

C. Glass-Steagall Banking Act of 1933.

1. Required banks to maintain a fund, supported by the federal government, for guaranteeing bank deposits up to five thousand dollars.
2. Restricted banks in using funds (deposits) for speculation.
3. A good act for the small depositor; still exists.

D. Federal Securities Act of 1933.

1. Attempted to control unregulated speculation which started the panic of 1929.
2. Provided that all securities must be approved by Federal Securities and Exchange Commission.
 - a. Prevented sale of fraudulent stocks and bonds.
 - b. True statements required for sale.

c. Provided for amount of cash to be forwarded when buying.

3. Present stock market probably will not crash so rapidly.

Recopy of Notes:

Individual problems clarified in this period.

SAMPLE LESSON PLAN XIII-A

Book-Recitation, Eleventh-Grade History

Topic: Other permanent reforms attempted by the New Deal.

Aims:

1. To develop an understanding of other reforms attempted by the New Deal.
2. To develop an understanding of how these measures would prevent depressions.
3. To develop an understanding of the wide scope of the New Deal measures.
4. To analyze the controversial nature of the measures.
5. To note what remains of the reforms attempted.

Review:

Questions and answers covering previous assignment.

Introduction and Assignment:

Now that we understand the reform measures adopted by the New Deal in regard to farming, banking, and business we shall continue our study of reforms in labor, general security and welfare, and in judicial and administrative operation. Finally, a study of financing the New Deal will be made. The assignment in your book is p. 950-955.

Development:

Supervised reading followed by discussion. The questions listed below served as a basis for checking progress in supervised reading and for the discussion which followed:

1. What attitude did the New Deal take toward labor organizations?
2. How is this expressed in the Wagner Act of 1935?
3. Up to the present time what has the National Labor Relations Board done?
4. Name the three main provisions of the Fair Labor Standards Act of 1938, sometimes called the Wages and Hour Law?
5. Discuss the far-reaching effects of the Social Security Act of 1935.
6. How will these act to cushion effects of unemployment and thereby prevent depression?
7. Why did Roosevelt want to change the members of the Supreme Court?
8. Was he successful?
9. How is the Civil Service Commission aided by the Hatch Act?
10. Do you think that labor organizations are too strong today? Why?
11. List the New Deal measures which you approve and tell why you approve them.

SAMPLE LESSON PLAN XIII-B

Lecture, Eleventh-Grade History

Topic: Other permanent reforms attempted by the New Deal.

Aims:

1. To develop an understanding of reform measures attempted by the New Deal.
2. To develop an understanding of how these measures would prevent depressions.
3. To develop an understanding of the wide scope of the New Deal measures.
4. To analyze the controversial nature of the measures.
5. To note what remains of the reforms attempted.

Review:

Questions and answers covering previous lecture.

Introduction:

Now that we understand the reform measures adopted by the New Deal in regard to farming, banking, and business we shall continue our study of reforms in labor, general security and welfare, and in judicial and administrative operation. Finally, I intend to give you total figures concerning the cost of all the measures. The topic for today is "Other permanent reforms attempted by the New Deal."

Lecture Outline:

I. Labor legislation.

A. National Industrial Recovery Act.

1. Recognized right of workers to organize and strike.
2. Outlawed company unions.
3. Created board to arbitrate disputes.
4. Limited hours to forty per week, fixed minimum wages, and practically abolished child labor.
5. Declared unconstitutional by Supreme Court in 1935.

B. Wagner Labor Relations Act of 1935.

1. Set up a new National Labor Relations Board.
 - a. Authorized to investigate labor complaints and prohibit unfair practices on part of employers.
 - b. From 1935 to 1939, nineteen thousand disputes heard; ten thousand settled by agreement, five thousand withdrawn entirely, seven hundred strikes averted, and many elections held.
2. Under attack presently in Congress.
 - a. Division between A. F. of L. and C. I. O.
 - b. Jurisdictional strikes common.

C. Fair Labor Standards Act of 1938.

1. Called Wage and Hour Law.
 - a. Provided minimum of twenty-five cents an hour; later raised to forty cents.
 - b. Lowered hours from forty-four to forty per week.
 - c. Effectively ended child labor.
2. Also under attack presently in Congress.

D. Provision of above acts to prohibit courts from issuing injunctions to break strikes is greatly opposed by industry.

II. General security and welfare legislation.

A. Social Security Act of 1935.

1. Provided pensions for aged.
2. Insurance for retired workers.
3. Unemployment insurance.
4. Assistance to blind, dependent mothers and children, large appropriations for public health.
5. States cooperate in raising funds.
6. Collections from workers and employers intended to meet greater part of costs.
7. A form of compulsory insurance.

B. Law enacted in 1939 greatly widened scope.

1. Added many workers eligible for participation.

2. Increased appropriations.

C. Social security accepted by both parties as good.

1. Will help to cushion depression through unemployment insurance.

2. Will help to prevent sudden loss of income.

III. Administrative and judicial reform.

A. Reorganization of Executive Department.

1. To relieve President of responsibilities.

2. To give greater efficiency.

B. The Hatch Act of 1939.

1. To further separate politics from government operation.

a. Made it illegal for government employees to participate actively in party politics.

b. Illegal to promise jobs.

c. Illegal to solicit campaign funds from civil service workers.

2. Contributed to cleaner politics.

C. Supreme Court.

1. Roosevelt dissatisfied because Supreme Court nullified New Deal acts.

a. Fifteen judges in case of not retiring at seventy.

b. Would give Roosevelt enough appointees to secure liberal interpretations.

- c. Congress failed to uphold Roosevelt.
- d. Five judges died and appointments by Roosevelt were from liberal group.
- e. Supreme Court thereafter declared fewer laws unconstitutional.

D. Lower courts reorganized for greater efficiency.

IV. Financing the New Deal.

A. Debt rose.

1. From 1929 to 1932 from sixteen billion to twenty-three billion dollars.
2. From 1933 to 1940 from twenty-three billion to forty-three billion dollars.
3. Money financed New Deal was largely borrowed to be paid back when times were better.

B. War debts.

1. Added about two hundred twenty billion dollars.
2. In terms of war debt, cost of New Deal not so great compared to accomplishments.
3. Present Republican Congress avowed to halt rise of debt.

Recopy of notes:

Individual problems clarified in this period.

APPENDIX C

SAMPLE STENOGRAPHIC REPORTS

The stenographic reports are presented in the following order: (1) For Class A, ninth-grade geography, which was taught on this day by the textbook-recitation method; (2) For Class B, ninth-grade geography, which was taught by means of the lecture on this day; (3) For Class C, eleventh-grade United States history, which was taught by lecturing on this day; and (4) For Class D, which was taught by the textbook-recitation method on this day.

These lessons may be considered typical of all lessons in the experiment. However, the review period in all classes was slightly longer than average.

PART I

Sample Stenographic Report of Class A
Book-Recitation, Ninth-Grade Geography

Teacher: Today we will review what we studied yesterday about Australia. What is unusual about Australia's location? Mary Ellen?

Mary E: It's an island continent and it's completely south of the equator.

Teacher: What are the main physical features of Australia, Lois?

Lois: Mostly desert and there are mountains.

Teacher: All right, Lois, now will you please point out this mountain range on the map? (Lois went to the map and did this.)

Teacher: How does the mountain range affect the climate?

Lois: On the east side most of the people live and on the west side is the desert.

Teacher: How does the mountain range affect this?

Lois: The wind and rains fall from the southeast. The southeast trade winds come across the ocean; and as they rise to come across the mountains, they cool off and rain falls slightly and then there are cool winds and no rain but just deserts.

Teacher: How does the mountain range affect this?

Teacher: That's right, Lois, you may take your seat now.
Thank you. The southeast trade winds bring rainfall east of the mountains; after passing over the mountains they warm and very little rain falls so that most of western Australia is a desert. Now what else affects the climate to make the North different from the South? Marilyn?

Marilyn: Northern Australia isn't far from the equator and the northern part is in the torrid zone so that the north has tropical rains in the summer and it does not get very cold.

Teacher: That's right, and the South is more temperate. What kind of people were living in Australia when the English first came?

Class: Bushmen.

Teacher: Yes, these Bushmen mostly lived by fishing and hunting. They were small primitive people with dark skin. They are now dying out and the English have taken over Australia. For what was Australia first used by the English, Kay?

Kay: Used as a penal colony, but I don't know what that means.

Teacher: A penal colony is a prison colony. Instead of keeping their prisoners in England, the British sent them to Australia. The people of Australia today

are mostly of English descent. Who is kept out of Australia?

Alice: Colored people and Chinese and Japanese.

Teacher: Yes, that is correct; therefore, Australia is a continent for white people only. What kind of government does Australia have?

Norman: It's a colony of England and the same kind of government as Canada.

Teacher: No, it isn't a colony of England; it's a Dominion and belongs to the Commonwealth of Nations. It is not connected with Great Britain as a colony but belongs to the British Commonwealth of Nations. It has its own free independent government as has Canada. What are the main animals raised in Australia?

Class: Sheep and dairy cattle.

Teacher: What is the main product obtained from sheep?

Class: Wool.

Teacher: What animal was brought to Australia as a pet and later became a pest which they are now trying to get rid of so they don't destroy the fruit trees?

Class: Rabbits.

Teacher: The rabbits are still being destroyed, but they do provide furs which are sold. What unusual animal is a native of Australia?

Class: Kangaroo.

Teacher: Besides the raising of sheep and dairy cattle, what are some other crops grown in Australia? Ruth?

Ruth: Grains.

Teacher: And what are the most important grains, Ruth?

Ruth: Wheat and oats.

Bill: (volunteered) Sugar cane and fruits of different kinds.

Teacher: Yes, tropical fruits are grown especially in the North. What are the principal minerals of Australia?

Paul: Coal, iron, and gold.

Teacher: Would you say that Australia is a manufacturing or agricultural nation?

Phyllis: Agriculture.

Teacher: Yes, agriculture, and the most important product of course is the wool from the raising of sheep.

Teacher: Which city then is most important for exporting this wool? Harold?

Harold: Sydney.

Teacher: Sydney is the chief seaport and it is also the third largest city in the British Empire as well as the largest city in Australia. Is Sydney the capital of Australia, Gloria?

Gloria: No, Canberra is the capital of Australia, I think.

Teacher: That's right, Canberra. What are some of the other large cities in Australia?

Shirley: Melbourne is one.

Teacher: Right; Melbourne, Adelaide, and Brisbane are fairly large cities; they are all located along the southeastern coast. Today we are first going to study about sheep and then the country of New Zealand. New Zealand, like Australia, is a great wool-producing country. The assignment in your book for sheep is on pages 142-145; New Zealand is discussed on pages 647-650. (Page numbers were put on the board.) Use the following questions to guide your study. (Questions were put on the blackboard):

1. How long have men raised sheep?
2. Why can sheep live in dry hilly countries?
3. What are the two main kinds of sheep?
4. What countries lead the world in sheep production?
5. Locate New Zealand.
6. What kind of climate does New Zealand have?

7. What are the important products of New Zealand?
8. Name and locate the two most important cities.
9. With whom does New Zealand trade?

Teacher: How many of you have finished reading the lesson and answering the questions? (Most of the students held up their hands.) All right, we will start our discussion then. You who haven't quite finished may be able to finish answering the questions during the discussion. How long have men raised sheep?

Eugene: Since early history; ever since men were on the earth.

Billy: (volunteered) As far back as man's records go, sheep have been a domesticated animal.

Teacher: Where do we read most about sheep that far back?

Student: Bible.

Teacher: Yes, in the Bible we read that sheep were used as sacrifices in the early Jewish religion and also used as a form of wealth. There are many Bible Stories about sheep. Shepherds are often referred to. Now, question 2. Why can sheep live in dry hilly countries?

- Student: They can eat close grass and shrubs.
- Volunteer: They have sharp feet and can walk on steep hill-sides.
- Teacher: What are the two main kinds of sheep.
- Class: Merino and Southdown.
- Teacher: That's true; Merino is best suited for wool and Southdown are mutton sheep.
- Volunteer: The book said Merino were bred to give more wool; they have very long fleece and the skin is wrinkly.
- Teacher: And what did you read about the Southdown?
- Student: The fleece is short and they grow fat.
- Teacher: What countries lead the world in the production of sheep? Alfred?
- Alfred: Australia and New Zealand.
- Teacher: What other countries produce sheep?
- James: Argentina, United States, Uruguay, and the Union of South Africa.
- Teacher: All of these countries produce wool, New Zealand ranks next to Australia in the exporting of wool. Most countries besides Australia use their wool at home. Now, do any of you have any questions about the growing of sheep? Let's turn then to New Zealand. Melvin, will you please go to the map and point out New Zealand for the class?

(Melvin did this and when asked, named and pointed out the two islands, North Island and South Island.)
About what degree of latitude are they, Melvin?

Melvin: Forty degrees south.

Teacher: Will you find Indianapolis on the map now please?
What is its latitude?

Melvin: Forty degrees north.

Teacher: You may take your seat, Melvin, thank you.
Indianapolis is about as far north as New Zealand is south of the equator. They have about the same climate; both have temperate climates.
New Zealand is surrounded by water and Indianapolis by land. Which would have the colder winters, Lois?

Lois: Indianapolis.

Teacher: That is correct, Lois, the winters are more temperate in New Zealand. What are the physical features of New Zealand?

Student: New Zealand is mountainous; they are so high that the year around snow stays on the mountain tops.
I think they are called the Southern Alps.

Teacher: Yes, they are. Now what are the most important products of New Zealand, Gloria?

Gloria: Wool, mutton, dairy products.

Volunteer: They have rabbits there, too.

Teacher: All right, in summarizing we'd say that the main products are wool, frozen meats, and dairy products; also rabbit fur, hides, and skins. The Kauri pine tree supplies both lumber and resin used in the making of commercial gum. Where are the frozen meat products of New Zealand sent, James?

James: I don't know.

Volunteer: To England.

Teacher: Yes, and what is necessary for the transportation of these frozen meats to Great Britain? Bill?

Bill: Ships like refrigerated boxcars.

Teacher: Correct. What are the two main cities of New Zealand?

(The bell rang ending the period.)

PART II

Sample Stenographic Report of Class B

Lecture, Ninth-Grade Geography

Teacher: Yesterday we studied the continent of Australia. What did we find that was unusual about the continent?

Nancy: That it is completely south of the equator.

Teacher: That is unusual because it is the only continent that is completely south of the equator. (Pointing to map) Which of those islands also belongs to Australia?

Dewey: That little island south, it starts with a "T".

Teacher: Tasmania, it is called. Where are the mountain ranges in Australia that affect the climate a great deal? Where are they located, Lawrence? Go to the map and show us, please. Which way do they run?

Lawrence: North and south.

Teacher: Right, they are north-south mountains not far from the east coast. The Darling and Murray Rivers are on the east side of the mountains. How does the mountain range affect the rainfall?

Lawrence: The southeast trade winds bring the rain.

Teacher: That's right, Lawrence, you may take your seat now. The mountains cause the winds to rise and cool so rain falls on the eastern slopes. After the winds are over the mountains they lower and bring very little rain so it starts getting dry immediately west of the mountains, and not far from there Australia is mostly desert. Most of the people live where there is plenty of rainfall. Delane, what were the natives of Australia called?

Delane: Bushmen.

Teacher: What were they like? How did they make a living and that sort of thing?

Delane: By hunting and fishing. They were very backward people.

Teacher: What country first settled Australia, Charles?

Charles: British.

Teacher: What did the British do about letting in the Chinese and Negroes?

Student: They wouldn't let any Chinese and Negroes come there.

Teacher: That's correct. Australia is today a continent where white people live almost exclusively. What is the relation of the government of Australia to Great Britain?

Mary: Commonwealth.

Teacher: Yes, Australia is one of the Commonwealth of Nations. Does that mean that Australia has free, self-government?

Mary: Yes.

Teacher: Are the people of today progressive or backward?

Class: Progressive.

Teacher: Yes, they are definitely progressive and make their living mostly by agriculture. Now, what is the chief agricultural product?

Class: Sheep.

Teacher: What kind of sheep are raised? What are they called?

David: I don't know (started to spell Merino, but couldn't remember).

Teacher: How do you pronounce it? Do you know, Norma Jean?

Norma: Merino.

Teacher: That's right, Merino. They are good sheep for wool. Does any country in the world produce more wool than Australia?

Students: No.

Teacher: Where are most of Australia's sheep grown, Charles?

- Charles: West of the mountains but not very far west; well, they are grown everywhere west of the mountains except where it is too dry so that they cannot get any water.
- Teacher: That's right. They cannot live in the desert but can live on the plateaus immediately west of the mountains where grass grows. Do the Australians use these sheep for anything besides wool?
- Verna: I think they're used for mutton, but mutton isn't so important.
- Teacher: Yes, Australia is a great mutton producing nation but the chief disadvantage of this is that they have to send it half way across the world which is a very long and expensive trip. They therefore ship wool, and that is why mutton isn't so important. What else besides sheep is grown in Australia, Genevieve?
- Genevieve: Wheat, oats, hay, apples, and tropical fruits.
- Teacher: Yes, the tropical fruits are grown in the northern hot region along the coast. Now then, what other animals besides sheep do we find in Australia?
- Class: Rabbits.
- Nancy: (volunteered) Beef and dairy cattle in the southeast section where there is rainfall and pasture.

Teacher: Are there great manufacturing cities in Australia where iron and steel goods are produced?

Daniel: Not that I know of.

Teacher: The Australians do not have much industry and manufacturing. They import most of their things such as farm implements, automobiles, and other machinery. They do pack meat and wool; those are their main industries. The capital of Australia is Canberra where the central government is located. Name one of the other seaports of Australia.

Class: Sydney.

Teacher: Is Sydney noted for anything in particular, Betty?

Betty: Center for the exporting of wool.

Teacher: All right, and it is also the third largest city in the British Empire. Melbourne is also a great city; it has a population of over a million. It is a city for exporting hides and meat. Most of the large cities are located in the Southeast. Do you have any questions now about Australia? Did you find that you had the answers to most of the questions I asked in your notes from yesterday?

Class: Yes.

Teacher: Today we are going to talk first about one of the most important animals found in Australia. That

is, sheep. That isn't going to take very long , and after we finish discussing sheep we shall then spend a little time on another great sheep country, New Zealand. As far as early history is concerned, sheep were the first animals domesticated. Have you ever read of sheep in Bible stories?

Class: Yes.

Teacher: In those stories from the Bible which concern life thousands of years ago, we read that sheep were used as a form of wealth. That was before our monetary system. Sheep were also used as sacrifices. Do you know what is meant as a sacrifice? Well, it is a form of offering for the forgiveness of sins. People thought that by offering their sheep the blood from them would help them to have their sins forgiven. Also, in the Bible we read where sheep's wool was used for clothing and that the meat of the sheep was eaten. One of the reasons why sheep were important in Biblical times is that they were raised in dry climates and hilly soil. Do you remember where the Christian religion started?

Class: Palestine.

Teacher: Is it flat or hilly?

Charles: Hilly.

Teacher: Yes, and the climate is dry. That old region grew sheep in very early times. The sheep can live on little grass. They do not require nearly as much grass as cattle. Also they have very sharp teeth and they can eat shrubs and grass close to the ground. Have you seen any sheep this spring?

Charles: Yes. I've seen quite a few sheep.

Teacher: Where did you see them, on hilly places or in the river bottoms?

Charles: Mostly on the hills.

Teacher: Yes, that's where most of our sheep are grown here, too, in the hilly regions. Now there are two main kinds of sheep, the wool-producing Merino and the mutton Southdown. (Teacher put "Merino" and "Southdown" on the blackboard.) The Merino has a fairly large body and a wrinkled skin. This wrinkled skin allows more wool on the same sheep and the wool is long. The mutton type sheep is called Southdown. It's completely different from the Merino, being much larger. It gets fat and has very short wool. Those are the two main types of sheep and of those types the Merino or wool-

producing is perhaps the most important because wool is much more valuable in clothing manufacturing than mutton is as a food. The leading country which produces sheep is the one we have just studied, Australia. Other countries which also produce sheep are New Zealand, Argentina, the United States, Uruguay, and the Union of South Africa; in fact most countries of the world produce sheep. The ones I have mentioned are the leaders.

Now we have finished studying one country which is chiefly a sheep and dairy country. The rest of the period we will use in studying New Zealand. New Zealand belongs to the British Commonwealth of Nations. It has a free and independent government like Australia and Canada. New Zealand is located about twelve hundred miles east of Australia. The latitude south of the equator is equal to that of Indianapolis north of the equator. In other words, New Zealand is as much south of the equator as Indianapolis is north of the equator. New Zealand is composed of two islands, North Island and South Island. Both islands have very high mountains. (Pointed out islands on map.) The mountains are high enough so

that some of them are covered with snow throughout the year. Between the mountains are very fertile valleys and all along the seashore there are coastal plains. The climate is temperate. It's a whole lot like Indiana except the winters do not get as cold. The people speak English. Many of them are of English descent, and they are progressive people, mostly farmers. New Zealand produces agricultural products almost exclusively. (Student asked for repetition.) Another way of saying that is that agriculture is most important in New Zealand and there isn't much else. New Zealand ranks next to Australia in wool exports. Many dairy cattle are grown and New Zealand ranks very high in cheese and butter production. The rabbits in New Zealand are a pest the same as in Australia, but their furs are valuable.

Modern methods of agriculture are carried out in New Zealand. So, if you were to go to New Zealand what kind of animals would you expect to see?

- Raymond: Sheep and dairy cattle.
- Teacher: Yes, sheep on mountain sides and dairy cattle in the lowlands. The forests in New Zealand have

mostly been cut off. There is one important tree, though, called the Kauri pine. (Teacher wrote "Kauri pine" on the blackboard). It is very good for making lumber, and also the resin taken from the trees has many uses.

The trade of New Zealand is mostly with England. Exports are wool, frozen meat, and dairy products. The imports are automobiles, petroleum, clothing, and tea. The railroads by which these things are moved inside the country are state owned. The government owns the railroads in New Zealand. I am going to give you two cities and that will finish our study of New Zealand. The largest city and capital is Wellington. The second largest city is Auckland. (Teacher put "Wellington" and "Auckland" on the blackboard). Both of these cities are seaports. Wellington is on the southern tip of North Island and Auckland on the northern coast of the same island. Do you have any questions now about the growing of sheep, or the country of New Zealand? Then you may use the rest of the period to recopy your notes. (Teacher answered individual questions concerning notes and helped some students.)

PART III

Sample Stenographic Report of Class C

Lecture, Eleventh-Grade History

Teacher: Today we will review very briefly the background for the New Deal. What were the events leading to the New Deal?

Class: The depression.

Teacher: When did the depression start and how long did it last, Devonna?

Devonna: It started in 1929 and lasted until the stock market crashed and the banks closed and thirty-two thousand businesses went broke.

Teacher: Besides those things Devonna has mentioned, what were some of the other notable factors that were very common? Betty?

Betty: Farm prices went down. People were out of work, about one third to one half. Those that did have jobs could hardly get along.

Teacher: You should all remember this: first, farm prices were very low; second, one third to one half of the people were unemployed and many of those who were employed has only enough to just get by and that very poorly. Who was president from 1929 to 1933?

Class: Hoover.

Teacher: What did he do to relieve the effect of the depression, Robert?

Robert: Not much.

Volunteer: Didn't he buy up all of the surpluses?

Student: He tried to help the farmers.

Teacher: We were referring to what has been done to bring the country out of the depression. Hoover attempted to relieve the farmers. The Surplus Commodity Corporation was created to buy surpluses in hopes that farm prices would go up. This did not help because there were new surpluses every year, and prices continued to go down. Do you think the majority of the people in 1932 wanted a change in government and a New Deal?

Class: Yes.

Teacher: Why?

Student: Because so many of them didn't have enough food to eat and they were losing too much money. The poor and the rich alike.

Teacher: So much for events leading to the New Deal. Was the New Deal legal?

David: Yes.

Student: It was within the bonds of the constitution. The laws would have to be passed by the Supreme Court.

Teacher: All right. Besides, they followed the usual

methods of our two-party system, and they met with the approval of the majority of the people. It was not something forced on the people. Did the New Deal start its laws on a completely new set of ideas or were there precedents for enacting many of the laws?

Student: Sherman Anti-Trust Act of 1890.

Teacher: What kind of an act was it? Who passed the law? Kenneth?

Kenneth: I don't know who passed it, but it was supposed to regulate big business.

Teacher: It was passed in the administration of Harrison and that was its aim - to control big business. Now what had been done previously to aid the farmer? Joanne?

Joanne: In Wilson's time Farm Loan Banks were started to lend money at lower interest rates.

Teacher: All right. These banks did give farmers lower interest rates, but they didn't help to raise prices. Now these acts you have mentioned were federal laws. To what state did the New Deal turn for other ideas?

Class: Wisconsin.

Teacher: And what had Wisconsin done, Gloria?

Gloria: Passed laws for old age pensions and other forms

of relief.

Teacher: Right, now is there any place besides the federal and state governments where the New Deal went to get some of their ideas?

Student: Business and labor gave some ideas.

Teacher: Yes, in business and labor organizations codes and practices has been set up to control production and distribution. Had industry been producing more goods than they could sell at a profit?

Student: Usually business organizations closed down because they could not do it at a loss.

Teacher: They had a good system to control production. The labor organizations had codes set up which they followed also. All of these served as guides for New Deal laws. What man is connected with the New Deal more than any other?

Class: Roosevelt.

Teacher: What kind of a background did Roosevelt have before he became President? Richard?

Richard: He had a good political background.

Volunteer: Had been Governor of New York.

Volunteer: Was Assistant Secretary of the Navy once.

Volunteer: He had run for Vice President.

Teacher: What were his personal characteristics? Frank?

Frank: He had an open mind; he accepted responsibilities.

Volunteer: He had a good voice for radio.

Teacher: How many of you ever heard some of his speeches that you remember? (Several students said they had.) Mr. Roosevelt was a very capable speaker; his radio voice was much better than that of President Truman. Also, he had bigger and better ideas of his own. He surrounded himself with very capable and intellectual men. He could go to them for advice.

That's all we are going to say about the background of the New Deal. Today we are going to find out how the New Deal attempted to overcome the depression. In today's lesson I am going to give you the emergency measures only. They were of two types. First, to overcome the depression and second as permanent reforms. Now, you can take this as a topic for today, "Early Action of the New Deal in Relieving the Depression." First, the banking situation. When Roosevelt took office on March 4, 1933, banks were closing rapidly. A panic existed; people had lost faith in the banks and in great numbers they went to the banks to get their money. Since the banks had loaned money that they could not pay, they closed. Various states had called "banking holidays." In other

words, the Governors of the states closed the banks and several were closed when Roosevelt took over. One of the first things he did was on March 6 to order all national banks closed and that was within the President's power. He asked all state banks to close also. Why did he want all the state banks to close, Lillian?

Lillian: To stop the panic.

Teacher: Yes, if the panic were not stopped the banks would be forced to close anyhow. The purpose was to save the remaining banks that were still open. Three days later, on March 9th, the Emergency Banking Act was passed. The provisions of this act were that they allowed the sound or good banks to borrow more money from the Federal Reserve Banks. That provision, of course, enabled these smaller banks to borrow more money from Federal Reserve Banks. Also, it gave the President power to prevent the shipping and hoarding of gold. A third provision of the act was to provide inspectors to wind up the affairs of previously closed banks. Now, from the time the bank holiday was called on March 6 about two weeks passed; during that time this Emergency Banking Act was passed. Then banks reopened. All the safe banks opened,

about 13,000 altogether; and the closed banks, those previously closed, gradually paid off most of what they owed. Some of course never did pay off. To summarize the banking situation, confidence was restored and they never closed again and went about their business. Later, we'll study the Glass-Steagall Act. That's the act by which the deposits are insured up to \$5,000. It is a good act and one that will help to keep depressions from getting bad.

We will now take up our second topic, relieving the unemployed or relief for the unemployed.

Student: How was the housing situation then?

Teacher: Not as bad as it is now. There were plenty of vacancies, but the people then did not have the money to buy or rent. There was no housing shortage as we know it today. Here in Evansville in the best sections of the city there were plenty of houses to rent at twenty-five or thirty-five dollars a month. One of the first acts to relieve the unemployed was the Civilian Conservation Corps. (Teacher put this on the board and the letters C.C.C.) The purpose of the C.C.C. was to employ young men on conservation projects. The men taken were between the ages of seventeen

and twenty-three; and during the first seven years of the C.C.C., about two and one half million young men were employed. That is one means the New Deal used for relieving the unemployed. That is how it took care of many unemployed. The next act, which more directly helped and which cost the people more than what they got, was the Federal Emergency Relief Administration. It financially provided for direct relief. By that we mean that the federal government took money and gave it to people to buy groceries and pay rent with and things like that. During the years, 1933-1938, about three billion dollars was spent in administering this act. None of this money, of course, came back. It was money the government spent to help people from starving and assisting the unemployed. A third act which helped to relieve unemployment was the National Industrial Recovery Act, commonly known as the NRA. We are not going to discuss much about it because it was mainly designed to help businessmen and thereby aid employment. We will study that later. There was one part which provided for a Public Works Administration, P.W.A. This P.W.A., in its lifetime, provided employment

for about four million men, and those people were paid about an average of thirty to ninety dollars a month depending on the kind of work they did. Do you have any questions thus far? (None were asked.)

Teacher: These three acts did a considerable amount of good to relieve unemployment. However, they were very expensive and cost the federal government a lot of money to administer and pay. They borrowed money to pay for this and thereby they created more purchasing power and factories were reopened. These were the first things done to relieve poverty and (did not understand).

Student: Are any of these acts still in effect?

Teacher: No, the N.R.A. was declared unconstitutional; the C.C.C. went out of existence prior to the last world war; and the Federal Emergency Relief Act, of course, was temporary. Those three acts put the federal government in debt by at least ten billion dollars. Do you think it was worth it?

Class: Yes.

Teacher: Well, the last war put us in debt another two hundred and fifty billion dollars so now ten billion dollars doesn't look so big. At that time it was a big sum, and it still hasn't been completely paid

off. When you work and pay income taxes you will help pay this national debt. The next point, if you have no questions about unemployment, is aiding the farmers. I will put the four acts on the board which were intended to aid the farmer:

1. Emergency Farm Mortgage Act of 1933.
2. Farm Bankruptcy Act of 1934.
3. Mortgage Moratorium Act of 1936.
4. Agriculture Adjustment Act of 1933. A.A.A.

These acts were passed to relieve the farmers from effects of the depression. The first of these, the Emergency Farm Mortgage Act of 1933, provided for more money on easier terms at lower interest rates and enabled farmers to borrow more money. By borrowing more money, they could save their farms. From 1933 to 1937 about three and one half billion dollars of money was lent to farmers under this act. This was enough to save a considerable number of farmers. Any questions so far? (No response from students.) The second act, the Farm Bankruptcy Act of 1934, was passed to help farmers not provided for in the act of 1933. In spite of the Farm Emergency Act of 1933, farmers were still losing their farms; a lot of them still could not borrow the necessary money to save their farms;

therefore, the Federal Bankruptcy Act made it illegal to foreclose farm mortgages under certain conditions. There was a good reason for this law because in five years, from 1927 to 1932, about one tenth of all the farmers in the United States had lost their farms due to foreclosures. This act was declared unconstitutional in 1935. As soon as the Supreme Court declared the act unconstitutional, the federal Congress passed the Mortgage Moratorium Act. This Act gave farmers an additional three years to make payments on mortgages held by the Federal Land Banks. This Act saved many farmers. The farmers even this late could not make enough money to meet their payments when they came due, and now they were given an additional three years to pay. Do you have any questions about the farm problem? Do you see how these acts helped the farmers? (No questions.) The next act is the Agricultural Adjustment Act which was passed in 1933. The purpose of this act was to pay the farmers for decreasing production. With less production prices would go up. That is what happened. Farmers were paid to produce less. The federal government gave farmers money for producing less,

and this helped the farmers in two ways. First, they received money for producing less; and second, prices went up. What happened as far as city people were concerned?

Student: They had to pay more.

Teacher: True. Money was given to farmers to produce less and therefore the prices of food went up. That helped the farmer, but it made the city person pay more for what he ate. The act was declared unconstitutional in 1936.

Student: Wasn't that because they killed the pigs and plowed up the cotton and stuff?

Teacher: That's part of it. The real reason was that the law was passed for the benefit of a special group, and such laws are unconstitutional. Now I am going to give you two other acts, and that will finish the main emergency acts of the New Deal. One is not a New Deal measure; it is the Reconstruction Finance Corporation. The R.F.C. is a Hoover measure and still exists today. It was a governmental agency set up to lend money to businessmen. It is supposed to lend money to small businessmen primarily. A lot of additional money was granted during the New Deal for loans. As a result of the R.F.C., thousands of small

businesses were saved from bankruptcy.

A New Deal measure designed especially to aid home owners in cities was the Home Owners Loan Corporation of 1933. This act gave lower interest rates to people who had home mortgages. From 1933 to 1936, over three billion dollars was lent to approximately one million home owners. The act did save the homes of many people.

This completes today's work. Do you have any questions? Use the rest of the period to recopy your notes.

PART IV

Sample Stenographic Report of Class D

Book-Recitation, Eleventh-Grade History

Teacher: We are now discussing a very important part of American history because it concerns us directly. Yesterday I gave you a brief introduction leading up to the New Deal. I tried to tell you what the New Deal is. You should be able to decide for yourselves what parts were good and what parts were bad, and there were both. As a review, what brought on the New Deal, Jack?

Jack: The depression.

Teacher: And when did the depression start in such a way that everyone knew that it had started?

Jack: 1929.

Teacher: What happened in 1929, Lyndel?

Lyndel: The stock market crashed.

Teacher: All right, the crash of 1929 caused the people to lose millions of dollars over night. What did President Hoover do to relieve the effects of the panic of 1929?

Ann: He didn't do very much.

Teacher: In other words, what happened so far as our economic system was concerned?

Student: It wasn't anything. There wasn't very much business or trade and the stock market crashed.

Teacher: What did our federal government do?

Student: Practically nothing.

Teacher: As a result, from 1929 to 1933 the depression continually worsened. Conditions were bad in 1933. What were the conditions of the American farmer?

Student: Prices were very low, about one sixth of what they are now.

Teacher: That's right; farm prices had gone lower than they had ever been in the 1900's. What then was happening to farm owners, Tommy?

Tommy: The banks were mortgaging farms, and farmers were losing their farms.

Teacher: What other people in thirty-three were in a bad way?

Student: Lots of businesses closed down.

Teacher: Was there unemployment?

Doris: Most of the businesses had closed down. One-third of the people were not working.

Teacher: Besides the farmers and wage earners, the banks closed. By closing, what did they do to small savings of the lower income group and the moderately wealthy?

Student: They couldn't get any money.

Teacher: The people, even though they did have a thousand or two in the banks, couldn't get their money because the banks had closed. Thus you have three situations: the farmers with no earning power, the wage earners with still less, and the banks closing. In what condition were the country's railroads? J. C.?

J. C.: Most of them were close to being bankrupt because goods were not moving.

Teacher: Yes, the railroads' finances were in a very critical state since they were not hauling anything to get paid.

Student: What did the banks do with the money they had?

Teacher: They had lent it to farmers, home owners, and businessmen at interest rates from four to six per cent. When the crash came in 1929 the banks couldn't pay the money to those who wanted it; that is, the depositors. The banks had made loans which in ordinary times would have been good, but now they couldn't get their money in when it was due. Panic seized the American people. People who didn't need their money went to get it, and soon the available money was gone. Those were the economic conditions leading to the New Deal. The next point is the legality of the New Deal. Is it legal?

Class: Yes.

Teacher: And how can we determine that the New Deal is legal?

Student: (Answer not heard.)

Teacher: If it had not been legal the constitution would not have let it stay in the United States. It was constitutional. The acts of the New Deal were under the constitution and subject to our federal courts and they could be declared either way, constitutional or unconstitutional. Besides being subject to the constitution, did they meet the requirements of our two-party system?

Student: I think so.

Teacher: Yes, the two parties functioned during New Deal times just as they do at the present, and it didn't weaken either of them. As an example, you know yourself today that both the Democratic and Republican parties are still strong. Was the New Deal something that was entirely new or had parts of what the New Deal embodied previously been tried? Do you have any opinion about that, Barbara?

Barbara: No, but I would imagine that (not heard). It might have been in what President Wilson (not heard).

Teacher: All right, that's true, many things which were enlarged in the New Deal had been tried previously.

In the 1800's the government had attempted to regulate railroads and big business. How had the federal government previously tried to control big business?

Student: The Anti-Trust Laws.

Student: The Inter-State Commerce Commission.

Teacher: Yes, that was the commission set up to control the railroads more than anything else. What had Wilson set up to help the farmers?

Student: The Farmers' Loan Banks. It would give the farmers loans at lower interest rates.

Teacher: These banks actually did not help the farmers a great deal because all they did was lend more money. What the farmers needed was higher prices to repay their loans. However, the Farm Loan Banks of Wilson's administration were precedents for New Deal laws to aid the farmer. What did the New Deal copy from state administrations? Earnest?

Earnest: I'm not sure, but I think labor laws.

Teacher: And what state led all others in this country in labor laws, unemployment insurance, and things of that kind?

Class: Wisconsin.

Teacher: The New Deal could study the laws of Wisconsin and make them work on a national basis. What was a

third place where the New Deal looked for information as a basis for laws?

Student: I don't know.

Teacher: American business and labor organizations. What had American business done to control production and distribution? John?

John: Organized to keep prices up. They would not sell anything unless they could make money. They closed their places.

Teacher: Yes, they did. They didn't do like the farmers, keep raising more for less and less at a loss; they simply closed down. Now how did the New Deal apply this principle to farming? Jack?

Jack: The New Deal paid the farmers to kill their little pigs and things like that to bring prices up.

Teacher: All right. They paid farmers to decrease production, but we won't talk about that now, we'll discuss the farm problem in detail later. What man is connected with the New Deal more than any other person?

Class: Roosevelt.

Teacher: Yes, Mr. Roosevelt. He is very closely connected with the New Deal. What kind of a man was he?

Tommy: A good man, a Democrat.

Teacher: What were his qualities?

Student: He had been Governor of New York and had had a long background of law experiences. He believed in letting the poor man live.

Teacher: What were his personal qualities, Ann?

Ann: He was unusual in wanting to get things done.

Student: He spoke well. He put words together so that everyone could understand him.

Student: He liked the common people and worked for them and had great faith in them.

Don: He was free to do things. He had great courage and was willing to experiment. He came from a very wealthy family in New York and had lots of friends in politics.

Student: He was a victim of infantile paralysis. He started the March of Dimes.

Teacher: He was not exactly a victim of infantile paralysis; he overcame it. Bill, did you have something else to add?

Bill: Yes, he believed in the President leading Congress instead of Congress leading the President. Like Wilson.

Teacher: Do you have any other questions or comments? If not, I would like for you today to give serious consideration to New Deal measures. The first is the depression problem. How the New Deal attempted to relieve

suffering caused by the depression. The specific problems for today are first, getting the banks reopened; second, relieving the unemployed; and third, the farm situation. We will study the acts of the New Deal immediately after President Roosevelt took office in 1933. Use the questions I am going to put on the board as guides for your study. The assignment in your book is called "Meeting the Emergency," and the pages are 935-943. (Questions put on the board):

1. How did the New Deal meet the banking crisis?
2. How did the New Deal provide for the unemployed?
3. What laws were enacted to aid the farmer?
4. What law was designated especially to aid the recovery of business?
5. How was the monetary system handled?
6. How were home owners assisted?
7. Which measures do you think were good?
8. What measures were declared unconstitutional?

(The following questions were overheard during this study period):

Student: What is the difference between P.W.A. and W.P.A.?

Teacher: The W.P.A. was the Works Progress Administration , and provided for direct relief. P.W.A. means Public Works Administration; and, in this set-up, people were employed on public projects and paid from thirty to ninety dollars a month for their work depending upon the type of work they did.

Student: Is the dollar still worth fifty-nine cents today?

Teacher: Yes, about sixty cents; it's still very low.

Teacher: Have all of you finished reading now?

(Most students had finished.)

We are going to have time to discuss only one of the problems in meeting the emergency. How the New Deal met the banking crisis. When did President Roosevelt take office?

Student: March, 1933.

Teacher: What was the condition of banks at that time, Katie?

Katie: They were mostly closed.

Teacher: What did Roosevelt do two days after he took office?
Glenda?

Glenda: Told all federal banks to close and asked that the states close banks until they could be examined.

Teacher: Then what was the next thing done, Helen?

Helen: He passed the Emergency Banking Act on March 9.

Teacher: That was five days after Roosevelt took office.
And what did that act provide? Catherine?

- Catherine: Stopped the hoarding of gold.
- Student: Prevented the shipping of gold to foreign countries.
- Teacher: Yes, and it also provided inspectors or examiners for banks. When banks were found sound they could borrow money from Federal Reserve Banks and members of the Federal Reserve System. That way it met their needs. As a result of this act, what happened? Tom?
- Tom: Some banks reopened.
- Teacher: How many?
- Tom: I think thirteen thousand.
- Teacher: That's correct; and shortly after the banking act was passed, what happened to the other banks that didn't open?
- Student: They stayed closed.
- Teacher: Yes, they stayed closed and the federal inspectors went to these banks, took care of their books, and gradually some of them paid off to the depositors when they were reopened.
- Student: Did the Franklin Bank ever pay off? (Note: a local bank.)
- Teacher: I don't think so, at least it never reopened. Did the Emergency Banking Act stop bank failures?
- Class: Yes.

Teacher: Yes, it restored confidence in banks again.
Banks started over performing most of the
functions as before. Would you say the
Emergency Banking Act was good or bad?

Class: Good.

(The bell rang ending the period.)

APPENDIX D

SAMPLE STUDENT NOTES

The notes which follow are those of a ninth-grade student in the geography class and an eleventh-grade student in the United States history class. These notes were chosen from several sets which were considered best and are, therefore, samples of the highest standard of achievement in note-taking in the lecture groups for the last period.

The notes are for two consecutive days. They are reproduced from students' papers without change in any respect except for double spacing and margins.

Ninth-Grade Geography, First Day

IX Australia

A Location 10 to 40° South.

- 1 Almost directly South of Dutch East Indies
- 2 Only continent wholly south of the equator

B Physical features

- 1 Lowlands, coastal plains along S.E.
- 2 Mt. range run N and S.
- 3 Dry plateau land, 2/3 desert in Western part
- 4 Darling Murray, these two join together.
- 5 Salt Lakes are in the interior

C Climate

- 1 Northern part is very hot.
- 2 Southern part temperate
- 3 Southeast trade winds bring rain from ocean to Eastern part.
- 4 Equatorial winds bring rain to the North.

D Native People

- 1 Bushman, very dark skinned
- 2 Very short
- 3 Live by hunting and fishing
- 4 Very backward when British found them
- 5 Population 7,000,000
- 6 British first settled Australia

7. Part of British Commonwealth
 - 8 Chinese, Japanese, and Negroes are not allowed to live there
 - 9 Are very progressive now.
 - 10 Important nation of British Commonwealth.
 - 11 Seasons are reversed to ours.
- E 1 Farming most important occupation
- 2 Very little Man. done.
 - 3 Wheat and sheep raised
 - 4 Leads world in wool production
 - 5 1,000,000,000 lbs of wool exported every year.
 - 6 Marino Sheep have very long hair and produce more wool
 - 7 Chief sheep raising sections West of the Mountains
 - 8 Rabbits are sold for fur
 - 9 Beef and Dairy products sold
 - 10 Most of beef eaten in Australia
 - 11 Wheat, oats, hay, sugar cane, apples and tropical fruits are grown also.
- F Methods of growing Wheat
- 1 Very modern
 - 2 Done much the same as United States
 - 3 Apples and tropical fruit grown in N. section

G Forests

- 1 Very few trees
- 2 Chief tree Eucaly used to make furniture
- 3 Wattle tree bark used in tanning

H Minerals

- 1 Good deposits of iron and coal in Southeast
- 2 \$50,000,000 worth of gold mined

I Manufacturing

- 1 Iron and steel goods are manufactured.
- 2 Newcastle center of iron and steel
- 3 Leather and woolen goods man.
- 4 Flour, furniture and lumber
- 5 Man. not so important
- 6 Manufacturing by foreigners

J Trade

- 1 Chiefly with Great Britain

2 Imports

Automobiles
Machinery
Petroleum or oil
Textiles and clothing

Export

Wool, Mutton
Dairy Products
Wheat, Flour
fruits

K Provinces

- 1 Victoria
- 2 New South Wales
- 3 Queensland
- 4 South Australia
- 5 West " "

6 Northern Territory

Tasmania an Island

L Cities

- 1 Sydney pop. 1,000,000. Wool Exporting city
3rd largest city of Empire
- 2 Melbourne Hide, Wool, meat.
- 3 Adelaide on Murry R
- 4 Brisbane Near coal fields. Sugar, wool, gold
- 5 Perth on West Coast
- 6 Newcastle center of Iron and steel
- 7 Capital Canberra

M Things wrong with Australia

- 1 Lack good railroads
- 2 Not enough labor
- 3 Will become more important

Ninth-Grade Geography, Second Day

N Sheep

- 1 First animal domesticated
- 2 Wool was used as cloth
- 3 Meat was eaten also.
- 4 Easily raised in dry climate, hilly soil
- 5 Can eat small shrubs and very close to the ground
- 6 Two kinds of sheep

Wool producing

Mutton type

Spain = Merino

Eng = Southdown

Merino- (7 Fairly large body, wrinkled skin allows more wool
 (8 Wool is very long

Southdown - (9 Much larger and fatter
 (10 Very short wool

11 Merino most important

12 Wool important in cloth making

0 Leading countries producing sheep

1 Australia

2 New Zealand

3 Argentina

4 Uruguay

5 Union of South Africa

X New Zealand

1 Belongs to British Commonwealth of Nations

2 Free and independent nation

3 Located 1200 miles E. of Australia

4 Latitude South of Equator equal to Indianapolis

5 North Island and South Island

6 Both have very high Mountains

7 Between the Mt. are very fertile valleys

8 Along the seashore are coastal plains

Wool producing

Mutton type

Spain = Merino

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3 Located 1200 miles E. of Australia

4 Latitude South of Equator equal to Indianapolis

5 North Island and South Island

6 Both have very high Mountains

7 Between the Mt. are very fertile valleys

8 Along the seashore are coastal plains

A. Climate

- 1 Temperate

B People

- 1 Speak and are English
- 2 Very progressive, mostly farmers

C Products

- 1 Agricultural most important
- 2 Next to Australia Wool export second
- 3 Many Dairy cattle are grown
- 4 Ranks high in Cheese and butter products
- 5 Rabbits are a pest
- 6 Furs are very valuable
- 7 Use modern methods of farming

D Forests

- 1 Have mostly been cut off.
- 2 Kauri Pine most important
- 3 Very good for lumber
- 4 Resin has many good uses

Trade mostly with England

Exports

Wool

Frozen meat

dairy products

Imports

Autos

Petroleum

Clothing & Tea

E Railroads

- 1 Are State Owned.

F Cities

- Seaports- (1 Wellington Capital
(2 Auckland

Eleventh-Grade History, First Day

The New Deal

I Events Leading to the New Deal

A. Panic of 1929

1. High tariff prevented foreign trade.
2. Republican "hands off policy" did nothing to help.

B. Conditions became worse.

1. 1/3 to 1/2 of industrial workers in U.S. were unemployed.
2. Farm prices extremely low.
3. Farmers lost possession of their land.
4. Wages in general were low.
5. Railroads on the verge of bankruptcy
6. Banks closed.
7. 32,000 businesses failed in 1932.
8. Foreign trade was cut in half.
9. Stock markets dropped swiftly and despair was nationwide.

II Nature of the New Deal

A. Characterized by many laws.

1. Many experiments tried
2. First actions were to relieve depression.

3. Then reforms to prevent depressions

B. New Deal aroused much controversy.

1. Majority believed that it was good and necessary.
2. Minority thought New Deal was destroying democracy.

C. Legality of the New Deal

1. Was within bounds of the Constitution
2. Followed the political system of America
3. It had public approval.

III Forerunners of New Deal

A. Federal government legislation

1. Sherman Anti-Trust Act of 1890
2. Agricultural relief of Wilson's terms
3. Labor laws passed during the administration
4. Money had always been controlled by the federal government.

B. State legislation

1. Wisconsin was the most progressive state.
 - a. Had passed old age pensions, social security
 - b. Had passed progressive labor laws

C. Business and labor organizations

1. Had codes and agreements concerning production, Distribution, wages and hours

IV President Roosevelt symbolized the New Deal

A. He had an open mind.

B. Was willing to experiment

- C. Accepted responsibility
- D. Was a leader and possessed great personal courage.
- E. Had served as Asst. Secretary of the Navy and Governor of New York
- F. He had a good radio voice and personality.

Eleventh-Grade History, Second Day

Early Action of the New Deal to Lift Depression

I The Banking situation

- A. Banks were closing in 1933 when Roosevelt took over.
 - 1. People lost faith in banks.
 - 2. Some states ordered banks closed.
- B. March 6, '33 FDR ordered all national banks closed and asked state banks to close.
- C. Emergency Banking Act was passed March 9.
 - 1. This allowed sound banks to borrow more money from Federal Reserve Banks.
 - 2. It also gave the president power to stop shipping and hoarding of gold.
 - 3. It appointed federal inspectors to finish up affairs of banks previously closed.
- D. Safe banks reopened in two weeks.
- E. Closed banks paid off part of what they owed.
- F. Confidence was restored in the banking system.

II. Relief for the unemployed

A. Civilian Conservation Corps

1. To employ young men from 16-23
2. Employed $2\frac{1}{4}$ million men in its first seven years

B. Federal Emergency Relief Administration (FERA)

1. Gave direct relief
2. \$3,000,000,000 were spent from 1933 to '38.

C. National Industrial Recovery Act

1. To stimulate business
2. Provided for the Public Works Administration
 - a. Employed four million people at a wage of \$30 to \$90 a month

III Aiding the farmer

A. Emergency Farm Mortgage Act-1933

1. Provided more money for farmers on easier terms.
2. Saved many farms
3. Helped $3\frac{1}{2}$ million.

B. Farm Bankruptcy Act-1934

1. Made it illegal to foreclose farm mortgages under certain conditions
2. 1/10 of all farms lost by foreclosures after 1927
3. Act was declared unconstitutional in '35.

C. Mortgage Moratorium Act-'36

1. Gave farmers more years to make mortgage payments on those held by federal banks
2. Saved many farms

D. Agricultural Adjustment Act-'33

1. Paid farmers for reducing prices
2. This plan to make prices go up worked.
3. This act was declared unconstitutional.

IV Reconstruction Finance Corporation was passed in 1932 during Hoover's administration.

1. This was a governmental agency to lend money to small businessmen.

V Homeowner's Loan Corporation-1933

A. Established lower interest rates on mortgages

APPENDIX E

OBSERVATION OF TEACHING METHODS BY CRITIC

An evaluation of the two teaching methods was made by the head of the social studies department at Francis Joseph Reitz High School. In this evaluation, the four classes were observed on the same day. The critic spent the entire period in each class and observed each class from start to finish.

The critic was given a copy of the lesson plan for each class and was asked (1) to give the number of minutes devoted to each part of the plan, (2) to list the number of pupils inattentive during each part of the plan, (3) to make applicable notes at any time during the lesson whereby comparisons might be made, and (4) to tell which lesson was better and why.

The notes of the critic, a record of the lesson plan in minutes, and the measure of attention follow:

Ninth-Grade Geography, Class A, Lecture

<u>Length in minutes</u>	<u>Number Inattentive</u>	<u>Part of Plan</u>	<u>Notes of Critic</u>
3	0	Roll	None
8	0	Review	"Attention good. No students observed who were not attentive."
4	0	Introduction	None

<u>Length in minutes</u>	<u>Number In-attentive</u>	<u>Part of Plan</u>	<u>Notes of Critic</u>
24	0	Lecture	"Students spent most of time taking notes, so attention directed toward note taking nearly all the time. Facts given in lecture were introduced and presented in an interesting way.
11	0	Recopy	"It is surprising how well students learn from lecture only."

Ninth-grade Geography, Class B, Book-Recitation

<u>Length in minutes</u>	<u>Number In-attentive</u>	<u>Part of Plan</u>	<u>Notes of Critic</u>
2	0	Roll	None
12	2	Review	"Attention good. In the review students used maps in their books well. Some students were inattentive (2), but one came in late. One seemed to be unable to concentrate on any one thing for long. There was a general excellent teacher-pupil situation. There were no disturbances whatsoever."
5	3	Introduction	None.
2	0	Assignment	"Questions put on board are good learning guides. Questions well stated; also pivotal."
20	0	Supervised Reading	"Students studied well. Much of this due to good training. The only unfavorable situation was late entries (students coming in late)."

<u>Length in minutes</u>	<u>Number In-attentive</u>	<u>Part of plan</u>	<u>Notes of Critic</u>
9	0	Discussion	"Discussion indicated that students had done well with questions put on board."

Eleventh-Grade History, Class C, Book-Recitation

<u>Length in minutes</u>	<u>Number In-attentive</u>	<u>Part of plan</u>	<u>Notes of Critic</u>
2	0	Roll	None
11	2	Review	"Attention good. Group seated nearer instructor; this may be good. This group, since it did not take notes, seemed to direct its attention toward instructor; but less response and fewer contributions and questions from this group."
2	0	Introduction & Assignment	None
22	0	Supervised Reading	"Students went to work on preparation at once. At about 12:23 they seemed to have lost interest in the study. All except two had finished reading assignment at 12:24."
13	3	Discussion	"Students had more interest in the discussion than in the study. Period ended and discussion was not complete."

Eleventh-Grade History, Class D, Lecture

<u>Length in Minutes</u>	<u>Number In-attentive</u>	<u>Part of Plan</u>	<u>Notes of Critic</u>
2	0	Roll	None

<u>Length in minutes</u>	<u>Number In-attentive</u>	<u>Part of Plan</u>	<u>Notes of Critic</u>
11	0	Review	None
1	0	Introduction	None
29	0	Lecture	"Attention good. Students seemed to be taking notes with good attention being given the significant facts. Subject or topic ones that all interested in. Instructor's presentation was carefully planned. Students felt free to ask questions. They asked good questions and made good contributions."
7	4	Recopy	"Assignment was completed."

In the final summary of the two lessons in geography, the critic referred to the book-recitation method as "Lesson 1," and the lecture method as "Lesson 2."

He wrote: "Lesson 2 was slightly better than Lesson 1.

"In the class discussion some of the little points that make a lesson complete were omitted in Lesson 1. There was better attention in the lecture class. Students were busy taking notes and listening to the discussion. A few students seemed to be unable to concentrate during the study period in Lesson 1."

In the final summary of the two lessons in history, the critic referred to the lecture method as "Lesson 1," and the book-recitation method as "Lesson 2."

He wrote: "Lesson No. 1 was the better.

"The instructor, by giving information, was able to accomplish more. Students seemed to grasp the facts more readily than they did when reading it. Many facts were omitted in lesson 2 that were included in lesson 1. They were essential to the development of the lesson in its entirety."

The critic concluded that the lecture-type of lesson was better in each case. His main reasons as given in the notes were: (1) that attention was better, (2) that the students seemed to grasp the facts more readily, and (3) many points were omitted in the lessons taught by the book-recitation method. This third reason is considered as especially penetrating; for, by the very nature of lecturing and of supervised reading followed by discussion, the teacher can present many more facts orally in a given period of time by lecturing. The teacher assumes that the students gain many facts through their supervised reading which time does not allow for in recitation; otherwise he would not use supervised reading.

APPENDIX F

SAMPLE TESTS IN NINTH-GRADE GEOGRAPHY AND ELEVENTH-GRADE UNITED STATES HISTORY

Test Two, Ninth-Grade Geography

Select the correct answer and place the corresponding letter in the space at the left.

- | | |
|-------------------------------|-------------------------------|
| ___ 1. North and South Africa | a. Delhi |
| ___ 2. Tea and Silk | b. Capital of China |
| ___ 3. Seaport of India | c. Capital of Japan |
| ___ 4. Philippine Capital | d. Cash crops of Japan |
| ___ 5. Yokohama | e. Calcutta |
| ___ 6. Fish and Rice | f. Seaport for Tokyo |
| ___ 7. China | g. Closed country before 1800 |
| ___ 8. Capital of India | h. Lies largely in tropics |
| ___ 9. Africa | i. Manila |
| ___ 10. Japan | j. Unsuted for colonization |
| | k. Mindanao |
| | l. An inventive country |
| | m. Colonized by Europeans |
| | n. Food of the Japanese |
| | o. Cairo |
| | p. Lacks coal |
- ___ 11. China's greatest trade is (a) foreign, (b) domestic, (c) import.

- ___12. India's greatest trade is (a) export, (b) import,
(c) on credit.
- ___13. The country which quickly took Western ways was (a)
China, (b) Japan, (c) India.
- ___14. The Sudan lies south of the (a) Sahara, (b) Nile,
(c) forests.
- ___15. Osaka, Kobe, Kyoto, and Nagoya are in (a) China, (b)
Korea, (c) Japan.
- ___16. Most labor in China is done by (a) children, (b)
machinery, (c) hand.
- ___17. A continent chiefly of colonies is (a) Asia, (b) Africa,
(c) Australia.
- ___18. The chief crop of China, India, and Japan is (a) rice,
(b) tea, (c) silk.
- ___19. Egypt imports large amounts of (a) cigarettes, (b)
foodstuffs, (c) raw cotton.
- ___20. China's most common transport method is (a) waterways,
(b) air, (c) roads.
- ___21. Hydro-electric power is used most in (a) Great Britain,
(b) Japan, (c) India.
- ___22. To Britain the most strategic part of Africa is (a) the
Sphinx, (b) the Nile River, (c) the Suez Canal.
- ___23. Mukden is a westernized city in (a) Manchukuo, (b)
Tibet, (c) Japan.
- ___24. The Nile River flows (a) North, (b) South, (c) West.

- __25. The "New York of China" is (a) Yangtze, (b) Shanghai,
(c) Hong Kong.
- __26. The country producing most rice per acre is (a) Asia,
(b) India, (c) Japan.
- __27. Gold, diamonds, and ostrich farms are found in (a)
North Africa, (b) South Africa, (c) Sahara.
- __28. The Northwest colonies in Africa are (a) French, (b)
British, (c) Belgian.
- __29. The grain that feeds the most people is (a) corn, (b)
rice, (c) wheat.
- __30. Monsoons are warm (a) winds, (b) rains, (c) both.
- __31. The population of the monsoon countries is (a) dense,
(b) light, (c) average.
- __32. The production of rice per acre is (a) great, (b) small,
(c) average.
- __33. Rice grows in soil that is (a) dry, (b) damp, (c) flooded.
- __34. Railroad mileage is extensive in (a) Tibet, (b) China,
(c) India.
- __35. The best food rice is (a) polished, (b) unpolished,
(c) cracked.
- __36. American rice is produced by (a) machine, (b) hand, (c)
water buffalo.
- __37. To harvest rice, the field must be (a) moist, (b) dry,
(c) flooded.
- __38. The chief use for cotton is for (a) clothing, (b) sheets,

(c) tires.

- ___39. Raw cotton is the name given to the (a) seeds, (b) stalks, (c) fibers.
- ___40. In ancient days, cotton was (a) unknown, (b) cheap, (c) expensive.
- ___41. Cotton seed is sown in (a) spring, (b) summer, (c) fall.
- ___42. The "Cotton Belt" needs much (a) boll weevil, (b) fertilizer, (c) rainfall.
- ___43. The cotton gin was invented by (a) Elihu Root, (b) John Whittier, (c) Eli Whitney.
- ___44. The cotton gin was invented in the (a) 1600's, (b) 1700's, (c) 1800's.
- ___45. The boll weevil is a (a) moth, (b) worm, (c) beetle.
- ___46. A bale of cotton weighs almost (a) 300 lbs., (b) 400 lbs., (c) 500 lbs.
- ___47. The chief worry of the cottongrower is (a) overproduction, (b) cotton gin, (c) boll weevil.
- ___48. Cottonseed oil, cake, and meal are called (a) burlap, (b) by-products, (c) linters.
- ___49. This nation's cotton mills are located in (a) New England, (b) Piedmont, (c) both.
- ___50. A surplus of cotton causes (a) overproduction, (b) high prices, (c) low prices.
- ___51. Asia and tropical countries (a) China, Ceylon, and France

- __52. America and temperate countries (b) Japan, Korea, and
__53. Monsoon rice growing areas Mongolia
__54. Rice fields (c) Boll
__55. Chief mineral of India (d) Boll weevil poison
__56. Ganges, Indus, Brahmaputra (e) Wheat, chief food
__57. Large buyers of rice crop
__58. Seed pod of cotton (f) Are set out by hand
__59. Cotton gin (g) India, S.E. Asia,
__60. Calcium arsenate E. Indies
(h) Grown from seed
(i) Rice, chief food
crop
(j) Coal
(k) Rivers of India
(l) Reduced cost of
cotton
(m) fertilizer
(n) kindergarten
(o) Are harvested when
flooded
(p) Machine to pick
cotton
- __61. A fiber whose culture was kept a secret is (a) linen,
(b) cotton, (c) silk.

- __62. A fiber made from spruce and cotton is (a) flax, (b) rayon, (c) nylon.
- __63. The most popular and practical fabric today is (a) cotton, (b) silk, (c) rayon.
- __64. The country which has produced the most silk is (a) China, (b) Japan, (c) India.
- __65. The culture of silk began in (a) China, (b) Japan, (c) India.
- __66. The oldest known textile fiber is (a) silk, (b) wool, (c) linen.
- __67. Early farmers grew wool for (a) factories, (b) home-spun, (c) cotton mills.
- __68. Fine domestic and foreign rugs are made of (a) matting, (b) linoleum, (c) wool.
- __69. Durability of a fiber means its (a) strength, (b) length, (c) fineness.
- __70. The chief characteristic of wool is its (a) warmth, (b) durability, (c) fineness.
- __71. Consume most tea (a) Crude and unsanitary
- __72. Leading tea producer (b) Cutting away branches
- __73. Used for the tea crop (c) Berries
- __74. Black tea (d) Leaves
- __75. Picking tea (e) British people
- __76. Green tea (f) Americans

- __77. Tea tree (g) Not fermented
- __78. Pruning (h) India
- __79. India's methods (i) Fermented
- __80. China's methods (j) Once a season
- (k) By hand
- (l) Sheds its leaves
- (m) Evergreen
- (n) More modern, sanitary
- (o) China
- (p) By machines
- __81. The chief wool producing sheep is the (a) Madeira,
(b) Merino, (c) Southdown.
- __82. The sheep best for meat is the (a) Merino, (b) Here-
ford, (c) Southdown.
- __83. The Southdown sheep is from (a) England, (b) Spain,
(c) Greece.
- __84. The Merino sheep is from (a) England, (b) Spain,
(c) Persia.
- __85. To get wool, a sheep is (a) branded, (b) sheared, (c)
shaved.
- __86. The Philippines are (a) a free nation, (b) dependency,
(c) colony.
- __87. Alaska and Hawaii are called (a) territories, (b)
colonies, (c) mandates.

- __88. The chief crop of the Philippines is (a) sugar, (b) rice, (c) pineapples.
- __89. The important industry of Manila is (a) cigar-making, (b) rice-growing, (c) woolen mills.
- __90. Glycerine is made from (a) coconut oil, (b) sugar, (c) petroleum.
- __91. Alaska cost (a) Crossroads of the Pacific
- __92. Fishing is (b) Small area, dense population
- __93. Reindeer were (c) Native of Alaska
- __94. Pribilof Islands (d) \$7,200,000
- __95. Philippines cost (e) Manila hemp
- __96. Copra is (f) Imported to Alaska
- __97. Abaca is (g) \$45,000,000
- __98. Hawaii is (h) Seal fishing
- __99. Sugar is (i) Dried coconut meat
- __100 Puerto Rico has (j) \$20,000,000
- (k) Chief industry of Alaska
- (l) Chief product of Hawaii
- (m) Salmon canneries
- (n) 3/4 Negro population
- (o) 49th state in the United States
- (p) Means "Rich Coast"
- __101. A great leader of early China was (a) Marco Polo, (b) Confucius, (c) Chiang Kai-Shek

- __102. Hong Kong belongs to (a) Great Britain, (b) China,
(c) Japan.
- __103. The country of greatest contrast is (a) Japan, (b)
China, (c) India.
- __104. In China lumber is (a) plentiful, (b) scarce, (c)
exported.
- __105. The great agricultural area of China is (a) Manchukuo,
(b) Tibet, (c) China Proper.
- __106. India and China are separated by the (a) Himalayas,
(b) Yellow River, (c) Atlas Mountains.
- __107. The majority of the Chinese are (a) farmers, (b)
factory workers, (c) rickshaw men.
- __108. Chinese farms are very (a) small, (b) few, (c) large.
- __109. The Chinese raise much (a) citrus fruit, (b) cattle,
(c) poultry.
- __110. The "Caste System" is peculiar to (a) China, (b) Japan,
(c) India.

Test Two, Eleventh-Grade United States History

Select the correct answer and place the corresponding letter in the space at the left.

- ___ 1. Continued public demands during the period of 1896-1917 made the government leaders more (1) social minded, (2) political minded, (3) economic minded.
- ___ 2. Of the three great liberals listed which one was never President? (1) Lincoln, (2) Bryan, (3) Theodore Roosevelt.
- ___ 3. Which of our political parties has produced most great liberal Presidents? (1) Democratic, (2) Populist, (3) Republican.
- ___ 4. What terrible calamity occurred in 1893? (1) earthquake, (2) panic, (3) series of strikes.
- ___ 5. People from the western part of the country desired that the government should (1) support the unlimited coinage of silver, (2) support the limited coinage of gold, (3) remain on both a gold and silver standard.
- ___ 6. Advocates of free silver desired (1) more money in circulation, (2) less money in circulation, (3) unlimited coinage of gold, believing that it would make times better.
- ___ 7. Cheapening of money is called (1) deflation, (2) rationalizing, (3) inflation.

- ___ 8. The party that advocated monetary reform in 1896 was the (1) Progressive, (2) Republican, (3) Democratic.
- ___ 9. The government finally set the ratio of gold to silver at (1) 23 to 1, (2) 16 to 1, (3) 15 to 1.
- ___ 10. The Republican party nominated (1) McKinley, (2) Bryan, (3) Reed for the President in 1896.
- ___ 11. In the campaign of 1896 the Democrats demanded (1) free coinage of silver, (2) a high protective tariff, (3) free coinage of gold.
- ___ 12. The famous "cross-of-gold" speech won the nomination of the Presidency for (1) McKinley, (2) Hanna, (3) Bryan.
- ___ 13. The Dingley Tariff Act (1) raised, (2) lowered, (3) did not change the tariff rates.
- ___ 14. The candidate who conducted his campaign from his front porch was (1) Bryan, (2) Theodore Roosevelt, (3) McKinley.
- ___ 15. The Gold Standard Act (1) established the silver dollar as the measure of money value, (2) established the gold dollar as the measure of money value, (3) permitted the unlimited coinage of silver.
- ___ 16. Distant territories were added to the United States by the (1) Civil War, (2) Spanish-American War, (3) World War I.
- ___ 17. In the election of 1900 the two parties nominated (1)

Bryan and Parker, (2) McKinley and Taft, (3) Bryan and McKinley for the Presidency.

- ___18. The Republicans nominated for the Vice-Presidency in 1900 (1) Theodore Roosevelt, (2) Parker, (3) Taft.
- ___19. McKinley did not live out his term of office since he (1) died a natural death, (2) was shot, (3) was fatally injured in a fall.
- ___20. The Secretary of State in McKinley's cabinet was (1) John Hay, (2) Elihu Root, (3) William H. Taft.
- ___21. The Democrats fought the campaign of 1900 chiefly over the issue of (1) imperialism, (2) gold and silver, (3) tariff.
- ___22. Theodore Roosevelt is regarded as a (1) conservative, (2) reactionary, (3) liberal.
- ___23. Theodore Roosevelt (1) had no preparation for the Presidency, (2) had served in several public offices, (3) was a college President.
- ___24. Theodore Roosevelt was (1) inactive, (2) active, (3) silent in regards to foreign affairs.
- ___25. Roosevelt is given credit with ending the (1) Russo-Japanese, (2) Russo-Chinese, (3) Spanish-American War.
- ___26. Roosevelt aided in an effective supervision and regulation of trusts by enforcing the (1) Civil Service Act, (2) Interstate Commerce Act, (3) Sherman Law.
- ___27. Theodore Roosevelt is given credit with the building

of the (1) Erie, (2) Wellington, (3) Panama Canal.

- ___28. In 1904 the Democrats nominated for the Presidency
(1) Bryan, (2) Parker, (3) Hearst.
- ___29. Theodore Roosevelt's platform was based chiefly on
(1) reform, (2) a high protective tariff, (3) imperialism.
- ___30. Dishonest patent medicine manufacturers and food pack-
ers are controlled by the (1) Sherman Anti-trust Law,
(2) Pure Food and Drug Act, (3) Inter-state Commerce
Act.
- ___31. Theodore Roosevelt may be termed the (1) war Presi-
dent, (2) silver President, (3) trust buster.
- ___32. Anti-social and irregular practices of the railroads
are curbed by the (1) Inter-state Commerce Act, (2)
Sherman Anti-trust Act, (3) Edmonson Act.
- ___33. Following the passage of the Homestead Act, the national
domain (1) passed into private hands, (2) remained in
the possession of the government, (3) passed into public
hands.
- ___34. In order to save our forest, mineral, and land resources,
President Theodore Roosevelt urged (1) a conservation
law, (2) a restoration law, (3) an arbitration of this
problem.
- ___35. The administration of Theodore Roosevelt marked our
entrance into (1) the battle between gold and silver,

(2) world politics and world conferences, (3) the final settlement of a tariff problem.

- ___36. President Theodore Roosevelt, when reviewing his administration, considered his work on (1) regulation of the trusts, (2) conservation of the natural resources, (3) international relations, as his most important services.
- ___37. Theodore Roosevelt was succeeded by (1) Bryan, (2) Parker, (3) Taft.
- ___38. The (1) tariff, (2) currency, (3) imperialism issue caused the beginning of the split in the Republican party.
- ___39. The Payne-Aldrich Tariff Act (1) decreased, (2) increased, (3) continued the rates of the preceding tariff law.
- ___40. President Taft had trouble with (1) Gifford Pinchot, (2) Salmon Chase, (3) William J. Bryan, who complained that R. A. Ballinger had violated the conservation laws.
- ___41. In the fight for control of the Republican party the Progressive Republicans were led by (1) Parker, (2) Johnson, (3) LaFollette.
- ___42. The Progressive Republicans in 1912 nominated (1) Wilson, (2) Theodore Roosevelt, (3) Taft for the Presidency.

- ___43. Woodrow Wilson had been a (1) college president, (2) farmer, (3) lawyer.
- ___44. Woodrow Wilson is regarded as a (1) great, (2) average, (3) poor President.
- ___45. Woodrow Wilson had supreme faith in the intelligence and integrity of the (1) rich, (2) educated, (3) common people.
- ___46. Of all the Presidents since 1890, the one who was the greatest politician was (1) Theodore Roosevelt, (2) Woodrow Wilson, (3) Franklin D. Roosevelt.
- ___47. The Underwood Tariff Law (1) increased, (2) reduced, (3) did not affect the tariff rates.
- ___48. Our banking system was improved and strengthened by the (1) Federal Farm Loan Act, (2) Federal Reserve System, (3) Federal Banking Authority.
- ___49. The Sherman Anti-Trust Law was strengthened by the (1) Patman, (2) Morse, (3) Clayton Act.
- ___50. To supervise the enforcement of the anti-trust laws, the (1) Federal Trade Commission, (2) Federal Reserve System, (3) Federal Trust Commission was created.
- ___51. The work day of railroad workers was set at eight hours by the (1) Hatch, (2) Adamson, (3) McGuffey Act.
- ___52. In 1913 a board was established for the settlement of labor disputes and contests by the (1) Newlands, (2) Adamson, (3) Smith Act.

- ___53. In 1916, (1) Hughes, (2) Theodore Roosevelt, (3) Wilson was elected President.
- ___54. The slogan of the 1916 campaign was (1) reduce the tariff, (2) he kept us out of war, (3) a full dinner pail.
- ___55. The principal problem of the administration from 1916-1920 was (1) tariff, (2) war, (3) conservation.
- ___56. Popular election of United States Senators is provided for in the (1) 17th, (2) 18th, (3) 19th Amendment.
- ___57. In 1913 the Income Tax Amendment was ratified. It is the (1) 15th, (2) 16th, (3) 17th Amendment.
- ___58. The period from 1896 to 1916 was one of (1) reform of our social and economic conditions, (2) an extremely warlike period, (3) controversy over currency.
- ___59. The outstanding American in the part he played in world affairs was (1) Bryan, (2) Hughes, (3) Wilson.
- ___60. In world affairs our foreign policy by 1920 was that of (1) splendid isolationism, (2) working with European nations in maintaining world peace, (3) the Monroe Doctrine.
- ___61. For the first ten years following World War I, the United States experienced (1) a depression, (2) a period of apparent prosperity, (3) a recession.
- ___62. In 1919 an attempt to maintain world peace was made at the Versailles Peace Conference by creating the

- (1) Hague Tribunal, (2) Algeciras Peace Commission,
(3) League of Nations.

- ___63. The goal of the Republican leaders from 1920 to 1932 was that of (1) the return to normalcy, (2) a new deal for all the people, (3) a full dinner pail.
- ___64. Warren Harding, a (1) Democrat, (2) Socialist, (3) Republican, was elected President in 1920.
- ___65. Harding's administration was characterized by (1) unemployment, (2) scandals, (3) good government.
- ___66. Harding was saved from much trouble by (1) his death, (2) his ability as a good administrator, (3) the country's being very prosperous.
- ___67. In 1924, (1) Hoover, (2) Coolidge, (3) LaFollette was elected President.
- ___68. The only Republican candidate for President to receive electoral votes from more than one state in the Solid South was (1) Coolidge, (2) Wilson, (3) Hoover.
- ___69. President Hoover had made quite a name for himself as (1) Secretary of War, (2) Secretary of Commerce, (3) Secretary of State.
- ___70. The Democratic candidate for the Presidency in 1928 lost because he was a "wet" and a Catholic. He was (1) Cox, (2) Davis, (3) Smith.
- ___71. The most important event occurring during President Hoover's administration was (1) the depression, (2) a high tariff law, (3) a period of prosperity.

- ___72. A business panic occurred in 1929 due to (1) losses on the stock exchange, (2) unemployment, (3) speculations in the railroads.
- ___73. The (1) Democrats, (2) Republicans, (3) Socialists were blamed with causing the business panic of 1929.
- ___74. The election of 1932 brought the (1) Democrats, (2) Republicans, (3) Socialists into power.
- ___75. The chief reason for this change from one party to another was (1) repeal of 18th Amendment, (2) a desire for a New Deal, (3) desirable results of the depression.
- ___76. By 1936 there (1) was a reduction in the number of the unemployed, (2) was a considerable increase in the number of the unemployed, (3) a booming prosperous period.
- ___77. President Franklin D. Roosevelt was elected for the third time over (1) Willkie, (2) Landon, (3) Farley.
- ___78. The greatest problem facing the country following World War I was that of (1) unemployment, (2) returning the country to a peacetime footing, (3) handling the depression.
- ___79. Following the war, the government decided on the policy of (1) increasing, (2) decreasing, (3) neither raising nor lowering the rates of income taxes.
- ___80. During the period from 1920 to 1930, the (1) industrial laborers, (2) farmers, (3) manufacturers had the hardest time to make a profit from their work.

- ___81. A law passed during Hoover's administration to aid the farmers was known as the (1) Agricultural Adjustment Act, (2) Soil Conservation Act, (3) Agricultural Marketing Act.
- ___82. In order to aid the borrowing power of the country, President Hoover encouraged passage of the (1) Reconstruction Finance Corporation Act, (2) Glass-Steagall Act, (3) Farm Loan Act.
- ___83. The Hawley-Smoot Tariff Law of 1930 (1) raised, (2) lowered, (3) did not change the tariff rates.
- ___84. The Democratic party in 1932 was pledged to (1) reduce the number of federal government employees, (2) to balance the budget, (3) raise the tariff rates.
- ___85. In 1932, the Democratic party advocated the (1) enforcement of prohibition, (2) gradual repeal of prohibition, (3) outright repeal of prohibition.
- ___86. The Democrats under Franklin D. Roosevelt (1) held steady the tariff rates, (2) increased the tariff rates, (3) made reciprocal trade agreements with foreign countries.
- ___87. The principal aim of our foreign policy from 1920 to 1940 was (1) imperialistic, (2) to maintain world peace, (3) to build a huge army and navy.
- ___88. The Washington Conference met for the purpose of (1) aiding the finances of several countries, (2) solving

social problems in the countries, (3) reducing the navies of the several nations.

- ___89. An attempt to outlaw war was made by the (1) Dawes Plan, (2) Young Plan, (3) Kellogg-Briand Pact.
- ___90. Efforts to eliminate all wars were (1) successful, (2) unsuccessful, (3) of great accomplishment.
- ___91. Only (1) France, (2) England, (3) Finland continued to pay its war debts.
- ___92. (1) Germany and Russia, (2) England and France, (3) Italy and Japan were the heaviest borrowers from the United States following World War I.
- ___93. Our relations with the Latin-American countries improved as a result of the (1) Monroe Doctrine, (2) open-door policy, (3) good neighbor policy.
- ___94. The ideals of the New Deal were symbolized by (1) Charles Dawes, (2) Franklin D. Roosevelt, (3) Harry Truman.
- ___95. A precedent for New Deal reforms was based on (1) preceding federal legislation, (2) a desire to wipe the slate clean and to start over again, (3) ideas completely beyond the Constitution.
- ___96. The greatest problem confronting Franklin D. Roosevelt was (1) reform of our out of date laws, (2) recovery from the depression, (3) creating the Civilian Conservation Laws.

- ___97. The (1) bank holiday, (2) Federal Banking Act, (3) Farm Loan Act was forwarded by President Franklin D. Roosevelt to close all banks and thus avert a run on them.
- ___98. Of those banks that were closed (1) a majority never reopened, (2) a great majority did open, (3) all were under the closest restriction and supervision for years.
- ___99. The young men of our country were given aid and relief primarily by the (1) W.P.A., (2) P.W.A., (3) C.C.C.
- ___100. Of the three relief agencies listed the one that received the most criticism and abuse was the (1) W.P.A., (2) P.W.A., (3) C.C.C.
- ___101. The farm situation was aided by the (1) Agricultural Marketing Act, (2) Agricultural Adjustment Act, (3) Farm Loan Act, in early New Deal days.
- ___102. The currency changes of the New Deal (1) immediately brought the country out of the depression, (2) made the economic problem of the country all the more acute, (3) neither hurt nor helped the situation.
- ___103. In order to prevent (1) foreclosures, (2) indemnities, (3) mortgages of farms, the Mortgage Moratorium Act was passed.
- ___104. Business and the railroads were greatly aided by a law passed in 1932. It was the (1) Farm Bankruptcy

Act, (2) Reconstruction Finance Corporation, (3) National Recovery Act.

- __105. Homeowners were assisted in saving their homes by the (1) Home Owners' Loan Corporation, (2) Home Loan Banks, (3) Federal Housing Administration.
- __106. In order to obtain permanent recovery (1) relief was the most important item, (2) long range reforms were necessary, (3) the Democrats had to be kept in power.
- __107. Historically, the most important part of the New Deal is (1) the program of reform, (2) the attempts at relief, (3) the attempt to remove all vestiges of Republican rule from the statutes.
- __108. With higher prices obtained for farm products because of reduced production, (1) the surplus was increased, (2) more farmers had to go on relief, (3) the cost of living increased.
- __109. The Agricultural Adjustment Act was declared unconstitutional by the Supreme Court and was replaced by the (1) Farm Marketing Act, (2) Soil Conservation Act, (3) Surplus Commodity Act.
- __110. Under the Farm Security Administration, (1) submarginal farms were bought up by the government, (2) the position of the farmers was made more secure, (3) tenant farming was abolished.
- __111. Flood control as well as cheaper electricity was ob-

tained by creation of the (1) T.V.A., (2) N.R.A.,
(3) C.C.C.

- __112. Several reforms in business such as the N.R.A. and Guffey Coal Act were (1) declared unconstitutional, (2) of great help to business, (3) widely approved by businessmen.
- __113. Complaints of labor were investigated chiefly through provisions of the (1) N.R.A., (2) Wage and Hour Law, (3) Wagner Labor Relations Act.
- __114. Child labor in industry finally was ended by the (1) Wagner Labor Relations Act, (2) Guffey Coal Act, (3) Fair Labor Standards Act.
- __115. In order to provide aid for the unemployed, aged, and infirm, the (1) Wage and Hour Law, (2) Social Security Act, (3) Securities and Exchange Act was passed.
- __116. In an attempt to divorce politics from many administrative offices the (1) Hatch Act, (2) Randall Act, (3) Sander Act was passed.
- __117. The greatest defeat that President Franklin D. Roosevelt had to take was the (1) Supreme Court's declaring several of his New Deal laws unconstitutional, (2) defeat of his court-packing plan, (3) defeat in 1944 elections.
- __118. From 1920 to 1930 our foreign policy was that of (1) isolation, (2) internationalism, (3) working with other

nations on all problems.

- ___119. The United States liberated the Philippine Islands by the (1) Guffey, (2) Wagner, (3) Tydings-McDuffie Act of 1934.
- ___120. The United States obtained islands in the Atlantic chiefly for (1) air bases, (2) coaling stations, (3) recreational activities.
- ___121. The threat of European war increased the (1) war spirit of a majority of our people, (2) desire for an enlarged program of naval construction, (3) desire to ally with some foreign nation for defensive purposes.
- ___122. The interests of the United States were more closely tied up with (1) England, (2) France, (3) Germany, than with any other nation.
- ___123. The United States was forced into World War II by (1) Germany, (2) Italy, (3) Japan.
- ___124. Our selective service laws were established (1) before (2) after, (3) at the time, of our entry into the war.
- ___125. The United States in 1940 (1) was prepared for war, (2) was not prepared for war, (3) had been secretly preparing for war for a long time.